

## KCTCS ASSESSMENT AND PLACEMENT POLICY

<b>Policy No:</b> 4.13	<b>Revision Number:</b> 16	<b>Effective Date:</b> 3/01/2019
<b>Original Effective Date:</b> 2-2-00 <b>Revision Dates:</b> 6-19-01; 3-16-04; 10-4-05; 8-30-06; 5-10-07; 10-29-09; 1-31-11; 3-1-11; 2-27-11; 4-25-13; 4-9-14; 6-19-14; 3-2-15; 6-22-16; 3-1-19	<b>Revision Summary:</b> To comply with 13 KAR 2:020 and CPE Guidelines for Admission to State-Supported Postsecondary Institutions.	
<b>Responsible Official:</b> Chancellor	<b>References:</b> <a href="#">13 KAR 2:020</a>	

### 1. PURPOSE

This policy describes the assessment and placement policy by which students are eligible to enroll in KCTCS coursework.

### 2. SCOPE

2.1 This assessment and placement policy specifically applies to all credential-seeking students, students who transition from non-credential seeking to credential seeking, and students who are undecided about their choice of program as of Fall 2019, except students identified under 3.5 B Certificate and Diploma-Assessment and Placement Exemptions.

2.2 Assessment and Placement Guidelines specific to dual credit high school students are found in 4.13 APPENDIX I.

### 3. POLICY

#### 3.1 General Provisions

- A. Students enrolling in a college credit course for the purpose of earning credit applicable toward an educational credential who meet the college readiness benchmarks as identified by the Council on Postsecondary Education's (CPE) College Readiness (see 4.13 APPENDIX III) Indicators may enroll in college-level coursework.
- B. A credential-seeking student who does not meet the College Readiness standards established by CPE may be required to enroll in no more than one (1) developmental course in each curriculum pathway (Reading, Writing, and Mathematics) in areas for which the student has not met the academic readiness standards. A developmental course means a course that prepares a student for college-level study and does not award credit toward a credential or degree ([13 KAR 2:020](#)).
- C. A student shall have access to a corequisite or credit-bearing content course in the curriculum pathway (English or mathematics) within the first academic year of enrollment. Corequisite course is defined as a course that includes enhanced academic supports, such as additional hours of instruction, tutoring, mentoring, or advising that awards credit toward a credential or degree ([13 KAR 2:020](#)).
- D. Students with 12 or more credit hours at the 100 level or above in general education courses with a 2.0 GPA are exempt from reading placement requirements and are considered college ready in reading. However, all students must meet individual course pre-requisites such as those for entry-level English and mathematics courses.
- E. Primary subject-level placement charts for reading, English and mathematics shall state the minimum score on the subject-specific domain for common tests used within KCTCS. Placement scores indicate minimum academic levels required for placement into KCTCS developmental courses, corequisite courses, entry-level reading, English and mathematics courses, and some programs. Colleges shall not require higher than the KCTCS placement scores listed. Placement charts do not indicate course sequences.
- F. All exam scores remain an indicator of academic readiness for a minimum of twelve (12) months from the date of administration. An institution shall not determine academic readiness using scores received from exams taken more than four (4) years prior. Administered placement tests, specific course selection, and course sequences may differ by college insofar as this policy allows. Students should refer to their respective colleges for details.
- G. Approved methods of assessment and placement are:

- ACT
- Accuplacer
- ALEKS PPL
- ASSET (not administered after November 30, 2016)
- COMPASS (not administered after November 30, 2016)
- EdReady (KCTCS)
- GED College Readiness
- GPA (Cumulative unweighted high school GPA at the end of the first semester senior year)
- KYOTE
- SAT
- TABE 9/10-A
- Wonderlic

### 3.2 Special Provisions

#### A. College Discretion One-Level Advancement or “One-Up”

KCTCS Colleges, at their discretion, may place credential-seeking students who score within one placement level below the system-wide standard into an entry-level college corequisite course or pathway-appropriate developmental course.

#### B. Change in Quantitative Reasoning/Math Pathway

KCTCS colleges may establish procedures to address developmental or prerequisite math needs for students who change programs and consequently QR/Math pathways. Placement into a corequisite course in the new pathway is strongly recommended.

#### C. Alternative Remediation

Students scoring below the college readiness standards *may* be eligible for high quality basic skills instruction through Kentucky Skills U (formerly Kentucky Adult Education). Students with college readiness scores below the benchmark can take the Test of Adult Basic Education (TABE) at the local Skills U Center to determine eligibility. Additionally, student may take advantage of various pre-enrollment interventions available at many KCTCS colleges.

