

*High School Transcript
Frequently Asked Questions
(FAQ) 2025-26 School Year,
Edition 13.0*



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Revision Log

Section	Page	Description of Revision	Revision Date
Multiple		Removed "(Tech Prep)" from CTE Dual Credit throughout document. This term was deactivated and is no longer in use.	Spring 2026
Additional State Requirements		Seal of Biliteracy updated language reference to include tribal or heritage languages	Spring 2026
Additional State Requirements		Seal of Biliteracy, added information to support new designations of Intermediate Proficient, Advanced Proficient, Intermediate Earned and Advanced Earned	Spring 2026
Waived Credits		Updated questions that speak to Graduation Requirements Emergency Waived (GREW) to indicate 'The ability to assign a GREW to students ended August 31, 2024'	Spring 2026

Introduction

The purpose of the Washington State Standardized High School Transcript is to communicate a student's academic history for all high school level courses attempted including the courses, grades, schools, and other required data. Washington State public high schools are required to use the [Washington State Standardized High School Transcript](#).

This document contains some of the most frequently asked questions regarding the Washington State High School Transcript. The answer and relevant WACs/RCWs are listed below each question. This document will be updated as new commonly asked questions are received.

Throughout the document the use of the term 'district' is intended to identify all entities operating as a Local Education Agency (LEA) in Washington. This includes public school districts, State Tribal Education Compacts (STEC), Charter Schools, Educational Service Districts (ESD) operating as a district and Washington State Technical Colleges with public high schools on their campus.

Transfers

1. How do you handle transcript information from students who transfer from one high school to another? How can we determine what a course is, and can we change the course titles? (See updated rules for students beginning with the 2019-20 school year).

Answer: A course that is part of the student's high school record, taken elsewhere, must be in the transcript. Beginning with the 2019-20 school year [RCW 28A.320.192](#) requires districts to provide and recognize partial credit for students identified as highly mobile (homeless, dependent, or at-risk youth or children). Partial credits and grades must be transcribed and included on the student's transcript. Partial credits and grades must be transcribed to the appropriate subject area, they may not be assigned under 'alternative, elective or other.' For those students that do not meet the definition of highly mobile, it is a local decision to translate the transcript and award credit for those courses which the receiving district feels appropriate. For non-highly mobile students, it is determined at the district level how transfer-in courses are converted.

There is no course designation code to reflect the course was transferred. Dates of attendance in the "schools attended" area, in conjunction with the course dates, can be used to derive this information. If information on the transcript is not clear, it is incumbent on the receiving school to contact the applicable high school for clarification, this includes but is not limited to credit not being assigned to the listed course. Districts can change course titles to better suit their course information. If the student returns to their original district (A), District A, upon receiving the student back from District B, can choose to revert to District A's original course titles.

Reference: [WAC 392-415-070](#) Mandatory high school transcript contents, [WAC 180-51-050](#) High school credit — definition and; [RCW 28A.320.192](#) On-time grade level progression and graduation of students who are homeless, dependent, or at-risk youth or children

2. How do we transcribe a transcript from another state where they have three grade marks earned in a course all worth the same GPA value (ie., A+, A, and A- all equal 4.0)?

Answer: When working with a transcript from another state that has grade marks earned in a course worth the same value (i.e., A+, A, A- all equal 4.0) it is advised that the other state's district be contacted for verification since grade scales don't usually map multiple letter grades to the same numerical equivalent. Washington transcripts must only include those grades noted in Washington's grade scale. If the receiving district chooses to give the student 4.0 grade points for the course, then the letter grade must be reflected as an A. If the district chooses to give the student an A- for the course, the grade point must be 3.7.

Reference: [WAC 392-415-050](#) – Grade reporting and calculation system.

3. If a student transfers into a high school, and brings full or partial credit relating to the Culminating Project and/or High School and Beyond Plan (i.e., diploma and one year beyond high school) requirements, is the new school required to accept the credit(s) if the “sending” school is accredited?

Answer: Beginning with the 2019-20 school year [RCW 28A.320.192](#) requires districts to provide and recognize partial credit for students identified as highly mobile. For those students that do not meet the definition of being highly mobile the decision to accept credits is always locally determined. However, schools and districts are strongly encouraged to recognize the work that non-highly mobile students have accomplished to date and not make the student start over.

[RCW 28A.320.192](#) is very specific as to the requirements for districts to eliminate and facilitate the on-time grade level progression and graduation of students who are highly mobile. While districts have the authority to implement these graduation requirements in a manner, they determine best meets community needs and desires, neighboring districts are encouraged to consider entering into a “reciprocity” agreement, to accommodate student mobility. The ‘[On-Time Grade Level Progression and Graduation for Highly Mobile Students-A Guide to Implementing RCW 28A.320.192](#)’ defines highly mobile students as -

- Students experiencing homelessness.
- Dependent children (students in foster care)
- Children in Need of Services (CHINS)
- At-Risk Youth (ARY)

Reference: [RCW 28A.320.192](#) On-time grade level progression and graduation of students who are homeless, dependent, or at-risk youth or children.

4. Are there standardized procedures for evaluating foreign or homeschool transcripts for high school students?

Answer: There is no standardized OSPI procedure for evaluating foreign transcripts as the decision to accept credits is always locally determined. A course that is part of the student’s high school record, taken elsewhere, must be on the transcript. Districts must decide how to translate transcripts and award credit for courses. Districts should have a clear policy/regulation regarding the recognition and acceptance of transfer credits, both foreign and domestic (including homeschool). Districts can change course titles to better suit their course information. It is determined at the district level how transfer-in courses are converted, if necessary. The district’s Bilingual office may be a source in which to gather additional information to decide with respect to foreign transcripts.

Reference: [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines and; [WAC 180-51-050](#) High school credit – definition.

5. When translating a transcript from another country, what do we put for the city and state?

Answer: Include any address information available such as city and country.

Reference: [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

6. Can a school change credit amounts for courses when a student transfers into the school?

Answer: Most credits are transferred as they were earned in the previous school. There may be instances of schools (i.e., colleges, foreign schools) that use different credit awarding scales. In these cases, districts should have clear policy and guidance regarding the transfer of credits into the credit scale used by the new school.

7. If a transfer course does not have a state course code, are we supposed to enter a state course code?

Answer: Yes. If a school receives a transcript that does not have State Course Codes, the receiving school should enter a State Course Code for those courses as the courses and credits are being transcribed and mapped to the school's current courses. If the information on the transcript is not clear, it may be beneficial to contact the applicable high school for clarification. The school may also choose to use the pertinent general State Course Code if a specific one is unable to be determined.

8. If we have mapped a transfer course to our courses, do we use the state course code on the original transcript or do we change it to the state course code that aligns to our course it is mapped to?

Answer: It is a local decision on how to translate the transcript. Districts should have clear policies/regulations regarding the transcription (including State Course Codes), recognition, and acceptance of transfer credits/courses. If information on the transcript is not clear or does not align with what the receiving district believes should be true, it may be beneficial to contact the applicable high school for clarification. Once clarification is made or if the receiving school has a set procedure for transferring and determining what information to use, the receiving school may update the transcript accordingly.

Reference: [WAC 180-51-050](#) High school credit – definition.

9. How should we transcribe online courses?

Answer: Online courses are listed on the transcript the same way other courses are listed. You may follow the same guidelines. It is up to your district to determine how you will transcribe the credits (based on hours, minutes, days, etc.). At this time, the Online course designation of "O" is not an allowable value on the transcript, though it is to be reflected in the student's record and reported through CEDARS.

Reference: [WAC 392-415-070](#) Mandatory high school transcript contents – Items – Timelines and; [WAC 180-51-050](#) High school credit – definition.

10. Is there a law against accepting unofficial transcripts?

Answer: No, but it is unwise to accept unofficial transcripts because the receiving district cannot be sure if the transcript is valid. Preliminary scheduling decisions may have to be made from an initial unofficial transcript, but the student's transferred in credits should be based on an official transcript if possible.

Withdrawals

11. Is the period of time during which a student can withdraw from a course defined?

Answer: Class schedule changes do not need to be listed as withdrawals. The state does not establish a set period of time distinguishing a schedule change from a withdrawal. Districts are encouraged to establish clear guidance defining the maximum time period from the start of the term in which a student can drop a course without being considered a withdrawal.

12. Can a "W" be removed and replaced with a grade for a student who transferred and took the equivalent course in the new district? (see updated rules for students beginning with the 2019-20 school year).

Answer: Every high school credited course attempted must appear on the transcript including the course from which the student has withdrawn. If a student transfers with a withdrawal (even within a district), is placed in the equivalent course within your district and completes the course, then you may replace the "W" with a grade, etc. However, if the student does not pick up and complete the withdrawn course in the new school, the "W" remains. If a student has repeatedly withdrawn from a course, each attempt must be listed. The intent is to track dropped course work rather than moves between schools.

Beginning with the 2019-20 school year [RCW 28A.320.192](#) requires districts to provide and recognize partial credit for students identified as highly mobile. The '[On-Time Grade Level Progression and Graduation for Highly Mobile Students](#)-A Guide to Implementing RCW 28A.320.192' defines highly mobile students as –

- Students experiencing homelessness.
- Dependent children (students in foster care)
- Children in Need of Services (CHINS)
- At-Risk Youth (ARY)

Highly mobile students must have partial credit calculated and assigned to the appropriate subject area in lieu of being assigned a "W." For those students that do not meet the definition of being highly mobile the decision to accept credits is always locally determined. However, schools and districts are strongly encouraged to recognize the work that non-highly mobile students have accomplished to date and not make the student start over.

Reference: WAC 392-415-070 Mandatory high school transcript contents and; RCW 28A.320.192 On-time grade level progression and graduation of students who are homeless, dependent, or at-risk youth or children.

13. What dates for the course do we include on the transcript if a student transferred into our district, continued taking an equivalent course from which they had just been withdrawn, and earned a grade that replaces the original "W"?

Answer: The new district in which the student continued and completed the equivalent course uses their course dates on the transcript.

14. Is it acceptable to send a withdraw form with current grades earned in a course and not enter any information on the transcript?

Answer: Because any course in which a student attempted high school credit must be reflected on the transcript, forwarding a withdrawal form with current grades earned in courses is not a sufficient way to communicate this information. The course must also be listed on the transcript with a "W."

Beginning with the 2019-20 school year RCW 28A.320.192 requires districts to provide and recognize partial credit for students identified as highly mobile. The 'On-Time Grade Level Progression and Graduation for Highly Mobile Students-A Guide to Implementing RCW 28A.320.192' defines highly mobile students as –

- Students experiencing homelessness.
- Dependent children (students in foster care)
- Children in Need of Services (CHINS)
- At-Risk Youth (ARY)

Highly mobile students must have partial credit calculated and assigned to the appropriate subject area in lieu of being assigned a "W." For those students that do not meet the definition of being highly mobile the decision to accept credits is always locally determined. However, schools and districts are strongly encouraged to recognize the work that non-highly mobile students have accomplished to date and not make the student start over.

Reference: RCW 28A.320.192 On-time grade level progression and graduation of students who are homeless, dependent, or at-risk youth or children.

15. How far back do schools need to correctly identify students with the "W" letter grade?

Answer: Withdrawal information that has not been included should be corrected/updated for students who are currently enrolled in the district. The requirement to include withdrawn courses has been in place since 2004.

16. If a district receives a transcript for a transfer student and the “W” is not indicated, is it the new districts responsibility to add the “W’s”?

Answer: In order not to burden a district receiving the transcripts, we do not ask them to correct or update this information. A school certainly has an option to contact the previous school if they desire to inquire or ask for an updated transcript; however, it is not the new school’s responsibility to correct the previous school’s transcript.

