Program Manual

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CollegeBoard

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The ACCUPLACER® System

ACCUPLACER® is a comprehensive battery of tests designed to provide information about students' reading, writing, math, and computer skills. Tests within the ACCUPLACER System are delivered over the Internet and are used extensively by high schools, community colleges, four-year colleges, and technical schools around the world.

In September 2016, ACCUPLACER launched next-generation ACCUPLACER. Continuing the ACCUPLACER tradition of innovation, the new tests focus on what matters most for college readiness and success, with content specifications that are:

▸ aligned to the same content domain continuum as the redesigned SAT Suite of Assessments: SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9;

▸ aligned to state college and career readiness standards; and,

▸ connected to instruction.

With the addition of the new tests, there are ten "classic" placement tests, four classic diagnostic tests, five next-generation placement tests, five English-As-A-Second Language (ESL) tests, and four computer skills tests within the ACCUPLACER system. A list of these tests is shown below.

Classic Placement Tests	ESL Tests	Diagnostic Tests
Reading Comprehension	ESLReading Skills	Reading Comprehension
Sentence Skills	ESL Sentence Meaning	Sentence Skills
WritePlacer®	WritePlacer ESL	
	ESL Language Use	
	ESL Listening	
Arithmetic		Arithmetic
Elementary Algebra		Elementary Algebra
College-Level Math		
Computer Skills Placement (Windows 7/2010)		
Computer Skills Placement (Windows 8/2013)		
Computer Skills Placement Basic (Windows 7/2010)		
Computer Skills Placement Basic (Windows 8/2013)		

Next-Generation Placement Tests
Next-Generation Reading
Next-Generation Writing
Next-Generation Arithmetic
Next-Generation Quantitative Reasoning, Algebra, and Statistics
Next-Generation Advanced Algebra and Functions

Multiple Uses of ACCUPLACER Tests

The primary function of ACCUPLACER placement assessments is to assist with determining if students are prepared for a college-level course or if they would benefit from a developmental course. The ACCUPLACER English-As-A-Second Language (ESL) tests are intended for use in placing non-native speakers of English into ESL courses. The Diagnostic tests provide a detailed assessment of students' skills in English and mathematics so that academic strengths and weaknesses can be pinpointed.

Although designed to inform college placement decisions, ACCUPLACER tests can also be used to evaluate the college readiness of students in high school where higher education institutions or departments of education have established a college readiness definition and metric. In this model, ACCUPLACER tests are administered to high school students late in the junior year or early in the senior year as a way to provide them with information about the skills needed for success in college.

Dual enrollment programs, which provide high school students with an opportunity to complete college-level courses while in high school, have gained increasing popularity around the country. ACCUPLACER can be used to identify students who are eligible for dual enrollment.

As college personnel work with high school students, they have the opportunity to identify resources available for students at the college, and to provide information about enrollment at the college. The presence of college educators has proven to be a powerful motivator for students who have not considered higher education as a goal. Students with scores indicating they are not prepared for college-level work can be provided with information about how to improve their academic skills while they are still in high school.

The most effective college-readiness programs are those in which the local college partners with local high schools. High school students can compare their ACCUPLACER scores with those required by the local college in order to judge their college readiness in basic skills areas of English and mathematics. This information gives the high school student the opportunity and time to take additional high school courses that will prepare them for college-level work. However, it is not recommended that ACCUPLACER be used as a high school graduation requirement or accountability assessment.

Computer-Adaptive Testing

All ACCUPLACER tests, with the exception of Computer Skills Placement, WritePlacer, and WritePlacer ESL, are computer-adaptive. Computer-adaptive testing is a mode of test administration that uses computer algorithms to select and deliver test items to students. In an adaptive test there is a pool of test items that have been written to the various test content areas of each test.

Each item has been calibrated for difficulty and other characteristics. The sequence of test questions and the questions themselves will vary from student to student. The next question administered to a student is automatically chosen to yield the most information about the student based on the skill level indicated by answers to all prior questions. Unlike many traditional tests where all students take a single form of an exam, the computer adapts or "tailors" the exam to each student. This tailoring is done by keeping track of a student's performance on each test item and then using this information to select the next item to be administered. The criteria for selecting the next item to be administered to a student are complex; however, one of the primary criteria is a desire to match the difficulty of the item to the student's current estimated proficiency.

ACCUPLACER tailors the test to each student using an item-selection algorithm based on a weighted deviations model. During testing, the first question presented is of medium difficulty and is chosen randomly from several starter questions of the same level of difficulty. If a student answers the question incorrectly, the next question to be administered is chosen from a group of easier questions. If the student answers the question correctly, the next question presented will be somewhat more difficult.

The test delivery system continues this process throughout the test, choosing the next question that is expected to yield the most information about the student. To assure that the test is balanced in content, and that the kinds of questions presented do not differ greatly from one student to another except in difficulty, a number of constraints are built into the program. These constraints guide the selection of questions to be administered so that balance is achieved regardless of the skill level of the individual. Although fewer questions are presented for each test than would be given in a paper-and-pencil test, greater accuracy is maintained by providing challenging tests that correspond to each student's skill level. Because of the adaptive nature of the tests, the questions presented on successive tests will vary, thereby greatly reducing the effects of repeatedly practicing on the tests.

Steps Taken to Ensure Fairness of ACCUPLACER Tests

In order to provide meaningful information about levels of achievement, test scores must accurately reflect the knowledge and skills of students on the construct of interest. Test bias occurs when test questions contain construct-irrelevant elements that prevent identifiable groups of students from demonstrating relevant knowledge and skills, thus resulting in systematically lower or higher scores. The College Board is committed to ensuring that test questions are as free as possible of unnecessary barriers to the success of diverse groups of students, despite differences in characteristics including age, gender, disability status, race, ethnicity, national origin, religion, sexual orientation, linguistic background, socioeconomic status, or other personal characteristics.

Consistent with industry-standard best practice, ACCUPLACER test questions are subjected to rigorous internal and external fairness reviews and statistical analyses to ensure that they are as fair as possible to all populations of students.

Fairness Review

Fairness reviews of ACCUPLACER test questions are performed by two distinct groups of experts. First, when developing questions, College Board assessment specialists apply professional test-development standards to identify and eliminate any language, content, words, phrases, or references that may be offensive, upsetting, distracting, or inappropriate to any particular group of students. In addition, all questions are reviewed by external reviewers who are deeply familiar with the student population of interest and the nature and purpose of the test under review. These independent reviewers are typically active classroom teachers and practitioners drawn from a wide range of academic disciplines and demographic backgrounds.

Both groups of fairness reviewers are charged with helping ensure that test questions and stimuli are broadly accessible to the wide-ranging student population that takes the exam, that the questions are clearly stated and unambiguous in their intent, and that the questions do not offer unfair advantages to some students.

Empirical Analysis

College Board psychometricians routinely examine whether test items function differently for different groups of students. Statistical analysis referred to as Differential Item Functioning (DIF) is performed to determine whether there are items on the test where certain groups of students have undue advantage over others. Comparisons of performance on test items are customarily made between male and female, as well between different racial or ethnic groups. To understand DIF, three related concepts must be distinguished: item impact, DIF, and item bias. When one group has a higher proportion of students answering an item correctly than another group, this observation is referred to as item impact. Item impact may be due to true group differences in academic performance or due to item bias. For DIF to be observed, comparisons on item performance are conditioned on the characteristic being measured by the test. That is, students of equal proficiency on the test who belong to groups being compared should respond similarly to a given test item. If they do not, the item is said to function differently across groups and is flagged as a DIF item. Flagged items are usually classified into three groups — negligible, moderate, or severe, depending on how different the item performances are among the groups being compared. Items with severe DIF are automatically removed from the item pool, while items with negligible DIF are kept. Items with moderate DIF are reviewed by content experts who are familiar with the diversity of student population taking the test. When the reviewers determine that the DIF is due to a factor irrelevant to the construct the test is supposed to measure, the item is considered to be biased. Note that for an item to be biased, at least one characteristic of the item that is unfair to one or more groups must be identified.

Finally, as an assessment that serves diverse groups of students, every effort is made to ensure each ACCUPLACER test is balanced for diversity. Questions in the item bank are coded for "constraints" such as gender, race, and ethnicity. These "Content Diversity" constraints ensure that every ACCUPLACER test contains a variety of cultural and demographic contexts and references.

Eligibility Criteria for Access to ACCUPLACER

Access to ACCUPLACER is granted to nationally or internationally accredited, degree-granting institutions and public departments of national, state, and system educational governance. Constituents who do not meet the established criteria for becoming an ACCUPLACER user may appeal their request to the ACCUPLACER program. Factors impacting the decision may include, but are not limited to, profit status, intended use of the ACCUPLACER program, and institution funding source. The final decision regarding access lies with the ACCUPLACER program.

Logging into ACCUPLACER

When you are set up as a new user, you will receive an email similar to the one below. Within the email, click on the New User Login hyperlink.

The **Authentication** screen will appear. Enter your First Name, Last Name and your User Name as it appears in the email. Click **Next** to continue.

The ACCUPLACER System Software License Agreement will appear. Read the license agreement using the scroll bar on the right to see all of the agreement. Click **Accep**t to agree to the terms of the license agreement. If you click **Decline** you will be prevented from continuing.

On the next screen, **Answer Security Questions**, select your security questions and type your answers. Click **Next**. Answers are not case sensitive.

Finally, the **Change Password** screen will appear. Passwords must be a minimum of nine characters in length and contain three of the following four criteria:

▸ at least one lowercase character (a through z)

▸ at least one numeral (0 through 9)

▸ at least one uppercase character (A through Z)

▸ at least one special character

Click **Submit**, and you will be directed to the ACCUPLACER home page.

Once your login credentials have been authenticated, for all future logins, simply go to www.accuplacer.org and enter your username and password and click **Login**.

Caution: Do not log on to www.accuplacer.org more than once on the same computer. Having multiple browsers open on the same computer will result in the security errors message "User permission rules have been violated."

In order to ensure the security of your account, you will be locked out of your ACCUPLACER account if you try to log in with an incorrect password more than five times. The warning screens below will be displayed after the fifth attempt.

To unlock the account, you must provide the answer to two of the security questions selected when creating their new password. If the answers to the security questions match the answers that were provided during the initial setup of the security question, you will be asked to reset your password.

If the answers to the security questions do not match the answers that were provided during the initial setup of the security questions, you will be locked out of the account permanently, and must contact the ACCUPLACER Customer Service Center to unlock the account. For more information about the ACCUPLACER security questions, please refer to the *ACCUPLACER Users Guide* found under the Resources menu.

When you log into ACCUPLACER, you will be taken to the ACCUPLACER Home Page. On the left-hand side of the screen you will see the main menu screen. The menu will vary depending on your user level. Appendix A contains further detail regarding user levels and their access.

At the top of each screen there are two icons.

 Click on this icon to sign out of ACCUPLACER.

 Click on this icon to open or close the left-hand menu display.

Changing Passwords

All users can change their password and edit their profile by clicking on the drop-down menu next to the user's role shown at the top of each screen.

If you click on **Change Password**, the screen below will display. Enter your current password, and new password in the text boxes provided and click **Submit**.

Change Password

Establish a new password for your account below. This will be your new password for accessing the platform.

Passwords must be a minimum of nine characters in length and contain three of the following four criteria:

- at least one lowercase character (a through z)
- at least one numeral (0 through 9)
- at least one uppercase character (A through Z)
- at least one special character

Username   sherzsm

* Current Password

* New Password

* Confirm Password

Reset   Submit

Editing Profile

If you click **Profile**, the screen below will display. Make your changes and click **Save**. The **User Type** cannot be edited by any user type. Proctors and reporters of all types will not be able to update **Active Account From** and **Active Account To** fields or the **Username** fields. Site Managers and Institution Administrators can edit both **Username** and account activation dates.

Demo Site

When your ACCUPLACER account was established, a Demo Site was created. This site is provided for faculty to use when reviewing tests. Twenty-five test units are available on the Demo Site, and the Institution Administrator can transfer more units to the site as needed. This review must be performed in a secure environment. Refer to the section titled Test Security: Test Center Guidelines in this document for details. Test data from this site are kept separate from actual student data. **Do not use this site to test students.**

In order to access the Demo Site, the Institution Administrator will need to create a Proctor username and password for faculty members to use. Faculty members should be directed to log in to the ACCUPLACER testing site, (www.accuplacer.org) and click on the Administer Test menu. Branching Profiles that administer a single test are available from the Branching Profile drop-down menu. Faculty

should select the Branching Profile for the test they want to review. The following Branching Profiles are available for all ACCUPLACER tests, except for the following:

‣ Computer Skills Placement Basic (Windows 7/2010)
‣ Computer Skills Placement (Windows 8/2013)

Release of Customer Information

In an effort to protect the privacy of existing and potential ACCUPLACER users, the program does not publish a list of users.

There may be situations in which this information is requested by existing or potential users who may be seeking a remote testing location or exploring the use of ACCUPLACER within a state or region, etc. The ACCUPLACER program will only respond to requests of this type that include the following information:

‣ Institution name
‣ Email address of Institution Administrator
‣ Phone number of Institution Administrator
‣ Tests used by the institution

Your information will be shared only if you have given permission for us to do so.

The ACCUPLACER program will encourage existing and potential users to use the ACCUPLACER Electronic Discussion Group (EDG) to request information from members. Instructions for joining the ACCUPLACER EDG can be found under the **Resources** section of the ACCUPLACER platform.

A copy of the ACCUPLACER System Licensee Privacy Policy is shown in Appendix C of this manual.

Data Retention

Online Data Retention

Since March 2009, all data has been stored and is available through the ACCUPLACER System for a period of four (4) years. It is encouraged as a best practice that all institutions establish and maintain a process to regularly download and store their data.

COMPANION Answer Sheet Retention

COMPANION answer sheets must be retained for four (4) years.

Ability To Benefit (ATB) Data Retention

An institution must maintain a record for each student who took ACCUPLACER tests for ATB purposes. Record must contain tests taken, the date of each test, and the student's scores. All records must be kept for a period of four (4) years.

Pretesting New Test Items

From time to time the ACCUPLACER program will pretest new questions in order to refresh the ACCUPLACER question pools. Data gathered from field-testing will be used to calibrate the questions to the existing pool. This involves estimating the parameters that determine the characteristics of each question.

The same field test data will also be used for conducting empirical analysis for bias review studies. Before pretesting starts, users will be notified through the *What's New* feature of the system. When pretesting is occurring new questions will be embedded at undisclosed locations within a test. **Students' answers to the pretest questions will not be used in the calculation of their scores**.

Local Campus Charge to Students

The ACCUPLACER program recommends that institutions minimize whatever cost students may incur by taking ACCUPLACER tests. However, institutions may establish their own policy and charge what is believed to be a reasonable cost for administering ACCUPLACER tests.

Institutions must not charge an additional fee for providing accommodations to a student with a documented or temporary disability and must not discourage a student from requesting or using accommodations in order to save the additional cost for providing accommodations.

ACCUPLACER Suite of Assessments

ACCUPLACER tests are designed to assist institutions in placing students into appropriate courses. Given that institutions differ greatly with respect to composition of the student body, faculty, and course content, it is not possible to stipulate specific test cut scores to be used for placement decisions. Instead, each institution should establish its own cut scores to facilitate placement decisions based on factors and data unique to the institution. To help institutions establish these cut scores, the College Board has developed "Proficiency Statements", and in the case of next-generation tests, Skills Insight™ statements, that describe the knowledge and skills associated with specific ACCUPLACER score ranges.

Proficiency Statements for five classic (English and math) placement tests and four ESL tests were derived by convening a panel of experts in each subject area to review questions anchored at specific points along the scaled score range. The statements describe the knowledge and skills required to answer the anchored questions correctly.

The proficiency statements and Skills Insight statements offer useful information for understanding students' skill levels. Wherever possible, actual placement decisions should include other variables that may contribute to an accurate assessment of a student's ability, such as high school grades, background information, etc.

Similar to the proficiency statements developed for the classic ACCUPLACER tests, Skills Insight statements were developed for the five next-generation tests. These Skills Insight statements were derived by convening a team of assessment specialists in each subject area to review questions anchored at specific points along the reporting score scale and to describe the knowledge and skills that are required to answer these questions correctly. For additional information on the next-generation Skills Insight statements, including their methodology, see Appendix B – Item Mapping Methodology for Skills Insight Statements for Next-Generation ACCUPLACER Placement Tests.

Reporting Results

Results of ACCUPLACER tests are reported in manners that are appropriate to the respective test types as well as their intended uses. Below are descriptions of the primary reporting elements and the different tests for which they are reported.

Scaled Scores and Conditional Standard Error of Measurement (CSEM)

Results of the five classic tests (two English and three mathematics), four ESL tests, and five next-generation placement tests are reported using scaled scores. These scores are transformations of the scores directly resulting from the CAT algorithm. These scores may be used for computing summary statistics, correlating test performance with other appropriate information in students' records, and in other statistical treatments of test data. Scaled scores for next-generation placement tests range from 200 to 300, while scaled scores for classic and ESL tests range from 20 to 120.

Around each scaled score, a value is computed to indicate the level of certainty about where a student's true score may lie given the score that student obtained. This is referred to as the Conditional Standard Error of Measurement (CSEM). These values may be used to report a confidence interval within which an

examinee's true score might fall, given that examinee's obtained score. For example, if an examinee receives a score of 250 on a next-generation placement test and the CSEM is 4.9, there is a 68% probability that the examinee's true score is within the 245.1 and 254.9 range. In other words, if that examinee took the test 100 times, and the range was computed each time, then approximately 68% of these ranges will contain the person's true score. A smaller value of CSEM provides more precise measurement.

Holistic Scores and Dimension Statements

A holistic score is reported for WritePlacer and WritePlacer ESL. WritePlacer scores range from 1 to 8 while WritePlacer ESL scores range from 1 to 6. These scores are based on scoring rubrics used to evaluate student responses to writing prompts.

Student responses are also evaluated in multiple dimensions — six for WritePlacer and four for WritePlacer ESL. Dimension statements are reported on an Individual Score Report if this option is selected in Test Settings.

Percent Correct

For Computer Skills Placement (CSP) and CSP Basic tests, results are reported as the percentage of questions answered correctly. The percentage of questions answered correctly for each of the domains is also reported.

Performance Categories

ACCUPLACER Diagnostic tests are made up of five test strands (or domains) and results are reported in terms of performance categories for each strand. An overall result is not reported.

The three performance categories are "Needs Improvement," "Limited Proficiency," and "Proficient." Within each category, scores estimated by the CAT algorithm are transformed linearly to a numerical scale ranging from 1 to 15 such that scores of 1 to 4 correspond to Needs Improvement, 5 to 9 correspond to Limited Proficiency, and 10 to 15 correspond to Proficient.

WritePlacer® – A holistic score ranging from 1 to 8 is reported for WritePlacer. Holistic scores range from 1 to 8. Additionally it is possible to have six dimension statements reported on an Individual Score Report if you have selected this function in Test Settings.

WritePlacer ESL – A holistic score ranging from 1 to 6 is reported for WritePlacer ESL. Additionally, it is possible to have four dimension statements reported on the Individual Score Report if you have selected this function in Test Settings.

Computer Skills Placement Tests (CSP) – A score is reported that reflects the percent of all questions answered correctly as well as the percent of questions answered correctly for each of the domains.

Computer Skills Placement Tests – Basic Tests – A score is reported that reflects the percent of all questions answered correctly as well as the percent of questions answered correctly for each of the domains.

Diagnostic Tests – ACCUPLACER diagnostic tests are made up of five strand tests (or domains). Each strand test produces a scale score between 1 and 15. Each strand test has two cut scores, resulting in three categories: Needs Improvement, Limited Proficiency, and Proficient.

Classic Tests

Reading Comprehension

The Reading Comprehension test measures a student's ability to understand what he or she has read. There are four content areas on this test: Identifying Main Ideas; Direct Statements and Secondary or Supporting Ideas; Inferences; and Applications. Students are presented with a series of 20 questions.

Both short and long narratives are provided. The reading passages can also be classified according to the kind of information processing required, including explicit statements related to the main idea, explicit statements related to a secondary idea, application, and inference.

Reading Comprehension Content Areas

Identifying Main Ideas

Direct Statements and Secondary or Supporting Ideas

Inferences

Applications

Proficiency Statements for Reading Comprehension

Scaled Score of about 51

Students at this level are able to comprehend short passages that are characterized by uncomplicated ideas, straightforward presentation, and, for the most part, subject matter that reflects everyday experience. These students are able to:

▸ recognize the main idea and less central ideas

▸ recognize the tone of the passage when questions do not require fine distinctions

▸ recognize relationships between sentences, such as the use of one sentence to illustrate another

Scaled Score of about 80

Students at this level are able to comprehend short passages that are characterized by moderately uncomplicated ideas and organization. These students are able to:

▸ answer questions that require them to synthesize information, including gauging point of view and intended audience

▸ recognize organizing principles in a paragraph or passage

▸ identify contradictory or contrasting statements

Scaled Score of about 103 or higher

Students at this level are able to comprehend passages that, although short, are somewhat complex in terms of the ideas conveyed and that deal with academic subject matter, often in a theoretical framework. These students are able to:

▸ extract points that are merely implied

▸ follow moderately complex arguments or speculations

▸ recognize tone

▸ analyze the logic employed by the author in making an argument

Sentence Skills

The Sentence Skills test measures students' understanding of sentence structure, i.e., how sentences are put together and what makes a sentence complete and clear. There are three content areas measured on this test: Recognizing Complete Sentences; Coordination and Subordination; and Clear Sentence Logic.

Each student receives 20 Sentence Skills items of two primary question types. The first question type consists of sentence correction questions and requires an understanding of sentence structure. These questions ask students to choose the most appropriate word or phrase to substitute for the underlined portion of the sentence. The second question type consists of construction shift questions. These questions ask that a sentence be rewritten according to the criteria shown, while maintaining essentially the same meaning as the original sentence.

Within these two primary question types, the questions are also classified according to the skills being tested. Some questions deal with the logic of the sentence, others with whether or not the answer is a complete sentence, and still others with the relationship between coordination and subordination.

