

Technical Assistance Paper

Career and Technical Education Basic Skills

Division of Career and Adult Education

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Section 1: Introduction and Purpose

Career and technical education (CTE) is a program of instruction that emphasizes technical competencies and related academic skills that prepare students to enter and advance in a variety of career fields and postsecondary education. Program and course descriptions are reviewed on a regular basis to ensure that the technical and academic skills identified for each program and the primary occupation it prepares for meets industry standards as well as requirements established by regulatory boards (if applicable).

Each CTE career certificate program or Applied Technology Diploma (ATD) program 450 clock hours or longer has associated grade level equivalents of basic computation (mathematics) and communications skills (reading and language arts) that are required for completion of each CTE program unless a student is exempt. CTE and basic skills exit requirements completion is accomplished when a student has demonstrated proficiency in the entire program's standards and benchmarks and receives a Career Certificate of Completion or ATD from a school district or Florida College System (FCS) institution. Meeting the basic skills grade level equivalents is an exit requirement; **there are no statutory basic skills entry requirements associated with CTE programs.**

The purpose of this paper is to provide information on the following:

- Legal basis for basic skills assessment in CTE
- Procedures to be followed throughout the assessment process
- Counseling of students who do not meet the basic skills exit requirements
- Exemptions from the basic skills requirements
- Accommodations for students with disabilities

Note: To locate rules referenced in this technical assistance paper, please visit the [Florida Department of State's site](#). To locate referenced statutes, please visit [Online Sunshine](#).

Section 2: BASIC SKILLS EXIT REQUIREMENTS

The following statutes and State Board of Education (SBOE) rules provide the requirements for implementation of basic skills requirements for career certificate and ATD programs offered by districts and FCS institutions:

- Section (s.) 1004.91, Florida Statutes (F.S.), Requirements for career education program basic skills
- Rule 6A-10.040, Florida Administrative Code (F.A.C.), Basic Skills Requirements for Postsecondary Career Certificate and ATD Programs
- Rule 6A-10.024, F.A.C., Articulation Between and Among Universities, Florida Colleges and School Districts.

The statute requires students who enroll in a career certificate program or ATD program of 450 clock hours or more to complete an entry-level basic skills examination within the first six weeks after admission into the program, unless the student is otherwise exempt. In Rule 6A-10.040, F.A.C., the approved, valid and reliable assessments are identified. Only these approved assessments can be used to assess student proficiency of basic skills, the results of which are comparable across institutions. Any student found to lack the required level of basic skills must be counseled and referred to the appropriate adult general education program. A student may not receive a career certificate or ATD without first demonstrating the basic skills required in the state curriculum frameworks, adopted annually in Rule 6A-6.0571, F.A.C.

Students can demonstrate or fulfill basic skills exit requirements through one of the following:

- 1) Take one of the basic skills tests identified in Rule 6A-10.040, F.A.C., and earn an achievement score associated with the grade level equivalent identified in the SBOE-adopted curriculum framework for the content domains for computation and communication; or
- 2) Demonstrate the basic communication and computation skills pursuant to Rule 6A-10.0315, F.A.C.; or
- 3) Qualify for an exemption as provided in s. 1004.91, F.S., and Rule 6A-10.040, F.A.C.

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The purpose of a basic skills assessment is to determine whether the student has the basic skills fluency in the computation and communication content domains necessary to be successful in the chosen CTE program and occupation. Assessment instruments and methods meeting this requirement are adopted in Rule 6A-10.040, F.A.C., and include:

- Tests of Adult Basic Education (TABE);
- Comprehensive Adult Student Assessment System (CASAS);
- 2014 GED® Tests: Reasoning through Language Arts and Mathematics Reasoning where a minimum score (145), as required in Rule 6A-.6.0201, F.A.C., has been achieved, on each test;
- The Florida Basic Abilities Test, adopted by the Criminal Justice Standards and Training Commission pursuant to s. 943.17, F.S., and Rule 11B-35.0011, F.A.C., used for admission into law enforcement or corrections training programs; and,
- Demonstration of basic communication and computation skills, including any common placement test (example: PERT, ACT, SAT), where a minimum score has been achieved pursuant to Rule 6A-10.0315, F.A.C., as well as alternative methods to common placement tests, where minimum scores and grades have been achieved as provided in the rule and credit-by-examination.

Basic skills testing is not required prior to career dual enrollment. Career dual enrollment students must be tested within the first six weeks after admission to the program unless the student has documentation of a qualifying exemption which will be discussed in the next section. If the career certificate or ATD program is less than 450 clock hours, fulfillment of basic skills is not required.

