

1 **R277. Education, Administration.**

2 **R277-700. The Elementary and Secondary School General Core.**

3 **R277-700-1. Authority and Purpose. [, Purpose, and Oversight Category.]**

4 (1) This rule is authorized by:

5 (a) Utah Constitution Article X, Section 3, which vests general control and
6 supervision over public education in the Board;

7 (b) Subsection 53E-3-401(4), which allows the Board to make rules to execute
8 the Board's duties and responsibilities under the Utah Constitution and state law;

9 (c) Section 53E-3-501, which directs the Board to make rules regarding
10 competency levels, graduation requirements, curriculum, and instruction requirements;

11 (d) Section 53E-4-202, which directs:

12 (i) the Board to establish Core Standards in consultation with LEA boards and
13 superintendents; and

14 (ii) LEA boards to adopt local evidence-based curriculum and to design
15 programs to help students master the General Core;

16 (e) Title 53E, Chapter 4, Part 2, Career and College Readiness Mathematics
17 Competency, which directs the Board to establish college and career mathematics
18 competency standards; and

19 (f) Section 53E-4-205, which requires the Board to provide rules related to a
20 basic civics test.

21 (2) The purpose of this rule is to specify the minimum Core Standards and
22 General Core requirements for the public schools, and to establish responsibility for
23 mastery of Core Standard requirements.

24 [(3) This Rule R277-700 is categorized as Category 3 as described in Rule R277-
25 111.]

26

27 **R277-700-2. Definitions.**

28 For purposes of this rule:

29 (1)(a) "Applied course" means a public school course or class that applies the
30 concepts of a Core subject.

31 (b) "Applied course" includes a course offered through Career and Technical
32 Education or through other areas of the curriculum.

33 (2) "Arts" means the visual arts, music, dance, theatre, and media arts.

34 (3) "Assessment" means a summative assessment for:

35 (a) English language arts grades 3 through 10;

36 (b) mathematics grades 3 through 10, and Secondary I, II, and III; or

37 (c) science grades 4 through 10.

38 (4) "Career and Technical Education (CTE)" means an organized educational
39 program in secondary schools (grades 6-12) or courses, which teach current industry-
40 specific skills and knowledge that prepares students for employment, and for additional
41 postsecondary preparation leading to employment.

42 (5) "Core Standard" means a statement of what a student enrolled in a public
43 school is expected to know and be able to do at a specific grade level or following
44 completion of an identified course.

45 (6) "Core subject" means a course for which there is a declared set of Core
46 Standards as approved by the Board.

47 (7) "Elementary school" for purposes of this rule means a school that serves
48 grades K-6 in whatever kind of school the grade levels exist.

49 (8) "General Core" means the courses, content, instructional elements,
50 materials, resources and pedagogy that are used to teach the Core Standards,
51 including the ideas, knowledge, practice and skills that support the Core Standards.

52 (9) "High school" for purposes of this rule means a school that serves grades 9-
53 12 in whatever kind of school the grade levels exist.

54 (10) "LEA" or "local education agency" includes the Utah Schools for the Deaf
55 and the Blind.

56 (11) "Middle school" for purposes of this rule means a school that serves grades
57 7-8 in whatever kind of school the grade levels exist.

58 (12) "Junior High school" means a school that serves grades 7-9 in whatever
59 kind of school the grade levels exist.

60 (13) "Proficiency in keyboarding" means a student's ability to key by touch.

(14) "Summative adaptive assessment" means an assessment that:

(a) is administered upon completion of instruction to assess a student's achievement:

- (b) is administered online under the direct supervision of a licensed educator;
- (c) is designed to identify student achievement on the Core Standards for the
active grade and course; and

(d) measures the full range of student ability by adapting to each student's responses, selecting more difficult questions when a student answers correctly and less difficult questions when a student answers incorrectly.

70

R277-700-3. General Core and Core Standards.

72 (1) The Board establishes minimum course description standards for each
73 course in the required General Core.

74 (2)(a) The Superintendent shall develop, in cooperation with LEAs, course
75 descriptions for required and elective courses.

76 (b) The Superintendent shall provide parents and the general public an
77 opportunity to participate in the development process of the course descriptions
78 described in Subsection (2)(a).

79 (3)(a) The Superintendent shall ensure that the courses described in Subsection
80 (2):

81 (i) contain mastery criteria for the courses; and

82 (ii) stress mastery of the course material, Core Standards, and life skills
83 consistent with the General Core.

