

## TSI Tests Placement Tests

### TSI Mathematics Placement Test

The TSI Mathematics Test is a multiple-choice assessment with four basic content areas, or “strands.” Scores range from 310 to 390. There are 20 questions on the online test and 40 questions on the special format test. Shown below are brief descriptions of each of the four strands.

#### **Elementary Algebra and Functions**

- Linear equations, inequalities, and systems
- Algebraic expressions and equations (other than linear)
- Word problems and applications

#### **Intermediate Algebra and Functions**

- Quadratic and other polynomial expressions, equations, and functions
- Expressions, equations, and functions involving powers, roots, and radicals
- Rational and exponential expressions, equations, and functions

#### **Geometry and Measurement**

- Plane geometry
- Transformations and symmetry
- Measurement (linear, area, three-dimensional)
- Modeling and applications

#### **Data Analysis, Statistics and Probability**

- Interpreting categorical and quantitative data
- Statistical measures
- Probabilistic reasoning

### TSI Reading Placement Test

The TSI Reading Test is a multiple-choice assessment with four basic strands. Scores range from 310 to 390. There are 24 questions on the online test and 48 questions on the special format test. Shown below are brief descriptions of each of the four strands.

#### **Main Idea and Supporting Details**

- All items in this category will be discrete items with single informational/expository passages of 75–125 words
- Items will ask students to identify the main idea of a passage or comprehend explicit textual information in the passage

#### **Author’s Use of Language**

- All items in this category will be discrete items with single informational/expository passages of 75–125 words
- Some items will ask students to identify an author’s purpose, tone, organization, or rhetorical strategies and use of evidence

- Some items will ask students to determine the meaning of words in context

### **Inferences in a Text or Texts**

- All items in this category will be discrete items with one or, in some cases, two informational/expository passages of 100–150 words
- Most items will ask students to make an appropriate inference about a single passage
- Some items will require students to synthesize ideas by making a connection or comparison between two passages

### **Literary Analysis**

- All items in this category will be passage-based items
- Passages are fiction or literary nonfiction and will be approximately 400 words in length
- Items will ask students to identify and analyze ideas in and elements of literary texts

## **TSI Writing Placement Test**

The TSI Writing Test is an assessment that contains a multiple-choice section and an essay section. The multiple-choice section has four strands. Scores range from 310 to 390. There are 20 questions on the online test and 40 questions on the special format test. Shown below are brief descriptions of each of the four strands.

### **Sentence Structure**

- All items in this category will be discrete items
- Items will cover topics such as fragments, subordination and coordination, and parallelism
- Items will also cover topics such as comma splices and run-on sentences, as well as improper punctuation

### **Agreement**

- All items in this category will be discrete items
- Items will cover topics such as subject-verb agreement, pronoun agreement, and verb tense

### **Sentence Logic**

- All items in this category will be discrete items
- Items will test the student's ability to arrange the parts of sentences in the most logical way, including the use of logical transitions and the correct placement of modifying phrases and clauses and your ability to use logical transitions

### **Essay Revision**

- All items in this category will be passage-based items
- Passages are drafts of essays in need of revision and will be approximately 250 words. Items will ask students to revise parts of the essay to improve coherence, organization, word choice, rhetorical effectiveness, and use of evidence

## WritePlacer®

Students who score 350 or higher on the TSI Writing multiple-choice test or who score an NRS Level 4 on the ABE Writing multiple-choice test will be asked to write a persuasive essay (approximately 300–500 words) that “demonstrates clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.” They will be expected to clearly state a main idea and provide specific examples and details to back up the main idea, as well as follow conventions of Standard English. The essay is also untimed, per THECB decision.

### Feedback is provided on the following six dimensions

- **Purpose and Focus** — the extent to which the writer presents information in a unified and coherent manner, clearly addressing the issue.
- **Organization and Structure** — the extent to which the writer orders and connects ideas.
- **Development and Support** — the extent to which the writer develops and supports ideas.
- **Sentence Variety and Style** — the extent to which the writer crafts sentences and paragraphs demonstrating control of vocabulary, voice, and structure.
- **Mechanical Conventions** — the extent to which the writer expresses ideas using Standard English.
- **Critical Thinking** — the extent to which the writer communicates a point of view and demonstrates reasoned relationships among ideas.

Students with a documented disability who are unable to type their essay on a computer can write their essay in a WritePlacer test book and have it submitted for scoring. The same scoring rubric is used for hand-scored essays as is used for the essays submitted online.

Two forms of COMPANION WritePlacer are available, Form F and Form G. They are available in regular print and in large print test books. To facilitate retesting, the prompt in Form F is different from the prompt in Form G. The prompt in Form F of the regular print test book is the same prompt as in the large print test book. The same is true for Form G.

WRITEPLACER TEST BOOKS ARE NOT REUSABLE.

## WritePlacer

Scores on WritePlacer range from 8 to 0. Shown below is a brief description of each score.

Score	WritePlacer Holistic Score Descriptions
8	The essay demonstrates <i>clear and consistent mastery</i> of on-demand essay writing.
7	The essay demonstrates <i>consistent mastery</i> of on-demand essay writing.
6	The essay demonstrates <i>reasonably consistent mastery</i> of on-demand essay writing.
5	The essay demonstrates <i>adequate mastery</i> of on-demand essay writing.
4	The essay demonstrates <i>developing mastery</i> of on-demand essay writing.
3	The essay demonstrates <i>little mastery</i> of on-demand essay writing.
2	The essay demonstrates <i>very little mastery</i> of on-demand essay writing.
1	The essay demonstrates <i>no mastery</i> of on-demand essay writing.
0	No holistic score: This essay has not been given a holistic score or the six dimensional scores because it is either a blank page, incoherent/illegible, insufficient (too short to assess), is written in a foreign language, or is off topic.

For scores of zero, codes are assigned to indicate the reason the essay was given a score of zero.

Codes are:

B = blank page

T = too short

F = written in a foreign language

I = illegible/incoherent

O = off topic

Detailed descriptions of each of these score points are shown below.



## WritePlacer Holistic Scoring Rubric

### Score of 8

An essay in this category demonstrates *clear and consistent mastery* of on-demand essay writing with a few minor errors. A typical essay:

- effectively and insightfully develops a point of view on the issue
- addresses an appropriate audience and demonstrates a clear purpose for writing in the thesis statement
- demonstrates outstanding critical thinking, using effective examples, reasons, and other evidence to support its position
- is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas
- exhibits skillful use of language, using a varied, accurate, and apt vocabulary
- demonstrates varied and effective sentence structure
- is free of major errors in grammar, spelling, and punctuation

### Score of 7

An essay in this category demonstrates *consistent mastery* of on-demand essay writing although it may have occasional minor errors. A typical essay:

- effectively and insightfully develops a point of view on the issue
- addresses an appropriate audience and demonstrates a clear purpose for writing in the thesis statement
- demonstrates outstanding critical thinking, using appropriate examples, reasons, and other evidence to support its position
- is well organized and focused, demonstrating clear coherence and smooth progression of ideas
- exhibits appropriate language, using a varied and accurate vocabulary
- demonstrates varied sentence structure
- is practically free of errors in sentence structure, grammar, spelling, and punctuation

### Score of 6

An essay in this category demonstrates *reasonably consistent mastery* of on-demand essay writing, although it may have occasional lapses in quality. A typical essay:

- effectively develops a point of view on the issue
- addresses an appropriate audience and demonstrates a clear purpose for writing
- demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position
- is well organized and focused, demonstrating coherence and a logical progression of ideas
- exhibits consistent control in the use of language
- demonstrates adequate variety in sentence structure
- is generally free of errors in sentence structure, grammar, usage, spelling, and punctuation

### Score of 5

An essay in this category demonstrates *adequate mastery* of on-demand essay writing although it will have lapses in quality. A typical essay:

- develops a viable point of view on the issue
- may stray from the audience and purpose but is able to refocus
- demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position
- is generally organized and focused but could lack coherence and logical progression of ideas
- exhibits adequate but inconsistent control of language
- demonstrates some variety in sentence structure
- contains some minor errors in sentence structure, grammar, spelling, and punctuation

### Score of 4

An essay in this category demonstrates *developing mastery* of on-demand essay writing. A typical essay:

- develops a viable point of view on the issue
- may stray from audience and purpose
- demonstrates some critical thinking but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position
- may lack control of organization or focus, demonstrating some lapses in coherence or progression of ideas
- contains some errors in sentence structure and use of grammatical conventions such as word choice, usage, spelling, and punctuation

### Score of 3

A response in this category demonstrates *little mastery* of on-demand essay writing. The response is flawed by *one or more* of the following weaknesses:

- presents a vague or limited point of view on the issue
- demonstrates little awareness of audience
- attempts to develop the main idea though that attempt is inadequate
- demonstrates weak critical thinking with little complexity of thought or with flawed reasoning
- provides inappropriate or insufficient examples, reasons, or other evidence to support its position
- is poorly organized and/or focused or demonstrates serious problems with coherence or progression of ideas
- displays limited word choice and little sentence variety
- contains many errors in mechanical conventions of usage, sentence structure, grammar, spelling, and punctuation

**Score of 2**

A response in this category demonstrates *very little mastery* of on-demand essay writing. The response is flawed by *many or most* of the following weaknesses:

- presents a vague or limited point of view on the issue
- demonstrates little awareness of audience
- presents an unclear main idea
- demonstrates weak critical thinking with little complexity of thought or with flawed reasoning
- organizes ideas ineffectively, demonstrating a problematic progression of ideas
- displays numerous errors in word choice, usage, and sentence structure
- contains significant spelling, grammar, punctuation, and mechanical errors

**Score of 1**

A response in this category demonstrates *no mastery* of on-demand essay writing. The response is severely flawed by *many or most* of the following weaknesses:

- lacks a viable point of view on the issue
- demonstrates no awareness of audience
- fails to present a main idea
- demonstrates flawed reasoning
- demonstrates no complexity of thought
- is disorganized and/or disjointed
- displays fundamental errors in word choice, usage, and sentence structure
- contains pervasive spelling, grammar, punctuation, and mechanical errors

**Score of 0**

No holistic score — This essay has not been given a holistic score or the six dimension scores because it is either a blank page, incoherent/illegible, insufficient (too short to assess), is written in a foreign language, or is off topic.

## WritePlacer Dimensions

In addition to the reported holistic score, feedback can be provided on six dimensions considered essential in a well-written essay. If you have selected to have dimension statements reported on the Individual Score Report, one of the dimension statements shown below will be reported for each of the indicated dimensions. Each statement describes the student's proficiency in the indicated dimension.

Shown below are detailed descriptions of each of the dimensions.

<b>Purpose and Focus</b>
Your response shows a clear purpose and a consistent focus.
Your response does not fully communicate purpose, and focus may be inconsistent.
Your response lacks clear purpose and focus.
<b>Organization and Structure</b>
Your response demonstrates strong organization of ideas.
Your response demonstrates limited organization of ideas.
Your response demonstrates poor organization of ideas.
<b>Development and Support</b>
Your response is logically developed and well supported.
Your response has limited support for your ideas.
Your response needs additional ideas and support.
<b>Sentence Variety and Style</b>
Your response shows skillful control of sentence structure and style.
Your response shows inconsistent control of sentence variety, word choice, and flow of thought.
Your response shows limited ability to vary sentence length and apply appropriate vocabulary.
<b>Mechanical Conventions</b>
Your response shows strong control of mechanical conventions such as grammar, spelling, and punctuation.
Your response shows limited control of mechanical conventions such as grammar, spelling, and punctuation.
Your response shows poor control of mechanical conventions such as grammar, spelling, and punctuation.
<b>Critical Thinking</b>
Your response shows clear and reasoned analysis of the issue.
Your response shows limited clarity and complexity of thought.
Your response shows insufficient reasoning and lacks complexity of thought.

## WritePlacer Dimension Descriptions

**Purpose and Focus** — The extent to which the writer presents information in a unified and coherent manner, clearly addressing the issue. Specific elements to consider include:

- unity
- consistency
- coherence
- relevance
- audience

**Organization and Structure** — The extent to which the writer orders and connects ideas. Specific elements to consider include:

- introduction
- thesis
- body paragraphs
- transitions
- conclusions

**Development and Support** — The extent to which the writer develops and supports ideas. Specific elements to consider include:

- point of view
- coherent arguments
- evidence
- elaboration

**Sentence Variety and Style** — The extent to which the writer crafts sentences and paragraphs demonstrating control of vocabulary, voice, and structure. Specific elements to consider include:

- sentence length
- sentence structure
- usage
- tone
- vocabulary
- voice

**Mechanical Conventions** — The extent to which the writer expresses ideas using Standard English. Specific elements to consider include:

- spelling
- grammar
- punctuation

**Critical Thinking** — The extent to which the writer communicates a point of view and demonstrates reasoned relationships among ideas. Specific elements to consider include:

- clarity
- depth
- precision
- logic
- accuracy
- fairness
- breadth
- relevance

For sample essays for each of the eight WritePlacer score points see the *WritePlacer Guide with Sample Essays* found under the **Resources** tab.

## TSI DE Diagnostic Tests

Each diagnostics test has 4 strands. Each strand is treated as a separate test. A numeric score, a categorical score, and proficiency statements are provided for each strand. A total score is not reported for the diagnostic test, only the strand level scores. Each diagnostic strand will provide a numeric score between 1 and 15 as well as a categorical score of Proficient, Limited Proficiency, or Needs Improvement. Shown below are the proficiency statements for each of the categories. There are 48 questions on each of the online diagnostic test and 80 questions on the special formats DE Reading and Writing Diagnostic tests. There are 84 questions on the TSI Mathematics DE Diagnostic, special formats test.

