

Areas of Study and Award of Mastery-Based Credits

English Language Arts

The board recognizes the value of preparing students to read, write, speak, listen, and use English effectively. These skills are necessary for college and career readiness in multiple disciplines. The board also recognizes students may further develop these skills through activities and programs. The district encourages students and their families to take advantage of any English Language Arts learning opportunities available to them.

The district will encourage students to learn to read, write, speak, listen, and use English effectively at a high level of mastery/proficiency.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award English Language Arts credits to students based on demonstrated mastery/proficiency across a range of English Language Arts skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Demonstrating Mastery/Proficiency in English Language Arts

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

1. The student may recover .5 English Language Arts credit following a failed or incomplete English Language Arts course taken in their 9th or 10th grade year if the student meets standard on a state assessment in English Language Arts;
2. The student may recover .5 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 .5 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;

General Education Development Test:

The State Board of Education in consultation with the Office of the Superintendent of Public Instruction determines what constitutes a passing score for a General Education Development (GED) test. Any student may obtain .5 English Language Arts credit for achieving a passing score on a GED test in English Language Arts. Additionally, any student may earn .5 credit for successfully completing a course or courses in preparation for taking a GED test.

For students in or from institutional education facilities, the district will award at least one (1) English Language Arts credit for achieving a passing score on the English Language Arts section

of a GED test. The district will also award students in or from institutional education facilities additional credit for successfully completing a course or courses in preparation for taking a GED test.

The student may obtain .5 English Language Arts 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.

Options may include:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district; or
- other locally developed methods.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of the next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in the following English Language Arts courses: if the student achieves a C or higher grade in the next-higher level course.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Math

The board recognizes the value of preparing students in math for college, career, and life. Math skills are necessary for college and career readiness in multiple disciplines. Students may further develop these skills through independent activities and programs. The district encourages students and their families to take advantage of any math learning opportunities available to them.

The district will encourage students to use math effectively at a high level of mastery/proficiency.

The district acknowledges the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award math credits to students based on demonstrated mastery/proficiency across a range of math skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect

and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Demonstrating Mastery/Proficiency in Math

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in math. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may demonstrate competence in the following ways:

1. The student may recover .5 Algebra or Geometry credit following a failed or incomplete math course if the student meets standard on a state assessment in the equivalent math subject;
2. The student may recover .5 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 .5 math credit following a failed or incomplete math course if the student meets standard on another approved state alternative that meets the graduation requirement;

General Education Development Test

The State Board of Education in consultation with the Office of the Superintendent of Public Instruction determines what constitutes a passing score for a General Education Development (GED) test. Any students may obtain .5 math credit for achieving a passing score on a GED test in math. Additionally, any student may obtain .5 credit for successfully completing a course or courses in preparation for taking a GED test.

For students in or from institutional education the district will award at least one (1) Math credit for achieving a passing score on the Math section of a GED test. The district will also award students in or from institutional education facilities additional credit for successfully completing a course or courses in preparation for taking a GED test.

The student may obtain .5 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.

Options may include:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district; or
- other locally developed methods.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit

Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in the following math courses: if the student achieves a C or higher grade in the next-higher level course in that math subject (algebra, and geometry).

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Science

The board recognizes the value of preparing students to become literate in science. Science plays an integral role in modern society and is an essential part of each student's education. When students are learning about science, they are also enhancing their skills in reading, writing and math. Students may further develop their science skills through independent activities and programs. The district encourages students and their families to take advantage of any science learning opportunities available to them.

The district will encourage students to learn science effectively at a high level of proficiency.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award science credits to students based on demonstrated mastery/proficiency across a range of science skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Demonstrating Mastery/Proficiency in Science

The district will manage the assessment process so that students seeking competency-based credit can demonstrate mastery/proficiency in science. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes. Students may demonstrate competence in the following ways:

1. The student may recover .5 science credit following a failed or incomplete science course if the student meets standard on a state assessment in science;
2. The student may recover .5 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 recover .5 science credit following a failed or incomplete science course if the

student meets standard on another approved state alternative that meets the graduation requirement.

General Education Development Test

The State Board of Education in consultation with the Office of the Superintendent of Public Instruction determines what constitutes a passing score for a General Education Development (GED) test. Any students may obtain .5 science credit for achieving a passing score on a GED test in science. Additionally, any student may obtain .5 credit for successfully completing a course or courses in preparation for taking a GED test.

