### Instructions Overview: What to Expect in This Test

**Tasks 1 and 2:** 60 minutes  
- You will read two sources that are each about 900 words  
- Source 1 will present a problem  
- Source 2 will present a solution to the problem in Source 1  
- You must identify five main idea sentences in each reading text  
- You must answer five multiple choice questions  
- Finally, you must write a summary for each reading text

**Task 3:** 30 minutes  
- You will listen one time to an 8-10 minute lecture  
- Source 3 will present another solution to the problem in Source 1  
- You must then answer five multiple choice questions about the listening text  
- Finally, you must write a summary of the listening text

**Task 4:** 30 minutes  
- In one or two paragraphs, you must write your opinion about which solution you believe is the most effective solution to the problem in Source 1  
- You must refer to ideas from all three sources to support your answer  
- If you have any extra time at the end, you may go back and check your answers for the other tasks

*Turn the page to begin Task 1.*
The U.S. News and World Report Best Colleges Ranking

1. Every year, millions of high school seniors and their families turn to the U.S. News and World Report Best Colleges Ranking as they make decisions about where to attend college. The U.S. News ranking compares U.S. colleges annually based on an algorithm which changes each year. Overall, about 80% of the algorithm is determined by school data such as class size, standardized test scores, and graduation rates. The remaining 20% is determined by peer assessments from other college administrators. The U.S. News ranking began as a money-making strategy in 1983 when U.S. News was in dire financial straits. This strategy turned out to be very profitable. In 2010, the company stopped publishing their newsmagazine and now publishes other rankings – for high schools, hospitals, and cars, among other things. Although the U.S. News ranking is very popular among the general public, it is frequently criticized by experts for its faulty algorithm, its harmful effects on schools, and its harmful effects on students.

2. The central problem that critics have identified with the U.S. News rankings is that the algorithm is essentially meaningless because it relies on inappropriate data. For example, a substantial percentage of the algorithm is based on peer assessments from other college administrators. This assessment is based largely on administrators’ subjective opinions about other universities’ reputations. In addition, the algorithm puts undue emphasis on input variables instead of output variables. Input variables include measures of anything that enters the university, like donations, freshman test scores, and funding. Output variables include measures of anything that exits the university, such as graduation rates, student satisfaction surveys, and post-graduation employment. While input variables are easier to measure, arguably output variables are more important to most students when they seek to choose a place to study because they reflect a university’s ability to help its students achieve their goals. The U.S. News rankings do include some output variables, like graduation rates for full-time students, but historically their algorithm has been weighted heavily towards input variables.

3. Additionally, the U.S. News rankings foster an environment that rewards cheating and competition between universities. In some of the worst examples, colleges have blatantly lied to the newsmagazine about their data. Since U.S. News doesn’t have a fact-checking department, no one can ensure that the universities are telling the truth. However, most universities are not so bold; instead, they may use some subtle strategies to boost their rankings. These strategies may have little to do with academic excellence, but they can be a quick way to improve rankings. For example, U.S. News only collects test scores of students who enter in the fall. Therefore, universities can boost their average test scores by offering spring enrollment to students with lower test scores. Another variable that can be “gamed” is class size. Many universities have reduced their class sizes to improve their ranking, but then need to hire more instructors to teach those classes.
cheaply, they hire part time or adjunct faculty to teach those classes. These adjunct faculty often have no health insurance or job stability, so they have to work multiple jobs and have less time to offer to their students, which defeats the purpose of having a smaller class size. If universities don’t engage in these shortcut strategies and simply try to improve their metrics in a natural way, they may be punished. Since the rankings compare schools against each other, it is not enough for universities to simply improve their score slightly on each of these metrics. Universities must improve even faster than their competitors or they will fall behind in the rankings.

Perhaps most critically, many scholars are concerned that the U.S. News rankings raise the cost of tuition and therefore make it harder for students to afford an education. Many of the variables in the U.S. News algorithm are tied to money. Some are tied directly, such as donations, faculty salaries, and spending per student; others are only indirectly related. For example, test scores and graduation rates are generally higher for wealthy students. Most of these metrics can be gamed by throwing money at them. For example, one way to attract new students is to build new dorms, spend money on sports teams, or pay for more advertisements. All of this means that it is very expensive for a university to try to improve their rankings, and ultimately those costs are passed on to students. The rising cost of tuition is a burden for everyone, but particularly for students whose parents aren’t wealthy. This makes it less likely that those students will be able to afford an education at a highly ranked school. In short, the U.S. News ranking system seems to unduly favor the wealthy.