Exemptions from the Basic Skills Exit Requirements

Section 1004.91, F.S., provides the statutory framework for student exemptions from the basic skills exit requirements. The designated program administrator must receive appropriate documentation (an official copy of the degree, transcript, apprentice agreement, test score, etc.) to allow any of these exemptions. A student who qualifies for one or more of the following exemptions is exempt from the basic skills exit requirements:

- Possesses a college degree at the associate in applied science level or higher;¹
- Demonstrates readiness for public postsecondary education pursuant to s. 1008.30, F.S., and implementing Rule 6A-10.0315, F.A.C.²
- Passes a state, national or industry certification or licensure examination aligned to their career certificate or ATD program and identified in the Basic Skills Licensure Exemption List,³ and candidates entering a law enforcement officer basic recruit training program, if he or she is a veteran as defined in s. 1.01(14), F.S., or holds an associate degree or higher from an accredited college or university.⁴
- Apprenticeship programs registered with the Department of Education in accordance with Chapter 446, F.S., are exempt from the basic skills exit requirement.⁵ These programs do not have adopted statewide curriculum frameworks and associated minimum standards for basic skills. Standards for these programs are included in the apprenticeship agreement under which the program operates.

Table A below breaks down each exemption and details the specific authority, the manner in how the exemption may be applied and the recommended documentation an institution should maintain as part of a student's record.

Table A. Basic Skills Exit Requirement Exemptions

¹ s. 1004.91(3)(b)1., F.S.

² s. 1004.91(3)(b)2., F.S.

³ s. 1004.91(3)(b)3., F.S.

⁴ s. 943.17(1)(g)., F.S.

⁵ s. 1004.91(3)(b)4., F.S.

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Exemption	Authority and Application	Documentation Example(s)
An adult student with a disability may be exempted from this section.	s. 1004.91, F.S. Any time during program enrollment	Each school district and FCS institution must adopt a policy addressing procedures for exempting eligible adults with disabilities. Students self-identify, provide record of the disability and discuss accommodation or exemption with the postsecondary institution according to district or college policy.
A student who possesses a college degree at the associate in applied science level (AAS) or higher is exempted from this section.	s. 1004.91, F.S. Any time during program enrollment	Copy of the degree and college transcript indicating the AAS degree or higher was conferred by a college or university.
Apprenticeship programs that are registered with the Florida Department of Education (FDOE) in accordance with Chapter 446 are exempted from this section.	s. 1004.91, F.S. Any time during program enrollment	Signed active apprentice agreement between the apprentice and the program sponsor.
A student who passes a state or national industry certification or licensure examination that is identified in SBOE rules and aligned to the career education program in which the student is enrolled is exempted from this section.	s. 1004.91, F.S. Nearing or at program completion	Evidence student has earned a third party certification or license aligned to the CTE program on the SBOE adopted <u>Basic Skills Licensure Exemption List</u> .
A candidate entering a law enforcement officer basic recruit training program, if he or she is a veteran as	s. 943.17(1)(g), F.S. Rule 6A-10.040, F.A.C.	Students claiming veteran status should present a DD Form 214, Certificate of Release or Discharge from Active Duty, or other military

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Exemption	Authority and Application	Documentation Example(s)
defined in s. 1.01(14), F.S., or holds an associate degree or higher from an accredited college or university is exempted from this section.	At program admission	documentation indicating an honorable discharge from the armed services. Students claiming a degree exemption should be advised to obtain and present a copy of the associate (or higher) degree and transcripts indicating the degree was conferred by an accredited college or university.
A student who demonstrates readiness for public postsecondary education pursuant to s. 1008.30, F.S., and applicable rules adopted by the SBOE is exempted from this section. See Table B for more information on this exemption.	s. 1004.91, F.S. Rule 6A-10.0315, F.A.C. Any time during program enrollment	Official score reports from issuing entity identified in Rule 6A-10.0315, F.A.C., scores on public high school transcripts. Scores are valid for two years after achieving such scores.
A student who possesses a high school diploma from a private school that is in compliance with s. 1002.42, F.S. may be exempted from this section.	s. 1004.91, F.S. Any time during program enrollment	Private high school transcript evidencing a standard high school diploma was conferred by the private high school. Verification that the private high school was in compliance with s. 1002.42, F.S.
A student in a home education program or a personalized education program may be exempted from this section.	s. 1004.91, F.S. Anytime during program enrollment	A signed affidavit submitted by the student's parent or legal guardian attesting that the student has completed a home education program pursuant to the requirements of s. 1002.41, F.S., or a personalized education

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Exemption	Authority and Application	Documentation Example(s)
		program pursuant to the requirements of s. 1002.395, F.S.

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Table B Below summarizes the various ways in which a student may demonstrate a readiness for public postsecondary education exemption, the specific authority, the manner in which the exemption may be applied and the recommended documentation an institution should maintain as part of a student’s record.

