

# P.E.R.T. Diagnostic Instruction Manual

June 4, 2012

## Contents

Introduction:.....	3
P.E.R.T. Diagnostic Assessment Content:.....	4
Lower Level Reading Diagnostic.....	4
Upper Level Reading Diagnostic .....	5
Lower Level Mathematics Diagnostic .....	6
Upper Level Mathematics Diagnostic.....	7
Lower Level Writing Diagnostic.....	8
Upper Level Writing Diagnostic .....	9
Diagnostic Setup: .....	10
Test Settings:.....	10
Branching Profiles:.....	17
Launching Diagnostics: .....	21
Administering:.....	21
Diagnostic Score Reports:.....	26
Viewing score reports: .....	26

## Introduction:

### What is the P.E.R.T. Diagnostic?

The P.E.R.T. Diagnostic is another component of the P.E.R.T. assessment system. While the P.E.R.T. Placement determines appropriate course placement, the P.E.R.T. Diagnostic identifies, by competency, where skill deficiencies exist. The goal of the P.E.R.T. Diagnostic is to allow faculty to target instruction to specific competencies not yet mastered by the student. An upper and lower level P.E.R.T. diagnostic test has been developed to align with the Developmental Education Competencies which are the basis for developmental education courses offered at all Florida College System institutions. For students who do not meet the college-ready cut score, a P.E.R.T. Diagnostic may be administered and results used to guide instruction.

### What are the P.E.R.T. Diagnostic Names?

Upper and lower level diagnostics were created for each P.E.R.T. subtest.

#### Upper Level Names:

PERT Diagnostic Math (U)  
PERT Diagnostic Reading (U)  
PERT Diagnostic Writing (U)

#### Lower Level Names:

PERT Diagnostic Math (L)  
PERT Diagnostic Reading (L)  
PERT Diagnostic Writing (L)

### How Many Questions are on the P.E.R.T. Diagnostics?

Each P.E.R.T. Diagnostic test has 50 items and there is one test form for each subject area and level.

### What is the Question Format?

All test questions are in a multiple choice format. The Reading Diagnostic includes passages that students will need to read in order to answer questions. The Mathematics Diagnostic **does not** include a built-in calculator.

## P.E.R.T. Diagnostic Assessment Content:

### Competencies

#### *Lower Level Reading Diagnostic*

Competency ID	Competency Description	Number of Items
RDELCC1	Distinguish between facts and opinions	5
RDELCC2	Identify the author’s primary purpose as persuade, inform, or entertain	5
RDELCC3	Identify specific information in a paragraph	5
RDELCC4	Distinguish between major and minor details in a paragraph	5
RDELCC5	Identify the topic and stated/implicit main idea in a paragraph in print and online	5
RDELCC6	Identify and use context clues to determine the meaning of words in simple sentences	5
RDELCC7	Identify logical inferences and conclusions based on the evidence provided in a paragraph	5
RDELCC8	Identify the following primary patterns of organization in a paragraph such as time order, simple listing, and generalization/definition and example	5
RDELCC9	Identify the transition words that are associated with each pattern	5
RDELCC11	Recognize relationships within/between sentences	5
		<b>50</b>

## Upper Level Reading Diagnostic

Competency ID	Competency Description	Number of Items
RDEUCC1	Evaluate the author’s use of facts and opinions	5
RDEUCC2	Analyze the author’s primary purpose	5
RDEUCC3	Identify the topic and stated/implied main idea in a multi-paragraph selection in print and online	5
RDEUCC4	Use contextual clues and structural analysis to clarify meanings and broaden academic vocabulary	5
RDEUCC7	Distinguish between major and minor details in a multi-paragraph selection	5
RDEUCC8	Identify relationships between and/or within sentences	5
RDEUCC9	Determine the primary and secondary patterns of organization for a paragraph and multi-paragraph selection	5
RDEUCC11	Analyze the author’s tone and support with examples, including denotative, connotative meaning, and figurative language	5
RDEUCC12	Detect bias	5
RDEUCC14	Analyze the details to infer what the author is implying and draw logical conclusions in a paragraph and multi-paragraph selection	5
		<b>50</b>

### *Lower Level Mathematics Diagnostic*

Competency ID	Competency Description	Number of Items
MDELCC4	Perform operations with integers (with applications)	5
MDELCC5	Perform operations with fractions (with applications)	5
MDELCC6	Perform operations with decimals (with applications)	5
MDELCC7	Convert among percents, fractions, and decimals	5
MDELCC12	Simplify fractions	2
MDELCC13	Perform operations on whole numbers (with applications, including area and perimeter)	5
MDELCC18	Define variables and write an expression to represent a quantity in a problem	3
MDELCC20	Simplify algebraic expressions involving one variable ( $2x + 5x$ )	5
MDELCC21	Perform order of operations	5
MDELCC22	Solve linear equations involving the addition and multiplication property of equalities	5
MDELCC24	Evaluate exponents with integers	5
		<b>50</b>

## Upper Level Mathematics Diagnostic

Competency ID	Competency Description	Number of Items
MDEUCC3	Apply the order of operations to evaluate algebraic expressions, including those with parentheses and exponents	5
MDEUCC8	Solve literal equations for a given variable with applications	3
MDEUCC9	Solve linear inequalities in one variable and graph the solution set on a number line	3
MDEUCC10	Graph linear equations using table of values, intercepts, slope intercept form	5
MDEUCC11	Solve linear equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality	6
MDEUCC12	Simplify an expression with integer exponents	5
MDEUCC15	Add, subtract, multiply, and divide polynomials. Division by monomials only. <i>(Does not include division by binomials)</i>	6
MDEUCC16	Simplify radical expressions - square roots only	3
MDEUCC17	Add, subtract, and multiply square roots of monomials	3
MDEUCC18	Factor polynomial expressions (GCF, grouping, trinomials, difference of squares)	6
MDEUCC19	Solve quadratic equations in one variable by factoring	5
		<b>50</b>

### *Lower Level Writing Diagnostic*

<b>Competency ID</b>	<b>Competency Description</b>	<b>Number of Items</b>
WDELCC1	Sustain focus on a specific main idea for a single paragraph	5
WDELCC2	Demonstrate a basic command of grammar (verb tense, verb forms, verb shifts)	6
WDELCC3	Demonstrate a basic command of usage (pronoun, syntax, appropriate words and phrases, commonly confused words)	8
WDELCC4	Demonstrate a basic command of mechanics (punctuation, spelling, caps)	6
WDELCC5	Provide supporting details for main idea with relevant explanations and examples, in a single paragraph	5
WDELCC6	Select and narrow a topic that addresses the specific purpose	4
WDELCC7	When writing use complete sentences / recognize fragments	6
WDELCC8	Recognize run-ons (comma splices and fused sentences)	5
WDELCC9	Maintain agreement between subjects and verbs	5
		<b>50</b>

## Upper Level Writing Diagnostic

Competency ID	Competency Description	Number of Items
WDEUCC1	Demonstrate a command of grammar (verb tense, verb forms, verb shifts)	8
WDEUCC2	Demonstrate a command of usage (syntax, appropriate words and phrases, commonly confused words)	5
WDEUCC3	Demonstrate a command of mechanics (punctuation, spelling, capitalization)	6
WDEUCC4	Identify effective transitional devices within the context of a passage	4
WDEUCC5	Use coordination and subordination effectively	5
WDEUCC6	Use pronouns correctly (case, agreement, shifts, reference)	5
WDEUCC7	Use adjectives and adverbs correctly, including degree forms	5
WDEUCC8	Identify fragments, comma splices, and fused sentences	6
WDEUCC9	Maintain agreement between subject and verb	6
		<b>50</b>

