

ACCUPLACER®



ACCUPLACER

Program Manual

2018

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The ACCUPLACER System

ACCUPLACER® is a comprehensive battery of tests designed to provide information about test takers' reading, writing, and math skills. Tests within the ACCUPLACER system are delivered online and are used extensively by community colleges, four-year colleges, and technical schools around the world.

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

- align to the same content domain continuum as the redesigned SAT® Suite of Assessments: SAT, PSAT/NMSQT®, PSAT™ 10, and PSAT™ 8/9;
- align to states' college and career readiness standards; and
- reflect the changing landscape of higher education with math sequences aligned to clear pathways.

The chart below provides a full listing of all the tests in the ACCUPLACER suite:

Classic ¹ Placement Tests	Next-Generation Placement Tests	ESL Tests	Essay Tests	Computer Skills Tests
Reading Comprehension	Reading	Reading Skills	WritePlacer®	Computer Skills Placement (Windows 7/2010)
Sentence Skills	Writing	Sentence Meaning	WritePlacer ESL	Computer Skills Placement (Windows 8/2013)
Arithmetic	Arithmetic	Language Use		Computer Skills Placement Basic (Windows 7/2010)
Elementary Algebra	Quantitative Reasoning, Algebra, and Statistics	Listening		Computer Skills Placement Basic (Windows 8/2013)
College-Level Math	Advanced Algebra and Functions			

Classic Diagnostic Tests

Reading Comprehension
Sentence Skills
Arithmetic
Elementary Algebra

Appropriate Use

ACCUPLACER English and Math placement tests are designed to be administered to entering undergraduate students. Their primary function is to determine students' college and career readiness and inform college placement. ACCUPLACER diagnostic tests are designed to identify a student's specific areas of strength and weakness so that targeted instruction may be delivered. ACCUPLACER English as a Second Language (ESL) tests are intended for use in placing nonnative speakers of English into ESL courses.

Appropriate use of ACCUPLACER in high schools: While designed to inform college placement decisions, ACCUPLACER may be administered to identify high school students who are eligible for dual enrollment. The administration of ACCUPLACER to high school students is also appropriate to the extent that scores from the tests are

1. All classic tests will sunset on January 28, 2019. Classic placement tests will still be available for ATB purposes only.

used to evaluate the college and career readiness of these students. In such uses, the high school would be one working in partnership with higher education institutions or departments of education, and it would have an established college and career readiness definition and metric. ACCUPLACER tests would be administered to these high school students late in the junior year or early in the senior year so they have time to work toward meeting the college's requirements.

Inappropriate use of ACCUPLACER in high schools: ACCUPLACER should not be used as a high school graduation requirement, accountability assessment, or as a tool for evaluating teaching and learning.

Computer-Adaptive Testing

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

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

ACCUPLACER tailors the test to each test taker 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 test taker answers the question incorrectly, the next question to be administered is chosen from a group of easier questions. If the test taker 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 test taker. To assure that the test is balanced in content, and that the kinds of questions presented don't differ greatly from one test taker 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 a 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 test taker's skill level. Because of the adaptive nature of the tests, the questions presented on successive tests will vary, thereby reducing the effect of repeatedly practicing on the tests.

Steps Taken to Ensure Fairness of ACCUPLACER Tests

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

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

Fairness Review

Prior to pretesting, all questions are reviewed by external, independent reviewers who are asked to evaluate each question according to a set of criteria for content soundness and fairness. These reviewers are typically active classroom teachers drawn from both secondary and postsecondary levels across the nation and are extremely familiar with the test taker population of interest and the nature and purpose of the test under review. Content reviewers are focused on ensuring the soundness of each question and stimulus and evaluating its relationship to the construct being measured (e.g., reading), its relevance and appropriateness to the work that the test takers do in high school, and its value in terms of measuring their degree of college and career readiness. Fairness reviewers are charged with helping to ensure that test questions and stimuli are broadly accessible to the wide-ranging test taker population that takes the exam, that the questions are clearly stated and unambiguous in their intent, and that the questions don't offer unfair advantages to some test takers.

Empirical Analysis

College Board psychometricians routinely examine whether test items function differently for different groups of test takers. Statistical analysis referred to as Differential Item Functioning (DIF) is performed to determine whether there are items on the test where certain groups of test takers have an undue advantage. Comparisons of performance on test items are customarily made between male and female, as well as 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 test takers 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, test takers of equal proficiency on the test who belong to groups being compared should respond similarly to a given test item. If they don't, 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. Content experts who are familiar with the diversity of the test taker population taking the test will review the items with moderate DIF. The item is considered to be biased when the reviewers determine that the DIF is due to a factor irrelevant to the construct the test is supposed to measure. Note that for an item to be biased, at least one characteristic of the item that is unfair to one or more groups must be identified.

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

Establishing a Placement Program

Effective placement testing programs have been shown to be related to increased student retention and academic success. Institutions should develop clear policies concerning who will be tested, the scores needed to be placed into various courses, and a retest policy. In addition, documentation should be available concerning how the course placement scores were established, how often the course placement scores will be reviewed and validated, and who is responsible for the review.

ACCUPLACER tests are designed to assist institutions in placing test takers into appropriate courses. Given that institutions differ greatly with respect to composition of the test taker body, faculty, and course content, it isn't possible to stipulate specific course placement scores that should be used for placement decisions. Instead, each institution should establish its own course placement scores to facilitate placement decisions based on factors and data unique to that institution.

ACCUPLACER doesn't recommend course placement policies or in any way mandate the course placement scores that institutions or state systems should use for college placement decisions. The College Board strongly recommends that multiple factors be used when placing test takers.

Multiple Factors

One score alone cannot determine with high level of certainty a test takers likelihood of success in a course. Multiple factors should be used when making high-stake decisions like college placement. When placement decisions are made using multiple factors combined with placement test results, institutions get a more meaningful, reliable, and valid placement decision.

The best practice for placing students into college-level courses is by using *academic* and *nonacademic* factors along with ACCUPLACER test scores. Academic factors are those related to a student's prior academic performance. Examples include:

- High school GPA
- Scores from other assessments (e.g., SAT)
- Faculty-authored local tests
- Transfer or PLA credits

Nonacademic factors aren't related to academics but still affect a test taker's performance in college courses. Examples include:

- Attitudinal variables (i.e., study habits or academic mind-set)
- Situational variables (i.e., course load, family/personal commitments, and employment status (e.g., part-time vs. full-time))

ACCUPLACER makes it easy to implement multiple factors. Through the ACCUPLACER platform, institutions can use nonacademic factors with a test score to determine appropriate course placement. Currently, the platform allows institutions to weight student responses that can raise or lower the student's ACCUPLACER test score. The practice of adjusting an academic factor using a nonacademic factor is not a best practice.

For additional information on how to implement multiple factors, review *Using Multiple Factors* in the Resources menu of the ACCUPLACER platform.

Setting Course Placement Scores

Establishing appropriate course placement scores is of paramount importance in ensuring that placement decisions lead to successful conclusions. Course placement scores are best determined by implementing a standard setting process. The College Board recommends the following three processes for determining course placement scores at your institution.

Bookmark Method

This is a three-round process in which a panel works through a booklet of ACCUPLACER test questions arranged in order from easiest to hardest. Each member of a standard setting panel examines each item in order and places a bookmark when they reach an item too difficult for a minimally qualified test taker.

To support institutions in setting course placement scores, the College Board prepared *A Guide to Conducting Standard Setting for the Next-Generation ACCUPLACER Placement Tests Using a Bookmark Procedure*. This document provides detailed guidelines for implementing the Bookmark standard setting method. It's provided to institutions free of charge and can be found on the Resources menu of the ACCUPLACER platform.

Following proper protocols that include completion of a confidentiality agreement, live test items ordered by level of difficulty, which are the primary materials for Bookmark standard setting, are provided to institutions for the sole purpose of setting course placement scores. For each test, a panel should be composed of individuals with content knowledge and familiarity of the ACCUPLACER placement tests; the test taker population; and the courses into which they will be placed. Given that standard setting is a judgmental process, qualified panelists undergo the necessary training to perform the different tasks involved in providing their informed judgment regarding test taker performance on ACCUPLACER tests. Part of this training is taking the test as a test taker would. A trial (demo) site created for each institution when their ACCUPLACER account was established may be used for this purpose.

As described in the document, the first major step in setting placement cut scores is to have a description of the knowledge and skills that test takers must have in order to successfully complete the course. The panel will review the items against the description to determine the score that is associated with a high probability of success for completing the course. Course placement scores resulting from this standard setting process are recommended to the policymakers of the institution. When approved, those course placement scores are used to decide which test takers will be allowed to enroll in a class and which test takers need alternate placement.

Skills Insight and Proficiency Statements

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

Concordance Tables

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

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

- A concordance table can provide a suggested location for where an examinee may score if given the other assessment, but this isn't a perfect predictor.
- The alignment of the content, correlation, and population are all potential sources of error.
- It is entirely possible, if not likely, that an examinee would get a totally different score from what is predicted by the concordance table if they actually took the assessment.

When transitioning from classic to next-generation placement tests, institutions may use concordance tables. This is done by finding the next-generation score that is concorded with the classic course placement score and using that as the new course placement score.²

The College Board collected data from incoming freshmen starting in fall 2017 through winter 2018. Based on the data we received, we are able to provide a concordance table for the Next-Generation Reading and Next-Generation Quantitative Reasoning, Algebra, and Statistics tests. These concordance tables are available on the Resources menu of the ACCUPLACER platform.

Review of Course Placement Scores

ACCUPLACER recommends that course placement scores be reexamined at least every 3–5 years or whenever changes are made to your data points. If course placement scores are based on the correspondence of course prerequisites and Skills Insight or proficiency statements, it's recommended that course placement scores be evaluated as soon as sufficient data are available. Additionally, if a significant change to the test taker population occurs or course placement patterns change significantly from what has been observed previously, it's also recommended that course placement scores be examined sooner than three years. This can be done in a variety of ways but should always include faculty. The most common method of conducting a review is to do a validity study in which scores are compared to end-of-course grades.

Results of a validity study will help you evaluate your existing placement policies and point out any need for possible revisions. They will also provide information concerning future placement decisions. It's suggested that institutions collect data and use the Admitted Class Evaluation Service™ (ACES™) to perform a validity study periodically. ACES is a free service provided by the College Board to users of its products.

