

The State Board for Educator Certification (SBEC) proposes an amendment to 19 Texas Administrative Code (TAC) §230.21, concerning educator assessment. The proposed amendment would specify the timeline by which a passing score on a certification exam can be used for certification purposes; would update the figure specifying the required pedagogy certification exams for issuance of the probationary or standard certificate; and would remove certificate categories that are no longer operational.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 230 specify the testing requirements for initial certification and for additional certificates based on examination. These requirements ensure educators are qualified and professionally prepared to instruct the schoolchildren of Texas.

At the July 2019 SBEC meeting, the SBEC adopted the edTPA performance assessment pilot as a portfolio-based assessment to gather data from the assessment on Texas candidates. From SBEC discussions in 2018, the goal of moving to a performance assessment was to improve the quality and consistency of newly certified teachers. This proposal provides the SBEC the opportunity to transition carefully from the edTPA pilot to full implementation. Given the feedback and input from the SBEC and stakeholders, the proposed rule text will allow for a three-phased approach over the next three academic years.

At the February 2022 SBEC meeting, Texas Education Agency (TEA) staff shared additional information regarding the edTPA implementation plan and addressed questions posed by members of the SBEC and stakeholders at the December 2021 meeting.

Following is a description of proposed amendments to Chapter 230, Subchapter C, §230.21. The changes also include technical edits to §230.21(a)(3)(A) to update cross references.

Subchapter C, §230.21. Assessment of Educators

Proposed Amendment to §230.21(e)

The proposed amendment to §230.21(e) would specify that for issuance of a probationary or standard certificate in more than one certification category, a candidate must pass the appropriate pedagogy examination under Figure 19 TAC §230.21(e) for any one of the certificates sought. This change would allow for educators to be issued probationary or standard certificates in more than one certification category by passing only one edTPA certification exam. The current rule requires educators to take each edTPA certification exam for the aligned certificate, which means that educators pursuing certification in two certification categories are required to take two edTPA certification exams. This proposed change would align with feedback from educator preparation programs (EPPs) participating in the edTPA pilot, who expressed concern about the expense and duplicative effort caused by the current rule.

The proposed amendment to §230.21(e) would also update the testing requirements for educator certification indicated in Figure: 19 TAC §230.21(e). A summary of the proposed changes is included below.

Update to Figure Titles

The proposed amendment to Figure: 19 TAC §230.21(e) would update the column title from "Pedagogical Requirement(s)" to "Required Pedagogy Test(s)" to align the language of the title to the other test column in the figure, "Required Content Pedagogy Test(s)."

Operationalize edTPA as the Pedagogy Exam Requirement

The proposed amendment to Figure: 19 TAC §230.21(e) would add a last operational date of August 31, 2023 for the 160 Pedagogy and Professional Responsibilities (PPR) EC-12 TExES exam. The addition of the last operational date of August 31, 2023 for the PPR exam would allow for a one-year overlap in 2022-2023 academic year (AY), during which EPPs could choose to approve candidates to take either the PPR or appropriate edTPA exam to fulfill their pedagogy exam requirement. The intent of the one-year overlap would be to support EPPs and candidates in

the transition to the new edTPA exams by allowing all EPPs one additional year to pilot edTPA implementation within their programs. The 160 PPR EC-12 exam would retire as of September 1, 2023.

The proposed amendment to Figure: 19 TAC §230.21(e) would also strike "pilot exam" for all edTPA exams to indicate that the exams would no longer be considered pilot exams under §230.1(17) and would be fully operational.

These proposed changes would implement edTPA as the required pedagogy exam beginning in the 2023-2024 AY year.

EPP and Candidate Choice in edTPA Exams

The proposed amendment to §230.21(e) would add the 2151 edTPA: Career and Technical Education edTPA exam as a pedagogy exam option for the following certificates: Technology Education: Grades 6-12; Family and Consumer Sciences, Composite: Grades 6-12; Human Development and Family Studies: Grades 8-12; Hospitality, Nutrition, and Food Sciences: Grades 8-12; Agriculture, Food, and Natural Resources: Grades 6-12; Business and Finance: Grades 6-12; and Marketing: Grades 6-12.

The addition of the edTPA: Career and Technical Education exam for the indicated certification categories would provide flexibility for EPPs and candidates to select the edTPA exam that best aligns with their given instructional context.

The proposed amendment to §230.21(e) would also add the following eight edTPA exams as pedagogy exam options for the Core Subjects with Science of Teaching Reading (STR): EC-6 certificate: 2001 edTPA Elementary Literacy; 2002 edTPA Elementary Mathematics; 2149 edTPA Elementary Education: Mathematics with Literacy Task 4; 2014 edTPA: Early Childhood Education; 2016 edTPA: Middle Childhood Mathematics; 2017 edTPA: Middle Childhood Science; 2018 edTPA: Middle Childhood English Language Arts; and 2019 edTPA: Middle Childhood History/Social Studies.

The addition of the indicated edTPA exams for certification in Core Subjects with STR: EC-6 would provide flexibility for EPPs and candidates to select the edTPA exam that best aligns with their given instructional context. The current required edTPA exam for Core Subjects with STR: EC-6 is the Elementary Education: Literacy with Task 4 Mathematics. The new proposed rule would allow for EPPs and candidates to choose from eight additional exams based on their instructional context. For example, a candidate teaching in a fourth-grade science classroom would have the option to take the edTPA: Middle Childhood Science exam. This change is informed by feedback from EPPs participating in the edTPA pilot, who indicated that in some circumstances the requirements of the edTPA Elementary Education: Literacy with Mathematics Task 4 were challenging to meet given the candidate's classroom setting. This change would allow for flexible options for strong alignment between classroom setting and edTPA exam.

In addition, the options would also allow candidates to complete a 15-rubric exam (e.g., edTPA Elementary Literacy) versus the currently required 18-rubric exam (edTPA Elementary Education: Literacy with Mathematics Task 4). This would reduce overall the number of tasks that elementary candidates would be required to complete in the submission of their edTPA portfolio.

Remove Retired Certificates

The proposed amendment to §230.21(e) would strike the following four retired certificates and their associated exam requirements: Core Subjects: Early Childhood-Grade 6; Core Subjects: Grades 4-8; English Language Arts and Reading: Grades 4-8; and English Language Arts and Reading/Social Studies: Grades 4-8. Striking the four certificates listed would remove them from the testing figure. Each of the four certificates was replaced by the new certificate name including "with the Science of Teaching Reading" and the required examinations in October 2020. The intent of the change would be to streamline the testing figure for readability.

Update the Exam Requirements for Health Science: Grades 6-12 and Junior Reserve Officer Training Corps (JROTC): Grades 6-12

The proposed amendment to §230.21(e) would add the 2151 edTPA: Career and Technical Education exam as a pedagogy exam for the Health Science: Grades 6-12 certificate, which would implement an edTPA exam requirement for the certification category.

The proposed amendment would also update the content pedagogy exam requirement for the Junior Reserve Officer Training Corps (JROTC): Grades 6-12 certificate to include the 370 Pedagogy and Professional Responsibilities (PPR) for Trade and Industrial Education 6-12 TExES exam. The addition of the 370 PPR for Trade and Industrial Education 6-12 exam as a pedagogy exam requirement for the JROTC: 6-12 certificate would allow for the continued administration of an aligned pedagogy exam after the last operational date of the 160 PPR exam. There is no specific edTPA exam for JROTC certification, but the requirements for the certification field align with the requirements for Trade and Industrial Education fields, in that these candidates can attain certification based on a certificate issued by one of the military branches. The 370 PPR for Trade and Industrial Education 6-12 exam would therefore be the most appropriately aligned pedagogy exam for JROTC.

Proposed Amendment to §230.21(f)

The proposed amendment to §230.21(f) would clarify that a passing score on a certification exam could be used for certification recommendation up to one year after the last operational date for the exam. This amendment would provide clarity to the field on the last date that an educator may be recommended for certification used a passing score on an exam that is no longer operational.

