National Park College
Placement Cutoff Scores with Recommendations

College Math Placement

Technical Math		
	Math Essentials	Technical Math
ACT	below 16	16+
Compass Pre-Alg.	0-26	21-30
Accuplacer Elem. Alg.	below 25	25-76
Accuplacer NG	below 207	208-234
SAT	Below 410	411+

Non-STEM Quanititative Literacy				
	Math Essentials	Foundations of Math	Quant Lit w/Review	Quant Lit
ACT	below 16	16-17	18-19	19+
Compass Pre-Alg.	0-26	27-48		
Compass Algebra			41-100	41-100
Accuplacer Elem. Alg.	below 25	25-50	77-83	84+
Accuplacer NG	below 207	208-234	235-255	256+
SAT	below 410	411-429	430-449	450+

STEM College Math							
	Math Essentials	Foundations of Math	College Algebra w/2 hr Review	College Algebra w/1 hr Review	College Algebra	Trigonometry	Calculus I
ACT	below 16	16-17	18-19	19-20	21+	24+*	26+*
Compass Pre-Alg.	0-26	27-48	49-100				
Compass Algebra				41-100	41-100	TBD	TBD
Accuplacer Elem. Alg.	below 25	25-50	51-76	77-83	84+	TBD	TBD
Accuplacer NG	below 207	208-234	235-249	250-263	264+	TBD	TBD
SAT	Below 410	411-430	431-441	442-459	460+	500+	520

**Student must have received a C or better in a high school Pre-Calculus or Trigonometry course.*

May 2021

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College Level English Placement						
	IRW		**Comp w/ALP**		**Comp I**	
	Writing	Reading	Writing	Reading	Writing	Reading
ACT	below 14	14-15	14-18	16-18	19+	19+
Compass	0-65	62-76	66-77	77-82	78+	83+
Accuplacer	below 45	35-59	45-82	60-77	83+	78+
Accuplacer NG	200-236	224-239	237-255	240-251	256+	252+
SAT	400-419	400-419	420-469	420-469	470+	470+

Other considerations:

• Previous ACT/Accuplacer scores—While older placement scores should not be used as the final determining factor for students' placement, it can still be used as a guide for academic advisors. For instance, were their scores consistently increasing each time they took the test or had they remained stagnant after multiple attempts?

• Distance Learning— What was distance learning like for the student this semester? Do they feel like they continued learning while doing AMI, or are they now fearful of a knowledge gap that might require some additional instruction to help them catch up next semester?

• Time out of high school—How long has it been since they were in high school? Students who are more recent high school graduates or GED takers have a higher likelihood of being successful in college level courses.

• High school GPA—What was their high school GPA? A GPA of 3.25 or higher reflects a student who likely has the work ethic to be successful.

• High school courses—What classes did they progress through in high school? Did they take AP, Honors, IB, or standard courses? What was the last class they took in their math sequencing? (Algebra II, Geometry, Trig, Pre-Cal?) Did they even take a math course their senior year?

• HS course success—What kind of grades did the student get in a particular sequence of classes? For example, if a student tests borderline in Math, examine the math courses. If they had a B or higher in high school Algebra II and Trigonometry, then they are probably ready for College Algebra. It is always easier to move them down to Foundations II than up to College Algebra once the semester as begun.

• Ask the student—What does the student think they can accomplish? Studies show over and over that students who are confident in their ability have a higher likelihood of success that those who are not confident.

• IRW Fast-track—This course should be reserved for students who have borderline placement scores but are not yet ready for Composition I with ALP. Additionally, students who consistently achieved high scores in high school English courses but believe they did not perform well on their placement test(s) might be a candidate for this course. Students in the fast track must enroll in Integrated Reading and Writing, Composition I, and ALP.

• In any situation in which a student is borderline, consider placing them in the higher level course rather than the lower level course. Consider these factors when making that decision.

Finally, make sure all students registering for Fall courses remain mindful of possible interruptions to in person instruction next semester. What is the student's comfort level with having to complete their coursework online, if necessary? For instance, many students know they must take math classes in person in order to be successful. While we remain hopeful that we will be able to complete the Fall semester without interruption to in person instruction, students should remain mindful of the possibility of short- or long-term periods of having to do coursework remotely. If they are not comfortable with this and they have the flexibility to delay some of those classes, they might want to strongly consider that option.

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