

PARKLAND COLLEGE COMPREHENSIVE ASSESSMENT PROGRAM

I. GOALS and OBJECTIVES

The primary objective of the Comprehensive Assessment Program (CAP) is to ensure that all entering students have the skills and knowledge required for success in college-level transfer and occupational courses. The key to accomplishing this goal is the implementation of an assessment structure that accurately places students in courses that are appropriate to their skills and knowledge.

Students should be placed at a level which will challenge them but which is not beyond their reach. Students whose assessment results indicate that they need skills assistance will receive instruction to address these areas. Individuals who are not ready to complete Parkland's preparatory coursework will be referred to resources to meet their needs. Accurate and proper placement is the goal of the Comprehensive Assessment Program. Consequently, placements made through assessment procedures are mandatory.

The Comprehensive Assessment Program includes assessment in reading, writing, and mathematics skills. Since understanding college-level texts is a key factor in student success, the student's assessed reading level determines eligibility for pre-college and college-level courses.

II. COMPREHENSIVE ASSESSMENT PROGRAM COMMITTEE STRUCTURE

- A. Reports to: College Council
- B. Role: The Comprehensive Assessment Program Committee develops, implements, reviews, evaluates, and modifies policies and procedures related to comprehensive assessment. The committee also monitors compliance with all program guidelines.
- C. Membership:
 - Department Chair, Engineering Science & Technologies
 - Department Chair, Humanities
 - Department Chair, Mathematics
 - Department Chair, Social Sciences and Human Services
 - Director, Adult Basic Education
 - Director, Assessment
 - Director, Center for Academic Success
 - Director, Composition
 - Director, Counseling and Advising
 - Director, Developmental Composition
 - Director, Pre-College ESL Program
 - Director, Reading Program
 - Dean, Career and Transfer Programs (Co-chair)
 - Dean, Academic Services (Co-chair)

III. ASSESSMENT PROCEDURES

- A. Methods of Assessment: One or any combination of the following methods can be used to assess skills in reading, writing, and mathematics:
1. Review of credit earned at any accredited college or university, including Parkland College.
 2. Appropriate standardized test scores, such as ACT or SAT scores.
 3. Placement testing.
- B. Documentation of Assessment Method
1. Transcripts indicating completed course or courses with the required grade:
 - a. An official transcript (institution to institution) will be evaluated by appropriate staff in the Office of Admissions and Records, who will code the student's record.
 - b. An unofficial transcript (issued to student) will be evaluated by appropriate staff in the Counseling and Advising Center or Assessment Center. The Counseling and Advising Center staff will send the paperwork to the Assessment Center so the student's record can be annotated.
 2. The following reports are evaluated by appropriate staff in the Counseling and Advising Center or Assessment Center. The Counseling and Advising Center staff will send the paperwork to the Assessment Center so the student's record can be annotated.
 - a. A grade report indicating completed course or courses.
 - b. A standardized test score report with the required scores.
 - c. Standardized test results with the required scores recorded on a high school or college transcript.
 3. Any student who indicates that she or he holds a bachelor's degree or higher and is registering as a course enrollee will not be required to provide transcripts unless s/he changes to degree-seeking status. If a student holding a bachelor's degree or higher wishes to enroll in a course with a prerequisite that is not obviously covered by the degree they hold, the student will be referred to the appropriate Department Chair, Program Director, counselor, or academic advisor.
 4. Students who believe that they can provide evidence of an appropriate skill level by a method other than those outlined must confer with the Director of Reading, Director of Composition, Director of Developmental Composition, or Mathematics Department Chair (or their designees). All exceptions to the stated methods will be annotated in the student records system.

