Tool Kit
to Determine Students
College and Career Ready
under the College and
Career Readiness and College
Completion Act of 2013

Maryland State Department of Education
Effective Date: September 16, 2016
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INTRODUCTION

The College and Career Readiness and College Completion Act of 2013 (CCR-CCA) established a number of requirements designed to increase college and career readiness as well as degree completion in Maryland. With a rapidly changing economy and a focus on increasing the percent of young adults with postsecondary degrees, the intent of the Act is to reduce or eliminate the need for students to enroll in remedial courses in college. Students, who enter college prepared, typically benefit from improved persistence and are more likely to complete a degree.

This tool kit provides information to assist local school system staff members in implementing the provisions of the CCR-CCA that relate to preparing students for both college and careers. Under §7-205.1 of the Education Article of the Annotated Code of Maryland: “Beginning with the 2015-2016 school year, all students shall be assessed using acceptable college placement cut scores no later than 11th grade to determine whether the student is ready for college-level credit-bearing course work in English Language Arts, Literacy and Mathematics.” It further requires that “transition courses or other instructional opportunities shall be delivered in the 12th grade to students who have not achieved College and Career Readiness (CCR) by the end of the 11th grade. The implementation of transition courses or other instructional opportunities…shall include an assessment or reassessment of the student after completion of the course; and may not preclude or replace enrollment in a course otherwise required for graduation from high school.” The information provided in this tool kit will assist in designating students who are College and Career Ready and identifying options and requirements for students who are not ready.

Currently, the Every Student Succeeds Act (ESSA) Stakeholder Group and related work groups are providing input to the state plan that will determine how this new federal law is implemented in Maryland. Accordingly, the tool kit is considered a living document that will continue to be updated to reflect future changes in policies and practices while remaining in alignment with the CCR-CCA.

This document is available on the Maryland State Department of Education’s website at http://marylandpublicschools.org/programs/Documents/CCRS/CCRToolKit2016.pdf

If you have any questions, please refer them to the MSDE staff members listed before each section of the tool kit.
Overview of College and Career Readiness:
A Partnership with Local School Systems
and their Community Colleges

The College and Career Readiness and College Completion Act of 2013 (CCR-CCA) requires Maryland to prepare all students for college and careers upon graduation from high school. The goal in the law states that “at least 55% of Maryland’s adults aged 25 to 64 years will hold at least an associate’s degree by 2025.” For local school systems, this goal can best be achieved by building on the close relationships already established between the school systems and the local community colleges (see Attachment 1 - Memorandum of Understanding Between Maryland Association of Community Colleges and Public School Superintendents Association of Maryland, page 47).

Community colleges play a critical role in Maryland education as the “next step” for large numbers of high school graduates as:
- the avenue for specific career credentialing through robust AA degrees,
- an affordable start for credit-transfer to a four-year college and a bachelor’s degree,
- a point of return for those seeking career changes and/or advancement,
- a source of enrichment and interest-based learning in a culture of life-long learning.

All students benefit by being eligible for enrollment in credit-bearing courses at their community college in order to engage in dual enrollment courses for academic advancement, career exploration, and learning enrichment. When students leave high school prepared to take credit-bearing college courses, the doors to these opportunities are held open for them. For that reason, achieving a qualifying score on the placement test that is recognized by the college is viable and valid evidence that students are college and career ready in alignment with the CCR-CCA. Attachment 2A includes examples of ways that students can be designated CCR through Community College partnerships.

Students who have not yet met the CCR designation by the end of 11th grade will continue to work toward this goal in their senior year. Students will be enrolled in transition courses or other learning opportunities prior to reassessment to be designated CCR.

Career/Technology Program (CTE) option for CCR designation:

CTE students are expected to meet the CCR designation in the same manner, with the same options as other students; however, if they complete a State-Approved Career and Technology Education Program of Study, they have an additional reassessment option: a Technical Skills Assessment, recognized by MSDE, leading to early college credit, or to a license or an industry certification (see Attachment 2B).
The following chart illustrates this option:

These varied options support all students in their progress toward college and career readiness (CCR). Each provides students a path that is ambitious but attainable, while respecting their goals, talents, and interests. Graduates must also be aware of the admission requirements of the colleges to which they apply as the acceptable scores for entry vary among two- and four-year colleges.

These standards represent higher expectations for many high school graduates. The partnership of local school systems and their community colleges gives clear academic targets and, as needed, articulated learning supports prior to graduation. Achieving CCR standards positions students for entry into credit-bearing college courses. The result is an economy of time and resources for their future success.

An expanded copy of the Local School System Options for Implementing the CCR-CCA appears on the next page.
<table>
<thead>
<tr>
<th></th>
<th>11th Grade Assessment Options</th>
<th>Can replace CCR Assessment or Senior Coursework</th>
<th>Senior Year Coursework</th>
<th>Senior Year Re-Assessment Options</th>
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</thead>
<tbody>
<tr>
<td><strong>PARCC</strong></td>
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<tr>
<td><strong>SAT</strong></td>
<td>Score of 500 or greater</td>
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<td>English Language &amp; Composition</td>
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<td>Score of 21 or greater Average</td>
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<td>of English Test &amp; Reading Test</td>
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<td>English Language &amp; Composition</td>
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<td></td>
<td>Score of 3, 4, or 5</td>
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<td></td>
<td>English Literature &amp; Composition Exam Score of 3, 4, or 5</td>
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<td></td>
<td>Exam Score of 3, 4, or 5</td>
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<td>Reading 79+ and Writing 6+</td>
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<td>Sentence Skills 90+</td>
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<td>Adams Litt SL or HL</td>
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<td>Adams Litt SL or HL</td>
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<td>Grade 4 or above on one or more</td>
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<td><strong>IB</strong></td>
<td>Lang. A. Lit SL or HL</td>
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<td>Lang. A. Lit SL or HL</td>
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<td>Grade 4 or above on one or more</td>
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<td><strong>ACCUPLACER</strong></td>
<td>Dual Enrollment</td>
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<td><strong>DUAL ENROLLMENT</strong></td>
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<td><strong>If a student is not determined</strong></td>
<td>Complete an ELA transition course or an additional ELA &quot;instructional opportunity&quot; (online, hybrid, module, etc.) in preparation for re-assessment</td>
<td></td>
<td></td>
<td>Students who complete senior year transition courses or other Instructional opportunities will be reassessed at the end of their senior year using one of the following:</td>
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<td>OR</td>
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<td>Enroll in a transition course articulated with a community college. These articulated college courses include, but are not limited to, Developmental English, courses approved by the community college as sufficient preparation for college.</td>
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<td>OR</td>
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<td></td>
<td>Complete a math transition course or an additional math &quot;instructional opportunity&quot; (online, hybrid, module, etc.) in preparation for re-assessment</td>
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<td>OR</td>
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<td>OR</td>
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<td>OR</td>
</tr>
<tr>
<td></td>
<td>Enroll in a transition course articulated with a community college.</td>
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<td></td>
<td>OR</td>
</tr>
</tbody>
</table>

**English Language Arts (ELA)**

**Mathematics**

**Local Agreements**

LEAs may use alternate CCR assessment options if an agreement exists between the LEA and a local community college that allows students to take college-level credit-bearing mathematics or ELA coursework using different metrics.

**Career/Tech Programs (CTE)**

CTE students who are not designated college and career ready by the end of the 11th grade must be reassessed by the end of the senior year. Reassessment options include all of the CCR Assessment Options listed above for ELA and mathematics, as well as Career and Technology Education (CTE) Program Technical Skills Assessments that lead to a license, or an industry certification, or early college credit.

**Notes**

*If a student is determined “college ready” in mathematics prior to 11th grade, all CCR requirements have been met for mathematics; however, students entering the 9th grade in the 2014-2015 school year shall enroll in a mathematics course in each year of high school that the student attends, up to a maximum of 4 years of attendance, unless in the 5th or 6th year a mathematics course is needed to meet a graduation requirement.**

"For the 2016-17 school year, LEAs may use the PARCC Geometry assessment as a means to satisfy the CCR assessment requirement for 11th grade students taking Geometry. Please note that a score of 4 or 5 the PARCC Geometry assessment does not indicate readiness for college-level credit-bearing mathematics coursework."
Career and Technology Education (CTE) students are expected to meet the CCR designation in the same manner, with the same options as other students. However, if they complete a State-Approved Career and Technology Education Program of Study, they have an additional reassessment option: a Technical Skills Assessment (TSA), recognized by MSDE, leading to early college credit, or to a license or an industry certification. Reassessment options include all of the CCR Assessment Options included on Attachment 2A for English/Language Arts (ELA) and mathematics, as well as those listed on Attachment 2B.

Students must qualify to receive the early college credit or industry-recognized credential based on the requirements listed in the attachment. If a CTE completer qualifies for one of the CTE Technical Skill Assessment options prior to 11th grade, they are still required to take both the English/Language Arts and Mathematics assessments. The Technical Skill Assessment options are only considered to be reassessment options. CTE students may “bank” any of the TSAs that they qualify for prior to 11th grade in the event that they do not pass either the ELA or mathematics assessments. CTE Students who do not pass the ELA and/or mathematics assessments are still required to enroll in and complete a transition course or other instructional opportunity. Thus, CTE students may be designated CCR as long as they complete their CTE program of study and qualify for the associated industry-recognized credential or early college credit listed in Attachment 2B.

Please refer questions to:

**Dr. Lynne M. Gilli**
Acting Assistant State Superintendent and
Program Manager, CTE Instructional Branch
Division of Career and College Readiness
Maryland State Department of Education
Telephone: 410.767.0518
Email: lynne.gilli@maryland.gov
### ATTACHMENT 2B: Maryland Career and Technology Education Programs of Study

**CCR-CCA of 2013 - Technical Skill Assessment Chart by Career Clusters**

**NOTE:** These assessments only apply to students who are completing a Career and Technology Education (CTE) State Program of Study. This document will be continuously updated as new information becomes available. All costs listed are estimated and are subject to change.

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Maryland CTE Programs of Study</th>
<th>Industry-Recognized Certification, License and/or Early College Credit</th>
<th>Websites for Program Information (Additional Accommodations Information)</th>
<th>Testing Procedures/Accommodations</th>
<th>Maryland Certification Costs</th>
</tr>
</thead>
</table>
| **Arts, Media & Communication (AMC)** | Printing Technologies (PrintED) | PrintED accreditation in eight areas: Digital File Preparation & Output; Graphic Design; Offset Press Operations/Binding & Finishing; and Screen Printing | Teacher is certified through the program. The program accreditation fee also covers the teacher. | Students pass the Graphic Communications assessment and one other from the following list:  
  - Advertising and Design;  
  - Digital File Preparation/Digital File Output; or  
  - Offset Press Operations/Binding and Finishing. | $1,800.00 accreditation fee covers accreditation process and first-five years. Recertification fee is $1,000 for five years. |
| **AMC**                               | Interactive Media Production (IMP) | N/A                                                                 | http://www.adobe.com/support/certification/ace_certify.html Certiport: Form needed for accommodations, one week prior to test. For form go to: http://www.certiport.com Test Candidates/Exam Policy/Accommodations | Online exam given at the end of the course. | End-of-Course Test: $10 per exam for students who are Skills USA members. Non-member fee is $20.00. Two exams are required. Total Costs:  
  - Members: $20  
  - Non-members: $40 |

For the PrintED program, the Teacher is certified through the program. The program accreditation fee also covers the teacher.

