

California Assessment of Student
Performance and Progress
(CAASPP)

Reporting and Using the Results

There will be no test results (individual, school, district, county, or state) for the 2014 Smarter Balanced Field Test. The purpose of this spring test is to ensure that the assessments are accurate and fair for all students. It also gives teachers and schools a chance to gauge their readiness to administer the new assessments before the launching of the operational test in 2015.

School districts are required to send results for the CST and CMA Science, STS, and CAPA tests to each student's home address within 20 working days after they are received from the testing contractor. Individual student results are confidential and are to be shared only with parents or guardians and their child's teacher(s). Individual CST, CMA, CAPA, and STS results provide information about each student's academic progress. Schools also use group results to identify strengths in their academic programs and areas that need improvement.

Because there will be no operational ELA or mathematics assessment in 2014, there will be insufficient data to calculate an Academic Performance Index (API) for school accountability. Schools can use their most recent API or a three-year average API to meet the API requirement.

Instructions for obtaining individual student results for the EAP for ELA and mathematics are available on the EAP Web site at <http://www.collegeeap.org/>.

Resources for Parents and Guardians

Smarter Balanced Spring 2014 Field Test

Field Test videos for students:

High school: <http://youtu.be/DXXd451e580> (Spanish: <http://youtu.be/i9TMP-ljKKg>)

Middle school: <http://youtu.be/YKerb7NsDUE> (Spanish: <http://youtu.be/s430vMvEVkc>)

Elementary school: http://youtu.be/33EmKF0ox_k (Spanish: <http://youtu.be/ocZFZTbsbk8>)

Redesigned Smarter Balanced Field Test Web page:

<http://www.cde.ca.gov/ta/tg/sa/smarterfieldtest.asp>

Smarter Balanced Practice Tests:

<http://www.cde.ca.gov/ta/tg/sa/> under "Practice Test, Training Test, and Sample Items"

California Common Core State Standards

CCSS and CCSS Systems Implementation Plan:

<http://www.cde.ca.gov/re/cc/documents/ccssimpsysplanforcaoct2012.doc>

California State PTA Parent Guides:

<http://www.capta.org/sections/programs/e-standards.cfm>

K–8 California's Common Core Standards Parent Handbook.*

<http://ccsesa.org/special-projects/common-core-standards-communication-tools/>

* Many translations are available for the *K–8 California's Common Core Standards Parent Handbook*.



2013–14 CAASPP

Parent Guide to the 2013–14 California Assessment of Student Performance and Progress

April 2014

California's New Statewide Testing System

Signed into law on October 2, 2013, Assembly Bill 484 launched a new student testing system for California's schools, now called the **California Assessment of Student Performance and Progress (CAASPP)**. The CAASPP system is based on the state's new California Common Core State Standards (CA CCSS) for English–language arts (ELA) and mathematics, adopted by the State Board of Education in 2010. This new system replaces the Standardized Testing and Reporting (STAR) Program that was based on 1997 standards.

The primary goal of the new statewide testing program is to better prepare all students for college and careers in the twenty-first century. Computer-based assessments, developed through the Smarter Balanced Assessment Consortium, form the cornerstone for CAASPP. Schools throughout California are taking part in the Smarter Balanced Field Test this spring. The primary purpose of this field test is to make sure the test questions are fair for all students. It also gives teachers and schools a chance to find out whether they are ready for the operational tests in 2015.

Common Core State Standards

The new CA CCSS for ELA and mathematics replace the 1997 academic standards. The CA CCSS, like the earlier state standards, describe what students should know and be able to do in these two subject areas at each grade level from kindergarten through grade twelve.

Since 2010, 44 states, including California, have adopted the Common Core State Standards for ELA and mathematics. The CA CCSS are important because they help ensure that all students, no matter where they live, will graduate from high school prepared for college and work. Having clearly defined learning objectives helps parents or guardians and teachers work together to make sure their students succeed. The overall goal is that all students have the skills and knowledge needed to compete in today's global economy.

Testing in 2013–14

The following tests are required:

- Spring 2014 Smarter Balanced Field Test for ELA and mathematics in grades three through eight and grade eleven (and a select sample in grades nine and ten)
- The California Standards Test (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA) for science in grades five, eight, and ten
- The CAPA for ELA and mathematics in grades two through eleven (Students who are eligible for the CAPA will not participate in the Smarter Balanced Field Test.)

The following tests are optional:

- The CSTs for ELA and mathematics used for the Early Assessment Program (EAP) in grade eleven (voluntary for students, as they have been in previous years)
- Standards-based Tests in Spanish (STS) for reading/language arts in grades two through eleven (voluntary for school districts to administer; state pays for ELA)

Test Formats

The spring 2014 assessments are presented in two different formats:

- Smarter Balanced assessments are computer-based and presented in a variety of item types: multiple-choice, short answer, and constructed-response questions and a performance task in all grades tested. There is no isolated writing task, as was used in the STAR Program. For Smarter Balanced, students will show their writing knowledge and skills in a number of ways in all grade levels tested.
- The CST and CMA for science are paper-and-pencil tests presented in a multiple-choice format. The CAPA includes a variety of test formats that are presented one-on-one by a trained examiner. The EAP for ELA and mathematics in grade eleven are presented in a multiple-choice format, plus a written essay for ELA.

Testing Windows for 2013–14

The Smarter Balanced Field Test will be administered from March 25 through June 6, 2014, during a testing window assigned by the testing contractor. Schools establish their own testing schedules within the window.

The CST, CMA, STS (if given), and EAP will be administered within a testing window of 25 instructional days that includes 12 instructional days before and after the completion of 85 percent of the school's, track's, or program's instructional days.

Student Participation

All students in grades three through eight and grade eleven are to take the Smarter Balanced Field Test and the designated CSTs or CMAs in spring 2014. The exceptions are students who have severe cognitive disabilities and are required to take the CAPA, according to their individualized education program (IEP) or 504 plan. English learners who have been enrolled in a school in the United States for less than 12 months (cumulative) also are excused from taking the ELA sections of the spring tests.