#### D. Accommodations

Students with disabilities may request accommodations consistent with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

#### E. High School and Home-Schooled Students

Assessment and Placement Guidelines specific to dual credit students are in 4.13 Appendix I. Home-Schooled students will follow these same guidelines.

#### F. Waivers

A college may establish procedures to exempt students from assessment and placement criteria. The procedure must include the conditions under which a waiver will be granted, including clearly identifying the students being granted a waiver and the reason for the waiver. The college’s waiver policy must be on file at the college and in the KCTCS Chancellor’s Office.

### 3.3 Associate Degree-Seeking Students

#### A. Mathematics Placement

- For students who do not have the CPE required minimum college readiness indicators for their chosen pathway (see 4.13 Appendix III), below is the KCTCS Mathematics Placement Level Chart. Each test refers to the **minimum** score required on the appropriate subject-specific domain of the indicated test for each Placement Level. Placement charts do not indicate course sequences. Only common tests are listed. For placement using older or uncommon measures, see 4.13 APPENDIX II.

**MATHEMATICS PLACEMENT LEVELS**

Mathematics Placement Level	ACT <i>MATHEMATICS</i>	SAT <i>MATHEMATICS</i>	KYOTE	EdReady <i>Mathematics</i>	KCTCS Courses <i>A student may enroll in any course listed below the indicated placement level. "S" indicates a corequisite option</i>
<b>CALCULUS COLLEGE READINESS</b>	27	650	<i>CALCULUS 15</i>	95	MAT 175, MAT 174, MAT 170
Precalculus	23	560	<i>COLLEGE ALGEBRA 15</i>	80	MAT 171, MAT 160, MAT 159
<b>COLLEGE ALGEBRA COLLEGE READINESS</b>	22	540	<i>COLLEGE ALGEBRA 14</i>	75	MAT 161, MAT 155, MAT 154, MAT 150
College Algebra Corequisite OR <b>QUANTITATIVE REASONING COLLEGE READINESS</b>	19	500	<i>COLLEGE ALGEBRA 7</i> or <i>MATH PLACEMENT 22</i>	65	MAT 150 <sup>1</sup> with MAT 100, OR STA/MAT 151, MAT 146, MAT 141, MAT 126, MAT 116, MAT 110, MAT 105, PHI 250
College Algebra Associated Developmental	18	490	<i>MATH PLACEMENT 18</i>	60	MAT 085
Quantitative Reasoning Corequisite OR Associated Developmental	16	430	<i>MATH PLACEMENT 12</i>	55	MAT 146 with MAT 146S <sup>1</sup> , MAT 126 with MAT126S <sup>1</sup> , MAT 116 with MAT 116S <sup>1</sup> , MAT 110 with MAT 110S <sup>1</sup> , MAT 105 with MAT 105S <sup>1</sup> , OR MAT 075, MAT 071, MAT 065
Meta-Major Pathway Corequisites OR Associated Developmental	14	360	<i>MATH PLACEMENT 6</i>	50	MAT 161 with MAT 161S, STA/MAT 151 with MAT 151S, MAT 141 with MAT 141S OR MAT 062, MAT 061 <sup>2</sup> , MAT 055, MAT 011
Adult Education	NA	NA	<i>MATH PLACEMENT 0-5</i>	0 - 49	Refer to Skills U or Pre-Enrollment Interventions

<sup>1</sup> These courses are either new courses or were submitted for minor course revisions to accommodate corequisite enrollment for Fall 2019, as per 2018-2019 KCTCS CRC Cycle B.

<sup>2</sup> This is a new course being developed for a 2019-2020 implementation.

## B. Reading Placement

1. The pathway to complete READING basic requirements for a credential will, at most, require one developmental course to be followed by a reading corequisite or no further reading courses required.
2. For institutions offering Integrated Reading and Writing (IRW) developmental courses, a student shall be placed into whichever is LOWER, the Reading Course Placement or the English Course Placement, but will at no time be required to take more than one developmental course per pathway.
3. Below is the Reading Placement Level Chart. Each test refers to the **minimum** score required for the appropriate subject-specific domain of the indicated test for each Placement Level. Only common placement tests are listed. For Reading placement using older or uncommon measures, see 4.13 APPENDIX I.

