



TSI Assessments Program Manual Combined

Online & Special Formats (T&V)

March 2014

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The Texas Success Initiative

The Texas Success Initiative (TSI) was instituted by the Texas Legislature and is a program of diagnostic testing and developmental instruction designed to improve student success rates in Texas colleges.

Entering college students are required to meet established minimum standards on assessment tests in math, reading and writing assess. Those students who do not meet these standards are required to enroll in appropriate developmental courses designed to improve their academic skills and prepare them for college level courses.

The Texas Success Initiative (TSI) Assessment is a program designed to assess students' readiness for college-level work in reading, writing and mathematics and to provide appropriate interventions that will improve the skills of student who are not prepared for college-level course work. These assessments include multiple-choice questions that are aligned to the Texas College and Career Readiness Standards. (See Attachment A: Texas Success Initiative Blueprint)

Incoming Texas college students are required to take the TSI Assessment (unless they are exempt, see below) — to determine their readiness for college-level work. Based on how a student performs, he/she may be enrolled in a college-level course that matches his/her skill level or be placed in an appropriate developmental course or intervention to improve his/her skills in areas of identified weakness.

Exemption

Not all incoming students need to take the TSI Assessment. Students with a TSI Assessment exemption can enroll in any entry-level college course without restrictions. Student may be exempt if they have

- have met the minimum college readiness standard on SAT[®], ACT, or a statewide high school test
- have successfully completed college-level English and math courses
- have enrolled in a Level-One certificate program (fewer than 43 semester credit hours);
- are not seeking a degree
- have been, or currently are, in the military.

For more information visit www.theccb.state.tx.us/DE/TSI (See #1 and click on TSI/Exemptions)

TSI Assessment

The TSI Assessments measure college readiness in reading, writing, and math and scores are used for college placement purposes. Examinees take a placement test of 20-25 items which produces a numeric scale score ranging from 310 to 390. Those students who do not score at the college-ready level (see below) on the math or reading placement test will take the diagnostic test in order to gain detailed information regarding the academic strengths and weaknesses of the student in that subject area. Students who score 350 or higher on the Writing multiple choice test or who score an NRS Level 4 on the ABE Writing multiple choice will be asked to submit an essay.

The TSI Placement and Diagnostic tests are computer adaptive assessments, and the specific questions that appear on any given test administration varies based on each individual student’s performance on each item. Questions increase or decrease in difficulty level depending on how a student responds.

The assessments are untimed; however, it is important for students to allow enough time to complete each test because the results are a key factor in determining the course or courses in which they can enroll. As students complete the assessment, a score report will be generated immediately.

There are three types of TSI assessments: placement tests, diagnostic tests, and ABE tests.

Placement Test

- TSI Mathematics
- TSI Reading
- TSI Writing
- WritePlacer®

Diagnostic Tests

- TSI Mathematics
- TSI Reading
- TSI Writing

ABE Tests

- ABE Mathematics and Numeracy Test
- ABE Reading
- ABE Writing

Entering college students are required to take placement tests, and those who do not meet the approved college-readiness cuts scores are required to take either the TSI diagnostic tests or the ABE tests depending on their placement test score.

Show below is the number of questions on each of the online placement and diagnostic tests.

TSI Mathematics Test	Questions On Placement Test	Questions on Diagnostic Test
Elementary Algebra and Functions	6	12
Intermediate Algebra and Functions	9	12
Geometry and Measurement	2	12
Data Analysis, Statistics and Probability	3	12
Total	20	48
TSI Reading Test	Questions On Placement Test	Questions on Diagnostic Test
Main Idea and Supporting Details	5	12
Author’s Use of Language	7	12
Inferences in a Text or Texts	8	12
Literary Analysis	4	12
Total	24	48
TSI Writing Test	Questions On Placement Test	Questions on Diagnostic Test
Sentence Structure	5	12
Agreement	3	12
Sentence Logic	4	12
Essay Revision	8	12
Total	20	48

The Standard Setting Process

College Board Research and Development conducted the standard settings for the TSI assessments using a combination of internal staff and external consultants to facilitate. A Modified Bookmark Method was implemented for the exams comprised of multiple choice items, a procedure for setting passing scores. The Bookmark is an iterative multi-round standard setting process in which panelists work through a test booklet that has been re-ordered from easiest to hardest based on item difficulty based on how well students performed on them. Panelists are asked to place a bookmark at the point in the ordered test book at which they feel students have demonstrated sufficient knowledge and skills to be just minimally competent at each performance level in that subject area. Panelists typically place the first set of bookmarks independently and then receive information on how the placements of their bookmarks compare with those of their peers and have the opportunity to discuss the differences in bookmark placements. Following the discussion, the panelists have the opportunity to relocate their bookmarks should they desire to do so.

The first step in the standard setting process was to discuss the Borderline Examinee and define the knowledge, skills, and abilities that the Borderline Examinee would possess. These definitions are known as performance level descriptors (PLDs) and must be developed for every cut score to serve as a common reference throughout the standard setting task.

To start the PLD creation process, panelists were provided a copy of the STAAR English III – Level II PLDs and the STAAR Algebra II – Level II PLDs. Panelists were instructed that the provided PLDs should serve as the basis for the description of the Borderline College Ready Examinee with hopefully only minor adjustments suggested. The PLDs for the other cut scores were not restricted and at the discretion of each panel to develop (Developmental Education and ABE for the placement tests, and all 3 categories for the Diagnostics tests). The PLDs for the ABE and Needs Improvement categories were not based on the Borderline Examinee since they represent the lowest category and were developed for completeness and context only.

Following the creation of the PLDs, panelists were trained on the standard setting method they would be using and participated in a practice opportunity. When the panelists all indicated via an evaluation form that they were ready to proceed, the bookmarking task began. The Reading and Math panelists worked together in two separate content specific groups to make cut score recommendations on the placement tests in their respective subject areas and then these two large groups split into separate groups of 10 -12 panelists each to complete the work on the Diagnostics Strands. Reading Group 1 worked on Reading Strands 1 and 2, while Reading Group 2 worked on Reading Strands 3 and 4. Similarly, Math Group 1 worked on Math Strands 1 and 4, while Math Group 2 worked on Strands 2 and 3. The Writing panelists were split into separate groups from the beginning with Group 1 working on the Writing Essay, Writing Strand 1 and 2, while Group 2 worked on the Writing Multiple Choice Placement Test and then Writing Strands 3 and 4. The panelists in each group worked together well and seemed devoted to the task. A complete list of PLD can be found in Attachment C.

During the standard setting task, panelists reviewed test items arranged in an item binder from the least difficult to the most difficult by the Item Response Theory (IRT) b-parameter. Prior to ordering the b-parameters were adjusted to reflect a specified response probability of sixty-seven percent (RP67). This binder of items ordered by difficulty is referred to as the ordered item booklet (OIB). Panelists were instructed to review the OIB to identify for each item what was being measured and what features of the item made it easy or difficult for students. Once familiar with the items panelists were instructed to start with the first item and proceed one item at a time asking themselves whether the borderline examinee

(as defined by the PLDs) would have at least a 67% chance of answering the item correctly. If the answer is “yes”, the panelists should then consider the next item in the OIB. The panelists are looking for the point in the OIB where they feel the borderline examinee would have less than a 67% chance of answering the item correctly and should put their bookmark at the location where they feel confident this is the case. The bookmark location was then translated into the corresponding theta, or ability metric, for the purposes of calculating the cut score recommendation for each panelist and then aggregated to form the group recommendation. The Modified Bookmark method is an iterative, multi-round standard setting process. Panelists placed the first set of bookmarks independently and then received feedback on how the placements of their bookmarks compare with those of their peers and had the opportunity to discuss the differences in bookmark placements. Following the discussion, the panelists had the opportunity to relocate their bookmarks if they desired to do so.

A Modified Body of Work (BoW) method was used for the essay due to its format of being a single on-demand essay assessment. The BoW has a history of use in many states and is generally well received by educators due to the similarity between the standard setting task and the evaluation of student work that is a common component of the profession. The BoW is also an iterative process but the task is different in that panelists were asked to review student work samples and make a determination about which performance level the work exhibited best exemplifies. The actual score each sample received operationally was not visible to the panelists. The panelists progressed through the set of essay responses reviewing each student essay sample and determining for each sample which borderline examinee the sample best exemplified. Unlike the original Body of Work method, the panelists rated the same set of essays in iterations rather than proceeding through two rounds of Range finding and conducting the third round with a new set of Pinpointing essays. This added efficiency to the process in the amount of time required and has been shown to be as effective as the original method using new essays during the third round. Two cut scores were set on the essay, one for College Ready and the second for Provisionally College Ready. The Provisionally College Ready cut score allows examinees to still be placed into the ENG 1301 course if they receive a qualifying score on the Writing Multiple Choice Placement test.

Steps Taken To Ensure Fairness of ACCUPLACER Tests

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

Fairness Review: Expert human judgment is critical in evaluations of fairness and sensitivity in test materials. To ensure that ACCUPLACER test items portray all groups of students appropriately and do not disadvantage any group of students, fairness reviews are performed by two distinct groups of experts. First, College Board test developers apply professional test-development standards when writing and reviewing items to identify and eliminate any language, content, words, phrases, or references that may be offensive, upsetting, distracting, or inappropriate to students. In addition,

ACCUPLACER test items also undergo fairness review by external panels made up of experienced college faculty drawn from a wide range of academic disciplines and demographic backgrounds. This external group of experts reviews ACCUPLACER test materials to ensure that all test questions adhere to College Board Fairness and Sensitivity Guidelines. Currently employed at colleges, these experts possess a familiarity with the populations taking ACCUPLACER tests that is crucial to evaluating test fairness.

In addition to judgmental reviews, the response patterns of various testing populations taking ACCUPLACER tests are analyzed to look for statistically meaningful deviation from the general spread of response patterns.

Empirical Analysis: College Board psychometricians routinely examine whether test items function differently for different groups of examinees. Statistical analysis referred to as Differential Item Functioning (DIF) is performed to determine whether there are items on the test where certain groups of examinees have undue advantage over others. Comparisons of performance on test items are customarily made between male and female, as well between different racial or ethnic groups. To understand DIF, three related concepts must be distinguished: item impact, DIF, and item bias. When one group has a higher proportion of examinees answering an item correctly than another group, this observation is referred to as item impact. Item impact may be due to true group differences in academic performance or due to item bias. For DIF to be observed, comparisons on item performance are conditioned on the characteristic being measured by the test. That is, examinees of equal proficiency on the test who belong to groups being compared should respond similarly to a given test item. If they do not, the item is said to function differently across groups and is flagged as a DIF item. Flagged items are usually classified into three groups—negligible, moderate, or severe, depending on how different the item performances are among the groups being compared. Items with severe DIF are automatically removed from the item pool, while items with negligible DIF are kept. Items with moderate DIF are reviewed by content experts who are familiar with the diversity of student population taking the test. When the reviewers determine that the DIF is due to a factor irrelevant to the construct the test is supposed to measure, the item is considered to be biased. Note that for an item to be biased; at least one characteristic of the item that is unfair to one or more groups must be identified.

Finally, as an assessment that serves many groups of students, every effort is made to ensure each ACCUPLACER test is balanced for diversity. Items in the item bank are coded for "constraints" such as gender, race, and ethnicity; ACCUPLACER tests utilize "Content Diversity" constraints that ensure that every test contains a variety of cultural and demographic contexts and references.

Approved College-Readiness Cut-Scores

Shown below are the cut scores approved by the Texas Coordinating Board. These standards are subject to revision based on review of data.

For freshmen entering higher education fall 2013 the college readiness scores are

Mathematics -350

Reading -351

Writing - Essay Score of 5; or Essay Score of 4 and Multiple-Choice of 363

For freshmen entering higher education higher education fall 2017

Mathematics - 356

Reading -355

Writing - Essay Score of 5; or Essay Score of 4 and Multiple-Choice of 363

For freshmen entering higher education fall 2019

Mathematics -369

Reading -359

Writing - Essay Score of 5; or Essay Score of 4 and Multiple-Choice of 363

Approved Developmental Education Cut-Scores

Freshmen entering higher education fall 2013 - (no phase-in)

Mathematics 336

Reading 342

Writing 350

Mandatory Pre-Assessment Activity

Students must participate in a Pre-Assessment Activity before taking the TSI Assessment. Colleges or universities are required to provide the Pre-Assessment Activity and to document student's participation. Students will not be allowed to take the TSI Assessment until they have completed the pre-assessment activity.

The activity includes the following:

- An explanation of the importance of the TSI Assessment;
- Practice test questions and feedback;
- An explanation of all your developmental education options, if you don't meet the
- minimum passing standard; and
- Information on campus and community resources that will help you succeed as a college student.

Students should take advantage of free sample questions that are designed to familiarize the student with the types of questions asked on the TSI Assessment. To access the full sample questions document, visit www.collegeboard.org/texas-sample-questions.

Retesting

Student may retake the TSI Assessment at any time. However, before attempting to retest, it is strongly recommended that students review preparation materials.

TSI Background Questions

The following 14 background questions will be asked of students. Institutions can add to these questions, but cannot delete questions or alter the wording.

1. Pre-Assessment Activity: Were you provided with information and/or an activity to help you understand all of the following: (1) the importance of this assessment, (2) sample questions, (3) course options, and (4) resources for students?
 - Yes
 - No

2. High school graduate or GED certificate: Which statement best describes your high school status?
 - I am a high school graduate.
 - I have received a GED.
 - I am still in high school.
 - I have not graduated from high school and I have not received a GED.
 - I choose not to answer.

3. Time since credential: How long ago did you graduate from high school or receive a GED?
 - Less than 2 years
 - 2 to 5 years
 - More than 5 years
 - Does not apply
 - I choose not to answer

4. Years studied English in high school: What is the total number of years you studied English in high school? Count less than a full year as a year, but do not count a repeated year of the same course as an additional year of study.
 - 1
 - 2
 - 3
 - 4
 - More than 4 years
 - None
 - I choose not to answer.

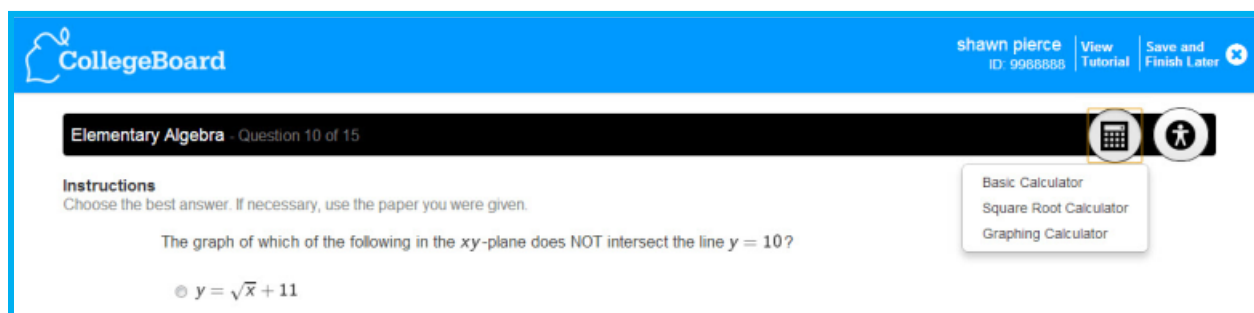
5. Years since last math course: How long has it been since you took a mathematics course or other formal mathematics training?
- Less than 1 year
 - 1 to 3 years
 - 4 to 6 years
 - 7 or more years
 - I choose not to answer
6. Years studied math in high school: What is the total number of years you studied mathematics in high school? Count less than a full year as a year, but do not count a repeated year of the same course as an additional year of study.
- 1
 - 2
 - 3
 - 4
 - More than 4 years
 - None
 - I choose not to answer.
7. Ethnic origin: How do you describe your ethnic origin?
- Hispanic or Latino origin
 - Not Hispanic or Latino origin
 - I choose not to answer
8. Racial description: How do you describe your race?
- American Indian or Alaskan Native
 - Asian
 - Black or African-American
 - Native Hawaiian or Other Pacific Islander
 - White
 - I choose not to answer.
9. International: Are you an international student?
- Yes
 - No

10. Education Father/Male Guardian Revised: What is the highest level of education completed by your father or male guardian?
- Grade school
 - Some high school
 - High school diploma or equivalent
 - Business, trade or vocational/technical school
 - Some college
 - Associate's/two-year degree
 - Bachelor's/four-year degree
 - Graduate or professional degree
 - I choose not to answer
11. Education Mother/Female Guardian Revised: What is the highest level of education completed by your mother or female guardian?
- Grade school
 - Some high school
 - High school diploma or equivalent
 - Business, trade or vocational/technical school
 - Some college
 - Associate's/two-year degree
 - Bachelor's/four-year degree
 - Graduate or professional degree
 - I choose not to answer
12. Language First: What language did you learn to speak first?
- English
 - Spanish
 - Another language
 - I choose not to answer
13. Language Read Best: What language do you read/write best?
- English
 - Spanish
 - Another language
 - I choose not to answer
14. Language Speak Best: What language do you speak/understand best?
- English
 - Spanish
 - Another language
 - I choose not to answer

Use of Calculators

Some of the mathematics items within the online ACCUPLACER math tests have pop-up calculators for students to use when answering some of the math questions. The items were written so that the use of a calculator will not help the student answer the question, but it is provided simply as a tool for the student to use. For example, if a student is asked to calculate the area of a rectangle, she or he must know the formula (length times width) for calculating the area. The calculator is available in this case as a tool for multiplying the length times the width; it will not help the student who does not know the formula. Calculators are not available for all items. For example, if a student is asked to estimate the value of 9.755 times 5.688, the calculator is not available, because the question is asking students to round 9.755 to 10, and 5.688 to 6, and then multiply 10 times 6 in their head. Since the use of the calculator would help the student answer this type of question, the calculator is not available.

If the item is configured to allow the use of a calculator, the calculator icon will appear in the top right-hand corner of the testing screen. If only the basic calculator is to be used, only the basic calculator will display. If more than one type of calculator can be used, the drawer will open and display the types of calculators that are allowed. The calculator disappears automatically when students move to the next question.



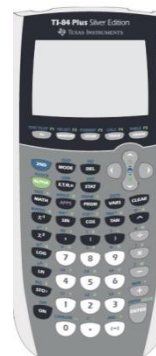
The screenshot shows the top of the ACCUPLACER testing interface. The header includes the CollegeBoard logo, the user's name 'shawn pierce' with ID '9988888', and options for 'View Tutorial' and 'Save and Finish Later'. Below the header, the question title is 'Elementary Algebra - Question 10 of 15'. The instructions state: 'Choose the best answer. If necessary, use the paper you were given.' The question asks: 'The graph of which of the following in the xy-plane does NOT intersect the line $y = 10$?' A radio button is selected for the option $y = \sqrt{x} + 11$. In the top right corner, a calculator icon is highlighted, and a dropdown menu is open, showing three options: 'Basic Calculator', 'Square Root Calculator', and 'Graphing Calculator'.



Basic Calculator



Square Root Calculator



Graphing Calculator

It is strongly recommended that the pop-up calculator be activated in Test Settings and that students not be allowed to use a handheld calculator when taking an online ACCUPLACER test.

Students with a documented disability may use a calculator if it is a prescribed accommodation.

Guidelines for Remote Testing of Students

There are two options for remote proctoring: Virtual Remote Proctoring or Off-Campus Remote Proctoring.

Virtual Remote Proctoring

This will enable you to offer your student the ability to take their ACCUPLACER test at any location. They must have an appropriate student ID, and their computer must meet the technical specifications required for testing. Visit <http://onlineproctornow.com/support.php?cid=2> or call 877-210-1847 for more information about B Virtual, an approved vendor of the College Board. .

Off-Campus Remote Proctoring:

This will enable you to offer your students the ability to take their ACCUPLACER test at a different campus. They must have an appropriate student ID. The testing director or student must contact a local educational institution to determine if test center personnel are willing to administer ACCUPLACER tests in their testing center. It is not necessary for that institution be a user of ACCUPLACER. Request the student to provide you with contact information of the prospective proctor. A sample form that can be used is shown below.

Student Request for Remote Testing

Student's Name: _____ **Student ID#** _____

Email address: _____ **Phone:** _____

Please provide the following information regarding the person who has agreed to administer and proctor the ACCUPLACER® tests for you. (All sections must be completed.)

Proctor's Name: _____ **Institution:** _____

Email address: _____ **Phone:** _____

Please fill out the above form and return to:

(Provide your name and contact info here)

Once the contact information has been received the Institution Administrator or Site Manager should contact the prospective proctor to determine if he or she meets the qualifications necessary to be a proctor. If the person meets the standards, provide the approved proctor with a Proctor Agreement Form and request that he or she sign and return it to you. A sample form is shown below. This form can be modified to meet your specific needs.

Proctor Security Agreement Form

I, _____, agree to administer the ACCUPLACER® tests

(name of proctor)

to _____, ID # _____

(name of student)

(student ID)

in a secure, proctored environment and to be present at all times during testing.

I agree to verify the identification of the student named above by the use of a picture ID issued by a state or federal agency. Acceptable forms of identification include:

- A current driver's license
- A state-approved ID
- A college ID
- A current state or federal ID card
- A current passport
- A tribal ID card
- A naturalization card or certificate of citizenship

I agree to take all necessary precautions and actions to ensure the security and confidentiality of the ACCUPLACER tests and the student's testing information.

I agree NOT to reproduce or copy, in any fashion, in whole or part, any of the materials of the ACCUPLACER system. I acknowledge that all said materials are copyrighted, and I agree NOT to share, in any way, such materials with any unauthorized persons.

AGREED TO AND ACCEPTED BY:

Designated Test Proctor _____

Proctor's Signature

Telephone # (____) _____

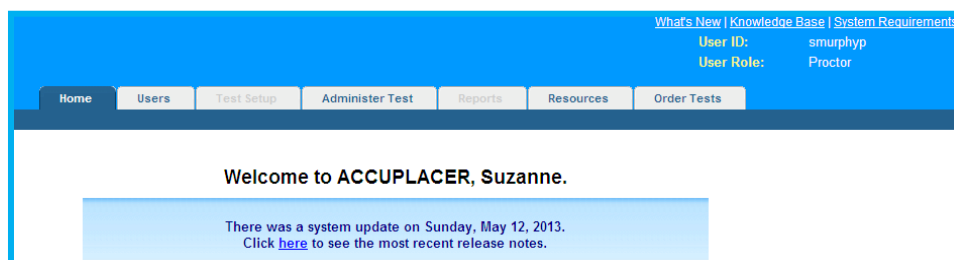
Email address: _____

Signature: _____ Date: _____

Once you have received this signed form, create a Proctor Username for your testing site. This will ensure that the student's test scores are part of your database and are available to you when the student is ready to enroll.

Send an email to the proctor with the following instructions.

- You will receive an email with your Username and a temporary password. This email may go to a Junk Email box.
- Go to www.accumplacer.org and login using your Username and temporary password provided in the email. It is recommended that you copy and paste the password.
- Once you have logged in, click on **System Requirements** to verify that the proper settings have been selected for that computer. **Note: Popup blockers must be turned off.**
- Click on the Administer Test tab.



- From the Branching Profile dropdown menu select (name of Branching Profile)
- The student can now be seated at the computer and provided with scratch paper and a pencil during testing. All scratch paper should be collected from the student before leaving the test center and destroyed by secure means.
- At the end of testing, the Individual Score Report will appear on the screen. The student may print a copy by clicking on the Print icon on the browser.

Do not allow students to use a calculator, dictionary or their personal computer or to have access to a cell phone or other electronic devices.

All ACCUPLACER testing must be done in a secure, proctored environment and you must be present **at all times during testing.**

Provide your contact information for any further questions.