84 (b) The Superintendent shall place a greater emphasis on a student's mastery of
85 course material rather than completion of predetermined time allotments for courses.

86 (4) An LEA board shall administer the General Core and comply with student
87 assessment procedures consistent with state law.

88 (5) An LEA shall use evidence-based best practices, technology, and other
89 instructional media to increase the relevance and quality of instruction.

90

91 **R277-700-4. Elementary Education Requirements.**

92 (1) The Core Standards and a General Core for elementary school students in
93 grades K-6 are described in this section.

94 (2) The following are the Elementary School Education Core Subject
95 Requirements:

96 (a) English Language Arts;

97 (b) Mathematics;

98 (c) Science;

99 (d) Social Studies;

100 (e) Arts:

101 (i) Visual Arts;

102 (ii) Music;

103 (iii) Dance; or

104 (iv) Theatre;

105 (f) Health Education;

106 (g) Physical Education;

107 (h) Educational Technology, including keyboarding;

108 (i) Library Media skills, integrated into the core subject areas and

109 (j) Civics and character education, integrated into the core subject areas.

110 (3) An LEA board shall provide access to the General Core to all students within
111 the LEA.

112 (4) An LEA board is responsible for student mastery of the Core Standards.

113 (5) An LEA shall implement formative assessment practices on a regular basis
114 to ensure continual student progress.

115 (6) An LEA shall assess students for proficiency in keyboarding by grade 5 and
116 report school level results to the Superintendent.

117 (7) An LEA shall use Board-approved summative adaptive assessments to
118 assess student mastery of the following:

119 (a) language arts;

120 (b) mathematics;

121 (c) science; and
122 (d) effectiveness of written expression in grade 5.
123 (8) An LEA shall provide intervention to elementary students who do not achieve
124 mastery of the subjects described in this section.

125

126 R277-700-5. Middle School Education Requirements.

127 (1) The Core Standards and a General Core for middle school students are
128 described in this section.

129 (2) A student in grades 7-8 shall complete the courses described in Subsection
130 (3) to be properly prepared for instruction in grades 9-12.

131 (3) The following are the Grades 7-8 General Core Requirements:

132 (a) Grade 7 Language Arts:

133 (b) Grade 8 Language Arts:

(c) Grade 7 Mathematics

135 (d) Grade 8 Mathematics

136 (e) Grade 7 Integrated Science

137 (f) Grade 8 Integrated Science:

138 (a) United States History:

139 (b) Utah History; and

140 (i) at least one course in each of the following in grades 7 or 8:

111 (A) Health Education:

142 (B) College and Career Awareness:

143 (C) Digital Literacy

144 (D) the Aster and

145 (E) Physical Education

146 (5) An LEA shall use Board-approved summative adaptive assessments to
147 assess student mastery of the following:

148 (a) *Imamura et al.*

142 (1) *Ringring* 111,

178 (b) Mathematics,

150 (c) science, and

- (a) Grade 9 level (1.0 unit of credit);
- (b) Grade 10 level (1.0 unit of credit);
- (c) Grade 11 level (1.0 unit of credit); and
- (d) Grade 12 level (1.0 Unit of credit) consisting of applied or advanced language arts credit from the list of Board-approved courses using the following criteria consistent with the student's Plan for College and Career Readiness:
 - (i) courses are within the field or discipline of language arts with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills;
 - (ii) courses provide instruction that leads to student understanding of the nature and position of language arts;
 - (iii) courses apply the fundamental concepts and skills of language arts;
 - (iv) courses provide developmentally appropriate content; and
 - (v) courses develop skills in reading, writing, listening, speaking, and presentation.
- (e) A student may receive up to a half credit of the student's four required language Arts credits for a course or school sponsored activity emphasizing verbal communication during any year between grades 9 and 12.
- (6) Mathematics (3.0 units of credit) shall be met minimally through successful completion of a combination of the foundation or foundation extended courses, Secondary Mathematics I, Secondary Mathematics II, and Secondary Mathematics III.
- (7)(a) A student may opt out of Secondary Mathematics III if the student's parent or legal guardian submits a written request to the school.
 - (b) If a student's parent requests an opt out described in Subsection (6)(a), the student shall complete a third math credit from the Board-approved mathematics list.
- (8) A 7th or 8th grade student may earn credit for a mathematics foundation course before 9th grade, consistent with the student's Plan for College and Career Readiness if:
 - (a) the student is identified as gifted in mathematics in accordance with the procedures outlined in Rule R277-707;

210 (b) the student is enrolled at a middle school or junior high school and a high
211 school:

212 (c) the student qualifies for promotion one or two grade levels above the
213 student's age group and is placed in 9th grade; or

214 (d) the student takes the Board competency test in the summer before 9th grade
215 and earns high school graduation credit for the course.