- For information on Skill Connect Assessments for PrintED contact: www.workforcereadysystem.org
- Online exam given at the end of the course.
- Website for Program Information: www.gaerf.org
- Certification: Cost may vary by state

For the Interactive Media Production (IMP) program, there are six certifications in Adobe Creative Suite. Students pass one of the following exams: Dreamweaver, Flash Illustrator, InDesign, Photoshop, or Premiere Pro.

- Online exam given at the end of 3rd or 4th course, dep. on student prep/ readiness.
- Website for Program Information: http://www.adobe.com/support/certification/ace_certify.html Certiport: Form needed for accommodations, one week prior to test. For form go to: http://www.certiport.com Test Candidates/Exam Policy/Accommodations
- Certification: Cost may vary by state

Total Costs:
- Members: $20
- Non-members: $40
<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Maryland CTE Programs of Study</th>
<th>Industry-Recognized Certification, License and/or Early College Credit</th>
<th>Websites for Program Information (Additional Accommodations Information)</th>
<th>Testing Procedures/ Accommodations</th>
<th>Maryland Certification Costs Costs may vary by state</th>
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<td></td>
<td>Program</td>
<td>Teacher</td>
<td>Student</td>
<td>Program</td>
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<tr>
<td>Business Management &amp; Finance (BMF)</td>
<td>Business Management</td>
<td>College-Level Examination Program (CLEP)</td>
<td>Program includes AP courses in Economics</td>
<td>Pass the CLEP Management Assessment OR Pass both of the AP Economics Exams (credit varies by college)</td>
<td>clep.collegeboard.org</td>
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<td></td>
<td></td>
<td>OR AP Economics</td>
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<td><a href="http://apcentral.collegeboard.com/home">http://apcentral.collegeboard.com/home</a></td>
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<tr>
<td>BMF</td>
<td>Finance and Accounting</td>
<td>College-Level Examination Program (CLEP)</td>
<td>Program includes AP courses in Economics</td>
<td>Pass the CLEP Accounting Assessment OR Pass both of the AP Economics Exams (credit varies)</td>
<td>clep.collegeboard.org</td>
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<td></td>
<td>OR AP Economics</td>
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<td><a href="http://apcentral.collegeboard.com/home">http://apcentral.collegeboard.com/home</a></td>
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<tr>
<td>BMF</td>
<td>Marketing</td>
<td>College-Level Examination Program (CLEP)</td>
<td>Program includes AP courses in Economics</td>
<td>Pass the CLEP Marketing Assessment OR Pass both of the AP Economics Exams (credit varies)</td>
<td>clep.collegeboard.org</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR AP Economics</td>
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<td></td>
<td><a href="http://apcentral.collegeboard.com/home">http://apcentral.collegeboard.com/home</a></td>
</tr>
<tr>
<td>BMF</td>
<td>Administrative Services</td>
<td>Microsoft Office 2010 or 2013 Word and Excel</td>
<td>Program includes AP courses in Economics</td>
<td>Pass both the Microsoft Office Word and Excel Exams to earn the MOS certification</td>
<td>microsoft.com/learning/mcp/officespecialist/default.mspx</td>
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## ATTACHMENT 2B: Maryland Career and Technology Education Programs of Study
CCR-CCA of 2013 - Technical Skill Assessment Chart by Career Clusters

| Career Cluster          | Maryland CTE Programs of Study | Industry-Recognized Certification, License and/or Early College Credit | Websites for Program Information (Additional Accommodations Information) | Testing Procedures/Accommodations | Maryland Certification Costs
<table>
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<td>Program</td>
<td>Teacher</td>
<td>Student</td>
<td>Program</td>
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<tr>
<td>Construction &amp; Development (CD)</td>
<td>Construction Design and Management (CDM)</td>
<td>Maryland Center for Construction Education and Innovation (MCCEI)</td>
<td>MSDE/MCCEI sponsored training at Towson University</td>
<td>Pass Autodesk’s AutoCAD certification assessment</td>
<td><a href="http://www.autodesk.org">www.autodesk.org</a></td>
</tr>
<tr>
<td>CD</td>
<td>Construction Trades: - Electrical - Plumbing - Carpentry - Masonry</td>
<td>National Center for Construction Education and Research (NCCER)</td>
<td>Instructor Certification Training Program (ICTP)</td>
<td>Pass the National Center for Construction Education and Research (NCCER) – Core: Intro Craft Skills and Level I of trade area</td>
<td>new.nccer.org</td>
</tr>
<tr>
<td>CD</td>
<td>Construction Maintenance: - Welding - HVAC/R - Mech/Mtn</td>
<td>National Center for Construction Education and Research (NCCER)</td>
<td>Instructor Certification Training Program (ICTP)</td>
<td>Pass the National Center for Construction Education and Research (NCCER) – Core: Intro Craft Skills and Level I of trade area</td>
<td><a href="http://www.aws.org">www.aws.org</a></td>
</tr>
<tr>
<td>Consumer Services, Hospitality &amp; Tourism (CSHT)</td>
<td>Food &amp; Beverage Management (ProStart)</td>
<td>N/A</td>
<td>Trainer must be Serv Safe Certified</td>
<td>Pass the Level I and Level II end-of-course exams, complete the 400 hour work-based</td>
<td><a href="http://www.nraef.org/prostart">www.nraef.org/prostart</a></td>
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<tr>
<td>Career Cluster</td>
<td>Maryland CTE Programs of Study</td>
<td>Industry-Recognized Certification, License and/or Early College Credit</td>
<td>Websites for Program Information (Additional Accommodations Information)</td>
<td>Testing Procedures/Accommodations</td>
<td>Maryland Certification Costs Costs may vary by state</td>
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<tr>
<td>CSHT</td>
<td>Culinary Arts</td>
<td>Program must be accredited by the American Culinary Federation (ACF)</td>
<td>N/A</td>
<td><a href="http://www.acfchefs.org/AMI/Template.cfm?Section=Accreditation&amp;Template=/CM/HTMLDisplay.cfm&amp;ContentID=14829">www.acfchefs.org/AMI/Template.cfm?Section=Accreditation&amp;Template=/CM/HTMLDisplay.cfm&amp;ContentID=14829</a></td>
<td>End-of-program assessment $1,200 (initial certification fee) $200 annual fee to be submitted with annual report $550 renewal fee (every year) First renewal after 3 years then every 5 years @ $550). ACF NOCTI Online Written = $19 Online Written and Practical = $23 Paper Written = $26 Paper Written and Practical = $30 CJC Certificate: $35</td>
</tr>
<tr>
<td>CSHT</td>
<td>Hospitality Tourism Management Program</td>
<td>N/A</td>
<td>Certified Hospitality Instructor (CHI) To earn the Certified Hospitality Tourism Professional (CHTMP) certification, students must pass the end of course assessments for the</td>
<td>hwww.ahlei.org/Programs/High-School-Program-(HTMP)/</td>
<td>Two end of course assessments N/A</td>
</tr>
<tr>
<td>Career Cluster</td>
<td>Maryland CTE Programs of Study</td>
<td>Industry-Riconized Certification, License and/or Early College Credit</td>
<td>Websites for Program Information (Additional Accommodations Information)</td>
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<td>Student</td>
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<tr>
<td>CSHT</td>
<td>Careers in Cosmetology</td>
<td>N/A</td>
<td>Senior Cosmetology License</td>
<td>HTMP Year 1 and Year 2 courses, complete the 100 hour work-based learning (WBL) experience, and complete the requirements outlined in the WBL competency checklist.</td>
<td>Teacher scheduled</td>
</tr>
<tr>
<td>CSHT</td>
<td>Barbering</td>
<td>N/A</td>
<td>Master Barber License</td>
<td>The MD State Board of Barbers requires students to pass both theory and practical exams to be licensed.</td>
<td>Teacher scheduled</td>
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<tr>
<td>EANR</td>
<td>Horticulture Services</td>
<td>N/A</td>
<td>Certified Prof. Hort. Pesticide Applicator</td>
<td>Pass the Certified Professional Horticulturalist (CPH) assessment</td>
<td>Contact MD Dept. of Agriculture</td>
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<tr>
<td></td>
<td>CASE – Curriculum for</td>
<td>Instructor must attend</td>
<td>Program still under development</td>
<td>End-of-program assessments are being</td>
<td>$285/teacher for online account;</td>
</tr>
</tbody>
</table>

 ATTACHMENT 2B: Maryland Career and Technology Education Programs of Study CCR-CCA of 2013 - Technical Skill Assessment Chart by Career Clusters
<table>
<thead>
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<th>Career Cluster</th>
<th>Maryland CTE Programs of Study</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Program</td>
<td>Teacher</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Agricultural Sciences Education</strong></td>
<td>CASE Institutes for each course they will teach</td>
<td>nationally – no certification or postsecondary credit identified at this time</td>
<td>One test per course offered: AFNR, Principles of Agriculture-Animal, Principles of Agriculture-Plant, Food, Science &amp; Safety, and Plant &amp; Animal Biotechnology</td>
<td>developed by CASE</td>
<td>currently, MSDE provides a statewide license</td>
</tr>
<tr>
<td><strong>Environmental Studies</strong></td>
<td></td>
<td>Complete the program with a satisfactory grade--determined by Towson University (TU) for 3 credits in Environmental Biology awarded by TU</td>
<td>Information found on Towson University Blackboard site; access restricted to trained teachers</td>
<td>End of program testing</td>
<td>Pending</td>
</tr>
<tr>
<td><strong>Health &amp; Biosciences (HB)</strong></td>
<td>Academy of Health Professions (AHP)</td>
<td>Specialty Course - Certified Nursing Assistant (CNA) portion must be approved by the MD Board of Nursing (MBON)</td>
<td>Must be a Registered Nurse (RN)</td>
<td>Pass the teacher-developed Certified Nursing Assistant assessment</td>
<td><a href="http://www.mbon.org/main">http://www.mbon.org/main</a></td>
</tr>
<tr>
<td></td>
<td>AHP/CNA</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HB</strong></td>
<td>AHP/GNA</td>
<td>Geriatric Nursing</td>
<td>Must be an RN</td>
<td>Pass the National Nurse Aid</td>
<td><a href="http://www.mbon.org/main">http://www.mbon.org/main</a></td>
</tr>
</tbody>
</table>
## ATTACHMENT 2B: Maryland Career and Technology Education Programs of Study CCR-CCA of 2013 - Technical Skill Assessment Chart by Career Clusters