17. When can a “W” be removed/replaced?

Answer: A “W”, assigned to a non-highly mobile student, can only be replaced if the student completes the equivalent course in the new school within the same semester that the student transferred OR if the student completes the equivalent course in the following summer session (if the student transferred in the spring). If the student completes the course at the new school the following semester (or at any point thereafter), the original “W” will remain on the transcript, and an additional course will be added with the grade that the student earns. The ‘On-Time Grade Level Progression and Graduation for Highly Mobile Students-A Guide to Implementing RCW 28A.320.192’ provides the requirements for districts to issue partial credit in lieu of assigning a “W” for highly mobile students. High School Academic Level Courses Taken Prior to High School.

High School Academic Level Courses Taken Prior to High School

18. In what grade levels can high school credits be earned?

Answer: For school years prior to 2019-20, all high school academic level credits, taken prior to high school, can be used, if certain conditions are met. The family or student must request the courses to be added to the high school transcript (giving the student high school credit) regardless of the letter grade the student earned in the course. Even if the course is a state graduation requirement (i.e., WSH), courses taken prior to 2019-20 are not automatically included in the high school transcript. Courses taken prior to the 2019-20 school year cannot be removed once placed on the transcript.

Beginning with the 2019-20 school year, RCW 28A.230.090(4)(a)(b) and WAC 180-51-030 require that all high school rigor courses taken and passed by students in grades 7 and 8, be awarded high school credit and placed on the high school transcript. The credits can be removed if requested by the student or parent/guardian prior to the end of the student’s grade 11 school year. District policy will determine the procedure for requesting the removal of these credits. At the request of the student or parent/guardian, credits that are to remain on the high school transcript may be transcribed with a non-numerical grade, e.g., Pass or Credit. The non-numerical grade is not included in GPA calculation, but the credit will apply to fulfilling graduation requirements. The grade can be changed to a non-numerical value if requested by the student or parent/guardian prior to the end of the student’s grade 11 school year.

Reference: WAC 180-51-050 High school credit – definition, RCW 28A.230.090 High school graduation requirements or equivalencies — High school and beyond plans — Career and college graduation requirements — Reevaluation of graduation requirements — Language requirements — Credit for courses taken before attending high school — Postsecondary credit equivalencies,

WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines and; WAC 180-51-030 High school credit for courses taken before attending high school.

19. Are algebra and geometry courses taken prior to high school required and automatically included on the transcript now that they are graduation requirements?

Answer: Prior to the 2019-20 school year, courses taken prior to high school may only be included on the transcript if high school credit is awarded and only at the student or family's request. If the student or family requests to use these courses for high school, then they must be included in the transcript.

Beginning with the 2019-20 school year, RCW 28A.230.090(4)(a)(b) and WAC 180-51-030 requires that all high school rigor courses taken and passed by students in grades 7 and 8 be awarded high school credit and placed on the high school transcript. The credits can be removed if requested by the student or parent/guardian prior to the end of the student's grade 11 school year. District policy will determine the procedure for requesting the removal of these credits. At the request of the student or parent/guardian, credits that are to remain on the high school transcript may be transcribed with a non-numerical grade, e.g., Pass or Credit. The non-numerical grade is not included in GPA calculation, but the credit will apply to fulfilling graduation requirements. The grade can be changed to a non-numerical value if requested by the student or parent/guardian prior to the end of the student's grade 11 school year.

Reference: WAC 180-51-068 State subject and credit requirements for high school graduation — Students entering the ninth grade on or after July 1, 2015 through June 30, 2017, RCW 28A.230.090 High school graduation requirements or equivalencies – High school and beyond plans – Career and college ready graduation requirements and waivers – Reevaluation of graduation requirements – Language requirements – Credit for courses taken before attending high school – Postsecondary credit equivalencies and; WAC 180-51-030 High school credit for courses taken before attending high school.

20. What are the requirements for including Washington State History (WSH)/Pacific Northwest (PNW) courses taken prior to high school on the transcript?

Answer: Washington State History (WSH)/Pacific Northwest (PNW) courses taken in grades 7 or 8 can only be included in the Academic Record section on the high school transcript for high school credit if it is a *high school academic level* course. WSH is a graduation requirement; however, it is not always taken in high school or given at a high school academic level and credit cannot automatically be given.

It is a local determination if districts want to offer it at a high school academic level when the course is offered in 7th or 8th grade. If the Washington State History (WSH)/Pacific Northwest (PNW) course is at a middle school academic level, then it is not listed with the other courses in the Academic Record section of the transcript; however, since it is a state graduation requirement, a "Met" designation is noted under the "Additional State Requirements" section.

For courses taken prior to the 2019-20 school year, if the WSH course is provided at high school rigor prior to grade 9, the family or student must request the course be added to the high school

transcript (giving the student high school credit) regardless of the grade the student earned in the course. The district should establish a process in which requests are received from the student or family. Courses taken prior to the 2019-20 school year cannot be removed once placed on the transcript.

Beginning with the 2019-20 school year, RCW 28A.230.090(4)(a)(b) and WAC 180-51-030 require that all high school rigor courses taken and passed by students in grades 7 and 8 be awarded high school credit and placed on the high school transcript. The credits can be removed if requested by the student or parent/guardian prior to the end of the student's grade 11 school year. District policy will determine the procedure for requesting the removal of these credits. At the request of the student or parent/guardian, credits that are to remain on the high school transcript may be transcribed with a non-numerical grade, e.g., Pass or Credit. The non-numerical grade is not included in GPA calculation, but the credit will apply to fulfilling graduation requirements. The grade can be changed to a non-numerical value if requested by the student or parent/guardian prior to the end of the student's grade 11 school year.

If the Washington State History course was taken prior to the 2019-20 school year, it is included on the transcript in the following ways.

1. The course is at a High School Academic Level:
 - If it is taken during high school
 - OR**
 - If it is taken at a high school academic level prior to high school and the student/parent choose to include the credit on the transcript.
 - THEN**
 - The Academic Record section would list the course with its appropriate information.
 - AND**
 - The Additional State Requirements section would report if the requirement were "Met" or "Not Met."
2. The course is NOT at a High School Academic Level:
 - If it is NOT taken at a high school academic level
 - OR**
 - If a student/parent does NOT request the history course taken prior to high school to be used as a high school credit on the transcript.
 - THEN**
 - ONLY the Additional State Requirements would report if the requirement were "Met" or "Not Met."

If the Washington State History course is taken on or after the 2019-20 school year, it is included on the transcript in the following ways.

1. The course is at a High School Academic Level
 - THEN**
 - The Academic Record section would list the course with its appropriate information. The credit can be removed if requested by the student or parent/guardian prior to the end of the student's grade 11 school year.
 - AND**

- The Additional State Requirements section would report if the requirement were "Met" or "Not Met."
2. The course is NOT at a High School Academic Level:
- THEN**
- ONLY the Additional State Requirements would report if the requirement were "Met" or "Not Met."

Reference: WAC 180-51-050 High school credit – Definition, RCW 28A.230.090 High school graduation requirements or equivalencies — High school and beyond plans — Career and college graduation requirements — Reevaluation of graduation requirements — Language requirements — Credit for courses taken before attending high school — Postsecondary credit equivalencies, WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines and: WAC 180-51-030 High school credit for courses taken before attending high school.

21. Does a student meet graduation requirements if a grade 7 or 8 Washington State History (WSH) course is taken and is not at a high school academic level?

Answer: The State Board of Education adopted a new rule in November 2011 that permits Washington State History and Government to be a noncredit requirement and therefore can be satisfied if a course is taught at the 7th or 8th grade academic level. This rule is in effect for students in the graduating class of 2016 (current eighth graders). Districts can continue to elect to award credit for Washington State History and Government if it is taught to an academic level of ninth grade or higher (e.g., to high school academic standards).

Reference: WAC 180-51-068 State subject and credit requirements for high school graduation — Students entering the ninth grade on or after July 1, 2015.

22. How should high school academic level courses taken prior to high school be recorded?

Answer: Courses taken prior to high school that are at a high school academic level, when placed on the high school transcript, are recorded the same as courses taken in grades 9–12. The month/year, grade level, state course code, district course code, course title, letter grade, credit attempted, and credit earned is listed and included in the calculation of the student's GPA. The transcript should note the grade level at which the credit was attempted and earned.

RCW 28A.230.090(4)(a)(b) was updated effective as of the start of the 2019-20 school year.

For school years prior to the 2019-20 school year, courses taken prior to high school may only be included on the transcript if high school credit is awarded and only at the student or family's request. If the student or family chooses to use these courses for high school, they must be included in the transcript.

Beginning with the 2019-20 school year, RCW 28A.230.090(4)(a)(b) and WAC 180-51-030 require that all high school rigor courses taken and passed by students in grades 7 and 8 be awarded high school credit and placed on the high school transcript. The credits can be removed if requested by the student or parent/guardian prior to the end of the students' grade 11 school year. District policy will determine the procedure for requesting the removal of these credits. At the request of

the student or parent/guardian, credits that are to remain on the high school transcript may be transcribed with a non-numerical grade, e.g., Pass or Credit. The non-numerical grade is not included in GPA calculation, but the credit will apply to fulfilling graduation requirements. The grade can be changed to a non-numerical value if requested by the student or parent/guardian prior to the end of the student's grade 11 school year.

Reference: [RCW 28A.230.090](#) High school graduation requirements or equivalencies — High school and beyond plans — Career and college graduation requirements — Reevaluation of graduation requirements — Language requirements — Credit for courses taken before attending high school — Postsecondary credit equivalencies.

23. Can a student have courses taken prior to high school removed from their transcript after it was requested to be included?

Answer: For school years prior to 2019-20, once a student's high school academic level course is on a transcript it cannot be removed. The transcript must include the student's academic history for all high school level courses attempted, including courses taken before high school when the student or family requests the course to be added.

Beginning with the 2019-20 school year, [RCW 28A.230.090\(4\)\(a\)\(b\)](#) and [WAC 180-51-030](#) require that all high school rigor courses taken and passed by students in grades 7 and 8 be awarded high school credit and placed on the high school transcript. The credits can be removed if requested by the student or parent/guardian prior to the end of the student's grade 11 school year. District policy will determine the procedure for requesting the removal of these credits. At the request of the student or parent/guardian credits that are to remain on the high school transcript may be transcribed with a non-numerical grade, e.g., Pass or Credit. The non-numerical grade is not included in GPA calculation, but the credit will apply to fulfilling graduation requirements. The grade can be changed to a non-numerical value if requested by the student or parent/guardian prior to the end of the student's grade 11 school year.

Reference: [RCW 28A.230.090](#) High school graduation requirements or equivalencies — High school and beyond plans — Career and college graduation requirements — Reevaluation of graduation requirements — Language requirements — Credit for courses taken before attending high school — Postsecondary credit equivalencies and; [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

24. If a teacher is teaching an eighth-grade high school academic level class but is only certified K-8, can it go on the transcript?

Answer: Courses can only be included on the high school transcript if they are a high school level course (high school academic level). It is the rigor of the course, not who is teaching it, that determines if high school credit is given. If it is an eighth-grade course and an eighth-grade curriculum, then it cannot be included in the transcript. If it is an eighth-grade course and a high school academic level curriculum, then it can be included in the transcript if the requirements are met. The question of whether teachers with K–8 certification can teach the high school level eighth grade course is not a transcript question and would need to be addressed by the Certification office.

Reference: RCW 28A.230.090 High school graduation requirements or equivalencies — High school and beyond plans — Career and college graduation requirements — Reevaluation of graduation requirements — Language requirements — Credit for courses taken before attending high school — Postsecondary credit equivalencies

RCW 28A.230.090 High school graduation requirements or equivalencies — High school and beyond plans — Career and college graduation requirements — Reevaluation of graduation requirements — Language requirements — Credit for courses taken before attending high school — Postsecondary credit equivalencies.

***** CHANGE IN 2021 *** (SEE 5299.SL) *****

(4) Unless requested otherwise by the student and the student's family, a student who has completed high school courses before attending high school should be given high school credit which shall be applied to fulfilling high school graduation requirements if:

(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or

(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

25. If a student takes eighth grade algebra and retakes it in ninth grade should both courses be shown, including grades and credits earned in the course, or just the better grade earned?

