



California
Community
Colleges

Guided and Self-Placement Method Submission Form

AB 705 (Education Code §78213) requires that a district placement method for English and mathematics/quantitative reasoning may be based upon guided placement, including self-placement, if a student's high school performance data, including self-reported data, is not available or usable with reasonable effort. Districts must follow Title 5 §55522 in the development of guided and self-placement methods.

The Chancellor's Office is providing provisional approval for districts that plan to employ a guided or self-placement method that requires Chancellor approval pursuant to regulation. Per Title 5 §55522, if the adopted methodology incorporates sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, it requires Chancellor's Office approval. If this is the case, the district must collect data to demonstrate students benefit from the guided or self-placement model implemented, including but not limited to throughput and successful pass rates, and the college's placement results. **Districts will be allowed no more than two years to innovate and validate their own guided or self-placement methodology. Districts will be required to provide a preliminary report on their validation data after one year of implementation.**

All districts must complete the attached form and submit their guided and self-placement methodologies no later than July 1, 2019 to AB705submittals@cccco.edu (DO NOT SEND PAPER COPIES).

***Please attach a separate document with responses to the three questions listed below.**

- 1. Please describe your district's Guided and Self Placement processes.**
- 2. Please provide the questionnaire for your district's Guided and Self Placement Methods.**
- 3. Please describe the rubric that will be used to determine the recommended course placement.**

Chancellor's Office, Educational Services

1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | www.cccco.edu

CERTIFICATIONS (CHECK ONLY THE BOX THAT APPLIES)

By checking this box, I certify that the attached guided and self-placement methods comply with Title 5 Section 55522 regulations, was developed through the participatory governance process, and does not require Chancellor's Office approval.

By checking this box, I certify that the attached guided and/or self placement method complies with Title 5 Section 55522 regulations, was developed through the participatory governance process, and requires Chancellor's Office approval. No more than two years to innovate and validate this guided and self-placement methodologies will be allowed. Furthermore, validation data will be provided in a preliminary report after one year of implementation.

Please provide the name and title of the individual certifying this form.

Name:

Title:

CONTACT INFORMATION

Please provide the contact information of staff that we can reach out to with any questions regarding the information submitted with this form.

District:

College(s):

Primary Contact:

Title:

Email:

Phone:

Secondary Contact:

Title:

Email:

Phone:

If you have questions and/or need assistance regarding the guided self-placement adoption plan instructions, please contact Nicole Alexander at nalexander@cccco.edu or Elena Alcala at ealcala@cccco.edu.

AB 705 Guided Self Placement Guidance and Adoption Plan Santa Monica College, Attachment 1

1. Please describe your district's Guided Self Placement processes.

Students are first asked if they have completed 11th grade or higher in the United States within the past 10 years. If the answer is yes, they are routed to a brief questionnaire to determine their High School GPA, highest level math and English courses taken in high school, and their grades in those courses. If the answer is no, they are routed to the guided self placement questionnaires.

The GSP questionnaire for math begins by asking them what field of study they wish to pursue so that we know which math pathway would be most appropriate. However, students may complete the questionnaire for all 6 transfer level entry courses as they desire. For each of these courses, the questionnaire consists of a checklist of several entrance skills for the course. Students identify those skills they believe they possess. Placement into each course, or into the course with a co-requisite support course, or into a one-semester preparatory course, is determined based upon the percentage of entrance skills the student believes they possess for each course.

The GSP questionnaire for English asks students to rate their level of comfort with a series of writing and reading skills, as well as with seeking assistance when they feel they need it. Placement into either English 1 or into English 1 with a co-requisite support course is determined based on their answers to these questions.

2. Please provide the questionnaire for your district's Guided Self Placement Methods.

For students who graduated high school in the U.S. over 10 years ago or graduated high school in another country, guided self placement is used to determine the most appropriate English and math course placement. These students receive the following initial instructions:

- You will be placed using Guided Self-Placement. The Math and English Guided Self-Placement tools will present you with questions consisting of skills we expect students to have before entering a class. It is important that you read everything presented to you carefully and answer honestly so you may be guided to the proper class.
- You may get your Guided Self-Placement once you have activated your [Corsair Connect](#) account. Just login, click the "Placement" tab and follow directions on screen.
- Plan on completing the Math and English Guided Self -Placements together. You may take each Guided Self-Placement only once.
- There will be 6 options available to you for the Math Guided-Self Placement based on your area of interest (major) or the the course you are interested in taking. If you are not sure which one to take, check with a counselor. You may take any of the Math Guided Self-Placements once.