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Maryland CTE Programs of Study</th>
<th>Industry-Recognized Certification, License and/or Early College Credit</th>
<th>Websites for Program Information (Additional Accommodations Information)</th>
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<th>Maryland Certification Costs Costs may vary by state</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Program</td>
<td>Teacher</td>
<td>Student</td>
<td>Program Student</td>
</tr>
<tr>
<td>Assistant (GNA)</td>
<td></td>
<td>Program (NNAAP) administered through the American Red Cross. Students must first hold the CNA certificate in order to be eligible to take the GNA exam</td>
<td>Assessment Program (NNAAP) administered through the American Red Cross. Students must first hold the CNA certificate in order to be eligible to take the GNA exam</td>
<td><a href="http://www.pearsonvue.com/md/nurseaides/">http://www.pearsonvue.com/md/nurseaides/</a> - copy of GNA handbook</td>
<td></td>
</tr>
<tr>
<td>HB</td>
<td>AHP/ Pharm Tech</td>
<td>Specialty Course - Pharmacy Technician (AHP specialty course) Program must be approved by the MD Board of Pharmacy (if not using nationally recognized exams)</td>
<td>Pass one of the following: • Exam for the Certification of Pharmacy Technician (ExCPT) through the National HealthCareers Association (NHA) <strong>OR</strong> • Pharmacy Technician Certification Board (PTCB)</td>
<td>• <a href="http://www.passassured.com">www.passassured.com</a> • <a href="http://www.dhmh.state.md.us/pharmacyboard/">www.dhmh.state.md.us/pharmacyboard/</a> • <a href="http://www.ptcb.org">www.ptcb.org</a> • <a href="http://www.nhanow.com">www.nhanow.com</a></td>
<td>$250/student seat license ExCPT exam = $105 or PCTB exam = $129 (Passing scores for either exam are accepted by the MD Board of Pharmacy. ExCPT can be taken by high school students. PCTB requires a high school diploma or equivalent prior to sitting for the exam). $45 application fee DHMH. Background Checks: State Level: $18 Federal Level: 12</td>
</tr>
<tr>
<td>Career Cluster</td>
<td>Maryland CTE Programs of Study</td>
<td>Industry-Recognized Certification, License and/or Early College Credit</td>
<td>Websites for Program Information (Additional Accommodations Information)</td>
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<tr>
<td></td>
<td></td>
<td>Program</td>
<td>Teacher</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>HB</td>
<td>AHP/CCMA</td>
<td>Specialty Course – Certified Clinical Medical Assistant</td>
<td>Pass the National HealthCareers CCMA Certification assessment</td>
<td><a href="http://www.nahnow.com">www.nahnow.com</a></td>
<td>$149 to take the CCMA exam - students who pass are awarded a provisional certificate until graduation from high school</td>
</tr>
<tr>
<td>HB</td>
<td>AHP/Dental Assisting</td>
<td>Program must be approved by the MD Board of Dental Examiners</td>
<td>Pass the Dental Assisting National Board of Radiation Health and Safety (RHS) and the MD General Exams (MDG). Certified to expose radiographs and in General Chairside procedures.</td>
<td><a href="http://www.dhmh.md.gov/dental">www.dhmh.md.gov/dental</a> <a href="http://www.dentalassisting.com">www.dentalassisting.com</a></td>
<td>$175 for the Radiation Health and Safety (RHS) exam $200 for MD General Chairside Exam Students should take both examinations</td>
</tr>
<tr>
<td>HB</td>
<td>PLTW Biomedical Science</td>
<td>BA degree(s) and at least two (2) college semesters of biology with lab experiences</td>
<td>Students are eligible to earn college credit from other PLTW affiliate colleges and universities with a score of 6 or better any of the end-of-course exams. Students are also eligible to earn 4 college credits from</td>
<td><a href="http://www.pltw.org">www.pltw.org</a> <a href="http://www.stevenson.edu/academics/schools/school-sciences/stem-initiatives/project-lead-the-way/">http://www.stevenson.edu/academics/schools/school-sciences/stem-initiatives/project-lead-the-way/</a></td>
<td>College certification process as set forth by PLTW and MSDE Fees are associated with the award of credit.</td>
</tr>
</tbody>
</table>

### ATTACHMENT 2B: Maryland Career and Technology Education Programs of Study
#### CCR-CCA of 2013 - Technical Skill Assessment Chart by Career Clusters

<table>
<thead>
<tr>
<th>Career Cluster</th>
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<th>Maryland Certification Costs Costs may vary by state</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Program: MD Certification Costs</td>
<td>Testing Procedures/Accommodations</td>
<td>Maryland Certification Costs</td>
<td>Costs may vary by state</td>
</tr>
</tbody>
</table>
| Human Resource Services (HRS) | Fire Science (Maryland Fire and Rescue Institute - MFRI) | All programs should be affiliated with the Maryland Fire and Rescue Institute (MFRI) | MFRI instructors: All programs should be affiliated with the Maryland Fire and Rescue Institute (MFRI) | Pass one of the following assessments:  
- EMT,  
- EMR,  
- Fire Fighter I,  
- Firefighter II (must pass Firefighter I first),  
- Rescue Tech – Site Operations,  
- Rescue Technician – Vehicle and Machinery Extrication, or  
- Haz-Mat Material Operations | www.mfri.org  
www.ets.org/portal/site/ets/menuitem.  
www.americanheart.org  
www.redcross.org | Paper and pencil and practical experience  
Practical test and paper and pencil test | N/A | If program is affiliated with MFRI there is no cost to the student |
<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Maryland CTE Programs of Study</th>
<th>Industry-Recognized Certification, License and/or Early College Credit</th>
<th>Websites for Program Information (Additional Accommodations Information)</th>
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<th>Maryland Certification Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Program</td>
<td>Teacher</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher Teacher Academy of Maryland N/A</td>
<td>- Must hold a MD Profess. Certificate - Hold a MA degree, MA equivalent or have 18 hrs toward MA - Three years of teaching and Recommendation from principal and/or supervisor</td>
<td>Pass: • ParaPro exam with a score of 455 OR • Praxis CORE (passing scores are: Reading – 156, Writing – 162, and Mathematics – 150) OR • SAT with a combined math and verbal (critical reading) score of 1100</td>
<td>Online test Paper and pencil to meet ADA requirements National test</td>
</tr>
<tr>
<td>HRS</td>
<td>Early Childhood Education Early Childhood Education Child Development Associate</td>
<td>Child Development Associate (Candidates do not receive a pass or fail Council for Professional</td>
<td><a href="http://www.cdacouncil.org">http://www.cdacouncil.org</a></td>
<td>Prior to submitting the CDA application, a CDA candidate with a documented disability</td>
<td>Students work-based learning experience must be in a licensed $425/student (Some financial support may be available from</td>
</tr>
<tr>
<td>Career Cluster</td>
<td>Maryland CTE Programs of Study</td>
<td>Industry-Recognized Certification, License and/or Early College Credit</td>
<td>Websites for Program Information (Additional Accommodations Information)</td>
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<tr>
<td></td>
<td></td>
<td>Program</td>
<td>Teacher</td>
<td>Student</td>
<td>Recognition</td>
</tr>
</tbody>
</table>
| Information Technology (IT) | Database Academy (Oracle) | Oracle Academy | Oracle Certified Associate (OCA I) | Pass the OCA I exam and Verification Visit. Rather, the Council comprehensively evaluates how Candidates score in each of the thirteen CDA Functional Areas on the CDA Exam and during the CDA Verification Visit to make a credentialing decision | http://academy.oracle.com | Online exam given at the end-of-course. | $500 per year, per instructor, per course | • OCA I - $95 w/ a 40% discount  
• OCA II - $125 w/ a 40% discount |
| IT | IT Networking Academy | Cisco Academy | Teacher is certified through the Cisco program. | Pass either the:  
• CompTIA A+  
• Cisco C-CENT  
Advanced students may also complete:  
• Cisco CCNA (or)  
• CompTIA Network+ | www.cisco.com/web/learning/netacad/index.html  
http://partners.comptia.org | Online exam given at the end-of-course. | Must be registered with Cisco Regional Training Center | CCENT & CCNA $125.00 ($62.50 with voucher)  
A+ ($80)  
Network+ ($125) |
<p>| IT | IT – Software-Science and Cyber | Computer Science and Cyber | Program includes two AP courses | Pass one of the AP Computer Science Exams | <a href="https://apstudent.collegeboard.org/apcourse/ap-computer">https://apstudent.collegeboard.org/apcourse/ap-computer</a>. | The college Board - AP credit by exam | N/A | AP exam cost is $93 per exam. |</p>
<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Maryland CTE Programs of Study</th>
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<th>Maryland Certification Costs Costs may vary by state</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT</td>
<td>PLTW Computer Science</td>
<td>Security and alignment to industry certification through Microsoft</td>
<td>(Postsecondary credit varies by college) OR Pass one of the Microsoft Technology Associate (MTA) – Developer Pathway Certification exams: <strong>Software Development Fundamentals</strong> (Exam 98-361) OR <strong>Windows Development Fundamentals</strong> (Exam 98-362)</td>
<td>Microsoft Technology Associate (MTA) certification exams may be offered at any time Accommodations applied for through Certiport.</td>
<td>Certiport cost determined by school purchase plan for a site license or through bulk purchase of vouchers (costs range from $25 - $55 per exam)</td>
</tr>
<tr>
<td>Manufacturing Engineering &amp; Technology (MET)</td>
<td>Project Lead The Way (PLTW) Pathway to Engineering: College Certification Process</td>
<td>Training Institute - 80 hr./ course at a PLTW Affiliate Institution Students can earn transcripted Engineering Technology credit through the Rochester Institute of Technology for passing the end-of-course exam with a</td>
<td><a href="https://apstudent.collegeboard.org/apcourse/ap-computer-science-principles">https://apstudent.collegeboard.org/apcourse/ap-computer-science-principles</a></td>
<td>$200-300/school certification visit UMBC = $5 fee for the credit by exam</td>
<td>AP exam cost is $93 per exam.</td>
</tr>
</tbody>
</table>

*Note: IT PLTW = Project Lead The Way; CCR-CCA = Career Clusters Recognition and Certification - Competency Based Assessment; CTE = Career and Technical Education.*
<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Maryland CTE Programs of Study</th>
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<th>Testing Procedures/Accommodations</th>
<th>Maryland Certification Costs Costs may vary by state</th>
</tr>
</thead>
</table>
| MET           | MET-NIMS                      | NIMS Accreditation and Credentialing Process | Students pass the Measurement, Materials & Safety exam and one of the following:  
• Job Planning, Benchwork & Layout  
• Manual Milling Skills I  
• Turning Operations: Turning Between | All areas except Measurement, Materials and Safety (MMS) have both a performance and a theory exam. MMS only has a theory exam. | $1500 + $40 Lifetime Registration fee for each teacher |

Students are also eligible to earn college credit from UMBC for ENES 100 by doing the following: Pass five of the PLTW Engineering Courses, including IED, POE, & EDD. Receive a Stanine score of 6/9 or better on the PLTW end of course exams, and submit the EDD portfolio to UMBC for review.

