

Standard-Setting Study for the University of Wisconsin
College-Level Placement Test in French for Use in Course
Placement and Credit by Examination in French 506, 507,
312K, and 312L at The University of Texas at Austin:
Spring 1997

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RB-97-1

September 1997

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At the request of the Department of French and Italian at The University of Texas at Austin, the Measurement and Evaluation Center (MEC) conducted a standard setting study in the spring semester of 1997 for the University of Wisconsin College-Level Placement Test in French, in order to assist the Department in choosing decision scores to be used for course placement and the award of credit by examination. The test was adopted by the Department for use beginning in September 1997.

Method

Materials

The University of Wisconsin College-Level Placement Test in French was developed jointly by faculty of the University of Wisconsin System and Wisconsin high school teachers. It is designed specifically to be used for college-level placement for the introductory language sequence in French, and is a battery of two tests: one, the Grammar/Reading Comprehension test, contains modules covering syntax (the grammar module) and reading passages (the reading module); the other, the Listening Comprehension test (the listening test), contains passages recorded with standard pronunciation and natural articulation. Each module is entirely in French, except for instructions.

The grammar module contains multiple-choice items in two- or four-choice formats, covering concepts important to beginning study in first- and second-year courses. The reading module contains passages including narratives, advertisements, public notices, anecdotes, jokes, and character descriptions, which are followed by two to four two-choice, multiple-choice items. The listening test contains short recorded passages, generally less than 60 seconds long, including simulations of dialogue, one-sided telephone conversations, public announcements, anecdotes, and narratives, which are followed by four-choice multiple-choice items.

Sixty minutes is allowed to complete the Grammar/Reading Comprehension test; approximately thirty minutes is allowed to complete the Listening Comprehension test. The numbers of items in the modules vary over different forms of the tests.

Standard scores are reported for each test on a 150-850 scale, based on conversions from number-right raw scores with no penalty for guessing. Students at UT Austin receive a composite score that is a weighted average of the standard scores from the test battery.

Subjects

During the fall semester of 1996 the University of Wisconsin College-Level Placement Test in French was given to all students enrolled in all sections of each of the four courses comprising the introductory French sequence at UT Austin, as part of the students' course requirements. A total of 615 students took the test: 288 were enrolled in FR 506; 87 were enrolled in FR 507; 180 were enrolled in FR 312K; and 60 were enrolled in FR 312L. Because of the low fall enrollments in FR 507 and FR 312L, during the spring semester of 1997 the placement test was given to the 231 students enrolled in FR 507 and 45 students enrolled in FR 312L, bringing the total numbers of students tested in those two courses to 318 and 105, respectively, and bringing the total number of students tested to 891.

To ensure that students would put forth serious effort on the test, course instructors agreed that the test score would be used as a basis for adding extra points to students' final course grade, the number of points dependent on the strength of their performance. Students who performed in the top third of their course level received a bonus of four percentage points; those who performed in the middle third received three bonus points; and those who performed in the bottom third received two bonus points. However, to avoid in the validity study spurious correlations between the test scores and the course grades reported for students, instructors were asked to report to MEC staff students' preliminary course grades, which were based on all grading criteria from the course except for the score on the University of Wisconsin test.

Procedure

The preliminary course grades were obtained for students enrolled in FR 506, FR 507, FR 312K, and FR 312L during the fall semester of 1996 and for students enrolled in FR 507 and FR 312L during the spring semester of 1997. The grades were reported by instructors as *A*, *B*, *C*, *D*, or *F*, including designations of plus and minus, and coded by MEC staff on a 15-point scale, on which a 15 designated a grade of *A+* at one extreme and a 1 designated an *F-* at the other extreme. MEC staff then assembled data pairs consisting of preliminary course grade and placement test composite score for each of the 891 students participating in the study.

MEC staff calculated two summary statistics for each of four sets of data pairs, one set for each of the four courses in the introductory French sequence: the mean and standard deviation of the preliminary course grades, and the mean and standard deviation of the placement test composite scores. For each set of data pairs, MEC staff calculated the coefficient of correlation between the preliminary course grades and the placement test composite scores, and produced two versions of two-way frequency tables: one version shows preliminary course grades by test scores, and the other collapses the preliminary course grades into two categories describing course outcome--Unsatisfactory (preliminary course grades *F* and *D*) and Satisfactory (preliminary course grades *C*, *B*, and *A*)--to show course outcomes by test scores. MEC staff then used linear regression equations to calculate for each set of data pairs expected grades and expected test scores for inclusion in the frequency tables.

For each set of data MEC staff also prepared a table to summarize, for placement test composite scores that were candidates for use as decision scores, the accuracy with which the students who participated in the study would have been placed in the course they took, if they had been placed based on their placement test composite scores. The test scores that were candidates to be decision scores were determined based on six guidelines for establishing decision scores. The table indicates the numbers and percentages of students, for the given placement test composite scores, whose placement would have been Correct, Too High, and Too Low, as determined by the students' course outcomes as indicated by their preliminary course grade.

Therefore, for a given possible decision score, counted in the category Correct were students whose preliminary course grade placed them in the Satisfactory category, and who would have been placed, correctly, in that course based on their test score. Counted in the category Too High were students whose preliminary course grade placed them in the Unsatisfactory category, and yet who would have been placed in that course based on their test score. Counted in the category Too Low were students whose preliminary course grade placed them in the Satisfactory category, and yet who would not have been placed in that course based on their test score.

Finally, for each set of data, MEC staff prepared a fourth table to show, for each of the six guidelines for establishing decision scores, which placement test composite score should be chosen if that guideline were used as the basis for the choice. In this way, for each course in the introductory French sequence, MEC staff prepared for departmental consideration a table of possible decision scores as suggested by the six guidelines.

Results

For each of the four courses in the introductory French sequence, four tables summarize the findings of the validity study. The first table presents the two-way frequency distribution for preliminary course grades by test scores, with summary statistics and correlation information. The second table presents the two-way frequency distribution for course outcome by test scores. The third table presents the information concerning the accuracy of placement for possible decision scores. The fourth table presents the possible decision scores based on the six guidelines.

FR 506

Table 1.1 shows a two-way frequency distribution for placement test composite scores (indicated down the first column, ranging from 150 to 850) by preliminary course grades (indicated across the third through the seventh columns, ranging from 1 to 15). The expected grades, calculated by substituting the

Table 1.1
 End-of-Course Composite Scores on the University of Wisconsin College-Level Placement Test in Relation to 'Student Performance in French 506: Frequency Distributions, Descriptive Statistics, Regression Equations, Expected Grades, and Expected Scores for the French Validity Study of Spring 1997
 (N = 288)

Composite Scores	Expected Grades	Preliminary FR 506 Grades (1-15)															Total N
		1 <i>F-</i>	2 <i>F</i>	3 <i>F+</i>	4 <i>D-</i>	5 <i>D</i>	6 <i>D+</i>	7 <i>C-</i>	8 <i>C</i>	9 <i>C+</i>	10 <i>B-</i>	11 <i>B</i>	12 <i>B+</i>	13 <i>A-</i>	14 <i>A</i>	15 <i>A+</i>	
761 - 850	15.0																
751 - 760	15.0															1	1
581 - 750	15.0																
571 - 580	14.8 - 15.0													1			1
561 - 570	14.5 - 14.8											1	1				2
551 - 560	14.2 - 14.5											1	1	1			3
541 - 550	13.9 - 14.2													1			1
531 - 540	13.6 - 13.9											1					1
521 - 530	13.4 - 13.6										1				1		2
511 - 520	13.1 - 13.3										1	2	1	2			6
501 - 510	12.8 - 13.1													4			4
491 - 500	12.5 - 12.8										1	1	7	2			11
481 - 490	12.2 - 12.5												4	2			6
471 - 480	11.9 - 12.2								1			1	1	3	1		7
461 - 470	11.7 - 11.9								1			2	5	4	4		16
451 - 460	11.4 - 11.6										2	2	1	3	1	1	10
441 - 450	11.1 - 11.4								1	2	4	3	7	1	2	1	21
431 - 440	10.8 - 11.1					1				2	2	3	5	5	3		21
421 - 430	10.5 - 10.8								1	2	4	5		4	1		17
411 - 420	10.2 - 10.5							1	2	2	1	6	6	2			20
401 - 410	9.96 - 10.2							1	2	6	3	6	3	3			24
391 - 400	9.68 - 9.93			1		1	2	1	5	5	3	2	3	4			27
381 - 390	9.39 - 9.65							1	3	1	3	4	2	1			15
371 - 380	9.11 - 9.37		1	1		1	2	1	2	4	2	4	1				19
361 - 370	8.83 - 9.08	1					1		2	3		3	1	1			12
351 - 360	8.54 - 8.80	1			1	1	1	1	2	3	1	2					13
341 - 350	8.26 - 8.51					3	1	2	1	1	1	1	1				11
331 - 340	7.98 - 8.23			1		1		1		3							6
321 - 330	7.69 - 7.95							1		1			1				3
311 - 320	7.41 - 7.66				1				1				1				3
301 - 310	7.12 - 7.38					1			1								2
297 - 300	7.01 - 7.10								1	1							2
291 - 296	6.84 - 6.98								1								1
150 - 290	2.84 - 6.81																
Total		2	1	3	2	8	8	10	27	36	27	47	43	46	25	3	288
Percent		1%	<1%	1%	1%	3%	3%	3%	9%	13%	9%	16%	15%	16%	9%	1%	100%
Mean Score		360	377	369	338	351	379	371	383	386	415	411	437	455	482	555	419.0
Standard Deviation		5.5	0	24.2	19.5	24.3	26.1	29	44.3	35	36.8	39.8	49.6	45.1	37.8	144	57.07
Expected Score		296	309	322	335	348	361	374	387	400	413	426	439	452	465	478	