Admitted Class Evaluation Service

The College Board's Admitted Class Evaluation Service (ACES) offers the ACCUPLACER Placement Validity Study to help you evaluate the use of ACCUPLACER test scores and other factors used in placement decisions. It will show you how well these criteria work alone and in combination to predict whether a test taker is likely to be successful in a specific course at your institution. ACES is only available for the next-generation placement tests, ESL tests, and WritePlacer tests. ACES studies are no longer available for any of the classic tests.

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

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

Additional information on the ACCUPLACER Placement Validity Study as well as a sample report is available at aces.collegeboard.org.

Eligibility Criteria for Account Access

Access to ACCUPLACER is granted to nationally or internationally accredited, degree-granting institutions and system educational governance. Applications by nonprofit organizations will be reviewed on a case-by-case basis. Institutions or organizations that don't meet the established criteria for becoming an ACCUPLACER user may appeal the decision to the ACCUPLACER Program. Factors impacting the approval process may include, but aren't limited to, profit status, intended use of the ACCUPLACER Program, and institution funding source. The final decision regarding access lies with the ACCUPLACER Program.

2. The College Board recommends the use of concordance tables only as a last resort when determining course placement scores.

In the past, ACCUPLACER was offered to K-12 institutions, but with the assessment redesign, K-12 institutions have a more robust set of diagnostic tools available through the SAT Suite of Assessments. ACCUPLACER is now offered exclusively to higher education institutions. K-12 institutions that would like to use ACCUPLACER for placement purposes or dual enrollment should request to partner with their local college or university to be set up as a site under their account. High schools are not eligible to purchase units, and must coordinate ordering and payment with their partnering college or university.

Trial (Demo) Site

When your ACCUPLACER account was established, a trial site was created to allow faculty and other stakeholders to review the tests. This review must be performed in a secure and proctored environment. For additional details, refer to "Test Security: Test Center Guidelines" in this document. Test data from this site are kept separate from actual test taker data. **This site cannot be used to administer tests.**

Twenty-five (25) free test units are available on the trial site, and the Institution Administrator can transfer more units to the site as needed. To access the trial site, the institution administrator needs to create a proctor username and password for each faculty member. Faculty members cannot share the same username or password. They should be directed to log in to the system and click on the Administer Test menu.

Release of Customer Information

To protect the privacy of ACCUPLACER users, the ACCUPLACER Program does not publish a list of users.

The ACCUPLACER Program encourages users to request information from other users via the ACCUPLACER Electronic Discussion Group (EDG). Instructions for joining the ACCUPLACER EDG can be found in the Resources menu of the ACCUPLACER platform. A copy of the ACCUPLACER System Licensee Privacy Policy is in Appendix C.

Effective May 25, 2018, the European Union (EU) has a new privacy law, entitled General Data Protection Regulation (GDPR). The GDPR's primary purpose is to give EU residents more control over their personal data and how it is used by organizations with whom they share it. Whereas, the College Board collects and processes personal data from EU residents, and shares it with certain Clients, Licensees, Users and Third Parties, the College Board's practices are in line with GDPR. To learn more, please review our **Notice to EU Residents**.

Retention of Test Taker Data

All institutions are encouraged to establish and maintain a process to regularly download and store their data.

- Online test data is stored in the ACCUPLACER system for a period of 4 years.
- Institutions must retain COMPANION™ answer sheets for 4 years.
- An institution must maintain a record of each test taker who took ACCUPLACER tests for Ability to Benefit (ATB) purposes. All records must be kept for a period of 4 years.
The record must include:
 - ◆ Name of test(s)
 - ◆ Test administration date(s)
 - ◆ Test taker score(s) and date(s)

Pretesting New Test Items

From time to time the ACCUPLACER Program pretests new questions in order to refresh the question pools. Data gathered from pretesting are used to calibrate the questions to the existing pool. This involves estimating the parameters that determine the characteristics of each question. The same field test data are also used for conducting empirical analysis for bias review studies.

Before pretesting starts, users will be notified through the What's New feature of the system. When pretesting is active, new questions will be embedded at undisclosed locations within a test. Test takers' answers to the pretest questions will not impact their score.

ACCUPLACER Suite of Assessments

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

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

Proficiency Statements for the five classic placement tests and the four ESL tests were derived by convening a panel of experts in each subject area to review questions anchored at specific points along the scaled score range. The statements describe the knowledge and skills required to answer the anchored questions correctly. The proficiency statements and the Skills Insight statements offer useful information for understanding a test taker's skill levels. Wherever possible, actual placement decisions should include other variables that may contribute to an accurate assessment of their ability, such as high school grades, background information, etc.

How Scores Are Reported

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

Scaled Scores and Conditional Standard Error of Measurement

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

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

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

Holistic Scores and Dimension Statements

A holistic score is reported for WritePlacer and WritePlacer ESL. WritePlacer scores range from 1 to 8, and WritePlacer ESL scores range from 1 to 6. These scores are based on scoring rubrics used to evaluate test taker responses to writing prompts. Test taker responses are also evaluated in multiple dimensions—six for WritePlacer and four for WritePlacer ESL. Dimension statements are reported on an Individual Score Report if this option is selected in Test Settings.

Performance Categories

ACCUPLACER Diagnostic tests are made up of five test strands (or domains) and results are reported in terms of performance categories for each strand. An overall result is not reported. The three performance categories are “Needs Improvement,” “Limited Proficiency,” and “Proficient.” Within each category, scores estimated by the CAT algorithm are transformed linearly to a numerical scale ranging from 1 to 15—scores of 1–4 correspond to Needs Improvement, scores of 5–9 correspond to Limited Proficiency, and scores of 10–15 correspond to Proficient.

Percentage Correct

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

Next-Generation Tests

Next-Generation Reading

The Next-Generation Reading placement test is a broad-spectrum, computer-adaptive assessment of test takers’ developed ability to derive meaning from a range of prose texts and to determine the meaning of words and phrases in short and extended contexts. Passages on the test cover a range of content areas (including literature and literary nonfiction, careers/history/social studies, humanities, and science), writing modes (informative/explanatory, argument, and narrative), and complexities (relatively easy to very challenging). Both single and paired passages are included.

The test pool includes both authentic texts (previously published passages excerpted or minimally adapted from their published form) and commissioned texts (written specifically for the test). Questions are multiple choice in format and are either discrete (stand alone) or part of sets built around a common passage or passages. Four broad knowledge and skill categories are assessed:

- **Information and Ideas** (reading closely, determining central ideas and themes, summarizing, understanding relationships)
- **Rhetoric** (analyzing word choice rhetorically, analyzing text structure, analyzing point of view, analyzing purpose, analyzing arguments)
- **Synthesis** (analyzing multiple texts)
- **Vocabulary**

Next-Generation Reading

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

Skills Insight Statements for Next-Generation Reading

Score range: 236 and below

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

Score range: 237–249

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

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

Score range: 250–262

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

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

Score range: 263–275

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

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

Score range: 276 and above

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

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

Next-Generation Writing

The Next-Generation Writing placement test is a broad-spectrum, computer-adaptive assessment of test takers' developed ability to revise and edit a range of prose texts for effective expression of ideas and for conformity to the conventions of Standard Written English sentence structure, usage, and punctuation. Passages on the test cover a range of content areas (including literary nonfiction, careers/history/social studies, humanities, and science), writing modes (informative/explanatory, argument, and narrative), and complexities (relatively easy to very challenging).

All passages are commissioned—that is, written specifically for the test—so that “errors” (a collective term for a wide range of rhetorical and conventions-related problems) can more effectively be introduced into them. Questions are multiple choice in format and appear as part of sets built around a common, extended passage; no discrete (stand alone) questions are included. In answering the questions, test takers must determine the best revision or editing decision in a particular case (or that no change should be made to the passage as originally presented). Two broad knowledge and skill categories are assessed:

- Expression of Ideas (development, organization, effective language use)
- Standard English Conventions (sentence structure, usage, and punctuation)

Next-Generation Writing

Content Dimensions	Descriptions
Expressions of Ideas	
Development	These questions focus on revising text in relation to rhetorical purpose. (Prior knowledge of the topic is not assessed, though consistency of the material within a passage may be.)
Proposition	The test taker will add, revise, or retain central ideas, main claims, topic sentences, and the like to structure texts and to convey arguments, information, and ideas clearly and effectively.
Support	The test taker will add, revise, or retain information and ideas (e.g., details, facts, or statistics) intended to support claims or points in text.
Focus	The test taker will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.
Organization	
Logical sequence	The test taker will revise text as needed to ensure that information and ideas are presented in the most logical order.
Introductions, conclusions, and transitions	The test taker will revise text as needed to improve the beginning or ending of a text paragraph or to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.
Effective Language Use	
Precision	The test taker will revise text as needed to improve the exactness or content appropriateness of word choice.
Concision	The test taker will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).
Style and tone	The test taker will revise text as needed to improve the match of style and tone within a text or to improve the match of style and tone to purpose.
Syntax	The test taker will use various sentence structures to accomplish needed rhetorical purposes.
Standard English Conventions	
Sentence Structure	
Sentence boundaries	The test taker will recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons).
Subordination and coordination	The test taker will recognize and correct problems in subordination and coordination in sentences.
Parallel structure	The test taker will recognize and correct problems in parallel structure in sentences.
Modifier placement	The test taker will recognize and correct problems in modifier placement (e.g., misplaced or dangling modifiers).
Inappropriate shifts in verb tense	The test taker will recognize and correct inappropriate shifts in verb tense within and between sentences.

