

English Language Arts Mastery Based Credit

The board recognizes the value of preparing students to read, write, speak, listen, and use English effectively. These skills are necessary for college and career readiness in multiple disciplines. The board also recognizes students may further develop these skills through activities and programs. The district encourages students and their families to take advantage of any English Language Arts learning opportunities available to them.

The district will encourage students to learn to read, write, speak, listen, and use English effectively at a high level of mastery/proficiency.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award English Language Arts credits to students based on demonstrated mastery/proficiency across a range of English Language Arts skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Legal References:

RCW 28A.230.090, High school graduation requirements or equivalencies - Reevaluation of graduation requirements - Review and authorization of proposed changes - Credit for courses taken before attending high school - Postsecondary credit equivalencies
WAC 180-51-050, High school credit - Definition
WAC 180-51-051, Procedure for granting students mastery-based credit

Cross References:

Policy 2410 - High School Graduation Requirements

Management Resources:

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