IV. READING SKILLS

- A. Assessment based on credits earned
1. Evidence of college-level reading skills based on credits earned at another college or university:

- a. Earned a bachelor's degree or higher from a college or university where English is the primary and official language and the medium of instruction.
 - b. Completed and earned within the last five years a C or higher in at least two 100-level courses in a reading-focused discipline. Questions regarding the criteria of "reading-focused" should be forwarded to the Director of Reading or the appropriate Department Chair.
2. Evidence of college-level reading skills based on credits earned at Parkland:
 - a. Completed CCS 099 within the last two years with a C or higher.
 - b. Is a University of Illinois student attending Parkland College under the concurrent enrollment agreement.
- B. Assessment based on standardized test scores that are no more than three (3) years old
1. ACT scores:
 - a. Reading score of 24 or higher
 - b. Reading score of 20, 21, 22, or 23 with a Composite score of 23 or higher.
 2. SAT Critical Reading score of 570 or higher.
 3. An Advanced Placement Exam score of either 4 or 5 on the AP English Language and Composition exam or the AP English Literature and Composition exam; student also receives credit for ENG 101.
- C. Assessment based on placement testing
1. Parkland College uses COMPASS, a computer-adaptive testing program, to assess students' reading ability. The COMPASS Reading Placement Exam measures one's ability to refer, reason, and evaluate in relation to college-level text.
 2. COMPASS Reading Placement Exam scores expire in two (2) years. If a student does not enroll within two years of the date of testing, they must retake the COMPASS Reading Placement Exam.
 3. College-level reading ability is determined by:
 - a. A score of 83 or higher on the COMPASS Reading Placement Exam.
 - b. A score of 81 or 82 on the COMPASS Reading Placement Exam and a score of 88-99 on the Vocabulary Subtest and a score of 85-99 on the Comprehension Subtest.
 4. Students who believe that the results of the COMPASS Reading Placement Exam do not accurately reflect their skills may retake the test once.
 5. Retest procedures:
 - a. A minimum waiting period of 48 hours is required to retake the COMPASS Reading Placement Exam. To have the best chance of improving their assessment scores, students are encouraged to review key material.
 - b. The higher score is used for placement.
 - c. Students requesting a second retest must present their rationale to the Director of Reading, who then decides if the student may test a third time. If so, the Director of Reading will annotate the student's record.
 - d. Any retest fees are the responsibility of the student and must be paid in the Business Office prior to re-taking the test.
 - e. Only the Director of Reading or the Humanities Department Chair can make exceptions to these retest procedures.

D. Eligibility for courses based on reading placement

1. Placement categories based on the COMPASS Reading Placement Exam:
 - a. Below CCS 098 Placement
 - 1) Students may enroll only in the courses that appear for this level on the Reading Limited List.
 - 2) Students may not enroll for more than a total of five (5) credit hours per semester in courses on the Reading Limited List.
 - 3) Students may not enroll solely in online courses.
 - b. CCS 098 Placement
 - 1) Students who are course enrollees and are registering for one course may take any course that is approved for this level on the Reading Limited List.
 - 2) Course enrollees taking more than one course or students who are in a certificate or degree program must enroll in CCS 098 along with other courses that are approved for this reading level. They may also be required to take a pre-college course in English and/or mathematics if their assessment indicates a deficiency in those subjects.
 - 3) Students at this level may take a maximum of 14 credit hours, although 12 hours is strongly recommended.
 - 4) Students may not enroll solely in online courses.
 - c. CCS 099 Placement
 - 1) Students who are course enrollees and registering for only one course may take any course for which they meet the prerequisites.
 - 2) Course enrollees taking more than one course or students who are in a certificate or degree program must enroll in CCS 099. Students enrolling concurrently in the 8-week CCS 099 course and a 16-week college-level course must take the CCS 099 course during the first eight weeks of the semester, not the second half of the semester. Students may also be required to take a pre-college course in English and/or mathematics if their assessment indicates a deficiency in those subjects.
 - 3) Students at this level may take a maximum of 16 credit hours.
 - 4) Students may not enroll solely in online courses.
 - d. No CCS course required
 - 1) Students at this level may take any course for which they meet the prerequisites.
 - 2) Students may benefit from enrolling in CCS 099.
2. Student progress through the CCS course sequence:
 - a. Student-initiated withdrawal:
 - 1) Students who want to drop or withdraw from a CCS course must first see the Director of Reading (or designee).
 - 2) Failure to complete reading requirements can result in administrative withdrawal from 100-level courses.
 - b. Department-initiated withdrawal:
 - 1) Students who are not in compliance with CAP policy regarding reading and

