

**PLACEMENT
CRITERIA FOR
ACADEMIC
YEAR
2025-2026**



PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

Table of Contents

Introduction	1
<u>I. Criteria for Degree and College Credit Certificate Programs</u>	1
Alternate Methods for Degree Programs and College Credit Certificate Programs	1
Exempted from Testing for Degree Programs and College Credit Certificate Programs	3
Course Placement Guide Notes	8
Required to Test for Degree Programs	9
<u>II. Criteria for Degree and College Credit Certificate-Seeking Students with Limited English Proficiency</u>	10
Exempted from the English Proficiency Placement Test	10
Required to Take an English Proficiency Placement Test	12
Course Placement Guide for EAP	12
<u>III. Criteria for Postsecondary Career and Technical Education Programs</u>	14
Exempted from Testing for Career and Technical Education Programs	16
Exempted from Meeting the Basic Skills Exit Score Requirement Only	16
Required to Test for Career and Technical Education Programs	17
<u>IV. Criteria for Adult Education Programs</u>	18
Placement Guide for Adult Basic Education (ABE)	18
Placement Guide for General Education Development (GED) Preparation Program	19
Placement Guide for English for Speakers of Other Languages (ESOL) Program	20
The ESOL Course Placement Guide Is Used for Placement in the ESOL Courses	22
Integrated Education & Training (IET) Program	23
Transitioning from the Adult Education ESOL Program	23
<u>V. Criteria for Early College (Dual) Enrollment Students</u>	24
Appendix A – I	25-49
A. Laws, Rules, and Technical Assistance Papers	26
B. Florida High School Diploma Codes Eligible for Developmental Education Exemption	27
C. Alternative Placement Criteria for Recent, Non-Exempt High School Graduates, Alternative Placement Options for Students with Military Experience and Alternative Placement Options for Students with Significant Work History	28
Alternate Methods Quick Guide	29
D. General Placement Recommendations for Advisement	30
General Placement Recommendations for Developmental Education Advisement	32
Mathematics Pathways Advising	34
E. Meta-Major Academic Pathways and gateway courses that are aligned with the intended academic and career goals of degree seeking students	36
F. Quick Guide for EAP and Course Placement, EAP Student Scenario Guide	37
G. Adult Education CASAS Post-testing Chart	42
CASAS Out-of-Range Scores (Low and High) Reported and Retesting Guide	44
H. Relationship between TABE 13 & 14 Scale Scores and NRS Levels	46
TABE Online Out of Range Score (Low and High) Reported and Retesting Guide	47
TABE Paper Based (PB) Out-of-Range Score (Low and High) Reported and Retesting Guide	49
I. Integrated Education & Training (IET) Program	51

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

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 demonstration of readiness 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. Methods for assessing communication and computation skills may be through any combination of approved common placement tests or alternate methods. Non-exempt students whose assessment results indicate a need for developmental education shall enroll in developmental education in the area of the deficiency. Students whose native language is not English may be required to take another test to measure their English proficiency and subsequently matriculate through EAP to demonstrate readiness. Students with documented disabilities are provided appropriate testing modifications or accommodations.

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 nine 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 - I.

I. CRITERIA FOR DEGREE AND COLLEGE CREDIT CERTIFICATE PROGRAMS

The State Board of Education (SBOE) requires each public state college to use common placement tests or alternate methods prior to the completion of initial registration, except for EAP students. Any combination of state approved test or through alternate methods may be used to demonstrate readiness for degree-seeking students prior to registration.

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, or high school course grades are in the College's student record keeping system. Further assessment may be conducted in courses. MDC students have a total of two placement test attempts (one initial attempt and one retest) on each subtest of the placement test for initial placement prior to enrollment in any course within that subject area. Prior to administering a retest on the MDC Placement Test, the test administrator must require documentation from the student that verifies alternative remediation has occurred since the prior attempt. After the 2nd attempt students must complete a prescribed remediation option and receive permission to retest from the appropriate chairperson. High school and middle school testing is exempted from the total number of attempts after the student graduated from high school. However, twelfth (12th) grade students admitted to MDC for the Summer or Fall Terms and test at MDC on or after the first Monday in January are allowed to take a maximum of two placement attempts regardless of any previous attempts. Retesting in any subtest area must occur prior to enrollment in that area or by the 100% refund date each semester. High school administered placement scores at the college ready level are used for placement purposes at Miami Dade College. Retesting in the appropriate subtest area will be required for graduating non-exempt high school students who were administered a placement test prior to the first Monday in January and did not achieve the college ready level.

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

ALTERNATE METHODS FOR DEGREE PROGRAMS AND COLLEGE CREDIT CERTIFICATE PROGRAMS

1. Scores are valid for a maximum of two years.
2. Scores may be on the Florida public high school transcript or on an official score report from the issuing entity.
3. Use of course grades are limited to currently enrolled secondary school students and students who graduated from a high school within a two (2) year period.
4. English and Math courses grades must be on the Florida public high school transcript to demonstrate college readiness. Exception note: Grades for AP, IB, and AICE may be from any high school transcript.
5. Performance in high school coursework requires a student to have an unweighted high school GPA of 3.0 and a grade of "B" or better in approved high school courses taught at a Florida Public High School or through AP, IB, Cambridge/AICE.
6. MDC will only accept earned credit for course grades with an attribute of 1.0 units (courses attributed to 0.5 units do not meet the demonstration of college readiness).
7. Non-exempt students whose assessment results indicate a need for developmental education shall enroll in developmental education in the deficiency.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

Course Number	Alternative Placement Criteria Guide for Exempt and Non-Exempt Students
ENC1101 and other college credit courses	<ul style="list-style-type: none"> ➤ A Reading test score ≥ 24 and a Writing and Language test score ≥ 25 on the PSAT/NMSQT or PSAT 10. ➤ An Evidence-Based Reading and Writing test score ≥ 490 on the Digital PSAT/NMSQT or Digital PSAT 10. ➤ A Reading test score ≥ 22 and an English test score ≥ 18 on the PreACT. ➤ The Sum of the Verbal Reasoning and Grammar/Writing Sections test score ≥ 37 on the CLT10+. ➤ A Reasoning through Language Arts test score of 165 – 200 on the General Educational Development (GED) test. In English. ➤ A Language Arts Reading test score ≥ 580, a Language Arts Writing test score ≥ 560, and an Essay test score ≥ 6 on the Test Assessing Secondary Completion (TASC). In English. ➤ A Language Arts Reading test score ≥ 15 and a Language Arts Writing test score ≥ 15 on the High School Equivalency Test (HiSET). In English. ➤ An unweighted high school GPA of 3.0 and a 'B' or better grade in the following High School courses taught at a Florida public high school: English 4, English 4 Honors, or any English courses offered through the AP, IB, or Cambridge/AICE programs. <p>Reminder Note: Students who successfully complete the EAP courses below may matriculate directly to ENC 1101 and other college-credit courses that require readiness in English and Reading skills. Refer to Exemption Using Course Grade Chart. (EAP 1620 or EAP 1686) or (EAP1683 and EAP1689) AND (EAP1640 and EAP1660) or EAP1685 or (EAP1683 and EAP1689).</p>
MAT1033 MGF 1130* (formerly MGF 1107*) MGF 1131* (formerly MGF 1106*)	<ul style="list-style-type: none"> ➤ A Math test score ≥ 24 on the PSAT/NMSQT or PSAT 10. ➤ A Math test score ≥ 480 on the Digital PSAT/NMSQT or Digital PSAT 10. ➤ A Math test score ≥ 22 on the PreACT. ➤ A Math test score ≥ 16 on the CLT10+. ➤ A Math test score of 165 – 174 on the General Educational Development (GED) test. ➤ A Math test score ≥ 560 on the Test Assessing Secondary Completion (TASC). ➤ A Math test score ≥ 15 on the High School Equivalency Test (HiSET). ➤ A Level ≥ 4 on the Algebra 1 or Geometry BST/FSA End of Course (EOC) assessments. ➤ A Math test score ≥ 30 on the ALEKS PPL. ➤ An unweighted high school GPA of 3.0 and a 'B' or better grade in the following High School courses taught at a Florida public high school: Algebra 1, Algebra 1 Honors, Algebra 2, Algebra 2 Honors, Pre-Calculus Honors, Calculus Honors, Geometry, Geometry Honors, Probability and Statistics with Applications Honors, Math for College Algebra, Math for College Statistics, Math for College Liberal Arts, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs. <p>Note: Students with a placement test score below this level should also take MAT 1033L.</p>
MAC1105 MAC 1106 STA 2023	<ul style="list-style-type: none"> ➤ A Math test score ≥ 26.5 on the PSAT/NMSQT or PSAT 10. ➤ A Math test score ≥ 530 on the Digital PSAT/NMSQT or Digital PSAT 10. ➤ A Math test score ≥ 22 on the PreACT. ➤ A Math test score ≥ 19 on the CLT10+. ➤ A Math test score of 175 – 200 on the General Educational Development (GED) test. ➤ A Math test score ≥ 700 on the Test Assessing Secondary Completion (TASC). ➤ A Math test score ≥ 18 on the High School Equivalency Test (HiSET). ➤ A Math test score ≥ 46 on the ALEKS PPL. ➤ An unweighted high school GPA of 3.0 and a 'B' or better grade in the following High School courses taught at a Florida public high school: Algebra 2, Algebra 2 Honors, Pre-Calculus Honors, Calculus Honors, Probability and Statistics with Applications Honors*, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs. <p>Probability and Statistics with Applications Honors course can only be used for MGF1106 or STA2023.</p> <p>Note: Students with a placement test score below this level should also take MAC 1105L.</p>
MAC 1114 MAC 1140 MAC 1147 MAC 2233	<ul style="list-style-type: none"> ➤ An unweighted high school GPA of 3.0 and a 'B' or better grade in the following High School courses taught at a Florida public high school: Pre-Calculus Honors or Calculus Honors, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs that would grant the equivalent course credit. ➤ A Math test score ≥ 61 on the ALEKS PPL.
MAC 2311	<ul style="list-style-type: none"> ➤ An unweighted high school GPA of 3.0 and a 'B' or better grade in the following High School course taught at a Florida public high school: Calculus Honors, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs that would grant the equivalent course credit. ➤ A Math test score ≥ 76 on the ALEKS PPL.

Notes:

*Courses designated for Mathematical Thinking (Non-Algebra) Pathway students

+CLT10 effective since July 2025.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

Alternate Methods Guide 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 or for students with valid college-ready placement test scores who are not eligible for an alternate method.
- Any student who meets the minimum college readiness level may use just course grade for placement into higher level math courses.

Notes:

- 1) a 3.0 unweighted GPA is not required for this purpose,
- 2) a Florida public high school course is not required for this purpose.

- 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 in 6A-10.0315 Demonstration of Readiness for College-Level Communication and Computation with existing ACCUPLACER NG/PERT, ACT, CLT, or SAT scores.
- 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, and STA 2023).
- Alternate methods assessment results below college readiness may be used for placement into developmental education in the area of the deficiency.

SPECIAL NOTE: Test scores are **not** required for exempt students. Exempt students are all 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 and students who are serving as active-duty members of any branch of the United States Armed Forces.

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 (See EXEMPTION USING COURSE GRADE chart below). **Notes:**
 - Exemption for courses not on the chart must be approved by the appropriate department chairperson. Official documentation is required.
 - Students who have a letter grade (including D, F, W, U and P) associated with a placement area are not required to be retested; they will be re-placed in the English, Reading or Math course in which they earned that grade.
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 Common Placement Test scores (ACCUPLACER NG/PERT, ACT, CLT, or SAT) meeting State requirements in MDC's Course Placement Guides. 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 the MAT 1033, MGF 1130 (formerly MGF 1107), or MGF 1131 (formerly MGF 1106) score ranges the ACCUPLACER Next-Generation AAF subtest, or the PERT mathematics subtest may be used to determine placement into advanced mathematics courses (e.g., MAC 1105, MAC 1106, or STA 2023, etc.).

