

## 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 (1–4)</b>	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 (5–9)</b>	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 (10–15)</b>	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.

	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 (1–4)</b>	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 (5–9)</b>	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 (10–15)</b>	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 (1–4)</b>	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 (5–9)</b>	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 (10–15)</b>	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 (1–4)</b>	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 (5–9)</b>	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 (10–15)</b>	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 (1–4)</b>	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 (5–9)</b>	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 (10–15)</b>	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.

Categorical Score (Score Range)	Patterns, Functions, and Algebra (Placement Score 5–6)
<p><b>Needs Improvement</b> (1–4)</p>	<p>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.</p>
<p><b>Limited Proficiency</b> (5–9)</p>	<p>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.</p>
<p><b>Proficient</b> (10–15)</p>	<p>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.</p>

### Statistics and Probability

Categorical Score (Score Range)	Statistics and Probability (Placement Score 1–2)
<b>Needs Improvement (1–4)</b>	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 (5–9)</b>	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 (10–15)</b>	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 (1–4)</b>	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 (5–9)</b>	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 (10–15)</b>	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 (1–4)</b>	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 (5–9)</b>	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 (10–15)</b>	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 (1–4)</b>	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 (5–9)</b>	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 (10–15)</b>	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>	<p>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.</p>
<b>Limited Proficiency (5–9)</b>	<p>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.</p>
<b>Proficient (10–15)</b>	<p>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.</p>

## 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

Categorical Score (Score Range)	Organization and Composition (Placement Score 1–2)
Needs Improvement (1–4)	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.
Limited Proficiency (5–9)	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.
Proficient (10–15)	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.

<b>Categorical Score (Score Range)</b>	<b>Grammar and Structure (Placement Score 5–6)</b>
<b>Needs Improvement (1–4)</b>	Your performance on Grammar and Structure suggests that you need to improve significantly in this area. You can identify simple sentences, but you need to work on how to create complex or compound sentences, adding complexity to your word choices, and identifying words that sound alike (e.g., to/too/two). You can generally use periods correctly, but you need to work on the correct usage of other forms of punctuation. You need to select more effective prepositions and transitions.
<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 can usually correctly identify simple sentence structure and grammar, but you have difficulty with compound and complex sentences. You need to work on choosing the correct words to reflect a specific meaning, how to punctuate complex sentences, and identifying the correct usage of apostrophes, prepositions, and transitions.
<b>Proficient (10–15)</b>	Your performance on Grammar and Structure suggests that you have well-developed skills in this area. You consistently recognize correct punctuation and pronouns and can usually recognize and correct run-on sentences or fragments. You know how to use verb tenses and match verbs to subjects (e.g., they were and he was). When words sound alike, you can usually pick the correct one (e.g., affect/effect or then/than). You usually select the correct preposition as well as appropriate transitions.

