

# Using CLEP for High School Credit

## College Level Examination Program (CLEP) Regional Task Force Report and Resources June 2008

### Background

**An ad hoc group of representatives from Twin Cities metro area school districts** began meeting in November 2006 to discuss an expanded role for the use of College Level Examination Program (CLEP) tests. CLEP is based on the premise that some individuals enrolling in college have already learned part of what is taught in college courses through various avenues, including independent reading and study. CLEP provides an opportunity to demonstrate college level learning by taking exams that assess the knowledge and skills taught in college courses.

### Sample Policy for Using CLEP as the Preferred Way to Test Out

CLEP tests are currently offered to high school students in Minnesota. The Task Force developed **sample policy** that can be used as a starting point for districts wishing to promote CLEP tests not only as a way for high school students to gain college credit but as a way for students to gain high school credit as well. This policy may be considered in addition to a district's current **credit-by-assessment policies**.

### Alignment to Minnesota High School Standards

In addition to developing sample policy, the Task Force reviewed individual CLEP exams and designed a **template** to demonstrate alignment of the exams with the Minnesota Academic Standards. **Sample alignments** were created for the 10 most-requested exams for Minnesota High School students:

1. American Literature
2. Analyzing and Interpreting American Literature.
3. Biology,
4. College Algebra,
5. College Math
6. English Composition with Essay
7. English Literature,
8. History of the United States I
9. Pre-Calculus, and
10. Western Civilization I

The template also acts as a key to the alignment charts.

- You'll see that each chart starts with the CLEP test specifications published annually by the College Board.
- Alignment to the Minnesota Standards is shown by including the standards and benchmarks related to the test specification. If only part of a standard is covered, then the part not covered has a strike-through.
- Important notes included in the far right hand column provide additional information. For instance, notations are made when a CLEP assessment might be used for a portion of the credit assessment. In these cases, an additional test or performance assessment could be used by a district to assure all aspects of the Minnesota standards related to a course were assessed.

It is understood that this alignment can show the connection to the Minnesota High Schools Standards, but that another step is needed to determine if the CLEP assessment can meet an individual course requirement at a high school. That second step, or second level of alignment, will take into account where standards have been placed within individual courses at that school.

### **Regional Task Force**

The group of individuals who designed these documents and completed the alignments included both content specialists and curriculum generalists. We thank:

- Deb Polchow, Anoka-Hennepin Math Specialist
- Randy Smosel, Anoka-Hennepin Science Specialist
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- Steve Urbanski, Robbinsdale Director of Teaching and Learning
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- Dr. Jane Holmberg, Intermediate District 287 Executive Director of Teaching and Learning
- Dr. Jessica Wiley, Northeast Metro 916 Director of Educational Services

In addition special thanks goes to Angie Judd, Minnesota Department of Education, for her support and perspective.

### **Further Information**

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