

ACCUPLACER®



ACCUPLACER®

Program Manual

2022

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The ACCUPLACER System

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

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

Placement Tests	ESL Tests	Essay Tests
Reading	Reading Skills	WritePlacer®
Writing	Sentence Meaning	WritePlacer ESL
Arithmetic	Language Use	
Quantitative Reasoning, Algebra, and Statistics	Listening	
Advanced Algebra and Functions		

Appropriate Use

ACCUPLACER English and Math placement tests are designed to be administered to entering undergraduate students. Their primary function is to determine students' college and career readiness and inform college placement. ACCUPLACER English as a Second Language (ESL) tests are intended for use in placing nonnative speakers of English into ESL courses.

Appropriate use of ACCUPLACER in high schools: ACCUPLACER may be administered to identify high school students who are eligible for dual enrollment or other college coursework. It may also be used to evaluate college readiness and connect students who are not college ready with appropriate interventions while in high school. For such uses, high schools should work in partnership with higher education institutions or departments of education and use established definitions or metrics for determining college readiness.

Computer-Adaptive Testing

Computer-adaptive testing (CAT) is a mode of test administration that attempts to select test questions that better match a test taker's ability. All ACCUPLACER tests, except for WritePlacer and WritePlacer ESL, are computer adaptive.

In CAT, the algorithm pulls from a pool of test questions. Each question is tagged with metadata that indicate in what manner the question meets the content specifications of the test. Each test question in the pool has already been calibrated to indicate difficulty and other statistical characteristics as required by the CAT algorithm.

The sequence of test questions and the questions themselves will vary from test taker to test taker. Unlike linear tests, where test takers are administered a fixed set of questions, the testing platform adjusts the test for each test taker. This adaptation is done by using the test taker's performance on prior questions on the test to select the next question to be administered. In the simplest terms, if a test taker gets a question correct, they generally get a more difficult question next, and vice versa. A benefit of this is an improvement in the accuracy in the estimation of the test taker's ability. The improvement in estimation means that a CAT can have fewer questions and maintain a similar level of accuracy compared to a paper-and-pencil test that is not adaptive.

The testing platform uses a question selection algorithm called the weighted penalty model. This algorithm has several benefits, including a randomization function that allows us to control how likely a test taker with the same ability level will see the same set of questions. This reduces the likelihood that two people testing side-by-side will have the same set of questions, even if they have the same ability level. The algorithm also allows

us to control the balance between the importance of content and question difficulty when selecting questions. This functionality helps the algorithm select questions more efficiently so that the test as a whole meets content specifications and also better matches question difficulty to test taker.

To ensure that test takers have a uniform test taking experience, test forms are balanced by content constraints. These constraints guide the selection of questions to be administered so that, regardless of ability level, test takers receive a similar composition of questions as defined by the test's content specifications.

Steps Taken to Ensure Fairness of ACCUPLACER Tests

Fairness Review

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

Qualitative Analysis

Expert human judgment is critical in evaluations of fairness in test materials. To ensure that ACCUPLACER questions portray all population groups appropriately, are as free as possible from sensitivity concerns, and do not advantage or disadvantage any group of students on construct-irrelevant factors, fairness reviews are performed by two distinct groups of experts. First, College Board test developers apply professional test development standards when writing and reviewing test questions to identify and eliminate any language, content, context, words and phrases, and references that may be offensive, upsetting, distracting, or inappropriate to students. In addition, ACCUPLACER questions undergo fairness review by external panels made up of experienced educators drawn from a wide range of academic disciplines, demographic backgrounds, and geographic regions. This external group of experts reviews ACCUPLACER materials to ensure that all test questions adhere to College Board guidelines. Currently employed at secondary and postsecondary institutions, these experts possess a familiarity with the populations taking ACCUPLACER that is crucial to evaluating test fairness.

Empirical Analysis

In addition to expert-judgment reviews, actual student test data are used to compute statistics to help ensure that test questions in ACCUPLACER are fair to all subgroups of test takers; that is there is no bias. College Board psychometricians routinely examine whether test questions function differently for different groups of test takers. Statistical analysis referred to as differential item (or question) functioning (DIF) is performed to help determine whether there are questions on the test that give certain groups of test takers undue advantage or disadvantage relative to others. Comparisons of performance on test questions are customarily made between males and females as well between different racial or ethnic groups.

To understand item bias, three related concepts must be distinguished: item impact, DIF, and item bias. When one group has a higher proportion of test takers answering a question 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 construct being measured by the test. That is, test takers of equal proficiency on

the test who belong to groups being compared should respond similarly to a given test question. If they do not, the question is said to function differently across groups and is flagged for DIF.

Flagged questions are usually classified into three groups based on level of DIF—negligible, moderate, or severe—depending on how different the question performances are between the groups being compared. Questions with severe DIF are automatically removed from the question pool, while those with moderate or negligible DIF are retained for use unless internal and/or external content review identifies one or more construct-irrelevant factors likely contributing to the DIF results. If the reviewers determine that the DIF is due to a factor irrelevant to the construct the test is supposed to measure, the question is considered to be biased; such questions are either revised and pretested (and again analyzed for DIF) or removed. Note that for a question to be biased, at least one characteristic of the question that is unfair to one or more population groups must be identified.

Finally, given that ACCUPLACER is an assessment that serves many groups of students, every effort is made to ensure each test is balanced for diversity. Questions in the pool are coded for gender and racial/ethnic representation; the coding helps ensure that each pool contains a variety of cultural and demographic contexts and references.

Establishing a Placement Program

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

ACCUPLACER tests are designed to assist institutions in placing test takers into appropriate courses, and institutions should select the appropriate test or combination of tests for the course(s) into which they are placing students. Also, given that institutions differ greatly with respect to composition of the test taker body, faculty, and course content, it is not possible to stipulate specific course placement scores that should be used for placement decisions. Instead, each institution should establish which tests will be administered and its own course placement scores to facilitate placement decisions based on factors and data unique to that institution.

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

Multiple Factors

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

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

- High school grade point average (GPA)
- Scores from other assessments (e.g., SAT®)
- Faculty-authored local tests
- Transferred prior learning assessment (PLA) credits

Nonacademic factors are those that are not related to academic knowledge and skills but may still affect a test taker's performance in college courses. Examples include:

- Attitudinal variables (e.g., study habits or academic mindset)
- Situational variables (e.g., course load or other commitments, including family/personal and part-time vs. full-time employment)

The ACCUPLACER platform makes it easy to implement multiple factors. Through the ACCUPLACER platform, institutions can use academic and nonacademic factors with a test score to determine appropriate course placement.

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

Setting Course Placement Scores

Establishing appropriate course placement scores is of paramount importance in ensuring that placement decisions lead to successful academic outcomes. College Board's preferred approaches for setting placement scores are described next.

The Bookmark Method

Course placement scores are best determined by implementing a standard setting process. The Bookmark Method is a three-round process in which a panel works through a booklet of ACCUPLACER test questions arranged in order from easiest to hardest. Each member of a standard setting panel examines each question in order and places a bookmark when they reach a question too difficult for a minimally qualified test taker.

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

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

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

Skills Insight and Proficiency Statements

For institutions with compelling factors that prevent them from implementing a standard setting process, Skills Insight™ statements (ACCUPLACER placement tests) or proficiency statements (ESL Tests) may be used to determine initial placement scores. If the list of prerequisite knowledge and skills for a course closely matches the Skills Insight or proficiency statement for a particular score range, the lower bound of that range may be considered as the initial placement score. It is strongly recommended

that institutions gather predictive validity evidence and evaluate the efficacy of their placement decisions after one year of using the initial placement score, or as soon as sufficient data are available.

