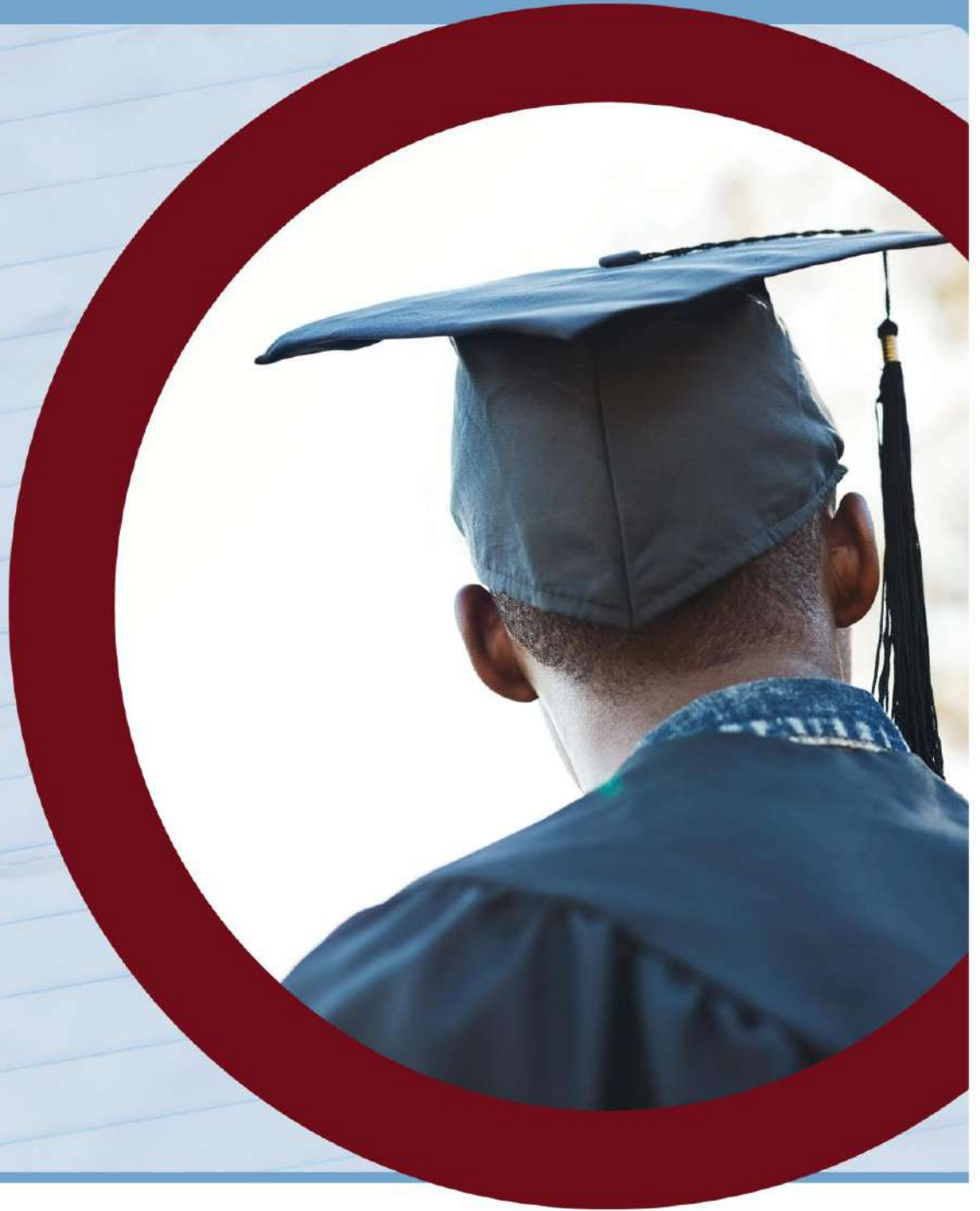


Ohio's Graduation Requirements

Long-term Requirements 2023 and Beyond



February 2020

Introduction

State law introduced new, long-term graduation requirements for Ohio students. Students in the classes 2018-2022 have the option to meet the new requirements or the requirements of the original three pathways to graduation, while students in the classes of 2023 and beyond must meet the new requirements.

Guided by [Each Child, Our Future](#), Ohio's strategic plan for education, Ohio is on a mission to ensure high school inspires students to identify paths to future success, and students have multiple ways to demonstrate the knowledge, skills and dispositions necessary for high school graduation and beyond. Whether a graduate chooses to enter the workforce, pursue a postsecondary education, enlist in the military or engage in a meaningful self-sustaining vocation, Ohio's high school graduates will be challenged, prepared and empowered for their lives after high school.

Starting in 2016, the education community collectively called for a broader set of options that go beyond traditional state tests and enable students to show readiness for their next steps after high school — whatever those next steps might be. To that end, Ohio law provides new graduation requirements that offer students the opportunity to demonstrate competency and readiness as they pursue their chosen next steps after high school.

As always, students will **complete their required courses** and **take the required state tests**. Students will now **demonstrate competency** in the foundational areas of English language arts and mathematics or through alternative options, including College Credit Plus, career-focused activities or military enlistment. Students also will **demonstrate readiness** for their post-high school paths by earning two diploma seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, social and emotional competencies, and leadership and reasoning skills. These important sets of knowledge, skills and dispositions are necessary for high school graduates to be successful in the workplace, college, the military or other self-sustaining professions.

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Ohio's Assessment and Graduation Requirements for the Classes of 2021 and Beyond

This guidance document provides a preliminary outline of the changes to testing and graduation requirements for the classes of 2021 and beyond. Updates will be made to this document as more information becomes available and additional guidance is finalized. Please note the version date at the bottom of the document.

State law introduced new, long-term graduation requirements for the classes of 2021 and beyond. Students in the classes of 2021 and 2022 have the option to meet the new requirements, as outlined in this guidance document, or the requirements of the [original three pathways](#) to graduation. Students in the classes of 2023 and beyond must meet the [new requirements outlined in this document](#), which provides an overview of the changes to Ohio's state testing system and high school graduation requirements.

Introduction

[Each Child, Our Future](#), Ohio's strategic plan for education, calls for a student-centered system that addresses the needs of an increasingly diverse student population and prepares students for a rapidly changing workplace. Specifically, the plan seeks to ensure high school inspires students to identify paths to future success and recognizes students demonstrate a variety of skills and knowledge in different ways. These important sets of knowledge, skills and dispositions are necessary for high school graduates to be successful in the workplace, college, the military or other self-sustaining professions.

To that end, Ohio law provides new graduation requirements that offer students opportunities to demonstrate competency and readiness as they pursue their chosen next steps after high school. Students will demonstrate academic and technical competency in the foundational areas of English language arts and mathematics, as well as readiness for their next steps by earning a series of state diploma seals. These seals allow students to demonstrate well-rounded academic, technical and professional knowledge and skills, as well as develop the social and emotional competencies and leadership and reasoning skills that are necessary for post-high school success.

Changes to Ohio's State Testing Requirements

[Ohio Revised Code section 3301.0712](#)

Ohio law recently changed the state testing requirements for students in the classes of 2023 and beyond. State tests are an essential component for measuring student learning and ensuring every Ohio student receives a high-quality education. As a foundational component of Ohio's graduation requirements, Ohio's State Tests give students the opportunity to show what they know and are able to do and help ensure every student who graduates from an Ohio high school is prepared for success.

STATE TESTING REQUIREMENTS – CLASSES OF 2021 AND 2022

For students who entered grade 9 on or after July 1, 2014, but prior to July 1, 2019, state laws require districts to administer seven end-of-course tests to all students at the completion of the associated course. The seven end-of-course tests are algebra I (or integrated math I), geometry (or integrated math II), English language arts I, English language arts II, biology, American government and American history.

Additionally, districts and schools are required to administer the state-funded ACT or SAT to all juniors (see exceptions on the [Department's website](#)) during the spring of the junior year.

STATE TESTING REQUIREMENTS – CLASSES OF 2023 AND BEYOND

For students who enter grade 9 on or after July 1, 2019, state testing laws require districts to administer end-of-course tests to all students at the completion of the associated course. The required end-of-course tests include **algebra I, geometry,* English language arts II, biology, American government and American history.**

Districts may adopt local policies that require participation on state tests prior to students being promoted to the next grade level. ([Ohio Revised Code section 3301.0711\(E\)](#))

Additionally, districts and schools are required to administer the state-funded ACT or SAT to all juniors (see exceptions on the [Department's website](#)) during the spring of the junior year.

**Recent changes to state law direct the Ohio Department of Education to work with the U.S. Department of Education to ensure compliance with federal testing requirements for high school mathematics. While these discussions are ongoing, it is possible the geometry end-of-course test may be removed from the state assessment system in the future. However, at this time, districts and schools should plan to administer the geometry end-of-course assessment to any student who is enrolled in a geometry course for the first time and who has not taken the test already. The Department will communicate any changes once a final determination is made in consultation with the U.S. Department of Education.*

English language arts I:

For students in the classes of 2023 and beyond, English language arts I is not a required test. Additional information regarding the implications of the elimination of the English language arts I test can be found on the [Department's website](#).

Integrated mathematics:

Districts and schools may continue to administer the integrated mathematics I test to students, and the scores will count for graduation purposes. However, following discussions with the U.S. Department of Education, districts utilizing an integrated approach to mathematics also may be required to administer the algebra I test to satisfy federal testing requirements for mathematics. The Department will communicate updates once a final determination is made.

Graduation Planning

[Ohio Revised Code Section 3313.617](#)

Districts and schools should work with students and their caregivers to develop plans showing the options the students will pursue as a part of their high school experiences and pathways to graduation. These choices will empower students to select the courses and experiences that are right for them.

In accordance with [Ohio law](#), each student, beginning in grade 9 and continuing through high school graduation, is required to develop and maintain a graduation plan.

The graduation plan:

- a. Must be developed by the student and a representative of the district or school and updated each school year in which the student is enrolled in the district or school until the student qualifies for the high school diploma. The district or school must invite the student's parent, guardian or custodian to assist in the development and updating of the graduation plan.
- b. Must address the student's academic pathway to meet the curriculum requirements specified by the district or school and satisfy graduation conditions.
- c. Documents the student's progress and/or deficiency in meeting the terms of a graduation plan.
- d. Must be used as both a criterion and procedure for identifying at-risk students in the district or school's policy on identifying students at risk of not qualifying for a high school diploma (outlined below).
- e. Supplements and enhances a [school district's policy on Career Advising](#).

- f. May be a student's individualized education program (IEP) in lieu of a separate graduation plan under the above criteria, if the individualized education program contains academic goals substantively similar to a graduation plan.

Policy on Identifying Students At Risk of Not Qualifying for a High School Diploma

In accordance with [Ohio law](#), each school board and governing authority must adopt a policy regarding students who are at risk of not qualifying for a high school diploma no later than June 30, 2020. Policies must require a district or school to:

1. Develop a **graduation plan** for each student enrolled in grades 9 through 12 in the district or school.
2. Develop **criteria** for identifying at-risk students.
3. Develop **procedures** to identify students who are at risk of not qualifying for a high school diploma starting in grade 9 and proceeding each year through grade 12.
 - a. Procedures must include a method for determining if a student is not making adequate progress in meeting the terms of his or her graduation plan.
4. Develop a **notification process** in which the district or school will notify an at-risk student's parent, guardian or caregiver in each year the student has been identified.
 - a. The notification process must include written notification that includes the following criteria:
 - A statement that the student is at risk of not qualifying for a high school diploma;
 - A description of the district's or school's curriculum requirements or the student's individualized education program and, as appropriate, the student's graduation pathway options;
 - A description of any additional instructional or support services available to the at-risk student through the district or school.
5. Assist at-risk students with **additional instructional or support services** to help students in meeting graduation requirements and plan for those supports within their required [Student Success Plans](#). Instructional and support services may include, but are not limited to, the following:
 - a. Mentoring programs (consider using the [OhioMeansJobs-Readiness Seal](#) as a framework);
 - b. Tutoring programs;
 - c. High school credit through demonstrations of subject area competency (for example, [credit flexibility](#));
 - d. Adjusted curriculum options;
 - e. Career-technical programs;
 - f. Mental health services;
 - g. Physical health care services;
 - h. Family engagement and support services.

For more information, and to stay up to date with added resources, [visit the Department's webpage](#) on graduation planning.

General Graduation Requirements – Overview

[Ohio Revised Code section 3313.618](#)

Ohio law provides new graduation requirements for students in the classes of 2021 and beyond. Students in the classes of 2021 and 2022 may meet the new requirements or one of [the original three pathways](#) that were in place when they entered grade 9. Students in the classes of 2023 and beyond (those who entered grade 9 on or after July 1, 2019) must meet the new requirements.

Ohio's new graduation requirements consist of three key components:

1. Course Completion

Students will satisfy Ohio's curriculum requirements and any additional local requirements. Students will complete the state minimum 20 units, with specific units required in each content area.

2. Competency Demonstration

Students will demonstrate competency in the foundational areas of English language arts and mathematics or through alternative demonstrations, which include College Credit Plus, career-focused activities or military enlistment.

3. Readiness Demonstration

Students will demonstrate readiness for their post-high school paths by earning two seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, social and emotional competencies, and leadership and reasoning skills.

This guidance document outlines each of the components of Ohio's graduation requirements.

Course Completion

[Ohio Revised Code section 3313.603](#)

Ohio law outlines the course requirements all students must complete to earn a diploma. Ohio students must earn a minimum of 20 units in specified subject areas. Districts and schools may have requirements that exceed the state minimums outlined below.