Table B. Demonstration of the College Readiness Exemption

Exemption	Authority and Application	Documentation Example(s)
A student who entered 9th grade in a Florida public school in the 2003-2004 school year or any year thereafter and earned a Florida standard high school diploma.	s. 1004.91, F.S. s. 1008.30, F.S. Rule 6A-10.0315, F.A.C. Any time during program enrollment	Public high school transcript evidencing a standard high school diploma was conferred by a Florida public high school. Sample diploma codes may be found in Attachment A.
A student who successfully completes an approved common placement test (i.e., PERT, Next-Generation Accuplacer, SAT, ACT), as approved in Rule 6A-10.0315, F.A.C.	s.1008.30, F.S. Rule 6A-10.0315, F.A.C. Any time during program enrollment	Official score reports from issuing entity identified in Rule 6A-10.0315, F.A.C., scores on the public high school transcript. Scores are valid for a minimum of two years.
A student who completes an approved alternative method, including: -Tests and assessments (i.e. PSAT, PreACT) -Performance in high school coursework -Credit-by-examination	s.1008.30, F.S. Rule 6A-10.0315, F.A.C. Any time during program enrollment	Scores and grades are valid for a minimum of two years.

Basic Skills Instruction

Following admission to a program, if a student (unless otherwise exempt) is unable to demonstrate the basic skills exit requirements, basic skills instruction must be provided. After instruction, the student can test again using the same assessment instrument, (using an alternative form if available) before completion of the program. A student needs to meet the basic skills requirements to exit from the program.

Instruction must be provided to assist students in attaining the required basic skills levels. Unless otherwise exempt, students not meeting a program's basic skills exit requirement as identified in the curriculum framework, should be counseled and referred to the appropriate adult education program for remedial instruction. Visit the [Adult Education](#) website to access the appropriate adult general education curriculum frameworks.

After instruction, if the student's basic skills scores do not meet program exit requirements, the student may:

- Remediate further and retest;
- Pass a related state, national or industry licensure examination or certification on the Basic Skills Licensure Exemption List. This generally occurs at the end of the program as most of the certifications and licensure examinations on the list measure knowledge, skills and ability associated with the entire program.
- Be locally exempt from meeting the basic skills requirements of the program if they are a student with a disability and provide appropriate documentation and request an exemption based upon the disability. Rule 6A-10.040, F.A.C., requires all school districts and FCS institutions to have a policy addressing exemptions for students with disabilities. Many local education agencies (LEAs) require the student to test, remediate and post-test. If the student doesn't meet the basic skills exit requirement, but has successfully completed the CTE program, they may be reported as exempt from meeting basic skills requirements based on local policy and counted as a program completer.

Student Counseling and Advising

Counseling and advising is an essential element in career preparation to assist students in identifying career goals and selecting appropriate training programs. Explaining the demands of the academics involved in the CTE program is an important part of the counseling process. A clear understanding of expectations will better prepare the student for making sound decisions and successfully completing the program. It is important for students to understand the relationship between basic skills and success in his or her chosen CTE program, and that improving skills will help foster success in the program and in future employment.

S. 34 C.F.R. § 104.47(b) states that the local education agency must ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than students without disabilities with similar interests and abilities. This requirement does not preclude an institution from providing information about licensing, certification and employment requirements of particular careers.

Occupational Completion Points

Awarding of Occupational Completion Points (OCP) is not dependent upon meeting the basic skills requirements of a program. Once a student has completed the courses associated with an OCP, then the OCP may be awarded. However, if the student has not yet met the basic skills requirements, or received an exemption, they would not be reported as a full program completer. See the [district](#) database handbook or the [college](#) data dictionary for reporting requirements.

Section 3: TEST PROCEDURES AND TEST SECURITY

Test security is an essential component of standardized testing irrespective of the modality of the test administration (computer-based test or paper-based test). The importance of test security cannot be stressed enough. If test security is compromised, data is not accurate. All test booklets, computer passwords, answer sheets, answer keys, scratch paper, etc., must be maintained in a secure manner. Test questions and answers are not to be revealed to students prior, during or after testing.

Tests or individual test questions shall not be revealed or otherwise reproduced by persons who are involved in the administration, proctoring or scoring of any test. Only those staff members who have been certified to administer the current test should have access to the test. It is best to always refer to the test publishers' guidelines for test administration. It is unlawful for anyone to knowingly and willingly violate test security rules adopted by the SBOE for basic skills assessments in accordance with s. 1008.24, F.S., and Rule 6A-10.042, F.A.C.

Basic skills assessments must be used according to standards established for test administration and interpretation set forth in Standards for Educational and Psychological Testing (American Psychological Association (APA), American Educational Research Association (AERA), National Council on Measurement in Education (NCME), 2014) and with appropriate accommodations for students with disabilities.

The annual adult education assessment paper may also be used as a supplemental resource as it contains information on assessment integrity (test security, use of test administration manuals, local procedures manuals) and best practices for administering assessments. As most institutions offering career certificate or ATD programs subject to the basic skills exit requirements also administer adult education programs, oftentimes the assessment staff is serving both adult education students and CTE students in the same testing center.

Recommendations for Best Practices

Testing Personnel

Training of personnel administering and accessing tests is critical to ensure the maintenance of test security and appropriate testing procedures, including accommodations for students with disabilities. Every effort should be made for basic skills assessments to be administered by personnel not directly involved with the instructional process of the same group of examinees.

