

**THE HANDBOOK**  
**OF**  
**ADMINISTRATIVE**  
**PROCEDURES**  
**FOR THE**  
**ALABAMA**  
**GRADUATION EXAMINATION**  
**PROGRAM**

Revised 2009

Joseph B. Morton  
State Superintendent of Education  
Alabama State Department of Education  
Montgomery, Alabama



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**State Superintendent of  
Education's Message**

Dear Educator:

This handbook contains a detailed description of procedures to be followed during each administration of the Alabama Graduation Examination Program. State Department of Education (SDE) personnel compiled this information after careful study of all steps involved in the administration of the Alabama Graduation Examination Program.

*The Handbook of Administrative Procedures for the Alabama Graduation Examination Program* is deliberately detailed and stringent in its requirements. A majority of local educators requested strict measures and uniformity in the administration of the Alabama Graduation Examination Program. Students working toward an Alabama high school diploma must be provided equal opportunity to fulfill the requirements for the diploma. This includes passing the graduation exam and earning the required credits. Standardized procedures for the administration of the Alabama Graduation Examination Program help to ensure this equal opportunity.

Superintendents, working through their System Test Coordinators, have the responsibility for ensuring that the administration of the Alabama Graduation Examination Program conforms to the procedures contained in this handbook. The SDE conducts workshops each year to assist local personnel who have the major responsibility of implementing the Alabama Graduation Examination Program. If you have any questions after this training, please contact Assessment and Accountability at (334) 242-8038.

**JOSEPH B. MORTON**  
State Superintendent of Education

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**THE HANDBOOK OF ADMINISTRATIVE PROCEDURES  
FOR THE  
ALABAMA GRADUATION EXAMINATION PROGRAM**

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## **CHAPTER I**

### **FACTS AND DEFINITIONS RELATED TO THE ALABAMA GRADUATION EXAMINATION PROGRAM**

This chapter provides facts and definitions concerning the Alabama Graduation Examination Program. There have been three editions of the graduation examination. The titles of each edition of the graduation examination are:

- First edition – *Alabama High School Graduation Examination* (AHSGE)
- Second edition – *High School Basic Skills Exit Exam* (Exit Exam)
- Third edition – *Alabama High School Graduation Exam* (AHSGE)

The SDE has discontinued the administration of the first and second editions of the graduation examination.

### **HISTORY**

The Alabama Graduation Examination Program had its beginning with the April 27, 1977, State Board of Education resolution that mandated that the State Superintendent of Education appoint a committee to develop minimum competencies for high school graduation and to establish plans for measuring those skills. (See Appendix A, p. 57.) The Basic Competency Education program that grew out of this resolution had the goal that all Alabama students should have the opportunity to learn the minimum competencies necessary to earn a high school diploma. Following the identification of the standards and competencies at grades three, six, and nine, the *Basic Competency Tests* (BCT) were developed. The BCT, designed as checkpoints for assessing students' acquisition of these minimum competencies, was administered statewide beginning in 1980.

On May 19, 1981, the Alabama State Board of Education approved new requirements for graduation from high school mandating that students pass an exit (competency) exam in addition to earning the required credits. (See Appendix A, p. 58.) This examination was known as the *Alabama High School Graduation Examination* (AHSGE), first edition. The AHSGE, first edition, was required of all graduates of Alabama public high schools effective with the ninth-grade class of the 1981-1982 scholastic year. (See Appendix A, pp. 58-60.)

On July 12, 1988, the State Board of Education passed a resolution requiring that the level of the competencies measured by the BCT and the AHSGE be increased. The AHSGE, second edition, measuring these revised competencies, was required of all graduates of Alabama public high schools effective with the ninth-grade class of the 1989-90 scholastic year. (See Appendix A, pp. 61-62.)

On February 13, 1997, the State Board of Education adopted the recommendation of a Test Advisory Committee to align the graduation examination with new course requirements for graduation. (See Appendix A, pp. 63-64.) The new course requirements for graduation are located in Appendix A on page 65. The AHSGE, third edition, was required of all graduates of Alabama public high schools effective with the ninth-grade class of the 1997-1998 scholastic year. (See Appendix A, pp. 66-69.)

The third edition of the graduation examination is composed of five subject-area tests: reading, mathematics, language, science, and social studies. A student must pass all five subject-area tests and fulfill requirements regarding course credits to qualify for the Alabama High School Diploma, Alabama High School Diploma with Career/Technical Endorsement, Alabama High School Diploma with Advanced Career/Technical Endorsement, and Alabama High School Diploma with Advanced Academic Endorsement. A student must pass the reading subject-area test, mathematics subject-area test, and at least one of the other three subject-area tests and fulfill requirements regarding course credits to qualify for the Alabama High School Diploma with Credit-Based Endorsement.

The examination measures the objectives identified in the *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16, and the *Standards and Objectives (Social Studies) for Alabama High School Graduation Exam*, Bulletin 1998, No. 13. The reading objectives are further described in *Reading Comprehension Item Specifications for the Alabama High School Graduation Exam*, Bulletin 1999, No. 36 (Item Specifications). The language objectives are further described in *Language Item Specifications for the Alabama High School Graduation Exam*, Bulletin 1999, No. 37 (Item Specifications). The mathematics objectives are further described in *Mathematics Item Specifications for the Alabama High School Graduation Exam*, Bulletin 1999, No. 39 (Item Specifications). The science objectives are further described in *Science Item Specifications for the Alabama High School Graduation Exam*, Bulletin 1999, No. 38 (Item Specifications). The social studies objectives are further described in *Social Studies Item Specifications for the Alabama High School Graduation Exam*, Bulletin 2000, No. 49 (Item Specifications). Copies of these publications have been distributed to all school systems in Alabama.

The *No Child Left Behind Act of 2001* (NCLB) required that science be assessed at the high school level (Grades 9-12). In order to be in compliance with the mandates of NCLB, the science subject-area test of the third edition was changed to assess only biology. (See Appendix B, p. 85.) The biology subject-area test is required of students who are first-time ninth graders beginning with school year 2006-2007, and measures the content standards identified in the biology core course in the *Alabama Course of Study: Science*, Bulletin 2005, No. 20. (See Appendix A, pp. 66-69.) The content standards for the biology subject-area test are further described in *Biology Item Specifications for the Alabama High School Graduation Exam* (Item Specifications), October 2007. Copies of this publication have been distributed to all school systems in Alabama.

## **ELIGIBILITY**

### **Schools**

Effective for students who began the ninth grade in the 1996-97 school year, **all** students who receive the Alabama high school diploma from a **public school** in Alabama must have passed a graduation examination. (See Appendix A, p. 65.) **All** students enrolling in an adult diploma program and who receive the Alabama high school diploma from a public school in Alabama must have passed a graduation examination. (See Appendix A, pp. 66-69.) Second semester twelfth-grade students who transfer into Alabama public high schools after the spring administration of the graduation examination should contact the sending school for a diploma.

Beginning with the fall of 1998, nonpublic school students have the opportunity to take the graduation examination. (See Appendix B, p. 75.) The SDE has established guidelines for administering the graduation examination to nonpublic high school students. Copies of these guidelines have been distributed to all public high school principals, all public school superintendents, and associations representing nonpublic schools. (See Appendix B, pp. 76-77.)

### **Students**

#### Pre-graduation examination

Any student who, at the time of the **spring** pre-graduation examination administration, is identified by the school principal as a tenth grader and reported as such in the Alabama student management system is eligible to take the pre-graduation examination.

#### AHSGE

Any student who, at the time of the **spring** AHSGE administration, is identified by the school principal as an eleventh grader and reported as such in the Alabama student management system is eligible to take the AHSGE.

Any student who successfully completes Algebra I and/or biology before the spring of their tenth grade will have an early opportunity to take the mathematics and/or biology subject-area test(s) of the AHSGE at an administration during the academic year.

#### Reclassification of students

Students may earn sufficient credits during the first semester to be classified as a tenth or eleventh grader for the second semester. School systems **must** reclassify students at mid-term or between terms in order to provide those students with the maximum number of opportunities to take the examination prior to exiting school. This must be a systemwide policy so that students at one school do not have an advantage over students at another school. (See Appendix B, page 78.)

## **NUMBER OF OPPORTUNITIES**

Students following the normal rate of progression in Grades 9-12 are provided four opportunities to take the graduation examination. Those four opportunities are defined as the spring administration in the eleventh grade and the fall, mid-year, and spring administrations in the twelfth grade.

Some circumstances may prevent a student from having these four opportunities, e.g., transfer students, unexcused absences, or students who are reclassified between terms within a school year.

In addition, students will have an opportunity to take the pre-graduation examination in the spring of the tenth grade. Should students pass one or more subject-area tests of this administration, they will be given credit toward graduation for passing the subject-area test(s). Students will have an option to take the graduation examination during the summer between the eleventh and twelfth grades at a site to be designated by the Local Education Agency (LEA). Students who have successfully completed Algebra I and/or biology before the spring of their tenth grade will have an early opportunity to take the mathematics and/or biology subject-area test(s) at an administration during the academic year. (See the eligibility chart in Appendix F, p. 138.)

Exited students (students who have completed the required course credits but have not passed all subject-area tests of the graduation examination) may return to take the graduation examination during subsequent regularly scheduled administrations. The number of attempts a student is allowed is not limited. A sample letter in Appendix E, page 117, may be used to notify students who are exiting school of their continuing opportunity to take and pass the graduation examination and ultimately receive a diploma. (Also see Exited Students, pages 7-8.)

## **LOCATION OF ADMINISTRATION**

The graduation examination will be administered within each public school system at a location(s) designated by the LEA. When deciding the location(s), the following factors must be considered: test security, proper ventilation, lighting, temperature, and possible distractions.

## **ADMINISTRATION SCHEDULE**

### **Testing dates**

The graduation examination will be administered over a five-day period. Tentative dates set aside for administration of the graduation examination are as follows:

- Middle to end of September.
- Beginning to middle of December.
- Beginning to middle of March.
- Middle to end of July (optional opportunity for students).

Tests must be given on the days designated by the SDE. The subject-area tests will not be given on the same day of the week for each administration. The schedule for each administration is published in the AHSGE section of the Student Assessment Handbook.

### **Testing time**

The graduation examination is untimed; however, students may not receive an amount of time which would interfere with other school requirements. Each day's testing should be scheduled for approximately three hours, with reasonable provisions made for students who may need longer. Approximately 15 minutes of administrative time will be required to complete student identification information on the answer documents. Approximately 10 minutes of additional administrative time will be required to complete the calculator practice review for the mathematics subject-area test. Classroom settings and special accommodations should be considered in allocating time for testing.

## **LANGUAGE TRANSLATIONS**

The graduation examination is only available in English. Limited-English Proficient (LEP) students must take the graduation examination as it is written, **in English**. It is the position of the SDE that one of the purposes of the graduation examination is to ensure that students receiving an Alabama high school diploma possess significant abilities to understand and communicate in English. An English/native language translation dictionary (word-to-word translation, no definitions) or English/native language electronic translator (word-to-word translation, no definitions) accommodation may be used if the student qualifies for such accommodation. (See *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations*.)

## **READING OF THE GRADUATION EXAMINATION TO STUDENTS**

The language, mathematics, biology, and/or social studies subject-area test(s) of the graduation examination may be read to a student of special populations who qualifies for a reading accommodation. (See *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations*.)

## **CALCULATORS**

Calculators may be used on the mathematics subject-area test, but not on any other subject-area test. Only the calculator provided by the SDE may be used.

The graduation examination calculators may only be used for the mathematics subject-area test. The calculators cannot be used for any other state test or any local test.

## **CALCULATOR PRACTICE SESSION**

Students **must** have practice using the calculator provided by the SDE prior to taking the mathematics subject-area test. All students taking the mathematics subject-area test of the graduation examination must attend a calculator practice session prior to each administration of the graduation examination. The calculator practice session may be conducted more than once for students needing additional practice.

All students taking the mathematics subject-area test will have a ten-minute calculator practice review before the test.

## **STUDENT NOTIFICATION**

### **Notification of the Requirement to Pass the Graduation Examination**

The graduation examination requirement brochure provides facts pertaining to the graduation examination. **All students must receive this brochure from the LEA when they enter the ninth grade.** LEAs may disseminate the brochure at the time students register for ninth-grade classes. Immediately upon enrollment in the school, a transfer student in the ninth grade or above must receive the same brochure that the students in his/her grade received.

**Parents and students must sign and return the signature portion of the brochure to the high school to indicate that they have received notification of the requirement to pass the graduation examination. The LEA employee receiving the signed statement should sign and date the notification when returned. These signed statements must be filed and maintained in the students' cumulative records.**

If any student's signed statement is not returned, documentation of attempts to obtain the signed statement should be placed in the student's cumulative record. At least two documented attempts to obtain the signed statement must be made.

## **Notification of Test Results**

LEAs are responsible for notifying students and parents of the results of the graduation examination. The SDE will provide LEAs with two copies of the student label which indicates “pass” or “fail” for each subject-area test. One label **must** be placed in the student’s cumulative record, and the other must be **given to the student/parent**.

If the student fails any subject-area test of the examination, the SDE will provide LEAs with two copies of the individual report. The individual report indicates deficiencies for each subject-area test failed. The information on the individual report **must** be utilized by the LEA to design remediation plans for students. **One copy of the individual report must be given to the student/parent.**

## **DEFINITION OF A DIPLOMA**

It is the responsibility of the State Board of Education to establish minimum requirements for receiving a diploma from a public high school. The State Board of Education has determined that a diploma can be awarded only if a student has accomplished the following:

1. Earned and met course credit requirements.
2. Passed all required subject-area tests of a graduation examination.

## **EXITED STUDENTS**

### **Remediation**

If an exited student should elect to return to school for remediation for the graduation examination, the school is responsible for providing it. Students are eligible for remediation only until the age of 21. It is a local decision, however, as to how this remediation will take place. A sample letter in Appendix E, page 117, may be used to notify exited students of their opportunity for remediation. The letter also will assist principals in letting exited students who have not passed the required graduation examination know of their continuing opportunity to take and pass the graduation examination and ultimately receive a diploma.

### **Dating Diploma**

If a student passes the graduation examination and is to receive a diploma, the diploma may be dated with the date the student receives the graduation examination results or any date after the student receives the graduation examination results. The date on the diploma is a local decision; however, the diploma may **not** be back-dated with the date of the student’s graduation class.



## **UNUSUAL CIRCUMSTANCES**

Provisions may be made for unusual or emergency situations. Examples are as follows:

1. School or class emergency situations referred to in Chapter V, page 43.
2. Inclement weather.
3. Students who require more than one day to complete a subject-area test.

In the event such circumstances occur, the LEA's Superintendent or the System Test Coordinator must contact the SDE for instructions. All inquiries should be addressed to Assessment and Accountability.

## **GUIDELINES FOR MAKE-UP TESTING**

Permission **may** be granted for a special administration for the following reasons:

1. Natural disasters (example: hurricanes, tornados, etc.)
2. State events and other events not within the LEA's power to schedule (example: state playoffs, Special Olympics, state band contest, etc.)
3. LEA errors (missing a student, giving the wrong subject-area test to a student, reading the reading subject-area test to a student, etc.)
4. Extreme health issues (dialysis three times during the testing dates)
5. Pre-scheduled surgery (not elective surgery)
6. Court subpoena
7. Death in family/school
8. Last opportunity for graduating seniors with an excused absence (LEA must decide if the absence is excused)

The System Test Coordinator **must** receive permission from the SDE to offer the student a special administration. All procedures must be the same as for the regular administration.

## CHAPTER II

### LEA ROLE DESCRIPTIONS AND RESPONSIBILITIES

This chapter delineates responsibilities of LEA personnel who play major roles in the administration of the graduation examination.

#### LEA ROLE DESCRIPTIONS AND RESPONSIBILITIES

The SDE perceives the LEA responsibilities with respect to the Graduation Examination Program are as follows:

1. Superintendents, working through their System Test Coordinators, have the responsibility for ensuring that the administration of the graduation examination conforms to the procedures contained in this handbook. **Ultimate responsibility for test security rests with the local Superintendent.**
2. System Test Coordinators serve as liaisons between LEAs and the SDE for all Graduation Examination Program activities. System Test Coordinators should be knowledgeable of all aspects of the administration procedures and keep Superintendents informed of all issues relating to the Graduation Examination Program. **System Test Coordinators must be certificated employees.**
3. System Special Education Coordinators work with System Test Coordinators and High School Principals in implementing all procedures associated with the Graduation Examination Program that concern the testing of students with disabilities who are receiving special education services.
4. System 504 Coordinators work with System Test Coordinators and High School Principals in implementing all procedures associated with the Graduation Examination Program that concern the testing of students with disabilities who are receiving 504 services.
5. System English Language Learners (ELL) Coordinators work with System Test Coordinators and High School Principals in implementing all procedures associated with the Graduation Examination Program that concern the testing of students who are receiving services as LEP students.
6. High School Principals are responsible for all Graduation Examination Program activities in their schools. High School Principals must work with System Test Coordinators, System Special Education Coordinators, System 504 Coordinators, System ELL Coordinators, and Building Test Coordinators in implementing all procedures concerning the administration of the graduation examination.

7. Building Test Coordinators receive instructions from High School Principals and System Test Coordinators and assist High School Principals in organizing Graduation Examination Program activities within their schools. **Building Test Coordinators must be certificated employees.**
8. Calculator Practice Instructors receive instruction from System Test Coordinators and/or Building Test Coordinators on their specific roles in conducting the calculator practice session.
9. Test Administrators and Proctors receive instructions from System Test Coordinators and/or Building Test Coordinators on their specific roles in administering the graduation examination. **Test Administrators must be certificated employees. Proctors must be involved with the education of students.**
10. Monitors receive instructions from System Test Coordinators on their roles in monitoring the administration of the graduation examination.

## **SUPERINTENDENT**

The Superintendent's responsibilities with respect to the Graduation Examination Program activities are as follows:

1. Has overall responsibility for all Graduation Examination Program activities within the LEA.
2. Informs local board members, parents, and other appropriate citizens of state and local requirements pertaining to the Graduation Examination Program.
3. Notifies the SDE of the appointment of the System Test Coordinator.
4. Maintains continuous contact with the System Test Coordinator to be informed of all Graduation Examination Program activities.
5. Ensures that appropriate local personnel attend SDE workshops concerning the Graduation Examination Program.
6. Ensures that all personnel maintain strict test security before, during, and after testing sessions.
7. Has ultimate responsibility for any compromise of test document integrity which may have statewide impact as well as any local breach of testing protocols which may result in invalidation of a test administration and disciplinary actions for students and/or personnel.
8. Ensures that all personnel involved with the Graduation Examination Program have read and signed the Test Security Policy. (See Appendix A, pages 70-72 and Appendix F, page 137.)
9. Ensures the immediate reporting of testing irregularities to the SDE and works with the System Test Coordinator and High School Principals regarding such irregularities.
10. Supervises High School Principals to ensure that they fulfill their specific responsibilities for the administration of the Graduation Examination Program, including test security, instruction, administration, remediation, and written documentation.
11. Monitors Graduation Examination Program activities in the local school system to ensure compliance with regulations established by the state and the local board of education.
12. Ensures that test results are distributed to appropriate personnel in a timely manner and informs the public of test results.

13. Ensures that only the Superintendent and the System Test Coordinator have keys to the secure storage area for the school system. **Any exceptions must be approved by the SDE.**
14. Ensures that all authorized personnel utilizing the secure AHSGE Web site for the Graduation Examination Program have read and signed the Security & Confidentiality Statement. (See Appendix F, page 139.)
15. Ensures that only two authorized persons have the password/user codes to access AHSGE student data from the AHSGE Web site for the system. **Any exceptions must be approved by the SDE.**
16. Ensures that only two authorized persons have the password/user codes to access AHSGE student data from the AHSGE Web site for each school. **Any exceptions must be approved by the SDE.**

## SYSTEM TEST COORDINATOR

The System Test Coordinator's responsibilities with respect to the Graduation Examination Program activities are as follows:

1. Serves as the liaison between the LEA and the SDE for all Graduation Examination Program activities.
2. Coordinates all Graduation Examination Program activities within the LEA.
3. Maintains strict test security before, during, and after testing sessions.
4. Attends SDE workshops related to the Graduation Examination Program.
5. Works with the Superintendent to ensure that only two authorized persons have the password/user codes to access secure student data from the AHSGE Web site for the school system and each school. **Any exceptions must be approved by the SDE.**
6. Works with the Superintendent to ensure that only the High School Principal and the Building Test Coordinator have keys to the secure storage area in each school. **Any exceptions must be approved by the SDE.**
7. Works with the Superintendent to ensure that only the Superintendent and the System Test Coordinator have keys to the secure storage area for the school system. **Any exceptions must be approved by the SDE.**
8. Informs all appropriate personnel of the Graduation Examination Program procedures and schedules.
9. Keeps on file Form L-1, Designation of Building Test Coordinator. (See Appendix D, p. 87.)
10. Works with the System Special Education Coordinator, the System 504 Coordinator, the System ELL Coordinator, and the High School Principals on test administration for students of special populations.
11. Receives Form L-2, High School Summary of Materials Needed for the Graduation Examination. (See Appendix D, p. 88.)
12. Submits Form S-1, System Summary of Materials Needed for the Graduation Examination, to the SDE by specified date. (See Appendix C, p. 83.)
13. Submits to the SDE a request for any special accommodations.
14. Conducts training sessions for Building Test Coordinators, System Special Education Coordinator, System 504 Coordinator, System ELL Coordinator, and Monitors.