### TSI DE Mathematics Diagnostic

Categorical Score (Score Range)	Elementary Algebra and Functions
<b>Needs Improvement</b> (1–4)	The results suggest that you have the ability to perform operations with whole numbers; add and subtract fractions with the same denominators; use less than and greater than to order integers and fractions; convert among fractions, percentages, and decimals; understand basic math terminology and symbols. Recommended study: perform operations with integers and decimals; translate statements into algebraic expressions; solve ratio and proportion problems; plot points on a graph.
<b>Limited Proficiency</b> (5–9)	These results suggest you have the ability to perform operations with integers and decimals; translate statements into algebraic expressions and evaluate using substitution; solve basic ratio and proportion problems; plot points on a graph; interpret inequalities. Recommended study: perform operations with real numbers using correct order of operations; translate and solve linear equations, inequalities, systems, and variation problems; plot functions on a graph; solve word problems.
<b>Proficient</b> (10–15)	These results suggest that you have the ability to perform operations with real numbers and algebraic expressions using correct order of operations; solve linear equations, inequalities, systems and variation problems; graph linear functions; solve word problems.

	<b>Intermediate Algebra and Functions</b>
<b>Needs Improvement (1–4)</b>	The results suggest that you have the ability to take square roots; add, subtract, multiply and divide polynomials; work exponents using whole numbers; know the distance formula and use it in word problems; factor polynomials using GCF. Recommended study: Factoring polynomial expressions; simplifying square roots; solving simple equations with radicals and fractions.
<b>Limited Proficiency (5–9)</b>	The results suggest that you have the ability to factor polynomial expressions with GCF, grouping, and difference of squares, and factor trinomials with leading coefficient of 1; simplify simple expressions with fractions; find solutions to quadratic equations by substituting and factoring (leading coefficient of 1); apply some rules of exponents with integer exponents; evaluate linear functions. Recommended study: Factor trinomials; solve quadratic equations; simplify square roots.
<b>Proficient (10–15)</b>	The results suggest that you have the ability to factor polynomial expressions by GCF, grouping, difference of squares, trinomials; solve quadratic equations by factoring and using quadratic formula; simplify square roots with numerical values; and solve simple equations with radicals and fractions; can apply unit conversion in word problems; formulate algebraic expressions and equations to solve word problems; apply rules of exponents.

	<b>Geometry and Measurement</b>
<b>Needs Improvement (1–4)</b>	The results suggest that you have the ability to calculate perimeter, area, and volume, compute unit conversions, distinguish between geometric shapes as well as use properties of similar figures given labeled illustrations. Recommended study: solving Equations involving geometric shapes, Pythagorean Theorem, and ratio and proportion.
<b>Limited Proficiency (5–9)</b>	The results suggest that you have the ability to identify & solve simple 2-D and 3-D perimeter, area, and volume problems. Use ratio, proportion, and Pythagorean Theorem to solve algebraic expressions and 2-step geometric problems. Can locate and identify points in the coordinate system to solve problems with distance. Recognize positive and negative slopes. Recommended study: Multistep geometrical problems focusing on Polynomials and Factoring quadratics.
<b>Proficient (10–15)</b>	The results suggest that you have the ability to identify and analyze geometric shapes to calculate perimeter, area, and volume. Analyze multi-step geometric problems using factoring quadratics, use properties of transformations to solve problems, and apply the Pythagorean Theorem. Analyze and apply ratios and proportions to solve geometric problems such as similar figures, recognize and apply concepts of measurement conversions.



	<b>Data, Statistics, and Probability</b>
<b>Needs Improvement (1–4)</b>	The results suggest that you have the ability to calculate the mean, median, mode, and range for a set of whole number values; calculate the probability of a simple event; read and interpret charts and graphs; apply fundamental counting principles using diagrams. Recommended study: calculate probabilities, percentages, measures of center and variability.
<b>Limited Proficiency (5–9)</b>	The results suggest that you have the ability to calculate the mean, median, mode, and range for a set of real number values; calculate the probability of simple independent events; read and interpret charts and graphs; apply fundamental counting principles; calculate percentages. Recommended study: make predictions using probabilities and statistics; interpret measures of center and variability; analyze trends in charts and graphs.
<b>Proficient (10–15)</b>	The results suggest that you have the ability to calculate and interpret the mean, median, mode, and range for a set of real number values; calculate the probability of events; make predictions using probabilities and statistics; analyze charts and graphs; apply counting principles; calculate percentages.

## TSI Reading DE Diagnostic

Categorical Score (Score Range)	Main Idea and Supporting Details
<b>Needs Improvement (1–4)</b>	Your performance in the Main Idea and Supporting Details area suggests that you need to improve significantly in this area. This area tests your ability to understand text. You need to work extensively on identifying stated and implied main ideas, supporting details, and author’s purpose and tone.
<b>Limited Proficiency (5–9)</b>	Your performance in the Main Idea and Supporting Details area suggests that while you have some skill in this area, there is room for improvement. This area tests your understanding of informational texts. You need to work on identifying stated and implied main ideas, supporting details, and identifying author’s purpose and tone. You should also work on making inferences and drawing conclusions, identifying organizational patterns, and interpreting figurative language.
<b>Proficient (10–15)</b>	Your performance in the Main Idea and Supporting Details area suggests you have well-developed skills. This area tests your understanding of informational texts, as well as your ability to consistently identify the stated or implied main idea of a passage, recognize supporting details, and demonstrate understanding of the relationship between those parts.

Categorical Score (Score Range)	Author’s Use of Language
<b>Needs Improvement (1–4)</b>	Your performance in the Author’s Use of Language area suggests that you need to improve significantly in this area. You need to work on identifying the author’s purpose, tone, organization, and rhetorical strategies; determining the meaning of words using context; and analyzing the use of evidence in a passage when the information is implied or the answer choices require simple synthesis.
<b>Limited Proficiency (5–9)</b>	Your performance in the Author’s Use of Language area suggests that while you have some skill in this area, there is room for improvement. This area tests your ability to analyze rhetorical strategies. You need to work on identifying the author’s purpose, tone, and organization; determining the meaning of words using context; and analyzing the use of evidence in a passage when the information is implied or the answer choices require simple synthesis.
<b>Proficient (10–15)</b>	Your performance in the Author’s Use of Language area suggests you have well-developed skills. This area tests your ability to analyze the author’s purpose, tone, organization, rhetorical strategies; to determine the meaning of words using context; and to analyze the use of evidence in a passage when the information is implied or the answer choices require simple synthesis.

	<b>Inferences in a Text or Texts</b>
<b>Needs Improvement (1–4)</b>	Your performance in the Inferences in a Text or Texts area suggests that you need to improve significantly in this area. You need to work on understanding inferences about informational texts. You also need to work on supporting inferences with specific evidence as well as drawing conclusions and making generalizations about paired texts based on details and ideas.
<b>Limited Proficiency (5–9)</b>	Your performance in the Inferences in a Text or Texts area suggests that while you have some skill in this area, there is room for improvement. This area tests your ability to make and understand inferences about informational texts. You need to work on supporting inferences with specific evidence as well as drawing conclusions and making generalizations about paired texts based on details and ideas.
<b>Proficient (10–15)</b>	Your performance in the Inferences in a Text or Texts area suggests you have well-developed skills. This area tests your ability to make inferences about informational texts and to support the inferences with specific evidence. It also tests your ability to draw conclusions and making generalizations about paired texts based on details and ideas.