Content Dimensions	Descriptions
Inappropriate shifts in verb voice and mood	The test taker will recognize and correct inappropriate shifts in verb voice and mood within and between sentences.
Inappropriate shifts in pronoun person and number	The test taker will recognize and correct inappropriate shifts in personal pronoun and number within and between sentences.
Conventions of Usage	These questions focus on editing text to ensure conformity to the conventions of Standard Written English usage.
Possessive determiners	The test taker will recognize and correct cases in which possessive determiners (<i>its, your, their</i>), contractions (<i>it's, you're, they're</i>), and adverbs (<i>there</i>) are confused with one another.
Noun agreement	The test taker will recognize and correct lack of agreement between nouns.
Pronoun clarity	The test taker will recognize and correct pronouns with unclear or ambiguous antecedents.
Pronoun-antecedent agreement	The test taker will recognize and correct lack of agreement between the pronoun and the antecedent.
Subject-verb agreement	The test taker will recognize and correct lack of agreement between subject and verb.
Frequently confused words	The test taker will recognize and correct instances in which a word or phrase is confused with another (e.g., <i>accept/except, allusion/illusion</i>).
Logical comparison	The test taker will recognize and correct cases in which unlike terms are compared.
Conventional expression	The test taker will recognize and correct cases in which a given expression is inconsistent with Standard Written English.
Conventions of Punctuation	These questions focus on editing text to ensure conformity to the conventions of Standard Written English punctuation.
End-of-sentence punctuation	The test taker will recognize and correct inappropriate uses of ending punctuation in a case where the context makes the intent clear.
Within sentence punctuation	The test taker will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences; ellipses to indicate a pause or omission; and colons to introduce lists or quotations.
Possessive nouns and pronouns	The test taker will recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms.
Items in a series	The test taker will correctly use and recognize and correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.
Nonrestrictive and parenthetical elements	The test taker will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.
Hyphenation conventions	The test taker will recognize and correct violations of hyphenation conventions.
Unnecessary punctuation	The test taker will recognize and correct cases where unnecessary punctuation appears in a sentence.

Skills Insight Statements for Next-Generation Writing

Score range: 236 and below

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

Score range: 237–249

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

- Revise a somewhat challenging to moderately challenging text to improve development and organization (e.g., delete a clearly irrelevant sentence, select a logical transitional phrase)
- Use language effectively in a somewhat challenging to moderately challenging context (e.g., use familiar words and phrases precisely, correct basic redundancies)
- Recognize and correct a basic error in sentence structure, usage, or punctuation (e.g., an inappropriate shift in verb tense, missing punctuation between items in a list)

Score range: 250–262

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

- Revise a moderately challenging to complex text to improve development and organization (e.g., add support for an explicitly stated claim, make basic decisions about the order of information in a paragraph)
- Use language effectively in a moderately challenging context to achieve a rhetorical goal (e.g., combine sentences to incorporate a modifying phrase)
- Recognize and correct an error in sentence structure, usage, or punctuation (e.g., an obviously incomplete or run-on sentence)

Score range: 263–275

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

- Revise a moderately challenging to complex text to improve development and organization (e.g., effectively set up a main idea, use a transitional sentence to link ideas or topics within a text)
- Use language effectively in a complex context (e.g., revise text to eliminate subtle redundancies)
- Recognize and correct a complex error in sentence structure, usage, or punctuation (e.g., a vague pronoun, punctuation incorrectly setting off a restrictive sentence element)

Score range: 276 and above

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

- Revise a complex to highly complex text to improve development and organization (e.g., make a nuanced decision about the best placement of a sentence)
- Use language effectively in a complex to highly complex context (e.g., use the most appropriate word or phrase to achieve a particular rhetorical effect, such as emphasis)
- Recognize and correct a complex, subtle, or uncommon error in sentence structure, usage, or punctuation (e.g., a colon to introduce an explanation)

Next-Generation Arithmetic

The Next-Generation Arithmetic placement test is a computer-adaptive assessment of a test taker’s developed ability for selected mathematics content. Questions will focus on computation, order of operations, estimation and rounding, comparing and ordering values in different formats, and recognizing equivalent values across formats. In addition, questions may assess a test taker’s math ability via fluency with mathematical procedures

and conceptual understanding and may also present a real-world context that requires them to demonstrate the ability to analyze a situation, determine the essential elements required to solve the problem, represent the problem mathematically, and carry out a solution.

All questions are multiple choice in format and appear discretely (stand alone) across the assessment. Five knowledge and skill categories are assessed:

- Whole Number Operations
- Fraction Operations
- Decimal Operations
- Percentage
- Number Comparisons and Equivalents

Next-Generation Arithmetic: Content Dimensions and Descriptions

Whole Number Operations

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

Fraction Operations

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

Decimal Operations

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

Percentage

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

Number Comparisons and Equivalents

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

Skills Insight Statements for Next-Generation Arithmetic

Score range: 236 and below

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

- Fluently add, subtract, multiply, and divide whole numbers
- Identify decimal values that occur between whole numbers
- Convert fractions to their decimal equivalents
- Order positive real numbers expressed as a whole number or decimal from least to greatest

Score range: 237–249

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

- Fluently add, subtract, and multiply decimals
- Fluently add and subtract fractions, including mixed numbers
- Use addition, subtraction, multiplication, and division of whole numbers and decimals to solve one-step applied problems

Score range: 250–262

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

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

- Use addition, subtraction, and multiplication to solve one-step problems involving fractions
- Determine the result when taking the percentage of a given number

Score range: 263–275

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

- Fluently solve numerical expressions by applying the order of operations involving decimals and whole numbers
- Use addition, subtraction, multiplication, and division to solve multistep applied problems involving fractions
- Solve single-step applied problems involving percentage
- Solve problems involving converting a fraction to its decimal equivalent and rounding the result to a given value

Score range: 276 and above

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

- Fluently apply the order of operations to solve numerical expressions involving fractions, including mixed numbers and improper fractions
- Solve multistep applied problems involving percentage
- Order numerical expressions based on their computational result

Next-Generation Quantitative Reasoning, Algebra, and Statistics

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

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

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

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

Rational Numbers

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

Ratio and Proportional Relationships

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

Exponents

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

Algebraic Expressions

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

Linear Equations

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

Linear Applications and Graphs

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

Probability and Sets

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

Descriptive Statistics

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

Geometry Concepts for Prealgebra

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

Geometry Concepts for Algebra 1

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

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

Score range: 236 and below

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

- Identify a graph that represents a set of univariate data
- Fluently add, subtract, and multiply integers
- Identify coordinate points in the xy -plane

Score range: 237–249

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

- Identify a linear equation or inequality that represents a simple context
- For a linear equation in 2 variables, given one value, calculate or find the other value
- Evaluate a numerical rational or radical expression consisting of integers
- Solve one-step problems involving unit rate, ratio, proportion, and unit conversion

Score range: 250–262

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

- Describe a solution to a system of equations or inequalities algebraically
- Create and use a system of linear equations to solve problems
- Apply rates, ratios, and unit conversions in multistep problems
- Make connections between tables, graphs, verbal descriptions, and algebraic equations representing a linear relationship

Score range: 263–275

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

- Calculate or find the slope and y -intercept of a line that is parallel to a given line
- Evaluate numerical expressions with negative and fractional exponents
- Calculate conditional probability for simple problems
- Interpret the y -intercept of a graph within a context

Score range: 276 and above

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

- Calculate or find the slope and y -intercept of a line that is perpendicular to a given line
- Given a nonlinear function, calculate or find the input given the output
- Compare the means and medians of 2 data distributions
- Create expressions to represent complex perimeter and area problems
- Evaluate numerical expressions involving absolute value

Next-Generation Advanced Algebra and Functions

The Next-Generation Advanced Algebra and Functions placement test is a broad-spectrum, computer-adaptive assessment of test takers' developed ability for selected mathematics content suited for test takers entering STEM fields of study, as well as test takers entering non-STEM fields of study that require some advanced math (e.g., medicine, economics, accounting). Questions will focus on a range of topics including a variety of equations and functions that include linear, quadratic, rational, radical, polynomial, and exponential.

Questions also delve into some geometry and trigonometry concepts. In addition, questions may assess a test taker's math ability via fluency with mathematical procedures and conceptual understanding and may also present a real-world context that requires them to demonstrate the ability to analyze a situation, determine the essential elements required to solve the problem, represent the problem mathematically, and implement a solution. All questions are multiple choice in format and appear discretely (stand alone) across the assessment. Eleven knowledge and skill categories are assessed:

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

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

Linear Equations

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

Linear Applications and Graphs

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

Factoring

Factoring methods applied to quadratics, cubics, and polynomials

Quadratics

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

Functions

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

Radical and Rational Equations

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

Polynomial Equations

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

Exponential and Logarithmic Equations

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

Geometry Concepts for Algebra 1

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

Geometry Concepts for Algebra 2

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

Trigonometry

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

Skills Insight Statements for Next-Generation Advanced Algebra and Functions

Score range: 236 and below

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

- Given a linear function that represents a context, calculate or find the output given the input
- Apply rules of exponents to simplify expressions
- Solve quadratic equations in $x^2 + bx + c = 0$ form by factoring
- Interpret the meaning of a value in an exponential function based on the context

Score range: 237–249

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

- Solve linear equation systems in $ax + by = cx + dy$ form with integer coefficients
- Make connections between tables and algebraic equations representing a nonlinear relationship
- Rewrite complex polynomial (including quadratic) expressions by factoring
- Solve simple rational and radical equations

Score range: 250–262

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

- Make connections between graphs and algebraic equations representing quadratic relationships
- Rewrite rational expressions
- Use properties of triangles to solve problems
- Utilize simple trigonometric ratios

Score range: 263–275

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

- Add and subtract rational expressions
- Solve complex rational equations
- Solve exponential equations in one variable
- Relate the solutions of a system of a linear and nonlinear equation in 2 variables to the graphs of the system

Score range: 276 and above

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

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

Classic Placement Tests

Reading Comprehension

The Reading Comprehension test measures the test takers' ability to understand what they have read. There are four content areas on this test: Identifying Main Ideas; Direct Statements and Secondary or Supporting Ideas; Inferences; and Applications. Test takers 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, and explicit statements related to a secondary idea, application, and inference.

Reading Comprehension Content Areas

Identifying Main Ideas

Direct Statements and Secondary or Supporting Ideas

Inferences

Applications

Proficiency Statements for Reading Comprehension

Scaled score of about 51

Test takers 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. They are able to:

- recognize the main idea and less central ideas
- recognize the tone of the passage when questions do not require fine distinctions
- recognize relationships between sentences, such as the use of one sentence to illustrate another

Scaled score of about 80

Test takers at this level are able to comprehend short passages that are characterized by moderately uncomplicated ideas and organization. They are able to:

- answer questions that require them to synthesize information, including gauging point of view and intended audience
- recognize organizing principles in a paragraph or passage
- identify contradictory or contrasting statements

Scaled score of about 103 or higher

Test takers 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. They 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 test takers' understanding of sentence structure, i.e., how sentences are put together and what makes a sentence complete and clear. Three content areas are measured on this test: Recognizing Complete Sentences; Coordination and Subordination; and Clear Sentence Logic.