15. Conducts/Supervises building-level training sessions for Calculator Practice Instructors, High School Principals, Test Administrators, and Proctors within two weeks prior to the fall and spring administrations of the graduation examination and within two weeks prior to any other administration that new staff members will be involved in for the administration of the graduation examination.
16. Receives Form L-3, High School Update of Staff Assignments for Administration of the Graduation Examination, from each High School Principal. (See Appendix D, pp. 89-91.)
17. Works with High School Principals and Building Test Coordinators to ensure that each testing location is suitable, has an assigned Test Administrator, and has the appropriate number of Proctors.
18. Receives testing materials from the SDE at a designated time and place.
19. Accounts for all testing materials and has a method in place to ensure test materials have not been accessed by unauthorized personnel.
20. Signs Form S-2, LEA Receipt and Return of Graduation Examination Testing Materials, upon receipt and return of materials. (See Appendix C, p. 84.)
21. Assigns Test Administrator's Manuals, calculator practice booklets, and calculators to each school and completes Form L-5A, Building Test Coordinator Receipt of Test Administrator's Manuals and Receipt and Return of Calculator Practice Booklets and Calculators, to account for these materials distributed during the week prior to the administration of the graduation examination and return of the calculator practice booklets and calculators on the day of the mathematics subject-area test. (See Appendix D, p. 99.)
22. Keeps on file Form L-8, School Attendance Report for the Calculator Practice Session. (See Appendix D, p. 107.)
23. Assigns testing materials to each school and completes Form L-5, Building Test Coordinator Receipt and Return of Graduation Examination Testing Materials, to account for materials distribution and collection each day of testing. (See Appendix D, pp. 94-98.)
24. Arranges monitoring schedule and files monitor reports. (See Appendix D, p. 109.)
25. Reports testing irregularities to the Superintendent and the SDE. (See Appendix F, p. 135.)
26. Returns all testing materials to the SDE at a designated time and place.

27. Keeps on file Form L-4, LEA Report of Training Activities; Form L-6, Test Administrator Receipt and Return of Graduation Examination Testing Materials; Form L-6A, Test Administrator Receipt and Return of Graduation Examination Testing Materials (Consolidated Group); and Form L-9, School Report of Defective Calculators. (See Appendix D, pp. 92-93, 100-104, 105, and 108.)
28. Remains accessible to all system personnel during testing days to answer questions and address emergencies.
29. Distributes test results in a timely manner to appropriate personnel within the LEA.
30. Provides technical assistance regarding the Graduation Examination Program to school personnel including test interpretation and utilization.



## **SYSTEM SPECIAL EDUCATION COORDINATOR**

The System Special Education Coordinator's responsibilities with respect to the Graduation Examination Program activities are as follows:

1. Is knowledgeable of state regulations concerning the Graduation Examination Program activities for students with disabilities receiving special education services.
2. Is knowledgeable of the Graduation Examination Program procedures.
3. Is knowledgeable of the content of *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations*.
4. Is knowledgeable of the content of Chapter VI, pages 45-47, of this handbook.
5. Attends appropriate training sessions for administration of the graduation examination.
6. Works with the System Test Coordinator and High School Principals on test administration for all students with disabilities receiving special education services.
7. Provides technical assistance to teachers of students with disabilities receiving special education services.
8. Keeps the System Test Coordinator informed of all matters pertaining to the graduation examination testing of students with disabilities receiving special education services.
9. Provides technical assistance to Individualized Education Program (IEP) Teams regarding appropriate decisions pertaining to the graduation examination and accommodations, if needed.
10. Assists High School Principals in informing the System Test Coordinator prior to each graduation examination administration of the number of students who will receive accommodations allowed by state regulations.
11. Informs the System Test Coordinator, and provides documentation, of any requests for accommodation(s) under the category of "other" which requires special permission from the SDE.
12. Reports testing irregularities to the System Test Coordinator. (See Appendix F, p. 135.)

## **SYSTEM 504 COORDINATOR**

The System 504 Coordinator's responsibilities with respect to Graduation Examination Program activities are as follows:

1. Is knowledgeable of the state regulations concerning the Graduation Examination Program activities for students receiving 504 services.
2. Is knowledgeable of the Graduation Examination Program procedures.
3. Is knowledgeable of the content of *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations*.
4. Is knowledgeable of the content of Chapter VI, pages 45-46 and pages 48-49, of this handbook.
5. Attends appropriate training sessions for administration of the graduation examination.
6. Works with the System Test Coordinator and High School Principals on test administration for students receiving services as 504 students.
7. Provides technical assistance to teachers of students receiving 504 services.
8. Keeps the System Test Coordinator informed of all matters pertaining to the graduation examination testing of students receiving 504 services.
9. Provides technical assistance to 504 Committees regarding appropriate decisions pertaining to the graduation examination and accommodations, if needed.
10. Assists High School Principals in informing the System Test Coordinator prior to each graduation examination administration of the number of students who will receive accommodations allowed by state regulations.
11. Informs the System Test Coordinator, and provides documentation, of any requests for accommodation(s) under the category of "other" which requires special permission from the SDE.
12. Reports testing irregularities to the System Test Coordinator. (See Appendix F, p. 135.)

## **SYSTEM ELL COORDINATOR**

The System ELL Coordinator's responsibilities with respect to Graduation Examination Program activities are as follows:

1. Is knowledgeable of the state regulations concerning the Graduation Examination Program activities for students receiving services as LEP students.
2. Is knowledgeable of the Graduation Examination Program procedures.
3. Is knowledgeable of the content of *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations*.
4. Is knowledgeable of the content of Chapter VI, pages 45-46 and pages 47-48, of this handbook.
5. Attends appropriate training sessions for administration of the graduation examination.
6. Works with the System Test Coordinator and High School Principals on test administration for students receiving services as LEP students.
7. Provides technical assistance to teachers of students receiving LEP services.
8. Keeps the System Test Coordinator informed of all matters pertaining to the graduation examination testing of student receiving LEP services.
9. Provides technical assistance to LEP Teams regarding appropriate decisions pertaining to the graduation examination and accommodations, if needed.
10. Assists High School Principals in informing the System Test Coordinator prior to each graduation examination administration of the number of students who will receive accommodations allowed by state regulations.
11. Informs the System Test Coordinator, and provides documentation, of any requests for accommodation(s) under the category of "other" which requires special permission from the SDE.
12. Reports testing irregularities to the System Test Coordinator. (See Appendix F, p.135.)

## HIGH SCHOOL PRINCIPAL

The High School Principal's responsibilities with respect to the Graduation Examination Program activities are as follows:

1. Takes responsibility for all Graduation Examination Program activities in the school, including test security, instruction, administration, remediation, and written documentation.
2. Attends appropriate training sessions concerning the graduation examination.
3. Develops a schedule that will accommodate the administration of the graduation examination.
4. Develops a schedule that will ensure that every student taking the mathematics subject-area test will have the opportunity to attend at least one calculator practice session during the week prior to the administration of the examination.
5. Supervises all Graduation Examination Program activities to ensure strict test security.
6. Creates an atmosphere in which all staff members know that their cooperation is needed and expected for success of the graduation examination administration.
7. Appoints a Building Test Coordinator to coordinate the testing program and submits Form L-1, Designation of Building Test Coordinator, to the System Test Coordinator. (See Appendix D, p. 87.)
8. Submits Form L-2, High School Summary of Materials Needed for the Graduation Examination, to the System Test Coordinator. (See Appendix D, p. 88.)
9. Assigns personnel to serve as Test Administrators and Proctors and submits Form L-3, High School Update of Staff Assignments for Administration of the Graduation Examination, to the System Test Coordinator. (See Appendix D, pp. 89-91.)
10. Ensures that **no** relative of a student who is taking a test serves as a Test Administrator or Proctor for that student and that **no** student intern serves as a Test Administrator or Proctor.
11. Ensures that all students who are eligible for the graduation examination are notified of the dates and times of testing.
12. Ensures that students of special populations are tested and accommodated according to the decisions of the IEP Team, 504 Team, or LEP Team.
13. Takes a **leadership role** in a graduation examination orientation session for students. (See Chapter III, pp. 32-33.)

14. Ensures a proper environment for the graduation examination administration: adequate space, proper lighting, good ventilation, sufficient number of desks in good repair, room arranged with all students facing the Test Administrator, etc.
15. Remains or appoints a designee to remain in the building the entire time the graduation examinations are being administered.
16. Ensures that testing rooms are free of interruptions (e.g., intercom messages, visitors, wandering students, playground noises) during test administration. Principals should not enter testing rooms once testing begins.
17. Reports emergency situations immediately to the System Test Coordinator and works with the System Test Coordinator, Building Test Coordinator, Test Administrators, and Proctors regarding such emergency situations.
18. Ensures the reporting of testing irregularities immediately to the System Test Coordinator and works with the System Test Coordinator and Building Test Coordinator regarding such irregularities.
19. Works with the System Test Coordinator to ensure that only two authorized persons from each school have the password/user codes to access secure student data from the AHSGE Web site. **Any exceptions must be approved by the SDE.**
20. Works with the Superintendent and the System Test Coordinator to ensure that only the High School Principal and Building Test Coordinator have keys to the secure storage area in the school. **Any exceptions must be approved by the SDE.**
21. Determines the Dismissal Procedures. (See Appendix F, pp. 131-134.)
22. Ensures that all copy machines have been removed from all rooms being used for a testing session.
23. Ensures all printers that have scanning or copying capability have been either disabled or removed from all rooms being used for a testing session.
24. Ensures all telephones, cell phones, and pagers used by or belonging to school personnel are turned off during testing. Students cannot have cell phones, MP3 players, or pagers in the testing room.
25. Ensures that graduation exam results are released to students/parents in a timely manner.

## **BUILDING TEST COORDINATOR**

The Building Test Coordinator's responsibilities with respect to the Graduation Examination Program activities are as follows:

1. Serves as liaison between Test Administrators and the System Test Coordinator.
2. Attends appropriate training sessions concerning the Graduation Examination Program.
3. Works closely with Test Administrators and Proctors to provide needed information and to coordinate procedures and schedules.
4. Accounts for security of all testing materials during the time they are in the building and has a method in place to ensure test materials have not been accessed by unauthorized personnel.
5. Assists the High School Principal in planning and implementing a graduation examination orientation session prior to testing for all students who will take the graduation examination. (See Chapter III, pp. 32-33.)
6. Submits Form L-4, LEA Report of Training Activities, to the System Test Coordinator if the Building Test Coordinator is responsible for training Calculator Practice Instructors, Test Administrators, and Proctors. (See Appendix D, pp. 92-93.)
7. Signs Form L-5A, Building Test Coordinator Receipt of Test Administrator's Manuals and Receipt and Return of Calculator Practice Booklets and Calculators, which is required for receiving these materials during the week prior to the administration of the AHSGE and returning to the System Test Coordinator the calculator practice booklets and calculators on the day of the mathematics subject-area test. (See Appendix D, p. 99.)
8. Assists the High School Principal in planning and implementing the calculator practice session the week prior to testing for all students who will take the mathematics subject-area test of the graduation examination.
9. Assigns numbered Test Administrator's Manuals, calculator practice booklets, and calculators to each calculator practice session room and complete Form L-7, Calculator Practice Instructor Receipt and Return of Test Administrator's Manual, Calculator Practice Booklets, and Calculators, to account for Test Administrator's Manuals, calculators, and calculator practice booklets distributed and collected each session. (See Appendix D, p. 106.)
10. Documents that students have participated in a calculator practice session prior to taking the mathematics subject-area test of the graduation examination by completing Form L-8, School Attendance Report for the Calculator Practice Session. (See Appendix D, p. 107.)

11. Ensures that each testing location is suitable.
12. Assists the High School Principal in assigning Test Administrators and Proctors to appropriate testing rooms.
13. Assigns students to each testing room within the building and provides Test Administrators and Proctors with a list of names of students and a diagram indicating where each student will sit. (The list identifies the students receiving accommodations.)
14. Assigns no more than 35 students to each Proctor.
15. Takes responsibility for the preparation of all testing rooms.
16. Signs Form L-5, Building Test Coordinator Receipt and Return of Graduation Examination Testing Materials, which is required for receiving and returning all testing materials to System Test Coordinator or central office designee each day of testing. (See Appendix D, pp. 94-98.)
17. Counts and assigns numbered booklets to each Test Administrator and completes Form L-6, Test Administrator Receipt and Return of Graduation Examination Testing Materials, to account for material distribution and collection each day of testing. (See Appendix D, pp. 100-104.)
18. Distributes testing materials for the exact number of students being tested in each setting. The directions for completing demographic information and all subject-area tests do not require the use of a test booklet or answer document for demonstration purposes.
19. Distributes materials to and collects materials from Test Administrators **daily**.
20. Distributes, collects, and shreds scratch paper used by students **daily**.
21. Monitors compliance with the graduation examination schedules and procedures.
22. Works with the System Test Coordinator, the High School Principal, Test Administrators, and Proctors regarding questions and emergency situations that arise.
23. Reports testing irregularities immediately to the System Test Coordinator and the High School Principal and works with the System Test Coordinator and the High School Principal regarding such irregularities.
24. Coordinates inspection of all answer documents before delivering to the System Test Coordinator **daily**.

25. Returns all testing materials to the System Test Coordinator and signs Form L-5, Building Test Coordinator Receipt and Return of Graduation Examination Testing Materials, **immediately** following completion of testing each day. (See Appendix D, pp. 94-98.)
26. Completes Form L-9, School Report of Defective Calculators, if applicable, and returns form to the System Test Coordinator on the day of the mathematics subject-area test. (See Appendix D, p. 108.)
27. Submits Form L-6, Test Administrator Receipt and Return of Graduation Examination Testing Materials, and Form L-6A, Test Administrator Receipt and Return of Graduation Examination Testing Materials (Consolidated Group), to the System Test Coordinator. (See Appendix D, pp. 100-105.)
28. Keeps on file a record of daily attendance.



## **CALCULATOR PRACTICE INSTRUCTOR**

The Calculator Practice Instructor's responsibilities with respect to the calculator practice session are as follows:

1. Attends appropriate training sessions concerning the calculator practice session for the graduation examination.
2. Becomes thoroughly familiar with the "Directions for Conducting the Calculator Practice Session," the calculator practice booklets, and the state-provided calculator.
3. Ensures the security of materials while they are in the practice session.
4. Counts all calculators and calculator practice booklets received from the Building Test Coordinator and signs the Form L-7, Calculator Practice Instructor Receipt and Return of the Test Administrator's Manual, Calculator Practice Booklets, and Calculators, **before** practice sessions. (See Appendix D, p. 106.)
5. Ensures that each student signs Form L-8, School Attendance Report for the Calculator Practice Session, for each practice session. (See Appendix D, p. 107.)
6. Reads the "Directions for Conducting the Calculator Practice Session" **word for word**.
7. Reads aloud the information in the calculator practice booklet while the students read along silently.
8. Ensures that each student's calculator and calculator practice booklet are accounted for before any students are dismissed from each practice session room.
9. Writes the numbers of any defective calculators on Form L-7, Calculator Practice Instructor Receipt and Return of Test Administrator's Manual, Calculator Practice Booklets, and Calculators. (See Appendix D, p. 106.)
10. Returns all calculators, calculator practice booklets, and Form L-8, School Attendance Report for the Calculator Practice Session, to the Building Test Coordinator and signs Form L-7, Calculator Practice Instructor Receipt and Return of Test Administrator's Manual, Calculator Practice Booklets, and Calculators, **after** practice sessions. (See Appendix D, pp. 106-107.)

## TEST ADMINISTRATOR

The Test Administrator's responsibilities with respect to the Graduation Examination Program activities are as follows:

1. Attends appropriate training sessions concerning the Graduation Examination Program.
2. Becomes thoroughly familiar with the Test Administrator's Manual prior to testing.
3. Ensures the security of testing materials while they are in the testing room before, during, and after testing and has a systematic method in place to ensure testing materials have not been accessed by unauthorized personnel.
4. Counts all testing materials received from the Building Test Coordinator and signs Form L-6, Test Administrator Receipt and Return of Graduation Examination Testing Materials, each day of testing. (See Appendix D, pp. 100-104.)
5. Has a supply of #2 pencils and scratch paper. (Scratch paper can be used for all subject-area tests.)
6. Ensures proper identification of each person entering the testing room.
7. Distributes testing materials according to directions given in the Test Administrator's Manual.
8. Reads directions in the Test Administrator's Manual **word for word**.
9. Ensures a good administration for all students.
10. Ensures that students of special populations are provided all approved accommodations specified in their IEP/504 Plan/LEP Plan.
11. Remains in the testing room during the **entire** testing time.
12. Assists the Proctor as students are taking the test by moving quietly around the room to see that students are following directions.
13. Conducts only those activities specified in the Test Administrator's Manual during testing. (Excludes reading a book, working a crossword puzzle, working on the computer, grading papers, etc.)
14. Maintains control of students.
15. Allows students to leave the testing room for emergencies **only** and with supervision.
16. Allows breaks according to Dismissal Procedures. (See Appendix F, pp. 131-134.)

17. Removes from bulletin boards and walls any information that might supply answers to test questions. Information on bulletin boards and walls may be covered using butcher paper.
18. Ensures that each student's answer document, test booklet, calculator (mathematics subject-area test), reference pages (mathematics subject-area test), and scratch paper are accounted for each day **before** a student is dismissed from the testing room.
19. Assists Proctors in counting test booklets, calculators (mathematics subject-area test), and reference pages (mathematics subject-area test) and in inspecting completed answer documents to ensure that they are in proper condition for scoring.
20. Dismisses students according to Dismissal Procedures. (See Appendix F, pp. 131-134.)
21. Checks each answer document **daily** to ensure that each student has answers in the right section of the answer document.
22. Checks each completed answer document to ensure that each student has gridded the correct information (first and last name, social security number, birth date, SSID number, gender, and **grade**.)
23. Completes special codes information on answer documents after students complete testing.
24. Returns **daily** all testing materials, including scratch paper, to the Building Test Coordinator and signs Form L-6, Test Administrator Receipt and Return of Graduation Examination Testing Materials, and/or Form L-6A, Test Administrator Receipt and Return of Graduation Examination Testing Materials (Consolidated Group), immediately following testing each day. (See Appendix D, pp. 100-105.)
25. Completes irregularity report, if necessary, immediately after each subject-area test. (Include information such as defective material, student misconduct, and emergencies.) (See Appendix F, p. 135.)
26. Reports testing irregularities immediately to the Building Test Coordinator.

**Notes:** No relative of a student who is taking the test may serve as a Test Administrator for that student.

No student intern may serve as a Test Administrator.

## **PROCTOR**

The Proctor's responsibilities with respect to the Graduation Examination Program activities are as follows:

1. Attends appropriate training sessions concerning the Graduation Examination Program.
2. Assists the Test Administrator in maintaining test security.
3. Obtains a list of no more than 35 assigned students from the Building Test Coordinator.
4. Assists the Test Administrator in preparing testing materials for distribution to students on days of testing.
5. Remains in the testing room during the entire testing time except when accompanying students to restroom or lunch.
6. Checks to see that left-handed students have proper seating accommodations.
7. Takes responsibility for and maintains control of a specific area of the testing room.
8. Verifies that students are in assigned seats after they enter the testing room.
9. Knows the names of students who may require closer observation than other students.
10. Checks to see that students of special populations receive all approved accommodations specified in their IEP/504 Plan/LEP Plan.
11. Ensures that desks are clear of everything except #2 pencils and testing materials and checks for calculators and/or calculator watches before the mathematics subject-area test.
12. Checks to see that students taking the mathematics subject-area test of the graduation examination are using only the state-provided calculator.
13. Assists in the distribution and collection of testing materials: booklets, answer documents, pencils, scratch paper, calculators (mathematics subject-area tests only), and # 2 pencils, if necessary.
14. Checks on the science day to see that all students have the correct subject-area test booklet of the examination (i.e., science or biology).
15. Walks among students while the Test Administrator is explaining how to complete demographic information to ensure that the information is filled in correctly.

16. Walks around and observes during test to see that students are:
  - a. Marking answers dark enough.
  - b. Marking answers that have the same numbers as the corresponding items in the test booklet.
  - c. Choosing only one answer per item.
  - d. Reading items before marking answers.
  - e. Marking or responding in the appropriate section of the answer document (both during testing and upon returning from a restroom/lunch break).
17. Circulates among students during testing to discourage cheating and other forms of misconduct and to be available to answer students' questions regarding testing procedures only.
18. Prohibits talking during tests, except for legitimate questions that students ask. (Does not answer any questions regarding the content of the test.)
19. Reports any unusual circumstances (e.g., suspicion of cheating) to the Test Administrator immediately.
20. Accompanies students on restroom/lunch breaks.
21. Collects all test booklets, answer documents, calculators (mathematics subject-area test), reference pages (mathematics subject-area test), and scratch paper according to the directions in the Test Administrator's Manual and this handbook.
22. Places test booklets in numerical order and answer documents in alphabetical order.
23. Separates test booklets, used answer documents, unused answer documents, calculators (mathematics subject-area test), reference pages (mathematics subject-area test), and scratch paper.
24. Assists the Test Administrator in accounting for test booklets, used answer documents, unused answer documents, calculators (mathematics subject-area test), reference pages (mathematics subject-area tests), and scratch paper.
25. Assists the Test Administrator in completing and double-checking special codes.
26. Reports testing irregularities immediately to the Building Test Coordinator. (See Appendix F, p. 135.)

**NOTES:** No relative of a student who is taking the test may serve as a Proctor for that student.

No student intern may serve as a Proctor.

