

STEVENSON

Eligibility Criteria for New Students in 2026-2027

Eligibility criteria for various departments are given in this document on the following pages:

Arts -- placement in some courses requires a review of a portfolio or an audition, and possibly a discussion with the teacher

[Computer Science & Engineering -- page 2](#)

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Here are some other resources to help you plan your academic journey:

- [Curriculum Guide](#) - includes a description of each course
- [Course Map](#) - an image of the courses available in each grade
- [Four-Year Planning Worksheet](#), - a worksheet to help you map out your courses for the next four years, includes each department's requirements for graduation
- [Math Path](#) - an image of what paths you can take through our wide variety of math offerings
- [The Navigator \(the Student Handbook\)](#) contains detailed academic regulations. Some sections that are especially pertinent to course selection are:
 - [Honors and AP Courses](#)
 - [Academic Load Review](#)
 - [Summer Study](#)
- [Scheduling Process and Schedule Changes](#)
- You can also seek support from the registrar, Mrs. O'Hara.

Computer Science & Engineering Eligibility Criteria

COMPUTER SCIENCE COURSES

Creative Coding

- Open to all students.
- Students choosing this course must concurrently enroll in a year of lab science or have successfully completed three years of lab science.

AP Computer Science A

- To qualify a student should have a basic understanding of computer science and programming similar to that gained from the Introduction to Programming class or another equivalent source, and have the permission of the instructor.
- Students choosing this course must concurrently enroll in a year of lab science or have successfully completed three years of lab science.

Advanced Programming

- To qualify a student should have been successful in an AP Computer Science A course or the rough equivalent, and have the permission of the instructor.
- Students choosing this course must concurrently enroll in a year of lab science or have successfully completed three years of lab science.

ENGINEERING COURSES

Introduction to Engineering: Digital Fabrication

- Open to all students.
- Students choosing this course must concurrently enroll in a year of lab science or have successfully completed three years of lab science.

Introduction to Engineering: Computer Simulation

- To qualify a student should have a basic understanding of basic engineering concepts similar to that gained from the Introduction to Engineering: Digital Fabrication class or another equivalent source, and have the permission of the instructor.
- Students choosing this course must concurrently enroll in Science 2 or Science 2 Honors

Engineering Continued On Next Page

Disciplines in Engineering

- This course is open to grade 11 and 12 students only.
- To qualify a student should have a basic understanding of basic engineering concepts similar to that gained from the Introduction to Engineering: Digital Fabrication class or another equivalent source, and have the permission of the instructor.
- Students choosing this course must concurrently enroll in a year of lab science or have successfully completed three years of lab science.
- To qualify a student should have earned B- or better grades in two years of high school science and in Algebra 2.

Engineering Capstone / Engineering Capstone Honors

- This course is open to grade 12 students only.
- To qualify a student should have a background in engineering, and have received permission from the head of the engineering department.

English Eligibility Criteria

All grade 9 students take English 1: Introduction to Literary Studies.

Eligibility for an Honors (grades 10 or 11) or AP English (grade 12) course for a student new to the Pebble Beach Campus is based on a review of

- his or her transcript
- SSAT, PSAT, and/or SAT scores, when available
- the writing sample found in the student's admission file
- an additional writing sample: an analytical paper written for an English course that has been turned into a teacher and that ideally includes the teacher's comments and corrections. This allows the department head to ascertain not only the quality of the student's writing but also the rigor of his or her current curriculum. The paper should be accompanied by a brief description of the assignment for which the paper was written, and notes about whether the paper is a rough or final draft.
- a note from the student to the department head indicating why he or she believes an honors English course would be a good choice for him or her

There is no Honors English option for grade 9 students, and in subsequent years the majority of students enroll in our regular courses, which focus on building students' ability to read and write with care, courage, and creativity. Students who place into honors courses are equipped with comparatively advanced skills in literary analysis and a clear commitment to their English coursework, such that they can manage heftier assignments at a swifter pace. Honors classes aim to assign four hours of work (for the average honors student) per cycle.

