

Prior to Fall 2008

If you are working with a student who matriculated before Fall 08, below are the guidelines to follow for placement testing.

TC3 uses ACCUPLACER, a computerized placement test, as the main placement test; however, in certain circumstances ASSET is also used so you may need information regarding these scores.

All new students at TC3 are assessed in basic reading, writing, and math skills in order to determine appropriate course placement. Based on initial assessment of academic records (including a review of high school or college transcripts) by Admissions staff, students may or may not be required to take TC3 placement tests.

ENGL 99/101

Placement in ENGL 101 requires evidence that the student meets *at least one of the following criteria*. There is no **decision zone**. If you or a student believes that he or she belongs in ENGL 101 contrary to the test scores, a writing sample should be done and appropriate placement will be assessed by Ron Starmer or by another full-time faculty member who teaches ENGL 101. Arrangements have been made with the faculty to read writing samples during breaks (January and Summer).

- ACT English score of at least 24
- SAT I Verbal score of at least 600
- SAT II Writing Test score of at least 550
- NYS 11th Grade English Regents' Exam or Comprehensive English Examination score of at least 85
- ACCUPLACER Sentence Skills test score of at least 82
- COMPASS Writing Skills Diagnostic test scores at or above all of the following minimum scores:
 - Punctuation – 60
 - Verb Formation and Agreement – 70
 - Pronouns, Modifiers and Usage – 75
 - Relationship of Clauses – 60
- COMPASS Writing Skills test score of 62 or higher
- ASSET Writing Skills test score of at least 42
- Recommendation of an English faculty member based on a spontaneous writing sample
- Grade of "C" or better in ENGL 99 (Passing scores in a developmental English course at another institution is not to be considered sufficient evidence for ENGL 101 placement)

All other students should be placed in ENGL 99. In the first week of ENGL 99, students will complete a writing sample. If the instructor determines that the student is ready for ENGL 101, (s)he will be told to see his or her advisor or the CCEP to transfer to an ENGL 101 section. Remember that ENGL 101 is not the typical “freshman composition” course. It is a 4-credit course in the preparation of academic, cited research papers; students must complete a timed, blind-graded final to pass. Reasonably solid writing mechanics are assumed for students entering the course (and are not covered in the course), and the lack of strength in those skills is the main cause of withdrawal or failure by a large percentage of students. ENGL 99 is designed to strengthen the mechanics and basic writing process for students, preparing them for success in ENGL 101.

RDNG 99/116/no reading course needed

No reading course is required for a student who meets any one or more of the following criteria:

- ACT English score of at least 28
- SAT I Verbal score of at least 600
- NYS 11th Grade English Regents’ Exam or Comprehensive English Examination score of at least 85
- Transfer credit for a course requiring completion of RDNG 116 as a Basic Skill Guideline (R4)
- ACCUPLACER Reading Comprehension test score of at least 92
- COMPASS Reading Skills test score of at least 91
- ASSET Reading Skills test score of at least 47

Appropriate course placement for students who do not meet any of the above criteria should be based on placement test scores and appropriate course grades.

Placement Guideline	ACCUPLACER score	ASSET score	ACT Reading score
RDNG 99 required.	Below 55	Below 35	Below 20
Decision zone: RDNG 99 or RDNG 116 required. Transcripts (particularly grades in social studies courses) and other	55-59	35-37	21-23

evidence of reading ability should be used by student and advisor in selecting the appropriate course.

RDNG 116 required. Score indicates some weakness in critical reading skills.	60-79	38-43	24-27
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Decision zone: RDNG 116 recommended, but not required. Use available evidence of academic reading skills for guidance.	80-91	44-46	N/A
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If a student challenges his/her Reading placement, another test may be used to further assess the placement decision. An ACCUPLACER score close to the cut-off and other evidence of higher reading skills gained from transcripts are needed to support the decision to re-test.

