



# **PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022**

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

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# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## 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 academic year's Placement Criteria Manual is divided into five sections and eight appendices: I. Criteria for Degree and College Credit Certificate Programs; II. Criteria for Degree and College Credit Certificate-Seeking Students with Limited English Proficiency; III. Criteria for Postsecondary Career and Technical Education Programs; IV. Criteria for Adult General Education Programs; V. Criteria for Dual-Enrollment Students; and Appendix A - H.

## **I. 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 2020, and ACCUPLACER Next-Generation (NG).

The SBOE sets minimum scores below which developmental education work is required in reading, writing, and mathematics. Placement scores 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 (12<sup>th</sup>) 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 and students who earned a GED or a diploma from a private high school 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. General Education requirements will be waived for these students if they have a degree from a foreign accredited institution, Refer to TMOP for Transfer Credit Evaluation (1100:815110). Refer to Section II for examinations and passing scores.
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.

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- 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.

<b>EXEMPTION USING COURSE GRADE</b>		
<b>Skill Area</b>	<b>Course</b>	<b>Grade</b>
<b>Reading</b>	<i>REA 0017, REA 0019, REA 0055, REA 0056, ENC 0027, or TNFR 9917</i>	A, B, C, S
	<i>Any REA 1000 level or higher</i>	A, B, C, S
	<i>ENC 1101, ENC 1102, ENC 2300, ENC 2301, or any Gordon Rule Writing course or its equivalent.</i>	A, B, C, S
	<i>TNFR 9901</i>	A, B, C, S
	<i>EAP 1620 or EAP 1686</i>	A, B, C, S
	<i>Completion of both EAP1683 and EAP1689</i>	A, B, C, S
<b>Writing</b>	<i>ENC 0025, ENC 0027, ENC 0055, or ENC 0056, or TNFR 9918</i>	A, B, C, S
	<i>TNFR 9901</i>	A, B, C, S
	<i>Any ENC 1000 or 2000 level</i>	A, B, C, S
	<i>Any LIT 2000 level or any Gordon Rule Writing Course</i>	A, B, C, S
	<i>Completion of both EAP1640 and EAP1660, or EAP1685</i>	A, B, C, S
	<i>Completion of both EAP1683 and EAP1689</i>	A, B, C, S
<b>Math</b>	<i>MAT 0022C, MAT 0028, MAT 0029, MAT 0055, MAT 0056, MAT 0057 (3.0 credit module), or TNFR 9906</i>	A, B, C, S
	<i>MAT 1033 or MGF 1107</i>	A, B, C, S
	<i>QMB 2100</i>	A, B, C, S
	<i>TNFR 9905</i>	A, B, C, S
	<i>Any (MAC, MAD, MAP, MAS, MGF, or STA)</i>	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 9901 and TNFR 9918 are for MDConnect).

Generic equivalent mathematics courses (TNFR 9905 and TNFR 9906 are for MDConnect).

MAT 0029 is used for the Mathematics to Statistics Pathway (Appendix C).

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.

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

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

Mathematics Pathways Advising. Refer to Appendix D.

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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 SAT, ACT, ACCUPLACER or PERT scores meeting State requirements in MDC's Course Placement Guides (ACT and SAT, ACCUPLACER 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 ACCUPLACER Next-Generation QAS subtest, CPT college-level mathematics subtest with test dates through January 2020 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 - ACT and SAT			
Skill Area	ACT	SAT	Course Placement
<b>Reading</b>	Reading $\geq 19$	$\geq 24$	ENC 1101
<b>Writing</b>	English $\geq 17$	Writing and Language $\geq 25$	ENC 1101
<b>Math</b>	19 – 20	24 – 26	MAT 1033 or MGF 1107
	$\geq 21$	$\geq 26.5$	MAC 1105 MAC 1106 MGF 1106 or STA 2023
	$\geq 27$	$\geq 31$	Refer to Mathematics Department

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

If recommended placement is MAT 1033, refer to ACCUPLACER AAF 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 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.

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

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.

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

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 SAT Total score (Evidence-Based Reading and Writing plus Math) 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](http://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](#).

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<b>COURSE PLACEMENT GUIDE (Reading and Writing) – ACCUPLACER and PERT</b>				
<b>Skill Area</b>	<b>ACCUPLACER CLASSIC (CPT) Subtest Score (Test dates through January 2020)</b>	<b>ACCUPLACER Next-Generation (NG) Subtest Score</b>	<b>PERT Subtest Score</b>	<b>Recommended DevEd Course Placement</b>
<b>Reading</b>	20 - 70	200 - 236	50 - 83	REA 0007
	20 – 82 or 71 - 82	200 - 244 or 237 - 244	50 -105 or 84 - 105	ENC 0027 or REA 0017
	<b>College Ready Course Placement</b>			
	83 - 120	245 - 300	106 -150	ENC 1101
<b>Writing</b>				<b>Recommended DevEd Course Placement</b>
	20 - 70	200 - 236	50 - 89	ENC 0015
	20 – 82 or 71 - 82	200 - 244 or 237 - 244	50 -102 or 90 - 102	ENC 0025 or ENC 0027
	<b>College Ready Course Placement</b>			
	83 - 120	245 - 300	103 - 150	ENC 1101

ACCUPLACER NG Reading and Writing 236 and below needs supplemental support and/or the lower level DevEd courses if they are available.

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. 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.

Students scoring at this level must see an advisor prior to registering.

College Readiness Enrichment Program (Strongly Recommended) for FTIC direct entry students who place in REA 0007 and/or ENC 0015.

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.

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## COURSE PLACEMENT GUIDE (Mathematics) – ACCUPLACER and PERT

ACCUPLACER CLASSIC (CPT) Math Subtest Score (Test dates through January 2020)			ACCUPLACER Next-Generation (NG) Math Subtest Score		PERT Math Subtest Score	Recommended DevEd Course Placement
Elementary Algebra	Arithmeti c	College- Level Math (CLM)	Advanced Algebra and Functions (AAF)	Quantitative Reasoning, Algebra, and Statistics (QAS)		
20 - 71	20 - 29	Subtest Not Required			50 - 74	MAT 0018
20 - 71	30 - 64	Subtest Not Required		200 - 236	75 - 95	MAT 0022C
20 - 71	20 – 120 or 65 - 120	Subtest Not Required		200 - 241 or 237 - 241	50 - 113 or 96 - 113	MAT 0028 MAT 0029 MAT 0057
College Ready Course Placement						
72 - 120	Subtest Not Required	Subtest Not Required		242 - 257	114 - 122	MAT 1033 MGF 1107
	Subtest Not Required	20 – 39	200 - 249			Not Used
	Subtest Not Required	40 – 62	250 - 269 MAC 1114 MAC 1140 MAC 2233	258 – 300 (276 – 300 refer to AAF)	123 - 150 (135 -150 refer to ACCUPLACER AAF	MAC 1105 MAC 1106 MGF 1106 STA 2023
	Subtest Not Required	63 – 120	270 – 279 MAC 1147  280 – 300 MAC 2311			Refer to Mathematics Department. <b>Placement (at the department level only):</b> (63 – 85): MAC 1114 MAC 1140 (86 – 102): MAC 1147 MAC 2233 (103 – 120): MAC 2311

ACCUPLACER NG QAS 236 and below needs supplemental support and/or the lower level DevEd courses if they are available.

