CollegeBoard

TEXAS SUCCESS INITIATIVE ASSESSMENT 2.0

# Administrator's Manual

2020

# Contents

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# Texas Success Initiative Assessment 2.0

The Texas Success Initiative Assessment 2.0 ("TSIA2"), a redesign of the original Texas Success Initiative Assessment ("TSIA1"), is part of the Texas Success Initiative enacted by the Texas State Legislature and was designed to assess test takers' readiness for college-level coursework in the general areas of English language arts and reading (ELAR) and mathematics. Unless exempt, entering college students are required to take tests in ELAR and mathematics, which either classify them as college ready or provide a diagnosis to 1) facilitate entry into the appropriate developmental education course or 2) support co-enrollment in a developmental education course and an entry-level, credit-bearing course within the same semester.

## Appropriate Use

TSIA2 was designed and scaled specifically to assess the academic knowledge and skills of entering undergraduate students in ELAR and mathematics. The college readiness classification test components of TSIA2 were designed to be administered to all entering undergraduate students, and the scores from these tests are intended to be used for college placement purposes. Course placement scores were developed and decided on by the Texas Higher Education Coordinating Board (THECB). For students scoring below the THECB-designated benchmark for entry into college-level courses, the diagnostic components are intended to be used for identifying specific areas of strength and weakness and to facilitate entry into the appropriate developmental education course or to support co-enrollment in a developmental education course and an entry-level, credit-bearing course within the same semester.

The administration of TSIA2 to high school students is appropriate to the extent that scores from the tests are used to determine college readiness and to connect students who are not college ready with appropriate interventions. These interventions are intended to equip students as quickly and efficiently as possible with the knowledge and skills needed to become college ready by no later than the end of high school.

TSIA2 was not designed to serve as an accountability measure, an end-of-course exam, or an indicator of eligibility for high school graduation. Consequently, there is no validity evidence supporting such uses, and College Board strongly advises against them.

## Computer-Adaptive Testing

Computer-adaptive testing (CAT) is a mode of test administration that attempts to select test questions that better match a test taker's ability. All TSIA2 tests, except for the Essay Test, are computer adaptive.

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

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

The testing platform uses an algorithm called the weighted penalty model. This algorithm has several benefits, including a randomization function that allows us to control how likely a test taker with the same ability level will see the same set of questions. This reduces the likelihood that two people testing side-by-side will have the same set of questions, even if they have the same ability level. The algorithm also allows us to control the balance between the importance of content and question difficulty when selecting questions. This functionality helps the algorithm select questions more efficiently so that the test as a whole meets content specifications and also better matches question difficulty to test taker.

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

## Fairness Review

In order to provide meaningful information about levels of achievement, test scores must accurately reflect the knowledge and skills of test takers on the construct of interest. Test unfairness occurs when test questions contain construct-irrelevant elements that prevent identifiable groups of students from demonstrating these relevant knowledge and skills, thus resulting in systematically lower or higher scores. College Board is committed to ensuring that test questions are as free as possible of unnecessary barriers to the success of diverse groups of students despite differences in personal characteristics such as age, gender (or lack of gender identity), disability status, race, ethnicity, national origin, religion, sexual orientation, and socioeconomic status. Consistent with industry-standard best practices, TSIA2 questions are subjected to rigorous internal and external fairness reviews, including both qualitative and statistical analyses, to ensure that they are fair to all test takers.

### Qualitative Analysis

Expert human judgment is critical in evaluations of fairness in test materials. To ensure that TSIA2 questions portray all population groups appropriately, are as free as possible from sensitivity concerns, and do not advantage or disadvantage any group of students on construct-irrelevant factors, fairness reviews are performed by two distinct groups of experts. First, College Board test developers apply professional test development standards when writing and reviewing test questions to identify and eliminate any language, content, context, words and phrases, and references that may be offensive, upsetting, distracting, or inappropriate to students. In addition, TSIA2 questions undergo fairness review by external panels made up of experienced educators drawn from a wide range of academic disciplines and demographic backgrounds. This external group of experts reviews TSIA2 materials to ensure that all test questions adhere to College Board guidelines. Currently employed at secondary and postsecondary institutions, these experts possess a familiarity with the populations taking TSIA2 that is crucial to evaluating test fairness.

### Empirical Analysis

In addition to expert-judgment reviews, actual student test data are used to compute statistics to help ensure that test questions in TSIA2 are fair to all subgroups of test takers. College Board psychometricians routinely examine whether test questions function differently for different groups of test takers. Statistical analysis referred to as differential item (or *question*) functioning (DIF) is performed to help determine whether there are questions on the test that give certain groups of test takers undue advantage or disadvantage relative to others. Comparisons of performance on test questions are customarily made between males and females as well between different racial or ethnic groups.

To understand DIF, three related concepts must be distinguished: item impact, DIF, and item bias. When one group has a higher proportion of test takers answering a question correctly than another group, this observation is referred to as *item impact.* Item impact may be due to true group differences in academic performance or due to item bias. For DIF to be observed, comparisons on item performance are conditioned on the construct being measured by the test. That is, test takers of equal proficiency on the test who belong to groups being compared should respond similarly to a given test question. If they do not, the question is said to function differently across groups and is flagged for DIF.

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

Finally, given that TSIA2 is an assessment that serves many groups of students, every effort is made to ensure each test is balanced for diversity. Questions in the pool are coded for gender and racial/ethic representation; the coding helps ensure that each pool contains a variety of cultural and demographic contexts and references.

## Exemptions

Not all incoming students need to take TSIA2. Students with a TSIA2 exemption can enroll in any entry-level college course without restrictions. According to the THECB, a student might be exempt if they:

- 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; or
- have been, or currently are, in the military.

## The Standard Setting Process

College Board conducted standard setting procedures to determine the scores that signify college readiness on the CRC Tests, followed by another implementation to set the cut scores that delineate the diagnostic levels[1] on the Diagnostic Tests. A modified *Bookmark Method* was used for both implementations. Furthermore, all implementations were conducted online using Zoom as the video conferencing application.

The *Bookmark Method* is an evidence-based iterative, multi-round standard setting method in which panelists go over a test booklet with questions that that have been ordered from easiest to hardest in terms of difficulty. Panelists are asked to place a "bookmark" at the point in the ordered question test book at which they feel students have demonstrated sufficient knowledge, skills, and abilities to be just minimally competent at each performance level in that subject area. Panelists typically first place their bookmarks independently and then receive information on how the placement of their bookmarks compares with that of their fellow panelists, after which they have the opportunity to discuss the reasons

1. TSIA2 diagnostic levels are closely aligned to the National Reporting System Educational Functioning Level Descriptors.

for the differences in bookmark placements. Following the discussion, panelists have the opportunity to modify their bookmark placement should they desire to do so. All of the tasks performed by standard setting panelists were done within each subject area panel.

The first step in the standard setting process was to discuss the concept of borderline performance. That is, to describe the knowledge, skills, and abilities of a test taker performing at the *borderline* of a given proficiency level. Collectively, these definitions are known as *Borderline Descriptors* (BDs) and must be developed for every cut score (i.e., each score demarcating a new level of achievement) to serve as a common reference throughout the standard setting task.

