

ACCUPLACER PLACEMENT SAMPLE ASSESSMENT

Reading Comprehension

Some of the questions will ask you to read the statement or passage and then choose the best answer to the question. Answer the questions on the basis of what is stated or implied in the passage.

There are two types of pottery that I do. There is production pottery—mugs, tableware, the kinds of things that sell easily. These pay for my time to do the other work, which is more creative and satisfies my needs as an artist.

The author of the passage implies that:

- a. artists have a tendency to waste valuable time
- b. creativity and mass-production are incompatible
- c. most people do not appreciate good art
- d. pottery is not produced by creative artist

Elementary Algebra

Select the correct answer to the following equations.

$$2x + 3x + y =$$

- a. $6xy$
- b. $5x + y$
- c. $5(x + y)$
- d. $6x + y$

$$(2x - 4y)^2 =$$

- a. $4x^2 - 16y^2$
- b. $4x^2 + 16y^2$
- c. $4x^2 + 16y^2 - 16xy$
- d. $4x^2 + 16y^2 + 16xy$

$$12a - 14b - a + 2b =$$

- a. $12 - 12b$
- b. $11a - 12b$
- c. $13a - 16b$
- d. $12a^2 - 12b^2$

Sentence Skills

In some questions you will be asked to select the best version of the underlined part of the sentence. The first choice is the same as the original. If you think the original sentence is best, choose the first one.

Ms. Rose planning to teach a course in biology next summer.

- a. planning
- b. are planning
- c. with a plan
- d. plans

Answers

Reading Comprehension

The correct answer is “creativity and mass-production are incompatible.”

Algebra

$$2x + 3x + y = \underline{5x + y}$$

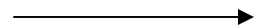
$$(2x - 4y)^2 = \underline{4x^2 + 16y^2 - 16xy}$$

$$12a - 14b - a + 2b = \underline{11a - 12b}$$

Sentence Skills

The correct answer is “plans.”

Please read the other side of this page.



Writing Sample

You will be asked to prepare a multiple-paragraph writing sample of about 300-600 words on a topic. The following five characteristics of writing will be considered:

- **Focus**
The clarity with which you maintain your main idea or point of view.
- **Organization**
The clarity with which you structure your response and present a logical sequence of ideas.
- **Development and Support**
The extent to which you elaborate on your ideas and the extent to which you present supporting details.
- **Sentence Structure**
The effectiveness of your sentence structure.
- **Mechanical Conventions**
The extent to which your writing is free of errors in usage and mechanics.

Web sites to reference for the writing sample

<http://www.geocities.com/SoHo/Atrium/1437/index.html>

<http://www.gc.maricopa.edu/English/essay/>

http://webster.commnet.edu/grammar/five_par.htm

<http://members.tripod.com/~lklivingston/essay/>

Web sites to reference for the Accuplacer test

www.testprepreview.com

Upper Iowa University Placement Rules for Mathematics

Placement Rule: Elementary Algebra Score is < 30 ; students are placed into Math 090 Foundations of Math then Math 095 Beginning Algebra then Math 105 College Mathematics with Math 081 workshop.

Placement Rule: Elementary Algebra Score is ≥ 30 and < 43 ; students are placed into Math 095 Beginning Algebra then Math 105 College Mathematics with Math 081 workshop.

Placement Rule: Elementary Algebra Score is ≥ 43 and \leq to 65; students are placed into Math 105 College Mathematics with Math 081 workshop.

Placement Rule: Elementary Algebra Score is > 65 and < 85 ; students are placed into Math 105 College Mathematics.

Placement Rule: Elementary Algebra Score is ≥ 85 ; students are placed into Math 109 Quantitative Methods or Math 111 Pre-Calculus or Math 220 Elementary Statistics.

