

**MEMORANDUM**

**TO:** Members, Utah State Board of Education

**FROM:** Diana Suddreth  
Director, Teaching & Learning

**DATE:** April 14-15, 2016

**ACTION:** R277-700 *The Elementary and Secondary School General Core*  
(Amendment)

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**Background:**

In its March 18 meeting, the Board approved the following requirements to be incorporated into R277-700:

1. LEAs must move the .5 computer technology credit to the 8th grade in the 2017-2018 or 2018-2019 school year.
2. Replace the .5 computer technology credit for high school with .5 digital studies credit, and allow additional courses to be used for this credit.

**Board Strategic Plan:**

This item supports the Educational Equity and Quality Learning Imperatives and strategies in the Board's Strategic Plan by setting minimum graduation standards in science with high expectations to promote each student's academic success.

**Anticipated Action:**

It is proposed the Standards and Assessment Committee consider approving R277-700, as amended, on second reading and, if approved by the Committee, the Board consider approving R277-700, as amended, on third and final reading.

**Contact:** Richard Scott, 801-538-7808  
Diana Suddreth, 801-538-7739  
Rich Nye, 801-538-7550

1 **R277. Education, Administration.**

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

3 **R277-700-1. Authority and Purpose.**

4 (1) This rule is authorized by:

5 (a) Article X, Section 3, of the Utah Constitution, which places general control  
6 and supervision of the public schools under the Board;

7 (b) Subsection 53A-1-402(1), which directs the Board to make rules regarding  
8 competency levels, graduation requirements, curriculum, and instruction  
9 requirements;

10 (c) Section 53A-1-402.6, which directs the Board to establish Core Standards  
11 in consultation with LEA boards and superintendents and directs LEA boards to  
12 adopt local curriculum and to design programs to help students master the General  
13 Core;

14 (d) Title 53A, Chapter 1, Part 12, Career and College Readiness Mathematics  
15 Competency, which directs the Board to establish college and career mathematics  
16 competency standards;

17 (e) Section 53A-13-109.5, which requires the Board to provide rules related  
18 to a basic civics test; and

19 (f) S[ubs]ection 53A-1-401[~~(3)~~], which allows the Board to ~~[adopt rules in~~  
20 ~~accordance with its responsibilities]~~make rules to execute the Board's duties and  
21 responsibilities under the Utah Constitution and state law.

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

25 **R277-700-2. Definitions.**

26 For purposes of this rule:

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

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

31 (2) "Assessment" means a summative computer adaptive assessment for:

- 32 (a) English language arts grades 3 through 11;  
33 (b) mathematics grades 3 through 8, and Secondary I, II, and III; or  
34 (c) science grades 4 through 8, earth science, biology, physics and chemistry.

35 (3) "Career and Technical Education(CTE)" means an organized educational  
36 program or course which directly or indirectly prepares students for employment, or  
37 for additional preparation leading to employment, in an occupation, where entry  
38 requirements generally do not require a baccalaureate or advanced degree.

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

42 (5) "Core subject" means a course for which there is a declared set of Core  
43 Standards as approved by the Board.

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

46 (7) "General Core" means the courses, content, instructional elements,  
47 materials, resources and pedagogy that are used to teach the Core Standards,  
48 including the ideas, knowledge, practice and skills that support the Core Standards.

49 (8) "High school" for purposes of this rule means a school that serves grades  
50 9-12 in whatever kind of school the grade levels exist.

51 (9) "LEA" or "local education agency" includes the Utah Schools for the Deaf  
52 and the Blind.

53 (10) "Life Skills document" means a companion document to the Core  
54 Standards that describes the knowledge, skills, and dispositions essential for all  
55 students; the life skills training helps students transfer academic learning into a  
56 comprehensive education.

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

59 (12) "Summative adaptive assessment" means an assessment that:

60 (a) is administered upon completion of instruction to assess a student's  
61 achievement;

62 (b) is administered online under the direct supervision of a licensed educator;

63 (c) is designed to identify student achievement on the Core Standards for the

64 respective grade and course; and

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

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

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

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

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

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

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

79 (ii) stress mastery of the course material, Core Standards, and life skills  
80 consistent with the General Core and Life Skills document.