RIT = $225 per course for students with a stanine score of 6 or better on the PLTW end-of-course assessments.

Students from accredited programs pay...
<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Maryland CTE Programs of Study</th>
<th>Industry-Riconized Certification, License and/or Early College Credit</th>
<th>Websites for Program Information (Additional Accommodations Information)</th>
<th>Testing Procedures/ Accommodations</th>
<th>Maryland Certification Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teacher: Centers, they instruct.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Student: N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation Technologies (TT)</td>
<td>Automotive Technology Education Foundation (NATEF) Automotive</td>
<td>National Automotive Service Excellence (ASE)</td>
<td>Pass one of the following ASE Student Certification exams: Suspension and Steering, Brakes, NIMS certification</td>
<td>NATEF Estimated costs: Initial: $1,269 Recertification: $917 AYES affiliation</td>
<td>$30 per student per academic year. The fee allows for two tests during the test windows.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td>National Automotive Student Skills Standard Assessment</td>
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</tr>
</tbody>
</table>
### ATTACHMENT 2B: Maryland Career and Technology Education Programs of Study
CCR-CCA of 2013 - Technical Skill Assessment Chart by Career Clusters

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<th>Testing Procedures/Accommodations</th>
<th>Maryland Certification Costs&lt;br&gt;Costs may vary by state</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Program</td>
<td>Teacher</td>
<td>Student</td>
<td>Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Service Excellence (ASE)</td>
<td>• Electrical/ Electronic Systems, • Engine Performance, • Engine Repair, • Automatic Transmission/ Transaxle, • Manual Drive Train and Axles, OR • Heating and Air Conditioning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TT</td>
<td>Autobody Collision Repair Technician</td>
<td>National Automotive Technology Education Foundation (NATEF) Automotive Service Excellence (ASE)</td>
<td>Automotive Service Excellence (ASE)</td>
<td>Pass one of the following ASE Student Certification exams: • Painting and Refinishing OR • Structural Analysis and Damage Repair.</td>
<td><a href="http://www.NA3SA.com">www.NA3SA.com</a>&lt;br&gt;www.natef.org&lt;br&gt;www.ayes.org</td>
</tr>
<tr>
<td>Career Cluster</td>
<td>Maryland CTE Programs of Study</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Program Teacher Student</td>
<td>Program Teacher Student</td>
<td>Program Teacher Student</td>
<td>Program Teacher Student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SkillsUSA Transcribed credit available at Penn College of Technology</td>
<td></td>
<td>$1,100/school $50/student for I-CAR account; $100 end-of-program exams (2)</td>
<td></td>
</tr>
<tr>
<td>TT</td>
<td>Auto body/ Collision Repair Technician</td>
<td>I-CAR (Inter-Industry Conference on Auto Collision Repair)</td>
<td>Pass the I-CAR Platinum exam. Transcribed credit available at Penn College of Technology</td>
<td>Contact Wanda Bloomer at NATEF. 800-362-0544 three weeks before the test In-house accommodations can be provided. NA3SA is built with extended time.</td>
<td>NATEF Estimated Costs: Initial: $1,269 Recertification $917 $30 per student per academic year. The fee allows for a single attempt at any or all tests in a series.</td>
</tr>
<tr>
<td>TT</td>
<td>Medium-Heavy Truck</td>
<td>National Automotive Technology Education Foundation (NATEF) Automotive Service Excellence (ASE)</td>
<td>Pass the Diesel Engines ASE Student Certification exam Developed by ASE in partnership with AYES, NATEF, and SkillsUSA Transcribed credit available at Penn College of Technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
English/Language Arts Credit, Enrollment and Assessment Requirements for Each Graduating Class from 2017-2020

Please refer questions to:

Ms. Ava B. Spencer
Coordinator of English Language Arts
Maryland State Department of Education
Division of Curriculum, Assessment and Accountability
Telephone: 410.767.0830
Email: ava.spencer@maryland.gov
# MSDE English Language Arts (ELA) Credit, Enrollment and Assessment Requirements

## Graduating Class of 2017 (Students entering 9th Grade during the 2013/2014 School Year)

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade</th>
<th>MSDE ELA Graduation Requirements</th>
<th>Additional ELA Requirements put into law by the College and Career Readiness and College Completion Act of 2013 (CCR)</th>
</tr>
</thead>
</table>
| 2013/2014   | 9th   | Students must earn 4 credits in English Language Arts. Students must have participated in PARCC 10 assessment. English Bridge Project requirement is waived for students in this cohort. | Students must be assessed by the end of the 11th grade to determine readiness for credit-bearing college-level coursework, using one of the following:  
  - PARCC 11  
    - Score of Level 4 or 5  
  - PARCC 10  
    - At this time, a score of Level 4 or 5 satisfies the CCR determination (pending further research). A score of Level 1, 2, or 3 on either the PARCC 10 or 11 does not constitute CCR designation.  
  - SAT  
    - Score of 500 or higher on Evidenced-based Reading and Writing (EBRW) Section  
  - ACT  
    - Score of 21 or higher (Average of English and Reading scores)  
  - AP Lit & Comp or AP Lang & Comp  
    - Score of 3, 4, or 5  
  - IB Language A: Literature SL or HL, or IB Language A: Language & Literature SL or HL  
    - Score of 4, 5, 6, or 7  
  - Accuplacer  
    - Score of 79+ Reading, 6+ Writing, and 90+ Sentence Skills  
  - Dual enrollment  
    - Admission to and enrollment in a Maryland IHE’s appropriate ELA college credit bearing course |
| 2014/2015   | 10th  |  | Students not designated college and career ready by the end of the 11th grade must participate in one of the following options:  
  - Next ELA course in the sequence with support by adding additional time and additional content addressed, or  
  - ELA transition course, or  
  - Transition course articulated with a college, or  
  - Other ELA instructional opportunity, such as:  
    - ELA module  
    - Online ELA course  
    - Hybrid ELA course |
| 2015/2016   | 11th  |  |  |
| 2016/2017   | 12th  |  |  |

Students who were not designated college and career ready by the end of the 11th grade must be reassessed by the end of the senior year. Reassessment options include all of the CCR Assessment Options listed in the column to the left. Additional senior year CCR reassessment options include:  
  - Summative Assessment aligned to the ELA Transition Course articulated by a college, or  
  - Career and Technology Education Program Technical Skills Assessment that qualifies students to earn college credit or leads to a license or an industry certification.
# MSDE English Language Arts (ELA) Credit, Enrollment and Assessment Requirements

## Graduating Class of 2018 (Students entering 9th Grade during the 2014/2015 School Year)

<table>
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<tr>
<th>School Year</th>
<th>Grade</th>
<th>MSDE ELA Graduation Requirements</th>
<th>Credit Requirements</th>
<th>Assessment Requirements</th>
</tr>
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<tbody>
<tr>
<td>2014/2015</td>
<td>9th</td>
<td>Students must earn 4 credits in English Language Arts.</td>
<td>Students must have participated in PARCC 10 assessment.</td>
<td>English Bridge Project requirement is waived for students in this cohort.</td>
</tr>
<tr>
<td>2015/2016</td>
<td>10th</td>
<td></td>
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</tr>
<tr>
<td>2016/2017</td>
<td>11th</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2017/2018</td>
<td>12th</td>
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</tr>
</tbody>
</table>

### Additional ELA Requirements put into law by the **College and Career Readiness & and College Completion Act of 2013 (CCR)**

**CCR Assessment Options**

- PARCC 11
  - Score of Level 4 or 5
- PARCC 10
  - Unless otherwise decided, a score of Level 4 or 5 satisfies the CCR determination (pending further research).
  - A score of Level 1, 2, or 3 on either the PARCC 10 or 11 does not constitute CCR designation.
- SAT
  - Score of 500 or higher on Evidenced-based Reading and Writing (EBRW) Section
- ACT
  - Score of 21 or higher (Average of English and Reading scores)
- AP Lit & Comp or AP Lang & Comp
  - Score of 3, 4, or 5
- IB Language A: Literature SL or HL, or IB Language A: Language & Literature SL or HL
  - Score of 4, 5, 6, or 7
- Accuplacer
  - Score of 79+ Reading, 6+ Writing, and 90+ Sentence Skills
- Dual enrollment
  - Admission to and enrollment in a Maryland IHE’s appropriate ELA college credit bearing course

### 12th Grade Transition Course

- Students not designated college and career ready by the end of the 11th grade must participate in one of the following options:
  - Next ELA course in the sequence with support by adding additional time and additional content addressed, or
  - ELA transition course, or
  - Transition course articulated with a college, or
  - Other ELA instructional opportunity, such as:
    - ELA module
    - Online ELA course
    - Hybrid ELA course

Students who were not designated college and career ready by the end of the 11th grade must be reassessed by the end of the senior year. Reassessment options include all of the CCR Assessment Options listed in the column to the left. Additional senior year CCR reassessment options include:

- Summative Assessment aligned to the ELA Transition Course articulated by a college, or
- Career and Technology Education Program Technical Skills Assessment that qualifies students to earn college credit or leads to a license or an industry certification.
# MSDE English Language Arts (ELA) Credit, Enrollment and Assessment Requirements

**Graduating Class of 2019 (Students entering 9th Grade during the 2015/2016 School Year)**

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/2016</td>
<td>9th</td>
</tr>
<tr>
<td>2016/2017</td>
<td>10th</td>
</tr>
<tr>
<td>2017/2018</td>
<td>11th</td>
</tr>
<tr>
<td>2018/2019</td>
<td>12th</td>
</tr>
</tbody>
</table>

### MSDE ELA Graduation Requirements

<table>
<thead>
<tr>
<th>Credit Requirements</th>
<th>Assessment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must earn 4 credits in English Language Arts.</td>
<td>Students must pass PARCC 10 assessment with a score TBD.</td>
</tr>
</tbody>
</table>

If the Grade 10 PARCC graduation requirement is not met after two attempts, the student will submit an English Bridge Project.

