

South Dakota Board of Regents System Placement Guidelines Revisions

At the conclusion of the 2013-14 academic year, South Dakota and states involved with the development of the Smarter Balance assessments took part in field testing for the examination. Overall, the field testing was successful with very few issues impacting testing at any of the grade levels. Using data from the field testing that occurred around the country, a series of In-Person and Online panels were coordinated to facilitate a process for establishing the achievement level setting that would be necessary for those states planning to use the assessments in English Language Arts and Mathematics. The In-Person Panel was scheduled for October 13-19, 2014, with the first three days of this panel devoted to establishing Achievement Level recommendations for Grade 11. Campus nominations were submitted to Smarter Balance and two system representatives were selected by Smarter Balance to participate including Jennifer Lacher-Starace (English faculty at SDSU), and Abid Elkhader (Mathematics faculty at NSU). Participants involved in this weeklong activity were tasked with recommending an achievement level score that demonstrates how much students should know or be able to do in order to be proficient at the grade-level standards and to be on track for eventual college and career readiness.

Once the work for the Online and In-person panels concluded, state leads convened on November 6 to vote on the achievement levels. When Secretary Schopp met with other state representatives in Chicago, the vote was delayed due to concerns raised by the California delegations. To address these concerns, in the week that followed Smarter Balance staff worked to develop a new set of recommendations (see Attachment I) to address concerns which resulted in a new set of cut scores for both Mathematics and English Language Arts which are outlined below.

Mathematics

- Initially for the 11th grade assessment it was expected that only 26% of students would have met the necessary score to be classified as ready for credit-bearing college coursework. When compared against percentile ranks for ACT mathematics sub-scores, this would most closely align with a 24 or higher on that portion of the examination.
- After reviewing subsequent data and correcting an issue with the Grade 11 impact data, the Smarter Balance staff are recommended a cut score that aligns with 33% of the students who were tested last year. When this was compared to the same percentile rankings on the most recent national data from ACT, it most closely aligned with a 23 or higher on the mathematics sub-score.

English Language Arts

- Initially for the 11th grade assessment it was expected that 43% of students would have met the necessary scores to be classified as ready for credit-bearing college coursework. When compared against percentile ranks for ACT English sub-scores, this would most closely align with a 21 or higher on the portion of the examination.

- After reviewing subsequent data and correcting an issue with the Grade 11 impact data, the Smarter Balance staff are recommended a cut score that aligns with 41% of the students who were tested last year. When this was compared to the same percentile rankings on the most recent national data from ACT it still most closely aligned with a 21 or higher on the English sub-score.

Following this subsequent analysis, Secretary Schopp and the other state Chief Education Officers joined via conference call on November 11 and voted to approve the recommended 11th grade achievement levels for both English Language Arts and Mathematics. Following this multi-state vote, representatives from the Department of Education brought forward the complete set of ELA and Math scores for Grades 3 – 8, and Grade 11 outlining the qualifying scores necessary for students to establish Level 1, Level 2, Level 3, and Level 4 (see Table 1).

Table 1
Achievement Level Scores Approved by the South Dakota Board of Education for the Smarter Balance Assessment

<i>ELA</i>	<i>Level 1</i>		<i>Level 2</i>		<i>Level 3</i>		<i>Level 4</i>
	<i>Below and To</i>	<i>From</i>	<i>To</i>	<i>From</i>	<i>To</i>	<i>From and Above</i>	
<i>3rd Grade</i>	2366	2367	2431	2432	2489	2490	
<i>4th Grade</i>	2415	2416	2472	2473	2532	2533	
<i>5th Grade</i>	2441	2442	2501	2502	2581	2582	
<i>6th Grade</i>	2456	2457	2530	2531	2617	2618	
<i>7th Grade</i>	2478	2479	2551	2552	2648	2649	
<i>8th Grade</i>	2486	2487	2566	2567	2667	2668	
<i>11th Grade</i>	2492	2493	2582	2583	2681	2682	
Math							
<i>3rd Grade</i>	2380	2381	2435	2436	2500	2501	
<i>4th Grade</i>	2410	2411	2484	2485	2548	2549	
<i>5th Grade</i>	2454	2455	2527	2528	2578	2579	
<i>6th Grade</i>	2472	2473	2551	2552	2609	2610	
<i>7th Grade</i>	2483	2484	2566	2567	2634	2635	
<i>8th Grade</i>	2503	2504	2585	2586	2652	2653	
<i>11th Grade</i>	2542	2543	2627	2628	2717	2718	

These score values for each grade level were approved by the Board of Education at their [January 2015](#) meeting, with the 11th grade assessment reflecting the following indicators for each of the established score levels.