Answer: All occurrences of repeated courses taken for high school credit must be included in the transcript, along with the credits earned in each of those occurrences. If a middle school course was recorded on the high school transcript and then retaken for grade improvement, the higher grade earned in the course is included in the calculation of the student's GPA. The record of the lower graded course will also still appear on the transcript, however, with the credit reported as 0.00. (Please see the Repeated Courses section of this document for additional information.)

Reference: WAC 392-415-055 Definition – Grade point average and; WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

26. Is there a time limit for adding high school academic level courses taken prior to high school to the transcript?

Answer: For courses taken prior to the 2019-20 school year, RCW 28A.230.090 and WAC 180-51-030 do not provide a time frame in which students and families must request that high school level academic courses taken prior to high school be added to the transcript. Districts should provide clear guidance regarding a time frame.

Beginning with the 2019-20 school year, RCW 28A.230.090(4)(a)(b) and WAC 180-51-030 require that all high school rigor courses taken and passed by students in grades 7 and 8 be awarded high school credit and placed on the high school transcript. The credits can be removed if requested by the student or parent/guardian prior to the end of the student's grade 11 school year. District policy will determine the procedure for requesting the removal of these credits. At the request of the student or parent/guardian, credits that are to remain on the high school transcript may be transcribed with a non-numerical grade, e.g., Pass or Credit. The non-numerical grade is not included in GPA calculation, but the credit will apply to fulfilling graduation requirements. The grade can be changed to a non-numerical value if requested by the student or parent/guardian prior to the end of the student's grade 11 school year.

Reference: RCW 28A.230.090 High school graduation requirements or equivalencies — High school and beyond plans — Career and college graduation requirements — Reevaluation of graduation requirements — Language requirements — Credit for courses taken before attending high school — Postsecondary credit equivalencies and; WAC 180-51-030 High school credit for courses taken before attending high school.

Repeated Courses

27. What is the correct procedure when a student repeats a course for a better grade earned in a course? Do you remove the credit and GPA from the transcript? Can you change the original "F" to an "NC"?

Answer: All occurrences of repeated courses must be included in the transcript, along with the letter grade earned in each of those occurrences. If a course is retaken for grade improvement, the course with the higher grade earned is included in the calculation of the student's GPA. The credits attempted and credits earned of the lower graded course will be reported as 0.00 on the transcript. The credits from repeated courses may only be counted twice if both grades earned in a course are factored into the GPA calculation (e.g., two semesters of the same choir course). Otherwise credits from only one course may be counted. Districts cannot convert letter grades earned in a course to grades/marks not used in the GPA calculation; only the credits attempted and earned should be modified.

A repeat course for a better grade can count in either of the following ways. In either case, both courses and letter grades are always displayed on the transcript. It is up to the school/district to determine if a course meets multiple credit types (i.e., Algebra I and an elective). If it is determined that the course does meet multiple credit types, then the student may decide to do either of the two options listed.

1. Counting only one course as a replacement course for a better letter grade.
 - a. The old course still shows, but the credits earned, or credits attempted are reported as zero (0); therefore, it does not count in the GPA or toward graduation requirements.
2. Counting both courses toward different credit types.
 - a. The old course shows, and the credits earned, or credits attempted are reported for both courses and count in the GPA. One course count towards the subject credit for that course (i.e., Algebra I) and one may count toward another type of

credit (i.e., elective). They cannot count toward the same type of graduation credit (i.e., Algebra I and Algebra I).

Reference: [WAC 392-415-055](#) Definition – Grade point average and; [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

28. Is there any special notation placed by a course that has been repeated?

Answer: No there is not a special notation for repeated courses; multiple occurrences of the course code reflect that the course was repeated.

29. If a student takes a correspondence course, can that course, including the grade and credit, replace a course the student had previously taken and for which a lower grade was earned?

Answer: Yes. If a student repeats a course outside of your district (e.g., online, correspondence, other district, summer school) the district determines if the course is equivalent to a course within their catalog and can be used as a repeated course. All occurrences of repeated courses must be included in the transcript, along with the credit earned in each of those occurrences. When a course is retaken for grade improvement, the higher grade earned in the course is included in the calculation of the student's GPA. The credit of the lower graded course will be reported as 0.00 on the transcript. The credits from repeated courses may only be counted twice if both grades earned in a course are factored into the GPA calculation (e.g., two semesters of the same choir course). Otherwise credits from only one course may be counted.

Reference: [WAC 392-410-310](#) Equivalency course of study -- Credit for correspondence courses, electronically mediated courses, and college courses, [WAC 392-415-055](#) Definition – Grade point average and; [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

30. If a student passes an end of course assessment (EOC) but not the actual course, may we change the letter grade from an "F" to a "P"?

Answer: Typically letter grades for courses are not changed. Teachers assign grades according to the district/school grading system established for the course and should not be changed without the teacher's authorization. The grade marks used should be in accordance with the course/grade syllabus established for the course and in compliance with WAC 392-415-050 and should be applied universally for all students.

The more common and more appropriate method would be to treat the EOC as a replacement course and to grant credit for meeting competency. The district must establish and follow policies that are in line with the State Board of Education. See WAC 180-51-050, WAC 392-415-050, and Question 2 from the [State Board of Education's Credits FAQ](#).

Below is some more description and guidance around credit definition and transcripts:

- It is a district's decision as to whether they may or may not receive credit if it meets the criteria for high school credit as defined in WAC 180-51-050.
- It is also a district's decision as to what may be used for replacement or repeated courses.

- If the EOC is determined to meet these criteria and your district determines this is something they wish to award credit for
 - It should be an option available to all students,
 - The district needs to determine what kind of credit,
 - The district needs to determine the credit amount, and
 - The district needs to have a documented procedure for the process of requesting this credit.
- The transcript for the competency-based credit may reflect the Local Competency course-designation code.
- A student may not earn more than one credit in any one course/graduation requirement. The only exceptions to this are recurring courses (e.g., journalism, advanced art or drama, concert band, etc.) or if the courses are used to satisfy different credit requirements (e.g., advanced drama taken three times to meet an elective requirement, an art requirement, and the occupational education requirement).
- If a district determines that a course that is approved for credit matches the same academic requirements and rigor as another course, then the course with the better letter grade may be used in the GPA in place of the other course. The credits attempted must be the same or greater than the original course.
- Both courses will still be listed on the transcript with the letter grade received; however, the course with the letter grade not being used in the GPA will have the credits attempted and credits earned listed as 0 (zero).
- The transcript for the competency-based credit may reflect the Local Competency course-designation code.

Reference: [WAC 180-51-050](#) High school credit – Definition, [WAC 392-415-050](#) Grade reporting and calculation system, [WAC 392-410-310](#) Equivalency course of study -- Credit for correspondence courses, electronically mediated courses, and college courses and; [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

31. A student took a high school rigor course in middle school, prior to the 2019-20 school year, but never requested that the course appear on the high school transcript. The student then transfers out of the district. Can the student request that the course taken in middle school be added to the high school transcript at the new district?

Answer: For school years prior to 2019-20, schools can only transcribe courses that appear on the student's official transcript. This means that only high schools in the district where the student took the middle school course can accept the credit and transcribe it onto the student's official transcript. The student would need to contact the sending district and request that the middle school course is added to the transcript. After the course has been added, the student will need to have another copy of their official transcript sent to the receiving district.

32. A student took a high school rigor course in middle school, on or after the 2019-20 school year, as required under RCW 28A.230.090(4)(a)(b) and WAC 180-51-030 the course was added to the high school transcript. The student then transfers out of the district. Can the student request that the course taken in middle school be removed from the high school transcript at the new district?

Answer: The school the student is enrolled in at the time the request is made to remove the course from the transcript may remove the course. The student or parent/guardian is not required to contact the district where the course was taken.

Waived Credits

33. Which students are eligible to have credit(s) waived under the Graduation Requirements Emergency Waived (GREW) rules?

The ability to assign a GREW to students ended August 31, 2024.

34. For credit to be waived under the 2024 GREW rules does the course(s) have to have been attempted or planned to be taken prior to the end of the 2024 school year?

The ability to assign a GREW to students ended August 31, 2024.

35. Are credits initially attempted and not completed or passed, and then waived under the GREW, required to be included in a student's transcript?

The ability to assign a GREW to students ended August 31, 2024.

36. Are courses that were not attempted, but were planned for the 2023-24 school year, required to be included in a student's transcript if the GREW was used?

The ability to assign a GREW to students ended August 31, 2024.

37. Can credits be waived under the GREW rules for students with a graduation requirements year (Class of) prior to 2020 or after 2023?

The ability to assign a GREW to students ended August 31, 2024.

38. Can a Running Start course that is attempted and failed during the 2023-24 school year be waived?

Answer: Yes. The transcript would reflect the transcribed Running Start course taken with a letter grade of either "NC – No Credit" or "F – Failed." The waived course must be posted on the transcript with a "V – Waived" letter grade. Both the attempted and waived course must be included on the transcript in accordance with WAC 392-415-070 (2)(a)(vii).

Reference: WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

39. Which students are eligible to have credit(s) waived under a 'student circumstances' waiver?

Answer: All students whose schools graduation credit requirement includes at least the 24 credits specified in [WAC 180-51-210](#), may have up to 2 of their "flexible" or "elective" credits waived locally based on 'a student's circumstances,' as defined by local district policy. The State Board of Education ([SBE](#)) [Two Credit Waiver for Student Circumstances FAQ](#) provides detailed information.

Reference: [WAC 180-51-210](#) State subject requirements for high school graduation.

40. What is flexible credit?

Answer: Flexible credits, as defined by the [State Board of Education \(SBE\) graduation requirements](#), include 4 elective credits and 3 Personalized Pathway Requirements that are chosen by students based on their interest and their High School and Beyond Plans.

Reference: [WAC 180-51-210](#) State subject requirements for high school graduation.

41. Are credits waived for 'student's circumstances included on a student's high school transcript?

Answer: No. Credits waived under a 'student's circumstances are not included on the student's transcript but are included in the students High School and Beyond Plan and/or included as part of the student's cumulative file for the purpose of documenting how the student was approved to graduate with less than the required 24 credits inherent within the career and college ready diploma.

42. Which waived credits are NOT included on a student's high school transcript?

Answer: The following waived or "excused" credits are not included on a student's high school transcript –

- Washington State History (as a non-credit graduation requirement) and 1 credit of PE, as described in [WAC 180-51-210 \(4\)\(d\)\(iv\)\(A-B\)](#) and [WAC 180-51-210 \(4\)\(f\)](#), respectively.
- Local district credits beyond the 24 required credits, as described in [WAC 180-51-020](#), and which are not directly related to supporting the student's postsecondary goals outlined in their High School and Beyond Plan (HSBP)

Up to 2.0 flexible or elective credits, as described in [WAC 180-51-210](#), and which are not directly related to supporting the student's postsecondary goals outlined in their HSBP, may be waived for "student circumstances".

Incomplete Courses

43. Are the incomplete courses taken in Spring 2020 and beyond, that are not resolved or completed, required to be on a student's transcript?

Answer: Yes. If a course remains Incomplete, it must be reflected on the student's transcript with a letter grade of 'I' – Incomplete and following requirements for reporting 'I' as documented in the [Transcript Developer Users Guide Special Edition 2020](#).

44. If a student repeats a course in lieu of resolving the original I – Incomplete course are both courses included on the transcript?

Answer: Yes. Both the attempted and completed courses must be included in the transcript.

45. If a student finishes the incomplete course work, completes a more rigorous or sequential course, or takes an exam that proves mastery of missed learning standards for the incomplete course, what is displayed on the transcript?

Answer: The course is to be displayed on the transcript within the term the course was taken, showing the final passing grade or a 'P – Pass' designation and assigned credit earned.