To set the college-readiness cut scores for the CRC Test in ELAR and Mathematics, the panelists were provided a copy of the Texas College and Career Readiness Standards (CCRS). Panelists were instructed that the CCRS describes a range of performance of test takers who are deemed college ready and that they should serve as the basis for describing a test taker's performance as the borderline. To describe borderline performance for setting diagnostic levels, the National Reporting System Educational Functioning Level Descriptors (NRS EFLDs) were used as the bases.

Following the creation of the BDs, panelists were trained on the standard setting method they would be using. When all the panelists had indicated via an evaluation form that they were ready to proceed, the bookmarking task began.

During the bookmarking task, panelists reviewed test questions arranged in a binder from the least difficult to the most difficult, as determined by the response probability of 0.67 (RP67). The RP67 value of a test question is the ability (i.e., score on the theta metric) of a student who has a 67% chance of responding to the question correctly. This binder of questions ordered by difficulty is referred to as the *ordered item booklet* (OIB). The OIB was accessed by each panelists on their computer using the WatchDox application. Panelists were instructed to review the OIB to identify for each test question what was being measured and what knowledge, skills, and abilities are required of a test taker to be able to respond correctly to the question. Once familiar with the test questions, panelists were instructed to start with the first question and proceed one question at a time, asking themselves whether a student performing at the borderline (as defined by the BDs) would be able to answer the question correctly. If the answer was yes, panelists were then to consider the next question in the OIB. The panelists were looking for the first point in the OIB's sequence of questions where they felt confident that the test taker performing at the borderline would not be able to give the correct answer. The bookmark location was then translated into the corresponding theta value and considered the cut score recommendation for each panelist. These individual recommendations were then aggregated to form the group recommendation. Results of the first round of bookmarking were provided to the panelist. A discussion of their results precedes the second and final round of bookmarking. The final round of bookmarking for the CRC cut score for each subject is followed by the bookmarking rounds for setting the diagnostic levels.

Course placement scores for the essay part of ELAR were set in 2013 as part of TSIA1 and were not reset on account that there were no changes in college readiness standards with regard to essay writing. The proficiency levels for the diagnostic strands for each of ELAR and Mathematics were set through equipercentile linking between TSIA2 and TSIA1.

## Approved TSIA2 College Readiness Classification Scores

| TEST NAME | SCORE |
|---|---|
| English Language Arts and Reading (ELAR) | 945 |
| Mathematics | 950 |

## Test Taker Resources

College Board offers free resources that are designed to help test takers 1) review for a test and 2) focus on areas following testing where their academic performance may need improvement. Test administrators can print and distribute most materials for test takers or make them available electronically.

Students should be encouraged to take advantage of the resources listed below. They are free and can be accessed on the homepage of the testing platform or from the **Student Portal:**

- Pre-assessment Materials
  - TSIA2 Student Informational Brochure
  - TSIA2 Sample Questions
  - Study App (contains TSIA2 practice materials for each test subject)
- Post-assessment
  - TSIA2 Interpreting Your Score
  - TSIA2 Learning Resources (powered by Perspective)

### Mandatory Pre-assessment Activity

Students must participate in a pre-assessment activity (PAA) before taking TSIA2. Colleges or universities are required to provide the PAA and to document students' participation. Students will not be allowed to take TSIA2 until they have completed the PAA.

The PAA includes the following:

- An explanation of the importance of TSIA2;
- Sample test questions and feedback;
- An explanation of all available developmental education options if test takers do not meet the requirements for demonstrating college readiness; and
- Information on campus and community resources that will help students succeed in college.

## Timeframe for Test Completion and Retesting

**Students must complete TSIA2 within fourteen (14) calendar days of start. After fourteen calendar days, a student must restart from the CRC Test, the initial test.**

For example:

- A student starts the ELAR CRC Test on January 1 but does not complete testing, pausing during the Diagnostic portion.
- The student returns on January 15 to complete testing.
- The CRC Test will no longer be active in the testing platform and the test administrator must restart the branching profile from the beginning.
- Student must be informed accordingly.

**Students may retake any TSIA2 test at any time.** However, before attempting to retest, students are strongly encouraged to review the free practice resources again.

## Charging for TSIA2

Institutions should minimize fees they charge test takers for administering a TSIA2 test. Institutions, however, may establish their own policy and charge what they believe to be a reasonable fee for administering TSIA2 tests.

**Institutions must not charge test takers for:**

- **one copy of their Individual Score Report (upon request), which should be included in the student test fee**
- **requests to retrieve scores for internal use after admittance to the institution**
- **providing accommodations to a test taker with a documented or temporary disability or discourage test takers from requesting or using accommodations in order to save the additional cost of providing accommodations.**

# TSIA2 Test Descriptions

TSIA2 assesses college readiness in English language arts and reading (ELAR) and mathematics. Test scores either certify students as college ready or 1) provide a diagnosis that is intended to facilitate entry into the appropriate developmental education course or 2) support co-enrollment in a developmental education course and an entry-level, credit-bearing course within the same semester (i.e., the corequisite model).

All test takers are administered the college readiness classification (CRC) tests first. In their standard (computer-adaptive) form, CRC tests are made up of twenty to thirty questions. The tests produce a numeric scale score ranging from 910 to 990 and either a college ready or not college ready classification. Following the CRC Tests, students whose scores place them in the latter category will automatically receive the diagnostic component. In their standard form, the Diagnostic Tests are forty-eight questions in length. Students who take the Diagnostic Test receive a diagnostic profile that includes

- one of five diagnostic levels closely aligned to the National Reporting System Educational Functioning Level Descriptors;
- three proficiency descriptors for each of the diagnostic strands: Basic, Proficient, and Advanced; and
- a proficiency statement accompanying each descriptor that provides information about test takers' strengths and weaknesses in a content strand, so that students and their instructors can develop strategies for improvement.

To view TSIA2 proficiency statements, see Appendix: Proficiency Statements for TSIA2 Diagnostic Tests.

A range of accommodations is available for test takers with documented disabilities that may prevent them from taking the computer-delivered assessments; tests in these alternative formats, called COMPANION tests, are fixed-form linear (i.e., not adaptive). The various accommodated forms include regular print, large print, reader scripts, audio CD, and braille.

The following table shows the computer-adaptive and accommodated tests available in TSIA2 and the number of questions on each test.

| Test | Standard Form (CAT) | Accommodated Form (COMPANION) |
|---|---|---|
| **English Language Arts and Reading College Readiness Classification** | 30 questions | 44 questions |
| **English Language Arts and Reading Diagnostic** | 48 questions | 72 questions |
| **Mathematics College Readiness Classification** | 20 questions | 30 questions |
| **Mathematics Diagnostic** | 48 questions | 72 questions |

## TSIA2 English Language Arts and Reading (ELAR)

The ELAR component of TSIA2 is composed of

- a single multiple-choice college readiness classification (CRC) test, providing (in conjunction with the Essay) information regarding test takers' college readiness in reading and writing;
- a single multiple-choice diagnostic test, providing information regarding test takers' academic strengths and weaknesses in reading and writing; and
- a constructed-response Essay Test

### TSIA2 ELAR College Readiness Classification (CRC) Test

The ELAR CRC Test was designed primarily to ascertain (in conjunction with the Essay Test) whether test takers are college ready or not college ready with respect to reading and writing. All CRC questions are multiple-choice and represent a mixture of set-based and discrete questions. In its standard (computer-adaptive) form, a single test consists of 30 questions, half of which are reading focused and half of which are writing focused.