2013–14 California Assessment of Student Performance and Progress (CAASPP)

Test	Type	Participants	Grade Level(s)	Content Tested
Smarter Balanced Field Test	CR MC SR PT CBT	All students except those who take the CAPA, or for the English-language Arts test only, English learners who are in their first 12 months of attending a school in the United States.	3–8 9–11 Scientific Sample* Required	English–Language Arts • Mathematics (includes one performance task in English–language Arts or mathematics) Note: No score reports will be provided.
CSTs	SB MC	All students unless their individualized education program indicates assessment with CAPA.	5, 8, and 10 Required	Science
CAPA	SB PA	Students with significant cognitive disabilities who are unable to take the CSTs even with accommodations or modifications and whose individualized education program indicates assessment with CAPA.	2–11 Required	Grades 2–11 English–Language Arts • Mathematics Grades 5, 8, and 10 Science
CMA	SB MC	Students whose individualized education program indicates assessment with CMA. For a complete list of criteria, please go to: http://www.cde.ca.gov/ta/tg/sr/participcriteria.asp	5, 8, and 10 Required	Science
STS	SB MC	Spanish-speaking English learners who either receive instruction in their primary language or have been enrolled in a school in the United States less than 12 months.	2–11 Optional	Reading/Language Arts
EAP	SB MC PA	Voluntary.	11 Optional	English–Language Arts • Algebra II • Summative High School Mathematics

* All Grade 11 students are encouraged to participate.

Legend:

CAASPP – California Assessment of Student Performance and Progress

CAPA – California Alternate Performance Assessment

CBT – Computer based testing

CR – Constructed response

EAP – Early Assessment Program

MC – Multiple choice

PA – Performance assessment

PT – Performance tasks

SB – Standards-based

SR – Selected response


STS – Standards-based Tests in Spanish

Assembly Bill 484 Questions and Answers

Questions and answers regarding Assembly Bill (AB) 484, which establishes California's new statewide student assessment system. AB 484 was signed into law on October 2, 2013.

Last Updated: January 31, 2014

1. What is Assembly Bill (AB) 484?

Signed into law on October 2, 2013, [AB 484 \(Bonilla\)](#)  establishes California's new student assessment system, now known as the California Assessment of Student Performance and Progress (CAASPP). The CAASPP assessment system replaces the Standardized Testing and Reporting (STAR) Program. The primary purpose of the CAASPP assessment system is to assist teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.

2. When does AB 484 take effect?

The provisions of AB 484 take effect on January 1, 2014.

3. Which subjects and grades are assessed in the CAASPP assessment system? (updated 6-Jan-2014)

AB 484 calls for the transition to a system of assessments and assessment tools that cover the full breadth and depth of the curriculum and promote the teaching of the full curriculum. This transition will take several years to complete.

For the 2013–14 school year, CAASPP is comprised of the following:

- Field test of the consortium (i.e., Smarter Balanced*) summative assessment for English–language arts (ELA) and mathematics in grades three through eight and grade eleven. Additional details about the field test can be found in the [Smarter Balanced Field Test Questions and Answer page](#).
- Grade-level science assessments, including the California Standards Tests (CSTs), California Alternate Performance Assessment (CAPA), and the California Modified Assessment (CMA), in grades five, eight, and ten.
- California Alternate Performance Assessment (CAPA) for ELA and mathematics in grades two through eleven.
- Voluntary for grade eleven students, the Early Assessment Program (EAP) in ELA and mathematics.
- Optional for local educational agencies (LEAs) to administer, the Standards-based Tests in Spanish. (Further information about grade levels and subjects will be forthcoming.)

4. **How does the passage of AB 484 affect the statewide testing of English learners?**(updated 12-Nov-2013)

AB 484 exempts English learners who have been attending school in the United States less than 12 months (i.e., recently arrived English learners) from taking the Smarter Balanced English–language arts assessments. All English learners, including recently arrived English learners, are required to take the Smarter Balanced mathematics assessments. In addition, they are required to take the grade-level science assessment (either the CST, CAPA, or CMA) in grades five, eight, and ten.

5. **Can the Smarter Balanced Field Test of 2014 be used as the “performance of basic skills” criterion for the reclassification of English learners?** (added 10-Jan-2014)

No. LEAs will not receive student-level results from the spring 2014 Smarter Balanced Field Test. In 2013–14, there is no need to change the local reclassification policy.

LEAs are to establish local reclassification policies that allow for “the effective and efficient conduct of the language reclassification process” (Title 5, *California Code of Regulations*, Section 11303). Further, LEAs must establish school district advisory committees on programs and services for English learners, and one of the key roles of this committee is to “review and comment on the district reclassification procedures” (Title 5, *California Code of Regulations*, Section 11308[c][6]). Therefore, school districts are afforded flexibility when identifying appropriate measures of academic performance when establishing local reclassification policy.

6. **With the suspension of the STAR program, which tests can be used for the reclassification of English learners in 2013–14?** (added 10-Jan-2014)


There is no change to the State Board of Education (SBE) guidelines for reclassification of English learners in 2013–14. *Education Code* Section 313(f)(4) calls for a comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

While the spring Smarter Balanced Field Test will not yield any scores, the suspension of CSTs and CMAs does not impede or prohibit a school district’s ability to use the 2012–13 CST or CMA ELA results to be used as the academic criterion for reclassification during the 2013–14 school year.

7. **What resources are available to English learners during Smarter Balanced Field Testing?** (added 10-Jan-2014)

The *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* provide a list of the available universal tools, designated supports, and accommodations for use on the Field Test. All students have access to universal tools, such as highlighter, embedded ruler, strikethrough, and English dictionary. ELs also may have access to appropriate designated supports, such as stacked translations and bilingual dictionary. ELs with disabilities may use accommodations designated in their individualized

education program (IEP) or Section 504 plan, such as closed captioning or braille.

