# ACCUPLACER® Concordance Tables

Next-generation ACCUPLACER placement tests launched in September 2016 to more effectively help higher education institutions place students in classes that match their skill level. To assist institutions in transitioning from the classic to the next-generation ACCUPLACER placement tests, the College Board conducted concordance studies between corresponding classic and next-generation tests that have adequate content alignment and for which sufficient data were collected (see Table 1). Concordance tables in this document were developed based on the results of the studies.

The College Board strongly recommends that institutions use multiple academic and nonacademic factors to determine placement policies and implement predictive placement validity studies to help validate those placement decisions. Institutions should conduct validity studies as soon as sufficient data are available to confirm or adjust next-generation ACCUPLACER placement scores. This can be done using the College Board's free Admitted Class Evaluation Service (ACES) at <a href="mailto:aces.collegeboard.org">aces.collegeboard.org</a>.

Table 1: Next-Generation and Classic ACCUPLACER Placement Tests

Next-Generation	Classic	Content Alignment	National Concordance Tables	
Arithmetic	Arithmetic	Strong	Not constructed	
Quantitative Reasoning, Algebra, and Statistics (QAS)	Elementary Algebra	Strong	Table 2 and Table 4	
Advanced Algebra and Functions (AAF)	College-Level Math	Moderate	Not constructed	
Reading	Reading Comprehension	Strong	Table 3 and Table 5	
Writing	Sentence Skills	Minimal	Not constructed	

## **Instructions for Concording Next-Generation to Classic ACCUPLACER**

**Note:** Two sets of tables are available: one to concord scores from next-generation to classic ACCUPLACER and one from classic to next-generation ACCUPLACER. Be sure to use the appropriate direction – if you are starting with scores on classic and need to concord to next-generation ACCUPLACER, please see Tables 4 and 5, on pages 6 and 7 respectively, in this document.

**YOU HAVE: YOU WANT: NEXT-GENERATION CLASSIC ACCUPLACER USE THE FOLLOWING ACCUPLACER SCORES: SCORES: CONCORDANCE TABLE:** Start with your scores on Find the related scores the next-generation on the classic ACCUPLACER test. **ACCUPLACER** test **Next-Generation** Quantitative **Elementary** Table 2 Reasoning, Algebra, Algebra (20-120)and Statistics (QAS) (200-300)**Next-Generation** Reading Comprehension Table 3 Reading (200-300)(20-120)

Table 2: Next-Generation Quantitative Reasoning, Algebra, and Statistics (QAS) to Classic Elementary Algebra Concordance

Next-	Classic	Next-	Classic	Next-	Classic
Generation	Elementary	Generation	Elementary	Generation	Elementary
QAS	Algebra	QAS	Algebra	QAS	Algebra
200-211	31	246	53	268	82
212-215	32	247	54	269	84
216-218	33	248	55	270	85
219-221	34	249	56	271	87
222-223	35	250	57	272	89
224-225	36	251	58	273	90
226-227	37	252	59	274	92
228-229	38	253	61	275	94
230	39	254	62	276	96
231-232	40	255	63	277	97
233	41	256	64	278	99
234	42	257	66	279	101
235-236	43	258	67	280	103
237	44	259	68	281	105
238	45	260	70	282	107
239	46	261	71	283	109
240	47	262	73	284	111
241	48	263	74	285	113
242	49	264	76	286	115
243	50	265	77	287	117
244	51	266	79	288	119
245	52	267	80	289-300	120

Table 3: Next-Generation Reading to Classic Reading Comprehension Concordance

Next-	Classic	Next-	Classic	Next-	Classic	Next-	Classic
Generation	Reading	Generation	Reading	Generation	Reading	Generation	Reading
Reading	Comp	Reading	Comp	Reading	Comp	Reading	Comp
200	32	225	54	251	76	276	98
201	33	226-227	55	252	77	277	99
202	34	228	56	253	78	278	100
203-204	35	229	57	254	79	279-280	101
205	36	230	58	255	80	281	102
206	37	231	59	256-257	81	282	103
207	38	232	60	258	82	283	104
208	39	233	61	259	83	284	105
209	40	234-235	62	260	84	285	106
210	41	236	63	261	85	286	107
211-212	42	237	64	262	86	287-288	108
213	43	238	65	263	87	289	109
214	44	239	66	264-265	88	290	110
215	45	240	67	266	89	291	111
216	46	241-242	68	267	90	292	112
217	47	243	69	268	91	293	113
218-219	48	244	70	269	92	294-295	114
220	49	245	71	270	93	296	115
221	50	246	72	271	94	297	116
222	51	247	73	272-273	95	298	117
223	52	248	74	274	96	299	118
224	53	249-250	75	275	97	300	119

## **Instructions for Concording Classic to Next-Generation ACCUPLACER**

**Note:** Two sets of tables are available: one to concord scores from classic to next-generation ACCUPLACER and one from next-generation to classic ACCUPLACER. Be sure to use the appropriate direction – if you are starting with scores on next-generation and need to concord to classic ACCUPLACER, please see Tables 2 and 3 on pages 3 and 4 respectively, in this document.