Reading-focused test questions, which appear first, cover the following two categories:

- Literary Text Analysis (explicit information, inferences, author's craft, vocabulary)
- Informational Text Analysis and Synthesis (main ideas and supporting details, inferences [single-passage], author's craft, vocabulary [interpreting words and phrases in context], synthesis [paired argumentative passages])

Writing-focused test questions, which appear second, cover the following two categories:

- Essay Revision and Editing (development, organization, effective language use, Standard English conventions)
- Sentence Revision, Editing, and Completion (conventions of grammar, conventions of usage, and conventions of punctuation)

In the standard form of the CRC Test, reading- and writing-focused questions each consist of one four-question set, followed by eleven discrete questions.

### TSIA2 ELAR Diagnostic Test

The Diagnostic Test was designed primarily to identify test takers' academic strengths and weaknesses with respect to reading and writing. All questions are multiple-choice and represent a mixture of set-based and discrete questions. In its standard form, a single test consists of forty-eight questions, half of which are reading focused and half of which are writing focused.

Paralleling the CRC Test, the Diagnostic Test comprises questions in four content categories: two reading focused (which together constitute the Text Analysis and Synthesis strand) and two writing focused (which together constitute the Content Revision and Editing for Conventions strand).

Test questions in the Text Analysis and Synthesis strand, which appear first, cover the following two categories:

- Literary Text Analysis (explicit information, inferences, author's craft, vocabulary)
- Informational Text Analysis and synthesis (main ideas and supporting details, inferences [single-passage], author's craft, vocabulary [interpreting words and phrases in context, decoding and recognizing words*[2]], synthesis [paired argumentative passages])

Test questions in the Content Revision and Editing for Conventions strand, which appear second, cover the following two categories:

- Essay Revision and Editing (development, organization, effective language use, Standard English conventions)
- Sentence Revision, Editing, and Completion (conventions of grammar, conventions of usage, conventions of punctuation, conventions of spelling and capitalization*, purpose and organization*, sentence combining*)

In the standard form of the Diagnostic Test, reading- and writing-focused questions each consist of three four-question sets, followed by twelve discrete questions.

2. Asterisk (*) denotes content on the Diagnostic test not found on the CRC test.

## TSIA2 Essay Test

In conjunction with the multiple-choice ELAR Tests, TSIA2 offers an Essay Test (which remains unchanged from TSIA1). The Essay Test is used in conjunction with the multiple-choice ELAR Tests to ascertain whether test takers are college ready or not college ready with respect to reading and writing.

Students taking the Essay Test are presented with a prompt and asked to write an essay of 300 to 600 words. A prompt consists of a short passage and an assignment that requires the student to focus on the issue addressed in the passage. The Essay Test measures students' ability to produce writing that emphasizes precise use of language, logical presentation of ideas, development of a point of view, and clarity of expression—traits highly valued in college courses.

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

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

**Important: For security reasons, test takers are not allowed to retain copies of their Essay Test responses. Faculty may review student responses but must understand that these essays cannot be released to the test takers.**

Student essays are electronically scored by the Intelligent Essay Assessor (IEA), which, like human scorers, evaluates content, grammar, style, and mechanics.

IEA learns to score using a range of machine learning and natural language processing technologies. The engine is trained individually on each trait of each Essay Test prompt based on hundreds of human-scored student responses representing the full range of achievement across the rubric for that prompt, enabling IEA and human scorers to score alike.

One of the hallmarks of IEA is its unique implementation of Latent Semantic Analysis (LSA). LSA analyzes large bodies of relevant text to generate semantic similarity of words and passages. LSA can then "understand" the meaning of text much the same as a human scorer.

IEA's background knowledge of English is based on a collection of text of about 12 million words—roughly the amount of text a student will read over the course of their academic career. Because LSA operates over the semantic representation of texts, rather than at the individual word level, it can evaluate similarity even when texts have few or no words in common.

IEA automatically evaluates the semantic substance of a student's writing by comparing a new essay to a set of essays that have been graded by two expert human readers. As a new essay is submitted, IEA looks for similarities to the scored essays and assigns the new essay a holistic score by placing it in the category of essays to which it is most similar (e.g., those essays scoring a 6). Dimension scoring occurs in much the same way. For each dimension, the system assesses the new essay by comparing it to essays on which it was trained and then categorizes the new essay on the dimension in question. IEA includes built-in detectors for off-topic responses and other special situations that may need to be referred to human readers.

Scores produced by IEA are consistent with, and in some instances exceed, inter-rater reliability (IRR) of human scoring, and an audit is conducted annually on thousands of IEA-scored responses to ensure sufficient agreement with human scoring.

### TSIA2 Essay Scoring Rubric

TSIA2 Essay Test scores range from 1 to 8. Below are detailed descriptions of each score point.

**Score of 8**

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

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

**Score of 3**
An essay in this category demonstrates ***little mastery*** of on-demand essay writing. Flawed by ***one or more*** of the following weaknesses, a typical essay

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

**Score of 2**
An essay in this category demonstrates ***very little mastery*** of on-demand essay writing. Flawed by ***many or most*** of the following weaknesses, a typical essay

- Presents a vague or limited point of view on the issue;
- Demonstrates little awareness of audience;
- Presents an unclear main idea;
- Demonstrates weak critical thinking with little complexity of thought or with flawed reasoning;

- Organizes ideas ineffectively, demonstrating a problematic progression of ideas;
- Displays numerous errors in word choice, usage, and sentence structure; and/or
- Contains significant spelling, grammar, punctuation, and mechanical errors.

**Score of 1**
An essay in this category demonstrates ***no mastery*** of on-demand essay writing. Severely flawed by ***many or most*** of the following weaknesses, a typical essay

- Lacks a viable point of view on the issue;
- Demonstrates no awareness of audience;
- Fails to present a main idea;
- Demonstrates flawed reasoning;
- Demonstrates no complexity of thought;
- Is disorganized and/or disjointed;
- Displays fundamental errors in word choice, usage, and sentence structure; and/or
- Contains pervasive spelling, grammar, punctuation, and mechanical errors.

**No holistic score (0)**
This essay has not been given a holistic score or dimension scores because it is either a blank page, incoherent/illegible, insufficient (too short to assess), written in a foreign language, or off topic.

Below are the score descriptions that are reported on the Individual Score Report.

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

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

B = blank page

I = illegible/incoherent

T = too short

F = written in a foreign language

O = off topic

**TSIA2 Essay Test Dimensions**
In addition to the reported holistic score, feedback is provided on six dimensions considered essential in a well-written essay. Below are detailed descriptions of each of the dimensions.