Sentence Skills Content Areas

Recognizing Complete Sentences
Coordination and Subordination
Clear Sentence Logic

Proficiency Statements for Sentence Skills

Scaled Score of about 53

Students at this level can:

▸ solve problems in simple subordination and coordination

▸ correct sentence fragments

Scaled Score of about 86

Students at this level can:

▸ solve problems of faulty coordination and subordination in a sentence with one or two clauses

▸ manipulate complex verb tenses

▸ correct misplaced modifiers

▸ solve problems that combine grammar and logic

Scaled Score of about 110 or above

Students at this level can:

▸ manipulate complex sentences with two or more subordinate clauses

▸ correct problems of syntax and repetitive diction

▸ recognize correct and incorrect linkages of clauses, including problems involving semicolons

Arithmetic

The Arithmetic test measures students' ability to perform basic arithmetic operations and to solve problems that involve fundamental arithmetic concepts. There are three content areas measured on this test: Whole Numbers and Fractions; Decimals and Percents; and Applications. Each student is administered 17 items.

Arithmetic Content Areas

Addition, subtraction, multiplication, and division of whole numbers with one to four digits

Addition and subtraction of mixed numbers

Multiplication of fractions

Division of fractions

Division of a whole number by a fraction

Division of a fraction by a whole number or another fraction

Applications involving operations on two numbers

Square root and exponent operations

Addition and subtraction of decimals

Multiplication of decimals

Division of decimals

Multiplication and division of decimals

Ordering of decimals, fractions, and percents; rounding

Calculate the percentage of a number

Applications

Fractions, ratios, and proportions

Calculating percentages

Adding and subtracting multiple fractions

Application of the greatest common factor and least common multiple

Calculate the average (mean)

Interpret frequency graphs

Problem solving using whole numbers, fractions, and decimals

Items that have a negative stem

Addition of whole numbers, fractions, and decimals

Subtraction and repeated subtraction of whole numbers, fractions, and decimals

Multiplication of whole numbers, fractions, and decimals

Division of whole numbers, fractions, and decimals

Metric system units

English system units

Currency

Computation with mixed numbers

Proficiency Statements for Arithmetic

Scaled Score of about 31

Students at this level have minimal arithmetic skills and can:

- perform simple operations with whole numbers and decimals (addition, subtraction, and multiplication)
- calculate an average, given integer values
- solve simple word problems
- identify data represented by simple graphs

Scaled Score of about 57

Students at this level have basic arithmetic skills and can:

- perform the basic arithmetic operations of addition, subtraction, multiplication, and division using whole numbers, fractions, decimals, and mixed numbers
- make conversions among fractions, decimals, and percents

Scaled Score of about 90

Students at this level have adequate arithmetic skills and can:

- estimate products and squares of decimals and square roots of whole numbers and decimals
- solve simple percent problems of the form $p\%$ of $q = ?$ and $?\%$ of $q = r$
- divide whole numbers by decimals and fractions
- solve simple word problems involving fractions, ratio, percent increase and decrease, and area

Scaled Score of about 112

Students at this level have substantial arithmetic skills and can:

- find equivalent forms of fractions
- estimate computations involving fractions
- solve simple percent problems of the form $p\%$ of $? = r$
- solve word problems involving the manipulation of units of measurement
- solve complex word problems involving percent, average, and proportional reasoning
- find the square root of decimal numbers
- solve simple number sentences involving a variable

Elementary Algebra

The Elementary Algebra test measures a student's ability to perform basic algebraic operations and to solve problems that involve elementary algebraic concepts. Three content areas are measured with this test: Integers and Rational Numbers; Algebraic Expressions; and Equations, Inequalities, and Word Problems.

Students are administered 12 questions on this test. The Integers and Rational Numbers area involves computation with integers and negative rationals, the use of absolute values, and ordering. These questions test students' minimal skill levels. The Algebraic Expressions content area tests minimal skill levels through the evaluation of simple formulas and expressions and the evaluation of adding and subtracting monomials and polynomials. At all levels of skill, questions are provided involving multiplying and dividing monomials and polynomials, the evaluation of positive rational roots and exponents, simplifying algebraic fractions, and factoring. The Equations content area involves the solution of equations, inequalities, and word problems.

Elementary Algebra Content Areas

Integers and Rational Numbers

Ordering

Operations with signed numbers

Absolute value

Algebraic Expressions

Evaluating formulas and other algebraic expressions

Addition and subtraction of monomials and polynomials

Multiplication of monomials and polynomials

Positive rational roots and exponents

Squaring a binomial

Factoring difference of squares

Factoring $ax^2 + bx + c$ over the integers

Factoring polynomials that are not quadratics

Operations with algebraic fractions involving addition, subtraction, multiplication, and division

Division of monomials and polynomials including simplification of algebraic fractions

Equations, Inequalities, and Word Problems

Solving linear equations and inequalities

Systems of linear equations

Solving quadratic equations by factoring

Translating written phrases or sentences into algebraic expressions or equations

Solving verbal problems in an algebraic context, including geometric reasoning

Graphing

Proficiency Statements for Elementary Algebra

Scaled Score of about 25

Students at this level have minimal pre-algebra skills. These students demonstrate:

▸ a sense of order relationships and the relative size of signed numbers

▸ the ability to multiply a whole number by a binomial

Scaled Score of about 57

Students scoring at this level have minimal elementary algebra skills. These students can:

▸ perform operations with signed numbers

▸ combine like terms

▸ multiply binomials

▸ evaluate algebraic expressions

Scaled Score of about 76

Students at this level have sufficient elementary algebra skills. At this level, the skills that were beginning to emerge at a Total Right Score of 57 have been developed. Students at this level can:

▸ add radicals, add algebraic fractions, and evaluate algebraic expressions

▸ factor quadratic expressions in the form $ax^2 + bx + c$, where $a = 1$

▸ factor the difference of squares

▸ square binomials

▸ solve linear equations with integer coefficients

Scaled Score of about 108

Students at this level have substantial elementary algebra skills. These students can:

▸ simplify algebraic expressions

▸ factor quadratic expressions where $a = 1$

▸ solve quadratic equations

▸ solve linear equations with fractional and literal coefficients and linear inequalities with integer coefficients

▸ solve systems of equations

▸ identify graphical properties of equations and inequalities

College-Level Math

The College-Level Math test measures students' ability to solve problems that involve college-level mathematics concepts. There are six content areas measured on this test: Algebraic Operations; Solutions of Equations and Inequalities; Coordinate Geometry; Applications and Other Algebra Topics; Functions; and Trigonometry. There are 20 questions on this test.

College-Level Math Content Areas

Algebraic Operations

Addition of algebraic fractions

Addition and subtraction of expressions involving absolute value

Operations with polynomials

Multiplication, division, and simplification of algebraic fractions

Operations with exponents

Powers, roots, and radicals

Factoring quadratic expressions

Solutions of Equations and Inequalities

Linear equations and inequalities

Quadratic equations

Systems of equations and inequalities

Exponential equations

Equations of degree greater than 2

Coordinate Geometry

The coordinate plane

Straight lines

Conics

Locus of points

Graphs of algebraic functions

Applications and Other Algebra Topics

Translation

Complex numbers

Series and sequences

Determinants

Permutations and combinations

Factorials

Polygons

Functions	
	Functions of degree greater than 2
	Exponents and logarithms
	Graphical properties, exponential and logarithmic functions
	Domain and range
	Composition of functions
	Inverse functions
	Computations with simple functions
	Periodicity, amplitude, and other properties
Trigonometry	
	Fundamental definitions of trigonometric functions
	Right triangle trigonometry and circular functions
	Laws of sines and cosines
	Graphs of trigonometric functions
	Trigonometric equations and inequalities
	Trigonometric identities
	Trigonometric functions of two angles
	Inverse trigonometric functions

Proficiency Statements for College-Level Math

<u>Scaled Score of about 40</u>

Students scoring at this level can:

- identify common factors
- factor binomials and trinomials
- manipulate factors to simplify complex fractions
- These students should be considered for placement into intermediate algebra. For further guidance in placement, have these students take the Elementary Algebra test.

<u>Scaled Score of about 63</u>

Students scoring at this level demonstrate the following additional skills and can:

- work with algebraic expressions involving real number exponents
- factor polynomial expressions
- simplify and perform arithmetic operations with rational expressions, including complex fractions
- solve and graph linear equations and inequalities
- solve absolute value equations
- solve quadratic equations by factoring

- graph simple parabolas
- understand function notation, such as determining the value of a function for a specific number in the domain
- a limited understanding of the concept of function on a more sophisticated level, such as determining the value of the composition of two functions
- a rudimentary understanding of coordinate geometry and trigonometry

Scaled Score of about 86

Students scoring at this level demonstrate the following additional skills and can:

- understand polynomial functions
- evaluate and simplify expressions involving functional notation, including composition of functions
- solve simple equations involving trigonometric functions, logarithmic functions, and exponential functions

Scaled Score of about 103 or above

Students scoring at this level demonstrate the following additional skills and can:

- perform algebraic operations and solve equations with complex numbers
- understand the relationship between exponents and logarithms and the rules that govern the manipulation of logarithms and exponents
- understand trigonometric functions and their inverses
- solve trigonometric equations
- manipulate trigonometric identities
- solve right-triangle problems
- recognize graphic properties of functions such as absolute value, quadratic, and logarithmic

Next-Generation Tests

Next-Generation Reading

The Next-Generation Reading placement test is a broad-spectrum computer-adaptive assessment of students' developed ability to derive meaning from a range of prose texts and to determine the meaning of words and phrases in short and extended contexts. Passages on the test cover a range of content areas (including literature and literary nonfiction, careers/ history/social studies, humanities, and science), writing modes (informative/explanatory, argument, and narrative), and complexities (relatively easy to very challenging). Both single and paired passages are included. The test pool includes both authentic texts (previously published passages excerpted or minimally adapted from their published form) and commissioned texts (written specifically for the test). Questions are multiple choice in format and are either discrete (stand-alone) or part of sets built around a common passage or passages. Four broad knowledge and skill categories are assessed:

▸ Information and Ideas (reading closely, determining central ideas and themes, summarizing, understanding relationships)

▸ Rhetoric (analyzing word choice rhetorically, analyzing text structure, analyzing point of view, analyzing purpose, analyzing arguments)

▸ Synthesis (analyzing multiple texts)

▸ Vocabulary

Next-Generation Reading

Content Dimensions	Descriptions
Information and Ideas These questions focus on the informational content of text.	
Reading closely	The student will identify information and ideas explicitly stated in text and will draw reasonable inferences and logical conclusions from text.
Determining central ideas and themes	The student will identify explicitly stated central ideas and themes in text and determine implicit central ideas and themes from text.
Summarizing	The student will identify a reasonable summary of a text.
Understanding relationships	The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).
Rhetoric These questions focus on the craft and structure of writing.	
Analyzing word choice rhetorically	The student will determine how the selection of specific words and phrases or the use of patterns of words and phrases shapes meaning and tone in text.
Analyzing text structure	The student will describe the overall structure of a text or analyze the relationship between a particular part of a text (e.g., a sentence) and the whole text.
Analyzing point of view	The student will determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style.
Analyzing purpose	The student will determine the main or most likely purpose of a text or of a particular part of a text (typically, one or more paragraphs).
Analyzing arguments	The student will analyze claims and counterclaims, assess an author's reasoning for soundness, and analyze how an author uses or fails to use evidence to support a claim or counterclaim.
Synthesis These items focus on synthesizing multiple sources of information.	
Analyzing multiple texts	The student will synthesize information and ideas from multiple texts. (Note: All of the skills listed above may be tested with either single or paired passages.)
Vocabulary These items focus on determining the meaning of words and phrases in the contexts in which they appear.	

Skills Insight for Next-Generation Reading

Score range: 236 and below

Students scoring in this band are beginning to demonstrate the foundational skills and knowledge needed to be college and career ready.

Score range: 237–249

Students scoring in this band can typically demonstrate the following skills and knowledge in somewhat challenging to moderately challenging texts:

- Locate clearly stated information in and draw simple inferences from a text
- Locate a text's explicitly stated main purpose or identify a paragraph's subtly stated main purpose
- Integrate basic information and ideas from multiple texts on the same topic
- Determine the meaning of a common word or phrase using clear context clues

Score range: 250–262

Students scoring in this band can typically demonstrate the following additional skills and knowledge in moderately challenging texts:

- Locate and interpret subtly stated information in and determine an implicit central idea, theme, or purpose of a text
- Determine a straightforward function of a part of a text in relation to the whole text
- Make somewhat challenging connections between multiple texts on the same topic
- Determine the meaning of a common high-utility academic word or phrase using context clues

Score range: 263–275

Students scoring in this band can typically demonstrate the following additional skills and knowledge in moderately challenging to complex texts:

- Describe the effect that word choice has on meaning or tone when the effect is subtle
- Determine a subtly established point of view or perspective in a text
- Make moderately challenging to complex connections between multiple texts on the same topic
- Determine the meaning of a relatively uncommon high-utility academic word or phrase in context or the literal meaning of a moderately challenging figurative expression in context

Score range: 276 and above

Students scoring in this band can typically demonstrate the following additional skills and knowledge in complex to highly complex texts:

- Determine a complex function of a part of a text in relation to the whole text
- Determine a complex to highly complex central claim or counterclaim of a text
- Reach complex to highly complex or subtle assessments of an author's reasoning or use of evidence

Next-Generation Writing

The Next-Generation Writing placement test is a broad-spectrum computer-adaptive assessment of students' developed ability to revise and edit a range of prose texts for effective expression of ideas and for conformity to the conventions of standard written English sentence structure, usage, and punctuation. Passages on the test cover a range of content areas (including literary nonfiction, careers/history/social studies, humanities, and science), writing modes (informative/explanatory, argument, and narrative), and complexities (relatively easy to very challenging). All passages are commissioned — that is, written specifically for the test — so that "errors" (a collective term for a wide range of rhetorical and conventions-related problems) can more effectively be introduced into them. Questions are multiple choice in format and appear as part of sets built around a common, extended passage; no discrete (stand-alone) questions are included. In answering the questions, test-takers must determine the best revision or editing decision in a particular case (or that no change should be made to the passage as originally presented). Two broad knowledge and skill categories are assessed:

▸ Expression of Ideas (development, organization, effective language use)

▸ Standard English Conventions (sentence structure, usage, and punctuation)

Next-Generation Writing

Content Dimensions	Descriptions
Expressions of Ideas	
Development These questions focus on revising text in relation to rhetorical purpose. (Prior knowledge of the topic is not assessed, though consistency of the material within a passage may be.)	
Proposition	The student will add, revise, or retain central ideas, main claims, topic sentences, and the like to structure texts and to convey arguments, information, and ideas clearly and effectively.
Support	The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.
Focus	The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.
Organization These questions focus on revision of text to improve the logic and cohesion of text at the sentence, paragraph, and whole-text level.	
Logical sequence	The student will revise text as needed to ensure that information and ideas are presented in the most logical order.
Introductions, conclusions, and transitions	The student will revise text as needed to improve the beginning or ending of a text or paragraph or to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.
Effective Language Use These questions focus on revision of text to improve the use of language to accomplish particular rhetorical purposes.	
Precision	The student will revise text as needed to improve the exactness or content appropriateness of word choice.
Concision	The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).
Style and tone	The student will revise text as needed to ensure the consistency of style and tone within a text or to improve the match of style and tone to purpose.
Syntax	The student will use various sentence structures to accomplish needed rhetorical purposes.

Content Dimensions	Descriptions
Standard English Conventions	
Sentence Structure These questions focus on editing text to correct problems in sentence formation and inappropriate shifts in construction within and between sentences.	
Sentence boundaries	The student will recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons).
Subordination and coordination	The student will recognize and correct problems in subordination and coordination in sentences.
Parallel structure	The student will recognize and correct problems in parallel structure in sentences.
Modifier placement	The student will recognize and correct problems in modifier placement (e.g., misplaced or dangling modifiers).
Inappropriate shifts in verb tense	The student will recognize and correct inappropriate shifts in verb tense within and between sentences.
Inappropriate shifts in verb voice and mood	The student will recognize and correct inappropriate shifts in verb voice and mood within and between sentences.
Inappropriate shifts in pronoun person and number	The student will recognize and correct inappropriate shifts in pronoun person and number within and between sentences.
Conventions of Usage These questions focus on editing text to ensure conformity to the conventions of standard written English usage.	
Possessive determiners	The student will recognize and correct cases in which possessive determiners (*its*, *your*, *their*), contractions (*it's*, *you're*, *they're*), and adverbs (*there*) are confused with each other.
Noun agreement	The student will recognize and correct lack of agreement between nouns.
Pronoun clarity	The student will recognize and correct pronouns with unclear or ambiguous antecedents.
Pronoun-antecedent agreement	The student will recognize and correct lack of agreement between pronoun and antecedent.
Subject-verb agreement	The student will recognize and correct lack of agreement between subject and verb.
Frequently confused words	The student will recognize and correct instances in which a word or phrase is confused with another (e.g., *accept/except*, *allusion/illusion*).
Logical comparison	The student will recognize and correct cases in which unlike terms are compared.
Conventional expression	The student will recognize and correct cases in which a given expression is inconsistent with standard written English.
Conventions of Punctuation These questions focus on editing text to ensure conformity to the conventions of standard written English punctuation.	
End-of-sentence punctuation	The student will recognize and correct inappropriate uses of ending punctuation in cases in which the context makes the intent clear.
Within-sentence punctuation	The student will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences; ellipses to indicate a pause or omission; and colons to introduce lists or quotations.
Possessive nouns and pronouns	The student will recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms.
Items in a series	The student will correctly use and recognize and correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.
Nonrestrictive and parenthetical elements	The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.
Hyphenation conventions	The student will recognize and correct violations of hyphenation conventions.
Unnecessary punctuation	The student will recognize and correct cases in which unnecessary punctuation appears in a sentence.

Skills Insight for Next-Generation Writing

Score range: 236 and below

Students scoring in this band are beginning to demonstrate the foundational skills and knowledge needed to be college and career ready.

Score range: 237–249

Students scoring in this band can typically demonstrate the following skills and knowledge:

▸ Revise a somewhat to moderately challenging text to improve development and organization (e.g., delete a clearly irrelevant sentence, select a logical transitional phrase)

▸ Use language effectively in a somewhat to moderately challenging context (e.g., use familiar words and phrases precisely, correct basic redundancies)

▸ Recognize and correct a basic error in sentence structure, usage, or punctuation (e.g., an inappropriate shift in verb tense, missing punctuation between items in a list)

Score range: 250–262

Students scoring in this band can typically demonstrate the following additional skills and knowledge:

▸ Revise a moderately challenging to complex text to improve development and organization (e.g., add support for an explicitly stated claim, make basic decisions about the order of information in a paragraph)

▸ Use language effectively in a moderately challenging context to achieve a rhetorical goal (e.g., combine sentences to incorporate a modifying phrase)

▸ Recognize and correct an error in sentence structure, usage, or punctuation (e.g., an obviously incomplete or run-on sentence)

Score range: 263–275

Students scoring in this band can typically demonstrate the following additional skills and knowledge:

▸ Revise a moderately challenging to complex text to improve development and organization (e.g., effectively set up a main idea, use a transitional sentence to link ideas or topics within a text)

▸ Use language effectively in a complex context (e.g., revise text to eliminate subtle redundancies)

▸ Recognize and correct a complex error in sentence structure, usage, or punctuation (e.g., a vague pronoun, punctuation incorrectly setting off a restrictive sentence element)

Score range: 276 and above

Students scoring in this band can typically demonstrate the following additional skills and knowledge:

▸ Revise a complex to highly complex text to improve development and organization (e.g., make a nuanced decision about the best placement of a sentence)

▸ Use language effectively in a complex to highly complex context (e.g., use the most appropriate word or phrase to achieve a particular rhetorical effect, such as emphasis)

▸ Recognize and correct a complex, subtle, or uncommon error in sentence structure, usage, or punctuation (e.g., a colon to introduce an explanation)

Next-Generation Arithmetic

The Next-Generation Arithmetic placement test is a computer-adaptive assessment of students' developed ability for selected mathematics content. Questions will focus on computation, order of operations, estimation and rounding, comparing and ordering values in different formats, and recognizing equivalent values across formats. In addition, questions may assess a student's math ability via fluency with mathematical procedures and conceptual understanding, and may also present a real-world context that requires students to demonstrate the ability to analyze a situation, determine the essential elements required to solve the problem, represent the problem mathematically, and carry out a solution. All questions are multiple choice in format and appear discretely (stand-alone) across the assessment. Five knowledge and skill categories are assessed:

▶ Whole Number Operations

▶ Fraction Operations

▶ Decimal Operations

▶ Percent

▶ Number Comparisons and Equivalents

Next-Generation Arithmetic: Content Dimensions and Descriptions

Whole Number Operations

Addition, subtraction, multiplication, and division of whole numbers, including order of operations, estimation and rounding, and applying operations to real-life contexts

Fraction Operations

Addition, subtraction, multiplication, and division of fractions and mixed numbers, including order of operations, estimation and rounding, and applying operations to real-life contexts

Decimal Operations

Addition, subtraction, multiplication, and division of decimal numbers, including order of operations, estimation and rounding, and applying operations to real-life contexts

Percent

Calculation with percent with or without a context, including percent increase, percent decrease, determining the percent of a number, and applying percent to real-life contexts

Number Comparisons and Equivalents

Comparisons of differently formatted values by ordering, using the number line and using the equality/inequality symbol notation; and evaluations of equivalent number statements (to assess mental math strategies)

Skills Insight for Next-Generation Arithmetic

Score range: 236 and below

Students scoring in this band can typically demonstrate the following skills and knowledge:

▶ Fluently add, subtract, multiply, and divide integers

▶ Identify decimal values that occur between integers

▶ Convert fractions to their decimal equivalents

▶ Order positive real numbers expressed as a whole number or decimal from least to greatest

Score range: 237–249

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

▸ Fluently add, subtract, and multiply decimals

▸ Fluently add and subtract fractions, including mixed numbers

▸ Use addition, subtraction, multiplication, and division of whole numbers and decimals to solve one-step applied problems

Score range: 250–262

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

▸ Use addition, subtraction, multiplication, and division of whole numbers and decimals to solve multistep applied problems

▸ Use addition, subtraction, and multiplication to solve one-step problems involving fractions

▸ Determine the result when taking the percent of a given number

Score range: 263–275

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

▸ Fluently solve numerical expressions by applying the order of operations involving decimals and integers

▸ Use addition, subtraction, multiplication, and division to solve multistep applied problems involving fractions

▸ Solve single-step applied problems involving percent

▸ Solve problems involving converting a fraction to its decimal equivalent and rounding the result to a given value

Score range: 276 and above

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

▸ Fluently apply the order of operations to solve numerical expressions involving fractions, including mixed numbers and improper fractions

