The Partnership for the Assessment of College and Careers (PARCC) Acceptance Policy

Adopted by the Illinois Council of Community College Presidents

This policy was developed with the support and endorsement from the Illinois Community College Chief Academic Officers (ICCCAO) and Illinois Council Community College Chief Student Services Officers (ICCCSSO). Additionally, this policy was developed in consultation with the Board of the Illinois Math Association of Community Colleges (IMACC) and endorsed by the Curriculum Committee of the IMACC.

A. On January 29, 2015, after months of deliberation by a working group of the ICCCAO and the ICCCSSO the collective body of both organizations voted to endorse the policy below for implementation at community college across Illinois.

B. On January 30, 2015, the Illinois Council of Community College Presidents (ICCCP) voted to endorse the policy for implementation at community colleges across Illinois.

C. The following items represent the consensus points reached during discussions:

1. The group believes it would be in the best interests of Illinois community college students that the Illinois Community College System adopts a statewide approach to the utilization of PARCC scores for placement.

2. A PARCC score of 4 or 5 would be accepted for placement of students into college-level courses in Math and English Language arts, as follows. *(Note that course descriptions are valid as of 2/23/15. Math Course Descriptions were created under the guidance of the IAI General Education Core Curriculum (GECC) Mathemathics Panel; English Language Arts Course Descriptions were created under the guidance of the IAI GECC Communications Panel). For more information on IAI go to: www.itransfer.org.*

   a. **Math:** A score of 4 or 5 would allow students to meet the minimum pre-requisites as defined by the Illinois Articulation Initiative (IAI) for placement into the following math courses:
      - **M1901: Quantitative Literacy (3-4 semester credits);**
      - **M1902: General Education Statistics (3-4 semester credits);**
      - **M1903: Mathematics for Elementary Teaching I and II (3-4 semester credits);**
      - **M1904: General Education Mathematics (3-4 semester credits);**
      - **M1907: Elementary Mathematical Modeling (3-4 semester credits);**
      - **College Algebra:** A score of 4 or 5 would also place students into a College Algebra course.

b. **English Language Arts:** A score of 4 or 5 would allow students to be placed into courses that have been identified under the IAI as:
   - **C1900 Writing Course Sequence (3 semester credits); C1901R: Writing Course Sequence (3 semester credits):**
   - **C2900 Oral Communication (3 semester credits):**

3. An institution may elect to accept a PARCC math score of 3 for placement into a college-level general education math course as described above when the student has demonstrated other indicators of readiness, such as having earned a grade of "C" or better in a post-Algebra II course (Algebra III, Pre-Calculus, Calculus, etc.) during the senior year and/or when the institution provides significant assistance and supports to such students.

4. Scores from a PARCC test taken by a high school student should be considered valid for placement purposes for 18 months from the time the student graduates from high school. After 18 months, the college may require placement testing.

5. Dual Credit courses would continue to be treated in the same manner as all other college courses. In other words, a sufficient PARCC score would allow a student placement into a dual credit course.

6. The group anticipates the continued administration of other placement and diagnostic tests, such as Compass, Accuplacer, and Aleks, for use with pre-traditional students, post-traditional students, and students who have not achieved a high enough score on the PARCC test.

7. The group urges the state to ensure that the PARCC administrators provide ongoing examinations of success rates from PARCC placements to ensure cut scores are fostering the greatest level of success while also providing for the greatest level of opportunity for students to quickly enter into college-level work.