



RULES: AWARDING CREDIT TO NATIVE SPEAKERS IN LIEU OF ENROLLMENT

The Georgia Department of Education provides an opportunity for an exemption from the high school graduation requirements for two units of foreign language for students whose native language is not English.

Please identify this course on the student's record as:

Native Language (Not English)

65.01000 Native Language (Not English)

You might wish to note the language spoken by the student on the transcript.

One may access the full text of this rule, as well as all current rules that have been adopted by the State Board at the following URL:

High School Graduation Rule

<http://archives.gadoe.org/documents/doe/legalservices/160-4-2-.48.pdf>

Please see:

- Section V *Areas of Study*,
- Number (V) *CTAE/Modern Language/Latin/Fine Arts*
- II. *Modern Language/Latin*
- A. *Students whose native language is not English may be considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available.*

Districts are recommended to work with their schools and boards of education to determine a policy for verifying that a student's proficiency in speaking, listening, reading and writing the World Language meet the proficiency requirements set forth in the Georgia Performance Standards:

<https://www.georgiastandards.org/standards/pages/BrowseStandards/ModernLanguageLatin.aspx>

Common ways to test students for proficiency include:

- Having students communicate with a native or advanced-level speaker to test proficiency
- Having students take and pass the level two final given by language teachers in the school (if the language is applicable)
- Having students take a nationally recognized language proficiency exam

If your system would like to review the model policy in place in another district, please feel free to contact us and we will help to find one that might be useful in crafting a policy that meets the needs of your schools and system.

Guidance counselors should inform students and parents/guardians that there is no guarantee that credit in lieu of enrollment will be accepted by colleges for admissions purposes. Students should check with the post-secondary institutions they plan to apply to regarding their policies.

Additional Information and Links

The Georgia Department of Education provides an opportunity for an exemption from the high school graduation requirements for two units of foreign language for students whose native language is not English. Included in each of the state graduation policies, Rule 160-4-2-.30, Rule 160-4-2-.06, Rule 160-4-2-.36, Rule 160-4-2-.46, and Rule 160-4-2-.47 in the foreign language section, is the following statement:

"Two Carnegie units of the same foreign language shall be required for the College Preparatory (CP) program of study in grades 9-12. Students whose native language is not English may be considered to have met the foreign language requirement by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available."

One may access the full text of these rules, as well as all current rules that have been adopted by the State Board at the following URL:

High School Graduation Rule

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Please see page five of the rule for clarification. A basic definition is included below:

A. Students whose native language is not English may be considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available.

To avoid confusion about actual modern language course enrollments, the Native Language (Not English) course should be utilized to award credit in lieu of enrollment:

65.01000 Native Language (Not English) c/e c/e

As we move toward offering students credit for language proficiency, this rule provides an important way for us to recognize and reward the high levels of language proficiency demonstrated by these students.

List of State Approved K-8 Subjects and 9-12 Courses

<http://www.gadoe.org/documents/doe/legalservices/160-4-2-.20.pdf>

The Native Language (Not English) course is listed on page 71 of the List of State Approved K-8 Subjects and 9-12 Courses.

Students who are simply given an exemption from this requirement may have problems either being accepted to college or qualifying for the HOPE Scholarship; therefore, *granting an exemption without awarding credit is not recommended*. In addition, students considering application to a college or university following graduation might wish to verify with these institutions that this credit will be accepted.

Page seven of Rule 160-4-2-.03, List of State-Funded K-8 Subjects and 9-12 Courses, makes the following provision for giving credit in lieu of enrollment:

XX.XXXX3XX = CREDIT IN LIEU OF ENROLLMENT

A **3** as the fifth numerical digit to the right of the decimal indicates that students receive credit for a course in which they are not enrolled. Such instances would require a local policy that must be met in order for a student to receive credit without enrolling in the course. (For example, a student whose native language is not English could be given one or two Carnegie unit credits for foreign language if he/she can demonstrate proficiency in that language. A local system could use an end of Level I or II test or a proficiency test of its choice.)

Rule 160-4-2-.13, Statewide Passing Score, <http://www.gadoe.org/documents/doe/legalservices/160-4-2-.13.pdf>, specifies that numerical grades must be assigned if credit is given for a course. In addition to the grade, the language for which credit is given should be indicated on the transcript.

The grade assigned may be based on a variety of criteria, including the student's performance on a proficiency examination, a project that the student has completed, community service in the community that speaks the language in question, student presentations that inform the wider school community about the language and culture, developing and teaching a mini-unit on the language and culture to other students, etc. How the grade is assigned will differ depending on the individual, the native language, and the method of evaluation chosen. The grade should reflect the level of proficiency in the language. Establishing a consistent local policy is critical.

Finally, native speakers of who have not already achieved a high degree of literacy in their native language will benefit greatly from taking either upper-level foreign language courses in their native language, when available, or courses designed for native speakers. Please refer to the List of State-Funded courses for the complete list of foreign language courses available.