▸ Solve multistep applied problems involving percent

▸ Order numerical expressions based on their computational result

Next-Generation Quantitative Reasoning, Algebra, and Statistics

The Next-Generation Quantitative Reasoning, Algebra, and Statistics placement test is a broad-spectrum computer-adaptive assessment of students' developed ability for selected mathematics content suited for students entering non-STEM fields of study or for students who are undecided on a major. Questions focus on a range of topics including computing with rational numbers, applying ratios and proportional reasoning, creating linear expressions and equations, graphing and applying linear equations, understanding probability and sets, and interpreting graphical displays. In addition, questions may assess a student's math ability

via fluency with mathematical procedures and conceptual understanding and may also present a real-world context that requires students to demonstrate the ability to analyze a situation, determine the essential elements required to solve the problem, represent the problem mathematically, and implement a solution. All questions are multiple choice in format and appear discretely (stand-alone) across the assessment. Ten knowledge and skill categories are assessed:

‣ Rational Numbers
‣ Ratio and Proportional Relationships
‣ Exponents
‣ Algebraic Expressions
‣ Linear Equations
‣ Linear Applications and Graphs
‣ Probability and Sets
‣ Descriptive Statistics
‣ Geometry Concepts for Pre-Algebra
‣ Geometry Concepts for Algebra 1

Next-Generation Quantitative Reasoning, Algebra, and Statistics: Content Dimensions and Descriptions

Rational Numbers

Calculating and applying rational numbers (with or without a context), including usage of absolute value

Ratio and Proportional Relationships

Calculating with rates, ratios, and proportions (with or without a context), and using unit conversions

Exponents

Calculating with exponents, radicals, fractional exponents, and applying scientific notation

Algebraic Expressions

Creating and evaluating expressions to represent situations, and using properties of operations to combine like terms and identify equivalent expressions

Linear Equations

Creating linear equations in one or two variables, solving linear equations, simplifying linear equations and inequalities, and solving systems of two linear equations

Linear Applications and Graphs

Applying linear equations to real-life contexts, using elementary linear functions to describe relationships, and graphing linear equations in two variables, linear inequalities, parallel and perpendicular lines, and systems of equations

Probability and Sets

Calculating probability (simple, compound, and conditional), and defining sample spaces and events using set notation

Descriptive statistics

Interpreting graphical displays of data (histograms, box plots, and scatterplots), describing shape and spread of a sample set, and calculating measures of center

Geometry Concepts for Pre-Algebra

Determining area and perimeter, circle area and circumference, and volume of prisms

Geometry Concepts for Algebra 1

Creating expressions for area, perimeter, and volume, using distance formula and Pythagorean theorem, and evaluating basic geometric transformations

Skills Insight for Next-Generation Quantitative Reasoning, Algebra, and Statistics

Score range: 236 and below

Students scoring in this band can typically demonstrate the following skills and knowledge:

▸ Identify a graph that represents a set of univariate data

▸ Fluently add, subtract, and multiply integers

▸ Identify coordinate points in the xy-plane

Score range: 237–249

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

▸ Identify a linear equation or inequality that represents a simple context

▸ For a linear equation in two variables, given one value, calculate or find the other value

▸ Evaluate a numerical rational or radical expression consisting of integers

▸ Solve one-step problems involving unit rate, ratio, proportion, and unit conversion

Score range: 250–262

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

▸ Describe a solution to a system of equations or inequalities algebraically

▸ Create and use a system of linear equations to solve problems

▸ Apply rates, ratios, and unit conversions in multistep problems

▸ Make connections between tables, graphs, verbal descriptions, and algebraic equations representing a linear relationship

Score range: 263–275

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

▸ Calculate or find the slope and y-intercept of a line that is parallel to a given line

▸ Evaluate numerical expressions with negative and fractional exponents

▸ Calculate conditional probability for simple problems

▸ Interpret the y-intercept of a graph within a context

Score range: 276 and above

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

▸ Calculate or find the slope and y-intercept of a line that is perpendicular to a given line

▸ Given a nonlinear function, calculate or find the input given the output

▸ Compare the means and medians of two data distributions

▸ Create expressions to represent complex perimeter and area problems

▸ Evaluate numerical expressions involving absolute value

Next-Generation Advanced Algebra and Functions

The Next-Generation Advanced Algebra and Functions placement test is a broad-spectrum computer-adaptive assessment of students' developed ability for selected mathematics content suited for students entering STEM fields of study, as well as students entering non-STEM fields of study that require some advanced math (e.g., medicine, economics, accounting). Questions will focus on a range of topics including a variety of equations and functions, including linear, quadratic, rational, radical, polynomial, and exponential. Questions will also delve into some geometry and trigonometry concepts. In addition, questions may assess a student's math ability via fluency with mathematical procedures and conceptual understanding and may also present a real-world context that requires students to demonstrate the ability to analyze a situation, determine the essential elements required to solve the problem, represent the problem mathematically, and implement a solution. All questions are multiple choice in format and appear discretely (stand-alone) across the assessment. Eleven knowledge and skill categories are assessed:

- ▶ Linear Equations
- ▶ Linear Applications and Graphs
- ▶ Factoring
- ▶ Quadratics
- ▶ Functions
- ▶ Radical and Rational Equations
- ▶ Polynomial Equations
- ▶ Exponential and Logarithmic Equations
- ▶ Geometry Concepts for Algebra 1
- ▶ Geometry Concepts for Algebra 2
- ▶ Trigonometry

Next-Generation Advanced Algebra and Functions: Content Dimensions and Descriptions

Linear Equations

Creating linear equations in one or two variables, solving linear equations, simplifying linear equations and inequalities, and solving systems of two linear equations

Linear Applications and Graphs

Applying linear equations to real-life contexts, using elementary linear functions to describe relationships, and graphing linear equations in two variables, linear inequalities, parallel and perpendicular lines, and systems of equations

Factoring

Factoring methods applied to quadratics, cubics, and polynomials

Quadratics

Creating quadratic equations in one or two variables, solving quadratic equations (via factoring or using the quadratic equation), simplifying quadratic equations and inequalities, and solving systems that involve a quadratic equation

Functions

Creating functions using function notation, evaluating linear and quadratic functions, graphing functions, and interpreting functions within a context

Radical and Rational Equations

Creating radical and rational equations and functions in one variable, determining domain and range for radical and rational functions, graphing radical and rational functions, and simplifying radical and rational expressions and equations

Polynomial Equations

Creating polynomial equations in one and two variables, solving polynomial equations, and graphing polynomial functions

Exponential and Logarithmic Equations

Creating exponential and logarithmic equations in one and two variables, solving exponential and logarithmic equations, graphing exponential and logarithmic functions, and interpreting exponential and logarithmic functions

Geometry Concepts for Algebra 1

Creating expressions for area, perimeter, and volume, using distance formula and Pythagorean theorem, and evaluating dilations, rotations, translations, and reflections

Geometry Concepts for Algebra 2

Determining volume of non-prism objects, using intersecting line theorems, using triangle similarity and congruency theorems, and using circle equations in the coordinate plane

Trigonometry

Solving trigonometric equations, using right-triangle trigonometry, including special triangles; evaluating equivalent trigonometric functions; graphing trigonometric relationships; determining arc length and radian measures; and using the Law of Sines and the Law of Cosines

Skills Insight for Next-Generation Advanced Algebra and Functions

Score range: 236 and below

Students scoring in this band can typically demonstrate the following skills and knowledge:

▸ Given a linear function that represents a context, calculate or find the output given the input

▸ Apply rules of exponents to simplify expressions

▸ Solve quadratic equations in $x^2 + bx + c = 0$ form by factoring

▸ Interpret the meaning of a value in an exponential function based on the context

Score range: 237–249

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

▸ Solve linear equation systems in $ax + by = cx + dy$ form with integer coefficients

▸ Make connections between tables and algebraic equations representing a nonlinear relationship

▸ Rewrite complex polynomial (including quadratic) expressions by factoring

▸ Solve simple rational and radical equations

Score range: 250–262

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

▸ Make connections between graphs and algebraic equations representing quadratic relationships

▸ Rewrite rational expressions

▸ Use properties of triangles to solve problems

▸ Utilize simple trigonometric ratios

Score range: 263–275

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

- Add and subtract rational expressions
- Solve complex rational equations
- Solve exponential equations in one variable
- Relate the solutions of a system of a linear and nonlinear equation in two variables to the graphs of the system

Score range: 276 and above

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

- Make connections between graphical, tabular, and algebraic representations of relationships involving the absolute value function
- Solve quadratic equations in one variable using any method, including completing the square
- Use concepts about trigonometric functions (sine, cosine, tangent) to solve problems, including within the unit circle
- Evaluate logarithmic equations

ACCUPLACER English-As-A-Second Language Tests

The ACCUPLACER English-As-A-Second Language (ESL) tests are computer-adaptive tests intended for use in placing non-native speakers of English into ESL courses. ACCUPLACER ESL tests include ESL Reading Skills, ESL Sentence Meaning, ESL Language Use, and ESL Listening. Each test requires students to answer 20 items.

ESL Reading Skills

The ESL Reading Skills test measures a student's ability to read English. Specifically, it assesses students' comprehension of short passages. The test contains brief passages of 50 words or less and moderate-length passages of 50 to 90 words.

Half of this test contains straightforward comprehension items (paraphrase, locating information, vocabulary on a phrase level, and pronoun reference). The other half assesses inference skills (main idea, fact versus opinion, cause/effect logic, identifying irrelevant information, author's point of view, and applying the author's logic to another situation.

ESL Reading Skills Content Areas

Literal Comprehension
Inference

Proficiency Statements for ESL Reading Skills

Scaled Score of about 57

Students at this level demonstrate the following skills and can:

▸ locate information in a passage by answering literal comprehension questions on even the longest passages if the question posed and the answer to that question are in the same sentence or in close proximity to each other

▸ answer questions in which the wording in the answer is very similar to the wording in the passage or uses minimal paraphrasing

▸ answer some questions requiring small inferences (including questions asking for the main idea of the passage) if the options do not require fine distinctions

▸ answer questions based on maps and charts

Scaled Score of about 82

Students at this level demonstrate the following additional skills and can:

▸ answer questions that require drawing conclusions on the basis of the information presented in the passage or making inferences from the information presented

▸ recognize the main idea of a passage even when presented with wrong answer choices mentioned in the passage as supporting information

Scaled Score of about 102

Students at this level can demonstrate the following additional skills and can:

▸ answer questions that require dealing with a passage as a whole or manipulating the information presented in the passage

▸ make generalizations on the basis of the information in the passage, recognize what was implied, and answer questions about the author's tone and purpose

ESL Sentence Meaning

The ESL Sentence Meaning test measures how well students understand the meaning of sentences in English. It assesses the understanding of word meanings in one- or two-sentence contexts. There are four content areas measured: Particles, Phrasal Verbs, and Prepositions; Adverbs, Adjectives, and Connectives Sequences; Basic Nouns and Verbs; and Basic and Important Idioms.

ESL Sentence Meaning Content Areas

Particles, Phrasal Verbs, and Prepositions
Adverbs, Adjectives, and Connective Sequences
Basic Nouns and Verbs
Basic and Important Idioms

Proficiency Statements for ESL Sentence Meaning

Scaled Score of about 61

Students at this level demonstrate the following skills and can:

▸ handle sentences with simple structures characterized by everyday subjects and simple vocabulary, including common nouns, adjectives, and verbs

▸ select the appropriate vocabulary in sentences that provide multiple contextual clues

Scaled Score of about 88

Students at this level demonstrate the following additional skills and can:

▸ handle vocabulary in sentences that have compound or complex structures or present more complex situations than the sentences at the level above

▸ handle the following kinds of vocabulary:

▸ two-word verbs

▸ adverbs of comparison

▸ more extended idiomatic expressions

▸ longer descriptions

▸ select appropriate vocabulary in sentences that provide a single contextual clue

Scaled Score of about 106

Students at this level demonstrate the following additional skills and can:

▸ handle vocabulary in sentences with complex structures that are characterized by abstract statements or idiomatic expressions

▸ demonstrate knowledge of idioms that are two-word verbs or the use of idioms to express the appropriate meaning

▸ deduce the appropriate vocabulary from an entire sentence rather than from specific contextual clues, often in situations where grammar and vocabulary intersect

ESL Language Use

The ESL Language Use Test measures a student's proficiency in using correct grammar in English sentences. There are six content areas measured on this test: Nouns, Pronouns, Pronoun Case Structure; Sentence Structure; Subject-Verb Agreement; Adverbs/Adjectives; Verbs; and Subordination/Coordination.

Items on the ESL Language Use test come in two formats: completing a sentence by filling in a blank with the word or phrase from the choices given; and choosing a sentence that best combines two discrete sentences that are given. The skills covered are subject-verb agreement; verb tenses; irregular verb forms; appropriate verb forms in structures; noun-noun agreement; noun forms; pronouns; modifiers, comparatives, prepositions; connectives; parallelism; and sentence fragments/run-ons.

ESL Language Use Content Areas

Nouns, Pronouns, Pronoun Case Structure

Sentence Structure

Subject-Verb Agreement

Adverbs/Adjectives

Verbs

Subordination/Coordination

Proficiency Statements for ESL Language Use

Scaled Score of about 55

Students scoring at this level can choose correct grammatical forms when they are controlled by the basic rules of grammar. For example, in simple sentences, students can recognize basic grammatical structures such as subject-verb agreement, pronoun case and form, noun forms (including recognizing subject, case, and number), and verb forms. They can handle questions involving word order, prepositional phrases, and simple clauses.

Scaled Score of about 82

Students scoring at this level can handle a variety of complex structures such as comparatives at the phrase level such as "so tall that," relative clauses, structures at the clause level such as "not only … but also," simple subordination, and function at the whole-sentence level.

Scaled Score of about 100

Students scoring at this level demonstrate the following additional skills and can:

‣ recognize irregular verb forms such as "draw/drawn," fairly unusual idioms such as "couldn't get over it," and indirect object structures such as "gave her one"

‣ handle questions involving transformations of declarative sentences into questions, the conditional, and mood parallelism

‣ choose appropriate structures to state complex ideas, often in complex sentences using subordination or coordination

ESL Listening

The ESL Listening test was developed to differentiate between different ESL levels ranging from novice-mid to advanced-high, according to the California TESOL descriptors. ESL Listening is a direct measure of the listening skills of non-native English speaking students. The test measures the ability to listen to and understand one or more people speaking in English. The conversations take place in academic environments such as lecture halls, study sessions, a computer lab, the library, and the gymnasium; and in everyday environments such as at home, shopping, at a restaurant, at a dentist's office, listening to the radio, reading the newspaper, and performing tasks at work.

While looking at pictures of the speakers, the student listens to a conversation or lecture. The question is then read followed by the four answer choices. Students can click on the appropriate *Play* button to replay the conversation, the question, or any of the answer choices. Each of these can be heard only two more times after the initial reading.

There are two content areas: Literal Comprehension and Implied Meaning.

ESL Listening Content Areas

Literal Comprehension
Implied Meaning

Proficiency Statements for ESL Listening

<u>Scaled Score of about 50</u>

Students at this level may show reasonable proficiency in literal comprehension but are likely to encounter difficulty following instructions and may find it difficult to draw inferences. While they may show proficiency in understanding common everyday situations and simple academic situations, they are likely to have difficulty comprehending more complex life situations and many academic situations. Students at this level have a relatively small vocabulary of basic words.

<u>Scaled Score of about 70</u>

Students at this level typically are skilled in literal comprehension and can make the more direct inferences but may lack the ability to make more complex inferences and to follow instructions. While they may show proficiency in understanding most everyday situations and common academic situations, they may have difficulty comprehending more complex academic situations, including lectures. Students at this level have a working vocabulary to handle many everyday situations but will have difficulty with more complex or infrequently used words.

<u>Scaled Score of about 90 or higher</u>

Students at this level are able to comprehend both literal and inferential meaning of spoken material. They typically show proficiency in understanding everyday situations and all types of academic situations. Students at this level can understand a large number of words and can handle more complex vocabulary.

ACCUPLACER WritePlacer

In addition to the multiple-choice tests, ACCUPLACER offers WritePlacer. WritePlacer and WritePlacer ESL scores can be used in conjunction with other ACCUPLACER test scores to assist with the placement of students into college-level, developmental, and/or English-As-A-Second-Language courses.

WritePlacer automatically evaluates students' essays written to one of several prompts provided in the ACCUPLACER System. Students enter their essays into an onscreen text box and when submitted for scoring, the system returns a holistic score that ranges from 1 to 8 as well as feedback on the following six writing dimensions:

- **Purpose and Focus** – The extent to which the writer presents information in a unified and coherent manner, clearly addressing the issue

- **Organization and Structure** – The extent to which the writer orders and connects ideas

- **Development and Support** – The extent to which the writer develops and supports ideas

- **Sentence Variety and Style** – The extent to which the writer crafts sentences and paragraphs demonstrating control of vocabulary, voice, and structure

- **Mechanical Conventions** – The extent to which the writer expresses ideas using Standard English

- **Critical Thinking** – The extent to which the writer communicates a point of view and demonstrates reasoned relationships among ideas

WritePlacer ESL operates in a similar manner, but holistic scores are reported on a 1 to 6 scale, and it measures four writing dimensions:

- **Word Use** – The extent to which the writer is able to use a wide range of words and phrases accurately

- **Sentence Use** – The extent to which the writer is able to use a variety of sentence patterns with both independent and dependent clauses

- **Grammar** – The extent to which the writer is able to express ideas using grammatically correct English

- **Organization and Development** – The extent to which the writer is able to focus on the assigned topic and to develop ideas clearly

For security reasons, students are not allowed to have copies of their WritePlacer essays. Faculty may review copies but must understand that essays cannot be released back to students.

Technology Used to Score WritePlacer Essays

WritePlacer essays are electronically scored by the Intelligent Essay Assessor (IEA) that is powered by the Knowledge Analysis Technologies engine. Developed by the Knowledge Technologies group at Pearson, the IEA is a unique automated assessment technology that evaluates the meaning of text, not just grammatical correctness or spelling.

The IEA is based on Latent Semantic Analysis (LSA), a statistical language learning theory and computer model that measures the semantic similarity of words and documents with accuracy closely approximating that of human judges. LSA was originated at Bell Laboratories under Thomas Landauer, Ph.D., and was built into automated educational assessment products at the University of Colorado and Pearson.

The IEA automatically evaluates the semantic substance of a student's writing by comparing a new essay to a set of essays that have been graded by two expert human readers. The IEA is able to do this comparison and produce accurate and reliable scoring because each essay question has been calibrated against 500 or more student essays with human scores.

As a new essay is submitted, the IEA looks for similarities to the scored essays and assigns a holistic score by placing it in a category with the essays to which it is most similar. Dimension scoring occurs in much the same way. For each dimension, the system assesses the student essay by comparing it to scored essays, and then categorizes the dimension in question. The IEA includes built-in detectors for off-topic responses and other special situations that may need to be referred to human readers.

The correlation and agreement rates of the scores produced by the IEA have been shown to be as high as or higher than those between two independent human readers.

WritePlacer

Detailed descriptions of each of these score points for WritePlacer are shown below.

Score of 8

An essay in this category demonstrates *clear and consistent mastery* of on-demand essay writing with a few minor errors. A typical essay:

- effectively and insightfully develops a point of view on the issue
- addresses an appropriate audience and demonstrates a clear purpose for writing in the thesis statement
- demonstrates outstanding critical thinking, using effective examples, reasons, and other evidence to support its position
- is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas
- exhibits skillful use of language, using a varied, accurate, and apt vocabulary
- demonstrates varied and effective sentence structure
- is free of major errors in grammar, spelling, and punctuation

Score of 7

An essay in this category demonstrates *consistent mastery* of on-demand essay writing although it may have occasional minor errors. A typical essay:

- effectively and insightfully develops a point of view on the issue
- addresses an appropriate audience and demonstrates a clear purpose for writing in the thesis statement
- demonstrates outstanding critical thinking, using appropriate examples, reasons, and other evidence to support its position
- is well organized and focused, demonstrating clear coherence and smooth progression of ideas

- exhibits appropriate language, using a varied and accurate vocabulary
- demonstrates varied sentence structure
- is practically free of errors in sentence structure, grammar, spelling, and punctuation

Score of 6

An essay in this category demonstrates ***reasonably consistent mastery*** of on-demand essay writing, although it may have occasional lapses in quality. A typical essay:

- effectively develops a point of view on the issue
- addresses an appropriate audience and demonstrates a clear purpose for writing
- demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position
- is well organized and focused, demonstrating coherence and a logical progression of ideas
- exhibits consistent control in the use of language
- demonstrates adequate variety in sentence structure
- is generally free of errors in sentence structure, grammar, usage, spelling, and punctuation

Score of 5

An essay in this category demonstrates ***adequate mastery*** of on-demand essay writing although it will have lapses in quality. A typical essay:

- develops a viable point of view on the issue
- may stray from the audience and purpose but is able to refocus
- demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position
- is generally organized and focused but could lack coherence and logical progression of ideas
- exhibits adequate but inconsistent control of language
- demonstrates some variety in sentence structure
- contains some minor errors in sentence structure, grammar, spelling, and punctuation

Score of 4

An essay in this category demonstrates ***developing mastery*** of on-demand essay writing. A typical essay:

- develops a viable point of view on the issue
- may stray from audience and purpose
- demonstrates some critical thinking but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position
- may lack control of organization or focus, demonstrating some lapses in coherence or progression of ideas
- contains some errors in sentence structure and use of grammatical conventions such as word choice, usage, spelling, and punctuation

Score of 3

An essay in this category demonstrates *little mastery* of on-demand essay writing. Flawed by *one or more* of the following weaknesses, a typical essay:

‣ presents a vague or limited point of view on the issue

‣ demonstrates little awareness of audience

‣ attempts to develop the main idea though that attempt is inadequate

‣ demonstrates weak critical thinking with little complexity of thought or with flawed reasoning

‣ provides inappropriate or insufficient examples, reasons, or other evidence to support its position

‣ is poorly organized and/or focused or demonstrates serious problems with coherence or progression of ideas

‣ displays limited word choice and little sentence variety

‣ contains many errors in mechanical conventions of usage, sentence structure, grammar, spelling, and punctuation

Score of 2

An essay in this category demonstrates *very little mastery* of on-demand essay writing. Flawed by *many or most* of the following weaknesses, a typical essay:

‣ presents a vague or limited point of view on the issue

‣ demonstrates little awareness of audience

‣ presents an unclear main idea

‣ demonstrates weak critical thinking with little complexity of thought or with flawed reasoning

‣ organizes ideas ineffectively, demonstrating a problematic progression of ideas

‣ displays numerous errors in word choice, usage, and sentence structure

‣ contains significant spelling, grammar, punctuation, and mechanical errors

Score of 1

An essay in this category demonstrates *no mastery* of on-demand essay writing. Severely flawed by *many or most* of the following weaknesses, a typical essay:

‣ lacks a viable point of view on the issue

‣ demonstrates no awareness of audience

‣ fails to present a main idea

‣ demonstrates flawed reasoning

‣ demonstrates no complexity of thought

‣ is disorganized and/or disjointed

‣ displays fundamental errors in word choice, usage, and sentence structure

‣ contains pervasive spelling, grammar, punctuation, and mechanical errors

Score of 0

This essay has not been given a holistic score or dimension scores because it is either a blank page, incoherent/illegible, insufficient (too short to assess), written in a foreign language, or off topic.

