



High School Credits Awarded for Competency/Proficiency

The district and board recognize the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

In order to allow students to demonstrate proficiency in World Languages, English Language Arts, Mathematics, Science, Social Studies, Health and Physical Education, Financial Education, Arts, and Integrated Environmental and Sustainability Education, the superintendent is directed to develop procedures for awarding credits to students in these areas of study based on demonstrated proficiency across a range of content area skills.

I. Demonstrating Competency/Proficiency in World Languages

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.”

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 for measuring students' competency and proficiency in world languages, ensuring alignment with state and national standards, curricular goals, and diverse learner needs.

Additionally, the student may demonstrate competency/proficiency in a World Language and be awarded credit via credit matching. If the student earns credit (D or higher grade) in the next-higher level course in the World Language, students will earn the same amount of credit they have met—0.5 credit for every 0.5 credit completed and 1.0 credit for every 1.0 credit completed.

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:

- a. Novice Mid – 1 credit (Carnegie Unit)
- b. Novice High – 2 credits



- c. Intermediate Low – 3 credits
- d. 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: 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.)

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.”

II. Demonstrating Competency/Proficiency in English Language Arts

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in English Language Arts. Students may demonstrate competence in the following ways:

1. The student may recover 1 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on a state assessment in English Language Arts; or
2. The student may recover 1 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on an end-of-course exam from an English Language Arts course (where an end-of-course exam is available); or
3. The student may recover 1 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on another approved state alternative that meets the graduation requirement,
4. Students in grades 10, 11, and 12 may earn a one-time .5 English Language Arts competency-based credit following a failed or incomplete English Language Arts course by demonstrating grade-level proficiency (Level 3) on the STAR assessment. To qualify, students must show proficiency across two separate testing periods within the same school year. Students seeking credit recovery under this provision are required to participate in the STAR assessment during fall, winter, and spring testing windows.
5. Students may obtain 1 English Language Arts credit for passing a district-created assessment that is aligned to state learning standards, such as a portfolio of student work. Students do not need to have attempted and failed a course before being eligible for this option.



Additionally, the student may demonstrate competency/proficiency in an English Language Arts course and be awarded credit via credit matching. If the student earns credit (D or higher grade) in the next-higher level course in English Language Arts, students will earn the same amount of credit they have met—0.5 credit for every 0.5 credit completed and 1.0 credit for every 1.0 credit completed.

III. Demonstrating Competency/Proficiency in Mathematics

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in math. Students may demonstrate competence in the following ways:

1. The student may recover 1 math credit following a failed or incomplete math course if the student meets standard on a state assessment in the equivalent math subject; or
2. The student may recover 1 math credit following a failed or incomplete math course if the student meets standard on an end-of-course exam for a math course (where an end-of-course exam is available); or
3. The student may recover 1 math credit following a failed or incomplete math course if the student meets standard on another approved state alternative that meets the graduation requirement;
4. Students in grades 10, 11, and 12 may earn a one-time .5 math competency-based credit following a failed or incomplete math course by demonstrating grade-level proficiency (Level 3) on the STAR assessment. To qualify, students must show proficiency across two separate testing periods within the same school year. Students seeking credit recovery under this provision are required to participate in the STAR assessment during fall, winter, and spring testing windows.
5. Students may obtain 1 math credit for passing a district-created assessment that is aligned to state learning standards, such as a portfolio of student work. Students do not need to have attempted and failed a course before being eligible for this option.

Additionally, the student may demonstrate competency/proficiency in a math subject and be awarded credit via credit matching. If the student earns credit (D or higher grade) in the next-higher level course in that math subject or closely related subject, students will earn the same amount of credit they have met—0.5 credit for every 0.5 credit completed and 1.0 credit for every 1.0 credit completed.

IV. Demonstrating Competency/Proficiency in Science

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in science. Students may demonstrate competence in the following ways:

1. The student may recover 1 science credit following a failed or incomplete science course if the student meets standard on a state assessment in science; or
2. The student may recover 1 science credit following a failed or incomplete science course if the student meets standard on an end-of-course exam for a science course (where an end-of-course exam is available); or
3. The student may recover 1 science credit following a failed or incomplete science course if the student meets standard on another approved state alternative that meets the graduation requirement.



4. Students may obtain 1 science credit for passing a district-created assessment that is aligned to state learning standards, such as a portfolio of student work. Students do not need to have attempted and failed a course before being eligible for this option.

Additionally, the student may demonstrate competency/proficiency in a science subject and be awarded credit via credit matching. If the student earns credit (D or higher grade) in the next-higher level course in that science subject or closely related subject, students will earn the same amount of credit they have met—0.5 credit for every 0.5 credit completed and 1.0 credit for every 1.0 credit completed.

V. Demonstrating Competency/Proficiency in Social Studies

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in social studies skills. Students may demonstrate competence in the following ways.

1. The student may recover 1 credit following a failed or incomplete social studies course if the student meets standard on an end-of-course exam from a social studies course (where an end-of-course exam is available); or
2. The student may recover 1 science credit following a failed or incomplete social studies course if the student meets standard on another approved state alternative that meets the graduation requirement.
3. The student may obtain 1 social studies credit for passing a district-created assessment that is aligned to the state learning standards, such as a portfolio of student work, locally created written or oral test, written report, student presentation or oral defense of their learning in the course, or a combination of assessment approaches. Students do not need to have attempted and failed a course before being eligible for this option.