## **MONITOR**

The Monitor's responsibilities with respect to the graduation examination administration are as follows:

1. Attends appropriate training sessions concerning the graduation examination.
2. Enters the room before testing begins.
3. Remains seated in the room during the entire testing time.
4. Observes during testing to see that all procedures are followed (distribution of materials, administration of test, collection of materials, etc.).
5. Completes Form L-10, Monitoring of a Graduation Examination Administration, and gives it to the System Test Coordinator. (See Appendix D, p. 109.)
6. Reports testing irregularities immediately to the System Test Coordinator. (See Appendix F, p. 135.)

**NOTE:** Monitors should not interact with students during testing.

## CHAPTER III

### PREPARATION FOR TESTING

Chapter III describes activities that must occur prior to **each** administration of the graduation examination. This chapter is organized according to the major activities that must precede each test administration. The title of each section is followed by the person(s) having responsibility for that particular phase of the preparation for testing.

#### **SCHEDULING FOR THE GRADUATION EXAMINATION (Principal)**

Principals have the primary responsibility for developing a schedule that will accommodate the administration of the graduation examination. This schedule must ensure that all school personnel associated with the administration of the graduation examination are available to carry out their responsibilities.

**In addition, the schedule must guarantee that students who will take the graduation examinations are as free as possible from other events that could distract them from giving their best performance on the test.**

In preparing a schedule for administration of the graduation examinations, high school principals should note the following:

1. Tests must be given on the days designated by the SDE. (See Student Assessment Handbook, AHSGE section, for each administration schedule.)
2. Tests should begin during the morning part of the day and have no time limit. (At least a three-hour block of time each day should be scheduled.)
3. Students not taking the test must be properly scheduled to avoid disturbing students being tested. (Some scheduling suggestions are provided in Appendix F, p. 136.)
4. Students taking the graduation examination **must** have no other tests scheduled during the testing week.
5. **School calendars must be prepared in advance to eliminate events that would distract students from performing at their maximum, e.g., ballgames, practicing activities, cheerleader tryouts.**
6. The High School Principal or a designee must be in the building at all times on all days that the graduation examination is being administered.

## **SUBMITTING THE COUNT OF STUDENTS TO TAKE THE GRADUATION EXAMINATION**

**(System Test Coordinator)**

An accurate count of students scheduled to take each subject-area test of the graduation examination must be submitted to the SDE. Form S-1, System Summary of Materials Needed for the Graduation Examination, must be submitted to the SDE (See Form S-1, Appendix C, p. 83.)

## **UPDATING STAFF ASSIGNMENTS FOR THE GRADUATION EXAMINATION**

**(Principal)**

Form L-3, High School Update of Staff Assignments for Administration of the Graduation Examinations, must be submitted to the System Test Coordinator approximately four weeks prior to each administration of the graduation examination. (See Appendix D, pp. 89-91).

## **TRAINING OF LEA PERSONNEL**

**(System Test Coordinator)**

Each school system is responsible for ensuring that all personnel involved in the administration of the graduation examination are trained in the procedures for:

1. Standardized testing conditions.
2. Security of testing materials.
3. Proper identification of each person entering the testing room.
4. Inspection of completed answer documents to ensure that they are in proper condition for scoring.
5. Appropriate activities for Calculator Practice Instructors, Test Administrators, and Proctors.
6. Distribution and collection of graduation examination materials.
7. Role responsibilities of all personnel associated with the administration of the graduation examination as described in Chapter II, pages 9-29, in this handbook.
8. Security of user IDs and passwords for the AHSGE Web site.

The SDE is responsible for the initial training of selected LEA personnel in advance of test dates. Those persons trained by the SDE will, in turn, train the local personnel who will be



involved in the graduation examination administration. Included in this document are roles and responsibilities for each LEA person who is involved with the graduation examination. (See Chapter II, pages 9-29.) The LEA training session(s) should take place within the two weeks prior to the spring and fall administrations. **Only** those school personnel who have been trained may administer the graduation examination or serve as Proctor; therefore, alternate Test Administrators and Proctors should be present at the LEA training session. The System Test Coordinators are required to keep a copy of Form L-4, LEA Report of Training Activities, on file for each training session. (See Appendix D, pp. 92-93.)

## **DEVELOPING A MONITORING SCHEDULE**

**(System Test Coordinator)**

LEAs will name central office personnel to monitor the graduation examination administration in selected testing rooms. Each Monitor will complete a monitoring form. The System Test Coordinators should keep on file a copy of every monitoring form for each graduation examination administration. (See Form L-10, Appendix D, p. 109.)

## **PREPARING STUDENTS FOR THE GRADUATION EXAMINATION**

**(Principal, Building Test Coordinator, and Teachers)**

Students should be prepared for the test both physically and mentally. The Item Specifications distributed to all LEAs by the SDE describe the content that students should be taught prior to testing. The sample items from the item specifications can help the students become familiar with the types of items on the graduation examination.

Another important factor affecting the student's psychological readiness for testing is the Test Administrator's preparedness and confidence exhibited in the testing situation. Being completely familiar with the contents of the Test Administrator's Manual will help Test Administrators and Proctors feel comfortable and confident during testing.

## **PROVIDING STUDENT ORIENTATION TO GRADUATION EXAMINATION PRIOR TO EACH ADMINISTRATION**

**(Principal and Building Test Coordinator)**

The Principal's participation in the Orientation Session will emphasize the importance of the graduation examination. It is the responsibility of the Principal to ensure that all students eligible to take the graduation examination are informed of and attend this session. This session should include, but not be limited to, the following:

1. Emphasize the importance of the graduation examination.
2. Encourage students to get ample sleep and to eat proper breakfasts during the week of testing.

3. Encourage students to approach the test with a positive attitude.
4. Make a statement concerning cheating and other misconduct. Describe all circumstances contained in Chapter V, pp 43-44.
5. Inform students of the way entering and leaving the room will be handled during the testing session. (See Chapter V, pp. 41-42.)
6. Discuss each testing day's schedule with students.
7. Assign students to testing room(s).
8. Make the following announcements:
  - a. Students must bring two sharpened #2 pencils to the testing room each day.
  - b. Students must **not** bring calculators into the testing room.
  - c. Students must **not** bring cell phones, MP3 players, and pagers into the testing room.
  - d. There will be breaks in accordance with the dismissal procedures.
  - e. During breaks (including lunch break) students cannot study or read any materials.
  - f. Students may bring reading material to use after completing the test. **Reading materials must not be related to the subject area being tested.**
  - g. Students will **not** be permitted to write on anything after completing the test each day.
  - h. Subject-area tests will be given in the mornings.
  - i. The subject-area tests will not be timed.
  - j. Test results will be returned to the students within one month.
9. Inform the students about remediation for any subject-area test not passed.
10. Allow ample time for students' questions.

## **PREPARING ROOMS FOR TESTING**

### **(Principal and Building Test Coordinator)**

Some of the activities outlined below may occur several days in advance. For example, it would be advantageous to rearrange students' schedules so that an isolated corridor of the building could be used exclusively for graduation examination testing. Other activities involved in preparing rooms for testing must occur on the day before the test. Principals and Building Test Coordinators should consider the following in preparing rooms for testing.

1. A sign--**TESTING, DO NOT DISTURB**--must be placed on the door of each testing room.
2. Each testing room should be well lighted, well ventilated, free from crowding, and quiet.
3. Desks should have adequate writing space and be in good repair.
4. Separate desks are recommended.
5. If tables must be used, students must be spaced to discourage cheating.
6. All chalkboards in testing rooms should be erased.
7. Poster and bulletin boards must **not** reflect any information that is being tested.
8. Seating arrangements will ensure that all students are **facing** the Test Administrator with desks spaced as far apart as possible. **A seating arrangement that discourages copying is more effective than a warning against copying.**
9. Students **must** have assigned seats; do not allow students to select where they sit.
10. Testing in the lunchroom, where interruptions and noise are common, is not recommended.
11. Proper seating accommodations should be made for left-handed students if necessary.

## **MAKING ARRANGEMENTS FOR TESTING OF STUDENTS OF SPECIAL POPULATIONS WHO REQUIRE ACCOMMODATIONS**

**(System Test Coordinator, System Special Education Coordinator, System 504 Coordinator, System ELL Coordinator, Principal, and Building Test Coordinator)**

Arrangements for providing the appropriate and approved accommodation(s) for students receiving special education, 504, and/or LEP services must be coordinated with all aspects of

the graduation examination administration. A plan of communication to and from all persons involved in this process should be developed along with a checklist to make certain that each student receives the accommodations(s) written in his/her IEP/504Plan/LEP Plan.

## CHAPTER IV

### RECEIPT, STORAGE, DISTRIBUTION, COLLECTION, AND RETURN OF TESTING MATERIALS

This chapter describes the flow of graduation examination testing materials from the time of delivery to the LEAs to the time of return to the SDE. While some procedures related to the distribution of graduation examination materials may vary from year to year, this chapter will describe those features that are expected to remain constant.

Ensuring test security is a necessity during the distribution and collection procedures. Significant investment of resources has been made to develop these testing documents. Compromise of any test materials locally will have an adverse impact statewide. Consequently, all graduation examination booklets are numbered.

**Each time test booklets exchange hands, a signature verifying receipt of the number of test booklets and sequence of the test booklets will be required.** These accounting procedures make it possible to trace any lost booklet to the person who had responsibility for it at the time it was lost. Listed below are activities that will occur at each point during the time graduation examination testing materials are in the LEAs.

#### RECEIPT OF GRADUATION EXAMINATION TESTING MATERIALS IN LEA

1. The graduation examination testing materials will be delivered to designated locations throughout the state.
2. The System Test Coordinators will be informed of location, date, and time to receive graduation examination testing materials.
3. The System Test Coordinators or their designees will meet the delivery personnel at designated locations. If a designee is to pick up the testing materials, the designee must give the SDE representative written documentation from the Superintendent or the System Test Coordinator authorizing him/her to pick up the testing materials. Identification with a photo may be required.
4. LEA personnel will count graduation examination testing materials before signing Form S-2, LEA Receipt and Return of Graduation Examination Testing Materials. (See Appendix C, p. 84.) System Test Coordinators are accountable for these materials after the LEA personnel sign this form.

## **STORAGE OF GRADUATION EXAMINATION TESTING MATERIALS IN LEA**

1. Graduation examination testing materials, excluding calculators, calculator practice booklets, and Test Administrator's Manuals are not to be in individual schools at any time other than when testing is in progress. **Materials must be returned to the secure central location daily.**
2. **Graduation examination testing materials must be stored in a secure central location under lock and key and controlled by the local Superintendent and System Test Coordinator.**
3. Assignment of numbered calculators, calculator practice booklets, and Test Administrator's Manuals for each high school must be completed prior to delivery to the schools.
4. Form L-5A, Building Test Coordinator Receipt of Test Administrator's Manuals and Receipt and Return of Calculator Practice Booklets and Calculators, must be prepared by the System Test Coordinator indicating which Test Administrator's Manuals, calculator practice booklets, and calculators are delivered to each high school during the week prior to testing. (See Appendix D, p. 99.)
5. Assignment of numbered reading, language, mathematics, social studies, and biology test booklets and accompanying materials for each high school must be completed prior to delivery to the schools.
6. Form L-5, Building Test Coordinator Receipt and Return of Graduation Examination Testing Materials, must be prepared by the System Test Coordinator indicating which test booklets and how many accompanying graduation examination testing materials are to be delivered to each high school on each of the testing days. (See Appendix D, pp. 94-98.)

## **DELIVERY OF MATERIALS TO HIGH SCHOOLS AND RETURN TO CENTRAL OFFICE**

1. The System Test Coordinator or the central office designee will distribute the calculators, calculator practice booklets, and Test Administrator's Manuals during the week prior to testing and ensure that the calculators and calculator practice booklets are returned to the central location the day of the mathematics subject-area test.
2. Building Test Coordinators will count calculators, Calculator Practice Booklets, and Test Administrator's Manuals they receive and sign Form L-5A, Building Test Coordinator Receipt of Test Administrator's Manuals and Receipt and Return of Calculator Practice Booklets and Calculators, to verify the numbers of Test Administrator's Manuals, calculator practice booklets, and calculators in their possession. (See Appendix D, p. 99.) Building Test Coordinators are accountable for

calculators and Calculator Practice Booklets until they are returned to the System Test Coordinator or the central office designee on the day of the mathematics subject-area test. Building Test Coordinators are accountable for Test Administrator's Manuals until they are returned to the System Test Coordinator or the central office designee at the end of testing each day.

3. The Calculator Practice Instructors will count their materials and sign Form L-7, Calculator Practice Instructor Receipt and Return of Test Administrator's Manuals, Calculator Practice Booklets, and Calculators, prior to each practice session. (See Appendix D, p. 106.) Calculator Practice Instructors are accountable for these materials until they are returned to the Building Test Coordinator.
4. Building Test Coordinators will collect and count calculators, calculator practice booklets, and Test Administrator's Manuals after practice sessions, and then sign Form L-7, Calculator Practice Instructor Receipt and Return of Test Administrator's Manuals, Calculator Practice Booklets, and Calculators. (See Appendix D, p. 106.)
5. Building Test Coordinators will return all calculators and calculator practice booklets to the central office on the day of the mathematics subject-area test.
6. The System Test Coordinator or the central office designee will distribute materials to each Building Test Coordinator and see that testing materials are returned to the secure central location **each day** of testing.
7. All Building Test Coordinators are responsible for the proper storage and security of all graduation examination testing materials while these testing materials are in their school. Building Test Coordinators are accountable for these materials until they are returned to the System Test Coordinator or the central office designee at the **end of testing each day**.
8. **Building Test Coordinators will count materials they receive each day and sign Form L-5, Building Test Coordinator Receipt and Return of Graduation Examination Testing Materials, to verify the number of the test booklets, the sequence of the test booklets, and testing materials in their possession.** (See Appendix D, pp. 94-98.)
9. Building Test Coordinators are responsible for distributing only the number of test booklets, Test Administrator's Manuals, answer documents, calculators, scratch paper, and pencils needed by the Test Administrator on each day of testing.
10. The Test Administrators will count their materials and sign Form L-6, Test Administrator Receipt and Return of Graduation Examination Testing Materials, for materials received immediately prior to each testing session. (See Appendix D, pp 100-104.) Test Administrators are accountable for these materials until they are returned to the Building Test Coordinator.

11. Each day of testing, Test Administrators are responsible for collecting materials used by the students. **All materials, including answer documents, must be accounted for before the students leave the testing room.**
12. After each testing session, Test Administrators and Proctors must inspect completed answer documents before returning them to the Building Test Coordinators. Inspection includes verifying that all demographic information and form numbers have been coded correctly, answers are marked in the correct section of the answer document, and that answer documents are free from stray marks.
13. Building Test Coordinators will collect test booklets, Test Administrator's Manuals, calculators (mathematics subject-area test), reference pages (mathematics subject-area test), scratch paper, and answer documents from Test Administrators after each testing session.
14. Building Test Coordinators will count test booklets, Test Administrator's Manuals, calculators (mathematics subject-area test), reference pages (mathematics subject-area test), and answer documents, and then sign Form L-6, Test Administrator Receipt and Return of Graduation Examination Testing Materials, and Form L-6A, Test Administrator Receipt and Return of Graduation Examination Testing Materials (Consolidated Group), if applicable. (See Appendix D, pp. 100-105.)
15. Building Test Coordinators will return graduation examination materials to the System Test Coordinator or the central office designee at the end of testing each day.
16. The System Test Coordinator or the central office designee will verify the count and sequence and sign Form L-5, Building Test Coordinator Receipt and Return of Graduation Examination Testing Materials. (See Appendix D, pp. 94-98.)
17. The System Test Coordinator or the central office designee will verify the count and sequence and sign Form L-5A, Building Test Coordinator Receipt of Test Administrator's Manuals, and Receipt and Return of Calculator Practice Booklets and Calculators, on the day of the mathematics subject-area test. (See Appendix D, p. 99.)
18. The Building Test Coordinators will destroy scratch paper each day.

## **RETURN OF MATERIALS TO SDE**

1. The graduation examination testing materials will be picked up at designated locations throughout the state.
2. The System Test Coordinators will be informed of the location, date, and time to return graduation examination testing materials.



3. System Test Coordinators or their designees will meet the SDE representatives at the designated locations. If a designee returns the materials, the designee must give to the SDE representative written documentation from the Superintendent or the System Test Coordinator authorizing him/her to return materials.
4. SDE representatives will count test booklets at the designated location before signing Form S-2, LEA Receipt and Return of Graduation Examination Testing Materials, to verify the receipt of booklets and answer documents. (See Appendix C, p. 84.)

## **DISTRIBUTION AND COLLECTION OF SPECIAL FORMAT TESTING MATERIALS**

### **(Braille and Large-Print)**

1. The delivery and collection of special format testing materials between the LEA and SDE will be handled in the same manner as regular graduation examination testing materials.
2. The distribution and collection of special format testing materials between the System Test Coordinator and the Building Test Coordinator will be handled in the same manner as regular graduation examination testing materials.
3. No graduation examination special format test booklet can remain in a school overnight. Any special format test booklets must be distributed and collected daily as are all other graduation examination test booklets. When longer periods of time are needed for testing a student, the collection and distribution of test booklets must be within specified testing security guidelines.
4. All special format testing materials must be returned to the pick-up site. No test booklets will be destroyed locally.

## **CHAPTER V**

### **THE TESTING SESSION**

Administering the graduation examination under standardized conditions is crucial. In order for students to have the opportunity to perform at their maximum potential, Test Administrators and Proctors must adhere strictly to standardized test administration conditions, with all directions and instructions being read clearly, concisely, and accurately.

Portions of the following chapter have already been mentioned in other parts of this handbook. For these, there will be less discussion than with the issues not yet addressed.

#### **TIME FRAME**

The graduation examination is not timed; however, students may not receive an unreasonable amount of time which would interfere with other school requirements. Most students will finish each subject-area test in approximately two and one-half hours. A three-hour time period should be scheduled for each subject-area test with provisions made for students who require a longer time. The test should be administered during the morning. Provisions should be made for students of special populations who may need more than one day to complete each subject-area test. **SDE permission is required.**

#### **READING MATERIAL**

A student may bring reading material to the testing room. The reading material should not be related to the subject area being tested. The material must be placed under the desk until the student completes the subject-area test. After the test booklet, answer document, calculator (mathematics subject-area test), reference page (mathematics subject-area test), and scratch paper have been collected from the student, reading material on the desk is acceptable. No writing by students should be allowed after completion of testing.

#### **ENTERING AND LEAVING THE TESTING ROOM**

Once testing has begun, decisions about entrance into and dismissal from the testing room should follow the guidelines below:

1. A student who arrives at school after testing has begun may enter the testing room at a scheduled break and begin testing.
2. If a student must leave the testing room for any reason other than misconduct, (e.g., illness,) he/she may reenter the testing room to resume testing after the scheduled

break. If the student is unable to resume testing, contact the System Test Coordinator for further instructions.

3. During the time a student is out of the testing room, he/she must be in a supervised area, isolated from other students.
4. Students should be dismissed from the testing room according to the directions given in the Dismissal Procedures. (See Appendix F, pp. 131-134.)

## **BREAKS**

Breaks are allowed in accordance with Dismissal Procedures in the Test Administrator Manual and on pages 131-134 of this manual. Students will not be allowed to leave the room during testing, except for regularly scheduled breaks, unless the Test Administrator determines that an emergency exists. If testing extends into the lunch schedule, the students must be given a lunch break.

If a student of special populations has a scheduling accommodation, this student must be tested separately and this accommodation must be documented in his/her IEP/504 Plan/LEP Plan. If testing extends into the lunch schedule, this student must be given a lunch break.

## **PENCILS**

Students should be told prior to the testing days that they are to bring two sharpened #2 pencils with them to the testing room each day. Test Administrators should have extra sharpened #2 pencils on hand. After a student has finished testing and the test booklet and answer document have been collected, the student may not write anything and should place pencils under the desk for the remainder of the testing period.

## **USE OF CALCULATORS**

Calculators must **not** be brought into the testing room. (This includes calculator watches.) Students may only use the calculator provided by the state on the mathematics subject-area test. If a student uses any other calculator, the SDE **must** be notified.

## **SCRATCH PAPER**

Scratch paper may be used for all subject-area tests and should be distributed when a student requests it. All scratch paper **must** be collected with the student's test booklet and answer document and **returned** to the Building Test Coordinator to be shredded immediately after each subject-area test.

## **EMERGENCY SITUATIONS**

If an emergency situation arises on a testing date (e.g., tornado warning, power failure, bomb threat), the Principal is responsible for whatever action is necessary. If students need to be evacuated, the Test Administrators and Proctors will be in charge of the evacuation. Test Administrators should direct the students to put their answer documents and scratch paper inside their test booklets. The Proctors should collect test booklets with answer documents and scratch paper inside at the door as their students leave the testing room. Students should proceed calmly, following established local procedures for emergencies. If such a situation occurs, the Principal should contact the System Test Coordinator who, in turn, should contact the SDE for instructions.

## **IRREGULARITY REPORT**

This form should be completed at the end of **each** subject-area test, if appropriate. (See Appendix F, p. 135.) The Test Administrator will note the following:

1. Any defects in materials as well as the serial numbers of the booklets or number of answer documents that had to be replaced.
2. Name(s) of student(s) who does not complete the test because of misconduct or illness.
3. Any unusual interruption.

An irregularity report should be given to the System Test Coordinator to be filed locally. In cases of unusual circumstances, the System Test Coordinator must notify the SDE and submit an irregularity report to the SDE.

