

CLASS OF 2018

GRADUATION & ASSESSMENT

TOOLKIT



Office of Superintendent
of Public Instruction
www.k12.wa.us

The information in this toolkit was updated in **September 2017**, but is subject to change based on legislative or agency action. When referencing this toolkit, please visit the OSPI website to confirm you have the most current version. Updates will be posted to bit.ly/WAeduResources.

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2017–18 Key Dates

Testing is scheduled within the windows listed below. Contact your local school district to find out which dates your child will be testing and when your child's scores will be available.

STATE TESTING WINDOWS		STATE-APPROVED ALTERNATIVES	
Sept 11–Nov 17:	Washington-Access to Instruction & Measurement (WA-AIM) (retake for 12th graders with significant cognitive challenges who have not yet met achieved proficiency)	Oct 30–Nov 14:	International Baccalaureate (IB) testing (retake): Please contact your school counselor
Oct 16–Apr 6:	WA-AIM	Apr 26–May 18:	International Baccalaureate (IB) testing: Please contact your school counselor
Oct 23–Nov 17:	Smarter Balanced (retake)	May 7–11:	Advanced Placement (AP) testing window 1
Jan 2–Feb 2:	End-of-Course (EOC) math exam (retake for students who have not achieved proficiency)	May 14–18:	AP testing window 2
Mar 5–June 8:	Smarter Balanced	Sept 9, Oct 28, Dec 9, Feb 10, Apr 14, June 9, Jul 14:	ACT testing dates (see www.actstudent.org/regist/dates.html for registration deadlines)
May 7–June 8 (last three weeks of school):	EOC math exam (retake for students who have not achieved proficiency)	Oct 7, Nov 4, Mar 10, May 5, Jun 2:	SAT testing dates (see collegereadiness.collegeboard.org/sat/register/dates-deadlines)

State Graduation Requirements

A high school diploma is more than a rite of passage. It signifies that a student worked hard, was challenged, and is prepared for the next steps in life.

The state's minimum graduation requirements, as established by the State Board of Education, represent a portfolio of a student's high school career.

Students must fulfill the graduation requirements that are in place when they *first enter ninth grade*, unless the state legislature votes to reduce those requirements. The requirements will not increase once a student has started ninth grade.

The requirements do not change even if the student's graduation year changes.

State Requirements for the Class of 2018

Students who entered ninth grade in fall 2014 must fulfill the following three requirements, including the coursework outlined in [WAC 180-51-067](#).

1. Earn 20 High School Credits

All students must *also* meet the course and credit requirements established by their local districts.

2. Develop a High School and Beyond Plan

To graduate from high school, all students must develop a High School and Beyond Plan on how they will meet the high school graduation requirements and what they will do following high school. A student's plan, which starts in middle school and is revised as he/she moves forward, should include the classes need to prepare for a postsecondary pathway, such as a two-year or four-year college, technical college, apprenticeship program,

certificate program, the workforce or military training. Required elements of the High School and Beyond Plan, at a minimum, are:

- Begins in 7th or 8th grade,
- Identification of career goals based on a career interest and skills inventory or assessment,
- Identification of educational goals,
- A four-year course plan that fulfills graduation requirements and aligns with career and educational goals,
- And a resume or activity log by the end of twelfth grade that provides a written compilation of student's education, any work experience, and any community service.

The High School & Beyond Plan must be updated to reflect high school assessment results in RCW 28A.655.070(3)(b) and to review transcripts, assess progress toward identified goals, and revised as necessary for changing interests, goals and needs. The plan must identify available interventions and academic support, courses, or both, that are designed for students who have not met the high school graduation standard, to enable them to meet the standard.

A school district must update the High School and Beyond Plan for each student who has not earned a score of level 3 or level 4 on the middle school mathematics assessment identified in RCW 28A.655.070 by ninth grade, to ensure that the student takes a mathematics course in both ninth and tenth grades. This course may include career and technical equivalencies in mathematics adapted pursuant to RCW 28A.230.097.

A student's Individual Education Plan (IEP) or 8th graders who need to complete a Student Learning Plan before high school, may use these plans to support but not replace their High School and Beyond Plan.

State and Local Requirements

School districts may have additional credit and non-credit graduation requirements, such as community service. Students and their families should be aware of all state and local graduation requirements when they begin high school. School districts are encouraged to involve parents and guardians in the process of developing and updating the High School and Beyond Plan.

Questions about guidelines should be directed to the high school or school district office.

