



TSI Assessments Program Manual Combined

**Online & Special Formats
Forms T and V**

December 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.thecb.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. Only 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 will be asked to submit an essay. The Writing multiple-choice test must always be administered in conjunction with the essay, except in re-test scenarios.

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, DE diagnostic tests, and ABE diagnostic tests.

Placement Tests

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

DE Diagnostic Tests

- TSI Mathematics
- TSI Reading
- TSI Writing

ABE Diagnostic 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 DE diagnostic tests or the ABE diagnostic tests depending on their placement test score.

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

| TSI Mathematics Test | Questions on Placement Test | Questions on DE 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 DE 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 DE 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. 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.

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 TSI Assessments

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, TSI Assessment items are subjected to rigorous internal and external fairness review and statistical analyses to ensure that all TSI Assessment 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 TSI Assessment 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, TSI Assessment 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 TSI Assessment 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 TSI Assessments that is crucial to evaluating test fairness.

In addition to judgmental reviews, the response patterns of various testing populations taking TSI 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 test is balanced for diversity. Items in the item bank are coded for “constraints” such as gender, race, and ethnicity; 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 and Multiple-Choice of 350 or higher; or Essay Score of 4 and Multiple-Choice of 363 or higher

For freshmen entering higher education fall 2017

Mathematics - 356

Reading - 355

Writing - Essay Score of 5 and Multiple-Choice of 350 or higher; or Essay Score of 4 and Multiple-Choice of 363 or higher

For freshmen entering higher education fall 2019

Mathematics - 369

Reading - 359

Writing - Essay Score of 5 and Multiple-Choice of 350 or higher; or Essay Score of 4 and Multiple-Choice of 363 or higher

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.

Fourteen-Day Limit for Test Completion

Please be advised that students must complete the TSI Assessment (TSIA) within 14 calendar days of start. After 14 calendar days, a student must restart any unfinished portion of the TSIA. Please inform students accordingly.

Example: a student taking the TSIA-Reading and using the “save and finish later” option during the DE Diagnostic portion, who does not return and finish during these 14 days, must restart that branching profile from the beginning, to include taking the TSIA Reading Placement test again. However, testing administrators can use the “force close” functionality to retrieve test scores if a student has completed one subject but not another in a multi-subject branching profile and then administer only the subject area not yet completed.

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

There are two TSI Background Question Groups that should be used at the initial testing of students. Shown below is the name of the Background Question Groups and the questions contained in each of the groups. There were changes made to the “Time Since Credential” background question in March 2014. Only the Background Question Groups with the March 2014 notations should be used after April 7, 2014.

1. TSI PAA (Pre-Assessment Activity) Question March 2014

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. TSI Questions March 2014, Non PAA

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.

Time since credential: How long ago did you graduate from high school or receive a GED?

- ☐ Less than 1 year
- ☐ 1 to 2 years
- ☐ 2 to 5 years

- More than 5 years
- Does not apply
- I choose not to answer.

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.

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

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.

Ethnic origin: How do you describe your ethnic origin?

- Hispanic or Latino origin
- Not Hispanic or Latino origin
- I choose not to answer

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.

International: Are you an international student?

- Yes

- ☐ No

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

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

Language First: What language did you learn to speak first?

- ☐ English
- ☐ Spanish
- ☐ Another language
- ☐ I choose not to answer

Language Read Best: What language do you read/write best?

- ☐ English
- ☐ Spanish
- ☐ Another language
- ☐ I choose not to answer

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 TSI 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.



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 TSI Assessment.

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

Testing of Students at Remote Locations

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

Registering Students to Test At a Remote Test Site

To register a student to test at a remote test site, log in to your ACCUPLACER site as a Site Manager or as a Proctor. Click on the Administer Test tab, and select Register Student For Remote Test Session. Select a country, state and/or city from the available drop-down menus, and a list will appear of institutions in your selected area that have agreed to do remote testing for other institutions.

| Select | Institution Name | Site Name | City | Action |
|-----------------------|------------------------------------|--|--------------|----------------------|
| <input type="radio"/> | University of Texas at Brownsville | UT-Brownsville | Brownsville | View |
| <input type="radio"/> | McLennan Community College | McLennan Community College - main site | Waco | View |
| <input type="radio"/> | Weatherford College | Weatherford College | Weatherford | View |
| <input type="radio"/> | Prairie View A&M University Main | Prairie View A&M University | Prairie View | View |
| <input type="radio"/> | Central Texas College | Central Texas College | Killeen | View |
| <input type="radio"/> | Lone Star College System | Lone Star College - CyFair | Cypress | View |
| <input type="radio"/> | Lone Star College System | Lone Star College - Greenspoint Center | Houston | View |

Click the View link to see additional information about the Remote Test Site.

Select the site where the student wants to test. Enter the student's information on the screens that follow. On the next screen, select the appropriate Branching Profile from the list of Branching Profiles for your site and click Submit. An email will be sent to you, the Remote Test Site's contact person, and to the student. The student's email will contain information about the Remote Testing Site and his/her Test Voucher number.

When the student is ready to test, he/she must present a copy of the email with the Test Voucher number to the Remote Test Site so that the test session can be initiated. You will receive an email when the student has completed his/her testing. His/her scores will be in YOUR site's database, and you can upload the scores to your Student Information System and print an Individual Score Report with course placements based on YOUR Placement Rules. Test units will be deducted from your institution's site, not the remote testing site.

To Designate a Sites as a Remote Test Site

If you want one of your test sites to be a remote testing site, log in as the Institution Administrator or Site Manager of the site, and click on the **Users** tab > **Create and Edit Testing Sites**. Set **Remote Testing Site** to **Yes**, and provide the requested information about the site.

Home > Users > Edit Testing Sites

Edit Testing Sites

← Back Save Cancel

* Indicates required fields

| | | |
|---|----------------------|----------------------------|
| Hierarchy | | Site ID |
| College Board > *Sample College > Main Campus | | 000005-001 |
| Group Type | Created (YYYY-MM-DD) | Last Modified (YYYY-MM-DD) |
| Site | 2009-02-01 | 2009-02-01 |

* Site Name Description

Main Campus

* Address 1 Address 2

45 Columbus Ave

* Country * State If Other Specify

United States New York

* City Region * Zip/Postal Code

New York Middle States Region 10023

* Institution Type * Category of Institution * Location of Institution

2 Year Public Urban

* Student Body Size * Do you intend to use ACCUPLACER for Ability to Benefit Testing?

500 or Less Yes No

* Remote Testing Site?

Yes No

Once you have designated a site as being available for remote testing, it will appear in the list of Available Testing Sites. There is no need to create a separate site as your Remote Test Site. It is recommended that you designate your most commonly used test site as being available for Remote Testing, so that when a remote testing student comes to your test center, the Proctor can simply start the test session using the student's voucher number. The Proctor will not have to log out of the commonly used site and log into the Remote Test Site. Your Remote Testing site is simply being used as a conduit to the referring institution's ACCUPLACER site.

When the remote testing student completes testing, his/her test data will be sent to the referring institution's database, NOT yours. Test units will be deducted from the referring institution's account, NOT yours. Branching Profiles and Placement Rules set up at the referring institution's site will be used during testing, and the Individual Score Report generated at the end of testing will use the configurations determined by the referring institution.

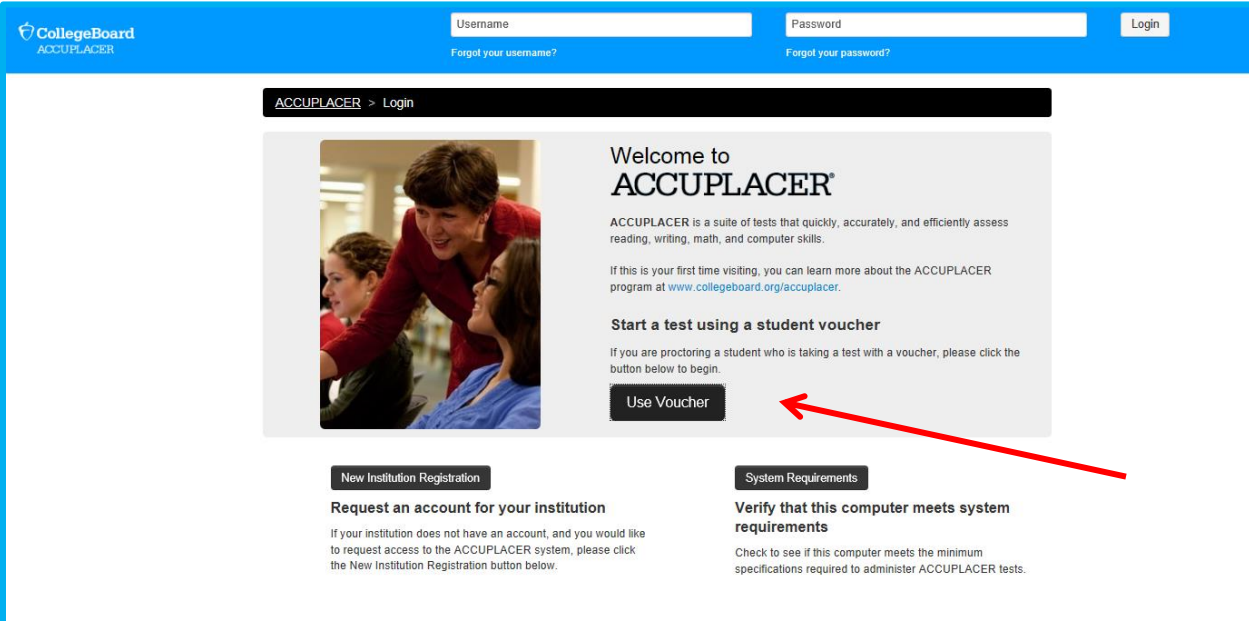
For more information about remote testing of students, see the ACCUPLACER User's Guide found under the Resources tab.

To Administer a Test at a Remote Test Site

When a student comes to your site with a remote test voucher, your proctor must click the "Use Voucher" button on the ACCUPLACER Login screen to start the remote test session. When prompted, the proctor must enter the remote test voucher number from the student's email, the student's last name and date of birth. On the next screen the proctor will be asked for his/her username and password.

The proctor must use his/her username and password for the designated remote test site.

There is no need to have a temporary username and password from the referring institution. By using the remote testing voucher, the system automatically links the student's testing back to the referring institution's site using the referring institution's specified branching profile, placement rules, and test units, etc.



CollegeBoard
ACCUPLACER

Username Password Login

Forgot your username? Forgot your password?

ACCUPLACER > Login

Welcome to
ACCUPLACER®

ACCUPLACER is a suite of tests that quickly, accurately, and efficiently assess reading, writing, math, and computer skills.

If this is your first time visiting, you can learn more about the ACCUPLACER program at www.collegeboard.org/accuplacer.

Start a test using a student voucher

If you are proctoring a student who is taking a test with a voucher, please click the button below to begin.

Use Voucher

New Institution Registration

Request an account for your institution

If your institution does not have an account, and you would like to request access to the ACCUPLACER system, please click the New Institution Registration button below.

System Requirements

Verify that this computer meets system requirements

Check to see if this computer meets the minimum specifications required to administer ACCUPLACER tests.

Virtual Remote Proctoring

Another option for remote testing is to use Virtual Remote Proctoring. This will enable you to offer your students 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://bvirtualinc.com/live-online-proctoring/> or call 877-210-1847 for more information.

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 the needs of students with disabilities 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. The decision to allow an accommodation (and the type) is determined by the institution. Testing directors are encouraged to work with their local services for students with disabilities office to determine the appropriate accommodation. 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.

ACCUPLACER COMPANION tests are available in large print, Braille, and CD formats for students with visual disabilities. A conversion chart is available to convert COMPANION raw scores to ACCUPLACER Scaled Scores. For more information about COMPANION tests, please see the COMPANION Administrator's Guide found under the Resources tab of the ACCUPLACER System.

If a student with a temporary physical disability (e.g., broken leg, eye injury, etc.) unexpectedly reports to a testing room with a valid reason for being tested immediately, you may do so at your discretion using the following guidelines:

- A student who is able to be tested without special assistance because of the nature of the disability needs more seating space, must be seated in a special section of the testing room, and must follow routine procedures.
- A student whose disability prevents him or her from using the keyboard may be tested in a separate room with the assistance of an amanuensis.
- A student with an eye injury may be tested in a separate room with the use of a reader/amanuensis.

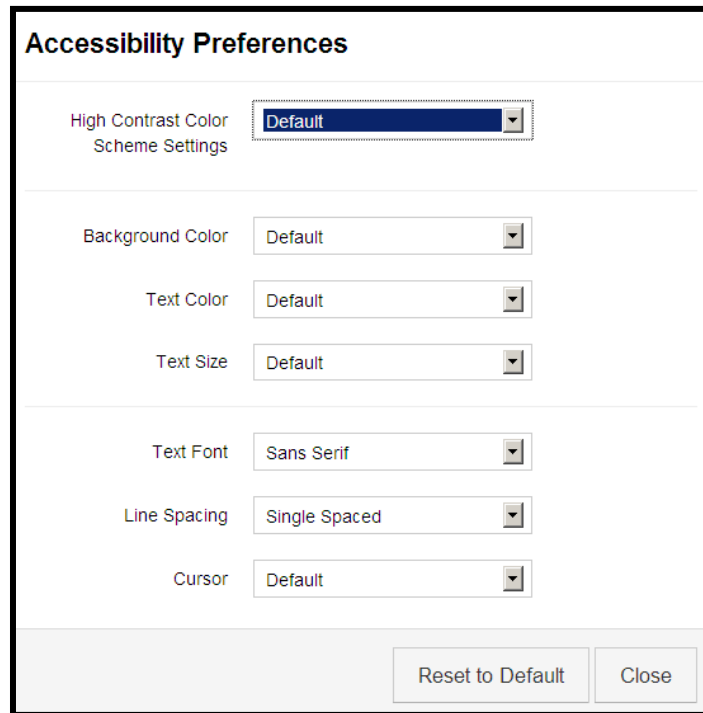
Institutions must not charge an additional fee for providing accommodations to a student with a documented or temporary disability and must not discourage a student from requesting or using accommodations in order to save the additional cost associated with providing accommodations.

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.kurzweilededu.com/kurz3000.aspx>
- JAWS - **J**ob **A**ccess **W**ith **S**peech, is a screen reader developed for computer users whose vision loss prevents them from seeing screen content or navigating with a mouse. <http://www.freedomscientific.com/Products/Blindness/Jaws>

Resources for Students

The College Board offers several free and paid TSIA learning tools that are designed to help students focus in areas where their academic performance may need improvement.

Free student materials are found under the Welcome Page of the testing platform

TSI Sample Questions WritePlacer® Sample Essays

TSI Informational Brochure (before testing)

TSI Interpreting Your Score (after testing)

TSI Web-Based Study App

TSI//MyFoundationsLab

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

Paid Learning Tools

- **The TSI Assessment 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 \$4.50. The Web-based study app features practice tests in the TSIA Mathematics, Reading, and Writing (multiple choice). 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 Placement 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 Placement 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 Placement 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

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 persuasive essay (approximately 300–500 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. The essay is also untimed, per THECB decision.

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 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.

Two forms of COMPANION WritePlacer are available, Form F and Form G. They are available in regular print and in large print test books. To facilitate retesting, the prompt in Form F is different from the prompt in Form G. The prompt in Form F of the regular print test book is the same prompt as in the large print test book. The same is true for Form G.

WRITEPLACER TEST BOOKS ARE NOT REUSABLE.

WritePlacer

Scores on WritePlacer range from 8 to 0. Shown below is a brief description of each score.

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

For scores of zero, codes are assigned to indicate the reason the essay was given a score of zero. Codes are:

B = blank page

T = too short

F = written in a foreign language

I = illegible/incoherent

O = off topic

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

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), is written in a foreign language, or is off topic.

WritePlacer Dimensions

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

Shown below are detailed descriptions of each of the dimensions.

| Purpose and Focus |
|---|
| Your response shows a clear purpose and a consistent focus. |
| Your response does not fully communicate purpose, and focus may be inconsistent. |
| Your response lacks clear purpose and focus. |
| Organization and Structure |
| Your response demonstrates strong organization of ideas. |
| Your response demonstrates limited organization of ideas. |
| Your response demonstrates poor organization of ideas. |
| Development and Support |
| Your response is logically developed and well supported. |
| Your response has limited support for your ideas. |
| Your response needs additional ideas and support. |
| Sentence Variety and Style |
| Your response shows skillful control of sentence structure and style. |
| Your response shows inconsistent control of sentence variety, word choice, and flow of thought. |
| Your response shows limited ability to vary sentence length and apply appropriate vocabulary. |
| Mechanical Conventions |
| Your response shows strong control of mechanical conventions such as grammar, spelling, and punctuation. |
| Your response shows limited control of mechanical conventions such as grammar, spelling, and punctuation. |
| Your response shows poor control of mechanical conventions such as grammar, spelling, and punctuation. |
| Critical Thinking |
| Your response shows clear and reasoned analysis of the issue. |
| Your response shows limited clarity and complexity of thought. |
| Your response shows insufficient reasoning and lacks complexity of thought. |

WritePlacer Dimension Descriptions

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

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

TSI DE 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 DE Reading and Writing Diagnostic tests. There are 84 questions on the TSI Mathematics DE Diagnostic, special formats test.