Of course, there are some benefits to the rankings system as well. The U.S. News rankings are very convenient, have high name recognition, and may encourage positive changes in universities. Recently, the algorithm has changed to focus on more outcome variables and even added a measure of student debt. These changes, though small, are taking steps in the right direction to measure things that students actually care about. Arguably, the U.S. News rankings are not all bad. However, most experts agree that we can do better.
Source 1 Sentence Identification

Answer the following questions by writing the number of the sentence that contains the information.

1. Sentence Number _______ contains the main idea of Source 1.

2. Sentence Number _______ explains the first problem with the U.S. News college rankings.

3. Sentence Number _______ explains the second problem with the U.S. News college rankings.

4. Sentence Number _______ explains the third problem with the U.S. News college rankings.

5. Sentence Number _______ explains three advantages of the U.S. News college rankings.

Source 1 Reading Inference Questions

Select the best answer to the following questions.

1. What is the best definition for the verb “to game” in Sentence Number 23?
   a. to intentionally lie in order to win
   b. to use clever tricks to win without lying
   c. to win without tricks because of natural skills
   d. to improve slightly without winning

2. Why are input variables easier to measure than output variables?
   a. Output variables require additional data collection.
   b. Input variables are often larger than output variables.
   c. Output variables are often larger than input variables.
   d. Input variables require additional data collection.
How to Write A Summary

1. A summary should include the main ideas from a source. The sentence identification questions on the last page asked you about the five most important ideas from Source 1. You should explain all five of those five ideas in your summary. You may include other ideas from the source too if you have time and believe they are important, but you will only be graded on whether you correctly explained the five most important ideas. You must also show the connections between those ideas by using transition words, phrases, or sentences.

2. A summary should be shorter than the source that it is about. For this summary, you only need to write one paragraph about Source 1, with a minimum of one sentence about each of the five main ideas. Your answer should use complete sentences and look like a paragraph, not like a list.

3. A summary should not contain your own opinion. Don’t write about your own ideas about the topic.

4. A summary should be in your own words. That means you must change the words AND the grammar.
   - Change the words in the sentence whenever you can.
   - Change the sentence structure; for example, change the subject or the organization of the sentence.
   - It’s okay to use a few key words and phrases from the text as long as those phrases are less than three words next to each other, but make sure that most of the words are your own.

Reading Source 1 Summary
Please write a summary of Source 1 below. Remember, the purpose of this task is to show us that you can explain the main ideas of Source 1 in your own words. Refer to the ideas in the Source 1 Sentence Identification box.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Turn the page to begin Task 2.
Read the following passage and answer the questions below. Then write a one-paragraph summary of Source 2. When you are finished, wait for instructions.

**Alternative College Ranking Systems**

The *U.S. News and World Report* Best Colleges Ranking has attracted a substantial amount of criticism in the last several decades. Critics allege that it unduly focuses on quantifiable but meaningless metrics, creates a competitive atmosphere in which colleges are tempted to cheat and view each other as opponents, and contributes to the skyrocketing cost of tuition in the U.S.. In response to this criticism, several alternative ranking systems have arisen in the last few years. These alternative ranking systems seek to address some of the most serious shortcomings of the *U.S. News* rankings by putting more emphasis on output variables, choosing variables that are harder to cheat on, and including metrics that are more financially-conscious.

