

Procedure Credit For Competency-Proficiency

World Languages Credit for Competency/Proficiency

A. 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.”

B. Demonstrating 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.

C. 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:

1. Novice Mid – 1 credit (Carnegie Unit)
2. Novice High – 2 credits
3. Intermediate Low – 3 credits
4. 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.)

D. Offering Testing Opportunities

The district will manage the assessment process so that students have multiple opportunities to take or retake the assessment(s) required to demonstrate proficiency. Assessments must be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the assessments are offered, which could include individual schools, district buildings, community colleges, universities, educational service districts, or other community settings.

E. Paying for Assessments

The district will set a fee for the assessments to cover administrative costs, test fees, and/or proctoring. Fees may vary depending on the assessment costs. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced price lunch. The district will not pay for testing beyond the initial examination. Retake exams shall be paid by the student.

Current fees and financial assistance information are available from *the school counselor*.

F. 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. Credits will be awarded with a grade of "Pass."

State Assessment Credit for Competency/Proficiency

A. Definition:

For purposes of this procedure, state assessments shall include the Smarter Balanced Assessments (SBA); Next Generation Science Assessment (NGSA) the End of Course Exams (EOC) in Biology, Algebra, or Geometry; and the High School Proficiency Exams (HSPE) in Reading and/or Writing. Alternate Assessments such as the SAT, ACT, AP Exams, Off-Grade Level (IEP only) Exams, etc. may be considered on an individual basis and shall be approved by the principal.

B. Circumstances for Awarding Credit

Credit will not be automatically recorded for students who demonstrate proficiency on state assessments; however, it shall be recognized that passing these assessments indicates proficiency in courses the student should have previously passed and been awarded credit for; therefore, for students in the following circumstances credit may be awarded for passing scores on these examinations:

1. Students who have failed all or part of courses typically required prior to the examination.
2. Students who have transferred into the school district from another state and have deficient credits in the area of the examination.
3. Students who are credit deficient in the examination area because of interruptions to their schooling due to migrant work, homelessness, transition to foster care, chronic illness, emergency situations (medical or family), or other similar circumstances.

C. 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 recognized levels of the examinations as follows:

1. High School Proficiency Exam in Reading and/or Writing – .5 credit (Carnegie Unit) per exam passed at level 3 or level 4.
2. End of Course Exam in Biology, Algebra, or Geometry – .5 credit per exam passed at level 3 or level 4.
3. Smarter Balanced Mathematics Assessment – 1 credit
4. Smarter Balanced English Language Arts Assessment – 1 credit

Students with an IEP in the credit area can be awarded credit for examinations passed as specified in their IEP.

Credits will be awarded with a grade of "Pass."

Other Credit for Competency/Proficiency

Students may petition to have additional assessments used to demonstrate proficiency. Such petition shall be considered by the school counselor and principal. Credit awarded will coincide with the material covered by the assessment as compared to the material covered in a typical course of that subject. Any fees incurred for such testing shall be paid by the student. The district may assist with scheduling and proctoring the assessment if relevant. Any credit awarded will be given a grade of "Pass."

Adoption Date: **03.27.17**

Revised Dates: