# CollegeBoard

**ACCUPLACER®**

**Program Manual**

**June 2015**

www.collegeboard.org

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# The ACCUPLACER® System

ACCUPLACER® is a comprehensive battery of tests designed to provide information about students' English, reading, mathematics, 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.

There are 12 placement tests, five English-As-A-Second Language Tests, and four diagnostic tests within the ACCUPLACER program. A list of these tests is shown below.

## ACCUPLACER Tests

| Placement Tests | ESL Tests | Diagnostic Tests |
|---|---|---|
| Arithmetic | ESL Reading Skills | Diagnostic Arithmetic |
| Elementary Algebra | ESL Sentence Meaning | Diagnostic Elementary Algebra |
| College-Level Math | ESL Language Usage | Diagnostic Reading Comprehension |
| Computer Skills Placement (Vista/2007) | ESL Listening | Diagnostic Sentence Skills |
| Computer Skills Placement (Windows 7/2010) | WritePlacer ESL | |
| Computer Skills Placement (XP/2003) | | |
| Computer Skills Placement Basic (Vista/2007) | | |
| Computer Skills Placement Basic (Windows 7/2010) | | |
| Computer Skills Placement Basic (XP/2003) | | |
| Reading Comprehension | | |
| Sentence Skills | | |
| WritePlacer® | | |

## Multiple Uses of ACCUPLACER Tests

The primary function of the ACCUPLACER 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 nonnative speakers of English into ESL courses. The Diagnostic tests provide a detailed assessment of test-takers' skills in English and mathematics so that academic strengths and weaknesses can be pinpointed.

Although ACCUPLACER tests were designed as placement tests, they can serve as a tool to evaluate the college readiness of students in high school in cases 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.

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. It is not recommended that ACCUPLACER tests be used as a high school graduation-proficiency test.

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.

ACCUPLACER and WritePlacer are not intended to be used for hiring determinations, and therefore have not been validated for such purpose.

## 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 test administration system that uses the computer to select and deliver test items to examinees. 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. The sequence of test questions and the questions themselves will vary from student to student. The next question administered to an examinee is automatically chosen to yield the most information about the examinee based on the skill level indicated by answers to all prior questions. Unlike many traditional tests where all examinees take a single form of an exam, the computer adapts or "tailors" the exam to each examinee. This tailoring is done by keeping track of an examinee'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 an examinee are complex; however, the

primary criterion is a desire to match the difficulty of the item to the examinee'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 examinee. 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.

Computer-adaptive testing achieves several positive results.
* Less time is required for testing, even though the tests are not timed.
* Students are not frustrated or bored by questions that are too easy or too hard.
* Since the multiple-choice tests are not timed, students work at their own pace.
* Test results can be displayed immediately after testing.
* Test security problems are reduced.
* Paperwork is decreased.

**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 items 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 items 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 items are subjected to a rigorous internal and external fairness review and statistical analyses to ensure that all ACCUPLACER items are as free from bias as possible and fair to all examinees.

Fairness Review: Expert human judgment is critical in evaluations of fairness and sensitivity in test materials. To ensure that ACCUPLACER test items portray all groups of students appropriately and do not disadvantage any group of students, fairness reviews are performed by two distinct groups of experts. First, College Board test developers apply professional test-development standards when writing and reviewing items to identify and eliminate any language, content, words, phrases, or references that may be offensive, upsetting, distracting, or inappropriate to students. In addition, ACCUPLACER test items also undergo fairness review by external panels made up of experienced

college faculty drawn from a wide range of academic disciplines and demographic backgrounds. This external group of experts reviews ACCUPLACER test materials to ensure that all test questions adhere to College Board Fairness and Sensitivity Guidelines. Currently employed at colleges, these experts possess a familiarity with the populations taking ACCUPLACER tests that is crucial to evaluating test fairness.

In addition to judgmental reviews, the response patterns of various testing populations taking ACCUPLACER tests are analyzed to look for statistically meaningful deviation from the general spread of response patterns.

