

CREDIT FOR PROFICIENCY GUIDELINES FOR SCHOOL DISTRICTS

Credit for proficiency policy is a local option, not a mandate.
Districts may or may not elect to create, approve, and implement policies on issuing graduation credits based on proficiency.

POLICY	In December 2002, the State Board of Education approved the following policy: <i>“Districts may award credit based on proficiency”</i> as an option for school districts.
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. <ul style="list-style-type: none"> • 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.
DEFINITION	Proficiency is defined as sufficient evidence of student demonstrated knowledge and skills that meet or exceed defined levels of performance.
OREGON ADMINISTRATIVE RULES (OARS)	Districts may award credit for proficiency as an option described by the OAR below, adopted by the State Board of Education January 23, 2003. <u>Credit Options (581-022-1131)</u> (1) A school district shall grant credit for work satisfactorily completed in any district school, including an alternative education program as defined in ORS 336.615 and ORS 336.625, provided the method for accruing credit is described in the student’s personal education plan and the student either: (a) Successfully completes classroom or equivalent work (e.g., required and elective courses, 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; (b) Successfully completes a unit of credit where performance-based criteria acceptable to the school district are identified; or (c) Demonstrates competency or mastery of subject as defined by the school district by any one or more of the following as approved by the district: (A) Successfully passes an appropriate exam; (B) Provides sample of work or other evidence which demonstrates equivalent knowledge or skill; and (C) Provides documentation of prior learning activities or

	<p>experiences (e.g., certification of training, letters, diplomas, awards, etc.) or;</p> <p>(d) Successfully completes a combination of the requirements set out in subsections (1) (a-c) of this section.</p> <p>(2) A school district may grant credit for work satisfactorily completed in a GED preparation course of study, however, a school district shall not use the GED Tests or Sub Tests for the purposes of grade placement or promotion, as measures of student progress in instructional programs, as means of awarding academic credit (e.g., Carnegie units), or as a means of awarding alternative credentials to currently enrolled high school students.</p> <p>OAR 581-022-0102 (47) "Unit of Credit": Certification of a student's successful completion of classroom or equivalent work in a course of at least 130 clock hours, or equivalent as set out in OAR 581-022-1131.</p>
<p>GUIDING QUESTIONS FOR SCHOOL DISTRICTS</p>	<p>The questions on the following pages are offered as guidelines for districts that choose to consider, create, approve, implement, and monitor local policies for awarding credit for proficiency.</p> <p><i>Guiding questions are intended to help districts:</i></p> <ul style="list-style-type: none"> • 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.
<p>LOCAL POLICY AND PROCEDURES</p>	<p>Credit for proficiency policies and procedures are created and implemented locally.</p>

GUIDING QUESTIONS

The following guiding questions are provided to assist you in crafting your local credit for proficiency policy and procedures for your district schools. Each question below is followed on the next pages by a set of more detailed questions with an expandable textbox to record your responses. The questions are not all inclusive; you may have others. This format allows you to record and save your responses in a Word file.

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20. What assistance is needed from the Oregon Department of Education?
21. Who else can assist you in developing local policy and procedures?

DETAILED QUESTIONS WITH TEXTBOX

1. To what purposes or needs will the policy respond?

- Will the policy provide students opportunities to earn elective credits? Required credits? What specific content areas are addressed?
- Will it provide students opportunities to accelerate their learning or take advanced classes?
- Will the policy support the district's dropout reduction plan?
- Will it support the Consolidated District Improvement Plan? School improvement plans?

Response:

2. How, when, and where will 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?

Response:

3. How will the policy help provide students opportunities to earn a diploma?

- Will students have opportunities to earn elective credits? Required credits?
- How will the policy align with the state diploma requirements that are in effect beginning with the graduating class of 2007?
- **Minimum state diploma requirements by graduating class**
<http://www.ode.state.or.us/cimcam/adoptedDiplomaOARs03-21-02.pdf>

Response:

4. How will the policy align with and support state content and performance standards?

- How will opportunities to earn proficiency include instruction in state and local content and performance standards?
- How will the policy provide students opportunities to participate in the statewide and local assessment systems?
- How will the policy align to state and local sufficiency standards (e.g. the amount of evidence needed to make a valid, reliable proficiency decision)?

Response:

5. How will the policy provide each student opportunities to earn the CIM?

- **CIM implementation timeline and requirements**

<http://www.ode.state.or.us/cifs/cim/>

Response:

6. How will the policy help provide students opportunities to earn the CAM?

- **CAM implementation timeline and requirements**

<http://www.ode.state.or.us/cimcam/pdfs/CamGuideNov2002.pdf>

Response:

7. 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 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)?

- **Education plan and education profile implementation timeline and requirements**

<http://www.ode.state.or.us/cimcam/pdfs/CamGuideNov2002.pdf>

Response:

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 PASS proficiencies?

- **Oregon University System**

<http://www.ode.state.or.us/links/pubcollegesuniv.htm>

- **Oregon PASS proficiencies**

<http://www.ous.edu/pass/>

- **Oregon Department of Community Colleges & Workforce Development**

http://www.ode.state.or.us/opte/Community_Colleges/index.htm

- **Oregon private colleges and universities**

<http://www.ode.state.or.us/links/nonpubcollegesuniv.htm>

Response:

9. How will the policy help students to earn credit for technical training or experience?

- **Oregon Department of Community Colleges & Workforce Development**

http://www.ode.state.or.us/opte/Community_Colleges/index.htm

➤ **Office of Professional Technical Education**

<http://www.ode.state.or.us/opte/>

Response:

10. How will the policy be available to each student?

- How will the policy provide opportunities for students w 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?

Response:

11. How will the policy align with ADM reporting requirements?

- Will all students be claimed for full time equivalents?
- Will some students be claimed for part time program ADM?

➤ **Student Personnel Accounting Manual**

Response:

12. How will proficiency credits be transcribed?

- Will proficiency credits count toward diploma graduation?
- Will proficiency credits be transcribed but not count toward diploma graduation?
- Will proficiency credits be transcribed both ways?
- Will opportunities be provided for students to take more advanced classes?

Response:

13. How will the policy be implemented?

- In elective classes, required classes, or both?
- Will the policy be implemented at certain grades or ranges of grades?
- Will it be phased in over time?
- Will it be implemented for a fixed time trial basis?
- Will it be part of a consortium or regional policy (e.g. with neighboring or regional districts)

Response:

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?

Response:

15. How will the policy be communicated?

- To students?
- Parents and guardians?
- Licensed and classified staff?

- Others?
- Response:

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?

Response:

17. When and how will the policy implementation be analyzed and evaluated?

- After a certain time period?
- Who will do the analysis and evaluation, and what methods and measures will be used?

Response:

18. What staff development or training will be required?

Response:

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

Response:

20. What assistance is available from the Oregon Department of Education?

- Please direct questions for the Oregon Department of Education about proficiency credit to:
Cliff Brush, cliff.brush@state.or.us or Theresa Levy, Theresa.levy@state.or.us

Response:

21. Who else can assist you in developing local policy and procedures?

Response: