

## College Readiness Benchmarks

**\*CCP Program Eligibility Benchmarks on Approved Diagnostic Assessment Tests**

Test	PSAT 10 and PSAT/NMSQT (2015 and Future)	SAT (March 2016 and Future)	Pre-ACT and ACT		
English/Writing	26 or a composite score of 460 for Evidenced-Based Reading and Writing	480 composite score for Evidenced-Based Reading and Writing	18		
Reading	26 or a composite score of 460 for Evidenced-Based Reading and Writing		22		
Math	24.5 or 510	530	22		
Advanced Placement (AP)		International Baccalaureate (IB)		Cambridge International	
English, Language and Composition	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	C or higher
English, Literature, and Composition	3 or higher	IB Mathematics (Higher Level)	4 or higher	A Level English Language	C or higher
Calculus AB	3 or higher	IB Advanced Mathematics (Higher Level)	4 or higher	AS Level Language and Literature in English	C or higher
Calculus BC	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	C or higher
*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness.				A Level Math	C or higher
				A Level Mathematics - Further	C or higher

### Placement Test Guidance

To enroll in a gateway English and/or gateway math course, students must demonstrate college readiness in English, reading, and mathematics. **Colleges may decide if they wish to allow ‘Direct Access’ into MAT 110, MAT 112, and/or English 110 as a local decision. However, GPA is the primary factor for placement in developmental education courses, as stated in the new framework.** Colleges retain the flexibility to administer placement tests of their choosing for specific groups, such as students without a GPA, those challenging their placement, or other targeted populations. It is important to emphasize that placement tests should only be used for small groups and with the goal of placing students up and out of developmental education, directly into college-level courses.

Colleges locally determine which (if any) placement test(s) may be offered for students without a GPA, those challenging their placement, or other specific populations. Colleges have the autonomy to choose and set their placement test ranges and thresholds. While vendors may provide "suggested" guidance for score ranges, the final determination rests with each institution. For those colleges who would prefer to have some suggested guidelines for thresholds, there are resources available on the 'Placement' webpage (see [Placement Guidelines](#)). Please note that these resources will be updated as new information becomes available.

Placement should be prioritized by GPA; however, should the college choose to administer an assessment or locally developed assessment, standardized assessments are preferred. For guidance regarding placement test, based on the college's selected model(s), see the system's [website](#).