

SAN DIEGO CITY SCHOOLS

Date: April 7, 2005

To: Middle Level and Senior High School Principals

Subject: MAY 2005 MAKE-UP ADMINISTRATION OF CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

Department and/or Persons Concerned: Principals, Vice Principals, CAHSEE Site Test Coordinators and Head Counselors

Due Date: May 11, 2005

Reference: None

Action Requested: Administer California High School Exit Examination

Brief Explanation:

This circular provides background information and test administration details for the administration of the make-up California High School Exit Examination (CAHSEE).

A. Background

The CAHSEE Program was established by Senate Bill 2, O'Connell in spring 1999. The CAHSEE serves two purposes:

- 1) to improve student achievement in high school and
- 2) to help ensure that students who graduate from high school can demonstrate competency in the content standards for reading, writing, and mathematics adopted by the State Board of Education.

All students who will NOT receive a 2005 diploma will have to pass all sections of the CAHSEE to receive a high school diploma. It is essential that schools do everything possible to ensure that ALL students in the class of 2007 (this year's tenth grade students) take the test, including English learners and special education students. Students must have many opportunities to meet the CAHSEE requirement for a high school diploma and to receive appropriate instruction on the standards covered by the test.

The CAHSEE has two sections – an English-language arts (ELA) section and a Mathematics section. The ELA section of the test covers the California State English/Language Arts Content Standards through grade 10 and includes 79 multiple-choice questions and one essay question.

The reading portion of the test covers vocabulary, informational reading, and literary reading. The writing portion covers writing strategies, applications, and conventions. It will have one written response to either literature or an informational passage or to a writing prompt. The ELA examination will be administered on one day in two separate sessions. Sessions 1 and 2 are contained in the same test booklet, but Session 2 is sealed with a separate seal to keep students from working ahead.

The Mathematics section of the test covers the California State Mathematics Content Standards through Algebra I and consists of 92 multiple-choice questions. It includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra. Students must also demonstrate strong computational skills and a foundation in arithmetic, including working with decimals, fractions, and percentages. The Mathematics examination will be administered in one day in two separate sessions. Sessions 1 and 2 are contained in the same test booklet, but Session 2 is sealed with a separate seal to keep students from working ahead.

B. Testing Schedule

The following is the statewide testing administration schedule for the CAHSEE. **To ensure security of the test throughout the state, test sessions should start before 9 a.m. Test sites that must test outside of this window must contact the Testing Unit.**

English-Language Arts Make-up	Tuesday	May 10, 2005
Mathematics Make-up	Wednesday	May 11, 2005

C. Timing

In the following table, "approximate working time" refers to the time students are working on the test questions. "Approximate total administration time" is the sum of working time plus additional time for distributing and collecting test materials, as well as time used by students to complete the demographic information and evaluation questions on the answer document. The expectation is that most students will finish within these approximate testing times, but the exact length of each test session may vary from these times. The CAHSEE is an untimed test, but untimed does not mean unlimited time. Students should be allowed to take the time they need within the school day to finish the exam, but students may only have time beyond the regular school day if their IEP or 504 Plan specifies the need for such extra time. Sites should plan for a small overflow location for students who wish to continue on Session 1.

Assessment	Approximate Working Time	Approximate Total Administration Time
English-language arts - Session 1	2 hours	2 hours 30 minutes
English-language arts - Session 2	1 hour 30 minutes	2 hours
Mathematics - Session 1	1 hour 30 minutes	2 hours
Mathematics - Session 2	1 hour 30 minutes	2 hours

D. Who Must Test?

Schools must offer all grade 10 students who were absent for either the March 15, 2005 (ELA) or March 16, 2005 (Mathematics) administrations or students enrolled since these dates who were not administered the test in February or March at another California school the opportunity to take the CAHSEE, including English learners and special education students. **The records of students newly enrolled at a school following these dates must be checked to verify whether they were administered either the ELA or Mathematics portions or both at another California school in either February or March 2005. By law, students may only be administered the CAHSEE one time during the tenth grade year.**

English Learner (EL) Students

All EL students are required to take the CAHSEE. The district may defer the requirement for ELs to be tested for up to 24 months from their enrollment in a California public school, until the student has completed six months of instruction in reading, writing, and comprehension in English. The student must then pass the CAHSEE in English to receive a high school diploma.

