



INSTRUCTION

Mathematics Mastery-Based Learning and Credit

Demonstrating Mastery/Proficiency in Mathematics

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in mathematics. 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:

- The student may recover up to 1.0 mathematics credit following a failed or incomplete mathematics course if the student meets standard on a state assessment in the equivalent mathematics subject;
- The student may recover up to 1.0 mathematics credit following a failed or incomplete mathematics course if the student meets standard on an end-of-course exam for a mathematics course (where an end-of-course exam is available); or
- The student may recover up to 1.0 mathematics credit following a failed or incomplete mathematics course if the student meets standard on another approved state alternative that meets the graduation requirement.

General Education Development (GED) Test

The State Board of Education (SBE) in consultation with the Office of the Superintendent of Public Instruction (OSPI) determines what constitutes a passing score for a GED test. Any student may obtain (1) mathematics credit for achieving a passing score on a GED test ([HB 1295](#)) in mathematics. Additionally, any student may obtain up to 1.0 credit for successfully completing a course or courses in preparation for taking a GED test.

For students in or from institutional education facilities, the district will award at least one (1) mathematics credit for achieving a passing score on the mathematics section of a GED test. The district will also award students in or from institutional education facilities additional credit for successfully completing a course or courses in preparation for taking a GED test.

Other Assessments

Students may obtain up to 1.0 mathematics credit for passing a district-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options. **Students may gain the knowledge and skills to earn mastery/competency-based credits through learning experiences such as independent study or experiential education, including paid work.**

- Locally created written or oral test;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;

IN REVISION

2402P

Page 2 of 2

- 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 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 mathematics courses if the student achieves a C or higher grade in the next-higher level course:

- Algebra 1
- Geometry
- Algebra 2

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 2402](#)

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