

PREAP/AP COURSE LEVEL GUIDELINES FOR STUDENTS AND PARENTS

All CCISD students who wish to accept the challenge of a PreAP or an AP course are welcome to participate in the PreAP/AP program. However, students and parents should be aware of the rigor in these courses so that they can make informed decisions regarding course selection. The following guidelines are provided to assist both students and parents in their consideration of these courses.

Academic Considerations

PreAP and AP curricula are written two grade levels above traditional curricula. Instruction is fast-paced and much of the work is done outside of class. Therefore, PreAP/AP students should be independent learners who have demonstrated prior success in the subject area as demonstrated by:

Previous grades in that discipline.

An A or a B in a particular subject indicates that the student has the academic ability to succeed at the PreAP/AP level in that subject.

TAKS scores.

A scale score of 2400 or above on the previous TAKS test in that subject is a good predictor of success in a PreAP/AP class. Students with a TAKS score below 2200 may not have the prerequisite knowledge and skills to be successful.

Lexile and Quantile levels.

Since PreAP/AP curricula are written two grade levels above traditional curricula, Lexile and Quantile reports provided on the TAKS Student Summary Report should be considered. For all PreAP/AP courses, students should be reading at or above grade level, as indicated by their Lexile score. For math and science PreAP/AP courses, Quantile scores should be at or above grade level for the course for which the student is registering. **The following 2 pages will describe how to interpret the Lexile and Quantile scores.** For your child's Lexile or Quantile scores, refer to their TAKS Student Confidential Report.

Performance Considerations

PreAP and AP classrooms are fast-paced and challenging environments, with most lesson preparation done at home. Therefore, students taking these courses should be self-motivated learners willing to invest time and energy into their activities and assignments. PreAP/AP students should be independent learners who demonstrate:

Motivation.

There are several reasons why students take PreAP/AP courses in intermediate and high school. Some want the solid foundation PreAP courses provide as preparation for AP courses. Other students have a love for that discipline and are drawn to the greater depth of knowledge they can obtain by taking PreAP/AP courses. Some students take the courses for a higher GPA or for the opportunity to earn college credit. Whatever the reason, all PreAP/AP students should have the desire to do their best, regardless of the effort required.

The ability to prioritize their time.

Most CCISD students are involved in extracurricular activities or other activities that occur outside the school day. Each PreAP/AP class requires multiple hours of homework each week. Students should be willing and able to invest that kind of time in their PreAP/AP coursework.

A positive attitude toward challenging coursework.

Often students find that PreAP/AP classes require a level of mental activity to which they are unaccustomed. These students should persevere in their commitment to this level of academic rigor and, when faced with challenges, be willing to take necessary steps to succeed in the class (tutorials, study groups, etc). PreAP/AP students should approach problem-solving as an adventure and appreciate learning for learning's sake.

A strong work ethic.

An interactive environment is critical to a successful PreAP/AP experience. Student participation requires good attendance and punctuality. Respecting each other's ideas and taking responsibility for one's own actions and work are also crucial components to success. Students should be able to work well both independently and cooperatively. They should also take pride in their work by completing all assignments on time and creating high-quality products.

Other Considerations

Because of each student's unique personality, life situation, and educational goals, decisions regarding a student's participation in PreAP/AP coursework should be made on an individual basis. The following considerations should also factor into a student's decision when registering for PreAP/AP courses:

Concurrent Enrollment in PreAP/AP courses

Although many students are capable of succeeding in a schedule containing all PreAP/AP courses, students can become overwhelmed by the demands of such a rigorous academic schedule. It is important that parents and students balance academic endeavors with a healthy lifestyle when making decisions regarding course schedules.

Teacher input

The current subject-area teacher is a valuable resource in determining a student's readiness to participate in a PreAP/AP program. Communicating with that teacher before making a final determination is an important part of the decision-making process.