Special Education Students and 504 Students

Special Education/504 students must pass the CAHSEE to receive a high school diploma. The CAHSEE may be administered with appropriate **accommodations** (see Attachment A) as required in each student's Individualized Education Program (IEP) or 504 Plan. Attachment A indicates the accommodations that the state considers not to modify what the test measures. Students may use these accommodations and the test administration is considered standard.

The following are NOT allowed because they have been determined to fundamentally alter what the test measures, and therefore are considered to be **modifications**.

- use of calculators or arithmetic tables on the math portion of the test
- audio or oral presentation of the English-language arts portion of the test
- use of sign language to translate questions on English-language arts portion of the test
- responding to writing item with a scribe that provides spelling, grammar, and language conventions
- use of dictionary

- responding to writing item with the use of a spellchecker, grammar checker, or word processing software that checks spelling and grammar
- use an assistive device that interferes with the independent work of the student

However, the State Board of Education has adopted a **waiver policy** to the CAHSEE that will allow students with disabilities to use necessary modifications when taking the test, thereby ensuring those students will have a full opportunity to earn a diploma. Under the waiver policy, only students with disabilities who have an IEP/504 Plan that clearly details their need for modification, will be able to use those modifications while taking the CAHSEE. Schools will then be permitted to apply to the district's Board of Education for a waiver (reference Administrative Procedure No. 4850) on behalf of students with disabilities who earn the equivalent of a passing score or above on one or both sections of the CAHSEE **with** the use of such modifications. If the waiver is approved by the district's Board of Education, the student will NOT have to re-take and pass that section of the CAHSEE to receive a high school diploma.

E. Administration of Examinations

It is imperative that all instructions in the *Annotated Test Site Coordinator's Manual* and the *Annotated Directions for Administration* be followed carefully. Note particularly those sections that describe testing and security procedures (including procedures for the safekeeping and accounting of all test materials). It is critical that persons administering the test are completely familiar with the directions in the manual for sorting, packaging, sealing, and returning CAHSEE tests to the Testing Unit. **Note that students who are absent or are assessed with the California Alternate Performance Assessment (CAPA) must be coded appropriately and included with your school's scorable materials. Students assessed with the CAPA do NOT meet the CAHSEE requirement.**

F. Certification of Security and State Required Information on Number of Students Tested

- The principal must complete and **sign (both the front and back)** the attached Certification/Apportionment Form (Attachment B) and return in the special GREEN envelope (which will be provided by the Testing Unit) along with:
 - all signed, original copies of the *CAHSEE Test Security Affidavits* (one for each person who had access to secure test materials at any time **and did not complete one for the March 2005 administration** -- see Attachment C),
 - a completed *Test Site Security Tracking Form*,
 - the "Principal's Certification and Apportionment Form" with both sides completed and **signed**.
- The Test Site Coordinator and the principal must sign the Certification/Apportionment Form.

- The Test Site Coordinator is also responsible for delivering and submitting the required documents described above (in the special GREEN envelope) to Testing Unit personnel at the same time as the site's CAHSEE test materials are delivered. **The GREEN envelope with these documents should not be packed in the carton(s) with other test materials.** Test Site Coordinators should make copies of these documents for their files.

G. Pick-Up and Return of Testing Materials

Schools will be notified of availability for pick-up of site materials upon district receipt of CAHSEE materials.

All scorable answer documents and all non-scorable materials are to be returned to the Testing Unit, Annex 10, by **4 p.m., Wednesday, May 11, 2005**. Each principal should complete all certification forms and return them according to the process outlined in the *Annotated Test Site Coordinator's Manual*.