Empirical Analysis: College Board psychometricians routinely examine whether test items function differently for different groups of examinees. Statistical analysis referred to as Differential Item Functioning (DIF) is performed to determine whether there are items on the test where certain groups of examinees 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 examinees 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, examinees 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.
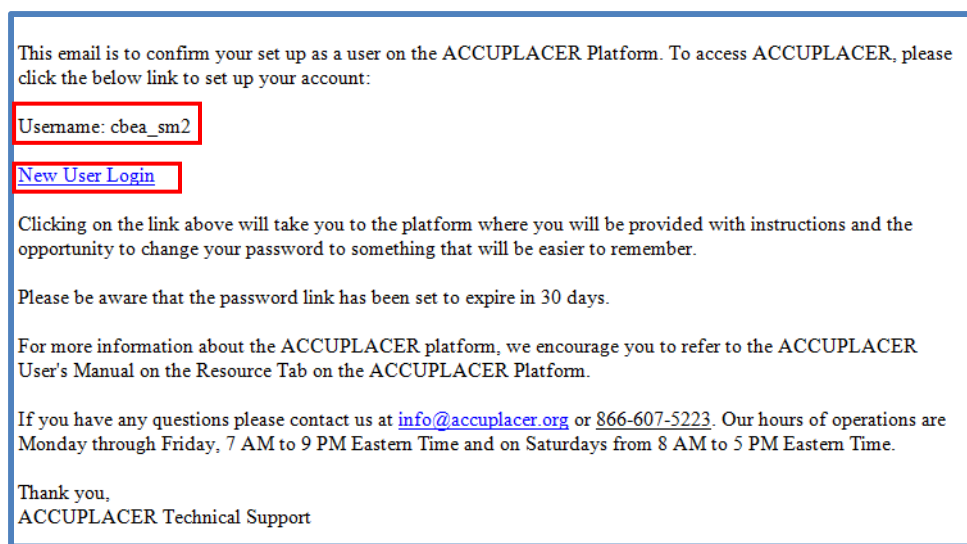
Finally, as an assessment that serves many groups of students, every effort is made to ensure each ACCUPLACER test is balanced for diversity. Items in the item bank are coded for "constraints" such as gender, race, and ethnicity; ACCUPLACER tests utilize "Content Diversity" constraints that ensure that every test contains a variety of cultural and demographic contexts and references.

## Eligibility Criteria for Access to ACCUPLACER

Access to ACCUPLACER is granted only 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.   Click on the New User Login hyperlink.

This email is to confirm your set up as a user on the ACCUPLACER Platform. To access ACCUPLACER, please click the below link to set up your account:

Username: cbea_sm2

New User Login

Clicking on the link above will take you to the platform where you will be provided with instructions and the opportunity to change your password to something that will be easier to remember.

Please be aware that the password link has been set to expire in 30 days.

For more information about the ACCUPLACER platform, we encourage you to refer to the ACCUPLACER User's Manual on the Resource Tab on the ACCUPLACER Platform.

If you have any questions please contact us at info@accuplacer.org or 866-607-5223. Our hours of operations are Monday through Friday, 7 AM to 9 PM Eastern Time and on Saturdays from 8 AM to 5 PM Eastern Time.

Thank you,
ACCUPLACER Technical Support

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 **Accept** to agree to the terms of the license agreement. Click **Decline** to decline the terms of the agreement.  Declining the terms of the agreement will prevent you from continuing.



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

The **Change Password** screen will appear.  The new user must enter a password.  Passwords must be a minimum of eight 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 the new user will be taken 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 incorrect password more than five times. The warning screens below will be displayed after the fifth attempt.



To unlock their account you must provide the answer to two of the security questions they 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, the user will be asked to reset his/her Password.

If the answers to the security questions do not match the answers that were provided during the initial setup of the security questions, the user will be locked out of his/her account permanently, and must contact the ACCUPLACER Customer Service Center to unlock their 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.
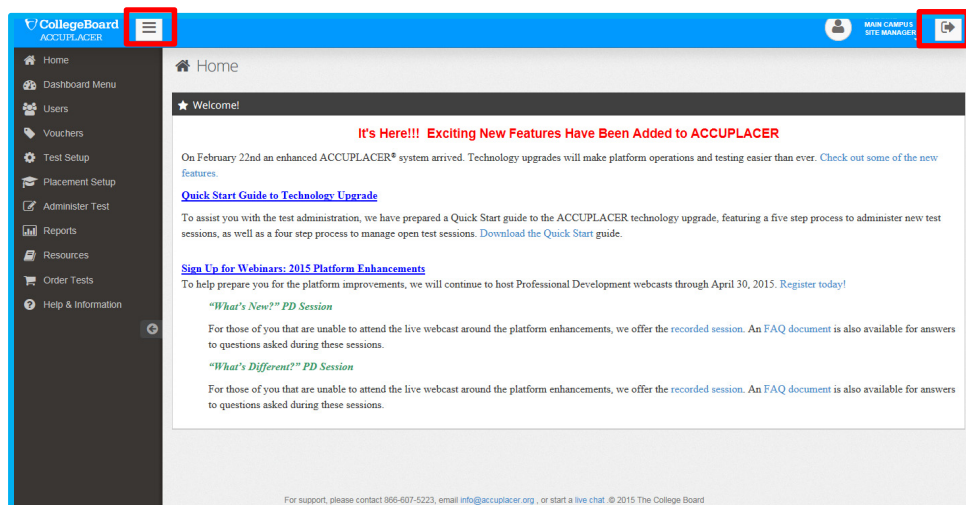


At the top of each screen there are two icons.

