

College Readiness Indicators ^{1,2}

Beginning fall 2012, all public postsecondary institutions in Kentucky will use the following benchmarks as college readiness indicators. Upon admission to a public postsecondary institution, students scoring at or above the scores indicated will not be required to complete developmental, supplemental, or transitional coursework and will be allowed entry into college credit-bearing coursework that counts toward degree credit requirements.

Readiness Score Area	ACT Score	SAT Score	COMPASS	KYOTE
English (Writing)	English 18 or higher	Writing 430 or higher	Writing 74 or higher ^{3,4}	6 or higher ⁵
Reading	Reading 20 or higher	Critical Reading 470 or higher	Reading 85 or higher ⁶	20 or higher
Mathematics (General Education, Liberal Arts Courses)	Mathematics 19 or higher	Mathematics 460 or higher	Algebra Domain 36 or higher ⁷	College Readiness Mathematics 22 or higher
Mathematics (College Algebra)	Mathematics 22 or higher	Mathematics 510 or higher	Algebra Domain 50 or higher ⁸	College Algebra 14 or higher ⁹
Mathematics (Calculus)	Mathematics 27 or higher	Mathematics 610 or higher	NA ¹⁰	Calculus TBA

1. Institutional admission policies are comprised of many factors including, but not limited to high school completion or a general education equivalency diploma (GED), high school coursework, ACT or SAT scores, high school GPA, class rank, an admission essay or interview, submission of an academic and/or civic activity portfolio, etc. Placement exam results are used for course placement after a student is admitted to a postsecondary institution.
2. A COMPASS or KYOTE placement test score will be guaranteed as an indicator of college readiness for 12 months from the date the placement exam is administered.
3. An Asset writing score of 43 or higher indicates readiness. Asset is the paper-pencil version of COMPASS.
4. COMPASS E-Write scores of 9 on a 12 point scale or 6 on an 8 point scale indicate readiness.
5. A common rubric will be used to score the KYOTE Writing Essay. The rubric has an eight point scale. A score of 6 is needed to demonstrate readiness.
6. An Asset reading score of 44 or higher indicates readiness. Asset is the paper-pencil version of COMPASS.
7. An Asset Elementary Algebra Score of 41 or an Intermediate Algebra score of 39 indicates readiness for a general education course, typically in the social sciences.
8. An Asset elementary algebra score of 46 or an intermediate algebra score of 43 indicates readiness for college algebra.
9. For the 2011-12 school year a KYOTE College Readiness Mathematics Placement score of 27 or higher will be used to indicate readiness for College Algebra. For the 2012-13 and beyond, only the KYOTE College Algebra placement test score of 14 or higher will be used to indicate readiness for College Algebra.
10. There is not a COMPASS or Asset indicator for Calculus readiness.

By fall 2012, the following learning outcomes will be included in developmental, transitional, and supplemental coursework and intervention programming supporting college readiness.

WRITING

Transitional, developmental, and supplemental education writing courses objectives:

1. Generate essays using a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
2. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3. Produce clear, grammatically correct, and coherent writing in which the development, organization, style, usage, and diction are appropriate to task, purpose, and audience.
4. Develop and strengthen writing through the recursive processes of planning, drafting, revising, editing, or trying a new approach.
5. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
6. Conduct a short inquiry-based research project, demonstrating understanding of the subject under investigation.
7. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
8. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (on demand or single sitting) for a range of tasks, purposes, and audiences.

Courses from public postsecondary institutions that meet the writing readiness learning outcomes:

KCTCS—ENC 091

Eastern Kentucky University—ENG 095

Kentucky State University—ENG 099

Morehead State University—ENG 099

Murray State University—ENG 100

Northern Kentucky University—ENGD 090

Western Kentucky University—DENG 055

University of Kentucky

University of Louisville

READING

Transitional, developmental, and supplemental education reading courses objectives:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why ideas develop over the course of a text.
4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to compare the approaches the authors take or to build knowledge.
10. Read and comprehend texts independently and proficiently.

Courses from public postsecondary institutions that meet the reading readiness learning outcomes:

KCTCS—RDG 030 or CMS 185 or RDG 041
Eastern Kentucky University—ENR 095 or ENR 116
Kentucky State University—ENG 103
Morehead State University—EDEL 097
Murray State University—REA 100
Northern Kentucky University—RDG 091 or RDG 110
Western Kentucky University—DRDG 080 or LTCY 199
University of Kentucky
University of Louisville—GEN 105

MATHEMATICS FOR THE LIBERAL ARTS

Transitional, developmental, and supplemental education mathematics courses objectives for a liberal arts mathematics course:

1. Perform exact arithmetic calculations involving fractions, decimals and percents.
2. Simplify and evaluate algebraic expressions using the order of operations.
3. Use the properties of integer exponents and rational exponents of the form $1/n$.
4. Calculate and solve applied problems of the perimeter, circumference, area, volume, and surface area.
5. Solve proportions.
6. Determine the slope of a line given two points, its graph, or its equation; determine an equation of a line given two points or a point and slope.
7. Solve and graph linear equations and inequalities in one and two variables.
8. Simplify square roots of algebraic and numerical expressions.
9. Solve systems of two linear equations in two variables.
10. Graph parabolas on the rectangular coordinate system.
11. Solve quadratic equations.
12. Factor the greatest common factor from a quadratic; factor simple trinomial of the form $ax^2 + bx + c$.
13. Add, subtract, and multiply polynomials with one or more variables.
14. Solve applied problems using the above competencies.
15. Recommendation for inclusion: Apply the concepts in the course to model and solve applications based on linear and quadratic functions.

