



CollegeBoard
inspiring minds

ACCUPLACER®
Revealing Potential. Expanding Opportunity.

**ACCUPLACER and
College Readiness**

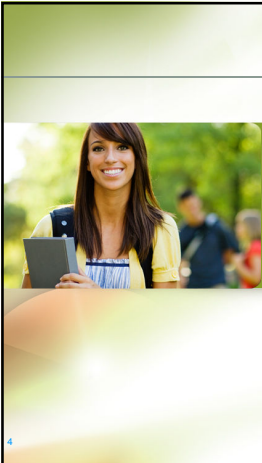

Onondaga-Cortland-Madison BOCES

**Keith Henry
Sr. Assessment Manager**

Agenda

- Introductions
- The Big Issues
- Design of ACCUPLACER
- Use of ACCUPLACER scores
- How is ACCUPLACER different?
- Introducing ACCUPLACER Diagnostics
- Implementation and intervention possibilities

2 ACCUPLACER®



The Big Issues

4





The Big Issues for College Bound Students

- Entry
- Persistence
- Affordability
- Completion
- Graduation


- College Readiness
- ACCUPLACER as a measure

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Design of ACCUPLACER



Who does ACCUPLACER serve?



Over 1300 secondary and post-secondary institutions

<p><u>Institutions:</u></p> <p>47% 2 year 36% 4 year 12% High schools 5% Other</p> <p>Over 8 million exams administered in academic year 09-10</p>	<p><u>Test takers:</u></p> <ul style="list-style-type: none"> ▪ High school students ▪ GearUp students ▪ Community college students ▪ ESL/ELL student ▪ Ability To Benefit (ATB) programs ▪ Adult Basic Education ▪ Workforce Development 	<p><u>Widely Used in:</u></p> <p>Alaska, California; Colorado; Connecticut; Delaware, Florida; Maine; Maryland; Massachusetts; Minnesota; Mississippi; Nevada; New Hampshire; New Jersey; New York; North Carolina; Pennsylvania; Rhode Island; Texas; Utah; Vermont</p>
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ACCUPLACER Overview

- Placement and Diagnostic exams
- Computer-adaptive testing format
- Internet-based, on-demand testing
- Robust platform - 'one-stop-shop' for institutions
- Customizable by institutions
- Non Cognitive and Cognitive in One
- Immediate Score Results for students
- Easy access to data by institutions
- Tests covering Math, English, Writing, ESL/ELL, Computer Skills
- Strong accessibility features for students with disabilities
- **Reliable and Valid**

ACCUPLACER® Tests

<p><u>General Tests</u></p> <ul style="list-style-type: none"> • Reading Comprehension • Sentence Skills • Arithmetic • Elementary Algebra • College Level Math • WritePlacer Plus • Computer Skills Placement • "Local" Tests 	<p><u>ESL Suite</u></p> <ul style="list-style-type: none"> • Reading Skills • Sentence Meaning • Language Usage • Listening • WritePlacer ESL <p><u>Diagnostics</u></p> <ul style="list-style-type: none"> • Reading Comprehension • Sentence Skills • Arithmetic • Elementary Algebra
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Test Blueprint

Arithmetic

- Computation—fractions
- Computation—decimal numbers
- Problems involving percent
- Estimation, ordering, & number sense
- Word problems & applications

Elementary Algebra

- Real Numbers
- Linear equations, inequalities, and systems
- Quadratic expressions & equations
- Algebraic expressions & equations (other than linear and quadratic)
- Word problems & applications

Sentence Skills

- Sentence Structure
- Sentence Boundaries
- Modifiers
- Diction/Logic
- Agreement

Reading Comprehension

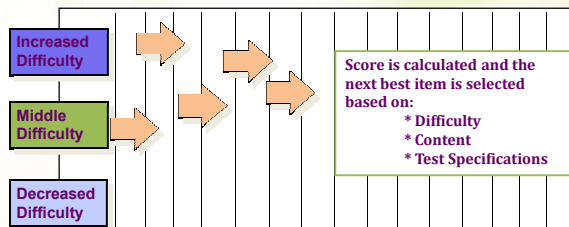
- Passage-Based Reading: Main Idea
- PBR: Supporting Detail
- PBR: Inference
- PBR: Author's Purpose/Rhetorical Strategies
- Sentence Relationships