### Additional ELA Requirements put into law by the College and Career Readiness and College Completion Act of 2013 (CCR)

<table>
<thead>
<tr>
<th>CCR Assessment Options</th>
<th>12th Grade Transition Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must be assessed by the end of the 11th grade to determine readiness for credit-bearing college-level coursework, using one of the following:</td>
<td>Students not designated college and career ready by the end of the 11th grade must participate in one of the following options:</td>
</tr>
<tr>
<td>• PARCC 11 o Score of Level 4 or 5</td>
<td>• Next ELA course in the sequence with support by adding additional time and additional content addressed, or</td>
</tr>
<tr>
<td>• PARCC 10 o Unless otherwise decided, a score of Level 4 or 5 satisfies the CCR determination (pending further research). A score of Level 1, 2, or 3 on either the PARCC 10 or 11 does not constitute CCR designation.</td>
<td>• ELA transition course, or</td>
</tr>
<tr>
<td>• SAT o Score of 500 or higher on Evidenced-based Reading and Writing (EBRW) Section</td>
<td>• Transition course articulated with a college, or</td>
</tr>
<tr>
<td>• ACT o Score of 21 or higher (Average of English and Reading scores)</td>
<td>• Other ELA instructional opportunity, such as:</td>
</tr>
<tr>
<td>• AP Lit &amp; Comp or AP Lang &amp; Comp o Score of 3, 4, or 5</td>
<td>o ELA module</td>
</tr>
<tr>
<td>• IB Language A: Literature SL or HL, or IB Language A: Language &amp; Literature SL or HL o Score of 4, 5, 6, or 7</td>
<td>o Online ELA course</td>
</tr>
<tr>
<td>• Accuplacer o Score of 79+ Reading, 6+ Writing, and 90+ Sentence Skills</td>
<td>o Hybrid ELA course</td>
</tr>
<tr>
<td>• Dual enrollment o Admission to and enrollment in a Maryland IHE’s appropriate ELA college credit bearing course</td>
<td>Students who were not designated college and career ready by the end of the 11th grade must be reassessed by the end of the senior year. Reassessment options include all of the CCR Assessment Options listed in the column to the left. Additional senior year CCR reassessment options include:</td>
</tr>
<tr>
<td></td>
<td>• Summative Assessment aligned to the ELA Transition Course articulated by a college, or</td>
</tr>
<tr>
<td></td>
<td>• Career and Technology Education Program Technical Skills Assessment that qualifies students to earn college credit or leads to a license or an industry certification.</td>
</tr>
</tbody>
</table>
### MSDE English Language Arts (ELA) Credit, Enrollment and Assessment Requirements

#### Graduating Class of 2020 (Students entering 9th Grade during the 2016/2017 School Year)

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade</th>
<th>MSDE ELA Graduation Requirements</th>
<th>Additional ELA Requirements put into law by the College and Career Readiness and College Completion Act of 2013 (CCR)</th>
</tr>
</thead>
</table>
| 2016/2017   | 9th   | 4 credits in English Language Arts. | Students must be assessed by the end of the 11th grade to determine readiness for credit-bearing college-level coursework, using one of the following:  
- PARCC 11  
  - Score of Level 4 or 5  
- PARCC 10  
  - Unless otherwise decided, a score of Level 4 or 5 satisfies the CCR determination (pending further research).  
  - A score of Level 1, 2, or 3 on either the PARCC 10 or 11 does not constitute CCR designation.  
- SAT  
  - Score of 500 or higher on Evidenced-based Reading and Writing (EBRW) Section  
- ACT  
  - Score of 21 or higher (Average of English and Reading scores)  
- AP Lit & Comp or AP Lang & Comp  
  - Score of 3, 4, or 5  
- IB Language A: Literature SL or HL, or IB Language A: Language & Literature SL or HL  
  - Score of 4, 5, 6, or 7  
- Accuplacer  
  - Score of 79+ Reading, 6+ Writing, and 90+ Sentence Skills  
- Dual enrollment  
  - Admission to and enrollment in a Maryland IHE’s appropriate ELA college credit bearing course |
| 2017/2018   | 10th  | Students must pass PARCC 10 assessment with a score TBD.  
If the Grade 10 PARCC graduation requirement is not met after two attempts, the student will submit an English Bridge Project. | Students not designated college and career ready by the end of the 11th grade must participate in one of the following options:  
- Next ELA course in the sequence with support by adding additional time and additional content addressed, or  
- ELA transition course, or  
- Transition course articulated with a college, or  
- Other ELA instructional opportunity, such as:  
  - ELA module  
  - Online ELA course  
  - Hybrid ELA course |
| 2018/2019   | 11th  |  | |
| 2019/2020   | 12th  |  | |

Students who were not designated college and career ready by the end of the 11th grade must be reassessed by the end of the senior year. Reassessment options include all of the CCR Assessment Options listed in the column to the left. Additional senior year CCR reassessment options include:  
- Summative Assessment aligned to the ELA Transition Course articulated by a college, or  
- Career and Technology Education Program Technical Skills Assessment that qualifies students to earn college credit or leads to a license or an industry certification.
Mathematics Credit, Enrollment and Assessment Requirements for Each Graduating Class from 2017–2020

Please refer questions to:

Ms. Debra L. Ward
Coordinator of Mathematics
Maryland State Department of Education
Division of Curriculum, Assessment and Accountability
Telephone: 410.767.0355
Email: debra.ward@maryland.gov
<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade</th>
<th>Mathematics Graduation Requirements for Public High Schools in Maryland</th>
<th>Additional Mathematics Requirements put into law as a result of the College and Career Readiness and College Completion Act of 2013 (CCR)</th>
<th>CCR Assessment Options</th>
<th>12th Grade Transition Course</th>
</tr>
</thead>
</table>
| 2013/2014   | 9th   | Students must earn 3 credits in mathematics which must include a credit in:  
• Algebra  
• Geometry  
Maryland's goal for all students is completion of Algebra II but completion of Algebra II is not a Maryland mathematics graduation credit requirement.  
Note the University System of Maryland (USM) Mathematics Admission Requirements related to the completion of Algebra II in the footnote below. | Students must be assessed by the end of the 11th grade to determine readiness for credit-bearing college-level coursework, using one of the following:  
• PARCC Algebra II  
  ○ Score of 4 or 5  
• (Pending further research) For 11th graders enrolled in Geometry, a score of Level 4 or 5 on PARCC Geometry satisfies the CCR determination.  
• SAT  
  ○ Score of 500 or higher on the Mathematics portion  
• ACT  
  ○ Score of 21 or higher on Mathematics portion  
• AP Calculus AB, AP Calculus BC, AP Statistics  
  ○ Score of 3, 4 or 5  
• IB Mathematics  
  ○ Score of 4,5,6,or 7  
• ACCUPLACER  
  ○ College Level Mathematics test  
  ○ Score of 45 or higher  
• Dual enrollment  
  ○ Admission to and enrollment in a Maryland IHE's appropriate mathematics college credit bearing course  
  Note: LEAs may use alternate CCR assessment options, if an agreement exists between the LEA and a local community college that allows students to take college-level credit-bearing mathematics coursework using different metrics. | Students not designated college and career ready by the end of the 11th grade must participate in one of the following options:  
• Next mathematics course in the sequence with support, or  
• Transition course articulated with a college, or  
• Other mathematics instructional opportunity:  
  ○ Modules  
  ○ Online Mathematics course  
  ○ Hybrid Mathematics Course  
| 2014/2015   | 10th  | | | |
| 2015/2016   | 11th  | | | |
| 2016/2017   | 12th  | | | |

1 The Mathematics Admissions requirements for schools in the University System of Maryland exceed the Maryland Mathematics Graduation Requirements. (See details below.)

The University System of Maryland (USM) Board of Regents in December 2009 approved a new academic policy that requires incoming freshman undergraduates to have completed four years of high school math. The requirement applies to student applicants who entered ninth grade in Fall 2011 (Seniors during 2014-2015). The coursework must include Algebra I, Geometry, and Algebra II. Students who complete Algebra II before their senior year must also complete the fourth-year math requirement. They can do so by taking a course during their senior year that is intensive in algebra and expands on algebra foundations developed during Algebra II.

The University System of Maryland is comprised of: Bowie State University; Coppin State University; Frostburg State University; Salisbury University; Towson University; University of Maryland, Baltimore; University of Maryland, Baltimore County; University Center for Environmental Science; University of Maryland, College Park; University of Maryland Eastern Shore; University of Maryland, University College; and University of Baltimore.

2 Districts may use the PARCC Geometry assessment as a means to satisfy the CCR assessment requirement for 11th grade students taking Geometry. Please note that a score of 4 or 5 the PARCC Geometry assessment does not indicate readiness for college-level credit-bearing mathematics coursework.
Maryland Mathematics Credit, Enrollment and Assessment Requirements

| Graduating Class of 2018 (Students entering 9th Grade during the 2014/2015 School Year) |
|---------------------------------|-------------------------------------------------|
| **School Year** | **Grade** | **Mathematics Graduation Requirements for Public High Schools in Maryland** | **Additional Mathematics Requirements put into law as a result of the College and Career Readiness and College Completion Act of 2013 (CCR)** |
| **Credit Requirements** | **Assessment Requirements** | **CCR Assessment Options** | **12th Grade Transition Course** |
| 2014/2015 | 9th | Students must earn 3 credits in mathematics which must include a credit in: | Students must be assessed by the end of the 11th grade to determine readiness for credit bearing college level coursework, using one of the following: | Students not designated college and career ready by the end of the 11th grade must participate in one of the following options: |
| 2015/2016 | 10th | • Algebra | • PARCC Algebra II | • Next mathematics course in the sequence with support, or |
| 2016/2017 | 11th | • Geometry | • (Pending further research) For 11th graders enrolled in Geometry, a score of Level 4 or 5 on PARCC Geometry may satisfy the CCR determination. | • Transition course articulated with a college, or |
| 2017/2018 | 12th | Maryland's goal for all students is completion of Algebra II but completion of Algebra II is not a Maryland mathematics credit requirement. Enrollment in a mathematics course during 12th grade is required. | • SAT | • Other mathematics instructional opportunity: |
| **Note the University System of Maryland (USM) Mathematics Admission Requirements related to the completion of Algebra II in the footnote below.** | PARCC Algebra I assessment | • Score of 500 or higher on the Mathematics portion | o Modules |
| **Note: Students who took the PARCC Algebra I assessment during the 2014/2015 or 2015/2016 school year only needed to participate in the assessment to satisfy their Maryland Mathematics Assessment graduation requirement.** | **Additional CCR reassessment options include:** | • ACT | o Online Mathematics course |
| | | • Score of 21 or higher on Mathematics portion | | o Hybrid Mathematics Course |
| | | • AP Calculus AB, AP Calculus BC, AP Statistics, | | Students who were not designated as college and career ready by the end of the 11th grade must be reassessed by the end of the senior year. Additional CCR reassessment options include: |
| | | • Score of 3, 4 or 5 | | • Summative Assessment aligned to the Mathematics Transition Course articulated with a college, or |
| | | • IB Mathematics | | • Career and Technology Education Program Technical Skills Assessment that qualifies students to earn college credit or leads to a license or an industry certification. |
| | | • Score of 4,5,6,or 7 | | |
| | | • Accuplacer | | |
| | | • College Level Mathematics test | | |
| | | • Score of 45 or higher | | |
| | | • Dual enrollment | | |
| | | • Admission to and enrollment in a Maryland IHE's appropriate mathematics college credit bearing course | | |
| | | Note: LEAs may use alternate CCR assessment options, if an agreement exists between the LEA and a local community college that allows students to take college-level credit-bearing mathematics coursework using different metrics. |

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1 The Mathematics Admissions requirements for schools in the University System of Maryland exceed the MARYLAND Mathematics Graduation Requirements. (see details below)

The University System of Maryland (USM) Board of Regents in December 2009 approved a new academic policy that requires incoming freshman undergraduates to have completed four years of high school math. The requirement applies to student applicants who entered ninth grade in Fall 2011 (Seniors during 2014-2015). The coursework must include Algebra I, Geometry, and Algebra II. Students who complete Algebra II before their senior year must also complete the fourth-year math requirement. They can do so by taking a course during their senior year that is intensive in algebra and expands on algebra foundations developed during Algebra II.