Schools need to ensure that all directions in this circular, the *Annotated School Coordinator's Manual*, the *Annotated Directions for Administration*, and other materials provided by the state are closely followed to ensure correct processing and packaging of CAHSEE test materials.

School Coordinators should refer to the **After Testing** section of the *Annotated Test Site Coordinator's Manual* for complete return instructions for each individual CAHSEE test. **It is critical that persons administering the various tests are completely familiar with and follow the repackaging instructions in the manual. Remember:**

- **All student forms must include the student's official, complete, and correctly spelled first and last name (as in the district's Student Information System) and the correct 9-digit student ID number (leading zero, right justified; eg. 0021488123).**
- **Tests must be sorted and repacked correctly.**
- **Completed answer documents for Non-Resident Special Day Class (N-RSDC) students are packaged separately from Resident students.**
- **Answer documents for students tested with the CAPA are properly coded and included with your scorable documents.**
- **All scorable materials must be counted, verified, and banded together.**

H. Mandated Cost Activities Time Log

It is essential that all staff members, permanent or hourly, complete the Reimbursable Activities Time Log -- CAHSEE (Attachment D), if they had some association with the CAHSEE administration. This enables your site to receive 20 percent of the district's paid reimbursement claim that is attributable to your site's reimbursable activity for each state-mandated activity. In addition, your site will receive 100 percent of the time spent completing each time log. Note

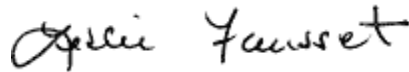
that on the bottom of each time log, there is a space to identify the time spent completing the form.

Contact the Mandated Cost Unit at (619) 725-7567 if you would like further information on the Mandate Reimbursement Program.

If you have any questions regarding information in this circular, contact Agnes Zufelt at (619) 725-7061 or azufelt@sandi.net, Nick Bohl at (619) 725-7068 or nbohl@sandi.net, or Bob Raines, the district CAHSEE coordinator, at (619) 725-7058 or braines@sandi.net.

Robert Raines
Program Manager
Testing Unit

APPROVED:



Leslie Fausset
Chief of Staff

Attachments (4)

Distribution: Lists B, E, and F

Test Variations/Accommodations/Modifications for Administration of California Statewide Assessments

Test Variation (1)/Accommodation (2)/ Modification (3)	CAT/6	STAR CST	SABE/2	CAHSEE	CELDT	Physical Fitness
Presentation						
Braille transcriptions provided by the test contractor	2	2	Not applicable	2	2	Not applicable
Large print versions	2	2	2	2	2	Not applicable
Test items enlarged if font larger than required on large print versions						
Visual magnifying equipment	1	1	1	1	1	Not applicable
Audio amplification equipment	1	1	1	1	1	1
Test administration directions that are simplified or clarified (does not apply to test questions)	ALL	ALL	ALL	ALL	ALL	ALL
Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)	1	1	1	1	1	1
Test questions read aloud to student or audio presentation (CD)	2 Math, Science	2 Math, Science, History-Social Science	2 Math	2 Math	2 Writing	Not applicable
	3 Reading, Language, Spelling	3 ELA	3 Reading, Language, Spelling	3 ELA	3 Reading	
Manually Coded English or American Sign Language to present test questions	2 Math, Science	2 Math, Science, History-Social Science	2 Math	2 Math	2 Writing	Not applicable
	3 Reading, Language, Spelling	3 ELA	3 Reading, Language, Spelling	3 ELA	3 Reading, Listening, Speaking	
Noise buffers (e.g., individual corral or study enclosure)	1	1	1	1	1	Not applicable
Special lighting or acoustics; special or adaptive furniture	1	1	1	1	1	Not applicable
Timing/Scheduling						
Extra time on a test within a testing day	2	ALL	2	ALL	ALL	ALL
Test over more than one day for a test or test part to be administered in a single sitting	2	2	2	2	2	Not applicable
Supervised breaks within a section of the test	2	2	2	2	2	Not applicable
Administer of the test at the most beneficial time of day to the student	2	2	2	2	2	2
Setting						
Test individual student separately, provided that a test examiner directly supervises the student	1	1	1	1	1	1
Test in small group	1	1	1	1	1	1
Test administered at home or in hospital by a test examiner	2	2	2	2	2	2

ALL = These test variations may be provided to all students.

