

## MATHEMATICS PLACEMENT TEST SCORES EXPLAINED

There are two different Mathematics Placement Tests. The **PreCalculus Placement Test** is for students in academic programs that include Calculus I (MATH 141). This includes all students in the following colleges and programs:

- College of Arts and Sciences
  - Biology, Cardiovascular Technology, Chemistry, Geology, Geophysics, Marine Science, Mathematics, Physics, Statistics
  - *including Secondary Education in any of these disciplines*
- College of Engineering and Computing
  - all majors
- Arnold School of Public Health
  - all majors

The **Algebra Placement Test** should be taken by all students in the following colleges and programs:

- Moore School of Business
  - all majors
- College of Education
  - Early, Elementary, Middle, and Physical Education only
  - *students pursuing certification in Secondary Education must first receive an undergraduate degree in a specific discipline; select the placement test for your undergraduate degree program*
- College of Hospitality, Retail, and Sport Management
  - all majors
- College of Arts and Sciences
  - African-American Studies, Anthropology, Art Education, Art History, Classics, Comparative Literature, Criminology & Criminal Justice, Dance, Economics, English, European Studies, Film Studies, French, Geography, German, History, International Studies, Italian, Latin American Studies, Media Arts, Philosophy, Political Science, Psychology, Religious Studies, Russian, Sociology, Spanish, Studio Art, Theatre & Speech, Women's Studies
  - *including Secondary Education in any of these disciplines*
- School of Journalism and Mass Communication
  - all majors
- School of Music
  - all majors
- School of Nursing
  - all majors
- College of Pharmacy
  - all majors

A student can access the Math Placement Test through the following website:  
<https://assess.math.sc.edu/>

This is breakdown of the scores of the test:

#### PreCalculus Placement Test

MA0 (0- 6 correct)	Student not prepared to take MATH 115*
MA2 (7-16 correct)	Placement into MATH 115
MA4 (17-33 correct)	Placement into MATH 141, 174, 112, or 115

#### Algebra Placement Test

MB0 (0 - 1 correct)	Student is not prepared to take MATH 111*
MB1 (2 - 5 correct)	Placement into MATH 111I**
MB2 (6-11 correct)	Placement into MATH 111 (with MATH 111I as an option)
MB4 (12-25 correct)	Placement into MATH 122, 170, or 221 (or MATH 141 with a score of 25)

\* Student may take remedial coursework (such as MAT 102 at Midland's Technical College and earn a grade of C or better) to earn placement into MATH 111 or MATH 115at USC

**OR**

The student may undertake a self-review of algebra (and may use materials available in the Math Lab), then **re-take the placement test up to two (2) times (but no sooner than 30 days between attempts).**

\*\* The content and text for this course are the same as those for MATH 111, but the section size is smaller and the class meets more frequently.

Algebra Placement Test might want to consider taking Calculus I (Math 141). Likewise, students performing at the lowest range on the PreCalculus Placement Test should discuss their options with their advisor and are highly encouraged to take the Algebra Placement Test.

### **FOREIGN LANGUAGE PLACEMENT AND ENROLLMENT**

This key explains foreign language proficiency/placement test scores. Foreign language placement tests are taken by all incoming freshmen and most transfer students. Use this key as a quick reference. PHASE I Foreign Language Score

**F1,G1,L1,S1** Placement into 109

**F2,G2,L2,S2** Placement into 121

**F3,G3,L3,S3** Placement into 122

**F4,G4,S4** Provisional score only. Student **must** take mandatory PHASE II

Examination (speaking and writing) before registering for a course in that language. The student is guaranteed a seat in the appropriate course after the PHASE II examination.

**L4** There is no PHASE II in Latin since it is not a spoken language. A score of L4 satisfies the foreign language requirement.

**0** The score of zero is recorded for a student who has enrolled in a beginning foreign language at U.S.C. having no foreign language proficiency/placement score in any language. The student either 1) has studied no foreign language before coming to U.S.C. and therefore cannot be tested; or 2) has chosen to start over at the beginning level without taking the placement test because the most recent course in the language was more than five years ago.

After taking the proficiency/placement test, students are under no obligation to continue study in the language they took in high school. A student may enroll in any other foreign language offered at U.S.C.: Arabic, Chinese, Greek, Hebrew, Italian, Japanese, Korean, Portuguese, Russian, or Swahili.

Students who have studied French, German, Latin, or Spanish in high school within the five years preceding enrollment in a foreign language course at U.S.C. must take the proficiency/placement test.

Students who wish to study a language other than one which they have previously studied, as well as students with no previous foreign language experience, must start with the beginning course. The beginning course in French, German, Latin, and Spanish is 109; in all other languages, the beginning course is 121. A proficiency/placement test is not appropriate for students who have not studied the language.

Students whose only previous language background was in a language for which there is no formal proficiency/placement test at U.S.C. (languages other than French, German, Latin, and Spanish) should contact the appropriate language faculty for placement advice if they wish to continue study of that language.

If it has been more than five years since the student studied a foreign language, the student should start with the beginning course. No proficiency/placement test is required. The beginning course in French, German, Latin, and Spanish is 109; in all other languages the beginning course is 121.

If it has been less than five years since the student studied a foreign language, the student should take the proficiency/placement test if they have not done so. Starting with the beginning course is often clearly inappropriate in these cases. The proficiency/placement test will determine the level at which they should continue study of that language.

Students who transfer credit for first year (introductory level) college language courses must take the proficiency/placement test. Students whose proficiency/placement test scores indicate that they have not yet developed the proficiency associated with passing the exit exam in 122 must continue study until they are able to do so. They should enroll in whatever level the proficiency/placement score indicates. **Note:** The results of the proficiency/placement test are binding even if it means repeating course work at the same level as courses transferred in. Because U.S.C. credit toward graduation is not given for two courses that are essentially the same, a student may avoid repeating course work by moving to a higher course than is designated. But this should be done only when it is likely that the student can succeed in the higher course. Students should not enroll in courses for which they are clearly not ready.

Students who have transfer credit from the South Carolina Technical College system for TECH FRE 101 and 102 or TECH GER 101 and 102 may enter the 122 course in that language without taking the placement test. TECH FRE 101 and 102 are equivalent to U.S.C. FREN 109 and 110; TECH GER 101 and 102 are equivalent to U.S.C. GERM 109 and 110.

Students who transfer credits for **intermediate level college language courses** do not need to take the proficiency/placement test unless they plan to continue study of the language at U.S.C. An intermediate level foreign language course will satisfy the foreign language requirement for graduation, even if this course was taken more than five years ago. But students wishing to take additional courses in that language must take PHASE II of the proficiency test and abide by the results. **Note:** It is not infrequent that students transferring from other institutions are deficient in the oral use of the language that is an essential aspect of the 100-level courses at U.S.C. In this case, although these students have completed intermediate or upper level courses, some of them may fail PHASE II of the proficiency test. In order to continue study in the language, such students will then have to take 122 without credit toward graduation.