

# Accuplacer Test Prep Strategies

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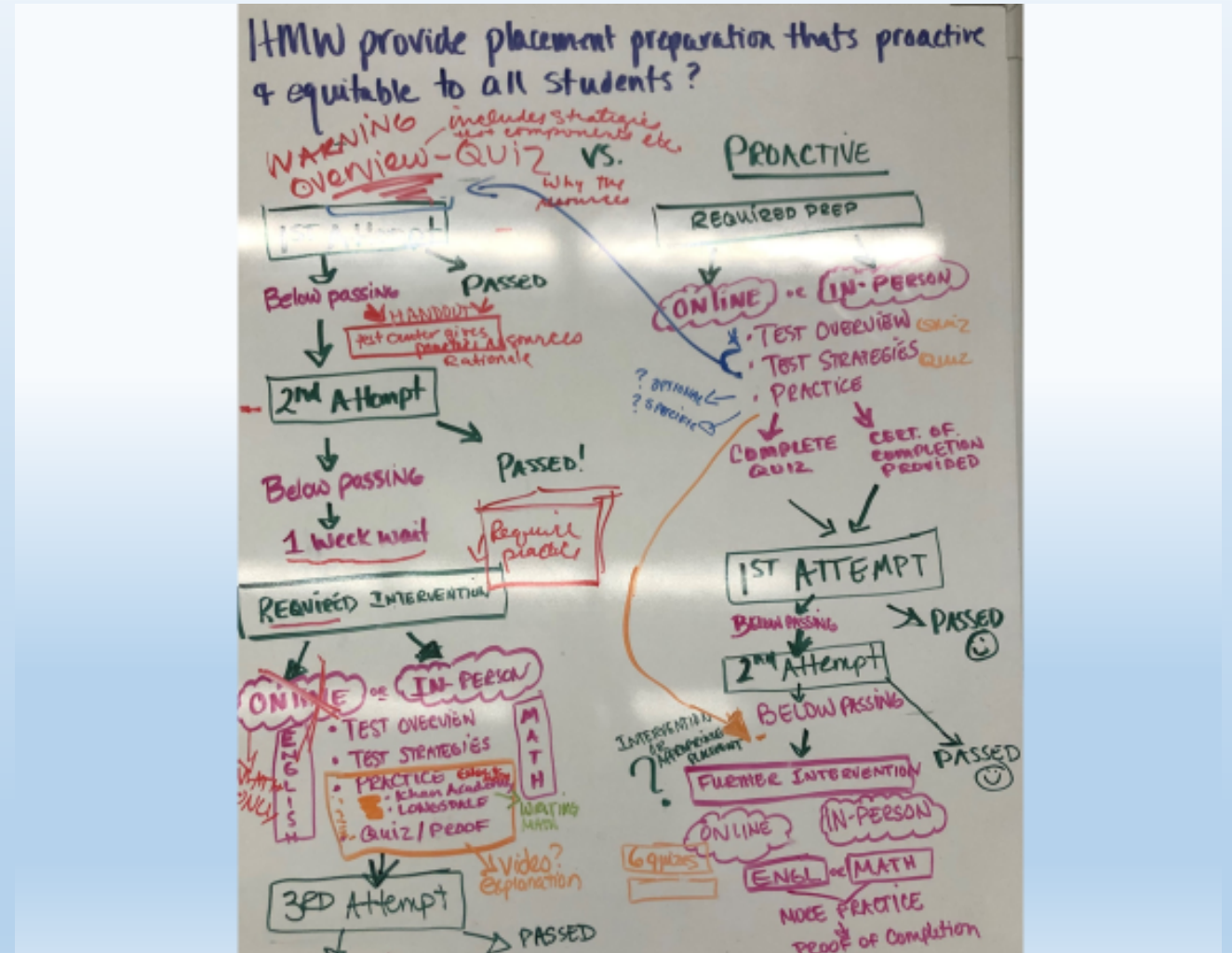
# **Need for Placement Test Prep Redesign**