Use of ACCUPLACER Scores

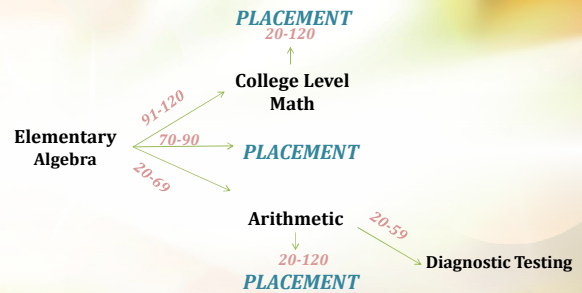


Computer Adaptive Testing

Typical Pattern of Student Responses



Example of Branching Profile: Test Scores



Sample Community College Cut Scores

Placement Rules as of Fall 2009

Reading SAT – 540 (Verbal)

≥ 80	No Reading Required
51-79	READ 095
≥ 50	READ 091 & 092
71-79 or 48-55	Retest recommended at these levels, however, students may retest one time

Writing SAT – 540 (Verbal)

(Sentence Skills)

≥ 79	ENGL 121
≤ 78	ENGL 095
All Scores	Students can retest one additional time by writing an essay in our Writing Lab; essays are read and scored by our Writing Learning Assistants; in addition, each student in ENGL 095 & ENGL 121 writes an essay the first day of class which is read and scored according to the Writeplacer rubric; students may be moved up or down; there is very little movement.



Sample Community College Cut Scores

Computation SAT – 530 (Math)

≥ 70	None, check Algebra Placement
36-69	MATH 025
≤ 35	MATH 011 & MATH 012
All Scores	With counselor recommendation, students may retest one time. No time limits

Algebra SAT – 530 (Math)

≥ 86	MATH 131, 136, 137, 145, 151, 161 (depends on academic program)
76-85	MATH 131, 136, 137, 145 MATH 021 & 022 (for MATH 151 OR 161) MATH 025 (for MATH 151, 161 2/1 year algebra < 5 years ago or 2 years algebra < 10 years ago)
≤ 75	MATH 021 & 022 (for MATH 151 or 161) MATH 025 (for MATH 151 or 161)
All Scores	With counselor recommendation, students may retest one time. No time limits

College Level Math

≥ 104	MATH 171 OR 176
≥ 87	MATH 153
≥ 64	MATH 146, 152, 156
All Scores	With counselor recommendation, students may retest one time. No time limits



Proficiency Statements from Program Manual

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



ACCUPLACER Diagnostics



Tests Compared

	Placement	Diagnostic
Reading Comp	20	40
Sentence Skills	20	40
Arithmetic	17	40
Elementary Alg	12	40
Time	– Untimed –	
Data	Single cut score	Domain scores
Scale	20–120	1–15 per domain
Cost	1 Testing Unit	2 Testing Units

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Diagnostic Test Results

Domain	Needs Improvement	Limited Proficiency	Proficient	Score	SEI
Real Numbers				4	1.37
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.					
Linear Equations, Inequalities, and Systems				4	1.34
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.					
Quadratic Expressions and Equations				4	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.					
Algebraic Expressions and Equations				1	1.3
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.					
Word Problems and Applications				7	1.57
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.					