As is the case in other departments, students may move between levels in succeeding years. For example, a student who thrives in English 2 might choose to take on the challenge of English 3 Honors in the following year. Similarly, a student who succeeds in English 2 Honors might choose to take English 3 in the following year because another class or co-curricular commitment promises to demand more time and attention. The Stevenson English Department recommends a returning student for an honors or AP course only if he or she demonstrates the qualifications in the list below. It is difficult to evaluate these criteria in a student who is new to the Pebble Beach campus, but the department head, in consultation with the teacher of the relevant honors/AP course, will make an effort to do so by means of communicating with the student, reviewing the writing samples and transcripts, and looking at standardized test scores.

Criteria for honors/AP:

- 1) *Concise, clear, and organized writing in both prepared essays and in-class writing, especially in the analytical mode.* While a student's ability to craft essays will surely improve over the course of their studies, even the rising English 2 Honors student must be able to produce original assertions about the text and support claims with proper quotation integration and analysis of the text.
- 2) *Daily, active and purposeful engagement in class.* This student is eager to engage in class discussion, via dialogue with the student's classmates and teacher, active listening, note-taking, and/or notable participation in online discussion. The student habitually refers to the text for support and mostly avoids tangential remarks.

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- 3) *Consistent preparation for class.* This student rarely, if ever, comes to class without having thoroughly completed the writing or reading assignment with annotations, and arrives ready to share his or her thoughts. The student is diligent in discovering what was missed in case of an absence.
- 4) *Comparatively strong reading ability.* This student is able to keep up with consistent and lengthy reading assignments, genially and with strong comprehension.
- 5) *A genuine enthusiasm for language and literature.* This enthusiasm could be expressed by reading during breaks and vacations, demonstrating a commitment to personal writing (through activities such as participation in *Vailima*), or engaging with course texts and topics beyond the assignments. This enthusiasm will also be expressed in class via steady interest in classroom texts.
- 6) *Consistently high grades in English, notably on original drafts of analytical assignments (i.e., not rewrites) and in-class essays.* These essay marks generally fall in the A-/A range for both non-honors and honors classes.

The decision to recommend a student to the honors or AP English program is based upon the evaluation of a student in accordance with these criteria, weighing more heavily their writing skills and interest in engaging with their peers and teacher in small and full-class discussions.

History Eligibility Criteria

All grade 9 students take History 1: Introduction to Historical Studies.

Eligibility for an honors or AP history course for grades 10, 11, and 12 for a student new to the Pebble Beach Campus is based on a review of:

- The student's transcript;
- A writing sample. Ideally, the writing sample is a term paper written for a history course that has been turned into a teacher and includes the teacher's comments and corrections. This allows the department head to assess not only the quality of the student's writing and the rigor of his or her current curriculum, but also the nature of the student's historical thinking skills (e.g. the student's ability to comprehend and summarize historical sources, assessment of the strengths and weaknesses of sources, contextualization, comparison, causation, change and continuity, thesis-development, and evidence analysis). The paper should be accompanied by a brief description of the assignment for which the paper was written, and notes about whether the paper is a rough draft or a final draft;
- A note from the student to the history department indicating why he or she believes the honors or AP history course is a good choice;
- Teachers of the honors or AP course may ask students requesting eligibility for the course to submit further materials geared to the content and demands of their course.

AP Economics is open only to grade 12 students. A writing sample is not required, instead the department will review your file and reach out with any questions about your background. In addition to demonstrating advanced skills in historical thinking, students who wish to be placed into AP Economics in grade 12 must possess strong mathematical reasoning skills and the ability to interpret and analyze data, graphs, and tables.

Math Eligibility Criteria

Students who have completed the rough equivalent of a high school year of a math course most frequently take the course that appears in the following table. That said, the math department offers a wide variety of courses, and you will have a chance to indicate which course interests you most. You may be asked to complete a subject readiness exercise to finalize your course selection.