Test Variation (1) = Eligible students may have testing variations if regularly used in the classroom.

Accommodation (2) = Eligible students shall be permitted to take the examination with **accommodations** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Modification (3) = For the **STAR** Program and **CELDT**, eligible students shall be permitted to take the tests with **modifications** if specified in the eligible student's IEP or Section 504 Plan. Eligible students shall be permitted to take the **CAHSEE** with **modifications** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Test Variations/Accommodations/Modifications for Administration of California Statewide Assessments

Test Variation (1)/Accommodation (2)/ Modification (3)	CAT/6	STAR CST	SABE/2	CAHSEE	CELDT	Physical Fitness
Response						
Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school	2	2	2	2	2	Not applicable
Responses dictated [orally, or in Manually coded English or American Sign Language] to a scribe for selected-response items (multiple-choice questions)	2	2	2	2	2	Not applicable
Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions	Not applicable	2	Not applicable	2	2	Not applicable
Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe, [audio recorder, or speech-to-text converter] (scribe provides spelling, grammar and language conventions).	Not applicable	3	Not applicable	3	3	Not applicable
Use of Aids or Tools						
Student marks in test booklet (other than responses)	2 Grades 4-11 For grades 2, 3 -- must be erased to avoid scanning interference	ALL Grades 4-11 1 for grades 2, 3 -- must be erased to avoid scanning interference	2 Grades 4-11 For grades 2, 3 -- must be erased to avoid scanning interference	ALL	ALL Grades 3-12 K-Grade 2: Red ball point pen only, test booklets may not be used again	Not applicable
Dictionary	3	3	3	3	3	Not applicable
Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)	Not applicable	2	Not applicable	2	2	Not applicable
Word processing software with spell and grammar check tools enabled on the essay responses (writing portion of test)	Not applicable	3	Not applicable	3	3	Not applicable
Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test)	2	2	2	2	2	Not applicable
Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses	3	3	3	3	3	Not applicable
Calculators on the mathematics or science tests	3	3	3	3	Not applicable	Not applicable
Arithmetic tables on the mathematics or science tests	3	3	3	3	Not applicable	Not applicable
Math manipulatives on the mathematics or science tests	3	3	3	3	Not applicable	Not applicable
Colored overlay, mask, or other means to maintain visual attention	1	1	1	1	1	Not applicable
Other						
Unlisted accommodation or modification	Call testing office	Call testing office	Call testing office	Call testing office	Call testing office	Call testing office

ALL = These test variations may be provided to all students.

November 23, 2004

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Accommodation (2) = Eligible students shall be permitted to take the examination with **accommodations** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Modification (3) = For the **STAR** Program and **CELDT**, eligible students shall be permitted to take the tests with **modifications** if specified in the eligible student's IEP or Section 504 Plan. Eligible students shall be permitted to take the **CAHSEE** with **modifications** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Test Variations for Administration California Statewide Assessments for English Learners*

Test Variation	STAR		CAHSEE	Physical Fitness
	CAT/6	CST		
Hear the test directions printed in the test administration manual translated into the student's primary language. Ask clarifying questions about the test directions in the student's primary language.	Variation Allowed	Variation Allowed	Variation Allowed	Variation Allowed
Additional supervised breaks within a testing day <u>or</u> following each section (STAR) within a test part provided that the test sections is completed within a testing day. A test section is identified by a "STOP" at the end of it.	Variation Allowed	Variation Allowed	Variation Allowed	Not Applicable
ELs may have the opportunity to be tested separately with other ELs provided that the student is directly supervised by an employee of the school who has signed the test security affidavit and the student has been provided such a flexible setting as part of his/her regular instruction or assessment.	Variation Allowed	Variation Allowed	Variation Allowed	Variation Allowed
Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.	Not allowed	Variation Allowed Math, science, history- social science	Variation Allowed	Not applicable
		Not allowed ELA		

November 23, 2004

* Because the CELDT is a test specifically for English Learners, there are no separate guidelines for administering the CELDT to this population. Please refer to the *Test Variations/Accommodations/Modifications for the Administration of California Statewide Assessments* for additional variations for all students, including English Learners.

