



PLACEMENT CRITERIA FOR ACADEMIC YEAR 2018-2019

Table of Contents

- Introduction.....2**

- I. Placement Criteria For Degree And College Credit Certificate Programs 2**
 - Exempted From Testing for Degree Programs and College Credit Certificate Programs 2*
 - Course Placement Guide Notes 7*
 - Required to Test for Degree Programs..... 8*

- II. Criteria for Degree and College Credit Certificate-Seeking Students with Limited English Proficiency 9**
 - Exempted from the English Proficiency Placement Test 9*
 - Required to Take an English Proficiency Placement Test 10*
 - Placement Guide for EAP 11*

- III. Procedures for Testing and Placement Criteria for Postsecondary Career and Technical Education Programs 12**
 - Exempted from Testing for Career and Technical Education Programs..... 12*
 - Exempted from Meeting the Basic Skills Exit Score Requirement Only 13*
 - Required To Test for Career and Technical Education Programs 13*

- IV. Procedures for Testing and Placement Criteria for Adult Education Programs 14**
 - Placement Guide for Adult Basic Education (ABE)..... 14*
 - Placement Guide for General Education Development (GED) Preparation Program..... 15*
 - Placement Guide for English for Speakers of Other Languages (ESOL) Program 16*
 - The ESOL Course Placement Guide Is Used For Placement In the ESOL Courses. 17*
 - Transitioning from the ADULT EDUCATION ESOL PROGRAM. 17*

- V. Procedures For Testing And Placement Criteria For Early College (Dual) Enrollment Students 18**

- APPENDIX A: Laws, Rules (6A-6) (6A-10) (6A-14), and Technical Assistance Papers 19**
- APPENDIX B: Florida High School Diploma Codes Eligible for Developmental Education Exemption 20**
- APPENDIX C: Alternative Placement Criteria for Recent, Non-Exempt High School Graduates, Alternative Placement Options for Students with Military Experience and Alternative Placement Options for Students with Significant Work History 21**
- APPENDIX D: General Placement Recommendations for Developmental Education Advisement 22**
- APPENDIX E: Meta-Major Academic Pathways and gateway courses that are aligned with the intended academic and career goals of degree seeking students 29**
- APPENDIX F: Quick Guide for EAP and Course Placement, EAP Student Scenario Guide, 30**
- APPENDIX G: Adult Education CASAS Post-Testing Chart 33**
- APPENDIX H: TABE Out of Range Re-Testing Guide 34**

INTRODUCTION

With the exception of students who meet the criteria for an exemption from common placement testing and developmental education instruction, the State Board of Education (SBOE) requires entry-level testing for degree seeking students and students who have not met college level competency either through the completion of developmental education requirements in the Florida College System or have not been awarded credit for college level coursework in the area of deficiency. Students whose native language is not English may be required to take another test to measure their English proficiency before entry-level testing is permitted. The SBOE also requires institutions offering Postsecondary Career and Technical Education and Adult Education programs to test students pursuing these programs. Miami Dade College (MDC) may accept official test scores from approved academic institutions and approved regional workforce boards. Parameters for accepting these scores will be established between coordinating agencies. This year's Placement Criteria Manual is divided into five sections and eight appendices: [I. Placement Criteria for Degree and College Credit Certificate Programs](#); [II. Criteria for Degree and College Credit Certificate Seeking-Students with Limited English Proficiency](#); [III. Procedures for Testing and Placement Criteria for Postsecondary Career and Technical Education Programs](#); [IV. Procedures for Testing and Placement Criteria for Adult General Education Programs](#); [V. Procedures for Testing and Placement Criteria for Dual-Enrollment Students](#); and [Appendix A - H](#).

I. PLACEMENT CRITERIA FOR DEGREE AND COLLEGE CREDIT CERTIFICATE PROGRAMS

The State Board of Education (SBOE) requires each public state college to use the common placement test, or other test prior to the completion of initial registration, except for EAP students. Test scores on any combination of the following test batteries may be used for degree-seeking students prior to registration: Scholastic Assessment Test (SAT), American College Testing (ACT), Florida Postsecondary Education Readiness Test (PERT), Classic ACCUPLACER/Computerized Placement Test (CPT) test dates through January 27, 2019, or the [FCAT 2.0 \(Grade 10\) Reading test dates through March 2017](#).

ACCUPLACER Next-Generation (NG) information is forthcoming.

The SBOE sets minimum scores below which developmental education work is required in reading, writing, and mathematics. Placement scores, including [FCAT 2.0 \(Grade 10\) Reading test dates through March 2017](#) are valid for two years. A registration hold is in place to prevent student registration until scores are in the College's student record keeping system. Further assessment may be conducted in courses. MDC students have a total of two placement test attempts (one initial attempt and one retest) on each subtest of the placement test for initial placement prior to enrollment in any course within that subject area. Prior to administering a retest on the MDC Placement Test, the test administrator must require documentation from the student that verifies alternative remediation has occurred since the prior attempt. After the 2nd attempt students must complete a prescribed remediation option and receive permission to retest from the appropriate chairperson. High school and middle school testing is exempted from the total number of attempts after the student graduated from high school. However, twelfth (12th) grade students admitted to MDC for the Summer or Fall Terms and test at MDC on or after the first Monday in January are allowed to take a maximum of two placement attempts regardless of any previous attempts. Retesting in any subtest area must occur prior to enrollment in that area or by the 100% refund date each semester. High school administered placement scores at the college ready level are used for placement purposes at Miami Dade College. Retesting in the appropriate subtest area will be required for graduating non-exempt high school students who were administered a placement test prior to the first Monday in January and did not achieve the college ready level.

Request for placement testing at other institutions must have prior approval by the Institutional Test Administrator (ITA) or designee.

EXEMPTED FROM TESTING FOR DEGREE PROGRAMS AND COLLEGE CREDIT CERTIFICATE PROGRAMS

1. Students who entered 9th grade in a Florida public school in the 2003-2004 school year, or any year thereafter, and earned a standard diploma from a Florida public high school. Refer to [Appendix B](#).
Note: Home education students are not exempted from common placement testing and developmental education.
2. Students who are serving as active duty members of any branch of the United States Armed Forces.
3. Students who have earned an associate degree or higher from an institution recognized by MDC. Official documentation is required. Students with foreign degrees from non-English speaking countries must present passing scores from MDC approved English proficiency examinations. Refer to [Section II](#) for examinations and passing scores.

Continued next page

4. Students who have earned the required course grade listed in the Exemption Using Course Grade chart.

Notes:

- Exemption for courses not on the chart must be approved by the appropriate department chairperson. Official documentation is required.
- Students who have a letter grade (including D, F, W, U and P) associated with a placement area are not required to be retested; they will be re-placed in the English, Reading or Math course in which they earned that grade.

EXEMPTION USING COURSE GRADE		
Skill Area	Course	Grade
Reading	REA 0017*, REA 0019*, REA 0055*, REA 0056*, ENC 0027, or (TNFR 9917)*	A, B, C, S
	Any REA 1000 level or higher	A, B, C, S
	ENC 1101, ENC 1102, ENC 2300, or ENC 2301 (TNFR 9901)*	A, B, C, S
	EAP 1620 or EAP 1686	A, B, C, S
	Completion of both EAP1683 and EAP1689	A, B, C, S
	Writing	ENC 0025*, ENC 0027*, ENC 0055*, or ENC 0056*, or (TNFR 9918)* (TNFR 9901)*
Any ENC 1000 or 2000 level		A, B, C, S
Any LIT 2000 level		A, B, C, S
Completion of both EAP1640 and EAP1660, or EAP1685		A, B, C, S
Completion of both EAP1683 and EAP1689		A, B, C, S
Math		MAT 0022C*, MAT 0028*, MAT 0029*, MAT 0055*, MAT 0056*, MAT 0057* (3.0 credit module), or (TNFR 9906)*
	MAT 1033 or MGF 1107 [▲]	A, B, C, S
	QMB 2100	A, B, C, S
	(TNFR 9905) [#]	A, B, C, S
	Any (MAC, MAD, MAP, MAS, MGF, or STA)	A, B, C, S

* Letter grades 'A', 'B', and 'C' in developmental education courses are used for transferred in and equivalent courses only.

[▲]MAT 1033 counts toward graduation elective credit at MDC.

A grade of A, B, C, or S must be earned in MAT 1033 in order to register in MAC 1105.

A grade of A, B, or S must be earned in MAT 1033 in order to register in MAC1106.

MGF 1107 counts toward General Education core requirements at MDC.

A grade of A, B, C, or S must be earned in MGF 1107 or MAT1033 in order to register in MGF 1106.

MGF 1106 counts toward General Education core requirements at MDC.

A grade of A, B, C, or S must be earned in MGF 1106 or MAT 1033 in order to register in STA 2023.

MAC 1105 counts toward General Education core requirements at MDC.

A grade of A, B, or S must be earned in MAC 1105 in order to register in MAC 1147.

+ Generic equivalent communications courses (TNFR is for MDConnect).

Generic equivalent mathematics courses (TNFR is for MDConnect).

Notes:

1. MAT 0029 is used for the Mathematics to Statistics Pathway ([Appendix C](#)).

2. REA 0019 (combined upper and lower level reading), REA 0055 (1.0 credit upper level module), ENC 0055 (1.0 credit module), MAT 0055 (1.0 credit module), and MAT 0056 (2.0 credit module) are courses in the state-wide numbering system which are not offered at MDC.

3. ENC 0027 is a combined upper level reading and writing course that satisfies the DevEd requirement for both areas.

4. MAC 1106 is intended for students preparing for STEM careers. This course only meets the MDC General Education core requirements.

5. Mathematics Pathways Advising. Refer to Appendix D

5. Transient students (those who attend another college or university) who provide appropriate documentation, and are enrolling for courses to transfer to their primary institution (and who are not seeking a degree at MDC).
6. Students who present FCAT test dates through March 2017, SAT, ACT, or CPT/PERT scores meeting State requirements in MDC's Course Placement Guides (FCAT test dates through March 2017, ACT, and SAT – CPT and PERT). If multiple test results are on record, the highest subtest scores are used. Any score presented which is lower than the score needed for exemption will require the student to be tested on the appropriate MDC Placement Test subtest(s). For students presenting passing mathematics scores in specific score ranges (ACT Mathematics = 19-20 and SAT Mathematics = 24-26), the CPT college-level mathematics subtest and the PERT mathematics subtest may be used to determine placement into advanced mathematics courses (e.g., MAC 1105, MAC 1106, MGF 1106, STA 2023, etc.).

