



**ACCUPLACER®**

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# COMPANION™ Administrator's Manual

**2022-23**



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## About ACCUPLACER COMPANION Tests

College Board is committed to ensuring that students who require accommodations receive appropriate accommodations on all of its tests. All College Board tests are designed and administered to ensure that students who require accommodations have the opportunity to demonstrate their abilities within the parameters of each test. On the computer-adaptive tests, accommodations such as extended time, breaks, readers, scribes, and use of assistive technology are provided on an as-needed basis. In addition, all computer-adaptive ACCUPLACER® tests have Accessibility Wizard software built into the testing environment, allowing customized font size and backgrounds to address students who need accommodations in those areas.

For test takers who need accommodated testing, College Board provides COMPANION™ tests, or alternate format ACCUPLACER tests that are available in regular- or large-print paper-and-pencil formats, braille, and audio CD formats. Each ACCUPLACER test, with the exception of ESL Listening, has two corresponding and comparable COMPANION tests. For tests where auto-score is not available, the raw-to-scaled score conversion tables included in Appendix C present the number-correct scores on COMPANION forms converted to ACCUPLACER scaled scores for ESL tests.

### Development of COMPANION Tests and Scoring Tables

The COMPANION forms of multiple-choice tests typically have 1.5 to 2 times as many questions as the corresponding computer-adaptive tests. Questions on COMPANION tests are selected using an automated test assembly program. The program follows the same content specifications for the adaptive tests, resulting in test forms that are proportionally equivalent in content coverage. The program also uses statistical specifications to ensure that selected questions cover the difficulty range, from easy to difficult. The table below shows the ACCUPLACER COMPANION tests available and the length of each.

COMPANION Test	Form	Test Length (No. of Questions)
ESL Reading Skills	H, I	35
ESL Sentence Meaning		
ESL Language Use		
Reading	J, K	40
Writing		
Arithmetic		
Quantitative Reasoning, Algebra, and Statistics		
Advanced Algebra and Functions		

Once questions are selected, content experts and psychometricians verify that the selections meet the content and statistical specifications of the tests. Psychometric reviews include plotting the test characteristic curves of the two alternate forms to examine form comparability. Content experts also review assembled forms to ensure that, as a whole, each form is balanced for contexts, questions are free from unnecessary overlap, and so on. Once all reviewers sign off on the selection, the list detailing the questions for each form, their ordering, and other required information is used to create the COMPANION test and answer sheet. Concurrently, with the creation of the test book and answer keys, raw-to-scaled score conversion tables are created for the COMPANION tests.

The scaled scores for the COMPANION forms roughly reflect a comparable ability level as the same scaled scores obtained in the computer-adaptive mode.

Each simulation is based on the Item Response Theory (IRT) item parameters for the selected questions in each COMPANION form, as well as a uniform theta distribution.

- For each ACCUPLACER test, a uniform distribution of 50,000 theta scores are used as true theta values in the simulation.
- For each COMPANION form, student response data to the selected questions are simulated using the IRT model, the true theta values, and the item parameters for those questions on the COMPANION test.
- The total number correct score is then computed for each simulee.
- At each number correct score, from 0 to the total number of questions, the true theta values for all simulees achieving that score are summarized and the average theta is obtained.
- The average true theta is then mapped to the scaled score using the theta-to-scaled score conversion table established for each computer-adaptive test.

The process described above maps each raw score on a COMPANION test to a score on the scale of the corresponding computer-adaptive test. It should be noted that a specific raw score from the COMPANION tests does not necessarily map to the same scaled score. This is due to small differences in item difficulty distribution across the COMPANION tests. Small differences in difficulty of parallel test forms are found in every Testing program for which adjustments are made through psychometric procedures. This ensures that the scaled scores are on the same metric and thus comparable.

## Steps Taken to Ensure Fairness of ACCUPLACER Tests

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

## Fairness Review

Fairness reviews of ACCUPLACER test questions are performed by two distinct groups of experts. First, when developing questions, College Board assessment specialists apply professional test development standards to identify and eliminate any language, content, words, phrases, or references that may be offensive, upsetting, distracting, or inappropriate to any particular group of students. In addition, all questions are reviewed by external reviewers who are deeply familiar with the student population of interest and the nature and purpose of the test under review. These independent reviewers are typically active classroom teachers and practitioners drawn from a wide range of academic disciplines and demographic backgrounds.

Both groups of fairness reviewers are charged with helping ensure that test questions and stimuli are broadly accessible to the wide-ranging student population that takes the exam, that all questions are clearly stated and unambiguous in their intent, and that no questions unfairly advantage or disadvantage some students.

## Empirical Analysis

College Board psychometricians routinely examine whether test questions (or items) function differently for different groups of students. Statistical analysis, referred to as Differential Item Functioning (DIF), is performed to determine whether there are items on the test where certain groups of students have undue advantage over others. Comparisons of performance on test items are customarily made between different gender and 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 students 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, students of equal proficiency on the test who belong to groups being compared should respond similarly to a given test item. If they do not, the item is said to function differently across groups and is flagged as a DIF item. Flagged items are usually classified into three groups—negligible, moderate, or severe—depending on how different the item performances are among the groups being compared. Items with severe DIF are automatically removed from the item pool, while items with negligible DIF are kept. Items with moderate DIF are reviewed by content experts who are familiar with the diversity of the student population taking the test. When the reviewers determine that the DIF is due to a factor irrelevant to the construct the test is supposed to measure, the item is considered to be biased. Note that for an item to be biased, at least one characteristic of the item that is unfair to one or more groups must be identified.

Finally, as an assessment that serves diverse groups of students, 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.

# COMPANION Tests

## Test Formats

All ACCUPLACER tests, with the exception of the ESL Listening Test, have two corresponding, comparable COMPANION tests. These are available in regular and special formats that include large print, audio CD, and braille. Students who have documented disabilities may be administered the appropriate COMPANION special format tests. Tactile graphics are available to aid visually impaired students with the interpretation of graphs used in a test.

**Special format COMPANION tests are reusable.**

All formats of a COMPANION test have the same content, and any combination of formats may be used during testing. For example, the audio CD or braille version of a test may be used to augment the large-print booklet. Some questions in the math test refer to figures. In such cases, students may refer to the large-print editions or to the braille that has tactile graphics. When combining formats, test administrators must make sure they are all formats of the same COMPANION test. For example, if Form H of a test is to be given, all special formats must be Form H only.

Large-print booklets use 18-point Arial font in the body, headings, and subheadings. The table below provides details on the variations of braille used in each test.

Test	Braille Type
Reading Writing WritePlacer®	Contracted English Braille American Edition (EBAE) and Contracted Unified English Braille (UEB)
ESL Reading Skills ESL Sentence Meaning ESL Language Use WritePlacer ESL	Un-contracted EBAE braille and Un-contracted UEB braille
Arithmetic Quantitative Reasoning, Algebra, and Statistics Advanced Algebra and Functions	Nemeth braille

## Test Security

Protecting the security and confidentiality of ACCUPLACER test materials is critical for ensuring valid test scores.

The ACCUPLACER license agreement requires that all testing be done in a secure and proctored setting. There are no exceptions to this requirement. No student should be allowed to take the test without the constant supervision of a certified proctor.

COMPANION tests are not reusable except for the COMPANION special format tests (large print, braille, and audio CDs). The test administrator is responsible for the security of all testing materials. Except during testing, all test materials must be kept in a locked, secure area that is accessible only to the test administrator.

**When delivering COMPANION tests, students may record their answers only on COMPANION answer sheets. After testing, used regular-print test booklets must be destroyed using secure means. All answer sheets must be retained for 5 years.**

Test materials may not be copied or reproduced in whole or in part, transferred to any other party, or used for any other purpose. Reproduction of a test booklet is a violation of copyright. COMPANION paper materials are available to users of ACCUPLACER to download and print locally at no cost to the institution. In addition to protecting physical copies of printed COMPANION tests, it is the responsibility of your institution to protect

these new digital copies of the tests. Test booklets must not be saved to local computers or networks. The materials can be found under the **COMPANION Processing—COMPANION Materials** submenu and should be printed before each administration.

All breaches of security, whether through carelessness or intentional mishandling of test materials, should be reported by the test administrator to ACCUPLACER customer support at 866-607-5223.

## Proctoring and Testing Room

COMPANION tests must be administered in a proctored setting only. Test takers must be monitored at all times, and an authorized test administrator from the institution must be present onsite during any and all administrations of ACCUPLACER or COMPANION tests. The testing room should comfortably accommodate the number of testing stations placed in it. Testing stations should be approximately 5 feet apart, or sound- and light-absorbing dividers should be provided. For information on proctor responsibility and creating a suitable test environment, please refer to the Program Manual under the **Resources** menu of the ACCUPLACER platform.

## Materials Needed for the Administration

- Test booklet
- A copy of the COMPANION Test Student Privacy Policy
- Answer sheet
- Scratch paper
- Number 2 pencils (or pens for WritePlacer)
- CD player, if the audio test is made available
- A copy of this manual

## Timing

COMPANION tests are not timed. COMPANION WritePlacer and WritePlacer ESL tests can be timed.

## Use of Handheld Calculators and Other Items

It is recommended that test takers be allowed the use of the following handheld calculators on ACCUPLACER COMPANION math tests:

- Arithmetic: Basic 4-function calculator
- Quantitative Reasoning, Algebra, and Statistics: Square root calculator (or 4-function calculator with a square root button) or graphing calculator
- Advanced Algebra and Functions: Square root calculator (or 4-function calculator with a square root button) or graphing calculator

Use of dictionaries, including translation dictionaries, is not permitted on any ACCUPLACER tests, including COMPANION tests.

Cell phones or other electronic communication devices are not permitted in the testing room.

## COMPANION Test Student Privacy Policy

The ACCUPLACER Student Privacy Policy can be found at [accuplacer.collegeboard.org/accuplacer/pdf/student-privacy-policy.pdf](https://accuplacer.collegeboard.org/accuplacer/pdf/student-privacy-policy.pdf).

# Administrator's Reader Script for COMPANION Tests

## Regular- and Large-Print Formats

After verifying the identity of all test takers, seat them and put them at ease by introducing yourself and explaining the purpose of the testing.

Then, read aloud the student directions starting on the next page (10). Please read only the instructions in the shaded boxes. Pause where you see [pause] in the scripts to allow test takers time to follow instructions. Supply the appropriate information when prompted by the **bold bracketed text** in the scripts. Instructions for the test administrator appear outside the shaded boxes and should not be read aloud.

## Braille Format

After verifying the identity of all students, provide them with the *Test Administration Notes for the Braille Edition* located in Appendix B. Read aloud this information if necessary. Inform the student that, when possible, illustrations and passages followed by questions are on facing pages. This may require several blank pages, as indicated in the administration notes. All other changes or omissions are listed.

The large-print test books and the audio CDs can be used to supplement the braille editions of COMPANION tests.

## Audio CD Format

Before testing, familiarize the student with the operation of the CD player. Demonstrate the features of the CD player, including how to adjust the volume, utilize the start and stop buttons, and select tracks.

Please be sure to pay special attention to the track titles for each available test, as there are significant differences for each. It is especially important to note that some questions begin at the end of a track (e.g., question 1 begins after the Test Introduction and Test Direction sections), while other questions begin at the start of a track. In addition, ACCUPLACER Reading and Writing Tests contain extended passages that must be referred to when answering specific questions; as a result, students may find it necessary to rewind to the beginning of the track to review important details that will help them answer a question.

The large-print or braille versions may be used to augment the CD version.

Allow the student and/or the reader time to adjust the volume and become familiar with the CD player before reading further instructions aloud.

You are about to take the **[test name]** test. The purpose of the test is to assess your skills in **[language or mathematics]**. The test scores will help you and your enrollment advisor determine the courses in which you may enroll at **[name of your institution]**.

During the test administration, you should not have anything on your desk except the materials I give you and two, soft-lead No. 2 pencils. Dictionaries are not permitted for any tests. If you have brought a dictionary with you, please put it away. A basic 4-function calculator is permitted for the Arithmetic Test. A square root calculator or a graphing calculator is allowed for the Quantitative Reasoning, Algebra, and Statistics Test, as well as the Advanced Algebra and Functions Test.

Pause and allow students time to put away extra materials.

The COMPANION tests are distributed by College Board and are designed to be used by educational institutions and students to assist in determining if a student is prepared for college-level coursework.

I am distributing a copy of College Board's Student Privacy Policy. Please read this policy thoroughly [or have a reader read it aloud to the student], and raise your hand if you have any questions.

Distribute the COMPANION Student Privacy Policy.

By taking the COMPANION test, you consent to the terms of the privacy policy.

Please pass the Student Privacy Policy back to me. If you would like a copy of the policy, you may get one from me after you have completed testing.

Collect the COMPANION Student Privacy Policy.

I will now distribute your answer sheet.

Distribute answer sheets.

Listen carefully as I explain how to complete your answer sheet.

On the front page of the answer sheet in block 1, labeled **Your Name**, print your last name, first name, and middle initial in the boxes. Be sure to write only 1 letter in a box. Do not be concerned if there are not enough boxes to print your entire name. In the column under each box in which you have printed a letter, fill in the circle containing the same letter. Be sure to stay in the proper column and fill in only one circle in each column. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score. [pause]

In block 2, labeled **Student ID**, enter your student ID number and fill in the corresponding circles below each entry. **[Provide any special instructions concerning student ID numbers.]** [pause]



In block 3, labeled **Date of Test**, enter today's date, [date]. Fill in the corresponding circles below each entry. [pause]

In block 4, provide your answer to the question, "**Are you a test proctor recording responses for the student?**" Fill in the corresponding circle for your answer. [pause]

If a student is using a reader, instruct the reader as follows:

Please read the questions aloud to the student as often as requested. It is important to read only what is written on the test.

Please do not provide elaboration beyond what is provided in the script, even if the student asks for it.

**If administering  
COMPANION ESL tests:**

In block 5, provide your answer to the question, "**How do you describe yourself?**" Fill in the corresponding circle for your answer. [pause]

In block 6, labeled **Date of Birth**, enter your birthdate and fill in the corresponding circles below each entry. [pause]

In block 7, labeled **Gender**, fill in the circle corresponding to your answer. [pause]

**If administering  
non-ESL COMPANION tests:**

In block 5, labeled **Gender**, fill in the circle corresponding to your answer. [pause]

In block 6, labeled **Date of Birth**, enter your birthdate and fill in the corresponding circles below. [pause]

In block 7, provide your answer to the question "**How do you describe yourself?**" Fill in the corresponding circle for your answer. [pause]

Blocks 1, 2, 3, 5, 6, and 7 are required fields.

Open your answer sheet to page 2, and answer questions 8 through 17 by filling in the appropriate circle next to each of your answers. [pause]

In block 18, labeled **Site ID**, write the following numbers [provide your 9-digit Site ID]. [pause]

Question 19 is optional. If you want students to answer this question, provide a list of majors with the corresponding major codes. Distribute the list of majors and say:

I am distributing a list of majors and their corresponding major codes for you to use when answering question 19.

Review the list and find your major. Enter the 6-digit code associated with your major in box 19. Fill in the corresponding circle below your answer. [pause]

If you are undecided about your major, fill in the circle next to "**Undecided**" at the bottom of block 19.

If you do not want to answer this question, fill in the circle next to "**I choose not to answer.**" [pause]

Question 20 is optional. If you want students to answer Local Background Questions, provide a list of questions with answer choices and say:

*I am distributing a list of Local Background Questions.*

*Read each question carefully and select your response. Record your response to each of the [number of Local Background Questions] questions by filling in the corresponding circle next to the question number. [pause]*

**Due to the variations of each COMPANION test, the scripted instruction will now be specific to test type. Please find the type of COMPANION test being delivered and continue with the script.**

### Additional Script for Regular-Print Tests

Distribute test books.

*I will now distribute the [name of test] test book. On the cover of the test book, write your name, student ID number, and today’s date [date] in the spaces provided. [pause]*

*Because your test book will not be used again, you may use any extra space in the book to make notes or computations. Only answers marked on your answer sheet will be scored. No credit will be given for any answers marked in your test book.*

*Turn to page 3 [page 4 if administering ESL tests] of your answer sheet and locate the area labeled [name of test]. This is where you will record your answers for this test.*

*On the front cover of your test book, you will see a form designation. Your test is either Form [see table below].*

**If the test being administered is:**

WritePlacer		Reading
		Writing
WritePlacer ESL	ESL Reading Skills	Arithmetic
	ESL Sentence Meaning	Quantitative Reasoning, Algebra, and Statistics
	ESL Language Use	Advanced Algebra and Functions
<b>Say:</b> <b>“Form F or Form G”</b>	<b>Say:</b> <b>“Form H or Form I”</b>	<b>Say:</b> <b>“Form J or Form K”</b>

*It is very important that you fill in the correct test form as this will determine how your test will be scored.*

*Are there any questions?*

Answer any questions.

If administering non-ESL COMPANION, say:

*There are 40 questions on this test. There is no time limit.*

To all test takers, say:

*After you have completed the test and have checked your work carefully, raise your hand and a proctor will collect your test book and answer sheet.*

*Now, carefully break the seal on your test book and begin the test.*

At the end of testing, collect all testing materials, answer sheets, and scratch paper. Test books should be destroyed by a secure method.

### Additional Script for Large-Print Tests

Distribute test books and scratch paper.

