



Credit by Assessment Process and Procedures

Definition:

Credit by Assessment is a process by which students are given the opportunity to demonstrate proficiency of the Essential Learning Outcomes and Learning Targets of a course in order to earn credit for that course. The knowledge and skills required to demonstrate proficiency may have been acquired through extracurricular activities, activities outside of school, independent learning, online learning, or community and work experiences. Students are given an opportunity to demonstrate the learning through Credit by Assessment.

Spirit of the Rule for Credit by Assessment:

Stillwater Area Public Schools has a philosophy of openness to recognizing learning that takes place through both traditional and non-traditional avenues. This opportunity is in place to validate learning that took place through any non-traditional avenue. A student may wish to gain credit through Credit by Assessment for a number of reasons. Some of those reasons include: desiring to take a more academically appropriate course, choosing Credit by Assessment as a vehicle for advancement, or obtaining credit for a required course without using an in-school class period that the student may prefer to use for an elective course.

If a student has taken a course and failed, credit recovery is the vehicle by which a student can regain credit. Students may not regain credit through Credit by Assessment.

The minimum score required for credit by assessment is 70%; however, a score of 82% is required when the credit is to be used for acceleration purposes in order to ensure that the score represents mastery of the course standards.

- **Due to the foundational nature of Geometry and Algebra II, Stillwater Area High School does not recommend Credit by Assessment for Geometry or Algebra II**

The Assessment:

The assessment of Essential Learning Outcome and Learning Target proficiency may include a variety of assessment tools such as written examinations, oral (interview) examinations, product or performance exhibitions, simulations, journals, portfolios, anecdotal information, and teacher observation. The department (Science, Math, etc.), in conjunction with the building principal, will determine the means and methods of assessment.

The Process:

Students may *request* Credit by Assessment for any Stillwater Area Public Schools course currently being offered, through an application process. Requests for credit by assessment may or may not be granted depending upon the outcome of the application process. If it is determined that there is not sufficient evidence that the student has partaken in activities or experiences that would result in the knowledge and skills needed to demonstrate proficiency of Essential Learning Outcomes and Learning Targets, the request may not be granted.

Application:

Prior to requesting an application, the student should view all Essential Learning Outcomes and Learning Targets to get a comprehensive picture of the learning that will need to be demonstrated through assessment. Students will be provided with ELO's once their application has been accepted. **The district is not responsible for providing additional curriculum, materials, or instruction.**

If the student and/or his/her parent(s)/guardian(s) feels that they can validate the learning has taken place, they should fill out a Credit by Assessment application. Applications can be found on the district webpage by going to: <https://resources.finalsite.net/images/v1614687083/stillwaterschoolsorg/fev5lfotqs5cy2bcrywz/CreditbyAssessmentApply.pdf>.

The student and parent(s)/guardian(s) should complete the application and return it to the student's counselor for approval. **Applications are due by the last day of each school year.** No limit is set on the number of courses a student can apply for Credit by Assessment. Students may not drop a class and then request Credit by Assessment for that class during the same year.

Assessment and Credit Details:

1. It is the student's right to be informed of the assessment means, methods and testing procedures (including test administration specifications such as calculator and note card usage) that will be used. The content of the assessment must be aligned to the course essential learning outcomes and learning targets. At the time the application is submitted, it is assumed that the student is ready to begin the assessment process. **A specific date for the assessment will be scheduled in August and students will be notified of the assessment date once a proctor has been secured.**
2. An assessment might be divided into steps. Successful completion of each step may be required to move on to the next step in the process. For example, an initial paper/pencil test for factual information may be followed by a performance segment used to evaluate procedural learning, or an interview may be scheduled to allow for discussion with the student to establish aspects of the course that are not as effectively determined by other means. Individual course content may dictate some variations in this process. The length of the assessment will vary depending on the course and individual student.
3. Assessment guidelines will be overseen for adherence by the building principal. The assessment guidelines are as follows:
 - a. Assessments need to assess the knowledge and skills required to demonstrate proficiency of course essential learning outcomes and learning targets.
 - b. Assessment should require no more of a student in terms of demonstration of proficiency than a student who has taken the course in the traditional manner.
 - c. Assessments should be independent of a specific classroom experience.
 - d. Test administration specifications should be clearly articulated (e.g., calculator use, note card use, etc.).
 - e. Measures of proficiency should be clearly articulated prior to the administration of the assessment. In the case of an objective test, proficiency is assumed when a student achieves 70% or greater on the assessment; however, a score of 82% is required when the credit is to be used for acceleration purposes in order to ensure that the score represents mastery of the course standards.

