Today’s session will provide a basic overview of the ACCUPLACER ESL suite of assessments.
ACCUPLACER ESL is a set of computer-adaptive, untimed tests that enables you to test students quickly and efficiently across a wide range of abilities. The ESL tests can be administered separately or with other ACCUPLACER tests to maximize student performance. With ACCUPLACER ESL, you have immediate information necessary to prepared students for college and place them in English immersion programs or developmental or college-level courses. There are four multiple-choice ESL assessments and an electronically score essay option.
The ESL Reading Skills test consists of 20 questions and assesses students’ comprehension of short passages. The test contains brief passages of 50 words or less and moderate length passages of 50-90 words.

<table>
<thead>
<tr>
<th>ESL Reading Skills Content Areas</th>
<th>Approximate Percentage of Test*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Skills</td>
<td></td>
</tr>
<tr>
<td>Literal Comprehension</td>
<td>30 - 70</td>
</tr>
<tr>
<td>Inference</td>
<td>30 - 70</td>
</tr>
<tr>
<td>Passages support either one or two questions:</td>
<td></td>
</tr>
<tr>
<td>One Question passage</td>
<td>46</td>
</tr>
<tr>
<td>Two Question passage</td>
<td>54</td>
</tr>
</tbody>
</table>

* Percentages do not sum to 100 due to the ability of some items to meet multiple content requirements.
The ESL Sentence Meaning test consists of 20 questions and measures how well students understand the meaning of sentences in English. It assesses the understanding of word meanings in one or two sentence contexts.

<table>
<thead>
<tr>
<th>ESL Sentence Meaning</th>
<th>Approximate Percentage of Test*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item types</td>
<td></td>
</tr>
<tr>
<td>Fill in the Blank</td>
<td>35 - 65</td>
</tr>
<tr>
<td>Multiple Choice - 4 choices</td>
<td>35 - 65</td>
</tr>
<tr>
<td>Four areas tested</td>
<td></td>
</tr>
<tr>
<td>Particles, Phrasal Verbs, Prepositions</td>
<td>10 - 30</td>
</tr>
<tr>
<td>Adverbs, Adjectives, Connectives Sequence</td>
<td>15 - 40</td>
</tr>
<tr>
<td>Basic Nouns and Verbs</td>
<td>40 - 65</td>
</tr>
<tr>
<td>Basic and Important Idioms</td>
<td>5 - 15</td>
</tr>
</tbody>
</table>

* Percentages do not sum to 100 due to the ability of some items to meet multiple content requirements.
The ESL Language Use test consists of 20 questions and measures students’ proficiency in using correct grammar in English sentences.
The ESL Listening test consists of 20 questions and measures the ability of nonnative speakers of English to listen to and understand one or more people speaking in English.
Students have the opportunity to hear passages and answer choices up to 3 times before choosing an answer. The test is careful not to provide reading/textual clues for the student.
Institutions can determine which test students see, based on their own curriculum. In the model here, all students begin with the ESL Reading Skills test and then see other assessments based on their performance on this initial test.
In this scenario, students start with ACCUPLACER’s Reading Comprehension test, for native English speakers, and then are branched into ESL assessments based on both an objective performance on the Reading Comprehension test and answers to institution-determined background questions.
ESL tests are now all available in pencil/paper, large print, audio CD, and Braille options for test and re-test including ESL WritePlacer. The WriterPlacer companion tests are sent in to The College Board for scoring based on the 6 point rubric.
WritePlacer ESL
WritePlacer ESL undergoes similar scoring and standard setting processes as WritePlacer. However key differences include the faculty involved, the range of the rubric, and the number and type of dimensions evaluated.
<table>
<thead>
<tr>
<th>Institutions Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nassau Community College – NJ</td>
</tr>
<tr>
<td>2. Palm Beach Community College - FL</td>
</tr>
<tr>
<td>3. Palm Beach Community College - FL</td>
</tr>
<tr>
<td>4. Rutgers University – NJ</td>
</tr>
<tr>
<td>5. Saint Petersburg College - FL</td>
</tr>
<tr>
<td>6. St. Cloud State University - MN</td>
</tr>
<tr>
<td>7. University of California, San Diego - CA</td>
</tr>
<tr>
<td>8. Valencia Community College – FL</td>
</tr>
<tr>
<td>9. Bellingham Technical College - WA</td>
</tr>
<tr>
<td>10. Bergen Community College – NJ</td>
</tr>
<tr>
<td>11. Citrus College – CA</td>
</tr>
<tr>
<td>12. Community College of Denver - CO</td>
</tr>
<tr>
<td>13. CUNY - Lehman College - NY</td>
</tr>
<tr>
<td>14. Essex County College - NJ</td>
</tr>
<tr>
<td>15. Foothill College – CA</td>
</tr>
<tr>
<td>16. Gateway Community College - CT</td>
</tr>
<tr>
<td>17. Hillsborough Community College - FL</td>
</tr>
<tr>
<td>18. Lehman College in the Bronx - NY</td>
</tr>
<tr>
<td>19. Los Angeles City College - CA</td>
</tr>
<tr>
<td>20. Miami Dade College - FL</td>
</tr>
<tr>
<td>21. Middlesex County College – NJ</td>
</tr>
</tbody>
</table>

