DEPARTMENT OF OREGON EDUCATION

CREDIT FOR PROFICIENCY GUIDELINES FOR SCHOOL DISTRICTS

Revised April, 2009

POLICY DEVELOPMENT	In December 2002, the State Board of Education approved the following policy: *"Districts may award credit based on proficiency"* as an option for school districts. In January 2007, the State Board of Education approved a more extensive policy as a part of recommendations for the Oregon Diploma: *"A key feature of the future diploma will be wider use of proficiency, ensuring that all students will have the opportunity to choose to earn credit by demonstrating proficiency."* In April 2009, the State Board of Education adopted revisions to the Credit Options OAR indicating district credit options. (See text of OAR below.)
PURPOSES	Oregon's standards-based system provides students opportunities to earn graduation credits by demonstrating what they know and can do. The proficiency-credit option has three guiding purposes. • To offer flexibility to districts and schools as they meet each student's diverse needs, interests, and level and rate of learning • To create additional options for students based on Oregon's high standards and broad accountability system. • To empower and encourage local decision-making and creativity.
DEFINITIONS & TERMS	Credit for Proficiency: Units or part units of required and elective graduation credit awarded to students who demonstrate proficiency or mastery* of recognized standards** through sufficient and appropriate assessment evidence***. Students may demonstrate proficiency inside the traditional classroom, outside of the traditional classroom where hours of instruction may vary, through documentation of prior learning, by appropriate examination, or by any combination thereof. *defined levels of performance reflective of state, local, or national criteria **e.g., state content standards and essential skills, industry-based knowledge and skills, other national or international standards *** quantity and quality of student work which demonstrates what students know and are able to do (e.g., tests, work samples, projects, daily assignments)

| OREGON ADMINISTRATIVE RULES (OARS) | **Credit Options (581-022-1131)**

(1) A school district or public charter school shall grant required and elective credit towards the diploma or a modified diploma, provided the method for accruing such credit is described in the student's personal education plan and the student earns the credit by meeting the requirements of one or more of the options described in this rule.

(2) Each school district or public charter school shall offer students the option for earning each credit required for the diploma or a modified diploma by successfully completing classroom or equivalent work (e.g., supervised independent study, career-related learning experiences, project based learning) in a course of at least 130 clock hours in accordance with OAR 581-022-0102. The classroom or equivalent work must meet Common Curriculum Goals and academic content standards required by OAR 581-022-1210.

(3) In addition to the option of earning credit required by section (2) of this rule, a school district or charter school may offer one or more of the options described in section (4) of this rule for earning credits. The school district or charter school must identify by district or school policy which options are available to students for earning credits.

(4) A school district or charter school may grant credit to a student if the student demonstrates defined levels of proficiency or mastery of recognized standards (e.g., state academic content standards and essential skills, industry-based or other national or international standards) by any one or more of the following options:

(a) Successfully completes classroom or equivalent work designed to measure proficiency or mastery of identified standards (knowledge and skills) in class or out of class, where hours of instruction may vary;

(b) Successfully passes an appropriate exam designed to measure proficiency or mastery of identified standards (knowledge and skills);

(c) Provides a collection of work or other assessment evidence which demonstrates proficiency or mastery of identified standards (knowledge and skills); and

(d) Provides documentation of prior learning activities or experiences which demonstrates proficiency or mastery of identified standards (knowledge and skills) (e.g., certification of training, letters, diplomas, awards, etc.); or

(e) Successfully completes a combination of the options set out in section (2) and this section of this rule.

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Stats. Implemented: ORS 326.051
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GUIDING QUESTIONS FOR SCHOOL DISTRICTS	*Guiding questions are intended to help districts:* • create, approve, implement, and evaluate local policies for issuing graduation credits based on proficiency; • explain their policies to students, educators, community members and others; • analyze, evaluate, and take future action on their policies; • build support for their policies; and • to be able to assure that their credit for proficiency policies are in compliance with Oregon Statutes and Administrative Rules relating to proficiency credit.
LOCAL POLICY AND PROCEDURES	Credit for proficiency policies and procedures are created and implemented locally as indicated in <u>OAR 581-022-1131(3)</u> above.

GUIDING QUESTIONS

The following guiding questions to assist school district personnel as they craft local policy and procedures were developed by the Credit for Proficiency Task Force to update those formulated for districts in 2003. This group of questions is followed by a similar, but more detailed set to aid in developing a comprehensive local policy. The questions are not all inclusive as each district will have its own unique situation.