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

- Unity
- Consistency
- Coherence
- Relevance
- Audience

**Organization and Structure**
The extent to which the writer orders and connects ideas. Specific elements considered include

- Introduction
- Thesis
- Body paragraphs
- Transitions
- Conclusions

**Development and Support**
The extent to which the writer develops and supports ideas. Specific elements considered 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 considered include

- Sentence length
- Sentence structure
- Usage
- Tone
- Vocabulary
- Voice

**Mechanical Conventions**
The extent to which the writer expresses ideas using Standard English. Specific elements considered 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 considered include

- Clarity
- Depth
- Precision
- Logic
- Accuracy
- Fairness
- Breadth
- Relevance

One of the dimension statements below will be reported for each of the indicated dimensions. Each statement describes the test taker's proficiency in the indicated dimension.

| **Purpose and Focus** |
|---|
| Your response shows a clear purpose and a consistent focus. |
| Your response doesn't 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. |

For sample essays representing each of the eight Essay Test score points, refer to the **WritePlacer Guide with Sample Essays**. It can also be found under the Resources menu on the **test platform**.

## TSIA2 Mathematics

The Mathematics component of TSIA2 is composed of

- a multiple-choice college readiness classification (CRC) test, providing information regarding test takers' college readiness in mathematics; and
- a multiple-choice diagnostic test, providing information regarding test takers' academic strengths and weaknesses in mathematics.

### TSIA2 Mathematics College Classification Readiness (CRC) Test

The CRC Test is designed primarily to ascertain whether test takers are college ready or not college ready with respect to mathematics. All CRC Test questions are multiple-choice and discrete.

Test questions cover four main categories:

- Quantitative Reasoning
- Algebraic Reasoning
- Geometric and Spatial Reasoning
- Probabilistic and Statistical Reasoning

In its standard (computer-adaptive) form, the test consists of twenty questions.

### TSIA2 Mathematics Diagnostic Test

The Diagnostic Test is designed primarily to identify test takers' academic strengths and weaknesses with respect to mathematics. All diagnostic questions are multiple-choice and discrete.

Paralleling the CRC Test, Diagnostic Test questions cover four content strands:

- Quantitative Reasoning
- Algebraic Reasoning
- Geometric and Spatial Reasoning
- Probabilistic and Statistical Reasoning

In its standard form, the test consists of forty-eight questions, twelve questions per strand, across the four strands.

English as a Second Language (ESL) tests are available for use in Texas along with the TSIA2 offerings just described. The ESL tests are computer adaptive with available accommodated forms and are intended for use in placing nonnative speakers of English into ESL courses. Information on these tests is available in the **ACCUPLACER Program Manual.**

# Test Security: Test Center Guidelines

The ACCUPLACER System Software License Agreement requires all testing to be done in a secure and proctored setting. There are no exceptions to this requirement. Test takers must be monitored at all times, and an authorized, certified test administrator from the institution must be present on-site during any and all administrations of TSIA2, ACCUPLACER, or COMPANION tests. Only approved users may log in to the platform to administer an exam. This will help prevent changes being made to your test site and unauthorized access to confidential test taker and institution information. You can only administer tests with a Proctor or Proctor-Reporter login.

**Under no circumstance should a test taker be given login credentials, nor may proctor credentials be shared with test takers. Login credentials may not be written on chalkboards or whiteboards, printed, emailed, or presented online in any form or place.**

In addition, test takers may not log in to the platform on their own. A proctor must log in test takers individually by either utilizing the fast-track login feature or issuing test taker vouchers. If testing time is limited, proctors should use either the fast-track login feature or issue vouchers to test takers prior to testing. Please refer to the **ACCUPLACER User's Guide** for more information about login options.

## Eligible Testing Facility

Before administering a test, test administrators are required to evaluate the testing facility and review testing procedures to ensure a comfortable, positive, and efficient testing environment and experience for test takers. Distractions such as noise, poor lighting, inadequate writing surfaces, or extreme temperatures will hinder test takers' experience. Although some adverse conditions may be unavoidable, every effort should be made to minimize the possibility of such distractions through careful planning.

Recommended testing facilities include college or university test centers or a quiet, proctored room in high schools. Please contact **College Board** directly if you are unsure if a testing location meets these requirements.

**It is strongly recommended that there be one proctor for every 15 to 20 students.**

Below are mandatory guidelines for any TSIA2 testing environment:

- The testing room must be appropriately heated or cooled, adequately ventilated, and free from distractions.
- Lighting must enable all test takers to read the computer screen in comfort and shouldn't produce shadows or glare on the computer screen or writing surfaces.
- The testing room cannot contain maps, periodic tables, posters, charts, or any ancillary materials related to the subject matter of the test.
- The testing room must comfortably accommodate the number of testing stations placed in it.
- Computer stations must be placed in a formation restricting the visibility of other computer screens.
- At each test station, position the computer monitor, keyboard, and mouse properly for ease of use, and provide a comfortable chair with a back.
- Test takers with or without documented disabilities are permitted to test at home provided they use one of College Board's approved virtual remote proctors. Before providing off-campus proctors (i.e., proctors not affiliated with the virtual testing network) with proctor credentials, the referring institution must thoroughly vet requested proctors' identity and employment to ensure that exams are being administered in accordance with College Board requirements. Failure to do so can result in suspension of the referring institution's account.

- Testing rooms must be quiet throughout the duration of each test administration. When testing is scheduled, or is in progress, other activities that would disrupt the standardized testing environment cannot be conducted.
- The building, testing rooms, and restrooms should be accessible to people with disabilities; these locations should also be wheelchair accessible.
- Restrooms should be located near the testing room and should be easy to find. Post directional signs if necessary.
- Unauthorized individuals (e.g., parents, chaperones, non-testing students) are not permitted in the testing center during the test. Persons assisting for accommodation purposes (e.g., readers or scribes) are considered authorized.

## Prohibited Items

- Any device capable of recording audio, photographic, or video content, or capable of viewing or playing back such content
- Unauthorized testing aids
- Calculators (test takers with a prescribed accommodation and those taking an accommodated format exempted)
- Test taker provided keyboard, computer, or laptop, unless there is a documented disabling condition that requires the use of a very specific device
- Cellular phones, tablets, pagers, smartphones, walkie-talkies, PDAs, or wireless communication devices
- Dictionaries (standard and/or bilingual), books, pamphlets, or other reference materials
- Digital cameras
- Digital watches, smartwatches, or wristwatch cameras
- Flash/Thumb drives or any other portable electronic device
- Food, beverages, or tobacco products
- Listening devices such as radios, media players (with or without headphones), or recorders
- Nonmedical electronic devices
- Paper of any kind (scratch paper must be provided and destroyed by the test center administrator; test takers cannot use or discard their own scratch paper)
- Slide rules, protractors, compasses, or rulers
- Weapons, firearms, or other items prohibited by law or test center/campus safety and security policies

## Test Violation Protocol

Invalidating the test session because of academic dishonesty is a local decision. **Please use your professional judgment**. If a test taker has violated testing policies (e.g., has used an unauthorized electronic device such as a cellphone) and it is deemed appropriate according to an institution's policies, then a test session should be invalidated. If a test taker is caught using a prohibited item such as a cellphone or any other unauthorized electronic device during the administration of a test, the proctor should:

1. Stop the test session.
2. If possible, review the device to ensure neither pictures of the test content nor text messages regarding the test have been sent/received.
   a. If possible, **do not** return the device to the test taker or delete any images or messages until it has been determined if test questions have been compromised or cheating has occurred.