TSI DE Mathematics Diagnostic

| Categorical Score (Score Range) | Elementary Algebra and Functions |
|--------------------------------------|--|
| Needs Improvement (1–4) | The results suggest that you have the ability to perform operations with whole numbers; add and subtract fractions with the same denominators; use less than and greater than to order integers and fractions; convert among fractions, percentages, and decimals; understand basic math terminology and symbols. Recommended study: perform operations with integers and decimals; translate statements into algebraic expressions; solve ratio and proportion problems; plot points on a graph. |
| Limited Proficiency (5–9) | These results suggest you have the ability to perform operations with integers and decimals; translate statements into algebraic expressions and evaluate using substitution; solve basic ratio and proportion problems; plot points on a graph; interpret inequalities. Recommended study: perform operations with real numbers using correct order of operations; translate and solve linear equations, inequalities, systems, and variation problems; plot functions on a graph; solve word problems. |
| Proficient (10–15) | These results suggest that you have the ability to perform operations with real numbers and algebraic expressions using correct order of operations; solve linear equations, inequalities, systems and variation problems; graph linear functions; solve word problems. |

| | Intermediate Algebra and Functions |
|--------------------------------------|---|
| Needs Improvement (1–4) | The results suggest that you have the ability to take square roots; add, subtract, multiply and divide polynomials; work exponents using whole numbers; know the distance formula and use it in word problems; factor polynomials using GCF. Recommended study: Factoring polynomial expressions; simplifying square roots; solving simple equations with radicals and fractions. |
| Limited Proficiency (5–9) | The results suggest that you have the ability to factor polynomial expressions with GCF, grouping, and difference of squares, and factor trinomials with leading coefficient of 1; simplify simple expressions with fractions; find solutions to quadratic equations by substituting and factoring (leading coefficient of 1); apply some rules of exponents with integer exponents; evaluate linear functions. Recommended study: Factor trinomials; solve quadratic equations; simplify square roots. |
| Proficient (10–15) | The results suggest that you have the ability to factor polynomial expressions by GCF, grouping, difference of squares, trinomials; solve quadratic equations by factoring and using quadratic formula; simplify square roots with numerical values; and solve simple equations with radicals and fractions; can apply unit conversion in word problems; formulate algebraic expressions and equations to solve word problems; apply rules of exponents. |

| | Geometry and Measurement |
|--------------------------------------|--|
| Needs Improvement (1–4) | The results suggest that you have the ability to calculate perimeter, area, and volume, compute unit conversions, distinguish between geometric shapes as well as use properties of similar figures given labeled illustrations. Recommended study: solving Equations involving geometric shapes, Pythagorean Theorem, and ratio and proportion. |
| Limited Proficiency (5–9) | The results suggest that you have the ability to identify & solve simple 2-D and 3-D perimeter, area, and volume problems. Use ratio, proportion, and Pythagorean Theorem to solve algebraic expressions and 2-step geometric problems. Can locate and identify points in the coordinate system to solve problems with distance. Recognize positive and negative slopes. Recommended study: Multistep geometrical problems focusing on Polynomials and Factoring quadratics. |
| Proficient (10–15) | The results suggest that you have the ability to identify and analyze geometric shapes to calculate perimeter, area, and volume. Analyze multi-step geometric problems using factoring quadratics, use properties of transformations to solve problems, and apply the Pythagorean Theorem. Analyze and apply ratios and proportions to solve geometric problems such as similar figures, recognize and apply concepts of measurement conversions. |

| | Data, Statistics, and Probability |
|--------------------------------------|--|
| Needs Improvement (1–4) | The results suggest that you have the ability to calculate the mean, median, mode, and range for a set of whole number values; calculate the probability of a simple event; read and interpret charts and graphs; apply fundamental counting principles using diagrams. Recommended study: calculate probabilities, percentages, measures of center and variability. |
| Limited Proficiency (5–9) | The results suggest that you have the ability to calculate the mean, median, mode, and range for a set of real number values; calculate the probability of simple independent events; read and interpret charts and graphs; apply fundamental counting principles; calculate percentages. Recommended study: make predictions using probabilities and statistics; interpret measures of center and variability; analyze trends in charts and graphs. |
| Proficient (10–15) | The results suggest that you have the ability to calculate and interpret the mean, median, mode, and range for a set of real number values; calculate the probability of events; make predictions using probabilities and statistics; analyze charts and graphs; apply counting principles; calculate percentages. |

TSI Reading DE Diagnostic

| Categorical Score (Score Range) | Main Idea and Supporting Details |
|--|---|
| Needs Improvement (1–4) | Your performance in the Main Idea and Supporting Details area suggests that you need to improve significantly in this area. This area tests your ability to understand text. You need to work extensively on identifying stated and implied main ideas, supporting details, and author's purpose and tone. |
| Limited Proficiency (5–9) | Your performance in the Main Idea and Supporting Details area suggests that while you have some skill in this area, there is room for improvement. This area tests your understanding of informational texts. You need to work on identifying stated and implied main ideas, supporting details, and identifying author's purpose and tone. You should also work on making inferences and drawing conclusions, identifying organizational patterns, and interpreting figurative language. |
| Proficient (10–15) | Your performance in the Main Idea and Supporting Details area suggests you have well-developed skills. This area tests your understanding of informational texts, as well as your ability to consistently identify the stated or implied main idea of a passage, recognize supporting details, and demonstrate understanding of the relationship between those parts. |

| | Author's Use of Language |
|--------------------------------------|--|
| Needs Improvement (1–4) | Your performance in the Author's Use of Language area suggests that you need to improve significantly in this area. You need to work on identifying the author's purpose, tone, organization, and rhetorical strategies; determining the meaning of words using context; and analyzing the use of evidence in a passage when the information is implied or the answer choices require simple synthesis. |
| Limited Proficiency (5–9) | Your performance in the Author's Use of Language area suggests that while you have some skill in this area, there is room for improvement. This area tests your ability to analyze rhetorical strategies. You need to work on identifying the author's purpose, tone, and organization; determining the meaning of words using context; and analyzing the use of evidence in a passage when the information is implied or the answer choices require simple synthesis. |
| Proficient (10–15) | Your performance in the Author's Use of Language area suggests you have well-developed skills. This area tests your ability to analyze the author's purpose, tone, organization, rhetorical strategies; to determine the meaning of words using context; and to analyze the use of evidence in a passage when the information is implied or the answer choices require simple synthesis. |

| | Inferences in a Text or Texts |
|--------------------------------------|---|
| Needs Improvement (1–4) | Your performance in the Inferences in a Text or Texts area suggests that you need to improve significantly in this area. You need to work on understanding inferences about informational texts. You also need to work on supporting inferences with specific evidence as well as drawing conclusions and making generalizations about paired texts based on details and ideas. |
| Limited Proficiency (5–9) | Your performance in the Inferences in a Text or Texts area suggests that while you have some skill in this area, there is room for improvement. This area tests your ability to make and understand inferences about informational texts. You need to work on supporting inferences with specific evidence as well as drawing conclusions and making generalizations about paired texts based on details and ideas. |
| Proficient (10–15) | Your performance in the Inferences in a Text or Texts area suggests you have well-developed skills. This area tests your ability to make inferences about informational texts and to support the inferences with specific evidence. It also tests your ability to draw conclusions and making generalizations about paired texts based on details and ideas. |

| | Literary Analysis |
|--------------------------------------|--|
| Needs Improvement (1–4) | Your performance in the Literary Analysis area suggests that you need to improve significantly in this area. You need to work on comprehending universal themes and the ways literary devices contribute to the development of plots and characters. You also need to work on analyzing how the author’s use of diction and figurative language supports the meaning in fiction or literary nonfiction. |
| Limited Proficiency (5–9) | Your performance in the Literary Analysis area suggests that while you have some skill in this area, there is room for improvement. This area tests your ability to understand themes and literary devices. You need to work on understanding how literary devices contribute to the development of plots and characters and analyzing how the author’s use of diction and figurative language supports the meaning in fiction or literary nonfiction. |
| Proficient (10–15) | Your performance in the Literary Analysis area suggests you have well-developed skills. This area tests your ability to apply your knowledge of universal themes and literary devices to the development of plot and characters and to analyze how the author’s use of diction and figurative language supports the meaning in fiction or literary nonfiction. |

TSI Writing DE Diagnostic Test

| Categorical Score (Score Range) | Sentence Structure |
|--|--|
| Needs Improvement (1–4) | Your performance on Sentence Structure suggests that you need to improve significantly in this area. While you can recognize basic sentence structure with a noun and a verb, sometimes you mistake longer phrases for complete sentences and overlook needed punctuation when two sentences run together. You know that punctuation is needed at the end of a sentence, but you need to learn how to use commas or semicolons within a sentence. You need to learn how to use parallel constructions correctly. |
| Limited Proficiency (5–9) | Your performance on Sentence Structure suggests that while you have some skills in this area, there is room for improvement. You occasionally overlook sentence fragments or run-on sentences. You can usually recognize correct punctuation used at the end of sentences, but you need to learn how to use commas and semicolons in complex sentences. You usually recognize when correct parallelism is used, but you need to work on noun/verb agreement within complex sentence structures. |
| Proficient (10–15) | Your performance on Sentence Structure suggests that you have well-developed skills in this area. You consistently recognize correct grammar and punctuation. You understand how subordinate clauses and coordinating strategies are used to write more complex sentences. You can identify run-on sentences and sentence fragments. You understand how relationships of ideas are constructed in sentences and how parallelism is used. |

| Categorical Score (Score Range) | Agreement |
|--------------------------------------|---|
| Needs Improvement (1–4) | Your performance on Agreement suggests that you need to improve significantly in this area. You can match the subject and verb in a simple sentence, but you have difficulty if the word order changes or the sentence has a clause. You can rarely match pronouns to nouns (i.e., both singular or plural). You must learn how to use correct verb tense (i.e., past, present, or future); you must learn how to use helping verbs (e.g., be or have). You need to learn what parallelism is and how to use it. |
| Limited Proficiency (5–9) | Your performance on Agreement suggests that while you have some skills in this area, there is room for improvement. You usually recognize when a subject agrees with its verb but not if there is a clause or phrase in the middle. You can usually match a simple pronoun to the correct noun (i.e., both singular), but you must learn how to manage indefinite pronouns (e.g., each or many). You need to learn proper usage of helping verbs and how to use the correct tense. You need to work on parallelism. |
| Proficient (10–15) | Your performance on Agreement suggests that you have well-developed skills in this area. You recognize correct subject-verb agreement (e.g., “he was” and “they were”) and correct verb tense, even when there are subordinate clauses in the sentence. You recognize when pronouns must match their nouns (i.e., both singular, both masculine) even with indefinite pronouns like “each,” “many,” or “every.” You know that parallel items agree in number, case, and tense. |

| Categorical Score (Score Range) | Sentence Logic |
|--|--|
| Needs Improvement (1–4) | <p>Your performance on Sentence Logic suggests that you need to improve significantly in this area. You can pick out the main subject and verb in a simple sentence, but you may have difficulty with complex sentences that use subordinate clauses. You can recognize simple modifiers, but you often fail to use them correctly. You need to learn what parallel structures are. You also need to learn transitions and how to use them. You need to learn how to show logical relationships among ideas.</p> |
| Limited Proficiency (5–9) | <p>Your performance on Sentence Logic suggests that while you have some skills in this area, there is room for improvement. You can usually recognize the main subject and verb in a sentence. You can usually identify a modifier, but you occasionally use them incorrectly. You need to work on identifying appropriate parallel structures. You can sometimes identify logical relationships, but you need to learn the correct transition words to reflect those relationships.</p> |
| Proficient (10–15) | <p>Your performance on Sentence Logic suggests that you have well-developed skills in this area. You recognize logical sentences that illustrate relationships. You can successfully use transitions. You can usually identify correct parallel structures. You can identify the main subject and verb as well as the subordinate clauses. You understand how compound and complex sentences are built by joining sentences together and punctuating correctly. You understand how to use modifiers and appositives.</p> |

| Categorical Score (Score Range) | Essay Revision |
|-------------------------------------|--|
| Needs Improvement (1–4) | <p>Your performance on Essay Revision suggests that you need to improve significantly in this area. You have trouble recognizing how paragraph organization supports the communication of ideas. You can identify a main point in a paragraph, but sometimes you do not recognize when some information is unimportant. You must learn how to identify supporting evidence in each paragraph. You must learn about transitions and how to use them. You must work on identifying the best words to convey your ideas.</p> |
| Limited Proficiency (5–9) | <p>Your performance on Essay Revision suggests that while you have some skills in this area, there is room for improvement. You understand how to order sentences in a paragraph, but you may have difficulty identifying the main idea of a paragraph as separate from the supporting evidence. You must learn to support the progression of ideas between sections using transitions. You must work on identifying the purpose and audience for a piece of writing. You need to use more concise language.</p> |
| Proficient (10–15) | <p>Your performance on Essay Revision suggests that you have well-developed skills in this area. You can recognize a main idea within a paragraph. You can identify evidence used to support a thesis and how transitions are used to improve the flow of ideas within and between paragraphs. You recognize that writing must be clear and concise and focused on a purpose and audience. You can recognize when writing can be improved by changing the order of ideas and by making changes to the style and voice.</p> |

TSI Adult Basic Education (ABE) Diagnostic Tests

The TSI Adult Basic Education (ABE) Diagnostic Assessment is made up of three tests: Reading, Writing, and Mathematics and Numeracy. Each of these ABE tests is both placement and diagnostic; students who take an ABE test receive

- a numeric placement score ranging from **1** to **6** (these correspond to the six NRS Educational Functioning Levels), and
- a categorical or strand score (1–15) indicating if a student is **Proficient**, of **Limited Proficiency**, or **Needs Improvement** in each of the strands.

Shown below is a brief description of each of the tests and the proficiency statements for each of the categories for each of the four strands for mathematics, two strands for reading, and two strands for writing. There are 10 questions for each of the mathematics strands and 15 questions for each reading or writing strand.

ABE Mathematics and Numeracy Diagnostic 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.

Number Sense

| Categorical Score (Score Range) | Number Sense (Placement Score 1–2) |
|--|---|
| Needs Improvement (1–4) | The results suggest that you have the ability to add and subtract whole numbers up to two digits; count and make change; solve single step addition or subtraction word problems. Recommended study: add, subtract, multiply, and divide whole numbers; solving single step word problems; understand fraction pictures. |
| Limited Proficiency (5–9) | The results suggest you have the ability to add, subtract, and multiply whole numbers up to two digits; divide single digit whole numbers; understand pictures of fractions; solve single step word problems. Recommended study: compare, order, and understand place value of whole numbers; estimate and round up to the one thousands place; find whole numbers on a number line. |
| Proficient (10–15) | The results suggest that you have the ability to perform operations with whole numbers with two digits; solve single step word problems; compare, order, and understand place value of whole numbers; estimate and round up to the one thousands place; find whole numbers on a number line. Recommended study: perform operations with multi-digit whole numbers; translate statements into expressions; recognize fractions as part over whole; compare and order fractions and decimals; plot points on a graph. |

| Categorical Score (Score Range) | Number Sense (Placement Score 3–4) |
|--|--|
| Needs Improvement (1–4) | The results suggest that you have the ability to add, subtract, multiply, and divide whole numbers up to three digits; use less than and greater than to order fractions and decimals; round whole numbers; translate statements into expressions; identify integers on a number line. Recommended study: simplify and multiply fractions; translate statements into expressions and single step equations; understand ratios. |
| Limited Proficiency (5–9) | The results suggest you have the ability to perform operations with whole numbers; simplify fractions; understand ratios; translate statements into expressions and single step equations. Recommended study: simplify and multiply fractions; understand ratios and proportions; translate and solve multi step word problems. |
| Proficient (10–15) | The results suggest that you have the ability to perform operations with whole numbers; simplify and multiply fractions; understand ratios and proportions; translate and solve multi step word problems. Recommended study: perform operations with fractions; solve ratio and proportion problems; convert among fractions, percentages, and decimals; understand basic math terminology and symbols. |

| Categorical Score (Score Range) | Number Sense (Placement Score 5–6) |
|--------------------------------------|---|
| Needs Improvement (1–4) | <p>The results suggest that you have the ability to perform operations with whole numbers; add and subtract fractions with the same denominators; use less than and greater than to order integers and fractions; convert among fractions, percentages, and decimals; understand basic math terminology and symbols. Recommended study: perform operations with integers and decimals; translate statements into algebraic expressions; solve ratio and proportion problems; plot points on a graph.</p> |
| Limited Proficiency (5–9) | <p>These results suggest you have the ability to perform operations with integers and decimals; translate statements into algebraic expressions and evaluate using substitution; solve basic ratio and proportion problems; plot points on a graph; interpret inequalities. Recommended study: perform operations with real numbers using correct order of operations; translate and solve linear equations, inequalities, systems, and variation problems; plot functions on a graph; solve word problems.</p> |
| Proficient (10–15) | <p>These results suggest that you have the ability to perform operations with real numbers and algebraic expressions using correct order of operations; solve linear equations, inequalities, systems and variation problems; graph linear functions; solve word problems.</p> |

Patterns, Functions, and Algebra

| Categorical Score (Score Range) | Patterns, Functions, and Algebra (Placement Score 1–2) |
|--------------------------------------|--|
| Needs Improvement (1–4) | The results suggest that you have the ability to construct simple pictorial patterns, Simplify expressions using the order of operation symbols (+, -). Recommended study: solve word and picture problems; identify numbers on a number line. |
| Limited Proficiency (5–9) | The results suggest that you have the ability to solve simple real life word and picture problems using single step operations (+, -); Identify whole numbers (positive numbers including zero) on a number line. Recommended study: solve word and picture problems with multi-steps; construct simple picture and number patterns; simplify expressions using order of operations symbols (+, -, x). |
| Proficient (10–15) | The results suggest that you have the ability to solve simple real life word and picture problems using two step operations (+, -); Construct simple pictorial and numeric patterns, Simplify expressions using the order of operation symbols (+, -, x). Recommended study: Identify integers on a number line; solve linear equations. |

| Categorical Score (Score Range) | Patterns, Functions, and Algebra (Placement Score 3–4) |
|--------------------------------------|--|
| Needs Improvement (1–4) | The results suggest that you have the ability to identify integers on a number line; solve simple single-step linear equations. Recommended study: identify and plot points on an x-y - coordinate plane; solve ratio and rate problems. |
| Limited Proficiency (5–9) | The results suggest that you have the ability to identify and plot points on an x -y - coordinate plane (four quadrants); solve basic rate and ratio problems . Recommended study: simplify expressions using order of operations; translate word problems into expressions and equations; construct picture and number patterns. |
| Proficient (10–15) | The results suggest that you have the ability to simplify expressions using order of operations (+, -, x, ÷); translate word problems requiring single step into expressions and equations; construct pictorial and numeric patterns. Recommended study: simplify expressions using all order of operations; evaluate expressions by substitution. |

| Categorical Score (Score Range) | Patterns, Functions, and Algebra (Placement Score 5–6) |
|--------------------------------------|---|
| Needs Improvement (1–4) | The results suggest that you have the ability to simplify expressions using order of operations; evaluate algebraic expressions by substituting. Recommended study: translate word problems into expressions and equations; solve word problems. |
| Limited Proficiency (5–9) | The results suggest that you have the ability to translate word problems requiring multi-steps into expressions and equations, solve simple multi-step word problems with integers. Recommended study: use ratio and proportions to solve word problems; exponents, square roots, and scientific notation; construct patterns using geometric and arithmetic sequences. |
| Proficient (10–15) | The results suggest that you have the ability to use ratio and proportions to solve word problems; understand positive exponents, square roots, and scientific notation; construct patterns using geometric and arithmetic sequences. |

Statistics and Probability

| Categorical Score (Score Range) | Statistics and Probability (Placement Score 1–2) |
|--------------------------------------|---|
| Needs Improvement (1–4) | The results suggest that you have little to no skills in this area. Recommended study: calculate the average for a set of whole number values; read basic graphs such as line, circle, and bar graphs; solve simple word and picture problems involving a single step operation. |
| Limited Proficiency (5–9) | The results suggest that you have some or all of the following skills: read basic graphs such as line, circle, and bar graphs; solve simple word and picture problems involving a single step operation. Recommended study: calculate the average for a set of whole number values; read and interpret basic graphs such as line, circle, and bar graphs. |
| Proficient (10–15) | The results suggest that you have some or all of the following skills: calculate the average for a set of whole number values; read basic statistical charts and graphs. Recommended study: calculate the mean and mode for a set of whole number values; read and interpret basic graphs such as line, circle, and bar graphs. |

| Categorical Score (Score Range) | Statistics and Probability (Placement Score 3–4) |
|--------------------------------------|---|
| Needs Improvement (1–4) | The results suggest that you have the ability to calculate the mean for a set of whole number values; read basic statistical charts and graphs. Recommended study: calculate the mean and mode for a set of whole number values; read and interpret basic graphs such as line, circle, and bar graphs; simplify fractions to solve probability problems. |
| Limited Proficiency (5–9) | The results suggest that you have the ability to calculate the mean and mode for a set of whole number values; read and interpret basic graphs such as line, circle, and bar graphs; simplify fractions to solve probability problems. Recommended study: calculate the mean, median, and mode for a set of whole number values; calculate the probability of a simple event; read and interpret basic statistical charts and graphs. |
| Proficient (10–15) | The results suggest that you have the ability to calculate the mean, median, and mode for a set of whole number values; calculate the probability of a simple event; read and interpret basic statistical charts and graphs. Recommended study: calculate the mean, median, mode, and range for a set of values; calculate the probability of a simple event and its complement; apply fundamental counting principles. |

| Categorical Score (Score Range) | Statistics and Probability (Placement Score 5–6) |
|--------------------------------------|--|
| Needs Improvement (1–4) | The results suggest that you have the ability to calculate the mean, median, mode, and range for a set of whole number values; calculate the probability of a simple event and its complement; read and interpret charts and graphs; apply fundamental counting principles using diagrams. Recommended study: calculate probabilities, percentages, measures of center and variability. |
| Limited Proficiency (5–9) | The results suggest that you have the ability to calculate the mean, median, mode, and range for a set of real number values; calculate the probability of simple independent events; read and interpret charts and graphs; apply fundamental counting principles; calculate percentages. Recommended study: make predictions using probabilities and statistics; interpret measures of center and variability; analyze trends in charts and graphs. |
| Proficient (10–15) | The results suggest that you have the ability to calculate and interpret the mean, median, mode, and range for a set of real number values; calculate the probability of events; make predictions using probabilities and statistics; analyze charts and graphs; apply counting principles; calculate percentages. |

