



ACCUPLACER®

**Revealing Potential.
Expanding Opportunity.**



Chantel Reynolds
Higher Education Assessment Manager

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Why Diagnostics?
How are they being developed?

Purpose

- The ACCUPLACER Diagnostics tests will provide institutions with a more detailed assessment of a test-taker's skills in English and mathematics. These tests can be administered as a follow-up or before the ACCUPLACER *placement* tests as a way to provide additional proficiency analysis.

ACCUPLACER® Diagnostic Test

Summary

Tests:	Reading Comprehension, Sentence Skills, Arithmetic, and Elementary Algebra
Items:	40 items per test – broken into 5 domains of 8 items each administered consecutively
Time:	Untimed (designed for less than 1 hour)
Design:	Computer Adaptive
Results:	Diagnostic analysis will be assigned according to attributes within each subject
Functionality:	Integrated into the ACCUPLACER suite of tests; set up just like a branching profile

Development Timeline

- Test Design June - Sept 2008
- Item Development Oct – June 2008-09
- Field Test May - Aug 2009
- Standard Setting Sept - Oct 2009
- System Development June - Dec 2009
- Launch Winter 2010

Test Development Blueprint

- CB TD has developed 992 new items (248 new items in each test)
- Have completed field testing--expect 80% of items be approved for operational testing
- Approximately 50 items written to each domain—aim to have 80+ by summer 2010.
- Every item has been reviewed by 3 in-house content experts
- Maintain/refresh bank with on-going item development.

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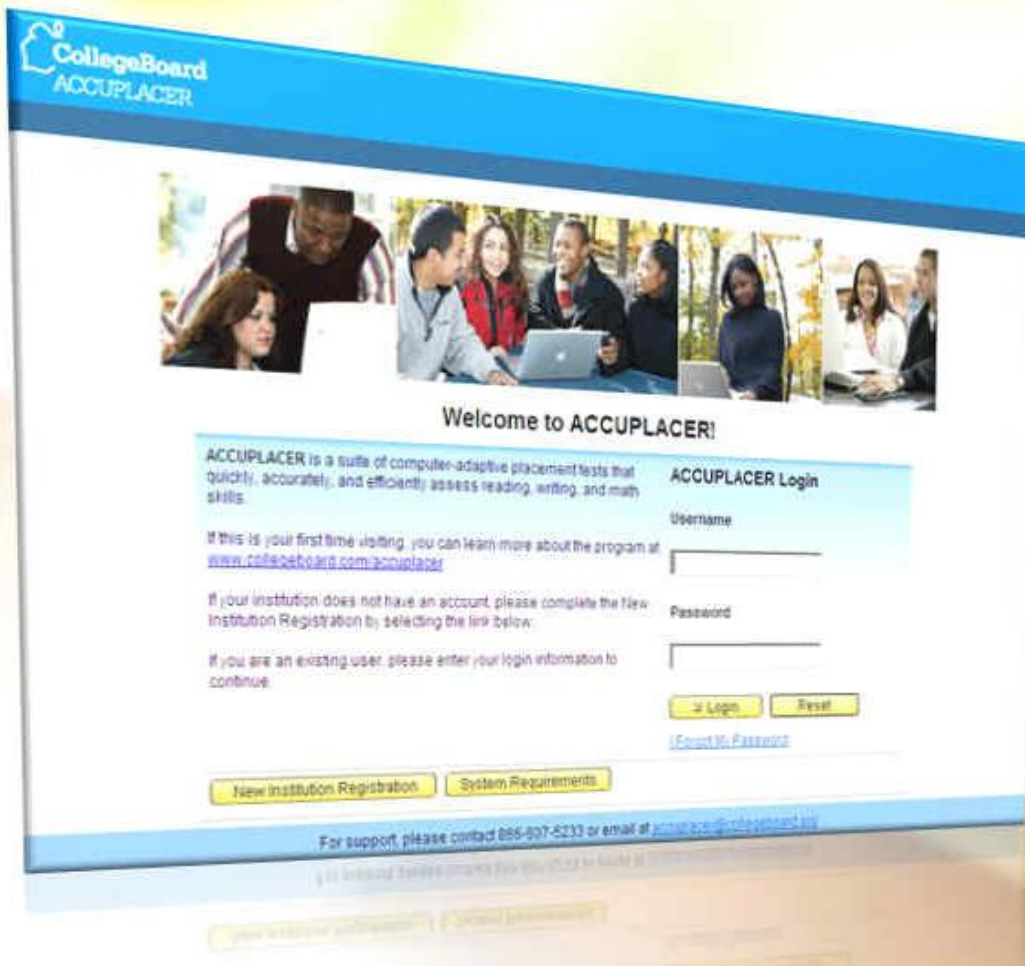


The Subjects

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Arithmetic

- Computation--fractions
- Computation--decimal numbers
- Problems involving percent
- Estimation, ordering, & number sense
- Word problems & applications