COURSE PLACEMENT GUIDE FCAT, ACT, and SAT

Skill Area	FCAT 2.0 (Grade 10) Test dates through March, 2017	ACT	SAT	Course Placement
Reading	Reading ≥ 262	Reading ≥ 19	≥ 24	ENC 1101 ⁽³⁾
Writing ⁽¹⁾	Reading ≥ 262	English ≥ 17	Writing and Language ≥ 25	ENC 1101 ⁽³⁾
Math ⁽²⁾	N/A	19 - 20	24 - 26	MAT 1033 or MGF 1107
	N/A	≥ 21	≥ 26.5	MAC 1105 MAC 1106 ⁽⁴⁾ MGF 1106 or STA 2023
	N/A	≥ 27	≥ 31	Refer to Mathematics Department

¹ Faculty may recommend supplemental services based on a required writing sample.

² If recommended placement is MAT 1033, refer to CPT college-level mathematics subtest or PERT mathematics subtest. MAT 1033 counts toward graduation elective credit at MDC.

A grade of A, B, C, or S must be earned in MAT 1033 in order to register in MAC 1105.

A grade of A, B, or S must be earned in MAT 1033 in order to register in MAC 1106.

MGF 1107 counts toward General Education core requirements at MDC.

A grade of A, B, C, or S must be earned in MGF 1107 or MAT 1033 in order to register in MGF 1106. MGF 1106 counts toward General Education core requirements at MDC.

A grade of A, B, C, or S must be earned in MGF 1106 or MAT 1033 in order to register in STA 2023.

MAC 1105 counts toward General Education core requirements at MDC.

A grade of A, B, or S must be earned in MAC 1105 in order to register in MAC 1147.

If recommended placement is MAC 1105, MAC 1106, MGF 1106, MGF 1107, or STA 2023 refer to Mathematics Department advisor for placement into other advanced mathematics courses.

³ Students who have not satisfied developmental education/EAP reading requirements may not enroll in college-level English even if their writing test score is at college level. Students who have not satisfied developmental education/EAP reading and writing requirements may not enroll in any Gordon Rule course except mathematics. Students may select from a list of courses maintained by the Academic Advisement office and approved by the pertinent academic department, for co-enrollment with developmental education courses.

⁴ MAC 1106 is intended for students preparing for STEM careers.

This course only meets the MDC General Education core requirements.

Notes:

- Students who have already registered in a mathematics course (and are past the 100% refund deadline) are not eligible to take the College-Level Mathematics subtest without permission from the chairperson of the Mathematics Department.
- **If combined Redesigned SAT score is 1260 or more, or composite ACT score is 26 or more, the student may be eligible for The Honors College and should check additional eligibility requirements at www.mdc.edu/honorscollege.**
- Institutional ACT (Residual) and SAT scores from other institutions are not used for exemption purposes at MDC.
- SAT State-Allowed Accommodations (SAA) scores and ACT Non-College Reportable scores (NCR) are not used for Exemption purposes at MDC.
- Mathematics Pathways Advising. Refer to Appendix D

COURSE PLACEMENT GUIDE (Reading and Writing) ACCUPLACER and PERT

Skill Area	ACCUPLACER CLASSIC (CPT) Subtest Score (Test dates through January 27, 2019)	ACCUPLACER Next Generation (NG) Subtest Score (Test dates on or after TBD)	PERT Subtest Score	Recommended DevEd Course Placement
Reading ⁽¹⁾	20 - 70		50 - 83	REA 0007 ⁽²⁾
	71 - 82		50 -105 or 84 - 105	ENC 0027 ^{▲(4)} REA 0017
			104 -105	REA 0056 ⁽³⁾
				College Ready Course Placement
	83 - 120		106 -150	ENC 1101 ^{(1)▲}
Writing ⁽¹⁾				Recommended DevEd Course Placement
	20 - 70		50 - 89	ENC 0015 ^{▲(2)}
	71 - 82		50 -102 or 90 - 102	ENC 0025 [▲] ENC 0027 ^{▲(4)}
			101 - 102	ENC 0056 ⁽³⁾
				College Ready Course Placement
	83 - 120		103 - 150	ENC 1101 ^{(1)▲}

¹ Students who have not satisfied developmental education/EAP reading requirements may not enroll in college-level English even if their writing test score is ENC 1101 placement on the CPT or PERT. Students who have not satisfied developmental education/EAP reading and writing requirements may not enroll in any Gordon Rule course except mathematics. Students may select from a list of courses maintained by the Academic Advisement office and approved by the pertinent academic department, for co-enrollment with developmental education courses.

² Students scoring at this level must see an advisor prior to registering. Required reading and/or writing test prep boot camp (Shark Academy) course(s) for FTIC direct entry students who place in REA 0007 and/or ENC 0015.

³ REA 0056 and ENC 0056 are modular courses.

⁴ Students must place into REA 0017 **AND** ENC 0025 to take ENC 0027.

▲ Faculty may recommend supplemental services based on a required writing sample.

Developmental education/EAP faculty will provide a diagnostic at the beginning of the course to confirm course placement.

Alternate instruction may be provided to those students who score between 20-50 on the CPT or 50-61 on the PERT.

Continued next page

COURSE PLACEMENT GUIDE (Mathematics) – ACCUPLACER and PERT							
ACCUPLACER CLASSIC (CPT) Math Subtest Score (Test dates through January 27, 2019)			ACCUPLACER Next-Generation (NG) Math Subtest Score (Test dates on or after TBD)			PERT Math Subtest Score	Recommended DevEd Course Placement
Elementary Algebra	Arithmetic	College-Level Math (CLM)	Advanced Algebra and Functions (AAF)	Arithmetic	Quantitative Reasoning, Algebra, and Statistics (QAS)		
20 - 71	20 - 29	Subtest Not Required				50 - 74	MAT 0018
20 - 71	30 - 64	Subtest Not Required				75 - 95	MAT 0022C
20 - 71	65 - 120	Subtest Not Required				50 - 113 or 96 - 113	MAT 0028, MAT 0029 ^{or} MAT 0057 ⁽⁵⁾
							College Ready Course Placement
72 - 120 ⁽¹⁾	Subtest Not Required	Subtest Not Required ⁽²⁾				114 - 122	MAT 1033 MGF 1107
	Subtest Not Required	20 - 39					Not Used
	Subtest Not Required	40 - 62				123 - 150 (135 - 150 refer to CPT-CLM) ⁽⁶⁾	MAC 1105, MAC 1106 ⁽⁶⁾ , MGF 1106, or STA 2023
	Subtest Not Required	63 - 120					Refer to Mathematics Department. Placement (at the department level only): (63 – 85): MAC 1114, MAC 1140 (86 – 102): MAC 1147 ⁽⁷⁾ . MAC 2233 (103 – 120): MAC 2311

¹ An algebra score in the range of 72-120 without a CPT college-level mathematics subtest score of 40 or higher places a student in MAT 1033 or MGF 1107.

² College-Level Mathematics subtest is available upon request if CPT algebra score is 72-86. Students who have already registered in a mathematics course (and are past the 100% refund deadline) are not eligible to take the CPT college-level mathematics subtest without permission from the chairperson of the Mathematics Department.

³ MAT 1033 counts toward graduation elective credit at MDC.
A grade of A, B, C, or S must be earned in MAT 1033 in order to register in MAC 1105.
A grade of A, B, or S must be earned in MAT 1033 in order to register in MAC1106.
MGF 1107 counts toward General Education core requirements at MDC.
A grade of A, B, C, or S must be earned in MGF 1107 or MAT1033 in order to register in MGF 1106.
MGF 1106 counts toward General Education core requirements at MDC.
A grade of A, B, C, or S must be earned in MGF 1106 or MAT 1033 in order to register in STA 2023.
MAC 1105 counts toward General Education core requirements at MDC.
A grade of A, B, or S must be earned in MAC 1105 in order to register in MAC 1147.

⁴ Students with a CPT college-level mathematics subtest score of 63 or higher are referred to the Mathematics Department.

⁵ MAT 0057 is a modular course.

⁶ MAC 1106 is intended for students preparing for STEM careers.
This course only meets the MDC General Education core requirements.
A grade of A, B, or S must be earned in MAT 1033 in order to register in MAC1106.
MAC 1147 is intended for students preparing for preparing for STEM careers.
This course only meets the MDC General Education core requirements.
A grade of A, B, or S must be earned in MAC 1105 in order to register in MAC1147.

Mathematics Pathways Advising. Refer to Appendix D

COURSE PLACEMENT GUIDE NOTES

Further assessment may be conducted in courses.

Developmental Education Strategies: A student whose score on the placement test indicates a need for developmental education must be advised of all the developmental education options offered at the institution and, after advisement, shall be allowed to enroll in the developmental education option of his or her choice. The following options are available at MDC: Modularized instruction, Compressed (or accelerated) course structures, Contextualized developmental instruction, and Co-requisite developmental instruction.

If scores on one or more of the subtests require developmental education placement, students must enroll in at least one developmental education course during their first term. Students who test into developmental education instruction and subsequently enroll in developmental education instruction must successfully complete the required developmental education studies by the time they have accumulated twelve (12) credits of college credit coursework or they must maintain continuous enrollment in developmental education coursework each semester until the requirements are completed while performing satisfactorily in the degree.

Students placing into developmental education course work in one skill area are required to enroll concurrently in SLS 1505; students placing in two or more skill areas are required to enroll concurrently in SLS 1510. Students enrolled in a developmental education course may concurrently enroll only in college credit courses that do not require the skills addressed in the developmental education course.

All First Time in College (FTIC) Associate in Arts (AA) degree-seeking students who are college-ready in the reading, writing, and mathematics skill area are required to have registered by their 16th earned credit and completed SLS 1106, or its equivalent (SLS 1125, SLS 1502, SLS 1505, SLS 1510, or IDS 1044) by their 30th earned college credit.

Exception note: The following students are not required to complete SLS 1106:

- Honors College, School for Advanced Studies (SAS), and New World School of the Arts (NWSA).
- Students who are transferring in more than 12 earned college credits.
- Students who successfully completed SLS 1125, SLS 1502, SLS 1505, SLS 1510, or IDS 1044.
- Students in a program code other than AA degree seeking (i.e. Associate in Science (AS), College Credit Certificate (CCC), etc.).
- Students in an AA degree-seeking program which is not designated as the student's primary program objective.

