



ACCUPLACER for Student Services

**Piedmont Technical College
Student Development Conference**
March 6, 2020


Keith Henry, ACCUPLACER Outreach



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Agenda

- ACCUPLACER Speak
- What's on ACCUPLACER?
- Student Preparation and Resources
- Student Portal
- The Testing Experience
- Check with your Testing Center

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ACCUPLACER Speak

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Individual Score Report (ISR)

Student Name: Derek Williams Student ID: 30025451

Date of Birth 1992-06-25	Major/Program Name Not Listed	Site Name Douglas College - WMC
Date Of Testing 2018-06-17	Administered By Barnett, Dalton	Voucher Number -N/A-

Course Placements - Determined on 07-22-2018

IS-Course: 82
IS-Course: 82 placement
Placement based on weighted score of WritePlacer ESL: 6

Placement Test Results

Elementary Algebra
21
CS&M: 6, 1672
Time Started: 05:25 AM EDT
Time Ended: 05:25 AM EDT
Total Time: 22 secs

PH12-Local Test
1
(1 item correct out of 4 total items)
Time Started: 05:24 AM EDT
Time Ended: 05:24 AM EDT
Total Time: 1 min 10 secs

Category Name	Score
General	1
Math	0

WritePlacer ESL
6

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

Dimension Descriptions
Organization and Development
The writing sample exhibits strong control of focus, organization, and supporting details. It is a developed, focused piece of writing.

Time Started: 05:24 AM EDT
Time Ended: 05:24 AM EDT
Total Time: 10 mins

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Branching Profile

- The set of tests a student takes as determined by your faculty.

Background Questions

- Ask a student about their background and factors that may affect tests given or placement recommended.

Placement Rules

- Control which courses are recommended as determined by your faculty.

ISR

- Individual Score Report available to the student at the conclusion of testing

What's on ACCUPLACER?

Local Tests designed by your faculty.

Suite of Tests

English

- Reading
- Writing
- WritePlacer

Mathematics

- Arithmetic
- Quantitative Reasoning, Algebra, and Statistics
- Advanced Algebra and Functions

ESL

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

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Reading

Test Overview

Test Format

- 20 questions
- 8 set-based questions presented in two sets of 4
- 12 discrete questions

Content Domains

- Information and Ideas
- Rhetoric
- Synthesis
- Vocabulary

Content Areas

- Careers/History/Social Studies
- Humanities
- Science

Text Length

- 75-400 words
- Single texts (75-400 words)
- Paired texts (~400 words across two texts)

Text Complexity Ranges

- Somewhat challenging
 - grades 6-8
- Moderately challenging
 - grades 9-10
- Complex
 - grade 11-CCR
- Highly complex
 - early-postsecondary
- Passages are a mix of previously published (authentic) and commissioned texts.

Writing

Test Overview

Test Format

- 25 multiple-choice questions
- 5 sets of 5

Content Domains

- Expression of Ideas
 - Development
 - Organization
 - Effective Language Use
- Standard English Conventions
 - Sentence Structure
 - Conventions of Punctuation
 - Conventions of Usage

Content Areas

- Literary (fiction or literary nonfiction)
- Careers/history/social studies
- Science
- Humanities

Text Length

- 300 - 350 words

Text Complexity Ranges

- Somewhat challenging
 - grades 6-8
- Moderately challenging
 - grades 9-10
- Complex
 - grade 11-CCR
- Highly complex
 - early-postsecondary

WritePlacer

Written Essay

Test Overview

- 8-point holistic scoring rubric with 6 dimensions
 - Purpose and Focus
 - Organization and Structure
 - Development and Support
 - Sentence Variety and Style
 - Mechanical Conventions
 - Critical Thinking

Testing Options

- Timed or Untimed
 - 10 min increments up to 2 hours
- Optional clock and word count
- Timing alert
- 17 essay prompts available
- Student essay report