Geometry and Measurement

| Categorical Score (Score Range) | Geometry and Measurement (Placement Score 1–2) |
|--|--|
| Needs Improvement (1–4) | The results suggest that you have the ability to identify geometric shapes and common units of measure, convert inches to feet, and compute the perimeter of a triangle. Recommended study: Understand basic geometrical terminology, symbols and abbreviations, classify angles and compute basic area, perimeter and volume. |
| Limited Proficiency (5–9) | The results suggest that you have the ability to identify simple 2-D and 3-D geometric shapes and unit of measure (time, temperature, length, calendar), complete English conversions of length, compute the perimeter of rectangular prisms and construct basic bar graphs. Recommended study: Understand Geometrical shapes; formulas (perimeter and area). |
| Proficient (10–15) | The results suggest that you have the ability to identify geometric shapes, complete English conversions of length and weight, compute perimeter of geometric shapes and create simple graphical representations for data. You can also define geometric angles, lines, points, and rays. Recommended study: Understand advanced Geometrical Shapes, formulas and solve 2-step equations. Identify and plot points on a rectangular coordinate system. |

| Categorical Score (Score Range) | Geometry and Measurement (Placement Score 3–4) |
|--|--|
| Needs Improvement (1–4) | The results suggest that you have the ability to identify basic geometric shapes and terminology, compute basic area, perimeter and measure whole units with precision. You can classify geometric angles (e.g. acute, obtuse, right etc...). Recommended study: Solve basic geometric problems involving 1-step, conversions; classify geometric lines. |
| Limited Proficiency (5–9) | The results suggests that you have the ability to identify geometric shapes and terminology, angles and parallel lines, compute basic area, perimeter, volume, and conversions of length and weight given formulas involving 1-step. Recommended study: Solve two-step geometric problems and conversions; understand lines of symmetry, reflections and rotations. |
| Proficient (10–15) | These results suggests that you have the ability to identify geometric shapes and terminology, angles and parallel lines, compute basic area, perimeter of 2-D shapes and conversions given formula involving 2-steps. Recommended study: Solve multi-step geometric problems with 3-D shapes; conversions of all measurements; understand lines of symmetry, reflections and rotations. |

| Categorical Score (Score Range) | Geometry and Measurement (Placement Score 5–6) |
|--------------------------------------|---|
| Needs Improvement (1–4) | The results suggest that you have the ability to calculate perimeter, area, and volume of 2-D shapes given a picture and formula, compute unit conversions given the formula, solve basic geometric problems without algebra. Recommended study: Solve 2-step equations involving geometric shapes; Similar Triangle properties. |
| Limited Proficiency (5–9) | The results suggest that you have the ability to calculate perimeter, area, and volume of 2-D shapes given the formula, compute unit conversions given the formula, solve 2-step geometric problems without algebra. Recommended study: Solve Equations involving geometric shapes; Similar Triangle properties; Pythagorean Formula. |
| Proficient (10–15) | The results suggest that you have the ability to calculate perimeter, area, and volume of 2-D and 3-D shapes given the formula, compute unit conversions given the formula, solve multi-step geometric problems with algebra. You can use basic right angle trigonometry, including the Pythagorean Theorem. |

ABE Reading Diagnostic Test

The ABE Reading test is comprised of two strands that are described below. There are 30 questions on the online test and 46 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.

Vocabulary and Meaning

| Categorical Score (Score Range) | Vocabulary and Meaning (Placement Score 1–2) |
|--|--|
| Needs Improvement (1–4) | Your performance in the Vocabulary and Meaning area suggests that you need to improve significantly in this area. This area tests your knowledge and application of vocabulary, up to and including college-level. You need to work extensively on increasing basic sight vocabulary and recognizing basic signs, symbols, letters, numbers, and common abbreviations. |
| Limited Proficiency (5–9) | Your performance in the Vocabulary and Meaning area suggests that while you have some skill in this area, there is room for improvement. This area tests your knowledge and application of vocabulary, up to and including college-level. You need to focus on increasing basic sight vocabulary and recognizing basic signs, symbols, letters, numbers, and common abbreviations. |
| Proficient (10–15) | Your performance in the Vocabulary and Meaning area suggests that you have well-developed skills. This area tests your knowledge and application of vocabulary, up to and including college-level. Your performance demonstrates the ability to use basic sight vocabulary and recognize basic signs, symbols, letters, numbers, and common abbreviations. |

| Categorical Score (Score Range) | Vocabulary and Meaning (Placement Score 3–4) |
|--|---|
| Needs Improvement (1–4) | Your performance in the Vocabulary and Meaning area suggests that you need to improve significantly in this area. This area tests your knowledge and application of vocabulary, up to and including college-level. You need to work extensively on finding meaning from unfamiliar words using context clues or prefixes/suffixes, recognizing and identifying word relationships, basic abbreviations, symbols, and contractions in context, and using basic sight vocabulary. |
| Limited Proficiency (5–9) | Your performance in the Vocabulary and Meaning area suggests that while you have some skill in this area, there is room for improvement. This area tests your knowledge and application of vocabulary, up to and including college-level. You need to focus on finding meaning from unfamiliar words using context clues or prefixes/suffixes, recognizing and identifying word relationships, basic abbreviations, symbols, and contractions in context, and using basic sight vocabulary. |
| Proficient (10–15) | Your performance in the Vocabulary and Meaning area suggests that you have well-developed skills. This area tests your knowledge and application of vocabulary, up to and including college-level. Your performance demonstrates the ability to find meaning from some unfamiliar words using context clues or prefixes/suffixes; to recognize and identify some word relationships, basic abbreviations, symbols, and contractions in context; and to use basic sight vocabulary. |

| Categorical Score (Score Range) | Vocabulary and Meaning (Placement Score 5–6) |
|--|---|
| Needs Improvement (1–4) | Your performance in the Vocabulary and Meaning area suggests that you need to improve significantly in this area. This area tests your knowledge and application of vocabulary, up to and including college-level. You need to work on expanding and understanding vocabulary and your ability to determine meaning based on context clues and/or use of prefixes and suffixes, as well as recognition of abbreviations, contractions, and symbols. |
| Limited Proficiency (5–9) | Your performance in the Vocabulary and Meaning area suggests that while you have some skill in this area, there is room for improvement. This area tests your knowledge and application of vocabulary, up to and including college-level. You need to work on further expansion and understanding of vocabulary and your ability to determine meaning based on context clues and/or use of prefixes and suffixes, as well as recognition of abbreviations, contractions, and symbols. |
| Proficient (10–15) | Your performance in the Vocabulary and Meaning area suggests that you have well-developed skills. This area tests your knowledge and application of vocabulary, up to and including college-level. The questions in this area also test your ability to determine meaning based on context clues and/or use of prefixes and suffixes, as well as recognition of abbreviations, contractions, and symbols. |

Reading Comprehension

| Categorical Score (Score Range) | Reading Comprehension (Placement Score 1–2) |
|--|---|
| Needs Improvement (1–4) | Your performance in the Comprehension area suggests that you need to improve significantly in this area. This area tests your ability to understand text. You need to work extensively on identifying the topic and locating clearly stated data in simple text, and decoding basic visual information. |
| Limited Proficiency (5–9) | Your performance in the Comprehension area suggests that while you have some skill in this area, there is room for improvement. This area tests your ability to understand text. You need to focus on identifying the topic and locating clearly stated data in simple text, and decoding basic visual information. |
| Proficient (10–15) | Your performance in the Comprehension area suggests that you have well-developed skills. This area tests your ability to understand text. Your performance demonstrates the ability to identify the topic and locate clearly stated data in simple text, and decode basic visual information. |

| Categorical Score (Score Range) | Reading Comprehension (Placement Score 3–4) |
|--|--|
| Needs Improvement (1–4) | Your performance in the Comprehension area suggests that you need to improve significantly in this area. This area tests your ability to understand text. You need to work extensively on identifying stated main ideas and some supporting details, and determining author's purpose; locating and interpreting data in simple visual information; making basic inferences and drawing basic conclusions; and recognizing organizational patterns and figurative language. |
| Limited Proficiency (5–9) | Your performance in the Comprehension area suggests that while you have some skill in this area, there is room for improvement. This area tests your ability to understand text. You need to focus on identifying stated main ideas and supporting details, and determining author's purpose; locating and interpreting data in simple visual information; making basic inferences and drawing basic conclusions; and recognizing organizational patterns and figurative language. |
| Proficient (10–15) | Your performance in the Comprehension area suggests that you have well-developed skills. This area tests your ability to understand text by identifying stated main ideas and some supporting details, and occasionally determine author's purpose; to locate and interpret data in simple text, graph, charts, and tables; to make basic inferences and draw basic conclusions; and to recognize some organizational patterns and some figurative language. |

| Categorical Score (Score Range) | Reading Comprehension (Placement Score 5–6) |
|--------------------------------------|--|
| Needs Improvement (1–4) | Your performance in the Comprehension area suggests that you need to improve significantly in this area. This area tests your ability to understand text. You need to work extensively on identifying stated and implied main ideas, supporting details, and identifying author’s purpose and tone. You should also focus on analyzing text using graphs, charts, and tables, as well as making inferences and drawing conclusions, identifying organizational patterns, and interpreting figurative language. |
| Limited Proficiency (5–9) | Your performance in the Comprehension area suggests that while you have some skill in this area, there is room for improvement. This area tests your ability to understand text. You need to focus on identifying stated and implied main ideas, supporting details, and identifying author’s purpose and tone. You should also focus on analyzing visual elements, as well as making inferences and drawing conclusions, identifying organizational patterns, and interpreting figurative language. |
| Proficient (10–15) | Your performance in the Comprehension area suggests that you have well-developed skills. This area tests your ability to understand text by identifying stated and implied main ideas, supporting details, and author’s purpose and tone. The questions in this area also test your ability to analyze text using graphs, charts, and tables, as well as make inferences and draw conclusions, identify organizational patterns, and interpret figurative language. |

ABE Writing Diagnostic Test

The ABE Writing test is comprised of two strands that are described below. There are 30 questions on the online test and 46 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.

Organization and Composition

| Categorical Score (Score Range) | Organization and Composition (Placement Score 1–2) |
|--------------------------------------|--|
| Needs Improvement (1–4) | Your performance on Organizing and Composing suggests that you need to improve significantly in this area. You need to work on basic sentence structure, including how to use nouns and verbs to form complete sentences, how to combine sentences to create a paragraph, identifying the main idea in a paragraph, recognizing and using supporting details. You also need to work on improving your vocabulary skills, capitalization, and punctuation skills. |
| Limited Proficiency (5–9) | Your performance on Organizing and Composing suggests that while you have some skills in this area, there is room for improvement. You sometimes have problems recognizing a basic sentence that has a noun and a verb. You need to work on word order, combining sentences differentiating between minor and major points within a paragraph, as well as filling out common forms. |
| Proficient (10–15) | Your performance on Organizing and Composing suggests that you have well-developed skills in this area. You can identify a basic sentence that has a noun and a verb, but you need to work on knowing in what order to put words. You should work on writing complex and compound sentences, appropriate word choice, and organizing paragraphs with enough supporting detail. |

| Categorical Score (Score Range) | Organization and Composition (Placement Score 3–4) |
|--|---|
| Needs Improvement (1–4) | Your performance on Organizing and Composing suggests that you need to improve significantly in this area. You can occasionally find the main idea in a paragraph. You need to work on using transition words (e.g., however and therefore). You need to work on recognizing clear and concise writing. You need to work on developing your vocabulary to support the appropriate tone. |
| Limited Proficiency (5–9) | Your performance on Organizing and Composing suggests that while you have some skills in this area, there is room for improvement. You can identify related ideas within a paragraph, but you need to work on determining which ideas best develop the main idea. You need to work on transitions and identifying the best words to reflect appropriate tone in relation to the audience and purpose. |
| Proficient (10–15) | Your performance on Organizing and Composing suggests that you have well-developed skills in this area. You can identify different audiences, and you usually match the right tone with the target audience. You can use simple transition words but not always recognize the correct punctuation that goes with the transitions. You understand that a paragraph should have one main point, and you can usually identify the appropriate supporting evidence. You need to work on avoiding fragments and run-ons. |

| Categorical Score (Score Range) | Organization and Composition (Placement Score 5–6) |
|--|---|
| Needs Improvement (1–4) | Your performance on Organizing and Composing suggests that you need to improve significantly in this area. You can usually recognize the main idea of an essay, but you have difficulty identifying topic sentences or supportive ideas that communicate the purpose of the paragraph to the audience. You can sometimes identify basic transitions, but you need to work on appropriate coordination and subordination techniques (e.g., but or since). You need to work on alter sentence structures for variety. |
| Limited Proficiency (5–9) | Your performance on Organizing and Composing suggests that while you have some skills in this area, there is room for improvement. You usually recognize the audience and purpose of a piece of writing. You can usually identify the main point of a paragraph but need to work on identifying the best supporting evidence. You need to work on the use of transitions. You usually make good word choices including verb tense. You need to work on the use of various sentence structures. |
| Proficient (10–15) | Your performance on Organizing and Composing suggests that you have well-developed skills in this area. You can identify purpose and audience in a piece of writing. You can recognize when a paragraph has only one main idea and sufficient evidence. You can recognize when basic transitions have been successfully used. You usually select the correct verb tense as well as other word choices. You can identify various sentence structures that make a piece of writing more interesting. |

Grammar and Structure

| Categorical Score (Score Range) | Grammar and Structure (Placement Score 1–2) |
|--|--|
| Needs Improvement (1–4) | Your performance on Grammar and Structure suggests that you need to improve significantly in this area. You need to work on identifying nouns and verbs and how to use them to create a complete sentence. You need to expand your knowledge of basic sight words. You need to work on capitalization and how to use the various forms of punctuation, including the period and comma. |
| Limited Proficiency (5–9) | Your performance on Grammar and Structure suggests that while you have some skills in this area, there is room for improvement. Sometimes you can use the basic verb tenses (e.g., past and present). You need to work on your spelling of common sight words. You generally mix up words that sound alike (e.g., to/too/two or then/than). You know to put a period at the end of a sentence, but you need to work on using other forms of punctuation. You need to work on identifying a complete sentence. |
| Proficient (10–15) | Your performance on Grammar and Structure suggests that you have well-developed skills in this area. Sometimes you can use the basic verb tenses (e.g., past, present, and future). You can spell some common sight words, but you also misspell many other words. You generally mix up words that sound alike (e.g., to/too/two or then/than). You know to put a period at the end of a sentence, but you need to work on how to use the other forms of punctuation. You need to work on how to identify a complete sentence. |

| Categorical Score (Score Range) | Grammar and Structure (Placement Score 3–4) |
|--|--|
| Needs Improvement (1–4) | Your performance on Grammar and Structure suggests that you need to improve significantly in this area. You have a difficult time identifying grammatically correct simple sentences. You need to work on your spelling of basic words. You need to work on selecting the correct word when the words sound the same (e.g., know/no). You need to work on when to use capitalization. You need to work on how to use transitions and prepositions correctly. You need to work on making single words plural. |
| Limited Proficiency (5–9) | Your performance on Grammar and Structure suggests that while you have some skills in this area, there is room for improvement. You usually punctuate sentences with periods correctly, but you often misuse other punctuation marks. You have difficulty spelling, especially easily confused words (e.g., effect/affect). You need to work on making singular words plural. You need to work on the use of prepositions and transitions. You often fail to match your subject and verb for tense and number. |
| Proficient (10–15) | Your performance on Grammar and Structure suggests that you have well-developed skills in this area. You need to work on plural endings besides /s/. You can recognize some easily confused words (e.g., two/to/too), but you have more difficulty with others (e.g., affect/effect). You usually use periods when needed, but when a sentence is complicated with dependent clauses, you find punctuation difficult. You usually recognize when a verb tense fails to match its subject. |

| Categorical Score (Score Range) | Grammar and Structure (Placement Score 5–6) |
|--------------------------------------|---|
| Needs Improvement (1–4) | Your performance on Grammar and Structure suggests that you need to improve significantly in this area. You can identify simple sentences, but you need to work on how to create complex or compound sentences, adding complexity to your word choices, and identifying words that sound alike (e.g., to/too/two). You can generally use periods correctly, but you need to work on the correct usage of other forms of punctuation. You need to select more effective prepositions and transitions. |
| Limited Proficiency (5–9) | Your performance on Grammar and Structure suggests that while you have some skills in this area, there is room for improvement. You can usually correctly identify simple sentence structure and grammar, but you have difficulty with compound and complex sentences. You need to work on choosing the correct words to reflect a specific meaning, how to punctuate complex sentences, and identifying the correct usage of apostrophes, prepositions, and transitions. |
| Proficient (10–15) | Your performance on Grammar and Structure suggests that you have well-developed skills in this area. You consistently recognize correct punctuation and pronouns and can usually recognize and correct run-on sentences or fragments. You know how to use verb tenses and match verbs to subjects (e.g., they were and he was). When words sound alike, you can usually pick the correct one (e.g., affect/effect or then/than). You usually select the correct preposition as well as appropriate transitions. |

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 assessment is also untimed, per THECB decision.

Use of Handheld Calculators

It is recommended that students not be allowed the use of handheld calculators on the TSI special format 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.

Order for Administering TSI Assessment Special Format

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 ≥ 350 | | If ABE Writing ≥ 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 block 2 labeled **Student ID**, enter your student ID number and fill in the corresponding circles below each entry. (Provide any special instructions concerning student ID numbers). (pause)

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

In block 4 provide your answer to the question **Are you a test proctor recording responses for the student?** 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 block 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 block 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 block 7 labeled **Date of Birth**, enter your birth date and fill in the corresponding circles below each entry. (pause)

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

In block 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 block 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 block 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 block 12.

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

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 DE diagnostic tests and three DE ABE tests, 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 **DE DIAGNOSTIC** or **ABE DIAGNOSTIC** and make sure students are recording answers in the correct area on the answer sheet. On the answer sheet, the area to record DE diagnostic test responses is shaded. The areas for placement tests and ABE diagnostic 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 Placement Tests | Number of Questions |
|-----------------------------|----------------------------|
| TSI Mathematics Placement | 40 |
| TSI Reading Placement | 48 |
| TSI Writing Placement | 40 |
| DE Diagnostic Tests | Number of Questions |
| DE Mathematics Diagnostic | 84 |
| DE Reading Diagnostic | 80 |
| DE Writing Diagnostic | 80 |
| ABE Diagnostic Tests | Number of Questions |
| ABE Mathematics Diagnostic | 60 |
| ABE Reading Diagnostic | 46 |
| ABE Writing Diagnostic | 46 |

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 DE diagnostic tests and three ABE diagnostic tests, 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 DE 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 **DE DIAGNOSTIC** or **ABE DIAGNOSTIC** and make sure students are recording answers in the correct area on the answer sheet. On the answer sheet, the area to record DE diagnostic test responses is shaded. The areas for placement tests and ABE diagnostic 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 Placement Tests | Number of Questions |
|-----------------------------|----------------------------|
| TSI Mathematics Placement | 40 |
| TSI Reading Placement | 48 |
| TSI Writing Placement | 40 |
| DE Diagnostic Tests | Number of Questions |
| DE Mathematics Diagnostic | 84 |
| DE Reading Diagnostic | 80 |
| DE Writing Diagnostic | 80 |
| ABE Diagnostic Tests | Number of Questions |
| ABE Mathematics Diagnostic | 60 |
| ABE Reading Diagnostic | 46 |
| ABE Writing Diagnostic | 46 |

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 Placement Tests | Number of Questions |
|-----------------------------|----------------------------|
| TSI Mathematics Placement | 40 |
| TSI Reading Placement | 48 |
| TSI Writing Placement | 40 |
| DE Diagnostic Tests | Number of Questions |
| DE Mathematics Diagnostic | 84 |
| DE Reading Diagnostic | 80 |
| DE Writing Diagnostic | 80 |
| ABE Diagnostic Tests | Number of Questions |
| ABE Mathematics Diagnostic | 60 |
| ABE Reading Diagnostic | 46 |
| ABE Writing Diagnostic | 46 |

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®

Two forms of COMPANION WritePlacer are available, Form F and Form G. They are available in regular print and in large print test books. To facilitate retesting, the prompt in Form F is different from the prompt in Form G; however, the prompt in Form F of the regular print test book is the same prompt as in the large print test book. The same is true for Form G.

