Credit for Proficiency Taskforce

Policy Guideline Questions for School Districts
September, 2008

Introduction: The following questions may assist school districts as they develop a Credit for Proficiency policy.

1. **How, when, and where will each and every student have opportunities to earn credit for proficiency?**
   - How will students learn knowledge and skills, and demonstrate 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 the policy provide opportunities for English Language Learners?
   - How will the policy 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 standards, standards of performance, 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)?

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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 students who demonstrate appropriate levels of proficiency in grade 8 or below be granted high school credit for graduation?**

11. **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?

12. **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)

13. **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?

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

15. **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?

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

17. 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?

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

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

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

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

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