

Question: You requested state policies allowing the awarding of credit for high school courses if a student passes an approved exam (in lieu of seat time requirements). You also expressed interest in state policies that allow credit to be awarded via a competency demonstration.

Response: Thirty-five states have policies allowing students to earn credits in individual high school courses via an exam or other demonstration of mastery of course material. Three additional states – New Hampshire, Vermont, and Maine – are transitioning to high school graduation requirements that replace Carnegie units with demonstrations of proficiency. Policies in New Hampshire, Vermont, and Maine are not included in this analysis but are available from ECS upon request.

In instances where states offer two or more of the above avenues for high school students to earn credit by means other than seat time, each of those approaches is listed under the appropriate section of the table.

	Offering mandatory	Limited to certain subjects	Specific language	Citation
Statewide or State-Approved Assessment				
AK	Yes	Yes - math, language arts, science, social studies, world languages	“(a) Not later than July 1, 2015 a district shall provide secondary students with the opportunity to challenge courses offered in mathematics, language arts, science, social studies, and world languages by demonstrating mastery of the course material. A district shall provide this opportunity at least twice annually. A district shall develop standards regarding the degree of mastery necessary to successfully challenge a course. The method of assessment used by a district must include a written assessment. A district shall develop a written policy regarding the grading or evaluation of successfully challenged courses. A district may charge a fee to cover the costs of development and administration of the assessment. (b) Students who successfully challenge a course by demonstrating mastery receive full credit for the course.”	4 AAC 06.065
DE	Yes	Yes – world language	A student may complete the 2 units of world language required for high school graduation by “Demonstrating Novice-high or higher proficiency level on a nationally recognized assessment of language proficiency, except English, in the skill areas of oral or signed expressive and receptive communication, reading and writing, that uses the levels of proficiency as identified by the American Council for the Teaching of Foreign Language, or as approved for use by the Delaware Department of Education.”	14 Del. Admin. Code 505 4.2.1.2
FL	Yes	Yes - Algebra I, Algebra II, geometry, United States history, or biology	“The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in Algebra I, Algebra II, geometry, United States history, or biology if the student passes the statewide, standardized assessment administered under s. 1008.22 . Notwithstanding s. 1003.436 , a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment during the regular administration of the assessment.”	West’s F.S.A. § 1003.4295 (3)
GA	Yes	Yes – any course for which state has developed end-of-course test	“Local boards of education shall award a unit of credit to a student when ... the student successfully demonstrates subject area competency through a pre-defined score on state-adopted or approved assessment instruments as outlined in the Georgia Department of Education’s Guidelines for Awarding Units of Credit . Students may earn no more than three units of credit by demonstrating subject area competency under this paragraph.”	Ga Comp. R. & Regs. 160-5-1-.15 (2)(f)(1)(ii)
IN	Yes	No	“A student shall receive credits toward graduation or an academic honors diploma by demonstrating the student’s proficiency in a course or subject area required for graduation or the academic honors diploma, whether or not the student has completed course work in the subject area, by any one (1) or more of the following methods: (1) Receiving a score that demonstrates proficiency on a standardized assessment of academic or subject area competence that is accepted by accredited postsecondary educational institutions. (2) Receiving a high proficiency level score on an end of course assessment for a course	IC 20-36-5-1