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.

Students with a CPT college-level mathematics subtest score of 63 or higher are referred to the Mathematics Department. MAT 0057 is a modular course.

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.



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## 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 16<sup>th</sup> earned credit and completed SLS 1106, or its equivalent (SLS 1125, SLS 1502, SLS 1505, SLS 1510, or IDS 1044) by their 30<sup>th</sup> 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](http://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.



# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## RECOMMENDED TO TEST FOR DEGREE PROGRAMS AND COLLEGE CREDIT COURSES

1. Students who entered 9<sup>th</sup> 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.
3. 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.

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## 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.

Effective October 26, 2020 the BESPI is a pre-requisite for taking the ACCUPLACER ESL. After completing the BESPI, students rated Level 3 and higher must take the ACCUPLACER ESL.

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 complete test battery (ESL Reading Skills, ESL Language Use, WritePlacer ESL) beginning with ESL Reading Skills. They may retake WritePlacer ESL separately. 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 Levels 0400, 0500, or 0600 in all four EAP skill areas (Reading, Writing, Grammar, or their equivalents) must 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 ESL Reading Skills, ESL Language Use, 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. However, they must have taken the reading and writing subtests of the MDC Placement Test.

### 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 regardless of the test date. Other English proficiency examinations, such as, AVANT STAMP4, Cambridge English Learning Assessment, Duolingo, iTEP, TOEIC and Trinity ISE may also be used if the Common European Framework of Reference for Languages (CEFR) level is B2 or higher or if the concordance score is equal to or higher than a TOEFL, IELTS or PTE score. The Institutional Test Administrator (ITA) will process these exemptions on a case-by-case request basis. Refer to Appendix F (CEFR Equivalency Chart for Other English Proficiency Examinations).

### Notes:

- These students are still required to meet placement testing requirements. Exception note: General Education requirements will be waived for these students if they have a degree from a foreign accredited institution. Refer to [TMOP for Transfer Credit Evaluation \(1100:815110\)](#).
- 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.

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<b>EAP EXEMPTION USING TOEFL</b>		
<b>TOEFL Exam</b>	<b>Total Score</b>	<b>ACCUPLACER ESL</b>
Paper-and-pencil	500 or higher	Not required
Computer-based	173 or higher	Not required
Internet-based (iBT)	61 or higher	Not required
Institutional TOEFL (ITP) scores from other institutions are not used for exemption purposes.		

<b>EAP EXEMPTION USING IELTS</b>		
<b>IELTS Exam (Academic Module)</b>	<b>Total Score</b>	<b>ACCUPLACER ESL</b>
Overall Band Score	5.5 or higher	Not required
IELTS scores from their General Training Module are not used for exemption purposes at MDC.		

<b>EAP EXEMPTION USING PEARSON TEST OF ENGLISH</b>		
<b>Pearson Test of English (PTE - Academic)</b>	<b>Total Score</b>	<b>ACCUPLACER ESL</b>
Overall Score	51 or higher	Not required
PTE - General scores are used for exemption purposes at MDC		

4. 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.
5. Students who earned a GED in English.
6. Students exempted from testing for Degree Programs and College Credit Certificate Programs in Section I.
7. 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

1. 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.
2. 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.

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

NEW

## BESPI Administration Process

- Prospective students complete an initial Self-Assessment of English Proficiency Level.
- Prospective students who self-assess Level 1 or 2 are immediately routed to the Advisor Contact section.
- Prospective students who self-assess as Levels 3-6 or Exempt are routed to complete the Background Information section before being routed to the Advisor Contact section.

After completing the BESPI, students rated Level 3 and higher must take the ACCUPLACER ESL. The information from these assessments are used by EAP advisors to contact the prospective students and help them get registered for classes using the placement guide below. Additional assessments may be administered by the department to confirm initial placement and recommend adjustments. Prospective students may also contact an advisor or the World Languages Department at their preferred campus via the contact information below.

## BESPI Placement Guide Levels 1 and 2

Self-Placement Rating	Advisor Action	Placement Guidance
Level 1	Review Background Information and Level Check	Counsel and Place in Level 1
Level 2	Review Background Information and Level Check	Counsel and Place in Level 2

**BESPI Placement Guide Levels 3 through 6 or Exempt**  
 (for BESPI test dates on or after October 26, 2020)  
 (for BESPI test dates prior to October 26, 2020, refer to Appendix F.)

Self-Placement Rating	Advisor Action	Placement Guidance
Level 3-6 or Exempt	Review Background Information, Level Check, and ACCUPLACER ESL Score	Refer to ACCUPLACER ESL

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## 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.

ESL Reading Skills	ESL Language Use	WritePlacer ESL	Level Placement
20-40	20-40	Not Administered	1
41-53	41-53	Not Administered	2
54-74	54-74	Not Administered	3
75-96	75-96	3	4
97-107	97-108	4	5
108-118	109-116	5	6
119-120	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)

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 and ACCUPLACER NG are not used as English proficiency placement tests at MDC, they can be used as one of several criteria to advise EAP students for registering in Level 1500 and/or 1600 Level courses. Students who score 84 or above in PERT reading, 237 or above in ACCUPLACER NG reading or writing, or 90 or above in PERT writing, must see department chair or designee for advisement purposes.**

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## III. CRITERIA FOR POSTSECONDARY CAREER AND TECHNICAL EDUCATION PROGRAMS

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

MDC administers 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 at least 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.
- The TABE may not be used as a sole determinant for entry into a career and technical education program.

### **In-Range Scores**

When a test administration results in a score, including those that begin with a "+" or "-", that is within the allowable range for the Test Level and Form, the score is reported with a "0" in the first field followed by the three digit score. Students with an in-range high score (+) may be retested one time with a higher TABE Level without being assessed a retesting fee or placed in the highest valid level for the TABE level test.

### **Out-of-Range (OOR) Score (Low)**

When a test administration results in a score that is lower than the allowable range for the Test Level and Form, and no score is provided or the score indicates a score of N/A, the score is reported with a "1" followed by the lowest score value for the TABE Level and Form. To assist with determining the correct out-of-range scores to report, refer to Appendix H (TABE Out-of- Range (Low) Score Reported and Re-testing Guide). If there is a difference in the lowest score value between the paper based test and the online the lowest score possible between the two versions value is reported. Please see the table on page two for the correct score to report. Students with an out-of-range low or no score must be retested one time with a lower TABE Level 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. If the retest results in another OOR score, place student into the lowest valid level of the lower TABE level test. Note: Levels L and E do not have an OOR Low score.