The University System of Maryland is comprised of: Bowie State University; Coppin State University; Frostburg State University; Salisbury University; Towson University; University of Maryland at Baltimore; University of Maryland, Baltimore County; University Center for Environmental Science; University of Maryland, College Park; University of Maryland, Eastern Shore; University of Maryland, University College; and University of Baltimore.

2 Unless otherwise determined, districts may use the PARCC Geometry assessment as a means to satisfy the CCR assessment requirement for 11th grade students taking Geometry. Please note that a score of 4 or 5 the PARCC Geometry assessment does not indicate readiness for college-level credit-bearing mathematics coursework.
# Maryland Mathematics Credit, Enrollment and Assessment Requirements

## Graduating Class of 2019 (Students entering 9th Grade during the 2015/2016 School Year)

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<thead>
<tr>
<th>School Year</th>
<th>Grade</th>
<th>Mathematics Graduation Requirements for Public High Schools in Maryland</th>
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<th>12th Grade Transition Course</th>
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<td>2016/2017</td>
<td>10th</td>
<td>- Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017/2018</td>
<td>11th</td>
<td>- Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018/2019</td>
<td>12th</td>
<td>Marylands goal for all students is completion of Algebra II but completion of Algebra II is not a Maryland mathematics credit requirement. Enrollment in a mathematics course during 12th grade is required. Note the University System of Maryland (USM) Mathematics Admission Requirements related to the completion of Algebra II in the footnote below.</td>
<td>Note: Students who took the PARCC Algebra I assessment during the 2014/2015 or 2015/2016 school year only needed to participate in the assessment to satisfy their Maryland Mathematics Assessment graduation requirement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PARCC Algebra I assessment</td>
<td>PARCC Algebra II</td>
<td>Next mathematics course in the sequence with support, or</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>(Pending further research) For 11th graders enrolled in Geometry, a score of Level 4 or 5 on PARCC Geometry may satisfy the CCR determination.</td>
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</tr>
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<td>o Score of 21 or higher on Mathematics portion</td>
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<td>o AP Calculus AB, AP Calculus BC, AP Statistics</td>
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<td>o Score of 4, 5, 6, or 7</td>
<td>o IB Mathematics</td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
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<td></td>
<td>o Score of 4, 5, 6, or 7</td>
<td>o Admission to and enrollment in a Maryland IHE’s appropriate mathematics college credit bearing course</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>o Score of 4, 5, 6, or 7</td>
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1. The Mathematics Admissions requirements for schools in the University System of Maryland exceed the Maryland Mathematics Graduation Requirements. (see details below)

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2. Unless otherwise determined, districts may use the PARCC Geometry assessment as a means to satisfy the CCR assessment requirement for 11th grade students taking Geometry. Please note that a score of 4 or 5 the PARCC Geometry assessment does not indicate readiness for college-level credit-bearing mathematics coursework.
Maryland Mathematics Credit, Enrollment and Assessment Requirements

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<td>2016/2017</td>
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<td>Students not designated college and career ready by the end of the 11th grade must participate in one of the following options:</td>
</tr>
</tbody>
</table>
| 2017/2018   | 10th  | • Algebra  
• Geometry | • PARCC Algebra II  
• Score of 4 or 5  
• (Pending further research) For 11th graders enrolled in Geometry, a score of Level 4 or 5 on PARCC Geometry may satisfy the CCR determination.  
• SAT  
• Score of 500 or higher on the Mathematics portion  
• ACT  
• Score of 21 or higher on Mathematics portion  
• AP Calculus AB, AP Calculus BC, AP Statistics  
• Score of 3, 4 or 5  
• IB Mathematics  
• Score of 4,5,6,or 7  
• Accuplacer  
• College Level Mathematics test  
• Score of 45 or higher  
• Dual enrollment  
• Admission to and enrollment in a Maryland IHE’s appropriate mathematics college credit bearing course | • Next mathematics course in the sequence with support, or  
• Transition course articulated with a college, or  
• Other mathematics instructional opportunity:  
  • Modules  
  • Online Mathematics course  
  • Hybrid Mathematics Course |
| 2018/2019   | 11th  | Enrollment in a mathematics course during 12th grade is required. | Note: Students who took the PARCC Algebra I assessment during the 2014/2015 or 2015/2016 school year only needed to participate in the assessment to satisfy their Maryland Mathematics Assessment graduation requirement. | Students who were not designated as college and career ready by the end of the 11th grade must be reassessed by the end of the senior year. Additional CCR reassessment options include:  
• Summative Assessment aligned to the Mathematics Transition Course articulated with a college, or  
• Career and Technology Education Program Technical Skills Assessment that qualifies students to earn college credit or leads to a license or an industry certification. |
| 2019/2020   | 12th  | Note: the University System of Maryland (USM) Mathematics Admission Requirements related to the completion of Algebra II in the footnotes below. ¹ | Students not designated college and career ready by the end of the 11th grade must participate in one of the following options: | |

¹ The Mathematics Admissions requirements for schools in the University System of Maryland exceed the Maryland Mathematics Graduation Requirements. (see details below)

² Unless otherwise determined, districts may use the PARCC Geometry assessment as a means to satisfy the CCR assessment requirement for 11th grade students taking Geometry. Please note that a score of 4 or 5 the PARCC Geometry assessment does not indicate readiness for college-level credit-bearing mathematics coursework.
Frequently Asked Questions

English Language Arts (ELA)
Credit, Enrollment and Assessment Requirements

Please refer questions to:

Ms. Ava B. Spencer
Coordinator of English Language Arts
Maryland State Department of Education
Division of Curriculum, Assessment and Accountability
Telephone: 410.767.0830
Email: ava.spencer@maryland.gov
MSDE ELA Graduation Requirements

Questions Related to:
Maryland Education Article, Annotated Code of Maryland
§ 7-205.1. High school curriculum and graduation requirements
(b) Assessment of students; transition and other courses  Section (2) (ii) states:
“The implementation of transition courses or other instructional opportunities required under subparagraph (i) of this paragraph:
1. Shall include an assessment or reassessment of the student after completion of the course; and
2. May not preclude or replace enrollment in a course otherwise required for graduation from high school.”

(1). Question:
Does a senior, deemed not college and career ready in ELA via a CCR assessment administered at the end of the 11th grade, need to enroll in an ELA transition course during the senior year if enrollment in the transition course would preclude the student from taking a course required for graduation?
Answer:
No, if there is no room for additional courses in a student’s school schedule, then the student is not required to enroll in an English transition course in the 12th grade.

(2). Question:
Does a senior, deemed not college and career ready in ELA via a CCR assessment administered at the end of the 11th grade, need to be provided other instructional opportunities beyond the school day in order to satisfy the requirements of the law, if the student cannot fit a transition course into his/her schedule?
Answer:
No, transition courses or other instructional opportunities should take place during the regular school day. The statute states that a transition course may not "replace" a course needed to graduate. Thus, if a student needs credits in English Language Arts or in math to graduate, transition courses in those content areas cannot be used to fulfill the regular English Language Arts or math credits needed to graduate. The transition course or instructional opportunity must be in addition to the English or math course needed for graduation, by adding time spent and content addressed.

The statute states that a transition course may not "preclude" enrollment in a course needed to graduate. Thus, if a student needs specific courses to graduate, and s/he cannot fit those courses and a transition course into his schedule, s/he need not take the transition course. A transition course cannot get in the way of a student completing his regular graduation credit requirements.
Can a student satisfy the English assessment graduation requirement using a means other than by earning a passing score on the Maryland High School Assessment for English or by successfully completing an English Bridge Plan?

**Answer:**
Yes, according to The Code of Maryland Regulations (COMAR) 13A.03.02.09.B.(3)(c), students can satisfy their English assessment graduation requirement using other exams approved by the MSDE including Advanced Placement (AP) English Language or English Literature score of 3, 4, or 5; or International Baccalaureate (IB) English A1 score of 5, 6, or 7.

Additional ELA Requirements put into law by the College and Career Readiness and College Completion Act of 2013 (CCR)

General CCR Questions:

(4). Question:
Community colleges require students to earn a score of 79+ on the Reading, 6+ on the Writing, and 90+ on the Sentence Skills College-level English Accuplacer or a score of 500 or higher on the Evidence-based Reading and Writing (EBRW) Section of the SAT before being permitted to take a college level credit bearing English course. If a community college allows a high school student to take a college-level credit bearing English course, is the student considered to be college and career ready?

**Answer:**
Yes, if a community college allows a student to take a college level credit bearing English course, it means that the student has achieved either a score of 79+ on the Reading, 6+ on the Writing, and 90+ on the Sentence Skills College-level English Accuplacer or a score of 500 or higher on the Evidence-based Reading and Writing (EBRW) Section of the SAT. These are scores districts use for CCR designation in English as well; however, taking and successfully completing a non-credit developmental English course at a community college does not necessarily mean a student is college and career ready. Community colleges have several levels of developmental English courses. A student would need to complete successfully the highest level non-credit developmental course to be designated as CCR.

(5). Question:
Dual enrollment is listed as an option for Grade 11 Assessment, but is it dual enrollment for students completing a course in Grade 11 or 12? If the course is in lieu of another assessment, could an 11th grader take the credit bearing course in the summer before Junior or Senior year and have the class count?
Answer:
Prior credit bearing coursework can count toward the CCR determination. An example of possible justification would be students who do not test well but are successful in the course.

(6). Question:
Who will oversee the testing and the collection of data? If the plan includes the next course in the sequence with support (as indicated on the MSDE English Language Arts [ELA] and Mathematics Credit, Enrollment and Assessment Requirements charts), how will this information be gathered and analyzed?

Answer:
Beginning in the 2017 school year, MSDE will collect information on transition and module courses, and reassessments through the Maryland Course Catalog (MCC), Student-Course-Grade-Teacher (SCGT), High School Status and Completers (HSSC) data collections. The MCC data collection will gather the transition courses and modules offered by subject area in each LEA. The SCGT data collection will collect information on individual students taking and passing transition courses or modules. The HSSC data collection will collect information on students as they exit Maryland public high schools including their College and Career Readiness designation, any transition courses or modules, and reassessments.

(7). Question:
Under what circumstances, if any, can a student be exempt from taking a Transition Course?

Answer:
A student who has a schedule that is already full with courses required for graduation, and has no room for additional courses in his/her schedule, is exempt from taking the transition course.

(8). Question:
CCR 12th grade reassessment options include the SAT and Advanced Placement English exams. Results from Advanced Placement Exams typically become available after schools have dismissed for the summer. Depending on when a 12th grade student takes the SAT, the results may also not be available until after schools dismiss for the summer. How will a student learn of their CCR designation if the CCR assessment results are not available until the summer?