Proficiency Statements for Elementary Algebra

Total right score of about 25

Students at this level have minimal pre-algebra skills. These students demonstrate:

- a sense of order relationships and the relative size of signed numbers
- the ability to multiply a whole number by a binomial

Total right score of about 57

Students scoring at this level have minimal elementary algebra skills. These students can:

- perform operations with signed numbers
- combine like terms
- multiply binomials
- evaluate algebraic expressions

Total right score of about 76

Students at this level have sufficient elementary algebra skills. By this level, the skills that were beginning to emerge at a Total Right Score of 57 have been developed. Students at this level can:

- add radicals, add algebraic fractions, and evaluate algebraic expressions
- factor quadratic expressions in the form $ax^2 + bx + c$, where $a = 1$
- factor the difference of squares
- square binomials
- solve linear equations with integer coefficients

Total right score of about 108

Students at this level have substantial elementary algebra skills. These students can:

- simplify algebraic expressions
- factor quadratic expressions where $a = 1$
- solve quadratic equations
- solve linear equations with fractional and literal coefficients and linear inequalities with integer coefficients
- solve systems of equations
- identify graphical properties of equations and inequalities

Upper Iowa University Placement Rules for Reading Comprehension

Placement Rule: Reading Comprehension is ≤ 55 ; students would be placed in ENG 091 Reading for Critical Comprehension.

Proficiency Statements for Reading Comprehension

Total Right Score of about 51

Students at this level are able to comprehend short passages that are characterized by uncomplicated ideas, straightforward presentation, and for the most part, subject matter that reflects everyday experience. These students are able to:

- • recognize the main idea and less central ideas
- • recognize the tone of the passage when questions do not require fine distinctions
- • recognize relationships between sentences, such as the use of one sentence to illustrate another

Total Right Score of about 80

Students at this level are able to comprehend short passages that are characterized by moderately uncomplicated ideas and organization.

These students are able to:

- • answer questions that require them to synthesize information, including gauging point of view and intended audience
- • recognize organizing principles in a paragraph or passage
- • identify contradictory or contrasting statements

Total Right Score of about 103 or higher

Students at this level are able to comprehend passages that, although short, are somewhat complex in terms of the ideas conveyed, and that deal with academic subject matter, often in a theoretical framework. These students are able to:

- • extract points that are merely implied
- • follow moderately complex arguments or speculations
- • recognize tone
- • analyze the logic employed by the author in making an argument

Upper Iowa University Placement Rules for Sentence Skills

Placement Rule: Sentence Skills Score is < 60 or Writeplacer Plus Score is ≤ 7 or Reading Comprehension score is ≤ 60 ; students are placed into ENG 095 Foundations of English then ENG 101 Basic Composition with ENG 081 workshop.

Placement Rule: Sentence Skills Score is ≥ 60 and < 75 and Writeplacer Plus Score is > 7 and ≤ 9 and Reading Comprehension Score is > 60 ; students are placed into ENG 101 Basic Composition with ENG 081 workshop.

Placement Rule: Sentence Skills Score is ≥ 75 and < 109 and Writeplace Plus Score is > 9 and < 11 and Reading Comprehension Score is > 60 ; students are placed into ENG 101 Basic Composition.

Placement Rule: Sentence Skills Score is ≥ 109 and Writeplace Plus Score is ≥ 11 and Reading Comprehension Score is > 60 ; students are placed into ENG 201 Expository Writing or ENG 202 Writing for Business or ENG 203 Writing for the Sciences.

Proficiency Statements for Sentence Skills

Total Right Score of about 53

Students at this level can:

- solve problems in simple subordination and coordination
- correct sentence fragments

Total Right Score of about 86

Students at this level can:

- solve problems of faulty coordination and subordination in a sentence with one or two clauses
- manipulate complex verb tenses
- correct misplaced modifiers
- solve problems that combine grammar and logic

Total Right Score of about 110 or above

Students at this level can:

- manipulate complex sentences with two or more subordinate clauses
- correct problems of syntax and repetitive diction
- recognize correct and incorrect linkages of clauses, including problems involving semicolons

WritePlacer Plus Scoring

Writing samples for WritePlacer Plus are scored using a modified holistic scoring, a procedure used to evaluate the overall quality of writing based on the features of writing identified below. Holistic scoring is used to evaluate the overall effectiveness of the writing sample as evidenced by how well a piece of writing communicates a whole

message. Each writing sample is evaluated based on its overall impression, not on the basis of the individual writing characteristics in isolation.

Each response is evaluated based on the following features of writing:

- Focus,
- Organization,
- Development and Support,
- Mechanical Conventions.

Scores are reported on a scale from 2-12 reflecting the sum of two readers' scores or the IntelliMetric model of the two readers' scores. If the two readers disagree by more than one point, a third reader evaluates the writing. A score of zero indicates that the response was off topic, in a language other than English, too short to score, or in some other way unscorable. The Texas 8 point scale, can be obtained by calling 1-800-486-8497.