Each test taker receives 20 Sentence Skills items of 2 primary question types. The first type of question consists of sentence correction questions and requires an understanding of sentence structure. These questions ask them to choose the most appropriate word or phrase to substitute for the underlined portion of the sentence. The second type consists of construction shift questions. These questions require a sentence to be rewritten according to the criteria shown, while maintaining essentially the same meaning as the original sentence.

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

Sentence Skills Content Areas

Recognizing Complete Sentences

Coordination and Subordination

Clear Sentence Logic

Proficiency Statements for Sentence Skills

Scaled score of about 53

Test takers at this level can:

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

Scaled score of about 86

Test takers at this level can:

- solve problems of faulty coordination and subordination in a sentence with 1 or 2 clauses
- manipulate complex verb tenses
- correct misplaced modifiers
- solve problems that combine grammar and logic

Scaled score of about 110 or above

Test takers at this level can:

- manipulate complex sentences with 2 or more subordinate clauses
- correct problems of syntax and repetitive diction
- recognize correct and incorrect linkages of clauses, including problems involving semicolons

Arithmetic

The Arithmetic test measures a test taker's ability to perform basic arithmetic operations and to solve problems that involve fundamental arithmetic concepts. Three content areas are measured on this test: Whole Numbers and Fractions; Decimals and Percentages; and Applications. Each test taker is administered 17 items.

Arithmetic Content Areas

Addition, subtraction, multiplication, and division of whole numbers with 1–4 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 percentages; rounding

Calculate the percentage of a number

Arithmetic Content Areas

Applications

Fractions, ratios, and proportions

Calculating percentages

Adding and subtracting multiple fractions

Application of the greatest common factor and least common multiple

Calculate the average (mean)

Interpret frequency graphs

Problem solving using whole numbers, fractions, and decimals

Items that have a negative stem

Addition of whole numbers, fractions, and decimals

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

Multiplication of whole numbers, fractions, and decimals

Division of whole numbers, fractions, and decimals

Metric system units

English system units

Currency

Computation with mixed numbers

Proficiency Statements for Arithmetic

Scaled score of about 31

Test takers at this level have minimal arithmetic skills and can:

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

Scaled score of about 57

Test takers 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 percentages

Scaled score of about 90

Test takers 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 percentage problems of the form $p\%$ of $q = ?$ and $? \% \text{ of } q = r$
- divide whole numbers by decimals and fractions
- solve simple word problems involving fractions, ratio, percentage increase and decrease, and area

Scaled score of about 112

Test takers at this level have substantial arithmetic skills and can:

- find equivalent forms of fractions
- estimate computations involving fractions

- solve simple percentage problems of the form $p\% \text{ of } ? = r$
- solve word problems involving the manipulation of units of measurement
- solve complex word problems involving percentage, 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 test taker's ability to perform basic algebraic operations and to solve problems that involve elementary algebraic concepts. Three content areas are measured with this test: Integers and Rational Numbers; Algebraic Expressions; and Equations, Inequalities, and Word Problems.

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

Elementary Algebra Content Areas

Integers and Rational Numbers

Ordering

Operations with signed numbers

Absolute value

Algebraic Expressions

Evaluating formulas and other algebraic expressions

Addition and subtraction of monomials and polynomials

Multiplication of monomials and polynomials

Positive rational roots and exponents

Squaring a binomial

Factoring difference of squares

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

Factoring polynomials that aren't quadratics

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

Division of monomials and polynomials including simplification of algebraic fractions

Equations, Inequalities, and Word Problems

Solving linear equations and inequalities

Systems of linear equations

Solving quadratic equations by factoring

Translating written phrases or sentences into algebraic expressions or equations

Solving verbal problems in an algebraic context, including geometric reasoning

Graphing

Proficiency Statements for Elementary Algebra

Scaled score of about 25

Test takers at this level have minimal prealgebra skills. They demonstrate:

- a sense of order relationships and the relative size of signed numbers
- the ability to multiply a whole number by a binomial

Scaled score of about 57

Test takers scoring at this level have minimal elementary algebra skills. They can:

- perform operations with signed numbers
- combine like terms
- multiply binomials
- evaluate algebraic expressions

Scaled score of about 76

Test takers 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. At this level, they can:

- add radicals, add algebraic fractions, and evaluate algebraic expressions
- factor quadratic expressions in the form $ax^2 + bx + c$, where $a = 1$
- factor the difference of squares
- square binomials
- solve linear equations with integer coefficients

Scaled score of about 108

Test takers at this level have substantial elementary algebra skills. They 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 test takers' ability to solve problems that involve college-level mathematics concepts. Six content areas are measured on this test:

Algebraic Operations, Solutions of Equations and Inequalities, Coordinate Geometry, Applications and Other Algebra Topics, Functions, and Trigonometry. There are 20 questions on this test.

College-Level Math Content Areas

Algebraic Operations

- Addition of algebraic fractions
- Addition and subtraction of expressions involving absolute value
- Operations with polynomials
- Multiplication, division, and simplification of algebraic fractions
- Operations with exponents
- Powers, roots, and radicals
- Factoring quadratic expressions

College-Level Math Content Areas

Solutions of Equations and Inequalities

- Linear equations and inequalities
- Quadratic equations
- Systems of equations and inequalities
- Exponential equations
- Equations of degree greater than 2

Coordinate Geometry

- The coordinate plane
- Straight lines
- Conics
- Locus of points
- Graphs of algebraic functions

Applications and Other Algebra Topics

- Translation
- Complex numbers
- Series and sequences
- Determinants
- Permutations and combinations
- Factorials
- Polygons

Functions

- Functions of degree greater than 2
- Exponents and logarithms
- Graphical properties, exponential and logarithmic functions
- Domain and range
- Composition of functions
- Inverse functions
- Computations with simple functions
- Periodicity, amplitude, and other properties

Trigonometry

- Fundamental definitions of trigonometric functions
- Right triangle trigonometry and circular functions
- Laws of sines and cosines
- Graphs of trigonometric functions
- Trigonometric equations and inequalities
- Trigonometric identities
- Trigonometric functions of two angles
- Inverse trigonometric functions

Proficiency Statements for College-Level Math

Scaled score of about 40

Test takers scoring at this level can:

- identify common factors
- factor binomials and trinomials
- manipulate factors to simplify complex fractions

These test takers should be considered for placement into intermediate algebra.

For further guidance in placement, have them take the Elementary Algebra test.

Scaled score of about 63

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

- work with algebraic expressions involving real number exponents
- factor polynomial expressions
- simplify and perform arithmetic operations with rational expressions, including complex fractions
- solve and graph linear equations and inequalities
- solve absolute value equations
- solve quadratic equations by factoring
- graph simple parabolas
- understand function notation, such as determining the value of a function for a specific number in the domain
- understand a limited concept of function on a more sophisticated level, such as determining the value of the composition of 2 functions
- understand at a rudimentary level coordinate geometry and trigonometry

Scaled score of about 86

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

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

Scaled score of about 103 or above

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

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

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 Reading Skills, ESL Sentence Meaning, ESL Language Use, and ESL Listening. Each test requires test takers to answer 20 items.

ESL Reading Skills

The ESL Reading Skills test measures test takers' ability to read English. Specifically, it assesses their comprehension of short passages. The test contains brief passages of 50 words or less and moderate-length passages of 50 to 90 words. Half of this test contains straightforward comprehension items (paraphrase, locating information, vocabulary on a phrase level, and pronoun reference). The other half assesses inference skills (main idea, fact versus opinion, cause/effect logic, identifying irrelevant information, author's point of view, and applying the author's logic to another situation).

ESL Reading Skills Content Areas

Literal Comprehension

Inference

Proficiency Statements for ESL Reading Skills

Scaled score of about 57

Test takers at this level demonstrate the following skills and can:

- locate information in a passage by answering literal comprehension questions on even the longest passages if the question posed and the answer to that question are in the same sentence or in close proximity to one another
- 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 don't require fine distinctions
- answer questions based on maps and charts

Scaled score of about 82

Test takers at this level demonstrate the following additional skills and can:

- answer questions that require drawing conclusions on the basis of the information presented in the passage or making inferences from the information presented
- recognize the main idea of a passage even when presented with wrong answer choices mentioned in the passage as supporting information

Scaled score of about 102

Test takers at this level can demonstrate the following additional skills and can:

- answer questions that require dealing with a passage as a whole or manipulating the information presented in the passage
- make generalizations on the basis of the information in the passage, recognize what was implied, and answer questions about the author's tone and purpose

ESL Sentence Meaning

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

ESL Sentence Meaning Content Areas:

Particles, Phrasal Verbs, and Prepositions

Adverbs, Adjectives, and Connective Sequences

Basic Nouns and Verbs

Basic and Important Idioms

Proficiency Statements for ESL Sentence Meaning

Scaled score of about 61

Test takers at this level demonstrate the following skills and can:

- handle sentences with simple structures characterized by everyday subjects and simple vocabulary, including common nouns, adjectives, and verbs
- select the appropriate vocabulary in sentences that provide multiple contextual clues

Scaled score of about 88

Test takers at this level demonstrate the following additional skills and can:

- handle vocabulary in sentences that have compound or complex structures or present more complex situations than the sentences at the level above
- handle the following kinds of vocabulary:
 - ◆ 2-word verbs
 - ◆ adverbs of comparison
 - ◆ more extended idiomatic expressions
 - ◆ longer descriptions
- select appropriate vocabulary in sentences that provide a single contextual clue

Scaled score of about 106

Test takers at this level demonstrate the following additional skills and can:

- handle vocabulary in sentences with complex structures that are characterized by abstract statements or idiomatic expressions
- demonstrate knowledge of idioms that are 2-word verbs or the use of idioms to express the appropriate meaning
- deduce the appropriate vocabulary from an entire sentence rather than from specific contextual clues, often in situations where grammar and vocabulary intersect

ESL Language Use

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

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

ESL Language Use Content Areas

Nouns, Pronouns, Pronoun Case Structure

Sentence Structure

Subject-Verb Agreement

Adverbs/Adjectives

Verbs

Subordination/Coordination

Proficiency Statements for ESL Language Use

Scaled score of about 55

Test takers 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.

