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PLACEMENT IN DEVELOPMENTAL COURSEWORK

Each year the South Dakota Board of Regents works with administrators (principals, superintendents, and school board presidents) for each high school to provide them with data on their graduates first year in college. The state high school to college transition report is published each year in October and individual high school reports are distributed depicting overall academic performance and remedial placement. The number of South Dakota graduates requiring remedial coursework in Math and English has gone down slightly over the past few years, but roughly 30% of all graduates require some form of developmental curriculum before they can complete college level coursework in these subject areas. High school counselors are encouraged to review the data from their high school to determine how their students compare with the students throughout the state. Additionally, we encourage counselors to inform students about the guidelines depicted below which are used to place students in developmental coursework. Students are encouraged to take additional coursework in high school to address any deficiencies that may exist based on their performance on the ACT or SAT taken at the end of the junior year.

Development Placement Procedures

Placement in English and math courses is based on a student's ACT or SAT I test scores. The Board of Regents has mandated that students who do not meet the college readiness benchmark of 18 on the English sub-score or 20 on the math sub-score must take developmental courses in these two subjects. If the required scores are not met, students have the ability to challenge their placement into developmental courses by taking the COMPASS examination. COMPASS is a computer-based adaptive assessment program using modules that allow students to work at their own speed and comfort level. The higher the score on the ACT or COMPASS Writing Exam, the fewer Basic Writing credits students are required to take. These Basic Writing courses are at the self-support tuition rate. Once successfully completed, Composition I (ENGL 101) may be taken. A similar approach is used in math, whereby a students can proceed to general education coursework once Math 021, 101 or 095 have been successfully completed.

| <i>English and Math Remedial Placement Guidelines for ACT and SAT I Sub-scores</i> | | |
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| <i>ACT Sub-score</i> | <i>SAT I Sub-score</i> | <i>Course Placement</i> |
| <i>English</i> | <i>Verbal</i> | |
| 1-13 | 0-360 | ENGL 033 Basic Writing III |
| 14-17 | 361-440 | ENGL 032 Basic Writing II |
| 18-36 | 441-800 | ENGL 101 Composition I* |
| | | |
| <i>Math</i> | <i>Quantitative</i> | |
| 1-17 | 1-470 | Math 021 Basic Algebra Math 095 Pre-College Algebra (SDSU) |
| 18-19 | | Math 101 Intermediate Algebra Math 095 Pre-College Algebra (SDSU) |
| 20-or Higher | 471 or Higher | Math 102 College Algebra* Math 103 Quantitative Literacy* Math 104 Finite Math* |
| 25 or Higher | 561 or Higher | Math 115 Pre-Calculus Math 120 Trigonometry Math 121 Survey of Calc/Lab |

Note: Those courses depicted with an asterisk meet system general education requirements in either English or Mathematics.