

TENNESSEE STATE BOARD OF EDUCATION

UNIFORM GRADING POLICY

3.301

POLICY SECTIONS

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I. Purpose

- (1) T.C.A. § 49-6-407 requires the State Board of Education to develop a uniform grading system for students in grades nine through twelve (9-12) to establish consistent grade reporting for the purposes of application for postsecondary financial assistance administered by the Tennessee Student Assistance Corporation.

II. Uniform Grading System

- (1) Until the 2022-2023 school year, local education agencies (LEAs) shall use the following uniform grading system for students enrolled in grades nine through twelve (9-12) for purposes of application for postsecondary financial assistance administered by the Tennessee Student Assistance Corporation:

Uniform Grading System – <i>Weighting for Advanced Coursework</i>					
Grade	Percentage Range		Honors Courses	Local and Statewide Dual Credit Courses, Industry Certification-Aligned Courses, and Dual Enrollment Courses	Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses
A	93	100	Shall include the addition of 3 percentage points to the grades used to calculate the semester average.	Shall include the addition of 4 percentage points to the grades used to calculate the semester average.	Shall include the addition of 5 percentage points to the grades used to calculate the semester average.
B	85	92			
C	75	84			
D	70	74			
F	0	69			

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- (2) Beginning with grades issued in the 2022-2023 school year and thereafter, LEAs shall use the following uniform grading system for students enrolled in grades nine through twelve (9-12) for purposes of application for postsecondary financial assistance administered by the Tennessee Student Assistance Corporation:

Uniform Grading System – Weighting for Advanced Coursework					
Grade	Percentage Range		Honors Courses	Local and Statewide Dual Credit Courses, and Industry Certification-Aligned Courses*.	Advanced Placement, Cambridge International, College Level Exam Program (CLEP), International Baccalaureate Courses, and Dual Enrollment Courses*.
A	90	100	Shall include the addition of 3 percentage points to the grades used to calculate the semester average.	Shall include the addition of 4 percentage points to the grades used to calculate the semester average.	Shall include the addition of 5 percentage points to the grades used to calculate the semester average.
B	80	89			
C	70	79			
D	60	69			
F	0	59			
				*Dual Enrollment Courses completed in the 2022-23 and 2023-24 school years shall include the addition of 4 percentage points to the grades used to calculate the semester average.	* Dual Enrollment Courses completed in the 2024-25 school year and thereafter shall include the addition of 5 percentage points used to calculate the semester average.

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- (3) Assigning additional quality points above 4.0 for honors courses, Advanced Placement (AP), College Level Exam Program (CLEP), International Baccalaureate (IB), Cambridge International, dual credit, dual enrollment, and Industry Certification-aligned courses is not allowed for the purpose of determining eligibility for the lottery scholarships.
- (4) LEAs shall utilize the Uniform Grading System to calculate eligibility for financial assistance administered by the Tennessee Student Assistance Corporation. However, LEAs may adopt an additional local grading scale(s) for other purposes.
- (5) LEAs may adopt the Uniform Grading System for grades pre-K through eight (8), or they may adopt a local grading scale for those grades.

III. HONORS COURSES AND EARLY POSTSECONDARY OPPORTUNITIES

- (1) LEAs may elect to offer honors courses and early postsecondary opportunities (EPSO) for all students to better prepare them for postsecondary and career. LEAs electing to offer early postsecondary opportunities and honors courses shall ensure that the offerings provide opportunities for students to earn postsecondary credits, obtain recognized industry certifications, and/or substantially exceed existing content standards of high school courses, as approved by the State Board of Education and as listed in State Board Approved High School Courses Policy 3.205.
- (2) LEAs electing to offer these courses shall adopt policies providing for additional weighting for these courses, as outlined by the Uniform Grading System in Section (II) of this Policy. LEAs may award additional weighting to the grades of students who have completed an AP, Cambridge International, or IB course, or a course aligned with an Industry Certification or CLEP exam, prior to sitting for the culminating exam. If the additional weighting is awarded prior to participation in the culminating exam, the LEA shall 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. LEAs shall annually approve the list of such courses and shall provide this information readily to the public.
- (3) LEAs shall not remove additional weighting for students who were unable to participate in the culminating exam in the spring semester of 2020 due to the COVID-19 Public Health Emergency.
- (4) **Honors Courses.** Honors courses are high school courses that provide additional rigor and substantially exceed the academic standards approved by the State Board of Education. An honors course shall also include a minimum of five (5) of the following components:
 - (a) Extended reading assignments that connect with the specified curriculum.