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Diagnostic Test Summary Report Search Results

Test Name	Domain	Needs Improvement	Limited Proficiency	Proficient	Mean Score	Standard Deviation	Total Students
Diagnostic Arithmetic	Computation with Integers and Fractions	31%	32%	38%	7.23	4.08	200
Diagnostic Arithmetic	Computation with Decimal Numbers	40%	25%	36%	6.7	4.07	200
Diagnostic Arithmetic	Problems Involving Percent	32%	35%	32%	6.85	3.43	200
Diagnostic Arithmetic	Estimation, Ordering, and Number Sense	38%	35%	37%	7.52	3.8	200
Diagnostic Arithmetic	Word Problems and Applications	14%	23%	37%	7.25	4.14	200
Diagnostic Elementary Algebra	Real Numbers	34%	28%	38%	7.23	3.9	168
Diagnostic Elementary Algebra	Linear Equations, Inequalities, and Systems	34%	20%	37%	7.00	3.89	168
Diagnostic Elementary Algebra	Quadratic Expressions and Equations	30%	30%	36%	7.33	3.34	168
Diagnostic Elementary Algebra	Algebraic Expressions and Equations	38%	33%	29%	6.58	3.8	168
Diagnostic Elementary Algebra	Word Problems and Applications	27%	29%	45%	7.69	4.11	168

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Diagnostic Test Score Roster Report Search Results

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School Name: Creation Time: 20090409 09:29 CDT Test Date Limit From: 20090310 To: 20090408
 First Institution:

Export Options: [Defaulted Test \(C-20\) | Excel | XML](#)

1 to 8 out of 8 items < Previous | Page: 1 | Next >

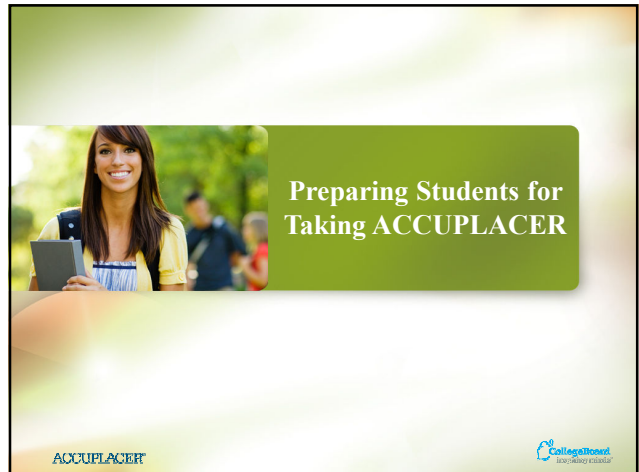
Student ID	First Name	Last Name	Branching Profile	ARITHMETIC Computation with Fractions	ARITHMETIC Computation with Decimal Numbers	ARITHMETIC Problem Solving with Percent	ARITHMETIC Estimation, Ordering, and Number Sense
11002111	John	Smith	DTest1	9	3	5	6
11002112	Robert	Williams	DTest11	2	5	7	3
11002113	Michael	Johnson	DTest111	5	5	8	5
11002114	David	Williams	DTest111	10	10	10	8
11002115	Joseph	Miller	DTest111	13	13	6	13
11002116	James	Brown	DTest111	15	9	11	13
11002117	Thomas	Taylor	DTest111	9	5	8	4
11002118	William	Jones	DTest111	10	12	10	11

1 to 8 out of 8 items < Previous | Page: 1 | Next >

Export Options: [Defaulted Test \(C-20\) | Excel | XML](#)

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ACCUPLACER CollegeBoard
helping students



- ### How is ACCUPLACER Different?
- Testing skills rather than knowledge
 - Computer adaptive
 - Untimed
 - Can stop and finish later
 - Only one question per screen
 - Must answer before moving ahead
 - Cannot skip questions
 - Cannot review and change answers
- ACCUPLACER CollegeBoard
helping students

- ### Preparing Students to Take ACCUPLACER
- Highlight importance of ACCUPLACER results
 - Placement into college-level, credit bearing courses
 - Cost and time savings
 - Higher levels of persistence and degree completion
 - Encourage senior year courses that keep skills fresh
 - Provide review sessions and other interventions before students take ACCUPLACER
 - Use a variety of resources
 - ACCUPLACER online resources
- ACCUPLACER CollegeBoard
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<http://www.collegeboard.com/student/testing/accuplacer/>

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CollegeBoard Inspiring minds® for Students

College Board Tests Plan for College Find a College Apply to College Pay for College

ACCUPLACER®

Introduction for Students


The purpose of ACCUPLACER tests is to provide you with useful information about your academic skills in math, English, and reading. The results of the assessment, in conjunction with your academic background, goals, and interests, are used by academic advisors and counselors to determine your course selection.

