District Graduation Requirements

Credit Requirements at a Glance

Subject	Credits
Language Arts	4.0
Science	3.0^
Mathematics	3.0+
World Language (same language)	2.0^^^ 2 can be (PPR)
Social Studies	3.0
Arts	2.0^^^ 1 can be (PPR)
Physical Education (P.E.)	1.5^^
Health	0.5
Occupational/Career & Technical Education	1.0
Electives	4.0
Total	**24.0**

^ 2.0 lab science, 1.0 non-lab science

+ Algebra I, Geometry, and a third credit of high school mathematics, aligning with the student's interests and high school and beyond plan.

^^ A student may request to be excused from P.E. under certain conditions, per state law and district policy.

^^^ Personalized Pathway Requirements (PPR) are related courses that lead to a specific post-high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career & Technical Education, and are intended to provide a focus for the student's learning

Students must fulfill the graduation requirements that are in place when they first enter ninth grade, unless the state legislature votes to reduce those requirements. The requirements will not increase once a student has started ninth grade. The requirements do not change even if the student's graduation year changes.

Students must fulfill the following three requirements for graduation:

1. Earn High School Credits as shown in the table to the left

Students must earn at least 24 credits to graduate.

2. Complete a High School and Beyond Plan

To graduate, all students must develop a High School and Beyond Plan specifying how they will meet high school graduation requirements and what they will do following high school. Students begin their plan in eighth grade and revise it each year as they progress through middle and high school. The High School and Beyond Plan should include the classes needed to prepare for a postsecondary pathway, such as a two-year or four-year college, technical college, apprenticeship program, certificate program, the workforce or military training.

3. Meet the requirements of at least one graduation pathway option* in English Language Arts and Mathematics:

- Meet standard on the Smarter Balanced Assessment
- Complete and qualify for credit in related dual credit course
- Earn credit in high school transition course (Bridge to College)
- Earn C+ in related Advanced Placement or Cambridge course or 3 or higher on AP exam or E on Cambridge exam
- Meet State Board cut scores on SAT or ACT
- Meet any combination for ELA and math described above
- Meet standard on Armed Services Vocational Aptitude Battery
- Complete a sequence of CTE courses relevant to student's postsecondary pathway
- Complete performance-based pathway

For more information about graduation requirements, go to: www.lwsd.org > Schools >High Schools> High School Guide.

Academic Acceleration

Students who meet standard on the Smarter Balanced Assessment in English language arts (ELA) and/or mathematics in 8th grade will be automatically enrolled in the next most rigorous level of an advanced 9th grade course in ELA and/or mathematics that aligns with their High School and Beyond Plan.

Current 9th – 11th grade students who meet standard on the Smarter Balanced Assessment in ELA are eligible for enrollment in advanced high school courses in ELA, social studies, humanities, or other related subjects. Current 9th-11th grade students who meet standard on the Smarter Balanced Assessment in mathematics are eligible for enrollment in advanced high school mathematics courses. Students who meet standards on the Washington Comprehensive Assessment of Science in grades 8-11 are eligible for enrollment in advanced high school science courses.

Parents/guardians may elect to have their student opt out of automatic enrollment in the next most rigorous ELA and math course and enroll in an alternative course that aligns with the student's High School and Beyond Plan goals and graduation requirements by contacting the school.

Advanced Placement (AP®) Courses and Exams

Purpose of Advanced Placement
Advanced Placement (AP) is a nationwide program designed to prepare secondary students for higher education. LWSD offers a variety of AP classes that provide rigorous, college-level curriculum in various subjects and the opportunity to earn college credits or advanced college standing. AP classes and testing are open to all high school students (9th-12th) in Lake Washington School District (LWSD) and are taught by AP teachers trained to instruct their AP course.

In May of each year, towards the end of AP courses, students are eligible to take an AP test for college/university credit. Please note that although all students are encouraged to take the AP exam for each course, it is not a requirement for enrollment, high school credit, or grade in the class.