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			without taking the course. ... (4) Receiving a score of three (3), four (4), or five (5) on an advanced placement examination for a course or subject area. (5) Other methods approved by the state board."	
LA	Unclear	Yes – any course for which state has developed end-of-course test	"Proficiency in a course with a state-administered end-of-course exam must be demonstrated using the end-of-course exam."	La. Admin Code. tit. 28, pt. CXV, § 2314(F)
MD	Unclear	Yes – English 12 or Algebra II	"A student who would be eligible to graduate but for attaining credit in either English 12 or Algebra II may obtain that credit by taking a State-approved examination and achieving a passing score as defined by the Maryland State Department of Education."	COMAR 13A.03.02.04(1)(2)
NJ	Yes	Yes - World languages	" District boards of education shall choose from among the following assessment options to determine if students have achieved the level of language proficiency designated as Novice-High as defined by the ACTFL and recognized as fulfilling the world languages requirement of the CCCS: (A) The STAMP online assessment; (B) The OPI or MOPI; or (C) Department-approved locally designed competency-based assessments"	N.J.A.C. 6A:8-5.1 (a)(2)(ii)(2)
NY	Yes	No	"Credit by examination. A student may earn a maximum of 6 1/2 units of credit for either a Regents or local diploma without completing units of study for such units of credit, if: (i) based on the student's past academic performance, the superintendent of a school district or the chief administrative officer of a registered nonpublic high school or the chief administrator of an educational program administered by a State agency ..., or his or her designee, determines that the student will benefit academically by exercising this alternative; (ii) the student achieves a score of at least 85 percent, or its equivalent as determined by the commissioner, on a State-developed or State-approved assessment ...; (iii) the student passes an oral examination or successfully completes a special project to demonstrate proficiency, in such knowledge, skills and abilities normally developed in the course but not measured by the relevant Regents examination or State-approved examination if used, as determined by the principal or the chief administrator of an educational program administered by a State agency; and (iv) the student attends school, or received substantially equivalent instruction elsewhere ... until the age of 16"	8 NYCRR 100.5(d)
OK	Yes?	Yes - Algebra I, Algebra II, Biology I, English II, English III, Geometry, or United States History	"The State Board of Education shall provide an option for high school graduation based upon attainment of the desired levels of competencies as required in tests pursuant to the provisions of Section 1210.508 of this title. Such option shall be in lieu of the amount of course credits earned."	70 Okl. St. Ann. § 11-103.6
PA	No	Yes – English Language Arts, Algebra I, Biology	"Beginning in the 2016-2017 school year, each school district, charter school (including a cyber charter school) and AVTS, if applicable, shall adopt and implement requirements for high school graduation that, at minimum, include ... A) Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies. (I) A school district, AVTS or charter school, including a cyber charter school, shall allow a student to take a Keystone Exam prior to taking the course associated with the exam's content provided that the student achieved a score of advanced on the most recent associated PSSA assessment administered to the student. (II) A school district, AVTS or charter school, including a cyber charter school, shall allow a student who transfers from another state to take a Keystone Exam prior to taking the course associated with the exam's content, provided that the student achieved a score comparable to the PSSA's advanced performance level on a comparable assessment administered by another state. (III) A school district, AVTS or charter school, including a cyber charter school, may allow a	22 Pa. Code § 4.24 (c)(1)(iii)

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			<p>student who scores at the advanced level on a particular Keystone Exam prior to taking the course to be granted course credit for the course without having to complete the course.</p> <p>Regulations extend these requirements and options to English Language Arts (Composition) in the 2018-2019 school year, and Civics and Government in the 2019-2020 school year.</p>	
SD	No	No	<p>Two types of exams:</p> <p>Course equivalency exams allow students in grades 9-12 to receive course credit by “testing out”. Regulation provides, “Course equivalency exams may be administered by a district if the district has received the approval for waiver from administrative rule pursuant to chapter 24:43:08 to offer equivalency exams for a specific content area. If the Department of Education has a course equivalency exam available for the specific content area, the department’s exam may be used. If a course equivalency exam is not available from the department, the district may create an exam. The exam shall be standards-based if applicable. The exam must be approved by the department before it may be administered. Credit shall be granted by equivalency exam based on the following:</p> <ol style="list-style-type: none"> (1) The student must pass the exam with at least 85% proficiency; (2) The course equivalency exam must be passed on the first attempt for credit to be issued; (3) Credit may be included on the student transcript as a “pass” grade only upon achieving 85% proficiency or above and may not be calculated as a part of a student’s cumulative grade point average; (4) Failed attempts on the course equivalency exam may not be included on a student’s transcript and may not be calculated as a part of a student’s cumulative grade point average; (5) If a student wishes to have a letter grade for the test out included on the student’s transcript as a means of scholarship eligibility or entrance into a postsecondary institution, a formal request may be made to that student’s school district to have a course grade included. The course grade is a letter grade that corresponds to the student’s test score on the course equivalency exam. The course grade may not be calculated as a part of the student’s cumulative grade point average; (6) The school district must proctor and score the exam; and (7) The department must receive a roster of participants, including the students’ name, grade in school, district attendance center, and percentage on the completed exam before the start of the next school year.” <p>End-of-course exams allow students below grade 9 to receive high school credit by “testing out”. Regulations governing end-of-course exams were repealed effective January 7, 2016.</p> <p>Department guidance</p>	Course equivalency: ARSD 24:43:11:09
Demonstration of Competency via Other Specified Mechanisms (including locally-approved assessments)				
CA	Yes	No	<p>“The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, ... Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.”</p>	West’s Ann. Cal. Educ. Code § 51225.3(b)
KY	No	No	<p>“A board of education may award credit toward high school graduation for satisfactory demonstration of learning based on content standards described in the Kentucky core academic standards, incorporated by reference in 704 KAR 3:303, and a rigorous performance standards policy established by the board of education. A school shall establish performance descriptors and evaluation procedures to determine if the content and performance standards have been met. A board of education shall award credit toward high school graduation based on:</p> <ol style="list-style-type: none"> (a) A standards-based Carnegie unit credit that shall consist of at least 120 hours of instructional time in one (1) subject; or (b) A standards-based performance-based credit, regardless of the number of instructional hours in one (1) subject. <p>“(4) A board of education which has chosen to award standards-based performance-based credit shall establish a policy for a performance-based credit system that includes:</p> <ol style="list-style-type: none"> (a) The procedures for developing performance-based credit systems and for amending the system; (b) The conditions under which each high school may grant performance-based credits and the related performance descriptors and assessments; (c) Objective grading and reporting procedures; 	704 Ky. Admin. Regs. 3:305, Section 5

