

## Move on When Ready: Notice of Intent to Graduate Early

The Move on When Ready Act, codified at T.C.A. Title 49, Chapter 8, Part 81, provides public high school students with the opportunity to graduate high school early and gain entry into a postsecondary institution. According to [T.C.A. § 49-6-8103](#), “A public 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 the section.

Each student desiring to complete an early graduation program must indicate this intent to the school principal, prior to the beginning of grade nine (9) or as soon thereafter as intent is known.

Submission of this form is an acknowledgment that the requirements, as outlined by the Move on When Ready Act and further defined by the [State Board of Education High School Policy 2.103](#), will be met. Note: the requirements are subject to change and, unless otherwise specified, the student will be expected to meet requirements in place at the time of graduation.

---

Student Name	Graduation Cohort Year	Proposed Date of Early Graduation
High School	School District	

**Student Assurances:**

- I understand the requirements for early graduation, as listed in [T.C.A. § 49-6-8103](#) and [State Board of Education High School Policy 2.103](#).
- I understand that I will not be permitted to graduate early until such time that I have met all requirements thereof.
- I understand that submitting this Notice of Intent to Graduate Early does not guarantee that I will earn a high school diploma on the proposed date.

---

Student Name	Signature	Date
--------------	-----------	------

**Parent/Guardian Assurances:**

- I understand, recognize, and affirm the assurances signed by my student above.

---

Parent/Guardian Name	Signature	Date
----------------------	-----------	------

**Principal Assurances:**

- I certify that the student has satisfactorily submitted a complete Notice of Intent to Graduate Early.
- I have reviewed this form, along with the student’s High School and Beyond Plan, and affirm my confidence in the student’s ability to complete all requirements within the timeframe listed on this form.
- I understand that requirements must be met as defined in the Move on When Ready Act and by the State Board of Education at the time of the student’s early graduation.

---

Principal Name	Email	Signature	Date
----------------	-------	-----------	------

**Submission Instructions:**

This Notice of Intent to graduate Early should be submitted to the high school principal before grade nine (9), or as soon after as the student's intent is known.

The original document must be kept on file with the school district, and a copy should be provided to the student and parent/guardian. An electronic copy must be submitted to the Tennessee Department of Education at [MoveOn.WhenReady@tn.gov](mailto:MoveOn.WhenReady@tn.gov) no more than 30 days following attestation by the principal.

**Move on When Ready Act Requirements:**

To meet the Move on When Ready Act criteria, an eligible student must fulfill each of the following requirements:

1. Earn seventeen (17) credits that include:
  - a. English I, II, III, and IV
  - b. Algebra I and II\*
  - c. Geometry\*
  - d. United States History
  - e. Two (2) courses in the same world language
  - f. One (1) course selected from the following:
    - i. Economics
    - ii. Government
    - iii. World Civilizations
    - iv. World Geography
  - g. One (1) course selected from the following:
    - i. History and appreciation of visual and performing arts
    - ii. A standards-based arts course, which may include studio art, band, chorus, dance, or other performing arts
  - h. Health and Physical Education (Wellness)
  - i. Biology
  - j. Chemistry
2. Have a cumulative GPA of at least 3.2 on the Uniform Grading System four (4) point scale;
3. Score at the on-track or mastered level on each end-of-course assessment taken (excluding end-of-course assessments taken during the student's final semester prior to early graduation);
4. Meet benchmark scores of twenty-five (25) or higher on the mathematics portion of the ACT and twenty-five (25) or higher on the English portion of the ACT, or equivalent scores on the SAT (these scores may come from different test administrations);
5. Achieve a passing score on a nationally recognized world language proficiency assessment\*\*, and
6. Complete two (2) early postsecondary courses.

\*Integrated Math I, II, and III may fulfill the Algebra I, Algebra II, and Geometry requirements in districts that offer the Integrated Math sequence.

\*\*National World Language Proficiency Options are listed on page 3.

## **National World Language Proficiency Options:**

### **ACTFL Oral Proficiency Interview (OPI)**

This test is administered by Language Testing International. OPI is a telephonic interview and is available in 100+ languages. *Recommended Cut Score:* Intermediate Low

### **ACTFL Oral Proficiency Interview Computer (OPIC)**

This test is administered by Language Testing International. OPIC is offered in Arabic, English, French, German, Korean, Mandarin, Indonesian, Italian, Pashto, Persian, Portuguese, Russian, Spanish, and Tagalog. *Recommended Cut Score:* Intermediate Low

### **ACTFL Writing Proficiency Test (WPT)**

This test is administered by Language Testing International. The WPT is offered in over 20 languages. *Recommended Cut Score:* Intermediate Low

### **ACTFL Reading Proficiency Test (RPT)**

This test is administered by Language Testing International. The available languages are: English, French, German, Italian, Portuguese, Russian, Spanish, Arabic, and Mandarin. *Recommended Cut Score:* Intermediate Low

### **ACTFL Listening Proficiency Test (LPT)**

This test is administered by Language Testing International. The available languages are: English, French, Italian, Portuguese, Russian, Spanish, Arabic, and Mandarin. *Recommended Cut Score:* Intermediate Low

### **ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)**

The AAPPL measure is currently available in Arabic, Chinese (Mandarin), English, French, German, Portuguese, Russian, Spanish, and ESL. The AAPPL measure assesses Interpersonal Listening/Speaking, Presentational Writing, and Interpretive Reading and Listening. *Recommended Cut Score:* N4, which corresponds to ACTFL Intermediate Low

### **Advanced Placement Examinations of the College Board (AP)**

AP offers language testing in the following: AP Chinese Language and Culture, AP French Language and Culture, AP German Language and Culture, AP Italian Language and Culture, AP Japanese Language and Culture, AP Latin, AP Spanish Language and Culture, and AP Spanish Literature and Culture. *Recommended Cut Score:* 3

### **Avant STAMP 4S**

The Avant STAMP 4S available languages include Arabic, English, French, German, Hebrew, Hindi, Italian, Japanese, Mandarin (Simplified and Traditional), Russian, and Spanish. *Recommended Cut Score:* Level 4, which corresponds to ACTFL Intermediate Low

### **ALTA Language**

A combination of the following three assessments should be used to align with the modes of communication outlined in the *ACTFL Performance Descriptors for Language Learners*: the Speaking and Listening Assessment, the Written Assessment, and the Reading Assessment. Regularly requested language tests include Arabic, Mandarin, Cantonese, French, German, Italian, Japanese, Korean, Portuguese, and Spanish. *Recommended Cut Score:* Level 5, which corresponds to ACTFL Intermediate Low