



# PLACEMENT MANUAL

2022-2023

Policy and Procedures on Placement in Relation  
to Academic Readiness for College Coursework

**Placement Committee**

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## Policy 8.11 - Academic Placement

The college assesses entering students for placement to ensure they have the academic competencies required in reading, writing, and mathematics. The following pertain to Parkland's placement policy:

- a. Students must be assessed for placement prior to registration.
- b. Placements determined through the assessment process are mandatory.
- c. Students who receive college placement in reading, writing, or mathematics are still subject to program admission requirements and/or course prerequisites.

Assessment of academic readiness for college is not required for enrollment in noncredit classes offered by Community Education.

The assessment process uses multiple measures to achieve accurate and appropriate placement. Students can demonstrate academic readiness from a published list of valid measures. These measures include, but are not limited to, performance on national or state standardized tests, high school academic performance, prior college work, and performance on placement tests. One or more measures may be used to indicate academic readiness.

### Procedure

#### Placement Committee

The vice president for academic services (or designee) chairs the Placement Committee, and its membership includes representatives from academic services and student services. The Placement Committee is responsible for developing and updating the Placement Manual. Placement Committee selection is described in the Placement Manual.

#### Placement Manual

The college's placement procedures are documented in the Placement Manual. Procedures in the Placement Manual include placement measures and cut scores for college readiness; coursework requirements and limitations for students who are not yet college-ready in reading, writing, or mathematics; re-test procedures; and criteria for exemption from placement testing.

#### Assessment Center

The [Assessment Center](#) administers placement testing to students and determines placement in accordance with the guidelines delineated in the Placement Manual. Students must pay re-test fees as appropriate. The Assessment Center reviews re-test charges annually; fee changes, if any, are effective July 1 of each year.

## Advising

[Academic success advisors](#), academic coaches, and other staff with advising responsibilities assist students in interpreting placement results and making course selection decisions appropriate to their academic goals.

## I. Introduction

The primary objective of the Academic Placement policy is to ensure that all entering students have the skills and knowledge requisite for success in college-level transfer and career courses. The key to accomplishing this objective is a placement and assessment structure that uses multiple measures to place students in courses that are appropriate to their skills and knowledge, allowing them realistic opportunities to attain their chosen academic goals.

Students should be placed at a level that will challenge them but that is not beyond their academic reach. Students whose placement test results indicate that they will benefit from skills instruction to achieve required levels of core academic competencies will be placed in developmental classes or equivalent support course work. Individuals who are not yet ready to take Parkland's developmental course work will be referred to programs designed to meet their needs. Academic success is the goal of the Academic Placement policy; consequently, course placements made through placement procedures are mandatory.

The Academic Placement policy requires that students starting at Parkland College be assessed for academic readiness at the college level in reading, writing, and mathematics skills. Students for whom English is not their native language will be assessed for their English language skills in listening comprehension, reading comprehension, grammar, and language use.

## II. Placement Committee Structure

**Reports to:** College Council

**Charge:** The Placement Committee develops, implements, reviews, evaluates, and modifies procedures related to placement. The committee also monitors compliance with procedural guidelines.

### **Committee Members:**

**Committee Chair:** Vice President for Academic Services

#### **Academic deans representation (3)**

- Arts & Sciences
- Career & Technical Education
- Health Professions

#### **Department chair/director representation (5)**

- Humanities
- Mathematics
- Career & Technical Education
- Learning Commons
- Health Professions

**Program directors or course coordinators**, as appropriate, for the following academic skill areas (3)

- Developmental reading
- English composition
- Pre-College English as a Second Language (ESL)

#### **Student services representation (1)**

- Director, Advising Services

#### **Technical implementation staff (2)**

- Operations Manager, Arts and Sciences
- Curriculum Specialist

### III. Multiple Measures Approach to Placement

The college uses a multiple measures approach to determine a new student's readiness for academic work at the college level. This approach allows the incoming student a menu of measurement options to demonstrate college readiness in reading, writing, and mathematics. The college's placement procedures are in accordance with statewide practices on placement as documented in the *Recommendations of the Illinois Community College Chief Academic Officers (ICCAO) and Illinois Community College Chief Student Services Officers (ICCSSO) on Placement Methods and Scores (Appendix A)*.

The multiple measures approach means that any of the following methods may be used to determine whether an incoming student has college level placement in English (that is, placement into ENG 101), and in mathematics (that is, placement into MAT 107, MAT 108).