The AP experience
Taking AP classes in high school helps students prepare for college-level academics.

The benefits of taking AP classes include:

- Increased academic rigor in line with college/university courses
- Deeper exploration of a course's content knowledge
- Development of higher-level research, analysis, and critical thinking skills
- Ability to get a head start on college requirements by earning college/university credits.

Receiving college credit for AP through AP exams
Students who meet all performance standards on AP exams may be eligible to receive college credit. Colleges determine if credit or advanced standing is granted based on their institutional policies. Many colleges and universities world-wide recognize AP achievements and grant credit.

Graduation pathways requirement
Students have the opportunity to meet the graduation pathway requirement by earning a C+ each semester in an identified AP course or scoring 3 or higher on the AP exam.

More information about AP
AP courses and descriptions are listed in each school's course catalogue which is posted on the school website. Not all AP courses are offered at all schools. For specific course and enrollment information, students should contact their school counselor. For general information about AP courses and exams, visit CollegeBoard.com.

CADR Courses

CADR courses meet new college admission requirements
Since 2008, ninth graders who are planning to seek admission to public four-year colleges and universities in Washington are required to take courses to meet the state's minimum College Admission Distribution Requirements (CADR). Courses that meet college admission requirements are marked "**CADR**" throughout the course catalog. Please see page A8 for more information about college admission standards and CADR courses.

Career and Technical Education (CTE)

Career and Technical Education (CTE) is hands-on, career-connected learning that prepares students to be college, career and future ready! CTE courses integrate 21st century skills, professional and technical skills, and core academic knowledge. Some CTE courses provide the opportunity to earn college credit or industry certification.

Career and Technical Education (CTE) Classes
Two semesters of CTE courses are required for graduation. Many AP offerings are also available through CTE, and some CTE courses allow students to earn college credit through CTE Dual Credit.

CTE Dual College Credit
Through a partnership with community and technical colleges in the state, certain CTE courses provide students with the opportunity to earn both high school and college credit for the course, if students complete the course with a grade of "B" or better. If a course qualifies for CTE Dual Credit, it will be noted in the course description, or teachers will provide students with information about how to register for CTE Dual Credit. *Note: Students must register and pay a $50 fee (fee covers all CTE Dual Credit Courses) through the Pacific Northwest College Credit Consortium to be awarded college credit.*

CTE Equivalency/"Two-for-One" Courses
Some CTE courses help students meet core academic graduation requirements. If a CTE course is determined to be fully equivalent with academic standards of the core requirement, it can be recorded on a student's transcript using equivalent academic high school designation and title. If a CTE course has designated equivalency, credit for one of the courses will be placed on the student's transcript. Students generally choose which course they want placed on the transcript, and this choice is driven by their High School and Beyond Plan. The second course, which is not placed on the transcript, may be "checked off" as a "met requirement" by local counseling staff. Which course is put on the transcript and which one is "checked off" is determined by the student, based on their post high school goals as outlined in the High School and Beyond Plan.

The CTE Equivalency/"Two-for-One" policy does not change the total number of credits the student needs to graduate.

WANIC Skill Center Programs (wanic.org)
WANIC Skill Center offers high quality tuition-free Career and Technical Education (CTE) classes for high school juniors and seniors. These year-long, advanced-level CTE programs are based on rigorous academic and industry standards preparing students for career and college readiness. WANIC programs offer dual credit opportunities (high school and college credit) and/or lead to industry certifications. Programs are designed in three period blocks which allows extended learning time and authentic hands-on lab experience. Skill Center classes are offered at many local high schools in our area, DigiPen Institute of Technology and Lake Washington Institute of Technology. Full year WANIC programs meet the state CTE graduation pathway requirement.

All classes are offered during the regular school day, while some are also offered after the school day. Students attend their home high school for part or all of their day and attend WANIC Skill Center programs in a different location for the remainder of the day.

