

Request for Credit by Examination without Prior Instruction: Kindergarten Acceleration Pathway

The Kindergarten Acceleration Pathway emphasizes the needs of the whole child while providing an opportunity for students in Keller ISD to accelerate through Kindergarten.

The Kindergarten Acceleration process differs from those of the upper grades. Students must pass each Phase of the Kindergarten Acceleration Process. Students must meet the criteria in all phases to be considered for placement in First Grade.

Kindergarten Acceleration Process:

1. The campus must verify that the student is registered at his/her home campus before the recommendation to accelerate a student can be considered.
2. The following Parent Questionnaire and supporting documents (when applicable) must be completed and submitted to the campus counselor by the deadline posted on the KISD district website.
3. A conference must take place with campus administrators, counselors, teachers, and parents to discuss acceleration criteria and all developmental, social, and emotional factors for the student to determine options in the best interest of the student before exams are ordered and scheduled.
4. Students recommended by the committee to pursue acceleration will begin Phase 1 (of 3) of the Kindergarten Acceleration assessment process.
 - **Phase 1:** Students must pass all 4 core subject area tests with **90%** to show academic mastery of Kindergarten TEKS. *Keller ISD utilizes credit-by-exam assessment services from Texas Tech K-12, a Texas Education Agency (TEA)-approved assessment provider. Exams are criterion-referenced tests that evaluate mastery of the Texas Essential Knowledge and Skills for a specific subject or grade level.*
 - **Phase 2:** Students will participate in an assessment to evaluate reading and writing fluency and reading comprehension.
 - **Phase 3:** Parent and Teacher will complete Inventory of Early Development to evaluate social and emotional development.

Information regarding the CBE schedule, test preparation, required materials and activities, and Keller ISD Acceleration Pathways for service options are outlined on the Keller ISD Advanced Academics Website (<https://www.kellerisd.net/departments/advacademics/academic-acceleration/kindergarten-acceleration>).

If you have questions, contact your campus counselor, campus GT Specialist, or the Keller ISD Advanced Academics Department at 817-744-1016. Please complete the Parent Questionnaire (page 2) and Parent Observation Survey (pages 3 & 4), initial and sign the agreement below, and return this request to your campus counselor by the deadline.

Parent Agreement

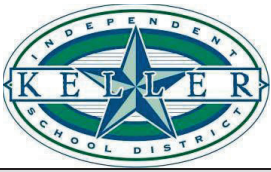
- _____ I have reviewed the *KISD Kindergarten Acceleration Pathways* information on the Keller ISD Advanced Academics website and understand the guidelines and requirements for Credit by Examination for Acceleration.
- _____ I agree to attend a conference to discuss acceleration options and appropriate services outlined in the Acceleration Pathways for eligible students.
- _____ I have completed the Parent Questionnaire (page 2) and Parent Observation Survey (pages 3 & 4) and included any supporting documentation or artifacts necessary for consideration.

Parent Signature

Date

Parent Questionnaire: Request for Credit by Examination without Prior Instruction

Student Name _____ Date of Birth _____ Campus _____



Parent Observation Survey Kindergarten Acceleration Pathway

Relationships with Adults

	Yes	No	Comments
My child responds appropriately to directions from adults.			
My child shares feelings with adults when sad or upset.			
My child shares feelings with adults when happy.			
My child asks adults for guidance when he/she needs help.			
My child enjoys sharing information about self with adults.			
My child shares ideas willingly when requested to by an adult.			
My child responds appropriately to classroom instruction.			
My child shares thoughts and ideas.			

When considering grade advancement, it is important to evaluate a student's social and emotional development. The following should be considerations when determining the developmental readiness of a student who may be advancing a grade level. Please draw upon direct observations and experiences with your child when evaluating the following statements.

Play and Relationship with Peers

	Yes	No	Comments
My child prefers the companionship of peers to that of adults.			
My child takes turns in play without adult supervision.			
My child has several friends, but one special friend or a best friend.			
My child plays cooperatively in large groups			
My child shows signs of valuing friendships by being friendly and fair with playmates or attempting to resolve conflicts.			
My child plays games with rules.			
My child plays cooperatively with two or three students for: (circle one) 5 minutes 10 minutes 15 minutes 20 minutes			

Motivation and Self-Confidence

	Yes	No	Comments
My child seeks detailed explanations with frequent use of why.			
My child maintains interest when engaged in a small-group activity or project for ten minutes or more.			
My child describes social behavior using a variety of descriptive words (ex: "___ is a good friend because...")			
My child reacts appropriately to change (ex: playing an indoor game instead of going outdoors).			
My child shows pride in sharing new accomplishments and skills.			
My child listens and adjusts to feedback well.			
My child demonstrates self-confidence.			
My child demonstrates perseverance (ex. continues to try activities even if unsuccessful).			
My child is eager to comply with class rules and activities.			
My child demonstrates satisfaction and comfort with self (ex. not being overly critical of own performance; not demanding much attention/assurance from others).			

Motivation and Self-Confidence (continued)

	Yes	No	Comments
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My child remains at a task that takes 10-12 minutes to complete (ex. working at an activity center or completing a small-group activity) until it is time to transition to the next activity.			
My child transitions appropriately from one activity to another activity.			
My child demonstrates independence in learning activities and tasks.			
My child likes to finish what he/she starts.			
My child shows signs of pushing for autonomy and wanting to be independent (like an adult).			
My child approaches new tasks with confidence.			
My child works on a small-group project/activity for at least 20 minutes.			

Prosocial Behaviors			
	Yes	No	Comments
My child establishes eye contact when interacting with peers.			
My child establishes eye contact when addressed by an adult.			
My child greets adults and peers appropriately.			
My child engages appropriately in a conversation initiated by others.			
My child refuses requests or activities appropriately.			
My child is truthful when sharing information with others.			
My child takes turns (with assistance).			
My child takes pleasure in doing simple favors for others (ex. picking up an object that has been dropped, helping teachers, sharing supplies).			
My child volunteers to help a peer with an activity without prompting.			
My child begins to show empathy for others. (ex. "I am sad because my teacher hurt her finger.")			
My child gets along with others and avoids disruptive behavior in group activities.			
My child responds to criticism in an appropriate manner by refraining from talking back or becoming angry.			
My child understands the need to share and take turns.			
My child reacts to disappointment and failure in an acceptable manner (by being a good sport and refraining from shouting or getting upset).			
My child asks adults for permission (ex. before using things that belong to others or before engaging in an activity that may be restricted).			
My child reacts to conflict in an appropriate way by avoiding quarreling and refraining from pushing or hitting.			
My child asks before using another student's toy or things.			
My child offers apologies for accidents or mistakes (ex. says "I'm sorry" or "excuse me.")			
My child follows verbal conversational rules (ex. waits for his/her turn to speak in conversation with others).			

Additional Social and/or Emotional Considerations