California High School Exit Exam (CAHSEE) Reporting Form - May 2005

Each school **shall** report to the Testing Office information relevant to the numbers of students tested with the California High School Exit Examination (CAHSEE)

Categories		Grade 10 (Class of 2007)		Grade 11 (Class of 2006)		Grade 12		Adult Students**	
		English-Lang. Arts	Mathematics	English-Lang. Arts	Mathematics	English-Lang. Arts	Mathematics	English-Lang. Arts	Mathematics
A	Total Number of Eligible¹ Students Enrolled at your site								
B	Number from A that are <u>Non-Resident Special Day Class²</u> (N-RSDC) students								
C	Number of N-RSDC students who were administered the CAPA								
D	Number of N-RSDC English Learners who Have Had the CAHSEE Requirement Deferred								
E	Number of N-RSDC Students ABSENT on THIS PART of CAHSEE (Score Code = A³)								
F	Number of N-RSDC Students who CHEATED on THIS PART of CAHSEE (Score Code = I³)								
G	Number of N-RSDC Students TESTED on THIS PART of CAHSEE (Score Code = S³)								
H	Number of N-RSDC SCANNABLE Student Answer Documents⁴ (UNDUPLICATED COUNT) -- Place in special envelope provided by Testing Unit								
I	Number of Resident Eligible¹ Students (This is box A - box B)								
J	Number of Resident students who were administered the CAPA								
K	Number of Resident English Learners who Have Had the CAHSEE Requirement Deferred								
L	Number of Resident Students ABSENT on THIS PART of CAHSEE (Score Code = A²)								
M	Number of Resident Students who CHEATED on THIS PART of CAHSEE (Score Code = I²)								
N	Number of Resident Students TESTED on THIS PART of CAHSEE (Score Code = S²)								
O	Number of Resident SCANNABLE Student Answer Documents⁴ (UNDUPLICATED COUNT -- Should equal the number on SGIS)								

¹ Students who were absent on March 15, 2005 (ELA) and/or March 16, 2005 (Mathematics) or students enrolled since these dates who were not administered the test in February or March at another California school.

² **Remember, it is your responsibility to separate any Non-Resident Special Day Class answer documents from your resident student answer documents, and hand return in the special NON-RESIDENT SPECIAL DAY CLASS envelope.**

³ See ANNOTATED *Test Site Coordinator's Manual*.

⁴ Each student/answer document is counted one time regardless of how many exams or parts of exams were taken.

Complete all appropriate boxes. **Submit this form (properly completed) at the time CAHSEE materials are delivered on May 11.** Place this form in the **GREEN ENVELOPE**. Do not pack green envelope containing this form inside the box(es) of scorable answer sheets. Retain a copy of this form.

School: _____

Principal Signature: _____

Date: _____

CAHSEE Test Site Coordinator's Signature: _____

**California High School Exit Examination
Test Security Affidavit**

I acknowledge that I will have access to the examination and test materials for the purpose of administering the examination. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