General Course Requirements	State Minimum
English language arts	4 units
Health	½ unit
Mathematics	4 units
Physical education	½ unit
Science	3 units
Social studies	3 units
Electives	5 units
Students must receive instruction in economics and financial literacy (in high school) and complete at least two semesters of fine arts* (during grades 7-12).	
<i>*Fine arts may not be required for students in career-tech programs unless it is a component of local course requirements.</i>	

ADDITIONAL COURSE CRITERIA BY CONTENT AREA

Mathematics

Students must earn four mathematics units, which must include one unit of algebra II or the equivalent of algebra II. Exceptions: Algebra II or advanced computer science are not required for students [following career-technical education pathways](#). However, students still must have four units in mathematics. A student may choose to apply one unit of advanced computer science to satisfy one unit of algebra II/math III or equivalent. Districts also may use credit in a computer science course approved by the Department to satisfy a student's mathematics credit. See the Department's [Computer Science Guidance Document](#) for more information.

Notes:

[Curriculum Choice](#) expired with the class of 2019 and no longer is an option for students.

Postsecondary institutions may require algebra II or its equivalent for college admission.

Physical Education

School districts may adopt policies that would exempt students who participate in interscholastic athletics, marching band or cheerleading for two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years from the physical education requirement. Starting with the 2019-2020 school year, districts may include show choir as a permissible activity as part of the physical education waiver policy. Students satisfying the physical education waiver must take another course of study of at least 60 hours of instruction (1/2 unit).

Science

Science units must include one unit of physical sciences, one unit of life sciences and one unit of advanced study in one or more of the following sciences: chemistry, physics or other physical science; advanced biology or other life science; astronomy, physical geology or other earth or space science. A student can choose to apply one credit in advanced computer science to satisfy one unit of advanced science (excluding biology or life sciences). See the Department's [Computer Science Guidance Document](#) for more information.

Social Studies

Students must include one-half unit of American history, one-half unit of American government, and one-half unit in world history and civilizations in the three required social studies units.

Electives

Elective units must include one or any combination of world language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education, or additional English language arts, mathematics, science or social studies courses not otherwise required.

Note: While not a state requirement for graduation, many four-year colleges and universities require a minimum of two years of sequential world language study at the secondary level as a college admissions requirement. This is the case for many in-state and out-of-state colleges and universities.

Financial Literacy

Ohio law requires students to receive instruction in financial literacy as part of the high school graduation requirements. However, it is up to local districts to determine how to best meet the needs of their students. For example, the financial literacy content may be incorporated into another course, or some districts may require students to take a standalone financial literacy course for a half credit that can meet either a graduation requirement for social studies or an elective.

Demonstrating Competency

[Ohio Revised Code section 3313.618\(B\)\(1\)](#)

Students must earn a "competency" score on the English II and algebra I end-of-course tests. Students not earning competency scores on the first attempt must be offered appropriate remediation and supports and retake the test at least once. In lieu of attaining competency scores on the state tests, students can use alternative ways to demonstrate competency.

Competency Score

[Ohio Revised Code section 3301.0712\(B\)\(10\)](#)

Ohio law directed the Department of Education, in collaboration with the Ohio Department of Higher Education and the Office of Workforce Transformation, to establish a competency score on the English language arts II and algebra I end-of-course tests. The Ohio Department of Education, after gathering feedback from education stakeholders and business communities of Ohio, determined that "competency" would be set at a score of 684 for both the English language arts II and algebra I tests.

QUESTIONS AND ANSWERS

What are the competency scores for the two tests?

- For the Algebra I test, the competency score is 684.
- For the English language arts II test, the competency score is 684.

Which students may use the competency scores for graduation purposes?

Students entering ninth grade on or after July 1, 2019, may use the competency scores as part of meeting their graduation requirements. Detailed information on these graduation requirements for the Classes of 2023 and beyond can be found [here](#).

In addition, students who entered ninth grade between July 1, 2014, and June 30, 2019, may use the competency scores if they choose to meet the same graduation requirements as students in the Classes of 2023 and beyond.

For a student to meet the competency graduation requirement for the Classes of 2023 and beyond, does he or she need to attain a competency score on both the Algebra I and English language arts II tests?

Yes, for a student to meet the competency graduation requirements for the Classes of 2023 and beyond, he or she must meet competency on both tests in accordance with [ORC 3313.618\(B\)\(1\)](#). A student who is unable to attain a competency score after two attempts may demonstrate competency by completing foundational and supporting options available under ORC [3313.618\(B\)\(1\)\(b\)](#).

May students use previous scores to meet the competency scores requirement? For example, if a student took the Algebra I test in spring 2019 and did not meet the proficient level, but the score meets the competency score, can that competency score be used for graduation?

Yes, students may use scores from tests previously taken to meet the competency scores under the new graduation requirements.

If a student takes the Algebra I or English language arts II test in middle school and earns a competency score, does the student need to retake the test in high school?

No, state law [[ORC 3301.0711\(B\)\(11\)\(c\)](#)] specifies that students who take the Algebra I or English language arts II test in middle school and earn the designated competency score cannot be required to retake the test in high school to meet graduation requirements.

If a student in middle school earns a competency score on the Algebra I or English language arts II test, does that competency score count toward graduation?

Yes, a competency score earned by a middle school student can be used to meet that particular graduation requirement.

Is a student required to retake a test if he or she does not meet the competency score on either test?

If a student does not meet the competency score on the Algebra I and/or English language arts II test, he or she must retake the test at least once before pursuing other competency options for graduation purposes. [[ORC 3313.618\(B\)\(1\)](#)]

Are schools required to provide remediation to students who fail to attain competency scores?

Yes, state law [[ORC 3313.618\(B\)\(1\)](#)] requires districts to offer remedial support to any student who fails to attain competency scores on one or both of the tests. These remedial supports are locally defined.

Numerous assessment and instructional resources are available on the [Department's website](#) including the following:

- [Practice tests and released items](#);
- [Understanding Ohio's State Tests Score Reports](#) including information on the Item Level Report and Individual Student Reports;
- Performance-level descriptors ([PLDs](#)) showing the link between performance standards and [Ohio's Learning Standards](#);
- Instructional resources and strategies in the [model curriculum for English language arts II](#) and the [model curriculum for Algebra](#);
- [Resources: High School Tested Courses](#);
- [Resources for Mathematics](#); and
- [Resources for English language arts](#).

How were competency scores determined?

State law [[ORC 3301.0712\(B\)\(10\)](#)] required the Ohio Department of Education, in consultation with the Ohio Department of Higher Education and the Governor's Office of Workforce Transformation, to set competency scores for the Algebra I and English language arts II tests. The Department researched jobs that require only a high school diploma and talked to hiring managers to determine the levels of mathematics and English skills that hires need to be successful.

What is the difference between the competency score and proficiency score?

A score of proficient (700) or higher on Ohio's State Tests indicates the student has met the state standards for that subject and/or grade level. Although the Department was not required by statute to define competency, which is not a formally defined performance level, generally a score of competent means the student has a sufficient understanding of the subject such that he or she can perform or learn most of the required subject skills in a job that generally requires only a high school diploma.

Why were competency scores set in the middle of school year 2019-2020?

State law [[ORC 3301.0712\(B\)\(10\)](#)] requires the new competency scores for the Algebra I and English language arts II tests to be determined by March 1, 2020. This law did not become effective until mid-October 2019.

If a district offers Integrated Math I instead of Algebra I, is the competency score the same on the Integrated Math I test?

[ORC 3301.0712\(B\)\(7\)\(c\)](#) authorizes the Integrated Math I test in lieu of the Algebra I end-of-course test for graduation purposes. The competency score for the Integrated Math I test is the same at 684.

Are there competency scores for the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)?

No, state law [[ORC 3301.0712\(B\)\(10\)](#)] requires competency scores for the Algebra I and English language arts II end-of-course tests.

Will the Online Reporting System (ORS) or downloadable datafile include the designation of performance level of competent? Will there be a separate report showing students who have met competency?

The timing of determining the competency scores precludes inclusion of the achievement of competency scores in the ORS and/or other reporting at this point. The Department is investigating potential ways of reporting these scores in the future.

Will competency scores be used for accountability on the Ohio School Report Cards?

No, the competency scores are used for graduation requirements only. The Ohio School Report Cards and Ohio's accountability system use the five previously established performance levels in achievement calculations on the report card (Performance Index, Indicators Met). For more information on those calculations, [visit the Report Card Resources webpage](#).

The graduation rate on the Ohio School Report Cards is calculated using those students who meet graduation requirements — taking into account the applicable graduation requirements for each cohort of students.

Competency Alternatives

Ohio law established three alternatives to demonstrating competency on state tests. Prior to being eligible to demonstrate competency in alternative ways, students first must retake the test and receive remedial supports. The three alternative ways to demonstrate competency for the subject area not passed are as follows:

- 1. College Credit Plus** – Earn college credit in a non-remedial math or English course (for the subject area not passed) to demonstrate competency.
- 2. Career Experience and Technical Skill** – Complete two demonstrations to show competency, at least one of which must be a foundational option.

Foundational:

- a. Earn a score of proficient or higher on three or more WebXams in a single career pathway;
- b. Earn a 12-point approved industry-recognized credential or group of credentials totaling 12 points in a single career field;
- c. Complete a pre-apprenticeship in the student's chosen career field or, for students ages 18 and older, show evidence of acceptance into an apprenticeship program after high school.

Supporting:

- a. Complete a 250-hour work-based learning experience with evidence of positive evaluations;
- b. Earn the workforce readiness score on WorkKeys; or
- c. Earn the OhioMeansJobs-Readiness Seal.

- 3. Military Readiness** – Competency can be achieved by meeting the requirements to enlist in the military, which can be demonstrated by a contract with the military to enlist upon graduation (see the Military Enlistment Seal guidelines in this document for more information about enlistment).

More detailed information regarding the competency alternatives is forthcoming.

Note: For any students receiving special education and related services under Ohio Revised Code Chapter 3323, the individualized education program specifies the manner in which the student will participate in the assessments for the purpose of demonstrating competency. More information is forthcoming.

Demonstrating Readiness

[Ohio Revised Code sections 3313.618 and 3313.6114](#)

In addition to fulfilling curriculum requirements and meeting the competency requirements listed above, students also must show they are prepared for their next steps after high school.

State law created 12 diploma seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions. Each seal allows students to demonstrate knowledge and skills essential for future success in their chosen post-high school paths.

Students will demonstrate readiness **by earning at least two diploma seals, one of which must be state defined**. Seals help students develop an array of critical skills that are valuable to them as they transition to the next steps after high school.

Schools should consider encouraging students to pursue seals that meet their individual interests and skills. [Graduation planning](#) will be an important step in supporting students in earning their seals.

State-Defined Diploma Seal	Requirements
Military Enlistment Seal	Provide evidence that a student has enlisted in a branch of the U.S. Armed Forces; or Participate in an approved JROTC program.
Technology Seal	A student can: 1. Earn a score that is at least equivalent to proficient on an appropriate Advanced Placement or International Baccalaureate exam; 2. Earn a final course grade that is equivalent to a “B” or higher in an appropriate class taken through the College Credit Plus program; or 3. Complete a course offered through the district or school that meets guidelines developed by the Department. (A district or school is not required to offer a course that meets those guidelines.)
Industry-Recognized Credential Seal	Earn a 12-point approved industry-recognized credential or group of credentials totaling 12 points in a single career field.
Citizenship Seal	A student can: 1. Earn a score of proficient or higher on both the American history and American government end-of-course exams; 2. Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Baccalaureate exams; or 3. Earn a final course grade that is equivalent to a “B” or higher in appropriate classes taken through the College Credit Plus program.

State-Defined Diploma Seal	Requirements
OhioMeansJobs-Readiness Seal	Meet the requirements and criteria established for the readiness seal, including demonstration of work-readiness and professional competencies.
State Seal of Biliteracy	Meet the requirements and criteria, including proficiency requirements on assessments in a world language and English.
College-Ready Seal	Earn remediation-free scores on the ACT or SAT. Visit the Department's website to see current remediation-free scores .
Science Seal	A student can: 1. Earn a score of proficient or higher on the biology end-of-course exam; 2. Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Baccalaureate exams; or 3. Earn a final course grade that is equivalent to a "B" or higher in an appropriate class taken through the College Credit Plus program.
Honors Diploma Seal	Earn one of six Honors Diplomas outlined below: 1. Academic Honors Diploma; 2. International Baccalaureate Honors Diploma; 3. Career-Tech Honors Diploma; 4. STEM Honors Diploma; 5. Arts Honors Diploma; 6. Social Science and Civic Engagement Honors Diploma.
Locally Defined Diploma Seals**	Requirements
Community Service Seal (locally defined)	Complete a community service project aligned with the guidelines adopted by the school district's local board of education or school governing authority.
Student Engagement Seal (locally defined)	Participate in extracurricular activities such as athletics, clubs or student government to a meaningful extent, as determined by guidelines adopted by the school district's local board of education or school governing authority.
Fine and Performing Arts Seal (locally defined)	Demonstrate skill in the fine or performing arts according to an evaluation aligned with guidelines adopted by the school district's local board of education or school governing authority.

****State law requires districts and schools to develop guidelines for at least one of the locally defined diploma seals.**

Each district or school shall maintain appropriate records to identify students who have met the requirements prescribed under division (C) of [Ohio Revised Code section 3313.6114](#) for earning the state seals established under that division.

Districts and schools must attach or affix the diploma seals earned to the student's diploma and transcript. Ohio law prohibits districts and schools from charging fees for the assignment of state diploma seals.

The following pages provide more details related to the criteria for each state-defined diploma seal, including frequently asked questions and answers. To assist districts and schools in their adoption of guidelines, the Department also has provided suggested guidelines and options for the locally defined diploma seals.

