



Credit Through Prior Knowledge for World Languages District Guidance

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Purpose

Students can earn Credit Through Prior Knowledge for world languages by demonstrating *at least* a novice mid/high level of proficiency in the target language on a South Carolina Department of Education (SCDE) approved assessment.

Districts submit their Proficiency-Based System Plan as part of their district's strategic plan for approval by the South Carolina Department of Education (SCDE). As part of this submission, districts may include a Credit Through Prior Knowledge (CTPK) plan for World Languages (WL).

This guidance document is intended to support districts as they design their own CTPK plans for WL. Each district should consider its world language initiatives, resources, vertical progression, and proficiency targets when developing its plan. In other words, the proficiency expectations for a student enrolled in a Level 1 course within a district should align with the expectations for a student pursuing CTPK through an assessment within the same district.

CTPK for WL cannot be implemented in a school or district without SCDE approval.

Identifying Eligible Students

Credit Through Prior Knowledge is generally designed for students who have acquired at least a novice mid or novice high level of proficiency in the target language in all four skills (reading, writing, listening, and speaking). It is not tied to a specific educational experience. Samples of student populations who may be able to earn Credit Through Prior Knowledge are:

- students who have acquired the language abroad (ex., students of military families),
- students who have acquired the language informally at home or attended a community-language program,
- students identified as Multilingual Learners,
- students who acquired the language through personal study, or
- Dual Language immersion students who have a long history of academic exposure.

What Languages Are Available for Credit?

Students may earn Credit Through Prior Knowledge for any language offered at their school or district, or listed in the SCDE course catalog.

What Assessments Qualify Students for Credit?

To assess Credit Through Prior Knowledge, SCDE recognizes **STAMP 4S from AVANT** to determine a student's proficiency in a language other than English.

Districts may contact the SCDE Education Associate for World Languages to request the testing provider's contact information.

How Can Districts Identify Students Who Qualify for Credit Through Prior Knowledge but Are Not Classified as Multilingual Learners?

Districts should create a collaborative plan to identify, implement, and assess potential students. A few suggestions are:

- Check the student's home language survey in PowerSchool.
- Have eighth-grade guidance counselors note eligibility as part of their students' IGP's.
- Collaborate with world language educators, multilingual learner specialists, registrars, and school secretaries or front desk personnel to identify students.

Note: *It is important not to rely solely on a student's first and last names when making recommendations.*

For more guidance, please see the self-assessment screening protocol below.

Test Readiness

Some students may not yet have the language proficiency or technological skills needed to take a digital assessment and meet the minimum proficiency level required. To determine readiness, consider the following.

Language Proficiency & Exposure

- Does the student use the target language at home or in the community?
- Does the student read and write in the target language?

Test Familiarity & Readiness

- Does the student have the technological knowledge and skills to take a test on a computer?
- Is the student aware that the test includes listening, reading, writing, and speaking sections?

Practical Considerations

- Can the school provide the students with access to a proctored setting that is quiet and appropriate for testing?
- Is there any accommodation the student may need?

Language Screening Protocol

After determining test readiness, districts should use a language screening protocol *before* administering the assessment to gauge the student’s proficiency level. Students with novice low proficiency in any of the four skills are not recommended to take the assessment. Below are two models for language screening.

Model A

Before taking the proficiency-based assessment, the student could participate in an informal interview with a language educator on familiar topics. They should also be invited to respond to a writing prompt on a familiar subject. A language educator can then determine whether the student has the literacy skills needed to take the test.

If the educator determines that the student does not meet the minimum requirements of the oral and writing prompts, the student should not be given an assessment and should be placed in a Level 1 Language course.

Model B

The following self-assessment and prompt can be provided to the student to determine test-readiness.

Self-Assessment of Novice-High Proficiency Target

Each of the statements below describes what an individual needs to do to score Novice High in each section of the assessment. Please read each statement carefully and think about your world language abilities.

- Reading Skills: **I can** identify the topic and some facts from simple sentences in informational/fictional texts.
- Listening or Viewing Skills: **I can** understand familiar questions and statements from simple sentences in authentic conversations and spoken texts.
- Conversational Skills: **I can** ask some practiced and original questions and express myself using simple sentences most of the time to keep the conversation on topic. **I can** express some basic needs, preferences, or feelings.
- Oral, Signed or Written Presentational Skills: **I can** use simple sentences most of the time to present information about myself, my interests, my likes and dislikes, and everyday familiar topics.

If students respond “yes” to each, they are ready to take the test. If they answer “no” to these statements, the student should be placed in a Level 1 Language course.

It is important to note that the statements above assess proficiency, *not* performance. They describe what the learner can do consistently and independently outside of the classroom, across all modes of communication, independent of tasks, and *all of the time*.

Districts could also share a link to [practice STAMP 4S assessments by AVANT](#) so students can familiarize themselves with the test format and content. This will provide the students with a clear indication of their proficiency in the language.

Scores, Credit, and Equivalent Grades Based on Assessment

How Many Credits Can a Student Earn?

A student’s composite score on the assessment determines the number of credits. Below is an overview of the proficiency and credit equivalency.