The *U.S. News* algorithm tends to place emphasis on input variables which can be easily counted. These don’t always directly correlate with educational quality, however. The most immediate way in which alternative rankings systems have sought to address the shortcomings of the *U.S. News* rankings has been through prioritizing more output variables in the algorithm. Contrast the algorithm created by *Washington Monthly* in 2006. Its algorithm focuses on three categories of variables which estimate how well a school fulfills its mission of contributing to research, community service, and the greater good. The research category counts several variables including the number of papers published each year by the school’s faculty members, and the number of undergraduate students at that school who go on to receive a PhD. The community service category counts variables including the number of students at each school who volunteer with organizations like the Peace Corps, and the percentage of students each year who register to vote. The last category focuses on the school’s ability to assist lower income students. It measures the percentage of students at the school who qualify for federal Pell grants (a financial assistance package that is only available to low income students). The algorithm also includes a separate measure to track the retention and graduation rates for the Pell grant students. This ensures that schools don’t simply seek to attract these students and then forget about them. It also looks to see what salary these students are earning ten years after graduation. Taken together, these measures represent outcomes that are more directly connected to a university’s mission than the amount of donations it receives each year.

Another way in which alternative rankings systems can address the problems of *U.S. News* is by selecting metrics which are harder for schools to cheat on. Typically this would involve giving more specific instructions about the type of data that schools need to report. For instance, one of the measures in the current *U.S. News* algorithm is the average faculty salary. However, the instructions don’t specify whether universities need to report the mean or the median. Because of this, most universities report the mean salary, as it tends to inflate the numbers. At most universities, a few star professors may earn as much as $200,000 a year, while
the majority of faculty earn closer to $40,000. 24If universities were required to report the median instead of the mean, their numbers would better reflect the true salary of the majority of faculty members. 25This would be a clearer depiction of how well a university supports its faculty. 26Another example would be requiring schools to report the standardized test scores, GPAs, and graduation rates for all students. 27That would include part-time students, transfer students, and students who begin in the spring and summer semesters. 28This is the practice of the ranking system developed by *Money* magazine. 29In contrast, the *U.S. News* algorithm only collects data for full-time freshman students who begin in the fall semester. 30Requiring universities to report data about all students would reflect a clearer picture of how a university supports all its learners.

D

31One last change in alternative college rankings has attracted a lot of attention. 32Several alternative ranking systems intentionally include measures that encourage tuition rates to go down. 33The popular business magazine *Forbes* created an alternative college ranking system in 2008 which includes a measure of student indebtedness. 34This measure looks at two things: the average amount of money that a student owes after getting a four-year degree, and the average number of students who graduate with debt. 35These two measures together indicate how expensive the school is. 36Having a measure like this in the ranking algorithm is important to balance out other measures which promote heavy spending. 37Unlike the *U.S. News* algorithm, the *Forbes* algorithm does not reward schools for practices which drive tuition rates up.

E

38Skeptics raise concerns that these alternative rankings don’t have enough name recognition to replace the better-known *U.S. News* rankings. 39Rankings gain power only when they are popular enough to influence people’s decisions. 40Many of these alternative rankings are unfamiliar to prospective students and their families, and therefore don’t factor in to their decisions about where to study. 41If a ranking system doesn’t influence many students, then administrators at a college might decide that they can safely ignore it. 42Though it may sound cynical, many administrators will only make changes to their policies if they realize that they are losing students. 43However, the very existence of such alternative rankings shows that the reign of *U.S. News* might be coming to an end. 44If nothing else, the existence of competition in the rankings market has pressured the *U.S. News* to make some important changes to its ranking algorithm. 45In 2021, they added a measure of student indebtedness for the first time (although this measure weighs only 5% in the *U.S. News* algorithm, compared to 20% of the *Forbes* algorithm). 46Though to date no ranking system can compete with *U.S. News* in name recognition, alternative ranking systems are doing their part to better represent the true values of education consumers.

*Turn to the next page.*
Source 2 Sentence Identification
Answer the following questions by writing the number of the sentence that contains the information.

1. Sentence Number _______ contains the main idea of Source 2.

2. Sentence Number _______ explains the first advantage of alternative college rankings.

3. Sentence Number _______ explains the second advantage of alternative college rankings.

4. Sentence Number _______ explains the third advantage of alternative college rankings.

5. Sentence Number _______ explains one reason that alternative college rankings may not succeed.

Source 2 Reading Inference Questions
Select the best answer to the following questions.