Evaluating Course Placement Decisions

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

Admitted Class Evaluation Service

To this end, College Board provides the Admitted Class Evaluation Service™ (ACES™), a free online validity study service that helps institutions gather the predictive validity evidence needed to make or improve placement policies and decisions. ACES helps institutions evaluate the use of ACCUPLACER test scores and other factors used in placement decisions and shows how well these criteria work alone and in combination to predict whether a test taker is likely to be successful in a specific course at the institution.

Colleges and universities are encouraged to make use of ACES to verify the efficacy of their course placement policies and make informed decisions about confirming or refining these as appropriate to meet institutional needs. Results of an ACES study are confidential and are only released to the individual at the institution that requested the study. College Board does not release the names of institutions that conduct ACES studies.

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

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

Charging for ACCUPLACER

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

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

Eligibility Criteria for Account Access

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

Trial (Demo) Site

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

Twenty-five (25) free test units are available on the trial site, and the Institution Administrator can transfer more units to the site as needed. To access the trial site, the Institution Administrator needs to create a proctor username and password for the trial (demo) test site.

Pretesting New Test Items

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

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

ACCUPLACER Suite of Assessments

The ACCUPLACER suite of assessments consists of five multiple-choice placement tests, four multiple-choice English as a Second Language (ESL) tests, and two essay tests. Below presents an overview of the assessments available in the ACCUPLACER suite.

The ACCUPLACER Suite of Assessments

Placement Tests	Reading
	Writing
	Arithmetic
	Quantitative Reasoning, Algebra, and Statistics
ESL Tests	Advanced Algebra and Functions
	Reading Skills
	Sentence Meaning
	Language Use
Essay Tests	Listening
	WritePlacer
	WritePlacer ESL

With the exception of the two essay tests, all ACCUPLACER tests are computer adaptive. For each computer-adaptive test (CAT), a range of accommodated forms is available for test takers with documented disabilities that may prevent them from taking the computer-delivered assessments; tests in these alternative formats, called COMPANION™ tests, are fixed-form linear (i.e., not adaptive). These tests are available in several formats: digital, nonadaptive versions that may be taken on the computer; print-on-demand versions that test administrators may download from the platform; MP3 CDs; braille; and regular and large print booklets. For more information, see section titled “COMPANION Tests” in this document.

ACCUPLACER tests are designed to assist institutions in placing test takers into appropriate college-level courses. Given that institutions differ greatly with respect to composition of their test taker body, faculty, and course content, it is not possible to stipulate specific course placement scores. Instead, each institution should establish its own course placement scores to facilitate placement decisions based on multiple factors and variables unique to the institution. To help institutions establish these placement scores, College Board has developed statements that describe the knowledge and skills associated with specific scores and score ranges: Skills Insight for ACCUPLACER Placement Tests, dimension statements for WritePlacer, and proficiency statements for ESL Tests.

Skills Insight. These statements were developed for the five multiple-choice ACCUPLACER (Reading; Writing; Arithmetic; Quantitative Reasoning, Algebra, and Statistics; and Advanced Algebra and Functions) Placement Tests. These statements were derived by convening a team of assessment specialists in each subject area to review questions anchored at specific points along the reporting score scale and to describe the knowledge and skills that are required to answer these questions correctly. For additional information on the development of Skills Insight statements, see Appendix A: Item Mapping Methodology for Skills Insight Statements for ACCUPLACER Placement Tests.

Dimension statements. WritePlacer and WritePlacer ESL report dimension statements designed to provide feedback on test takers’ proficiency in each of the dimensions considered essential in a well-written essay.

Proficiency statements. Proficiency statements for the four multiple-choice ESL Tests were derived by convening a panel of experts in each subject area to review questions anchored at specific points along the scaled score range. The resulting statements describe the knowledge and skills required to answer the anchored questions correctly.

All the above statements offer useful information for understanding a test taker's knowledge and skill levels. Wherever possible, actual placement decisions should include other variables that may contribute to an accurate assessment of test taker ability, such as high school grade point average, background information, etc.

How Scores Are Reported

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

Scaled Scores and Conditional Standard Error of Measurement

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

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

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

Holistic Scores and Dimension Statements

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

ACCUPLACER Placement Tests

The ACCUPLACER Placement Tests are designed to ascertain whether test takers are college ready or not college ready with respect to reading, writing, and mathematics. In their standard (computer-adaptive) form, placement tests are made up of 20 to 25 questions; COMPANION tests have 40 questions. The tests produce a numeric scale score ranging from 200 to 300.

Reading

The Reading Placement Test is a computer-adaptive assessment of test takers' developed ability to derive meaning from a range of prose texts and to determine the meaning of words and phrases in short and extended contexts. Passages on the test cover a range of content areas (including literature and literary nonfiction, careers/

history/social studies, humanities, and science), writing modes (informative/explanatory, argument, and narrative), and complexities (relatively easy to very challenging). Both single and paired passages are included.

The test pool includes both authentic texts (previously published passages excerpted or minimally adapted from their published form) and commissioned texts (written specifically for the test). Questions are multiple choice in format and are either discrete (stand-alone) or part of sets built around a common passage or passages. In its standard (computer-adaptive) form, a single test consists of 20 questions. Four broad knowledge and skill categories are assessed:

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

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

Skills Insight Statements for Reading

Score range: 236 and below

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

Score range: 237–249

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

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

Score range: 250–262

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

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

Score range: 263–275

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

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

Score range: 276 and above

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

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

Writing

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

All passages are commissioned—that is, written specifically for the test—so that “errors” (a collective term for a wide range of rhetorical and conventions-related problems) can more effectively be introduced into them. Questions are multiple choice in format and appear as part of sets built around a common, extended passage; no discrete (stand-alone) questions are included. In answering the questions, test takers must determine the best revision or editing decision in a particular case (or that no change should be made to the passage as originally presented). In its standard (computer-adaptive) form, a single test consists of 25 questions. Two broad knowledge and skill categories are assessed:

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

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

Content Dimensions	Descriptions
Standard English Conventions	
Sentence Structure	These questions focus on editing text to correct problems in sentence formation and inappropriate shifts in construction within and between sentences.
Sentence boundaries	The test taker will recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons).
Subordination and coordination	The test taker will recognize and correct problems in subordination and coordination in sentences.
Parallel structure	The test taker will recognize and correct problems in parallel structure in sentences.
Modifier placement	The test taker will recognize and correct problems in modifier placement (e.g., misplaced or dangling modifiers).
Inappropriate shifts in verb tense	The test taker will recognize and correct inappropriate shifts in verb tense within and between sentences.
Inappropriate shifts in verb voice and mood	The test taker will recognize and correct inappropriate shifts in verb voice and mood within and between sentences.
Inappropriate shifts in pronoun person and number	The test taker will recognize and correct inappropriate shifts in personal pronoun and number within and between sentences.
Conventions of Usage	These questions focus on editing text to ensure conformity to the conventions of Standard Written English usage.
Possessive determiners	The test taker will recognize and correct cases in which possessive determiners (<i>its, your, their</i>), contractions (<i>it's, you're, they're</i>), and adverbs (<i>there</i>) are confused with one another.
Noun agreement	The test taker will recognize and correct lack of agreement between nouns.
Pronoun clarity	The test taker will recognize and correct pronouns with unclear or ambiguous antecedents.
Pronoun-antecedent agreement	The test taker will recognize and correct lack of agreement between the pronoun and the antecedent.
Subject-verb agreement	The test taker will recognize and correct lack of agreement between subject and verb.
Frequently confused words	The test taker will recognize and correct instances in which a word or phrase is confused with another (e.g., <i>accept/except, allusion/illusion</i>).
Logical comparison	The test taker will recognize and correct cases in which unlike terms are compared.
Conventional expression	The test taker will recognize and correct cases in which a given expression is inconsistent with Standard Written English.
Conventions of Punctuation	These questions focus on editing text to ensure conformity to the conventions of Standard Written English punctuation.
End-of-sentence punctuation	The test taker will recognize and correct inappropriate uses of ending punctuation in a case where the context makes the intent clear.
Within sentence punctuation	The test taker will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences; ellipses to indicate a pause or omission; and colons to introduce lists or quotations.

