

A Presentation for WSSDA

# What Districts Can Do To Award World Language Competency-based Credit

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# Global Citizens



*“A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens...” (RCW 28A.150.210)*

# A Second Language is an Asset



# On what authority can districts award competency-based credit?

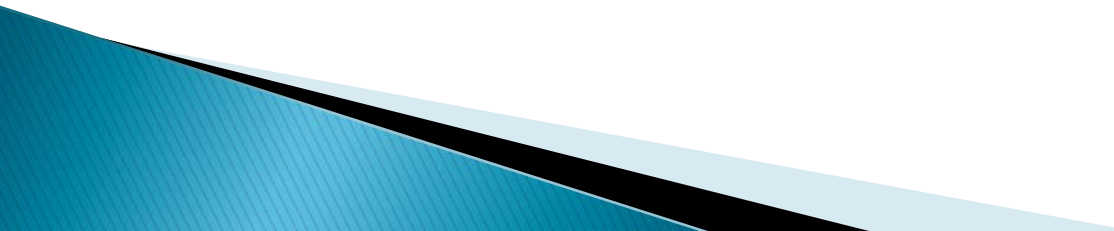
State Board of Education (SBE) WAC defines a high school credit as:

Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy.....


(WAC 180-51-050)



# What does it take to award competency-based credit?

- ▶ 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?
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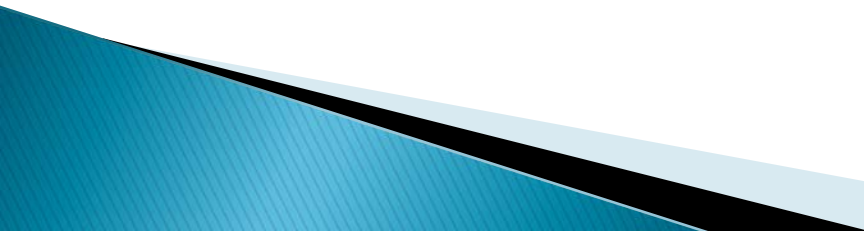
# Why Does World Language Competency-based Credit Matter?

- ▶ English Language Learners can 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).
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# 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



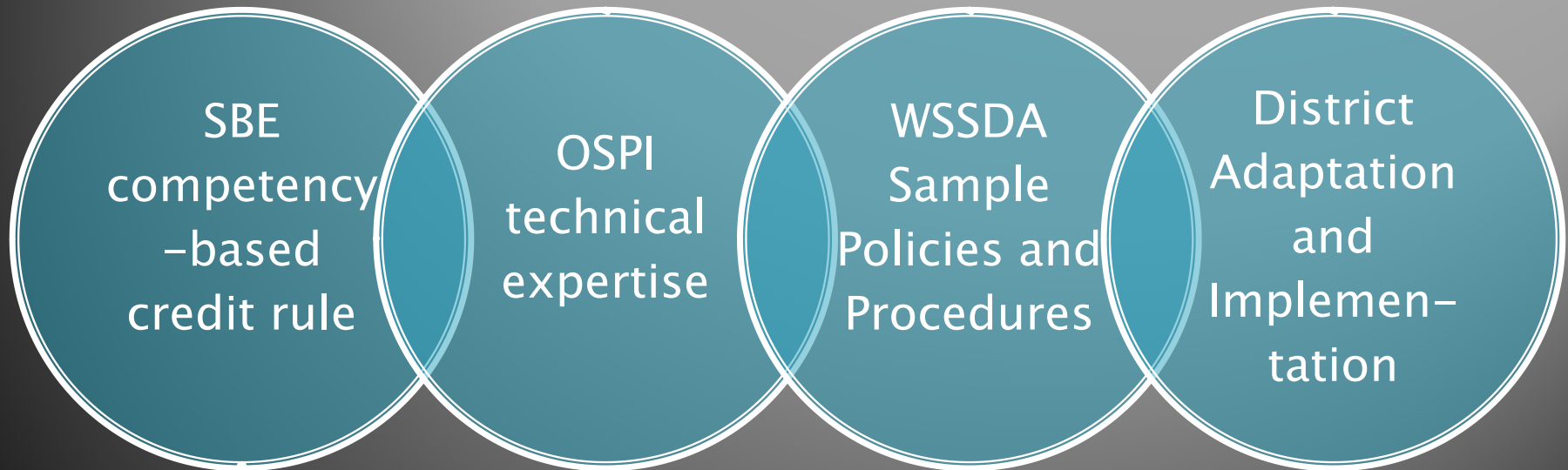
# Motivator for All High School Students

“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



# Working Together to Help Students Demonstrate Their Knowledge and Skills



# State Board of Education (SBE) Convened a World Language Advisory Group in 2009

- The SBE brought together high school and college world language teachers 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.

# WSSDA, SBE, and OSPI Worked Together to Make Sample World Languages Competency-based Credit Policies and Procedures Available

- Procedures provide guidance to:
  - Define “world languages”: What counts as a world language?
  - Identify in which skills students need to demonstrate competency (reading, speaking, listening)?
  - Identify assessments
  - Determine credit and credit equivalencies: What level of performance merits credit?
  - Offer assessment opportunities—Can a student try more than once? Where do the assessments take place?
  - Identify who pays for assessments
  - Report results—What happens if a student meets standard?

# For more information...

- Sample policy/procedures available through:
  - [www.sbe.wa.gov](http://www.sbe.wa.gov) (see “World Language” under “Find Answers” menu)
  - WSSDA office (call 1-800-562-8927 and ask for a copy)
- OSPI is publicizing sample policy/procedures in world languages presentations and offering technical guidance (Michele Anciaux Aoki-[michele.aoki@k12.wa.us](mailto:michele.aoki@k12.wa.us))
- Higher Education Coordinating Board (HECB) approved on November 16, 2010 a modification to minimum four-year college admissions requirements that would allow acceptance of world language competency-based credit ([http://www.hecb.wa.gov/boardmtgs/documents/TA\\_B4-Combined.pdf](http://www.hecb.wa.gov/boardmtgs/documents/TA_B4-Combined.pdf) )