You can not "pass" or "fail" the placement tests, but it is very important that you do your very best on these tests so that you will have an accurate measure of your academic skills.

- How ACCUPLACER Works
- The ACCUPLACER Tests
- Sample Questions

Introduction
How It Works
ACCUPLACER Tests
ACCUPLACER ESL
Sample Questions
Tips for Taking ACCUPLACER

Implementation Possibilities



www.collegeboard.com/accuplacer

Implementation Possibilities and Best Practices for ACCUPLACER Diagnostics

- Use the domains assessed by ACCUPLACER Diagnostics to design a 12th grade course in Mathematics and Reading to provide college-ready instruction.
- Deliver a Community College Developmental Education course to 11th and 12th grade students using ACCUPLACER Placement and Diagnostic tests to determine readiness for college-level coursework.
- Group students based on the needs identified by ACCUPLACER Diagnostics, then provide targeted instruction to each small group.
- Design a self-paced review course by creating packets of instructional material based on each domain of an ACCUPLACER Diagnostics test, then assign packets to students based on their specific needs.
- Assign technology-based activities (web sites, managed curriculum, tool software usage, etc.) to provide instruction to fill in gaps diagnosed by ACCUPLACER.
- Analyze ACCUPLACER Diagnostic reports to focus whole group instruction on areas of need for the

Outreach Professional Development Series

Week of the Month	Time	Tuesday	Wednesday	Thursday
1 st	10:30 AM	ACCUPLACER Overview	Phase 2: ACCUPLACER Technical Setup	Branching Profile Setup
	2:30 PM	Phase 1: Planning for ACCUPLACER	ACCUPLACER ESL	Adopting CLEP on Your Campus
2 nd	10:30 AM	ACCUPLACER Diagnostic Tests	ACCUPLACER Reporting	Methods for Setting Cut Scores
	2:30 PM	CLEP Overview	Computer Skills Placement	Advising Student about CLEP
3 rd	10:30 AM	Creating Placement Rules	Testing Site and User Setup	Phase 1: Planning for ACCUPLACER
	2:30 PM	Test Center Operations	WritePlacer	ACCUPLACER Overview
4 th	10:30 AM	CLEP College Comp Exam	ACCUPLACER Reliability and Validity	CLEP Overview
	2:30 PM	Creating Local Tests	CLEP for College Faculty	ACCUPLACER Diagnostic Tests

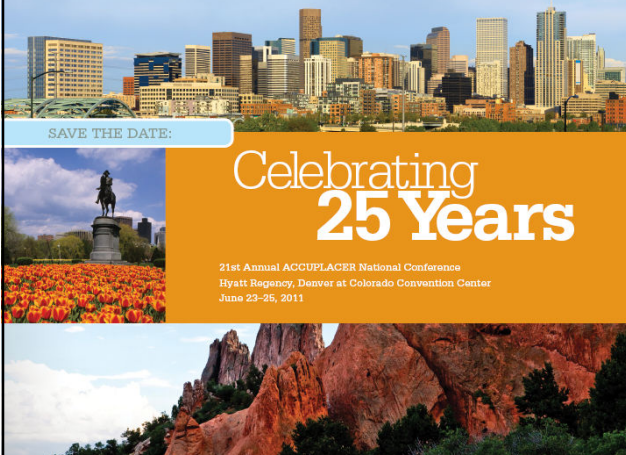
CLEP Sessions ACCUPLACER Introductory Sessions ACCUPLACER In Depth Sessions

All session times are Eastern Standard Time.

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CLEP

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SAVE THE DATE:

Celebrating 25 Years

21st Annual ACCUPLACER National Conference
Hyatt Regency, Denver at Colorado Convention Center
June 23-25, 2011

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