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Date: March 5, 2015

To: Tim Schell, Director of Curriculum & Instruction, Waunakee High School

From: Sonya K. Sedivy, Associate Scientist

Re: Waunakee HS Math, English, Spanish and French Placement Score Report for 2014

The following report includes summary data of your students' performance on the University of Wisconsin Placement Tests in English, math, Spanish, and French. (Note that there were not enough students taking the German test to provide a report.) The summary data include the following three pieces of information:

1. A table of statistics, showing the number of student testing, the average test score and the standard deviation. For reference, all of our tests (and subtests) have average scores of 500 and standard deviations of 100.
2. A histogram showing the distribution of placement scores. Note that with the math test, a total (i.e., composite) score is not used for placement; rather, students are placed on the basis of three subscores: math basics, algebra, and trigonometry. In this way, the test requires sufficient mastery of lower-level skills before placing into levels that require higher-level math skills. Also, with this method, students are placed on the basis of what they have learned, so lack of exposure to higher-level math skills does not contaminate one's placement level. Therefore, for math, separate histograms are provided for each of the three subscores. For complete information on the composition of each of these subscores, please refer to the *Contents of the Placement Tests* link on the Center for Placement Testing's website: <http://www.testing.wisc.edu/center.html>.
3. A table of placement decisions. Note that each UW campus uses different cutscores and has different courses, so it is not possible to identify the exact course into which different students placed. For purposes of this report, we imposed the placement algorithm for UW-Madison onto the scores for all your students to determine the placement decisions for English and Spanish. For math, we used the algorithm for the Early Math Placement Tool (EMPT), which provides a reasonable approximation to all the algorithms in the system.

If you have questions about any of the information provided in this report, please feel free to contact me for a clarification. Also, if there is some other way that the Center can be of service to you, please do not hesitate to ask.

