

Frequently Asked Questions

Graduation Requirements Rule 0520-01-03-.06

High School Policy 2.103

Uniform Grading Policy 3.301

This document addresses frequently asked questions about the State Board of Education's (SBE) [Graduation Requirements Rule 0520-01-03-.06](#), [High School Policy 2.103](#), [State Board Graduation Requirements Substitution Policy 3.103](#), [Uniform Grading System Rule 0520-01-03-.02](#), and [Uniform Grading Policy 3.301](#). It also includes information about how ACT/SAT scores will be factored into school and district accountability.

Graduation Requirements Rule 0520-01-03-.06 and High School Policy 2.103

The Tennessee Department of Education has raised standards and aligned graduation requirements to best prepare students for college and the workforce.

Following the implementation of the Tennessee Diploma Project in 2009, high school students must complete 22 credits to graduate. They also will be tested in core subject areas with End of Course exams, part of the Tennessee Comprehensive Assessment Program (TCAP). Their performance on these exams will factor into their semester grade for the course.

To receive a traditional high school diploma, all students enrolled in a Tennessee public school during their 11th grade (junior) year must take either the ACT or SAT.

Total Required Credits: 22

- **Math:** 4 credits, including Algebra I/Integrated Math I, Geometry/Integrated Math II, Algebra II/Integrated Math III, and a fourth higher-level math course
- **English:** 4 credits
- **Science:** 3 credits, including Biology, Chemistry or Physics, and a third lab course
- **Computer Science (CS):** 1 credit. Computer science (CS) may be substituted for a fourth math credit or third lab science credit pursuant to the State Board Graduation Requirement Substitutions Policy 3.103.
- **Social Studies:** 3 credits, including U.S. History and Geography, World History and Geography, U.S. Government and Civics, and Economics
- **Physical Education:** 0.5 credit (Allowable Physical Education substitutions are listed in State Board Policy 3.103)
- **Lifetime Wellness:** 1 credit
- **Personal Finance:** 0.5 credits (Allowable Personal Finance substitutions are listed in State Board Policy 3.103)
- **World Language:** 2 credits (May be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Fine Arts:** 1 credit (May be waived by the local school district for students, under certain circumstances, to expand and enhance the elective focus)
- **Elective Focus:** 3 credits of an elective focus as described in High School Policy 2.103.

1. *Are students required to enroll in an English and Math course each year of high school to meet high school graduation requirements?*

Although students are still required to take English I, II, III, and IV, they do not need to enroll in an English course each year of high school to meet high school graduation requirements. State Board of Education Graduation Requirements Rule 0520-01-03-.06 and High School Policy 2.103 do not state that English I, II, III, and IV must be taken each year of high school. A student can, for example, enroll in English I as a grade 8 student. This is permissible for individual students to do so according to their preparedness and academic needs.

Students pursuing a traditional high school diploma are required to complete four (4) credits of math. Three (3) of the required (4) credits of mathematics shall include Algebra I, Algebra II, and Geometry, or the equivalent Integrated Math I, II, and III. Students may complete the fourth (4th) credit of math at any point prior to, in between, or following the sequence, as long as they meet the requirements set forth in High School Policy 2.103 and State Board Rule 0520-01-03-.06 and take all of the three (3) required courses. The fourth (4th) credit math must be beyond Algebra I or Integrated Math I. Beginning with students graduating in the 2024-25 school year and thereafter, students shall be enrolled in a mathematics course or approved course substitutions that count as meeting this requirement in at least three (3) years of high school. Students who complete any of the required math credits prior to the ninth (9th) grade shall receive graduation credit for that coursework; however, those students are still required to enroll in math in at least three (3) years of high school. Please see the [State Board Graduation Requirements Substitution Policy 3.103](#) for the most current information,

2. *State Board of Education Graduation Requirements Rule 0520-01-03-.06 and High School Policy 2.103 require students to take four credits of math and four credits of English. Can a student take a summer math or English dual enrollment course that could count toward this requirement?*

Yes. Dual enrollment credits received during the summer may count toward a required course during the subsequent school year.

3. *If a student's ACT score (or sub-score) or Advanced Placement (AP) score exempts him or her from taking an entrance-level course, such as English Composition I, at a postsecondary institution, is the student still required to take the high school level courses to meet high school graduation requirements?*

Yes. Although students may be exempt from taking a particular course at the postsecondary level, they must satisfy high school graduation requirements appropriate to the subject area. For example, students are required to take English I, II, III, and IV, or approved course substitutions to graduate. Postsecondary course exemption does not equate to earning an early postsecondary credit or meeting high school graduation requirements.