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 **Save.**

## 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** dates or the **Username** fields.  Site Managers and Institution Administrators can edit both **Username** and account activation dates.



## 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 information is requested by existing or potential users who may be seeking a remote testing location, exploring the use of ACCUPLACER within a state or region, etc. In these cases, if you have provided 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 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.

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

## Data Retention

**Online Data Retention**

Starting with the ACCUPLACER System launched in March 2009, all data will be stored and 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.

**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.

## Field Testing New Test Items

From time to time the ACCUPLACER program will be field testing new questions in order to refresh the ACCUPLACER question pools. Data gathered from field testing will be used to calibrate the difficulty level of questions and will be used for conducting bias review studies. Before field testing starts, users will be notified through the *What's New* feature of the system. When field testing is occurring new questions will be embedded at random locations within a test. Students' answers to the field-test 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 Tests

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 their own cut scores to facilitate placement decisions based on factors and data unique to their institution. To help institutions establish these cut scores, the College Board has developed "proficiency statements" that describe the knowledge and skills associated with specific ACCUPLACER score ranges. These statements were derived by convening a panel of experts in each subject area to review items anchored at specific points along the Total Right Score scale and to describe the knowledge and skills that are required to answer these items correctly.

The proficiency 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.

**Scaled Scores** for the ACCUPLACER multiple-choice tests ranges from 20 to 120 points and are calculated using a formula. These scores should be used in computing summary statistics, in correlating test performance with other information in a student's records, and in other statistical treatments of the test data.

The **Conditional Standard Error of Measure (CSEM)** can be used to construct confidence intervals to indicate the level of certainty about where a student's true score may lie given the observed scaled score. For example, a student's true scaled score is expected to fall within ± one CSEM of the observed scaled score 68 percent of the time.

**WritePlacer**® - A holistic score is reported for WritePlacer. Holistic scores range from 1 to 8. 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 is reported for WritePlacer ESL. Holistic scores range from 1 to 6. 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 items 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 items answered correctly as well as the percent of questions answered correctly for each of the domains.

**Diagnostic Tests** - The diagnostic tests provide both numerical and categorical scores for each of the five domains included in the diagnostic test. The numeric score scale for each domain ranges from 1 to 15 in whole number increments. To assist users in interpreting the numeric score a categorical score is also reported. The categorical scores are Needs Improvement, Limited Proficiency, and Proficient.

# 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 examinee is administered 17 items.

| Arithmetic Content Areas |
|---|
| Addition, subtraction, multiplication, and division of whole numbers with 1 to 4 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

Total Right 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

Total Right 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

Total Right 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

Total Right 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 Rationals; 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 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 Area |
| --- |
| **Integers and Rationals** |
|   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

Total Right Score of about 25
Students at this level have minimal prealgebra 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

Total Right 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

Total Right 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

Total Right 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 Area |
| --- |
| **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, radicals |
| Factoring quadratic expressions |
| **Solution 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 trig 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**

Total Right Score of about 40
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.

Total Right Score of about 63
Students scoring at this level can demonstrate the following additional skills:

- 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

Total Right Score of about 86
Students scoring at this level can demonstrate the following additional skills:

- 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

Total Right Score of about 103 or above
Students scoring at this level can demonstrate the following additional skills:

- 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

**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 should correspond 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, Presentations, and Information and Communication 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 (Information Management, File Management, Word Processing, Spreadsheets, Databases, Presentations, and Information and Communication) 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.

**Note:** Google is gradually discontinuing support for the Netscape Plugin Application Programming Interface (NPAPI) architecture with the final decommission scheduled for September 2015. This impacts those ACCUPLACER users who use the *Fast Reporting functionality* as well as those who administer the *Computer Skills Placement (CSP) Assessment* using the Chrome browser. The CSP test and Fast Reporting rely on Java, which is a NPAPI plugin. Support by Chrome will be discontinued in three phases:

- **Phase 1 - January 2015**: Within the Google Chrome browser, a pop-up message will begin to appear for users trying to access a Java add-on/plug-in related function, warning them that Java will soon no longer be supported. The user will be able to click on/acknowledge the message and proceed with no issue.
- **Phase 2 - April 2015:** Support for Java add-ons/plug-ins is discontinued. Users can update their system configurations with certain registry updates to prolong use, but for all practical purposes, Java-supported functionality will no longer be available. The *Fast Reporting* and *CSP* test functionality within ACCUPLACER **will no longer work** in Google Chrome browsers.