Description of Scoring Scale	Score Point Description
12	An outstanding writing sample that is very effective at communicating a whole message to a specified audience. The response is well organized and maintains a clear central focus with a clearly stated purpose. The writer exhibits superior control in the development and support of ideas. The writer demonstrates superior facility with mechanical conventions such as sentence structure, usage, spelling and punctuation.
11	An excellent writing sample that very effective at communicating a whole message to a specified audience. The writer establishes a clear purpose and focus is effectively maintained throughout the writing sample. Ideas are well developed and well supported. The writer clearly demonstrates mastery of sentence structure, usage, spelling and punctuation.
10	A strong writing sample that effectively communicates a whole message to a specified audience. The writer establishes a purpose and maintains focus throughout the writing sample. The writer exhibits strong control in the development of ideas and clearly specifies the supporting detail. There is evidence of mastery of mechanical conventions such as sentence structure, usage, spelling and punctuation.
9	A very good writing sample that substantially communicates a whole message to a specified audience. A purpose and focus is established, but only partially developed. An organizational pattern is evident, but is only partially fulfilled. The writer competently handles mechanical conventions such as sentence structure, usage, spelling and punctuation, though very minor errors in the use of conventions may be present.
8	An adequate writing sample that competently communicates a message to a specified audience. Though the purpose of the writing sample may be clear, the development of supporting details may not be fully realized. The writer's organization of ideas is evident but may lack specificity, be incomplete or not developed in effective sequence. There is evidence of control in the use of mechanical conventions such as sentence structure, usage, spelling and

	punctuation, though minor errors in the use of conventions may be present.
7	A restricted writing sample that only partially communicates a message to the specified audience. The purpose may be evident but only partially formed. Focus on the main idea is only partially evident. The main idea is only partially developed with limited supporting details. While there is some evidence of control in the use of mechanical conventions such as sentence structure, usage, spelling and punctuation, some distracting errors may be present.
6	A limited writing sample in which the characteristics of effective written communication are only partially formed. Statement of purpose is not totally clear and although a main idea or point of view may be stated, continued focus on the main idea is not evident. Development of ideas by the use of specific supporting detail and sequencing of ideas may be present, but is incomplete or unclear. The response may exhibit distracting errors or poor precision in the use of grammatical conventions including poor sentence structure, poor word choice, poor usage, poor spelling and punctuation.
5	This writing sample addresses the topic with little success. There is some evidence of a main idea or point of view, but there is difficulty in articulation. An attempt at organization is made, but meets with limited success. There are significant errors in mechanical conventions of usage, sentence structure, grammar, spelling, and punctuation.
4	This writing sample attempts to address the topic, but is only partially successful. There is often no clear statement of a main idea or point of view and there is confusion found in the writer's efforts in presenting supporting detail. Any organization that is present fails to present an effective sequence of ideas. There are many errors in mechanical conventions of usage, sentence structure, grammar, spelling, and punctuation.
3	This writing sample is largely unsuccessful at communicating a main idea or point of view, and there is little evidence of an organizational structure. Ideas lack focus and development and there are many errors in mechanical conventions of usage, sentence structure, grammar, spelling, and punctuation.
2	This writing sample shows little evidence of mastery of organization, development, focus, sentence structure, usage, and conventions.

If equal to 12,11,10

If equal to 9,8,7,6

If equal to 5, 4, 3, 2

Focus

- - Your response shows strong focus and a cohesive unified presentation of ideas.
- - Your response shows adequate focus and some consistency in purpose.
- - Your response shows limited focus and unity of ideas.

Organization

- - Your response shows strong organization of ideas.
- - Your response shows a clear organization of ideas, but may be incomplete
- - Your response shows limited organization of ideas.

Development and Support

- - Your response is well developed and well supported with details.
- - Your response is adequately developed, but with limited supporting detail.
- - Your response lacks development and supporting detail.

Sentence Structure

- - Your response shows effective sentence structure.
- - Your response shows adequate sentence structure, although some distracting errors may be present.
- - Your response shows weakness in sentence structure; distracting errors may be present.

Mechanical conventions

-Your response shows mastery of mechanical conventions such as grammar, spelling and punctuation

Your response shows control of mechanical conventions such as grammar, spelling and punctuation; although some distracting errors may be present.

-Your response shows weakness in use of mechanical conventions such as grammar, spelling and punctuation; distracting errors may be present