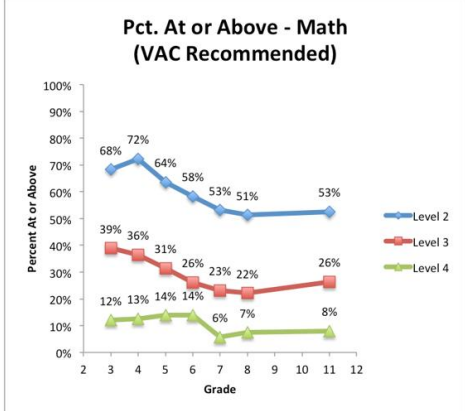
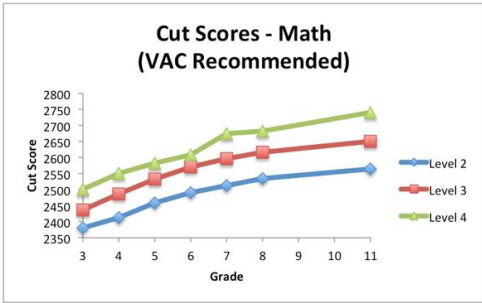
- The Level 4 student demonstrates **deep command** of the knowledge and skills associated with college and career readiness.
- The Level 3 student demonstrates **sufficient command** of the knowledge and skills associated with college and career readiness.
- The Level 2 student demonstrates **partial command** of the knowledge and skills associated with college and career readiness.

- The Level 1 student demonstrates **minimal command** of the knowledge and skills associated with college and career readiness.

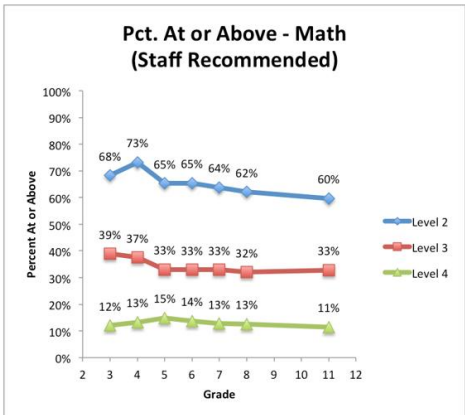
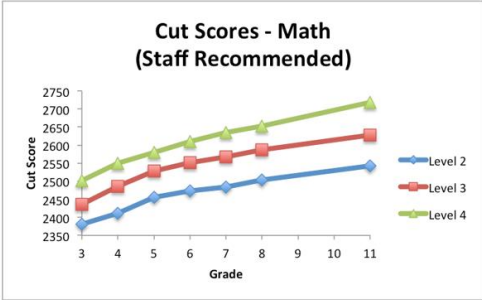
As South Dakota high school students move toward their first round of testing during the Spring 2015 term, an additional set of metrics will now be available to determine student preparation for college level coursework in English and Mathematics. To address this issue, revisions have been made to the Placement Guidelines matrix to allow students enrolling in the Regental system the opportunity to use their performance on Smarter Balance while in high school as one of four indicators for placement into English 101, or coursework in Math 104 or below. In the matrix, those students earning a score at Level 1 or 2 would be required to complete remedial coursework, and students earning a Level 3 or 4 would be allowed to enroll in the college level courses.

In-Person Panel Recommendations and Smarter Balance Recommendations for Achievement Level Setting

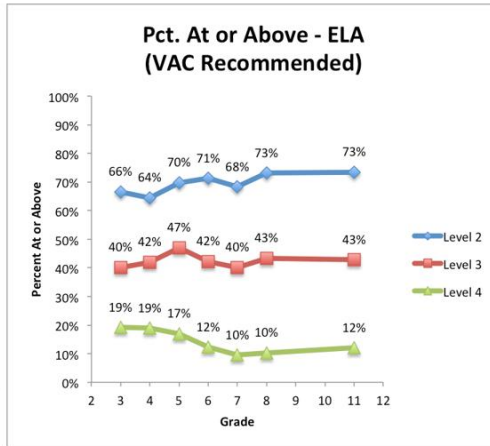
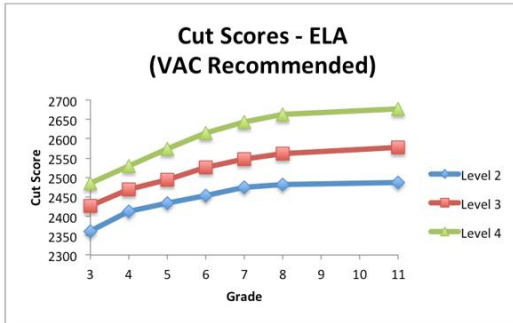
Math Option 1 VAC Recommendations



