PROFICIENCY BASED PROMOTION
TESTING PROCEDURES

The test adopted by the Board of Education is the Oklahoma Proficiency Test by Riverside Publishing Company through the Oklahoma Test Proficiency Coop. Test packets include teachers' directions for the various grade levels, scoring guides, outcome statements, and technical reports. Tests and answer sheets cover the following subject matter:

Grades 1-7	Grades 9-12
Reading	Oklahoma History
Mathematics	U. S. History
Science	World History
Language Arts	Government
Social Studies	World Geography
	English I, II, III, IV
Grade 8	General Mathematics
	Pre-Algebra
Reading	Algebra I, II
Mathematics	Geometry
Science	Spanish I
Language Arts	French I
Civics	Physical Science
	Earth Science
	Biology I
	Chemistry I
	Physics

All new or currently enrolled students have an opportunity to request a proficiency assessment for the purpose of evaluating appropriate grade or course placement. New students will have thirty (30) days from the enrollment date to request a proficiency assessment. A request may be initiated by a new student or the student's teacher, parent, or legal guardian.

All students shall be provided with at least two (2) opportunities per school year to obtain course credit through examination in each required curriculum area. A request may be initiated by a student or the student's teacher, parent, or legal guardian.

The following are the steps to be taken when a proficiency assessment is requested:

1. Within five days of receipt of a request to demonstrate proficiency, the principal will coordinate a meeting with all parties concerned: the principal, parents, counselor, teacher(s), and possibly the student. The meeting will be to determine the best possible means of assessing the student's proficiency in the selected area(s), when the assessment will start, where the assessment will take place, and to obtain the parent's or guardian's consent to give the proficiency assessment.

2. The principal will request a proficiency assessment from the OTPC, giving them the date and areas that are to be tested. The OTPC will advise the principal when the assessment may be obtained.

PROFICIENCY BASED PROMOTION, TESTING PROCEDURES (Cont.)

3. The principal will go to the OTPC office and pick up the assessment the day before testing. The person actually giving the assessment will receive the test and make all necessary preparations for the assessment. No person other than the principal, the test administrator, and the student may see the assessment either before or after the assessment is given.

4. The assessment will be given following the directions of the publisher.

5. After the assessment is completed, it will be scored by the tester and taken to the principal. The principal will then coordinate a meeting with all parties concerned: the principal, parents, counselor, teacher(s), and possibly the student. The purpose of the meeting will be to discuss the results of the assessment. After the meeting the score sheet and the test will be destroyed.

6. Failure to demonstrate proficiency in an assessment shall not be noted on a student's transcript. Decisions regarding promotion of students who demonstrate proficiency in a required curriculum area shall be determined as follows:

   a. The school will confer with the parent or legal guardian in making decisions regarding student placement or promotion. Such factors as social, emotional, and intellectual needs of the student will be considered.

   b. If the parent or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written statement to be included in the permanent record of the student.

   c. If a student is being assessed in a set of competencies that is part of a curriculum sequence, the student may demonstrate proficiency in any sequence recommended by the school district.

   d. Options for accommodating a student's needs for advancement after a student has demonstrated proficiency may include, but are not limited to, the following:

      a. Individualized instruction
      b. Correspondence courses
      c. Independent student
      d. Concurrent enrollment
      e. Cross-grade grouping
      f. Cluster grouping
      g. Grade/course skipping
      h. Individualized education programs
      i. Supplemental online courses