



Credit by Assessment Process and Procedures

Definition:

Credit by Assessment is a process by which students are given the opportunity to demonstrate proficiency of the Essential Learning Outcomes and Learning Targets of a course in order to earn credit for that course. The knowledge and skills required to demonstrate proficiency may have been acquired through extracurricular activities, activities outside of school, independent learning, online learning, or community and work experiences. Students are given an opportunity to demonstrate the learning through Credit by Assessment.

Spirit of the Rule for Credit by Assessment:

Stillwater Area Public Schools has a philosophy of openness to recognizing learning that takes place through both traditional and non-traditional avenues. This opportunity is in place to validate learning that took place through any non-traditional avenue. A student may wish to gain credit through Credit by Assessment for a number of reasons. Some of those reasons include: desiring to take a more academically appropriate course, choosing Credit by Assessment as a vehicle for advancement, or obtaining credit for a required course without using an in-school class period that the student may prefer to use for an elective course. If a student has taken a course and failed, credit recovery is the vehicle by which a student can regain credit. Credit by Assessment would only be considered if credit recovery is unavailable for the course. The minimum score required for credit by assessment is 70%; however, we recommend a score of 82% when used for acceleration purposes to ensure that the score represents that the student has met the course standards.

The Assessment:

The assessment of Essential Learning Outcome and Learning Target proficiency may include a variety of assessment tools such as written examinations, oral (interview) examinations, product or performance exhibitions, simulations, journals, portfolios, anecdotal information, and teacher observation. The department (Science, Math, etc.), in conjunction with the building principal, will determine the means and methods of assessment.

The Process:

Students may *request* Credit by Assessment for any Stillwater Area Public Schools course currently being offered, through an application process. Requests for credit by assessment may or may not be granted depending upon the outcome of the application process. If it is determined that there is not sufficient evidence that the student has partaken in activities or experiences that would result in the knowledge and skills needed to demonstrate proficiency of Essential Learning Outcomes and Learning Targets, the request may not be granted. In order to give a fuller picture of his/her competencies and skills, the student may want to provide additional samples of work

Application:

Prior to requesting an application, the student should view all Essential Learning Outcomes and Learning Targets on the school's webpage to get a comprehensive picture of the learning that will need to be demonstrated through assessment. **The district is not responsible for providing additional curriculum, materials, or instruction.** If the student and/or his/her parent(s)/guardian(s) feels that they can validate the learning has taken place, they should fill out a Credit by Assessment application. Applications can be found on the district webpage by going to www.stillwater.k12.mn.us and navigating to Academics & Activities/Alternative Credit/Credit by Assessment. The student and parent(s)/guardian(s) should complete the application and return it to the student's counselor. No limit is set on the number of courses a student can apply for Credit by Assessment. Students may not drop a class and then request Credit by Assessment for that class during the same year.

Assessment and Credit Details:

1. It is the student's right to be informed of the assessment means, methods and testing procedures (including test administration specifications such as calculator and note card usage) that will be used. The content of the assessment must be aligned to the course essential learning outcomes and learning targets. A link to these ELOs and LTs can be found in the left side bar of any Stillwater secondary school webpage. At the time the application is submitted, it is assumed that the student is ready to begin the assessment process. If an application is approved, the assessments will be scheduled at a time mutually acceptable for the student and the school.
2. An assessment might be divided into steps. Successful completion of each step may be required to move on to the next step in the process. For example, an initial paper/pencil test for factual information may be followed by a performance segment used to evaluate procedural learning, or an interview may be scheduled to allow for discussion with the student to establish aspects of the course that are not as effectively determined by other means. Individual course content may dictate some variations in this process. The length of the assessment will vary depending on the course and individual student.
3. Assessment guidelines will be overseen for adherence by the building principal. The assessment guidelines are as follows:
 - a. Assessments need to assess the knowledge and skills required to demonstrate proficiency of course essential learning outcomes and learning targets.
 - b. Assessment should require no more of a student in terms of demonstration of proficiency than a student who has taken the course in the traditional manner.
 - c. Assessments should be independent of a specific classroom experience.
 - d. Test administration specifications should be clearly articulated (e.g., calculator use, note card use, etc.).
 - e. Measures of proficiency should be clearly articulated prior to the administration of the assessment. In the case of an objective test, proficiency is assumed when a student achieves 70% or greater on the assessment; however, we recommend a score of 82% when used for acceleration purposes to ensure that the score represents that the student has met the course standards.
 - f. Rubrics should be provided for any performance assessment.