Below are the actual questionnaires administered to students:

- 1) Did you complete **at least** the 11th grade in a United States high school within the last 10 years?

- Yes
- No

A "Yes" answer goes to:

High School Coursework and GPA Information

1) Did you complete **at least** the 11th grade in a United States high school within the last 10 years?

- Yes
- No

2) What was your unweighted high school GPA (grade point average)?

(Please enter a value between 0.00 and 4.00)

3) What was the highest English course you completed in high school?

- 12th grade Advanced Placement (AP) English Composition or Literature
- 12th grade Honors English Composition or Literature
- 12th grade English Composition or Literature
- 11th grade Advanced Placement (AP) English Composition or Literature
- 11th grade Honors English Composition or Literature
- 11th grade English Composition or Literature
- 10th grade (or lower) English Composition or Literature
- None of the Above / Don't Know

4) What grade did you receive in the English course?

- | | | |
|-----------------------------------------------|------------------------------------------------------|--------------------------|
| <input type="radio"/> A | <input type="radio"/> A- | <input type="radio"/> B+ |
| <input type="radio"/> B | <input type="radio"/> B- | <input type="radio"/> C+ |
| <input type="radio"/> C | <input type="radio"/> C- | <input type="radio"/> D |
| <input type="radio"/> F | <input type="radio"/> P | <input type="radio"/> NP |
| <input type="radio"/> Other Non-Passing Grade | <input type="radio"/> None of the Above / Don't Know | |

5) What was the highest math course you completed in high school?

You may have passed or not passed the course, but you remained enrolled until the end.

- Pre-algebra or lower
- Algebra 1

- Integrated Math 1
- Integrated Math 2
- Geometry
- Algebra 2
- Integrated Math 3
- Statistics
- Integrated Math 4
- Trigonometry
- Math Analysis
- Pre-calculus
- Calculus or higher
- None of the Above / Don't Know

6) What grade did you receive in the math course?

- | | | |
|-----------------------------------------------|------------------------------------------------------|--------------------------|
| <input type="radio"/> A | <input type="radio"/> A- | <input type="radio"/> B+ |
| <input type="radio"/> B | <input type="radio"/> B- | <input type="radio"/> C+ |
| <input type="radio"/> C | <input type="radio"/> C- | <input type="radio"/> D |
| <input type="radio"/> F | <input type="radio"/> P | <input type="radio"/> NP |
| <input type="radio"/> Other Non-Passing Grade | <input type="radio"/> None of the Above / Don't Know | |

Reset Submit

Recommended Placement

Your multiple measure **English** placement is:
English 1

Your multiple measure **Statistics/Liberal Arts Math** placement is:
Math 21, Math 26, or Math 54

Your multiple measure **BSTEM Math Pathway** placement is:
Math 2, Math 3, or Math 4

1) Did you complete **at least** the 11th grade in a United States high school within the last 10 years?

- Yes
- No

A "No" answer goes to:

Math Guided Self-Placement

To select the best math course for you, we need to know which of the following best describes what you want to study. Please select the area closest to your current interests. Once you have completed the Guided Self-Placement for one option, you may return to this selection and explore other options. However, note you will not be able to retake the same option once you "accept" your recommended placement.

- Science, Technology Engineering or Mathematics (STEM), Computer Science, or any other major that requires trigonometry-based calculus such as Business and Economics Majors at the UC
- Business or Economics, or another major that requires calculus but not trigonometry-based calculus
- Liberal Arts or Social Sciences

Math Guided Self-Placement

To select the best math course for you, we need to know which of the following best describes what you want to study. Please select the area closest to your current interests. Once you have completed the Guided Self-Placement for one option, you may return to this selection and explore other options. However, note you will not be able to retake the same option once you "accept" your recommended placement.