**YOU HAVE: YOU WANT: NEXT-GENERATION CLASSIC ACCUPLACER ACCUPLACER SCORES: USE THE FOLLOWING SCORES:** Find your scores on the **CONCORDANCE TABLE:** Start with your scores on next-generation the classic ACCUPLACER ACCUPLACER test. test. **Next-Generation** Quantitative **Elementary Algebra** Table 4 Reasoning, Algebra, (20-120)and Statistics (QAS) (200-300)Reading **Next-Generation** Table 5 Comprehension Reading (20-120)(200-300)

Table 4: Classic Elementary Algebra to Next-Generation Quantitative Reasoning, Algebra, and Statistics (QAS) Concordance

Classic	Next-	Classic	Next-	Classic	Next-
Elementary	Generation	Elementary	Generation	Elementary	Generation
Algebra	QAS	Algebra	QAS	Algebra	QAS
20-22	230	54-55	245	88-89	260
23-24	231	56-58	246	90-91	261
25-26	232	59-60	247	92-93	262
27-28	233	61-62	248	94-96	263
29-31	234	63-64	249	97-98	264
32-33	235	65-66	250	99-100	265
34-35	236	67-69	251	101-102	266
36-37	237	70-71	252	103-105	267
38-40	238	72-73	253	106-107	268
41-42	239	74-75	254	108-109	269
43-44	240	76-78	255	110-111	270
45-46	241	79-80	256	112-114	271
47-49	242	81-82	257	115-116	272
50-51	243	83-84	258	117-118	273
52-53	244	85-87	259	119-120	274

Table 5: Classic Reading Comprehension to Next-Generation Reading Concordance

Classic	Next-	Classic	Next-	Classic	Next-
Reading	Generation	Reading	Generation	Reading	Generation
Comprehension	Reading	Comprehension	Reading	Comprehension	Reading
20	213	54-55	236	88	258
21	214	56	237	89-90	259
22-23	215	57-58	238	91	260
24	216	59	239	92-93	261
25-26	217	60-61	240	94	262
27	218	62	241	95-96	263
28-29	219	63-64	242	97	264
30	220	65	243	98-99	265
31-32	221	66-67	244	100	266
33	222	68	245	101-102	267
34-35	223	69-70	246	103	268
36	224	71	247	104-105	269
37-38	225	72-73	248	106	270
39	226	74	249	107-108	271
40-41	227	75-76	250	109	272
42	228	77	251	110-111	273
43-44	229	78-79	252	112	274
45-46	230	80-81	253	113-114	275
47	231	82	254	115	276
48-49	232	83-84	255	116-117	277
50	233	85	256	118-119	278
51-52	234	86-87	257	120	279
53	235				

## **Appendix**

## Concordance Tables: Appropriate Uses

Concordance tables allow institutions to compare scores between two tests that measure similar but not the same thing. While a concordance table is one way to compare scores from different assessments, a concorded score is not a perfect prediction of how a student would perform on the other test.

The ACCUPLACER concordance tables were constructed from a sample that is intended to represent the ACCUPLACER test-taking population. Applying the concordance tables to populations of students that are demographically different from the national population may result in decisions that are not beneficial to students. When using the classic to next-generation concordance tables to establish placement scores, recognize that the resulting placements using the concorded scores may be materially different from placement using the classic scores.

The College Board strongly recommends that institutions use multiple academic and nonacademic factors to determine placement policies and implement predictive placement validity studies to help validate those placement decisions. Institutions should conduct validity studies as soon as sufficient data are available to confirm or adjust next-generation ACCUPLACER placement scores. This can be done using the College Board's free Admitted Class Evaluation Service (ACES).

**Note:** Two sets of concordance tables were constructed. One to concord next-generation scores to classic scores, another to concord classic scores to next-generation scores. Be sure to use the appropriate direction.

#### **Next-Generation to Classic Concordance**

Table 2 is the concordance table for Next-Generation Quantitative Reasoning, Algebra, and Statistics (QAS) to Classic Elementary Algebra. Table 3 is the concordance table for Next-Generation Reading to Classic Reading Comprehension. Use these tables when you have next-generation scores and need to concord to the classic scores. A concorded score in this context is the likely score on the classic test for a given score on the next-generation test. For each score on the next-generation test, there is a corresponding score on the classic test. However, there are scores on the classic test that do not have a corresponding score on the next-generation test.

