



INDIANA STATE BOARD OF EDUCATION

F. POSTSECONDARY-READY COMPETENCIES

F-1. Do students need to complete all the Postsecondary-Ready Competency from the Graduation Pathway policy options to graduate?

No. A student only needs to complete one of the options listed. However, a student may engage in or complete multiple options, if desired.

F-2. Does a school need to offer all Postsecondary-Ready Competency options?

No. However, schools are encouraged to offer multiple options to students to increase opportunities for students to demonstrate their postsecondary readiness.

F-3. What are the current college-ready benchmarks for the SAT and the ACT?

The college-ready benchmarks are set by the ACT and College Board for the SAT.

For the 2017-18 school year, the college-ready benchmarks are:

- SAT: 480 in Evidence-Based Reading and Writing (ERW) and 530 in Math
- ACT: 18 in English, 22 in Reading, 22 in Math, and 23 in Science

College Board and ACT may change the college-ready benchmarks based on national trend data.

F-4. When do the College Board and ACT change the college-ready benchmarks?

ACT last updated its college-ready benchmarks in 2013. The organization will likely reexamine the benchmarks in the next 2-3 year, but nothing has been officially scheduled.

A student must meet the benchmark that is applicable at the time s/he took the assessment.

F-5. Does a student need to earn the combined SAT ERW/Math score or the individual benchmarks for each section?

If the student intends to use his/her SAT score to meet the postsecondary-ready competencies of Graduation Pathways, a student must earn the minimum ERW and Math scores on the SAT to satisfy this requirement. For ERW, the score must be a minimum of 480; for Math, the score must be minimum of 530.

F-6. Does a student need to earn all four scores on the ACT?

A student must earn the college-ready score in two of the four subjects – in Reading or English AND Math or Science.

F-7. How many times can a student take the SAT or ACT?



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For the SAT or ACT Graduation Pathways, a student can take the assessment as many times as needed or desired in order to reach the college-ready benchmark. This includes administrations of the assessment outside of the school day and on weekends. That is to be determined by the student, parent, and school.

For accountability purpose, students only take the assessment one time in order to reach the score, similar to the administration of ISTEP.

F-8. Can students use ‘superscores’ on either the SAT or ACT to meet the college-ready benchmarks?

Yes. Schools and districts can superscore students’ scores on either the SAT or ACT. Superscoring allows for consideration of students’ scores across all the dates a student took the SAT or ACT, rather than confining the students’ scores to one particular date. This would be determined at the local level.

For example:

If a student earns a 530 in Math and 470 in ERW on his first attempt of the SAT and 510 in Math and 480 in ERW on his second attempt of the SAT, a school or district may superscore across both tests to use the 530 in Math and 480 in ERW from the two different dates. A similar superscore process may be used for ACT scores, as well.

F-6. Does the SAT or ACT allow for accommodations?

Yes. Accommodations are worked out between the College Board or ACT and the individual student.

For the SAT, the College Board considers all requests for accommodations by students with documented disabilities. The College Board provides a wide range of accommodations, including but not limited to: extended time; computer use for essays; extra and extended breaks; scribes, modified settings, and reading and seeing accommodations such as readers, Braille, and large print. Before a student can take a College Board assessment using an accommodation, the accommodation must first be approved by our Services for Students with Disabilities (SSD). Once a student’s accommodations are approved by the College Board, they remain in effect until one year after high school graduation (with some limited exceptions), and can be applied to SAT, SAT Subject Tests, PSAT/NMSQT, and AP administrations.

In addition, when the SAT is used for accountability purposes, a state may allow for State Approved Accommodations (SAA) in addition to the accommodations the College Board provides. A student taking the SAT with a SAA does not receive a college-reportable score. Additional information about services for Students with Disabilities can be found [here](#).



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ACT is also committed to serving examinees with documented disabilities by providing reasonable accommodations appropriate to the examinee's diagnosis and needs. ACT has established policies regarding documentation of an examinee's disability, which can be found at [ACT Policy for Accommodations Documentation \(PDF\)](#). All accommodation and EL supports requests should be submitted by a student's school official by the published registration deadlines for your preferred test date. Here is ACT's [Accommodations Checklist \(PDF\)](#), as well as [FAQs for Students and Parents \(PDF\)](#). Additional information can be found [here](#).