216 (9) A student who successfully completes a mathematics foundation course
217 before 9th grade shall earn 3.0 units of additional mathematics credit by:

218 (a) taking the other mathematics foundation courses described in Subsection
219 (5); and

220 (b) an additional course from the Board-approved mathematics list consistent
221 with:

222 (i) the student's Plan for College and Career Readiness; and

223 (ii) the following criteria:

224 (A) courses are within the field or discipline of mathematics with a significant
225 portion of instruction aligned to mathematics content, principles, knowledge, and skills;

226 (B) courses provide instruction that lead to student understanding of the nature
227 and disposition of mathematics;

228 (C) courses apply the fundamental concepts and skills of mathematics;

229 (D) courses provide developmentally appropriate content; and

230 (E) courses include the Standards for Mathematical Practice as listed in the Utah
231 secondary mathematics core.

232 (10) A student who successfully completes a Calculus course with a "C" grade
233 or higher has completed mathematics graduation requirements, regardless of the
234 number of mathematics credits earned.

235 (11) Science (3.0 units of credit):

236 (a) shall be met minimally through successful completion of 2.0 units of credit
237 from two of the following five science foundation areas:

238 (i) Earth Science (1.0 units of credit);

239 (A) Earth Science;

(B) Advanced Placement Environmental Science; or
(C) International Baccalaureate Environmental Systems;
(ii) Biological Science (1.0 units of credit);
(A) Biology;
(B) Biology: Agricultural Science and Technology;
(C) Advanced Placement Biology;
(D) International Baccalaureate Biology; or
(E) Biology with Lab Concurrent Enrollment;
(iii) Chemistry (1.0 units of credit);
(A) Chemistry;
(B) Advanced Placement Chemistry;
(C) International Baccalaureate Chemistry; or
(D) Chemistry with Lab Concurrent Enrollment;
(iv) Physics (1.0 units of credit);
(A) Physics;
(B) Advanced Placement Physics (1, 2, C: Electricity and Magnetism, or C: Mechanics);
(C) International Baccalaureate Physics; or
(D) Physics with Lab Concurrent Enrollment; or
(v) Computer Science (1.0 units of credit);
(A) Advanced Placement Computer Science;
(B) Computer Science Principles; or
(C) Computer Programming 2; and
(b) one additional unit of credit from:
(i) the foundation courses described in Subsection (10)(a); or
(ii) the applied or advanced science list:
(A) determined by the LEA board; and
(B) approved by the Board using the following criteria and consistent with the
student's Plan for College and Career Readiness:

269 (i) courses are within the field or discipline of science with a significant portion of
270 instruction aligned to science content, principles, knowledge, and skills;

271 (ii) courses provide instruction that leads to student understanding of the nature
272 and disposition of science;

273 (iii) courses apply the fundamental concepts and skills of science;

274 (iv) courses provide developmentally appropriate content;

275 (v) courses include the areas of physical, natural, or applied sciences; and

276 (vi) courses develop students' skills in scientific inquiry.

277 (12) Social Studies (3.0 units of credit, and beginning with incoming 9th 10th
278 graders in the 2026-2027 school year, 3.5 units of credit) shall be met minimally through
279 successful completion of:

280 (a) 2.5 and beginning with incoming 9th 10th graders in the 2026-2027 school
281 year 3.0 units of credit from the following courses:

282 (i) World Geography (0.5 units of credit);

283 (ii) World History (0.5 units of credit);

284 (iii) U.S. History (1.0 units of credit);

285 (iv) U.S. Government and Citizenship (0.5 units of credit);

286 (v) Beginning with incoming 9th 10th graders in the 2026-2027 school year, the
287 requirement in Subsection (iv) will be replaced by American Constitutional Government
288 and Citizenship (1.0 units of credit); [and]

289 (vi) a student may earn 0.5 units of the requirement in Subsection (v) by one of
290 the following:

291 (A) completing a course or school sponsored activity that emphasizes verbal
292 communication, provided that the instruction is primarily dedicated to civic education,
293 including:

294 (1) policy analysis;

295 (2) governmental systems;

296 (3) civic engagement; or

297 (B) participating in the Junior Reserve Officers' Training Corps described in 10
298 U.S.C. Sec. 2031; and

(b) Social Studies (0.5 units of credit per LEA discretion).