- 8. Will there be a primary language assessment?** (added 10-Jan-2014)
In 2013–14, LEAs will have the option to administer the Standards-based Test in Spanish (STS) in reading language arts (RLA) for a pupil identified as limited English proficient enrolled in any of grades two through eleven, who receives instruction in his or her primary language or has been enrolled in a school in the United States for less than 12 months. The STS in RLA is available for this student population at no cost to the LEA and an apportionment will be paid.
- 9. Has information about Smarter Balanced been translated into languages other than English?** (added 10-Jan-2014)
Yes. A Web page in Spanish provides downloadable factsheets for teachers, parents, and students as well as information on the assessment system. This information is located on the Smarter Balanced Assessment Consortium Parents and Students [Recursos en español](#)  Web page.
- 10. What assessments will be used for the EAP Program?** (updated 10-Oct-2013)
The current augmented CSTs for ELA and mathematics will continue to be used for the EAP Program in 2013–14. Beginning in the 2014–15 school year, the grade eleven Smarter Balanced computer adaptive assessments for ELA and mathematics will replace the augmented CSTs that are used for the EAP.
- 11. What tools will be provided to educators to assist them in implementing and assessing the Common Core State Standards (CCSS)?**
AB 484 provides LEAs, at no cost, with formative tools and interim assessments for ELA and mathematics. Formative assessment tools are assessment tools and processes that are embedded in instruction and used by teachers and pupils to provide feedback for purposes of adjusting instruction to improve learning. Interim assessments are assessments that are designed to be given at regular intervals throughout the school year to evaluate a pupil's knowledge and skills relative to a specific set of standards.
- 12. Will science be tested under CAASPP?**
The grade-level CST, CAPA, and CMA science assessments will continue to be administered in grades five, eight, and ten until new tests aligned with the Next Generation Science Standards, adopted in September 2013, are implemented.
- 13. Are previous STAR assessments available to LEAs?** (updated 10-Oct-2013)
STAR assessments that are not a part of the CAASPP assessment system may be available for use by LEAs. Additional information on the process to

order such assessments will be forthcoming. (Note that the STAR ELA , including the grad 4 & 7 writing assessments, and mathematics tests to be made available do not assess the CCSS.)

14. Can CAASPP results be compared with results from STAR?

AB 484 prohibits the comparison of CAASPP assessment results with results from STAR assessments that measure previously adopted content standards (e.g., CAASPP ELA assessment and STAR ELA assessments). CAASPP assessments that measure the same content standards as previously administered STAR assessments (e.g., science in grades five, eight, and ten) may be compared.

15. Does the passage of AB 484 affect the California High School Exit Examination (CAHSEE) requirement? (added 24-Oct-2013)

No. The CAHSEE is not addressed in AB 484, so the passage of AB 484 has no impact on the CAHSEE requirement. Unless legislation is introduced and passed changing the existing requirement, LEAs are still required to administer the CAHSEE and it remains a high school graduation requirement.

16. Where should questions about AB 484 be directed?

Questions about AB 484 should be directed to the CDE CAASPP Office by phone at 916-445-8765 or by e-mail at caaspp@cde.ca.gov.

** The Smarter Balanced Assessment Consortium is a multistate consortium developing assessments aligned with the CCSS for ELA and mathematics. California is a governing member of the consortium. More information on the Smarter Balanced assessments can be found on the [California Department of Education Smarter Balanced Web site](#).*

California Assessment of Student Performance and Progress 2014–15 Testing Windows

Pursuant to the *California Code of Regulations*, Title 5, Section 855, 2014–15

Subject and Grade Level	Requirement	Example
English–language arts and mathematics, in grades 3–8	The testing window shall not begin until at least 66 percent of a school’s annual instructional days have been completed, and testing may continue up to and including the last day of instruction for the regular school calendar.	For a 180-day school year, 66 percent of instructional days occur after the 120 th instructional day, allowing for a 12-week window beginning on the 121 st instructional day.
English–language arts and mathematics, in grade 11	The testing window shall not begin until at least 80 percent of a school’s annual instructional days have been completed, and testing may continue up to and including the last day of instruction for the regular school calendar year.	For a 180-day school year, 80 percent of instructional days occur after the 144 th instructional day, allowing for a 7-week window beginning on the 145 th instructional day.
Science for CST*, CMA*, CAPA*, in grades 5, 8, and 10	The testing window shall be administered during a window of 25 days that includes 12 days before and after completion of 85 percent of the school’s instructional days.	For a 180-day school year, 85 percent of a school year occurs after day 152. In this example, the test window would occur between days 141 and 164.

*CAPA: California Alternate Performance Assessment

*CMA: California Modified Assessment

*CST: California Standards Test

On July 9, 2014, the California State Board of Education stated its intent to suspend the CAPA for English–language arts and mathematics, and to field test a new alternate assessment.

The California Assessment of Student Performance and Progress (CAASPP) Emergency Regulations may be found on the California Department of Education CAASPP Regulations Web page at <http://www.cde.ca.gov/re/lr/rr/caaspp.asp>.



Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2013–14

Matrix One:

Purpose and Use: This document displays the universal tools, designated supports, and accommodations (embedded and non-embedded) allowed as part of the California Assessment of Student Performance and Progress (CAASPP) for 2013–14. This document should be used in conjunction with the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines*, available at <http://www.cde.ca.gov/ta/tg/sa/access.asp>, and the *California Code of Regulations*, Title 5, sections 850 to 868 available at <http://www.cde.ca.gov/re/lr/rr/caaspp.asp>, in the determination of supports for individual pupils. The appropriate use of embedded and non-embedded universal tools, designated supports, and/or accommodations on CAASPP tests are restricted to only those identified in this document. Accessibility supports (an explanation of which can be found in Part 3, beginning on page nine) contains a listing of identified accessibility supports and information about requesting the use of the identified and unidentified accessibility supports.

Part 1: Embedded Supports

Embedded supports are digitally-delivered features or settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

Universal Tool (U) Designated Support (D) Accommodation (A)	English-Language Arts			Mathematics
	Reading	Writing	Listening	
American Sign Language	–	–	A	A
Breaks	U	U	U	U
Braille	A	A	A	A
Calculator	–	–	–	U (for specific items)
Closed Captioning	–	–	A	–

Universal Tools (U)	Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
Designated Supports (D)	Are features that are available for use by any pupil for whom the need has been indicated prior to the assessment, by an educator or group of educators.
Accommodations (A)	For the CAASPP assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil's individualized educational program (IEP) or Section 504 plan.

