

CT State Placement 2023-2024

UPDATED: June 26, 2023

ACME English Approved English Multiple Measures

During the Directed Placement process for the 2023-24 academic year, students should be directed into appropriate English courses based on the following multiple measures. High School (HS) GPA is always the first measure, and the ones that follow should be considered in the order they are provided below. Placement measures are valid for 5 years. If none of this data is available, students may default into ENG 1010/0910 or complete a challenge essay to determine the most appropriate placement English placement.

HS GPA Scores

Course Title	Course Level	GPA Ranges
Composition	ENG 1010	≥ 2.8
Composition/Composition Workshop	ENG 1010/0910	2.3-2.79
Introduction to College Reading and Writing	ENG 0930	2.0-2.29
Introduction to College English	ENG 0960	≤1.99

SAT Evidence Based Reading and Writing

Course Title	Course Level	Score Ranges
Composition	ENG 1010	≥480
Composition/Composition Workshop	ENG 1010/0910	≥ 420
Introduction to College Reading and Writing	ENG 0930	≥360-419
Introduction to College English	ENG 0960	<360

ACT

Based on page three for SAT EBRW and ACT English + Reading equivalencies.

<https://www.bestcolleges.com/test-prep/act/act-sat-conversion/>

Course Title	Course Level	Score Ranges
Composition	ENG 1010	≥34
Composition/Composition Workshop	ENG 1010/0910	≥ 28
Introduction to College Reading and Writing	ENG 0930	≥23-27
Introduction to College English	ENG 0960	<22

Next Generation Reading Accuplacer

Based on the Accuplacer Skills Chart. Accuplacer will no longer be administered, so this will be used for students who had these scores in the past. If only Reading/Writing combined scores are available, advisors should use the available data to make an equitable placement if a student has no other multiple measures.

<https://accuplacer.collegeboard.org/accuplacer/pdf/consolidated-skills-insight-statements.pdf>

Course Title	Course Level	Score Ranges
Composition	ENG 1010	≥263 - 300
Composition/Composition Workshop	ENG 1010/0910	250-262
Introduction to College Reading and Writing	ENG 0930	237-249
Introduction to College English	ENG 0960	≤236

GED (GEDR)

Reasoning Through Language Arts test, score range is 165 – 174 for placement into ENG*1010. This score was agreed upon by the PA 12-40 Advisory Council and ACME agrees that it should remain the same.

Challenge Essay Process

The challenge is optional and should only be initiated upon the student's request:

1. Students without placement scores or other multiple measures should register for ENG 1010/0910 or complete a challenge essay to determine the most appropriate English placement.
2. Students with placement information or other multiple measures who place in ENG 0960, ENG 0930, or ENG1010/0910, and who voluntarily tell their GPA that they feel their placement is inaccurate, may engage in the challenge process.
3. Regardless of placement, students should register for the recommended course prior to engaging in any challenge process. Check local campus procedures.
4. If a student does not wish to enroll in a developmental or support course (ENG 0960, 0930, or 0910) and refuses to engage in the challenge essay process, the GP advisor should direct the student to their supervisor (GPA2 or CAL) who may apply the Student Declined Support (SDS) permission override-waiver.

ACME ESOL
Approved ESOL Multiple Measures

GPA is not a useful measure for the placement of multilingual learners with less than 3 years of high school in the US.

During the placement process for the 2023-24 academic year, self-identified ESOL students will be directed into appropriate ESOL courses based on one or more of the following multiple measures AND an initial advising session with a faculty or staff advisor:

- Accuplacer LOEP - Reading Skills and Language
- Rubric-based Writing Sample

LOEP (Reading Skills and Language Use Combined Score)

Course Title	Course Level	Combined Score Ranges
	Continuing Education	40-117
Integrated Skills I: High Beginning	ESOL 0902	118-150
Integrated Skills II: Low Intermediate	ESOL 1202	151-174
Integrated Skills III: High Intermediate	ESOL 1302	175-198
Integrated Skills IV: Low Advanced	ESOL 1402	199-220
Integrated Skills V: High Advanced	ESOL 1502	221-230
ESOL Composition Support	ESOL 0912/ ENG 1010	231-238
Composition	ENG 1010	239-240

For ESOL, only the past two years' LOEP scores should be considered for placement; older scores should not be considered.