WRITEPLACER TEST BOOKS ARE NOT REUSABLE.

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 books.

On the front page of the answer sheet in block 1 labeled **Your Name**, print your last name, first name, and middle initial in the boxes provided, 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 block 2 labeled **Site ID**, enter (provide your 9 digit site ID) and fill in the corresponding circles below each entry. (pause)

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

In block 4 provide your answer to the question **Are you a test proctor recording responses for the student?** 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* as I read it to you.

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

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

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

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

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

A copy of WritePlacer Instructions to Students can be found in Attachment G.

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 books.

I will now collect your Planning Sheets.

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 Submitting WritePlacer Essays for Scoring

To have COMPANION WritePlacer or WritePlacer ESL essays scored, you must establish a Neo Connect account for your institution. Neo Connect is a secure site where the PDFs of students' essays can be uploaded for scoring. Once the essays have been scored, you will be able to download the scores from Neo Connect.

For batches of less than 100 essays, scores will be returned within three to five business days. For batches of 100 to 300 essays, scores will be returned within five to 10 business days.

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

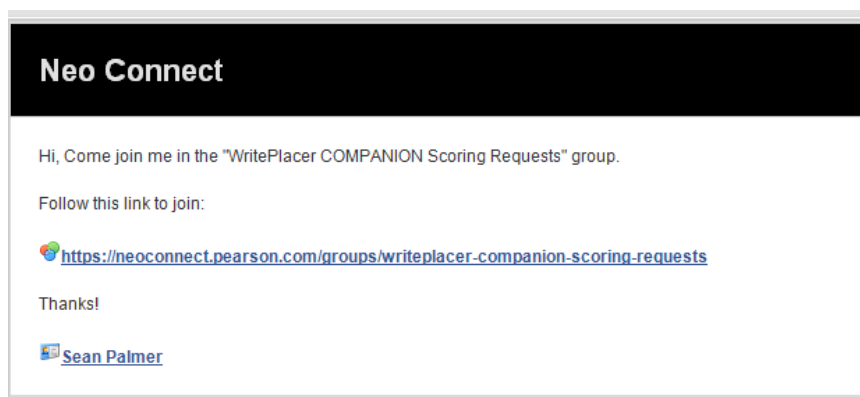
Requesting Access Neo Connect

To request a Neo Connect account follow these steps.

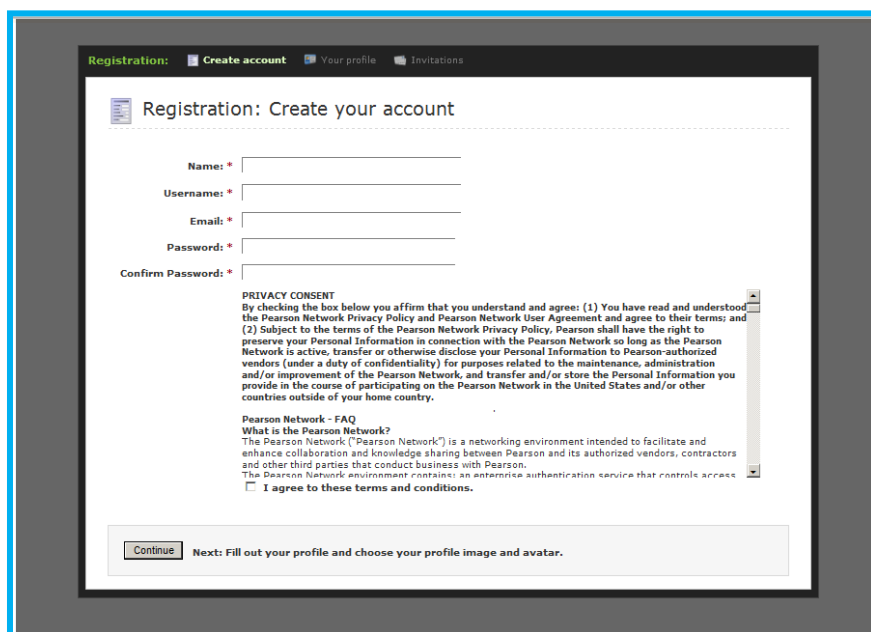
Step 1. Send an email to ACCUPLACERProgramTeam@pearson.com requesting access to Neo Connect. Your email MUST include your name, your contact information, and your Institution's ACCUPLACER ID #.

To find your Institution ID # log in as a Site Manager, click on the Users tab, select **Create and Edit Users**, then select **Search and Edit Users**.

Step 2. You will receive an email similar to the one below. Click on the link [provided](#).



Step 3. Provide the requested information and read the Privacy Consent. If you agree, place a check mark in the box **I agree to these terms and conditions**, and click **Continue**.



The screenshot shows a web browser window with a registration page. At the top, there's a navigation bar with 'Registration:' followed by links for 'Create account', 'Your profile', and 'Invitations'. The main heading is 'Registration: Create your account'. Below this, there are five input fields: 'Name: *', 'Username: *', 'Email: *', 'Password: *', and 'Confirm Password: *'. To the right of the 'Confirm Password' field is a small square checkbox. Below the input fields is a section titled 'PRIVACY CONSENT' with a scrollable text area containing the following text: 'By checking the box below you affirm that you understand and agree: (1) You have read and understood the Pearson Network Privacy Policy and Pearson Network User Agreement and agree to their terms; and (2) Subject to the terms of the Pearson Network Privacy Policy, Pearson shall have the right to preserve your Personal Information in connection with the Pearson Network so long as the Pearson Network is active, transfer or otherwise disclose your Personal Information to Pearson-authorized vendors (under a duty of confidentiality) for purposes related to the maintenance, administration and/or improvement of the Pearson Network, and transfer and/or store the Personal Information you provide in the course of participating on the Pearson Network in the United States and/or other countries outside of your home country.' Below this is a section titled 'Pearson Network - FAQ' with the heading 'What is the Pearson Network?' and the text: 'The Pearson Network ("Pearson Network") is a networking environment intended to facilitate and enhance collaboration and knowledge sharing between Pearson and its authorized vendors, contractors and other third parties that conduct business with Pearson. The Pearson Network environment contains an enterprise authentication service that controls access.' At the bottom of the form is a 'Continue' button and a text prompt: 'Next: Fill out your profile and choose your profile image and avatar.'

The Username and Password you enter will be your Neo Connect login credentials for future use.

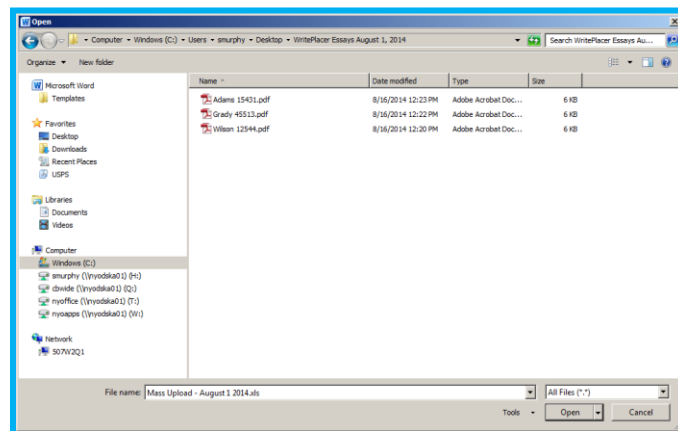
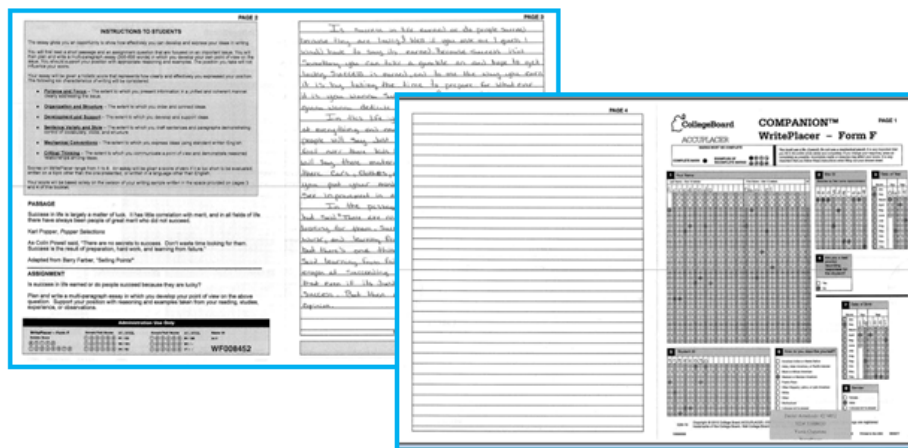
Preparing Essays for Scoring

Follow these steps to send WritePlacer essays for scoring.

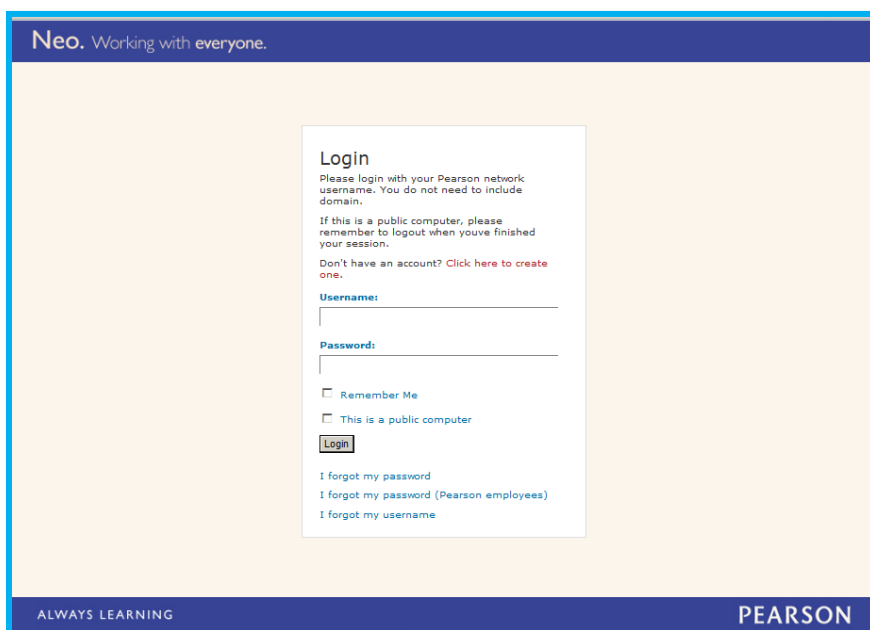
Step 1. Using secure means, destroy all Planning Sheets.

Step 2. If you are submitting WritePlacer essays, create a folder on your computer named WritePlacer, your institution's name, and date the essays will be submitted for scoring. For example: WritePlacer – Sample College – August 1, 2014.

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

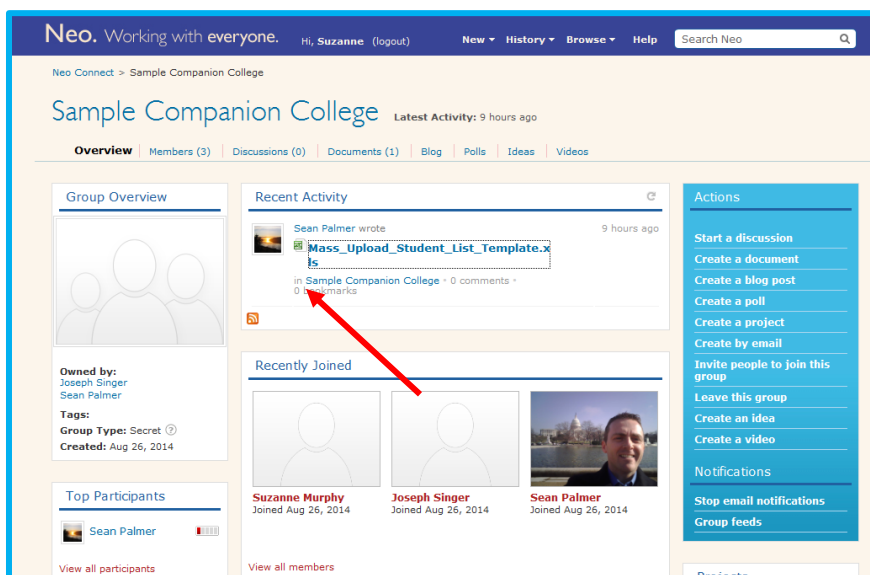


Step 4. Click on <https://neoconnect.pearson.com/groups/writeplacercompanion-scoring-requests>. Enter your Username and Password and click **Login**.



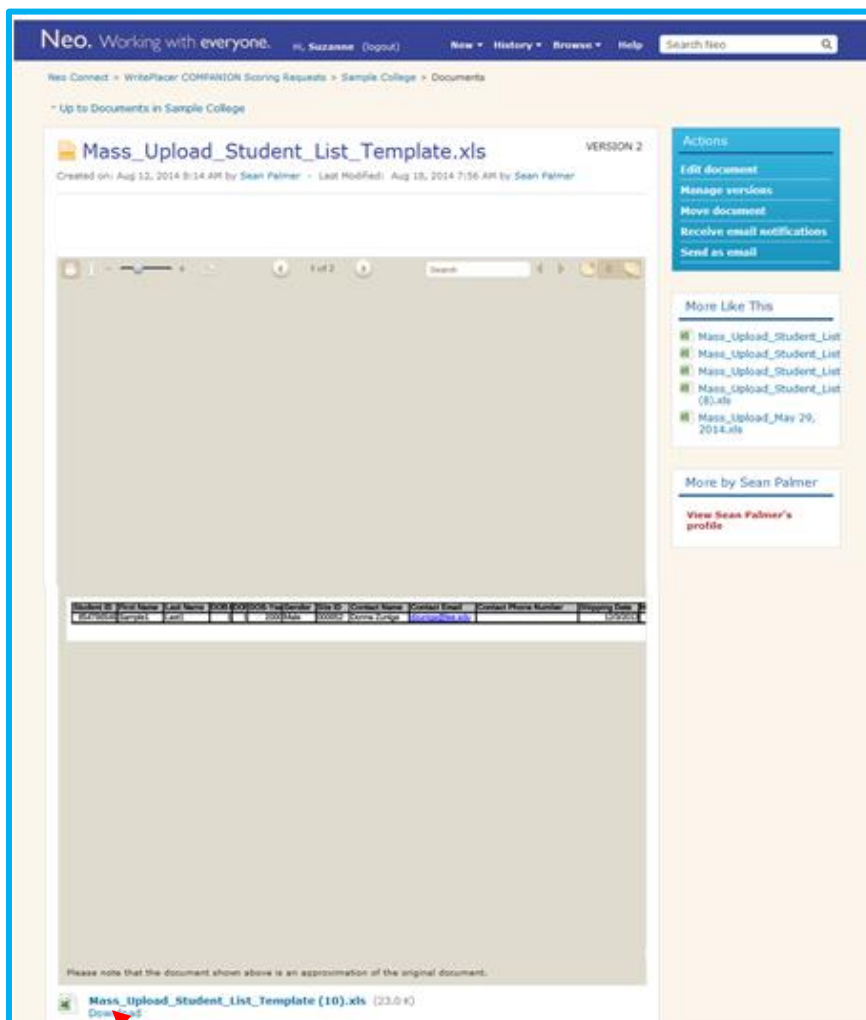
The image shows the Neo Connect login page. At the top, it says "Neo. Working with everyone." Below this is a central login box. Inside the box, the heading "Login" is followed by instructions: "Please login with your Pearson network username. You do not need to include domain." It also includes a note about logging out on public computers and a link to create an account. There are input fields for "Username:" and "Password:". Below these are checkboxes for "Remember Me" and "This is a public computer". A "Login" button is at the bottom of the box. Links for "I forgot my password" and "I forgot my username" are also present. The footer of the page contains "ALWAYS LEARNING" and the "PEARSON" logo.

Step 5. Click on Mass_Upload_Student_List_Template.xls



The image shows the Neo Connect group page for "Sample Companion College". The page has a navigation bar at the top with "Hi, Suzanne (logout)", "New", "History", "Browse", "Help", and a search bar. Below the navigation bar, the group name "Sample Companion College" is displayed, along with "Latest Activity: 9 hours ago". The main content area is divided into several sections: "Group Overview" on the left, "Recent Activity" in the center, and "Actions" on the right. The "Recent Activity" section shows a post by Sean Palmer titled "Mass_Upload_Student_List_Template.xls" with a red arrow pointing to it. The "Actions" section lists various options like "Start a discussion", "Create a document", etc. The "Group Overview" section shows the group is owned by Joseph Singer and Sean Palmer, with tags for "Group Type: Secret" and "Created: Aug 26, 2014". The "Top Participants" section lists Sean Palmer. The "Recently Joined" section lists Suzanne Murphy, Joseph Singer, and Sean Palmer, all joined on Aug 26, 2014.

Step 6. Scroll to the bottom of the page and click on **Download**.



Steps 5 and 6 do not have to be repeated, once the Mass Upload template has been saved to your computer.

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

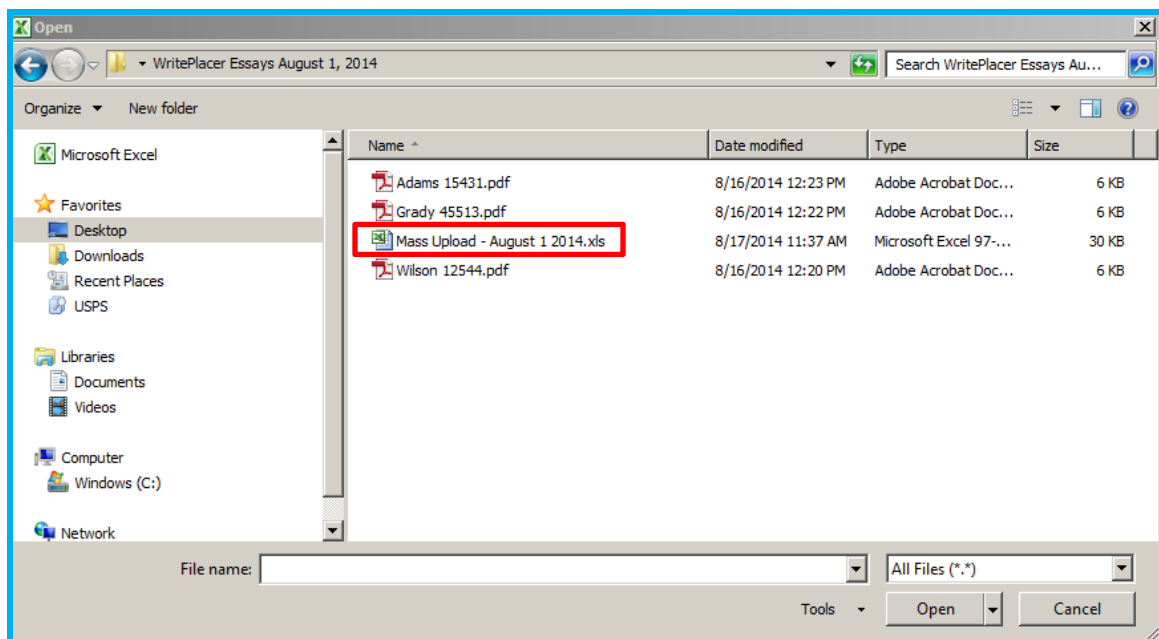
| | A | B | C | D | E | F | G |
|---|----------------------------|------------|------------|-------------------------|--------------------------------|-------------------|--------------------|
| 1 | Student Information | | | | Institution Information | | |
| 2 | Last Name | First Name | Student ID |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

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

Save the file in the WritePlacer folder, naming it Mass Upload and the date it is being sent.