3. Notify the Institution Administrator or Site Manager to confirm the test should be invalidated[3].
4. Report the issue to College Board if test content has been compromised by emailing **accuplacer@collegeboard.org**.
    a. Flag the message as "Urgent" and include "Test Violation" in the subject line.
    b. **Do not** send screenshots of the test question(s) or message(s) under any circumstances. Instead, send the following information:
        i. Student Name or ID
        ii. Exnum (found at the bottom of the ISR)
        iii. Testing Date
        iv. Testing Location
        v. Test Name(s)
        vi. Test Question Number(s)

These steps must be taken to ensure the security of the tests.

## Acceptable Test Taker IDs

Proctors must ask each test taker to present at least one current, valid form of identification that includes the test taker's name, signature (on required IDs), and a recognizable photograph. The identification must be checked before they begin testing and rechecked at the end of testing.

Acceptable forms of photo identification include current and valid:

- Driver's license
- State-approved or federal ID
- Military ID
- College ID
- High school ID
- Middle school ID
- Passport
- Tribal ID
- Naturalization card or certificate of citizenship
- Completed **ACCUPLACER Test Taker ID Form**

3. Invalidating the test session because of academic dishonesty is a local decision. **Please use your professional judgment.** If it is deemed appropriate according to an institution's policies, then a test session should be invalidated.

# Proctor Rules and Guidelines

Proctors are eligible to receive proctor login credentials only after they have successfully passed the ACCUPLACER Certificate of Test Administration (ACTA) test. **This is a requirement for the administration of TSIA2 tests as well.** These credentials are valid for one year and need to be renewed on an annual basis. Institution Administrators (IAs) and Site Managers (SMs) must select proctors who are trained in the administration of standardized tests, which includes how to safely secure all testing materials (online and COMPANION). In addition, IAs and SMs are expected to provide proctors with specific information about test administration procedures as well as regular training. All parties involved in administering TSIA2 tests must adhere to the policies outlined in the ACCUPLACER License Agreement and on the TSIA2 order forms.

**Failure to comply with established proctoring guidelines can lead to an institution's immediate termination of access to the testing platform and the forfeiture of any existing test units.**

We know that institutions make it a priority to hire and train responsible individuals to staff their testing centers. To help ensure valid, reliable results, when hiring staff, we strongly encourage that testing centers be mindful of potential conflicts of interest in order to protect the security of our assessments. To that end, please use professional judgement and consider the following questions when making decisions regarding whether a student-worker[4] should proctor a test:

- Has the student-worker taken a TSIA2 test in the past six months?
- Will the student-worker take a TSIA2 test during their tenure at the testing center?

We strongly recommend that student-workers who have taken one of the aforementioned tests in the past six months or will test in the future not serve as proctors. Testing Directors should work to ensure there are no potential conflicts of interest (or the appearance of such a conflict) between the student-worker and the test takers they will proctor.

**As a best practice, consider pairing a student-worker with an employee during a test administration. Additionally, consider conducting audits to ensure proctors are not testing while serving in this capacity.**

## Proctor Eligibility

Proctors must meet the following eligibility criteria:

- Proctors must review the ACCUPLACER proctor training materials and pass the ACCUPLACER Certificate of Test Administration (ACTA) test.
- Proctors must be responsible adults trained to administer standardized tests.
- High school students are ineligible to proctor TSIA2 or ACCUPLACER.
- Proctors must have their own username and password. Login credentials cannot be shared with anyone, including IAs and SMs.
- Proctors cannot administer a TSIA2 or ACCUPLACER test to a member of their household, immediate or extended family members, or friends.
- Proctors must not have a stake in the outcome of test takers' scores.
- Proctors cannot be engaged with any commercial test preparation company. This includes employment, volunteering, consulting, or acting as independent contractors.
- Proctors must be vetted and authorized by the institution to proctor exams in a remote, off-campus location.

4. For the purpose of proctoring, "student-worker" does not refer to an employee who is also registered for a course(s) that does not require a TSIA2 score for registration.

## Proctor Responsibilities

Proctors must engage in active proctoring behavior; for example, circulating around the testing room throughout the testing session to ensure that test takers are working on the correct test and not engaging in any aberrant behavior such as cheating. Proctors also cannot engage in non-test administration activities such as reading, eating, drinking, conversing, or using cell phones or other electronic devices during the administration of a test.

Proctor responsibilities vary and include the following:

- Ensuring proper test security in advance of, during, and following testing sessions.
- Verifying identity of every test taker before the administration of a test. Identification must also be verified upon their return to the testing center if they leave for any reason and before providing test taker with copies of their Individual Score Reports.
- Collecting and/or storing test takers' unauthorized items (e.g., cellphones, smartwatches, dictionaries) in a secure area that is not near the test taker during the test administration. Test takers cannot place these items under their desks/chairs and they cannot be within arm's reach.
- Supporting the IA and/or SM with securing all TSIA2 tests.
- Assisting test takers with testing equipment during testing and/or logging in to the correct TSIA2 test.
- Providing test takers with scratch paper and pencils as well as collect and securely destroying all scratch paper once testing is completed; they cannot use their own scratch paper.
- Printing and distributing Individual Score Reports (ISRs) after testing; verifying test takers' identity before distributing ISRs.
- Administering exams to test takers with disabilities based on approved accommodation(s).

## Proctoring Options

### On-Site Proctoring

TSIA2 can be administered on-site by proctors who have been selected by their Institution Administrator (IA) and/or Site Manager (SM) and have demonstrated mastery of testing policies and requirements on their certification test. Proctors must remain physically present throughout the administration of the exam; unauthorized individuals (e.g., parents, chaperones, non-testing students are not permitted in the testing center while testing is in session.

The recommended proctor-to-test taker ratio is 1 proctor to every 15 to 20 test takers. Proctor access must be monitored carefully and controlled by the IA and/or SM to ensure only authorized users have access to confidential test content. If a user ceases to be employed by the institution, established credentials must be revoked immediately. All proctors must have their own individual login credentials and passwords; these must be kept confidential and cannot be shared with anyone, including test takers, parents, IAs, SMs, or other proctors.

Sharing credentials with College Board Technical Support is permitted and at the discretion of the user. Technical Support does not keep or store passwords, and users can change their password after sharing and receiving assistance.