4. *If a student sat for an early postsecondary culminating exam but was not enrolled in the aligned high school class, does this student still need to enroll in a high school course to meet high school graduation requirements?*

Yes. Students must meet all high school graduation requirements, even if a student has earned early postsecondary credit through taking an Advanced Placement (AP) or College Level Examination Program (CLEP) exam. For example, a student may take and receive a college credit-earning score on the Biology CLEP, however, that student must still take High School Biology to meet graduation requirements.

5. *Can a student earn high school credit for a course by successfully completing a credit exam?*

Yes, pursuant to [T.C.A. § 49-6-6017](#), a high school student may earn up to four (4) graduation credits by obtaining a qualifying score on a credit exam created by an LEA or public charter school for an eligible course in which the student is not enrolled, but is offered by the student's high school, as determined by the LEA or public charter school's board policy. The list of courses eligible for the credit exam can be found in Assessment section the [Tennessee Board of Education's High School Policy 2.103](#).

6. *What courses must a student take to meet the graduation requirements in social studies?*

Students must complete one credit of United States History and Geography, one (1) credit of World History and Geography, one-half (½) credit of economics, and one-half (½) credit of United States Government and Civics. To meet the Social Studies course credit requirements to earn a traditional diploma upon graduation from high school, each student must take and pass the civics test developed by the local education agency (LEA), pursuant to [T.C.A. § 49-6-408](#). A student shall pass the test if the student correctly answers at least seventy percent (70%) of the questions. The LEA may provide students with the opportunity to take the test as many times as necessary. Each LEA may determine if a student's grade on the U.S. civics test will be counted in the classroom grade. A passing score on the civics test shall be noted on a student's transcript. Students earning an Alternate Academic High School Diploma (AAD) must also pass the civics test. Please visit the [Alternate Assessment webpage](#) for an example of a modified civics assessment.

7. *What documentation is required to identify students who have taken and passed the U.S. Civics test to be recognized by the department as a "U.S. Civics All-Star School?"*

Districts seeking to be recognized should maintain records and complete the Civics All-Star applications by the last business day in June of each year for that year's graduating cohort. More information can be found [here](#) about the U.S Civics All-Star application process and other civics recognition opportunities under the Governor's civics initiative.

8. *Can a student use one course to count for more than one graduation credit?*

Any course listed in the Graduation Substitutions Policy 3.103 as approved to substitute for more than one (1) graduation requirement can only be used by a student to substitute for one (1) graduation requirement course; however, one (1) full-credit course may substitute for two (2) half-credit courses. This course may also be used to count towards an elective focus. For example, a course that substitutes for a graduation requirement listed in the policy, such as AP Calculus for the fourth (4th) math credit, may also be used to meet a student's elective focus requirement, such as AP elective focus. However,

students must still earn the minimum number of credits required for their diploma type, pursuant to Graduation Substitutions Policy 3.103.

ACT/SAT Information

9. ***What is the ACT or SAT graduation requirement?***

Students enrolled in a Tennessee public school in the 11th grade (junior) year of high school must participate in the ACT or SAT to earn a traditional high school diploma. This requirement is established in state law T.C.A. § 49-6-6001(b).

NOTE: ACT or SAT scores are only submitted to postsecondary institutions and scholarship entities at the student's request and directly through ACT or SAT. Schools and the state do not report student scores to postsecondary institutions and scholarship entities.

10. ***Does a student have to earn a college-reportable score to meet the ACT or SAT graduation requirement?***

No. State Board of Education Graduation Requirements Rule 0520-01-03-.06 and High School Policy 2.103 require a student to participate in the ACT or SAT to meet the graduation requirements for a traditional high school diploma.

11. ***Does a student have to earn a college-reportable score to count for accountability?***

Students must earn a college-reportable score for school and district accountability purposes.

12. ***Does the ACT or SAT graduation requirement apply to a student who has an IEP but will be earning a traditional high school diploma?***

Yes. To earn a traditional high school diploma, Tennessee public school 11th grade students (juniors) with an IEP must take the ACT or SAT. They may qualify for ACT-approved accommodations, which the school must request before the test.

13. ***Does the ACT or SAT graduation requirement apply to a student who will be earning an alternate academic diploma (AAD)?***

Yes. However, there is no alternate ACT or SAT and a student's IEP may indicate they should be provided an alternate assessment. Instead, students earning an AAD may complete the comprehensive transition assessment in all four areas: employment, education and training, community involvement, and independent living. [ESEA Section 1801\(23\)\(A\)\(ii\)\(I\) 20 U.S.C. 6311\(b\)\(1\)\(E\)\(i\)](#), dictates that, "The State may . . . adopt alternate academic achievement standards for students with the most significant cognitive disabilities, provided those standards are aligned with the challenging State academic content standards . . . and are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment."***Does the ACT or SAT graduation requirement apply to a student who will be earning an occupational or special education diploma?***

No. While all students are encouraged to participate in the ACT or SAT, the graduation requirement only applies to students earning a traditional high school diploma.

14. Does the ACT or SAT graduation requirement apply to a student who took the ACT or SAT in a different state and transferred to a Tennessee public school after taking the test?

Yes. If a student took the ACT or SAT out of state, the student's test completion counts toward the graduation requirement to earn a traditional diploma in a Tennessee public school. This only applies to students who transfer to a Tennessee public school before the end of their 11th grade (junior) year. For students who transfer to a Tennessee public school in their 12th grade (senior) year, the graduation requirement does not apply.

15. If a student takes the ACT or SAT on a national test date in Tennessee (not the state test date), does their ACT or SAT participation count toward the graduation requirement?

Yes. If a student took the ACT or SAT on a national test date, it counts toward the graduation requirement for a traditional diploma in Tennessee public schools. The department suggests districts verify student participation in these tests. For instance, districts could identify students lacking an ACT or SAT record and request confirmation of their participation (e.g., score report, verification of receipt of scores by a postsecondary institution). Note: Students receive electronic score reports three (3) to eight (8) weeks after the exam.

16. Does the ACT or SAT graduation requirement apply to a senior not enrolled in a Tennessee public school during their junior year, such as a student previously enrolled out-of-state or enrolled in a private school or home school?

No. The student must have been enrolled in a Tennessee public school during their 11th grade (junior) year. If a student transfers in during their 12th (senior) grade year, taking the ACT or SAT is encouraged but not required for graduation.

All students earning a traditional diploma are part of that district's graduating cohort, and are included in the ACT participation rate calculation, regardless of when they enrolled. Districts should consider the participation rate for students transferring from out-of-state, private, or homeschool during their senior year.

17. What opportunities to take the ACT or SAT can districts provide to seniors who have not previously taken the ACT or SAT?

Seniors who were enrolled in a Tennessee public school as juniors must take the ACT or SAT to graduate. Seniors with no prior ACT participation (i.e., they did not test at school as a junior and they did not test on a national day) are eligible to test as seniors in two ways via the state ACT testing program: Seniors may take the exam at their high school during the fall senior retake day when the retake is offered, or Seniors may take the exam at their high school during the spring junior test day.

NOTE: Any senior, regardless of previous ACT participation, who meets the ACT, Inc. qualifications to be considered "economically disadvantaged" may receive fee waivers from ACT, Inc. to take the ACT on any national test date.

Seniors who wish to take the SAT to fulfill their graduation requirement may take it on a national test date at their own expense, or districts may pay for the student to take it.

NOTE: Any senior, regardless of previous SAT participation, who meets the College Board's qualifications to be considered "economically disadvantaged" may receive up to two fee waivers from the College Board to take the SAT on any national test date.

18. What if our graduation ceremony is in May, but a senior will take the ACT or SAT for the first time at the June administration?

If the student was enrolled in a Tennessee public school during their junior year, districts may allow the student to walk at graduation but hold the diploma until after the student takes the ACT or SAT during the June test administration. If the student transferred to a Tennessee public school during their senior year, the student is not required to take the ACT or SAT in order to graduate.

19. Are adult students working toward a traditional high school diploma required to meet the ACT or SAT graduation requirements?

No. Adult students are exempt from state-required assessments, including the ACT or SAT requirement.

Credit Recovery

20. My school/district currently uses credit recovery, but we do not have any specific local school board policies in place. If we are following State Board policy, is this acceptable?

No. According to [High School Policy 2.103](#), local school boards must adopt policies that govern credit recovery. At minimum, credit recovery policies must address the following: standards for admission and removal, instruction, content and curriculum, and grades. Please note that local school boards must also develop procedures for obtaining parent or guardian written consent for enrollment in credit recovery. These credit recovery policies must be adopted by the local board of education, posted on the district's website, and available in writing to stakeholders upon request.

21. Do students in credit recovery have to retake the end-of-course (EOC) exam?

No. State Board policy does not require that students retake the EOC to be awarded credit for a credit recovery course. However, if a student is placed in credit recovery for the first semester of a two-semester course, the student is not allowed to earn credit for the course until the student has enrolled in and passed the second semester, as well as taken the EOC for that specific course.

Credit recovery is for students who have taken a course and failed to earn course credit. It shall not to be used for first-attempt courses.

22. High School Policy 2.103 requires a teacher of record, but my district uses a facilitator for credit recovery classes. Is this acceptable?

All students enrolled in credit recovery must be assigned to a teacher of record who must hold a Tennessee educator license with the relevant endorsement in any content area(s) for which they teach recovery courses. The policy allows for the flexibility of using a facilitator to manage credit recovery programs but requires that this person is trained on the program and is in contact with the student's assigned teacher of record for a given subject area. The teacher of record for a student enrolled in credit recovery will support credit recovery facilitators in reviewing student work, signing off on placements

and diagnostic results, consulting on content areas students may be struggling with, and signing off on students' final grades.

23. How do I know which credit recovery programs are approved by the state?

The High School Policy 2.103 requires districts to ensure their credit recovery programs align with the Tennessee Academic Standards and can differentiate instruction for students based on a diagnostic assessment of student needs. Because credit recovery programs are supplemental and do not constitute a full 180-day curriculum, the state is not required to review credit recovery materials.

24. High School Policy 2.103 requires the credit recovery grade to be factored into a student's final grade for the course. How should this be accomplished?

For grades issued in the 2022-2023 school year and thereafter, students passing credit recovery must receive a grade of 60 percent, and the student transcript must denote that this grade was received through credit recovery. The original failing grade may be retained on the transcript but should not be included in the student's grade point average (GPA). The original failing grade shall not factor into a student's final grade, as noted in the Uniform Grading Policy 3.301. If the LEA also utilizes a locally-adopted grading scale that differs from the uniform grading system, students passing credit recovery shall receive a D under the locally-adopted grading scale.

25. Can credit recovery classes count for students who plan on playing collegiate sports?

Student athletes should work closely [with their counselors](#) to ensure that they are taking the core courses as outlined in the [NCAA requirements](#). Credit recovery courses may not be NCAA eligible.

Students With Disabilities

26. If a student with an IEP will not earn the required credits, what other graduation options are available for them?

State Board of Education Graduation Requirements Rule 0520-01-03-.06 and High School Policy 2.103 include four diplomas available within public schools: the traditional high school diploma, alternate academic diploma, occupational diploma, and special education diploma. There are criteria outlined for each diploma option to guide the IEP team, student, and their family in determining the most appropriate diploma and the student's course of study and transition services plan. The following is a basic summary of each option; additional information can be found on the Special Education Secondary Transition [webpage](#).

Diploma Type	Who is Eligible?	Ends Eligibility for Special Education Services?	Counts as a Graduate in Graduation Rate
Traditional High School Diploma	Everyone	Yes, terminates eligibility for Individuals with Disabilities Education Act (IDEA) services upon graduation	Yes
Alternate Academic Diploma (AAD) (specific AAD FAQ here)	Students assessed on the alternate assessment, as determined by the IEP team	No. The student is eligible for IDEA services until the student earns a traditional high school diploma or until the end of the school year following the student's 22nd birthday, whichever occurs first.	Yes
Occupational Diploma	Students with an IEP who will not earn the traditional diploma, as determined by the IEP team	No. The student is eligible for IDEA services until the student earns a traditional high school diploma or until the end of the school year following the student's 22nd birthday, whichever occurs first.	No
Special Education Diploma	Students with an IEP who will not earn the traditional diploma, as determined by the IEP team	No. The student is eligible for IDEA services until the student earns a traditional high school diploma or until the end of the school year following the student's 22nd birthday, whichever occurs first.	No

27. Must a student with a disability complete Algebra II to earn a diploma? The Graduation Requirements Rule 0520-01-03-.06 states, "Students with a qualifying disability who have deficits in mathematics as documented in the IEP shall be required to achieve at least Algebra I and Geometry (or the equivalent Integrated Math I and Integrated Math II)."