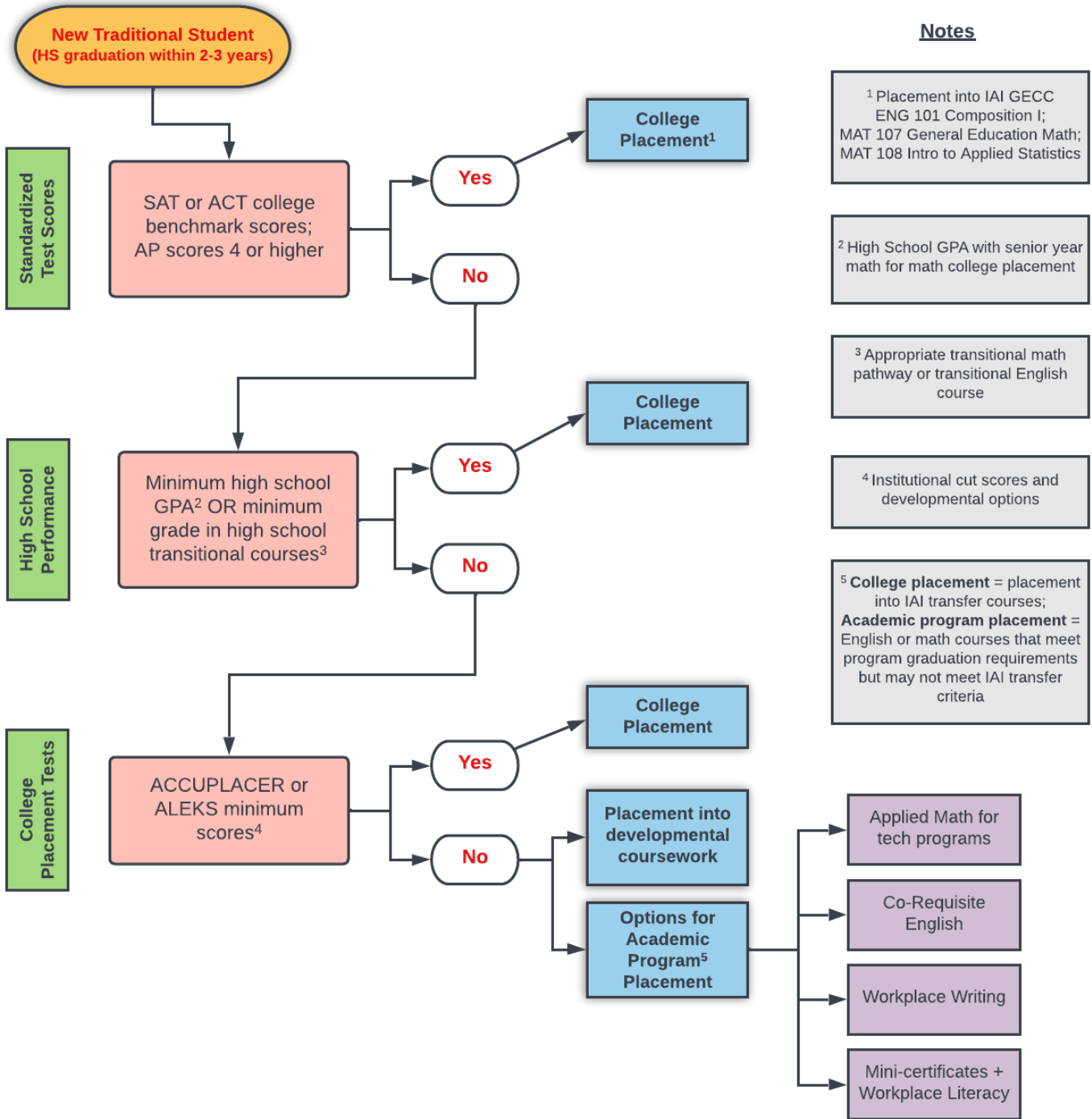
1. Standardized test scores such as PARCC, ACT, SAT, or Advanced Placement
2. High school performance and coursework
  - a. High school grade point average
  - b. Successful completion of high school transitional coursework in mathematics and/or English
3. Successful completion of appropriate developmental coursework at Parkland or another regionally accredited college or university
4. Scores attained using Parkland College placement tools including Next-Generation ACCUPLACER placement tests for reading and writing, Assessment of Knowledge in Learning Spaces/ALEKS test for mathematics, or CaMLA English Placement Test for non-native speakers of English

Students who have completed at least two IAI GECC non-mathematics courses with grade of C or higher or an associate's degree or higher at a regionally accredited college or university will be regarded as having college-level placement in reading and writing. Students who have completed a bachelor's degree at a U.S. regionally accredited college or university will be regarded as having college-level placement in mathematics for specified academic pathways. College-level mathematics courses are accepted for placement purposes for five years from time of completion. For details, refer to relevant sections in this procedures manual.

Students who are unable to meet minimum reading competencies to place into CCS 098 (Critical Comprehension Skills I) through the application of multiple measures will be referred to Learning Commons services to review appropriate options to meet their needs.

The chart on the following page displays the order in which measures are applied to determine college readiness in reading, writing, and mathematics for an incoming student who is a recent high school graduate.

**General Framework: Multiple Measures for Placement in English and Mathematics**  
*Traditional Student / Recent High School Graduate*  
 Based on ICCB Statewide Recommendations for Placement Policies





## IV. Expiration of Placement Measures

Skills that go unused will deteriorate; to address this, some placement measures expire after a certain amount of time has passed. Specific information about the duration of particular placement measures can be found in the following sections, but a few general rules apply when a placement measure can expire.

When the college prepares to open registration for a new semester, staff will “expire” placement measures that were obtained prior to the cutoff date for the upcoming semester. The cutoff dates are:

Upcoming spring semester – **October 1<sup>st</sup>, X years prior to current year**

Upcoming summer/fall semester – **April 1<sup>st</sup>, X years prior to current year**

Once a placement measure has expired, a student cannot use it to meet the requirements to enroll in a course for the upcoming semester.

A student will always have *at least* the applicable number of full academic years to use their placement measure, and they may have an additional semester if they obtained the measure toward the end of a fall or spring semester.

The following table gives examples of the actual effective range of several placement measures.

Measure and date obtained	Duration	Last semester student can enroll using this measure
ACT score, test taken 9/15/2021	Two years (math)	Fall 2023
SAT score, test taken 10/15/2021	Two years (math)	Spring 2024
Next-Gen ACCUPLACER, test taken 1/10/2022	Three years (reading/writing)	Spring 2025
High School GPA, graduated Spring 2022 (effective date 5/1/2022)	Three years (reading/writing)	Fall 2025

If a student’s placement measure has expired, leaving them unable to register for a desired class, they should make an appointment with the [Assessment Center](#) to take the appropriate placement test(s) and determine their current placement level.