	<b>Literary Analysis</b>
<b>Needs Improvement (1–4)</b>	Your performance in the Literary Analysis area suggests that you need to improve significantly in this area. You need to work on comprehending universal themes and the ways literary devices contribute to the development of plots and characters. You also need to work on analyzing how the author’s use of diction and figurative language supports the meaning in fiction or literary nonfiction.
<b>Limited Proficiency (5–9)</b>	Your performance in the Literary Analysis area suggests that while you have some skill in this area, there is room for improvement. This area tests your ability to understand themes and literary devices. You need to work on understanding how literary devices contribute to the development of plots and characters and analyzing how the author’s use of diction and figurative language supports the meaning in fiction or literary nonfiction.
<b>Proficient (10–15)</b>	Your performance in the Literary Analysis area suggests you have well-developed skills. This area tests your ability to apply your knowledge of universal themes and literary devices to the development of plot and characters and to analyze how the author’s use of diction and figurative language supports the meaning in fiction or literary nonfiction.

## TSI Writing DE Diagnostic Test

Categorical Score (Score Range)	Sentence Structure
<b>Needs Improvement (1–4)</b>	Your performance on Sentence Structure suggests that you need to improve significantly in this area. While you can recognize basic sentence structure with a noun and a verb, sometimes you mistake longer phrases for complete sentences and overlook needed punctuation when two sentences run together. You know that punctuation is needed at the end of a sentence, but you need to learn how to use commas or semicolons within a sentence. You need to learn how to use parallel constructions correctly.
<b>Limited Proficiency (5–9)</b>	Your performance on Sentence Structure suggests that while you have some skills in this area, there is room for improvement. You occasionally overlook sentence fragments or run-on sentences. You can usually recognize correct punctuation used at the end of sentences, but you need to learn how to use commas and semicolons in complex sentences. You usually recognize when correct parallelism is used, but you need to work on noun/verb agreement within complex sentence structures.
<b>Proficient (10–15)</b>	Your performance on Sentence Structure suggests that you have well-developed skills in this area. You consistently recognize correct grammar and punctuation. You understand how subordinate clauses and coordinating strategies are used to write more complex sentences. You can identify run-on sentences and sentence fragments. You understand how relationships of ideas are constructed in sentences and how parallelism is used.

<b>Categorical Score (Score Range)</b>	<b>Agreement</b>
<b>Needs Improvement (1–4)</b>	Your performance on Agreement suggests that you need to improve significantly in this area. You can match the subject and verb in a simple sentence, but you have difficulty if the word order changes or the sentence has a clause. You can rarely match pronouns to nouns (i.e., both singular or plural). You must learn how to use correct verb tense (i.e., past, present, or future); you must learn how to use helping verbs (e.g., be or have). You need to learn what parallelism is and how to use it.
<b>Limited Proficiency (5–9)</b>	Your performance on Agreement suggests that while you have some skills in this area, there is room for improvement. You usually recognize when a subject agrees with its verb but not if there is a clause or phrase in the middle. You can usually match a simple pronoun to the correct noun (i.e., both singular), but you must learn how to manage indefinite pronouns (e.g., each or many). You need to learn proper usage of helping verbs and how to use the correct tense. You need to work on parallelism.
<b>Proficient (10–15)</b>	Your performance on Agreement suggests that you have well-developed skills in this area. You recognize correct subject-verb agreement (e.g., “he was” and “they were”) and correct verb tense, even when there are subordinate clauses in the sentence. You recognize when pronouns must match their nouns (i.e., both singular, both masculine) even with indefinite pronouns like “each,” “many,” or “every.” You know that parallel items agree in number, case, and tense.

<b>Categorical Score (Score Range)</b>	<b>Sentence Logic</b>
<b>Needs Improvement (1–4)</b>	Your performance on Sentence Logic suggests that you need to improve significantly in this area. You can pick out the main subject and verb in a simple sentence, but you may have difficulty with complex sentences that use subordinate clauses. You can recognize simple modifiers, but you often fail to use them correctly. You need to learn what parallel structures are. You also need to learn transitions and how to use them. You need to learn how to show logical relationships among ideas.
<b>Limited Proficiency (5–9)</b>	Your performance on Sentence Logic suggests that while you have some skills in this area, there is room for improvement. You can usually recognize the main subject and verb in a sentence. You can usually identify a modifier, but you occasionally use them incorrectly. You need to work on identifying appropriate parallel structures. You can sometimes identify logical relationships, but you need to learn the correct transition words to reflect those relationships.
<b>Proficient (10–15)</b>	Your performance on Sentence Logic suggests that you have well-developed skills in this area. You recognize logical sentences that illustrate relationships. You can successfully use transitions. You can usually identify correct parallel structures. You can identify the main subject and verb as well as the subordinate clauses. You understand how compound and complex sentences are built by joining sentences together and punctuating correctly. You understand how to use modifiers and appositives.

<b>Categorical Score (Score Range)</b>	<b>Essay Revision</b>
<b>Needs Improvement (1–4)</b>	Your performance on Essay Revision suggests that you need to improve significantly in this area. You have trouble recognizing how paragraph organization supports the communication of ideas. You can identify a main point in a paragraph, but sometimes you do not recognize when some information is unimportant. You must learn how to identify supporting evidence in each paragraph. You must learn about transitions and how to use them. You must work on identifying the best words to convey your ideas.
<b>Limited Proficiency (5–9)</b>	Your performance on Essay Revision suggests that while you have some skills in this area, there is room for improvement. You understand how to order sentences in a paragraph, but you may have difficulty identifying the main idea of a paragraph as separate from the supporting evidence. You must learn to support the progression of ideas between sections using transitions. You must work on identifying the purpose and audience for a piece of writing. You need to use more concise language.
<b>Proficient (10–15)</b>	Your performance on Essay Revision suggests that you have well-developed skills in this area. You can recognize a main idea within a paragraph. You can identify evidence used to support a thesis and how transitions are used to improve the flow of ideas within and between paragraphs. You recognize that writing must be clear and concise and focused on a purpose and audience. You can recognize when writing can be improved by changing the order of ideas and by making changes to the style and voice.



## TSI Adult Basic Education (ABE) Diagnostic Tests

The TSI Adult Basic Education (ABE) Diagnostic Assessment is made up of three tests: Reading, Writing, and Mathematics and Numeracy. Each of these ABE tests is both placement and diagnostic; students who take an ABE test receive

- a numeric placement score ranging from **1** to **6** (these correspond to the six NRS Educational Functioning Levels), and
- a categorical or strand score (1–15) indicating if a student is **Proficient**, of **Limited Proficiency**, or **Needs Improvement** in each of the strands.

Shown below is a brief description of each of the tests and the proficiency statements for each of the categories for each of the four strands for mathematics, two strands for reading, and two strands for writing. There are 10 questions for each of the mathematics strands and 15 questions for each reading or writing strand.

### ABE Mathematics and Numeracy Diagnostic Test

The ABE Mathematics and Numeracy Test is comprised of four strands that are described below. There are 40 questions on the online test and 60 questions on the special formats test.