Finding a Remote Testing Center

In December 2013, a new feature was added to the ACCUPLACER testing platform that is designed to facilitate remote testing of students. By using this feature, you can locate approved testing sites for a student, register the student to test at that location and generate a Test Voucher for the student to use at the remote location.

By using the voucher at the approved remote location, the student will be testing on the home institution's testing site, and after testing the student's test results will be available on the home institution's testing site. Test units will be deducted from the home institution's site, not the remote testing site.

To register students for remote testing click on the Administer Test tab > Register Student For Remote Test Session. From the dropdown menus, select the Country, State/Province and City where the student wants to test and click **Submit**. A list of all Remote Testing Centers will display.

Select	Institution Name	Site Name	City	Action
<input type="radio"/>	University of Texas at Brownville	UT-Brownville	Brownsville	View
<input type="radio"/>	McLennan Community College	McLennan Community College - main site	Waco	View
<input type="radio"/>	Central Texas College	Central Texas College	Killeen	View
<input type="radio"/>	Sul Ross State University Testing			

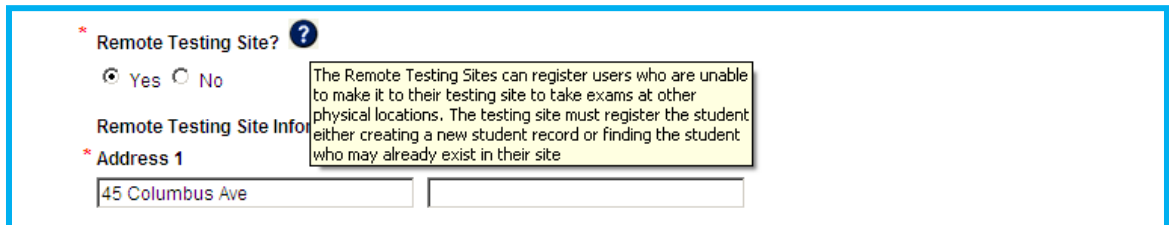
Click **View** to see details of the remote testing site including address, costs, hours of operation, and any special instructions provided by the remote institution.

Select a site and click **Next** to continue. On the screens that follow, enter the student's information and select the appropriate Branching Profile. Once the registration is completed, a confirmation email will be sent to the student's email account with the remote testing site's information and the student's voucher number. For more information about remote testing of students, see the ACCUPLACER User's Guide found under the Resources tab.

To Designate A Sites as an Approved Remote Testing Site

If you want one of your test sites to be a remote testing site for students wanted to test at a remote testing site, log in as the Institution Administrator or Site Manager of the site, click on the **Users** tab > **Create and Edit Testing Sites**.

Set **Remote Testing Site** to **Yes** and information fields will display allowing you to create a testing site that can be used for remote testing of students.



The screenshot shows a form with the following elements:

- A red asterisk followed by the text "Remote Testing Site?" and a question mark icon.
- Two radio buttons: "Yes" (selected) and "No".
- A text input field labeled "Remote Testing Site Info" with a tooltip that reads: "The Remote Testing Sites can register users who are unable to make it to their testing site to take exams at other physical locations. The testing site must register the student either creating a new student record or finding the student who may already exist in their site".
- A red asterisk followed by the text "Address 1".
- Two text input fields, the first containing "45 Columbus Ave".

Once you have designated one of your testing sites as a remote testing site, it will appear in the list of Available Testing Sites. (See screenshot above.)

Resources for Students

ACCUPLACER offers several free and paid learning tools that are designed to help students improve in areas where their academic performance may need improvement.

Free Study Guides found under the Resources tab of the testing platform

- Introduction for Students
- Sample Questions for Students
- WritePlacer Guide with Sample Essays
- WritePlacer ESL Guide with Sample Essays

You can print and distribute these to students or make them available electronically.

Paid Learning Tools

- **The Official ACCUPLACER® Study App** was developed by the College Board and is available for purchase on iTunes for \$2.99. This app is intended to familiarize students with the basic content areas of the ACCUPLACER test. It is NOT designed to serve as a substitute for an actual ACCUPLACER test, nor does it guarantee that you will receive a specific score on an actual ACCUPLACER test. The Official ACCUPLACER Study App can only be accessed using an iPhone, iPad or iPod touch that has iOS 4.2 or greater installed.

Subjects include:

- Arithmetic
 - Elementary Algebra
 - College-Level Math
 - Reading Comprehension
 - Sentence Skills
- **The Web-Based Study App** was developed by the College Board and is available for purchase on the College Board Store (<http://store.collegeboard.org>) for \$2.99. The Web-Based Study App features practice tests in Arithmetic, Elementary Algebra, College-Level Math, Reading Comprehension, and Sentence Skills. Site can be accessed from a computer, tablet, or Smartphone.

Supported Browsers

- Safari 6.0.x
- Firefox 16.0.x
- Internet Explorer 8.0.x or later
- Google Chrome 22.x or later

Supported Mobile Operating Systems

- IOS version 5.0 or later
- Android version 2.3 or later

TSI Tests

Placement Tests

TSI Mathematics Test

The TSI Mathematics Test is a multiple-choice assessment with four basic content areas, or “strands.” Scores range from 310 to 390. There are 20 questions on the online test and 40 questions on the special format test. Shown below are brief descriptions of each of the four strands.

Elementary Algebra and Functions

- Linear equations, inequalities, and systems
- Algebraic expressions and equations (other than linear)
- Word problems and applications

Intermediate Algebra and Functions

- Quadratic and other polynomial expressions, equations, and functions
- Expressions, equations, and functions involving powers, roots, and radicals
- Rational and exponential expressions, equations, and functions

Geometry and Measurement

- Plane geometry
- Transformations and symmetry
- Measurement (linear, area, three-dimensional)
- Modeling and applications

Data Analysis, Statistics and Probability

- Interpreting categorical and quantitative data
- Statistical measures
- Probabilistic reasoning

TSI Reading Test

The TSI Reading Test is a multiple-choice assessment with four basic strands. Scores range from 310 to 390. There are 24 questions on the online test and 48 questions on the special format test. Shown below are brief descriptions of each of the four strands.

Main Idea and Supporting Details

- All items in this category will be discrete items with single informational/expository passages of 75-125 words
- Items will ask students to identify the main idea of a passage or comprehend explicit textual information in the passage

Author's Use of Language

- All items in this category will be discrete items with single informational/expository passages of 75-125 words
- Some items will ask students to identify an author's purpose, tone, organization, or rhetorical strategies and use of evidence
- Some items will ask students to determine the meaning of words in context

Inferences in a Text or Texts

- All items in this category will be discrete items with one or, in some cases, two informational/expository passages of 100-150 words
- Most items will ask students to make an appropriate inference about a single passage
- Some items will require students to synthesize ideas by making a connection or comparison between two passages

Literary Analysis

- All items in this category will be passage-based items
- Passages are fiction or literary nonfiction and will be approximately 400 words in length
- Items will ask students to identify and analyze ideas in and elements of literary texts

TSI Writing Test

The TSI Writing Test is an assessment that contains a multiple-choice section and an essay section. The multiple-choice section has four strands. Scores range from 310 to 390. There are 20 questions on the online test and 40 questions on the special format test. Shown below are brief descriptions of each of the four strands.

Sentence Structure

- All items in this category will be discrete items
- Items will cover topics such as fragments, subordination and coordination, and parallelism
- Items will also cover topics such as comma splices and run-on sentences, as well as improper punctuation

Agreement

- All items in this category will be discrete items
- Items will cover topics such as subject-verb agreement, pronoun agreement, and verb tense

Sentence Logic

- All items in this category will be discrete items
- Items will test the student's ability to arrange the parts of sentences in the most logical way, including the use of logical transitions and the correct placement of modifying phrases and clauses and your ability to use logical transitions

Essay Revision

- All items in this category will be passage-based items
- Passages are drafts of essays in need of revision and will be approximately 250 words. Items will ask students to revise parts of the essay to improve coherence, organization, word choice, rhetorical effectiveness, and use of evidence

TSI Adult Basic Education Assessments

The TSI Adult Basic Education (ABE) Assessment is made up of three tests: Reading, Writing, and Mathematics and Numeracy. Shown below is a brief description of each of the tests and their corresponding strands. Scores on the ABE tests range from 1 to 6.

ABE Mathematics and Numeracy Test

The ABE Mathematics and Numeracy Test is comprised of four strands that are described below. There are 40 questions on the online test and 60 questions on the special formats test.

- **Number Sense**
Items in this strand measure a student's ability to recognize and compare numbers, use mathematical symbols, apply math operations, and solve problems involving currency, rounding, and estimation.
- **Patterns, Functions, and Algebra**
Items in this strand measure a student's ability to use the number line and grid, apply the concepts of ratios, proportions, and percents, and solve problems involving order of operations, linear equations, and patterns and sequences.
- **Statistics and Probability**
Items in this strand measure a student's ability to apply the concepts of probability, to interpret and use graphs and charts to communicate, and to solve problems involving averages.
- **Geometry and Measurement**
Items in this strand measure a student's ability to interpret and solve problems involving measurement, area, perimeter, and angles.

ABE Reading Test

The ABE Reading test is comprised of two strands that are described below. There are 30 questions on the online test and 45 questions on the special formats test.:

Vocabulary and Meaning

Items in this strand assess a student's ability to

- apply knowledge of roots, affixes, etc. to decode words;
- deduce meaning from context using passages of different genres, lengths, and difficulty, etc.

Comprehension

Items in this strand assess a student's ability to

- understand texts of varying length, difficulty, genres, etc., and
- demonstrate the ability to determine the author's purpose and intended audience
- locate specific information
- draw inferences; infer main ideas
- understand metaphors, implied meanings, and figurative language.

ABE Writing Test

The ABE Writing test is comprised of two strands that are described below. There are 30 questions on the online test and 45 questions on the special formats test.

Organization and Composition

Items in this strand are designed to indirectly measure the student's ability to create *meaning*. By selecting the best word, phrase, or sentence to appropriately complete a task, it may be inferred that the student is able to

- compose a variety of texts that demonstrate clear organization and focus, logical development, use of appropriate rhetorical techniques and language that advances the author's purpose (e.g., awareness of audience, register, tone, context)
- revise text for flow and readability.

Grammar and Structure

Items assess a student's ability to apply mastery of standard English *form*, including mastery of parts of speech, tenses, syntax, agreement, modals, punctuation, fragments, coordination and subordination, gerunds, capitalization, and spelling.

WritePlacer®

Students who score 350 or higher on the TSI Writing multiple-choice test or who score an NRS Level 4 on the ABE Writing multiple-choice test will be asked to write a five-paragraph, persuasive essay (approximately 350–500 words) that “demonstrates clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.” They will be expected to clearly state a main idea and provide specific examples and details to back up the main idea, as well as follow conventions of Standard English.

Feedback is provided on the following 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.

Students with a documented disability who are unable to type their essay on a computer can write their essay in a paper-and-pencil format WritePlacer test book and have it submitted for scoring. The same scoring rubric is used for hand-scored essays as is used for the essays submitted online.

WritePlacer Holistic Scoring Rubric

Score of 8

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

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

Score of 7

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

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

Score of 6

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

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

Score of 5

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

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

Score of 4

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

A typical essay

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

Score of 3

A response in this category demonstrates *little mastery* of on-demand essay writing; the response is flawed by *one or more* of the following weaknesses:

- Presents a vague or limited point of view on the issue
- Demonstrates little awareness of audience
- Attempts to develop the main idea though that attempt is inadequate
- Demonstrates weak critical thinking with little complexity of thought or with flawed reasoning
- Provides inappropriate or insufficient examples, reasons, or other evidence to support its position
- Is poorly organized and/or focused or demonstrates serious problems with coherence or progression of ideas
- Displays limited word choice and little sentence variety
- Contains many errors in mechanical conventions of usage, sentence structure, grammar, spelling, and punctuation

Score of 2

A response in this category demonstrates *very little mastery* of on-demand essay writing; the response is flawed by *many or most* of the following weaknesses:

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

Score of 1

A response in this category demonstrates *no mastery* of on-demand essay writing; the response is severely flawed by *many or most* of the following weaknesses:

- 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

Score of 0

No holistic score - This essay has not been given a holistic score or the six dimension scores because it is either a blank page, incoherent/illegible, insufficient (too short to assess), in a foreign language, or off topic.

WritePlacer Dimensions

In addition to the reported holistic score, feedback is provided on six dimensions considered essential in a well written essay.

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 dimension statements have been selected to be reported on the Individual Score Report, one of the dimension statements shown below will be reported for each of the indicated dimensions. Each statement describes the student’s proficiency in the indicated dimension.

Purpose and Focus
Your response shows a clear purpose and a consistent focus.
Your response does not fully communicate purpose, and focus may be inconsistent.
Your response lacks clear purpose and focus.

Organization and Structure
Your response demonstrates strong organization of ideas.
Your response demonstrates limited organization of ideas.
Your response demonstrates poor organization of ideas.

Development and Support
Your response is logically developed and well supported.
Your response has limited support for your ideas.
Your response needs additional ideas and support.

Sentence Variety and Style
Your response shows skillful control of sentence structure and style.
Your response shows inconsistent control of sentence variety, word choice, and flow of thought.
Your response shows limited ability to vary sentence length and apply appropriate vocabulary.

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

Critical Thinking
Your response shows clear and reasoned analysis of the issue.
Your response shows limited clarity and complexity of thought.
Your response shows insufficient reasoning and lacks complexity of thought.

TSI Diagnostic Tests

Each diagnostics test has 4 strands. Each strand is treated as a separate test. A numeric score, a categorical score, and proficiency statements are provided for each strand. A total score is not reported for the diagnostic test, only the strand level scores. Each diagnostic strand will provide a numeric score between 1 and 15 as well as a categorical score of Proficient, Limited Proficiency, or Needs Improvement. Shown below are the proficiency statements for each of the categories. There are 48 questions on each of the online diagnostic test and 80 questions on the special formats Reading and Writing tests. There are 84 questions on the TSI Mathematics Diagnostic, special formats test.

TSI Mathematics

Categorical Score (Score Range)	Elementary Algebra and Functions
Needs Improvement (1-3)	Performs operations with whole numbers; evaluates algebraic expressions with whole numbers; is familiar with the terms “sum,” “difference,” “product,” “quotient”; recognizes relationships between numbers (greater than, less than); recognizes fractional representations; plots points on a number line; uses non-algebraic methods to solve simple word problems
Limited Proficiency (4-7)	Performs operations with integers and decimals, employing correct order of operations; evaluates algebraic expressions using substitutions; translates verbal statements and word problems into algebraic expressions; plots points on a rectangular coordinate system; solves basic ratio and proportion problems; interprets a line graph involving inequalities; uses non-algebraic methods to solve word problems
Proficient (8-15)	Performs operations with real numbers and algebraic expressions, employing correct order of operations; formulates and solves linear equations, inequalities, linear systems with 2 and 3 variables, and variation problems; graphs and translates functions on a rectangular coordinate system; identifies characteristics of linear functions; formulates and solves word problems and applications

	Intermediate Algebra and Functions
Needs Improvement (1-6)	Evaluates square roots of perfect squares; knows exponent rule properties with whole number exponents and applies in single-step problems; performs operations on polynomials (add, subtract, multiply, divide); knows distance-rate-time formula and is able to use in word problems; factors polynomials using greatest common factor; solves one-step word problems involving linear equations; solves linear inequalities
Limited Proficiency (7-8)	Factors polynomial expressions by GCF, grouping, and difference of squares, and factors trinomials with leading coefficient of 1; simplifies simple rational expressions; finds solutions to quadratic equations by substitution of values; solves quadratic equations (leading coefficient 1) in standard form by factoring; applies some rules of exponents with integer exponents; evaluates linear functions using function notation and tense.
Proficient (9-15)	Understands characteristics of functions; factors polynomial expressions by GCF, grouping, difference of squares, trinomials; solves quadratic equations by factoring, and by using the quadratic formula; solves equations using the square root property; simplifies square roots with numerical values; solves simple radical and rational equations; applies unit conversions in word problems; formulates algebraic expressions and equations to solve word problems; applies rules of exponents

	Geometry and Measurement
Needs Improvement (1-4)	Calculates perimeter, area and volume of 2D and 3D figures involving rational numbers; given conversion factors, computes unit conversions; applies ratios and proportions in solving geometric problems without algebraic expressions; distinguishes between geometric shapes; plots points on the number line and coordinate plane; uses properties of similar figures given labeled illustrations
Limited Proficiency (5-7)	Uses simple 2-D and 3-D representations: calculates perimeter, area and volume give formulas; computes area, perimeter, dimensions, length, width; uses ratios and proportions in geometric problems; uses the Pythagorean Theorem to solve problems without algebraic expressions; locates and identifies points in the coordinate system and solves problems involving distances; uses slopes, reflections and lines of symmetry converts measures, including the metric system
Proficient (8-15)	Analyzes models involving 2-D and 3-D representations and applies ratios and proportions to solve geometric problems; applies Pythagorean Theorem in concrete and abstract problems; employs algebra in geometric applications; uses coordinate geometry to solve problems involving slopes, distances, and equations of lines; uses transformations, reflections, and lines of symmetry; converts measures, including in the metric system; uses rational and irrational values in geometric contest

	Data, Statistics, and Probability
Needs Improvement (1-3)	Performs operations on whole numbers with a calculator; given a complete set of whole number values, calculates mean, median, mode, and range; calculates the probability of a simple event; reads and interprets frequency distribution charts, line plots, line graphs, circle graphs, and bar graphs; applies simple fundamental counting principles using diagrams
Limited Proficiency (4-7)	Performs operations on real numbers and variables with a calculator; given a complete set of values, calculates measures of center (mean, median, mode) and variability (range); calculates the probability of simple independent events; reads and interprets frequency distribution charts, line plots, line graphs, circle graphs, and bar graphs; applies simple fundamental counting principles; calculates percentages
Proficient (8-15)	Calculates and interprets measures of center (mean, median, mode) and variability (range); makes predictions using statistics; calculates probabilities and uses theoretical probabilities and experimental results to make predictions and decisions; uses variability (range) and selects the appropriate measure of central tendency to describe data; analyzes trends in frequency distributions, dot plots, scatter plots, line plots, line graphs, circle graphs, and bar graphs; applies counting principles

TSI Reading

Categorical Score (Score Range)	Main Idea and Supporting Details
Needs Improvement (1-3)	Demonstrate an understanding of informational texts by selecting the main idea and identifying supporting details when the answer choices are restated from the passage.
Limited Proficiency (4-6)	Demonstrate an understanding of informational texts by identifying the stated main idea and comprehending some supporting details, even when the answer choices are reworded from the passage.
Proficient (7-15)	Demonstrate an understanding of informational texts by identifying the stated or implied main idea of a passage and comprehending supporting details, as well as understanding the relationships between them.

	Author's Use of Language
Needs Improvement (1-3)	Identify the author's purpose, tone, organization, rhetorical strategies; determine the meaning of words using context; and analyze the use of evidence in the passage when the information is stated in the passage or presented as a straightforward answer choice.
Limited Proficiency (4-6)	Understand the author's purpose, tone, organization, rhetorical strategies; determine the meaning of words using context; and analyze the use of evidence in the passage when the information is a direct statement or a simple implication in the passage or the answer choices
Proficient (7-15)	Analyze the author's purpose, tone, organization, rhetorical strategies; determine the meaning of words using context; and analyze the use of evidence in the passage when the information is implied in the passage or the answer choices require simple synthesis.

	Inferences in a Text or Texts
Needs Improvement (1-5)	Make basic inferences about informational texts, supporting the inferences with relevant textual evidence; demonstrate limited understanding by making few generalizations about paired texts
Limited Proficiency (6-8)	Make logical inferences about informational texts, supporting the inferences with accurate, relevant textual evidence; demonstrate basic understanding by making some generalizations about paired texts
Proficient (9-15)	Make discerning inferences about informational texts, supporting the inferences with specific and well-chosen evidence; demonstrate a developed understanding by drawing conclusions and making generalizations about paired texts consistently

	Literary Analysis
Needs Improvement (1-6)	Analyze literary texts by recognizing universal themes and the ways in which literary devices contribute to the development of plots and characters; analyze occasionally how the author's use of diction and figurative language supports meaning in fiction or literary nonfiction
Limited Proficiency (7-8)	Analyze literary texts by comprehending universal themes and the ways in which literary devices contribute to the development of plots and characters; analyze inconsistently how the author's use of diction and figurative language supports meaning in fiction or literary nonfiction
Proficient (8-15)	Analyze literary texts by applying knowledge of universal themes and the ways in which literary devices contribute to the development of plots and characters; analyze consistently how the author's use of diction and figurative language supports meaning in fiction or literary nonfiction

TSI Writing Multiple-Choice Test

Categorical Score (Score Range)	Sentence Structure
Needs Improvement (1-4)	Struggles to recognize grammatically sound sentences, frequently using sentence fragments or run-on sentences (including comma splices and fused sentences); use compound and sometimes complex sentences with marginal effectiveness; struggles to use punctuation correctly, often placing commas and semicolons inappropriately.
Limited Proficiency (5-6)	Generally recognize grammatically sound sentences, occasionally using sentence fragments or run-on sentences (including comma splices and fused sentences); generally use subordination and coordination strategies, with limited use of compound and complex sentences to show the relationship of ideas; generally employ parallelism; generally punctuate correctly, occasionally placing commas and semicolons inappropriately.
Proficient (7-15)	Recognize grammatically sound sentences, consistently avoiding sentence fragments and run-on sentences (including comma splices and fused sentences); use subordination and coordination strategies effectively, consistently using compound and complex sentences to show the relationship of ideas; employ parallelism effectively; and punctuate correctly, consistently placing commas and semicolons appropriately.

Categorical Score (Score Range)	Agreement
Needs Improvement (1-4)	Struggle to employ subject-verb agreement strategies, misidentifying the subject or verb because of position in the sentence; struggle to employ pronoun agreement strategies, rarely identifying when antecedents should be changed for logic, clarity, conciseness, or number; struggle to use logical progression of verb tenses in a single sentence or make parallel items agree in number, case and tense.
Limited Proficiency (5-8)	Generally employ subject-verb agreement strategies, occasionally misidentifying the subject or verb because of position in the sentence; generally employ pronoun agreement strategies, sometimes identifying when antecedents should be changed for logic, clarity, conciseness, or number; generally use logical progression of verb tenses in a single sentence, but with limited understanding of making parallel items agree in number, case and tense.
Proficient (9-15)	Employ subject-verb agreement strategies effectively, accurately identifying the subject and verb, regardless of position in the sentence; employ pronoun agreement strategies effectively, making pronouns agree with their antecedents, regardless of position in the sentence; use logical progression of verb tenses in a single sentence, ensuring that parallel items agree in number, case and tense.

