

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
www.marylandpublicschools.org

Larry Hogan
Governor

Maryland State Board of Education
Mr. Andrew R. Smarick, President

Dr. Chester E. Finn, Jr.
Dr. S. James Gates, Jr.
Ms. Laurie Halverson
Dr. Michele Jenkins Guyton
Ms. Stephanie R. Iszard

Ms. Jannette O'Neill Gonzalez
Ms. Barbara J. Shreeve
Mrs. Madhu Sidhu
Mr. Guffrie M. Smith, Jr.
Ms. Laura Weeldreyer
Mr. David Edimo (Student)

Karen B. Salmon, Ph.D.
Secretary-Treasurer of the Board
State Superintendent of Schools

Carol A. Williamson, Ed.D.
Deputy State Superintendent for
Teaching and Learning

Lynne M. Gilli, Ed.D.
Acting Assistant State Superintendent
Division of Career and College
Readiness (DCCR)

Caroll Visintainer, Ed.D.
Assistant State Superintendent
Division of Curriculum, Assessment
and Accountability (DCAA)

Contributors to the Tool Kit

Jeanne-Marie S. Holly
Program Manager,
CTE Systems Branch
DCCR

Patricia Mikos
Program Manager,
CTE Student and Assessment Services Branch
DCCR

Debra L. Ward
Mathematics Coordinator
DCAA

Ava B. Spencer
English/Language Arts Coordinator
DCAA

Robin D. Wefelmeyer
Management Associate

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to departmental policy, please contact: Equity Assurance and Compliance Office, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201-2595.
VOICE: 410-767-0426, TTY/TDD: 410-333-6442.

Published 09/16/16 Copyright © 2016 MSDE All Rights Reserved

TABLE OF CONTENTS

Introduction	1
Overview of College and Career Readiness: A Partnership with Local School Systems and their Community Colleges	2
Attachment 2A: Local School Systems' Options for Implementing the CCR-CCA of 2013.....	4
Attachment 2B: Maryland Career and Technology Education Programs of Study, CCR-CCA of 2013 – Technical Skill Assessment Chart by Career Clusters	5
English/Language Arts Credit, Enrollment and Assessment Requirements for Each Graduating Class from 2017–2020.....	22
Mathematics Credit, Enrollment and Assessment Requirements for Each Graduating Class from 2017–2020	27
English Language Arts (ELA) Credit, Enrollment and Assessment Requirements Frequently Asked Questions.....	33
Mathematics Credit, Enrollment and Assessment Requirements Frequently Asked Questions	40

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 www.marylandpublicschools.org. 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.

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.

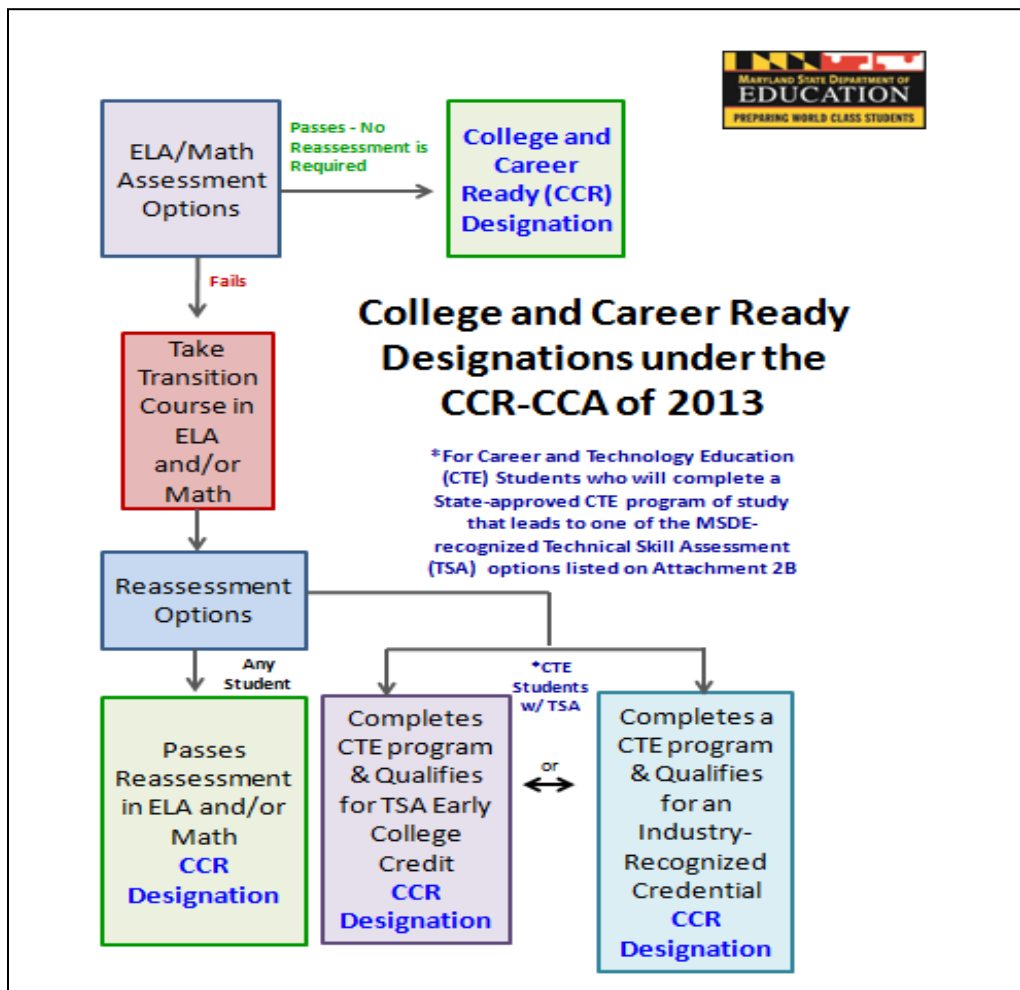
All students benefit by being eligible for enrollment in credit-bearing courses at their community college in order to engage in dual enrollment courses for academic advancement, career exploration, and learning enrichment. When students leave high school prepared to take credit-bearing college courses, the doors to these opportunities are held open for them. For that reason, passing the admission 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.

