

Innovative Practices Using ACCUPLACER




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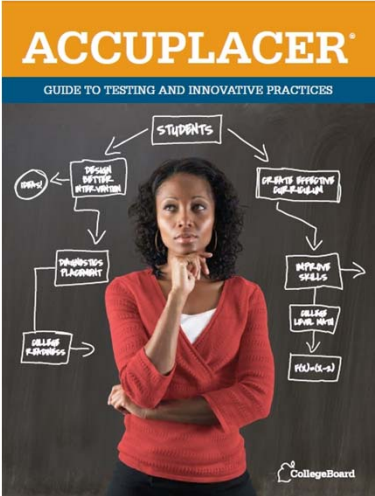


Agenda


- ▶ Get to Know ACCUPLACER
- ▶ Early Testing and Intervention
- ▶ Aligning High School and College Standards
- ▶ Enhanced ACCUPLACER Suite for High School and College Interventions



Introducing...



accuplacer.collegeboard.org/professionals/accuplacer-resources



Get to Know ACCUPLACER



Get to Know ACCUPLACER

▶ Most popular ACCUPLACER features:

- ▶ Computer-adaptive testing
- ▶ Internet-delivery
- ▶ Immediate score reports
- ▶ Customizable

▶ New Tools for Intervention

- ▶ ACCUPLACER Diagnostics
- ▶ ACCUPLACER//MyFoundationsLab
- ▶ Official ACCUPLACER Study App

accuplacer.collegeboard.org/professionals/accuplacer-resources



ACCUPLACER Features

- ▶ Computer-adaptive
- ▶ Fully online
- ▶ Diagnostic
- ▶ Placement
- ▶ Intervention system
- ▶ Immediate and accurate results
- ▶ Reading, writing, mathematics, ESL, computer skills
- ▶ Determine strengths and weaknesses
- ▶ 8 million test per year
- ▶ 1,300 secondary and postsecondary institutions



Early Testing and Intervention



Case Studies

- ▶ Targeted intervention leads to better test scores
- ▶ Early assessment in high school motivates students to earn college credit
- ▶ Test-prep workshops help students in upper-level courses
- ▶ Effective use of test data can drive instruction to help students meet college readiness standards



Early Testing and Intervention

Montgomery County Public Schools (Maryland)


- ▶ Partnership between Montgomery County Public Schools and Montgomery College
 - ▶ 1,183 12th graders given ACCUPLACER placement
 - ▶ Students not meeting cut scores given opportunity to strengthen skills
 - ▶ Targeted interventions built around data from ACCUPLACER Diagnostics
 - ▶ Performance on post-testing improved in 12 out of 15 domains
- Lessons Learned:
- ▶ Dramatic improvements in student proficiency based on intervention
 - ▶ Data useful in identifying skills
 - ▶ Ability to compare ACCU data with state test data and PSAT/NMSQT
 - ▶ Aggregate data useful for classroom instruction
 - ▶ Students felt more comfortable with testing



Early Testing and Intervention

Montgomery County Public Schools (Maryland)

Domain	Change from Pre- to Post-Testing
Real Numbers	+ 10%
Linear Equations, Inequalities, Systems	No change
Quadratic Expressions and Equations	- 5%
Algebraic Expressions and Equations	+ 1%
Word Problems and Applications	+ 17%
Passage-Based Reading Main idea	+ 3%
PBR Supporting Detail	+ 8%
Sentence Relationships	+ 13%
PBR Inference	+ 8%
PBR Author's Purpose	+ 8%
Agreement	+ 10%
Modifiers	+ 11%
Diction/Logic	+ 10%
Sentence Structure	+ 18%
Sentence Boundaries	- 2%