Math—Three Separate Tests

Skills Assessed

1. Computational Fluency
2. Applications
3. Conceptual Understanding

- Each test is comprised of 20 discrete multiple-choice questions.
- Calculators available for some items

Arithmetic

- Whole number operations
- Fraction operations
- Decimal operations
- Percents
- Number comparisons and equivalents

Quantitative Reasoning, Algebra, and Statistics (QAS)

- Rational numbers
- Ratio and proportional relationships
- Exponents
- Algebraic expressions
- Linear equations
- Linear applications and graphs
- Probability and sets
- Descriptive statistics
- Geometry concepts for HS Pre-Algebra
- Geometry concepts for HS Algebra 1

Skills Assessed

1. Computational Fluency
2. Applications
3. Conceptual Understanding

- Each test is comprised of 20 discrete multiple-choice questions.
- Calculators available for some items

Math—Three Separate Tests

Advanced Algebra and Functions (AAF)

- Linear equations
- Linear applications and graphs
- Factoring
- Quadratics
- Functions
- Polynomial equations
- Radical and rational equations
- Exponential and logarithmic equations
- Geometry concepts for HS Algebra 1
- Geometry concepts for HS Algebra 2
- Trigonometry

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ESL Tests

Test Overview

ESL Language Use

- Grammar

ESL Sentence Meaning

- Vocabulary in context

ESL Reading Skills

- Passage-based reading comprehension

ESL Listening

- Conversations and lectures

ESL WritePlacer

- 6-point holistic scoring guide
- 4 dimensions
- Word use
- Sentence use
- Grammar
- Organization and development

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Student Preparation and Resources

ACCUPLACER Student Portal

- Practice Resources
- Request Score Reports
- Locate convenient testing locations

Sample Questions for Students

- Downloadable PDF
- Questions with Answer Key
- Rationale for correct/incorrect answers

Web Based Study App

- Free to all students
- Scored practice tests with overall and strand scores
- Rationale for correct/incorrect answers

Skills Insight Statements

- Describe skills students have when scoring into each of 5 score bands

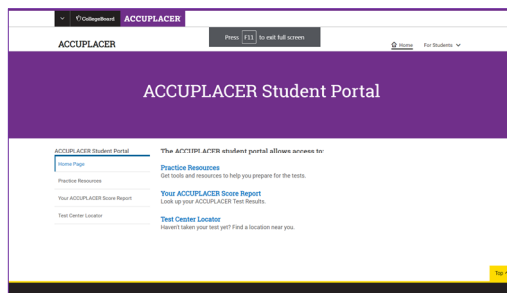
Test Center Locator

- Search tools allow students to locate convenient places to test

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For Students

accuplacer.collegeboard.org/student



Practices Resources

- Information on test content and testing
- Sample Questions
- Web Study App

Your ACCUPLACER Score Report

- Enter search information to receive a copy of an Individual Score report via email

Test Center Locator

- Find convenient locations to test

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Sample Questions for Students

Rationales

1. **Choice B is the best answer.** Sentence 1 notes that in the "landscape," "only a few very old, weathered houses seemed to belong." By contrast, the Players' homes seemed "brightness," "engagement," and "misplaced," like "bright new toys." Sentence 2 establishes that the Players' automobiles "didn't look right either" that they appeared "unnecessarily wide and gleaming in the colors of candy and ice cream," that they seemed "to vibrate at each splinter of mud" and that they "traveled aggressively down the broken roads." Choice A is incorrect because the Players' homes and automobiles are neither old nor neglected. In fact, the passage indicates that the homes and automobiles are modern in relation to the "historic" and "rural" (sentences 1-2) and that the automobiles are "gleaming" (sentence 2). Choice C is incorrect because the Players' homes and automobiles are not dated. For one thing, the automobiles are "unnecessarily wide" (sentence 2). Choice D is incorrect because there is no evidence in the passage that the Players' homes and automobiles are unrepresented.