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

EXEMPTION USING COURSE GRADE		
Skill Area	Course	Grade
Reading	REA 0017, REA 0019, REA 0055, REA 0056, ENC 0027, or TNFR 9917	A, B, C, S
	Any REA 1000 level or higher	A, B, C, S
	ENC 1101, ENC 1102, ENC 2300, ENC 2301, or any Gordon Rule Writing course or its equivalent.	A, B, C, S
	TNFR 9901	A, B, C, S
	EAP 1620 or EAP 1686	A, B, C, S
	Completion of both EAP1683 and EAP1689	A, B, C, S
Writing	ENC 0025, ENC 0027, ENC 0055, or ENC 0056, or TNFR 9918	A, B, C, S
	TNFR 9901	A, B, C, S
	Any ENC 1000 or 2000 level	A, B, C, S
	Any LIT 2000 level or any Gordon Rule Writing Course	A, B, C, S
	Completion of both EAP1640 and EAP1660, or EAP1685	A, B, C, S
	Completion of both EAP1683 and EAP1689	A, B, C, S
Math	MAT 0022C, MAT 0028, MAT 0029, MAT 0055, MAT 0056, MAT 0057 (3.0 credit module), or TNFR 9906	A, B, C, S
	MAT 1033, MGF 1130 (formerly MGF 1107), or MGF 1131* (formerly MGF 1106*)	A, B, C, S
	QMB 2100	A, B, C, S
	TNFR 9905	A, B, C, S
	Any (MAC, MAD, MAP, MAS, MGF, or STA)	A, B, C, S

Guide Notes: Exemption Using Course Grade

- 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 1130 (formerly MGF 1107) only counts toward General Education core requirements at MDC. This course does not count towards the State core requirement.
- A grade of A, B, C, or S must be earned in MGF 1130 (formerly MGF 1107) or MAT1033 in order to register in 1131 (formerly MGF 1106).
- MGF 1131 (formerly MGF 1106) counts toward General Education core requirements at MDC.
- A grade of A, B, C, or S must be earned in MGF 1131 (formerly 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 Mathematical Thinking in Context or Statistical Reasoning Pathways. (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.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

COURSE PLACEMENT GUIDE - CLT		
Classic Learning Test, Since August 2023	CLT	Course Placement
Sum of the Verbal Reasoning and Grammar/Writing Sections	38 - 80	ENC1101
Quantitative Reasoning Section	16 - 18	MAT1033, MGF 1130 (formerly MGF 1107), or MGF 1131 (formerly MGF 1106)
Quantitative Reasoning Section	19 - 25	MAC1105, MAC 1106, or STA2023
Quantitative Reasoning Section	26 - 40	Refer to Math Department

Classic Learning Test 10, Effective since July 2025	CLT10	Course Placement
Sum of the Verbal Reasoning and Grammar/Writing Sections	37 - 80	ENC1101
Quantitative Reasoning Section	16 - 18	MAT1033, MGF 1130 (formerly MGF 1107), or MGF 1131 (formerly MGF 1106)
Quantitative Reasoning Section	19 - 25	MAC1105, MAC 1106, or STA2023
Quantitative Reasoning Section	26 - 40	Refer to Math Department

COURSE PLACEMENT GUIDE - ACT and SAT				
Skill Area	ACT	SAT	Digital SAT since June 2023	Course Placement
Reading	Reading ≥ 19	Reading ≥ 24	Evidence-Based Reading and Writing ≥ 490	ENC 1101
Writing	English ≥ 17	Writing and Language ≥ 25	Evidence-Based Reading and Writing ≥ 490	ENC 1101
Math	Math 19 – 20	Math 24 – 26	Math 480 - 520	MAT 1033 MGF 1130 (formerly MGF 1107), or MGF 1131 (formerly MGF 1106)
	Math ≥ 21	Math ≥ 26.5	Math ≥ 530	MAC 1105 MAC 1106 STA 2023
	Math ≥ 27	Math ≥ 31	Math ≥ 620	Refer to Mathematics Department

Guide Notes: Course Placement Guide – ACT, SAT, and CLT

- Faculty may recommend supplemental services based on a required writing sample.
- If recommended placement is MAT 1033 MGF 1130 (formerly MGF 1107), or MGF 1131 (formerly MGF 1106), 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.
- MGF 1130 (formerly MGF 1107) only counts toward General Education core requirements at MDC. This course does not count towards the State core requirement.
- A grade of A, B, C, or S must be earned in MGF1131 (formerly 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, 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.
- 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.
- Conversion for SAT 3-digit and 2-digit scores is 20 (e.g. $480/20 = 24$ or $20 \times 24 = 480$).

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

COURSE PLACEMENT GUIDE (Reading and Writing) – ACCUPLACER NG and PERT			
Skill Area	ACCUPLACER Next-Generation (NG) Subtest Score (Test dates on or after August 16, 2022)	PERT Subtest Score	Recommended DevEd Course Placement
Reading	200 - 236	50 - 83	REA 0007
	200 - 255 or 237 - 255	50 - 105 or 84 - 105	ENC 0027 or REA 0017
	College Ready Course Placement		
	256 - 300	106 - 150	ENC 1101
Writing	Recommended DevEd Course Placement		
	200 - 236	50 - 89	ENC 0015
	200 - 252 or 237 - 252	50 - 102 or 90 - 102	ENC 0025 or ENC 0027
	College Ready Course Placement		
	253 - 300	103 - 150	ENC 1101

Guide Notes: Course Placement Guide for Reading and Writing - ACCUPLACER NG and PERT

- 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 50-61 on the PERT.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

COURSE PLACEMENT GUIDE (Mathematics) – ACCUPLACER NG and PERT			
ACCUPLACER NG Advanced Algebra and Functions (AAF)	ACCUPLACER NG Quantitative Reasoning, Algebra, and Statistics (QAS) (test dates on or after August 16, 2022)	PERT Math Subtest Score	Recommended DevEd Course Placement
	200 - 260 or 237 - 260	50 - 113 or 96 - 113	MAT 0029 MAT 0057
College Ready Course Placement			
	261*	114 - 122	MAT 1033* MGF 1130 (formerly MGF 1107) MGF 1131 (formerly MGF 1106)
200 – 249 (Not Used)			
250 - 269 MAC 1114 MAC 1140 MAC 2233	261 - 300 (276 - 300 refer to ACCUPLACER AAF)	123 - 150 (135 -150 refer to ACCUPLACER AAF)	MGF 1130 (formerly MGF 1107) (for QAS) MAC 1105 MAC 1106 MGF 1131 (formerly MGF 1106) STA 2023
270 – 279 MAC 1147			Refer to Mathematics Department. Placement at the department level only.
280 – 300 MAC 2311			

Guide Notes: Course Placement Guide for Mathematics - ACCUPLACER (NG) and PERT

- *Students with a QAS score of 261 who take MAC1105 should also take MAC 1105L.
- Students who received a 'C' grade in high school Algebra 1 or 2 registering in MAC 1105 should also take MAC 1105L.
- Students who received a 'C' grade in high school Algebra 1 or 2 registering in MAT 1033 should also take MAT 1033L.
- Exempt students registering in MAT 1033 with a placement test score below MAT 1033 level should also take MAT 1033L.
- 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 1130 (formerly MGF 1107) only counts toward General Education core requirements at MDC. This course does not count towards the State core requirement.
- MGF1131 (formerly MGF 1106) only counts toward General Education core requirements at MDC. This course does not count towards the State core requirement. A grade of A, B, C, or S must be earned in MGF 1131 (formerly 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.
- 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.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

COURSE PLACEMENT GUIDE NOTES

Further assessment may be conducted in courses.

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

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

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

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

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

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

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

- Alternative Placement Criteria for College-Level Placement for Recent, Non-Exempt High School Graduates, Alternative Placement Options for Students with Military Experience and Alternative Placement Options for Students with Significant Work History. Refer to Appendix C.
- General Placement Recommendations for Advisement and for Developmental Education Advisement. Refer to Appendix D.
- Mathematics Pathways Advising. Refer to [Appendix D](#)
- Meta-Major Academic Pathways and gateway courses that are aligned with the intended academic and career goals of degree seeking students. Refer to Appendix E.

RECOMMENDED TO TEST FOR DEGREE PROGRAMS AND COLLEGE CREDIT COURSES

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

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

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 2025-2026

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

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

ACCUPLACER ESL scores are valid for one year. If a student does not use these scores for course placement during that time, retesting will be required. For initial placement, students may retest once on the ACCUPLACER ESL 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) may opt-in to 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 may also opt-in to take the MDC Placement Test prior to registering for EAP courses. Refer to Appendix F (advisement guides).

Guide 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.
- EAP students who have completed the 1600 level of all required EAP courses progress directly to ENC 1101
- The reading and writing subtests of the MDC Placement Test are not required for EAP students who after successfully completed EAP 1620 and 1640 or equivalent integrated skills courses. Refer to Exemption Using Course Grade Chart.

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 may also be used if the Common European Framework of Reference for Languages (CEFR) level is B2 or higher. The Institutional Test Administrator (ITA) will process the exemptions for the other examinations on a case-by-case request basis. Refer to CEFR Equivalency Chart for Other English Proficiency Examinations (page 12).
Notes:
 - These students are still required to meet placement testing requirements for demonstrating college readiness. 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.
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.
Note: These students are still required to meet placement testing requirements for demonstrating college readiness.
5. Students who earned a GED in English.
Note: These students are still required to meet placement testing requirements for demonstrating college readiness.
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.
Note: These students are still required to meet placement testing requirements for demonstrating college readiness.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

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

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

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

CEFR Equivalency Chart for English Proficiency Examinations			
Exam Name	CEFR B2* Overall Score Ranges	CEFR C1 Overall Score Ranges	CEFR C2 Overall Score Ranges
Cambridge English (First, Advanced, and Proficiency)	160 - 179	180 - 199	200-230
Duolingo (prior to 8/03/2022)	90 - 115	120 - 140	145 - 160
Duolingo (effective 8/3/2022)	100 - 125	130 - 150	155 - 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
Oxford ELLT	5-7	8-10	11-12
PTE Academic	51 - 64	65 - 78	79 - 90
Skills for English Test (B2, C1, and C2)*	Pass with Merit or Pass*	Pass*	Pass*
TOEFL Essentials	8-9	10-11	12
TOEFL iBT*	72-94	95-113	114 - 120
TOEIC	785 – 940	945 – 990	N/A
Trinity ISE	5.5 - 6.5= ISE II	7 - 8= ISE III	8 – 9 = ISE IV
Versant English Placement Test	58-68	69-78	79-80
*Exemption score is B2 or higher. *Pass with Merit entered in MDConnect = 1000 and Pass is entered = 999. * TOEFL iBT: 61 or higher is used for EAP exemption purposes.			

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

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 assessment results 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.
 - 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.

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*

*Students at this score level demonstrate college readiness at MDC since ACCUPLACER ESL is a state approved local placement method.

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.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

Continuing EAP students in the 0400 level and above may opt-in to take the reading and writing subtests of the MDC Placement Test after the last withdrawal date of the term. 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 may also opt-in to take the MDC Placement Test prior to registering in EAP courses. Students who demonstrate college readiness in reading AND 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 2025-2026

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 administered TABE Forms 11 and 12 through Spring Term 2025. TABE Forms 13 and 14 are administered for new students beginning on March 17, 2025 and for continuing students on or about April 28, 2025. 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. The relationship between TABE scores and NRS levels can be found in [Appendix H \(Relationship between TABE 13 & 14 Scale Scores and National Reporting System \(NRS\) Levels\)](#).

TABE Out-of-Range (OOR) Score (Low) "O/R"

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 TABE Levels Literacy (L) and Easy (E) *do not* have OOR Low scores. As of Summer 2023, there is no longer a difference between paper and online OOR scores. 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.

TABE Out-of-Range (OOR) Score (High) (+)

When a test administration results in a score that is higher than the allowable range for the Test Level and Form, and no score is provided, the score is reported with a "9" followed by the highest score value for the TABE Level and Form. To assist with determining the correct out of range scores to report, refer to the TABE OOR table in Appendix H (TABE Out-of-Range Low and High Score Reported and Retesting Guide).—TABE Level Advanced (A) *does not* have OOR High scores. As of Summer 2023, there is no longer a difference between paper and online OOR scores. Students with an out-of-range high or no score must be retested one time with a higher 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 highest valid NRS level of the higher TABE level test. For example, if a student tests with form 11 medium level and gets an OOR High score, the student should retest at the difficult level form. To see the appropriate forms, OOR scores, and NRS level for OOR, please refer to the NRS links in [Appendix H \(TABE Out-of-Range Low and High Score Reported and Retesting Guide\)](#). Effective, May 3, 2022, students only need to demonstrate competence for basic skills purposes in either Reading or Language to meet the communications requirement.

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 13 & 14 Grade Range Scale Score Guidance, TABE 13 & 14 Scoring Levels: Best Practice Guidelines, and TABE 13 & 14 Minimum Scale Score Requirements for Career and Technical Education Programs at Miami Dade College are 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

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

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.