- **Number Sense**  
Items in this strand measure a student's ability to recognize and compare numbers, use mathematical symbols, apply math operations, and solve problems involving currency, rounding, and estimation.
- **Patterns, Functions, and Algebra**  
Items in this strand measure a student's ability to use the number line and grid, apply the concepts of ratios, proportions, and percents, and solve problems involving order of operations, linear equations, and patterns and sequences.
- **Statistics and Probability**  
Items in this strand measure a student's ability to apply the concepts of probability, to interpret and use graphs and charts to communicate, and to solve problems involving averages.
- **Geometry and Measurement**  
Items in this strand measure a student's ability to interpret and solve problems involving measurement, area, perimeter, and angles.



## Number Sense

Categorical Score (Score Range)	Number Sense (Placement Score 1–2)
<b>Needs Improvement</b> (1–4)	The results suggest that you have the ability to add and subtract whole numbers up to two digits; count and make change; solve single step addition or subtraction word problems. Recommended study: add, subtract, multiply, and divide whole numbers; solving single step word problems; understand fraction pictures.
<b>Limited Proficiency</b> (5–9)	The results suggest you have the ability to add, subtract, and multiply whole numbers up to two digits; divide single digit whole numbers; understand pictures of fractions; solve single step word problems. Recommended study: compare, order, and understand place value of whole numbers; estimate and round up to the one thousands place; find whole numbers on a number line.
<b>Proficient</b> (10–15)	The results suggest that you have the ability to perform operations with whole numbers with two digits; solve single step word problems; compare, order, and understand place value of whole numbers; estimate and round up to the one thousands place; find whole numbers on a number line. Recommended study: perform operations with multi-digit whole numbers; translate statements into expressions; recognize fractions as part over whole; compare and order fractions and decimals; plot points on a graph.

Categorical Score (Score Range)	Number Sense (Placement Score 3–4)
<b>Needs Improvement</b> (1–4)	The results suggest that you have the ability to add, subtract, multiply, and divide whole numbers up to three digits; use less than and greater than to order fractions and decimals; round whole numbers; translate statements into expressions; identify integers on a number line. Recommended study: simplify and multiply fractions; translate statements into expressions and single step equations; understand ratios.
<b>Limited Proficiency</b> (5–9)	The results suggest you have the ability to perform operations with whole numbers; simplify fractions; understand ratios; translate statements into expressions and single step equations. Recommended study: simplify and multiply fractions; understand ratios and proportions; translate and solve multi step word problems.
<b>Proficient</b> (10–15)	The results suggest that you have the ability to perform operations with whole numbers; simplify and multiply fractions; understand ratios and proportions; translate and solve multi step word problems. Recommended study: perform operations with fractions; solve ratio and proportion problems; convert among fractions, percentages, and decimals; understand basic math terminology and symbols.

Categorical Score (Score Range)	Number Sense (Placement Score 5–6)
<p><b>Needs Improvement</b> (1–4)</p>	<p>The results suggest that you have the ability to perform operations with whole numbers; add and subtract fractions with the same denominators; use less than and greater than to order integers and fractions; convert among fractions, percentages, and decimals; understand basic math terminology and symbols. Recommended study: perform operations with integers and decimals; translate statements into algebraic expressions; solve ratio and proportion problems; plot points on a graph.</p>
<p><b>Limited Proficiency</b> (5–9)</p>	<p>These results suggest you have the ability to perform operations with integers and decimals; translate statements into algebraic expressions and evaluate using substitution; solve basic ratio and proportion problems; plot points on a graph; interpret inequalities. Recommended study: perform operations with real numbers using correct order of operations; translate and solve linear equations, inequalities, systems, and variation problems; plot functions on a graph; solve word problems.</p>
<p><b>Proficient</b> (10–15)</p>	<p>These results suggest that you have the ability to perform operations with real numbers and algebraic expressions using correct order of operations; solve linear equations, inequalities, systems and variation problems; graph linear functions; solve word problems.</p>

## Patterns, Functions, and Algebra

Categorical Score (Score Range)	Patterns, Functions, and Algebra (Placement Score 1–2)
<b>Needs Improvement</b> (1–4)	The results suggest that you have the ability to construct simple pictorial patterns, Simplify expressions using the order of operation symbols (+, -). Recommended study: solve word and picture problems; identify numbers on a number line.
<b>Limited Proficiency</b> (5–9)	The results suggest that you have the ability to solve simple real life word and picture problems using single step operations (+, -); Identify whole numbers (positive numbers including zero) on a number line. Recommended study: solve word and picture problems with multi-steps; construct simple picture and number patterns; simplify expressions using order of operations symbols (+, -, x).
<b>Proficient</b> (10–15)	The results suggest that you have the ability to solve simple real life word and picture problems using two step operations (+, -); Construct simple pictorial and numeric patterns, Simplify expressions using the order of operation symbols (+, -, x). Recommended study: Identify integers on a number line; solve linear equations.

Categorical Score (Score Range)	Patterns, Functions, and Algebra (Placement Score 3–4)
<b>Needs Improvement</b> (1–4)	The results suggest that you have the ability to identify integers on a number line; solve simple single-step linear equations. Recommended study: identify and plot points on an x-y - coordinate plane; solve ratio and rate problems.
<b>Limited Proficiency</b> (5–9)	The results suggest that you have the ability to identify and plot points on an x -y - coordinate plane (four quadrants); solve basic rate and ratio problems . Recommended study: simplify expressions using order of operations; translate word problems into expressions and equations; construct picture and number patterns.
<b>Proficient</b> (10–15)	The results suggest that you have the ability to simplify expressions using order of operations (+, -, x, ÷); translate word problems requiring single step into expressions and equations; construct pictorial and numeric patterns. Recommended study: simplify expressions using all order of operations; evaluate expressions by substitution.

<b>Categorical Score (Score Range)</b>	<b>Patterns, Functions, and Algebra (Placement Score 5–6)</b>
<b>Needs Improvement (1–4)</b>	The results suggest that you have the ability to simplify expressions using order of operations; evaluate algebraic expressions by substituting. Recommended study: translate word problems into expressions and equations; solve word problems.
<b>Limited Proficiency (5–9)</b>	The results suggest that you have the ability to translate word problems requiring multi-steps into expressions and equations, solve simple multi-step word problems with integers. Recommended study: use ratio and proportions to solve word problems; exponents, square roots, and scientific notation; construct patterns using geometric and arithmetic sequences.
<b>Proficient (10–15)</b>	The results suggest that you have the ability to use ratio and proportions to solve word problems; understand positive exponents, square roots, and scientific notation; construct patterns using geometric and arithmetic sequences.