- Science, Technology Engineering or Mathematics (STEM), Computer Science, or any other major that requires trigonometry-based calculus such as Business and Economics Majors at the UC
- Business or Economics, or another major that requires calculus but not trigonometry-based calculus
- Liberal Arts or Social Sciences

STEM and Computer Science majors generally require you to complete a full year of trigonometry-based calculus and beyond. Several options of where you start in the course sequence are available to you. Which transfer level course do you prefer? Check with a counselor or refer to your major program if in doubt.

- Math 2: Pre-Calculus
- Math 3: Trigonometry with Application
- Math 4: College Algebra for STEM Majors

Math 2: Pre-Calculus Entry Skills Questionnaire

To be successful in Math 2, you should have the following skills before you begin the class. Please check to indicate which skills you possess.

- Simplify advanced numerical and algebraic expressions involving multiple operations
- Solve linear, quadratic, rational and absolute value inequalities, graph their solution sets and express the answer in interval notation
- Solve literal equations for a designated variable
- Apply algorithms of completing the square, rationalizing the denominator, and long division and synthetic division of polynomials
- Solve linear, quadratic form, simple cubic, radical, rational, absolute value, elementary exponential, and elementary logarithmic equations
- Perform operations on complex numbers
- Perform operations on functions including composition of two functions and determine the domain of the resulting function
- Use proper mathematical notation to evaluate functions and obtain their inverses
- State and apply the fundamental properties of exponents and logarithms
- Demonstrate knowledge of standard vocabulary associated with graphing, including but not limited to slopes of lines, intercepts, vertex of parabola, asymptotes, and interplay between graph and functional notation
- Given its graph, determine whether a relation is a function and whether it is one-to-one, and determine its intercepts and domain and range
- Graph using horizontal and vertical translations and determine the domain and range of linear, quadratic, simple cubic, radical, reciprocal, absolute value, exponential and logarithmic functions
- Graph circles and parabolas using horizontal and vertical translations
- Evaluate simple expressions involving summation notation
- Set up and solve practical applications of the algebraic material
- Without the use of study aids, be able to identify in a diagram: supplementary angles, complementary angles, acute angle, obtuse angle, right angle, circle, sector, arc, radius, center, diameter, circumference, chord, secant, tangent, triangle, hypotenuse, isosceles triangle, equilateral triangle, square, rectangle, parallelogram, parallel lines, and perpendicular lines. Sketch examples that accurately illustrate the definitions
- Use properties of right triangles, including Pythagorean Theorem and right-triangle trigonometry, properties of parallel lines, and the method of similar triangles in order to solve application problems including but not limited to those involving bearing and angle of elevation/depression
- From memory, state and use formulas to calculate the perimeter and area of polygons, sectors, and circles, and the volume and surface area of rectangular boxes and circular cylinders

- Read a written argument and determine if it is valid
- Given the statement of a theorem, identify its hypothesis and conclusion, state its converse, Inverse and contrapositive, and identify which of these three can be used in place of the original statement
- Set up and complete simple direct and indirect proofs

Math 3: Trigonometry with Application Entry Skills Questionnaire

To be successful in Math 3, you should have the following skills before you begin the class. Please check to indicate which skills you possess.

- Simplify advanced numerical and algebraic expressions involving multiple operations
- Solve linear, quadratic, rational and absolute value inequalities, graph their solution sets, and express the answers in interval notation
- Solve literal equations for a designated variable
- Perform operations on complex numbers
- Determine the sum, difference, product and quotient of functions and determine their domains
- Use proper mathematical notation to evaluate functions and obtain their inverses
- Demonstrate knowledge of standard vocabulary associated with graphing
- Determine, given its graph, whether a relation is a function and whether it is one-to-one, and determine its intercepts and domain and range
- Graph and determine the domain and range of linear, quadratic, simple cubic, radical, reciprocal, absolute value, exponential and logarithmic functions
- Graph circles and parabolas using horizontal and vertical translation
- Recognize a statement and determine its negation
- Given a conditional statement expressed implicitly, rewrite the statement in the standard if then form
- Given a conditional statement, identify the hypothesis, the conclusion, its converse, inverse, and contrapositive and know which are logically equivalent
- Use elementary logical reasoning to determine if a given argument is valid
- Use counterexamples to disprove a false statement or conjecture
- Use deductive arguments to write direct and/or indirect proofs
- Demonstrate understanding of basic geometric terms, including but not limited to radius, triangle, and tangent