ALTERNATE METHODS FOR CAREER TECHNICAL EDUCATION PROGRAMS

1. Scores are valid for a maximum of two years.
2. Scores may be on the Florida public high school transcript or on an official score report from the issuing entity.
3. Use of course grades are limited to currently enrolled secondary school students and students who graduated from a high school within a two (2) year period.
4. English and Math courses grades must be on the Florida public high school transcript to demonstrate college readiness. Exception note: Grades for AP, IB, and AICE may be from any high school transcript.
5. Performance in high school coursework requires a student to have an unweighted high school GPA of 3.0 and a grade of "B" or better in approved high school courses taught at a Florida Public High School or through AP, IB, Cambridge/AICE.
6. MDC will only accept earned credit for course grades with an attribute of 1.0 units (courses attributed to 0.5 units do not meet the demonstration of college readiness).
7. Non-exempt students whose assessment results indicate a need for developmental education shall enroll in developmental education in the deficiency.

Skill Area	Alternative Placement Criteria Guide for Career Technical Education Students
Reading and Language Arts	<ul style="list-style-type: none"> ➤ A Reading test score ≥ 24 and a Writing and Language test score ≥ 25 on the PSAT/NMSQT or PSAT 10. ➤ An Evidence Based Reading and Writing test score ≥ 490 on the Digital PSAT/NMSQT or Digital PSAT 10. ➤ The Sum of the Verbal Reasoning and Grammar/Writing Sections test score ≥ 37 on the CLT10* ➤ A Reading test score ≥ 22 and an English test score ≥ 18 on the PreACT. ➤ A Language Arts Reading test score ≥ 580, a Language Arts Writing test score ≥ 560, and an Essay test score ≥ 6 on the Test Assessing Secondary Completion (TASC). In English. ➤ A Language Arts Reading test score ≥ 15 and a Language Arts Writing test score ≥ 15 on the High School Equivalency Test (HiSET). In English. ➤ An unweighted high school GPA of 3.0 and a 'B' or better grade in the following High School courses taught at a Florida public high school: English 4, English 4 Honors, or any English courses offered through the AP, IB, or Cambridge/AICE programs. ➤ Reminder note: Students who successfully complete the EAP courses below may matriculate directly to ENC 1101 and other college-credit courses that require readiness in English and Reading skills. Refer to Exemption Using Course Grade Chart. (EAP 1620 or EAP 1686) or (EAP1683 and EAP1689) AND (EAP1640 and EAP1660) or EAP1685 or (EAP1683 and EAP1689).
Mathematics	<ul style="list-style-type: none"> ➤ A Math test score ≥ 24 on the PSAT/NMSQT or PSAT 10. ➤ A Math test score ≥ 480 on the Digital PSAT/NMSQT or Digital PSAT 10. ➤ A Math test score ≥ 16 on the CLT10* ➤ A Math test score ≥ 22 on the PreACT. ➤ A Math test score ≥ 560 on the Test Assessing Secondary Completion (TASC). ➤ A Math test score ≥ 15 on the High School Equivalency Test (HiSET). ➤ A Level ≥ 4 on the Algebra 1 or Geometry BST/FSA End of Course (EOC) assessments. ➤ A Math test score ≥ 30 on the ALEKS PPL. ➤ An unweighted high school GPA of 3.0 and a 'B' or better grade in the following High School courses taught at a Florida public high school: Algebra 1, Algebra 1 Honors, Algebra 2, Algebra 2 Honors, Pre-Calculus Honors, Calculus Honors, Geometry, Geometry Honors, Probability and Statistics with Applications Honors, Math for College Algebra, Math for College Statistics, Math for College Liberal Arts, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs.

*CLT10 effective since July 2025.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

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.
4. Students who demonstrate readiness for public postsecondary education pursuant to Rule 6A-10.0315, F.A.C. through exams, such as ACCUPLACER NG/PERT, ACT, CLT, SAT, or Alternate Methods which exempt them from developmental education placement as outlined in Section I are exempt from testing for career certificate programs. Any skill area which has not been met will require the student to be tested on the appropriate TABE subtest(s).
5. Students seeking entrance into the MDC School of Justice, Public Safety, and Law Studies Corrections or Basic Law Enforcement training programs are exempt from entry-level basic skills testing pursuant to 943.17(6) F.S. This exemption does not apply to the Criminal Justice Basic Abilities Test requirement for entry into basic recruit training programs. Students who are veterans or hold an associate degree or higher from an accredited college or university are also exempt from the Criminal Justice Basic Abilities Test requirement pursuant to 943.17 (1)(g). The Criminal Justice Standards and Training Commission sets the standards for their training programs.
6. 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.
7. 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). Refer to the Exemption Course Grade Chart (page 4).
8. 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.
9. Adult students with an approved documented disability as defined in Section 1004.02(6), F.S.
10. Students who possess a high school diploma from a private school that is in compliance with section 1002.42.
11. Students in a home education program or a personalized education program, a signed affidavit submitted by the student's parent or legal guardian attesting that the student has completed a home education program pursuant to the requirements of section 1002.41 or a personalized education program pursuant to the requirements of section 1002.395.
12. Students enrolled in an eligible career education dual enrollment program under Section 1007.271, F.S., are exempt from the basic skills examination requirement if they have demonstrated readiness for postsecondary education in accordance with Rule 6A-10.0315, F.A.C. prior to admission into the career certificate program. Dual enrollment students who have not met this requirement must complete the basic skills examination, unless otherwise exempt.

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](#).

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

REQUIRED TO TEST FOR CAREER AND TECHNICAL EDUCATION PROGRAMS

1. Students enrolled in a career certificate program as defined in Section 1004.02, F.S., offered for career education credit of 450 hours or more. Such students must complete an entry-level basic skills examination within the first six (6) weeks after admission into the program.
2. Students whose non-TABE scores are more than two years old and have not been used for placement.

Notes:

Minimum basic skills grade levels/scale scores achieved on one of the designated tests in Rule 6A-10.0315, F.A.C., are acceptable for a period of two (2) years.

Minimum basic skills grade levels or scale scores for the TABE are acceptable indefinitely.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

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 administered TABE Forms 11 and 12 with locator through Spring Term 2025. TABE Forms 13 and 14 with locator are administered for new students beginning on March 17, 2025 and for continuing students on or about April 28, 2025. The TABE locator is divided into three sections—one each for reading, mathematics, and language. Each locator sub-test will determine the appropriate level of the TABE test that the student should take. As of March 6, 2023, students pre-testing for ABE only test for TABE Math and Reading. Post-testing in the two skill areas began Summer 2023. The TABE retesting guidelines below are followed for Adult Basic Education (ABE) program.

- Students post-testing in ABX 0140, and ABX0440 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.
- Post-test ABE NRS levels 1-4 after 50 to 60 hours of instruction when testing with an alternate form. Post-testing allowed on the same level and same form after 60-80 hours of instruction. Post-testing at less than publisher-recommended hours of instruction must be approved by the college-wide Adult Education administrator or designee.
- Post-testing must only be used for a promotion to a new level or retention in the same level.
- Students who are required to retest must be referred to testing by an authorized employee in Adult Education.

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. The relationship between TABE scores and NRS levels can be found in [Appendix H \(Relationship between TABE 13 & 14 Scale Scores and National Reporting System \(NRS\) Levels\)](#).

TABE 13 & 14 Grade Range Scale Score Guidance and TABE 13 & 14 Scoring Levels: Best Practice Guidelines are available via the [College's TABE webpage](#).

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

COURSE PLACEMENT GUIDE – ABE			
TABE Subject Area	TABE 13 & 14 Scale Scores	Educational Functioning Level (EFL)	Course Placement
Math	300-448	1	ABX 0110 – Beginning ABE Literacy
	449-495	2	ABX 0120 – Beginning Basic Education
	496-536	3	ABX 0130 – Low Intermediate Basic Education
	537-595	4	ABX 0140 – High Intermediate Basic Education
Reading	300-441	1	ABX 0410 – Beginning ABE Literacy
	442-500	2	ABX 0420 – Beginning Basic Education
	501-535	3	ABX 0430 – Low Intermediate Basic Education
	536-575	4	ABX 0440 – High Intermediate Basic Education

Note: As of March 6, 2023, students pre-testing for ABE only test for TABE Math and Reading. Post-testing in the two skill areas began in Summer 2023.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

TABE Out-of-Range (OOR) Score (Low) “O/R”

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. OOR low scores cannot be used to establish a new student’s initial EFL. Post-test scores below the scale score range: If a student scores OOR and receives an N/A for scale score and O/R for their NRS level, the local program should re-test the student immediately by administering a lower-level test. If a student tests OOR low on two consecutive post-tests, the local program should report the lowest scale score number possible on the re-test with a leading ‘1’. Any additional attempts to post-test the student after one retest attempt must occur within the test publishers recommended hours of instruction between post-tests. There is no fee for retesting.

To assist with determining the correct out of range scores to report, refer to [Appendix H \(TABE Out-of-Range Low and High Score Reported and Retesting Guide\)](#). TABE Levels Literacy (L) and Easy (E) do not have OOR Low scores. As of Summer 2023, there is no longer a difference between paper and online OOR scores. New and continuing 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.

TABE Out-of-Range (OOR) Score (High) (+)

When a test administration results in a score that is higher than the allowable range for the Test Level and Form, and no score is provided, the score is reported with a “9” followed by the highest score value for the TABE Level and Form. OOR high scores cannot be used to establish a new student’s initial EFL. Post-test scores above the scale score range: Per FDOE policy, post-tests scores that are OOR high are reportable as a post-test score. There is no fee for retesting. To assist with determining the correct out of range scores to report, refer to the TABE OOR table in [Appendix H \(TABE Out-of-Range Low and High Score Reported and Retesting Guide\)](#). TABE Level Advanced (A) *does not* have OOR High scores. As of Summer 2023, there is no longer a difference between paper and online OOR scores. New students with an out-of-range high or no score must be retested one time with a higher TABE Level form 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. For example, if a student tests with form 11 medium level and gets an OOR High score, the student should retest at the difficult level form. To see the appropriate forms, OOR scores, and NRS level for OOR, please refer to the NRS links in [Appendix H \(TABE Out-of-Range Low and High Score Reported and Retesting Guide\)](#).

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

Students should obtain the following minimum scale scores on the TABE Forms 13 & 14 (Reading 576, 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 or math) and less than the minimum in the other, 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. If a student obtains a score that exceeds the scale score in one or more areas on the highest-level test of a series, the scores are reportable for placement. The OOR high score should be reported with a leading 9. A student at this level should be encouraged to take the GED® Ready tests and/or GED® tests. Completion of the program is determined by earning the high school equivalency diploma through passing all subject areas of the GED® test.

GED0110 is the GED Comprehensive course. To be eligible for enrollment in this course, students must place into ABE Level 5 or higher on at least one of the two skill areas (TABE Reading or Math) on the TABE and be enrolled in one of the Integrated Education & Training (IET) targeted college credit certificate or non-credit certification programs concurrently.

Placement in GED® Science, Social Studies and RLA will be based solely on attainment of ABE Level 5 or higher in Reading. As of Summer 2019, the TABE Language score is no longer applicable for placement in any GED® Preparation programs.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

COURSE PLACEMENT GUIDE – GED Preparatory			
Subject Area	Subtest	Course Level	Courses Placement
GED Prep Reasoning through	Reading	5 and 6	EDU 085
GED Prep Social Studies	Reading	5 and 6	EDU 078
GED Prep Science	Reading	5 and 6	EDU 079
GED Prep Mathematical Reasoning	Math	5 and 6	EDU 077

GED Educational Functional Levels		
TABE Subject Area	EFL Levels	TABE 13 & 14
Math	ABE Level 5	596 - 656
	ABE Level 6	657 - 800
Reading	ABE Level 5	576 - 616
	ABE Level 6	617 - 800

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). MDC administers the CASAS STEPS and the Locator for new and continuing students

For these classes' students adhere to the same exam requirements as follows:

- MDC administers the Comprehensive Adult Student Assessment System (CASAS) - STEPS (Student Test of English Progress and Success) Reading and Listening Series forms for ESOL, and **Integrated English Literacy and Civics Education (IELCE)**.
- Prior to administration of the CASAS STEPS**, new students are required to take the CASAS STEPS Locator to determine the appropriate pretest for placement into the appropriate ESOL level.

