

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**Date:** December 19, 2014

**To:** Senior High School Principals

**Subject:** FEBRUARY 2015 ADMINISTRATION OF CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE) – GRADE 12 (CLASS OF 2015) AND ADULT EDUCATION STUDENTS ONLY

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

**Due Date:** February 4, 2015

**Reference:** None

**Action Requested:** Administer California High School Exit Examination (CAHSEE)

**Attachments:**

- A. Testing Variations, Accommodations, and Modifications
- B.1. Principal’s Certification Form
- B.2. CAHSEE Apportionment Form
- C. CAHSEE Test Security Affidavit
- D. Reimbursable Activities Training Time Log for School Sites

**Brief Explanation:**

This circular provides background information and test administration details for the 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.
- 2) To 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, except those with disabilities, must pass both sections of the CAHSEE to be eligible to receive a high school diploma. Students with disabilities who have an Individual Education Program (IEP) or Section 504 Plan may satisfy the CAHSEE requirement by meeting the exemption requirements pursuant to California Education Code Section 60852.3. However, for all other students in Grade 12 (students in the class of 2015) and adult education students, it is essential that schools do everything possible to ensure students who have not previously passed both sections of the CAHSEE take the test. Students must have many opportunities to meet the CAHSEE requirement for a high school diploma and must 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 includes one written response to either literature, 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, so test administrators must ensure that students do not work 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, algebra, and mathematical reasoning. 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 on one day in two separate sessions. Sessions 1 and 2 are contained in the same test booklet, so test administrators must ensure that students do not work ahead.

## B. Testing Schedule

The following is the statewide testing schedule for the February administration of CAHSEE. To ensure security of the test throughout the state, test sessions should start before 9:00 a.m. Test sites that must test outside of this window must contact the Assessment Services Department.

Test Section	Date
English Language Arts	February 3, 2015 (Tuesday)
Mathematics	February 4, 2015 (Wednesday)

## C. Timing

In the table below, "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. 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 12 students (students in the class of 2015) and adult education students who have not previously passed both sections of the CAHSEE, the opportunity to take those sections not passed. The February 2015 administration is **not for students in Grade 10** (class of 2017) **or Grade 11** (class of 2016).

##### **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 students have completed six months of instruction in reading, writing, and comprehension in English. Students must then pass the CAHSEE in English to receive a high school diploma.

##### **Special Education Students and 504 Students**

As stated earlier, students with disabilities who have an IEP or Section 504 Plan may satisfy the CAHSEE requirement by meeting the exemption requirements pursuant to California Education Code Section 60852.3. Grade 12 students and adult education students with disabilities may still participate in the February CAHSEE administration if they desire. The CAHSEE may be administered with appropriate accommodations or modifications (see Attachment A) as required in each student's IEP or 504 Plan.

#### **E. Administration of Examinations**

It is imperative that all instructions in the *Test Site Coordinator's Manual* and the *Directions for Administration* are 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 Assessment Services. Examiners must read the "say" items in the *Directions for Administration* **verbatim** to students.

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

The principal must complete and sign both pages of the attached Certification/Apportionment form (Attachments B1 and B2) and return it in the **green** envelope (provided by Assessment Services) 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 – see Attachment C). The site test coordinator must also sign the Certification and Apportionment forms. The **green** envelope with these documents should **not** be packed in the carton(s) with other test materials. Site test coordinators should make copies of these documents for their files.

Student names, grade levels, ID numbers, and reasons for returning completed and pre-identified answer documents with **nonscorable** materials must be listed in the table on the bottom of Attachment B2. Educational Testing Service (ETS), the state contractor for the CAHSEE Program, charges \$450 per student if a completed answer document is found in a

site's **nonscorable** materials and the school indicates that it needs to be scored. Completion of this grid will allow Assessment Services to accurately advise ETS if this situation occurs.

### **G. Pick-Up and Return of Testing Materials**

Schools will be notified when CAHSEE materials are available for pick up.

All test materials are to be returned to the Assessment Services Processing Center, Annex 3, by 4:30 p.m., Wednesday, February 4, 2015. School coordinators should refer to the **After Testing** section of the *Test Site Coordinator's Manual* for complete return instructions for each individual CAHSEE test. It is critical that test coordinators are completely familiar with and follow the repackaging instructions in the manual.

### **H. Mandated Costs Reimbursement Activities**

All staff members (except teachers), permanent or hourly, must complete the "Mandate Timekeeper," which is a web-based program for collecting time spent on mandated activity if they had some association with the CAHSEE administration. Paper training logs should still be completed and submitted to the Mandated Costs Unit as supporting documentation (Attachment D). This enables sites to receive fifty (50) percent of the District's paid reimbursement claim for each state-mandated activity. CAHSEE time can be recorded at [www.axiomadvisors.net](http://www.axiomadvisors.net).

For additional mandated costs questions, the Mandated Costs Unit can be reached at (619) 725-7613 or via email at [mandatedcosts@sandi.net](mailto:mandatedcosts@sandi.net).

