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Sequence Number: 08-09-15
 Rule ID(s): 5999
 File Date: 8/11/15
 Effective Date: 11/9/15

Proposed Rule(s) Filing Form

Proposed rules are submitted pursuant to Tenn. Code Ann. §§ 4-5-202, 4-5-207, and 4-5-229 in lieu of a rulemaking hearing. It is the intent of the Agency to promulgate these rules without a rulemaking hearing unless a petition requesting such hearing is filed within ninety (90) days of the filing of the proposed rule with the Secretary of State. To be effective, the petition must be filed with the Agency and be signed by twenty-five (25) persons who will be affected by the amendments, or submitted by a municipality which will be affected by the amendments, or an association of twenty-five (25) or more members, or any standing committee of the General Assembly. The agency shall forward such petition to the Secretary of State.

Pursuant to Tenn. Code Ann. § 4-5-229, any new fee or fee increase promulgated by state agency rule shall take effect on July 1, following the expiration of the ninety (90) day period as provided in § 4-5-207. This section shall not apply to rules that implement new fees or fee increases that are promulgated as emergency rules pursuant to § 4-5-208(a) and to subsequent rules that make permanent such emergency rules, as amended during the rulemaking process. In addition, this section shall not apply to state agencies that did not, during the preceding two (2) fiscal years, collect fees in an amount sufficient to pay the cost of operating the board, commission or entity in accordance with § 4-29-121(b).

Agency/Board/Commission:	State Board of Education
Division:	
Contact Person:	Angie Sanders
Address:	1 st Floor, Andrew Johnson Tower 710 James Robertson Parkway Nashville, TN
Zip:	37243
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Email:	Angela.C.Sanders@tn.gov

Revision Type (check all that apply):

- Amendment
 New
 Repeal

Rule(s) Revised (ALL chapters and rules contained in filing must be listed here. If needed, copy and paste additional tables to accommodate multiple chapters. Please enter only ONE Rule Number/Rule Title per row)

Chapter Number	Chapter Title
0520-01-03	Minimum Requirements for the Approval of Public Schools
Rule Number	Rule Title
0520-01-03-05	State Curriculum, Requirement D
0520-01-03-06	Graduation, Requirement E

Chapter Number	Chapter Title
Rule Number	Rule Title

**CHAPTER 0520-01-03
MINIMUM REQUIREMENTS FOR THE APPROVAL OF PUBLIC SCHOOLS**

Amendment

Rule 0520-01-03-.05 State Curriculum, Requirement D, paragraphs (3)(c) and (e) are amended to include references to Cambridge International Examinations so that, as amended, paragraph (3) shall read:

(3) Grading and Promotion.

- (a) Each school shall evaluate and report in writing to the parent(s) or legal guardian(s) each student's progress in each subject, at least every nine weeks, in accordance with the school system's evaluation plan. A parent or legal guardian will sign or otherwise acknowledge the report and return it to the teacher. Local school systems may choose not to require parental acknowledgement of the grade report for students in grades seven through twelve (7-12). If parental acknowledgement is not required, schools must publish annually the dates and method of reporting student progress and must provide ample opportunities for parents to notify the school of any concerns.
- (b) Local school systems shall develop and implement grading, promotion, and retention policies for grades kindergarten through eight (K-8). The policies shall be communicated annually to students and parents.
- (c) Local school systems shall use the following uniform grading system for students enrolled in grades nine through twelve (9-12). Students' grades shall be reported for the purposes of application for postsecondary financial assistance administered by the Tennessee Student Assistance Corporation using the uniform grading system.

Uniform Grading System – Weighting for Advanced Coursework				
Grade	% Range	Honors Courses & National Industry Certification	Statewide Dual Credit Courses	Advanced Placement, Cambridge, & International Baccalaureate
A	93 – 100	May include the addition of three (3) percentage points to the grades used to calculate the semester average.	May include the addition of four (4) percentage points to the grades used to calculate the semester average.	May include the addition of five (5) percentage points to the grades used to calculate the semester average.
B	85 – 92			
C	75 – 84			
D	70 – 74			
F	0 – 69			

Assigning additional quality points above 4.0 for honors, AP, Cambridge International Examinations, IB, and National Industry Certification courses is not allowed for the purpose of determining eligibility for the lottery scholarships.