3. Earn a CAA/CIA

Students must pass state exams, or state-approved alternatives, to be eligible to graduate and earn a Certificate of Academic Achievement (CAA) - [see page 5.](#)

Students receiving special education services may earn a CAA or a Certificate of Individual Achievement (CIA) - [see page 6.](#)

The CAA and CIA tell families, schools, businesses, and colleges that a student has mastered a minimum set of skills by graduation. [RCW 28A.655.061](#) dictates the assessment graduation requirements that qualify a student for a CAA or CIA.

Students in the Class of 2018 earn a CAA or CIA by passing state exams or an alternative in English Language Arts and Math.

Class of 2018 State Testing Requirements

ENGLISH LANGUAGE ARTS	MATH
English language arts (ELA) requirement has been met by (choose one):	Math requirement has been met by (choose one):
Achieving proficiency on the Smarter Balanced ELA test (exit exam score).	Achieving proficiency on one end-of-course math exam.*
Scoring CIA Cut Score (Level 2) on Smarter Balanced ELA test (exit exam score) (limited to students in special education, per IEP team). ⁺	Achieving proficiency on the Smarter Balanced math test (exit exam score).
Scoring CIA Cut Score (Level 2) on Smarter Balanced ELA test (exit exam score) (limited to students in special education, per IEP team). ⁺	Scoring CIA Cut Score (Level 2) on Smarter Balanced math test (exit exam score) or one EOC math exam (limited to students in special education, per IEP team). ⁺
Meeting standard on the ELA Washington-Access to Instruction and Measurement (WA-AIM) (limited to students with significant cognitive challenges, per IEP team). ⁺	Meeting standard on the Math Washington-Access to Instruction and Measurement (WA-AIM) (limited to students with significant cognitive challenges, per IEP team). ⁺
Using GPA Comparison option. ^{**}	Meeting standard on the Math Washington-Access to Instruction and Measurement (WA-AIM) (limited to students with significant cognitive challenges, per IEP team). ⁺
Scoring 3 or higher on one of the AP exams or 4 or higher on one of the IB exams approved for ELA. ^{**}	Using GPA Comparison option. ^{**}
Scoring 3 or higher on one of the AP exams or 4 or higher on one of the IB exams approved for ELA. ^{**}	Scoring 3 or higher on one of the AP exams or 4 or higher on one of the IB exams approved for math. ^{**}
Earning the required cut score on the SAT with Essay [®] or ACT with Writing [®] for ELA. ^{**}	Earning the required cut score on the SAT [®] , SAT with Essay [®] , ACT [®] , or ACT with Writing [®] . ^{**}
Having previously passed a ELA Collection of Evidence (COE). ^{**}	Earning the required cut score on the SAT [®] , SAT with Essay [®] , ACT [®] , or ACT with Writing [®] . ^{**}
Completing a dual credit ELA course in which the student earns college credit. ^{**}	Having previously passed a math Collection of Evidence (COE). ^{**}
For students receiving special education services who have not been successful on the ELA assessment requirement, the requirement has been met by (choose one):	For students receiving special education services who have not been successful on the math assessment requirement, the requirement has been met by (choose one):
Meeting standard on the Off-Grade Level assessment in ELA (may be taken in 10th, 11th, or 12th grade by students receiving special education, per IEP team). ^{+,**}	Completing a dual credit math course in which the student earns college credit. ^{**}
Meeting standard on a Locally Determined Assessment (LDA) in ELA (may be taken in 11th or 12th grade by students receiving special education, per IEP team). ^{+,**}	Meeting standard on the Off-Grade Level assessment in math (may be taken in 10th, 11th, or 12th grade by students receiving special education, per IEP team). ^{+,**}
For students pursuing a diploma without passing a Washington state ELA test, the requirement has been waived by (choose one):	For students pursuing a diploma without passing a Washington state math test, the requirement has been waived by (choose one):
Approval of an expedited assessment appeal of the ELA assessment requirement under the provisions of ESHB 2224. ^{**}	Approval of an expedited assessment appeal of the math assessment requirement under the provisions of ESHB 2224. ^{**}
Earning the required score on an OSPI-approved high school ELA test in another state. ^{#,**}	Earning the required score on an OSPI-approved high school Math test in another state. ^{#,**}
Appealing the ELA assessment requirement to the state because of a special circumstance. ^{##}	Appealing the math assessment requirement to the state because of a special circumstance. ^{##}

* Math end-of-course exit exams are based on the Mathematics K-12 Learning Standards (Common Core State Standards for Mathematics).