Graduation Pathway

46. Does the Graduation Pathway have to be displayed on a student's transcript?

Answer: Beginning with the 2024-25 school year, a Graduation Pathway designation of "MET" ~~or~~ **"WAIVED"** must be included on each graduating student's transcript. Students who are not yet graduating can have "MET" or "NOT MET" or nothing showing on their transcript going into the 2024-25 school year.

47. May a student with a graduation requirement year (Class of) of 2020 through 2024 have their Graduation Pathway waived?

Answer: Students with graduation requirement year (Class of) of 2020 through 2024, graduated by August 31, 2024, may have had their Graduation Pathway waived if they met all other requirements to graduate. Supporting information and guidance can be found in [OSPI Bulletin B013-22](#) and [RCW 28A.230.320](#) - Emergency waivers from credit and subject area graduation requirements.

48. May a student with a graduation requirement year (Class of) of 2024 (or later) who wants to graduate in a prior school year have their Graduation Pathway waived?

Answer: Per the SBE students in Class of 2024 (or later) who want to graduate before their cohort who completed the minimum required credits and High School and Beyond Plan requirements per [WAC 180-51-210](#), but had not yet met their Graduation Pathway, are eligible to waive only their

Graduation Pathway as described under [WAC 180-111-020](#) and described in the State Board of Education, [Emergency Graduation Rules, Waivers](#). The ability to assign a GREW to students ended August 31, 2024.

Grades, Credits, & Diplomas

49. How are the totals in the Report Period and Cumulative Summary section of the transcript calculated?

Answer: Below are steps and examples to calculating the totals in the Report Period and Cumulative Summary section.

06/2024 and Grade 11

MO/YR: 06/2024			GRD LEV: 11		
11054	TTT280	PHOTO IMAGING	A	0.50	0.50
04104	HST444	US HISTORY AP	B	0.50	0.50 A
05110	CHR200	CHOIR	A	0.50	0.50
04003	HST332	GEOGRAPHY IB	B-	0.50	0.50 I
03001	ESC112	EARTH SCIENCE	B+	0.50	0.50

Month/Year and Grade Level Summary

***** REPORT PERIOD AND CUMULATIVE SUMMARY *****							
Grd		Cred	Cred	GPA	GPA	GPA	
Lev	Mo/Yr	Earn	Attp	Earn	Attp	Pts	GPA
09	01/2022	2.75	3.00	2.75	3.00	9.65	3.217
09	06/2022	3.00	3.00	3.00	3.00	10.50	3.500
10	01/2023	3.00	3.00	3.00	3.00	11.05	3.683
10	06/2023	2.50	2.50	2.50	2.50	9.15	3.660
11	01/2024	2.50	2.50	2.50	2.50	8.70	3.480
11	06/2024	2.50	2.50	2.50	2.50	8.50	3.400
12	01/2025	4.00	4.00	4.00	4.00	15.65	3.913
12	06/2025	4.00	4.00	4.00	4.00	15.35	3.838
Cumulative:		24.25	24.50	24.25	24.50	88.55	3.614

- **Credits Earned:** Sum Credits Earned for the reporting period.
 $0.50 + 0.50 + 0.50 + 0.50 + 0.50 = \mathbf{2.50}$
- **Credits Attempted:** Sum Credits Attempted for the reporting period.
 $0.50 + 0.50 + 0.50 + 0.50 + 0.50 = \mathbf{2.50}$
- **GPA Earned:** Sum GPA Credits Earned for the reporting period. Exclude non-numerical marks/grades such as P/N, CR/NC, S/U, W.
 In the example above, no courses are excluded because the letter grade received was non-numerical.
 $0.50 + 0.50 + 0.50 + 0.50 + 0.50 = \mathbf{2.50}$

GPA Attempted: Sum GPA Credits Attempted for the reporting period. Exclude non-numerical marks/grades such as P/N, CR/NC, S/U, W. In the example above, no courses are excluded because the letter grade received was non-numerical.

$$0.50 + 0.50 + 0.50 + 0.50 + 0.50 = \mathbf{2.50}$$

- **GPA Points:** Multiply the numerical value (Grade Reporting and Calculation Scale) of each letter grade by the number of Credits Attempted for the reporting period. Exclude non-numerical marks/grades such as P/N, CR/NC, S/U, W, and courses that were retaken. Then sum.
- In the example above, no courses are excluded because the letter grade received was non-numerical.

Total Sum of each (Letter Grade Point x Credits Attempted)

$$(4.0 \times 0.50) + (3.0 \times 0.50) + (4.0 \times 0.50) + (2.7 \times 0.50) + (3.3 \times 0.50) = \mathbf{8.50}$$

- **GPA:** Divide GPA Points by the GPA Credits Attempted and round to the third decimal place.

GPA Points / GPA Credits Attempted

$$8.50 / 2.50 = \mathbf{3.400}$$

Cumulative

***** REPORT PERIOD AND CUMULATIVE SUMMARY *****							
Grd Lev	Mo/Yr	Cred Earn	Cred Attp	GPA Earn	GPA Attp	GPA Pts	GPA
09	01/2022	2.75	3.00	2.75	3.00	9.65	3.217
09	06/2022	3.00	3.00	3.00	3.00	10.50	3.500
10	01/2023	3.00	3.00	3.00	3.00	11.05	3.683
10	06/2023	2.50	2.50	2.50	2.50	9.15	3.660
11	01/2024	2.50	2.50	2.50	2.50	8.70	3.480
11	06/2024	2.50	2.50	2.50	2.50	8.50	3.400
12	01/2025	4.00	4.00	4.00	4.00	15.65	3.913
12	06/2025	4.00	4.00	4.00	4.00	15.35	3.838
Cumulative:		24.25	24.50	24.25	24.50	88.55	3.614

- **Cumulative Credits Earned:** Sum all Credits Earned.
 $2.75 + 3.00 + 3.00 + 2.50 + 2.50 + 2.50 + 4.00 + 4.00 = \mathbf{24.25}$
- **Cumulative Credits Attempted:** Sum all Credits Attempted.
 $3.00 + 3.00 + 3.00 + 2.50 + 2.50 + 2.50 + 4.00 + 4.00 = \mathbf{24.50}$
- **Cumulative GPA Earned:** Sum all GPA Credits Earned.
 $2.75 + 3.00 + 3.00 + 2.50 + 2.50 + 2.50 + 4.00 + 4.00 = \mathbf{24.25}$
- **Cumulative GPA Attempted:** Sum all GPA Credits Attempted.
 $3.00 + 3.00 + 3.00 + 2.50 + 2.50 + 2.50 + 4.00 + 4.00 = \mathbf{24.50}$
- **Cumulative GPA Points:** Sum all GPA Credits Points.
 $9.65 + 10.50 + 11.05 + 9.15 + 8.70 + 8.50 + 15.65 + 15.35 = \mathbf{88.55}$

- **Cumulative GPA:** Divide the Cumulative GPA Points by the Cumulative GPA Credits Attempted and round to the third decimal place.
TOTAL Cumulative GPA Points / TOTAL Cumulative GPA Credits Attempted
 $88.55 / 24.5 = 3.614$

Reference: [WAC 392-415-050](#) Grade reporting and calculation system and; [WAC 392-415-055](#) Definition – Grade point average.

50. How should schools handle failing grades earned in a course --some use an "F," others use "No Credit," and others use a scale of "A" through "E"?

Answer: It is a district determination as to which letter grade to use if those letter grades comply with WAC 392-415-050. Transcripts must reflect the grade reporting/recording scale under WAC 392-415-050 (either with or without "+"s and "-"s). Transcripts cannot reflect grades of A+ or D-. Districts should guide whether an "E" or "F" grade earned in a course is turned into a "No Pass" grade without credit. The course must be listed on the transcript regardless.

Reference: [WAC 392-415-050](#) Grade reporting and calculation system and; [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

51. How should schools transcribe "I-Incomplete," "VP-Vanishing Pass," or "VF-Vanishing Failing"?

Answer: It is a district determination as to which letter grade to use if those letter grades comply with [WAC 392-415-050](#). Districts should guide whether these are turned into a "No Pass," "No Credit," or "Unsatisfactory" grade without credit. The course must be listed in the transcript regardless of the grade.

Reference: WAC 392-415-050 Grade reporting and calculation system and; [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

52. When transferring a course that was awarded a grade of D and with no credit earned, can the new school change the 0.0 credit to a .50 credit if that is the grading/credit scale that is used at the school?

Answer: No. If another district/school did not award a credit for a course the new district/school cannot change the course to receive credit. A zero credit cannot generate a credit no matter what the district's grading and credit scale is.

Reference: [WAC 180-51-050](#) High school credit – Definition and; [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

53. How are pass/fail (no pass) courses handled in determining a student's GPA?

Answer: Non-numerical grades/marks earned in a course such as pass/no pass are NOT calculated into the GPA.

Reference: [WAC 392-415-055](#) Definition – Grade point average and; [WAC 392-415-050](#) Grade reporting and calculation system.

54. What is the policy on changing a student's grade earned in a course?

Answer: Teachers assign grades. Districts dictate how and when a student's grade earned in a course can be changed. OSPI encourages districts to establish clear guidance on grade change procedures.

55. Can a district convert all Home School grades/credits earned in a course to Pass/Fail grades?

Answer: Yes. It is a district determination as to how to be awarded letter grades for district and transfer courses (i.e., home school, college, out-of-school learning, etc.).

Reference: [WAC 392-410-300](#) Equivalency course of study – Credit for learning experiences conducted away from school or by persons not employed by the school district and; [WAC 392-415-050](#) Grade reporting and calculation system.

56. Can modified grades and/or curriculum be noted on the transcript?

Answer: Based on Office of Civil Rights (OCR) guidance (link below) modified grades may not be listed on the transcript; however, course titles may include an asterisk to indicate a modified curriculum if this is done for all students and not just for cases of students receiving special education services. Transcripts may not disclose whether a student is in a special education program or has a disability. Some of the guidance is conflicting, so the high school transcript committee went with the decision that most benefited the student when it came to notating modified grades and/or curriculum on the transcript.

The OCR guidance may be found at [US Department of Education Civil Rights Guidance](#).

57. How are grades from an IB school translated to a standard grading scale?

Answer: Grades in IB schools are issued in a numeric format. Below is an example of an IB Grade to non-IB grades scale.

IB Grade	Rating	GPA PTS	Standard Grade	GPA Pts
7	Excellent	5.0	A	4.0
6	Very Good	4.0	A-	3.7
5	Good	3.7	B+	3.3
4	Satisfactory	3.0	B	3.0
3	Mediocre	2.0	B-	2.7
2	Poor	0.0	C+	2.3
1	Very Poor	0.0	C	2.0
			C-	1.7
			D+	1.3
			D	1.0
			F	0.0

58. Does a course a student Audits have to be listed on the transcript?

Answer: The course does need to appear on the students' transcript. District policy dictates the type of credit/grade that the student receives.

59. While a 4.0 grade point scale is required for the Washington State transcript, does this requirement preclude districts from using a 5.0 scale for local purposes such as honors at graduation?

Answer: It is a district determination as to the grading scale it uses; however, it must be translated to the grade reporting and calculation system from [WAC 392-415-050](#) for the transcript.

Reference: [WAC 392-415-050](#) Grade reporting and calculation system.

60. Can a district give credit for meeting standard on state assessments?

Answer: It is a local decision on which courses receive credit. Awarding credit for items such as the state assessments (SBA or WCAS), alternative assessments (such as WA-AIM), or senior project is consistent with the district option to award credit based on clearly identified competencies in WAC 180-51-050.

Reference: [WAC 180-51-050](#) High school credit – Definition and; [WAC 392-415-050](#) Grade reporting and calculation system.

61. Can a district/school post a grade earned in a course before the end of the normally defined term (e.g., quarter, semester)?

Answer: Grades earned in courses can be posted for courses before the end of the term. The timing of when a grade is earned in a course and when it is posted is a local determination.

