

# Prepare for Placement

## Impact of Placement Tests on New College Students

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**ACCUPLACER®**

 **CollegeBoard**

# Agenda

- Placement tests and their impact on student's
- ACCUPLACER Program
- Next-Generation ACCUPLACER Tests
  - Reading
  - Writing
  - Math
- Account Setup
- Placement Decisions
- Q&A

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# Placement Tests



# Placement Tests

## What are they?

- Higher ed institutions use placement tests in subjects like reading, writing, and math, to determine the academic skill level of entering students
- Results are used to place students in classes appropriate for their skill level
- Almost all two-year colleges and many public four-year colleges require students to take at least one placement test when they first get to campus
  - 92% of 2-yr institutions use placement tests to determine if students need remediation
    - The most commonly used placement exam is ACCUPLACER
  - The National Center for Education Statistics has seen an upward trend in enrollment of American Indian/Alaska Native students in both two and four-year institutions, with over half of the enrolled AI/AN population attending a four-year institution
  - 56% of Hispanic and 44% of Black students begin their college experience at a 2-yr institution

# Academic Impact of Placement Tests

Nearly half (45%) of the students come from middle, upper-middle, and high-income families.

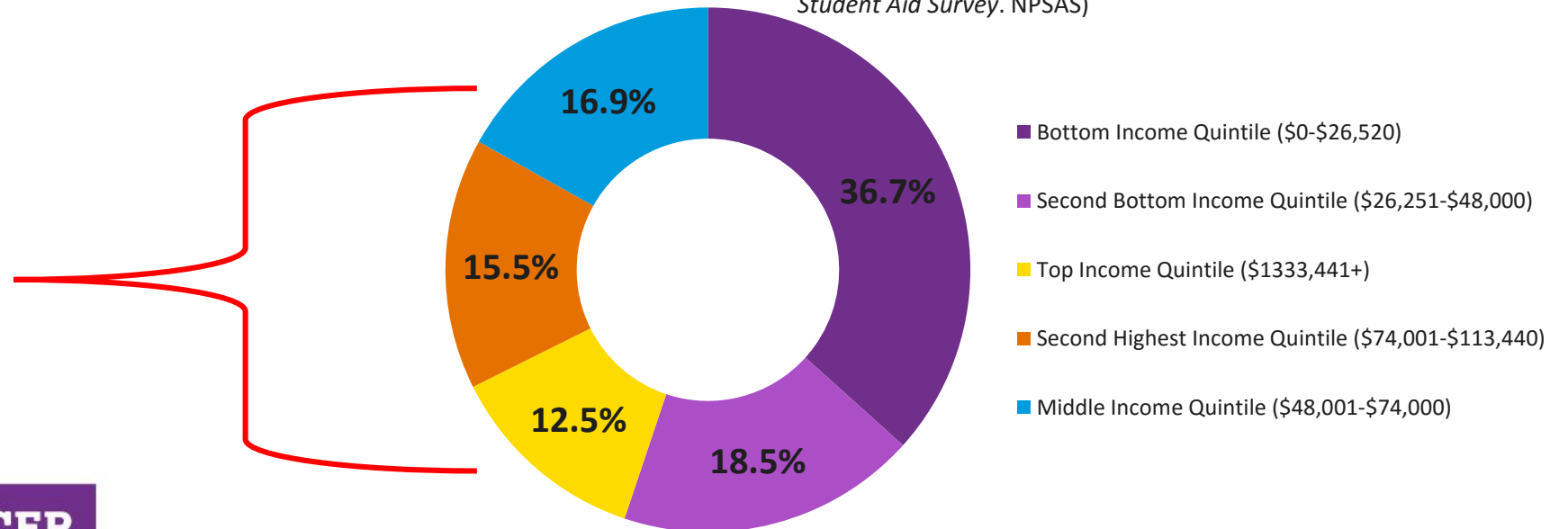
- Placement tests should be considered “high stakes” as their results greatly impact a student’s college experience
- Test results determine if a student is placed in a credit-bearing course or if a remedial course is more appropriate
- Contrary to popular belief, remedial education is not confined to low-income students

## Percent of each subgroup enrolled in remediation

(Corequisite Remediation: Spanning the Completion Divide.)

### Household Income of First-year Student Enrolled in Remediation

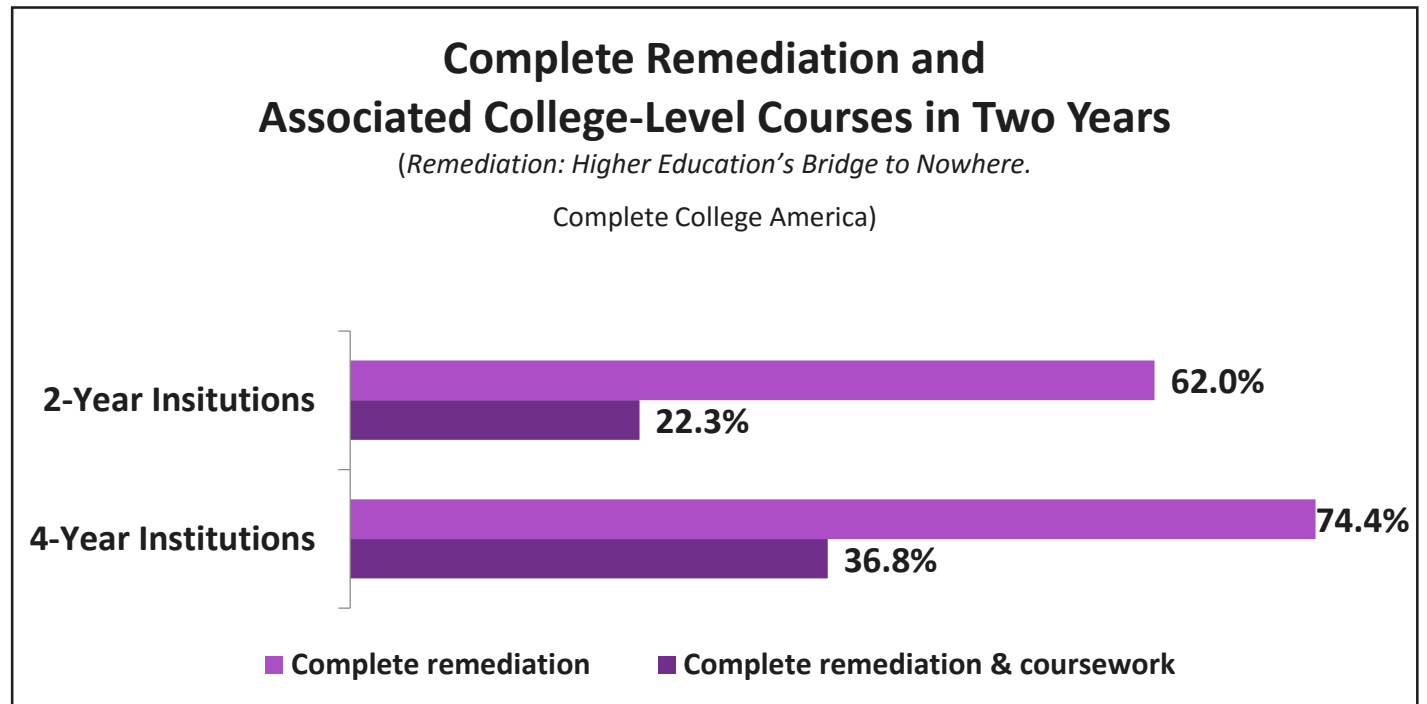
(Education Reform Now Analysis of National Postsecondary Student Aid Survey. NPSAS)



# Academic Impact of Placement Tests

Continued

- Few remedial students ever enroll in, let alone complete their introductory courses in math and English
- **Only 17% go on to graduate with a bachelor's degree; 26% with an associate's degree or certificate**



