

### **MATH MASTERY-BASED CREDIT**

The board recognizes the value of preparing students in math for college, career, and life. Math skills are necessary for college and career readiness in multiple disciplines. Students may further develop these skills through independent activities and programs. The district encourages students and their families to take advantage of any math learning opportunities available to them.

The district will encourage students to use math effectively at a high level of mastery/proficiency. The district acknowledges 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 math credits to students based on demonstrated mastery/proficiency across a range of math 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.

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Cross References:	Policy 2410	High School Graduation Requirements
Legal References:	WAC 180-51-050 WAC 180-51-051  RCW 28A.230.090	High school credit — Definition Procedure for granting students mastery-based credit 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

Adopted: 05/04/21

## **Demonstrating Mastery/Proficiency in Math**

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in math. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover 0.5 to 1.0 math credit following a failed or incomplete math course if the student meets standard on a state assessment in the equivalent math subject;
- The student may recover 0.5 to 1.0 math credit following a failed or incomplete math course if the student meets standard on an end-of-course exam for a math course (where an end-of-course exam is available); or
- The student may recover 0.5 to 1.0 math credit following a failed or incomplete math course if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain up to 1 math credit for passing a district- or state-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options:

- Student-designed portfolio of work;
- A combination of assessment approaches, as defined by the district; or
- Successful completion of a GED program or assessment approved by the district.

**Equivalency course of study:** Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

**Successful completion of next higher-level course:** Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in math courses: if the student achieves a C or higher grade in the next-higher level course

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.