

## **Council on Postsecondary Education Operationalization of College Readiness**

Updated September 1, 2010

This document lays out CPE's process of reconciling scores on various entrance and placement exams for students with multiple results on different tests. This categorization schema has been developed to best reflect campus placement practices and replaces prior methods of categorization used by CPE.

The crosswalks established for on-campus placement exams referenced below will apply to entering cohorts up to and including the entering class of 2009-10. Crosswalks for students entering under the new, higher college readiness standards during the 2010-11 academic year will be available in early 2011.

### **1. Does the student have either an ACT or SAT score in the subject, but not both?**

- a. First, the student is first categorized according to their ACT or SAT score using the crosswalk on page 3 of this document.
- b. Second, if the student was not college-ready in a particular subject based on the ACT or SAT, but has been placed-out of developmental education using an on-campus placement exam, the on-campus placement exam "trumps" the ACT or SAT score and the student is classified as college ready. This is because the on-campus placement exam result best reflects the students' assessed abilities at the time of entry.
  - i. Students are categorized as having college readiness needs based on standardized on-campus placement exams using the attached crosswalk on page 4 of this document. On-campus placement exams include standardized exams such as Compass or Accuplacer, as well as custom exams designed by individual institutions or departments.
  - ii. Current data collection of unstandardized institutional or departmental exams is limited to students placing out of college readiness courses who would be required to take them based on ACT or SAT score alone.

### **2. Does the student have both an ACT and a SAT score in a subject?**

- a. If a student's college readiness needs would be categorized differently using the two tests, the student will be classified using the highest result. In other words, the student would be classified as not having a college readiness need whenever there is disagreement.
- b. If the student also has an on-campus placement exam reported in a particular subject, the on-campus placement exam "trumps" the ACT or SAT score as described in 1.b. above.

**3. Does the student have neither an ACT nor a SAT score in the subject?**

- a. If the student has on-campus placement exam data in the subject, this on-campus placement exam will be used to categorize the student’s college readiness needs as described in 1.b. above.
- b. If the student does not have on-campus placement exam data in the subject, their college readiness needs status will be coded as missing in that subject.

**4. Cumulative effect of these decision rules**

- a. The cumulative effect of these decisions rules is that if a student is college-ready in a given subject on any assessment reported to CPE, the student will be categorized as college-ready in that subject.

**5. How is overall readiness calculated? (Not college-ready in one or more subjects)**

- a. A student is classified as college-ready overall if she is classified as college-ready on all subjects for which placement data is available. Subjects with missing or null values are not counted toward the calculation of a student’s overall college readiness. The grid below describes the possible combinations of subject variables used in calculating overall college readiness.

Readiness in English	Readiness in Mathematics	Readiness in Reading	College- Ready Overall?
Ready	Ready	Ready	Yes
All combinations of two “Ready” and one missing			
All combinations of one “Ready” and two missing			
Not Ready	Not Ready	Not Ready	No
All combinations of two “Not Ready” and one “Ready” or missing			
All combinations of one “Not Ready” and two “Ready” or missing			
Missing	Missing	Missing	Null/Missing

**Questions or comments?**

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## ACT and SAT Concordance Table for College Readiness Standards

### Entering Class of 2009-10 and Earlier

The Council on Postsecondary Education will use the ACT and SAT information below to construct reports about developmental education and college readiness needs at public postsecondary institutions. The information will be available online at the Council site, communicated to all public postsecondary institutions for placement testing and placement purposes, and to secondary institutions for use in efforts addressing college readiness. The table was established using concordance tables released by ACT and the College Board. In the case of writing, a concordance with the SAT Writing score was used and in addition, an SAT Critical Reading score will be used. The scores on the chart indicate the college readiness targets.

For students taking both the ACT and SAT exams, the Council will use the higher student score in reporting the need for placement testing and developmental education.

#### SAT Concordances with ACT Scores for College Readiness Standards to 2009

Subject	ACT Score	SAT Score
<b>Composite Score</b>	18	SAT 870 (Critical Reading + Math)
	19	SAT 910 (Critical Reading + Math)
	20	SAT 950 (Critical Reading + Math)
	21	SAT 990 (Critical Reading + Math)
	22	SAT 1030 (Critical Reading + Math)
	23	SAT 1070 (Critical Reading + Math)
<b>English</b>	ACT English 18	SAT Writing 430
		SAT Verbal 450
		SAT Critical Reading 450
<b>Mathematics</b>	ACT Math 18	SAT Math 430
<b>Reading</b>	ACT Reading 18	SAT Critical Reading 450
		SAT Verbal 430

Notes:

- 1) An ACT Math score of 22 indicates College Algebra readiness.
- 2) An ACT Math score of 27 indicates Calculus readiness.

**Standardized On-Campus Placement Exam Crosswalk**  
 Entering postsecondary class of 2009-10 and prior

**Mathematics Assessment**

ACT	Asset Elementary Algebra *	Asset Intermediate Algebra *	Asset Numerical Skills *	Compass Algebra *	Compass Pre-Algebra *	Accuplacer Elementary Algebra
<b>20 or higher</b>	45-55	40-55		48-100		
<b>19</b>	43-44	39		41-47		
<b>18</b>	41-42	38		35-40		
<b>Below 18</b>	39-40	36-37	42-55	30-34	41-100	50 or below
	23-38	23-35	29-41	16-29	17-40	
			23-28			

**Reading Assessment**

ACT	Asset Reading Skills *	Compass Reading *	Accuplacer Reading Comprehension
<b>18 or above</b>	42-55	81-100	61 or above
<b>Below 18</b>	38-41	70-80	
	34-37	51-69	
	23-33	44-50	

**English/Writing Assessment**

ACT	Asset Writing Skills *	Compass *	Accuplacer Sentence Skills
<b>18 or Above</b>	41-54	70-100	62 or above
<b>Below 18</b>	35-40	38-69	51-61
	23-34	21-37	
		14-20	

\* From KCTCS' 2004 Assessment and Placement Policy