Answer:
This is a district decision.

(9). Question:
If a student uses the SAT CCR assessment option instead of the PARCC English 11 CCR assessment option, and PARCC English 11 assessment results are tied to teacher performance, how will that affect the teacher?

Answer:
This is a district decision.

(10). Question:
How can comparisons be made between systems if a few systems opt for the SAT, some for the Accuplacer, and some for PARCC?

Answer:
As each district has unique challenges, any comparisons between districts should be done by the districts themselves solely for the purposes of informing best practices. Many students and their parents believe that earning a high school diploma is all that is needed to be ready for college level coursework or the demands of many careers. The spirit of the requirements of the law related to CCR assessments is that students and their parents will be provided with an
accurate assessment of how close students are to meeting the expectations they will face when they leave high school. If students’ CCR assessment scores reveal that they are not yet ready to meet post high school demands, students and their parents should be able to rest assured that the school system has a plan to provide senior year coursework that will help students become better prepared to meet the demands they will face once they leave high school. For this reason, it is hoped that districts will use the analysis of data from the CCR assessments and transition courses to improve practices designed to help students achieve a CCR designation by the time they graduate from high school.

(11). Question:
Does allowing some districts to cover the cost for all of their students to take the SAT for CCR designation widen the equity gap?
Answer:
All districts have the option to cover the cost for all of their students to take the SAT. It is each district’s decision whether to use the SAT as a CCR assessment for all students.

(12). Question:
If a system uses the SAT and a student is absent on the day of testing, what is used in its place?
Answer:
This is a district decision. Any of the other CCR assessment options could potentially be used.

(13). Question:
In an IB program, what is the HL and SL designation?
Answer:
HL is Honors Level and SL is Standard Level. While one is called “standard,” the test is a rigorous assessment of language skills and part of the IB program.

(14). Question:
The Accuplacer score as indicated on the MSDE English Language Arts (ELA) Credit, Enrollment and Assessment Requirements chart lists the following scores: Score of 79+ Reading, 6+ Writing, and 90+ Sentence Skills. Can those scores be combined and averaged?
Answer:
No, the listed scores are minimum scores for each assessment. These scores cannot be combined or averaged.

(15). Question:
PARCC 10 and 11, ACT, AP, and IB all require essays; the SAT is optional. Do you want to make the SAT essay required to determine CCR status? Writing is a pivotal skill which perhaps should be scored. There will be a great discrepancy among systems when some use assessments where the essays are required.
Answer:
The assessments and cut scores listed are accepted “as is.” It is up to the district to determine whether the test they choose to administer has an essay.

(16). Question:
For the ACT, do students need to have a 21 or higher on the English and Writing subtests; the English and Reading subtests; or the English, Reading, and Writing
subtests? Is the writing piece optional?

Answer:
The student must achieve an average score of 21 or higher.

(17). Question:
Since there are additional instructional opportunities outside the regular English class, are there additional situations in which a student would be exempt from taking an ELA Transition Course? Unlike math where conceivably the student could not fit additional coursework in their schedule, in English, if the additional instructional opportunities are outside the regular school day, how would there be justification for a waiver?

Answer:
Transition courses or other instructional opportunities should take place during the regular school day and may not preclude or replace enrollment in a course otherwise required for graduation from high school. Students not designated college and career ready by the end of the 11th grade must participate in one of the following:
- Next ELA course in the sequence with support by adding additional time and additional content addressed, or
- ELA transition course, or
- Transition course articulated with a college, or
- Other ELA instructional opportunity, such as:
  - ELA module
  - Online ELA course
  - Hybrid ELA course

(18). Question:
For a school that offers the IB Program, knowing that the students have to score a 4 or higher on the IB exam, which exam determines CCR since there are multiple exams given through IB?

Answer:
Language A: Literature SL or HL
Language A: Language & Literature SL or HL
Language B is a second language proficiency assessment; therefore, it is not listed for CCR determination.
Students must achieve a score of 4 or above on one of the English-related IB exams.

(19). Question:
Can we have the students enroll in regular English during the first semester and enroll in an English course offered by the community college for the second semester? Will this cover the transition course because it would be outside the regular English classroom?

Answer:
Yes, if the English course is on a semester schedule, and the students are receiving the entire English 12 course in the first semester.

(20). Question:
Is it now true that a student will be considered college and career ready for ELA if s/he scores a 4 or above on the PARCC test for Grade 10 OR Grade 11?

Answer:
The English Grade 10 course is an option pending further research. Simply participating in the PARCC 10 or 11 does not constitute CCR designation.
Please refer questions to:

Ms. Debra L. Ward
Coordinator of Mathematics
Maryland State Department of Education
Division of Curriculum, Assessment and Accountability
Telephone: 410.767.0355
Email: debra.ward@maryland.gov
Questions Related to:
Maryland Education Article, Annotated Code of Maryland
§ 7-205.1. High school curriculum and graduation requirements
   (b) Assessment of students; transition and other courses

Section (2) (ii) states:
“The implementation of transition courses or other instructional opportunities required under subparagraph
(i) of this paragraph:
3. Shall include an assessment or reassessment of the student after completion of the course; and
4. May not preclude or replace enrollment in a course otherwise required for graduation from high
   school.”

(1). Question:
Does a senior, deemed not college and career ready in mathematics via a CCR assessment administered at the end of the 11th grade, need to enroll in a mathematics transition course during the senior year if enrollment in the transition course would preclude the student from taking a course required for graduation?

Answer:
No, if there is no room for additional courses in a student’s school schedule, then the student is not required to enroll in a mathematics transition course in the 12th grade.

(2). Question:
Does a senior, deemed not college and career ready in mathematics via a CCR assessment administered at the end of the 11th grade, need to be provided other instructional opportunities beyond the school day in order to satisfy the requirements of the law, if the student cannot fit a transition course into his/her schedule?

Answer:
No, transition courses or other instructional opportunities should take place during the regular school day. The statute states that a transition course may not “replace” a course needed to graduate. Thus, if a student needs credits in English Language Arts or in mathematics to graduate, transition courses in those content areas cannot be used to fulfill the regular English Language Arts or mathematics credits needed to graduate. The transition course or instructional opportunity must be in addition to the English or mathematics course needed for graduation, by adding time spent and content addressed.

The statute states that a transition course may not “preclude” enrollment in a course needed to graduate. Thus, if a student needs specific courses to graduate, and s/he cannot fit those courses and a transition course into his schedule, s/he need not take the transition course. A transition course cannot get in the way of a student completing regular graduation credit requirements.
**Question Related to:**
COMAR Regulation 13A.03.02.09 Diplomas and Certificates
Section B. (3)(c)

B. Maryland High School Diploma. Except as provided in Regulation 12 of this chapter, and in section C of this regulation, to be awarded a Maryland high school diploma student shall:

(3) Satisfy one of the following:

(a) Achieve a passing score as established by the Department on the Maryland High School Assessments for algebra, biology, English, and government;

(b) Achieve a combined score(s) as established by the Department on the Maryland High School Assessments;

(c) Achieve a score as established by the department on department-approved substitute assessment for algebra, biology, English, and Government, aligned with the Maryland High School Assessments such as Advanced Placement examinations, SAT I, SAT II, ACT, and International Baccalaureate examinations;

**Additional Mathematics Requirements put into law by the College and Career Readiness and College Completion Act of 2013 (CCR)**

**General CCR Questions:**

(3). Question:
All Maryland community colleges allow students who earn a score of 45+ on the College-Level Mathematics Accuplacer or a score of 500 or higher on the mathematics portion of the SAT to take designated college-level credit bearing mathematics courses. If a community college allows a high school student to take a college-level credit-bearing mathematics course, is the student considered to be college and career ready?

**Answer:**
Yes, if a community college allows a student to take a college-level credit-bearing mathematics course; however, taking and successfully completing a non-credit developmental mathematics course at a community college does not necessarily mean a student is college and career ready. Community colleges have several levels of developmental mathematics courses. A student would need to complete successfully the highest level non-credit developmental course to be designated as CCR.

(4). Question:
Dual enrollment is listed as an option for Grade 11 Assessment, but is it dual enrollment for students completing a course in Grade 11 or 12?
If the course is in lieu of another assessment, could an 11th grader take the credit bearing course in the summer before Junior or Senior year and have the class count?

**Answer:**
- Students in grade 11 dual enrolled in a college-level credit-bearing mathematics course do not need to take a CCR assessment.
- Students who are permitted by a local community college to take a college-level credit-bearing mathematics course during the summer between their 11th and 12th grade year are considered to be CCR and would not be required to take a 12th grade mathematics transition course or reassessment.
- Students in 12th grade dual enrolled in a college-level credit-bearing mathematics course are CCR.
and no transition course or reassessment is needed.

(5). Question:
Who will oversee the testing and the collection of data? If the plan includes the next course in the sequence with support (as indicated on the MSDE English Language Arts (ELA) and Mathematics Credit, Enrollment and Assessment Requirements charts), how will this information be gathered and analyzed?

Answer:
Beginning in the 2017 school year, MSDE will collect information on transition and module courses, and reassessments through the Maryland Course Catalog (MCC), Student-Course-Grade-Teacher (SCGT), High School Status and Completers (HSSC) data collections. The MCC data collection will gather the transition courses and modules offered by subject area in each LEA. The SCGT data collection will collect information on individual students taking and passing transition courses or modules. The HSSC data collection will collect information on students as they exit Maryland public high schools including their College and Career Readiness designation, any transition courses or modules, and reassessments.

(6). Question:
CCR 12th grade reassessment options include the SAT and Advanced Placement mathematics exams. Results from Advanced Placement Exams typically become available after schools have dismissed for the summer. Depending on when a 12th grade student takes the SAT, the results may also not be available until after schools dismiss for the summer. How will a student learn of the CCR designation if the CCR assessment results are not available until the summer?

Answer:
This is a district decision.

(7). Question:
If a student uses the SAT CCR assessment option instead of the PARCC Algebra II CCR assessment option, and PARCC Algebra II assessment results are tied to teacher performance, how will that affect the teacher?

Answer:
This is a district decision

(8). Question:
How can comparisons be made between systems if a few systems opt for the SAT, some for the Accuplacer, and some for PARCC?

Answer:
As each district has unique challenges, any comparisons between districts should be done by the districts themselves solely for the purposes of informing best practices. Many students and their parents believe that earning a high school diploma is all that is needed to be ready for college level coursework or the demands of many careers. The spirit of the requirements of the CCR-CCA of 2013 related to CCR assessments is that students and their parents will be provided with an accurate assessment of how close students are to meeting the expectations they will face when they leave high school. If students’ CCR assessment scores reveal that the student is not yet ready to meet post high school demands, students and their parents should be able to rest assured that the school system has a plan to provide senior year coursework that will help students become better prepared to meet the demands they will face once they leave high school. For this reason, it is hoped that districts will use analysis of data from the CCR assessments and transition courses to improve practices designed to help students achieve a CCR designation by the time they graduate from high school.
(9). Question:
Does allowing some districts to cover the cost for all of their students to take the SAT for CCR designation widen the equity gap?

