The ACCUPLACER WritePlacer series assesses student writing skills so that you can place students in the appropriate courses. Responses are instantly and reliably scored online by the Intelligent Essay Assessor, a platform that uses artificial intelligence to score write samples and open-ended responses. WritePlacer immediately provides the information necessary for placement students in developmental education programs or college-level courses.

Many campuses have a long tradition of requiring actual student writing samples as part of their placement process. Those essays are then evaluated by a panel of faculty, each member of which independently evaluates and scores the essay. In this system, faculty members first come to agreement as to the skills being measured and how to evaluate and rate those skills, and then moves into actual scoring. Typically, at least two faculty members score each essay, and a third faculty member may become involved in the event of a disagreement. During peak registration, the sheer numbers of essays and the demands on faculty time can become unmanageable.

The benefit in using WritePlacer is in the immediate scoring of the results, reduced costs in faculty resources, and decreased waiting time for student placement and enrollment decisions.
With the ACCUPLACER system, institutions can preview and then choose which of the available prompts they wish to administer. Institutions may choose to administer all available prompts, knowing students will receive a randomly-selected prompt from among the pool. Or institutions may choose to hold certain prompts back for retesting scenarios or simply decide some prompts are not quite right for their students. Prompts with an 8 in parentheses are those associated with WritePlacer; those with a 6 in parentheses are those associated with WritePlacer ESL.
Additionally, campuses may elect to put time limits on the essay, starting at 10 minutes and increasing up to 120 minutes. In doing so, institutions can have a timer display for the student and/or offer a word count option. These are settings controlled at the local level.
All students receive a standardized set of instructions that encourage them to writing a multi-paragraph essay. Students are told how their writing will be evaluated and scored and under what circumstances a score of zero will be returned.
Here you can see a sample prompt detailing the type of prompt and how the prompt will be displayed. Notice that the prompt contains a passage and then the actual assignment. Students can react to the passage in responding to the assignment or simply respond as they wish to the question itself. The passage is primarily there to help serve as an inspiration point.
At the end of the testing session, students receive a score report that provides both the overall holistic score on the appropriate scale and the individual dimensions statements. Campuses can elect to turn off the dimensions statement display and have only the holistic score appear. Please note that the specific messaging that appears with both the holistic score description and the dimension descriptions.
Score Descriptions Used On Score Reports

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>The essay demonstrates <strong>clear and consistent mastery</strong> of on-demand essay writing</td>
</tr>
<tr>
<td>7</td>
<td>The essay demonstrates <strong>consistent mastery</strong> of on-demand essay writing</td>
</tr>
<tr>
<td>6</td>
<td>The essay demonstrates <strong>reasonably consistent mastery</strong> of on-demand essay writing</td>
</tr>
<tr>
<td>5</td>
<td>The essay demonstrates <strong>adequate mastery</strong> of on-demand essay writing</td>
</tr>
<tr>
<td>4</td>
<td>The essay demonstrates <strong>developing mastery</strong> of on-demand essay writing</td>
</tr>
<tr>
<td>3</td>
<td>The response demonstrates <strong>little mastery</strong> of on-demand essay writing</td>
</tr>
<tr>
<td>2</td>
<td>The response demonstrates <strong>very little mastery</strong> of on-demand essay writing</td>
</tr>
<tr>
<td>1</td>
<td>The response demonstrates <strong>no mastery</strong> of on-demand essay writing</td>
</tr>
<tr>
<td>0</td>
<td>No holistic score – The 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.</td>
</tr>
</tbody>
</table>

The student score reports displays the holistic score (1-8 on WritePlacer) and a short statement related to that holistic score. Much more information regarding these score descriptions is available in the ACCUPLACER program manual, but for the student audience, only these shortened statements appear. Note that the primary distinction from one score to next is around the concept of Mastery.
The student’s response is also evaluated on six different dimensions, with these statements appearing (again, where institutions have elected to display this information). The dimension statements provide some limited diagnostic capabilities for WritePlacer.
Dimension Statements Used On Score Reports

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

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

- Your response shows clear and reasoned analysis of the issue.
- Your response shows limited clarity and complexity of thought.
- Your response shows insufficient reasoning and lacks complexity of thought.
WritePlacer Rubric
As noted earlier, WritePlacer relies on an 8-pt rubric developed by a panel of English faculty from a variety of institutional types. They determine, as a group, the elements of writing that should be assessed and how to recognize those elements across the scale.
Institutions Represented