- **Phase 3 - September 2015:** All Java add-on/plug-in related functions will be officially decommissioned and cease to function in Google Chrome browsers.

In the short term, you can use alternate browsers like Internet Explorer or Firefox to administer CSP tests and run Fast Reporting. In the longer term, for those using Fast Reporting, we recommend you begin planning for the adoption of Web Services for data downloads. Web Services is the preferred alternative as it does not rely on any Java plugins. For more information on Web Services, please consult the Web Service Client–Score User Manual found within the Resources section of the ACCUPLACER platform.

## Computer Skills Placement Advanced

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

| Content Areas<br>CSP Advanced - Windows7/2010 | 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 | |
| **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<br>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 | |
| **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 & 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 Test-Basic.

| Content Areas<br>CSP Basic - Windows7/2010 | 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<br>CSP Basic - Windows 8/2013 | Number of<br>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 & collaborative services such as blog, blogger, hashtag, viral and meme | |

## CSP Reporting

Scores from CSP and CSP Basic 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

## 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. Examinees 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

Total Right 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

Total Right 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

Total Right 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**

Total Right Score of about 53
Students at this level can:

- solve problems in simple subordination and coordination
- correct sentence fragments

Total Right 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

Total Right 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

## 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 nonnative speakers of English into ESL courses. ACCUPLACER ESL tests include ESL Sentence Meaning, ESL Language Use, ESL Listening, and ESL Reading Skills. Each test requires students to answer 20 items.

## 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 |
| Adjectives/Adverbs |
| Verbs |
| Subordination/Coordination |

# Proficiency Statements for ESL Language Use

Total Right 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, they 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.

Total Right 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, function at the whole-sentence level.

Total Right Score of about 100
Students scoring at this level can demonstrate the following additional skills:

- 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 nonnative 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

Total Right Score of about 50
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, but may have difficulty beyond that level.

Total Right Score of about 70
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.

Total Right Score of about 90 or higher
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.

# 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

<u>Total Right Score of about 57</u>
Students at this level can demonstrate the following skills:

- 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

<u>Total Right Score of about 82</u>
Students at this level can demonstrate the following additional skills:

- 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

<u>Total Right Score of about 102</u>
Students at this level can demonstrate the following additional skills:

- 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, Connectives Sequences; Basic Nouns and Verbs; and Basic and Important Idioms.

| ESL Sentence Meaning Content Areas |
| --- |
| Particles, Phrasal Verbs, and Prepositions |
| Adverbs, Adjectives, Connective Sequences |
| Basic Nouns and Verbs |
| Basic and Important Idioms |

## Proficiency Statements for ESL Sentence Meaning

Total Right Score of about 61
Students at this level can demonstrate the following skills:

- 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

Total Right Score of about 88
Students at this level can demonstrate the following additional skills:

- 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

Total Right Score of about 106
Students at this level can demonstrate the following additional skills:

- 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

# ACCUPLACER WritePlacer

In addition to the multiple-choice tests, ACCUPLACER offers WritePlacer for native speakers of English and WritePlacer ESL for nonnative speakers. 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 (KAT) engine. Developed by the Knowledge Technologies group at Pearson, the Intelligent Essay Assessor is a unique automated assessment technology that evaluates the meaning of text, not just grammatical correctness or spelling.

The Intelligent Essay Assessor 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 Intelligent Essay Assessor 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 Intelligent Essay Assessor 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 Intelligent Essay Assessor 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 Intelligent Essay Assessor 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 Intelligent Essay Assessor 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**
A response in this category demonstrates *little mastery* of on-demand essay writing.,  The response is flawed by *one or more* of the following weaknesses:
- 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**
A response in this category demonstrates *very little mastery* of on-demand essay writing.  The response is flawed by *many or most* of the following weaknesses:
- 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**
A response in this category demonstrates *no mastery* of on-demand essay writing.  The response is severely flawed by *many or most* of the following weaknesses:
- 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 was not been given a holistic score or dimension scores because it is either a blank page, incoherent/illegible, insufficient (too short to assess), is written in a foreign language, or is 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), is written in a foreign language, or is 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. Show 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.

# WritePlacer ESL

WritePlacer ESL provides a direct measure of the writing skills of students who are not native speakers of English. 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 examinees are asked to write an essay of 300 to 600 words in response to one of several prompts available in the system. Essays 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), is written in a foreign language, or is 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), is written in a foreign language, or is 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.

# Diagnostic Tests

The ACCUPLACER Diagnostic tests will provide high schools and postsecondary institutions a detailed analysis of test-takers' proficiencies and skills in English and math. These tests along with the Placement tests can be administered as an intervention tool to enhance college readiness, retention, persistence, and college completion.