Ohio's Military Enlistment Seal

Guidelines for Districts and Schools

OVERVIEW

Each Child, Our Future, Ohio's strategic plan for education, calls for a student-centered system that addresses the needs of an increasingly diverse student population and prepares students for a rapidly changing workplace. Specifically, Ohio's recognizes military service as a meaningful post-high school pathway for students who wish to enlist.

State law created a system of 12 diploma seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions. Each seal allows students to demonstrate knowledge and skills essential for future success in their chosen post-high school paths.

All students must earn two seals to qualify for a high school diploma. A student will earn the *Military Enlistment Seal* when he or she provides evidence of enlistment in a branch of the U.S. armed forces. Students also may receive this seal if they participate in a Junior Reserve Officers' Training Corps (JROTC) program.

MILITARY ENLISTMENT SEAL – GENERAL REQUIREMENTS

[Ohio Revised Code section 3313.6114\(C\)\(3\)](#)

For students interested in a career pathway that includes serving in a branch of the armed forces, the Military Enlistment Seal is an option to satisfy components of Ohio's graduation requirements. To earn Ohio's Military Enlistment Seal, students must complete one of the following:

1. Show evidence of enlistment in a branch of the armed services; or
2. Participate in a JROTC program.

The following sections outline the criteria for satisfying the requirements listed above.

EVIDENCE OF ENLISTMENT

For students who wish to earn the Military Enlistment Seal, Ohio law requires students show evidence of enlistment in a branch of the armed forces to satisfy the enlistment criteria. All branches of service offer a Delayed Entry program, which allows current high school students to enlist and begin training after graduation.

To show evidence of enlistment, a student will:

- Provide to the district or school a signed copy of the Department of Defense Form Enlistment/Reenlistment (DD Form 4) enlistment contract.

After taking and achieving the required score on the ASVAB and completing the oath of enlistment into the Delayed Training Program, each recruit signs and is provided a copy of his or her Department Defense Form Enlistment/Reenlistment (DD Form 4) enlistment contract. This is same for all branch of services. Students must submit this documentation to demonstrate evidence of enlistment.*

**The Department recommends schools establish a deadline for completion of the enlistment process. It is recommended the student take the oath of enlistment and complete the enlistment process no later than April 30 of the senior (graduating) year. This date can be modified based on local policies, requirements or deadlines for participation in graduation-related activities. Additional information regarding the enlistment process is provided below.*

JROTC PARTICIPATION

Students also may earn the Military Enlistment Seal through participation in a JROTC program. Students participating in a JROTC program at least two school years (or the equivalent) will satisfy the requirements to earn the Military Enlistment Seal.

QUESTIONS AND ANSWERS

What is the process for enlistment? When should schools start having conversations with students about military options and when does the student need to begin the process to qualify? Does this look the same for each branch of the armed forces?

The process for enlistment can vary by branch of service and greatly from person to person. Factors such as medical history, moral history, dependent status and education status can lengthen the process considerably or disqualify a student from completing the enlistment process.

The summer prior to their senior year is the best time to start processing. The longer students wait, job availability can dwindle. Job selection identifies what the applicant is qualified to do and the positions that are available. The average time to process an applicant given typical medical, moral or ASVAB (or AFQT if applicable) qualifications is no fewer than 14-21 days. Additionally, seasonality can have a significant impact on the length of the enlistment process.

Discussions concerning military service are advisable no later than the sophomore year of high school.**

The outline of the process below shows an example of the steps that Army applicants must complete:

- a. Interview with recruiting service;
- b. Complete application and qualification requirements;
- c. Complete testing; ASVAB and physical;
- d. Enlist into Delayed Entry Program;
- e. Ship to training upon completion of all high school requirements and graduation.

More information about the enlistment process for each branch can be found in the resources below.

***In Ohio, students with disabilities ages 14 or younger, if appropriate, formally enter into the [secondary transition planning process](#). A truly successful transition process is the result of comprehensive planning that is driven by the student's preferences, interests, needs and strengths. This comprehensive planning should be considered early for students interested in the military in order to fully understand and prepare to meet the enlistment qualifications and requirements and future outcomes in competitive, integrated employment, education and independent living.*

What are the requirements for enlistment? Are these requirements the same for each branch of the armed forces?

Each branch of service operates under the Department of Defense, which governs enlistment requirements for all branches, and internal regulations specific to each branch. The information below includes links the specific enlistment requirements for each branch of the armed forces and relevant information for early enlistment for high school students.

[Air Force Enlistment Requirements](#)

[Army Enlistment Requirements](#)

[Coast Guard Enlistment Requirements](#)

[Marine Corps Enlistment Requirements](#)

[Navy Enlistment Requirements](#)

What is the ASVAB test and how can students take the test?

The Armed Services Vocational Aptitude Battery (ASVAB) is a heavily researched and well-respected aptitude test developed by the Department of Defense. It measures a young adult's strengths and potential for success in military training. There are two versions of the test:

- The enlistment version of the ASVAB is given at a [Military Entrance Processing Station \(MEPS\)](#) and is used for recruiting purposes only. To take the ASVAB at a Military Entrance Processing Station for enlistment purposes, an individual will need to speak with a recruiter and schedule a time to take the test. ASVAB testing at a Military Entrance Processing Station is a self-paced test on a computer, and it may be retaken after a one-month waiting period. Those who do not live near a Military Entrance Processing Station may take the test at a satellite location called a Military Entrance Test site.
- The student testing program, also known as the [ASVAB Career Exploration Program](#), is used for career exploration and given in high schools and community colleges, job corps centers and correctional facilities. The ASVAB Career Exploration Program is a complete career planning program. Students are given the opportunity to take the ASVAB at no cost and with no commitment to military service. The ASVAB Career Exploration Program also provides an interest assessment and planning tools to help young adults explore career field entry requirements and various career paths, both military and civilian.

High school students in grades 10, 11 and 12 and those enrolled at postsecondary institutions can participate in the ASVAB Career Exploration Program. Students in 11th grade and beyond receive valid scores for enlistment. The ASVAB may be given in paper and pencil or computer adaptive forms. [ASVAB Career Exploration Program test results](#) are sent to schools, so participants can explore career options with counselors. The scores report how the student performed on each subtest area and how their scores compare with others who took the test.

What does the ASVAB test include and how is it scored?

Students must take each of [10 subtests](#) of the [ASVAB test](#).

- The scores on four of the subtests make up the [Armed Forces Qualification Test \(AFQT\)](#) score. This score determines which branches students may join. Each branch has its own required score for joining.
- The scores on all 10 subtests determine the best jobs for which students are qualified.

The ASVAB subtests are designed to measure aptitudes in four domains: Verbal, Math, Science and Technical, and Spatial. The table below describes the content of the ASVAB subtests. The subtests are presented in the order in which they are administered.

Subtest	Description	Domain
General Science (GS)	Knowledge of physical and biological sciences	Science/ Technical
Arithmetic Reasoning (AR)	Ability to solve arithmetic word problems	Math
Word Knowledge (WK)	Ability to select the correct meaning of words presented in context and to identify best synonym for a given word	Verbal
Paragraph Comprehension (PC)	Ability to obtain information from written passages	Verbal
Math Knowledge (MK)	Knowledge of high school mathematics principles	Math
Electronics Information (EI)	Knowledge of electricity and electronics	Science/ Technical
*Auto Information (AI)	Knowledge of automobile technology	Science/ Technical
*Shop Information (SI)	Knowledge of tools and shop terminology and practices	Science/ Technical
Mechanical Comprehension (MC)	Knowledge of mechanical and physical principles	Science/ Technical
Assembling Objects (AO)	Ability to determine how an object will look when its parts are put together	Spatial

*The ASVAB is administered via both paper and pencil and computer formats in the Enlistment Testing Program. AI and SI are administered as separate subtests in the computer administration, but combined into one single score (labeled AS). AI and SI are combined into one single subtest (AS) in the paper and pencil administration. Scores on the combined subtest (AS) are reported for both the computer and paper and pencil administration.

Can students take the ASVAB assessments multiple times?

Yes. Students may attempt the ASVAB multiple times.

Are ASVAB and AFQT practice tests available?

Yes. Students can [prepare for the ASVAB](#) by reviewing and completing sample questions.

ADDITIONAL RESOURCES

Contact a recruiter or apply online:

Army

- [Active duty](#) and [Reserve](#): 1-888-550-ARMY (1-888-550-2769)
- [National Guard](#): 1-800-GO-GUARD (1-800-464-8273)

Air Force

- [Active Duty](#): 1-800-423-USAF (1-800-423-8723)
- [Reserve](#): 1-800-257-1212
- [National Guard](#): 1-800-TO-GO-ANG (1-800-864-6264)

Navy

- Active Duty and Reserve: 1-800-USA-NAVY (1-800-872-6289)

Marine Corps

- Active Duty and Reserve: 1-800-MARINES (1-800-627-4637)

Coast Guard

- Active Duty and Reserve

Ohio's Technology Seal

Guidelines for Districts and Schools

OVERVIEW

Each Child, Our Future, Ohio's strategic plan for education, calls for a student-centered system that addresses the needs of an increasingly diverse student population and prepares students for a rapidly changing economy. Specifically, the plan seeks to promote the importance of students acquiring essential knowledge and skills in a wide range of academic content areas, including the effective use and understanding of technology.

State law created a state system of 12 diploma seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions. Each seal allows students to demonstrate knowledge and skills essential for future success in their chosen post-high school paths.

Students must earn two seals to qualify for a high school diploma. Students who earn Ohio's Technology Seal will understand the global impact of technology and use it to design solutions and communicate ideas. Students will earn the Technology Seal by demonstrating knowledge and skills on Advanced Placement and International Baccalaureate courses and tests, through College Credit Plus coursework or by completing a qualifying technology course.

TECHNOLOGY SEAL – GENERAL REQUIREMENTS

[Ohio revised code section 3313.6114\(C\)\(7\)](#)

To earn Ohio's Technology Seal, students must satisfy at least one of the requirements below:

1. Earn a score equivalent to proficient on an appropriate Advanced Placement or International Baccalaureate test; or
2. Earn a "B" or higher in an appropriate College Credit Plus technology course; or
3. Complete a technology course that meets criteria established by the Ohio Department of Education (below).

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE

Students may satisfy the requirements of Ohio's Technology Seal by earning a score that is equivalent to proficient or higher on an appropriate Advanced Placement or International Baccalaureate test. This section outlines the qualifying Advanced Placement and International Baccalaureate tests to earn the Technology Seal.

Advanced Placement Courses and Tests

[Ohio Revised Code section 3301.0712\(B\)\(5\)\(d\)](#)

Students must earn a score of "2" or higher on one of the associated Advanced Placement tests. The qualifying courses include:

- Computer Science A; or
- Computer Science Principles.

Note: Please be aware that scores for Advanced Placement tests are returned after June 1 of each school year. Districts should consider the Advanced Placement test score return windows for students who would like to use Advanced Placement tests to earn diploma seals.

International Baccalaureate Courses and Tests

[Ohio Revised Code section 3301.0712\(B\)\(5\)\(d\)](#)

Students must earn a score of “3” or higher on ONE of the associated Standard-Level exams or a “2” or higher on ONE of the associated Higher-Level exams. The qualifying courses include:

- Computer Science;
- Design Technology; or
- Information Technology in a Global Society.

College Credit Plus

The Ohio Department of Higher Education, in coordination with the Department of Education, has developed the [High School Graduation Course Substitution Crosswalk](#), which provides guidelines outlining general criteria for determining appropriate courses that satisfy high school graduation requirements.

A student who earns a letter grade of “B” or higher in any three-credit hour College Credit Plus course that meets all the course guidelines below will satisfy the criteria needed to earn Ohio’s Technology Seal.

Districts should use professional discretion in identifying appropriate college-level technology courses. The courses should meet the following requirements:

- Have a technology focus that engages students in:
 - Applying technology tools and processes in real-world situations to effectively design solutions, solve problems and accomplish goals;
 - Critical analysis of the impact of technology development and use, including ethical, legal and global impacts.
- Address technology knowledge and skills critical to college and workforce readiness

Local Technology Course Guidelines

A technology course that qualifies students to earn Ohio’s Technology Seal must meet all the following guidelines:

- Address content that is at an advanced level (determined locally) and aligned to at least one of the following sets of Ohio high school standards:
 - Ohio’s Learning Standards for Technology;
 - Ohio’s Learning Standards for Computer Science; or
 - Ohio’s Career Field Technical Content Standards.
- Have a technology focus that engages students in the following:
 - Applying technology tools and processes in real-world situations to effectively design solutions, solve problems and accomplish goals; and
 - Critical analysis of the impact of technology development and use, including ethical, legal and global impacts.
- Address technology knowledge and skills critical to college and workforce readiness;
- Provide a full-year credit or the equivalent (for example, two individual semester courses or credit earned through credit flexibility);
- Demonstrate knowledge and skills developed during the course through a culminating product (for example, an electronic portfolio or design brief) that includes:
 - Documentation of a student’s learning process with evidence of progress made during the course;
 - A final course product of original student work;
 - Student reflections; and
 - Student self-evaluation and evaluation by the course instructor.

QUESTIONS AND ANSWERS

What is the purpose of Ohio’s Technology Seal and what is its value to students?

Ohio law created 12 seals for high school students to demonstrate knowledge and skills that align with their goals and interests and are important to their future success. The Technology Seal enables high school

students to document the technology skills and knowledge they have demonstrated that have value and relevance as they pursue their post-high school paths.

Whether students are planning to enter the workforce, apply to college or enlist in the military, Ohio's Technology Seal provides students a mechanism to demonstrate advanced technology skills and knowledge they have developed — knowledge and skills that align to their passions, interests and planned next steps after high school.