## V. Reading Skills: Placement Measures and Procedures

The ability to read at the college level is fundamental to academic success in higher education. Students are expected to have the basic skills to read and comprehend the broad range of academic texts encountered in the college classroom. Texts include written materials such as textbooks, essays, articles, and technical manuals. They may also include online materials, video clips, maps, and works of art. Thus all incoming students are assessed for reading competencies.

## A. Placement Measures

Students who are native speakers of English are deemed to have college-level reading skills if they attain the measures in any one row in Table One.

**Table One (Placement for College Level Reading)**

Tests, Coursework, or Credentials	Measures for College Level Reading	Expiration
Standardized Tests	ACT Reading: minimum score 19	Three years from date of testing
	SAT Evidence-Based Reading and Writing: minimum score 480	
	GED score of 165 or comparable score on other high school equivalency tests	
	PARCC English Language Arts: minimum score 4	
	Advanced Placement (AP) English Language and Composition or English Literature and Composition: minimum score 4	No expiration
High School Performance	High School Cumulative GPA (unweighted): minimum 3.0 on 4.0 scale	Three years from high school graduation
	Transitional English course: minimum grade C in both semesters	
College Coursework	Completion of two IAI GECC non-mathematics courses: minimum grades C	No expiration
Degree Completion	Completion of an associate degree or higher from a college or university where English is the primary language and the medium of instruction	No expiration
Parkland Placement Tests	Next-Generation ACCUPLACER Reading: minimum score 262	Three years from date of testing
Developmental Coursework Completion	CCS 099 (Critical Comprehension Skills II) OR ENG 111 (Workplace Writing) OR Successful completion of appropriate developmental reading coursework at another regionally accredited college/university: minimum grade C	No expiration

The college also bestows college-level reading status to University of Illinois students who are attending Parkland College under the concurrent enrollment agreement.

## B. Students with Developmental Reading Placement

If a student does not attain any of the measures for college-level reading placement, the following will apply:

### Students with CCS 098 Placement

Students who place into CCS 098 **must choose** from one of the following options:

1. Enroll in **CCS 098 (Critical Comprehension Skills I)** in their first semester at Parkland and construct their semester schedule around CCS 098 section availability.
2. Enroll in **ALS 199 (Support for Workforce Training)** concurrently with a SWFT-supported short certificate program. Students interested in this option should speak with an [academic success advisor](#) or visit room D-120 to discuss SWFT-supported certificate opportunities.

### Other classes

- While enrolled in any of the above options, students may concurrently enroll in any college course for which they meet the course prerequisites.
- Students are strongly encouraged to concurrently enroll in **FYE 101 (Strategies for College Success)**.
- Students at this level should not enroll in more than 12 credit hours in one semester.
- The remainder of the student's class schedule should not be solely online.

### Placing out of CCS 098

- Students who complete CCS 098 with a grade of C or higher attain CCS 099 placement.
- Students who do not complete CCS 098 with a grade of C or higher may re-take the Parkland reading placement test for possible CCS 099 placement. Students who are unable to place into CCS 099 through retesting are required to re-enroll into CCS 098.

## Students with CCS 099 Placement

Students who place into CCS 099 are **strongly encouraged** to choose from one of the following options:

1. Enroll in **CCS 099 (Critical Comprehension Skills II)** in their first semester with this placement and construct their semester schedule around CCS 099 section availability.
2. Enroll in **ENG 111 (Workplace Writing)**. This option is appropriate for students in selected AAS career programs that include ENG 111 as fulfillment of the written communication general education requirement for the degree. Students interested in this option must speak with their AAS program director. They may not self-register for ENG 111. Co-enrollment in CCS 099 is not required.
3. Enroll in **ALS 199 (Support for Workforce Training)** concurrently with a SWFT-supported short certificate program. Students interested in this option should speak with an [academic success advisor](#) or visit room D-120 to discuss SWFT-supported certificate opportunities.

### Other classes

- Students may enroll in any college course for which they meet the course prerequisites and placement requirements.
- Students are strongly encouraged to concurrently enroll in **FYE 101 (Strategies for College Success)**.
- Students at this level should not enroll in more than 16 credit hours in one semester.
- The remainder of the student's class schedule should not be solely online.

### Placing out of CCS 099 and meeting the college reading benchmark

- Students who complete CCS 099 with a grade of C or higher have met the college reading benchmark.
- Students who complete ENG 111 with a grade of C or higher have met the college reading benchmark.
- Students who complete developmental coursework equivalent to CCS 099 with a grade of C or higher at another regionally accredited college or university have met the college reading benchmark.
- Students who complete two GECC non-mathematics college courses with grades of C or higher have met the college reading benchmark.
- Students may re-take the Parkland reading placement test to attain the college reading benchmark. There is no limit on re-take opportunities.

**Enrollment options when CCS sections are closed**

In the rare situation when there are no available seats in CCS 098 or CCS 099, students should work with academic success advisors and the staff of the [Learning Commons](#) to identify alternatives to support the student's reading needs.

## VI. Writing Skills: Placement Measures and Procedures

The ability to write at the college level is fundamental to academic success in higher education. Students are expected to express ideas in writing, stating and supporting a position in such a way that helps others to understand their perspective and possibly adopt those ideas. Writing in college generally adheres to standard conventions for academic writing. Thus all incoming students are assessed for writing competencies.

## A. Placement Measures

Students who are native speakers of English are deemed to have college-level writing skills if they attain the measures in any one row in Table Two.