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. Each test contains 40 items, eight items from each of five domains. Each test is computer-adaptive and untimed and can be integrated into the ACCUPLACER suite of tests.

The diagnostic tests provide both numerical and categorical scores for each of the five domains included in each diagnostic test. The numeric score scale for each domain ranges from 1 to 15 in whole number increments. To assist users in interpreting the numeric score a categorical score is also reported. The categorical scores are Needs Improvement, Limited Proficiency, and 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 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 percents. |
| **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 percents. |
| **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 percents. |
| | **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. |

## 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. |

## 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 multiple-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 System.

## COMPANION™ Tests and AccuScore™

The COMPANION™ tests provide a paper-and-pencil format for Reading Comprehension, Sentence Skills, Arithmetic, Elementary Algebra, College-Level Math, 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 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 16 CD's, one for each test 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. For more information about COMPANION tests and AccuScore see the *Administrator's Manual for COMPANION Tests* found under the Resources menu.

# 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 testing 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.

# 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.

In addition, the College Board has developed the Web-Based Official ACCUPLACER Study App, and it is available from the following website: http://store.collegeboard.org

The Web-Based ACCUPLACER Study App features practice tests in Arithmetic, Elementary Algebra, College-Level Math, Reading Comprehension, and Sentence Skills. It 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

# 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, plan 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 examinees 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.

• Do NOT allow cell phones or any other electronic devices in the testing center.

# 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 facilities
- College or university test center
- High school

Prohibited sites
- Student's home*
- Student's place of employment
- Coffee shops and Internet cafés

*Unless a student has a documented disabling condition that requires accommodations; consult with test center personnel, or through the College Board's approved virtual remote proctors.

# 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.

## 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 familiar with accepted practices for administering standardized tests.
- Proctors may not be a peer of the student.
- Proctors may not be a friend of the student.
- Proctors must have no stake in students' 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 Duties

Proctors must be familiar with the administration and test security procedures. 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 duties 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

## Proctor Training

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 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 high school ID
- A college ID
- A current state or federal ID card
- A current passport
- A tribal ID card
- A naturalization card or certificate of citizenship

## Use of Calculators

Some of the mathematics items within the online ACCUPLACER math tests have pop-up calculators for students to use when answering some of the math questions. The items were written so that the use of a calculator will not help the student answer the question, but is provided simply as a tool for the student to use. For example, if a student is asked to calculate the area of a rectangle, she or he must know the formula (length times width) for calculating the area. The calculator is available in this case as a tool for multiplying the length times the width; it will not help the student who does not know the formula. Calculators are not available for all items. For example, if a student is asked to estimate the value of 9.755 times 5.688, the calculator is not available, because the question is asking students to round 9.755 to 10, and 5.688 to 6, and then multiply 10 times 6 in their heads. Since the use of the calculator would help the student answer this type of question, the calculator is not available.

If the item is configured to allow for the use of a calculator, the calculator icon will appear on the screen. 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 ACCUPLACER test.

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

## Use of Handheld Calculator with COMPANION Tests

It is recommended that students not be allowed the use of handheld calculators on 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. However, a four-function or scientific calculator can be used on the College-Level Math paper-and-pencil form but a graphing calculator must *not* be used. Students with a documented disability may use a calculator if it is a prescribed accommodation.

## Use of Dictionaries

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

## Use of Scratch Paper

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.

## Use of Personal Computers

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 Cell Phones

Do not allow cell phones or other electronic communication devices in the testing room.

## 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.

# 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 select 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 be sent to the person who originally created the voucher.   The email will notify him/her that a voucher he/she created has been used and test results are available for the completed test(s).

## To Designate a Sites 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, his/her 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.