If placement scores are college-level in all skill areas, students may be eligible for The Honors College and should check additional eligibility requirements at www.mdc.edu/honorscollege.

Alternative Placement Criteria for College-Level Placement for Recent, Non-Exempt High School Graduates, Alternative Placement Options for Students with Military Experience and Alternative Placement Options for Students with Significant Work History. Refer to [Appendix C](#).

General Placement Recommendations for Advisement and for Developmental Education Advisement. Refer to [Appendix D](#).

Mathematics Pathways Advising. Refer to Appendix D

Meta-Major Academic Pathways and gateway courses that are aligned with the intended academic and career goals of degree seeking students. Refer to [Appendix E](#).

Continued next page

RECOMMENDED TO TEST FOR DEGREE PROGRAMS AND COLLEGE CREDIT COURSES

1. Students who entered 9th grade in a Florida public school in the 2003-2004 school year, or any year thereafter, earned a standard diploma from a Florida public high school, and do not have placement scores for ENC 1101 and/or MAT 1033 or higher. Refer to [Appendix B](#).
2. Students who are serving as active duty members of any branch of the United States Armed Forces, and do not have placement scores for ENC 1101 and/or MAT 1033 or higher.

Students who are recommended to test are not required to enroll in developmental education but may opt to do so. MDC provides assessment and instruction upon the student's request.

REQUIRED TO TEST FOR DEGREE PROGRAMS

1. Degree-seeking first-time-in-college students. Such students may not register for any credit course at MDC until they have a set of complete scores on file. This includes students who hold a career certificate.
2. Students, except college credit certificate-seeking, who register for any college credit course.
Note: A College Credit Certificate student who changes status to degree-seeking cannot claim placement exception as a first-time-in-college student for Gordon Rule or other purposes.
3. Students in grades 6 through 12 seeking dual enrollment. Note: Refer to [Section V](#) for placement guidelines.
4. Students, except college credit certificate-seeking, who took a placement examination more than **two** years ago and whose scores were not used for placement decisions.

REQUIRED TO TEST FOR COLLEGE CREDIT CERTIFICATE PROGRAMS

1. Students seeking college credit certificates in Health Sciences programs. Such students may not register for any credit course at MDC until they have a set of complete scores on file. This includes students who hold a career certificate.
2. College credit certificate-seeking students taking any course outside of their program.
3. College credit certificate-seeking students who register for any English, or mathematics course (excluding MTB 1103), or any course that requires college-level Reading and/or Writing placement.
4. Students seeking early college (dual) enrollment. Note: Refer to Section V for placement guidelines.
5. College credit certificate-seeking students in Health Sciences programs, who took a placement examination more than two years ago and whose scores were not used for placement decisions.

Continued next page

II. CRITERIA FOR DEGREE AND COLLEGE CREDIT CERTIFICATE-SEEKING STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Students without sufficient English proficiency to take the MDC Placement Test are required to take an MDC approved English proficiency placement test (ACCUPLACER ESL) and be placed in designated English for Academic Purposes (EAP) courses. This includes students with foreign degrees earned from accredited institutions where the language of instruction is not English. Students may retest once on ACCUPLACER ESL for initial placement.

ACCUPLACER ESL scores are valid for one year. If a student does not use these scores for course placement during that time, retesting will be required. For initial placement, students may retest once on the ACCUPLACER ESL test battery, beginning with Reading Skills, or they can retake WritePlacer ESL alone. A retesting fee will apply. Retesting must occur prior to enrollment or by the 100% refund date each semester. Students who have already begun EAP instruction may be referred for retesting on an individual basis by the department chairperson.

EAP students who have satisfied the 0200 level or above, either by EAP course completion or ACCUPLACER ESL placement, should be encouraged to take the mathematics subtest of the MDC Placement Test at any time in Levels 0300, 0400, or 0500. They must take it no later than the last withdrawal date of the EAP 1600 Level. Continuing EAP students in the 0400 level or above in all four skill areas (Reading, Writing, Grammar, or their equivalents) shall take the reading and writing subtests of the MDC Placement Test after the last withdrawal date of the term for advisement into advanced EAP levels or ENC 1101 in the following term. New incoming students whose ACCUPLACER ESL subtest scores in Reading, Grammar Usage, and WritePlacer ESL place them into the EAP 1500 or 1600 levels shall take the MDC Placement Test prior to registering for EAP courses. Refer to [Appendix F](#) (advisement guides).

Notes:

- EAP students who are taking the MDC Placement Test for their first time may take the mathematics subtest on its own. However, they must take the reading and writing subtests at the same time.
- Exceptions to testing EAP students could be made at the chairperson's discretion.
- Students who have completed the 1600 level of all required EAP courses progress directly to ENC 1101.

EXEMPTED FROM THE ENGLISH PROFICIENCY PLACEMENT TEST

1. Students who entered 9th grade in a Florida public school in the 2003-2004 school year, or any year thereafter, and earned a standard diploma from a Florida public high school. Refer to Appendix B.
Note: Home education students are not exempted from common placement testing and developmental education.
2. Students who are serving as active duty members of any branch of the United States Armed Forces.
3. Students who present TOEFL, IELTS, or PTE scores meeting MDC's EAP exemption requirements. Other English proficiency examinations, such as AVANT STAMP4, iTEP, TOEIC and Trinity ISE may also be used if the Common European Framework of Reference for Languages (CEFR) level is B2 or higher. The Institutional Test Administrator (ITA) will process these exemptions on a case-by-case request basis.

Notes:

These students are still required to meet placement testing requirements.

Students with test scores meeting MDC's EAP exemption requirements who place into DevEd in either reading or writing must meet with a World Languages Chairperson for appropriate advisement.

EAP EXEMPTION USING TOEFL		
TOEFL Exam	Total Score[±]	ACCUPLACER ESL
Paper-and-pencil	500 or higher	Not required
Computer-based	173 or higher	Not required
Internet-based	61 or higher	Not required
Notes: Institutional TOEFL scores from other institutions are not used for exemption purposes.		

EAP EXEMPTION USING IELTS		
IELTS Exam (Academic Module)	Total Score	ACCUPLACER ESL
Overall Band Score*	5.5 or higher	Not required
Notes: Students who tested prior to this date may benefit from the lower scores in effect; if their scores are in the new passing range. IELTS scores from their General Training Module are not used for exemption purposes at MDC.		

EAP EXEMPTION USING PEARSON TEST OF ENGLISH		
Pearson Test of English (PTE - Academic)	Total Score	ACCUPLACER ESL
Overall Score*	51 or higher	Not required
Note: PTE - General scores are used for exemption purposes at MDC. Students who tested prior to this date may benefit from the lower scores in effect; if their scores are in the new passing range.		

- Students who earned a college credit certificate in a MDC program of more than 12 credits or from an institution recognized by MDC are exempt from English proficiency placement testing. Official documentation is required.
- Students who earned a GED in English.
- Students exempted from testing for Degree Programs and College Credit Certificate Programs in [Section I](#).
- Students who graduated from Education First (EF) - International Language Centers.

RECOMMENDED TO TAKE AN ENGLISH PROFICIENCY PLACEMENT TEST

Students who took ESOL during their twelfth grade at any English speaking high school, after having entered 9th grade in a Florida public school in the 2003-2004 school year, or any year thereafter, earned a standard diploma from a Florida public high school, and do not have placement scores for ENC 1101 and/or MAT 1033 or higher. Refer to Appendix B.

Students who are recommended to test are not required to enroll in developmental education but may opt to do so. MDC provides assessment and instruction upon the student's request.

REQUIRED TO TAKE AN ENGLISH PROFICIENCY PLACEMENT TEST

- All students required to test for degree and college credit certificate programs in [Section I](#) who:
 - graduated from a non-English speaking high school.
 - took ESOL during their twelfth grade at any English speaking high school.
 - earned a GED in Spanish.
 - took an MDC approved English proficiency placement test more than one year ago and whose scores were not used for placement decisions.
- Students transitioning from EDU 070, EDU 058, or EDU 064 to degree or Health Sciences college credit certificate programs are required to take an MDC approved English proficiency placement test in order to determine eligibility.

Course Placement Guide for EAP

The EAP Course Placement Guide is used for placement in the EAP program. Notes: EAP 1500 and 1600 levels are college-level credits that count towards graduation as electives. Students who place in EAP 0300 through 1600 levels may be enrolled in the EAP-Concurrent Enrollment Track or Program ACE with advisement.

ACCUPLACER ESL Placement Guidelines (as of 05/02/2017)				
ESL Reading Skills	Local Test	ESL Language Use	WritePlacer ESL*	Level Placement
20-40	TBA	20-40	Not Administered	1**
41-53	TBA	41-53	Not Administered	2**
54-74	N/A	54-74	Not Administered	3**
75-96	N/A	75-96	3	4
97-107	N/A	97-108	4	5
108-118	N/A	109-116	5	6
119-120	N/A	117-120	6	See Department Chair

* WritePlacer ESL is administered only for students with scores of both 75 or higher on reading skills and 75 or higher on language use. Students with WritePlacer ESL scores below 3 are placed by ESL - Language Use. For WritePlacer ESL scores of zero (0), codes will be assigned to indicate the reason the essay was given a score of zero.

Codes are:

B = blank (95)

T = too short (94)

F = written in foreign language (93)

I = illegible/incoherent (92)

O = off topic (91)

** Effective May 2, 2017, students scoring into Levels 1, 2, or 3 in either ESL Reading Skills or ESL Language Use should be uniformly placed in one level for Reading, Grammar, and Writing courses based on the average of ESL Reading Skills or ESL Language Use scores. If the average of the 2 scores is higher than 75, the student must take WritePlacer ESL, and be placed in Levels 4, 5, or 6 as displayed in placement guide above.

Placement in Speech Level courses to be determined by an EAP advisor after speaking with student in English. In most cases, Speech Level decision should reasonably complement already determined Reading, Grammar, and Writing Level. If student is a fluent English speaker who would not benefit from Level 6 Speech, see Department chair for exemption and college class options.

Campus departments may recommend adjustments to initial placement.

Further testing may be done in classrooms.