Update on edTPA Implementation Plan

At the December 2021 SBEC meeting, TEA staff shared a draft edTPA implementation plan, indicating a start date of September 1, 2022, with a three-year phased-in approach. The draft plan was as follows: 2022-2023 AY of Non-Consequential Implementation: No official cut score but all first-time test taker candidates seeking initial certification would be required to complete the edTPA assessment as the pedagogy exam requirement; 2023-2024 AY of Non-Consequential Implementation: No official cut score but all candidates seeking initial certification would be required to complete the edTPA assessment as the pedagogy exam requirement; and 2024-2025 AY of Consequential Implementation: An official cut score would be implemented during this period. Candidates would need to meet or exceed the given cut score to pass the exam.

As a result of SBEC member and stakeholder questions and feedback, staff have updated the proposed timeline to implement the edTPA requirement. The updates are specific to the 2022-2023 AY, which are as follows: 1) edTPA would be an option as an assessment in addition to the PPR: EC-12 exam for the demonstration of pedagogical knowledge and skills for the majority of initial educator certification categories; and 2) clarification that EPPs would not be held accountable for candidate performance on the edTPA in the program's Accountability System for Educator Preparation (ASEP) rating. Section 229.4, Determination of Accreditation Status, currently specifies that EPPs are held accountable for candidate performance on PPR and non-PPR exams. Therefore, programs would not be held accountable for edTPA performance. Future rulemaking would be required to implement edTPA in §229.4 as a component of an EPP's ASEP rating. The updated implementation plan reflects that this rulemaking would be effective for the 2023-2024 AY onward.

These updates would allow EPPs the flexibility to implement or scale the edTPA requirement in a manner that works best for the program, including potentially piloting the edTPA requirement with some, but not all, certification categories or routes, in this first year. The updates would also provide time for EPPs to further engage in learning opportunities (e.g., attend targeted trainings and webinars; examine candidate performance data; partner with programs who participated in the previous, three-year edTPA pilot to identify and implement best practices) to inform and support the subsequent phased-in years of edTPA implementation.

The revised draft timeline and implementation plan are reflected in the chart below

See figure.

FISCAL IMPACT: Emily Garcia, associate commissioner for educator preparation, certification, and enforcement, has determined there is an anticipated fiscal impact on individuals required to comply with the proposal during the

first five years the rule is in effect. When required for certification, the edTPA exam will increase the cost for the pedagogy certification exam by \$195 per examination. The edTPA exam will be optional in Fiscal Year (FY) 2023, so no individuals will be required to comply or to incur increased cost during the first year the rules are in effect. In FY 2024 onward, the proposed rules will require all candidates to take the edTPA exam. Based on 2020-2021 first-attempt testing data, TEA estimates administering 24,466 edTPA exams annually in FY 2024 onward, leading to a total additional cost to candidates of \$4,770,870 annually, and a total cost of \$19,083,480 to candidates over the first five years the rule is in effect. There is no additional fiscal impact on state or local government to comply with the proposal. EPPs may incur costs in implementing the edTPA exam requirement, though those costs would be locally determined, as there are no required costs associated with EPP implementation of the exam.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code (TGC), §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in TGC, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal does impose a cost on regulated persons, another state agency, a special district, or a local government, and, therefore, is subject to TGC, §2001.0045. However, the proposal is exempt from TGC, §2001.0045, as provided under that statute, because the proposal is necessary to ensure that certified Texas educators are competent to educate Texas students and, therefore, necessary to protect the safety and welfare of the residents of this state.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not require a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: The public benefit anticipated as a result of the proposal would be the increased teacher knowledge and skill in critical pedagogical competencies, leading to the anticipated growth in teacher readiness to meet the needs of Texas's diverse student population. The TEA staff determined there is an economic cost to persons required to comply with the proposal. Future teacher candidates seeking probationary or standard certification would be required to take the edTPA exam beginning in FY 2024. The edTPA exam requirement will increase the exam cost for the pedagogy certification exam by \$195. Based on 2020-2021 first attempt testing data, TEA staff anticipate administering 24,466 exams annually in FY 2024 onward, leading to a total additional cost of \$4,770,870 annually.

