



ACCUPLACER Overview

Idaho State Department of Education Guidance

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Supporting Schools and Students to Achieve

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11/14/2017

Good Morning Everyone! My name is Danielle Taylor. I work in the Assessment Department as the Program Specialist. Basically, I work with every single assessment the State gives to Idaho's students. Recently, I have been tasked with the ACCUPLACER. I have been collaborating with the other SDE members to create guidance for our stakeholders around this assessment. I am here in the room with Kendrick Lester, the Special Education Secondary Transition Coordinator. I also collaborated with Melanie Jones, the College & Career Readiness Assessment Coordinator along with Karren Streagle, the Early Childhood & Alternate Assessment Coordinator

Learning Objectives



- Refresh on the CEE Rule
- Placement vs. Diagnostic
- Testing Windows
- Guidance for IEP Teams
- What's Next
- Follow-Up Webinar: Test Proctor

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Today we will hopefully cover all your questions, but if we do not, please feel free to type them in the question chat box so we can address them.

We will be covering a variety of topics:

1. We will have a refresher on the College Entrance Examination Rule
2. We will discuss the difference between ACCUPLACER Placement and ACCUPLACER Diagnostic
3. Inform you when the testing windows will be for ACCUPLACER
4. We will provide guidance for IEP teams to decide which College Entrance Exam is best for their student
5. What's next
6. And provide you a date for a follow up webinar for Test Proctors



College Entrance Examination Graduation Requirement Rule Update

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As I am sure everyone is aware, there was a recent rule update to the College Entrance Examination Graduation Requirement. Currently this rule is proposed and has been approved by the Board of Education. What this means is the rule is in effect, but still has to be voted in by Idaho legislation in the 2018 session.

The portion of the rule that has brought us together today is “Students receiving special education services through a current Individualized Education Plan may utilize the ACCUPLACER Placement exam in lieu of the SAT or ACT.” Historically, the ACCUPLACER was in the College Entrance Examination, but was removed when there were concerns of the misuse of the assessment. The use of the Compass Exam was prevalent, but last year, the Compass Exam was phased out by ACT, leaving the State Board of Education to investigate options. The updated language to the code, while we know does not address specific student situation and goals, hopefully provides more clarity on how students on IEPs can meet the requirement.



- ACCUPLACER Placement vs. Diagnostic
- Testing Widows
 - Placement: February 5-April 30, 2018
 - Diagnostic: February 5-May 5, 2018
- Which institutions use this exam?
- Guidance for IEP Teams

There are two different ACCUPLACER tests. The Placement test is the test listed in the College Entrance Examination rule, which is the one required for students to take to meet the Graduation Requirement. This test will allow students to receive an Individual Score Report for each placement test taken. The score will inform the student, their counselors, and parents where the student is in each discipline. There will be a score interpretation guide created by the SDE, which provides more detail of what the scores mean and next steps for students to consider. The State is recommending, if a student scores in the low range on any Placement test, to consider having the student to take the ACCUPLACER Diagnostic in that subject. The ACCUPLACER Diagnostic will further provide information on the student's strengths and areas to improve in within that discipline.

Now I am sure you all are wondering, which Idaho institutions use the ACCUPLACER Placement exam for admissions. Currently, Idaho's colleges require different placement tests for their first year students. The kind and type of test can vary per institution. We do not want this to discourage students from taking the ACCUPLACER. This assessment serves as a great test experience for students to participate in and have the feeling of a college entrance exam. It will provide them experience of what universities and colleges will have them take their first year. Students will also be able to take their results from the test and further explore any options with guidance counselors, teachers, family and higher education institutions. ACCUPLACER does not have a time constraint and sessions can be

stopped and started at anytime. The only thing is, the testing needs to be completed within the testing window.