## 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 his/her 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.

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 in these areas.  Paper test formats, including Braille, are available to students who due to the impact of their disabilities cannot use a computer-based test. 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 question language) 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 CD formats for students with visual disabilities. A conversion chart is available to convert COMPANION raw scores to ACCUPLACER Scaled Scores. For more information about COMPANION tests, please see the COMPANION Administrator's Guide found under the Resources menu of the ACCUPLACER System.
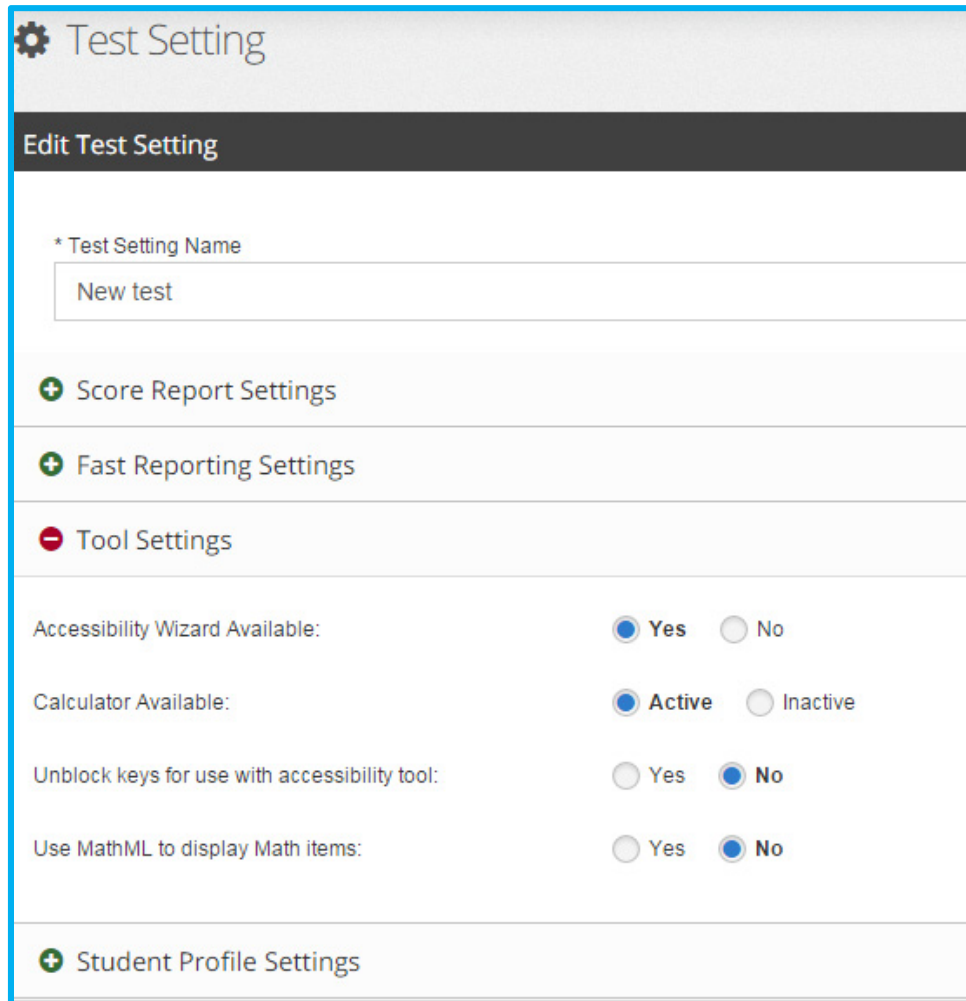
If a student with a temporary physical disability (e.g., broken leg, eye injury, etc.) unexpectedly reports to a testing room with a valid reason for being tested immediately, you may do so at your discretion using the following guidelines:

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

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.

Four Tool Settings are provided in the ACCUPLACER application. These tools are designed to assist students with documented disabilities that may impact their ability to take the ACCUPLACER tests. To activate these setting 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

## Calculator

If a test item is configured to allow the use of a calculator, the calculator icon will appear in the top right-hand corner of the testing screen. If only the basic calculator is to be used, only the basic calculator will display. If more than one type of calculator can be used, the drawer will open and display the types of calculators that are allowed. The calculator disappears automatically when students move to the next question.
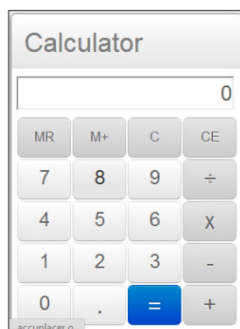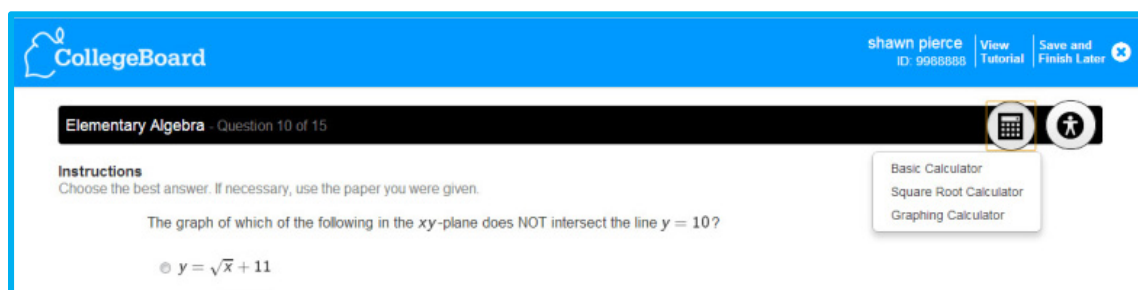




**Basic Calculator**
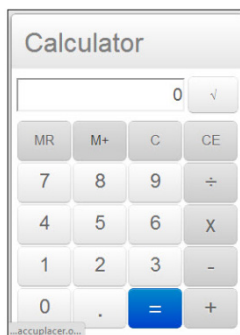


**Square Root Calculator**
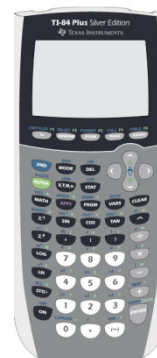


**Graphing Calculator**

## 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 test taker 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 examinees who use the devices as a standard accommodation for their lifestyle. This ensures that the examinee will have prior knowledge about the use of the device before entering a testing situation.