## Diagnostic Setup:

### Test Settings:

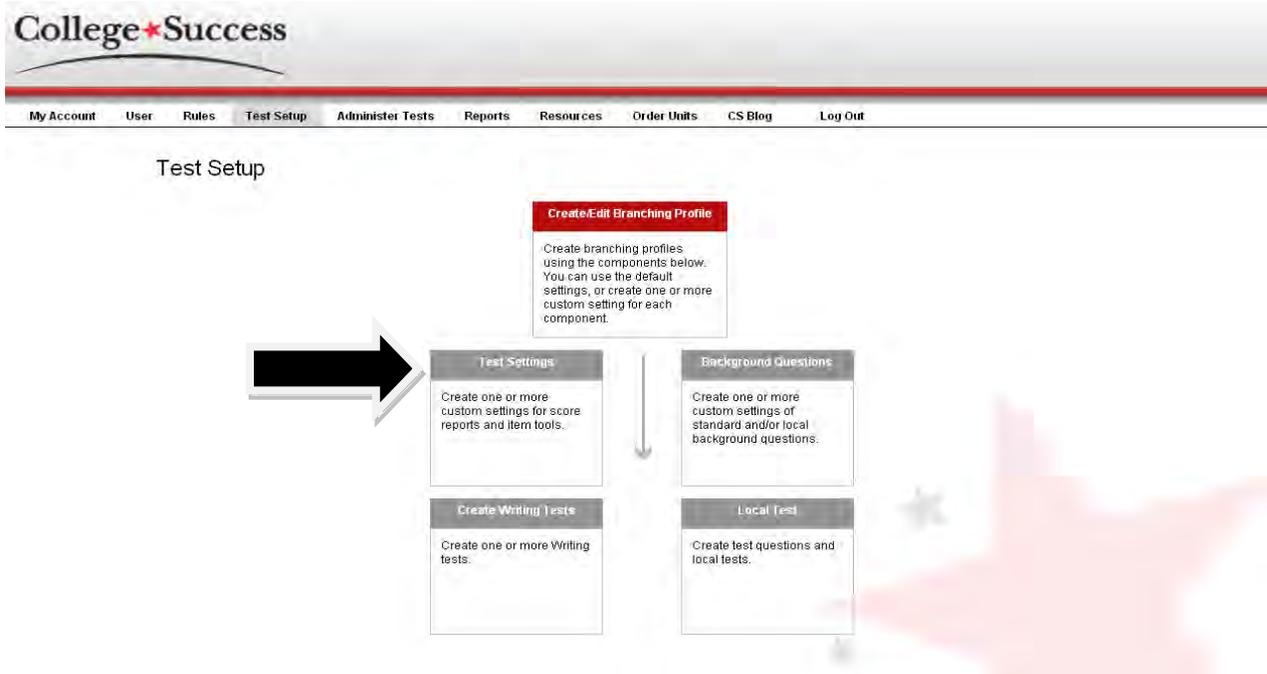
**Step 1: Login-**The Institution Administrator (IA) will log into his/her account by going to [www.college.measuredsuccess.com](http://www.college.measuredsuccess.com). Note: Settings created by the IA are inherited to all sites.



**Step 2: Create Diagnostic Test Settings-** The IA will select the 'Test Setup' tab.



**Step 3: Create Diagnostic Test Settings-** Select the ‘Test Settings’ tab.



**Test Setup**

**Create/Edit Branching Profile**  
Create branching profiles using the components below. You can use the default settings, or create one or more custom setting for each component.

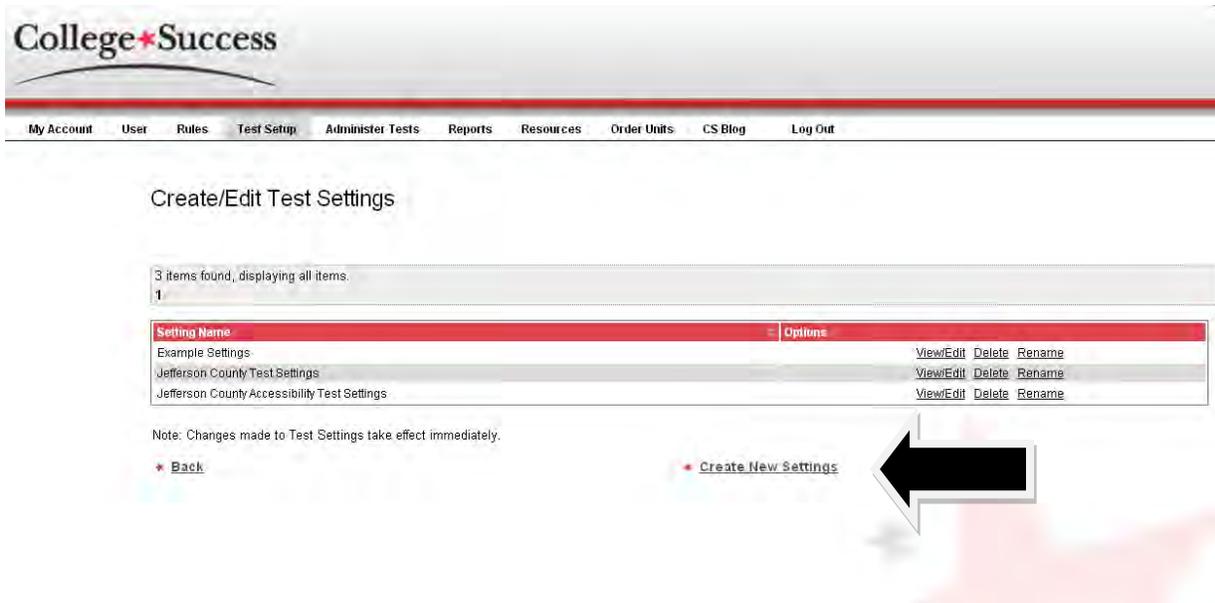
**Test Settings**  
Create one or more custom settings for score reports and item tools.

**Background Questions**  
Create one or more custom settings of standard and/or local background questions.

**Create Writing Tests**  
Create one or more Writing tests.

**Local Test**  
Create test questions and local tests.

**Step 4: Create Diagnostic Test Settings-** Click ‘Create New Settings.’



**College\*Success**

My Account User Rules **Test Setup** Administer Tests Reports Resources Order Units CS Blog Log Out

**Create/Edit Test Settings**

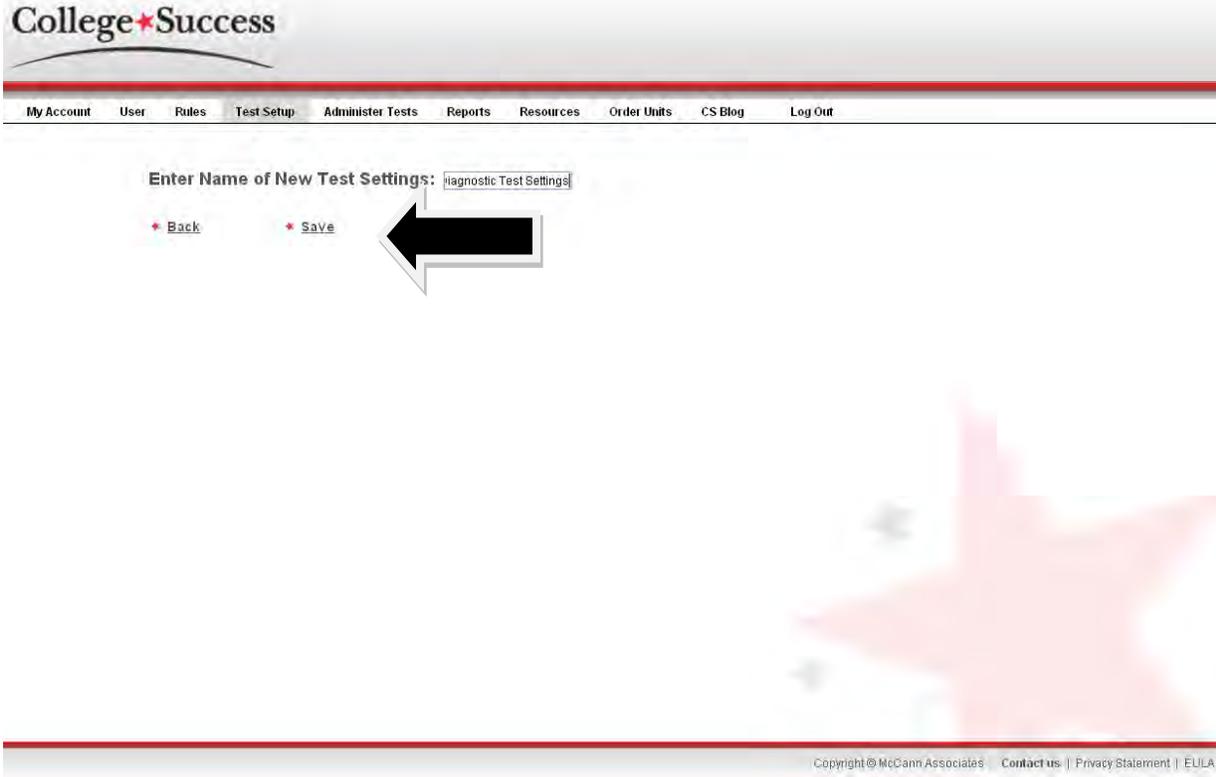
3 items found, displaying all items.  
1

Setting Name	Options
Example Settings	<a href="#">View/Edit</a> <a href="#">Delete</a> <a href="#">Rename</a>
Jefferson County Test Settings	<a href="#">View/Edit</a> <a href="#">Delete</a> <a href="#">Rename</a>
Jefferson County Accessibility Test Settings	<a href="#">View/Edit</a> <a href="#">Delete</a> <a href="#">Rename</a>