DATA AND REPORTING IMPACT: The proposal would have no new data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: The TEA staff has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period on the proposal begins March 18, 2022, and ends April 18, 2022. A form for submitting public comments is available on the TEA website at [https://tea.texas.gov/About_TEA/Laws_and_Rules/SBEC_Rules_\(TAC\)/Proposed_State_Board_for_Educator_Cert](https://tea.texas.gov/About_TEA/Laws_and_Rules/SBEC_Rules_(TAC)/Proposed_State_Board_for_Educator_Cert)

ification_Rules/. The SBEC will take registered oral and written comments on the proposal at the April 29, 2022 meeting in accordance with the SBEC board operating policies and procedures. All requests for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the Department of Educator Preparation, Certification, and Enforcement, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701, Attention: Ms. Emily Garcia, associate commissioner for educator preparation, certification, and enforcement, not more than 14 calendar days after notice of the proposal has been published in the Texas Register on March 18, 2022.

STATUTORY AUTHORITY. The amendment is proposed under Texas Education Code (TEC), §21.041(b)(1), (2), and (4), which require the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B; specify the classes of educator certificates to be issued, including emergency certificates; and specify the requirements for the issuance and renewal of an educator certificate; TEC, §21.044(a), which requires the SBEC to propose rules establishing training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program; TEC, §21.048, which states the SBEC shall propose rules prescribing comprehensive examinations for each class of certificate issued by the board that includes not requiring more than 45 days elapsing between examination retakes and that starting January 1, 2021, all candidates teaching prekindergarten through grade six must demonstrate proficiency in the science of teaching reading on a certification examination; TEC, §21.050(a), which states a person who applies for a teaching certificate must possess a bachelor's degree; TEC, §21.050(b), which states the SBEC shall provide for a minimum number of semester credit hours of field-based experience or internship; TEC, §21.050(c), which states a person who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under the TEC, §54.363, may not be required to participate in any field experience or internship consisting of student teaching to receive a teaching certificate; and TEC, §22.082, which requires SBEC to subscribe to the criminal history clearinghouse as provided by Texas Government Code, §411.0845, and may obtain any law enforcement or criminal history records that relate to a specific applicant for or holder of a certificate issued under Chapter 21, Subchapter B; and Texas Occupations Code, §54.003, which states a licensing authority shall provide accommodations and eligibility criteria for examinees diagnosed as having dyslexia.

CROSS REFERENCE TO STATUTE. The amendment implements Texas Education Code, §§21.041(b)(1), (2), and (4); 21.044(a); 21.048; 21.050; and 22.082; and Texas Occupations Code, §54.003.

<rule>

§230.21. Educator Assessment.

(a) A candidate seeking certification as an educator must pass the examination(s) required by the Texas Education Code (TEC), §21.048, and the State Board for Educator Certification (SBEC) in §233.1(e) of this title (relating to General Authority) and shall not retake an examination more than four times, unless the limitation is waived for good cause. The burden of proof shall be upon the candidate to demonstrate good cause.

(1) For the purposes of the retake limitation described by the TEC, §21.048, an examination retake is defined as a second or subsequent attempt to pass any examination required for the issuance of a certificate, including an individual core subject examination that is part of the overall examination required for the issuance of a Core Subjects certificate as described in §233.2 of this title (relating to Early Childhood; Core Subjects).

(A) A canceled examination score is not considered an examination retake.

(B) An examination taken by an educator during a pilot period is not considered part of an educator's five-time test attempt limit.

(C) Pursuant to TEC, §21.0491(d), the limit on number of test attempts does not apply to the trade and industrial workforce training certificate examination prescribed by the SBEC.