Content Dimensions	Descriptions
Possessive nouns and pronouns	The test taker will recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms.
Items in a series	The test taker will correctly use and recognize and correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.
Nonrestrictive and parenthetical elements	The test taker will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.
Hyphenation conventions	The test taker will recognize and correct violations of hyphenation conventions.
Unnecessary punctuation	The test taker will recognize and correct cases where unnecessary punctuation appears in a sentence.

Skills Insight Statements for Writing

Score range: 236 and below

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

Score range: 237–249

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

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

Score range: 250–262

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

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

Score range: 263–275

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

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

Score range: 276 and above

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

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

Arithmetic

The Arithmetic Placement Test is a computer-adaptive assessment of a test taker's developed ability for selected mathematics content. Questions focus on computation, order of operations, estimation and rounding, comparing and ordering values in different formats, and recognizing equivalent values across formats. In addition, questions may assess a test taker's math ability via fluency with mathematical procedures and conceptual understanding and may also present a real-world context that requires them to demonstrate the ability to analyze a situation, determine the essential elements required to solve the problem, represent the problem mathematically, and carry out a solution.

All questions are multiple choice in format and appear discretely (stand-alone) across the assessment. In its standard (computer-adaptive) form, a single test consists of 20 questions. Five knowledge and skill categories are assessed:

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

Arithmetic: Content Dimensions and Descriptions**Whole Number Operations**

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

Fraction Operations

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

Decimal Operations

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

Percentage

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

Number Comparisons and Equivalents

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

Skills Insight Statements for Arithmetic

Score range: 236 and below

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

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

Score range: 237–249

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

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

Score range: 250–262

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

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

Score range: 263–275

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

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

Score range: 276 and above

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

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

Quantitative Reasoning, Algebra, and Statistics

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

In addition, questions may assess a test taker's math ability via fluency with mathematical procedures and conceptual understanding and may also present a real-world context that requires them to demonstrate the ability to analyze a situation, determine the essential elements required to solve the problem, represent the problem mathematically, and implement a solution. All questions are multiple choice in format and appear discretely (stand-alone) across the assessment. In its standard (computer-adaptive) form, a single test consists of 20 questions. Ten knowledge and skill categories are assessed:

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

Quantitative Reasoning, Algebra, and Statistics: Content Dimensions and Descriptions

Rational Numbers

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

Ratio and Proportional Relationships

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

Exponents

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

Algebraic Expressions

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

Linear Equations

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

Linear Applications and Graphs

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

Probability and Sets

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

Descriptive Statistics

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

Geometry Concepts for Prealgebra

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

Geometry Concepts for Algebra 1

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

Skills Insight Statements for Quantitative Reasoning, Algebra, and Statistics

Score range: 236 and below

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

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

Score range: 237–249

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

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

Score range: 250–262

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

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

Score range: 263–275

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

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

Score range: 276 and above

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

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

Advanced Algebra and Functions

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

Questions also delve into some geometry and trigonometry concepts. In addition, questions may assess a test taker's math ability via fluency with mathematical procedures and conceptual understanding and may also present a real-world context that requires them to demonstrate the ability to analyze a situation, determine the essential elements required to solve the problem, represent the problem mathematically, and implement a solution. All questions are multiple choice in format and appear discretely (stand-alone) across the assessment. In its standard (computer-adaptive) form, a single test consists of 20 questions. Eleven knowledge and skill categories are assessed:

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

Advanced Algebra and Functions: Content Dimensions and Descriptions

Linear Equations

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

Linear Applications and Graphs

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

Factoring

Factoring methods applied to quadratics, cubics, and polynomials

Quadratics

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

Functions

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

Radical and Rational Equations

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

Polynomial Equations

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

Exponential and Logarithmic Equations

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

Geometry Concepts for Algebra 1

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

Geometry Concepts for Algebra 2

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

Trigonometry

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

Skills Insight Statements for Advanced Algebra and Functions

Score range: 236 and below

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

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

Score range: 237–249

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

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

Score range: 250–262

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

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

Score range: 263–275

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

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

Score range: 276 and above

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

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

ACCUPLACER English as a Second Language Tests

The ACCUPLACER English as a Second Language (ESL) Tests are computer-adaptive tests designed to support the placement of English language learners (ELLs) into English language courses so that they may receive appropriate and targeted levels of instruction. Courses into which students could be placed on the basis of ESL performance include ESL and developmental courses in reading, language arts, and English.¹

ACCUPLACER ESL tests include ESL Reading Skills, ESL Sentence Meaning, ESL Language Use, and ESL Listening. In their standard (computer-adaptive) form, ESL Tests have 20 questions; COMPANION tests have 30 questions. The tests produce a numeric scale score ranging from 20 to 120.

ESL Reading Skills

The ESL Reading Skills Test measures test takers' ability to read and comprehend appropriately challenging short passages and narratives in a variety of content areas by referring to what the texts say explicitly and drawing reasonable inferences from the passages to compensate for gaps in their lexical and structural control of the language.

The test contains brief passages of 50 words or less and moderate-length passages of 51 to 90 words. Questions are multiple choice in format and are either discrete (stand-alone) or part of sets built around a common passage. Two broad knowledge and skills categories are assessed:

- **Literal Comprehension** (paraphrase, locating information, vocabulary on a phrase level, and pronoun reference)
- **Inference** (main idea, fact versus opinion, cause/effect logic, identifying irrelevant information, identifying author's point of view, and applying author's logic to another situation)

Proficiency Statements for ESL Reading Skills**Scaled score of about 57**

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

- locate information in a passage by answering literal comprehension questions on even the longest passages if the question posed and the answer to that question are in the same sentence or in close proximity to one another
- answer questions in which the wording in the answer is very similar to the wording in the passage or uses minimal paraphrasing
- answer some questions requiring small inferences (including questions asking for the main idea of the passage) if the options don't require fine distinctions
- answer questions based on maps and charts

1. In most cases, placement into college-level courses will be based on the ACCUPLACER Placement Reading and Writing Tests rather than on ESL.

Scaled score of about 82

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

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

Scaled score of about 102

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

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

ESL Sentence Meaning

The ESL Sentence Meaning Test measures test takers' ability to read and comprehend sentences written in a variety of structures on a variety of topics, compensating for gaps in their lexical and structural control of the language by using contextual clues.

It assesses the understanding of word meanings in one- or two-sentence contexts.

Sentences selected for use as stimuli are drawn from a variety of content areas.

Questions are multiple choice and discrete in format. Four knowledge and skills areas are assessed:

- Particles, phrasal verbs, and prepositions
- Adverbs, adjectives, and connectives sequences
- Basic nouns and verbs
- Basic and commonly used idioms

Proficiency Statements for ESL Sentence Meaning**Scaled score of about 61**

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

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

Scaled score of about 88

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

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

Scaled score of about 106

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

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

ESL Language Use

The ESL Language Use Test measures test takers' ability to identify and apply learned conventions of standard written English grammar, usage, and punctuation to a range of English sentence structures on a variety of topics.