*I will now distribute the [name of test] test book.*

*Because your test book will be used again, please do not write in the test book. Scratch paper has been provided for you to make notes or computations.*

*Only answers marked on your answer sheet will be scored.*

*Turn to page 3 [or page 4 if administering ESL tests] of your answer sheet and locate the area labeled [name of test being administered]. This is where you will record your answers.*

*On the front cover of your test book, you will see a form designation. Your test is either Form [see table below].*

#### If the test being administered is:

WritePlacer	ESL Reading Skills	Reading
WritePlacer ESL	ESL Sentence Meaning	Writing
	ESL Language Use	Arithmetic
		Quantitative Reasoning, Algebra, and Statistics
		Advanced Algebra and Functions
<b>Say:</b> <b>“Form F or Form G”</b>	<b>Say:</b> <b>“Form H or Form I”</b>	<b>Say:</b> <b>“Form J or Form K”</b>

*It is very important that you fill in the correct test form as this will determine how your test will be scored.*

*Are there any questions?*

Answer any questions.

If administering non-ESL COMPANION, say:

*There are 40 questions on this test. There is no time limit.*

To all test takers, say:

*After you have completed the test and have checked your work carefully, your proctor will collect your test book and answer sheet.*

*You may begin.*

Repeat the instructions above for each test being administered.

At the end of testing, collect all testing materials, answer sheets, and scratch paper. Destroy the scratch paper using a secure method. Go through the test book and erase any stray marks.

### **Additional Script for Braille Tests**

Distribute test books and scratch paper. Be sure to say the proper braille format being used (EBAE or UEB).

*I will now distribute the [name of test] test book.*

*Because your test book will be used again, please do not write in the test book. Scratch paper has been provided for you to make notes or computations.*

*Only answers marked on your answer sheet will be scored.*

If the student is taking the ESL Reading Skills, Sentence Meaning, or Language Use Test, say:

*This test is un-contracted [EBAE or UEB] braille.*

If the student is taking one of the mathematics tests, say:

*This test is transcribed according to the 1972 revised Nemeth Code.*

*Turn to page 3 [or page 4 if administering ESL tests] of your answer sheet and locate the area labeled [name of test being administered]. This is where you will record your answers.*

*On the front cover of your test book, you will see a form designation. Your test is either Form [see table below].*

**If the test being administered is:**

WritePlacer	ESL Reading Skills	Reading
WritePlacer ESL	ESL Sentence Meaning	Writing
	ESL Language Use	Arithmetic
		Quantitative Reasoning, Algebra, and Statistics
		Advanced Algebra and Functions
<b>Say:</b> <b>“Form F or Form G”</b>	<b>Say:</b> <b>“Form H or Form I”</b>	<b>Say:</b> <b>“Form J or Form K”</b>

*It is very important that you fill in the correct test form as this will determine how your test will be scored.*

*Are there any questions?*

Answer any questions.

**If administering non-ESL COMPANION:**

*There are 40 questions on this test. There is no time limit.*

To all test takers, say:

*After you have completed the test and have checked your work carefully, your proctor will collect all of your testing materials.*

*You may begin.*

Repeat the instructions above for each test being administered.

At the end of testing, collect all testing materials, answer sheets, and scratch paper. Destroy the scratch paper using a secure method. Go through the test book and erase any stray marks.

**Additional Script for Audio CD Tests**

After the student has completed pages 1 and 2 of the answer sheets, provide scratch paper and the appropriate CD. Provide CDs 1 at a time.

*The CD that I have given you contains 35 test questions [**40 test questions for all non-ESL tests**] for the [name of test]. Each question and all of the possible answer choices for that question have been recorded on a single CD track. For example, question 4 will appear on track 4. Please note, however, some questions will appear at the end of a track because important information such as directions and reading passages will appear before them. As a result, it is a good idea to review the track titles before beginning the test so you are familiar with each question’s location.*

You may listen to the questions and the answer choices as many times as you want. Because your test book will be used again, please do not write in the test book.

Scratch paper has been provided for you to make notes or computations. Only answers marked on your answer sheet will be scored.

Turn to page 3 [or page 4 if administering ESL tests] of your answer sheet and locate the area labeled [name of test]. This is where you will record your answers.

On the front cover of your test book, you will see a form designation. Your test is either form [see table below].

**If the test being administered is:**

WritePlacer	ESL Reading Skills	Reading
WritePlacer ESL	ESL Sentence Meaning	Writing
	ESL Language Use	Arithmetic
		Quantitative Reasoning, Algebra, and Statistics
		Advanced Algebra and Functions
<b>Say:</b> <b>“Form F or Form G”</b>	<b>Say:</b> <b>“Form H or Form I”</b>	<b>Say:</b> <b>“Form J or Form K”</b>

It is very important that you fill in the correct test form as this will determine how your test will be scored.

Are there any questions?

Answer any questions.

**If administering non-ESL COMPANION:**

There are 40 questions on this test. There is no time limit.

To all test takers, say:

After you have completed the test and have checked your work carefully, your reader will collect your testing materials.

You may begin.

Repeat the instructions above for each test being administered.

At the end of testing, collect all testing materials, answer sheets, and scratch paper. Destroy the test book and scratch paper using a secure method.

## COMPANION Reader Scripts (non-ESL tests)

When administering an ACCUPLACER test to a student who requires the use of a reader, use the appropriate reader script. Reader scripts are available for each of the placement tests and can be found on the ACCUPLACER platform under the **COMPANION Materials** tab. Please download and print the script in advance of testing to familiarize yourself with the content and language of each test.

Students can answer Reading and Writing questions on the basis of the information given in the reader script. Questions in math tests may refer to figures; when questions refer to figures, students may use the large-print or braille booklet for that test form<sup>1</sup>.

### General Guidelines

The guiding principle in reading a test aloud is to ensure that the student has access to test content. Test readers must be adults who are trained in the administration of standardized tests and the protection of secure test materials.

A reader may read to only one student during the test. Reader's support should be provided in a separate setting so as not to interfere with the testing of other students.

### Test Reader Responsibilities

The following information must be shared with test readers prior to test administration:

- Read the scripts as they are presented and as clearly as possible.
- Read test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test.
- Adjust your reading speed and volume if requested by the student.
- Spell any words requested by the student.
- Passages, questions, words, or instructions may be repeated, but only as requested by the student and without change.
- Do not paraphrase, interpret, define, or translate any questions, words, or instructions. Any additional information would affect what the tests are designed to test.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in the script.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Do not converse with the student about test questions as this would be a violation of test security.
- Do not manipulate the test or assist with any other support tools.
- Collect scratch paper immediately at the end of the testing session and deliver it to the test administrator.

Additional test directions as well as general remarks to the reader can be found in each reader script.

**The reader script is secure test material. It must not be left unattended when it is not in the locked storage area. It must not be shared in any way, with anyone, or be removed from the testing environment under any circumstances.**

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1. Students who use a reader or audio file in conjunction with another format (regular-print, large-print, braille) will find that the two versions differ slightly. This is because reader scripts and audio files describe graphics and figures in greater detail.

# Administering COMPANION WritePlacer

COMPANION WritePlacer is intended to be used only by individuals who are unable to take the online WritePlacer assessment. If you have a need to use COMPANION WritePlacer for other purposes, please contact the ACCUPLACER Program at [accuplacer@collegeboard.org](mailto:accuplacer@collegeboard.org) for a price quote.

After verifying the identity of all students, seat them and put them at ease by introducing yourself and explaining the purpose of the testing. Then, read aloud the student directions printed in the shaded boxes below. Pause where you see [pause] in the scripts to allow test takers time to follow instructions. Supply the appropriate information when prompted by the **bold bracketed text** in the scripts. Instructions for the test administrator appear outside the shaded boxes and should not be read aloud.

WritePlacer is intended to be administered in one sitting, unless additional time is needed to support a student's documented accommodation. Students are not permitted to bring in any outlines, drafts, scratch paper, or documents to assist with their WritePlacer or WritePlacer ESL essay. Any scratch paper must be provided to the student by the test administrator and collected upon completion of the exam; it must not be taken out of the testing center. Any and all scratch paper—outlines, drafts, etc.—must be destroyed in a secure manner. Faculty should be made aware of this policy and should be directed to keep essays and prompts confidential. Taking a student's essay, outlines, drafts, or related prompts out of the testing center is considered a test security risk and is not permitted.

*You are about to take the **WritePlacer or WritePlacer ESL** test. The purpose of this test is to assess your writing skills. The test scores will help you and your enrollment advisor determine the courses in which you may enroll at **[name of your institution]**.*

*During the test administration, you should not have anything on your desk except the materials I provide. Dictionaries are not permitted.*

*If you have brought any such materials with you, please place them under your chair.*

Pause and allow students time to put away extra materials.

*The COMPANION tests are distributed by College Board and are designed to be used by educational institutions and students to assist in determining if a student is prepared for college-level coursework.*

*I am distributing a copy of College Board's Student Privacy Policy. Please read this policy thoroughly and raise your hand if you have any questions. [pause]*

Distribute the COMPANION Student Privacy Policy.

*By taking the COMPANION test, you consent to the terms of the privacy policy.*

*Please pass the Student Privacy Policy back to me. If you would like a copy of the policy, you may get one from me after you have completed testing.*

Collect the COMPANION Student Privacy Policy.

*I will distribute your test book. Do not open the test book until I tell you to do so.*

Distribute WritePlacer or WritePlacer ESL test books.



On the front page of the answer sheet in block 1, labeled **Your Name**, print your last name, first name, and middle initial in the boxes provided. Be sure to write only one letter in a box. Do not be concerned if there are not enough boxes to print your entire name. In the column under each box in which you have printed a letter, fill in the circle containing the same letter. Be sure to stay in the proper column and fill in only 1 circle in each column. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score. [pause]

In block 2, labeled **Site ID**, enter [provide your 9-digit Site ID] and fill in the corresponding circles below each entry. [pause]

In block 3, labeled **Date of Test**, enter today's date [provide date]. Fill in the corresponding circles below each entry. [pause]

In block 4, provide your answer to the question "**Are you a test proctor recording responses for the student?**" Fill in the corresponding circle for your answer. [pause]

If a student is using a recorder, instruct the recorder as follows:

Please read questions as often as requested. It is important to read only what is in the test.

Please do not provide elaboration beyond what is in the script, even if the student asks for it. Write only what the student asks you to write and edit only as directed by the student.

In block 5, labeled **Student ID**, enter your student ID and fill in the corresponding circles below each entry. [Provide any special instructions concerning student ID numbers.] [pause]

In block 6, provide your answer to the question "**How do you describe yourself?**" Fill in the corresponding circle for your answer. [pause]

In block 7, labeled **Date of Birth**, enter your birthdate and fill in the corresponding circles below each entry. [pause]

In block 8, labeled **Gender**, fill in the circle corresponding to your answer. [pause]

Answer any questions.

If you are administering non-ESL WritePlacer, say:

Open your test book to page 2 and read the **"Instructions to Students"** section silently as I read it aloud.

The essay gives you an opportunity to show how effectively you can develop and express your ideas in writing.

You will first read a short passage and an assignment question that are focused on an important issue. You will then plan and write a multi-paragraph essay (approximately 300–600 words) in which you develop your own point of view on the issue. You should support your position with appropriate reasoning and examples. The position you take will not influence your scores.

Your essay will be given a holistic score that represents how clearly and effectively you express your position. The following six characteristics of writing will be considered:

- *Purpose and Focus*—The extent to which you present information in a unified and coherent manner, clearly addressing the issue
- *Organization and Structure*—The extent to which you order and connect ideas
- *Development and Support*—The extent to which you craft sentences and paragraphs demonstrating control of vocabulary, voice, and structure
- *Mechanical Conventions*—The extent to which you express ideas using standard written English
- *Critical Thinking*—The extent to which you communicate a point of view and demonstrate reasoned relationships among ideas

Scores on WritePlacer range from 1 to 8. An essay will be given a zero if it is too short to be evaluated, written on a topic other than the one presented, or written in a language other than English.

If you are administering WritePlacer ESL, say:

*Open your test book to page 2 and read the “Instructions to Students” section silently as I read it aloud.*

*The essay gives you an opportunity to show how effectively you can develop and express your ideas in writing.*

*You will first read a short passage and an assignment question that are focused on an important issue. You will then plan and write a multi-paragraph essay (approximately 300–600 words) in which you develop your own point of view on the issue. You should support your position with appropriate reasoning and examples. The position you take will not influence your scores.*

*Your essay will be given a holistic score that represents how clearly and effectively you express your position. The following six characteristics of writing will be considered:*

- *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 develop ideas clearly*

*Scores on WritePlacer ESL range from 1 to 6. An essay will be given a zero if it is too short to be evaluated, written on a topic other than the one presented, or written in a language other than English.*

Regardless of the type of WritePlacer test, continue with the following script:

Distribute Planning Sheets.

*The Planning Sheet is for you to use when planning and organizing your essay. Anything written on this sheet will not be seen by the reader who grades your essay.*

*Your score will be based solely on what is written on pages 3 and 4 of the test booklet.*

*Are there any questions?*

Answer any questions.

If you are timing the essay, say:

*You will have **[number of minutes]** to complete your essay. You may begin your work.*

If you want to warn students that the end of their time is approaching, say:

*You have **[number of minutes]** remaining to complete your essay.*

At the end of the time, say:

*Please stop.  
I will now collect your essay.*

Collect WritePlacer test books.

*I will now collect your Planning Sheet.*

Collect Planning Sheets.

*Your essay will be sent for scoring, and the results will be available within the next 10 days.*

Provide additional instructions concerning how and where they can receive their scores.

Keep essays and Planning Sheets separate. Destroy Planning Sheets using a secure method.

## Submitting WritePlacer Essays for Scoring

To have COMPANION WritePlacer or WritePlacer ESL essays scored, you must establish a OneDrive account for your institution. OneDrive is a secure site where the PDFs of students' essays can be uploaded for scoring. Only you and the ACCUPLACER Program Team will have access to this drive. To obtain a OneDrive account, please contact our customer service team by phone, email, or chat. Once the essays have been scored, you will be able to download a scored spreadsheet, also placed in your OneDrive site.

If you intend to submit more than 300 essays, please send an email to [accuplacer@collegeboard.org](mailto:accuplacer@collegeboard.org) at least two weeks before you plan to submit the essays so that an adequate number of readers can be made available for scoring the essays. The email should contain the contact information of the sender, the expected number of essays, and the expected date that the essays will be sent.

## Preparing Essays for Scoring

Follow these steps to send WritePlacer essays for scoring.

**Step 1.** Using secure means, destroy all Planning Sheets.

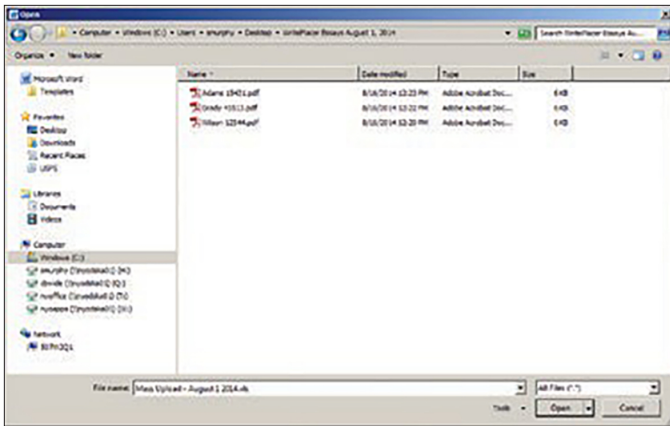
**Step 2.** If you are submitting WritePlacer essays, create a folder on your computer named WritePlacer, your institution's name, and the date the essays will be submitted for scoring. For example: WritePlacer—Sample College—Dec. 1, 2022.

If you are submitting WritePlacer ESL essays, create a folder on your computer named WritePlacer ESL, your institution's name, and the date the essays will be submitted for scoring. For example: WritePlacer ESL—Sample College—Dec. 1, 2022.

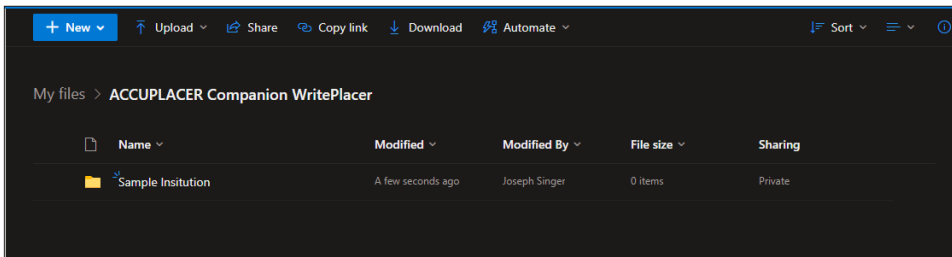
**Do not put WritePlacer essays in the same folder with WritePlacer ESL essays. WritePlacer essays and WritePlacer ESL essays MUST be kept in separate folders.**

**Step 3.** Make an individual PDF of each essay to be scored—all four pages—and save the PDFs to the WritePlacer or WritePlacer ESL folder that you created in Step 2. Name each PDF using the student's last name and ID number. For example: Adams 15431.

