



## INSTRUCTION

### World Language Mastery-Based **Learning and** Credit

#### World Languages Credit for Mastery/Proficiency

##### Definition

For the purposes of this procedure, a world language is **described** ~~defined~~ according to the definition used by the Higher Education Coordinating Board as “[a]ny natural language that has been formally studied [...], including American Sign Language (AMESLAN, the language of the deaf community), **American Indian/Alaskan Native Tribal Languages**, and languages no longer spoken, such as Latin and ancient Greek. However, neither computer ‘languages’ nor forms of deaf signing aside from AMESLAN are acceptable.

##### Demonstrating Mastery/Proficiency in a World Language

Students can earn world language mastery-based credit for oral only **and/or visual only** languages. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- **Performance-based:** The student may recover up to 1.0 world language credit following a failed or incomplete world language course if the student meets standard on an end-of-course exam from a world language course (where an end-of-course exam is available); or
- **Proficiency-based:** The student may recover up to ~~1.0~~ **four (4)** world language credits following a failed or incomplete world language course if the student meets standard on another approved state alternative that meets the graduation requirement.

##### World Language Proficiency Test

**The State Board of Education (SBE) in consultation with the Office of Superintendent of Public Instruction (OSPI) determines what constitutes a passing or proficient score for world language proficiency tests. Any S**students may obtain (1) world language credit for achieving a passing score on a world language proficiency test. **Additionally, any student may obtain up to 1.0 credit for successfully completing a course or courses in preparation for taking a world language proficiency test. A passing score (HB 1295) will be determined by the State Board of Education in consultation with the Office of the Superintendent of Public Instruction (OSPI). For students in or from institutional education facilities, the district will award at least one (1) world language credit upon the student’s meeting the standard established by SBE. The district will also award students in or from institutional education additional credit for successfully completing a course or courses in preparation for taking a world language proficiency test.**

Students may obtain up to 1.0 world language credit for passing a district-created assessment that is aligned to state learning standards. **Tribes are the sole determiner of language proficiency for Tribal languages.** Students do not need to have attempted and failed a course before being eligible for these options:

- Locally created written or oral test;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills; or
- A combination of assessment approaches, as defined by the district.

### Equivalency Course of Study

Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with [Board Policy 2409](#) – Granting Equivalency Credit and [WAC 392-410-300](#).

~~Successful completion of a course to prepare for a world language proficiency test:  
Students may receive credits for successfully completing a course or courses in preparation for taking a course to prepare for a world language proficiency test ([HB 1295](#) Section 4).~~

### Successful Completion of Next Higher-Level Course

Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in the following world language courses if the student achieves a C or higher grade in the next-higher level course:

- |               |               |
|---------------|---------------|
| • Chinese I   | • German I    |
| • Chinese II  | • German II   |
| • Chinese III | • German III  |
| • French I    | • Spanish I   |
| • French II   | • Spanish II  |
| • French III  | • Spanish III |

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency across language skills. Assessments will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure consistency across languages. The district will accept the following assessment instrument(s) **from the list of approved [World Language Proficiency Assessment Options](#) maintained by OSPI.** ~~to establish proficiency.~~

- ~~1. Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is available.~~
- ~~2. ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) in reading, writing, speaking, and listening for all languages for which it is available.~~
- ~~3. ACTFL Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer-Based (OPIc) and Writing Proficiency Test (WPT) or ALTA Language tests for languages for which STAMP or ACTFL AAPPL are not available.~~
- ~~4. For languages that do not currently have a nationally available proficiency-based assessment, the district will work with local language communities and OSPI to develop a collection of evidence process, such as a Proctored Writing Test and Proctored Oral Language Test, aligned with ACTFL Proficiency Guidelines.~~
- ~~5. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place with the First Peoples' Language and Culture Certificate. Native/Tribal language students will have their proficiency determined by each Tribe.~~

All 29 federally recognized Tribes within Washington State are sovereign nations and therefore have control and authority over and around their Tribal language; this includes teaching, learning, and earning credit. Tribes are the sole determiner of language proficiency for Tribal languages. For languages of Washington's 29 federally-recognized Tribes, the district will ensure educators are First Peoples' Language, Culture and Oral Traditions certified. The district will reach out to the Office of Native Education for assistance collaborating with partner tribe(s). For Native and Tribal languages that are outside of Washington's 29 federally recognized Tribes, the district will consult the Office of Native Education.

## Determining Mastery and Credit Equivalencies

The district will award one **(1)** or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:

1. Novice Mid—one **(1)** credit (Carnegie Unit)
2. Novice High—two **(2)** credits
3. Intermediate Low—three **(3)** credits
4. Intermediate Mid—four **(4)** credits

Since students may demonstrate varied levels of proficiency across skills, credits will be awarded based on the lowest common level of proficiency demonstrated across the skill areas.

Tribes determine a student's proficiency in the Tribal language and will recommend to the district the number of credits earned.

## Demonstrating Proficiency and Determining Credit Equivalencies: Other Assessments

In addition, the district will accept the following assessments to establish proficiency:

1. The Sign Language Proficiency Interview for American Sign Language (SLPI ASL), offered through the North Carolina American Sign Language Teachers Association (ASLTA). The district will award credits based upon the student demonstrating an overall proficiency level according to the following SLPI ASL score levels:
  - a. Survival—one **(1)** credit (Carnegie Unit)
  - b. Survival Plus—two **(2)** credits
  - c. Intermediate—three **(3)** credits
  - d. Intermediate Plus—four **(4)** credits
2. Advanced Placement Language Exam in a language other than English. A student demonstrates proficiency by earning the following Advanced Placement scores:
  - a. Exam score of three **(3)**, four **(4)**, or five **(5)**—four **(4)** credits

## Offering Testing Opportunities

The district will manage the assessment process so that students have multiple opportunities to take or retake the assessment(s) required to demonstrate proficiency. Assessments must be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the assessments are offered, which could include individual schools, district buildings, community colleges, universities, educational service districts, or other community settings. **For Tribal languages, the Tribes determine assessment opportunities for demonstration of proficiency.**

## Arranging and Paying for Assessments

Students or guardians who desire to establish World Language proficiency through assessment options are responsible for scheduling, participating and providing official documentation of their scores to the district. Students and guardians are responsible for any financial cost of taking the assessment.