Continuing EAP students in the 0400 level and above shall take the reading and writing subtests of the MDC Placement Test after the last withdrawal date of the term in order to satisfy the State's postsecondary testing requirement. Continuing EAP students in the 0300 level and above should be encouraged to take the mathematics subtest of the MDC Placement Test at any time in Levels 0300, 0400, or 0500. They must take it no later than the last withdrawal date of the EAP 1600 Level. New incoming students who place into the EAP 1500 or 1600 levels on the ACCUPLACER ESL shall take the MDC Placement Test prior to registering in EAP courses. Students who score 106 or above in reading AND 103 or above in writing may enroll in ENC 1101.

Although the PERT is not used as an English proficiency placement test at MDC, it can be used as one of several criteria to advise EAP students for registering in Levels 1500 and/or 1600 Level courses. Students who score 84 or above in reading or 90 or above in writing must see department chair or designee for advisement purposes

Continued next page

III. PROCEDURES FOR TESTING AND PLACEMENT CRITERIA FOR POSTSECONDARY CAREER AND TECHNICAL EDUCATION PROGRAMS

New TABE Forms 11 and 12 were approved by the State Board of Education on January 17, 2018 and is effective since February 20, 2018. A transition plan for MDC is forthcoming. TABE Forms 9 and 10 are effective through December 31, 2018 to provide adequate time for closeout on this older version of the TABE. New students will begin taking Forms 11 and 12 on or about November 9, 2018. Continuing students will post-test on TABE Forms 9 and 10 through December 31, 2018.

(This section is limited to MDC technical certificate programs with a MDC program code beginning with 5)

Depending on the program, MDC administers the TABE Complete Battery or Survey Forms 9 and 10, **which is effective through December 31, 2018. On or about November 9, 2018 MDC will be administering TABE Forms 11 and 12.** The College follows the Florida Department of Education, Division of Career and Adult Education recommendation of using TABE Level 'A' if the program completion levels are above ninth grade and TABE Level 'D' if the program completion is ninth grade or lower. Level D may also be used for the higher grade levels on an as needed basis for post-testing purposes. Completion of a prescribed remediation program consisting of at least 60 hours of instruction is required prior to retesting with a minimum 30-day period between retests.

Notes:

- The same TABE Form and Level should not be administered within a six-month period. Remediation should include 60 hours of instruction between pre/and post-testing, using an alternate version of the TABE and at least 120 hours of instruction when using the same level and same form. If no formal instruction is provided or documented, six months should elapse when using the same level, same form.
- The TABE may not be used as a sole determinant for entry into a career and technical education program.

TABE Forms 9 and 10 only

- Students scoring at plus or minus 2.0 of the content difficulty range for a specific skill level should must be retested in the out-of-range skill area without being assessed a retesting fee. Refer to Appendix H (TABE Out of Range Re-Testing Guide).

(TABE skill levels and content difficulty follows: E=2.0-3.9, M=4.0-5.9, D=6.0-8.9, A=9.0-12.9)

TABE Forms 11 and 12 only

Pending

Minimum basic skills levels as grade equivalents in mathematics, language, and reading are defined in each career certificate program. The Basic Skills and Licensure Exemption List that is used for meeting these requirements is available via [State Rule 6A-10.040](#). Refer to this list for minimum required basic skills grade levels to earn a certificate by program.

Agencies sponsoring career certificate seeking students may set higher requirements and exemptions for testing.

CPT scores to TABE grade equivalencies may be done by the campus Testing Directors based upon an approved State chart and institutional memorandum in [Section III](#).

Students without sufficient English proficiency are referred to the Adult English for Speakers of Other Languages (ESOL) program. Refer to [Section IV-C](#).

Students who have been identified as English Language Learners (ELLs) and adult students who are not proficient in English should also be provided with certain accommodations. [Rule 6A-6.09091](#), F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners (ELL), provides examples of allowable accommodations for students who are classified as ELLs and adult students who are not proficient in English.

EXEMPTED FROM TESTING FOR CAREER AND TECHNICAL EDUCATION PROGRAMS

1. Students who entered 9th grade in a Florida public school in the 2003-2004 school year, or any year thereafter, and earned a standard diploma from a Florida public high school. Refer to [Appendix B](#).

Note: Home education students are not exempted from testing and developmental education.

2. Students who are serving as active duty members of any branch of the United States Armed Forces.

3. Students who have earned an associate degree or higher from an institution recognized by MDC (Except in specific situations such as certain programs sponsored by external funding agencies). Official documentation is required. Students with foreign degrees from non-English speaking countries must present passing IELTS, or TOEFL, or PTE scores. Refer to [Section II](#) for passing scores.
4. Students who present FCAT (Grade 10) Reading test dates through March 2017, SAT, ACT, or CPT/PERT scores which exempt them from developmental education placement as outlined in [Section I](#) are exempt from testing for career certificate programs. Any score presented which is lower than the score needed for exemption will require the student to be tested on the appropriate TABE subtest(s).
5. Students who present official scores on any of the SBOE approved examinations (including the CPT) which demonstrate the skill level required by the specific program. The scores must have been obtained within the past two years.
6. Students seeking entrance into the MDC School of Criminal Justice Corrections and Law Enforcement programs pursuant to Section 943.17(6) F.S. are exempt from entry-level basic skills testing. This exemption does not apply to the Criminal Justice Basic Abilities Test requirement for entry into basic recruit training programs. The Criminal Justice Training Commission sets the standards for their training programs.
7. Adult students enrolled in a State approved apprenticeship program in accordance with the provisions of Chapter 446 are exempt from the requirement of taking the TABE test.
8. Students who have successfully completed developmental education course requirements. Any skill area which has not been met will require the student to be tested on the appropriate TABE subtest(s).
9. Students who present official scores on the 2014 GED® Tests: Reasoning through Language Arts and Mathematical Reasoning where a minimum score of 145 has been attained on each test. Any skill area which has not been met will require the student to be tested on the appropriate TABE subtest(s). Note: The Reasoning through Language Arts subtest is used for TABE Reading and Language.

EXEMPTED FROM MEETING THE BASIC SKILLS EXIT SCORE REQUIREMENT ONLY

Students who attempted the TABE at least two times and passed a State, national or industry licensure exam related to the program of study and identified by the Department of Education, Division of Career and Adult Education are exempt from meeting the basic skills exit score requirement in the related program. The identified credentialing examination has to be specific to the career and must be necessary in order to work in that field. Documentation supporting the successful completion of the credentialing examination is required. The Basic Skills and Licensure Exemption List that is used for meeting this requirement is available via [State Rule 6A-10.040](#).

REQUIRED TO TEST FOR CAREER AND TECHNICAL EDUCATION PROGRAMS

1. First-time-in-program students who designate themselves as certificate-seeking in a program of 450 hours or more. Such students must complete an entry-level examination within the first six weeks of admission into the program.
2. Students whose TABE (or other approved examination) scores are more than two years old and have not been used for placement.
3. Students whose TABE (or other approved examination) scores are more than two years old and who have had a break in their enrollment of more than one year.

Continued next page

IV. PROCEDURES FOR TESTING AND PLACEMENT CRITERIA FOR ADULT EDUCATION PROGRAMS

New TABE Forms 11 and 12 were approved by the State Board of Education on January 17, 2018 and are effective beginning February 20, 2018. A transition plan for MDC is forthcoming. TABE Forms 9 and 10 are effective through December 31, 2018 to provide adequate time for closeout on this older version of the TABE. New students will begin taking Forms 11 and 12 on or about November 9, 2018. Continuing students will post-test on TABE Forms 9 and 10 through December 31, 2018.

Students enrolled in an Adult Basic Education (ABE), General Education Development (GED), and English for Speakers of Other Languages (ESOL) programs must be pre and post-tested with SBOE designated assessments. Exceptions may be made for students who are unable to understand or respond to the test due to low literacy, or due to disability. A pretest must be administered within the first twelve (12) hours of instruction.

Students without sufficient English proficiency are referred to the Adult English for Speakers of Other Languages (ESOL) program. Refer to [Section IV-C](#).

A. Placement Guide for Adult Basic Education (ABE)

MDC administers the TABE Survey, Forms 9 and 10 with locator, **which is effective through December 31, 2018. On or about November 9, 2018, MDC will be administering TABE Forms 11 and 12 with locator.** The TABE retesting guidelines below are followed for Adult Basic Education (ABE) program.

- Students post-testing in ABX 0140, ABX 0240, and ABX 0340 must take TABE levels “D” or “A”.
- Completion of a prescribed remediation program consisting of at least 50 hours of instruction for levels 1-4 and 30 hours for levels 5-6 is required prior to retesting with a minimum 30-day period between retests. Note: Most MDC adult education classes require at least 60 hours of instruction.
- The same TABE Form and Level should not be administered within a six-month period. Remediation should include at least 40 hours of instruction between pre/and post-testing, using an alternate version of the TABE and at least 120 hours of instruction when using the same level and same form. If no formal instruction is provided or documented, six months should elapse when using the same level, same form.
- Post-testing must only be used for a promotion to a new level or retention in the same level.

TABE Forms 9&10 only

- Students scoring at plus or minus 2.0 of the content difficulty range for a specific skill level must be retested in the out-of-range skill area no sooner than the next day and prior to enrollment or by the 100% refund date for the adult education term without being assessed a retesting fee. These students may retest once for initial placement without being assessed a retesting fee. Refer to Appendix H (TABE Out of Range Re-Testing Guide).

(TABE skill levels and content difficulty follows: E=2.0-3.9, M=4.0-5.9, D=6.0-8.9, A=9.0-12.9)

TABE Forms 11&12 only **Pending**

Continued next page

The ABE Course Placement Guide is used for placement in the ABE programs.