If you completed or are completing the equivalent of a year of high school in one of the following subjects...	...you have many options, but you would normally take:
Pre-Algebra, or the first year of an integrated algebra and geometry program	Algebra
Algebra	Geometry
Geometry (having also completed Algebra), or the second year of an integrated algebra and geometry program	Advanced Algebra / Trigonometry / Precalculus
Advanced Algebra / Trigonometry / Precalculus	Calculus
Calculus	AP Calculus AB
AP Calculus AB	AP Calculus BC
AP Calculus BC	Multivariable Calculus Honors

Eligibility for an Honors or AP mathematics course for a student new to the Pebble Beach Campus is based on a review of

- the student's previous coursework in mathematics
- the student's interests
- the student's subject readiness exercise or, for students from Stevenson's Carmel Campus, a portfolio of work
- The math department may also consider ISEE, SSAT, PSAT, and/or SAT scores

descriptions of the subject readiness exercises for mathematics are given on the next page

Descriptions of the Subject Readiness Exercises for Mathematics

The **Algebra Readiness Exercise** is completed by students who will have not yet completed Algebra 1 by the start of the school year and are interested in finding out if Algebra or Algebra Honors might be a good fit for them. It includes topics in pre-algebra and pattern recognition.

The **Geometry Readiness Exercise** is completed by students who will have not yet earned a grade and credit from an accredited school in the equivalent of a full-year course in high school Geometry by the start of the school year and are interested in finding out if Geometry A, Geometry, or Geometry Honors might be a good fit for them. It includes topics in algebra.

The **Advanced Algebra Readiness Exercise** is completed by students who will have earned a grade and credit from an accredited school in the equivalent of a full-year course in high school Geometry by the start of the school year, but will have not yet completed Algebra 2 and Trigonometry, and are interested in finding out if Intermediate Algebra, Advanced Algebra / Trigonometry / Precalculus (AATP), Advanced Algebra / Trigonometry / Precalculus Honors (AATP Honors), or Statistics Honors might be a good fit for them. It includes topics in algebra and geometry.

The **Calculus Readiness Exercise** is completed by students who will have completed Algebra 2 and Trigonometry by the start of the school year and are interested in finding out if Advanced Concepts in Math, Calculus, AP Calculus AB, or Statistics Honors might be a good fit for them. It includes topics in algebra 2, trigonometry, and precalculus.

The **AP Calculus BC Readiness Exercise** is completed by students who will have completed AP Calculus AB by the start of the school year and are interested in finding out if AP Calculus BC, Pure Math Honors, or Statistics Honors might be a good fit for them. It includes topics from AP Calculus AB.

Math 4: Statistics is open to all grade 12 students.

Science Eligibility Criteria

Eligibility for an honors or AP science course for a student new to the Pebble Beach Campus is based on a review of

- the transcript
- the math readiness exercise in some instances
- possibly a conversation with one of our science teachers

Grade 9: All grade 9 students at Stevenson take Science 1: Principles of Scientific Inquiry.

Grade 10: All grade 10 students at Stevenson take Science 2 or Science 2 Honors. Most take our regular level course, which is Science 2, and a few take Science 2 Honors. Science 2 Honors is available only by petition to students who have excelled in previous science and math courses.

Grade 11 and 12: Most grade 11 and 12 students at Stevenson take science. Certain courses are available only by petition to students who have been successful in previous courses.

SCIENCE COURSES

a set of two Semester Science Courses

- Open to all grade 11 and grade 12 students

AP Biology, AP Chemistry, AP Physics 1, AP Physics 2

- To qualify a student should have excelled in previous high school science classes, and received permission from the science department to take this course.

Environmental Science Honors

- To qualify a student should have excelled in previous high school science classes, and received permission from the science department to take this course.

Independent Science Research Lab

- To qualify a student should have excelled in previous high school science classes, and received permission from the science department to take this course.

French Eligibility Criteria

French courses at Stevenson are designed for students learning French as a second language. Those who have mastered most of what is taught in Stevenson's highest level French course may not take French at Stevenson.