1. What is the best definition for the verb “inflate” in Sentence Number 23?
   a. artificially lower
   b. artificially raise
   c. intentionally control
   d. intentionally confuse

2. What can we conclude about Pell grant students?
   a. They qualify for many other scholarships besides Pell grants.
   b. They typically graduate at higher rates than other students.
   c. Most schools include a high number of Pell grant students.
   d. Some schools admit Pell grant students but then ignore them.

3. Based on Source 2, we can predict that, if all college rankings required universities to report faculty salary medians instead of means, universities would feel pressured to . . .
   a. . . . pay their low-earning faculty more.
   b. . . . pay their high-earning faculty more.
   c. . . . pay all their faculty much more.
   d. . . . continue paying the current salary rate.

Turn to the next page.
Please write a summary of Source 2 below. Follow the instructions for writing a summary in Task 1. Remember, the purpose of this task is to show us that you can explain the main ideas of Source 2 in your own words. Refer to the ideas in the **Source 2 Sentence Identification** box.

---

When you are told to do so, turn the page to begin Task 3.
Listen to the following lecture one time. You may take notes while you listen and use them later. Do not turn the page until the lecture is finished. After the lecture is finished, turn the page to answer the five questions below. Finally, write a summary about Source 3. You may use your notes to help you answer the questions and write the summary.

Transparent Reporting of Academic Data

Notes:
Source 3 Listening Questions

Select the best answer to the following questions.

1. According to Source 3, the best definition for “open source data” is data that . . .
   a. . . . is open about the sources that it uses for reference.
   b. . . . is open for all people to access without charge.
   c. . . . uses sources that are free for others to access.
   d. . . . uses sources that are available on the internet.

2. According to Source 3, what is the best definition for “relative”?
   a. of close and familiar relationship, such as a family member
   b. of value determined by its relationship to another thing
   c. of value that increases regardless of the position of other things
   d. of relationship that is comparatively distant and informal

3. A public database would be better than the Forbes rankings because the public database . . .
   a. . . . allows us to look at tuition directly.
   b. . . . includes a measure of student indebtedness.
   c. . . . favors schools which accept wealthy students.
   d. . . . measures which parents pay for tuition.

4. According to Source 3, colleges don’t need to compete with each other because . . .
   a. . . . there is low demand for their services.
   b. . . . there is high demand for their services.
   c. . . . their primary funding source comes from tuition.
   d. . . . their primary funding source is from donations.

5. Based on Source 3, if we see that a college president’s salary is tied to the school’s ranking, we can conclude that . . .
   a. . . . the college will have a high ranking.
   b. . . . the president will have a high salary.
   c. . . . the president will have high pressure.
   d. . . . the college will have high enrollment.

Turn to the next page.
Source 3 Summary

Please write a summary of Source 3 below. Follow the instructions for writing a summary in Task 1. The only difference for this task is that you did not have any main idea sentence identification questions for Source 3 as you did for Sources 2 and 3. Instead, for this summary, look at your notes and select five ideas that you believe are the most important ideas in the listening text, explain them in your own words, and show how they are connected using transition words, phrases, and sentences. You may include other ideas if you choose, but you will only be graded on your ability to explain the five most important ideas. Remember, the purpose of this task is to show us that you can explain the main ideas of Source 3 in your own words.

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

Turn the page to read the instructions for Task 4.
Task 4: Writing

How to Write an Argument

1. State your opinion clearly.
2. List some reasons for your opinion.
3. Support your reasons with ideas from all three sources. When you report ideas from the source, you must change the words AND the grammar
   - Change the words in the sentence wherever you can
   - Change the sentence structure (for example, changing the subject and rearranging ideas)
   - It’s okay to use some words and phrases from the source as long as those phrases are less than three words next to each other
4. Read over your argument again to see if it is clear. Change some sentences if you need to. Remember, your writing will be evaluated for support, organization, vocabulary, and grammar.

Task 4. Using the information from Source 1, Source 2, and Source 3, compare the two solutions to the problem in Source 1. Decide whether Source 2 or Source 3 is the most effective solution, and explain why you think so. You must refer to ideas from all three sources to support your opinion. Remember, the purpose of this task is to show us that you understand the main points of Sources 1, 2, and 3 and that you can apply them in an argument. Your answer should be one or two paragraphs long.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Congratulations! You have finished the Integrated English Proficiency Exam!