$\text{Expected Grade} = (\text{Composite Score} \times 0.02837) - 1.4153$

$\text{Expected Score} = (\text{Preliminary Grade} \times 12.9685) + 283.2014$

Mean Grade 10.47

Standard Deviation 2.67

Coefficient of Correlation $r = .61$

placement test composite scores into the expected grade regression equation shown below the table, are indicated in the second column next to the respective placement test composite scores. The totals for the row frequencies are shown in the last column, thus constituting a one-way frequency distribution of the placement test composite scores.

The five rows at the bottom of Table 1.1 present summary statistics. The totals for the column frequencies are shown in the row labeled Total, thus constituting a one-way frequency distribution of the preliminary course grades, with the total number of students enrolled in French 506 who participated in the study indicated in the last cell. The four rows following show, for each group of students earning a particular preliminary course grade, the percentage of students earning that grade (with the last cell totaling 100%), their group's mean placement test composite score (and the total group's mean placement test composite score in the last cell), the standard deviation of that mean score (and the standard deviation for the total group's test score mean in the last cell), and the expected placement test composite score for that grade as calculated by substituting the preliminary course grade into the expected score regression equation shown below the table.

The boxes below the table present the two regression equations, and summary information for the total group. The mean preliminary course grade for the students who took French 506 is 10.47--approximately a *B-* average--with standard deviation 2.67. The coefficient of correlation between preliminary course grades and placement test composite scores is .61.

The data concerning expected grades and expected scores are included in view of UT Austin's policy concerning the award of credit by examination. The policy provides that the criterion for the award of credit is that the same standard of performance must be demonstrated by students who take an examination as by students who complete course work. That standard is taken to be the minimally satisfactory grade of *C*. The data concerning expected grades and expected scores may be used, therefore, to determine that the minimally satisfactory grade of *C-* (which would appear on a transcript as *C*) may be expected for students with a test score of 297, or that for students receiving the minimally satisfactory grade of *C-* the expected test score is 374.

Table 1.2 shows a two-way frequency distribution for placement test composite scores (indicated down the first column, ranging from 150 to 850) by course outcomes (indicated across the second and third columns, 1-6 Unsatisfactory and 7-15 Satisfactory). The totals for the row frequencies are shown in the last column, and are the same as those shown in Table 1.1, thus constituting the same one-way frequency distribution of the placement test composite scores as shown in Table 1.1.

The four rows at the bottom of Table 1.2 present summary statistics. The totals for the column frequencies are shown in the row labeled Total, thus constituting a one-way frequency distribution of the course outcomes, with the total number of students enrolled in French 506 who participated in the study indicated in the last cell. The three rows following show, for each of the two possible course outcomes, the percentage of students with that outcome (with the last cell totaling 100%), their group's mean placement test composite score (and, as in Table 1.1, the total group's mean placement test composite score in the last cell), and the standard deviation of that mean score (and, as in Table 1.1, the standard deviation for the total group's test score mean in the last cell). The boxes to the right of the table present the same summary information for the total group as shown in Table 1.1.

Table 1.3 shows the accuracy, for each of several possible decision scores, with which the students who took French 506 would have been placed in French 506 if their placement in the course had been on the basis of their placement test composite scores. For each possible decision score in the first column, the second and third columns, as a pair, show the cumulative numbers of students who would be placed correctly, too high, or too low if that decision score were used as the criterion for the award of credit.

The second column shows the frequency of the two possible placement outcomes for students whose performance in French 506, as indicated by their actual preliminary course grades, was Unsatisfactory (grades of 1-6). They would be placed too high if their test scores were at least as high as the possible decision score in the first column, or they would be placed correctly if their test scores were below that decision score. The third column shows the frequency of the two possible placement outcomes for students whose performance in French 506, as indicated by their actual preliminary course grades, was Satisfactory (grades of 7-15). They would be placed correctly if their test scores were at least as high as the possible decision score in the first column, or they would be placed too low if their test scores were below that decision score.

Table 1.2
 End-of-Course Composite Scores on the University of Wisconsin College-Level Placement Test in Relation to
 Student Performance in French 506: Combined Frequency Distributions and Descriptive Statistics
 for the French Validity Study of Spring 1997
 (N=288)

Composite Scores	Preliminary FR 506 Grades		Total N
	Unsatisfactory 1-6	Satisfactory 7-15	
761-850			
751-760		1	1
581-750			
571-580		1	1
561-570		2	2
551-560		3	3
541-550		1	1
531-540		1	1
521-530		2	2
511-520		6	6
501-510		4	4
491-500		11	11
481-490		6	6
471-480		7	7
461-470		16	16
451-460		10	10
441-450		21	21
431-440	1	20	21
421-430		17	17
411-420		20	20
401-410		24	24
391-400	4	23	27
381-390		15	15
371-380	5	14	19
361-370	2	10	12
351-360	4	9	13
348-350	2	3	5
341-347	2	4	6
331-340	2	4	6
321-330		3	3
311-320	1	2	3
301-310	1	1	2
291-300		3	3
150-290			
Total	24	264	288
%	8%	92%	100%
Mean Score	363	424	419
Standard Deviation	27.1	56.4	57.07

Mean Grade 10.47	Standard Deviation 2.67
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Coefficient of Correlation r=.61

Table 1.3
 End-of-Course Composite Scores on the University of Wisconsin College-Level Placement Test in
 Relation to Performance in French 506: Possible Decision Scores and
 Corresponding Accuracies of Placement for the
 Spanish Validity Study of Spring 1997
 (N = 288)

Place- ment Category	Cumulative Number of Students		Placement of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N=24)	Satisfactory 6-14 (N = 264)	Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
388 - up	Too High 5	197 Correct	Too High 21%	75% Correct	Too High	5	2%
Below 388	Correct 19	67 Too Low	Correct 79%	25% Too Low	Correct	216	75%
386 - up	Too High 5	203 Correct	Too High 21%	77% Correct	Too High	5	2%
Below 386	Correct 19	61 Too Low	Correct 79%	23% Too Low	Correct	222	77%
385 - up	Too High 5	204 Correct	Too High 21%	77% Correct	Too High	5	2%
Below 385	Correct 19	60 Too Low	Correct 79%	23% Too Low	Correct	223	77%
383 - up	Too High 5	205 Correct	Too High 21%	78% Correct	Too High	5	2%
Below 383	Correct 19	59 Too Low	Correct 79%	22% Too Low	Correct	224	78%
382 - up	Too High 5	211 Correct	Too High 21%	80% Correct	Too High	5	2%
Below 382	Correct 19	53 Too Low	Correct 79%	20% Too Low	Correct	230	80%
380 - up	Too High 5	213 Correct	Too High 21%	81% Correct	Too High	5	2%
Below 380	Correct 19	51 Too Low	Correct 79%	19% Too Low	Correct	232	81%
352 - up	Too High 16	243 Correct	Too High 67%	92% Correct	Too High	16	6%
Below 352	Correct 8	21 Too Low	Correct 33%	8% Too Low	Correct	251	87%
351 - up	Too High 16	244 Correct	Too High 67%	92% Correct	Too High	16	6%
Below 351	Correct 8	20 Too Low	Correct 33%	8% Too Low	Correct	252	88%
349 - up	Too High 18	247 Correct	Too High 75%	94% Correct	Too High	18	6%
Below 349	Correct 6	17 Too Low	Correct 25%	6% Too Low	Correct	253	88%
347 - up	Too High 19	248 Correct	Too High 79%	94% Correct	Too High	19	7%
Below 347	Correct 5	16 Too Low	Correct 21%	6% Too Low	Correct	253	88%
297 - up	Too High 24	263 Correct	Too High 100%	100% Correct	Too High	24	8%
Below 297	Correct 0	1 Too Low	Correct 0%	0% Too Low	Correct	263	91%
295 - up	Too High 24	264 Correct	Too High 100%	100% Correct	Too High	24	8%
Below 295	Correct 0	0 Too Low	Correct 0%	0% Too Low	Correct	264	92%

The fourth and fifth columns indicate the associated percentages for the numbers of students indicated in the second and third columns. The last two columns of data indicate, for the total group of students, the numbers and percentages of students who would be placed too high, correctly, and too low by the respective possible decision score.

