

STUDENT ASSESSMENT

The Governing Board believes that schools must consider each student as an individual and that testing by itself, cannot determine the best educational choices for a student. Standardized tests may not always take racial or cultural differences into account. Major conclusions about students and district programs shall always be based upon a variety of evaluation measures.

(cf. 6164.2 - Guidance Services)

The Board believes that standardized tests, which measure student performance and growth as related to state or national norms, can provide useful information for program planning and evaluation. However, the Board believes that misinterpreting or over-emphasizing test scores is detrimental to the success of the district.

Because standardized tests often measure only the most commonly tested skills rather than broad understanding of concepts, over-emphasizing testing can limit curricular options and the richness of district programs. When district test scores are published, the Superintendent or designee shall provide supplementary information to interpret the results.

The district shall administer all tests required by state law.

Whenever norm-referenced standardized achievement tests are given, parents/guardians shall receive a written explanation of the test's use and purpose along with the student's individual test score. Parents/guardians shall also be invited to contact the school staff for further explanations and information about how best to help the student improve his/her performance. (Education Code 60722)

The Governing Board believes that the primary goal of student assessments should be to help students, parents/guardians and teachers identify individual student's academic accomplishment, progress and areas needing improvement in order to enhance teaching and learning. The effectiveness of the schools, teachers and district shall be evaluated in part on the basis of these student assessments.

The Superintendent or designee shall ensure that assessments are conducted for purposes of determining students' eligibility for and appropriate placement in district programs, need for supplemental instruction and eligibility for graduation.

The Board desires to use a variety of evaluation measures to reach the above-stated goal. To have validity, tests must correspond to the material that is being taught and reliably measure the extent to which students meet specified standards of achievement. A single test or testing method cannot be expected to provide an accurate assessment of each student's skills.

When district-wide and school-level results of student assessments are published, the Superintendent or designee shall provide supplementary information to assist parents/guardians and the local community in interpreting test results and evaluating school performance.

STUDENT ASSESSMENT (continued)

Standardized Testing and Reporting Program

The Superintendent or designee shall administer mandatory student assessments within the state Standardized Testing and Reporting (STAR) program as required by law. (Education Code 60640)

The Board desires to use the results of the achievements tests to evaluate the performance of district students against that of students in other districts across the state and nation.

California High School Exit Examination

The Board desires to ensure that district students who graduate from high school can demonstrate grade-level competency in reading, writing and mathematics.

The Superintendent or designee shall ensure that district programs and services, including but not limited to instructional materials, staff development and remediation programs, are aligned with the exit exam.

The Superintendent or designee shall administer the statewide exit examination as required by law for high school graduation. (Education Code 60850)

(cf. 6146.1 – High School Graduation Requirements)

(cf. 6162.5 – Student Assessment)

(cf. 6162.54 – Test Integrity / Test Preparation)

Students may be allowed to take the exam with variations, accommodations and modifications in accordance with law and administrative regulation.

Students who do not demonstrate sufficient progress toward passing the exit exam shall be provided supplemental instruction necessary to assist the students to succeed on the exam. (Education Code 60851)

(cf. 6177 – Summer School)

(cf. 6179 – Supplemental Instruction)

Legal Reference:

EDUCATION CODE

35146 Closed sessions

37252 Summer School

51041 Evaluation of educational program

56101 Waiver of code or regulation

60810 Assessment of language development

60850-60859 Exit Examination

CODE OF REGULATIONS, TITLE 5

1200-1225 High School Exit Examination

UNITED STATES CODE, TITLE 20

1400-1487 Individuals with Disabilities Education Act

STUDENT ASSESSMENT (continued)

Legal Reference: (continued)

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

COURT DECISIONS

Smiley v. California Department of Education (2002, 9th Cir.) 45 Fed.Appx.780

Chapman v. California Department of Education, (2002, Northern Dist. of CA) 229

F.Supp.2d 981

Management Resources:

CDE PUBLICATIONS

Independent Evaluation of the California High School Exit Examination (CAHSEE), Annual Report, Human Resources Research Organization

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2001

WEB SITES

California Department of Education, California High School Exit Examination:

<http://www.cde.ca.gov/ta/tg/hs/index.asp>

CSBA: <http://www.csba.org>

Educational Testing Service: <http://www.ets.org/cahsee>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>

STUDENT ASSESSMENT**Standardized Testing and Reporting Program**

The Superintendent or designee shall administer the mandatory state achievement test in the Standardized Testing and Reporting (STAR) program to all students in grades 2 through 11 before June 25 of each year. (Education Code 60640)

Any district student of limited English proficiency who has been enrolled in a California public school for less than 12 months shall take both the statewide assessment in English and a test in his/her primary language if such a test is available. (Education Code 60640)

In addition to testing variations allowed for all students, English language learners may be allowed the following testing variations if regularly used for assessment in the classroom: (5 CCR 1217)

1. Testing in a separate room with other English language learners provided the students are directly supervised by an employee who has signed the test security affidavit and the students have been provided such a flexible setting as part of their regular instruction or assessment
2. Additional supervised breaks within a testing day
3. Extra time on the exam within a testing day
4. Translated directions and the opportunity to ask clarifying questions about the test directions in their primary language
5. Access to translation glossaries (English to primary language or primary - language to English)

A parent/guardian may submit to the school a written request to excuse his/her child from any or all parts of STAR and/or the designated primary language test. The parent/guardian must initiate the request and the district and its employees shall not solicit or encourage any written request on behalf of any child. (5 CCR 852.881)

Special education students shall be tested with the designated achievement test, unless an explicit provision in their individualized education program specifically exempts them from testing. (5 CCR 852.881)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

STUDENT ASSESSMENT (continued)

Students in special education programs with individualized education plans, or students with current Section 504 plans delineating accommodations such as, but not limited to, large print, Braille, extended time, or the use of a reader or scribe or a calculator, shall be tested and the prescribed adaptations or accommodations shall be made. (5 CCR 853)

The Superintendent or designee shall arrange for at least two make-up days for the testing of students who were absent during the period that any school administered the achievement test. All make-up testing shall occur within 10 instructional days of the last date that the district administered the test or by June 25, whichever is earlier. (Education Code 60640; 5 CCR 855)

By October 15 of each year, the Superintendent or designee shall designate a district coordinator who shall serve as the district representative and liaison with the California Department of Education for all matters relating to the STAR program. The Superintendent or designee also shall designate a coordinator at each test site. (5 CCR 857-858, 886)

In addition to the duties prescribed in 5 CCR 857-858, 886, the district coordinator shall establish guidelines to help ensure that the publisher is provided complete student information, as specified in 5 CCR 861 and 870, for purposes of the Academic Performance Index.

The Superintendent or designee shall report the results of each student's test in writing to the student's parents/guardians within 20 working days of receiving results from the test publisher. If the test results are received from the publisher after the last day of instruction in the school year, each student's results shall be mailed to his/her parents/guardians. The report shall include a clear explanation of the purpose of the test, the student's score and its intended use by the district. (Education Code 60641; 5 CCR 863)

(cf. 5145.6 - Parental Notifications)

An individual student's scores shall also be reported to his/her school and teachers and shall be included in his/her student record. Individual test results shall not be released without the permission of the student's parent/guardian. (Education Code 60641)

(cf. 5125 - Student Records)

District-wide, school-level and grade-level results shall be reported to the Governing Board at a regularly scheduled meeting. The Board shall not receive individual student's scores or the relative position of any individual student. (Education 6061)

(cf. 9321.1 - Closed Session Actions and Reports)

STUDENT ASSESSMENT (continued)

Within 10 working days of the last day of make-up testing in the district, the Superintendent or designee shall report the following information to the California Department of Education, for grades 2-11. (Education Code 60640; 5 CCR 862)

1. The number of students enrolled in the district on the first day of testing in the district.
2. The number of students in the district to whom an achievement test was administered.
3. The number of special education students in the district who were exempted from the test based on an explicit provision in their individualized education program.
4. The number of students in the district who were exempted from the test at the request of their parents/guardians.
5. The number of tests administered with pre-identified answer documents, if applicable.