WANIC program offerings:

- Aerospace Manufacturing – Core Plus (Liberty HS)
- Automotive Technology (Bellevue HS, Bothell HS)*
- Aviation Technology – STEM (WANIC)
- Baking and Pastry (Bothell HS)
- Building Industry Technologies - Core Plus Construction (Interlake HS,*Bothell HS)
- Cisco Networking (Newport HS)*
- Culinary Arts (Newport HS)*
- Dental Careers (WANIC)
- DigiPen Art & Animation (DigiPen)*
- DigiPen Game Design (DigiPen)
- DigiPen Music & Sound Design (DigiPen)*
- DigiPen Video Game Programming (DigiPen)*
- Fire & EMS (WANIC)*
- Health Science Careers – Nursing (WANIC, Sammamish HS, Woodinville HS)
- Medical Careers (WANIC)
- Sports Medicine (Issaquah HS)

**Two-year program available*

Visit https://wanic.lwsd.org for course descriptions.

College in the High School

College in the High School (CHS) courses provide students in grades 9-12 the opportunity to earn college credit while they complete selected high school courses. These courses are rigorous, college-level courses offered in high school by teachers approved to teach the course. CHS is an opportunity for students to receive college credit and meet their college or university's 'general requirements' required for college graduation.

CHS credits are accepted in many colleges and universities in Washington state. If you are attending another college or university different than the institution providing CHS credits, make sure to contact the institution to obtain information on their CHS credit transfer policies. Your counselor or the institution's credit transfer site may allow you to check transfer equivalencies.

Some courses, such as specific Math and World Languages, may offer credit beyond the 0.5 credit per semester generally offered for high school courses. Credit information for each course may vary and is found in its course description. CHS courses are marked with a "C" designation.

Essential information about College in the High School courses:

- There is no fee for students to enroll in a CHS course for the student, high school, or college. Starting 2023-2024, all CHS courses are free for students to take.
- Students must register as a CHS student with the respective institution offering the credit(s).
- Upon course registration, each institution offering a course will automatically start an official college transcript that is part of the student's permanent school record.

Graduation Pathways

In Washington State, students must complete a Graduation Pathway as part of the graduation requirements. In order to meet this requirement, students must show competency in both English Language Arts (ELA) and Math. As part of their High School and Beyond Plan, students will designate and complete a pathway that will help prepare them for opportunities after high school. There are multiple ways students can meet the Graduation Pathway requirement in the LWSD, and school counselors work with students through the high school planning and registration process to guide them as they consider their options. Information is also available online in our High School Guide - Lake Washington School District (lwsd.org).

Here are the pathways that LWSD students can choose to meet graduation requirements:

1. **State Assessment:** All students will take the Smarter Balanced Assessment in 10th grade. Students receiving a score above the designated cutoff can use these assessments to complete their graduation pathway. Students can take these assessments multiple times.
2. **Dual Credit:** Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).
3. **Advanced Placement (AP):** For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or pass the course(s) with at least a C+ each semester.
4. **SAT/ACT:** SAT scores required to pass: ELA 410/MATH 430; ACT (with Writing) scores required to pass: ELA 14/MATH 16
5. **Combination:** Meet any combination of at least one ELA and one math option of those options listed in 1-5.
6. **Armed Services Vocational Aptitude Battery (ASVAB):** A score of 31 or higher fulfills the graduation pathway requirement.*
7. **CTE Sequence:** Complete a sequence of Career and Technical Education (CTE) courses.*
8. Performance-based pathway

For more information, visit the OSPI Graduation Pathways site (OSPI Graduation Pathways) or reach out to your child's school counselor.

*Note: Students who pursue these pathways (ASVAB or CTE) do not need to meet English and math requirements separately. English and math content are embedded in both pathways — and a student who meets either the ASVAB standard or the CTE pathway requirements has met the graduation pathway requirement.