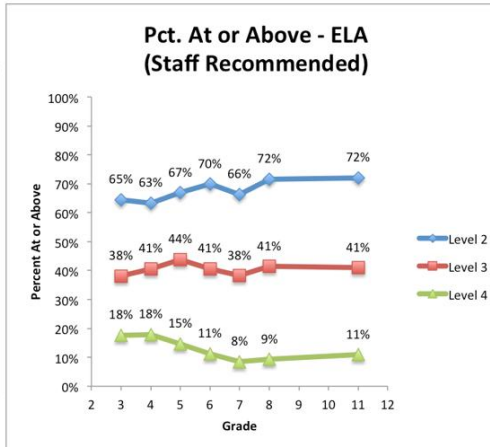
Math Option 2 Staff Recommendations



ELA Option 1 VAC Recommendations



ELA Option 2 Staff Recommendations



Appendix A
ACT, COMPASS, and ACCUPLACER Placement Scores
 Effective **Fall 2015**

PRE GENERAL EDUCATION PLACEMENT

University	Course(s)	Enhanced ACT Scores	COMPASS Scores	ACCUPLACER	<u>Smarter Balance</u>
ENGLISH					
BHSU DSU & NSU	ENGL 033 Basic Writing: 3 credits*	ACT English: 1 to 17	Writing: 1 to 73	Sentence Skills: 0-85	<u>0 - 2582</u>
SDSMT	ENGL 033 Basic Writing: 3 credits*	ACT English: 1 to 12	Writing: 1 to 32	Sentence Skills: 0-52	<u>0-2492</u>
	ENGL 032 Basic Writing: 2 credits*	ACT English: 13 or 14	Writing: 33 to 48	Sentence Skills: 53-70	<u>0-2492</u>
	ENGL 031 Basic Writing: 1 credit*	ACT English: 15 to 17	Writing: 49 to 73	Sentence Skills: 71-85	<u>2493-2582</u>
SDSU	ENGL 033 Basic Writing: 3 credits*	ACT English: 1 to 13	Writing: 1 to 38	Sentence Skills: 0-52	<u>0-2492</u>
	ENGL 032 Basic Writing: 2 credits*	ACT English: 14 to 17	Writing: 39 to 73	Sentence Skills: 53-85	<u>2493-2582</u>
USD	ENGL 032 Basic Writing: 2 credits*	ACT English: 1 to 17	Writing: 1 to 73	Sentence Skills: 0-85	<u>0-2583</u>
MATHEMATICS					
ALL	MATH 021 Basic Algebra	ACT Math: 1 to 17	Pre-Algebra: 0 to 100 OR Algebra: 0 to 30	Arithmetic: 0-120 OR Elm Algebra: 0-43	<u>0-2542</u>
	Math 095 Basic & Intermediate Algebra	ACT Math 1-19	Pre-Algebra: 0-100 OR Algebra 0-40	Arithmetic: 0-120 OR Elm Algebra 0-75	<u>0-2627</u>
ALL	MATH 101 Intermediate Algebra	ACT Math: 18 to 19	Algebra: 31 to 40	Elm Algebra: 44-75	<u>2543-2627</u>

*Depending on the university, enrollment in ENGL 031/032/033 may occur either concurrently or sequentially with ENGL 101.

GENERAL EDUCATION PLACEMENT

Course(s)	Enhanced ACT Scores	COMPASS Scores	ACCUPLACER	Smarter Balance
ENGLISH				
ENGL 101 Composition I	ACT English: 18 to 36	Writing: 74 to 100	Sentence Skills: 86-120	<u>2583 or higher</u>
MATHEMATICS				
MATH 102 College Algebra MATH 103 Quantitative Literacy MATH 104 Finite Mathematics	ACT Math: 20 or higher**	Algebra: 41 to 100 or College Algebra: 0 to 62	Elm: Algebra 76 -120 College Level: 0-50	<u>2628 or higher</u>
MATH 115 Precalculus MATH 120 Trigonometry MATH 121 Survey of Calculus Math 201, Introduction to Discrete Mathematics	Institutional Chairs of the Math Department (or his/her Designee) have the authority to use ACT or additional information to determine a student's appropriate placement in courses above Math 104.	College Algebra: 63 to 100 and/or Trigonometry: See Placement Coordinator	College Level 51+	<u>NA</u>
MATH 123 Calculus I***	Institutional chairs of the Math department (or his/her designee) have the authority to use ACT or additional information to determine a student's appropriate placement in courses above Math 104.	See Placement Coordinator	NA	<u>NA</u>

** Students with an ACT of 20 or higher can enroll in Math 102 without additional placement testing.