Are schools or districts required to offer technology courses students can use to earn the Technology Seal?

A district or school is not required to offer courses that meet the necessary guidelines established by the Department for a qualifying technology course. However, districts are encouraged to offer programming and support opportunities for students to earn diploma seals under the new requirements provided by state law.

Must the high school technology courses used to earn the Technology Seal be full-year courses?

High school courses used to earn the Technology Seal need to provide a full year of credit *or the equivalent*. For example, this guideline could apply to two separate technology courses that meet all other technology course guidelines and, together, provide a full year of credit. Similarly, credit flexibility coursework that is the equivalent of a full year of credit and meets all other course guidelines could be used to earn the Technology Seal.

Who is responsible for determining the high school technology courses that can be used to earn the Technology Seal?

Schools and districts determine locally which high school courses meet the guidelines for qualifying technology courses that can be used to earn the Technology Seal.

What kinds of courses qualify for the Technology Seal?

Districts and schools ultimately determine if a local technology course meets the guidelines established for the Technology Seal. Qualifying courses may be content area and career-technical education courses that meet the required course guidelines, including credit earned through credit flexibility. Factors that should be common across all these courses include engaging students in the following:

- Advanced-level content;
- Applying tools and processes in real-world experiences to design solutions;
- Solving problems and accomplishing goals; and
- Examining the impact of technology development and use on the world.

Some *examples* of coursework include:

1. A course that involves engineering design, where students use a design process to develop a solution to a community problem. Using processes and tools involved in technical sketching, 3D modeling and product testing, they develop a solution and then communicate the solution to community members. Students also consider the possible impact of their solution on the community, both intended and unintended.
2. A manufacturing course in a manufacturing career-technical pathway that engages students in the use of tools common to manufacturing and processes, such as fabrication or machining processes, to complete a project.
3. A computer graphics course where students create animations — focusing on story and character, developing scripts and storyboards, and using different animation techniques, including 3D animation.
4. Students using industry-standard software in a computer science course to design and implement a working network.

5. A course involving programming, where students use modern programming tools to create a program that solves an existing problem. Part of this work involves examining how the program impacts its users and considering issues such as accessibility and bias.

These are only a few examples of courses that could be used to earn Ohio's Technology Seal.

Who is responsible for approving the College Credit Plus courses to be used to earn the Technology Seal?

Approval of the College Credit Plus courses students can use to earn the Technology Seal is a local decision and should meet the criteria established (above) for appropriate technology courses.

Who is responsible for verifying students have met all requirements for earning the Technology Seal?

Verification that a student has met all requirements for earning the Technology Seal is a local decision. Evaluation of a student's culminating product that demonstrates knowledge and skills gained from a qualifying technology course can be carried out by that course's instructor. Schools and districts can determine whether to include additional participants in the evaluation of the culminating product, such as a school administrator.

Are students required to earn a certain grade in the technology courses they use to qualify for the Technology Seal?

Schools and districts determine locally the course completion requirements that meet the level of rigor representative of the Technology Seal, promote high-quality work and qualify students to earn this seal.

What criteria should be used to evaluate a student's culminating product?

A sample rubric will be available that clarifies criteria that can be used to guide an instructor's evaluation of a student's culminating product for a qualifying technology course. Students also can use this rubric as part of their self-evaluations of their culminating products.

Who determines whether course content is at an advanced level?

Schools and districts determine locally whether a technology course addresses advanced-level content. In the case of computer science courses, qualifying courses should address the advanced section of Ohio's Learning Standards for Computer Science for grades 9-12. Schools have the option to record particular courses as advanced in the Education Management Information System (EMIS) Course-Level Element field.

Does the Technology Seal count toward graduation?

Ohio law enacted new, long-term graduation requirements that are available for the classes of 2021 and beyond. As part of these new graduation requirements, students must demonstrate readiness for their post-high school paths by earning two seals, allowing them to demonstrate critical knowledge and skills essential for their future success. The Technology Seal can be counted toward acquiring one of the seals needed for the two-seal requirement.

Students in the classes of 2021 and 2022 have the option to meet the new graduation requirements or satisfy the requirements of the original three pathways to graduation. Students in the classes of 2023 and beyond must meet the new graduation requirements.

Can students take a middle school-level technology course to satisfy the requirements for earning a Technology Seal?

Middle school-level courses cannot be used to earn the Technology Seal. Middle school students who take high school level courses that meet all the guidelines for the Technology Seal can use those courses to earn the Technology Seal.

ADDITIONAL RESOURCES

[Advanced Placement and International Baccalaureate Test Fee Reimbursement](#) – For the 2019-2020 school year, eligible low-income students will have no test fees. More information is available on the Department's website.

[Benefits of an International Baccalaureate Program - Students](#)

[Career-Technical Program Resources](#) – Select a career-technical program to access resources for that program, such as the Career Field Technical Content Standards and course outlines.

[College Board Advanced Placement Computer Science – Computer Science A](#)

[College Board Advanced Placement Computer Science – Computer Science Principles](#)

[College Board – What Is Advanced Placement?](#) – The College Board website provides information for each Advanced Placement course and exam.

[Expanding Opportunities for Each Child Grant](#) – *Expanding Opportunities for Each Child*, a direct student services grant, is designed to give greater access to advanced coursework and career pathways and increase enrollment for low-income students in Advanced Placement and International Baccalaureate opportunities. This grant aligns to local continuous improvement plans. Applicants may request up to three years of funding.

[International Baccalaureate Program - Computer Science](#)

[International Baccalaureate Program - Design Technology](#)

[International Baccalaureate Program - Information Technology in a Global Society](#)

[Ohio's Learning Standards for Technology](#)

[Ohio's Learning Standards for Computer Science and Model Curriculum](#)

Ohio's Industry-Recognized Credential Seal

Guidelines for Districts and Schools

OVERVIEW

[Each Child, Our Future](#) calls for a student-centered system that addresses the needs of an increasingly diverse student population and prepares students for a rapidly changing economy. Specifically, the plan emphasizes the importance of high school students seeing the relevance of their learning, being exposed to practical, real-world work settings and beginning to define their futures. Ohio can help schools formulate student-focused plans to ensure graduates possess the habits and dispositions necessary for success after high school through a focus on careers. To support a career-focused approach in our high schools, Ohio is committed to offering students opportunities to earn industry-recognized credentials.

State law created a system of 12 diploma seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions. Each seal allows students to demonstrate knowledge and skills essential for future success in their chosen post-high school paths.

Students must earn two seals to qualify for a high school diploma. To earn the *Industry-Recognized Credential Seal*, students must earn an Ohio Department of Education approved industry-recognized credential that is aligned to a career that is considered in-demand or critical in Ohio. Find more about approved [industry-recognized credentials](#) that have demonstrated ongoing state or regional employer demand on the Department's website.

INDUSTRY-RECOGNIZED CREDENTIAL SEAL – GENERAL REQUIREMENTS

[Ohio Revised Code section 3313.6114\(C\)\(1\)](#)

An industry-recognized credential is a qualification of a specific set of competencies related to an industry or occupation. These credentials can take many different forms, including certificates, certifications and licenses.

To earn Ohio's Industry-Recognized Credential Seal, students must do one of the following:

- Earn a 12-point industry-recognized credential; or
- Earn a group of credentials totaling 12 points in a single career field – as outlined [here](#).

Each Ohio Department of Education approved [industry-recognized credential](#) has been assessed a point value based on employer demand and other factors to allow for students to bundle credentials for graduation. Find the [approved industry-recognized credentials](#) per career field on the Department's website.

ADDITIONAL INFORMATION AND RESOURCES

Ohio House Bill 166 enacted a series of industry-recognized credential initiatives. Review [this overview](#) of the credentials for more information.

- Schools are required to pay for the cost of a student's industry-recognized credential and are eligible to be reimbursed by the Department when a student is reported as earning the industry-recognized credential.
- Schools must notify students enrolled in related career-technical education courses of the opportunities to earn industry-recognized credentials. (Section 265.145 of H.B. 166, 133rd General Assembly)
- The Innovative Workforce Incentive Program may be a funding resource for this work. Find more information on the [Department's website](#).

Students can earn industry-recognized credentials as a result of various programs:

- Career-technical education programs (in high schools or at career centers) through traditional [career-technical education programs](#) or through [Senior Only Credential Programs](#);

- In coordination with employers (formal and non-formal school partners);
- [Traditional coursework](#), such as electives that focus on subjects relating to credentials and academic coursework aligned to credentialing requirements;
- Online training platforms;
- Postsecondary education programs aligned to credentials (for example, College Credit Plus);
- Third-party industry credential vendor training programs;
- [Credit Flexibility](#);
- [Outside partners](#), such as OhioMeansJobs Centers and regional workforce collaboration.

Students can earn industry-recognized credentials with help in school:

Students can earn industry-recognized credentials through the various training programs listed above. The Department also encourages [connecting with other schools](#) offering industry-recognized credentials. Every school district in the state is part of a [Career-Technical Planning District](#). Your Career-Technical Planning District leadership can offer additional assistance in starting new programs that lead to industry-recognized credentials. For example, a career-technical education director in your district or career center leadership in your area may be able to assist with selecting appropriate industry-recognized credentials to offer students.

Schools also may bring in [outside partners](#) to prepare students for industry-recognized credential exams or use current staff to assist in the industry-recognized credential earning process. Schools should consider all staff who may be helpful, including individuals who have earned their own industry-recognized credentials and understand the process of earning specific industry-recognized credentials. For example, school nurses may hold various health-related industry-recognized credentials, such as Phlebotomy and State Tested Nurses Assistants (STNA) credentials. These individuals could be valuable assets in readying students to earn these industry-recognized credentials.

Students can earn industry-recognized credentials on their own:

Students also may earn industry-recognized credentials on their own, with community mentors or through their own employment. For example, a long-term health care facility may be an approved STNA provider, meaning students working there are eligible to earn their STNA credentials and use them toward graduation. A student who is exceptionally gifted in technology may be able to find enough online training resources to be prepared and eligible to earn Adobe industry-recognized credentials.

Students should match the industry-recognized credentials they pursue with their career plans:

It is important to guide students in choosing career path options that allow them to explore their interests and talents. Industry-recognized credentials create opportunities for potential employment in wage-sustaining careers. They also allows students to explore fields they may want to pursue for their future careers.

It is important to connect students to career exploration resources. There are many tools available, such as:

- [OhioMeansJobs K-12](#);
- <https://www.myplan.com/careers/>;
- <https://www.onetonline.org/help/onet/mynextmove>.

As students take ownership for their own career goals, schools can help connect students to awareness and exposure activities. However, each student ultimately must take charge of his or her own future. Once students have identified career areas of interest, they can utilize the [Department of Education's website](#) to explore industry-recognized credentialing options that lead to graduation pathways.

QUESTIONS AND ANSWERS

How can my school help students understand long-term labor market trends when identifying their long-term goals?

A student's interest area may not always lead to a wage-sustaining career. It is important for educators, parents and students to understand what careers are in demand in Ohio and have a clear understanding of

what those careers will pay, along with the education and training that are necessary to obtain a career in that area.

Resources like the [Employment Projections](#) tool can help students and their families see the careers that are projected to have openings in the future. The [Workforce Supply](#) tool can help them find institutions of higher education that are preparing students in those areas.

How can my school help students plan their pathways to graduation based on their career interests?

Thoughtful [career advising and student success planning](#) can help students and their adult mentors through the process of planning appropriate pathways to graduation. If a student's post-high school aspirations are not aligned to a career field that emphasizes the use of industry-recognized credentials in its hiring practices, it may not be appropriate for that student to earn credentials as a pathway to graduation. [Use this tool](#) to explore suggested credentials that align to occupations.

Ohio's Citizenship Seal

Guidelines for Districts and Schools

OVERVIEW

Each Child, Our Future, Ohio's strategic plan for education, calls for a student-centered system that addresses the needs of an increasingly diverse student population and prepares students for a rapidly changing economy. Specifically, the plan seeks to promote engaged, culturally aware citizens who will productively contribute to society, engage in the democratic process and hold a world perspective that values and respects diversity within their communities.

State law created a system of 12 diploma seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions. Each seal allows students to demonstrate knowledge and skills essential for future success in their chosen post-high school paths.

Students must earn at least two seals to qualify for a high school diploma. Students will earn the Citizenship Seal by demonstrating knowledge and skills on Ohio's State Tests, Advanced Placement and International Baccalaureate tests or through College Credit Plus coursework.

CITIZENSHIP SEAL – GENERAL REQUIREMENTS

[*Ohio Revised Code section 3313.6114\(C\)\(4\)*](#)

To earn Ohio's Citizenship Seal, students must satisfy one of the following:

1. Earn a score of proficient on Ohio's State Tests in American History and American Government;
2. Earn a score equivalent to proficient on an Advanced Placement or International Baccalaureate test; or
3. Earn a "B" or higher in appropriate College Credit Plus courses.

OHIO'S STATE TESTS

Students may earn Ohio's Citizenship Seal by earning a score of proficient (3) or higher on Ohio's State Tests in American History and American Government.

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE

Students may satisfy the requirements of Ohio's Citizenship Seal by earning a score that is equivalent to proficient or higher on an appropriate Advanced Placement or International Baccalaureate test. This section outlines the qualifying Advanced Placement and International Baccalaureate courses and tests to earn the Citizenship Seal.

Advanced Placement Courses and Tests

[*Ohio Revised Code section 3301.0712*](#)

Students must earn credit for the designated Advanced Placement courses and earn a score of "2" or higher on the associated Advanced Placement tests. The required Advanced Placement courses include:

- United States History; and
- United States Government and Politics.