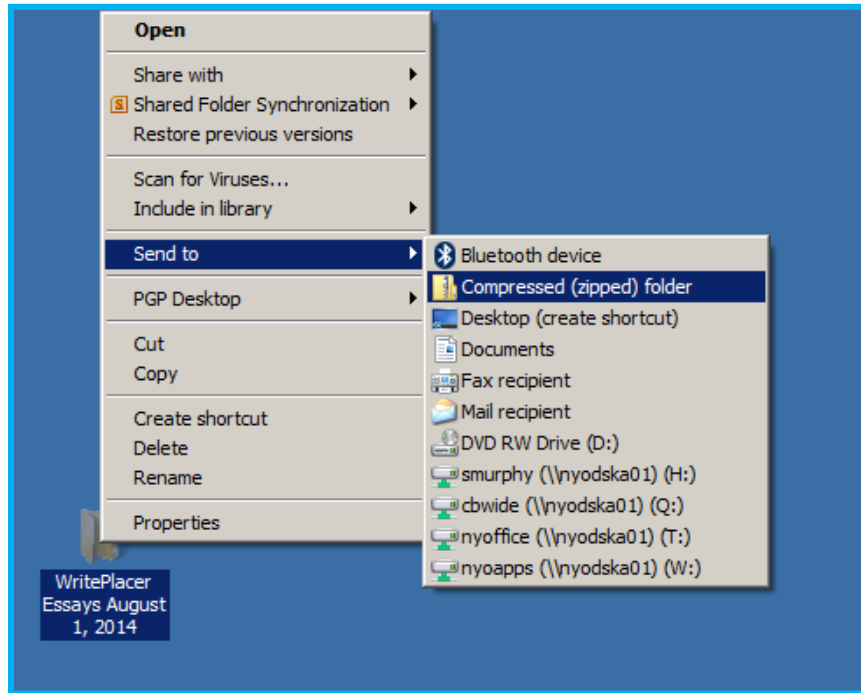
Example: Mass Upload – August 1, 2014.

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

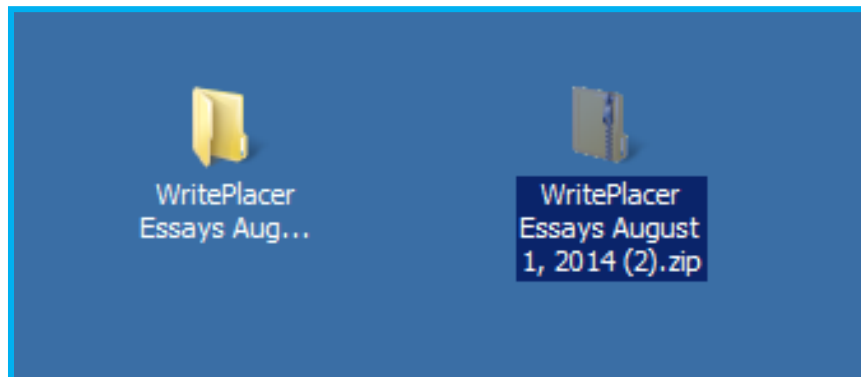


Step 9. Create a zip file of the WritePlacer folder containing the essays to be scored.

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

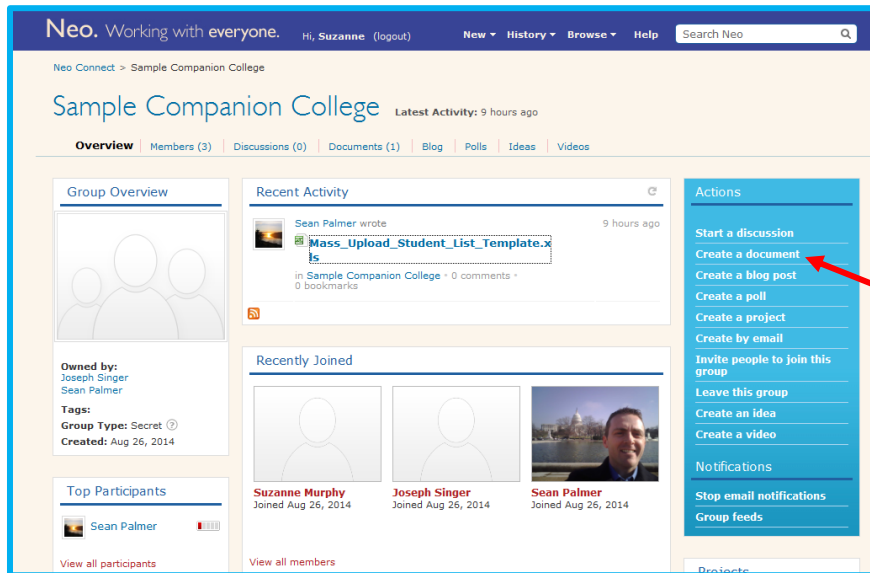


Step 10. A new folder will be created with a zip extension.

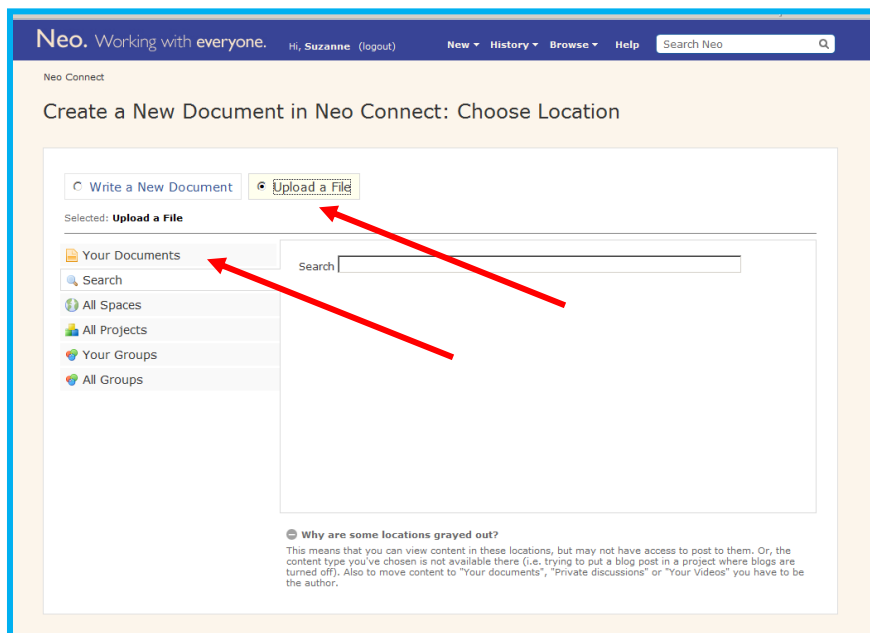


Uploading Essays to Be Scored

Step 1. Log in to Neo Connect. Click on **Create document**.



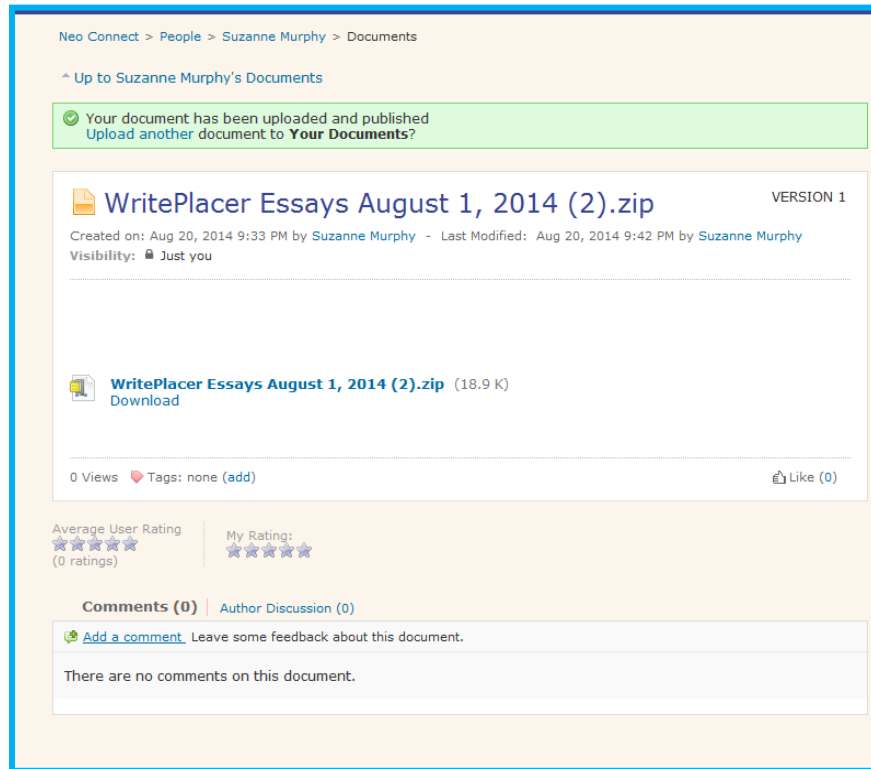
Step 2. Select **Upload a File** and click **Your Documents**.



Step 3. Click on **Browse**, select your zip file. The zip file will appear in the title box. Click **Publish** at the bottom of the page. **Be sure to select the zip file.**

The screenshot shows the 'Neo Connect' interface for uploading a document. The page title is 'Neo. Working with everyone.' and the user is logged in as 'H. Suzanne'. The main heading is 'Upload New Document in Your Documents'. Below this, there is a 'Document or File' section with a 'Browse' button. A file named 'WinRacer Essays August 1, 2014 (2).zip' is listed in the title box. Below the title box is a large text area for the description. Further down are sections for 'Tags' and 'Visibility'. At the bottom, there is a 'Collaboration Options' section and three buttons: 'Publish', 'Save Draft', and 'Cancel'. A red arrow points to the 'Publish' button.

Step 4. A confirmation screen will appear.



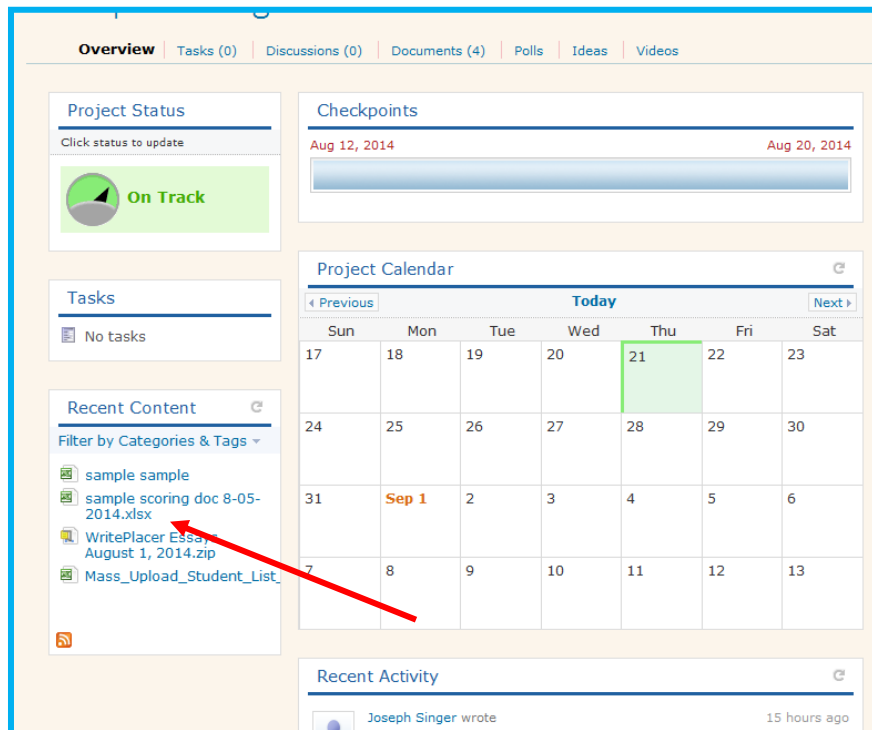
Retrieving Essay Scores

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

Follow the steps to retrieve essay scores.

Step 1. Log in to Neo Connect.

Step 2. Click on the scoring document.



Step 3. Excel spreadsheet with scores will appear.

If you submitted WritePlacer essays to be scored, nine additional columns will have been added to your Mass Upload file. Column A shows the WritePlacer Holistic Scores, and columns B through G show the six WritePlacer Dimension Scores. In Column H, the ID # of the person who scored the essay is reported. In Column I, the serial number of the test book is reported. The second letter of the serial number shows the form, either F or G.

| | A | B | C | D | E | F | G | H | I | J | K |
|---|---------------------------------|-------------------|----------------------------|-------------------------|----------------------------|------------------------|-------------------|-----------|---------------|-----------|------------|
| 1 | WritePlacer Scoring Information | | | | | | | | | Student | |
| 2 | WP Holistic Score | Purpose and Focus | Organization and Structure | Development and Support | Sentence Variety and Style | Mechanical Conventions | Critical Thinking | Reader ID | Serial Number | Last Name | First Name |
| 3 | 6 | 3 | 3 | 2 | 3 | 3 | 2 | 1542 | WF2587 | Adams | George |
| 4 | 5 | 2 | 3 | 2 | 1 | 3 | 2 | 1542 | WG2897 | Grady | Sandra |
| 5 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1542 | WF2589 | Wilson | Paul |

Creating Individual Score Reports

If you want to create an Individual Score Report, click on the appropriate link below and enter on the Data Entry spreadsheet the information received from the WritePlacer scoring center.

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

| | A | B |
|----|--|---|
| 1 | WritePlacer | |
| 2 | Student's Name | |
| 3 | Student's ID # | |
| 4 | Date of Birth | |
| 5 | Date Tested | |
| 6 | Site ID | |
| 7 | Proctor | |
| 8 | Form: (F or G) | |
| 9 | WritePlacer Holistic Score (Score Range 0 to 8) | |
| 10 | Dimension Scores (Score Range 1 to 3) | |
| 11 | Purpose and Focus | |
| 12 | Organization and Structure | |
| 13 | Development and Support | |
| 14 | Sentence Variety and Style | |
| 15 | Mechanical Conventions | |
| 16 | Critical Thinking | |
| 17 | | |
| 18 | | |
| 19 | | |
| 20 | | |
| 21 | | |
| 22 | | |
| 23 | | |

At the bottom of the spreadsheet, the tab labeled **Data Entry** is circled in red.

Shown below is the Data Entry sheet for George Adams.

| | A | B | C | D | E | F | G | H | I | J | K | L |
|---|---------------------------------|-------------------|----------------------------|-------------------------|----------------------------|------------------------|-------------------|-----------|---------------|---------------------|------------|------------|
| 1 | WritePlacer Scoring Information | | | | | | | | | Student Information | | |
| 2 | WP Holistic Score | Purpose and Focus | Organization and Structure | Development and Support | Sentence Variety and Style | Mechanical Conventions | Critical Thinking | Reader ID | Serial Number | Last Name | First Name | Student ID |
| 3 | 6 | 3 | 3 | 2 | 3 | 3 | 2 | 1542 | WF2587 | Adams | George | 15431 |
| 4 | 5 | 2 | 3 | 2 | 1 | 3 | 2 | 1542 | WG2897 | Grady | Sandra | 45513 |
| 5 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1542 | WF2589 | Wilson | Paul | 1254 |

| | A | B |
|----|---|--------------|
| 1 | WritePlacer | |
| 2 | Student's Name | George Adams |
| 3 | Student's ID # | 15431 |
| 4 | Date of Birth | 12/11/1988 |
| 5 | Date Tested | 8/1/2014 |
| 6 | Site ID | 000005-001 |
| 7 | Proctor | Johnson |
| 8 | Form: (F or G) | F |
| 9 | WritePlacer Holistic Score (Score Range 0 to 8) | 6 |
| 10 | Dimension Scores (Score Range 1 to 3) | |
| 11 | Purpose and Focus | 3 |
| 12 | Organization and Structure | 3 |
| 13 | Development and Support | 2 |
| 14 | Sentence Variety and Style | 3 |
| 15 | Mechanical Conventions | 3 |
| 16 | Critical Thinking | 2 |

By clicking on the **Score Sheet** tab, the Individual Score Report will display. Shown below is the Individual Score Report for George Adams.

| WritePlacer Score Report | | | |
|----------------------------|---------------|---|------|
| Student's Name | Date of Birth | Site ID | Form |
| George Adams | 12/11/1988 | 000005-001 | F |
| Student's ID | Date Tested | Proctor | |
| 15431 | 8/1/2014 | Johnson | |
| WritePlacer Scores | | Proficiency Statement | |
| WritePlacer Holistic Score | 6 | The essay demonstrates reasonably consistent mastery of on-demand essay writing. | |
| Dimension | Scores | Dimension Statements | |
| Purpose and Focus | 3 | Your response shows a clear purpose and a consistent focus | |
| Organization and Structure | 3 | Your response demonstrates strong organization of ideas | |
| Development and Support | 2 | Your response has limited support for your ideas | |
| Sentence Variety and Style | 3 | Your response shows skillful control of sentence structure and style | |
| Mechanical Conventions | 3 | Your response shows strong control of mechanical conventions such as grammar, spelling, and punctuation | |
| Critical Thinking | 2 | Your response shows limited clarity and complexity of thought | |

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 | | |

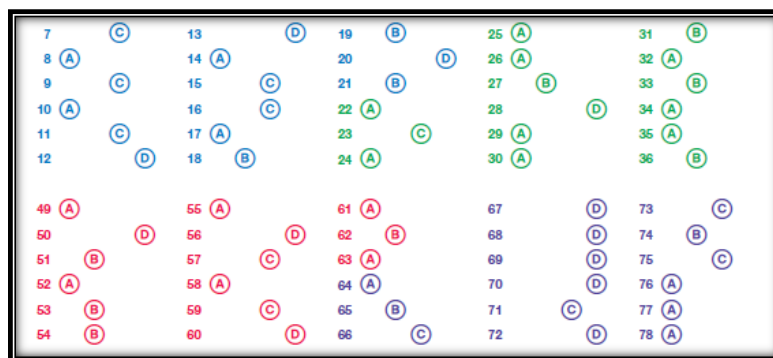
Hand Scoring DE Diagnostic Tests

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.