CASAS STEPS Locator			
Subject	Form	Number of Questions	Approximate Time
Reading	620R	14	15 minutes
Listening	620L	14	15 minutes

- The [CASAS Scale Scores, and NRS Educational Functioning Levels \(EFLs\)](#) provide guidelines for determining program placement and pretest levels based on the Reading and Listening results from the initial CASAS pre-test screening process.
- Students must have a valid score (160 or above for Reading and 158 or above for Listening) on the pretest to be placed into the program. The lower test score of the two determines placement.
- 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 without valid scores need to retest no sooner than the next day and prior to enrollment or by the 100% refund date for the adult education term. These students may retest once on initial placement without being assessed a retesting fee. Students who need additional attempts to achieve a valid score must be referred for retesting by the college-wide Adult Education Director or designee after they have completed a prescribed test preparation instructional plan. These students will not be assessed a retesting fee for their 3rd attempt. Subsequent attempts will be assessed.
- Students who are required to retest must be referred to testing by an authorized employee in Adult Education. Students who need a third or fourth attempt to reach a valid test score must retest by the 100% refund date for the adult education term without an assessment fee. In the rare instance that a student requires more than four attempts, we will handle it on a case-by-case basis. A referral from the Director of Adult Education or their designee (Program Manager at the respective campuses) will be required for the fourth attempt.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

- Per FDOE policy, initial pre-test scores below the acceptable range are not usable for reporting the placement of new students in an EFL. Students will be retested with the next lower-level test to obtain an in-range scale score. If a student obtains a pre-test score that is out of range (OOR) low on the lowest-level test available, in this situation only, the student does not need to be reassessed on an alternate form and should be placed in the lowest NRS level.
- Pre-test scores above the acceptable range are also not usable for placement and reporting. Students will be administered the next higher-level test to obtain an in-range scale score. If a student pre-tests OOR high on the highest-level test available, do not retest the student in that skill area.
- Initial placement and advancement are 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.
- Post-test after 70-100 hours of instruction; minimum of 40 hours of instruction. Post-testing at less than 70 hours of instruction must be approved by a college-wide Adult Education administrator or designee.
- 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.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

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

COURSE PLACEMENT GUIDE – ESOL

Skill Area	CASAS STEPS Reading Score	Reading Educational Functioning Level (EFL)	CASAS STEPS Listening Score	Listening Educational Functioning Level (EFL)	Course Placement Level
Beginning ESL_Literacy Level 1	160-183	B	158-181	B	EDU 057
Low Beginning ESOL Level 2	184-196	C	182-191	C	EDU 059
High Beginning ESOL Level 3	197-206	D	192-201	D	EDU 060
Low Intermediate ESOL Level 4	207-216	E	202-211	E	EDU 061
High Intermediate ESOL Level 5	217-227	F	212-221	F	EDU 062
Low Advanced ESOL Level 6	228 – 238	G	222-231	G	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.

Placement will be based on the LOWER of the two scores.

CASAS 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, the score is reported with a “1” followed by the lowest score value for the CASAS Level and Form. OOR low scores cannot be used for establishing a student’s initial EFL. There is no limit on retesting when establishing a student’s first EFL. There is no fee for retesting. The only exception to this rule is for students who test OOR low on a level A CASAS assessment. If a student obtains a pre-test score OOR low on the lowest level test available, “in this situation only” the student does not need to be reassessed on an alternate form and should be placed in the lowest NRS level. Post-test scores below the scale score range: If a student scores too low to receive a scale score on a Level B, C or D post-test, CASAS recommends retesting immediately on the next lower-level test. Any additional attempts to post-test a student after one retest must occur within the test publisher’s recommended hours of instruction between post-tests. To assist with determining the correct out of range scores to report, refer to the CASAS OOR table in [Appendix G \(CASAS Out-of-Range Low and High Score Reported and Retesting Guide\)](#). As of Summer 2023, there is no longer a difference between paper and online OOR scores. New and continuing students with an out-of-range low or no score must be retested one time with a lower CASAS 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.

CASAS Out-of-Range (OOR) Score (High) (♦)

When a test administration results in a score that is higher than the allowable range for the Test Level and Form the score is reported with a “9” followed by the highest score value for the CASAS Level and Form. OOR high scores cannot be used for establishing a student’s initial EFL. There is no limit on retesting when establishing a student’s first EFL. There is no fee for retesting. Post-test diamond scores below the exit score for the program: In these cases, the agency may retest the student immediately on a test form at the next higher level. If the student re-enrolls in the next period of instruction, agencies may use the conservative estimate score as a basis for placement of the student in an EFL. Post-test diamond scores above the exit score for the program: This indicates the student has completed the program. To assist with determining the correct out of range scores to report, refer to the CASAS OOR table in [Appendix G \(CASAS Out-of-Range Low and High Score Reported and Retesting Guide\)](#). As of Summer 2023, there is no longer a difference between paper and online OOR scores. New students with an out-of-range high or no score must be retested one time with a higher CASAS 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.

To see the appropriate forms, OOR scores, and NRS levels, please refer to the NRS links in [Appendix H \(TABE Out-of-Range Low and High Score Reported and Retesting Guide\)](#).

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

D. INTEGRATED EDUCATION AND TRAINING (IET) PROGRAM

Students who place into GED and ESOL levels 5 and 6, based on the testing criteria noted above, are eligible to take FDOE approved credit and noncredit certificate and certification courses. These programs provide opportunities that seamlessly integrate education and career-focused content and deliver workforce preparation and training. The IET service approach provides all levels of adult education students the opportunity to acquire the skills needed to:

- Transition to and complete postsecondary education and training programs.
- Obtain employment and advance in employment leading to economic self-sufficiency.
- Exercise the rights and responsibilities of citizenship.

[Appendix I \(MDC Adult Education Integrated Education and Training \(IET\) Programs\)](#) outlines the placement scores required and the 2024-25 approved Adult Education IET courses and concurrent IET courses.

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 2025-2026

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 NG/PERT, ACT, CLT, or SAT, to enroll in college credit courses requiring competency in the associated placement area. Refer to Section I. **The developmental education testing exemptions do not apply to dual enrollment students.** Effective with the 2022-2023 Dual Enrollment Articulation Agreement, alternative methods may be used for these students. See below.

All courses on the approved list, except for SLS 1125, SLS 1401, SLS 1502, SLS 1510, and SYIP / Co-op Work Experience require college-ready placement status in either 1) reading and writing or 2) reading, writing, and math, depending on the course. In addition, dual enrollment students who do not meet the statutory eligibility requirements (mandated GPA, test scores, and alternate methods) may be [eligible to take other courses from a select list](#). 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. Middle school students (grades 6-8) must pass all sections of the college placement exam to be eligible for dual enrollment.

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.

ALTERNATE METHODS FOR DUAL ENROLLMENT STUDENTS

1. Scores are valid for a maximum of two years.
2. Scores may be on the Florida public high school transcript or on an official score report from the issuing entity.
3. Use of course grades are limited to currently enrolled secondary school students.
4. English and Math courses grades must be on the Florida public high school transcript to demonstrate college readiness. Exception note: Grades for AP, IB, and AICE may be from any high school transcript.
5. Performance in high school coursework requires a student to have an unweighted high school GPA of 3.0 and a grade of "B" or better in approved high school courses taught at a Florida Public High School or through AP, IB, Cambridge/AICE.
6. MDC will only accept earned credit for course grades with an attribute of 1.0 units (courses attributed to 0.5 units do not meet the demonstration of college readiness).

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

Course Number	Alternative Placement Criteria Guide for Dual Enrollment Students
ENC 1101 and other college credit courses	<ul style="list-style-type: none"> ➤ A Reading test score ≥ 24 and a Writing and Language test score ≥ 25 on the PSAT/NMSQT or PSAT 10. ➤ An Evidence Based Reading and Writing test score ≥ 490 on the Digital PSAT/NMSQT or Digital PSAT 10. ➤ The Sum of the Verbal Reasoning and Grammar/Writing Sections test score ≥ 37 on the CLT10** ➤ A Reading test score ≥ 22 and an English test score ≥ 18 on the PreACT. ➤ An unweighted high school GPA of 3.0 and a 'B' or better grade in the following High School courses taught at a Florida public high school: English 4*, English 4 Honors*, or any English courses offered through the AP, IB, or Cambridge/AICE programs. <p><i>*ACCEL Diploma Program Students only.</i></p>
MAT1033 MGF 1130* (formerly MGF 1107*) MGF 1131* (formerly MGF 1106*)	<ul style="list-style-type: none"> ➤ A Math test score ≥ 24 on the PSAT/NMSQT or PSAT 10. ➤ A Math test score ≥ 480 on the Digital PSAT/NMSQT or Digital PSAT 10. ➤ A Math test score ≥ 16 on the CLT10** ➤ A Math test score ≥ 22 on the PreACT. ➤ A Level ≥ 4 on the Algebra 1 or Geometry BST/FSA End of Course (EOC) assessments. ➤ A Math test score ≥ 30 on the ALEKS PPL. ➤ An unweighted high school GPA of 3.0 and a 'B' or better grade in the following High School courses taught at a Florida public high school: Algebra 1, Algebra 1 Honors, Algebra 2, Algebra 2 Honors, Pre-Calculus Honors, Calculus Honors, Geometry, Geometry Honors, Probability and Statistics with Applications Honors, Math for College Algebra, Math for College Statistics, Math for College Liberal Arts, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs. <p>Note: Students with a placement test score below this level should also take MAT 1033L.</p>
MAC 1105 MAC 1106 STA 2023	<ul style="list-style-type: none"> ➤ A Math test score ≥ 26.5 on the PSAT/NMSQT or PSAT 10. ➤ A Math test score ≥ 530 on the Digital PSAT/NMSQT or Digital PSAT 10. ➤ A Math test score ≥ 22 on the PreACT. ➤ A Math test score ≥ 46 on the ALEKS PPL. ➤ An unweighted high school GPA of 3.0 and a 'B' or better grade in the following High School courses taught at a Florida public high school: Algebra 2, Algebra 2 Honors, Pre-Calculus Honors, Calculus Honors, Probability and Statistics with Applications Honors*, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs. <p><i>*Probability and Statistics with Applications Honors course can only be used for MGF1106 or STA2023.</i></p> <p>Note: Students with a placement test score below this level should also take MAC 1105L.</p>
MAC 1114 MAC 1140 MAC 1147 MAC 2233	<ul style="list-style-type: none"> ➤ A Math test score ≥ 61 on the ALEKS PPL. ➤ An unweighted high school GPA of 3.0 and a 'B' or better grade in the following High School courses taught at a Florida public high school: Pre-Calculus Honors or Calculus Honors, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs that would grant the equivalent course credit.
MAC 2311	<ul style="list-style-type: none"> ➤ A Math test score ≥ 76 on the ALEKS PPL. ➤ An unweighted high school GPA of 3.0 and a 'B' or better grade in the following High School course taught at a Florida public high school: Calculus Honors, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs that would grant the equivalent course credit.

*Courses designated for non-algebra track students.

**CLT10 effective since July 2025.

Guide Notes:

- Placement in mathematics courses will be determined by the student's algebra or non-algebra track program of study.
- 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 in 6A-10.0315 Demonstration of Readiness for College-Level Communication and Computation with existing ACCUPLACER NG/PERT, ACT, CLT, or SAT scores.
- Any combination of existing placement criteria and alternative methods may be used to meet college readiness.

**Refer to Section 1 of this manual for minimum college readiness scores established by the SBOE.*

This manual is subject to change based upon State or institutional requirements.

Prepared by the CASSC Research and Testing Committee and approved by the Executive Committee on 08/04/2025.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

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
- [1007.25:](#) General education courses; common prerequisites; other degree requirements. (Civic Literacy)
- [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-10.02413:](#) Civic Literacy Competency
- [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
- [11B-35.0011:](#) Basic Abilities Test Requirements for Applicant Admission into a Law Enforcement and Correctional Basic Recruit Training Program

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 2025-2026

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].

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 2025-2026

APPENDIX C

Alternative Placement Options for Students with Military Experience and Alternative Placement Options for Students with Significant Work History

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 2025-2026

APPENDIX C (continued) Alternate Methods Quick Guide

Reading and Writing Alternate Placement Criteria using a test score for demonstrating College readiness									
TEST ID >	PSATNMSQT10 or PSATDigital^		PreACT		CLT10+	GED (In English)	TASC (In English)		HiSET (In English)
Test Component >	Reading (RD) or EBRW (RWA)^	Writing and Language (WLT)	Reading (RD)	English (ENG)	Verbal Reasoning and Grammar/ Writing (SUM)	Reasoning through Language Arts** (RLA)	Language Arts Reading (LR)	Language Arts Writing (LW) and Essay	Language Arts Reading (LR) and Language Arts Writing (LW)
ENC1101*	≥ 24 or ≥ 490^	≥ 25	≥ 22	≥ 18	≥ 37	≥ 165	≥ 580	≥ 560 and ≥ 6	≥ 15

*Both Reading and Writing must be at the ENC 1101 course placement level.

