

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 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-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.”

“Proficiency” is defined as “student demonstrated defined levels of mastery of recognized standards, including knowledge and skills.”

“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 student may receive proficiency credit towards a diploma or modified diploma when work 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 Board may require 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.

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.

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

1. 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 581-022-01210; or
 - b. 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 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 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 options set out in the above subsections.

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

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](#)