4. When a student completes the assessment process in a satisfactory manner, the student's transcript shows the credit earned. Credit is awarded as a "pass" rather than as a letter grade; therefore, it is not applied to the student's GPA.
5. Appeals may be made to the building principal and/or the Executive Director of Learning & Innovation.
6. For elementary process see the acceleration flowchart and direct questions to the K-12 Coordinator of Gifted Services.

Responsibilities:

STUDENT RESPONSIBILITIES

1. View all course essential learning outcomes and learning targets online, and determine if you have the knowledge and skills necessary to demonstrate proficiency and to move forward with the process. These ELOs and LTs can be found in the left side bar of any Stillwater secondary school web page.
2. Print and fill out the credit by assessment application.
3. Turn in the completed application to your school counselor by the specified deadline. No student will be allowed to sit for Credit by Assessment if the application is not submitted by the deadline.
4. Request and become familiar with all testing administration specifications.
5. Schedule assessment time through your counselor.
6. Arrive on time for your scheduled assessment time and with any materials necessary to complete the assessment.

PARENT RESPONSIBILITIES

1. Read and sign the credit by assessment application.
2. Arrange for the student to be available during the testing dates/times.

DEPARTMENT RESPONSIBILITIES

1. Determine assessment means, methods, and testing administration specifications with the assistance of the building principal.

Assessment Guidelines:

- a. Assessments need to assess the knowledge and skills required to demonstrate proficiency of course essential learning outcomes and learning targets.
- b. Assessment should require no more of a student in terms of demonstration of proficiency than a student who has taken the course in the traditional manner.
- c. Assessments should be independent of a specific classroom experience.
- d. Test administration specifications should be clearly articulated (e.g., calculator use, note card use, etc.).

- e. Measures of proficiency should be clearly articulated prior to the administration of the assessment. In the case of an objective test, proficiency is assumed when a student achieves 70% or greater on the assessment; however, we recommend a score of 82% when used for acceleration purposes to ensure that the score represents that the student has met the course standards.
2. Administration specifications should be given to the counselor to pass along to the student.
3. Schedule the test date and time with the counselor. The counselor will communicate the information to the student and parent(s)/guardian(s).
4. The teacher whose class the assessment is being offered through will administer and grade the assessment. If more than one teacher teaches the class, the building principal will designate a teacher. The counselor may facilitate this process by assisting the teacher with administration and/or grading, if helpful to the teacher.
5. Report the results to the counselor.

COUNSELOR RESPONSIBILITIES

1. Review the Stillwater Area Public Schools Credit by Assessment Procedures, Application, and Timeline with the student to ensure that they fully understand the purpose and the procedures.
2. Act as a liaison between the student, family, department, and the building principal.
 - a. Collect completed applications and turn them in to building principal.
 - b. Inform the student if application request was granted or not.
 - c. Get test administration specification from the course teacher/department and give to the student.
 - d. Communicate end-of-course testing time with student and parent(s)/guardian(s) and with the teacher who will administer the test.
 - e. Obtain assessment results from the course/department teacher who administers the assessment.
 - f. Communicate assessment results with student and parent(s)/guardian(s) and with the building principal.
3. Complete the credit paperwork following successful performance on the assessment.

BUILDING PRINCIPAL RESPONSIBILITIES

1. Review applications and determine if requests to assess will be granted.
2. Communicate approval or denial to the student's counselor.
3. Work with the department to determine testing means, methods, and administration specifications, and to assign teacher oversight.



Credit by Assessment Application and Timeline

At the time a student applies for credit through the assessment process, several things are assumed:

- The student has read and understood Stillwater Area Public Schools Credit by Assessment Process and Procedures.
- The student has read the course essential learning outcomes and learning targets for the course.
- The student is able to articulate how the knowledge and skills needed to demonstrate proficiency were gained and he/she is ready to demonstrate the learning.

Step 1 of 4—Student Request for Assessment

Student: Read the entire application but complete only step 1. Then turn the entire application in to your school counselor.

Name _____ Phone _____

Address _____
(Street) (City) (State) (Zip)

School _____ Counselor _____

I have read and understand *Stillwater Area Public Schools Credit by Assessment Process and Procedures*.

