**Policy 6126.00 - World Language Credit for Competency/Proficiency**

1. The Moscow School District recognizes the value of preparing students to be global citizens with the skills to communicate in English and other World Languages. It is not unusual for students to have various opportunities to develop language skills, for example, through experiences of using the language at home, participation in language programs, or time spent living abroad.
2. The District encourages students and their families to take advantage of any language learning opportunities 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.
3. In order to recognize the high level of language proficiency of students, they are able to apply for a Seal of Biliteracy. A Seal of Biliteracy is an award that recognizes a student’s academic proficiency in two languages (English and a second language). By meeting set standards of performance in each language, a student shows their ability to comprehend, speak, read, and write in two languages.
4. A Seal of Biliteracy prepares students to be college and career ready and builds state and national language capacity to improve economic competitiveness and strengthen national defense strategies. Equally, it answers the growing need for critical skills of language and cultural competencies for relationship building- a keystone for success in global business and diverse social environments.
5. A Seal of Biliteracy may be awarded and added to the high school diplomas and transcripts. In order to receive the Seal of Biliteracy, students are required to provide evidence of language proficiency in both English and another World Language through the District approved assessments listed below.
6. To demonstrate the **College Readiness Benchmark** students must meet **ONE** of the following:

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| **Assessment (9-12)** | **Qualifying Scores** |
| ACT (English) | 18 or above |
| SAT (English Reading and Writing) | 480 or above |
| AP English Language and Composition Exam | 3 or above |
| ISAT (ELA) | 3 or above |
| ACCESS 2.0 (EL) | 5 or above |

1. To demonstrate **World Language proficiency** students must meet **ONE** of the following:

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| **Assessment (9-12)** | **Qualifying Scores** |
| AP World Language and Culture Exam | 3 or above |
| International Baccalaureate Exam | 4 or above |
| AAPPL Exam | I-2 or above |
| STAMP Exam | 5 or above |
| ASLFAI or ASLPI (American Sign Language) | 2 or above |
| ACTFL Proficiency Guidelines | Intermediate or higher |
| Other nationally recognized proficiency exams | Determined by District |

1. 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.”
2. 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:
   * 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 2010, Spanish, French, German, Italian, Japanese, Chinese). STAMP is offered by Avant Assessment (http://avantassessment.com).
   * 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).
   * Appropriate assessments for American Sign Language such as the Sign Language Proficiency Interview (SLPI).
   * 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 processes, such as LinguaFolio, that is aligned with ACTFL Proficiency Guidelines.
3. 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:

* Novice Mid – 2 credit (Carnegie Unit)
* Novice High – 4 credits
* Intermediate Low – 6 credits
* Intermediate Mid – 8 credits

Since students may demonstrate varying 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, i.e., 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.)

1. Offering Testing Opportunities. The District will manage the assessment process so that students have multiple 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.
2. 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 counselor’s office.
3. 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 counselor/registrar will record the world language credits earned on the official transcript.