## **MISCONDUCT**

If a student disturbs others and prevents them from doing their best work, the Proctor should warn the student. The second time a student disturbs others, he/she should be separated from the other students. Should the student disrupt testing a third time, the student will be excused from the testing area and his/her answer document collected. The SDE should be notified, and an irregularity report should be submitted to the SDE. The answer document will be scored even though the test may not have been completed.

If a student is suspected of giving or receiving assistance on the test, he/she should be separated from other students. The student should be warned of possible consequences and allowed to finish the test. If it is determined by the LEA that cheating occurred, the SDE should be notified and a complete description of the incident and a request that the answers for the subject be invalidated should be sent to the SDE. The SDE will void the test results. Any other student disciplinary action is the responsibility of the local school. **Under no**

**circumstances should any answer document be destroyed locally. All used answer documents must be returned to the SDE.**

### **SPECIAL CODING**

Special codes designating that students are enrolled in special programs must be coded by the Test Administrator. This procedure takes place after students have completed the last day of testing and have returned their answer documents to the Test Administrator. All the answer documents for students in special programs **must** be properly coded.

### **TRANSCRIPTION OF ANSWERS FROM TEST BOOKLETS TO ANSWER DOCUMENTS**

For students utilizing the accommodation of marking their answers in the test booklets or marking by machine, the answers must be transcribed to regular answer documents for scoring. Transcription of answers from the test documents to regular answer documents for scoring must be done by two certified personnel.

## **CHAPTER VI**

### **STUDENTS OF SPECIAL POPULATIONS**

This chapter provides information for the testing of students of special populations so that test administration and parameters for decision making are uniform among all persons responsible for the education of those students identified and served by special programs. This chapter provides specific information on the following populations:

1. Students with disabilities receiving special education services.
2. Students with disabilities receiving 504 services.
3. Limited English proficient students receiving LEP services.

This chapter is not intended to take the place of the *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations* which addresses the entire Alabama Student Assessment Program. This document contains the forms referenced in this chapter and other pertinent information for decision making related to the graduation examination program.

#### **GENERAL REGULATIONS FOR STUDENTS OF SPECIAL POPULATIONS**

1. All students attending public schools in Alabama must be provided the opportunity to participate in the graduation examination unless otherwise specified in the IEP.
2. All decisions regarding the graduation examination for students of special populations must be made on an individual basis.
3. Students of special populations who participate in the graduation examination must be given practice in taking tests similar in format and content prior to participating in the graduation examination.
4. Students of special populations must have the opportunity to participate in the graduation examination as well as to earn the necessary course credits to meet high school graduation requirements.
5. Students of special populations who do not take or who fail to pass the graduation examination must be treated the same as regular students who do not take or fail to pass the graduation examination. It will be the responsibility of the LEA to notify students and parents of the consequences of not taking or of failing the graduation examination.
6. Students of special populations must have the same opportunity for remediation for the graduation examination as regular students. All remediation efforts must be documented in the student's records.

7. Parents/guardians must be informed about the graduation examination, understand the purpose of this examination, and know the meaning of and any implication of the results of this examination.
8. Students of special populations who have exited school without an Alabama high school diploma due to failure of the graduation examination may return to take the graduation examination at any regularly scheduled administration. Students of special populations may also return to school for remediation until age 21.
9. Once a student of special populations has exited school, the IEP, 504 Plan, or LEP Plan Accommodations Checklist for the Graduation Examination (Accommodations Checklist) in the student's individual plan should not be amended. Upon exiting school, the student will be eligible for the same testing accommodations that were in place during the last administration of the graduation examination while the student was enrolled in school. These testing accommodations remain in force for as long as the student returns to take the graduation examination. Exceptions must be requested in writing and approved by the SDE.
10. Nonpublic school students will be afforded the same appropriate accommodations on the graduation examination as public school students. Nonpublic school students of special populations needing accommodations on the graduation examination must submit a request in writing to the SDE and provide supporting documentation for the need for and prior practice of the accommodation. Nonpublic school students of special populations may participate in the graduation examination consistent with the SDE guidelines established for other nonpublic school students.

## **SPECIAL EDUCATION SERVICES**

Students must be identified (according to state and federal regulations) and be receiving special education services in order to be governed by the information in this section.

### **Participation in the Graduation Examination**

All decisions as to whether a student receiving special education services will participate in the graduation examination must be made by the IEP Team; however, a student receiving special education services must pass the graduation examination and earn the required course credits in order to receive an Alabama high school diploma. Students receiving the Alabama Occupational Diploma (AOD) must participate in the graduation examination (Grade 11); however, they are not required to pass the graduation examination in order to receive the AOD. Passage of the graduation examination is not a requirement for receiving a graduation certificate.

If the IEP Team determines that the student will work toward an Alabama high school diploma, the educational program for the student must include instruction on the state content

standards covered on the graduation examination. Once the decision regarding participation is made, the IEP Team must complete the form entitled IEP Participation Documentation found in *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations*. Once completed, this form becomes a part of the student's IEP and should be attached to the IEP.

### **Testing Accommodations**

The purpose of testing accommodations for a student with a disability is to enable the student with a disability to demonstrate the degree of achievement which he or she possesses. See *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations* for guidelines and requirements regarding qualification and selection of accommodations, the IEP Participation Documentation form, and the IEP Accommodations Checklist for the *Alabama High School Graduation Exam*.

### **Availability of Special Formats**

Braille and large-print formats are available for the graduation examination. Requests for special formats should be made through the System Test Coordinator.

## **504 SERVICES**

Students must be identified (according to state and federal regulations) and be receiving 504 services in order to be governed by the information in this section.

### **Participation in the Graduation Examination**

All students receiving 504 services must participate in the graduation examination. Students receiving 504 services must pass the graduation examination and earn the required course credits in order to receive the Alabama high school diploma.

The educational program for the student receiving 504 services must include instruction on the state content standards covered on the graduation examination. The 504 Committee must meet annually to discuss the graduation examination and discuss whether the student needs and qualifies for testing accommodations. Once the decision is made, the 504 Committee must complete the form entitled 504 Participation Documentation form found in *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations*. Once completed, this form becomes a part of the student's 504 Plan and should be attached to the 504 Plan.

### **Testing Accommodations**

The purpose of testing accommodations for a student receiving 504 services is to enable the student receiving 504 services to demonstrate the degree of achievement which he or she possesses. See *Alabama Student Assessment Program Policies and Procedures for Students*



of *Special Populations*, for guidelines and requirements regarding qualification and selection of accommodations, the 504 Participation Documentation form, and the 504 Accommodations Checklist for the *Alabama High School Graduation Exam*.

### **Availability of Special Formats**

Braille and large-print formats are available for the graduation examination. Requests for special formats should be made through the System Test Coordinator.

## **LIMITED-ENGLISH PROFICIENT STUDENTS**

Students must be identified and be receiving services as LEP students in order to be governed by the information in this section.

### **Participation in the Graduation Examination**

All students receiving LEP services must participate in the graduation examination. Students receiving LEP services must pass the graduation examination and earn the required course credits in order to receive the Alabama high school diploma.

The educational program for the student receiving LEP services must include instruction on the state content standards covered on the graduation examination. The LEP Committee must meet annually to discuss the graduation examination and whether the student needs and qualifies for testing accommodations. Once the decision is made, the LEP Committee must complete the form entitled LEP Participation Documentation found in *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations*. Once completed, this form becomes a part of the student's LEP Plan and should be attached to the LEP Plan.

### **Deferring Participation in the Graduation Examination**

All students attending public schools in Alabama who are working toward an Alabama high school diploma must pass the graduation examination. A deferment, on the basis of LEP, is permitted if:

1. The student has been identified as LEP according to state guidelines; **and**
2. The student is currently receiving LEP services; **and**
3. The LEP student is currently in his/her first twelve months of enrollment in a U. S. school.

The LEP student who is currently in his/her first twelve months of enrollment in a U. S. school must take the mathematics and biology subject-area tests of the graduation exam; however, the LEP Committee may make the following graduation examination deferment decisions for one administration only.

1. The language and social studies subject-area tests may be deferred until the next administration for which the student is eligible.
2. The reading subject-area test may be deferred until the first administration of the next school year; however, the student must participate in *ACCESS for ELLs* in order to receive credit for reading participation for accountability calculations.

See *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations* for the AHSGE Deferral Form for LEP Students During Their First Twelve Months of Enrollment in U. S. Schools form.

**If a student and parents/guardian accept the deferment, they must understand that the student will miss this opportunity to take the graduation examination. The student has the right to take the graduation examination at all future administrations.**

Students and parents must understand that an LEP student must pass the graduation examination and earn the required number of course credits in order to receive a diploma.

### **Testing Accommodations**

The purpose of testing accommodations for an LEP student is to enable the student to demonstrate the degree of achievement which he or she possesses. See *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations* for guidelines and requirements regarding qualification and selection of accommodations, the LEP Participation Documentation form, and the LEP Accommodations Checklist for the *Alabama High School Graduation Exam*.

## CHAPTER VII

### WRITTEN DOCUMENTATION

Since 1978, SDE personnel have discussed with LEA personnel the documentation activities associated with the graduation examination. In this chapter, two types of written documentation related specifically to the graduation examination are described.

The first type of written documentation is necessary for curricular and instructional validity. This involves the teaching and reteaching of objectives as students progress through school.

The second type of written documentation is necessary for the proper notification that must be provided to students.

#### DOCUMENTATION FOR CURRICULAR AND INSTRUCTIONAL VALIDITY

School systems must ensure that the objectives on the graduation examination are taught to students as they progress through school.

##### **Documentation of Instruction Before Graduation Examination**

Documentation of the teaching and testing of the objectives on the graduation examination reflects that students have been given the opportunity to learn these objectives.

Lesson plans are a simple and direct reflection of the lessons taught and serve as documentation. The SDE has not established a specific format for lesson plans.

##### Grades K-6

Teachers in Grades K-6 are responsible for providing instruction on the prerequisite skills on which future course content is based. Instruction on these skills is accomplished by teaching content as defined in the Alabama courses of study. Daily lesson plans which include the content from the courses of study are adequate documentation that these prerequisite skills have been taught.

##### Grades 7-11

Teachers in Grades 7-11 must teach the content on which the graduation examination is based before students are tested in the spring of the eleventh grade. The specific courses on which the subject-area tests of the graduation examination are based are as follows:

Reading – The content of the reading test is based on tenth- and eleventh-grade content as defined in the course of study for English/language arts.

Language – The content of the language test is based on tenth- and eleventh-grade content as defined in the course of study for English/language arts.

Mathematics – The content of the mathematics test is based on Algebra I as defined in the course of study for mathematics.

Social Studies – The content of the social studies test is based on United States history courses as defined in the course of study for social studies.

Biology – The content of the biology test is based on the biology core as defined in the course of study for science.

LEA personnel should include the objectives that are tested on the graduation examination in their lesson plans and develop scope and sequences/curriculum guides accordingly. A copy of classroom tests that assess the objectives also serves as documentation. Lesson plans and classroom tests are adequate documentation that the objectives have been taught before students are tested on them at the end of Grade 11.

### **Documentation of Instruction After Testing**

#### Pre-Graduation Examination (Grade 10)

A student must receive instruction on all nonmastered objectives as indicated on the individual report. This instruction may be through enrollment in courses on which the graduation examination is based or through remediation of nonmastered objectives. Instruction should incorporate the item specifications that include the standards, objectives, eligible content, and sample items.

Documentation of remediation of nonmastered objectives may be on an individual form for each student or on a group form where individual students are identified. (See examples of individual and group forms in Appendix E, pp. 118-127.) **Samples of student work are not required.**

#### Graduation Examination (Grades 11 and 12)

A student who fails a subject-area test must be retaught any nonmastered objective. Reteaching should incorporate the item specifications that include standards, objectives, eligible content, and sample items.

Reteaching of nonmastered objectives should be documented and must include the following:

1. Name of the student.
2. Each objective in each of the subject areas (reading, language, mathematics, social studies, and biology).

3. Spaces beside each objective for the date(s) of reteaching, the initials of the person doing the reteaching, and the name of activities and/or materials used in reteaching.
4. At least one sample of student work for each nonmastered objective.

Documentation of this reteaching may be on an individual form for each student or on a group form where individual students are identified. (See examples of individual and group forms in Appendix E, pp. 118-127.) Any documentation required, in addition to the items listed above, is the decision of the local school system.

## **RETENTION OF DOCUMENTATION**

### **For Students Who Fail the Graduation Examination in Grade 11 but Pass by the End of Grade 12**

For students passing the graduation examination by the end of their twelfth grade, documentation of instruction and remediation (if necessary) must be retained for four years after their graduation. Example: John Jones passed the graduation examination during the twelfth grade, met course credit requirements, and graduated in May 2009. His documentation should be kept on file until May 2013.

### **For Students Not Passing the Graduation Examination by the End of Grade 12**

For students not passing the graduation examination by the end of their twelfth grade, documentation of instruction and remediation must be retained until four years after they have successfully completed the graduation examination or until four years following the student's last attempt.

**Note:** LEAs must also adhere to all other regulations regarding the instruction, documentation, and retention of records for students of special populations.

## **DOCUMENTATION OF NOTIFICATION**

Other types of documentation are necessary because they indicate that students were given information throughout their high school education regarding what must be accomplished to earn the Alabama high school diploma and the **consequences** of not meeting these expectations.

### **Notification of Graduation Requirement**

Every ninth-grade student must be given the graduation examination requirement brochure which explains that a student must complete required course credits and pass the graduation examination in order to graduate and receive an Alabama high school diploma. The

signature portion of that brochure must be signed by both parent and student and returned to the school to be placed in his/her cumulative record. If a student or parent fails to sign and return the brochure to the school, school administrators should note this in writing by indicating the date that the brochure was issued and placing this documentation in the cumulative record. A second attempt should be made to obtain the signature on the brochure. Students transferring from out-of-state or nonpublic schools must be informed immediately of the graduation examination requirement. Upon transferring, students should immediately be given the brochure that the students in his/her grade received to be signed.

### **Refusal to Take the Graduation Examination**

If a student refuses to take the graduation examination, he/she and the parent or guardian must sign and date a statement. The LEA employee receiving the signed statement should sign and date the statement. The signed statement must be filed and maintained in the student's cumulative record. The statement must indicate that the student and parent or guardian understand that passing the graduation examination is a requirement for receipt of an Alabama high school diploma. (See Appendix E, p. 112.)

### **Notification of Graduation Examination Test Results**

The February 10, 1983, State Board of Education resolution regarding the graduation examination states, "local education agencies are responsible for informing the students/parents of deficiencies indicated by the results." Students and parents, consequently, must be notified of graduation examination results in a timely manner. (See Appendix A, pp. 59-60.)

See Appendix E, pp. 113-115, for samples of letters that might accompany the student's report of results from the graduation examination. **Letters sent to students who fail any subject-area test must be signed by the student and the parent, returned to the school, and placed in student's cumulative folder.** It is recommended that the school system letterhead stationery be used. It is strongly recommended that the LEA require a parent conference for any student who has failed any subject-area test.

### **Refusal to Participate in Remediation Activities**

If a student refuses to participate in remediation activities designed for students who fail any subject-area test(s) of the graduation examination, he/she and the parent or guardian must sign a statement to that effect. In such a statement, the LEA must describe the process by which the school provides remediation. (See Appendix E, p. 116.) The LEA employee receiving the signed statement should sign and date the statement. The signed statement must be filed and maintained in the student's cumulative record.

## **WRITTEN DOCUMENTATION FOR STUDENTS OF SPECIAL POPULATIONS**

All documentation as described in this chapter also applies to students of special populations. LEAs are reminded, in addition, that any required accommodations for the graduation examination must be documented in that student's IEP/504 Plan/LEP Plan.

**APPENDIX A**

**STATE BOARD RESOLUTIONS,  
ALABAMA ADMINISTRATIVE CODE,  
AND  
ADOPTED RECOMMENDATION**





Adopted By Alabama State  
Board Of Education At Its  
Meeting On April 27, 1977

**APPROVED APPOINTMENT OF COMMITTEE TO DEVELOP  
MINIMAL COMPETENCIES CRITERIA  
FOR HIGH SCHOOL**

Whereas, the State Board of Education is vitally interested in a revision of high school graduation requirements; and

Whereas, the State Board of Education has under consideration a proposed revision of minimal requirements for a high school diploma in Alabama; and

Whereas, the State Board of Education desires further refinement of identification of basic minimum skills for survival in today's society; and

Whereas, the State Board of Education desires thorough study of means of evaluating and measuring minimal skills accomplishment:

NOW, THEREFORE, BE IT RESOLVED, That the State Board of Education direct the State Superintendent of Education to appoint a committee for the purpose of developing minimal competencies criteria for high school graduation and means for measuring these skills. The committee appointed shall be representative of educators and lay citizens from throughout the State of Alabama; and

BE IT FURTHER RESOLVED, That the committee appointed shall have the necessary clerical staff to perform its function furnished by the State Department of Education; and

BE IT FURTHER RESOLVED, That Dr. Wayne Teague will serve as Executive Director of this committee reporting through the committee to the State Board of Education. This committee shall give periodic progress reports and shall make its final report to the State Board of Education not later than July 1, 1978.

## **APPROVED REVISED HIGH SCHOOL GRADUATION REQUIREMENTS**

Whereas, Section 16-4-14 of the CODE OF ALABAMA, 1975, requires the State Superintendent of Education to submit for approval and adoption by the State Board of Education the minimum requirements for issuing all diplomas in the schools of Alabama; and

Whereas, a special task force of local educators was appointed by the State Superintendent of Education several years ago to study high school graduation requirements; and

Whereas, the task force's recommendations were presented to the Board on April 27, 1977, and following a year of pilot study of minimal competency testing the task force presented revised recommendations on April 10, 1980; and

Whereas, the current emphasis on basic skills and an analysis of results from the State Testing Program reveal a critical need in the area of mathematical skills at the high school level:

NOW, THEREFORE, BE IT RESOLVED That effective with the class which enters the ninth grade in the fall of 1981 the following shall be required for graduation from high school:

English	4
Social Studies	3
Science	1
Math	2
Physical Education	3
Health	1/2
Electives	6
*Driver Education	1/2
Successful completion of an exit (competency) exam	
Total	20

\*Becomes elective should legislation mandate be repealed.

## **IMPLEMENTATION OF THE ALABAMA HIGH SCHOOL GRADUATION EXAMINATION**

WHEREAS, the State Board of Education in its meeting of April 27, 1977, authorized the State Superintendent of Education to appoint a committee for the purpose of developing minimum competencies for high school graduation and establishing plans for measuring these skills; and

WHEREAS, the State Department of Education with the assistance of the Committee of 100 developed a basic competency education program for grades three, six, and nine in the areas of reading, language, and mathematics; and

WHEREAS, the State Board of Education is committed to ensuring that every student is provided the opportunity to acquire knowledge in the basic skills of reading, language, and mathematics; and

WHEREAS, the Minimum Standards and Competencies (Reading, Language, Mathematics) for Alabama Schools, developed by Alabama educators, has been distributed by the State Department of Education to all certified personnel in the public schools; and

WHEREAS, the State Department of Education for the past three years has developed and administered basic competency tests in grades three, six, and nine as checkpoints for assessing students' acquisition of these basic skills; and

WHEREAS, the State Board of Education in its meeting of May 19, 1981, adopted high school graduation requirements which included the requirement of passing a minimum competency examination; and

WHEREAS, the State Board of Education is committed to assuring that an Alabama high school diploma reflects that a recipient has acquired minimum knowledge in the basic skills of reading, language, and mathematics; and

WHEREAS, the State Superintendent of Education has directed the State Department of Education to develop, pilot, and administer an Alabama high school graduation examination.

NOW, THEREFORE, BE IT RESOLVED That the Superintendent of Education shall continue the Basic Competency Education Program to include the implementation of a high school graduation examination; and

BE IT FURTHER RESOLVED that this examination be called the Alabama High School Graduation Examination; and

BE IT FURTHER RESOLVED That the local boards of education will issue a diploma to students who have passed, according to standards established by the state board of education, all three sections--reading, language, and mathematics--of the Alabama High School Graduation Examination and have fulfilled state and local requirements regarding Carnegie units; and

BE IT FURTHER RESOLVED That the Alabama High School Graduation Examination initially shall be administered to eleventh grade students in the public schools with subsequent opportunities for retesting; and

BE IT FURTHER RESOLVED That the local education agencies are responsible for informing the students/parents of deficiencies indicated by the results of the Alabama High School Graduation Examination; and

BE IT FURTHER RESOLVED That the local education agencies are responsible for ensuring that students receive remediation for deficiencies as indicated by the results of the Alabama High School Graduation Examination; and

BE IT FURTHER RESOLVED That the State Superintendent of Education shall develop a comprehensive plan to assist the LEAs in the remediation of student deficiencies; and

BE IT FURTHER RESOLVED That the State Superintendent of Education request in his budget to the Governor and Legislature funds necessary to carry out the mandates of this resolution.

