INSTRUCTION

World Language Credit for Proficiency

Definition
For the purposes of this procedure, a world language is defined according to the definition used by the Higher Education Coordinating Board as a natural language that has been formally studied, including American Sign Language (AMESLAN, the language of the deaf community), 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 Proficiency in a World Language
Students may be awarded credit in a world language by establishing competency in a language other than English. 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) 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 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.

Determining Proficiency and Credit Equivalencies
The district will award one or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:

1. Novice Mid—one credit (Carnegie Unit)
2. Novice High—two credits
3. Intermediate Low—three credits
4. Intermediate Mid—four 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.
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 credit (Carnegie Unit)
   b. Survival Plus—two credits
   c. Intermediate—three credits
   d. Intermediate Plus—four 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, four, or five—four credits

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).

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.

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.

Cross Reference: Board Policy 2415 World Language Credit for Proficiency

Adopted: June 2012
Revised: November 2015
Everett Public Schools Student Request for Approval of Credit for Proficiency 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.

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<th>Assessment (e.g., STAMP Reading)</th>
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<th>Score</th>
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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__
Everett Public Schools

Conditions for Approval of World Language Credits for Proficiency

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

1. The assessment(s) is one approved by the district from the list below:
   a. Standards-based Measurement of Proficiency (STAMP) for all languages for which it is available
   b. American Council on the Teaching of Foreign Languages Assessment of Performance Toward Proficiency in Languages (ACTFL AAPPL) in reading, writing, and 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 Test for languages for which STAMP or ACTFL AAPPL are not available.
   e. The Sign Language Proficiency Interview for American Sign Language (SLPI ASL).
   f. 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 credit; Novice High – two credits; Intermediate Low – three credits; Intermediate Mid – four credits
      Note: 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 credit; Survival Plus – two credits; Intermediate – three credits; Intermediate Plus – four credits
   c. Advanced Placement Language Exam Score of 3, 4, or 5 – four 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.

Adopted: November 2015