Answer:
Districts have the option to cover the cost for all of their students to take the SAT. It is each district’s decision whether to use the SAT as a CCR assessment for all students.

(10). Question:
If a system uses the SAT and a student is absent on the day of testing, what is used in its place?

Answer:
This is a district decision. Any of the other CCR assessment options could potentially be used.

(11). Question:
There is a great deal of confusion over whether or not PARCC Geometry can be used as a college and career ready test for grade 11. If it can, will it count for CCR if the student scores a 4 or 5?

Answer:
Section 7-205.1b.1 of the Annotated Code of Maryland (https://www.lexisnexis.com/hottopics/mdcode/) stipulates that beginning with the 2015-2016 school year, all students shall be assessed using acceptable college placement cut scores no later than the 11th grade to determine whether the student is ready for college-level credit bearing course work. To be ready for credit-bearing college-level coursework in Mathematics, students must possess the foundational skills acquired through successful completion of Algebra II. It is unlikely that a student who has not yet competed Algebra II would be ready for credit bearing college-level mathematics coursework. Pending further research, LEAs may use the PARCC Geometry assessment as a CCR assessment for 11th grade students enrolled in Geometry in the 2016-2017 school year in order to comply with the requirement that all students be assessed by the end of the 11th grade to determine readiness for college-level credit bearing coursework in mathematics.

(12). Question:
Would earning a score of 4 or 5 on either the Geometry PARCC or the PARCC Algebra II assessment result in a student being designated as CCR?

Answer:
If a student earns a score of 4 or 5 on the PARCC Algebra II assessment, the student will receive a CCR designation. If a student earns a score of 4 or 5 on the PARCC Geometry assessment, the student is considered on track for being CCR after taking Algebra II.

(13). Question:
If a student fails to earn a Geometry credit by the end of the 11th grade and needs to re-take Geometry as a senior, can the PARCC Geometry assessment fulfill the CCR reassessment requirement?

Answer:
Yes, if a student fails to pass Geometry by the end of junior year and is re-taking Geometry as a senior to earn the Geometry credit required for graduation, the PARCC Geometry assessment could be used to fulfill the CCR reassessment requirement.

(14). Question:
Are we required to have our current 11th grade students enroll in a transition class during 2016-2017 (Grade 12) if they do not achieve CCR via the PARCC Algebra II or some other identified assessment score?

Answer:
Yes, despite the fact the students who graduate during the 2016-2017 are not required to enroll in a
Section 7-205.b.2 of the Annotated Code of Maryland stipulates that transition courses must be in place next year.

“(i) Subject to subparagraph (ii) of this paragraph, the Department, in collaboration with local school systems and public community colleges, shall develop and implement, by the 2016-2017 school year, transition courses or other instructional opportunities to be delivered in the 12th grade to students who have not achieved college and career readiness by the end of the 11th grade.” Students are not required to enroll in a transition course if it precludes them from enrolling in a course required for graduation.

(15). Question:
COMAR 13A.03.02.09.C.(2) indicates that any student who has taken a PARCC-aligned Algebra I course prior to the 2016-2017 school year may meet the graduation requirements for Algebra I by passing Algebra I and taking the assessment aligned with the Algebra I course at least one time. Does this regulation mean that students only have to take one of the CCR assessments but will not be required to earn the designated cut score since the students only have to take the PARCC Algebra I assessment?

Answer:
There is no connection between the graduation requirements associated with Algebra I and the CCR assessment requirements. Section 7-205.b.2 of the Annotated Code of Maryland stipulates that transition courses must be in place next year.

“(i) Subject to subparagraph (ii) of this paragraph, the Department, in collaboration with local school systems and public community colleges, shall develop and implement, by the 2016-2017 school year, transition courses or other instructional opportunities to be delivered in the 12th grade to students who have not achieved college and career readiness by the end of the 11th grade.” COMAR 13A.03.02.09C.(2) is in reference to earning a diploma; it is unrelated to meeting the CCR requirement. PARCC Algebra I does not satisfy the requirement for CCR designation; however, PARCC Algebra I does satisfy a graduation requirement.

(16). Question:
Can a single mathematics course taken during the senior year satisfy both an LEA requirement that a student earn a 4th mathematics credit and mathematics transition course requirement if the same student was deemed not CCR at the end of the 11th grade?

Answer:
In this situation, one senior year mathematics course can satisfy both local and state requirements. MSDE is working on how LEAs should code this scenario.

(17). Question:
IB Exams are typically given during the 12th grade. Why are IB exams listed under CCR assessment options?

Answer:
IB exams were listed to cover unusual circumstances. If a student took an IB exam as an 11th grader due to some unusual circumstance, the score earned could determine CCR.
Attachment 1

Memorandum of Understanding
Between Maryland Association of Community Colleges and
Public School Superintendents Association of Maryland
Memorandum of Understanding

Between Maryland Association of Community Colleges and Public School Superintendents Association of Maryland

This Memorandum of Understanding ("MOU") is entered into this 1st day of August 2016, by and between the Maryland Association of Community Colleges and the Public School Superintendents Association of Maryland.

Background

WHEREAS, under the College and Career Readiness and College Completion Act of 2013 (herein referred to as “the CCR&CCA”), Annotated Code of Maryland, Education Article § 7-205, beginning in the 2015-2016 school year all students shall be assessed using acceptable college placement cut scores no later than 11th grade to determine whether the student is ready for college-level credit-bearing coursework in English Language Arts, Literacy and Mathematics.

WHEREAS, the Maryland State Department of Education (MSDE), in collaboration with local school systems and public community colleges, shall develop and implement by the 2016-2017 school year transition courses or other instructional opportunities to be delivered in the 12th grade to students who have not achieved college and career readiness by the end of the 11th grade.

WHEREAS, the implementation of transition courses or other instructional opportunities shall include an assessment or reassessment of the student after completion of the course and may not preclude or replace enrollment in a course otherwise required for graduation from high school.

NOW THEREFORE, by the signatures below, the individuals representing their respective organizations acknowledge in this Memorandum of Understanding (herein referred to as “MOU”) that after extensive review and collaboration, the parties agree to the following criteria relating to executing their responsibilities under the provisions of the CCR&CCA as identified above.

Agreement

1. College and Career Readiness Criteria and Assessment. A high school junior or senior student to be deemed as college and career ready must meet one of the following criteria:
### 11th Grade

<table>
<thead>
<tr>
<th>English Language Arts (ELA)</th>
<th>PARCC</th>
<th>SAT</th>
<th>ACT</th>
<th>AP</th>
<th>IB</th>
<th>ACCUPLACER</th>
<th>Dual Enroll.</th>
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<tbody>
<tr>
<td>English 11 score of Level 4 or 5</td>
<td>Score of 500 or greater Evidence-based Reading &amp; Writing (EBRW) Section</td>
<td>Score of 21 or greater Average of English Test &amp; Reading Test scores</td>
<td>English Language &amp; Composition</td>
<td>Lang. A: Lit SL or HL Or Lang. A: Lang. &amp; Lit. SL or HL</td>
<td>Reading 79+ Writing 6+ &amp; Sentence Skills 90+</td>
<td>Admission to and enrollment in a Maryland IHE's appropriate ELA college credit bearing course. Existing local agreements between LEAS and community colleges or CCR are accepted.</td>
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<tr>
<td>English 10 score of Level 4 or 5 satisfies the CCR determination (pending further research)</td>
<td>Exam Score of 3, 4, or 5</td>
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<td>Or</td>
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</table>

**Math**

<table>
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<tr>
<th>Algebra II Score of Level 4 or 5</th>
<th>Score of 500 or greater Mathematics Section</th>
<th>Score of 21 or greater on Mathematics Test</th>
<th>Calculus AB Statistics</th>
<th>Math Studies Math SL Math HL Further Math</th>
<th>College level Mathematics test scores of 45+</th>
<th>Admission to and enrollment in a Maryland IHE's appropriate math college credit bearing course. Existing local agreements between LEAs and community colleges or CCR are accepted.</th>
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<tr>
<td>For 11th graders enrolled in Geometry, a score of Level 4 or 5 on PARCC Geometry satisfies the CCR determination (pending further research). Please see * below.</td>
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<td>Exam Score of 3, 4, or 5</td>
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*For 11th graders enrolled in Geometry who take PARCC, a score of 4 or 5 does not indicate placement in a college credit bearing course.

2. **Ineligible.** If a student is deemed not college and/or career ready (hereafter “CCR”) at the end of 11th grade, the student is required to meet the criteria as established in the chart below in order to be eligible for dual enrollment:
Senior Coursework

**English Language Arts (ELA)**
Complete an ELA transition course or an additional ELA “instructional opportunity” (online, hybrid, module, etc.) in preparation for re-assessment

OR
Enroll in a transition course articulated with a community college. These articulated college courses include, but are not limited to, Developmental English, courses approved by the community college as sufficient preparation for college, or courses that are taught by community college faculty.

**MATH**
Complete a math transition course or an additional math “instructional opportunity” (online, hybrid, module, etc.) in preparation for re-assessment

OR
Enroll in a transition course articulated with a community college

3. **Reassessment.** Reassessment criteria is identified below:

<table>
<thead>
<tr>
<th>Re-Assessment</th>
<th>Summative Course Assessment (externally validated by local community college)</th>
<th>OR</th>
<th>PARCC 11</th>
<th>OR</th>
<th>SAT/ACT</th>
<th>OR</th>
<th>Accuplacer</th>
<th>OR</th>
<th>AP Test</th>
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<td><strong>English Language Arts (ELA)</strong></td>
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<td><strong>MATH</strong></td>
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4. **Exception.** If a student is determined to be college ready in mathematics prior to 11th grade, all CCR requirements have been met for mathematics. However, students entering 9th grade class of 2014-2015 school year shall enroll in a mathematics course in each year of high school that the student attends, up to a maximum of four years of attendance, unless in the 5th or 6th year a mathematics course is needed to meet a graduation requirement.
5. **Career and Technology Programs.** For students enrolled in Career and Technology Programs to be deemed as college and career ready must meet the following criteria:

Senior Year Coursework - An appropriate transition course or other instructional opportunity consistent with the completion of a State Approved Career and Technology Education Program of Study. See the MSDE Career and Technology site: http://marylandpublicschools.org/programs/Documents/CCRS/CCRToolKit2016.pdf (List attached as Exhibit 1)

Reassessment - Technical Skill Assessment recognized by MSDE leading to a license or an industry certification.

This MOU expires June 30, 2017. The parties agree to annually review this MOU to provide modifications as may be deemed relevant in accordance with changes in the law.

MARYLAND ASSOCIATION OF COMMUNITY COLLEGES

PUBLIC SCHOOL SUPERINTENDENTS ASSOCIATION OF MARYLAND

Dr. Bernard J. Sadusky, Executive Director

Dr. David A. Cox, President