

ILBAA – HIGH SCHOOL GRADUATION COMPETENCIES

For the purposes of assessment of high school course work through the demonstration of student mastery of course competencies, the following definitions are established:

District Competencies mean specific types of competencies that are common across the district and organized in developmental progressions that lead to achievement of high school credits. These competencies are outlined in District Vertical Alignment documents.

Competencies represent key content-specific concepts, skills, and knowledge applied within or across content areas. Specific types of competencies include district competencies based upon national or state standards for learning or specific standards based upon Advanced Placement or other high level courses.

Performance Indicators outline the specific concepts and/or skills that students need to meet to demonstrate competency in a content area. At the high school level, students need to meet competency in all performance indicators to earn a course credit.

Mastery of competencies for credit begins in grades 8-9. In order for students to earn high school credit, they need to meet all competencies within a specific course. There may be up to eight competencies within one high school level course.

Course credit will be awarded based on a student's demonstration of competencies, through a body of their work, within a course. The student's grade point average (GPA) will be based on an overall course grade determined by competency grades.

Students involved in an approved extended learning opportunity to satisfy course requirements in whole or in part will demonstrate competency through a method or methods as approved by the course instructor, high school principal; or designee.

The superintendent will establish rules for implementing this policy in cooperation with the high school principal and will be responsible for ensuring that all high school courses include one or more appropriate assessment(s). Assessments will be selected, conducted, and reviewed in compliance with Epping School Board Policy.

Assessments will be aligned to performance indicators and overarching competencies that specify what students should know and be able to do within each course. The assessments will be valid and appropriate representations of the performance indicators.

Statutory/Regulatory/Policy/Handbook Cross References

Ed 306.02 (d) (Competencies)

Ed 306.02 (g) (District Competencies)

Ed 306.02 (j) (Graduation Competencies)

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Ed 306.02 (l) (Mastery)
Ed 306.04 (a) (16) (Tracking Achievement Of Graduation Competencies)
Ed 306.04 (a) (25 & 26) (Graduation Competencies)
Ed 306.141 (a) (6) (Achievement of District and Graduation Competencies)
Handbook (Program of Studies)

APPROVED/REVISED: November 3, 2011, May 7, 2015, May 3, 2018

PREVIOUS POLICY: None