Shown below are the score descriptions that are reported on the Individual Score Report.

Score	WritePlacer Holistic Score Descriptions
8	The essay demonstrates **clear and consistent mastery** of on-demand essay writing.
7	The essay demonstrates **consistent mastery** of on-demand essay writing.
6	The essay demonstrates **reasonably consistent mastery** of on-demand essay writing.
5	The essay demonstrates **adequate mastery** of on-demand essay writing.
4	The essay demonstrates **developing mastery** of on-demand essay writing.
3	The essay demonstrates **little mastery** of on-demand essay writing.
2	The essay demonstrates **very little mastery** of on-demand essay writing.
1	The essay demonstrates **no mastery** of on-demand essay writing.
0	No holistic score: This essay has not been given a holistic score or dimensional scores because it is either a blank page, incoherent/illegible, insufficient (too short to assess), written in a foreign language, or off topic.

For scores of zero, codes are assigned to indicate the reason the essay was given a score of zero.

Codes are:

B = blank page   I = illegible/incoherent

T = too short   O = off topic

F = written in a foreign language

WritePlacer Dimensions

In addition to the reported holistic score, feedback can be provided on six dimensions considered essential in a well-written essay. Shown below are detailed descriptions of each of the dimensions.

Purpose and Focus – The extent to which the writer presents information in a unified and coherent manner, clearly addressing the issue. Specific elements to consider include:

▸ unity

▸ consistency

▸ coherence

▸ relevance

▸ audience

Organization and Structure – The extent to which the writer orders and connects ideas. Specific elements to consider include:

▸ introduction

▸ thesis

▸ body paragraphs

▸ transitions

▸ conclusions

Development and Support – The extent to which the writer develops and supports ideas. Specific elements to consider include:

- point of view
- coherent arguments
- evidence
- elaboration

Sentence Variety and Style – The extent to which the writer crafts sentences and paragraphs demonstrating control of vocabulary, voice, and structure. Specific elements to consider include:

- sentence length
- sentence structure
- usage
- tone
- vocabulary
- voice

Mechanical Conventions – The extent to which the writer expresses ideas using Standard English. Specific elements to consider include:

- spelling
- grammar
- punctuation

Critical Thinking – The extent to which the writer communicates a point of view and demonstrates reasoned relationships among ideas. Specific elements to consider include:

- clarity
- depth
- precision
- logic
- accuracy
- fairness
- breadth
- relevance

If you select to have dimension statements reported on the Individual Score Report, one of the dimension statements shown below will be reported for each of the indicated dimensions.

Purpose and Focus

Your response shows a clear purpose and a consistent focus.

Your response does not fully communicate purpose, and focus may be inconsistent.

Your response lacks clear purpose and focus.

Organization and Structure

Your response demonstrates strong organization of ideas.

Your response demonstrates limited organization of ideas.

Your response demonstrates poor organization of ideas.

Development and Support

Your response is logically developed and well supported.

Your response has limited support for your ideas.

Your response needs additional ideas and support.

Sentence Variety and Style

Your response shows skillful control of sentence structure and style.

Your response shows inconsistent control of sentence variety, word choice, and flow of thought.

Your response shows limited ability to vary sentence length and apply appropriate vocabulary.

Mechanical Conventions

Your response shows strong control of mechanical conventions such as grammar, spelling, and punctuation.

Your response shows limited control of mechanical conventions such as grammar, spelling, and punctuation.

Your response shows poor control of mechanical conventions such as grammar, spelling, and punctuation.

Critical Thinking

Your response shows clear and reasoned analysis of the issue.

Your response shows limited clarity and complexity of thought.

Your response shows insufficient reasoning and lacks complexity of thought.

For sample essays for each of the eight WritePlacer score points see the *WritePlacer Guide with Sample Essays* found under the **Resources** menu on the ACCUPLACER platform.

WritePlacer ESL

WritePlacer ESL provides a direct measure of the writing skills of students who identify as English language learners. WritePlacer ESL scores can be used in conjunction with other ACCUPLACER test scores to assist with the placement of students into college-level, developmental, or various levels of ESL courses.

WritePlacer ESL students are asked to write an essay of 300 to 600 words in response to one of several prompts available in the system. Writing samples are electronically scored and a holistic score is reported on the Individual Score Report. Shown below are detailed descriptions of each score point.

WritePlacer ESL Holistic Scoring Rubric

Score of 6

The writing sample exhibits *strong control* of the elements of on-demand essay writing in English.

▸ The writing sample exhibits strong control of focus, organization, and supporting details, with a sense of audience. The writing sample exhibits an insightful and engaging expression of ideas.

▸ The writing sample exhibits a strong control of a wide and complex range of vocabulary, with infrequent errors in word selection, word forms, and spelling.

▸ The writing sample generally exhibits strong control of sophisticated and varied sentence structure, with few errors.

▸ The writing sample exhibits strong control of grammatical forms. Some errors in word order, punctuation, and other aspects of grammar do not interfere with comprehension.

Score of 5

The writing sample exhibits *consistent control* of the elements of on-demand essay writing in English.

▸ The writing sample exhibits consistent control of focus, organization, and supporting details with a sense of audience. The writing sample exhibits the use of a prewriting strategy with some analytical development.

▸ The writing sample exhibits a consistent control of a wide and complex range of vocabulary, but there may be a few distracting errors in word selection, word forms, and spelling.

▸ The writing sample generally exhibits consistent control of sophisticated and varied sentence structure.

▸ The writing sample exhibits consistent control of grammatical forms. Some errors in word order, punctuation, and other aspects of grammar may be distracting but do not interfere with comprehension.

Score of 4

The writing sample exhibits *moderate control* of the elements of on-demand essay writing in English.

▸ The writing sample exhibits a moderate control of focus, organization, and supporting details with a sense of audience awareness. It exhibits evidence of the use of a prewriting strategy.

▸ The writing sample exhibits moderate control of a wide and complex range of vocabulary but with some distracting errors in word selection, word forms, and spelling.

- The writing sample exhibits moderate control of complex and varied sentence structure.
- The writing sample exhibits moderate control of grammatical forms. Repetitive errors in word order, punctuation, and other aspects of grammar are distracting but may not interfere with comprehension.

Score of 3

The writing sample exhibits *emerging competency* in the elements of on-demand essay writing in English. The writing sample exhibits an emerging use of paragraphs and topic sentences while it may lack overall focus and development.

- The writing sample exhibits an emerging use of complex vocabulary. Errors in word selection, word forms, and spelling sometimes obscure meaning.
- The writing sample exhibits an emerging use of complex sentences but with distracting errors in word order and punctuation.
- The writing sample exhibits emerging control of grammatical forms, such as verb tense, with varied and numerous errors.

Score of 2

The writing sample exhibits *limited competency* in the elements of on-demand essay writing in English.

- The writing sample exhibits rudimentary development of ideas with an inconsistent ability to express ideas clearly in an organized pattern or with sufficient supporting details.
- The writing sample exhibits inconsistent competency in word use containing commonly used words and word phrases. Frequent errors in word selection, word forms, and spelling often obscure meaning.
- The writing sample exhibits inconsistent control of sentence use with some evidence of control of simple sentences. Commas and periods may be used to mark sentence boundaries, although there are many errors. Minimal attempts to coordinate sentences and to use subordinate clauses may be evident. Errors in grammatical forms are numerous.

Score of 1

The writing sample exhibits *little competency* in the elements of on-demand essay writing in English.

- The writing sample exhibits a simplistic expression of ideas and little to no development or organization.
- The writing sample exhibits a very limited range and variety of simple words and word phrases. Frequent errors in word selection, word forms, and spelling obscure meaning.
- The writing sample is typically characterized by short, choppy, simple sentences.
- The writing sample exhibits little or no control of grammatical forms.
- Sentence punctuation is omitted or used incorrectly.

Score of 0

This writing sample has not been given a holistic score or dimension scores because it is either a blank page, incoherent/illegible, insufficient (too short to assess), written in a foreign language, or off topic.

Shown below are the WritePlacer ESL score descriptions that are reported on the Individual Score Report.

Score	WritePlacer ESL Holistic Score Descriptions
6	The writing sample exhibits **strong control** of the elements of on-demand essay writing in English.
5	The writing sample exhibits **consistent control** of the elements of on-demand essay writing in English.
4	The writing sample exhibits **moderate control** of the elements of on-demand essay writing in English.
3	The writing sample exhibits **emerging competency** in the elements of on-demand essay writing in English.
2	The writing sample exhibits **limited competency** in the elements of on-demand essay writing in English.
1	The writing sample exhibits **little competency** in the elements of on-demand essay writing in English.
0	No holistic score. This writing sample has not been given a holistic score or the four dimensional scores because it is either a blank page, incoherent, insufficient (too short to assess), written in a foreign language, or off topic.

For scores of zero, codes will be assigned to indicate the reason the essay was given a score of zero.

Codes are:

B = blank

T = too short

F = written in a foreign language

I = illegible/incoherent

O = off topic

WritePlacer ESL Dimension Descriptions

In addition to the reported holistic score, feedback can be provided on four dimensions considered essential in a well-written essay

Word Use – The extent to which the writer is able to use a wide range of words and phrases accurately. Specific elements to consider include:

▸ range of vocabulary

▸ appropriateness and accuracy of word choice

▸ use of idiomatic expressions

▸ choice of word forms (parts of speech) appropriate to context

▸ spelling

Sentence Use – The extent to which the writer is able to use a variety of sentence patterns with both independent and dependent clauses. Specific elements to consider include:

▸ sentence boundaries (avoidance of fragments, run-ons, comma splices)

▸ control of noun, verb, and adjective clause structure

▸ sentence variety

▸ word order

▸ punctuation and capitalization

Grammar – The extent to which the writer is able to express ideas using grammatically correct English. Specific elements to consider include:

▸ verb forms (use of correctly formed verb tenses)

▸ verb tenses (use of appropriate verb tenses to express meaning)

▸ pronoun usage

▸ agreement (subject-verb, adjective, pronoun, number)

▸ count/noncount nouns

▸ gerunds/infinitives (use of gerunds/infinitives as nouns and verb complements)

▸ prepositions

▸ articles

Organization and Development – The extent to which the writer is able to focus on the assigned topic and to develop ideas clearly. Specific elements to consider include:

▸ focus (information presented in a clear, unified, and coherent manner)

▸ organization (ideas presented in a logical sequence)

▸ support (use of relevant and sufficient information to clarify ideas)

If you select to have dimension statements reported on the Individual Score Report, one of the dimension statements shown below will be reported for each of the indicated dimensions. Each statement describes the student's proficiency in the indicated dimension.

Word Use

The writing sample exhibits strong control of word use with a broad range of vocabulary. There is consistent accuracy in idiomatic expression, word selection, word forms, and spelling. Errors may be present but do not obscure meaning.

The writing sample generally exhibits consistent control of word use, containing a relatively broad range of vocabulary. There is general accuracy in the use of idiomatic expressions, word selection, word forms, and spelling. Errors seldom obscure meaning.

The writing sample exhibits moderate competency in word use, with a range of vocabulary that goes beyond common words. There is some control of idiomatic expression. Errors in word selection, word forms, and spelling are distracting and may obscure meaning.

The writing sample exhibits emerging competency in word use. Common words and word phrases are used appropriately. The use of less common words is evident. Errors in word selection, word forms, and spelling sometimes obscure meaning.

The writing sample exhibits inconsistent competency in word use, containing commonly used words and word phrases. Frequent errors in word selection, word forms, and spelling may obscure meaning.

The writing sample exhibits little competency in word use, containing a very limited range of vocabulary and word phrases. Errors in word selection, word forms, and spelling are so pervasive that they obscure the meaning.

Sentence Use

The writing sample exhibits strong control of complex and varied sentence structures, including adverb, noun, and adjective clauses. Some errors in punctuation are present, but they do not affect comprehension.

The writing sample exhibits consistent control of complex and varied sentence structures, including adverb, noun, and adjective clauses. Some errors in word order, punctuation, and other aspects of grammar are present.

The writing sample generally exhibits control of a range of sentence structures, including adverb, noun, and adjective clauses. Some errors in word order and punctuation are present.

The writing sample exhibits emerging control of sentence structures with few errors in simple sentences. Complex sentence structures appear in the writing. Many errors are evident in word order and punctuation.

The writing sample exhibits limited control of sentence structures, with some evidence of control of simple sentences. Commas and periods may be used to mark sentence boundaries, although there are many errors. Minimal attempts to coordinate sentences and to use subordinate clauses may be evident.

The writing sample exhibits little or no control of sentence use, except at the level of short, simple sentences. Sentence patterns may be repetitive. Word order errors may obscure meaning.

Grammar

The writing sample exhibits strong control of grammatical forms. A few errors are present, but they do not interfere with comprehensibility.

The writing sample exhibits consistent control of grammatical forms. Some errors are still present but generally do not interfere with comprehension.

The writing sample contains moderately controlled use of grammatical forms. Errors are still present and may interfere with comprehension.

The writing sample shows emerging control of grammatical forms, including verb tenses. It contains numerous and varied errors in grammatical forms.

The writing sample shows rudimentary control of English grammar. It includes many errors in verbs, pronouns, nouns, prepositions, and articles.

The writing sample contains little grammatically correct English. It may include frequent errors even in very simple grammatical forms.

Organization and Development

The writing sample exhibits strong control of focus, organization, and supporting details. It is a developed, focused piece of writing that engages the reader and exhibits a smooth progression of ideas.

The writing sample exhibits a clear focus, a recognizable organizational pattern, and enough detail to communicate ideas clearly. It shows analytical development. The writer's awareness of audience and purpose is evident.

The writing sample shows a discernible focus and organization with some supporting details. The writer shows some sense of audience.

The writing sample exhibits emerging ability to organize ideas in paragraphs with topic sentences. Overall focus and development may be weak.

The writing sample shows rudimentary development of ideas with inconsistent ability to express ideas clearly in an organized pattern or to provide sufficient supporting details.

The writing sample expresses only very simple ideas with any clarity. The organization pattern may resemble a list.

For sample essays for each of the eight WritePlacer score points see the *WritePlacer Guide with Sample Essays* found under the **Resources** menu.

Computer Skills Placement Tests

The Computer Skills Placement tests can be used to assess students' computer skills. There are four Computer Skills Placement (CSP) tests available in the ACCUPLACER System:

CSP Advanced (full version) – 70 questions

> CSP (Windows 7/2010)
> CSP (Windows 8/2013)

CSP Basic – 30 questions

> CSP Basic (Windows 7/2010)
> CSP Basic (Windows 8/2013)

Each of these tests can be included in Branching Profiles and scores can be used in Placement Rules.

Test Descriptions

The tests have been updated to reflect current software standards but will continue to measure the same fundamental computer skills, and scores correlate directly to the different versions of each test.

▸ CSP (Windows7/2010) and CSP Basic (Windows7/2010) tests reflect Microsoft's Windows 7 operating system (applicable to the File Management section of the test) and the Office 2010 suite of applications (applicable to the Word Processing, Spreadsheets, Databases, and Presentations sections of the test).

▸ CSP (Windows 8/2013) and CSP Basic (Windows 8/2013) tests are updated versions of the previous tests, ensuring they remain current and relevant. These tests reflect Microsoft's Windows 8 operating system and the Office 2013 applications. The fundamental skills tested in each section of the test remain paramount in this version. The update reflects the growth in the online world in both education and the workforce, and includes content related to the Internet and social and collaborative services.

Computer Skills Placement Advanced

The Computer Skills Placement Advanced test consists of 70 questions over seven content areas. The table below provides detailed information about the content of the Computer Skills Advanced Placement test.

Content Areas CSP Advanced - Windows 7/2010	Number of Questions
Basic Concepts of Information Technology	10
Data storage and memory	
How computer-based software applications are used in home computing and on the job	
What computer information networks are and how they're used	
How IT systems are found in everyday situations	
How personal computers can affect your health	
Security and legal issues associated with computers	
File Management	10
Operate effectively within the desktop environment	
Manage and organize files and directories/folders	
Copy, move, and delete files and directories/folders	
Work with desktop icons and manipulate windows	
Using the search features, simple editing tools, and print management facilities available within an operating system	
Word Processing (Word)	10
Carry out operations associated with creating, formatting, and finishing a word processing document ready for distribution	
Create standard tables	
Use pictures and images within a document	
Import objects	
Use mail merge tools	
Spreadsheets (Excel)	10
Develop, format, and use a spreadsheet	
Use basic formulas and functions to accomplish standard mathematical and logical operations	
Import objects	
Create graphs and charts	
Databases (Access)	10
Design and plan a simple database using a standard database package	
Retrieve information from an existing database by using the query, select, and sort tools available in the database	
Create and modify reports	
Presentations (PowerPoint)	10
Create, format, and prepare a variety of presentations for different target audiences or situations	
Use graphics, charts, and various slide show effects	

Content Areas CSP Advanced - Windows 7/2010	Number of Questions
Information and Communication	10
Accomplish Web search tasks using a Web browser application and available search engine tools	
Bookmark search results	
Print Web pages and search reports	
Send and receive messages	
Attach documents or files to a message	
Organize and manage message folders or directories within electronic mail software	

Computer Skills Placement Advanced - Windows 8/2013

Content Areas CSP Advanced - Windows 8/2013	Number of Questions
Basic Concepts of Information Technology	10
Data storage and memory	
How computer-based software applications are used in home computing and on the job	
What computer information networks are and how they're used	
How IT systems are found in everyday situations	
How personal computers can affect your health	
Security and legal issues associated with computers	
Using Windows and Managing Files	10
Operate effectively within the desktop environment	
Manage and organize files and directories/folders	
Copy, move, and delete files and directories/folders	
Work with desktop icons and manipulate windows	
Using the search features, simple editing tools, and print management facilities available within an operating system	
Word Processing	10
Carry out operations associated with creating, formatting, and finishing a word processing document ready for distribution	
Create standard tables	
Use pictures and images within a document	
Import objects	
Use mail merge tools	
Spreadsheets	10
Develop, format, and use a spreadsheet	
Use basic formulas and functions to accomplish standard mathematical and logical operations	
Import objects	
Create graphs and charts	

Content Areas CSP Advanced - Windows 8/2013	Number of Questions
Databases (Access)	10
Design and plan a simple database using a standard database package	
Retrieve information from an existing database by using the query, select, and sort tools available in the database	
Create and modify reports	
Presentations	10
Create, format, and prepare a variety of presentations for different target audiences or situations	
Use graphics, charts, and various slide show effects	
Online Environment	10
Accomplish Web search tasks using a Web browser application and available search engine tools	
Bookmark search results	
Print Web pages and search reports	
Send and receive messages	
Attach documents or files to a message	
Organize and manage message folders or directories within electronic mail software	
Know various examples of instant messaging applications	
Describe peer-to-peer file sharing	
Understand proper etiquette for forums and the terms post, reply and thread	
Know various examples of social networking sites	
Describe privacy concerns associated with social networking	
Know terms associated with social and collaborative services such as blog, blogger, hashtag, viral and meme	

Computer Skills Placement Basic

The Computer Skills Placement Basic consists of 30 questions over three different categories. The table below provides detailed information about the content of the Computer Skills Placement Basic test.

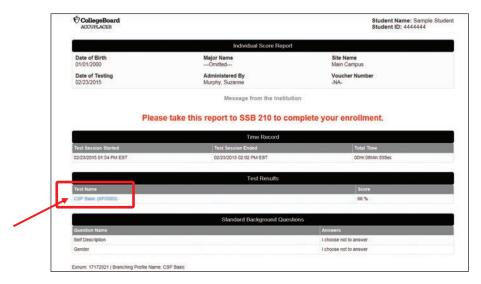| Content Areas CSP Basic - Windows 7/2010	Number of Questions
File Management	10
Operate effectively within the desktop environment	
Manage and organize files and directories/folders	
Copy, move, and delete files and directories/folders	
Work with desktop icons and manipulate windows	
Using the search features, simple editing tools, and print management facilities available within an operating system	
Word Processing (Word)	10
Carry out operations associated with creating, formatting, and finishing a word processing document ready for distribution	
Create standard tables	
Use pictures and images within a document	
Import objects	
Use mail merge tools	
Information and Communication	10
Accomplish Web search tasks using a Web browser application and available search engine tools	
Bookmark search results	
Print Web pages and search reports	
Send and receive messages	
Attach documents or files to a message	
Organize and manage message folders or directories within electronic mail software	

Computer Skills Placement Basic - Windows 8/2013
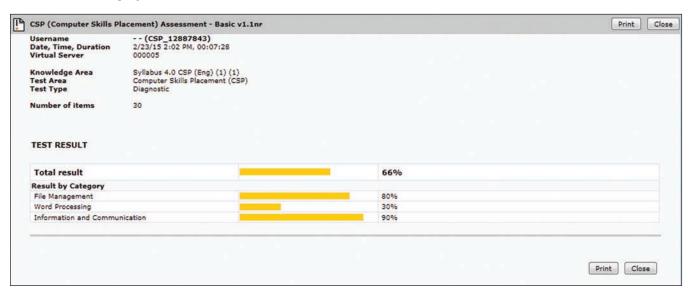
Content Areas CSP Basic - Windows 8/2013	Number of Questions
Using the Computer and Managing Files	10
Operate effectively within the desktop environment	
Manage and organize files and directories/folders	
Copy, move, and delete files and directories/folders	
Work with desktop icons and manipulate windows	
Using the search features, simple editing tools, and print management facilities available within an operating system	
Word Processing	10
Carry out operations associated with creating, formatting, and finishing a word processing document ready for distribution	
Create standard tables	
Use pictures and images within a document	
Import objects	
Use mail merge tools	
Online Environment	10
Accomplish Web search tasks using a Web browser application and available search engine tools	
Bookmark search results	
Print Web pages and search reports	
Send and receive messages	
Attach documents or files to a message	
Organize and manage message folders or directories within electronic mail software	
Know various examples of instant messaging applications	
Describe peer-to-peer file sharing	
Understand proper netiquette for forums and the terms post, reply and thread	
Know various examples of social networking sites	
Describe privacy concerns associated with social networking	
Know terms associated with social and collaborative services such as blog, blogger, hashtag, viral and meme	

CSP Reporting

Scores from the CSP tests are reported on the ACCUPLACER Individual Score Report along with other ACCUPLACER test scores. Additionally, detailed category test results can be accessed by clicking on the CSP test name (hyperlink) as it is presented on the Individual Score Report.

