



## HEA 1637 Recommendations and Requirements

The 2015 General Assembly altered responsibility for certain aspects of IC 20-32-9, the Postsecondary and Workforce Training Remediation Reduction Chapter. The Commission is now charged with working with Indiana Department of Education to provide criteria and thresholds for when a student must be assessed for remediation or supplemental instruction during his or her 11<sup>th</sup> grade year. The thresholds must be based on the student's score on a state assessment and either the student's score on a national assessment of college and career readiness or qualifying grades in advance placement (AP), international baccalaureate (IB) or dual credit course. Statute defines qualifying grades in AP, IB, or dual credit as a "B" or higher. However, statute does not provide guidance on how to set threshold scores for the national or state assessment. Since AP, IB and dual credit courses are the equivalent of first year college courses, the Commission assumes the cut scores on the national and state assessment should be predictive of a student receiving a "B" in his or her first year of postsecondary courses.

If a student does not achieve the required score on either the state or national assessment/qualifying grades in AP, IB or dual credit, the student must take a college and career readiness exam to determine whether the student needs remediation or supplemental instruction. The Commission, in consultation with state educational institutions, is charged with setting the threshold score that would require remediation or supplemental instruction. The threshold score must be based on the score needed to enroll in an entry-level, transferable course in English or mathematics. The State Board of Education is tasked with selecting the college and career readiness exam and the Board selected the ACCUPLACER. Below are the Commission's recommendations for the national and state assessment threshold scores, the Commission's requirements for the ACCUPLACER cuts scores, and the Commission's recommendations on how to handle remediation and supplemental instruction.

### National Assessment Threshold Scores

#### PSAT/NSMQT Cut Score:

Based on research received from The College Board, the Commission recommends a minimum cut score of 38 for Critical Reading and 40 for Mathematics on the PSAT/NSMQT. College Board's research shows students who meet these baselines have a 65% probability of earning a GPA of a "B-" or higher during their first year of postsecondary education. With ACCUPLACER administration moving to the fall, these scores are for 10<sup>th</sup> grade PSAT/NSMQT results from fall 2014.

#### SAT Cut Score:

Based on research conducted by The College Board, the Commission recommends a minimum cut score of 500 in both Reading and Mathematics on the SAT. The College Board's research shows



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students who meet these minimum scores have a 65% probability of earning a GPA of a “B-” or higher during their first year of postsecondary education.

### **ACT Cut Score:**

Based on research conducted by American College Testing, the Commission recommends a minimum cuts score of 22 for Mathematics, 22 in Reading and 18 in English on the ACT. The student must meet both the minimum score in Reading and English. American College Testing’s research shows students who meet this standard have a 50% probability of receiving a “B” or higher and a 75% chance of obtaining a C or higher in the corresponding credit-bearing first year courses.

### **State Assessment Threshold Score**

The Commission does not have data showing the link between the *Indiana Statewide Testing for Educational Progress-Plus End of Course Assessments* (ISTEP+ ECAs) and postsecondary GPA. The Commission defers to the Department’s expertise when setting ISTEP+ ECA cut scores. It should be noted that scoring above the cut score on any national assessment should not exempt a student from being assessed for remediation or supplemental instruction if they did not meet the required score on the state assessment.

### **Remediation and Supplemental Instruction Threshold**

### **ACCUPLACER Cut Score:**

To determine the ACCUPLACER threshold score, the Commission looked at the scores needed to enroll in an entry-level, transferable mathematics and English course at Ivy Tech Community College. The only other institution using ACCUPLACER to determine placement is Vincennes University. However, Vincennes uses a different version from the Department and Ivy Tech. To enroll in an entry-level, transferable course in mathematics and English at Ivy Tech, a student would need a minimum score of 69 in Reading and 92 in Mathematics. Therefore, any student who scores below this threshold is required to meet with the appropriate school official to discuss their college and career goals to determine if and what kind of remediation is required.

Whether a student requires remediation should be based on the student’s ACCUPLACER score in conjunction with the student’s college and career goals. The student’s college and career goals will determine which entry-level mathematics and English course the student will need to take at the postsecondary level. These courses require different ACCUPLACER scores to enroll. Schools should use the following matrix to determine whether a student should be provided further remediation or supplemental instruction.



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Postsecondary goal	ACCUPLACER SCORE necessary
4-year institution OR 2-yr institution with intent to transfer to 4-year	76 or higher on Reading, 92 or higher on Math
2-year institution in a STEM or Business field requiring Algebra and Calculus	69 or higher on Reading, 92 or higher on Math
2-year institution in a non-STEM/business field requiring Quantitative Reasoning	69 or higher on Reading, 70 or higher on Math
2-year institution in a technical field requiring Technical Mathematics	69 or higher on Reading, 45 or higher on Math
Industry training or direct workforce entry	69 or higher on Reading, 45 or higher on Math

All scores are tied directly to what is required to enroll in an entry-level, credit bearing mathematics and English course for that postsecondary pathway with the exception of the 4-year pathway. A student planning on attending a 4-year institution should meet the minimum requirements to enroll in Ivy Tech's American Honors program. A student meeting this threshold is more likely to be prepared to enroll in a 4-year institution and be actively sought by schools when transferring. A student planning on entering the workforce should meet the minimum requirements to enroll in credit bearing courses. The student must receive additional remediation if after meeting with the appropriate school official the student's ACCUPLACER score does not meet the threshold for the college and career goals indicated by their diploma pathway or expressed goals.