- Lee College, TX
- Lethbridge Community College, AB Canada
- Miami Dade College, FL
- Montgomery College, MD
- Mount Wachusett Community College, MA
- Northeast Iowa Community College, IA
- Oklahoma City Community College, OK
- Schoolcraft College, MI
- Tarrant County Community College, TX
- Thompson Rivers University, BC Canada
- University of Nevada, Las Vegas, NV
- Valencia Community College, FL
- Central Piedmont Community College, NC
- Community College of Rhode Island, RI
- Dallas County Community College District, TX
- Dunwoody College of Technology, MN
- Fayetteville State University, NC
- Front Range Community College, CO
- Gateway Community College, CT
- Hannepin Technical College, MN
- Housatonic Community College, CT
- King Drew Magnet High School of Medicine & Science, CA
- LA Southwest College, CA

Here is a list of those institutions represented during the development of the rubric and prompts. Note that both higher education and K12 institutions are included, as well as 2 yr and 4 yr institutions of higher education.
Once the faculty members have designed and agreed upon the rubric, they move to reviewing prompts and sample essays.

- For each prompt and at each point along the scoring rubric, faculty determine a key student essay to serve as the “anchor” for the scoring engine.
  - which essay becomes the best example of a 6 on the scale?
- The anchor papers are used to calibrate the scoring engine, as well as human scorers.
- When the scoring engine and the humans match exactly or with one pt difference at least 90% of the time, the engine is considered calibrated.

Once the rubric is established, faculty then review multiple student essays to determine the “anchor” paper for each point of the rubric for a given prompt. As you might imagine, this process can be lengthy and involve considerable discussion to reach a conclusion.
The following slides go into more detail regarding each of the points along the scale. Note the emphasis on mastery throughout the rubric and how mastery is or is not reflected with each point.
Again there is an emphasis on mastery, but with small differences from an essay receiving an 8.
Here is a score of six.
A score of 5 is a common choice for institutions when establishing a cut score for a college-level English course. However, each institution is free to choose the cut score based on its own learning outcomes and minimum competencies.
A score of 4.
Eight Point Rubric
Score of 3

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

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

A score of 3.
Eight Point Rubric
Score of 2

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

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

A score of 2.
A score of 1. Note that scores of 1-4 typically indicate a need for developmental intervention, whether that mean a traditional course or some alternative intervention structure. However, again, please note that cut scores decisions are determined at the local level. Your curriculum, your students, your decision.
Finally, it is possible for an essay to receive a 0, for the reasons listed here. Additionally, it *is* possible for an essay to receive a “Pending” notice rather than a holistic score. In this situation, the scoring system has been unable to determine the best match for the essay against the overall rubric and has requested a human evaluator review the essay and assign the most appropriate score. This typically takes 24 hours for the score to be returned, and institutions are notified when the score is available in the system.
As noted earlier, WritePlacer can provide more than a single holistic score. Essays are also evaluated according to six dimensions considered essential in a well-written essay. Again, if an institution elects to have dimensions statements reported, a descriptive statement describing the student’s proficiency will be reported for each dimension. However, as an aside, the individual dimensions statements are evaluated and reported separately from the holistic score.

<table>
<thead>
<tr>
<th>Six Dimension Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sentence Variety and Style</strong></td>
</tr>
<tr>
<td>• The extent to which the writer crafts sentences and paragraphs demonstrating control of vocabulary, voice, and structure.</td>
</tr>
<tr>
<td><strong>Mechanical Conventions</strong></td>
</tr>
<tr>
<td>• The extent to which the writer expresses ideas using standard English.</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
</tr>
<tr>
<td>• The extent to which the writer communicates a point of view and demonstrates reasoned relationships among ideas.</td>
</tr>
<tr>
<td><strong>Purpose and Focus</strong></td>
</tr>
<tr>
<td>• The extent to which the writer presents information in a unified and coherent manner, clearly addressing the issue.</td>
</tr>
<tr>
<td><strong>Organization and Structure</strong></td>
</tr>
<tr>
<td>• The extent to which the writer orders and connects ideas.</td>
</tr>
<tr>
<td><strong>Development and Support</strong></td>
</tr>
<tr>
<td>• The extent to which the writer develops and supports ideas.</td>
</tr>
</tbody>
</table>
The following slides provide more detail around the particular elements considered with each dimension. Here we have Purpose and Focus.