Attachment 2A: CCR-CC Act of 2013 Assessment and Transition Course Options (Applicable to students taking CCR assessments in the 2016-2017 school year)

	11 th Grade Assessment Options						Can replace CCR Assessment or Senior Coursework	Senior Year Coursework	Senior Year Re-Assessment Options
	PARCC	SAT	ACT	AP	IB	ACCUPLACER	DUAL ENROLLMENT	If a student is not determined college and/or career ready by the end of 11 th grade, he/she will:	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.
English Language Arts (ELA)	English 11 score of level 4 or 5	Score of 500 or greater Evidence-based Reading & Writing (EBRW) Section	Score of 21 or greater Average of English Test & Reading Test	English Language & Composition or English Literature & Composition	Lang. A: Lit. SL or HL or Lang. A: Lang. & Lit. SL or HL	Reading 79+ and Writing 6+ and Sentence Skills 90+	Admission to and enrollment in a Maryland IHEs appropriate ELA college credit bearing course.	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.	Summative Course Assessment (externally validated by local community college) OR PARCC 11 OR SAT/ACT OR Accuplacer OR AP Test OR IB Test
	English 10 score of level 4 or 5 satisfies the CCR determination (pending further research)			Exam Score of 3, 4, or 5	Grade 4 or above on one or more				
Mathematics*	Algebra II score of level 4 or 5	Score of 500 or greater Mathematics Section	Score of 21 or greater on Mathematics Test	Calculus AB Calculus BC Statistics Exam Score of 3, 4, or 5	Math Studies Math SL Math HL Further Math	College Level Mathematics test score of 45+	Admission to and enrollment in a Maryland IHEs appropriate math college credit bearing course.	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.	Summative Course Assessment (externally validated by local community college) OR PARCC Algebra II OR SAT/ACT OR Accuplacer OR AP Test OR IB Test
	Geometry (pending further research) **Please see below.				Grade 4 or above on one or more				
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.							An appropriate transition course or other instructional opportunity in conjunction with the completion of a State Approved CTE Program of Study (see Attachment 2B)	A Technical Skill Assessment recognized by MSDE leading to a license, or an industry certification, or early college credit is an option for CTE students only.
Notes	*If a student is determined "college ready" in mathematics prior to 11 th 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 11 th 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.								

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

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.

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 <i>Costs may vary by state</i>	
		Program	Teacher	Student			Program	Student
Arts, Media & Communication (AMC)	Printing Technologies (PrintED)	PrintED accreditation in eight areas: Digital File Preparation & Output; Graphic Design; Offset Press Operations/ Bindery & 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: <ul style="list-style-type: none"> • Advertising and Design; • Digital File Preparation/Digital File Output; or • Offset Press Operations/Binding and Finishing. 	www.gaerf.org The Graphic Arts Education and Research Foundation administers the PrintED program. For information on Skill Connect Assessments for PrintED contact: www.workforcereadysystem.org	Online exam given at the end of the course.	\$1,800.00 accreditation fee covers accreditation process and first-five years. Recertification fee is \$1,000 for five years.	End-of-Course PrintED/Skill Connect exams: \$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
AMC	Interactive Media Production (IMP)	N/A	N/A	There are six certifications in Adobe Creative Suite. Students pass one of the following exams: Dreamweaver, Flash Illustrator, InDesign, Photoshop, or Premiere Pro.	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 3 rd or 4 th course, dep. on student prep/ readiness.		\$57.65-\$120/exam Price Determined By Type Of Exam

**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 Costs may vary by state	
		Program	Teacher	Student			Program	Student
Business Management & Finance (BMF)	Business Management	College-Level Examination Program (CLEP) OR AP Economics	Program includes AP courses in Economics	Pass the CLEP Management Assessment OR Pass both of the AP Economics Exams (credit varies by college)	clep.collegeboard.org http://apcentral.collegeboard.com/home	CLEP exams are taken at end of the related course The college Board - AP credit by exam Accommodations applied in advance. www.collegeboard.com/clep or 800-257-9558 ext. 0)	N/A	CLEP \$77 per exam; colleges may add an administrative fee. School system may also provide the exam on-site with approval from CLEP. AP exam cost is \$92 per exam MOS/Certiport cost determined by school purchase plan for a site license or through bulk purchase of vouchers (costs range from \$25 - \$55 per exam)
BMF	Finance and Accounting	College-Level Examination Program (CLEP) OR AP Economics	Program includes AP courses in Economics	Pass the CLEP Accounting Assessment OR Pass both of the AP Economics Exams (credit varies)	clep.collegeboard.org http://apcentral.collegeboard.com/home			
BMF	Marketing	College-Level Examination Program (CLEP) OR AP Economics	Program includes AP courses in Economics	Pass the CLEP Marketing Assessment OR Pass both of the AP Economics Exams (credit varies)	clep.collegeboard.org http://apcentral.collegeboard.com/home			
BMF	Administrative Services	Microsoft Office 2010 or 2013 Word <u>and</u> Excel	Program includes AP courses in Economics	Pass both the Microsoft Office Word <u>and</u> Excel Exams to earn the MOS certification	microsoft.com/learning/mcp/officespecialist/default.mspx			
					Microsoft Office Specialist (MOS) certification exams Accommodations applied for through Certiport.			