Questions come in two formats: completing a sentence by filling in a blank with the word or phrase from the choices given; and choosing a sentence that best combines two discrete sentences that are given. The following knowledge and skill categories are assessed:

- Nouns, pronouns, pronoun case structure
- Sentence structure
- Subject-verb agreement
- Adverbs/adjectives
- Verbs
- Subordination/coordination

Proficiency Statements for ESL Language Use**Scaled score of about 55**

Test takers scoring at this level can choose correct grammatical forms when they are controlled by the basic rules of grammar. For example, in simple sentences, they can recognize basic grammatical structures such as subject-verb agreement, pronoun case and form, noun forms (including recognizing subject, case, and number), and verb forms. They can handle questions involving word order, prepositional phrases, and simple clauses.

Scaled score of about 82

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

Scaled score of about 100

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

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

ESL Listening

The ESL Listening Test measures test takers' ability to understand ideas and information presented in connected discourse on a variety of topics, compensating for gaps in the lexical and structural control of the language by using contextual clues.

While looking at pictures of speakers, the test taker listens to a conversation or lecture that may take place in academic environments as well as everyday situations that ELLs might expect to experience. Questions assess literal comprehension of information delivered via such connected speech as well information and ideas that are implied. The question is then read, followed by the four answer choices. Test takers can click on the appropriate Play button to replay the conversation, the question, or any of the answer choices. Each of these can be heard only two more times after the initial reading.

Two knowledge and skill categories are assessed:

- Literal Comprehension
- Implied Meaning

Proficiency Statements for ESL Listening

Scaled score of about 50

Test takers at this level may show reasonable proficiency in literal comprehension but are likely to encounter difficulty following instructions and may find it difficult to draw inferences. Although they may show proficiency in understanding common everyday situations and simple academic situations, they are likely to have difficulty comprehending more complex life situations and many academic situations. At this level, they have a relatively small vocabulary of basic words.

Scaled score of about 70

Test takers at this level typically are skilled in literal comprehension and can make the more direct inferences but may lack the ability to make more complex inferences and to follow instructions. Although they may show proficiency in understanding most everyday situations and common academic situations, they may have difficulty comprehending more complex academic situations, including lectures. At this level, they have a working vocabulary to handle many everyday situations but will have difficulty with more complex or infrequently used words.

Scaled score of about 90 or higher

Test takers at this level are able to comprehend both literal and inferential meaning of spoken material. They typically show proficiency in understanding everyday situations and all types of academic situations. At this level, they can understand a large number of words and can handle more complex vocabulary.

ACCUPLACER Essay Tests

In addition to the multiple-choice tests, ACCUPLACER offers two essay tests:

WritePlacer and WritePlacer ESL. WritePlacer is designed to assess students' readiness to successfully meet postsecondary writing demand, and WritePlacer ESL provides a direct measure of the writing skills of test takers who identify as English language learners. Results of both tests can be used in conjunction with other ACCUPLACER test scores to assist with the placement of test takers into college-level, developmental, and/or ESL courses.

Students taking WritePlacer or WritePlacer ESL are presented with a prompt and asked to write an essay of approximately 300 to 600 words. (Essays shorter than the recommended minimum of 300 words may not fully meet the requirements of the writing task.) Test takers enter their essays into an onscreen text box. When an essay is submitted for scoring, the automated scoring system returns a holistic score that ranges from 1 to 8 (for WritePlacer) or 1 to 6 (for WritePlacer ESL), as well as feedback on dimensions essential in a well-written essay. WritePlacer essays are evaluated on

six dimensions, and WritePlacer ESL on four. The holistic scoring rubrics for both are presented next, followed by descriptions of these scores, and detailed dimension descriptions.

WritePlacer: Holistic Scoring Rubric

Test taker essays, scored on a holistic rubric, are evaluated on six dimensions:

- **Purpose and Focus** (the extent to which the writer presents information in a unified and coherent manner, clearly addressing the issue)
- **Organization and Structure** (the extent to which the writer orders and connects ideas)
- **Development and Support** (the extent to which the writer develops and supports ideas)
- **Sentence Variety and Style** (the extent to which the writer crafts sentences and paragraphs demonstrating control of vocabulary, voice, and structure)
- **Mechanical Conventions** (the extent to which the writer expresses ideas using Standard English)
- **Critical Thinking** (the extent to which the writer communicates a point of view and demonstrates reasoned relationships among ideas)

WritePlacer scores range from 1 to 8. Below are detailed descriptions of each score point:

Score of 8

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

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

Score of 7

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

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

Score of 6

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

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

Score of 5

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

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

Score of 4

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

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

Score of 3

An essay in this category demonstrates **little mastery** of on-demand essay writing. Flawed by **one or more** of the following weaknesses, a typical essay:

- presents a vague or limited point of view on the issue
- demonstrates little awareness of audience
- attempts to develop the main idea though that attempt is inadequate
- demonstrates weak critical thinking with little complexity of thought or with flawed reasoning
- provides inappropriate or insufficient examples, reasons, or other evidence to support its position
- is poorly organized and/or focused or demonstrates serious problems with coherence or progression of ideas

- displays limited word choice and little sentence variety
- contains many errors in mechanical conventions of usage, sentence structure, grammar, spelling, and punctuation

Score of 2

An essay in this category demonstrates **very little mastery** of on-demand essay writing. Flawed by **many or most** of the following weaknesses, a typical essay:

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

Score of 1

An essay in this category demonstrates **no mastery** of on-demand essay writing. Severely flawed by **many or most** of the following weaknesses, a typical essay:

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

No holistic score (0)

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

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

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

For essays not been given a holistic score, codes are assigned to indicate the reason. These codes are:

B = blank page

I = illegible/incoherent

T = too short

F = written in a foreign language

O = off topic

WritePlacer Dimensions

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

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

- unity
- consistency
- coherence
- relevance
- audience

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

- introduction
- thesis
- body paragraphs
- transitions
- conclusions

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

- point of view
- coherent arguments
- evidence
- elaboration

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

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

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

- spelling
- grammar
- punctuation

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

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

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

Purpose and Focus

Your response shows a clear purpose and a consistent focus.

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

Your response lacks clear purpose and focus.

Organization and Structure

Your response demonstrates strong organization of ideas.

Your response demonstrates limited organization of ideas.

Your response demonstrates poor organization of ideas.

Development and Support

Your response is logically developed and well supported.

Your response has limited support for your ideas.

Your response needs additional ideas and support.

Sentence Variety and Style

Your response shows skillful control of sentence structure and style.

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

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

Mechanical Conventions

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

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

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

Critical Thinking

Your response shows clear and reasoned analysis of the issue.

Your response shows limited clarity and complexity of thought.

Your response shows insufficient reasoning and lacks complexity of thought.

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

WritePlacer ESL: Holistic Scoring Rubric

WritePlacer ESL essays, similarly scored on a holistic rubric, are evaluated on four dimensions:

- **Word Use** (the extent to which the writer is able to use a wide range of words and phrases accurately)
- **Sentence Use** (the extent to which the writer is able to use a variety of sentence patterns with both independent and dependent clauses)
- **Grammar** (the extent to which the writer is able to express ideas using grammatically correct English)
- **Organization and Development** (the extent to which the writer is able to focus on the assigned topic and to develop ideas clearly)

WritePlacer ESL scores range from 1 to 6. Below are detailed descriptions of each score points.

Score of 6

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

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

Score of 5

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

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

Score of 4

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

- The writing sample exhibits a moderate control of focus, organization, and supporting details with a sense of audience awareness. It exhibits evidence of the use of a prewriting strategy.
- The writing sample exhibits moderate control of a wide and complex range of vocabulary but with some distracting errors in word selection, word forms, and spelling.
- The writing sample exhibits moderate control of complex and varied sentence structure.

- The writing sample exhibits moderate control of grammatical forms. Repetitive errors in word order, punctuation, and other aspects of grammar are distracting but may not interfere with comprehension.