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Testing Procedures

Recommended test administration procedures established by test publishers should be followed for proper test administration including, but not limited to, the following:

- Preparing the testing room, including seating plans;
 - The room should be comfortable, well lit, with sufficient workspace
 - The room should be arranged to discourage cheating
 - “Do Not Disturb” sign should be posted on the door
 - Cell phones, electronic devices and other personal belongings are not allowed in the testing area
- Securing and storing test materials;
- Verifying student identification;
- Admitting examinees to the testing room, including recommended identification documents;
- Distributing and collecting materials (primarily for paper-based tests);
- Documenting irregularities;
- Reading test instructions and directions to examinees, if applicable;
- Following testing time guidelines;
- Providing accommodations for students with disabilities;
- Handling unexpected interruptions;
- Monitoring test-taking to prevent the opportunity for cheating; and
- Documenting and reporting problems with materials, disruptive student behavior, cheating or any other unexpected or irregular incident.

Every standardized assessment has a standardized protocol that must be followed to ensure accurate test results. All test administrators must familiarize themselves with the test administrator’s manual for each test they administer.

Test administrators who are also licensed Florida educators must comply with the Principles of Professional Conduct of The Education Profession in Florida, including in the implementation of student assessment testing programs in accordance with Rule 6A-10.042, F.A.C.

Test Guidelines

School districts and FCS institutions should have a local assessment policy in place that includes procedures to ensure the following:

- Test administrators clearly communicate the purpose of the assessment to students prior to administration;
- Test administrators clearly explain to students the intended use of their test results;
- Test administrators establish and maintain an appropriate testing environment;
- Administrators consistently implement proper testing procedures during assessment administration;
- Staff ensure that students receive sufficient instruction between the pre-test and post-test;
- Test administrators ensure that appropriate pre- and post-tests are administered;
- Test administrators ensure that all tests are scored accurately;
- Test administrators ensure that all testing materials remain secure at all times;
- Test administrators ensure that all test scores and testing dates are accurately entered into the agency's management information system; and
- Test administrators ensure that all test scores remain confidential.

Calculator

Some assessment programs allow the option of using calculators on some portions of paper-based mathematics tests. If this is allowable, the site must provide calculators and instruction on the use of those calculators for the testing procedure.

Post-Testing

As applicable, a student should be post-tested on an alternate form of the same level of the test used in pre-testing, or either form of a higher level of the test. The publisher's guidelines must be followed when post-testing with any basic skills assessment.

Test scores may be transferred from one public institution to another; however, they must be securely transmitted electronically (or mailed in a sealed envelope) from the institution that administered the test to a receiving institution.

Section 4: ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Accommodation refers to changes that are made in how a student accesses information and demonstrates performance. Accommodations are made to allow the student with a disability to more accurately demonstrate his or her skills and abilities. Any accommodation must meet the needs of the examinee without changing what the test intends to measure.

Postsecondary students with disabilities are responsible for self-identifying or disclosing their disability, providing required documentation and requesting any accommodation they may need. School districts and FCS institutions are required to have policies that address exemption of the basic skills requirement for students with disabilities, pursuant to Rule 6A-10.040, F.A.C. In addition, school districts and FCS institutions should be aware of the laws that may apply to postsecondary students with disabilities, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students should work with their school district or college office of disability services to receive accommodations for CTE courses, including for basic skills examinations.

In determining what accommodations are appropriate, consideration must be given to providing accommodations that will allow the student with a disability to demonstrate the skills and knowledge the test is designed to measure, rather than a score that reflects the student's disability. Accommodations are not to provide the student with an unfair advantage or interfere with the validity of the test; they are legally required and are provided to allow the student an equal opportunity to demonstrate the underlying skills that are being measured by the test. Students with disabilities are unique and may require different accommodations, even if they have the same disability. When specifying test accommodations for an individual student, consideration should be given to the option requested by the student. Test accommodations should be based on accommodations used by the student during classroom instruction.

Testing accommodations may include, but are not limited to:

- Flexible scheduling: The student may be administered a test during several brief sessions allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test;
- Flexible setting: The student may be administered a test individually or in a small group setting. The student may be provided with adaptive or special furniture and special lighting or acoustics;
- Flexible responding: The student may use varied methods to respond to the test, including written, signed and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe

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student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor;

- Flexible presentation: The student may use mechanical aids, revised formats such as Braille, large print or signed or oral presentations for directions and items other than reading items;
- Assistive devices: The student may use the following assistive devices typically used in classroom instruction:
 - If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual;
 - Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used;
 - Technology may be used without accessing spelling or grammar-checking applications for writing assessments and without using speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student.

Documentation relating to disability and any accommodations provided should be maintained in a student's education records, in accordance with Rule 6A-1.0955, F.A.C., and related district policy, FCS institution policy and state records retention schedules. Education records, as defined by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g and its implementing regulations, 34 C.F.R. Part 99, are confidential and may only be disclosed with written consent or where one or more of the exceptions to the consent requirement are present. FERPA is incorporated into state law under s. 1002.22, F.S., and s. 1002.225, F.S.