Table 1.4 lists six guidelines for choosing a decision score, and indicates to the right of each guideline the placement test composite score that would be chosen as the decision score if that guideline were used. Included with the statement of the rationale for each guideline is a reference to a location in one of the Tables 1.1, 1.2, or 1.3 where the decision score may be determined based on that rationale. The range of possible decision scores is from 295 to 383.

FR 507

Table 2.1 shows a two-way frequency distribution for placement test composite scores (indicated down the first column, ranging from 150 to 850) by preliminary course grades (indicated across the third through the seventh columns, ranging from 1 to 15). The expected grades, calculated by substituting the placement test composite scores into the expected grade regression equation shown below the table, are indicated in the second column next to the respective placement test composite scores. The totals for the row frequencies are shown in the last column, thus constituting a one-way frequency distribution of the placement test composite scores.

The five rows at the bottom of Table 2.1 present summary statistics. The totals for the column frequencies are shown in the row labeled Total, thus constituting a one-way frequency distribution of the preliminary course grades, with the total number of students enrolled in French 507 who participated in the study indicated in the last cell. The four rows following show, for each group of students earning a particular preliminary course grade, the percentage of students earning that grade (with the last cell totaling 100%), their group's mean placement test composite score (and the total group's mean placement test composite score in the last cell), the standard deviation of that mean score (and the standard deviation for the total group's test score mean in the last cell), and the expected placement test composite score for that grade as calculated by substituting the preliminary course grade into the expected score regression equation shown below the table.

The boxes below the table present the two regression equations, and summary information for the total group. The mean preliminary course grade for the students who took French 507 is 10.5--approximately a *B-* average--with standard deviation 2.40. The coefficient of correlation between preliminary course grades and placement test composite scores is .62.

The data concerning expected grades and expected scores are included in view of UT Austin's policy concerning the award of credit by examination. The policy provides that the criterion for the award of credit is that the same standard of performance must be demonstrated by students who take an examination as by students who complete course work. That standard is taken to be the minimally satisfactory grade of *C*. The data concerning expected grades and expected scores may be used, therefore, to determine that the minimally satisfactory grade of *C-* (which would appear on a transcript as *C*) may be expected for students with a test score of 342, or that for students receiving the minimally satisfactory grade of *C-* the expected test score is 443.

Table 2.2 shows a two-way frequency distribution for placement test composite scores (indicated down the first column, ranging from 150 to 850) by course outcomes (indicated across the second and third columns, 1-6 Unsatisfactory and 7-15 Satisfactory). The totals for the row frequencies are shown in the last column, and are the same as those shown in Table 2.1, thus constituting the same one-way frequency distribution of the placement test composite scores as shown in Table 2.1.

The four rows at the bottom of Table 2.2 present summary statistics. The totals for the column frequencies are shown in the row labeled Total, thus constituting a one-way frequency distribution of the course outcomes, with the total number of students enrolled in French 507 who participated in the study indicated in the last cell. The three rows following show, for each of the two possible course outcomes, the percentage of students with that outcome (with the last cell totaling 100%), their group's mean placement test composite score (and, as in Table 2.1, the total group's mean placement test composite score in the last cell), and the standard deviation of that mean score (and, as in Table 2.1, the standard deviation for the total group's test score mean in the last cell). The boxes to the right of the table present the same summary information for the total group as shown in Table 2.1.

Table 1.4
 End-of-Course Composite Scores on the University of Wisconsin College-Level Placement Test in
 Relation to Performance in French 506: Scores Suggested by Six Guidelines for Use in
 Selecting Decision Scores for the French Validity Study of Spring 1997
 (N = 288)

Guideline	Composite Score
1. Expected Score for students whose performance in the course was just minimally satisfactory (i.e., students with preliminary grades of C-; see the Expected Score row at the bottom of Table 1.1).	374
2. Score for which the Expected Grade is just minimally satisfactory (i.e., C-, or 7.01; see the Expected Grade column in Table 1.1).	297
3. Score for which the percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) are most nearly equal. (See the values for % Too High and % Too Low in the middle columns of Table 1.3.)	382, 383
4. Score for which the overall percents of errors are most nearly equal. (See the values for % Too High and % Too Low in the last column of Table 1.3.)	349
5. Score that would cut off (or hold back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 1.2 for the number of students in the Unsatisfactory group, and note the test score that would hold back most nearly that number of low-scoring students.)	348
6. Score that would maximize the overall accuracy of placement. (See the number Correct in the next-to-last column of Table 1.3.)	295

Table 2.1
 End-of-Course Composite Scores on the University of Wisconsin College-Level Placement Test in Relation to
 Student Performance in French 507: Frequency Distributions, Descriptive Statistics,
 Regression Equations, Expected Grades, and Expected Scores for the
 French Validity Study of Spring 1997
 (N = 318)

Composite Scores	Expected Grades	Preliminary FR 507 Grades (1-15)															Total N
		1 <i>F-</i>	2 <i>F</i>	3 <i>F+</i>	4 <i>D-</i>	5 <i>D</i>	6 <i>D+</i>	7 <i>C-</i>	8 <i>C</i>	9 <i>C+</i>	10 <i>B-</i>	11 <i>B</i>	12 <i>B+</i>	13 <i>A-</i>	14 <i>A</i>	15 <i>A+</i>	
741 - 850	15.0							1							1	2	
691 - 740	14.3 - 15.4											1		1		2	
671 - 690	13.9 - 14.3											1		1		2	
661 - 670	13.7 - 13.9												2	3		5	
651 - 660	13.5 - 13.7							1					1			2	
641 - 650	13.3 - 13.5												1			1	
631 - 640	13.1 - 13.3												3	3		6	
621 - 630	12.9 - 13.1									1	2		3	1		7	
611 - 620	12.7 - 12.8											1	3	1		5	
601 - 610	12.4 - 12.6											1	1			2	
591 - 600	12.2 - 12.4										2	2	1	1		6	
581 - 590	12.0 - 12.2							1					3	2		6	
571 - 580	11.8 - 12.0										2	1	3	1		7	
561 - 570	11.6 - 11.8							1	2		4	1	6	2		16	
551 - 560	11.4 - 11.6									2	2	1	1	1		7	
541 - 550	11.2 - 11.4							1	1	1	2	1	5			11	
531 - 540	11.0 - 11.2								1		2	3	6			12	
521 - 530	10.8 - 11.0							1		1	7	6	1	2		18	
511 - 520	10.6 - 10.7							1	1	1	1	7	3	5		19	
501 - 510	10.3 - 10.5					1				2	2	6		1		12	
491 - 500	10.1 - 10.3					2		4	2	3	8	2	7	1		29	
481 - 490	9.93 - 10.1					1		1	2	4	3	1	1			13	
471 - 480	9.72 - 9.91	1				1		4	2	5	9	1		1		24	
461 - 470	9.51 - 9.70				1		2	1	4	7	1	4	1			21	
451 - 460	9.30 - 9.49				1		2	2	1	7	1					14	
441 - 450	9.09 - 9.28			1		1	2	5	3	4	1					17	
431 - 440	8.88 - 9.07					1	3	3	1	3	4	1				16	
421 - 430	8.67 - 8.86				3		1	4	2	2						12	
411 - 420	8.46 - 8.65						1	4	1							6	
401 - 410	8.25 - 8.44				1	2			1							4	
391 - 400	8.04 - 8.23						1		1		1					3	
381 - 390	7.83 - 8.02					1	1						1			3	
371 - 380	7.62 - 7.81				1		1		1							3	
342 - 370	7.01 - 7.60					3				1						4	
150 - 341	2.98 - 6.99							1								1	
Total		1	0	1	1	6	13	15	35	27	44	60	37	55	22	1	318
Percent		<1%	0%	<1%	<1%	2%	4%	5%	11%	8%	14%	19%	12%	17%	7%	<1%	100%
Mean Score		479		449	405	428	432	438	469	474	475	511	530	559	593	788	506.4
Standard Deviation		0		0	0	27.8	53.5	33.9	66.9	58.7	41.2	46.1	54.6	56.1	61.2	0	71.05
Expected Score		333	352	370	388	406	425	443	461	480	498	516	535	553	571	590	