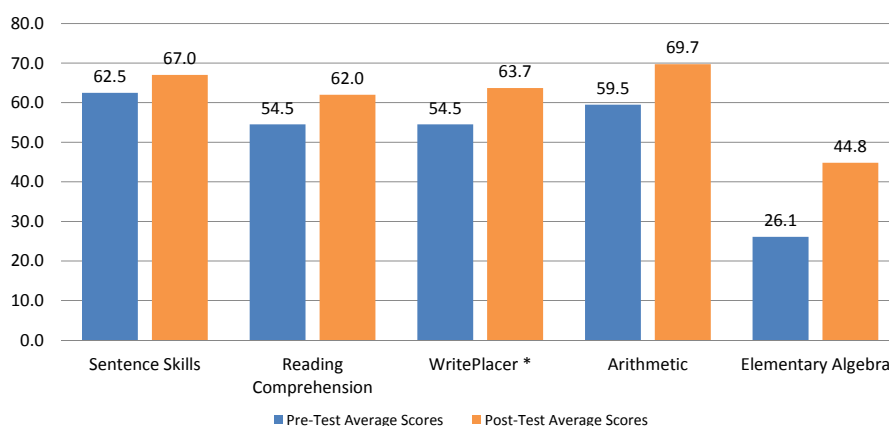
Motivating Students with Early Assessments Colorado Springs Early Colleges

- ▶ At-risk students attending Colorado Springs Early Colleges earn college credit while completing high school diplomas
- ▶ Students take ACCUPLACER Placement tests in RC, WP, AR, EA, and CLM and placed in classes based on proficiency rather than age
- ▶ Students with lower scores offered Diagnostics with data used to select intervention resources including college developmental courses
- ▶ Students may re-test with Placement to advance to higher level courses
- ▶ Average ACCUPLACER scores increased pre- to post-test on all assessments
- ▶ Average CESC student graduates with 45 hours of college credit in addition to their high school diploma

Motivating Students with Early Assessments

Colorado Springs Early Colleges

Growth of ACCUPLACER Scores in 2011



* WritePlacer provides scores on a scale from 1-8. The original pre-test average score was 2.75 with an average post-test score of 3.5. Data displayed here was adjusted to match the 20-120 point scale reported by other tests.



Proving the Value of Test Prep

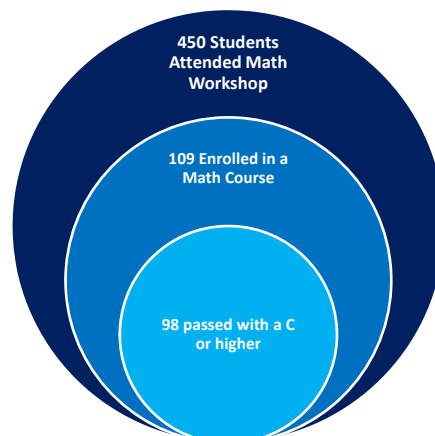
Community College of Aurora (Colorado)

- ▶ Community College of Aurora (Colorado) designed 2 hour long Math Workshops for students to review knowledge and skills prior to initial testing or re-testing with ACCUPLACER
- ▶ More than half of re-testers placed in higher course levels
- ▶ 90 of re-testers earned a C or higher
- ▶ To meet demand, the Math Workshop was filmed and made available online



Proving the Value of Test Prep Community College of Aurora (Colorado)

- ▶ Math Workshop now embedded in the first 2 weeks of the Intermediate Algebra course
- ▶ Students who re-test and make cut scores can move into a late starting College Algebra
- ▶ Re-testers who did not meet cut score can stay in Intermediate Algebra
- ▶ Long-term results show 86% of students exiting the Math Workshop earned a C or higher in a College Algebra course



Test-Prep Program Fall 2010-Spring 2011

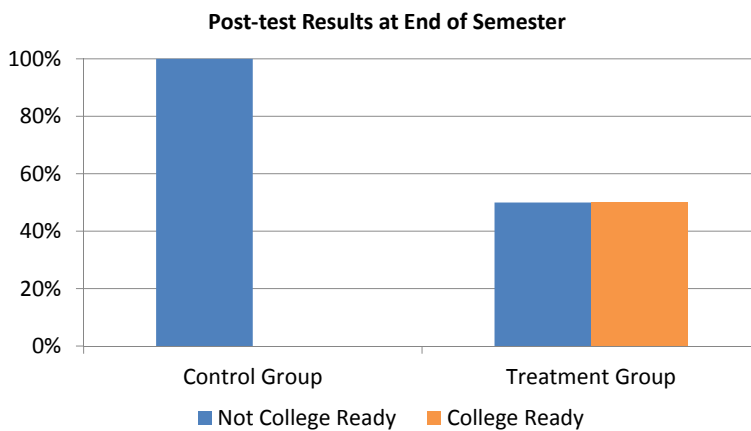


Providing Strong Results for a Federal Program Massachusetts Department of Higher Education