# Financial Impact of Placement Tests

- Remedial courses are not credit-bearing and do not count toward a degree, meaning students stay at institutions longer if they graduate at all
- While Pell Grants can be used to pay for remedial courses, most financial aid can only be used towards credit-bearing coursework
- With the average college semester costing in-state students \$3,440 at a community college or \$9,410 at a four-year institution, over time, this can result in thousands of additional out of pocket expenses, to pay for courses that don't get the student any closer to their ultimate goals

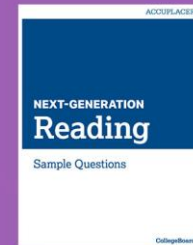


# Prepare Students for Placement

## How to do it

- A student's first introduction to the placement testing should not be their first day on campus
- Educate students before they leave high school on what they can expect when they first arrive on campus
- Encourage students to prepare by brushing up on the skills needed to be successful in first-year college courses.
  - Utilize ACCUPLACER's free print and online student resources

## Encourage Practice





# ACCUPLACER Practice Resources

## Free Print Sample Questions!

- Visit our website to print and distribute subject specific sample questions

2. A club has 36 members. If each member donates 12 items for an auction, how many items will there be in the auction?  
A. 48  
B. 108  
C. 422  
D. 432

2. **Choice D is correct.** To find the total number of items, multiply the total number of members by the number of items each member will donate. This is represented by  $36 \times 12 = 432$ . Choice A is incorrect because this results from adding instead of multiplying. Choice B is incorrect because a multiplication error was made. This results from not using a placeholder zero or writing the numbers starting in the tens place when multiplying the second digit. Choice C is incorrect because a multiplication error was made. This results from making an error when carrying from the ones digit to the tens digit.

[accuplacer.collegeboard.org/student/practice](https://accuplacer.collegeboard.org/student/practice)

# Practice App

## Free Online Study App

- Practice from any phone, tablet, or electronic device with our free web-based study app
- [www.accuplacerpractice.collegeboard.org](http://www.accuplacerpractice.collegeboard.org)



**ACCUPLACER**

Arithmetic

Directions

Solve the following problem and choose the best answer.

Question 5 of 20

What is the sum of 17.25 and 1.725, to the nearest integer?

**Incorrect**

You selected answer A; the correct answer is B.

<b>B</b>	19
<b>A</b>	20

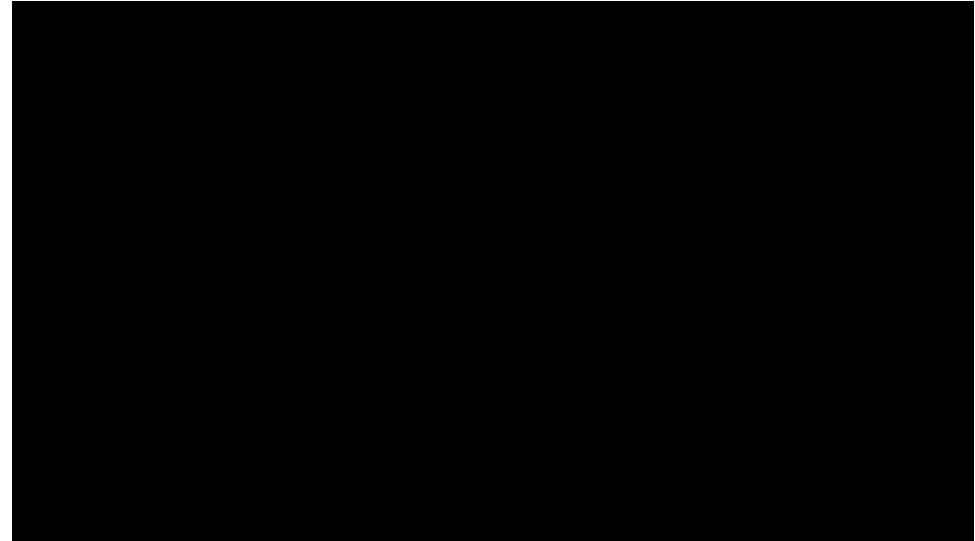
Rationale

Choice B is correct. The sum of 17.25 and 1.725 is  $17.25 + 1.725 = 18.975$ , which rounded to the nearest integer is 19.

[Finish this test later](#)

Next

# Student Onboarding



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# ACCUPLACER Program



# What is ACCUPLACER?



ACCUPLACER is a **computer-adaptive** assessment system designed to measure student readiness for credit-bearing college courses.

- It consists of rigorous, reliable, and valid test content
- It quickly, accurately and efficiently assesses students skills
- It is delivered on a robust test platform
  - Internet-based
  - 24/7 access
  - Continuous enhancement
- It includes an array of free services
  - Professional Development
  - Technical Support

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# Next-Generation ACCUPLACER

- Next-Generation ACCUPLACER launched September 2016
- Classic ACCUPLACER tests will retire on January 28, 2019

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## Why we did it

- ACCUPLACER has been administered for over 30 years.
- We paid close attention to:
  - research and evidence on what matters most for college and career readiness and success
  - curriculum trends
  - user feedback

## How we did it

- Next-generation test specifications are:
  - aligned to the same content domain continuum as the redesigned SAT suite of assessments
  - aligned to states that have adopted college and career readiness standards
  - connected to instruction
  - developed following College Board's guiding principles
  - Test design approach considers both STEM and non-STEM math pathways

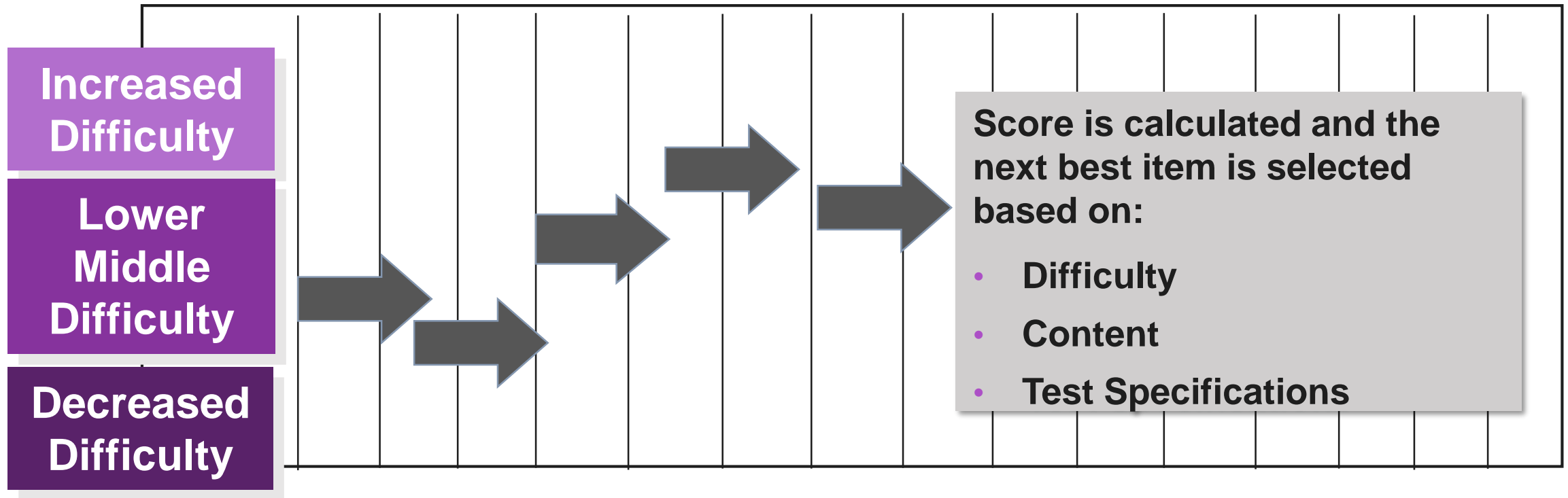
# Classic vs. Next-Generation

Category	Classic ACCUPLACER	Next-Generation ACCUPLACER
Tests	<ul style="list-style-type: none"><li>• Reading Comprehension</li><li>• Sentence Skills</li><li>• Arithmetic</li><li>• Elementary Algebra</li> <li>• College-Level Math</li></ul>	<ul style="list-style-type: none"><li>• Reading</li> <li>• Writing</li><li>• Arithmetic</li><li>• Quantitative Reasoning, Algebra, and Statistics</li><li>• Advanced Algebra and Functions</li></ul>
Score Reporting	<ul style="list-style-type: none"><li>• Scale ranges from 20 to 120</li></ul>	<ul style="list-style-type: none"><li>• Scale ranges from 200 to 300</li></ul>


WritePlacer and ESL tests will remain the same

# Computer-Adaptive Testing

The ACCUPLACER platform delivers a customized testing experience by using prior answers to estimate which items the student is likely to answer successfully.