## **CCP and Traditional Student Placement**

- Changes in Accuplacer**
- CCP Enrollment**
- Placement for Traditional Students**
- Continuous Improvement Feedback**

# Design Thinking

- HLC/ODHE/OACC
- Strategic Plan
- Unit Priorities/Initiatives
- Persistence/Completion
- Multi-Office Inclusion
- Assessment
- Informing Improvements



# **Determining Student Need**

- **Data**
- **Review of Current Practices**
- **Benchmarking and Research**

# **Implementation Strategy**

- **Workshop Design**
- **Cohort Strategy**
- **On-line Plans**
- **Individual Follow-up and Diagnostics**
- **Connecting to Students for Post-Test Success**

**Preparing Students  
for the  
Next -Generation  
ACCUPLACER Test**

# **Classic ACCUPLACER to Next-Generation ACCUPLACER Transition**

- **Compass Test (ACT) → Classic ACCUPLACER (College Board)**
- **Classic ACCUPLACER → Next-Generation ACCUPLACER (College Board)**
  - **College and Career-Readiness Standards (CCRS) Alignment**
  - **College Board Suite of Assessments Alignment**
    - **PSAT**
    - **SAT**
    - **Next-Generation ACCUPLACER**

# **Placement Test Preparation at Lakeland Community College**

- **Placement Test Preparation**
  - **Web Resources:**
    - **Mathematics**
      - **Khan Academy**
    - **English (Reading & Writing)**
      - **Purdue University Online Writing Lab (OWL)**
- **Student requests for individualized preparation**
- **Web resources not aligned to ACCUPLACER**

# Classic ACCUPLACER to Next-Generation ACCUPLACER Transition

## Classic ACCUPLACER

- **Reading Comprehension**
  - Identifying Main Ideas
  - Direct Statements/Secondary or Supporting Ideas
  - Inferences
  - Applications
- **Sentence Skills**
  - Recognizing Complete Sentences
  - Coordination and Subordination
  - Clear Sentence Logic

## Next-Generation ACCUPLACER

- **Reading**
  - Information and Ideas
  - Rhetoric
  - Synthesis
  - Vocabulary
- **Writing**
  - Expression of Ideas
  - Standard Conventions of English

# Classic ACCUPLACER to Next-Generation ACCUPLACER Transition

## Classic ACCUPLACER

- **Reading Comprehension**

- **Identifying Main Ideas**
- **Direct Statements and Secondary or Supporting Ideas**
- **Inferences**
- **Applications**

| Passage   |  | Question 1 of 15                              |   |
|---|--|---|---|
| <p>The first known dentures, worn as early as 700 BCE by the Etruscans of central Italy, were composed mainly of animal teeth held together by gold bands. Later, in the 16th century, a denture made of wooden teeth held in place by suction became popular in Japan. A “natural” look emerged with the dentures of the 18th and 19th centuries, which featured teeth made of ivory or porcelain and mounted on plates of gold or vulcanite, a type of rubber. While some modern dentures still feature porcelain teeth, most dentures today contain teeth made from plastic and mounted on a metal base.</p> |  | The main idea of the passage is that dentures |   |
|   |  | Answers                                       |   |
|   |  | A   | are popular in many cultures around the world   |
|   |  | B   | have traditionally been very expensive to make  |
|   |  | C   | are now composed primarily of plastic and metal |
|   |  | D   | have been made from many different materials    |

# Classic ACCUPLACER to Next-Generation ACCUPLACER Transition

## Classic ACCUPLACER

- **Sentence Skills**
  - **Recognizing Complete Sentences**
  - **Coordination and Subordination**
  - **Clear Sentence Logic**

| Question 1 of 11   |  | Answers |                      |
|--|--|---------|----------------------|
| Mockingbirds have no song of their own, <u>but it can imitate</u> up to a hundred other birdcalls. |  | A       | but it can imitate   |
|  |  | B       | yet it imitates      |
|  |  | C       | yet has imitated     |
|  |  | D       | but they can imitate |