Rubric-Based Writing Sample

Course Title	Course Level	Score Ranges
Continuing Education/Non-Credit ESOL	N/A	0-50
Integrated Skills I: High Beginning	ESOL 0902	51-90
Integrated Skills II: Low Intermediate	ESOL 1202	131-180
Integrated Skills III: High Intermediate	ESOL 1302	181-220
Integrated Skills IV: Low Advanced	ESOL 1402	221-270
Integrated Skills V: High Advanced	ESOL 1502	271-290
ESOL Composition Support	ESOL 0912/ ENG 1010	291-300

Level-specific placement codes will be entered into Banner and available to all GPAs, faculty, and other advisors.

ACME Mathematics
Approved Mathematics Multiple Measures

All numeric placement measures for mathematics (GPA, SAT, ACT, ACCUPLACER, PPL, GED) must have been completed after January 2020 (within a 3-year timeframe). In all instances, it is recommended that students be placed by multiple measures to validate the appropriate placement level.

HS GPA Scores*

Course Title	Course Level	GPA Ranges
Elementary Algebra Intensive	MATH 0988	<2.8
Elementary Algebra Foundations	MATH 0989	<2.8
Mathematics of Finance	MATH 1000	2.8-3.09
Quantitative Literacy	MATH 1001	
Math for Science and Technology	MATH 1002	
Elementary Statistics	MATH 1003	
Math for Elementary Education Alg./Number Sys	MATH 1004	
Intermediate Algebra	MATH 1010	
Applied Algebra with Modeling	MATH 1011	
Trigonometry with Embedded Algebra	MATH 1012	
Quantitative Reasoning with Support	MATH 0901/MATH 1100	
Statistics I with Support	MATH 0902/MATH 1200	
Statistics I with Computer Appl. with Support	MATH 0902/MATH 1201	
Quantitative Reasoning	MATH 1100	≥3.1
Statistics I	MATH 1200	
Statistics I with Computer Applications	MATH 1201	

*While all students should be placed by multiple measures, placement into corequisite College Algebra or above requires at least one official numeric placement measure in addition to GPA or GEDR, such as SAT, ACT, or PPL. If the student places into the lowest level in English and math, the student should be encouraged to take English first.

ALEKS PPL

ALEKS PPL offers students a no-cost option to

- validate placement
- gain access to learning modules for remediation
- retest for elevating placement

Students should register for the appropriate math course prior to engaging with the ALEKS PPL software when validating placement or retesting for placement.

Students who have no placement measures and students wishing to challenge their math placement may take an un-proctored ALEKS PPL assessment. This should be considered an acceptable placement mechanism for any math course below Precalculus. (Note: Students with no other placement information should also consider submitting the self-appraisal survey.)

After the first attempt, any additional attempts to use ALEKS PPL for placement, and students who wish to move up to Precalculus or higher must take ALEKS PPL in a proctored environment. Students may use a calculator in both un-proctored and proctored environments.

Course Title	Course Level	Score Ranges
Elementary Algebra Intensive	MATH 0988	0-13
Elementary Algebra Foundations	MATH 0989	14-25
Mathematics of Finance Quantitative Literacy Math for Science and Technology Elementary Statistics Math for Elementary Education Alg./Number Sys Intermediate Algebra Applied Algebra with Modeling Trigonometry with Embedded Algebra	MATH 1000 MATH 1001 MATH 1002 MATH 1003 MATH 1004 MATH 1010 MATH 1011 MATH 1012	26-35
Quantitative Reasoning with Support Statistics I with Support Statistics I with Computer Applications with Support	MATH 0901/MATH 1100 MATH 0902/MATH 1200 MATH 0902/MATH 1201	26-35
Quantitative Reasoning Statistics I Statistics I with Computer Applications Pathway to Calculus: College Algebra with Support	MATH 1100 MATH 1200 MATH 1201 MATH 0906/MATH 1600	36-45
Applied Business Mathematics Pathway to Calculus: College Algebra	MATH 1500 MATH 1600	46-60
Precalculus	MATH 1610	61-75
Calculus I	MATH 2600	76-100