English Placement Test Summary for 2014

N = 85 Students

Average Test Score = 518.94

Standard Deviation = 102.795

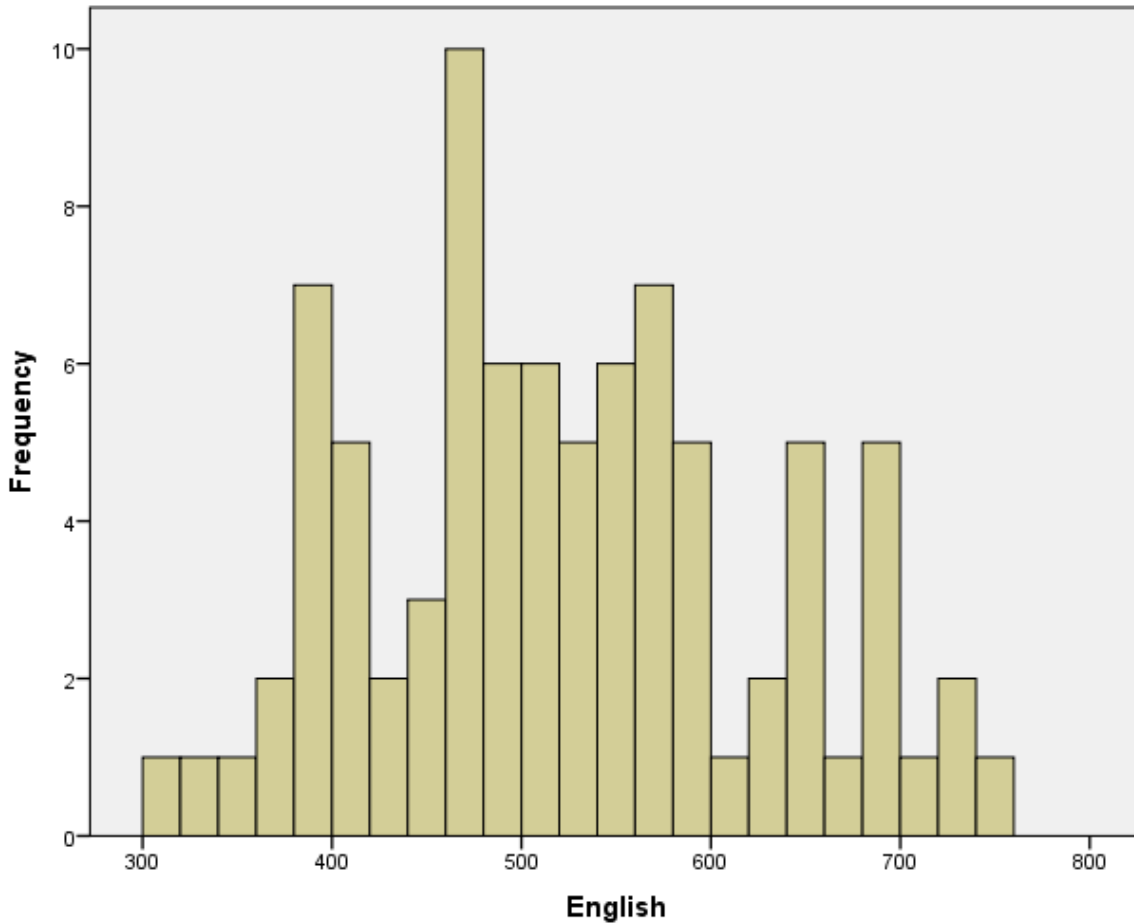


Table of Placement Decisions*

English Placement Decision	# of Students	Pct.
Remedial English	0	0.0 %
Freshman English	68	80.0%
Exempt from Freshman English	17	20.0%

*Using the placement algorithm at UW-Madison for 2014

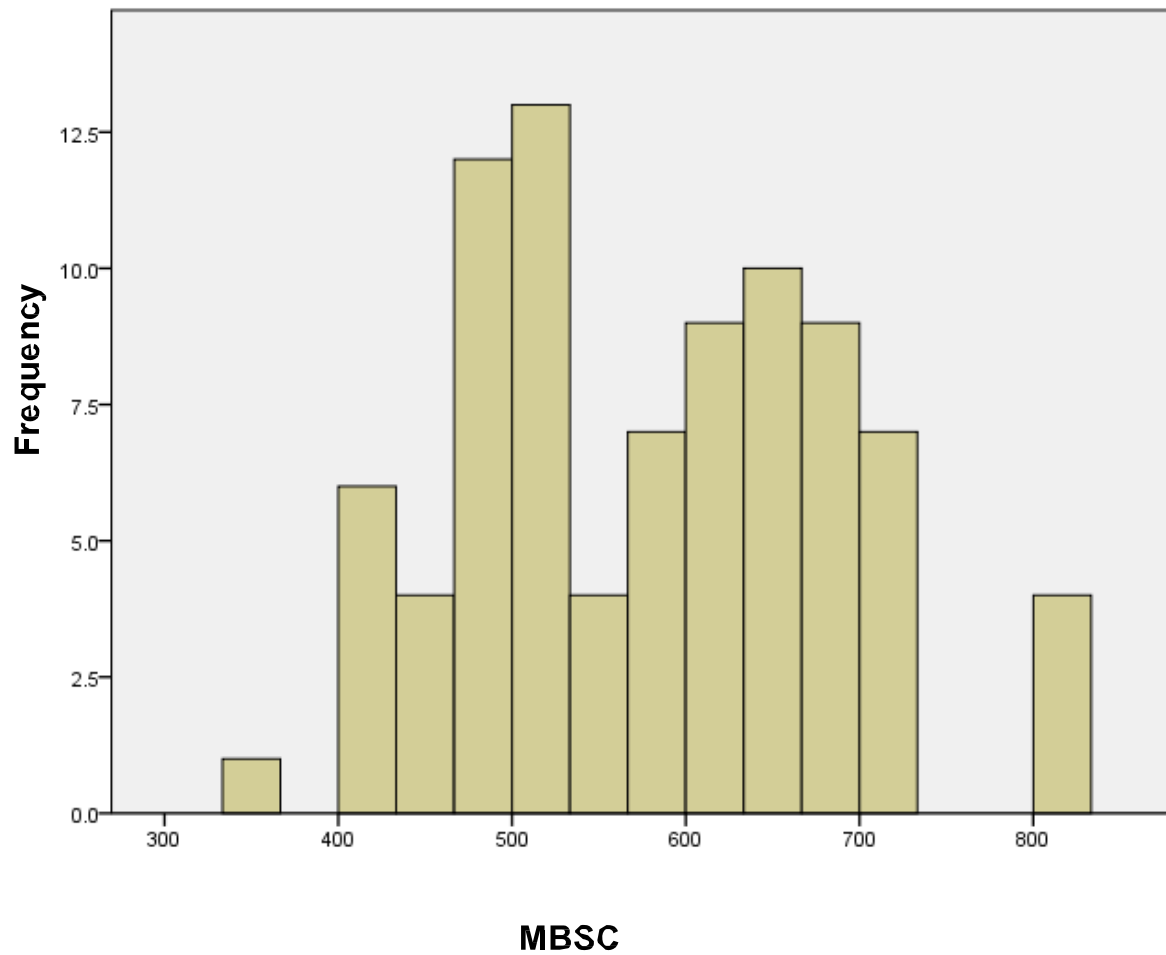
Mathematics Placement Test Summary for 2014