+ The decision about how an eligible student participates in statewide assessments is an [Individualized Education Program \(IEP\) team](#) decision, not an administrative decision.

** Unless a student transferred into Washington public schools after the state administration of the Smarter Balanced Assessment in spring of 10th grade, he or she must attempt state assessments once before qualifying for alternatives in each content area (www.k12.wa.us/assessment/GraduationAlternatives).

Must have transferred into Washington public schools from out of state or from an in-state non-public school setting (private or home school).

Must be a 12th grader and meet the **very** limited criteria outlined in Washington Administrative Code (WAC) [392-501-601](#) to apply.

Assessment Graduation Alternatives

Certificate of Academic Achievement (CAA) Options

Students who have not passed state tests can use the CAA Options, or “graduation alternatives,” to meet assessment graduation requirements. Students must attempt a state test at least once or fulfill other eligibility criteria before submitting CAA options.

Learn more: bit.ly/CAA.

Transfer students: See [page 8](#) if you transferred into a Washington public school in 11th or 12th grade.

GPA Comparison

A student’s grades in 2.0 credits of English or math are compared with the grades of students who took the same courses, at the same time, in the same school, but passed the state test. This option is available only to students in their 12th-grade year who have a cumulative grade-point average of 3.2 or higher.

College Admission/AP/IB Tests

Students may use their scores on the SAT, SAT with Essay®, ACT, ACT with Writing® (as applicable), or specified Advanced Placement (AP) or International Baccalaureate (IB) examinations to demonstrate they have key skills expected of high school graduates.

Dual Credit Courses

Students who complete a dual credit course in English Language Arts or Mathematics in which they earn college credit may use passage of the course as a graduation alternative.

Minimum acceptable scores on college-entrance exams:

	SAT with Essay	ACT with Writing
Mathematics	430	16
English Language Arts	410*	14*

* Note: Student must take the SAT with Essay® or ACT with Writing®.

Students must earn a 3 or better on one of the following AP exams:

AP	
Mathematics	Calculus or Statistics
English Language Arts	English Language and Composition, English Literature and composition, Macroeconomics, Microeconomics, Psychology, U.S. History, World History, U.S. Government and Politics, or Comparative Government and Politics

Students must earn a 4 or better on one of the following higher-level (HL) IB exams:

IB	
Mathematics	Mathematics or Further Mathematics
English Language Arts	Language A: Literature, Language A: Language and Literature, Business and Management, Economics, Geography, History, Information Technology is a global Society, Philosophy, Psychology or Social and Cultural Anthropology

Assessment Graduation Alternatives, continued

Certificate of Individual Achievement (CIA) Options

All students, including students who receive special education services, must participate in state testing. Individualized Education Program (IEP) teams make decisions about which tests students in special education take. They may determine that a Certificate of Individual Achievement (CIA) is more appropriate for some students.

Diplomas are the same whether a student earns a CAA or CIA.

Students who have not passed state tests can use the CIA Options, or “state-approved alternatives,” to meet assessment graduation requirements, as specified in the student’s IEP. Students must attempt a state test at least once or fulfill other eligibility criteria before submitting CIA options.

Learn more: bit.ly/CIAoptions.

NOTE: Students with a Section 504 Plan are not eligible to use any of the graduation alternatives developed for students with IEPs.

Transfer students: [See page 8](#) if you transferred into a Washington public school in 11th or 12th grade.

State Tests With the “CIA Cut Score” Option

The CIA cut score option allows students to pass a state test at a Level 2 exit exam score instead of the Level 3 score.

Off-Grade Level Tests

Students take a state test in one or more content areas, with or without accommodations, at either an elementary or middle school level. They must meet the established threshold score for proficiency (level 3) for the grade level accessed.

Locally Determined Assessments

Twelfth graders who have not met the English language arts and/or math assessment requirements may be able to use a Locally Determined Assessment (LDA), as stipulated in the student’s IEP. An LDA provides an alternative for students to read and comprehend adapted or below grade-level text, master a limited number of grade-level or below-grade-level concepts and skills, and communicate orally and/or in writing.

Meeting standard is scoring at or above the established minimum Grade Equivalency for the prescribed test.

Appeals and Waivers

Special, Unavoidable Circumstance Appeals

Students in their senior year (or junior year under strict situational criterion) who have been unable to demonstrate their skills and knowledge on a state assessment or graduation alternative because of special, unavoidable circumstances, may appeal to the Special, Unavoidable Circumstance Appeal Review Board. The board will review and decide on all appeals in May.