- ▶ Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP) is a federal program designed to help disadvantaged students gain access to higher education
- ▶ MA GEAR UP serves 6,000+ students by providing school-based services in urban districts
- ▶ Partnership with Worcester State University to deliver WCU's developmental math course to 12th graders
- ▶ GEAR UP used ACCUPLACER Elementary Algebra placement test to screen 300 students to create a cohort for a control and treatment experimental design pilot
- ▶ 30 students used as the control group who received no additional instruction beyond their current math courses (if any)
- ▶ 43 students assigned to the treatment class who received the WSU developmental math course
- ▶ At conclusion of semester, all students re-tested



Providing Strong Results for a Federal Program Massachusetts Department of Higher Education



Aligning High School and College Standards



Case Studies

- ▶ Customized instruction helps students score and place higher
- ▶ Aligned curriculum and partnership contributes to student success
- ▶ Effective use of resources improves student performance



Targeted Interventions Improve College Readiness

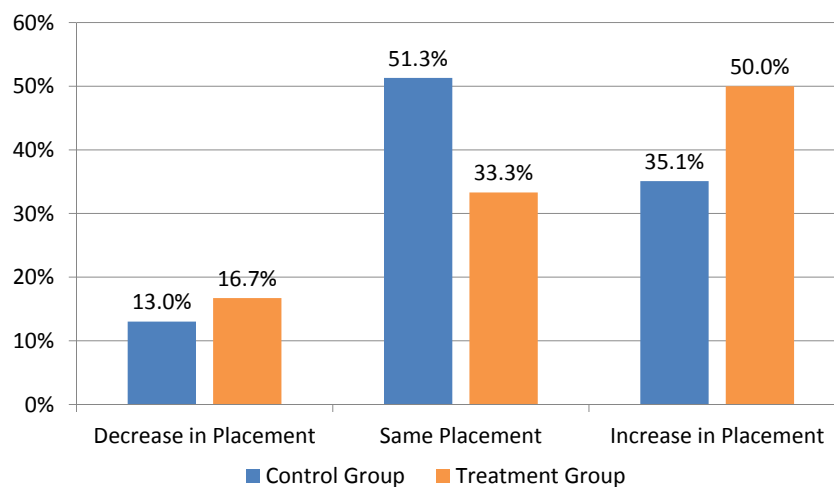
Anne Arundel Community College (MD)

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|---|--|
| <ul style="list-style-type: none"> ▶ Pilot class for high school students to reduce need for Developmental Math ▶ 90 students tested with EA and CLM ▶ 60 students assigned to control group ▶ 30 students assigned to an intervention math class were at-risk with IEPs, 504 plans, or Limited English proficiency | <ul style="list-style-type: none"> ▶ Intervention math class students were given Diagnostics ▶ Teacher used group trend data from the Diagnostic Summary Report to design course content ▶ Data on individual student strengths and weakness used to target instruction for each student ▶ At semester-end, all 90 students were re-tested with EA and CLM ▶ Use of Diagnostics with targeted instruction beneficial and may be useful for all students |
|---|--|



Targeted Interventions Improve College Readiness

Anne Arundel Community College (MD)



Aligning Curriculum with K-12 and College Partnerships

Asheville-Buncombe Technical Community College (NC)

- ▶ Asheville-Buncombe Technical Community College partnered with local school districts to redesign math curriculum and address student needs
 - ▶ 75 public school and college math and developmental ed faculty collaborated on curriculum design, use of ACCUPLACER data, and instructional practice
 - ▶ High schools updated CTE math curriculum based on ACCUPLACER concepts to make it more relevant
 - ▶ 8 area high schools gave Diagnostics and used data and used various strategies to deliver targeted instruction
- Partnership outcomes:
- ▶ Better understanding of ACCUPLACER Diagnostics content helped reduce need for remediation
 - ▶ Improved instruction and integration of math into CTE curriculum
 - ▶ Improved collaboration between CTE and math teachers
 - ▶ Benefits of joint professional developmental between CTE and math teachers