For students in or from institutional education the district will award at least one (1) Science credit for achieving a passing score on the Science section of a GED test. The district will also award students in or from institutional education facilities additional credit for successfully completing a course or courses in preparation for taking a GED test.

The student may obtain .5 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.

Options may include:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district; or
- other locally developed methods.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Social Studies

The board recognizes the value of helping students become part of an active and engaged citizenry. A developed knowledge and understanding of social studies helps prepare students for post-secondary pathways, careers, and civic engagement. Students may further develop their social studies skills through independent activities and programs. The district encourages students and their families to take advantage of any social studies learning opportunities available to them.

The district will encourage students to learn social studies effectively at a high level of proficiency.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award social studies credits to students based on demonstrated mastery/proficiency across a range of social studies skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Demonstrating Mastery/Proficiency in Social Studies

The district will manage the assessment process so that students seeking ~~competency~~-mastery-based credit can demonstrate mastery/proficiency in social studies skills. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

- ~~A student may recover .5 social studies credit following a failed or incomplete social studies course if the student meets standard on an end-of-course exam for a social studies course (where an end-of-course exam is available); or, if the student meets standard on another approved state alternative that meets the graduation requirement.~~
- ~~Additionally, a~~ student may ~~obtain-recover~~ .5 Social Studies credit if the student meets standard on another approved state alternative that meets the graduation requirement.

General Education Development Test (GED)

The State Board of Education in consultation with the Office of the Superintendent of Public Instruction determines what constitutes a passing score for a General Education Development (GED) test. Any student may obtain .5 social studies credit for achieving a passing score on a GED test in social studies. Additionally, any student may obtain .5 credit for successfully completing a course or courses in preparation for taking a GED test.

For students from institutional education facilities the district will award at least one (1) social studies credit for achieving a passing score on the social studies section of a GED test. The district will also award students in or from institutional education facilities additional credit for successfully completing a course or

- ~~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.~~

Options may include:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district; or
- other locally developed methods.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

The Arts

The board recognizes the value of providing students an education in the arts, including the disciplines of dance, media arts, music, theater, and visual arts. The arts engage all learning styles, and they lead to powerful and life-long habits, such as creativity, collaboration, communication, and critical thinking. The arts provide students with keys to understanding the world around them and strategies for learning, interpreting, and expressing their thoughts. Students may further develop their art skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in the arts available to them.

The district will encourage students to learn the arts effectively at a high level of proficiency.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in the arts to students based on demonstrated proficiency across a range of skills in the arts.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

The Arts Demonstrating Mastery/Proficiency in The Arts

The district will manage the assessment process so that students seeking competency based credit can demonstrate mastery/proficiency in art skills. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

A student may recover .5 art credit if the student meets standard on another approved state alternative that meets the graduation requirement.

Additionally, a student may obtain .5 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.

Options may include:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district; or
- other locally developed methods.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Health and Fitness

The board recognizes the value of providing students with health and physical education. Health and physical education comprise extensive content areas that include, but are not limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health enhancing goals. Students may further develop their health and fitness skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in health and physical education available to them.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits in health and physical activity to students based on demonstrated mastery/proficiency across a range of skills in health and fitness.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Demonstrating Mastery/Proficiency in Health

The district will manage the assessment process so that students seeking competency-based credit can demonstrate mastery/proficiency in health skills. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes. A student may recover a one-half

(.5) health credit if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain .5 health credit for passing a district-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options.

Options may include:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district; or
- other locally developed methods.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Demonstrating Mastery/Proficiency in Physical Education

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in knowledge of physical education. 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 physical education knowledge. Students may demonstrate sufficient proficiency as follows:

1. First Waiver (.5 PE credit)

The student must meet proficiency/mastery 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)
- A student may obtain (.5) credit for passing a district created assessment that is aligned to state learning standards.

2. Second Waiver (.5 PE credit)

The student must meet proficiency/mastery 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)
- A student may obtain (.5) credit for passing a district created assessment that is aligned to state

learning standards.