COURSE PLACEMENT GUIDE ABE					
Skill Area	TABE 9&10 Grade Equivalent	TABE 9&10 Scale Scores	TABE 11 & 12 Scale Scores	Literacy Completion Point / Educational Functioning Level	Course Placement
Math	0.0 – 1.9	<314	300-448	LCP/EFL – A	ABX 0110 – Beginning ABE Literacy
	2.0 – 3.9	314-441	449-495	LCP/EFL – B	ABX 0120 – Beginning Basic Education
	4.0 – 5.9	442-505	496-536	LCP/EFL – C	ABX 0130 – Low Intermediate Basic Education
	6.0 – 8.9	506-565	537-595	LCP/EFL – D	ABX 0140 – High Intermediate Basic Education
Reading	0.0 – 1.9	<368	300-441	LCP/EFL – E	ABX 0210 – Beginning ABE Literacy
	2.0 – 3.9	368-460	442-500	LCP/EFL – F	ABX 0220 – Beginning Basic Education
	4.0 – 5.9	461-517	501-535	LCP/EFL – G	ABX 0230 – Low Intermediate Basic Education
	6.0 – 8.9	518-566	536-575	LCP/EFL – H	ABX 0240 – High Intermediate Basic Education
Language	0.0 – 1.9	<390	300-457	LCP/EFL – J	ABX 0310 – Beginning ABE Literacy
	2.0 – 3.9	390-490	458-510	LCP/EFL – K	ABX 0320 – Beginning Basic Education
	4.0 – 5.9	491-523	511-546	LCP/EFL – M	ABX 0330 – Low Intermediate Basic Education
	6.0 – 8.9	524-559	547-583	LCP/EFL – N	ABX 0340 – High Intermediate Basic Education

B. Placement Guide for General Education Development (GED) Preparation Program

Students should obtain the following minimum scale scores on the TABE Forms 9 & 10 (Reading = 566, Language = 559, and Math = 565) or TABE Forms 11 & 12 (Reading 576, Language 584, and Math 596) in order to gain the most benefit from the GED preparation program. If a student scores these minimum scale scores or higher in one competency (reading, language, or math) and less than these minimums in either or both of the others, the student can be enrolled in both GED and ABE programs of study as indicated by the individual test scores.

Students are placed in the appropriate level for each individual course. Refer to Course Placement Guide – GED Preparatory. Students whose TABE Forms 9 & 10 results fall between a 9.0 and 10.9, should not be post-tested. The GED diploma is used for State reporting purposes.

EDU 100 is the GED-I (GED Integrated) course. To be eligible for enrollment in this course, students must score 9.0 or higher on at least two of the three skill areas on the TABE and be enrolled in one of the targeted college credit certificate programs concurrently.

GED placement for all science and social studies classes is based upon the lower of the reading and language results of the TABE.

Students who have taken the GED test and scored below the minimum required scale score on at least one, but not all of the subtests, are enrolled in one of the courses in the chart below based on their lowest score.

COURSE PLACEMENT GUIDE GED Preparatory			
Subject Area	Subtest	Literacy Completion Point / Educational Functioning Level	Courses Placement
Reasoning through Language Arts	Reading and Language	LCP/EFL – A	EDU 085
Social Studies	Reading	LCP/EFL – B	EDU 078
Science	Reading	LCP/EFL – C	EDU 079
Mathematical Reasoning	Math	LCP/EFL – D	EDU 077

C. PLACEMENT GUIDE FOR ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

The Adult Education ESOL Program includes ESOL, and EL/Civics classes. For these classes students adhere to the same exam requirements as follows:

- MDC administers the Comprehensive Adult Student Assessment System (CASAS) - Life and Work 80 Reading Series and the 980 Listening forms for ESOL, and EL/Civics courses.
- Prior to administration of the CASAS**, the Oral Screening is administered to all incoming students to determine whether CASAS Form 981 or 983 will be used as the pre-test. The oral screening questions are included in a Technical Assistance Paper titled English for Speakers of Other Languages (ESOL) which is available via <https://www.fldoe.org/Workforce/AdultEd/taps.asp>. Students who answer **ALL** oral screening questions correctly are tested on Form 983. For each of the six questions on the Oral Screening, a student can earn zero to two points. For accurate placement at the conclusion of the Oral Screening, please refer to the chart below:

Oral Screening Guide ESOL Program	
Oral Screening Results	Action to be taken
0-5 points scored	Refer to a literacy program
6-11 points scored	Pretest on Form 981
12 points scored	Pretest on Form 983

- Students sign a departmental form which indicates that they have read and understood the procedures outlined below and receive a referral to take the CASAS entrance exam.
- In order for students to be eligible to register for an ESOL class, they must correctly answer a minimum of five (5) questions in Reading and five (5) questions in Listening.
- Students who do not answer five (5) questions correctly in a section will be required to repeat that section.
- Students must earn valid scores (170 or above on Form 981 or 186 or above on Form 983) to be placed.
- Students without valid scores need to retest no sooner than the next day and prior to enrollment or by the 100% refund date for the adult education term. These students may retest once on initial placement without being assessed a retesting fee.
- Students who wish to retest to improve their initial placement score and qualify for a higher ESOL level will be assessed a re-testing fee.
- Initial placement and advancement is based on the lower of the two (reading and listening) valid scores. The Adult Education CASAS Post-Testing Chart is used for ESOL promotion assessment purposes (Appendix G).
- CASAS pre and post-test scores are valid for a period of one year. Continuing students who stop out for a period of four (4) months up to one year must retake the CASAS pretest. No retesting fee will be assessed. If more than one year has passed, a retesting fee will be assessed.
- Eligible students who do not meet the minimum placement criteria in the ESOL Course Placement Guide will be referred to other programs offered by the College [Refugee/Entrant Vocational Education Services Training (REVEST)], non-credit Intensive English, etc., or to programs offered by Miami-Dade County Public Schools.

Continued next page

The ESOL Course Placement Guide is used for placement in the ESOL Courses.

COURSE PLACEMENT GUIDE ESOL				
Skill Area	CASAS Reading Score	CASAS Listening Score	Literacy Completion Point / Educational Functioning Level	Course Placement Level
Foundations	<181*	169-180*	LCP/EFL – A	EDU 057
Low Beginning ESOL	181 – 190	181-189	LCP/EFL – B	EDU 059
High Beginning ESOL	191 – 200	190-199	LCP/EFL – C	EDU 060
Low Intermediate ESOL	201 – 210	200-209	LCP/EFL – D	EDU 061**
High Intermediate ESOL	211 – 220	210-218#	LCP/EFL – E	EDU 062**
Low Advanced ESOL	221 – 235	219-227	LCP/EFL – F	EDU 058**
High Advanced ESOL	236+	228+	LCP/EFL – A	EDU 064

*Students must be literate in their native language.
 **EDU 061, EDU 062 and EDU 058 are used for EL/Civics and outreach classes.
 #Refer students who score 218 on the pre-test to form 985 for a retest without a fee.
 Placement will be based on the LOWER of the two scores.

Transitioning from the ADULT EDUCATION ESOL PROGRAM

- High Advanced ESOL (EDU 064) can be taken following ESOL advanced courses.
- High Advanced ESOL (EDU 064) does not have a post-test. Exit is determined by completion of competencies and passing the instructor prepared exit exam.
- Students transitioning from ESOL EDU 058 and EDU 064 to other programs are tested following the procedures of their new selected program.

Continued next page

V. PROCEDURES FOR TESTING AND PLACEMENT CRITERIA FOR DUAL ENROLLMENT STUDENTS

Florida Statute, Section 1007.271 describes the dual enrollment program as the matriculation of an eligible secondary student or home education student in postsecondary courses that can be applied toward a career and technical certificate, or an associate or baccalaureate degree. The credits that students earn through dual enrollment must also be used toward high school graduation. The Florida State Board of Education has identified a list of dual enrollment courses that high schools shall accept toward meeting the high school graduation requirements. Additionally, Miami Dade College and Miami-Dade County Public Schools have agreed on a number of courses that are also available for dual enrollment.

Dual enrollment is available to students in grades 6 through 12. These students must pass the appropriate sections of the FCAT 2.0 (Grade 10) test dates through March 2017, CPT/PERT, ACT, or SAT, to enroll in college credit courses requiring competency in the associated placement area. Refer to [Section I](#). **The developmental education testing exemptions do not apply to dual enrollment students.**

All courses on the approved list, except for SLS 1125, SLS 1401, SLS 1502, and SLS 1510 require college-ready placement status in reading and writing. Students who are deficient in writing and/or reading skills may not enroll in college credit English courses or other college credit courses on the [approved list](#), until they have demonstrated proficiency in reading and writing by passing the appropriate sections of a basic skills assessment test.

Students may not earn more than twelve (12) college credit hours prior to demonstrating proficiency in the basic skill areas of reading, writing and mathematics. Exceptions may be granted provided that the student is concurrently enrolled in a secondary course(s) in the subject area for which the student has been deemed deficient by the postsecondary assessment.

Students who have accumulated twelve (12) college credit hours and have not yet demonstrated proficiency in the basic skill areas of reading, writing and mathematics must be advised, in writing by the school district, of the requirements for associate degree completion and state university admission, including information about future financial aid eligibility and also the potential costs of accumulating excessive college credit, as outlined in s. 1009.286, F.S.

Continued next page

**Refer to [Section 1](#) of this manual for minimum college readiness scores established by the SBOE.
This manual is subject to change based upon State or institutional requirements.*

Prepared by the CASSC Research & Testing Committee and approved by the Executive Committee on September 4, 2018

APPENDIX A

Laws, Rules (6A-6) (6A-10) (6A-14), and Technical Assistance PapersLaws

- 943.17: Basic recruit, advanced, and career development training programs; participation; cost; evaluation
- 1004.91: Career-preparatory instruction
- 1004.93: Adult general education
- 1007.262: Foreign language competence; equivalence determinations
- 1007.263: Florida College System institutions; admissions of students
- 1007.27: Articulated acceleration mechanisms
- 1007.271: Dual enrollment programs
- 1008.02: Definitions
- 1008.30: Common placement testing for public postsecondary education
- 1008.44: CAPE Postsecondary Industry Certification Funding List
- 1009.22: Workforce education postsecondary student fee
- 1009.23: Florida College System institution student fees
- 1009.286: Additional student payment for hours exceeding baccalaureate degree program completion requirements at state universities

Rules (6A-6) (6A-10) (6A-14)

- 6A-4.0021: Florida Teacher Certification Examinations
- 6A-6.014: General Requirements for Adult General Education Program
- 6A-6.0573: Industry Certification Process
- 6A-6.09091: Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners
- 6A-10.024: Articulation Between and Among Universities, Florida Colleges, and School Districts
- 6A-10.02412: Foreign Language Competence and Equivalence
- 6A-10.0315: College Preparatory Testing, Placement, and Instruction
- 6A-10.040: Basic Skills Requirements for Postsecondary Career Certificate Education
- 6A-10.042: Test Security
- 6A-14.064: College Credit Dual Enrollment
- 6A-14.065: Meta-Major Academic Pathways

Technical Assistance PapersCareer and Technical Education AssessmentAdult Education AssessmentFlorida College System – Common Placement TestingFLDOE Articulation (Dual Enrollment, Credit-By-Exam, etc.)*Continued next page*

APPENDIX B

Florida Standard High School Diploma Codes Eligible for Developmental Education Exemption

Code: Diploma Type

- W06: Standard High School Diploma.
- W10: State of Florida High School Performance-Based Diploma
- W43: Adult Standard High School Diploma.
- W52: Adult Standard High School Diploma (Alternate Assessment).
- W54: Adult Standard High School Diploma [Academically Challenging Curriculum to Enhance Learning (ACCEL), 18 Credit Option].
- W55: Adult Standard High School Diploma [Academically Challenging Curriculum to Enhance Learning (ACCEL), alternate assessment, 18 Credit Option].
- WFT: Standard High School Diploma (Alternate Assessment).
- WFW: Standard High School Diploma (FCAT waiver).
- WGA: State of Florida High School Performance-Based Diploma.
- WRW: Standard Diploma (24-Credit, Statewide Standardized Results Waiver)
- WXL: Standard High School Diploma [Academic Challenging Curriculum to Enhance Learning (ACCEL) Options].
- WXT: Standard High School Diploma [Academically Challenging Curriculum to enhance Learning (ACCEL), alternate assessment score].
- WXW: Standard High School Diploma [Academically Challenging Curriculum to enhance Learning (ACCEL), statewide assessment waiver].