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. TABE 11 & 12 Minimum Scale Score Requirements for Career and Technical Education Programs at Miami Dade College is available via the [College's TABE webpage](#).

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

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 and students who earned a GED or a diploma from a private high school 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 scores from MDC approved English proficiency examinations. Refer to Section II for examinations and passing scores. 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.

## PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

4. Students who present SAT, ACT, ACCUPLACER or 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 ACCUPLACER) 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 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.



# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## IV. CRITERIA FOR ADULT EDUCATION PROGRAMS

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 State Board of Education (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 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.
- Post-testing must only be used for a promotion to a new level or retention in the same level.

#### In-Range Scores

When a test administration results in a score, including those that begin with a “+” or “-”, that is within the allowable range for the Test Level and Form, the score is reported with a “0” in the first field followed by the three digit score. Students with an in-range high score (+) may be retested one time with a higher TABE Level without being assessed a retesting fee or placed in the highest valid level for the TABE level test.

#### Out-of-Range (OOR) Score (Low)

When a test administration results in a score that is lower than the allowable range for the Test Level and Form, and no score is provided or the score indicates a score of N/A, the score is reported with a “1” followed by the lowest score value for the TABE Level and Form. To assist with determining the correct out of range scores to report, refer to Appendix H (TABE Out-of-Range (Low) Score Reported and Re-testing Guide). If there is a difference in the lowest score value between the paper-based test and the online the lowest score possible between the two versions value is reported. Please see the table on page two for the correct score to report. Students with an out-of-range low or no score must be retested one time with a lower TABE Level 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. If the retest results in another OOR score, place student into the lowest valid level of the lower TABE level test. Note: Levels L and E do not have an OOR Low score.

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

COURSE PLACEMENT GUIDE – ABE			
Skill Area	TABE 11 & 12 Scale Scores	Literacy Completion Point	Course Placement
Math	300-448	A	ABX 0110 – Beginning ABE Literacy
	449-495	B	ABX 0120 – Beginning Basic Education
	496-536	C	ABX 0130 – Low Intermediate Basic Education
	537-595	D	ABX 0140 – High Intermediate Basic Education
Reading	300-441	E	ABX 0210 – Beginning ABE Literacy
	442-500	F	ABX 0220 – Beginning Basic Education
	501-535	G	ABX 0230 – Low Intermediate Basic Education
	536-575	H	ABX 0240 – High Intermediate Basic Education
Language	300-457	J	ABX 0310 – Beginning ABE Literacy
	458-510	K	ABX 0320 – Beginning Basic Education
	511-546	M	ABX 0330 – Low Intermediate Basic Education
	547-583	N	ABX 0340 – High Intermediate Basic Education

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

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

Students should obtain the following minimum scale scores on the 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 11 & 12 results fall between a 576 and 616, should not be post-tested. The GED diploma is used for State reporting purposes.

GEX0100 is the GED-I (GED Integrated) course. To be eligible for enrollment in this course, students must place into ABE Level 5 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.

Placement in GED® Science, Social Studies and RLA will be based solely on attainment of ABE Level 5 or higher in Reading. The Language score will no longer applicable be for placement in any GED® Preparation programs on or after July 1, 2019.

**COURSE PLACEMENT GUIDE – GED Preparatory**

Subject Area	Subtest	Literacy Completion Point	Courses Placement
<u>GED Prep Reasoning through Language Arts</u>	Reading	V	EDU 085
<u>GED Prep Social Studies</u>	Reading	W	EDU 078
<u>GED Prep Science</u>	Reading	X	EDU 079
<u>GED Prep Mathematical Reasoning</u>	Math	Y	EDU 077

**GED Educational Functional Levels**

Subject Area	EFL Levels	TABE 11 & 12
<u>Math</u>	<u>ABE Level 5</u>	<u>596 - 656</u>
	<u>ABE Level 6</u>	<u>657 - 800</u>
<u>Reading</u>	<u>ABE Level 5</u>	<u>576 - 616</u>
	<u>ABE Level 6</u>	<u>617 - 800</u>
<u>Language Arts</u>	<u>ABE Level 5</u>	<u>584 - 300</u>
	<u>ABE Level 6</u>	<u>631 - 800</u>

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

The Adult Education ESOL Program includes ESOL, and Integrated English Literacy and Civics Education (IELCE). 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 **Integrated English Literacy and Civics Education (IELCE)**.
- **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

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

- 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.
- 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 four months.
  - Continuing students who stop out for a period of more than four (4) months must retake the CASAS pretest. A retesting fee will be assessed.
  - New students who did not previously register with test scores of more than four months must retake the CASAS pretest. 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.

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

COURSE PLACEMENT GUIDE – ESOL					
Skill Area	CASAS Reading Score	Reading LCP	CASAS Listening Score	Listening LCP	Course Placement Level
Beginning ESL Literacy Level 1	<181	M	169-180	G	EDU 057
Low Beginning ESOL Level 2	181 – 190	N	181-189	H	EDU 059
High Beginning ESOL Level 3	191 – 200	P	190-199	I	EDU 060
Low Intermediate ESOL Level 4	201 – 210	R	200-209	J	EDU 061
High Intermediate ESOL Level 5	211 – 220	S	210-218#	K	EDU 062
Low Advanced ESOL Level 6	221 – 235	T	219-227	L	EDU 058

Level 1 students must be literate in their native language.  
 EDU 061, EDU 062 and EDU 058 are used for Integrated English Literacy and Civics Education (IELCE) and outreach classes.  
 Refer students who score 218 on the Listening 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

- Students transitioning from ESOL EDU 058 to other programs are tested following the procedures of their new selected program.
- EDU 064 is not offered at MDC since Spring 2020.

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## V. 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 ACCUPLACER, 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 and alternative placement criteria 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 either 1) reading and writing or 2) reading, writing, and math, depending on the course. 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.