All course types, as defined below, shall be used for reporting student grades for the determination of eligibility for HOPE scholarships.

- (d) State approved courses shall meet all appropriate content standards, learning expectations, and performance indicators as approved by the State Board of Education and are eligible for the points listed above.
- (e) Local education agencies may elect to offer honors courses and National Industry Certification (NIC) courses. Local educational agencies electing to offer honors courses will ensure that the approved honors courses substantially exceed the content standards, learning expectations, and performance indicators as approved by the State Board of Education. Further, each local education agency offering honors courses will ensure that additional rigor is being provided by implementing the framework of standards for honors courses listed below:
 - 1. Honors courses will substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education. Teachers of honors courses will model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. All honors courses must include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). Additionally, an honors course shall include a minimum of five (5) of the following components:
 - (i) Extended reading assignments that connect with the specified curriculum.
 - (ii) Research-based writing assignments that address and extend the course curriculum.
 - (iii) Projects that apply course curriculum to relevant or real-world situations. These may include oral presentations, power point, or other modes of sharing findings. Connection of the project to the community is encouraged.
 - (iv) Open-ended investigations in which the student selects the questions and designs the research.
 - (v) Writing assignments that demonstrate a variety of modes, purposes, and styles.
 - (I) Examples of mode include narrative, descriptive, persuasive, expository, and expressive.
 - (II) Examples of purpose include to inform, entertain, and persuade.
 - (III) Examples of style include formal, informal, literary, analytical, and technical.
 - (vi) Integration of appropriate technology into the course of study.
 - (vii) Deeper exploration of the culture, values, and history of the discipline.
 - (viii) Extensive opportunities for problem solving experiences through imagination, critical analysis, and application.
 - (ix) Job shadowing experiences with presentations which connect class study to the world of work.

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

Career and technical courses that offer a National Industry Certification through a nationally recognized examination may be weighted by adding three (3) points to all grades used to calculate the semester average.

If honors courses and courses that offer National Industry Certification are offered, the local education agency shall annually approve the list of such courses. This list of National Industry Certification courses and of approved honors courses with a complete syllabus for each course shall be approved by the local education agency and made readily available to the public.

Each local education agency shall adopt policies for honors courses and career and technical courses that offer national industry certification that may allow for the addition of three (3) points to all grades used to calculate the semester average.

2. A statewide dual credit course is an existing 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. Local education agencies must ensure all statewide dual credit courses incorporate the postsecondary learning objectives and that all students sit for the challenge exam. The courses must provide advanced learning opportunities for students. Local education agencies will also ensure that statewide dual credit teachers receive professional development and support to provide the rigorous level of instruction necessary for the courses.
3. Local education agencies may elect to offer Advanced Placement, Cambridge International Examinations, and International Baccalaureate courses. If Advanced Placement, Cambridge International Examinations, and International Baccalaureate courses are offered, the local education agency shall annually approve a list of such courses. This list of approved courses shall be made readily available to the public. Local education agencies will ensure that approved courses substantially incorporate the learning objectives and course descriptions as defined by the College Board, Cambridge International Examinations, or International Baccalaureate Organization.

Each local education agency shall adopt policies for the approved Advanced Placement courses, Cambridge International Examinations courses, and International Baccalaureate courses that have end-of-course national examinations that may allow for the addition of five (5) points to all grades used to calculate semester averages. Only Advanced Placement, Cambridge International Examinations, and International Baccalaureate courses that have end-of-course national examinations qualify for the addition of five (5) points.

- (f) In order to ensure fidelity to the Uniform Grading System in the calculation of the Grade Point Average (GPA) to be used in the determination of eligibility for the HOPE Scholarship, the following guidance is given for implementation by each Local Education Agency (LEA):

1. 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 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.