Categorical Score (Score Range)	Sentence Logic
Needs Improvement (1-5)	May recognize basic sentence elements; combine sentence elements to preserve obvious coordinating and subordinating structures; place simple modifiers to preserve meaning; choose transitions to convey simple logical relationships (e.g., chronology, elaboration, proximity); and identify basic spelling or usage errors
Limited Proficiency (6-7)	Revise sentences that include transitions and/or simple logical relationships (e.g., causality, chronology, contrast, elaboration, proximity); revise sentences to preserve basic coordinating structure and sometimes distinguish subordinate relationships within sentences, relocating modifiers to preserve or clarify meaning; choose the correct word among often misspelled or misused words
Proficient (8-15)	Revise sentences to clarify transitions and/or construct logical relationships (e.g., causality, chronology, contrast, elaboration, parallelism, proximity); revise sentences to preserve correct clausal structure (including transformations from compound to complex and vice versa) and correctly distinguish relationships within sentences (e.g., coordination, subordination), editing modifiers and appositives to preserve or clarify meaning; choose the correct word among alternatives with awareness of the differences among commonly confused words

Categorical Score (Score Range)	Essay Revision
Needs Improvement (1-7)	May revise an essay to address main idea; organization and basic transitions; evidence (e.g., development and relevance); and word choice and clarity, but will struggle to identify and make important revisions in many areas
Limited Proficiency (8)	May revise an essay with rhetorical awareness, addressing form and structure (e.g., organization, ordering of ideas); unity and coherence (e.g., controlling ideas, pronouns and antecedents); progression of ideas and transitions; evidence (e.g., development and relevance); and word choice, clarity, and concision, but will miss the opportunity to make important revisions in some areas
Proficient (9-15)	Analyze and revise an essay for rhetorical effectiveness, addressing form and structure (e.g., organization, ordering of ideas, edits for style); unity and coherence (e.g., thesis, topic sentence, referents); progression of ideas and transitions (e.g., rhetorical devices); evidence (e.g., subordination, relevance, elaboration); word choice, clarity, and concision with attention to purpose and audience

Accommodating Students with Disabilities

The College Board is committed to ensuring that students with disabilities receive appropriate accommodations on all of its tests. All College Board tests, including ACCUPLACER WritePlacer, WritePlacer ESL and ESL Listening Tests, are designed and administered to ensure that students with disabilities have the opportunity to demonstrate their abilities within the parameters of each test. Accommodations including, but not limited to, extended time, breaks, readers, scribes, and use of assistive technology, are provided on an as needed basis. ACCUPLACER WritePlacer, WritePlacer ESL and ESL Listening tests are computer based and have Accessibility Wizard software built into the testing environment allowing customized font size and backgrounds to address students' with disabilities needs in these areas. Paper test formats, including Braille, are available to students who due to the impact of their disabilities cannot use a computer based test. Other accommodations are available upon demonstrated need. Only those few accommodations that would violate test construct and/or scoring validity (e.g., reducing the number of multiple choice selections or simplifying question language) are unavailable and discussions should be conducted with the College Board to determine appropriate alternatives for students who document the need for such accommodations.

For students who have a documented disability that may prevent them from taking the online TSI Assessment Tests, large print, paper-and-pencil forms have been created. There are two forms for each test, Forms T and Form V. The large print paper-and-pencil format is authorized for use as a pencil-and-paper option in scenarios where online testing is not available or advisable.

In addition to the large print format, CDs are available so that students can listen to each of the test questions and answer choices. There is one CD for each of the TSI assessment, except for TSI Reading Diagnostic tests (both forms T and V) which is recorded on two CDs.

The Braille versions will be available at a later date. Tactile graphics will be created to aid visually impaired student with understanding any of graphs used in the test. Until those are available proctors administering a TSI Assessment format test to visually impaired students can describe the graphs in the test.

The TSI Assessment pencil-and-paper tests are designed to use the same score scaled as the computer-adaptive tests. By using the raw-to-scaled score conversion tables included in this manual, it is possible to convert paper-and-pencil format raw scores to TSI scaled scores.

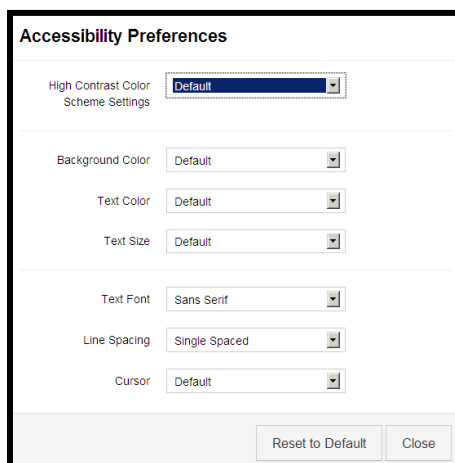
Institutions must not charge an additional fee for providing accommodations to a student with a documented or temporary disability and must not discourage a student from requesting or using accommodations in order to save the additional cost associated with providing accommodations.

Accessibility Wizard

Accessibility Wizard makes it possible for students to change the appearance of the testing screens.



If this option is selected, the Accessibility icon will appear at the top of the testing screen. If students click the icon, the Accessibility Preferences screen will open.



High Contrast Color Scheme gives students the option to select the high contrast scheme used by Microsoft Windows. Options are

- High Contrast Black
- High Contrast Black (Large)
- High Contrast Black (X-Large)
- High Contrast White
- High Contrast White (Large)
- High Contrast White (X-Large)
- High Contrast #1
- High Contrast #1 (Large)
- High Contrast #1 (X-Large)

Background Color enables students to change the background color. Options are

- Black
- White
- Yellow
- Green

Text Color enables students to change the color of the text. Options are

- Black
- White
- Yellow
- Green

Text Size allows students to change text size. The drop-down list options are

- Default
- Large
- X-Large

Text font sets the text font used for question/item-content areas. The values in the drop-down are

- Sans Serif
- Serif

Line Spacing sets the line spacing for question/item-content areas.

- Default
- Double Spaced
- Single Spaced

Cursor determines the color of the cursor.

- Large Blue
- Large Green
- Large Red
- Large Yellow

Other Assistive Devices

The following special equipment may be used when administering ACCUPLACER to examinees who use the devices as a standard accommodation for their lifestyle. This ensures that the examinee will have prior knowledge about the use of the device before entering a testing situation.

- ZoomText Magnifier/Reader <http://www.aisquared.com/Products/index.cfm>
- Kurzweil 3000 for Windows Professional Color Windows-based reading, writing, and learning software for struggling students <http://www.kurzweiled.com/kurz3000.aspx>

Procedure for Administering TSI Special Format Tests

Materials Needed

- Test book
- Copies of the TSI Assessment – Paper and Pencil Student Privacy Policy
- Answer sheet
- Scratch paper
- Number 2 pencils (or pens for WritePlacer)
- CD player for paper-and-pencil formats
- A copy of this manual

Timing

TSI Assessment – Paper and Pencil tests are not timed. The WritePlacer tests can be time.

Use of Handheld Calculators

It is recommended that students not be allowed the use of handheld calculators on the COMPANION math tests. Some of the important material that these tests assess cannot be measured properly when using a calculator. Examples of such material are performing basic arithmetic operations and calculations with integers.

The online version of the tests deals with this issue by allowing a pop-up calculator on some questions, but not on all questions. An analogous policy would be difficult on a paper-and-pencil test, so these forms were assembled with the understanding that students would not be using handheld calculators.

Students with a documented disability may use a calculator if it is a prescribed accommodation.

Use of Dictionaries

Use of dictionaries is not permitted with the TSI tests.

Use of Cell Phones

Do not allow cell phones or other electronic communication devices in the testing room.

Administering TSI Assessment Special Format Tests

First, examinees should be given the TSI Mathematics multiple-choice test, the TSI Reading multiple-choice test and the TSI Writing multiple-choice test. After each of these tests has been completed, it should be hand scored and the raw scores converted to scaled scores. Use the table below to determine which tests to administer next.

Additionally, students who score 350 or higher on the Writing multiple-choice test or who score an NRS Level 4 on the ABE Writing multiple-choice test should be asked to submit an essay. (WritePlacer)

	No Additional Testing Required	Administer Diagnostic Test	Administer ABE
Mathematics	350+	349 to 336	335 or less
Reading	351+	350 to 342	341 or less
Writing		362 to 350	349 or less
Administer WritePlacer	If TSI Writing \geq 350		If ABE Writing \geq 4

Directions for Completing Pages 1 and 2 of Answer Sheet

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

Read aloud to the students the directions printed in the boxes below. All other instructions are for the Test Administrator and should not be read aloud.

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

You are about to take TSI Assessment test. The purpose of the test is to assess your skills in mathematics, reading and writing. The test scores will help you and your enrollment advisor decide in what courses you may enroll at (name of your institution).

During the test administration, you should not have anything on your desk except the materials I provide. Please clear your desk.

Pause and allow students clear their desk.

I am distributing a copy of the TSI Assessment – Paper and Pencil Student Privacy Policy.

Please read this policy thoroughly and raise your hand if you have any questions. (pause)

Distribute Student Privacy Policy.

Note: The TSI Assessment – Paper and Pencil Student Privacy Policy can be found in *Attachment A* of this manual. There is a regular print copy of the policy as well as a large print version. You can make your own copies of the policy for distribution during testing, or you can order copies of the policy. There is no charge for copies of the policy.

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

Please pass the Student Privacy policy back to me for now. If you want a copy of the policy, you can get a copy from me after you have completed testing.

Collect Student Privacy policies.

I will now distribute your answer sheet.

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

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

In box 3 labeled **Date of Test**, enter today's date (date). Fill in the corresponding circles below each entry. (pause)

In box 4 provide your answer to the question **Are you a test proctor recording responses for the student?** by filling in the corresponding circle for your answer. (pause)

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

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

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

In box 5 provide your answer to the question **Ethnic Origin: How do you describe your ethnic origin?** by filling in the corresponding circle for your answer. (pause)

In box 6 provide your answer to the question **Racial description: How do you describe your race?** by filling in the corresponding circle for your answer. (pause)

In box 7 labeled **Date of Birth**, enter your birth date and fill in the corresponding circles below each entry. (pause)

In box 8 provide your answer to the question **Are you an international student?** by filling in the corresponding circle for your answer. (pause)

In box 9 labeled **Gender**, fill in the circle corresponding to your answer. (pause)

Open your answer sheet to page 2, and answer questions 10 through 20 by filling in the appropriate circle next to each of your answers. (pause)

In box 21 labeled **Site ID**, enter (provide your 9 digit site ID). (pause)

Question 22 is optional. If you want students to answer this question, provide a list of majors with the corresponding Major Codes. Distribute the list of majors and say

I am distributing a list of majors and their corresponding Major Codes for you to use when answering question 12.

Review the list and find your major. Enter the 6 digit major code associated with your major in box 12. Fill in the corresponding circle below your answer. (pause)

If you are undecided about your major, fill in the circle next to “**Undecided**” at the bottom of box 12.

If you do not want to answer this question, fill in the circle next to “**I choose not to answer.**” (pause)

Question 23 is optional. If you want students to answer Local Background Questions, provide a list of questions with answer choices and say

I am distributing a list of Local Background Questions.

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

Directions for Administering Large Print Edition

There are three TSI placement tests, three diagnostic tests and three ABE test, and there are two forms of each of the assessments. Each large print test is contained in a single book. The CD or braille version may be used to augment the large print version.

You will be taking the (assessment name)

Turn to page (three or four) of your answer sheet and locate this assessment on your answer sheet.

This is where you will record your answers.

Be sure to emphasize **PLACEMENT** or **DIAGNOSTIC** or **ABE** and make sure students are recording answers in the correct area on the answer sheet. On the answer sheet, the area to record diagnostic test responses is shaded. The areas for placement tests and ABE tests are **NOT** shaded.

Distribute test book.

On the front cover of your test book you will see a form designation. Your test is either Form T or Form V. Record on your answer sheet the form of the test you are taking by filling in the appropriate circle provided for **Form**. It is very important that you fill in the correct test form as this will determine how your test will be scored.

Because your test book will be used again, you do not make any marks on the test book. Use the scratch paper provided. Please note that only answers marked on your answer sheet will be scored.

There are (see table below) questions on this assessment. There is no time limit.

TSI Tests	Placement Tests Number of Questions	Diagnostic Tests Number of Questions
TSI Mathematics	40	84
TSI Reading	48	80
TSI Writing	40	80
Texas ABE Tests		
Mathematics	60	
Reading	45	
Writing	45	

After you have completed the test and have checked your work carefully, raise your hand and you will be given further instructions.

You may begin.

Repeat the instructions above for each module being administered.

Directions for Administering CD Edition

There are three TSI placement tests, three diagnostic tests and three ABE test, and there are two forms of each of the assessments. The test questions and answer choices of each of the TSI assessments have been recorded on a CD, one CD for each assessment, except for the TSI Reading Diagnostic tests (both forms T and V) which are recorded on two CDs. A single question and all answer choices are recorded on a single track of the CD.

Before testing, familiarize the student, proctor and/or recorder with the operation of the CD player. Demonstrate the features of the CD player including volume control, start and stop buttons, and selection of tracks. Once the student and/or the reader have adjusted the volume and have had sufficient time to become familiar with the CD player, distribute scratch paper and the appropriate CD. Provide CDs one at a time. The large print or braille versions may be used to augment the CD version.

You will be taking the (assessment name)

Turn to page (three or four) of your answer sheet and locate this assessment on your answer sheet.

This is where you will record your answers.

Be sure to emphasize **PLACEMENT** or **DIAGNOSTIC** or **ABE** and make sure students are recording answers in the correct area on the answer sheet. On the answer sheet, the area to record diagnostic test responses is shaded. The areas for placement tests and ABE tests are **NOT** shaded.

Distribute test book.

On the front cover of your test book you will see a form designation. Your test is either Form T or Form V. Record on your answer sheet the form of the test you are taking by filling in the appropriate circle provided for **Form**. It is very important that you fill in the correct test form as this will determine how your test will be scored.

There are (see table below) questions on this assessment. There is no time limit.

TSI Tests	Placement Tests Number of Questions	Diagnostic Tests Number of Questions
TSI Mathematics	40	84
TSI Reading	48	80
TSI Writing	40	80
Texas ABE Tests		
Mathematics	60	
Reading	45	
Writing	45	

After you have completed the test and have checked your work carefully, raise your hand and you will be given further instructions.

You may begin.

Repeat the instructions above for each module being administered.

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

If test books were used, check for stray marks and erases them before using with another student.

Directions for Administering Braille Edition

As students test, provide the information that is contained in *Attachment B*. If possible, illustrations and passages followed by questions are on facing pages. This may have required several blank pages, as indicated in the administration notes. All other changes or omissions are listed. The large print test books and the CDs can be used to supplement the braille editions of COMPANION tests.

The Reading Placement and Diagnostic Assessment are contracted braille, and the mathematics tests are transcribed according to the 1972 revised Nemeth Code.

Read aloud to the students the directions printed in the boxes below. All other instructions are for the Test Administrator and should not be read aloud.

You are about to take the (name of test) test. The purpose of the test is to assess your skills in (language or mathematics). The test scores will help you and your enrollment advisor decide in what courses you may enroll at (name of your institution).

During the test administration, you should not have anything on your desk except the materials I provide. Please clear your desk.

Pause and allow students time to clear their desks.

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

I am distributing a copy of the COMPANION Student Privacy Policy. Please read this policy thoroughly and raise your hand if you have any questions. (pause)

Distribute COMPANION Student Privacy Policy.

Note: The COMPANION Student Privacy Policy can be found in *Attachment A* of this manual. There is a regular print copy of the policy as well as a large print version. You can make your own copies of the policy for distribution during testing, or you can order regular print copies of the policy. There is no charge for copies of the policy.

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

Please pass the Student Privacy policy back to me for now. If you want a copy of the policy, you can get a copy from me after you have completed testing.

Collect completed Student Privacy policies.

Distribute test book.

On the front cover of your test book you will see a form designation. Your test is either Form T or Form V.

Record on your answer sheet the form of the test you are taking by filling in the appropriate circle provided for **Form**. It is very important that you fill in the correct test form as this will determine how your test will be scored.

Because your test book will be used again, do not make any marks on the test book. Use the scratch paper provided. Please note that only answers marked on your answer sheet will be scored.

There are (see table below) questions on this assessment. There is no time limit.

TSI Tests	Placement Tests Number of Questions	Diagnostic Tests Number of Questions
TSI Mathematics	40	84
TSI Reading	48	80
TSI Writing	40	80
Texas ABE Tests		
Mathematics	60	
Reading	45	
Writing	45	

If the student is taking the Reading Placement and Diagnostic Assessment, say

This test is contracted braille.

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

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

After you have completed the test and have checked your work carefully, raise your hand and you will be given further instructions.

You may begin.

Repeat the instructions above for each test being administered.

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

Check for stray marks in the test book and erase them before using with another student.

Directions for Administering WritePlacer

COMPANION WritePlacer is intended for the sole use of individuals with disabilities who are unable to be administered the online WritePlacer assessment due to the impact of their disabling condition. If you believe you have a need to use COMPANION WritePlacer for other purposes, please contact the ACCUPLACER Program at accuplacer@collegeboard.org for a price quote.

After verifying the identity of all students, seat them and put them at ease by introducing yourself and explaining the purpose of the testing. Read aloud to the students the directions printed in the blocks below. All other instructions are for the Test Administrator and should not be read aloud.

You are about to take the WritePlacer test. The purpose of the test is to assess your writing skills. The score you receive will help you and your enrollment advisor decide in what courses you may enroll at (name of your institution).

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

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

Pause and allow students clear their desk.

I am distributing a copy of the TSI Assessment – Paper and Pencil Student Privacy Policy.

Please read this policy thoroughly and raise your hand if you have any questions. (pause)

Distribute Student Privacy Policy.

Note: The TSI Assessment – Paper and Pencil Student Privacy Policy can be found in *Attachment A* of this manual. There is a regular print copy of the policy as well as a large print version. You can make your own copies of the policy for distribution during testing, or you can order copies of the policy. There is no charge for copies of the policy.

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

Please pass the Student Privacy policy back to me for now. If you want a copy of the policy, you can get a copy from me after you have completed testing.

Collect Student Privacy policies.

I will distribute your answer sheet. Please do not open it until I tell you to do so.

Distribute WritePlacer test book.

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

In box 2 labeled **Site ID**, enter (provide your 9 digit site ID) and fill in the corresponding circles below each entry. (pause)

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

In box 4 provide your answer to the question **Are you a test proctor recording responses for the student?** by filling in the corresponding circle for your answer. (pause)

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

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

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

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

In block 6 provide your answer to the question **How do you describe yourself?** by filling in the corresponding circle for your answer. (pause)

In block 7 labeled **Date of Birth**, enter your birth date and fill in the corresponding circles below each entry. (pause)

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

Answer any questions.

Open your test book to page 2 and read the *Instructions to Students*. (pause)

Locate and read the Passage and the Assignment. (pause)

Plan and write a multi-paragraph essay of 300 to 600 words in which you develop your point of view on the assignment. Support your position with reasoning and examples taken from your reading, studies, experience or observations.

Distribute Planning Sheets.

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

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

Answer any questions.

If you are timing the essay, say

You will have _____ to complete your essay.
(minutes)

You may begin your work.

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

You have _____ remaining to complete your essay.
(minutes)

At the end of the time, say

Please stop.
I will now collect your essay.

Collect WritePlacer test book.

I will now collect your Planning Sheet.

Collect Planning Sheets.

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

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

Keep essays and Planning Sheets separated. Destroy Planning Sheets using secure means.

Directions for Having WritePlacer Essays Scored

- Step 1.** Destroy Planning Sheets using secure means.
- Step 2.** Make a copy of each essay to be scored, all four pages.
- Step 3.** Complete a *Request for Scoring WritePlacer* form (below)
- Step 4.** Mail essays and the *Request for Scoring WritePlacer* form to

Pearson
ACCUPLACER Program Team
2510 North Dodge Street
Iowa City, Iowa 52245

Do not send the Planning Sheet with the essay. Only what is written of pages 3 and 4 of the test book will be evaluated by the essay reader.

Request for Scoring WritePlacer[®] Essays

Date: _____

Enclosed are _____ WritePlacer essays.
(number of essays)

Please return the scored WritePlacer essays to

Name: _____

Institution: _____ Institution ID: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: () _____ Cell Phone: () _____

Email Address: _____

**Mail to: Pearson
ACCUPLACER Program Team
2510 North Dodge Street
Iowa City, Iowa 52245**

Additional Comments:

Within ten business days, the original essay will be returned to the person shown on the *Request for Scoring WritePlacer* form. At the bottom of page 2 of the essay book, the student's holist score and dimension scores will be bubbled in.

Administration Use Only					
WritePlacer – Form G	Domain/Trait Scores	WP / WPESL	Domain/Trait Scores	WP / WPESL	Reader ID
Holistic Score	① ② ③ ④ ⑤ ⑥	PF / OD	① ② ③ ④ ⑤ ⑥	SV / GR	Int #
① ② ③ ④ ⑤ ⑥ ⑦ ⑧	① ② ③ ④ ⑤ ⑥	OS / WU	① ② ③ ④ ⑤ ⑥	MC / -	WG000053
	① ② ③ ④ ⑤ ⑥	DS / SU	① ② ③ ④ ⑤ ⑥	CT / -	

WritePlacer – Form G
Holistic Score
① ② ③ ④ ⑤ ⑥ ⑦ ⑧
① ② ③ ④ ⑤ ⑥ ⑦ ⑧

In the first column, the name of the test, the form and the holistic score is reported. If the essay has been given a score of zero, one of the letters in the top row will be bubbled in indicating the reason the essay was given a score of zero. (B = blank page, T = too short, F = written in a foreign language, I = illegible/incoherent, O = off topic) Otherwise one of the numbers will be bubbled in indicating the holist score assigned to the essay.

Administ	
Domain/Trait Scores	WP / WPESL
① ② ③ ④ ⑤ ⑥	PF / OD
① ② ③ ④ ⑤ ⑥	OS / WU
① ② ③ ④ ⑤ ⑥	DS / SU

In the second column the dimension/trait scores are reported for either WP or WP ESL. There are six dimension scores for WP and four for WP ESL.

WritePlacer

PF = Purpose and Focus
 OD = Organization and Development
 OS = Organization and Structure
 DS = Development and Support

WritePlacer ESL

OD = Organization and Development
 WU = Word Use
 SU = Sentence Use

on Use Only	
Domain/Trait Scores	WP / WPESL
① ② ③ ④ ⑤ ⑥	SV / GR
① ② ③ ④ ⑤ ⑥	MC / -
① ② ③ ④ ⑤ ⑥	CT / -

The third column is a continuation of the second showing scores for WP or WP ESL.

WritePlacer

SV = Sentence Variety and Style
 MC = Mechanical Conventions
 CT = Critical Thinking

WritePlacer ESL

GR = Grammar

Reader ID
Int #
WG000053

The fourth column shows the ID number of the person who scored the essay, the institution ID # and the tracking number of the essay booklet.

Directions for Hand Scoring of TSI Paper-and-Pencil Tests

Hand Scoring Placement Tests

To hand score a TSI Assessment test answer sheet, place the appropriate scoring stencil over the answer sheet so that the stencil lines up with the corresponding response area for each test.

Confirm that the form marked on the answer sheet corresponds to the form on the stencil.

The raw score for each **placement** test is equal to the number of questions answered correctly. Responses visible through the circles on the stencil are correct. Questions with multiple responses are to be counted as wrong. Use the tables below to convert a raw score to a scaled score. Use the conversion tables below to convert Raw Scores to Scaled Scores.