A photograph of a classroom scene, overlaid with a semi-transparent purple filter. In the center, a male teacher in a light blue shirt and dark trousers is gesturing with his hands while speaking to two students. The students, a young man and a young woman, are standing and listening. The young man is wearing a patterned shirt and jeans, and the young woman is wearing a plaid shirt and jeans. They are holding papers. In the background, there are bookshelves filled with books, a large window looking out onto trees, and several rows of empty student desks and chairs. The text "Next-Generation ACCUPLACER Reading Test" is written in white, bold, sans-serif font across the middle of the image, with a horizontal white line above the word "Next-Generation".

# Next-Generation ACCUPLACER Reading Test

# Next-Generation Reading

## Test Overview

### Test Format

- 20 questions
  - no change in # of items
  - 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.

# Reading Set 1

## Literary Passage

### LITERARY PASSAGE

QUESTION 1

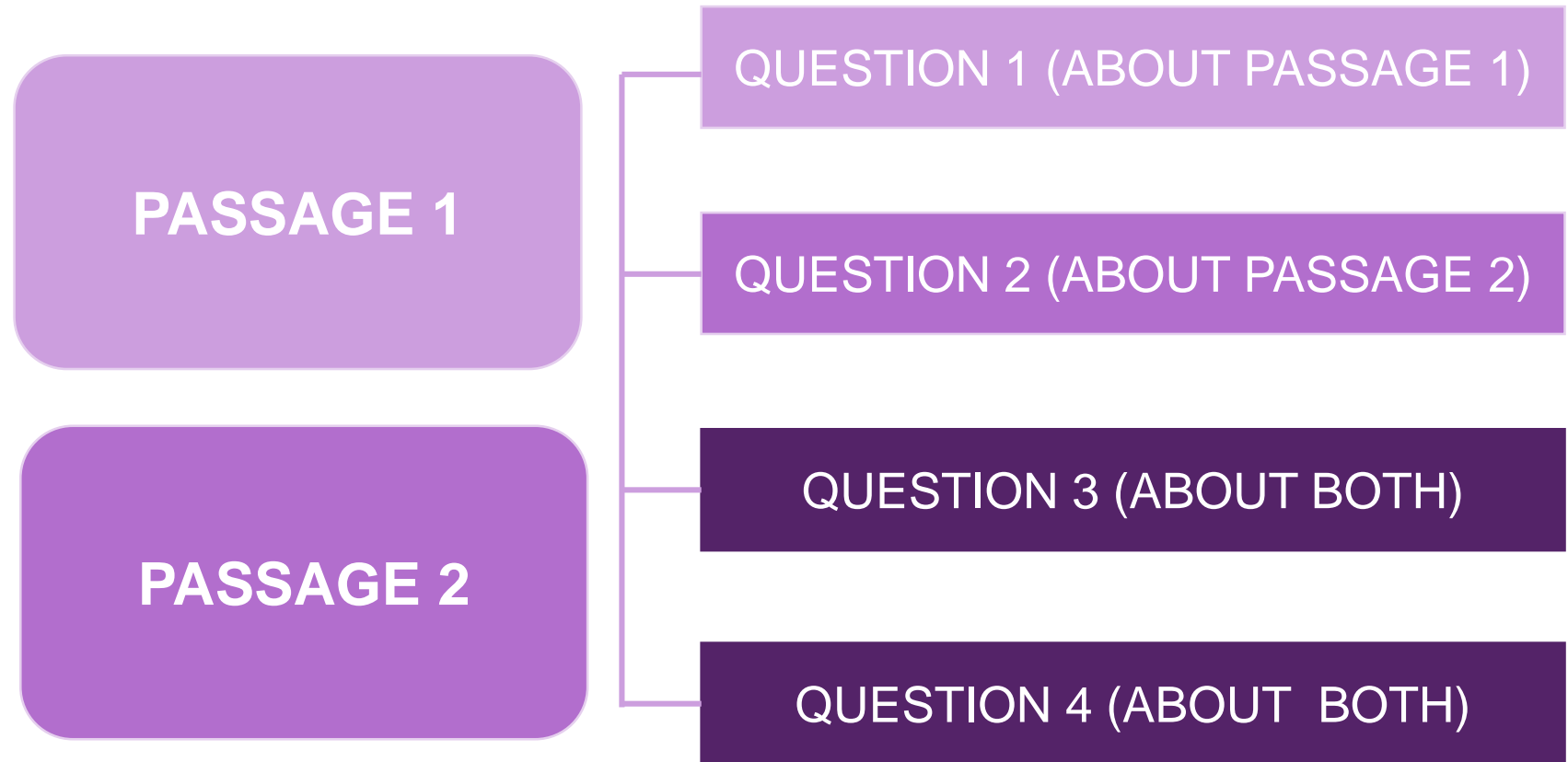
QUESTION 2

QUESTION 3

QUESTION 4

# Reading Set 2

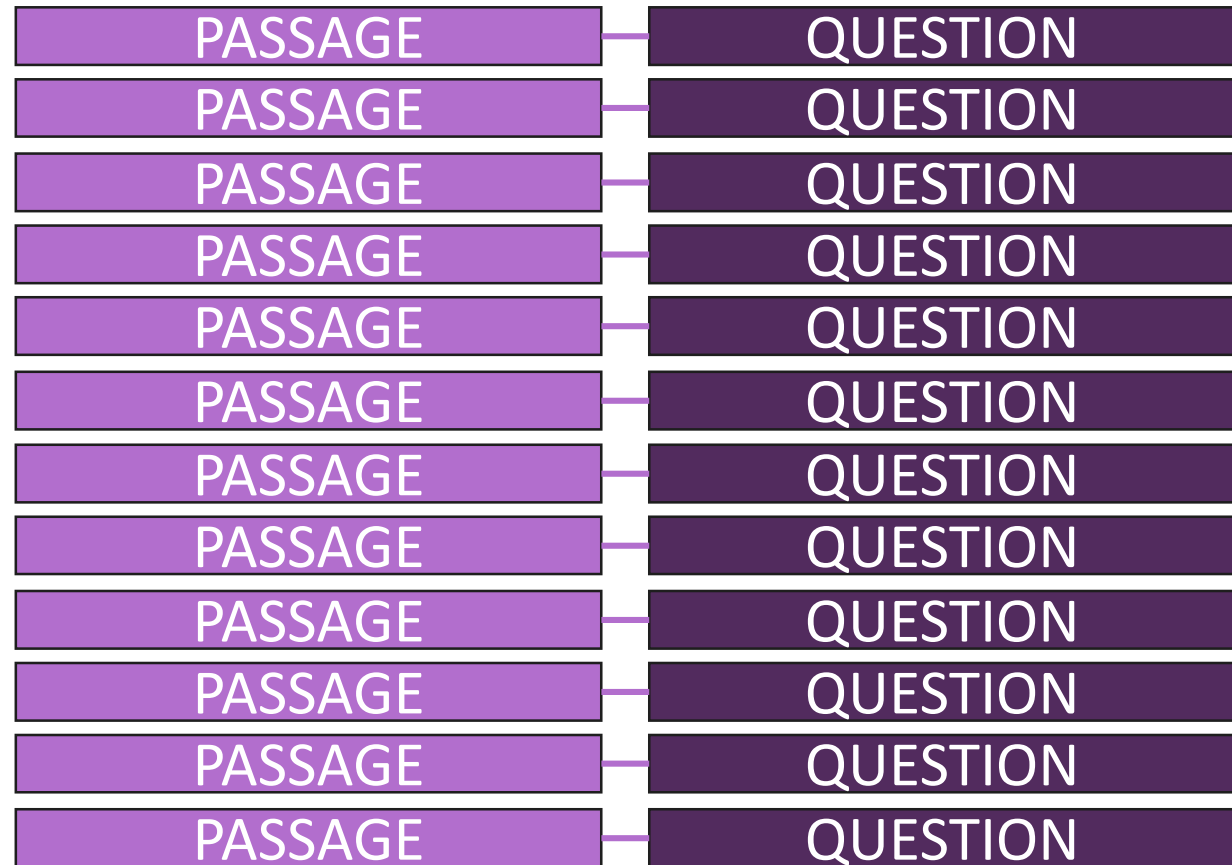
## Paired Passages



# Reading

## Discrete Questions

- 12 questions
- Passages are informational and range in content areas from science, humanities, or careers/history/social studies
- Passages are 75-200 words long



# Next-Generation Reading

## Test Specifications

Content Areas	Number of Questions	Percentage of Test
Set-based questions		
1 literary set	4	20