- The addition of percentage points to weight honors courses, National Industry Certification, statewide dual credit courses, Advanced Placement courses, Cambridge and International Baccalaureate courses 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 weeks grade twice and adding the semester exam grade once and dividing by 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
$93 + 93 + 95 + 95 + 90 + 90 + 94 = 650$				
$\text{Sem. Avg.} = \frac{650}{7} = 92.8 = 93 = A$				

- Calculation of the uniform grading system GPA 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.

This example represents a student's final average GPA based upon a six-period day with five year-long courses and two semester-long courses

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

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

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

- 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. The grade of all repeats of the course shall be counted as part of the HOPE Scholarship Eligibility Grade Point Average. LEAs may allow students to replace failed course grades through credit recovery or similar programs without HOPE Scholarship Eligibility Grade Point Average penalty and is not to be considered a repeat.

5. 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 3.2949 would round down to 3.29.
6. The GPA used to determine eligibility for the HOPE Scholarship shall be reported on the student's transcript as "Hope Scholarship GPA."
7. The Department of Education will provide guidance for LEAs to insure this rule is implemented uniformly across Tennessee.
8. The Department of Education will monitor the calculation of the HOPE Scholarship GPA as part of the routine LEA audits.

Authority: T.C.A. § 49-1-302.

Rule 0520-01-03-.06 Graduation, Requirement E, paragraph (1)(c)(3) is amended to include a new sub-paragraph (ix) referencing completion of the Cambridge International Examinations Pathway, so that, as amended, paragraph (1)(c)(3) shall read:

3. Students will be recognized as graduating with "state distinction" by attaining a B or better average and completing one of the following:
 - (i) earn a nationally recognized industry certification
 - (ii) participate in at least one (1) of the Governor's Schools
 - (iii) participate in one (1) of the state's ALL State musical organizations
 - (iv) be selected as a National Merit Finalist or Semi-Finalist
 - (v) attain a score of thirty one (31) or higher composite score on the ACT
 - (vi) attain a score of three (3) or higher on at least two advanced placement exams
 - (vii) successfully complete the International Baccalaureate Diploma Programme
 - (viii) earn twelve (12) or more semester hours of transcribed postsecondary credit
 - (ix) successfully complete the Cambridge International Examinations Pathway to TN Diploma

Each local school board shall develop a policy prescribing how students graduating with "state distinction" will be noted and recognized.

Authority: T.C.A. § 49-1-302.

* If a roll-call vote was necessary, the vote by the Agency on these rules was as follows:

Board Member	Aye	No	Abstain	Absent	Signature (if required)
Chancey				X	
Edwards	X				
Hartgrove	X				
Johnson	X				
Pearre	X				
Roberts	X				
Rolston	X				
Tucker	X				
Troutt	X				
Student Member				X	

I certify that this is an accurate and complete copy of proposed rules, lawfully promulgated and adopted by the State Board of Education on 04/10/2015, and is in compliance with the provisions of T.C.A. § 4-5-222. The Secretary of State is hereby instructed that, in the absence of a petition for proposed rules being filed under the conditions set out herein and in the locations described, he is to treat the proposed rules as being placed on file in his office as rules at the expiration of ninety (90) days of the filing of the proposed rule with the Secretary of State.

Date: 7/20/15

Signature: [Signature]

Name of Officer: Dr. Sara Heyburn

Title of Officer: Executive Director



Subscribed and sworn to before me on: 7/20/15

Notary Public Signature: [Signature]

MY COMMISSION EXPIRES: January 9, 2016

My commission expires on: _____

All proposed rules provided for herein have been examined by the Attorney General and Reporter of the State of Tennessee and are approved as to legality pursuant to the provisions of the Administrative Procedures Act, Tennessee Code Annotated, Title 4, Chapter 5.

[Signature]
Herbert H. Slatery III
Attorney General and Reporter

8/5/2015 Date

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Filed with the Department of State on: 8/11/15

Effective on: 11/9/15

[Signature]
Tre Hargett
Secretary of State

Regulatory Flexibility Addendum

Pursuant to T.C.A. §§ 4-5-401 through 4-5-404, prior to initiating the rule making process as described in T.C.A. § 4-5-202(a)(3) and T.C.A. § 4-5-202(a), all agencies shall conduct a review of whether a proposed rule or rule affects small businesses.