**Table Two (Placement for College-Level Writing)**

Tests, Coursework, or Credentials	Measures for College Level Writing Eligibility for Placement into ENG 101 (Composition I)	Expiration
Standardized Tests	ACT Writing: minimum score 19	Three years from date of testing
	SAT Evidence-Based Reading and Writing: minimum score 480	
	GED score of 165 or comparable score on other high school equivalency tests	
	PARCC English Language Arts: minimum score 4	
	Advanced Placement (AP) English Language and Composition or English Literature and Composition: minimum score 4 <i>Note: student also receives proficiency credit for ENG 101</i>	No expiration
High School Performance	High School Cumulative GPA (unweighted): minimum 3.0 on 4.0 scale	Three years from high school graduation
	Transitional English course: minimum grade C in both semesters	
College Coursework	Completion of <b>two IAI GECC</b> non-mathematics courses: minimum grades C	No expiration
Degree Completion	Completion of an <b>associate degree or higher</b> from a college or university where English is the primary language and the medium of instruction	No expiration
Parkland Placement Tests	Next-Generation <b>ACCUPLACER</b> Writing: minimum score 252	Three years from date of testing
Developmental Coursework Completion	<b>ENG 099 (Writing Review II)</b> OR Successful completion of appropriate developmental reading coursework at another regionally accredited college/university: minimum grade C	Writing sample required if ENG 099 credit is more than three years old

The college also bestows college-level writing status to University of Illinois students who are attending Parkland College under the concurrent enrollment agreement.



## **B. English Placement beyond ENG 101**

### **1. Placement into ENG 102 (Composition II)**

Fulfillment of one of the following measures earns placement into ENG 102:

- Completion of ENG 101: Students who have completed ENG 101 or its equivalent and received a grade of C or higher, regardless of when the course was completed, have ENG 102 placement.
- AP score: 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 proficiency credit for ENG 101 and have ENG 102 placement.
- CLEP exam: Students who take the CLEP College Composition Modular exam, earn a minimum score of 50, and write an essay evaluated as College Level 1 receive proficiency credit for ENG 101 and have ENG 102 placement.

### **2. Placement into ENG 106 (Accelerated Composition)**

Fulfillment of one of the following measures earns placement into ENG 106:

- ACT English score of 25 or higher and an ACT reading score of 25 or higher
- SAT Evidence-based reading and writing score of 610 or higher
- Next Generation ACCUPLACER writing score of 268 or higher

### **3. Fulfillment of ENG 101/ENG 102 degree requirement with a bachelor's degree**

- Bachelor's degree from a regionally accredited college or university in the U.S.: Students who have earned a bachelor's degree, regardless of specific course work, fulfill the ENG 101-102 degree requirement.
- Bachelor's degree from non-U.S. institutions: On the condition that English is the primary and official language and the medium of instruction at the degree-granting institution, the student requesting the fulfillment of the ENG 101-102 requirement will be subject to a transcript review.

## C. Students with Developmental Writing Placements

### Students with ENG 098 Placement

Students who place into ENG 098 must choose from one of the following options:

1. Enroll in **ENG 098 (Writing Skills Review I)** in their first semester at Parkland.
2. Enroll in **ALS 199 (Support for Workforce Training)** concurrently with a SWFT-supported short certificate program. Students interested in this option should speak with an [academic success advisor](#) or visit room D-120 to discuss SWFT-supported certificate opportunities.

### Other Classes

- While enrolled in any of the above options, students may concurrently enroll in any college course for which they meet the course prerequisites and placement requirements.
- Students are strongly encouraged to concurrently enroll in **FYE 101 (Strategies for College Success)**.
- Students at this level should not enroll in more than 12 credit hours in one semester.
- The remainder of the student's class schedule should not be solely online.

### Placing out of ENG 098

- Students who complete ENG 098 with a grade of C or higher attain ENG 099 placement.
- Students who do not complete ENG 098 with a grade of C or higher may re-take the Parkland writing placement test for possible ENG 099 placement as long as they have not already taken the test twice.

### Students with ENG 099 Placement

Students who place into ENG 099 are strongly encouraged to choose from one of the following options:

1. Enroll in **ENG 099 (Writing Skills Review II)**.
2. Enroll in **ENG 101 (Composition I)** and the co-requisite course, **ALW 199 (Bridge to College Composition)**. This co-requisite option gives the student immediate ENG 101 placement.
3. Enroll in **ENG 111 (Workplace Writing)**. This option is appropriate for students in selected AAS career programs that include ENG 111 as fulfillment of the written communication general education requirement for the degree. Students interested in this option must speak with their AAS program director. They may not self-register for ENG 111. Co-enrollment in ENG 099 is not required.

4. Enroll in **ALS 199 (Support for Workforce Training)** concurrently with a SWFT-supported short certificate program. Students interested in this option should speak with an [academic success advisor](#) or visit room D-120 to discuss SWFT-supported certificate opportunities.

### Other Classes

- Students may enroll in any college course for which they meet the course prerequisites and placement requirements.
- Students are strongly encouraged to concurrently enroll in **FYE 101 (Strategies for College Success)**.
- Students at this level should not enroll in more than 16 credit hours in one semester.
- The remainder of the student's class schedule should not be solely online.

### Placing out of ENG 099 and meeting the college writing benchmark

- Students who complete ENG 099 with a grade of C or higher have met the college writing benchmark.
- Students who complete ENG 111 with a grade of C or higher have met the college writing benchmark.
- Students who complete developmental coursework equivalent to ENG 099 with a grade of C or higher at another regionally accredited college or university have met the college writing benchmark.
- Students who complete two GECC non-mathematics college courses with grades of C or higher have met the college writing benchmark.
- Students may re-take the Parkland writing placement test to attain the college writing benchmark but should note that they are limited to one re-take of the test.