2. **Choice A is the best answer.** Sentence 9 establishes, in contrast to what is stated in sentence 8, that "there wasn't plenty of time" and that the Players "didn't know it." Despite knowing better, the Players use the claim as part of the strategy described in sentence 8 to lighten the burden most (blame each other, "blaming neighbor"). Choice B is incorrect because the passage suggests that the source of the claim was the Players themselves, not the director. Choice C is incorrect because no outside observers are mentioned in the passage. Choice D is incorrect because the passage suggests that the source of the claim was the Players themselves, not the director, and because the claim is false, not realistic.

3. **Choice D is the best answer.** The descriptive language of sentence 10—mobility, "static," "ingrained," "staggeringly heavy weight," "province of failure," "monolithic," "roads and umbels," "quasi-hazy," "faint explicit promises of failure"—serves primarily to convey a persistent mood of despair on the part of the Players toward the play. Choice A is incorrect because there is no evidence in the passage that the Players blame the director for the problems with the play. Choice B is incorrect because the passage indicates that the Players have relatively recently undertaken "a doubling and redoubling of their rehearsal schedule" (sentence 8). Choice C is incorrect because there is no evidence in the passage that the Players blame one another for the problems with the play; instead, they share a generalized sense of failure.

4. **Choice D is the best answer.** Sentence 10 indicates that the play "remained a static, shapeless, infuriatingly heavy weight" even after numerous rehearsals, "with twenty-four hours to go." However, the Players "had somehow managed to bring it off" (sentence 11). The narrator goes on to suggest that something about the break in routine near the very end of the rehearsal period was responsible, feeling "giddy in the unfamiliar feel of make-up and costumes," the Players "had forgotten to be afraid" (sentence 12). "You had let the movement of the play come and carry them and break like a wave" and "had all put their hearts into their work" (sentence 12). Choice A is incorrect because the passage does mention that the transformational rehearsal took place "bright" (sentence 11) but does not clearly indicate the time of day during which prior rehearsals were held, and it seems likely, given the rehearsal schedule ("doubling and redoubling" sentence 8), that at least some prior rehearsals had taken place at night. Choice B is incorrect because sentence 9 asserts that the "doubling and redoubling" of the rehearsal schedule "seemed only to make matters worse." Choice C is incorrect because there is no evidence in the passage that the director changed his or her style.

ACCUPLACER Next-Generation Reading

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- Downloadable and printable PDFs
- 20 sample questions for each test
- Answer key
- Rationale for correct/incorrect answers
- Can be linked on campus web site
- Provide just the ones required to avoid confusing students

Free Web-Based Study App

accuplacerpractice.collegeboard.org

- Free!
- Operates on computer, tablet, or smartphone
- Study modes
 - Learn as You Go mode provides feedback after each question
 - Sample Test mode provides feedback at the conclusion of the practice test
- Overall score plus strand scores

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ACCUPLACER

Returning Users

Login

[Forgot Your Password?](#)

Get the FREE Web-Based Study App!

Create an account using any email address. Your institution may provide recognition for your practice so consider registering with your institution email address. You will be required to enter this information each time you login to access the ACCUPLACER practice tests.

Passwords must be a minimum of 6 characters in length and contain **all** of the following:

- at least one numeric character
- at least one uppercase character
- at least one lowercase character
- at least one symbol character

Sign Up

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Understanding Skills Insight Statements

Skills Insight™

Next-Generation Quantitative Reasoning, Algebra, and Statistics

Score range: 236 and below
Students scoring in this band may demonstrate the following skills and knowledge:

- Identify a graph that represents a set of univariate data
- Identify a set of univariate data
- Identify a set of univariate data
- Identify a set of univariate data

Score range: 237–249
Students scoring in this band can typically demonstrate the following additional skills or knowledge:

- Identify a linear equation or inequality that represents a graph
- For a linear equation in two variables, given one value, calculate or find the other value
- Evaluate a numerical expression involving unit rate, ratio, proportion, and unit conversion

Score range: 250–262
Students scoring in this band can typically demonstrate the following additional skills or knowledge:

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

Score range: 263–275
Students scoring in this band can typically demonstrate the following additional skills or knowledge:

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

Score range: 276 and above
Students scoring in this band can typically demonstrate the following additional skills or knowledge:

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

Skills Insight™

Next-Generation Reading

Score range: 236 and below
Students scoring in this band are beginning to demonstrate the foundational skills and knowledge needed to be college and career ready.