Expected Grade =
 (Composite Score x
 0.02098) - 0.1642

Expected Score =
 (Preliminary Grade x
 18.3093) + 314.944

Mean
 Grade
 10.5

Standard
 Deviation
 2.40

Coefficient of
 Correlation
 r = .62

Table 2.2

End-of-Course Composite Scores on the University of Wisconsin College-Level Placement Test in Relation to Student Performance in French 507: Combined Frequency Distributions and Descriptive Statistics for the French Validity Study of Spring 1997 (N = 318)

Composite Scores	Preliminary FR 507 Grades		Total N
	Unsatisfactory 1-6	Satisfactory 7-15	
741 - 850		2	2
691 - 740		2	2
671 - 690		2	2
661 - 670		5	5
651 - 660		2	2
641 - 650		1	1
631 - 640		6	6
621 - 630		7	7
611 - 620		5	5
601 - 610		2	2
591 - 600		6	6
581 - 590		6	6
571 - 580		7	7
561 - 570		16	16
551 - 560		7	7
541 - 550		11	11
531 - 540		12	12
521 - 530		18	18
511 - 520		19	19
501 - 510	1	11	12
491 - 500	2	27	29
481 - 490	1	12	13
471 - 480	2	22	24
461 - 470	1	20	21
451 - 460	1	13	14
441 - 450	2	15	17
431 - 440	1	15	16
421 - 430	3	9	12
419 - 420		2	2
411 - 418		4	4
401 - 410	3	1	4
391 - 400		3	3
381 - 390	1	2	3
150 - 380	4	4	8
Total	22	296	318
Percent	7%	93%	100%
Mean Score	433	512	506.4
Standard Deviation	45.3	69.5	71.05

Mean Grade	Standard Deviation
10.5	2.40

Coefficient of Correlation
r = .62

Table 2.3 shows the accuracy, for each of several possible decision scores, with which the students who took French 507 would have been placed in French 507 if their placement in the course had been on the basis of their placement test composite scores. For each possible decision score in the first column, the second and third columns, as a pair, show the cumulative numbers of students who would be placed correctly, too high, or too low if that decision score were used as the criterion for the award of credit.

The second column shows the frequency of the two possible placement outcomes for students whose performance in French 507, as indicated by their actual preliminary course grades, was Unsatisfactory (grades of 1-6). They would be placed too high if their test scores were at least as high as the possible decision score in the first column, or they would be placed correctly if their test scores were below that decision score. The third column shows the frequency of the two possible placement outcomes for students whose performance in French 507, as indicated by their actual preliminary course grades, was Satisfactory (grades of 7-15). They would be placed correctly if their test scores were at least as high as the possible decision score in the first column, or they would be placed too low if their test scores were below that decision score.

The fourth and fifth columns indicate the associated percentages for the numbers of students indicated in the second and third columns. The last two columns of data indicate, for the total group of students, the numbers and percentages of students who would be placed too high, correctly, and too low by the respective possible decision score.

Table 2.4 lists six guidelines for choosing a decision score, and indicates to the right of each guideline the placement test composite score that would be chosen as the decision score if that guideline were used. Included with the statement of the rationale for each guideline is a reference to a location in one of the Tables 2.1, 2.2, or 2.3 where the decision score may be determined based on that rationale. The range of possible decision scores is from 342 to 468.

FR 312K

Table 3.1 shows a two-way frequency distribution for placement test composite scores (indicated down the first column, ranging from 150 to 850) by preliminary course grades (indicated across the third through the seventh columns, ranging from 1 to 15). The expected grades, calculated by substituting the placement test composite scores into the expected grade regression equation shown below the table, are indicated in the second column next to the respective placement test composite scores. The totals for the row frequencies are shown in the last column, thus constituting a one-way frequency distribution of the placement test composite scores.

The five rows at the bottom of Table 3.1 present summary statistics. The totals for the column frequencies are shown in the row labeled Total, thus constituting a one-way frequency distribution of the preliminary course grades, with the total number of students enrolled in French 312K who participated in the study indicated in the last cell. The four rows following show, for each group of students earning a particular preliminary course grade, the percentage of students earning that grade (with the last cell totaling 100%), their group's mean placement test composite score (and the total group's mean placement test composite score in the last cell), the standard deviation of that mean score (and the standard deviation for the total group's test score mean in the last cell), and the expected placement test composite score for that grade as calculated by substituting the preliminary course grade into the expected score regression equation shown below the table.

The boxes below the table present the two regression equations, and summary information for the total group. The mean preliminary course grade for the students who took French 312K is 9.78--approximately a *B-* average--with standard deviation 2.69. The coefficient of correlation between preliminary course grades and placement test composite scores is .54.

The data concerning expected grades and expected scores are included in view of UT Austin's policy concerning the award of credit by examination. The policy provides that the criterion for the award of credit is that the same standard of performance must be demonstrated by students who take an examination as by students who complete course work. That standard is taken to be the minimally satisfactory grade of *C*. The data concerning expected grades and expected scores may be used, therefore, to determine that the minimally satisfactory grade of *C-* (which would appear on a transcript as *C*) may be expected for students with a test score of 432, or that for students receiving the minimally satisfactory grade of *C-* the expected test score is 518.

Table 2.3
 End-of-Course Composite Scores on the University of Wisconsin College-Level Placement Test in
 Relation to Performance in French 507: Possible Decision Scores and
 Corresponding Accuracies of Placement for the
 French Validity Study of Spring 1997
 (N = 318)

Place- ment Category	Cumulative Number of Students		Placement of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N=22)	Satisfactory 6-14 (N = 296)	Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
469 - up	Too High 6	214 Correct	Too High 27%	72% Correct	Too High Correct	6 230	2% 72%
Below 469	Correct 16	82 Too Low	Correct 73%	28% Too Low	Too Low	82	26%
468 - up	Too High 6	215 Correct	Too High 27%	73% Correct	Too High Correct	6 231	2% 73%
Below 468	Correct 16	81 Too Low	Correct 73%	27% Too Low	Too Low	81	25%
467 - up	Too High 6	219 Correct	Too High 27%	74% Correct	Too High Correct	6 235	2% 74%
Below 467	Correct 16	77 Too Low	Correct 73%	26% Too Low	Too Low	77	24%
421 - up	Too High 14	280 Correct	Too High 64%	95% Correct	Too High Correct	14 288	4% 91%
Below 421	Correct 8	16 Too Low	Correct 36%	5% Too Low	Too Low	16	5%
420 - up	Too High 14	282 Correct	Too High 64%	95% Correct	Too High Correct	14 290	4% 91%
Below 420	Correct 8	14 Too Low	Correct 36%	5% Too Low	Too Low	14	4%
418 - up	Too High 14	283 Correct	Too High 64%	96% Correct	Too High Correct	14 291	4% 92%
Below 418	Correct 8	13 Too Low	Correct 36%	4% Too Low	Too Low	13	4%
413 - up	Too High 14	284 Correct	Too High 64%	96% Correct	Too High Correct	14 292	4% 92%
Below 413	Correct 8	12 Too Low	Correct 36%	4% Too Low	Too Low	12	4%
384 - up	Too High 17	292 Correct	Too High 77%	99% Correct	Too High Correct	17 297	5% 93%
Below 384	Correct 5	4 Too Low	Correct 23%	1% Too Low	Too Low	4	1%
380 - up	Too High 18	293 Correct	Too High 82%	99% Correct	Too High Correct	18 297	6% 93%
Below 380	Correct 4	3 Too Low	Correct 18%	1% Too Low	Too Low	3	1%
379 - up	Too High 19	293 Correct	Too High 86%	99% Correct	Too High Correct	19 296	6% 93%
Below 379	Correct 3	3 Too Low	Correct 14%	1% Too Low	Too Low	3	1%
374 - up	Too High 19	294 Correct	Too High 86%	99% Correct	Too High Correct	19 297	6% 93%
Below 374	Correct 3	2 Too Low	Correct 14%	1% Too Low	Too Low	2	1%
369 - up	Too High 20	295 Correct	Too High 91%	100% Correct	Too High Correct	20 297	6% 93%
Below 369	Correct 2	1 Too Low	Correct 9%	0% Too Low	Too Low	1	0%

Table 2.4
 End-of Course Composite Scores on the University of Wisconsin College-Level Placement Test in
 Relation to Performance in French 507: Scores Suggested by Six Guidelines for Use in
 Selecting Decision Scores for the French Validity Study of Spring 1997
 (N=318)

Guideline	Composite Score
1. Expected Score for students whose performance in the course was just minimally satisfactory (i.e., students with preliminary grades of C- ; see the Expected Score row at the bottom of Table 2.1).	443
2. Score for which the Expected Grade is just minimally satisfactory (i.e., C- or 7.01; see the Expected Grade column in Table 2.1).	342
3. Score for which the percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) are most nearly equal. (See the values for % Too High and % Too Low in the middle columns of Table 2.3.)	468
4. Score for which the overall percents of errors are most nearly equal. (See the values for % Too High and % Too Low in the last column of Table 2.3.)	420
5. Scores that would cut off (or hold back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 2.2 for the number of students in the Unsatisfactory group, and note the test score that would hold back most nearly that number of low-scoring students.)	419
6. Score that would maximize the overall accuracy of placement. (See the number Correct in the next-to-last column of Table 2.3.)	369, 374, 380, 384

