

WORLD LANGUAGES CREDIT FOR COMPETENCY/PROFICIENCY

POLICY:

The Lake Stevens School District Board of Directors recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills; for example, by using the language at home, attending language programs offered in the community, learning online, or living abroad. The District encourages students and their families to take advantage of any language learning opportunity available to them.

To enable students to fully benefit from the advantages of multilingualism, the District will encourage students to learn to understand, speak, read, and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

In order to recognize the language proficiency of students, the Superintendent is directed to develop procedures for awarding world language credits to students based on demonstrated proficiency across a range of language skills.

Cross References:

Policy No. 6200: High School Graduation Requirements

Legal References:

RCW 28A.230.090 High school graduation requirements or equivalencies—
Reevaluation of graduation requirements-Review and authorization of proposed
changes-Credit for courses taken before attending high school-Postsecondary
credit equivalencies

WAC 180-51-050 High school credit-Definition
WSSDA Management Resources 2010- August Issue

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PROCEDURES:

A. 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.”

B. Demonstrating Competency/Proficiency in a World Language

The District will manage the assessment process so that students seeking competency-based credit can demonstrate competency/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. 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.

C. Determining Competency 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. Novice Mid – One credit (Carnegie Unit)
2. Novice High – Two credits
3. Intermediate Low – Three credits
4. Intermediate Mid – Four 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.

Offering Testing Opportunities

The District will manage the assessment process so that students have 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.

D. 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. Current fees and financial assistance information are available from the high school counseling office.

E. 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."

References:

Washington State School Directors' Association