

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 Long Term Care and Treatment Education Program 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. Records of successful completion will be maintained by the student's counselor and/or 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. 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 teacher 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 Long Term Care and Treatment Education Program.

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:** 9th 10th 11th 12th All **Grade Options:** 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.

CREDIT FOR PROFICIENCY TEACHER CHECKLIST

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

	Activity	Date Completed
<input type="checkbox"/>	Administrative Approval for Course or Proficiency Credit Activity	
<input type="checkbox"/>	Planned Course Statement/Syllabus completed and submitted for review to Administration	
<input type="checkbox"/>	Obtained appropriate NCES code(s)	
<input type="checkbox"/>	Counseling staff notified of course requests	
<input type="checkbox"/>	Student contract signed	
<input type="checkbox"/>	Course expectations submitted to administrator	

Credit for Proficiency: Request for Pre-High School Work

Attach a copy of the Middle School Transcript.

PLEASE NOTE: Credit is transcribed **ONLY** upon request.

Student's Name: _____ **Date:** _____

Course Title: _____ **Middle School & District Where Completed:** _____

Type of Credit: _____ **MS Teacher's Name:** _____

Proposed Credit: 0.25 credit 0.50 credit 1.0 credit _____

Student Signature

Teacher 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:** _____