No. The Graduation Requirements Rule 0520-01-03-.06 allows for students with disabilities to earn a traditional diploma without Algebra II by achieving a minimum of Algebra I and Geometry or an equivalent if the student has also met the requirements of four math credits and enrolled in a math course during at least three (3) years of high school. However, students who graduate without an Algebra II credit will not be included in federal graduation rate reporting. As a graduate, they will be included in the IDEA Annual Performance Report Indicator 1 and Indicator 2.

28. How do IEP teams determine if a student meets the High School Policy 2.103 requirement: "qualifying disability who have deficits in mathematics"?

Multiple factors must be considered when determining the math course of study for students with disabilities. In March 2017, the department issued guidance through a memo titled [High School Math Course of Study for Students with Disabilities](#).

Move on When Ready

29. I have a student who wants to graduate early through the Move on When Ready program. What guidelines or requirements must this student meet?

A public high school student may complete an early high school graduation program and be eligible for unconditional entry into a public two-year institution of higher education or conditional entry into a public four-year institution of higher education if the student meets the requirements of [T.C.A. § 49-6-8103](#), also known as the Move on When Ready Act. Students who are interested in graduating significantly early through the Move on When Ready program must complete [this intent form](#) provided by the department. Copies of completed intent forms or questions about the program should be sent to MoveOn.WhenReady@tn.gov.

Graduation with Honors, State Honors, and Distinction

30. What are the requirements for state graduation honors?

[Graduation Requirements Rule 0520-01-03-.06](#) defines the requirements for state-recognized graduation honors, including but not limited to "state honors," "district distinction," "Tennessee Tri-Star Scholar," "state distinction," "Seal of Biliteracy," and "Industry 4.0 Diploma Distinction."

31. Who qualifies for the Seal of Biliteracy?

LEAs shall recognize students who have attained a high level of proficiency in speaking, reading, and writing in one (1) or more languages in addition to English with a Seal of Biliteracy. Students receiving this recognition shall meet all the criteria as specified in Graduation Requirements Rule 0520-01-03-.06.

Each school shall document and track students' progress toward the Seal of Biliteracy. Each local board shall affix an appropriate insignia to the diploma of the qualifying student indicating that the student has been awarded a Tennessee Seal of Biliteracy.

32. *Who will check that students have met the required qualifications for the Seal of Biliteracy?*

Districts should develop procedures for verifying that the requirements for the Seal of Biliteracy have been met. Records should be kept on the accepted local and state retention schedule. Each local board shall affix an appropriate insignia to the diploma of the qualifying student indicating that the student has been awarded a Tennessee Seal of Biliteracy.

33. *Who qualifies to become a Tri-Star Scholar?*

A student who earns a composite score of 19 or higher on the ACT, or an equivalent score on the SAT, and earns a department-promoted capstone industry certification by their graduation date, shall be recognized as a Tennessee Tri-Star Scholar upon graduation from high school. The public high school shall recognize the student's achievement at the graduation ceremony by placing an appropriate designation on the student's diploma, or other credential, or by providing a ribbon or cord to be worn with graduation regalia. The student shall be noted as a Tennessee Tri-Star Scholar in the school's graduation program.

34. *What are examples of recognition at a statewide competition of skills or knowledge that would allow students to graduate with state distinction?*

Examples of statewide skills or knowledge include, but are not limited to, forensics, mock trials, and career and technical student organizations. These events must be hosted by a statewide student organization or qualify for national recognition by a national student organization. Please note that state distinction is for academic-based competitions, not an athletic competition.

Uniform Grading System Rule 0520-01-03-.02 and Uniform Grading Policy 3.301

35. *What recent changes were made to the Uniform Grading System Rule 0520-02-03-.02?*

Beginning with courses completed in the 2024-2025 school year, the additional percentage points for Dual Enrollment courses shift from four (4) percentage points to five (5) percentage points.

36. *The Uniform Grading Policy 3.301 states that student grades are eligible for additional percentage point weighting for local and statewide dual credit, capstone industry certification-aligned, AP, Cambridge, College Level Exam Program (CLEP), and International Baccalaureate (IB) courses. Is the intent only to award the additional percentage points to students who sit for the culminating exam for these courses? What if the exam is given only in the spring?*

Yes. Only students who sit for the culminating exam shall receive the additional percentage point weighting. If a student completes a class in the fall, but the culminating exam is not given until the spring, additional weighting may be added to the student's grade prior to sitting for the culminating exam. However, the district must have a policy to remove the additional weighting if the student does not participate in the culminating exam by the end of the school year in which the course was completed.