Conversion Tables TSI Mathematics Placement Tests

TSI Mathematics Placement Test Form T			
Raw Score	Scaled Score	Raw Score	Scaled Score
0	310	21	351
1	310	22	352
2	310	23	353
3	310	24	355
4	310	25	356
5	310	26	357
6	310	27	359
7	310	28	360
8	310	29	362
9	314	30	363
10	320	31	364
11	326	32	366
12	331	33	368
13	336	34	370
14	339	35	372
15	341	36	374
16	343	37	377
17	345	38	381
18	347	39	388
19	348	40	390
20	349		

TSI Mathematics Placement Test Form V			
Raw Score	Scaled Score	Raw Score	Scaled Score
0	310	21	351
1	310	22	352
2	310	23	353
3	310	24	355
4	310	25	356
5	310	26	357
6	310	27	359
7	310	28	360
8	310	29	362
9	312	30	363
10	319	31	364
11	325	32	366
12	330	33	368
13	335	34	370
14	339	35	371
15	341	36	374
16	343	37	377
17	345	38	381
18	347	39	388
19	348	40	390
20	349		

Conversion Tables
TSI Reading Placement Tests

TSI Reading Placement Test Form T			
Raw Score	Scaled Score	Raw Score	Scaled Score
0	310	25	334
1	310	26	335
2	310	27	336
3	310	28	337
4	310	29	338
5	310	30	339
6	310	31	340
7	310	32	341
8	310	33	342
9	310	34	343
10	310	35	345
11	310	36	346
12	310	37	347
13	312	38	349
14	315	39	351
15	318	40	353
16	322	41	355
17	324	42	358
18	326	43	360
19	327	44	363
20	328	45	368
21	329	46	374
22	331	47	384
23	331	48	390
24	333		

TSI Reading Placement Test Form V			
Raw Score	Scaled Score	Raw Score	Scaled Score
0	310	25	334
1	310	26	335
2	310	27	336
3	310	28	337
4	310	29	338
5	310	30	339
6	310	31	340
7	310	32	342
8	310	33	343
9	310	34	344
10	310	35	345
11	310	36	347
12	311	37	348
13	315	38	350
14	318	39	352
15	321	40	353
16	323	41	356
17	326	42	358
18	327	43	361
19	328	44	365
20	329	45	369
21	331	46	375
22	331	47	386
23	332	48	390
24	334		

Conversion Tables
TSI Writing Placement Tests

TSI Writing Placement Test Form T			
Raw Score	Scaled Score	Raw Score	Scaled Score
0	310	21	348
1	310	22	349
2	310	23	351
3	310	24	352
4	310	25	353
5	310	26	355
6	310	27	356
7	312	28	358
8	314	29	359
9	317	30	361
10	321	31	363
11	325	32	365
12	329	33	367
13	333	34	369
14	336	35	371
15	339	36	374
16	341	37	377
17	342	38	381
18	344	39	389
19	345	40	390
20	347		

TSI Writing Placement Test Form V			
Raw Score	Scaled Score	Raw Score	Scaled Score
0	310	21	348
1	310	22	349
2	310	23	350
3	310	24	352
4	310	25	353
5	310	26	355
6	310	27	356
7	311	28	358
8	314	29	360
9	316	30	361
10	320	31	363
11	325	32	365
12	328	33	367
13	332	34	369
14	336	35	371
15	339	36	374
16	340	37	378
17	342	38	383
18	344	39	390
19	345	40	390
20	347		

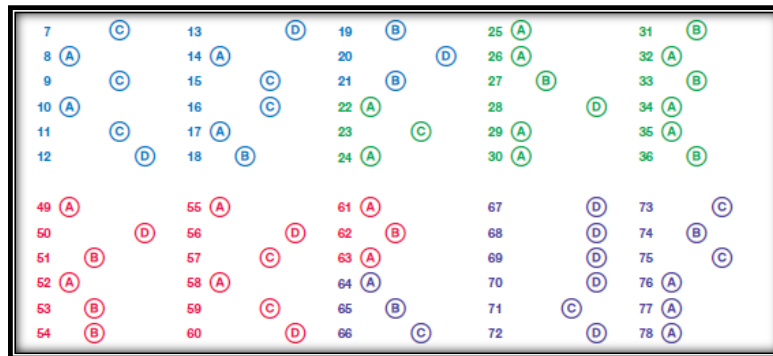
Hand Scoring Diagnostic Tests

Scoring diagnostic tests is more complex than scoring placement test since Scaled Scores and Category Descriptions are provided for each strand in addition to Proficiency Statements for each strand.

Mathematics Diagnostic Tests

There are 84 questions on the Mathematics Diagnostic test. The answer keys are color coded so that questions for each strand can be easily identified. Select the answer key that corresponds with the Test Form.

Strand	Answer Sheet Color
Elementary Algebra and Functions	Blue
Intermediate Algebra and Functions	Green
Geometry and Measurement	Red
Data Analysis, Statistics and Probability	Purple



Count the number of correct answers for each strand, and enter the number in the Raw Score column in the appropriate worksheet below. Responses visible through the circles on the stencil are correct. Questions with multiple responses are to be counted as wrong. Use the Conversion Tables below to convert the Raw Scores to a Scaled Scores and enter those scores in the Scaled Score column in the table.

Scaled scores of 1 to 4 are highlighted in red and are in the “Needs Improvement” category. Scaled scores of 5 to 9 are highlighted in yellow and are in the “Limited Proficiency” category. Scaled scores of 10 to 15 are highlighted in green and are in the “Proficient” category. In the last column of the table enter the Category Description: **NI: Needs Improvement, LP: Limited Proficiency, or P: Proficient**

Proficiency statements for each strand’s category descriptions are shown below. These statements should be shared with students.

Math Diagnostic Test Form T Worksheet			
Strand Name	Raw Score (0 to 21)	Scaled Score (1 to 15)	Category Description (NI, LP, P)
Elementary Algebra and Functions			
Intermediate Algebra and Functions			
Geometry and Measurement			
Data Analysis, Statistics and Probability			

Mathematics Diagnostic Test Form V Worksheet			
Strand Name	Raw Score (0 to 21)	Scaled Score (1 to 15)	Category Description (NI, LP, P)
Elementary Algebra and Functions			
Intermediate Algebra and Functions			
Geometry and Measurement			
Data Analysis, Statistics and Probability			

Conversion Tables
TSI Mathematics Diagnostic Test Strands

Elementary Algebra and Functions Questions 1 -21			
Form T		Form V	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	2	4	1
5	2	5	2
6	3	6	2
7	4	7	3
8	5	8	4
9	6	9	5
10	7	10	6
11	7	11	7
12	7	12	7
13	8	13	7
14	8	14	8
15	8	15	8
16	9	16	8
17	9	17	9
18	9	18	9
19	10	19	10
20	11	20	11
21	13	21	13

Intermediate Algebra and Functions Question 22 - 42			
Form T		Form V	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	3	0	2
1	3	1	3
2	3	2	3
3	3	3	3
4	4	4	3
5	4	5	4
6	5	6	5
7	6	7	6
8	7	8	7
9	8	9	7
10	8	10	8
11	8	11	8
12	9	12	9
13	9	13	9
14	9	14	9
15	9	15	9
16	10	16	10
17	10	17	10
18	10	18	10
19	11	19	11
20	12	20	12
21	13	21	13

Conversion Tables
TSI Mathematics Diagnostic Test Strands

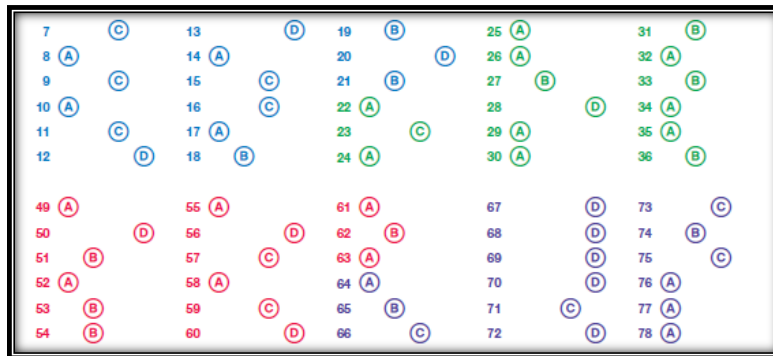
Geometry and Measurement Question 43 - 63			
Form T		Form V	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	2	4	2
5	3	5	3
6	3	6	3
7	4	7	4
8	5	8	5
9	6	9	6
10	7	10	7
11	7	11	7
12	8	12	8
13	8	13	8
14	8	14	8
15	9	15	9
16	9	16	9
17	9	17	9
18	10	18	10
19	11	19	10
20	12	20	12
21	13	21	13

Data Analysis, Statistics and Probability Question 64 - 84			
Form T		Form V	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	1	4	1
5	1	5	1
6	2	6	2
7	3	7	3
8	3	8	4
9	4	9	4
10	5	10	5
11	6	11	6
12	6	12	6
13	7	13	7
14	7	14	7
15	8	15	8
16	8	16	8
17	9	17	9
18	10	18	10
19	10	19	11
20	12	20	12
21	13	21	13

Reading Diagnostic Tests

There are 80 questions on the Reading diagnostic test. The answer keys are color coded so that questions for each strand can be easily identified. Select the answer key that corresponds with the Test Form.

Strand	Answer Sheet Color
Main Idea and Supporting Details	Blue
Author's Use of Language	Green
Inferences in a Text or Texts	Red
Literary Analysis	Purple



Count the number of correct answers for each strand, and enter the number in the Raw Score column in the appropriate worksheet below. Responses visible through the circles on the stencil are correct. Questions with multiple responses are to be counted as wrong. Use the Conversion Tables below to convert the Raw Scores to a Scaled Scores and enter those scores in the Scaled Score column in the table.

Scaled scores of 1 to 4 are highlighted in red and are in the “Needs Improvement” category. Scaled scores of 5 to 9 are highlighted in yellow and are in the “Limited Proficiency” category. Scaled scores of 10 to 15 are highlighted in green and are in the “Proficient” category. In the last column of the table enter the Category Description: **NI: Needs Improvement, LP: Limited Proficiency, or P: Proficient**

Proficiency statements for each strand’s Scaled descriptions are shown below. These statements should be shared with students.

Reading Diagnostic Test Form T Worksheet			
Strand Name	Raw Score (0 to 20)	Scaled Score (1 to 15)	Category Description (NI, LP, P)
Main Idea and Supporting Details			
Author's Use of Language			
Inferences in a Text or Texts			
Literary Analysis			

Reading Diagnostic Test Form V Worksheet			
Strand Name	Raw Score (0 to 20)	Scaled Score (1 to 15)	Category Description (NI, LP, P)
Main Idea and Supporting Details			
Author's Use of Language			
Inferences in a Text or Texts			
Literary Analysis			

Conversion Tables
TSI Reading Diagnostic Test Strands

Main Idea and Supporting Details			
Form T 1 – 17, 19, 20, 24		Form V Questions 1-20	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	1	4	1
5	1	5	1
6	1	6	1
7	1	7	1
8	2	8	2
9	3	9	2
10	3	10	3
11	3	11	3
12	4	12	4
13	4	13	4
14	4	14	4
15	5	15	5
16	5	16	5
17	6	17	6
18	7	18	7
19	9	19	9
20	14	20	14

Author's Use of Language			
Form T Questions 18, 21-23, 26 -40, 52		Form V Questions 21-40	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	1	4	1
5	1	5	1
6	1	6	1
7	1	7	1
8	2	8	1
9	3	9	2
10	3	10	3
11	4	11	4
12	4	12	4
13	5	13	5
14	5	14	5
15	6	15	6
16	7	16	6
17	7	17	7
18	8	18	8
19	10	19	10
20	15	20	15

Conversion Tables
TSI Reading Diagnostic Test Strands

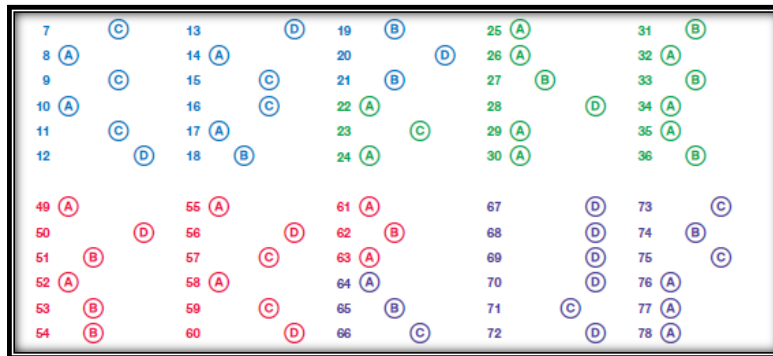
Inferences in a Text or Texts			
Form T Questions 25, 41 – 51, 53 - 60		Form V Questions 41-60	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	1	4	1
5	1	5	1
6	1	6	1
7	2	7	3
8	4	8	4
9	5	9	5
10	6	10	6
11	6	11	6
12	7	12	7
13	7	13	7
14	8	14	8
15	9	15	9
16	9	16	9
17	10	17	10
18	11	18	11
19	12	19	12
20	15	20	15

Literary Analysis			
Form T Questions 61 - 80		Form V Questions 61 - 80	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	1	4	1
5	1	5	1
6	1	6	1
7	2	7	2
8	3	8	3
9	4	9	4
10	5	10	5
11	5	11	5
12	6	12	6
13	7	13	6
14	7	14	7
15	8	15	8
16	8	16	8
17	9	17	9
18	10	18	10
19	12	19	12
20	15	20	15

Writing Diagnostic Tests

There are 80 questions on the Writing diagnostic test. The answer keys are color coded so that questions for each strand can be easily identified. Select the answer key that corresponds with the Test Form.

Strand	Answer Sheet Color
Sentence Structure	Blue
Agreement	Green
Sentence Logic	Red
Essay Revision	Purple



Count the number of correct answers for each strand, and enter the number in the Raw Score column in the appropriate worksheet below. Responses visible through the circles on the stencil are correct. Questions with multiple responses are to be counted as wrong. Use the Conversion Tables below to convert the Raw Scores to a Scaled Scores and enter those scores in the Scaled Score column in the table.

Scaled scores of 1 to 4 are highlighted in red and are in the “Needs Improvement” category. Scaled scores of 5 to 9 are highlighted in yellow and are in the “Limited Proficiency” category. Scaled scores of 10 to 15 are highlighted in green and are in the “Proficient” category. In the last column of the table enter the Category Description: **NI: Needs Improvement, LP: Limited Proficiency, or P: Proficient**

Proficiency statements for each strand’s category description are shown below. These statements should be shared with students.

Writing Diagnostic Test Form T Worksheet			
Strand Name	Raw Score (0 to 20)	Scaled Score (1 to 15)	Category Description (NI, LP, P)
Sentence Structure			
Agreement			
Sentence Logic			
Essay Revision			

Writing Diagnostic Test Form V Worksheet			
Strand Name	Raw Score (0 to 20)	Scaled Score (1 to 15)	Category Description (NI, LP, P)
Sentence Structure			
Agreement			
Sentence Logic			
Essay Revision			

Conversion Tables
TSI Writing Diagnostic Test Strands

Sentence Structure			
Form T Questions 1-8, 27-38		Form V Questions 1 - 8, 25 -36	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	1	4	1
5	1	5	1
6	1	6	1
7	2	7	2
8	3	8	3
9	4	9	4
10	5	10	5
11	5	11	5
12	6	12	6
13	6	13	6
14	7	14	7
15	8	15	8
16	9	16	9
17	9	17	10
18	11	18	11
19	12	19	13
20	15	20	15

Agreement			
Form T Questions 10, 19-26, 39 – 44, 57-60		Form V Questions 9-11, 20- 24, 37-44, 57-60	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	1	4	1
5	1	5	1
6	1	6	1
7	1	7	1
8	2	8	2
9	3	9	3
10	3	10	3
11	4	11	4
12	4	12	4
13	5	13	5
14	5	14	5
15	6	15	6
16	7	16	7
17	8	17	8
18	9	18	9
19	11	19	11
20	15	20	15

Conversion Tables
TSI Writing Diagnostic Test Strands

Sentence Logic			
Form T Questions 11-18, 45-56		Form V Questions 12-19, 45-56	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	1	4	1
5	1	5	1
6	1	6	1
7	2	7	3
8	4	8	4
9	4	9	5
10	5	10	5
11	6	11	6
12	6	12	6
13	7	13	7
14	7	14	7
15	8	15	8
16	9	16	9
17	9	17	9
18	10	18	10
19	12	19	12
20	15	20	15

Essay Revision			
Form T Questions 61 - 80		Form V Questions 61 - 80	
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	0	1
1	1	1	1
2	1	2	1
3	1	3	1
4	1	4	1
5	2	5	2
6	2	6	3
7	4	7	4
8	5	8	5
9	6	9	6
10	7	10	7
11	7	11	7
12	7	12	8
13	8	13	8
14	8	14	8
15	9	15	9
16	9	16	9
17	10	17	10
18	11	18	11
19	12	19	13
20	15	20	15

Hand Scoring ABE Tests

Place the appropriate scoring stencil over the answer sheet so that the stencil lines up with the corresponding response area for each test. **Confirm that the form marked on the answer sheet corresponds to the form on the stencil.** Count the number of correct responses visible through the circles on the stencil. Questions with multiple responses are to be counted as wrong. Use the tables below to convert the Raw Scores to a Scaled Scores

Conversion Tables ABE Mathematics Placement Tests

ABE Mathematics Placement Form T			
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	31	4
1	1	32	4
2	1	33	4
3	1	34	4
4	1	35	4
5	1	36	4
6	1	37	4
7	2	38	5
8	2	39	5
9	2	40	5
10	2	41	5
11	2	42	5
12	2	43	5
13	2	44	5
14	2	45	5
15	2	46	5
16	3	47	5
17	3	48	5
18	3	49	5
19	3	50	5
20	3	51	5
21	3	52	5
22	3	53	5
23	3	54	5
24	3	55	5
25	3	56	6
26	4	57	6
27	4	58	6
28	4	59	6
29	4	60	6
30	4	60	6

ABE Mathematics Placement Form V			
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	31	4
1	1	32	4
2	1	33	4
3	1	34	4
4	1	35	4
5	1	36	4
6	1	37	4
7	2	38	5
8	2	39	5
9	2	40	5
10	2	41	5
11	2	42	5
12	2	43	5
13	2	44	5
14	2	45	5
15	2	46	5
16	3	47	5
17	3	48	5
18	3	49	5
19	3	50	5
20	3	51	5
21	3	52	5
22	3	53	5
23	3	54	5
24	3	55	5
25	3	56	6
26	4	57	6
27	4	58	6
28	4	59	6
29	4	60	6
30	4	60	6

Conversion Tables
ABE Reading Placement Tests

ABE Reading Placement Form T			
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	23	5
1	1	24	5
2	1	25	5
3	1	26	5
4	1	27	5
5	1	28	5
6	1	29	5
7	1	30	5
8	1	31	5
9	1	32	6
10	2	33	6
11	2	34	6
12	2	35	6
13	2	36	6
14	2	37	6
15	3	38	6
16	4	39	6
17	4	40	6
18	4	41	6
19	4	42	6
20	4	43	6
21	4	44	6
22	5	45	6

ABE Reading Placement Form V			
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	23	5
1	1	24	5
2	1	25	5
3	1	26	5
4	1	27	5
5	1	28	5
6	1	29	5
7	1	30	5
8	1	31	5
9	1	32	6
10	2	33	6
11	2	34	6
12	2	35	6
13	2	36	6
14	2	37	6
15	3	38	6
16	4	39	6
17	4	40	6
18	4	41	6
19	4	42	6
20	4	43	6
21	4	44	6
22	5	45	6

Conversion Tables
ABE Writing Placement Tests

ABE Writing Placement Form T			
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	23	4
1	1	24	4
2	1	25	4
3	1	26	4
4	1	27	5
5	1	28	5
6	1	29	5
7	1	30	6
8	2	31	6
9	2	32	6
10	2	33	6
11	3	34	6
12	3	35	6
13	3	36	6
14	3	37	6
15	3	38	6
16	3	39	6
17	3	40	6
18	4	41	6
19	4	42	6
20	4	43	6
21	4	44	6
22	4	45	6

ABE Writing Placement Form V			
Raw Score	Scaled Score	Raw Score	Scaled Score
0	1	23	4
1	1	24	4
2	1	25	4
3	1	26	4
4	1	27	5
5	1	28	5
6	1	29	5
7	1	30	6
8	2	31	6
9	2	32	6
10	2	33	6
11	3	34	6
12	3	35	6
13	3	36	6
14	3	37	6
15	3	38	6
16	3	39	6
17	3	40	6
18	4	41	6
19	4	42	6
20	4	43	6
21	4	44	6
22	4	45	6

Automated Excel Worksheets

By using the automated Excel worksheets you can enter student's test information and raw scores and then generate an Individual Score Report that can be given to the students and/or the enrollment advisor.

Diagnostic Tests

There are six Excel worksheets for use with diagnostic tests. Select the appropriate link from those shown below and enter the required data on the *Data Entry* tab, then click on the *Score Sheet* tab to see the Individual Score Report. This report will show the student's raw score, scaled score, category score, category description and proficiency state associated with the category score. This report can be printed by using the print function of Excel.

Note: These links work best when your Internet Browser is Chrome or Firefox.

Reading Diagnostic Form T

<http://media.collegeboard.com/digitalServices/misc/accuplacer/math-form-t.XLS>

Reading Diagnostic Form V

<http://media.collegeboard.com/digitalServices/misc/accuplacer/math-form-v.XLS>

Reading Diagnostic Form T

<http://media.collegeboard.com/digitalServices/misc/accuplacer/reading-form-t.XLS>

Reading Diagnostic Form V

<http://media.collegeboard.com/digitalServices/misc/accuplacer/reading-form-v.XLS>

Writing Diagnostic Form T

<http://media.collegeboard.com/digitalServices/misc/accuplacer/writing-form-t.XLS>

Writing Diagnostic Form V

<http://media.collegeboard.com/digitalServices/misc/accuplacer/writing-form-v.XLS>

BE SURE TO SELECT THE CORRECT TEST FORM.

Placement Tests

A single Excel worksheet is available for recording test scores for TSI Math Placement Test, TSI Reading Placement Test, TSI Writing Placement Test, ABE Math Placement Test, ABE Reading Placement Test, and ABE Writing Placement Test. Click on the link below and enter the required data on the *Data Entry* tab, then click on the *Score Sheet* tab to see the Individual Score Report. This report can be printed by using the print function of Excel.

TSI Placement Score Report.xlsx

<http://media.collegeboard.com/digitalServices/misc/accuplacer/tsi-placement-test-score-report.xlsx>

WritePlacer Tests

Click on the link below and enter on the *Data Entry* tab the holistic and dimension scores that you received from the WritePlacer scoring center. Click on the *Score Sheet* tab to see the Individual Score Report that contains the student's holistic score and description, and scores for each dimension and the associated proficiency statements for the dimensions.

WritePlacer

<http://media.collegeboard.com//digitalServices/pdf/accuplacer/wp-auto-score-report.xlsx>

WritePlacer ESL

<http://media.collegeboard.com/digitalServices/pdf/accuplacer/wp-esl-auto-score-report.xlsx>

Ordering ACCUPLACER Tests

To place an order, use the link below to download the TSI Order Form.

<http://media.collegeboard.com/digitalServices/pdf/accuplacer/texas-success-initiative-order-form-august2013.pdf>

Detailed ordering instructions are provided on the form.

Please note when ordering online test units, you must include your ACCUPLACER ID number of the site where on-line units are to be added.

To Find Your Site ID

Login as an Institution Administrator, go to the Users tab and select [Create and Edit Testing Sites](#), then [Edit Testing Sites](#).

Login as a Site Manager, go to the Users tab, select [Create and Edit Users](#), then select [Search and Edit Users](#).

You may order products using one of the methods below:

- **Telephone Orders** (*Credit Cards Only*) - Call 866-607-5223 (Option 2) Monday through Friday from 8:30 a.m. to 6 p.m. ET. Please have ACCUPLACER Site ID Number available for processing of order.
- **Fax Orders** - Fax a complete order form with either your credit card information or a copy of your institutional purchase order to 212-713-8143. If you are ordering ACCUPLACER units, remember to include your ACCUPLACER Site ID Number. (*Note: If you fax your order, please do not mail a confirmation copy. This could result in a duplicate order.*)
- **Email Order** - Email a complete order form and a copy of an institutional purchase order to accuplacerorder@collegeboard.org. Orders that contain credit card information will be discarded for security purpose.
- **Mail Order** - Mail a complete order form with either your credit card information, a copy of your institutional purchase order, or a check to The College Board, ACCUPLACER Dept., P.O. Box 4699, Mount Vernon, IL 62864.