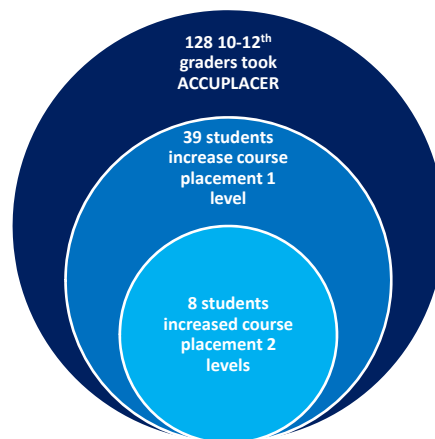


Aligning Curriculum with K-12 and College Partnerships

Asheville-Buncombe Technical Community College (NC)

A.C. Reynolds High School:

- ▶ Tested 128 students from grades 10-12 enrolled in Technical Math 1, Technical Math 2, or Introductory Math/Algebra
- ▶ Students received 35 hours of math instruction
- ▶ Students post-tested with 36.7% increasing placement by 1 or 2 levels



Creating a K-20 Educational Consortium

El Paso Community College (Texas)

- ▶ El Paso Community College developed a K-20 consortium with University of Texas at El Paso and 12 local school districts
- ▶ Consortium has expanded dual enrollment opportunities
 - Early ACCUPLACER testing is used to identify student strengths and weaknesses, then target instruction
 - Students meeting cut scores can enroll in dual credit courses
 - Dual enrollment credits earned have grown 286% from 2003-09
- ▶ Consortium tests in a common ACCUPLACER account allowing transfer of scores between institutions as needed with student permission
- ▶ Expanded use of ACCUPLACER Diagnostics provide data for targeted instruction resulting in fewer developmental courses required



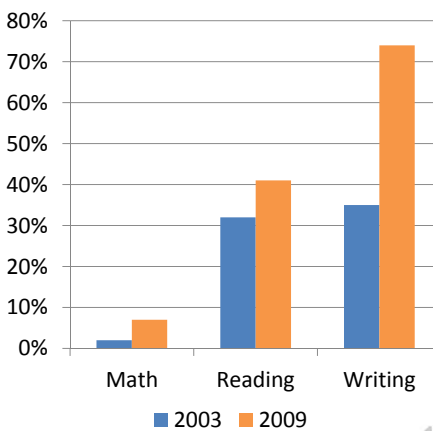
Creating a K-20 Educational Consortium

El Paso Community College (Texas)

Significant results:

- ▶ Even with growing enrollment, Developmental English and Reading placements have decreased by 37% and 24%
- ▶ Math completion rates have improved
- ▶ With as little as 6 hours of math refresher, 49% of students improved placement by 1 or 2 levels

Increased High School Graduation Rates Based on College Readiness Initiatives



Enhanced ACCUPLACER Suite for High School and College Interventions



Case Studies

- ▶ Use Local Background Questions and Multiple Measures to understand student performance
- ▶ Take advantage of WritePlacer with automated scoring to ensure correct placement



ACCUPLACER Tools Assess Multiple Measures

University of Houston (Texas)

- ▶ University of Houston – Downtown customizes their use of ACCUPLACER to gather additional data for stronger predictions of student success and understanding of student needs
- ▶ Local Background Questions allow design of Multiple Measures which can factor in additional data such as GPAs, course completion, and student characteristics
- ▶ Allows detailed analysis of various student groups such as first generation, minority males, students on financial aid, etc.
- ▶ Data analysis provides support for targeted student services such as Student Success Courses to improve time management and study skills
- ▶ Allows the University to utilize resources in a more timely, effective manner



ACCUPLACER Tools Assess Multiple Measures

University of Houston (Texas)

Customizing Course Placement with Local Background Questions

Multiple Measures = Placement Scores + Other Information	Use Data to Develop Customized Placements	Customize Placements to Maximize Student Success
<ul style="list-style-type: none"> • Use ACCUPLACER to assess academic skills • Add ACCUPLACER Local Background Questions such as GPA, course completion rate, re-enrollment rates and other areas of interest 	<ul style="list-style-type: none"> • Use Local Background Questions to assess students' potential for success • Use data to develop predictions 	<ul style="list-style-type: none"> • Student services • Tutorials • Student success course • Time management • Study skills