Not applicable.

Impact on Local Governments

Pursuant to T.C.A. §§ 4-5-220 and 4-5-228 "any rule proposed to be promulgated shall state in a simple declarative sentence, without additional comments on the merits of the policy of the rules or regulation, whether the rule or regulation may have a projected impact on local governments." (See Public Chapter Number 1070 (<http://state.tn.us/sos/acts/106/pub/pc1070.pdf>) of the 2010 Session of the General Assembly)

This rule will have no impact on local governments.

Additional Information Required by Joint Government Operations Committee

All agencies, upon filing a rule, must also submit the following pursuant to T.C.A. § 4-5-226(i)(1).

- (A)** A brief summary of the rule and a description of all relevant changes in previous regulations effectuated by such rule;

This rule amendment adds Cambridge International Examinations courses as a pathway for students to earn a Tennessee Diploma and allows students completing the Cambridge International Examinations courses the ability to graduate with "state distinction". Cambridge International Examinations is an internationally-recognized provider of education for students. The Cambridge courses are comparable in rigor to those offered by the International Baccalaureate (IB) and College Board's Advanced Placement (AP) programs. Metro Nashville and Bradley County Public Schools are currently offering Cambridge courses.

All Cambridge courses emphasize international relevance and focus on developing 21st Century Skills. Similar to International Baccalaureate (IB) and Advanced Placement (AP) courses, these courses may meet credit requirements at top colleges and universities throughout the world.

The Tennessee Department of Education has reviewed the Cambridge courses and agree that the pathway meets the current Tennessee state standards and graduation requirements for English language arts, science, mathematics, fine arts, and foreign language. The department has created a 'Cambridge International Examinations Pathway to TN Diploma' document that outlines what courses students enrolled in the Cambridge Pathway will need to take in order to receive a Tennessee high school diploma.

- (B)** A citation to and brief description of any federal law or regulation or any state law or regulation mandating promulgation of such rule or establishing guidelines relevant thereto;

N/A

- (C)** Identification of persons, organizations, corporations or governmental entities most directly affected by this rule, and whether those persons, organizations, corporations or governmental entities urge adoption or rejection of this rule;

Students wishing to pursue a Tennessee Diploma through the Cambridge International Examinations pathway or students wishing to take Cambridge International Examinations courses in High School, Guidance counselors, Local Education Agencies. No comments were received by the State Board of Education at the time of rulemaking urging adoption or rejection.

- (D)** Identification of any opinions of the attorney general and reporter or any judicial ruling that directly relates to the rule;

N/A

- (E)** An estimate of the probable increase or decrease in state and local government revenues and expenditures, if any, resulting from the promulgation of this rule, and assumptions and reasoning upon which the estimate is based. An agency shall not state that the fiscal impact is minimal if the fiscal impact is more than two percent (2%) of the agency's annual budget or five hundred thousand dollars (\$500,000), whichever is less;

N/A

- (F)** Identification of the appropriate agency representative or representatives, possessing substantial knowledge and understanding of the rule;

Angie Sanders
Angela.C.Sanders@tn.gov

Nathan James
Nathan.James@tn.gov

(G) Identification of the appropriate agency representative or representatives who will explain the rule at a scheduled meeting of the committees;

Angie Sanders
Angela.C.Sanders@tn.gov

Nathan James
Nathan.James@tn.gov

(H) Office address, telephone number, and email address of the agency representative or representatives who will explain the rule at a scheduled meeting of the committees; and

Angie Sanders
1st Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243
615-253-5707
Angela.C.Sanders@tn.gov

(I) Any additional information relevant to the rule proposed for continuation that the committee requests.

N/A

**Minimum Requirements for the Approval of Public Schools
0520-01-03**

0520-01-03-.05 STATE CURRICULUM, REQUIREMENT D

(3) Grading and Promotion.