(D) A candidate who fails a computer- or paper-based examination cannot retake the examination before 30 days have elapsed following the candidate's last attempt to pass the examination.

(2) Good cause is:

(A) the candidate's highest score on an examination is within one conditional standard error of measurement (CSEM) of passing, and the candidate has completed 50 clock-hours of educational activities. CSEMs will be published annually on the Texas Education Agency (TEA) website;

(B) the candidate's highest score on an examination is within two CSEMs of passing, and the candidate has completed 100 clock-hours of educational activities;

(C) the candidate's highest score on an examination is within three CSEMs of passing, and the candidate has completed 150 clock-hours of educational activities;

(D) the candidate's highest score on an examination is not within three CSEMs of passing, and the candidate has completed 200 clock-hours of educational activities;

(E) if the candidate needs a waiver for more than one of the individual core subject examinations that are part of the overall examination required for the issuance of a Core Subjects certificate, the candidate has completed the number of clock-hours of educational activities required for each individual core subject examination as described in subparagraphs (A)-(D) of this paragraph up to a maximum of 300 clock-hours. The number of clock-hours for each examination may be divided equally based on the number of examinations in the waiver request, but the number of clock-hours for an examination shall not be less than 50; or

(F) if a CSEM is not appropriate for an examination, the TEA staff will identify individuals who are familiar and knowledgeable with the examination content to review the candidate's performance on the five most recent examinations, identify the deficit competency or competencies, and determine the number of clock-hours of educational activities required.

(3) Educational activities are defined as:

(A) institutes, workshops, seminars, conferences, interactive distance learning, video conferencing, online activities, undergraduate courses, graduate courses, training programs, in-service, or staff development given by an approved continuing professional education provider or sponsor, pursuant to §232.17 of this title (relating to Pre-Approved Continuing Professional Education Provider or Sponsor) and §232.19 of this title (relating to Approval of Private Companies, Private Entities, and Individuals as Continuing Professional Education Providers), or an approved educator preparation program (EPP), pursuant to §228.10 of this title (relating to Approval Process); and

(B) being directly related to the knowledge and skills included in the certification examination competency or competencies in which the candidate answered less than 70 percent of competency questions correctly. The formula for identifying a deficit competency is the combined total of correct answers for each competency on the five most recent examinations divided by the combined total of questions for each competency on the five most recent examinations.

(4) Documentation of educational activities that a candidate must submit includes:

(A) the provider, sponsor, or program's name, address, telephone number, and email address. The TEA staff may contact the provider, sponsor, or program to verify an educational activity;

(B) the name of the educational activity (e.g., course title, course number);

(C) the competency or competencies addressed by the educational activity as determined by the formula described in paragraph (3)(B) of this subsection;

(D) the provider, sponsor, or program's description of the educational activity (e.g., syllabus, course outline, program of study); and

(E) the provider, sponsor, or program's written verification of the candidate's completion of the educational activity (e.g., transcript, certificate of completion). The written verification must include:

(i) the provider, sponsor, or program's name;

(ii) the candidate's name;

(iii) the name of the educational activity;

(iv) the date(s) of the educational activity; and

(v) the number of clock-hours completed for the educational activity. Clock-hours completed before the most recent examination attempt or after a request for a waiver is submitted shall not be included. One semester credit hour earned at an accredited institution of higher education is equivalent to 15 clock-hours.

(5) To request a waiver of the limitation, a candidate must meet the following conditions:

(A) the candidate is otherwise eligible to take an examination. A candidate seeking a certificate based on completion of an EPP must have the approval of an EPP to request a waiver;

(B) beginning September 1, 2016, the candidate pays the non-refundable waiver request fee of \$160;

(C) the candidate requests the waiver of the limitation in writing on forms developed by the TEA staff; and

(D) the request for the waiver is postmarked not earlier than:

(i) 45 calendar days after an unsuccessful attempt at the fourth retake of an examination as defined in the TEC, §21.048; or

(ii) 90 calendar days after the date of the most recent denied waiver of the limitation request; or

(iii) 180 calendar days after the date of the most recent unsuccessful examination attempt that was the result of the most recently approved request for waiver of the limitation.