62. What is a State Diploma? What is an Adult Diploma? Are they equivalent?

Answer: There is no such thing as a State Diploma or an Adult Diploma. The only diploma available in Washington is the high school diploma. High school diplomas can be issued by a school district or by a community or technical college approved to issue the high school diploma. School districts and community or technical colleges can add local graduation requirements to those set by the State Board of Education, but both districts and community or technical colleges must at least require the State Board minimums. Regardless of the district or community or technical college requirements, the diploma issued is simply a high school diploma.

Reference: [RCW 28A.230.120](#) High school diplomas — Issuance — Option to receive final transcripts — Notice and; [WAC 180-51-053](#): Community college high school diploma programs.

63. Can schools within a school district have different credit requirements? For instance, can one high school award the high school diploma for a 21.5 credit requirement, when the other two high schools in the district require 22.5?

Answer: There is no WAC or RCW that precludes a district from having a policy that allows different schools to have different credit requirements. The district's policy must articulate any school-to-school differences in graduation requirements. However, each school's credit requirements must include the minimum required by the State Board of Education.

64. Can individual students within a school be awarded a diploma with different credit requirements? For instance, can a diploma be awarded to one student for nineteen credits when the school/district requires 22.5?

Answer: Students must always meet the district graduation requirements for their class. There is no WAC or RCW that precludes a district from having a policy that allows individual students within specific and declared situations to receive a diploma based on different district requirements. These detailed situations must be in district policy. However, each school's credit requirements must include the minimum required by the State Board of Education. No matter what the credit amounts, all granted diplomas are high school diplomas.

Reference: RCW 28A.230.120 High school diplomas — Issuance — Option to receive final transcripts — Notice.

65. How do I record a CTE course credit that is split between a CTE course and an academic core course?

Answer: A CTE course that is used (whole or partial credit) for an academic core course must be listed on the transcript using the academic core course's Course ID, Course Title, Content Area Code, State Course Code, and any Course Designation Code(s). In addition, the original CTE course's CIP Course Code is also included so that it may be recognized as coming from a CTE course.

Reference: [RCW 28A.230.097](#) Career and technical high school course equivalencies.

Dual Credit Courses

When offering dual credit courses where students have the potential to earn college and high school credit with the same class, it is considered best practice for instruction and clarity to deliver these courses in separate and distinct classrooms. When limitations occur that necessitate clustering two or more types of courses into one classroom, multiple courses can be delivered simultaneously, in the same classroom, by one teacher **with college approval when applicable (e.g. CHS and CTE Dual Credit)**.

Guidelines:

- Courses that offer multiple dual credit options must follow specific naming guidelines. Courses that include College in the High School must first follow the required naming convention for these courses as described in WAC 392-725-235, followed by the additional course title information for the other course(s).
 - E.g., ENG111/AP English Lit
- If the student is enrolled in a course that offers more than one dual credit option, e.g., College in the High School and Advanced Placement both course designation codes ("C" & "A," respectively) are indicated on the student's high school transcript.
- Students participating in a College in the High School class ~~for~~ are not required to be enrolled for college credit with the higher education institution to have the **"C"** course designation included on their high school transcript.

66. What if a student enrolls in a College in the High School (CHS) course and plans to take the Advanced Placement (AP) exam at the conclusion of the course?

Answer: There would be no impact on the students' high school transcript, which shows enrollment in the College in the High School (CHS) course only. It does not matter whether the student intends to, or does, take the AP exam. For enrollment purposes, if a student enrolls in the CHS course, regardless of whether they also enroll in the college course for college credit, the student's transcript shows the CHS course title and designation code. The student would still have the option to take the AP exam as well. It is worth noting that any student can take any AP exam, regardless of their coursework, **if allowed by the district**. However, taking the AP exam alone will not result in an AP course appearing on the high school transcript; the student would need to be officially enrolled in the AP course to receive that "A" course designator on their high school transcript.

67. What if a student enrolls in an AP course but does not take the AP exam at the conclusion of the course?

Answer: There would be no impact on the student's high school transcript. The student's enrollment in the AP course is not impacted by the student's decision not to take the corresponding AP exam. However, colleges and universities potentially award college credit for AP

based on the exam scores, not on course completion. If a student is taking an AP course with the aspiration of receiving college credit, the student should also take the AP exam.

68. What if a student enrolls in a CHS course, but does not take it for college credit?

Answer: All students enrolled in a college approved CHS course receive the “C” course designation on their transcript, which indicates they took a college-level course (even if they did not intend to earn the college credit). It is a way to demonstrate the rigor to college admissions staff, not to signify if credit was earned. To transfer the earned credit to a receiving college, the student must provide a transcript from the college through which the CHS credit was earned.

69. What are the requirements for offering an AP course?

Answer: Only approved high schools may offer AP courses. (Consult the College Board website for more information.) AP teachers must submit course syllabi to the College Board for approval prior to using the AP trademark. AP courses cannot be simultaneously designated as International Baccalaureate (IB) courses or Running Start courses. Only courses with a finalized Course Audit form and an approved syllabus are authorized to display “AP” in course titles and to indicate an AP designation in the Course Designation Code (A). In addition, all AP course titles must include the official College Board AP course title or abbreviation, as listed in OSPI’s CEDARS manual.

70. What are the requirements for offering a CHS course?

Answer: The CHS course and instructor must meet the requirements of the sponsoring college, as described in the CHS rules from OSPI listed in [Chapter 392-725 WAC](#) College in the High School Rules. Course titles must contain the college’s course title, not the title of a high school course, e.g., can’t be “AP English/English 101”, as described in [WAC 392-725-235](#). For co-delivered course titles, see question 71.

71. Can a CHS course be co-delivered?

Answer: College in the High School is allowed to be co-delivered with the following dual credit programs - Advanced Placement, International Baccalaureate, Cambridge International and CTE Dual Credit. As Honors classes are not considered college-level and are not, by definition, dual credit courses, College in the High School may not be co-delivered with an Honors course – the Honors course must be approved and delivered as a CHS course. A CHS course may be designated as an Honors course on the transcript. The sponsoring college must approve the alignment of the college’s course with the other dual credit option prior to the allowance of a co-delivery approach for the course.

Reference: WAC 392-725-235 Co-delivery of college in the high school courses.

72. If the CHS course is co-delivered with another dual credit course, how is the course displayed on the transcript?

Answer: A co-delivered CHS course title must first provide the college's curriculum abbreviation and course number that identifies the College in the High School approved course as a college course. Example: MATH204 or ENGL101. With the remaining characters within the student information system, the course title should reflect the other dual credit program based on the rules of transcribing that course. Example: AP Eng Lit or IB Calc HL.

Once combined, a co-delivered CHS course will begin with the college's curriculum abbreviation and course number followed by as many of the other course titles as can fit. Example: ENGL101 & AP Eng Lit. or MATH204 & IB Mathe HL

If the description of the course does not fit on one line of the transcript, the remaining information can be placed on the second line of the description section on the transcript. Section 2.2.3.3 – Description in the Transcript User Guide provides the business rules for displaying a course in this manner. An example:

ENGL101& AP English Lit
[AP Eng Lit]

A list of approved AP courses with course abbreviations can be found in Appendix Q, in the CEDARS Appendices, located on the [CEDARS homepage](#).

Reference: [WAC 392-725-235](#) Co-delivery of college in the high school courses.

73. If a teacher is teaching an AP course, can that teacher automatically also offer the course as a CHS course?

Answer: No. Per [WAC Chapter 392-725](#), there are specific rules and processes for CHS programs, which include teacher application and approval, training, curriculum oversight by faculty, and course evaluation. In some cases where course alignment is not clear, a college may choose not to approve a co-delivery approach. Note that teacher qualifications/certifications are not a factor for course approval through AP but are a consideration for CHS courses.

74. Are there cases in which an AP course does not align with a CHS course?

Answer: Absolutely. For example, a chemistry course offered through CHS might be a vastly different course from and at a different level than AP Chemistry; therefore, offering these courses simultaneously would be inappropriate. The high school should confirm any course alignments with the CHS coordinator at the college.

75. Who determines if the college credit is accepted at the college the student enrolls in after high school graduation?

Answer: The awarding of credit for exam scores (e.g., AP/IB/CI) or transfer of transcribed college credit (e.g., CHS/RS) or articulated college credit (e.g., CTE Dual Credit) is determined by the college. A college may choose to offer advanced standing or higher-level college courses in each subject area, elective credit, general credit, or degree-specific credit for a student's test scores or transcribed/articulated college credits. Students are encouraged to review credit policies at their prospective college for the most accurate information. Note that if a student attends the institution through which they earned college credit in CHS/RS, that college credit is already on the student's college transcript and counts towards all applicable graduation and degree requirements.

76. What about co-delivery of CTE Dual Credit and CHS courses?

Answer: The CTE Dual Credit program serves students in grades 9-12 and is offered through an articulation agreement between high schools and colleges. All CTE Dual Credit courses must be taken on a high school campus, taught by Career and Technical Education (CTE) instructors, and identified as CTE courses. CTE Dual Credit courses must also have an approved high school CIP Framework code, V code, and meet all other requirements for CTE designation and enhanced funding.

If all requirements are met for both CTE and CHS, and the sponsoring college agrees to the alignment of the combined curriculum, these courses may be co-delivered in one classroom. As with other co-delivered courses,

- The student will receive both the "C" course designator for the CHS course and the "T" course designator for CTE Dual Credit and

The co-delivered CHS course titles must also begin with the college's course curriculum abbreviation and course number and finish with as much of the CTE course title as can fit on the transcript (e.g., BUS101 & Intro to Mktg).

Additional State Requirements

77. How can students meet the English Language Arts Assessment Standard? How does this differ by graduating class?

Answer: For the class of 2014 and the class of 2015, students can meet 1 of 2 graduation requirements for ELA. Depending on the assessment taken by the student, they will either need to pass the Reading HSPE to meet the WA State Reading Standard AND the Writing HSPE to meet the WA State Writing Standard OR pass the ELA Smarter Balanced to meet the WA State English Language Arts Standard. For these two school years, students will have to meet different standards depending on the assessment taken. Beginning with the class of 2016, all students must meet the WA State English Language Arts Standard; however, they can do so by passing BOTH the Reading

HSPE and the WRITING HSPE or the ELA Smarter Balanced. For the 15-16 school year, students will have to meet the same standard regardless of the assessment taken. Beginning with the class of 2017, all students must meet the WA State English Language Arts Standard by passing the ELA Smarter Balanced. *Requirement ended with the Class of 2020.*

Reference: [RCW 28A.655.061](#) High school assessment system—Certificate of academic achievement—Exception—Options to retake high school assessment—Objective alternative assessment—Locally determined courses—High school transition courses—Interventions and academic supports—Student learning plans. (Expires August 31, 2022).

78. What is the Washington State Placement Agreement?

Answer: As part of Washington’s implementation of the Common Core State Standards for college- and career-readiness, the Washington State Placement Agreement offers students the opportunity to use their scores on the high school Smarter Balanced assessment and/or grades from Bridge to College courses to establish their readiness for college-level coursework when entering higher education institutions in Washington. The agreement applies only to college readiness and placement considerations for high school students with Smarter Balanced high school assessment scores and/or Bridge to College course grades admitted to and enrolling in the academic year immediately following high school graduation or students enrolling in dual-credit courses. The agreement has been endorsed by all 34 Washington community and technical colleges. The goal of the agreement is to increase the number of students enrolling directly into college courses without remediation by:

- a) Offering students an early opportunity to know whether they are ready for college level academic work,
- b) Providing an incentive for achieving the Common Core standards as reflected in the Smarter Balanced assessment; and
- c) Creating alternatives for students, if necessary, to use their senior year more effectively in getting ready for college-level work.