# Use Case 1: Placing Students with Next-Generation Scores Using Existing Classic Placement Scores

Tables 2 and 3 are recommended for use during transition when an institution has placement scores for classic tests but has not yet set placement scores for the next-generation test using the Bookmark method or other procedures. After a student takes the next-generation test, their score is concorded using the appropriate next-generation to classic table. The concorded score is then used for placement based on the institution's classic placement policy.

#### Example 1:

Melville College is a current user of the Classic Elementary Algebra placement test and transitioning to QAS. Their placement policy states that students who receive a score of 82 or above in Elementary Algebra and have a GPA of 2.6 are placed in MATH 101, an introductory credit-bearing course. Mark and Diana took QAS and both have GPAs that are above 2.6. Mark received a score of 262 while Diana received a 269. Mark's concorded score on Elementary Algebra is 73. Based on the placement policy he is not placed in MATH 101; Diana's concorded score in Elementary Algebra is 84 and therefore she is placed in MATH 101.

By submitting data from the transition period to ACES, an institution can obtain data to inform placement scores on the next-generation test that are based on the institution's student population and specific course description. A sample size of 50 students or greater is required to use ACES.

#### Use Case 2: Transferability of Scores Across Institutions

Classic to next-generation concordance tables are useful when students take a next-generation test and then need to transfer to a school that has not yet transitioned to next-generation or has placement policies based on classic ACCUPLACER tests.

#### Example 2:

Bobby planned to enroll in Greendale Community College, an institution that has transitioned to the next-generation tests. He took the reading test and received a score of 291. Later, he enrolled in Hudson College to take a sociology class. Hudson College is still using the Classic Reading Comprehension test for placing students in reading-intensive courses, where a score of 75 is deemed college-ready. Rather than having to take the classic test, Bobby's concorded score of 111 may be used to place him in any reading-intensive course at Hudson College, including an introductory credit-bearing sociology class.

#### Classic to Next-Generation Concordance

Table 4 is the concordance table for the Classic Elementary Algebra to Next-Generation Quantitative Reasoning, Algebra, and Statistics (QAS). Table 5 is the concordance table for Classic Reading Comprehension to Next-Generation Reading. Use these tables to concord classic scores to next-generation scores. A concorded score in this context is the likely score on the next-generation test for a given score on the classic test.

For each score on the classic test, there is a corresponding score on the next-generation test. However, there are scores on the next-generation test that do not have corresponding scores on the classic test.

#### Use Case 3: Transferability of Scores

Institutions have different policies regarding the length of time between when an ACCUPLACER test was taken and the time of enrollment and course placement. For institutions using the next-generation tests to set their placement scores, the classic to next-generation concordance tables will enable them to

accept students who come to their institution that have previously taken the classic test. This is especially useful for institutions using the next-generation tests but have never used the classic tests.

#### Example 3:

Ed intends to enroll in Barnett College which is an early adopter of next-generation tests. Barnett College requires students to score 253 and 262 on Next-Generation Reading and Next-Generation QAS are, respectively, to be placed in a credit-bearing course, and accepts scores from tests taken within the last two years. Ed took Classic Reading Comprehension and Classic Elementary Algebra at another college within the last year but decided to enroll at Barnett instead. His scores of 97 in Reading Comprehension and 103 in Elementary Algebra concord to 264 and 267. Therefore, Ed can take credit-bearing courses at Barnett College without taking the next-generation ACCUPLACER tests.

#### Use Case 4: Concorded Placement Scores

The College Board is committed to easing the transition between classic and next-generation ACCUPLACER tests, including providing support for establishing placement scores on the next-generation tests. The College Board provides procedure documents and materials to support a standard setting process using the Bookmark method. The College Board has also produced ACCUPLACER Skills Insight™ statements for all the next-generation tests. Skills Insight consist of statements of what students know and can do at each of the five score ranges. When compared to what students need to know and be able to do to enroll and succeed in credit-bearing courses, it is a powerful tool for establishing initial placement scores. For institutions with established placement scores on the Classic Elementary Algebra and Classic Reading Comprehension, concorded placement scores are found using Tables 4 and 5.

#### Example 4:

Adams College is using the Classic Elementary Algebra test to place their incoming freshmen in appropriate levels of college math. Their placement scores for levels 1, 2, and 3 are 44, 82, and 109, respectively. Using the concordance information in Table 4, placement scores using Next-Generation QAS are as follows:

240 to 256: Level 1 Math
257 to 268: Level 2 Math
269 or higher: Level 3 Math