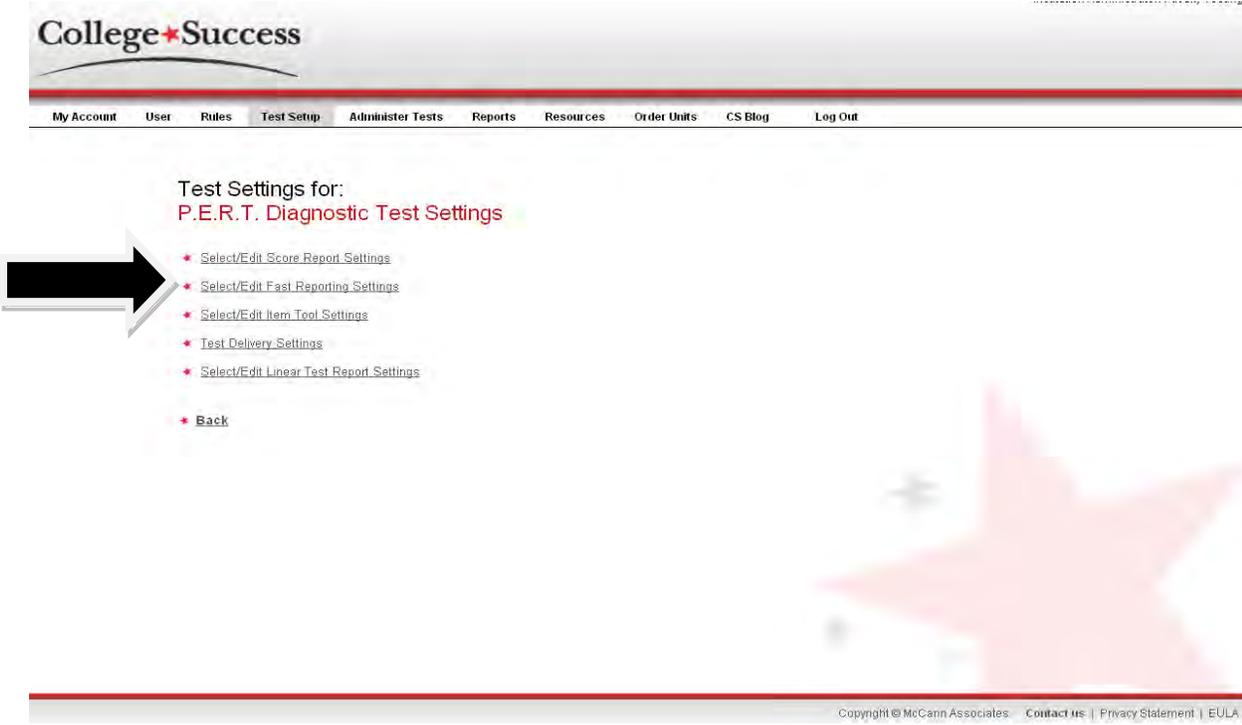
Note: Changes made to Test Settings take effect immediately.

[\\* Back](#) [\\* Create New Settings](#)

**Step 5: Create Diagnostic Test Settings-** Name the test settings and click ‘Save.’



**Step 6: Create Diagnostic Test Settings-** Click on ‘Select/Edit Score Report Settings.’



**Step 7: Create Diagnostic Test Settings-** Select the test settings that you would like active or inactive at the end of a score report and click ‘Save.’ Note: indicating ‘Yes’ for ‘Require proctor password for end of the test report’ will prompt the proctor to enter his/her password before the score report can launch.

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Select/Edit Score Report Settings:  
[P.E.R.T. Diagnostic Test Settings](#)

Require proctor password for end of test report  Yes  No

Status  Active  Inactive

Percentile  Yes  No

Standard Error Measurement  Yes  No

Writing Dimension Score  Yes  No

Standard Background Question Responses  Yes  No

Local Background Question Responses  Yes  No

Time Record  Yes  No

Placement Information  Yes  No

Display Custom Message  Yes  No

Score Presentation

[Cancel](#) [Save](#)



**Step 8: Create Diagnostic Test Settings-** Click on ‘Select/Edit Item Tool Settings.’

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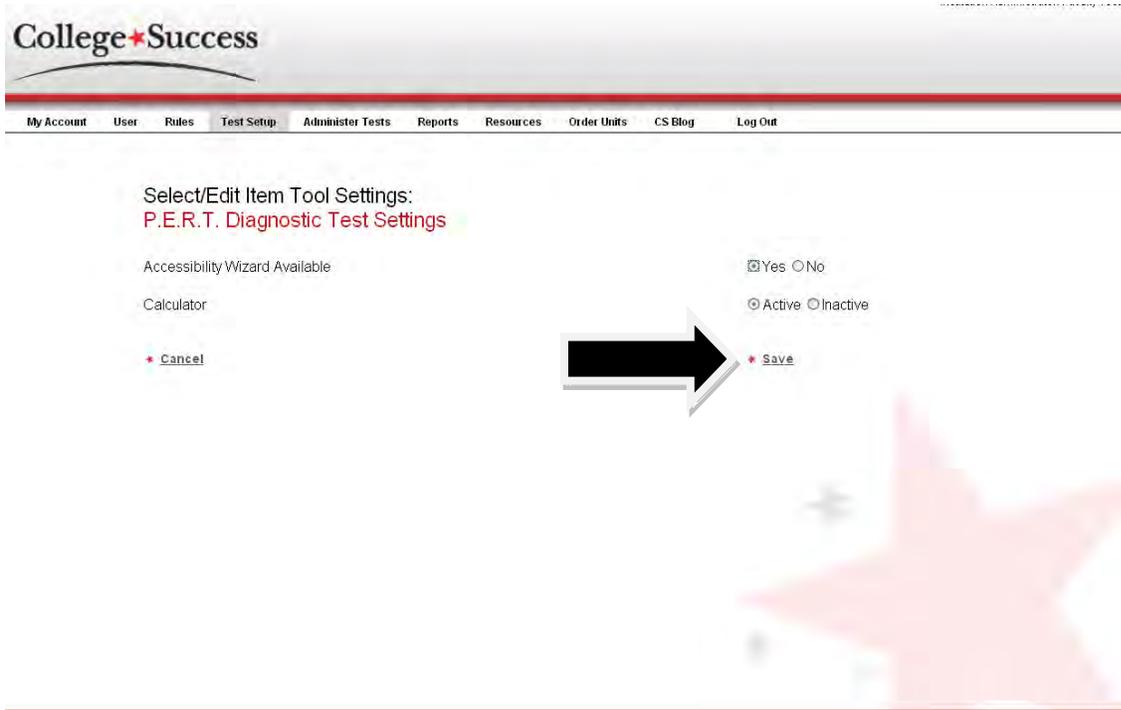
Test Settings for:  
[P.E.R.T. Diagnostic Test Settings](#)

- [Select/Edit Score Report Settings](#)
- [Select/Edit Fast Reporting Settings](#)
- [Select/Edit Item Tool Settings](#)
- [Test Delivery Settings](#)
- [Select/Edit Linear Test Report Settings](#)
- [Back](#)