### **Best Practices**

Per statute, schools are to retest students on the ACCUPLACER after the prescribed course of remediation or supplemental instruction. The Commission recommends the Department collect data from schools about pre- and post-remediation result to identify schools in which remediation is making the biggest difference. The practices in place at those schools should be highlighted as a best practice. The Commission will contribute to the development of best practices by conducting research of the national landscape and coordinating with postsecondary remediation providers, to be sent to DOE at a later date.



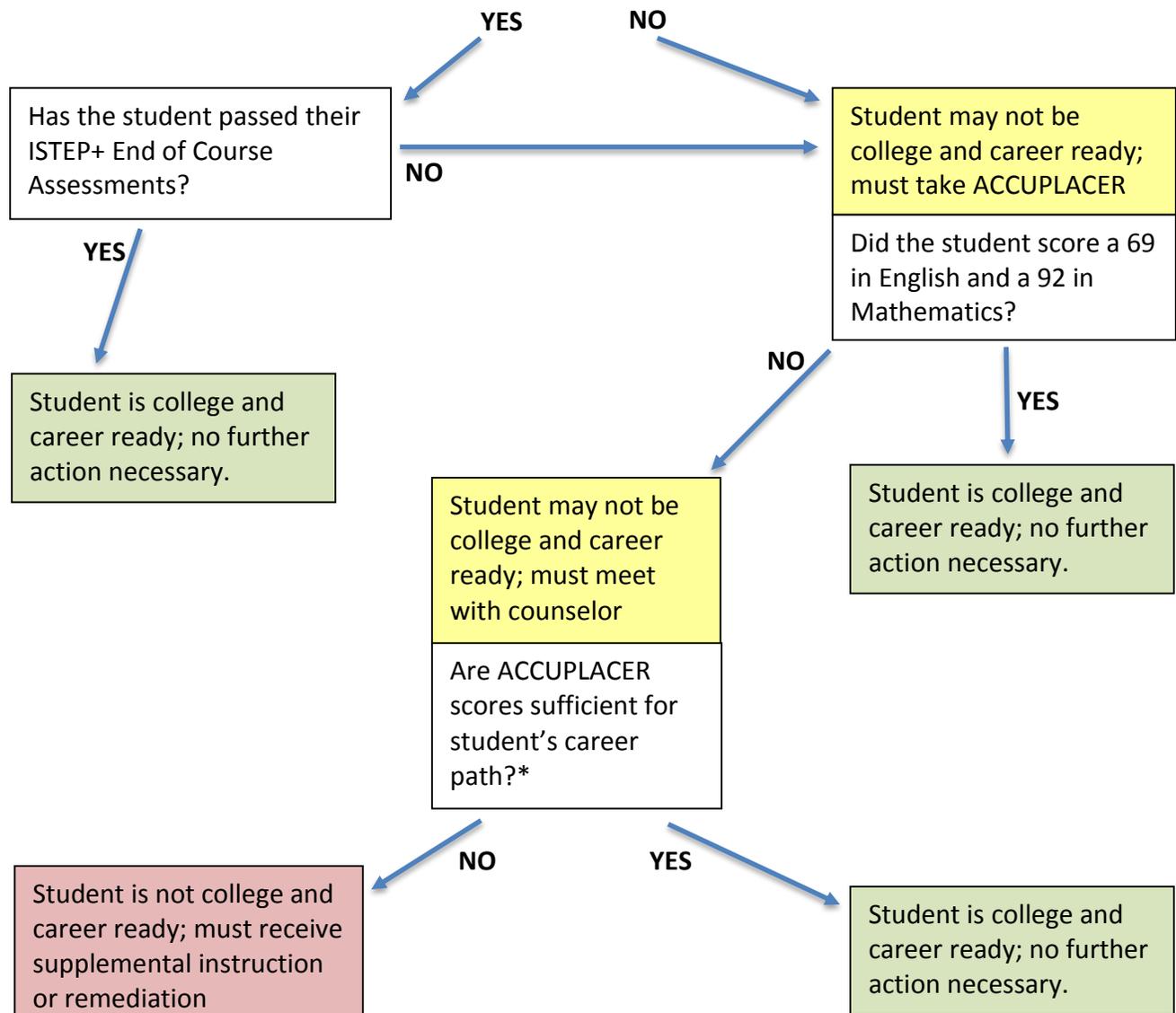
## HEA 1637 Assessment and Remediation Flow Chart

Has the student achieved either:

Grade of "B" or higher in postsecondary work in math and English  
(AP, IB, Dual Credit)

OR

National Assessment score that predicts ability to earn grade of "B" or higher in college coursework  
(PSAT, ACT or SAT)



\*Including postsecondary plans (baccalaureate, associate, credential or direct workforce entry) and career focus (STEM, liberal arts, etc.) Determined based on the high school diploma path selected and/or student's stated intentions during counseling session.