Here is a listing of faculty involved in WritePlacer ESL work. These faculty represent institutions with a significant percentage of non-native speakers.
What Students See

Instructions to Students

Writing an essay gives you an opportunity to show how effectively you can develop and express your ideas in writing. On the next screen a brief statement will be presented, followed by an assignment that relates to the statement. You will then plan and write a multi-paragraph essay (300-600 words) in which you develop your point of view. You should support your position with appropriate reasoning and examples. The position you take will not influence your score.

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

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

Click to begin test.
Sample Prompt

Statement:
A woman recently received an inheritance of $25 million from an unknown, distant relative. She cannot decide what to do: spend it, save it, or give most of it away.

Assignment:
If you suddenly received a large sum of money, what would you do with it?
Individual Score Report

<table>
<thead>
<tr>
<th>Test Domain</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Reading Skills</td>
<td>91</td>
</tr>
<tr>
<td>ESL Language Use</td>
<td>112</td>
</tr>
<tr>
<td>WritePlace ESL</td>
<td>3</td>
</tr>
</tbody>
</table>

**Holistic Score Description**
The writing sample exhibits emerging competency in the elements of on-demand essay writing in English.

<table>
<thead>
<tr>
<th>Dimension Title</th>
<th>Dimension Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization and Development</td>
<td>The writing sample exhibits emerging ability to organize ideas in paragraphs with topic sentences. Overall focus and development may be weak.</td>
</tr>
<tr>
<td>Word Use</td>
<td>The writing sample exhibits emerging competency in word use. Common words and word phrases are used appropriately. The use of less common words is evident. Errors in word selection, word forms, and spelling sometimes obscure meaning.</td>
</tr>
<tr>
<td>Sentence Use</td>
<td>The writing sample generally exhibits control of a range of sentence structures, including simple, compound, and complex clauses. Some errors in word order and punctuation are present.</td>
</tr>
<tr>
<td>Grammar</td>
<td>The writing sample contains moderately controlled use of grammatical forms. Errors are still present and may interfere with comprehension.</td>
</tr>
</tbody>
</table>

**Course Placements**

ESL Level 4
In this course, you will review the basic principles of writing. You will learn to write a thesis statement, provide support ideas, and write a conclusion.

Placement Determined on 2003-03-25
As with WritePlacer, students using WritePlacer ESL also receive abbreviated holistic score descriptions on the Individual Score Report.
A very key difference between the WritePlacer and WritePlacer ESL rubrics is in the emphasis of mastery versus control. The 8pt WritePlacer rubric references mastery throughout the scale, where the WritePlacer ESL rubric focuses on control. This is a deliberate distinction by the faculty panel recognizing that non-native writers cannot necessarily be expected to have mastered a second language but may very well have control of that language. Accordingly, they also encouraged that a score of a 6 on the WritePlacer ESL rubric may indicate skills that are developed enough to enroll in a college-level English course. It is important to acknowledge that a student may have enough control of the language to NOT need a developmental course. However, as stated earlier, cut scores are determined by the institution.
WritePlacer ESL: Score of 5

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

Here is more information on an ESL score of 5.
A score of 4.

WritePlacer ESL: Score of 4

- The writing sample exhibits a moderate control of focus, organization, and supporting details with a sense of audience awareness. It exhibits evidence of the use of a prewriting strategy.

- The writing sample exhibits moderate control of a wide and complex range of vocabulary, but with some distracting errors in word selection, word forms and spelling.

- The writing sample exhibits moderate control of complex and varied sentence structure.