This appeals process is for students who *have the skills*, but who missed an opportunity to show those skills because of special, unavoidable circumstances.

For more information, visit bit.ly/SpecialAppeal.

Expedited Assessment Appeal

Students from the Class of 2018 are eligible to submit an Expedited Assessment Appeal if they have met all other graduation requirements **and** have previously attempted a graduation alternative.

An Expedited Assessment Appeal allows eligible students to waive one or more of their assessment graduation requirements through demonstrating they have attained skills and knowledge to meet the high school standards.

Pathways for demonstrating this may include, but are not limited to:

- Successful completion of a college level class in the relevant subject area;
- Admission to a higher education institution or career preparation program;
- Award of a scholarship for higher education; or
- Enlistment in a branch of the military.

For more information visit: [Expedited Assessment Appeals Waiver](#).

WA-AIM Engagement Rubric

Districts may make local decisions about the appropriateness of course credits and high school and beyond plans for students with the most significant cognitive disabilities. State laws and rules ([RCW 28A.155.045](#) and [WAC 180-51-115](#)) acknowledge the critical role of the IEP team in determining the most appropriate high school credit and assessment options for students eligible for special education. But at this time, districts may not waive the assessment requirements for high school graduation.

Students whose level of cognitive development would be considered awareness, and who are unable to participate even minimally in the Performance Tasks at the lower complexity level for any standard within a content area, may use an Engagement Rubric. The rubric measures the student's engagement and attention to academic activities.

Some or all of the following criteria must be met for the IEP team to consider using the rubric for a content area of the alternate assessment:

- The student communicates primarily through cries, facial expressions, or change in muscle tone but has no clear use of objects/textures, regularized gestures, picture signs, etc.
- The student alerts to sensory input from another person (auditory, visual, touch, movement, etc.) but requires physical assistance to follow simple directions; or the student's response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell) is unclear.

Appeals and Waivers, continued

- Parents and teachers must interpret child's state from behaviors such as sounds, body movements, and facial expressions.

For more information, visit bit.ly/WA-AIM.

11th and 12th Grade Transfer Students

Students who transfer into a Washington public school from another state or from an in-state non-public school setting (private or home school) after the state administration of the Smarter Balanced Assessments in spring of 10th grade may be eligible to access graduation alternatives without first attempting a state test.

Depending on the transfer student's situation, there are two possible alternatives:

1. **Waiver:** A student may apply to receive a waiver of the assessment graduation requirement if the student has

previously earned the required score on an OSPI- approved out of state exam. The waiver does not grant the student a CAA unless the out of state exam was a math or ELA Smarter Balanced assessment on which the student met or exceeded the Washington state graduation cut score.

2. **Access to other graduation alternatives:**

A student who transfers into Washington state public schools after the state administration of the Smarter Balanced Assessment in spring of 10th grade may access the graduation alternatives without first attempting a state test. Meeting standard with a graduation alternative *does* grant the student a CAA.

For more information, visit bit.ly/Transfer11th12th.

Graduation Ceremonies

School districts, directed by their own school board policies, determine who participates in graduation ceremonies.

The state has no authority over graduation ceremonies.

Most school districts allow students to participate only if they have fulfilled *all* graduation requirements. However, some districts do make exceptions. Families should consult with their specific school district about their graduation ceremony policy.

Kevin's Law and Graduation

Kevin's law ([RCW 28A.155.170](http://RCW.28A.155.170)) allows certain students receiving special education

services, and who may still have graduation requirements to complete, to participate in high school graduation ceremonies with their peers. The law requires each school district that operates a high school to adopt a policy and develop procedures to determine which students receiving special education services can participate in graduation ceremonies after four years, even if they will remain in school beyond four years.

Students who participate in the graduation ceremony will receive a certificate of attendance, which is not a high school diploma. Students will receive a diploma when they complete their graduation requirements.

Options for Students Not Graduating After Four Years of High School

Students who have not met their high school graduation requirements **and** have not earned a regular high school diploma are eligible for a free public education through the school year in which they turn 21 years old. This includes students under 21 who have earned a high school equivalency certificate or are enrolled in:

- Career and technical education programs including skill centers;
- Transitional bilingual instruction programs;
- Special education programs; **or**
- Migrant education programs.

High schools and school districts continue to receive Basic Education Allocation (BEA) and other funding that students generate.