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

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

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

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

89 (2) The following are the Elementary School Education Core Subject  
90 Requirements:

91 (a) English Language Arts;

92 (b) Mathematics;

93 (c) Science;

- 94 (d) Social Studies;
- 95 (e) Arts:
- 96 (i) Visual Arts;
- 97 (ii) Music;
- 98 (iii) Dance; or
- 99 (iv) Theatre;
- 100 (f) Health Education;
- 101 (g) Physical Education;
- 102 (h) Educational Technology; and
- 103 (i) Library Media.
- 104 (3) An LEA board shall provide access to the General Core to all students
- 105 within the LEA.
- 106 (4) An LEA board is responsible for student mastery of the Core Standards.
- 107 (5) An LEA shall conduct informal assessments on a regular basis to ensure
- 108 continual student progress.
- 109 (6) An LEA shall use Board-approved summative adaptive assessments to
- 110 assess student mastery of the following:
- 111 (a) reading;
- 112 (b) language arts;
- 113 (c) mathematics;
- 114 (d) science; and
- 115 (e) effectiveness of written expression in grades five and eight.
- 116 (7) An LEA shall provide remediation to elementary students who do not
- 117 achieve mastery of the subjects described in this section.

118 **R277-700-5. Middle School Education Requirements.**

- 119 (1) The Core Standards and a General Core for middle school students are
- 120 described in this section.
- 121 (2) A student in grades 7-8 is required to earn a minimum of 12 units of credit
- 122 to be properly prepared for instruction in grades 9-12.
- 123 (3) In addition to the Board requirements described in this section, an LEA
- 124 board may require a student to complete additional units of credit.

125 (4) The following are the Grades 7-8 General Core Requirements and units  
126 of credit:

127 (a) Language Arts (2.0 units of credit);

128 (b) Mathematics (2.0 units of credit);

129 (c) Science (2.0 units of credit);

130 (d) Social Studies (1.5 units of credit);

131 (e) The Arts (1.0 units of credit from the following):

132 (i) Visual Arts;

133 (ii) Music;

134 (iii) Dance; or

135 (iv) Theatre.

136 (f) Physical Education (1.0 units of credit);

137 (g) Health Education (0.5 units of credit);~~and~~

138 (h) Career and Technical Education, Life, and Careers (1.0 units of credit)~~;~~;

139 and

140 (i) beginning no later than the 2018-2019 school year, Computer Technology  
141 (0.5 units of credit).

142 (5) An LEA shall use evidence-based best practices, technology, and other  
143 instructional media in middle school curricula to increase the relevance and quality  
144 of instruction.

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

147 (a) reading;

148 (b) language arts;

149 (c) mathematics; and

150 (d) science in grades 7 and 8.

### 151 **R277-700-6. High School Requirements.**

152 (1) The General Core and Core Standards for students in grades 9-12 are  
153 described in this section.

154 (2) A student in grades 9-12 is required to earn a minimum of 24 units of  
155 credit through course completion or through competency assessment consistent with

156 R277-705 to graduate.

157 (3) The General Core credit requirements from courses approved by the  
158 Board are described in Subsections (4) through (18).

159 (4) Language Arts (4.0 units of credit from the following):

160 (a) Grade 9 level (1.0 unit of credit);

161 (b) Grade 10 level (1.0 unit of credit);

162 (c) Grade 11 level (1.0 unit of credit); and

163 (d) Grade 12 level (1.0 Unit of credit) consisting of applied or advanced  
164 language arts credit from the list of Board-approved courses using the following  
165 criteria and consistent with the student's SEOP/Plan for College and Career  
166 Readiness:

167 (i) courses are within the field/discipline of language arts with a significant  
168 portion of instruction aligned to language arts content, principles, knowledge, and  
169 skills;

170 (ii) courses provide instruction that leads to student understanding of the  
171 nature and disposition of language arts;

172 (iii) courses apply the fundamental concepts and skills of language arts;

173 (iv) courses provide developmentally appropriate content; and

174 (v) courses develop skills in reading, writing, listening, speaking, and  
175 presentation.

176 (5) Mathematics (3.0 units of credit) shall be met minimally through successful  
177 completion of a combination of the foundation or foundation honors courses,  
178 Secondary Mathematics I, Secondary Mathematics II, and Secondary Mathematics  
179 III.

180 (6)(a) A student may opt out of Secondary Mathematics III if the student's  
181 parent submits a written request to the school.

182 (b) If a student's parent requests an opt out described in Subsection (6)(a),  
183 the student is required to complete a third math credit from the Board-approved  
184 mathematics list.

185 (7) A 7th or 8th grade student may earn credit for a mathematics foundation  
186 course before 9th grade, consistent with the student's SEOP/Plan for College and  
187 Career Readiness if:

188 (a) the student is identified as gifted in mathematics on at least two different  
189 USOE-approved assessments;

190 (b) the student is dual enrolled at the middle school/junior high school and the  
191 high school;

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

194 (d) the student takes the USOE competency test in the summer prior to 9th  
195 grade and earns high school graduation credit for the course.