Universal Tool (U) Designated Support (D) Accommodation (A)	English-Language Arts			Mathematics
	Reading	Writing	Listening	
Color Contrast	D	D	D	D
Digital Notepad	U	U	U	U
English Dictionary	–	U (for ELA- performance task- long essay[s], not short paragraph responses)	–	–
English Glossary	U	U	U	U
Expandable Passages	U	U	U	U
Global Notes	–	U (for ELA- performance task- long essay[s], not short paragraph responses)	–	–
Highlighter	U	U	U	U
Keyboard Navigation	U	U	U	U
Mark for Review	U	U	U	U
Masking	D	D	D	D
Math Tools (i.e., embedded ruler, embedded protractor)	–	–	–	U (for specific items)
Spell Check	–	U (for specific items)	–	–
Strikethrough	U	U	U	U

Universal Tools (U)	Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
Designated Supports (D)	Are features that are available for use by any pupil for whom the need has been indicated prior to the assessment, by an educator or group of educators.
Accommodations (A)	For the CAASPP assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil's individualized educational program (IEP) or Section 504 plan.

Universal Tool (U) Designated Support (D) Accommodation (A)	English-Language Arts			Mathematics
	Reading	Writing	Listening	
Text-to-Speech	D (for items, not passages) A (for ELA reading passages, grades 6–8 and 11)	D	D	D
Translated Test Directions	–	–	–	D
Translations (Glossary)	–	–	–	D
Translations (Stacked)	–	–	–	D
Turn off Any Universal Tool	D	D	D	D
Writing Tools (i.e., bold, italic, bullets, undo/redo)	–	U (for specific items)	–	–
Zoom (in/out)	U	U	U	U

Universal Tools (U)	Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
Designated Supports (D)	Are features that are available for use by any pupil for whom the need has been indicated prior to the assessment, by an educator or group of educators.
Accommodations (A)	For the CAASPP assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil's individualized educational program (IEP) or Section 504 plan.

Part 2: Non-Embedded Supports

Non-embedded supports are available, when provided by the local educational agency (LEA), for either computer-administered or paper-pencil CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

Universal Tool (U) Designated Support (D) Accommodation (A)	English-Language Arts			Mathematics	Science California Standards Test (CST) and California Modified Assessment (CMA)	Primary Language Standards Test in Spanish (STS) for Reading/Language Arts
	Reading	Writing	Listening			
Administration of the test to the pupil at the most beneficial time of day	A	A	A	A	A	A
Abacus	–	–	–	A	A	–
Alternate Response Options Includes adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. (previously known as “Assistive device that does not interfere with the independent work of the student on the multiple choice and/or essay responses [writing portion of the test]”)	A	A	A	A	–	–
American Sign Language	D (for items, not passages)	A	A	A	A	A (for items, not passages)
	A (for ELA reading passages, grades 6–8 and 11)					

Universal Tools (U)	Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
Designated Supports (D)	Are features that are available for use by any pupil for whom the need has been indicated prior to the assessment, by an educator or group of educators.
Accommodations (A)	For the CAASPP assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil’s individualized educational program (IEP) or Section 504 plan.

Universal Tool (U) Designated Support (D) Accommodation (A)	English-Language Arts			Mathematics	Science California Standards Test (CST) and California Modified Assessment (CMA)	Primary Language Standards Test in Spanish (STS) for Reading/Language Arts
	Reading	Writing	Listening			
Bilingual Dictionary	–	D (for ELA-performance task-long essay[s], not short paragraph responses)	–	–	–	–
Breaks (previously known as “Extended Time” or “Test over more than one day for a test or test part to be administered in a single sitting” or “supervised breaks within a section of the test”)	U	U	U	U	U	U
Braille (paper-pencil tests)	A	A	A	A	A	A
Calculator	–	–	–	A (for specific items)	–	–
Color Contrast	D	D	D	D	–	–
Color Overlay (previously known as “Colored overlay, mask, or other means to maintain visual attention”)	D	D	D	D	U	U
English Dictionary	–	U (for ELA-performance task-long essay[s], not short paragraph responses)	–	–	–	–
Large-print versions of a paper-pencil test (as available)	A	A	A	A	A	A
Magnification (previously known as “Visual magnifying equipment”)	D	D	D	D	D	D
Math Tools (i.e., non-embedded ruler, non-embedded protractor)	–	–	–	U (for specific items)	–	–

Universal Tools (U)	Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
Designated Supports (D)	Are features that are available for use by any pupil for whom the need has been indicated prior to the assessment, by an educator or group of educators.
Accommodations (A)	For the CAASPP assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil’s individualized educational program (IEP) or Section 504 plan.

Universal Tool (U) Designated Support (D) Accommodation (A)	English-Language Arts			Mathematics	Science California Standards Test (CST) and California Modified Assessment (CMA)	Primary Language Standards Test in Spanish (STS) for Reading/Language Arts
	Reading	Writing	Listening			
Multiplication Table	–	–	–	A (beginning in grade 4)	–	–
Noise buffers (e.g., individual carrel or study enclosure or noise-cancelling headphones)	D	D	D	D	D	D
Print on Demand	A	A	A	A	–	–
Pupil marks in paper-pencil test booklet (other than responses including highlighting)	U	U	U	U	U	U
Read Aloud (previously known as “Test questions and answer options read aloud to pupil or used audio CD presentation – excluding passages”)	D (for items, not passages)					
	A (for ELA reading passages, grades 6–8 and 11: visually impaired in grades 3–8 and 11 who do not yet have adequate braille skills)	D	D	D	A	A
Scratch Paper	U	U	U	U	U	U

Universal Tools (U)	Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
Designated Supports (D)	Are features that are available for use by any pupil for whom the need has been indicated prior to the assessment, by an educator or group of educators.
Accommodations (A)	For the CAASPP assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil’s individualized educational program (IEP) or Section 504 plan.