Scaled score of about 82

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

Scaled score of about 100

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

- recognize irregular verb forms such as “draw/drawn,” fairly unusual idioms such as “couldn’t get over it,” and indirect object structures such as “gave her one”
- handle questions involving transformations of declarative sentences into questions, the conditional, and mood parallelism
- choose appropriate structures to state complex ideas, often in complex sentences using subordination or coordination

ESL Listening

The ESL Listening test was developed to differentiate between different ESL levels ranging from novice-mid to advanced-high, according to the California TESOL descriptors. ESL Listening is a direct measure of the listening skills of nonnative English-speaking test takers. 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 being at home, at a store, at a restaurant, or 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 test taker listens to a conversation or lecture. The question is then read followed by the four answer choices. They 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

Scaled score of about 50

Test takers 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. Although 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. At this level, they have a relatively small vocabulary of basic words.

Scaled score of about 70

Test takers 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. Although they may show proficiency in understanding most everyday situations and common academic situations, they may have difficulty comprehending more complex academic situations, including lectures. At this level, they have a working vocabulary to handle many everyday situations but will have difficulty with more complex or infrequently used words.

Scaled score of about 90 or higher

Test takers 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. At this level, they can understand a large number of words and can handle more complex vocabulary.

ACCUPLACER WritePlacer

WritePlacer Essay Tests

In addition to the multiple-choice tests, ACCUPLACER offers WritePlacer. WritePlacer and WritePlacer ESL scores can be used in conjunction with other ACCUPLACER test scores to assist with the placement of test takers into college-level, developmental, and/or English as a second language courses.

WritePlacer automatically evaluates test takers' essays written to one of several prompts provided in the ACCUPLACER System. They 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 1–6 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, test takers aren't allowed to have copies of their WritePlacer essays. Faculty may review copies but must understand that essays can't be released to the test takers.

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

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

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

As a new essay is submitted, the IEA looks for similarities to the scored essays and assigns a holistic score by placing it in a category with the essays to which it is the most similar. Dimension scoring occurs in much the same way. For each dimension, the system assesses the test taker essay by comparing it to scored essays, and then categorizes the dimension in question. The IEA includes built-in detectors for off-topic responses and other special situations that may need to be referred to human readers. The correlation and agreement rates of the scores produced by the IEA have been shown to be as high as or higher than those between two independent human readers.

WritePlacer Scoring Rubric

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

Score of 8

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

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

Score of 7

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

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

Score of 6

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

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

Score of 5

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

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

Score of 4

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

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

Score of 3

An essay in this category demonstrates little mastery of on-demand essay writing.

Flawed by one or more of the following weaknesses, a typical essay:

- presents a vague or limited point of view on the issue
- demonstrates little awareness of audience
- attempts to develop the main idea though that attempt is inadequate
- demonstrates weak critical thinking with little complexity of thought or with flawed reasoning
- provides inappropriate or insufficient examples, reasons, or other evidence to support its position
- is poorly organized and/or focused or demonstrates serious problems with coherence or progression of ideas
- displays limited word choice and little sentence variety
- contains many errors in mechanical conventions of usage, sentence structure, grammar, spelling, and punctuation

Score of 2

An essay in this category demonstrates very little mastery of on-demand essay writing.

Flawed by many or most of the following weaknesses, a typical essay:

- presents a vague or limited point of view on the issue
- demonstrates little awareness of audience
- presents an unclear main idea
- demonstrates weak critical thinking with little complexity of thought or with flawed reasoning
- organizes ideas ineffectively, demonstrating a problematic progression of ideas
- displays numerous errors in word choice, usage, and sentence structure
- contains significant spelling, grammar, punctuation, and mechanical errors

Score of 1

An essay in this category demonstrates no mastery of on-demand essay writing.

Severely flawed by many or most of the following weaknesses, a typical essay:

- lacks a viable point of view on the issue
- demonstrates no awareness of audience
- fails to present a main idea
- demonstrates flawed reasoning
- demonstrates no complexity of thought
- is disorganized and/or disjointed
- displays fundamental errors in word choice, usage, and sentence structure
- contains pervasive spelling, grammar, punctuation, and mechanical errors

Score of 0

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

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

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

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

Codes are:

B = blank page I = illegible/incoherent

T = too short O = off topic

F = written in a foreign language

WritePlacer Dimensions

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

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

- unity
- consistency
- coherence
- relevance
- audience

Organization and Structure—The extent to which the writer orders and connects ideas.

Specific elements to consider include:

- introduction
- thesis
- body paragraphs
- transitions
- conclusions

Development and Support—The extent to which the writer develops and supports ideas.

Specific elements to consider include:

- point of view
- coherent arguments
- evidence
- elaboration

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

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

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

- spelling
- grammar
- punctuation

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

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

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

Purpose and Focus

Your response shows a clear purpose and a consistent focus.

Your response doesn't fully communicate purpose, and the focus may be inconsistent.

Your response lacks clear purpose and focus.

Organization and Structure

Your response demonstrates strong organization of ideas.

Your response demonstrates limited organization of ideas.

Your response demonstrates poor organization of ideas.

Development and Support

Your response is logically developed and well supported.

Your response has limited support for your ideas.

Your response needs additional ideas and support.

Sentence Variety and Style

Your response shows skillful control of sentence structure and style.

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

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

Mechanical Conventions

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

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

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

Critical Thinking

Your response shows clear and reasoned analysis of the issue.

Your response shows limited clarity and complexity of thought.

Your response shows insufficient reasoning and lacks complexity of thought.

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

WritePlacer ESL

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

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

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 don't 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 don't 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 the 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 the 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 hasn't been given a holistic score or dimension scores because it is either a blank page, incoherent/illegible, insufficient (too short to assess), written in a foreign language, or off topic.

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

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

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

Codes are:

B = blank

T = too short

F = written in a foreign language

I = illegible/incoherent

O = off topic

WritePlacer ESL Dimension Descriptions

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

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

- range of vocabulary
- appropriateness and accuracy of word choice
- use of idiomatic expressions
- choice of word forms (parts of speech) appropriate to context
- spelling

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

- sentence boundaries (avoidance of fragments, run-ons, comma splices)
- control of noun, verb, and adjective clause structure
- sentence variety
- word order
- punctuation and capitalization

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

- verb forms (use of correctly formed verb tenses)
- verb tenses (use of appropriate verb tenses to express meaning)
- pronoun usage
- agreement (subject-verb, adjective, pronoun, number)
- count/noncount nouns
- gerunds/infinitives (use of gerunds/infinitives as nouns and verb complements)
- prepositions
- articles

Organization and Development—The extent to which the writer is able to focus on the assigned topic and to clearly develop ideas. 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 want 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 test taker'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 don't obscure the 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 the 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 the 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 the 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 the 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 don't 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 the meaning.

Grammar

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

The writing sample exhibits consistent control of grammatical forms. Some errors are still present but generally don't 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 of the ACCUPLACER platform.

Computer Skills Placement Tests

The Computer Skills Placement tests can be used to assess test takers' computer skills.

Four Computer Skills Placement (CSP) tests are available in the ACCUPLACER System:

- CSP Advanced (full version)—70 questions CSP (Windows 7/2010)
- CSP (Windows 8/2013)
- CSP Basic—30 questions
- CSP Basic (Windows 7/2010) CSP Basic (Windows 8/2013)

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

Test Descriptions

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

- CSP (Windows7/2010) and CSP Basic (Windows7/2010) tests reflect Microsoft's Windows 7 operating system (applicable to the File Management section of the test) and the Office 2010 suite of applications (applicable to the Word Processing, Spreadsheets, Databases, and Presentations sections of the test).
- CSP (Windows 8/2013) and CSP Basic (Windows 8/2013) tests are updated versions of the previous tests, ensuring that they remain current and relevant. These tests reflect Microsoft's Windows 8 operating system and the Office 2013 applications. The fundamental skills tested in each section of the test remain paramount in this version. The update reflects the growth in the online world in both education and the workforce, and includes content related to the internet and social and collaborative services.

The Computer Skills Advanced Placement test consists of 70 questions over 7 content areas. The Computer Skills Placement Basic consists of 30 questions over 3 different categories. For more information on the content areas, visit csplacement.com.

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

Diagnostic Tests

The ACCUPLACER Diagnostic tests provide high schools and postsecondary institutions with a detailed analysis of test takers' proficiencies and skills in English and math.

There are four diagnostic tests: Reading Comprehension, Sentence Skills, Arithmetic, and Elementary Algebra. Results from the diagnostic tests pinpoint their strengths and weakness so that targeted instruction can be prescribed.

ACCUPLACER diagnostic tests contain 40 questions and are made up of 5 strand tests (or domains). Each test strand consists of eight items. Results of diagnostic tests are reported by strand (i.e., no overall result is reported), primarily through performance categories and scaled scores. A score range of 1–4 corresponds to "Needs Improvement" category. Scores 5–9 fall within the "Limited Proficiency" category. Test takers who receive scores in the 10–15 range are considered "Proficient."

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

Diagnostic Reading Comprehension Test

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

Proficiency Statements—Diagnostic Reading Comprehension Test

Categorical Score (Score Range)	Passage-Based Reading: Main Idea
Needs Improvement (1–4)	Your performance on Passage-Based Reading: Main Idea suggests that you need to improve significantly in this area. These questions test your ability to identify the main idea of a passage, distinguishing the main idea from supporting ideas or determining the central focus of a passage even when it isn't 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 isn't 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 isn't 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.

Categorical Score (Score Range)	Sentence Relationships
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.

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

Diagnostic Arithmetic Test

Diagnostic Arithmetic Domains	Number of Questions
Computation with Integers and Fractions	8
Computation with Decimal Numbers	8
Problems Involving Percentages	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.

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

Categorical Score (Score Range)	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.

Categorical Score (Score Range)	Linear Equations, Inequalities, and Systems
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.

COMPANION Tests

COMPANION tests provide accommodated formats for test takers who are unable to take the online version of ACCUPLACER. A COMPANION format is available for all ACCUPLACER tests with the exception of the ESL Listening and the Computer Skills Placement tests. In addition to the regular paper-and-pencil format, COMPANION tests are also available in braille and large print. Tactile graphics are available to aid visually impaired test takers in understanding any of the graphs used in a test. Audio CDs that they can use to hear the ACCUPLACER test questions and all answer choices are also available. Questions contained in the special format tests are the same items as in the 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.