# Classic ACCUPLACER to Next-Generation ACCUPLACER Transition

## Next-Generation ACCUPLACER

- **Reading**

- Information and Ideas

- (reading closely, determining central ideas and themes, summarizing, understanding relationships)

- Rhetoric

- (analyzing word choice rhetorically, analyzing text structure, analyzing point of view, analyzing purpose, analyzing arguments)

- Synthesis

- Analyzing multiple texts

- Vocabulary

### Passage 1

Green Bank, West Virginia, is a tech-savvy teenager's nightmare. In this tiny town in Pocahontas County—population 143—wireless signals are illegal. No cell phones. No WiFi. No radio. No Bluetooth. No electronic transmitters at all. You're not even allowed to cozy up to an electric blanket.

The remote town is smack in the center of the National Radio Quiet Zone, a 13,000 square mile stretch of land designated by the Federal Communications Commission to protect two government radio telescopes from human-made interference. The rules are most strict in Green Bank. So strict that a police officer roves the streets listening for forbidden wireless signals.

It's necessary, though. The town is home to the Green Bank Telescope, the largest steerable radio telescope in the world—and arguably our most powerful link to the cosmos. Scientists there listen to radio energy that has journeyed light years, unlocking secrets about how the stars and galaxies formed. A rogue radio signal could prevent potential discoveries, discoveries that could answer big questions about how the universe ticks.

Adapted from Lucas Reilly, "The West Virginia Town Where Wireless Signals Are Illegal." ©2013 by Mental Floss, Inc.

### Passage 2

Lawn mowers seem to have little in common with astronomy, but they are keeping astronomers at the National Radio Astronomical Observatory us

5. The main purpose of the last paragraph of Passage 1 is to offer
  - A. criticism
  - B. justification
  - C. exemplification
  - D. comparison
6. Which conclusion can reasonably be drawn about the status of the "lawnbot" issue at the time of the writing of Passage 2?
  - A. The manufacturer has received a waiver to operate within the National Radio Quiet Zone.
  - B. The manufacturer has changed the wavelength at which the lawnbot's beacons transmit.
  - C. Astronomers have succeeded in getting GPS devices added to each lawnbot.
  - D. The manufacturer and astronomers have yet to resolve their conflict.
7. Which choice best describes the relationship between the two passages?
  - A. Passage 1 mainly discusses the National Radio Quiet Zone in general, while Passage 2 mainly discusses a particular threat to the zone's integrity.
  - B. Passage 1 focuses on Green Bank, West Virginia, while Passage 2 focuses on the National Radio Quiet Zone surrounding the town.
  - C. Passage 1 evaluates drawbacks of the National Radio Quiet Zone, while Passage 2 evaluates benefits of the zone.
  - D. Passage 1 offers praise for astronomers, while Passage 2 offers criticism of astronomers.

# Classic ACCUPLACER to Next-Generation ACCUPLACER Transition

## Next-Generation ACCUPLACER

- **Writing**
- **Expression of Ideas**
  - (development, organization, effective language use)
- **Standard English Conventions**
  - (sentence structure, usage, and punctuation)

### Sample Questions

Read the following early draft of an essay and then choose the best answer to the question or the best completion of the statement.

(1) The prevalence of nectarines in US supermarkets today is directly related to the company started by two unrelated men who shared a last name, an inventive bent, and a drive to succeed. (2) Moving from Korea to the United States in 1914, Ho “Charles” Kim founded the Kim Brothers trucking company in California in 1921 with his friend Harry Kim. (3) Much of the freight their trucks carried in the early years were fruit grown in the San Joaquin valley. (4) Kim Brothers soon expanded to include nurseries, orchards, and fruit-packing sheds. (5) Eventually the operation became a major employer, providing year-round jobs for about two hundred people and up to four hundred part-time jobs during harvest season coming after growing season.

