

**Mathematics, English Language Arts, and Science Credit for Competency/Proficiency Based on State Assessments****Mathematics**

Students who meet proficiency on the Smarter Balanced Mathematics Assessments may be awarded up to two math credits in algebra and/or geometry. If requested by the student, a school counselor will record the mathematics credits earned on the official transcript. Credits will be awarded with a grade of “Pass”.

**English Language Arts**

Students who meet proficiency on the Smarter Balance English Language Arts assessment may be awarded up to two English credits in ninth and/or tenth grade English Language Arts credits. If requested by the student, a school counselor will record the English Language Arts credits earned on the official transcript. Credits will be awarded with a grade of “Pass”.

**Science**

Students who meet proficiency on the Washington Comprehensive Assessment of Science may be awarded up to two Science credits in Biology and/or Physical Science. Students who take the WCAS prior to the establishment of a cut score may be awarded up to two Science credits in Biology or Physical Science by earning a level 3 or higher. If requested by the student, a school counselor will record the Science credits earned on the official transcript. Credits will be awarded with a grade of “Pass”.

**Testing Opportunities**

Assessments will be offered following the Washington State designated testing guidelines and timeframes.

Approved state assessments are administered at no cost to students or families.

**Reporting Results**

The District will communicate official test results to students and families. Students, parents/guardians, counselors, or school administrators may request credits for previously failed courses. The school Principal or designee approval is required to place credits on student transcripts. Documentation of the approval and number of credits should be retained along with a score report in the student’s cumulative file. Previously failed courses remain on the transcript with the original failing grade earned. Retrieved credits will receive a “Pass” on the transcript and meet appropriate graduation requirements.

**Mathematics Credit for Competency/Proficiency based on Passing\_Subsequent Courses**

Students who earn passing grades in courses subsequent to Algebra and/or Geometry may be awarded up to one credit for Algebra and/or Geometry. If special circumstances exist, such as those described in Policy 2418, a Principal may approve granting up to two Math credits in Algebra and Geometry after successful completion of a third subsequent math course.

Students, parents/guardians, counselors, or school administrators may request credits for previously failed courses. Documentation of the approval and number of credits should be retained. Previously failed courses remain on the transcript with the original failing grade earned. Retrieved credits will receive a “Pass” on the transcript and meet appropriate graduation requirements.

At least yearly, the District will convene a team to review procedure 2409 and suggest revisions if necessary. The team will consist of representation from the district office, Special Education, administration from all high schools and a counselor representative from all high schools.

### **Other Course Credit Based on Competency**

Credit based on competency testing in lieu of enrollment or taking specific courses may be granted by the District. A maximum of five (5) credits may be earned during the four (4) years of high school. Application must be made in advance to the school principal, and the principal must approve of the competency test. District schools do not provide competency testing and are not responsible for costs of competency testing.

### **Advanced Placement and International Baccalaureate Examinations**

Advanced Placement and International Baccalaureate examinations are widely recognized in the United States as indication of a student’s proficiency in a specific academic content area. A test score of a three (3) or higher on an Advanced Placement examination or passing an International Baccalaureate exam may receive credit for competency, as long as this credit has not been transcribed elsewhere by an accredited institution. The amount of credit awarded will be determined by the recommended duration of the Advanced Placement or International Baccalaureate course for that examination.

### **World Languages**

The Board recognizes the value of preparing students to be global citizens with skills to communicate in English and other world languages. In our state’s diverse communities, it is not unusual for students to have various opportunities to develop language skills outside of the classroom at home, through living abroad, or by attending community-based or online programs. To enable students to fully benefit from the advantages of multilingualism, the District will encourage students to learn to understand, speak, read and write at a high level of proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

#### **A. Definition**

For the 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 the World Language**

Students seeking competency based credit must demonstrate proficiency in the target language. Assessments must be aligned to the American

Council of the Teaching of foreign Languages (ACTFL) Proficiency Guidelines in order to assure consistency across languages. The following instruments may be used in North Thurston:

- Standards-based Measurement of Proficiency (STAMP), in reading, writing, and speaking, and listening if available, for all languages for which it is available.
- American Council on the Teaching of Foreign Languages (ACTFL) assessments Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer Based (OPIc) and Written Proficiency Test (WPT), for languages for which STAMP is not available or for which ACTFL assessments are deemed more appropriate.
- Appropriate assessments for American Sign Language such as the Sign Language Proficiency Interview (SLPI).
- 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 the Superintendent of Public Instruction World Language Program to develop a collection of evidence process that is aligned with the 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 ACTDFL Proficiency Guidelines as follows:

Novice Mid – 1.0 Credit

Novice High – 2.0 Credits

Intermediate Low – 3.0 Credits

Intermediate Mid – 4.0 Credits

Because 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, which would be one credit for Novice Mid. No credit is given for separate skills.

D. Testing Opportunities

The District will manage the assessment process for World Languages only, providing at least one opportunity annually to take the STAMP assessment required to demonstrate proficiency. Assessment shall be proctored by District staff at sites approved by the District. Additional testing dates and languages may be available at universities in the region, in cooperation with the Office of the Superintendent of Public Instruction and the Washington Association for Language Teaching.

E. Paying Assessments

The District or university will set a fee for the assessment to cover administrative costs, test fees, and/or proctoring. Fees may vary depending on the assessment costs. These fees are the responsibility of the student requesting the assessment.

**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. If requested by the parent/guardian/adult student, world language credits earned will be recorded in the official high school transcript. Credits will be awarded with a grade of “Pass”. Students may receive credit for competency, as long as this credit has not been transcribed elsewhere by an accredited institution.

**High School Equivalency Examination (GED)**

Passing scores for the High School Equivalency Test (GED) are established by the State of Washington. The High School Equivalency certificate is earned by successfully passing the following examination: Reasoning through Language Arts; Mathematic Reasoning; Science; and Social Studies. Upon earning a certificate, students may receive credit for competency, as long as this credit has not been transcribed elsewhere by an accredited institution. Credits will be awarded with a grade of “Pass” in the following areas.

English 1, 2, 3 and/or 4	1.0 Credit
Social Studies, World 1, 2 and/or 3	1.0 Credit
Non-Lab Science	1.0 Credit
High School Math	1.0 Credit

Implemented:	June 7, 2011
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