



## Differentiated Placement Guidelines San Jacinto College

The Texas Higher Education Coordinating Board’s Education Statute (Chapter 4: Rules applying to all public institutions of higher education in Texas, Subchapter C. Texas Success Initiative: 4.53.9) indicates that each college will have a differentiated placement system that allows advising and placement of students based on individual strengths and needs. Further, section 4.62.C indicates that differentiated placement and instruction are required components of the developmental education program. The following guidelines and placement decision questions are here to provide a consistent placement of students and also to facilitate advising questions for faculty, educational planners and enrollment staff to determine the optimum placement of each individual student.

### Steps to differentiated placement

1. Examine Texas Success Initiative Assessment results (SOATEST) and using the placement chart below determine the traditional placement options for that student based on assessment scores. Students scoring near a cut score (2-3 points) should be given consideration for moving up or down a level.

Texas Success Initiative Assessment Placement Chart		
<b>MATHEMATICS</b>		
Scores	Appropriate Course	Skill Level
Less than 336	Math 0106 – NCBO or Advisor’s Discretion	Skill level 4
336 - 343	MATH 0305	Skill level 6
344- 349	MATH 0306	Skill level 7
350 or higher	College Level Math	Skill level 9
<b>READING</b>		
Less than 342	Intentional Connections (READ 0308; ENGL 0306)	Skill level 2
342 - 346	INRW 0301	Skill level 4
347-350	INRW 0302	Skill level 6
351 or higher	Review Writing Score	Skill level 7
<b>WRITING</b>		
Less than 350	Intentional Connections (READ 0308; ENGL 0306)	Skill level 2
350-356 (no essay)	INRW 0301	Skill level 4
357-362 (no essay)	INRW 0302	Skill level 6
Essay score 5 or essay score of 4 and multiple choice 363 or higher	English 1301	Skill level 7

2. Examine any placement records that are available such as transcripts, background question information obtained from application or Pre-Assessment Activity.
  3. Using information gleaned from the available resources a discussion should be held with each student to make an individual differentiated placement unique that may be different for each student. Make sure to use activity code and/or place a note on the student's file.
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## ***General Placement Rules***

### **All subjects**

- Consideration should be made for students scoring within 2-3 points of the cut scores in the above chart.
- Students with an Adult Basic Education (ABE) sub-score of 1-2 should be referred to an ABE program.
- Students with an ABE sub-score of 3-4 need a differentiated placement interview to determine if a college preparatory placement is an appropriate placement or if they should be referred to an ABE program.

### **MATH 0106 - NCBO**

- Less than 336 TSIA Skill level 4
- ABE score 3-4 with differentiated placement discussion
- Consider: Placement is in a NCBO Course or deferred if enrolled in Intentional Connections for one semester or referred to ABE programs.

### **MATH 0305**

- 336-343 TSIA Skill level 6
- Consider: May enroll in MATH 0305 or other accelerated options. To enroll in the accelerated options, student must be college ready in Reading and Skill Level 6 in Math. If score is near the cut score for MATH 0306 consider the NCBO option and enrollment in MATH 0306 with indications of strong differentiated placement options.

### **MATH 0306**

- 344-349 TSIA Skill level 7
- Consider: May enroll in MATH 0306 or other accelerated option. To enroll in the accelerated options, student must be college ready in Reading and Skill Level 6 in Math. If score is near the cut score (350 or higher) consider the NCBO option and enrollment in college level math with indications of strong differentiated placement options.

### **College Level Math**

- TSIA 350 or above
- Consider: If score is near cut score for college level math, consider NCBO option and enrollment in college level course. Students may enroll in accelerated options or college level courses.

### **Intentional Connections**

- **READ 0308**
  - ABE sub-score of 3-4 or 5-6
  - TSIA Reading less than 342
  - Consider: Placement is in Intentional Connections or referred to ABE program
- **ENGL 0306**
  - ABE sub-score 3-4 or 5-6
  - TSIA Writing less than 349
  - Consider: Placement is in Intentional Connections or referred to ABE program

\*Math TSI score less than 336, placement would be either ABE program or MATH 0106 NCBO. Math enrollment should be delayed for one semester if taking Intentional Connections to allow time to improve reading skills.