Table 3.1
 End-of-Course Composite Scores on the University of Wisconsin College-Level Placement Test in Relation to
 Student Performance in French 312K: Frequency Distributions, Descriptive Statistics,
 Regression Equations, Expected Grades, and Expected Scores for the
 French Validity Study of Spring 1997
 (N = 180)

Composite Scores	Expected Grades	Preliminary FR 312K Grades (1-15)															Total N
		1 <i>F-</i>	2 <i>F</i>	3 <i>F+</i>	4 <i>D-</i>	5 <i>D</i>	6 <i>D+</i>	7 <i>C-</i>	8 <i>C</i>	9 <i>C+</i>	10 <i>B-</i>	11 <i>B</i>	12 <i>B+</i>	13 <i>A-</i>	14 <i>A</i>	15 <i>A+</i>	
811 - 850	15.0																
801 - 810	15.0												1				1
751 - 800	14.2 - 15.0																
741 - 750	14.0 - 14.2													1			1
691 - 740	12.9 - 14.0																
681 - 690	12.6 - 12.8												1				1
671 - 680	12.4 - 12.6											1	1	1			3
661 - 670	12.2 - 12.4											1		1			2
651 - 660	12.0 - 12.2												1	1	3		5
641 - 650	11.7 - 11.9												1	1	1		3
631 - 640	11.5 - 11.7												1	3	1		5
621 - 630	11.3 - 11.5												2	1	1	1	5
611 - 620	11.1 - 11.3								1				2	2	1		6
601 - 610	10.8 - 11.0								1	1		3	2	1		1	9
591 - 600	10.6 - 10.8					1		2	1		1	4	3	1			13
581 - 590	10.4 - 10.6	1						1	2	2	1	1	1	1			10
571 - 580	10.1 - 10.4						1	1	2	1	1	1	2	1			10
561 - 570	9.92 - 10.1					1			3			2		1			7
551 - 560	9.70 - 9.90					1			2	1		3	5				12
541 - 550	9.47 - 9.67								1	2		3		3	1		10
531 - 540	9.25 - 9.45					1			1	3		2		1			8
521 - 530	9.02 - 9.22							1	2			5	1				9
511 - 520	8.79 - 9.00								1	1		5	2	1		1	12
501 - 510	8.57 - 8.77					1	1	2		4				1			9
491 - 500	8.34 - 8.55					1		1		4		1	1				8
481 - 490	8.12 - 8.32			1					1	1		2					5
471 - 480	7.89 - 8.09						2	1	5		1		1				10
461 - 470	7.67 - 7.87		1						2	1		1					5
451 - 460	7.44 - 7.64					1			2	1	2						6
441 - 450	7.21 - 7.42					1	1										2
432 - 441	7.01 - 7.21																
421 - 431	6.76 - 6.99																
411 - 420	6.54 - 6.74			1	1												2
401 - 410	6.31 - 6.51						1										1
150 - 400	0.65 - 6.29																
Total		1	1	2	5	6	5	9	27	22	17	33	25	17	10	0	180
Percent		1%	1%	1%	3%	3%	3%	5%	15%	12%	9%	18%	14%	9%	6%	0%	100%
Mean Score		588	463	454	478	532	475	541	530	523	540	566	576	622	637		554.5
Standard Deviation		0	0	33.5	54.8	47.3	37.3	42.2	50.6	38.7	49	52.2	47.9	68.5	55.3		64.71
Expected Score		440	453	466	479	492	505	518	531	544	557	570	584	597	610	623	

Expected Grade =
 (Composite Score x
 0.02257) - 2.7391

Expected Score =
 (Preliminary Grade x
 13.076) + 426.6291

Mean
 Grade
 9.78

Standard
 Deviation
 2.69

Coefficient of
 Correlation
 r = .54

Table 3.2 shows a two-way frequency distribution for placement test composite scores (indicated down the first column, ranging from 150 to 850) by course outcomes (indicated across the second and third columns, 1-6 Unsatisfactory and 7-15 Satisfactory). The totals for the row frequencies are shown in the last column, and are the same as those shown in Table 3.1, thus constituting the same one-way frequency distribution of the placement test composite scores as shown in Table 3.1.

The four rows at the bottom of Table 3.2 present summary statistics. The totals for the column frequencies are shown in the row labeled Total, thus constituting a one-way frequency distribution of the course outcomes, with the total number of students enrolled in French 312K who participated in the study indicated in the last cell. The three rows following show, for each of the two possible course outcomes, the percentage of students with that outcome (with the last cell totaling 100%), their group's mean placement test composite score (and, as in Table 3.1, the total group's mean placement test composite score in the last cell), and the standard deviation of that mean score (and, as in Table 3.1, the standard deviation for the total group's test score mean in the last cell). The boxes to the right of the table present the same summary information for the total group as shown in Table 3.1.

Table 3.3 shows the accuracy, for each of several possible decision scores, with which the students who took French 312K would have been placed in French 312K if their placement in the course had been on the basis of their placement test composite scores. For each possible decision score in the first column, the second and third columns, as a pair, show the cumulative numbers of students who would be placed correctly, too high, or too low if that decision score were used as the criterion for the award of credit.

The second column shows the frequency of the two possible placement outcomes for students whose performance in French 312K, as indicated by their actual preliminary course grades, was Unsatisfactory (grades of 1-6). They would be placed too high if their test scores were at least as high as the possible decision score in the first column, or they would be placed correctly if their test scores were below that decision score. The third column shows the frequency of the two possible placement outcomes for students whose performance in French 312K, as indicated by their actual preliminary course grades, was Satisfactory (grades of 7-15). They would be placed correctly if their test scores were at least as high as the possible decision score in the first column, or they would be placed too low if their test scores were below that decision score.

The fourth and fifth columns indicate the associated percentages for the numbers of students indicated in the second and third columns. The last two columns of data indicate, for the total group of students, the numbers and percentages of students who would be placed too high, correctly, and too low by the respective possible decision score.

Table 3.4 lists six guidelines for choosing a decision score, and indicates to the right of each guideline the placement test composite score that would be chosen as the decision score if that guideline were used. Included with the statement of the rationale for each guideline is a reference to a location in one of the Tables 3.1, 3.2, or 3.3 where the decision score may be determined based on that rationale. The range of possible decision scores is from 432 to 523.

FR 312L

Table 4.1 shows a two-way frequency distribution for placement test composite scores (indicated down the first column, ranging from 150 to 850) by preliminary course grades (indicated across the third through the seventh columns, ranging from 1 to 15). The expected grades, calculated by substituting the placement test composite scores into the expected grade regression equation shown below the table, are indicated in the second column next to the respective placement test composite scores. The totals for the row frequencies are shown in the last column, thus constituting a one-way frequency distribution of the placement test composite scores.

The five rows at the bottom of Table 4.1 present summary statistics. The totals for the column frequencies are shown in the row labeled Total, thus constituting a one-way frequency distribution of the preliminary course grades, with the total number of students enrolled in French 312L who participated in the study indicated in the last cell. The four rows following show, for each group of students earning a particular preliminary course grade, the percentage of students earning that grade (with the last cell totaling 100%), their group's mean placement test composite score (and the total group's mean placement test composite score in the last cell), the standard deviation of that mean score (and the standard deviation for the total group's test score mean in the last cell), and the expected placement test composite score for that

Table 3.2

End-of-Course Composite Scores on the University of Wisconsin College-Level Placement Test in Relation to Student Performance in French 312K: Combined Frequency Distributions and Descriptive Statistics for the French Validity Study of Spring 1997 (N = 180)

Composite Scores	Preliminary FR 312K Grades		Total N
	Unsatisfactory 1-6	Satisfactory 7-15	
811 - 850			
801 - 810		1	1
751 - 800			
741 - 750		1	1
691 - 740			
681 - 690		1	1
671 - 680		3	3
661 - 670		2	2
651 - 660		5	5
641 - 650		3	3
631 - 640		5	5
621 - 630		5	5
611 - 620		6	6
601 - 610		9	9
591 - 600	1	12	13
581 - 590	1	9	10
571 - 580	1	9	10
561 - 570	1	6	7
551 - 560	1	11	12
541 - 550		10	10
531 - 540	1	7	8
521 - 530		9	9
511 - 520	1	11	12
501 - 510	2	7	9
491 - 500	1	7	8
481 - 490	1	4	5
478 - 480	1	6	7
471 - 477	1	2	3
461 - 470	1	4	5
451 - 460	1	5	6
441 - 450	2		2
401 - 440	3		3
150 - 401			
Total	20	160	180
Percent	11%	89%	100%
Mean Score	496	562	554.5
Standard Deviation	55.9	61.9	64.71