**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 <i>Costs may vary by state</i>	
		Program	Teacher	Student			Program	Student
Construction & Development (CD)	Construction Design and Management (CDM)	Maryland Center for Construction Education and Innovation (MCCEI)	MSDE/MCCEI sponsored training at Towson University	Pass Autodesk's AutoCAD certification assessment	www.autodesk.org	<i>Accommodations applied for through Certiport.</i>	N/A	Autodesk / Certiport cost determined by school purchase plan for a site license or through bulk purchase of vouchers (costs range from \$25 - \$55 per exam)
CD	Construction Trades: - Electrical - Plumbing - Carpentry - Masonry	National Center for Construction Education and Research (NCCER)	Instructor Certification Training Program (ICTP)	Pass the National Center for Construction Education and Research (NCCER) – Core: Intro Craft Skills <u>and</u> Level I of trade area	new.nccer.org www.aws.org	In school testing by teacher –paper or online <i>Accommodations provided through school-based testing</i>	Must register through an NCCER Sponsor. Teacher certification (ICTP) may cost up to \$400 per instructor.	\$25 per NCCT – Core <u>and</u> Level I
CD	Construction Maintenance: - Welding - HVAC/R - Mech/Mtn	National Center for Construction Education and Research Education (NCCER)	Instructor Certification Training Program (ICTP)	Pass the National Center for Construction Education and Research(NCCER) – Core: Intro Craft Skills <u>and</u> Level I of trade area	Note: incorporated into the NCCER program are the standards for American Welding Society (AWS) Entry Level certification.	In school testing by teacher –paper or online <i>Accommodations provided through school-based testing</i>	Must register through an NCCER Sponsor. Teacher certification (ICTP) may cost up to \$400/instructor.	\$25 per NCCT – Core <u>and</u> Level I
Consumer Services, Hospitality & Tourism (CSHT)	Food & Beverage Management (ProStart)	N/A	Trainer must be <i>Serv Safe</i> Certified	Pass the Level I and Level II end-of-course exams, complete the 400 hour work-based	www.nraef.org/prostart www.mhef.org	Two End-of-course assessments (EOC)	N/A	ProStart EOC=\$18/exam (\$36 for both exams)

**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 <i>Costs may vary by state</i>	
		Program	Teacher	Student			Program	Student
				learning (WBL) experience, and submit the WBL competency checklist to the Maryland Restaurant Association to earn the National ProStart Certificate of Achievement				
CSHT	Culinary Arts	Program must be accredited by the American Culinary Federation (ACF)	N/A	Certified Junior Culinarian (CJC): Pass NOCTI written with at least a 70% and pass NOCTI practical with at least a 75%. Students must take both the written and performance tests.	www.acfchefs.org/AM/Template.cfm?Section=Accreditation&Template=/CM/HTMLDisplay.cfm&ContentID=14829	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
CSHT	Hospitality Tourism Management Program	N/A	Certified Hospitality Instructor (CHI)	To earn the Certified Hospitality Tourism Management Professional (CHTMP) certification, students must pass the end of course assessments for the	www.ahlei.org/Programs/High-School-Program-(HTMP)/	Two end of course assessments	N/A	All costs for assessments and the CHTMP certification are included in the cost of the students' workbooks. Each book is \$50/book

**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 Costs may vary by state	
		Program	Teacher	Student			Program	Student
				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.				student / year. Two tests = \$100
CSHT	Careers in Cosmetology	N/A	Senior Cosmetology License	The MD State Board of Cosmetology requires students to pass both theory and practical exams to be licensed.	www.dllr.state.md.us/license/cos/cosexams.shtml	Teacher scheduled	N/A	Practical & Theory = \$79 Practical = \$49 Theory = \$49 License = \$25
CSHT	Barbering	N/A	Master Barber License	The MD State Board of Barbers requires students to pass both theory and practical exams to be licensed.	www.dllr.state.md.us/license/barbers/barbersexam.shtml	Teacher scheduled	N/A	Practical & Theory = \$79 Practical = \$49 Theory = \$49 License = \$50
Environmental, Agricultural & Natural Resources (EANR)	Horticulture Services	N/A	Certified Prof. Hort. Pesticide Applicator	Pass the Certified Professional Horticulturalist (CPH) assessment	http://mnlga.org	Contact MD Dept. of Agriculture	Teacher certification \$125 for MNLGA members, \$195 for non-members	\$35 per test
EANR	CASE – Curriculum for		Instructor must attend	Program still under development	http://www.case4learning.org	End-of-program assessments are being	\$285/teacher for online account;	\$15 per test

**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 Costs may vary by state	
		Program	Teacher	Student			Program	Student
	Agricultural Sciences Education		CASE Institutes for each course they will teach	nationally – no certification or postsecondary credit identified at this time	One test per course offered: AFNR, Principles of Agriculture-Animal, Principles of Agriculture-Plant, Food, Science & Safety, and Plant & Animal Biotechnology	developed by CASE	currently, MSDE provides a statewide license	
	Environmental Studies			Complete the program with a satisfactory grade--determined by Towson University (TU) for 3 credits in Environmental Biology awarded by TU	Information found on Towson University Blackboard site; access restricted to trained teachers	End of program testing	Pending	Pending
Health & Biosciences (HB)	Academy of Health Professions (AHP) AHP/CNA	Specialty Course - Certified Nursing Assistant (CNA) portion must be approved by the MD Board of Nursing (MBON)	Must be a Registered Nurse (RN)	Pass the teacher-developed Certified Nursing Assistant assessment	http://www.mbon.org/main	Teacher developed and administered In house test, provide accommodations, in-house. Contact: MBON	N/A	CNA Background Checks: State Level: \$18 Federal Level: \$24 Fingerprinting: \$20 Certification: Initial: \$20 Renewal (every 2 years): \$40
HB	AHP/GNA	Geriatric Nursing	Must be an RN	Pass the National Nurse Aid	http://www.mbon.org/main	Schedule test date through ARC	N/A	<u>GNA (NNAAP) Test</u> (written and

