



A Presentation for the WAFLT

WORLD LANGUAGE PROFICIENCY

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State Board of Education Support for Competency-based Learning

- Definition of a high school credit:


Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the Higher Education Coordinating Board that the award of competency-based high school credit meets the minimum college core admissions standards set by the Higher Education Coordinating Board for admission into a public, baccalaureate institution.

(WAC 180-51-050)

- Advocacy for state performance assessments
- Advocacy for course-equivalency credit
- Advocacy for development of a sample world language competency-based policy and procedure

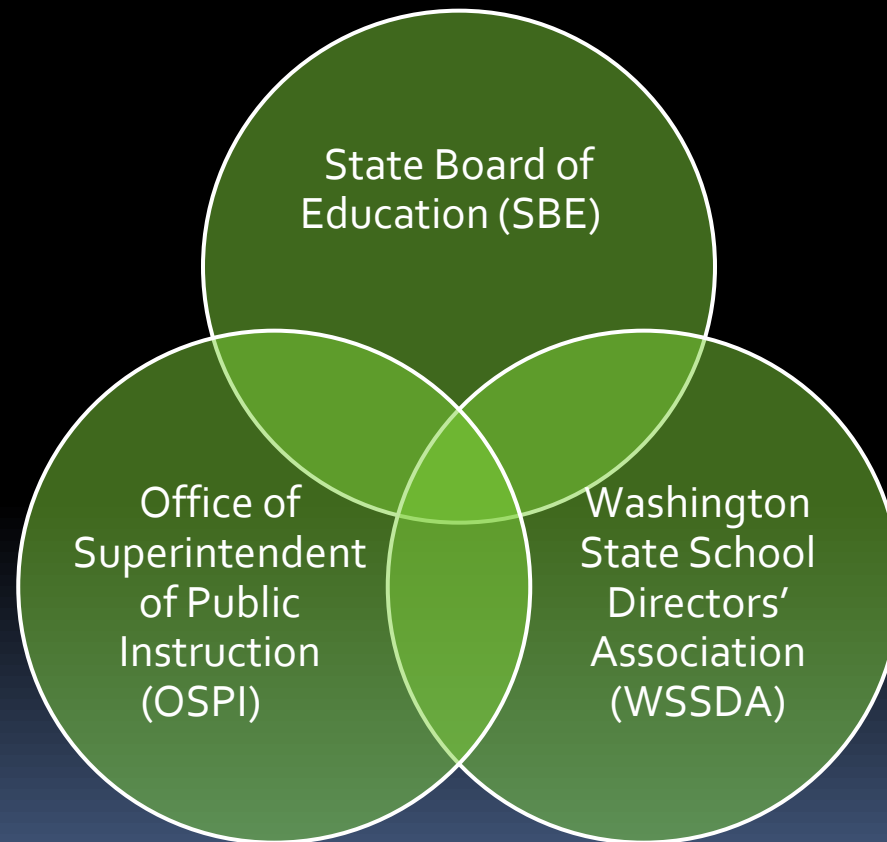
Competency (Proficiency)-based Credit: Good Idea, Hard to Implement

- Requires:
 - Clear standards: What do students need to know?
 - Designated tasks for performance: What do students need to do?
 - Designated assessments: How will students show what they know?
 - Clear expectations of performance: How well do students need to perform?



What would it take to encourage more districts to consider offering opportunities for competency-based credit?

Working Together to Provide Sample Policy and Procedures for Districts to Use



State Board of Education (SBE) Convened a World Language Advisory Group

- The SBE brought together high school and college world language teachers in 2009 to:
 - Discuss the pros and cons of establishing world language proficiency for credit:
 - Can it be done?
 - How would it work?
 - Review the policies of 3 states: NJ, CT, UT for guidance .
 - Review the results of standardized world language assessments of college and high school students.