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			<p>(d) Content standards as addressed in 704 KAR 3:303, Required core academic standards, and 703 KAR 4:060, Academic expectations;</p> <p>(e) The extent to which state-provided assessments will be used in the local performance-based credit system;</p> <p>(f) The ability for students to demonstrate proficiency and earn credit for learning acquired outside of school or in prior learning; and</p> <p>(g) Criteria to ensure that internships, cooperative learning experiences, and other learning experiences in the school and community are:</p> <ol style="list-style-type: none"> 1. Designed to further student progress towards the individual learning plan; 2. Supervised by qualified instructors; and 3. Aligned with state and local content and performance standards. <p>(5) A board of education may award standards-based, performance-based credit toward high school graduation for:</p> <p>(a) Standards-based course work that constitutes satisfactory demonstration of learning in any high school course, consistent with Section 1 of this administrative regulation;</p> <p>(b) Standards-based course work that constitutes satisfactory demonstration of learning in a course for which the student failed to earn credit when the course was taken previously;</p> <p>(c) Standards-based portfolios, senior year, or capstone projects;</p> <p>(d) Standards-based online or other technology mediated courses;</p> <p>(e) Standards-based dual credit or other equivalency courses; or</p> <p>(f) Standards-based internship, cooperative learning experience, or other supervised experience in the school or the community.</p>	
LA	Unclear	No	<p>“When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the following on behalf of any student or group of students:</p> <ol style="list-style-type: none"> 1. the name of the examination used to measure proficiency, if nationally recognized; or 2. a copy of the examination used to measure proficiency, if locally developed or not nationally recognized and the score required to demonstrate proficiency; or 3. a listing of requirements to demonstrate proficiency through portfolio submissions... <p>“Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, P (pass), and the unit of credit earned entered on their transcript.</p> <ol style="list-style-type: none"> 1. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.” 	La. Admin Code. tit. 28, pt. CXV, § 2314(D), (H)
MD	Unclear	No	<p>“credit toward high school graduation may be earned for independent study or internships in which a student successfully demonstrates pre-established curricular objectives... Credit toward high school graduation may be earned by passing an examination that assesses student demonstration of local school system curricular objectives.”</p>	COMAR 13A.03.02.04(H), (I)(1)
MI	Yes	No	<p>“The board of a school district shall grant high school credit in any course to a pupil enrolled in high school, but who is not enrolled in the course, who has exhibited a reasonable level of mastery of the subject matter of the course by attaining a grade of not less than C+ in a final exam in the course, or, if there is no final exam, by exhibiting that mastery through the basic assessment used in the course which may consist of a portfolio, performance, paper, project, or presentation. For the purpose of earning credit under this section, any high school pupil may take the final examination in any course. Credit earned under this section shall be based on a “pass” grade and shall not be included in a computation of grade point average for any purpose. Credit earned under this section may or may not be counted toward graduation, as the board of the school district may determine, but the board’s determination shall apply equally to all such credit for all pupils and credit earned under this section shall be counted toward fulfillment of a requirement for a subject area course and shall be counted toward fulfillment of a requirement as to course sequence. Once credit is earned under this section, a pupil may not receive credit thereafter for a course lower in course sequence concerning the same subject area.”</p>	M.C.L.A. 380.1279b
NV	Yes	Yes ¹	<p>“The board of trustees of each school district shall prescribe an application for pupils to apply for credit for a specific course of study without having attended the regularly scheduled classes in the course ... (2) The board of trustees of each school district shall prescribe the specific courses of study for which a pupil may be granted credit without having attended the regularly scheduled classes in the course ... The board of trustees of each school district shall make available to school counselors, pupils and parents of pupils a list of the courses of study</p>	NAC 389.6 70(1) through (3)

