

High School Credits Awarded for Competency/Proficiency

I. Demonstrating Competency/Proficiency in World Languages

Definition

For purposes of this procedure, a world language is defined according to the definition used by the Higher Education Coordinating Board as “[a]ny natural language that has been formally studied [...], including American Sign Language (AMESLAN, the language of the deaf community), and languages no longer spoken, such as Latin and ancient Greek. However, neither computer 'languages' nor forms of deaf signing aside from AMESLAN are acceptable.”

Competency/Proficiency in a World Language

The district will manage the assessment process so that students seeking competency based credit can demonstrate competency/proficiency across language skills. Assessments will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure consistency across languages. The district will select the appropriate assessment instrument(s) from the following:

1. Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is available (as of 2011, Spanish, French, German, Italian, Japanese, Chinese). STAMP is offered by Avant Assessment (<http://avantassessment.com>).
2. American Council on the Teaching of Foreign Languages (ACTFL) assessments Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer Based (OPIC) and Writing Proficiency Test (WPT) — for languages for which STAMP is not available or for which ACTFL assessments are deemed to be more appropriate. ACTFL assessments are offered through Language Testing International (<http://www.languagetesting.com>).
3. Appropriate assessments for American Sign Language such as the Sign Language Proficiency Interview (SLPI).
4. For languages that do not currently have any other nationally available proficiency based assessment, the district will work with local language communities and the Office of Superintendent of Public Instruction (OSPI) World Languages Program to develop a collection of evidence process, such as LinguaFolio, that is aligned with ACTFL Proficiency Guidelines.

Additionally, the student may demonstrate competency/proficiency in a World Language and be awarded credit if the student earns credit (D or higher grade) in the next-higher level course in the World Language.

Determining Competency and Credit Equivalencies

The district will award one or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:

- a. Novice Mid – 1 credit (Carnegie Unit)
- b. Novice High – 2 credits
- c. Intermediate Low – 3 credits
- d. Intermediate Mid – 4 credits

Since students may demonstrate varied levels of proficiency across skills, credits will be awarded based on the lowest common level of proficiency demonstrated across the skill areas.

(Example: If a student demonstrated Intermediate Mid level proficiency in Speaking, but Novice Mid in Reading and Writing, then credits would be awarded based on the lowest common level of demonstrated proficiency: one credit for Novice Mid. The student would not receive individual credits for separate language skills. In this example, the student would not receive four credits for Intermediate Mid in Speaking and one credit each for Novice Mid in Reading and Writing. The total award is one World Language credit.)

Reporting Results

The district will receive official test results for each student participating in the assessment process. The district will provide a letter to the student with a copy of the test results and an indication of how many world language credits, if any, may be awarded. If requested by the student, the school counselors will record the world language credits earned on the official transcript. Credits will be awarded with a grade of “Pass.”

II. Demonstrating Competency/Proficiency in English Language Arts

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in English Language Arts. Students may demonstrate competence in the following ways:

1. The student may recover 1 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on a state assessment in English Language Arts; or
2. The student may recover 1 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on an end-of-course exam from an English Language Arts course (where an end-of-course exam is available); or
3. The student may recover 1 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on another approved state alternative that meets the graduation requirement; or
4. The student may obtain 1 English Language Arts credit for passing a district created assessment that is aligned to learning standards, such as a portfolio of student work. Students do not need to have attempted and failed a course before being eligible for this option.

Additionally, the student may demonstrate competency/proficiency in an English Language Arts course and be awarded credit if the student earns credit (D or higher grade) in the next-higher level course in English Language Arts.

III. Demonstrating Competency/Proficiency in Mathematics

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in math. Students may demonstrate competence in the following ways:

1. The student may recover 1 math credit following a failed or incomplete math course if the student meets standard on a state assessment in the equivalent math subject; or

2. The student may recover 1 math credit following a failed or incomplete math course if the student meets standard on an end-of-course exam for a math course (where an end-of-course exam is available); or
3. The student may recover 1 math credit following a failed or incomplete math course if the student meets standard on another approved state alternative that meets the graduation requirement; or
4. The student may obtain 1 math credit for passing a district created assessment that is aligned to state learning standards, such as a portfolio of student work. Students do not need to have attempted and failed a course before being eligible for this option.

Additionally, the student may demonstrate competency/proficiency in a math subject and be awarded credit if the student earns credit (D or higher grade) in the next-higher level course in that math subject or closely related subject.

IV. Demonstrating Competency/Proficiency in Science

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in science. Students may demonstrate competence in the following ways:

1. The student may recover 1 science credit following a failed or incomplete science course if the student meets standard on a state assessment in science; or
2. The student may recover 1 science credit following a failed or incomplete science course if the student meets standard on an end-of-course exam for a science course (where an end-of-course exam is available); or
3. The student may obtain 1 science credit for passing a district created assessment that is aligned to state learning standards, such as a portfolio of student work. Students do not need to have attempted and failed a course before being eligible for this option.

Additionally, the student may demonstrate competency/proficiency in a science subject and be awarded credit if the student earns credit (D or higher grade) in the next-higher level course in that science subject or closely related subject.

V. Demonstrating Competency/Proficiency in Social Studies

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in social studies skills. Students may demonstrate competence in the following ways.

1. The student may recover 1 credit following a failed or incomplete social studies course if the student meets standard on an end-of-course exam from a social studies course (where an end-of-course exam is available); or
2. The student may obtain 1 social studies credit for passing a district created assessment that is aligned to the state learning standards, such as a portfolio of student work. Students do not need to have attempted and failed a course before being eligible for this option.

Additionally, the student may demonstrate competency/proficiency in a social studies subject and be awarded credit if the student earns credit (D or higher grade) in the next-higher level course in that social studies subject or closely related subject.

VI. Demonstrating Competency/Proficiency in Health and Fitness

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in knowledge of fitness. Students may waive one-half credit (.5) of physical education per semester. Students who waive physical education credits pursuant to RCW 28A.230.050 must still demonstrate sufficient proficiency in health and fitness knowledge. Students may demonstrate sufficient proficiency as follows:

1. First Waiver (.5 PE credit)

The student must meet proficiency/competency at 70% or higher in one of the following:

- OSPI-developed fitness assessment: Concepts of Health and Fitness
- District-approved fitness assessment (cognitive assessment on fitness education)

2. Second Waiver (.5 PE credit)

The student must meet proficiency/competency at 70% or higher in one of the following:

- OSPI-developed fitness assessment: Fitness Planning
- District-approved fitness assessment (cognitive assessment on fitness education that is different than First Waiver)

3. Third Waiver (.5 PE credit)

The student must meet proficiency/competency in one of the following:

- District-approved fitness plan/portfolio at 80% or higher
- District-approved fitness assessment (cognitive assessment on fitness education that is different than Second Waiver) at 70% or higher

VII. Demonstrating Competency/Proficiency in the Arts

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in art skills. Students may demonstrate competence in the following ways:

1. The student may recover 1 credit following a failed or incomplete Art course if the student meets standard on an end-of-course exam from an Art course (where an end-of-course exam is available);
or
2. The student may obtain 1 art credit for passing a district created assessment that is aligned to state learning standards, such as a portfolio of student work. Students do not need to have attempted and failed a course before being eligible for this option.



Additionally, the student may demonstrate competency/proficiency in an art subject and be awarded credit if the student earns credit (D or higher grade) in the next-higher level course in that art subject or closely related subject.