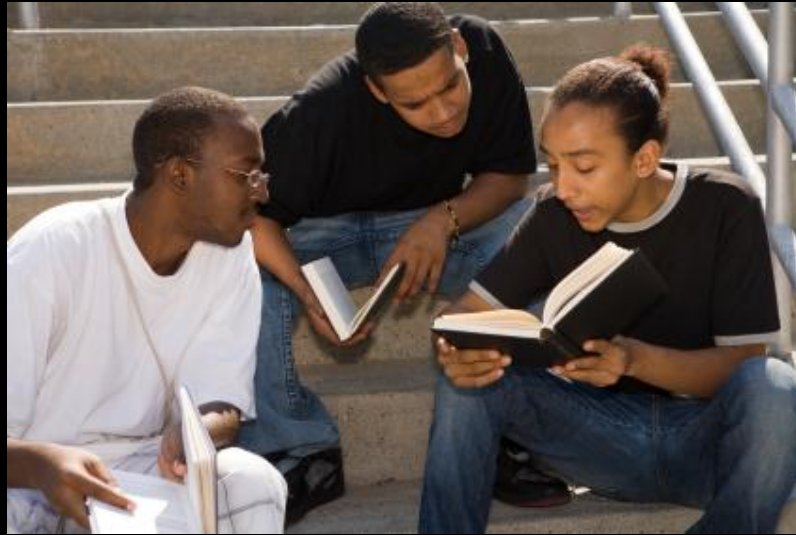
SBE Resolution Approved July 2010

- WHEREAS, the State Board of Education seeks to encourage districts to develop and implement competency-based credit opportunities for students;
- THEREFORE, BE IT RESOLVED, that the State Board of Education endorses the publication of the Washington State School Directors' Association's (WSSDA) first sample competency-based policy and procedure in the area of world languages.
- BE IT FURTHER RESOLVED that the State Board of Education will continue to collaborate with WSSDA and the Office of Superintendent of Public Instruction (OSPI) to develop additional sample competency-based policies and procedures in other subject areas for districts to use as a guide for establishing local policies.

Global Citizens



Bridging Opportunity Gaps



A Second Language is an Asset





Benefits to ELL Students

“ELL students would benefit in many ways by a policy that allowed them to demonstrate competency in a second language, while earning high school credit. First and foremost, it would validate and honor their first language. This is the right thing to do.”



-- Sergio Hernandez, Superintendent
Freeman School District



Benefits to Heritage Speakers

“I have a number of Russian students that came to this country and are fluent in their language as well as acquiring English as a second language, or some that were born here and studied Russian at nonprofit church organizations, that are very interested in getting some kind of credit for their knowledge of two languages.”



-- Yelena Ovdiyenko, Russian and ELL teacher

Benefits to Dual Immersion Students

“Credit for proficiency would be very beneficial for students in the dual language immersion programs in our International Schools. Students going to high school need to be placed according to language proficiency vs. seat time and receive appropriate high school credit.”

-- Karen Kodama, International Education
Administrator, Seattle Public Schools

Motivator for All High School Students

“Private industry and government need skilled bilingual speakers. The opportunity to earn credits is a strong motivator for all high school students. Offering students credits for demonstrable skills will motivate them to take advanced courses in their heritage languages at their schools, community colleges, or ethnic community centers.”

-- David W. Cotlove, Puget Sound Skills Center
Translation and Interpretation Program




Why Competency (Proficiency)-based Credit Matters

- English Language Learners will have their skills in their mother language recognized and validated.
- Families will get the message that multilingualism is an advantage, not a deficit.
- Students who might not otherwise be on a path to college will get a head start.
- We'll make better use of resources (such as community language schools).





How Competency (Proficiency)-based Credit Will Help Districts & Schools

- Clear policy and procedure for districts to award World Language credits to students with demonstrated proficiency.
- Consistent way to award credits for middle school language experiences (based on proficiency, not on seat time).
- Supports “out of the box” learning opportunities where seat time is not relevant.




Creating a Sample Policy and Procedure: Washington State School Directors' Association (WSSDA) Role

- WSSDA provides sample policies and procedures for districts to adopt/adapt.
 - Districts may adopt the sample policy as is, or make changes to accommodate local needs.
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What Makes a Sample Policy and Procedure “Work”?

- Contains sufficient detail to address the “on-the-ground” issues that a district will need to consider.
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What Makes a Sample Policy and Procedure “Work”?

- For World Languages:
 - Defining “world languages”: What counts as a world language?
 - Demonstrating competency—In which skills (reading, speaking, listening)? Through which assessments?
 - Determining credit and credit equivalencies: What level of performance merits credit?
 - Offering assessment opportunities—Can a student try more than once? Where do the assessments take place?
 - Paying for assessments—Who pays?
 - Reporting results—What happens if a student meets standard?

Next Steps

- Make sample policy/procedures available through:
 - www.sbe.wa.gov (see “World Language” under “Find Answers” menu)
 - WSSDA office (call 1-800-562-8927 and ask for a copy)
- OSPI will publicize sample policy/procedures in world languages presentations.
- State Board of Education (SBE) will work with Higher Education Coordinating Board (HECB) on acceptance of world language competency-based credit by colleges (conversation already started).

Next Steps: DRAFT Proposed Modifications to HECB Minimum Admission Standards

- HECB policy would support the use of competency-based assessment to meet requirements. **Initially, the policy would allow for competency assessment to meet the world language requirement.** HECB and SBE will work together to establish a process for identification of appropriate assessments in other fields and work with the institutions to allow for those in the admission process as well. HECB staff will ask the Board to delegate authority to allow competency assessment in additional areas when appropriate assessments are identified and agreed upon by the institutions, HECB and SBE staffs.
- **Students seeking competency-based credit would need to demonstrate proficiency across language skills. Assessments would be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure consistency across languages.** School districts would select the appropriate assessment instrument(s) for each language. For languages that do not currently have any other nationally available proficiency-based assessment, the district may work with local language communities, colleges and universities, and the Office of Superintendent of Public Instruction (OSPI) to develop a collection of evidence process aligned with ACTFL Proficiency Guidelines.