The U.S. Department of Education's Office for Civil Rights (OCR) prohibits denying entry into any CTE program on the basis of criteria that have the effect of excluding persons of a particular race, color, national origin, sex or disability. To use such criteria, the program must demonstrate that such criteria have been validated as essential to participation in the specific program. Please refer to the Guidelines for Vocational Education Programs from the U.S. Department of Education for more information about serving students with disabilities in CTE programs.

Initial Assessments and Alternative Assessments for Students with Disabilities and English Language Learners

A student with a disability as defined in s. 1004.02(6), F.S., who is not otherwise exempt, may be given an alternative assessment for placement purposes.⁶ Locally determined alternative assessment instruments may be used within the first six (6) weeks, for diagnostic and remediation purposes only.⁷

No student is exempt from this rule because of language deficiencies. For students whose first language is not English and one of the approved basic skills assessment instruments cannot be administered, an alternative assessment may be used for initial testing.⁸ Locally determined alternative assessment instruments may be used within the first six (6) weeks, for diagnostic and remediation purposes only.⁹

⁶ Rule 6A-10.040(4)(a), F.A.C.

⁷ Rule 6A-10.040(7), F.A.C.

⁸ Rule 6A-10.040(5)(a), F.A.C.

⁹ Rule 6A-10.040(7), F.A.C.

Section 5: FREQUENTLY ASKED QUESTIONS

Program Types

Q1. Which program types are subject to the basic skills exit requirements?

A. Career certificate and ATD programs that are 450 clock hours or greater are subject to the basic skills exit requirements.¹⁰ College credit certificates, college credit ATDs and degrees are not subject to the provisions.

Career Dual Enrollment

Q2. Do the basic skills exit requirements provision in s. 1004.91, F.S., extend to career dual enrollment students?

A. Yes. Career dual enrollment students enrolling in a career certificate or ATD program that is 450 hours or greater in length are subject to the Basic Skills Exit Requirements and must be tested within the first six weeks after admission to the program unless the student has documentation of a qualifying exemption, such as demonstration of readiness for postsecondary education prior to admission, in accordance with Rule 6A-10.0315. F.A.C.

Q3. Must the student who intends to participate in career dual enrollment meet the basic skills requirement prior to enrollment?

A. No. Basic skills testing is not required prior to enrollment in the course, although a student may be tested in advance of their start date in a course using a currently approved assessment. Career dual enrollment students must be tested within the first six weeks after admission to the program unless the student has documentation of a qualifying exemption. If the career certificate or ATD program is less than 450 clock hours, there aren't any basic skills requirements.

¹⁰ Rule 6A-10.040(1), F.A.C.

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Q4. Must the student who intends to participate in career dual enrollment meet the basic skills requirement for programs that are fewer than 450 hours and do not have basic skills scores associated with them such as Patient Care Assisting?

A. No. If the career certificate or ATD program length is less than 450 clock hours, there are no basic skills requirements.¹¹

State Reporting

Q5. Do school districts and FCS institutions report information related to Basic Skills Exit Requirements to the FDOE?

A. Yes. The FDOE collects information in the student information databases for school districts and FCS institutions. For FCS institutions, Data Element 2111 Basic Skills Examination Flag is reported. For school districts, Data Element 184625 Career and Technical Education Basic Skills Examination is reported.

Q6. Are districts allowed to report a student as a program completer if the program has basic skills requirements and the students has not met the requirement or been confirmed as qualifying for an exemption?

A. No. A student may not receive a career or technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.¹²

Q7. Is the basic skills status reported for career dual enrollment students enrolled in career certificate or ATD programs that are 450 hours or greater?

A. Yes. Career dual enrollment students are postsecondary students enrolled in postsecondary courses that lead to an industry certification as identified in s. 1008.44, F.S. In addition, s. 1011.80(10), F.S., requires that a student may not be reported for funding in a dual enrollment workforce education program unless the student has completed the basic skills assessment pursuant to s. 1004.91.

¹¹ s. 1004.91(2), F. S.

¹² s. 1004.91(2), F.S.

Content Domains and Grade Level Equivalents

Q8. Is my institution required to assess a student for all three content areas of mathematics, reading and language arts to determine if a student (who is not otherwise exempt) has met the basic skills levels in the curriculum framework for the program?

A. No. The state framework specifies the basic skills standards in two areas: Computation and Communication.¹³ The communications domain for the basic skills exit requirement may be satisfied through student achievement of **either** an approved reading assessment or language arts assessment. Computation must be assessed with an approved mathematics assessment. See attachment C of this document for the Content Domain Assessment Summary.

Q9. Where can I find the achievement score to grade level equivalent crosswalks for TABE and CASAS assessments?

A. See Attachment B of this document for a crosswalk of grade level equivalents to scale scores. The scores for the grade level equivalencies for each assessment area are adopted in the rule.¹⁴

Q10. How long are test scores valid?