Mean Grade	Standard Deviation
9.78	2.69

Coefficient of Correlation
r = .54

Table 3.3
 End-of-Course Composite Scores on the University of Wisconsin College-Level Placement Test in
 Relation to Performance in French 312K: Possible Decision Scores and
 Corresponding Accuracies of Placement for the
 French Validity Study of Spring 1997
 (N = 180)

Place- ment Category	Cumulative Number of Students		Placement of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N=20)	Satisfactory 6-14 (N = 160)	Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
526 - up	Too High 6	111 Correct	Too High 30%	69% Correct	Too High	6	3%
Below 526	Correct 14	49 Too Low	Correct 70%	31% Too Low	Correct	125	69%
523 - up	Too High 6	112 Correct	Too High 30%	70% Correct	Too High	6	3%
Below 523	Correct 14	48 Too Low	Correct 70%	30% Too Low	Correct	126	70%
522 - up	Too High 6	113 Correct	Too High 30%	71% Correct	Too High	6	3%
Below 522	Correct 14	47 Too Low	Correct 70%	29% Too Low	Correct	127	71%
521 - up	Too High 6	114 Correct	Too High 30%	71% Correct	Too High	6	3%
Below 521	Correct 14	46 Too Low	Correct 70%	29% Too Low	Correct	128	71%
480 - up	Too High 11	145 Correct	Too High 55%	91% Correct	Too High	11	6%
Below 480	Correct 9	15 Too Low	Correct 45%	9% Too Low	Correct	154	86%
479 - up	Too High 12	146 Correct	Too High 60%	91% Correct	Too High	12	7%
Below 479	Correct 8	14 Too Low	Correct 40%	9% Too Low	Correct	154	86%
478 - up	Too High 12	149 Correct	Too High 60%	93% Correct	Too High	12	7%
Below 478	Correct 8	11 Too Low	Correct 40%	7% Too Low	Correct	157	87%
475 - up	Too High 12	150 Correct	Too High 60%	94% Correct	Too High	12	7%
Below 475	Correct 8	10 Too Low	Correct 40%	6% Too Low	Correct	158	88%
474 - up	Too High 13	150 Correct	Too High 65%	94% Correct	Too High	13	7%
Below 474	Correct 7	10 Too Low	Correct 35%	6% Too Low	Correct	157	87%
456 - up	Too High 14	158 Correct	Too High 70%	99% Correct	Too High	14	8%
Below 456	Correct 6	2 Too Low	Correct 30%	1% Too Low	Correct	164	91%
453 - up	Too High 15	159 Correct	Too High 75%	99% Correct	Too High	15	8%
Below 453	Correct 5	1 Too Low	Correct 25%	1% Too Low	Correct	164	91%
452 - up	Too High 15	160 Correct	Too High 75%	100% Correct	Too High	15	8%
Below 452	Correct 5	0 Too Low	Correct 25%	0% Too Low	Correct	165	92%

Table 3.4
 End-of Course Composite Scores on the University of Wisconsin College-Level Placement Test in
 Relation to Performance in French 312K: Scores Suggested by Six Guidelines for Use in
 Selecting Decision Scores for the French Validity Study of Spring 1997
 (N=180)

Guideline	Composite Score
1. Expected Score for students whose performance in the course was just minimally satisfactory (i.e., students with preliminary grades of C- ; see the Expected Score row at the bottom of Table 3.1).	518
2. Score for which the Expected Grade is just minimally satisfactory (i.e., C- or 7.01; see the Expected Grade column in Table 3.1).	432
3. Score for which the percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) are most nearly equal. (See the values for % Too High and % Too Low in the middle columns of Table 3.3.)	523
4. Score for which the overall percents of errors are most nearly equal. (See the values for % Too High and % Too Low in the last column of Table 3.3.)	478
5. Score that would cut off (or hold back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 3.2 for the number of students in the Unsatisfactory group, and note the test score that would hold back most nearly that number of low-scoring students.)	478
6. Score that would maximize the overall accuracy of placement. (See the number Correct in the next-to-last column of Table 3.3.)	452

Table 4.1
 End-of-Course Composite Scores on the University of Wisconsin College-Level Placement Test in Relation to
 Student Performance in French 312L: Frequency Distributions, Descriptive Statistics,
 Regression Equations, Expected Grades, and Expected Scores for the
 French Validity Study of Spring 1997
 (N = 105)

Composite Scores	Expected Grades	Preliminary FR 312L Grades (1-15)															Total N
		1 <i>F-</i>	2 <i>F</i>	3 <i>F+</i>	4 <i>D-</i>	5 <i>D</i>	6 <i>D+</i>	7 <i>C-</i>	8 <i>C</i>	9 <i>C+</i>	10 <i>B-</i>	11 <i>B</i>	12 <i>B+</i>	13 <i>A-</i>	14 <i>A</i>	15 <i>A+</i>	
821 - 850	14.1 - 14.7												1			1	
801 - 820	13.7 - 14.1																
791 - 800	13.5 - 13.7								1							1	
781 - 790	13.3 - 13.5											1				1	
771 - 780	13.1 - 13.3																
761 - 770	12.9 - 13.1													1		1	
741 - 760	12.5 - 12.9																
731 - 740	12.3 - 12.5									1		2				3	
721 - 730	12.1 - 12.3									1						1	
711 - 720	11.9 - 12.1										1					1	
701 - 710	11.7 - 11.9									1		1	1	1		4	
691 - 700	11.5 - 11.7								1							1	
681 - 690	11.3 - 11.5									1		2	1			4	
671 - 680	11.1 - 11.3										2		2	2		6	
661 - 670	10.9 - 11.1									1	2		1	1		5	
651 - 660	10.7 - 10.9										1		1	1		3	
641 - 650	10.5 - 10.7									1	1					3	
631 - 640	10.3 - 10.5							1	1		1		2			5	
621 - 630	10.1 - 10.3					1		1	2	1	3	1	1			10	
611 - 620	9.88 - 10.1												2			2	
601 - 610	9.68 - 9.86					1				3		2	1			7	
591 - 600	9.48 - 9.66					1	1	1	1	1	2		2			9	
581 - 590	9.28 - 9.46							1		1	1					3	
571 - 580	9.08 - 9.26					1						1				2	
561 - 570	8.88 - 9.06					1		1		1	1		1			5	
551 - 560	8.67 - 8.86					1		3	1	1	1		1			8	
541 - 550	8.47 - 8.65				2			2								4	
531 - 540	8.27 - 8.45				1			2	1				1			5	
521 - 530	8.07 - 8.25								1							1	
511 - 520	7.87 - 8.05									1						1	
501 - 510	7.67 - 7.85																
468 - 500	7.00 - 7.65				2		4									6	
451 - 467	6.66 - 6.98				1		1									2	
150 - 450	0.61 - 6.64																
Total		0	0	0	3	3	6	7	14	9	14	17	8	18	6	0	105
Percent		0%	0%	0%	3%	3%	6%	7%	13%	9%	13%	16%	8%	17%	6%	0%	100%
Mean Score					517	508	589	520	583	621	623	637	672	639	692		615.0
Standard Deviation					44.3	20.7	24.7	60.3	47.3	78.5	63.3	44.1	70.8	64.4	36.0		73.12
Expected Score		473	489	505	521	536	552	568	584	600	616	631	647	663	679	695	

$\text{Expected Grade} = (\text{Composite Score} \times 0.02012) - 2.4116$

$\text{Expected Score} = (\text{Preliminary Grade} \times 15.8213) + 457.3897$

$\text{Mean Grade} = 9.96$

$\text{Standard Deviation} = 2.61$

$\text{Coefficient of Correlation} = r = .56$

grade as calculated by substituting the preliminary course grade into the expected score regression equation shown below the table.

The boxes below the table present the two regression equations, and summary information for the total group. The mean preliminary course grade for the students who took French 312L is 9.96--approximately a *B-* average--with standard deviation 2.61. The coefficient of correlation between preliminary course grades and placement test composite scores is .56.

The data concerning expected grades and expected scores are included in view of UT Austin's policy concerning the award of credit by examination. The policy provides that the criterion for the award of credit is that the same standard of performance must be demonstrated by students who take an examination as by students who complete course work. That standard is taken to be the minimally satisfactory grade of *C*. The data concerning expected grades and expected scores may be used, therefore, to determine that the minimally satisfactory grade of *C-* (which would appear on a transcript as *C*) may be expected for students with a test score of 468, or that for students receiving the minimally satisfactory grade of *C-* the expected test score is 568.