¹ To be locally determined, but must include Algebra I, Algebra II, geometry, trigonometry, computer literacy, English I, English II, English III, English IV, principles of science, life science, physical science, health, history of the United States, world history, government of the United States, sociology and foreign languages.

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			<p>prescribed pursuant to this subsection.</p> <p>3. The board of trustees of each school district shall:</p> <p>(a) ... establish a committee of teachers and administrators to select an appropriate examination for each course of study prescribed pursuant to subsection 2. The examination must be based on the standards of content and performance prescribed for that course and the curriculum for that course adopted by the school district.</p> <p>(b) ... review and approve the examination developed by the principal and the pupil's teacher who provides instruction in the course for which credit is being sought.</p> <p>(c) ... review and approve the examination which the principal determines to be as rigorous or more rigorous than the examination selected pursuant to paragraph (a).</p> <p>(d) ... Prescribe a minimum score of not less than 70 which a pupil must achieve on an examination ... to receive credit without having attended the regularly scheduled classes in the course. The minimum score must be established using objective criteria to ensure that a pupil demonstrates his or her proficiency to meet the objectives of the course."</p>	
NJ	Yes	No	<p>"The 120-credit requirement ... may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of individualized learning opportunities, as follows:</p> <p>i. District boards of education shall establish a process to approve individualized student learning opportunities that meet or exceed the CCCS.</p> <p>(1) Individualized student learning opportunities in all CCCS areas include, but are not limited to, the following:</p> <p>(A) Independent study;</p> <p>(B) Online learning;</p> <p>(C) Study abroad programs;</p> <p>(D) Student exchange programs; and</p> <p>(E) Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.</p> <p>(2) Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the CCCS shall:</p> <p>(A) Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;</p> <p>(B) Include demonstration of student competency;</p> <p>(C) Be certified for completion based on the district process adopted according to (a)2ii below; and</p> <p>(D) Be on file in the school district and subject to review by the Commissioner or his or her designee.</p> <p>(3) Group programs based upon specific instructional objectives aimed at meeting or exceeding the CCCS shall be permitted under this section and shall be approved in the same manner as other approved courses.</p> <p>ii. District boards of education shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the CCCS at the high school level, including standards achieved by means of the individualized student learning opportunities enumerated at (a)2 above. Such programs or assessments may occur all or in part prior to a student's high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through 12.</p> <p>(1) District boards of education shall choose assessments that are aligned with or exceed the CCCS and may include locally designed assessments.</p>	N.J.A.C. 6A:8-5.1(a)(2)
TN	No	No	<p>(2) Testing for Credit.</p> <p>(a) Local boards of education may adopt policies permitting students who are enrolled in grades nine (9) through twelve (12) and who have taken the equivalent of high school level courses to earn unit(s) of high school credit for these courses. Students may earn credit toward graduation upon passing a comprehensive written examination in accordance with standards determined by the local board of education.</p> <p>(b) High school credit may not be given by examination in American History."</p>	Tenn. Comp. R. & Regs. 0520-01-03-.06(2)
TX	Yes	No	<p>"(a) Using guidelines established by the State Board of Education, a school district shall develop or select for review by the district board of trustees examinations for acceleration for each primary school grade level and for credit for secondary school academic subjects. The guidelines must provide for the examinations to thoroughly test comprehension of the information presented in the applicable grade level or subject. The board of trustees shall approve for each subject, to the extent available, at least four examinations that satisfy State Board of Education guidelines. The examinations approved by the board of trustees must include:</p> <p>(1) [AP exams]; and</p>	V.T.C.A., Education Code § 28.023