Continued next page

APPENDIX C

Alternative Placement Criteria for Recent, Non-Exempt High School Graduates, Alternative Placement Options for Students with Military Experience and Alternative Placement Options for Students with Significant Work History
Alternative Placement Criteria for Recent, Non-Exempt High School Graduates

The multiple measures placement criteria in Table 1 below has been developed for placement into college-level courses for non-exempt, recent high school graduates (graduated within 2 years of college admission date).

Table 1

Course Number	Multiple Measures Placement Criteria
ENC1101	<ul style="list-style-type: none"> ➤ Minimum score of 84 in PERT Reading and 90 in PERT Writing (equivalent to placement in REA 0017 or ENC 0025) ➤ High school weighted or unweighted GPA is = or > 2.5 ➤ 'C' or better grade in English 4, English 4 Honors, or any English course offered through the AP, IB, or Cambridge/AICE programs
MAT1033 MGF1107	<ul style="list-style-type: none"> ➤ Minimum score of 96 on PERT Math (equivalent to MAT 0028) ➤ High school weighted or unweighted GPA is = or > 3.0 ➤ 'C' or better grade in Algebra 2, Algebra 2 Honors, Pre-Calculus, Calculus, or any Mathematics course offered through credit-by-exam, such as AP, IB, Cambridge/AICE, CAPE, CLEP programs.
MAC1105 MAC 1106 MGF1106 STA 2023	<ul style="list-style-type: none"> ➤ Minimum score of 114 on PERT Math, 19 on ACT, 24 on SAT (equivalent to MAT 1033) ➤ High school weighted or unweighted GPA is = or > 3.0 ➤ 'C' or better grade in Algebra 2 Honors, Pre-Calculus, Calculus, or any Mathematics course offered through credit-by-exam, such as AP, IB, Cambridge/AICE, CAPE, CLEP programs.

Alternative Placement Options for Students with Military Experience

Students with military experience have the following acceleration and assessment options available to them:

- Evaluation of validated military service training, experience or coursework (official military transcript) using the credit recommendations in the Guide to the Evaluation of Educational Experience in the Armed Forces published by the American Council on Education (ACE). The ACE Military Guide presents credit recommendations for formal courses and occupations by all branches of the military, excluding the Air Force. Air Force training is evaluated for transfer credit from the Community College of the Air Force.
- Successful completion of exams such as CLEP, DSST, Excelsior College, and Institutional Departmental Exams. MDC adheres to the exam guidelines, scores, and criteria approved by the FLDOE Articulation Coordinating Committee.

Alternative Placement Options for Students with Significant Work History

Students returning to college after a period of time in the workforce have the following acceleration and assessment options available to them:

- Successful completion of exams such as CLEP, DSST, Excelsior, and Institutional Departmental Exams. MDC adheres to the exam guidelines, scores, and criteria approved by the FLDOE Articulation Coordinating Committee.
- FLDOE approved articulation agreements for Gold Standard Career Pathways industry certifications or professional licensure.
- Validation of non-collegiate instruction by appropriate academic department for awarding credits based on appropriate documents reflecting completion of selected training programs, selected exams and/or licensures.
- MDC is in the process of developing a portfolio-based assessment to award credit for life/work experience. The portfolio documents college-level learning gained outside of the traditional academic environment. Portfolios are evaluated by faculty based on their discipline/area of expertise.

Appendix D

General Placement Recommendations for Advisement

Tables 2-5 summarize the developmental education sequence for each subject area within selected meta-majors. Refer to [Appendix E](#). The tables describe the standard sequences assuming students are successful in each course in the sequence. It is important to note that in all cases, students can complete the developmental education sequence and at least one college-level course within two (2) semesters.

Description of Specific Developmental Education Strategies and Related Advisement Recommendations

Modular Courses (MAT 0022C; MAT0057; REA 0056; ENC 0056)

Modularized instruction is customized and targeted to address specific skills gaps, based on an in-class course diagnostic. Some of the key features of MDC's modular courses include:

- a credentialed faculty member in the classroom at all times with regular office hours every week to provide additional assistance
- selected video vignettes, each presented by a member of the faculty
- guided instruction using small groups to support computer learning

Students who choose to take modular courses:

- must have basic knowledge of computers and be comfortable learning with an on-line program
- need reliable access to computers outside the classroom (at home, at the library, in a lab, etc.)

Modular courses are recommended for students requiring remediation in various subject areas, as well as for students who may be taking a compressed course in another area.

Students who complete a modular course prior to the end of the scheduled term can enroll in a subsequent course in sequence with departmental approval if such course is offered during one of the mini-terms within the major semester.

Compressed Course Structures (MAT 0018; MAT 0022C; MAT 0028; REA 0007; REA 0017; ENC 0015; ENC 0025)

Compressed course structures provide accelerated student progression from developmental instruction to college-level coursework, typically in one semester. Faculty incorporate time management and study skills during the early stages of the course. The compressed structure provides more faculty/student contact time per day, and typically for a minimum of 4 course sessions per week.

Students who choose to take accelerated courses:

- should not take more than one accelerated course per 8 week term, but can take back to back accelerated courses within a semester
- must have access to course materials in the first week of the term
- need reliable transportation to campus to attend course every day
- should not work fulltime outside of college
- should complete the basic skills boot camp (Shark Academy) prior to enrollment

Co-requisite Developmental Instruction (MAT 0029/MGF 1106)

Students in meta-majors and/or programs of study that do not require an algebra track can take advantage of the Math-to-Stats track that allows them to complete a college-level mathematics course, MGF1106 while receiving remediation through co-enrollment in MAT 0029. Students will then be able to complete their final mathematics requirement (MGF1107 or STA 2023, depending on their program of study) during their second semester. This co-requisite pathway incorporates group work and student presentations as an integral part of the classroom activities.

Students who choose to enroll in Math-to-Stats:

- must have selected one of the following meta-majors: (a) Arts, Humanities, Communication and Design; (c) Education; (f) Public Safety; (h) Social and Behavioral Sciences and Human Services. Refer to Table 3.
- must verify that their selected program of study at MDC does not require algebra
- must verify that their selected transfer institution does not require algebra

STUDENTS whose AA degree program of study does NOT require algebra (humanities, communications, social sciences other than psychology, hospitality, criminal justice, etc.) should be encouraged to take the **MATH-TO- STATS OPTION**.

Appendix D (continued)
General Placement Recommendations for Advisement
Table 2. Developmental Mathematics Education Pathways for the Algebra Track for Students in the Following Meta-Majors:
**(b) Business; (d) Health Sciences; (e) Industry/Manufacturing and Construction;
(g) Science, Technology, Engineering and Mathematics**

Option #	Pre-enrollment	Semester 1		Semester 2
PERT = 50-74 or ACCUPLACER CPT Arithmetic = 20-29				
1	College Readiness Enrichment Program (Strongly Recommended)	MAT0022C (Modular-16 weeks)		MAT 1033
2	College Readiness Enrichment Program (Strongly Recommended)	MAT 0028 (Accelerated – 8 weeks)	MAT 1033 (Accelerated – 8 weeks)	MAC 1105 MAC 1106
3*	College Readiness Enrichment Program (Strongly Recommended)	MAT 0018 (Accelerated – 8 weeks)	MAT 0028 (Accelerated – 8 weeks)	MAT1033
PERT = 75-95 or ACCUPLACER CPT Arithmetic = 30-64				
1	College Readiness Enrichment Program (Strongly Recommended)	MAT 0022C (Modular-16 weeks)		MAT 1033
2	College Readiness Enrichment Program (Strongly Recommended)	MAT 0022C (Accelerated – 8 weeks)	MAT 1033 (Accelerated – 8 weeks)	MAC 1105 MAC 1106
PERT = 96-113 or ACCUPLACER CPT Arithmetic = 65-120				
1	College Readiness Enrichment Program (Strongly Recommended)	MAT 0057 (Modular -16 weeks)		MAT 1033
2	College Readiness Enrichment Program (Strongly Recommended)	MAT 0057 (Modular) (Accelerated – 8 weeks)	MAT 1033 (Accelerated – 8 weeks)	MAC 1105 MAC 1106
3	College Readiness Enrichment Program (Strongly Recommended)	MAT 0028 (Accelerated – 8 weeks)	MAT 1033 (Accelerated – 8 weeks)	MAC 1105 MAC 1106

Continued next page

Appendix D (continued)

General Placement Recommendations for Advisement

Table 3. Developmental Mathematics Education Pathways for the Statistics/Liberal Arts Mathematics Track for Students in the Following Meta-Majors:
(a) Arts, Humanities, Communication and Design; (c) Education; (f) Public Safety;
(h) Social and Behavioral Sciences and Human Services

Option #	Pre-enrollment	Semester 1		Semester 2
PERT = 50-74 or ACCUPLACER CPT Arithmetic = 20-29				
1	College Readiness Enrichment Program (Strongly Recommended)	MAT 0022c (Modular-16 weeks)		MAT 0029/MGF 1106 (Co-requisite – 16 weeks)
2	College Readiness Enrichment Program (Strongly Recommended)	MAT 0018 (Accelerated – 8 weeks)	MAT 0028 (Accelerated – 8 weeks)	MAT 0029/MGF 1106 (Co-requisite – 16 weeks)
PERT = 75-113 or ACCUPLACER CPT Arithmetic = 30-120				
1 ^(*)	College Readiness Enrichment Program (Strongly Recommended)	MAT 0029/MGF1106 (Co-requisite – 16 weeks)		MGF 1107 or STA 2023

*Students in this track can opt to take any of the algebra tracks leading to MAT1033 prior to enrollment in MGF1106 or STA2023; however, the track listed above is **highly** recommended.