## D. Other Issues Related to Developmental Reading and Writing

### Guidelines for Advisors Working with Developmental Reading and Writing Students

- Students with CCS 098 and ENG 098 placement should be advised to register for no more than 12 credit hours per semester (fall or spring); students with CCS 099 and ENG 099 placement should be advised to register for no more than 16 credit hours per semester (fall or spring). Summer semester students should register for proportionally less credits.
- Students with developmental placement should not take all online courses.
- Students with developmental placement should be encouraged to enroll in 16-week courses and avoid 13-week accelerated courses in their first semester.

- Students with developmental placement should give priority to developmental coursework when building their first semester schedules in Student Planning.

### **Next Generation ACCUPLACER Re-test Procedures**

Parkland College administers the Next-Generation ACCUPLACER test in reading and writing to all incoming students who do not place at college-level for reading or writing through standardized test scores, high school GPA, transitional course grade, or through other placement measures described previously.

Students are permitted to re-take the relevant ACCUPLACER test on the following conditions.

1. If students believe that the Next-Generation ACCUPLACER test scores do not accurately reflect their reading and/or writing skills, they may re-take the test(s) or the writing sample.
  - a. Students are responsible for applicable re-test fees. Re-test fees must be paid prior to re-taking the test.
  - b. A minimum waiting period of 48 hours is required before re-taking the Next-Generation ACCUPLACER test. Students are encouraged to use test preparation materials and online programs available in the Learning Commons prior to attempting the test again.
  - c. Students with developmental writing placements are limited to one re-take of the Next-Generation ACCUPLACER test or the writing sample following the 48-hour waiting period. There is no limit to re-takes of the ACCUPLACER reading test.
  - d. The highest scores are used in placement decisions.
  - e. If students are enrolled in a class they have placed into, re-take of tests must take place before instruction begins or after final exams are completed.
2. Dual Credit students: Students who took the Next-Generation ACCUPLACER placement tests for the purpose of dual credit placement while they were in high school are permitted one re-take of the ACCUPLACER upon matriculating to Parkland without paying the re-test fee.
3. Only the Humanities department chair, who will consult with program directors as necessary, may make exceptions to these re-test procedures.

## VII. Mathematics Skills: Placement Measures

The college uses a multiple measures approach to determine a student's readiness for mathematics coursework at the college level. This approach allows the student a menu of measurement options to demonstrate readiness in mathematics skills. Given that the levels of computational skills required for entry into math courses vary, each math course has its own menu of measurement options. Meeting one placement measure on a course's menu secures placement into that college-level math course.

Placement measures into mathematics courses have expiration dates. Students whose placement measure is approaching the end of its validity period are encouraged to reassess using ALEKS to review and to gauge readiness in terms of required math skills. Students with expired placements are required to reassess using ALEKS.

(ALEKS or **A**ssessment and **L**earning in **K**nowledge **S**paces is a web-based, artificially intelligent assessment and learning system that the college uses for placement review and testing.)

## A. Placement Measures for MAT 110 (Business Mathematics) or MAT 131 (Applied Mathematics)

Placement measures listed below are required minimum scores, grades, or grade point averages. They are valid for two years from date of test, high school graduation, or completion of the course. There is no expiration date for completed U.S. bachelor’s degrees.

**Table Three (Placement for MAT 110 or MAT 131)**

Tests, Coursework, or Credentials	Measures for Placement into MAT 110 or MAT 131	Expiration
Standardized Tests	ACT score of 22 in mathematics	Two years from date of testing
	SAT score of 530 in mathematics	
	GED score of 165 or comparable score on other high school equivalency tests	
	PARCC score of 4 or 5 in mathematics	
High School Performance	High School Cumulative GPA (unweighted; 7 <sup>th</sup> semester or later): minimum 3.0 on 4.0 scale with successful completion of 4 <sup>th</sup> year of math	Two years from high school graduation
	Transitional Math course (TM001, TM002, or TM003): minimum grade C	
Degree Completion	Completion of a <b>bachelor’s degree</b> or higher from a regionally accredited college or university within the U.S.	No expiration
Parkland Placement Tests	ALEKS score of 14	Two years from date of testing
Developmental Coursework Completion	MAT 059 (Enhanced Pre-Algebra) OR MAT 060 (Pre-Algebra): minimum grade C; OR Completion of an appropriate developmental course in mathematics (equivalent to Parkland’s MAT 059 or MAT 060) at another regionally accredited college or university: minimum grade C	Two years from course end date

## B. Placement Measures for MAT 107 (General Education Mathematics) or MAT 108 (Introduction to Applied Statistics)

Placement measures listed below are required minimum scores, grades, or grade point averages. They are valid for two years from date of test, high school graduation, or completion of the course. There is no expiration date for completed U.S. bachelor’s degrees.

**Table Four (Placement for MAT 107 or MAT 108)**

Tests, Coursework, or Credentials	Measures for Placement into MAT 107 or MAT 108	Expiration
Standardized Tests	ACT score of 22 in mathematics	Two years from date of testing
	SAT score of 530 in mathematics	
	GED score of 165 or comparable score on other high school equivalency tests	
	PARCC score of 4 or 5 in mathematics	
High School Performance	High School Cumulative GPA (unweighted; 7 <sup>th</sup> semester or later): minimum 3.0 on 4.0 scale with successful completion of 4 <sup>th</sup> year of math	Two years from high school graduation
	Transitional Math course (TM001 or TM002): minimum grade C	
Degree Completion	Completion of a bachelor’s degree or higher from a regionally accredited college or university within the U.S.	No expiration
Parkland Placement Tests	ALEKS score of 37	Two years from date of testing
Developmental Coursework Completion	MAT 072 (Mathematical Literacy) OR MAT 098 (Intermediate Algebra): minimum grade C; OR Completion of an appropriate developmental course in mathematics (equivalent to Parkland’s MAT 072 or MAT 098) at another regionally accredited college or university: minimum grade C	Two years from course end date

### C. Placement Measures for MAT 105 (Mathematics for Elementary Teachers I) or MAT 106 (Mathematics for Elementary Teachers II)

Placement measures listed below are required minimum scores, grades, or grade point averages. They are valid for two years from date of test, high school graduation, or completion of the course.