Math 4: College Algebra for STEM Majors Entry Skills Questionnaire

To be successful in Math 4, you should have the following skills before you begin the class. Please check to indicate which skills you possess.

- Simplify advanced numerical and algebraic expressions involving multiple operations
- Solve linear, quadratic, rational and absolute value inequalities, graph their solution sets, and express the answer in interval notation
- Solve literal equations for a designated variable
- Solve linear, quadratic form, cubic, radical, rational, absolute value, elementary exponential and elementary logarithmic equations
- Apply algorithms of completing the square, rationalizing the denominator, and long division and synthetic division of polynomials
- Graph the solution sets of systems of linear equations and inequalities
- Perform operations on complex numbers
- Determine the sum, difference, product and quotient of functions and determine their domains
- Determine the composition of elementary functions
- Use proper mathematical notation to evaluate functions and obtain their inverses
- State and apply the fundamental properties of exponents and logarithms
- Demonstrate knowledge of standard vocabulary associated with graphing, including but not limited to slopes of lines, intercepts, vertices of parabolas, asymptotes, and interplay between graph and functional notation
- Determine, given its graph, whether a relation is a function and whether it is one-to-one, and determine its intercepts and domain and range
- Graph and determine the domain and range of linear, quadratic, simple cubic, radical, reciprocal, absolute value, exponential and logarithmic functions
- Graph circles and parabolas using horizontal and vertical translation
- Set up and solve practical applications of the algebraic material
- Determine the distance between two given points in the Cartesian plane, and find the midpoint of the line segment joining them

Math Guided Self-Placement

To select the best math course for you, we need to know which of the following best describes what you want to study. Please select the area closest to your current interests. Once you have completed the Guided Self-Placement for one option, you may return to this selection and explore other options. However, note you will not be able to retake the same option once you "accept" your recommended placement.

- Science, Technology Engineering or Mathematics (STEM), Computer Science, or any other major that requires trigonometry-based calculus such as Business and Economics Majors at the UC
- Business or Economics, or another major that requires calculus but not trigonometry-based calculus
- Liberal Arts or Social Sciences

Business and Economics majors generally require you to complete a full year of non-trigonometry-based calculus. Start by taking the Guided Self-Placement option for Math 26 below. Check with a counselor or refer to your major program map if in doubt.

Bus math Math 26: Functions and Modeling for Business and Social Science

Math 26: Functions and Modeling for Business and Social Science Entry Skills Questionnaire

To be successful in Math 26, you should have the following skills before you begin the class. Please check to indicate which skills you possess.

- Perform all routinely elementary algebra operations
- Solve linear and quadratic equations and inequalities in one variable and express the answer in interval notation
- Perform fundamental operations on polynomials and rational expressions
- Find domain of functions
- Solve applications problems using equations
- Perform fundamental operations on functions
- Graph linear and quadratic and absolute value functions
- Demonstrate the relationship between the exponential and logarithmic functions
- Solve elementary exponential and logarithmic equations
- Solve polynomial equations by factoring

Math Guided Self-Placement

To select the best math course for you, we need to know which of the following best describes what you want to study. Please select the area closest to your current interests. Once you have completed the Guided Self-Placement for one option, you may return to this selection and explore other options. However, note you will not be able to retake the same option once you "accept" your recommended placement.

- Science, Technology Engineering or Mathematics (STEM), Computer Science, or any other major that requires trigonometry-based calculus such as Business and Economics Majors at the UC
- Business or Economics, or another major that requires calculus but not trigonometry-based calculus
- Liberal Arts or Social Sciences

For majors in the Liberal Arts and Social Sciences, you will generally need only one transfer-level math course. Some majors require Statistics, others do not. Which transfer level course do you prefer? Check with a counselor or refer to your major program map if in doubt

- Math 21: Finite Math
- Math 54: Elementary Statistics

Math 21: Finite Math Entry Skills Questionnaire

To be successful in Math 21, you should have the following skills before you begin the class. Please check to indicate which skills you possess.

