

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 earn credit by demonstrating mastery in the following ways:**

- The student may be awarded up to 2 credits of Algebra and/or Geometry if the student meets standard at a minimum of a level 3 on a state assessment in math.
- The student may be awarded up to 1 credit of Algebra if the student earns at least the OSPI graduation cut score on the state assessment in math.
- The student may be awarded up to 1 credit of Algebra, Geometry, or Algebra II if the student earns a test score of 3 or higher on a math Advanced Placement exam, as long as this credit has not already been awarded.
- The student may be awarded up to 2 credits of Algebra and/or Math credit if the student meets the State Board of Education cut score on the SAT math exam or the ACT math exam.

**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 up to 1 math credit for achieving a passing score on a GED test in math.

**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. Specifically, students may earn up to 2 credits in Algebra and Geometry upon earning a full credit in Algebra II with a D or higher. Additionally, students may earn up to 1 credit in Algebra upon earning a full credit in Modeling our World with Math.

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.

Adopted: May 2, 2023

Revised: August 28, 2025