## Statistics and Probability

Categorical Score (Score Range)	Statistics and Probability (Placement Score 1–2)
<b>Needs Improvement</b> (1–4)	The results suggest that you have little to no skills in this area. Recommended study: calculate the average for a set of whole number values; read basic graphs such as line, circle, and bar graphs; solve simple word and picture problems involving a single step operation.
<b>Limited Proficiency</b> (5–9)	The results suggest that you have some or all of the following skills: read basic graphs such as line, circle, and bar graphs; solve simple word and picture problems involving a single step operation. Recommended study: calculate the average for a set of whole number values; read and interpret basic graphs such as line, circle, and bar graphs.
<b>Proficient</b> (10–15)	The results suggest that you have some or all of the following skills: calculate the average for a set of whole number values; read basic statistical charts and graphs. Recommended study: calculate the mean and mode for a set of whole number values; read and interpret basic graphs such as line, circle, and bar graphs.

Categorical Score (Score Range)	Statistics and Probability (Placement Score 3–4)
<b>Needs Improvement</b> (1–4)	The results suggest that you have the ability to calculate the mean for a set of whole number values; read basic statistical charts and graphs. Recommended study: calculate the mean and mode for a set of whole number values; read and interpret basic graphs such as line, circle, and bar graphs; simplify fractions to solve probability problems.
<b>Limited Proficiency</b> (5–9)	The results suggest that you have the ability to calculate the mean and mode for a set of whole number values; read and interpret basic graphs such as line, circle, and bar graphs; simplify fractions to solve probability problems. Recommended study: calculate the mean, median, and mode for a set of whole number values; calculate the probability of a simple event; read and interpret basic statistical charts and graphs.
<b>Proficient</b> (10–15)	The results suggest that you have the ability to calculate the mean, median, and mode for a set of whole number values; calculate the probability of a simple event; read and interpret basic statistical charts and graphs. Recommended study: calculate the mean, median, mode, and range for a set of values; calculate the probability of a simple event and its complement; apply fundamental counting principles.

<b>Categorical Score (Score Range)</b>	<b>Statistics and Probability (Placement Score 5–6)</b>
<b>Needs Improvement (1–4)</b>	The results suggest that you have the ability to calculate the mean, median, mode, and range for a set of whole number values; calculate the probability of a simple event and its complement; read and interpret charts and graphs; apply fundamental counting principles using diagrams. Recommended study: calculate probabilities, percentages, measures of center and variability.
<b>Limited Proficiency (5–9)</b>	The results suggest that you have the ability to calculate the mean, median, mode, and range for a set of real number values; calculate the probability of simple independent events; read and interpret charts and graphs; apply fundamental counting principles; calculate percentages. Recommended study: make predictions using probabilities and statistics; interpret measures of center and variability; analyze trends in charts and graphs.
<b>Proficient (10–15)</b>	The results suggest that you have the ability to calculate and interpret the mean, median, mode, and range for a set of real number values; calculate the probability of events; make predictions using probabilities and statistics; analyze charts and graphs; apply counting principles; calculate percentages.



## Geometry and Measurement

Categorical Score (Score Range)	Geometry and Measurement (Placement Score 1–2)
<b>Needs Improvement</b> (1–4)	The results suggest that you have the ability to identify geometric shapes and common units of measure, convert inches to feet, and compute the perimeter of a triangle. Recommended study: Understand basic geometrical terminology, symbols and abbreviations, classify angles and compute basic area, perimeter and volume.
<b>Limited Proficiency</b> (5–9)	The results suggest that you have the ability to identify simple 2-D and 3-D geometric shapes and unit of measure (time, temperature, length, calendar), complete English conversions of length, compute the perimeter of rectangular prisms and construct basic bar graphs. Recommended study: Understand Geometrical shapes; formulas (perimeter and area).
<b>Proficient</b> (10–15)	The results suggest that you have the ability to identify geometric shapes, complete English conversions of length and weight, compute perimeter of geometric shapes and create simple graphical representations for data. You can also define geometric angles, lines, points, and rays. Recommended study: Understand advanced Geometrical Shapes, formulas and solve 2-step equations. Identify and plot points on a rectangular coordinate system.

Categorical Score (Score Range)	Geometry and Measurement (Placement Score 3–4)
<b>Needs Improvement</b> (1–4)	The results suggest that you have the ability to identify basic geometric shapes and terminology, compute basic area, perimeter and measure whole units with precision. You can classify geometric angles (e.g. acute, obtuse, right etc...). Recommended study: Solve basic geometric problems involving 1-step, conversions; classify geometric lines.
<b>Limited Proficiency</b> (5–9)	The results suggests that you have the ability to identify geometric shapes and terminology, angles and parallel lines, compute basic area, perimeter, volume, and conversions of length and weight given formulas involving 1-step. Recommended study: Solve two-step geometric problems and conversions; understand lines of symmetry, reflections and rotations.
<b>Proficient</b> (10–15)	These results suggests that you have the ability to identify geometric shapes and terminology, angles and parallel lines, compute basic area, perimeter of 2-D shapes and conversions given formula involving 2-steps. Recommended study: Solve multi-step geometric problems with 3-D shapes; conversions of all measurements; understand lines of symmetry, reflections and rotations.

<b>Categorical Score (Score Range)</b>	<b>Geometry and Measurement (Placement Score 5–6)</b>
<b>Needs Improvement (1–4)</b>	The results suggest that you have the ability to calculate perimeter, area, and volume of 2-D shapes given a picture and formula, compute unit conversions given the formula, solve basic geometric problems without algebra. Recommended study: Solve 2-step equations involving geometric shapes; Similar Triangle properties.
<b>Limited Proficiency (5–9)</b>	The results suggest that you have the ability to calculate perimeter, area, and volume of 2-D shapes given the formula, compute unit conversions given the formula, solve 2-step geometric problems without algebra. Recommended study: Solve Equations involving geometric shapes; Similar Triangle properties; Pythagorean Formula.
<b>Proficient (10–15)</b>	The results suggest that you have the ability to calculate perimeter, area, and volume of 2-D and 3-D shapes given the formula, compute unit conversions given the formula, solve multi-step geometric problems with algebra. You can use basic right angle trigonometry, including the Pythagorean Theorem.



## ABE Reading Diagnostic Test

The ABE Reading test is comprised of two strands that are described below. There are 30 questions on the online test and 46 questions on the special formats test.

### Vocabulary and Meaning

Items in this strand assess a student's ability to

- apply knowledge of roots, affixes, etc., to decode words;
- deduce meaning from context using passages of different genres, lengths, and difficulty, etc.

### Comprehension

Items in this strand assess a student's ability to

- understand texts of varying length, difficulty, genres, etc., and
- demonstrate the ability to determine the author's purpose and intended audience
- locate specific information
- draw inferences; infer main ideas
- understand metaphors, implied meanings, and figurative language.

### Vocabulary and Meaning

<b>Categorical Score (Score Range)</b>	<b>Vocabulary and Meaning (Placement Score 1–2)</b>
<b>Needs Improvement (1–4)</b>	Your performance in the Vocabulary and Meaning area suggests that you need to improve significantly in this area. This area tests your knowledge and application of vocabulary, up to and including college-level. You need to work extensively on increasing basic sight vocabulary and recognizing basic signs, symbols, letters, numbers, and common abbreviations.
<b>Limited Proficiency (5–9)</b>	Your performance in the Vocabulary and Meaning area suggests that while you have some skill in this area, there is room for improvement. This area tests your knowledge and application of vocabulary, up to and including college-level. You need to focus on increasing basic sight vocabulary and recognizing basic signs, symbols, letters, numbers, and common abbreviations.
<b>Proficient (10–15)</b>	Your performance in the Vocabulary and Meaning area suggests that you have well-developed skills. This area tests your knowledge and application of vocabulary, up to and including college-level. Your performance demonstrates the ability to use basic sight vocabulary and recognize basic signs, symbols, letters, numbers, and common abbreviations.