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

- Unity
- Consistency
- Coherence
- Relevance
- Audience
Organization and Structure

The extent to which the writer orders and connects ideas. Specific elements to consider include:

- Introduction
- Thesis
- Body paragraphs
- Transitions
- Conclusions
Development and Support

The extent to which the writer develops and supports ideas. Specific elements to consider include:

- Point of view
- Coherent arguments
- Evidence
- Elaboration
Sentence Variety and Style

The extent to which the writer crafts sentences and paragraphs demonstrating control of vocabulary, voice, and structure. Specific elements to consider include:

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

The extent to which the writer expresses ideas using standard English. Specific elements to consider include:

- Spelling
- Grammar
- Punctuation
Critical Thinking

The extent to which the writer communicates a point of view and demonstrates reasoned relationships among ideas. Specific elements to consider include:

- Accuracy
- Fairness
- Breadth
- Relevance
- Clarity
- Depth
- Precision
- Logic
How Essays Are Scored
The Intelligent Essay Assessor (IEA) is a powerful internet-based service that has been proven to score written essays as accurately as trained human scorers. IEA scores essays based on content as well as on more mechanical aspects of writing, such as grammar and spelling.

The KAT engine is assesses the content of an essay by comparing it against a set of essays previously scored by expert human readers. IEA assigns a score to each essay based in part on the similarity of the content of the essay to the training set essays.
Latent Semantic Analysis (LSA), an approach that infers semantic similarity of words and passages by analyzing large bodies of relevant text. LSA can then understand the meaning of text in much the same way as a human reader.
A common misconception is that IEA scores by recognizing keywords. It does not. If two or more different terms accurately describe a concept, IEA will recognize either or both and score them equally as well. A keyword based approach to similarity would find nothing in common between these two sentences.

The Intelligent Essay Assessor uses the KAT engine to assess the content of an essay, as well as more mechanical aspects of writing. When a student submits an essay for scoring, the system immediately measures the meaning of the essay. It then compares the essay to the training essays, looking for similarities, and assigns a holistic score in part by placing the essay in a category with the most similar training essays. Analytic scoring occurs in much the same way. For each trait, the system assesses that trait in the student essay, compares it to the training essays, and then categorizes the trait in question.
100 - 200 student papers written in response to a given prompt are collected. These papers are then scored by human graders who assess a paper’s overall quality using a specific rubric. For analytic scoring, they examine a paper for important traits. Each essay is scored by two graders for the holistic score and again by two graders for each of the analytic traits. If the two graders diverge by more than one point on any score, a third grader scores the paper to settle that discrepancy.

Once human readers are finished, the papers and their scores are used to train the computer to score new student essays in response to the prompt. The engine learns to score the different score points based on the human scored papers. The engine can be trained to provide holistic as well as analytic or trait scores.

Once the scoring engine and the human readers have 90% agreement or adjacency, the engine is considered calibrated and begins scoring independently. An annual audit is conducted to ensure that this 90% requirement is maintained.
To serve as a human reader for WritePlacer, scorers must hold certain qualifications. Most scorers have a master’s degree.
During training, the human readers are given the same anchor papers identified by the faculty panel, as well as the same rubric. Then they receive a number of practice sets, where essays have already been secretly assigned a holistic score and are typical of what students will submit.
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>• Nassau Community College – NJ</td>
</tr>
<tr>
<td>• Palm Beach Community College - FL</td>
</tr>
<tr>
<td>• Palm Beach Community College - FL</td>
</tr>
<tr>
<td>• Rutgers University – NJ</td>
</tr>
<tr>
<td>• Saint Petersburg College - FL</td>
</tr>
<tr>
<td>• St. Cloud State University - MN</td>
</tr>
<tr>
<td>• University of California, San Diego - CA</td>
</tr>
<tr>
<td>• Valencia Community College – FL</td>
</tr>
<tr>
<td>• Bellingham Technical College - WA</td>
</tr>
<tr>
<td>• Bergen Community College – NJ</td>
</tr>
<tr>
<td>• Citrus College – CA</td>
</tr>
<tr>
<td>• Community College of Denver - CO</td>
</tr>
<tr>
<td>• CUNY - Lehman College - NY</td>
</tr>
<tr>
<td>• Essex County College - NJ</td>
</tr>
<tr>
<td>• Foothill College – CA</td>
</tr>
<tr>
<td>• Gateway Community College - CT</td>
</tr>
<tr>
<td>• Hillsborough Community College - FL</td>
</tr>
<tr>
<td>• Lehman College in the Bronx - NY</td>
</tr>
<tr>
<td>• Los Angeles City College - CA</td>
</tr>
<tr>
<td>• Miami Dade College - FL</td>
</tr>
<tr>
<td>• 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.
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.
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 Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Reading Comprehension</td>
<td>91</td>
</tr>
<tr>
<td>ESL Language Use</td>
<td>110</td>
</tr>
<tr>
<td>WritePass ESL</td>
<td>9</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. Linking words 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 adverb, noun and adverbial 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 2009-03-25
As with WritePlacer, students using WritePlacer ESL also receive abbreviated holistic score descriptions on the Individual Score Report.