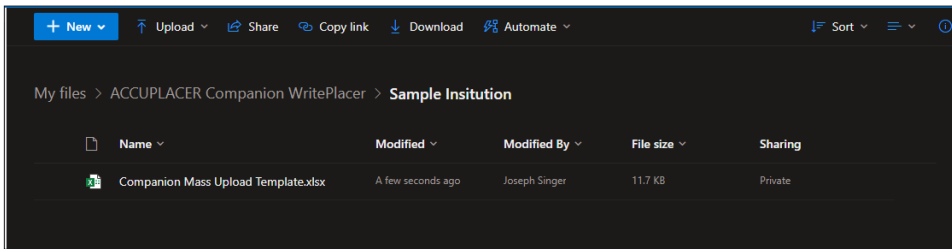




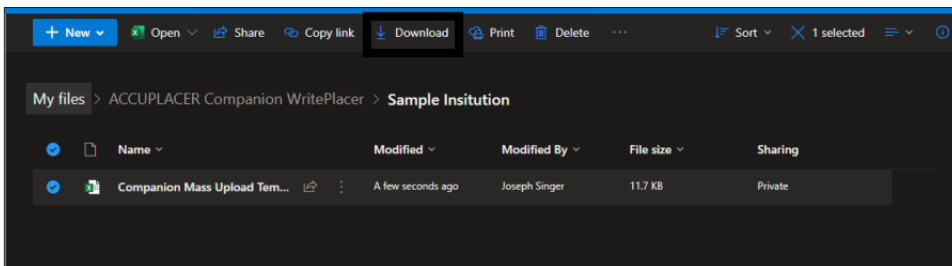
**Step 4.** Click the link for your institution emailed to you by an ACCUPLACER representative. This will take you to your OneDrive space.



**Step 5.** Click on **Companion Mass Upload Templates.xlsx**.



**Step 6.** To download, check the box next to the file. The top bar will have the option to download.



**NOTE:** Steps 5 and 6 do not have to be repeated once the mass upload template has been saved to your computer.

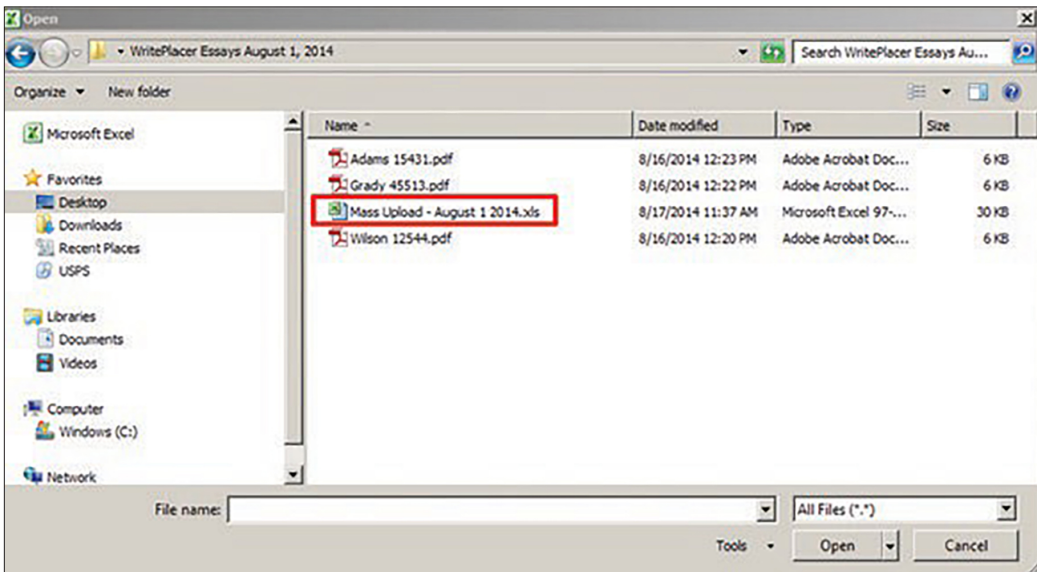
**Step 7.** An Excel spreadsheet will display. Save this template to your computer for future use. Each time you submit essays for scoring, you will use this template to create an inventory of essays being sent for scoring.

	A	B	C	D	E	F	G
1	<b>Student Information</b>				<b>Institution Information</b>		
2	<b>Last Name</b>	<b>First Name</b>	<b>Student ID</b>	<b>Birthdate mm/dd/yyyy</b>	<b>Site ID</b>	<b>Contact Person</b>	<b>Contact's Email</b>

**Step 8.** Enter the students' names and other required information in columns A through D. Enter your Site ID in Column E. In columns F and G, enter the name of the person submitting essays and their email address.

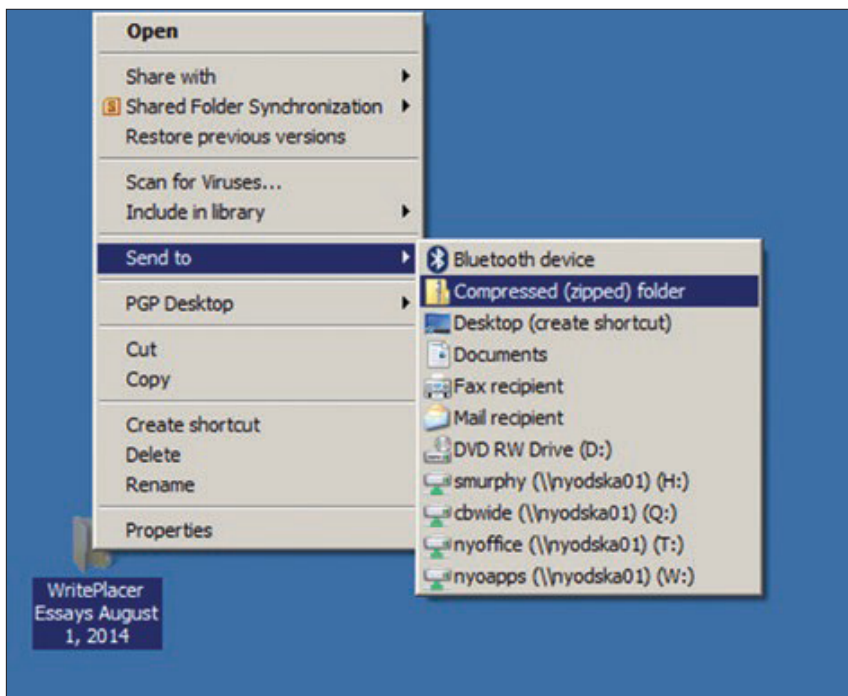
Save the file in the WritePlacer or WritePlacer ESL folder, naming it Mass Upload and the date it is being sent. Example: Mass Upload—Dec. 1, 2022.

	A	B	C	D	E	F	G
1	<b>Student Information</b>				<b>Institution Information</b>		
2	<b>Last Name</b>	<b>First Name</b>	<b>Student ID</b>	<b>Birthdate mm/dd/yyyy</b>	<b>Site ID</b>	<b>Contact Person</b>	<b>Contact's Email</b>
3	Adams	George	15431	12/11/1988	000005-001	Betty Johnson	<a href="mailto:bjohnson@sample.edu">bjohnson@sample.edu</a>
4	Grady	Sandra	45513	1/15/1990	000005-001	Betty Johnson	<a href="mailto:bjohnson@sample.edu">bjohnson@sample.edu</a>
5	Wilson	Paul	1254	6/28/1989	000005-001	Betty Johnson	<a href="mailto:bjohnson@sample.edu">bjohnson@sample.edu</a>

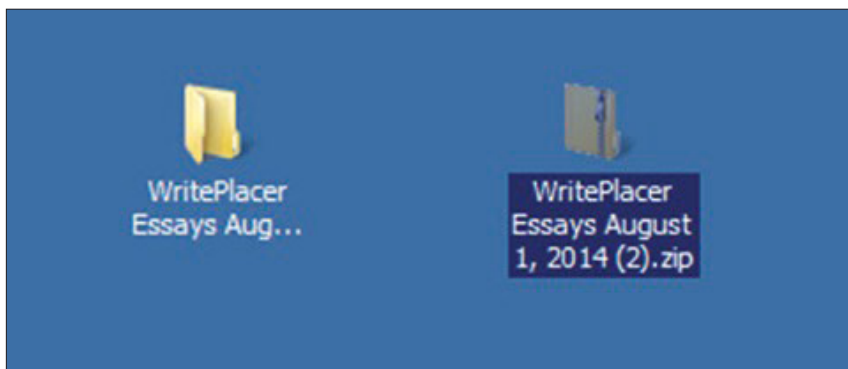


**Step 9.** Create a zip file of the WritePlacer or WritePlacer ESL folder containing the essays to be scored.

To create a zip file, right-click on the folder and hover your cursor over the **Send to** option. This will open a new submenu. Select **Compressed (zipped) folder**.



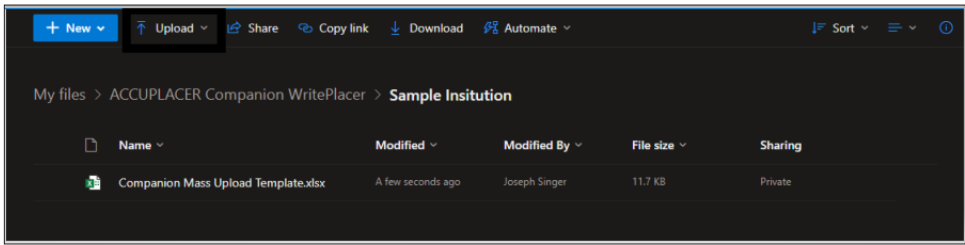
**Step 10.** A new folder will be created with a .zip extension.



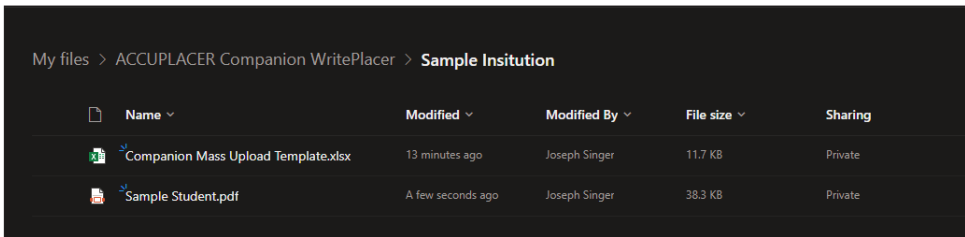


## Uploading Essays to Be Scored

**Step 1.** Go to your OneDrive location and click the **Upload** button. You will select either single files or a folder. Select the file location and either drag and drop into OneDrive, or use the **Select** option from your file location.



Successful files will appear like this:



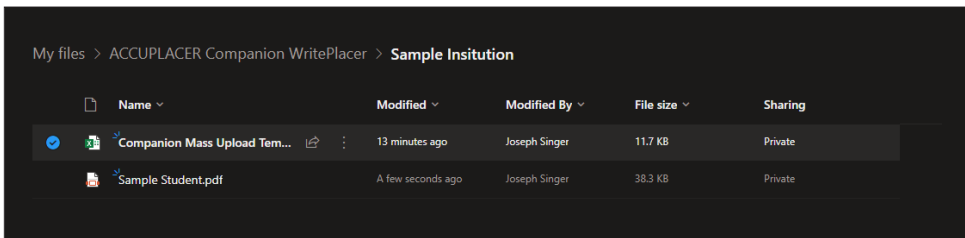
## Retrieving Essay Scores

Once the essays have been scored, an email will be sent notifying you that the essay scores are available for download on OneDrive.

**Follow the steps to retrieve essay scores.**

**Step 1.** Log in to OneDrive.

**Step 2.** Locate your completed score file and select it. Click **Download**.



**Step 3.** An Excel spreadsheet with scores will appear in your downloaded files folder.

If you submitted WritePlacer essays to be scored, 9 additional columns will have been added to your mass upload file. The WritePlacer Holistic Score is the overall or final score; the remaining columns are the trait scores.

Student Information		Score Holistic	Trait 1 (PF/OD)	Trait 2 (OS/WU)	Trait 3 (DS/SU)	Trait 4 (SV/GR)	Trait 5 (MS/'')	Trait 6 (CT/'')
Last Name	First Name							
John	Smith	5	2	2	2	2	2	2

If you submitted WritePlacer ESL essays, 7 additional columns will have been added to your mass upload file. The WritePlacer ESL Holistic Score is the overall or final score; the remaining columns are the trait scores.

The screenshot shows an Excel spreadsheet with the following data:

Student Information		Score Holistic	Trait 1 (PF/OD)	Trait 2 (OS/WU)	Trait 3 (DS/SJ)	Trait 4 (SV/GR)	Trait 5 (MS/"")	Trait 6 (CT/"")
Last Name	First Name							
John	Smith	5	2	2	2	2	2	2

Appendix D shows the score descriptions for WritePlacer and WritePlacer ESL essays.

### Creating Individual Score Reports

At this time, there is no way to create an official Individual Score Report (ISR) of submitted essays scored offline. Should you need placement for a student after receiving scores, please use the **Verify** function in the Branching Profile setup. You will manually enter the student's scores and proceed through the Branching Profile rules. Upon completion, if your placement rules align with the student's score, a placement will show on the screen.

# COMPANION Online Paper Processing System

The new COMPANION Online Paper Processing System (COPPS) described in this guide will allow institutions to access test forms and answer sheets for COMPANION tests within the ACCUPLACER website and upload scanned answer sheets directly into ACCUPLACER for automated scoring.

Features include:

- Free download of regular- and large-print versions of the 5 new next-generation COMPANION paper test forms, as well as a standard answer sheet document.
  - ♦ Next-Generation Reading
  - ♦ Next-Generation Writing
  - ♦ Next-Generation Arithmetic
  - ♦ Next-Generation Quantitative Reasoning, Algebra, and Statistics
  - ♦ Next-Generation Advanced Algebra and Functions
  - ♦ Free download of next-generation answer sheet documents with bar-coding for bulk processing
- Ability to upload scanned images of individual or bulk (up to 25) completed answer sheets with an automated scoring engine that scores the answer sheet images.
- Ability to add missing required student/background information and correct issues caused by erasure that prevent automated scoring.
- Retention of answer sheet images for up to 4 years within the ACCUPLACER platform.

COPPS is available to all active institutions within ACCUPLACER at no additional cost. Each test scored by the automated scoring engine will consume 1 ACCUPLACER unit from your site or institution.

Based on this new process, it is possible to include COMPANION paper test scores in your placement rules within ACCUPLACER, but you must actively add these tests to your placement rules. COMPANION paper versions will not automatically be included for placement decisions based on selecting the online equivalent test(s). When selecting tests for inclusion in placement rules, the COMPANION assessments for this automated scoring process will include **(Auto Score)** in the test name.

## Accessing and Downloading Test Booklets and Answer Sheets

Before administering the COMPANION paper tests, you will need to download and print the test booklets and enough answer sheet documents based on the number of students you are testing. Test booklets are available for regular and large-print COMPANION tests only.

**NOTE:** If you need to administer the braille or audio versions of the COMPANION assessments, you will still need to order materials via the College Board ordering process using the ACCUPLACER Order Form available under the **Order Forms** link within the ACCUPLACER website.

## Securing Test Materials

Protecting the security and confidentiality of ACCUPLACER test materials is critical for ensuring valid test scores and providing standard and equal testing opportunities for all students.

The test administrator is responsible for the security of all testing materials. Except during testing, all test materials must be kept in a locked, secure area that is accessible only to the test administrator.

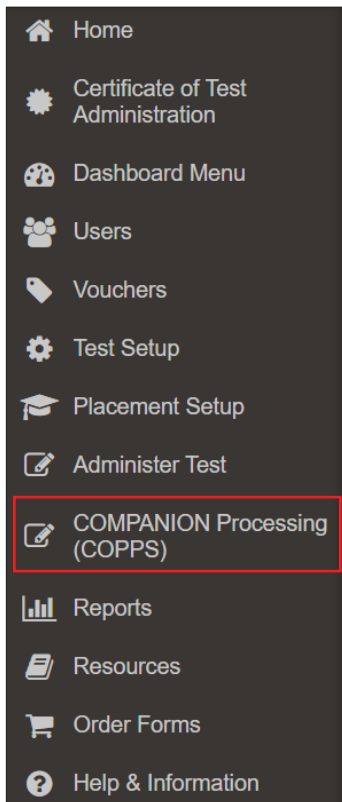
Test materials may not be copied or reproduced in whole or in part, transferred to any other party, or used for any other purpose. Reproduction of a test book is a violation of copyright. If a user logs into the ACCUPLACER platform, COMPANION paper materials are available to download and print locally at no cost to the institution; in addition to protecting physical copies of printed COMPANION tests, it is the responsibility of your institution to protect these digital copies of the tests. **Test booklets must not be saved to local computers or networks.** All breaches of security, **whether through carelessness or intentional mishandling of test materials**, should be reported by the test administrator to ACCUPLACER customer support at 866-607-5223.

# Viewing and Printing COMPANION Materials

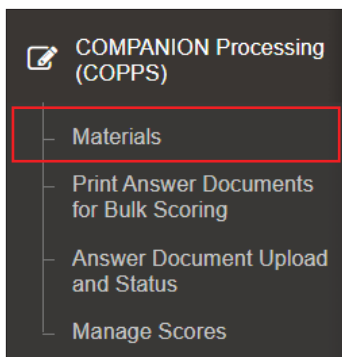
To access COMPANION paper materials for regular and large print:

**Step 1.** Log in to [accuplacer.org](https://accuplacer.org) using an Institution Administrator or Site Manager account for your institution/site.

