

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 student 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. Additionally, students may earn up to 1 credit in Algebra I or Geometry 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.

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Adopted: May 2, 2023

Revised: August 28, 2025

January 20, 2026