1 informational paired set	4	20
Discrete questions		
Informational	12	60
Total	20	100

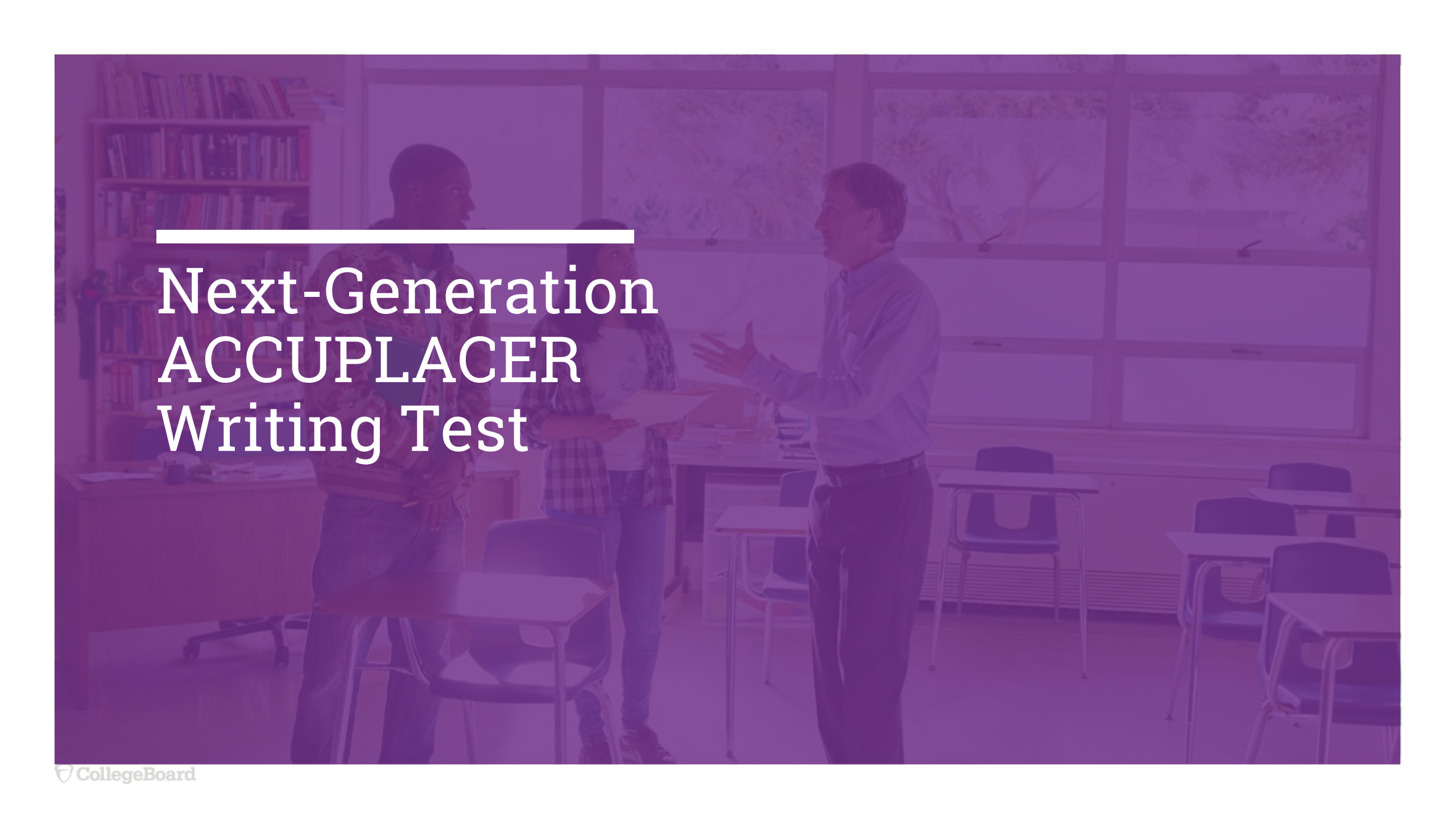
Question content distribution	Number of Questions	Percentage of Test
Information and Ideas	7-11	35-55
Rhetoric	7-11	35-55
Synthesis	2	10
Vocabulary	2-4	10-20

# Next-Generation Reading

## Test Content

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



A photograph of a classroom scene, overlaid with a semi-transparent purple filter. In the foreground, a male teacher in a light blue shirt and dark trousers is gesturing with his hands while speaking to two students. The students, a male and a female, are standing and listening. The male student is wearing a patterned shirt and jeans, and the female student is wearing a plaid shirt and jeans. They are holding papers. In the background, there are bookshelves filled with books, a desk, and large windows looking out onto a green landscape. Several empty student desks and chairs are visible in the foreground and middle ground.

# Next-Generation ACCUPLACER Writing Test



# Next-Generation Writing

## Test Overview

### Test Format

- 25 multiple choice questions
  - 5 sets of 5

### Content Areas

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

### Text Complexity Ranges

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

### Content Domains

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

### Text Length

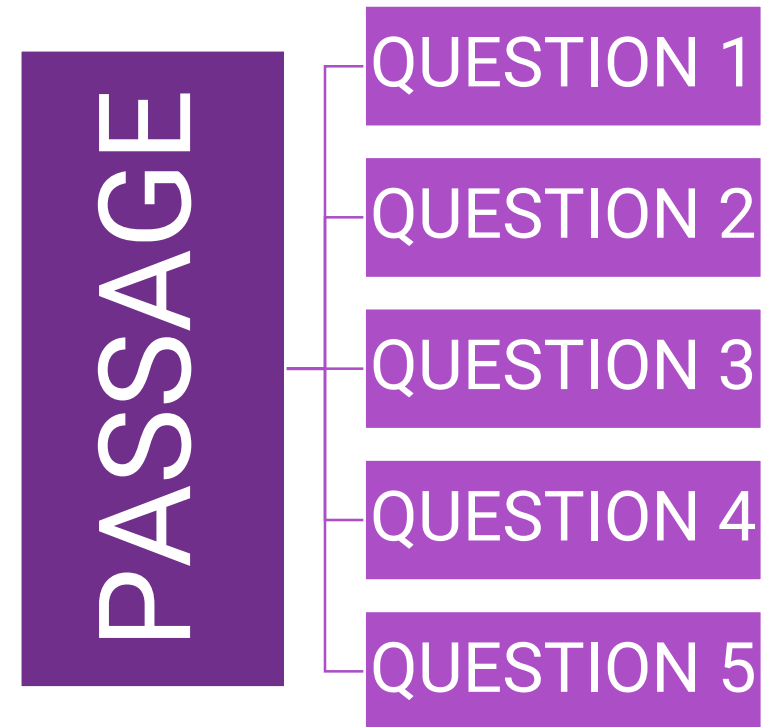
- 300-350 words-multi paragraph
- **Commissioned essays – a mix of literary and informational**

