

## **Credit for Proficiency (Version 2)**

### **Purpose**

The purpose of this policy is to provide opportunities to students to allow them to demonstrate the full extent of their knowledge and abilities and appropriate credit for their efforts outside the normal classroom environment. This policy directs district schools to:

1. Offer flexibility as they meet each student's diverse needs, interests, and levels and rate of learning;
2. Create additional options for students based on Oregon's high standards and broad accountability system;
3. Empower and encourage local decision making and creativity.

### **Definitions**

"Career development" is defined as "the exploration of personal interests and abilities with regard to career selection, and the development of tentative career goals."

"Career education" is defined as "a process for improving educational programs to enhance student understanding of and preparation for work and continuing career development."

"Career-related learning experiences" are defined as "structured student activities in the community, the workplace, or in school that connect academic content and career-related learning to real life applications. These experiences extend, reinforce and support classroom learning. They include, but are not limited to:

1. Workplace mentoring;
2. Workplace simulations;
3. School-based enterprises;
4. Structured work experiences;
5. Cooperative work and study programs;
6. On-the-job training;
7. Apprenticeship programs;
8. Service learning; and
9. Field-based investigations."

“Community partnerships” are defined as “collaborations to network resources to assist students to meet state and local standards and prepare students for post high school transitions. These partnerships include parents, students, business, education, government and community-based organizations.”

“High school” is defined as “any combination of grades 10 through 12 in districts providing a junior high school containing grade 9; any combination of grades 9 through 12 organized as a separate unit; grades 9 through 12 housed with grades K through 12; grades 7 or 8 through 12, if approved by the Oregon Department of Education.”

~~“Junior high school” is defined as “a secondary school composed of one or more of grades 7, 8, and 9 organized separately from other grades and approved by the Oregon Department of Education.”~~

“Middle school” is defined as “an organizational unit composed of any combination of grades 5, 6, 7, and 8 organized separately from other elementary grades and identified as a middle school with the Oregon Department of Education.”

“Proficiency” is defined as “~~sufficient evidence of student demonstrated~~ defined levels of mastery of recognized standards, including knowledge and skills ~~that meet or exceed defined levels of performance.~~”

“Unit of credit” is defined as “certification of a student's successful completion of classroom or equivalent work (e.g., independent study, work experience, research) in a course of at least 130 clock hours, or equivalent as set out in OAR 581-022-1131.”

## Criteria

A ~~{high school} {junior high}~~ and/or ~~{middle school}~~ student may receive proficiency credit towards a diploma or modified diploma when work ~~experience, prior or alternative education, or community service program provides sufficient evidence of knowledge or skill in a particular subject area that meets or exceeds the district’s academic standards.~~ demonstrates defined levels of proficiency or mastery of recognized standards, including knowledge and skills (e.g., state academic content standards and essential skills, industry-based or other national or international standards). The ~~{superintendent} {Board}~~ may require ~~the student to take and pass a competency or skills assessment, to provide work samples or other documentation of learning~~ the student to complete classroom or equivalent work; pass an appropriate exam; provide a collection of work or other assessment evidence; document prior learning activities or experiences, or to complete any combination of the above ~~to the satisfaction of the {superintendent}{Board}~~.

## Guidelines

The district recognizes that prior learning and work experience may provide learning that will be useful to the student’s current education and future career. [The district encourages career development counseling (see Board policy IJ – Guidance Program) and supports a student’s decision to pursue career education.]

Pursuant to OAR 581-022-1131, the district ~~or public charter school~~ may grant proficiency credit when:

1. ~~Work is completed satisfactorily in any district school, including an alternative education program as defined in ORS 336.615 and ORS 336.625, provided t~~The method for accruing such credit is described in the student’s personal education plan and the student either:
  - a. Successfully complete 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. The classroom or equivalent work must meet the Common Curriculum Goals and academic content standards required by OAR 581-02201210; or

- b. ~~Successfully completes a unit of credit where performance-based criteria acceptable to the district are identified;~~ or
- b. Demonstrates competency or mastery of subject defined levels of proficiency or mastery of recognized standards, including knowledge and skills (e.g., state academic content standards and essential skills, industry based, or other national or international standards) as defined by the district by any one or more of the following options as approved by the district:
  - (1) Successfully completes classroom or equivalent work in or out of class, where hours of instruction may vary;
  - (2) Successfully passes an appropriate exam;
  - (3) Provides ~~sample~~ a collection of work or other assessment evidence which demonstrates equivalent knowledge or skill; and
  - (4) Provides documentation of prior learning activities or experiences (e.g., certification of training, letters, diplomas, awards, etc.); or
  - (5) Successfully completes a combination of the requirements options set out in the above subsections (1)(a-e) of this section.

~~2. Work is completed satisfactorily in a GED preparation course of study; however, a district shall use the GED Tests of 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.~~

The Board may seek the advice of the superintendent, district staff, and the community in deciding which local programs, community partnerships and career-related learning experiences would provide valuable and comparable learning environment for students. The Board directs the superintendent to develop and maintain an administrative regulation that establishes criteria for granting proficiency.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.885](#)  
[ORS 332.107](#)  
[ORS 336.177](#)  
[ORS 336.615 - 336.665](#)

[OAR 581-022-0102](#)  
[OAR 581-022-1130](#)  
[OAR 581-022-1131](#)  
[OAR 581-022-1140](#)  
[OAR 581-022-1350](#)  
[OAR 581-023-0008](#)