High School Credit for Courses Taken in Middle School

Middle school students who successfully complete a high school course, such as Algebra I, Geometry, and World Language (i.e. Spanish, French), will automatically earn high school credit for the course/s. This credit will be applied to the student's high school graduation requirements and recorded on their high school transcript.

For students who completed high school-level courses in middle school, these grades and credits will automatically appear on the high school transcript. Since they affect both the cumulative GPA and graduation progress, it's recommended to review the transcript to ensure the student wishes to keep the credits and grades there. No further action is needed if the credits should remain.

If a student or their parent/guardian prefers not to include the credit for courses taken in middle school on the high school transcript, or would like the credit recorded with a non-numerical grade (which won't impact the GPA), the school must be notified before the end of 11th grade, per state law. Students can notify the school by completing this form: 2410 - Appendix D - Request to Remove Credit or Grade Taken Before High School from Transcript and follow their school's appendix submission policy to return the form before the end of their junior year. **Per state law, it is not possible to remove classes from the transcript after the last day of school in the junior year**. Please check with your counseling or school office on how to access your transcript.

LWSD Online Courses

The Lake Washington School District offers two online courses - Washington State History and Health. Students may enroll in these district online courses if they meet one of the following criteria:

- The course is not offered at their school or
- The student is unable to fit the course into their regular six-period schedule.

These online courses meet both district and state standards as well as maintain the high standards for content and rigor that are available in all LWSD classes. Students access the online class through an internet-connected computer. Coursework and online instruction may occur outside of the school day. Sections of available classes will be offered based upon spring student enrollment requests. Students who select online classes will need to meet with their school counselor in the spring to discuss class availability as well as to determine whether online learning is right for them. **Online courses taken as an 8th course incur a cost. The cost matches summer school rates.**

Courses

- **Online Washington History**
  Online Washington History is a .5 credit class that pro-

vides the knowledge and awareness of the geography, native inhabitants, early settlers, and the forces that drove modernization and statehood. Students will also study Washington's emergence as a force for economic development and international trade. This class meets the Washington State History graduation requirement.

- **Online Health**
  Online Health is a comprehensive .5 credit health course that provides students with essential knowledge and decision makings kills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the semester. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health. This class meets the Health graduation requirement.

Physical Education Credit Options

To earn a high school diploma, students must earn two health and fitness credits. 1.5 credits represent the fitness portion of the requirement and are met by course work in physical education. The other .5 credit is met by taking a health course. Lake Washington School District recognizes the importance of the development of healthy habits that include physical fitness and emotional well-being and provides a variety of classes to fulfill the 1.5 credit fitness requirement. A full list of health and P.E. classes being offered is available on each school's website.

There may be special circumstances where a student may have an alternative option to meet this requirement. These alternative options are available beginning in the student's 12th grade school year.

Fitness Knowledge Assessments
The Fitness Knowledge Assessments will be offered to students beginning in the students' 12th grade school year. Students will have six opportunities to take the assessment(s) before their graduation date. Each fitness assessment satisfies 0.5 credit.

Fitness Log
The Fitness Log will be offered to students beginning in the students' 12th grade school year. Students may complete and submit the activity/movement log to satisfy the remaining 0.5 credit. Successful participation and completion of one LWSD athletic season or 80 hours of regular workout, practices, and competitions within the academic school year, not including summer. For more information about these options: For more information about these options: https://www.lwsd.org/students-families/students/high-school-guide/physical-education-credit-options.

Running Start

Juniors, who qualify, may enroll in college level courses at local participating community and technical colleges. The courses taken will earn high school credit and college credit at some state colleges and universities. The Lake Washington School District pays the college tuition for a specified number of credits taken. Students are responsible for all fees, books, and transportation. Students interested in Running Start must:

- Attend a Running Start information session and/or review the process at your high school.
- Take an assessment in literacy and mathematics at the community or technical college, scheduled by the student.
- Have completed sophomore year for summer enrollment and/or have junior or senior standing in high school before taking courses through Running Start. For juniors in the Lake Washington School District, this includes completion of 10th grade required course sequence, and meeting state test graduation requirements as outlined on page A1 of this guide. For seniors this includes satisfactory completion of 11th grade course sequences.
- Meet all LWSD graduation requirements through course work or through Running Start classes.