Refund Policy

The College Board ACCUPLACER Program does not provide refunds for purchased products, including online test units and Paper-and-Pencil Tests. The College Board/ACCUPLACER will provide an *exchange* of Paper-and-Pencil products returned within 30 days. Customers will receive online test units for Paper-and-Pencil products and are responsible for return shipping and handling. All products must be in new, unused condition, and in the original packaging to receive the exchange. We recommend that you use UPS standard delivery, FedEx ground, or USPS. No collect (COD) shipments can be accepted. For more information, contact ACCUPLACER Customer Orders Support.

All Paper-and-Pencil product orders, regardless of whether they were placed by email, fax, mail, or phone, will have shipping charges added. There is no exchange value for shipping charges. Additional shipping on exchanges will be billed at the customer's expense.

Billing Invoice Questions

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

Payment

- Payment options include Check, Institutional Purchase Orders, MasterCard, Visa, American Express, or Discover.
- Checks should be made payable to: The 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*).

Shipping

Postage and handling will be added to all Paper-and-Pencil test orders, based on the sliding scale provided on the COMPANION order form. Shipping must be included in your COMPANION order total.

International Shipping is \$20 for UPS Canada Standard, \$40 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. If a faster shipment method is needed, additional cost will be added to your order. Call 866 607-5223 for assistance in calculating shipping charges.

Call ACCUPLACER Customer Order Support if order contains 500 or more test booklets. Please allow one business day for shipping calculation.

Contact Information

Suzanne Morales-Vale, PhD

Director of Developmental Education and Adult Basic Education
Texas Higher Education Coordinating Board
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creynolds@collegeboard.org

For questions about dual enrollment issues, contact Dr. James Goeman of the Texas Higher Education Coordinating Board at james.goeman@theccb.state.tx.us or 512-427-6249.

Attachment A – TSI Assessment – Paper and Pencil Student Privacy Policy



College Board System Student Privacy Policy

This System and website are operated by the College Board and are designed to be used by educational institutions, governmental departments of education and students to assist in determining if a student is prepared for a college-level course and to aid institutions in making course placement decisions. The College Board recognizes the importance of protecting the privacy rights of students taking ACCUPLACER® tests and other College Board tests using this System. The College Board System is securely managed and safeguarded in accordance with all applicable laws and the policies and guidelines set forth below. By using the College Board System, you consent to the terms of the following privacy policy, including the uses of the information as described below.

INFORMATION COLLECTED

The following Student Data may be collected: test scores, test related data and personally identifiable information, including name, address, phone number, email address, student ID, date of birth, gender, ethnicity and other data that may be requested specifically by the institution.

INFORMATION USE, SHARING AND DISCLOSURE

- (a) Student Data is provided to the institution that is administering the test to the student and may be shared by that institution with governmental departments of education for reporting purposes and with the institution's operational and research partners. Students may also grant permission to share their score reports with institutions other than where the test was administered. The student must provide that permission in writing before the score report can be shared with the non-administering institution.
- (b) Student Data is used by the College Board for internal research and reporting purposes in accordance with the College Board's data use policies. With the exception of those uses set forth in this privacy policy, student personally identifiable information will not be shared, sold or released to third parties without the student's consent. For further information regarding the College Board's data use policies, visit <http://www.collegeboard.org> to access the College Board's Guidelines for the Release of Data and the College Board's Uses of College Board Test Scores and Related Data.
- (c) Student Data may be shared with employees and subcontractors who assist the College Board with website operations and the technical aspects of hosting the site. All College Board employees and subcontractors are subject to the College Board's confidentiality and privacy policies.
- (d) Student Data may be disclosed in response to a subpoena, court order or legal process, to the extent permitted and required by law.

- (e) Student Data may be disclosed to protect user security or the security of other persons, consistent with applicable laws.
- (f) For ACCUPLACER Users only: The College Board may send email communications regarding the College Board’s free college planning services to those students who do not opt-out of receiving these types of communications. The College Board will not rent, sell, or release email addresses to third parties without the student’s consent.
- (g) For ACCUPLACER Users only: If CSP Assessment tests are administered by an institution, and taken by the student, only the student’s ACCUPLACER ID number will be provided to CSPlacement for the purposes of administering the test and for data management. No personally identifying information of the student will be shared with CSPlacement.
- (h) For ACCUPLACER Users only: If your institution uses the ACCUPLACER//MyFoundationsLab tool, the College Board may send you an email with your MyFoundationsLab Locator Code and Access Code so you can access the tool.

COLLEGE BOARD LINKED SITES; COMPUTER SKILLS PLACEMENT; PEARSON ACCUPLACER//MyFoundationsLab

Any information that the users submit to a third party site, not owned by the College Board, is subject to the third party site’s terms and conditions and privacy policies. The College Board is not responsible for privacy policies or terms and conditions of any third party sites or for any links, information or content that appears on the third party sites.

For the convenience of our ACCUPLACER users, the College Board System provides a direct link to the Computer Skills Placement (“CSPlacement”) site to access the CSP Assessment tests and the Pearson site to access the ACCUPLACER//MyFoundationsLab tool. The CSPlacement and Pearson sites as well as the assessments and materials on these sites are not owned by the College Board and are solely owned by and provided to the institutions and students by CSPlacement Pearson respectively. Use of these sites and services are governed by the Terms and Conditions and Privacy Policy set forth on each site.

The College Board strongly recommends that students read these policies before using the sites and related products. For questions or support regarding CSPlacement or its services, please contact 203-319-9934 or info@csplacement.com. For questions or support regarding Pearson or its services please contact accumfl@pearson.com.

INTERNATIONAL USERS AND TRANSFERS OF INFORMATION

The College Board System operates on a software as a service platform that is located in the United States. Therefore, your Student Data may be transferred from your testing location to the United States. When you furnish Student Data to the College Board through this System, you are consenting to a cross-border transfer of that information. If you choose not to provide your Student Data please notify your proctor.

INFORMATION GATHERED THROUGH TRAFFIC MONITORING

Like many other websites, the College Board System is equipped with a program that monitors traffic by automatically recording every visitor's host, domain name, pages visited, length of user sessions, browser type and/or IP address. This program tracks the number of times the site is hit, how many visitors come to the site, which parts of the site they frequent, and the length of time of each visit. This information does not contain personally identifiable information and is used to evaluate areas of interest and to improve this site and may be provided to third parties by College Board or its affiliates.

CHANGES TO THIS PRIVACY POLICY

We reserve the right to change the terms of this Privacy Policy from time to time by posting an updated Privacy Policy. We encourage you to review this Privacy Policy Statement periodically for any changes or updates.

QUESTIONS ABOUT THIS PRIVACY POLICY

If you have questions about this Privacy Policy or the College Board System privacy practices, please contact us at 866-607-5223 or info@csplacement.com. Please note: the College Board's customer service department is not intended to be a substitute for legal counsel. If you have specific legal questions about the use of the College Board System in your state or country, please consult with your individual attorney.

Effective 03/02/2014

College Board System Student Privacy Policy

This System and website are operated by the College Board and are designed to be used by educational institutions, governmental departments of education and students to assist in determining if a student is prepared for a college-level course and to aid institutions in making course placement decisions. The College Board recognizes the importance of protecting the privacy rights of students taking ACCUPLACER[®] tests and other College Board tests using this System. The College Board System is securely managed and safeguarded in accordance with all applicable laws and the policies and guidelines set forth below. By using the College Board System, you consent to the terms of the following privacy policy, including the uses of the information as described below.

INFORMATION COLLECTED

The following Student Data may be collected: test scores, test related data and personally identifiable information, including name, address, phone number, email address, student ID, date of birth, gender, ethnicity and other data that may be requested specifically by the institution.

INFORMATION USE, SHARING AND DISCLOSURE

- (a) Student Data is provided to the institution that is administering the test to the student and may be shared by that institution with governmental departments of education for reporting purposes and with the institution's operational and research partners. Students may also grant permission to share their score reports

with institutions other than where the test was administered. The student must provide that permission in writing before the score report can be shared with the non-administering institution.

- (b) Student Data is used by the College Board for internal research and reporting purposes in accordance with the College Board's data use policies. With the exception of those uses set forth in this privacy policy, student personally identifiable information will not be shared, sold or released to third parties without the student's consent. For further information regarding the College Board's data use policies, visit <http://www.collegeboard.org> to access the College Board's Guidelines for the Release of Data and the College Board's Uses of College Board Test Scores and Related Data.
- (c) Student Data may be shared with employees and subcontractors who assist the College Board with website operations and the technical aspects of hosting the site. All College Board employees and subcontractors are subject to the College Board's confidentiality and privacy policies.
- (d) Student Data may be disclosed in response to a subpoena, court order or legal process, to the extent permitted and required by law.
- (e) Student Data may be disclosed to protect user security or the security of other persons, consistent with applicable laws.
- (f) For ACCUPLACER Users only: The College Board may send email communications regarding the College Board's free college planning services to those students who do not opt-out of

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Effective 03/02/2014

Attachment B - Administrator's Notes to Braille Edition

Administrator's Notes to Braille Edition

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

These notes also include the same instructions given to the student, indicating what the student will encounter in the braille edition. Some running instructions, like "Go On," have been omitted, but instructions to "Stop" have been retained.

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

Placement Tests

Mathematics Placement Test - Form T			
Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3, a3	1-2	Directions Example	Sentence added: "B is the correct answer."
4-a4	2-3	Items 1-2	
5	3	Item 3	
6-a6	3-4	Items 4-5	
7	5-6	Item 6	Braille page 6 is blank.
8	7-8	Item 7	Item 7: Tactile graphic provided. Braille page 8 is blank.
9	9-10	Item 8	Item 8: Tactile graphic provided. Braille page 10 is blank.
10	11-12	Item 9	Item 9: Tactile graphic provided. Braille page 12 is blank.
11	13	Items 10-11	
12-a12	14-16	Item 12	Item 12: Sentence change "The parabola ... is graphed in the xy-plane on the facing page." Tactile graphic provided. Braille page 16 is blank.
13	17-18	Item 13	Item 13: Tactile graphic provided. Braille page 18 is blank.
14	19	Items 14-15	
15	19-20	Items 16-17	Braille page 20 is blank.
16	21-22	Item 18	Item 18: Tactile graphic provided.

Mathematics Placement Test - Form T

Print Page	Braille Page	Section/Items	Notes
			Braille page 22 is blank.
17	23	Items 19-20	
18-a18	23-24	Items 21-22	
19	24	Items 23-24	
20	25	Items 25-26	
21	26	Items 27-28	
22	26	Items 29-30	
23	27-28	Item 31	Item 31: Tactile graphic provided. Braille page 28 is blank.
24	29	Items 32-33	
25-a25	29-30	Items 34-35	
26-a26	30-32	Items 36-37	Braille page 32 is blank.
27	33-34	Item 38	Item 38: Tactile graphic provided. Braille page 34 is blank.
28	35	Item 39	
29	25	Item 40	
		STOP	

Mathematics Placement Test - Form V

Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3, a3	1-2	Directions Example	Sentence added: "B is the correct answer."
4-a4	2-3	Items 1-2	
5	3	Item 3	
6-a6	4-6	Item 4	Item 4: Sentence changed "If the trend shown in the graph on the facing page continued ..." Tactile graphic provided. Braille page 6 is blank.
7	7	Item 5	
8-a8	8-10	Item 6	Item 6: Sentence changed "The circle graph on the facing page ..." Tactile graphic provided. Braille page 10 is blank.
9	11	Items 7-8	
10	11	Items 9-10	
11	12	Item 11	
12	13-14	Item 12	Item 12: Tactile graphic provided. Braille page 14 is blank.
13	15	Items 13-14	
14-a14	15-16	Items 15-16	
15	16	Items 17-18	
16-a16	16-17	Items 19-20	
17	17	Items 21-22	
18	18	Item 23	
19	18	Items 24-25	
20	19	Items 26-27	
21-a21	19-20	Items 28-29	
22	21-22	Item 30	Item 30: Tactile graphic provided. Braille page 22 is blank.
23	23	Items 31-32	
24-a24	23-24	Items 33-34	
25	24	Items 35-36	
26	25-26	Item 37	Braille page 26 is blank.
27	27-28	Item 38	Item 38: Tactile graphic provided. Braille page 28 is blank.
28	29	Item 39	
29	29	Item 40 STOP	

Reading Placement Test - Form T

Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3	1	Directions	
4	2	Example 1	Sentence added: "A is the correct answer."
5	3	Example 2	Sentence added: "D is the correct answer."
6-a6	4-5	Item 1	
7	6	Item 2	
8	7	Item 3	
9	8	Item 4	
10	9	Item 5	
11	10	Item 6	
12	11	Item 7	
13	12	Item 8	
14	13	Item 9	
15-a15	14-15	Item 10	
16-a16	16-17	Item 11	
17	18	Item 12	
18	19	Item 13	
19	20	Item 14	
20	21	Item 15	
21	22	Item 16	
22	23	Item 17	
23	24	Item 18	
24	25	Item 19	
25	26	Item 20	
26	27	Item 21	
27-a27	28-29	Item 22	
28	30	Item 23	
29	31	Item 24	
30	32	Item 25	
31	33	Item 26	
32	34	Item 27	
33	35	Item 28	
34	36	item 29	
35	37	Item 30	
36	38	Item 31	
37	39	Item 32	
38	40	Item 33	
39	41	Item 34	
40	42	Item 35	
41	43	Item 36	
42-a42, 43	44-46	Item 37	
44-a44, 45	47-49	Item 38	
46-a46, 47	50-53	Item 39	Braille page 53 is blank.
48-a48, 49	54-55	Item 40	
50-a50	56-57	Directions	

Reading Placement Test - Form T

Print Page	Braille Page	Section/Items	Notes
		Passage	
51-a51	57-58	Passage, cont.	
52	59	Items 41-42	
53	60	Items 43-44	
54-a54	61-62	Directions	
		Passage	
55-a55	62-63	Passage, cont.	
56	63	Items 45-46	
57	64	Items 47-48	
		STOP	

Reading Placement Test - Form V

Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3	1	Directions	
4	2	Example 1	Sentence added: "A is the correct answer."
5	3	Example 2	Sentence added: "D is the correct answer."
6	4	Item 1	
7	5	Item 2	
8	6	Item 3	
9	7	Item 4	
10	8	Item 5	
11	9	Item 6	
12	10	Item 7	
13	11	Item 8	
14-a14	12-13	Item 9	
15	14	Item 10	
16	15	Item 11	
17	16	Item 12	
18	17	Item 13	
19	18-19	Item 14	Braille page 19 is blank.
20-a20	20-21	Item 15	
21	22-23	Item 16	Braille page 23 is blank.
22-a22	24-25	Item 17	
23	26-27	Item 18	Braille page 27 is blank.
24-a24	28-29	Item 19	
25-a25	30-31	Item 20	
26	32	Item 21	
27	33	Item 22	
28-a28	34-35	Item 23	
29	36	Item 24	
30	37	Item 25	
31	38	Item 26	
32	39	Item 27	
33	40	Item 28	
34	41	Item 29	
35	42	Item 30	
36	43	Item 31	
37	44	Item 32	
38	45	Item 33	
39	46-47	Item 34	Braille page 47 is blank.
40-a40	48-49	Item 35	
41	50	Item 36	
42-a42, 43-a43	51-53	Item 37	
44-a44	54-55	Directions Passages	
45	56-57	Items 38-39	Braille page 57 is blank.

Reading Placement Test - Form V

Print Page	Braille Page	Section/Items	Notes
46-a46, 47	58-59	Item 40	
48-a48	60-61	Directions Passage	
49-a49	61-62	Passage, cont.	
50	63	Items 41-42	
51-a51	63-64	Items 43-44	
52-a52	65-66	Directions Passage	
53-a53	66-67	Passage, cont.	
54	68	Items 45-46	
55	69	Items 47-48 STOP	

Writing Placement Test - Form T

Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3, a3	1-2	Directions Example 1	Sentence added: "D is the correct answer."
4-a4	2-3	Example 2	Sentence added: "C is the correct answer."
5-a5, 6-a6	3-5	Example 3	Sentence added: "D is the correct answer."
7	5	Items 1-2	
8	6	Items 3-4	
9	7	Items 5-6	
10-a10	7-8	Items 7-8	
11	8	Items 9-10	
12	9	Item 11	
13	10	Item 12	
14	11	Item 13	
15	12	Item 14	
16	13	Item 15	
17	14	Item 16	
18	15	Item 17	
19	16	Item 18	
20	17	Item 19	
21	18	Item 20	
22	19	Item 21	
23-a23	20-21	Items 22-23	
24	22	Item 24	
25-a25	22-23	Directions Passage	
26	24	Items 25-26	
27	25	Items 27-28	
28-a28	25-26	Directions Passage	
29-a29	26-27	Passage, cont.	
30-a30	27-28	Items 29-30	
31-a31	28-29	Items 31-32	
32-a32	29-30	Directions Passage	
33	31	Items 33-34	
34	32	Items 35-36	
35	33	Directions Passage	
36-a36	34-35	Passage, cont. Item 37	

Writing Placement Test - Form T

Print Page	Braille Page	Section/Items	Notes
37	36	Items 38-39	
38	37	Item 40 STOP	

Writing Placement Test - Form V

Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3, a3	1-2	Directions Example 1	Sentence added: "D is the correct answer."
4-a4	2-3	Example 2	Sentence added: "C is the correct answer."
5-a5, 6-a6	3-5	Example 3	Sentence added: "D is the correct answer."
7	5	Items 1-2	
8	6	Items 3-4	
9	7	Items 5-6	
10-a10	7-8	Items 7-8	
11	8	Items 9-10	
12	9	Item 11	
13	10	Item 12	
14	11	Item 13	
15	12	Item 14	
16	13	Item 15	
17	14	Item 16	
18	15	Item 17	
19	16	Item 18	
20	17	Item 19	
21	18	Item 20	
22	19	Item 21	
23-a23	20-21	Items 22-23	
24	22	Item 24	
25-a25	22-23	Directions Passage	
26-a26	23-24	Passage, cont. Item 25	
27	25	Item 26	
28	26	Items 27-28	
29-a29	27-28	Directions Passage	
30-a30	28-29	Items 29-30	
31-a31	29-30	Items 31-32	
32-a32	30-31	Directions Passage	
33-a33	31-32	Passage, cont. Item 33	
34	33	Items 34-35	
35	34	Item 36	
36-a36	34-35	Directions	

Writing Placement Test - Form V

Print Page	Braille Page	Section/Items	Notes
		Passage	
37-a37	35-36	Passage, cont.	
38-a38	36-37	Items 37-38	
39	38	Item 39	
40	39	Item 40	
		STOP	

Diagnostic Tests

Mathematics Diagnostic Test - Form T			
Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3, a3	1-2	Directions Example	Sentence added: "B is the correct answer."
4	3	Item 1	
5	4	Item 2	
6	4	Item 3	
7	5	Items 4-5	
8-a8	5-6	Items 6-7	
9	6	Item 8	
10	7-9	Item 9	Item 9: Tactile graphics provided. Braille pages 8 and 9 are blank.
11	10-12	Item 10	Item 10: Tactile graphics provided. Braille page 12 is blank.
12	13	Items 11-12	
13-a13	13-14	Items 13-14	
14	14	Items 15-16	
15-a15	14-15	Items 17-18	
16	15	Items 19-20	
17	16	Items 21-22	
18-a18	16-17	Items 23-24	
19	17	Items 25-26	
20	18	Item 27	
21	18	Items 28-29	
22	19	Items 30-31	
23-a23	19-20	Items 32-33	
24	20	Items 34-35	
25	21	Items 36-37	
26	21	Items 38-39	
27	22	Items 40-41	
28	23	Item 42	
29-a29	23-24	Items 43-44	
30	25	Item 45	Item 45: Tactile graphic provided.
31	25-26	Item 46	Braille page 26 is blank.
32	27-28	Item 47	Item 47: Tactile graphic provided. Braille page 28 is blank.
33	29	Items 48-49	
34	30	Items 50-51	
35	31	Item 52	Item 52: Tactile graphic provided.
36	31-32	Item 53	Braille page 32 is blank.
37	33-34	Item 54	Item 54: Tactile graphic provided.

Mathematics Diagnostic Test - Form T

Print Page	Braille Page	Section/Items	Notes
			Braille page 34 is blank.
38	35-36	Items 55-56	Item 56: Tactile graphic provided. Braille page 36 is blank.
39	37	Item 57	Item 57: Tactile graphic provided.
40	37-38	Item 58	Braille page 38 is blank.
41	39-40	Item 59	Item 59: Tactile graphic provided. Braille page 40 is blank.
42	41-42	Items 60-61	Braille page 42 is blank.
43	43-44	Item 62	Item 62: Tactile graphic provided. Braille page 44 is blank.
44	45	Items 63-64	
45	46	Item 65	
46	47	Item 66	
47	48	Item 67	
48	49	Item 68	
49	50	Item 69	
50	51-52	Item 70	Item 70: Tactile graphic provided. Braille page 52 is blank.
51	53	Item 71	
52	54-55	Items 72-73	Braille page 55 is blank.
53-a53	56-58	Item 74	Item 74: Sentence change "According to the line graph on the facing page, which ..." Tactile graphic provided. Braille page 58 is blank.
54	59-60	Item 75	Item 75: Tactile graphic provided. Braille page 60 is blank.
55	61-62	Item 76	Braille page 62 is blank.
56	63-64	Item 77	Item 77: Tactile graphic provided. Braille page 64 is blank.
57	65	Item 78	
58-a58	65-66	Items 79-80	
59-a59	66-67	Items 81-82	
60-a60	67-68	Items 83-84 STOP	

Mathematics Diagnostic Test - Form V

Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3, a3	1-2	Directions Example	Sentence added: "B is the correct answer."
4	2	Items 1-2	
5	3	Items 3-4	
6-a6	3-4	Items 5-6	
7-a7	4-5	Items 7-8	
8	5	Items 9-10	
9	6	Item 11	
10	7-8	Item 12	Item 12: Tactile graphics provided. Braille page 8 is blank.
11	9	Items 13-14	
12-a12	9-10	Items 15-16	
13-a13	10-11	Items 17-18	
14-a14	11-12	Items 19-20	
15	13-14	Item 21	Item 21: Tactile graphic provided. Braille page 14 is blank.
16	15	Item 22	
17-a17	16-18	Item 23	Item 23: Tactile graphics provided. Braille page 18 is blank.
18	19	Items 24-25	
19-a19	19-20	Items 26-27	
20	20	Item 28	
21	21	Items 29-30	
22-a22	21-22	Items 31-32	
23	22	Items 33-34	
24-a24	22-23	Items 35-36	
25	23	Items 37-38	
26-a26	23-24	Items 39-40	
27	24	Items 41-42	
28	25	Items 43-44	
29-a29	25-26	Items 45-46	
30-a30	26-27	Items 47-48	
31	27-28	Item 49	Braille page 28 is blank.
32	29-30	Item 50	Item 50: Tactile graphic provided. Braille page 30 is blank.
33	31-32	Item 51	Item 51: Tactile graphic provided. Braille page 32 is blank.
34	33-34	Item 52	Item 52: Tactile graphics provided.