DE Mathematics Diagnostic Tests

There are 84 questions on the DE 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**

| DE 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 | | | |

| DE 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 DE 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 | 1 | 4 | 1 |
| 5 | 2 | 5 | 1 |
| 6 | 3 | 6 | 2 |
| 7 | 3 | 7 | 3 |
| 8 | 4 | 8 | 3 |
| 9 | 5 | 9 | 4 |
| 10 | 6 | 10 | 5 |
| 11 | 7 | 11 | 6 |
| 12 | 7 | 12 | 7 |
| 13 | 7 | 13 | 7 |
| 14 | 8 | 14 | 7 |
| 15 | 8 | 15 | 8 |
| 16 | 9 | 16 | 8 |
| 17 | 9 | 17 | 9 |
| 18 | 10 | 18 | 9 |
| 19 | 11 | 19 | 11 |
| 20 | 13 | 20 | 13 |
| 21 | 15 | 21 | 15 |

| Intermediate Algebra and Functions Question 22–42 | | | |
|--|--------------|-----------|--------------|
| 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 | 2 | 5 | 2 |
| 6 | 2 | 6 | 2 |
| 7 | 3 | 7 | 3 |
| 8 | 4 | 8 | 3 |
| 9 | 4 | 9 | 4 |
| 10 | 4 | 10 | 4 |
| 11 | 5 | 11 | 4 |
| 12 | 6 | 12 | 5 |
| 13 | 7 | 13 | 6 |
| 14 | 7 | 14 | 7 |
| 15 | 8 | 15 | 8 |
| 16 | 9 | 16 | 9 |
| 17 | 10 | 17 | 10 |
| 18 | 11 | 18 | 11 |
| 19 | 12 | 19 | 12 |
| 20 | 14 | 20 | 14 |
| 21 | 15 | 21 | 15 |

Conversion Tables
TSI DE 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 | 1 | 4 | 1 |
| 5 | 1 | 5 | 1 |
| 6 | 2 | 6 | 2 |
| 7 | 3 | 7 | 3 |
| 8 | 3 | 8 | 3 |
| 9 | 4 | 9 | 4 |
| 10 | 4 | 10 | 4 |
| 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 | 11 |
| 20 | 15 | 20 | 14 |
| 21 | 15 | 21 | 15 |

| 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 | 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 | 8 | 16 | 8 |
| 17 | 9 | 17 | 9 |
| 18 | 10 | 18 | 10 |
| 19 | 12 | 19 | 12 |
| 20 | 15 | 20 | 15 |
| 21 | 15 | 21 | 15 |

DE Reading Diagnostic Tests

There are 80 questions on the DE 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**

| DE 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 | | | |

| DE 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 DE 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 | 2 | 7 | 2 |
| 8 | 3 | 8 | 3 |
| 9 | 3 | 9 | 3 |
| 10 | 4 | 10 | 4 |
| 11 | 4 | 11 | 4 |
| 12 | 4 | 12 | 4 |
| 13 | 5 | 13 | 5 |
| 14 | 6 | 14 | 6 |
| 15 | 7 | 15 | 7 |
| 16 | 8 | 16 | 8 |
| 17 | 10 | 17 | 10 |
| 18 | 10 | 18 | 10 |
| 19 | 11 | 19 | 11 |
| 20 | 15 | 20 | 15 |

| 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 | 2 | 7 | 2 |
| 8 | 3 | 8 | 2 |
| 9 | 3 | 9 | 3 |
| 10 | 4 | 10 | 4 |
| 11 | 4 | 11 | 4 |
| 12 | 5 | 12 | 4 |
| 13 | 5 | 13 | 5 |
| 14 | 6 | 14 | 6 |
| 15 | 8 | 15 | 8 |
| 16 | 9 | 16 | 9 |
| 17 | 10 | 17 | 10 |
| 18 | 10 | 18 | 10 |
| 19 | 12 | 19 | 11 |
| 20 | 15 | 20 | 15 |

Conversion Tables
TSI DE Reading Diagnostic Test Strands

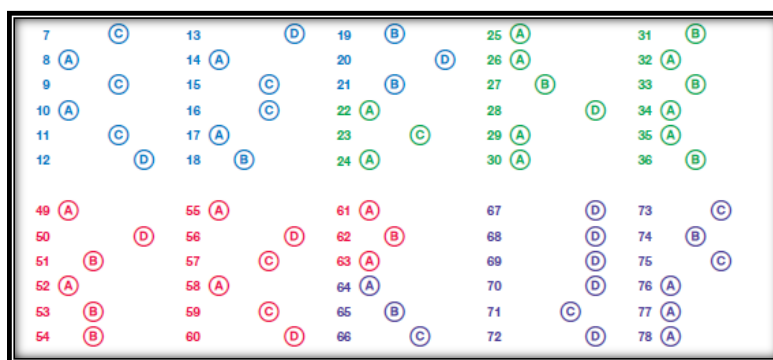
| Inferences in a Text or Texts | | | |
|--|-----------------|---------------------------|-----------------|
| Form T Questions 25, 41–51, 53– 60 | | Form V Questions 41–60 | |
| Raw Score | Scaled Score | Raw Score | Scaled Score |
| 0 | 1 | 0 | 1 |
| 1 | 1 | 1 | 1 |
| 2 | 1 | 2 | 1 |
| 3 | 1 | 3 |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

DE Writing Diagnostic Tests

There are 80 questions on the DE 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**

| DE 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 | | | |

| DE 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 DE 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 | 2 | 6 | 2 |
| 7 | 3 | 7 | 3 |
| 8 | 4 | 8 | 3 |
| 9 | 4 | 9 | 4 |
| 10 | 5 | 10 | 5 |
| 11 | 6 | 11 | 6 |
| 12 | 7 | 12 | 7 |
| 13 | 8 | 13 | 8 |
| 14 | 10 | 14 | 10 |
| 15 | 10 | 15 | 10 |
| 16 | 10 | 16 | 10 |
| 17 | 11 | 17 | 11 |
| 18 | 12 | 18 | 12 |
| 19 | 13 | 19 | 13 |
| 20 | 15 | 20 | 15 |

| Agreement | | | |
|--|--------------|---|--------------|
| Form T Questions 9, 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 | 2 | 7 | 2 |
| 8 | 3 | 8 | 3 |
| 9 | 3 | 9 | 3 |
| 10 | 4 | 10 | 4 |
| 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 | 10 | 18 | 10 |
| 19 | 11 | 19 | 11 |
| 20 | 15 | 20 | 15 |

Conversion Tables
TSI DE 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 | 2 | 6 | 2 |
| 7 | 3 | 7 | 3 |
| 8 | 3 | 8 | 4 |
| 9 | 4 | 9 | 4 |
| 10 | 4 | 10 | 4 |
| 11 | 5 | 11 | 5 |
| 12 | 6 | 12 | 6 |
| 13 | 7 | 13 | 7 |
| 14 | 8 | 14 | 8 |
| 15 | 9 | 15 | 10 |
| 16 | 10 | 16 | 10 |
| 17 | 10 | 17 | 10 |
| 18 | 11 | 18 | 11 |
| 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 | 1 | 5 | 1 |
| 6 | 2 | 6 | 2 |
| 7 | 2 | 7 | 3 |
| 8 | 3 | 8 | 3 |
| 9 | 4 | 9 | 4 |
| 10 | 4 | 10 | 4 |
| 11 | 4 | 11 | 4 |
| 12 | 4 | 12 | 4 |
| 13 | 5 | 13 | 5 |
| 14 | 7 | 14 | 7 |
| 15 | 9 | 15 | 9 |
| 16 | 10 | 16 | 10 |
| 17 | 10 | 17 | 10 |
| 18 | 11 | 18 | 11 |
| 19 | 13 | 19 | 13 |
| 20 | 15 | 20 | 15 |

Hand Scoring ABE Diagnostic Tests

ABE Mathematics Diagnostic Tests

There are 60 questions on the ABE 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 |
|----------------------------------|--------------------|
| Number Sense | Blue |
| Patterns, Functions, and Algebra | Green |
| Statistics and Probability | Red |
| Geometry and Measurement | 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**

| ABE Math Diagnostic Test Form T Worksheet | | | |
|--|--------------------------------|---------------------------------------|---|
| | Raw Score (0 to 60) | Scaled Score (1 to 6) | |
| Placement | | | |
| Diagnostic Strand Name | Raw Score (0 to 15) | Scaled Score (1 to 15) | Category Description (NI, LP, P) |
| Number Sense | | | |
| Patterns, Functions, and Algebra | | | |
| Statistics and Probability | | | |
| Geometry and Measurement | | | |

| ABE Mathematics Diagnostic Test Form V Worksheet | | | |
|---|--------------------------------|---------------------------------------|---|
| | Raw Score (0 to 60) | Scaled Score (1 to 6) | |
| Placement | | | |
| Diagnostic Strand Name | Raw Score (0 to 15) | Scaled Score (1 to 15) | Category Description (NI, LP, P) |
| Number Sense | | | |
| Patterns, Functions, and Algebra | | | |
| Statistics and Probability | | | |
| Geometry and Measurement | | | |

ABE Mathematics Diagnostic Tests

Placement Score Conversion Tables

| ABE Mathematics Diagnostic Test Form T | | | |
|---|--------------|-----------|--------------|
| Raw Score | Scaled Score | Raw Score | Scaled Score |
| 0 | 1 | 31 | 5 |
| 1 | 1 | 32 | 5 |
| 2 | 1 | 33 | 5 |
| 3 | 1 | 34 | 5 |
| 4 | 1 | 35 | 5 |
| 5 | 1 | 36 | 5 |
| 6 | 2 | 37 | 5 |
| 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 | 4 | 51 | 5 |
| 21 | 4 | 52 | 5 |
| 22 | 4 | 53 | 5 |
| 23 | 4 | 54 | 5 |
| 24 | 4 | 55 | 5 |
| 25 | 4 | 56 | 5 |
| 26 | 4 | 57 | 5 |
| 27 | 4 | 58 | 6 |
| 28 | 4 | 59 | 6 |
| 29 | 4 | 60 | 6 |
| 30 | 5 | | |

| ABE Mathematics Diagnostic Test Form V | | | |
|---|--------------|-----------|--------------|
| Raw Score | Scaled Score | Raw Score | Scaled Score |
| 0 | 1 | 31 | 5 |
| 1 | 1 | 32 | 5 |
| 2 | 1 | 33 | 5 |
| 3 | 1 | 34 | 5 |
| 4 | 1 | 35 | 5 |
| 5 | 1 | 36 | 5 |
| 6 | 2 | 37 | 5 |
| 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 | 4 | 51 | 5 |
| 21 | 4 | 52 | 5 |
| 22 | 4 | 53 | 5 |
| 23 | 4 | 54 | 5 |
| 24 | 4 | 55 | 5 |
| 25 | 4 | 56 | 5 |
| 26 | 4 | 57 | 5 |
| 27 | 4 | 58 | 6 |
| 28 | 4 | 59 | 6 |
| 29 | 4 | 60 | 6 |
| 30 | 5 | | |

Diagnostic Score Conversion Tables

| ABE Mathematics Diagnostic Form T | | | |
|-----------------------------------|--------------|----------------------------------|--------------|
| Number Sense | | Patterns, Functions, and Algebra | |
| 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 | 3 | 6 | 3 |
| 7 | 4 | 7 | 5 |
| 8 | 4 | 8 | 6 |
| 9 | 5 | 9 | 6 |
| 10 | 6 | 10 | 7 |
| 11 | 7 | 11 | 8 |
| 12 | 8 | 12 | 9 |
| 13 | 9 | 13 | 9 |
| 14 | 12 | 14 | 15 |
| 15 | 15 | 15 | 15 |

| ABE Mathematics Diagnostic Form V | | | |
|-----------------------------------|--------------|----------------------------------|--------------|
| Number Sense | | Patterns, Functions, and Algebra | |
| 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 | 3 | 6 | 3 |
| 7 | 4 | 7 | 5 |
| 8 | 4 | 8 | 6 |
| 9 | 5 | 9 | 6 |
| 10 | 6 | 10 | 7 |
| 11 | 7 | 11 | 8 |
| 12 | 8 | 12 | 9 |
| 13 | 9 | 13 | 10 |
| 14 | 11 | 14 | 15 |
| 15 | 15 | 15 | 15 |

| Statistics and Probability | | Geometry and Measurement | |
|----------------------------|--------------|--------------------------|--------------|
| 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 | 4 |
| 9 | 6 | 9 | 5 |
| 10 | 7 | 10 | 7 |
| 11 | 8 | 11 | 8 |
| 12 | 9 | 12 | 10 |
| 13 | 11 | 13 | 12 |
| 14 | 15 | 14 | 15 |
| 15 | 15 | 15 | 15 |

| Statistics and Probability | | Geometry and Measurement | |
|----------------------------|--------------|--------------------------|--------------|
| Raw Score | Scaled Score | Raw Score | Scaled Score |
| 0 | 1 | 0 | 1 |
| 1 | 1 | 1 | 1 |
| 2 | 1 | 2 | 1 |
| 3 | 2 | 3 | 1 |
| 4 | 2 | 4 | 2 |
| 5 | 3 | 5 | 2 |
| 6 | 4 | 6 | 3 |
| 7 | 4 | 7 | 4 |
| 8 | 5 | 8 | 4 |
| 9 | 6 | 9 | 5 |
| 10 | 7 | 10 | 6 |
| 11 | 8 | 11 | 8 |
| 12 | 9 | 12 | 9 |
| 13 | 11 | 13 | 12 |
| 14 | 15 | 14 | 15 |
| 15 | 15 | 15 | 15 |

ABE Reading Diagnostic Tests

There are 46 questions on the ABE 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 |
|------------------------|--------------------|
| Vocabulary and Meaning | Blue |
| Reading Comprehension | Green |



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**

| ABE Reading Diagnostic Test Form T Worksheet | | | |
|--|------------------------|---------------------------|--|
| | Raw Score (0 to 46) | Scaled Score (1 to 6) | |
| Placement | | | |
| Strand Name | Raw Score (0 to 23) | Scaled Score (1 to 15) | Category Description (NI, LP, P) |
| Vocabulary and Meaning | | | |
| Reading Comprehension | | | |

| ABE Reading Diagnostic Test Form V Worksheet | | | |
|--|------------------------|---------------------------|--|
| | Raw Score (0 to 46) | Scaled Score (1 to 6) | |
| Placement | | | |
| Strand Name | Raw Score (0 to 23) | Scaled Score (1 to 15) | Category Description (NI, LP, P) |
| Vocabulary and Meaning | | | |
| Reading Comprehension | | | |

ABE Reading Diagnostic Tests

Placement Score Conversion Tables

| ABE Reading Diagnostic Test Form T | | | |
|---------------------------------------|--------------|-----------|--------------|
| Raw Score | Scaled Score | Raw Score | Scaled Score |
| 0 | 1 | 24 | 3 |
| 1 | 1 | 25 | 3 |
| 2 | 1 | 26 | 3 |
| 3 | 1 | 27 | 3 |
| 4 | 1 | 28 | 4 |
| 5 | 1 | 29 | 4 |
| 6 | 1 | 30 | 4 |
| 7 | 1 | 31 | 4 |
| 8 | 1 | 32 | 4 |
| 9 | 1 | 33 | 4 |
| 10 | 1 | 34 | 4 |
| 11 | 1 | 35 | 4 |
| 12 | 2 | 36 | 4 |
| 13 | 2 | 37 | 4 |
| 14 | 2 | 38 | 4 |
| 15 | 2 | 39 | 5 |
| 16 | 2 | 40 | 5 |
| 17 | 2 | 41 | 5 |
| 18 | 2 | 42 | 5 |
| 19 | 2 | 43 | 5 |
| 20 | 2 | 44 | 6 |
| 21 | 2 | 45 | 6 |
| 22 | 2 | 46 | 6 |
| 23 | 2 | | |

| ABE Reading Diagnostic Test Form V | | | |
|---------------------------------------|--------------|-----------|--------------|
| Raw Score | Scaled Score | Raw Score | Scaled Score |
| 0 | 1 | 24 | 3 |
| 1 | 1 | 25 | 3 |
| 2 | 1 | 26 | 3 |
| 3 | 1 | 27 | 3 |
| 4 | 1 | 28 | 3 |
| 5 | 1 | 29 | 4 |
| 6 | 1 | 30 | 4 |
| 7 | 1 | 31 | 4 |
| 8 | 1 | 32 | 4 |
| 9 | 1 | 33 | 4 |
| 10 | 1 | 34 | 4 |
| 11 | 2 | 35 | 4 |
| 12 | 2 | 36 | 4 |
| 13 | 2 | 37 | 4 |
| 14 | 2 | 38 | 4 |
| 15 | 2 | 39 | 5 |
| 16 | 2 | 40 | 5 |
| 17 | 2 | 41 | 5 |
| 18 | 2 | 42 | 5 |
| 19 | 2 | 43 | 5 |
| 20 | 2 | 44 | 5 |
| 21 | 2 | 45 | 6 |
| 22 | 2 | 46 | 6 |
| 23 | 2 | | |

Diagnostic Score Conversion Tables

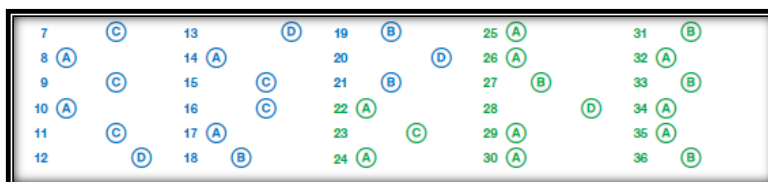
| ABE Reading Diagnostic Form T | | | |
|----------------------------------|-----------------|--------------------------|-----------------|
| Vocabulary and Meaning | | Reading Comprehension | |
| Raw Score | Scaled Score | Raw Score | Scaled Score |
| 0 | 1 | 0 | 1 |
| 1 | 1 | 1 | 1 |
| 2 | 1 | 2 | 1 |
| 3 | 1 | 3 | 1 |
| 4 | 1 | 4 | 1 |
| 5 | 1 | 5 | 1 |
| 6 | 1 | 6 | 1 |
| 7 | 1 | 7 | 2 |
| 8 | 1 | 8 | 3 |
| 9 | 3 | 9 | 3 |
| 10 | 4 | 10 | 4 |
| 11 | 4 | 11 | 4 |
| 12 | 5 | 12 | 5 |
| 13 | 5 | 13 | 5 |
| 14 | 6 | 14 | 5 |
| 15 | 6 | 15 | 6 |
| 16 | 7 | 16 | 6 |
| 17 | 7 | 17 | 7 |
| 18 | 8 | 18 | 8 |
| 19 | 8 | 19 | 9 |
| 20 | 9 | 20 | 10 |
| 21 | 10 | 21 | 11 |
| 22 | 11 | 22 | 13 |
| 23 | 14 | 23 | 15 |

| ABE Reading Diagnostic Form V | | | |
|----------------------------------|-----------------|--------------------------|-----------------|
| Vocabulary and Meaning | | Reading Comprehension | |
| 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 | 2 |
| 8 | 2 | 8 | 2 |
| 9 | 3 | 9 | 3 |
| 10 | 4 | 10 | 3 |
| 11 | 5 | 11 | 4 |
| 12 | 5 | 12 | 4 |
| 13 | 6 | 13 | 5 |
| 14 | 6 | 14 | 5 |
| 15 | 6 | 15 | 6 |
| 16 | 7 | 16 | 6 |
| 17 | 7 | 17 | 7 |
| 18 | 8 | 18 | 7 |
| 19 | 8 | 19 | 8 |
| 20 | 9 | 20 | 9 |
| 21 | 10 | 21 | 10 |
| 22 | 11 | 22 | 11 |
| 23 | 14 | 23 | 15 |

ABE Writing Diagnostic Tests

There are 46 questions on the ABE 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 |
|------------------------------|--------------------|
| Organization and Composition | Blue |
| Grammar and Structure | Green |