Free Options

Free options are available for students who are **not** graduating after four years of high school and want to meet their high school graduation requirements. The options are:

- 1. Stay Enrolled in High School:** All students are eligible to attend their resident high school through the school year in which they turn 21.
- 2. Enroll in a School District High School Completion Program:** School districts may contract with community colleges to offer tuition-free high school completion programs to students still enrolled in their resident school district. Upon completion of program, students would receive a high school diploma from that district.

- 3. Continue Running Start:** Students who participated in Running Start during their 11th- and 12th-grade years but didn't complete the classes required for high school graduation may continue their Running Start participation, but only take those classes through Running Start that specifically meet any remaining high school graduation requirements and count toward a high school diploma. The Running Start program allows eligible 11th- and 12th-grade students to take college classes tuition free and accrue both high school and college credit for those classes.

Paid Options

Paid options are available for students who are **not** graduating after four years of high school and want to meet their high school graduation requirements. The options are:

- 1. Enroll in a Community and Technical College High School Completion Program:** A number of community colleges in the state offer high school completion programs, providing students with a high school diploma *from the college*. Students must drop out of their resident high school to enroll in these programs. In most cases, students are charged tuition and fees for enrollment, although the colleges have the authority to waive tuition and fees for students 19 and older. Students 16 to 18 years of age must have a signed release from their resident school district in order to enroll in a community college high school completion program.

*Options for Students Not Graduating After Four Years of High School,
continued*

2. Pursue a High School Equivalency

Certificate: Students 16 and older may earn a high school equivalency certificate by passing required tests through a high school completion program. In order to take the tests, students must have dropped out or withdrawn from their resident high school. State community and technical colleges are the official testing centers for the high school equivalency certificates. Students pay fees for the assessment(s) and may have to pay tuition and fees for preparation courses offered through community and technical colleges. The certificate is not identical to a high school diploma, and students who earn a high school equivalency certificate are considered dropouts for high school accountability purposes. However, students who are under 21 years of age and who have a high school equivalency certificate can still fulfill their high school graduation requirements and get their diploma. (See Free Options No. 1 and 2 above.)

3. Enroll in a Public Two- or Four-Year College or University:

Washington's public colleges and universities do not require students to have a high school diploma in order to be admitted, although a high school diploma significantly increases the chances of admission to the state's four-year institutions. Students without high school diplomas who enroll in colleges and universities pay full tuition and fees like all other students. Students who do not have a high school diploma or high school equivalency certificate may not be eligible for certain federal, state and private financial aid.

Washington State Minimum Credit Requirements



THE WASHINGTON STATE BOARD OF EDUCATION

Credit and Assessment Graduation Requirements

Bold red denotes a change in the credit requirements for the Class of 2019 compared to previous years.

Class of:	2017	2018	2019	2020	2021
Entering 9 th grade after July 1 of: See note (1).	2013	2014	2015 See note (2).	2016	2017
English	4	4	4	4	4
Math	3	3	3	3	3
Science	Algebra 1 or integrated math 1, geometry or integrated math 2, Algebra 2 or integrated math 3 or another third credit of math. See note (3).	Algebra 1 or integrated math 1, geometry or integrated math 2, and a third credit of math aligned with the student's interest and High School and Beyond Plan. See note (3).	3	3	3
Social Studies	One of the two credits must be a lab science.	One of the two credits must be a lab science.	Two of the three credits must be a lab science.	3	3
Arts	1	1	2	2	2
Health and Fitness	2	2	2	2	2
Career and Technical Education (CTE)	1	1	1	1	1
World Languages	(Not a requirement for these classes.)	(Not a requirement for these classes.)	2	2	2
Electives	4	4	4	4	4
Total Required Credits	20	20	24	24	24
Non-credit Requirements	High School and Beyond Plan and Washington State History and Government (subject to the provisions of RCW 28A.230.170 , RCW 28A.230.090 , and WAC 392.410-120).				
Assessments Required for Graduation (See OSPI state testing webpage)	Smarter Balanced Exam. See note (8).				
English Language Arts	Smarter Balanced Exam. See note (8).				
Math	Smarter Balanced Exam. See note (8).				
Science	(The science assessment is not required for graduation.) Comprehensive science exam. See note (9).				

Credit and Assessment Graduation Requirements Notes

(1) Graduation requirements apply to a student based on the year the student commences 9th grade. The graduation requirements for the student's expected graduation year must be met, regardless of which year the student actually graduates (WAC 180-51-035). The [Table](#) below shows which rules apply to which expected graduation years.

