

## Placement Criteria 2009

amended 06/30/09

ENGL course placement		Essay Score								
		WritePlacer 1-2	WritePlacer 3-4		WritePlacer 5-6	WritePlacer 7-8	Handwritten score 99	Handwritten score 100	Handwritten score 101	
Reading score	Accuplacer reading score $\leq 59$	99	99		99	100	99	99	100	
	Accuplacer reading score 60-69	99	99		SS $\leq 79$ 99	SS 80+ 100	100	99	SS $\leq 79$ 99    SS 80+ 100	100
	Accuplacer reading score 70-79	99	SS $\leq 79$ 99	SS 80+ 100	100		100	99	100	100
	Accuplacer reading score 80+	99	SS $\leq 79$ 99	SS 80+ 100	100		101	99	100	101
	ASSET reading score $\leq 37$	99	99		99	100	99	99	100	
	ASSET reading score 38-40	99	99		WS $\leq 40$ 99	WS 41+ 100	100	99	99	100
	ASSET reading score 41-43	99	WS $\leq 40$ 99	WS 41+ 100	100		100	99	100	100
	ASSET reading score 44+	99	WS $\leq 40$ 99	WS 41+ 100	100		101	99	100	101

Placement in 100 with WP score of 3 or 4 is **also dependent on** Accuplacer Sentence Skills (SS) score 80+ [or ASSET Writing Skills (WS) score 41+]. If not, placement is in ENGL 99.

Placement in 100 with WP score of 5 or 6 and RC score 60-69 is **also dependent on** Sentence Skills (SS) test score 80+ [ASSET Reading Skills score 38-40 requires Writing Skills (WS) score 41+]. If not, placement is in ENGL 99.

Writeplacer 1-2 and any Reading score = 99

Writeplacer 3-4, Reading score  $\leq 69$  **and/or** Sentence Skills score  $\leq 79$  = 99

Writeplacer 3-4, Reading score  $\geq 70$  **and** Sentence Skills score  $\geq 80$  = 100

Writeplacer 5-6 and Reading score  $\leq 59$  = 99

Writeplacer 5-6,  $60 \leq$  Reading score  $\leq 69$ , and Sentence Skills score  $\leq 79$  = 99

Writeplacer 5-6,  $60 \leq$  Reading score  $\leq 69$ , and Sentence Skills score  $\geq 80$  = 100

Writeplacer 5-6 and Reading score  $\geq 70$  = 100

Writeplacer 7-8 and Reading score  $\leq 79$  = 100

Writeplacer 7-8 and Reading score  $\geq 80$  = 101

### RDNG course placement

Placement guideline	ACCUPLACER score	ASSET score
RDNG 99 required	Below 55	Below 35
Decision zone: RDNG 99 or RDNG116 required. Transcripts (particularly grades in social studies courses) and other evidence of reading ability should be used by student and advisor in selecting the appropriate course.	55-59	35 - 37
RDNG116 required. Score indicates some weakness in critical reading skills.	60-79	38 - 43
Decision zone: RDNG116 recommended, but not required. Use available evidence of academic reading skills for guidance.	80-91	44 - 46

### MATH course placement

Accuplacer Arithmetic <63	90
Accuplacer Arithmetic 63+	95, 109, 110
Accuplacer Elementary Algebra <62	95, 109, 110
Accuplacer Elementary Algebra 62-81	Decision zone
Accuplacer Elementary Algebra 82-108	100, 107, 113
Accuplacer College Level Math (CLM) <43	100, 107, 113
Accuplacer College Level Math (CLM) 43-62	Decision zone
Accuplacer College Level Math (CLM) 63-85	122, 132, 200
Accuplacer College Level Math (CLM) 86-102	135
Accuplacer College Level Math (CLM) 103-120	201
ASSET Numerical Skills <41	90

### **What about the student who wants to contest his or her placement?**

Let students know that additional assessment will be done in the first week of their classes and recommendations will be made by faculty if placement seems inappropriate.

If the student is contesting the scoring of his or her essay, the essay can be printed and sent to a faculty member for reading. HOWEVER, the faculty member will only “rescore” the essay, **placement will still be dependent on applicable reading and sentence skills scores** (see chart page 1). This cannot happen immediately, so courses should be selected based on the current placement statements and the student will be contacted after the essay has been read. If courses need to change at that time, changes can be done in a phone advisement session.

### **What about retesting?**

Retesting should be done only in cases where

- there is reason to believe that the student was hampered from performing to ability, e.g. illness, lack of appropriate disability accommodation, or
- there is evidence that the student’s skills have changed significantly since the original testing, e.g. through study.

There may be a time lag requirement before a retest administration can be considered valid.

If you believe that retesting should be considered before course placement or for Ability to Benefit purposes, refer the student to Franci Saunders.

**What if a student wants to work on his or her skills and "test out" of the need for a developmental course?** Numerous resources are available in the Baker Commons to assist students interested in improving their skills in order to avoid the need to take a formal developmental course. Resources include books, software, and videotapes. Tutors can help student identify the areas they need to work on. There are also numerous free resources available at the public library (look at test review books). Following study, the student should contact Franci Saunders or an appropriate faculty member for reassessment.

### **What should I do if a student tells me he has a disability?**

If a student discloses information to you indicating that there may be a disability (e.g. identifying a disability or making a statement such as “I always took my tests in the resource room”, “They always read me my test”, “I have ADD and have trouble concentrating in a room with other people”), refer the student to Carolyn Boone to determine the appropriateness of the placement testing and to complete the placement/registration process.

If Carolyn is not immediately available, Mary Portzline can make an appointment for the student. In all cases where a student identifies himself or herself to you as a student with a possible disability, advise the student to contact Carolyn, provide an informational brochure (available in the ESC), and make sure to give the student's name and information to Carolyn. **Do not write anything about the disability in the student's file.**

**What is “Ability to Benefit (ATB)?”**

Open admission in community colleges refers only to students have earned an American high school diploma or equivalency (e.g. GED). All other students are considered non-high school graduates (including students from foreign high schools and students with IEP diplomas). In order to initially matriculate into a college program and receive financial aid, non-high school graduates must score at a particular level on a standardized, nationally-normed exam; the acceptable tests (including ACCUPLACER and ASSET) and scores are determined by the U.S. Department of Education. Therefore, while these tests are used by most students only for course placement, in the case of non-high school graduates, the tests are used for both admissions and placement purposes. Note that a non-high school graduate student who fails to meet this standard may enroll as a non-matriculated student.