# Writing

## Passage-Based Sets

- 25 questions total
- 5 passage-based sets consisting of 5 questions each

5 x



# Next-Generation Writing

## Test Specifications

Content Areas	Number of Questions	Percentage of Test
Set-based questions		
1 literary set	5	20
4 informational paired set	20	80
Total	25	100

Question content distribution	Number of Questions	Percentage of Test
Expression of Ideas <ul style="list-style-type: none"><li>• Development</li><li>• Organization</li><li>• Effective Language Use</li></ul>	14-16	56-64
Standard English Conventions <ul style="list-style-type: none"><li>• Sentence Structure</li><li>• Conventions of Usage</li><li>• Conventions of Punctuation</li></ul>	9-11	36-44

# Next-Generation Writing

## Test Content

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

# Next-Generation Writing

## Test Content, continued

Content Dimension	Description
<b>Sentence Structure</b>	
Sentence boundaries	The student will recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons).
Subordination and coordination	The student will recognize and correct problems in coordination and subordination in sentences.
Parallel structure	The student will recognize and correct problems in parallel structure in sentences.
Modifier placement	The student will recognize and correct problems in modifier placement (e.g., misplaced or dangling modifiers).
Inappropriate shifts in verb tense	The student will recognize and correct inappropriate shifts in verb tense within and between sentences.
Inappropriate shifts in verb voice and mood	The student will recognize and correct inappropriate shifts in verb voice and mood within and between sentences.
Inappropriate shifts in pronoun person and number	The student will recognize and correct inappropriate shifts in pronoun person and number within and between sentences.
<b>Conventions of Usage</b>	
Possessive determiners	The student will recognize and correct cases in which possessive determiners ( <i>its</i> , <i>your</i> , <i>their</i> ), contractions ( <i>it's</i> , <i>you're</i> , <i>they're</i> ), and adverbs ( <i>there</i> ) are confused with each other.
Noun agreement	The student will recognize and correct lack of agreement between nouns.
Pronoun clarity	The student will recognize and correct pronouns with unclear or ambiguous antecedents.



# Next-Generation Writing

## Test Content, continued

Content Dimension	Description
Pronoun-antecedent agreement	The student will recognize and correct lack of agreement between pronoun and antecedent.
Subject-verb agreement	The student will recognize and correct lack of agreement between subject and verb.
Frequently confused words	The student will recognize and correct instances in which a word or phrase is confused with another (e.g., <i>accept/except</i> , <i>allusion/illusion</i> ).
Logical comparison	The student will recognize and correct cases in which unlike terms are compared.
Conventional expression	The student will recognize and correct cases in which a given expression is inconsistent with Standard Written English.
<b>Conventions of Punctuation</b>	
End-of-sentence punctuation	The student will recognize and correct inappropriate uses of ending punctuation in cases in which the context makes the intent clear.
Within-sentence punctuation	The student will correctly use, recognize, and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences; ellipses to indicate a pause or omission; and colons to introduce lists or quotations.
Possessive nouns and pronouns	The student will recognize and correct inappropriate uses of possessive nouns and pronouns, as well as differentiate between possessive and plural forms.
Items in a series	The student will correctly use, recognize, and correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.
Nonrestrictive and parenthetical elements	The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements, as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.
Hyphenation conventions	The student will recognize and correct violations of hyphenation conventions.
Unnecessary punctuation	The student will recognize and correct cases in which unnecessary punctuation appears in a sentence.

A photograph of a classroom scene, overlaid with a semi-transparent purple filter. In the center, a male teacher in a light blue shirt and dark trousers is gesturing with his hands while speaking to two students. On the left, a male student in a patterned shirt and jeans holds a stack of books. Next to him, a female student in a plaid shirt and jeans holds a piece of paper. They are standing in a classroom with several rows of desks and chairs. In the background, there is a large window looking out onto trees and a bookshelf filled with books. The text 'ACCUPLACER WritePlacer Test' is written in white, bold, sans-serif font across the middle of the image, with a white horizontal line above the word 'ACCUPLACER'.