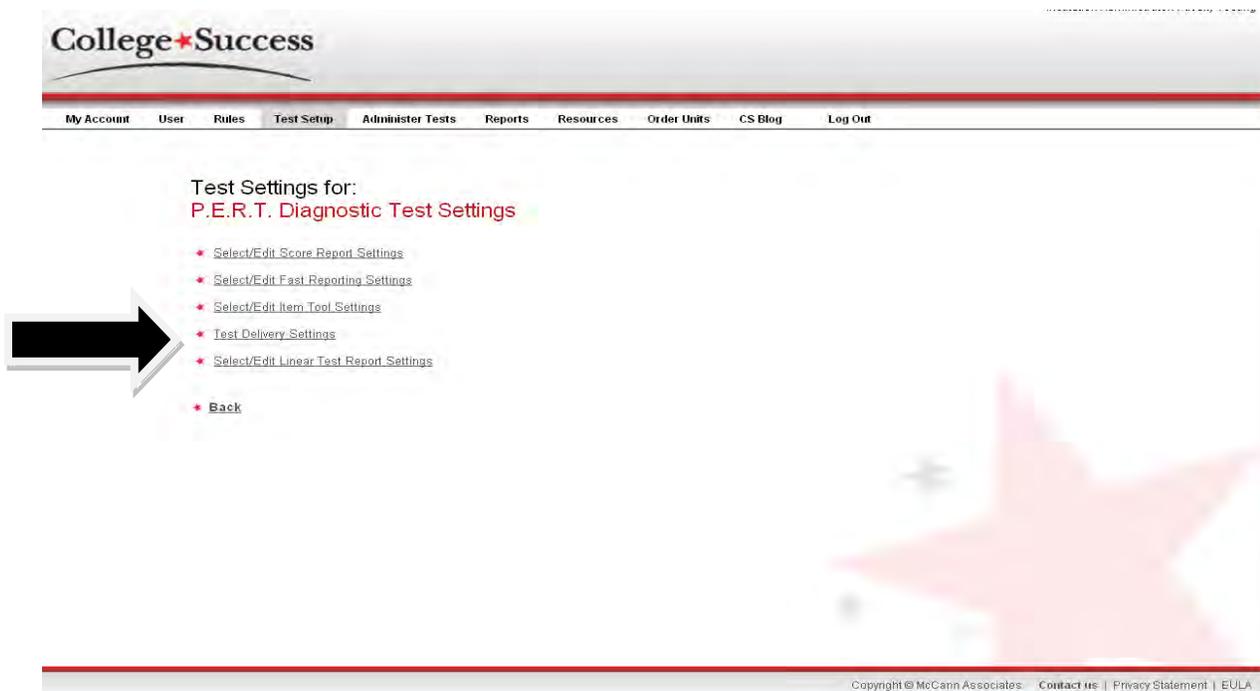


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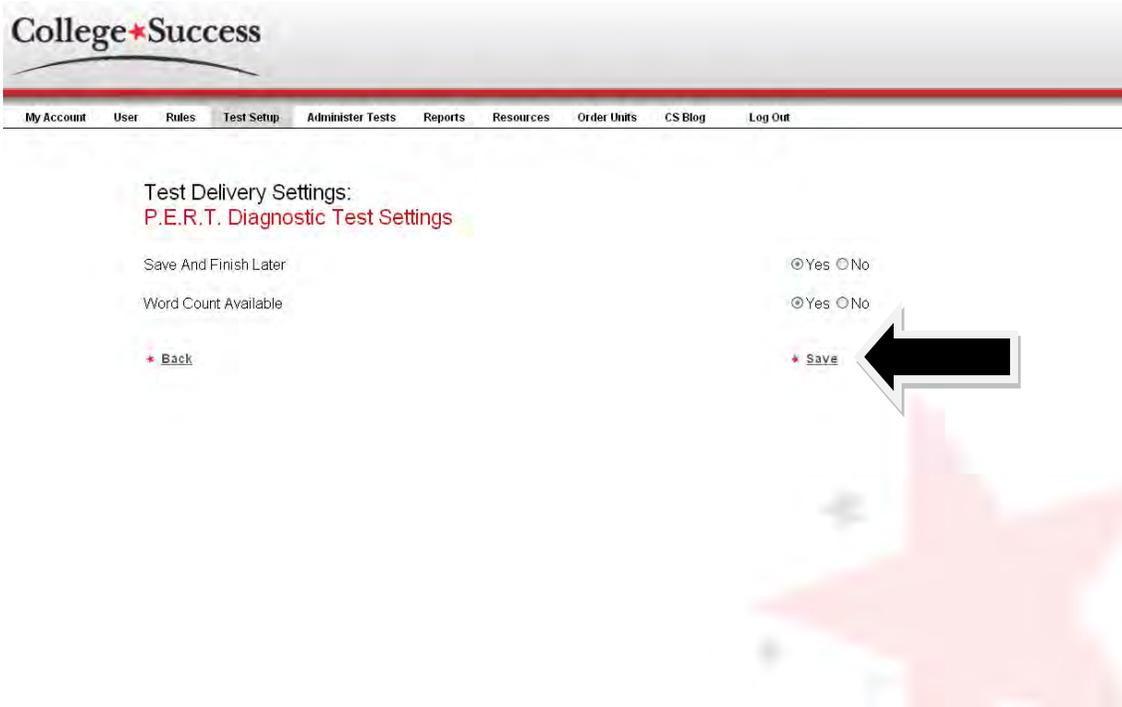
**Step 9: Create Diagnostic Test Settings-** Select the item settings that you would like delivered with diagnostics and click ‘Save.’ Note: Calculator is not available for P.E.R.T. Math Diagnostics.



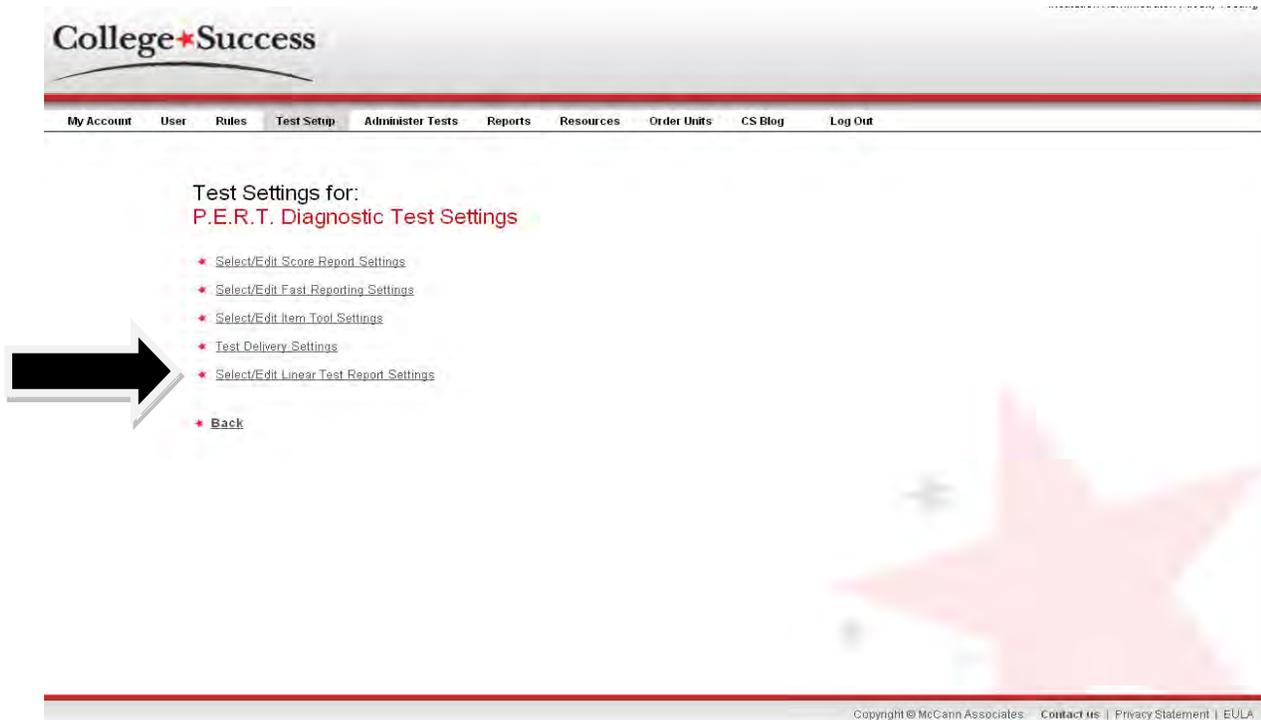
**Step 10: Create Diagnostic Test Settings-** Select ‘Test Delivery Settings.’



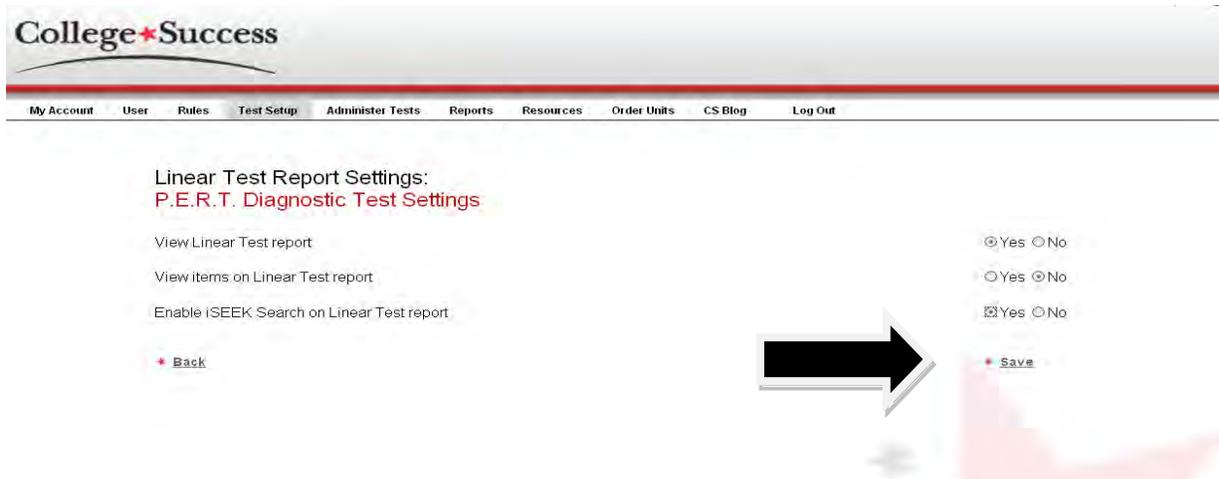
**Step 11: Create Diagnostic Test Settings-** Select if you want ‘Save and Finish Later’ enabled and ‘Save.’ Note: Word count does not apply to P.E.R.T. diagnostic tests.