**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 <i>Costs may vary by state</i>	
		Program	Teacher	Student			Program	Student
		Assistant (GNA)		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	http://www.pearsonvue.com/md/nurseai des/ - copy of GNA handbook			skills): \$105 (Plus the cost of the CNA Certification – see above)
HB	AHP/ Pharm Tech	Specialty Course - Pharmacy Technician (AHP specialty course) Program must be approved by the MD Board of Pharmacy (if not using nationally recognized exams)		Pass one of the following: • Exam for the Certification of Pharmacy Technician (ExCPT) through the National HealthCareers Association (NHA) OR • Pharmacy Technician Certification Board (PTCB)	<ul style="list-style-type: none"> • www.passassured.com • www.dhmd.state.md.us/pharmacyboard/ • www.ptcb.org • www.nhanow.com 		\$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:

**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 Costs may vary by state	
		Program	Teacher	Student			Program	Student
								\$24 Fingerprinting: \$20
HB	AHP/CCMA	Specialty Course – Certified Clinical Medical Assistant		Pass the National HealthCareers CCMA Certification assessment	www.nahnow.com			\$149 to take the CCMA exam - students who pass are awarded a provisional certificate until graduation from high school
HB	AHP/Dental Assisting	Program must be approved by the MD Board of Dental Examiners		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.	www.dhmf.md.gov/dental www.dentalassisting.com			\$175 for the Radiation Health and Safety (RHS) exam \$200 for MD General Chairside Exam Students should take both examinations
HB	PLTW Biomedical Science		BA degree(s) and at least two (2) college semesters of biology with lab experiences	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	www.pltw.org http://www.stevenston.edu/academics/schools/school-sciences/stem-initiatives/project-lead-the-way/		College certification process as set forth by PLTW and MSDE	Fees are associated with the award of credit.

**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 Costs may vary by state	
		Program	Teacher	Student			Program	Student
				Stevenson University for BIO 113 and BIO 113L by doing the following: Completing the program, earning a GPA of 3.0 or higher in all courses, and receiving a score of 7 or better on the PLTW end-of-course assessments.				
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	Pass one of the following assessments: <ul style="list-style-type: none"> • 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 The following colleges offer credit: Anne Arundel, Cecil, College of Southern Maryland, Frederick,	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

**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 Costs may vary by state	
		Program	Teacher	Student			Program	Student
				Prince George's, and UMUC.				
HRS	Teacher Academy of Maryland	N/A	- 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	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	www.ets.org www.ets.org	Online test Paper and pencil to meet ADA requirements National test	N/A	\$55 (ParaPro) \$90 for individual Praxis subtest or \$150 for combined test. Additional fees may apply.
HRS	Homeland Security & Emergency Preparedness	Information/Communications Technology Pathway	Spatial Technology and Remote Sensing (STARS)	Pass the Spatial Technology and Remote Sensing (STARS) assessment to earn Geographic Information System (GIS) certification OR ESRI ArcGIS Certification	http://mset.org/stars_certify.php http://www.esri.com/training/main/certification/desktopEntry10-3	On line examination taken at the end of the program of study, within the Information/Communications Technology Pathway	N/A	\$150/student
HRS	Early Childhood Education	Early Childhood Education	Child Development Associate	Child Development Associate (Candidates do not receive a pass or fail)	http://www.cdacouncil.org Council for Professional	Prior to submitting the CDA application, a CDA candidate with a documented disability	Students work-based learning experience must be in a licensed	\$425/student (Some financial support may be available from

**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 <i>Costs may vary by state</i>	
		Program	Teacher	Student			Program	Student
				score on the CDA 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)	Recognition	<i>should submit the special accommodations request form with to the Council</i>	child care facility	the Child Care Career and Professional Development Fund through MSDE)
Information Technology (IT)	Database Academy (Oracle)	Oracle Academy	Oracle Certified Associate (OCA I)	Pass the OCA I exam Advanced students may also complete OCA II	http://academy.oracle.com	Online exam given at the end-of-course.	\$500 per year, per instructor, per course	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • CompTIA A+ OR • Cisco C-CENT Advanced students may also complete: <ul style="list-style-type: none"> • 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)
IT	IT – Software-	Computer Science and Cyber	Program includes two AP courses	Pass one of the AP Computer Science Exams	https://apstudent.collegeboard.org/apcourse/ap-computer-	The college Board - AP credit by exam	N/A	AP exam cost is \$93 per exam.

**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 Costs may vary by state	
		Program	Teacher	Student			Program	Student
		Security	and alignment to industry certification through Microsoft	(Postsecondary credit varies by college) OR Pass one of the Microsoft Technology Associate (MTA) – Developer Pathway Certification exams: <ul style="list-style-type: none"> Software Development Fundamentals (Exam 98-361) OR Windows Development Fundamentals (Exam 98-362) 	science-a http://www.microsoft.com/learning/mta	Microsoft Technology Associate (MTA) certification exams may be offered at any time Accommodations applied for through Certiport.		Certiport cost determined by school purchase plan for a site license or through bulk purchase of vouchers (costs range from \$25 - \$55 per exam)
IT	PLTW Computer Science	Computer Science and Cyber Security		Pass the AP Computer Science Principles Exam (Postsecondary credit varies by college)	https://apstudent.collegeboard.org/apcourse/ap-computer-science-principles	The College Board - AP Computer Science Principles	N/A	AP exam cost is \$93 per exam.
Manufacturing Engineering & Technology (MET)	Project Lead The Way (PLTW) Pathway to Engineering:	College Certification Process	Training Institute - 80 hr./ course at a PLTW Affiliate Institution	Students can earn transcribed Engineering Technology credit through the Rochester Institute of Technology for passing the end-of-course exam with a	http://www.pltw.org	End of Course Exam	\$200-300/school certification visit	UMBC = \$5 fee for the credit by exam

