

Credit for Proficiency

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 rates 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-related learning experiences" are defined as structured student activities in the community, the work-place, 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. Work-place mentoring;
2. Work-place 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.

“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 knowledge and skills that meet or exceed defined levels of performance.

Criteria

A high school student may receive proficiency credit 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. The superintendent may require the student to take and pass a competency or skills assessment, to provide work samples or other documentation of learning, or to complete any combination of the above to the satisfaction of the superintendent.

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 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 the method for accruing credit is described in the student’s personal education plan and the student either:
 - a. Successfully completes classroom or equivalent work (e.g. required and elective course, 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;
 - b. Successfully completes a unit of credit where performance-based criteria acceptable to the school district are identified; or

- c. Demonstrates competency or mastery of subject as defined by the school district by any one or more of the following:
- (1) Successfully passes an appropriate exam;
 - (2) Provides sample of work or other evidence which demonstrates equivalent knowledge or skill; and
 - (3) Provides documentation of prior learning activities or experiences (e.g. certification of training, letters, diplomas, awards, etc.); or
 - (4) Successfully completes a combination of the requirements set out in subsection (1)(a-c) 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 environments for students. The Board directs the superintendent to develop and maintain an administrative regulation that establishes criteria for granting proficiency.

END OF POLICY

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](#)