MATH 90

MATH 90 shall **not** be required for a student who meets any one or more of the following criteria:

- ACT Math 20 or above
- SAT I Math 530 or above
- NYS Regents Exam Course I or Math A exam score of 75 or above
- Passing grade, *at any time*, in Course II or the equivalent, or higher
- ACCUPLACER Arithmetic test score of 64 or higher
- COMPASS Pre-Algebra Diagnostic scores in Fractions, Decimals, Ratios and Percents: each of the individual scores must be 30 or above **and** the sum of the scores must total at least 165
- COMPASS Pre-Algebra score of 44 or higher
- ASSET Numerical Skills score of 41 or higher
- Satisfactory completion of *college-level* math or other courses requiring the use of these skills (e.g. accounting or business math)

All mathematics courses higher than MATH 090 will require further evidence for correct placement. All new students must take an appropriate placement test or transfer in a college mathematics course that meets the prerequisite requirement as described in the catalog description of the desired course. For example, a student who transfers in a course equivalent to TC3's MATH 135 (grade C or better) may enroll in MATH 201. Otherwise, the student must take the ACCUPLACER College Level Math placement test and score 103 or above in order to register for MATH 201. A continuing student who has taken the prerequisite course at TC3 with a grade of C or better may enroll in the next math course.

If you are unsure about appropriate placement (especially for students in technical programs), refer the question to a math faculty member or to Marilyn Webb in the Baker Center.

Guidelines for Math Placement/Advisement

Using ACCUPLACER Scores

Courses above MATH 90

Elementary Algebra – ACCUPLACER MATH 2 recommendations

61 and below	MATH 95/109/110
62-81	Decision Zone* MATH 95/109/110 or MATH 100/107/113
82-108	MATH 100/107/113
109-120	Will be branched to CLM test

*Decision Zone for Math 2: Considerations for Advisement

Positive factors (in favor of choosing the higher course):

- Did the student take the SAT and have a Math score above 450?
- Did the student pass Regents Math B? Consider MATH 200.
- Does the student appear confident and motivated about math?

Negative factors (reasons to stay with the lower course):

- Is the student taking other development courses?
- Was the student a very weak HS student?
- Is the time since the last math course more than 2-3 years ago?

Other suggestions:

- Look at qualifying tests available for math courses to show students the expectations for courses.
- Consult with Marilyn Webb, Baker Center for Learning.
- Suggest the student study and make an appointment for retesting.

College Level Math (CLM) ACCUPLACER CLM recommendations

42 and less	MATH 100/107/113
43-62	Decision Zone* MATH 100/107/113 or MATH 122/132/200
63-85	MATH 122/132/200
86-102	MATH 135
103-120	MATH 201

***Decision Zone for CLM: Guidelines**

Positive factors (in favor of choosing the higher course):

- Did the student take the SAT and have a Math score above 500?
- Did the student pass Regents Math B with > 70? (Pass for MATH 200.)
- Does the student appear confident and motivated about math?

Negative factors (reasons to choose the lower course):

- Is the student taking any development courses?
- Was the student a weak HS student?
- Is the time since the last math course more than 2-3 years ago?

Other suggestions:

- Look at qualifying tests available for Math courses.
- Have student consult with Marilyn Webb, Baker Center for Learning.
- Suggest the student study and make an appointment for retesting.

What about retesting?

In general, retesting should only be done 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.

If you believe that retesting should be considered before course placement or for Ability to Benefit purposes, refer the student to Jim Hull or Khaki Wunderlich.

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 Center for Learning 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 students 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 Jim Hull, Khaki Wunderlich 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 tests," "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 information brochure (available in the Enrollment Services Center), 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 having completed high school diploma or equivalency (e.g. GED) requirements. All other students are considered non-high school graduates (including students with IEP diplomas). In order to initially matriculate into a college program and receive financial aid, non-graduates must score at a particular level on a standardized, nationally-normed exam. The

acceptable tests (including ACCUPLACER, COMPASS 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.* For ACCUPLACER and ASSET tests, students must score above cut-off scores in each of the three tests during one sitting for the exam. Note that a non-high school graduate who fails to meet this standard may enroll at TC3 as a non-matriculated student.