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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

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(X) Informational

BULLETIN NO. 013-22 SECONDARY EDUCATION AND PATHWAY PREPARATION/ ASSESSMENT AND STUDENT INFORMATION

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
School Principals
School Counselors
School Registrars
Secondary Teachers

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Updating Guidance: Resolving Incomplete Courses

CONTACT: Kim Reykdal, Director, Graduation and Pathway Preparation
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PURPOSE/BACKGROUND

Published in the spring of 2020, the [Student Learning and Grading Guidance](#) affirmed that a course grade of "incomplete" would be allowable for students who could not engage in learning equitably. Decisions on student learning and grading should lessen, not ignore or worsen, disparities. A grade of "incomplete" should be awarded on a student-by-student basis when the student is not on track for course completion or has not yet met proficiency. If an "incomplete" is assigned, a plan for course completion should be developed and followed. Students in grades 9–12 and middle school students taking credit-bearing high school level courses meeting [graduation requirements](#) may earn an "incomplete."

This bulletin contains updates to the guidance provided in [Bulletin 088-20](#), and affirms that incompletes are allowable as a grade on high school transcripts unless subsequently updated.

Grading and Transcripts

Districts should review and update their grading policies and procedures to ensure consistent and transparent use of grading practices. Grading practices should be based on the principles of equity, fairness, and accuracy. Students assigned an "incomplete" for a course should be given multiple opportunities to demonstrate mastery of the learning

standards based on local school district decisions, in consultation with the student/parents/guardians. The plan for course completion should identify the impact to the high school transcript. All decisions about course substitutions for meeting graduation credit requirements for students receiving special education services should align with rules for [granting graduation credits](#). The following table identifies possible learning opportunities to resolve an “incomplete” and guidance for transcription.

Opportunity	Considerations	Transcription
Completion of missed coursework	Student establishes proficiency, within a reasonable and locally determined timeframe, following the end of the official grading term.	The previously transcribed “I” would be replaced by the earned grade following the end of the official grading term.
Retaking the same course or an aligned CTE Equivalency Course	Student retakes the same course or an equivalent course the following term or year, during the summer, or online, if applicable.	The “I” remains on the transcript from the original term with no GPA impact, and the repeated course, with the earned grade and credit and appropriate course title, are added to the transcript for the appropriate grading term. See OSPIs current High School Transcript FAQ .
Awarding Mastery Based Credits	State and local assessments of knowledge and skills earned outside of the classroom that align with the course content and state learning standards . Districts must have a written policy identifying the adopted procedure for granting mastery-based credit to award credit for mastery- based learning opportunities. Local policy outlines the methods allowable for a student to demonstrate mastery and qualify for mastery credit. Districts may award credit for an incomplete course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course.	The previously transcribed “I” would be replaced by the earned grade following the end of the official grading term. The course is to be displayed on the transcript within the term the course was taken, showing the final passing grade. See the Washington State School Director Association’s Featured Policies and Procedures for Mastery Based Credit by subject area for details on how to apply this option.

Transcript Guidance

High school transcripts should show a value of "I" to indicate a course grade of "incomplete." Courses with a final grade of "incomplete" are not to be included in Credits Earned or in the calculation of a student's grade point average (GPA). If a student transfers to a different district and then resolves the incomplete in accordance with the receiving district's policies, the receiving district should follow credit granting rules as described in [WAC 180-51-050](#), [WAC 180-51-051](#) and the Office of Superintendent of Public Instruction's (OSPI) [High School Transcript FAQ](#), as described on page two.

Every effort should be made to resolve required courses that earned an incomplete grade prior to graduation, using a course completion plan developed in consultation with the student and parents/guardians. If an incomplete is not resolved, it cannot be removed from the transcript.

Tiered Supports for Students who are not Completing Course Requirements

OSPI recommends that districts provide multiple methods for students to access learning outside of and beyond participation in school-based lessons. For those students who are attending and not completing work, districts should provide tiered supports that might include academic, behavioral, and/or social emotional and mental health supports. For students who are not attending and not completing work, districts are required to provide tiered supports to remove barriers for attendance. For more information see the OSPI [Attendance & Truancy: Questions & Answers for School Districts](#).

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Kim Reykdal, Director of Graduation and Pathway Preparation, at 360-870-8563 or email at kim.reykdal@k12.wa.us. The OSPI TTY number is 360-664-3631.

This bulletin is also available on the [Bulletins](#) page of the OSPI website.

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