### READING PLACEMENT LEVELS

Reading Placement Level	ACT READING	SAT EVIDENCE-BASED READING & WRITING	TABE 9/10 - A READING	Wonderlic VERBAL	EdReady READING AND WRITING	KCTCS Courses
<b>READING COLLEGE READINESS</b>	20	480	12.5	325	75	No Reading Course Required
Reading Corequisite or Reading Course <sup>3</sup>	16	440	10.0	265	61	RDG 100 with General Education or College Success Course Corequisite <sup>4</sup> OR IRW 095 <sup>5</sup> , RDG 185, RDG 030
Developmental	11	390	6.0	205	41	IRW 085, RDG 020
Adult Education	0 – 10	0 – 380	0 – 5.9	0 - 200	0 – 40	Refer Skills U or Pre-Enrollment Interventions

<sup>3</sup> Completion of any course within the Reading Corequisite or Reading Course Placement Level satisfies reading requirements.

<sup>4</sup> The corequisite general education course may vary by institution. To assist with selection of corequisite courses and student registration, general education courses that currently have a reading prerequisite will allow registration with concurrent enrollment in RDG 100.

<sup>5</sup> Students who place at the Corequisite Level, but not lower, for both Reading and English, shall be placed in **either** IRW 095 which will satisfy both the reading requirement and prerequisites for ENG 101, **OR** a college-level reading course and/or corequisite English and reading courses. At no time shall a student take both IRW 095 and a corequisite or college-level reading or English course in the same term.

### C. English Placement

1. The pathway to complete English (Writing) basic requirements for a credential will, at most, require one developmental course to be followed by ENG 101 or ENG 101 corequisite.
2. For institutions offering Integrated Reading and Writing (IRW) developmental courses, a student shall be placed into whichever is LOWER, the Reading Course Placement or the English Course Placement, but will at no time be required to take more than one developmental course per pathway.
3. Below is the English Placement Level Chart. Each test refers to the **minimum** score or level required for the appropriate subject-specific domain of the indicated test for each Placement Level. Only common placement tests are listed. For English placement using older or uncommon measures, see 4.13 APPENDIX I.

**ENGLISH PLACEMENT LEVELS**

English Placement Level	ACT <i>ENGLISH</i>	SAT <i>EVIDENCE-BASED READING &amp; WRITING</i>	TABE 9/10 - A <i>LANGUAGE</i>	Wonderlic <i>VERBAL</i>	EdReady <i>Reading and Writing</i>	KCTCS Courses
<b>ENGLISH COLLEGE READINESS</b>	18	480	12.8	310	75	ENG 101
English Corequisite OR Developmental for ENG 101	14	440	9.0	240	61	ENG 101 Corequisite with ENG 100 OR IRW 095 <sup>6</sup> , ENC 091
Developmental	12	390	6.1	205	41	IRW 085, ENC 096, ENC 090
Adult Education	0 – 11	0 – 380	0 – 6.0	0 - 200	0 - 40	Refer to Skills U or Pre-Enrollment Interventions

<sup>6</sup> Students who place at the Corequisite Level, but not lower, for both Reading and English, shall be placed in **either** IRW 095 which will satisfy both the reading requirement and prerequisites for ENG 101, **OR** a college-level reading course and/or corequisite English and reading courses. At no time shall a student take both IRW 095 and a corequisite or college-level reading or English course in the same term.

### 3.4 English as a Second Language (ESL)

- A. Some KCTCS colleges offer instruction to non-native English speakers. Any ESL student who does not meet college readiness levels in English or reading shall take a language placement assessment, currently the Michigan English Placement Test (MEPT)<sup>7</sup>. ESL students who do not meet college readiness levels in mathematics shall take the institution's current mathematics assessment tool.
- B. Below is the ESL Course Placement Chart for the ESL categories of reading, writing, listening/speaking and grammar. Each test refers to the **minimum** score required. Please refer to the specific institution's ESL program guidelines for course options.

