

# Virginia Board of Education Agenda Item



Agenda Item: D

Date: February 25, 2016

<b>Title</b>	Final Review of Recommended Cut Scores for the <i>ACT WorkKeys Reading for Information Test</i> When Used as a Substitute Test for the Standards of Learning End-of-Course Reading Test		
<b>Presenter</b>	Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment and School Improvement		
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**Purpose of Presentation:**

Action required by Board of Education regulation.

**Previous Review or Action:**

Previous review and action. Specify date and action taken below:  
January 28, 2016: First Review

**Action Requested:**

Final review: Action requested at this meeting.

**Alignment with Board of Education Goals: Please indicate (X) all that apply:**

X	Goal 1: Accountability for Student Learning
X	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

**Background Information and Statutory Authority:**

Goal 1: The approval of the *ACT WorkKeys Reading for Information* as a substitute test for the Standards of Learning Reading assessment for verified credit will support accountability for student learning.

Goal 2: The approval of the *ACT WorkKeys Reading for Information* as a substitute test for the Standards of Learning Reading assessment for verified credit will support rigorous standards to promote college and career readiness.

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* at 8VAC20-131-110 permit the Virginia Board of Education to approve additional “substitute” tests for the purpose of awarding verified credit.

*8VAC20-131-110 Standard and verified units of credit.*

*C. The Board of Education may from time to time approve additional tests for the purpose of awarding verified credit. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:*

- 1. The test must be standardized and graded independently of the school or school division in which the test is given;*
- 2. The test must be knowledge based;*
- 3. The test must be administered on a multistate or international basis, or administered as part of another state's accountability assessment program; and*
- 4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.*

*The Board of Education will set the score that must be achieved to earn a verified unit of credit on the additional test options.*

Roanoke City Public Schools has nominated the *ACT WorkKeys Reading for Information* test as a substitute assessment for the Standards of Learning (SOL) end-of-course Reading test. The *ACT WorkKeys Reading for Information* test is one of three WorkKeys assessments used with the National Career Readiness Certificate. It measures the skills people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. The test consists of 33 questions and produces scores of <3, 3, 4, 5, 6, or 7. More information about the test including samples of the written text students must read and the associated test questions they must answer may be found in Attachment A.

In compliance with procedures established by the Virginia Board of Education for the approval of substitute tests (Attachment B), staff in the Division of Instruction at the Virginia Department of Education reviewed the *ACT WorkKeys Reading for Information* test and determined that the content assessed was consistent with that measured by the SOL end-of-course Reading test. Following this review staff in the Division of Student Assessment and School Improvement reviewed the technical quality of the assessment, and in December 2015, a committee of Virginia educators recommended scores on the *ACT WorkKeys Reading for Information* test that would be equivalent to scores of pass/proficient and pass/advanced on the SOL end-of-course Reading test.

The current list of substitute tests approved by the Board of Education (Attachment C) may be found at [http://www.doe.virginia.gov/testing/substitute\\_tests/index.shtml](http://www.doe.virginia.gov/testing/substitute_tests/index.shtml). The substitute tests are used to award verified credit for students and are included in the accreditation calculations for schools.

### **Summary of Important Issues:**

Information about the *ACT WorkKeys Reading for Information* test and the cut scores recommended by the committee of educators to represent pass/proficient and pass/advanced will be presented to the Board of Education. The Board of Education will be asked to review this information and to consider the proposal to add the *ACT WorkKeys Reading for Information* test to the list of approved substitute tests for the SOL end-of-course reading test.

**Impact on Fiscal and Human Resources:**

Costs to convene the committee educators to review the substitute test and to recommend cut scores were covered with existing resources.

**Timetable for Further Review/Action:**

Upon Board approval, the *ACT WorkKeys Reading for Information* will be added to the current list of substitute tests effective for the 2015-2016 school year and its addition will be communicated to school divisions via superintendent's memo.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education approve the addition of the *ACT WorkKeys Reading for Information* test to the list of substitute tests approved for verified credits for the SOL end-of-course reading test with required scores of at least a 4 for pass/proficient and at least a 6 for pass/advanced.

