



# Credit Options: Credit for Prior Learning

## Credit for Prior Learning

Credit for Prior Learning is a way to obtain credit for documented proficiency of identified standards that occurs outside of the courses offered at a high school. Prior learning is the knowledge and skills gained through work, life experience and formal and informal education and training. It is up to the district to decide whether to award credit for prior learning and how that prior learning would affect a student's placement.

### Examples of Credit for Prior Learning

- ELA credit through a portfolio of writing samples produced as a result of summer writing workshops.
- CTE credit for welding based on an American Welding Society certification and grades earned while taking welding classes in another high school.
- Science credit for a documented research internship at a university or business.
- Awarding equivalent credit from a home school setting to a public high school.
- Awarding equivalent credit for a student who is transferring from another public high school particularly in a situation where the transferred credits do not fully align with the courses offered at the current high school.

### Special Considerations

Credit for Prior Learning acknowledges the skills and talents students have developed in settings that are not directed by the student's current school. To assure rigor and relevance in awarding high school credit, the school/district should consider the following recommendations:

1. Develop a written policy in advance that addresses process and any limitations on Credit for Prior Learning including how the credit is posted on a transcript and how it is used for student placement.
2. Identify specific content standards that need to be addressed in the evidence provided by a student.

3. Select appropriate collections of evidence to indicate that learning has happened. The options for collections of evidence allow for deeper, authentic learning while taking into account the learner’s skills and interests, thereby fostering a sense of ownership over their learning experience. These can include the following:
  - Collections of Evidence (portfolios)
  - Reports, journals, and/or reflections
  - Summary and documentation of a project related to school, a student organization, or a workplace activity, evaluation, and documentation of a workplace activity
  - Summary and documentation of a community-based project related to a community problem or need
  - Work Sample or other evidence from a performance assessment (e.g., validated Technical Skills Assessment, industry assessment such as would be provided by Adobe, Microsoft, American Welding Society (AWS), or the National Institute for Metalworking Skills (NIMS))
  - Technical or research report with documentation of work and reflection
  - Reflection piece or personal statement accompanied by a sample of work
  - Storyboard, artwork, photo collections, or a PowerPoint presentation accompanied by a description of the work
  - Video or audio presentation
4. Evaluate the learning using a robust process such as an ODE- or district-approved scoring rubric.

## Resources

ODE scoring guides for Essential Skills can be used to assess proficiency.

[Oregon Essential Skills](#)

Information on Credit for Prior learning at Oregon postsecondary institutions

[Policy & Collaboration - Credit for Prior Learning](#)