**Step 12: Create Diagnostic Test Settings-** Click ‘Select/Edit Linear Test Report.’



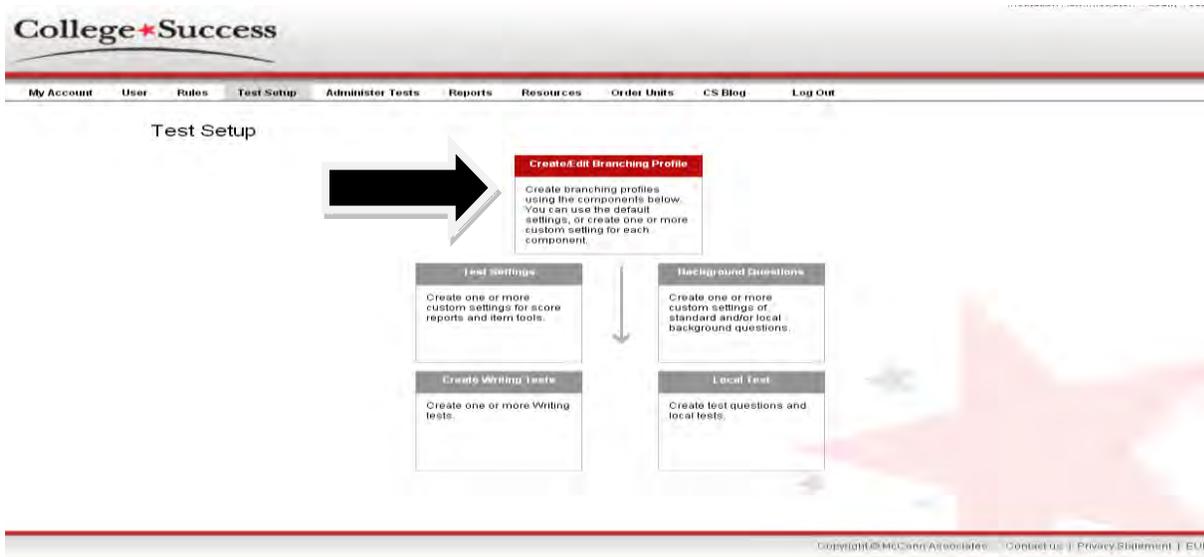
**Step 13: Create Diagnostic Test Settings-** Select ‘Yes’ for ‘View Linear Test report’ and ‘No’ for ‘View items on Linear Test report.’ By selecting ‘No’ this prohibits the student from viewing the item on the report and eliminates exposing items if the report is printed out. **This feature should always be set to ‘No.’** Finally, select whether you want iSEEK enabled on the score report. iSEEK is an education targeted search engine, containing 200,000+ authoritative resources from universities, government organizations, and other trusted providers of quality content. Enabling iSEEK allows for the student to obtain resources immediately on areas he/she may be deficient in.



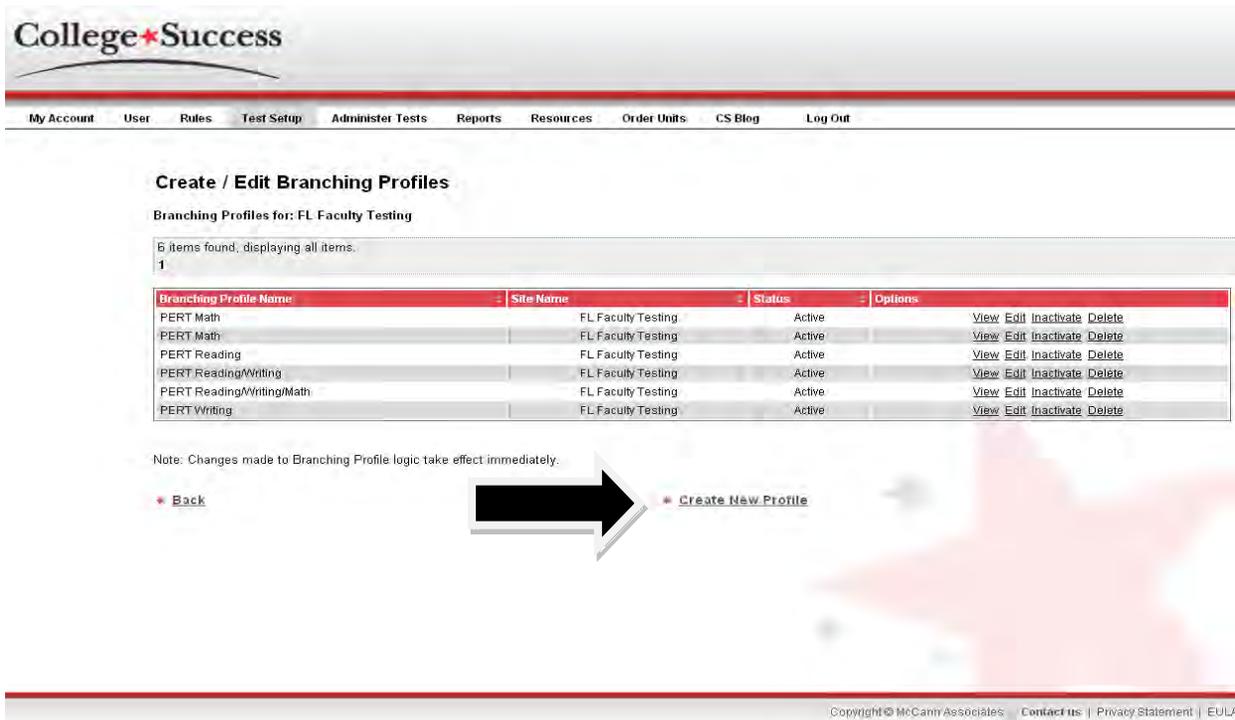
# Diagnostic Setup:

## Branching Profiles:

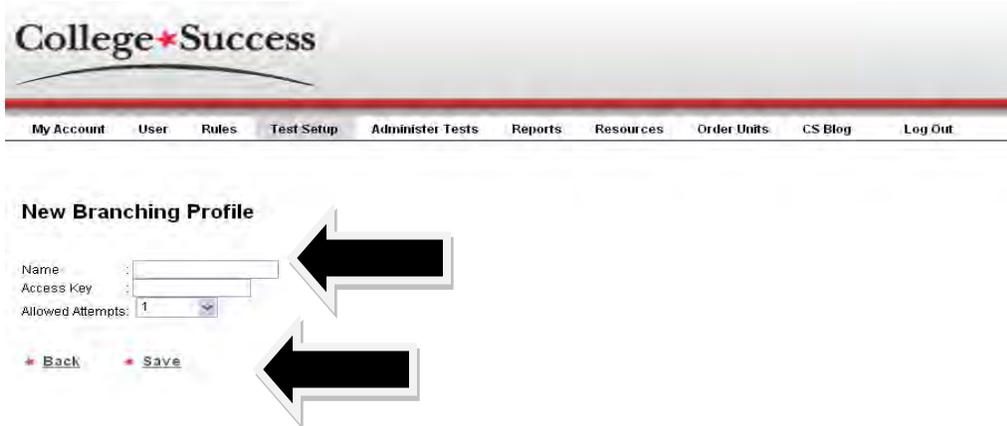
**Step 1: Branching Profile Setup-**From the ‘Test Setup’ screen, select ‘Create/Edit Branching Profile.’



**Step 2: Branching Profile Setup-** Select ‘Create New Profile.’



**Step 3: Branching Profile Setup-** Enter the name of the branching profile and select ‘Save.’



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### New Branching Profile

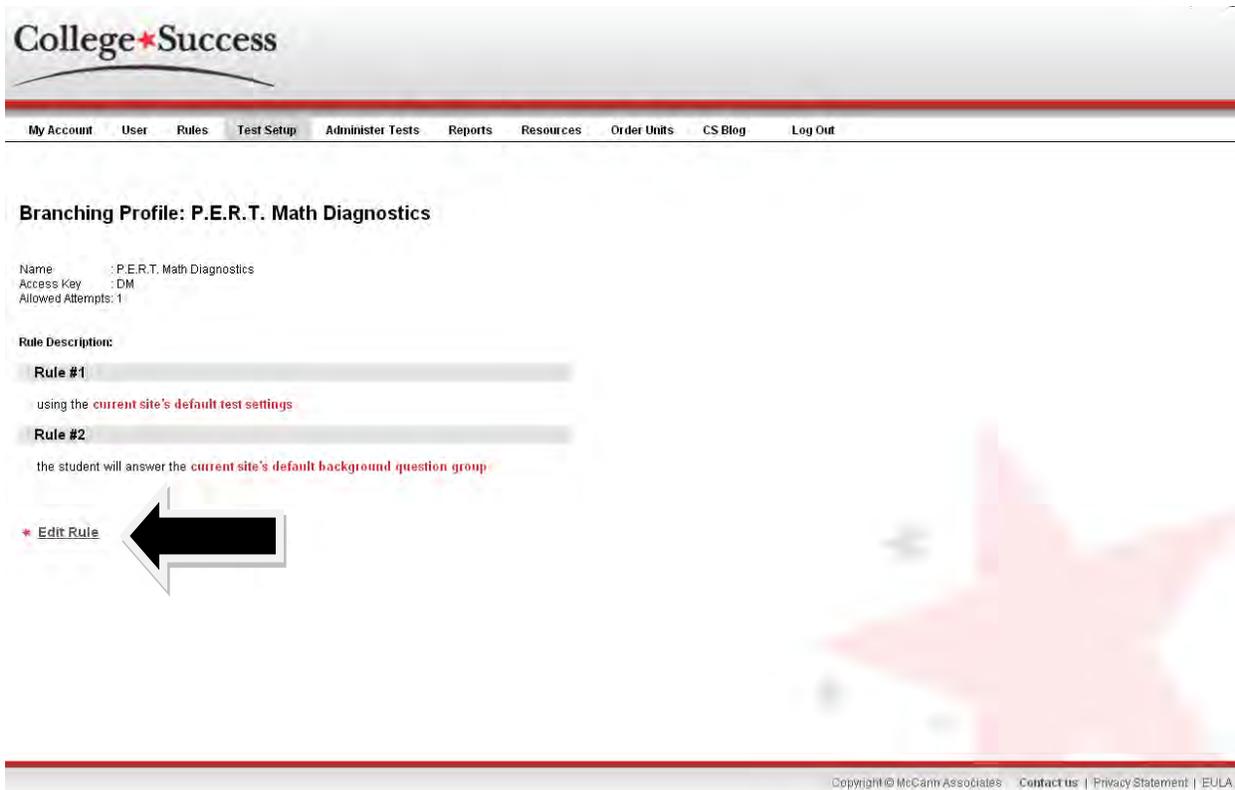
Name:

Access Key:

Allowed Attempts: 1

[Back](#) [Save](#)

**Step 4: Branching Profile Setup-** Select ‘Edit Rule.’



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### Branching Profile: P.E.R.T. Math Diagnostics

Name: P.E.R.T. Math Diagnostics  
Access Key: DM  
Allowed Attempts: 1

Rule Description:

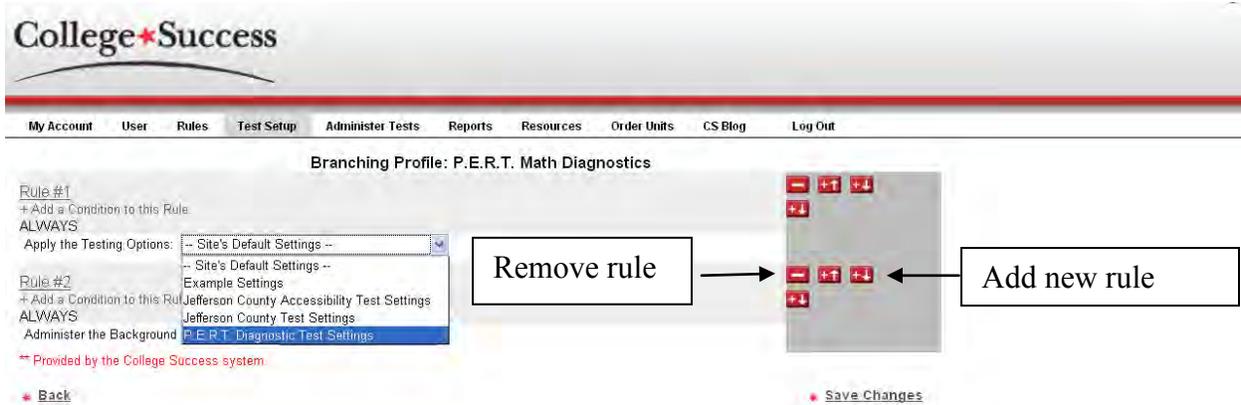
**Rule #1**  
using the **current site's default test settings**

**Rule #2**  
the student will answer the **current site's default background question group**

[Edit Rule](#)

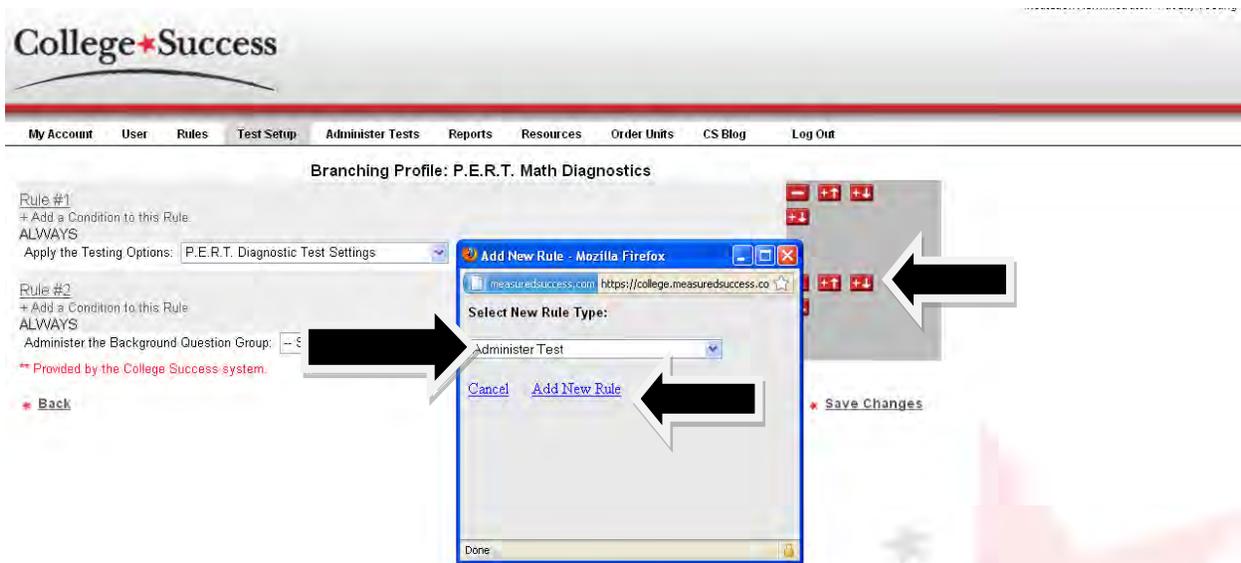
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**Step 5: Branching Profile Setup-** For rule #1, select the diagnostic test settings from the drop down.

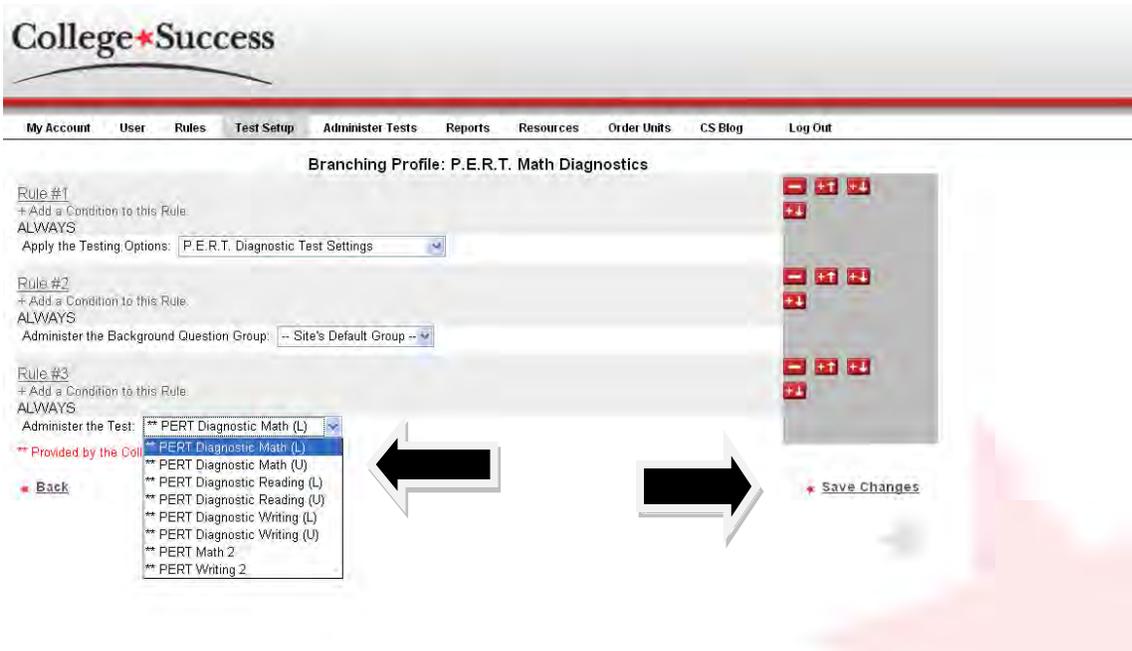


**Step 6: Branching Profile Setup-** For rule #2 (if applicable), select the background question group to be administered. If background questions are not required, select the minus button adjacent to rule #2. This action will remove the rule and allow a new rule to be created.

**Step 7: Branching Profile Setup-** Select the plus down arrow to add a new rule. A pop-up box will appear and you will select 'Administer Test' from the dropdown and then 'Add New Rule.'



**Step 8: Branching Profile Setup-** Select the diagnostic test from the dropdown to be delivered in the branching profile. And ‘Save Changes.’ Note: You can deliver multiple diagnostic tests in one branching profile or you can create separate branching profiles to deliver.