Score of 3

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

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

Score of 2

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

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

Score of 1

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

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

No holistic score (0)

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

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

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

For essays not been given a holistic score, codes are assigned to indicate the reason. These codes are:

B = blank page

I = illegible/incoherent

T = too short

F = written in a foreign language

O = off topic

WritePlacer ESL Dimensions

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

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

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

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

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

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

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

Organization and Development—The extent to which the writer is able to focus on the assigned topic and to clearly develop ideas. Specific elements to consider include:

- focus (information presented in a clear, unified, and coherent manner)
- organization (ideas presented in a logical sequence)
- support (use of relevant and sufficient information to clarify ideas)

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

Word Use

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

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

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

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

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

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

Sentence Use

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

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

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

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

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

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

Grammar

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

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

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

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

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

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

Organization and Development

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

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

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

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

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

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

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

COMPANION Tests

College Board is committed to making assessments available in accessible formats. All tests in the ACCUPLACER Suite, with the exception of the ESL Listening Test, have two corresponding, comparable COMPANION forms. Designed for test takers who are not able to take computer-adaptive tests or for institutions that may be unable to administer them, COMPANION Tests present ACCUPLACER content in alternate formats. They are linear tests that have been designed to proportionally align in content to the corresponding computer-adaptive tests. They use the same score scale as the computer-adaptive tests and may be up to two times the length of their corresponding computer-adaptive tests. COMPANION tests are available in several formats: digital, nonadaptive versions that may be taken on the computer; print-on-demand versions that test administrators may download from the platform; MP3 CDs; braille; and regular and large print booklets.

In addition, administrator's reader scripts are available for all ACCUPLACER COMPANION tests. They ensure that each test is read to eligible test takers in a consistent manner. When administering an ACCUPLACER test to a test taker who requires the use of a reader, the appropriate reader script must be used. They can be found on the ACCUPLACER platform under the **COMPANION Materials** menu. Please download and print the script in advance of testing to familiarize yourself with the content and language of each test.

The COMPANION Online Paper Processing System (COPPS) is the method of accessing, administering, and scoring COMPANION paper-and-pencil assessments, providing greater flexibility, quicker access, and fewer material costs to institutions. The COPPS feature allows institutions to access test forms and answer sheets for COMPANION tests within the ACCUPLACER platform and to upload scanned answer sheets directly into the platform for automated scoring. Currently, this feature is only available for ACCUPLACER Placement Tests.

For more information regarding the COMPANION tests and the COPPS process, see the **COMPANION Administrator's Manual** found under the Resources menu on the ACCUPLACER platform.

Institution Created Local Tests

By using the Local Tests feature on the ACCUPLACER platform, you can create your own tests and include them in Branching Profiles. Scores from local tests can be used in Placement Rules and can be displayed on ACCUPLACER reports. Local tests can only contain multiple choice questions (including true/false, multiple-select and audio multiple choice questions). In addition to the questions themselves, you can create an Instruction Page that gives you the ability to provide static text to a test taker, which will provide additional instructions on how to proceed. You can define the order in which questions are administered, or you can let the system randomly select the order of questions. You can also create passages that precede certain test questions. For math questions you can decide if a calculator (and the type of calculator) will be allowed or not, for each item.

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

Practice Resources for Test Takers

ACCUPLACER offers several practice resources designed to help test takers prepare. The following study materials can be found on the ACCUPLACER website (accuplacer.collegeboard.org/students/prepare-for-accuplacer/practice):

- ACCUPLACER Sample Questions
- ESL Sample Questions
- WritePlacer Guide with Sample Essays
- WritePlacer ESL Guide with Sample Essays

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

In addition, College Board developed the web-based ACCUPLACER Study App that allows students to not only preview the design and format of a test, but also experience responding to questions on a computer or other electronic devices with internet access. The Study App is available for free at practice.accuplacer.org/login.

The ACCUPLACER License Agreement requires all testing be proctored securely. There are no exceptions to this requirement. Only ACCUPLACER certified proctors are allowed to log in to ACCUPLACER to proctor an exam. For a secure ACCUPLACER test administration, proctors must make sure test takers:

- provide an ACCUPLACER approved ID.
- are logged in and monitored by a certified ACCUPLACER proctor.
- are supervised the entire test session.
- are proctored either in person or virtually using one of the officially approved ACCUPLACER methods.
- follow scratch-paper policies.
- abide by the ACCUPLACER prohibited items policy.
- should not exceed a ratio of 15 or 20 to 1 proctor and 5 to 1 for virtual proctoring.

Test Taker Identification

Test taker IDs must be validated before testing begins. Student IDs should have the student’s name, a recognizable photo, and a signature (if applicable). A photo of an ID on a phone is not acceptable.

Acceptable IDs:

Driver’s License	United States Passport
State- or Federal-approved ID	Foreign Passport with the name written in the Western alphabet
Military ID	Tribal ID
Middle or High School ID	Naturalization or Citizenship card
College ID	ACCUPLACER ID Form

Certified Accuplacer Users

Each ACCUPLACER Institution account must have at least one dedicated Institution Administrator (IA); appointing a second IA is best practice to assist if the primary is unavailable. Institution Administrators and Site Managers (SMs) assume complete responsibility for those who have access to the ACCUPLACER account and for how long. **Users cannot, under any circumstances, share login credentials with anyone, including the IA or SM.**

Institution Administrators (IA) and Site Managers (SM) must train Proctors in the administration of ACCUPLACER testing materials (online and COMPANION). Proctors must take and pass the ACCUPLACER Certificate of Test Administration and adhere to published test security guidelines. Additionally, IAs and SMs are required to provide Proctors with **unique individual user credentials for each Proctor.**

Off-campus in-person Proctors must work at or be associated with educational institutions. Non-educational Proctors (e.g., colleagues, supervisors, clergy, etc.) cannot serve as off-campus in-person Proctors. Proctor identity and employment status must be vetted by the Institution Administrator or Site Manager. Off-campus in-person Proctors must take and pass the ACCUPLACER Certificate of Test Administration and adhere to published test security guidelines.

Off-campus in-person Proctor credentials should be set to expire when the remote test session is scheduled to end. The referring institution assumes the responsibility for any Off-campus in-person proctoring violations, which can lead to suspension of the referring institution's ACCUPLACER account. Off-campus in-person Proctors must have their own individual login credentials and passwords that **must be kept confidential and cannot be shared**.

Test Administration Options

1. In-Person Proctored Testing: Students test at their home campus according to test center availability/scheduling requirements.
2. Off-campus in-person: e.g., college testing personnel may travel to a partner high school.
3. Preregistration and Vouchers: Site Managers, Proctor Reporters, and Proctors can generate vouchers for students to test on or off-campus. Vouchers are also a great tool when testing large groups of students. With the use of vouchers, Proctors do not need to start the test from students' individual computers but instead can launch the test by logging in with Proctor credentials and approving the test from the dashboard menu after students have signed on and activated their vouchers.
4. Remote Testing Network: The Remote Testing Network is a worldwide network of approved, ACCUPLACER test centers that can be used for students when they are unable to test at their home campuses. Using vouchers, students will test at approved remote locations, and scores will be automatically recorded in the referring schools' ACCUPLACER account. The Remote Testing Network can be accessed through the ACCUPLACER platform.
5. Virtual/Online Remote Testing: Using ACCUPLACER–Approved Virtual Remote Proctors provides students with the flexibility to test, using vouchers, from any place that is convenient and meets ACCUPLACER testing requirements. Students who test virtually must have access to private, quiet environments, stable internet connections, computers, and web cameras.
6. Video/Chat Conference Testing: Using vouchers, institutions can administer tests to students using video chat services. Proctors are required to follow the same testing protocol that would be followed in person, as well as these **additional security guidelines**.
7. Testing with Accommodations: Alternate-format tests called COMPANION tests are fixed-length tests that are equivalent to the online, computer-adaptive tests in specifications. Two COMPANION forms are available for each online test and are available to test takers who require paper-based testing or another alternate format. Available formats include print-on-demand PDF (regular and large print paper-and-pencil), digital linear, braille, or audio CD. All COMPANION tests must be administered in a proctored environment.