International Baccalaureate Courses and Tests

Students must earn a score of "3" or higher on the associated Standard-Level exam or a "2" or higher on the associated Higher-Level exam. The required courses include:

- History – Route Two – including study of the history of the Americas; and
- Global Politics.

Note: Please be aware that scores for Advanced Placement and International Baccalaureate tests are returned after July 1 of each school year. Districts should consider the test score return windows for students who would like to use these tests to earn diploma seals.

College Credit Plus

The Ohio Department of Higher Education, in conjunction with the Department of Education, developed the [High School Graduation Course Substitution Crosswalk](#), which outlines the criteria for determining courses that satisfy high school graduation requirements.

A student who earns a letter grade of “B” or higher in any three-credit hour College Credit Plus courses in American history and American government (as established in the Course Substitution Crosswalk) will satisfy the criteria needed to earn Ohio’s Citizenship Seal.

- Appropriate American history courses must include the study of history of the Americas or western civilization and the history of the United States;
- Appropriate American government courses must include the study of the American political system.

QUESTIONS AND ANSWERS

General Questions

Are districts required to administer the American history and American government end-of-course tests to all students, even if the student is using Advanced Placement or International Baccalaureate tests or College Credit Plus courses to earn the Citizenship Seal?

No. Ohio law permits students to take Advanced Placement or International Baccalaureate tests or College Credit Plus courses as substitutes to taking the American history and American government state tests. The following Advanced Placement and International Baccalaureate tests and College Credit Plus courses will satisfy the state testing requirements for American history and American government:

American history:

- Advanced Placement United States History;
- International Baccalaureate History – Route Two – including study of the history of the Americas;
- College Credit Plus American history course, as defined by the High School Graduation Requirements Course Substitution Crosswalk.

American government:

- Advanced Placement United States Government and Politics;
- International Baccalaureate Global Politics;
- College Credit Plus American government course, as defined by the High School Graduation Requirements Course Substitution Crosswalk.

Can students mix and match options to earn the Citizenship Seal?

Yes. Students are permitted to use a variety of options to satisfy the requirements of the Citizenship Seal. The student must meet both the American history and American government requirements through one of the options provided.

For example: A student who earns a score of proficient on the Ohio’s State Test in American Government and a “B” in an American history College Credit Plus course will qualify for the Citizenship Seal.

Does a student who has a qualifying Advanced Placement or International Baccalaureate score or College Credit Plus grade have to take Ohio’s State Tests in American Government and American History?

No. A student completing a College Credit Plus course in American history or American government will not need to take the end-of-course test in the subject area and may earn graduation points based on the letter grade in the course.

Diverse Learners

What accommodations are available to English learners and students with disabilities on the Advanced Placement and International Baccalaureate tests?

The Advanced Placement and International Baccalaureate tests are not Ohio's State Tests; therefore, the features and accommodations in Ohio's Accessibility Manual do not apply. Refer to the Advanced Placement and International Baccalaureate tests resources for resources for additional information.

- [Advanced Placement Tests Accommodations](#);
- [International Baccalaureate Accommodations](#).

Can English learners take these assessments in languages other than English to meet the high school graduation requirements?

Yes, English learners may take the International Baccalaureate History and Global Politics Assessments in any of the languages offered. In addition to English, International Baccalaureate Assessments are offered in French, Spanish, German, Japanese and Chinese.

Do Advanced Placement and International Baccalaureate test scores earned in another district, state or country satisfy the requirements for the seal?

Yes. Official test scores for Advanced Placement and International Baccalaureate tests will satisfy the requirements if they meet the proficiency requirements of the seal.

Accountability and School Report Cards

If a student does not take the American history and/or American government end-of-course tests and instead uses Advanced Placement or International Baccalaureate tests or College Credit Plus courses as substitutes for the state tests, how will that impact the school report card?

The Indicators Met measure on the report card includes the American history end-of-course test, American government end-of-course test and approved substitutions such as Advanced Placement or International Baccalaureate tests in those subjects. A student is included in the numerator of the Indicators Met calculation if he or she earns a 2 or higher on the Advanced Placement or International Baccalaureate test. Students who use College Credit Plus as a substitute are not included in the Indicators Met measure calculation.

ADDITIONAL RESOURCES

[Advanced Placement and International Baccalaureate Test Fee Reimbursement](#) – For the 2019-2020 school year, eligible low-income students will have no test fees. More information is available on the Department's website.

[College Board Advanced Placement Science Resources](#)

[Advanced Placement Tests Accommodations](#)

[Advanced Placement United States Government and Politics Exam](#) – The College Board website provides information for each Advanced Placement course and exam. Details and test preparation materials for the Advanced Placement United States Government and Politics exam are available.

[Advanced Placement United States History Exam](#) – The College Board website provides information for each Advanced Placement course and exam. Details, tips and preparation for the Advanced Placement United States History exam are available.

[American Government Performance Level Descriptors](#) – What does proficiency in American government mean? This resource provides an overview of the typical student demonstrations for each established scoring level: limited, basic, proficient, accelerated and advanced.

[American History Performance Level Descriptors](#) – What does proficiency in American history mean? This resource provides an overview of the typical student demonstrations for each established scoring level: limited, basic, proficient, accelerated and advanced.

[Expanding Opportunities for Each Child Grant](#) – *Expanding Opportunities for Each Child*, a direct student services grant, is designed to give greater access to advanced coursework and career pathways and increase enrollment for low-income students in Advanced Placement and International Baccalaureate opportunities. This grant aligns to local continuous improvement plans. Applicants may request up to three years of funding.

[International Baccalaureate Accommodations](#)

[Ohio's Learning Standards for American Government and Model Curriculum](#)

[Ohio's Learning Standards for American History and Model Curriculum](#)

[Ohio's State Test: Student Practice Site – American History and American Government](#)

OhioMeansJobs-Readiness Seal

Guidelines for Districts and Schools

Overview

Each Child, Our Future, Ohio's strategic plan for education, calls for a student-centered system that addresses the needs of an increasingly diverse student population and prepares students for a rapidly changing workplace.

State law created a system of 12 diploma seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions. Each seal allows students to demonstrate a set of knowledge and skills that aligns to their interests and are essential for future success in their chosen post-high school paths.

Students must earn two seals to qualify for a high school diploma. The OhioMeansJobs-Readiness Seal is a formal designation students can earn on their high school diplomas and transcripts indicating they have the personal strengths, strong work ethic and professional experience that business and post-secondary institutions need.

OhioMeansJobs-Readiness Seal – General Requirements

[Ohio Revised Code section 3313.6112](#)

To earn the OhioMeansJobs-Readiness Seal, motivated high school students must demonstrate certain professional skills required for success in the workplace. Students must work with at least three experienced and trusted mentors who validate the demonstration of these skills in school, work or the community.

Students will earn the OhioMeansJobs-Readiness Seal by satisfying each of the following:

1. Demonstrate proficiency in each of 15 identified professional skills;
2. Use the [OhioMeansJobs-Readiness Seal Form](#) to record demonstration of each professional skill; and
3. Work with a mentor to validate (confirm) each skill across a minimum of two of the three environments (school, work, community).

Professional Skills

Students must demonstrate proficiency in each of the following professional skills to meet the requirements of the OhioMeansJobs-Readiness Seal:

- **Drug Free** - The student commits to being drug free.
- **Reliability** - The student has integrity and responsibility in professional settings.
- **Work Ethic** - The student has effective work habits, personal accountability and a determination to succeed.
- **Punctuality** - The student arrives to commitments on time and ready to contribute.
- **Discipline** - The student abides by guidelines, demonstrates self-control and stays on task.
- **Teamwork/Collaboration** - The student builds collaborative relationships with others and can work as part of a team.
- **Professionalism** - The student demonstrates honesty. He or she dresses and acts appropriately and responsibly. He or she learns from mistakes.
- **Learning Agility** - The student desires to continuously learn new information and skills.
- **Critical Thinking/Problem-Solving** - The student exercises strong decision-making skills, analyzes issues effectively and thinks creatively to overcome problems.
- **Leadership** - The student leverages the strengths of others to achieve common goals. He or she coaches and motivates peers and can prioritize and delegate work.

- **Creativity/Innovation** - The student is original and inventive. He or she communicates new ideas to others, drawing on knowledge from different fields to find solutions.
- **Oral and Written Communications** - The student articulates thoughts and ideas clearly and effectively in written and oral forms.
- **Digital Technology** - The student has an understanding of emerging technology and leverages technology to solve problems, complete tasks and accomplish goals.
- **Global/Intercultural Fluency** - The student values, respects and learns from diverse groups of people.
- **Career Management** - The student is a self-advocate. He or she articulates strengths, knowledge and experiences relevant to success in a job or postsecondary education.

MENTORSHIP AND DEMONSTRATION OF SKILLS

Students are required to document how they demonstrated each skill in one of three possible environments – school, work or community. At least two environments must be reflected among the demonstrated skills. A minimum of three mentors must be involved in the overall validation process and sign the form. Students must choose mentors they worked with, activities they participated in and skills they demonstrated while in high school.

School: The student demonstrates professional skills in a school environment during the school day or during extracurricular activities. School mentors include teachers, administrators, advisors, coaches and others. These activities are separate from work-based or community-based activities.

Work: The student demonstrates professional skills in a work environment. Work mentors include supervisors, hiring managers, experienced co-workers and others. These activities are separate from school-based or community-based activities.

Community: The student demonstrates professional skills in a community environment. Community mentors include volunteer coordinators, faith-based leaders and others. These activities are separate from school-based or work-based activities.

ADDITIONAL RESOURCES

What the OhioMeansJobs-Readiness Seal looks like: [Sample Transcript Seal](#) | [Sample Diploma Seal](#)

[OhioMeansJobs-Readiness Seal - What it Means to Employers and Institutions of Higher Education](#)

[Earning the OhioMeansJobs-Readiness Seal - A Guide for Educators, Students and Families](#)

[OhioMeansJobs-Readiness Seal - Employers and Institutions of Higher Education Supporter Snapshot](#)

[Validating a Student's OhioMeansJobs-Readiness Seal - A Guide for Mentors](#)

[OhioMeansJobs-Readiness Seal Webinar](#) - April 6, 2018

[Student OhioMeansJobs-Readiness Seal Validation Form](#)

[Student OhioMeansJobs-Readiness Seal Rubric](#)

[Reporting and Finalizing the OhioMeansJobs-Readiness Seal Frequently Asked Questions \(FAQs\)](#)

[OhioMeansJobs-Readiness Seal - General Frequently Asked Questions \(FAQs\)](#)

Leveraging [Business Advisory Council](#) Partnerships Through [Work-based Learning](#)

[Adecco Partnership](#)

[Ohio After School Network](#)

[Young Entrepreneurs Institute](#)

[Youth Opportunities Unlimited – PEEK Internship Program](#)

[Career-Technical Student Organizations](#)

[Stakeholder Engagement Toolkit](#)

QUESTIONS AND ANSWERS

An extensive [OhioMeansJobs-Readiness Seal Frequently Asked Questions](#) document is available from the Department.

When will the OhioMeansJobs-Readiness Seal be available?

The Ohio Department of Education began distributing OhioMeansJobs-Readiness Seal materials in December 2017. Students in the classes of 2018 and beyond can earn the seal.

When can students begin earning the OhioMeansJobs-Readiness Seal?

Students can begin earning the seal during high school.

Can students cite previous experience for skill validation?

Yes, students can cite experiences they had at any point during their high school years. The experience must be validated by a mentor who supervised the student during that time.

Who validates the student demonstrated the professional skills?

Mentors validate the student demonstrated the required professional skills. Mentors are experienced and trusted advisors who students have worked with students in professional settings during high school. Students must choose three mentors to validate their demonstration of professional skills from at least two of the following environments – school, work or community.

How many mentors must validate each skill?

At least one mentor is required to validate each skill. However, a minimum of three mentors must be involved in the overall validation process and are required to sign the form.

In how many environments must a student display proficiency of a skill?

Students must demonstrate all 15 skills to earn the OhioMeansJobs-Readiness Seal. A student is only required to document how he or she demonstrated each skill in one of three possible environments – school, work or community. The student cannot document all 15 skills in the same environment, for example, school. At least two environments must be reflected among the demonstrated skills.

Who at each school is responsible for managing the student process for the OhioMeansJobs-Readiness Seal?

Local schools can implement the OhioMeansJobs-Readiness Seal in the ways that work best for them.

Once a student and his or her mentor complete the validation form, what are the next steps?

Each school should designate a school counselor or administrator to be responsible for verifying completion of the validation form. This person will be referred to as the verifier.

Once the student and the mentors complete the form, the verifier will confirm a student has met the Readiness Seal requirements. The verifier signs the form and records that the student completed the requirements in the student information system. The original form and related documents are filed with the student's records. A letter of recommendation is an example of a related document.

How were the professional skills identified?

The Ohio Department of Education, Governor's Office of Workforce Transformation and Ohio Department of Higher Education identified an initial list of professional skills. State partners selected these skills based on reports by the National Association of Colleges and Employers, in partnership with The Conference Board, Partnership for 21st Century Skills, the Society for Human Resource Management and Corporate Voices for Working Families. To better meet the needs of Ohio businesses, state partners surveyed Ohio's business community to select the most "essential" or "important" skills for workplace success. Through the survey, 230 business leaders identified the 15 skills students must demonstrate to earn the seal.

Ohio's Seal of Biliteracy

Guidelines for Districts and Schools

OVERVIEW

Each Child, Our Future, Ohio's strategic plan for education, calls for a student-centered system that addresses the needs of an increasingly diverse student population and prepares students for a rapidly changing workplace.