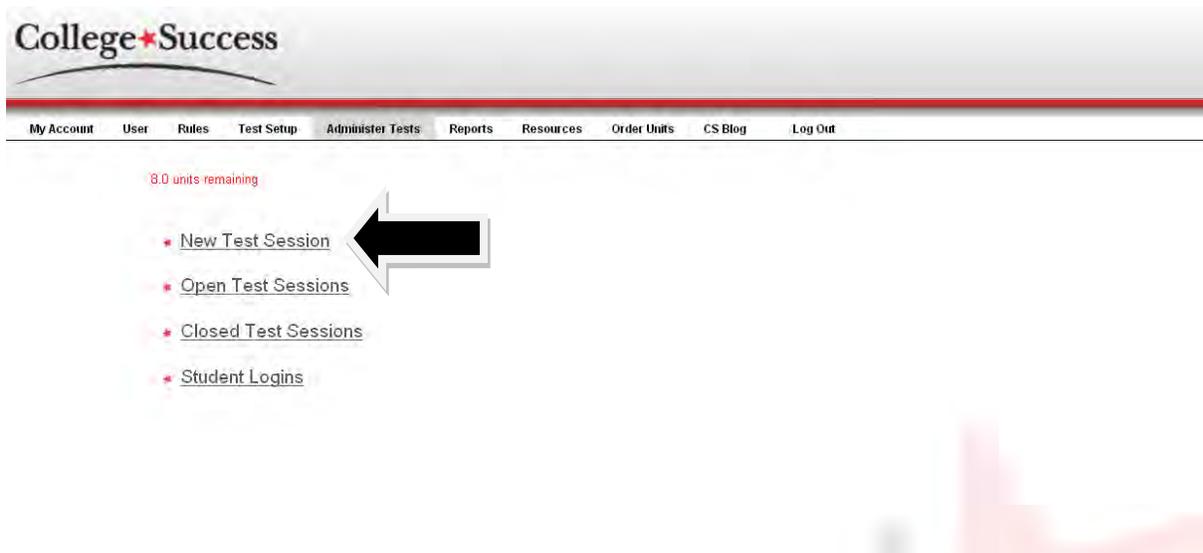
## Launching Diagnostics:

### Administering:

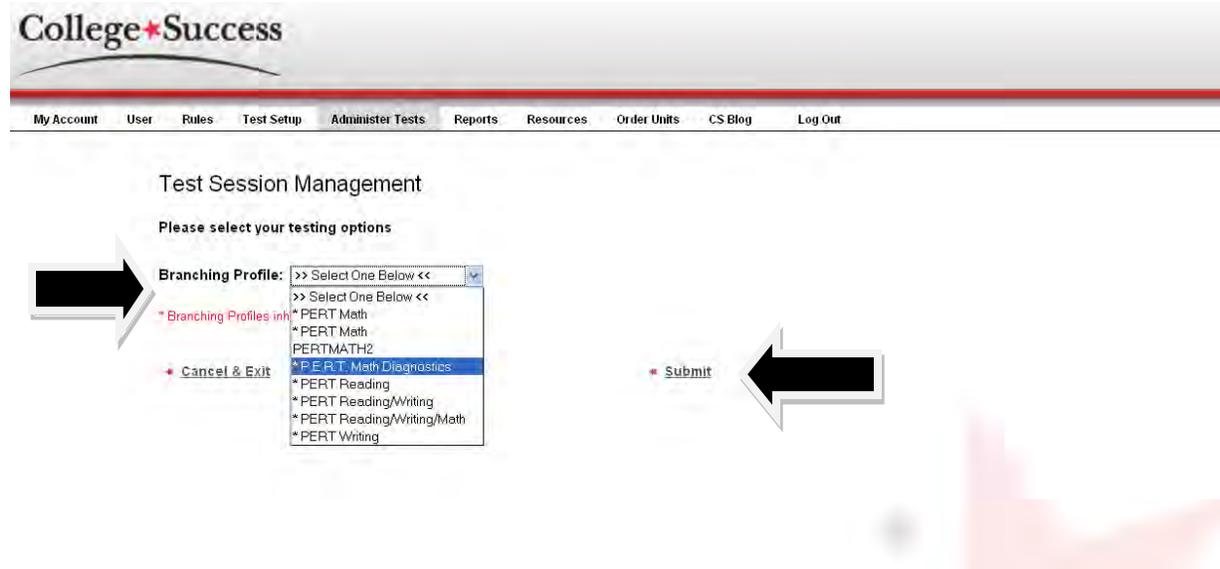
**Step 1: Administering-** Logged in as a Site Manager (SM) or Proctor (P), select ‘Administer Tests.’ Note: only Site Managers and Proctors can administer tests.



**Step 2: Administering-** Select ‘New Test Session.’



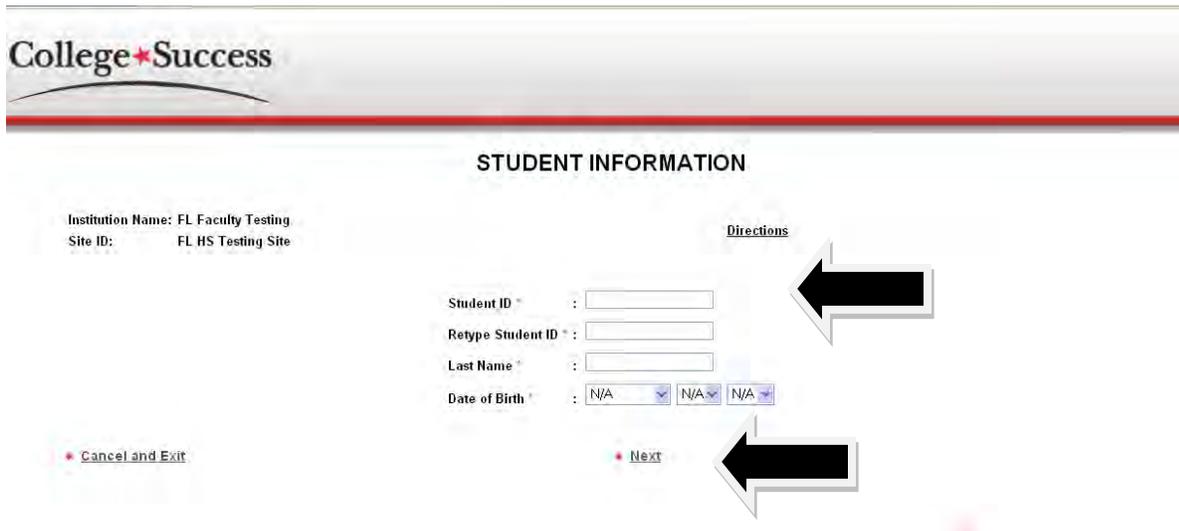
**Step 3: Administering-** Select the diagnostic branching profile to be delivered and click ‘Submit.’



**Step 4: Administering-** Have the student read the Student Privacy Policy and click ‘I have read this policy.’



**Step 5: Administering-** Enter student information and click ‘Next.’”



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**STUDENT INFORMATION**

Institution Name: FL Faculty Testing  
Site ID: FL HS Testing Site

[Directions](#)

Student ID \* :

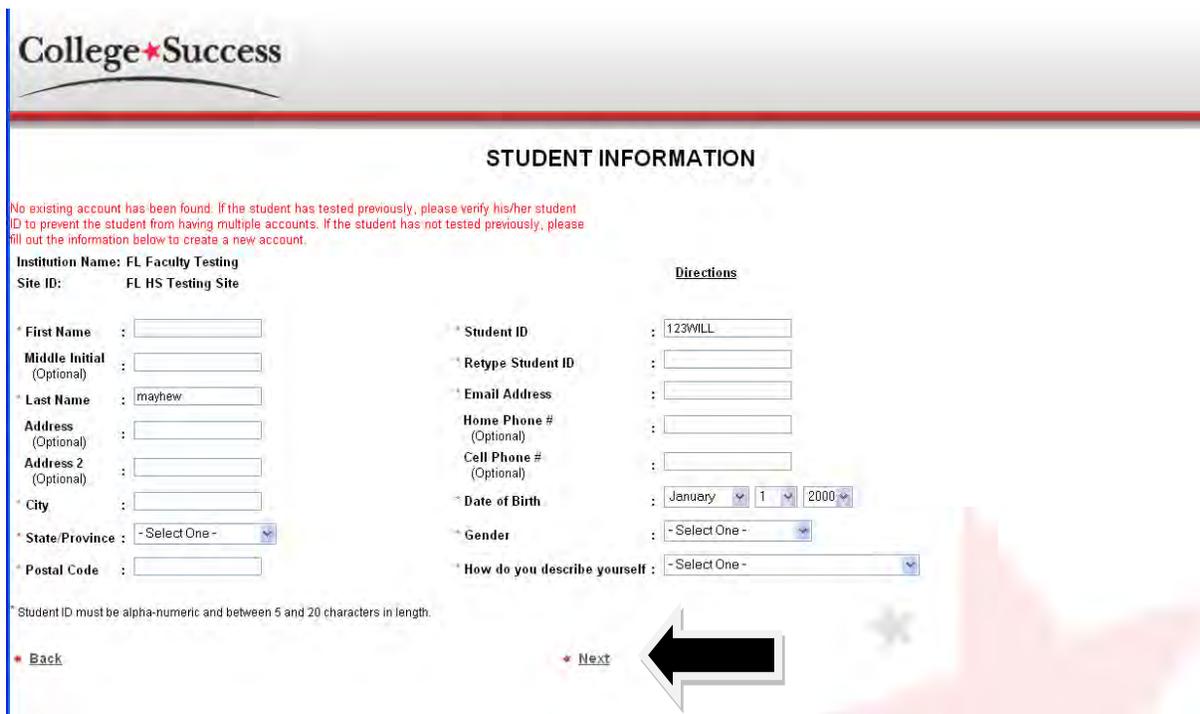
Retype Student ID \* :

Last Name \* :

Date of Birth \* : N/A N/A N/A

[Cancel and Exit](#) [Next](#)

**Step 6: Administering-** If the student has not previously tested in the College Success system, proceed with filling out the registration form and click ‘Next.’ If the student has tested, verify the information provided is accurate and click ‘Next.’