**Step 2.** Click on **COMPANION Processing (COPPS)** in the left navigation pane of the website.



**Step 3.** In the expanded COMPANION Processing (COPPS) menu, select the **Materials** submenu. This will display the Terms & Conditions overlay for the Materials section.



You must select the checkbox next to **“I have read and agree to the above terms and conditions”** and click the **Accept** button in order to view the Materials section. Users can print test booklets or single answer sheet document sets to be processed one at a time (not in bulk).

**Terms and Conditions**

By checking the box below, you agree that you:

- have received authorization from the College Board to access test material on this site,
- understand that all test material presented is **confidential** and owned solely by the College Board,
- will not share the information presented in this test in any way, with anyone, and
- will not allow any of the information presented to be removed from the test center, in any fashion, at any time or for any reason.

I have read and agree to the above terms and conditions.

Decline
Accept

**Step 4.** Find the desired document within the COMPANION Forms Imported List.

The list includes:

**COMPANION**

**Material:** The name of the COMPANION test/form or answer document.

**Form Type:** The form type will be **Test Form** for COMPANION test answer booklets, **Answer** for answer documents, or **Instruction** for instructional documents.

**Action:** Clicking the **Download** icon under **Action** will download the COMPANION booklet or answer sheet.

By default, ACCUPLACER displays 10 items per page in the list (you can change the setting to display up to 250). Click the drop-down menu on the far right of the window to change the number of items per page in the list. You can view additional items by using the **Next**, **Previous**, **First**, and **Last** buttons at the bottom of the list. You can also click a specific page number at the bottom of the page.

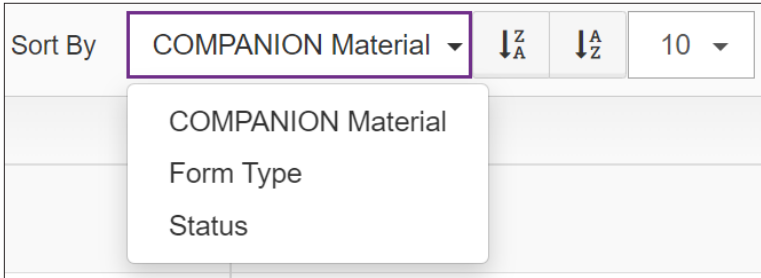
First
Prev
1
2
3
4
5
Next
Last

COMPANION Forms Imported List		
COMPANION Material	Form Type	Action
** Next-Generation - Advanced Algebra & Functions Administrator's Reader Script Form J	Test Form	
** Next-Generation - Advanced Algebra & Functions Administrator's Reader Script Form K	Test Form	
** Next-Generation - Advanced Algebra & Functions Large Print Form J	Test Form	
** Next-Generation - Advanced Algebra & Functions Large Print Form K	Test Form	
** Next-Generation - Advanced Algebra & Functions Regular Form J	Test Form	
** Next-Generation - Advanced Algebra & Functions Regular Form K	Test Form	
** Next-Generation - Arithmetic Administrator's Reader Script Form J	Test Form	
** Next-Generation - Arithmetic Large Print Form J	Test Form	
** Next-Generation - Arithmetic Large Print Form K	Test Form	
** Next-Generation - Quantitative Reasoning, Alg. and Statistics Administrator's Reader Script Form J	Test Form	

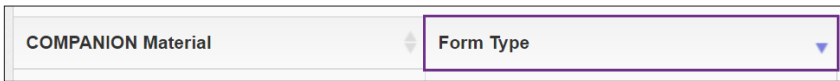
1 to 10 of 31 Records

First
Prev
1
2
3
4
Next
Last

To change the sort order of the downloadable items within the list, you can select the desired sort column from the **Sort By** drop-down list and choose ascending or descending sort order by selecting the appropriate button next to **Sort By**.



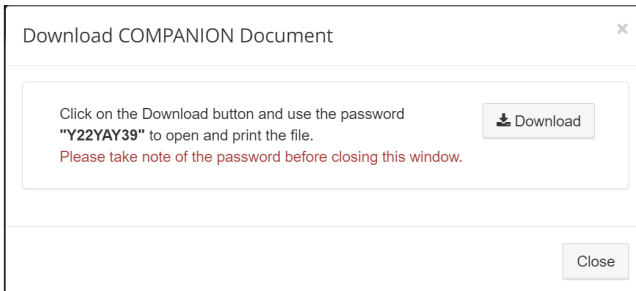
You can also change the sort order by clicking on the desired column. The arrow on that column will indicate whether the column is sorting in descending order (down arrow) or ascending order (up arrow).



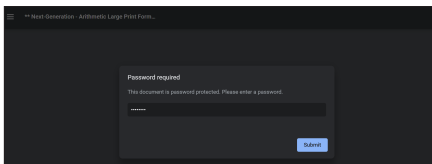
**Step 5.** To preview and print the form online, click the **Download** icon in the Action column for the desired COMPANION Material item.

COMPANION Material	Form Type	Action
** Next-Generation - Arithmetic Administrator's Reader Script Form J	Test Form	
** Next-Generation - Arithmetic Large Print Form J	Test Form	<b>Download</b>

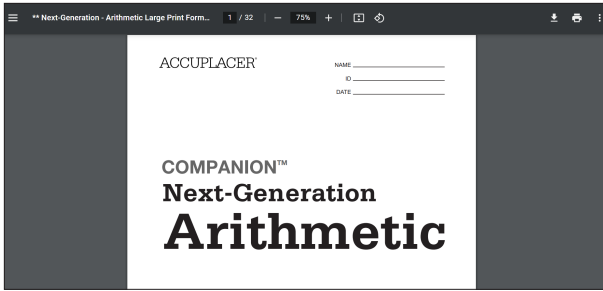
The Download COMPANION Document overlay will display. Note the password provided in the overlay and click on the **Download** button.



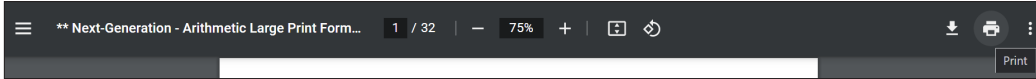
A new tab in your browser will open. Enter the provided password in the required field and click the **Submit** button.



A PDF of the selected item will open on your computer. Depending on the specific browser and software applications available, the file may open within the browser or within a PDF viewer application on your computer.

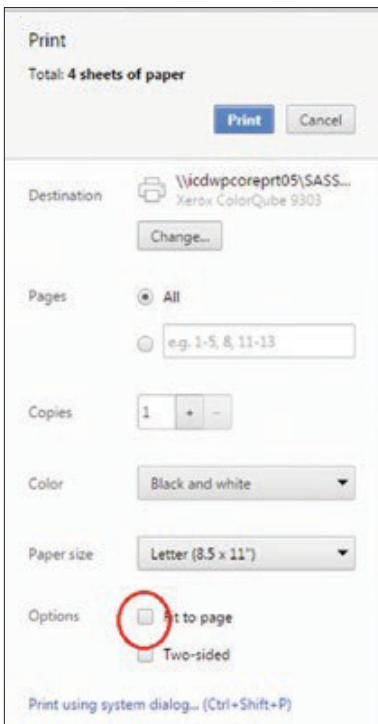


**Step 6.** Click the **Print** icon in the header row of the open COMPANION Material PDF to print the item.



**Step 7.** From the PDF, set your desired printing parameters (quantity, etc.), and print to your local printer.

**IMPORTANT:** Depending on your browser or software application, be sure that any “Fit to Page” print options are **NOT** selected when printing answer sheet documents, or ensure printing is set to 100%. Using “Fit to Page” may prevent the scoring engine from properly scoring the form.





# Directions for Automated Scoring of COMPANION Tests

## Printing Requirements for Answer Sheet Documents

COMPANION answer sheet documents available within COMPANION Materials are customized to work with the automated scoring engine when you upload images of the answer documents into ACCUPLACER. In order to optimize the scoring process and avoid potential issues with scoring, there are a number of special considerations when printing.

- Ensure your printer has adequate toner to avoid any washout on the answer sheet.
- Always use letter (8.5 x 11 inch) or A4 (210 x 297 mm) paper size.
- Use minimum paper weight of 20# bond. Slightly heavier paper will help prevent wrinkles or other issues that could impact the scoring engine.
- Print in black and white. Printing in color may affect the student's ability to view letters or numbers inside bubbles when taking the COMPANION assessments.
- Use single-sided printing only. Duplex printing, especially on lighter paper weight, may cause issues for the scoring engine.
- Bulk-printing large quantities of answer sheets may skew the positioning of printed information on later copies within the set. Limit printing of answer sheets to a quantity of 20 per print job.
- Use the highest resolution printing to which you have access when printing answer documents (minimum recommended is 600 dots per inch [dpi]).
- DO NOT adjust the size during printing. Ensure printing is at 100% and any "Fit to Page" options are not selected.

After printing answer sheet documents, be sure to visually verify their quality prior to using the sheets to administer COMPANION tests.

## Downloading/Printing COMPANION Answer Sheet Documents for Bulk Processing

ACCUPLACER allows you to upload up to 25 answer sheet sets at a time for sites administering COMPANION paper assessments in bulk. The bulk upload and scoring process requires barcodes that are generated on the answer document sets when printed from the system.

Each page of the 4-page answer document set has a unique barcode. The initial portion of the barcode is the unique document-set identifier, while the last digit of the barcode is the page number. It is recommended that every student attempt be tried with a unique barcode, otherwise a **Barcode Not Unique** error will be reported.

**PAGE 1**



100459200100CCA1

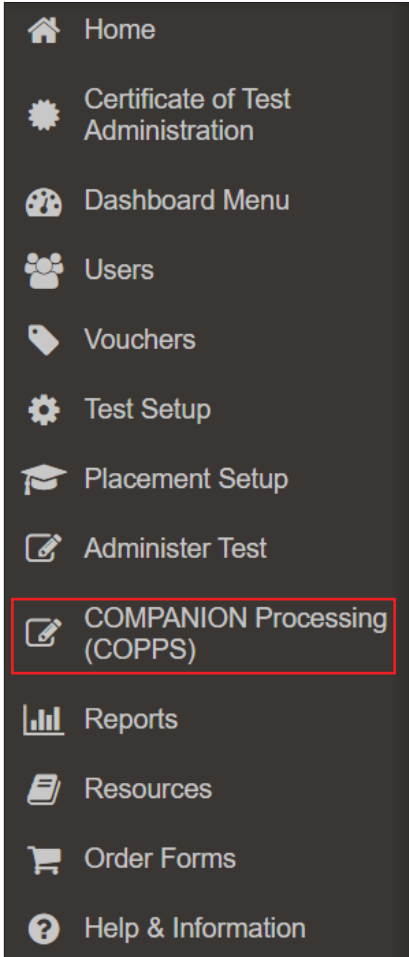
Unique Document Set Identifier

Page #

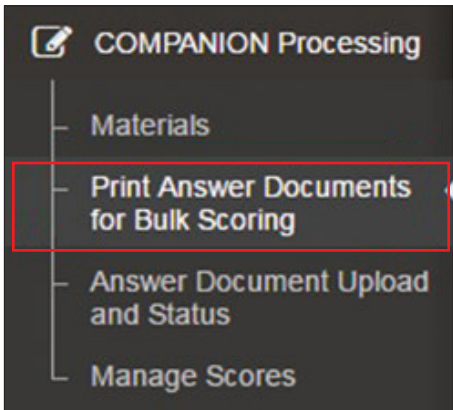
To download/print answer sheet documents for bulk processing:

**Step 1.** Log in to [accuplacer.org](https://accuplacer.org) using an Institution Administrator or Site Manager account for your institution/site.

**Step 2.** Click on **COMPANION Processing (COPPS)** in the left navigation pane of the website.



**Step 3.** In the expanded Companion Processing (COPPS) menu, select the **Print Answer Documents for Bulk Scoring** submenu.



The Terms & Conditions overlay will appear. You must select the checkbox next to **"I have read and agree to the above terms and conditions"** and click the **Accept** button in order to view the Print Answer Documents for Bulk Scoring Screen section.

**Terms and Conditions**

By checking the box below, you agree that you:

- have received authorization from the College Board to access test material on this site,
- understand that all test material presented is **confidential** and owned solely by the College Board,
- will not share the information presented in this test in any way, with anyone, and
- will not allow any of the information presented to be removed from the test center, in any fashion, at any time or for any reason.

I have read and agree to the above terms and conditions.

Print Answer Documents for Bulk Scoring

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**Print Answer Documents for Bulk Scoring**

Form Type <input type="text" value="Answer"/>	Test Type <input type="text" value="Next-Generation"/>	COMPANION Material <input type="text" value="-Select One-"/>	Enter Number of Copies <input type="text" value="Enter Number of Copies"/>
--------------------------------------------------	-----------------------------------------------------------	-----------------------------------------------------------------	-------------------------------------------------------------------------------

---

**COMPANION Batch Print Summary**

No records to display.

**Step 4.** Select the desired answer document for printing from the COMPANION Answer Document drop down menu.

COMPANION Material

**Step 5.** Enter the number of answer sheets you would like to download/print in the Enter Number of Copies field. Each copy of the answer sheet document is 4 pages. Because each answer sheet set is uniquely identified by a barcode, do not make photocopies of the printed answer sheets. Once initiated, the download/print process will generate a single PDF file with the specified number of 4-page document sets. In the example below, the resulting PDF would be 100 pages.

Enter Number of Copies

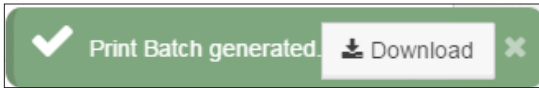
**Step 6.** Click the **Print** button.

When the PDF has been generated, you will receive a confirmation on the screen. Click the **Download** button to download the PDF.

Print Answer Documents for Bulk Scoring

Form Type: Answer | Test Type: Next-Generation | COMPANION Material: Next Gen Answer Docume | Enter Number of Copies: 15

Reset | Print



If you need to re-print the PDF, or if you wish to download and print the PDF at a later time, each answer sheet set you generate is maintained in the COMPANION Batch Print Summary portion of the page. The Batch Print Summary includes a unique Print ID for each batch, the total number of unique identifiers (4-page sets) within the batch, the date on which the batch was generated, and the user who generated it.

Print ID	Total Unique Identifiers (UID) (Number of copies printed)	Printed On	Printed By	Action
2179	15	Aug 29, 2022 3:50:39 PM	cbuat_la	

1 to 1 of 1 Records

First Prev Next Last

**Step 7.** To download and print your answer sheet document PDF from the Batch Print Summary, click the **Download** icon under the Action column of the summary.



**Step 8.** To view a list of unique identifiers (UIDs) included within the batch, click the **View** **UIDs** icon under the Action column of the summary.



A COMPANION Batch Print Details screen will open, providing each 4-page set unique identifier contained within the batch.

For larger batches, you can search for a specific unique identifier using the Search UID field.

Search UID...

COMPANION Batch Print Details

COMPANION Batch Print Details Print All

Sort By    Search UID...

<input type="checkbox"/>	Print ID	Unique Identifier (UID)	Printed On	Printed By	Action
<input type="checkbox"/>	2179	1014710XXX00INP	Aug 29, 2022 3:50:39 PM	cbuat_ia	<input type="button" value="Print"/> <input type="button" value="Eye"/>
<input type="checkbox"/>	2179	1014710XXX00INO	Aug 29, 2022 3:50:39 PM	cbuat_ia	<input type="button" value="Print"/> <input type="button" value="Eye"/>
<input type="checkbox"/>	2179	1014710XXX00INN	Aug 29, 2022 3:50:39 PM	cbuat_ia	<input type="button" value="Print"/> <input type="button" value="Eye"/>
<input type="checkbox"/>	2179	1014710XXX00INM	Aug 29, 2022 3:50:39 PM	cbuat_ia	<input type="button" value="Print"/> <input type="button" value="Eye"/>
<input type="checkbox"/>	2179	1014710XXX00INL	Aug 29, 2022 3:50:39 PM	cbuat_ia	<input type="button" value="Print"/> <input type="button" value="Eye"/>
<input type="checkbox"/>	2179	1014710XXX00INK	Aug 29, 2022 3:50:39 PM	cbuat_ia	<input type="button" value="Print"/> <input type="button" value="Eye"/>
<input type="checkbox"/>	2179	1014710XXX00INJ	Aug 29, 2022 3:50:39 PM	cbuat_ia	<input type="button" value="Print"/> <input type="button" value="Eye"/>
<input type="checkbox"/>	2179	1014710XXX00INI	Aug 29, 2022 3:50:39 PM	cbuat_ia	<input type="button" value="Print"/> <input type="button" value="Eye"/>
<input type="checkbox"/>	2179	1014710XXX00INH	Aug 29, 2022 3:50:39 PM	cbuat_ia	<input type="button" value="Print"/> <input type="button" value="Eye"/>

**Step 9.** To delete a batch from the Batch Print Summary, click the **Delete** icon under the Action column of the summary.