## MEMORANDUM

**TO:** State Board of Education

**FROM:** Dr. Michele Walker, Director  
Office of Student Assessment

**RE:** ACCUPLACER Participation Criteria

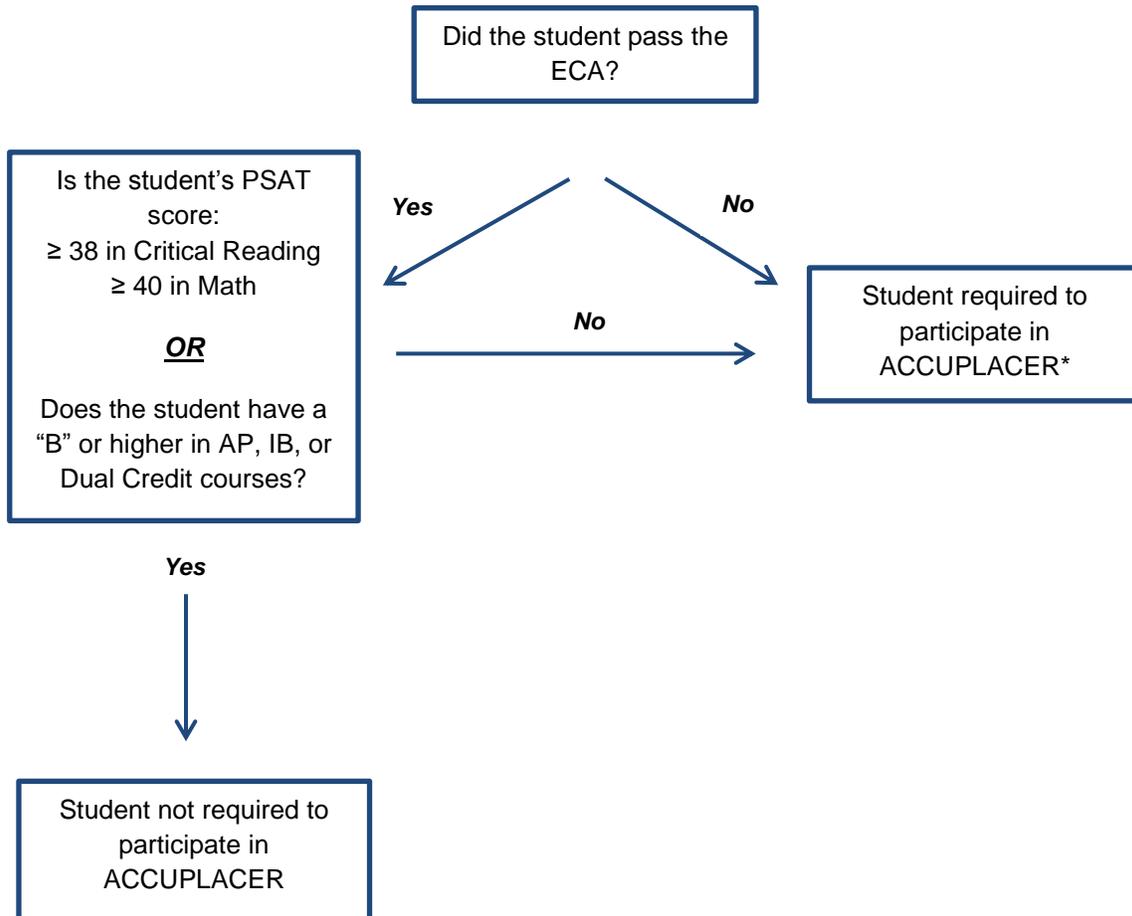
**DATE:** September 9, 2015

ACCUPLACER is the assessment selected to meet the requirements of [IC 20-32-9](#), and the criteria for participation in the college- and career-readiness exam must be presented to the State Board of Education for approval.

The IDOE-recommended criteria are attached and presented for your review. We respectfully request approval of the ACCUPLACER participation criteria.



ACCUPLACER Participation Guidance  
Guidance 2015-2016



ACCUPLACER Non-Participation Thresholds*	
<p><u>ELA</u></p> <ul style="list-style-type: none"> <li>• SAT Reading Score <math>\geq 500</math></li> <li>• ACT Reading Score <math>\geq 22</math></li> <li>• ACT English Score <math>\geq 18</math></li> <li>• ACCUPLACER Classic Version: Reading <math>\geq 76</math></li> <li>• ACCUPLACER Custom Version: Reading Diagnostic <math>\geq 69</math></li> </ul>	<p><u>Math</u></p> <ul style="list-style-type: none"> <li>• SAT Math Score <math>\geq 500</math></li> <li>• ACT Math Score <math>\geq 22</math></li> <li>• ACCUPLACER Classic/Custom Version: Elementary Algebra <math>\geq 92</math></li> </ul>

\*Students are required to participate in ACCUPLACER **unless** their results or score on a national assessment of college and career readiness meets the thresholds determined by the Commission for Higher Education and the Indiana Department of Education in consultation with higher education institutions.