We will be having two testing windows. The ACCUPLACER Placement window will be from February 5 through April 30, 2018. The ACCUPLACER Diagnostic will be from February 5-May 5, 2018. Other than the time flexibility, there are other accommodations available. We have included a handout with ACCUPLACER's accommodations, along with another document representing SAT's reportable score accommodations. In addition many higher ed institutions throughout the country do accept ACCUPLACER for placement, specifically surrounding states of Colorado, Wyoming, Washington, Oregon, and Nevada.

This leads me into guidance for IEP teams. The reportable score accommodations for the SAT and the ACCUPLACER will help IEP teams decide which test is best for their students. We have included another document that we believe will be beneficial for IEP teams to use. This document compares each College Entrance Exam Assessment, SAT, ACT, and ACCUPLACER. It compares the time constraints, structure and timing of assessments, test setting, costs, common use of each assessment, and direct admissions and scholarship opportunities.

With that, I am going to hand things over to Kendrick to explain IEP timing and process around making decisions on what test to take.

Assessment Determination for Special Education Students



- All students are assessed
- Annual IEP decision of HOW
 - Individual consideration
 - Assessment amendments without formal team meeting
 - Idaho Special Education Manual, Section 3, Part B, page 102

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- Special Education Students should participate in the same assessment activities as their peers, using approved accommodations if needed to appropriately access tests.
- The student's IEP team meets at least annually and decides how a student will participate in statewide or districtwide assessments is a part of this meeting.
- While accommodations and alternatives for certain assessments may exist; final determinations toward how a student participates should:
 - ✓ Consider the individual, not the individual's disability category OR eligibility for special education.
 - ✓ Always consider regular assessment first, using approved accommodations.
 - ✓ Be made by the IEP team, as part of the IEP process and documented in the student's plan.
- Any changes or updates related to how the student will participate in

assessments can be amended to the IEP without a formal team meeting, as long as the required participants are adequately informed and agree to the details of the amendment (see section 3 part B on page 102 of the Idaho Special Education Manual).

- If it is determined by the IEP team that the student participate in alternative assessment OR is exempted from a required assessment; an IEP Written Notice should also be provided to the parents and/or adult student that clearly explains implications toward the student's pursuit of a regular high school diploma and/or admissions into certain post secondary opportunities.

