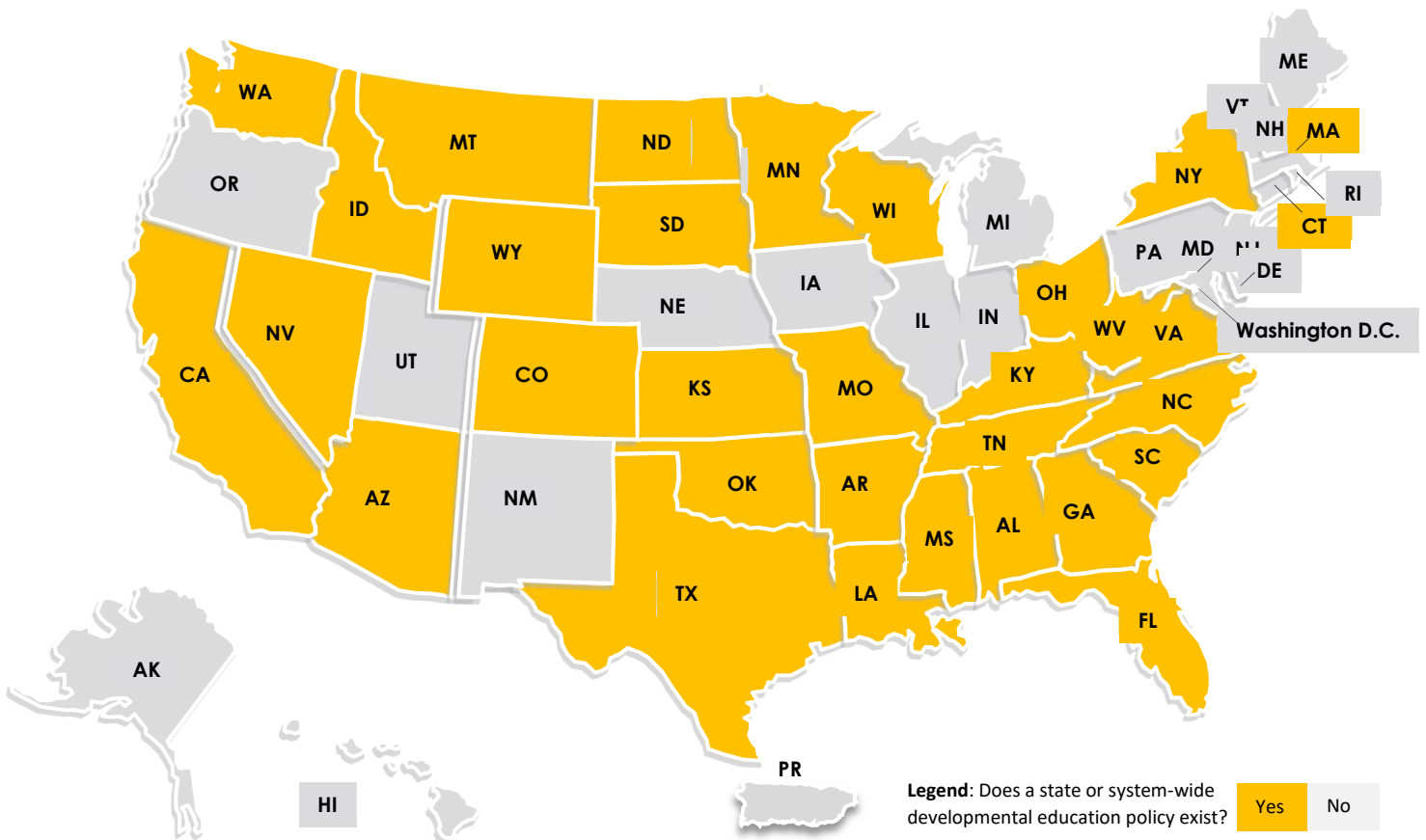


Aligning Policy and Practice to Support Success

States and systems with developmental education assessment and placement policies



Source: Whinnery, E. & Pompelia, S. (2018). *50-state comparison: Developmental education policies*. Denver, CO: Education Commission of the States. Retrieved from <http://ecs.force.com/mbdata/MBQuestDEP?Rep=DEP1801>.

Note: Visit the website for data definitions and details for each state.

States and higher education systems are increasingly concerned about accurately assessing students’ preparedness for entry-level coursework and providing the appropriate supports to ensure their success. Higher education institutions have traditionally relied on single measures, such as standardized tests, to determine students’ readiness for college-level math and English courses. However, a growing number of states and systems are reviewing their assessment and placement policies to determine different methods for assessing students’ college readiness.

To provide a national perspective, Education Commission of the States conducted a 50-state comparison of state- or system-wide examples of developmental education assessment and placement policies. The research found that a majority of states and higher education systems have approved developmental education assessment and placement policies: 31 versus 19. The research also considered specific provisions of these policies, such as cut scores, multiple measures, and reporting requirements. Upcoming Points of Interest will look in detail at these issues and describe how a growing number of state and systems are aligning policy and practice to support student success.

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