*\*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.*

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*Prepared by the CASSC Research and Testing Committee and approved by the Executive Committee on July 20, 2021*

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## APPENDIX A

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

#### Laws

- [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
- [1008.24](#): Test administration and security; public records exemption
- [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 Papers

##### Career and Technical Education Assessment

##### Adult Education Assessment

##### Florida College System – Common Placement Testing

##### FLDOE Articulation (Dual Enrollment, Credit-By-Exam, etc.)

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## 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].
W58	Adult Standard High School Diploma (Academically Challenging Curriculum to Enhance Learning (ACCEL) (Statewide Standardized Assessment Results Waiver), 18-Credit Option
W59	Adult Standard High School Diploma (Statewide Standardized Assessment Results Waiver), 24 credit option W61 Adult Standard High School Diploma (Career and Technical Education (CTE) Pathway Option)
W60	Adult Standard High School Diploma (Any student who graduated from school and met all of the requirements to receive a standard diploma and was exempted from being required to use assessments to earn a standard high school diploma due to cancellation of the 2019-2020 statewide assessments per DOE Order No. 2020-EO-01)
WCO	Any student who graduated and met all of the requirements to receive a standard diploma, and was exempted from required assessments due to cancellation of the 2019-2020 statewide assessments.
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].

('W06','W43','W52','W54','W55','WFT','WFW','WXL','WXT','WXW','WRW','W58','W59','SLRP','WCO','W60')

**Note:** Home education students and students who earned a GED or a diploma from a private high school are not exempted from common placement testing and developmental education.

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## APPENDIX C

### Alternative Placement Criteria for 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 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 students with a valid placement test score.

Table 1

Course Number	Multiple Measures Placement Criteria
ENC1101 and other college credit courses	<ul style="list-style-type: none"> <li>➤ An ERW score <math>\geq 430</math> on the PSAT/NMSQT, or</li> <li>➤ Secondary English Language Arts Reading FSA Level <math>\geq 4</math>, or</li> <li>➤ 'B' or better grade in the following High School courses: English 4, English 4 Honors, or any English courses offered through the AP, IB, or Cambridge/AICE programs.</li> <li>➤ A Reading through Language Arts score of 165 – 200 on the GED (in English)</li> <li>➤ Meets reading and writing exemption using EAP courses as described below.</li> <li>➤ (EAP 1620 or EAP 1686) or (EAP1683 and EAP1689) AND (EAP1640 and EAP1660) or EAP1685 or (EAP1683 and EAP1689)</li> </ul>
MAT1033 MGF1107	<ul style="list-style-type: none"> <li>➤ A Math score <math>\geq 480</math> on the PSAT/NMSQT, or</li> <li>➤ Secondary Mathematics FSA or EOC Level <math>\geq 4</math>, or</li> <li>➤ 'B' or better grade in the following High School courses: Algebra 1, Algebra 1 Honors, Algebra 2, Algebra 2 Honors, Pre-Calculus, Calculus, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs, or</li> <li>➤ A Math score of 145 – 174 on the GED</li> </ul>
MAC1105 MAC 1106 MGF1106 STA 2023	<ul style="list-style-type: none"> <li>➤ A Math score <math>\geq 530</math> on the PSAT/NMSQT, or</li> <li>➤ 'B' or better grade in Algebra 2, Algebra 2 Honors, Pre-Calculus, Calculus, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs, or</li> <li>➤ A Math score of 175 – 200 on the GED</li> </ul>
MAC 1114 MAC 1140 MAC 1147 MAC 2233	<ul style="list-style-type: none"> <li>➤ 'B' or better grade in Pre-Calculus or Calculus</li> </ul>
MAC 2311	<ul style="list-style-type: none"> <li>➤ 'B' or better grade in Calculus</li> </ul>

#### Table Notes:

- Placement in mathematics courses will be determined by the student's algebra or non-algebra track program of study.
- For placement in higher level mathematics courses, an alternative method may be used for an exempt student.
- Students who wish to use the alternative placement criteria to register for MAC1140 or equivalent/higher need to seek advisement from the math department prior to enrolling.
- Students may meet placement requirements as established 6A-10.0315 Common Placement Testing and Instruction with existing PERT, SAT, ACT or ACCUPLACER scores.
- Test scores must be within a two-year period for eligibility purposes.
- Use of course grades are limited to students who graduated from high school within a two (2) year period.
- Any combination of existing placement criteria and alternative methods may be used to meet college readiness.
- The ACCUPLACER Next-Generation Advanced Algebra and Functions (AAF) subtest is used by the Honors College for placement of students in advanced mathematics courses (higher than MAC 1105, MAC 1106, MGF 1106, and STA 2023).



# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## **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, UEXCEL 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, UEXCEL, 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.

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## 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**.

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## 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
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
<hr/>				
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
<hr/>				
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

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## 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
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)
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.

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

Option #	Pre-enrollment	Semester 1		Semester 2
1	College Readiness Enrichment Program (Strongly Recommended)	REA 0007 (Accelerated – 8 weeks)	REA 0017 (Accelerated – 8 weeks)	ENC 1101
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
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

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## 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
1	College Readiness Enrichment Program (Strongly Recommended)	ENC 0015 (Accelerated – 8 weeks)	ENC 0025 (Accelerated – 8 weeks)	ENC 1101
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
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)

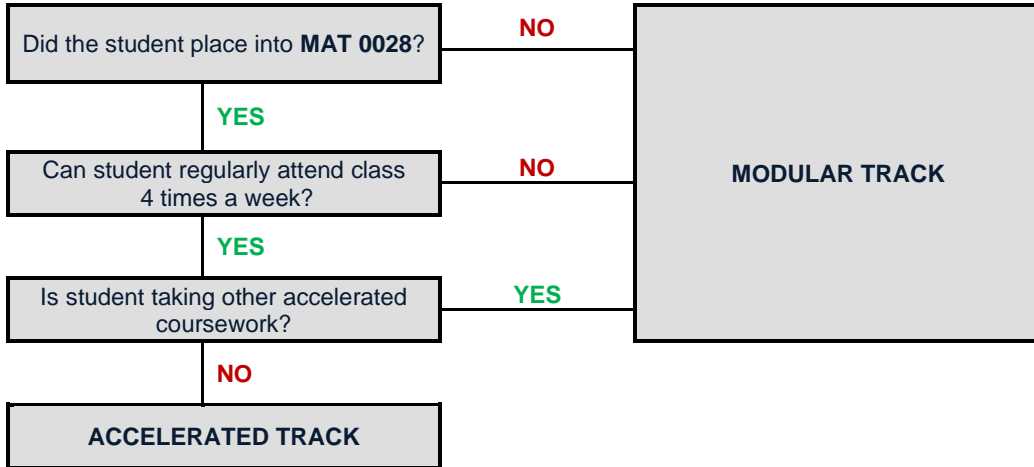
Option #	Pre-Enrollment	Semester 1	Semester 2
1	College Readiness Enrichment Program (Strongly Recommended)	ENC 0027 14 Week course (Accelerated)	ENC 1101
2	College Readiness Enrichment Program (Strongly Recommended)	ENC 0027 (Alone or concurrently with ENC 1101) 14 Week course (Accelerated) ENC 1101 16 week course taken concurrently	ENC 1102

