

## CURRICULUM/INSTRUCTION

### World Languages Credit for Proficiency – Procedures

#### 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 is acceptable.”

#### B. Demonstrating 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 2010, 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 Proficiency 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 or SLPI as follows:

ACTFL	SLPI
Novice Mid – 1 credit (Carnegie Unit)	Survival – 1 credit (Carnegie Unit)
Novice High – 2 credits	Survival Plus – 2 credits

Intermediate Low – 3 credits  
Intermediate Mid – 4 credits

Intermediate – 3 credits  
Intermediate Plus – 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 two 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.

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 earned will be recorded on the student's official transcript unless the student requests otherwise. Credits will be awarded with a grade of "Pass."

A seal of biliteracy will also appear on the student's transcript if the following criteria are met:

1. Demonstrate proficiency in English by 1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and 2) meeting state standards on the reading and writing or English language arts assessment.
2. Qualifying for four competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL or SLIP proficiency guidelines.

Cross References: Policy 2410-High School Graduation Requirements

Legal References: RCW 28A.230.090 High school graduation requirements or equivalencies-Reevaluation of graduation requirements-Review and authorization of proposed changes-Credit for course taken before attending high school-Postsecondary credit equivalencies  
RCW 392-410-350 Seal of Biliteracy  
WAC 180-51-050 High school credit – Definition

Management Resources: *2010-August Issue*

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