- Use matrices to solve a consistent system of two or three equations with two or three unknowns
- Solve and graph linear equations and inequalities
- Manipulate algebraic expressions
- Apply order of operations in evaluating numerical expressions
- Translate verbally stated problems into appropriate mathematical form
- Solve basic interest problems involving simple interest and annual compounding

Math 54: Elementary Algebra Entry Skills Questionnaire

To be successful in Math 54, you should have the following skills before you begin the class. Please check to indicate which skills you possess.

- Solve linear equations
- Evaluate complex numerical expressions (order of operations)
- Plot and interpret points on the Cartesian coordinate system
- Plot linear equations using slope-intercept method
- Translate verbally stated problems in to appropriate mathematical forms

- Solve linear equations and inequalities in a single variable
- Evaluate an exponential function
- Evaluate simple expressions involving sigma notation
- Solve literal equations for a designated variable
- Given the description of a line, write the equation of the line
- Express the solution to an inequality using interval notation
- Read information from a diagram or graph
- Calculate percents
- Calculate the area of a rectangular region

English Guided Self-Placement

To place you in the proper English or ESL (English as a Second Language) class, you are going to answer a few questions about your educational background. Answer these questions as best as you can. If you need assistance, you can also visit the [Assessment Center](#) or speak to your counselor.

First, are you a native English speaker?

Yes, English is my native language

No, my native language is not English

A “No, my native language is not English” gets you to the ESL filter questions:

English Guided Self-Placement

Since you have identified as a non-native English speaker, below you will answer a few questions to determine what kind of support you might need to succeed in English courses at SMC. Answer carefully and truthfully - you will not be able to return to this page.

Did you graduate from high school or receive your GED in the United States?

Did you graduate from high school or receive your GED in the United States?

Yes No

Did you successfully complete three years of academic English courses in high school, NOT counting English as Second Language (ESL) or English

Did you successfully complete three years of academic English courses in high school, NOT counting English as Second Language (ESL) or English Language Development (ELD) courses?

Yes No

Language Development (ELD) courses?

For all of your high school courses, was the language of instruction English? (For example, was English used in your math and science classes?)

Did you have success with multiple written English assignments in high school, such as essays or research projects?

Do you feel you are a strong reader of English texts, for example not requiring frequent use of translators or dictionaries?

For all of your high school courses, was the language of instruction English?(For example, was English used in your math and science classes?)

Yes No

Did you have success with multiple written English assignments in high school, such as essays or research projects?

Yes No

Do you feel you are a strong reader of English texts, for example not requiring frequent use of translators or dictionaries?

Yes No

A score of 3 or more “No” will place you with “Must complete ESL exam”

A score of 3 or more “Yes” will filter you to the English GSP placement process.

English Guided Self-Placement

Based on your answers, it does not seem like you need ESL courses at SMC, and you can be placed into one of our English courses.

Below, you have the option to move forward with the English Guided Self-Placement. This will help you find the right English class. If you feel you might need to be in an ESL class first, click the option below to find out more about ESL placement.

[Take me to the English Guided Self-Placement](#)

[Tell me more about the ESL Placement I need to take the ESL Placement](#)

English Guided Self-Placement

This guided self-placement is designed to ensure that you end up in the English course that is best match for your educational experience and history. On the following pages, you will read about some of the aspects that will determine a student's success in college English.

Answer each question as best and as honestly as you can. Ultimately, this placement is about your success! Make sure you read the questions and answers carefully to ensure that

you understand what is being asked - you will not be able to go back to previously answered questions.

[Begin Self-Placement](#)

English Guided Self-Placement

Writing skills are an important part of success in college English, but students may find it a bit of a mystery what that actually means. Below are a set of questions to help guide you to the right course based on your understanding of various parts of the writing process.