F-7. What are the Armed Forces Qualification Test (AFQT) scores on the Armed Services Vocational Aptitude Battery (ASVAB)?

A student must earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military. Each branch of the military has its own qualifying AFQT score. For the 2017-18 school year, the scores are:

Army	31
Marines	31
Navy	35
Air Force	36
Coast Guard	45

These scores are subject to change by the military.

F-8. Does ASVAB allow accommodations?

F-9. In which grade can the ASVAB be taken?

F-10. How often and many times can the ASVAB be taken?

F-11. What are state- and industry-recognized credentials and certifications?

The State Board of Education defines industry-recognized credentials as those credentials developed or supported by business and industry to verify student mastery of technical skills and competencies in an occupational area that aligns with Indiana's economic sectors. It is approved by Indiana's Department of Workforce Development.

The list of state- and industry-recognized credentials and certifications can be found [here](#).

Each credential within the list above was evaluated to determine the following:

1. Does this meet SBOE rule language as well as nationally understood definitions of industry certifications?
2. Does this credential meet minimum demand requirements determined using job projections data? This minimum requirement is 200 jobs available, which are connected to the successful completion of the certification, over the next ten years.



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3. Does this credential meet minimum wage requirements determined using the twenty fifth percentile of all wages for all occupations in Indiana in 2014?

Schools and employers may apply to add an industry recognized credential to the above listing via the [Certification Request Form](#). Applications to add certifications will be taken continuously and will be added through February 20 of each year. The list will be final each year on March 1.

F-12. What are state-, federal-, and industry-recognized apprenticeships?

Apprenticeships are defined as intensive work-based learning generally lasts from one to six years and provides a combination of on-the-job training and formal classroom instruction. They are intended to support progressive skill acquisition and lead to postsecondary credentials and, in some cases, degrees. Apprenticeships often involve 2,000 to 10,000 on-the-job hours. Please see D-4 for additional information.

The US Department of Labor has a list of federally recognized apprenticeships, which can be accessed [here](#).

Governor Holcomb recently announced his intention to create an Office of Work-Based Learning and Apprenticeship in his [Next Level](#) agenda. Once in place, this Office would establish state-recognized apprenticeships.

F-13. Do apprenticeships qualify as both a postsecondary-ready competency and a work-based learning experience?

Yes. Because apprenticeships include a high number of on-the-job hours and lead to postsecondary credentials, they qualify as both a postsecondary-ready competency and a work-based learning experience.

F-14. Because apprenticeships can last from one to six years, how will we count those that go past high school graduation?

F-15. What is a Career-Technical Education (CTE) concentrator?

A CTE Concentrator is a student who has earned at least six credits in CTE pathway courses in a state approved College and Career Pathway (Program of Study).

Indiana College and Career Pathways are defined by the Department of Education as an aligned sequence of secondary and postsecondary courses. They provide an aligned sequence of secondary and postsecondary courses leading to an industry-recognized credential, technical certification, or an associate or baccalaureate degree at an accredited postsecondary institution for careers that are high wage and/or high demand in Indiana. These Pathways were developed with input from business and industry, secondary and postsecondary education, and the public.

There are currently 12 approved State Career Clusters. These include:



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- Agriculture
- Architecture & Construction
- Arts, AV Technology & Communication
- Business & Marketing
- Education & Training
- Health Science
- Hospitality & Human Services
- Information Technology
- Manufacturing & Logistics
- Public Safety
- STEM
- Transportation

The DOE provides course frameworks for these clusters and courses, which include a course description, course specifications, and the state standards for the course. Please note that “Preparing for College and Careers” and “Personal Financial Responsibility” (or “Adult Roles & Responsibilities” in some schools – to maintain local flexibility) are foundational Career and Technical Education courses. The Department of Education recommends these for every student in every CTE Pathway. For additional information, please click [here](#).

F-16. Is the “C Average” requirement under CTE Concentrator a local determination?

A student pursuing the CTE Concentrator pathway must earn a C average or higher in at least six high school credits in a state approved College and Career Pathway (Program of Study). The C average is locally determined based on the school’s grading scale.

F-17. Is it a “C Average” in each credit or a “C average” across the six credits?

Per the Graduation Pathways policy, a student must have a C average across the six credits, rather than a C in each of the credited courses.