**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 <i>Costs may vary by state</i>	
		Program	Teacher	Student			Program	Student
				<p>stanine score of 6/9 or better on any of the following PLTW courses: IED, POE, DE, CIM, and CEA.</p> <p>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.</p>				RIT = \$225 per course for students with a stanine score of 6 or better on the PLTW end-of-course assessments.
MET	MET-NIMS	NIMS Accreditation and Credentialing Process	NIMS Accreditation is optional; however, if a program goes through the process, then teachers must be credentialed in the four areas that	<p>Students pass the Measurement, Materials & Safety exam and one of the following:</p> <ul style="list-style-type: none"> • Job Planning, Benchwork & Layout • Manual Milling Skills I • Turning Operations: Turning Between 	https://www.nims-skills.org/web/nims/home	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	<p>Two tests are required. Only the theory exam has a cost associated with it. Students pay a one-time registration fee of \$40.</p> <p>Students from accredited programs pay</p>

**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 <i>Costs may vary by state</i>	
		Program	Teacher	Student			Program	Student
			they instruct.	Centers <ul style="list-style-type: none"> • Turning Operations: Turning Chucking Skills • Grinding Skills I • Drill Press Skills I • CNC Turning: Programming Setup & Operations • CNC Milling: Programming Setup & Operations • CNC Turning: Operations • CNC Milling: Operations Students who earn NIMS certification are eligible for articulated credit in the manufacturing programs at the Community College of Baltimore County				\$28/exam (2 exams @ \$28 = \$56 + \$40 registration fee = \$96) Students from non-accredited programs pay \$35/exam (2 exams @ \$35 = \$70 + \$40 registration fee = \$110)
Transportation Technologies (TT)	Automotive Technology	National Automotive Technology Education Foundation (NATEF) Automotive	Automotive Service Excellence (ASE)	Pass one of the following ASE Student Certification exams: <ul style="list-style-type: none"> • Suspension and Steering, • Brakes, 	www.NA3SA.com www.natef.org www.ayes.org	National Automotive Student Skills Standard Assessment	<u>NATEF Estimated costs:</u> Initial: \$1,269 Recertification: \$917 AYES affiliation	\$30 per student per academic year. The fee allows for two tests during the test windows.

**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 Costs may vary by state	
		Program	Teacher	Student			Program	Student
		Service Excellence (ASE)		<ul style="list-style-type: none"> • Electrical/ Electronic Systems, • Engine Performance, • Engine Repair, • Automatic Transmission/ Transaxle, • Manual Drive Train and Axles, OR • Heating and Air Conditioning. <p>Developed by ASE in partnership with AYES, NATEF, and SkillsUSA Transcribed credit at CCBC, Montgomery College and Penn College of Technology</p>			no cost	
TT	Autobody Collision Repair Technician	National Automotive Technology Education Foundation (NATEF) Automotive Service Excellence (ASE)	Automotive Service Excellence (ASE)	<p>Pass one of the following ASE Student Certification exams:</p> <ul style="list-style-type: none"> • Painting and Refinishing OR • Structural Analysis and Damage Repair. <p>Developed by ASE in partnership with AYES, NATEF, and</p>	www.NA3SA.com www.natef.org www.ayes.org	<p>At end-of-course</p> <p>Contact Wanda Bloomer at NATEF. 800-362-0544 three weeks prior</p> <p>In-house accommodations can be provided.</p> <p>NA3SA is built with extended time.</p>	<p><u>NATEF Estimated costs:</u> Initial: \$1,269 Recertification \$917</p>	\$30 per student per academic year. The fee allows for two tests during the testing windows.

**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 Costs may vary by state	
		Program	Teacher	Student			Program	Student
				SkillsUSA Transcribed credit available at Penn College of Technology				
TT	Auto body/ Collision Repair Technician	I-CAR (Inter-Industry Conference on Auto Collision Repair)		Pass the I-CAR Platinum exam. Transcribed credit available at Penn College of Technology	https://www.i-car.com/Home/Career-Technical-Schools		\$1,100/school	\$50/student for I-CAR account; \$100 end-of-program exams (2)
TT	Medium-Heavy Truck	National Automotive Technology Education Foundation (NATEF) Automotive Service Excellence (ASE)	Automotive Service Excellence (ASE)	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	www.NA3SA.com www.natef.org www.ayes.org	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.	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.

