Professional and Technical Program Placement

* Students with COMPASS scores of W41 and R65 (ENGL 103 placement) enroll in ENGL 103, earn a grade of B or better in week 9, they will receive ENGL 105 credit. Students may enter Professional Technical programs while concurrently enrolled in ENGL 103 with instructor or advisor permission.

** These programs follow the Academic English protocol of placement by COMPASS scores.

Note: PSYC 240 may only be taken AFTER passing ENGL 105, or with Standard COMPASS scores 68 W, 77 R, (see Official Course Outline).

Program	COMPASS			ESL/COMPASS		
	Writing	Reading	Math	Grammar	Reading	Listening
Accounting **	68	81	50 PreAlg	Refer to Standard COMPASS Scores		75
Auto Body Collision Repair	65*	75*	28 PreAlg	Refer to Standard COMPASS Scores		
Automotive Technology	65*	75*	28 PreAlg	73	75	75
Aeronautical Technology/Aviation Maintenance	65	75	54 PreAlg	Refer to Standard COMPASS Scores		75
Business Information Technology **	68	81	50 PreAlg	Refer to Standard COMPASS Scores		75
Computed Aided Drafting & Design Technology	65	75	54 PreAlg	Refer to Standard COMPASS Scores		75
Culinary: Pastry Arts; Restaurant Production; Banquets & Catering	65*	75*	28 PreAlg	73	75	75
Diesel & Heavy Equipment Technology	65*	75*	28 PreAlg	73	75	75
Engineering Technology	68	77	71 Alg	Refer to Standard COMPASS Scores		
Horticulture: Sustainable Land Management; Landscape Design/Construction	68	81	50 PreAlg	Refer to Standard COMPASS Scores		75
Medical Office Clerk **	68	81	50 PreAlg	Refer to Standard COMPASS Scores		75
Network Administration	65	75	54 PreAlg	Refer to Standard COMPASS Scores		75
IT Systems Specialist	65	75	54 PreAlg	Refer to Standard COMPASS Scores		75
Licensed Practical Nursing (LPN); Registered Nursing (RN); LPN to RN Ladder	68	81	71 Alg	Refer to Standard COMPASS Scores		
Supervision & Management **	68	81	50 PreAlg	Refer to Standard COMPASS Scores		75
Welding Fabrication Technology	65*	75*	28 PreAlg	73	75	75
Wine: Wine Making; Marketing & Sales; Food & Wine Pairing	65*	75*	28 PreAlg	73	75	75

South Seattle College, Student Assessment Services

YOUR PROGRAM'S CUT SCORES

WHAT THEY MEAN AND WHAT YOU CAN EXPECT

Instructions: Find the scores that match your program. Read the "Expected Performance" descriptions.
Decide if the ESL and COMPASS program cut scores match your expected student skill-set and course expectations.   The "Expected Performance" sections may be considered when choosing reading levels of texts, sequencing classes, basic curriculum design, delivery of the course and its outcomes.
(Definitions are taken from COMPASS national research and South's course definitions.)

Score	Expected Performance
Standard COMPASS:	
Writing	
41	The student is <u>READY to learn</u> basic sentence grammar.
65	The student is <u>READY to learn</u> paragraph development and short essays. Correct sentences should be well established.
68	The student is ready for college level reading texts.
81	Same as above.
Reading	
65	The student is <u>READY to learn</u> basic reading comprehension, vocabulary, spelling, grammar, simple sentence structure, paragraphs, and essays.
75	The student is <u>READY to learn</u> more vocabulary, identifying the main idea, and supporting ideas in reading.
77	The student is ready for college level reading texts.
81	Same as above.
Math	
28	The student is <u>READY to learn</u> whole numbers, fractions, and decimals, percent, ratios, and proportion.
50	Same as above.
71	The student is ready for college level algebra.
ESL COMPASS:	***** NOTE: ESL AND STANDARD COMPASS ARE NOT SCORED THE SAME *** Example: ESL COMPASS 68 grammar is below transitional credit-bearing courses. Standard COMPASS Writing 68 is college level. Grammar is not the same as higher level writing. Writing is a much more developed skill.**
Grammar	
73	The ESL course, at this level, is a grammar course; it is not a writing course. It cannot be compared with Standard COMPASS Writing 73. The student is recognizing simple sentences and practicing tenses. The student can typically recognize correct word order.
Reading	
75	At this level, the student can typically read brief prose composed of short, simple sentences related to everyday needs. The student can understand high-frequency structures such as present, simple past, and simple future tenses. Simple conclusions can be drawn from reading.
Listening	
75	The student has the ability to understand brief questions and answers related to personal information and the immediate setting. S/he may have difficulty with tense shifts and more complex sentence structures.