**GED Reading through Language Arts is used for Reading and Writing.

^Digital SAT 3-digit scores since June 2023.

+CLT10 effective since July 2025.

Reading and Writing Alternate Placement Criteria using a course grade earned at a Florida public high school or through AP, IB, Cambridge/AICE	
TEST ID >	TEST ID = HSCOURSE (Unweighted high school GPA of 3.0 AND B* or better)
	*Course grades associated with a Test ID in MDConnect are converted to numbers (A=5, B=4, C=3, D=2, F=1).
ENC1101	English 4, English 4 Honors course, or any AP, IB, Cambridge/AICE English course. Test Components for HS English courses in MDConnect begin with HSE followed by two numbers (e.g. HSE01).

*Course grades associated with a Test ID in MDConnect are converted to numbers (A=5, B=4, C=3, D=2, F=1).

Mathematics Alternate Placement Criteria using a test score for demonstrating College readiness								
TEST ID >	PSAT/NMSQT or PSAT 10 (PSATNMSQT10)	PreACT	CLT10+	GED	TASC	HiSET	BST/FSA (End of Course)	ALEKS PPL (ALEKSPPL)
Test Component >	Math or MAA^	Math	QR	Math (MREA)	Math	Math	Algebra 1 (ALG1) or Geometry (GEOM)	Math
MAT 1033 MGF 1130* MGF 1131*	≥ 24 or ≥ 480^	≥ 22	16 -18	165-174	≥ 560	≥ 15	≥ Level 4	30-45
	≥ 26.5 or ≥ 530^	≥ 22	19 - 25					46-60
MAC 1105 MAC 1106 STA 2023	≥ 31 or ≥ 620^ Refer to Math Department	≥ 27 Refer to Math Department	≥ 26 -40 Refer to Math Department	175 – 200	≥ 700	≥ 18	Not applicable	61-75 (MAC 1114, MAC 1140, MAC 1147, MAC 2344) 76-100 (MAC 2311)

*Courses designated for Mathematical Thinking (Non-Algebra) Pathway students. ^Digital SAT 3-digit scores since June 2023.

+CLT10 effective since July 2025.

Mathematics Alternate Placement Criteria using a course grade earned at a Florida public high school or through AP, IB, Cambridge/AICE	
TEST ID >	TEST ID = HSCOURSE (Unweighted high school GPA of 3.0 AND B* or better)
	*Course grades associated with a Test ID in MDConnect are converted to numbers (A=5, B=4, C=3, D=2, F=1). Any student who meets minimum college readiness level may use just course grade for higher level math courses.
MAT1033 MGF 1130* MGF 1131*	Algebra 1, Algebra 1 Honors, Algebra 2, Algebra 2 Honors, Pre-Calculus Honors, Calculus Honors, Geometry, Geometry Honors, Probability and Statistics with Applications Honors, Math for College Algebra, Math for College Statistics, Math for College Liberal Arts, or any AP, IB, Cambridge/AICE math course. Test Components for HS Math courses in MDConnect begin with HSM followed by two numbers (e.g. HSM01).
MAC1105 MAC1106 STA 2023	Algebra 2, Algebra 2 Honors, Pre-Calculus Honors, Calculus Honors, or any AP, IB, Cambridge/AICE math course. Probability and Statistics course can only be used for MGF1131 or STA 2023.
MAC 1114 MAC 1140 MAC 1147 MAC 2233	Pre-Calculus Honors or Calculus Honors course, or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs that would grant the equivalent course credit.
MAC 2311	Calculus course or any Mathematics course offered through the AP, IB, or Cambridge/AICE programs that would grant the equivalent course credit.

*Courses designated for Mathematical Thinking (Non-Algebra) Pathway students.

SPECIAL NOTE: Test scores are **not** required for exempt students. Exempt students are all 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 and students who are serving as active-duty members of any branch of the United States Armed Forces.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

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 (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 (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/MGF1131 (formerly MGF 1106)

Students in the Mathematical Thinking in Context (Non-Algebra) or Statistical Reasoning pathways 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 2025-2026

APPENDIX D (continued)

General Placement Recommendations for Advisement

Table 2. Algebra Through Calculus Pathway for the 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)	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

Table 3. Mathematical Thinking in Context or Statistical Reasoning 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 0029/MGF 1131 (formerly MGF1106) (Co-requisite – 16 weeks)		MGF 1130 (formerly 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 MGF1131 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 2025-2026

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)	EN C1102

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)

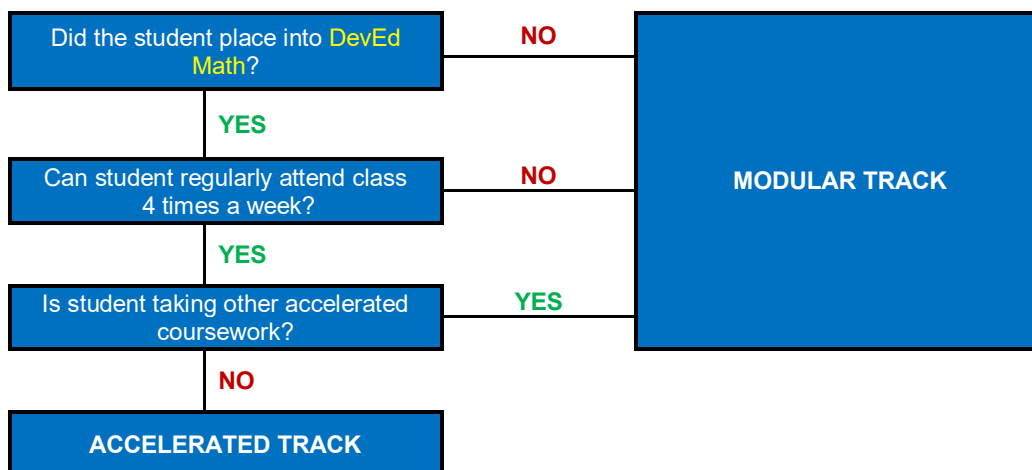
Option #	Pre-Enrollment	Semester 1	Semester 2
1	College Readiness Enrichment Program (Strongly Recommended)	ENC 0027 14 Week course (Accelerated)	ENC 1101
2	College Readiness Enrichment Program (Strongly Recommended)	ENC 0027 (Alone or concurrently with ENC 1101) 14 Week course (Accelerated) ENC 1101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

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

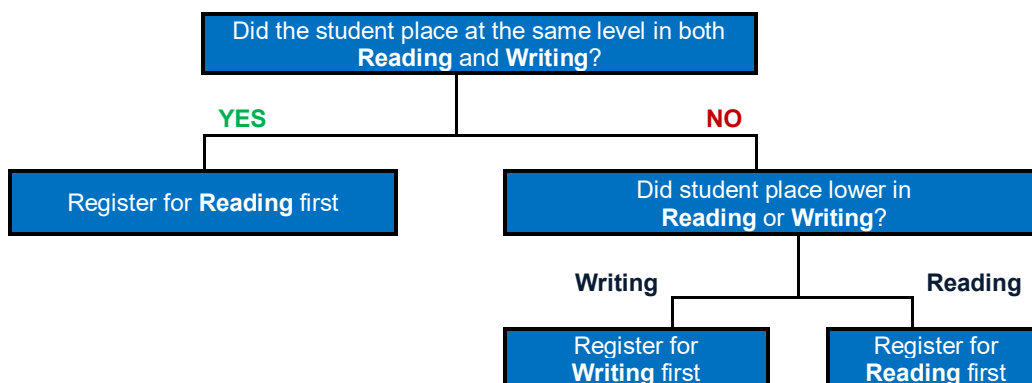
APPENDIX D (continued)

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 2025-2026

APPENDIX D (continued)

MATHEMATICS PATHWAYS STARTING FALL 2024

To facilitate seamless transfer of credits, reduce excess credit hours, and ensure students take the courses needed for their future careers, section 1007.23(3), Florida Statutes, requires the statewide articulation agreement to establish three mathematics pathways for students by aligning mathematics courses to programs, meta-majors, and careers.

1. ALGEBRA THROUGH CALCULUS PATHWAY | Gateway Course(s): MAC 1105

- Students in the Algebra through Calculus pathway must be advised to enroll in coursework that includes the following student learning outcomes.
- Demonstrate the knowledge of various algebraic relationships and their application.
- Employ computational techniques to mathematical problemsolving.
- Execute appropriate mathematical modeling techniques for solving application problems and interpret results of solutions.
- Develop graphical models using algebraic and problem-solving techniques.
- Articulate a working knowledge of various functions and their application, as appropriate.

2. STATISTICAL REASONING | Gateway Course(s): MGF 1131 and STA2023

- Students in the Statistical Reasoning pathway must be advised to enroll in coursework that includes the following student learning outcomes.
- Analyze data using graphical and numerical methods to study patterns and departures from patterns, using appropriate technology as needed.
- Critically evaluate a data-collection plan to answer a given research question.
- Use probability concepts and simulation.
- Use statistical models to draw conclusions from data.
- Perform correlation and regression analyses.
- Apply statistical reasoning and data analysis to real-world or major-specific examples.

3. MATHEMATICAL THINKING IN CONTEXT | Gateway Course(s): MGF 1130 and MGF 1131

- Students in the Mathematical Thinking in Context pathway must be advised to enroll in coursework that includes the following student learning outcomes.
- Determine efficient means of solving a problem through investigation of multiple mathematical models.
- Apply logic in contextual situations to formulate and determine the validity of logical statements using a variety of methods.
- Apply mathematical concepts visually and contextually to represent, interpret and reason about geometric figures.
- Apply mathematical models to civically contextual situations (e.g., stocks, finance, voting, population dynamics, etc.).
- Recognize the characteristics of numbers and utilize numbers along with their operations appropriately in context.
- Organize, visualize and model data in a meaningful way.
- Analyze and interpret representations of data to draw reasonable conclusions.
- Engage in ways of thinking that may involve sample size, counting strategies, chance, ratios and proportions.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

APPENDIX D (continued)

PATHWAY RECOMMENDATIONS

ALGEBRA PATHWAY: This pathway is recommended for majors that require college algebra. The first course in this pathway is MAC1105. The second course is dependent upon the major.

It could be STA2023, MAC2233, MAC1147, etc....

STATISTICS PATHWAY: This pathway is recommended for majors that require statistics without college algebra. We recommend MGF1131 as the first course in this pathway, followed by STA2023.

MATHEMATICAL THINKING (NON-ALGEBRA) PATHWAY: This pathway is recommended for majors that do not require college algebra or statistics. The first course that we recommend in this pathway is MGF1130 (Mathematical Thinking), followed by MGF1131 (Mathematics in Context).

Note: Starting Fall 2024, MGF1107 and MGF1106 will no longer be offered. Students' placement in first math course under the pathway may vary based on alternative placement criteria.

**Alternative Placement
Criteria for Exempt
& Non-Exempt**



PATHWAYS

ALGEBRA THROUGH CALCULUS

MAC 1105 (3C) and MAC 1105L (1C)
College Algebra & College Algebra Lab or MAC
1106 (Through placement)

MAC 1147 (5)
MAC1140(3C)&MAC1114(3C)

MAC 2311(5C)
Calculus and Analytical Geom. I

MAC 2312 (4C)
Calculus and Analytical Geom. II

MAC 2312 (4C)
Calculus and Analytical Geom. III

STATISTICAL REASONING

MGF 1131 (3C)
Mathematics in Context

STA2023(3C)
Statistical Methods

MAC 2233
Business Calculus
Pre-requisite: MAC 1105

MAC 2103 (3C)
Elementary Linear Algebra
Pre-requisite: MAC 2311

MATHEMATICAL THINKING

MGF 1130 (3C)
Mathematical Thinking

MGF 1131 (3C)
Mathematics in Context

MAD 2104 (3C)
Discrete Math
Pre-requisite: MAC 1140 or
MAC1106

MAP 2302 (3C)
Intro to Differential Equations
Pre-requisite: MAC 2312

ACCUPLACER QAS		ACCUPLACER AAF	
Scores	Placement	Scores	Placement
200-260	MAT0028, MAT0057	250-269	MAC1114, MAC1140, or MAC2233
261	MAT1033, MGF1130, MAC1105 with MAC1105L	270-279	MAC1147
261-300	MGF1130, MAC1105, MGF1131, STA2023	280-300	MAC2311
276-300	Refer to ACCUPLACER AAF		

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 1131 (formerly MGF 1106), MGF 1130 (formerly MGF 1107) or STA 2023.