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			<p>(2) [CLEP exams]...</p> <p>(c) A school district shall give a student in grade level six or above credit for a subject on the basis of an examination for credit in the subject approved by the board of trustees under Subsection (a) if the student scores in the 80th percentile or above on the examination or if the student achieves a score as provided by Subsection (c-1). If a student is given credit in a subject on the basis of an examination, the district shall enter the examination score on the student's transcript and the student is not required to take an end-of-course assessment instrument adopted under Section 39.023(c) for that subject.</p> <p>(c-1) A school district shall give a student in grade level six or above credit for a subject if the student scores:</p> <p>(1) a three or higher on an advanced placement examination approved by the board of trustees under Subsection (a) and developed by the College Board; or</p> <p>(2) a scaled score of 50 or higher on an examination approved by the board of trustees under Subsection (a) and administered through the College-Level Examination Program.</p> <p>(d) Each district shall administer each examination approved by the board of trustees under Subsection (a) not fewer than four times each year, at times to be determined by the State Board of Education.</p> <p>(e) Subsection (d) does not apply to an examination that has an administration date that is established by an entity other than the school district.</p> <p>(f) A student may not attempt more than two times to receive credit for a particular subject on the basis of an examination for credit in that subject.</p> <p>(g) If a student fails to achieve the designated score described by Subsection (c) or (c-1) on an applicable examination described by Subsection (c) or (c-1) for a subject before the beginning of the school year in which the student would ordinarily be required to enroll in a course in that subject in accordance with the school district's prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course."</p>	
UT	Yes	No	<p>"'Demonstrated competence' means subject mastery as determined by LEA standards and review. LEA review may include such methods and documentation as: tests, interviews, peer evaluations, writing samples, reports or portfolios...</p> <p>"LEA policies shall provide various methods for students to earn credit from non-accredited sources, course work or education providers. Methods, as designated by the LEA may include:</p> <p>(1) Satisfaction of coursework by demonstrated competency, as evaluated at the LEA level;</p> <p>(2) Assessment as proctored and determined at the school or school level;</p> <p>(3) Review of student work or projects by LEA administrators; and</p> <p>(4) Satisfaction of electronic or correspondence coursework, as approved at the LEA level."</p>	U.A.C. R27 7-705-3(C)
WV	No	No	"Alternative Means to Earn High School Credit - County boards of education shall provide alternative means for students to earn high school credit as explained below. ... A county may develop tests for the purpose of accelerating students by proving proficiency through assessment."	W. Va. Code St. R. § 126-42-5.4.f.1.D
Demonstration of Competency via Non-Specified Mechanisms				
AZ	Yes	Yes – English, math, science, social studies, fine arts, CTE	"Upon request of the student, the local school district governing board or charter school shall provide the opportunity for the student to demonstrate competency in the subject areas listed in subsections (1)(a) through (1)(f) of this Section above in lieu of classroom time. In appropriate courses, a school district governing board or charter school shall include as a mechanism to demonstrate competency a score determined by the State Board as college and career ready on the competency test adopted by the State Board. "	A.A.C. R7-2-302
CT	Yes	No	"a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned ... through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education."	C.G.S.A. § 10-221a(f)
DE	No	No	"District and charter school boards are authorized to award credit toward high school graduation for the following activities, on the condition that the activities incorporate any applicable state content standards. Before awarding credit for any of the following activities, the districts and charter school boards shall have adopted a policy approving the activity for credit and establishing any specific conditions for the award of credit for the activity. Such policy shall be applicable to each school within the district or each charter high school. ... Courses taught by a teacher certified in the subject being taught and credit earned upon demonstration of mastery of the competencies of the particular course."	14 Del. Admin. Code 505 8.1.11
HI	Yes?	No	"Students who demonstrate proficiency in the State Standards and General Learner Outcomes in the required courses or proficiency based equivalents shall receive a Hawaii High School Diploma. Proficiency shall be determined in accordance with established Department of Education procedures."	BOE Policy 4540