In addition, students may be required to attend high school classes for the purpose of completing high school graduation requirements. Students who do not meet these requirements will not be approved for entry to Running Start and their tuition fees will not be paid by the school district. Parents and students will be responsible for course fees in the case that students attend community college without adequate standing or approval as determined by counselor or administrator. To begin Running Start in a fall quarter, students must apply in the previous March.

Six Period Schedule

As part of their four-year program of study, all students are expected to register for and take six credit bearing courses each semester. A senior who is on track to satisfy all credit requirements for graduation may complete an application for Early Dismissal or Late Arrival. Requests for a class schedule with less than six credit bearing courses will be reviewed with extenuating considerations in mind, which may include but are not limited to the following:

- Employment
- Medical need with documentation
- Educational opportunities outside the school/district consistent with the student's High School and Beyond Plan.

A class schedule with less than six credit bearing courses will only allow for a late arrival or early dismissal. It is necessary to gain approval from the student's counselor and parents for late arrival or early dismissal and have a copy of the approval on file in the counseling office.

Schedule Changes – Transcript Policy

Schedule changes within the first five days will not be recorded on the transcript. A "W" (withdrawn) grade will be recorded on the transcript of students dropping courses after the first five (5) days through the fifth (5th) week of the semester. The course will remain on the student's official transcript but will not impact the student's GPA. Students will receive an 'N' grade for courses dropped after the 5th week of the semester except in the case of extenuating circumstances as determined by the principal. All schedule changes must follow designed school processes and be approved by counselors/administrators. The ability to schedule students into a different course is limited once the registration process ends. For year long classes, the student receives an N any time after the 5th week of the first semester. For semester long classes, it is the 5th week of the semester of that class. Yearlong classes will post as two semester parts on the transcript. If the class is dropped at S2, the earned S1 grade will remain as posted by the teacher. Only S2 will post as an N.

World Language Credit Options

Students are required to graduate with two credits in a World Language. Students have two options if they wish to pursue an alternative to the required two World Language credits: A student may elect to pursue credit in areas other than world language if the choice is based on a career-oriented course of study identified in the student's High School and Beyond Plan. Students also have the option of pursuing competency/proficiency credit by participating in a district-sponsored "World Language Assessment Day." Students complete an assessment to determine language proficiency. If students demonstrate at least a Novice Mid proficiency level, they will receive a letter indicating proficiency levels and the number of high school credits earned. For more information about these options, https://www.lwsd.org/students-families/students/high-school-guide/world-language-credit-by-proficiency.

The Lake Washington School District does not discriminate on the basis of race, color, national origin, sex, disability, age, gender, marital status, creed, religion, honorably discharged veteran, military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Civil Rights Coordinator	Title IX Coordinator	Section 504/ ADA Coordinator
Executive Director of Human Resources 16250 NE 74th Street Redmond, WA 98052 425-936-1266 civilrights@lwsd.org	Director of Athletics & Activities 16250 NE 74th Street Redmond, WA 98052 425-936-1289 titleix@lwsd.org	Executive Director of Special Services 16250 NE 74th Street Redmond, WA 98052 425-936-1407 section504@lwsd.org

Lake Washington School District

WANIC Skill Center

Preparatory College & Career Education



Serving high school students from these school districts:
Bellevue, Issaquah, Lake Washington, Mercer Island, Northshore, Riverview, & Snoqualmie Valley

web: wanic.org **email: wanic@lwsd.org** **phone: 425.739.8400**

WASHINGTON NETWORK FOR INNOVATIVE CAREERS

The Lake Washington School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator, Director of Human Resources, 425-936-1251, civilrights@lwsd.org; Title IX Coordinator, Director of Athletics and Activities, 425-936-1289, titleix@lwsd.org; and 504 Coordinator, Director of Special Services, 425-936-1407, section504@lwsd.org