#### ESL PLACEMENT LEVELS at Bluegrass Community & Technical College

ESL Placement Level	ACT	MEPT	READING	WRITING	LISTENING/SPEAKING
<b>ESL COLLEGE READINESS</b>	Reading 20 English 18	EPT 71	No Placement	ENG 101 corequisite with ENG 100 <sup>8</sup> , or ENG 101 (if ESL Reading Completed)	No Placement
ESL Level 3		EPT 60	Any 100 Level HUM corequisite with RDG 100 <sup>8</sup> , or ESL 030	ESL 130	ESL 110
ESL Level 2		EPT 41	ESL 120 corequisite with RDG 100 <sup>9</sup> , or ESL 020	ESL 091	ESL 100 or ESL 012
ESL Level 1		EPT 30	FYE corequisite with RDG 100 <sup>9</sup> , or ESL 010	ESL 090	ESL 011
ESL Level 0		EPT 0-29	Refer to Skills U or Pre-Enrollment Interventions		

#### ESL PLACEMENT LEVELS at Jefferson Community & Technical College

ESL Placement Level	ACT	MEPT	READING	WRITING	GRAMMAR
<b>ESL COLLEGE READINESS</b>	Reading 20 English 18	EPT 70	No Placement	ENG 101, FYE 105	No Placement
ESL Level 4		EPT 60	ESL 053	ESL 063	ESL 063
ESL Level 3		EPT 50	ESL 052	ESL 072	ESL 082
ESL Level 2		EPT 40	ESL 051	ESL 071	ESL 081
ESL Level 1		EPT 21	ESL 031	ESL 041	ESL 041
ESL Level 0		EPT 0 - 20	Refer to Skills U or Pre-Enrollment Interventions		

<sup>7</sup> Formerly referred to as CaMLA (Cambridge Michigan Language Assessment)

<sup>8</sup> Where available, special sections of corequisite and RDG 100 classes dedicated to ESL students will be designated.

## 3.5 Certificate and Diploma-Seeking Students

### A. Certificate and Diploma Minimum Standards (See Exemptions Below)

KCTCS has determined minimum academic standards for placing students in certificate and diploma programs. Some certificates embedded within associate degree programs may have placement levels less than those required for the associate degree and other certificates may require higher assessment and placement levels as determined through the curriculum approval process. All course prerequisites and selective admissions requirements must still be met.

#### Certificate or Diploma Minimum Standards (Students should meet one of the following):

- ACT Composite Score of 16
- The equivalent of ACT Mathematics 16, ACT Reading 16, and ACT English 14 as indicated on the Placement Tables found in section 3.3 of this policy
- Earned 12 college-level credit hours within the last 7 years
- Completed the appropriate developmental and/or corequisite course sequence(s).
- Met Ability to Benefit standards (students who have not obtained a high school diploma or its equivalent) by completing a Department of Education approved exam with appropriate scores or satisfactorily completing 6 credit hours or the equivalent coursework applicable toward a degree or certificate offered by the institution making the determination.

### B. Certificate and Diploma Assessment and Placement Exemptions

1. KCTCS grants an exemption from assessment and placement criteria for any student enrolled in a credential or program that requires 18 credits or less, or is listed below. However, any course prerequisites must still be met.
  - i. Detailer (C)
  - ii. Electro Hydraulic Technician (C)
  - iii. Industrial Maintenance Electrical Mechanic – Industrial (C)
  - iv. Maintenance Mechanic Level I (C)
2. Colleges using the waiver process described in section 3.2 of this policy may exempt students enrolled in select certificate and diploma programs from assessment and placement criteria.
3. If a student has successfully completed all course work for a certificate or diploma, the student shall then be exempt from assessment and placement criteria, thus allowing the student to earn the qualifying credential.

## 4.13 Appendix I: Assessment and Placement of Dual Credit High School Students

### All Colleges will utilize this placement guideline/policy as written

To help maximize high school student success in dual credit courses and subsequent college/university coursework upon high school graduation, and to maintain the integrity of college-level coursework, this policy has been developed to assess and place 9<sup>th</sup> through 12<sup>th</sup> grade high school students in dual credit classes. All KCTCS Colleges will follow these guidelines as written, which align closely with the CPE Admissions and Placement Regulation and align with but do not completely match the general provisions of the KCTCS Assessment and Placement Policy. Limited admissions programs such as Early or Middle College programs will follow those program admission requirements.

As per KHEAA policy, the Dual Credit and Work Ready Kentucky Scholarships may not be used for a course which previously received a scholarship. So, if a student earned an E, F, I or W, they may not use either scholarship to repeat the course. Note that KHEAA success policy is different from KCTCS dual credit course success practices as shown below.