When administering an ACCUPLACER test to a test taker who requires the use of a reader, the appropriate reader script is to be used. Administrator's reader scripts are available for each of the next-generation placement tests and can be found on the ACCUPLACER platform under the COMPANION Materials menu. Please download and print the script in advance of testing to familiarize yourself with the content and language of each test.

With the introduction of the next-generation ACCUPLACER placement tests, the College Board is introducing a new method of accessing, administering, and scoring next-generation COMPANION paper-and-pencil assessments, providing greater flexibility, quicker access, and fewer material costs to institutions. The new COMPANION Online Paper Processing feature will allow institutions to access test forms and answer sheets for COMPANION tests within the ACCUPLACER platform and to upload scanned answer sheets directly into the platform for automated scoring. Currently, this feature is only available for the next-generation placement tests. For more information regarding this process, see the **COMPANION Administrator's Manual** found under the Resources menu on the ACCUPLACER platform.

Institution Created Local Tests

By using the Local Tests feature of ACCUPLACER, you can create your own tests and include them in Branching Profiles. Scores from local tests can be used in Placement Rules and can be displayed on ACCUPLACER reports. You can create two types of questions: multiple choice and free response. In addition, you can create an Instruction Page question type that gives you the ability to provide static text to a test taker, which will provide 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. You can also create passages that precede certain test questions.

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

Practice Resources for Test Takers

ACCUPLACER offers several practices resources designed to help test takers prepare for the ACCUPLACER placement tests. The following study guides can be found on the ACCUPLACER website (accuplacer.collegeboard.org):

- Classic ACCUPLACER Sample Questions (includes ESL practice questions)
- Next-Generation ACCUPLACER Sample Questions
- WritePlacer and WritePlacer ESL Guides with Sample Essays

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

In addition, the College Board has developed the Web-Based Study App. It's available for free at accuplacerpractice.collegeboard.org. The study app features practice tests in each test subject and is available on most electronic devices that allow internet access. The study app helps test takers become familiar with the content and format of the tests and provides immediate explanations for both correct and incorrect answers so they can learn as they go.

Test Security: Test Center Guidelines

The ACCUPLACER License Agreement requires all testing to be done in a secure and proctored setting. **There are no exceptions to this requirement.** Test takers must be monitored at all times, and an authorized, certified test administrator from the institution must be present on-site during any and all administrations of ACCUPLACER or COMPANION tests. Only approved users may log in to the ACCUPLACER platform to administer an exam. This will help prevent changes being made to your test site and unauthorized access to confidential test taker and institution information. You can only administer ACCUPLACER with a Proctor or Proctor-Reporter login.

Under no circumstance should a test taker be given login credentials, nor may proctor credentials be shared with test takers. Login credentials may not be written on chalkboards or whiteboards, printed, emailed, or presented online in any form or place.

In addition, test takers may not log in to the platform on their own. A proctor must log in test takers individually, utilize the fast-track login feature, or issue test taker vouchers. If testing time is limited, proctors should use either the fast-track login feature or issue vouchers to them prior to testing. Please refer to the *ACCUPLACER User's Guide* for more information about login options.

Eligible Testing Facility

Before administering the ACCUPLACER tests, evaluate your testing facilities and review testing procedures to ensure a comfortable, positive, and efficient testing environment and experience for test takers. Distractions such as noise, poor lighting, inadequate writing surfaces, or extreme temperatures will hinder the test takers' experience. Although some adverse conditions may be beyond your control, make every effort to minimize the possibility of such distractions through careful planning.

Recommended testing facilities include college or university test centers, or a quiet, proctored room in high schools. Examples of prohibited sites include a test taker's home,³ place of employment, coffee shops, and internet cafes. Please contact ACCUPLACER directly if you are unsure if a testing location meets ACCUPLACER requirements.

ACCUPLACER recommends one proctor for every 15–20 students.

Below are mandatory guidelines for any ACCUPLACER testing environment:

- The testing room must be appropriately heated or cooled, adequately ventilated, and free from distractions.
- Lighting must enable all test takers to read the computer screen in comfort, and shouldn't produce shadows or glare on the computer screen or writing surfaces.
- The testing room cannot contain maps, periodic tables, posters, charts, or any ancillary materials related to the subject matter of the test.
- The testing room must comfortably accommodate the number of testing stations placed in it.
- Computer stations must be placed 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, and provide a comfortable chair with a back.

3. Test takers with or without documented disabilities are permitted to test at home provided they use one of ACCUPLACER's approved virtual remote proctors. Before providing off-campus proctors (i.e., proctors not affiliated with ACCUPLACER's virtual testing network) with proctor credentials, the referring institution must thoroughly vet the requested proctor's identity and employment to ensure that exams are being administered in accordance with ACCUPLACER requirements. Failure to do so can result in suspension of your ACCUPLACER account.

- Testing rooms must be quiet throughout the duration of each test administration. When testing is scheduled, or is in progress, other activities that would disrupt the standardized testing environment cannot be conducted.
- The building, testing rooms, and restrooms should be accessible to people with disabilities; these locations should also be wheelchair accessible.
- Restrooms should be located near the testing room and should be easy to find. Post directional signs if necessary.
- Unauthorized individuals (e.g., parents, chaperones, nontesting test takers) are not permitted in the testing center during the test. Persons assisting for accommodation purposes (e.g., reader or scribe), are considered authorized.

Prohibited Items

- Any device capable of recording audio, photographic, or video content, or capable of viewing or playing back such content
- Unauthorized testing aids
- Calculators (unless for a prescribed accommodation)
- Test taker provided keyboard, computer, or laptop, unless there is a documented disabling condition that requires the use of a very specific device
- Cellular phones, tablets, pagers, smartphones, walkie-talkies, PDAs, or wireless communication devices
- Dictionaries (standard and/or bilingual), books, pamphlets, or other reference materials
- Digital cameras
- Digital watches, smartwatches, or wristwatch cameras
- Flash/thumb drives or any other portable electronic device
- Food, beverages, or tobacco products
- Listening devices such as radios, media players (with or without headphones), or recorders
- Nonmedical electronic devices
- Paper of any kind (scratch paper must be provided and destroyed by the test center administrator; test takers cannot use or discard their own scratch paper)
- Slide rules, protractors, compasses, or rulers
- Weapons, firearms, or other items prohibited by law or test center/campus safety and security policies

Test Violation Protocol

If a test taker is caught using a prohibited item such as a cellphone or other electronic device, during the administration of a test, the proctor should:

1. Stop the test session.
2. If possible, review the device to ensure neither pictures of the test content nor text messages regarding the test have been sent/received.
 - ♦ If possible, do not return the device to the test taker or delete any images or messages until it has been determined that test items have been compromised or cheating has occurred.
3. Notify the Institution Administrator or Site Manager to confirm the test should be invalidated*.
4. Send the issue to the College Board if test content has been comprised by emailing.
accuplacer@collegeboard.org.

- Flag the message as "Urgent" and include "Test Violation" in the subject line.
- **Do not** send screen shots of the test items or messages. Instead, send the following information:
 - i. Student Name or ID
 - ii. Exnum (found at the bottom of the ISR)
 - iii. Testing Date
 - iv. Testing Location
 - v. Test(s) Name (e.g., Classic Reading or Next-Generation Arithmetic)
 - vi. Test Question Number(s)

These steps must be taken to ensure the security of the ACCUPLACER tests.

* Invalidating the test session because of academic dishonesty is a local decision.
Please use your professional judgment. If it is deemed appropriate according to an institution's policies, then a test session should be invalidated.

Acceptable Test Taker IDs

Proctors must ask each test taker to present at least one current, valid form of identification that includes the test taker's name, signature (on required IDs), and a recognizable photograph. The identification must be checked before they begin testing and rechecked at the end of testing.

Acceptable forms of photo identification include **current and valid**:

- Driver's license
- State-approved or federal ID
- Military ID
- College ID
- High school ID
- Middle school ID
- Passport
- Tribal ID
- Naturalization card or certificate of citizenship
- **College Board Test Taker ID Form**

Charging for ACCUPLACER

The ACCUPLACER Program recommends that institutions minimize whatever cost test takers may incur by taking an ACCUPLACER test. Institutions, however, may establish their own policy and charge what they believe to be a reasonable cost for administering ACCUPLACER tests. Institutions should not charge test takers for their Individual Student Report. Copies should be made available when requested.

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

Proctor Rules and Guidelines

Proctors are eligible to receive proctor login credentials only after they have successfully passed the ACCUPLACER Certificate of Test Administration (ACTA).⁴ These credentials are valid for one year and need to be renewed on an annual basis. IAs and SMs must select proctors who are trained in the administration of standardized tests, which includes how to safely secure all ACCUPLACER testing materials (online and COMPANION). In addition, IAs and SMs are expected to provide proctors with specific

4. Administration of ACTA begins September 2018.

information about test administration procedures as well as regular training. All parties involved in administering ACCUPLACER tests must adhere to the policies outlined in the **ACCUPLACER License Agreement** and on the **ACCUPLACER Order Form**.

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.

We know that institutions make it a priority to hire and train responsible individuals to staff their testing centers. To help ensure valid, reliable results from ACCUPLACER, when hiring staff, we strongly encourage that testing centers be mindful of potential conflicts of interest in order to protect the security of our assessments. To that end, please use professional judgement and consider the following questions when making decisions regarding whether a student-worker⁵ should proctor a test:

- Has the student-worker taken an ACCUPLACER test in the past six months?
- Will the student-worker take an ACCUPLACER test during their tenure at the testing center?

We strongly recommend that student-workers who have taken an ACCUPLACER test in the past six months or will test in the future, **not** serve as proctors for ACCUPLACER. Testing Directors should work to ensure there are no potential conflicts of interest (or the appearance of such a conflict) between the student-worker and the test takers they will proctor. **As a best practice, consider pairing a student-worker with an employee during a test administration. Additionally, consider conducting audits to ensure proctors are not testing while serving in this capacity.**

Proctor Eligibility

Proctors must meet the following eligibility criteria:

- Proctors must review the ACCUPLACER proctor training materials and pass the ACCUPLACER Certificate of Test Administration (ACTA).
- Proctors must be responsible adults trained to administer standardized tests.
- High school students are ineligible to proctor ACCUPLACER.
- Proctors must have their own username and password. Login credentials cannot be shared with anyone,⁶ including IAs and SMs.
- Proctors cannot administer an ACCUPLACER test to a member of their household, immediate or extended family members, or friends.
- Proctors must not have a stake in the outcome of test takers' scores.
- Proctors cannot be engaged with any commercial test preparation company. This includes employment, volunteering, consulting or acting as independent contractors.
- Proctors must be vetted and authorized by the institution to proctor exams in a remote, off-campus location.