- are still enrolled in college-level classes may be withdrawn from all college-level, reading-intensive courses.
- 2) Department Chairs will be informed of students who are not in compliance and will make appropriate decisions on a case-by-case basis.
 - c. Students must receive a C or higher in a CCS course to advance to the next level.
 - d. CCS 098 students who pre-register for CCS 099 and for college-level, reading-intensive courses in the following semester but whose final CCS 098 grade makes them ineligible for the courses selected, will be identified and contacted by the Director of Reading.
 - e. CCS 099 and non-attendance:
 - 1) The Director of Reading will monitor student progress and performance.
 - 2) Students who do not attend the first two class periods of CCS 099 will be dropped from CCS 099.
 - 3) Students who have stopped attending at midterm will receive a W for CCS 099.
 - 4) These students may be administratively withdrawn from their 100-level courses.

E. Reading-Limited and Reading-Focused Lists

1. Department chairs and program directors will generate a list of courses that are reading-limited and a list of courses that are reading-focused. Department chairs are responsible for updating these lists by February 1 annually and submitting them to the Dean of Academic Services, so that changes can go into effect March 1 annually for the next academic year.
2. Students who place into CCS 098 will be developing the following reading skills and are thus only eligible for classes that are on the Reading Limited list:
 - a. Identifying the topic in a piece of writing
 - b. Articulating the thesis
 - c. Paraphrasing key concepts
 - d. Identifying key support for concepts
 - e. Identifying authorial bias

F. Criteria for Listing Classes as Reading-Focused

1. There are four main considerations when characterizing the reading intensity of a Parkland course:
 - a. The purpose of the reading / the instructor's expectations
 - b. The assessment of student comprehension of reading assignments
 - c. The degree of personal responsibility
 - d. The amount of required reading

2. "Reading-focused" shall be defined as follows:
 - a. Purpose of reading/Instructor expectations: The student reads for information, to perform a task, and for literary experience; student must understand both explicit and implicit material, interpret, make reader/text connections, and think critically about the text's content and structure.
 - b. Assessment of student comprehension of reading assignments: There is a combination of classroom assignments, both individual and group; two or more exams; possibly quizzes (quizzes and exams should ask students to demonstrate comprehension and the ability to apply key concepts); and one or more papers, each with a 15-page minimum.
 - c. Degree of personal responsibility: The student is responsible for understanding the content and being prepared to use it on exams or for projects even if readings were not discussed in class.
 - d. Amount of required reading: The minimum is 600 pages during the course (35 pages a week).
3. Department chairs will use this definition of "reading-focused" as a guideline in identifying courses offered in their departments for the Reading Focused list.

V. **WRITING SKILLS**

- A. Assessment based on credits earned
 1. Transfer credit
 - a. The Humanities Department does not accept remedial course work in composition as transfer credit or meeting the prerequisite for any developmental ENG course, ENG 101, or ENG 106. Students who took a remedial or developmental course at another college or university must take Parkland's COMPASS English Placement Exam.
 - b. Students who have earned a bachelor's degree from any fully accredited American college or university, regardless of specific course work, fulfill the ENG 101-102 degree requirement.
 - c. Students who have taken ENG 101 or its equivalent and received a grade of C or higher, regardless when the course was completed, may register for ENG 102.
 2. Parkland credit
 - a. Students placed in a developmental English composition class (ENG 098 or ENG 099) can satisfy the requirements for admission to college-level English composition by:
 - 1) writing a college entry-level essay at the completion of ENG 098 or ENG 099.
 - 2) passing ENG 099 with a grade of A or B within the last two years.
 - b. Students who have taken ENG 101 and received a grade of C or higher, regardless when the course was completed, may register for ENG 102.