Ohio's Seal of Biliteracy recognizes graduating seniors who can demonstrate high levels of proficiency in English and at least one other language. High school graduates who can function in English and at least one other world language are equipped with knowledge and skills that will help them participate successfully in college, careers, the military and a diverse global society. The purpose is to:

- Encourage the study of languages;
- Certify the attainment of biliteracy;
- Give employers insights on the skills of graduates;
- Give universities an additional mechanism to identify strong candidates for admission;
- Prepare students with 21st century skills;
- Recognize the value of foreign and native language instruction; and
- Strengthen intergroup relationships and affirm the value of diversity.

State law created a system of 12 diploma seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions. Each seal allows students to demonstrate a set of knowledge and skills that aligns to their interests and are essential for future success in their chosen post-high school paths.

Students must earn two seals to qualify for a high school diploma. For students entering the workforce or the military after graduation, the Seal of Biliteracy will help employers and military recruiters identify students who can use their language proficiency in a variety of professional contexts. For students applying to college, the Seal of Biliteracy will bolster their academic credentials for admissions considerations, scholarship eligibility and placement in advanced level language courses.

SEAL OF BILITERACY – GENERAL REQUIREMENTS

[Ohio Revised Code section 3313.6111](#); [Ohio Administrative Code section 3301-16-08](#)

Students will earn Ohio's Seal of Biliteracy by satisfying each of the following:

1. Demonstrate eligibility for a high school diploma;
2. Demonstrate English language arts proficiency; and
3. Demonstrate world language proficiency.

More information for each criterion is provided below.

DIPLOMA ELIGIBILITY

To earn the Seal of Biliteracy, students need to satisfy the graduation requirements that were in place when they entered the ninth grade. To determine the applicable graduation requirements for each student, see the [Overview of Graduation Requirements by Graduating Class](#).

ENGLISH LANGUAGE PROFICIENCY

In addition to meeting the diploma eligibility requirements outlined above, students must demonstrate English language proficiency requirements. Students may satisfy this requirement in one of four ways:

- a. Earn a proficient level or higher on Ohio's required state tests for high school English language arts;
- b. Earn remediation-free scores on the English and reading sections of the ACT or SAT;

- c. Earn proficient level or higher on an approved alternative assessment for chartered nonpublic schools (Terra Nova or IOWA); or
- d. Earn a score of proficient or higher on the grades 9-12 Ohio English Language Proficiency Assessment.

PROFICIENCY IN WORLD LANGUAGE(S)

Students also must satisfy proficiency requirements in at least one world language. Students may satisfy this requirement in one of six ways:

- a. Pass an Advanced Placement foreign language and culture examination with a score of 4 or higher;
- b. Pass an International Baccalaureate foreign language examination with a score of 6 or higher on the Standard-Level exam or a score of 5 or higher on the Higher-Level exam;
- c. Attain a score of Intermediate High or higher in comprehension, speaking, reading and writing the foreign language based on the American Council on the Teaching of Foreign Languages Proficiency Guidelines found at actfl.org, using assessments approved by the Ohio Department of Education;
- d. Qualify for proficiency-based credits through Ohio's credit flexibility program and attain a score of Intermediate High or higher in comprehension, speaking, reading and writing based on the American Council on the Teaching of Foreign Languages Proficiency Guidelines using assessments approved by the Ohio Department of Education;
- e. Attain a score equivalent to Intermediate High or higher on the American Council on the Teaching of Foreign Languages Proficiency Guidelines in interpersonal signing, presentational signing and demonstrating understanding of American Sign Language on an American Sign Language assessment approved by the Ohio Department of Education; or
- f. Attain a score equivalent to Intermediate High or higher on the American Council on the Teaching of Foreign Languages Proficiency Guidelines in interpretive reading and presentational writing on a classical language assessment approved by the Ohio Department of Education.

Note: Please be aware that scores for Advanced Placement and International Baccalaureate tests are returned after July 1 of each school year. Districts should consider the test score return windows for students who would like to use these tests to earn diploma seals.

QUESTIONS AND ANSWERS

When should students be informed about the Seal of Biliteracy program?

Most students will need to complete a lengthy course of study in a world language (typically four to five years) to gain the high level of proficiency necessary to qualify for the award. Districts and schools should tell students entering about this quickly, so they can make informed decisions and arrange their schedules to pursue an Ohio Seal of Biliteracy.

Who is responsible for determining if this program becomes an option in our school?

The school or district leadership team, consulting with its English language and world language teachers, should make the decision about participation in the Ohio Seal of Biliteracy program. If a district is taking part in the program, it should offer the Seal of Biliteracy in all its high schools to ensure equity across the district.

When is the world language testing window for students seeking an Ohio Seal of Biliteracy?

For students to benefit from the attainment of a Seal of Biliteracy at the time they apply for postsecondary study, the world language testing window will open 15 months prior to the expected date of graduation. Typically, this would be in March or April of a student's junior year. This window also permits a student to attempt to pass a Department-approved world language proficiency assessment more than once, if needed, to earn a Seal of Biliteracy.

Can a student take the world language assessment more than once?

Yes, within the 15-month testing window, it is allowable for a student to take an approved world language assessment more than once, if necessary, to demonstrate a high level of proficiency. Please note that some exams may be offered only one time per year and others may be offered more than once a year. School officials and testing coordinators should determine a local schedule for students based on the language assessments their students and local stakeholders desire.

What should a school do if there is no assessment listed for the world language in which a student is proficient?

The student's Seal of Biliteracy contact at the school should reach out to a world language specialist at the Ohio Department of Education as soon as possible. The Department will work with testing vendors, professional language organizations, university language departments and embassy education offices to help identify either a comparable assessment that meets the Intermediate High proficiency requirement or an alternative method of proficiency testing.

What is the cost of earning a Seal of Biliteracy? Who pays for the world language assessments?

Ohio law prohibits schools and districts from charging students fees to be assigned a Seal of Biliteracy. However, students may be responsible for any assessment costs not covered by the school or district. ([Ohio Revised Code section 3313.6111\(D\)](#))

What funding is available to support the world language assessments for students?

State funding is not available to support world language proficiency testing. The Ohio Department of Education encourages schools and districts to use local funding sources to support students who cannot afford the cost of an assessment. Also, some vendors will offer a reduced price if a district or school purchases a certain number of assessments. Schools and districts may want to explore the idea of forming regional consortia to facilitate testing of students seeking the Seal of Biliteracy.

Why can't a student's foreign language proficiency be assessed for the Seal of Biliteracy eligibility more than 15 months before to graduation?

Unfortunately, language proficiency is not static and deteriorates over time, especially if a student is not using or learning the language actively. To maintain the integrity of Ohio's Seal of Biliteracy, participating schools and districts must ensure that students can demonstrate the required level of foreign language proficiency at the time of graduation for university admissions officers, military recruiters and prospective employers.

How do I know if a student "passed" a Department-approved world language assessment once my school receives the score report?

School and district officials in charge of awarding the Ohio Seal of Biliteracy should consult the Ohio Department of Education's list of approved assessments, which gives the minimum score or scores required on each test to demonstrate the required Intermediate High level of language proficiency. Districts cannot use results from assessments not included on the approved list or not at the minimal level of required proficiency to award an Ohio Seal of Biliteracy.

How is the Seal of Biliteracy presented to students?

The Ohio Seal of Biliteracy is conferred at the time of graduation. ([Ohio Revised Code section 3313.6111](#)) However, once seniors have qualified for the award, they may wish to indicate on college applications or to future employers, for example, that they have officially qualified to receive the award. Additionally, state law requires that the following notation of a student's attainment of an Ohio Seal of Biliteracy appear on his or her official academic transcript at the time of graduation: "<Student Name> is awarded the Ohio Seal of Biliteracy for demonstrating high levels of proficiency in English and <foreign language(s)>." ([Ohio Administrative Code section 3301-16-08\(C\)](#))

Schools and districts can determine locally their own system for honoring their students for this accomplishment. This may take place at a senior awards program, graduation, a whole-school assembly or by

mailing some form of written acknowledgement to students after graduation. Schools and districts may wish to create and give out an additional acknowledgement to students such as a certificate, medal, plaque or graduation cord. State funds are not available to support these activities.

May the Seal of Biliteracy be awarded to students who already have graduated, or can it be awarded retroactively?

Students must indicate their intentions to earn the Ohio Seal of Biliteracy before graduation. They cannot initiate the process after they have graduated. Score reports for certain assessments, such as the Advanced Placement and International Baccalaureate exams, may not be available until after the student has graduated. If this is the case, a district or school cannot award or record attainment of the Seal of Biliteracy on students' transcripts until they have received and verified official scores on approved assessments.

If our school is a public or community school, how do we report eligible recipients who have earned the Ohio Seal of Biliteracy?

The Ohio Seal of Biliteracy program code that corresponds to the world language in which a seal was earned should be reported in EMIS along with other student program codes. A list of Seal of Biliteracy program codes can be found in the [EMIS manual](#) or on the [Seal of Biliteracy webpage](#). For languages not listed, use the "Other language" code. For assistance, contact the EMIS Help Desk at emis@education.ohio.gov or (614) 387-0395.

If our school is a private or independent school, how do we report eligible recipients who have earned the Ohio Seal of Biliteracy?

Private and independent schools are under no obligation to report Seal of Biliteracy recipients to the Ohio Department of Education. However, in the event of future questions about the validity of a graduate's Seal of Biliteracy, the Department strongly encourages private and independent schools to maintain long-term records for graduates who have earned the award. These records should include the following:

- a. Student name and identifying number;
- b. Year of graduation;
- c. Notation of how the student satisfied the English language requirement, including applicable assessments and qualifying scores;
- d. Notation of the specific world language for which the student satisfied the world language requirements; and
- e. Notation of how the student satisfied the world language requirement, including applicable assessments and qualifying scores.

Will the number of Seals of Biliteracy awarded by our school or district have an effect on our school or district report cards?

Participation in the Ohio Seal of Biliteracy program is not formally tied to the Ohio School Report Cards. However, within the *Prepared for Success* component of the report cards, districts earn 1 point for every student who receives a remediation-free score on all parts of the ACT or SAT, including mathematics. Earning a remediation-free score on the ACT or SAT writing and reading tests is one method of satisfying the English language proficiency requirement for the Ohio Seal of Biliteracy. Districts earn an additional 0.3 point for each student who otherwise is deemed to be "prepared for success" who also meets the foreign language requirement for a Seal of Biliteracy by attaining the minimally required score on an Advanced Placement foreign language and culture test or an International Baccalaureate foreign language test.

Where can I find more information?

- a. Contact a world language teacher or school counselor to find out if your school or district is participating in the program;
- b. Visit the Ohio Department of Education Seal of Biliteracy [website](#).

ADDITIONAL RESOURCES

The following implementation guidance is available on the Seal of Biliteracy [website](#) to assist schools and districts with the implementation of the Seal of Biliteracy program at the local level:

- Video: Introduction to the Ohio Seal of Biliteracy Program
- Frequently Asked Questions
- Requirements for Earning an Ohio Seal of Biliteracy
- List of Approved World (Foreign) Language Assessments
- EMIS Program Codes for Seal of Biliteracy
- Seal of Biliteracy Ohio Administrative Code Rule
- Ohio's Learning Standards for K-12 World Languages
- Ohio's Learning Standards for English Language Arts
- Ohio's English Language Proficiency (ELP) Standards

[Expanding Opportunities for Each Child Grant](#) – A direct student services grant designed to give greater access to advanced coursework and career pathways and increase enrollment for low-income students in Advanced Placement and International Baccalaureate opportunities. This grant aligns to local continuous improvement plans. Applicants may request up to three years of funding.

Check back frequently, as the Department is working continuously to refine and expand the supports available to the education community.

Ohio's College Ready Seal

Guidelines for Districts and Schools

OVERVIEW

Each Child, Our Future calls for a student-centered system that addresses the needs of an increasingly diverse student population and prepares students for a rapidly changing economy. Specifically, the plan seeks to increase annually the percentage of students who are enrolled and succeeding in a post-high school learning experience. College readiness tests are necessary indicators for projecting student success in postsecondary education.

Students must earn at least two seals to qualify for a high school diploma. Students will earn the College Ready Seal by earning remediation-free scores on the ACT or SAT.

COLLEGE READY SEAL – GENERAL REQUIREMENTS

[Ohio Revised Code section 3313.6114\(C\)\(2\)](#)

To earn the college and career readiness seal, students must earn remediation-free scores on the ACT or SAT, as outlined below.

REMEDIATION-FREE TEST SCORES

Subject	ACT	SAT
English Language Arts	English subscore of 18 (or higher)	Evidence-Based Reading and Writing score of 480 (or higher)
	Reading subscore of 22 (or higher)	
Mathematics	Mathematics subscore of 22 (or higher)	Mathematics score of 530 (or higher)

GENERAL QUESTIONS AND ANSWERS

How are remediation-free scores determined?

The Ohio Department of Higher Education works with Ohio universities to set the remediation-free scores for the ACT and SAT.

Will the current remediation-free scores change?

Periodically, for a variety of reasons, these scores may be adjusted.

What happens if the remediation-free scores change while a student is in high school?

The Ohio Department of Education will communicate the remediation-free scores needed to meet the graduation requirement in the spring of the students' junior (grade 11) year before they take the state-sponsored test. If the remediation-free scores change before Feb. 1 of the students' junior year, the students will need to achieve the new scores to satisfy the requirements for the College Ready Seal.

For all high school juniors, the remediation-free scores set by Feb. 1 of their junior year will be used to meet their graduation requirement. Any changes after Feb. 1 each year will affect only future groups of students.

Do students need to earn remediation-free scores in all areas of the test?

Yes. Students must earn remediation-free scores in each of the three subscore areas, two in English language arts and one in mathematics.

Will students have the opportunity to take one of these tests in school?