In addition the SBA eligibility requirements, students must also meet the course requirements as specified in these documents:

[Community and Technical College System Agreement: Automatic Placement Based on High School Assessment Scores](#)

[Washington Community and Technical College System Smarter Balanced Placement Policy: Updated Clarifications of the Revised System Agreement \(Summer 2018\)](#)

79. What are Bridge to College courses?

Answer: The Bridge to College courses for English language arts (ELA) and Mathematics are fourth-year (senior-level) courses designed to provide high school seniors not yet ready for college-level

work a targeted opportunity to prepare for success in those courses. Students who earn a “B” or better in the Bridge Course are eligible to enter credit-bearing coursework in any of the State of Washington Community and Technical Colleges and public baccalaureate institutions. The courses are grounded in essential career and college readiness expectations as reflected in the Washington State K-12 Learning Standards for English Language Arts and Mathematics (the Common Core State Standards) to ensure that students passing the course are fully prepared for college-level coursework. The courses were developed by higher education faculty, high school teachers, and curriculum specialists from multiple colleges and school districts.

If a student receives a 3 or 4 on the Smarter Balanced Assessment and achieves a B or better in the second semester of the Bridge to College course, they are eligible for the Washington State Placement Agreement.

For additional information, please refer to the Bridge to College websites:

- [Bridge to College](#)
- [OSPI Bridge to College Courses](#)
- [Graduation Pathways: Transition Courses](#)

80. How can districts access a student’s score report?

Answer: Following testing, districts are provided individual student score reports to give to students. Students should maintain the score report in their records as they may need to provide a copy to their higher education institution for the purpose of placing out of remedial coursework in ELA and/or Mathematics. If the original score report is lost, the district assessment coordinator should contact assessmentanalysts@k12.wa.us

81. What is the Seal of Biliteracy? How does a student earn the Seal of Biliteracy?

Answer: The Washington State Seal of Biliteracy was established to recognize public high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. Graduating high school students must meet the following criteria to be awarded the Seal:

- Demonstrate proficiency in English by meeting the graduation requirements in English and meeting standard on reading and writing or English language arts assessments; and
- Demonstrate proficiency in one or more world, **tribal or heritage** languages.

The student’s high school transcript and high school diploma must include a notation to indicate that the student earned the WA State Seal of Biliteracy. The CADR World Language requirement can be met with the Seal of Biliteracy.

Reference: [RCW 28A.300.575](#) Washington state seal of biliteracy and, [RCW 28A.230.125](#) Development of standardized high school transcripts.

82. How does a student earn a “Proficient” designation? When is the “Proficient” designation converted to “Earned”?

Answer: The status of “Proficient” is displayed when the student has demonstrated proficiency in one or more world, tribal or heritage languages but has not yet met the other requirements for the Seal. This status was created to recognize students who were on track to earn the Seal prior to graduation. The status is converted from “Proficient” to “Earned” after the student demonstrates proficiency in English and graduates. Proficiency in English is demonstrated by meeting the graduation requirements in English.

If the student demonstrated proficiency prior to the 2025-26 school year, but has not yet met the other requirements for the Seal, the status would be Proficient - Language, where “language” is one of the approved world, tribal or heritage languages.

Beginning with the 2025-26 school year, if the student was identified as proficient with an intermediate or advanced designation, the designation would be Proficient Intermediate – Language or Proficient Advanced - Language

If the student has earned the Washington State Seal of Biliteracy, if proficiency was determined prior to the 2025-26 school year, then this status should display Earned-Language, where “language” is one of the approved world, tribal or heritage languages.

If the student has earned the Washington State Seal of Biliteracy, and proficiency was determined in the 2025-26 school year, this status should display Earned Intermediate – Language or Earned Advanced – Language, where “language” is one of the approved world, tribal or heritage languages.

Reference: [WAC 392-410-350](#) Seal of biliteracy.

83. Is it possible for a student to earn a Seal of Biliteracy in more than one language?

Answer: Yes, it is possible for a student to earn the Seal of Biliteracy in multiple languages. On the transcript, each language will be represented with a different line. Please note that a student will earn the Seal in all languages that proficiency has been demonstrated in at once as the transition from “Proficient” to “Earned” is contingent on the ELA graduation requirements and graduation.

If proficiency was determined prior to the 2025-26 school year

WA STATE SEAL OF BILITERACY	EARNED-SPANISH
WA STATE SEAL OF BILITERACY	EARNED-FRENCH

If proficiency was determined in the 2025-26 school year

WA STATE SEAL OF BILITERACY	EARNED INTERMEDIATE-SPANISH
WA STATE SEAL OF BILITERACY	EARNED ADVANCED-FRENCH

Reference: WAC 392-410-350 Seal of biliteracy.

Course Designation Codes

84. What are the Course Designation Codes that can be used on the transcript?

Answer: Below are allowable Course Designation Key values. Please note that O = Online is not a valid value on the high school transcript but is reported in CEDARS.

A = Advanced Placement	K = Cambridge Intl	S = Science Lab
B = CADR	L = Local Comp Test	T = CTE Dual Credit
C = College in the HS	N = National Comp Test	Z = Non=Instructional
H = Honors Option	Q = Quantitative	
I = Intl Baccalaureate	R = Running Start	

85. If a transfer course does not have a Course Designation Code, are we supposed to enter a Course Designation Code?

Answer: Yes. If a school receives a transcript that does not have Course Designation Codes, the receiving school should enter a Course Designation Code, if appropriate, for all courses as the courses and credits are being transcribed. All courses on the transcript should be fully transcribed. If the information on the transcript is not clear, it may be beneficial to contact the sending high school for clarification.

86. Can courses with altered curriculums (e.g., special education and English learner courses) receive Course Designation Codes?

Answer: Yes. If the course curriculum meets the requirements of the Course Designation Code, the appropriate Course Designation Code should be applied to the course.

A: Advanced Placement (A)

87. What are Advanced Placement Courses and how should they be recorded?

Answer: The Advanced Placement (AP) program allows students in grades 9-12 to take rigorous college-preparatory courses while still in high school. Courses in AP world language programs are the only AP courses allowed to be taken prior to ninth grade. Students may earn college credit and/or advanced placement into upper-level college courses by passing AP exams. Colleges and universities may recognize AP courses when making admissions decisions. Students should inquire directly with colleges regarding transfer policies for AP courses (and exams).

Only approved high schools may offer AP courses, and qualified high school teachers must teach them. AP teachers must submit course syllabi to the College Board for approval before using the AP trademark. Since AP courses are rigorous high school courses, they cannot be taught at a college or through a college program such as Running Start, but they may be

combined with CHS or CTE courses with the approval of the sponsoring college. Finally, AP courses cannot be co-delivered with IB. A list of approved schools may be found at <https://apcourseaudit.inflexion.org/ledger>.

Only courses with a finalized Course Audit form and an approved syllabus are authorized to display "AP" in course titles and to indicate an AP designation in the Course Designation Code (A). In addition, all AP course titles must include the official AP course title or abbreviation. If districts wish to also display their chosen course title/abbreviation, the district may include the official AP course title in brackets either before or after the district course title. Examples of acceptable and unacceptable course titles are below.

- OK: AP European History
- OK: Western Civilization [AP European History]
- OK: [AP European History] Western Civilization
- NOT OK: AP Western Civilization

For more information on approved and acceptable official AP course titles/abbreviations, go to the [College Board AP website](#). A list of approved AP courses with course abbreviations can be found in Appendix Q, in the CEDARS Appendices, located on the [CEDARS](#) website.

When reporting in CEDARS both the AP Course Designation Code (A) and AP Course Code must be provided in ("Element D09 – Advanced Placement (AP) and International Baccalaureate (IB) Code" or "Element H16 – Advanced Placement (AP) and International Baccalaureate (IB) Code").

Courses that are listed as **Advanced Placement (A)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- International Baccalaureate (I)
- Local Competency Test (L)
- National Competency Test (N)
- Running Start (R)
- Non-Instructional (Z)

For more information, go to the OSPI Exam-Based Dual Credit Advanced Placement [website](#) and the College Board [website](#). Also available on the College Board website is an [Advanced Placement FAQ](#).

Reference: [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

88. Can a transcript be altered for a student who took an AP course, but did not take the test, to indicate an Honors course rather than an AP course?

Answer: No. Courses attempted through Advanced Placement shall be noted with an "A" course designation code whether the AP exam is taken. Courses attempted through an Honors option

shall be noted with an "H" course designation code. AP courses should not be renamed or recoded based on participation in the AP exam. Students who transfer from an AP course into another course at the end of an official term should still have the AP course title and course designator on their high school transcript for the term in which they were enrolled in the AP course.

Reference: WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

89. How should an Advanced Placement course with a W.E. designation, indicating completion of an integrated community/service project component, be displayed on the transcript?

Answer: A W.E. designation, specifically for an AP course with required community/service projects should be included in the course title on the transcript. The W.E. designation should be placed after the course title.

B: CADR (College Academic Distribution Requirements)

90. What are CADR (College Academic Distribution Requirements) Courses?

Answer: The College Academic Distribution Requirements (CADRs) refer to courses that meet college admissions criteria as established by the Washington Student Achievement Council (WSAC). The term differs from high school graduation requirements determined by the State Board of Education and local school districts. Courses meeting CADRs are determined locally by the school district and noted on the transcript with the "B" designation. More information about courses and guidelines can be found on WSAC's [website](#).

District curriculum staff may have already reviewed and determined which courses meet the [College Academic Distribution Requirements \(CADR\) guidelines](#). WSAC's Admission Standards Policy is found on their [website](#).

Reference: [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines and; [RCW 28A.230.010](#) Course content requirements—Access to career and technical statewide equivalency courses—Duties of school boards of directors—Waivers.

91. If a transfer course from out of state has a course designator of college preparatory, can we indicate the course is CADR on the transcribed course?

Answer: It is determined at the district level how transfer-in courses are transcribed and equated to their courses. Most often the data on the transcript is transcribed as it is displayed on the official transcript from the previous school. If your district/school determines that the transferring course maps to a course in the school that is CADR, then the district/school may

also determine to designate the transferred course as such; however, it is not required to do so. If information on the transcript is not clear or the student is transferring from out of state, the receiving school must contact the applicable high school for clarification.

C: College in High School

92. What are College in High School courses?

Answer: College in the High School (CHS) classes are college courses offered at a high school with a teacher trained and approved by the sponsoring institution to deliver the college curriculum. CHS allows students in grades 9-12 the opportunity to earn high school credit and college credit in a high school setting.

Students may enroll in CHS classes for only high school credit or both high school and college credit. If the student chooses to earn college credit, they are responsible for enrolling in the college course through the sponsoring institution.

CHS courses may be either academic or career and technical (vocational) courses and are not taught at a college nor through another college program such as Running Start.

Courses that are listed as **College in the High School (C)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Local Competency Test (L)
- National Competency Test (N)
- Running Start (R)
- Non-Instructional (Z)

For more information on College in High School, visit OSPI's Course-Based Dual Credit [webpage](#).

Reference: [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines and; [RCW 28A.600.290](#) College in the high school program – Rules.

93. If a high school offers a course that qualifies as College in the High School, do we list the course designation code on the transcript even if the student does not enroll for college credit? Should a school/district award dual credit to a student who successfully completes a College in the High School course?

Answer: Yes. All students enrolled in a course approved as CHS are to have the "C" course designator included on their transcript, which indicates they took a college-level course (even if they didn't intend to earn the college credit) – it's a way to demonstrate the rigor to college admissions staff. In addition, all CHS students should be awarded the same amount of high

school credit in accordance with the college-to-high school credit conversion cited in WAC 180-51-050 regardless of whether they enrolled for college credit or not.

To help students transfer earned college credits, it is recommended that schools/districts include the abbreviation of the sponsoring college in the course title or list the name of the college under the Schools Attended section of the transcript.

College in the High School and other dual credit program rules can be found here:

<https://www.k12.wa.us/student-success/support-programs/dual-credit-programs>.

Reference: [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines and; [WAC 180-51-050](#) High school credit – definition.