CSP Detailed Category Test Results

Diagnostic Tests

The ACCUPLACER Diagnostic tests provide high schools and postsecondary institutions with a detailed analysis of students' proficiencies and skills in English and math. There are four diagnostic tests: Reading Comprehension, Sentence Skills, Arithmetic, and Elementary Algebra. Results from the diagnostic tests pinpoint students' strengths and weakness so that targeted instruction can be prescribed. ACCUPLACER diagnostic tests contain 40 questions and are made up of five strand tests (or domains). Each test strand consists of eight items. Results of diagnostic tests are reported by strand (i.e., no overall result is reported), primarily through performance categories and scaled scores. Score range 1 to 4 correspond to "Needs Improvement" category. Scores 5 through 9 fall within the "Limited Proficiency" category. Students who receive scores in the 10 to 15 range are considered "Proficient."

The tables below show the domains for each of the diagnostic tests and the proficiency statements that are reported on Individual Score Reports.

Diagnostic Reading Comprehension Test

Diagnostic Reading Comprehension Domains	Number of Questions
Passage-Based Reading: Main Idea	8
Passage-Based Reading: Supporting Detail	8
Sentence Relationships	8
Passage-Based Reading: Inference	8
Passage-Based Reading: Author's Purpose/Rhetorical Strategies	8

Proficiency Statements – Diagnostic Reading Comprehension Test

Categorical Score (Score Range)	Passage-Based Reading: Main Idea
Needs Improvement (1–4)	Your performance on Passage-Based Reading: Main Idea suggests that you need to improve significantly in this area. These questions test your ability to identify the main idea of a passage, distinguishing the main idea from supporting ideas or determining the central focus of a passage even when it is not explicitly stated.
Limited Proficiency (5–9)	Your performance on Passage-Based Reading: Main Idea suggests that while you have some skill in this area there is room for improvement. These questions test your ability to identify the main idea of a passage, distinguishing the main idea from supporting ideas or determining the central focus of a passage even when it is not explicitly stated.
Proficient (10–15)	Your performance on Passage-Based Reading: Main Idea suggests that you have well-developed skills in this area. These questions test your ability to identify the main idea of a passage, distinguishing the main idea from supporting ideas or determining the central focus of a passage even when it is not explicitly stated.

	Passage-Based Reading: Supporting Detail
Needs Improvement (1–4)	Your performance on Passage-Based Reading: Supporting Detail suggests that you need to improve significantly in this area. These questions test your ability to comprehend specific information in a passage, grasping key details that support the main idea.
Limited Proficiency (5–9)	Your performance on Passage-Based Reading: Supporting Detail suggests that while you have some skill in this area there is room for improvement. These questions test your ability to comprehend specific information in a passage, grasping key details that support the main idea.
Proficient (10–15)	Your performance on Passage-Based Reading: Supporting Detail suggests that you have well-developed skills in this area. These questions test your ability to comprehend specific information in a passage, grasping key details that support the main idea.

Sentence Relationships

Needs Improvement (1–4)	Your performance on Sentence Relationships suggests that you need to improve significantly in this area. These questions test your ability to understand the relationship between two sentences, determining how they function with respect to one another and perceiving patterns of organization.
Limited Proficiency (5–9)	Your performance on Sentence Relationships suggests that while you have some skill in this area there is room for improvement. These questions test your ability to understand the relationship between two sentences, determining how they function with respect to one another and perceiving patterns of organization.
Proficient (10–15)	Your performance on Sentence Relationships suggests that you have well-developed skills in this area. These questions test your ability to understand the relationship between two sentences, determining how they function with respect to one another and perceiving patterns of organization.

Passage-Based Reading: Inference

Needs Improvement (1–4)	Your performance on Passage-Based Reading: Inference suggests that you need to improve significantly in this area. These questions test your ability to comprehend details and ideas that are conveyed implicitly in a passage and to understand connections and implications.
Limited Proficiency (5–9)	Your performance on Passage-Based Reading: Inference suggests that while you have some skill in this area there is room for improvement. These questions test your ability to comprehend details and ideas that are conveyed implicitly in a passage and to understand connections and implications.
Proficient (10–15)	Your performance on Passage-Based Reading: Inference suggests that you have well-developed skills in this area. These questions test your ability to comprehend details and ideas that are conveyed implicitly in a passage and to understand connections and implications.

Passage-Based Reading: Author's Purpose/Rhetorical Strategies

Needs Improvement (1–4)	Your performance on Passage-Based Reading: Author's Purpose/Rhetorical Strategies suggests that you need to improve significantly in this area. These questions test your ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author's tone and rhetorical strategies.
Limited Proficiency (5–9)	Your performance on Passage-Based Reading: Author's Purpose/Rhetorical Strategies suggests that while you have some skill in this area there is room for improvement. These questions test your ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author's tone and rhetorical strategies.
Proficient (10–15)	Your performance on Passage-Based Reading: Author's Purpose/Rhetorical Strategies suggests that you have well-developed skills in this area. These questions test your ability to recognize the purpose of a passage and understand how the author uses language to achieve that purpose, noting the author's tone and rhetorical strategies.

Diagnostic Sentence Skills Test

Diagnostic Sentence Skills Domains	Number of Questions
Agreement	8
Modifiers	8
Diction/Logic	8
Sentence Structure	8
Sentence Boundaries	8

Proficiency Statements – Diagnostic Sentence Skills Test

Categorical Score (Score Range)	Agreement
Needs Improvement (1–4)	Your performance on Agreement suggests that you need to improve significantly in this area. These questions test your ability to recognize correct sentences in written English, avoiding errors in agreement such as lack of pronoun-antecedent agreement, lack of subject-verb agreement, and incorrect verb tense.
Limited Proficiency (5–9)	Your performance on Agreement suggests that while you have some skill in this area there is room for improvement. These questions test your ability to recognize correct sentences in written English, avoiding errors in agreement such as lack of pronoun-antecedent agreement, lack of subject-verb agreement, and incorrect verb tense.
Proficient (10–15)	Your performance on Agreement suggests that you have well-developed skills in this area. These questions test your ability to recognize correct sentences in written English, avoiding errors in agreement such as lack of pronoun-antecedent agreement, lack of subject-verb agreement, and incorrect verb tense.
	Modifiers
Needs Improvement (1–4)	Your performance on Modifiers suggests that you need to improve significantly in this area. These questions test your ability to recognize correct sentences in written English, avoiding errors in modification such as misplaced modifiers and dangling modifiers.
Limited Proficiency (5–9)	Your performance on Modifiers suggests that while you have some skill in this area there is room for improvement. These questions test your ability to recognize correct sentences in written English, avoiding errors in modification such as misplaced modifiers and dangling modifiers.
Proficient (10–15)	Your performance on Modifiers suggests that you have well-developed skills in this area. These questions test your ability to recognize correct sentences in written English, avoiding errors in modification such as misplaced modifiers and dangling modifiers.

Diction/Logic

Needs Improvement (1–4)	Your performance on Diction/Logic suggests that you need to improve significantly in this area. These questions test your ability to recognize correct sentences in written English, avoiding errors in diction and logic such as inappropriate conjunctions that create illogical sentences.
Limited Proficiency (5–9)	Your performance on Diction/Logic suggests that while you have some skill in this area there is room for improvement. These questions test your ability to recognize correct sentences in written English, avoiding errors in diction and logic such as inappropriate conjunctions that create illogical sentences.
Proficient (10–15)	Your performance on Diction/Logic suggests that you have well-developed skills in this area. These questions test your ability to recognize correct sentences in written English, avoiding errors in diction and logic such as inappropriate conjunctions that create illogical sentences.

Sentence Structure

Needs Improvement (1–4)	Your performance on Sentence Structure suggests that you need to improve significantly in this area. These questions test your ability to recognize correct sentences in written English, avoiding errors in sentence structure such as sentence fragments, faulty subordination/coordination, and lack of parallelism.
Limited Proficiency (5–9)	Your performance on Sentence Structure suggests that while you have some skill in this area there is room for improvement. These questions test your ability to recognize correct sentences in written English, avoiding errors in sentence structure such as sentence fragments, faulty subordination/coordination, and lack of parallelism.
Proficient (10–15)	Your performance on Sentence Structure suggests that you have well-developed skills in this area. These questions test your ability to recognize correct sentences in written English, avoiding errors in sentence structure such as sentence fragments, faulty subordination/coordination, and lack of parallelism.

Sentence Boundaries

Needs Improvement (1–4)	Your performance on Sentence Boundaries suggests that you need to improve significantly in this area. These questions test your ability to recognize correct sentences in written English, avoiding errors in sentence boundaries such as comma splices and run-on sentences.
Limited Proficiency (5–9)	Your performance on Sentence Boundaries suggests that while you have some skill in this area there is room for improvement. These questions test your ability to recognize correct sentences in written English, avoiding errors in sentence boundaries such as comma splices and run-on sentences.
Proficient (10–15)	Your performance on Sentence Boundaries suggests that you have well-developed skills in this area. These questions test your ability to recognize correct sentences in written English, avoiding errors in sentence boundaries such as comma splices and run-on sentences.

Diagnostic Arithmetic Test

Diagnostic Arithmetic Domains	Number of Questions
Computation with Integers and Fractions	8
Computation with Decimal Numbers	8
Problems Involving Percent	8
Estimation, Ordering, and Number Sense	8
Word Problems and Applications	8

Proficiency Statements – Diagnostic Arithmetic Test

Categorical Score (Score Range)	Computation with Integers and Fractions
Needs Improvement (1–4)	Your performance on Computation with Integers and Fractions suggests that you need to improve significantly in this area. These questions test your ability to add, subtract, multiply, and divide whole numbers and fractions, recognize equivalent fractions and mixed numbers, and take squares and square roots.
Limited Proficiency (5–9)	Your performance on Computation with Integers and Fractions suggests that while you have some skill in this area there is room for improvement. These questions test your ability to add, subtract, multiply, and divide whole numbers and fractions, recognize equivalent fractions and mixed numbers, and take squares and square roots.
Proficient (10–15)	Your performance on Computation with Integers and Fractions suggests that you have well-developed skills in this area. These questions test your ability to add, subtract, multiply, and divide whole numbers and fractions, recognize equivalent fractions and mixed numbers, and take squares and square roots.
	Computation with Decimal Numbers
Needs Improvement (1–4)	Your performance on Computation with Decimal Numbers suggests that you need to improve significantly in this area. These questions test your ability to add, subtract, multiply, and divide decimal numbers, recognize equivalent fractions and decimal numbers, and take squares and square roots of decimal numbers.
Limited Proficiency (5–9)	Your performance on Computation with Decimal Numbers suggests that while you have some skill in this area there is room for improvement. These questions test your ability to add, subtract, multiply, and divide decimal numbers, recognize equivalent fractions and decimal numbers, and take squares and square roots of decimal numbers.
Proficient (10–15)	Your performance on Computation with Decimal Numbers suggests that you have well-developed skills in this area. These questions test your ability to add, subtract, multiply, and divide decimal numbers, recognize equivalent fractions and decimal numbers, and take squares and square roots of decimal numbers.

Problems Involving Percent

Needs Improvement (1–4)	Your performance on Problems Involving Percent suggests that you need to improve significantly in this area. These questions test your ability to recognize percent and decimal equivalences, find a percent of a number, find what percent one number is of another, find a number when a percent of it is known, and solve word problems involving percent.
Limited Proficiency (5–9)	Your performance on Problems Involving Percent suggests that while you have some skill in this area there is room for improvement. These questions test your ability to recognize percent and decimal equivalences, find a percent of a number, find what percent one number is of another, find a number when a percent of it is known, and solve word problems involving percent.
Proficient (10–15)	Your performance on Problems Involving Percent suggests that you have well-developed skills in this area. These questions test your ability to recognize percent and decimal equivalences, find a percent of a number, find what percent one number is of another, find a number when a percent of it is known, and solve word problems involving percent.

Estimation, Ordering, and Number Sense

Needs Improvement (1–4)	Your performance on Estimation, Ordering, and Number Sense suggests that you need to improve significantly in this area. These questions test your ability to estimate sums, differences, products, and quotients of fractions and mixed numbers; order fractions, decimals, and percents; round numbers; and solve problems involving the number line.
Limited Proficiency (5–9)	Your performance on Estimation, Ordering, and Number Sense suggests that while you have some skill in this area there is room for improvement. These questions test your ability to estimate sums, differences, products, and quotients of fractions and mixed numbers; order fractions, decimals, and percents; round numbers; and solve problems involving the number line.
Proficient (10–15)	Your performance on Estimation, Ordering, and Number Sense suggests that you have well-developed skills in this area. These questions test your ability to estimate sums, differences, products, and quotients of fractions and mixed numbers; order fractions, decimals, and percents; round numbers; and solve problems involving the number line.

Word Problems and Applications

Needs Improvement (1–4)	Your performance on Word Problems and Applications suggests that you need to improve significantly in this area. These questions test your ability to solve word problems involving rates, ratios, proportions, and fractional parts of a quantity; solve word problems involving measurement; and solve word problems involving averages, graphs, and tables.
Limited Proficiency (5–9)	Your performance on Word Problems and Applications suggests that while you have some skill in this area there is room for improvement. These questions test your ability to solve word problems involving rates, ratios, proportions, and fractional parts of a quantity; solve word problems involving measurement; and solve word problems involving averages, graphs, and tables.
Proficient (10–15)	Your performance on Word Problems and Applications suggests that you have well-developed skills in this area. These questions test your ability to solve word problems involving rates, ratios, proportions, and fractional parts of a quantity; solve word problems involving measurement; and solve word problems involving averages, graphs, and tables.

Diagnostic Elementary Algebra Test

Diagnostic Elementary Algebra Domains	Number of Questions
Real Numbers	8
Linear Equations, Inequalities, and Systems	8
Quadratic Expressions and Equations	8
Algebraic Expressions and Equations	8
Word Problems and Applications	8

Proficiency Statements – Diagnostic Elementary Algebra Test

Categorical Score (Score Range)	Real Numbers
Needs Improvement (1–4)	Your performance on Real Numbers suggests that you need to improve significantly in this area. These questions test your ability to order integers and rational numbers; add, subtract, multiply, and divide signed numbers; and work with absolute value.
Limited Proficiency (5–9)	Your performance on Real Numbers suggests that while you have some skill in this area there is room for improvement. These questions test your ability to order integers and rational numbers; add, subtract, multiply, and divide signed numbers; and work with absolute value.
Proficient (10–15)	Your performance on Real Numbers suggests that you have well-developed skills in this area. These questions test your ability to order integers and rational numbers; add, subtract, multiply, and divide signed numbers; and work with absolute value.
	Linear Equations, Inequalities, and Systems
Needs Improvement (1–4)	Your performance on Linear Equations, Inequalities, and Systems suggests that you need to improve significantly in this area. These questions test your ability to evaluate linear expressions, solve linear equations and inequalities, solve systems of linear equations, and graph linear equations and inequalities.
Limited Proficiency (5–9)	Your performance on Linear Equations, Inequalities, and Systems suggests that while you have some skill in this area there is room for improvement. These questions test your ability to evaluate linear expressions, solve linear equations and inequalities, solve systems of linear equations, and graph linear equations and inequalities.
Proficient (10–15)	Your performance on Linear Equations, Inequalities, and Systems suggests that you have well-developed skills in this area. These questions test your ability to evaluate linear expressions, solve linear equations and inequalities, solve systems of linear equations, and graph linear equations and inequalities.

Quadratic Expressions and Equations

Needs Improvement (1–4)	Your performance on Quadratic Expressions and Equations suggests that you need to improve significantly in this area. These questions test your ability to square a binomial, factor the difference of squares, factor a general quadratic over the integers, and solve quadratic equations by factoring.
Limited Proficiency (5–9)	Your performance on Quadratic Expressions and Equations suggests that while you have some skill in this area there is room for improvement. These questions test your ability to square a binomial, factor the difference of squares, factor a general quadratic over the integers, and solve quadratic equations by factoring.
Proficient (10–15)	Your performance on Quadratic Expressions and Equations suggests that you have well-developed skills in this area. These questions test your ability to square a binomial, factor the difference of squares, factor a general quadratic over the integers, and solve quadratic equations by factoring.

Algebraic Expressions and Equations

Needs Improvement (1–4)	Your performance on Algebraic Expressions and Equations suggests that you need to improve significantly in this area. These questions test your ability to add, subtract, multiply, and divide monomials and polynomials, simplify algebraic fractions, factor polynomials, and work with expressions involving positive rational roots and exponents.
Limited Proficiency (5–9)	Your performance on Algebraic Expressions and Equations suggests that while you have some skill in this area there is room for improvement. These questions test your ability to add, subtract, multiply, and divide monomials and polynomials, simplify algebraic fractions, factor polynomials, and work with expressions involving positive rational roots and exponents.
Proficient (10–15)	Your performance on Algebraic Expressions and Equations suggests that you have well-developed skills in this area. These questions test your ability to add, subtract, multiply, and divide monomials and polynomials, simplify algebraic fractions, factor polynomials, and work with expressions involving positive rational roots and exponents.

Word Problems and Applications

Needs Improvement (1–4)	Your performance on Word Problems and Applications suggests that you need to improve significantly in this area. These questions test your ability to translate written phrases or sentences into algebraic expressions or equations and to solve verbal problems with algebra.
Limited Proficiency (5–9)	Your performance on Word Problems and Applications suggests that while you have some skill in this area there is room for improvement. These questions test your ability to translate written phrases or sentences into algebraic expressions or equations and to solve verbal problems with algebra.
Proficient (10–15)	Your performance on Word Problems and Applications suggests that you have well-developed skills in this area. These questions test your ability to translate written phrases or sentences into algebraic expressions or equations and to solve verbal problems with algebra.

Local Tests

By using the Local Tests feature of ACCUPLACER, you can create your own tests and include them in Branching Profiles. Scores from local tests can be used in Placement Rules and can be displayed on ACCUPLACER reports. You can create two types of questions: multiple-choice and free-response.

Also, you can create an Instruction Page question type that gives you the ability to provide static text to a student providing additional instructions on how to proceed.

You can define the order in which questions are administered, or you can let the system randomly select the order of questions. Additionally, you can create passages that precede certain test questions.

For more information about creating local tests, refer to the *ACCUPLACER User's Guide* found under the Resources menu of the ACCUPLACER platform.

COMPANION™ Tests and AccuScore™

The COMPANION™ tests provide accommodated formats for Reading Comprehension, Sentence Skills, Arithmetic, Elementary Algebra, College-Level Math, all five next-generation placement tests, ESL Reading Skills, ESL Sentence Meaning, ESL Language Use, WritePlacer, and WritePlacer ESL. COMPANION tests are not available for the ESL Listening or the Computer Skills Placement tests.

In addition to the regular print paper-and-pencil tests, all COMPANION tests are available in Braille and large print. Tactile graphics are available to aid visually impaired students in understanding any of the graphs used in a test. Additionally there are audio CD's available that students can use to hear the ACCUPLACER test questions and all answer choices. Questions contained in the special format tests are the same items as in COMPANION regular-print version.

The COMPANION tests have been designed to use the same score scale as the computer-adaptive tests in ACCUPLACER. By using the raw-to-scaled score conversion tables included at the back of the COMPANION manual, it is possible to convert COMPANION raw scores to ACCUPLACER scaled scores.

AccuScore™ is a scanning application that allows you to score COMPANION answer sheets, print the results, and automatically transfer the scanned data via SFTP to your ACCUPLACER test site. With the introduction of the next-generation ACCUPLACER placement tests, The College Board is introducing a new method of accessing, administering, and scoring next-generation COMPANION paper-and-pencil assessments, providing greater flexibility, quicker access and fewer material costs to institutions. The new COMPANION Online Paper Processing feature will allow institutions to access test forms and answer sheets for COMPANION tests within the ACCUPLACER website and upload scanned answer sheets directly into the ACCUPLACER platform for automated scoring. At this time, this feature is only available for the next-generation placement tests. For more information regarding this process, see the *COMPANION Administrator's Manual* found under the Resource menu on the ACCUPLACER platform.

Resources for Students

ACCUPLACER offers several learning tools that are designed to help students improve in areas where their academic performance may need improvement.

The following study guides can be found under the Resources menu of the ACCUPLACER platform:

▶ Introduction for Students
▶ Sample Questions for Students
▶ WritePlacer Guide with Sample Essays
▶ WritePlacer ESL Guide with Sample Essays

You can print and distribute these study materials to students or make them available electronically. There should be no charge to the student for these free resources.

In addition, the College Board has developed the Web-Based Official ACCUPLACER Study App. It is available for free, from the ACCUPLACER webpage:
https://accuplacerpractice.collegeboard.org

The Web-Based ACCUPLACER Study App features practice questions for the following placement tests:

▶ Reading Comprehension
▶ Sentence Skills
▶ Arithmetic
▶ Elementary Algebra
▶ College-Level Math
▶ Next-Generation Reading
▶ Next-Generation Writing
▶ Next-Generation Arithmetic
▶ Next-Generation Quantitative Reasoning, Algebra, and Statistics
▶ Next-Generation Advanced Algebra and Functions

These Web-apps can be accessed from a computer, tablet, or smart phone with the following operating systems and web browsers:

Supported Mobile Operating Systems

▶ IOS version 5.0 or later
▶ Android version 2.3 or later

Supported Browsers

▶ Safari 6.0.x
▶ Firefox 16.0.x
▶ Internet Explorer 8.0.x or later
▶ Google Chrome 22.x or later

ACCUPLACER®//MyFoundationsLab®

ACCUPLACER//MyFoundationsLab® is an assessment and remediation system designed to assist students in building and mastering the skills necessary for entrance into postsecondary education institutions. Students begin with ACCUPLACER diagnostic tests where their strengths and weaknesses are identified, and then personalized learning paths are prescribed to address the identified weaknesses.