**Rationale:**

The addition of the *ACT WorkKeys Reading for Information* as a substitute test for the SOL end-of-course Reading test expands the list of approved substitute tests to include a workplace skills based assessment.

# WorkKeys<sup>®</sup>

Unlock the Power of Your Workforce



## Reading for Information

The WorkKeys *Reading for Information* test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. Reading for Information materials do not include information that is presented graphically, such as in charts, forms, or blueprints. The test is made up of multiple-choice questions based on reading passages that reflect actual reading demands of the workplace.

There are five levels of difficulty. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the preceding levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The reading materials at Level 3 are short and direct. The material becomes longer, denser, and more difficult to use as readers move toward Level 7. The tasks also become more complex as readers move from Level 3 to Level 7. At Level 3, readers begin by finding very obvious details and following short instructions. At the more complex levels, tasks can also involve more application and interpretation.

## Characteristics of Level 3 Skills

Individuals with Level 3 skills can:

- Identify main ideas and clearly stated details
- Choose the correct meaning of a word that is clearly defined in the reading
- Choose the correct meaning of common, everyday and workplace words
- Choose when to perform each step in a short series of steps
- Apply instructions to a situation that is the same as the one in the reading materials

Reading materials used:

Level 3 reading materials include basic company policies, procedures, and announcements. They are short and simple, with no extra information. Examinees read the materials to find out what they should do. All of the information needed to answer the questions is stated clearly and directly in the reading materials, and the questions focus on the main points of the passages.

### Sample Question

#### MEMO

**To:** All businesses in Logan City Mall  
**From:** Philip Charles, Logan City Mall Manager  
**Re:** New garbage collection rules

Logan City Mall has hired a new garbage collection company. Speedy Sanitation, Inc. will be collecting garbage from all businesses starting next Monday. Collection days will not change. The pick-up time will be one hour later.

Each business will be given one blue garbage can to use. Each business may ask for 2 extra garbage cans. You may have a total of 3 garbage cans. You will not need yellow collection tags anymore. Full garbage cans must weigh less than 30 pounds. Put your garbage cans in the alley behind your business's back door.

Based on the memo shown, starting next Monday, what is the greatest number of garbage cans each business is allowed to have?

- A. 1
- B. 2
- C. 3
- D. 15
- E. 30

## Characteristics of Level 4 Skills

In addition to the skills at Level 3, individuals with Level 4 skills can:

- Identify important details that may not be clearly stated
- Use the reading material to figure out the meaning of words that are not defined
- Apply instructions with several steps to a situation that is the same as the situation in the reading materials
- Choose what to do when changing conditions call for different action (follow directions that include “if-then” statements)

Reading materials used:

Level 4 reading materials include company policies, procedures, and notices. They are straightforward, but they have longer sentences and contain a number of details. These materials use common words, but do have some harder words, too. They describe procedures that include several steps. When following the procedures, individuals must think about changing conditions that affect what they should do.

### Sample Question


<p>During and after a snowstorm, there will be both route and schedule changes for the hospital employee bus. The bus will run 15 minutes early, so be at your stop early. The bus will not stop at Bellevue Square or the Stadium. Employees usually boarding at those places will be picked up at the Eastdale Mall stop. Olive Street will be closed, so people usually picked up at that stop must walk to the Spring Street stop. If your stop is on a hillside, wait at the city bus stop closest to the top of the hill, so that the driver can stop safely. At stops where the snow has been piled deep at the curb, be prepared to board out in the street. Ice storms may cause the shuttle service to be canceled for a period of time. Listen to your local radio station after an ice storm. Any cancellations will be announced regularly.</p>

*Bellevue Square is your usual stop. According to the instructions shown, after a snowstorm, you should go to which stop?*

- A. Bellevue Square
- B. Eastdale Mall
- C. Olive Street
- D. Spring Street
- E. The Stadium

## Characteristics of Level 5 Skills

In addition to the skills at the previous levels, individuals with Level 5 skills can:

- Figure out the correct meaning of a word based on how the word is used
- Identify the correct meaning of an acronym that is defined in the document
- Identify the paraphrased definition of a technical term or jargon that is defined in the document
- Apply technical terms and jargon and relate them to stated situations
- Apply straightforward instructions to a new situation that is similar to the one described in the material
- Apply complex instructions that include conditionals to situations described in the materials

Reading materials used:

At Level 5, policies, procedures, and announcements include all of the information that examinees need to finish a task. The information is stated clearly and directly, but the materials have many details. They also include jargon, technical terms, acronyms, or words that have several meanings. Questions at this level typically call for applying information given in the passage to a situation that is not specifically described in the passage. The examinee may need to take several considerations into account in order to choose the correct actions.