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 9 th Grade during the 2013/2014 School Year)					
School Year	Grade	MSDE ELA Graduation Requirements		Additional ELA Requirements put into law by the College and Career Readiness and College Completion Act of 2013 (CCR)	
		Credit Requirements	Assessment Requirements	CCR Assessment Options	12 th Grade Transition Course
2013/2014 2014/2015 2015/2016 2016/2017	9 th 10 th 11 th 12 th	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.	<p>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:</p> <ul style="list-style-type: none"> • PARCC 11 <ul style="list-style-type: none"> ○ Score of Level 4 or 5 • PARCC 10 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Score of 500 or higher on Evidenced-based Reading and Writing (EBRW) Section • ACT <ul style="list-style-type: none"> ○ Score of 21 or higher (Average of English and Reading scores) • AP Lit & Comp or AP Lang & Comp <ul style="list-style-type: none"> ○ Score of 3, 4, or 5 • IB Language A: Literature SL or HL, or IB Language A: Language & Literature SL or HL <ul style="list-style-type: none"> ○ Score of 4, 5, 6, or 7 • Accuplacer <ul style="list-style-type: none"> ○ Score of 79+ Reading, 6+ Writing, and 90+ Sentence Skills • Dual enrollment <ul style="list-style-type: none"> ○ Admission to and enrollment in a Maryland IHE's appropriate ELA college credit bearing course 	<p>Students not designated college and career ready by the end of the 11th grade must participate in one of the following options:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ ELA module ○ Online ELA course ○ Hybrid ELA course <p>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:</p> <ul style="list-style-type: none"> • 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 9 th Grade during the 2014/2015 School Year)					
School Year	Grade	MSDE ELA Graduation Requirements		Additional ELA Requirements put into law by the College and Career Readiness & and College Completion Act of 2013 (CCR)	
		Credit Requirements	Assessment Requirements	CCR Assessment Options	12 th Grade Transition Course
2014/2015 2015/2016 2016/2017 2017/2018	9 th 10 th 11 th 12 th	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 11 th grade to determine readiness for credit-bearing college-level coursework, using one of the following: <ul style="list-style-type: none"> • PARCC 11 <ul style="list-style-type: none"> ○ Score of Level 4 or 5 • PARCC 10 <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> • SAT <ul style="list-style-type: none"> ○ Score of 500 or higher on Evidenced-based Reading and Writing (EBRW) Section • ACT <ul style="list-style-type: none"> ○ Score of 21 or higher (Average of English and Reading scores) • AP Lit & Comp or AP Lang & Comp <ul style="list-style-type: none"> ○ Score of 3, 4, or 5 • IB Language A: Literature SL or HL, or IB Language A: Language & Literature SL or HL <ul style="list-style-type: none"> ○ Score of 4, 5, 6, or 7 • Accuplacer <ul style="list-style-type: none"> ○ Score of 79+ Reading, 6+ Writing, and 90+ Sentence Skills • Dual enrollment <ul style="list-style-type: none"> ○ Admission to and enrollment in a Maryland IHE's appropriate ELA college credit bearing course 	Students not designated college and career ready by the end of the 11 th grade must participate in one of the following options: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ ELA module ○ Online ELA course ○ Hybrid ELA course Students who were not designated college and career ready by the end of the 11 th 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: <ul style="list-style-type: none"> • 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 9 th Grade during the 2015/2016 School Year)					
School Year	Grade	MSDE ELA Graduation Requirements		Additional ELA Requirements put into law by the College and Career Readiness and College Completion Act of 2013 (CCR)	
		Credit Requirements	Assessment Requirements	CCR Assessment Options	12 th Grade Transition Course
2015/2016 2016/2017 2017/2018 2018/2019	9 th 10 th 11 th 12 th	Students must earn 4 credits in English Language Arts.	<p>Students must pass PARCC 10 assessment with a score TBD.</p> <p>If the Grade 10 PARCC graduation requirement is not met after two attempts, the student will submit an English Bridge Project.</p>	<p>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:</p> <ul style="list-style-type: none"> • PARCC 11 <ul style="list-style-type: none"> ○ Score of Level 4 or 5 • PARCC 10 <ul style="list-style-type: none"> ○ Unless otherwise decided, a score of Level 4 or 5 satisfies the CCR determination (pending further research). <p>A score of Level 1, 2, or 3 on either the PARCC 10 or 11 does not constitute CCR designation.</p> <ul style="list-style-type: none"> • SAT <ul style="list-style-type: none"> ○ Score of 500 or higher on Evidenced-based Reading and Writing (EBRW) Section • ACT <ul style="list-style-type: none"> ○ Score of 21 or higher (Average of English and Reading scores) • AP Lit & Comp or AP Lang & Comp <ul style="list-style-type: none"> ○ Score of 3, 4, or 5 • IB Language A: Literature SL or HL, or IB Language A: Language & Literature SL or HL <ul style="list-style-type: none"> ○ Score of 4, 5, 6, or 7 • Accuplacer <ul style="list-style-type: none"> ○ Score of 79+ Reading, 6+ Writing, and 90+ Sentence Skills • Dual enrollment <ul style="list-style-type: none"> ○ Admission to and enrollment in a Maryland IHE's appropriate ELA college credit bearing course 	<p>Students not designated college and career ready by the end of the 11th grade must participate in one of the following options:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ ELA module ○ Online ELA course ○ Hybrid ELA course <p>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:</p> <ul style="list-style-type: none"> • 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 2020 (Students entering 9 th Grade during the 2016/2017 School Year)					
School Year	Grade	MSDE ELA Graduation Requirements		Additional ELA Requirements put into law by the College and Career Readiness and College Completion Act of 2013 (CCR)	
		Credit Requirements	Assessment Requirements	CCR Assessment Options	12 th Grade Transition Course
2016/2017 2017/2018 2018/2019 2019/2020	9 th 10 th 11 th 12 th	Students must earn 4 credits in English Language Arts.	<p>Students must pass PARCC 10 assessment with a score TBD.</p> <p>If the Grade 10 PARCC graduation requirement is not met after two attempts, the student will submit an English Bridge Project.</p>	<p>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:</p> <ul style="list-style-type: none"> • PARCC 11 <ul style="list-style-type: none"> ○ Score of Level 4 or 5 • PARCC 10 <ul style="list-style-type: none"> ○ Unless otherwise decided, a score of Level 4 or 5 satisfies the CCR determination (pending further research). <p>A score of Level 1, 2, or 3 on either the PARCC 10 or 11 does not constitute CCR designation.</p> <ul style="list-style-type: none"> • SAT <ul style="list-style-type: none"> ○ Score of 500 or higher on Evidenced-based Reading and Writing (EBRW) Section • ACT <ul style="list-style-type: none"> ○ Score of 21 or higher (Average of English and Reading scores) • AP Lit & Comp or AP Lang & Comp <ul style="list-style-type: none"> ○ Score of 3, 4, or 5 • IB Language A: Literature SL or HL, or IB Language A: Language & Literature SL or HL <ul style="list-style-type: none"> ○ Score of 4, 5, 6, or 7 • Accuplacer <ul style="list-style-type: none"> ○ Score of 79+ Reading, 6+ Writing, and 90+ Sentence Skills • Dual enrollment <ul style="list-style-type: none"> ○ Admission to and enrollment in a Maryland IHE's appropriate ELA college credit bearing course 	<p>Students not designated college and career ready by the end of the 11th grade must participate in one of the following options:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ ELA module ○ Online ELA course ○ Hybrid ELA course <p>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:</p> <ul style="list-style-type: none"> • 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