ACCUPLACER//MyFoundationsLab offers tutorials, instructions, and practice tests with instant feedback. Students can work at their own pace on any computer with an Internet connection.

ACCUPLACER//MyFoundationsLab can be used by colleges in summer bridge programs, boot camps for placement retesting, and transitional programs for both traditional and nontraditional learners. Also, it can be used in high schools as an early intervention tool, to assist with credit recovery, in dual enrollment of "middle college" programs, or in GEAR UP programs.

For more information about ACCUPLACER//MyFoundationsLab go to the Resources menu of the ACCUPLACER platform and select **ACCU//MFL Information** where you will find:

- ACCUPLACER//MyFoundationsLab Set Up Checklist
- ACCUPLACER//MyFoundationsLab Learning Path Activation/Order Form
- ACCUPLACER//MyFoundationsLab Educator Support
- ACCUPLACER//MyFoundationsLab Student Support
- ACCUPLACER//MyFoundationsLab Instructional Video

For more information about ACCUPLACER// MyFoundationsLab, contact an MFL Representative at 866-607-5223 (Option 5) or email accumfl@pearson.com.

Test Security: Test Center Guidelines

The ACCUPLACER License Agreement requires that ALL testing be done in a secure and proctored setting. **There are no exceptions to this requirement.** No student should be allowed to take the test without the constant supervision of an approved proctor. This ensures the integrity of students' test scores and the security of the ACCUPLACER tests. When administering ACCUPLACER, always use Proctor-Level login. This prevents changes being made to the test site and unauthorized access to confidential student and institution information.

Before administering the ACCUPLACER tests, evaluate your testing facilities and procedures to ensure a comfortable, positive, and efficient testing environment. The success of any test administration depends on the suitability of the test site. Students cannot do their best if distracted by conditions such as noise, poor lighting, inadequate writing surfaces, or extreme temperatures. Although some adverse conditions may be beyond your control, make every effort to minimize the possibility of such distractions through careful planning.

Some suggested guidelines for establishing a suitable test environment are presented below:

- The testing room should be appropriately heated or cooled, adequately ventilated, and free from distractions.

- Lighting should enable all students to read the computer screen in comfort. It should not produce shadows or glare on the computer screen or writing surface.
- The testing room should not contain maps, periodic tables, posters, charts, or any other materials related to the subject matter of the test.
- The testing room should comfortably accommodate the number of testing stations placed in it. It is recommended that each computer workstation be approximately five feet apart, or provide sound and light absorbing privacy dividers. Place computer stations in a formation restricting the visibility of other computer screens.
- At each test station, position the computer monitor, keyboard, and mouse properly for ease of use without strain. Provide a comfortable chair with a back.
- Testing rooms must be quiet throughout all test administrations. When testing is scheduled, or is in progress, other activities should not be conducted that would disrupt the standardized testing environment.
- The building, testing rooms, and restrooms should be accessible to people with disabilities, including wheelchair access.
- Restrooms should be located near the testing room and should be easy to find. Post directional signs if necessary.
- Cell phones and other electronic devices are NOT allowed in the testing center.

Prohibited Items

- Any device capable of recording audio, photographic, or video content, or capable of viewing or playing back such content
- Any other unauthorized testing aids
- Calculators (a calculator function is built into the software for some exams)
- Candidate-provided keyboards
- Cellular phones/pagers, smart-phones, beepers, walkie-talkies, PDAs, or wireless communication devices (e.g., BlackBerry, iPad)
- Dictionaries, books, pamphlets, or reference materials
- Digital cameras
- Digital watches (wrist or pocket), alarm watches, or wristwatch cameras
- Flash/thumb drives or any other portable electronic devices
- Food, beverages, or tobacco products
- Listening devices such as radios, media players with headphones, or recorders
- Nonmedical electronic devices
- Papers of any kind (scratch paper will be provided by the test center administrator)
- Slide rules, protractors, compasses, or rulers
- Any weapons, firearms or other items prohibited by law or test center/ campus safety and security policies

Eligible Testing Facility

To ensure the integrity of students' test scores and the security of ACCUPLACER tests, students must not be allowed to take the test without the presence and supervision of an approved proctor. Testing must be done in a suitable testing environment, free of noise and other distractions. Students must not be allowed to test at home unless they have a documented disability that warrants home testing or through the College Board's approved virtual remote proctors. Proctors must be authorized by the institution to proctor exams in a remote location and meet the eligibility criteria described above.

The ACCUPLACER license agreement requires that all testing be done in a secure and proctored setting. The proctor must be in the test room at all times. Recommended testing facilities include college or university test centers or a quiet, proctored room in high schools. Prohibited sites include a student's home[1], place of employment or coffee shops and internet cafes.

Proctoring

This section provides guidelines for administering ACCUPLACER tests to students. ACCUPLACER offers three types of proctoring: On-Site Proctoring, Off-Campus Proctoring, and Virtual Remote Proctoring.

On-Site Proctoring

ACCUPLACER can be administered on-site through human proctors who are physically present throughout the administration of the exam. The recommended proctor-to-student ratio is one proctor to every 15 to 20 students. Proctor access must be carefully monitored and controlled by the Site Manager and Institution Administrator. All proctors must have their own individual password that must be kept confidential and not shared with anyone.

Off-Campus Proctoring (formally known as remote proctoring)

ACCUPLACER tests can be administered off-campus through human proctors who are physically present throughout the administration of the exam. The recommended proctor-to-student ratio is one proctor to every 15 to 20 students. All off-campus remote proctors must work at or be associated with an educational institution. All proctors will be given their own individual password that must be kept confidential and not shared with anyone.

Virtual Remote Proctoring

ACCUPLACER can be administered through Certified Online Proctors provided by B Virtual, Inc., an approved vendor of the College Board. Each virtual remote proctor has gone through an intensive training program and is certified through B Virtual, Inc. Typically, the proctors have college degrees/diplomas and/or are currently enrolled in college/university programs. Level 2 background checks are conducted on all proctors. Contact B Virtual at Visit http://bvirtualinc.com/live-online-proctoring/ or call **877-210-1847** for further information.

[1.] Unless student has a documented disabling condition that requires accommodations; consult with test center personnel or review College Board's list of approved virtual remote proctors.

Proctors Eligibility Criteria

Proctors must meet the eligibility criteria described below:

- All proctors must have their own username and password. Login credentials cannot be shared.
- Proctors must be responsible adults trained to administer standardized tests.
- Students may not act as proctors.
- Proctors must not administer tests to their friends, family members, and must have no stake in student's scores.
- Proctors may not be employed part-time or full-time at a test preparation company.
- Proctors may not administer any ACCUPLACER test to a member of their household or immediate family.
- Proctors must be authorized by the institution to proctor exams in a remote location.

Failure to comply with established proctoring guidelines can lead to an institution's immediate termination of ACCUPLACER access and the forfeiture of any existing test units.

Proctor Responsibilities

Proctors must be trained in the administration of standardized tests and protection of secure test materials. Proctor must receive training regularly. They must walk around the room throughout the testing session to ensure that students are working on the correct test and to guard against attempts at cheating. They must never read, eat, drink, engage in conversation, or perform any activity not related to the test administration.

Proctor responsibilities are varied and may include:

- assisting the Institution Administrator and Site Manager to ensure the security of the ACCUPLACER tests
- assisting students with equipment
- providing students with additional scratch paper and pencils
- administering exams to students with disabilities if they are familiar with students' specific accommodation needs
- **ensuring proper test security in advance of, during, and following testing sessions**

Institution Administrators and Site Managers are expected to provide proctors with specific information about test administration procedures. The "Administer Tests" section of the *ACCUPLACER User's Guide* can be used as a training guide to familiarize proctors with general test administration procedures. Proctors must have contact phone numbers for Institution Administrators and Site Managers where applicable. All parties involved in administering ACCUPLACER exams must adhere to policies outlined in the ACCUPLACER License Agreement.

Student Identification

Each candidate must be asked to present at least one form of identification. The identification must be checked before the student begins testing and rechecked at the end of testing. The ID must include the student's name and a recognizable photograph.

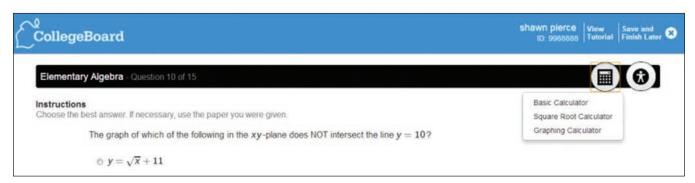Acceptable forms of photo identification include:

▸ A current driver's license

▸ A state-approved ID

▸ A middle school ID

▸ A high school ID

▸ A college ID

▸ A current state or federal ID

▸ A current passport

▸ A tribal ID

▸ A naturalization card or certificate of citizenship

Use of Handheld Calculators on Online Tests

Calculators are not to be used by students taking the online ACCUPLACER tests. Some, but not all, of the math questions contain pop-up calculators for students to use to aid in solving the problem asked. If a question is configured to allow for the use of a calculator, the calculator icon will appear in the top right corner of the screen. When the icon is clicked, either one of two things will happen:

1. If the question is configured for only the Basic calculator (4-function), the calculator will pop up on the screen. The calculator can be moved around, and clicking the "X" in the top right corner will make it disappear.

2. If the question is configured for multiple calculators, clicking on the icon will provide the student with a drop-down menu of multiple calculators that could include two or three of the following: **Basic Calculator** = 4-function; **Square Root Calculator** = 4-function with square root button; **Graphing Calculator** = TI-84 graphing calculator. When one of the calculators on the list is chosen, the selected calculator will pop up on the screen. It can be moved around, and clicking the "X" in the top right corner will make it disappear. For these questions, multiple calculators can be used to aid in solving a question, but only one calculator can be shown on screen at a time.

For all test questions, the availability of a calculator is intended to support the integrity of the construct being measured. If a calculator could be a useful tool in a student's solution strategy, but does not give away a correct answer, it is provided. It is strongly recommended that the pop-up calculator be activated in test settings and that students not be allowed to use a handheld calculator when taking an online next-generation ACCUPLACER test.

Basic Calculator　　**Square Root Calculator**　　**Graphing Calculator**

Other Assistive Tools

Students with a documented disability may use a calculator if it is a prescribed accommodation. Other tools may or may not be used under the following conditions:

▸ Use of a dictionary is not permitted for the ACCUPLACER tests or the COMPANION tests

▸ Scratch paper must be provided to students who are taking any ACCUPLACER test. The scratch paper must be collected at the end of testing and destroyed by secure means.

▸ Students may not use their own computer or laptop unless there is a documented disabling condition that requires the use of a very specific computer.

Use of Handheld Calculators on COMPANION Tests

It is recommended that students not be allowed the use of handheld calculators on classic COMPANION Arithmetic or Elementary Algebra math tests, or on Next-Generation COMPANION Arithmetic and Quantitative Reasoning, Algebra, and Statistics math tests. Some of the important material that these tests assess cannot be measured properly when using a calculator. Examples of such material are performing basic arithmetic operations and calculations with integers. The online version of the tests deals with this issue by allowing a pop-up calculator on some questions, but not on all questions. An analogous policy would be difficult on a paper-and-pencil test, so these forms were assembled with the understanding that students would not be using handheld calculators. While all test questions can be answered without the use of a calculator, a four-function or scientific calculator can be used on the classic COMPANION College-Level Math and the Next-Generation COMPANION Advanced Algebra and Functions test, but a graphing calculator must *not* be used.

Students with a documented disability may use a calculator if it is a prescribed accommodation.

Retest Policies

Institutions are encouraged to establish their own retest policy. The College Board does not provide a retest policy except for Ability-to-Benefit (ATB) testing. When using ACCUPLACER tests for ATB purposes, the ATB Retest Policy must be followed. This can be found on the ACCUPLACER platform under the Resources tab.

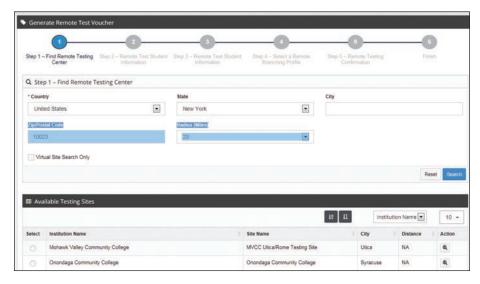# Testing of Students at Remote Locations

Site Managers and Proctors can register students to take ACCUPLACER tests at a remote location by clicking on **Generate Remote Test Voucher** under the **Vouchers** menu. The screen below displays.
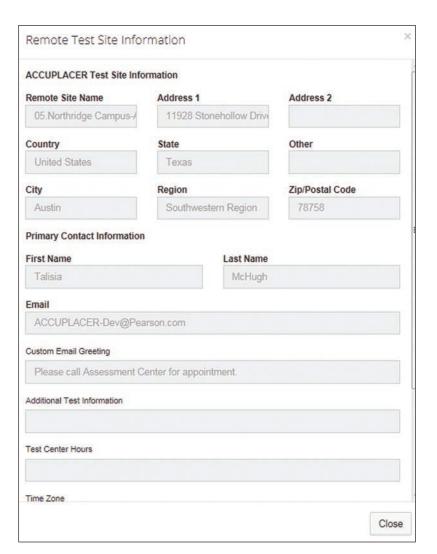

From the drop-down menus, select the Country, State/Province, City and Zip Code where the student wants to test.

When United States is selected from the Country drop-down menu, only U.S. states will display in the **State** drop-down. When Canada is selected, only Canadian Provinces will display. When another country is selected, the **State** field will be inactive.

You can select from a **Radius (Miles)** drop-down menu a mile range to search from the zip code. The results will return a list of sites that are within the mile range specified – the user may choose to sort the list by distance. Click **Submit**, and all registered Remote Testing Centers that meet the filter criteria will display in the **Available Testing Site** area.

Click the **View** icon under the Action column to see details of the remote Testing Site.
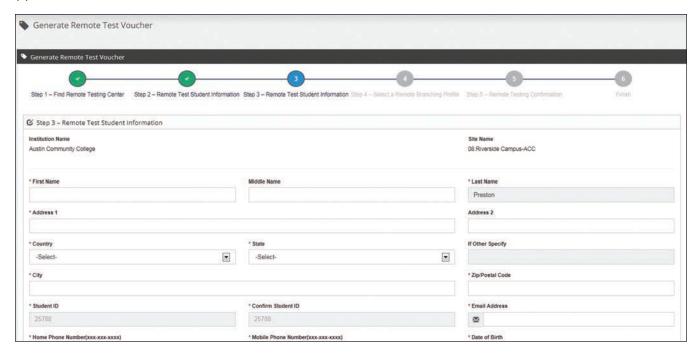
Select a site and click **Next** to continue.

Enter the student information and click **Next**.

If the student has tested before, the next screen will display the information that was entered from the previous testing. If the student has not tested before, a screen similar to the one below will display. You must complete all required (*****) fields.
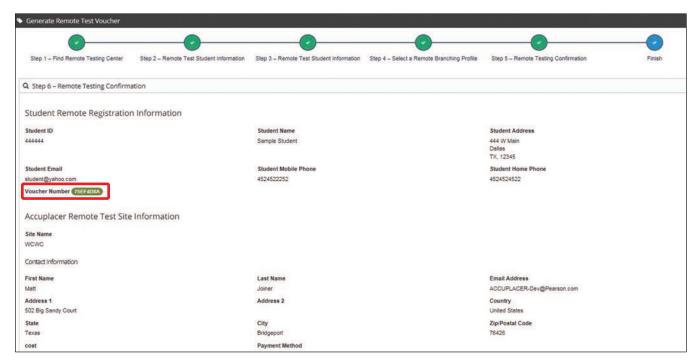
From **Step 4 – Select a Remote Branching Profile** drop-down menu, select the Branching Profile that should be used to administer the tests. Click **Next**.

The Remote Testing Confirmation screen displays showing the student's information and the Remote Site's information. If there are any changes that need to be made, click the **Previous** button and go back and make corrections.

If all of the information is correct, click **Generate Voucher**. A screen similar to the one below will display showing the **Student Remote Registration Information, Voucher Number, and ACCUPLACER Remote Test Site Information**. The student must take the voucher to the Remote Test Site in order to test.

A confirmation email similar to the one below will be sent to the student's email account.

Dear Sample Student:

Welcome to OCCC.
Voucher Number: **JKVT2V73**

** You must have your voucher number when you arrive at the remote testing site.

Branching Profile Name: * Fall Testing All

You have been registered to test using the following information:
Student ID: 444444
Examinee Details:
Sample Student
444 W Main

Dallas, Texas, 12345
Mobile Phone: 4524524522
Home Phone: 4524522252
Email: smurphy@collegeboard.org
Your voucher number is valid until: 2015-04-20 15:35:21.233

ACCUPLACER Remote Test Site Information
OCCC
7777 South May Avenue
Oklahoma City, Oklahoma, 73159
Email: ACCUPLACER-Dev@Pearson.com

Test Center Hours: Monday 8:00 a.m. - 8:00 p.m. Tuesday - Thursday 8:00 a.m. - 6:00 p.m. Friday 8:00 a.m. - 5:00 p.m.
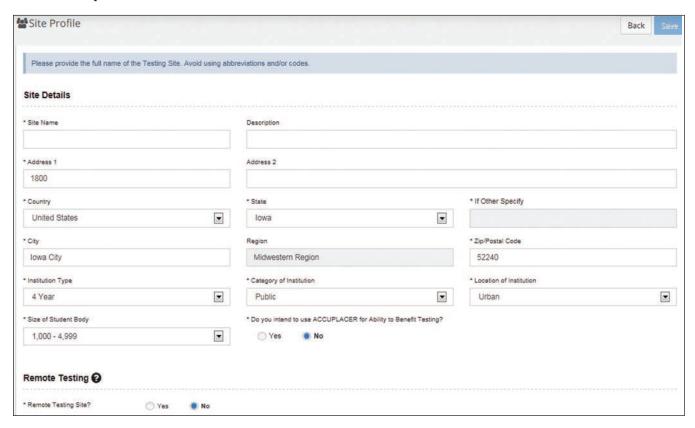(GMT-06:00) Central Time =(US & Canada)

Be sure to bring your test voucher and a government issued picture ID.

When a student tests at a remote Testing Site using a voucher and completes the assigned Branching Profile, an email will they created has been used and test results are available for the completed test(s).

To Designate a Site as a Remote Test Site

If you want one of your test sites to be a remote testing site, log in as the Institution Administrator or Site Manager of the site, and click on the **Site Profile** under the **Users** menu and a list of sites will appear. Select the site that you want to designate as a Remote Testing Site, and set **Remote Testing Site**? to "Yes." Provide the requested information on the screens that follow.
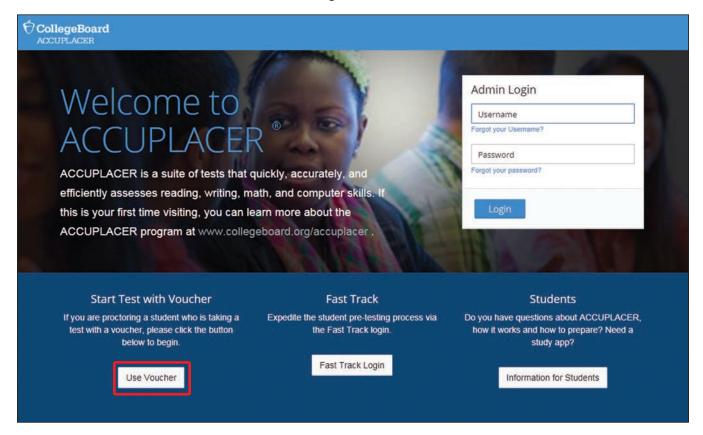

Once you have designated a site as being available for remote testing, it will appear in the list of Available Testing Sites. There is no need to create a separate site as your Remote Test Site. It is recommended that you designate your most commonly used test site as being available for Remote Testing, so that when a remote testing student comes to your test center, the Proctor can simply start the test session using the student's voucher number. The Proctor will not have to log out of the commonly used site and log into the Remote Test Site. Your remote testing site is simply being used as a conduit to the referring institution's ACCUPLACER site.

When the remote testing student completes testing, their test, data will be sent to the referring institution's database, NOT yours. Test units will be deducted from the referring institution's account, NOT yours. Branching Profiles and Placement Rules set up at the referring institution's site will be used during testing, and the Individual Score Report generated at the end of testing will use the configurations determined by the referring institution.

For more information about remote testing of students, see the ACCUPLACER User's Guide found under the Resources menu.

How To Administer a Test at a Remote Test Site

When a student comes to your site with a remote test voucher, your proctor must click the "Use Voucher" button on the ACCUPLACER login screen.

When prompted, the proctor must enter the Voucher Number from the student's email and the student's last name and date of birth. On the next screen, the proctor will be asked for their username and password. The student's test will display on the next screen.

Virtual Remote Proctoring

Another option for remote testing is to use Virtual Remote Proctoring. This will enable you to offer your students the ability to take their ACCUPLACER test at any location. They must have an appropriate student ID, and their computer must meet the technical specifications required for testing. Visit http://bvirtualinc.com/live-online-proctoring/ or call 877-210-1847 for more information.

Accommodating Students with Disabilities

The College Board is committed to ensuring that students with disabilities receive appropriate accommodations on all of its tests. All College Board tests, including ACCUPLACER WritePlacer, WritePlacer ESL, and ESL Listening Tests, are designed and administered to ensure that students with disabilities have the opportunity to demonstrate their abilities within the parameters of each test. Appropriate accommodations will be determined by the institution.

Accommodations including, but not limited to, extended time, breaks, readers, scribes, and use of assistive technology, are provided on an as-needed basis. ACCUPLACER WritePlacer, WritePlacer ESL, and ESL Listening tests are computer based and have the Accessibility Wizard software built into the testing environment, allowing customized font size and backgrounds to address the needs of students with disabilities. Paper test formats, including Braille, are available to students who, due to the impact of their disabilities cannot take a test on the computer. Other accommodations are available upon demonstrated need. Only those few accommodations that would violate test construct and/or scoring validity (e.g., reducing the number of multiple-choice selections or simplifying the language in a question) are unavailable and discussions should be conducted with the College Board to determine appropriate alternatives for students who document the need for such accommodations.

ACCUPLACER COMPANION tests are available in large print, Braille, and audio CD formats for students with visual disabilities. A conversion chart is available for the classic tests, for converting COMPANION raw scores to ACCUPLACER scaled scores. For next-generation COMPANION scoring, a conversion chart is not necessary due to auto-scoring.