Universal Tool (U) Designated Support (D) Accommodation (A)	English-Language Arts			Mathematics	Science California Standards Test (CST) and California Modified Assessment (CMA)	Primary Language Standards Test in Spanish (STS) for Reading/Language Arts
	Reading	Writing	Listening			
Scribe (previously known as “Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe, audio recorder, or speech-to-text converter” or “Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school” or “Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items”)	D	A	D	D	A	A
Separate Setting (previously known as “Test individual student separately, provided that a test examiner directly supervises the student” or “Test student in a small group setting” or “Test administered at home or in hospital by test examiner”)	D	D	D	D	A	A
Simplified or clarified test administration directions (does not apply to test questions)	U	U	U	U	U	U
Special lighting or acoustics, assistive devices (specific devices may require CAASPP contractor certification), and/or special or adaptive furniture	D	D	D	D	D	D

Universal Tools (U)	Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
Designated Supports (D)	Are features that are available for use by any pupil for whom the need has been indicated prior to the assessment, by an educator or group of educators.
Accommodations (A)	For the CAASPP assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil’s individualized educational program (IEP) or Section 504 plan.

Universal Tool (U) Designated Support (D) Accommodation (A)	English-Language Arts			Mathematics	Science California Standards Test (CST) and California Modified Assessment (CMA)	Primary Language Standards Test in Spanish (STS) for Reading/Language Arts
	Reading	Writing	Listening			
Speech-to-Text (previously known as “Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe, audio recorder, or speech-to-text converter” or “Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items”)	A	A	A	A	A	A
Thesaurus	–	U (for ELA-performance task-long essay[s], not short paragraph responses)	–	–	–	–
Translated Test Directions	–	–	–	D	D	D
Translations (Glossary) (previously known as “Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.)	–	–	–	D	D	D
The use of additional accessibility supports can be requested.	The LEA may submit a request in writing to the California Department of Education (CDE), prior to the administration of a CAASPP test, for approval for the use of an accessibility support. The LEA CAASPP Coordinator or CAASPP Test Site Coordinator shall make the request ten business days prior to the pupil’s first day of CAASPP testing.					

Universal Tools (U)	Are available for all pupils. Pupils may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
Designated Supports (D)	Are features that are available for use by any pupil for whom the need has been indicated prior to the assessment, by an educator or group of educators.
Accommodations (A)	For the CAASPP assessment system, eligible pupils shall be permitted to take the tests with accommodations if specified in the pupil’s individualized educational program (IEP) or Section 504 plan.

Part 3: Accessibility Supports

Accessibility supports are not universal tools, designated supports, or accommodations. Accessibility supports shall be available if specified in the eligible pupil's individualized education program (IEP) or Section 504 plan. Accessibility supports may or may not have been previously identified (see page 10 for a list of identified non-embedded accessibility supports.)

Information about the purpose and use of the CAASPP Accessibility Support Request Form and the online submission is available at <http://californiatac.org/administration/forms/index.html>. The form must be submitted ten business days prior to the pupil's first day of testing. The CDE will reply to the request within four business days.

CCR Section 853.5(h) has identified the following non-embedded accessibility supports for English-language arts, mathematics, science and primary language. The LEA shall use the CAASPP Accessibility Support Request Form to request the use of these identified accessibility supports.

If an IEP team or Section 504 plan identifies and designates a resource not identified in Matrix One the LEA CAASPP Coordinator or the CAASPP Test Site Coordinator may submit the CAASPP Accessibility Support Request Form. Approval will be granted by the CDE for use of this unidentified resource based on the IEP team's and/or Section 504 plan's designation and if the accessibility support does not compromise test integrity or security. Smarter Balanced Assessment Consortium, in concert with the CDE, shall make a determination of whether the request changes the construct being measured outside of this approval process. This determination will be done after all testing has been completed.

Note: Title 5 of the *California Code of Regulations* (CCR), Section 853.5(h) states that the use of "accessibility supports that change the construct being measured by a CAASPP test invalidate the test score and results in a score that cannot be compared with other CAASPP results. Scores for pupils' tests with accessibility supports that change the construct being measured by a CAASPP test will not be counted as participating in statewide testing (and impacts the accountability participation rate indicator) but pupils will receive an individual score report with their actual score [raw score]." IEP teams should be made aware of this regulation when writing the IEP but should not allow the impact of a LEA's accountability to outweigh the needs of the students.

Identified Non-embedded Accessibility Supports that Change the Construct Being Measured:

	English-Language Arts			Mathematics	Science (CST and CMA)	Primary Language Test (STS for Reading/ Language Arts)
	Reading	Writing	Listening			
American Sign Language	X (for ELA passages, grades 3, 4, and 5)					X (for reading passages)
Bilingual Dictionary	X		X	X	X	X
Calculator				X (for non-specified items)	X	
English Dictionary	X		X	X	X	X
Math Tools (i.e., non-embedded ruler, non-embedded protractor)				X (for non-specified items)		
Multiplication Table				X (for grade 3)		
Read Aloud (previously known as “Test questions and answer options read aloud to student or used audio CD presentation – excluding passages”)	X (for ELA passages, grades 3, 4, and 5)					
Thesaurus	X		X	X	X	X
Translated Test Directions	X	X	X	X		
Translations (Glossary) (previously known as “Access to translation glossaries/word lists (English- to-primary language). Glossaries/word lists shall not include definitions or formulas.)	X	X	X			



Testing Variations, Accommodations, and Modifications

Matrix Two:

Note: Refer to the *California Code of Regulations*, Title 5, Education (Sections 1200-1225, 11510-11517.5, and 1040-1048) for each specific assessment program for more detail.