(6) Kim Brothers succeeded even in the face of the Great Depression of the 1920s and 30s because the company produced and sold the first commercially viable nectarines. (7) The nectarine is a hybrid fruit. (8) It combines peach and plum, with the taste and texture of the former and the smooth skin of the latter. (9) With the help of a staff horticulturalist, Kim Brothers developed and patented the “fuzzless peach” known as the Sun Grand nectarine. (10) Though not the first nectarine—the fruit had existed in China for two millennia; the Sun Grand was unique in being hardy enough to ship great distances.

2. Which is the best decision regarding the underlined portion of sentence 5 (reproduced below)?

*Eventually the operation became a major employer, providing year-round jobs for about two hundred people and up to four hundred part-time jobs during harvest season coming after growing season.*

- A. Leave it as it is now
- B. Revise it to “when the crops were ready to pick.”
- C. Revise it to “after the produce had ripened.”
- D. DELETE it and end the sentence with a period

3. Which is the most logical placement for sentence 7 (reproduced below)?

*The nectarine is a hybrid fruit.*

- A. Where it is now
- B. After sentence 3
- C. After sentence 10
- D. After sentence 11

4. Which is the best version of the underlined portion of sentence 10 (reproduced below)?

*Though not the first nectarine—the fruit had existed in China for two millennia; the Sun Grand was unique in being hardy enough to ship great distances.*

- A. (as it is now)
- B. millennia. The
- C. millennia—the
- D. millennia) the

5. Sentence 13 is reproduced below.

# Placement Test Preparation at Lakeland Community College Workshop Development

- **Materials consulted:**
  - **Ohio College and Career Readiness Standards**
    - English Language Arts
    - Mathematics
  - **The College Board**
    - ACCUPLACER Program Manual (online)
    - Next-Generation ACCUPLACER Test Specifications (online)
      - Content Dimensions
      - Test Format
      - Number of questions per area/skill
  - **Lakeland Community College Course Outlines**
    - English Composition (Developmental—2<sup>nd</sup> year composition)
    - Mathematics (Developmental—College Algebra)

# Placement Test Preparation at Lakeland Community College Workshop Development

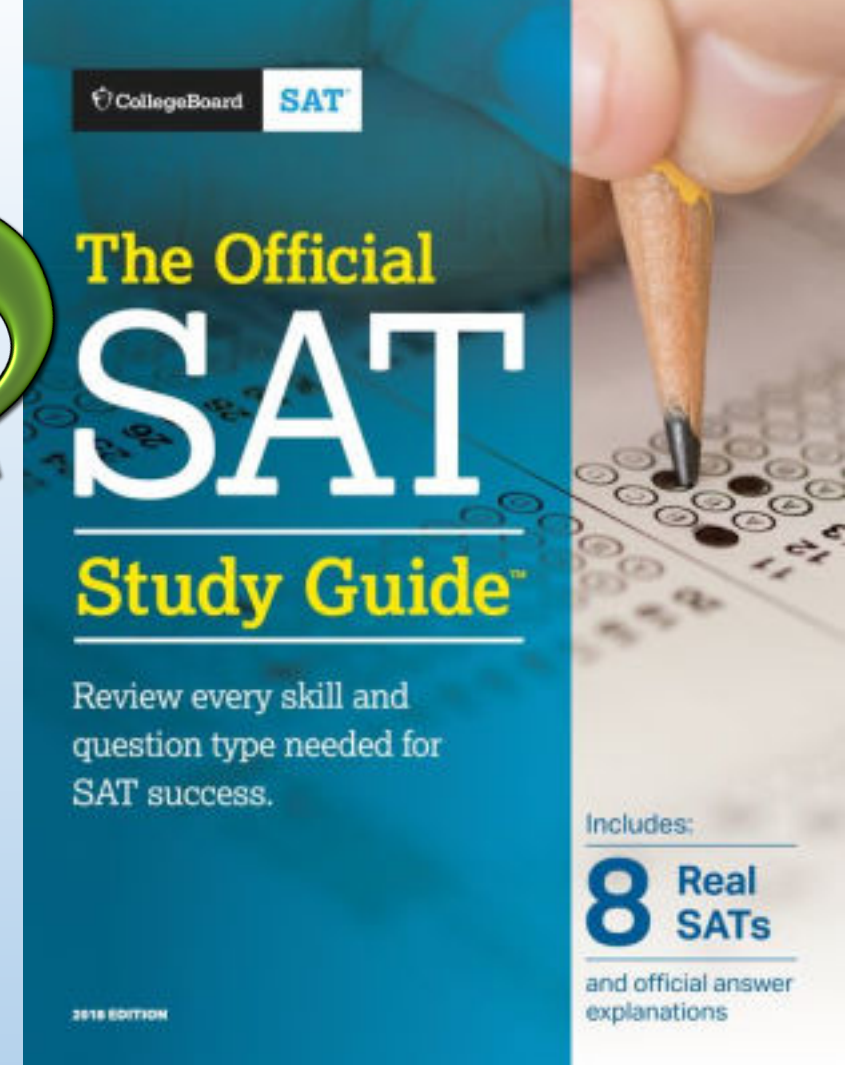
- **Practice test resources utilized:**
  - College Board
    - **ACCUPLACER**
      - ACCUPLACER Web App
      - Sample Practice Questions
    - **SAT**
      - The Official SAT Study Guide (2016+)
      - Practice SAT Tests
        - College Board website
        - Khan Academy
  - **Longsdale Publishing**
    - Next-Generation ACCUPLACER Online Course and Practice Tests

