

## Module 7: Introduce your students to the APT



### TASK 1:

#### Prepare yourself to use the APT in your assessment

- Consider which students will be registered in the AlphaRoute Placement Tool (APT), and the reason for inviting students to take the assessment – whether it will be an initial, ongoing, or exit assessment
- Ensure that students who will be doing the APT are registered in AlphaRoute
- Determine where students will do the APT assessment and be prepared to solve any pop-up blocker problems that may arise – see [Tech tip: Pop-up blockers and the AlphaRoute Placement Tool](#) if you need more information
- Consider how you will handle failed CSQS attempts by students: Will you stay with the student while they attempt the CSQS and make a decision at that stage whether to correct and proceed? Will you override the CSQS from the **Student Management Area**? Will you stop the assessment and make plans for the student to learn more computer skills before proceeding? – see **Section G: Computer Skills Quick Screen (CSQS)** in the [Assessor's Guide](#) if you need more information
- Ensure that students who are invited to do the APT have the time and the proper environment to give the assessment a good try
- Plan your time to ensure you will be able to assess the results in a timely way
- Consider how you will share the APT results with the students who do take the time to do the assessment and what it will mean for their learning progress



### TASK 2:

#### Prepare students to do their best in the APT

- Discuss with students the meaning of the APT, and where and how it fits into their learning plan
- Give students their AlphaRoute **User Name** and **Password** as well as their APT **User Name** and **Centre Code** and ensure they know where to access the APT in AlphaRoute
- Explain the purpose of the CSQS, and what learners should expect if they get a message telling them to speak with their mentor after trying the CSQS
- Encourage students to use the audio on the APT **Instructions** screen, and to ask any questions they might have *before* they proceed
- Advise students on how far they can use audio support before it begins to prevent you from assessing their reading level – for example, no use of audio after the **Instructions** screen would be the tightest restriction
- Encourage students to skip questions they cannot do and to decide for themselves when to end the assessment by clicking on **I'm Done**

## AlphaRoute Placement Tool: Introduce your students to the APT

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- Let students know they can complete the APT assessment over more than one session
- Refer to **Section H: Student Instructions** in the [Assessor's Guide](#) for more information



### User Tip:

**Let students know in advance when they can expect the results of your assessment and how you will deliver the results to them**

Some ideas to help you in doing this are:

- If the student is matched with a volunteer tutor, meet with both of them to review the results onscreen, so they can see the results and how you scored them, and perhaps learn more about how online assessment works
- Print out the results (the results screens have **Print** buttons) for the student and review areas of strength and weakness, and date and file the printouts for comparison with future APT assessment attempts
- Allow yourself enough time to review the results and prepare your delivery of them – don't feel rushed about this, especially if you are new to assessment



### TASK 3:

**Share the APT results with students**

- Ask students to let you know – in person, by phone, or by email – when they have completed the APT
- Let students know how and when they will receive their APT results from you – proceed to **Section N: Reporting Results to Students** in the [Assessor's Guide](#) for further information about this important step



### User Tip:

**Consider using the APT's sister assessment tool, CABS Online**

- The APT was developed at the same time and by the same developer as another online assessment tool called **CABS Online**, which is managed by Literacy Link Eastern Ontario
- **CABS Online** enables the assessor to select from 79 demonstration activities across the five LBS levels appropriate for students to attempt – check it out at [http://www.lleo.ca/col/cabs\\_online.html](http://www.lleo.ca/col/cabs_online.html) and preview the ten demonstration activities
- Contact [info@lleo.ca](mailto:info@lleo.ca) to request a **CABS Online Centre Code** and **Password**



**Have any questions?**

Call Ian de Souza at 1-800-788-1120 extension 129 or email your questions to [arsupport@alphaplus.ca](mailto:arsupport@alphaplus.ca).