Maryland Mathematics Credit, Enrollment and Assessment Requirements

Graduating Class of 2017 (Students entering 9 th Grade during the 2013/2014 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	12 th Grade Transition Course
2013/2014 2014/2015 2015/2016 2016/2017	9 th 10 th 11 th 12 th	<p>Students must earn 3 credits in mathematics which must include a credit in:</p> <ul style="list-style-type: none"> • Algebra • Geometry <p>Maryland's goal for all students is completion of Algebra II but completion of Algebra II is not a Maryland mathematics graduation credit requirement.</p> <p><i>Note the University System of Maryland (USM) Mathematics Admission Requirements related to the completion of Algebra II in the footnote below.¹</i></p>	<p>Students must have participated in the Algebra/ Data Analysis HSA.</p> <p>Algebra/Data Analysis Bridge Project requirement is waived for this cohort.</p>	<p>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:</p> <ul style="list-style-type: none"> • PARCC Algebra II <ul style="list-style-type: none"> ○ Score of 4 or 5 • <i>(Pending further research)</i> For 11th graders enrolled in Geometry, a score of Level 4 or 5 on PARCC Geometry satisfies the CCR determination.² • SAT <ul style="list-style-type: none"> ○ Score of 500 or higher on the Mathematics portion • ACT <ul style="list-style-type: none"> ○ Score of 21 or higher on Mathematics portion • AP Calculus AB, AP Calculus BC, AP Statistics <ul style="list-style-type: none"> ○ Score of 3, 4 or 5 • IB Mathematics <ul style="list-style-type: none"> ○ Score of 4,5,6, or 7 • Accuplacer <ul style="list-style-type: none"> ○ College Level Mathematics test ○ Score of 45 or higher • Dual enrollment <ul style="list-style-type: none"> ○ Admission to and enrollment in a Maryland IHE's appropriate mathematics college credit bearing course <p><i>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.</i></p>	<p>Students not designated college and career ready by the end of the 11th grade must participate in one of the following options:</p> <ul style="list-style-type: none"> • Next mathematics course in the sequence with support, or • Transition course articulated with a college, or • Other mathematics instructional opportunity: <ul style="list-style-type: none"> ○ Modules ○ Online Mathematics course ○ Hybrid Mathematics Course <p>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:</p> <ul style="list-style-type: none"> • 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.

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 9 th 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	12 th Grade Transition Course
2014/2015 2015/2016 2016/2017 2017/2018	9 th 10 th 11 th 12 th	<p>Students must earn 3 credits in mathematics which must include a credit in:</p> <ul style="list-style-type: none"> • Algebra • Geometry <p>Maryland's goal for all students is completion of Algebra II but completion of Algebra II is not a Maryland mathematics credit requirement.</p> <p>Enrollment in a mathematics course during 12th grade is required.</p> <p><i>Note the University System of Maryland (USM) Mathematics Admission Requirements related to the completion of Algebra II in the footnote below.¹</i></p>	<p>PARCC Algebra I assessment</p> <p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> • PARCC Algebra II <ul style="list-style-type: none"> ○ 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.² • SAT <ul style="list-style-type: none"> ○ Score of 500 or higher on the Mathematics portion • ACT <ul style="list-style-type: none"> ○ Score of 21 or higher on Mathematics portion • AP Calculus AB, AP Calculus BC, AP Statistics, <ul style="list-style-type: none"> ○ Score of 3, 4 or 5 • IB Mathematics <ul style="list-style-type: none"> ○ Score of 4,5,6, or 7 • Accuplacer <ul style="list-style-type: none"> ○ College Level Mathematics test ○ Score of 45 or higher • Dual enrollment <ul style="list-style-type: none"> ○ Admission to and enrollment in a Maryland IHE's appropriate mathematics college credit bearing course <p><i>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.</i></p>	<p>Students not designated college and career ready by the end of the 11th grade must participate in one of the following options:</p> <ul style="list-style-type: none"> • Next mathematics course in the sequence with support, or • Transition course articulated with a college, or • Other mathematics instructional opportunity: <ul style="list-style-type: none"> ○ Modules ○ Online Mathematics course ○ Hybrid Mathematics Course <p>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:</p> <ul style="list-style-type: none"> • 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.

¹The 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 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.