Proctor Responsibilities

Proctors must engage in active proctoring behavior; for example, circulate the testing room throughout the testing session to ensure that test takers are working on the correct test and not engaging in any aberrant behavior such as cheating. Proctors also cannot engage in nontest administration activities such as reading, eating, drinking, conversing, or using cell phones or other electronic devices during the administration of a test.

Proctor responsibilities vary and include the following:

-
5. For the purpose of proctoring, "student-worker" does not refer to an employee who is also registered for a course(s) that does not require an ACCUPLACER score for registration.
 6. Sharing credentials with ACCUPLACER Technical Support is permitted and is at the discretion of the user.

- Ensure proper test security in advance of, during, and following testing sessions.
- Verify identity of every test taker before the administration of a test. Identification must also be verified upon their return to the testing center if they leave for any reason and before providing test taker with copies of their Individual Score Reports.
- Collect and/or store test takers' unauthorized items (e.g., cellphones, smartwatches, dictionaries, etc.) in a secure area, which is not near the test taker during the test administration. Test takers cannot place these items under their desks/chairs and they cannot be within arm's reach.
- Support the IA and/or SM with securing all ACCUPLACER tests.
- Assist test takers with testing equipment during testing and/or logging in to the correct ACCUPLACER test.⁷
- Provide test takers with scratch paper and pencils as well as collect and securely destroy all scratch paper once testing is completed; they cannot use their own scratch paper.
- Print and distribute Individual Score Reports (ISR) to test takers after testing; verify their identity before distributing the ISR at the end of the test session.
- Administer exams to test takers with disabilities if they are familiar with their specific accommodation needs.

On-Site Proctoring

ACCUPLACER can be administered on-site by proctors who have been selected by their Institution Administrator (IA) and/or Site Manager (SM) and have demonstrated mastery of ACCUPLACER's policies and requirements on their certification test. Proctors must remain physically present throughout the administration of the exam; unauthorized individuals (e.g., parents, chaperones, non-testing students) are not permitted in the testing center while students test.

The recommended proctor-to-student ratio is 1 proctor to every 15 to 20 students. Proctor access must be monitored carefully and controlled by the IA and/or SM to ensure only authorized users have access to the ACCUPLACER System; if a user ceases to be employed by the institution, established credentials must be revoked immediately. All proctors must have their own individual login credentials and passwords, which must be kept confidential and cannot be shared with anyone, including students, parents, IAs, SMs, or other proctors.

Sharing credentials with ACCUPLACER Technical Support is permitted and at the discretion of the user. ACCUPLACER Technical Support does not keep or store passwords, and users can change their password after sharing and receiving assistance from Technical Support.

Off-Campus Proctoring

ACCUPLACER can be administered off campus by remote proctors whose identity and employment at an educational institution have been thoroughly vetted by the Institution Administrator (IA) and/or Site Manager (SM) and who have demonstrated mastery of ACCUPLACER's policies and requirements on their ACCUPLACER Certificate of Test Administration. All off-campus proctors must adhere to the guidelines established in the *Test Security: Test Center Guidelines* and *Proctor Rules and Guidelines* sections of this document. In addition:

- Off-campus proctor access must be carefully monitored and controlled by the institution's IA and/or SM to ensure that only authorized users have access to the ACCUPLACER System.
-
7. Login credentials cannot be given to test takers in any medium for any reason in formats such as written on chalkboards/whiteboards, printed, emailed, or presented online in a student's institutional, personal portal. If testing time is limited, proctors should use either the fast-track login feature or issue vouchers to test takers prior to testing. Refer to the *ACCUPLACER User's Guide* for further details.

- Off-campus proctor credentials must not extend beyond the necessary time allotted to proctor any test taker or group of test takers remotely.
- The referring institution assumes responsibility of any off-campus proctoring violations, which can lead to suspension of the referring institution's ACCUPLACER account.
- All off-campus remote proctors must work at or be associated with an education institution. Non-educational proctors (e.g., colleagues, supervisors, clergy, etc.) cannot serve as an off-campus proctor.
- All off-campus proctors must have their own individual login credentials and passwords, which must be kept confidential and cannot be shared with anyone, including test takers, parents, IAs, SMs, or other proctors.

Virtual Remote Proctoring

ACCUPLACER can be administered at your campus off campus by certified remote proctors, or off-site by a certified online proctor provided by an approved vendor of the College Board. Each virtual remote proctor has gone through an intensive training and certification process.

Use of Handheld Calculators

Online Tests

Calculators cannot be used by test takers for the online ACCUPLACER tests unless a documented, prescribed accommodation warrants their use. Some, but not all, of the math questions contain pop-up calculators for test takers, which will aid in solving the problem. If a question is configured to allow for the use of a calculator, the calculator icon will appear in the top right-hand corner of the screen. When the icon is clicked, one of two things will happen:

1. If the question is configured for only the basic calculator, the calculator will appear on the screen.
2. If the question is configured for multiple calculators, clicking the icon will provide the test taker with a drop-down menu of multiple calculators, which could include two or three of the following:
 - Basic Calculator = 4 function;
 - Square Root Calculator = 4 function with square root button;
 - Graphing Calculator = TI-84 graphing calculator.

When one of the calculators on the list is chosen, the selected calculator will appear on the screen. The calculator can be moved around the screen. Clicking the "X" in the top right-hand corner will make it disappear. For questions that provide multiple calculator options, multiple calculators can be used to aid in solving a problem; however, only one calculator will appear on the screen at a time.

For all test questions, the availability of a calculator is intended to support the integrity of the construct being measured. If a calculator could be a useful tool in a test taker's solution strategy but does not give away a correct answer, it is provided.

The screenshot shows the CollegeBoard ACCUPLACER test interface. At the top, there is a blue header bar with the CollegeBoard logo, the user name "shawn.pierce", the ID "ID: 9988888", and navigation links for "View", "Tutorial", "Save and Finish Later", and a close button. Below the header, the test section is identified as "Elementary Algebra" and the question number is "Question 10 of 15". There is a "Calculator" icon in the top right corner. The main area displays a math problem: "The graph of which of the following in the xy -plane does NOT intersect the line $y = 10$?". Three calculator options are shown in a dropdown menu: "Basic Calculator", "Square Root Calculator", and "Graphing Calculator". Below the dropdown, there are two small calculator icons labeled "Calculator" and "Graphing Calculator".

Calculator

Basic Calculator

Calculator

Square Root Calculator

Graphing Calculator

TI-84 Plus Silver Edition

COMPANION Tests

All test questions for classic and next-generation mathematics tests have been designed for test takers to answer without the use of any calculator. Some of the important material that these tests assess cannot be measured properly when using a calculator. An example of such material is performing basic arithmetic operations and calculations with integers. The online version of the tests allows a pop-up calculator on some, but not all, questions. An analogous policy would be difficult on a paper-and-pencil test, so these forms were assembled with the understanding that test takers wouldn't be using handheld calculators.

Test takers with a documented disability may use a calculator if it is a prescribed accommodation. COMPANION test takers without a documented disability who assert their need of a calculator must adhere to the following guidelines:

	COMPANION Test Name	Calculator Allowed?	Type of Calculator Allowed
Classic	Arithmetic	NO	None
	Elementary Algebra	NO	None
	College-Level Math	YES	Four function, scientific, or graphing
Next-Generation	Arithmetic	NO	None
	Quantitative Reasoning, Algebra, and Statistics	YES	Four function
	Advanced Algebra and Functions	YES	Four function, scientific, or graphing

Accommodating Test Takers with Disabilities

The College Board is committed to ensuring that test takers 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 test takers with disabilities have the opportunity to demonstrate their abilities within the parameters of each test. The institution will determine the appropriate accommodations.

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 test takers with disabilities. Paper test formats, including braille, are available to test takers who, due to the impact of their disabilities cannot take a test on the computer. Other accommodations are available upon demonstrated need.

Only those few accommodations that would violate test construct and/or scoring validity (e.g., reducing the number of multiple-choice selections or simplifying the language in a question) are unavailable, and discussions should be conducted with the College Board to determine appropriate alternatives for test takers who document the need for such accommodations.

ACCUPLACER COMPANION tests are available in standard and large print, braille, and audio CD formats for test takers with visual disabilities. The next-generation tests also have accompanying reader scripts, which should be used when a reader is administering a test.

For the classic tests, a conversion chart for converting COMPANION raw scores to ACCUPLACER scaled scores is available. For next-generation COMPANION scoring, a conversion chart is not necessary due to auto-scoring.

For more information about COMPANION tests and next-generation COMPANION scoring, please see the ***COMPANION Administrator's Manual*** in the Resources menu of the ACCUPLACER platform.

If a test taker with a temporary physical disability (e.g., broken leg, eye injury) reports to a testing room unexpectedly but has a valid reason for immediate testing accommodations, you may do so at your discretion. Below are examples of such situations:

- A test taker 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 test taker whose disability prevents them from using the keyboard may be tested in a separate room with the assistance of a scribe.
- A test taker with an eye injury may be tested in a separate room with the use of a reader/scribe.

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

Assistive Devices

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

- ZoomText Magnifier/Reader: <https://www.aisquared.com/Products/index.cfm>
- Kurzweil 3000 for Windows, a Professional Color Windows-based reading, writing, and learning software for struggling test takers: <https://www.kurzweiledu.com/products/products.html>
- JAWS (Job Access with Speech) 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>

Retest Policy

Although institutions are able to set their own retest policies, the College Board recommends that a student who does not achieve a placement score on the initial test be given a chance to retest in two weeks (14 days) from their initial test date.

Before the retest date, advise the students to spend concentrated time on each test subject. It is recommended that students allow for at least one week of practice for each test subject. In addition to the available practice materials, encourage students to review the test descriptions found on the ACCUPLACER website to further enhance their understanding of what to expect on the test.