- (a) Each school shall evaluate and report in writing to the parent(s) or legal guardian(s) each student's progress in each subject, at least every nine weeks, in accordance with the school system's evaluation plan. A parent or legal guardian will sign or otherwise acknowledge the report and return it to the teacher. Local school systems may choose not to require parental acknowledgement of the grade report for students in grades seven through twelve (7-12). If parental acknowledgement is not required, schools must publish annually the dates and method of reporting student progress and must provide ample opportunities for parents to notify the school of any concerns.
- (b) Local school systems shall develop and implement grading, promotion, and retention policies for grades kindergarten through eight (K-8). The policies shall be communicated annually to students and parents.
- (c) Local school systems shall use the following uniform grading system for students enrolled in grades nine through twelve (9-12). Students' grades shall be reported for the purposes of application for postsecondary financial assistance administered by the Tennessee Student Assistance Corporation using the uniform grading system.

Uniform Grading System – Weighting for Advanced Coursework				
Grade	% Range	Honors Courses & National Industry Certification	Statewide Dual Credit Courses	Advanced Placement, Cambridge, & International Baccalaureate
A	93 – 100	May include the addition of three (3) percentage points to the grades used to calculate the semester average.	May include the addition of four (4) percentage points to the grades used to calculate the semester average.	May include the addition of five (5) percentage points to the grades used to calculate the semester average.
B	85 – 92			
C	75 – 84			
D	70 – 74			
F	0 – 69			

Assigning additional quality points above 4.0 for honors courses, AP, Cambridge International Examinations, IB, and National Industry Certification courses is not allowed for the purpose of determining eligibility for the lottery scholarships.

All course types, as defined below, shall be used for reporting student grades for the determination of eligibility for HOPE scholarships.

- (d) State approved courses shall meet all appropriate content standards, learning expectations, and performance indicators as approved by the State Board of Education and are eligible for the points listed above.
- (e) Local education agencies may elect to offer honors courses and National Industry Certification

(NIC) courses. Local educational agencies electing to offer honors courses will ensure that the approved honors courses substantially exceed the content standards, learning expectations, and performance indicators as approved by the State Board of Education. Further, each local education agency offering honors courses will ensure that additional rigor is being provided by implementing the framework of standards for honors courses listed below:

1. Honors courses will substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education. Teachers of honors courses will model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. All honors courses must include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). Additionally, an honors course shall include a minimum of five (5) of the following components:
 - (i) Extended reading assignments that connect with the specified curriculum.
 - (ii) Research-based writing assignments that address and extend the course curriculum.
 - (iii) Projects that apply course curriculum to relevant or real-world situations. These may include oral presentations, power point, or other modes of sharing findings. Connection of the project to the community is encouraged.
 - (iv) Open-ended investigations in which the student selects the questions and designs the research.
 - (v) Writing assignments that demonstrate a variety of modes, purposes, and styles.
 - (I) Examples of mode include narrative, descriptive, persuasive, expository, and expressive.
 - (II) Examples of purpose include to inform, entertain, and persuade.
 - (III) Examples of style include formal, informal, literary, analytical, and technical.
 - (vi) Integration of appropriate technology into the course of study.
 - (vii) Deeper exploration of the culture, values, and history of the discipline.
 - (viii) Extensive opportunities for problem solving experiences through imagination, critical analysis, and application.
 - (ix) Job shadowing experiences with presentations which connect class study to the world of work.

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

Career and technical courses that offer a National Industry Certification through a

nationally recognized examination may be weighted by adding three (3) points to all grades used to calculate the semester average.

If honors courses and courses that offer National Industry Certification are offered, the local education agency shall annually approve the list of such courses. This list of National Industry Certification courses and of approved honors courses with a complete syllabus for each course shall be approved by the local education agency and made readily available to the public.

Each local education agency shall adopt policies for honors courses and career and technical courses that offer national industry certification that may allow for the addition of three (3) points to all grades used to calculate the semester average.