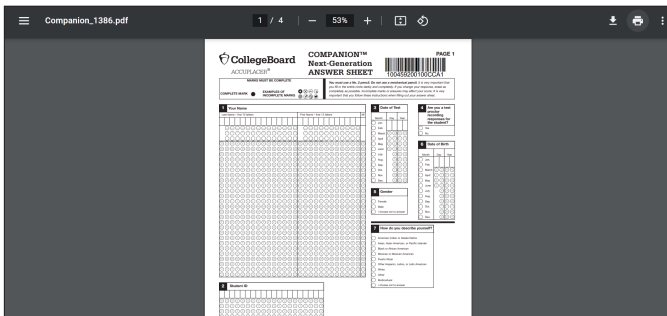


You will be asked to confirm the request to delete the batch. Click **Yes** to delete the batch or **No** to return to the summary and keep the batch.

Delete COMPANION Print Form

Are you sure you want to delete the selected COMPANION Print Form With Batch ID: 2179 ?

**Step 10.** Once you have downloaded the PDF for your batch of answer document sets, you can use your computer's print function to print the forms. Follow the guidelines specified in the Printing Requirements for Answer Sheet Documents section on page 41 of this guide.



## Processing Answer Sheet Documents After Administration

After administering the COMPANION paper assessments, you will need to process them for scoring by capturing images of the answer sheets and uploading them to ACCUPLACER. For answer sheets that cannot be scored upon upload, you can use an edit program within ACCUPLACER to try to resolve some potential scoring issues.

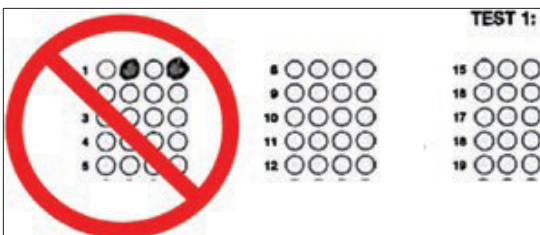
**NOTE:** It is strongly recommended that proctors, proctor reporters, or site managers collecting the COMPANION paper assessments visually inspect each student's answer sheet for completeness and accuracy prior to the student leaving the test center or school. Any missing information or questions about intended item responses can then be resolved prior to upload and scoring.

Suggestions for inspection and visual verification include:

- ◆ Names, student ID, and date of birth.
- ◆ Complete student ID is filled out at the bottom of each page.
- ◆ Any required background questions.
- ◆ The Site ID where the test is administered (supplied by the proctor).
- ◆ The form code for each COMPANION test administered to the student.
- ◆ Check answer sheet documents to ensure they are in good condition and free of wrinkles or other damage that might prevent proper imaging or scoring.



- ◆ Visually scan for any items where it appears that more than one response was bubbled or no response was bubbled, and verify the desired response option with the student. If necessary, have the student completely fill in the desired response bubble and/or more completely erase unintended response bubbles. **Any multiple-choice test items containing multiple-response bubbles, as well as any items with no response bubbled, will be scored as incorrect.**



## Imaging COMPANION Answer Sheet Documents

Once you have verified the answer sheet with the student, you are ready to capture images of the answer documents.

**IMPORTANT:** Please do not write on answer sheets until after imaging and uploading them into ACCUPLACER. Doing so may negatively affect ACCUPLACER's ability to score the sheets.

**Step 1.** Following manufacturer's guidelines and documentation, use a desktop scanner or office copier/scanner to capture images of your answer sheet document pages. Images can be saved in any of the following formats:

- ◆ PDF (.pdf)
- ◆ JPEG (.jpg)
- ◆ TIFF (.tif)

If you are using PDF, it is most efficient to save one file with all pages of the answer sheet for that student's COMPANION test to allow a single file to be uploaded. When using JPEG or TIFF format, you must upload individual files for each answer sheet document page.

**Step 2.** In addition to the image types noted above, as part of your scanning/imaging, be sure that you adhere to the following requirements:

- ◆ Scan/image quality must be 300 dpi or greater.
- ◆ Must scan to original paper size (100%). No enlarging or reducing.
- ◆ Scan image orientation must be portrait, not landscape. Images, when viewed in the system, must appear right-side up. If images are scanned upside down, they will not be scorable.
- ◆ Verify that images are not skewed (tilted left or right) due to placement within the scanner/copier.

## Uploading Answer Sheet Document Images for Scoring

Once you have captured images for your answer sheet documents, you must upload them into ACCUPLACER for scoring. The COMPANION paper upload and scoring process can be performed on batches of up to 25 4-page answer sheet document sets at a time. If you are processing more than 1 answer sheet at a time, it is critical that you are using next-generation COMPANION answer sheets generated from ACCUPLACER with the unique identifying barcode in the upper-right corner of the page. These barcodes identify a unique set of 4-page answer sheet document sets, including a page number as part of the code.

The COPPS feature can be used by Institution Administrators (IAs), Site Managers (SMs), or Proctor-Reporters (PRORs) within ACCUPLACER.

**Institution Administrator:** Using the feature at the IA level will consume units from the institution unit bank when tests on an answer sheet document are scored. You may only view paper test forms that you have uploaded/processed in ACCUPLACER with your user account. However, IAs can view any resulting Individual Score Reports (ISRs) across the institution after the paper forms have been scored by the system.

**Site Manager:** Using the feature at the SM level will consume units from the site unit bank if the site has units allocated to it. If the site does not have units, the units for any scored test will be consumed from the institution unit bank. You may only view paper test forms that you have uploaded/processed in ACCUPLACER with your user account. SMs are able to see any resulting ISRs at their site after the paper forms have been scored by the system.

## Required Answer Sheet Pages for Successful Scoring

COMPANION upload and scoring processes work best when you upload complete answer document sets that include all 4 pages. Below are the definitions for pages that are required or optional, but ACCUPLACER recommends using complete 4-page sets whenever possible.

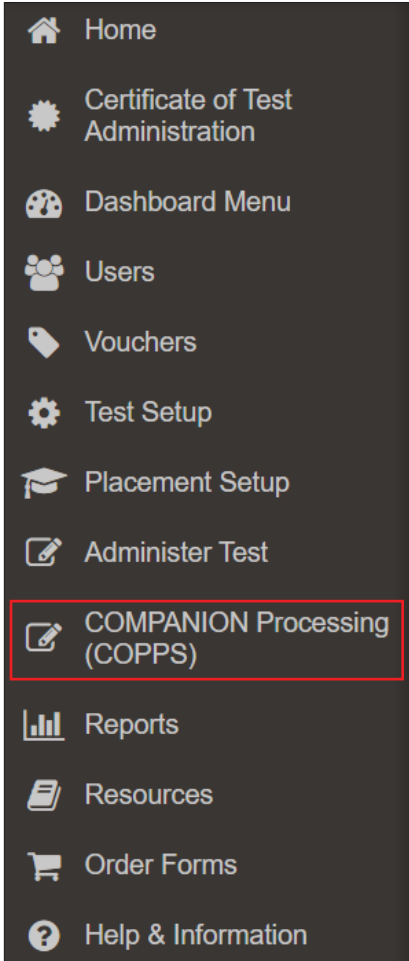
**TIP:** ACCUPLACER recommends uploading all 4 pages of each answer sheet document set to save you time later from having to make manual updates.

- Page 1
  - ♦ Page 1 is always required.
    - Without the student identifying information on page 1, the system will not successfully score.
- Page 2
  - ♦ The Site ID on page 2 is required for scoring.
    - If page 2 is omitted, you will need to select the appropriate site during the Edit process described later in this guide before scoring can be completed.
    - You will also be able to add any necessary responses to background questions on page 2 during the Edit process.
- Page 3
  - ♦ Page 3 can be omitted if the student was not administered any of the tests on page 3.
- Page 4
  - ♦ Page 4 can be omitted if the student was not administered any of the tests on page 4.

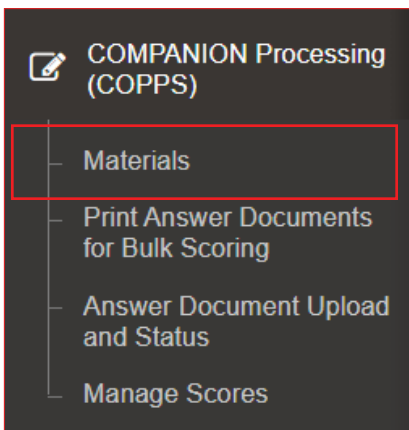


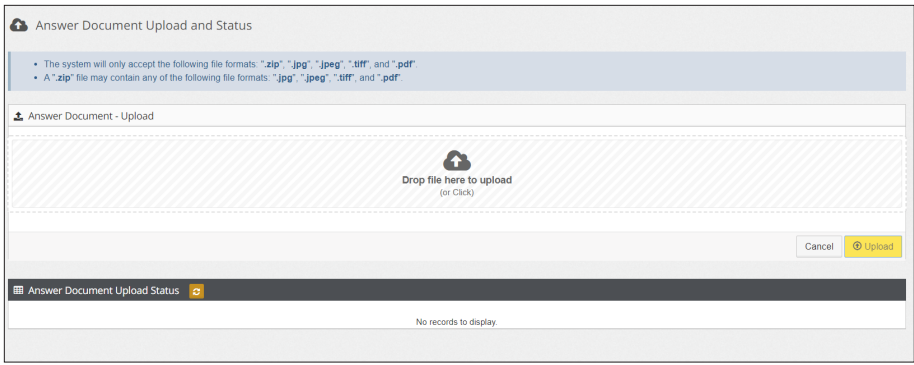
## Uploading Your Answer Sheet Images

- Step 1.** Log in to [accuplacer.org](https://accuplacer.org) using an Institution Administrator or Site Manager account for your institution/site.
- Step 2.** Click on **COMPANION Processing (COPPS)** in the left navigation pane of the website.

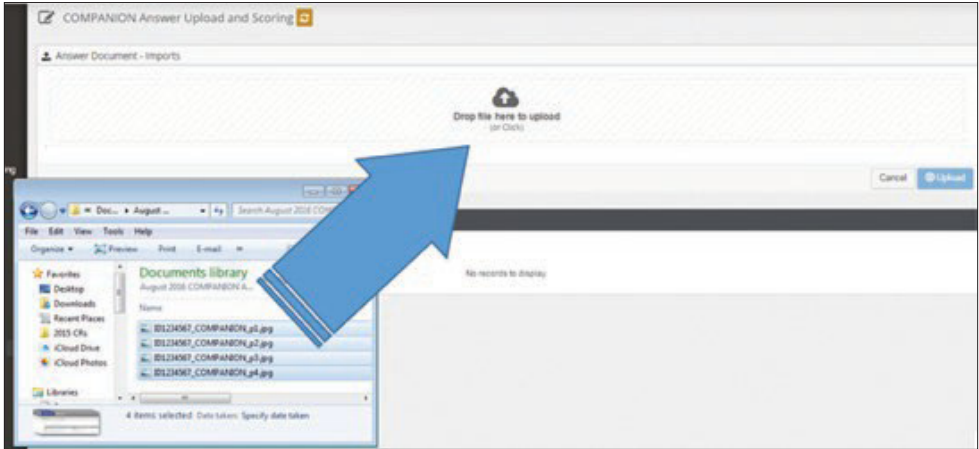


- Step 3.** In the expanded COMPANION Processing (COPPS) menu, select the **Answer Document Upload and Status** submenu to display the Answer Document Upload and Status section.



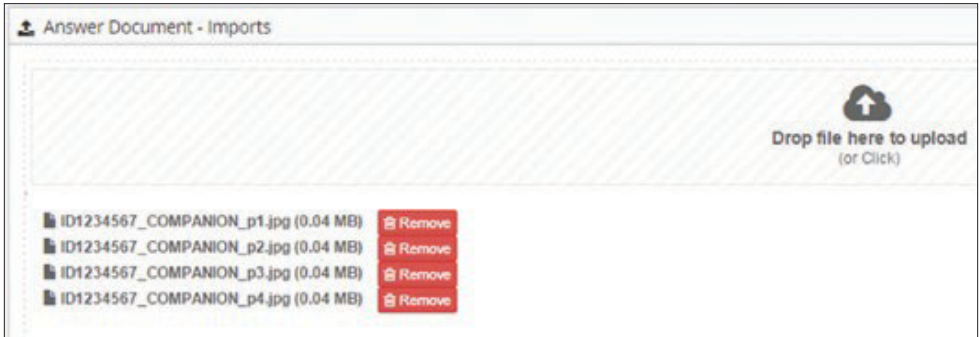


**Step 4.** Drag the file(s) containing your answer sheet document images from the directory in which you have saved the files to the Answer Document—Imports page with the “Drop file here to upload” text.



You can also click on the **Answer Document—Imports** page to navigate to the directory in which you have saved the image file(s) and manually select the file(s) you wish to upload. **Reminder:** If you are uploading more than 1 answer sheet document set at a time, your answer sheets must contain the ACCUPLACER-generated unique identifier barcodes on all pages.

**Step 5.** Once you have dragged the desired file(s) or manually selected them from your saved directory, you will see a list of files ready for import in the Answer Document—Imports section of the screen. Remember, if you are using PDF format, you may upload 1 file containing all pages of the answer sheet. JPEG and TIFF formats require a separate file for each answer sheet document page. To remove a file from the upload process, click the red **Remove** button next to the desired file.



**Step 6.** Once you have selected and verified the file(s) you would like to upload, click the **Upload** button to process the answer sheet document for scoring, or click **Cancel** to cancel the upload and start over.

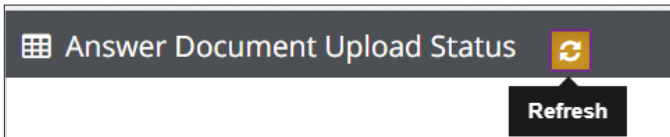


**Step 7.** When the **Upload** button is clicked, ACCUPLACER will save the image file(s) to the platform and attempt to score the tests. Scoring typically takes less than 1 minute for a single answer sheet document set. If you are performing a bulk upload of multiple answer sheet document sets, the process could take several minutes. You are able to navigate away from the Answer Document Upload and Status page to perform other work while the upload and scoring process is running. Once the upload has been initiated, a record will appear in the Answer Document Upload Status portion of the screen for the file(s) you are uploading. The record for your upload will include a unique upload ID, the status of the upload, and the total number of answer document sets within the upload. During the upload and scoring process, the Processing Documents status will display.

 A screenshot of the "Answer Document Upload Status" interface. It features a table with columns for Upload ID, Upload Status, Total Answer Documents, Unable To Score, Completed, Uploaded On, Last Modified Date, and Action. The table contains three rows of data, all with an "Imported" status.
 

Upload ID	Upload Status	Total Answer Documents	Unable To Score	Completed	Uploaded On	Last Modified Date	Action
14336	Imported	1	0	1	Mar 3, 2022 1:44:11 PM	Mar 3, 2022 1:45:22 PM	[Download] [Search]
14335	Imported	1	0	1	Mar 3, 2022 1:43:55 PM	Mar 3, 2022 1:44:46 PM	[Download] [Search]
14197	Imported	1	0	1	Feb 27, 2022 9:47:44 PM	Feb 27, 2022 9:49:38 PM	[Download] [Search]

Once the upload and scoring process completes, the status will change to either Imported or Imported With Errors. To refresh the page to see if the upload has completed processing, use the refresh button.



**Completed Upload Status Values:**

- Imported:** A status of Imported indicates that there were no errors in processing the images within your file(s). This does not necessarily mean that the answer sheets were successfully scored.
- Imported With Errors:** A status of Imported with Errors indicates that ACCUPLACER was unable to process the file(s) and identify key components of the answer sheets. This could be due to issues identifying the barcode that determines unique answer sheet document sets for bulk upload. Check the resolution of your scanned images and ensure you have 300 dpi or greater.

Imported With Errors

In case the scanned image meets the above guidelines then please try uploading the set again.  
NOTE: You must upload all 4 pages of the answer document to have it scored.

**Failed Answer Documents**

No	File Names	Status	Reason
1	Four Student Set 20170517.pdf Page 2_error.pdf	Error	Error could not be determined
2	Four Student Set 20170517_Page 1.pdf	Error	Invalid Barcode
3	Four Student Set 20170517_Page 12.pdf	Error	Invalid Barcode
4	Four Student Set 20170517_Page 13.pdf	Error	Invalid Barcode
5	Four Student Set 20170517_Page 15.pdf	Error	Invalid Barcode
6	Four Student Set 20170517_Page 3.pdf	Error	Invalid Barcode

1 to 6 of 6 Records

### What Do I Do When My Answer Sheet Document Has Completed Processing?

After processing your upload, in addition to the overall status of your upload, the Answer Document Upload Status screen will display statistics for the individual answer sheet document sets within your upload. The record for your upload will update with the total number of answer sheet document sets that ACCUPLACER was unable to score and the total number of answer sheet document sets that were successfully scored (Completed).

**Answer Document Upload Status**

Sort By: Upload ID

Upload ID	Upload Status	Total Answer Documents	Unable To Score	Completed	Uploaded On	Last Modified Date	Action
59	Imported With Errors	4	3	1	May 19, 2017 10:35:07 AM	May 19, 2017 10:38:43 AM	📄 🔍

There are three possible outcomes after clicking the **Upload** button and ACCUPLACER completes the processing of your files.