Mathematics Diagnostic Test - Form V

Print Page	Braille Page	Section/Items	Notes
			Braille page 34 is blank.
35	35-36	Items 53-54	Item 54: Tactile graphic provided. Braille page 36 is blank.
36	37-38	Item 55	Item 55: Tactile graphic provided. Braille page 38 is blank.
37	39-40	Item 56	Item 56: Tactile graphic provided. Braille page 40 is blank.
38	41	Items 57-58	
39-a39	41-42	Items 59-60	
40	43-44	Item 61	Item 61: Tactile graphic provided. Braille page 44 is blank.
41	45	Items 62-63	
42	45-46	Item 64	Braille page 46 is blank.
43	47-48	Item 65	Item 65: Tactile graphic provided. Braille page 48 is blank.
44	49	Item 66	
45-a45	50-51	Item 67	Item 67: Sentence change "The bar graph on the facing page gives ..." Tactile graphic provided.
46	51-52	Item 68	Braille page 52 is blank.
47	53-54	Item 69	Item 69: Tactile graphic provided. Braille page 54 is blank.
48	55	Items 70-71	
49	55-56	Item 72	Braille page 56 is blank.
50	57-58	Item 73	Item 73: Tactile graphic provided. Braille page 58 is blank.
51	59	Item 74	
52-a52	60-62	Item 75	Item 75: Sentence change "Which of these questions CANNOT be answered from the information given in the graph on the facing page?" Tactile graphic provided. Braille page 62 is blank.
53	63-64	Item 76	Braille page 64 is blank.
54	65-66	Item 77	Item 77: Tactile graphic provided. Braille page 66 is blank.
55	67	Item 78	
56-a56	67-68	Items 79-80	
57	68	Item 81	
58	69	Item 82	

Mathematics Diagnostic Test - Form V

Print Page	Braille Page	Section/Items	Notes
59	69	Item 83	
60	70	Item 84 STOP	

Reading Diagnostic Test - Form T

Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3	1	Directions	
4	2	Example 1	Sentence added: "A is the correct answer."
5	3	Example 2	Sentence added: "D is the correct answer."
6	4	Item 1	
7	5	Item 2	
8	6	Item 3	
9	7	Item 4	
10	8-9	Item 5	Braille page 9 is blank.
11-a11	10-11	Item 6	
12	12-13	Item 7	Braille page 13 is blank.
13-a13	14-15	Item 8	
14	16-17	Item 9	Braille page 17 is blank.
15-a15	18-19	Item 10	
16	20	Item 11	
17	21	Item 12	
18	22	Item 13	
19	23	Item 14	
20	24	Item 15	
21	25	Item 16	
22	26	Item 17	
23	27	Item 18	
24	28	Item 19	
25	29	Item 20	
26	30	Item 21	
27	31	Item 22	
28	32	Item 23	
29	33	Item 24	
30-a30	34-35	Item 25	
31	36	Item 26	
32	37	Item 27	
33	38	Item 28	
34	39	Item 29	
35	40	Item 30	
36	41	Item 31	
37	42	Item 32	
38	43	Item 33	
39-a39	44-45	Item 34	
40	45	Item 35	
41	46	Item 36	
42	47	Item 37	
43	48	Item 38	
44	49	Item 39	
45	50-51	Item 40	Braille page 51 is blank.
46-a46	52-53	Item 41	
47	53	Item 42	

Reading Diagnostic Test - Form T

Print Page	Braille Page	Section/Items	Notes
48	54	Item 43	
49	55	Item 44	
50	56-57	Item 45	Braille page 57 is blank.
51-a51	58-59	Item 46	
52	59	Item 47	
53	60	Item 48	
54	61	Item 49	
55-a55	62-63	Item 50	
56	64-65	Item 51	Braille page 65 is blank.
57-a57	66-67	Item 52	
58-a58	68-69	Item 53	
59-a59	70-71	Item 54	
60-a60, 61	72-73	Item 55	
62-a62, 63	74-75	Item 56	
64-a64, 65	76-77	Item 57	
66-a66, 67	78-79	Item 58	
68-a68, 69	80-82	Item 59	
70-a70, 71	83-85	Item 60	
72-a72	86-87	Directions Passage	
73-a73	87-88	Passage, cont.	
74	89	Items 61-62	
75-a75	89-90	Items 63-64	
76-a76	91-92	Directions Passage	
77-a77	92-93	Passage, cont.	
78-a78	93-94	Items 65-66	
79	94	Items 67-68	
80-a80	95-96	Directions Passage	
81-a81	96-97	Passage, cont.	
82-a82	97-98	Items 69-70	
83	98	Items 71-72	
84-a84	99-100	Directions Passage	
85-a85	100-101	Passage, cont.	
86-a86	101-102	Items 73-74	
87-a87	102-103	Items 75-76	
88-a88	104-105	Directions Passage	
89-a89	105-106	Passage, cont.	
90-a90	106-107	Items 77-78	
91-a91	107-108	Items 79-80	

Reading Diagnostic Test - Form T

Print Page	Braille Page	Section/Items	Notes
		STOP	

Reading Diagnostic Test - Form V

Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3	1	Directions	
4	2	Example 1	Sentence added: "A is the correct answer."
5	3	Example 2	Sentence added: "D is the correct answer."
6	4	Item 1	
7	5	Item 2	
8	6	Item 3	
9	7	Item 4	
10-a10	8-9	Item 5	
11	10-11	Item 6	Braille page 11 is blank.
12-a12	12-13	Item 7	
13	14-15	Item 8	Braille page 15 is blank.
14-a14	16-17	Item 9	
15	18	Item 10	
16	19	Item 11	
17	20	Item 12	
18	21	Item 13	
19	22	Item 14	
20	23	Item 15	
21	24-25	Item 16	Braille page 25 is blank.
22-a22	26-27	Item 17	
23	28	Item 18	
24	29	Item 19	
25-a25	30-31	Item 20	
26	32	Item 21	
27	33	Item 22	
28	34	Item 23	
29	35	Item 24	
30-a30	36-37	Item 25	
31	38	Item 26	
32	39	Item 27	
33	40	Item 28	
34	41	Item 29	
35	42	Item 30	
36	43	Item 31	
37	44	Item 32	
38	45	Item 33	
39	46	Item 34	
40	47	Item 35	
41	48	Item 36	
42	49	Item 37	
43	50	Item 38	
44	50	Item 39	
45	51	Item 40	
46	52	Item 41	
47	53	Item 42	

Reading Diagnostic Test - Form V

Print Page	Braille Page	Section/Items	Notes
48	54	Item 43	
49	55	Item 44	
50	56	Item 45	
51	57	Item 46	
52	58	Item 47	
53	59	Item 48	
54	60	Item 49	
55	61	Item 50	
56	62	Item 51	
57	63	Item 52	
58-a58	64-65	Item 53	
59	66	Item 54	
60-a60, 61	67-68	Item 55	
62-a62	69-70	Directions Passage	
63-a63	70-71	Items 56-57	
64-a64	72-73	Directions Passage	
65	74	Items 58-59	
66-a66, 67	75-77	Item 60	
68-a68	78-79	Directions Passage	
69-a69	79-80	Passage, cont.	
70	81	Items 61-62	
71	82	Items 63-64	
72-a72	83-84	Directions Passage	
73-a73	84-85	Directions Passage	
74	86	Items 65-66	
75-a75	86-87	Items 67-68	
76-a76	88-89	Directions Passage	
77-a77	89-90	Passage, cont.	
78-a78	90-91	Items 69-70	
79	91	Items 71-72	
80-a80	92-93	Directions Passage	
81-a81	93-94	Passage, cont.	
82-a82	94-95	Items 73-74	
83-a83	95-96	Items 75-76	

Reading Diagnostic Test - Form V

Print Page	Braille Page	Section/Items	Notes
84-b84	96-98	Directions Passage	
85-a85	98-99	Passage, cont.	
86	100	Items 77-78	
87-a87	100-101	Items 79-80 STOP	

Writing Diagnostic Test - Form T

Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3, a3	1-2	Directions Example	Sentence added: "D is the correct answer."
4	2	Example 2	Sentence added: "C is the correct answer."
5-a5	3-4	Example 3	
6-a6	4-5	Example 3 cont.	Sentence added: "D is the correct answer."
7	6	Items 1-2	
8-a8	6-7	items 3-4	
9	7	Items 5-6	
10	8	Items 7-8	
11	9	Items 9-10	
12	10	Item 11	
13-a13	11-12	Items 12-13	
14	12	Items 14-15	
15	13	Items 16-17	
16	14	Items 18-19	
17-a17	14-15	Items 20-21	
18-a18	15-16	Items 22-23	
19	16	Items 24-25	
20	17	Items 26-27	
21	18	Item 28	
22	19	Item 29	
23	20	Item 30	
24	21	Item 31	
25	22	Item 32	
26	23	Item 33	
27	24	Item 34	
28	25	Item 35	
29	26	Item 36	
30	27	Item 27	
31	28	Item 38	
32	29	Item 39	
33	30	Item 40	
34	31	Item 41	
35	32	Item 42	
36	33	Item 43	
37	34	Item 44	
38	35	Item 45	
39	36	Item 46	
40-a40	37-38	Items 47-48	
41	39	Item 49	
42-a42	40-41	Items 50-51	
43	41	Item 52	

Writing Diagnostic Test - Form T

Print Page	Braille Page	Section/Items	Notes
44	42	Item 53	
45	43	Item 54	
46	44	Item 55	
47	45	Item 56	
48	46	Item 57	
49	47	Item 58	
50	48	Item 59	
51	49	Item 60	
52-a52	49-51	Directions Passage	Braille page 51 is blank.
53	52	Item 61	
54	53	Items 62-63	
55	54	Item 64	
56-a56	54-55	Directions Passage	
57-b57	55-57	Passage cont. Item 65	
58	58	Items 66-67	
59	59	Item 68	
60-a60	59-60	Directions Passage	
61-a61	60-61	Passage cont.	
62-a62	62-63	Item 69	
63	64	Item 70	
64	65	Item 71	
65	66	Item 72	
66-a66	66-67	Directions Passage	
67	67	Passage cont.	
68	68	Item 73	
69	69	Item 74	
70-a70	69-70	Items 75-76	
71-a71	70-71	Directions Passage	
72-a72	71-72	Passage cont. Item 77	
73	73	Item 78	
74	74	Items 79-80 STOP	

Writing Diagnostic Test - Form V

Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3, a3	1-2	Directions Example 1	Sentence added: "D is the correct answer."
4	2	Example 2	Sentence added: "C is the correct answer."
5-a5, 6-a6	3-5	Example 3	Sentence added: "D is the correct answer."
7	6	Items 1-2	
8	7	Items 3-4	
9	8	Items 5-6	
10-a10	8-9	Items 7-8	
11	9	Items 9-10	
12	10	Item 11	
13	11	Item 12	
14	12	Item 13	
15	13	Item 14	
16	14	Items 15-16	
17-a17	14-15	Items 17-18	
18	15	Items 19-20	
19	16	Items 21-22	
20-a20	16-17	Items 23-24	
21	17	Item 25	
22	18	Item 26	
23	19	Item 27	
24	20	Item 28	
25	21	Item 29	
26	22	Item 30	
27	23	Item 31	
28	24	Item 32	
29	25	Item 33	
30	26	Item 34	
31	27	Item 35	
32	28	Item 36	
33	29	Item 37	
34	30	Item 38	
35	31	Item 39	
36	31	Item 40	
37	32	Item 41	
38	33	Item 42	
39	34	Item 43	
40	35	Item 44	
41	36	Item 45	
42	37	Item 46	
43	37	Item 47	
44	38	Item 48	

Writing Diagnostic Test - Form V

Print Page	Braille Page	Section/Items	Notes
45	39	Item 49	
46	42	Item 50	
47	41	Items 51-52	
48	42	Item 53	
49	43	Item 54	
50	44	Item 55	
51	45	Item 56	
52	46	Item 57	
53	47	Item 58	
54	48	Item 59	
55	49	Item 60	
56-a56	49-51	Directions Passage	Braille page 51 is blank.
57	52	Item 61	
58	53	Items 62-63	
59	54	Item 64	
60-a60	54-55	Directions Passage	
61-a61	55-56	Passage, cont. Item 65	
62	57	Items 66-67	
63-a63	58-59	Items 68	
64-b64	59-61	Directions Passage	
65	61	Items 69-70	
66	62	Items 71-72	
67	63	Directions Passage	
68	64	Passage, cont.	
69	65	Item 73	
70	66	Item 74	
71-a71	66-67	Items 75-76	
72-a72	67-68	Directions Passage	
73-a73	68-69	Passage, cont. Item 77	
74	70	Items 78-79	
75	71	Item 80 STOP	

ABE Tests

ABE Mathematics and Numeracy Placement Test - Form T			
Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3	1	Directions	
4-a4	2-4	Example	Example: Sentence change "According to the chart on the facing page, what is the ..." Sentence added: "D is the correct answer." Braille page 4 is blank.
5	5-6	Items 1-2	Braille page 6 is blank.
6	7-8	Items 3-4	Item 3: Tactile graphic provided. Braille page 8 is blank.
7	9	Item 5	Item 5: Tactile graphic provided.
8-a8	9-11	Items 6-7	Braille page 10 is blank.
9	11	Items 8-9	
10	12	Items 10-11	
11	13	Item 12	
12	14	Item 13	
13	15	Item 14	Item 14: Tactile graphic provided.
14-a14	15-17	Items 15-16	Item 16: Tactile graphic provided. Braille page 16 is blank.
15	17-18	Item 17	Braille page 18 is blank.
16	19	Items 18-19	
17-a17	19-20	Items 20-21	
18	21	Item 22	
19	22	Items 23-24	
20	23-24	Items 25-26	Item 25: Tactile graphic provided. Braille page 24 is blank.
21	25	Items 27-28	
22	26	Items 29-30	
23	27	Item 31	
24-a24	28-31	Item 32	Item 32: Sentence change "According to the line graph on the facing page, how many ..." Tactile graphic provided. Braille pages 30 and 31 are blank.

ABE Mathematics and Numeracy Placement Test - Form T

Print Page	Braille Page	Section/Items	Notes
25-a25	32-34	Item 33	Item 33: Sentence change "A payroll record for an employee is shown in the table on the facing page." Braille page 34 is blank.
26	35-36	Item 34	Item 34: Tactile graphic provided. Braille page 36 is blank.
27	37	Item 35	
28	38-39	Items 36-37	Braille page 39 is blank.
29-a29	40-42	Item 38	Item 38: Sentence change "The bar graph on the facing page shows the way ..." Tactile graphic provided. Braille page 42 is blank.
30-a30, 31-a31	43-50	Item 39	Item 39: Tactile graphics provided. Braille pages 44, 46, 48 and 50 are blank.
32-a32	51-52	Items 40-41	
33	52	Item 42	
34	53	Item 43	
35	54	Item 44	
36	55-56	Items 45-46	Braille page 56 is blank.
37	57-58	Item 47	Item 47: Tactile graphic provided. Braille page 58 is blank.
38	59-60	Item 48	Item 48: Tactile graphic provided. Braille page 60 is blank.
39	61-62	Item 49	Braille page 62 is blank.
40	63-64	Item 50	Item 50: Tactile graphic provided. Braille page 64 is blank.
41	65-66	Item 51	Item 51: Tactile graphic provided. Braille page 66 is blank.
42	67-68	Item 52	Item 52: Tactile graphic provided. Braille page 68 is blank.
43	69-70	Item 53	Braille page 70 is blank.
44	71-72	Item 54	Item 54: Tactile graphic provided. Braille page 72 is blank.
45	73-74	Item 55	Item 55: Tactile graphics provided. Braille page 74 is blank.
46	75-76	Item 56	Item 56: Tactile graphic provided.

ABE Mathematics and Numeracy Placement Test - Form T

Print Page	Braille Page	Section/Items	Notes
			Braille page 76 is blank.
47	77	Items 57-58	
48	78	Items 59-60 STOP	

ABE Mathematics and Numeracy Placement Test - Form V

Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3	1	Directions	
4-a4	2-4	Example	Example: Sentence change "According to the chart on the facing page, what is the ..." Sentence added: "D is the correct answer." Braille page 4 is blank.
5	5	Items 1-2	
6-a6	5-6	Items 3-4	
7	7-8	Item 5	Item 5: Tactile graphic provided. Braille page 8 is blank.
8	9	Items 6-7	
9	10	Items 8-9	
10	11-12	Item 10	Item 10: Tactile graphic provided. Braille page 12 is blank.
11	13	Item 11	
12	14	Item 12	
13	15	Items 13-14	
14	16	Items 15-16	
15	17-18	Item 17	Item 17: Tactile graphic provided. Braille page 18 is blank.
16	19-20	Item 18	
17	20	Item 19	
18	21	Items 20-21	
19	22	Item 22	
20	23-24	Items 23-24	Braille page 24 is blank.
21	25-26	Items 25-26	Item 25: Tactile graphic provided. Braille page 26 is blank.
22	27	Item 27	
23-a23	27-28	Items 28-29	
24	28	Item 30	
25	28	Item 31	
26	29	Item 32	
27-a27	30-32	Item 33	Braille page 32 is blank.
28	33-34	Item 34	Item 34: Tactile graphic provided. Braille page 34 is blank.
29	35	Item 35	
30	36-37	Items 36-37	Braille page 37 is blank.

ABE Mathematics and Numeracy Placement Test - Form V

Print Page	Braille Page	Section/Items	Notes
31-a31	38-41	Item 38	Item 38: Sentence change "The bar graph on the facing page shows ..." Tactile graphic provided. Braille pages 40 and 41 are blank.
32-a32	42-43	Item 39	Item 39: Tactile graphic provided.
33	43	Item 40	
34	44	Items 41-42	
35	45-46	Item 43	Braille page 46 is blank.
36	47-48	Item 44	Item 44: Tactile graphic provided. Braille page 48 is blank.
37	49	Items 45-46	
38-a38	49-50	Items 47-48	
39	50-51	Item 49	
40	51-52	Item 50	Item 50: Tactile graphic provided. Braille page 52 is blank.
41	53-54	Item 51	Item 51: Tactile graphic provided. Braille page 54 is blank.
42	55-56	Items 52-53	Braille page 56 is blank.
43	57-58	Item 54	Item 54: Tactile graphic provided. Braille page 58 is blank.
44	59-60	Item 55	Item 55: Tactile graphic provided. Braille page 60 is blank.
45	61	Items 56-57	
46-a46	61-62	Items 58-59	
47	62	Item 60 STOP	

ABE Reading Placement Test - Form T

Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3, a3	1-2	Directions Example 1	Sentence added: "C is the correct answer."
4	2	Example 2:	Sentence added: "D is the correct answer."
5	3-4	Item 1	Item 1: Tactile graphic provided. Braille page 4 is blank.
6	5	Item 2	
7	6	Items 3-4	
8	7-8	Item 5	Item 5: Sentence added "Dollar bill and several coins. You may also use the figure that accompanies item number 5 in the Braille or Large Print edition to answer the following question." Tactile graphic provided. Braille page 8 is blank.
9	9-10	Item 6	Braille page 10 is blank.
10	11-12	Item 7	Item 7: Sentence added "Sign with a figure depicting a person in a wheelchair. You may also use the figure that accompanies item number 7 in the Braille or Large Print edition to answer the following question." Tactile graphic provided. Braille page 12 is blank.
11	13	Item 8	
12	14	Item 9	
13	15	Item 10	
14	16	Item 11	
15	17-18	Item 12	Item 12: Sentence added "Use the figure that accompanies item number 12 in the Braille or Large Print edition to answer the following question." Tactile graphic provided. Braille page 18 is blank.
16	19	Item 13	
17	20	Items 14-15	
18	21	Items 16-17	
19	22	Items 18-19	
20	23	Item 20	
21-a21	24-25	Item 21	
22	26	Item 22	
23	27	Item 23	
24-a24	28-29	Item 24	

ABE Reading Placement Test - Form T

Print Page	Braille Page	Section/Items	Notes
25-a25	30-31	Item 25	
26-a26	32-33	Item 26	
27	34	Item 27	
28	35	Item 28	
29	36	Item 28	
30	37	Item 30	
31	38	Item 31	
32-a32	39-40	Items 32-33	
33	41	Item 34	
34	42	Item 35	
35	43	Item 36	
36	44	Item 37	
37	45	Item 38	
38	46	Item 39	
39	47	Item 40	
40	48	Item 41	
41	49	Item 42	
42	50	Item 43	
43	51	Item 44	
44	52	Item 45	
		STOP	

ABE Reading Placement Test - Form V

Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3, a3	1-2	Directions Example 1	Sentence added: "C is the correct answer."
4	2	Example 2:	Sentence added: "D is the correct answer."
5	3	Items 1-2	
6	4	Items 3-4	
7	5-6	Item 5	Item 5: Sentence added "Dollar bill and several coins. You may also use the figure that accompanies item number 5 in the Braille or Large Print edition to answer the following question." Tactile graphic provided. Braille page 6 is blank.
8	7-8	Item 6	Braille page 8 is blank.
9	9-10	Item 7	Item 7: Sentence added "Sign with a figure depicting a person in a wheelchair. You may also use the figure that accompanies item number 7 in the Braille or Large Print edition to answer the following question." Tactile graphic provided. Braille page 10 is blank.
10	11	Item 8	
11	11	Item 9	
12	12	Item 10	
13	13	Item 11	
14	14	Item 12	
15	15	Item 13	
16	16	Items 14-15	
17	17	Items 16-17	
18	18	Items 18-19	
19	19	Item 20	
20-a21	20-21	Item 21	
21	22	Item 22	
22	23	Item 23	
23-a23	24-25	Item 24	
24	26	Item 25	
25	27	Item 26	
26-a26	28-29	Item 27	
27	29	Item 28	
28	30	Item 29	
29	31	Item 30	
30	32	Item 31	
31	33	Item 32	

ABE Reading Placement Test - Form V

Print Page	Braille Page	Section/Items	Notes
32	34	Item 33	
33	35	Item 34	
34	36	Item 35	
35	37	Item 36	
36	38	Item 37	
37	39	Item 38	
38	40	Item 39	
39	41	Item 40	
40	42	Item 41	
41	43	Item 42	
42	44	Item 43	
43	45	Item 44	
44	46	Item 45	
		STOP	

ABE Writing Placement Test - Form T

Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3, a3	1-2	Directions Example	Sentence added: "A is the correct answer."
4-a4	2-3	Items 1-2	
5	3-4	Item 3	Braille page 4 is blank.
6	5	Item 4	Item 4: Tactile graphic provided.
7-a7	5-7	Items 5-6	Braille page 6 is blank.
8	7	Items 7-8	
9	8	Item 9	
10	8	Item 10	
11	9	Items 11-12	
12	10	Items 13-14	
13-a13	10-11	Items 15-16	
14	11	Items 17-18	
15	12	Items 19-20	
16	13	Item 21	
17	14	Item 22	
18	15	Item 23	
19	16	Item 24	
20	17	Item 25	
21	18-19	Item 26	Braille page 19 is blank.
22-a22	20-21	Item 27	
23	22-23	Item 28	Braille page 23 is blank.
24-a24	24-25	Item 29	
25-a25	26-27	Directions Example Item 30	Sentence added: "D is the correct answer."
26	28	Item 31	
27-a27	29-30	Items 32-33	
28	30	Item 34	
29-a29	31-32	Items 35-36	
30	33	Item 37	
31-a31	34-35	Directions Example Item 38	Sentence added: "B is the correct answer."
32	36	Items 39-40	
33	37	Item 41	
34	38	Item 42	
35	39	Item 43	
36	40	Item 44	
37	41	Item 45 STOP	

ABE Writing Placement Test - Form V

Print Page	Braille Page	Section/Items	Notes
Cover	p1-p2	Title page Copyright Statement	
1-3, a3	1-2	Directions Example	Sentence added: "A is the correct answer."
4-a4	2-3	Items 1-2	
5	3	Items 3-4	
6	4	Items 5-6	
7	5	Item 7	
8	5	Item 8	
9	6	Items 9-10	
10-a10	7	Items 11-12	
11	7	Items 13-14	
12	8	Items 15-16	
13-a13	8-9	Items 17-18	
14	9	Items 19-20	
15	10	Items 21-22	
16	11	Item 23	
17	12	Item 24	
18	13	Item 25	
19	14-15	Item 26	Braille page 15 is blank.
20-a20	16-17	Item 27	
21-a21	18-19	Item 28	
22	20	Item 29	
23-a23	21-22	Directions Example Item 30	Sentence added: "D is the correct answer."
24	22	Item 31	
25	23	Item 32	
26	24	Item 33	
27	25	Item 34	
28-a28	25-26	Items 35-36	
29	26	Item 37	
30-a30	27-28	Directions Example Item 38	Sentence added: "B is the correct answer."
31-a31	29-30	Items 39-40	
32	31	Item 41	
33	32	Item 42	
34	33	Item 43	
35	34	Item 44	
36	35	Item 45 STOP	

Attachment C - Texas Success Initiative Blueprint

Texas Success Initiative (TSI) Blueprint

This blueprint document indicates the number of Texas College and Career Readiness Standards (CCRS) that are addressed within each TSI strand. The blueprint also indicates the number of items per strand that align to the Texas CCRS.