196 (8) A student who successfully completes a mathematics foundation course  
197 before 9th grade is required to earn 3.0 units of additional mathematics credit by:

198 (a) taking the other mathematics foundation courses described in Subsection  
199 (5); and

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

202 (i) the student's SEOP/Plan for College and Career Readiness; and  
203 (ii) the following criteria:

204 (A) courses are within the field/discipline of mathematics with a significant  
205 portion of instruction aligned to mathematics content, principles, knowledge, and  
206 skills;

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

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

210 (D) courses provide developmentally appropriate content; and  
211 (E) courses include the five process skills of mathematics: problem solving,  
212 reasoning, communication, connections, and representation.

213 (9) A student who successfully completes a Calculus course with a "C" grade  
214 or higher has completed mathematics graduation requirements, regardless of the  
215 number of mathematics credits earned.

216 (10) Science (3.0 units of credit):

217 (a) shall be met minimally through successful completion of ~~[two courses]~~2.0  
218 units of credit from ~~[the following]~~two of the following five science foundation areas:

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

- 220 (A) Earth Science;
- 221 (B) Advanced Placement Environmental Science; or
- 222 (C) International Baccalaureate Environmental Systems;
- 223 (ii) Biological Science (1.0 units of credit);
- 224 (A) Biology;
- 225 (B) Human Biology;
- 226 (C) Biology: Agricultural Science & Technology;
- 227 (D) Advanced Placement Biology;
- 228 (E) International Baccalaureate Biology; or
- 229 (F) Biology with Lab Concurrent Enrollment;
- 230 (iii) Chemistry (1.0 units of credit);
- 231 (A) Chemistry;
- 232 (B) Advanced Placement Chemistry;
- 233 (C) International Baccalaureate Chemistry; or
- 234 (D) Chemistry with Lab Concurrent Enrollment;
- 235 (iv) Physics (1.0 units of credit);~~[-or]~~
- 236 (A) Physics;
- 237 (B) Physics with Technology;
- 238 (C) Advanced Placement Physics (1, 2, C: Electricity and Magnetism, or C:
- 239 Mechanics);
- 240 (D) International Baccalaureate Physics; or
- 241 (E) Physics with Lab Concurrent Enrollment; or
- 242 (v) ~~[one of the following]~~Computer Science~~[courses]~~ (~~[-5 or]~~1.0 units of
- 243 credit):
- 244 (A) Advanced Placement Computer Science;
- 245 (B) Computer Science Principles; or
- 246 (C) Computer Programming II; and
- 247 (b) one additional unit of credit from:
- 248 (i) the foundation courses described in Subsection(10)(a); or
- 249 (ii) the applied or advanced science list;
- 250 (A) determined by the LEA board; and
- 251 (B) approved by the Board using the following criteria and consistent with the

252 student's SEOP/Plan for College and Career Readiness:  
253 ([A]I) courses are within the field/discipline of science with a significant portion  
254 of instruction aligned to science content, principles, knowledge, and skills;  
255 ([B]II) courses provide instruction that leads to student understanding of the  
256 nature and disposition of science;  
257 ([C]III) courses apply the fundamental concepts and skills of science;  
258 ([D]IV) courses provide developmentally appropriate content;  
259 ([E]V) courses include the areas of physical, natural, or applied sciences; and  
260 ([F]VI) courses develop students' skills in scientific inquiry.  
261 (11) Social Studies (3.0 units of credit) shall be met minimally through  
262 successful completion of:  
263 (a) 2.5 units of credit from the following courses:  
264 (i) Geography for Life (0.5 units of credit);  
265 (ii) World Civilizations (0.5 units of credit);  
266 (iii) U.S. History (1.0 units of credit); and  
267 (iv) U.S. Government and Citizenship (0.5 units of credit);  
268 (b) Social Studies (0.5 units of credit per LEA discretion); and  
269 (c) a basic civics test or alternate assessment described in R277-700-8.  
270 (12) The Arts (1.5 units of credit from any of the following performance  
271 areas):  
272 (a) Visual Arts;  
273 (b) Music;  
274 (c) Dance; or  
275 (d) Theatre.  
276 (13) Physical and Health Education (2.0 units of credit from any of the  
277 following):  
278 (a) Health (0.5 units of credit);  
279 (b) Participation Skills (0.5 units of credit);  
280 (c) Fitness for Life (0.5 units of credit);  
281 (d) Individualized Lifetime Activities (0.5 units of credit); or  
282 (e) team sport/athletic participation (maximum of 0.5 units of credit with school  
283 approval).

