

INSTRUCTION

AR 6510 High School Exit Exam

Administration

Each student in grade 10 shall take the high school exit examination (hereinafter the “exam”) only at the spring administration and may take the exam at each subsequent administration, until each section of the exam has been passed.

The Superintendent or designee shall administer the exam in each appropriate program on the dates designated by the Superintendent of Public Instruction as exam days or make-up days.

School personnel at the test site shall be responsible for the accurate identification of eligible students who are to be administered the exam. This identification shall be made through the use of photo identification, positive recognition by the test administrator, or some equivalent means of identification.

All students may have additional time to complete the exam, within the limits imposed by test security.

The results of the exam shall be provided to each student taking the exam within eight weeks of the administration and in time for the student to retake at the next administration any section of the exam not passed. Students shall take again only those parts of the exam not previously passed.

Any student found to have cheated, assisted others in cheating, or compromised the security of the exam shall have his/her test marked “invalid” and not receive a score from that test administration.

Accommodations for Students with Disabilities

A student shall be permitted to take the exam with any accommodations or modifications provided for the high school exit examination in his/her IEP or 504 plan. If a student’s IEP or 504 plan does not address the exam specifically, the student shall be permitted to take the exam with any accommodations or modifications provided for standardized testing in his/her IEP or 504 plan. If a student’s IEP or 504 plan does not address either the exam or standardized testing, the student shall be permitted to take the exam with any accommodations or modifications provided for general classroom testing in his/her IEP or 504 plan.

Accommodations include, but are not limited to:

1. Presentation accommodations: Large print versions; test items enlarged through mechanical or electronic means; Braille transcriptions provided by the test publisher or a designee; markers, masks, or other means to maintain visual

attention to the test or test items; reduced numbers of items per page; audio presentations on the math portion of the test, provided that an audio presentation is the student's only means of accessing written material.

2. Response accommodations

a. Verbal, written, or signed responses; responses made with mechanical or electronic assistance as long as the mechanical or electronic device is used solely to record the student's response. If a person is required to transcribe the student's responses to the format required by the exam, the transcriber shall be a school employee who has signed the Test Security Affidavit.

b. Assistive devices and technologies that are regularly used during testing provided that no technology or assistive device may be used that fundamentally alters what the test measures.

3. Scheduling accommodations: More frequent breaks during the regularly scheduled test session; multiple sessions, provided that a student does not have access to test items that will be presented in the future session(s).

4. Setting accommodations: Special or adaptive furniture; special lighting or acoustics; an individual carrel or study enclosure; a separate room provided that the student is directly supervised by school personnel who have signed the Test Security Affidavit.

Accommodations for English Language Learners

English language learners may be allowed accommodations on the exam that are necessary and appropriate to afford access to the test consistent with federal law, as long as the accommodations do not fundamentally alter what the exam is designed to measure, including additional time as provided for all students in 5 CCR 1215.

Test Site Coordinators

Annually, the Superintendent shall designate a test site coordinator for each test site, including but not limited to each charter school, court school and school or program operated by the El Dorado County Office of Education, from among County Office of Education employees.

The test site coordinator shall be available throughout the year and shall serve as the liaison between the El Dorado County Office of Education and the California Department of Education for all matters related to the exam.

Test site coordinators shall ensure that strict supervision is maintained over each student taking the exam, both while the student is in the room in which the test is being administered and during any period the student is granted a break from testing. Access to exam materials is limited to students taking the exam for the

purpose of graduating and employees of the El Dorado County Office of Education directly responsible for test administration.

Records

The Superintendent or designee shall maintain a record of all students who participate in each test cycle of the exam. This record shall include the following information for the English/language arts section and the mathematics section for each test cycle:

1. The date on which each section of the exam was offered
2. The names of each student who took each section of the exam
3. The grade level of each student who took each section of the exam
4. Whether each student passed or did not pass the section or sections of the exam taken

The Superintendent or designee shall maintain the following information in each student's permanent record and shall ensure that the information is entered prior to the subsequent test cycle:

1. The date on which the student took each section of the exam
2. Whether the student passed or did not pass each section of the exam

Notifications

At the beginning of each school year, the El Dorado County Board of Education shall provide written notification to all students in grades 9 through 12 and to their parents/guardians that, starting in the 2003-04 school year and each year thereafter, each student completing the 12th grade shall be required to successfully pass the exam as a condition of graduation. Such notification shall also be provided to a student who transfers into the school 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 received this written notification.

Prior to each administration of the exam, the Superintendent or designee shall notify each eligible student of the provisions of 5 CCR 1220 relative to cheating.

INSTRUCTION

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**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 El Dorado County Board of Education 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 El Dorado County Office of Education'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:** _____

INSTRUCTION

High School Exit Exam

**Principal's Certification and Request for the
El Dorado County Board of Education
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 El Dorado County Board of Education 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:** _____