## Off-Site Proctoring

TSIA2 can be administered off-site (that is, not on an institution's campus), by remote proctors whose identity and employment at an educational institution have been thoroughly vetted by the Institution Administrator (IA) and/or Site Manager (SM) and who have demonstrated mastery of testing policies and requirements on their ACCUPLACER Certificate of Test Administration test. All off-campus proctors must adhere to the guidelines established in the *Test Security: Test Center Guidelines* and *Proctor Rules and Guidelines* sections of this document. In addition:

- Off-campus proctor access must be carefully monitored and controlled by the institution's IA and/or SM to ensure that only authorized users have access to the testing platform.
- Off-campus proctor credentials must not extend beyond the necessary time allotted to proctor any test taker or group of test takers remotely.
- The referring institution assumes responsibility for any off-campus proctoring violations, which can lead to suspension of the referring institution's account.
- All off-campus remote proctors must work at or be associated with an educational institution. Non-ACTA certified individuals at the institution (e.g., colleagues, supervisors, clergy, etc.) cannot serve as an off-campus proctor.
- All off-campus proctors must have their own individual login credentials and passwords, which must be kept confidential and cannot be shared with anyone, including test takers, parents, IAs, SMs, or other proctors.

## Virtual Remote Proctoring

TSIA2 can be administered at a campus or off-site location by certified proctors, or by a certified remote proctor provided by an approved vendor of College Board.

## Use of Chromebooks and Tablets

The use of Chromebooks and tablets is permitted for TSIA2 testing provided that all security requirements are implemented appropriately. Any **school-owned, student-issued** device that can be taken home by students is permitted for the test administration provided the proper security programs are configured on the device. Review the **ACCUPLACER Chromebook Policy** and the **ACCUPLACER Program Manual** for further details.

The use of a test taker's own personal computer is not permitted unless there is a documented disabling condition that requires use of a specific computer.

# Use of Calculators

## Online Tests

Calculators cannot be used by test takers for online TSIA2 tests unless a documented, prescribed accommodation warrants their use. Some, but not all, of the mathematics questions contain pop-up calculators for test takers, which will aid in solving the problems. If a question is configured to allow for the use of a calculator, the calculator icon will appear in the top right-hand corner of the screen. When the icon is clicked, one of two things will happen:

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

When one of the calculators on the list is chosen, the selected calculator will appear on the screen. The calculator can be moved around the screen. Clicking the "X" in the top right-hand corner will make it disappear. For questions that provide multiple calculator options, multiple calculators can be used to aid in solving them; however, only one calculator will appear on the screen at a time.

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

## COMPANION Tests

Students taking a TSIA2 Mathematics COMPANION Test are allowed access to a four function calculator with a square root button. They should be made aware that the calculator is an optional resource, as questions on the COMPANION tests can be answered without them. Because using tools appropriately is both a life skill and a standard mathematical practice, students should further be encouraged to determine when it's appropriate to use the calculator, and when estimation or other mathematical knowledge will get them to the correct answer more efficiently.

# Accommodated Testing

College Board is committed to ensuring that test takers with disabilities receive appropriate accommodations on all of its tests. All College Board tests, including TSIA2, WritePlacer ESL, and all ESL tests, are designed and administered to ensure that test takers with disabilities have the opportunity to demonstrate their abilities within the parameters of each test. The institution will determine the appropriate accommodations.

Accommodations including, but not limited to, extended time, breaks, readers, scribes, and use of assistive technology are provided on an as-needed basis. TSIA2 tests, WritePlacer ESL, and ESL tests that are computer based have the Accessibility Wizard software built into the testing environment, allowing customizable font size and backgrounds to address the needs of test takers with disabilities. Accommodated test formats, including braille, are available to test takers who, due to the impact of their disabilities, cannot take a test on the computer. Other accommodations are available upon demonstrated need.

Only accommodations that would violate test construct and/or scoring validity (e.g., reducing the number of multiple-choice selections or simplifying the language in a question) are unavailable, and discussions should be conducted with College Board to determine appropriate alternatives for test takers who document the need for such accommodations.

TSIA2 COMPANION tests are available in standard and large print, braille, and audio CD formats for test takers with visual disabilities. In addition, reader scripts are available to ensure each test is read to eligible test takers in a consistent manner.

If a test taker with a temporary physical disability (e.g., broken leg, eye injury) reports to a testing room unexpectedly but has a valid reason for immediate testing accommodations, test administrators may do so at their discretion. Below are examples of such situations:

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

**TSIA2 COMPANION tests are not timed. The Essay Test is also untimed, per THECB decision.**

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

## COMPANION Test Security

Protecting the security and confidentiality of TSIA2 test materials is critical for ensuring valid test scores and providing standard and equitable testing opportunities for all test takers.

The ACCUPLACER License Agreement requires that all testing be done in a secure and proctored setting. There are no exceptions to this requirement. No test taker should be allowed to take the test without the constant supervision of an approved proctor.

COMPANION tests are **not** reusable except for the braille and audio CD COMPANION Special Format tests. The Test Administrator is responsible for the security of all testing materials. Except during testing, all test materials must be kept in a locked, secure area that is accessible only to the Test Administrator.

**After testing, used test booklets must be destroyed using secure means. Only COMPANION Answer Sheets must be used when delivering COMPANION tests.**

Test materials may not be copied or reproduced in whole or in part, transferred to any other party, or used for any other purpose. Reproduction of a test booklet is a violation of copyright. The following COMPANION test materials are available to download and print locally at no cost to the institution:

- regular print test booklets
- large print test booklets
- administrator's reader scripts
- answer sheets

In addition to protecting physical copies of printed COMPANION tests, it is the responsibility of each institution to protect these digital copies as well.

**Test booklets must not be saved to local computers or networks**. Institutions must print materials directly from the COMPANION Processing menu in the platform before each administration.

All breaches of security, whether through carelessness or intentional mishandling of test materials, should be reported by the Test Administrator to Customer Support at 866-607-5223.

## COMPANION Test Administration

COMPANION tests must be administered in a proctored setting only. Test takers must be monitored at all times, and an authorized Test Administrator from the institution must be present on-site during any and all administrations of TSIA2 or COMPANION tests. COMPANION tests **cannot** be administered by any of College Board's approved virtual remote proctoring service providers. The testing room should comfortably accommodate the number of testing stations placed in it. Testing stations should be approximately five feet apart, or sound- and light-absorbing dividers should be provided.

**All COMPANION tests are untimed.**

### COMPANION Test Administration Order

First, test takers should be given the ELAR CRC multiple-choice test. Upon completion it should be scored. If the student reached the college readiness score, the Essay Test will be administered next. If the student did not reach the required score on the CRC Test, the ELAR Diagnostic Test will be administered next. Once ELAR has been administered, tests takers should be given the Mathematics CRC Test, following with the Mathematics Diagnostic Test if they do not receive a score demonstrating college readiness.

#### Materials Needed

- Test booklet
- Copies of the College Board ACCUPLACER Privacy Policy (available to print from the platform)
- Answer sheet
- Scratch paper
- Number 2 pencils (or pens for the Essay Test)
- CD and CD player for audio special formats
- Test Administrator Scripts (available as instructions on the platform under the *COMPANION Materials* tab)

**Use of dictionaries, including translation dictionaries, is not permitted with the COMPANION tests. Cell phones or other electronic communication devices are not permitted in the testing room.**

### Assistive Technology

The following assistive technology may be used when administering TSIA2 to test takers with a documented disability.