H: Honors Option

94. What are Honors Courses?

Answer: Honors courses are typically rigorous high school courses as determined by the local district/school. Honors courses may include courses that are approved by the sponsoring organization to be called “pre-AP,” “pre-IB,” or Honors. Districts should establish clear guidance regarding what courses should be designated as Honors.

Reference: WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

Courses that are listed as **Honors (H)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Local Competency Test (L)
- National Competency Test (N)
- Running Start (R)
- Non-Instructional (Z)

I: International Baccalaureate

95. What are International Baccalaureate Courses and how should they be recorded?

Answer: The International Baccalaureate program offers high quality programs of international education to a worldwide community of schools. The four programs for students aged 3 to 19 help develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world.

IB courses are taught by program-qualified schoolteachers to students ages 3-19 at approved PK-12 schools. It cannot be taught at a college or through a college program such as Running Start.

The International Baccalaureate Course Designation Code (I) should only be used in schools with approved courses. A list of approved public and private schools may be found at [Approved IB Schools In Washington State](#). All IB courses must use the official IB course title or abbreviation identified in Appendix Q, in the CEDARS Appendices, located on the [CEDARS](#) website. If districts wish to also display their chosen course title, the district may include the official IB course title/abbreviation in brackets either before or after the district course title.

When reporting in CEDARS both the IB Course Designation Code (I) and the IB Course Code must be provided. ("Element D09 – Advanced Placement (AP) and International Baccalaureate (IB) Code" or "Element H16 – Advanced Placement (AP) and International Baccalaureate (IB) Code").

Courses that are listed as **International Baccalaureate (I)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Advanced Placement (A)
- Cambridge International (K)
- Local Competency Test (L)
- National Competency Test (N)
- Running Start (R)
- CTE Dual Credit (T)
- Non-Instructional (Z)

For more information, including the most recently created International Baccalaureate Career-related Programme option, go to the International Baccalaureate [website](#).

Reference: [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

K: Cambridge International Program

96. What are Cambridge International Courses?

Answer: The University of Cambridge offers an international, pre-university curriculum and examination system that emphasizes the value of a broad and balanced education for academically able students. The Cambridge International Program (K) includes General Certificate of Education (GCE), Advanced (A), and Advanced Subsidiary (AS) level courses, and International General Certificate of Secondary Education (IGCSE) level courses. For more information, go to the Cambridge International Education [website](#).

Cambridge International courses are taught by high school teachers to students at approved high schools. It is not taught at a college or Running Start. Cambridge courses cannot also be Running Start.

Courses that are listed as **Cambridge International (K)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- International Baccalaureate (I)
- Local Competency Test (L)
- National Competency Test (N)
- Running Start (R)
- Non-Instructional (Z)

L: Local Competency Test

97. What is the Local Competency Test designation?

Answer: Use this designation when a student takes a Local Competency Test in PK-12 schools in lieu of taking the actual class and passes via the score of that test. A Local Competency Test is a test only used in Washington State (i.e., with a local teacher).

Courses designated as a Local Competency Test cannot also be Running Start. Running Start students take actual courses and not competency-based assessments.

Courses that are listed as Local Competency Test (L) cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Advanced Placement (A)
- Cambridge International (K)
- College in the High School (C)
- Honors (H)
- International Baccalaureate (I)
- National Competency Test (N)
- Running Start (R)
- CTE Dual Credit (T)

Reference: [WAC 180-51-050](#) High school credit – definition.

N: National Competency Test

98. What is the National Competency Test designation?

Answer: Use this designation when a student takes a National Competency Test in PK-12 schools in lieu of taking the actual class and passes via the score of that test. A National

Competency Test is a test that is used in Washington State and in one or more other states (i.e., STAMP, ACTFL OPI, OPIc, and WPT and LinguaFolio Collection of Evidence, or SLPI for ASL).

Courses designated as a National Competency Test cannot also be Running Start. Running Start students take actual courses and not competency-based assessments.

Courses that are listed as **National Competency Test (N)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Advanced Placement (A)
- Cambridge International (K)
- College in the High School (C)
- Honors (H)
- International Baccalaureate (I)
- Local Competency Test (L)
- Running Start (R)
- CTE Dual Credit (T)

Reference: [WAC 180-51-050](#) High school credit – definition.

Q: Quantitative

99. What are Quantitative Courses?

Answer: Students entering a four-year college or university in WA State must earn credit in a math-based Quantitative course during their senior year of high school. The requirement can be met by taking one math credit equal to or beyond Algebra II, such as Pre-Calculus. This course designation code along with the grade level will allow colleges and universities to determine if this requirement was met. More information about courses and guidelines can be found on the WSAC [website](#).

Use this designation to note quantitative type courses. Below are course examples that may be considered as quantitative to meet the CADR requirement. Information about CADR requirements related to Quantitative courses can be found on the WSAC website.

R: Running Start

100. What are Running Start Courses?

Answer: Running Start is intended to provide students with a program option consisting of attendance at certain institutions of higher education and the simultaneous earning of high school and college/university credit. Running Start was initiated by Legislature as a component of the 1990 parent and student Learning by Choice Law (PDF).

Students in grades 11 and 12 (or in the summer quarter prior to entering the 11th grade) are allowed to take college courses at or under the authority of Washington's community and technical colleges, and at Central Washington University, Eastern Washington University, Washington State University, The Evergreen State College, and Northwest Indian and Spokane Tribal Colleges if the institution's governing board decides to participate in the program.

Running Start students and their families do not pay tuition, but they do pay college fees and buy their own books, as well as provide their own transportation. Students receive both high school and college credit for these classes, thus accelerating their progress through the education system. The exercise of that right is subject only to minimal eligibility and procedural requirements, which are spelled out in state administrative rules. For more information, go to the OSPI [Course-Based Dual Credit](#) website.

Reference: [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines, RCW 28A.600.300 Running start program – Definition, [WAC 392-169-015](#) Running start program – Definition and [WAC 392-169-085](#) High school credit – Award by school districts.

101. Are all Running Start courses required to be shown on the high school transcript?

Answer: All Running Start courses must be listed on the transcript and with an "R" course designation code. Running Start is "for the purpose of earning at least high school credit to be awarded by a school district, and such additional college level or university level credit as may be awarded by the institution of higher education." The name of the college is also included under the Schools Attended section of the transcript.

Courses that are listed as **Running Start (R)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Advanced Placement (A)
- Cambridge International (K)
- College in the High School (C)
- Honors (H)
- International Baccalaureate (I)
- Local Competency Test (L)
- National Competency Test (N)
- CTE Dual Credit (T)
- Non-Instructional (Z)

When transferring Running Start credits into the high school, the college/university credits must be converted to high school credits. At the college or university level, five quarter or three semester hours shall equal 1.0 high school credit ([WAC 180-51-050](#) High school credit – Definition).

Reference: WAC 392-169-015 Running start program – Definition, WAC 392-169-085 High school credit – Award by school districts and; WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

102. Do Running Start courses have to be on the transcript if the student asks for them not to be included?

Answer: If the student took the course as part of Running Start (i.e., district received Running Start apportionment, course was paid for by Running Start, etc.), then it must be part of the student's transcript. If the student took a course on their own (i.e., paid for the course, enrolled independently of the Running Start program, etc.), then the student can choose not to give their college transcript for that course to the high school.

103. When a student in Running Start drops a course at the college, and receives a "W" on their college transcript, should the high school post the grade earned in the course as an "F" on the high school transcript?

Answer: Running Start courses that are dropped should be reported as "W," just like any other course.

Reference: [WAC 392-415-050](#) Grade reporting and calculation system and; [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

104. If a Running Start student fails to pay fees to a college, but otherwise completes the coursework satisfactorily, can the college withhold the grades earned in a course? Can the student be prevented from graduating from high school?

Answer: Failing to pay fees to a college should not prevent a student from graduating high school. The failure to pay college fees related to the earning of college credit via Running Start is separate from the issue of whether the student satisfactorily met the course requirements to pass and earned credits toward high school graduation. The college is limited to withholding the student's grades with respect to the student's college transcript, not their high school transcript.

Reference: [WAC 392-169-060](#) Enrollment -- Exception from tuition and fees.

105. How do you transcribe a Running Start Grade onto the high school transcript?

Answer: When transcribing grades from Running Start courses, districts should transcribe the letter grade earned in the course rather than the numerical grade. If only a numerical grade is provided on the college transcript, districts should use the college's grading scale to determine the letter grade to be awarded.

- Example: A student earns an A- (3.70) in a Running Start course taken through Bellevue Community College. Transcribe the A- onto the student's high school transcript.
- Example: A student earns a 3.4 in a Running Start course taken through Seattle Central College. A 3.4 aligns with a B+ on the college's grading scale (<https://seattlecentral.edu/enrollment-and-funding/enrollment-and-admissions/registration/records-and-transcripts/transcript-legend>). Transcribe the B+ onto the student's high school transcript.

If the sending school's grading scale recognizes D minuses, it is a local decision to determine how to transcribe the grade onto the transcript. There are two common approaches:

1. The student earned credit in the college course; therefore, transcribe the credit earned to the minimal high school passing grade. (i.e., D = 1.0)
2. As the letter grade D = 1.0 is the minimum high school passing grade, transcribe the college course and grade onto the high school transcript as an F because the student scored below the minimal passing grade. This option does not award credit to the student for the college course.

Whatever method your district/school decides to use, it should be what is determined to be the most fair, accurate representation of the student's performance, and should be used consistently for all students. We suggest documenting the established process for future reference.

Reference: [WAC 392-415-050](#) Grade reporting and calculation system.

S: Science Lab

106. What are Science Lab Courses?

Answer: The Washington public baccalaureates require a minimum of two credits of laboratory science for admission.

- One credit must be in an algebra-based science course as determined by the school district.
- One credit must be in biology, chemistry, or physics. Principles of technology courses taught in Washington High Schools may satisfy the laboratory science requirement.

More information about courses and guidelines can be found on WSAC's [website](#).

Three credits of science are required to meet high school graduation requirements, and at least two of the science credits must be in laboratory science as defined in [WAC 180-51-210](#).

Graduation requirements by class can be found here on the WA State Board of Education, Graduation Requirements [website](#).

T: CTE Dual Credit

107. What are CTE Dual Credit Courses?

Answer: The CTE Dual Credit program serves students in grades 9-12 and is offered through an articulation agreement between high school and college programs. All CTE Dual Credit classes are taken on the high school campus, taught by Career and Technical Education (CTE) instructors, and identified as CTE classes. CTE Dual Credit courses cannot also be Running Start.

CTE classes integrate academics with technical skill development to help prepare students for advanced education and careers related to "professional-technical" occupations. These include anatomy and physiology, nursing, veterinary science, business and finance, web design, graphic arts, video game design, culinary arts, mechanical engineering, construction, composite manufacturing, and welding.

For more information, visit the CTE Dual Credit [webpage](#).

Courses that are listed as CTE Dual Credit (T) cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- International Baccalaureate (I)
- Local Competency Test (L)
- National Competency Test (N)
- Running Start (R)
- Non-Instructional (Z)

Reference: [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

108. How does a student receive college credit for CTE Dual Credit (T)?

Answer: A student will not receive college credit for a CTE Dual Credit (T) course taken in high school until the student enrolls in the community college that the school district had an articulation agreement with or requests that the credit be transcribed at that institution. Once enrolled, the student will provide evidence that a qualifying grade was earned in a CTE Dual Credit (T) course taken in high school and the community college will award the student college credit for the course. All CTE Dual Credit courses must be established through an articulation agreement between the school district and community college.

109. When is it appropriate to assign the CTE Dual Credit (T) Course Designation Code to a course?

Answer: In order for a course to be considered CTE Dual Credit (T), the school district must have an articulation agreement with a community college. All CTE Dual Credit (T) dual credit classes are taken on the high school campus, taught by Career and Technical Education (CTE) instructors, and identified as CTE classes. It is not taught at a college or through another college program such as Running Start.