To take the French Level 2 Placement Exercise, you should be able to prove your competence in:

- **Vocabulary:** Greetings, simple biographical and family information, physical and personality descriptions, school classroom and subjects, restaurant, leisure time activities, sports, weather, telling time, travel, around the house, and numbers.
- **Grammar:** present tense of the regular -er, -re, -ir verbs and the basic stem-changing verbs; present tense of the common irregular verbs including faire, être, avoir, aller, pouvoir, vouloir, partir, sortir; *knowledge of the passé composé and imparfait is helpful for students hoping to start in the honors track*; basic adjectives and their agreement, demonstrative adjectives, interrogative adjectives, possessive adjectives; articles/partitives; question words; and basic idioms with avoir; basic negation; *knowledge of the direct and indirect object pronouns is helpful for the honors track*; subject, and stress pronouns.
- **Writing:** You should be able to write dialogues or essays of 150-200 words in length, with the use of a dictionary.
- **Speaking:** You should be able to speak for several minutes in French about your school and/or family life, as well as basic likes and dislikes.

To take the French Level 3 Placement Exercise, you should show competence in all areas covered on the French level 2 placement exercise as well as the following:

- **Vocabulary:** food; health; city life and shopping; and basic technology; more advanced idioms.
- **Grammar:** knowledge of the difference between imparfait and passé composé; direct and indirect object pronouns and y/en; savoir/connaître; comparatives/superlatives; reflexive verbs in present and past; *knowledge of plus-que-parfait and subjonctif is recommended for those aspiring to start in the honors track*; negative expressions including ne...rien, ne...personne; basic conditional and future forms; more irregular verbs in present and past, including devoir, recevoir, croire, voir, offrir.
- **Writing:** You should be able to write dialogues or essays of 300-400 words in length with the use of a dictionary.
- **Reading:** Regular track students should be able to comprehend texts at an A2 (novice high) level. Honors track students should be able to comprehend texts at a B1 (intermediate low) level.
- **Speaking:** You should be able to speak for several minutes in French about school, family life, basic likes/dislikes, and various Francophone cultural customs as they compare to your own culture.

To take the French Level 4 Placement Exercise, you should show competence in all areas covered on the French level 2 and 3 placement exercises as well as the following:

- **Vocabulary:** an understanding of basic prepositions, conjunctions, and transitional words like cependant, ainsi, enfin, etc.
- **Grammar:** present and past subjunctive; plus-que-parfait; conditional passé; relative pronouns; si clauses.
- **Writing:** You should be able to construct complex sentences, and write dialogues or essays of 500-600 words in length with minimal use of a dictionary.
- **Speaking:** You should be able to speak for several minutes in French about school, family life, basic likes/dislikes; and various Francophone cultural customs as they compare to your own culture. Your speech should be more analytical instead of just descriptive. The confidence and ability to speak extemporaneously is necessary for success at this level.

Japanese Eligibility Criteria

Japanese courses at Stevenson are designed for students learning Japanese as a second language. Those who have mastered most of what is taught in Stevenson's highest level Japanese course may not take Japanese at Stevenson.

To take the Japanese Level 2 Placement Exercise, you should already be familiar with the following topics, plus Hiragana / Katakana, about 50 Kanji, polite form of speech both in positive and negative sentences. The content is from the textbook, "Adventures in Japanese 1".

Vocabulary: nationalities and languages, personal information, around campus, commuting, cities and neighborhoods, buildings and places around town, schedules with time, daily activities, weekends and holidays, counters for small items, people, pencils, paper, etc.

Grammar: Identification: the copula 「です」; possessive particle 「の」; personal pronouns and demonstratives; asking questions: interrogatives; particles 「は」 and 「が」; the basic structure of Japanese verbs; the non--past, polite form of verbs; the past, polite form of verbs; Particles 「を」, destination 「に」, time 「に」, location 「で」, by tool, transportation etc. 「で」, with whom 「と」; Frequency words; expressing likes and dislikes: 「すき」 and 「きらい」; i-adjectives and na- adjectives both in non-past and past tenses; adverbs とても、あまり、すこし/ちょっと、ぜんぜん; expressing existence: the verbs 「あります」 and 「います」; indicating location; positional words; expressing a desire 「ほしい」「～たい」; making suggestions and invitations: 「ましょう」「ませんか」.