#### Requirements for enrollment into General Education Dual Credit Courses

- Students must meet:
  - KCTCS's college readiness benchmarks for English AND Reading for enrollment into all non-QR/Math courses;
  - OR Mathematics (at least Meta-Major Pathway benchmarks) for enrollment into all QR/Math courses;
  - AND any course-specific requirements noted in the KCTCS course catalog as appropriate to the desired coursework.
  - Exception: Dual credit students in the 12<sup>th</sup> grade who assess/place into an English, Math or Reading course with a supplemental course may enroll in that option if offered by their KCTCS College. The supplemental course would be paid at full tuition cost by the student (*pending notification by CPE of any changes*).
- Students must have a high school grade point average (GPA) of at least 2.5 on a 4.0 unweighted scale.
  - Exception: First semester 9<sup>th</sup> grade students who do not have a high school GPA may enroll in one general education course if they meet KCTCS college readiness benchmarks as appropriate for their coursework. This requires benchmarks
    - In English AND Reading for enrollment into all non-QR/Math courses;
    - OR the appropriate Mathematics benchmark for enrollment into all QR/Math courses based on the course admission requested;
    - AND any course-specific requirements noted in the KCTCS course catalog as appropriate to the desired coursework.

- Dual credit students (not including Early or Middle College students) who do not successfully complete a dual credit course with a C or higher<sup>1</sup>:
  - If enrolled in 9<sup>th</sup> or 10<sup>th</sup> grade, the student may repeat that course or take another dual credit course. The student may only register for one dual credit class the returning semester, and, if applicable, the accompanying corequisite lab. Please note a KHEAA scholarship may not be used to retake a course for which a scholarship has already been utilized.
  - If enrolled in 11<sup>th</sup> or 12<sup>th</sup> grade, the student may repeat that course, and, if applicable, the accompanying corequisite lab AND/OR take other dual credit courses. Please note a KHEAA scholarship may not be used to retake a course for which a scholarship has already been utilized.
  
- Any dual credit student withdrawing from two or more courses in a session or semester must meet with the College Chief Academic Officer or designee before enrolling for any subsequent session or semester.

#### Technical Education Course Requirements

- Students must meet:
  - An ACT Composite Score of 16;
  - OR ACT Mathematics 16 AND ACT Reading 16;
  - OR any accepted equivalent from the KCTCS Assessment and Placement Policy;
  - OR a high school grade point average (GPA) of 2.5;
  - AND any course-specific requirements noted in the KCTCS course catalog.
  
- 1. Dual credit students (not including Early or Middle College students) who do not successfully complete a dual credit course with a C or higher<sup>1</sup>:
  - If enrolled in 9<sup>th</sup> or 10<sup>th</sup> grade, the student may repeat that course or take another dual credit course. The student may only register for one dual credit class the returning semester, and, if applicable, the accompanying corequisite lab. Please note a KHEAA scholarship may not be used to retake a course for which a scholarship has already been utilized.
  - If enrolled in 11<sup>th</sup> or 12<sup>th</sup> grade, the student may repeat that course, and, if applicable, the accompanying lab AND/OR take other dual credit courses. Please note a KHEAA scholarship may not be used to retake a course for which a scholarship has already been utilized.

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<sup>1</sup> Students with a D, E, F, or I are considered unsuccessful completers for KCTCS dual credit coursework. Most courses will not transfer or count as a course pre-requisite unless the grade earned is a C or higher.

## 4.13 Appendix II: Course Placement for Older or Uncommon Measures

A. The following placement charts are for reference to older placement tests no longer being offered but still within the four (4) year period for placement, or for reference to less common measures or pilot measures. Manual prerequisites overrides may be needed for student enrollment based on some of these measures, especially for courses below college readiness.

### B. Mathematics Placement Levels

Mathematics Placement Level	ACT MATH	ALEKS PPL	ASSET <i>(not available as of November 31, 2016)</i>	COMPASS <i>(not available as of November 31, 2016)</i>	GED College Readiness MATHEMATICAL REASONING	MAP MATH	TABE 9/10 - A	Wonderlic QUANTITATIVE
<b>CALCULUS (CL) COLLEGE READINESS</b>	27	76	NA	Algebra 93	NA	NA	NA	NA
Precalculus	23	52	El. Alg. 47 Int. Alg. 46	Algebra 55	NA	NA	NA	355
<b>COLLEGE ALGEBRA (CA) COLLEGE READINESS</b>	22	46	El. Alg. 46 Int. Alg. 43	Algebra 50	175	258	NA	340
College Algebra Corequisite OR <b>QUANTITATIVE REASONING (QR) COLLEGE READINESS</b>	19	30	El. Alg. 41 Int. Alg. 39	Algebra 36	165	NA	NA	300
College Algebra Associated Developmental	18	NA	El. Alg. 39 Int. Alg. 36	Algebra 31	NA	NA	NA	280
Quantitative Reasoning Corequisite OR Associated Developmental	16	NA	El. Alg. 34 Int. Alg. 33 N. Skills 38	Algebra 25 Prealgebra 42	NA	NA	10.2	270
Meta-Major Pathway Corequisites OR Associated Developmental	14	NA	N. Skills 25	Algebra 16 Prealgebra 24	NA	NA	6.4	250
Adult Education	NA	NA	N. Skills 0 – 24	Prealgebra 0 - 24	NA	NA	0 – 6.3	0 - 245