WAC and Graduation Table

Rules	Graduation Classes:	Entering 9th grade
WAC 180-51-066	2013 to 2015	July 1, 2009 to June 30, 2012
WAC 180-51-067	2016 to 2018	July 1, 2012 to June 30, 2015
WAC 180-51-068	2019 and beyond	On or after July 1, 2015

(2) Automatic extensions (or waivers) of up to two years to implement credit graduation requirements were available to districts upon request. This delayed the implementation of the credit graduation requirement rules for the Class of 2016 to the Class of 2018, and the implementation of the credit graduation requirement rules for the Class of 2019 to the Classes of 2020 or 2021. For districts that made the request, the previous rules remain in effect for the duration of the extension.

(3) Through the Class of 2018, the students may take a third credit of math other than Algebra 2 or integrated math 3 subject to certain requirements in rule [WAC 180-51-067\(2\)\(b\)](#), such as a meeting with students, parents or guardian, and a school representative. Starting with the Class of 2019, the third credit of math should align with the student's High School and Beyond Plan, prepare students to meet state assessment system standards, and be chosen with the agreement of the parent or guardian or a school counselor or principal if the parent or guardian does not indicate a preference ([WAC 180-51-068](#)).

(4) The Washington State History and Government requirement may be met in grades 7 through 12. If the course is taken in the 7th or 8th grade it fulfills the requirement, but high school credit will be awarded only if the academic level of the course exceeds the requirements for 8th grade. Students who meet the requirement but do not earn high school credit must still take three credits of social studies in high school.

(5) Personalized Pathway Requirements (PPR) are up to three course credits chosen by a student to meet specific postsecondary career or education goals, that align with the student's interests and High School and Beyond Plan. PPR credits may replace one of two arts credits and both world language credits, in any combination of these credits up to a total of three PPR credits.

(6) The Health and Fitness requirement should align with Washington State Learning Standards in Health and Physical Education. For more information on the waiver see OSPI's guidance, Recommendations for Waivers in High School Physical Education.

(7) Career and Technical Education (CTE) courses locally determined to be equivalent to a non-CTE course may be used to meet two graduation requirements ([WAC 180-51-067](#) and [WAC 180-51-068](#)), known as the "two for one" policy. Either a CTE course or an occupational education course may be used to meet the requirement. "Occupational education" means credit resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the CTE program standards of OSPI ([WAC 180-51-067](#) and [WAC 180-51-068](#)). Starting with the 24-credit graduation requirement for the Class of 2019, private schools may substitute courses specific to the mission or focus of the school for the CTE graduation requirement under [WAC 180-90-160](#).

(8) For graduation purposes, the State Board of Education has set exit exam passing scores on Smarter Balanced tests that are different from the consortium-determined achievement levels.

(9) The comprehensive science assessment, the Washington Comprehensive Assessment of Science (WCAS), will align to Next Generation Science Standards.

Resources

Learning by Choice

bit.ly/EnrollmentOptions

Answers to commonly asked questions about the Learning by Choice law and enrollment options

Your Child's Progress

www.YourChildsProgress.com

A brochure that covers learning standards and state tests by grade

Class of 2018 Graduation Requirements Checklist

bit.ly/Checklist2018

Worksheets, by graduating class, to ensure state and local credit and testing requirements have been met

State Test Score Appeals and Family Access to Testing Materials

bit.ly/ScoreAppeal

Three-step process to appeal a score on any high school assessment required for graduation

Special Education and State Testing

bit.ly/SpecialEducation

State testing options available to students with an IEP

More Information

State Testing

- www.WAtesting.com
- statetesting@k12.wa.us

State Graduation Requirements

- www.k12.wa.us/GraduationRequirements
- www.sbe.wa.gov
- gradreq@k12.wa.us

Abbreviations

- **AP:** Advanced Placement
- **BEA:** Basic Education Allocation
- **CAA:** Certificate of Academic Achievement
- **CIA:** Certificate of Individual Achievement
- **ELA:** English Language Arts
- **EOC:** End-of-Course Exam
- **IB:** International Baccalaureate
- **IEP:** Individualized Education Program
- **LDA:** Locally Determined Assessments
- **WA-AIM:** Washington Access to Instruction & Measurement

Revision Log

Updates to the toolkit after September 22, 2017 are noted below.

Page	Section	Description of Revision	Date of Revision