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

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	ADVISORS' OPTION: Refer student to take Math in consultation with Math Chair	If Math = 50 - 113 or 96 - 113	Refer student to DevEd course	MAT 0029 or MAT 0057
			If Math = 114 – 122	Refer student to college credit math course (elective)	MAT1033, MGF 1130 (formerly MGF 1107), or MGF 1131 (formerly MGF 1106)
			If Math = 123 – 150	Refer student to College-level Math course	MAC 1105, MAC 1106, or STA 2023
			If Math = 135 –150	Refer student to take ACCUPLACER NG AAF	
			Students who score 84 or above in reading or 90 or above in writing must see department chair or designee for advisement purposes.		
		If Reading = 106 or higher and Writing = 103 or higher	Refer student to College-level English course	ENC 1101	
EAP Level 5 or higher	STUDENT'S OPTION: Refer student to take Reading and Writing				

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

Students enrolled in EAP		⇒	PERT	⇒	Course Placement
After the “W” date of the current term, if the student is enrolled in:	EAP Level 2 or higher in all subject areas	ADVISORS’ OPTION: Refer student to take Math REQUIRED: EAP Level 2 students must have an advisor referral	If Math = 50 - 113 or 96 - 113	Refer student to DevEd course	MAT 0029 or MAT 0057
			If Math = 114 – 122	Refer student to College-level math course (MAT 1033 is elective credit)	MAT1033, MGF 1130 (formerly MGF 1107), or MGF 1131 (formerly MGF 1106)
			If Math = 123 – 150	Refer student to College-level Math course	MAC 1105, MAC 1106, or STA 2023
			If Math = 135 – 150	Refer student to take ACCUPLACER NG AAF	
			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.		
	EAP Level 4 or higher in all subject areas	STUDENT’S OPTION: Refer student to take Reading and Writing	If Reading = 106 or higher and Writing = 103 or higher	Refer student to College-level English course	ENC 1101

Revised: 09/03/2024

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

APPENDIX F (ACCUPLACER NG)

Quick Guide for EAP and Course Placement (for test dates though August 15, 2022)

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	ADVISORS' OPTION: Refer student to take Math in consultation with Math Chair	If QAS = 200 - 241 or 237 – 241	Refer student to DevEd course	MAT 0029, or MAT 0057
			If QAS = 242 - 257	Refer student to College-level math course (MAT 1033 is elective credit)	MAT1033, MGF 1130 (formerly MGF 1107), or MGF 1131 (formerly MGF 1106)
			If QAS = 258 - 300	Refer student to College-level math course	MAC 1105, MAC 1106, or STA 2023
			If QAS = 276 - 300	Refer student to take ACCUPLACER NG AAF	
			Students who score 237 or above in reading or 237 or above in writing must see department chair or designee for advisement purposes.		
	EAP Level 5 or higher	STUDENT'S OPTION: Refer student to take Reading and Writing	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	ADVISORS' OPTION: Refer student to take Math REQUIRED: EAP Level 2 students must have an advisor referral	If QAS = 200 - 241 or 237 - 241	Refer student to DevEd course	MAT 0029 or MAT 0057
			If QAS = 242 - 257	Refer student to College-level math course (MAT 1033 is elective credit)	MAT1033, MGF 1130 (formerly MGF 1107), or MGF 1131 (formerly MGF 1106)
			If QAS = 258 - 300	Refer student to College-level math course	MAC 1105, MAC 1106, or STA 2023
			If QAS = 276 - 300	Refer student to take ACCUPLACER NG AAF	
			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.		
	EAP Level 4 or higher in all subject areas	STUDENT'S OPTION: Refer student to take Reading and Writing	If Reading = 245 or higher and Writing = 245 or higher	Refer student to College-level English course	ENC 1101

Revised: 09/03/2024

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

APPENDIX F (ACCUPLACER NG)

Quick Guide for EAP and Course Placement (for test dates on or after August 16, 2022)

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	ADVISORS' OPTION: Refer student to take Math in consultation with Math Chair	If QAS = 200 - 260 or 237 - 260	Refer student to DevEd course	MAT 0029 or MAT 0057
			If QAS = 261	Refer student to College-level math course (MAT 1033 is elective credit)	MAT1033, MGF 1130 (formerly MGF 1107), or MGF 1131 (formerly MGF 1106)
			If QAS = 261 - 300	Refer student to College-level math course	MAC 1105, MAC 1106, or STA 2023
			If QAS = 276 - 300	Refer student to take ACCUPLACER NG AAF	
			Students who score 237 or above in reading or 237 or above in writing must see department chair or designee for advisement purposes.		
	EAP Level 5 or higher	STUDENT'S OPTION Refer student to take Reading and Writing	If Reading = 256 or higher and Writing = 253 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	ADVISORS’ OPTION: Refer student to take Math	If QAS = 200 - 260 or 237 - 260	Refer student to DevEd course	MAT 0029 or MAT 0057
			If QAS = 261	Refer student to College-level math course (MAT 1033 is elective credit)	MAT1033, MGF 1130 (formerly MGF 1107), or MGF 1131 (formerly MGF 1106)
		REQUIRED: EAP Level 2 students must have an advisor referral	If QAS = 261 - 300	Refer student to College-level math course	MAC 1105, MAC 1106, or STA 2023
			If QAS = 276 - 300	Refer student to take ACCUPLACER NG AAF	
			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.		
EAP Level 4 or higher in all subject areas	STUDENT’S OPTION: Refer student to take Reading and Writing	If Reading = 256 or higher and Writing = 253 or higher	Refer student to College-level English course	ENC 1101	

Revised: 09/03/2024

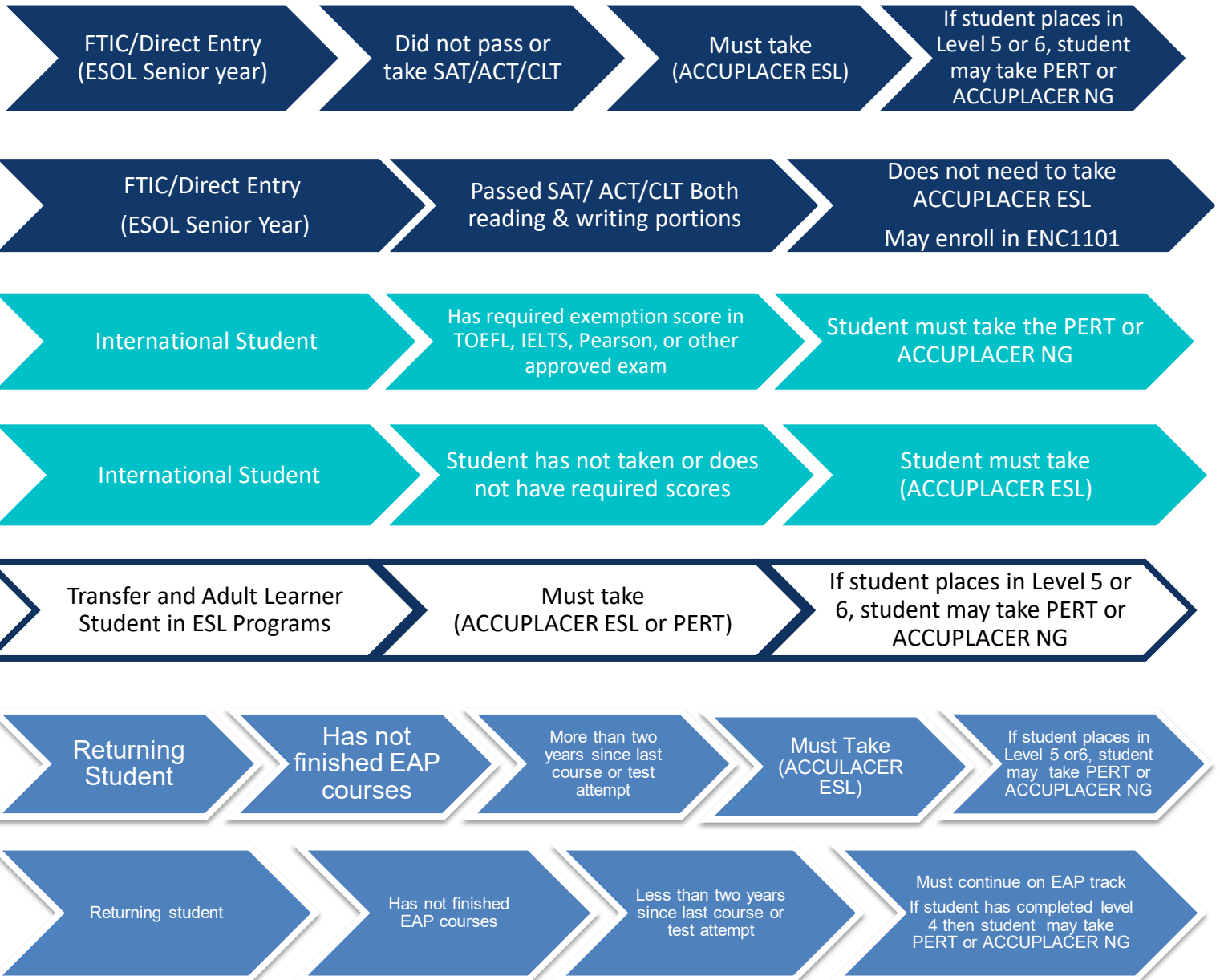
PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

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:



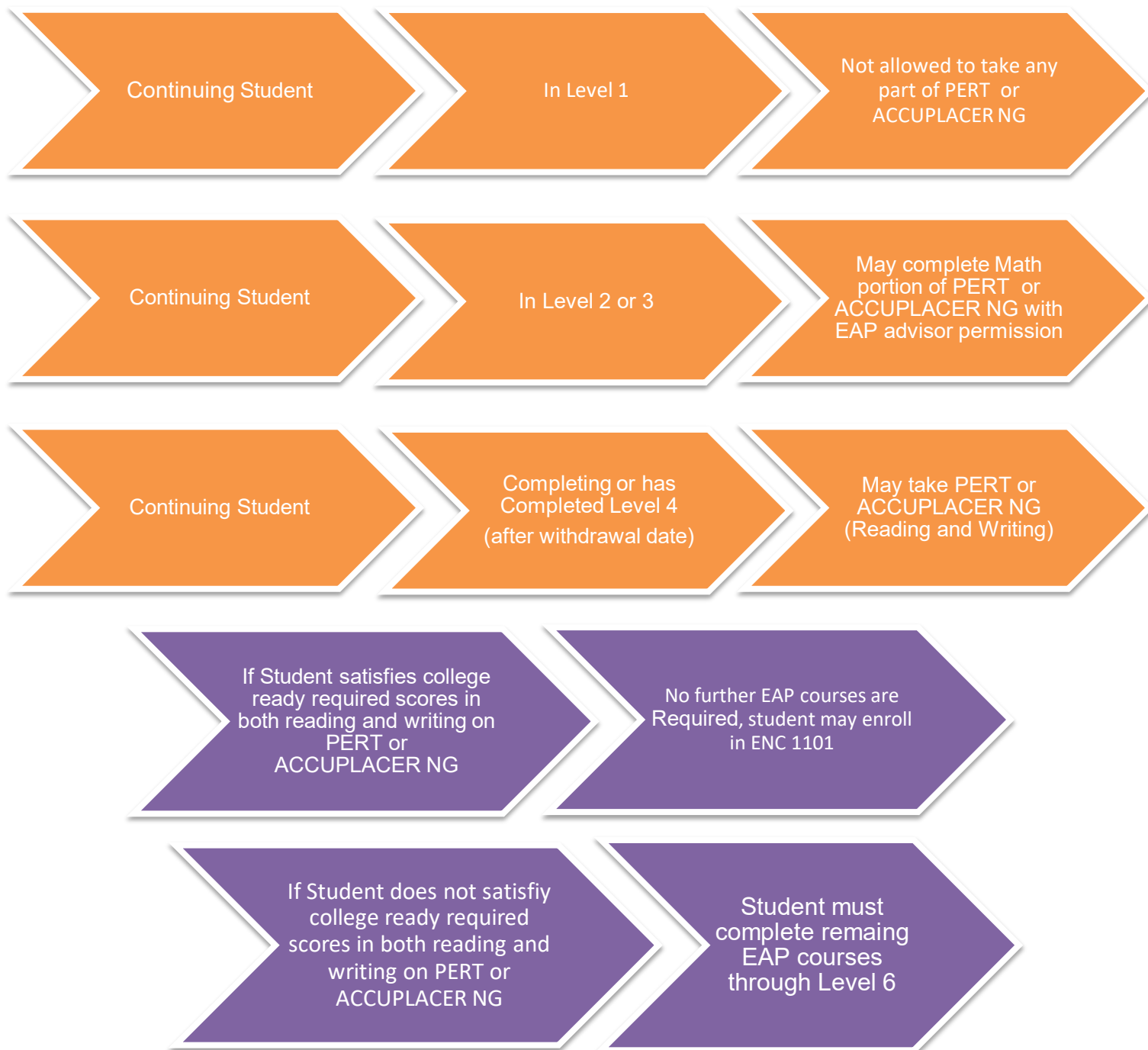
Revised: 09/03/2024

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

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: 11/23/2022

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

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. Effective March 18, 2024, new students enrolling in Summer 2024 and beyond test with CASAS STEPS and the Locator. Continuing students enrolled in Spring 2024 or previously enrolled in Fall or Summer 2023 begin testing with CASAS STEPS on April 1, 2024. These students will not be charged the fee for the initial CASAS STEPS. Continuing students will not be required to take the CASAS STEPS Locator.