A. Minimum basic skills grade levels/scale scores achieved on one of the designated tests in Rule 6A-10.0315, F.A.C., are acceptable for a period of two (2) years. Minimum basic skills grade levels or scale scores for designated tests in Rule 6A-10.040, F.A.C., paragraphs (1)(a), (b), (c) and (e) are acceptable indefinitely. The program administrators must receive a copy of the test scores from the institution which administered the test or an official copy of the transcript.

Q11. If the student is currently enrolled, assessed and met the basic skills requirement before the new requirements were implemented/effective, do the basic skill scale score standards which became effective after they enrolled in a program apply to them?

¹³ Rule 6A-10.040(2), F.A.C.

¹⁴ Rule 6A-10.040(1), F.A.C.

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A. No. A student is held to the score standards approved at the time of their initial enrollment in the program.¹⁵ Changes to the basic skills requirements will not be applicable to students once they have begun their program. New regulations apply only to incoming students with an enrollment date on or after the implementation/effective date.

Q12. If the student took a test identified in Rule 6A-10.040 (1)(a), (b), (c), (e), F.A.C., or Attachment B of this document prior to the adoption of that test in the rule, can their score be used to satisfy the requirement? For example, a student enrolls in a CTE program and has been assessed using an assessment that was not approved and effective in the rule at the time the student took the exam; however, the student meets the minimum scale score adopted in the rule at a later date. The assessment is then approved in the rule prior to the student's expected date of program completion, and the results of the student assessment identifies scores that meet the requirements. Are the scores the student attained on this assessment allowed to be used?

A. Yes. The results of that assessment can be used to fulfill the basic skills requirement. A copy of the official score report must be kept with the student's records. While this score can be used, please note that the student must be assessed within 6 weeks of enrollment on an approved assessment, if they are not deemed exempt by the institution. If the test was unapproved at the time of enrollment and within the first six weeks, the institution was not in compliance with the requirement in law.

Q13. If the student took an assessment that was identified in the prior iteration of Rule 6A-10.040, F.A.C., and noted as being acceptable indefinitely, but was not enrolled in the CTE program for which the student is now enrolled, and is not in the current rule adoption, can it be used to satisfy the requirement?

A. No. The fulfillment of the basic skills requirement is based on the student's start date in the program, not the date that the student was tested.

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Q14. A student returns after being gone from the program for several years and re-enrolls in the same CTE program. Prior to their exit they had met the basic skills exit requirement on TABE Forms 11 and 12, 2017. Since their departure TABE Forms 11 and 12 have been replaced by TABE Forms 13 and 14. Are the scores from TABE Forms 11 and 12 still acceptable?

A. Yes. The results of a previously approved assessment that was used during the student's previous time of enrollment, that was identified as acceptable indefinitely, can be used to fulfill the basic skills exemption. The eligible scores must be dated during the student's previous enrollment period. TABE and CASAS scores do not expire; a student is held to the standards at their time of entry into the program. If the student returns and enrolls in a different program the new requirements apply.

Q15. A student returns after being gone from the program and re-enrolls in a different CTE program. Prior to their exit they had met the basic skills exit requirement for the previous program. Since their departure the assessment has been replaced. Are the scores from the previous assessment still acceptable?

A. No. Enrolling in a different program requires the student to meet the basic skills requirement for that program based on the most recent rule adoption.

Law Enforcement Programs

Q16. Are all law enforcement training programs exempt from the Basic Skills Exit requirements?

A. No. However, candidates entering a law enforcement officer basic recruit training program who are either (1) veterans as defined in s. 1.01(14), F.S., or (2) hold an associate or higher degree from an accredited college or university are exempt from the basic skills examination requirement.

Q17. How should school districts and FCS institutions document eligibility of the veteran's exemption?

A. Interested students claiming veterans' status for the purpose described herein should be advised to obtain and present the DD Form 214, Certificate of Release or Discharge from Active Duty, or other military documentation indicating an honorable discharge from the armed services.

Documented exemption evidence should be maintained in the student's record for auditing purposes. For more information, the Florida Department of Military Affairs maintains a website on military records located at: <https://floridavets.org/resources/records/>.

Q18. How should school districts and FCS institutions document eligibility of the degree exemption?

A. Interested law enforcement students claiming a degree exemption should be advised to obtain and present a copy of the associate (or higher) degree and transcripts indicating the degree was conferred by an accredited college or university. Documented exemption evidence should be maintained in the student's record for auditing purposes.

Exemptions

Q19. Rule 6A-10.0315, F.A.C., states, "A student who entered 9th grade in a Florida public school in the 2003-2004 school year, or any year thereafter, and earned a Florida standard high school diploma or a student who is serving as an active duty member of any branch of the United States Armed Services shall not be required to take the common placement test and shall not be required to enroll in developmental education instruction in a FCS institution." To qualify for this exemption must a student be enrolled in a Florida public high school all four years (9th through 12th grade) and earn a Florida standard high school diploma?