1. How, when, and where will all students have opportunities to earn credit for proficiency?
2. How will the policy help provide students proficiency opportunities in-class, out-of-class, or through prior learning to earn a diploma? A modified diploma?
3. How will the policy align with and support state content and performance standards, career area skills sets, industry-based or other locally or nationally recognized standards appropriate to the designated credit?
4. How will the policy support the use of statewide, local, or national assessment systems to evaluate the level of student proficiency?
5. How will the district ensure comparability of assessment to standards for levels of proficiency and sufficiency across the system?
6. How will the policy provide students opportunities to develop their personal education plans and education profiles?
7. How will the policy help students to demonstrate proficiency the Essential Skills?
8. How will the policy help to qualify students to be admitted to institutions of higher education?
9. How will the policy help students qualify to be admitted into internship programs or other workforce training opportunities?
10. How will the policy help students to earn credit for career and technical education?
11. How will students who demonstrate appropriate levels of proficiency in grade 8 or below be granted high school credit for graduation?
12. How will proficiency credits be transcripted?
13. In what time-frame will the policy be phased in?
14. Who will be authorized to grant credit for proficiency?
15. How will the policy be communicated? (video, tutorials, newsletters, etc)

16. What evidence of support is there for the policy?
17. How will support for the policy be enhanced throughout the community and district?
18. When and how will the policy implementation be analyzed and evaluated? At what stages will data be analyzed and evaluated?
19. How will students who have gained success through proficiency be tracked in their next steps?
20. What staff development or training will be required? With what partners can the district collaborate to provide training?
21. What resources can be leveraged to provide funding for staff development?
22. What other resources will be needed to effectively implement credit for proficiency?
23. What other questions will your district need to answer before drafting its credit for proficiency policy?

DETAILED QUESTIONS

1. **How, when, and where will all students have opportunities to earn credit for proficiency?**
   - How will students learn knowledge and skills and demonstrate performance and achievement in ways that may not be dependent on "seat time"?
   - How may the learning and demonstrations happen both within and beyond the school?
   - How will the policy provide opportunities for students who have special needs, individual education plans, or 504 plans?
   - How will it provide opportunities for English Language Learners?
   - How will it provide opportunities for homeless or highly mobile students?

2. **How will the policy help provide students proficiency opportunities in-class, out-of-class, or through prior learning to earn a diploma? A modified diploma?**
   - How will the policy align with the state diploma requirements that are in effect beginning with the graduating class of 2010?
   - How will student access to proficiency options for both core and elective credits be assured?

3. **How will the policy align with and support state content and performance standards, career area skills sets, industry-based or other locally or nationally recognized standards appropriate to the designated credit?**
   - How will the policy align to state and local proficiency and sufficiency (e.g. the amount of evidence needed to make a valid, reliable proficiency decision) standards?

4. **How will the policy support the use of statewide, local, or national assessment systems to evaluate the level of student proficiency?**

5. **How will the district ensure comparability of assessment to standards for levels of proficiency and sufficiency across the system?**

6. **How will the policy provide students opportunities to develop their personal education plans and education profiles?**

- How will the policy provide students opportunities to pursue their personal needs, interests, and goals by focusing on specific academic and career interests (e.g. by demonstrating proficiency in one content area and taking more classroom instruction in another)?
- How will the policy provide students opportunities to pursue their personal interests and goals through partnerships with businesses, government agencies, non-profit organizations, community colleges, universities, or others identified in the students' education plans (e.g. dual credit classes, work experiences, mentorships)?

7. **How will the policy help students to demonstrate proficiency the Essential Skills?**

8. **How will the policy help to qualify students to be admitted to institutions of higher education?**
   - How will the credit for proficiency policy offer students opportunities to meet or exceed post-secondary requirements?

9. **How will the policy help students qualify to be admitted into internship programs or other workforce training opportunities?**

10. **How will the policy help students to earn credit for career and technical education?**
11. **How will students who demonstrate appropriate levels of proficiency in grade 8 or below be granted high school credit for graduation?**

12. **How will proficiency credits be transcripted?**
    - Will proficiency credits be transcripted differently than traditional credits?
    - If so, for what purpose?
    - Will opportunities be provided for students to take more advanced classes?

13. **In what time-frame will the policy be phased in?**
    - What will be the phase-in schedule?
    - Will the options begin in elective classes, required classes, or both?
    - Will the options be phased in at certain grades or ranges of grades?
    - Will it be part of a consortium or regional policy (e.g. with neighboring or regional districts)

14. **Who will be authorized to grant credit for proficiency?**
    - Will school or district administrators be authorized to grant proficiency credits?
    - Will individual teachers or groups of teachers be authorized to grant proficiency credits?
    - How will content area teachers and career and technical education teachers collaborate to give appropriate applied academic credit?

15. **How will the policy be communicated? (video, tutorials, newsletters, etc)**
    - To students?
    - To parents and guardians?
    - To licensed and classified staff?
    - To others?

16. **What evidence of support is there for the policy?**
    - From students?

- From parents and guardians?
- From licensed and classified staff?
- From administrators?
- From the public?

17. How will support for the policy be enhanced throughout the community and district?

18. When and how will the policy implementation be analyzed and evaluated? At what stages will data be analyzed and evaluated?
- After a certain time period?
- Who will do the analysis and evaluation, and what methods and measures will be used?

19. How will students who have gained success through proficiency be tracked in their next steps?

20. What staff development or training will be required? With what partners can the district collaborate to provide training?

21. What resources can be leveraged to provide funding for staff development?

22. What other resources will be needed to effectively implement credit for proficiency?

23. What other questions will your district need to answer before drafting its credit for proficiency policy?