Special Education Students & College Placement Tests

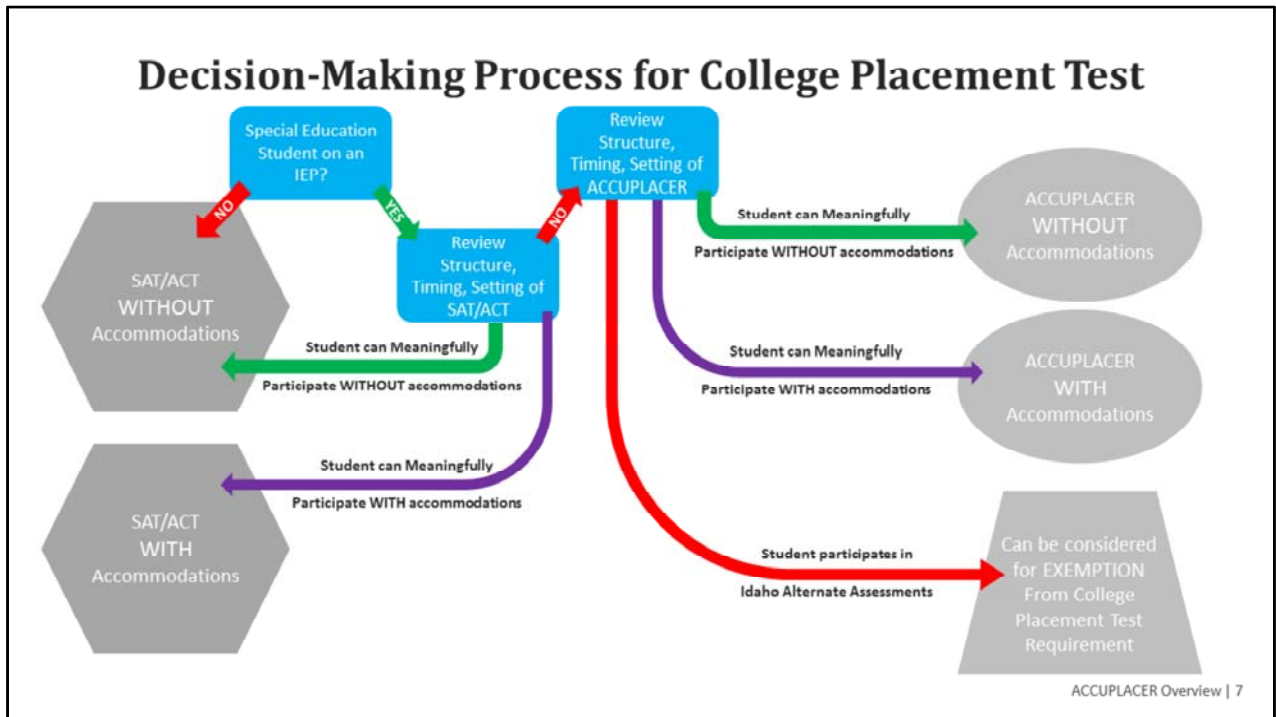


- Graduation requirement
- SAT or ACT
- ACCUPLACER
 - Alternative assessment
 - IEP determination
 - Decision-making process
- Students participating in alternate assessments
 - Decision-making process
 - May be exempt

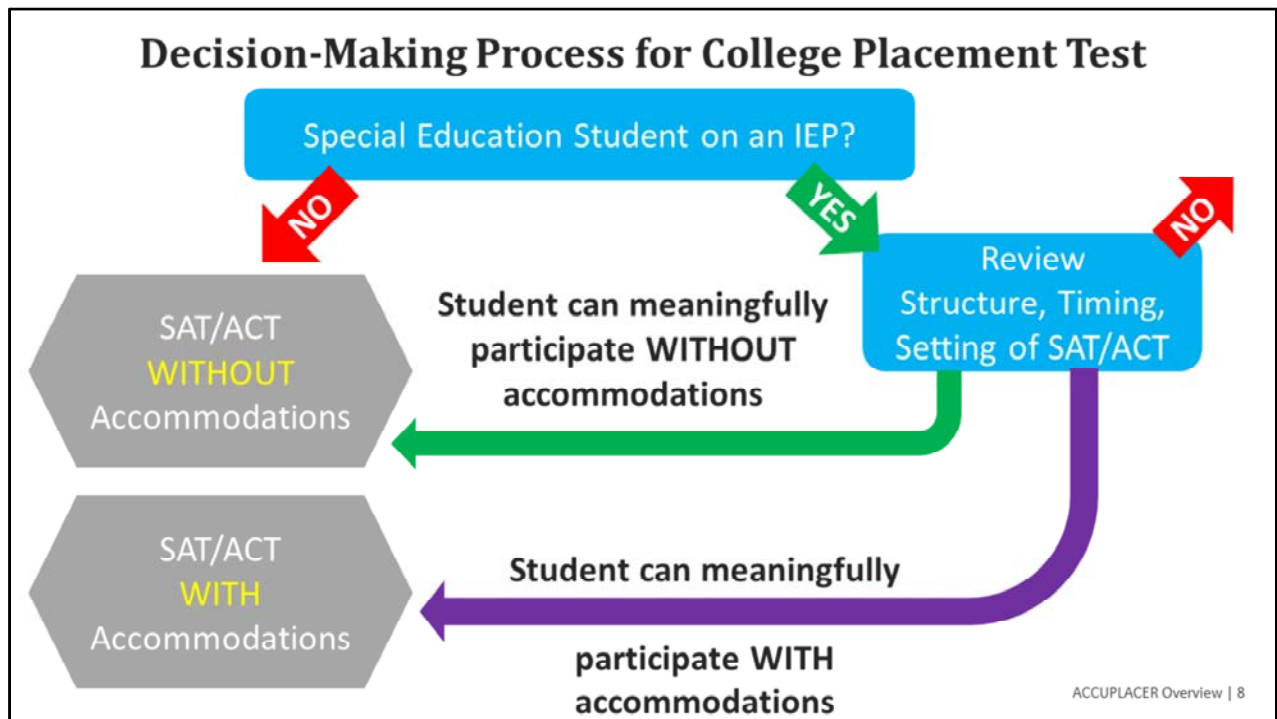
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While the State of Idaho requires participation in the SAT or ACT toward high school graduation; Accuplacer is another approved option for special education students to help them meet this graduation requirement.