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**

| ABE Writing Diagnostic Test Form T Worksheet | | | |
|--|------------------------|---------------------------|--|
| | Raw Score (0 to 46) | Scaled Score (1 to 6) | |
| Placement | | | |
| Strand Name | Raw Score (0 to 23) | Scaled Score (1 to 15) | Category Description (NI, LP, P) |
| Organization and Composition | | | |
| Grammar and Structure | | | |

| ABE Writing Diagnostic Test Form V Worksheet | | | |
|--|------------------------|---------------------------|--|
| | Raw Score (0 to 46) | Scaled Score (1 to 6) | |
| Placement | | | |
| Strand Name | Raw Score (0 to 23) | Scaled Score (1 to 15) | Category Description (NI, LP, P) |
| Organization and Composition | | | |
| Grammar and Structure | | | |

ABE Writing Diagnostic Tests

Placement Score Conversion Tables

| ABE Writing Diagnostic Test Form T | | | |
|---------------------------------------|--------------|-----------|--------------|
| Raw Score | Scaled Score | Raw Score | Scaled Score |
| 0 | 1 | 24 | 2 |
| 1 | 1 | 25 | 2 |
| 2 | 1 | 26 | 2 |
| 3 | 1 | 27 | 2 |
| 4 | 1 | 28 | 3 |
| 5 | 1 | 29 | 3 |
| 6 | 1 | 30 | 3 |
| 7 | 1 | 31 | 3 |
| 8 | 1 | 32 | 3 |
| 9 | 1 | 33 | 3 |
| 10 | 1 | 34 | 3 |
| 11 | 1 | 35 | 3 |
| 12 | 1 | 36 | 4 |
| 13 | 1 | 37 | 4 |
| 14 | 1 | 38 | 4 |
| 15 | 1 | 39 | 4 |
| 16 | 1 | 40 | 4 |
| 17 | 1 | 41 | 4 |
| 18 | 1 | 42 | 4 |
| 19 | 1 | 43 | 5 |
| 20 | 1 | 44 | 6 |
| 21 | 1 | 45 | 6 |
| 22 | 2 | 46 | 6 |
| 23 | 2 | | |

| ABE Writing Diagnostic Test Form V | | | |
|---------------------------------------|--------------|-----------|--------------|
| Raw Score | Scaled Score | Raw Score | Scaled Score |
| 0 | 1 | 24 | 2 |
| 1 | 1 | 25 | 2 |
| 2 | 1 | 26 | 2 |
| 3 | 1 | 27 | 2 |
| 4 | 1 | 28 | 3 |
| 5 | 1 | 29 | 3 |
| 6 | 1 | 30 | 3 |
| 7 | 1 | 31 | 3 |
| 8 | 1 | 32 | 3 |
| 9 | 1 | 33 | 3 |
| 10 | 1 | 34 | 3 |
| 11 | 1 | 35 | 3 |
| 12 | 1 | 36 | 3 |
| 13 | 1 | 37 | 4 |
| 14 | 1 | 38 | 4 |
| 15 | 1 | 39 | 4 |
| 16 | 1 | 40 | 4 |
| 17 | 1 | 41 | 4 |
| 18 | 1 | 42 | 4 |
| 19 | 1 | 43 | 5 |
| 20 | 1 | 44 | 6 |
| 21 | 1 | 45 | 6 |
| 22 | 1 | 46 | 6 |
| 23 | 2 | | |

Diagnostic Score Conversion Tables

| ABE Writing Diagnostic Form T | | | |
|----------------------------------|-----------------|--------------------------|-----------------|
| Organization and Composition | | Grammar and Structure | |
| 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 | 3 |
| 12 | 4 | 12 | 4 |
| 13 | 4 | 13 | 4 |
| 14 | 5 | 14 | 5 |
| 15 | 5 | 15 | 5 |
| 16 | 5 | 16 | 5 |
| 17 | 6 | 17 | 6 |
| 18 | 6 | 18 | 6 |
| 19 | 7 | 19 | 7 |
| 20 | 8 | 20 | 8 |
| 21 | 9 | 21 | 9 |
| 22 | 11 | 22 | 10 |
| 23 | 15 | 23 | 14 |

| ABE Writing Diagnostic Form V | | | |
|----------------------------------|-----------------|--------------------------|-----------------|
| Organization and Composition | | Grammar and Structure | |
| 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 | 2 | 9 | 2 |
| 10 | 3 | 10 | 2 |
| 11 | 3 | 11 | 3 |
| 12 | 4 | 12 | 4 |
| 13 | 4 | 13 | 4 |
| 14 | 4 | 14 | 5 |
| 15 | 5 | 15 | 5 |
| 16 | 5 | 16 | 6 |
| 17 | 6 | 17 | 6 |
| 18 | 6 | 18 | 6 |
| 19 | 7 | 19 | 7 |
| 20 | 8 | 20 | 7 |
| 21 | 9 | 21 | 8 |
| 22 | 11 | 22 | 10 |
| 23 | 15 | 23 | 14 |

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.

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

Placement Tests

A single Excel worksheet is available for recording test scores for the TSI Math Placement Test, TSI Reading Placement Test, and TSI 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>

DE Diagnostic Tests

There are six Excel worksheets for use with DE 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.

DE Mathematics Diagnostic Form T

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

DE Mathematics Diagnostic Form V

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

DE Reading Diagnostic Form T

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

DE Reading Diagnostic Form V

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

DE Writing Diagnostic Form T

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

DE Writing Diagnostic Form V

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

BE SURE TO SELECT THE CORRECT TEST FORM.

ABE Diagnostic Tests

There are six Excel worksheets for use with ABE 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.

ABE Mathematics Diagnostic Form T

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

ABE Mathematics Diagnostic Form V

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

ABE Reading Diagnostic Form T

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

ABE Reading Diagnostic Form V

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

ABE Writing Diagnostic Form T

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

ABE Writing Diagnostic Form V

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

BE SURE TO SELECT THE CORRECT TEST FORM.

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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
1200 E. Anderson Lane | Austin, Texas 78752
512.427.6262 (desk) | 512.427.6444 (fax)

Chantel Reynolds

Senior Director of ACCUPLACER State & Policy Initiatives
ACCUPLACER & CLEP®
College Board
45 Columbus Avenue
New York, NY 10023
512.636.1436
212.253.4061
creynolds@collegeboard.org

For questions about dual enrollment issues, contact Dr. James Goeman of the Texas Higher Education Coordinating Board at james.goeman@theqb.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

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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

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

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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.

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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. |

| Mathematics Placement Test - Form T | | | |
|-------------------------------------|--------------|---------------------|---|
| Print Page | Braille Page | Section/Items | Notes |
| 16 | 21–22 | Item 18 | Item 18: Tactile graphic provided. 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 | |

| Mathematics Placement Test - Form V | | | |
|-------------------------------------|--------------|---------------|-------|
| Print Page | Braille Page | Section/Items | Notes |
| | | 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 | |

| Reading Placement Test - Form T | | | |
|---------------------------------|--------------|-------------------------|---------------------------|
| Print Page | Braille Page | Section/Items | Notes |
| 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 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 | |

| Reading Placement Test - Form V | | | |
|---------------------------------|--------------|----------------|---------------------------|
| Print Page | Braille Page | Section/Items | Notes |
| 45 | 56–57 | Items 38–39 | Braille page 57 is blank. |
| 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 | |
| 37 | 36 | Items 38–39 | |
| 38 | 37 | Item 40 | |

| Writing Placement Test - Form T | | | |
|---------------------------------|--------------|-----------------------------------|--|
| Print Page | Braille Page | Section/Items | Notes |
| | | 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 | |

| Writing Placement Test - Form T | | | |
|---------------------------------|--------------|---------------------------|-------|
| Print Page | Braille Page | Section/Items | Notes |
| 33–a33 | 31-32 | Passage, cont. Item 33 | |
| 34 | 33 | Items 34–35 | |
| 35 | 34 | Item 36 | |
| 36–a36 | 34–35 | Directions Passage | |
| 37–a37 | 35–36 | Passage, cont. | |
| 38–a38 | 36–37 | Items 37–38 | |
| 39 | 38 | Item 39 | |
| 40 | 39 | Item 40 STOP | |

DE Diagnostic Tests

| DE 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. |

DE Mathematics Diagnostic Test - Form T

| Print Page | Braille Page | Section/Items | Notes |
|------------|--------------|---------------|--|
| 37 | 33–34 | Item 54 | Item 54: Tactile graphic provided. 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 | |

DE 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. |

DE 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 | |

| DE Mathematics Diagnostic Test - Form V | | | |
|---|--------------|---------------|-------|
| Print Page | Braille Page | Section/Items | Notes |
| 57 | 68 | Item 81 | |
| 58 | 69 | Item 82 | |
| 59 | 69 | Item 83 | |
| 60 | 70 | Item 84 | |
| | | STOP | |

DE 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 | |

DE Reading Diagnostic Test - Form T

| Print Page | Braille Page | Section/Items | Notes |
|------------|--------------|---------------------------|---------------------------|
| 47 | 53 | Item 42 | |
| 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. | |

| DE Reading Diagnostic Test - Form T | | | |
|-------------------------------------|--------------|---------------|-------|
| Print Page | Braille Page | Section/Items | Notes |
| 90-a90 | 106-107 | Items 77-78 | |
| 91-a91 | 107-108 | Items 79-80 | |
| | | STOP | |

DE 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 | |

DE Reading Diagnostic Test - Form V

| Print Page | Braille Page | Section/Items | Notes |
|------------|--------------|-----------------------|-------|
| 47 | 53 | Item 42 | |
| 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. | |

| DE Reading Diagnostic Test - Form V | | | |
|-------------------------------------|--------------|-----------------------|-------|
| Print Page | Braille Page | Section/Items | Notes |
| 82-a82 | 94-95 | Items 73-74 | |
| 83-a83 | 95-96 | Items 75-76 | |
| 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 | |

DE 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 | |

DE Writing Diagnostic Test - Form T

| Print Page | Braille Page | Section/Items | Notes |
|------------|--------------|--------------------------|---------------------------|
| 43 | 41 | Item 52 | |
| 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 | |

| DE Writing Diagnostic Test - Form T | | | |
|-------------------------------------|--------------|---------------|-------|
| Print Page | Braille Page | Section/Items | Notes |
| | | STOP | |

| DE 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 | |

DE Writing Diagnostic Test - Form V

| Print Page | Braille Page | Section/Items | Notes |
|------------|--------------|-------------------------------|---------------------------|
| 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 | |
| 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 | |

| DE Writing Diagnostic Test - Form V | | | |
|-------------------------------------|--------------|-----------------|-------|
| Print Page | Braille Page | Section/Items | Notes |
| 75 | 71 | Item 80 STOP | |

ABE Diagnostic Tests

| ABE 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 | |
| 4, a4 | 2-4 | Example | Tactile graphic provided. Sentence change: "According to the chart on the facing page, ..." Sentence added: "D is the correct answer." Braille page 4 is blank. |
| 5 | 5 | Items 1-2 | |
| 6 | 6 | Items 3-4 | |
| 7 | 7 | Item 5 | |
| 8, a8 | 7-8 | Items 6-7 | |
| 9 | 8 | Items 8-9 | |
| 10 | 9 | Items 10-11 | |
| 11 | 10 | Items 12-13 | |
| 12 | 11 | Item 14 | |
| 13 | 12 | Item 15 | Picture of coins omitted. Replaced by keyed list. |
| 14, a14 | 12-13 | Items 16-17 | |
| 15 | 13 | Items 18-19 | |
| 16 | 14 | Items 20-21 | |
| 17, a17 | 14-15 | Items 22-23 | |
| 18, a18 | 15-17 | Items 24-25 | Item 25: Tactile graphic provided. Braille page 16 is blank. |
| 19 | 17-18 | Item 26 | Item 26: Tactile graphic provided. Braille page 18 is blank. |
| 20 | 19 | Item 27 | |
| 21 | 20 | Items 28-29 | |
| 22 | 20 | Item 30 | |
| 23 | 21 | Item 31 | |
| 24, a24 | 22-24 | Item 32 | Item 32: Tactile graphic provided. Sentence change: "The graph on the facing page shows..." Braille page 24 is blank. |
| 25 | 25 | Item 33 | |
| 26 | 26 | Item 34 | |
| 27 | 27 | Item 35 | |
| 28 | 28 | Items 36-37 | |
| 29 | 29 | Items 38-39 | |
| 30 | 30 | Item 40 | |
| 31 | 31 | Item 41 | |
| 32 | 32 | Item 42 | |
| 33 | 33 | Item 43 | |
| 34 | 34 | Item 44 | |

| ABE Mathematics Diagnostic Test Form T | | | |
|--|--------------|---------------------|---|
| Print Page | Braille Page | Section/Items | Notes |
| 35 | 35-36 | Items 45-46 | Braille page 36 is blank. |
| 36 | 37-38 | Item 47 | Item 47: Tactile graphic provided. Braille page 38 is blank. |
| 37 | 39 | Items 48-49 | |
| 38 | 40 | Items 50-51 | |
| 39 | 41 | Item 52 | |
| 40 | 41 | Item 53 | |
| 41 | 42 | Item 54 | |
| 42, a42 | 42-43 | Items 55-56 | |
| 43, a43 | 43-44 | Items 57-58 | |
| 44, a44 | 44-45 | Items 59-60 STOP | |

| ABE 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 | Nemeth Statement added. |
| 4, a4 | 2-4 | Example | Sentence changed: "According to the chart on the facing page..." Sentence added: "D is the correct answer." Tactile graphic provided. Braille page 4 is blank. |
| 5 | 5 | Items 1-2 | |
| 6, a6 | 5-6 | Items 3-4 | |
| 7, a7 | 6-7 | Items 5-6 | |
| 8 | 7 | Items 7-8 | |
| 9 | 8 | Items 9-10 | |
| 10, a10 | 8-9 | Items 11-12 | |
| 11, a11 | 9-10 | Items 13-14 | |
| 12 | 10 | Items 15-16 | |
| 13 | 11 | Items 17-18 | |
| 14 | 11 | Items 19-20 | |
| 15 | 12 | Item 21 | |
| 16 | 13-14 | Items 22-23 | Item 22: Tactile graphic provided. Braille page 14 is blank. |
| 17 | 15 | Item 24 | |
| 18 | 16 | Items 25-26 | |
| 19 | 17-18 | Item 27 | Item 27: Tactile graphic provided. Braille page 18 is blank. |
| 20 | 19-20 | Item 28 | Braille page 20 is blank. |
| 21 | 21-22 | Item 29 | Item 29: Tactile graphic provided. Braille page 22 is blank. |
| 22 | 23 | Item 30 | |
| 23 | 24 | Item 31 | |
| 24 | 25 | Item 32 | |
| 25 | 26 | Item 33 | |
| 26 | 27 | Item 34 | |
| 27 | 28 | Items 35-36 | |
| 28 | 29 | Items 37-38 | |
| 29 | 29 | Item 39 | |
| 30 | 30 | Item 40 | |
| 31 | 31 | Item 41 | |
| 32 | 31 | Item 42 | |
| 33 | 32 | Item 43 | |
| 34 | 33 | Item 44 | |
| 35 | 34 | Item 45 | |
| 36 | 34 | Item 46 | |
| 37 | 35-36 | Item 47 | Item 47: Tactile graphic provided. Braille page 36 is blank. |
| 38 | 37 | Items 48-49 | |
| 39 | 38 | Items 50-51 | |

| ABE Mathematics Diagnostic Test - Form V | | | |
|--|--------------|-----------------|---|
| Print Page | Braille Page | Section/Items | Notes |
| 40 | 39 | Item 52 | |
| 41 | 40 | Item 53 | |
| 42 | 41 | Items 54-55 | |
| 43, a43 | 41-42 | Items 56-57 | |
| 44 | 42 | Item 58 | |
| 45 | 43-44 | Item 59 | Item 59: Tactile graphic provided. Braille page 44 is blank. |
| 46 | 45 | Item 60 STOP | |

| ABE Reading 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 1 | Sentence added: "C is the correct answer." |
| 4 | 2 | Example 2 | Sentence added: "D is the correct answer." |
| 5 | 3-4 | Item 1 | Sentence added: "Refer to the tactile graphic below." Transcriber note added: "Picture: Dollar bill and several coins." Braille page 4 is blank. |
| 6 | 5 | Item 2 | |
| 7, a7 | 5-6 | Items 3-4 | |
| 8, a8 | 6-7 | Items 5-6 | |
| 9, a9 | 7-8 | Items 7-8 | |
| 10, a10 | 9-10 | Items 9-10 | |
| 11 | 11 | Item 11 | |
| 12 | 12 | Items 12-13 | |
| 13 | 13 | Items 14-15 | |
| 14 | 14 | Items 16-17 | |
| 15 | 15 | Items 18-19 | |
| 16 | 16 | Items 20-21 | |
| 17 | 17 | Items 22-23 | |
| 18 | 18 | Item 24 | |
| 19 | 19 | Item 25 | |
| 20 | 20-21 | Item 26 | Braille page 21 is blank. |
| 21, a21 | 22-23 | Item 27 | |
| 22 | 23 | Item 28 | |
| 23 | 24 | Item 29 | |
| 24 | 24 | Item 30 | |
| 25 | 25 | Item 31 | |
| 26 | 26 | Items 32-33 | |
| 27 | 27 | Items 34-35 | |
| 28 | 28 | Items 36-37 | |
| 29 | 29 | Items 38-39 | |
| 30 | 30 | Item 40 | |
| 31 | 31 | Item 41 | |
| 32 | 32 | Items 42-43 | |
| 33 | 33 | Item 44 | |
| 34 | 34 | Item 45 | |
| 35 | 35 | Item 46 STOP | |

| ABE Reading Diagnostic Test - Form V | | | |
|--------------------------------------|--------------|-----------------------------------|--|
| Print Page | Braille Page | Section/Items | Notes |
| Cover | p1-p2 | Title page Copyright Statement | |
| | p3-p4 | Special Symbols page | Braille page p4 is blank. |
| 1-3, a3 | 1-2 | Directions Example 1 | Sentence added: "C is the correct answer." |
| 4 | 3 | Example 2 | Sentence added: "D is the correct answer." |
| 5 | 3 | Item 1 | |
| 6 | 4 | Item 2 | |
| 7 | 5 | Items 3-4 | |
| 8 | 6 | Items 5-6 | |
| 9 | 7 | Items 7-8 | |
| 10, a10 | 8-9 | Items 9-10 | |
| 11 | 10 | Items 11-12 | |
| 12 | 11 | Items 13-14 | |
| 13 | 12 | Items 15-16 | |
| 14 | 13 | Items 17-18 | |
| 15 | 14 | Items 19-20 | |
| 16 | 15 | Items 21-22 | |
| 17 | 16 | Item 23 | |
| 18 | 17 | Item 24 | |
| 19 | 18 | Item 25 | |
| 20 | 19 | Item 26 | |
| 21 | 19 | Item 27 | |
| 22 | 20 | Item 28 | |
| 23 | 21 | Item 29 | |
| 24 | 22 | Items 30-31 | |
| 25 | 23 | Items 32-33 | |
| 26 | 24 | Item 34 | |
| 27 | 25 | Item 35 | |
| 28 | 26 | Items 36-37 | |
| 29 | 27 | Item 38 | |
| 30 | 28 | Item 39 | |
| 31 | 29 | Item 40 | |
| 32, a32 | 30-31 | Items 41-42 | |
| 33 | 32 | Items 43-44 | |
| 34 | 33 | Item 45 | |
| 35 | 34 | Item 46 STOP | |