For example:

A student is pursuing the Engineering CTE pathway. She earns a B in Intro to Engineering Design, a B in Principles of Engineering, and a D in Biotechnical Engineering. The student has a “C average” across her six CTE Concentrator credits.

F-18. Are AP/International Baccalaureate (IB)/Dual Credit requirements fulfilled through course or credit completion?

A student must take three courses or classes to fulfill this postsecondary-ready option. This option is not based on credits.

For example:

A student takes AP US Government, AP Calculus A/B, and AP Biology. He has fulfilled this pathway, since each one counts as one course or class.



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F-19. For the AP/IB/Dual Credit option, what is the difference between a course being in a core content area or as part of a defined curricular sequence?

If a student is taking AP/IB/Dual Credit courses as his/her Graduation Pathway, either:

- One of the three courses must be in a core content area (e.g., English, Math, Science, or Social Studies);

OR

- All three courses must be part of a defined curricular sequence. A defined curricular sequence of courses is based on the Indiana College and Career Pathways. To view Indiana's Career Clusters and College & Career Pathways, please click [here](#).

For example:

A student can take three Dual Credit courses with one in core content: English Composition 1, Advanced Speech and Communication, and Spanish Level I.

OR

A student can take all three courses as part of a defined curricular sequence: in the Engineering CTE pathway, this could include Digital Logic I, Intro to Robotics, and Advanced Architectural Software Applications.

F-20. Is the “C Average” under AP/IB/Dual Credit a local determination?

A student pursuing the AP/IB/Dual Credit pathway must earn a C average or higher in at least three courses or classes. The C average is locally determined based on the school’s grading scale.

F-21. Is it a “C Average” in each course or a “C average” across the three courses?

Per the Graduation Pathways policy, a student must have a C average across the three courses, rather than a C in each course.

For example:

A student earns a B in AP Art History, an A in AP Macroeconomics, and a D in Computer Science. The student has a “C average” across her three courses.

F-22. What is the Cambridge International exam?

Cambridge Assessment International Education (Cambridge International) is a part of the University of Cambridge. This program is an instructional system that aligns curriculum, pedagogy, and assessment for students in grades K-12. The Cambridge scores are accepted for



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college credit or placement at most Indiana Universities and colleges. Cambridge International is recognized by nearly 600 colleges and universities in the U.S. In Indiana, Cambridge International is recognized by DePauw University, Indiana University, Purdue University, University of Evansville, University of Notre Dame, University of Indianapolis, and Wabash College. Additional information can be found [here](#).

The equivalent grade for Cambridge International is a G or higher on three Cambridge IGCSE Level exams. One of these exams must be in a core content (e.g., English, Math, Science, or Social Studies).

F-23. What is the CLEP exam?

CLEP exams are offered through the College Board. These exams award college credits based on the student's exam score. These the exams are taken independent of a course. There are CLEP exams offered in the following subjects:

- Composition and Literature
- World Languages
- History and Social Sciences
- Science and Mathematics
- Business

Additional information can be found [here](#).

Modern States Education Alliance offers corresponding courses for the CLEP exams. Additional information can be found [here](#).

The equivalent score for the CLEP exam is a 50 or high on three exams. One of these exams must be in a core content (e.g., English, Math, Science, or Social Studies).

F-24. Can a student mix and match AP, IB, Dual Credit, Cambridge International, and CLEP to fulfill this pathway?

Yes. The three courses comprising this pathway can be a mix of any of the above courses and/or exams.



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For example:

A student could mix-and-match by taking AP Microeconomics, Dual Credit German I, and Dual Credit Calculus I.

OR

A student could mix-and-match by taking IB Biology, IB Dance, and Dual Credit Intermediated Spanish II.

OR

A student could mix-and-match by taking a CLEP exam for Intro for Psychology, a CLEP exam for Intro to Biology, and Dual Credit English Composition 1.

F-25. Does a student have to take the corresponding AP/Cambridge International/IB exam?

Yes. Students must take the corresponding exam for their course. They do not, however, have to pass the exam.

F-26. What if a student earns a score of 3 or higher on an AP exam, 4 or higher on an IB exam, or E or higher on a CI exam?

The student may substitute that score for the C requirement in that particular course. S/he will could potentially also earn college credit, depending on the institution s/he attends.

For example:

If a student gets a D in AP US History, but a 4 on the AP exam, that student could substitute the 4 for his grade, if he desired.