- B. Assessment based on standardized test scores that are no more than three (3) years old
1. For placement into ENG 101
 - a. ACT test:
 - 1) English score of 23 or higher
 - 2) English score of 20, 21, or 22 with a Composite score of 23 or higher
 - b. SAT test: Critical Reading score of 570 or higher
 2. For placement into ENG 106
 - a. ACT English score of 26 or higher and an ACT Reading score of 26 or higher
 - b. SAT Critical Reading score of 630 or higher
 3. For placement into ENG 102
 - a. Students who earn a score of 4 or 5 on either the Advanced Placement English Language and Composition Exam or the Advanced Placement English Literature and Composition Exam receive credit for ENG 101 and qualify for ENG 102.
 - b. Students who take the CLEP College Composition Modular exam, earn at least a 50, and write an essay evaluated as College Level 1 receive proficiency credit for ENG 101 and qualify for ENG 102.
- C. Assessment based on placement testing
1. Parkland College uses COMPASS, a computer-adaptive testing program, to place students into English (ENG) courses. The COMPASS English Placement Exam measures knowledge of usage and mechanics (punctuation, grammar, and sentence structure) as well as rhetorical style for effective writing (strategy, organization, and methods). The test includes a reading section which helps determine placement in the appropriate English course. This reading score does not serve as a reading placement score.
 2. COMPASS English Placement Exam scores expire in two (2) years. If a student does not enroll in the course into which they placed within two years of the date of testing, they must retake the COMPASS English Placement Exam.
 3. A student who places into ENG 099 by scoring between 50 and 89 on the COMPASS English Placement Exam is encouraged to write the ENG 101 placement essay.
 4. Students who score below 50 and believe that the results of the COMPASS English Placement Exam do not accurately reflect their skills may retake the COMPASS English Placement Exam once.
 5. Retest procedures:
 - a. A student who places into ENG 098 or ENG 099 by scoring below 50 on the COMPASS English Placement Exam may:
 - 1) retake the COMPASS English Placement Exam after a minimum waiting period of 48 hours. To have the best chance of improving their assessment scores, students are encouraged to review key material.
 - 2) retest a second time after one semester since the date of the first retest.
 - b. The higher score is used for placement.
 - c. If a student takes the ENG 101 placement essay and still places into ENG 099, the student may retake the ENG 101 placement essay once.
 - d. Students who are enrolled in ENG 098 or ENG 099 may not retest during the first week of classes. Each ENG placement is automatically reviewed the first

week of class. The review is based on an in-class writing exercise assigned in the first or second class meeting. The instructor submits recommendations to a faculty review committee, which makes the final placement decision.

- e. An appeal process is available after the retest and review options have been exhausted if additional evidence of ability can be presented. A student must see the Coordinator of Writing Assessment for more information about this appeal process.
- f. Any retest fees are the responsibility of the student and must be paid in the Business Office prior to re-taking the test.

VI. ENGLISH AS A SECOND LANGUAGE (ESL)

A. Assessment based on credits earned

1. Transfer credit:

- a. Students who do not have English as their native language and who have earned a bachelor's degree from any fully accredited U.S. college or university, regardless of specific coursework, fulfill the ESL 101 and ESL 102 degree requirements, are not required to take the COMPASS ESL Placement Exam, and may enroll in college-level courses if they meet the prerequisites.
- b. Students who do not have English as their native language and who have earned a bachelor's degree from a foreign college or university where English is the primary and official language and medium of instruction are not required to take the COMPASS ESL Placement Exam.
- c. Students who do not have English as their native language and who have earned a bachelor's degree from a foreign college or university where English is not the primary and official language and medium of instruction are required to take the COMPASS ESL Placement Exam.
- d. The Humanities Department does not grant course substitution for college-level composition courses taken at foreign universities.
- e. Students who have taken ESL 101 or its equivalent at another U.S. college or university and received a grade of C or higher may register for ESL 102. Equivalency will be determined by the Chair of the Humanities Department.
- f. The Humanities Department does not accept remedial coursework in ESL composition or English composition as transfer credit or as meeting the prerequisite for ESL 099 or ESL 101.