Overview of Minimum College Admission Standards

The Washington Student Achievement Council Sets Minimum Standards

The Washington Student Achievement Council (WSAC) has responsibility to: establish minimum admission standards for four-year institutions, including a requirement that coursework in American Sign Language or an American Indian Language, shall satisfy any requirement for instruction in a language other than English that the board or the institutions may establish as a general undergraduate admissions requirement. (RCW 28B.77.020, Section 7.a)

Freshmen Admission Policy

This overview of freshmen admission requirements applies to all applicants to the public four-year colleges who enter directly from high school, and students who enter college with fewer than 40 credits of college-level coursework or equivalent.

Running Start and other dual-credit earning students, including those who have earned more than 40 quarter hours of college-level credit, who enter a public baccalaureate institution directly from high school, must **meet minimum college admission standards**:

- **2.0 Minimum GPA**
- **CADRs** – (College Academic Distribution Requirements)

College Academic Distribution Requirements (CADR)

CADRs reflect the minimum number of credits required in six subject areas that students must earn to be eligible for routine admission consideration by four-year public baccalaureate institutions.

- CADRs guide students to take high school courses which will prepare them for college-level coursework. High school courses meeting CADRs are determined by the school district and are noted on the student's transcript with a "B" designation.
- CADRs are not the same as high school graduation requirements, which are determined by the State Board of Education and local school districts.
- Students who plan to attend a four-year college or university should be aware of both their high school graduation requirements and the CADRs.
- Meeting the minimum college admission standards does not guarantee admission to a public baccalaureate institution. Therefore, students are encouraged to go beyond meeting minimum college admission standards to improve their chances for gaining entry to a public baccalaureate institution.
- Students should obtain admission information directly from the institution they wish to attend.

Holistic Review of Applications for Admission

Currently, each of the public baccalaureate institutions employs a holistic review process for at least a portion of their applicants. Holistic review is an additional means of ensuring student access, and may include a review of many factors beyond GPA, SAT/ACT scores and completion of CADRs, which indicate evidence of the student's preparedness for college. In cases where students do not meet the minimum college admission standards, the policy provides for alternative admission policies which may be more appropriate for certain students. Each student is encouraged to contact the admissions office of the institution they wish to attend if they have questions.

Further Details

K-12 and college personnel who advise students on admission to public four-year colleges and universities should review the detailed version of the College Academic Distribution Requirements at: Washington Student Achievement Council.

Relevant Legislation

RCW 28A.230.097 (AP computer science)
RCW 28B.77.020 (setting admissions standards)
WAC 392.415.070 (designating CADRs on high school transcripts)

Students should consult with their local high school to obtain complete information about minimum college admission standards, and to be aware of which courses at their high school meet CADR guidelines, as determined by the local school district.

For students entering four-year colleges or universities

College Academic Distribution Requirements (CADRs)

Coursework (See details at Washington Student Achievement Council)
Students are encouraged to take a minimum of three credits of CADR courses each year of high school, including the senior year. Students who take college-level coursework (ex: Running Start) and complete 5 quarter credits or 3 semester credits, will have earned the equivalent of one CADR credit. In addition, pre-college courses in English and math may be equivalent to CADR courses, provided they are designed to meet the same learning outcomes as the high school courses for which they substitute. Students may meet high school requirements with courses taken in middle school, provided the courses are part of a sequence which is successfully continued in high school, or the courses are included on the high school transcript as high school-level courses.