Proficiency Level/Credit Equivalency Chart

Proficiency Level	Credit	Seat Time Equivalence
Novice Mid to Novice High	1	1 year
Novice High to Intermediate Low	2	2 years
Intermediate Low to Intermediate Mid	3	3 years
Intermediate Mid and above	4	4 years

The determination of proficiency levels, composite scores, grades, and credit earned is based on the [South Carolina College- and Career- Ready Standard for World Language Proficiency 2019](#) and on the [end-of-course proficiency targets](#) for modern and logographic languages recommended by the South Carolina Department of Education.

STAMP 4S Scores

Level	STAMP
Novice Low	1
Novice Mid	2
Novice High	3
Intermediate Low	4
Intermediate Mid	5
Intermediate High	6
Advanced	7+

Below is the STAMP 4S score and recommended equivalent grade based on the South Carolina Department of Education's [End-of-Course Proficiency Target](#) document.

Credit for Alphabetic Languages

Credit Based on STAMP4S (Spanish, French, German)

Credit for Level 1 Composite Score:		Credit for Level 2 Composite Score:	
STAMP Score (Composite)	Numerical Grade	STAMP Score (Composite)	Numerical Grade
2.5	90%	3.5	90%
2.75	95%	3.75	95%
≥3.0-3.25	100%	≥4.0-4.25	100%
Credit for Level 3 Composite Score:		Credit for Level 4 Composite Score:	
STAMP Score (Composite)	Numerical Grade	STAMP Score (Composite)	Numerical Grade
4.5	90%		
4.75	95%	5.25	95%
≥5.0	100%	≥5.5	100%

Credit for Logographic Languages

Credit Based on STAMP4S (Chinese, Japanese)

Credit for Level 1 Composite Score:		Credit for Level 2 Composite Score:	
STAMP Score (Composite)	Numerical Grade	STAMP Score (Composite)	Numerical Grade
2.0	90%	2.75	90%
2.25	95%	3.0	95%
≥2.5	100%	≥3.25	100%
Credit for Level 3 Composite Score:		Credit for Level 4 Composite Score:	
STAMP Score (Composite)	Numerical Grade	STAMP Score (Composite)	Numerical Grade
3.75-4.0	90%	4.75	90%
4.25	95%	5.0	95%
≥4.5	100%	≥5.25	100%

Interpreting Scores, Retroactive Credit, and Student Placement

The following recommendations should be considered when providing students with Credit Through Prior Knowledge.

- Districts can determine composite scores and grade cut-offs if they are at or above the baseline parameters established by SCDE in this document.
- If a student has earned a composite score that falls within the SCDE parameters, the student should be given credit with the accompanying grade for the level attained and the previous levels. For example, if a student has earned a 3.5 composite score in French, the student should receive credit for Level 2 (90%) and Level 1 (100%).
- If a student has earned credit for a language offered at the school or district, it is recommended that they be placed on the next level of the language sequence. For example, if a student has earned a composite score of 3.5 in French, they should receive credit for Level 1 and 2 and be encouraged to enroll in a Level 3 French course. Enrolling students in the next level class will allow them to be immersed in an academic language environment that will more effectively prepare them for language courses at the postsecondary level.
- If a student has earned two to three credits in a language *not* offered at the school or district but listed in the SCDE course catalogue, the student may have enough World Language credits to fulfill the world language requirement for a four-year public college or university. Still, we recommend placing them in a language class if their

schedule permits. Enrolling students in a language class will immerse them in an academic language environment, better preparing them for language courses at the post-secondary level.

- If students have earned only one or two credits in a language *not* offered at their school or district but listed in the SCDE course catalogue, they will have met the World Language requirement for high school graduation. However, they may not have enough language credits to meet the requirements of some four-year institutions, which often seek up to three World Language credits in the same language. We recommend supporting these students' enrollment in a third-year course online or enrolling these students in a language class that will allow them to earn the two to three consecutive credits needed to meet college requirements before graduation.

Testing Procedures

When Can a Student Take the Credit Through Prior Knowledge Assessment?

We recommend that students take the proficiency-based assessment at the end of grade 8 or early in their high school career to support planning and proper placement in the next-level class. While there is no strict reason students cannot be assessed in middle school, parents, counselors, and educators must consider a student's maturity level before administering the assessment.

Can the Student Take the Proficiency-Based Assessment at Home?

While the proficiency assessment approved by SCDE has several security features to safeguard the integrity of this digital assessment (e.g., disabling right-click, back button, copy/paste, and off-page clicking), students must take the test in a school setting with an authorized proctor in the room.

Can the Student Test Early in their High School Career and Enroll in their Language Class During their Junior or Senior Year?

Proficiency demonstrates what a student can do at the moment of testing. Hence, students must receive retroactive credit and be placed in the proper language class as soon as possible after receiving the composite score. Allowing for a lag between testing and course placement can lead to misplacement, as students may lose skill and proficiency during the delay. For example, a ninth-grade student with a composite score of 2.75 on their Spanish assessment should not wait until twelfth grade to take Spanish 2.

Unless there are extenuating circumstances, students should take the complete assessment (all four sections = four skills) as close to the same day as possible.