Matrix of Variations, Accommodations, and Modifications for Administration of the California High School Exit Examination, California English Language Development Test and the Physical Fitness Test

Test Variation (1) Accommodation (2) Modification (3)	CAHSEE	CELDT	PFT
Administration of the test at the most beneficial time of day to the student	2	2	2
Arithmetic table or formulas (not provided) on the mathematics tests	3	Not Applicable	Not Applicable
Arithmetic table or formulas (not provided) on the science tests	Not Applicable	Not Applicable	Not Applicable
Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test)	2	2	Not Applicable
Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses	3	3	Not Applicable
Audio amplification equipment	1	1	1
Braille transcriptions provided by the test contractor	2	2	Not Applicable
Calculator on the mathematics tests	3	Not Applicable	Not Applicable
Calculator on the science tests	Not Applicable	Not Applicable	Not Applicable

All	All pupils may be provided these test variations.
Test Variation (1)	Pupils may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible pupils shall be permitted to take the examination/test with accommodations if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the CELDT , eligible pupils shall be permitted to take the tests with modifications if specified in the eligible pupil's IEP or Section 504 plan. Eligible pupils shall be permitted to take the CAHSEE with modifications if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Test Variation (1) Accommodation (2) Modification (3)	CAHSEE	CELDT	PFT
Colored overlay, mask, or other means to maintain visual attention	1	1	Not Applicable
Dictionary	3	3	Not Applicable
Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions	2	2	Not Applicable
Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe audio recorder, or speech-to-text converter (scribe provides spelling, grammar, and language conventions)	3	3	Not Applicable
Extra time on a test within a testing day	ALL	ALL	ALL
Large-print versions or test items enlarged (not duplicated) to a font size larger than that used on large print versions	2	2	Not Applicable
Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)	1	1	1
Math manipulatives on the mathematics tests	3	Not Applicable	Not Applicable
Manually Coded English or American Sign Language to present test questions and answer options	2 Math	2 Writing	Not Applicable
	3 ELA	3 Reading, Listening, Speaking	
	2 Writing Task		
Math manipulatives on the science tests	Not Applicable	Not Applicable	Not Applicable
Noise buffers (e.g., individual carrel or study enclosure)	1	1	Not Applicable

All	All pupils may be provided these test variations.
Test Variation (1)	Pupils may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible pupils shall be permitted to take the examination/test with accommodations if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the CELDT , eligible pupils shall be permitted to take the tests with modifications if specified in the eligible pupil's IEP or Section 504 plan. Eligible pupils shall be permitted to take the CAHSEE with modifications if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Test Variation (1) Accommodation (2) Modification (3)	CAHSEE	CELDT	PFT
Special lighting or acoustics; special or adaptive furniture	1	1	Not Applicable
Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items	2	2	Not Applicable
Student marks in test booklet (other than responses) including highlighting	ALL	ALL	Not Applicable
Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school	2	2	Not Applicable
Supervised breaks within a section of the test	2	2	Not Applicable
Test administered at home or in hospital by a test examiner	2	2	2
Test administration directions that are simplified or clarified (does not apply to test questions)	ALL	ALL	ALL
Test individual student separately, provided that a test examiner directly supervises the student	1	1	1
Test over more than one day for a test or test part to be administered in a single sitting	2	2	Not Applicable
Test questions and answer options read aloud to student or used audio CD presentation	2 Math	2 Writing	Not Applicable
	3 ELA	3 Reading	
	2 Writing Task		
Test students in a small group setting	ALL	ALL	ALL
Visual magnifying equipment	1	1	Not Applicable

All	All pupils may be provided these test variations.
Test Variation (1)	Pupils may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible pupils shall be permitted to take the examination/test with accommodations if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the CELDT , eligible pupils shall be permitted to take the tests with modifications if specified in the eligible pupil's IEP or Section 504 plan. Eligible pupils shall be permitted to take the CAHSEE with modifications if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Test Variation (1) Accommodation (2) Modification (3)	CAHSEE	CELDT	PFT
Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test	3	3	Not Applicable
Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)	2	2	Not Applicable
Unlisted Accommodation	Check with CAHSEE/PFT Office prior to use	Check with CELDT Office prior to use	Check with CAHSEE/PFT Office prior to use
Unlisted Modification	Check with CAHSEE/PFT Office prior to use	Check with CELDT Office prior to use	Check with CAHSEE/PFT Office prior to use

All	All pupils may be provided these test variations.
Test Variation (1)	Pupils may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible pupils shall be permitted to take the examination/test with accommodations if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the CELDT , eligible pupils shall be permitted to take the tests with modifications if specified in the eligible pupil's IEP or Section 504 plan. Eligible pupils shall be permitted to take the CAHSEE with modifications if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.



English Learner Test Variations

Matrix Three:

Matrix of Test Variations for Administration of the California High School Exit Examination and the Physical Fitness Test for English Learners

Because the CELDT test is specifically for English learners (ELs), there are not separate guidelines for administering the CELDT to this population. Please refer to the Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments, the first table in this section, for additional variations for all students, including English learners.

Test Variation	CAHSEE	PFT
Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.	Variation Allowed	Not Applicable
Additional supervised breaks within a testing day <i>or</i> following each section (STAR) within a test part provided that the test section is completed within a testing day. A test section is identified by a “STOP” at the end of it.	Variation Allowed	Not Applicable
English learners (ELs) may have the opportunity to be tested separately with other ELs provided that the student is directly supervised by an employee of the school who has signed the test security affidavit and the student has been provided such a flexible setting as part of his/her regular instruction or assessment.	Variation Allowed	Variation Allowed
Hear the test directions printed in the test administration manual translated into the student’s primary language. Ask clarifying questions about the test directions in the student’s primary language.	Variation Allowed	Variation Allowed

California Alternate Assessment Participation Criteria

Eligibility for an alternate State assessment is based on a student's individualized education program (IEP) that reflects an emphasis on curricular instruction of the California contents standards based on alternate achievement standards. In order to aid an IEP team in its determination of whether a student should be assessed by an alternate assessment, the following shall be considered:

Circle "Agree" or "Disagree" for each task:

Agree	Disagree	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his or her nondisabled peers; however, his or her learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	Disagree	The student cannot address the performance level assessed in the statewide assessment, even with accommodations or modifications.
Agree	Disagree	The decision to participate in the alternate assessment is <i>not</i> based on the amount of time the student is receiving special education services.
Agree	Disagree	The decision to participate in the alternate assessment is <i>not</i> based on excessive or extended absences.
Agree	Disagree	The decision to participate in the alternate assessment is <i>not</i> based on language, cultural, or economic differences.
Agree	Disagree	The decision to participate in the alternate assessment is <i>not</i> based on deafness/blindness, visual, auditory, and/or motor disabilities.
Agree	Disagree	The decision to participate in the alternate assessment is <i>not primarily</i> based on a specific categorical label.
Agree	Disagree	The decision for alternate assessment is an IEP team decision, rather than an administrative decision.