Table 4.2 shows a two-way frequency distribution for placement test composite scores (indicated down the first column, ranging from 150 to 850) by course outcomes (indicated across the second and third columns, 1-6 Unsatisfactory and 7-15 Satisfactory). The totals for the row frequencies are shown in the last column, and are the same as those shown in Table 4.1, thus constituting the same one-way frequency distribution of the placement test composite scores as shown in Table 4.1.

The four rows at the bottom of Table 4.2 present summary statistics. The totals for the column frequencies are shown in the row labeled Total, thus constituting a one-way frequency distribution of the course outcomes, with the total number of students enrolled in French 312L who participated in the study indicated in the last cell. The three rows following show, for each of the two possible course outcomes, the percentage of students with that outcome (with the last cell totaling 100%), their group's mean placement test composite score (and, as in Table 4.1, the total group's mean placement test composite score in the last cell), and the standard deviation of that mean score (and, as in Table 4.1, the standard deviation for the total group's test score mean in the last cell). The boxes to the right of the table present the same summary information for the total group as shown in Table 4.1.

Table 4.3 shows the accuracy, for each of several possible decision scores, with which the students who took French 312L would have been placed in French 312L if their placement in the course had been on the basis of their placement test composite scores. For each possible decision score in the first column, the second and third columns, as a pair, show the cumulative numbers of students who would be placed correctly, too high, or too low if that decision score were used as the criterion for the award of credit.

The second column shows the frequency of the two possible placement outcomes for students whose performance in French 312L, as indicated by their actual preliminary course grades, was Unsatisfactory (grades of 1-6). They would be placed too high if their test scores were at least as high as the possible decision score in the first column, or they would be placed correctly if their test scores were below that decision score. The third column shows the frequency of the two possible placement outcomes for students whose performance in French 312L, as indicated by their actual preliminary course grades, was Satisfactory (grades of 7-15). They would be placed correctly if their test scores were at least as high as the possible decision score in the first column, or they would be placed too low if their test scores were below that decision score.

The fourth and fifth columns indicate the associated percentages for the numbers of students indicated in the second and third columns. The last two columns of data indicate, for the total group of students, the numbers and percentages of students who would be placed too high, correctly, and too low by the respective possible decision score.

Table 4.4 lists six guidelines for choosing a decision score, and indicates to the right of each guideline the placement test composite score that would be chosen as the decision score if that guideline were used. Included with the statement of the rationale for each guideline is a reference to a location in one of the Tables 4.1, 4.2, or 4.3 where the decision score may be determined based on that rationale. The range of possible decision scores is from 468 to 579.

Table 4.2

End-of-Course Composite Scores on the University of Wisconsin College-Level Placement Test in Relation to Student Performance in French 312L: Combined Frequency Distributions and Descriptive Statistics for the French Validity Study of Spring 1997
(N = 105)

Composite Scores	Preliminary FR 312L Grades		Total N
	Unsatisfactory 1-6	Satisfactory 7-15	
821 - 850		1	1
801 - 820			0
791 - 800		1	1
781 - 790		1	1
761 - 780		1	1
741 - 760			0
731 - 740		3	3
721 - 730		1	1
711 - 720		1	1
701 - 710		4	4
691 - 700		1	1
681 - 690		4	4
671 - 680		6	6
661 - 670		5	5
651 - 660		3	3
641 - 650		3	3
631 - 640		5	5
621 - 630	1	9	10
611 - 620		2	2
601 - 610	1	6	7
591 - 600	1	8	9
581 - 590		3	3
571 - 580	1	1	2
561 - 570	1	4	5
551 - 560	1	7	8
541 - 550	2	2	4
533 - 540	1	2	3
531 - 532		2	2
521 - 530		1	1
511 - 520		1	1
491 - 510	2	2	4
451 - 490	1	3	4
150 - 450			
Total	12	93	105
Percent	11%	89%	100%
Mean Score	550	623	615.0
Standard Deviation	48.7	71.6	73.12

Mean Grade	Standard Deviation
9.96	2.61

Coefficient of Correlation
$r = .56$

Table 4.3
 End-of-Course Composite Scores on the University of Wisconsin College-Level Placement Test in
 Relation to Performance in French 312L: Possible Decision Scores and
 Corresponding Accuracies of Placement for the
 French Validity Study of Spring 1997
 (N = 105)

Place- ment Category	Cumulative Number of Students		Placement of Students in Each Placement Category		Overall Accuracy of Placement		
	Unsatisfactory 0-5 (N=12)	Satisfactory 6-14 (N = 93)	Unsatisfactory	Satisfactory	Placement Accuracy	Number of Students	% of Students
590 - up	Too High 3	66 Correct	Too High 25%	71% Correct	Too High	3	3%
Below 590	Correct 9	27 Too Low	Correct 75%	29% Too Low	Correct	75	71%
583 - up	Too High 3	67 Correct	Too High 25%	72% Correct	Too High	3	3%
Below 583	Correct 9	26 Too Low	Correct 75%	28% Too Low	Correct	76	72%
582 - up	Too High 3	68 Correct	Too High 25%	73% Correct	Too High	3	3%
Below 582	Correct 9	25 Too Low	Correct 75%	27% Too Low	Correct	77	73%
579 - up	Too High 3	69 Correct	Too High 25%	74% Correct	Too High	3	3%
Below 579	Correct 9	24 Too Low	Correct 75%	26% Too Low	Correct	78	74%
576 - up	Too High 4	69 Correct	Too High 33%	74% Correct	Too High	4	4%
Below 576	Correct 8	24 Too Low	Correct 67%	26% Too Low	Correct	77	73%
543 - up	Too High 8	82 Correct	Too High 67%	88% Correct	Too High	8	8%
Below 543	Correct 4	11 Too Low	Correct 33%	12% Too Low	Correct	86	82%
539 - up	Too High 8	83 Correct	Too High 67%	89% Correct	Too High	8	8%
Below 539	Correct 4	10 Too Low	Correct 33%	11% Too Low	Correct	87	83%
538 - up	Too High 8	84 Correct	Too High 67%	90% Correct	Too High	8	8%
Below 538	Correct 4	9 Too Low	Correct 33%	10% Too Low	Correct	88	84%
537 - up	Too High 9	84 Correct	Too High 75%	90% Correct	Too High	9	9%
Below 537	Correct 3	9 Too Low	Correct 25%	10% Too Low	Correct	87	83%
532 - up	Too High 9	85 Correct	Too High 75%	91% Correct	Too High	9	9%
Below 532	Correct 3	8 Too Low	Correct 25%	9% Too Low	Correct	88	84%
531 - up	Too High 9	86 Correct	Too High 75%	92% Correct	Too High	9	9%
Below 531	Correct 3	7 Too Low	Correct 25%	8% Too Low	Correct	89	85%
525 - up	Too High 9	87 Correct	Too High 75%	94% Correct	Too High	9	9%
Below 525	Correct 3	6 Too Low	Correct 25%	6% Too Low	Correct	90	86%

Table 4.4
 End-of Course Composite Scores on the University of Wisconsin College-Level Placement Test in
 Relation to Performance in French 312L: Scores Suggested by Six Guidelines for Use in
 Selecting Decision Scores for the French Validity Study of Spring 1997
 (N=105)

Guideline	Composite Score
1. Expected Score for students whose performance in the course was just minimally satisfactory (i.e., students with preliminary grades of C- ; see the Expected Score row at the bottom of Table 4.1).	568
2. Score for which the Expected Grade is just minimally satisfactory (i.e., C- or 7.01; see the Expected Grade column in Table 4.1).	468
3. Score for which the percents of errors of students in each academic performance category (Unsatisfactory, Satisfactory) are most nearly equal. (See the values for % Too High and % Too Low in the middle columns of Table 4.3.)	579
4. Score for which the overall percents of errors are most nearly equal. (See the values for % Too High and % Too Low in the last column of Table 4.3.)	537
5. Score that would cut off (or hold back) approximately the same number of students as were in the Unsatisfactory performance group. (See Table 4.2 for the number of students in the Unsatisfactory group, and note the test score that would hold back most nearly that number of low-scoring students.)	533
6. Score that would maximize the overall accuracy of placement. (See the number Correct in the next-to-last column of Table 4.3.)	525

Recommendations and Decisions

FR 506

Based on the six guidelines for choosing decision scores, MEC staff advised the Department of French and Italian that there were six possible decision scores for the award of credit by examination in FR 506, as summarized in Table 1.4.