Yes. State law requires districts and community schools to administer the state-funded ACT or SAT to all grade 11 students in the spring of the school year. Each year, districts and schools will select the test to administer to their juniors.

Can students super score?

Yes. Each student may use the highest score in each subscore from multiple administrations of a test to meet the student's graduation requirement pathway. This would include the state-funded administration, which all Ohio students will take in the spring of their junior year and additional attempts that students take and fund through non-state resources during their academic careers.

ADDITIONAL SUPPORTS

[ACT and SAT Practice Tests](#)

[State-Funded ACT Test](#)

[State-Funded SAT Test](#)

[ACT/SAT Questions and Answers](#)

[Register for the ACT](#)

[Register for the SAT](#)

[Accommodations and English Learner Support for ACT](#)

[Accommodations for SAT](#)

[English Learner Support for SAT](#)

Ohio's Science Seal

Guidelines for Districts and Schools

OVERVIEW

Each Child, Our Future, Ohio's strategic plan for education, calls for a student-centered system that addresses the needs of an increasingly diverse student population and prepares students for a rapidly changing economy. Specifically, the plan promotes the importance of students acquiring essential knowledge and skills in a wide range of academic content areas, including science, which serves as a cornerstone for lifelong learning.

State law created a system of 12 diploma seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions. Each seal allows students to demonstrate knowledge and skills essential for future success in their chosen post-high school paths.

Students must earn two seals to qualify for a high school diploma. Students will earn the Science Seal by demonstrating knowledge and skills on Ohio's State Tests, Advanced Placement and International Baccalaureate courses and tests, or through College Credit Plus coursework.

SCIENCE SEAL – GENERAL REQUIREMENTS

[*Ohio Revised Code section 3313.6114\(C\)\(5\)*](#)

To earn Ohio's Science Seal, students must satisfy at least one of the following:

1. Earn a score of proficient on Ohio's State Test in Biology;
2. Earn a score equivalent to proficient on an appropriate Advanced Placement or International Baccalaureate science test; or
3. Earn a "B" or higher in a College Credit Plus science course.

OHIO'S STATE TESTS

Students may earn Ohio's Science Seal by earning a score of proficient (3) or higher on Ohio's State Test in Biology.

Advanced Placement and International Baccalaureate

Students may satisfy the requirements of Ohio's Science Seal by earning a score that is equivalent to proficient on an appropriate Advanced Placement or International Baccalaureate test. This section outlines the qualifying Advanced Placement and International Baccalaureate tests to earn the Science Seal.

Advanced Placement Courses and Tests

Students must earn a score of "2" or higher on ONE of the associated Advanced Placement tests. The qualifying courses include:

1. Biology;
2. Chemistry;
3. Physics 1: Algebra-Based;
4. Physics 2: Algebra-Based;
5. Physics C: Electricity and Magnetism; or
6. Physics C: Mechanics.

International Baccalaureate Courses and Tests

Students must earn a score of "3" or higher on ONE of the associated Standard-Level exams or a "2" or higher on ONE of the associated Higher-Level exams. The qualifying courses include:

1. Biology;

2. Chemistry;
3. Design technology;
4. Environmental systems and societies;
5. Physics; or
6. Sports, exercise and health science.

Note: Please be aware that scores for Advanced Placement and International Baccalaureate tests are returned after July 1 of each school year. Districts should consider the test score return windows for students who would like to use these tests to earn diploma seals.

College Credit Plus

The Ohio Department of Higher Education, in coordination with the Department of Education, has developed the [High School Graduation Course Substitution Crosswalk](#), which provides guidelines outlining general criteria for determining appropriate courses that satisfy high school graduation requirements.

A student who earns a letter grade of “B” or higher in any three-credit hour College Credit Plus science course will satisfy the criteria needed to earn Ohio’s Science Seal.

QUESTIONS AND ANSWERS

General Questions

Are districts required to administer the biology end-of-course test to all students, even if the student is using Advanced Placement or International Baccalaureate tests or College Credit Plus courses to earn the Science Seal?

Yes. As part of the state assessment system and to meet federal testing requirements for science, districts and schools must administer the biology end-of-course test to all students. Students who earn scores of proficient or higher on the biology test will meet the requirement for the Science Seal.

My student is focusing on the physical sciences (chemistry and physics). Can he take Ohio’s State Test in Physical Science instead of the biology test?

[Ohio Revised Code section 3301.0712\(B\)\(8\)\(a\)](#)

No. The physical science end-of-course test no longer is part of the state assessment system. Biology is the only state science end-of-course test.

Diverse Learners

What accommodations are available to English learners and students with disabilities on the Advanced Placement and International Baccalaureate tests?

The Advanced Placement and International Baccalaureate tests are not Ohio’s State Tests; therefore, the features and accommodations in Ohio’s Accessibility Manual do not apply. Refer to the Advanced Placement and International Baccalaureate test resources for additional information:

- [Advanced Placement Tests Accommodations](#);
- [International Baccalaureate Accommodations](#).

Can English learners take these assessments in languages other than English to meet the high school graduation requirements?

Yes, English learners may take the International Baccalaureate science assessments in any of the languages offered. In addition to English, International Baccalaureate assessments are offered in French, Spanish, German, Japanese and Chinese.

Do Advanced Placement and International Baccalaureate test scores earned in another district, state or country satisfy the requirements for the seal?

Yes. Official test scores for Advanced Placement and International Baccalaureate tests will satisfy the requirements if they meet the proficiency requirements of the seal.

Accountability and School Report Cards

If a student uses Advanced Placement or International Baccalaureate tests or a College Credit Plus course to earn the Science Seal, how will that impact the school's report card?

While students can use a College Credit Plus course grade or Advanced Placement or International Baccalaureate test scores to earn the Science Seal for graduation, districts must administer Ohio's State Test in Biology to all students to fulfill federal testing requirements.

- College Credit Plus grades are not included in the Indicators Met measure on the report card; however, the scores for the end-of-course test for biology are included in the Indicators Met measure;
- Advanced Placement and International Baccalaureate tests also are included, and the calculation uses the higher of the two scores to determine if the student is counted in the numerator of the calculation. A student must earn a 3 or higher on the biology end-of-course test to be counted in the numerator. A score of 2 or higher is needed on the Advanced Placement or International Baccalaureate test to be included in the numerator.

ADDITIONAL RESOURCES

[Advanced Placement and International Baccalaureate Test Fee Reimbursement](#) – For the 2019-2020 school year, eligible low-income students will have no test fees. More information is available on the Department's website.

[Advanced Placement Exams \(Course Index\)](#) – The College Board website provides information for each Advanced Placement course and exam. Search through the index for your designated course. Details, tips and preparation for Advanced Placement science exams are available.

[Biology Performance Level Descriptors](#) – What does proficiency in biology mean? This resource provides an overview of the typical student demonstrations for each established scoring level: limited, basic, proficient, accelerated and advanced.

[College Board Advanced Placement Science Resources](#)

[Expanding Opportunities for Each Child Grant](#) – A direct student services grant designed to give greater access to advanced coursework and career pathways and increase enrollment for low-income students in Advanced Placement and International Baccalaureate opportunities. This grant aligns to local continuous improvement plans. Applicants may request up to three years of funding.

[Ohio's Learning Standards for Biology and Model Curriculum](#)

[Ohio's Learning Standards for Computer Science and Model Curriculum](#)

[Ohio's State Test: Student Practice Site – Biology](#)

Ohio's Honors Seal

Guidelines for Districts and Schools

OVERVIEW

Each Child, Our Future, Ohio's strategic plan for education, calls for a student-centered system that addresses the needs of an increasingly diverse student population and prepares students for a rapidly changing economy. Specifically, the plan seeks to honor and promote high levels of student performance in all districts and schools.

State law created a system of 12 diploma seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions. Each seal allows students to demonstrate knowledge and skills essential for future success in their chosen post-high school paths.

Students must earn two seals to qualify for a high school diploma. Students will earn the Honors Seal by satisfying the requirements for one of six honors diplomas.

HONORS SEAL – GENERAL REQUIREMENTS

[Ohio Revised Code sections 3313.61\(B\) and 3313.6114\(C\)\(6\)](#); [Ohio Administrative Code section 3301-16-02](#)

To receive the Honors Seal, students must earn one of six honors diplomas outlined below:

1. Academic Honors Diploma;
2. Career-Tech Honors Diploma;
3. International Baccalaureate Honors Diploma;
4. STEM Honors Diploma;
5. Arts Honors Diploma;
6. Civics and Social Sciences Honors Diploma.

Academic Honors Diploma

Students must meet all but one of the following criteria, unless it is a minimum state or local graduation requirement.

Math	4 units
Science	4 units, including 2 units of advanced science
Social Studies	4 units
Fine Arts	1 unit
World Languages	3 units of one world language, or no less than 2 units of each of two world languages studied
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: Score of 27 or higher, SAT: Score of 1280 or higher

Career-Tech Honors Diploma

Students must meet all but one of the following criteria, unless it is a minimum state or local graduation requirement.

Math	4 units
Science	4 units, including 2 units of advanced science
Social Studies	4 units
World Languages	2 units of one world language
Electives	4 units of career-technical courses
GPA	3.5 on a 4.0 scale
ACT/SAT/WorkKeys	ACT: Score of 27 or higher, SAT: Score of 1280 or higher, WorkKeys: Score of 6 or higher on Reading for Information and 6 or higher on Applied Math
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus.
Additional Assessments	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent

International Baccalaureate Honors Diploma

Students must meet all but one of the following criteria, unless it is a minimum state or local graduation requirement.

Math	4 units
Science	4 units, including biology, chemistry, and at least 1 unit in an additional advanced science course
Social Sciences	4 units
World Languages	4 units, with at least 2 units of each of two world languages studied
Fine Arts	1 unit
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: Score of 27 or higher, SAT: Score of 1280 or higher
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus

Stem Honors Diploma

Students must meet all but one of the following criteria, unless it is a minimum state or local graduation requirement.

Math	5 units
Science	5 units, including 2 units of advanced science
Social Studies	3 units
World Languages	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	1 unit
Electives	2 units with a focus in STEM (science, technology, engineering, math)
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: Score of 27 or higher, SAT: Score of 1280 or higher
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus

Fine Arts Honors Diploma

Students must meet all but one of the following criteria, unless it is a minimum state or local graduation requirement.

Math	4 units
Science	3 units, including 1 unit of advanced science
Social Studies	3 units
World Languages	3 units of one world language, or no less than 2 units each of two world languages studied
Fine Arts	4 units
Electives	2 units with a focus in fine arts
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: Score of 27 or higher, SAT: Score of 1280 or higher
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus

Civics and Social Sciences Honors Diploma

Students must meet all but one of the following criteria, unless it is a minimum state or local graduation requirement.

Math	4 units
Science	3 units, including 1 unit of advanced science
Social Studies	5 units
World Languages	3 units of one world language, or no less than 2 units each of two world languages studied
Fine Arts	1 unit
Electives	3 units with a focus in social sciences and/or civics
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: Score of 27 or higher, SAT: Score of 1280 or higher
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus

QUESTIONS AND ANSWERS**General Questions****What is new for the students in the classes of 2017-2020?**

These students may choose to pursue the Academic, International Baccalaureate or Career-Tech Honors Diplomas under the previously [established criteria](#) or the [revised criteria](#). They also may choose to pursue the STEM, Arts, or Social Science and Civic Engagement Honors Diplomas.

What is new for students in the classes of 2021 and beyond?

Students in the classes of 2021 and beyond must meet the [revised criteria](#) to earn an honors diploma.

Can a single course fulfill multiple requirements?

Yes. A single course can meet multiple criteria if it addresses the standards of the relevant subject areas. Learn more about [integrated coursework and awarding simultaneous credit](#).

What are the specific requirements for math units?

Students must take algebra I, geometry, algebra II (or equivalent), and one other higher-level course OR a four-course sequence that contains equivalent or higher content. Students can meet the math criterion for the STEM Honors Diploma through successful completion of coursework that contains content equivalent to five units.

What are the specific requirements for science units?

Advanced science refers to courses that are inquiry based with laboratory experiences. They must align with Ohio's Learning Standards for Science in grades 11-12, an Advanced Placement science course or entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany or astronomy). Students can meet the science criterion for the STEM Honors Diploma through successful completion of coursework that contains content equivalent to five units, with two of the five units being in advanced science.

Do financial literacy courses count toward the social studies requirement?

If a district counts financial literacy as a social studies course, students can use it as an elective to meet the requirement. If the district counts financial literacy as a family consumer science or business education elective, it does not count.

Do world languages courses need to be sequential?

Yes. Only credits from world languages courses that are sequential and proficiency based (for example, Spanish levels I, II, III or German I and II and French I and II) fulfill the honors diploma requirement. Sequential classical (for example, Latin, Ancient Greek) and visual (for example, American Sign Language) languages DO fulfill the honors diploma requirement.

Do “exploratory” and “culture-based” courses count toward the world languages requirement?

No. Units from language courses coded as “Foreign Language Exploratory” do not count toward the honors diploma requirement. Units from culture-based courses do not count toward the honors diploma requirements.

Can a student fulfill the world languages requirement by taking classes in more than one language?

If a student is pursuing the Career-Tech Honors Diploma, in which only 2 units of world languages are required, both units must be completed in the same language. If a student is pursuing one of the other honors diplomas, the student may fulfill the requirement in more than one language. If a student opts to complete this criterion by taking *two units each of two world languages studied*, a student must complete a total of four world language units. This means two sequential, proficiency-based units in two different languages.

Can a student use weighted GPAs to fulfill the GPA requirement?

GPAs must be calculated on an unweighted 4.0 scale.

Can courses taken in middle school fulfill the fine arts requirement?