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

- Kurzweil 3000 for Windows 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

- NVDA (NonVisual Desktop Access) is a free "screen reader" which enables blind and vision impaired people to use computers. It reads the text on the screen in a computerized voice. You can control what is read to you by moving the cursor to the relevant area of text with a mouse or the arrows on your keyboard. http://www.nvaccess.org/download/

# 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.

## Methods for Setting Cut Scores

As you begin the process of determining your cut scores, it is very important to involve faculty members since they are familiar with the content of courses and know what skills are necessary for a student to have in order to be successful in a course. As a first step, it is recommended that faculty be asked to determine a list of prerequisite skills for each of the courses in which students will be placed. Once the lists of prerequisite skills have been finalized, provide faculty members with the Test Content areas of each test and the Proficiency Statements for each test found in this manual.

Next, faculty members should review the actual tests. As faculty review each test, they should be made aware that ACCUPLACER tests are adaptive tests. (More information on adaptive testing can be found in this manual.) Faculty members are encouraged to take the test multiple times: once getting most of the items wrong, so they can see the easier items; next getting most of the questions right, so they can see the more difficult questions; and, finally, getting about half of the questions right, so they can see questions of midlevel difficulty. It is recommended that faculty review the tests together so that they can discuss the various items in the tests. 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.

To help institutions establish these cut scores, the College Board has developed "proficiency statements" that describe the knowledge and skills associated with specific ACCUPLACER ranges of Total Right Scores. These statements were derived by convening a panel of experts in each subject area to review test questions anchored at specific points along the Total Right Score scale and to describe the knowledge and skills required to answer these questions correctly. These statements offer useful information for understanding students' skill levels.

**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. 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](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:

- Arithmetic
- Elementary Algebra
- College-Level Math
- CSP (Vista/2007)
- CSP (Windows7/2010)
- CSP (XP/2003)
- CSP Basic (Vista/2007)
- CSP Basic (Windows7/2010)
- CSP Basic (XP/2003)
- Diagnostic - Arithmetic
- Diagnostic – Elementary Algebra
- Diagnostic – Reading Comprehension
- Diagnostic – Sentence Skills

- ESL Language Use
- ESL Listening
- ESL Reading Skills
- ESL Sentence Meaning
- Reading Comprehension
- Sentence Skills
- WritePlacer
- WritePlacer ESL

A variety of methods have been used for setting cut scores. Several of these methods are described below.

Faculty Test as a Student
Use the Demo Site and ask a group of faculty members to take the ACCUPLACER test together. Before answering each question, the faculty members should determine if a student who will be ready for the course being considered should be able to answer the question, and answer it accordingly. At the end of testing, an Individual Score Report will be generated with the test score. This score may be considered as a possible score for placement into the course under discussion.

Test a Group of Enrolled Students
During the first week of class, give the test to a group of students who are currently enrolled in the course under discussion. After the third or fourth week of class, ask faculty members to identify the students who were correctly placed in the course and consider the scores they received on the test as possible cut scores.

Test a Group of Students Who Have Successfully Completed a Prerequisite Course
At the end of the semester, test a group of students who have successfully completed the prerequisite course for the course under discussion. Consider the scores of these students as possible cut scores for the next course.

For more information concerning methods for setting cut scores, see Morgan, D.L., & Michaelides, M.P. (2005). Setting Cut Scores for College Placement. (*College Board Research Report No. 2005-9*). New York: College Board.

Upon request and the completion of data release and confidentiality forms, ACCUPLACER makes available to users retired test questions and their associated difficulty values for the purpose of setting standards for all tests, with the exception of ESL Listening and Computer Skills Placement test. Requests for this information should be routed to ACCUPLACER.

## Review of Cut Scores

ACCUPLACER recommends that cut scores be reexamined every three years or sooner if a significant change to the student body occurs or course placement patterns change significantly from what has been observed previously. 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, faculty evaluations, student evaluations, and/or the first test grade in a course. 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.