Within 10 working days of the last day of make-up testing in the district, the Superintendent or designee shall report the following information relative to the designated primary language test to the California Department of Education, for grades 2-11. (5 CCR 891)

1. The number of students who are limited English proficient.
2. The number of limited English proficient students who were administered each designated primary language test pursuant to Education Code 60640 (f).
3. The number of students who were administered each designated primary language test pursuant to Education Code 60615.
4. The total number of limited English proficiency students exempted from the test pursuant to Education Code 60615.
5. The total number of limited English proficient students exempted pursuant to any provision in their individual education program, which explicitly exempts them from standardized testing.
6. If the district opted to have the publisher of a designated primary language test provide pre-identified answer sheets, the number of tests administered with these sheets.

STUDENT ASSESSMENT (continued)

High School Exit Examination

The Superintendent or designee shall administer the state's high school exit examination in each district high school on the dates designated by the Superintendent of Public Instruction as examination days or makeup days. (Education Code 60851)

If a student does not possess sufficient English language skills to be assessed on the exit examination, the Superintendent or designee may defer the examination requirement up to 24 calendar months of enrollment in the California public school system until the student has completed six months of instruction in reading, writing and comprehension in the English language. (Education Code 60852)

Test administrators at the test site shall be responsible for the accurate identification of eligible students to whom the exit exam is to be administered. This identification shall be made through the use of photo identification or positive recognition by an employee of the district. (5 CCR 1203)

Any student found to have cheated, assisted others in cheating, or compromised the security of the exam shall have the test marked as "invalid" and shall not receive a score from that test administration. (5 CCR 1220)

(cf. 5131.9 - Academic Honesty)
(cf. 6162.54 - Test Integrity / Test Preparation)

Testing Variations for All Students

Variations are a change in the manner in which the exit exam is presented or administered to any student, or in how a student is allowed to respond, and include, but are not limited to, accommodations and modifications as defined in Education Code 60850. (5 CCR 1200)

The Superintendent or designee may provide any student with extra time within a testing day and/or simplified or clarified test directions. (5 CCR 1215)

A student may also be provided the following testing variations if they are regularly used in the classroom: (5 CCR 1215)

1. Special or adaptive furniture
2. Special lighting or acoustics
3. An individual carrel or study enclosure
4. Individual testing in a separate room provided the student is directly supervised by an employee who has signed the test security affidavit

STUDENT ASSESSMENT (continued)

5. Markers, masks or other means to maintain visual attention to the exam or test items

At least 30 working days before the proposed administration of the exam, the Superintendent or designee may submit a request to the California Department of Education for a case-by-case review of a proposed variation that is not specified in law. (5 CCR 1218)

Testing Variations for English Language Learners

In addition to testing variations allowed for all students, English language learners may be allowed the following testing variations if regularly used for assessment in the classroom: (5 CCR 1217)

1. Testing in a separate room with other English language learners provided the students are directly supervised by an employee who has signed the test security affidavit and the students have been provided such a flexible setting as part of their regular instruction or assessment
2. Additional supervised breaks within a testing day
3. Extra time on the exam within a testing day
4. Translated directions and the opportunity to ask clarifying questions about the test directions in their primary language
5. Access to translation glossaries (English to primary language or primary language to English)

Accommodations/Modifications for Students with Disabilities

A student with a disability shall be permitted to take the exit exam with accommodations or modifications when his/her individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or Section 504 plan specifies their use on the exam, standardized testing or classroom instruction and assessments. (Education Code 60850; 5 CCR 1215.5, 1216)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education under Section 504)