6  The writing sample exhibits strong control of the elements of on-demand essay writing in English.
5  The writing sample exhibits consistent control of the elements of on-demand essay writing in English.
4  The writing sample exhibits moderate control of the elements of on-demand essay writing in English.
3  The writing sample exhibits emerging competency in the elements of on-demand essay writing in English.
2  The writing sample exhibits limited competency in the elements of on-demand essay writing in English.
1  The writing sample exhibits little competency in the elements of on-demand essay writing in English.
0  No holistic score – The writing sample has not been given a holistic score or the four dimension scores because it is either a blank page, illegible), insufficient (too short to assess), in a foreign language, or off topic.
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.
Here is more information on an 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.
A score of 4.
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.
A 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.
As with WritePlacer, a student can also receive a score of 0 on WritePlacer ESL.

- 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.

**Word Use**
The extent to which the writer is able to use a wide range of words and phrases accurately.

**Sentence Use**
The extent to which the writer is able to use a variety and complexity of sentence patterns, independent/dependent clauses.

**Grammar**
The extent to which the writer is able to express ideas using grammatically correct English.
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.

Organization and Development – Score Point Description

- The writing sample exhibits strong control of focus, organization, and supporting details. It is a developed, focused piece of writing that engages the reader and exhibits a smooth progression of ideas.
- The writing sample exhibits a clear focus, a recognizable organizational pattern, and enough detail to communicate ideas clearly. It shows analytical development. The writer’s awareness of audience and purpose is evident.
- The writing sample shows a discernible focus and organization with some supporting details. The writer shows some sense of audience.
- The writing sample exhibits emerging ability to organize ideas in paragraphs with topic sentences. Overall focus and development may be weak.
- The writing sample shows rudimentary development of ideas with inconsistent ability to express ideas clearly in an organized pattern or to provide sufficient supporting details.
- The writing sample expresses only very simple ideas with any clarity. The organization pattern may resemble a list.
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
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.
WritePlacer ESL Dimensions

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.
WritePlacer &
WritePlacer 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.
Each sample essay guide provides two student responses to a given prompt, the holistic score, and a brief annotation describing why the essay received a particular score.
Again, there is a Sample Essay Guide specifically for ESL available to students and faculty.
Finally, it is possible for students to handwrite their essay. WritePlacer and WritePlacer ESL come in pencil and paper, Braille, large print and audio CD options. More details around use of these formats is available in the program manual under the Resources tab.

Sometimes there are questions about a student’s typing ability and WritePlacer and how to address that situation. As already stated, it is possible for students to handwrite the essay, but there is a longer wait time for scoring. A possible alternative is to allow the student to see the prompt on the computer and handwrite the essay. Only when the student feels the handwritten version is finished does he or she then type the essay into the box on the screen. This allows the scoring to proceed quickly, but also acknowledges that writing and typing may need to happen separately.
User Resources
The ACCUPLACER Program offers a wide range of resources to support our users. Many of these are available on-demand 24/7.

Inside ACCUPLACER is the Resources option which contains a variety of tools including:

- Getting Started with ACCUPLACER includes a Quick Start Guide to account setup.
- The ACCUPLACER Program Manual includes information about the tests within the platform as well as information on testing policies and practices.
Resources designed to provide guidance on implementing various aspects of ACCUPLACER can be found on the public ACCUPLACER Resources page at the address shown. Those resources include:

- Information on use of Multiple Weighted Measures which is a process that incorporates use of background questions and external data to fine tune placement practices
- Documents on Intervention Tools That Work to provide evidence of effectiveness and suggestions on implementation
- Information on ACCUPLACER tests for students including both Sample Questions and the Web-Based Study App
- Details on the benefits and process of conducting a Validity Study to understand the effect of your chosen cut scores.
Professional Development Resources

accuplacer.collegeboard.org

The ACCUPLACER Outreach Team provides professional development in many different formats. A listing of all the resources available is at the address shown.

- Some topics are presented through a live webcast. The Professional Development page provides a list of sessions available along with a link to register. Once registered, you will receive an email with instructions on joining the session.
- Many topics are available as on-demand videos and are available 24/7.
- The ACCUPLACER Account Setup presentation contains details of the process of setting up an ACCUPLACER account along with detailed step-by-step instructions. Also included are video demonstrations of each step in the process.
The ACCUPLACER Program has teams of staff members dedicated to providing support and service to our users.

The Outreach Team of Sr. Assessment Managers provides service to institutions at the campus, system, and state levels which can include consultation, training, professional development, and advocacy for student college readiness. Services can be provided through on campus, face-to-face events or virtually.

ACCUPLACER Support provides a staff of trained service agents ready to answer questions and resolve issues. Support is available 12 hours/day and can be contacted using a toll-free number, through email, and also live chat.