Refer to the **COMPANION Administrator's Manual** for further information on COMPANION test administration.

Public, non-private spaces are not allowed as an ACCUPLACER testing environment. If the testing environment is not secure, or if the Proctor cannot verify the student(s) identity with presented ID(s), the Proctor must inform the student(s) that testing will not be permitted.

No matter how a test is being given or proctored, **under no circumstances can a test taker be given login credentials**, nor can proctor credentials be shared with test takers to self-proctor an exam. Login credentials cannot be written on chalkboards, whiteboards, Smartboards, printed, emailed, or shared with others in any form. Test takers are not permitted to log in to the ACCUPLACER platform on their own, even if the test is being administered in a virtual/remote setting. An ACCUPLACER certified proctor is required to log in test takers individually, use the Fast-Track login feature, or use pre-generated vouchers. Refer to the **ACCUPLACER User's Guide** for additional information about login options.

In-Person Proctoring

Physical Testing Environment

Adapted from National College Testing Association standards with permission.

The location, space, and layout of the test environment are vital to ensure a comfortable, positive, and efficient testing experience. In addition, the conditions under which tests are handled, stored, and administered are extremely important. The standardization of these conditions is essential to the integrity of ACCUPLACER and every test administration. To ensure the security of materials, the area where test materials are stored must:

1. Be locked with no insecure points of access, e.g., windows, transoms, false ceilings, etc.
2. Have access limited to key testing personnel.

At the test site, the Institution Administrators and/or ACCUPLACER certified proctor must make every attempt to:

1. Maintain a distraction-reduced testing environment, anticipate outside factors that may divert the attention of test takers, and take action to avoid these potential problems.
2. Consider room temperature and attempt to correct, as needed.
3. Ensure adequate lighting.
4. Provide appropriate test room(s) and space for a given volume.
5. Provide seating and writing surfaces appropriate for test volume, test materials, candidate characteristics, ADA accommodations, etc.
6. Seat test takers to limit their view of other test takers tests and to facilitate proctoring, following test program specifications.
7. Check facility to ensure readiness for testing.
8. Have backup plans in case of emergencies or problems, if possible.
9. Ensure that testing rooms are free of any educational resources.
10. Provide the test taker with scratch paper.
11. Schedule at least 1 proctor for every 15 to 20 test takers.

Unauthorized individuals (e.g., parents, chaperones, non-testing test takers) are not permitted in the testing area during the test. Persons assisting for accommodation purposes (e.g., reader or scribe) are considered authorized individuals.

Virtual Remote Proctoring

ACCUPLACER can be administered on- or off-campus by an ACCUPLACER approved Virtual Remote Proctoring company. This includes live Proctors or the use of automated proctoring. When using an automated Proctor, the video is reviewed by the Virtual Remote Proctoring company for potential misconduct. If a testing violation is suspected, the Virtual Remote Proctoring company will contact the institution, informing of the potential misconduct.

Institutions are permitted to administer ACCUPLACER using video chat services if the services allow for breakout rooms. All Proctors using video chat services are required to meet the same Proctor requirements and adhere to the same policies and procedures as when proctoring tests in person as well as these **additional security guidelines**. In addition, Proctors must be trained to administer tests using a video chat service and be versed in security guidelines for proctoring with a video chat service.

Scratch Paper Policies

In Person

The test center will provide clean scratch paper for each test taker. **Give each person the same number of pieces and be sure to collect the same number of pieces when the test taker completes the exam. ACCUPLACER recommends providing scratch paper of a distinct color other than white for ease of identification of scratch paper. All scratch paper must be shredded after use.**

Virtual

At the start of the virtual session ask the test taker to hold up each piece of scratch paper. Review the front and back of each to ensure the paper is blank. At the conclusion of the virtual session, Proctors must require students to tear up their scratch paper into small pieces in front of the camera. The number of sheets should match the number noted at the beginning of the test session.

Prohibited Items

Except for electronic medical devices, all electronic devices are prohibited from the testing center. Prohibited items include:

- Any device capable of recording audio, photographic, or video content, or capable of viewing or playing back such content
- Unauthorized testing aids
- Calculators (unless required for a documented prescribed accommodation)
- Cell phones, tablets, pagers, smartphones, walkie-talkies, PDAs, or wireless communication devices
- Dictionaries (standard and/or bilingual), books, pamphlets, or other reference materials
- Digital cameras
- Digital watches, smartwatches, or wristwatch cameras
- Flash/thumb drives or any other portable electronic device
- Food, beverages, or tobacco products
- Listening devices such as radios, media players (with or without headphones), or recorders
- Nonmedical electronic devices
- Student-provided paper of any kind (Scratch paper must be provided and destroyed by the test center Proctor unless testing via Virtual Remote Testing—see remote testing guidelines.)
- Slide rules, protractors, compasses, or rulers
- Weapons, firearms, or other items prohibited by law or test center/campus safety and security policies

Summary Of Proctor Eligibility

- Proctors must pass the ACCUPLACER Certificate of Test Administration (ACTA) assessment.
- Proctors must be responsible adults trained to administer standardized tests.
- Proctors cannot be high school students.
- Proctors must have their own username and password. Login credentials cannot be shared with anyone², including IAs and SMs.

2. Sharing login information with an ACCUPLACER® Technical Support team member is permitted at the user's discretion. Technical Support does not store passwords, and users can change their passwords after receiving requested assistance.

- Proctors cannot administer ACCUPLACER tests to a member of their household, immediate or extended family members, or friends.
- Proctors must not have a stake in the outcome of a test taker's scores.
- Proctors cannot be engaged with any commercial test preparation company. This includes employment, volunteering, consulting, or acting as independent contractors.
- Proctors must be vetted and authorized by the institution to proctor exams.

Summary Of Proctor Responsibilities

- Check and verify student identification.
- Collect and monitor all prohibited items.
- Quietly circulate the area during active testing, remaining engaged at all times.
- Be mindful of the recommended 15 to 20:1 student/Proctor ratio.
- Distribute, collect, and shred all scratch paper.
- Enable the 'Save and finish Later' feature when test-takers leave the test for any reason.

Security Features

Test Session Lockout

The platform has a Test Session Lockout feature to enhance test security and ensure a test taker cannot access outside resources during testing.

- **How It Works:** If a test taker clicks outside the test administration window during an ACCUPLACER test session, the test taker is automatically locked out of the testing environment and prevented from continuing the exam until there is Proctor intervention. The Proctor password is required to restart the test.
- **Activating Test Session Lockout:** Institution Administrators (IA) and Site Managers (SM) must review the Test Settings associated with Branching Profiles to ensure the Test Session Lockout feature is enabled.
- **Deactivating Test Session Lockout:** The only time this feature should be disabled is when a test taker requires the use of a screen reader such as Kurzweil for accommodated testing. In such instances, IAs or SMs should create separate Branching Profiles, deactivating the Test Session Lockout feature. These Branching Profiles should only be used when screen readers are required.

Save and Finish Later

ACCUPLACER provides a Save and Finish Later functionality, which allows students to pause for breaks or return at later times to complete their testing sessions. The Save and Finish Later feature is not available for WritePlacer or WritePlacer ESL tests because these tests must be completed in one sitting.