To take the Japanese Level 3 Placement Exercise, you should be familiar with the same things as those taking the Level 2 placement exercise and about 150 kanji, and also with the following topics. The content is from the chapters up to 7 in the textbook, "Adventures in Japanese 2".

Vocabulary: today's weather, enjoying the four seasons, forecasting, hobbies and pastimes, sports, family, school rules, driving, wellness, New Year's, etc. **Grammar:** plain form of speech, including dictionary form and nai-form of verbs; the difference between polite and plain forms of speech (eg. 好きです vs 好きだ; 高校生です vs 高校生だ; 大きいです vs 大きい; 行きます vs 行く); non-past and past tenses both in positive and negative sentences; particles showing grammatical relationships;; conjoining nouns: 「と」, 「や」, 「など」; adverbs used in negative sentences; connecting disjunctive sentences; approximate numbers; conjugating adjectives; comparatives and superlatives; explaining a reason: 「のだ」「～から、...」「～ので、...」.; the te-form of adjectives and the coupla; the te-form of verbs; expressing probability and conjecture; adverbs used with comparatives; linking disjunctive clauses with 「けれども」; conjoining sequential actions; interrogative 「+か、も、でも」; describing abilities; nominalizers: 「こと」 and 「の」; more uses of the particle 「も」; the te-form of verbs 「～て、～」「～ています」「～てください」「～てもいいですか」「～てから、～」「～てみます」; 「かor」; words expressing respect and politeness; have you already eaten?; some time expressions; expressing experience: ; and 「もう」 and 「まだ」; expressing a desire 「ほしい、ほしがる」「～たい、～たがる」「～てほしい、～てほしがる」; nominal verbs 「～する」; expressing "have to" and "don't have to" 「なければなりません、なくてもいいです」 experience using ta-form of verbs 「～たことがあります」; the verbs of giving and receiving 「あげます」「くれます」「もらいます」; different structures using the dictionary form and nai-form of the verbs 「～ことができます」「～つもりです」「～はずです」.

To take the Japanese Level 4 Placement Exercise, you should already be familiar with the same things as those taking the Level 3 placement exercise and about 250 kanji, but also with the following topics. The content is from the chapters up to 5 in the textbook, "Adventures in Japanese 3".

Vocabulary: foods and beverages, flavors and tastes, cooking terms, shops and stores, shopping, clothes, occupations, sports, Japanese folk tales, etc.

Grammar: expressing an opinion: ... 「と思う」; 「～すぎる」; quoting speech: ... 「という」; expressing intention: 「つもり」 and the volitional form of verbs; the te-form of verbs 「+みる、しまう、いく、 and くる」; expressing simultaneous actions: 「～ながら」 vs 「～間あいだ」; to do things such and such 「～たり～たり」; saying whether something occurred before and after 「前」「後」; offering advice 「～たほうがいい」; quote marker 「と」; when something happens: temporal clause ending in 「時と

き」 ; indefinite pronoun 「の」 ; making if-then statements: the 「～たら」 conditional; going somewhere with a purpose: using the particle 「に」 to express purpose; reporting hearsay: ... 「そうだ」 ; saying

whether or not something is true: ... 「かどうか」 ; giving reasons with 「～し、～し」 ; 「だけ」 ; 「～やすい、～にくい」 ; potential form of verbs ; three usages of plain volitional form of verbs 「いっしょに食べよう」 「私がそうじをしよう」 「今晚、日本語をたくさん勉強しようと思う」 ; relative clauses; describing a change in state: 「なる」 ; giving or receiving a favor 「～てあげる」 ; 「～てくれる」 ; 「～てもらう」 .

Latin Eligibility Criteria

Students who have mastered most of what is taught in Stevenson's highest level Latin course may not take Latin at Stevenson.

