

Everett Public Schools Student Request for Approval of Mastery-Based Credit in a World Language

Date: _____ School: _____

Student Name: _____ Current Grade: _____

Address: _____ Student ID: _____

Email: _____ Year of Graduation: _____

 I am requesting approval for _____ credits of _____
Number of credits Language

Please list the name of the district-approved assessments you took, the date you took them, the institution where you took the test, and the scores you earned. Be sure to include the score for each test, including reading, writing, listening, and speaking.

Assessment (e.g., STAMP Reading)	Date	Institution	Score

For the district-approved assessment(s) I took, I am requesting that the equivalent world language credits be posted to my permanent high school transcript with a grade of satisfactory (S). I have attached the original score reports and official documentation.

Student Signature: _____ Date: _____

By signing below, I am requesting that the equivalent world language credits be added to my child's permanent high school transcript with a grade of satisfactory (S).

Parent/Guardian Signature: _____ Date: _____

Please return this completed form, the original score reports, and official documentation to the school's registrar.

 Adopted: November 2015

 Revised: March 2021

Everett Public Schools Conditions for Approval of World Language Mastery-Based Credit

Everett Public Schools will grant credit toward high school graduation for language proficiency provided that:

1. The assessment(s) is one approved by the district from the list below:
 - a. Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is available.
 - b. ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) in reading, writing, speaking, and listening for all languages for which it is available.
 - c. ACTFL Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer-Based (OPIc) and Writing Proficiency Test (WPT) or ALTA Language tests for languages for which STAMP or ACTFL AAPPL are not available.
 - d. For languages that do not currently have a nationally available proficiency-based assessment, the district will work with local language communities and the Office of the Superintendent of Public Instruction (OSPI) to develop a collection of evidence process, such as a Proctored Writing Test and Proctored Oral Language Test, aligned with ACTFL Proficiency Guidelines.
 - e. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place with the First Peoples' Language and Culture Certificate. Native/Tribal language students will have their proficiency determined by each Tribe.
 - f. The Sign Language Proficiency Interview for American Sign Language (SLPI ASL).
 - g. The Advanced Placement Language Exam in a language other than English.
2. The student has provided official documentation of scores earned that show an overall proficiency level according to the established guidelines:
 - a. ACTFL Proficiency Guidelines as follows: Novice Mid—one credit (Carnegie Unit); Novice High—two credits; Intermediate Low—three credits; Intermediate Mid—four credits.
Note: 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.
 - b. SLPI ASL score levels as follows: Survival—one credit (Carnegie Unit); Survival Plus—two credits; Intermediate—three credits; Intermediate Plus—four credits.
 - c. Advanced Placement Language Exam score of 3, 4, or 5—four credits.
3. If taken outside the district, the district-approved assessment was offered in a proctored setting with appropriate technology, and the district approves of the site(s) where the assessments were offered, including individual schools, district buildings, community colleges, universities, educational service districts, or other community settings.