

## AP RECOMMENDATION RUBRIC

**INSTRUCTIONS:** READ EACH OF THE "AREAS OF CONSIDERATION" IN THE FIRST COLUMN. PROCEED TO CHECK THE BOXES THAT DESCRIBE YOUR ACADEMIC PROFILE UNDER THE THREE CATEGORIES. AFTER CHECKING A BOX FOR EACH OF THE AREAS OF CONSIDERATION, TALLY THE TOTAL NUMBER OF CHECKS FOR EACH OF THE THREE CATEGORIES AND MULTIPLY THAT NUMBER BY THE "WEIGHT FACTOR." RECORD THE INDIVIDUAL WEIGHTED COLUMN TOTALS IN THE SPACES PROVIDED. ADD THE THREE TOTALS TO FIND YOUR TOTAL SCORE. COMPARE YOUR SCORE TO THE RUBRIC SCORING CATEGORIES. CURRENT NINTH GRADE STUDENTS WILL NOT BE ABLE TO COMPLETE "TEST RESULTS" SECTION. SEE EXAMPLE RUBRIC IN THE PACKET FOR ASSISTANCE. **TURN IN YOUR COMMITMENT AND RUBRIC FORMS TO THE GUIDANCE OFFICE UPON COMPLETION.**

AREAS OF CONSIDERATION	CHECK BOX ?	CATEGORY ONE	CHECK BOX ?	CATEGORY TWO	CHECK BOX ?	CATEGORY THREE
<b>OVERALL GRADE POINT AVERAGE</b>		3.2+		3.2 – 2.0		-2.0
<b>AVERAGE GRADE IN PROSPECTIVE AP COURSE CONTENT AREA</b>		A+ - B+ IN CONTENT AREA(S)		B – C+ IN CONTENT AREA(S)		C OR LOWER IN CONTENT AREA(S)
<b>PARENTAL SUPPORT</b>		PARENTS ADVOCATE AP COURSE(S) AND ACADEMIC RESPONSIBILITY		PARENTS NEITHER ADVOCATE NOR OPPOSE AP ENROLLMENT		PARENTS ARE OPPOSED TO AP ENROLLMENT
<b>STUDENT MOTIVATION / DRIVE</b>		STUDENT ADVOCATES AP COURSE(S) AND ACADEMIC INTEGRITY		STUDENT IS UNDECIDED ABOUT AP ENROLLMENT		STUDENT IS OPPOSED TO AP ENROLLMENT
<b>NATIONAL-NORMED STANDARDIZED TEST RESULTS (SAT / ACT / SAT / TERRA NOVA / PLAN)</b>		99 <sup>TH</sup> – 90 <sup>TH</sup> PERCENTILE IN AP COURSE CONTENT AREA (IF APPLICABLE)		89 <sup>TH</sup> – 80 <sup>TH</sup> PERCENTILE IN AP COURSE CONTENT AREA (IF APPLICABLE)		LOWER THAN THE 80 <sup>TH</sup> PERCENTILE IN AP COURSE CONTENT AREA (IF APPLICABLE)
<b>STATE PROFICIENCY TEST RESULTS (OGT) N/A = CURRENT 9<sup>TH</sup> GRADE STUDENTS</b>		RECEIVED AN "ACCELERATED" RATING IN AP COURSE CONTENT AREA		RECEIVED AN "ADVANCED" RATING IN AP COURSE CONTENT AREA		RECEIVED A "PROFICIENT" OR LOWER RATING IN AP COURSE CONTENT AREA
<b>READING SELF-EVALUATION</b>		STUDENT ENGAGES IN CRITICAL READING (ASSIGNED AND NON-ASSIGNED) IN AP COURSE CONTENT AREA		STUDENT MODERATELY ENGAGES IN CRITICAL READING (ASSIGNED AND NON-ASSIGNED) IN AP COURSE CONTENT AREA		STUDENT DOES NOT ENGAGE IN CRITICAL READING IN AP COURSE CONTENT AREA