Accommodations are variations in the assessment environment or process that do not fundamentally alter what the test measures or affect the comparability of scores. Modifications are variations that do fundamentally alter what the test measures or affect the comparability of scores. (Education Code 60850; 5 CCR 1200)

STUDENT ASSESSMENT (continued)**Accommodations may include: (5 CCR 1215.5)**

1. Presentation accommodations, including large-print versions, test items enlarged through electronic means, Braille transcriptions provided by the test publisher or designee, use of Manually Coded English or American Sign Language to present test directions or to present test questions on the mathematics section of the exam, and audio or oral presentation of the mathematics section of the exam
2. Response accommodations, including responses marked in the test booklet and transferred by an employee who has signed the test security affidavit, or responses made using a scribe, audio recorder, speech-to-text converter, word processing software or assistive device, within the limitations described in 5 CCR 1215.5
3. Scheduling/timing accommodations, including testing over more than one day after consultation with the test publisher, supervised breaks within a section of the exam, and administration of the exam at the most beneficial time of day to the student after consultation with the test publisher
4. Setting accommodations, including tests administered by certificated teacher to a student at home or in the hospital

Modifications may include: (5 CCR 1216)

1. Calculators on the mathematics section of the exam
2. Audio or oral presentation of the English/language arts section of the exam
3. Use of Manually Coded or American Sign Language to present test questions on the English/language arts section of the exam
4. Spellcheckers, grammar checkers or word processing software programs that check or correct spelling and/or grammar on the writing portion of the exam
5. Mechanical or electronic devices or other assistive devices that are not used solely to record the student's responses, including but not limited to transcribers, scribes, voice recognition or voice-to-text software, and that identify a potential error in the student's response or that correct spelling, grammar or conventions on the writing portion of the exam
6. Use of American Sign Language to provide a response to the written portion of the exam
7. English dictionary on the English/language arts section of the exam
8. Mathematics dictionary on the mathematics section of the exam

STUDENT ASSESSMENT (continued)

The parent/guardian of a student who has taken any section of the exam with a modification and has received the equivalent of a passing score may request that his/her child receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit to the Governing Board a request for a waiver. The Board may waive the requirement if the principal certifies that the student has all of the following: (Education Code 60851; 5 CCR 1216)

1. An IEP or Section 504 plan in place that requires the accommodations or modifications to be provided to the student when taking the exit exam
2. Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam
3. An individual score report showing that the student has received the equivalent of a passing score on the exam while using a modification that fundamentally alters what the exit exam measures as determined by the State Board of Education

In order to protect the student's privacy rights, the waiver shall be considered in closed session. Final Board action on the waiver shall be taken in open session and shall be a matter of public record. The student's name shall not be disclosed in open session.

(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

Records

The Superintendent or designee shall maintain a summary data file of all students who participate in each test administration. This summary data file shall include the following information for the English/language arts section and the mathematics section for each test administration: (5 CCR 1205)

1. The date on which each section of the exam was taken
2. The full name of each student who took each section of the exam
3. The grade level of each student at the time each section of the exam was taken
4. Whether each student has satisfied the requirement to successfully pass each section of the exam

(cf. 3580 - District Records)

STUDENT ASSESSMENT (continued)

The above information, as well as demographic information for students enrolled in grade 10 at the time of the grade 10 administration, shall be provided to the test publisher. (5 CCR 1207)

Within 60 days of receiving electronic data files from the test publisher, the Superintendent or designee shall enter the following information in each student's permanent record: (5 CCR 1206)

1. The date on which the student took each section of the exam
2. Whether the student has satisfied the requirement to successfully pass each section of the exam

(cf. 5125 - Student Records)