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

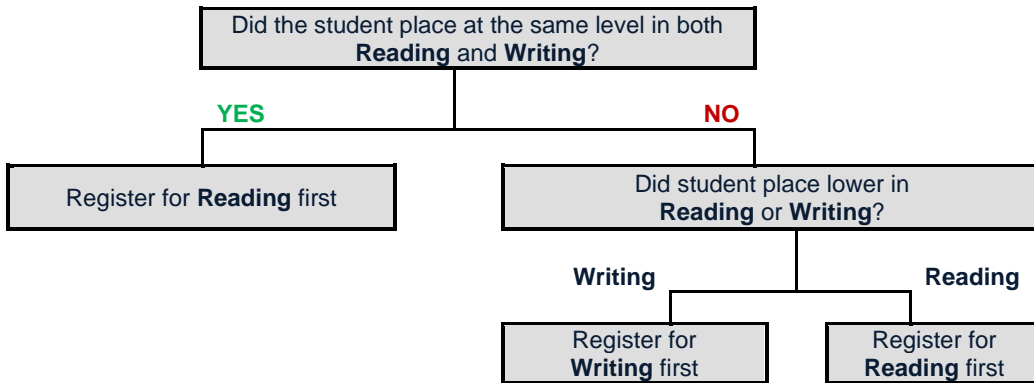
## Appendix D (continued)

### 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)



# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## 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.



# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## 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 (6A-14.065)

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.

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## Appendix F (PERT)

### 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	<b>ADVISORS' OPTION:</b> Refer student to take Math in consultation with Math Chair	If Math = 50 – 74	Refer student to DevEd course	MAT 0018
			If Math = 75 – 95	Refer student to DevEd course	MAT 0022C
			If Math = 50 - 113 or 96 - 113	Refer student to DevEd 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 – 150	Refer student to College-level Math course	MAC 1105, MAC 1106, MGF 1106, or STA 2023
			If Math = 135 – 150	Refer student to take ACCUPLACER NG AAF	
EAP Level 5 or higher	<b>REQUIRED:</b> Refer student to take Reading and Writing	<b>Students who score 84 or above in reading or 90 or above in writing must see department chair or designee for advisement purposes.</b>			
		If Reading = 106 or higher <b>and</b> 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	<b>ADVISORS' OPTION:</b> Refer student to take Math  <b>REQUIRED:</b> <b>EAP Level 2 students must have an advisor referral</b>	If Math = 50 – 74	Refer student to DevEd course	MAT 0018
			If Math = 75 – 95	Refer student to DevEd course	MAT 0022C
			If Math = 50 - 113 or 96 - 113	Refer student to DevEd course	MAT 0028, MAT 0029, or MAT 0057
			If Math = 114 – 122	Refer student to College-level math course (MAT 1033 is elective credit)	MAT1033 or MGF 1107
			If Math = 123 – 150	Refer student to College-level Math course	MAC 1105, MAC 1106, MGF 1106, or STA 2023
			If Math = 135 – 150	Refer student to take ACCUPLACER NG AAF	
EAP Level 4 or higher in all subject areas	<b>REQUIRED:</b> Refer student to take Reading and Writing	<b>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.</b>			
		If Reading = 106 or higher <b>and</b> Writing = 103 or higher	Refer student to College-level English course	ENC 1101	

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## Appendix F (ACCUPLACER NG)

NEW TABLE PENDING FOR ACCUPLACER NG

### Quick Guide for EAP and Course Placement

#### NEW students who take ACCUPLACER ESL:

ACCUPLACER ESL	⇒	ACCUPLACER NG	⇒	Course Placement	
If the student takes the test and places in:	EAP Level 3 or higher	<b>ADVISORS' OPTION:</b> Refer student to take Math in consultation with Math Chair	If QAS = 200 - 236	Refer student to DevEd course	MAT 0018 or MAT 0022C
			If QAS = 200 - 241 or 237 - 241	Refer student to DevEd course	MAT 0028, MAT 0029, or MAT 0057
			If QAS = 242 - 257	Refer student to College-level math course (MAT 1033 is elective credit)	MAT1033 or MGF 1107
			If QAS = 258 - 300	Refer student to College-level math course	MAC 1105, MAC 1106, MGF 1106, STA 2023
			If QAS = 276 - 300	Refer student to take ACCUPLACER NG AAF	
EAP Level 5 or higher	<b>REQUIRED:</b> Refer student to take Reading and Writing	<b>Students who score 237 or above in reading or 237 or above in writing must see department chair or designee for advisement purposes.</b>			
		If Reading = 245 or higher and Writing = 245 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 ACCUPLACER NG or PERT:

Students enrolled in EAP	⇒	ACCUPLACER NG	⇒	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	<b>ADVISORS' OPTION:</b> Refer student to take Math  <b>REQUIRED:</b> <b>EAP Level 2 students must have an advisor referral</b>	If QAS = 200 - 236	Refer student to DevEd course	MAT 0018 or MAT 0022C
			If QAS = 200 - 241 or 237 - 241	Refer student to DevEd course	MAT 0028, MAT 0029, or MAT 0057
			If QAS = 242 - 257	Refer student to College-level math course (MAT 1033 is elective credit)	MAT1033 or MGF 1107
			If QAS = 258 - 300	Refer student to College-level math course	MAC 1105, MAC 1106, MGF 1106, STA 2023
			If QAS = 276 - 300	Refer student to take ACCUPLACER NG AAF	
EAP Level 4 or higher in all subject areas	<b>REQUIRED:</b> Refer student to take Reading and Writing	<b>Continue with Level 5 course sequence, or students who score 237 or above in reading or 237 or above in writing must see department chair or designee for advisement purposes.</b>			
		If Reading = 245 or higher and Writing = 245 or higher	Refer student to College-level English course	ENC 1101	