### Sample Question

- Goldberg's Auto Parts is served by more than fifty different accounts, each with its own sales representative, company name, corporate address, and shipping address. As a shipping and receiving clerk at Goldberg's, you are required to return defective merchandise to the manufacturer.

Standard procedure for returning an item begins with your written request to the company for authorization. Always send the request to the corporate address, not to the shipping address. Unless the company file folder contains a form for this procedure, write a business letter to the manufacturer supplying the item's stock number, cost, and invoice number; the date it was received; and the reason for its return. The manufacturer's reply will include an authorization number from the sales representative, a sticker for you to place on the outside of the box to identify it as an authorized return, and a closing date for the company's acceptance of the returned item. If you do not attach the provided sticker, your returned box will be refused by the manufacturer as unauthorized, and you will need to obtain a new letter, authorization, sticker, and closing date. Always send a returned box to the shipping address, not to the company's corporate address.

*According to the policy shown, what should you do if you lose an authorization sticker?*

- A. Send a request for a return authorization along with the rejected part directly to the manufacturer's shipping address.
- B. Send a request for a return authorization along with the rejected part directly to the manufacturer's corporate address.
- C. Repeat the standard procedure to obtain a new letter, authorization, sticker, and closing date.
- D. Use a sticker from another company's folder.
- E. Send the rejected part to your sales representative.

## Characteristics of Level 6 Skills

In addition to the skills at the previous levels, individuals with Level 6 skills can:

- Identify implied details
- Use technical terms and jargon in new situations
- Figure out the less common meaning of a word based on the context
- Apply complicated instructions to new situations
- Figure out the principles behind policies, rules, and procedures
- Apply general principles from the materials to similar and new situations
- Explain the rationale behind a procedure, policy, or communication

Reading materials used:

Level 6 materials include elaborate procedures, complicated information, and legal regulations found in all kinds of workplace documents. They use complicated sentences with difficult words, jargon, and technical terms. Most of the information needed to answer the questions is not clearly stated.

### Sample Question

#### Section 113.18

A lawful fence shall consist of:

- 1) Three rails of good substantial material fastened in or to good substantial posts not more than ten feet apart.  
OR
- 2) Three boards not less than six inches wide and three-quarters of an inch thick, fastened in or to good substantial posts not more than eight feet apart.  
OR
- 3) Three wires, barbed, with not less than thirty-six iron barbs of two points each on each rod of wire; or four wires, two thus barbed and two smooth. The wires are to be firmly fastened to posts not more than two rods apart, with not less than two stays between posts, or with posts not more than one rod apart without such stays, the top wire to be not more than fifty-four or less than forty-eight inches in height. The bottom wire should be not less than twelve or more than eighteen inches above the ground. The middle wire should be not less than twelve or more than eighteen inches above the bottom wire.  
OR
- 4) Wire either wholly or in part substantially built and kept in good repair, the lowest or bottom rail, wire, or board to be not more than twenty or less than sixteen inches from the ground, the top rail, wire, or board, between forty-eight and fifty-four inches in height; and the middle rail, wire, or board, not less than twelve or more than eighteen inches above the bottom rail, wire, or board.

*A farmer's fence has three barbed wires attached to posts spaced two rods apart with two stays between posts. The top wire is forty-nine inches in height. The bottom wire is ten inches above the ground. Based on the regulation shown, why is the fence NOT lawful under Section 113.18?*

- A. The fence must have four wires, two smooth and two barbed.
- B. The fence posts should be spaced closer together.
- C. The top wire should be higher.
- D. There should be more stays.
- E. The bottom wire should be higher.

