

Course Recommendation Guidelines

The following guidelines provide a rubric for making decisions about honors and AP level course recommendations for students. In most cases, these pertain to the course the student is currently in, however, there may be instances where the relevant preparatory class(es) is in another department or does not directly precede the upcoming class. For example, performance in Alg I is considered for placement in Alg II although Geometry immediately precedes Alg II. Performance in prior English and Social Studies classes, or on AP exams may inform future AP course placement recommendations. Prerequisite classes are listed in the course catalog.

In order for students to receive a recommendation **to remain in honors or AP level classes** for the following year, these areas should be considered as guidelines:

- Maturity of student skills (attendance, timeliness, preparation, etc.)
- Demonstrated ability to work independently
- Evidence of writing, thinking, speaking and listening at the class level
- Evidence of expressed interest in the subject
- Overall balance of a student's proposed academic schedule
- Assessment scores regularly in the B+ or above range in the preparatory class
- A placement test may be required for certain classes
- Relevant standardized test scores may be considered.

For a student to be recommended **to move from the CP level to honors** for the following year, these areas should be considered as guidelines:

- Maturity of student skills (attendance, timeliness, preparation, etc.)
- Demonstrated ability to work independently
- Evidence of writing, thinking, speaking and listening at the class level
- Evidence of expressed interest in the subject
- Overall balance of a student's proposed academic schedule
- Assessments scores regularly in the A range
- A placement test may be required for certain classes
- Relevant standardized test scores may be considered.

For a student to be recommended **to move from the honors level to AP** for the following year, these areas should be considered as guidelines:

- Maturity of student skills (attendance, timeliness, preparation, etc.)
- Demonstrated ability to work independently
- Evidence of writing, thinking, speaking and listening at the class level
- Evidence of expressed interest in the subject
- Overall balance of a student's proposed academic schedule
- Assessments scores regularly in the A- range
- A placement test may be required for certain classes
- Relevant standardized test scores may be considered.