To take the Latin Level 2 Placement Exercise, students are expected to have mastered the present, imperfect, and perfect tenses, as well as the irregular verbs *esse*, *posse*, *velle*, and *nolle*. They should be familiar with nouns and adjectives of the first, second, and third declensions, and know how to translate interrogative, personal, and relative pronouns. The course uses Suburani, and students can expect that Chapters 1-12 have been covered in Latin 1.

To take the Latin Level 3 Placement Exercise, a strong command of Latin grammar is expected. Students who want to be placed in Latin 3 should be familiar with the present, imperfect, perfect, pluperfect, and future tenses in the active and passive voice. They should be able to identify demonstrative pronouns, participles, and indirect statements. They should know the present and imperfect subjunctive as used in temporal and circumstantial *cum*-clauses. The course uses Suburani, and students can expect that Chapters 13-23 have been covered in Latin 2.

To take the Latin Level 4 Placement Exercise, students should have completed a course that covered all of Latin grammar and be prepared to translate Latin literature at sight. Mastery of all tenses, voices, and moods of all verb conjugations is expected, as well as of all five declensions. Students must be secure in their command of concepts such as the ablative absolute, gerunds, and gerundives, and uses of the subjunctive.

Spanish Eligibility Criteria

Spanish courses at Stevenson are designed for students learning Spanish as a second language. Those who have mastered most of what is taught in Stevenson's highest level Spanish course may not take Spanish at Stevenson.

To take the Spanish Level 2 Placement Exercise, you should have already taken at least one year of Spanish, and have the following competencies:

- Overall proficiency: can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized structures that are written or spoken. Can communicate in spontaneous spoken and written conversations on familiar and everyday topics using a variety of phrases, simple sentences, and questions. Can present information using a variety of practiced or memorized words, phrases, and simple sentences through spoken and written language. Can identify cultural products and practices to help understand different perspectives.
- Grammar: you should know and have exposure to the following grammar topics: the present tense, the present progressive, reflexive verbs, ser and estar, gustar verbs, indirect and direct object pronouns, preterite, and imperfect.

To take the Spanish Level 3 Placement Exercise, you should be proficient in the same competencies as those taking the level 2 placement exercise, in addition to:

- Overall proficiency: can understand the main idea and some pieces of information on familiar topics from sentences and a series of connected sentences within texts that are spoken or written. Can participate in spontaneous spoken, or written conversations on familiar topics, creating sentences to ask and answer a variety of questions. Can communicate information, make presentations, and express thoughts about familiar topics through spoken or written communication. Can make cultural comparisons between products and practices to help understand different perspectives. Can interact at a functional level in familiar contexts.
- Grammar: you should know and have experience working with all of the grammar topics listed for the level 2 placement exercise, in addition to the following structures: further understanding of the preterite and the imperfect, an introduction to the compound tenses, informal and formal commands, and the subjunctive mood. **If you are aspiring to the honors course, you also need to have the following: a more detailed understanding of the subjunctive mood in both the present and the past, exposure to both the future and conditional tenses, and an introduction to conditional "if" clauses.**

To take the Spanish Level 4 Placement Exercise, you should be proficient in the same competencies as those taking the level 3 placement exercise, in addition to:

- Overall proficiency: can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken or written. Can maintain spontaneous spoken or written conversations and discussions across various time frames on familiar, as well as, unfamiliar, concrete topics, using a series of connected sentences and probing questions. Can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken and/or

written language. Can explain some diversity among products and practices and how it relates to different perspectives. Can interact at a competent level in familiar and some unfamiliar contexts.

- Grammar: you should know and have experience working with all of the grammar topics listed for the level 3 placement exercise, in addition to a more detailed understanding of the following structures: ser and estar in all tenses, gustar verbs in a variety of tenses, preterite and the imperfect, future and conditional, the compound tenses, the present subjunctive, informal and formal commands, and an introduction to the imperfect subjunctive, pluperfect subjunctive, and conditional "if" clauses.