Continued next page

Appendix D (continued)

General Placement Recommendations for Advisement

Table 4. Developmental Reading Education Pathways for Students in all Meta-Majors

Option #	Pre-enrollment	Semester 1		Semester 2
PERT = 50-83 or ACCUPLACER CPT Reading = 20-70				
1	College Readiness Enrichment Program (Strongly Recommended)	REA 0007 (Accelerated – 8 weeks)	REA 0017 (Accelerated – 8 weeks)	ENC 1101
PERT = 84-105 or ACCUPLACER CPT Reading = 71-82				
1	College Readiness Enrichment Program (Strongly Recommended)	REA 0017 (Accelerated – 8 weeks)	ENC 1101 (Accelerated – 8 weeks)	ENC 1102
2	College Readiness Enrichment Program (Strongly Recommended)	REA0017 (Modular – 16 weeks)		ENC 1101
PERT = 104-105				
1	College Readiness Enrichment Program (Strongly Recommended)	REA 0017 (Accelerated – 8 weeks)	ENC 1101 (Accelerated – 8 weeks)	ENC 1102
2	College Readiness Enrichment Program (Strongly Recommended)	REA 0056 (Modular – 4 weeks)	ENC 1101 (Accelerated – 12 weeks)	ENC 1102

Continued next page

Appendix D (continued)
General Placement Recommendations for Developmental Education Advisement
Table 5. Developmental Writing Education Pathways for Students in all Meta-Majors

Option #	Pre-enrollment	Semester 1		Semester 2
PERT = 50-89 or ACCUPLACER CPT Sentence Skill = 20-70				
1	College Readiness Enrichment Program (Strongly Recommended)	ENC 0015 (Accelerated – 8 weeks)	ENC 0025 (Accelerated – 8 weeks)	ENC 1101
PERT = 90-102 or ACCUPLACER CPT Sentence Skill = 71-82				
1	College Readiness Enrichment Program (Strongly Recommended)	ENC 0025 (Accelerated – 8 weeks)	ENC 1101 (Accelerated – 8 weeks)	ENC 1102
2	College Readiness Enrichment Program (Strongly Recommended)	ENC0025 (Modular – 16 weeks)		ENC 1101
PERT = 101-102				
1	College Readiness Enrichment Program (Strongly Recommended)	ENC 0025 (Accelerated – 8 weeks)	ENC 1101 (Accelerated – 8 weeks)	ENC 1102
2	College Readiness Enrichment Program (Strongly Recommended)	ENC 0056 (Modular – 4 weeks)	ENC 1101 (Accelerated – 12 weeks)	ENC 1102

Table 6. Developmental Writing & Reading Education Pathways for Students in all Meta-Majors.

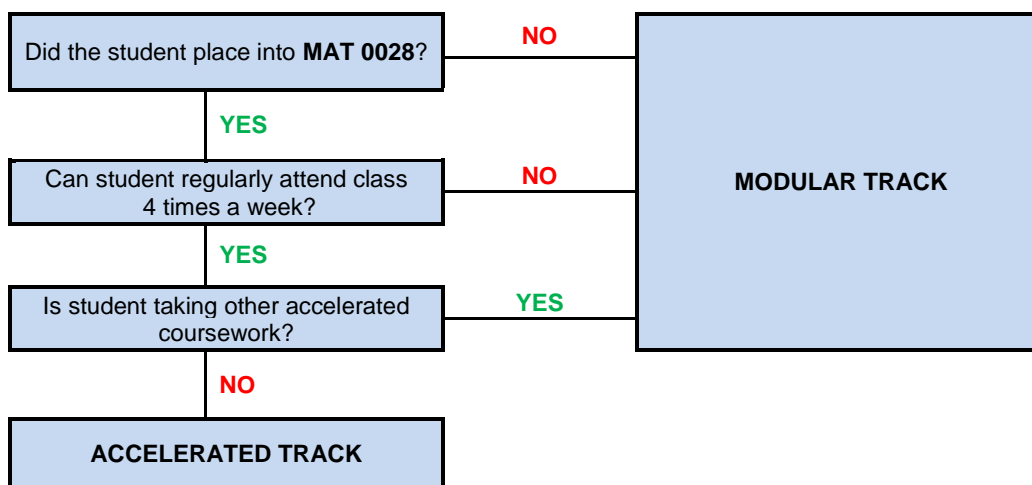
 (Students must place into the highest levels of REA **AND** ENC Developmental Education courses to take this course)

Option #	Pre-Enrollment	Semester 1	Semester 2
		(PERT READING = 84-105 AND PERT WRITING = 90-102) or (ACCUPLACER CPT Reading = 71-82 AND or ACCUPLACER CPT Sentence Skills = 71-82)	
1	College Readiness Enrichment Program (Strongly Recommended)	ENC 0027 14 Week course (Accelerated)	ENC 1101
2	College Readiness Enrichment Program (Strongly Recommended)	ENC 0027 (Alone or concurrently with ENC 1101) 14 Week course (Accelerated) ENC 1101 16 week course taken concurrently	ENC 1102

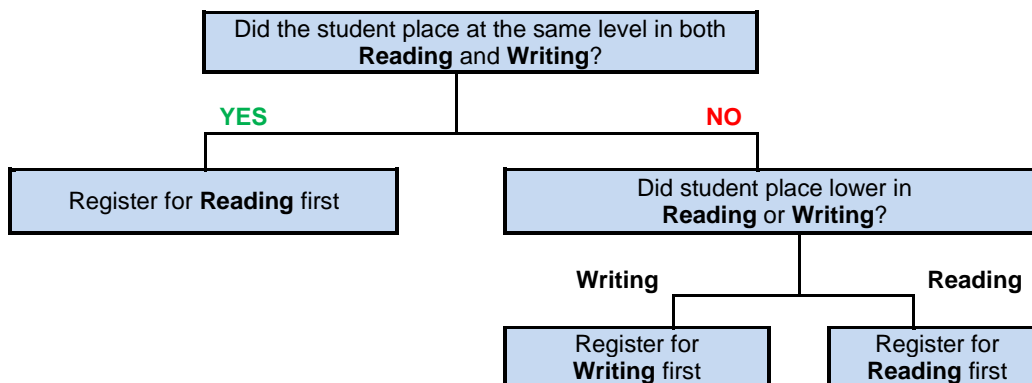
Appendix D (continued)

General Placement Recommendations for Developmental Education Advisement

Should a student take a MODULAR or ACCELERATED Math course?



Should a student take Reading or Writing first?
(For students needing remediation in Reading and Writing)



Continued next page

Appendix D (continued)**Mathematics Pathways Advising****Non-Algebra Track Students**

- Exempt students should be placed in MGF 1107 followed by MGF 1106.
- Non-Exempt students will need to take a placement test and have an appropriate test score to be placed in MGF 1107 (any college ready score). These students may pick up practice material for the PERT exam from the Mathematics Department.
- MGF 1107 needs to be taken before MGF 1106.
- It should be noted that MAT1033 or MGF1106 is a prerequisite for STA 2023.

Algebra Track Students

- Exempt students should be placed in MAT1033 or higher based upon test scores.
- Non-Exempt students will need to take a placement test and have an appropriate test score to be placed in MAT1033 or higher. These students may pick up practice material for the PERT exam from the Mathematics Department.

Calculus Track Students

- MAC 1105 ready students should be placed in MAC 1106 instead of MAC 1105. MAC 1106 is intended for students preparing for STEM careers. This course only meets the MDC General Education core requirements.

Continued next page

Appendix E**Meta-Major Academic Pathways and gateway courses that are aligned with the intended academic and career goals of degree seeking students****Meta-Major Academic Pathways**

1. Arts, humanities, communication and design.
2. Business.
3. Education.
4. Health sciences.
5. Industry/manufacturing and construction.
6. Public Safety.
7. Science, technology, engineering, and mathematics.
8. Social and behavioral sciences and human services.

Gateway courses that are appropriate to the student's intended program of study.

1. The gateway course for all meta-major academic pathways is ENC 1101.
2. The gateway courses for mathematics are aligned with the meta-major academic pathway.
3. The gateway courses for business are MAC 1105 or STA 2023.
4. The gateway courses for science, technology, engineering, and mathematics is MAC 1106.
5. The gateway courses for all other meta-major academic pathways identified in the upper section are MAC 1105, MAC 1106, MGF 1106, MGF 1107 or STA 2023.

Continued next page

Appendix F

Quick Guide for EAP and Course Placement

NEW students who take ACCUPLACER ESL:

ACCUPLACER ESL	⇒	PERT	⇒	Course Placement	
If the student takes the test and places in:	EAP Level 3 or higher	ADVISORS' OPTION: Refer student to take PERT Math in consultation with Math Chair	If Math = 50 – 74	Refer student to Dev. Ed. course	MAT 0018
			If Math = 75 – 95	Refer student to Dev. Ed. course	MAT 0022C
			If Math = 96 – 113	Refer student to Dev. Ed. course	MAT 0028 or MAT 0029
			If Math = 114 – 122	Refer student to college credit math course (elective)	MAT1033 or MGF 1107
			If Math = 123 – 150	Refer student to College-level Math course	MAC 1105, MAC 1106, MGF 1106, STA 2023
			If Math = 135 – 150	Refer student to take CPT-CLM	Refer to Math Dept. if CPT-CLM = 63 or higher
EAP Level 5 or higher	REQUIRED: Refer student to take PERT Reading and Writing	Students who score 84 or above in reading or 90 or above in writing must see department chair or designee for advisement purposes.			
		If Reading = 106 or higher and Writing = 103 or higher	Refer student to College-level English course	ENC 1101	

Continuing students who are enrolled in EAP courses and have not yet taken the PERT:

Students enrolled in EAP	⇒	PERT	⇒	Course Placement	
After the “W” date of the current term, if the student is enrolled in:	EAP Level 2 or higher in all subject areas	ADVISORS' OPTION: Refer student to take PERT Math REQUIRED: EAP Level 2 students must have an advisor referral	If Math = 50 – 74	Refer student to Dev. Ed. course	MAT 0018
			If Math = 75 – 95	Refer student to Dev. Ed. course	MAT 0022C
			If Math = 96 – 113	Refer student to Dev. Ed. course	MAT 0028, MAT 0029, or MAT 0057
			If Math = 114 – 122	Refer student to college credit math course (elective)	MAT1033 or MGF 1107
			If Math = 123 – 134	Refer student to College-level Math course	MAC 1105, MAC 1106, MGF 1106, STA 2023
			If Math = 135 – 150	Refer student to take CPT-CLM	Refer to Math Dept. if CPT-CLM = 63 or higher. If lower use box above
EAP Level 4 or higher in all subject areas	REQUIRED: Refer student to take PERT Reading and Writing	Continue with Level 5 course sequence, or students who score 84 or above in reading or 90 or above in writing must see department chair or designee for advisement purposes.			
		If Reading = 106 or higher and Writing = 103 or higher	Refer student to College-level English course	ENC 1101	

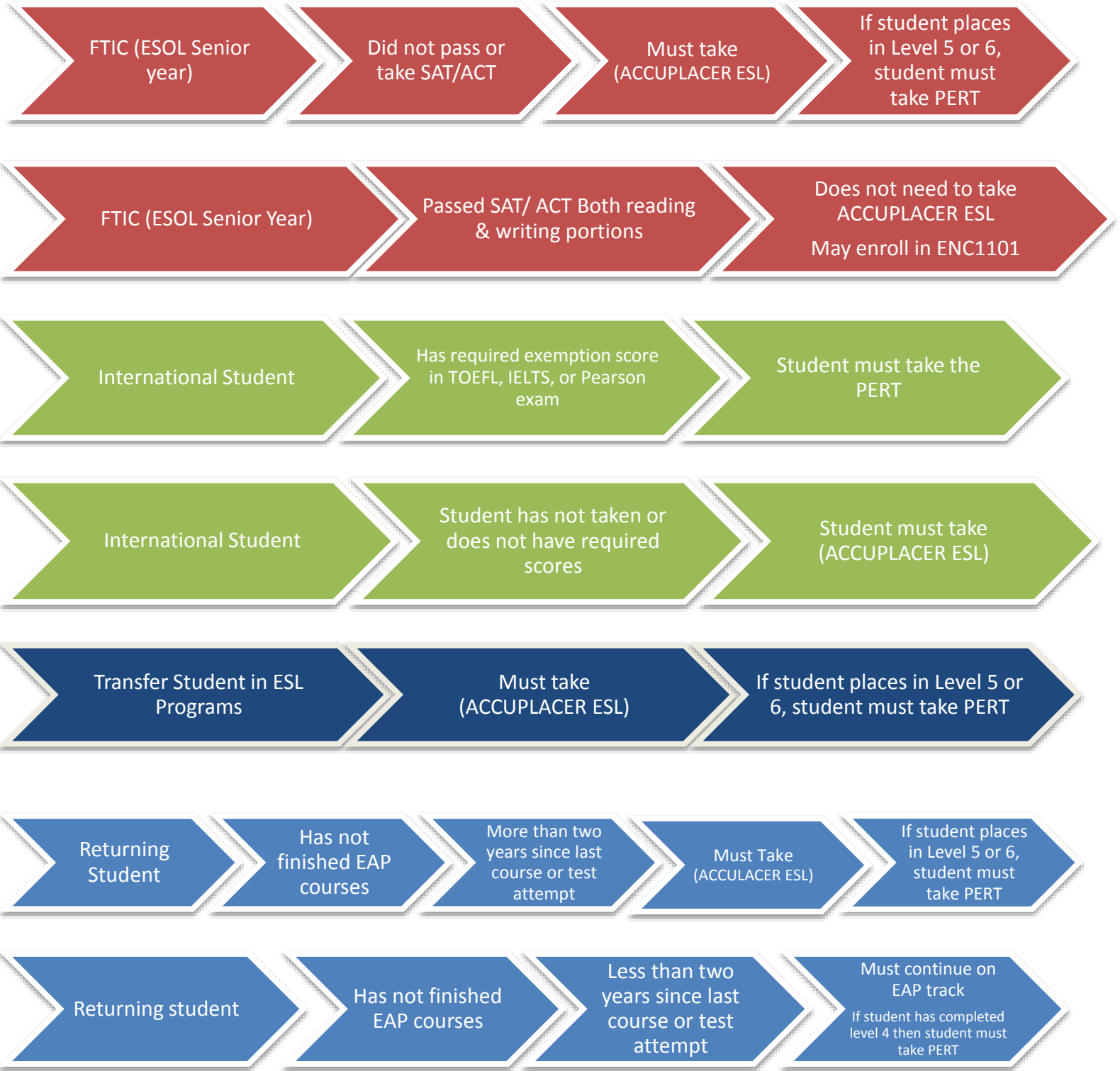
Revised: Month Day, 2018

Appendix F (continued)

EAP Student Scenario Guide

This tool is to help advisors guide EAP students to the right course of action.
If you need further assistance please contact your EAP advisor on your campus.

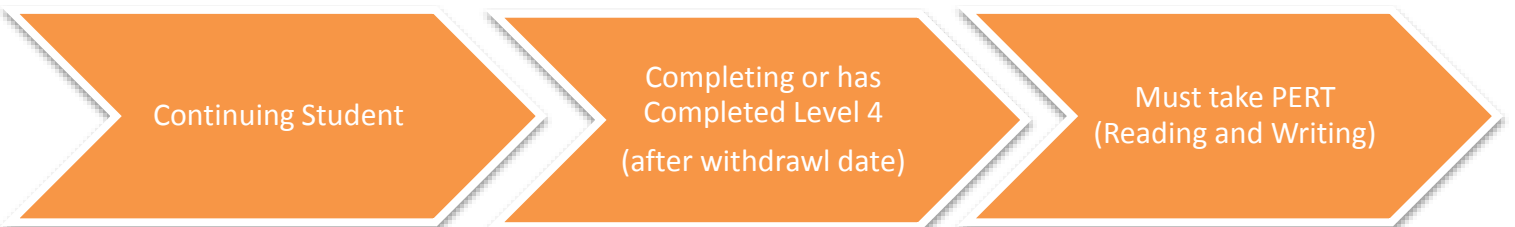
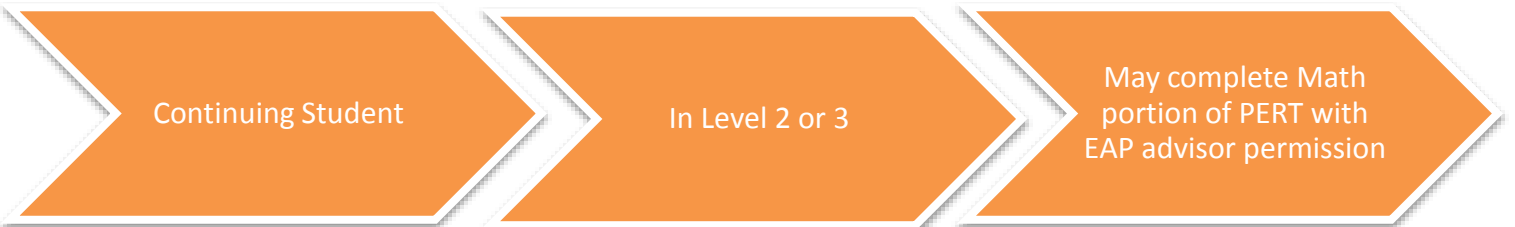
New Students:



Appendix F (continued)

EAP Student Scenario Guide

This tool is to help advisors guide EAP student to the right course of action. If you need further assistance please contact your EAP advisor on your campus.



Appendix G:

**Adult Education CASAS Post-Testing Chart
July 1, 2016**

Each Campus Testing and Assessment Director will provide their campus Continuing Education and Professional Development Department administrator with the testing security protocols maintained by their department and the required administration procedures for testing. This process must be done before any testing materials are transferred from the campus Testing and Assessment Department to the Continuing Education and Professional Development Department. All testing materials must be stored in a secured area.

COURSE and PROCEDURE
ESOL: Promote based on lower of two scores

Course	980 Listening Series Range and Form		80 Reading Series Range and Form	
EDU 057 - ESOL-1 (Foundations)	169-180	981L	153-180	82R
EDU 059 - ESOL-2 (Low Beginning)	181-189	982L	181-190	81RX
EDU 060 - ESOL-3 (High Beginning)	190-199	983L	191-200	82RX
EDU 061 - E SOL-4 (Low intermediate)	200-209	984L	201-210	84R
EDU 062 - ESOL-5 (High Intermediate)	210-218	985L	211-220	85R
EDU 063 - ESOL-6 (Low Advanced)	219-227	986L	221-235	86R
EDU 064 - ESOL-7 (CCR)	228+		236+	

EDU 064 – ESOL-7 (CCR). Note: Optional course: 235+Reading, 228+ Listening

Completion is based on teacher's evaluation of student progress. TABE testing recommended for baseline data.

Appendix H:

TABE Out-of-Range Re-Testing Guide
**TABE Forms 9 and 10 only
Out-of- range retesting policy**

Out of range test scores cannot be reported to the state and may not be used for placement or promotion, to establish functioning level, to determine literacy completion points (LCPs), or to satisfy basic skills requirements for CTE programs. Out of range scores are those that are + or – two grade equivalents outside the content range of each level of the test. Students must be retested if test results are out of range. If the student continues to test out of range with a different version of the test, the student should not be tested more than two times, and the lower of the scores should be used. The test administrator should monitor the progress of the student to determine the appropriate test to use when post-testing.

Students without valid scores need to retest no sooner than the next day and prior to enrollment or by the 100% refund date for the adult education term. These students may retest once on initial placement without being assessed a retesting fee.

Content Range	
Test Level	Grade Range
L	0 – 1.9
E	2.0 – 3.9
M	4.0 – 5.9
D	6.0 – 8.9
A	9.0 – 12.9

In Range Scores		
Test Level	Low	High
L	0	3.9
E	0	5.9
M	2.0	7.9
D	4.0	10.9
A	7.0	12.9

Out of Range Scores		
Test Level	Low (pretest only)	High (pre and post-test only)
L		> 3.9
E		> 5.9
M	< 2.0	> 7.9
D	< 4.0	> 10.9
A	< 7.0	