How comfortable are you with writing thesis statements?

How comfortable are you with writing thesis statements?

VERY SOMEWHAT NOT AT ALL

How confident are you in writing an essay with multiple body paragraphs?

How confident are you in writing an essay with multiple body paragraphs?

VERY SOMEWHAT NOT AT ALL

Would you be confused or uncertain if you were asked to create an outline with topic sentences?

Would you be confused or uncertain if you were asked to create an outline with topic sentences?

YES SOMEWHAT NO, I GET IT

Fill in the blank: I have had _____ experience writing multi-paragraph essays in high school or other classes.

Fill in the blank: I have had _____ experience writing multi-paragraph essays in high school or other classes.

A LOT OF A LITTLE NO

Have you used supporting evidence (like quotes or statistics) in an essay before?

Have you used supporting evidence (like quotes or statistics) in an essay before?

YES I THINK SO NEVER

English Guided Self-Placement

Another important aspect of succeeding in your English courses is good reading habits. In fact, the key to improving as a writer in general is to improve as a reader. These questions will help you consider your reading experience and how it will affect your progress as an English student at Santa Monica College.

Do you feel confident as a reader entering college?

Do you feel confident as a reader entering college?

VERY SOMEWHAT NOT AT ALL

Do you struggle with reading such that it makes it harder for you to complete writing assignments?

Do you struggle with reading such that it makes it harder for you to complete writing assignments?

OFTEN SOMETIMES NOT AT ALL

Have you ever abandoned a reading assignment because it was taking you too long to complete or seemed too difficult for you to finish?

Have you ever abandoned a reading assignment because it was taking you too long to complete or seemed too difficult for you to finish?

YES MAYBE NEVER

Did you have a class or a teacher before SMC that helped you prepare for the college reading experience?

Did you have a class or a teacher before SMC that helped you prepare for the college reading experience?

YES NOT EXACTLY NOT AT ALL

Have you learned the process of annotating a text (book, article, etc.) and then using the text to plan an essay?

Have you learned the process of annotating a text (book, article, etc.) and then using the text to plan an essay?

YES I THINK SO NEVER

English Guided Self-Placement

Reading and writing skills are not the only factors in college English success. How you respond to difficult assignments, "writer's block", or time management struggles will play a significant role in both your ultimate success as well as the overall smoothness of your experience.

When you are confused about an assignment, do you ask questions to get more explanation?

When you are confused about an assignment, do you ask questions to get more explanation?

ALWAYS SOMETIMES RARELY

How likely would it be for you to go to your professor's office without being asked in order to get help?

How likely would it be for you to go to your professor's office without being asked in order to get help?

VERY SOMEWHAT NOT AT ALL

How likely would it be for you to visit a free SMC tutor if you need help with a writing assignment?

How likely would it be for you to visit a free SMC tutor if you need help with a writing assignment?

VERY SOMEWHAT NOT AT ALL

Would you be likely to reach out to a professor if you were unable to attend class or complete an assignment?

Would you be likely to reach out to a professor if you were unable to attend class or complete an assignment?

NO MAYBE DEFINITELY

Do you have any worry or anxiety about attending college or starting to attend English classes?

Do you have any worry or anxiety about attending college or starting to attend English classes?

NOT AT ALL A LITTLE YES

English Guided Self-Placement

Congratulations! Based upon your reported information, you have been placed in English 1 + English 28, the 5-unit transfer level English composition course with added, built-in support.

Below, you have the option to accept this placement or to learn more about other courses to support your success in English 1 + English 28. You will be able to select your original placement of English 1 + English 28 at any time.