# **Placement Test Preparation at Lakeland Community College Workshop Development**

## **Practice Test Resources**

# CollegeBoard

- Accuplacer
  - App 
- SAT
  - The Official SAT Study Guide (2016 and beyond)\*





- **Official Partnership with College Board**
  - **Free SAT practice**
    - **Short quizzes**
    - **Full test**
- **Online courses**
  - **Extensive mathematics content**
    - *Mastery of Khan Academy Algebra 2 course is ideal*

# **Longsdale Publishing Next-Generation ACCUPLACER Online Course & Practice Tests**



**Accuplacer<sup>\*</sup>**

Online Course and  
Practice Tests

English | Mathematics | Reading

# Evidence-Based Teaching and Learning Strategies for Effective Test Taking

- **What Works (Dunlosky, 2013)**
  - **Practice Testing**
  - **Distributed (spaced) Practice**
  - **Interleaved (mixed-skill) Practice**
  - **Elaborative Interrogation**
    - Evidence-Based Reading & Writing
  - **Self-Explanation**
    - Metacognition

## Reference

Dunlosky, J. (2013). Strengthening the student toolbox: study strategies to boost learning. *American Educator*, pp. 12-21. Retrieved from <https://www.aft.org/sites/default/files/periodicals/dunlosky.pdf>

# Placement Test Preparation: Implementation

- **Workshop Overview (Reading, Writing, Mathematics)**
  - What's on the test
    - Topics
    - Number of questions
  - How it's "graded"
  - Scores needed for course placement
  - Test-taking tips
  - Practice test questions
  - Self-study resources

# Placement Test Preparation: Results

- **Students' approach to test-taking:**
  - Answering questions before reading the passages
  - Not clear on expectations
    - “Faster is better”
    - “*Grammar test*”
    - “Guessing” (vs. Evidence-based reading)

# Placement Test Preparation: Results

- **Student Feedback:**
  - Group practice works!
  - Reduced test-taking anxiety
  - Higher test-taking confidence
  - Higher placement test scores
  - Placement test prep vs. ACT/SAT prep similarities
  - Connections to previous/current academic coursework
    - Fictional vs. Informational Text (ELA, RWAC)
  - Transitioning to college
    - Connection to campus and college services

# Placement Test Preparation: Next Steps

- **Required placement test preparation**
  - Workshops
  - Online modules
    - Personalized study plans
- **Departmental Collaboration**
  - Testing Center, Tutoring Center, English and Math faculty, etc.
- **Collaboration with K-12 schools**
  - Increase college-readiness and access to College Credit Plus