If the answer to any of these questions is "Disagree," the team should consider including the student in the California Assessment of Student Performance and Progress (CAASPP) (with the use of any necessary accommodations or modifications).

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)

Exemption for Eligible Students with Disabilities

Questions and Answers regarding the California High School Exit Examination Exemption for Eligible Students with Disabilities: California Education Code Section 60852.3 (ABX4 2).

1. What is EC Section 60852.3?

Beginning in the 2009–10 school year, California *Education Code* Section 60852.3 provides an exemption from meeting the CAHSEE requirement as a condition of receiving a diploma of graduation for eligible students with disabilities who have an individualized education program (IEP) or a Section 504 plan. The IEP or Section 504 plans must state that the student is scheduled to receive a high school diploma, and has satisfied or will satisfy all other state and local requirements for high school graduation, on or after July 1, 2009. The exemption from meeting the CAHSEE requirement ends June 30, 2012, unless legislation extending the exemption is enacted.

Updated Legislation July 2012:

Assembly Bill (AB) 1705 is a State Superintendent of Public Instruction sponsored bill to extend the implementation date of the alternative means until July 1, 2015 that in effect, extends the exemption to the CAHSEE for eligible students with disabilities.

2. Should students with disabilities be encouraged to continue to attempt to pass the CAHSEE despite the change in the law?

Yes, the CAHSEE represents academic standards which all students should be encouraged to meet. Students should continue to take the CAHSEE, and to receive appropriate remedial instruction, as it is not prohibited by the new law. However, as described below, a student in the class of 2012 who is eligible for the exemption allowed by California *Education Code* Section 60852.3 may not be required to pass the CAHSEE in order to receive a diploma. Furthermore, local educational agencies are strongly encouraged to continue to offer remedial instruction and access to the CAHSEE. (See Legislation above for extension)

3. Do students need to have a specific disability to be eligible for the exemption?

California *Education Code* Section 60852.3 states that any student with disabilities (any type of disability, for any duration) who has an individualized education program (IEP) or Section 504 plan, and has satisfied or will satisfy all other state and local requirements for receipt of a high school diploma, is exempt from meeting the CAHSEE requirement as a condition of graduation.

4. How long will this exemption be in effect?

California *Education Code* Section 60852.3(b) states that this exemption will last until the State Board of Education (SBE) makes either a determination that alternative means to the CAHSEE for students with disabilities are not feasible or such alternative means have been implemented. In July 2010 the SBE determined that an alternative means to the CAHSEE for eligible students with disabilities is feasible, and in February 2011, the SBE adopted regulations establishing July 1, 2012 as the alternative means implementation date. The exemption from meeting the CAHSEE requirement ends June 30, 2012, unless legislation extending the exemption is enacted.

Status of Alternative Means for Eligible Students with Disabilities

Alternative means to demonstrate competency in the content standards assessed by the California High School Exit Examination (CAHSEE) for eligible students with disabilities (SWDs) have been under consideration since 2009. Alternative means, identified as a two-tiered system consisting of both a screening of alternative scale scores determined to approximate a passing score on the CAHSEE and a collection of evidence (work samples), was determined by the State Board of Education (SBE) in July 2010 to be feasible. However, the proposed two-tiered alternative means is not implementable at this time given the lack of state resources, the move to Common Core State Standards (CCSS), and the conversations regarding the continued use of the CAHSEE in its current form.

5. May a student with a disability who left high school between January 1, 2008 and July 1, 2009 without a diploma (because he or she did not pass CAHSEE) be allowed to re-enroll in high school and receive a diploma under the new law?

Under the Individuals with Disabilities Education Act (IDEA), students are entitled to special education services until age twenty-two or until they receive a diploma. Thus, a local educational agency (LEA) may be required to reopen and revise an individualized education program (IEP) for a student who left high school without receiving a diploma, if the student has not reached age twenty-two. If appropriate, the IEP team may revise the IEP of an eligible student. Such appropriate revisions should include additional quality instruction to help the student pass the CAHSEE and may include receiving a diploma without passing the CAHSEE. If the revised IEP calls for receipt of a diploma after July 1, 2009, and the student has satisfied or will satisfy all other graduation requirements, then the student may be exempted from the CAHSEE requirement under the new statute. It is within the discretion of the IEP team to determine what revisions to the IEP, including further instruction, are appropriate for a particular student. A dispute over that determination would be subject to due process.

Students with only Section 504 plans do not have the same procedural protections as students with IEPs. Federal regulations indicate that one way to guarantee Free Appropriate Public Education (FAPE) under Section 504 is to provide the same procedural protections as required under the IDEA. However, since the rules are not identical, LEA personnel should consult with local counsel when adopting or applying policies regarding re-enrolling students with only Section 504 plans for purposes of receiving a diploma under the new exemption statute.

6. Does this exemption apply to students with disabilities with IEPs or 504 plans who completed all graduation requirements, except passing the CAHSEE, and received a certificate of completion in 2008 or 2009?

Yes, students with IEPs or Section 504 plans who completed all graduation requirements, except passing the CAHSEE, and received a certificate of completion in 2008 or 2009, are eligible for this exemption as described in question 5 above.

7. Is a student enrolled in an adult school eligible for the exemption?

A student enrolled in an adult school offered by a kindergarten through grade twelve (K-12) public school district, who left high school without receiving a diploma, should be treated the same as any other student described in questions 5 and 6 above.