2. A statewide dual credit course is an existing 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. Local education agencies must ensure all statewide dual credit courses incorporate the postsecondary learning objectives and that all students sit for the challenge exam. The courses must provide advanced learning opportunities for students. Local education agencies will also ensure that statewide dual credit teachers receive professional development and support to provide the rigorous level of instruction necessary for the courses.
3. Local education agencies may elect to offer Advanced Placement, Cambridge International Examinations, and International Baccalaureate courses. If Advanced Placement, Cambridge International Examinations, and International Baccalaureate courses are offered, the local education agency shall annually approve a list of such courses. This list of approved courses shall be made readily available to the public. Local education agencies will ensure that approved courses substantially incorporate the learning objectives and course descriptions as defined by the College Board, Cambridge International Examinations, or International Baccalaureate Agency Organization.

Each local education agency shall adopt policies for the approved Advanced Placement courses, Cambridge International Examinations courses, and International Baccalaureate courses that have end-of-course national examinations that may allow for the addition of five (5) points to all grades used to calculate semester averages. Only Advanced Placement, Cambridge International Examinations, and International Baccalaureate courses that have end-of-course national examinations qualify for the addition of five (5) points.

- (f) In order to ensure fidelity to the Uniform Grading System in the calculation of the Grade Point Average (GPA) to be used in the determination of eligibility for the HOPE Scholarship, the following guidance is given for implementation by each Local Education Agency (LEA):

1. 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 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.

- The addition of percentage points to weight honors courses, National Industry Certification, statewide dual credit courses, Advanced Placement courses, Cambridge and International Baccalaureate courses 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 weeks grade twice and adding the semester exam grade once and dividing by 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

$$93 + 93 + 95 + 95 + 90 + 90 + 94 = 650$$

$$\text{Sem. Avg.} = \frac{650}{7} = 92.8 = 93 = A$$

- Calculation of the uniform grading system GPA 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.

This example represents a student's final average GPA based upon a six-period day with five year-long courses and two semester-long courses

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

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

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

- 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. The grade of all repeats of the course shall be counted as part of the HOPE Scholarship Eligibility Grade Point Average. LEAs may allow students to replace failed course grades through credit recovery or similar programs without HOPE Scholarship Eligibility Grade Point Average penalty and is not to be considered a repeat.
- 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 3.2949 would round down to 3.29.
- The GPA used to determine eligibility for the HOPE Scholarship shall be reported on the student's transcript as "Hope Scholarship GPA."

7. The Department of Education will provide guidance for LEAs to insure this rule is implemented uniformly across Tennessee.
8. The Department of Education will monitor the calculation of the HOPE Scholarship GPA as part of the routine LEA audits.

0520-01-03-.06 GRADUATION, REQUIREMENT E

(c) Graduation with Honors, State Honors, and State Distinction

1. School systems may design student recognition programs that allow students to graduate with honors if they have met the graduation requirements and have obtained an overall grade point average of at least a 3.0 or higher on a 4.0 scale. School systems may set a higher GPA at their discretion. School systems may specify additional requirements, such as requiring students to demonstrate performance of distinction in one (1) or more areas.

Students who score at or above all the subject area readiness benchmarks on the ACT or equivalent score on the SAT will graduate with state honors.

2. Each local school board shall develop a policy prescribing how students graduating with "state honors" will be noted and recognized.
3. Students will be recognized as graduating with "state distinction" by attaining a B or better average and completing one of the following:
 - (i) earn a nationally recognized industry certification
 - (ii) participate in at least one (1) of the Governor's Schools
 - (iii) participate in one (1) of the state's ALL State musical organizations
 - (iv) be selected as a National Merit Finalist or Semi-Finalist
 - (v) attain a score of thirty one (31) or higher composite score on the ACT
 - (vi) attain a score of three (3) or higher on at least two advanced placement exams
 - (vii) successfully complete the International Baccalaureate Diploma Programme
 - (viii) earn twelve (12) or more semester hours of transcribed postsecondary credit
 - (ix) successfully complete the Cambridge International Examinations Pathway to TN Diploma

Each local school board shall develop a policy prescribing how students graduating with "state distinction" will be noted and recognized.