37. With regard to the additional five (5) percentage points for a dual enrollment course taken by a student at an institute of higher education (IHE), what should the district do if the IHE assigns a letter grade as the final grade but does not provide the district with the numerical grade(s)?

It is best practice for an IHE to provide the district with a student's numerical grade(s). If this is not possible, the district may ask the IHE to add the additional percentage points before providing the letter grade to the district. Regardless, the district must have a policy to consistently award additional points. The following chart is provided as guidance to districts regarding suggested letter grade conversions:

Letter Grade Received from IHE	Suggested Numerical Grade Conversion
A	95
B	85
C	75
D	65
F	55

38. The Uniform Grading Policy 3.301 allows students to retake a failed course without the failing grade from the first attempt being counted in their HOPE Scholarship Eligibility Grade Point Average (GPA). However, if an IHE allows students to retake dual enrollment courses that they have not failed, are those grades to be counted in the HOPE Scholarship Eligibility GPA?

Yes. All grades earned through retaking a course shall be counted in the HOPE Scholarship Eligibility GPA except a failing grade from the first attempt of the course.

39. Is it permissible under the Uniform Grading Policy 3.301 to award a student a pass/fail grade for a course?

The policy does not address non-credit bearing courses. Those courses are not included in credit calculation for the HOPE Scholarship Eligibility GPA.

40. Why does the Uniform Grading System Rule 0520-01-03-.02 reference two grading systems: the Uniform Grading System and the locally approved grading system?

The Uniform Grading System was established to ensure consistency for all students across the state applying for statewide scholarships and financial aid processed by the Tennessee Student Assistance Corporation (TSAC). This is commonly referred to as the "Hope Scholarship Eligibility GPA." The Uniform Grading System ensures that GPA calculations are fair for all students when used to qualify for statewide scholarships and financial aid.

The locally approved grading system allows districts the flexibility to establish their own local grading system for all other purposes, such as calculating local class rank or determining student recognitions like valedictorian. Local school systems can use the Uniform Grading System for all purposes; they do not have to adopt a separate locally approved grading system.

41. What happens if a student's end grade in an advanced course is over 100 after the inclusion of additional percentage points? Can the student receive above 100 percentage points under the Uniform Grading System?

No. Grades above 100 cannot be awarded under the Uniform Grading System.

Example: Student X is enrolled in AP U.S. History and sits for the AP exam. After adding additional percentage points to the student's grade throughout the year, the end grade in that course calculates to 102. Regardless, the student's final grade in the course will still be reported as 100, and the student will receive an A. Because GPA calculation under the Uniform Grading System is on a 4.0 scale, a student cannot receive a grade higher than an A, and all As count for the same number of grade points when calculating the student's GPA.

See section III(2), page 5 of the Uniform Grading Policy for additional information on how GPA is calculated under the Uniform Grading System and the number of grade points assigned to each letter grade.

42. Under the Uniform Grading System Rule 0520-01-03-.02 and Uniform Grading Policy, why do some advanced courses receive more weight than others?

Differentiation between advanced course offerings was determined by the scope of a course's acceptance for postsecondary credit. By definition, early postsecondary opportunities (EPSOs), such as dual credit, dual enrollment, and AP courses, count for postsecondary credit/hours, while honors classes do not. Given this, the State Board and the Department of Education recognized the heightened value of an EPSO over an honors class and have reflected that in the point distribution for the Uniform Grading System.

Additional differentiation was determined by the scope of each type of EPSO's acceptance for postsecondary credit, creating differentiation in a student's ability to articulate an EPSO for credit at a postsecondary institution. For example, AP, Cambridge, and International Baccalaureate (IB) courses are recognized at both public and private postsecondary institutions across the country. Therefore, AP, Cambridge, and IB courses are awarded the highest amount of additional percentage points. In 2024, the State Board of Education amended their rule to allow dual enrollment courses to receive the same grade weight as AP, Cambridge, and IB courses.

43. Does the Uniform Grading Policy 3.301 apply to students earning an alternate academic diploma, occupational diploma, or a special education diploma?

No. The Uniform Grading Policy specifically relates to the traditional education diploma, HOPE scholarship, and traditional college admission. Therefore, it does not apply to any of the three diplomas available to students with an IEP: the alternate academic diploma, occupational diploma, or special education diploma.

Note: When determining the grading policy for the alternate academic diploma courses, the district should refer to their local grading policy for guidance and determine a single, district-wide plan for grading these courses.