Adopted By Alabama State  
Board Of Education At Its  
Meeting On July 12, 1988

**ADOPTED SUBSTITUTE RESOLUTION  
REQUIRES THAT THE LEVEL OF THE COMPETENCIES  
MEASURED ON THE BASIC COMPETENCY TESTS AND THE HIGH  
SCHOOL GRADUATION EXAMINATION BE INCREASED**

WHEREAS, on April 27, 1977, the State Board Of Education adopted a resolution to identify basic minimum standards for a high school diploma in Alabama; and

WHEREAS, Basic Competency Tests serving as check points for the acquisition of minimum standards in grades three, six, and nine have been administered since 1980; and

WHEREAS, on May 19, 1981, the State Board of Education adopted a resolution which included passing a minimum competency examination as one of the requirements for high school graduation; and

WHEREAS, the State Board of Education adopted a resolution on February 10, 1983, requiring local boards of education to issue diplomas only to students who have fulfilled Carnegie unit requirements and who have passed all three sections--reading, language, and mathematics--of the Alabama High School Graduation Examination; and

WHEREAS, the State Board of Education, on January 14, 1988, adopted a resolution requiring the State Superintendent of Education to establish the process of reviewing, revising and strengthening of the minimum standards for the Basic Competency Tests and the Alabama High School Graduation Examination; and

WHEREAS, the Standards Review Committee composed of Alabama educators has recommended strengthening the minimum standards for the Basic Competency Tests and the Alabama High School Graduation Examination:

NOW, THEREFORE, BE IT RESOLVED, That the State Board of Education directs that more difficult competencies be required of all graduates of Alabama high schools effective with the ninth grade class in the 1989-90 school year; and

BE IT FURTHER RESOLVED, That the increase in the level of competencies be implemented by first reviewing, revising, and including in the instructional program the competencies measured in grades three, six, and nine; and

BE IT FURTHER RESOLVED, That the competencies to be included in the revised graduation examination be established by committees of educators representative of the state; and

BE IT FURTHER RESOLVED, That all activities associated with increasing the level of the competencies measured by the graduation examination follow accepted legal and psychometric practice, including item reviews, item try-outs and standard setting procedures; and

BE IT FURTHER RESOLVED, That the State Board of Education hereby requests the Governor and the legislature to provide the necessary funds to accomplish these revisions; and

BE IT FURTHER RESOLVED, That the State Superintendent of Education make available a copy of this resolution to the Governor, the Lieutenant Governor and the Speaker of the House.

**TEST ADVISORY COMMITTEE**  
**REVISED RECOMMENDATIONS REGARDING GRADUATION EXAMINATION**  
**JANUARY 23, 1997**

**Recommendations**

The Test Advisory Committee recommends that a new Graduation Examination be developed to assess the following content:

- English (reading comprehension and language). Reading comprehension of recreational, functional, and textual reading passages. A variety of high school reading passages from literature and other content areas. Language mechanics and expression skills identified in the course of study through Grade 11.
- Mathematics. Algebra I course and concepts and skills of geometry, spatial sense, and measurement as found in the *Alabama Course of Study: Mathematics* required prior to the algebra I course.
- Science. Biology course and the physical science concepts as found in the *Alabama Course of Study: Science* required prior to the biology course.
- Social studies. Social science concepts and skills in required courses through Grade 11 as defined by the 1998 *Course of Study: Social Studies*.

Content validity requires that content assessed be taught prior to the first administration in the spring of grade 11.

Students would take the pre-graduation examination in the spring of Grade 10. Students who pass any subject-area test would not be required to take that subject-area test again. The Grade 10 administration would serve as checkpoint for all students not passing the test. LEAs must provide appropriate instruction for students based on the results of the Pre-Graduation Examination.

Students would have three opportunities to pass the Graduation Examination with administration given in the spring of the 11<sup>th</sup> grade, fall of the 12<sup>th</sup> grade, and spring of the 12<sup>th</sup> grade. The Committee recommends strongly an additional opportunity for students to pass the exam prior to exiting school. LEAs must provide appropriate remediation for students failing any subject area of the Graduation Examination.

The Committee recommends strongly the end-of-course test currently administered be deleted from the state assessment program.



## **Rationale**

The new Graduation Examination is strengthened and will assess new graduation requirements. To be legally defensible, the examination must assess only those courses that all students are required to take and can only assess content that has been completed prior to the first administration in Grade 11.

The rationale for allowing the Pre-Graduation Examination administration to count if a student passes is that some students are advanced and have had the required course work by the tenth grade. These students are ready to advance to higher-level courses. If they pass at the Grade 10 checkpoint, valuable instructional time will not be used for review and retaking of the examination in Grade 11. Not requiring students who have mastered the content to retake the test also represents a cost savings.

# DIPLOMA REQUIREMENTS

SUPP. NO. 98-4

INSTRUCTIONAL SERVICES

290-3-1-.02(8)

290-3-1-.02(8)(a)

(8) Diploma Requirements. Effective for students who begin the ninth grade in the 1996-97 school year, to earn an Alabama high school diploma, students shall pass the required assessment and earn the required credits for the Alabama High School Diploma or the Alabama High School Diploma with Advanced Academic Endorsement. A local board of education may establish requirements for receipt of diplomas and endorsements, but any diploma or endorsement shall include the requirements for the Alabama High School Diploma. The Alabama state courses of study shall be followed in determining minimum required content in each discipline. Content of courses not defined in the Alabama courses of study shall be approved by the local board of education. Refer to AAC Rule 290-3-1-.02 (8)(g) for requirements of the Alabama Occupational Diploma.

(a) Alabama High School Diploma.

	Credits
English Language Arts .....	4
Four credits to include the equivalent of:	
English 9 .....	1
English 10 .....	1
English 11 .....	1
English 12 .....	1
Mathematics.....	4
Two credits to include the equivalent of:	
Algebra I.....	1
Geometry .....	1
Two additional mathematics credits .....	2
Science.....	4
Two credits to include the equivalent of:	
Biology .....	1
A physical science .....	1
Two additional science credits .....	2
Social Studies*.....	4
Four credits to include the equivalent of:	
Grade 9 - Social Studies .....	1
Grade 10 - Social Studies .....	1
Grade 11 - Social Studies .....	1
Grade 12 - Social Studies .....	1
Physical Education.....	1
Health Education .....	0.5
Arts Education .....	0.5
Computer Applications**.....	0.5
Electives .....	5.5
Local boards shall offer foreign languages, arts education, physical education, wellness education, career/technical preparation, and driver education as electives.	
<b>TOTAL .....</b>	<b>24</b>

\*All four required credits in Social Studies shall comply with the current *Alabama Course of Study*.

\*\*May be waived if competencies outlined in the computer applications course are demonstrated to qualified staff in the local school system. The designated one-half credit shall then be added to the elective credits, making a total of six elective credits.

**290-4-2-.02 Student Assessment - Assessment Required For Alabama High School Diploma.**

(1) The State Superintendent is authorized to develop and implement an assessment required for an Alabama high school diploma. (See AAC 290-3-1-.02(8), Diploma Requirements.)

(a) *Alabama High School Graduation Exam.* Any student who was a first-time ninth grader in the 1997-98 scholastic year will have to pass the reading comprehension and language subject-area tests of the *Alabama High School Graduation Exam*, which measures the standards and objectives adopted by the State Board of Education and contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16, as one requirement for receiving an Alabama high school diploma.

(b) *Alabama High School Graduation Exam.* Any student who was a first-time ninth grader in the 1998-99 and 1999-2000 scholastic years will have to pass the reading comprehension, language, mathematics, and science subject-area tests of the *Alabama High School Graduation Exam*, which measures the standards and objectives adopted by the State Board of Education and contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16, as one requirement for receiving an Alabama high school diploma.

(c) *Alabama High School Graduation Exam.* Any student who was a first-time ninth grader in the 2000-01 through the 2005-06 scholastic years will have to pass the reading comprehension, language, mathematics, science, and social studies subject-area tests of the *Alabama High School Graduation Exam*, which measures the standards and objectives adopted by the State Board of Education and contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16, and *Standards and Objectives (Social Studies) for Alabama High School Graduation Exam*, Bulletin 1998, No. 13, as one requirement for receiving an Alabama high school diploma.

(d) *Alabama High School Graduation Exam.* Any student who was a first-time ninth grader in or after the 2006-07 scholastic year will have to pass the reading comprehension, language, and mathematics subject-area tests of the *Alabama High School Graduation Exam*, which measures the standards and objectives adopted by the State Board of Education and contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16; the social studies subject-area test of the *Alabama High School Graduation Exam*, which measures the standards and objectives adopted by the State Board of Education and contained in *Standards and Objectives (Social Studies) for Alabama High School Graduation Exam*, Bulletin 1998, No. 13; and the science (biology) subject-area test of the *Alabama High School Graduation Exam*, which measures the content standards adopted by the State Board of Education and contained in the Biology Core course in the *Alabama Course of Study: Science*, Bulletin 2005, No. 20, as one requirement for receiving an Alabama high school diploma.

(e) *Alabama High School Graduation Exam.* Any student with a disability(s) (defined by the *Individuals with Disabilities Education Act* and/or *Section 504 of the Rehabilitation Act of 1973*) who is working toward an Alabama high school diploma shall take the *Alabama High School Graduation Exam* with state-approved accommodations or without accommodations

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(according to the IEP Team and/or 504 Committee) through Grade 12. If one subject-area test of the *Alabama High School Graduation Exam* is not passed, but all other graduation requirements for an Alabama high school diploma have been met, then alternate documentation (obtained all required course credits for an Alabama high school diploma, documented the disability(s) which substantially limits his ability to demonstrate achievement in the area where a subject-area test of the AHSGE is not passed, participated in remediation of the AHSGE subject-area test not passed, met attendance requirements, and holds a cumulative C average in Grades 9-12) is used to confer an Alabama high school diploma. The flexibility granted here is retroactive to first-time ninth graders in or after the 1997-1998 school year (Class of 2001) and applies only to students with a disability(s) (defined by the *Individuals with Disabilities Education Act* and/or Section 504 of the Rehabilitation Act of 1973) taking the *Alabama High School Graduation Exam*.

(2) Students enrolled in an adult diploma program will have to pass an exit examination as one of the requirements for receiving an Alabama adult high school diploma.

(a) Effective July 1, 2000, students enrolling in an adult diploma program will have to pass the reading comprehension and language subject-area tests of the *Alabama High School Graduation Exam*, which measures the standards and objectives contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16.

(b) Effective July 1, 2001, students enrolling in an adult diploma program will have to pass the reading comprehension, language, mathematics, and science subject-area tests of the *Alabama High School Graduation Exam*, which measures the standards and objectives contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16.

(c) Effective July 1, 2003, students enrolling in an adult diploma program will have to pass the reading comprehension, language, mathematics, science, and social studies subject-area tests of the *Alabama High School Graduation Exam*, which measures the standards and objectives contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16, and *Standards and Objectives (Social Studies) for Alabama High School Graduation Exam*, Bulletin 1998, No. 13.

(d) Effective July 1, 2009, students enrolling in an adult diploma program will have to pass the reading comprehension, language, and mathematics subject-area tests of the *Alabama High School Graduation Exam*, which measures the standards and objectives adopted by the State Board of Education and contained in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for Alabama High School Graduation Exam*, Bulletin 1997, No. 16; the social studies subject-area test of the *Alabama High School Graduation Exam*, which measures the standards and objectives adopted by the State Board of Education and contained in *Standards and Objectives (Social Studies) for Alabama High School Graduation Exam*, Bulletin 1998, No. 13; and the science (biology) subject-area test of the *Alabama High School Graduation Exam*, which measures the content standards adopted by the State Board of Education and contained in the Biology Core course in the *Alabama Course of Study: Science*, Bulletin 2005, No. 20.

(e) Effective July 1, 2000, a student with a disability(s) (defined by the *Individuals with Disabilities Education Act* and/or Section 504 of the Rehabilitation Act of 1973) who enrolls in an adult diploma program may take the *Alabama High School Graduation Exam*

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(AHSGE) with state-approved accommodations or without accommodations (according to the IEP Team and/or 504 Committee). If one subject-area test of the AHSGE is not passed, but all other graduation requirements for the Alabama Adult High School Diploma have been met, then alternate documentation (obtained all required course credits for the Alabama Adult High School Diploma, documented the disability(s) which substantially limits his ability to demonstrate achievement in the area where a subject-area test of the AHSGE is not passed, participated in remediation, met attendance requirements, and holds a cumulative C average in Grades 9-12) is used to confer the Alabama Adult High School Diploma. The flexibility granted here applies only to the *Alabama High School Graduation Exam*.

(3) Administration of the assessment required for an Alabama high school diploma must be implemented as prescribed in *The Handbook of Administrative Procedures for the Alabama Graduation Examination Program* as published by the State Department of Education and disseminated to appropriate local education agency personnel.

(4) Copies of these publications may be obtained without cost from Student Assessment, State Department of Education, Montgomery, AL 36104.

(5) High Hopes Program Grants—Effective August 2000, local education agencies may apply for grants to develop tutoring and mentoring programs for high school students who are in danger of failing the *Alabama High School Graduation Exam* through collaboration with community colleges, universities, and nonprofit community-based organizations. Local school systems meeting the following requirements are eligible to apply for High Hopes Program Grants.

(a) Eligibility Criteria.

1. Local school systems must develop a partnership with community colleges, senior colleges and universities, and nonprofit 501(C)3 community-based organizations.

2. School systems must establish an advisory board that has the responsibility of developing the program at the local level. The composition of the advisory board must be as follows:

(i) The board will have a maximum of 25 voting members to include local high school principals, teachers, students, counselors, and parents; representatives of PTA/PTO and PTSA; and other concerned citizens.

(ii) No more than 51% of voting members may be employees of the school system.

(iii) All voting members must reside in the local school district.

(iv) The term of service for board members is three years. Initially, one-third of the members shall be appointed for one year, one-third for two years, and one-third for three years on a lottery basis.

(v) Members are appointed to the High Hopes Advisory Board by the local board of education upon recommendation of the local superintendent or any board member. The High Hopes Advisory Board may have any number of ex-officio members (non-voting) appointed by the local superintendent.

(b) Application Content.

1. The application must include the number of students identified as being in danger of failing the graduation exam. Students in danger of failure are those who have failed one or more subjects on any of the five subject areas tested on the graduation exam.

2. The application must include the number of tutors (which may be amended) who are certified in one or more of the five subject areas addressed in the exam. Background checks

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must be completed on tutors who have unsupervised access to students before involvement in High Hopes activities.

3. The application must include a list of mentors who are citizens of good moral character and fitness. Background checks must be completed on mentors who have unsupervised access to students before involvement in High Hopes activities.

4. A plan of collaboration with community colleges, senior colleges and universities, and nonprofit 501(c) 3 community-based organizations must be included with the application.

(c) Approval Process and Awarding of Funds.

1. The Office of the Deputy Superintendent of Education and the Office of the Executive Director of the Governor's Office on National and Community Service will review, remand, and approve all applications.

(i) If the offices of the Deputy Superintendent and the Executive Director disagree on approval or disapproval of an application and reach an impasse, then the matter shall be referred to the State Superintendent of Education for resolution.

(ii) If the State Superintendent's decision is contested, the matter shall be appealed to the Alabama State Board of Education.

2. Funds may be released to a grantee only after approval of application and proper filing of necessary paperwork to request payments.

3. The State Department of Education will process and handle requests for payments through its normal financial management system.

4. Local school systems will be awarded a dollar amount based on the number of students identified as being in danger of failing any part of the graduation exam.

(i) The award amount is to be determined by dividing the total amount available by the number of students in the state who are determined to need assistance.

(ii) The per-student allocation will then be multiplied by the number of students in danger in each school system to calculate system allocation.

(iii) The calculated amount will then be allocated to the local school systems to be used in high schools to provide immediate assistance to students in danger of failing the graduation exam.

**Note:** See AAC Rule 290-3-1-.02(8), Diploma Requirements.

**Note:** See AAC Rule 290-3-1-.02(16), Adult Diploma Program.

**Author:** Dr. Ed Richardson

**Statutory Authority:** Ala. Const. amend 284, Code of Ala. 1975, §§16-3-11 through 13; 16-4-4.

**History: New:** April 27, 1977. **Amended:** April 15, 1980; September 9, 1980; April 13, 1982; December 8, 1988. **Amended:** 290-4-2-.02(2)(a)1. and 2. [to reflect 1982 Edition Revised 1988] effective January 16, 1989.

**Amended:** Filed May 20, 1998; effective June 24, 1998. **Amended:** Filed November 18, 1999; effective December 23, 1999. **Amended:** Filed May 11, 2000; effective June 15, 2000. **Amended:** Filed June 8, 2000; effective July 13, 2000. **Amended:** Filed November 9, 2000; effective December 14, 2000. **Amended:** Filed October 10, 2002; effective November 14, 2002. **Amended:** Filed Rule No. 290-4-2.02(1)(e)(2)(e) as ER effective March 11, 2004. **Amended:** Approved ER Rule No. 290-4-2.02(1)(e)(2)(e) as regular rule on May 13, 2004, effective June 17, 2004. **Amended:** Filed December 13, 2007, effective January 18, 2008. **Amended:** Filed May 8, 2008, effective June 12, 2008.

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## TEST SECURITY

SUPP. 98-3

290-4-2

**290-4-2-.03 Student Assessment - Students of Special Populations.** Detailed policies and procedures for testing students of special populations are found in *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations*, Bulletin 1998, No. 11. Author: Dr. Ed Richardson  
**Statutory Authority:** Const. of Ala. of 1901, Amend No. 284, Code of Ala. 1975, §§ 16-3-11 through 14; 16-4-4.

**History:** Amended May 19, 1981; May 9, 1985 (added Note); December 8, 1988 added 290-4-2-.03(2) effective January 16, 1989. **Repealed and Replaced:** Filed May 12, 1995; effective June 16, 1995. **Amended:** Filed May 20, 1998; effective June 24, 1998.

### 290-4-2-.04 Student Assessment - Test Security.

(1) **Test Security Procedures.** The use of test results for educational evaluation and improvement is dependent upon the procurement of accurate test data. To this end, test developers outline in detail the standardized procedures under which tests must be administered. Another requirement for obtaining accurate test data is to guarantee that tests are secure. In order to provide standardized test security measures throughout Alabama, the following procedures are adopted by the State Board of Education:

(a) The Alabama State Department of Education (SDE) will organize and oversee test security procedures throughout the state. Specifically the SDE will:

1. Use changing enrollment figures to determine test materials needed in local education agencies (LEAs) and supply these to LEAs.
2. Keep an inventory of all test materials stored at the SDE.
3. Secure under lock and key all test materials stored at the SDE.
4. Allow only authorized personnel to have access to test materials.
5. Monitor test administration procedures in randomly selected LEAs during statewide testing to ensure adherence to standardized testing conditions.
6. Specify content that must be described in LEA's test security plans.
7. Approve LEA test security plans and keep a copy on file at the SDE.
8. Provide technical assistance to LEAs regarding test security procedures.

(b) LEAs will organize and oversee test security procedures throughout their systems. Specifically, each LEA will:

1. Ensure that all students are provided the opportunity to participate in the state testing program and that all answer documents are sent in for scoring.
2. Submit to the SDE a detailed test security plan which must include the

following:

- (i) A description of the procedures used in inventorying, disseminating, collecting and storing test materials before, during, and after test administration.
- (ii) A description of the procedures used in accounting for lost tests booklets.
- (iii) A description of the procedures used in accounting for and destroying old or damaged tests booklets.
- (iv) A description of the location and security of storage areas used for test materials.



- (v) A description of the procedures for monitoring test administration in individual schools to ensure adherence to standardized testing conditions.
  - (vi) A description of the procedures used to ensure the security of norm-referenced tests purchased for local programs other than the state testing program.
  - (vii) A description of the plan used in training personnel in test security as outlined in part (2) of AAC Rule 290-4-2-.04.
3. Implement the approved test security plan described in part (b) of AAC Rule 290-4-2-.04(I).
  4. Designate a system test coordinator to be responsible for the testing program and test security in that system.
  5. Designate a building test coordinator at each school to be responsible for the testing program in that school.
  6. Secure under lock and key all test materials stored at the LEA and limit access to authorized personnel only.
  7. Provide technical assistance to local personnel regarding all requirements outlined in AAC Rule 290-4-2-.04.
  8. Maintain evidence that personnel have seen or signed the agreement to abide by the test security policy as outlined in AAC Rule 290-4-2-.04.
  9. Submit in writing to the SDE for approval any plans for use of the test booklets for purposes other than test administration.

(2) Test Security Policy. Failure to follow security procedures promulgated by the Alabama State Board of Education and published in the AAC Rule 290-4-2-.04, the Student Assessment Handbook, and the test administrator's manuals may result in disciplinary action by the local board of education and/or revocation of the teaching certificate by the SDE. The following list, although not exhaustive, has been provided to identify specific actions which are inappropriate and violate, in spirit and intent, the stated policy:

- (a) To photocopy or in any way reproduce or disclose secure test items (including pilot materials) or student responses before, during, or after administering the assessment.
- (b) To review, read, or look at test items or student responses before, during, or after administering the assessment, unless specifically permitted in the test administrator's manuals.
- (c) To give students answers to test questions using verbal or nonverbal cues before, during, or after administering the assessment.
- (d) To alter student responses on answer documents.
- (e) To alter the test procedures stated in the test administrator's manuals.
- (f) To allow students to use notes, references, or other aids unless the test administrator's manual specifically allows.
- (g) To have in one's personal possession secure test materials except during specified testing dates.
- (h) To allow students to view or practice secure test items before or after the scheduled testing times.
- (i) To make or have in one's possession answer keys for secure tests.

- (j) To leave secure test materials in nonsecure locations and/or unattended by professional staff.
- (k) To fail to report a test security violation.

Author: Dr. Ed Richardson

Statutory Authority: Const. of Ala. of 1901, Amend No. 284, Code of Ala. 1975, §§16-3-11 through 13, 16-4-4.

History: New April 13, 1982; December 8, 1988 amended rules [to reflect 1982 Edition Revised 1988] effective January 16, 1989. **Repealed and Replaced:** Filed May 12, 1995; effective June 16, 1995. **Amended:** Filed May 20, 1998; effective June 24, 1998. **Amended:** Filed November 18, 1999; effective December 23, 1999.

cf. The Alabama State Department of Education bulletins, Regulations and Accommodations for Exceptional Students, 1982 Edition; Minimum Standards and Competencies (Reading, Language, Mathematics) for Alabama Schools, 1982 Edition; and Minimum Standards and Competencies (Reading, Language, Mathematics) for Alabama Schools, 1982 Edition, Revised 1988 effective July 1, 1989.