A. No. To demonstrate readiness for postsecondary education using this exemption, a student must present evidence that they earned a standard high school diploma from a Florida public school in 2007 or later. See Rule 6A-10.0315, F.A.C.

A listing of acceptable diploma codes may be found in Attachment A.

Q20. Private school, home school or a student in a personalized education programs may now be exempt. Does the private school, home school or personalized education program diploma need to be dated 2007 or later?

A. No. Per s. 1004.91, F.S., a student who holds a high school diploma issued by a private school in compliance with s. 1002.42, F.S., may be exempted, contingent upon the submission of an official transcript and verification of the school's eligibility.¹⁶

A student who has completed a home education program or a personalized education program may be exempted, contingent upon submission of an affidavit signed by the student's parent or legal guardian attesting that the student has completed a home education program pursuant to the requirements of s. 1002.41, F.S. or a personalized education program pursuant to the requirements of s. 1002.395, F.S.¹⁷

Q21. Does the demonstration of readiness for postsecondary education associated with Rule 6A-10.0315, F.A.C., Common Placement Testing and Instruction, apply to all postsecondary education including postsecondary school district institutions?

A. Yes. Any student who demonstrates readiness for public postsecondary education pursuant to s. 1008.30, F.S., and Rule 6A-10.0315, F.A.C., is exempted from the basic skills examination requirement. This applies to all public postsecondary institutions (school district postsecondary instructional sites, district technical colleges and FCS institutions) offering career certificate programs that are 450 hours or greater.

Q22. Is a high school diploma from a charter school considered the same as one from a public school?

A. Yes. Students who have graduated from a Florida public charter school are required to meet the same graduation requirements as all other public-school students per s. 1002.33(7)(5), F.S.

¹⁶ Rule 6A-10.040(4)(b), F.A.C.

¹⁷ Rule 6A-10.040(4)(c), F.A.C.

Career and Technical Education Basic Skills

Q23. I have a student who holds a cosmetology certification from the state of Florida. The cosmetology licensure examination is identified on the Basic Skills Licensure Exemption List. This student wants to enroll in a culinary program. Is the student exempt from basic skills for their culinary program?

A. No. The certification must be aligned with the program in which the student is enrolled.¹⁸ The Basic Skills Licensure Exemption List adopted in Rule 6A-10.040, F.A.C., lists the industry certification(s) approved for each career certified or ATD program. The approved industry certification only applies to the programs for which it is approved.

Q24. Does the statute or rule provide exemptions or exceptions for English Language Learners (ELL)?

A. No. No student is exempt from meeting the basic skills requirement because of language deficiencies. If one of the approved basic skills assessment instruments cannot be administered, an alternative assessment from subsection (7) of Rule 6A-10.040, F.A.C., should be used for initial testing. Adult English Language Learners (ELL), must be given English language instruction and remediation in basic skills as needed to improve proficiency. The math assessment may be measured by one of the designated tests in subsection (1) of Rule 6A-10.040, F.A.C.¹⁹

ELL students must achieve the minimum grade level/scale score or higher on one of the designated tests in subsection (1) of Rule 6A-10.040, F.A.C., as required by the Department of Career and Adult Education, to be awarded a certificate of completion in a career education program.

Q25. How can it be determined if the private school met the requirements of s. 1002.42, F.S.?

A. The FDOE Office of Independent Education and Parental Choice maintains a database that can be accessed online at [Private School Directory \(floridaschoolchoice.org\)](http://floridaschoolchoice.org). This database contains the private schools that have submitted their annual survey and are currently in compliance. If a school can't be located on the database (may have closed and subsequently removed from the list) or there are any questions concerning the schools compliance, email nonpublicschools@fldoe.org for assistance.

¹⁸ S. 1004.91(3)(b)3., F.S.

¹⁹ Rule 6A-10.040(5)(a), F.A.C.

Q26. Are there any exemptions for students who have completed college level coursework?

A. The only exemptions for coursework are for high school courses identified in Rule 6A-10.0315(3)(b), F.A.C., Demonstration of Readiness for College-level Communication and Computation.

Former Students

Q27. A former student contacts the institution about the possibility of receiving their career certificate or ATD, though they completed the coursework in 2008 they did not meet the basic skills requirement. The student asked if they could meet the basic skills requirement now through an approved (current) assessment and then receive their certificate.

A. There is nothing in rule or statute that will prohibit issuing the student their career certificate provided the student meets the basic skills requirement using a current approved assessment. However, this student is not eligible for state reporting, and the result of the award is to be kept locally. The completion date would be the date of the successful assessment as this is when the student fulfills the program requirements.

Attachment A

The following table identifies the qualifying standard high school diploma types that allow for a student who graduated from a Florida public high school in 2007 or thereafter to be exempt from the basic skills exit requirements. These codes are derived from the Automated Student Information System, data element number 114025, Diploma Type, that are available in the PK-12-Database Manual available at [PK-12 Database Manuals](#).

