

World Language Competency

World Languages Credit for Mastery/Proficiency

Definition:

For purposes of this procedure, a world language is 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), 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 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:

- The student may recover ____ [identify amount of credit-typical credit ranges from (.5) to (1) credit] world language credit following a failed or incomplete foreign language course if the student meets standard on an end-of-course exam from a foreign language course (where an end-of-course exam is available); or
- The student may recover ____ [identify amount of credit-typical credit ranges from (.5) to (1) credit] world language credit following a failed or incomplete foreign language course if the student meets standard on another approved state alternative that meets the graduation requirement;

World Language Proficiency Test: Students may obtain (1) world language credit for achieving a passing score on a world language proficiency test. A passing score will be determined by the State Board of Education in consultation with the Office of the Superintendent of Public Instruction.

Students may obtain [identify amount of credit-typical credit ranges from (.5) to (1) credit] foreign language 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. [Identify the options from the list below that are available/apply for your district]:

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

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 2413 – Equivalency Credit Opportunities [modify as accurate for your district] 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.

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 foreign language courses: **fill in or delete as accurate** if the student achieves a C or higher grade in the next-higher level course.

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 select the appropriate assessment instrument(s) from the following:

1.
 1. Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is available (as of 2011, Spanish, French, German, Italian, Japanese, Chinese). STAMP is offered by Avant Assessment (<http://avantassessment.com>).
 2. American Council on the Teaching of Foreign Languages (ACTFL) assessments Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer Based (OPIC) and Writing Proficiency Test (WPT) — for languages for which STAMP is not available or for which ACTFL assessments are deemed to be more appropriate. ACTFL assessments are offered through Language Testing International (<http://www.languagetesting.com>).
 3. Appropriate assessments for American Sign Language such as the Sign Language Proficiency Interview (SLPI).
 4. For languages that do not currently have any other nationally available proficiency based assessment, the district will work with local language communities and the Office of Superintendent of Public Instruction (OSPI) World Languages Program to develop a collection of evidence process, such as *LinguaFolio*, that is 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.

Determining Mastery 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.
 1. Novice Mid – 1 credit (Carnegie Unit)
 2. Novice High – 2 credits
 3. Intermediate Low – 3 credits
 4. Intermediate Mid – 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.

(Example: If a student demonstrated Intermediate Mid level proficiency in Speaking, but Novice Mid in Reading and Writing, then credits would be awarded based on the lowest common level of demonstrated proficiency: one credit for Novice Mid. The student would not receive individual credits for separate language skills. In this example, the student would not receive four credits for Intermediate Mid in Speaking and one credit each for Novice Mid in Reading and Writing. The total award is one World Language credit.)

Offering Testing Opportunities

The district will manage the assessment process so that students have multiple (*district may insert here the number of opportunities*) 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.

Paying for Assessments

The district will set a fee for the assessments to cover administrative costs, test fees, and/or proctoring. Fees may vary depending on the assessment costs. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced price lunch. *(Insert language here if the district plans to pay the assessment fee or subsidize the student's cost.)*

Current fees and financial assistance information are available from *(insert specific district location here)*.

(Insert assessment fee schedule here.)

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, the school counselors will record the world language credits earned on the official transcript. Credits will be awarded with a grade of "Pass."

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.

Adoption Date:

Classification: **Encouraged**

Revised Dates: **8.10; 12.11; 07/01/2019; 12/22/2020; 06.21**