8. May a district adopt an IEP or 504 plan for the sole purpose of exempting the student from the CAHSEE requirement?

No, the new law expressly prohibits adopting an IEP or Section 504 plan for that purpose if the student is or was not previously eligible for special education and related services.

9. Does the IEP or 504 plan need to document whether or not the student is exempt from passing the CAHSEE?

The Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) require that the IEP and Section 504 plan address how the student will participate in statewide assessments. If a student with disabilities will not be taking the CAHSEE this year, that should be noted in the IEP or Section 504 plan and should state that the student will meet the CAHSEE requirement through the exemption.

10. May students with an IEP or 504 plan continue to take the CAHSEE or request a local waiver or must they be exempt from taking the CAHSEE?

The Individuals with Disabilities Education Act (IDEA) and Section 504 plan state that students with disabilities should participate in all state and district wide assessments with any accommodations or modifications that are documented in their IEP or Section 504 plan. Since the waiver provisions of California *Education Code* Section 60851(c) are in effect, students with IEPs or Section 504 plans may agree to continue to take the CAHSEE or request a local waiver.

11. May districts require students with disabilities to take CAHSEE beyond grade ten until they pass or score at least 350 with modifications and qualify for a waiver?

No, the student's right to an exemption is state law and LEAs do not have authority to impose the requirement locally. However, as discussed above, a student should be encouraged to

continue to take the CAHSEE with appropriate instructional support as addressed in a revised individual education program (IEP) or Section 504 plan.

12. Is there any required notification to the parent, local board of education, State Board of Education or California Department of Education (CDE) regarding which students are eligible for the exemption?

California *Education Code* Section 60852.3 does not require that parents, local boards of education, the SBE, or the CDE be notified regarding which students are eligible for the exemption. Eligibility is determined by the individual education program or Section 504 plan team of which the parent is a member. Local educational agencies may develop their own forms for internal purposes. Parent notification with regard to this exemption should be treated like any other issue affecting eligibility for special education.

13. Must students with disabilities currently in grade ten take the CAHSEE?

All grade ten students must participate in the CAHSEE to satisfy Adequate Yearly Progress (AYP) requirements. The exemption from passing the CAHSEE for purposes of receiving a diploma of graduation does not affect the requirement of taking the CAHSEE in grade ten.

Note: Students with significant cognitive disabilities who participate in the California Alternate Performance Assessment (CAPA) satisfy participation in AYP and do not take the CAHSEE in grade ten.

14. Does the exemption apply to students with disabilities currently in grades eleven and twelve?

The exemption applies to students with disabilities currently in grade twelve who have individual education programs (IEPs) or Section 504 plans that indicate the student is scheduled to receive a high school diploma, and that the student has satisfied or will satisfy all other state and local requirements for the receipt of a high school diploma, on or after July 1, 2009 and prior to June 30, 2012. Students are not required to pass the CAHSEE, but are not precluded from taking the examination. This should be determined by the IEP and Section 504 plan teams.

15. Are students with significant cognitive disabilities who participate in the CAPA eligible for the exemption?

Students with significant cognitive disabilities that have an individual education program (IEP) or Section 504 plan generally participate in an alternative curriculum that has significantly modified grade-level standards. These students are not typically scheduled to receive a high school diploma. However, if the student has satisfied or will satisfy all other state and local graduation requirements on or after July 1, 2009 and prior to June 30, 2012, then the student would be exempt from passing the CAHSEE in order to earn a high school diploma. The student would then be awarded a diploma.


Note: Students who earn a high school diploma or reach age twenty-two are no longer eligible to receive special education support and services.

16. Does this exemption affect instructional practices or intensive intervention courses?

The Individuals with Disabilities Education Act (IDEA) and Section 504 require access to grade-level curriculum. Therefore, the exemption of the requirement to pass the CAHSEE should not limit students' access to the general curriculum.

Local educational agencies (LEAs) are encouraged to continue providing intensive instruction even though California *Education Code* Section 42605 authorizes categorical program flexibility. LEAs have flexibility in the use of the identified categorical program funds for 2008–09 through 2012–13. Program or funding requirements, as otherwise provided in statute, are not in effect.

Questions: High School & Physical Fitness Assessment Office | cahsee@cde.ca.gov | 916-445-9449

	California State Board of Education Policy – CAHSEE WAIVER GUIDELINES	POLICY #
		12-XX
	WAIVER GUIDELINES	DATE
	State Board of Education specific waiver request policy of the California High School Exit Examination requirement for eligible students with disabilities	May 2012
REFERENCES - California <i>Education Code (EC)</i> sections 56101 and 60851.		
HISTORICAL NOTES - None		

The State Board of Education (SBE):

- 1) Adopts the following criteria to define eligible students with disabilities (SWDs) pursuant to California *EC* Section 56101 for the purposes of the SBE establishing a waiver policy to streamline waiver requests from local educational agencies (LEAs) or special education local plan areas (SELPA) on the behalf of any eligible SWD who meet the following criteria:
 - Has an operative Individualized Education Program (IEP) adopted pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)) that indicates that the eligible SWD has an anticipated graduation date and is scheduled to receive a high school diploma on or after July 1, 2012;
 - Has not passed the CAHSEE;
 - Has satisfied or will satisfy all other state and local requirements for the receipt of a high school diploma on or after July 1, 2012;
 - Has attempted to pass both portions of the CAHSEE (i.e., English language arts and mathematics) at least once, with the accommodations or modifications, if any, specified in the student’s IEP or Section 504 plan; and
 - Has attained a performance level scale score of 300 (Basic) or above on the Standardized Testing and Reporting (STAR) Program California Standards Test (CST) in English language arts (ELA) grade ten or Algebra I without the use of a modification, or a scale score of 350 (Proficient) or above on the California Modified Assessment (CMA) in ELA grade ten or Algebra I.
- 2) Pursuant to *EC* Section 60851(b), all SWDs shall take the CAHSEE in grade ten for the purposes of fulfilling the accountability requirements of the federal Elementary and Secondary Education Act.
- 3) This policy will expire in two years unless the SBE reviews and renews the policy.