[Accept my placement; I'm](#)

[ready!](#)

[Accept my placement, but I'd like to learn more about English options](#)

[at SMC!](#)

Learn more about English options:

Recommended Placement

Your guided **English** self-placement is:

ENGL 1 + ENGL 28

Your guided **BSTEM Math Pathway** self-placement is:

For Math 2 GSP results: Your placement is **MATH 1**

For Math 3 GSP results: Your placement is **MATH 1**

For Math 4 GSP results: Your placement is **MATH 1**

Your guided **Business Math** self-placement is:

For Math 26 GSP results: Your placement is **MATH 26**

Your guided **Statistics/Liberal Arts Math** self-placement is:

For Math 21 GSP results: Your placement is **MATH 21**

For Math 54 GSP results: Your placement is **MATH 50**

Highest Math Eligibility

Your highest math placement based on Guided Self-Placement is: **MATH 26**

English Guided Self-Placement

Both of the courses below are available to you based on your self-placement. Along with these courses, there are also specific support courses that can be added to your schedule to improve your success in your English class. Learn more about [English 23 and English 24](#).

[English 20](#)

This is a 5-unit pre-transfer level course designed to prepare students for the academic writing and active reading strategies they will need in college level English courses. This class is a good option if you are far removed from any English work in high school or have struggled with written English or with reading comprehension.

[English 1 + English 28](#)

This is English 1 paired with English 28, for a total 5-unit class. It is taught as one class, with the same professor, same students, and same room. Think of it as English 1 with extra support - more time with your professor and a curriculum to support students who would like to do well in their first college-level English class.

3. Please describe the rubric that will be used to determine the recommended course placement.

For math, the number of course entrance skills a student believes they possess is used to determine placement as follows.

BSTEM Pathways

Math 2: Precalculus

Number of Entrance Skills Possessed	Placement recommendation
0-8	Math 1 (accelerated adaptive learning course, pretransfer)
9-15	Math 20 (1 level below transfer)
16-19	Math 2 + Coreq (transfer level)
20-21	Math 2 (transfer level)

Math 3: Trigonometry

Number of Entrance Skills Possessed	Placement recommendation
0- 7	Math 1 (accelerated adaptive learning course, pretransfer)
8-12	Math 20 (1 level below transfer)
13-15	Math 3 + Coreq (transfer level)
16-17	Math 3 (transfer level)

Math 4: College Algebra

Number of Entrance Skills Possessed	Placement recommendation
0- 7	Math 1 (accelerated adaptive learning course, pretransfer)
8-12	Math 20 (1 level below transfer)
13-15	Math 4 + Coreq (transfer level)
16-17	Math 4 (transfer level)

Statistics/Liberal Arts Pathways

Math 21: Finite Math

Number of Entrance Skills Possessed	Placement recommendation
0-2	Math 18 (1 level below transfer)
3-4	Math 21 + Coreq (transfer level)
5-6	Math 21 (transfer level)

Math 26: Functions and Modeling for Business and Social Sciences

Number of Entrance Skills Possessed	Placement recommendation
0-3	Math 1 (accelerated adaptive learning course, pretransfer)
4-6	Math 20 (1 level below transfer)
7-8	Math 26 + Coreq (transfer level)
9-10	Math 26 (transfer level)

Math 54: Statistics

Number of Entrance Skills Possessed	Placement recommendation
0-10	Math 50 (1 level below transfer)
11-13	Math 54 + Coreq (transfer level)
14	Math 54 (transfer level)

For English, the placement rubric is as follows:

Students who identify themselves as non-native English speakers are routed to the ESL questionnaire where each “yes” response scores 1 point. Students with a score of 3 or more are routed to the English guided self placement questions. Those who score under 3 points are directed to the Assessment Center for an ESL assessment.

Scoring for the English self placement questionnaire is based upon the following points being assigned to each question. Questions are referred to here in the order in which they appear in the questionnaire.

Question Number	Response Point Value, Left to Right
1	3, 2, 1
2	3, 2, 1
3	1, 2, 3
4	1, 2, 3
5	4, 2, 1
6	3, 2, 1
7	1, 2, 3
8	0, 2, 3
9	3, 2, 1
10	3, 2, 1
11	3, 2, 0
12	4, 2, 1
13	3, 2, 1
14	0, 2, 3
15	3, 2, 1

Points are then totaled and placement determined as follows:

Total Score	Placement
38 or higher	English 1 (Transfer level)
23-37	English 1 + English 28 co-requisite (Transfer level)
22 or lower	English 1 + English 28 co-requisite (Transfer level) with recommendation to enroll in English 20 (one level below transfer) first