- 1. Reupload Required:** If ACCUPLACER cannot identify critical components needed to successfully process the uploaded images, you may be required to reupload a corrected file. This may occur if the scan resolution is insufficient for ACCUPLACER to determine barcodes or critical identifying bubbled information.
- 2. Successful Scoring:** If all required fields contain valid information, the resolution of the images is adequate, and there are no discrepancies or inability to identify the specific form for any test(s) bubbled on the answer sheets, the test(s) on the answer sheet documents will be successfully scored. An ISR will be generated within ACCUPLACER for each student represented in the uploaded file.

Each answer sheet document set that is successfully scored upon upload will be reflected in the count of Completed sets in the Answer Document Upload Status section of the page.

Upload ID	Upload Status	Total Answer Documents	Unable To Score	Completed
14340	Imported	1	0	1

**3. Unable to Score:** If issues are encountered attempting to score the test(s) on the answer sheet, ACCUPLACER will mark the specific document set as Unable To Score. As an IA or SM for your institution, you have the ability to update the digital information captured from the paper answer sheet to resolve certain issues.

Each answer sheet document set that cannot be successfully scored upon upload will be reflected in the count of Unable To Score sets in the Answer Document Upload Status section of the page.

Upload ID	Upload Status	Total Answer Documents	Unable To Score
7976	Imported	1	1

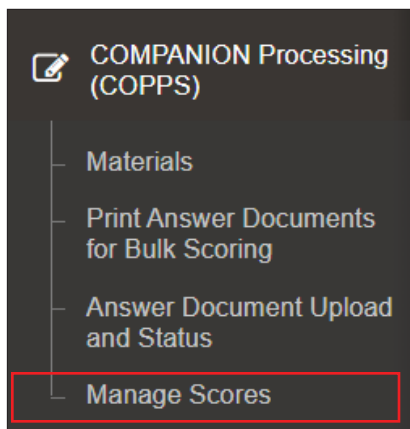
### Editing Information from an Imaged COMPANION Answer Sheet

When answer sheet images uploaded into ACCUPLACER cannot be scored successfully, IAs and SMs are able to use the Edit process from the Unable To Score tab of the Manage Scores screen to add missing required information and/or fix potential issues preventing successful scoring.

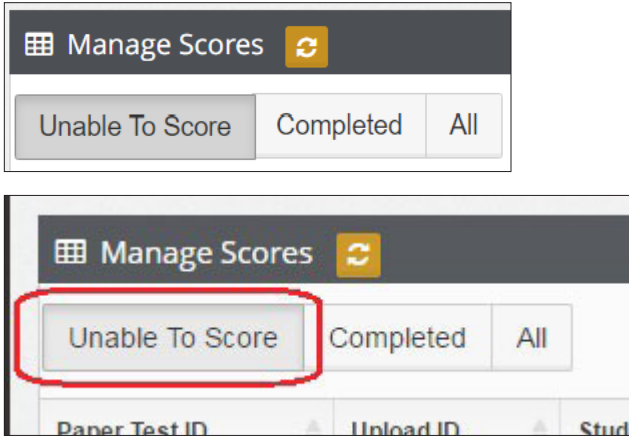
**IMPORTANT:** Modifying information for any student test session should not be taken lightly. Never change student responses or otherwise manipulate the results of the paper test administration unless it is clear that the student intended something different from what the scoring engine is interpreting. It is the responsibility of each IA and SM in ACCUPLACER to protect the integrity of COMPANION testing by making appropriate decisions when considering modification of test data within this Edit process.

Paper Test ID	Upload ID	Student ID	First Name	Last Name	Status	Uploaded On	Action
86	60	11111002	SUE	TESTERTWO	Unable To Score	May 19, 2017 11:36:14 AM	[Edit] [Delete]
87	60	11111001	BOB	TESTERONE	Unable To Score	May 19, 2017 11:36:14 AM	[Edit] [Delete]
88	60	11111004	ED	TESTERFOUR	Unable To Score	May 19, 2017 11:36:14 AM	[Edit] [Delete]
89	60	11111003	DAN	TESTERTHREE	Unable To Score	May 19, 2017 11:36:14 AM	[Edit] [Delete]

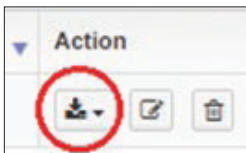
**Step 1.** Click on the **Manage Scores** submenu under COMPANION Processing (COPPS) in the left navigation pane to open the Manage Scores screen.



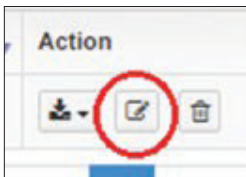
**Step 2.** Click on the **Unable To Score** tab in the Manage Scores Screen.



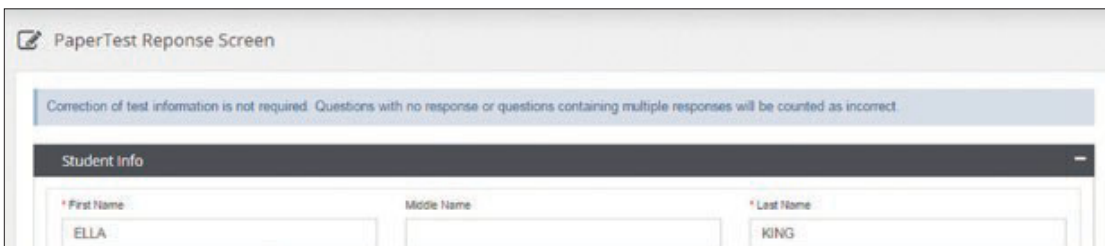
**Step 3.** If you feel it will be necessary or beneficial to view the image of the student's answer sheet document set during the Edit process, you can click the **Download** icon next to the desired Paper Test ID to open the image and/or print it.



**Step 4.** Click the **Edit** icon in the Actions column for the desired Paper Test ID.



The Paper Test Response Screen will open for the selected Paper Test ID.



**NOTE:** At the top of the screen, you will receive a reminder that if questions have no response bubbled, or if questions have more than one response bubbled, the items will be scored as incorrect. It is not required to correct these issues for the scoring engine to calculate a score.

**Step 5.** Review the Student Info section of the Paper Test Response Screen for completeness and required information. The answer sheet document set must contain a First Name, Last Name, Student ID, Date of Birth, Gender, and Self-Description response for the student. In addition, it must indicate the Site ID where the test was administered and the date of the test. Correct or complete any required information in this section.

**Step 6.** Click the **white plus symbol (+)** in the Background Details heading bar to expand the background questions section of the Paper Test Response Screen.

**Step 7.** Verify you have recorded responses for any background questions for which you need a response. COMPANION and ACCUPLACER standard background questions are typically not required. If any questions have not been answered, you may want to choose “I choose not to answer” from the drop-down menus.



**Step 8.** Click the **white plus symbol (+)** in the Test Information heading bar to expand the background questions section of the Paper Test Response Screen.



The Test Information section will expand. At the top of the section, you may see a series of warning messages based on the scoring engine’s review of the items.



If the scoring engine cannot determine a form code for any of the tests administered on the COMPANION paper answer sheet document set, you will see something similar to the following warning message: **The test cannot be scored without a form code.**



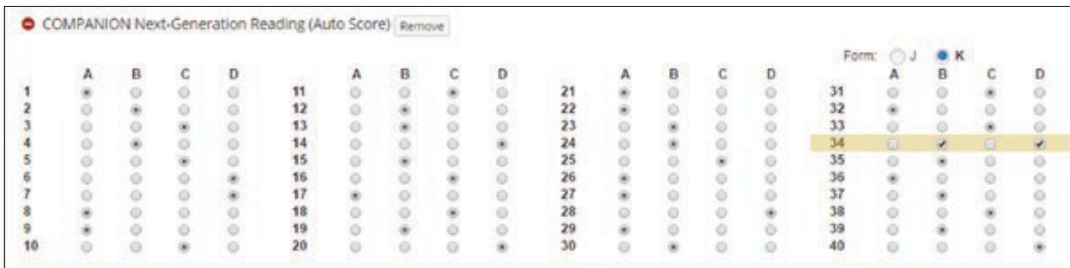
**Step 9.** Click the **green Expand** button next to the appropriate test name to expand the student responses for that test.



**Step 10.** In the expanded student response display for the selected test, if you received a warning message indicating Form Type is required, verify which form of that test was administered to the student and select the appropriate form code radio button.

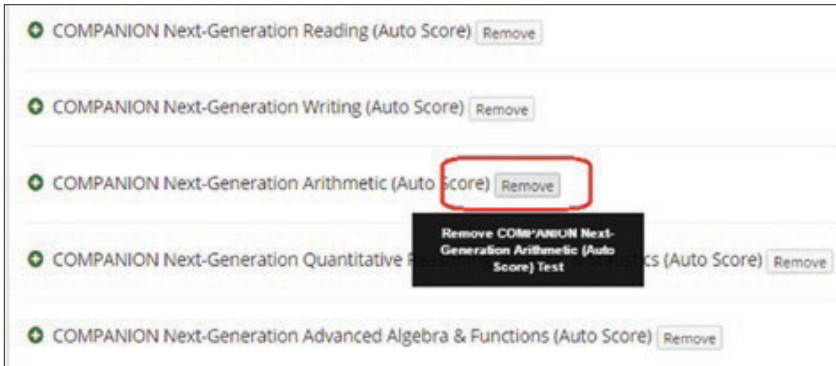


**Step 11.** Review any questions where there is no response or where there are multiple responses to determine if it is appropriate to make changes. Any questions for which no response or multiple responses are included when submitted for scoring will be scored as incorrect. Remember that unless you are able to consult with the student or are confident in what the student’s intent was for the item, you should not modify student test information.





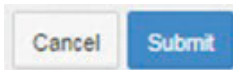
**Step 12.** If you would like to remove any of the tests appearing in the student response display section for the student, click the **Remove** button next to that test. This test will be removed from the Paper Test ID and will not be scored, and you will not use a unit for that test.



You will receive a warning message asking you to confirm the removal of the test. **Once removed, you will not be able to add this test back** and will have to reupload the answer sheet document to be able to score it.



**Step 13.** Click the **Submit** button to resubmit the revised data for scoring, or click **Cancel** to discard your changes and return to the Unable To Score results screen.



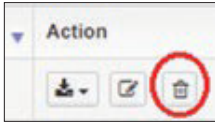
If all required information has been provided and you click **Submit**, the paper test form will be scored, and you will receive a confirmation.



## Deleting a Paper Test ID from ACCUPLACER

In some instances, you may determine that you do not wish to keep an answer sheet document that has been imaged and uploaded into ACCUPLACER. Once a Paper Test ID record for an uploaded answer sheet document set has been deleted, it cannot be retrieved. If needed, you will need to upload the answer sheet document image(s) again.

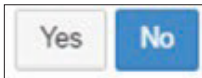
**Step 1.** Click the **Delete** icon in the Action column next to the Paper Test ID record you would like to delete from ACCUPLACER.



You will receive a warning message asking you to verify that you would like to remove the specified Paper Test ID.



**Step 2.** Click **Yes** to delete the specified Paper Test ID, or **No** to cancel and keep the answer sheet document set in the system.

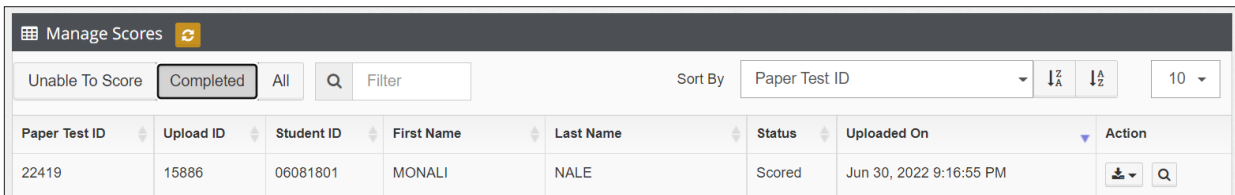




If you select **Yes**, you will receive a confirmation at the top of the screen.



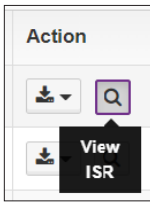
## Viewing Scored Paper Test Results

Once ACCUPLACER has successfully scored your uploaded answer sheet document, you can view the results in the Completed tab within the Manage Scores screen.

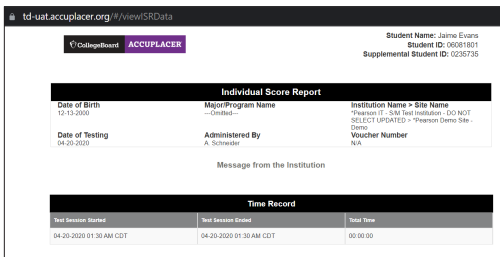


Paper Test ID	Upload ID	Student ID	First Name	Last Name	Status	Uploaded On	Action
22419	15886	06081801	MONALI	NALE	Scored	Jun 30, 2022 9:16:55 PM	 

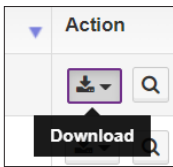
**Step 1.** Within the Completed tab, click the **View ISR** icon (magnifying glass) in the Action column next to the desired Paper Test ID record.



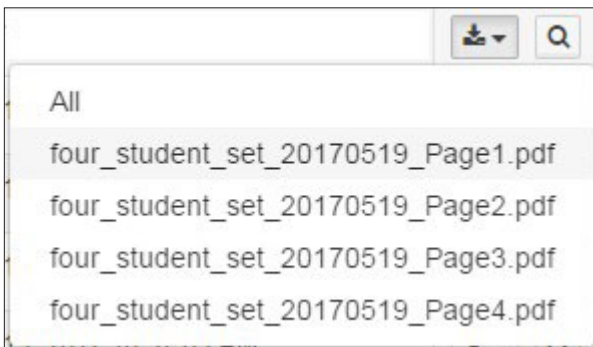
The ISR will automatically open in a separate window.



**Step 2.** If you would like to view the student's original scanned answer sheet document, click the **Download** icon in the Action column next to the desired Paper Test ID record.



Then, click the **file name** to download the file for the specific page you want to view, or click **All** to download all pages from the answer sheet document set.



The file will download to your computer based on the method used by the specific browser you are using.

**Step 3.** You can also access the student's ISR via the Individual Score Report option in the Reports menu. Follow the instructions within the ACCUPLACER User's Guide for defining your query and running the ISR.

**Step 4.** Data from successfully scored paper answer sheet documents are also available for aggregate reports, such as the Custom Report, Score Roster Report, and others. See the ACCUPLACER User's Guide for additional details on aggregate reports.

# Error Handling and Troubleshooting

Listed below are a number of common issues encountered during the COMPANION Paper Processing steps and suggestions for troubleshooting and correcting.

Issue	Possible Cause	Recommended Steps
My students complain that it is difficult to see the letters/ numbers inside bubbles on the COMPANION answer sheets.	<ul style="list-style-type: none"> <li>Answer sheets printed in color</li> <li>Low-resolution printing</li> <li>Low toner</li> </ul>	<ul style="list-style-type: none"> <li>Print in black and white only.</li> <li>Ensure minimum 600 dpi resolution on the best printer to which you have access.</li> <li>Check your printer's toner before printing answer sheets and add/replace as needed.</li> </ul>
I need to administer COMPANION paper tests to my students, but I cannot find the forms in ACCUPLACER.	<ul style="list-style-type: none"> <li>User does not have proper permissions</li> </ul>	<ul style="list-style-type: none"> <li>Be sure you are logged into ACCUPLACER as a Site Manager or Institution Administrator.</li> <li>Look for forms under the Materials submenu within the COMPANION Processing menu.</li> </ul>
I'm trying to upload answer sheets for a class of students to which I just administered Next-Generation COMPANION tests at one time, but it's not working.	<ul style="list-style-type: none"> <li>Attempting to process more than 25 answer sheet document sets at a time</li> <li>Answer sheet document sets do not have barcoding for bulk processing</li> </ul>	<ul style="list-style-type: none"> <li>When using bulk upload and scoring, keep batches to 25 document sets or fewer.</li> <li>Ensure you only use barcoded Next-Generation COMPANION answer documents from the Print Answer Documents for Bulk Scoring submenu in ACCUPLACER.</li> </ul>
My file(s) uploaded successfully, but now I'm not sure where they went. It's like they disappeared.	<ul style="list-style-type: none"> <li>Successful scoring or issues while scoring caused the processed test to be reflected in the counts for "Completed" or "Unable to be Scored" and moved to the Manage Scores screen</li> </ul>	<ul style="list-style-type: none"> <li>Look for the Paper Test ID in the Completed tab of the Manage Scores screen. This would indicate the answer sheet was successfully scored, and you can view/print the student's ISR.</li> <li>Look for the Paper Test ID in the Unable To Score tab of the Manage Scores screen. This would indicate there were issues preventing scoring. You can use the Edit feature to determine the issues and, where appropriate, correct for resubmitting.</li> </ul>
The image file upload process completed, but I'm getting a message that the file(s) were "Imported with Errors."	<ul style="list-style-type: none"> <li>Barcode on answer document unable to be read</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the barcode on the answer document sets is printed on the sheets at a minimum of 300 dpi resolution.</li> </ul>
ACCUPLACER is telling me that my file(s) were uploaded successfully, but the answer sheet is not scoring, and it seems like the system doesn't even understand what I'm uploading.	<ul style="list-style-type: none"> <li>Incorrect answer sheet form</li> <li>Missing Form Code on answer sheet</li> <li>Resized answer sheet document during printing or scanning</li> <li>Poor scanner resolution</li> <li>Resized scanning (not 100%)</li> </ul>	<ul style="list-style-type: none"> <li>Be sure that the answer sheet is the COMPANION answer sheet downloaded and printed from the Print Answer Documents for Bulk Scoring or Materials submenus in ACCUPLACER. No other answer sheets can be used.</li> <li>Review the image and be sure the student bubbled the Form Code value. If you receive a warning message "Form Type is required" for one of the tests on the answer sheet, this is an indication that the Form Code could not be determined.</li> <li>Be sure that answer sheets were printed at 100% and that "Fit to Page" was NOT selected during printing.</li> <li>Be sure that scanning was at 100% (no enlarging or reduction) and that resolution was minimum 300 dpi during scanning.</li> </ul>
I'm looking at a Paper Test ID in the Edit screen, and there seem to be a lot of items marked as having multiple responses. When I look at the physical paper answer sheet, it seems like there is only one response on these items.	<ul style="list-style-type: none"> <li>Answer sheets printed duplex (2-sided)</li> </ul>	<ul style="list-style-type: none"> <li>Be sure answer sheets are printed one-sided and that paper is, at minimum, 20# bond to avoid any issues with bubbling bleeding through the page when scanned.</li> </ul>