## Characteristics of Level 7 Skills

In addition to the skills at the previous levels, individuals with Level 7 skills can:

- Figure out the definitions of difficult, uncommon words based on how they are used
- Figure out the meaning of jargon or technical terms based on how they are used
- Figure out the general principles behind the policies and apply them to situations that are quite different from any described in the materials

Reading materials used:

At Level 7, the reading materials are very complex. The information includes a lot of details, and the concepts are complicated. The vocabulary is difficult. Unusual jargon and technical terms are used, but they are not defined. The writing often lacks clarity and direction. Readers must draw conclusions from some parts of the reading and apply them to other parts.

### Sample Question

#### Section 108

- a) Notwithstanding the provisions of Section 106, it is not an infringement of copyright for a library or archive, or any of its employees acting within the scope of their employment, to reproduce no more than one copy or phonorecord of a work, or to distribute such copy or phonorecord under the conditions specified by this section if
- 1) the reproduction or distribution is made without any purpose of direct or indirect commercial advantage;
  - 2) the collections of the library or archive are (i) open to the public, or (ii) available not only to researchers affiliated with the library or archive or with the institution of which it is a part, but also to other persons doing research in a specialized field; and
  - 3) the reproduction or distribution of the work includes a notice of copyright.
- b) The rights of reproduction and distribution under this section apply to a copy or phonorecord of an unpublished work duplicated in facsimile form solely for purposes of preservation and security, or for deposit for research use in another library or archive of the type described by clause (2) of subsection (a), if the copy or phonorecord reproduced is currently in the collections of that library or archive.
- c) The right of reproduction under this section applies to a copy or phonorecord of a published work duplicated in facsimile form solely for the purpose of replacement of a copy or phonorecord that is damaged, deteriorating, lost, or stolen, if the library or archive has, after a reasonable effort, determined that an unused replacement cannot be obtained at fair cost.

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*Based on the information given, which of the following conditions would prohibit a city employee from photocopying an unpublished manuscript?*

- A. If the city library is accessible to any and all citizens and researchers
- B. If the city library's original copy of the manuscript is in danger of damage through use
- C. If the employee makes only one copy of the manuscript as a secure transcription
- D. If the photocopy is to be sent to a public research library that does not have a copy of the manuscript
- E. If the photocopy would not produce any income for the city library

# WorkKeys®



**For answers to the sample questions and a more extensive overview of WorkKeys, visit WorkKeys online at [www.workkeys.com](http://www.workkeys.com) or call 800/WORKKEY (967-5539)**

## The WorkKeys System

WorkKeys is a job skills assessment system measuring “real world” skills that employers believe are critical to job success. These skills are valuable for any occupation—skilled or professional—and at any level of education. The WorkKeys system is centered around three major components—Assessments, Job Analysis, and Training.

WorkKeys has been developed by ACT, an international leader in educational assessment and workforce development services for more than forty years, best known for the ACT Assessment college entrance exam. Over the past decade, ACT has completed WorkKeys job and occupational profiles for thousands of jobs across every employment field and has administered millions of WorkKeys assessments. The system is used by thousands of companies and schools across the United States and internationally.

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319/337-1429.

**Superintendent's Memo No. 298-14**



**COMMONWEALTH of VIRGINIA  
Department of Education**

October 31, 2014

TO: Division Superintendents

FROM: Steven R. Staples, Superintendent of Public Instruction

**SUBJECT: Updated Process and Nomination Form for Additional Substitute Tests for Verified Credit for Standards of Learning (SOL) Tests**

The Standards for Accrediting Public Schools at 8VAC20-131-110 permit the Virginia Board of Education to approve “substitute” tests for the purpose of awarding verified credit. The approved tests must meet the following criteria:

1. The test must be standardized and graded independently of the school or school division in which the test is given;
2. The test must be knowledge based;
3. The test must be administered on a multistate or international basis, or administered as part of another state's accountability assessment program; and
4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

The Board will set the score that must be achieved to earn a verified unit of credit on the additional test options.

The Department of Education accepts nominations from school divisions for tests to substitute for the SOL end-of-course tests. Such nominations will be made by the division superintendent to the Superintendent of Public Instruction. The purpose of this memo is to update the process for approval and the nomination form that were originally announced in [Superintendent's Memo No. 73](#), May 11, 2001.