## 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 ACCUPLACER Placement Validity Studies analyze the relative value of ACCUPLACER test scores and other measures of student ability to confirm or improve the effectiveness of your current placement methods. You design your own Placement Validity study to fit the needs of your institution. These predictive validity studies evaluate how student scores on 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 http://professionals.collegeboard.com/profdownload/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 that 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. 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 you interpret your study results. Use this 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 this link http://professionals.collegeboard.com/higher-ed/validity/aces/placement.

ACES studies comply with 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.

If you have questions regarding ACES validity studies, please contact aces@info.collegeboard.org.

## Concordance of ACCUPLACER with Other Assessments

The use of a concordance table to estimate an examinee's score on one assessment, based on their score from a different assessment, implies that scores from the two assessments are interchangeable, or have the same meaning. For this to be true, several characteristics of both tests must also be true. First, and most important, the tests must measure the same thing. 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.

ACCUPLACER measures similar broad content areas as measured on Compass and the SAT: reading, writing, and mathematics. However, the exact breakdown of specific content within each area (e.g., sentence fragments, vocabulary, fractions, complex numbers, etc.) and the difficulty level of the test questions used in the assessments may vary drastically.

It is a certainty that the SAT and ACCUPLACER do not measure the same content at the same level of difficulty. The exact agreement in content between ACCUPLACER and Compass, or any other non-College Board test, is not available to the College Board. Additionally, the number of tests in a content area for ACCUPLACER and Compass varies and makes alignment even more difficult. For example, ACCUPLACER has three mathematics assessments, while Compass has five. The different breakdowns for tests compounds the problem of aligning content between the tests, since one or more Compass tests may cover the information on an ACCUPLACER test.

To create a concordance table between ACCUPLACER and the SAT when we know the content is different, or between ACCUPLACER and another assessment without knowledge of the content alignment between the tests, is untenable. The College Board is committed to providing users information to help them with the appropriate use of College Board tests and test scores. This includes not providing information that we feel is not defensible or does not reflect best practice.

At a local institution level, where knowledge exists to compare the content alignment between ACCUPLACER and other tests, a concordance table can be created for local use if it is determined that the content alignment between the two tests is similar. However, it is important to remember that a correlation coefficient of at least 0.866 between the two scores is recommended to reduce as much error in the results as possible. The examinee's scores used in the concordance study should be representative of the population of students at the institution where the concordance table will be used. This suggests

that concordance tables developed by and for another institution may not be applicable to your own institution and should be used with caution.

For additional information on concordance tables and how they are created, see the following College Board publications:

*Concordance Between SAT I and ACT Scores for Individual Students*
http://www.collegeboard.com/research/abstract/3866.html?pdf=/research/pdf/concordance_between_s_10502.pdf

*Correspondences Between ACT and SAT I Scores*
http://www.collegeboard.com/research/abstract/3851.html?pdf=/research/pdf/rr9901_3913.pdf&store=200273

Always remember that a concordance table can provide a suggested location for where an examinee may score if given the other assessment, but that this is not a perfect predictor. Additionally, 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 he or she actually took the assessment versus the score predicted by the concordance table.

# Ordering ACCUPLACER Tests

The table below shows the number of test units used when administering ACCUPLACER tests.

| ACCUPLACER Tests | Units | ACCUPLACER Tests | Units |
|---|---|---|---|
| Arithmetic | 1 | Local Test | 1 |
| Elementary Algebra | 1 | WritePlacer | 2 |
| College-Level Math | 1 | WritePlacer ESL | 2 |
| Reading Comprehension | 1 | Diagnostic Reading Comprehension | 1 |
| Sentence Skills | 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 |

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 on-line units are to be added.**

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**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.

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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.

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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.

Please review the College Board Refund Policy, located below, before placing your order.

## Ordering ACCUPLACER COMPANION Tests

For all COMPANION orders, please use the ACCUPLACER COMPANION Order Form found under the **Order Tests** menu in the ACCUPLACER platform. Always specify titles(s), form(s), and item number(s) when ordering. You may order by using one of the methods below:

- Call 866-607-5223 to place credit card orders (M–F 8:30 a.m. to 6 p.m. ET).
- Send mail orders to The College Board, ACCUPLACER Dept., P.O. Box 4699, Mount Vernon, IL 62864.
- Fax your institutional purchase order, or credit card orders, to 888-713-8143 or 212-713-8143. (Note: If you fax your order, please do *not* mail a confirmation copy. This could result in a duplicate order).
- Email your completed order form and an institutional purchase order to accuplacerorder@collegeboard.org.

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

Once your order is processed, a confirmation email will be sent to your email address. 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.

## 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.

## Billing Invoice Questions

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: 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

# Attachment A – 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

# Attachment B - 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 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](mailto: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**

# Attachment C – 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