Issue	Possible Cause	Recommended Steps
It seems like all the necessary information on Page 1 of the answer document is there, but the answer sheet did not score.	<ul style="list-style-type: none"> <li>Missing Site ID</li> </ul>	<ul style="list-style-type: none"> <li>Site ID is a required field for COMPANION scoring. It is located on page 2 of the answer sheet document. You can select the Site for the Paper Test ID within the Edit screen.</li> </ul>
I administered COMPANION test(s), but there seem to be some missing from the Paper Test ID record when I view the Edit screen in Unable To Score, or when I view the ISR for a successfully scored answer sheet.	<ul style="list-style-type: none"> <li>Missing page(s) in the upload</li> </ul>	<ul style="list-style-type: none"> <li>Be sure that all pages of the answer sheet document containing bubbled test responses from the student were included in the upload. If pages 3 or 4 of the answer sheet were omitted, ACCUPLACER assumes no tests represented on those pages were administered.</li> </ul>
I uploaded the answer sheet image files, and I thought ACCUPLACER scored it, but I can't find the ISR for this student when I look in Reports.	<ul style="list-style-type: none"> <li>Possible scoring issues</li> </ul>	<ul style="list-style-type: none"> <li>Look for the Paper Test ID in the Completed Tab of the Manage Scores screen, and, if found, click the <b>View ISR</b> icon in the Action column for the desired student/answer sheet.</li> <li>If you cannot find the desired Paper Test ID in the Completed tab, search for it in the Unable To Score tab of the Manage Scores screen, correct any issues, and resubmit for scoring.</li> </ul>
In the Completed tab, I see a Status of Scored, but when I look at the ISR, a score does not appear.	<ul style="list-style-type: none"> <li>Institution Administrator or Site Manager has manually added student and/or background information in the Edit screen to an un-scorable Paper Test ID for a form ACCUPLACER does not recognize</li> </ul>	<ul style="list-style-type: none"> <li>Reupload the image(s) of the answer sheet document. Verify that you have uploaded image(s) of a COMPANION answer sheet document for this student.</li> <li>Verify that the answer sheet document was printed at 100%.</li> <li>Verify that your answer sheet document image is not upside down or otherwise skewed.</li> </ul>
I uploaded my answer sheet, and I verified that all the required information is there, but it did not successfully score.	<ul style="list-style-type: none"> <li>Not enough student responses completed on one or more tests; if ACCUPLACER can identify a student response for less than 80% of the items in any test on the answer sheet, the system will place the paper test ID in the Unable To Score tab so that you can review the form</li> </ul>	<ul style="list-style-type: none"> <li>Review the student's answer sheet to verify they have completed all items for an attempted test.</li> <li>Use the Edit screen to correct items with missing answers, or delete the paper test ID and reupload the corrected paper form.</li> </ul>

# Ordering COMPANION Tests Through the Mail

For all COMPANION orders, please use the ACCUPLACER Order Form found under the Order Forms menu option within the ACCUPLACER platform. When ordering, you must specify titles(s), form(s), and item number(s). The order form can be completed online within the ACCUPLACER platform or sent in via postal mail to:

College Board  
ACCUPLACER Department  
P.O. Box 7500  
London, KY 40742-7500

You can also call 866-607-5223 to place an order via credit card (M–F 8:30 a.m. to 6 p.m. ET).

Once your order is processed, a confirmation email will be sent to your email address. Shipping charges will apply to all COMPANION orders. Please consult the COMPANION Order Form for shipping charges.

## Refund Policy

College Board/ACCUPLACER Program does not provide refunds for purchased products, including online test units and COMPANION tests. College Board will provide an exchange of COMPANION products returned within 30 days. Customers will receive online test units for COMPANION products and are responsible for return shipping and handling. There is no exchange value for shipping charges. Additional shipping on exchanges will be billed at the customer's expense. All products must be in new, unused condition, and in the original packaging to receive the exchange. We recommend that you use UPS standard delivery, FedEx ground, or USPS. No collect (COD) shipments can be accepted. For more information, contact ACCUPLACER Customer Orders Support at [accuplacerorder@collegeboard.org](mailto:accuplacerorder@collegeboard.org).

## Billing Invoice Questions

For questions about an order, invoice, payments, or other billing questions, please contact ACCUPLACER Invoices and Billing at 866-607-5223 (Option 3) or by email at [accuplacerorder@collegeboard.org](mailto:accuplacerorder@collegeboard.org).

## Payment

- Payment options include check, Institutional Purchase Orders, MasterCard, Visa, American Express, or Discover.
- Checks should be made payable to: College Board  
ACCUPLACER Department  
P.O. Box 7500  
London, KY 40742-7500
- 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](mailto:accuplacerorder@collegeboard.org) for wire transfer information (international customers only).

## Shipping

Postage and handling will be added to all paper-and-pencil test orders, based on the sliding scale provided on the COMPANION Order Form. Shipping must be included in your COMPANION order total.

International delivery of materials can take up to 6 weeks after receipt of order. Most shipments via UPS International arrive within 14 calendar days, but please allow up to 6 weeks for delivery. Please allow 4 to 6 weeks for delivery of shipments via USPS and UPS Canada Standard. Postage is charged as noted below:

USPS: \$48.00 per order flat fee

UPS International: \$120.00 per order flat fee to all destinations  
UPS Canada Standard: \$20.00 per order flat fee

Orders shipped to Army Post Office (APO) and Fleet Post Office (FPO) addresses are sent via USPS. Ground domestic shipping charges apply. Please allow 4 to 6 weeks for delivery of shipments via USPS and UPS Canada Standard.

Please allow up to 2 weeks from receipt of order for delivery of paper-and-pencil tests via UPS regular ground. If a faster shipment method is needed, additional cost will be added to your order. Call 866-607-5223 for assistance in calculating shipping charges.

Call ACCUPLACER Customer Order Support if your order contains 500 or more test booklets. Please allow 3 to 5 business days for calculation.

## Contact Information

**By mail:** College Board  
Attn: ACCUPLACER Program  
250 Vesey Street  
New York, NY 10281

**By phone:** 866-607-5223

General questions or technical support, visit: [support.accuplacer.org](https://support.accuplacer.org)  
Questions about ACCUPLACER orders, email: [accuplacerorder@collegeboard.org](mailto:accuplacerorder@collegeboard.org)

# Appendix A—COMPANION

## Student Privacy Policy

See [accuplacer.collegeboard.org/accuplacer/pdf/student-privacy-policy.pdf](https://accuplacer.collegeboard.org/accuplacer/pdf/student-privacy-policy.pdf) for the most recent version of the privacy policy.



## Appendix B—Test Administration

### Notes for the Braille Edition

As with all braille tests, braille-reading students may need more time to take the test than students using print readers. The teacher or administrator of the test will instruct the student on how to take the test. The method in which the student is to answer the test questions and the use of any answer sheets or separate documents should be explained prior to test administration.

These notes also include the same instructions given to the student, indicating what the student will encounter in the braille edition. Some running instructions, like “go on,” have been omitted, but instructions to “stop” have been retained.

Print and braille page correspondences, as well as all other changes or omissions, are listed below.

#### Next-Generation Reading: Form J

Print Page	Braille Page	Question/Section	Notes
Cover	t1	Title page	
	t2	Special symbols page	
	t3	Transcriber’s notes	
Inside Cover	p1	Copying and copyright information	
Directions	p2	Directions for braille	
1–3, a3, b3	1–4	Directions Sample 1	Braille page 1 is blank. Sample 1: Sentence added: “D is the correct answer.”
4	5	Sample 2	Sample 2: Sentence added: “C is the correct answer.”
5–6, a6, b6	6–8	Directions Passage	
7–a7	9–10	Items 1–4	
8–a8	11–12	Directions Passage 1 Passage 2	
9–a9	13–14	Items 5–8	
10–b10	15–17	Directions Items 9–14	
11–12, a12, b12	18–20	Directions Passage	
13–b13	20–22	Items 15–18	
14–a14	23–24	Directions Passage 1 Passage 2	
15–a15	25–27	Items 19–22	Braille page 27 is blank.
16–b16	28–30	Items 23–24	
17–a17	31–32	Items 25–26	
18–a18	33–35	Items 27–28	Braille page 35 is blank.
19–b19	36–38	Items 29–30	
20–a20	39–41	Items 31–32	Braille page 41 is blank.

<b>Print Page</b>	<b>Braille Page</b>	<b>Question/Section</b>	<b>Notes</b>
21-b21	42-45	Items 33-34	Braille page 45 is blank.
22-c22	46-49	Items 35-36	
23-c23	50-53	Items 37-38	
24-c24	54-57	Items 39-40 STOP	

## Next-Generation Reading: Form K

Print Page	Braille Page	Section/Items	Notes
Cover	t1	Title page	
	t2	Special symbols page	
	t3	Transcriber's notes	
Inside Cover	p1	Copying and copyright information	
Directions	p2	Directions for braille	
1-3, a3, b3	1-4	Directions Sample 1	Braille page 1 is blank. Sample 1: Sentence added: "D is the correct answer."
4	5	Sample 2	Sample 2: Sentence added: "C is the correct answer."
5-6, a6, b6	6-8	Directions Passage	
7-a7	9-10	Items 1-4	
8-b8	10-12	Directions Passage 1 Passage 2	
9-a9	12-13	Items 5-8	
10-b10	14-16	Directions Items 9-14	
11-12, a12, b12, c12	16-19	Directions Passage	
13-a13	19-20	Items 15-18	
14-a14	21-22	Directions Passage 1 Passage 2	
15-a15	23-25	Items 19-22	Braille page 25 is blank.
16-b16	26-28	Items 23-24	
17-a17	29-30	Items 25-26	
18-a18	31-32	Items 27-28	
19-a19	33-34	Items 29-30	
20-b20	35-37	Items 31-32	
21-c21	38-41	Items 33-34	
22-c22	42-45	Items 35-36	
23-c23	46-49	Items 37-38	
24-b24	50-53	Items 39-40 STOP	Braille page 51 is blank.

## Next-Generation Writing: Form J

Print Page	Braille Page	Section/Items	Notes
Cover	t1	Title page	
	t2	Special symbols page	
Inside Cover	p1	Copying and copyright information	
Directions	p2	Directions for braille	
1–4, a4, b4	1–4	Directions Sample passage	Braille page 1 is blank.
5–a5	5–6	Sample questions 1–2	Sample 1: Sentence added: “C is the correct answer.” Sample 2: Sentence added: “D is the correct answer.”
6–b6	7–9	Directions Passage	
7–c7	9–12	Items 1–5	
8–c8	12–15	Directions Passage Items 6–7	
9–b9	16–18	Items 8–10	
10–a10	19–20	Directions Passage	
11–a11	21–22	Items 11–12	
12–a12	23–24	Items 13–15	
13–14, a14, b14	24–26	Directions Passage	
15–d15	26–30	Items 16–20	
16–c16	30–33	Directions Passage Items 21–22	
17–a17	34–35	Items 23–25	
18–b18	36–38	Directions Passage Items 26–27	
19–b19	39–41	Items 28–30	
20–b20	42–44	Directions Passage Items 31–32	
21–a21	45–46	Items 33–35	
22–c22	46–49	Directions Passage Items 36–37	
23–b23	50–52	Items 38–40 STOP	

## Next-Generation Writing: Form K

Print Page	Braille Page	Section/Items	Notes
Cover	t1	Title page	
	t2	Special symbols page	
	t3	Transcriber's notes	
Inside Cover	p1	Copying and copyright information	
Directions	p2	Directions for braille	
1-4, a4, b4	1-4	Directions Sample passage	Braille page 1 is blank.
5-a5	5-6	Sample questions 1-2	Sample 1: Sentence added: "C is the correct answer."  Sample 2: Sentence added: "D is the correct answer."
6-b6	7-9	Directions Passage Items 1-2	
7-a7	10-11	Items 3-5	
8-b8	12-14	Directions Passage Items 6-7	
9-b9	15-17	Items 8-10	
10-a10	18-19	Directions Passage	
11-a11	20-21	Items 11-12	
12-a12	22-23	Items 13-15	
13-14, a14, b14	24-26	Directions Passage Item 16	
15-b15	27-29	Items 17-20	
16-a16	30-31	Directions Passage	
17-c17	32-35	Items 21-25	
18-b18	36-38	Directions Passage Items 26-27	
19-a19	39-40	Items 28-30	
20-b20	41-43	Directions Passage Items 31-32	
21-a21	44-45	Items 33-35	
22-b22	46-48	Directions Passage Items 36-37	
23-b23	49-51	Items 38-40 STOP	

## Next-Generation Arithmetic: Form J

Print Page	Braille Page	Section/Items	Notes
Title Page	t1	Title page information	
	t2	Security statement	
	t3	Transcriber's notes	Nemeth statement
1-3, a3	1-2	Directions Sample questions 1-2	Sample 1: Sentence added: "C is the correct answer." Sample 2: Sentence added: "B is the correct answer."
4-a4	3-4	Questions 1-6	
5-a5	5-6	Questions 7-10	
6-b6	7-9	Questions 11-15	
7-a7	9-10	Questions 16-19	
8-a8	11-12	Questions 20-22	
9-b9	12-15	Questions 23-26	Braille page 14 is blank. Question 26: Tactile graphic provided.
10-b10	15-18	Questions 27-32	Braille page 16 is blank.
11-b11	18-21	Questions 33-38	Question 36: Tactile graphic provided. Braille page 20 is blank.
	22		Braille page 22 is blank.
12-a12	23-25	Questions 39-40 STOP	Question 39: Tactile graphic provided. Braille page 24 is blank. Question 40: Tactile graphic provided.

## Next-Generation Arithmetic: Form K

Print Page	Braille Page	Section/Items	Notes
Title Page	t1	Title page information	
	t2	Security statement	
	t3	Transcriber's notes	Nemeth statement
1-3, a3	1-2	Directions Sample questions 1-2	Sample 1: Sentence added: "C is the correct answer."  Sample 2: Sentence added: "B is the correct answer."
4-a4	3-4	Questions 1-6	
5-b5	5-7	Questions 7-11	
6-a6	8-9	Questions 12-16	
7-b7	9-11	Questions 17-21	
8-a8	11-12	Questions 22-26	
9-a9	13-14	Questions 27-32	
10-c10	15-21	Questions 33-36	Question 35: Tactile graphic provided. Question 36: Tactile graphic provided. Sentence changed: "The large square on the facing page..." Braille pages 16, 18 and 19 are blank.
	22		Braille page 22 is blank.
11-b11	23-27	Questions 37-40 STOP	Question 37: Tactile graphic provided. Question 39: Tactile graphic provided. Braille pages 24 and 26 are blank.

