Credit for Competency/Proficiency

World Language:

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:

- 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 2010, Spanish, French, German, Italian, Japanese, Chinese). STAMP is offered by Avant Assessment (http://avantassessment.com).

- 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).

- 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 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:

Novice Mid – 1 credit (Carnegie Unit)

Novice High – 2 credits

Intermediate Low – 3 credits

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, i.e. 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 (*district may insert here the number of opportunities*) 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. (*Insert language here if the district plans to pay the assessment fee or subsidize the student's cost.*)

Current fees and financial assistance information are available from (*insert specific district location here*).

(*Insert assessment fee schedule here.*)

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 student, the school counselors will record the world language credits earned on the official transcript. Credits will be awarded with a grade of "Pass."

Other Core Subjects

A. **Definition:**

Competency Based crediting may be awarded in other core subject areas: Science, English, and Mathematics. Students may earn high school credit for performance on Washington State assessments or state-approved graduation assessment alternatives clearly aligned to learning standards. Upon building principal recommendation, the student may be awarded .5 credits in each subject area for which he/she demonstrates competency.

B. **Transcription**

If high school credit is awarded on a competency basis as authorized under state board of education policy WAC 180-51-050(2), the district may use either of the following options for noting the students' performance on the state standardized transcript under WAC 392-415-070:

(a)   Determine locally the equivalent passing mark/grade;
(b)   Designate "pass" or "fail" or "no pass" in the appropriate manner on the transcript.

Ephrata School district will designate a "pass" on the transcript if awarding competency credit. If course was taken previously, the competency designation will be treated as a repeat or replacement course. All occurrences of repeated courses will remain on the transcript and will be calculated into the student's grade point average in accordance with WAC 392-415-055.

The standard transcript allows for course designations for students who earn credit through a competency test. The designation identifies whether it is a Local Competency Test ("L") or a National Competency Test ("N"). The OSPI Transcript FAQ defines each type of test (HS Transcript FAQ v.3.0 January 2016 OSPI–Student Information Page 40 of 52):

64. What is the Local Competency Test designation?

Answer: Use this designation when a student takes a Local Competency Test in PK-12 schools in lieu of taking the actual class and passes via the score of that test. A Local Competency Test is a test only used in Washington State (i.e., with a local teacher).
Courses designated as a Local Competency Test cannot also be Running Start. Running Start students take actual courses and not competency based assessments.

65. What is the National Competency Test designation?

Answer: Use this designation when a student takes a National Competency Test in PK-12 schools in lieu of taking the actual class and passes via the score of that test. A National Competency Test is a test that is used in Washington State and in one or more other states (i.e., STAMP, ACTFL OPI, OPIc, and WPT and LinguaFolio Collection of Evidence, or SLPI for ASL).
Courses designated as a National Competency Test cannot also be Running Start. Running Start students take actual courses and not competency-based assessments

Legal References: WAC 180-51-050

WAC 392-415-070

WAC 392-415-055

Guidance Documents:

Washington State Standardized High School Transcript User Guide, OSPI, edition 6.1

Competency-Based Crediting Handbook 1.0: An Implementation Guide for School Districts, July, 2016, Washintgon State Board of Education
http://www.sbe.wa.gov/documents/GradRequirements/Competency-Based%20Crediting%20Handbook%20July%202016.pdf

Ephrata School District First Reading 3.17, Adopted 4.17