# ACCUPLACER WritePlacer Test

# WritePlacer

## Essay

- Test remains the same

## Test Summary

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
- 
- 17 prompts available

## Timed or Untimed

- If timed, in 10-minute increments up to 2 hours

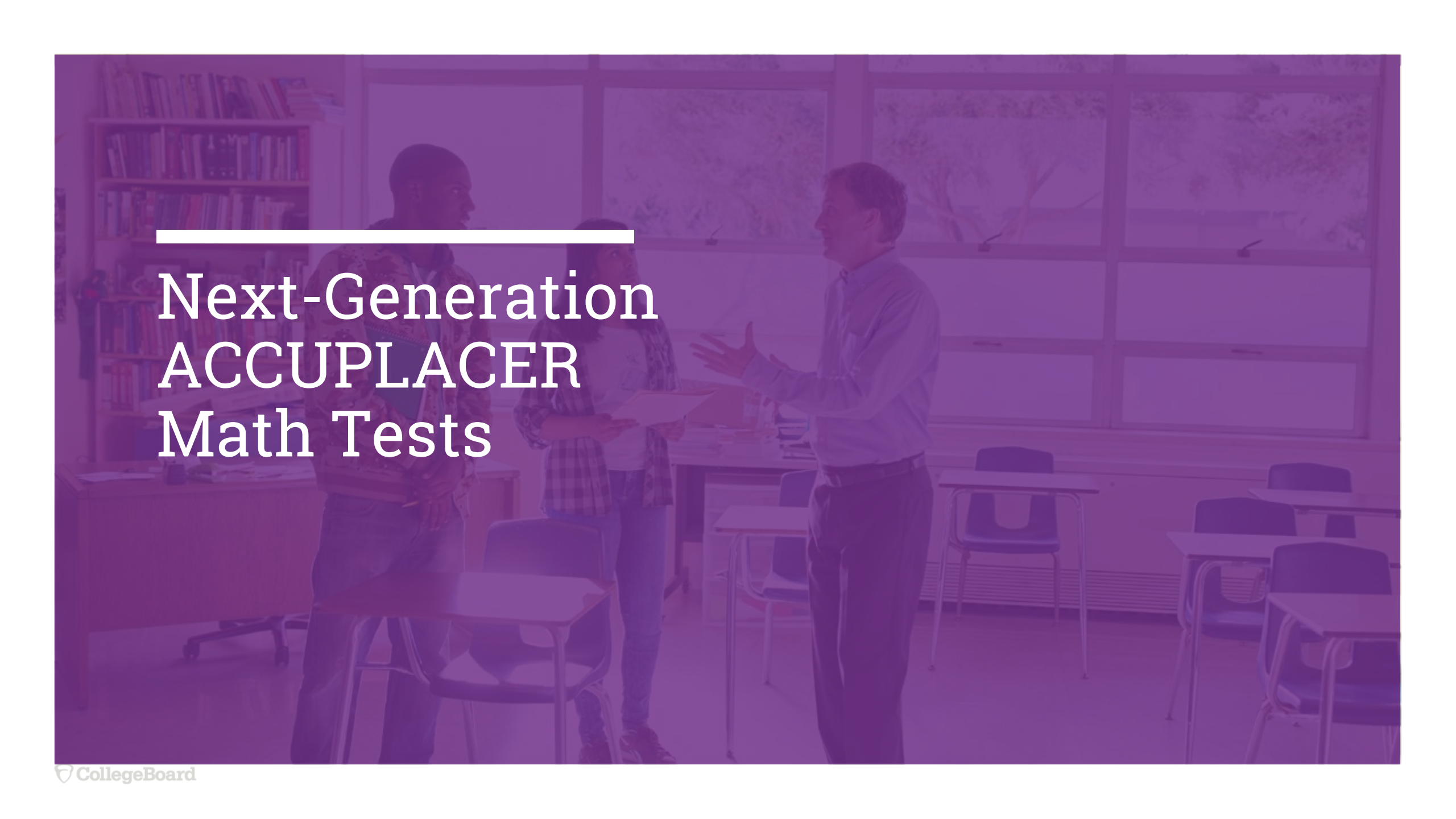
## Clock

- On or off
- Count down or count up

## Student Essay Report

- Reports can be run to extract writing samples for review by faculty



A photograph of a classroom scene, overlaid with a semi-transparent purple filter. In the center, a male teacher in a light blue shirt and dark trousers is gesturing with his hands while talking to two students. The students, a young man and a young woman, are standing and looking at the teacher. The young man is wearing a patterned jacket and jeans, and the young woman is wearing a plaid shirt and jeans. They are holding some papers. In the background, there are bookshelves filled with books, a large window looking out onto trees, and several rows of empty student desks and chairs. The overall atmosphere is educational and collaborative.

# Next-Generation ACCUPLACER Math Tests

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# Next-Generation Arithmetic

## Test Overview

### Test Format

- 20 discrete multiple-choice questions
- Calculator usage: 4-function calculator available for some items

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### Content Assessed

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

### Skills Assessed

- Computational fluency
- Conceptual understanding
- Applications woven throughout many strands

# Next-Generation Arithmetic

## Test Specifications

Content Areas	Number of Questions	Percentage (%) of Test
Whole number operations	3-5	15-25
Fraction operations	3-5	15-25
Decimal operations	3-5	15-25
Percent	3-5	15-25
Number comparisons and equivalents	3-5	15-25
<b>Total</b>	<b>20</b>	

# Next-Generation Arithmetic

## Test Content

### Content Dimensions and Descriptions

#### Whole number operations

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

#### Fraction operations

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

#### Decimal operations

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

#### Percent

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

#### Number comparisons and equivalents

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

# Next-Generation Quantitative Reasoning, Algebra, and Statistics (QAS)

## Test Overview

### Test Format

- 20 discrete multiple-choice questions
- Calculator usage: 4-function calculator and square root available for some items

### Content Assessed

- 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

- Computational fluency
- Conceptual understanding
- Applications woven throughout many strands

# Next-Generation QAS

## Test Specifications

Content Areas	Number of Questions	Percentage (%) of Test
Rational numbers	1-3	5-15
Ration and proportional relationships	3-4	15-20
Exponents	2-3	10-15
Algebraic expressions	2-3	10-15
Linear equations	2-4	10-20
Linear applications and graphs	2-4	10-20
Probability and sets	1-3	5-15
Descriptive statistics	1-3	5-15
Geometry concepts for Pre-Algebra	1-2	5-10
Geometry concepts for Algebra 1	1-2	5-10
<b>Total</b>	<b>20</b>	

# Next-Generation QAS

## Test Content

### Content Dimensions and Descriptions

#### Rational numbers

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

#### Ratio and proportional relationships

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

#### Exponents

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

#### Algebraic expressions

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

#### Linear equations

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

#### Linear applications and graphs

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

#### Probability and sets

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

#### Descriptive statistics

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

#### Geometry concepts for Pre-Algebra

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

#### Geometry concepts for Algebra 1

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

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# Next-Generation Advanced Algebra and Functions (AAF)

## Test Overview

### Test Format

- 20 discrete multiple-choice questions
- Calculator usage: 4-function, square root, graphing calculator available for some items

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### Content 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

### Skills Assessed

- Computational fluency
- Conceptual understanding
- Applications woven throughout many strands



# Next-Generation AAF

## Test Specifications

Content Areas	Number of Questions	Percentage (%) of Test
Linear equations	2-3	10-15
Linear applications and graphs	2-3	10-15
Factoring	1-2	5-10
Quadratics	2-3	10-15
Functions	2-4	10-20
Radical and rational equations	1-3	5-15
Polynomial equations	1-3	5-15
Exponential and logarithmic equations	1-3	5-15
Geometry concepts for Algebra 1	1-2	5-10
Geometry concepts for Algebra 2	1-2	5-10
Trigonometry	1-3	5-15
<b>Total</b>	<b>20</b>	

# Next-Generation AAF

## Test Content

### 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 nonprism 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

A photograph of a classroom scene with three people. On the left, a young man in a camouflage jacket holds a blue folder. In the center, a young woman in a plaid shirt holds a piece of paper. On the right, an older man in a light blue shirt is gesturing with his hands while talking to them. The background shows bookshelves, a desk, and large windows. The entire image has a purple overlay.

# Account Setup

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# Account Setup

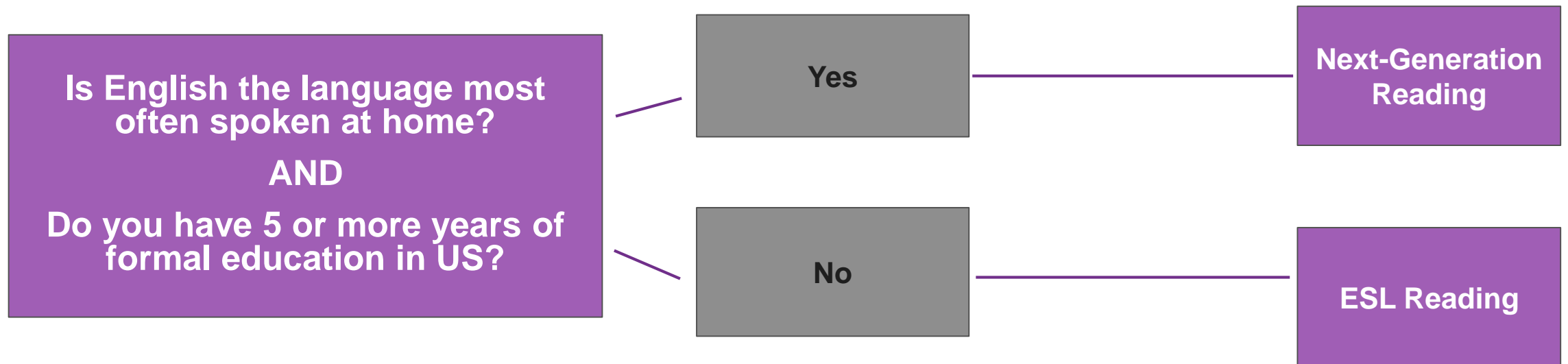
## Decision Points

- Branching Profiles
- Background Questions
- Placement Messages
- Multiple Factors



# Branching Profiles

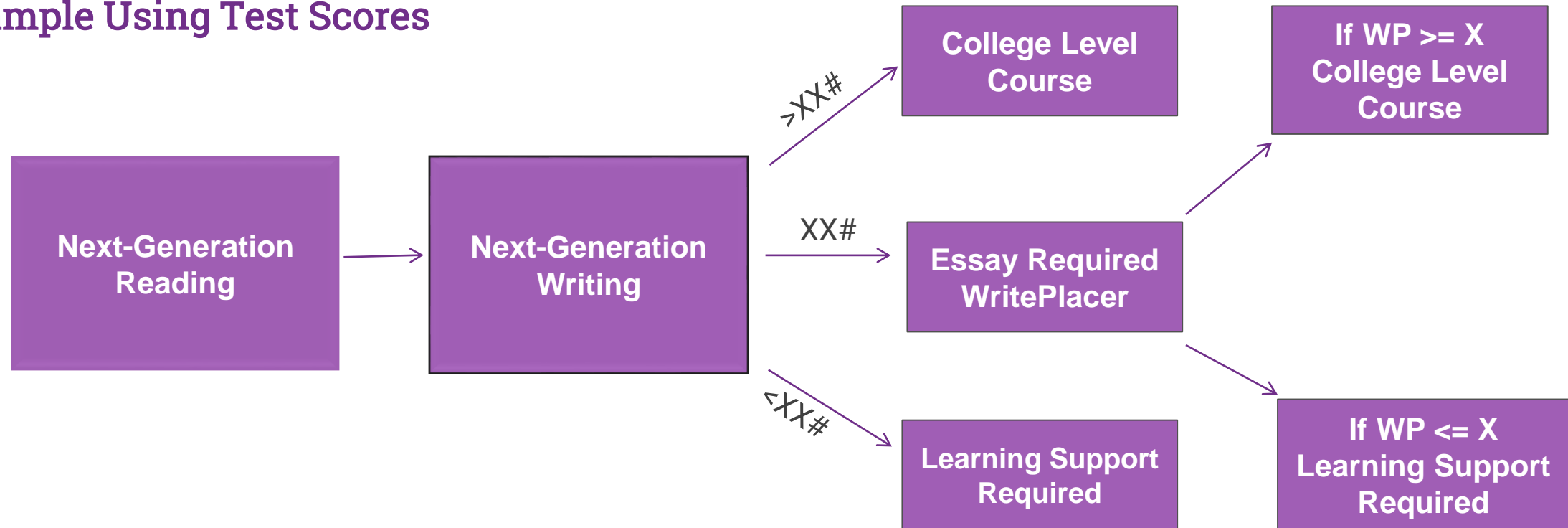
## Sample using Background Questions\*



\*Best Practice – use more than one BQ question to determine initial test

# Branching Profiles: Reading & Writing

## Sample Using Test Scores



# Configurable Placement Rules\*

## Rule

IF

(	1.0	times the score of	*** Next-Generation Reading	greater than or equal	250		AND	+	
	1.0	times the score of	*** Next-Generation Writing	greater than or equal	265	)	OR	+	
	1.0	times the score of	Writeplacer Test - WritePlac	greater than or equal	5			+	

THEN

Course Placement is

ENGL101 Composition

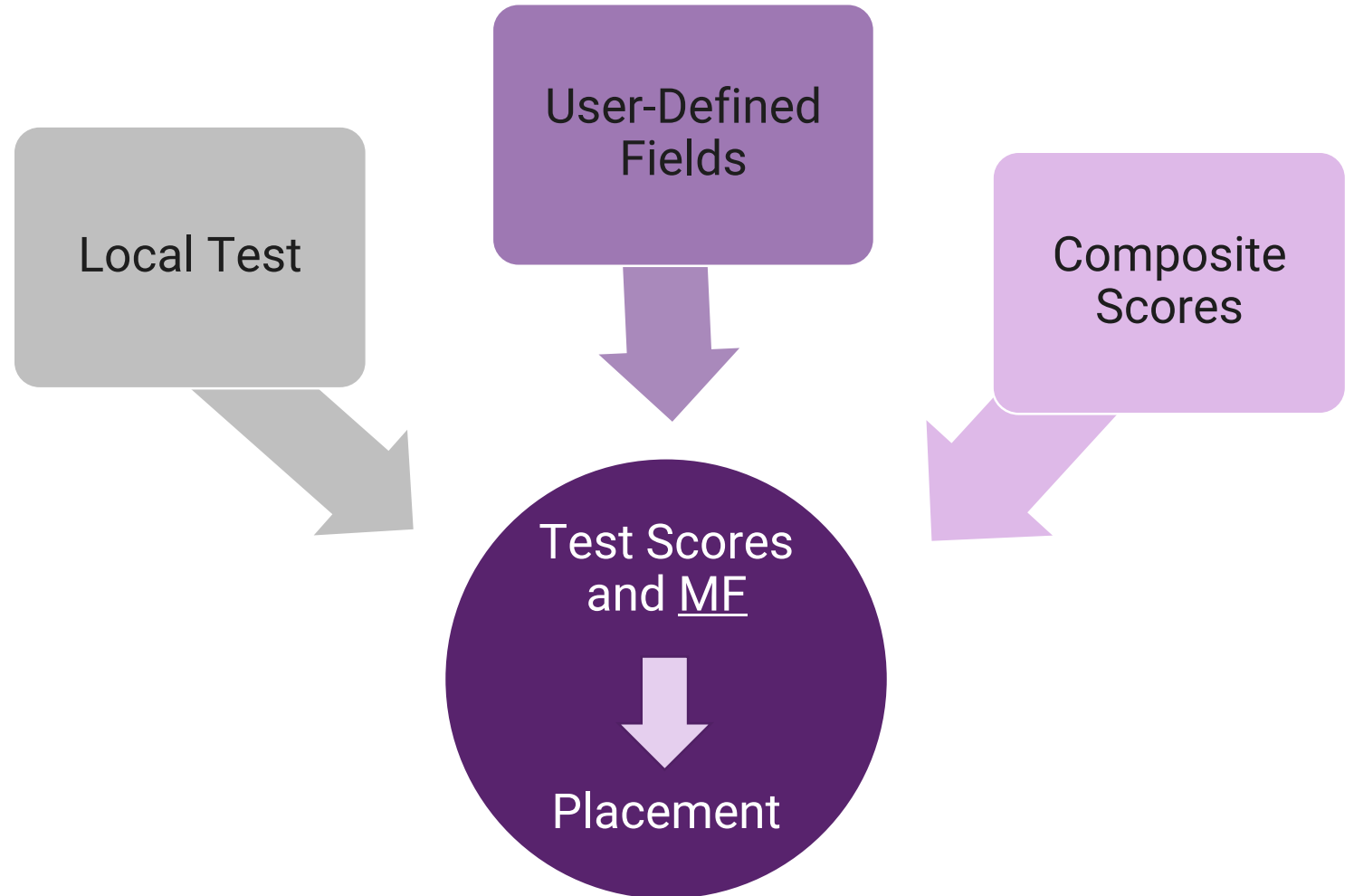
# Multiple Factors

## Options with ACCUPLACER

### Examples

- Non-cognitive factors/grit
- HS GPA/transcript
- HS exit exams
- SAT scores
- Transferred credits/PLA credits
- Faculty authored Local Tests
- Scores from other assessments

Will multiple factors be used—and what measures might be included?