| ABE 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 1 | The following statement has been placed before the directions: "THIS TEST BOOK MUST NOT BE TAKEN FROM THE ROOM." Sentence added: "A is the correct answer." |
| 4 | 2 | Example 2 | Sentence added: "D is the correct answer." |
| 5 | 3 | Items 1-2 | |
| 6, a6 | 3-4 | Items 3-4 | |
| 7, a7 | 4-5 | Items 5-6 | |
| 8 | 5 | Items 7-8 | |
| 9 | 6 | Item 9 | |
| 10 | 7 | Item 10 | |
| 11 | 8-9 | Item 11 | Braille page 9 is blank. |
| 12, a12 | 10-11 | Item 12 | |
| 13 | 11 | Item 13 | |
| 14 | 12 | Item 14 | |
| 15 | 13 | Item 15 | |
| 16 | 14 | Item 16 | |
| 17, a17 | 15-16 | Items 17-18 | |
| 18, a18 | 16-17 | Items 19-20 | |
| 19, a19 | 17-18 | Items 21-22 | |
| 20 | 19 | Item 23 | |
| 21, a21 | 19-20 | Items 24-25 | |
| 22 | 20 | Item 26 | |
| 23 | 21 | Item 27 | |
| 24, a24 | 21-22 | Items 28-29 | |
| 25 | 22 | Items 30-31 | |
| 26 | 23 | Items 32-33 | |
| 27, a27 | 23-24 | Items 34-36 | |
| 28, a28 | 24-25 | Items 37-39 | |
| 29 | 25 | Items 40-42 | |
| 30 | 26 | Items 43-44 | |
| 31, a31 | 26-27 | Items 45-46 STOP | |

| ABE Writing Diagnostic Test - Form V | | | |
|--------------------------------------|--------------|-----------------------------------|--|
| Print Page | Braille Page | Section/Items | Notes |
| Cover | p1-p2 | Title page Copyright Statement | |
| | p3-p4 | Special Symbols page | Braille page p4 is blank. |
| 1-3, a3 | 1-2 | Directions Example 1 | Sentence added: "A is the correct answer." |
| 4 | 2 | Example 2 | Sentence added: "D is the correct answer." |
| 5 | 3 | Items 1-2 | |
| 6 | 4 | Item 3 | |
| 7 | 4 | Item 4 | |
| 8 | 5 | Items 5-6 | |
| 9, a9 | 6-7 | Items 7-8 | |
| 10 | 8 | Items 9-10 | |
| 11 | 9 | Items 11-12 | |
| 12 | 10 | Item 13 | |
| 13 | 11 | Item 14 | |
| 14 | 12 | Item 15 | |
| 15 | 13 | Item 16 | |
| 16 | 14 | Item 17 | |
| 17 | 14 | Item 18 | |
| 18 | 15 | Items 19-20 | |
| 19 | 16 | Items 21-22 | |
| 20 | 17 | Items 23-25 | |
| 21 | 18 | Item 26 | |
| 22 | 19 | Item 27 | |
| 23 | 20 | Items 28-29 | |
| 24 | 21 | Items 30-32 | |
| 25, a25 | 21-22 | Items 33-34 | |
| 26 | 22 | Items 35-36 | |
| 27 | 23 | Items 37-38 | |
| 28 | 23 | Items 39-40 | |
| 29 | 24 | Items 41-42 | |
| 30 | 24 | Items 43-44 | |
| 31 | 25 | Items 45-46 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@theccb.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 multistep 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 2-D 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 2-D and 3-D 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.

Adult Basic Education

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

When responding to increasingly complex writing tasks, students can:

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

Adult Basic Education

When responding to increasingly complex writing tasks, students can:

1. Write a brief communication that demonstrates a recognition of sentence boundaries
2. Demonstrate partially developed pre-writing practices
3. Demonstrate minimal skills in idiomatic English using simple sentences
4. 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

ABE Reading Performance Level Descriptors

Reading: Vocabulary and Meaning

Proficient

1. Derive meaning of unfamiliar words from other words used in sentences (e.g., context clues)
2. Recognize and identify most relationships between words:
 - a. Can differentiate homonyms, synonyms, antonyms, homographs, homophones
 - b. Understand multiple meanings of words (parts of speech and many/most idioms)
3. Determine the meaning of unfamiliar words using knowledge of word parts (e.g., prefixes, roots, suffixes)
4. Recognize many abbreviations, symbols, and contractions in context
5. Possess a well-developed sight vocabulary
6. Able to transition easily from word recognition into definition
7. Possess limited abstract vocabulary
8. Possess a working academic vocabulary

Limited Proficiency

1. Derive meaning of some unfamiliar words from other words used in sentences (e.g., context clues)
2. Recognize and identify some relationships between words :
 - a. Can differentiate basic homonyms, synonyms, antonyms, homographs, homophones
 - b. Understand multiple meanings of some words (parts of speech, and familiar/common idioms)
3. Determine the meaning of unfamiliar words using knowledge of some word parts (e.g., prefixes, roots, suffixes)
4. Recognize basic abbreviations, symbols, and contractions in context
5. Possess a working sight vocabulary
6. Able to transition from word recognition into definition

Needs Improvement

1. Limited sight vocabulary
2. Sign and symbol recognition
3. Limited recognition of common abbreviations, suffixes, and prefixes
4. Letter and number recognition

Reading: Reading Comprehension

Proficient

1. Purpose
 - a. Determine author's purpose and viewpoint (tone)
 2. Comprehension
 - a. Consistently identify main idea (stated/implied)
 - b. Consistently identify supporting details
 - c. Able to make predictions from text
 3. Analyze/organize information
-

- a. More complex graphs, charts, and tables
- b. Sequence of events
- c. Make inferences
- d. Draw conclusions
- e. Identify patterns of organization
- f. Consistently interpret the meaning of figurative language (e.g., idioms, metaphors, and analogies)

Limited Proficiency

- 1. Purpose
 - a. Occasionally, determine purpose (inform, persuade, entertain, etc.)
- 2. Locate information
 - a. Demonstrate ability to locate and interpret data in simple text, graphs, charts, and tables
- 3. Build comprehension
 - a. Identify stated main ideas
 - b. Identify limited supporting details
- 4. Analyze and organize
 - a. Understand sequence of events
 - b. Demonstrate ability to make basic inferences
 - c. Draw basic conclusions
 - d. Recognize some patterns of organization (compare/contrast, general to specific, etc.)
 - e. Identify some elements of figurative language (metaphors and analogies)

Needs Improvement

- 1. Can occasionally identify topic
- 2. Can occasionally locate explicit data
- 3. Can decode basic pictorial information and simple texts
- 4. Limited schema
- 5. Limited ability/skill to deduce from given text

ABE Writing Performance Level Descriptors

Writing: Organizing and Composing

Proficient

1. Determine purpose
 - a. Demonstrate understanding of most purposes for writing
 - b. General knowledge of audience
 - c. Can frequently distinguish between formal writing and informal/conversational
 - d. Can frequently match tone to purpose and audience
2. Organize/present information
 - a. Usually identify relevance to topic
 - b. Can usually identify conventional transition words and phrases
 - c. Can usually identify sufficient and relevant evidence
 - d. Frequent recognition of organizational patterns, sequence, format, etc.
 - e. Can frequently identify correct syntax
 - f. Can frequently recognize correct word choice
 - g. Understand paragraph structure
3. Revise writing
 - a. Usually understands varied sentence structure
 - b. Usually recognize punctuation and capitalization conventions
 - c. Can usually recognize American Standard English
 - d. Generally can combine or modify sentences to preserve meaning

Limited Proficiency

1. Determine purpose
 - a. Demonstrate partial understanding of common purposes for writing (inform, persuade, entertain)
 - b. Limited knowledge of audience
 - c. Can sometimes distinguish between formal writing and informal/conversational
 - d. Can sometimes match tone to purpose and audience
2. Organize/present information
 - a. Occasionally identify relevance to topic
 - b. Can sometimes identify conventional transition words and phrases
 - c. Can sometimes identify sufficient and relevant evidence
 - d. Limited recognition of organizational patterns, sequence, format, etc.
 - e. Can sometimes identify correct syntax
 - f. Can sometimes recognize correct word choice
 - g. Understand basic paragraph structure
3. Revise writing
 - Understand basic sentence structure
 - Recognize basic punctuation and capitalization conventions
 - Can sometimes recognize American Standard English
 - Can sometimes combine or modify sentences to preserve meaning

Needs Improvement

1. Able to recognize labels of various pictorial representations
 2. Can sometimes identify basic parts of sentences (object and action)
-

3. Can sometimes recognize simple word order
4. Can sometimes identify basic missing personal information
5. Minimal knowledge/recognition of purpose and audience
6. Sometimes capitalizes first word of sentence and some proper nouns
7. Can recognize related simple thoughts or ideas

Writing: Grammar and Structure

Proficient

1. Consistently identifies correct use of Edited American English for:
 - a. Punctuation (commas, colons, semicolons, quotation marks)
 - b. Capitalization (proper nouns, direct quotes)
 - c. Subject/verb agreement
 - d. Apostrophes (in time expressions, in contractions, and to show possession)
 - e. Possessive pronouns
 - f. Correct pronoun reference
 - g. Parallelism
 - h. Prepositions
 - i. Verb tenses
 - j. Articles
 - k. Superlatives and comparatives
 - l. Adjectives and adverbs
 - m. Spelling
 - n. Pluralization of irregular nouns
 - o. Coordinating and subordinating conjunctions
 - p. Clauses and phrases
2. Can distinguish between/among words that are commonly confused (homophones, homonyms)

Limited Proficiency

1. Pluralize some words (e.g., by adding “s”)
2. Can sometimes identify easily confused words: homophones and homonyms (e.g., to, too, two)
3. Sentence structure
 - a. Use commas in series
 - b. Use end punctuation
 - c. Can occasionally identify correct subject/verb agreement
 - d. Can occasionally correctly use superlatives and comparatives
 - e. Can occasionally identify proper use of prepositions
 - f. Can occasionally recognize correct verb tenses
 - g. Can sometimes correctly use clauses and phrases
 - h. Can occasionally understand the use of apostrophes (in time expressions, contractions, and to show possession)
 - i. Can occasionally use possessive pronouns
 - j. Can occasionally recognize correct spelling
 - k. Can sometimes identify correct pronoun/antecedent agreement
 - l. Can sometimes understand the function of coordinating conjunctions
 - m. Can occasionally identify capitalization for proper nouns and first word in sentence

Needs Improvement

1. Rarely identifies correct use of EAE for:
 - a. Capitalization (especially proper nouns)
 - b. Spelling
 - c. Verb tenses (simple: present, past, future)
 - d. Pronoun agreement
 - e. Subject/verb agreement
2. Confuse homophones, homonyms, homographs
3. Can recognize common symbols and notations
4. Can match symbols with words
5. Usually select correct end punctuation

ABE Mathematics Performance Level Descriptors

Mathematics: Number Sense

Proficient

1. Perform all basic mathematics operations (+, -, x, ÷) with rational numbers. (4.1)
2. Compare and order rational numbers to the thousandths place using mathematics inequality (\leq , \geq). (4.3)
3. Use estimation and rounding to an appropriate place value. (3.9)
4. Understanding basic math terminology and symbols. (5.8)
5. Convert among fractions, percentages, and decimals. (5.10)
6. Solve one- to two-step word problem without translation.

Limited Proficiency

1. Perform basic mathematical operations (+, -, x, ÷) with whole numbers.
2. Understand basic fractions including the meaning of numerators (counts the number of parts) and denominators (the total number of parts in the whole). (3.2)
3. Recognize commonly used fractions, decimals, percentages and their equivalences (e.g., $\frac{1}{4} = 25\%$).
4. Count and make change (3.8) using U.S. coins and currency. (3.8)
5. Compare, order, and understand place value of whole numbers up to millions place. (2.12)
6. Solve basic word problems requiring single step with whole numbers.(2.14)
7. Use estimation and rounding whole numbers. (2.8)

Needs Improvement

1. Understand addition and subtraction up to two digits with no borrowing or regrouping, and multiply and divide single-digit (non-zero for division) numbers.
2. Understanding place values 1s, 10s, and 100s. (1.5)
3. Count and make change using U.S. coins and currency up to \$1. (2.7)
4. Understand meaning of the operation symbols (+, -, x, ÷). (2.9)
5. Solve simple real-life word and picture problems using single-step operations (+, -). (1.11)

Mathematics: Patterns, Functions, Algebra

Proficient

1. Use ratio and proportions to solve word problems. (5.7)
2. Understand positive exponents, square roots, and scientific notation (x^2 , $\sqrt{}$). (4.12)
3. Translate word problems requiring multisteps into expressions and equations, and solve simple multistep word problems with integers. (4.9)
4. Construct patterns using geometric and arithmetic sequences. (4.11)
5. Simplify expressions using the order of operations. (3.10)
6. Evaluate algebraic expressions using substitutions.

Limited Proficiency

1. Identify and plot points on an xy -coordinate plane (four quadrants). (3.4)
2. Simplify expressions using the order of operation symbols (+, -, x, ÷). (3.10)
3. Translate word problems requiring single step into expressions and equations. (3.14)
4. Identify integers on a number line. (3.5)
5. Construct pictorial and numeric patterns. (3.11)
6. Solve simple single-step linear equations.
7. Solve basic rate and ratio problems.

Needs Improvement

1. Solve simple real-life word and picture problems using single-step operations (+, -). (1.11)
2. Identify whole numbers (positive numbers including zero) on a number line. (2.4)
3. Construct simple pictorial and numeric patterns. (2.10)
4. Simplify expressions using the order of operation symbols (+, -).

Statistics and Probability

Proficient

1. Interpret statistical representations (charts, graphs, tables, etc.) and draw conclusions. (5.11)
2. Given a complete set of data, compute common measure of central tendency and range. (5.2)
3. Probability of simple independent events and their complements. (5.12)
4. Understand basic statistics and probability terminology and symbols. (5.8)
5. Can convert between fractions, decimals, and percentages to solve statistics and probability problems.

Limited Proficiency

1. Calculate the probability of a single event. (3.12)
2. Read and interpret basic graphical representations including line graph (changes over time), pictograph, circle and bar graphs. (3.13)
3. Given a complete set of data, calculate the mean and identify the mode.
4. Solve simple word problems involving basic operations. (2.14)
5. Apply fundamental counting principles.
6. Simplify fractions to solve probability problems.

Needs Improvement

1. Read basic graphical representations including line graph (changes over time), pictograph, circle and bar graphs.
2. Given a complete set of data of whole number values, calculate the mean.
3. Solve simple real-life word and picture problems using single-step operation.

Geometry and Measurement

Proficient

1. Classify geometric lines and the relationship between them (e.g., parallel, perpendicular). (4.6)
2. Given the conversion factors, convert between different systems of measurement (customary and metric measurement), including multistep, real-world problems. (6.8)
3. Identify lines of symmetry, reflections, and rotations in a given figure.
4. Identify and solve simple 2-D and 3-D representations (i.e., triangles, quadrilaterals, circles, rectangular prism) to calculate perimeters, area, and volume given formulas.
5. Solve multistep geometric problems that do not require the use of algebra.
6. Operations with rational numbers without a calculator, including whole number exponents.

Limited Proficiency

1. Understand basic geometric terminology, symbols, and abbreviations (e.g., lbs.). (5.8)
2. Classify geometric angles (acute, obtuse, right). (3.7)
3. Measure units with precision (including fractional parts) with appropriate tools (i.e., length, weight, temperature, time). (4.5)
4. Calculate elapsed time

5. Classify geometric lines and the relationship between them (parallel only). (4.6)
6. Given drawings, illustration, and/or formula, can compute basic geometric characteristics such as area, perimeter, and volume (rectangular prism only).
7. Given the conversion factors, convert between different systems of measurement (customary and metric measurement), including one-step, real-world problems.
8. Given two angle measures, find the third angle in a triangle.

Needs Improvement

1. Recognize and identify simple 2-D and 3-D geometric shapes.
2. Identify common units of measure (e.g., time, temperature, length, calendar).
3. Measure whole units with precision with appropriate tools (e.g., length, weight, temperature, time). (3.6)
4. Given the figure and all the dimensions, compute the perimeter of a triangle.
5. Inches to feet conversion.

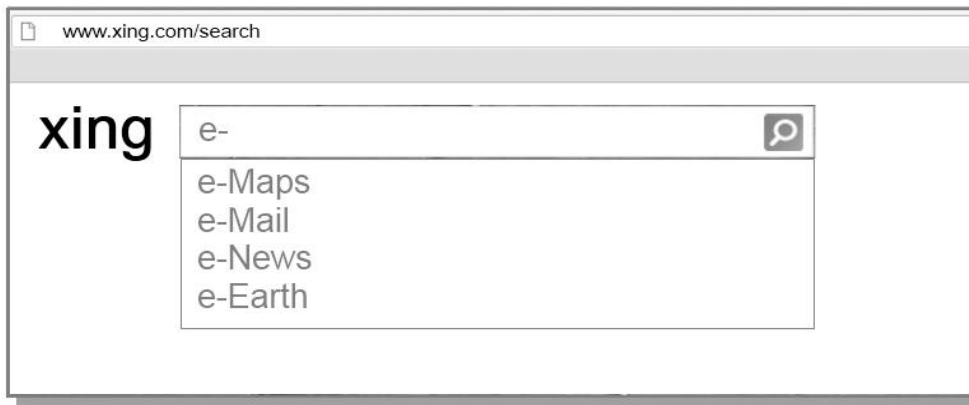
Attachment F - ABE Sample Questions

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.

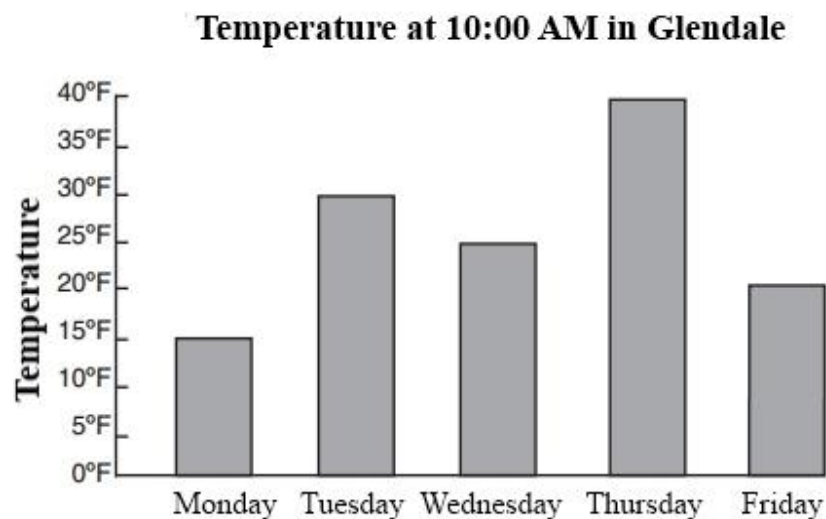
- A. message that contains executable scripts
- B. other effective ways to prevent loss of data
- C. antivirus programs must be installed immediately
- D. some applications are designed to spread viruses

(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?

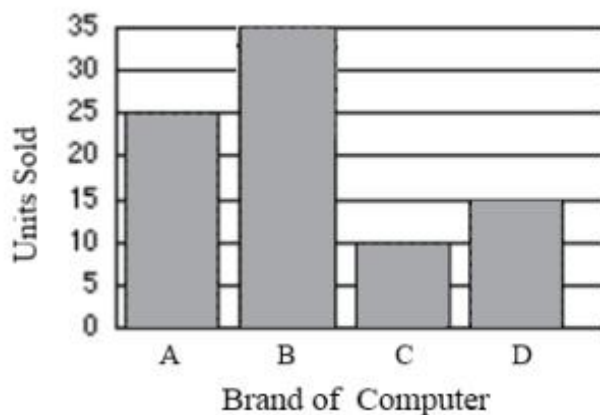
- A. -3
- B. -2
- C. 2
- D. 3

(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 April?

- 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.)

Attachment G – WritePlacer Instructions to Students

WritePlacer® Instructions to Students

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

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

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

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

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