For more information about COMPANION tests and next-generation COMPANION scoring, please see the COMPANION Administrator's Manual found under the Resources menu of the ACCUPLACER platform.
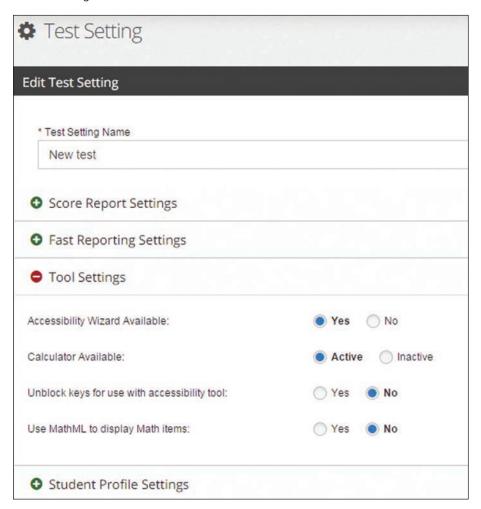
If a student with a temporary physical disability (e.g., broken leg, eye injury, etc.) unexpectedly reports to a testing room with a valid reason for being tested immediately, you may do so at your discretion using the following guidelines:

‣ A student who is able to be tested without special assistance but needs more seating space because of the nature of the disability must be seated in a special section of the testing room, and must follow routine procedures.

‣ A student whose disability prevents him or her from using the keyboard may be tested in a separate room with the assistance of a scribe.

‣ A student with an eye injury may be tested in a separate room with the use of a reader/scribe.

Institutions must not charge an additional fee for providing accommodations to a student with a documented or temporary disability and must not discourage a student from requesting or using accommodations in order to save the additional cost associated with providing accommodations.
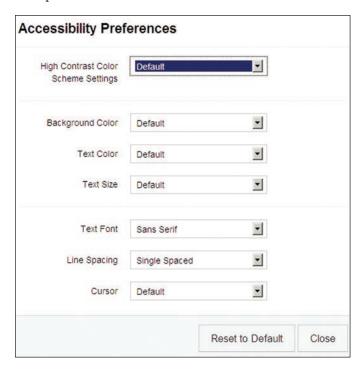
Assistive Devices

Four Tool Settings are provided on the ACCUPLACER platform. These tools are designed to assist students with documented disabilities that may impact their ability to take the ACCUPLACER tests. To activate these settings you must create a Test Setting in which the various tools are activated.

Accessibility Wizard

Accessibility Wizard makes it possible for students to change the appearance of the testing screens.

If this option is selected, the Accessibility icon will appear at the top of the testing screen. If students click the icon, the Accessibility Preferences screen will open.

High Contrast Color Scheme gives students the option to select the high contrast scheme used by Microsoft Windows. Options are:

- High Contrast Black
- High Contrast Black (Large)
- High Contrast Black (X-Large)
- High Contrast White
- High Contrast White (Large)
- High Contrast White (X-Large)
- High Contrast #1
- High Contrast #1 (Large)
- High Contrast #1 (X-Large)

Background Color enables students to change the background color. Options are:

- Black
- White
- Yellow
- Green

Text Color enables students to change the color of the text. Options are:

- Black
- White
- Yellow
- Green

Text Size allows students to change text size. The drop-down list options are:

- Default
- Large
- X-Large

Text Font sets the text font used for question/item-content areas. The values in the drop-down are:

- Sans Serif
- Serif

Line Spacing sets the line spacing for question/item-content areas.

- Default
- Double Spaced
- Single Spaced

Cursor determines the color of the cursor.

- Large Blue
- Large Green
- Large Red
- Large Yellow

Unblock Keys for Use with Accessibility Tool

With the use of accessibility tools there is often a need for users to use some of the blocked keys within the application. If set to **YES** the student will be able to use the blocked keyboard shortcuts. The use of the blocked keys is only intended for use with the accessibility tools.

Blocked keys to be included with the toggle:

- Alt Key
- Function Keys (F1 – F12)
- Print Screen
- Mouse Right click
- Ctrl+ any Character
- Ctrl+V (enabled for WritePlacer)

Use MathML to Display Math Items

The default setting is **NO** and the application will use MathJax to display mathematical expressions.

If **YES** is selected math items will be displayed using MathML that will provide a better rendering of the math items. Only those using accessibility tools should use MathML.

Other Assistive Devices

The following special equipment may be used when administering ACCUPLACER to students who use the devices as a standard accommodation. This ensures that the student will have familiarity with the device before entering a testing situation.

▸ ZoomText Magnifier/Reader: http://www.aisquared.com/Products/index.cfm

▸ Kurzweil 3000 for Windows, a Professional Color Windows-based reading, writing, and learning software for struggling students: http://www.kurzweiledu.com/kurz3000.aspx

▸ JAWS - **J**ob **A**ccess **W**ith **S**peech, is a screen reader developed for computer users whose vision loss prevents them from seeing screen content or navigating with a mouse: http://www.freedomscientific.com/Products/Blindness/Jaws

Establishing a Placement Testing Program

Effective placement testing programs have been shown to be related to increased student retention and academic success. It is recommended that institutions develop clear policies concerning who will be tested, the scores needed to be placed into various courses, and a retest policy. Additionally, it is recommended that documentation be available concerning how the cut scores were established and a statement concerning how often the cut scores will be reviewed and validated and who is responsible for the review.

ACCUPLACER tests are designed to assist institutions in placing students into appropriate courses. Given that institutions differ greatly with respect to composition of the student body, faculty, and course content, it is not possible to stipulate specific test cut scores that should be used for placement decisions. Instead, each institution should establish their own cut scores to facilitate placement decisions based on factors and data unique to their institution. ACCUPLACER does not recommend cut scores or in any way mandate the cut scores that institutions or state systems should use for college placement decisions. The College Board strongly recommends that multiple measures be used when placing students.

Setting Placement Cut Scores

Establishing appropriate cut scores is of paramount importance in ensuring that placement decisions lead to successful conclusions. Cut scores are best determined by implementing a standard setting process. Several standard setting methods were recommended by Morgan and Michaelides (2005)[1] for setting placement cut scores.

Bookmark Standard Setting

To support institutions in setting placement cut scores, the College Board has prepared a document that provides detailed guidelines for implementing the Bookmark standard setting method for ACCUPLACER placement tests. This document is provided to institutions free of charge and may be obtained through College Board ACCUPLACER Outreach Representatives. Following proper protocols which include completion of confidentiality agreement, live test items ordered by difficulty, which are the primary materials for Bookmark standard setting, are provided to institutions for the sole purpose of setting cut scores. For each test, a panel composed of individuals with content knowledge and familiarity with the ACCUPLACER placement tests, the students who take the tests, and the course or courses into which students will be placed. Faculty members have all of these qualifications, but they are not the only ones who are qualified to be standard setting panelists. Given that standard setting is a judgmental process, qualified panelists undergo the necessary training to perform the different tasks involved in providing their informed judgement regarding student performance on ACCUPLACER tests. Part of this training is taking the test as students would do. A Demo Site created for each institution when their ACCUPLACER account was established may be used for this (see discription of Demo Site on page 13).

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[1] Morgan, D.L., & Michaelides, M.P. (2005). Setting Cut Scores for College Placement. *(College Board Research Report No. 2005–9).* New York: College Board.

As described in the document, the first major step in setting placement cut scores is to have a description of knowledge and skills necessary for students to have in order to successfully complete the course. Panelists will review the items against such description to determine the score that is associated with a high probability of success for completing the course. Cut scores resulting from the standard setting process are recommended to the policy makers of the institution. When approved, those cut scores are used to decide on the basis of ACCUPLACER scores which students will be allowed to enroll in a class and which students would need to take a remedial course.

Skills Insight™ and Proficiency Statements

For institutions with compelling factors that prevent them from implementing a standard setting process, Skills Insight statements developed for next-generation placement tests (or proficiency statements for classic tests) may be used to determine initial cut scores. If the list of prerequisite skills and abilities for a college course closely match Skills Insight statements for a particular score range for the placement test that the institution intends to use, the lower bound of that range may be considered as the initial cut score. It is strongly recommended that institutions evaluate the efficacy of their placement decisions based on their cut scores through predictive validity studies within one year, or as soon as sufficient data are available.

Review of Cut Scores

ACCUPLACER recommends that cut scores be reexamined at least every three to five years. If cut scores are based on the correspondence of course prerequisites and Skills Insight or proficiency statements, it is recommended that cut scores be evaluated as soon as sufficient data are available. Additionally, if a significant change to the student body occurs or course placement patterns change significantly from what has been observed previously, it is also recommended that cut scores be examined sooner than three years. This can be done in a variety of ways, but should always include faculty. The most common method of conducting a review is to do a validity study in which scores are compared to end-of-course grades. Results of a validity study will help to evaluate your existing placement policies and point out any need for possible revisions. They will also provide information concerning future placement decisions. It is suggested that institutions collect data and use the Admitted Class Evaluation Service (ACES) to perform a validity study periodically. ACES is a free service provided by the College Board to users of its products.

Admitted Class Evaluation Service™ Validity Studies

The College Board's Admitted Class Evaluation Service™ (ACES™) offers two types of validity studies: admission and placement. These studies identify the optimum combination of measures to predict a student's future performance at your higher education institution.

ACES Predictive Validity Studies are available for the following ACCUPLACER tests:

▸ Reading Comprehension

▸ Sentence Skills

▸ Arithmetic

▸ Elementary Algebra

▸ College-Level Math

▸ All Next-Generation Placement tests

▸ ESL Reading Skills

▸ ESL Sentence Meaning

▸ ESL Language Use

▸ ESL Listening

▸ WritePlacer

▸ WritePlacer ESL

ACES ACCUPLACER Placement Validity Studies analyze the value of these ACCUPLACER test scores and other measures of student ability to confirm or improve the effectiveness of current placement methods.

The requestor from the institution designs the Placement Validity study to fit the needs of the institution. The predictive validity studies evaluate how student scores on these ACCUPLACER tests predict performance in a course. The studies provide two probability tables to evaluate cut scores for a course: one for grade B or higher, and one for grade C or higher. A sample ACCUPLACER Placement Validity Report is available at https://secure-media.collegeboard.org/digitalServices/pdf/accuplacer/aces-sample-placement-validity-report-accuplacer.pdf.

The ACES Validity Handbook is an online reference guide that answers the basic question "What is validity?" and highlights why validity is an important issue for higher education institutions. It also assists in the planning and execution of validity studies.

Designed to serve as a general reference for validity the Validity Handbook includes information about validity beyond what is specifically applicable to ACES studies. At the same time, it also includes specific information about the types of validity studies and their design that are available through the ACES system and helps individuals interpret study results. Use the following link for the Validity Handbook: http://professionals.collegeboard.com/higher-ed/validity/aces/handbook.

For more information about ACES validity studies or to request a placement validity study, use the following link: http://professionals.collegeboard.com/higher-ed/validity/aces/placement.

ACES studies comply with Family Educational Rights and Privacy Act (FERPA) regulations. All ACES data storage and transmission is secured from end to end; that is, from the time it leaves the browser being used at the institution until it passes beyond the ETS firewall. (ETS processes ACES studies for the College Board.) A combination of security tools and procedures is used, including Secure Socket Layer (SSL), Pretty Good Privacy (PGP), and ETS proprietary encryption techniques.

Results of an ACES study are confidential and are only released to the individual at the institution that requested the study. The College Board does not release the names of institutions that conduct ACES studies.

For questions regarding ACES validity studies, please contact ACES at: aces@info.collegeboard.org.

Concordance Between Classic and Next-Generation ACCUPLACER

The use of a concordance table to estimate an examinee's score on one assessment, based on their score from a different assessment, means that the score on one assessment can be used to predict what a likely score on the other assessment would have been had the student taken the other assessment. For this to be true, several characteristics of both tests must also be true. First, and most important, the tests must measure similar things. Second, a correlation coefficient of at least 0.866 is needed between scores on the two tests. Third, the population of students used to create the concordance table should not differ in a meaningful way from the population of students to which the concordance table results will be applied.

For ACCUPLACER, concordance tables may be used by institutions when transitioning from classic to next-generation placement tests. Specifically, existing cut scores on classic tests may still be used, albeit for a short period of time, for placement decisions even when students start taking next-generation tests. This is done by finding the next-generation score that is concorded with the classic cut score and using that as the new cut score.[1]

Content analyses of ACCUPLACER classic and next-generation placement tests indicate different strengths of alignment between corresponding test titles.

Classic	Alignment	Next-Generation
Reading Comprehension	Strong	Reading
Sentence Skills	Minimal	Writing
Arithmetic	Strong	Arithmetic
Elementary Algebra	Strong	Quantitative Reasoning, Algebra, and Statistics
College-Level Math	Moderate	Advanced Algebra and Functions

The College Board anticipates collecting data from incoming freshmen in the fall of 2017. For each set of corresponding tests titles with strong or moderate alignment, a representative sample of students will be recruited to take each test. If a sufficient correlation is attained for a pair of tests, a concordance table will be constructed.

The following caution should be observed when concordance tables are used to make placement decisions based on student scores:

▸ A concordance table can provide a suggested location for where an examinee may score if given the other assessment; but this is not a perfect predictor.

▸ The alignment of the content, correlation, and population are all potential sources of error.

▸ It is entirely possible, if not likely, that an examinee would get a totally different score if they actually took the assessment from what is predicted by the concordance table.

[1] The College Board recommends the use of concordance tables only as a last resort when determining placement cut scores. Placement cut scores resulting from standard setting process are strongly recommended. If course prerequisites match Skills Insight statements for a specific range of a test, the lower bound of that range is considered a reasonable cut score. When using placement cut score determined in ways other than standard setting, it is strongly recommended that a predictive placement validity study be implemented within a year given sufficient data, and cut scores be evaluated and adjusted accordingly based on the results. Information on using ACES, a service provided by the College Board free of charge, for predictive placement validity studies is presented in another section of this document.

Ordering ACCUPLACER Tests

The table below shows the number of test units used when administering ACCUPLACER tests. COMPANION Next-Generation requires the below test units as part of its online scoring process. Refer to the *COMPANION Administrator's Manual* for further information regarding the online scoring process.

ACCUPLACER Tests	Units	ACCUPLACER Tests	Units
Reading Comprehension	1	Local Test	1
Sentence Skills	1	WritePlacer	2
Arithmetic	1	WritePlacer ESL	2
Elementary Algebra	1	Diagnostic Reading Comprehension	1
College-Level Math	1	Diagnostic Sentence Skills	1
ESL Reading Skills	1	Diagnostic Arithmetic	1
ESL Sentence Meaning	1	Diagnostic Elementary Algebra	1
ESL Language Use	1	Computer Skills Placement (CSP)	1
ESL Listening	2.5	Computer Skills Placement (CSP) Basic	1
Next-Generation Reading	1	COMPANION Next-Generation Reading	1
Next-Generation Writing	1	COMPANION Next-Generation Writing	1
Next-Generation Arithmetic	1	COMPANION Next-Generation Arithmetic	1
Next-Generation Quantitative Reasoning, Algebra, and Statistics	1	COMPANION Next-Generation Quantitative Reasoning, Statistics, and Algebra	1
Next-Generation Advanced Algebra and Functions	1	COMPANION Advanced Algebra and Functions	1

To place an order, download and complete the ACCUPLACER Order Form found under the **Order Tests** menu in the ACCUPLACER Platform. Detailed ordering instructions are provided on the form.

Please note when ordering online test units, you must include the ID number of the site where online units are to be added.

To Find Your Site ID

Log in as an Institution Administrator, go to the Users menu and select Create and Edit Testing Sites, then Edit Testing Sites.

Log in as a Site Manager, go to the Users menu, then select Search and Edit Users.

You may order ACCUPLACER test units by using one of the methods below:

▸ **Telephone Orders** *(Credit Cards Only)* – Call 866-607-5223 (option 2) Monday through Friday from 8:30 a.m. to 6 p.m. ET. Please have your ACCUPLACER Site ID Number available for processing of order.

▸ **Fax Orders** – Fax a completed order form with either your credit card information or a copy of your institutional purchase order to 212-713-8143. Remember to include your ACCUPLACER Site ID Number. (Note: If you fax your order, please do *not* mail a confirmation copy. This could result in a duplicate order).

▸ **Email Order** – Email a completed order form and a copy of an institutional purchase order to accuplacerorder@collegeboard.org. Orders that contain credit card information will be discarded for security purposes.

- **Mail Order** – Mail a completed order form with either your credit card information, a copy of your institutional purchase order, or a check to The College Board, ACCUPLACER Dept., P.O. Box 4699, Mount Vernon, IL 62864.

When using a purchase order, a copy of a signed institutional purchase order must be submitted with each order.

Credit card orders are accepted over the phone or by fax only. Email orders that contain credit card information will be destroyed for security purposes.

The College Board will destroy incomplete orders after seven (7) business days for security purposes.

The minimum order for ACCUPLACER units is 100 units.

Volume discount pricing is available on single orders of 50,000 units or more. This discount does not apply to customers who are College Board Members or receive the State-Approved cost.

An email confirming your order will be sent to your email address once your order is processed.

The College Board reserves the right to expire ACCUPLACER test units if there is no usage by an institution for a period of three years.

Shipping charges will apply to all COMPANION orders, regardless of whether they were placed by email, fax, mail, or phone. Please include shipping in your order total. For shipping charges, please review the COMPANION Order Form.

Please review the College Board Refund Policy in the next section before placing your order.

Refund Policy

The College Board ACCUPLACER program does not provide refunds for purchased products, including online test units and COMPANION tests. The College Board/ACCUPLACER will provide an *exchange* of COMPANION products returned within 30 days. Customers will receive online test units for COMPANION products and are responsible for return shipping and handling. All returned products must be in new, unused condition and in the original packaging to receive the exchange. We recommend that you use UPS Standard, FedEx Ground, or USPS. No collect (COD) shipments can be accepted. For more information, contact ACCUPLACER Customer Orders Support.

All COMPANION orders, regardless of whether they were placed by email, fax, mail, or phone, will have shipping charges added. There is no exchange value for shipping charges. Additional shipping on exchanges will be billed at the customer's expense.

Invoices & Billing

For questions about an order, invoice, payments, or other billing questions, please contact ACCUPLACER Invoices and Billing at 866-607-5223 (Option 3) or by email at accuplacerorder@collegeboard.org.

Payment

‣ Payment options include Check, Institutional Purchase Orders, MasterCard, Visa, American Express, or Discover.

‣ Checks should be made payable to: The College Board.

‣ Federal ID: 13-1623965

‣ All fees are payable within 30 days of the invoice date.

‣ Prices are subject to change without notice.

‣ Email accuplacerorder@collegeboard.org for wire transfer information (*International Customers Only*).

Shipping

Postage and handling will be added to all paper-and-pencil test orders, based on the sliding scale provided on the COMPANION order form. Shipping must be included in your COMPANION order total.

International Shipping is $20 for UPS Canada Standard, $40 for USPS, and $120 for UPS International. Please allow up to two weeks from receipt of order for delivery of paper-and-pencil tests via UPS regular ground. If a faster shipment method is needed, additional cost will be added to your order. Call 866-607-5223 for assistance in calculating shipping charges.

Call ACCUPLACER Customer Order Support if your order contains 500 or more test booklets. Please allow one business day for calculation.

Contact Information

By mail: The College Board – ACCUPLACER

      250 Vesey Street

      New York, NY 10281

By phone: 866-607-5223

By email: General questions or technical support: info@accuplacer.org

      Ordering ACCUPLACER tests: accuplacerorder@collegeboard.org

Appendix A: Summary of User Roles and Access

User Level	Access Controls
Group Administrator	▶ Controls the configuration of the entire ACCUPLACER account including creation of testing sites, users, branching profiles, placement rules, and reporting ▶ Branching profiles and placement rules created by the GA flow down to all testing sites in the account ▶ Provides state-level data accessibility through Custom Report tools ▶ Controls centralized messaging capabilities across all institutions within group ▶ Allows each institution to retain unique control of unit ordering and transfers
Institutional Administrator	▶ Controls the configuration of the entire ACCUPLACER account including creation of testing sites, users, branching profiles, placement rules, and reporting ▶ Branching profiles and placement rules created by the IA flow down to all testing sites in the account ▶ Controls the transfer of test units among testing sites within the Institution account
Site Manager	▶ Controls the configuration of their assigned testing site including creation of testing sites, users, branching profiles, placement rules, re-test attempts and reporting ▶ Branching profiles and placement rules created by the Site are available to that testing site only
Proctor and Proctor Reporter	▶ Proctors can pre-register and test students and generate reports for their testing site ▶ Proctor Reporters can generate reports for their testing site
Reporters	▶ Reporters are able to generate reports only and cannot change account settings nor test students ▶ Reporters at the Institution level can access student data across the entire institution account ▶ Reporters at the site level can access student data for their testing site only
▶ Institutional or Site Reporters	▶ Reporters can generate all available reports.
▶ Institutional or Site Score Reporters	▶ Score Reporters can generate Individual Score Reports only
▶ WritePlacer Reporters	▶ WritePlacer Reporters can generate the essay written by students

Appendix B: Item Mapping Methodology for Skills Insight Statements for Next-Generation ACCUPLACER Placement Tests

Results of each of the next-generation ACCUPLACER placement tests in Reading, Writing, Arithmetic, Quantitative Reasoning, Algebra, and Statistics, and Advanced Algebra and Functions are reported on a scale ranging from 200 to 300. For each test, Skills Insight statements were generated for five segments of the scale. This document describes the methodology for generating the Skills Insight for each test for each of the five segments.

What is *Skills Insight*?

Skills Insight provides a set of data-driven statements intended to help students interpret their performance on next-generation ACCUPLACER Reading, Writing, and Math Tests. The statements are organized by test score ranges, or bands:

- 236 and below
- 237–249
- 250–262
- 263–275
- 276 and above

Within each score band, the Skills Insight statement describes what a student scoring within that band is likely to know and be able to do in relation to the academic skills measured on the tests. The statements are cumulative. Thus, students who score within a band know and able to do what is described in the Skills Insight for that band in addition to the knowledge and skills included in the Skill Insight for the lower range or ranges.

How were the *Score Bands* determined?

