Results from English and Math Accuplacer® Survey

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Accuplacer Description. Accuplacer is an adaptive test, meaning that the questions are chosen on the basis of the respondent's answers to previous questions. Therefore, every question must be answered in order. An answer to a particular question can be changed before moving on to the next question, but a question cannot be left blank. The COLLEGE LEVEL MATH TEST consists of 17 questions to assess ability in intermediate algebra through pre-calculus, divided into three types: Algebraic operations, solutions of equations and inequalities, and coordinate geometry. The ENGLISH SENTENCE SKILLS test consists of 20 questions of two types: sentence correction that ask to choose the most appropriate word or phrase to substitute for the underlined portion of the sentence, and construction shift questions that ask to rewrite a sentence to the criteria depicted while maintaining essentially the same meaning.

English Accuplacer Survey at [anonymous]. Eighty-six (86) students at the [removed] campus were administered the English Sentence Skills and the College Level Math Accuplacer tests during Quarter 1 2009. Their percentile rankings are provided in the table English and Math Accuplacer Results.

English and Math Accuplacer Results						
Test	Mean Score	Total n	Ranking *(Number of in this survey falling into the respective Universal percentile ranking compared to all who have taken the instrument)*			
			Under 25 Percentile n	25 – 49 Percentile n	50-75 Percentile n	Over 75 Percentile n
English Accuplacer	55.7	72	34	14	3	1
Math Accuplacer	100.7	85	1	1	8	75

Analysis. Respondents performed very well in the College Level Math test with the vast majority (75 out of 85) scoring above 75 percentile rank. However, English skills performance was very low with almost half (34 out of 72) scoring below the 25 percentile rank, and the vast majority (48 out of 72) scoring below the 50 percentile rank. A correlation test between English percentile ranks and Math percentile ranks shows there is only a weak correlation ($r = .3$) between the two for this sample of respondents. That is, the score in English has little effect on the Math score.

Interpretation. The students from this sample seem to have a high level of skill in college level math but are far below English writing skill levels appropriate for college. Furthermore, the two are unrelated. That is, the student's ability to write English has little to do with that student's Math ability. Further samples will be taken to determine if this is the student population norm.