CVUSD
Administrative Regulation AR 6162.51

Instruction

Standardized Testing And Reporting Program

Note: The following optional administrative regulation reflects requirements of the Standardized Testing and Reporting (STAR) Program pursuant to Education Code 60640-60649. Because the district acts as an agent of the California Department of Education (CDE) in administering the mandatory tests, pursuant to Education Code 60613, it cannot be held liable for complying with state requirements.

Note: The requirement to administer a nationally norm-referenced achievement test (the California Achievement Tests, Sixth Edition Survey, CAT6/Survey) to students in grades 3 and 7 was eliminated through the repeal of Education Code 60642 and 60644 pursuant to AB 519 (Ch. 757, Statutes of 2008).

The district shall administer the following assessments in the Standardized Testing and Reporting (STAR) Program:

Note: Pursuant to Education Code 60642.5, the State Board of Education (SBE) has designated the California Standards Tests (CSTs) as the standards-based achievement tests for use in the STAR Program. Item #1 below should be revised as appropriate based on the grade levels offered by the district.

1. The California Standards Tests (CSTs) in English language arts, mathematics, science, and history-social science to students in grades 2-11 (Education Code 60640)

Note: The following optional paragraph is for use by districts that maintain high schools. Students in grade 11 may voluntarily take an "augmented" CST which assesses their college readiness in English and/or mathematics. Participating students take the regular CST followed by a set of supplementary multiple-choice items and, in the English test, a written essay. Test results are used in the Early Assessment Program established by the California State University. SB 946 (Ch. 473, Statutes of 2008) added Education Code 99300-99301 to include community college districts in the program.

In addition, students in grade 11 may voluntarily take an augmented CST as part of the Early Assessment Program to determine their readiness for college-level work in English and/or mathematics. (Education Code 60641, 99300-99301)

***Note: Pursuant to Education Code 60640, English learners are required to take the CSTs in English pursuant to item #1 above. In addition, Education Code 60640 requires that a designated primary language test (DPLT) be administered to English learners under the conditions described

in item #2 below. As of 2008-09, the Standards-Based Test in Spanish (STS) is available for grades 2-11. The STAR Program does not include DPLTs for English learners who speak primary languages other than Spanish. Item #2 below should be revised as appropriate based on the grade levels offered by the district.***

2. The Standards-Based Test in Spanish (STS) to Spanish-speaking English language learners in grades 2-11 who either: (Education Code 60640)

    a. Receive instruction in Spanish, regardless of how long they have been in the United States

    b. Have been enrolled in a California public school for less than 12 months

(cf. 6174 - Education for English Language Learners)

This test shall be required in addition to the CST administered in English. (Education Code 60640)

Note: The following optional paragraph is for use by districts that also choose to administer the STS to other English learners as authorized by Education Code 60640.

Following the first year of enrollment in a California public school, Spanish-speaking English language learners in grades 2-11 shall continue to take the STS in addition to the CST in English, if the Superintendent or designee determines that such test results would provide useful information about students' performance.

Note: Pursuant to Education Code 60640 and 5 CCR 850, special education students must be included in the STAR Program with appropriate accommodations in administration where necessary (see section on "Testing Variations" below), unless exempted by their parents/guardians or eligible to take an alternate assessment in accordance with their individualized education program (IEP). The SBE has designated the California Alternate Performance Assessment (CAPA) for use by any student with severe cognitive disabilities whose IEP team has determined is unable to take the CSTs even with accommodations or modifications. Eligible students who are not severely cognitively disabled may instead take the California Modified Assessment (CMA), developed pursuant to 34 CFR 200.1 based on modified achievement standards, if their IEP teams determine it is appropriate.

3. The California Alternate Performance Assessment (CAPA) for students with severe cognitive disabilities who are unable to take the CSTs even with accommodations or modifications, or the California Modified Assessment (CMA) for students who are not severely cognitively disabled, when determined appropriate by the student's individualized education program (IEP) team (Education Code 56345, 60640; 5 CCR 850; 34 CFR 200.1)

Any special education student who is an English learner may be tested with the STS in accordance with item #2 above, unless the IEP specifically exempts him/her from such testing.

(Education Code 56345)

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

Testing Period

Note: Education Code 60640 and 5 CCR 855 provide that the SBE will establish a "testing window" for administration of the standards-based achievement tests rather than a deadline for completion of testing, so as to allow schools to administer the test to students at approximately the same point in the curriculum during the instructional year. The CDE indicates that all tests within the STAR Program, except the writing assessment as noted below, must be administered within the same testing window.

The STAR tests, with the exception of the writing assessment, shall be administered to students during a testing window of 21 instructional days that includes 10 instructional days before and after completion of 85 percent of the instructional days of the school, track, or program. (Education Code 60640; 5 CCR 855)

The Superintendent or designee shall arrange for at least two make-up days for the testing of students who were absent during the testing period. All make-up testing shall occur within five instructional days of the last date that the district administered the tests, but not later than the 21 instructional day window established above. (Education Code 60640; 5 CCR 855)

The STAR writing assessment shall be administered only on the testing day(s) and make-up day(s) specified annually by the Superintendent of Public Instruction. (Education Code 60640; 5 CCR 855)

Exemptions

Note: 5 CCR 852 allows students to be exempted from participation in the STAR testing as provided below. However, districts should be aware that if a school's student participation level falls below 95 percent, then the school's ability to make "adequate yearly progress" under the No Child Left Behind Act (20 USC 6311) may be affected; see the accompanying Board policy.