<b>Categorical Score (Score Range)</b>	<b>Vocabulary and Meaning (Placement Score 3–4)</b>
<b>Needs Improvement (1–4)</b>	Your performance in the Vocabulary and Meaning area suggests that you need to improve significantly in this area. This area tests your knowledge and application of vocabulary, up to and including college-level. You need to work extensively on finding meaning from unfamiliar words using context clues or prefixes/suffixes, recognizing and identifying word relationships, basic abbreviations, symbols, and contractions in context, and using basic sight vocabulary.
<b>Limited Proficiency (5–9)</b>	Your performance in the Vocabulary and Meaning area suggests that while you have some skill in this area, there is room for improvement. This area tests your knowledge and application of vocabulary, up to and including college-level. You need to focus on finding meaning from unfamiliar words using context clues or prefixes/suffixes, recognizing and identifying word relationships, basic abbreviations, symbols, and contractions in context, and using basic sight vocabulary.
<b>Proficient (10–15)</b>	Your performance in the Vocabulary and Meaning area suggests that you have well-developed skills. This area tests your knowledge and application of vocabulary, up to and including college-level. Your performance demonstrates the ability to find meaning from some unfamiliar words using context clues or prefixes/suffixes; to recognize and identify some word relationships, basic abbreviations, symbols, and contractions in context; and to use basic sight vocabulary.

<b>Categorical Score (Score Range)</b>	<b>Vocabulary and Meaning (Placement Score 5–6)</b>
<b>Needs Improvement (1–4)</b>	Your performance in the Vocabulary and Meaning area suggests that you need to improve significantly in this area. This area tests your knowledge and application of vocabulary, up to and including college-level. You need to work on expanding and understanding vocabulary and your ability to determine meaning based on context clues and/or use of prefixes and suffixes, as well as recognition of abbreviations, contractions, and symbols.
<b>Limited Proficiency (5–9)</b>	Your performance in the Vocabulary and Meaning area suggests that while you have some skill in this area, there is room for improvement. This area tests your knowledge and application of vocabulary, up to and including college-level. You need to work on further expansion and understanding of vocabulary and your ability to determine meaning based on context clues and/or use of prefixes and suffixes, as well as recognition of abbreviations, contractions, and symbols.
<b>Proficient (10–15)</b>	Your performance in the Vocabulary and Meaning area suggests that you have well-developed skills. This area tests your knowledge and application of vocabulary, up to and including college-level. The questions in this area also test your ability to determine meaning based on context clues and/or use of prefixes and suffixes, as well as recognition of abbreviations, contractions, and symbols.

## Reading Comprehension

Categorical Score (Score Range)	Reading Comprehension (Placement Score 1–2)
<b>Needs Improvement</b> (1–4)	Your performance in the Comprehension area suggests that you need to improve significantly in this area. This area tests your ability to understand text. You need to work extensively on identifying the topic and locating clearly stated data in simple text, and decoding basic visual information.
<b>Limited Proficiency</b> (5–9)	Your performance in the Comprehension area suggests that while you have some skill in this area, there is room for improvement. This area tests your ability to understand text. You need to focus on identifying the topic and locating clearly stated data in simple text, and decoding basic visual information.
<b>Proficient</b> (10–15)	Your performance in the Comprehension area suggests that you have well-developed skills. This area tests your ability to understand text. Your performance demonstrates the ability to identify the topic and locate clearly stated data in simple text, and decode basic visual information.

Categorical Score (Score Range)	Reading Comprehension (Placement Score 3–4)
<b>Needs Improvement</b> (1–4)	Your performance in the Comprehension area suggests that you need to improve significantly in this area. This area tests your ability to understand text. You need to work extensively on identifying stated main ideas and some supporting details, and determining author’s purpose; locating and interpreting data in simple visual information; making basic inferences and drawing basic conclusions; and recognizing organizational patterns and figurative language.
<b>Limited Proficiency</b> (5–9)	Your performance in the Comprehension area suggests that while you have some skill in this area, there is room for improvement. This area tests your ability to understand text. You need to focus on identifying stated main ideas and supporting details, and determining author’s purpose; locating and interpreting data in simple visual information; making basic inferences and drawing basic conclusions; and recognizing organizational patterns and figurative language.
<b>Proficient</b> (10–15)	Your performance in the Comprehension area suggests that you have well-developed skills. This area tests your ability to understand text by identifying stated main ideas and some supporting details, and occasionally determine author’s purpose; to locate and interpret data in simple text, graph, charts, and tables; to make basic inferences and draw basic conclusions; and to recognize some organizational patterns and some figurative language.

<b>Categorical Score (Score Range)</b>	<b>Reading Comprehension (Placement Score 5–6)</b>
<b>Needs Improvement (1–4)</b>	Your performance in the Comprehension area suggests that you need to improve significantly in this area. This area tests your ability to understand text. You need to work extensively on identifying stated and implied main ideas, supporting details, and identifying author’s purpose and tone. You should also focus on analyzing text using graphs, charts, and tables, as well as making inferences and drawing conclusions, identifying organizational patterns, and interpreting figurative language.
<b>Limited Proficiency (5–9)</b>	Your performance in the Comprehension area suggests that while you have some skill in this area, there is room for improvement. This area tests your ability to understand text. You need to focus on identifying stated and implied main ideas, supporting details, and identifying author’s purpose and tone. You should also focus on analyzing visual elements, as well as making inferences and drawing conclusions, identifying organizational patterns, and interpreting figurative language.
<b>Proficient (10–15)</b>	Your performance in the Comprehension area suggests that you have well-developed skills. This area tests your ability to understand text by identifying stated and implied main ideas, supporting details, and author’s purpose and tone. The questions in this area also test your ability to analyze text using graphs, charts, and tables, as well as make inferences and draw conclusions, identify organizational patterns, and interpret figurative language.

## ABE Writing Diagnostic Test

The ABE Writing test is comprised of two strands that are described below. There are 30 questions on the online test and 46 questions on the special formats test.

### Organization and Composition

Items in this strand are designed to indirectly measure the student's ability to create *meaning*. By selecting the best word, phrase, or sentence to appropriately complete a task, it may be inferred that the student is able to

- compose a variety of texts that demonstrate clear organization and focus, logical development, use of appropriate rhetorical techniques and language that advances the author's purpose (e.g., awareness of audience, register, tone, context)
- revise text for flow and readability.

### Grammar and Structure

Items assess a student's ability to apply mastery of standard English *form*, including mastery of parts of speech, tenses, syntax, agreement, modals, punctuation, fragments, coordination and subordination, gerunds, capitalization, and spelling.