(6) The TEA staff shall administratively approve each application that meets the criteria specified in paragraphs (2)-(5) of this subsection.

(7) An applicant who does not meet the criteria in paragraphs (2)-(5) of this subsection may appeal to the SBEC for a final determination of good cause. A determination by the SBEC is final and may not be appealed.

(b) A candidate seeking a standard certificate as an educator based on completion of an approved EPP may take the appropriate certification examination(s) required by subsection (a) of this section only at such time as the EPP determines the candidate's readiness to take the examinations, or upon successful completion of the EPP, whichever comes first.

(c) The holder of a lifetime Texas certificate effective before February 1, 1986, must pass examinations prescribed by the SBEC to be eligible for continued certification, unless the individual has passed the Texas Examination of Current Administrators and Teachers (TECAT).

(d) The commissioner of education approves the satisfactory level of performance required for certification examinations, and the SBEC approves a schedule of examination fees and a plan for administering the examinations.

(e) The appropriate examination(s) required for certification are specified in the figure provided in this subsection. For issuance of a probationary or standard certificate in more than one certification category, a candidate must pass the appropriate pedagogy examination specified in the figure provided in this subsection for any one of the certificates sought.

Figure: 19 TAC §230.21(e) [~~Figure: 19 TAC §230.21(e)~~]

(f) Scores from examinations required under this title must be made available to the examinee, the TEA staff, and, if appropriate, the EPP from which the examinee will seek a recommendation for certification. Passing scores on an examination required under this section may be utilized for certification if the candidate is recommended for certification up to one year after the last operational date for the examination as prescribed in Figure: 19 TAC §230.21(e).

(g) The following provisions concern ethical obligations relating to examinations.

(1) An educator or candidate who participates in the development, design, construction, review, field testing, scoring, or validation of an examination shall not reveal or cause to be revealed the contents of the examination to any other person.

(2) An educator or candidate who administers an examination shall not:

(A) allow or cause an unauthorized person to view any part of the examination;

(B) copy, reproduce, or cause to be copied or reproduced any part of the examination;

(C) reveal or cause to be revealed the contents of the examination;

(D) correct, alter, or cause to be corrected or altered any response to a test item contained in the examination;

(E) provide assistance with any response to a test item contained in the examination or cause assistance to be provided; or

(F) deviate from the rules governing administration of the examination.

(3) An educator or candidate who is an examinee shall not:

(A) copy, reproduce, or cause to be copied or reproduced any test item contained in the examination;

(B) provide assistance with any response to a test item contained in the examination, or cause assistance to be provided;

(C) solicit or accept assistance with any response to a test item contained in the examination;

(D) deviate from the rules governing administration of the examination; or

(E) otherwise engage in conduct that amounts to cheating, deception, or fraud.

(4) An educator, candidate, or other test taker shall not:

(A) solicit information about the contents of test items on an examination that the educator, candidate, or other test taker has not already taken from an individual who has had access to those items, or offer information about the contents of specific test items on an examination to individuals who have not yet taken the examination;

(B) fail to pay all test costs and fees as required by this chapter or the testing vendor; or

(C) otherwise engage in conduct that amounts to violations of test security or confidentiality integrity, including cheating, deception, or fraud.

(5) A person who violates this subsection is subject to:

(A) sanction, including, but not limited to, disallowance and exclusion from future examinations either in perpetuity or for a period of time that serves the best interests of the education profession, in accordance with the provisions of the TEC, §21.041(b)(7), and Chapter 249 of this title (relating to Disciplinary Proceedings, Sanctions, and Contested Cases); and/or

(B) denial of certification in accordance with the provisions of the TEC, §21.041(b)(7), and Chapter 249 of this title; and/or

(C) voiding of a score from an examination in which a violation specified in this subsection occurred as well as a loss of a test attempt for purposes of the retake limit in subsection (a) of this section.