- **English – 4 credits** including 3 credits of college preparatory composition or literature. One credit may be satisfied by courses in drama as literature, public speaking, debate, journalistic writing, business English, English as a Second Language, or Learning Support English.
- **Mathematics – 3 credits:** Algebra I, geometry, and Algebra II (intermediate algebra), or Integrated Math I, II, and III. ***Note:*** *Successful completion of math through pre-calculus meets the requirement for 3 credits of math and the senior-year math requirement (below).*
- **Senior Year Math-Based Quantitative Course:** During the senior year of high school, students must earn a credit in a math-based quantitative course. This requirement may be met through enrollment in one of the three required math courses listed above; by completing a math-based quantitative course like statistics, applied math, appropriate career and technical courses, a senior year AP Computer Science course, or by completing an algebra-based science course taken during the senior year that would satisfy this requirement and part of the science requirement below. ***Note:*** *The senior-year math requirement does not mean a 4th credit of math is required, nor does it require a higher level of math; the intent is for seniors to take meaningful math.* ***Exception:*** *Completion of higher-level math prior to the senior year exempts students from the senior-year quantitative course requirement (e.g., pre-calculus, math analysis, or calculus).*
- **Science – 3 credits** of science are required. 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 (this course may also meet the algebra-based requirement). Two of the science credits must be lab-based. The third credit does not need to be lab-based.
- **World Languages – 2 credits** must be earned in the same World Language, Native American language, or American Sign Language. Schools may award credit based on a district approved competency assessment consistent with the State Board of Education policy and American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. ***Note:*** *A World Language course taken in middle school may satisfy one credit of the requirement if the second year level course is completed in high school grades 9-12.*
- **Social Science – 3 credits** of history or other social science (e.g. anthropology, contemporary world problems, economics, geography, government, political science, psychology).
- **Arts – 1 credit** of fine, visual, or performing arts - or 1 additional credit in other CADR academic subject areas as defined above. Acceptable coursework in the fine, visual, or performing arts includes art appreciation, band, ceramics, choir, dance, dramatics performance and production, drawing, fiber arts, graphic arts, metal design , music appreciation, music theory, orchestra, painting, photography, print making, or sculpture. ***Note:*** *The University of Washington and Western Washington University specify one-half credit in fine, visual or performing arts. The other half may be in the arts or in an academic elective.*

Graduation Pathways Quick Reference

CTE Sequence Graduation Pathway

- ✓ Complete 2.0 or more CTE credits in the same CTE program area[1] that either include a dual credit course, or lead to an industry recognized credential
- ✓ Complete a Core Plus program (Manufacturing, Construction and Maritime available)

ASVAB Graduation Pathway

- ✓ AFQT Section Score = 31 (check State Board of Education website by 9/1 annually)

Complete Math and English Language Arts (ELA) Graduation Pathway

➢ **Can use any combination of the ELA and math options listed in this section**

- ✓ College Admissions Exams (ACT/SAT)

Exam	ELA	Math
ACT	N/A	16
ACT with Writing	14	16
SAT or SAT with Essay	410	430

- ✓ Dual credit courses (1.0 credit total each for math and/or ELA)
  - AP/IB/Cambridge: Earn a C+ or higher in state approve course (each term)
  - CTE Dual Credit (must earn at least high school credit) [1]
  - College in the High School or Running Start (local approval of course options)
- ✓ Dual credit exams (for applicable state-approved courses in math and/or ELA)
  - Advanced Placement = 3 or higher exam score
  - Cambridge International = E or higher exam score
  - International Baccalaureate = 4 or higher exam score
- ✓ State-level assessments (SBA and WA-AIM)
  - SBA: ELA = 2548; math = 2595
  - WA-AIM: ELA = 104; math = 103
- ✓ Transition courses (1.0 credit total for math and/or ELA course over one school year)
  - Bridge to College courses (approved by state)
  - Locally articulation agreements between districts and sponsoring colleges

For questions, email OSPI staff at graduation.pathways@k12.wa.us or maria.muto@k12.wa.us

[1] OSPI approval needed for CTE Graduation Pathways that include courses in more than one CTE Program

Washington Office of Superintendent of PUBLIC INSTRUCTION