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290-4-2-.05 Student Assessment - Test Security. (Repealed)

Author: Dr. Ed Richardson

Statutory Authority: Const. of Ala. of 1901, Amend No. 284, Code of Ala. 1975, §§ 16-3-11 through 13, 16-4-4.

History: New April 13, 1982. **Repealed and Replaced:** Filed May 12, 1995; effective June 16, 1995. **Repealed:** Filed May 20, 1998; effective June 24, 1998.

## **APPENDIX B**

### **STATE SUPERINTENDENT MEMORANDA**



**Memorandum: June 11, 1998**



State of Alabama  
 Department of Education  
 Ed Richardson  
 State Superintendent of Education



Alabama  
 State Board  
 of Education

June 11, 1998

President  
*Gov. Fob James, Jr.*

MEMORANDUM

Secretary and  
 Executive Officer  
*Dr. Ed Richardson*

TO: County and City Superintendents  
 System Test Coordinators  
 High School Principals  
 Alabama Independent School Association  
 Alabama Christian Education Association

District I  
*Bradley Byrne*

FROM: Ed Richardson *(Signature)*  
 State Superintendent of Education

District II  
*G. J. "Dutch"  
 Higginbotham*

RE: Nonpublic High School Students and the Exit/  
 Graduation Exams

District III  
*Stephanie W. Bell*

On September 23, 1997, the Alabama Legislature approved an act to make the public high school graduation examination available to nonpublic high school students. On June 9, 1998, the Alabama State Board of Education approved guidelines for administering the examination. Both the legislative act and the guidelines are enclosed for your review and action. Local boards of education should adopt a local board policy encompassing the state guidelines, and nonpublic school administrators should make a decision as to whether or not to exercise the option to allow their students to take the examination.

District IV  
 Vice President  
*Dr. Ethel H. Hall*

Since Alabama is about to transition from the current High School Basic Skills Exit Exam to the Alabama High School Graduation Exam, these rules would apply to both assessments, including the Pre-Graduation Exam to be administered to tenth graders in the spring of 1999.

District V  
*Dr. Willie J. Paul*

The Alabama Independent School Association and the Alabama Christian Education Association should alert their membership immediately of this opportunity.

District VI  
*David F. Byers, Jr.*

If there are any questions, please contact Dr. Joe Morton at 334-242-8154 (fax 334-242-9708).

District VII  
*Sandra Ray*

District VIII  
*Dr. Mary Jane Cayton*

JBM/sm  
 Enclosures  
 2924

**ALABAMA STATE DEPARTMENT OF EDUCATION  
GUIDELINES FOR IMPLEMENTING ACT 97-932**

**Act 97-932**

“To require the State Board of Education to make the public high school graduation examination available to nonpublic high school students for a reasonable fee.”

Implementation guidelines

1. A participating nonpublic school must agree to test all eligible students according to the same standards as public schools.
2. There is hereby established a per-examination fee for nonpublic school students for the graduation examination of \$20.00. This fee applies to all nonpublic school students taking one or all components of the examination.
3. Students planning to take the examination should notify the public school at which they intend to take the examination at least eight (8) weeks prior to the scheduled administration date. It is the responsibility of the nonpublic school to contact the public school to learn the dates of the administration.
4. Payment shall be made to the public school at least ten (10) working days prior to the administration of the examination and is non-refundable. The fee payment shall be made in cash or money order by individuals or an institutional check from nonpublic schools made payable to the public school administering the examination.
5. All examinations are to be administered in public schools or buildings designated by the administration of the public schools (administrative buildings, teacher centers, or other facilities conducive to test administration).
6. All examinations are to be administered by public school employees and at no time shall examinations be removed from the premises of the public schools/buildings designated as testing centers.
7. Nonpublic school students' scores will be returned to the public school and, in turn, returned to the nonpublic school/student. Nonpublic and public schools' scores will be separate and not be reported as one score.
8. All preparations (for testing, remediation, and retesting) of nonpublic school students are the sole responsibility of the nonpublic school the student attends.

9. Nonpublic school students will be afforded the same testing conditions and accommodations as public school students, including discipline standards.

The Alabama Department of Education shall disseminate these guidelines and a copy of Act 97-932 to all public and private schools housing high school students, all public school superintendents, and all associations representing public and private schools.



MEMORANDUM: JULY 9, 1999



State of Alabama  
Department of Education  
Ed Richardson  
State Superintendent of Education



Alabama  
State Board  
of Education

July 9, 1999

Gov. Don E. Siegelman  
President

MEMORANDUM

Bradley Byrne  
District I

TO: City and County Superintendents of Education

G. J. "Dutch"  
Higginbotham  
District II

FROM: Ed Richardson *ER*  
State Superintendent of Education

Stephanie W. Bell  
District III

RE: Eligibility for students to take the graduation examination

Dr. Echel W. Hall  
District IV  
Vice President

The policy regarding eligibility of students to take the graduation examination remains the same. Only students who, at the time of the spring administration of the graduation examination, are identified and recorded in your attendance reports as eleventh graders are eligible to take the graduation examination. Likewise, only students who, at the time of the spring administration of the pre-graduation examination, are identified and recorded in your attendance reports as tenth graders are eligible to take the pre-graduation examination.

Dr. Willie J. Paul  
District V

Students may earn sufficient credits during the first semester to be classified as a tenth or eleventh grader for the second semester. School systems must reclassify students at mid-term or between terms in order to provide these students with the maximum number of opportunities to take the exam prior to exiting school. This should be a systemwide policy so that students at one school do not have an advantage over students at another school. I urge you to review your system's policies and procedures during this summer so by the time school begins you have a clear and concise method identified and in place for reclassifying students at the end of each semester and after summer school.

David J. Byers, Jr.  
District VI

If you have any questions regarding this issue, please contact Dr. Gloria Turner, Student Assessment, at (334) 242-8038.

Sandra Ray  
District VII

ER/GT/sdw

Dr. Mary Jane Caylor  
District VIII

pc: City and County System Test Coordinators

Dr. Ed Richardson  
Secretary and  
Executive Officer

FY99-2268



Memorandum: December 12, 2005



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



Joseph B. Morton  
State Superintendent  
of Education

Alabama  
State Board  
of Education

December 12, 2005


Governor Bob Riley  
President

**MEMORANDUM**

Randy McKinney  
District I  
President Pro Tem

**TO:** County and City Superintendents of Education

Betty Peters  
District II

**FROM:** Joseph B. Morton   
State Superintendent of Education

**RE:** Change to the Science Subject-area Test of the *Alabama High School Graduation Exam*

Stephanie W. Bell  
District III

The *No Child Left Behind Act of 2001* (NCLB) requires that science be assessed at the high school level (Grades 9-12). In order to be in compliance with the mandates of NCLB, the science subject-area test of the current AHSGE is being changed to assess **only** Biology. The physical science questions are being eliminated from the science subject-area test since the physical science portion of the AHSGE is from the middle grades' curriculum, not the high school curriculum. The new science subject-area test, which will assess only biology, will be required of students who are first-time ninth graders in school year 2006-2007, and will measure the objectives identified in the Biology Core course in the *Alabama Course of Study: Science*, Bulletin 2005, No. 20. The test is currently under development and details will be disseminated as they are available in the future.

Dr. Ethel H. Hall  
District IV  
Vice President  
Emerita

Ella B. Bell  
District V

David F. Byers, Jr.  
District VI

The *Alabama High School Graduation Exam Requirement* brochure for ninth-graders of 2006-2007 will reflect this change. The new science subject-area test of the AHSGE assessing the Biology Core will be administered for the first time in spring 2008 as the pre-graduation.

Sandra Ray  
District VII  
Vice President

Dr. Mary Jane Caylor  
District VIII

If you have questions or need further assistance, please contact Mrs. Dorothy DeMars at 334-242-8038.

Joseph B. Morton  
Secretary and  
Executive Officer

JBM/GT/DD

cc: System Test Coordinators  
Secondary Curriculum Coordinators  
Mrs. Cynthia Brown, Curriculum Coordinator, SDE  
FY06-2034



## **APPENDIX C**

**FORMS REQUIRED TO BE ON FILE AT**

**STATE DEPARTMENT OF EDUCATION**



**FORM S-1**  
**SYSTEM SUMMARY OF MATERIALS NEEDED FOR THE GRADUATION**  
**EXAMINATION**

**System:** \_\_\_\_\_

Reading \_\_\_\_\_

Language \_\_\_\_\_

Mathematics \_\_\_\_\_

Science \_\_\_\_\_

Social Studies \_\_\_\_\_

Biology \_\_\_\_\_

Braille Reading \_\_\_\_\_

Braille Language \_\_\_\_\_

Braille Mathematics \_\_\_\_\_

Braille Science \_\_\_\_\_

Braille Social Studies \_\_\_\_\_

Braille Biology \_\_\_\_\_

Large Print Reading \_\_\_\_\_

Large Print Language \_\_\_\_\_

Large Print Mathematics \_\_\_\_\_

Large Print Science \_\_\_\_\_

Large Print Social Studies \_\_\_\_\_

Large Print Biology \_\_\_\_\_

Answer Documents \_\_\_\_\_

Test Administrator's Manuals \_\_\_\_\_

\_\_\_\_\_  
System Test Coordinator's Signature

\_\_\_\_\_  
Date Sent To SDE

**Please Return This Form To:**  
Assessment and Accountability Section  
State Department of Education

**FORM S-2**  
**LEA RECEIPT AND RETURN OF**  
**GRADUATION EXAMINATION TESTING MATERIALS**

Directions: Form S-2 is completed when the graduation examination materials are received by the LEA and returned to the SDE.

System: \_\_\_\_\_

On \_\_\_\_\_, I \_\_\_\_\_, received from  
 (Date) (LEA Representative)  
 \_\_\_\_\_, the following test materials.  
 (SDE Representative)

Test Material	Before Test:		After Test:		Missing Numbers
	Quantity Received	Sequence Numbers Begin End	Quantity Returned		
Reading Booklets (Form R )	_____	_____ - _____	_____	_____	_____
Language Booklets (Form L )	_____	_____ - _____	_____	_____	_____
Mathematics Booklets (Form M )	_____	_____ - _____	_____	_____	_____
Science Booklets (Form S )	_____	_____ - _____	_____	_____	_____
Social Studies Booklets (Form SS )	_____	_____ - _____	_____	_____	_____
Biology Booklets (Form B )	_____	_____ - _____	_____	_____	_____

Auxiliary Boxes: \_\_\_\_\_

Booklet Boxes: \* (See Box Label)

Answer Documents \_\_\_\_\_  
 Header Sheets \_\_\_\_\_  
 Calculators \_\_\_\_\_ - \_\_\_\_\_  
 Calculator Practice Books \_\_\_\_\_ - \_\_\_\_\_  
 Answer Document Count Verification \_\_\_\_\_

Read    Lang    Math    Sci    Soc St    Biology

Braille: \_\_\_\_\_

Lg. Prt: \_\_\_\_\_

On \_\_\_\_\_, I \_\_\_\_\_, returned the graduation  
 (Date) (LEA Representative)  
 examination materials described above to \_\_\_\_\_.  
 (SDE Representative)



**APPENDIX D**

**FORMS REQUIRED TO BE ON FILE**

**IN THE SCHOOL SYSTEM**



**Form L-1**

**DESIGNATION OF BUILDING TEST COORDINATOR**

Directions: Form L-1 must be completed by each High School Principal.

\_\_\_\_\_ High School

This is to certify that \_\_\_\_\_  
(Name)

has been designated as Building Test Coordinator at our school. \_\_\_\_\_  
(He/She)

is also a \_\_\_\_\_ for our School.  
(Teacher, Counselor, Principal, Assistant Principal)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**DUE DATE:** Form L-1 is due in the central office by September 1 of each school year.  
As long as the Building Test Coordinator remains the same, Form L-1 is not resubmitted to the System Test Coordinator.

**FORM L-2  
HIGH SCHOOL SUMMARY OF MATERIALS NEEDED  
FOR THE GRADUATION EXAMINATION**

**School:** \_\_\_\_\_

Reading \_\_\_\_\_

Language \_\_\_\_\_

Mathematics \_\_\_\_\_

Science \_\_\_\_\_

Social Studies \_\_\_\_\_

Biology \_\_\_\_\_

Braille Reading \_\_\_\_\_

Braille Language \_\_\_\_\_

Braille Mathematics \_\_\_\_\_

Braille Science \_\_\_\_\_

Braille Social Studies \_\_\_\_\_

Braille Biology \_\_\_\_\_

Large Print Reading \_\_\_\_\_

Large Print Language \_\_\_\_\_

Large Print Mathematics \_\_\_\_\_

Large Print Science \_\_\_\_\_

Large Print Social Studies \_\_\_\_\_

Large Print Biology \_\_\_\_\_

Answer Documents (Revised Spring 2008) \_\_\_\_\_

Test Administrator's Manuals (Revised Spring 2008) \_\_\_\_\_

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date Sent to System Test Coordinator



**FORM L-3**  
**HIGH SCHOOL UPDATE OF STAFF ASSIGNMENTS FOR ADMINISTRATION**  
**OF THE GRADUATION EXAMINATION**

Directions: Form L-3 must be completed four times a year by each High School Principal. If more space is needed to complete Form L-3, please make additional copies.

System \_\_\_\_\_

\_\_\_\_\_ Administration \_\_\_\_\_  
Fall/Midyear/Spring/Summer Year

High School \_\_\_\_\_

- I. Who will deliver tests from a central location to your high school before testing and pick them up and return them to a central location at the end of testing each day? (List person's name and central office or high school position.)

- II. UPDATE OF STUDENT COUNT: Number of students eligible to take the examination.

Reading _____	Language _____
Mathematics _____	Science _____
Social Studies _____	Biology _____

III. UPDATE OF GRADUATION EXAMINATION TESTING SETTINGS: Indicate specific rooms, Test Administrators, Proctors, and counts of students involved in administering the graduation examination in regular settings. How many rooms will be used? \_\_\_\_\_ Complete the information below on each room.

SPECIFIC LOCATION		NAME AND POSITION OF TEST ADMINISTRATOR & PROCTOR	COUNT OF STUDENTS IN ROOM FOR						Time Testing Begins
			R	L	M	S	SS	B	
_____	(A)	_____							_____
	(P)	_____							
	(P)	_____							
	(P)	_____							
_____	(A)	_____							_____
	(P)	_____							
	(P)	_____							
	(P)	_____							_____
_____	(A)	_____							_____
	(P)	_____							
	(P)	_____							
	(P)	_____							
_____	(A)	_____							_____
	(P)	_____							
	(P)	_____							
	(P)	_____							

IV. In addition to assigned Test Administrators and Proctors, two alternates from each high school must attend the LEA training session for administration of the graduation examination. The alternates may serve as Test Administrators or Proctors in emergency situations. These persons are:

Name

Position

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date Sent to System Test Coordinator

DUE DATE: Form L-3 is due in the central office approximately four weeks prior to each administration of the graduation examination.



**FORM L-4**  
**LEA REPORT OF TRAINING ACTIVITIES**

**DIRECTIONS:** Complete this form prior to fall and spring administrations for AHSGE. If additional space is needed for personnel attending training sessions, make copies of page 2 and submit all names.

Name of System	Name of School
Administration	Date of Training

CIRCLE ALL THAT ATTENDED THIS TRAINING SESSION FOR THE AHSGE

System Special Education Coordinator, System 504 Coordinator, System ELL Coordinator, Monitors, Principals, Building Test Coordinators, Test Administrators, Calculator Practice Instructors, Proctors, and two alternates

<u>TRAINING SESSION MATERIALS AND ACTIVITIES</u>	<u>YES</u>	<u>NO</u>
Copies of the appropriate sections of the Student Assessment Handbook were distributed to each participating staff member.	_____	_____
Any handouts provided by the SDE necessary for training were distributed to appropriate participants.	_____	_____
Copy of the LEA test schedule for each school was distributed to appropriate participants.	_____	_____
LEA roles and responsibilities were explained and discussed.	_____	_____
Clear statement was made regarding dismissal procedures and breaks.	_____	_____
Clear statement was made of manner in which pupil misconduct during test will be handled.	_____	_____
Explanation was given of importance of adhering to standardized testing.	_____	_____
Information was distributed on where, when, and from whom materials will be obtained.	_____	_____
Information was distributed on packaging procedures and the returning of materials to whom, where, and when.	_____	_____
Explanation was given for close attention to security procedures for receiving, using, and returning test materials.	_____	_____



**Form L-5**

**BUILDING TEST COORDINATOR RECEIPT AND RETURN OF  
GRADUATION EXAMINATION TESTING MATERIALS**

**DIRECTIONS:** This form accompanies graduation examination testing materials which are delivered to high schools and returned to the central office on a daily basis. It is to be filed in the LEA by the System Test Coordinator.

Name of School \_\_\_\_\_

\_\_\_\_\_ Administration \_\_\_\_\_  
(Fall/Midyear/Spring/Summer) (Year)

	BEFORE TEST		AFTER TEST	
	Quantity Received	Numbers on Materials	Quantity Returned	Number(s) of Any Missing Materials
Reading Booklets	_____	_____	_____	_____
Answer Documents	_____	_____	_____	_____
Large-Print Reading Booklets	_____	_____	_____	_____
Braille Reading Booklets	_____	_____	_____	_____
Test Administrator's Manuals	_____	_____	_____	_____

<b>VERIFICATION OF</b>				
	Date	Signature of Building Test Coordinator	Date	Signature of Delivery Person
Delivery	_____	_____	_____	_____
Return	_____	_____	_____	_____

Form L-5 Building Test Coordinator Receipt and Return  
 Page 2

Name of School: \_\_\_\_\_

	BEFORE TEST		AFTER TEST	
	Quantity Received	Numbers on Materials	Quantity Returned	Number(s) of Any Missing Materials
Language Booklets	_____	_____	_____	_____
Answer Documents	_____	_____	_____	_____
Large-Print Language Booklets	_____	_____	_____	_____
Braille Language Booklets	_____	_____	_____	_____
Test Administrator's Manuals	_____	_____	_____	_____

<b>VERIFICATION OF</b>			
	Date	Signature of Building Test Coordinator	Signature of Delivery Person
Delivery	_____	_____	_____
Return	_____	_____	_____

Form L-5 Building Test Coordinator Receipt and Return  
 Page 3

Name of School: \_\_\_\_\_

	BEFORE TEST		AFTER TEST	
	Quantity Received	Numbers on Materials	Quantity Returned	Number(s) of Any Missing Materials
Mathematics Booklets	_____	_____	_____	_____
Reference Pages	NA	NA	_____	NA
Answer Documents	_____	_____	_____	_____
Large-Print Mathematics Booklets	_____	_____	_____	_____
Braille Mathematics Booklets	_____	_____	_____	_____
Test Administrator's Manuals	_____	_____	_____	_____

<b>VERIFICATION OF</b>			
	Date	Signature of Building Test Coordinator	Signature of Delivery Person
Delivery	_____	_____	_____
Return	_____	_____	_____

Form L-5 Building Test Coordinator Receipt and Return  
Page 4

Name of School: \_\_\_\_\_

Circle One:    Science            Biology

	BEFORE TEST		AFTER TEST	
	Quantity Received	Numbers on Materials	Quantity Returned	Number(s) of Any Missing Materials
Regular Print Booklets	_____	_____	_____	_____
Reference Pages	NA	NA	_____	NA
Answer Documents	_____	_____	_____	_____
Large-Print Booklets	_____	_____	_____	_____
Braille Booklets	_____	_____	_____	_____
Test Administrator's Manuals	_____	_____	_____	_____

<b>VERIFICATION OF</b>			
	Date	Signature of Building Test Coordinator	Signature of Delivery Person
Delivery	_____	_____	_____
Return	_____	_____	_____

Form L-5 Building Test Coordinator Receipt and Return  
Page 5

Name of School: \_\_\_\_\_

	BEFORE TEST		AFTER TEST	
	Quantity Received	Numbers on Materials	Quantity Returned	Number(s) of Any Missing Materials
Social Studies Booklets	_____	_____	_____	_____
Answer Documents	_____	_____	_____	_____
Large-Print Social Studies Booklets	_____	_____	_____	_____
Braille Social Studies Booklets	_____	_____	_____	_____
Test Administrator's Manuals	_____	_____	_____	_____

<b>VERIFICATION OF</b>			
	Date	Signature of Building Test Coordinator	Signature of Delivery Person
Delivery	_____	_____	_____
Return	_____	_____	_____

**Form L-5A**  
**BUILDING TEST COORDINATOR RECEIPT OF**  
**TEST ADMINISTRATOR'S MANUALS AND RECEIPT AND RETURN OF**  
**CALCULATOR PRACTICE BOOKLETS AND CALCULATORS**

Directions: This form accompanies Test Administrator's Manual, calculator practice booklets, and calculators which are delivered to the Building Test Coordinator during the week prior to the administration of the AHSGE. The calculator practice booklets and calculators will be returned to the central office on the day of the mathematics subject-area test. The Test Administrator's Manual will be returned to the central office daily during the testing window. This form is to be filed in the LEA by the System Test Coordinator.