### C. Reading Placement Levels

Reading Placement Level	ACT <i>READING</i>	Accuplacer <i>READING</i>	ASSET <i>READING</i> <i>(not available as of November 31, 2016)</i>	COMPASS <i>READING</i> <i>(not available as of November 31, 2016)</i>	GED College Readiness <i>Reasoning through the Language Arts</i>	KYOTE <i>READING</i>	MAP <i>READING</i>	SAT <i>Reading Subscore</i>
<b>READING COLLEGE READINESS</b>	20	80	44	85	165	20	237	25
Reading Corequisite or Reading Course	16	60	39	73	NA	12	234	17
Developmental	11	41	32	46	NA	6	NA	11
Adult Education	0 - 10	0 – 40	0 – 31	0 – 45	NA	0 - 5	NA	0 – 10

### D. English Placement Levels

English Placement Level	ACT <i>ENGLISH</i>	Accuplacer <i>WritePlacer</i>	ASSET <i>WRITING</i> <i>(not available as of November 31, 2016)</i>	COMPASS <i>WRITING</i> <i>(not available as of November 31, 2016)</i>	GED College Readiness <i>Reasoning through the Language Arts</i>	KYOTE <i>WRITING</i>	MAP <i>Language Usage</i>	SAT <i>Writing &amp; Language Subscore</i>
<b>ENGLISH COLLEGE READINESS</b>	18	5	43	74	165	6	232	25
English Corequisite or Developmental for ENG 101	14	4	38	39	NA	5	228	21
Developmental	12	2	33	26	NA	3	NA	19
Adult Education	0 – 11	0 – 1	0 – 32	0 – 25	NA	0 - 2	NA	NA

## 4.13 Appendix III: Council on Postsecondary Education College Readiness Indicators

Beginning 2019-2020, all public postsecondary institutions in Kentucky will use the indicators of readiness established by the Council on Postsecondary Education as measures of college academic readiness. Upon admission to a public postsecondary institution, students scoring at or above the established scores or grades will not be required to complete developmental coursework and will be allowed entry into college credit-bearing coursework that counts toward degree credit requirements.

Area	ACT Score	SAT Score	KYOTE	GED College Readiness	ALEKS
English (Writing)	English 18 or higher	Evidence-Based Reading and Writing 480 or higher or 25 on the Writing and Language Test	Writing 6 or higher	Reasoning through the Language Arts 165 or higher	Not applicable as a placement score
Reading	Reading 20 or higher	Evidence-Based Reading and Writing 480 or higher or 25 or higher on Reading Test	Reading 20 or higher	Reasoning through the Language Arts 165 or higher	Not applicable as a placement score
Mathematics (Quantitative Reasoning)	Mathematics 19 or higher	Mathematics 500 or higher	College Readiness Mathematics 22 or higher	Mathematical Reasoning 165 or higher	ALEKS PPL 30
Mathematics (College Algebra)	Mathematics 22 or higher	Mathematics 560 or higher	College Algebra 14 or higher	Mathematical Reasoning 175 or higher	ALEKS PPL 46
Mathematics (Calculus)	Mathematics 27 or higher	Mathematics 650 or higher	Calculus 15 or higher	Not applicable as a placement score	ALEKS PPL 76

Per the College Readiness Indicators Workgroup, all exam scores remain an indicator of academic readiness for a minimum of twelve (12) months from the date of administration. Individual institutions may extend the length of time scores remain indicators of academic readiness. However, an institution shall not determine academic readiness using scores received from exams taken more than four (4) years prior. Other exams, prior college coursework, and placement exams may be used for course placement after a student is admitted to a postsecondary institution.

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