Mathematics Basics Score

N = 88 Students

Average Test Score = 582.50

Standard Deviation = 112.722

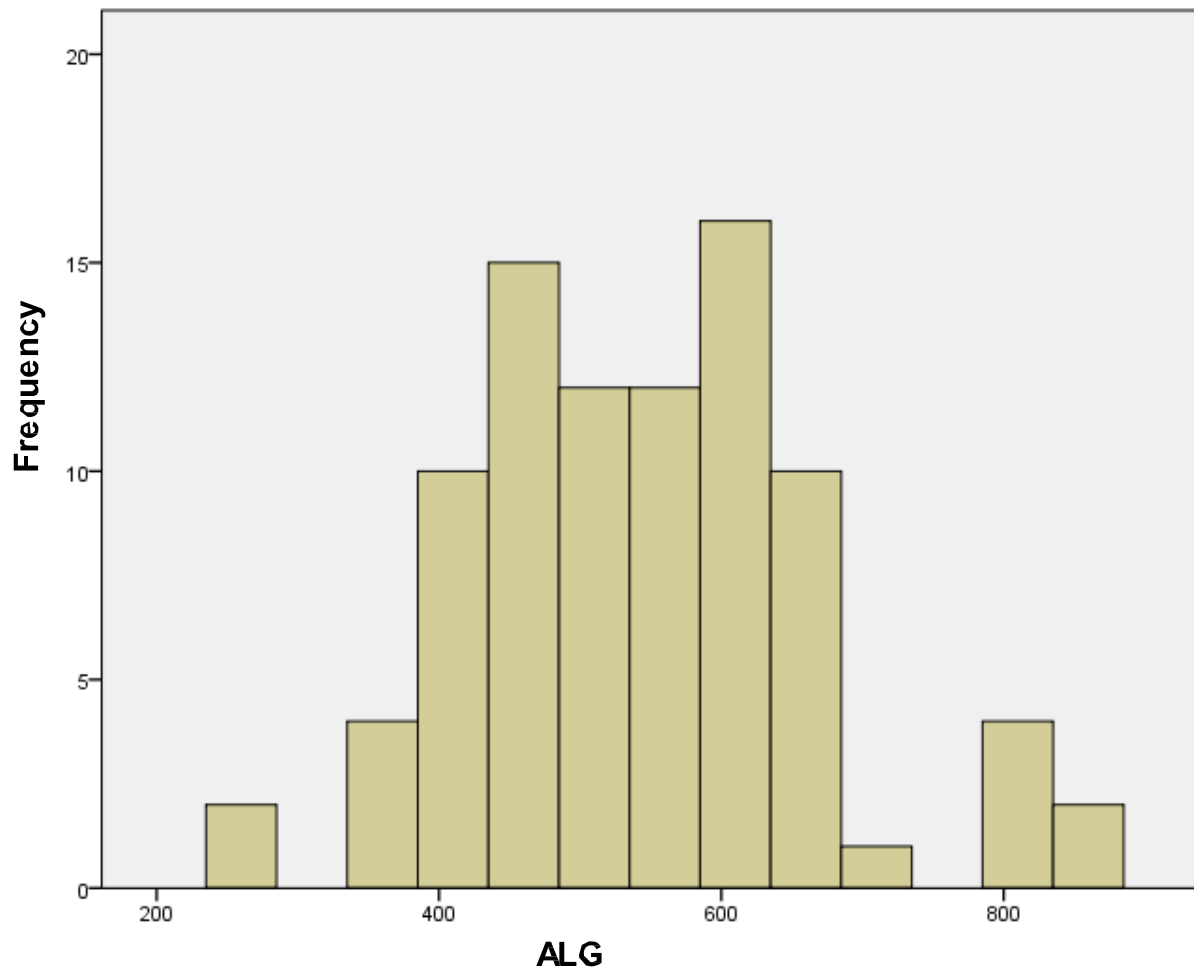


Algebra Score

N = 88 Students

Average Test Score = 545.34

Standard Deviation = 121.928



Trigonometry Score

N = 88 Students

Average Test Score = 543.86

Standard Deviation = 122.572

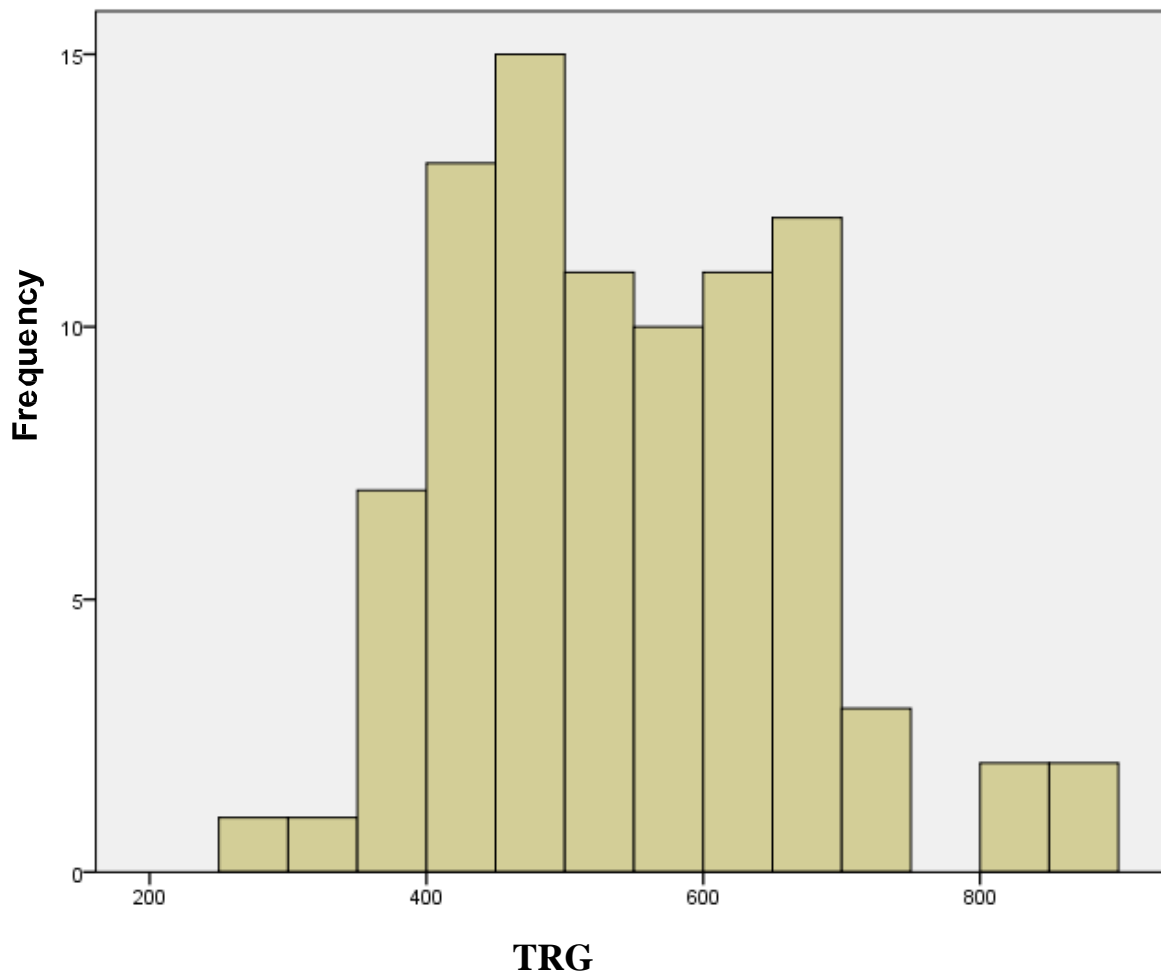


Table of Placement Decisions for 2014*

Math Placement Decision	# of Students	Pct.
Level 1	0	0.0 %
Level 2	1	1.1 %
Level 3	7	8.0 %
Level 4	13	14.8 %
Level 5	14	15.9 %
Level 6	11	12.5 %
Level 7	4	4.5 %
Level 8	7	8.0 %
Level 9	31	35.2 %

*Using the placement algorithm for the Early Math Placement Tool (EMPT)

Interpretation of EMPT Math Levels

Interpreting the EMPT's nine possible placement levels is aided by descriptions of the mathematical strengths and deficiencies of students at different levels. These descriptions are provided for each of the odd scale points. Students placing at an even numbered scale point have skills that fall between those provided for the points immediately above and below it. Each of the 9 skill levels are interpreted in slightly different ways on the individual UW campuses, depending on the nature of their own math curriculum.