### Organization and Composition

<b>Categorical Score (Score Range)</b>	<b>Organization and Composition (Placement Score 1–2)</b>
<b>Needs Improvement (1–4)</b>	Your performance on Organizing and Composing suggests that you need to improve significantly in this area. You need to work on basic sentence structure, including how to use nouns and verbs to form complete sentences, how to combine sentences to create a paragraph, identifying the main idea in a paragraph, recognizing and using supporting details. You also need to work on improving your vocabulary skills, capitalization, and punctuation skills.
<b>Limited Proficiency (5–9)</b>	Your performance on Organizing and Composing suggests that while you have some skills in this area, there is room for improvement. You sometimes have problems recognizing a basic sentence that has a noun and a verb. You need to work on word order, combining sentences differentiating between minor and major points within a paragraph, as well as filling out common forms.
<b>Proficient (10–15)</b>	Your performance on Organizing and Composing suggests that you have well-developed skills in this area. You can identify a basic sentence that has a noun and a verb, but you need to work on knowing in what order to put words. You should work on writing complex and compound sentences, appropriate word choice, and organizing paragraphs with enough supporting detail.



<b>Categorical Score (Score Range)</b>	<b>Organization and Composition (Placement Score 3–4)</b>
<b>Needs Improvement (1–4)</b>	Your performance on Organizing and Composing suggests that you need to improve significantly in this area. You can occasionally find the main idea in a paragraph. You need to work on using transition words (e.g., however and therefore). You need to work on recognizing clear and concise writing. You need to work on developing your vocabulary to support the appropriate tone.
<b>Limited Proficiency (5–9)</b>	Your performance on Organizing and Composing suggests that while you have some skills in this area, there is room for improvement. You can identify related ideas within a paragraph, but you need to work on determining which ideas best develop the main idea. You need to work on transitions and identifying the best words to reflect appropriate tone in relation to the audience and purpose.
<b>Proficient (10–15)</b>	Your performance on Organizing and Composing suggests that you have well-developed skills in this area. You can identify different audiences, and you usually match the right tone with the target audience. You can use simple transition words but not always recognize the correct punctuation that goes with the transitions. You understand that a paragraph should have one main point, and you can usually identify the appropriate supporting evidence. You need to work on avoiding fragments and run-ons.

<b>Categorical Score (Score Range)</b>	<b>Organization and Composition (Placement Score 5–6)</b>
<b>Needs Improvement (1–4)</b>	Your performance on Organizing and Composing suggests that you need to improve significantly in this area. You can usually recognize the main idea of an essay, but you have difficulty identifying topic sentences or supportive ideas that communicate the purpose of the paragraph to the audience. You can sometimes identify basic transitions, but you need to work on appropriate coordination and subordination techniques (e.g., but or since). You need to work on alter sentence structures for variety.
<b>Limited Proficiency (5–9)</b>	Your performance on Organizing and Composing suggests that while you have some skills in this area, there is room for improvement. You usually recognize the audience and purpose of a piece of writing. You can usually identify the main point of a paragraph but need to work on identifying the best supporting evidence. You need to work on the use of transitions. You usually make good word choices including verb tense. You need to work on the use of various sentence structures.
<b>Proficient (10–15)</b>	Your performance on Organizing and Composing suggests that you have well-developed skills in this area. You can identify purpose and audience in a piece of writing. You can recognize when a paragraph has only one main idea and sufficient evidence. You can recognize when basic transitions have been successfully used. You usually select the correct verb tense as well as other word choices. You can identify various sentence structures that make a piece of writing more interesting.

## Grammar and Structure

Categorical Score (Score Range)	Grammar and Structure (Placement Score 1–2)
<b>Needs Improvement (1–4)</b>	Your performance on Grammar and Structure suggests that you need to improve significantly in this area. You need to work on identifying nouns and verbs and how to use them to create a complete sentence. You need to expand your knowledge of basic sight words. You need to work on capitalization and how to use the various forms of punctuation, including the period and comma.
<b>Limited Proficiency (5–9)</b>	Your performance on Grammar and Structure suggests that while you have some skills in this area, there is room for improvement. Sometimes you can use the basic verb tenses (e.g., past and present). You need to work on your spelling of common sight words. You generally mix up words that sound alike (e.g., to/too/two or then/than). You know to put a period at the end of a sentence, but you need to work on using other forms of punctuation. You need to work on identifying a complete sentence.
<b>Proficient (10–15)</b>	Your performance on Grammar and Structure suggests that you have well-developed skills in this area. Sometimes you can use the basic verb tenses (e.g., past, present, and future). You can spell some common sight words, but you also misspell many other words. You generally mix up words that sound alike (e.g., to/too/two or then/than). You know to put a period at the end of a sentence, but you need to work on how to use the other forms of punctuation. You need to work on how to identify a complete sentence.

Categorical Score (Score Range)	Grammar and Structure (Placement Score 3–4)
<b>Needs Improvement (1–4)</b>	Your performance on Grammar and Structure suggests that you need to improve significantly in this area. You have a difficult time identifying grammatically correct simple sentences. You need to work on your spelling of basic words. You need to work on selecting the correct word when the words sound the same (e.g., know/no). You need to work on when to use capitalization. You need to work on how to use transitions and prepositions correctly. You need to work on making single words plural.
<b>Limited Proficiency (5–9)</b>	Your performance on Grammar and Structure suggests that while you have some skills in this area, there is room for improvement. You usually punctuate sentences with periods correctly, but you often misuse other punctuation marks. You have difficulty spelling, especially easily confused words (e.g., effect/affect). You need to work on making singular words plural. You need to work on the use of prepositions and transitions. You often fail to match your subject and verb for tense and number.
<b>Proficient (10–15)</b>	Your performance on Grammar and Structure suggests that you have well-developed skills in this area. You need to work on plural endings besides /s/. You can recognize some easily confused words (e.g., two/to/too), but you have more difficulty with others (e.g., affect/effect). You usually use periods when needed, but when a sentence is complicated with dependent clauses, you find punctuation difficult. You usually recognize when a verb tense fails to match its subject.

## Resources for Students

The College Board offers several free and paid TSIA learning tools that are designed to help students focus in areas where their academic performance may need improvement.

### Free student materials are found under the Welcome Page of the testing platform

TSI Sample Questions WritePlacer<sup>®</sup> Sample Essays

TSI Informational Brochure (before testing)

TSI Interpreting Your Score (after testing)

TSI Web-Based Study App

TSI//MyFoundationsLab

You can print and distribute these to students or make them available electronically.

### Paid Learning Tools

- **The TSI Assessment Web-based study app** was developed by the College Board and is available for purchase on the College Board Store (<http://store.collegeboard.org>) for \$4.50. The Web-based study app features practice tests in the TSIA Mathematics, Reading, and Writing (multiple choice). Site can be accessed from a computer, tablet, or smartphone.

#### Supported Browsers

- Safari 6.0.x
- Firefox 16.0.x
- Internet Explorer 8.0.x or later
- Google Chrome 22.x or later

#### Supported Mobile Operating Systems

- IOS version 5.0 or later
- Android version 2.3 or later