



Awarding High School Credit

How to Guide

Students are able to earn high school credit through a variety of ways. This document provides the foundation to how high school credit can be awarded in Idaho public schools.

SYSTEMS OPTIONS

Systems options are Local Education Agency (LEA) approved models, that apply to all students and are adopted in School Board policies and practices.

Traditional Credit

Through a traditional credit model, credit is awarded through successful completion of instructional hours. Sixty hours of instruction is equal to one credit in Idaho.

Example: Traditional Credit Structure	How
A school has designed a course, that exceeds 60 hours of instruction and imbeds Financial Literacy content standards. The course is taught by a qualified instructor and the student successfully completes the course with an "A" grade.	The student completed instructional hours to earn credit via successful course completion as determined by the LEA grading policy.

Mastery Credit

A systemwide demonstration of a student's measured progress in competency and/or content, that is approved by the Local Education Agency (LEA). Mastery of content is clearly spelled out in how credit is earned.

Example: Mastery Credit Structure	How
A school has designed a project-based curriculum, in which the student has provided both a portfolio and reflection, demonstrating mastery of the content standards associated with the project. The instructional hours are not considered.	The student demonstrates mastery of content standards through the successful completion of the project as determined by the LEA practices.

INDIVIDUAL ALTERNATIVE OPTIONS

The following examples consider the individual student and can exist within either a traditional or mastery system. The LEA policies consider the individual and alternatives to earning credit.

Self-Directed Learner

SDL provides flexible learning and various modes of learning for students who have already achieved some level of mastery. The SDL is implemented on an individual basis, with prescribed outcomes and agreed upon goals. [Section 33-512D – Idaho State Legislature](#)

Example: Self-Directed Learning	How
A student is designated as a self-directed learner to enroll in an apprenticeship which requires attending courses on a college campus and on-site work training. The college courses and work training will fulfill some credit requirements for graduation.	The student has an agreed upon plan with an overseeing teacher, that provides details of how and what credit is earned based on the outcomes of the apprenticeship.

Extended Learning

Students can earn credit for out-of-classroom experiences, in which a student can demonstrate an understanding of subject area content standards from prior learning. [Chapter 64 – Idaho State Legislature](#)

Example: Extended Learning	How
A student has extensive work experience through a family farm that would meet the introduction to Agriculture course requirements. The student demonstrates this knowledge through a collection of evidence asked by the school.	The student provided evidence as required by LEA policy, that aligns out-of-school learning to course content requirements in order to earn credit.

Course Challenge

A student can challenge a course for credit as defined by the school board. [Section 33-4602 – Idaho State Legislature](#)

Example: Course Challenge	How
A student believes they have the prior knowledge for a course requirement. The student asks to challenge the course and is provided the end of the year assessment for the course. The student scores a 98%.	The student met the LEA policy to sufficiently demonstrate prior knowledge for the course being required to be granted credit.