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ID	Yes?	No	"A student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA."	IDAPA 08.02.03.105 (01)(b)
IA	No	No	"The rules shall allow a school district or accredited nonpublic school to award high school credit to an enrolled student upon the demonstration of required competencies for a course or content area, as approved by a teacher licensed under chapter 272. The school district or accredited nonpublic school shall determine the assessment methods by which a student demonstrates sufficient evidence of the required competencies."	I.C.A. § 256.7 (26)(a)(2)
KS	No	No	"Individual students may be awarded credit based upon demonstrated knowledge of the content of a course or subject, regardless of the amount of time spent by the student in the course or subject."	K.A.R. 91-31-31(p)
MO	No	No	"if a student demonstrates mastery of the required competencies of a course, the district may grant credit through an alternative method with prior approval by DESE."	5 Mo. Code of State Regulations 20-100.190(3)
NE	No	No	"Schools may use performance based curriculum or courses as an option in place of any subjects in Section 004.04B if they have a written description of the curricula or course which includes the goals, representative instructional experiences, expected student performance for accomplishment of the goals, and the rationale for allocating instructional units for the course. The written description is approved by the local board of education and is on file in the school. Performance based curriculum provides learning opportunities for students equivalent to or greater than those through the course(s) under Section 004.04B, but may take less than the time required in Section 002.12 for determining instructional units."	Neb. Admin. R. & Regs. Tit. 92, Ch. 10, § 004.04C3
NC	Yes?	Yes – World language	Two elective units must be chosen from CTE, world language or the arts. Requirement may be fulfilled by "Credits in the same second language or demonstration of proficiency in a language other than English as determined by the LEA."	16 NCAC 6D.0503
OH	Yes	No	<p>"The state board, in consultation with the chancellor, shall adopt a statewide plan implementing methods for students to earn units of high school credit based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction. The state board shall adopt the plan not later than March 31, 2009, and commence phasing in the plan during the 2009-2010 school year. The plan shall include a standard method for recording demonstrated proficiency on high school transcripts. Each school district and community school shall comply with the state board's plan adopted under this division and award units of high school credit in accordance with the plan. The state board may adopt existing methods for earning high school credit based on a demonstration of subject area competency as necessary prior to the 2009-2010 school year.</p> <p>(2) Not later than December 31, 2015, the state board shall update the statewide plan adopted pursuant to division (J)(1) of this section to also include methods for students enrolled in seventh and eighth grade to meet curriculum requirements based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction. Beginning with the 2017-2018 school year, each school district and community school also shall comply with the updated plan adopted pursuant to this division and permit students enrolled in seventh and eighth grade to meet curriculum requirements based on subject area competency in accordance with the plan."</p> <p>The plan does not identify a single method by which districts must award credit. Rather, Credit Flexibility Policy and Guidance suggests, "Local Education Agencies (LEAs) may design and/or select paper-and-pencil, performance and other kinds of assessment instruments for purposes of awarding credit and assigning course grades for students accessing credit flexibility."</p> <p>In addition, per a directive in 2015 H.B. 64, the state is piloting a competency-based education model in five sites from 2015-2016 through 2018-2019 school years. Sites were selected through a competitive application process.</p>	R.C. § 3313.603 (J)
OR	No	No	"The district school board may adopt policies for alternative learning experiences, such as credit by examination and credit for off-campus experiences"	OAR 581-022-1130 (15)(e)
SC	No	No	"A school may award credit for courses that have been approved by the South Carolina Department of Education (SCDE) in a proficiency-based system. A proficiency-based course may also be offered for one-fourth and one-half unit if the system specifies these units. Each school district that seeks to implement a proficiency-based system must submit a plan to the SCDE that provides procedures for establishing and developing a proficiency-based system"	S.C. Code of Regulations R. 43-234 (II)(C)

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			including the method for determining proficiency. The SCDE must approve the district-submitted plan prior to the district's use of the proficiency-based system. Districts are accountable for making sure that the academic standards and the individual learning needs of the students are addressed."	
WA	Yes?	No	"the term 'high school credit' shall mean: (a) Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or (b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards)."	WAC 180-51-050(1)(a), (b)
WI	No	No	"A school board may adopt a resolution to allow pupils in the high school grades to earn high school credits in a subject area by demonstrating a level of proficiency in that subject area or by creating a learning portfolio related to that subject area. If a school board adopts a resolution under this paragraph, the school board shall develop and implement written policies and procedures for awarding credits under this paragraph. The school board shall include in its policies and procedures the manner in which a pupil may qualify for high school credit under this paragraph. A pupil may earn not more than one-half of the total number of credits required for a high school diploma under this paragraph. 2. For a pupil who earns credit under this paragraph, a school board may waive the requirement ... that requires a pupil, during the high school grades, to be enrolled in a class or participate in an activity approved by the school board during each class period of each school day."	W.S.A. 118.33 (1)(es)(1), (2)
WY	Unclear	Yes – English, math, science, social studies	"Graduation standards imposed under this paragraph shall require the successful completion of [specified years of English, math, science, and social studies], as evidenced by passing grades or by the successful performance on competency-based equivalency examinations"	W.S. § 21-2-304(a)(iii)