Hopkins Public Schools Credit by Assessment Procedure

**Definition:**
According to Board Policy, Credit by Assessment is given to students who have previously mastered the knowledge presented in a course. Students may have acquired that knowledge through extracurricular activities, activities outside of school, previous learning, or community and work experiences. Students are given an opportunity to demonstrate their mastery through Credit by Assessment.

**Spirit of the Rule for Credit by Assessment:**
This rule gives students the opportunity to bypass a course, the knowledge and skills of which they have already acquired, in order to select a more academically appropriate option. This opportunity was not created as a vehicle for advancement by independent study, but rather as a process to grant credits for students new to the district or to grant credits for expertise through other means of learning. The granting of these credits then allows the student the opportunity to take other more appropriate coursework. There is no guarantee that the student will be able to access the next logically sequenced class upon successful credit by assessment. The student’s schedule will be determined based on course availability at the time. Students who complete the Credit by Assessment exam successfully in the spring have the greatest chance of getting into the next logically sequenced class.

**The Assessment:**
The assessment of this mastery may include a variety of assessment tools such as written examinations, oral (interview) examinations, product or performance exhibitions, simulations, journals, portfolios, anecdotal information, and teacher observation. The department (Science, Math, etc.) will determine the means and methods of assessment. The student will have an opportunity to provide input by providing any necessary detail on the application form. In order to give a fuller picture of his/her competencies and skills, the student may want to provide additional samples of work.

**The Process:**
Students may request Credit by Assessment for any of the eligible courses required for Minnesota state high school graduation credit. Courses for which a student may request credit by assessment include:

**9th – 12th Grade**
**Science**
- Physical Science
- Biology

**Mathematics**
- Intermediate Algebra
- Geometry
- Algebra II

**Language Arts**
- Language and Literature 9
- Intermediate Perspectives in American Literature
- Academic Writing
- Intermediate Global Literature

**Social Studies**
- Civics
- Modern U.S. History
- World History
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Physical and Health Education
Physical and Health Education 9
PE 10
Health Science

Fine Arts
Courses to be determined on an individual basis

7th and 8th Grade
Students may request Credit by Assessment for these subjects only; includes any course in Language and Literature, Mathematics, Science, and Individuals and Societies (Social Studies).

Application:
The student and/or his/her parent initiate a request for “credit by assessment” with the building Talent Development Building Coordinator to obtain the necessary forms and to receive instruction in the process. The student and parent complete the application and return it to the Talent Development Building Coordinator at the building site. Upon request the student may receive a copy of the course syllabus, standards, and materials list. The student may also review the textbook in the Talent Development Classroom or media center.

Timeline:
Students may apply for Credit by Assessment at any time, but the preferred time is in late spring. Tests will be administered five times during each school year. These testing windows are:

1. May 15 – June 1 (This is the recommended window as it will allow students the greatest opportunity to enroll in appropriate courses for the following school year, either first or second term.)
2. Workshop week (This is typically the last week in August. It may allow the student the opportunity to get into a course of their choice, but it doesn’t assure that opportunity as course availability is dependent on scheduling and space in the class.)
3. In September or January, anytime up to and including the fourth class session for semester long classes or the second class session for a 9 week class (If a student is taking a class and feels he/she has mastered the class content, the student may request Credit by Assessment. At this point, it will be difficult, if not impossible, to honor the student’s request for a different course.)
4. December 15 until winter break (It may allow the student the opportunity to get into a course of their choice second semester, but it doesn’t assure that opportunity as course availability is dependent on scheduling and space in the class.)

Due to scheduling factors that may include class size, availability and scheduling limitations, students who satisfactorily achieve credit will not be guaranteed enrollment in the course of their choice whether subsequent or elective. For this reason, the credit by assessment option should be exercised as early as possible.

Knowing that a student may not recognize a course is inappropriate until he or she has attended the class and experienced the environment, application submission for Credit by Assessment will be open for the first four class sessions of any given semester or the first two sessions of a 9 week class. The student must be prepared to take the exam as soon thereafter as possible. Upon successful completion of the assessment, the student will be granted the course credit and may be assigned to a study hall or another course if one is available. If this process is completed prior to registration for the upcoming school year, students will have the greatest number of choices in their schedule.
Assessment Procedure

1. It is the student’s right to be informed of the assessment procedures to be used and the content that will be included in the assessment. At the time the application is submitted, it is assumed that the student is ready to begin the assessment process, and it will be scheduled no later than the next testing window.

2. An assessment might be divided into steps. Successful completion of each step may be required to move on to the next step in the process: for example, an initial paper/pencil test for factual information is followed by a performance segment to evaluate procedural learning and is completed through an interview to allow for discussion with the student to establish aspects of the course that are not as effectively determined by other means. Individual course content may dictate some variations in this process. The length of the assessment will vary depending on the course and individual student.

3. A score of 85% is required to demonstrate successful mastery in order for credit to be given or for a student to move on to the next level of assessment.

4. A student may attempt to test out of a course only once and may not test out of a course in which the student has previously received a grade. Credit by assessment is not to be used to make up “incompletes” nor as a means to independent study.

5. When a student completes the assessment process in a satisfactory manner, the student’s transcript shows the credit earned. Credit is awarded with no letter grade attached, just a “pass” and therefore, is also not applied to the student’s GPA.

6. Appeals may be made to the building principal and/or the Director of Teaching and Learning.

ELEMENTARY SCHOOL PROCESS

At the elementary level credit by assessment is considered in a case-by-case situation. When a parent feels that the student’s educational program is not at the correct level, the parent should contact the building principal or the Talent Development Teacher for that school to discuss their concerns. The person who receives the concern may resolve the needs in a conversation with the parent. If the concern and need still remain, the principal or coordinator will convene a building committee consisting of the Talent Development Teacher, the K-12 District Talent Development Coordinator, the principal, the classroom teacher, and the parent. There are three options that can be considered for which policies and procedures are in place, depending on the age of the child. They include the Early Entrance Policy, the Acceleration procedures, or the Credit by Assessment Procedure. If these procedures aren’t appropriate, the committee can look at an individualized plan for the student. Working collaboratively together, the team will gather assessment information about the child, determine his/her learning needs, and plan programming appropriate for the child within reasonable accommodations.