TSI Strand	Number of Standards		Number of Questions in Test Pool*
Reading			
I. Literary Analysis	Texas CCRS (Readiness Standards) II.A.10; II.A.3; II.A.4; II.A.6; II.A.7; II.A.9; II.B.1	7	237 items 29% of item pool
II. Main Idea and Supporting Details	Texas CCRS (Readiness Standards) II.A.3; II.A.7; II.B.1	3	176 items 22% of item pool
III. Inferences in a Text or Texts	Texas CCRS (Readiness Standards) II.A.11; II.A.3; II.A.4; II.A.7; II.A.9; II.B.1	6	195 items 24% of item pool
IV. Author's Use of Language	Texas CCRS (Readiness Standards) II.A.3; II.A.5; II.A.7; II.A.9; II.B.1	5	208 items 25% of item pool
Reading Total	Texas CCRS (Readiness Standards)	9	816 items
Writing			
I. Essay Revision	Texas CCRS (Readiness Standards) I.A.4; I.A.5	2	250 items 33% of item pool
II. Sentence Structure	Texas CCRS (Readiness Standards) I.A.4; I.A.5	2	178 items 24% of item pool
III. Sentence Logic	Texas CCRS (Readiness Standards) I.A.4; I.A.5	2	198 items 26% of item pool
IV. Agreement	Texas CCRS (Readiness Standards) I.A.4; I.A.5	2	131 items 17% of item pool
WritePlacer (Essay)	Texas CCRS (Readiness Standards) I.A.1; I.A.2; I.A.3	3	1 constructed response essay
Writing Total	Texas CCRS (Readiness Standards)	5	757 items + essay

TSI Strand	Number of Standards	Number of Questions in Test Pool*
Mathematics and Statistics		
I. Elementary Algebra and Functions	Texas CCRS (Readiness Standards) I.A.1; I.B.1; II.B.1; II.C.1; II.C.2; II.D.1; II.D.2; III.A.2; III.C.1; III.C.2; IV.B.2; IV.B.3; IV.C.1; IX.A.1; V.A.1; V.B.1; V.B.2; VI.B.2; VI.B.3; VII.A.2; VII.B.1; VII.C.1; VII.C.2; VIII.A.1; VIII.A.2; VIII.A.3; VIII.B.2; VIII.C.1	29 337 items 30% of item pool
II. Intermediate Algebra and Functions	Texas CCRS (Readiness Standards) I.A.1; I.B.1; II.A.1; II.B.1; II.C.1; II.D.1; II.D.2; III.A.1; III.A.3; III.B.1; III.C.1; IV.C.1; IV.C.3; IX.A.1; VI.B.3; VII.B.1; VII.C.1; VII.C.2; VIII.A.3; VIII.C.1	20 351 items 32% of item pool
III. Geometry and Measurement	Texas CCRS (Readiness Standards) I.B.1; II.B.1; II.C.1; II.D.1; II.D.2; III.A.3; III.B.1; III.C.1; IV.A.1; IV.B.2; IV.C.1; IV.C.2; IV.C.3; IX.A.1; IX.A.2 VII.B.1; VII.C.1; VIII.C.1	19 209 items 19% of item pool
IV. Data Analysis, Statistics, and Probability	Texas CCRS (Readiness Standards) I.A.1; I.B.1; I.C.1; II.B.1; II.C.1; II.D.1; III.A.1; III.A.2; III.A.3; III.B.1; III.B.2; III.C.1; III.C.3; IV.A.1; IV.B.1; IV.B.2; IV.C.1; IV.C.2; IV.C.3; IX.A.1; VII.C.1 VIII.A.1; VIII.A.3; VIII.C.1	24 199 items 18% of item pool
Mathematics and Statistics Total	Texas CCRS (Readiness Standards)	40 1096 items

* The TSI Placement and Diagnostic tests are computer adaptive assessments, and the specific questions that appear on any given test administration varies based on each individual student's performance on each item. Given the nature of the computer adaptive test administration, this blueprint summarizes the total number of items (questions) that map to the Texas CCRS across the full test pool.

Attachment D - Frequently Asked Questions

Frequently Asked Questions

Please note any references in this FAQ document to “currently-approved assessments” or “current assessments” means ACCUPLACER, THEA, COMPASS, and Asset.

TESTING AND PLACEMENT

1) Can students place in both developmental and ABE courses during the same term?

Yes. Placement of non-exempt students is based on the results of their TSI Assessment by subject area. Students can be college-ready in one area but not in the other two, for example. A student's performance and placement in each subject area are independent of the others. Placement is based on meeting a student's needs in each subject area.

2) If a student enrolls in a course that begins in the fall, but then is dropped from enrollment for non-payment prior to the beginning of the course, must this student retest?

If a student tests on one of the four currently approved tests for TSI purposes (ACCUPLACER, THEA, COMPASS, Asset) and is enrolled in at least one course prior to the institution's first class day of fall 2013, the student will not have to retest on the new TSI Assessment, even if the student is temporarily dropped for various reasons, provided the student is re-enrolled and takes the course in fall 2013.

3) A student took a summer class and met TSI on COMPASS, but doesn't attend classes in fall 2013. Must the student test again on a new test?

No. This student has met TSI requirements. This student does not need to retest.

4) If an exempt student takes the test and fails a section of the test, is this student required to enroll in developmental coursework?

The exemption for that student is still valid. Choosing to take the TSI Assessment does not override the exemption, and the student cannot be compelled to take developmental coursework.

5) What about the "exemption" for students who are enrolled in a Level I certificate program? Some institutions have at least a reading prerequisite on these classes and consider these students "waived" but not exempt.

A student enrolling in a Level I certificate program is exempt from all three parts of TSI testing (reading, writing, and mathematics) and should be able to enroll in any course within that Level I program. Placing a reading prerequisite on a course within the Level I certificate program requires, in effect, the student to test on the TSI Assessment to determine if this prerequisite has been met. Requiring the student enrolled in a Level I certificate program to test on one or more parts of the TSI Assessment nullifies the Level I certificate exemption.

6) Must students with STAAR EOC (End of Course) exemption scores but who don't enroll in the fall after graduating from high school take the new TSI exam?

No. The score qualifying a student for a STAAR EOC exemption is valid for five years from the date of testing. The student can claim this exemption if he or she enrolls within this five-year period.

7) Within developmental math, will there be a cut-off score between beginning and intermediate algebra?

No. The minimum cut score standards required by the state only address whether or not a student is college-ready, and if not, whether the student is performing at the developmental or ABE level. Any determination of the point at which the student is performing *within* that level is still made by the institution, as is current practice. However, it is recommended that institutions establish a “bubble-score” range within which students who are nearly ready for the next level are given the opportunity to enroll in coursework at that next level.

For example, the statewide college-readiness standard for mathematics is 350 (Phase I). If a student scores 347 (or another score within the institution’s “bubble-score” range), then this score, along with consideration for other holistic factors (e.g., motivation level, high school GPA, work and family responsibilities, etc.) would enable an advisor to recommend enrollment in MATH 1314 along with required enrollment in a DE math NCBO to provide the additional support.

8) Regarding developmental education, how can an institution determine the cut-off between an upper-level and a lower-level developmental education course?

Placement data can be reviewed to determine the approximate percentage of students who have been placed, using current assessment instruments (ACCUPLACER, THEA, COMPASS, Asset), into upper-level versus lower-level courses. For example, based on assessment instrument results, 64 percent of students have been placed in upper-level math and 34 percent in lower-level math. Institutions could apply those percentages for placement until enough data from the new TSI Assessment are gathered, during the first year of implementation, to make adjustments if needed.

9) How will out-of-state transfer students, non-traditional students, and international students be assessed for college readiness?

All students not exempt from the TSI should be assessed for college readiness with a Texas Higher Education Coordinating Board-approved TSI instrument. Students demonstrate college readiness in a subject area when applicable courses are accepted for transfer by a receiving institution, as per TSI rule §4.59. For example, if the institution accepts a transfer course as ENGL 1301-equivalent, the transferring student with that course credit has demonstrated college readiness in reading and writing and is therefore exempt from testing for TSI purposes in those two subject areas.

10) What are exemptions?

As related to the TSI statute, students qualifying for an exemption as defined in TSI rule §4.54 must be allowed to enroll directly in entry-level coursework without further demonstration of college readiness. For example, the exemption relating to students with prior college credit allows transfer students with college credit in ENGL 1301 (or its non-Texas equivalent) to be exempt from both reading and writing at the receiving institution.

11) What are STAAR EOC (End of Course) TSI Exemption Scores?

For STAAR Algebra II and English III (reading and writing) end-of-course exams, the Commissioner of Higher Education (Texas Higher Education Coordinating Board) and the Commissioner of Education (Texas Education Agency) agreed that a student who scores at Level 2 or higher is considered college-ready for English III (reading and writing) and Algebra II. In 2008 and 2009, the College and Career Readiness Standards (CCRS) were established and compared to TEKS requirements (as required by TEC, 28.008). Gap analyses were conducted in

all four content areas (math, English, science, and social studies), and the TEKS in those four areas were revised as needed to align with the CCRS. The STAAR assessments are designed to measure knowledge and skills relative to TEKS requirements.

12) Can we include other test scores to place students?

Unless the student is exempt, the student must be assessed on a Board- approved TSI Assessment instrument to determine college readiness or developmental education/Adult Basic Education (ABE) placement. To determine if a student qualifies for a TSI exemption, please see TSI Rule §4.54

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=54](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=54)

13) How are ESL (English as a Second Language) students who need developmental education in language arts identified?

All students not exempt from the TSI must be assessed for college-readiness with a Texas Higher Education Coordinating Board-approved TSI Assessment instrument. Institutions are encouraged to consider additional factors to appropriately place ESL students not college ready.

Additionally, an ESOL waiver that institutions may temporarily grant until completion of 15 hours of ESOL developmental education coursework or prior to enrollment in a credit-bearing course, whichever comes first, is being proposed. Approval is anticipated in July 2013.

The state is evaluating the ESL practices and might establish new or amended policies regarding the assessment and placement of ESL students.

NEW TSI ASSESSMENT

14) Will a centralized database allow access to TSI scores?

Yes. The Texas Higher Education Coordinating Board is working with The College Board to allow a testing director at an institution to access test scores for students who took the TSI Assessment at another institution. More information regarding this issue will be provided by the availability date (when the complete assessment is available for institutional use prior to implementation date) of the TSI Assessment.

15) How and where is TSI information available and accessible?

Announcements regarding major changes in policies and/or legislation are typically emailed to the president, chancellor, chief academic/instructional officer, TSI contact, DEPS contact, and community college liaison at each institution. Information is also available at the Texas Higher Education Coordinating Board's developmental education website at

<http://www.thecb.state.tx.us/> (use P-16 Initiatives link). In addition, an Austin Community College website includes assessment updates, information about webinars, and related documents at <http://irt.austincc.edu/IDS/THECB/>.

16) When will the TSI Assessment be available for review? When must testing begin?

The TSI Assessment will be available to institutions on August 1, 2013, allowing testing directors time for setting up implementation. Faculty are encouraged to take the test, too. The TSI Assessment can be administered to students by an institution on the first day of its classes for Academic Year 2013-2014

17) What's the difference between the implementation date and availability date for the new TSI Assessment?

The *implementation date* is each institution's first day of classes for Academic Year 2013-2014, and marks the first day on which institutions may administer the new TSI Assessment. On this date, currently approved assessments (ACCUPLACER, THEA, COMPASS, Asset) can no longer be used for TSI purposes, and institutions no longer have the authority to make the cut scores more stringent.

The *availability date* is August 1, 2013, when the complete assessment is available for institutional use for:

- faculty members to take the test and review actual diagnostic profiles;
- testing administrators to complete their branching profiles and enter the demographic questions;
- College Board consultants to review each institution to ensure proper set-up and problem-free administration;
- institutions to review and test procedures and protocols related to information sharing/incorporation into existing systems (e.g., early warning, Blackboard, etc.), as necessary.

18) When are current assessments (ACCUPLACER, THEA, COMPASS, Asset) invalid?

The currently approved assessments (ACCUPLACER, THEA, COMPASS, Asset), approved for previous periods, cannot be used for TSI purposes on or after the institution's first class day of fall 2013 – the implementation date. A student who takes one of the four currently approved assessments (ACCUPLACER, THEA, COMPASS, Asset) must be enrolled by a higher education institution's first class day for fall 2013. A student who is not enrolled on that date and enrolls on or after this date must take the new TSI Assessment.

19) Are institutions of higher education allowed to raise cut-score minimums?

No. Institutions of higher education cannot raise standard cut scores for the new TSI Assessment or for TSI exemptions (SAT, ACT, TAKS, STAAR EOC).

DEVELOPMENTAL EDUCATION PROGRAMS

20) Is it recommended/required that students retest after completing NCBO (Non-Course Competency Based Operations)?

All courses and interventions, including NCBOs, should include an end assessment (i.e., final exam) to help determine if the appropriate learning outcomes have been achieved. The TSI Assessment should not be used for such an end assessment for a course/intervention because it is not designed for that purpose.

21) May institutions set developmental prerequisites for Level I certificate courses?

No. Students enrolling in a Level I certificate program are exempt from the TSI statute and may enroll in any course in such a program without further demonstration of college readiness. Requiring students to test prior to enrollment in effect nullifies this exemption. Only students who have not met the college-readiness standard as demonstrated through TSI Assessment results can be compelled to enroll in developmental education coursework or interventions.

PRE-ASSESSMENT ACTIVITY

- 22) If a student completes the Pre-Assessment Activity (PAA) but answers "no" to the question on whether they've completed it, can the student log back into the TSI Assessment and then select "yes" to test? Or are students locked out?**

After a student answers “no” to the TSI Assessment background question (No. 1), that student is locked out and will not be able to continue. The test will have to be reset by a test administrator for the student to log back in. The student might have to provide documentation that he or she did indeed complete a PAA before the test can be reset. The PAA must include this information for students.

- 23) Must institutions have verification that a student completed the Pre-Assessment Activity (PAA)? Or is it possible for a student who has not completed the PAA to respond "yes" – that he or she has completed it?**

An institution must document participation in a PAA for *all* students taking the TSI Assessment at that institution. While this documentation will not be submitted to Texas Higher Education Coordinating Board, it must be available for audit. Institutions must ensure that students do not “slip through the cracks” and take the TSI Assessment at their institution without participation, and documentation of that participation, in the PAA. Institutions may assume that students who took the TSI Assessment at another institution were administered the PAA at that other institution, and the receiving institution is not required to contact the other institution for verification. In cases where a student was administered the TSI Assessment in a school district, the receiving institution of higher education must verify the PAA was administered and documented, usually through a memorandum of understanding or other agreement between the school district and institution.

DUAL CREDIT

- 24) What about students who take dual credit courses?**

Students enrolled in dual credit courses and who are tested using one of the four currently approved assessments for TSI purposes (ACCUPLACER, THEA, COMPASS, Asset) prior to the institution’s first class day of fall 2013 do not have to retest if they are enrolled in at least one college-level course in fall 2013.

For other questions about dual enrollment issues, contact Dr. James Goeman of the Texas Higher Education Coordinating Board at james.goeman@thehb.state.tx.us or 512-427-6249.

Attachment E - Performance Level Descriptors

Texas Performance Level Descriptors from Standard Setting

Mathematics Placement

College Ready

1. Determine and consider the reasonableness of numerical solutions to equations, inequalities, and systems of equations and/or inequalities using a variety of methods
2. Formulate and solve equations, inequalities, and systems of equations and/or inequalities with two variables
3. Generate multiple representations of a function and use them to determine attributes of the function
4. Identify and/or describe characteristics of functions and relations (linear, quadratic, rational, square root, absolute value, exponential)
5. Describe and use the relationship between an algebraic and geometric representation of a quadratic function
6. Analyze the effects of parameter changes on functional relationships (linear, quadratic, square root, rational, exponential)
7. Analyze situations modeled by linear, quadratic, square root, rational, exponential, functions
8. Define, represent, and perform operations on real and complex numbers.
9. Recognize and use algebraic (field) properties, concepts, procedures (including factoring), and algorithms to combine, transform, and evaluate absolute value, polynomial, radical, and rational expressions.

Developmental Education

1. Proficient in operations with real numbers without a calculator, including whole number exponents
2. Can compute common measures of central tendency
3. Identify 2-D and 3-D representations and, given the formula, calculate perimeter, area, volume, etc.
4. Estimate reasonable values using number sense; rounding
5. Non-algebraic problem solving
6. Identify order within real numbers (inc. inequalities without variables)
7. Use ratio and proportion to solve word problems
8. Understand basic mathematical terminology and symbols
9. Identify number systems and field properties
10. Converting among fractions, percentages, decimals
11. Interpret statistical representations (charts, graphs, tables, etc)
12. Probability of simple events

Adult Basic Education

1. Distinguish between symbols and numbers
2. Multiplication up to 5
3. Work with monetary values
4. Single digit addition and subtraction
5. Identify numerator and denominator
6. Identify basic shapes
7. Apply mathematical skills in hands-on real world situations
8. Translate simple word problem situations into mathematical terms

Math Strand 1 – Elementary Algebra

Proficient

1. Solves problems requiring proficiency in order of operations
2. Performs operations with real numbers
3. Performs operations with algebraic expressions
4. Formulates and solves linear equations, inequalities
5. Formulates and solves linear systems with 2 and 3 variables
6. Solves variation problems
7. Graphs and translates functions on a rectangular coordinate system (xy-plane)
8. Identifies characteristics of linear functions
9. Formulates and solves word problems and applications

Limited Proficiency

1. Solves problems requiring proficiency in order of operations
2. Performs operations with integers and decimals
3. Evaluates algebraic expressions using substitutions
4. Translates verbal statements and word problems into algebraic expressions
5. Plots points on a rectangular coordinate system (xy-plane)
6. Solves basic ratio and proportion problems
7. Interprets a line graph involving inequalities
8. Uses non-algebraic methods to solve word problems

Needs Improvement

1. Performs operations with whole numbers
2. Evaluate algebraic expressions with whole numbers
3. Familiar with terms “sum,” “difference,” “product,” “quotient”
4. Recognized relationships between numbers (greater than, less than)
5. Recognizes fractional representations
6. Plots points on a number line
7. Uses non-algebraic methods to solve simple word problems

Math Strand 2 – Intermediate Algebra

Proficient

1. Recognize and understand characteristics of a function (domain of rational and square root functions)
2. Factor polynomial expressions by GCF, grouping, difference of squares, trinomials (including integer leading coefficients)
3. Solve quadratic equations by factoring
4. Given the quadratic formula, is able to solve quadratic equations
5. Solve equations by using the square root property
6. Simplify square roots with numerical values
7. Identify and solve equations with single square root radicals
8. Solve rational equations containing single factor denominator
9. Apply unit conversions in word problems such as distance-rate-time
10. Formulate algebraic expressions (quadratic, rational, square root) and equations to solve word problems
11. Recognize equivalent expressions and apply the substitution property to solve the resulting equation
12. Know and apply properties of exponent rules

Limited Proficiency

1. Factor polynomial expressions by GCF, grouping, and difference of squares and trinomials with leading coefficient of 1
2. Simplify rational expressions without operations
3. Find solutions to quadratic equations by substitution of values
4. Solving quadratic equations in standard form by factoring with leading coefficient of 1
5. Know and apply no more than two independent exponent rule properties with integer exponents
6. Evaluate linear functions using functional notation

Needs Improvement

1. Evaluate square roots of perfect squares
2. Know exponent rule properties with whole number exponents and apply in single-step problems
3. Performs operations on polynomials (add, subtract, multiply, divide)
4. Know distance-rate-time formula and be able to use in word problems
5. Factor polynomials using greatest common factor
6. Solve one-step word problems involving linear equations
7. Solve linear inequalities

Math Strand 3 – Measurement and Geometry

Proficient

1. Identify and analyze models involving 2-D and 3-D representations (i.e. triangles, quadrilaterals, circles, and rectangular prisms, cylinders) to calculate perimeter, area and volume including formulating algebraic expressions
2. Solve geometric problems using drawings, illustrations, models and coordinate representations of plane and space figures
3. Analyze and apply ratios and proportions to solve geometric problems (such as similar figures) as well as rates
4. Apply Pythagorean Theorem to solve concrete and abstract problems: Diagonals, perimeter, and area
5. Identify and analyze multi-step geometric problems using algebraic concepts such as factoring quadratics, and operations with polynomials
6. Use coordinate geometry to solve problems that relate slopes and distances to equations of lines
7. Use properties of transformations to solve problems with reflections and lines of symmetry with 2D geometric shapes
8. Recognize and apply concepts of measurement conversion, including the metric system
9. Manipulate rational and irrational values within a geometric context

Limited Proficiency

1. Identify and solve simple 2-D and 3-D representations (i.e. triangles, quadrilaterals, circles, and rectangular prisms, cylinders) to calculate perimeter, area and volume given formulas
2. Given drawings and illustrations can compute basic geometric characteristics like area, perimeter, dimensions, length, width
3. Use ratios and proportions to solve geometric problems (such as similar figures) as well as rates
4. Recognizes the Pythagorean Theorem and uses it to solve problems without algebraic expressions
5. Solves two-step geometric problems which don't require the use of algebra
6. To locate and identify points in the coordinate system to solve problems involving distances
7. Recognizes positive and negative slopes
8. Find the reflection of a plane figure across the x or y axis
9. Identify a line of symmetry in a given figure
10. Calculate problems with measurement conversion, including the metric system
11. Manipulate rational values within a geometric context

Needs Improvement

1. To calculate perimeter, area and volume of 2D and 3D figures involving rational numbers
2. Given conversion factor, compute unit conversions
3. Apply ratios and proportions in solving geometric problems without algebraic expressions
4. Distinguish between geometric shapes
5. Plot points on number line and coordinate plane
6. Use properties of similar figures given labeled illustrations

Math Strand 4 – Data Analysis, Statistics, and Probability

Proficient

1. Performs operations on real numbers and variables with and without a calculator
2. Calculates and interprets measures of central tendency (mean, median, mode) and variability (range).
May involve simple algebraic manipulations
3. Makes predictions using statistical concepts
4. Calculates the probabilities of dependent and independent events
5. Uses theoretical probabilities and experimental results to make predictions and decisions
6. Uses variability (range) and selects the appropriate measure of central tendency to describe a set of data and justify the choice for a particular situation
7. Draws conclusions and makes predictions by analyzing trends in frequency distribution charts, dot plots, scatter plots, line plots, line graphs, circle graphs, and bar graphs
8. Applies fundamental counting principles
9. Calculates percentages and rate of change

Limited Proficiency

1. Performs operations on real numbers and variables with a calculator
2. Given a complete set of values, calculates measures of central tendency (mean, median, mode) and variability (range).
3. Calculates the probability of a simple independent event
4. Reads and interprets frequency distribution charts, line plots, line graphs, circle graphs, and bar graphs
5. Applies simple fundamental counting principles
6. Calculates percentages

Needs Improvement

1. Performs operations on whole numbers with a calculator
2. Given a complete set of whole number values, calculates mean, median, mode, and range
3. Calculates the probability of a simple event
4. Reads and interprets frequency distribution charts, line plots, line graphs, circle graphs, and bar graphs
5. Applies simple fundamental counting principles using diagrams

Reading Placement

College Ready

When reading texts of increasing complexity, students can:

1. Determine the meaning of technical or nuanced words using context, structural analyses, and reference materials
2. Analyze how the author's use of language, including common rhetorical techniques and literary elements and devices, supports meaning
3. Analyze literary texts by examining universal themes and the ways in which literary elements and devices support meaning
4. Demonstrate an understanding of informational texts by determining the implicit main idea or argument, summarizing accurately, recognizing organizational patterns, and making inferences about the author's purpose and viewpoint
5. Analyze the underlying connections and thematic links between texts representing similar or different genres
6. Make complex inferences about literary and informational texts, supporting those inferences with accurate, relevant textual evidence

Developmental Education

When reading texts of increasing complexity students can:

1. Distinguish between the denotative and connotative meanings of words using context, structural analyses, and reference materials
2. Analyze how the author's use of diction and figurative language supports meaning
3. Analyze literary texts by recognizing universal themes and the ways in which literary devices contribute to the development of linear and non-linear plots and complex, believable characters.
4. Demonstrate an understanding of informational texts by recognizing the controlling idea or argument, identifying the author's purpose, and summarizing the text by determining which ideas are most important
5. Recognize the logical connections and thematic links between texts representing similar or different genres
6. Make reasonable inferences about literary and informational texts, supporting those inferences with accurate, relevant textual evidence.