3. Third Waiver (.5 PE credit)

The student must meet proficiency/mastery 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
- A student may obtain (.5) credit for passing a district created assessment that is aligned to state learning standards.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Integrated Environmental and Sustainability Education

The board recognizes the value of providing students instruction about conservation, natural resources, and the environment and helping students to be environmentally and sustainability literate. The board places a high value on environmental stewardship. Students may further develop their environmental and sustainability education skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in environmental and sustainability education available to them.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits to students based on demonstrated proficiency across a range of environmental and sustainability education skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

World Language Competency

The board recognizes the value of preparing students to be global citizens with the 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, for example, by using the language at home, attending language programs offered in the community, learning online or living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

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 language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

In order to recognize the language proficiency of students, the superintendent is directed to develop

procedures for awarding world language credits to students based on demonstrated proficiency across a range of language skills.

Demonstrating Mastery/Proficiency in a World Language

Students can earn world language mastery-based credit for oral only languages. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover one (1) foreign language credit following a failed or incomplete foreign language course if the student meets standard on an end-of-course exam from a foreign language course (where an end-of-course exam is available); or
- The student may recover one (1) foreign language credit following a failed or incomplete foreign language course if the student meets standard on another approved state alternative that meets the graduation requirement;

World Language Proficiency Test:

The State Board of Education (SBE) in consultation with the Office of Superintendent of Public Instruction (OSPI) determines what constitutes a passing or proficient score for world language proficiency tests: Any student may obtain one (1) foreign-world language credit for passing or proficient score on a world language proficiency test. Additionally, any student may obtain 1 credit for successfully completing a course or courses in preparation for taking a world language proficiency test.

For student in or from institutional education facilities, the district will award at least one (1) world language credit upon the student's meeting the standard established by SBE. The district will also award students in or from institutional education additional credit for successfully completing a course or courses in preparation for taking a World language proficiency test-a district-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options.

Options may include:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district; or
- other locally developed methods.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in foreign-world language courses if the student achieves a C or higher grade in the next-higher level course.

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/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 [list of approved assessment options maintained by OSPI. These assessments can be found on the OSPI World Languages website \(<https://www.k12.wa.us/student-success/resources-subject-area/world-languages/world-language-proficiency-assessment-options>\)](#). 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.~~
- ~~5. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place with the First Peoples' Language and Culture Certificate. Native/Tribal language students will have their proficiency determined by each Tribe.~~

[All 29 federally recognized Tribes within Washington State are sovereign nations and therefore have control and authority over and around their Tribal language, this includes teaching, learning and earning credit. Tribes are the sole determiner of language proficiency for Tribal languages. For languages of Washington's 29 federally recognized Tribes, the district will ensure educators are First Peoples' Language, Cultural, and Oral Traditions certified. The district will reach out to the Office of Native Education for assistance collaborating with partner tribe\(s\). for Native and Tribal languages that are outside of Washington's 29 federally recognized Tribes, the district will consult with the Office of Native Education.](#)

Determining Mastery and Credit ~~Equivalencie~~ 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.)

[Tribes determine a student's proficiency in the Tribal language and will recommend to the district the number of credits earned.](#)

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.

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."

Cultural Responsiveness and Equity

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Financial Education

[The board recognizes the value of helping students understand the importance of financial education. Financial education includes knowledge and skills related to spending and saving, managing credit and debt, using a career plan to understand income potential, setting and working toward personal financial goals, and applying decision making to matters of personal finance. When students develop their financial education, they are better prepared for successful post-secondary pathways and careers. The district encourages students and their families to take advantage of any financial education learning opportunities available to them through independent activities and programs.](#)

- [The district will encourage students to learn financial education effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.](#)

- [As described in the procedures, the district will award financial education credits to students based on demonstrated mastery/proficiency across a range of financial education skills.](#)

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To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Demonstrating Mastery/Proficiency in Financial Education

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in financial education skills. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover .5 financial education credit following a failed or incomplete financial education course if the student meets standard on an end-of-course exam for a financial education course (where an end-of-course exam is available); or
- The Student may recover .5 financial education credit if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may .5 financial education credit for passing a district-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options.

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills; or,
- A combination of assessment approaches, as defined by the district;

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Legal References:	RCW 28A.230.090	High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies
	RCW 28A.230.020	Common school curriculum
	RCW 28A.230.050	Physical education in high schools.
	WAC 180-51-050	High school credit — Definition
	WAC 392-410-115	Mandatory areas of study in the common school.
	WAC 180-51-051	Procedures for granting students mastery-based credit

Cross References: Board Policy 2410 High School Graduation Requirements

Management Resources: 2019 – July Policy Issue
2010 – August Issue

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