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- (b) Research-based writing assignments that address and extend the course curriculum.
- (c) Projects that apply the course curriculum to relevant or real-world situations. These may include presentations or other modes of sharing findings. Connection of the project to the community is encouraged.
- (d) Open-ended investigations in which the student selects the questions and designs the research.
- (e) Writing assignments that demonstrate a variety of modes, purposes, and styles and extend the course curriculum.
 - 1. Examples of mode include narrative, descriptive, persuasive, expository, and expressive.
 - 2. Examples of purpose include to inform, to entertain, and to persuade.
 - 3. Examples of style include formal, informal, literary, analytical, and technical.
- (f) Integration of advanced technology into the course of study.
- (g) Deeper exploration of the culture, values, and history of the discipline.
- (h) Extensive opportunities for problem solving experiences through imagination, critical analysis, and application.
- (i) Job shadowing experiences with presentations that connect class study to the world of work.

All course types that meet the above framework will be classified as honors and will be eligible for additional percentage point weighting.

- (5) **Industry Certification Aligned Courses.** Career and technical education courses that are aligned to an industry certification recognized by the Tennessee Department of Education are eligible for additional percentage point weighting for students who sit for the identified industry certification exam.
- (6) **Statewide Dual Credit Courses.** A statewide dual credit course is a high school course that incorporates postsecondary learning objectives and is aligned with an approved dual credit challenge exam. Students who pass these challenge exams will earn college credit accepted by all Tennessee public postsecondary institutions. LEAs must ensure all statewide dual credit courses incorporate the

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postsecondary learning objectives and that all students enrolled in an identified statewide dual credit course sit for the challenge exam. LEAs must also ensure that statewide dual credit teachers receive appropriate professional development and support to provide the rigorous level of instruction necessary for the course. All statewide dual credit courses are eligible for additional percentage point weighting for students who sit for the identified statewide dual credit challenge exam.

- (7) **Local Dual Credit Courses.** A local dual credit course is a high school course that incorporates postsecondary learning objectives and is aligned with a challenge exam that is approved by a local postsecondary institution through an articulation agreement with an LEA. Students who pass a local dual credit challenge exam will earn college credit at the specific postsecondary institution(s) participating in the articulation agreement. Local dual credit courses are eligible for additional percentage point weighting for students who sit for the identified local dual credit challenge exam.
- (8) **Dual Enrollment Courses.** A dual enrollment course is taught by postsecondary faculty for postsecondary and high school credit. Dual enrollment courses may be taught at a postsecondary institution, at a high school, or virtually. Dual enrollment courses that are aligned with high school credit are eligible for additional percentage point weighting for students who pass the dual enrollment course.
- (9) **Advanced Placement (AP), Cambridge International, and International Baccalaureate (IB) and College Level Exam Program (CLEP) Courses.** LEAs may elect to offer Advanced Placement, Cambridge International, or International Baccalaureate courses, or align their existing courses to College Level Exam Program (CLEP) exams. LEAs will ensure that these courses incorporate the learning objectives and course descriptions as defined by the College Board, Cambridge International, or International Baccalaureate, respectively, and prepare students for culminating national exams that, if passed, may be accepted for postsecondary credit by postsecondary institutions. AP, Cambridge International, IB, and CLEP courses are eligible for additional percentage point weighting for students who sit for the aligned culminating exam.