If the Department wished to choose the decision score by using the linear regression equation, two scores were candidates (see Table 1.1): a score of 374, the expected score for students from the study whose performance in FR 506 was just minimally satisfactory (that is, the expected score for students who received a grade of *C-* in FR 506), or a score of 297, the score for which the expected grade in FR 506 was just minimally satisfactory (a grade of *C-*, 7.01). If the Department wished to choose the decision score by equalizing errors in placement, two scores were candidates (see Table 1.3): a score of 382 (or 383), the score for which the percents of placement errors for students in each academic performance category were most nearly equal (21% of the students who performed Unsatisfactorily placed too high versus 20% or 22% of the students who performed Satisfactorily placed too low), or a score of 349, the score for which the overall percents of errors were most nearly equal (6% of all students in the study placed too high versus 6% of all the students in the study placed too low). If the Department wished to choose the decision score by maintaining the size of the Un satisfactory performance group from the study, the candidate would be a score of 348 (see Table 1.2), which would deny credit by examination to the same number of students as were in the Un satisfactory performance group (a total of 24 students). If the Department wished to choose the decision score by considering the overall accuracy of placement, the candidate would be a score of 295 (see Table 1.3), which would maximize the overall accuracy of placement (92% of the students in the study placed accurately).

The Department of French and Italian chose a decision score based on the expected score of students whose performance in FR 506 was just minimally satisfactory, that is, those students who received a preliminary course grade of *C-*. The score ranges chosen for awarding letter grades of *C*, *B*, and *A* were based on the standard error of measurement for the test, which is approximately 20 points. Therefore, the decision score for FR 506 for a grade of *C* was chosen to be 374, and the decision scores for awarding grades of *B* and *A* were chosen to be in successive increments above the score of 374 of approximately two standard errors of measurement each.

The new policy for credit by examination in FR 506 went into effect in September of 1997.

FR 507

Based on the six guidelines for choosing decision scores, MEC staff advised the Department of French and Italian that there were six possible decision scores for the award of credit by examination in FR 507, as summarized in Table 2.4.

If the Department wished to choose the decision score by using the linear regression equation, two scores were candidates (see Table 2.1): a score of 443, the expected score for students from the study whose performance in FR 507 was just minimally satisfactory (that is, the expected score for students who received a grade of *C-* in FR 507), or a score of 342, the score for which the expected grade in FR 507 was just minimally satisfactory (a grade of *C-*, 7.01). If the Department wished to choose the decision score by equalizing errors in placement, two scores were candidates (see Table 2.3): a score of 468, the score for which the percents of placement errors for students in each academic performance category were most nearly equal (27% of the students who performed Un satisfactorily placed too high versus 27% of the students who performed Satisfactorily placed too low), or a score of 420, the score for which the overall percents of errors were most nearly equal (4% of all students in the study placed too high versus 4% of all the students in the study placed too low). If the Department wished to choose the decision score by maintaining the size of the Un satisfactory performance group from the study, the candidate would be a score of 419 (see Table 2.2), which would deny credit by examination to the same number of students as were in the Un satisfactory performance group (a total of 22 students). If the Department wished to choose the decision score by considering the overall accuracy of placement, the candidate would be a score of 369 (or 374, 380, or 384--see Table 2.3), which would maximize the overall accuracy of placement (93% of the students in the study placed accurately).

The Department of French and Italian chose a decision score based on the expected score of students whose performance in FR 507 was just minimally satisfactory, that is, those students who received a preliminary course grade of *C-*. The score ranges chosen for awarding letter grades of *C*, *B*, and *A* were based on the standard error of measurement for the test, which is approximately 20 points. Therefore, the decision score for FR 507 for a grade of *C* was chosen to be 443, and the decision scores for awarding grades of *B* and *A* were chosen to be in successive increments above the score of 443 of approximately one and one-half standard errors of measurement each.

The new policy for credit by examination in FR 507 went into effect in September of 1997.

FR 312K

Based on the six guidelines for choosing decision scores, MEC staff advised the Department of French and Italian that there were six possible decision scores for the award of credit by examination in FR 312K, as summarized in Table 3.4.

If the Department wished to choose the decision score by using the linear regression equation, two scores were candidates (see Table 3.1): a score of 518, the expected score for students from the study whose performance in FR 312K was just minimally satisfactory (that is, the expected score for students who received a grade of *C-* in FR 312K), or a score of 432, the score for which the expected grade in FR 312K was just minimally satisfactory (a grade of *C-*, 7.01). If the Department wished to choose the decision score by equalizing errors in placement, two scores were candidates (see Table 3.3): a score of 523, the score for which the percents of placement errors for students in each academic performance category were most nearly equal (30% of the students who performed Unsuccessfully placed too high versus 30% of the students who performed Satisfactorily placed too low), or a score of 478, the score for which the overall percents of errors were most nearly equal (7% of all students in the study placed too high versus 6% of all the students in the study placed too low). If the Department wished to choose the decision score by maintaining the size of the Unsuccessfully performance group from the study, the candidate would be a score of 478 (see Table 3.2), which would deny credit by examination to the same number of students as were in the Unsuccessfully performance group (a total of 20 students). If the Department wished to choose the decision score by considering the overall accuracy of placement, the candidate would be a score of 452 (see Table 3.3), which would maximize the overall accuracy of placement (92% of the students in the study placed accurately).

The Department of French and Italian wanted to choose a decision score based on the expected score of students whose performance in FR 312K was just minimally satisfactory, that is, those students who received a preliminary course grade of *C-*. The score ranges chosen for awarding letter grades of *C*, *B*, and *A* were based on the standard error of measurement for the test, which is approximately 20 points. Therefore, the decision score for FR 312K for a grade of *C* was chosen to be 518, and the decision scores for awarding grades of *B* and *A* were chosen to be in successive increments above the score of 518 of approximately two standard errors of measurement each.

The new policy for credit by examination in FR 312K went into effect in September of 1997.

FR 312L

Based on the six guidelines for choosing decision scores, MEC staff advised the Department of French and Italian that there were six possible decision scores for the award of credit by examination in FR 312L, as summarized in Table 4.4.

If the Department wished to choose the decision score by using the linear regression equation, two scores were candidates (see Table 4.1): a score of 568, the expected score for students from the study whose performance in FR 312L was just minimally satisfactory (that is, the expected score for students who received a grade of *C-* in FR 312L), or a score of 468, the score for which the expected grade in FR 312L was just minimally satisfactory (a grade of *C-*, 7.00). If the Department wished to choose the decision score by equalizing errors in placement, two scores were candidates (see Table 4.3): a score of 579, the score for which the percents of placement errors for students in each academic performance category were most nearly equal (25% of the students who performed Unsuccessfully placed too high versus 26% of the students who performed Satisfactorily placed too low), or a score of 537, the score for which the overall percents of errors were most nearly equal (9% of all students in the study placed too high versus 9% of all

the students in the study placed too low). If the Department wished to choose the decision score by maintaining the size of the Unsatisfactory performance group from the study, the candidate would be a score of 533 (see Table 4.2), which would deny credit by examination to the same number of students as were in the Unsatisfactory performance group (a total of 12 students). If the Department wished to choose the decision score by considering the overall accuracy of placement, the candidate would be a score of 525 (see Table 4.3), which would maximize the overall accuracy of placement (86% of the students in the study placed accurately).

The Department of French and Italian wanted to choose a decision score based on the expected score of students whose performance in FR 312L was just minimally satisfactory, that is, those students who received a preliminary course grade of *C-*. The score ranges for awarding letter grades of *C*, *B*, and *A* were based on the standard error of measurement for the test, which is approximately 20 points. Therefore, the decision score for FR 312L for a grade of *C* was chosen to be 568, and the decision scores for awarding grades of *B* and *A* were chosen to be in successive increments above the score of 568 of approximately two standard errors of measurement each.

The new policy for credit by examination in FR 312L went into effect in September of 1997.

Summary of Policies Adopted for Course Placement and Credit by Examination in French

The policies adopted by the Department of French and Italian for course placement and for the awarding of credit by examination for the University of Wisconsin College-Level Placement Test in French are summarized in Table 5.0.

Table 5.0
 Placement System and Credit by Examination Decision Scores in French using the
 University of Wisconsin College-Level Placement Test in French, beginning September 1, 1997

Composite Score	Credit and Grade				Register for:
	506	507	312K	312L	
663-850	A	A	A	A	FR 326K, 326L, 320E, or 324L.
616-662	A	A	A	B	
597-615	A	A	A	C	Registering for FR 312L, 312M, or 312N is recommended if upper division work in French is intended.
568-596	A	A	B	C	
557-567	A	A	B		FR 312L, 312M, 312N, or 310L.
553-556	A	A	C		You may register for FR 312L, 312M, 312N, or 310L. Registering for FR 312K, 310K or 610 is recommended.
518-552	A	B	C		
498-517	A	B			FR 312K, 310K, or 610.
452-497	A	C			You may register for FR 312K, 310K, or 610. Registering for FR 508K is recommended.
443-451	B	C			
413-442	B				FR 508K
374-412	C				While you may register for FR 508K, registering for FR 506 is recommended.
150-373		No	Credit		FR 506 or 604