(13) The Arts (1.5 units of credit from any of the following performance areas):

(a) Visual Arts;

(b) Music;

(c) Dance;

(d) Theatre; or

(e) Media Arts.

(14) Health Education (0.5 units of credit).

(15)(a) Physical Education (1.5 units of credit from each of the following):

(i) Participation Skills (0.5 units of credit);

(ii) Fitness for Life (0.5 units of credit); and

(iii) Individualized Lifetime Activities (0.5 units of credit);

(b) Notwithstanding Subsection (15)(a), a student may earn 0.5 units of credit per sport for team sport or athletic participation up to a maximum of 1.0 units of credit with LEA approval to replace participation skills and individualized lifetime activities requirements.

(16) Career and Technical Education (CTE) (1.0 units of credit) from CTE approved pathways. [any of the following):]

(a) Agriculture, Food and Natural Resources;

(b) Architecture and Construction;

(c) Arts, Audio/Visual Technology and Communications;

(d) Business, Finance and Marketing;

(e) Computer Science and Information Technology;

(f) Education and Training;

(g) Engineering and Technology;

(h) Health Science;

(i) Hospitality and Tourism;

(j) Human Services;

(k) Law, Public Safety, Corrections and Security;

(l) Manufacturing; or

329 (m) ~~Transportation, Distribution, and Logistics.]~~

330 (17) Digital Studies (0.5 units of credit).

331 (18) Library Media Skills, integrated into the subject areas.

332 (19) General Financial Literacy (0.5 units of credit).

333 (20) Electives (5.0 units of credit).

334 (21) An LEA shall use Board-approved summative assessments to assess

335 student mastery of the following subjects:

336 (a) language arts through grade 11;

337 (b) mathematics as defined in Subsection (6); and

338 (c) science as defined in Subsection (11).

339 (22) An LEA board may require a student to earn credits for graduation that

340 exceed the minimum Board requirements described in this rule.

341 (23) An LEA board may establish and offer additional elective course offerings at

342 the discretion of the LEA board.

343 (24)(a) An LEA may modify a student's graduation requirements to meet the

344 unique educational needs of a student if:

345 (i) the student has a disability; and

346 (ii) the modifications to the student's graduation requirements are made through

347 the student's individual IEP.

348 (b) An LEA shall document the nature and extent of a modification, substitution,

349 or exemption made to a student's graduation requirements described in Subsection

350 (22)(a) in the student's IEP.

351 (25) The Superintendent shall provide a list of approved courses meeting the

352 requirements of this rule.

353 (26) An LEA may modify graduation requirements for an individual student to

354 achieve an appropriate route to student success if the modification:

355 (a) is consistent with:

356 (i) the student's IEP; or

357 (ii) SEOP or Plan for College and Career Readiness;

358 (b) is maintained in the student's file;

359 (c) includes the parent's signature; and
360 (d) maintains the integrity and rigor expected for high school graduation, as
361 determined by the Board.

362

363 R277-700-7. Student Mastery and Assessment of Core Standards.

364 (1) An LEA shall ensure students master the Core Standards at all levels.
365 (2) An LEA shall provide intervention for secondary students who do not achieve
366 mastery in accordance with Section 53G-9-803.

367 (3) An LEA shall provide remedial assistance to students who are found to be
368 deficient in basic skills through a statewide assessment in accordance with Subsection
369 53E-5-206(1).

370 (4) If a student refrains from a portion of a course or to a course in its entirety
371 under Section 53G-10-205, the parent and school may work together to establish an
372 alternate academic accommodation, which allows the student to demonstrate mastery
373 of Core Standards or alternate standard, consistent with Subsection 53G-6-803(7) and
374 Subsection 53G-10-205(2)(b).

375 (5)(a) A student with a disability served by a special education program shall
376 demonstrate mastery of the Core Standards.

377 (b) If a student's disability precludes the student from successfully mastering the
378 Core Standards, the student's IEP team, on a case-by-case basis, may provide the
379 student an accommodation for, or modify the mastery demonstration to accommodate,
380 the student's disability.