Students successfully completing the liberal arts mathematics course may need to complete an additional transitional course to prepare for college algebra.

Courses from public postsecondary institutions that meet the mathematics readiness learning outcomes for a liberal arts mathematics course:

KCTCS—MAT 120 or MAT 085

Eastern Kentucky University—MAT 095

Kentucky State University—MAT 096

Morehead State University—MATH 091

Murray State University—MAT 100

Northern Kentucky University—MAHD 095

Western Kentucky University—DMA 096

University of Kentucky

University of Louisville

COLLEGE ALGEBRA

Transitional, developmental, and supplemental education mathematics courses objectives for college algebra:

1. Add, subtract, multiply, and divide polynomials.
2. Factor polynomials including finding the greatest common factor, using grouping, recognizing special products, and factoring general trinomials.
3. Use the properties of rational exponents.
4. Add, subtract, multiply, and divide rational expressions.
5. Solve quadratic equations using factoring, completing the square, and the quadratic formula.
6. Solve polynomial and rational equations.
7. Solve systems of linear equations in two unknowns.
8. Solve absolute value equations and solve and graph absolute value inequalities.
9. Solve and graph linear equations and inequalities in one or two variables.
10. Solve equations with radicals.
11. Introduce complex numbers.
12. Evaluate real numbers raised to rational exponents and simplify expressions containing rational exponents.
13. Convert expressions with rational exponents to radical form and vice versa.
14. Understand the concept of slope, how it relates to graphs, and its relation to parallel and perpendicular lines.
15. Determine an equation of a line given two points, a point, and slope, a point and a parallel or perpendicular line.
16. Determine whether a given correspondence or graph represents a function.
17. Evaluate functions and find the domains of polynomial, rational, and square root functions.
18. Graph parabolas by finding the vertex and axis of symmetry and plotting points.
19. Apply the concepts in the course to model and solve applications based on linear, quadratic, and exponential functions.

Courses from public postsecondary institutions that meet the mathematics readiness learning outcomes for college algebra:

KCTCS—MAT 120 or MAT 085

Eastern Kentucky University—MAT 097 or MAT 098

Kentucky State University—MAT 097

Morehead State University—MATH 093

Murray State University—MAT 105

Northern Kentucky University—MAHD 099

Western Kentucky University—DMA 096

University of Kentucky

University of Louisville

College Readiness Writing Rubric

8	An "8 paper" offers a clear, meaningful approach to the assigned topic and supports the approach with meaningful details and clarifying elaboration/examples. Clear organization is apparent through paragraphs and transition signals with strong topic sentences and a strong closing passage. Sentence structure is fluent and coherent including style and effectiveness. Word choice is almost always accurate and demonstrates an advanced vocabulary. Paper flows nicely, addresses thoughts logically and succinctly, and writer's voice is clear. Any proofreading mistakes and some errors in standard written English (such as in sentence structure, verb and pronoun use, punctuation, spelling, and capitalization), are minimal and do not hamper communication.
7	A "7 paper" offers a clear, meaningful approach to the assigned topic and supports the approach with meaningful details and fairly helpful elaboration/examples. Clear organization is apparent through paragraphs and transition signals. Sentence structure is fluent and coherent including style and effectiveness. Word choice is almost always accurate and demonstrates a strong vocabulary. Paper flows nicely, addresses thoughts logically and succinctly, and writer's voice is clear. Any proofreading mistakes and some errors in standard written English (such as in sentence structure, verb and pronoun use, punctuation, spelling, and capitalization), are minimal and do not hamper communication.
6	A "6 paper" offers a clear, meaningful approach to the assigned topic and supports the approach with meaningful details. Clear organization is apparent through paragraphs and transition signals. Sentence structure is overall fluent and coherent. Word choice is mostly accurate and demonstrates an appropriate vocabulary. There may be some proofreading mistakes and occasional errors in standard written English, but these do not significantly hamper communication.
5	A "5 paper" offers clear, approach to the assigned topic and supports the approach with details of varying quality. Organization is apparent through paragraphs and transition signals. Sentence structure is fairly fluent and coherent. Word choice is mostly accurate. There may be some proofreading mistakes and occasional errors in standard written English, but these do not significantly hamper communication.
4	A "4 paper" offers a somewhat clear approach to the assigned topic and moderately supports the approach. Organization is mostly apparent through paragraphs and some transition signals. Sentence structure is fairly fluent and coherent. Word choice is sometimes vague. There are likely to be proofreading mistakes and occasional errors in standard written English, but these, while noticeable, do not significantly hamper communication.
3	A "3 paper" offers an approach to the topic, but support may be inadequate or weakly organized. Sentence structure may have lapses from coherence and fluency. Word choice is sometimes vague. There are likely to be proofreading mistakes and some errors in standard written English, but these, while noticeable, do not significantly hamper communication.
2	A "2 paper" may lack a clear approach to the topic, or it may offer inadequate or unorganized support. Sentence structure may be often confused or immature. Word choice is often vague or inaccurate. There are frequent proofreading mistakes and frequent errors in standard written English that may interfere with communication.
1	A "1 paper" may appear to lack an understanding of the topic or may fail to approach the topic with relevant support. Sentence structure may be often confused or immature. Word choice is often vague or inaccurate. There are frequent proofreading mistakes and frequent errors in standard written English that are likely to interfere with communication.