Level 1	Students have a weakness in basic mathematics and are greatly disadvantaged in all programs. They start the mathematics course sequence at the lowest level (i.e., remedial) and will pay for credits which do not count towards their degree
Level 3	Students have minimal algebra skills and are substantially disadvantaged. On some campuses, students at this level may need to start with a remedial course which does not carry degree credit but does have a course fee.
Level 5	Students have basic algebra skills and are usually ready for a college algebra course. Further strengthening of these algebra skills is required for most university programs
Level 7	Students have reasonably well-developed algebra skills, often sufficient to take courses at the pre-calculus level, but need to develop better algebra and trigonometry skills to take calculus
Level 9	Students have the skills required for the calculus sequence

Spanish Placement Test Summary for 2014

N = 38 Students

Average Test Score = 611.37

Standard Deviation = 100.283

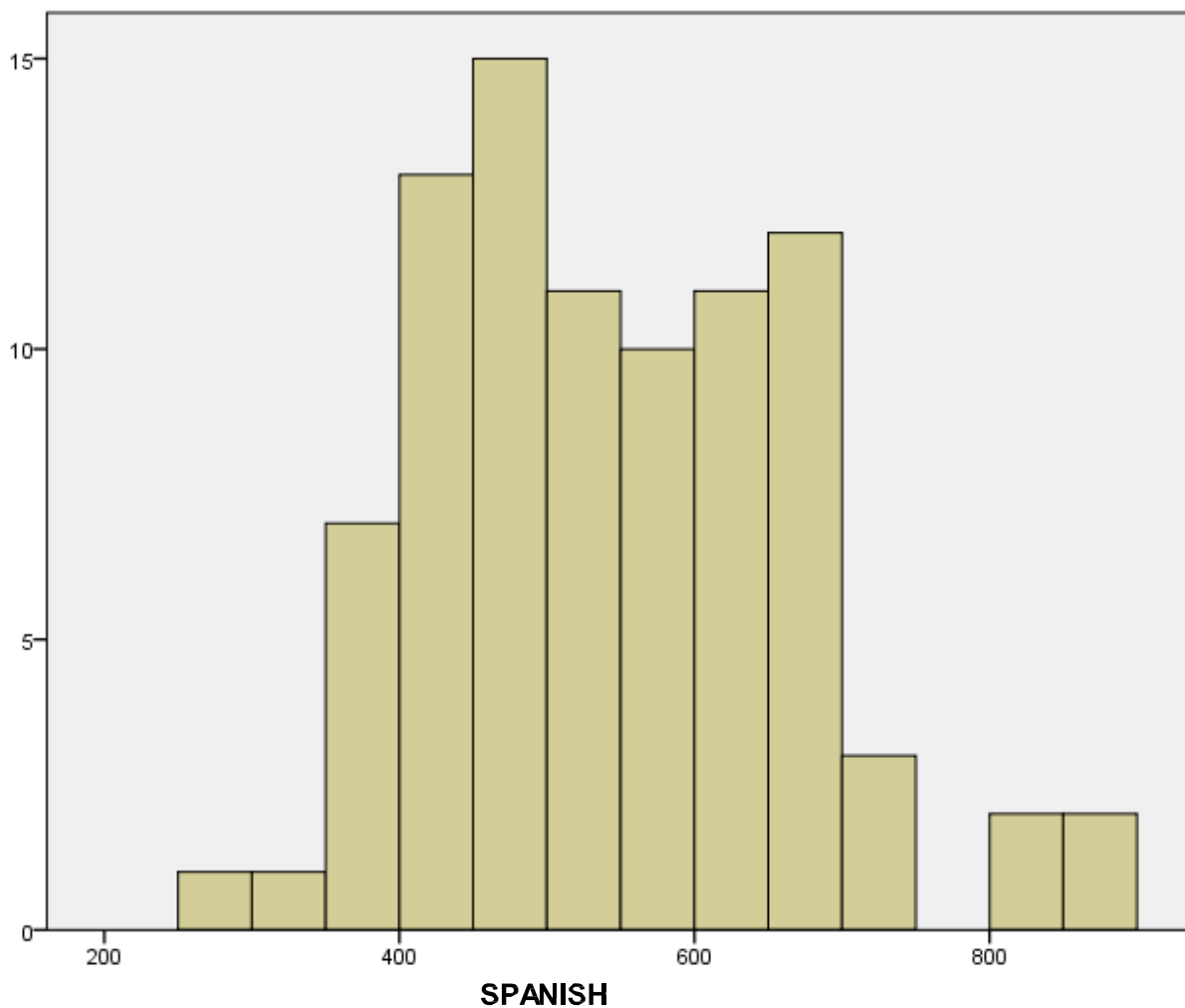


Table of Placement Decisions*

Math Placement Decision	# of Students	Pct.
Spanish 1	3	7.9 %
Spanish 2	5	13.2 %
Spanish 3	15	39.5 %
Spanish 4	13	34.2 %
Spanish 5	2	5.3 %