- **How It works:** This feature is always active. The test taker clicks **Save and Finish Later** in the upper right of the screen. The only way for a student to resume testing is for the Proctor to enter password credentials. Once the test is resumed, a new question appears.

Test Session Irregularities and Violations

If testing personnel witness a test taker engaging in behavior that might compromise the integrity and security of ACCUPLACER assessments and potentially compromise the validity of test results, we strongly recommend documenting the incident and notifying ACCUPLACER within 24 hours. Institution Administrators and Site Managers need to be notified and should be consulted to determine if the test session should be invalidated.

Testing irregularities include, but are not limited to, the following test taker behavior:

- use of an unauthorized electronic device (e.g., cell phone)
- sending/receiving text messages about test questions
- photographing test content
- use of unauthorized aid (e.g., dictionary, calculator)
- removal or attempted removal of test materials (e.g., COMPANION test booklets, scratch paper)
- access to the test/parts of the test before testing
- use of an impersonator to take the test
- use of login credentials to self-proctor
- being proctored by someone other than an authorized proctor

If a test taker is caught using a prohibited item such as a cell phone or another electronic device during the administration of a test, the proctor should take the following steps:

- Stop the test session.
- If possible, review the device to ensure neither pictures of test content nor text messages regarding the test or test content have been sent/received.
- If possible, do not return the device to the test taker or delete any images or messages until it has been investigated whether test questions have been compromised and/or cheating has occurred.
- Notify the Institution Administrator or Site Manager to confirm the test should be invalidated.
- Invalidating a test session due to academic dishonesty is a local decision. Please use your professional judgment. If it is deemed appropriate according to an institution's policies, then a test session should be invalidated.
- **Send Email: accuplacer@collegeboard.org**
 1. Flag the message as "Urgent" and send using the following in the subject line "Test Violation."
 2. **Do not** send screenshots of the test items or messages. Instead, send the following information:
 - a. Student Name or ID (Do not send both)
 - b. Exnum (located at the bottom of the ISR)
 - c. Testing Date
 - d. Name of Institution
 - e. Testing Location
 - f. Test(s) Name/Subject (e.g., Reading Comprehension, Arithmetic, etc.)

Use of Handheld Calculators

Online Tests

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

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

The following images offer a visual presentation. The first image shows a sample question with the graphing calculator option. When test takers click on the calculator icon on the screen (circled), they get a list of all three calculators available for this question; when one of the calculators on the list is chosen, the selected calculator will appear on the screen. (For illustration purposes, images of all three available calculators for this sample question are shown.) The calculator can be moved around the screen. Clicking the "X" in the top right-hand corner will make it disappear. For questions that provide multiple calculator options, multiple calculators can be used to aid in solving a problem; however, only one calculator will appear on the screen at a time. Visit the ACCUPLACER Student Portal at <http://studentportal.accuplacer.org/> to view a test-taking video on how to use these embedded calculators.

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




CollegeBoard

ACCUPLACER

View Tutorial

Save and Finish Later

Advanced Algebra and Functions - Question 5 of 20



Basic Calculator
Square Root Calculator
Graphing Calculator

Instructions
Choose the best answer. If necessary, use the paper you were given.

Question
$$\frac{x}{x-1} - \frac{2}{x+2} = \frac{4x-1}{x^2+x-2}$$

What are all the solutions for the given equation?
☐ 1
☐ 3
☐ 1 and 3
☐ -1 and -3



Basic Calculator



Square Root Calculator



Graphing Calculator

COMPANION Tests

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

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

COMPANION Test Name	Calculator Allowed?	Type of Calculator Allowed
Arithmetic	NO	None
Quantitative Reasoning, Algebra, and Statistics	YES	Four function
Advanced Algebra and Functions	YES	Four function, scientific, or graphing

Accommodating Test Takers with Disabilities

College Board is committed to ensuring that test takers with disabilities receive appropriate accommodations on all tests. All College Board tests are designed to ensure that test takers with disabilities have the opportunity to demonstrate their abilities within the parameters of each test administration.

Computer-adaptive ACCUPLACER tests have the Accessibility Wizard software built into the testing environment, allowing customizable font sizes and backgrounds to address the needs of test takers with visual impairments. For test takers who, due to the impact of their disabilities, cannot take a test on the computer, each computer-adaptive test, except for the ESL Listening Test, has corresponding accommodated forms, called COMPANION tests. These are available in standard and large print, a digital format (with built-in reader), braille (EBAE and UEB), and MP3 CD formats. **(Note: MP3 CDs may not play on older devices. Test centers should plan to use CD players or computers with CD drives that are compatible with MP3 CDs.)**

The institution will determine other appropriate accommodations based on demonstrated need. These include, but not limited to, extended time, breaks, readers, scribes, and use of assistive technology. All computer-adaptive tests, with the exception of ESL tests, also have accompanying reader scripts, to be used when a human reader is administering a test. **Readers can only read what is on the test; they cannot provide elaboration beyond what is in the script, even if test takers ask for it.**

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

- A test taker who can be tested without special assistance but requires more seating space because of the nature of the disability must be seated in a special section of the testing room; the test taker must follow other routine procedures.
- A test taker whose disability prevents them from using the keyboard may be tested in a separate room with the assistance of a scribe.
- A test taker with an eye injury may be tested in a separate room with the use of a reader/scribe.

Institutions must neither charge an additional fee for providing accommodations to a test taker with a documented or temporary disability nor discourage test takers from requesting or using accommodations to save on any potential additional costs associated with providing said accommodations.

For more information about COMPANION tests and scoring, please refer to the **COMPANION™ Administrator's Manual** in the Resources menu of the ACCUPLACER platform.

Assistive Technology

The following assistive technology may be used when administering ACCUPLACER to test takers who use them as a standard accommodation.

- ZoomText Magnifier/Reader: <https://www.zoomtext.com/products/>
- Kurzweil 3000 for Windows, a Professional Color Windows-based reading, writing, and learning software for struggling test takers: <https://www.kurzweilededu.com/products/products.html>
- JAWS (Job Access with Speech) is a screen reader developed for computer users whose vision loss prevents them from seeing screen content or navigating with a mouse: <http://www.freedomscientific.com/Products/Blindness/Jaws> Read Write Gold: <https://www.texthelp.com>
- NVDA, no-cost screen reader option: <https://www.nvaccess.org/download/>

Retest Policy

Although institutions are able to set their own retest policies, College Board recommends that a student who does not achieve the required college readiness placement score on the initial test be given a chance to retest two weeks (14 days) from their initial test date. If they do not achieve the desired score after their second test, it is recommended that the student test for the third time only after three months (90 days) have elapsed from their first retest:

Example:

- Initial Test Date of January 1
- First Retest: January 15 (14 days later)
- Second Retest: April 2 (3 months later)
- Third/Subsequent Retests: May 3 (30 days later)
 - ♦ June 4
 - ♦ July 5

These wait times are recommended because students who continually fail to meet an institution's placement requirements should be given more time to focus on improving their score by identifying possible areas for improvement.

Students should be encouraged to use the two-week waiting period for study and review of test content areas in which they did not obtain a passing score.

It is recommended that students allow for at least one week of practice for each test subject. In addition to the available practice materials, students should be encouraged to review test information available on the ACCUPLACER website to further enhance their understanding of what to expect on the test.

When using ACCUPLACER tests for Ability to Benefit (ATB) purposes, the aforementioned retest policy is mandatory and must be followed. Please refer to the **Policies and Procedures for Administering Ability to Benefit (ATB) Tests** for more information about ATB testing requirements.