2. Parkland credit:

- a. Students who have completed ESL 099 may advance to ESL 101 if
 - 1) they earned a C or higher in ESL 099, or
 - 2) they placed into ESL 101 based on an ESL writing sample.
- b. Students who have completed ESL 101 with a C or higher may advance to ESL 102.
- c. ESL students need special permission from the Director of ESL Composition to advance from ESL 099 to ENG 101 or from ESL 101 to ENG 102. Students must have earned an A in their ESL class and received a written recommendation from their ESL instructor in order to apply for the transition from ESL to ENG.

Permission will be annotated in the student's record.

- d. ESL students need the written recommendation of their ENG instructor to advance from ENG 099 to ESL 101 or from ENG 101 to ESL 102. Permission will be annotated in the student's record.

B. Assessment based on standardized test scores that are no more than two (2) years old

1. The TOEFL is an internationally recognized test of English proficiency whose scores are accepted by Parkland for placement purposes. TOEFL scores may come from either the paper-based version of the test or the Internet-based version of the test. (The computer-based version of the test is no longer administered, and thus CBT scores are no longer accepted by Parkland.)
2. Students with high scores on the TOEFL
 - a. Have scores that fall into these ranges:
 - 1) Paper-based version: 500 or higher
 - 2) Internet-based version: 61 or higher
 - b. Are not required to take Parkland's COMPASS ESL Placement Exam.
 - c. Must take the COMPASS Math Placement Exam and do the ESL Writing Sample in order to determine course placements.
 - d. May enroll in college-level courses if they meet the prerequisites.
3. Students with intermediate scores on the TOEFL
 - a. Have scores that fall into these ranges:
 - 1) Paper-based version: 470-499
 - 2) Internet-based version: 52-60
 - b. Are required to take Parkland's COMPASS ESL Placement Exam.
 - c. Most likely will be placed into one, two, or three Pre-College ESL classes plus one or two reading-limited classes.
4. Students with low scores on the TOEFL
 - a. Have scores that fall into these ranges:
 - 1) Paper-based version: below 470
 - 2) Internet-based version: below 52
 - b. Are required to take Parkland's COMPASS ESL Placement Exam.
 - c. Most likely will be placed into only Pre-College ESL classes.
5. Parkland does not accept other types of standardized ESL test scores, including IELTS scores and scores from Institutional TOEFL exams or intensive English programs. The only exception is that scores from UIUC's Intensive English Institute (IEI) are accepted as long as they are no more than two years old.

C. Assessment based on placement testing

1. Parkland College uses COMPASS, a computer-adaptive testing program, to place students into English as a Second Language (ESL) courses. Those who score high may be able to handle college-level material intended for native speakers but may still benefit from ESL support. The COMPASS ESL Placement Exam consists of three subtests: listening comprehension, reading comprehension, and grammar.
 - a. COMPASS ESL Placement Exam scores expire in one (1) year. If a student does not enroll in the course into which they placed within a year of the date of testing, they must retake the COMPASS ESL Placement Exam.