The district will provide students with information regarding district assessment opportunities and will set a fee for the assessments to cover administrative costs and test fees. Fees may vary depending upon the assessments costs ([6115S Fees, Fines and Charges](#)). **As feasible, the district will aim to provide assessment equity due to varying costs for assessments based on language. The district may use Title 1, Part A funds to pay for these assessments.**

Students may also make personal and independent arrangements for the above listed assessments when that option for assessment is available. The assessments must be offered in a proctored setting with appropriate technology. The district must approve the site(s) where the assessments are offered, which could include individual schools, district buildings, community colleges, universities, educational service districts, or other community settings.

# IN REVISION

2415P

Page 5 of 7

## Reporting Results

The district will receive official test results for each student participating in the assessment process. The district will provide a letter to the student with a copy of the test results and an indication of how many world language credits, if any, may be awarded. If requested by the student, credits will be awarded with a satisfactory (S) grade. Students must complete the Everett Public Schools Student Request for Approval of Credit for Proficiency in a World Language form and provide the original score reports and official documentation to the school's registrar.

**The district will strive to have all results reported to the state by August 31 of the concluding school year.**

## Cultural Responsiveness and Equity

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Cross reference: [Board Policy 2415](#)

World Language Mastery-Based **Learning and Credit**

Adopted: June 2012

Revised: November 2015

Revised: March 2021

Revised: September 2021

**PROPOSED: November 2022**

# IN REVISION



2415P  
Page 6 of 7

## Everett Public Schools Student Request for Approval of Mastery-Based Credit in a World Language

Date: \_\_\_\_\_ School: \_\_\_\_\_

Student Name: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Address: \_\_\_\_\_ Student ID: \_\_\_\_\_

Email: \_\_\_\_\_ Year of Graduation: \_\_\_\_\_

I am requesting approval for \_\_\_\_\_ credits of \_\_\_\_\_  
Number of credits Language

Please list the name of the district-approved assessments you took, the date you took them, the institution where you took the test, and the scores you earned. Be sure to include the score for each test, including reading, writing, listening, and speaking.

Assessment (e.g., STAMP Reading)	Date	Institution	Score

For the district-approved assessment(s) I took, I am requesting that the equivalent world language credits be posted to my permanent high school transcript with a grade of satisfactory (S). I have attached the original score reports and official documentation.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

By signing below, I am requesting that the equivalent world language credits be added to my child's permanent high school transcript with a grade of satisfactory (S).

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this completed form, the original score reports, and official documentation to the school's registrar.

Adopted: November 2015  
Revised: March 2021



## Everett Public Schools Conditions for Approval of World Language Mastery-Based Credit

Everett Public Schools will grant credit toward high school graduation for language proficiency provided that:

1. The assessment(s) is one from the list of approved World Language Proficiency Assessment Options maintained by OSPI, approved by the district from the list below:
  - a. ~~Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is available.~~
  - b. ~~ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) in reading, writing, speaking, and listening for all languages for which it is available.~~
  - c. ~~ACTFL Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer-Based (OPIc) and Writing Proficiency Test (WPT) or ALTA Language tests for languages for which STAMP or ACTFL AAPPL are not available.~~
  - d. ~~For languages that do not currently have a nationally available proficiency-based assessment, the district will work with local language communities and the Office of the Superintendent of Public Instruction (OSPI) to develop a collection of evidence process, such as a Proctored Writing Test and Proctored Oral Language Test, aligned with ACTFL Proficiency Guidelines.~~
  - e. ~~OSPI and the federally recognized Tribes in Washington have a language proficiency system in place with the First Peoples' Language and Culture Certificate. Native/Tribal language students will have their proficiency determined by each Tribe.~~
  - f. ~~The Sign Language Proficiency Interview for American Sign Language (SLPI-ASL).~~
  - g. ~~The Advanced Placement Language Exam in a language other than English.~~
2. The student has provided official documentation of scores earned that show an overall proficiency level according to the established guidelines:
  - a. ACTFL Proficiency Guidelines as follows: Novice Mid—one **(1)** credit (Carnegie Unit); Novice High—two **(2)** credits; Intermediate Low—three **(3)** credits; Intermediate Mid—four **(4)** credits.  
**Note:** Since students may demonstrate varied levels of proficiency across skills, credits will be awarded based on the lowest common level of proficiency demonstrated across the skill areas.
  - b. SLPI ASL score levels as follows: Survival—one **(1)** credit (Carnegie Unit); Survival Plus—two **(2)** credits; Intermediate—three **(3)** credits; Intermediate Plus—four **(4)** credits.
  - c. Advanced Placement Language Exam score of 3 **(3)**, 4 **(4)**, or 5 **(5)** —four **(4)** credits.
3. If taken outside the district, the district-approved assessment was offered in a proctored setting with appropriate technology, and the district approves of the site(s) where the assessments were offered, including individual schools, district buildings, community colleges, universities, educational service districts, or other community settings.