Additionally, the student may demonstrate competency/proficiency in a social studies subject and be awarded credit via credit matching. If the student earns credit (D or higher grade) in the next-higher level course in that social studies subject or closely related subject, students will earn the same amount of credit they have met—0.5 credit for every 0.5 credit completed and 1.0 credit for every 1.0 credit completed.

VI. Demonstrating Competency/Proficiency in Concepts of Physical Education

The district will manage the assessment process so that students seeking competency based credit can demonstrate competency/proficiency in the knowledge component of physical fitness.

Under WAC 180-51-05, WAC 180-51-210 and RCW 28A.230.050 individual students may earn competency/proficiency credit or may be excused from participating in the physical performance portion of the physical education requirement. Both options require students to demonstrate proficiency on the district assessment.



Students completing all requirements of the Mount Vernon SD Request for Directed Athletics Credit (2415F) form and demonstrating proficiency on the district assessment may earn a one time .5 competency based credit.

Students excused from the physical performance portion must demonstrate proficiency on the district assessment. Students granted excusal from the physical component of the physical education requirement and demonstrate proficiency on the district/state assessment(s), would earn credit. Students are still required to earn the total number of credits for graduation.

- District directed athletics is defined as: structured, supervised athletic programs that involve regular practice, coaching, and competition. These could include school-sponsored sports teams, school-sponsored organized club sports, or other school-sponsored structured physical activities that meet physical education standards and 80 hours of activity within the semester. To earn .5 credit students must complete full participation (defined as less than 5 unexcused absences) and end the program in good standing, as determined by program expectations and coach/advisor/supervisor verification. Credit is Pass/No Credit. See 2415F for all details and instructions for earning competency/proficiency credit via participation in directed athletics.
- Under RCW 28A.230.050 individual students may be excused from participating in physical performance portion of the physical education requirement under this section on account of:
 1. Physical Disability- verification from the IEP, doctor or health care professional indicating that participation in a PE class will be detrimental to a student's health.
 2. Religious Belief- the student's religion stipulates against participation in physical education. Verification from the student's religious leader is required.
 3. Participation in directed athletics.
 4. Military Science- verification of enrollment in a military science class.
 5. Employment- students must work to assist family or students are currently self-supporting. Verification from the employer needed.

*Physical disability, religious belief, directed athletics, military science, and employment must provide appropriate documentation.

*Students seeking either option must have a full schedule, no holes in their schedule, nor be enrolled as a teacher assistant, have early or late arrival, and are required to earn all credits required for graduation.



VII. Demonstrating Competency/Proficiency in the Arts

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in art skills. Students may demonstrate competence in the following ways:

1. The Student may recover 1 art credit following a failed or incomplete art course if the student meets standard on another approved state alternative that meets the graduation requirement.
2. The student may recover 1 credit following a failed or incomplete Art course if the student meets standard on an end-of-course exam from an Art course (where an end-of-course exam is available);
3. The student may obtain 1 art credit for passing a district-created assessment that is aligned to the state learning standards, such as a portfolio of student work, locally created written or oral test, written report, student presentation or oral defense of their learning in the course, or a combination of assessment approaches. Students do not need to have attempted and failed a course before being eligible for this option.

Additionally, the student may demonstrate competency/proficiency in an art subject and be awarded credit via credit matching. If the student earns credit (D or higher grade) in the next-higher level course in that art subject or closely related subject, students will earn the same amount of credit they have met—0.5 credit for every 0.5 credit completed and 1.0 credit for every 1.0 credit completed.

VIII. Demonstrating Competency/Proficiency in Financial Education

The district will manage the assessment process so that students seeking -based competency-based credit can demonstrate competency/proficiency in financial education skills.

Students may recover credit by demonstrating competency/proficiency in the following ways:

1. The student may recover 1 financial education credit following a failed or incomplete financial education course if the student meets standard on an end-of-course exam for a financial education course (where an end-of-course exam is available); or
2. The Student may recover 1 financial education credit if the student meets standard on another approved state alternative that meets the graduation requirement.
3. The student may obtain 1 financial education credit for passing a district-created assessment that is aligned to the state learning standards, such as a portfolio of student work, locally created written or oral test, written report, student presentation or oral defense of their



learning in the course, or a combination of assessment approaches. Students do not need to have attempted and failed a course before being eligible for this option.

Additionally, the student may demonstrate competency/proficiency in a financial education course and be awarded credit via credit matching. If the student earns credit (D or higher grade) in the next-higher level course in that financial education subject or closely related subject, students will earn the same amount of credit they have met—0.5 credit for every 0.5 credit completed and 1.0 credit for every 1.0 credit completed.

IX. Demonstrating Competency/Proficiency in Integrated Environmental and Sustainability Education

Students may obtain 1 integrated environmental and sustainability education credit for passing a district-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options. Students may demonstrate competency/proficiency in the following ways:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district; or
- [other locally developed methods.]

Additionally, the student may demonstrate competency/proficiency in an integrated environmental and sustainable course and be awarded credit via credit matching. If the student earns credit (D or higher grade) in the next-higher level course in that integrated environmental and sustainable subject or closely related subject, students will earn the same amount of credit they have met—0.5 credit for every 0.5 credit completed and 1.0 credit for every 1.0 credit completed.

X. 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 1 credit in English language arts, math, science or social studies for achieving a passing score on a GED test in that subject area. Additionally, any student may obtain .5 for successfully completing a course or courses in preparation for taking a GED test.

For students in or from institutional education facilities, the district will award at least one 1 credit for achieving a passing score on the English language arts, math, science or studies section of a GED test. The district will also award students in or from institutional education facilities additional .5 credit for successfully completing a course or course in preparation for taking a GED test.



Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.