- (1) I will not divulge the contents of the examination to any other person through verbal, written, or any other means of communication.
- (2) I will not copy any part of the examination or test materials.
- (3) I will keep the examination secure until the examination is actually distributed to eligible pupils or eligible adult students.
- (4) I will limit access to the examination and test materials by test examinees to the actual testing periods when they are taking the examination.
- (5) I will collect and account for all materials following each examination and will not permit eligible pupils or eligible adult students to remove examinations or test materials from the room where testing takes place.
- (6) I will not review any test questions, passages, or other test items with eligible pupils or eligible adult students before, during, or after the examination.
- (7) I will return all examinations and test materials to the designated test site coordinator upon completion of the examination.
- (8) I will not interfere with the independent work of any eligible pupil or eligible adult student taking the examination and I will not compromise the security of the examination by any means including, but not limited to:
 - (A) Providing eligible pupils or eligible adult students with access to examination questions prior to testing.
 - (B) Copying, reproducing, transmitting, distributing or using in any manner inconsistent with test security all or any section of any secure examinations or test materials.
 - (C) Coaching eligible pupils or eligible adult students during testing or altering or interfering with the pupil's or adult student's responses in any way.
 - (D) Making answer keys available to eligible pupils or eligible adult students.
 - (E) Failing to follow security rules for distribution and return of secure examinations and test materials as directed, or failing to account for all secure examinations and test materials before, during, and after testing.
 - (F) Failing to follow test administration directions specified in test administration manuals.
 - (G) Participating in, directing, aiding, counseling, assisting in, or encouraging any of the acts prohibited in this section.
- (9) I will administer the examination in accordance with the directions for administration set forth in the test contractor's manuals for administration of the examination.
- (10) I have been trained to administer the examination.

Signed: _____

Date: _____

Print Name: _____

Position: _____

School: _____

District: San Diego Unified School District

This form may be photocopied.

San Diego Unified School District
 Finance Division
 Mandated Cost Unit

(PLEASE CALL THE DISTRICT'S MANDATED COST UNIT AT (619) 725-7567 FOR INFORMATION ON THE REIMBURSEMENT INCENTIVE PROGRAM)

REIMBURSABLE ACTIVITIES TIME LOG - California High School Exit Exam (CAHSEE)

Employee Name: _____

(PLEASE PRINT)

Site: _____

Month: _____

Please note the time spent on each activity under the corresponding date.

PLEASE INDICATE WHETHER MINUTES OR HOURS.

"Proposed" Activity Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1																															
2																															
3																															
4																															
5																															
6																															
7																															
8																															

Training- Please use separate Staff Training Log for training of school district personnel for test administration.

- Code 1 Policies and Procedures:** Preparing, adopting, and revising policies for the administration of the test, maintenance of proper security and processing of all materials.
- Code 2 Training:** Training district personnel on the proper testing procedures and security of the test, the maintenance, dissemination and interpretation of test data, and the recording and retention of pupil test records.
- Code 3 Test Materials:** Acquiring test program materials, supplies, and/or equipment including contracting with test publisher, inventorying, distributing test materials, collecting, processing, and shipment of used and unused materials.
- Code 4 Test Security:** Designating district and site coordinators, distributing and collecting security agreements, and allocating resources and personnel to transport, store, and secure test materials.
- Code 5 Students Assessed:** Determining students to be assessed and assuring proper accommodations and/or alternative assessments are provided to students with exceptional needs.
- Code 6 Administration:** Planning, conducting and monitoring administration of test during appropriate testing window(s) and in accordance with procedures developed by publisher and Testing Unit.
- Code 7 Reporting and Record-Keeping:**
 - A. Entering test scores into individual pupil records prior to subsequent tests administered. Analyze test results for possible errors.
 - B. Reporting test results to staff and parents within 30 days of test in English and the native language of the parents.
 - C. Providing the publisher of test with test results for each pupil tested, requesting additional test result reports from central office as needed.
- Code 8 Supplemental Instruction:** Restructuring academic offerings to provide supplemental instruction to any student who has not demonstrated the skills necessary to succeed on the CAHSEE.

The State of California requires that school district personnel maintain a record of time spent on mandates in order for the district to receive reimbursement. Your signature on this form certifies your participation in the activity and that you have reported actual time.

Please circle the number of minutes spent filling out this log:

Employee Signature: _____ **Date:** _____ 1 Minute 5 Minutes 10 Minutes 15 Minutes Other: _____

Please return the completed form to: Mandated Cost Unit, Room # 3159, Ed Center