Confirming the Reliability of Automated Scores

Ramapo College of New Jersey

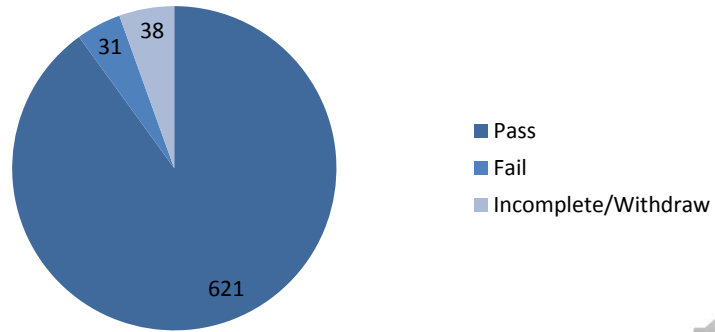
- ▶ Ramapo College has used WritePlacer since 2001 as sole writing assessment for placement
- ▶ Ramapo College studies have proven WritePlacer is accurate with 90% of students placed into college-level English achieving a grade of C or higher
- ▶ WritePlacer automated scoring is trained based on the collective wisdom of skilled human scores
- ▶ Measures various, non-coachable aspects of responses to assigned topics
- ▶ WritePlacer uses Latent Semantic Analysis to understand word meanings and relationships, not just locating key words
- ▶ Detects essays that are highly unusual, off-topic, use nonstandard language, or are too short/long
- ▶ Scoring of essays is immediate, resulting in quicker placements for students



Confirming the Reliability of Automated Scores

Ramapo College of New Jersey

Successful Completion of College English
with WritePlacer Placement
Fall 2009



Summary



In Conclusion

- ▶ Many different strategies have proven to be successful
- ▶ Refreshing or rebuilding skills improves students' placement
- ▶ Early intervention for high school students allows to experience higher levels of college success
- ▶ Advanced features of ACCUPLACER can fine tune placement practices



User Resources



Resources Inside ACCUPLACER

- ▶ Getting Started with ACCUPLACER
- ▶ ACCUPLACER User's Guide
- ▶ ACCUPLACER Program Manual

Resources

Resources

Resource Name
Knowledge Base
<u>ACCUPLACER User's Guide</u>
COMPANION Administrator's Manual
Join ACCUPLACER Electronic Discussion Group
Launch ACCUPLACER from Your Portal
<u>Getting Started with ACCUPLACER</u>
<u>ACCUPLACER Program Manual</u>
Resources for Students
Ability to Benefit (ATB) Testing
ACCUPLACER Training Videos
Research Library
News and Information

ACCUPLACER Implementation Resources Online

<http://accuplacer.collegeboard.org/professionals/accuplacer-resources>

- ▶ Multiple Weighted Measures
 - ▶ Introduction
 - ▶ White Paper
 - ▶ Setting MWM Up in ACCUPLACER
- ▶ Intervention Tools
 - ▶ Executive Summaries
 - ▶ Individual Case Studies
 - ▶ Software-based and non-software based intervention
 - ▶ Best Practices Guide
- ▶ Student Preparation Tools
 - ▶ iPhone Study App
 - ▶ Web Study App
- ▶ Validity Studies
 - ▶ Overview
 - ▶ Handbook
 - ▶ Sample Report



Professional Development Resources

<http://accuplacer.collegeboard.org/professionals/professional-development>

- ▶ Live webcasts held on a monthly schedule
- ▶ Recorded sessions on a variety of topics
- ▶ ACCUPLACER Account Setup presentation
 - ▶ Setup process overview
 - ▶ Step by step instructions
 - ▶ Links to video demonstrations



ACCUPLACER Outreach and Support Teams

The Outreach Team

- ▶ Sr. Assessment Managers
- ▶ Provide service to institutions at the campus, system, and state levels
- ▶ Consultation, training, professional development, and advocacy
- ▶ On campus, face-to-face service
- ▶ Virtual service via webcast and phone

ACCUPLACER Support

- ▶ Staff dedicated to troubleshooting, problem solving, Q/A
- ▶ Available 12 hours/day – 6 days/week
- ▶ Phone: 866-607-5223
- ▶ Email: info@accuplacer.org
- ▶ Live chat