High School \_\_\_\_\_

Administration \_\_\_\_\_  
 (Fall/Midyear/Spring/Summer) (Year)

	BEFORE TEST		AFTER TEST	
	Quantity Received	Numbers on Booklets	Quantity Returned	Number(s) of Any Missing Booklets
Test Administrator's Manual(s)	_____	_____	NA	NA
Calculator Practice Booklets	_____	_____	_____	_____
Large-Print Calculator Practice Booklets	_____	_____	_____	_____
Braille Calculator Practice Booklets	_____	_____	_____	_____
Regular Calculators	_____	_____	_____	_____
Large-Print Calculators	_____	_____	_____	_____
Talking Calculators	_____	_____	_____	_____

VERIFICATION OF				
	Date	Signature of Building Test Coordinator	Date	Signature of Delivery Person
Delivery	_____	_____	_____	_____
Return	_____	_____	_____	_____



**Form L-6**

**TEST ADMINISTRATOR RECEIPT AND RETURN OF  
GRADUATION EXAMINATION TESTING MATERIALS**

**DIRECTIONS:** This form accompanies graduation examination testing materials which are delivered to Test Administrators and returned to the Building Test Coordinator on a daily basis. One form must be completed for each Test Administrator in each high school. The form is to be returned to the System Test Coordinator on the last day of testing and filed in the LEA by the System Test Coordinator.

Name of School \_\_\_\_\_ Test Administrator \_\_\_\_\_

\_\_\_\_\_ Administration \_\_\_\_\_  
(Fall/Midyear/Spring/Summer) (Year)

	BEFORE TEST		AFTER TEST	
	Quantity Received	Numbers on Materials	Quantity Returned	Number(s) of Any Missing Materials
Reading Booklets	_____	_____	_____	_____
Test Administrator's Manual	_____	_____	_____	_____
Answer Documents	_____	_____	_____	_____
Large-Print Reading Booklets	_____	_____	_____	_____
Braille Reading Booklets	_____	_____	_____	_____

<b>VERIFICATION OF</b>			
	Date	Signature of Test Administrator	Signature of Building Test Coordinator
Delivery	_____	_____	_____
Return	_____	_____	_____

Form L-6 Test Administrator Receipt and Return  
Page 2

Name of Test Administrator: \_\_\_\_\_

	BEFORE TEST		AFTER TEST	
	Quantity Received	Numbers on Materials	Quantity Returned	Number(s) of Any Missing Materials
Language Booklets	_____	_____	_____	_____
Test Administrator's Manual	_____	_____	_____	_____
Answer Documents	_____	_____	_____	_____
Large-Print Language Booklets	_____	_____	_____	_____
Braille Language Booklets	_____	_____	_____	_____

<b>VERIFICATION OF</b>			
Date	Signature of Test Administrator	Date	Signature of Building Test Coordinator
Delivery	_____	_____	_____
Return	_____	_____	_____

Form L-6 Test Administrator Receipt and Return  
Page 3

Name of Test Administrator: \_\_\_\_\_

	BEFORE TEST		AFTER TEST	
	Quantity Received	Numbers on Materials	Quantity Returned	Number(s) of Any Missing Materials
Mathematics Booklets	_____	_____	_____	_____
Reference Pages	NA	NA	_____	NA
Test Administrator's Manual	_____	_____	_____	_____
Answer Documents	_____	_____	_____	_____
Large-Print Mathematics Booklets	_____	_____	_____	_____
Braille Mathematics Booklets	_____	_____	_____	_____

Calculators	BEFORE TEST		AFTER TEST	
	Quantity of Calculators Received	Numbers on Calculators	Quantity of Calculators Returned	Number(s) of Any Missing Calculators
Regular	_____	_____	_____	_____
Large-Print	_____	_____	_____	_____
Talking	_____	_____	_____	_____

<b>VERIFICATION OF</b>			
	Date	Signature of Test Administrator	Signature of Building Test Coordinator
Delivery	_____	_____	_____
Return	_____	_____	_____

Form L-6 Test Administrator Receipt and Return  
Page 4

Name of Test Administrator: \_\_\_\_\_

Circle One:    Science            Biology

	BEFORE TEST		AFTER TEST	
	Quantity Received	Numbers on Materials	Quantity Returned	Number(s) of Any Missing Materials
Regular Print Booklets	_____	_____	_____	_____
Reference Pages	NA	NA	_____	NA
Test Administrator's Manual	_____	_____	_____	_____
Answer Documents	_____	_____	_____	_____
Large-Print Booklets	_____	_____	_____	_____
Braille Booklets	_____	_____	_____	_____

<b>VERIFICATION OF</b>				
	Date	Signature of Test Administrator	Date	Signature of Building Test Coordinator
Delivery	_____	_____	_____	_____
Return	_____	_____	_____	_____

Form L-6 Test Administrator Receipt and Return  
Page 5

Name of Test Administrator: \_\_\_\_\_

	BEFORE TEST		AFTER TEST	
	Quantity Received	Numbers on Materials	Quantity Returned	Number(s) of Any Missing Materials
Social Studies Booklets	_____	_____	_____	_____
Test Administrator's Manual	_____	_____	_____	_____
Answer Documents	_____	_____	_____	_____
Large-Print Social Studies Booklets	_____	_____	_____	_____
Braille Social Studies Booklets	_____	_____	_____	_____

<b>VERIFICATION OF</b>				
	Date	Signature of Test Administrator	Date	Signature of Building Test Coordinator
Delivery	_____	_____	_____	_____
Return	_____	_____	_____	_____

**FORM L-6A**  
**TEST ADMINISTRATOR RECEIPT AND RETURN**  
**OF GRADUATION EXAMINATION TESTING MATERIALS**  
**(CONSOLIDATED GROUP)**

Subject: \_\_\_\_\_

Date & Time: \_\_\_\_\_

Name of Test Administrator: \_\_\_\_\_

<b>NAME OF STUDENT</b>	<b>TEST BOOKLET NUMBER</b>	<b>CALCULATOR NUMBER</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

SIGNATURE OF  
TEST  
ADMINISTRATOR

SIGNATURE OF  
TEST  
ADMINISTRATOR  
(CONSOLIDATED  
GROUP)

SIGNATURE OF  
BUILDING TEST  
COORDINATOR

Verification of Delivery \_\_\_\_\_

\_\_\_\_\_

Verification of Return \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**FORM L-7**  
**CALCULATOR PRACTICE INSTRUCTOR RECEIPT AND RETURN OF**  
**TEST ADMINISTRATOR'S MANUAL,**  
**CALCULATOR PRACTICE BOOKLETS, AND CALCULATORS**

DIRECTIONS: This form accompanies Test Administrator's Manual, calculator practice booklets, and calculators which are delivered to the Calculator Practice Instructor and returned to the Building Test Coordinator after each session. The form is to be returned to the System Test Coordinator on the day of the mathematics subject-area test and filed in the LEA by the System Test Coordinator.

High School \_\_\_\_\_

\_\_\_\_\_ Administration \_\_\_\_\_  
(Fall/Midyear/Spring/Summer) (Year)

	BEFORE TEST		AFTER TEST	
	Quantity Received	Numbers on Booklets	Quantity Returned	Number(s) of Any Missing Booklets
Test Administrator's Manual	_____	_____	_____	_____
Regular Format Calculator Practice Booklets	_____	_____	_____	_____
Large-Print Calculator Practice Booklets	_____	_____	_____	_____
Braille Calculator Practice Booklets	_____	_____	_____	_____

Calculators	BEFORE TEST		AFTER TEST		
	Quantity of Calculators Received	Numbers on Calculators	Quantity of Returned Calculators	Number(s) of Any Missing Calculators	Number(s) of Any Defective Calculators
Regular	_____	_____	_____	_____	_____
Large-Print	_____	_____	_____	_____	_____
Talking	_____	_____	_____	_____	_____

SIGNATURE OF  
CALCULATOR PRACTICE  
INSTRUCTOR

SIGNATURE  
OF BUILDING  
TEST COORDINATOR

Verification of Delivery: \_\_\_\_\_

Verification of Return: \_\_\_\_\_









**FORM L-10**  
**MONITORING OF A GRADUATION EXAMINATION ADMINISTRATION**

Date: \_\_\_\_\_ System: \_\_\_\_\_

Subject-Area Test: \_\_\_\_\_ School: \_\_\_\_\_

Test Administrator: \_\_\_\_\_ # Students: \_\_\_\_\_

Monitor: \_\_\_\_\_ # Proctors: \_\_\_\_\_

BRIEFLY DESCRIBE ROOM (e.g., classroom, library, etc.):

If any answer is “NO” please explain on back.

	<u>Yes</u>	<u>No</u>
1. Does the Test Administrator have ample supplies?	_____	_____
2. Are students assigned seats?	_____	_____
3. Is the Test Administrator familiar with the manual?	_____	_____
4. Does the Test Administrator read the directions verbatim?	_____	_____
5. Were students settled before the testing session began?	_____	_____
6. Are there the appropriate number of Proctors?	_____	_____
7. Does the Proctor(s) check to see that all answer documents (student information) are gridded correctly?	_____	_____
8. Does the Proctor(s) keep a close watch over all assigned students?	_____	_____
9. Does the Proctor(s) follow the role description?	_____	_____
10. Does the Test Administrator follow the role description?	_____	_____
11. Is the testing session free from distractions or interruptions?	_____	_____
12. Does the Test Administrator provide a positive, supportive, yet neutral atmosphere?	_____	_____
13. Are students comfortable and taking the test seriously?	_____	_____
14. Are Dismissal Procedures handled properly?	_____	_____
15. Are test materials collected and packaged appropriately?	_____	_____
16. Is test security taken seriously?	_____	_____
17. Are students with disabilities and limited-English proficient students receiving testing accommodations specified in their IEP/504 Plan/LEP Plan?	_____	_____

Please note on back any variation(s) from standardized procedures.



## **APPENDIX E**

### **NOTIFICATION LETTERS AND DOCUMENTATION FORMS**

---

**REFUSAL TO TAKE THE  
ALABAMA HIGH SCHOOL GRADUATION EXAM**

---

I do not wish to take the *Alabama High School Graduation Exam* (AHSGE). I understand that by not taking the AHSGE, I will not be eligible to receive a diploma from any public high school in Alabama. I further understand that I have the right to take the AHSGE at a future administration should I choose to do so.

---

Student's Signature

---

Date

---

Parent's or Guardian's Signature

---

Date

---

LEA Employee's Signature

---

Date

---

**PASSED ALL SUBJECT-AREA TESTS  
OF THE ALABAMA HIGH SCHOOL GRADUATION EXAM**

---

Dear \_\_\_\_\_:

This is to notify you that you have passed all required subject-area tests of the graduation examination as partial fulfillment for graduation from high school. You are to be commended for having met this requirement.

In addition to passing the graduation examination, however, you must complete the credits that are required by \_\_\_\_\_ in order to receive  
(School System)

\_\_\_\_\_  
(Name of Diploma)

Sincerely,

---

**NOT PASSING ALL SUBJECT-AREA TESTS  
OF THE ALABAMA HIGH SCHOOL GRADUATION EXAM**

---

Dear \_\_\_\_\_:

This is to notify you that you have successfully completed the \_\_\_\_\_  
subject-area test(s) of the graduation examination. In order to be eligible to receive  
\_\_\_\_\_, however, you must complete the  
(Name of Diploma)  
required credits and pass the \_\_\_\_\_ subject-area test(s) of the  
graduation examination, which will be administered again in \_\_\_\_\_.  
(date)

You will be retaught the objectives in which you were deficient before you take the  
examination again. Please sign and return this letter to \_\_\_\_\_  
by \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date



---

**COMPLETED CREDITS BUT FAILED  
ONE OR MORE SUBJECT-AREA TEST(S) OF THE  
ALABAMA HIGH SCHOOL GRADUATION EXAM**

---

Dear \_\_\_\_\_:

This is to notify you that you have not passed the \_\_\_\_\_  
subject-area test(s) of the *Alabama High School Graduation Exam* (AHSGE). Although you  
have completed the required credits for graduation, in order to receive  
\_\_\_\_\_ you must pass the

(Name of Diploma)

above-named subject-area test(s) of the AHSGE. You will be notified of opportunities for  
you to be retaught objectives in which you were deficient. You may, however, retake the  
AHSGE at its next scheduled administration even if you elect not to participate in the  
reteaching of objectives in which you were deficient. Please sign and return this letter to  
\_\_\_\_\_ by \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

---

**REFUSAL FOR STUDENT TO PARTICIPATE IN REMEDIATION**

---

Being aware of the fact that \_\_\_\_\_ appears to be deficient in the  
(Name of Student)

objectives of \_\_\_\_\_ I,  
(Reading, Language, Mathematics, Biology, and/or Social Studies)

\_\_\_\_\_, the parent or legal guardian of \_\_\_\_\_  
(Signature) (Name of Student)

request that he/she not be placed in the class designed to strengthen his/her objectives in the  
aforementioned subject(s). In signing this statement, I release \_\_\_\_\_  
(Name of School)

and all of the officials employed by the \_\_\_\_\_  
(Name of System)

of any and all responsibilities associated with providing additional instruction for my son/daughter  
in the objectives of \_\_\_\_\_.  
(Reading, Language, Mathematics, Biology, and/or Social Studies)

The signing of this statement is not to be interpreted as an elimination of all instruction for  
\_\_\_\_\_ but rather the elimination of responsibilities  
(Name of Student)

associated with reteaching the objectives tested on the graduation examination.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of LEA Employee Receiving the Form

\_\_\_\_\_  
Date

**NOTIFICATION FOR EXITED STUDENTS CONCERNING  
REMEDICATION AND TAKING THE  
ALABAMA HIGH SCHOOL GRADUATION EXAMINATION**

---

**Dear \_\_\_\_\_:**

State Board of Education requirements for the issuance of an Alabama high school diploma include passage of all required subject-area tests of the graduation examination. Since you have not passed all required subject-area tests of the examination, you are not eligible to receive an Alabama high school diploma. However, you still have the opportunity to pass the examination and receive your diploma. You must contact your high school to learn the dates of the administration. If you plan to return to your high school to take the graduation examination, you must notify the school no later than one week prior to the administration date.

You have the right, until you reach age 21, to return to your high school and participate in remediation classes should you want assistance in passing the graduation examination. You may, however, take the examination even if you do not attend the remediation classes. If you want to attend the remediation classes, you must notify your high school before the beginning of the semester.

If you have questions concerning the above information, please call the Guidance Office at your high school.

Sincerely,

**ALABAMA HIGH SCHOOL GRADUATION EXAM  
GROUP DOCUMENTATION FORM FOR READING**

TEACHER'S NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

OBJECTIVES	DATE(S)	ACTIVITIES and/or MATERIALS
I-1 Identify supporting details		
I-2 Determine sequence of events		
I-3 Follow directions		
II-1 Identify main idea		
II-2 Draw conclusions		
II-3 Determine cause and effect		
II-4 Propaganda; Fact from opinion		
II-5 Recognize summary statements		
III-1 Recognize logic and arguments		
III-2 Analyze literary elements		
III-3 Understand figurative language		
IV-1 Determine meaning of words		
IV-2,3 Preview, Predict; Discern organizational patterns		
IV-4 Demonstrate reference material usage		

If this form is used for the AHSGE, please include a photocopy of this completed form in each student's folder with at least one sample of the student's work for each nonmastered objective.

If this form is used for the pre-graduation examination, please attach a copy of the class roll to this form.

**ALABAMA HIGH SCHOOL GRADUATION EXAM GROUP DOCUMENTATION FORM FOR LANGUAGE**

TEACHER'S NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

OBJECTIVES	DATE(S)	ACTIVITIES and/or MATERIALS
I-1 Identify correct noun forms		
I-2 Identify correct verb forms		
I-3 Recognize subject-verb agreement		
I-4 Recognize pronoun-antecedent		
I-5 Identify verb shifts		
I-6 Identify correct pronoun case		
I-7 Identify effective use of voice		
I-8 Determine correct use of modifiers		
I-9 Identify commonly confused words		
II-1 Use clear, vivid, precise language		
II-2 Use formal and informal language		
III-1 Demonstrate correct sentence structure		
III-2 Demonstrate internal parallelism		
IV-1 Demonstrate correct use of capitalization		
IV-2 Demonstrate correct use of commas		
IV-3 Demonstrate semicolon and colon usage		
IV-4 Demonstrate quotation marks and underlining		
IV-5 Demonstrate correct use of apostrophe		
V-1 Paragraph progression and completeness		

If this form is used for the AHSGE, please include a photocopy of this completed form in each student's folder with at least one sample of the student's work for each nonmastered objective.

If this form is used for the pre-graduation examination, please attach a copy of the class roll to this form.

## ALABAMA HIGH SCHOOL GRADUATION EXAM GROUP DOCUMENTATION FORM FOR MATHEMATICS

TEACHER'S NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

OBJECTIVES	DATE(S)	ACTIVITIES and/or MATERIALS
I-1 Apply order of operations		
I-2 Add and subtract polynomials		
I-3 Multiply polynomials		
I-4 Factor polynomials		
II-1 Solve multi-step equations		
II-2 Solve quadratic equations		
II-3 Solve systems of linear equations		
II-4 Solve multi-step inequalities		
III-1 Identify functions		
III-2 Find the range of functions		
IV-1 Find perimeter, circumference, area, volume		
IV-2 Find distance, midpoint, slope		
V-1,4 Graph: Linear Equations; Common Relations		
V-2 Graph lines given certain conditions		
V-3 Determine solution sets of inequalities		
VI-1 Translate: Verbal/Symbolic; Graph: Equations/Inequalities		
VII-1 Apply properties and relationships between angles		
VII-2 Apply Pythagorean Theorem		
VII-3 Apply properties of similar polygons		
VII-4 Apply properties of geometric figures		
VII-5 Determine measures of central tendency		
VII-6 Determine probabilities		
VII-7 Solve problems: Direct Variation		
VII-8 Solve Problems: Algebraic Concepts		

If this form is used for the AHSGE, please include a photocopy of this completed form in each student's folder with at least one sample of the student's work for each nonmastered objective.

If this form is used for the pre-graduation examination, please attach a copy of the class roll to this form.

**ALABAMA HIGH SCHOOL GRADUATION EXAM GROUP DOCUMENTATION FORM FOR SOCIAL STUDIES**

**TEACHER'S NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **SCHOOL YEAR:** \_\_\_\_\_

OBJECTIVES	DATE(S)	ACTIVITIES and/or MATERIALS
I-1 Identify and evaluate America's exploration, development, and divergence		
II-1 Recognize and comprehend the impact of the influences of intellectual and religious thought on political systems		
II-2 Identify and comprehend the provisions of essential documents of the government		
III-1 Identify and evaluate the impact of the American Revolution		
III-2 Identify and evaluate the Era of Expansion		
III-3 Identify and evaluate the impact of American social and political reform and the emergence of a distinct culture		
IV-1 Identify and evaluate events, causes, and effects of the Civil War Era		
V-1 Identify and evaluate the events that led to the settlement of the West		
V-2 Evaluate the concepts, developments, and consequences of industrialization and urbanization		
VI-1 Evaluate the causes of World War I		
VI-2 Analyze the effects of World War I		
VII-1 Analyze the advent and impact of the Great Depression and the New Deal on American life		
VII-2 Analyze America's involvement in World War II		

If this form is used for the AHSGE, please include a photocopy of this completed form in each student's folder with at least one sample of the student's work for each nonmastered objective.

If this form is used for the pre-graduation examination, please attach a copy of the class roll to this form.

**ALABAMA HIGH SCHOOL GRADUATION EXAM GROUP DOCUMENTATION FORM FOR BIOLOGY**

**TEACHER'S NAME:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_ **SCHOOL YEAR:** \_\_\_\_\_

CONTENT STANDARDS	DATE(S)	ACTIVITIES and/or MATERIALS
1 Select appropriate laboratory glassware, balances, time measuring equipment, and optical instruments to conduct an experiment.		
2 Describe cell processes necessary for achieving homeostasis, including active and passive transport, osmosis, diffusion, exocytosis, and endocytosis.		
3 Identify reactants and products associated with photosynthesis and cellular respiration and the purposes of these two processes.		
4/9 Describe similarities and differences of cell organelles, using diagrams and tables. Differentiate between the previous five-kingdom and current six-kingdom classification systems.		
5 Identify cells, tissues, organs, organ systems, organisms, populations, communities, and ecosystems as levels of organization in the biosphere.		
6 Describe the roles of mitotic and meiotic divisions during reproduction, growth, and repair of cells.		
7 Apply Mendel's law to determine phenotypic and genotypic probabilities of offspring.		
8 Identify the structure and function of DNA, RNA, and protein.		
10 Distinguish between monocots and dicots, angiosperms and gymnosperms, and vascular and nonvascular plants.		
11 Classify animals according to type of skeletal structure, method of fertilization and reproduction, body symmetry, body coverings, and locomotion.		
12 Describe protective adaptations of animals, including mimicry, camouflage, beak type, migration, and hibernation.		
13 Trace the flow of energy as it decreases through the trophic levels from producers to the quaternary level in food chains, food webs, and energy pyramids.		
14 Trace biogeochemical cycles through the environment, including water, carbon, oxygen, and nitrogen.		
15 Identify biomes based on environmental factors and native organisms.		
16 Identify density-dependent and density-independent limiting factors that affect populations in an ecosystem.		

If this form is used for the AHSGE, please include a photocopy of this completed form in each student's folder with at least one sample of the student's work for each nonmastered objective.

If this form is used for the pre-graduation examination, please attach a copy of the class roll to this form.