- f. Rubrics should be provided for any performance assessment.
4. When a student completes the assessment process in a satisfactory manner, the student's transcript shows the credit earned. Credit is awarded as a "pass" rather than as a letter grade; therefore, it is not applied to the student's GPA.
5. Appeals may be made to the building principal and/or the Executive Director of Learning & Innovation.
6. For elementary processes see the acceleration flowchart and direct questions to the K-12 Coordinator of Gifted Services.

Responsibilities:

STUDENT RESPONSIBILITIES

1. View all course essential learning outcomes and learning targets online, and determine if you have the knowledge and skills necessary to demonstrate proficiency and to move forward with the process.
2. Print and fill out the credit by assessment application.
3. Turn in the completed application to your school counselor prior to the last day of school. No student will be allowed to sit for Credit by Assessment if the application is not submitted by the deadline.
4. Request and become familiar with all testing administration specifications.
5. Ensure that you are aware of the scheduled assessment date in August.
6. Arrive on time for your scheduled assessment time and with any materials necessary to complete the assessment.

PARENT RESPONSIBILITIES

1. Read and sign the credit by assessment application.
2. Arrange for the student to be available during the testing dates/times.

DEPARTMENT RESPONSIBILITIES

1. Determine assessment means, methods, and testing administration specifications with the assistance of the building principal. ELO's will be provided to students.

Assessment Guidelines:

- a. Assessments need to assess the knowledge and skills required to demonstrate proficiency of course essential learning outcomes and learning targets.
- b. Assessment should require no more of a student in terms of demonstration of proficiency than a student who has taken the course in the traditional manner.
- c. Assessments should be independent of a specific classroom experience.
- d. Test administration specifications should be clearly articulated (e.g., calculator use, note card use, etc.).

- e. Measures of proficiency should be clearly articulated prior to the administration of the assessment. In the case of an objective test, proficiency is assumed when a student achieves 70% or greater on the assessment; however, we recommend a score of 82% when used for acceleration purposes to ensure that the score represents that the student has met the course standards.
2. Administration specifications should be given to the counselor to pass along to the student.
3. Schedule the test date and time with the counselor. The counselor will communicate the information to the student and parent(s)/guardian(s).
4. A test proctor will be secured as designated by the principal to administer and grade the assessment. The counselor may facilitate this process by assisting the teacher with administration and/or grading, if helpful to the teacher.
5. Report the results to the counselor.

COUNSELOR RESPONSIBILITIES

1. Review the Stillwater Area Public Schools Credit by Assessment Procedures, Application, and Timeline with the student to ensure that they fully understand the purpose and the procedures.
2. Act as a liaison between the student, family, department, and the building principal.
 - a. Collect completed applications and turn them in to building principal.
 - b. Inform the student if application request was granted or not.
 - c. Get test administration specification from the course teacher/department and give to the student.
 - d. Communicate end-of-course testing time with student and parent(s)/guardian(s) and with the teacher who will administer the test.
 - e. Obtain assessment results from the course/department teacher who administers the assessment.
 - f. Communicate assessment results with student and parent(s)/guardian(s) and with the building principal.
3. Complete the credit paperwork following successful performance on the assessment.

BUILDING PRINCIPAL RESPONSIBILITIES

1. Review applications and determine if requests to assess will be granted.
2. Communicate approval or denial to the student's counselor.
3. Work with the department to determine testing means, methods, and administration specifications, and to assign teacher oversight.



Student Request for Assessment

At the time a student applies for credit through the assessment process, several things are assumed:

- The student has read and understood Stillwater Area Public Schools Credit by Assessment Process and Procedures.
- The student has read the course essential learning outcomes and learning targets for the course.
- The student is able to articulate how the knowledge and skills needed to demonstrate proficiency were gained and he/she is ready to demonstrate the learning.

Name _____ Phone _____

Address _____
(Street) (City) (State) (Zip)

School _____ Counselor _____

I am applying for assessment to receive credit for the following course (use the complete course name):

I gained the knowledge and skills necessary to demonstrate proficiency by:

(Please be specific in explaining the course work or experiences you had that helped you achieve this learning. You may attach additional paperwork if needed to help clarify.)

Student Signature

Date

Parent Signature

Date

Counselor Signature

Date

Principal Signature

Date