Score range: 237–249
Students scoring in this band can typically demonstrate the following skills and knowledge in somewhat challenging to moderately challenging texts:

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

Score range: 250–262
Students scoring in this band can typically demonstrate the following additional skills and knowledge in moderately challenging texts:

- Locate and interpret subtly stated information in and determine an implicit central idea, theme, or purpose of

Score range: 263–275
Students scoring in this band can typically demonstrate the following additional skills and knowledge in moderately challenging to complex texts:

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

Score range: 276 and above
Students scoring in this band can typically demonstrate the following additional skills and knowledge in complex to highly complex texts:

- Determine a complex function of a part of a text in relation to the whole text
- Determine a complex to highly complex central claim or counterclaim of a text
- Reach complex to highly complex or subtle assessments

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Your ACCUPLACER Score Report

- Students can request their ACCUPLACER test scores and receive a copy of their Individual Score Report
- Useful if transferring test scores to a new institution
- To request scores, the student:
 - Enters the same demographic information as when they tested to locate scores
 - Receives an email requiring further verification of identity

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Test Center Locator

If a student can't test on campus...

- Allows students to search for convenient locations for testing
- Search by country, city/state, and zip code
- Details provided by Remote Testing locations

Dixie State University	Ogden-Weber Technical College	Salt Lake Community College	Snow College
Dixie State University Riley McMullin 46 South 1000 East North Plaza - East Entrance St. George, UT 84770, US mcmullin@dixie.edu Monday-Friday 9:00 AM-4:00 PM Cost: \$20	Ogden-Weber Technical College Northern Utah Academy for Math, Engineering, and Science (NUAMES) Steve Davis 2750 N University Park Blvd Layton, UT 84041, US sdavis@dsdmail.net	Salt Lake Community College SLCC-Redwood Testing Staff 4600 S. Redwood Road Construction Trades Building-Testing Services-Outside Proctoring (Room 033B) Salt Lake City, UT 84123, US testingservices@slcc.edu Test Center Hours: Monday-Thursday 8:00 A.M. to 7:00 P.M. (Last testing at 6:00 P.M.)	Snow College Richfield Campus Elizabeth Cazier 200 South 800 West Richfield, UT 84701, US elizabeth.cazier@sno.w.edu Monday - Friday 9:00 AM to 4:00 PM Cost: \$10

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
The Testing Experience

- Computer-adaptive testing provides a custom experience for each student
- Next test item chosen based on prior responses
- Untimed
- Save and Finish Later for multiple choice tests
- Disability accommodations available
 - Accessibility Wizard
 - Support for screen readers
 - Paper-and-pencil versions including Braille
- Remote testing available on other campuses or with virtual proctoring

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What a Student Sees

1. After the Proctor starts the test, the Student Privacy Policy will appear.
2. Students must click *Accept* to continue with testing.
3. The student is then prompted to enter an ID number, Last Name and DOB.
4. On the next screen, the student completes additional required fields, after which the test session launches with sample questions and then proceeds into the actual test questions.

Institution Name *Keith Henry Demo Campus	Site Name Henry Community College Testing	
* Student ID <input type="text"/>	* Confirm Student ID <input type="text"/>	* Last Name <input type="text"/>
* Date of Birth <input type="text" value="MM/DD/YYYY"/> 		
<input type="button" value="Back"/>		<input type="button" value="Next"/>

INFORMATION COLLECTED

The following data may be collected from students: test scores, test related data and personally identifiable information.

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Check With Your Testing Center

- Logins available for advisors to generate ISRs
- WritePlacer Response Report to view a student's written essay
- What is your institution's test-retest policy?