## Next-Generation Quantitative Reasoning, Algebra, and Statistics: Form J

Print Page	Braille Page	Section/Items	Notes
Title Page	t1	Title page information	
	t2	Security statement	
	t3	Special symbols	
	t4	Transcriber's notes	Nemeth statement
1-3, a3	1-2	Directions Sample questions 1-2	Sample 1: Sentence added: "D is the correct answer." Sample 2: Sentence added: "B is the correct answer."
4-a4	3-4	Questions 1-5	
5-b5	5-7	Questions 6-9	
6-b6	7-9	Questions 10-13	
7-b7	9-11	Questions 14-15	Question 15: Tactile graphic provided. Sentence changed: "Which of the following points lies in the shaded region of the $xy$ -plane on the facing page?"
	12-13		Braille pages 12 and 13 are blank.
8-c8	14-17	Questions 16-20	
9-a9	18-19	Questions 21-25	
10-c10	20-23	Questions 26-28	Question 28: Tactile graphic provided. Sentence changed: "Which of the following equations is graphed in the $xy$ -plane on the facing page?"
	24		Braille page 24 is blank.
11-b11	25-27	Questions 29-33	
12-b12	27-29	Questions 34-38	
13-a13	30-31	Questions 39-40 STOP	



## Next-Generation Quantitative Reasoning, Algebra, and Statistics: Form K

Print Page	Braille Page	Section/Items	Notes
Title Page	t1	Title page information	
	t2	Security statement	
	t3	Special symbols	
	t4	Transcriber's notes	Nemeth statement
1-3, a3	1-2	Directions Sample questions 1-2	Sample 1: Sentence added: "D is the correct answer." Sample 2: Sentence added: "B is the correct answer."
4-a4	3-4	Questions 1-3	
5-c5	5-9	Questions 4-7	Question 6: Tactile graphic provided.
6-b6	10-12	Questions 8-12	Braille page 8 is blank.
7-d7	12-17	Questions 13-17	Braille page 16 is blank. Question 17: Tactile graphic provided.
8-b8	17-20	Questions 18-24	Braille page 18 is blank.
9-b9	20-22	Questions 25-29	
10-a10	23-24	Questions 30-32	
11-b11	25-27	Questions 33-37	
12-a12	28-29	Questions 38-40 STOP	

## Next-Generation Advanced Algebra and Functions: Form J

Print Page	Braille Page	Section/Items	Notes
Title Page	t1	Title page information	
	t2	Security statement	
	t3	Special symbols	
	t4	Transcriber's notes	Nemeth statement
1-3, a3	1-2	Directions Sample questions 1-2	Sample 1: Sentence added: "D is the correct answer." Sample 2: Sentence added: "B is the correct answer."
4-c4	3-9	Questions 1-5	Question 3: Tactile graphic provided. Question 4: Tactile graphic provided. Braille pages 4, 6, and 8 are blank.
	10		Braille page 10 is blank.
5-a5	11-13	Questions 6-9	Question 6: Tactile graphic provided. Braille page 12 is blank.
6-a6	14-15	Questions 10-13	
7-b7	16-19	Questions 14-18	Question 15: Tactile graphic provided. Braille page 18 is blank.
8-b8	20-23	Questions 19-21	Question 20: Tactile graphic provided. Braille page 22 is blank.
	24		Braille page 24 is blank.
9-a9	25-27	Questions 22-25	Question 22: Tactile graphic provided. Braille page 26 is blank.
	28-29		Braille pages 28 and 29 are blank.
10-b10	30-33	Questions 26-29	Question 26: Tactile graphic provided. Sentence changed: "In the figure on the previous page . . ." Braille page 32 is blank. Question 29: Tactile graphic provided.
11-a11	33-35	Questions 30-32	Braille page 34 is blank.
	36		Braille page 36 is blank.

<b>Print Page</b>	<b>Braille Page</b>	<b>Section/Items</b>	<b>Notes</b>
12-b12	37-41	Questions 33-35	Question 33: Tactile graphic provided. Question 35: Tactile graphic provided. Braille pages 38 and 40 are blank.
	42		Braille page 42 is blank.
13-b13	43-46	Questions 36-40 STOP	Question 36: Tactile graphic provided. Braille page 44 is blank.

## Next-Generation Advanced Algebra and Functions: Form K

Print Page	Braille Page	Section/Items	Notes
Title Page	t1	Title page information	
	t2	Security statement	
	t3	Special symbols	
	t4	Transcriber's notes	Nemeth statement
1-3, a3	1-2	Directions Sample questions 1-2	Sample 1: Sentence added: "D is the correct answer." Sample 2: Sentence added: "B is the correct answer."
4-b4	3-7	Questions 1-5	Question 4: Tactile graphic provided. Question 5: Tactile graphic provided. Braille pages 4 and 6 are blank.
	8		Braille page 8 is blank.
5-b5	9-11	Questions 6-9	
6-c6	11-15	Questions 10-14	Question 12: Tactile graphic provided. Sentence changed: "If the length of the shaded arc . . ." Braille page 14 is blank.
7-c7	15-19	Questions 15-17	Braille page 17 is blank. Question 17: Tactile graphics provided.
	20		Braille page 20 is blank.
8-b8	21-23	Questions 18-22	Question 22: Tactile graphic provided.
	24		Braille page 24 is blank.
9-b9	25-29	Questions 23-25	Question 24: Tactile graphic provided. Braille pages 26 and 28 are blank.
	30-31		Braille pages 30 and 31 are blank.
10-b10	32-35	Questions 26-30	Question 26: Tactile graphic provided. Sentence changed: "In the figure on the facing page . . ." Braille page 34 is blank. Question 29: Tactile graphic provided.
	36		Braille page 36 is blank.

<b>Print Page</b>	<b>Braille Page</b>	<b>Section/Items</b>	<b>Notes</b>
11-b11	37-41	Questions 31-34	Question 33: Tactile graphic provided. Braille pages 38 and 40 are blank.
	42		Braille page 42 is blank.
12-a12	43-45	Questions 35-38	Question 35: Tactile graphic provided. Braille page 44 is blank.
13	46	Questions 39-40 STOP	

# Appendix C—COMPANION Conversion Tables

## COMPANION Raw Score to ACCUPLACER Scaled Score Conversion Tables ESL Language Use and ESL Sentence Meaning

ESL Language Use		
Raw Score	Form H	Form I
0	26	26
1	26	26
2	26	26
3	27	26
4	27	26
5	27	27
6	28	27
7	29	28
8	30	29
9	32	30
10	35	32
11	39	35
12	42	38
13	46	42
14	50	45
15	53	50
16	57	53
17	61	57
18	65	62
19	69	66
20	72	70
21	77	74
22	81	78
23	85	82
24	89	86
25	93	91
26	96	94
27	100	98
28	103	102
29	107	106
30	109	109

ESL Sentence Meaning		
Raw Score	Form H	Form I
0	26	26
1	26	26
2	26	26
3	26	26
4	26	27
5	27	27
6	27	27
7	28	27
8	29	28
9	30	29
10	33	32
11	36	34
12	41	39
13	45	43
14	49	47
15	53	51
16	58	55
17	62	60
18	66	64
19	71	68
20	75	73
21	77	77
22	81	81
23	85	85
24	89	89
25	92	94
26	97	97
27	100	101
28	104	104
29	107	107
30	110	110

---

**ESL Language Use**

Raw Score	Form H	Form I
31	112	111
32	114	114
33	117	116
34	118	118
35	120	120

---

**ESL Sentence Meaning**

Raw Score	Form H	Form I
31	113	112
32	115	115
33	117	117
34	119	118
35	120	120

**ESL Reading Skills**

---

**ESL Reading Skills**

Raw Score	Form H	Form I
0	27	27
1	28	27
2	28	28
3	28	28
4	28	28
5	28	28
6	28	28
7	29	29
8	29	29
9	30	30
10	31	31
11	33	33
12	37	36
13	41	40
14	48	47
15	54	54
16	61	60
17	66	65
18	70	69
19	73	74
20	77	77
21	81	81
22	84	85
23	88	88
24	91	91
25	94	94
26	97	98
27	101	100

---

**ESL Reading Skills**

<b>Raw Score</b>	<b>Form H</b>	<b>Form I</b>
28	103	104
29	106	106
30	109	109
31	111	111
32	114	114
33	116	116
34	118	118
35	120	120

---



# Appendix D—WritePlacer and WritePlacer ESL Score Descriptions

## WritePlacer

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 has not been given a holistic score or the 6 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 each essay given a zero, a code is assigned to indicate the reason:

B = Blank page

I = Illegible/incoherent

T = Too short

O = Off topic

F = Written in a foreign language

Detailed descriptions of each of these score points are shown next.

## WritePlacer Holistic Scoring Rubric

### Score of 8

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

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

### Score of 7

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

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

### Score of 6

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

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

### Score of 5

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

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

### Score of 4

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

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

### Score of 3

A response in this category demonstrates **little mastery** of on-demand essay writing. 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

A response 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

A response 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

### No holistic score

This essay has not 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.

## WritePlacer Dimensions

In addition to the holistic score, additional feedback can be provided on 6 dimensions considered essential in a well-written essay. If you have selected to have dimension statements reported on the ISR, one of the dimension statements shown below will be reported for each of the indicated dimensions. Each statement describes the student's proficiency in the indicated dimension.

### Purpose and Focus

---

Your response shows a clear purpose and a consistent focus.

---

Your response does not fully communicate purpose, and focus may be inconsistent.

---

Your response lacks clear purpose and focus.

---

### Organization and Structure

---

Your response demonstrates strong organization of ideas.

---

Your response demonstrates limited organization of ideas.

---

Your response demonstrates poor organization of ideas.

---

### Development and Support

---

Your response is logically developed and well supported.

---

Your response has limited support for your ideas.

---

Your response needs additional ideas and support.

---

### Sentence Variety and Style

---

Your response shows skillful control of sentence structure and style.

---

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

---

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

---

### Mechanical Conventions

---

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

---

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

---

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

---

### Critical Thinking

---

Your response shows clear and reasoned analysis of the issue.

---

Your response shows limited clarity and complexity of thought.

---

Your response shows insufficient reasoning and lacks complexity of thought.

---

## WritePlacer Dimension Descriptions

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

- Unity
- Consistency
- Coherence
- Relevance
- Audience

**Organization and Structure**—The extent to which the writer orders and connects ideas. Specific elements considered include:

- Introduction
- Thesis
- Body paragraphs
- Transitions
- Conclusions

**Development and Support**—The extent to which the writer develops and supports ideas. Specific elements considered 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 considered include:

- Sentence length
- Sentence structure
- Usage
- Tone
- Vocabulary
- Voice

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

- Clarity
- Depth
- Precision
- Logic
- Accuracy
- Fairness
- Breadth
- Relevance

For sample essays for each of the eight WritePlacer score points, see the *WritePlacer Guide with Sample Essays* found under the **Resources** tab.

## WritePlacer ESL

WritePlacer ESL provides a direct measure of the writing skills of students 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 students into college-level, developmental, or various levels of ESL courses.

The test taker is asked to write an essay of approximately 300 to 600 words in response to a prompt. The essay is electronically scored and a holistic score ranging from 1 to 6 is reported along with one of the statements below.

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

For each essay given a zero, a code is assigned to indicate the reason:

B = Blank                                      I = Illegible/incoherent

T = Too short                                      O = Off topic

F = Written in a foreign language

Detailed descriptions of each of these score points are shown next.



## WritePlacer ESL Holistic Scoring Rubric

### Score of 6

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

- The writing sample exhibits strong control of focus, organization, and supporting details, with a sense of audience. The writing sample exhibits an insightful and engaging expression of ideas.
- The writing sample exhibits a strong control of a wide and complex range of vocabulary, with infrequent errors in word selection, word forms, and spelling.
- The writing sample generally exhibits strong control of sophisticated and varied sentence structure, with few errors.
- The writing sample exhibits strong control of grammatical forms. Some errors in word order, punctuation, and other aspects of grammar do not interfere with comprehension.

### Score of 5

The writing sample exhibits **consistent control** of the elements of on-demand essay writing in English.

- The writing sample exhibits consistent control of focus, organization, and supporting details, with a sense of audience. The writing sample exhibits the use of a prewriting strategy with some analytical development.
- The writing sample exhibits a consistent control of a wide and complex range of vocabulary, but there may be a few distracting errors in word selection, word forms, and spelling.
- The writing sample generally exhibits consistent control of sophisticated and varied sentence structure.
- The writing sample exhibits consistent control of grammatical forms. Some errors in word order, punctuation, and other aspects of grammar may be distracting, but do not interfere with comprehension.

### Score of 4

The writing sample exhibits **moderate control** of the elements of on-demand essay writing in English.

- The writing sample exhibits a moderate control of focus, organization, and supporting details with a sense of audience awareness. It exhibits evidence of the use of a prewriting strategy.
- The writing sample exhibits moderate control of a wide and complex range of vocabulary, but with some distracting errors in word selection, word forms, and spelling.
- The writing sample exhibits moderate control of complex and varied sentence structure.
- The writing sample exhibits moderate control of grammatical forms. Repetitive errors in word order, punctuation, and other aspects of grammar are distracting but may not interfere with comprehension.

### Score of 3

The writing sample exhibits **emerging competency** in the elements of on-demand essay writing in English. The writing sample exhibits an emerging use of paragraphs and topic sentences while it may lack overall focus and development.

- The writing sample exhibits an emerging use of complex vocabulary. Errors in word selection, word forms, and spelling sometimes obscure meaning.
- The writing sample exhibits an emerging use of complex sentences, but with distracting errors in word order and punctuation.
- The writing sample exhibits emerging control of grammatical forms, such as verb tense, with varied and numerous errors.

### Score of 2

The writing sample exhibits **limited competency** in the elements of on-demand essay writing in English.

- The writing sample exhibits rudimentary development of ideas, with an inconsistent ability to express ideas clearly in an organized pattern or with sufficient supporting details.
- The writing sample exhibits inconsistent competency in word use containing commonly used words and word phrases. Frequent errors in word selection, word forms, and spelling often obscure meaning.
- The writing sample exhibits inconsistent control of sentence use, with some evidence of control of simple sentences. Commas and periods may be used to mark sentence boundaries, although there are many errors. Minimal attempts to coordinate sentences and to use subordinate clauses may be evident. Errors in grammatical forms are numerous.

### Score of 1

The writing sample exhibits **little competency** in the elements of on-demand essay writing in English.

- The writing sample exhibits a simplistic expression of ideas and little to no development or organization.
- The writing sample exhibits a very limited range and variety of simple words and word phrases. Frequent errors in word selection, word forms, and spelling obscure meaning.
- The writing sample is typically characterized by short, choppy, simple sentences.
- The writing sample exhibits little or no control of grammatical forms.
- Sentence punctuation is omitted or used incorrectly.

### No holistic score

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

## WritePlacer ESL Dimensions

In addition to the holistic score, feedback can be provided on 4 dimensions considered essential in a well-written essay. If you have selected to have dimension statements reported on the ISR, one of the dimension statements shown below will be reported for each of the indicated dimensions. Each statement describes the student's proficiency in the indicated dimension.

### Word Use

---

The writing sample exhibits strong control of word use, with a broad range of vocabulary. There is consistent accuracy in idiomatic expression, word selection, word forms, and spelling. Errors may be present but do not obscure meaning.

---

The writing sample generally exhibits consistent control of word use, containing a relatively broad range of vocabulary. There is general accuracy in the use of idiomatic expressions, word selection, word forms, and spelling. Errors seldom obscure meaning.

---

The writing sample exhibits moderate competency in word use, with a range of vocabulary that goes beyond common words. There is some control of idiomatic expression. Errors in word selection, word forms, and spelling are distracting and may obscure meaning.

---

The writing sample exhibits emerging competency in word use. Common words and word phrases are used appropriately. The use of less common words is evident. Errors in word selection, word forms, and spelling sometimes obscure meaning.

---

The writing sample exhibits inconsistent competency in word use, containing commonly used words and word phrases. Frequent errors in word selection, word forms, and spelling may obscure meaning.

---

The writing sample exhibits little competency in word use, containing a very limited range of vocabulary and word phrases. Errors in word selection, word forms, and spelling are so pervasive that they obscure the meaning.

---

### Sentence Use

---

The writing sample exhibits strong control of complex and varied sentence structures, including adverb, noun, and adjective clauses. Some errors in punctuation are present, but they do not affect comprehension.

---

The writing sample exhibits consistent control of complex and varied sentence structures, including adverb, noun, and adjective clauses. Some errors in word order, punctuation, and other aspects of grammar are present.

---

The writing sample generally exhibits control of a range of sentence structures, including adverb, noun, and adjective clauses. Some errors in word order and punctuation are present.

---

The writing sample exhibits emerging control of sentence structures, with few errors in simple sentences. Complex sentence structures appear in the writing. Many errors are evident in word order and punctuation.

---

The writing sample exhibits limited control of sentence structures, with some evidence of control of simple sentences. Commas and periods may be used to mark sentence boundaries, although there are many errors. Minimal attempts to coordinate sentences and to use subordinate clauses may be evident.

---

The writing sample exhibits little or no control of sentence use, except at the level of short, simple sentences. Sentence patterns may be repetitive. Word order errors may obscure meaning.

---

---

## Grammar

---

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

---

The writing sample exhibits consistent control of grammatical forms. Some errors are still present but generally do not interfere with comprehension.

---

The writing sample contains moderately controlled use of grammatical forms. Errors are still present and may interfere with comprehension.

---

The writing sample shows emerging control of grammatical forms, including verb tenses. It contains numerous and varied errors in grammatical forms.

---

The writing sample shows rudimentary control of English grammar. It includes many errors in verbs, pronouns, nouns, prepositions, and articles.

---

The writing sample contains little grammatically correct English. It may include frequent errors, even in very simple grammatical forms.

---

## Organization and Development

---

The writing sample exhibits strong control of focus, organization, and supporting details. It is a developed, focused piece of writing that engages the reader and exhibits a smooth progression of ideas.

---

The writing sample exhibits a clear focus, a recognizable organizational pattern, and enough detail to communicate ideas clearly. It shows analytical development. The writer's awareness of audience and purpose is evident.

---

The writing sample shows a discernible focus and organization, with some supporting details. The writer shows some sense of audience.

---

The writing sample exhibits emerging ability to organize ideas in paragraphs with topic sentences. Overall focus and development may be weak.

---

The writing sample shows rudimentary development of ideas, with inconsistent ability to express ideas clearly in an organized pattern or to provide sufficient supporting details.

---

The writing sample expresses only very simple ideas with any clarity. The organization pattern may resemble a list.

---

## WritePlacer ESL Dimension Descriptions

**Word Use**—The extent to which the writer is able to use a wide range of words and phrases accurately. Specific elements considered 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 considered 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 considered 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 develop ideas clearly. Specific elements considered 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)