284 (14) Career and Technical Education (1.0 units of credit from any of the  
285 following):

- 286 (a) Agriculture;
- 287 (b) Business;
- 288 (c) Family and Consumer Sciences;
- 289 (d) Health Science and Technology;
- 290 (e) Information Technology;
- 291 (f) Marketing;
- 292 (g) Technology and Engineering Education; or
- 293 (h) Trade and Technical Education.

294 (15) ~~Education Technology~~ Digital Studies (0.5 units of credit from one of  
295 the following):

- 296 (a) Digital Literacy (0.5 units of credit from a Board-approved list of courses);
- 297 or
- 298 (b) successful completion of a Board-approved competency examination
- 299 (credit may be awarded at the discretion of the LEA).

300 (16) Library Media Skills (integrated into the subject areas).

301 (17) General Financial Literacy (0.5 units of credit).

302 (18) Electives (5.5 units of credit).

303 (19) An LEA shall use Board-approved summative adaptive assessments to  
304 assess student mastery of the following subjects:

- 305 (a) reading;
- 306 (b) language arts through grade 11;
- 307 (c) mathematics as defined in Subsection (5); and
- 308 (d) science as defined in Subsection (10).

309 (20) An LEA board may require a student to earn credits for graduation that  
310 exceed the minimum Board requirements described in this rule.

311 (21) An LEA board may establish and offer additional elective course offerings  
312 at the discretion of the LEA board.

313 (22)(a) An LEA may modify a student's graduation requirements to meet the  
314 unique educational needs of a student if:

- 315 (i) the student has a disability; and

316 (ii) the modifications to the student's graduation requirements are made  
317 through the student's individual IEP.

318 (b) An LEA shall document the nature and extent of a modification,  
319 substitution, or exemption made to a student's graduation requirements described  
320 in Subsection (22)(a) in the student's IEP.

321 (23) The Board and Superintendent may review an LEA board's list of  
322 approved courses for compliance with this rule.

323 (24) An LEA may modify graduation requirements for an individual student to  
324 achieve an appropriate route to student success if the modification:

325 (a) is consistent with:

326 (i) the student's IEP; or

327 (ii) SEOP/Plan for College and Career Readiness;

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

329 (c) includes the parent's signature; and

330 (d) maintains the integrity and rigor expected for high school graduation, as  
331 determined by the Board.

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

333 (1) An LEA shall ensure students master the Core Standards at all levels.

334 (2) An LEA shall provide remediation for secondary students who do not  
335 achieve mastery under Section 53A-13-104.

336 (3) An LEA shall provide remedial assistance to students who are found to be  
337 deficient in basic skills through a statewide assessment in accordance with the  
338 provisions of Subsection 53A-1-606(1).

339 (4) If a parent objects to a portion of a course or to a course in its entirety  
340 under provisions of Section 53A-13-101.2 and R277-105, the parent shall be  
341 responsible for the student's mastery of Core Standards to the satisfaction of the  
342 school prior to the student's promotion to the next course or grade level.

343 (5)(a) A student with a disability served by a special education program is  
344 required to demonstrate mastery of the Core Standards.

345 (b) If a student's disability precludes the student from successfully mastering  
346 the Core Standards, the student's IEP team, on a case-by-case basis, may provide

347 the student an accommodation for, or modify the mastery demonstration to  
348 accommodate, the student's disability.

349 (6) A student may demonstrate competency to satisfy course requirements  
350 consistent with R277-705-3.

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

353 **R277-700-8. Civics Education Initiative.**

354 (1) For purposes of this section:

355 (a) "Student" means:

356 (i) a public school student who graduates on or after January 1, 2016; or

357 (ii) a student enrolled in an adult education program who receives an adult  
358 education secondary diploma on or after January 1, 2016.

359 (b) "Basic civics test" means the same as that term is defined in Section  
360 53A-13-109.5.

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

362 (a) administer a basic civics test in accordance with the requirements of  
363 Section 53A-13-109.5; and

364 (b) require a student to pass the basic civics test as a condition of receiving:

365 (i) a high school diploma; or

366 (ii) an adult education secondary diploma.

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

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

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

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

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

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

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

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

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

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

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

384 (1) For purposes of this section, “senior student with a special circumstance”  
385 means a student who:

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

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

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

392 (a) receive one of the following:

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

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

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

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

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

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

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

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

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

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

415 (a) the student has a disability; and

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

418 (5)(a) Beginning with the 2016-17 cohort, an LEA shall report annually to the  
419 LEA's governing board the number of students within the LEA who:

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

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

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

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

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

428 **KEY: standards; graduation requirements**

429 **Date of Enactment or Last Substantive Amendment: ~~August 26, 2015~~2016**

430 **Notice of Continuation: July 1, 2015**

431 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-402(1)(b);**

432 **53A-1-402.6; 53A-1-401~~[(3)]~~**