<b>WRITING SELF-EVALUATION</b>		STUDENT ENGAGES IN CRITICAL WRITING IN AP COURSE CONTENT AREA AND/ OR HAS HAD WRITING DISPLAYED (ANCHORS / EXEMPLARS)		STUDENT MODERATELY ENGAGES IN CRITICAL WRITING IN AP COURSE CONTENT AREA		STUDENT DOES NOT ENGAGE IN CRITICAL WRITING IN AP COURSE CONTENT AREA
<b>PRIOR TEACHER INPUT</b>		STUDENT HAS BEEN ADVISED TO TAKE AP COURSE(S) BY CURRENT INSTRUCTOR		STUDENT HAS NOT DISCUSSED AP COURSE(S) WITH CURRENT INSTRUCTOR		STUDENT HAS BEEN ADVISED NOT TO TAKE AP COURSE(S) BY CURRENT INSTRUCTOR
<b>LISTENING SELF-EVALUATION (1)</b>		STUDENT IS A HIGHLY REFLECTIVE AND CURIOUS LISTENER IN AN ACADEMIC SETTING		STUDENT IS SOMEWHAT OF A REFLECTIVE AND CURIOUS LISTENER IN AN ACADEMIC SETTING		STUDENT PREFERS TO PASSIVELY RECEIVE INFORMATION RATHER THAN ACTIVELY PROCESS AND ANALYZE IT
<b>LISTENING SELF-EVALUATION (2)</b>		STUDENT HAS STRONG RESPECT FOR OTHERS' IDEAS IN AN ACADEMIC SETTING		STUDENT GENERALLY RESPECTS OTHERS' IDEAS IN AN ACADEMIC SETTING		STUDENT BECOMES FRUSTRATED BY OTHERS' IDEAS AND LOSES INTEREST IN DISCUSSION
<b>WORK-STUDY SELF-EVALUATION (1)</b>		STUDENT HAS ELEVATED CURIOSITY AND EAGERNESS TO LEARN IN AN ACADEMIC SETTING		STUDENT SHOWS OCCASIONAL CURIOSITY TO LEARN IN AN ACADEMIC SETTING		STUDENT PREFERS TO CONSIDER IDEAS AT A FACTUAL LEVEL RATHER THAN AN ANALYTICAL ONE
<b>WORK-STUDY SELF-EVALUATION (2)</b>		STUDENT HAS STRONG DILIGENCE AND EAGERNESS TO WORK IN AN ACADEMIC SETTING		STUDENT SHOWS ENOUGH DILIGENCE TO MEET BASIC REQUIREMENTS AND CHOOSES NOT TO GO ABOVE AND BEYOND EXPECTATIONS		STUDENT COMPLETES ASSIGNMENTS FOR COMPLETION SAKE AND/ OR ASSIGNMENTS ARE OCCASIONALLY TURNED IN LATE
<b>WORK-STUDY SELF-EVALUATION (3)</b>		STUDENT CONSISTENTLY WELCOMES AND APPLIES CONSTRUCTIVE CRITICISM TO ALL ASSIGNMENTS		STUDENT ACCEPTS AND ATTEMPTS TO APPLY CONSTRUCTIVE CRITICISM TO CURRENT OR FUTURE ASSIGNMENTS		STUDENT DOES NOT WELCOME &/ OR APPLY CONSTRUCTIVE CRITICISM TO CURRENT OR FUTURE ASSIGNMENTS
<b>RUBRIC TOTAL SCORING CATEGORIES:</b>		<b>? COLUMN TOTAL</b>		<b>? COLUMN TOTAL</b>		<b>? COLUMN TOTAL</b>
1-33: SUGGESTED AP COURSE(S) ENROLLMENT	<b>x 3</b>		<b>x 1.5</b>		<b>x 0</b>	
1-23: SUGGESTED ENROLLMENT WITH INSTRUCTOR CONSULTATION		<b>? COLUMN TOTAL</b>		<b>? COLUMN TOTAL</b>		<b>? COLUMN TOTAL</b>
1-0: AP COURSE(S) ENROLLMENT NOT SUGGESTED		+		+		= <b>TOTAL SCORE (SEE RUBRIC)</b>
<b>11<sup>TH</sup> GRADE STUDENTS: 36-27 SUGGESTED, 26-17 SUGGESTED WITH CONSULTATION, 16-0 NOT SUGGESTED</b>		<b>TEACHER CONSULTATION SIGNATURE? (ONLY REQUIRED IF TOTAL SCORE IS BELOW 33)</b>		<b>SIGNATURE</b>		<b>DATE</b>