SAT

Course Title	Course Level	Score Ranges
Elementary Algebra Intensive	MATH 0988	<510
Elementary Algebra Foundations	MATH 0989	<510
Mathematics of Finance Quantitative Literacy Math for Science and Technology Elementary Statistics Math for Elementary Education Alg./Number Sys Intermediate Algebra Applied Algebra with Modeling Trigonometry with Embedded Algebra	MATH 1000 MATH 1001 MATH 1002 MATH 1003 MATH 1004 MATH 1010 MATH 1011 MATH 1012	510-529
Quantitative Reasoning with Support Statistics I with Support Statistics I with Computer Appl. with Support	MATH 0901/MATH 1100 MATH 0902/MATH 1200 MATH 0902/MATH 1201	510-529
Quantitative Reasoning Statistics I Statistics I with Computer Applications	MATH 1100 MATH 1200 MATH 1201	≥530
Pathway to Calculus: College Algebra with Support	MATH 0906/MATH 1600	530-569
Applied Business Mathematics Pathway to Calculus: College Algebra	MATH 1500 MATH 1600	570-611
Precalculus	MATH 1610	612-654
Calculus I	MATH 2600	≥655

ACT

Course Title	Course Level	Score Ranges
Elementary Algebra Intensive	MATH 0988	<17
Elementary Algebra Foundations	MATH 0989	<17
Mathematics of Finance Quantitative Literacy Math for Science and Technology Elementary Statistics Math for Elementary Education Alg./Number Sys Intermediate Algebra Applied Algebra with Modeling Trigonometry with Embedded Algebra	MATH 1000 MATH 1001 MATH 1002 MATH 1003 MATH 1004 MATH 1010 MATH 1011 MATH 1012	17-19
Quantitative Reasoning with Support Statistics I with Support Statistics I with Computer Appl. with Support	MATH 0901/MATH 1100 MATH 0902/MATH 1200 MATH 0902/MATH 1201	17-19
Quantitative Reasoning Statistics I Statistics I with Computer Applications	MATH 1100 MATH 1200 MATH 1201	≥20
Pathway to Calculus: College Algebra with Support	MATH 0906/MATH 1600	19-21
Applied Business Mathematics Pathway to Calculus: College Algebra	MATH 1500 MATH 1600	22-23
Precalculus	MATH 1610	24
Calculus I	MATH 2600	≥25

GED (GEDR)

Course Title	Course Level	Score Ranges
Elementary Algebra Intensive	MATH 0988	<165
Elementary Algebra Foundations	MATH 0989	<165
Mathematics of Finance Quantitative Literacy Math for Science and Technology Elementary Statistics Math for Elementary Education Alg./Number Sys Intermediate Algebra Applied Algebra with Modeling Trigonometry with Embedded Algebra	MATH 1000 MATH 1001 MATH 1002 MATH 1003 MATH 1004 MATH 1010 MATH 1011 MATH 1012	≥165
Quantitative Reasoning with Support Statistics I with Support Statistics I with Computer Appl. with Support	MATH 0901/MATH 1100 MATH 0902/MATH 1200 MATH 0902/MATH 1201	≥165

Accuplacer

Accuplacer is no longer administered in CT State. This chart is only for reference for students who completed the ACCUPLACER previously, but no earlier than January 2020.

Course Title	Course Level	Score Ranges
Elementary Algebra Intensive	MATH 0988	QAS<235
Elementary Algebra Foundations	MATH 0989	QAS 235-245
Mathematics of Finance Quantitative Literacy Math for Science and Technology Elementary Statistics Math for Elementary Education Alg./Number Sys Intermediate Algebra Applied Algebra with Modeling Trigonometry with Embedded Algebra	MATH 1000 MATH 1001 MATH 1002 MATH 1003 MATH 1004 MATH 1010 MATH 1011 MATH 1012	AR:267-300 AND QAS: 238-249
Quantitative Reasoning with Support Statistics I with Support Statistics I with Computer Appl. with Support	MATH 0901/MATH 1100 MATH 0902/MATH 1200 MATH 0902/MATH 1201	AR:267-300 AND QAS: 238-249
Quantitative Reasoning Statistics I Statistics I with Computer Applications	MATH 1100 MATH 1200 MATH 1201	QAS: ≥250
Pathway to Calculus: College Algebra with Support	MATH 0906/MATH 1600	QAS: 250-271
Applied Business Mathematics Pathway to Calculus: College Algebra	MATH 1500 MATH 1600	QAS: 268-300 AND AAF: 232-251
Precalculus	MATH 1610	QAS: 268-300 AND AAF: 252-276
Calculus I	MATH 2600	QAS: 263-300 AND AAF: 277-300

Self-Appraisal

The self-appraisals are math pathway specific and can be administered orally or in paper-printed format. The self-appraisal cannot be used as a stand-alone placement metric but in tandem with other multiple measures. It is tool to be used to guide advising discussion and recommend placements.