Notifications

At the beginning of each school year, the Superintendent or designee shall provide written notification of the exit exam requirement to all students in grades 9-12 and to their parents/guardians. Such notification shall also be provided to any student who transfers into the district after the beginning of the school year at the time of the student's transfer. The notification shall include, at a minimum, the date of the exam, the requirements for passing the exam, and the consequences of not passing the exam. The Superintendent or designee shall maintain documentation that the parent/guardian of each student has been sent this written notification. (Education Code 48980, 60850; 5 CCR 1208)

(cf. 5145.6 - Parental Notifications)

(cf. 6146.1 - High School Graduation Requirements)

Prior to each administration of the exam, the Superintendent or designee shall notify students of the provisions of 5 CCR 1220 related to the consequences of cheating. (5 CCR 1220)

The principal or designee shall notify parents/guardians of students with disabilities about the criteria and process for applying for a waiver of the requirement to successfully pass the exit exam.

Parent/Guardian Request for Waiver of the High School Exit Examination Requirement for a Student with Disabilities

Please return the completed form to the principal of your child's high school.

My child, _____ [name] is a student with disabilities attending _____ [high school]. He/she has taken the high school exit examination with modifications that alter what the test measures and has received the equivalent of a passing score on one or more parts of the exam.

I hereby request that the principal submit a request to the Governing Board for a waiver of the requirement that my child successfully pass the exit examination in order to receive a high school diploma. I understand that, in order to receive such a waiver, state law requires that my child have all of the following:

1. An individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or a plan adopted pursuant to Section 504 of the Rehabilitation Act of 1973 that specifies the use of the modification(s) on the exit exam, standardized testing, or classroom instruction and assessments
2. Sufficient high school level coursework either satisfactorily completed or in progress in the district's high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam
3. An individual score report showing that my child has received the equivalent of a passing score on the exam while using a modification that fundamentally alters what the exit exam measures as determined by the State Board of Education

I hereby certify that, to the best of my knowledge, my child satisfies the conditions listed above.

Parent/Guardian:

Signature: _____ Date: _____

**Principal's Certification and Request for the Governing Board
to Waive the High School Exit Exam Requirement
for a Student with Disabilities**

Student's Name: _____

Student's Number (for use on open session agenda): _____

Pursuant to Education Code 60851, the parent/guardian of _____ [student's name], a child with disabilities, has requested that the Governing Board waive the requirement that his/her child successfully pass the high school exit examination in order to receive a diploma from _____ High School. His/her child has taken the high school exit exam with one or more modifications that fundamentally alter what the test measures as determined by the State Board of Education, and has achieved the equivalent of a passing score on one or both parts of the exam.

I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or Section 504 plan that specifies the use of the modification(s) on the exit exam, standardized testing or classroom instruction and assessments. (Attach the IEP or Section 504 plan that indicates the modification needed to participate and access the high school exit exam.)
 - a. Describe the nature of the student's disability as identified on the IEP or Section 504 plan:
 - b. Describe any modification(s) used on the English/language arts section of the exam:
 - c. Describe any modification(s) used on the mathematics section of the exam:
 - d. List the rationale as to why the modification used was necessary to allow the student to access the test:
 - e. Describe the accommodations/modifications that the student regularly uses for English/language arts in the classroom and on other assessments:
 - f. Describe the accommodations/modifications that the student regularly uses for mathematics in the classroom and on other assessments:

2. Has sufficient high school level coursework either satisfactorily completed or in progress in the high school curriculum sufficient to have attained the skill and knowledge otherwise needed to pass the high school exit examination. (Attach transcript showing coursework completed.)

Summarize the student's academic preparation and performance in the subject areas of English/language arts and/or mathematics (depending on the subject of the waiver request) that demonstrate high school level achievement:

3. Has an individual score report showing that he/she has achieved the equivalent of a passing score on the exit exam (350 or more points) using a modification that fundamentally alters what the exam measures. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in either the English/language arts/and/or math portion of the exam.)

Certified by:

[principal's signature] _____ Date: _____