An updated nomination form for substitute tests for verified credit(s) is attached. Please send completed nomination forms with any additional documentation annually by February 15 via e-

mail to [studentassessment@doe.virginia.gov](mailto:studentassessment@doe.virginia.gov). School divisions may submit nominations past the deadline if extenuating circumstances so demand.

**Timeline for Approval:** The Department will review and recommend substitute tests for verified credit(s) on an annual basis. Nominations received annually by February 15 will be presented to the Board of Education for approval prior to the following school year.

**Process for Approval:** The process of approving tests nominated as substitutes shall be as follows:

1. Review by the Division of Instruction. The purpose of this review is to determine the degree to which the content basis of the nominated test matches the SOL test for which it is nominated as a substitute. The criteria outlined in the Standards of Accreditation will also be applied. Substitute tests determined to have a moderate or high correlation will continue through the approval process.
2. Review by the Division of Assessment and School Improvement Related to Technical Qualities. The Division of Assessment and School Improvement will review the tests forwarded from the Division of Instruction with regard to the technical aspects of the tests' construction. Typical guidelines for test development will be used in this review. Tests deemed to have sufficient technical merit will move forward in the approval process.
3. Establishing Score Points for Pass/Proficient and Advanced/Proficient or Advanced/College Path (where applicable). The Division of Student Assessment and School Improvement will convene teacher committees that will be tasked with the responsibility of reviewing the proposed substitute tests and recommending the score points that will be used to establish the Pass/Proficient and Pass/Advanced Proficient or Advanced/College Path (where applicable) ratings for verified credit(s).
4. Review and Approval by the Virginia Board of Education. Division of Student Assessment and School Improvement will forward the recommendations of the teacher committees with accompanying background materials to the Board of Education.
5. Communications to the School Divisions. Upon the action of the Board of Education, the Department of Education will convey, via a Superintendent's Memo, to the local school divisions, the availability of additional substitute tests.

SRS/SLR/JWH/cd

Attachment:

- A. [Nomination Form for Substitute Tests for Verified Credit](#) (Word)

## SOL Substitute Tests for Verified Credit

### Effective Beginning with the 2014-2015 School Year

The tests included in this list may be used to award verified credit for students and are included in the accreditation calculations for schools. Students who take substitute tests for verified credit should not be required to also take the corresponding Standards of Learning (SOL) test.

#### English Substitute Tests

SOL Test	Substitute Test	Proficient	Advanced
End-of-Course (EOC) Writing	AP English Language and Composition+	2	3
	International Baccalaureate® (IB) English Language A: Literature and Language (Standard Level)+	2	3
	IB English Language A: Literature and Language (Higher Level)+	2	3
	IB English Language A: Literature (Standard Level)+	2	3
	IB English Language A: Literature (Higher Level)+	2	3
	Test of English as a Foreign Language (TOEFL) Internet-based Test (iBT)+ Writing Subscore	17	24
	Cambridge International Examination: Cambridge International General Certificate of Secondary Education (IGCSE) First Language English	D	C
	Cambridge International Examinations: English Language General Certificate of Education (GCE) Advanced Subsidiary-(AS) Level	E	D
	ACT: English/Writing Combined Score	16	22
	WorkKeys: <i>Writing</i> ++	3	4
	WorkKeys <i>Business Writing</i>	3	4
	AP English Literature and Composition+	2	3
	SAT I Writing	400	500

<b>SOL Test</b>	<b>Substitute Test</b>	<b>Proficient</b>	<b>Advanced</b>
<b>EOC Reading</b>	AP English Literature and Composition+	2	3
	IB English Language A: Literature and Language (Standard Level)+	2	3
	IB English Language A: Literature and Language (Higher Level)+	2	3
	IB English Language A: Literature (Standard Level)+	2	3
	IB English Language A: Literature (Higher Level)+	2	3
	Test of English as a Foreign Language (TOEFL) Internet-based Test (iBT)+ Reading Subtest	16	21
	Cambridge International Examinations: Literature in English (IGCSE)	E	C
	Cambridge International Examination: English Language GCE-Advanced Subsidiary (AS) Level	E	D
	Cambridge International Examination: Literature in English GCE Advanced (A) Level	E	D
	ACT: Reading Subtest	17	22
	AP English Language and Composition+	2	3

+ Students may use this test to earn two verified credits in English.