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Elementary Algebra

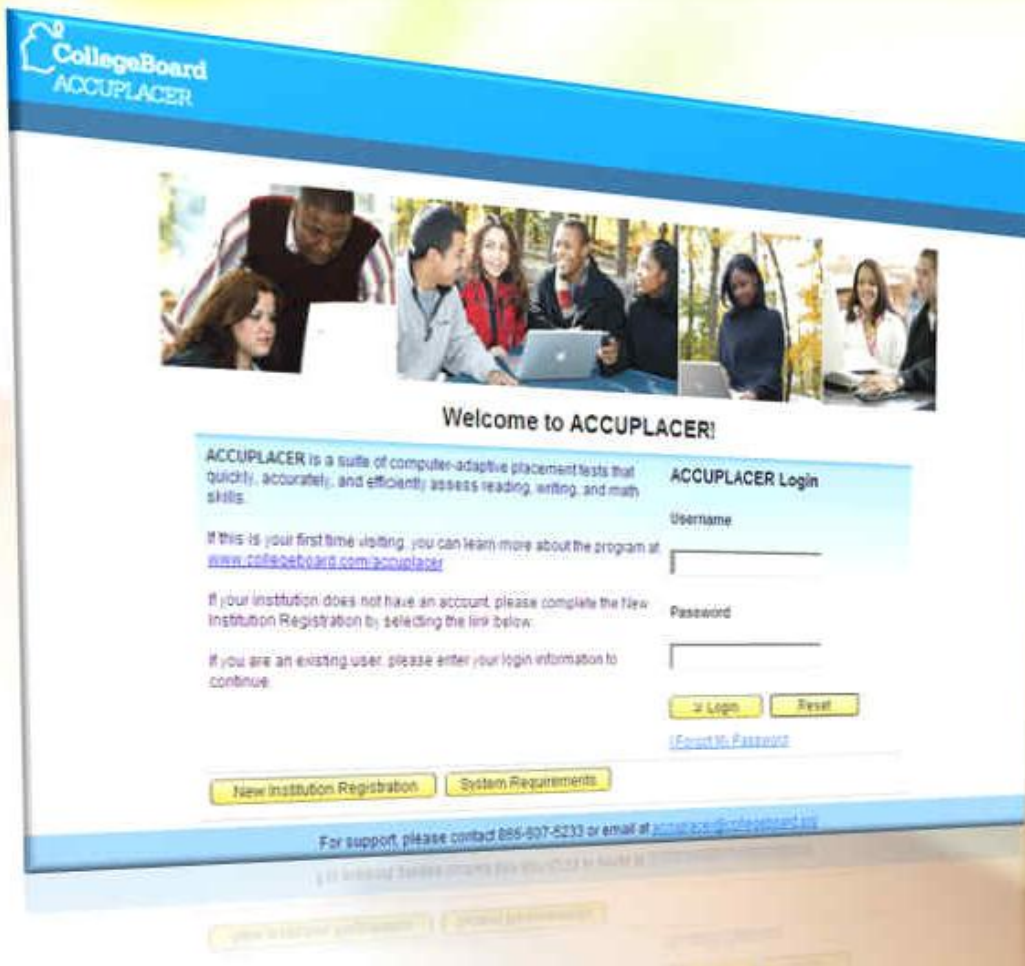
- Signed integers & rational numbers
- Linear equations, inequalities, and systems
- Quadratic expressions & equations
- Algebraic expressions & equations (other than linear and quadratic)
- Word problems & applications



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Reading Comprehension

- Passage-Based Reading: Main Idea
- Passage-Based Reading: Supporting Detail
- Passage-Based Reading: Inference
- Passage-Based Reading: Author's Purpose/Rhetorical Strategies
- Sentence Relationships



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Sentence Skills

- Sentence Structure
- Sentence Boundaries
- Modifiers
- Diction/Logic
- Agreement



The screenshot shows the ACCUPLACER website interface. At the top left is the CollegeBoard ACCUPLACER logo. Below it is a banner image of diverse students in a classroom setting. The main heading reads "Welcome to ACCUPLACER!". The page is divided into two columns. The left column contains introductory text: "ACCUPLACER is a suite of computer-adaptive placement tests that quickly, accurately, and efficiently assess reading, writing, and math skills." It provides a link to the program page and instructions for new institutions and existing users. The right column is titled "ACCUPLACER Login" and contains fields for "Username" and "Password", along with "Login" and "Reset" buttons. At the bottom, there are buttons for "New Institution Registration" and "System Requirements", and a footer with support contact information.

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The Reports

Scoring and Reporting

- Current ACCUPLACER® Tests provide valid and reliable scores for placement.
- Diagnostics will provide additional information for **instruction**, not for placement.
 - *Where should study focus for retesting?*
 - *Which skills to review individually before course begins or as a class at the beginning of the course?*
- Items – 5 domains per test title – field-testing has completed on i3.
- How many items per domain? 8 items administered per domain but the item pool will be much larger to accommodate different ability levels.