Special Education Students who participate in the statewide Idaho Alternative Assessment are also eligible to be exempted from this graduation requirement.



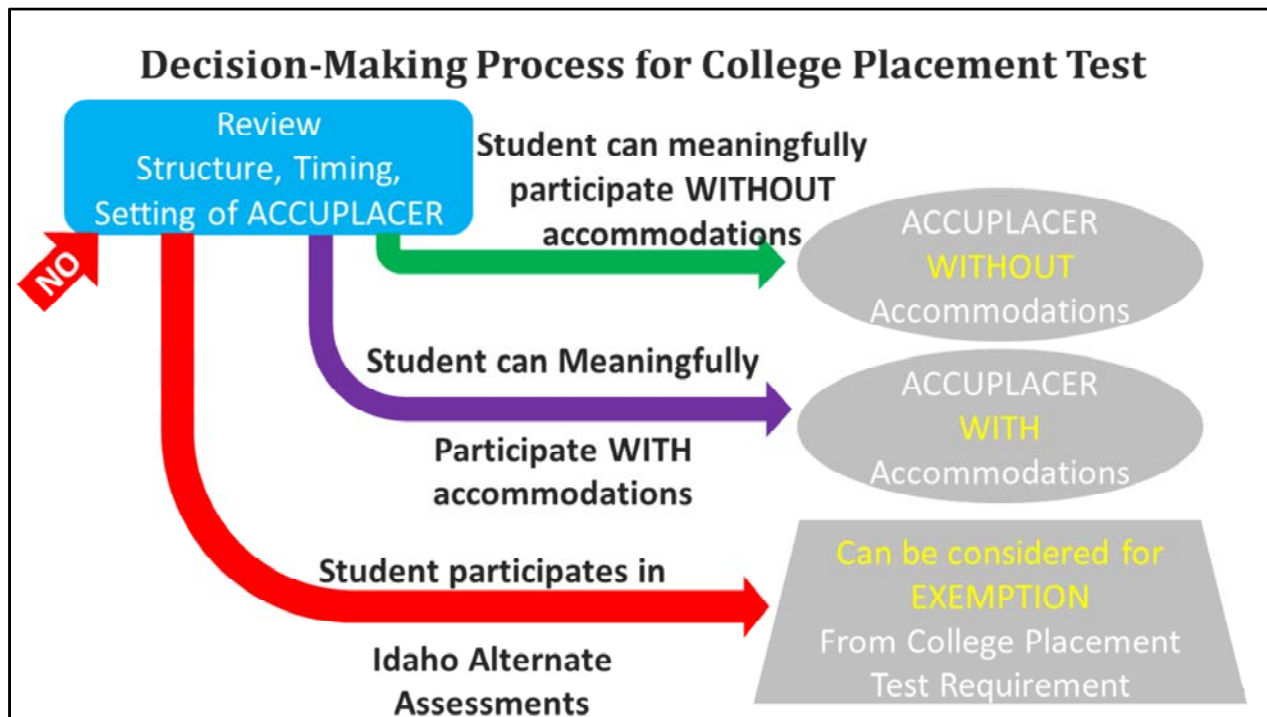
This graphic represents the decision-making process for determining how a student with a disability will participate in college placement testing. A full page handout of this graphic is available for download. For this presentation we will break it down into two slides.