**Table Five (Placement for MAT 105 or MAT 106)**

Tests, Coursework, or Credentials	Measures for Placement into MAT 105 or MAT 106	Expiration
Standardized Tests	ACT score of 22 in mathematics	Two years from date of testing
	SAT score of 530 in mathematics	
	GED score of 165 or comparable score on other high school equivalency tests	
	PARCC score of 4 or 5 in mathematics	
High School Performance	High School Cumulative GPA (unweighted; 7 <sup>th</sup> semester or later): minimum 3.0 on 4.0 scale with successful completion of 4 <sup>th</sup> year of math	Two years from high school graduation
	Transitional Math course (TM001 or TM002): minimum grade C	
Parkland Placement Tests	ALEKS score of 46	Two years from date of testing
Developmental Coursework Completion	MAT 098 (Intermediate Algebra): minimum grade C; OR Completion of an appropriate developmental course in mathematics (equivalent to Parkland's MAT 098) at another regionally accredited college or university: minimum grade C	Two years from course end date



## D. Placement Measures for MAT 124 (College Algebra)

Placement measures listed below are required minimum scores, grades, or grade point averages. They are valid for two years from date of test, high school graduation, or completion of the course.

**Table Six (Placement for MAT 124)**

Tests, Coursework, or Credentials	Measures for Placement into MAT 124	Expiration
Standardized Tests	ACT score of 22 in mathematics	Two years from date of testing
	SAT score of 530 in mathematics	
High School Performance	Transitional Math course (TM001): minimum grade C	Two years from high school graduation
Parkland Placement Tests	ALEKS score of 46	Two years from date of testing
Developmental Coursework Completion	MAT 098 (Intermediate Algebra): minimum grade C; <i>OR</i> Completion of an appropriate developmental course in mathematics (equivalent to Parkland's MAT 098) at another regionally accredited college or university: minimum grade C	Two years from course end date

**E. Placement Measures for MAT 125 (College Trigonometry), MAT 141 (Finite Mathematics), MAT 143 (Calculus for Business and Social Sciences), MAT 145 (Linear Algebra for Business), MAT 160 (Statistics), or MAT 200 (Introduction to Discrete Mathematics)**

Placement measures listed below are required minimum scores or grades. They are valid for the time period listed from the date of test or completion of the course.

**Table Seven (Placement for MAT 125, MAT 141, MAT 143, MAT 145, MAT 160, or MAT 200)**

Tests, Coursework, or Credentials	Measures for Placement into MAT 125, MAT 141, MAT 143, MAT 145, MAT 160, or MAT 200	Expiration
Standardized Tests	ACT score of 27 in mathematics	Two years from date of testing
	SAT score of 650 in mathematics	
Parkland Placement Tests	ALEKS score of 61	Two years from date of testing
College Coursework Completion	<b>MAT 124 (College Algebra):</b> minimum grade C; <i>OR</i> <b>Completion of an appropriate college algebra course</b> (equivalent to Parkland’s <b>MAT 124</b> ) at another regionally accredited college or university: minimum grade C	Five years from course end date

## F. Placement Measures for MAT 128 (Calculus and Analytic Geometry I)

Placement measures listed below are required minimum scores or grades. They are valid for the time period listed from the date of test or completion of the course.

**Table Eight (Placement for MAT 128)**

Tests, Coursework, or Credentials	Measures for Placement into MAT 128	Expiration
Standardized Tests	ACT score of 30 in mathematics	Two years from date of testing
	SAT score of 720 in mathematics	
	AP Calculus AB score of 3 or higher	Five years from date of testing
Parkland Placement Tests	ALEKS score of 76	Two years from date of testing
College Coursework Completion	<b>MAT 124 (College Algebra) AND MAT 125 (College Trigonometry):</b> minimum grades C; <i>OR</i> <b>Completion of appropriate college algebra and trigonometry courses</b> (equivalent to Parkland’s MAT 124 and MAT 125) at another regionally accredited college or university: minimum grades C	Five years from course end date

## G. Placement Measures for MAT 129 (Calculus and Analytic Geometry II)

Placement measures listed below are required minimum scores or grades. They are valid for the time period listed from the date of test or completion of the course.

**Table Nine (Placement for MAT 129)**

Tests, Coursework, or Credentials	Measures for Placement into MAT 129	Expiration
Standardized Tests	AP Calculus AB score of 4 or higher AP Calculus BC score of 3 or higher	Five years from date of testing
College Coursework Completion	<b>MAT 128 (Calculus and Analytic Geometry I):</b> minimum grade C; <i>OR</i> <b>Completion of an appropriate Calculus I course</b> (equivalent to Parkland’s MAT 128) at another regionally accredited college or university: minimum grade C	Five years from course end date

## H. Placement Measures for MAT 228 (Calculus and Analytic Geometry III)

Placement measures listed below are required minimum scores or grades. They are valid for the time period listed from the date of test or completion of the course.