_____ (initials)

I am applying for assessment to receive credit for the following course (use the complete course name):

I have read the course essential learning outcomes and learning targets and feel I have the knowledge and skills required to demonstrate proficiency. _____ (initials)

I gained the knowledge and skills necessary to demonstrate proficiency by:

(Please be specific in explaining the course work or experiences you had that helped you achieve this learning. You may attach additional paperwork if needed to help clarify.)

(Student Signature)

(Date)

(Parent Signature)

(Date)

Step 2 of 4—Review of Request for Assessment

1. **Counselor:** Give the application to the building principal for review.

_____ (Counselor Signature) _____ (Date)

2. **Building Principal:** Review the application and make a determination as to whether the request will be granted or not. Then give the application back to the counselor to inform the student and parent(s)/guardian(s) of the decision.

I have reviewed the application and have determined that

_____ There is sufficient evidence that the student has gained the knowledge and skills necessary to pursue credit by assessment.

_____ There is NOT sufficient evidence that the student has gained the knowledge and skills necessary to pursue assessment at this time. The counselor should inform the student that the application request was denied. Note to the student/parent(s)/guardian(s) below (not required):

_____ (Building Principal Signature) _____ (Date)

3. **Building Principal:** If the request for assessment was granted:
 - a. Contact the department of the course being requested and facilitate communication about testing means, methods, determination of proficiency levels and testing administration specifications.
 - b. Ensure that the assessments adhere to the assessment guidelines:

Assessment Guidelines:

- i. Assessments need to assess the knowledge and skills required to demonstrate proficiency of course essential learning outcomes and learning targets.

- ii. Assessment should require no more of a student in terms of demonstration of proficiency than a student who has taken the course in the traditional manner.
 - iii. Assessments should be independent of a specific classroom experience.
 - iv. Test administration specifications should be clearly articulated (e.g., calculator use, note card use, etc.).
 - v. Measures of proficiency should be clearly articulated prior to the administration of the assessment. In the case of an objective test, proficiency is assumed when a student achieves 70% or greater on the assessment; however, we recommend a score of 82% when used for acceleration purposes to ensure that the score represents that the student has met the course standards.
- c. Communicate all information with counselor within two weeks of today's date so they can pass it along to the student and parent(s)/guardian(s).

(Building Principal Signature)

(Date)

Step 3 of 4—Assessment Administration

1. **Counselor:** Inform the student and parent(s)/guardian(s) if the application request was granted or not. If permission was granted, move through the rest of the process.

_____	_____
(Counselor Signature)	(Date)
_____	_____
(Student Signature)	(Date)
_____	_____
(Parent/Guardian Signature) <i>Required only if request was denied</i>	(Date)

2. **Counselor:**

- a. Get information from applicable department about testing means, methods, and specific testing administration specifications. Make general notes below:

- b. Set up testing dates, times, locations with the teacher who will administer and grade the assessment and the student/family.

Date _____ Time _____ Location _____

- c. The student and family have been informed of all the information above.

_____	_____
(Counselor Signature)	(Date)
_____	_____
(Student Signature)	(Date)

Step 4 of 4—Testing Results

1. **Counselor:** Get test results from the teacher who administered the assessment.

_____ The student demonstrated proficiency with a final score of _____%.

_____ The student did NOT demonstrate proficiency with a final score of _____%.

2. **Counselor:** Inform the student and parent(s)/guardian(s) of the results.

(Counselor Signature) (Date)

(Student Signature) (Date)

3. **Counselor:**

- a. Complete credit information in Skyward. In “Notes” section, please include the following:

i. *Proficiency was demonstrated through credit by assessment with a final score of* _____%. _____ (teacher’s name) ; OR

Credit by assessment was attempted but proficiency was not demonstrated _____%. _____ (teacher’s name)

ii. Date the assessment was taken should also be included, even if the student did not pass the assessment.

iii. A grade of “P” for pass, should be entered unless the student did not pass the assessment. Letter grades cannot be granted through credit by assessment.

- b. Copy this completed Credit by Assessment Application and Timeline and place in the student’s file.

- c. Send the completed original to the building principal to keep in the student’s cumulative file.

(Counselor Signature) (Date)

(Building Principal Signature) (Date)