We will first start by asking if the student is currently eligible for special education services, having a current IEP. If not, the expectation is that they participate in regular SAT or ACT testing in the same manner as their peers.

For students who are currently in special education, their IEP team should first consider the students ability to meaningfully participate in SAT/ACT testing. These assessments, although highly structured, do offer a variety of accommodations that should be reviewed carefully by the IEP team.

However, there may be some special education students where participation in the SAT/ACT testing may not be appropriate.



For students whom the SAT/ACT is not appropriate ; the IEP should then carefully review the options for taking the Accuplacer test.

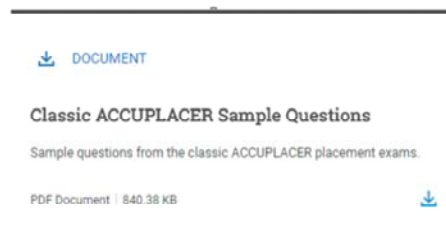
For some, the flexible structure, timing, and setting of the Accuplacer is enough for them to participate meaningfully. For others, available accommodations can be set up.

And finally, while there is an exemption option for students who participate in the Idaho Alternate Assessment; IEP teams should first consider taking the Accuplacer with or without accommodations, before assuming exemption is most appropriate for the student.

What's Next



- Visit <https://accuplacer.collegeboard.org/student/practice>



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If you are curious what type of questions on the assessment, please visit the hyperlink. Students can practice what is on the assessment. Please only use the Classic ACCUPLACER Sample Questions.



**Please join us for
Test Proctor Training Webinar:
January 24, 2018**

Registration info coming soon!



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In the beginning of the school year, the College Board sent out an Intake Survey for PSAT, SAT, and ACCUPLACER. This provided us who is running each assessment. We are currently still gathering this information. The individual who was put down as the ACCUPLACER contact will be receiving a generic email from ACCUPLACER in early December. In this email, it will provide instructions to create an ACCUPLACER account. Creating this account enables the person to administer the assessment. Please be aware, this application functions on the internet. IT teams will not have to download new software, all you need is a search engine.

Please join us again for a Test Proctor webinar. This will cover the ACCUPLACER application and how to administer the assessment.

Documents



- <http://sde.idaho.gov/assessment/college/>

The screenshot shows a navigation menu with 'Files', 'FAQs', 'Training', and 'Links'. Below is a 'Resource Files' section with three categories: PSAT, SAT, and ACCUPLACER. Under PSAT, there are two links: 'Counselors - Presentation for Students to Prepare' and 'PSAT/NMSQT Supervisor Manual'. Under SAT, there are three expandable items: 'Translated Test Direction', 'SAT Score Guidance', and 'SAT School Day - State Summary Reports'. Under ACCUPLACER, there is one expandable item: 'ACCUPLACER Score Guidance', which is highlighted with a red arrow. Below this are four links: 'ACCUPLACER Reportable Score Accommodations', 'ACCUPLACER Score Interpretation Guide', 'College Entrance Exam Assessment Guide', and 'SAT Reportable Score Accommodations'.

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The handouts mentioned throughout the webinar can be found on the [College Entrance Exam](#) webpage. Please scroll down the page to Resource Files. Under ACCUPLACER, click “ACCUPLACER Score Guidance” accordion to expand and see documents. There will be more added and I will be emailing the ACCUPLACER test proctors who were identified, district test coordinators, and Special Education Directors.

Questions



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If you have any questions, here are all our contacts. With questions pertaining to ACCUPLACER, please shoot them to me and any questions pertaining to Special Education, please direct those to Kendrick. Thank you for listening and if you have any questions or comments, please type them in the question box.