381 (6) A student may demonstrate competency to satisfy course requirements
382 consistent with Section R277-705-3.

383 (7) LEAs are ultimately responsible for and shall comply with all assessment
384 procedures, policies and ethics as described in Rule R277-404.

385

386 R277-700-8. Civics Education Initiative.

387 (1) For purposes of this section:

388 (a) "Student" means a student enrolled in an adult education program who
389 receives an adult education secondary diploma.

390 (b) "Basic civics test" means the same as that term is defined in Subsection
391 53E-4-205(1)(b).

392 (2) Except as provided in Subsection (3), an LEA shall:

393 (a) administer a basic civics test in accordance with the requirements of Section
394 53E-4-205; and

395 (b) require a student to pass the basic civics test as a condition of receiving an
396 adult education secondary diploma.

397 (3) An LEA may require a student to pass an alternate assessment if:

398 (a)(i) the student has a disability; and

399 (ii) the alternate assessment is consistent with the student's IEP; or

400 (b) the student is within six months of intended graduation.

401 (4) Except as provided in Subsection (5), the alternate assessment shall be
402 given:

403 (a) in the same manner as an exam given to an unnaturalized citizen; and

404 (b) in accordance with 8 C.F.R. Sec. 312.2.

405 (5) An LEA may modify the manner of the administration of an alternate
406 assessment for a student with a disability in accordance with the student's IEP.

407 (6) If a student passes a basics civics test or an alternate assessment described
408 in this section, an LEA shall report to the Superintendent that the student passed the
409 basic civics test or alternate assessment.

410 (7) If a student who passes a basic civics test or an alternate assessment
411 transfers to another LEA, the LEA may not require the student to re-take the basic civics
412 test or alternate assessment.

413

414 **R277-700-9. College and Career Readiness Mathematics Competency.**

415 (1) For purposes of this section, "senior student with a special circumstance"
416 means a student who:

417 (a) is pursuing a college degree after graduation; and

(b) has not met one of criteria described in Subsection (2)(a) before the beginning of the student's senior year of high school.

(2) Except as provided in Subsection (4), in addition to the graduation requirements described in Section R277-700-6, beginning with the 2016-17 school year, a student pursuing a college degree after graduation shall:

(a) receive one of the following:

(i) a score of 3 or higher on an Advanced Placement (AP) calculus AB or BC exam;

(ii) a score of 3 or higher on an Advanced Placement (AP) statistics exam;

(iii) a score of 5 or higher on an International Baccalaureate (IB) higher level math exam;

(iv) a score of 50 or higher on a College Level Exam Program (CLEP) pre-calculus or calculus exam;

(v) a score of 26 or higher on the mathematics portion of the American College Test (ACT) exam;

(vi) a score of 640 or higher on the mathematics portion of the Scholastic Aptitude Test (SAT) exam; or

(vii) a "C" grade in a concurrent enrollment mathematics course that satisfies a state system of higher education quantitative literacy requirement; or

(b) if the student is a senior student with a special circumstance, take a full year mathematics course during the student's senior year of high school.

(3) Except as provided in Subsection (4), in addition to the graduation requirements described in Section R277-700-6, beginning with the 2016-17 school year, a non-college and degree-seeking student shall complete appropriate math competencies for the student's career goals as described in the student's Plan for College and Career Readiness.

(4) An LEA may modify a student's college or career readiness mathematics competency requirement under this section if:

(a) the student has a disability; and

447 (b) the modification to the student's college or career readiness mathematics
448 competency requirement is made through the student's IEP.

449 (5)(a) An LEA shall report annually to the LEA's board the number of students
450 within the LEA who:

451 (i) meet the criteria described in Subsection (2)(a);

452 (ii) take a full year of mathematics as described in Subsection (2)(b);

453 (iii) meet appropriate math competencies as established in the students' career
454 goals as described in Subsection (3); and

455 (iv) meet the college or career readiness mathematics competency requirement
456 established in the students' IEP as described in Subsection (4).

457 (b) An LEA shall provide the information described in Subsection (5)(a) to the
458 Superintendent by October 1 of each year.

459

460 KEY: graduation requirements, standards

461 Date of Last Change: August 7, 2025

462 Notice of Continuation: June 4, 2021

463 Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53E-3-501(1)(b);

464 53E-4-202; 53E-3-401(4)