++ Available as a substitute test for the EOC writing test based on the 2002 SOL only.

## Mathematics Substitute Tests

SOL Test	Substitute Test	Proficient	Advanced
Algebra I	CLEP College Algebra	30	40
	IB Math Studies+++ (Standard Level)	3	4
	IB Mathematics (Standard Level)+++	3	4
	IB Mathematics (Higher Level)+++	3	4
	SAT I Mathematics Subtest	440	520
	SAT II Math IC	500	570
	SAT II Math IIC	590	660
	AP Calculus +++	2	3
	Cambridge International Examinations: IGCSE Mathematics	E	D
	Cambridge International Examinations: IGCSE Additional Mathematics	E	D
	Cambridge International Examinations: IGCSE Extended Mathematics	D	C
	Cambridge International Examinations: Mathematics (A Level)	E	D
	Cambridge International Examinations: Further Mathematics (A Level)	E	D
	ACT: Mathematics Subtest	18	26
Algebra II	IB Math Studies+++ (Standard Level)	3	4
	IB Mathematics (Standard Level)+++	3	4
	IB Mathematics (Higher Level)+++	3	4
	SAT II Math IC	500	570
	SAT II Math IIC	590	660
	AP Calculus +++	2	3
	Cambridge International Examinations: IGCSE Additional Mathematics	E	D
	Cambridge International Examinations: Mathematics (A Level)	E	D
	Cambridge International Examinations: Further Mathematics (A Level)	E	D

<b>SOL Test</b>	<b>Substitute Test</b>	<b>Proficient</b>	<b>Advanced</b>
	CLEP College Algebra	50	63
Geometry	Cambridge International Examinations: IGCSE Mathematics	E	C
	Cambridge International Examinations: IGCSE Extended Mathematics	D	C
	ACT: Mathematics Subtest	20	27
	IB Math Studies (Standard Level)+++	3	4
	IB Mathematics (Standard Level)+++	3	4
	IB Mathematics (Higher Level)+++	3	4
	SAT II Math IC	500	570
	SAT II Math IIC	590	660
	AP Calculus+++	2	3

+++ Students may use this test to earn two verified credits in mathematics.

### Science Substitute Tests

SOL Test	Substitute Test	Proficient	Advanced
Earth Science	Cambridge International Examinations: Environmental Science, GCE - AS Level	E	D
	IB Environmental Systems and Society (Standard Level)	2	3
	AP Environmental Science	2	3
Biology	AP Biology	2	3
	SAT II Biology Ecological OR Molecular	350	450
	CLEP General Biology	30	40
	IB Biology (Higher Level)	2	3
	IB Biology (Standard Level)	2	3
	Cambridge International Examinations: Biology, GCE -A Level	E	D
	Cambridge International Examinations: Biology, GCE- AS Level	E	D
Chemistry	AP Chemistry	2	3
	SAT II Chemistry	400	500
	CLEP General Chemistry	33	43
	IB Chemistry (Higher Level)	2	3
	IB Chemistry (Standard Level)	2	3
	Cambridge International Examinations: Chemistry, GCE- A Level	E	D
	Cambridge International Examinations: Chemistry, GCE - AS Level	E	D

**History and Social Science Substitute Tests**

<b>SOL Test</b>	<b>Substitute Test</b>	<b>Proficient</b>	<b>Advanced</b>
US History	AP US History	2	3
	CLEP History of US I and II (total score for both tests)	60	80
	SAT II American History	400	500
	IB US History (Higher Level)	2	3
World History and Geography to 1500 AD	SAT II World History	450	530
	AP World History	2	3
World History and Geography from 1500 AD	SAT II World History	450	530
	AP World History	2	3
	AP European History	2	3
	IB History of Europe	2	3
World Geography	AP Human Geography	2	3
	Cambridge International Examinations: IGCSE Geography	F	D
	Cambridge International Examinations: GCE -AS Level	E	C
	Cambridge International Examinations: GCE -A Level	E	D
	IB Geography Test	2	3