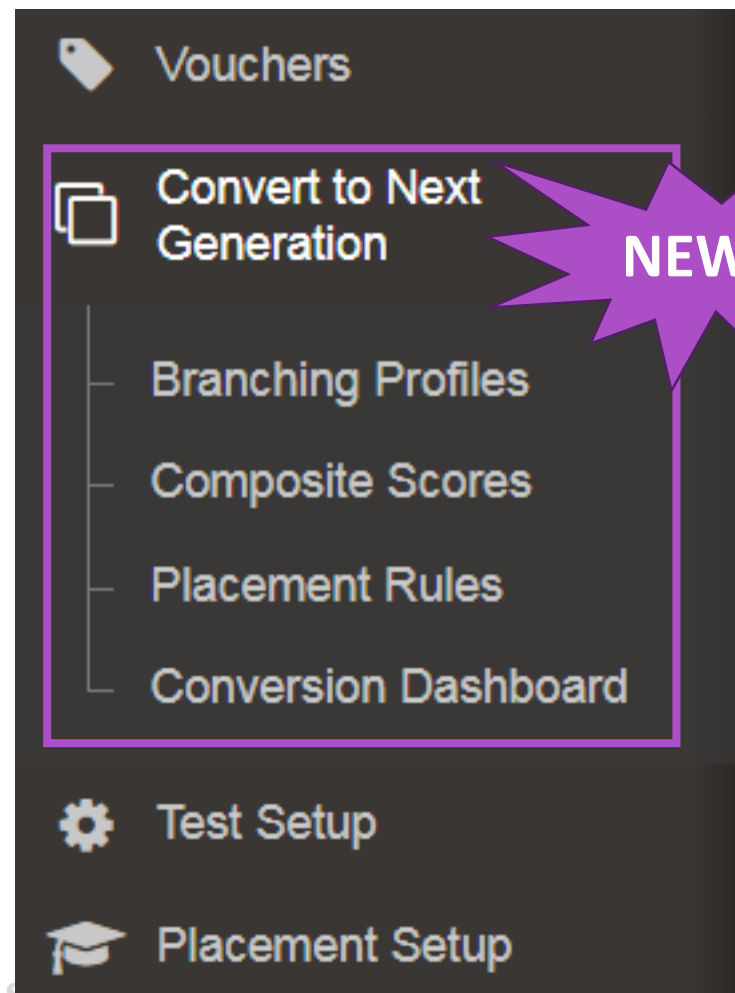
# Addition of Conversion Tools

The following Conversion Tools have been created to assist you:

- Convert Branching Profiles
- Convert Composite Scores
- Convert Placement Rules
- Conversion Dashboard

These tools will help you convert *some* of your existing settings from Classic to Next-Generation.

**NOTE:** The automated conversion completes at a point in time (March 25). If you make changes to your Classic BPs, CSs, or PRs after the automated conversion, the automatically converted items **will not** include those changes.



A photograph of a classroom scene, overlaid with a semi-transparent purple filter. In the center, a male teacher in a light blue shirt and dark trousers is gesturing with his hands while talking to two students. On the left, a Black male student in a camouflage jacket holds a blue folder. Next to him, a female student in a plaid shirt holds a piece of paper. They are standing in front of a desk. In the background, there are bookshelves filled with books, a large window looking out onto trees, and several rows of empty student desks and chairs.

# Placement Decisions

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To ensure valid placement decisions, appropriate course placement scores have to be established.

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# Establishing Placement Scores

Faculty involvement is key!

- 
1. Standard Setting\*
  2. Skills Insight Statements
  3. Concordance Tables

\*The Most Desirable Option

# Standard Setting

- A process implemented to define the level of proficiency necessary for a student to succeed in the course to which they are being placed and the cut score corresponding to that proficiency
- **Who is needed**
  - Standard Setting Panel
  - Institution Policy Makers
- **Process**
  - Describe knowledge, skills, and abilities required to be successful in the course
  - Have panel take each next-generation ACCUPLACER test
- **Product**
  - Performance Level Descriptions (PLDs)
  - Placement Course Scores
- Bookmark methodology is recommended and supported by the College Board

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# Bookmark Methodology & Timeline

- Three-round process in which panelist work through a booklet of ACCUPLACER test questions arranged in order from easiest to hardest.
- Panelists place a bookmark after the number of questions they determine students should be able to answer at a minimum.
- Bookmark timeline:
  1. Locate [instructions](#) on how to request materials are on the Resources tab of the ACCUPLACER Platform
  2. Email your completed form to:  
[externaldatarequest@collegeboard.org](mailto:externaldatarequest@collegeboard.org)
  3. Receive License Agreement, gather appropriate signatures and return to College Board (2-3 weeks)
  4. Receive items (3-4 weeks)
  5. Conduct your standard setting
  6. Send data from standard setting to College Board
  7. Receive scales scores from bookmark finding (4-6 weeks)

# Skills Insight™ Statements

- Statements of what students know and are able to do at different ranges of ACCUPLACER scores
- Example from Next-Generation Reading

## 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
- If a statement matches your list of what students know and are able to do to succeed in the class to which you would like to use the ACCUPLACER test for placement, you may use the corresponding scaled score as your starting course placement score.



# Concordance Tables

## What it is:

- A valid, proven way to compare scores from different assessments
- Used to estimate an examinee's score on one assessment based on their score from a different assessment
- May be used to determine course placement scores on next-generation ACCUPLACER placement tests based on scores successfully used on classic placement tests

## What is required:

- The tests must measure the same thing
- A correlation coefficient of at least 0.866 is needed between scores on the two tests
- The population of students used to create the concordance table should not differ in a meaningful way from the population of students to which the concordance table results will be applied

## The limitations:

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

# Update on Next-Generation Concordance Tables

Coming Spring 2018

Category	Classic ACCUPLACER	Next-Generation ACCUPLACER
Tests	<ul style="list-style-type: none"><li>• Reading Comprehension</li><li>• Sentence Skills</li><li>• Arithmetic</li><li>• Elementary Algebra</li><li>• College-Level Math</li></ul>	<ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li><li>• Arithmetic</li><li>• Quantitative Reasoning, Algebra, and Statistics</li><li>• Advanced Algebra and Functions</li></ul>

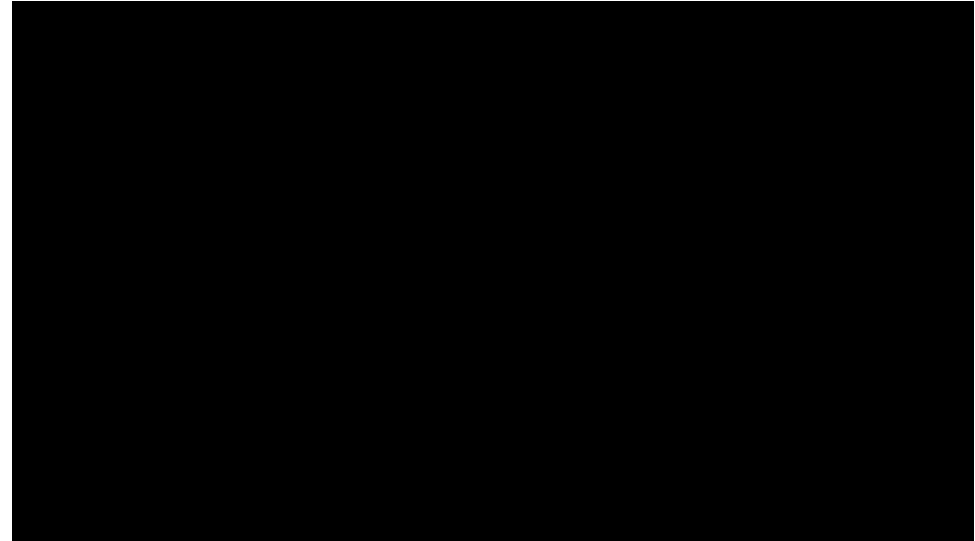
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# Admitted Class Evaluation Service (ACES)

- ACES is a free and confidential online service that evaluates the efficacy of your placement scores
  - Compare ACCUPLACER scores to actual course grades
- Validate the results of your placement policies to refine or make adjustments to course placement scores
  - Best Practice – conduct ACES study after one year and thereafter, every 3-5 years or whenever data points for placement decisions change
- Allows for up to five factors per course (so multiple factors can be included)
- [aces.collegeboard.org](https://aces.collegeboard.org)

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# Setting and Validating Standards



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# Thank You

## Free Resources:

<https://accuplacer.collegeboard.org/next-generation>

## Further Questions:

[accuplacer@collegeboard.org](mailto:accuplacer@collegeboard.org)

[djones@collegeboard.org](mailto:djones@collegeboard.org)