- b. If a student does not enroll in the course into which they placed within a year of the date of testing but spends the semester(s) elsewhere, engaged in activities to improve their English language skills, they should retake the COMPASS ESL Placement Exam before enrolling in any Parkland course. Assessment Center staff will review the student's documentation that additional study has taken place and determine eligibility for another test.
 - c. Students who wish to enroll in Pre-College ESL courses only, whether on a full-time or part-time basis, are encouraged but not required to take the COMPASS ESL Placement Exam.
2. Students will be placed into one of four groups based on the total of their subscores (listening, reading, and grammar):
 - a. students who score lower than 220 are placed into Pre-College ESL classes.
 - b. students who score 220 to 239, inclusive, are placed into Pre-College ESL classes with the option to take the COMPASS Math Placement Exam and enroll in the appropriate math class.
 - c. students who score at least 240 but do not achieve at least an 80 in each of the three subtests are placed into Pre-College ESL classes with the option to take the COMPASS Math Placement Exam and enroll in the appropriate math class.
 - d. students who score at least 240 and achieve at least an 80 in each of the three subtests are allowed to enroll in college-level classes, pending the results of other placement exams. Students who wish to enroll in an academic program are required to do the COMPASS Math Placement Exam and the ESL Writing Sample; results will determine which classes the student may enroll in. Students who wish to enroll in only an ESL writing course do only the ESL Writing Sample. Students who wish to take classes as a course enrollee must meet the course's prerequisites and might not need to take any other placement exams.
 3. ESL students who do not achieve at least an 80 in each of the three subtests cannot enroll in online courses for degree-seeking purposes.
 4. The ESL Writing Sample places the student into ESL 101, places the student into ESL 099, or determines that the student is not yet ready to enroll in any ESL composition course.
 5. New students who believe that the results of the COMPASS ESL Placement Exam or the ESL Writing Sample do not accurately reflect their skills may retake the test once.
 6. Retest procedures:
 - a. A minimum waiting period of 48 hours is required to retake the COMPASS ESL Placement Exam. To have the best chance of improving their assessment scores, students are encouraged to review key material.
 - b. The higher score is used for placement.
 - c. Students who wish to have a third placement test (a second retest) must obtain permission from the appropriate director of the level into which they placed prior to enrollment in any Parkland course. If permission to retest again is given, the director will annotate the student's record.

- d. Any retest fees are the responsibility of the student and must be paid in the Business Office prior to re-taking the test.
 - e. Students who are enrolled in Pre-College ESL courses and who wish try to place out of the subsequent ESL course may retake the COMPASS ESL Placement Exam once, after “open registration” begins for the following semester. This single post-test will be free.
7. The “Reading Limited List” was created for native speakers of English and was not intended for ESL students. It should not be used to choose courses for non-native speakers of English. Until an “ESL Reading Limited List” is developed, students who score less than 80-80-80 will be enrolled in classes that the advisor deems appropriate.

VII. MATH SKILLS

- A. Assessment based on credits earned
 - 1. Transfer credit: Remedial course work completed within the last two years is accepted as meeting the prerequisite for a remedial or college-level course at Parkland College.
 - 2. Parkland credit: Students must earn a grade of C or higher in most math courses before registering for the next course in the sequence. Grades for MAT 094, 095, and 098 are only valid for placement for two years.
 - 3. Credit from transfer and Parkland courses is accepted only if the credit was earned during the five years previous to enrolling in the appropriate math course.
- B. Assessment based on standardized test scores that are no more than two (2) years old
 - 1. An ACT Math score of 25 or higher or an SAT Quantitative score of 620 or higher and courses in Algebra I (earning a grade of B or higher), Algebra II (earning a grade of B or higher), Geometry (earning a grade of C or higher), and either Pre-Calculus with Trigonometry or Calculus (earning a grade of B or higher) places a student in any course having MAT 124 as a prerequisite. Placement into MAT 128 also requires knowledge of trigonometry.
 - 2. Students with an ACT Math score of 25 or higher or an SAT Quantitative score of 620 or higher but without the courses and grades specified in B(1) must take the COMPASS Math Placement Exam.
 - 3. Students with an ACT score lower than 25 or a SAT score lower than 620 must take the COMPASS Math Placement Exam.
 - 4. Advanced Placement (AP) scores:
 - a. Calculus AB
 - 1) Students earning a score of 3 qualify to take a departmental proficiency test and must pass with an 80% or higher to earn credit for MAT 128.
 - 2) Students earning a score of 4 or 5 receive proficiency credit for MAT 128.
 - b. Calculus BC
 - 1) Students earning a score of 3 receive proficiency credit for MAT 128 and qualify to take a departmental proficiency test, which they must pass with

an 80% or higher to earn credit for MAT 129.