Courses taken in middle school may meet the general graduation requirement of two semesters of fine arts, but a course must count for high school credit (be high school-level work or above) to count for the honors diploma. Dance, drama/theatre, music and visual art courses all count as fine arts courses.

What are the requirements for a field experience?

Review the Department’s information on [field experiences](#).

What are the requirements for a portfolio?

Review the Department’s information on [portfolios](#).

Are districts responsible for communicating with parents and students about the option to earn an honors diploma?

Yes. Districts must communicate to parents and students about the option to earn an honors diploma and the criteria required for students to earn each of the six honors diplomas. ([Ohio Administrative Code section 3301-16-02\(D\)](#)) School districts cannot require students to apply for or declare their intent to earn honors diplomas. ([Ohio Administrative Code section 3301-16-02\(C\)](#))

Are districts required to include joint vocational school districts in the process of developing policies for the honors diplomas?

Yes. Districts must include joint vocational school districts in the development of policies, guidelines and procedures for the honors diploma. At least annually, joint vocational school districts also must update districts on the status of students enrolled at their schools with respect to the honors diplomas. ([Ohio Administrative Code section 3301-16-02\(G\)](#))

Will the Ohio Department of Education provide districts with materials to recognize students who have obtained honors diplomas?

Local school district boards of education determine how to issue these students' honors diplomas. The honors diploma bears the date of its issue and contain the signatures of the president and treasurer of the district board of education, superintendent of schools and principal of the high school.

Diverse Learners

What accommodations are available to English learners and students with disabilities on the Advanced Placement and International Baccalaureate Tests?

The Advanced Placement and International Baccalaureate tests are not Ohio's State Tests; therefore, the features and accommodations in Ohio's Accessibility Manual do not apply. Refer to the Advanced Placement and International Baccalaureate tests resources for resources for additional information:

- [Advanced Placement Tests Accommodations](#);
- [International Baccalaureate Accommodations](#) .

Do Advanced Placement and International Baccalaureate test scores earned in another district, state or country satisfy the requirements for the seal?

Yes. Official test scores for Advanced Placement and International Baccalaureate tests will satisfy the requirements if they meet the proficiency requirements of the seal.

Accountability and School Report Cards

How will honors diplomas affect district report cards?

The Prepared for Success component looks at how well districts are equipping Ohio's students to take advantage of future opportunities. A district earns one point on the measure for every student who earns any of the following: an honors diploma, a college entrance exam remediation-free score, or 12 points through an industry-recognized credential or group of credentials.

ADDITIONAL RESOURCES

[Advanced Placement and International Baccalaureate Test Fee Reimbursement](#) – For the 2019-2020 school year, eligible low-income students will have no test fees. More information is available on the Department's website.

[Advanced Placement Tests Accommodations](#)

[Expanding Opportunities for Each Child Grant](#) – A direct student services grant designed to give greater access to advanced coursework and career pathways and increase enrollment for low-income students in Advanced Placement and International Baccalaureate opportunities. This grant aligns to local continuous improvement plans. Applicants may request up to three years of funding.

[Field Experience Guidelines](#)

[International Baccalaureate Accommodations](#)

[Honors Diploma Guidelines](#)

[Portfolio Guidelines](#)

Locally Defined Diploma Seals

Guidelines for Districts and Schools

OVERVIEW

Each Child, Our Future, Ohio's strategic plan for education, calls for a student-centered system that addresses the needs of an increasingly diverse student population and prepares students for a rapidly changing economy. Specifically, the plan recognizes the importance of the development of vital leadership, reasoning, social and emotional competencies that are required for success in high school and beyond.

State law created a system of 12 diploma seals, including three locally defined seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions. Each seal allows students to demonstrate knowledge and skills essential for future success in their chosen post-high school paths.

Students must earn two seals to qualify for a high school diploma, one of which may be a locally defined diploma seal.

LOCALLY DEFINED DIPLOMA SEALS

[ORC 3313.6114\(C\)\(8\)-\(10\)](#), [ORC 3313.6114\(D\)](#)

Districts and schools are required to adopt guidelines for at least one locally defined diploma seal. Districts and schools have discretion over the guidelines students must meet to earn the locally defined seals. This document outlines considerations and existing resources districts may use to inform the development of the locally defined diploma seals. The general requirements for the three locally defined diploma seals include:

Community Service Seal:

Students will meet the requirement of the Community Service Seal by completing a community service project that meets the guidelines set by the school district board of education or school governing authority.

Student Engagement Seal:

Students will meet the requirement of the Student Engagement Seal by participating in extracurricular activities such as (but not limited to) athletics, clubs or student government, to a meaningful extent, as determined by the guidelines set by the school district board of education or school governing authority.

Fine and Performing Arts Seal:

Students will meet the requirement of the Fine and Performing Arts Seal by demonstrating skill in the fine or performing arts according to an evaluation that is aligned with guidelines set by the school district board of education or school governing authority.

Districts and schools are encouraged to design diploma seals that foster and promote the vital professional, social and emotional, and leadership and reasoning skills that are necessary for success after high school.

High-quality locally defined diploma seals will:

- Empower students to make connections between learning and doing and apply academic and technical knowledge and skills to real-world experiences;
- Lead students to reflect on and address the needs of the communities, schools and organizations in which they live and work;
- Promote meaningful community connections and a clearer understanding of the organizations that support student and community needs;
- Accelerate the development of professional skills in students, such as teamwork, collaboration and discipline;

- Allow students to apply knowledge and skills in practical settings;
- Give students opportunities to gain new knowledge, skills and understanding that can support their future pursuits and successes;
- Connect students to the careers and professions that are aligned to their interests and post-high school goals and available in the public, nonprofit, arts and philanthropic sectors;
- Offer opportunities for students to show attributes such as foundational knowledge, social and emotional skills, and leadership and reasoning abilities that demonstrate their readiness to transition to an identified next step after high school; and
- Promote a better understanding of the importance and value of civic and social engagement, the fine and performing arts, individual or group contributions and volunteerism in a local community.

Ohio law does not establish minimum guidelines (for example, number of hours, semester hours or other criteria) for the locally defined diploma seals. Districts are encouraged to be thoughtful of the intent of the locally defined seals and build criteria that promote connections to their schools, the broader community and the arts when developing the requirements for each seal.

EXISTING RESOURCES FOR IMPLEMENTATION

The following resources may be used to inform the development of the guidelines for the locally defined diploma seals.

Capstone Projects:

In May 2019, the Department released guidance for districts and schools outlining the capstone guidelines required for students in the class of 2020 using additional graduation options. This type of capstone project may be an excellent option for schools to offer each of the locally defined diploma seals through the completion of a well-designed capstone project. The area of focus for each capstone project can be focused on community service, student engagement and/or the fine and performing arts.

- [Capstone Project Guidance for Districts and Schools](#)
- [Capstone Toolkit | Editable Version](#)
- [Capstone Sample Rubric](#)
- [Best Practices in Capstone Projects](#)

Work or Community Service Experiences:

In May 2019, the Department released guidance for districts and schools outlining the work or community service guidelines required for students in the class of 2020 who use the additional graduation options. The tools and resources developed and implemented for the class of 2020 may be helpful in the development of local guidelines for the Community Service Seal.

- [Work or Community Service Experience Guidance for Districts and Schools](#)
- [Work or Community Service Experience Toolkit | Editable Version](#)

Arts Honors Diploma Guidelines:

High school students can gain state recognition for exceeding Ohio's graduation requirements through an Arts Honors Diploma. Dance, drama/theatre, music and visual art are areas of study in which students can earn Arts Honors Diplomas. Districts and schools may wish to consider the criteria and resources available for the Arts Honors Diploma in the development of the criteria for the Fine and Performing Arts Seal.

- [Arts Honors Diploma Guidelines](#)
- [Portfolio and Field Experience Guidelines](#)
- [Fine Arts Standards](#)

QUESTIONS AND ANSWERS

Are there minimum state-defined criteria for the local diploma seals?

No. Districts have discretion in establishing the guidelines and criteria students must meet to earn local diploma seals.

Are local school boards or school governing authorities required to adopt the criteria for the locally defined diploma seals?

Yes. Each district or school must develop guidelines for at least one of the local diploma seals. Ohio law requires the guidelines for each locally defined seal be adopted by the district board of education or school governing authority.

Are districts and schools required to submit their local guidelines to the Department for approval?

No. However, to help other districts and schools with the development of their guidelines, the Department is interested in highlighting and sharing innovative practices and high-quality local seal guidelines that promote and are aligned to the qualities of high-quality seals (listed above) and the key strategies and priorities in *Each Child, Our Future*. If you are interested in sharing your local seal guidelines, please forward the criteria to gradrequirements@education.ohio.gov.

General Questions and Answers

The Department is working to identify policy questions and provide responses in this questions and answers section. The list will be updated as more information becomes available.

1. **Are students in the classes of 2021 and 2022 who have satisfied one of the three original pathways to graduation required to earn diploma seals to graduate?**
No. Students in the classes of 2021 and 2022 who have satisfied one of the three original pathways to graduation have met the graduation requirements and will qualify for a diploma upon completing the required coursework.
2. **Can students in the classes of 2018-2020 satisfy the new graduation requirements to earn a diploma?**
Yes. Students in the classes of 2018-2020 can use the newly passed graduation requirements. These students may meet one of the three original pathways to graduation, the two additional graduation options for students in the classes of 2018-2020 or the newly passed graduation requirements outlined in this document. It is important to note that a number of the criteria for the newly passed graduation requirements are under development. Districts and schools should be thoughtful in utilizing the newly passed requirements for students in the classes of 2018-2020 as they are being developed.
3. **Are districts required to provide programming to offer all diploma seals to students?**
State law requires each district or school to develop guidelines for at least one of the locally defined state diploma seals identified in the chart above. Most districts already offer programming to support many of the state seals but currently may not offer programming for all seals. The Department encourages districts to offer programming and support opportunities for students to satisfy competency demonstrations and earn diploma seals under the new requirements provided by state law.
4. **What are the “competency scores” for the algebra I and English language arts II tests, and when will they be set?**
The Department is working through the process to set the competency scores for the English language arts II and algebra I tests. State law requires consultation with the chancellor of the Ohio Department of Higher Education and the Governor’s Office of Workforce transformation. The score must be set by March 1, 2020. More information regarding the process and establishment of the competency score will be provided at a later date.
5. **What are the options for students with disabilities to meet graduation requirements? Will the option for IEP teams to excuse students from the consequences of testing remain in place?**
Recent Ohio law added new graduation requirements for all students. We recognize there are many questions related to the [new graduation requirements](#). The Department is working to provide additional information related to the newly passed graduation requirements as they relate to students with disabilities. It is encouraged that Individualized Education Program (IEP) teams consider all the graduation options and supports available to students prior to making determinations to exempt students from the consequences of state tests.

All students should be challenged and prepared for successful postsecondary options by meeting graduation requirements. IEP teams that promote high expectations for students with disabilities and include rigorous educational experiences that align with their strengths, interests and preferences result in better postsecondary outcomes for students.

The Department is being purposeful in developing meaningful sets of information, resources and supports specifically focused on students with disabilities and the new graduation requirements. More information

will be available in the coming months. In the meantime, we value your questions, as they will help inform future guidance needs. Please direct questions to gradrequirements@education.ohio.gov.

6. How will schools report students who have earned the diploma seals?

Program codes will be established for each seal. Additional information soon will be available in the Educational Management Information System (EMIS) Manual.

7. Are districts required to administer the biology, American history and American government tests to all students even if they do not plan to earn the Science Seal or Citizenship Seal?

Districts must administer the biology test to all students to satisfy state and federal testing requirements. Districts must administer the American government and American history tests unless the student is taking an approved substitute Advanced Placement or International Baccalaureate test or an appropriate College Credit Plus course.

8. What College Credit Plus courses are considered “appropriate courses” for the Science, Citizenship and Technology Seals?

The Ohio Department of Higher Education, in coordination with the Department of Education, has developed the [High School Graduation Course Substitution Crosswalk](#), which provides guidance outlining general criteria for determining appropriate courses that satisfy state testing requirements.

9. If a student earns an industry-recognized credential to satisfy the foundational requirements for the career-focused activities, can that credential also be used to earn the Industry-Recognized Credential Seal under “demonstrating readiness”?

Yes. A student who earns one industry-recognized credential or group of credentials that meets the requirements outlined for the foundational competency demonstration and requirements for the seal may satisfy both requirements, as long as the credential or group of credentials is aligned to a job that is in demand in this state and its regions.

10. If a student earns the OhioMeansJobs-Readiness Seal to satisfy the supporting requirements for the career-focused activities (under demonstrating competency), can that seal count toward one of the two seals required under “demonstrating readiness”?

Yes. Students who earn the OhioMeansJobs-Readiness Seal will satisfy a supporting component of the career-focused activities (under demonstrating competency) and one of the seal requirements.

11. If a student satisfies the military enlistment criteria (under demonstrating competency), can enlistment also count toward earning the Military Enlistment Seal as one of the two seals required under “demonstrating readiness”?

Yes. Students who provide evidence of enlistment into a branch of the armed services will satisfy both the alternative competency requirements and the requirements for the Military Enlistment Seal.

Statutory References

The information in this guidance document is based on the requirements in the following sections of the Ohio Revised Code, as amended by [House Bill 166 of the 133rd Ohio General Assembly](#): 3301.0712 (College and work ready assessment system), 3313.61 (Diploma or honors diploma), 3313.6111 (State seal of biliteracy), 3313.6112 (OhioMeansJobs-readiness seal), 3313.6113 (Committee to develop a list of industry-recognized credentials and licenses), 3313.618 (Extra-curricular requirements for diploma), and 3313.603 (Requirements for high school graduation; workforce or college preparatory units).