



# WASHINGTON STATE BOARD OF EDUCATION

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## Evergreen School District Presentation Competency-based Credits

### SUMMARY OF POLICY ISSUE /STATE BOARD OF EDUCATION (SBE) STRATEGIC PLAN GOAL:

#### SUMMARY OF POLICY ISSUE

Washington, along with 33 other states, has established a competency-based credit policy. A Board rule<sup>1</sup> defines a high school credit as follows:

- (1) Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of RCW [28A.230.090](#) (4) and (5):
  - (a) One hundred fifty hours of planned instructional activities approved by the district;  
or
  - (b) 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.

#### BACKGROUND

Competencies are generally perceived to be a cluster of knowledge, skills, and/or attitudes that can be measured against well-accepted standards. The concept of awarding credit for competencies is attractive because it can help students:

- 1) Demonstrate expertise they have already gained.
- 2) Free time in their schedule to pursue other interests.
- 3) Apply learning (depending upon the nature of the assessment used to demonstrate competency).

For many reasons, few Washington school districts have actively pursued the opportunity for competency-based credit. Competency-based credit:

- 1) Is resource-intensive.
- 2) Requires reliable and valid assessments aligned with standards.

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<sup>1</sup> 180-51-050

- 3) May be costly to districts (if students use competencies to accelerate their learning and finish more quickly, schools lose funding).
- 4) Is complex to define, communicate, and transcript.

The Evergreen School District is an exception. Evergreen established a graduation requirements policy that included “developing, by September 2006, the process and testing instruments to grant credit based upon competence testing, in lieu of enrollment, for the following core subject minimum requirements: English, mathematics, science and social studies.”

Evergreen School District current graduation credit requirements are as follows:

Subject	Credits
English	4
Math	2 (must complete Integrated Math 3 & 4)
Science	2 (must be lab sciences)
Social Studies	3
Occupational Education	1
Health and Fitness	2
Arts	1
Electives	7.5
<b>Total</b>	<b>22.5</b>

Following is a description of the process the district followed in order to create the “challenge assessments”—assessments that, if passed, would enable a student to earn credit for a course. Descriptions of the assessments are also included.

**EXPECTED ACTION**

None.

## CHALLENGE ASSESSMENTS

### Purpose

To develop 9<sup>th</sup> and 10<sup>th</sup> grade performance assessments which allow students to challenge a course for credit or to provide room for scheduling advanced classes. The assessments measure mastery of Priority Standards in 9<sup>th</sup> – 10<sup>th</sup> grade for English, math, science and social studies. The assessments measure what a student knows and is skilled at within the content area. Performance based tasks/assessment are a demonstration of how the student can apply what they learn within the content.

### Project

- The work began in Fall 2005 and was completed in Fall/Winter 2006.
- The Center of Performance Assessment (Doug Reeves), as one of the leading experts on assessment, was contracted to facilitate the work sessions.
- There were ten days (60 hrs.) of work-time focused on the process and products.
- The 24-member work group included teachers from 9<sup>th</sup> – 10<sup>th</sup> grade levels, representing the four core subject areas, curriculum Teachers On Special Assignment (TOSA), Staff Development Manager and three building administrators.
- The budget for the project was \$25,000, which provided for:
  - consultant contract
  - teacher release time and summer stipends
  - printing of materials
- The administration of the assessments requires proctoring by 2-5 teachers at a cost of \$39/hour/teacher for up to five days of test administration, depending on the number of students and length of the assessments.

### Process

- Priority standards were identified based on State EALRs/GLEs.
- Using the priority standards, performance based assessments have been designed for grades 9 & 10 in the core content areas.
- Drafts of the assessments were shared with core area departments at each high school.
- Based on feedback from teachers, revisions were made by the committee.
- Assessments were ready for implementation in August 2007.

### Challenging a Course

- The process requires a student to challenge the course prior to the starting date of school.
- To date, one student has challenged a math course and was advanced to a higher level course.
- A statement regarding the opportunity to challenge a course will be in the high school common course catalog.
- Depending on the course, it may take a student two to five days to complete the assessment.

# Ninth Grade Modern World History

## Evergreen Public Schools Social Studies Assessment

### Purpose

The Evergreen Public Schools common assessments require a demonstration of the knowledge and skills that students will need to attain the “Meets Standard” level of proficiency in social studies. These assessments will be implemented in ninth grade Modern World History to:

- Challenge the course
- Complete the course of study
- Implement common assessments among high schools

### Overview of Product

Included in the following pages are four performance tasks and sets of content-based questions for ninth grade Modern World History, designed to meet the priority social studies standards and the course expectations for ninth grade Modern World History.

### Overview of Assessments

#### Unit I: Global Expansion and Encounter

- **The Impact of the Age of Exploration:** Students develop and support a thesis and analyze artifacts and historical narratives related to the following question: *Was the overall impact of European exploration and colonization (1450-1770) of the Americas beneficial or harmful? Include economic, social, and cultural factors.*

#### Unit II Age of Revolution

- **Causes of the French Revolution :** Students create a two-part dialogue or set of journal entries comparing and contrasting conditions prior to and after the French Revolution. The dialogue or journal must be “in character” integrating historically accurate details and must discuss the impact of Enlightenment ideals on the Revolution.

#### Unit III Causes and Consequences of International Conflict:

- **Could WWII have been prevented?:** Students write a persuasive essay outlining the causes of WWII. The thesis must state the greatest factor that caused WWII and argue if WWII could have been prevented if that factor was dealt with.