Revised: June 26, 2020

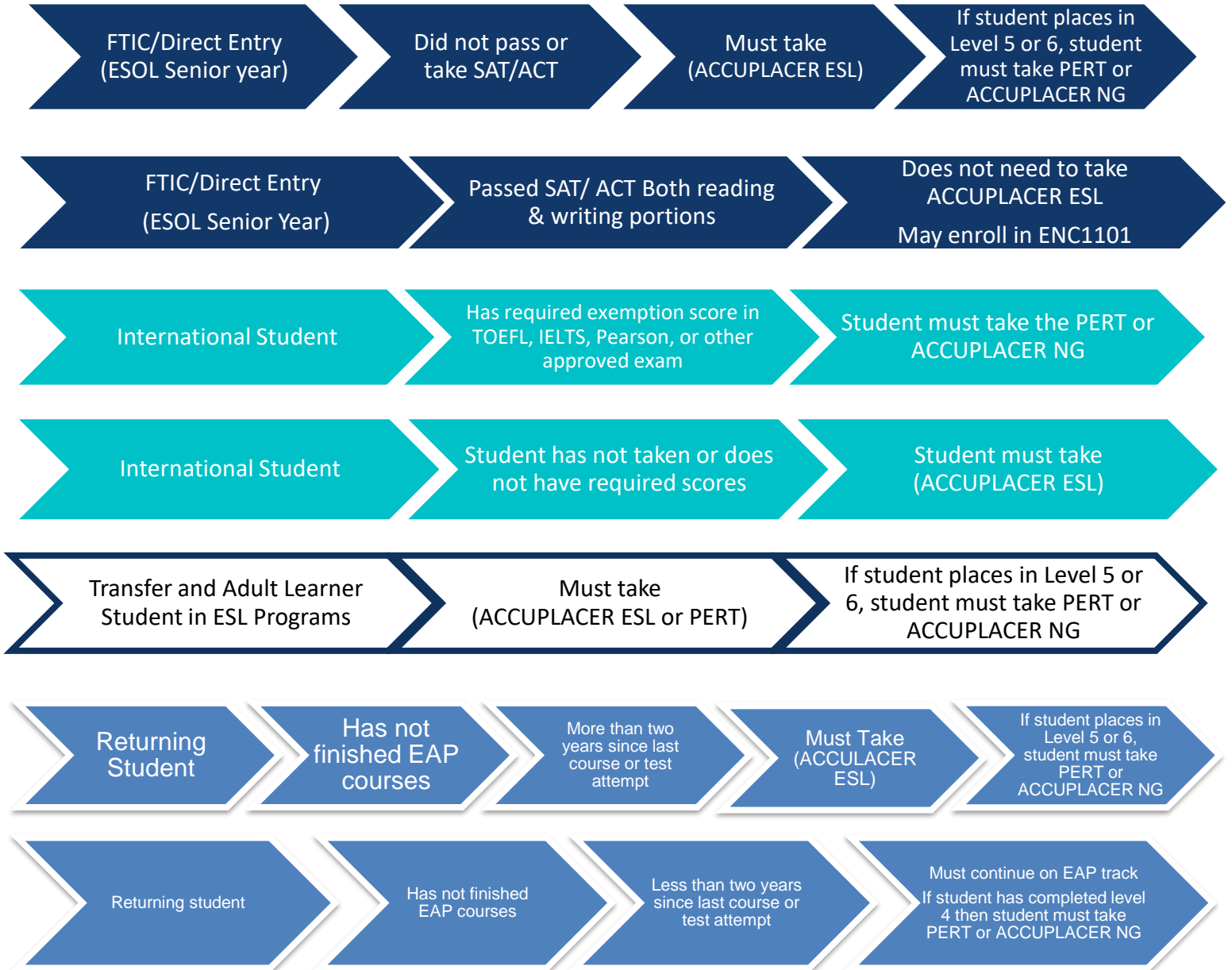
# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## 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:



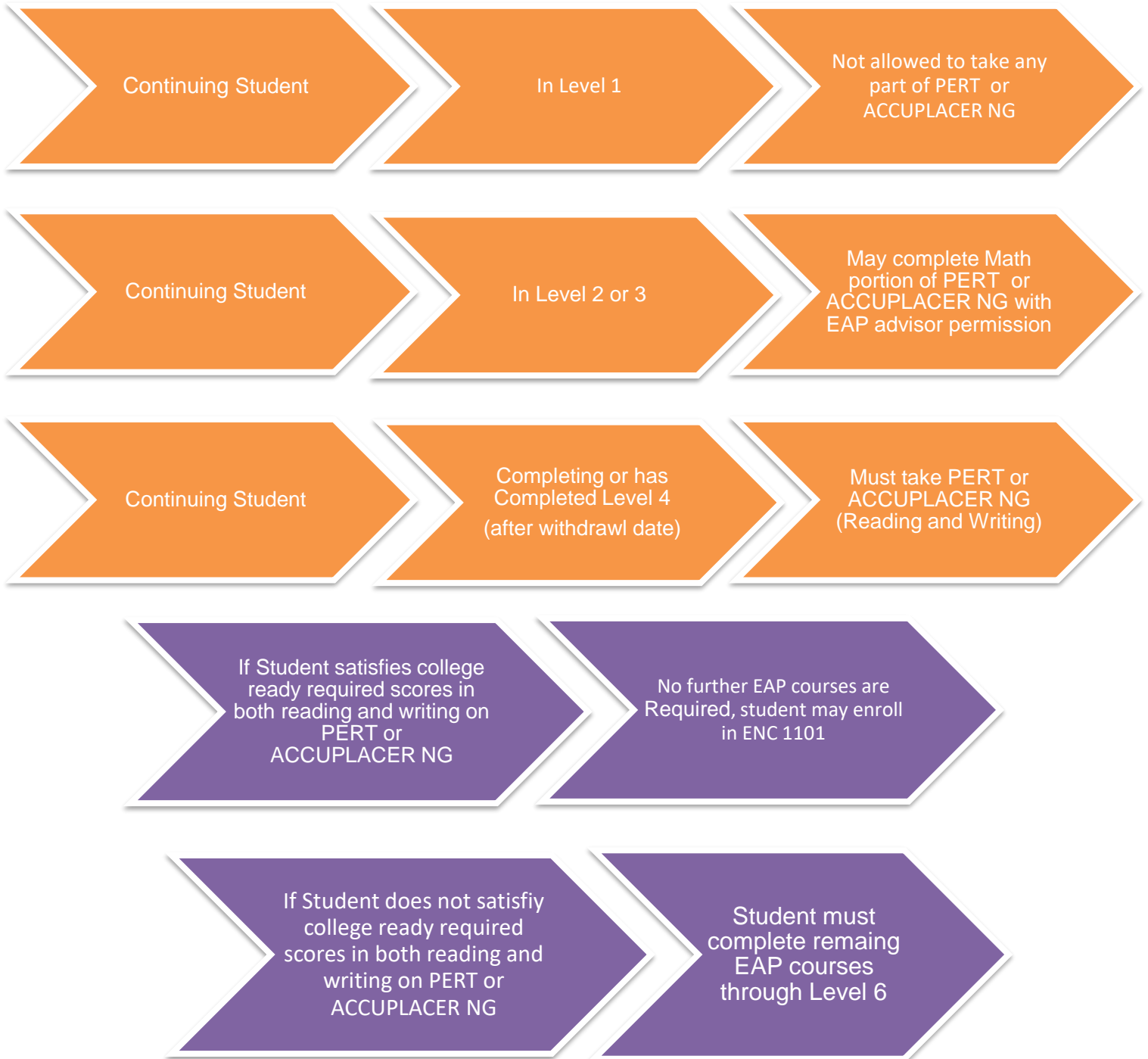
Revised: June 26, 2020

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## 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.