### **INRW 0301**

- ABE sub-score 3-4 or 5-6 with differentiated placement discussion
- TSIA Reading 342-346/Writing 350-356 (Review scores & multiple measures to determine best placement)
- Skill level 4
- Consider: Following differentiated placement discussion may consider an NCBO and enrollment in INRW 0302

### **INRW 0302**

- TSIA Reading 347-350/Writing 357-362 (Review scores & multiple measures to determine best placement)
- Skill level 6
- Consider: May enroll in INRW 0302, Accelerated Options or NCBO. If score is near cut score for college ready then enroll in ENGL 1301.

### **ENGL 1301**

- TSIA Essay 5 or Essay 4 + multiple-choice 363 or higher. Skill level 7
- Consider: Students scoring near the cut score with strong differentiated placement options may be placed in this option, enroll in a NCBO or in the accelerated option.

### **Reading Intensive Courses**

- TSIA Reading 351 or higher/Skill 7
- Consider: Students scoring near the cut score with strong differentiated placement options may be placed in this option or in an accelerated option such as paired classes or NCBO supported models.

## Resources for Subject Specific Placement

### Subject Specific Guidelines

#### **MATHEMATICS**

The following chart will assist in determining the level of Mathematics practice, motivation and student strategy that a student has. The Legend should only be used for consideration in the holistic evaluation of the student placement and not as an absolute placement.

Mathematics Differentiated Placement	Always/ Very Strong	Often/ Strong	Sometimes/ Average	Never/ Below Average	Don't Know
<b>Q1.</b> If you work and attend college, in your job which of following apply: a. Cashiering b. Software Application c. Calculator d. Other					
<b>Q2.</b> How would you rate your interest in the area of Mathematics?					
<b>Q3.</b> How would you rate your ability in the area of Mathematics?					
<b>Q4.</b> Have you experienced difficulty in learning Mathematics?					
<b>Q5.</b> Do you do math for fun such as puzzles, or math brain teasers?					
<b>Q6.</b> Do you handle home finances?					
<b>Q7.</b> Does working with Mathematics cause you to be stressful or anxious?					
<b>Q8.</b> Does doing Mathematics make you feel sick?					
<b>Q9.</b> When working a difficult math problem, do you tend to try multiple times, or do you stick with your first answer?					
<b>Q10.</b> Are you familiar in finding resources that could supplement math understanding?					
<b>Q11.</b> How would you rate your understanding of Math in the last class/course you took in school?					
Legend - Put into an AIM Course					
Legend- Either 0306 go down/AIM go up					
Legend - Either a 0305 drop down/0306 go up					
Legend – Flag for Developmental					

**ENGLISH**

The following chart will assist in determining the level of English practice, motivation and student strategy that a student has. The Legend should only be used for consideration in the holistic evaluation of the student placement and not as an absolute placement.

ENGLISH Differentiated Placement	A	B	C	D
<p><b>Q1.</b> When given a writing assignment, what best describes your writing process?</p> <p>A. Get started right away, write multiple drafts, seek feedback, rewrite, submit</p> <p>B. Get started right away, write the paper, submit</p> <p>C. Think about the subject until inspired to write, write the paper, submit</p> <p>D. Wait till the night before it is due to write it and then submit it the next morning</p>				
<p><b>Q2.</b> When struggling with writing a paper, what do you typically do?</p> <p>A. Seek help from my instructor or a tutor</p> <p>B. Ask a friend for help</p> <p>C. Work through the problem myself</p> <p>D. Submit the paper without working on the problem</p>				
<p><b>Q3.</b> When writing an essay, how willing are you to write multiple drafts and seek help?</p> <p>A. Very willing</p> <p>B. Only if I feel I need to</p> <p>C. Only if it is required</p> <p>D. Not willing</p>				
<p><b>Q4.</b> When was the last time you had an instructor who taught you grammar and the mechanics of the English language?</p> <p>A. Within the last year</p> <p>B. Within the last 5 years</p> <p>C. More than 5 years ago</p> <p>D. I cannot remember</p>				
<p><b>Q5.</b> How do you perceive yourself as a writer?</p> <p>A. Strong</p> <p>B. Average</p> <p>C. Below average</p> <p>D. Weak</p>				
<p><b>Q6.</b> When is the last time you wrote an essay?</p> <p>A. Within the last year</p> <p>B. Within the last 5 years</p> <p>C. More than 5 years ago</p> <p>D. Never</p>				

ENGLISH Differentiated Placement	A	B	C	D
<b>Q7.</b> What is the typical grade you earned on an essay? A. A B. B C. C D. D or below				
<b>Q8.</b> Have you ever had to write an essay which incorporated research? A. Yes B. No C. I cannot remember				
<b>Q9.</b> When was the last time you read an entire book? A. Last month B. Within the last year C. Within the last 5 years D. I cannot remember				
<b>Q10.</b> Do you <u>speak</u> 2 or more languages? Do you <u>read</u> 2 or more languages? A. Read multiple languages B. Read 2 languages C. Speak multiple languages D. Speak 2 languages				
Legend-Consider ENGL 1301				
Legend-Consider INRW 0302				
Legend-Consider INRW 0301				
Legend-Consider Intentional Connections or ABE provider				

### *Non-cognitive and Life Situation Considerations*

There are many factors that assist in placing students. The following chart is not inclusive but can be used for a decision in the best interest of the student when a placement is not clear. These are possible considerations and questions that a student may answer to get a holistic idea of what they need and how they can be successful.

<b>Academic Skills</b>	<b>Consider moving upward</b>		<b>Consider moving down</b>
Age below 20	High level High School GPA, rigor of transcript, consider acceleration models		Low level high school GPA, consider traditional models with support
Age above 20	The closer they are to high school experience they may be a candidate for acceleration	Did they attend college since high school? If so, they may be a candidate for acceleration	More years from high school greater need for structure and student support
Degree or certificate earned	Yes		No
Years of college attended	3+	1-3	Less than one year
College credits completed.	30+	10-30	0-9
Selected major	Yes, student can have a more focused placement	Maybe, further questions to determine tech/academic interest areas	No, placement should remain with skills chart
Internet Access	Has access and identified skills for internet. Online may be a possibility	Sporadic access, using a friend's, work or school computer. May want to initially try to avoid courses needing computers	Does not have a computer. Does not like computers. Online is not a good idea
Working with Computers	Comfortable with using computer		Not comfortable using computer
Typically start working on assignments	At least 5 days ahead or whenever worked is assigned	A couple of days early, student needs to enroll in a traditional model	Day before, accelerated courses are not a good option
How long has it been since you took a lengthy exam?	Last year	2-3 Years ago	5 or more years ago
Do you get tired during an exam, then give up?	Never	Sometimes	Always

<b>Life Skills</b>	<b>Consider moving upward</b>		<b>Consider moving down</b>
Number of hours work per week? Time of Day?	0-10 hours consider full-time enrollment. Work Days.	11-30 hours needs discussion	Over 30 hours consider part-time enrollment only. Work Nights.
Number of children or dependents	0-2	2-4	4+
Number of hours spent in extracurricular activities	0-10	10-20	20+
Employer supports college enrollment	Plan to work less than 20 hours per week	Adjusts work schedule as necessary to attend classes	Does not support my class schedule and is not flexible
Family support	Excited and encouraging	Not resistant but not necessarily supportive	Not Supportive
How will you pay for college	I am paying, Financial Aid, Loans or Family is paying		I have no idea
How are you going to get to college	I have reliable transportation	Public transportation	I have no idea
<b>Interview Questions</b>	<b>Consider moving upward</b>		<b>Consider moving down</b>
Single parent	No	Stressor	Yes
Reliable daycare	Yes		No
Number of years studied English	Fluent	1-5 years	Less than 1 year
High School Attended		May or May not impact	
HS GPA		May address rigor	
Lived in US	3 years plus	6 months-3 years	Less than 6 months
<b>The following questions are of a general nature and may not indicate course placement but overall readiness</b>			
<b>Additional Questions</b>	<b>Consider moving upward</b>		<b>Consider moving down</b>
Read for enjoyment	Yes	May or may not indicate reading ability but may indicate likelihood of succeeding in a reading intensive course	No
Have difficulty with math	High self-efficacy, determine level of impact	Suggest support systems available at college	Suggest they take a NCBO to ease into math
When I encounter obstacles in life I usually	Seeks advice from an expert...indicates good self-regulation, provide a list of resources	Try to determine the solution myself or ask a friend...needs some guidance and list of resources	Give up and do something else. Indicates low self-management and may need structured path
College Goal-AA, Certs, etc.	Good indicator of high probability to succeed. Alternative instructional model may be appropriate		Career assessment may be indicated to help those that have not selected major or academic goal



