

**Examinations for
Acceleration or
Course Credit**

If a student in grades 1–12 wishes to accelerate to the next grade level or earn course credit without having received prior instruction in the grade level or course, the District shall offer opportunities in accordance with state law and State Board rules for the student to take a Board-approved examination for this purpose. Students shall have the opportunity to accelerate and earn course credit without prior instruction in grades 1–12 by demonstrating proficiency on an assessment selected from the following:

1. A minimum score of 80 on a University of Texas or Texas Tech University credit by examination (CBE); or
2. A qualifying score on a criterion-referenced examination in World Languages and Cultures, as detailed below.

[See EHDC(LEGAL)]

Approval

A student and parent or guardian shall meet with the school counselor to determine eligibility, to complete an application, and to secure approval for examinations for credit without prior, formal instruction. [See EHDB(EXHIBIT)-A]

**Kindergarten
Acceleration**

The Board has approved the following criteria to allow a child who is five years old on or before September 1 to be assigned initially to grade 1 rather than to kindergarten. Criteria for acceleration may include:

1. A score of 80 percent or higher on District-approved readiness tests and/or achievement tests that may be administered by appropriate District personnel in each of the core areas of English language arts, mathematics, science, and social studies;
2. A letter of recommendation from the preschool or kindergarten class the student has attended;
3. Successful completion of a two- to four-week placement in a class where chronological age and social and emotional development of the student is observed;
4. The recommendation of the grade placement committee, consisting of the school counselor, principal, advanced academic facilitator, and a teacher with knowledge of the grade level and content areas; and
5. Written parental approval.

If it is found to be in the best interest of the student's academic and affective needs, the committee may make a recommendation to the Superintendent or designee for course or grade-level acceleration.

**World Languages
and Cultures
Examinations for
Course Credit**

The student's parents shall be notified by letter of the approval or denial of student acceleration.

Students shall have the opportunity to accelerate and earn course credit without prior instruction in World Languages and Cultures Courses by demonstrating proficiency on an assessment selected from the following:

1. A minimum score of 80 on a University of Texas or Texas Tech University CBE;
2. A qualifying score on a College Board Advanced Placement (AP) examination;
3. A qualifying score on the American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Languages (AAPPL); or
4. A qualifying score on the American Sign Language Proficiency Interview (ASLPI).

The following criteria shall allow students in grades 6–12 to accelerate and earn credit without prior instruction in World Languages and Cultures courses.

The grade earned on a University of Texas or Texas Tech CBE shall appear on the student's transcript and credit shall be awarded.

A score of 3 or higher on a College Board AP examination (Chinese, French, German, Italian, Japanese, Latin, or Spanish) shall result in credit as follows:

AP Exam Score	High School Course Credits
0	0
1	0
2	0
3	I, II, III
4	I, II, III, IV
5	I, II, III, IV, V

A grade of passing (P) shall be awarded for each level of credentialed coursework.

A score of Novice-Mid to Novice-High or higher on the ACTFL AAPPL examination shall result in credit in Arabic, Chinese, French, German, Portuguese, Russian, and Spanish according to

ALTERNATIVE METHODS FOR EARNING CREDIT
CREDIT BY EXAMINATION WITHOUT PRIOR INSTRUCTION

the following table. A grade of passing (P) shall be awarded for each level of credentialed coursework.

The AAPPL examination has four components:

1. Interpersonal listening/speaking;
2. Presentational writing;
3. Interpretative reading, and
4. Interpretive listening.

Students must demonstrate proficiency in all four components in order to receive the corresponding course credit, and credit shall be awarded at the level of proficiency on the lowest scoring component.

AAPPL Score	Level of Proficiency	Course Credits
N4	Novice–Mid to Novice–High	I
I1	Intermediate–Low	I, II
I2, I3, I4	Intermediate–Mid	I, II, III
I5	Intermediate–High	I, II, III, IV
A	Advanced–Low	I, II, III, IV, V

A score of Level 1 or 1+ or higher on the ASLPI shall result in credit as follows:

ASLPI Score	Course Credit
Level 1 or 1+	ASL I
Level 2 or 2+	ASL I, II
Level 3 or 3+	ASL I, II, III
Level 4 or 4+	ASL I, II, III, IV
Level 5	ASL I, II, III, IV, V

A grade of passing (P) shall be awarded for each level of credentialed coursework.