IV: IMPLEMENTATION

To ensure fidelity to the Uniform Grading System in the calculation of the Grade Point Average (GPA) to determine eligibility for the HOPE Scholarship, LEAs shall utilize the following protocol:

- (1) **Rounding.** When determining the grade to be awarded, numerical averages with a decimal point of .5 or higher shall be rounded up to a whole number and a decimal point of .49 or lower shall not be rounded up. For example, a numerical average in a course of

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92.50 shall be rounded up to a 93 and awarded an A for the GPA calculation. Further, a numerical average of 92.49 shall not be rounded up and awarded a 92 or B for the GPA calculation. This methodology shall apply to reporting period grades as well as semester and/or final average grades. Utilize

- (2) **Weighting for honors courses and early postsecondary opportunities.** The addition of percentage points to weight these offerings should be made at each reporting period, as well as to any semester exam or other grade used to determine the semester average. Do not add to the semester or final average since the points are already in the grade.

Example: An AP class where the semester average is calculated by adding each six (6) weeks grade twice, adding the semester exam grade once, and dividing by seven (7):

<u>1st Six Weeks</u>	<u>2nd Six Weeks</u>	<u>3rd Six Weeks</u>	<u>Sem. Exam</u>	<u>Sem. Avg.</u>
88 + 5 = 93	90 + 5 = 95	85 + 5 = 90	89 + 5 = 94	93
$93 + 93 + 95 + 95 + 90 + 90 + 94 = 650$				
$\text{Sem. Avg.} = \frac{650}{7} = 92.8 = 93 = A$				

- (3) **Calculation of the Uniform Grading System GPA.** GPA calculation shall be on a 4.0 scale by assigning the following grade points: A = 4, B = 3, C = 2, D = 1, and F = 0. The GPA is the official method for calculating HOPE Scholarship eligibility, and shall be calculated by multiplying the quality points assigned to each course for the semester, trimester, or final course average (for the block schedule) by the credit available for each course and dividing by the total number of credits available. This calculation shall be based on grades at the end of any semester or trimester, not on a grade that spans the entire school year.

Example: A student’s final average GPA based upon a six (6)-period day with five (5) year-long courses and two (2) semester-long courses:

$$\text{GPA} = \frac{\text{Sum of Grade Points for Each Course (per credit)}}{\text{Sum of Credits Available}}$$

$$\text{GPA} = \frac{B+A+A+B+B+B+C}{1+1+1+1+1+.5+.5} = \frac{3(1)+4(1)+4(1)+3(1)+3(1)+3(.5)+2(.5)}{6}$$

$$\text{GPA} = \frac{19.5}{6} = 3.25 \text{ GPA}$$

- (4) For purposes of the HOPE Scholarship Eligibility Grade Point Average, a student may repeat any failed course, and the failing grade for the first attempt will not be considered in the HOPE Scholarship Eligibility Grade Point Average calculation.

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- (5) The grade of all additional repeats of the course shall be counted as part of the HOPE Scholarship Eligibility Grade Point Average.
- (6) LEAs may allow students to participate in credit recovery programs as outlined in the State Board of Education High School Policy 2.103.
- (7) Until the 2022-2023 school year, students passing credit recovery courses shall receive a grade of seventy percent (70%) under the uniform grading system. For grades issued in the 2022-2023 school year and thereafter, students passing credit recovery courses shall receive a grade of sixty percent (60%) under the uniform grading system. The original failing grade shall not be considered in the HOPE Scholarship Eligibility Grade Point Average calculation.
- (8) The GPA shall be reported to the nearest 100th. The thousandth digit must be a 5 or higher to round up to the next hundredth. For example, a GPA of 3.296 would round up to 3.30. A GPA of 3.294 $\bar{9}$ would round down to 3.29.
- (9) The GPA used to determine eligibility for the HOPE Scholarship shall be reported on the student's transcript as the "Hope Scholarship GPA."
- (10) The Department of Education will provide guidance for LEAs to ensure this policy, and its corresponding rule, is implemented uniformly across Tennessee.
- (11) The Department of Education will monitor the calculation of the HOPE Scholarship GPA as part of the routine LEA audits.