**College Success**

**STUDENT INFORMATION**

No existing account has been found. If the student has tested previously, please verify his/her student ID to prevent the student from having multiple accounts. If the student has not tested previously, please fill out the information below to create a new account.

Institution Name: FL Faculty Testing  
Site ID: FL HS Testing Site

[Directions](#)

\* First Name :

Middle Initial (Optional) :

\* Last Name : mayhew

Address (Optional) :

Address 2 (Optional) :

\* City :

\* State/Province : -Select One-

\* Postal Code :

\* Student ID : 123WILL

\* Retype Student ID :

\* Email Address :

Home Phone # (Optional) :

Cell Phone # (Optional) :

\* Date of Birth : January 1 2000

\* Gender : -Select One-

\* How do you describe yourself : -Select One-

\* Student ID must be alpha-numeric and between 5 and 20 characters in length.

[Back](#) [Next](#)

**Step 7: Administering-** The student will receive the College Success Welcome Message and click ‘Next.’



**College Success**

### Welcome to College Success!

You are about to take College Success placement tests. The purpose of these tests is to help determine your level of skill in one or more academic areas. The scores you receive will be used to assist in determining the most appropriate courses for you at this time.

College Success multiple-choice tests are adaptive, which means you must answer each question as it is presented to you before you can continue to the next question. You cannot skip a question or go back to a previous question to change your answer.

**WELCOME to College Success!**  
 You are about to take a Postsecondary Education Readiness Test (P.E.R.T.). The purpose of the test is to determine your level of skill in one or more academic areas—mathematics, reading or writing. The scores that you receive will be used to assist in placing you in the most appropriate high school courses for you at this time, so if you chose to enter into college, you will be able to enter without needing additional remedial courses.

PERT multiple-choice tests are adaptive, which means you must answer each question as it is presented to you before you can continue to the next question. You cannot skip a question or go back to a previous question to change your answer.

You cannot pass or fail PERT since it is a placement test. Do the best that you can! We encourage you to take the test seriously because it will impact your future. If you do well and you do enter our State College System, you will not need to retake this test.

The proctor is not permitted to help you with any test questions. However, if you need help with anything else during the test, please inform the proctor.

If you are completing this test online without a proctor, then do not attempt to use any aids prohibited by the test administrator. However, if you require technical assistance during the test, please click the "Contact Us" link located on the student dashboard or contact your test administrator directly.

[Next](#)

**Step 8: Administering-** Student will review the ‘Directions For Answering Questions’ and click ‘Start Test Session.’



**College Success**

### Directions For Answering Questions

Read each question carefully. From the answer choices presented, select the best answer, click the  next to your choice, and then click SUBMIT at the bottom of the screen. You may have to scroll to see all of the answer choices.

The popup box shown below will appear. Click OK to finalize your answer choice. Click CANCEL if you want to change your answer. You can change your answer as many times as you wish; however, once you click OK, you cannot go back to the question.

Windows Internet Explorer

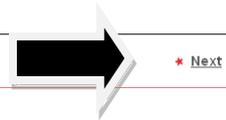
You have chosen your answer.  
 If this is the answer you wish to submit, click OK.  
 If you would like to reconsider your choice, please click CANCEL.

Click on the START TEST SESSION button below to begin.

[Cancel & Exit](#) [Start Test Session](#)

**Step 9: Administering-** The student will be brought into the background questions (if applicable) then to the diagnostic test. After the student has answered the 50 item form, he/she will click 'Next' to view the score report.

You have completed the PERT Diagnostic Math (L) test.  
No additional tests are required at this time.  
You may now view your individual report.



# Diagnostic Score Reports:

## Viewing score reports:

**Step 1: Score Reports-** At the conclusion of the diagnostic test, the student will receive a score report. The score report shows the total number correct. To view the percentages and breakdown of the score report, direct the student to click ‘View’ under the ‘Linear Test Report’ column.

**College Success: Student Score Report** Site Manager: Site Manager

<b>Student Name:</b>	will mayhew	<b>Student DOB:</b>	2000-01-01
<b>Date of Test:</b>	04/03/2012	<b>Student ID:</b>	123WILL
<b>Site Name:</b>	FL HS Testing Site	<b>Major Name:</b>	---- Omitted ----

---

**Message from the Institution**

Thank you! You have successfully completed this subtest.

---

**Time Record**

**Test started:** April 3, 2012 3:20 PM EDT  
**Test completed:** April 3, 2012 3:36 PM EDT  
**Total time:** 0 hours, 16 minutes, 32 seconds.

---

**Test Results and Placement Information**

Test Name	Score	Percentile	SEM	Linear Test Report
PERT Diagnostic Math (L)	9.00	N/A	N/A	<a href="#">View</a>

**Placement based upon results:**  
Nothing found to display.

---

**Student Background Information**

Question	Answer
Gender	I choose not to answer
How do you describe yourself	I choose not to answer
Is English the first language that you have learned?	I prefer not to answer
What is the highest level of education completed by your father?	I prefer not to answer
Have you or do you intend to apply for federal financial aid?	I prefer not to answer
Have you earned a high school diploma?	No, but I earned a GED
What is the highest level of education completed by your mother?	I prefer not to answer
Did you study algebra for at least one semester in high school?	I prefer not to answer
How long has it been since you have taken a mathematics course or other formal mathematics training?	I prefer not to answer
What is the total number of years you studied English in high school? Count less than a full year as a year, but do not count a repeated year of the same course as an additional year of study.	I prefer not to answer
What is the total number of years you studied mathematics in high school? Count less than a full year as a year, but do not count a repeated year of the same course as an additional year of study.	I prefer not to answer
Major	---- Omitted ----

---

**Local Background Information**  
Nothing found to display.

**Step 2: Score Reports-** The student will receive a diagnostic score report. When iSEEK is enabled (test settings option), the student can click on the iSEEK link next to the skill to find targeted resources.

mayhew, wil

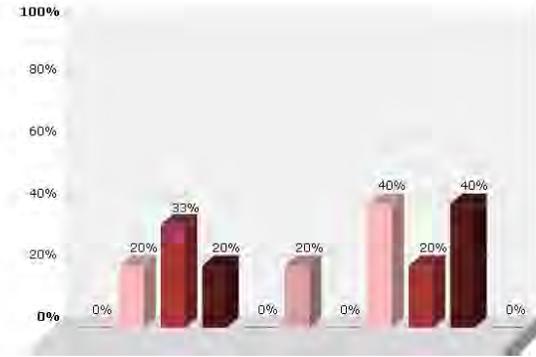
### Score Report

PERT Diagnostic Math (L)

[Print View](#)  
 Completed: 2012-04-03

Description	Score
<b>Overall Score</b>	<b>9/50 (18%)</b>
MDELCC12	0/2 (0%)
MDELCC13	1/5 (20%)
MDELCC18	1/3 (33%)
MDELCC20	1/5 (20%)
MDELCC21	0/5 (0%)
MDELCC22	1/5 (20%)
MDELCC24	0/5 (0%)
MDELCC4	2/5 (40%)
MDELCC5	1/5 (20%)
MDELCC6	2/5 (40%)
MDELCC7	0/5 (0%)

Item	Reporting Category	Skill	Search
1	MDELCC13	MDELCC13: Perform operations on whole numbers (with applications, including area and perimeter)	<a href="#">iSEEK</a>
2	MDELCC13	MDELCC13: Perform operations on whole numbers (with applications, including area and perimeter)	<a href="#">iSEEK</a>
3	MDELCC13	MDELCC13: Perform operations on whole numbers (with applications, including area and perimeter)	<a href="#">iSEEK</a>
4	MDELCC13	MDELCC13: Perform operations on whole numbers (with applications, including area and perimeter)	<a href="#">iSEEK</a>
5	MDELCC13	MDELCC13: Perform operations on whole numbers (with applications, including area and perimeter)	<a href="#">iSEEK</a>
6	MDELCC21	MDELCC21: Perform order of operations	<a href="#">iSEEK</a>
7	MDELCC21	MDELCC21: Perform order of operations	<a href="#">iSEEK</a>
8	MDELCC21	MDELCC21: Perform order of operations	<a href="#">iSEEK</a>