ESOL Placement and Promotion to the next level is based on the lower of the two scores (Listening and Reading).

Relationship between CASAS STEPS Scale Scores and NRS Levels

Content Range					
Test Level	A	B	C	D	E
Difficulty	Beginning ELL	Intermediate ELL	Advanced ELL	Adult Secondary	Proficient Skills

Listening							
Level and Form	NRS Level 1 EDU057	NRS Level 2 EDU059	NRS Level 3 EDU060	NRS Level 4 EDU061	NRS Level 5 EDU062	NRS Level 6 EDU058	NRS Level >6
A 621L-622L	158-181	182-191	n/a	n/a	n/a	n/a	n/a
B 623L-624L	n/a	182-191	192-201	n/a	n/a	n/a	n/a
C 625L-626L	n/a	n/a	192-201	202-211	n/a	n/a	n/a
D 627L-628L	n/a	n/a	n/a	202-211	212-221	n/a	n/a
E 629L-630L	n/a	n/a	n/a	n/a	212-221	222-231	232-235
Reading							
Level and Form	NRS Level 1 EDU057	NRS Level 2 EDU059	NRS Level 3 EDU060	NRS Level 4 EDU061	NRS Level 5 EDU062	NRS Level 6 EDU058	NRS Level >6
A 621R-622R	160-183	184-196	n/a	n/a	n/a	n/a	n/a
B 623R-624R	n/a	184-196	197-206	n/a	n/a	n/a	n/a
C 625R-626R	n/a	n/a	197-206	207-216	n/a	n/a	n/a
D 627R-628R	n/a	n/a	n/a	207-216	217-227	n/a	n/a
E 629R-630R	n/a	n/a	n/a	n/a	217-227	228-238	239-251

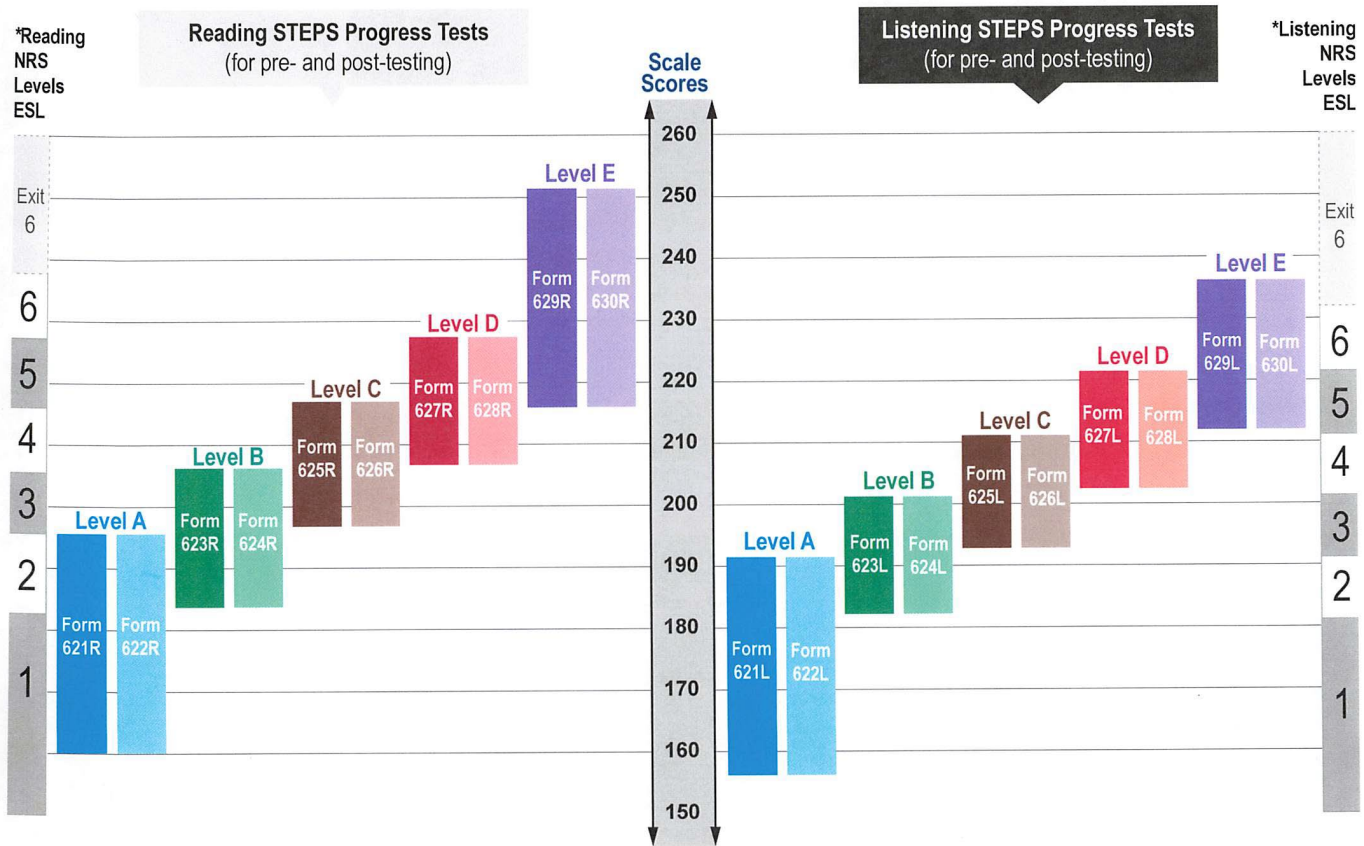
For more detail regarding the Reading and Listening STEPS forms as they relate to NRS ESOL Levels please refer to Overview – CASAS Reading STEPS and Listening STEPS for ESL (Page 40).

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

APPENDIX G (Continued):



Overview – CASAS Reading STEPS and Listening STEPS for ESL



*This chart presents an overview of the relationship between NRS levels and scale score ranges for the Reading STEPS and Listening STEPS series.

For more information on placement using locators or appraisals, score interpretation and precise ranges, please refer to the CASAS test administration manual for each series.



www.casas.org info@casas.org

2023.11

https://www.casas.org/docs/default-source/training-materials/overview-casas-reading-steps-and-listening-steps-for-esl.pdf?sfvrsn=810c355a_12?Status=Master

Note: CASAS STEPS will be used to place ESOL students enrolling Summer 2024 and beyond.

Revised: 09/03/2024

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

APPENDIX G (Continued):

CASAS Out-of-Range Scores (Low and High) Reported and Retesting Guide

Out-of-Range Retesting Policy

New students must be retested if test results are out-of-range low or out-of-range high. Only in-range scores can be used for establishing a student's initial EFL. There is no limit on retesting when establishing a student's first EFL. There is no fee for retesting. Post-test scores below the scale score range: If a student scores too low to receive a scale score on a Level B, C or D post-test, CASAS recommends retesting immediately on the next lower-level test. Any additional attempts to post-test a student after one retest must occur within the test publisher's recommended hours of instruction between post-tests. Post-test OOR high scores below the exit score for the program: In these cases, the agency may retest the student immediately on a test form at the next higher level. If the student re-enrolls in the next period of instruction, agencies may use the conservative estimate score as a basis for placement of the student. OOR High post-test scores: This indicates the student has completed the program. For OOR low, retest the student with a test from the next-lower level for accurate placement. For OOR high, retest the student with the next higher level test for accurate placement. The test administrator should monitor the progress of the student to determine the appropriate test to use when post-testing. As of Summer, 2023, there is no longer a difference between paper and online OOR scores. NRS Levels associated with CASAS OOR low and high scores and sample scenarios are available via the [College's CASAS webpage](#).

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

Students who are required to retest must be referred to testing by an authorized employee in Adult Education.

CASAS Out of Range Low and High Score Reported

Content Range					
Test Level	A	B	C	D	E
Difficulty	Beginning ELL	Intermediate ELL	Advanced ELL	Adult Secondary	Proficient Skills

CASAS STEPS OOR SCORES - Listening									
Level	Form and Subject	Written and Online Version Raw Score (OOR) or N/A*	Written and Online Version Lowest Scale Score or N/A*	Score Reported for OOR LOW	NRS Level for OOR LOW	Written and Online Version Raw Score (OOR)	Written and Online Version Highest Scale Score	Score Reported for OOR HIGH	NRS Level for OOR HIGH
B	623L	1-12	182	1182	ESL 2	32-36	201	9201	ESL 3
B	624L	1-12	182	1182	ESL 2	32-36	201	9201	ESL 3
C	625L	1-13	192	1192	ESL 3	34-39	211	9211	ESL 4
C	626L	1-13	192	1192	ESL 3	34-39	211	9211	ESL 4
D	627L	1-13	202	1202	ESL 4	34-39	221	9221	ESL 5
D	628L	1-13	202	1202	ESL 4	34-39	221	9221	ESL 5
E	629L	1-13	212	1212	ESL 5	35-39	235	9235	ESL >6
E	630L	1-13	212	1212	ESL 5	35-39	235	9235	ESL >6

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

APPENDIX G (Continued):

2024-25 CASAS STEPS OOR SCORES - Reading									
Level	Form and Subject	Written and Online Version Raw Score (OOR) or N/A*	Written and Online Version Lowest Scale Score or N/A*	Score Reported for OOR LOW	NRS Level for OOR LOW	Written and Online Version Raw Score (OOR)	Written and Online Version Highest Scale Score	Score Reported for OOR HIGH	NRS Level for OOR HIGH
B	623R	0-9	184	1184	ESL 2	31-36	206	9206	ESL 3
B	624R	0-9	184	1184	ESL 2	31-36	206	9206	ESL 3
C	625R	0-9	197	1197	ESL 3	31-36	216	9216	ESL 4
C	626R	0-9	197	1197	ESL 3	31-36	216	9216	ESL 4
D	627R	0-9	207	1207	ESL 4	31-36	227	9227	ESL 5
D	628R	0-9	207	1207	ESL 4	31-36	227	9227	ESL 5
E	629R	0-9	217	1217	ESL 5	33-36	251	9251	ESL >6
E	630R	0-9	217	1217	ESL 5	33-36	251	9251	ESL>6

Notes:

CASAS STEPS is used to place ESOL students enrolling Summer 2024 and beyond.

A scale score with an "*" is equivalent to a blank scale score in the CASAS export file. These students must retest with a lower level form.

Forms 621R, 621L, 622R, and 622L are not associated with OOR scores effective Summer 2024.

Revised 8/4/2025

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

APPENDIX H:

Relationship between TABE 13 & 14 Scale Scores and NRS Levels

Each level of TABE (Literacy - L, Easy - E, Medium - M, Difficult - D, Advanced - A) has its own range of scale scores that are aligned to specific NRS levels. The following charts show the TABE scale scores that correspond to each NRS reporting level. This information can be used to identify the NRS Level at which each student is performing.