A parent/guardian may submit to the school a written request to excuse his/her child from any or all parts of any test. District employees may discuss the STAR Program with parents/guardians and may inform them of the availability of exemptions under Education Code 60615. However, the district and its employees shall not solicit or encourage any written exemption request on behalf of any student or group of students. (5 CCR 852)

Testing Variations

Note: 5 CCR 853.5 specifies testing variations, accommodations, and modifications that may be used in administering the STAR assessments. The CDE has prepared a matrix displaying the allowable test variations for all statewide assessments.

The CSTs and STS shall be administered in accordance with the manuals or other instructions provided by the test contractor, unless a testing variation, accommodation, or modification is specifically allowed pursuant to 5 CCR 853.5. (5 CCR 853, 853.5)

All students may be provided with the following variations: (5 CCR 853.5)

1. Simplified or clarified test directions

2. Write-in test booklets (e.g., underlining, working math problems), provided that in grades 2-3 any marks other than those in response circles must be erased to ensure that the tests can be scored

3. As much time as needed within a single sitting to complete a test or test part

In addition, all students shall be provided with the following testing variations if such variations are regularly used in the classroom: (5 CCR 853.5)

1. Special adaptive furniture

2. Special lighting, special acoustics, or visual magnifying or audio amplification equipment

3. An individual carrel or study enclosure

4. Individual testing in a separate testing room provided that a district employee who has signed the STAR Test Security Affidavit directly supervises the student

5. Colored overlay, masks, or other means to maintain visual attention to the test or test questions

6. Manually Coded English or American Sign Language to communicate directions for test administration

Identified English learners shall be provided with the following testing variations if such variations are regularly used in the classroom or for assessment: (5 CCR 853.5)

1. Flexible setting: testing in a separate room with other English learners provided that a district employee who has signed the Test Security Affidavit directly supervises the student.

2. Flexible schedule: additional supervised breaks following each section 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.

3. Translated directions: hearing the test directions printed in the test administration manual translated into their primary language. English learners shall have the opportunity to ask clarifying questions about any test directions presented orally in their primary language.

4. Glossaries: access to translation glossaries/word lists for the standards-based achievement tests in mathematics, science, and history/social science (English to primary language). The translation glossaries/word lists are to include only the English words or phrases with the corresponding primary language words or phrases. The glossaries/word lists shall not include definitions or formulas.

Students with disabilities shall be permitted to take the assessments with any of the testing variations listed in 5 CCR 853.5, provided the variations are specified in their IEP or Section 504 plan. These variations may include, but are not limited to, accommodations in the presentation or setting of the test administration or in how a student is allowed to respond, and/or modifications in accordance with 5 CCR 853.5. (5 CCR 850, 853, 853.5)

District and Test Site Coordinators

***Note: Pursuant to 5 CCR 857 and 858, districts must appoint a district STAR coordinator and a coordinator for each test site. Duties of the district coordinator are specified in 5 CCR 857. These duties include, but are not limited to, responding to correspondence and inquiries from the test contractor and CDE in a timely manner, determining district and school test material needs, and coordinating the testing and make-up testing days. 5 CCR 858 specifies the duties of each STAR test site coordinator. These duties include, but are not limited to, ensuring that only one answer document is submitted per student, maintaining security over the tests, and overseeing the administration of the tests to students. 5 CCR 857 provides that the Superintendent or designee may designate a separate coordinator for the STS, who shall have the same responsibilities with regards to that test. ***

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 (CDE) 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)

Note: 5 CCR 861 requires districts to provide the test contractor with student information for each student tested for the purpose of collecting data for the Academic Performance Index. This information includes such items as the student's amount of time in the school and district, English proficiency and primary language, date of English proficiency reclassification, and parent education level. The information is to be collected as part of the testing materials and to be used by the contractor only for aggregate analyses. Pursuant to 5 CCR 870, if the information sheets contain missing data, the district could lose a portion of its STAR apportionment. The following optional paragraph requires the district coordinator to help ensure that the contractor is provided complete information.

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

(cf. 3553 - Free and Reduced Price Meals)

After receiving summary reports and files from the test contractor, the district coordinator shall review the files and reports for completeness and accuracy and shall notify the test contractor and the CDE of any errors, discrepancies, or incomplete information. (5 CCR 857)

Report of Test Results

Within 20 working days of receiving the student report from the test contractor, the Superintendent or designee shall forward the student report to the student's parents/guardians. If these reports are received from the contractor after the last day of instruction in the school year, each student's results shall be mailed to his/her parents/guardians. (Education Code 60641; 5 CCR 863)

Note: Pursuant to Education Code 60641, district personnel are not required to prepare individualized explanations of each student's test scores as part of the report described in the following paragraph.

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)

(cf. 5145.6 - Parental Notifications)

An individual student's scores shall also be reported to his/her school and teacher(s) and shall be included in his/her student record. (Education Code 60641)

(cf. 5125 - Student Records)

The Superintendent or designee shall present districtwide, school-level, and grade-level results to the Governing Board at a regularly scheduled meeting. The Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 60641)

(cf. 9321.1 - Closed Session Actions and Reports)

Individual test results shall not be released without the written consent of the adult student or the minor student's parents/guardians to any person other than the following: (Education Code 60607, 60641)

1. The student's parent/guardian

2. A teacher, counselor, or administrator directly involved with the student

3. A postsecondary educational institution for the purposes of credit, placement, or admission

CSBA: (3/07 11/07) 11/08

CVUSD Global Adoption: August 19, 2008