**Table Ten (Placement for MAT 228)**

Tests, Coursework, or Credentials	Measures for Placement into MAT 228	Expiration
Standardized Tests	AP Calculus BC score of 4 or higher	Five years from date of testing
College Coursework Completion	<b>MAT 129 (Calculus and Analytic Geometry II):</b> minimum grade C; <i>OR</i> <b>Completion of an appropriate Calculus II course</b> (equivalent to Parkland's <b>MAT 129</b> ) at another regionally accredited college or university: minimum grade C	Five years from course end date

## I. Placement Measures for MAT 220 (Linear Algebra) or MAT 229 (Differential Equations and Introductory Matrix Theory)

Placement measures listed below are required minimum scores or grades. They are valid for the time period listed from the date of test or completion of the course.

**Table Eleven (Placement for MAT 220 or MAT 229)**

Tests, Coursework, or Credentials	Measures for Placement into MAT 220 or MAT 229	Expiration
College Coursework Completion	<b>MAT 228 (Calculus and Analytic Geometry III):</b> minimum grade C; <i>OR</i> <b>Completion of an appropriate Calculus III course</b> (equivalent to Parkland's <b>MAT 228</b> ) at another regionally accredited college or university: minimum grade C	Five years from course end date

## J. Placement Using Advanced Placement (AP) Scores

Students may use AP math exam scores for placement. Documentation with the AP score and date of exam is required. AP scores are valid for placement into a course within the Calculus sequence up to five years from the date of the AP exam.

### Calculus AB

1. Students earning an AP score of 3 are eligible to receive proficiency credit for MAT 143 (Calculus for Business and Social Sciences) and qualify to take a departmental proficiency test which they must pass with an 80% or higher to earn proficiency credit for MAT 128 (Calculus and Analytic Geometry I).  
Students interested in this proficiency credit option should email [mathadvisors@parkland.edu](mailto:mathadvisors@parkland.edu) to request a proficiency exam.
2. Students earning an AP score of 4 or 5 receive proficiency credit for MAT 128 (Calculus and Analytic Geometry I). Admissions and Records will award the appropriate proficiency credit when documentation of AP scores is received.

### Calculus BC

1. Students earning an AP score of 3 are eligible to receive proficiency credit for MAT 128 (Calculus and Analytic Geometry I) and qualify to take a departmental proficiency test which they must pass with an 80% or higher to earn proficiency credit for MAT 129 (Calculus and Analytic Geometry II).  
Students interested in this proficiency credit option should email [mathadvisors@parkland.edu](mailto:mathadvisors@parkland.edu) to request a proficiency exam.
2. Students earning an AP score of 4 or 5 receive proficiency credit for MAT 128 (Calculus and Analytic Geometry I) and MAT 129 (Calculus and Analytic Geometry II). Admissions and Records will award the appropriate proficiency credit when documentation of AP scores is received.

### Statistics

1. Students earning an AP score of 3, 4, or 5 are eligible to receive proficiency credit for MAT 160 (Statistics). Admissions and Records will award the appropriate proficiency credit when documentation of AP scores is received.

## K. Placement Based on Assessment Testing

Parkland College uses the **Assessment and Learning in Knowledge Spaces (ALEKS)** service for math assessment testing. In addition to testing, ALEKS also provides test preparation services and learning modules. Students who cannot place into a mathematics course by any of the placement measures listed above must take the ALEKS Math Placement Exam or other exam deemed appropriate by the Mathematics Department.

ALEKS Math Placement Exam scores expire two years from the date taken. If a student does not enroll in a math course within two years of the date of testing, they must retake the ALEKS Math Placement Exam before enrolling in a math course. Students may re-take placement tests to improve placement. If enrolled in a class they are placed into, re-take of tests must take place before instruction begins or after final exams are completed.

For additional information about mathematics placement testing procedures and FAQs, students should visit the Assessment Center webpage: <https://www.parkland.edu/Main/About-Parkland/Department-Office-Directory/Assessment-Center/Placement-Tests/Math-Placement>

## Appendix A: ICCB Recommendations on Placement Methods and Scores

### **Recommendations of the Illinois Community College Chief Academic Officers (ICCAO) & Illinois Community College Chief Student Services Officers (ICCCSSO) on Placement Methods and Scores**

**Approved by the Illinois Council of Community College Presidents on June 1, 2018**

This recommendation is made to the Presidents Council and the ICCB, concerning Illinois' approach to placement methods and scores.

The Illinois Community College Chief Academic Officers (ICCAO) and the Illinois Council of Chief Student Service Officers (ICCCSSO) believe that an effective community college placement policy should provide students with as much information as can be reasonably gathered and then set parameters for their initial placement based on this information. This belief is consistent with the ICCB Task Force on Remediation, which as early as 2001, stated that students should be allowed to enroll in the highest class where they have the prerequisite skills to be successful.

We believe that institutions should provide multiple methods for students to qualify for college-level English and mathematics classes. While each measure would be used independently, by providing multiple measures, Colleges are offering students a variety of means to demonstrate readiness.

In light of the standardization of introductory college-level curriculum under the Illinois Articulation Initiative, which allows for consistency and portability of courses, we believe placements into those courses should be similar or even identical. Therefore, we believe that it is in the best interests of Illinois community college students that Illinois adopt a consistent approach to placement methods and scores.

1. College-level math placement refers to placement into courses that have been identified under the Illinois Articulation Initiative as:
  - a. M1901 Quantitative Literacy,
  - b. M1902 General Education Statistics,
  - c. M1903 Mathematics for Elementary Teaching,
  - d. M1904 General Education Mathematics,
  - e. M1907 Elementary Mathematical Modeling
  
2. College-level English placement refers to placement into courses that have been identified under the Illinois Articulation Initiative as:
  - a. C1900 Writing Course Sequence,
  - b. C1900R Writing Course Sequence,
  - c. C2900 Oral Communication.