If you have any questions regarding information in this circular, contact Sonya Hill at (619) 725-7061 or [shill1@sandi.net](mailto:shill1@sandi.net), or Erin Gordon, the District CAHSEE Coordinator, at (619) 725-5687 or [egordon@sandi.net](mailto:egordon@sandi.net).

Erin Gordon  
Director  
Assessment Services

APPROVED:



Jim Solo  
Executive Director  
Office of Leadership and Learning

Attachments (6)

Distribution: Lists B, E, and F

2014-15 Testing Variations, Accommodations, and Modifications for Administration of CAHSEE, CELDT, and the Physical Fitness Test

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

## 2014-15 Testing Variations, Accommodations, and Modifications for Administration of CAHSEE, CELDT, and the Physical Fitness Test

Test Variation (1) Accommodation (2) Modification (3)	CAHSEE	CELDT	Physical Fitness Test
<b>Response</b>			
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	Not Applicable
Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items	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	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)	3	3	Not Applicable
<b>Use of Aids or Tools</b>			
Student marks in test booklet (other than responses) including highlighting	ALL	ALL Marked test booklets may not be used again	Not Applicable
Dictionary	3	3	Not Applicable
Word processing software with spell and grammar check tools turned <b>off</b> for the essay responses (writing portion of the test)	2	2	Not Applicable
Word processing software with spell and grammar check tools <b>enabled</b> on the essay responses (writing portion of test)	3	3	Not Applicable
Assistive device that does <b>not interfere</b> with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test)	2	2	Not Applicable
Assistive device that <b>interferes</b> with the independent work of the student on the multiple-choice and/or essay responses	3	3	Not Applicable
Calculator on the mathematics tests	3	Not Applicable	Not Applicable
Calculator on the science tests	Not Applicable	Not Applicable	Not Applicable

**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 **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.

2014-15 Testing Variations, Accommodations, and Modifications for Administration of CAHSEE, CELDT, and the Physical Fitness Test

Test Variation (1) Accommodation (2) Modification (3)	CAHSEE	CELDT	Physical Fitness Test
Arithmetic table or formulas (not provided) on the mathematics tests	3	Not Applicable	Not Applicable
<b>Use of Aids or Tools, Continued</b>			
Arithmetic table or formulas (not provided) on the science tests	Not Applicable	Not Applicable	Not Applicable
Math manipulatives on the mathematics tests	3	Not Applicable	Not Applicable
Math manipulatives on the science tests	Not Applicable	Not Applicable	Not Applicable
Colored overlay, mask, or other means to maintain visual attention	1	1	Not Applicable
<b>Other</b>			
Unlisted accommodation or modification	Call Assessment Services	Call Assessment Services	Call Assessment Services

**Test Variations for Administration of California Statewide Assessments for English Learners\***

Test Variation	CAHSEE	Physical Fitness
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
Additional supervised breaks within a testing day or following each section (STAR) within a test part provided that the test section is completed within a testing day. A test section is identified by a "STOP" at the end of it.	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
Access to translation glossaries/word lists (English-to- primary language). Glossaries/word lists shall not include definitions or formulas.	Variation Allowed	Not Applicable

**\*Because the CELDT is specifically for English learners, there are no separate guidelines for administering the CELDT to this population. Please refer to the previous table for additional variations for all students, including English learners.**

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 **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.

SAN DIEGO UNIFIED SCHOOL DISTRICT  
Office of Leadership and Learning  
Assessment Services

**CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)  
February 2015**

**PRINCIPAL'S CERTIFICATION TO SUPERINTENDENT  
OF PROPER TEST ADMINISTRATION**

I certify that **only** students in Grade 12 (students in the class of 2015) and/or eligible adult education students at \_\_\_\_\_ School were administered the California High School Exit Examination (CAHSEE) on the state-mandated dates of February 3 and 4, 2015, and that:

- “California High School Exit Examination Test Security Affidavits” were completed by all individuals given access to secure test materials.
- Security procedures required by the CAHSEE Program were followed, and all test materials have been accounted for and properly packaged for return to the publisher.
- State regulations and district criteria were used to determine students exempt from testing.
- State regulations and district criteria were used to determine appropriate accommodations/modifications provided to special education and 504 students.
- All students used a #2 pencil.
- Certificated personnel charged with the responsibility of administering the tests received instruction in the proper procedures.
- Proper procedures as outlined in the *Directions for Administration* were followed.
- All test materials were returned by the Site Test Coordinator or designated staff member who has signed the *Test Security Affidavit*.
- An accurate accounting of the number of pupils tested is on the second page of this document **which I have also signed**.

\_\_\_\_\_ Signed: \_\_\_\_\_  
(Date) (Principal)

Site Test Coordinator to contact if there are any questions regarding the answer documents:

Name \_\_\_\_\_ Phone Number \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_

**Note:** This form must be submitted at the time CAHSEE materials are turned in to the Assessment Services Department, Annex 3, no later than 4:30 p.m. on February 4, 2015. Place this form in the **green** envelope. Do not pack the **green** envelope containing this form inside the box(es) of scorable answer sheets. Retain copies of the form for your school’s files.





## 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 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.*

