

Credit for Proficiency

Purpose

The purpose of this policy is to provide an opportunity 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 9 through 12 organized as a separate unit.

“Middle school” is defined as “an organizational unit composed of any combination of grades 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.”

“Unit of credit” is defined as “certification of a student’s successful completion of classroom or equivalent work (i.e., 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 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.

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 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 complete classroom or equivalent work (i.e. 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;
 - 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 as approved by the district:
 - Successfully passes an appropriate exam;
 - Provides sample of work or other evidence which demonstrates equivalent knowledge or skill; and
 - Provides documentation of prior learning activities or experiences (i.e. certification of training, letters, diplomas, awards, etc.); or

- Successfully completes a combination of the requirements set out in subsections (1a-1c) 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 (i.e. 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

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](#)