Before Skills Insight statements could be developed, it had to be determined what score ranges (i.e., score bands) would be most effective in providing narrative information to students about the skills they most likely had mastered. Considerations were the number of bands and the length of each band. Having too many score bands would not allow us to provide skills that were meaningfully different between score groups, and therefore, would not provide useful information to the students. Having too few score bands would not allow us to help pinpoint the strengths and weaknesses of the students represented in the different score ranges. Regarding the length of each band, dividing the whole score range into equal parts was considered. In the end, the distribution of student scores across the scale was the main factor in the decision.

After analyzing all the data and reviewing different possible number and length of score bands, College Board staff concluded that the score ranges 236 and below, 237–249, 250–262, 263–275, and 276 and above would best distinguish

students' skills so as to be helpful to students. These score ranges are based on the theoretical distribution of student performance on each placement test. Scaled scores 237, 250, and 263 (i.e., the lower bounds of the three middle ranges) represent the distribution quartiles. The lower bound of the highest range, scaled score of 276, represents the 90th percentile of the student performance distribution. Using these ranges, the Skills Insight statements for each of the first three ranges describe what 25% of students can be expected to know and be able to do. Furthermore, the Skills Insight for the highest range represents skills and knowledge that the top 10% of students can typically demonstrate.

What is *Item Mapping*?

Item maps help illustrate what students know and are able to do at different score bands by placing individual items along the score scale. Item descriptions focusing on the skills and knowledge required to respond correctly are used collectively to create Skills Insight statements.

Each item's position on the scale is determined by the likelihood of students responding to the item correctly. For the Next-Generation ACCUPLACER® placement tests, items are placed on the scale using the response probability of 0.67. Using Item Response theory (IRT), each item is placed or mapped to a score at which students have a 0.67 probability of selecting the correct response. Descriptions of items mapped to a selected band make up the statements of what students whose score fall in that range know and are able to do.

How may *Skills Insight* be used?

Skills Insight statements are created for the primary purpose of facilitating interpretation of student performance on the Next-Generation ACCUPLACER® placement tests. It is always important to have information on what students with tests scores can be expected to know and do relative to academic measures.

Institutions may also use Skills Insight as a starting point for determining placement cut scores. A student is placed in a college course based on the inference that student has the content skills and knowledge necessary to learn the materials covered in the course. If such skills and knowledge match closely to the Skills Insight statements for a specific range, then the lower bound of that range may be a reasonable initial placement cut score. If this approach is used, it is strongly recommended that the institution take advantage of the College Board's Admitted Class Evaluation Service (ACES), a free online service that predicts student success in specific classes.

Appendix C: ACCUPLACER System Software License Agreement

ACCUPLACER® System Software License Agreement

PLEASE READ THIS SOFTWARE LICENSE AGREEMENT CAREFULLY BEFORE USING THE ACCUPLACER SYSTEM. BY DOWNLOADING, INSTALLING, COPYING, OR OTHERWISE USING THE ACCUPLACER SYSTEM, YOU AGREE TO BE BOUND BY THE TERMS OF THIS LICENSE. IF YOU DO NOT AGREE TO THE TERMS OF THIS AGREEMENT, DO NOT USE THE SYSTEM.

This software product license agreement (the "Agreement") is between the College Board, (the "College Board") and the licensing organization ("Licensee"). Licensees include academic institutions and governmental departments of education ("DOE") that have been duly authorized to access the ACCUPLACER System by academic institutions within their jurisdiction. This Agreement contains the exclusive terms and conditions under which Licensee may use the ACCUPLACER System. The ACCUPLACER System includes the following: ACCUPLACER Internet-based platform, all ACCUPLACER test items (including questions and answers), answer keys, report formats, user guides, policy manuals, Internet site, its database(s), associated software, services, media, printed material, electronic documentation and related methods and techniques, hereinafter referred to collectively as "ACCUPLACER System." By using the ACCUPLACER System, Licensee accepts the terms of this Agreement.

1. General

The ACCUPLACER System and all other materials provided or used in association with the ACCUPLACER System, including but not limited to, revisions or updates provided by the College Board, whether on disk, in read only memory, on any other media or in any other form are licensed and not sold to Licensee for Licensee's use under the terms of this Agreement. The rights granted herein are limited to the College Board's intellectual property rights in the ACCUPLACER System and do not include any other patents or intellectual property rights. The College Board reserves all rights not expressly granted to Licensee.

2. License Grant; Mandatory Use of Proctors

The College Board hereby grants to the Licensee a nonexclusive, nontransferable right to use the ACCUPLACER System only under proctored conditions. Examinees must be monitored at all times and an authorized proctor from the Licensee, or appropriately designated by the Licensee, must be present on site during any and all administrations of an ACCUPLACER System test.

3. License Restrictions

(a) Except as may be expressly permitted by the terms of the accompanying ACCUPLACER Program Manual and the ACCUPLACER Order Form, which are hereby incorporated by reference and made a part of this Agreement, Licensee shall only use the ACCUPLACER System on a campus of the Licensee or at another location only if under the direct control of the Licensee. Licensee agrees to keep confidential and use best efforts to prevent and protect the ACCUPLACER System from unauthorized disclosure or use. Licensee shall not disclose or provide copies of test items or essay prompts to Examinees.

(b) Licensee shall keep secure all personal data accessed or stored locally by Licensee from the ACCUPLACER System. The College Board will not be liable in the event such data is disclosed to or otherwise accessed by unauthorized individuals.

(c) Licensee shall control the access of its authorized users to the ACCUPLACER System and will immediately revoke such access if the user ceases to be employed by the Licensee or is no longer appropriately authorized to access the system. The College Board will not be liable in the event of access to the ACCUPLACER System by such individuals.

(d) Except as and only to the extent expressly permitted in this License or by applicable law, Licensee shall not copy, decompile, reverse engineer, disassemble, attempt to derive the source code of, decrypt, modify, or create derivative works of the ACCUPLACER System, system updates, or any part thereof. Any attempt to do so is a violation of the rights of the College Board. If Licensee breaches this restriction, Licensee may be subject to prosecution and damages.

(e) This Agreement and the license granted hereunder shall not be assigned, sublicensed, or transferred by Licensee to any other party. In addition, Licensee shall not, in whole or in part, rent, lease, lend, redistribute, or sublicense the ACCUPLACER System.

4. Ownership and Proprietary Rights

Licensee understands and acknowledges that all title and proprietary rights in and to the ACCUPLACER System are owned by the College Board or the College Board's Licensor, including data, copyright, trade secrets, and trademarks. Licensee acknowledges and agrees that the ACCUPLACER System is proprietary to the College Board and protected under United States laws and international treaties. This Agreement does not convey to Licensee an interest in or to the ACCUPLACER System, tests, answer keys, report formats, or other material owned by the College Board but only a limited revocable right to use the system in accordance with the terms of this Agreement. The College Board shall have the right to use, without limitation, the data collected in the performance of this Agreement in the normal and customary operations of the College Board. All data entered and stored on the ACCUPLACER System will be retained by the College Board for four (4) years.

5. Limited Warranty; Indemnification

The College Board warrants to Licensee that the ACCUPLACER System is free from material defects in materials and workmanship and that the ACCUPLACER System, under normal use and operation, will operate in accordance with the descriptions contained in the manuals supplied to Licensee with the ACCUPLACER System.

THE COLLEGE BOARD DOES NOT WARRANT THAT THE OPERATION OF THE ACCUPLACER SYSTEM WILL BE UNINTERRUPTED OR ERROR-FREE OR THAT ALL DEFICIENCIES OR ERRORS ARE CAPABLE OF BEING CORRECTED. FURTHERMORE, COLLEGE BOARD DOES NOT WARRANT OR MAKE ANY REPRESENTATIONS REGARDING THE USE OF THE ACCUPLACER SYSTEM OR THE RESULTS OBTAINED THEREFROM OR THAT THE ACCUPLACER SYSTEM WILL SATISFY CLIENT'S REQUIREMENTS. THE COLLEGE BOARD WILL NOT BE LIABLE IN CONNECTION WITH HOW LICENSEE USES THE TEST SCORES GENERATED FROM LICENSEE'S USE OF THE ACCUPLACER SYSTEM.

THE COLLEGE BOARD'S TOTAL LIABILITY WITH RESPECT TO THIS WARRANTY AND LICENSEE'S SOLE REMEDY FOR BREACH OF THIS WARRANTY SHALL BE LIMITED TO SCORE CORRECTION OR TEST RETAKE AT NO ADDITIONAL CHARGE TO LICENSEE. NO OTHER WARRANTIES, EXPRESS OR IMPLIED, SHALL APPLY, INCLUDING, BUT NOT LIMITED TO, FITNESS FOR A PARTICULAR PURPOSE AND MERCHANTABILITY. IN NO EVENT, HOWEVER, SHALL THE COLLEGE BOARD BE LIABLE FOR SPECIAL, INDIRECT, OR CONSEQUENTIAL DAMAGES ARISING OUT OF OR IN CONNECTION WITH THE USE OF THE ACCUPLACER SYSTEM.

(Some state laws do not allow the exclusion or limitation of implied warranties or liability for incidental or consequential damages, so portions of this Paragraph may not apply to the license granted hereunder.)

To the extent permitted by law, Licensee will indemnify, hold harmless, and defend the College Board from and against all liabilities, demands, claims, and fines, including reasonable attorneys' fees and other costs and expenses of defense and settlement, which the College Board may incur as a result of damages claimed by third parties in connection with this Agreement (collectively, "Damages") provided, however, that Licensee will not be obligated to indemnify the College Board to the extent Damages are caused directly by the negligence or willful misconduct of the College Board.

6. Term

This Agreement and the license granted hereunder will become effective on the date of Licensee's first use of the ACCUPLACER System. This Agreement shall remain in effect for as long as Licensee continues to use the ACCUPLACER System and complies with the terms and conditions of this Agreement, which include without limitation, payment of all fees in accordance with the rates and terms then in effect (as stated in the then current ACCUPLACER Order Form).

7. Termination and Suspension

(a) The College Board may terminate this Agreement upon written notice to Licensee in the event that Licensee breaches or fails to comply with any term or condition of this Agreement. Licensee may terminate this Agreement at any time during the term hereof by providing written notice to the College Board. If such termination occurs, by either party, Licensee shall forfeit any remaining ACCUPLACER units.

(b) If Licensee initiates or participates in any legal proceeding against the College Board, the College Board, in its sole discretion, may suspend or terminate all license grants and any other rights provided under this Agreement during the course of such legal proceedings.

8. Fees

All ACCUPLACER System fees payable by Licensee in consideration of its license to use the ACCUPLACER System shall be paid by Licensee in accordance with the terms of the then-current ACCUPLACER Order Form.

9. ACCUPLACER System Revisions and Notifications

From time to time, the College Board may need to revise the ACCUPLACER System and update, change, or remove certain features and functionalities. As a result, the College Board reserves the right to update, change, or remove any system features and functionalities, as well as field test items, fix errors, glitches, bugs, and technical concerns. At the discretion of the College Board, reasonable efforts will be made to notify Licensee of the revisions made to the ACCUPLACER System.

10. Complete Agreement; Governing Law

This Agreement, the ACCUPLACER Program Manual, and the ACCUPLACER Order Form constitutes the entire understanding between the College Board and Licensee with respect to the subject matter hereof and supersedes any prior agreements, understandings, negotiations, or offers between them. Any modification or amendment of the terms of this Agreement shall not be binding upon either party unless such amendment or modification is in writing signed by both parties.

This Agreement shall be construed under the laws of the State of New York. In the event that any provision of this Agreement is deemed invalid or unenforceable, the other provisions of this Agreement shall continue in full force and effect.

11. Computer Skills Placement Assessment Tests

The Computer Skills Placement assessment tests (CSP tests) are solely owned by and provided to the Licensee by CSPlacement LLC ("CSPlacement"). If Licensee chooses to use and offer CSP tests (which include CSP and CSP Basic), Licensee shall be subject to the Terms and Conditions and Privacy Policy set forth on the CSP website, located at the following URL: http://www.csplacement.com. Because the license and use of the CSP tests creates a contractual relationship between CSPlacement and Licensee and the tests are governed by CSPlacement's Terms and Conditions and Privacy Policy, the College Board strongly recommends that the Licensee read these policies before using the CSP tests and related products. For questions or support regarding CSPlacement or CSP tests, please contact 203-319-9934 or info@csplacement.com.

Effective 6/5/2011

Appendix D: College Board System Student Privacy Policy

CollegeBoard

College Board System Student Privacy Policy

This System and website are operated by the College Board and are designed to be used by educational institutions, governmental departments of education and students to assist in determining if a student is prepared for a college-level course and to aid institutions in making course placement decisions. The College Board recognizes the importance of protecting the privacy rights of students taking ACCUPLACER® tests and other College Board tests using this System. The College Board System is securely managed and safeguarded in accordance with all applicable laws and the policies and guidelines set forth below. By using the College Board System, you consent to the terms of the following privacy policy, including the uses of the information as described below.

INFORMATION COLLECTED

The following Student Data may be collected: test scores, test related data and personally identifiable information, including name, address, phone number, email address, student ID, date of birth, gender, ethnicity and other data that may be requested specifically by the institution.

INFORMATION USE, SHARING AND DISCLOSURE

a. Student Data is provided to the institution that is administering the test to the student and may be shared by that institution with governmental departments of education for reporting purposes and with the institution's operational and research partners. Students may also grant permission to share their score reports with institutions other than where the test was administered. The student must provide that permission in writing before the score report can be shared with the non-administering institution.

b. Student Data is used by the College Board for internal research and reporting purposes in accordance with the College Board's data use policies. With the exception of those uses set forth in this privacy policy, student personally identifiable information will not be shared, sold or released to third parties without the student's consent. For further information regarding the College Board's data use policies, visit http://www.collegeboard.org to access the College Board's Guidelines for the Release of Data and the College Board's Uses of College Board Test Scores and Related Data.

c. Student Data may be shared with employees and subcontractors who assist the College Board with website operations and the technical aspects of hosting the site. All College Board employees and subcontractors are subject to the College Board's confidentiality and privacy policies.

d. Student Data may be disclosed in response to a subpoena, court order or legal process, to the extent permitted and required by law.

e. Student Data may be disclosed to protect user security or the security of other persons, consistent with applicable laws.

f. For ACCUPLACER Users only: The College Board may send email communications regarding the College Board's free college planning services to those students who do not opt-out of receiving these types of communications. The College Board will not rent, sell, or release email addresses to third parties without the student's consent.

g. For ACCUPLACER Users only: If CSP Assessment tests are administered by an institution, and taken by the student, only the student's ACCUPLACER ID number will be provided to CSPlacement for the purposes of administering the test and for data management. No personally identifying information of the student will be shared with CSPlacement.

h. For ACCUPLACER Users only: If your institution uses the ACCUPLACER// MyFoundationsLab tool, the College Board may send you an email with your MyFoundationsLab Locator Code and Access Code so you can access the tool.

COLLEGE BOARD LINKED SITES; COMPUTER SKILLS PLACEMENT; PEARSON ACCUPLACER//MyFoundationsLab

Any information that the users submit to a third party site, not owned by the College Board, is subject to the third party site's terms and conditions and privacy policies. The College Board is not responsible for privacy policies or terms and conditions of any third party sites or for any links, information or content that appears on the third party sites.

For the convenience of our ACCUPLACER users, the College Board System provides a direct link to the Computer Skills Placement ("CSPlacement") site to access the CSP Assessment tests and the Pearson site to access the ACCUPLACER//MyFoundationsLab tool. The CSPlacement and Pearson sites as well as the assessments and materials on these sites are not owned by the College Board and are solely owned by and provided to the institutions and students by CSPlacement Pearson respectively. Use of these sites and services are governed by the Terms and Conditions and Privacy Policy set forth on each site.

The College Board strongly recommends that students read these policies before using the sites and related products. For questions or support regarding CSPlacement or its services, please contact 203-319-9934 or info@csplacement.com. For questions or support regarding Pearson or its services please contact accumfl@pearson.com.

INTERNATIONAL USERS AND TRANSFERS OF INFORMATION

The College Board System operates on a software as a service platform that is located in the United States. Therefore, your Student Data may be transferred from your testing location to the United States. When you furnish Student Data to the College Board through this System, you are consenting to a cross-border transfer of that information. If you choose not to provide your Student Data please notify your proctor.

INFORMATION GATHERED THROUGH TRAFFIC MONITORING

Like many other websites, the College Board System is equipped with a program that monitors traffic by automatically recording every visitor's host, domain name, pages visited, length of user sessions, browser type and/or IP address. This program tracks the number of times the site is hit, how many visitors come to the site, which parts of the site they frequent, and the length of time of each visit. This information does not contain personally identifiable information and is used to evaluate areas of interest and to improve this site and may be provided to third parties by College Board or its affiliates.

CHANGES TO THIS PRIVACY POLICY

We reserve the right to change the terms of this Privacy Policy from time to time by posting an updated Privacy Policy. We encourage you to review this Privacy Policy Statement periodically for any changes or updates.

QUESTIONS ABOUT THIS PRIVACY POLICY

If you have questions about this Privacy Policy or the College Board System privacy practices, please contact us at 866-607-5223 or info@csplacement.com. Please note: the College Board's customer service department is not intended to be a substitute for legal counsel. If you have specific legal questions about the use of the College Board System in your state or country, please consult with your individual attorney.

Effective 03/02/2014

Appendix E: ACCUPLACER System Licensee Privacy Policy

ACCUPLACER® System Licensee Privacy Policy

The ACCUPLACER® System and website are operated by the College Board and are designed to be used by educational institutions and governmental departments of education ("Licensee") to assist in determining if a student is prepared for a college-level course and to aid users in making course placement decisions. The College Board recognizes the importance of protecting the privacy rights of our users and the students taking ACCUPLACER tests and AP® Aspire Pilot Program tests. The ACCUPLACER System is securely managed and safeguarded in accordance with all applicable laws and the policies and guidelines set forth below. By using the ACCUPLACER System, you consent to the terms of the following privacy policy, including the uses of the information as described below.

INFORMATION COLLECTED

Student Data collected includes test scores, test-related data, and personally identifiable information, including name, address, phone number, email address, student ID number, date of birth, gender, ethnicity, and other data that may be requested specifically by the institution.

Licensee Data collected includes institution ID number, name, address, phone number; test-related data, including test scores, and placement results; and individual institutional users' name and institutional address and email address.

INFORMATION USE, SHARING, AND DISCLOSURE

a. Student Data and Licensee Data are provided to the institution administering the test to the student and may be shared by that institution with governmental departments of education for reporting purposes.

b. Student Data and Licensee Data are used by the College Board for internal research and reporting purposes in accordance with the College Board's *Guidelines on the Uses of College Board Test Scores and Related Data* located at

http://professionals.collegeboard.com/profdownload/guidelines-on-uses-of-college-board-test-scores-and-data.pdf and *Guidelines for the Release of Data* located at www.collegeboard.com/prod_downloads/research/RDGuideforReleaseData.pdf

c. From time to time information is requested by existing or potential users who are seeking a remote testing location, exploring the use of ACCUPLACER, or seeking information on best practices from other institutions. In these cases, if you have given permission in the ACCUPLACER System to share your institutional information, the ACCUPLACER program will only respond to requests with the following information: institution name, email address, and phone number of the Institution's Administrator, and the test types used by the institution.

d. Student Data and Licensee Data may be shared with employees and subcontractors who assist the College Board with website operations and the technical aspects of hosting the site. All College Board employees and subcontractors are subject to the College Board's confidentiality and privacy policies.

e. Licensee's institutional and contact information may be shared with College Board partners who work with the College Board to provide products, services, and information to maintain or improve the Licensee's overall consumer experience. College Board partners are subject to the College Board's confidentiality and privacy policies.

f. If CSP Assessment tests are administered by a Licensee, the Institution ID and Student ACCUPLACER ID number will be provided to CSPlacement for the purposes of administering the test and for data management. No personally identifying information of the student or Licensee will be shared with CSPlacement,

g. Student Data and Licensee Data may be disclosed in response to a subpoena, court order, or legal process, to the extent permitted and required by law.

h. Student Data and Licensee Data may be disclosed to protect user security or the security of other persons, consistent with applicable laws.

COLLEGE BOARD LINKED SITES; COMPUTER SKILLS PLACEMENT; PEARSON ACCUPLACER//MyFoundationsLab

Any information that the Licensee submits to a third-party site, not owned by the College Board, is subject to the third-party site's terms and conditions and privacy policies. The College Board is not responsible for privacy policies or terms and conditions of any third-party sites or for any links, information, or content that appears on the third-party sites.

For the convenience of our ACCUPLACER users, the College Board System provides a direct link to the Computer Skills Placement ("CSPlacement") site to access the CSP Assessment tests and the Pearson site to access the ACCUPLACER//MyFoundationsLab tool. The CSPlacement and Pearson sites as well as the assessments and materials on these sites are not owned by the College Board and are solely owned by and provided to the institutions and students by CSPlacement Pearson respectively. Use of these sites and services are governed by the Terms and Conditions and Privacy Policy set forth on each site.

The College Board strongly recommends that Licensees read these policies before using the sites and related products. For questions or support regarding CSPlacement or its services, please contact 203-319-9934 or info@csplacement.com. For questions or support regarding Pearson or its services please contact accumfl@pearson.com.

INTERNATIONAL USERS AND TRANSFERS OF INFORMATION

The College Board System operates on a software as a service platform that is located in the United States. Therefore, Student Data and Licensee Data may be transferred from the testing location or institution to the United States. When you furnish Student Data or Licensee Data to the College Board through this System, you are consenting to a cross-border transfer of that information.

INFORMATION GATHERED THROUGH TRAFFIC MONITORING

Like many other websites, the ACCUPLACER System is equipped with a program that monitors traffic by automatically recording every visitor's host, domain name, pages visited, length of user sessions, browser type, and/or IP address. This program tracks the number of times the site is hit, how many visitors come to the site, which parts of the site they frequent, and the length of time of each visit. This information does not contain personally identifiable information and is used to evaluate areas of interest and to improve this site and may be provided to third parties by the College Board or its affiliates.

CHANGES TO THIS PRIVACY POLICY

We reserve the right to change the terms of this Privacy Policy from time to time by posting an updated Privacy Policy. We encourage you to review this Privacy Policy Statement periodically for any changes or updates.

QUESTIONS ABOUT THIS PRIVACY POLICY

If you have questions about this Privacy Policy or the ACCUPLACER System privacy practices, please contact us at 866-607-5223 or info@accuplacer.org. Please note: the College Board's customer service department is not intended to be a substitute for legal counsel. If you have specific legal questions about the use of the College Board System in your state or country, please consult with your individual attorney.

Effective 12/18/2011