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

Maryland Mathematics Credit, Enrollment and Assessment Requirements

School Year	Grade	Mathematics Graduation Requirements for Public High Schools in Maryland		Additional Mathematics Requirements put into law as a result of College and Career Readiness and College Completion Act of 2013 (CCR)	
		Credit Requirements	Assessment Requirements	CCR Assessment Options	12 th Grade Transition Course
2015/2016 2016/2017 2017/2018 2018/2019	9 th 10 th 11 th 12 th	<p>Students must earn 3 credits in mathematics which must include a credit in:</p> <ul style="list-style-type: none"> • Algebra • Geometry <p>Maryland's goal for all students is completion of Algebra II but completion of Algebra II is not a Maryland mathematics credit requirement.</p> <p>Enrollment in a mathematics course during 12th grade is required.</p> <p><i>Note the University System of Maryland (USM) Mathematics Admission Requirements related to the completion of Algebra II in the footnote below.¹</i></p>	<p>PARCC Algebra I assessment</p> <p><i>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.</i></p>	<p>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:</p> <ul style="list-style-type: none"> • PARCC Algebra II <ul style="list-style-type: none"> ◦ Score of 4 or 5 • <i>(Pending further research)</i> For 11th graders enrolled in Geometry, a score of Level 4 or 5 on PARCC Geometry may satisfy the CCR determination.² • SAT <ul style="list-style-type: none"> ◦ Score of 500 or higher on the Mathematics portion • ACT <ul style="list-style-type: none"> ◦ Score of 21 or higher on Mathematics portion • AP Calculus AB, AP Calculus BC, AP Statistics <ul style="list-style-type: none"> ◦ Score of 3, 4 or 5 • IB Mathematics <ul style="list-style-type: none"> ◦ Score of 4,5,6,or 7 • Accuplacer <ul style="list-style-type: none"> ◦ College Level Mathematics test Score of 45 or higher • Dual enrollment <ul style="list-style-type: none"> ◦ Admission to and enrollment in a Maryland IHE's appropriate mathematics college credit bearing course <p><i>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.</i></p>	<p>Students not designated college and career ready by the end of the 11th grade must participate in one of the following options:</p> <ul style="list-style-type: none"> • Next mathematics course in the sequence with support, or • Transition course articulated with a college, or • Other mathematics instructional opportunity: <ul style="list-style-type: none"> ◦ Modules ◦ Online Mathematics course ◦ Hybrid Mathematics Course <p>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:</p> <ul style="list-style-type: none"> • 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.

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 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 2020 (Students entering 9 th Grade during the 2016/2017 School Year)					
School Year	Grade	Mathematics Graduation Requirements for Public High Schools in Maryland		Additional Mathematics Requirements put into law by the College and Career Readiness and College Completion Act of 2013 (CCR)	
		Credit Requirements	Assessment Requirements	CCR Assessment Options	12 th Grade Transition Course
2016/2017 2017/2018 2018/2019 2019/2020	9 th 10 th 11 th 12 th	<p>Students must earn 3 credits in mathematics which must include a credit in:</p> <ul style="list-style-type: none"> • Algebra • Geometry <p>Maryland's goal for all students is completion of Algebra II but completion of Algebra II is not a Maryland mathematics credit requirement.</p> <p>Enrollment in a mathematics course during 12th grade is required.</p> <p><i>Note the University System of Maryland (USM) Mathematics Admission Requirements related to the completion of Algebra II in the footnote below.¹</i></p>	<p>PARCC Algebra I assessment</p> <p>Students must receive a passing score TBD or complete a PARCC Algebra I Bridge Project</p> <p><i>Note: Students who took the PARCC Algebra I assessment during the <u>2014/2015</u> or <u>2015/2016</u> school year only needed to participate in the assessment to satisfy their Maryland Mathematics Assessment graduation requirement.</i></p>	<p>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:</p> <ul style="list-style-type: none"> • PARCC Algebra II <ul style="list-style-type: none"> ○ Score of 4 or 5 • <i>(Pending further research)</i> For 11th graders enrolled in Geometry, a score of Level 4 or 5 on PARCC Geometry may satisfy the CCR determination.² • SAT <ul style="list-style-type: none"> ○ Score of 500 or higher on the Mathematics portion • ACT <ul style="list-style-type: none"> ○ Score of 21 or higher on Mathematics portion • AP Calculus AB, AP Calculus BC, AP Statistics <ul style="list-style-type: none"> ○ Score of 3, 4 or 5 • IB Mathematics <ul style="list-style-type: none"> ○ Score of 4,5,6, or 7 • Accuplacer <ul style="list-style-type: none"> ○ College Level Mathematics test Score of 45 or higher • Dual enrollment <ul style="list-style-type: none"> ○ Admission to and enrollment in a Maryland IHE's appropriate mathematics college credit bearing course <p><i>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.</i></p>	<p>Students not designated college and career ready by the end of the 11th grade must participate in one of the following options:</p> <ul style="list-style-type: none"> • Next mathematics course in the sequence with support, or • Transition course articulated with a college, or • Other mathematics instructional opportunity: <ul style="list-style-type: none"> ○ Modules ○ Online Mathematics course ○ Hybrid Mathematics Course <p>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:</p> <ul style="list-style-type: none"> • 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.

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 **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.**

This page intentionally left blank

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

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

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.

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

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 a student shall:

(3) Satisfy one of the following:

(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;

(3). Question:

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?

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

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

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

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

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

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.

This page intentionally left blank

Frequently Asked Questions

Mathematics Credit, Enrollment and Assessment Requirements

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

Mathematics Credit, Enrollment and Assessment Requirements Frequently Asked Questions

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.

Mathematics Credit, Enrollment and Assessment Requirements Frequently Asked Questions

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*

Mathematics Credit, Enrollment and Assessment Requirements Frequently Asked Questions

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.

Mathematics Credit, Enrollment and Assessment Requirements Frequently Asked Questions

(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 completed 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

Mathematics Credit, Enrollment and Assessment Requirements Frequently Asked Questions

mathematics course every year, 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.

This page intentionally left blank