

Implementing ACCUPLACER®//MyFoundationsLab®: Integration into Ongoing Career and Technical Education (CTE) Course Work

<p>Program Description Students will work on assigned content as part of an ongoing CTE curriculum.</p>	<p>Purpose To enhance skills that will allow students to enter and succeed in Math and/or English courses required to earn degrees and/or certificates in Career and Technical fields. ACCUPLACER®//MyFoundationsLab® is used as a resource for individualized intervention.</p>		
<p>Program Owner High School, K–12 School District, College, Technical Institute, Trade Association</p>	<p>Audience Students who are enrolled in CTE programs who need to review their Math and/or English skills prior to taking ACCUPLACER for either admittance to the program or enrollment in required course work. These students may be enrolled in current Math and/or English courses or using ACCUPLACER//MyFoundationsLab in place of a course.</p>	<p>Time Frame 10 weeks during the standard semester, length of the program, or the entire school year</p>	<p>Typical Duration Semester, length of the program, or full year</p>

Location Use of ACCUPLACER//MyFoundationsLab can occur during class time with either scheduled meetings in a computer lab or through use of laptops in the classroom or can be accomplished as Independent Study outside of class.

Measure of Success proved course placements as determined by the college placement policy or increases in scores on ACCUPLACER Diagnostics.

Intervention Process

- Pretesting ACCUPLACER Placement Tests can be used to establish initial scores and course placements (optional).
- ACCUPLACER Diagnostic testing is used to provide detailed student achievement data and create individualized learning paths in MyFoundationsLab.
- Students study using MyFoundationsLab online content throughout the course.
- Posttesting is used with ACCUPLACER Placement Tests to establish score gains/losses and ending course placements.
- Posttesting can also be the administration of ACCUPLACER Diagnostics again to measure skill gains; however, colleges typically do not accept those scores for placement.

Time Required To make meaningful progress on individual learning paths, students should spend 2–3 hours per week per content area.

Participant Selection Pretesting with ACCUPLACER placement tests can be used to screen students prior to course enrollment; those not meeting the required scores to place into college-level courses are candidates for this course. Other data points including PSAT/NMSQT®, SAT®, and state test scores can be used as indicators of students who may benefit from intervention. In addition, nontraditional-aged students returning to an educational program may benefit from intervention.

Role of the Instructor The instructor should act as the ACCUPLACER Proctor and facilitate testing in either a computer lab or classroom using laptops. If used as part of the Implementation Model, this testing may include placement testing but will require Diagnostic testing to generate personalized learning paths. At the conclusion of testing, instructors should review test scores and diagnostic data to understand the needs of individual students and the group as a whole. While students work in MyFoundationsLab, instructors monitor progress using data found in the *Grade Book*. Instructors also coach and mentor students as they progress through their assigned learning path, and they respond to student questions.

Technical Preparation

ACCUPLACER account setup (performed by the Site Manager or Institution Administrator)

- Creation of users: Proctors and/or Proctor Reporters
- Creation of branching profiles with desired placement and Diagnostic tests
- Confirmation that MyFoundationsLab has been activated for the account and branching profiles
- Training for instructors who will proctor

MyFoundationsLab setup

- It is activated in the ACCUPLACER account
- Access to student content and the instructor grade book is confirmed
- Instructors are trained

Considerations for Success

Project Development

- Set goals and develop a plan for the use of ACCUPLACER//MyFoundationsLab
- Select or create an implementation model that fits the overall instruction delivered in the program

Proctoring of ACCUPLACER testing

- Understanding best practices in proctoring
- Manage the testing process in ACCUPLACER:
 - Starting tests
 - Continuing unfinished tests
 - Printing Individual Score Reports
 - Generating Diagnostic Roster and Diagnostic Summary reports

Faculty should understand the use of MyFoundationsLab:

- The student experience using the content
- Use of the *Instructor Gradebook* and the data presented
- Best practices in monitoring instruction and motivating students

Implementation Timeline

WK 1 WK 2 WK 3 WK 4 WK 5 WK 6 WK 7 WK 8 WK 9 WK 10 WK 11 WK 12 WK 13 WK 14 WK 15 WK 16 WK 17 WK 18

PRETESTING

ORIENTATION

IMPLEMENTATION

POSTTESTING

Pretesting with ACCUPLACER

Testing with ACCUPLACER Diagnostics

- Orientation acquaints students with the purpose of ACCUPLACER, the testing process, and use of results to create learning paths in MyFoundationsLab
- Testing continues until participants have finished and received scores.

Orientation

Orientation to MyFoundationsLab

- Activate students' MyFoundationsLab accounts
- Provide introduction to students on learning paths, features of curriculum, and navigation
- Students begin work on individual learning paths

Implementation

- Participants work on individual learning paths
- If instructors are available, they monitor student achievement by reviewing data in the *MyFoundationsLab Grade Book* and provide coaching and support as necessary

Posttesting

Posttesting with ACCUPLACER placement to determine gains in course placement