**ALABAMA HIGH SCHOOL GRADUATION EXAM INDIVIDUAL DOCUMENTATION FORM FOR READING**

STUDENT'S NAME: \_\_\_\_\_

ADMINISTRATION DATE: \_\_\_\_\_

OBJECTIVES	√*	DATE(S) TAUGHT	INITIALS	ACTIVITIES and/or MATERIALS
I-1 Identify supporting details				
I-2 Determine sequence of events				
I-3 Follow directions				
II-1 Identify main idea				
II-2 Draw conclusions				
II-3 Determine cause and effect				
II-4 Propaganda; Fact from opinion				
II-5 Recognize summary statements				
III-1 Recognize logic and arguments				
III-2 Analyze literary elements				
III-3 Understand figurative language				
IV-1 Determine meaning of words				
IV-2,3 Preview, Predict; Discern organizational patterns				
IV-4 Demonstrate reference material usage				

\*Place a check mark in this column for each nonmastered objective.

If this form is used for the AHSGE, please attach at least one sample of the student's work for each nonmastered objective.

If this form is used for the pre-graduation examination, samples of the student's work do not have to be attached.

**ALABAMA HIGH SCHOOL GRADUATION EXAM INDIVIDUAL DOCUMENTATION FORM FOR LANGUAGE**

**STUDENT'S NAME:** \_\_\_\_\_

**ADMINISTRATION DATE:** \_\_\_\_\_

<b>OBJECTIVES</b>	<b>√*</b>	<b>DATE(S) TAUGHT</b>	<b>INITIALS</b>	<b>ACTIVITIES and/or MATERIALS</b>
I-1 Identify correct noun forms				
I-2 Identify correct verb forms				
I-3 Recognize subject-verb agreement				
I-4 Recognize pronoun-antecedent				
I-5 Identify verb shifts				
I-6 Identify correct pronoun case				
I-7 Identify effective use of voice				
I-8 Determine correct use of modifiers				
I-9 Identify commonly confused words				
II-1 Use clear, vivid, precise language				
II-2 Use formal and informal language				
III-1 Demonstrate correct sentence structure				
III-2 Demonstrate internal parallelism				
IV-1 Demonstrate correct use of capitalization				
IV-2 Demonstrate correct use of commas				
IV-3 Demonstrate semicolon and colon usage				
IV-4 Demonstrate quotation marks and underlining				
IV-5 Demonstrate correct use of apostrophe				
V-1 Paragraph progression and completeness				

\*Place a check mark in this column for each nonmastered objective.

If this form is used for the AHSGE, please attach at least one sample of the student's work for each nonmastered objective.

If this form is used for the pre-graduation examination, samples of the student's work do not have to be attached.

## ALABAMA HIGH SCHOOL GRADUATION EXAM INDIVIDUAL DOCUMENTATION FORM FOR MATHEMATICS

STUDENT'S NAME: \_\_\_\_\_

ADMINISTRATION DATE: \_\_\_\_\_

OBJECTIVES	√*	DATE(S) TAUGHT	INITIA LS	ACTIVITIES and/or MATERIALS
I-1 Apply order of operations				
I-2 Add and subtract polynomials				
I-3 Multiply polynomials				
I-4 Factor polynomials				
II-1 Solve multi-step equations				
II-2 Solve quadratic equations				
II-3 Solve systems of linear equations				
II-4 Solve multi-step inequalities				
III-1 Identify functions				
III-2 Find the range of functions				
IV-1 Find perimeter, circumference, area, volume				
IV-2 Find distance, midpoint, slope				
V-1,4 Graph: Linear Equations; Common Relations				
V-2 Graph lines given certain conditions				
V-3 Determine solution sets of inequalities				
VI-1 Translate: Verbal/Symbolic; Graph: Equations/Inequalities				
VII-1 Apply properties and relationships between angles				
VII-2 Apply Pythagorean Theorem				
VII-3 Apply properties of similar polygons				
VII-4 Apply properties of geometric figures				
VII-5 Determine measures of central tendency				
VII-6 Determine probabilities				
VII-7 Solve problems: Direct Variation				
VII-8 Solve Problems: Algebraic Concepts				

\*Place a check mark in this column for each nonmastered objective.

If this form is used for the AHSGE, please attach at least one sample of the student's work for each nonmastered objective.

If this form is used for the pre-graduation examination, samples of the student's work do not have to be attached.

## ALABAMA HIGH SCHOOL GRADUATION EXAM INDIVIDUAL DOCUMENTATION FORM FOR SOCIAL STUDIES

STUDENT'S NAME: \_\_\_\_\_

ADMINISTRATION DATE: \_\_\_\_\_

OBJECTIVES	√*	DATE(S) TAUGHT	INITIALS	ACTIVITIES and/or MATERIALS
I-1 Identify and evaluate America's exploration, development, and divergence				
II-1 Recognize and comprehend the impact of the influences of intellectual and religious thought on political systems				
II-2 Identify and comprehend the provisions of essential documents of the government				
III-1 Identify and evaluate the impact of the American Revolution				
III-2 Identify and evaluate the Era of Expansion				
III-3 Identify and evaluate the impact of American social and political reform and the emergence of a distinct culture				
IV-1 Identify and evaluate events, causes, and effects of the Civil War Era				
V-1 Identify and evaluate the events that led to the settlement of the West				
V-2 Evaluate the concepts, developments, and consequences of industrialization and urbanization				
VI-1 Evaluate the causes of World War I				
VI-2 Analyze the effects of World War I				
VII-1 Analyze the advent and impact of the Great Depression and the New Deal on American life				
VII-2 Analyze America's involvement in World War II				

\*Place a check mark in this column for each nonmastered objective.

If this form is used for the AHSGE, please attach at least one sample of the student's work for each nonmastered objective.

If this form is used for the pre-graduation examination, samples of the student's work do not have to be attached.

**ALABAMA HIGH SCHOOL GRADUATION EXAM INDIVIDUAL DOCUMENTATION FORM FOR BIOLOGY**

**STUDENT'S NAME:** \_\_\_\_\_

**ADMINISTRATION DATE:** \_\_\_\_\_

<b>CONTENT STANDARDS</b>	<b>√*</b>	<b>DATE(S) TAUGHT</b>	<b>INITIALS</b>	<b>ACTIVITIES and/or MATERIALS</b>
1 Select appropriate laboratory glassware, balances, time measuring equipment, and optical instruments to conduct an experiment.				
2 Describe cell processes necessary for achieving homeostasis, including active and passive transport, osmosis, diffusion, exocytosis, and endocytosis.				
3 Identify reactants and products associated with photosynthesis and cellular respiration and the purposes of these two processes.				
4/9 Describe similarities and differences of cell organelles, using diagrams and tables. Differentiate between the previous five-kingdom and current six-kingdom classification systems.				
5 Identify cells, tissues, organs, organ systems, organisms, populations, communities, and ecosystems as levels of organization in the biosphere.				
6 Describe the roles of mitotic and meiotic divisions during reproduction, growth, and repair of cells.				
7 Apply Mendel's law to determine phenotypic and genotypic probabilities of offspring.				
8 Identify the structure and function of DNA, RNA, and protein.				
10 Distinguish between monocots and dicots, angiosperms and gymnosperms, and vascular and nonvascular plants.				
11 Classify animals according to type of skeletal structure, method of fertilization and reproduction, body symmetry, body coverings, and locomotion.				
12 Describe protective adaptations of animals, including mimicry, camouflage, beak type, migration, and hibernation.				
13 Trace the flow of energy as it decreases through the trophic levels from producers to the quaternary level in food chains, food webs, and energy pyramids.				
14 Trace biogeochemical cycles through the environment, including water, carbon, oxygen, and nitrogen.				
15 Identify biomes based on environmental factors and native organisms.				
16 Identify density-dependent and density-independent limiting factors that affect populations in an ecosystem.				

\*Place a check mark in this column for each nonmastered objective.

If this form is used for the AHSGE, please attach at least one sample of the student's work for each nonmastered objective.

If this form is used for the pre-graduation examination, samples of the student's work do not have to be attached..



## **APPENDIX F**

### **MISCELLANEOUS**





## DISMISSAL PROCEDURES

As students complete the test and raise their hands, Proctors should move quietly to the students and retrieve their test booklets, answer documents, calculators, reference pages, and scratch paper. The Proctor should make sure the students have gridded the information correctly and then separate answer documents from test booklets, scratch paper, calculators, and reference pages. The Proctor must account to the Test Administrator for test booklets, answer documents, calculators (mathematics subject-area test), reference pages (mathematics subject-area tests), and scratch paper of all students for whom the Proctor is responsible. After an hour of testing, each Proctor should signal occasionally to the Test Administrator how many students have not completed the test.

If Procedure 1 is not used, the Principal will inform the Test Administrator to use either Procedure 2 or 3 upon completion of the test.

Procedure 1: *Dismissal procedure if all students have finished within 90 minutes.*

If **all** students have finished the test within 90 minutes, and **all** materials have been collected and accounted for, the students may be dismissed.

Procedure 2: *Dismissal procedure if all students have not finished after 90 minutes and students are allowed to leave as they finish.*

If all students have not completed the test within 90 minutes, testing should be stopped to allow students who have completed the test to leave quietly. Students who need to continue to work on the test should be given an opportunity for a brief stretch or restroom break. To maintain test security, Proctors should accompany students to the restroom.

Following the break, the Principal may either move the students who have not finished the test to a common area or have these students return to their original testing room(s).

Standard testing procedures must be adhered to during the continuation of the test. There must be a Test Administrator and the appropriate number of Proctors (one Proctor for every 35 students).

Use the following directions to dismiss students who have completed the test after 90 minutes and to provide others with a break:

**SAY**            **If you have completed the test and turned in your test booklet, answer document, scratch paper, reference page (if administering the mathematics subject-area test), and**

**calculator** (*if administering the mathematics subject-area test*)  
**to your Proctor, you may be dismissed.**

The Proctor should be sure that each student's testing materials have been collected before allowing the student to leave the room.

**SAY**            **If you have not finished, place your answer document, scratch paper, and reference page** (*if administering the mathematics or subject-area test*) **inside your test booklet. Now close your test booklet. Place your calculator** (*if administering the mathematics subject-area test*) **on top of your test booklet. There is to be no talking or use of reading materials or study notes during the break or while leaving the room. There will be time following the break to continue working on your test.**

**Everyone who wishes may line up for a restroom break (or lunch break).**

Proctor(s) should accompany students to the restrooms and/or the cafeteria; the Test Administrator should ensure security of testing materials during breaks.

When students have returned to the designated testing room(s) and are settled,

**SAY**            **Please open your test booklet. Remove the answer document, scratch paper, and reference page** (*if administering the mathematics subject-area test*). **Continue to work. Take the time you need to complete the test. When you finish, raise your hand. Your Proctor will collect your materials, and you may leave.**

Proctors should check to ensure that students are marking answers in the correct section on their answer documents. Standard testing procedures should be adhered to during the continuation of the test. Students should be allowed to complete the test without feeling pressured. However, a student who is purposely delaying should be encouraged to complete the test. Students who continue to need time for testing should be given additional breaks after each 90 minutes of testing. If testing extends into the lunch schedule, students should be given a lunch break.

Students should be dismissed as they complete their test. The Proctor should be sure that each student's testing materials have been collected before allowing the student to leave the room.

Procedure 3: *Dismissal procedure if all students have not finished after 90 minutes and students are being retained until all have finished.*

If all students are being retained until everyone has completed the test, testing should be stopped after 90 minutes to allow students the opportunity to take a brief stretch or restroom break. Additional breaks should be provided after each additional 90 minutes until all students have completed testing. If testing extends into the lunch schedule, students should be given a lunch break.

After each 90 minutes of testing, use the following directions to provide students with the opportunity to take breaks or a lunch break:

**SAY**            **If you are still working on your test, please stop. Place your answer document, scratch paper, and reference page (if administering the mathematics subject-area test) inside your test booklet. Now close your test booklet. Place your calculator (if administering the mathematics subject-area test) on top of your test booklet. There is to be no talking or use of reading materials or study notes during the break or while leaving the room. There will be time following the break to continue working on your test.**

**Everyone who wishes may line up for a restroom break (or lunch break).**

Proctor(s) should accompany students to the restrooms and/or the cafeteria; the Test Administrator should ensure security of testing materials during breaks.

When students have returned to the designated testing room(s) and are settled,

**SAY**            **If you have not finished, please open your test booklet. Remove the answer document, scratch paper, and reference page (if administering the mathematics subject-area test). Continue to work. Take the time you need to complete the test. When you finish, raise your hand, and your Proctor will collect your materials. You may take your reading material and read until you are dismissed.**

**If you have finished and turned in all your testing materials, you may take out your reading material and read until you are dismissed.**

**You are not to do any writing after you have turned in your testing materials.**

Proctors should check to ensure that students are marking answers in the correct section on their answer documents. Standard testing procedures must be adhered to during the continuation of the test. Students should be allowed to complete the test without feeling pressured. However, a student who is purposely delaying should be encouraged to complete the test. Students who continue to need time for testing should be given additional breaks after each 90 minutes of testing. If testing extends into the lunch schedule, students should be given a lunch break.

After all students have completed the test and all testing materials are accounted for, dismiss all students.

## IRREGULARITY REPORT

School personnel should complete this report if unusual circumstances have occurred, e.g., misconduct of student, illness of student, suspicion of cheating, interruption of testing. This report should be completed only if unusual circumstances have occurred. If the report is completed, it should be given to the Building Test Coordinator. Building Test Coordinators should submit all reports to the System Test Coordinator.

System \_\_\_\_\_

School \_\_\_\_\_

Test \_\_\_\_\_

Test Date \_\_\_\_\_

Test Administrator \_\_\_\_\_

Proctor \_\_\_\_\_

\_\_\_\_\_  
Signature of Person Reporting Irregularity

\_\_\_\_\_  
Date

NOTE: Not to be submitted to the SDE unless LEA has been instructed to do so by the SDE.

## **SCHEDULING SUGGESTIONS FOR STUDENTS NOT TAKING ALABAMA HIGH SCHOOL GRADUATION EXAM**

Several school systems throughout the state have given a great deal of thought and preparation to scheduling activities for students not involved in taking the *Alabama High School Graduation Exam* (AHSGE). Listed below are some of the options to ensure that students not taking the AHSGE will have valuable experiences during these longer blocks of instructional time.

1. Schedule a visit for twelfth graders to a local college campus.
2. Engage resource persons to make presentations. These persons may be from such law enforcement agencies and juvenile courts.
3. Plan a career program in which persons from the business community come in and speak to small groups.
4. Hold a health fair in which the school nurse or a local person from the medical profession makes a presentation to the students.
5. Divide students into small groups to conduct mock job interviews.
6. Plan class projects such as ordering or distributing class rings or senior invitations; make or distribute individual student school pictures.
7. Administer sample American College Test (ACT).
8. Conduct large group guidance activities.
9. Have a representative from the vocational rehabilitation center screen special education students for vocational occupations.
10. Plan for students to view movies such as those provided by local mental health officials.
11. Schedule students to stay in their first period classes for the entire testing period on the first day, second period classes the second day, etc.

## **TEST SECURITY POLICY**

Failure to follow security procedures promulgated by the Alabama State Board of Education and published in the *Alabama State Board of Education, State Department of Education, Administrative Code (290-040-020-.05)*, the *Student Assessment Handbook*, and the test administrator's manuals may result in disciplinary action by the local board of education and/or revocation of the teaching certificate by the Alabama State Department of Education. The following list, although not exhaustive, has been provided to identify specific actions which are inappropriate and violate, in spirit and intent, the stated policy:

1. To photocopy or in any way reproduce or disclose secure test items (including pilot materials) or student responses before, during, or after administering the assessment.
2. To review, read, or look at test items or student responses before, during, or after administering the assessment, unless specifically permitted in the test administrator's manuals.
3. To give students answers to test questions using verbal or nonverbal cues before, during, or after administering the assessment.
4. To alter student responses on answer documents.
5. To alter the test procedures stated in the test administrator's manuals.
6. To allow students to use notes, references, or other aids unless the test administrator's manual specifically allows.
7. To have in one's personal possession secure test materials except during specified testing dates.
8. To allow students to view or practice secure test items before or after the scheduled testing times.
9. To make or have in one's possession answer keys for secure tests.
10. To leave secure test materials in nonsecure locations and/or unattended by professional staff.
11. To fail to report a test security violation.

By signing my name to this document, I certify that I have read the above policy and agree to abide by established test security procedures.

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**NAME**

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**POSITION**

---

**DATE**

## ALABAMA HIGH SCHOOL GRADUATION EXAM ELIGIBILITY FOR EACH ADMINISTRATION

Subject	Spring	Summer	Fall	Midyear
Reading	<ul style="list-style-type: none"> <li>10<sup>th</sup> graders</li> <li>11<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> </ul>	<ul style="list-style-type: none"> <li>Repeating 11<sup>th</sup> graders who have not passed</li> <li>12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> </ul>	<ul style="list-style-type: none"> <li>11<sup>th</sup> graders who did not take reading as 10<sup>th</sup> graders</li> <li>Repeating 11<sup>th</sup> graders who have not passed</li> <li>12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> </ul>	<ul style="list-style-type: none"> <li>Repeating 11<sup>th</sup> graders who have not passed</li> <li>12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> </ul>
Language	<ul style="list-style-type: none"> <li>10<sup>th</sup> graders</li> <li>11<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> </ul>	<ul style="list-style-type: none"> <li>Repeating 11<sup>th</sup> graders who have not passed</li> <li>12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> </ul>	<ul style="list-style-type: none"> <li>11<sup>th</sup> graders who did not take language as 10<sup>th</sup> graders</li> <li>Repeating 11<sup>th</sup> graders who have not passed</li> <li>12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> </ul>	<ul style="list-style-type: none"> <li>Repeating 11<sup>th</sup> graders who have not passed</li> <li>12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> <li>Students who have successfully completed Algebra I course before the 10<sup>th</sup> grade*</li> </ul>	<ul style="list-style-type: none"> <li>Repeating 11<sup>th</sup> graders who have not passed</li> <li>12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> </ul>	<ul style="list-style-type: none"> <li>11<sup>th</sup> graders who did not take mathematics in spring as 10<sup>th</sup> graders &amp; have not passed</li> <li>Repeating 11<sup>th</sup> graders who have not passed</li> <li>12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> <li>Students who have successfully completed Algebra I course before the 10<sup>th</sup> grade*</li> </ul>	<ul style="list-style-type: none"> <li>Repeating 11<sup>th</sup> graders who have not passed</li> <li>12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> <li>Students who have successfully completed Algebra I course before the 10<sup>th</sup> grade*</li> </ul>
Biology	<ul style="list-style-type: none"> <li>10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> <li>Students who have successfully completed biology course before the 10<sup>th</sup> grade*</li> </ul>	<ul style="list-style-type: none"> <li>Repeating 11<sup>th</sup> graders who have not passed</li> <li>12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> </ul>	<ul style="list-style-type: none"> <li>11<sup>th</sup> graders who did not take biology in the spring as 10<sup>th</sup> graders &amp; have not passed</li> <li>Repeating 11<sup>th</sup> graders who have not passed</li> <li>12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> <li>Students who have successfully completed biology course before the 10<sup>th</sup> grade*</li> </ul>	<ul style="list-style-type: none"> <li>Repeating 11<sup>th</sup> graders who have not passed</li> <li>12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> <li>Students who have successfully completed biology course before the 10<sup>th</sup> grade*</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>10<sup>th</sup> graders</li> <li>11<sup>th</sup>, 12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> </ul>	<ul style="list-style-type: none"> <li>Repeating 11<sup>th</sup> graders who have not passed</li> <li>12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> </ul>	<ul style="list-style-type: none"> <li>11<sup>th</sup> graders who did not take social studies as 10<sup>th</sup> graders</li> <li>Repeating 11<sup>th</sup> graders who have not passed</li> <li>12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> </ul>	<ul style="list-style-type: none"> <li>Repeating 11<sup>th</sup> graders who have not passed</li> <li>12<sup>th</sup>, 13<sup>th</sup>, &amp; 14<sup>th</sup> graders who have not passed</li> </ul>

\*One early opportunity to take the mathematics and/or biology subject-area test(s). If students fail this early administration, their next opportunity is the spring of their tenth grade.

**Note:** Grade 13 students are students returning only to take the graduation examination. Grade 14 students are students enrolled in an adult diploma program.



**Security and Confidentiality Statement  
for the Administering and Reporting  
of Student Data on the Web**

The Alabama Department of Education provides educational data through the World Wide Web system as it relates to student assessment. This data system contains confidential information about students including test scores and other personal information. This system is password protected and requires a user ID and an assigned password for access. The system is not for public use, and any student information from the system must not be disclosed to anyone other than a state, system, or school official as defined by the Family Educational Rights and Privacy Act of 1974 (FERPA).

An official as defined in the law is a person employed by the state, system, or school such as an administrator, supervisor, system test coordinator, building test coordinator, or principal. It is a requirement that this person be a full-time employee and has a legitimate educational interest. This person has a legitimate educational interest if he/she needs to review an educational record in order to fulfill his or her professional responsibility. Curiosity does not qualify as a right to know.

School officials who are granted a password to this system must abide by FERPA law. Disclosure of passwords to anyone other than an authorized official(s) is prohibited and may result in disciplinary action.

For more information on FERPA, see the U.S. Department of Education's Web page at <http://www.ed.gov/offices/OM/fpco/ferpa/>.

I hereby certify that I will maintain the confidentiality of student data accessed through this data system, and I will not share the password with unauthorized individuals.

If I leave the position that allowed me access to this data system, I will neither access nor disclose any data previously accessed through this system. To do so would be in violation of federal law and state directives.

\_\_\_\_\_  
Name (Typed or Printed)

\_\_\_\_\_  
System

\_\_\_\_\_  
Signature

\_\_\_\_\_  
School

\_\_\_\_\_  
Position/Title

\_\_\_\_\_  
Date