READING						
	NRS Level 1 ABX0410	NRS Level 2 ABX0420	NRS Level 3 ABX0430	NRS Level 4 ABX0440	NRS Level 5 GED	NRS Level 6 GED
TABE L	300–441	442–500	n/a	n/a	n/a	n/a
TABE E	310–441	442–500	501–535	n/a	n/a	n/a
TABE M	n/a	442–500	501–535	536–575	n/a	n/a
TABE D	n/a	n/a	501–535	536–575	576–616	n/a
TABE A	n/a	n/a	n/a	536–575	576–616	617–800

MATHEMATICS						
	NRS Level 1 ABX0110	NRS Level 2 ABX0120	NRS Level 3 ABX0130	NRS Level 4 ABX0140	NRS Level 5 GED	NRS Level 6 GED
TABE L	300–448	449–495	n/a	n/a	n/a	n/a
TABE E	310–448	449–495	496–536	n/a	n/a	n/a
TABE M	n/a	449–495	496–536	537–595	n/a	n/a
TABE D	n/a	n/a	496–536	537–595	596–656	n/a
TABE A	n/a	n/a	n/a	537–595	596–656	657–800

https://tabetest.com/PDFs/TABE_Best_Practice_Guide.pdf

Revised 8/4/2025

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

APPENDIX H (Continued):

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

Out-of-Range Retesting Policy

New students must be retested if test results are out-of-range low or out-of-range high. For OOR low, retest the student with a test from the next-lower level for accurate placement. Only in-range scores can be used for establishing a student's initial EFL. There is no limit on retesting when establishing a student's first EFL. There is no fee for retesting. If a student tests OOR low on two consecutive post-tests, the local program should report the lowest scale score number possible on the re-test with a leading '1'. Any additional attempts to post-test the student after one retest attempt must occur within the test publishers recommended hours of instruction between post-tests. Post-test scores above the scale score range: Per FDOE policy, post-tests scores that are OOR high are reportable as a post-test score. For OOR high, retest the student with the next-higher level test for accurate placement. For OOR high, retest the student with the next-higher level test for accurate placement. The test administrator should monitor the progress of the student to determine the appropriate test to use when post-testing. As of Summer, 2023, there is no longer a difference between paper and online OOR scores. NRS Levels associated with TABE OOR low and high scores and sample scenarios are available via the [College's TABE webpage](#).

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.

Students who are required to retest must be referred to testing by an authorized employee in Adult Education.

Notes: The following students must retest since there are no reportable scores.

Students with a TABE 13 & 14 Math and Reading (Literacy and Easy levels) OOR Low score.

Students with a TABE 13 & 14 Math and Reading (Advanced level) OOR High score.

TABE Online Out of Range Low and High Score Reported

Content Range					
Test Level	Literacy (L)	Easy (E)	Medium (M)	Difficult (D)	Advanced (A)
Grade Range	0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9	9.0 – 12.9

TABE ONLINE Mathematics & Reading - OOR SCORES						
Subject Form and Level	OOB LOWEST Score (-) "O/R"	Score Reported for OOR LOW or N/A	NRS Level for OOR LOW or N/A	OOB HIGHEST Score (+)	Score Reported for OOR HIGH or N/A	NRS Level for OOR HIGH or N/A
M 13L	300	N/A	N/A	495	9495	ABE 2
M 14L	300	N/A	N/A	495	9495	ABE 2
M 13E	310	N/A	N/A	536	9536	ABE 3
M 14E	310	N/A	N/A	536	9536	ABE 3
M 13M	449	1449	ABE 2	595	9595	ABE 4
M 14M	449	1449	ABE 2	595	9595	ABE 4
M 13D	496	1496	ABE 3	656	9656	ABE, GED, ASB 5
M 14D	496	1496	ABE 3	656	9656	ABE, GED, ASB 5
M 13A	537	1537	ABE 4	800	N/A	ABE, GED, ASB
M 14A	537	1537	ABE 4	800	N/A	ABE, GED, ASB
R 13L	300	0300	N/A	500	9500	ABE 2
R 14L	300	0300	N/A	500	9500	ABE 2
R 13E	310	0310	N/A	535	9535	ABE 3
R 14E	310	0310	N/A	535	9535	ABE 3
R 13M	442	1442	ABE 2	575	9575	ABE 4
R 14M	442	1442	ABE 2	575	9575	ABE 4
R 13D	501	1501	ABE 3	616	9616	ABE, GED, ASB 5
R 14D	501	1501	ABE 3	616	9616	ABE, GED, ASB 5
R 13A	536	1536	ABE 4	800	800	ABE, GED, ASB
R 14A	536	1536	ABE 4	800	800	ABE, GED, ASB

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

APPENDIX H (Continued):

TABLE ONLINE Language - OOR SCORES						
Subject Form and Level	OOB LOWEST Score (-) "O/R"	Score Reported for OOB LOW or N/A	NRS Level for OOB LOW or N/A	OOB HIGHEST Score (+)	Score Reported for OOB HIGH or N/A	NRS Level for OOB HIGH or N/A
L 13L	300	N/A	N/A	510	9510	ABE 2
L 14L	300	N/A	N/A	510	9510	ABE 2
L 13E	310	N/A	N/A	546	9546	ABE 3
L 14E	310	N/A	N/A	546	9546	ABE 3
L 13M	458	1458	ABE 2	583	9583	ABE 4
L 14M	458	1458	ABE 2	583	9583	ABE 4
L 13D	511	1511	ABE 3	630	9630	ABE, GED, ASB 5
L 14D	511	1511	ABE 3	630	9630	ABE, GED, ASB 5
L 13A	547	1547	ABE 4	800	N/A	ABE, GED, ASB
L 14A	547	1547	ABE 4	800	N/A	ABE, GED, ASB

Note 1:

*OOB Low Scores:

OOB Low 'N/A' are not reportable and are in the table with a leading '0'.

OOB Low '-' are reportable and are in the table with a leading '1'.

Per Florida Department of Education (FDOE) policy, pre-test scores that are out of range low are not usable for the placement of new students in an educational functioning level (EFL). For instructional placement, new students who receive an out-of-range low pre-test score are expected to be retested using the next less difficult level to obtain an in-range scale score and EFL.

** OOB High Scores:

OOB High 'N/A' are not reportable and are in the table as a score of 800 without a leading digit.

OOB High '+' are reportable and are in the table with a leading '9'.

Per Florida Department of Education (FDOE) policy, pre-test scores that are out of range high are not usable for the placement of new students in an educational functioning level (EFL). For instructional placement, new students who receive an out-of-range high pre-test score are expected to be retested using the next more difficult level to obtain an in-range scale score and EFL.

Note 2: Per FDOE policy, post-test scores become pre-test scores used for placement in the next term. OOB post-test scores are reportable as pre-test scores in the next term.

Revised 8/4/2025

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

Appendix H (Continued)

TABE Paper Based (PB) Out-of-Range Score (Low and High) Reported and Retesting Guide

TABE Paper Based (PB) Out of Range Low and High Score Reported

Content Range					
Test Level	Literacy (L)	Easy (E)	Medium (M)	Difficult (D)	Advanced (A)
Grade Range	0 – 1.9	2.0 – 3.9	4.0 – 5.9	6.0 – 8.9	9.0 – 12.9

TABE Paper Based (PB) Mathematics and Reading – OOR Scores						
Subject Form and Level	OOR LOWEST Score (-) "O/R"	Score Reported for OOR LOW or N/A	NRS Level for OOR LOW or N/A	OOR HIGHEST Score (+)	Score Reported for OOR HIGH or N/A	NRS Level for OOR HIGH or N/A
M 13L	300	N/A	N/A	495	9495	ABE 2
M 14L	300	N/A	N/A	495	9495	ABE 2
M 13E	310	N/A	N/A	536	9536	ABE 3
M 14E	310	N/A	N/A	536	9536	ABE 3
M 13M	454	N/A	N/A	595	9595	ABE 4
M 14M	454	N/A	N/A	595	9595	ABE 4
M 13D	501	1501	ABE 3	656	9656	ABE, GED, ASB 5
M 14D	496	1496	ABE 3	656	9565*	ABE, GED, ASB 5
M 13A	537	1537	ABE 4	800	N/A	ABE, GED, ASB
M 14A	541	1541	ABE 4	800	N/A	ABE, GED, ASB
R 13L	300	0300	N/A	500	9500	ABE 2
R 14L	300	0300	N/A	500	9500	ABE 2
R 13E	310	0310	N/A	535	9535	ABE 3
R 14E	310	0310	N/A	535	9535	ABE 3
R 13M	442	1442	ABE 2	575	9575	ABE 4
R 14M	442	1442	ABE 2	575	9575	ABE 4
R 13D	501	1501	ABE 3	616	9616	ABE, GED, ASB 5
R 14D	501	1501	ABE 3	616	9616	ABE, GED, ASB 5
R 13A	538	1538	ABE 4	800	N/A	ABE, GED, ASB
R 14A	539	1539	ABE 4	800	N/A	ABE, GED, ASB

*Note: FLDOE 24-25 Appendix C has "9565" which may be a typo from 9656.

Revised 8/4/2025

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

Appendix H (Continued)

TABE Paper Based (PB) Out-of-Range Score (Low and High) Reported and Retesting Guide

TABE Paper Based (PB) Language - OOR SCORES						
Subject Form and Level	OOB LOWEST Score (-) "O/R"	Score Reported for OOR LOW or N/A	NRS Level for OOR LOW or N/A	OOB HIGHEST Score (+)	Score Reported for OOR HIGH or N/A	NRS Level for OOR HIGH or N/A
L 13L	300	N/A	N/A	510	9510	ABE 2
L 14L	300	N/A	N/A	510	9510	ABE 2
L 13E	310	N/A	N/A	546	9546	ABE 3
L 14E	310	N/A	N/A	546	9546	ABE 3
L 13M	460	1460	ABE 2	583	9583	ABE 4
L 14M	459	1459	ABE 2	583	9583	ABE 4
L 13D	513	1513	ABE 3	630	9630	ABE, GED, ASB 5
L 14D	514	1514	ABE 3	630	9630	ABE, GED, ASB 5
L 13A	551	1551	ABE 4	800	N/A	ABE, GED, ASB
L 14A	549	1549	ABE 4	800	N/A	ABE, GED, ASB

Note 1:

***OOB Low Scores:**

OOB Low 'N/A' are not reportable and are in the table with a leading '0'.

OOB Low '-' are reportable and are in the table with a leading '1'.

Per Florida Department of Education (FDOE) policy, pre-test scores that are out of range low are not usable for the placement of new students in an educational functioning level (EFL). For instructional placement, new students who receive an out-of-range low pre-test score are expected to be retested using the next less difficult level to obtain an in-range scale score and EFL.

**** OOB High Scores:**

OOB High 'N/A' are not reportable and are in the table as a score of 800 without a leading digit.

OOB High '+' are reportable and are in the table with a leading '9'.

Per Florida Department of Education (FDOE) policy, pre-test scores that are out of range high are not usable for the placement of new students in an educational functioning level (EFL). For instructional placement, new students who receive an out-of-range high pre-test score are expected to be retested using the next more difficult level to obtain an in-range scale score and EFL.

Note 2: Per FDOE policy, post-test scores become pre-test scores used for placement in the next term. OOB post-test scores are reportable as pre-test scores in the next term.

Revised 8/4/2025

PLACEMENT CRITERIA FOR ACADEMIC YEAR 2025-2026

Appendix I

MDC Adult Education Integrated Education and Training (IET) Programs

Placement Scores

GED Comprehensive - IET	TABE Reading Scores
Level 5	576-616
Level 6	617-900

ESOL - IET	CASAS STEPS Reading Scores	CASAS STEPS Listening Scores
Level 5	217-227	212-221
Level 6	228-238	222-231

2024-25 Approved MDC IET Programs and Courses

IET Program NAME	GED Course	ESOL Level 5	ESOL Level 6
Business Specialist - Business Management (AGE)	EDU 0300	N/A	N/A
Logistics & Transportation Specialist (AGE)	EDU 0301	N/A	N/A
Accounting and Budgeting (IELCE)	N/A	EDU 0113	EDU 0114
Certified Nursing Assistant (CNA) (IELCE)	N/A	EDU 0100	EDU 0101
Business Entrepreneurship Specialist Start-Up Venture (IELCE)	N/A	EDU 0104	EDU 0105
Digital Marketing Specialist (IELCE)	N/A	EDU 0106	EDU 0107
Chef Apprentice (IELCE)	N/A	EDU 0117	EDU 0118
Help Desk Support Specialist (IELCE)	N/A	EDU 0115	EDU 0116
Home Health Aide Training Certification (IELCE)	N/A	EDU0123	EDU0124
Certified Billing & Coding Specialist (IELCE)	N/A	EDU0121	EDU0122
Logistics and Transportation Specialist (IELCE)	N/A	N/A	EDU 0108