*Using the placement algorithm at UW-Madison for 2014

French Placement Test Summary for 2014

N = 14 Students

Average Test Score = 487.64

Standard Deviation = 149.776

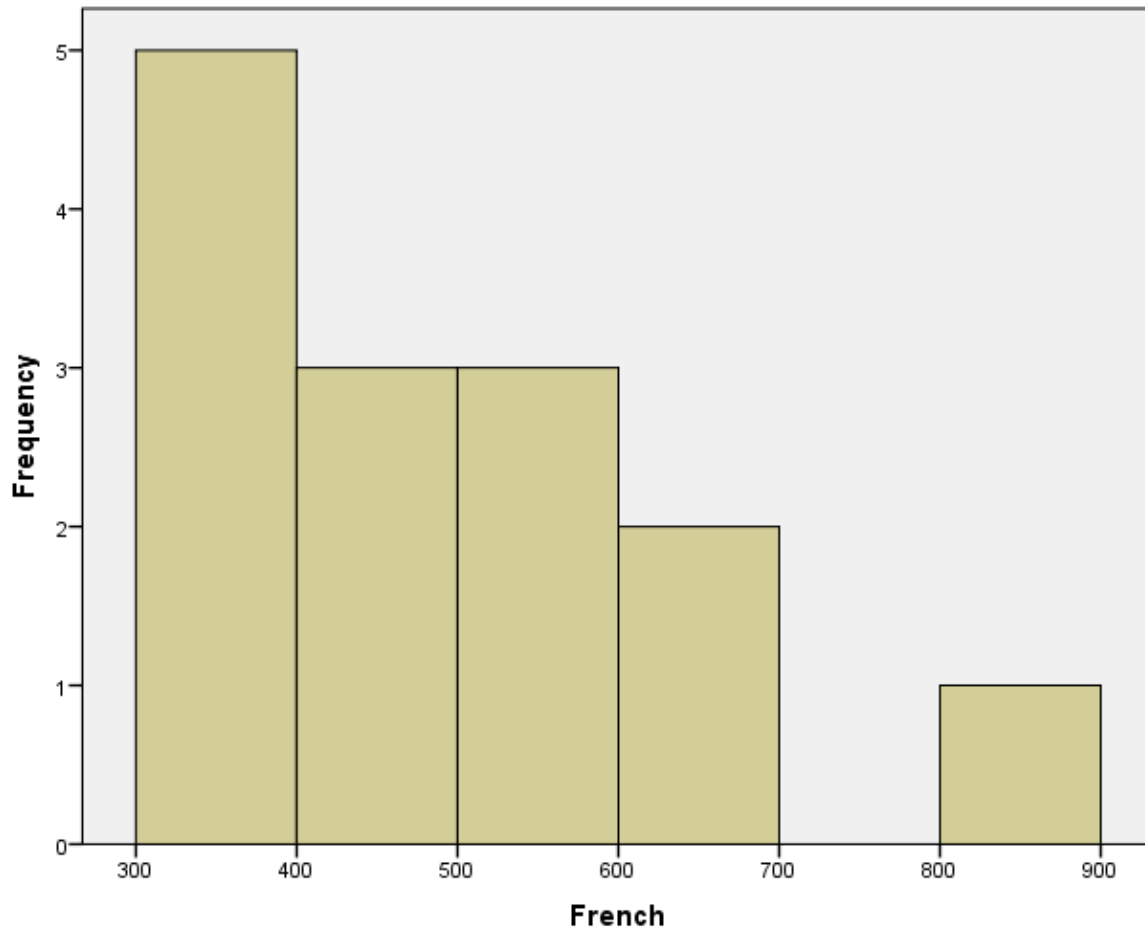


Table of Placement Decisions*

Math Placement Decision	# of Students	Pct.
French 1	5	35.7 %
French 2	3	21.4 %
French 3	2	14.3 %
French 4	3	21.4 %
French 5	1	7.1 %

*Using the placement algorithm at UW-Madison for 2014