

### **Credit for Proficiency: High School Level Credit**

Students are awarded credit for successful demonstration of knowledge and skills that meet or exceed defined levels of performance. Most students will demonstrate the necessary proficiency and earn credit through courses taken as part of the regular school program (high school curriculum, programs of study, coursework, etc.). In addition, students will have opportunities to earn credit outside of these traditional settings through demonstration of proficiency of identified knowledge, skills and standards.

Students may demonstrate proficiency through classroom work, documentation of learning experiences outside of school, or a combination of these methods. Fractional credits may be allowed. Student's education plan and profile will determine the balance of credit earned by proficiency and by state instructional hours.

Proficiency is defined as sufficient evidence of student-demonstrated knowledge and skills that meet or exceed defined levels of performance. The intent of offering credit for proficiency is to:

1. Value all learning achieved by individual students.
2. Personalize and bring increased relevance to a student's high school education.
3. Encourage student engagement in learning beyond the classroom in real-world contexts.
4. Provide more options for students.

#### **Prior Learning Credit for Proficiency**

Students may provide documentation of prior learning activities or experiences which demonstrates proficiency or mastery of identified standards (knowledge and skills).

#### **Out-of-Class / Off site Credit for Proficiency**

Credits earned through proficiency options outside the regular high school program that meet requirements for an existing course offered at Lebanon High School will be assigned a "Pass" grade.

Credit for course work completed prior to high school (e.g., at the middle school level) will be transcribed, upon request, during the student's senior year. Records of successful completion will be maintained by the student's counselor and/or the registrar in the student's file. (*See Form 3*)

Credits earned for community-based learning which do not align to an existing course will earn a "Pass" grade.

#### **Process for earning credit through Out-of-Class or Prior Learning:**

Students will submit a *collection of proficiency evidence* that conforms to the criteria for the course according to the school's timelines. School staff will review the evidence to determine whether the evidence satisfies the proficiency criteria for the course. If approved credit will be awarded and placed on the student's transcript.

Students will be notified within 30 days if the *collection of evidence* is approved or denied. If the collection is denied, the specific reason(s) will be discussed with the student with the possibility of resubmission. The school decision is final and may not be appealed.

#### **In-Class Credit for Proficiency**

A syllabus (or planned course statement—*see Form 1*) shall be submitted for approval to the building administrator and the Director of Student Achievement. The document must detail the following:

1. The Learning **standards:** What students are expected to know and be able to do (e.g. content standards, essential skills, industry-based knowledge and skills),

2. The required **proficiency**: The defined levels of achievement based on state and local criteria (e.g. state scoring guides, classroom rubrics, national or industry-based criteria),
3. The **assessment evidence**: Quantity and quality of student work which demonstrates proficiency or mastery of identified standards (e.g. tests, work samples, projects, daily assignments) and the amount of credit to be awarded.

### **Credit for Demonstrating Mastery Through Examination**

When available, a student may be able to challenge a course and earn credit by meeting standards through an approved assessment. Assessments must be approved by the department and the building administration.

### **Maximum Credit for Proficiency**

Students may earn a combined maximum of three (3) total proficiency-based credits applicable towards meeting graduation requirements from Lebanon High School.

A waiver of these criteria may be considered for transfer students as determined by the high school principal.

**Credit for Proficiency Proposal: In Class Proficiency**

**Course Title** \_\_\_\_\_ **NCES Code(s):** \_\_\_\_\_ **Date** \_\_\_\_\_

**Content Area:** \_\_\_\_\_ **Teacher's Name:** \_\_\_\_\_

**Proposed Credit**  0.25 credit  0.50 credit  1.0 credit  Other (list) \_\_\_\_\_

**Grade Level**  9<sup>th</sup>  10<sup>th</sup>  11<sup>th</sup>  12<sup>th</sup>  All **Grade Option:**  P/NP  A/B/C/D

**Course Syllabus**

*(aka Planned Course Statement)*

**Provide the information below and attach additional documents that support the request.**

**Course Overview** Provide a brief description of the course or proficiency activity.

**Prerequisites:** List any prerequisites if applicable.

**Learning standards/targets:** What are students expected to know and be able to do?  
*Using the Oregon Standards and other appropriate documents, list all related content standards, essential skills, industry-based knowledge and skills that .are the focus of the course or activity.*

**Required level of proficiency:** The defined levels of achievement based on state and local criteria  
*Using appropriate assessment tools such as state scoring guides, classroom rubrics, national or industry-based criteria, describe what level indicates proficiency.*

**Assessment evidence:** Describe the quantity (sufficiency) and quality (proficiency) of student work which will demonstrate proficiency or mastery of identified standards  
*Describe the types and amount of assessment that will be used to determine proficiency. For example, multiple choice or short answer tests, work samples, written essays, projects, daily assignments, etc.)*

**Scope and Sequence:** Attach a scope and sequence or course outline.

## TEACHER CHECKLIST

To ensure that the appropriate steps have been taken to submit a class for “Credit for Proficiency”, please follow the steps below:

	<b>Activity</b>	<b>Date Completed</b>
<input type="checkbox"/>	Administrative Approval for Course or Proficiency Credit Activity	
<input type="checkbox"/>	Levels of sufficiency, proficiency and rigor for student performance discussed and approved by Department Chair	
<input type="checkbox"/>	Planned Course Statement/Syllabus completed and submitted for review to Administration and Department Chair (if appropriate)	
<input type="checkbox"/>	Obtained appropriate NCES code(s) from registrar	
<input type="checkbox"/>	Counseling staff notified of course requests	
<input type="checkbox"/>	Student contract signed	
<input type="checkbox"/>	Course expectations submitted to counselor(s)	

**Credit for Proficiency: Request for Pre-High School work**

**Attach a copy of the Middle School Transcript.**

**PLEASE NOTE:** Credit is transcribed during the senior year ONLY and ONLY upon request.

**Student's Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Course Title:** \_\_\_\_\_ **Middle School where completed:** \_\_\_\_\_

**Type of credit:** \_\_\_\_\_ **MS Teacher's Name:** \_\_\_\_\_

**Proposed Credit**     0.25 credit     0.50 credit     1.0 credits     \_\_\_\_\_

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Teacher's Signature:**

**For Office Use Only** -----

**Date Received:** \_\_\_\_\_

**Approval Status**     Credit approved  
                               Credit denied

**Administrator Signature:** \_\_\_\_\_

**Amount of Credit:** \_\_\_\_\_

**Type of Credit:** \_\_\_\_\_

**Date Transcribed:** \_\_\_\_\_

**Transcribed by:** \_\_\_\_\_

**Parent/Student contacted:** \_\_\_\_\_

**Date/type of contact:** \_\_\_\_\_