ABE

1. Individuals can read and comprehend texts that have simple and clear structures (e.g., clear main idea, chronological order)
2. Individuals can read and comprehend texts associated with life skills (e.g., simple charts, graphs, forms, labels, and payroll stubs)
3. Individuals can use context to determine meaning.
4. Individuals can make some minimal inferences and compare and contrast information from text but not consistently

Reading Strand 1 – Main Idea and Supporting Details

Proficient

Demonstrate an understanding of informational texts by recognizing the relationship between the stated or implied main idea in a passage and the supporting details.

Limited Proficiency

Demonstrate an understanding of informational texts by distinguishing the stated main idea from the supporting details when the answer choices are reworded.

Needs Improvement

Demonstrate an understanding of informational texts by recognizing the topic, the stated main idea, and the supporting details when the answer choices are restated from the passage.

Reading Strand 2 – Author’s Use of Language

Proficient

Analyze the author’s purpose, tone, organization, rhetorical strategies; determine the meaning of words using context; and analyze the use of evidence in the passage when the information is implied in the passage or the answer choices require simple synthesis.

Limited Proficiency

Understand the author’s purpose, tone, organization, rhetorical strategies; determine the meaning of words using context; and analyze the use of evidence in the passage when the information is a direct statement or a simple implication in the passage or the answer choices.

Needs Improvement

Identify the author’s purpose, tone, organization, rhetorical strategies; determine the meaning of words using context; and analyze the use of evidence in the passage when the information is stated in the passage or presented as a straightforward answer choice.

Reading Strand 3 – Inferences in a Text or Texts

Proficient

1. Make discerning inferences about literary/informational texts by supporting the inferences with specific and well-chosen evidence
2. Demonstrate a developed understanding by drawing conclusions and making generalizations about increasingly complex texts consistently

Limited Proficiency

1. Make logical inferences about literary/informational texts by supporting with accurate, relevant textual evidence
2. Demonstrate basic understanding by making some generalizations

Needs Improvement

1. Make reasonable inferences about literary/informational texts by supporting with accurate, relevant textual evidence
2. Demonstrate limited understanding by making some generalizations

Reading Strand 4 – Literary Analysis

Proficient

1. Analyze literary texts by *applying* knowledge of universal themes and the ways in which literary devices contribute to the development of linear and nonlinear plots, and complex believable characters
2. Analyze *consistently* how the author's use of diction and figurative language supports meaning in fiction or literary nonfiction

Limited Proficiency

1. Analyze literary texts by *comprehending* universal themes and the ways in which literary devices contribute to the development of linear and nonlinear plots, and complex believable characters
2. Analyze *frequently* how the author's use of diction and figurative language supports meaning in fiction or literary nonfiction

Needs Improvement

1. Analyze literary texts by *recognizing* universal themes and the ways in which literary devices contribute to the development of linear and nonlinear plots, and complex believable characters
2. Analyze *occasionally* how the author's use of diction and figurative language supports meaning in fiction or literary nonfiction

Writing Placement

College Ready

When writing essays in response to increasingly complex writing tasks (e.g., persuasive and analytical writing), students can:

1. Write thesis-driven essays that sustain focus with a sufficient organizational plan and include relevant support from personal experience and/or reasonable interpretations of the ideas of others
2. Employ appropriate word choice and writing conventions for purpose and audience
3. Use a variety of effective sentence structures
4. Revise drafts to clarify the thesis, strengthen supporting ideas, use appropriate transitions within and between paragraphs, improve the effectiveness of sentences, and recognize that word choice clarifies meaning and creates an appropriate tone
5. Edit drafts to conform to conventional standards of academic English (e.g., correct grammar, usage, sentence structure, capitalization, punctuation, and spelling)

Developmental Education

1. When responding to increasingly complex writing tasks, students can:
2. Write a topically focused composition featuring minimal order (i.e., opening, body, and conclusion) and relevant support
3. Demonstrate partial understanding of audience, purpose, word choice, and common writing conventions
4. Use a variety of basic sentence structures to convey meaning
5. Revise drafts to unify the composition, clarify supporting ideas, add basic transitions, improve sentence clarity, and choose words to establish tone
6. Edit drafts to conform to standard American English (e.g., correct grammar, usage, sentence structure, capitalization, punctuation, and spelling)

Adult Basic Education

1. When responding to increasingly complex writing tasks, students can:
2. Write a brief communication that demonstrates a recognition of sentence boundaries
3. Demonstrate partially developed pre-writing practices
4. Demonstrate minimal skills in idiomatic English using simple sentences
5. Follow a template for revising short communications and/or sentences

Writing Strand 1 – Sentence Structure

Proficient

Students can, in most cases:

1. Recognize grammatically sound sentences.
 - a. Consistently avoid sentence fragments.
 - b. Consistently avoid run-on sentences (including comma splices and fused sentences).
2. Use subordination and coordination strategies effectively.
 - a. Consistently use compound and complex sentences to show the relationship of ideas.
3. Employ parallelism effectively.
 - a. Consistently use similar grammatical constructions for similar functions (e.g., consistent verb tense, phrase types).
4. Punctuate correctly.
 - a. Consistently place commas and semicolons appropriately.
 - b. Consistently place quotation marks appropriately, in conjunction with other punctuation.
 - c. Consistently use end punctuation correctly.

Limited Proficiency

Students in Sentence Structure can:

1. *Generally* recognize grammatically sound sentences.
 - a. Occasional use of sentence fragments.
 - b. Occasional use of run-on sentences (including comma splices and fused sentences).
2. *Generally* use subordination and coordination strategies.
 - a. Limited use of compound and complex sentences to show the relationship of ideas.
3. *Generally* employ parallelism.
4. *Generally* punctuate correctly.
 - a. Occasionally places commas and semicolons inappropriately.
 - b. Occasionally places quotation marks inappropriately, in conjunction with other punctuation.
 - c. Consistently uses end punctuation correctly.

Needs Improvement

1. Can write simple sentences.
2. Struggle with grammatically sound sentences.
 - a. Frequent use of sentence fragments.
 - b. Frequent use of run-on sentences (including comma splices and fused sentences).
 - c. Attempts to use compound and sometimes complex sentences are marginally effective.
3. Struggle with using punctuation correctly.
 - a. Generally use end punctuation correctly.
 - b. Often place commas and semicolons inappropriately.

Writing Strand 2 - Agreement

Proficient

Student can, in most cases:

1. Employ subject-verb agreement strategies effectively.
 - a. Can accurately identify the subject, regardless of its position in the sentence.
 - b. Can accurately identify the verb, regardless of its position in the sentence.
 - c. Clauses and phrases separating subject and verb do not impact agreement.
2. Employ pronoun agreement strategies effectively.
 - a. Can make pronouns agree with their antecedents, regardless of position in the sentence.
 - b. Can identify when antecedents should be changed for logic, clarity, conciseness, or number.
3. Use logical progression of verb tenses in a single passage.
 - a. Employ appropriate helping verbs.
4. Make sure parallel items agree in number, case and tense.

Limited Proficiency

Student can:

1. Generally employ subject-verb agreement strategies.
 - a. Occasionally misidentifies the subject because of its position in the sentence.
 - b. Occasionally misidentifies the verb because of its position in the sentence.
 - c. Clauses and phrases separating subject and verb occasionally impact agreement.
2. Generally employ pronoun agreement strategies.
 - a. Have limited understanding of how pronouns agree with their antecedents, because of position in the sentence.
 - b. Sometimes identify when antecedents should be changed for logic, clarity, conciseness, or number.
3. Generally use logical progression of verb tenses in a single passage.
 - a. Sometimes employs inappropriate helping verbs.
4. Have limited understanding of making parallel items agree in number, case and tense.

Needs Improvement

Student *struggles to*:

1. Employ subject-verb agreement strategies.
 - a. Misidentifies the subject because of its position in the sentence.
 - b. Misidentifies the verb because of its position in the sentence.
 - c. Clauses and phrases separating subject and verb frequently impact agreement.
2. Employ pronoun agreement strategies.
 - a. Exhibit limited to no understanding of how pronouns agree with their antecedents, because of position in the sentence.
 - b. Rarely identifies when antecedents should be changed for logic, clarity, conciseness, or number.
3. Use logical progression of verb tenses in a single passage.
 - a. Frequently employs inappropriate helping verbs.
4. Make parallel items agree in number, case and tense.

Writing Strand 3 – Sentence Logic

Proficient

The borderline proficient student can usually ...

- 1) recognize sentence elements that convey the main idea (e.g., main subject, main verb)
- 2) revise sentences to preserve correct clausal structure (including transformations from compound to complex and vice versa) and correctly distinguish relationships within sentences (e.g., coordination, subordination)
- 3) edit modifiers and appositives to preserve or clarify meaning
- 4) revise sentences to clarify transitions and/or construct logical relationships (e.g., causality, chronology, contrast, elaboration, parallelism, proximity)
- 5) choose the correct word among alternatives with awareness of the differences among commonly confused words

Limited Proficiency

The borderline limited proficiency student may ...

- 1) recognize sentence elements that convey the main idea (e.g., main subject, main verb)
- 2) revise sentences to preserve basic coordinating structure and sometimes distinguish subordinate relationships within sentences
- 3) relocate modifiers to preserve or clarify meaning
- 4) revise sentences that include transitions and/or simple logical relationships (e.g., causality, chronology, contrast, elaboration, proximity)
- 5) choose the correct word among often misspelled or misused words

Needs Improvement

The needs improvement student may ...

- 1) recognize basic sentence elements
- 2) combine sentence elements to preserve obvious coordinating and subordinating structures
- 3) place simple modifiers to preserve meaning
- 4) choose transitions to convey simple logical relationships (e.g., chronology, elaboration, proximity)
- 5) identify basic spelling or usage errors

Writing Strand 4 – Essay Revision

Proficient

The borderline proficient student can analyze and revise an essay for rhetorical effectiveness, to address...

- 1) form and structure (e.g., organization, ordering of ideas, edits for style)
- 2) unity and coherence (e.g., thesis, topic sentence, referents)
- 3) progression of ideas and transitions (e.g., rhetorical devices)
- 4) evidence (e.g., subordination, relevance, elaboration)
- 5) word choice, clarity, and concision with attention to purpose and audience

Limited Proficiency

The borderline limited proficiency student may revise a text with rhetorical awareness, to address...

- 1) form and structure (e.g., organization, ordering of ideas)
- 2) unity and coherence (e.g., controlling ideas, pronouns and antecedents)
- 3) progression of ideas and transitions
- 4) evidence (e.g., development and relevance)
- 5) word choice, clarity, and concision

Needs Improvement

The needs improvement student may revise a text to address...

- 1) main idea
- 2) organization and basic transitions
- 3) evidence (e.g., development and relevance)
- 4) word choice and clarity

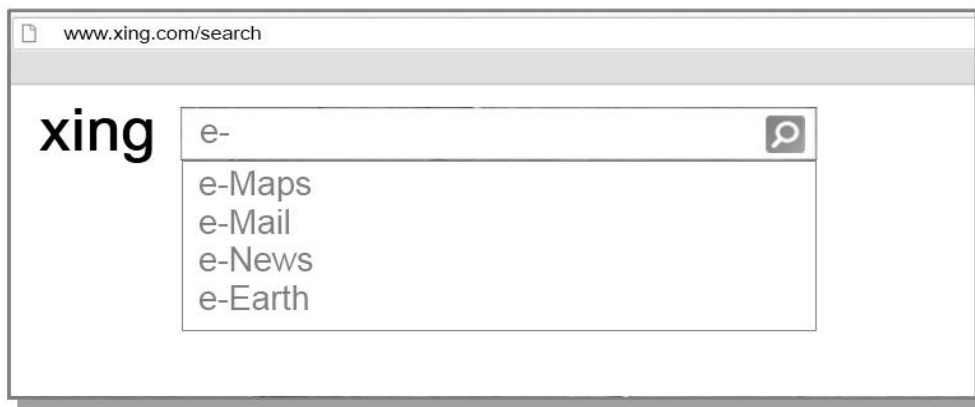
Attachment F - ABE Sample Questions

ABE Reading Sample Questions

Following are six questions that show the test formats available on the ABE Reading test and provide an indication of how items correspond to the National Reporting System's six Educational Functioning Levels.

Sample Item 1 (NRS Level 1)

Directions: Read the information below and choose the best answer.



1. Which of the links above would be BEST for checking messages from friends?

- A. e-Maps
- B. e-Mail
- C. e-News
- D. e-Earth

(B is the correct answer.)

Sample Item 2 (NRS Level 2)

Directions: Read the information below and choose the best answer.

Carlos worked in the city from 1998 to 2010. He retired in 2011.

When did Carlos work in the city?

- A. Before 1998
- B. After 2010
- C. Between 1998 and 2010
- D. Between 2010 and 2011

(C is the correct answer.)

Sample Item 3 (NRS Level 3)

Directions: Read the information below and choose the best answer.

To keep any job, it is important to be prompt. Being late can cause you to lose your job.

In the passage above, what does the word “prompt” mean?

- A. Honest
- B. Intelligent
- C. With care
- D. On time

(D is the correct answer.)

Sample Item 4 (NRS Level 4)

Directions: Read the information below and choose the best answer.

Molds, mushrooms, and yeast are members of the fungus kingdom. They feed off of decaying plants and animals. Some, like yeast, are found in the foods we eat. Others, like some mushrooms, are poisonous. Throughout history, people have died of poisoning from toxins derived from fungi, either by accident or by design.

What does the passage above say about members of the fungus kingdom?

- A. They can be both helpful and harmful.
- B. They tend to thrive in swampy areas.
- C. They smell like decaying animals.
- D. They are their own food source.

(A is the correct answer.)

Sample Item 5 (NRS Level 5)

Directions: Read the information below and choose the best answer.

It's time for taxes on airfare to begin their descent!

U.S. airlines and their customers last year paid \$19 billion in federal taxes. For example, you may have paid \$350 for your domestic round-trip flight with \$70 of the ticket price going to Washington, marking a federal tax rate higher than alcohol and tobacco, "sin" products that are taxed to discourage their use.

Our economy depends on air travel. Commercial aviation drives \$1 trillion in economic activity and 10 million jobs. We need a national airline policy that reduces taxes on airfare to make travel and shipping affordable and enable airlines to expand travel and service options.

A national airline policy is good for passengers, good for businesses and shippers, good for communities, and good for our economy.

To learn more, please scan the QR code or visit ANationalAirlinePolicy.com



According to the passage, why is a national airline policy necessary?

- A. To prevent a national economic recession.
- B. To help bring down federal taxes on air travel.
- C. To keep businesses from moving overseas.
- D. To enable tourists to visit more U.S. cities.

(B is the correct answer.)

Sample Item 6 (NRS Level 6)

Directions: Read the information below and choose the best answer.

Some studies of the effects of calorie restriction in earthworms and mice have suggested that reducing the calorie intake may lead to longer life. A recent study with monkeys, however, suggested that a diet restricting calorie consumption doesn't postpone mortality in all creatures. Reducing calorie intake by about one-third of the normal amount extended the lifespan of earthworms and mice in the first study, but it did not increase the lifespan of *rhesus macaques*. Researchers observed that these monkeys seemed to gain health benefits by keeping a healthy body weight even if they didn't live any longer. It seems maintaining a healthy body weight will make us healthier even though it may not extend our lives.

Which of the following MOST appropriately captures the opinion of the writer?

- A. Reducing the number of calories in monkeys' diet will lengthen their lifespan.
- B. Calorie reduction has the same effect on earthworms, mice, and monkeys.
- C. Keeping a healthy body weight will extend the life expectancy of monkeys.
- D. Studies on monkeys yield insights into the effect of calorie reduction on humans.

(D is the correct answer.)

ABE Writing Sample Questions

The following six sample questions illustrate how ABE Writing items align to the National Reporting System's Educational Functioning Level Descriptors. *These items are samples to provide a snapshot of the ABE test format and difficulty parameters and should not be used for placement, assessment, or reporting purposes.*

Sample Item 1 (NRS Level 1)

Directions: Fill in the blank with the best answer.



- A. Cup
- B. Can
- C. Bottle
- D. Water

(A is the correct answer.)

Sample Item 2 (NRS Level 2)

Directions: Fill in the blank with the best answer.

Before leaving a parking space, always:

1. Fasten your safety belt
2. Check all mirrors
3. _____

- A. Do not park here
- B. Only \$5 an hour
- C. Back out slowly
- D. 10 to 10 every day

(C is the correct answer.)

Sample Item 3 (NRS Level 3)

Directions: Read the two sentences given. Then choose the best way of combining them.

Rita finished work. Then, Rita went to a movie.

- A. After the movie, Rita finished work.
- B. Rita went to a movie for work.
- C. Working, Rita went to a movie.
- D. Rita went to a movie after work.

(D is the correct answer.)

Sample Item 4 (NRS Level 4)

Which of the following would be MOST appropriate in a job application?

- A. Please send my paycheck to my new address.
- B. I believe I am the best candidate for the position.
- C. I'm applying for admission to the Nursing program.
- D. You won't find an applicant better than me to hire.

(B is the correct answer.)

Sample Item 5 (NRS Level 5)

Directions: Fill in the blank with the word or phrase that makes the text below grammatically correct.

Mrs. Diaz said she wouldn't be able to _____ if her children were to attend college out of state.

- A. bare it
- B. bear it
- C. bared
- D. bare

(B is the correct answer.)

Sample Item 6 (NRS Level 6)

Directions: Choose the word or phrase that makes the text below meaningful and correct when inserted in the blank space.

Computer worms are programs that self-propagate across networks, exploiting security or policy flaws in widely-used services. Worms are typically installed on computers when users inadvertently open an infected e-mail attachment or _____. Once installed on a computer, worms spontaneously generate additional e-mail messages containing copies of the worm.

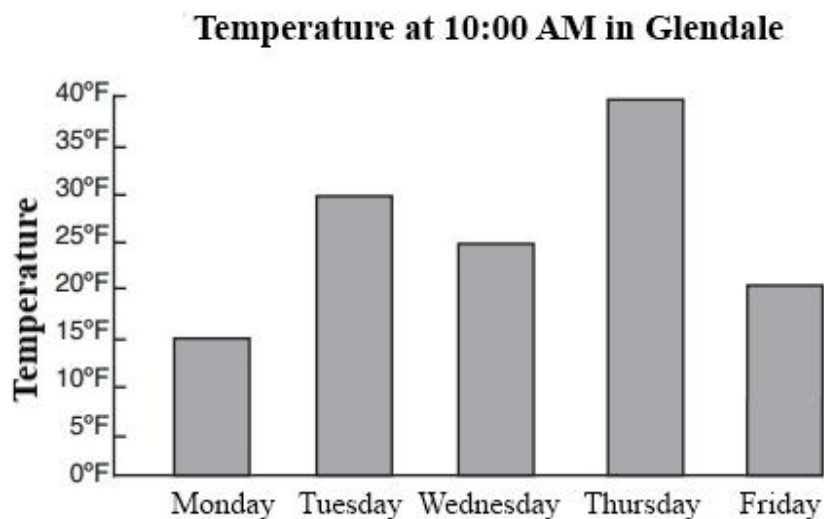
- A. message that contains executable scripts
- B. other effective ways to prevent loss of data
- C. antivirus programs must be installed immediately
- D. some applications are designed to spread viruses

(A is the correct answer.)

ABE Mathematics and Numeracy Test Sample Questions

Sample Item 1 (NRS Level 1)

Directions: Choose the best answer.



According to the chart above, what was the temperature at 10:00 AM in Glendale on Wednesday?

- A. 20° F
- B. 25° F
- C. 30° F
- D. 40° F

(B is the correct answer.)

Sample Item 2 (NRS Level 2)

Directions: Choose the best answer.

1, -1, __, -2, 3, -3, 4

What number should be placed in the blank above to complete the pattern?

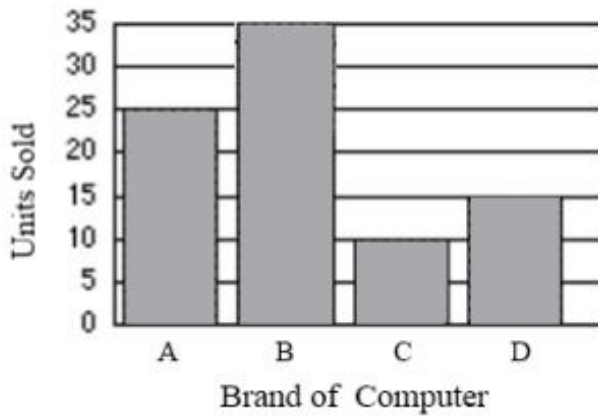
- A. -3
- B. -2
- C. 2
- D. 3

(C is the correct answer.)

Sample Item 3 (NRS Level 3)

Directions: Choose the best answer.

Number of Computers Sold in March



According to the chart above, what is the total number of brand A, B, C, and D computers sold in the month of March?

- A. 85
- B. 60
- C. 50
- D. 45

(A is the correct answer.)

Sample Item 4 (NRS Level 4)

Directions: Choose the best answer.

Which of the following numbers has the same value as $\frac{16}{20}$?

- A. 0.36
- B. 0.60
- C. 0.76
- D. 0.80

(D is the correct answer.)

Sample Item 5 (NRS Level 5)

Directions: Choose the best answer.

How much longer is the circumference of a circle with radius 10 than the circumference of a circle with radius 5?
($c = 2\pi r$)

- A. 5
- B. 5π
- C. 10
- D. 10π

(D is the correct answer.)

Sample Item 6 (NRS Level 6)

Choose the best answer.

Color	Number of Marbles
Red	6
Blue	10
Yellow	8

A bowl contains 24 marbles. The number of red, blue and yellow marbles in the bowl is shown in the table above. Which of the following could be used to determine the probability that Maria will randomly pick a blue marble first and without replacing this marble, pick a red marble second?

- A. $\left(\frac{10}{24}\right)\left(\frac{6}{24}\right)$
- B. $\left(\frac{10}{24}\right)\left(\frac{6}{23}\right)$
- C. $\left(\frac{10}{24}\right)\left(\frac{8}{24}\right)$
- D. $\left(\frac{10}{24}\right)\left(\frac{8}{23}\right)$

(B is the correct answer.)