- ZoomText Magnifier/Reader (**http://www.aisquared.com/Products/index.cfm**)
- Kurzweil 3000 for Windows (a Professional Color Windows-based reading, writing, and learning software) (**http://www.kurzweiledu.com/kurz3000.aspx**)
- JAWS, (Job Access with Speech), 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**)

**College Board Privacy Policy**

The **College Board ACCUPLACER Privacy Policy** is available as a resource on the platform under *Resources for Students.* Institutions can make copies of the policy for distribution prior to testing.

## COMPANION Online Paper Processing System

COMPANION paper tests can be accessed, administered, and scored directly from the testing platform. The COMPANION Online Paper Processing System (COPPS) allows institutions to access test forms and answer sheets for COMPANION tests within the testing platform and to upload scanned answer sheets for automated scoring. This answer sheet is also used to record responses for braille and audio CD test takers.

COPPS features include:

- Free download of regular- and large-print versions of all TSIA2 COMPANION paper tests, reader scripts and answer sheets.
- Free download of answer sheets with bar-coding for bulk processing
- Ability for users to upload scanned images of individual or bulk (up to 25) completed answer sheets to an automated scoring engine that scores the answer sheet images.
- Ability for users to add missing required student/background information and correct issues caused by erasure that prevent automated scoring.
- Retention of answer sheet images for up to five (5) years within the testing platform.

COPPS is available to all active institutions at no additional cost. Each test scored by the automated scoring engine will consume the same number of test unit(s) as online testing from your site or institution. For additional information on COPPS as well as COMPANION processes and procedures, refer to the **COMPANION Administrator's Manual**.

# COMPANION Scripts & Instructions

## Administrator Reader Scripts & Readers

A reader script is available for each TSIA2 test and is essentially the test (test questions and answer choices) written in narrative form. When administering a TSIA2 test to a test taker who requires the use of a Reader, the appropriate reader script is to be used. Reader scripts can be found on the platform under the *COMPANION Materials* tab. **Test Administrators should print and review the script in advance of testing.**

Test takers can answer ELAR questions on the basis of the information given in the reader script. Questions on Mathematics Tests may refer to figures; when questions refer to figures, alt text (the text equivalent for an image) is provided in the reader script. Test takers who have the test read to them may also use the large-print or braille booklet for that test[5].

### Reader Guidelines

The guiding principle in reading a test aloud is to ensure that the test taker has access to test content. Test readers must be adults who are trained in the administration of standardized tests and protection of secure test materials.

A reader may only read to one test taker during the test. Reader's support should be provided in a separate setting so as not to distract other test takers.

### Test Reader Responsibilities

The information in the bullets below must be shared with test readers prior to test administration:

- Read the scripts as they are presented and as clearly as possible.
- Read test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test.
- Adjust your reading speed and volume if requested by the test taker.
- Spell any words requested by the test taker.
- Passages, questions, words, or instructions may be repeated, but only as requested by the test taker and without change.
- Do not paraphrase, interpret, define, or translate any questions, words, or instructions. Any additional information would affect what the tests are designed to test.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in the script.
- Throughout the exam, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Do not converse with the test taker about test questions as this would be a violation of test security.
- Do not manipulate the test or assist with any other support tools.
- Collect scratch paper immediately at the end of the testing session and deliver it to the test administrator.

Additional test directions as well as general remarks to the reader can be found in each reader script.

**The reader script is secure test material. It must not be left unattended when it is not in the locked storage area; shared in any way, with anyone; or be removed from the testing environment under any circumstances.**

5. Test takers who use a reader or audio CD in conjunction with another format (regular print, large print, braille) will find that the two versions differ slightly. This is because in reader scripts and audio CDs graphics and figures are described in greater detail.

## Test Administration Instructions

Test administration instructions are to be read by the test administrator at the beginning of a COMPANION test. These instructions introduce the test taker to the purpose of the test, testing guidelines, and how to fill out the answer sheet.

Test administration instructions can be found on the platform under the *COMPANION Materials* tab. **Please download and print instructions in advance of testing.**

**Test administration instructions may vary according to test format. Please use the appropriate instructions based on the format being delivered.**

### Regular- and Large-Print Formats

After verifying the identity of all test takers, seat them and put them at ease by introducing yourself and explaining the purpose of the test using **Test Administration Instructions: Answer Sheet**. Then read the directions found in **Test Administration Instructions: Regular Print Format** or **Test Administration Instructions: Large Print Format** aloud to the test taker.

### Braille Format

After verifying the identity of all test takers, seat them and put them at ease by introducing yourself and explaining the purpose of the test using **Test Administration Instructions: Answer Sheet**. Once the answer sheet has been filled in provide them with the **Test Administration Notes for the Braille Format**. Read aloud this information if necessary.

Inform the test taker that, when possible, illustrations and passages followed by questions are on facing pages. This may require several blank pages, as indicated in the administration notes. All other changes or omissions are listed. Corresponding large-print test booklets and audio CDs can be used to supplement braille versions of COMPANION tests.

**Then read the directions found in Test Administration Instructions: Braille Format**.

### Audio CD Format

After verifying the identity of all test takers, seat them and put them at ease by introducing yourself and explaining the purpose of the test using **Test Administration Instructions: Answer Sheet**.

Before testing, familiarize the test taker with the operation of the CD player. Demonstrate the features of the CD player, including how to adjust the volume, utilize the start and stop buttons, and select tracks. Please be sure to pay special attention to the track titles for each available test, as there are differences for each.

In addition, ELAR Tests contain passages to which test takers should refer when answering specific questions; as a result, test takers may find it necessary to rewind to the beginning of the track to review details that will help them answer a question.

Large-print or braille versions of a test may be used to augment the CD. Once the test taker and/or the reader has adjusted the volume and has had sufficient time to become familiar with the CD player, read the directions found in **Test Administration Instructions: Audio CD Format** aloud to the test taker.

# Ordering Tests

Before you can administer a test, you must purchase test units. Test units are required to administer online digital tests and to score COMPANION tests using the online scoring process. Tests require the following number of units:

| TSIA2 Test | Units |
|---|---|
| ELAR College Readiness Classification | 1 |
| ELAR Diagnostic | 1 |
| Mathematics College Readiness Classification | 1.14 |
| Mathematics Diagnostic | 1.14 |
| Essay | 2 |

TSIA2 COMPANION tests, with the exception of CD and braille formats and Essay, are available on the platform in a print-on-demand format. They require the appropriate number of test units, as part of the online scoring process. Test units are not required for printing print-on-demand test booklets.

**Test units and COMPANION materials can be ordered (1) electronically through the platform or (2) by completing the printable, paper TSIA2 order form.**

Note: A minimum of 100 test units is required when purchasing test units.