- 2) Students earning a score of 4 or 5 receive proficiency credit for MAT 128 and MAT 129.

c. Statistics

- 1) Students earning a score of 3 qualify to take a departmental proficiency test and must pass with an 80% or higher to earn credit for MAT 108.
- 2) Students earning a score of 4 or 5 who did not complete pre-calculus in high school with at least a B receive proficiency credit for MAT 108.
- 3) Students earning a score of 4 or 5 who did complete pre-calculus in high school with at least a B receive proficiency credit for MAT 160.

C. Assessment based on placement testing

1. Parkland College uses COMPASS, a computer-adaptive testing program to place students into math courses. The test measures basic skills (such as performing a sequence of operations), the application of knowledge and operations to problems, and the analysis of principles and relationships of operations. These skills are measured in one or more of the following content domains: pre-algebra, algebra, college algebra, or trigonometry.
2. COMPASS Math Placement Exam scores expire in two (2) years. If a student does not enroll in a math course within two years of the date of testing, they must retake the COMPASS Math Placement Exam before enrolling in a math course. This new assessment is not considered a retest but rather a new placement evaluation.
3. Students who believe that the results of the placement test do not reflect their level of preparation may retake the COMPASS Math Placement Exam once.
4. Retest procedures:
 - a. A minimum waiting period of 48 hours is required between exams. To have the best chance of improving their assessment scores, students are encouraged to review key material from their previous mathematics courses.
 - b. The higher score is used for placement.
 - c. Students requesting a second retest must present a written rationale and a review plan to the Chair of the Mathematics Department, who then decides if the student may retest again. Permission will be annotated in the student's record.
 - b. Any retest fees are the responsibility of the student and must be paid in the Business Office prior to re-taking the test.
 - c. Students must receive permission from the Mathematics Department Chair to retest once they have enrolled, withdrawn, or completed a course in a math sequence within the two years after receiving a placement.
 - d. Only the Mathematics Department Chair can make exceptions to these procedures.

VIII. SUMMARY OF COMPASS PLACEMENT EXAM RESULTS

PLACEMENT	READING	ENGLISH	ESL	MATH ¹
College-level	83–99 or 81-82 with a Reading Comprehension subscore of 85-99 and a Vocabulary subscore of 88-99	95-99 with a Reading score of 45-89; or 90-94 with a Reading score of 45-99; or 70-89 with a Reading score of 83-99 95-99 with a Reading score of 90-99 places into ENG 106	240 or higher with at least an 80 in each subsection	50 or higher on the Algebra test
Developmental	Generally 45-82	Generally 0-89 if Reading score is at least 45	220 to 239, or 240 or higher without at least an 80 in each subsection	0-35 on the Pre- Algebra test AND 6-10 on the Computational Skills test; or 36-100 on the Pre- Algebra test; or 0-54 on the Algebra test
Below developmental	0-44	Reading score is 0-44	Below 220	0-35 on the Pre- Algebra test AND 0-5 on the Computational Skills test

¹These Math cut-off scores are based on the ACT COMPASS Exam and are not to be interpreted as ALEKS cut-off scores.

IX. COMPASS ESL PLACEMENT EXAM RESULTS COMPARED TO TOEFL SCORE REPORTS

PLACEMENT	COMPASS ESL	TOEFL iBT	TOEFL Paper-based
College-level	240 or higher with at least an 80 in each subsection	61 or higher	500 or higher
Developmental	220 to 239, or 240 or higher without at least an 80 in each subsection	52 - 60	470 - 499
Below developmental	Below 220	below 52	below 470

Updated November 2010