#### Unit IV Challenges to Human Rights and Democracy

- **Ridding the World of Genocide:** Students apply research and analysis skills to develop a plan to present to the United Nations that would help ensure future genocides do not occur.

#### Objective Assessments

- In addition to the performance tasks above there are sets of multiple choice questions units I, II, and III.

# Tenth Grade United States History

## Evergreen Public Schools Social Studies Assessment

### Purpose

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The Evergreen Public Schools common assessments require a demonstration of the knowledge and skills that students will need to attain the “Meets Standard” level of proficiency in social studies. These assessments will be implemented in tenth grade United States History to:

- Challenge the course
- Complete the course of study
- Implement common assessments among high schools

### Overview of Product

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Included in the following pages are four performance tasks and sets of content-based questions for tenth grade United States History, designed to meet the priority social studies standards and the course expectations for ninth grade United States History.

### Overview of Assessments

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#### Performance Assessment 1: Civil Rights

- Students will write position paper that discusses different perspectives on a public policy issue and its connection to the constitution. This assessment will satisfy the state Social Studies Classroom-Based Assessment requirement.

#### Performance Assessment 2: The Decision to Drop the Bomb

- Students will use primary and secondary documents to answer the question, “Was the dropping of atomic weapons on Japan at the end of World War II justified use of force?”

#### Performance Assessment 3: Change versus the Status Quo: Comparing Decades

- Students will create a chart that illustrates how the issues, people, and events of one decade impacted the next.

#### Objective Assessments

- In addition to the performance tasks above students must also answer a set of multiple choice questions related to the content units of the course. This portion of the assessment will be split into two parts. Part one will focus on America at the turn of the century through World War II. Part two will focus on Post-war America with emphasis on the civil rights and the Cold War.

# English Grades Nine and Ten

## Evergreen Public Schools English Assessment

### Purpose

The Performance Based Assessments require a demonstration of the knowledge and skills students will need to attain at the “Meets Standard” level of proficiency in English. The assessments will be implemented in the 9<sup>th</sup> grade English and 10<sup>th</sup> grade English to:

- Challenge the course
- Complete the course of study
- Implement common assessments among high schools

### Overview of Product

Included in the following pages are # performance tasks for 9<sup>th</sup> and 10<sup>th</sup> grade, designed to meet the priority Grade Level Expectations, WASL standards and the course expectations for 9<sup>th</sup> English and 10<sup>th</sup> grade English.

### Overview of Assessments

9th Grade	10 <sup>th</sup> Grade
1. Nonfiction Speech	1. WASL Expository Writing
2. WASL Persuasive Prompt	2. WASL Reading
3. Literary Analysis	3. Reading Comprehension and Compare/Contrast Essay
4. 9 <sup>th</sup> Grade Open Question	4A. Research Skills and Persuasive Writing 4B. Research Skills and Persuasive Writing
5. Response to Literature-Poetry	5A. Who Killed Julius Caesar? 5B. Shakespeare Literary Response – Persuasive
	6. Evaluate the Use of Literary Devices to Enhance Comprehension

# Biology Assessment

## Evergreen Public Schools Science Assessment

### Purpose

The Performance Based Assessments require a demonstration of the knowledge and skills students will need to attain at the “Meets Standard” level of proficiency in Biology. The assessments will be implemented in the 10<sup>th</sup> grade Biology to:

- Challenge the course
- Complete the course of study
- Implement common assessments among high schools

Task No.	Unit of Study
1	<u>Critter Unit:</u> First Encounter with the Critter Homeostasis in Your Critter Energy and Matter for Your Critter A Reproductive Strategy for Your Critter Growth and Development in Your Critter Critters and Interdependence
2	Human Organ Systems
3	Tracing Matter and Energy
4	Cell Function and Gene Regulation
5	Continuity and Gene Action
6	Easter Island
7	Multiple Choice Assessment

# Integrated Algebra/Geometry 1

## Evergreen Public Schools Performance Assessments

1.1.1	<b>Performance Assessment ①</b> - Scientific Notation Unit 2
1.1.6 1.5.5	<b>Performance Assessment ②</b> - Order of Operations <i>No Calculators</i> Unit 2
1.3.4	<b>Performance Assessment ③</b> - Central Tendency Unit 3
	<b>Performance Assessment ④</b> - Flip Book Unit 4
	<b>Performance Assessment ⑤</b> - Smokers in the USA Unit 4
	<b>Performance Assessment ⑥</b> - Transformations Unit 4
	<b>Performance Assessment ⑦</b> - Motion Detector Unit 4-6
	<b>Performance Assessment ⑧</b> - Changes in Area Investigation Unit 6 or 7
	<b>Performance Assessment ⑨</b> - The Vacation Unit 8
	<b>Performance Assessment ⑩</b> - Challenge Assessment End of Course

# Integrated Algebra/Geometry 2

## Evergreen Public Schools Performance Assessments

	<b>Performance Assessment ①</b> - Walter and Juanita's Water Trough Unit 2
	<b>Performance Assessment ②</b> - Solve Systems Unit 2
	<b>Performance Assessment ③</b> - Changes in Solids Unit 2
	<b>Performance Assessment ④</b> - Inverse Proportions Unit 3
	<b>Performance Assessment ⑤</b> - Common Assessment End of First Semester
	<b>Performance Assessment ⑥</b> - Ancient Ruins Unit 8
	<b>Performance Assessment ⑦</b> - Common Assessment End of Second Semester