- The writing sample exhibits moderate control of grammatical forms. Repetitive errors in word order, punctuation, and other aspects of grammar are distracting but may not interfere with comprehension.
A score of 3

- The writing sample exhibits an emerging use of paragraphs and topic sentences while it may lack overall focus and development.
- The writing sample exhibits an emerging use of complex vocabulary. Errors in word selection, word forms and spelling sometimes obscure meaning.
- The writing sample exhibits an emerging use of complex sentences, but with distracting errors in word order and punctuation.
- The writing sample exhibits emerging control of grammatical forms, such as verb tense, with varied and numerous errors.
A score of 2.

- The writing sample exhibits rudimentary development of ideas with an inconsistent ability to express ideas clearly in an organized pattern or with sufficient supporting details.
- The writing sample exhibits inconsistent competency in word use containing commonly used words and word phrases. Frequent errors in word selection, word forms, and spelling often obscure meaning.
- The writing sample exhibits inconsistent control of sentence use with some evidence of control of simple sentences. Commas and periods may be used to mark sentence boundaries, although there are many errors. Minimal attempts to coordinate sentences and to use subordinate clauses may be evident.
- Errors in grammatical forms are numerous.
WritePlacer ESL: Score of 1

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

A score of 1.
As with WritePlacer, a student can also receive a score of 0 on WritePlacer ESL.

WritePlacer ESL: Score of 0

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

  B - Blank
  I - Illegible/incoherent
  T - Too Short
  F - Foreign Language
  O - Off Topic
WritePlacer ESL evaluates four separate dimensions. Student proficiency will be reported for each dimension.
Organization and Development

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

- Focus (information presented in a clear, unified, and coherent manner)
- Organization (ideas presented in a logical sequence)
- Support (use of relevant and sufficient information to clarify ideas)
For Organization and Development, one of these statements will appear on the student’s Individual Score Report.
WritePlacer ESL Dimensions

Word Use
- The extent to which the writer is able to use a wide range of words and phrases accurately. Specific elements to consider include:
  - Appropriateness and accuracy of word choice
  - Range of vocabulary
  - Use of idiomatic expressions
  - Choice of word forms (parts of speech) appropriate to context
  - Spelling
Score Point Descriptions

Word Use - Score Point Descriptions (Individual Score Report)

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

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

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

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

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

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

These are the statements associated with Word Use.
Sentence Use

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

- Sentence boundaries (avoidance of fragments, run-ons, comma splices)
- Control of noun, verb, and adjective clause structure
- Sentence variety
- Word order
- Punctuation and capitalization
These are the statements associated with Sentence Use.

Score Point Descriptions

Sentence Use - Score Point Descriptions (Individual Score Report)

- The writing sample exhibits strong control of complex and varied sentence structures, including adverb, noun, and adjective clauses. Some errors in punctuation are present, but they do not affect comprehension.
- The writing sample exhibits consistent control of complex and varied sentence structures, including adverb, noun and adjective clauses. Some errors in word order, punctuation, and other aspects of grammar are present.
- The writing sample generally exhibits control of a range of sentence structures, including adverb, noun and adjective clauses. Some errors in word order and punctuation are present.
- The writing sample exhibits emerging control of sentence structures with few errors in simple sentences. Complex sentence structures appear in the writing. Many errors are evident in word order and punctuation.
- The writing sample exhibits limited control of sentence structures, with some evidence of control of simple sentences. Commas and periods may be used to mark sentence boundaries, although there are many errors. Minimal attempts to coordinate sentences and to use subordinate clauses may be evident.
- The writing sample exhibits little or no control of sentence use, except at the level of short, simple sentences. Sentence patterns may be repetitive. Word order errors may obscure meaning.
Grammar

- The extent to which the writer is able to express ideas using grammatically correct English. Specific elements to consider include:
  - Verb forms (use of correctly formed verb tenses)
  - Verb tenses (use of appropriate verb tenses to express meaning)
  - Pronoun usage
  - Agreement (subject-verb, adjective, pronoun, number)
  - Count/non-count nouns
  - Gerunds/infinitives (use of gerunds/infinitives as nouns and verb complements)
  - Prepositions
  - Articles
The statements for Grammar. Again, each institution can determine if these dimension statements will be displayed.
Unit Details and Resources
Each ACCUPLACER assessment consumes one or more test “units” and here you can see the unit usage assigned to each ESL assessment. The test unit or units are subtracted from the institutional account at the moment the student sees the first test question.
WritePlace for ESL Resources
ACCUPLACER provides sample essays for students and faculty to review and reference for an understanding of what a “6” may look like or a “2” may look like. These samples are available under the Resources tab of the platform and are also available at accuplacer.collegeboard.org under the Student section.
Again, there is a Sample Essay Guide specifically for ESL available to students and faculty.