Qualifying Standard High School Diploma Types

Diploma Type Code	Diploma Type Description
W06	Standard Diploma
W43	Adult Standard High School Diploma (24-credit option)
W52	Adult Standard High School Diploma (Concordant and/or Comparative Score)
W54	Adult Standard High School Diploma (Academically Challenging Curriculum to Enhance Learning (ACCEL)), 18 Credit Option
W55	Adult Standard High School Diploma (Academically Challenging Curriculum to Enhance Learning (ACCEL)) Concordant and/or Comparative Score, 18-Credit Option
W58	Adult Standard High School Diploma (Academically Challenging Curriculum to Enhance Learning (ACCEL)) (Statewide Standardized Assessment Results Waiver), 18-Credit Option
W59	Adult Standard High School Diploma (Statewide Standardized Assessment Results Wavier), 24 credit option
W60 *2020-2021	Adult Standard High School Diploma (Any student who graduated from school and met all the requirements to receive a standard diploma and was exempted from being required to use assessments to earn a standard high school diploma due to cancellation of the 2019-2020 statewide assessments per FDOE Order No. 2020- EO-01)
W61	Adult Standard High School Diploma (Career and Technical (CTE) Pathway Option)
W62	Adult Standard High School Diploma (CTE Pathway Option, Concordant and/or Comparative Score)
W63	Adult Standard High School Diploma (CTE Pathway Option, Statewide assessment waiver)
WCO	Any student who graduated and met all the requirements to receive a standard diploma and was exempted from required assessments due to the provisions of Department of Education Emergency Order 2021-EO-02. This code will not be valid after the 2020-21 school year.

Career and Technical Education Basic Skills

Diploma Type Code	Diploma Type Description
WD1	Standard Diploma (Deferred Receipt)
WEL	Standard High School Diploma (for English Language Learners ELL)
WFT	Standard High School Diploma (Concordant and/or Comparative Score)
WFW *2022-2023	Standard High School Diploma (FCAT Waiver) NOTE: This code is valid for students who entered 9th grade prior to the 2013-14 school year.
WME	Any student with medical complexity as defined in Section 1008.22(12), F.S., who graduated from school with a standard diploma who was permanently exempt from participating in statewide, standardized assessments, including the Statewide, Standardized Alternate Assessment.
WRW	Standard High School Diploma (Statewide Standardized Assessment Results Waiver) NOTE: This applies to students entering 9th grade beginning in the 2013-14 school year.
WWE	Standard High School Diploma (Career and Technical (CTE) Pathway Option)
WWT	Standard High School Diploma (CTE Pathway Option), Concordant and/or Comparative Score)
WWW	Standard High School Diploma (CTE Pathway Option), Statewide assessment results waiver)
WXL	Standard High School Diploma (Academically Challenging Curriculum to enhance Learning (ACCEL) options)
WXT	Standard High School Diploma (Academically Challenging Curriculum to enhance Learning (ACCEL) options with state alternative assessment score)
WXW	Standard High School Diploma (Academically Challenging Curriculum to enhance Learning (ACCEL)

*YYYY-YYYY Indicates code is no longer included in Appendix A or B of the PK-12 Database Manual or the Workforce Development Information System (WDIS) Database Handbook as of the year indicated.

Attachment B

Scale Score to Grade level Equivalent Crosswalks (Effective 12/21/2025 in Rule 6A-10.040, F.A.C.)

Test of Adult Basic Education (TABE), Forms 13 and 14

Basic Skills Area	Grade Level	Minimum Scale Score Necessary for Grade Level Demonstration	
		TABE Reading	TABE Language Arts
Communications (Reading and Language Arts)	8	536	547
	9	550	560
	10	563	573
	11	576	584
	12	597	608

Basic Skills Area	Grade Level	Minimum Scale Score Necessary for Grade Level Demonstration
		TABE Math
Computations (Mathematics)	8	537
	9	557
	10	577
	11	596
	12	627

Comprehensive Adult Student Assessment System (CASAS)

Basic Skills Area	Grade Level	Minimum Scale Score Necessary for Grade Level Demonstration
CASAS GOALS 2 Reading		
Communications (Reading and Language Arts)	8	235
	9	239
	10	244
	11	249
	12	254
CASAS GOALS 2 Math		
Computations (Mathematics)	8	229
	9	236
	10	241
	11	245
	12	249

Attachment C

Content Domain Assessment Summary

The communications domain for the basic skills exit requirement may be satisfied through student achievement of **either** an authorized reading assessment or language arts assessment.

		Minimum Scale Score Necessary for Grade Level Demonstration		
Basic Skills Area	Grade Level	TABE Reading	TABE Language Arts	CASAS Goals 2 Reading
Communications	8	536	547	235
	9	550	560	239
	10	563	573	244
	11	576	584	249
	12	597	608	254

		Minimum Scale Score Necessary for Grade Level Demonstration	
Basic Skills Area	Grade Level	TABE Math	CASAS Goals 2 Math
Computation	8	537	229
	9	557	236
	10	577	241
	11	596	245
	12	627	249