Revised: June 26, 2020

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## Appendix F (continued)

### CEFR Equivalency Chart for Other English Proficiency Examinations

#### Exempted from the English Proficiency Placement Test

Students who present [TOEFL](#), [IELTS](#), or [PTE scores](#) meeting MDC's EAP exemption requirements regardless of the test date. Other English proficiency examinations, such as AVANT STAMP4, Cambridge English Learning Assessment, Duolingo, iTEP, TOEIC and Trinity ISE may also be used if the Common European Framework of Reference for Languages (CEFR) level is B2 or higher or if the concordance score is equal to or higher than a TOEFL, IELTS or PTE score. The Institutional Test Administrator (ITA) will process these exemptions on a case-by-case request basis.

CEFR Equivalency Chart for Other English Proficiency Examinations			
Exam Name	CEFR B2 Score Ranges	CEFR C1 Score Ranges	CEFR C2 Score Ranges
Cambridge English (First, Advanced, and Proficiency)	160 - 179	180 - 199	200-230
Duolingo*	90 - 115	120 - 140	145 - 160
Examination for the Certificate of Competency in English (ECCE)	650 - 1000	650 - 1000	650 - 1000
Examination for the Certificate of Proficiency in English (ECPE)	650 - 1000	650 - 1000	650 - 1000
IELTS Academic	5.5 – 6.4	6.5 - 7.4	7.5 - 9
iTEP Academic Plus	3.5 - 4.4	4.5 - 5.4	5.5 - 6
Michigan English Test (MET)	53 - 63	64 - 70	71 - 80
PTE Academic	51 - 64	65 - 78	79 - 90
TOEFL iBT	61 - 78	79 - 101	102 - 120
Trinity ISE	5.5 - 6.5= ISE II	7 - 8= ISE III	8 - 9= ISE IV
Exemption score is B2 or higher. A concordance score is used if it is equal to or higher than the exemption score used for TOEFL, IELTS or PTE.			

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# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## Appendix F (continued)

### BESPI Placement Guide Levels 3 through 6 or Exempt (For BESPI test dates prior to October 26, 2020)

Self-Placement Rating	Grammar Check Score	Advisor Action	Placement Guidance
Level 3	50% or less	Review Background Information, Level Check, and Grammar Check Score	Counsel and Place in Level 2
Level 3	55% to 65%	Review Background Information, Level Check, and Grammar Check Score	Counsel and Place in Level 3
Level 4	70% or less	Review Background Information, Level Check, and Grammar Check Score	Counsel and Place in Level 3
Level 4	75% to 95%	Review Background Information, Level Check, and Grammar Check Score	Counsel and Place in Level 4
Level 5	80% or less	Review Background Information, Level Check, and Grammar Check Score	Counsel and Place in Level 4
Level 5	85% to 95%	Review Background Information, Level Check, and Grammar Check Score	Counsel and Place in Level 5
Level 6	85% or less	Review Background Information, Level Check, and Grammar Check Score	Counsel and Place in Level 5
Level 6	90% to 100%	Review Background Information, Level Check, and Grammar Check Score	Counsel and Place in Level 6
Exempt	90% to 100%	Review Background Information, Level Check, and Grammar Check Score	Counsel and refer to ACCUPLACER NG/PERT



# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## Appendix G:

### Adult Education CASAS Post-testing Chart

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**

<b>Course</b>	<b>980 Listening Series Range and Form</b>		<b>80 Reading Series Range and Form</b>	
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

Revised: June 26, 2020

# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## Appendix H:

### TABE Out-of-Range Score (Low) Reported and Retesting Guide

#### Out-of-Range Retesting Policy

Students must be retested if test results are out-of-range low (OOR high is not required) 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

#### Out of Range Low Score Reported

Subject	Level	Form	Written Version Lowest Score	Online Version Lowest Score	Score Reported for OOR Low or N/A
Math	M	11	454	454	1454
Math	M	12	454	454	1454
Reading	M	11	442	442	1442
Reading	M	12	442	442	1442
Language	M	11	460	459	1459
Language	M	12	459	459	1459
Math	D	11	501	497	1497
Math	D	12	496	496	1496
Reading	D	11	501	501	1501
Reading	D	12	501	503	1501
Language	D	11	513	512	1512
Language	D	12	514	514	1514
Math	A	11	537	540	1537
Math	A	12	541	537	1537
Reading	A	11	538	539	1538
Reading	A	12	539	539	1539
Language	A	11	551	551	1551
Language	A	12	549	548	1548

Note: Levels L and E do not have an OOR Low score. In instances where there are differences in the lowest score possible between the online version and the written version, the lowest score between the two versions is reported. Instances where this occurs have been highlighted in the chart above.

<http://www.fldoe.org/academics/career-adult-edu/adult-edu/assessment-resources.stml>

<http://fldoe.org/core/fileparse.php/7522/urlt/TABE1112-SSRP.docx>.

Revised: June 26, 2020

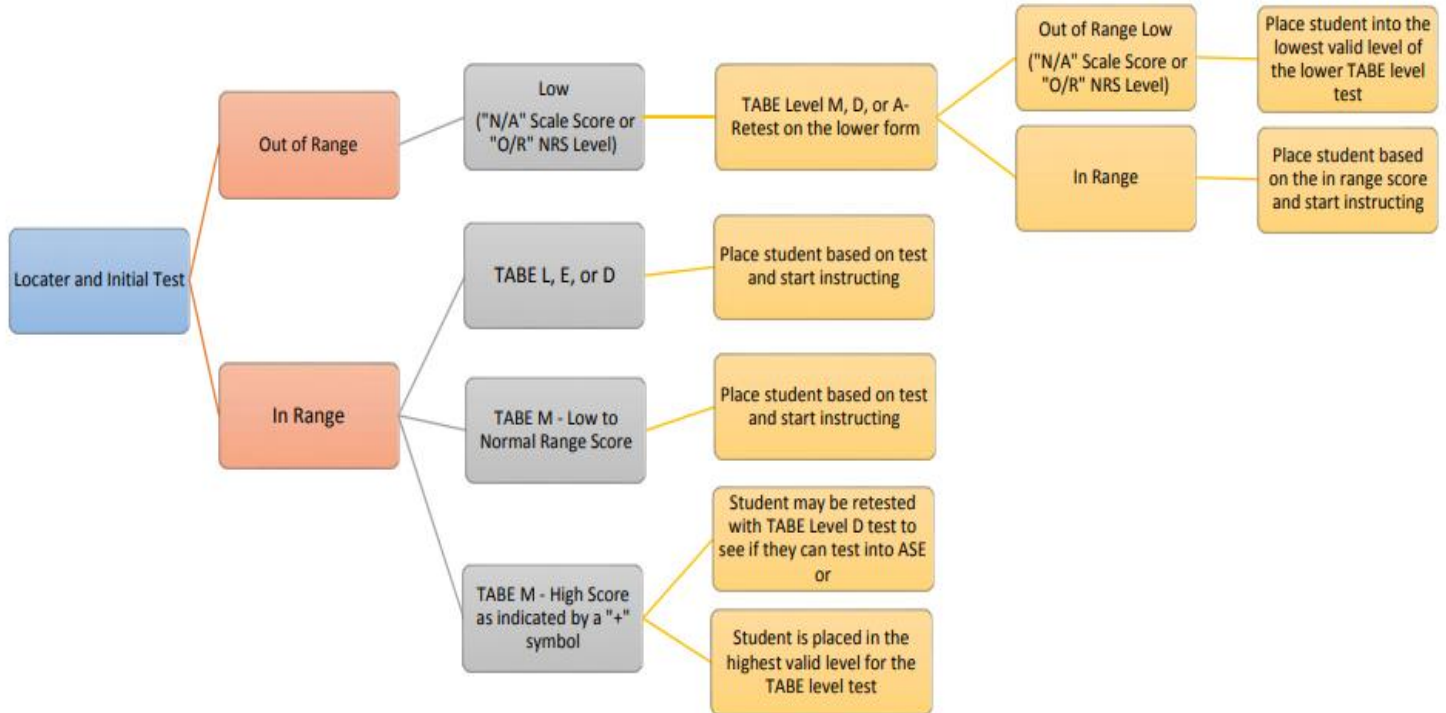
# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## Appendix H: (continued)