Ordering Tests

Before institutions can administer a test, they must purchase test units. Each test requires one test unit, except for the following:

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

COMPANION tests are available on the platform via the Online Paper Processing System (COPPS) in a print-on-demand format. Test units are not required for printing test booklets; they are consumed as tests are uploaded for online scoring.

Orders can be submitted online (through the platform), by phone, email, or postal mail. All orders require a **signed** purchase order. Order forms can be found under the Order Tests menu on the ACCUPLACER platform. Please make sure to specify title(s) and item number(s) on the order form. Missing information will result in delayed processing. Detailed ordering instructions are provided on the form.

When ordering test units, institutions must include the ID number of the site where the online test units are to be added and/or COMPANION tests used. To find Institution or Site IDs:

- Log in to the platform as an IA or SM.
- Select the Users menu, then Manage Profiles, and then Institution Profile or Site Profile
ACCUPLACER test units can be ordered by using one of the methods below:
 - ♦ **Telephone Orders (credit cards only)**
 - ♦ Call 866-607-5223 (Option 2) Monday–Friday from 8:30 a.m. to 6 p.m. EST.
 - ♦ Have your Site ID number available for order processing.
 - ♦ **Email Orders (Institutional Purchase Orders only)**
 - ♦ Email a completed and signed order form with a copy of your signed institutional purchase order to accuplacerorder@collegeboard.org.
 - ♦ Include your Site ID number.
 - ♦ **Mail Orders**
 - ♦ Mail a completed and signed order form with a copy of your signed institutional purchase order or a check to:
 - College Board, ACCUPLACER Dept., P.O. Box 7500, London, KY 40742-7500

When using a purchase order, a copy of a signed institutional purchase order must be submitted with each signed order form. Orders submitted without signatures will result in a delayed processing, and orders associated with an invalid purchase order will not be processed.

Note: An institutional purchase order is only valid if all of the following is present:

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

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

Upon receipt, orders, including orders submitted by email, allow seven (7) business days to process. **Additional processing time will be added for orders submitted incorrectly or with missing information.**

The minimum order for ACCUPLACER units is 100 units (unless ordering units for ATB testing). Volume discount pricing is available on single orders of 50,000 units or more. This discount does not apply to customers who are College Board members or receive system-approved pricing.

An email confirming your order will be sent to your email address once your order is processed.

ATB orders require a separate order form and cannot be purchased online or in conjunction with non-ATB orders. ATB units are nontransferable and transfer of units is not permitted between non-ATB accounts and ATB accounts.

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

Refund Policy

College Board's ACCUPLACER Program does not provide refunds for purchased products, including online test units and COMPANION tests. COMPANION paper-and-pencil products returned within 30 days are eligible for online unit exchange **only**. The appropriate online unit rate will be used for the exchange. Customers are responsible for any and all shipping costs for the return of any COMPANION paper-and-pencil orders, regardless if orders were placed online, via email, postal mail, or phone.

Customer Service will provide specific instructions for initiating an exchange. All products must be returned in new, unused condition, and in their original packaging to be eligible for exchange. College Board reserves the right to deny exchange requests if received after 30 days, or if materials are identified as damaged or unsuitable for resale. Once verified, a refund might be issued.

We recommend that institutions use UPS Standard, FedEx Ground, or USPS. No collect on delivery (COD) shipments can be accepted. For more information, contact ACCUPLACER Customer Orders Support at 866-607-5223 or accuplacerorder@collegeboard.org.

Invoices and Billing

For questions about orders, invoices, payments, or billing, please contact ACCUPLACER Invoices and Billing at 866-607-5223.

Payment

- Payment options include checks, institutional purchase orders, MasterCard, Visa, American Express, or Discover.
- Checks should be made payable to College Board.
- Federal ID: 13-1623965.
- All fees are payable within 30 days of the invoice date.
- Prices are subject to change without notice.
- Email accuplacerorder@collegeboard.org for wire transfer information (international customers only). **PLEASE NOTE:** Orders will not be accepted via email. This email is for informational use only. Any orders submitted by email will not be processed and will be deleted.

Shipping

Shipping charges will be added to all COMPANION orders, regardless if they were placed online, via email, postal mail, or phone. There is no exchange value for shipping charges. Additional shipping costs on exchanges will be billed at the customer's expense. For shipping charges, please review the COMPANION section on the Order Form.

International shipping is \$20 for UPS Canada Standard, \$48 for USPS, and \$120 for UPS International. Please allow up to two weeks from receipt of order for delivery of paper-and-pencil tests via UPS regular ground. Rates are subject to change.

If a faster shipment method is needed, an additional cost will be added to your order. Call 866-607-5223 for assistance in calculating shipping charges.

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

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

Contact Information

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

By phone: 866-607-5223

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

Ordering ACCUPLACER tests: accuplacerorder@collegeboard.org

Ability To Benefit (ATB) Information: accuplacerorder@collegeboard.org

Appendix A: Item Mapping Methodology for Skills Insight Statements for ACCUPLACER Placement Tests

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

What Is Skills Insight?

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

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

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

How Were the Score Bands Determined?

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

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

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

What Is Item Mapping?

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

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

How May Skills Insight Be Used?

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

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

Appendix B: Test Administration Best Practices

Below is a list of best practices to ensure smooth and secure administration of ACCUPLACER tests:

Test Administration

For a smooth testing day experience, **ask (or require) proctors to:**

- review ACCUPLACER testing guidelines and procedures before test day.
- collaborate with internal technical support staff to verify computers meet ACCUPLACER system requirements one to two days before test day.¹
- preregister test takers and issue vouchers to cut down on the login time on test day for large groups.
- watch test security videos prior to test day to familiarize themselves with suspicious testing behavior.²
- leave unauthorized materials such as cell phones outside of the testing room if possible.
- enable the *Save and Finish Later*³ feature each time a test taker leaves the testing room.
- check test takers' IDs upon returning to the testing room and before leaving and to ensure test items or notes have not been written on them.
- provide test takers utilizing COMPANION materials with only one test booklet at a time.
- have ACCUPLACER Technical Support contact information at-the-ready.

Secure Test Center and Testing Room

To create a secure testing center/testing room, use:

- numbered lockers, storage bins, and/or zip-lock bags—provide test takers with a corresponding numbered claim card to retrieve personal effects upon test completion.
- liability notices that indicate the test center is not responsible for the loss or theft of test takers' unauthorized testing devices or personal effects.
- the Scratch Paper Log to document distribution of color coded/numbered scratch paper.

1. Auto-updates should be disabled and scheduled for after hours, so they do not interfere with testing.

2. Suspicious behavior extends beyond wandering eyes. Be alert to things such as writing on hands, arms, and legs (notes can be disguised in between tattoos), or test takers walking strangely (electronic devices can be hidden inside shoes).

3. *Save and Finish Later* is not permitted for WritePlacer tests, which must be completed in one sitting.

Enforce Test Security

To ensure test security and the validity of test takers' scores, **ask (or require) test takers to:**

- remove hats before entering testing room and store with other personal items.
- remove hoodies and head garb⁴; empty pockets, including those in jackets and sweatshirts.
- place large items—e.g., backpacks and purses—in a secure area such as lockers. (If lockers are unavailable, have test takers place these items away from them—i.e., not within arm's reach.)
- store cell phones and other unauthorized electronic devices in lockers. (If lockers are unavailable, place devices in a clear container such as a clear zip-lock bag outside testing room when possible.⁵)
- participate in a wrist, ankle, and ear-check to verify unauthorized materials are not on their person.

4. It is important to remain sensitive to test takers' religious beliefs. For those wearing religious head gear, we suggest asking test takers if they would be comfortable removing head gear in a private, separate room for a proctor of the same sex to verify they are not in possession of unauthorized devices.

5. These items are not permitted in the testing room and cannot be placed under test takers' seats.