Z: Non-Instructional

110. What is the course designation code “Z-Non-instructional” used for?

Answer: The Course Designator ‘Z-Non-Instructional’ is used for occurrences where credit is given but there is not an actual course or instruction provided by a teacher. It is a local decision as to which courses receive credit. Awarding credit for items such as the state assessments (SBA or WCAS), alternative assessments (such as WA-AIM), Local/National Competency Tests (STAMP, ACTFL OPI, OPIc, WPT and LinguaFolio Collection of Evidence, SLPI for ASL), senior projects, or other district determined allowances is consistent with the district option to award credit on the basis of clearly identified competencies in [WAC 180-51-050](#).

Examples of non-instructional classes include:

- Teacher’s Aide
- Advisory
- Study Hall
- Core-Flex
- Study Skills
- Assessment/Testing out of a course.
- Online credit retrieval only for credit retrieval courses taken in a traditional, comprehensive high school.

Courses that are listed as **Non-Instructional (Z)** cannot also be any of the following types of courses because of proprietary rights, funding, and other participation requirements.

- Advanced Placement (A)
- Cambridge International (K)
- College in the High School (C)
- Honors (H)
- International Baccalaureate (I)
- Running Start (R)
- Science Lab (S)
- CTE Dual Credit (T)

111. How do we report CTE courses and credits when whole or partial credit is awarded for an academic course?

Answer: A CTE course that is used (whole or partial credit) for an academic core course must be listed on the transcript using the academic core course's Course ID, Course Title, Content Area Code, State Course Code, and any Course Designation Code(s). In addition, the original CTE course's CIP Code is also included so that it may be recognized as coming from a CTE course.

Reference: [RCW 28A.230.097](#) Career and technical high school course equivalencies.

Culminating Project/High School and Beyond Plan

112. When did the state graduation requirements for a Culminating Project and High School and Beyond Plan go into effect?

Answer: The requirements for a Culminating Project and High School and Beyond Plan (HSBP) started in the fall of 2004 for students who began ninth grade in the 2004–05 school year (the graduating Class of 2008). The requirement for the culminating project was eliminated starting with the class of 2015 per WAC 180-51-068.

Reference: [WAC 180-51-068](#) State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015.

113. Does a student have to fulfill the elements of their High School and Beyond Plan (HSBP) to “meet” the graduation requirement, or is the requirement “met” when the plan is first written?

Answer: Having a High School and Beyond Plan (HSBP) is a graduation requirement. A law passed in 2017 ([ESHB 2224, Chapter 31, Laws of 2017](#)) specifies required elements for the HSBP.

Students **whose graduation requirements year is 2020** or later are required to meet the components of their HSBP to meet graduation requirements per [WAC 180-51-220](#). Decisions about whether a student has met the requirements for the HSBP are made locally per [RCW 28A.230.080](#).

For students, **whose graduation requirements year are in 2019 or earlier**, whether a student must fulfill the components of their HSBP to meet graduation requirements is a local decision. OSPI encourages districts to give clear guidance on this issue. The State Board of Education provides information on the High School & Beyond FAQs [website](#).

Reference: [RCW 28A.230.090](#) High school graduation requirements or equivalencies — High school and beyond plans — Career and college graduation requirements — Reevaluation of

graduation requirements — Language requirements — Credit for courses taken before attending high school — Postsecondary credit equivalencies and; [WAC 180-51-220](#) High school and beyond plan.

General

114. What groups of students are supposed to use the new Washington State Standardized High School Transcript Developer / User Guide Edition 5.0.4 that was updated in June 2014?

Answer: The new transcript format is required for all students enrolled in courses of high school rigor starting in the 2014-15 school year no matter what year they are supposed to graduate in. You do not need to change the transcripts for students who have graduated and may use the original format used during that time. If a student was expected to graduate prior to 2015 but did not, their transcript will now use this new format if they are enrolled during the 2014-15 school year. This type of scenario is why the transcript format requirements are for all enrolled students, not just those with an expected 2015 graduation date. Only the data that is reported for the transcript (i.e., Additional State Requirements, Science Standard, etc.) is based on the graduation requirement year.

[Records Retention Schedule School Districts and Educational Service Districts](#)

Reference: [WAC 392-415-060](#) Use at district level and; [WAC 392-415-065](#) School of record.

115. Does the transcript include the student's Graduation Pathway met status?

Answer: Transcripts for students whose graduation requirements are 2020, graduating in the 2020 school year, must include notation of whether a student has met the Graduation Pathway indicated in their HSBP. Transcripts for students whose graduation requirements year is 2020 or later, graduating in the 2021 school year, or later, must include a notation of whether the student's Graduation Pathway was Met or **Not Met Waived**. Currently there are no available pathway waivers, the last one ended on August 31, 2024

Reference: [RCW 28A.230.710](#) Graduation pathway options.

116. Does the transcript include the student's high school state assessment met standard status?

Answer: Transcripts for students whose graduation requirements year is **2021** or earlier, notation of whether a student has met the performance standard on the high school state assessments or approved alternatives, along with whether or not the student has earned a Certificate of Academic Achievement/ Certificate of Individual Achievement, will be included on

the state standardized transcript as stated in the Washington State Standardized High School Transcript Developer/User Guide.

Transcripts for students whose graduation requirements year is 2021 or later may not include notation of whether a student has met performance standard on the high school state assessments, the Certificate of Academic Achievement. The Certificate of Individual Achievement is not an option for transcripts for students whose graduation requirements year is 2022 or later.

Reference: [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

Reference: [RCW 28A.655.061](#) High school assessment system—Certificate of academic achievement—Exception—Options to retake high school assessment—Objective alternative assessment—Locally determined courses—High school transition courses—Interventions and academic supports—Student learning plans. (Expires August 31, 2022).

117. Will we have to start capturing science and mathematics state assessment met information? If so, when?

Answer: Transcripts for students whose graduation requirements year is 2019 or earlier, the Washington State Standardized High School Transcript must display the state assessment met status for science beginning with the class of 2017 and for mathematics beginning with the class of 2013 in addition to the currently included reading and writing met status information.

Transcripts for students whose graduation requirements year is 2020 or later may not have this information included.

118. Can information be included that isn't on the state standardized transcript form or listed under [WAC 392-415-070](#)?

Answer: Only the mandatory high school transcript contents may be listed on the transcript. Information that is not authorized to be placed directly on the state standardized transcript may be stapled or included with the standardized transcript. If unauthorized information elements were allowed on the state transcript, it would no longer be standardized, which is a requirement of state law.

Reference: [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

119. Colleges are now asking for emailed transcripts as part of a student's application. We have been told not to email student information. Is there a law that covers this? What is a good practice for this situation? What about faxing?

Answer: It is up to districts to give clear guidance to follow the Family Educational Rights and Privacy Act (FERPA) regulations that protect student privacy. OSPI cannot offer guidance on

FERPA. District legal counsel and the Office of the Chief Privacy Officer are resources that may be used.

120. Why are grade rank and percentile not on transcripts?

Answer: Grade rank and percentile are not on the transcript because the higher education representatives who were on the transcript development committee felt the ranks and percentiles were inconsistent and not meaningful.

121. Can public schools withhold transcripts and letter grades (academic performance)?

Answer: Public schools may withhold the diploma but may NOT withhold students' transcripts if the student has lost or willfully cut, defaced, or injured any property of the school district, a contractor of the district, an employee, or another student. The diploma may be withheld until the damages have been paid for or a district program of voluntary work has been completed. Before the diploma is withheld under this section, a school district board of directors shall adopt procedures that ensure that students' rights to due process are protected. If the Department of Social and Health Services has been granted custody of the child, that student's records are not to be withheld for nonpayment of school fees or for any other reason.

Reference: [WAC 392-415-100](#) Transcript release procedures and; [RCW 28A.635.060](#) Defacing or injuring school property — Liability of pupil, parent, or guardian — Withholding diplomas — Community service program as alternative – Publication of information on withheld diplomas – Students rights protected.

122. Can private schools withhold transcripts and letter grades (academic performance)?

Answer: Private schools may withhold official transcripts if the student has not paid tuition, fees, or fines, but the private school shall transmit information about the student's letter grades (academic performance), special placement, immunization records, and records of disciplinary action. The enrolling school should notify both the student and parent/guardian that the official transcript will not be sent until the obligation is met and that failure to have an official transcript may result in exclusion from extracurricular activities or failure to graduate. Please note, if the Department of Social and Health Services has been granted custody of the child, that student's records are not to be withheld for nonpayment of school fees or for any other reason.

Reference: [RCW 28A.195.070](#) Official transcript withholding – Transmittal of information and; [RCW 28A.225.330](#) Enrolling students from other districts -- Requests for information and permanent records -- Immunity from liability-- Rules.

123. Is “term” defined for the purpose of the required “term and cumulative summary of the student’s high school level academic history”?

Answer: “Term” shall be considered to mean the posting period used by the school or district to post grades earned in courses. It could be “quarter,” “trimester,” “semester,” “full year,” or “continuous.”

RCW 28A.230.125 Standardized high school transcripts

- (1) The superintendent of public instruction, in consultation with the four-year institutions as defined in RCW 28B.76.020, the state board for community and technical colleges, and the workforce training and education coordinating board, shall develop for use by all public school districts a standardized high school transcript. The superintendent shall establish clear definitions for the terms “credits” and “hours” so that school programs operating on the quarter, semester, or trimester system can be compared.

124. On the transcript, what is a student’s legal name?

Answer: A student’s legal name is the name which was listed at birth on the birth certificate (unless legally changed to another name).

Reference: [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

125. If a previously graduated student would like a copy of their transcript with a legal name change, can we update the transcript?

Answer: It is up to your district/school to determine whether to use the former legal name or the new legal name; however, if you decide to use the new legal name, we suggest that you include both on the transcript for historical purposes.

Reference: [WAC 392-415-070](#) Mandatory high school transcript contents — Items — Timelines.

126. If a previously enrolled student, who identifies with a gender and name consistent with their gender identification, that is different from when they exited the district, requests an updated transcript can we update the transcript?

Answer: Districts should do their best to accommodate the students and provide a second transcript with the student’s new name / identity. Districts should not remove, or ‘erase,’ a student’s original information in their student information system (SIS). Districts should provide an updated transcript to the student and keep a copy of both the original and updated transcript in their files.

127. If a student only has one name, how do we list them on the transcript?

Answer: Only the legal name is required. If a student's legal name only contains one name, then that is all that is necessary. If the school information system requires both a first and last name, then the same name may be used for both as CEDARS guidance suggests.

Reference: WAC 392-415-070 Mandatory high school transcript contents — Items — Timelines.

128. When students graduate via an AA degree, who issues the high school diploma?

Answer: If a student earns an AA degree, the Community/Technical College is to issue the diploma not the high school the student attended. If the high school is made aware of the diploma, the high school can record the student as a graduate in CEDARS (using school withdrawal code of GA) and provide a transcript that displays the student's graduation date as the date they earned the AA degree. This should only be done if the student can provide official documentation that they have earned an AA degree or valid information is obtained from the community/technical college issuing the diploma.

129. Are there special considerations for students of military families?

Answer: In order to remove barriers to educational success imposed on children of military families, the Washington State Legislature passed [RCW 28A.705.010](#), which facilitates the following:

- The timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school districts or variations in entrance and age requirements.
- The student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment.
- The qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities.
- The on-time graduation of children of military families.
- The uniform collection and sharing of information between and among member states, schools, and military families under this compact.
- The coordination between this compact and other compacts affecting military children; and
- The cooperation between the educational system, parents, and the students to achieve educational success for the student.

For additional information, please refer to [RCW 28A.705.010](#).

130. If a student is enrolled in a summer school class that is reported to CEDARS as a district enrollment, what is reported on the transcript in the "Schools Attended" section?

Answer: In the Schools Attended section, report the high school where the students took the summer school course.