Diagnostic Test Results

Diagnostic Elementary Algebra					
Domain	Needs Improvement	Limited Proficiency	Proficient	Score	SEM
I. Signed Integers and Rational Numbers				1	1
This message is to convey info about the above graph, to say you are strong and improve					
II. Linear Equations, Inequalities and Systems				4	4
This message is to convey info about the above graph, to say you are strong and improve					
III. Quadratic Expressions and Equations				7	7
This message is to convey info about the above graph, to say you are strong and improve					
IV. Algebraic Expressions and Equations				5	5
This message is to convey info about the above graph, to say you are strong and improve					
V. Word Problems and Applications				15	15
This message is to convey info about the above graph, to say you are strong and improve					

Diagnostic Test Summary Report Search Results

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Modify Your Search Criteria

Print

School Name

First Institution

Creation Time

2009/04/08 09.28 CDT

Test Date Limit

From: 2009/03/10

To: 2009/04/08

Export Options: [Delimited Text](#) | [CSV](#) | [Excel](#) | [XML](#)

11 to 20 out of 20 items

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Test Name ↕	Domain ↕	% Area of Weakness ↕	% In Progress ↕	% Area of Strength ↕	Mean Scale Score ↕	Standard Deviation ↕	Total Students ↕
Arithmetic	Computation with Fractions	15%	5%	80%	200	200	1000
Arithmetic	Computation with Decimal Numbers	8%	20%	72%	90	90	5000
Arithmetic	Problems involving Percent	5%	20%	75%	180	180	9000
Arithmetic	Estimation, Ordering, and Number Sense	20%	20%	60%	207	200	9000
Arithmetic	Word Problems and Applications	6%	60%	34%	150	100	8000
Elementary Algebra	Signed Integers and Rational Numbers	12%	30%	58%	300	300	6000
Elementary Algebra	Linear Equations, Inequalities, and Systems	20%	35%	45%	90	90	4000
Elementary Algebra	Quadratic Expressions and Equations	15%	25%	60%	60	60	5000
Elementary Algebra	Algebraic Expressions and Equations	11%	9%	80%	70	70	3000
Elementary Algebra	Word Problems and Applications	6%	44%	50%	80	80	8000

11 to 20 out of 20 items

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Modify Your Search Criteria

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Diagnostic Test Score Roster Report Search Results

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School Name

First Institution

Creation Time

2009/04/08 09.28 CDT

Test Date Limit

From: 2009/03/10

To: 2009/04/08

Export Options: [Delimited Text](#) | [CSV](#) | [Excel](#) | [XML](#)

1 to 8 out of 8 items

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Student ID ↕	First Name ↕	Last Name ↕	Branching Profile ↕	ARITHMETIC Computation with Fractions ↕	ARITHMETIC Computation with Decimal Numbers ↕	ARITHMETIC Problem involving Percent ↕	ARITHMETIC Estimation, Ordering, and Number Sense ↕
11002111	John	Smith	DTest 1	8	3	5	6
11002112	Robert	Williams	DTest 11	2	5	7	3
11002113	Michael	Johnson	DTest 111	5	5	8	5
11002114	David	Williams	DTest 111	10	10	10	8
11002115	Joseph	Miller	DTest 111	13	13	6	13
11002116	James	Brown	DTest 11	15	8	11	13
11002117	Thomas	Taylor	DTest 111	8	5	8	4
11002118	William	Jones	DTest 11	10	12	10	11

1 to 8 out of 8 items

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The Scoring

Calibration and the Score Scale

- Developed and Field-Tested Items—calibrated so that all items are on the same difficulty scale and to produce item statistics.
- Evaluated item performance to select the final set of items for the item pool.
- Determined cut points for the category scores for each domain.

Standard Setting for Diagnostics

- Needs Improvement, Limited Proficiency, Proficient
- A group of college faculty members from across the country were convened for each test title to review items and make recommendations through a Bookmark Standard Setting Process about the placement of the cut scores to define each category.
- The proficiency statements for the categories were drafted as part of the standard setting.

Why Diagnostics.....

- Provides a detailed analysis of a student's strength's and weaknesses in a particular subject.
- Expand/enhance the ACCUPLACER suite of test offerings.
- Integrated into the ACCUPLACER platform.
- Serve a growing demand for solutions that address student remediation, academic intervention, accurate placement and persistence.

ACCUPLACER[®] Resources

- www.collegeboard.org/accuplacer
- Electronic Discussion Group (EDG)
- National conference (Boston, June 2010)
- Regional Offices
- Technical support 80+ hours per week
- Admitted Class Evaluation Service
- Research/best practices guides

Contact Information

Chantel Reynolds
Higher Education Assessment Manager
Midwestern, Southwestern, Western Regions

512.636.1436

creynolds@collegeboard.org