3. The following measures and scores are recommended as valid measures for placement at the college level and may be a part of an institution's placement policy:
  - a. PARCC score of 4 or 5, in the subject area
  - b. ACT score of 22 in mathematics,
  - c. ACT score of 19 in English,
  - d. SAT score of 530 in mathematics,
  - e. SAT score of 480 in English
  - f. Placement tests (ACCUPLACER<sup>1</sup>, ALEKS, writing assessment, etc.) with appropriate scores.
  - g. High school cumulative GPA of 3.0 or higher on an unweighted 4.0 scale for placement into college-level English.
  - h. High school cumulative GPA of 3.0 or higher on an unweighted 4.0 scale with a successful completion of a 4th year of math for placement into college-level Math.
  - i. An appropriate high school transition course in mathematics or English with a grade of C or higher,
  - j. A GED score of 165 or comparable score on other high school equivalency tests.
  - k. Successful completion of an appropriate developmental course in mathematics or English at another regionally accredited college or university.
4. An institution may elect to accept a lower score on individual placement methods in combination with other placement methods or when the institution provides significant assistance and supports to students. A college may require students to be engaged in additional support activities, consistent with college policy. Such additional activities shall in no way infringe upon the student's ability to enroll in college-level courses consistent with item 3.
5. It is recommended that cut scores for placement into college-level English expire no less than three years from the date when the measure was achieved.
6. It is recommended that cut scores for placement into college-level mathematics expire no less than 18 months from the date when the measure was achieved.
7. It is recommended that all students be strongly encouraged to enroll in English and mathematics classes during their first semester of college.
8. There are numerous methods that colleges may use to award college credit to students, (AP, CLEP, IB, dual credit, etc.). Such credit in mathematics or English alleviates the need for assessment for purposes of placement.
9. The group urges ICCB to collect and analyze data with regard to the effectiveness of these recommendations for placement to ensure that methods and cut scores are fostering the greatest level of success while also providing for the greatest level of opportunity for students to quickly enter into college-level work.



10. It is recommended that the ICCB assemble a working group to include CSSOs, CAOs and other stakeholders to pursue a statewide strategy to implement the multiple measures approach. In so doing, the ICCB should respect the local decision-making authority of community colleges by seeking periodic and continued consensus on the strategy and any emerging policies, through ongoing consultation with the Community College Chief Academic Officers, Chief Student Service Officers, and Presidents. This approach will ensure consistency across the system, which is important to the success of students, and also ensures the system stays current with changes in methods and testing.

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<sup>1</sup> According to the College Board, ACCUPLACER tests are designed to assist institutions in placing students into appropriate courses. Given that institutions differ greatly with respect to composition of the student body, faculty, and course content, it is not possible to stipulate specific test cut scores that should be used for placement decisions. Instead, each institution should establish their own cut scores to facilitate placement decisions based on factors and data unique to their institution. See: <https://accuplacer.collegeboard.org/educators/implementing-accuplacer/set-course-placement-scores>.

Retrieved from [http://www2.iccb.org/academic\\_affairs/baccalaureate-transfer/final-placement-recommendations/](http://www2.iccb.org/academic_affairs/baccalaureate-transfer/final-placement-recommendations/).

## Appendix B: Next-Generation ACCUPLACER Cut Scores for Reading and Writing Placement

### Next-Generation ACCUPLACER Reading Cut Scores

Next-Generation ACCUPLACER Scores	Course Placement
200 – 217	Requires re-assessment
218 – 242	CCS 098 (Critical Comprehension Skills I)
243 – 261	CCS 099 (Critical Comprehension Skills II)
262 – 300	College level reading placement – exempt from reading (CCS) courses

### Next-Generation ACCUPLACER Writing Cut Scores

Next-Generation ACCUPLACER Scores	Course Placement
200 – 229	ENG 098 (Writing Skills Review I)
230 – 244	ENG 099 (Writing Skills Review II)
245 – 251	ENG 099 (Writing Skills Review II); <i>Eligible for 60-minute Writing Sample to determine possible placement into ENG 101</i>
252 – 267	ENG 101 (Composition I)
268 – 300	ENG 106 (Accelerated Composition)

## Appendix C: ALEKS Cut Scores for Math Placement

The ALEKS overall score is a number between 0 and 100. It represents the percentage of topics that the test taker has mastered.

ALEKS Score	Course Placement
0 – 2	TRN 050 (Transition to Developmental Math)
3 – 6	MAT 059 (Enhanced Pre-Algebra Skills)
7 – 13	MAT 060 (Pre-Algebra Skills)
14 – 29	MAT 110 (Business Mathematics) MAT 131 (Applied Mathematics) MAT 072 (Mathematical Literacy)
30 – 36	MAT 072 (Mathematical Literacy) MAT 097 (Geometry) MAT 098 (Intermediate Algebra)
37 – 45	MAT 097 (Geometry) MAT 098 (Intermediate Algebra) MAT 107 (General Education Mathematics) MAT 108 (Introduction to Applied Statistics)
46 – 60	MAT 105 (Mathematics for Elementary Teachers I) MAT 106 (Mathematics for Elementary Teachers II) MAT 124 (College Algebra)
61 – 75	MAT 125 (College Trigonometry) MAT 141 (Finite Mathematics) MAT 143 (Calculus for Business and Social Sciences) MAT 145 (Linear Algebra for Business) MAT 160 (Statistics) MAT 200 (Introduction to Discrete Mathematics)
76 – 100	MAT 128 (Calculus and Analytical Geometry I)