A student who does not achieve the desired course placement score after the second test may test for the third time three months (90 days) after their first retest. This is because students who continually fail to meet an institution's placement requirements should be given more time to focus on improving their score by identifying possible areas for improvement.

A student who does not achieve the desired course placement score after the third test may retest four weeks (30 days) from the third test. This applies to subsequent retests.

When using ACCUPLACER tests for ATB purposes, the same retest policy must be followed.

Ordering Tests

Before you can administer a test, you must purchase tests units. Each test requires one test unit with the exception of the following:

- ESL Listening: 2.5 units
- WritePlacer and WritePlacer ESL: 2 units

As next-generation COMPANION tests are available on the platform in a print-on-demand format, they require one test unit as part of the online scoring process. Test units are not required for printing print-on-demand test booklets.

To place an order, download and complete the ACCUPLACER Order Form found under the Order Tests menu on the ACCUPLACER platform. Please make sure to specify title(s) and item number(s) on the order form. Detailed ordering instructions are provided on the form. When ordering online test units, you must include the ID number of the site where the online test units are to be added. To find your Institution or Site ID:

- Log in to the platform as an IA or SM.
- Select the Users menu, then Manage Profiles, and then Institution Profile or Site Profile.

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

- **Telephone Orders (credit cards only)**
 - ◆ Call 866-607-5223 (Option 2) Monday–Friday from 8:30 a.m. to 6 p.m. EST.
 - ◆ Have your Site ID number available for order processing.
- **Email Orders (Institutional Purchase Orders only)**
 - ◆ Email a completed and signed order form with a copy of your signed institutional purchase order to accuplacerorder@collegeboard.org.
 - ◆ Include your Site ID number.
- **Mail Orders**
 - ◆ Mail a completed and signed order form with a copy of your signed institutional purchase order or a check to:
 - The College Board, ACCUPLACER Dept., P.O. Box 7500, London, KY 40742-7500.

When using a purchase order, a copy of a signed institutional purchase order must be submitted with each order. Orders associated with an invalid purchase order will not be processed.

Please note: An institutional purchase order is only valid if **all** the following are present:

- Institutional letterhead (not required if document indicates that it was generated in an electronic procurement system)
- Language that clearly identifies the document as a purchase order
 - ◆ A requisition is not a purchase order, and it **cannot** be used in place of a purchase order.
- Complete institutional billing and shipping information
- Purchase order number
- A date indicating when the purchase order was generated
- Correct line item and total pricing
- An authorization signature (required if a designated signature area is present on the document)

For security purposes, the College Board will destroy incomplete orders after seven (7) business days.

Upon receipt, orders can take up to seven (7) business days to process, including orders submitted by email (additional processing time will be added for orders submitted incorrectly).

The minimum order for ACCUPLACER units is 100 units (unless ordering units for ATB testing). 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 system-approved pricing.

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 in case an institution does not use the test units for three years or more with a prior notice (email shall suffice) to such institution.

Shipping charges will apply to all COMPANION orders, regardless if they were placed by mail or phone. Please include shipping costs in your order total. For shipping charges, please review the COMPANION section on the 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 will provide an exchange of COMPANION products for online test units if test booklets are returned in original, undamaged condition within 30 days. Customers are responsible for return shipping and handling costs. All returned products must be in new, unused condition and in the original packaging to receive the exchange. Once verified, a refund can be issued. We recommend that you use UPS Standard, FedEx Ground, or USPS. No collect on delivery (COD) shipments can be accepted. For more information, contact ACCUPLACER Customer Orders Support at 866-607-5223 or accuplacerorder@collegeboard.org.

Shipping charges will be added to all COMPANION orders, regardless if they were placed by fax, mail, or phone. There is no exchange value for shipping charges. Additional shipping costs on exchanges will be billed at the customer's expense.

Invoices and Billing

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

Payment

- Payment options include checks, 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). PLEASE NOTE: Orders will not be accepted via email. This email is for informational use only. Any orders submitted by email will not be processed and will be deleted.

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, an additional cost will be added to your order. Call 866-607-5223 for assistance in calculating shipping charges.

For COMPANION orders of 500 or more test booklets, please call ACCUPLACER Customer Service for shipping charge information. Please allow 2–3 business days for calculation.

For quote and pro-forma invoice requests, please email accuplacerorder@collegeboard.org and allow 2–3 business days for processing.

Contact Information

By mail: The College Board—ACCUPLACER
250 Vesey Street
New York, NY 10281

By phone: 866-607-5223

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

Ordering ACCUPLACER tests: accuplacerorder@collegeboard.org

Appendix A: Summary of User Roles and Access

User Level	Access Controls
Group Administrator	<ul style="list-style-type: none">▪ Controls the configuration of the entire ACCUPLACER account, including creation of testing sites, users, branching profiles, placement rules, and reporting▪ Branching profiles and placement rules created by the GA flow down to all testing sites in the account▪ Provides state-level data accessibility through Custom Report tools▪ Controls centralized messaging capabilities across all institutions within a group
Institutional Administrator	<ul style="list-style-type: none">▪ Controls the configuration of the entire ACCUPLACER account, including creation of testing sites, users, branching profiles, placement rules, and reporting▪ Branching profiles and placement rules created by the IA flow down to all testing sites in the account▪ Controls the transfer of test units among testing sites within the Institution account
Site Manager	<ul style="list-style-type: none">▪ Controls the configuration of their assigned testing site, including creation of users, branching profiles, placement rules, retest attempts, and reporting▪ Branching profiles and placement rules created by the site are available to that testing site only
Proctor and Proctor Reporter	<ul style="list-style-type: none">▪ Proctors can preregister test takers for their testing site▪ Proctor Reporters can do everything a proctor can and generate reports for their testing site
Reporters	<ul style="list-style-type: none">▪ Reporters are able to generate reports only and can't change account settings or access test takers▪ Reporters at the Institution level can access test taker data across the entire institution account▪ Reporters at the site level can access test taker data for their testing site only
Institutional or Site Reporters	<ul style="list-style-type: none">▪ Reporters can generate all available reports
Institutional or Site Score Reporters	<ul style="list-style-type: none">▪ Score Reporters can generate Individual Score Reports only
WritePlacer Reporters	<ul style="list-style-type: none">▪ WritePlacer Reporters can generate the essay written by students

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

Results of each of the next-generation ACCUPLACER placement tests are reported on a scale ranging from 200–300. For each test, Skills Insight statements were generated for five segments of the scale. This document describes the methodology for generating the Skills Insight for each test for each of the five segments.

What Is *Skills Insight*?

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

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

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

How Were the Score Bands Determined?

Before Skills Insight statements could be developed, it had to be determined what score ranges (i.e., score bands) would be the most effective in providing narrative information to test takers about the skills they most likely had mastered. Considerations were the number of bands and the length of each band.

Having too many score bands wouldn't allow us to provide skills that were meaningfully different between score groups, and therefore wouldn't provide useful information to the test takers. Having too few score bands wouldn't allow us to help pinpoint the strengths and weaknesses of the test takers represented in the different score ranges. Regarding the length of each band, dividing the whole score range into equal parts was considered. In the end, the distribution of test taker scores across the scale was the main factor in the decision.

After analyzing all the data and reviewing different possible number and length of score bands, the College Board staff concluded that the score ranges 236 and below, 237–249, 250–262, 263–275, and 276 and above would best distinguish test takers' skills so as to be helpful to them. These score ranges are based on the theoretical distribution of test taker performance on each placement test. Scaled scores 237, 250, and 263 (i.e., the lower bounds of the 3 middle ranges) represent the distribution quartiles. The lower bound of the highest range, a scaled score of 276, represents the 90th percentile of test taker performance distribution. Using these ranges, the Skills Insight statements for each of the first 3 ranges describe what 25% of test takers can be expected to know and be able to do. Furthermore, the Skills Insight for the highest range represents skills and knowledge that the top 10% of test takers can typically demonstrate.

What Is Item Mapping?

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

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

How May Skills Insight Be Used?

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

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

Appendix C: 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 ("System") 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 System, 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 System, including but not limited to, revisions or updates provided by the College Board, in any format, are licensed to Licensee for the sole purpose of 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 third party 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 non-exclusive, non-transferable right to use the ACCUPLACER System under the terms of this Agreement and when only used under proctored conditions. Examinees must be monitored at all times and authorized proctor appointed by the Licensee must be present on System 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 and its content from unauthorized access, use and disclosure of content. In addition to the above, Licensee shall not disclose or provide copies of test items or essay prompts to Examinees, at any time.
- (b)** Licensee shall keep secure all personal data uploaded to 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 Placement 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 call contact is 800-880-9409 x14 or info@csplacement.com.

Effective 7/9/18

Appendix D: College Board Privacy Policy

The ACCUPLACER platform and System ("System") 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 available through this System. This System is securely managed and safeguarded in accordance with all applicable laws and the policies and guidelines set forth below. By using this System, you consent to the terms of the following privacy policy, including the uses of the information as described below.

INFORMATION COLLECTED

The following data may be collected from students: 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 ("Student Data").

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 grant permission to share their score reports with institutions other than where the test was administered. The student must provide that permission in writing to the non-administering institution before the score report can be shared.
- 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 System operations and the technical aspects of hosting the System. 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 the CSPlacement System.
- 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 SYSTEMS; COMPUTER SKILLS PLACEMENT; PEARSON ACCUPLACER//MyFoundationsLab

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

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

The College Board strongly recommends that students read these policies before using these Systems and related products. For questions or support regarding the CSPlacement System or its services, please contact 800-880-9409 x14 or info@csplacement.com. For questions or support regarding Pearson or its services please contact accumfl@pearson.com.

INTERNATIONAL USERS AND TRANSFERS OF INFORMATION

The College Board System operates on a software as a service platform that is located in the United States. Therefore, your Student Data may be transferred from your testing location to the United States. When you furnish Student Data to the College Board through this System, you are consenting to your data being transferred to a platform located in the United States.

INFORMATION GATHERED THROUGH TRAFFIC MONITORING

Like many other Systems, 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 System is hit, how many visitors come to the System, which parts of the System 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 System 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's privacy practices, please contact us at 866-607-5223 or accuplacer@collegeboard.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 8/7/18

Appendix E: 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' names and institutional addresses and email addresses.

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.

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
- b. 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.
- c. 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.
- d. 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.
- e. 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,

- f.** 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.
- g.** 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 and 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 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

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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