## Online Order Form Submission

To place an online order:

1. Log in to the ACCUPLACER platform
2. Select **Order Forms**
3. From the Order Forms page, select the **Prepare Online Order** button
4. Complete the online order form following the prompts
5. Select the **Submit** button when your order is finalized

Upon submitting an order, an email confirmation will be sent.

**If paying by credit card, call 866-607-5223 (M–F 8:30 a.m.– 6 p.m. ET) to provide the card number.**

## Standard Order Form Submission

To place an order using the paper order form:

1. Login to the ACCUPLACER platform
2. Select **Order Forms**
3. From the Order Forms page, select the **ACCUPLACER Printable Order Form (PDF)** button

The printable order form will open in a new window. Print and fill in the details for the order.

**Read the ordering instructions provided on the form carefully, as missing information will delay processing. Do not skip any required fields/sections.**

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APPENDIX

# Proficiency Statements for TSIA2 Diagnostic Tests

## TSIA2 English Language Arts and Reading Proficiency Statements

### (1) Text Analysis and Synthesis strand (reading focused)

| | |
|---|---|
| Basic | Your performance suggests that you can demonstrate one or more of the following skills: identifying clearly stated information in a paragraph; using context clues to determine the meaning of common words and phrases; determining the meaning of common abbreviations in objects such as road signs; and identifying the intended audience for ads. However, your performance also suggests that you need to develop many other important skills, such as identifying a text's main idea. |
| Proficient | Your performance suggests that you can demonstrate one or more of the following skills: identifying clearly stated information in and the stated main idea of a paragraph; using context clues to determine the meaning of common high-utility academic words and phrases; and making some challenging connections between two texts on the same topic. However, your performance also suggests that you need to develop other important skills, such as determining implicit ideas in texts. |
| Advanced | Your performance suggests that you can demonstrate one or more of the following skills: determining the implicit main idea or purpose of a paragraph; using context clues to determine the meaning of relatively uncommon highutility academic words and phrases; determining a straightforward function of a part of a paragraph in relation to the whole; and making sometimes complex connections between two texts on the same topic. |

### (2) Content Revision and Editing for Conventions strand (writing focused)

| | |
|---|---|
| Basic | Your performance suggests that you can demonstrate one or more of the following skills: making appropriate choices about text to include in simple communications based on purpose and audience; selecting appropriately among verb tenses in simple and compound sentences; and recognizing and correcting errors in capitalization. However, your performance also suggests that you need to develop many other important skills, such as recognizing and correcting errors in sentence structure. |
| Proficient | Your performance suggests that you can demonstrate one or both of the following skills: recognizing and correcting an obvious error in sentence structure and using language effectively in a somewhat to moderately challenging context to achieve a straightforward rhetorical goal (such as combining two sentences in a simple way). However, your performance also suggests that you need to develop other important skills, such as revising an essay to improve development and organization. |
| Advanced | Your performance suggests that you can demonstrate one or more of the following skills: recognizing and correcting an error in sentence structure, usage, or punctuation; using language effectively in a moderately challenging context to achieve a rhetorical goal (such as combining sentences to incorporate a modifying phrase); and revising an essay to improve development and organization. |

## TSIA2 Mathematics Proficiency Statements

### (1) Quantitative Reasoning strand

| | |
|---|---|
| Basic | Your performance suggests that you can demonstrate one or more of the following skills: ordering values of percents, decimals, and fractions; calculating an average rate of change; identifying decimal equivalents of common fractions; and estimating the value of the square root of a non-perfect square number between two integers. However, your performance also suggests that you need to develop many other important skills, such as applying a simple given ratio to calculate a value. |
| Proficient | Your performance suggests that you can demonstrate one or more of the following skills: identifying an expression that represents a rate of change; applying a simple given ratio to calculate a value; determining sale price given a percent discount; and creating a two-variable expression to represent a situation. However, your performance also suggests that you need to develop other important skills, such as expressing a percent algebraically. |
| Advanced | Your performance suggests that you can demonstrate one or more of the following skills: applying multiple ratios; expressing a percent algebraically; evaluating and comparing multiple rates of change; evaluating and estimating the product of two square roots of non-perfect squares; and analyzing a multistep problem and creating a linear equation to represent it. |

### (2) Algebraic Reasoning strand

| | |
|---|---|
| Basic | Your performance suggests that you can demonstrate one or more of the following skills: evaluating a linear function for a given value; simplifying a given polynomial expression; solving a simple one-variable equation; solving a simple system of equations in context; and identifying a factor of a simple quadratic expression. However, your performance also suggests that you need to develop many other important skills, such as solving a quadratic equation that requires factoring. |
| Proficient | Your performance suggests that you can demonstrate one or more of the following skills: solving a one-variable inequality; solving a quadratic equation that requires factoring; evaluating a simple rational function for a single value; and combining two rational expressions using a greatest common factor. However, your performance also suggests that you need to develop other important skills, such as identifying the maximum or minimum of a quadratic equation. |
| Advanced | Your performance suggests that you can demonstrate one or more of the following skills: identifying a quadratic equation that corresponds to a given graph; identifying the maximum or minimum of a quadratic equation; determining when rational functions are undefined; and solving a complex quadratic equation that requires the quadratic formula. |

### (3) Geometric and Spatial Reasoning strand

| | |
|---|---|
| Basic | Your performance suggests that you can demonstrate one or more of the following skills: calculating the perimeter of a multi-sided figure; calculating the circumference of a circle given its radius; determining the length or width of a rectangle given one measure and its area; and converting a measurement within its unit system. However, your performance also suggests that you need to develop many other important skills, such as calculating the area of a given figure in a multi-step problem. |
| Proficient | Your performance suggests that you can demonstrate one or more of the following skills: expressing the perimeter, area, or volume of a given figure or object when given measurements are algebraic expressions; calculating the area of a given figure in a multi-step problem; and using the Pythagorean theorem to calculate the area of a triangle. However, your performance also suggests that you need to develop other important skills, such as determining the equation of a circle. |
| Advanced | Your performance suggests that you can demonstrate one or more of the following skills: determining the equation of a circle; calculating the volume of a solid figure using multiple steps and conceptual understanding; and calculating a missing value of a special right triangle (30-60-90 or 45-45-90). |

### (4) Probabilistic and Statistical Reasoning strand

| | |
|---|---|
| Basic | Your performance suggests that you can demonstrate one or more of the following skills: calculating simple probability of a single random event; reading a bar or line graph to identify a value; calculating the mean, median, or range of a data set; and identifying a positive or negative linear relationship in a scatterplot. However, your performance also suggests that you need to develop many other important skills, such as comparing distributions using measures of center and spread. |
| Proficient | Your performance suggests that you can demonstrate one or more of the following skills: calculating a missing data set value given the mean or range; calculating the sample space of a data set given the probabilities of selecting a subgroup of the set; and comparing distributions using measures of center and spread. However, your performance also suggests that you need to develop other important skills, such as calculating compound and conditional probability of random events. |
| Advanced | Your performance suggests that you can demonstrate one or more of the following skills: calculating compound and conditional probability of random events; calculating percent increase from a data set presented over time; and fitting a linear model to data represented in a scatterplot. |