Florida Department of Education  
Division of Career and Adult Education

### TABE 11/12 Procedures for Initial Placement of Adult General Education Students

The following procedures should be used when determining initial placement for new students using the TABE 11/12 assessment (Effective beginning 2/20/18) State policy: New students must be tested and obtain a reportable initial educational functioning level within the first 12 hours of instruction.



<http://www.fl DOE.org/academics/career-adult-edu/adult-edu/assessment-resources.stml>  
<http://www.fl DOE.org/core/fileparse.php/7522/urlt/TABE1112-IPFC.pdf>

Last Updated by FLDOE: 8/22/2018

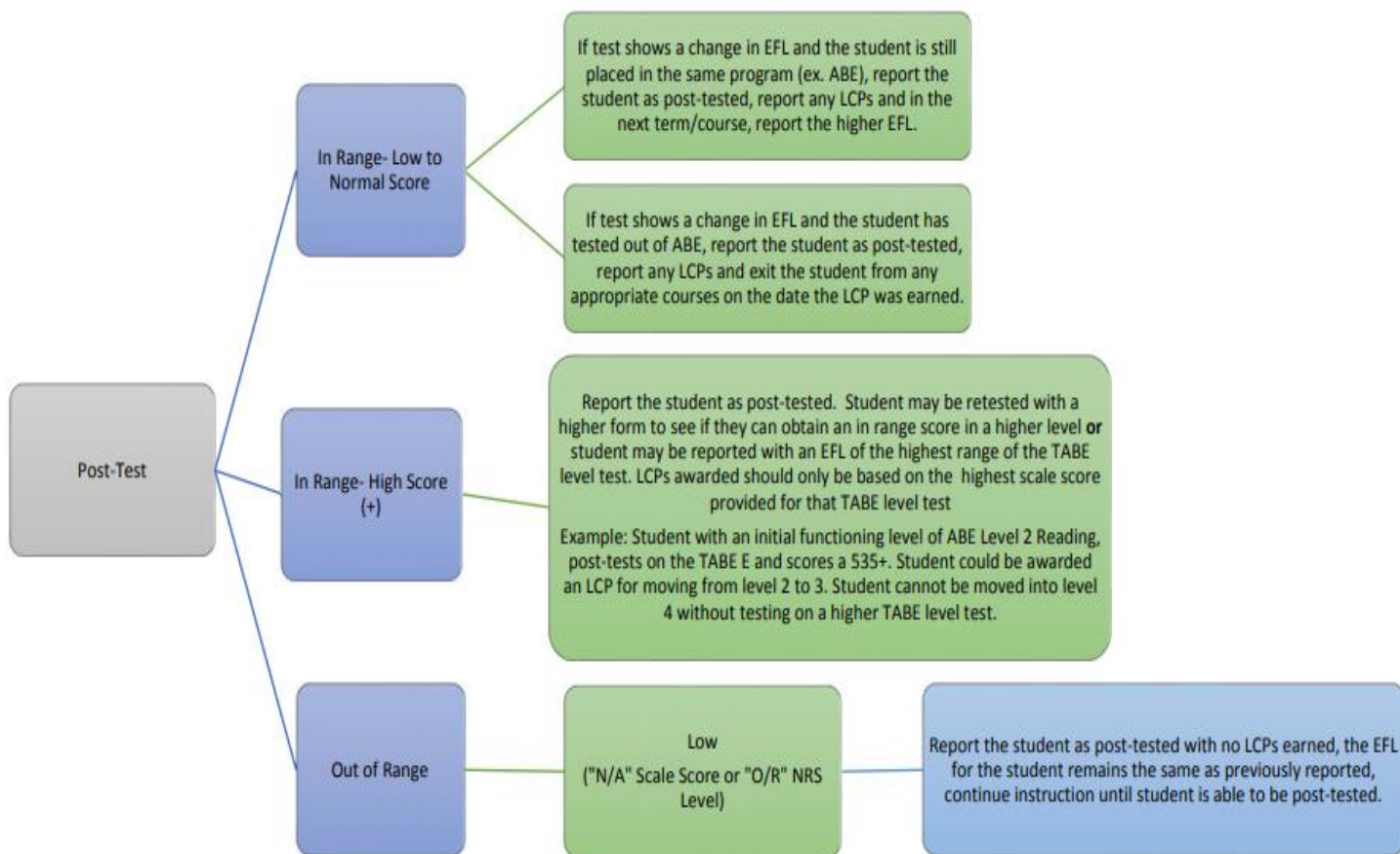
# PLACEMENT CRITERIA FOR ACADEMIC YEAR 2021-2022

## Appendix H: (continued)

Florida Department of Education  
Division of Career and Adult Education

### TABE 11/12 Procedures for Post-testing and Determination of Learning Gains of Adult General Education Students

The following procedures should be used when post-testing students and to determine reportable learning gains based on post-test results using the TABE 11/12 assessment (Effective beginning 2/20/18)



<http://www.fl DOE.org/academics/career-adult-edu/adult-edu/assessment-resources.stml>  
<http://www.fl DOE.org/core/fileparse.php/7522/urlt/TABE1112-PosttestLCPFC.pdf>

Last Updated by FLDOE: 8/22/2018