

ADMINISTRATIVE CIRCULAR NO. 49

Office of the Deputy Superintendent

SAN DIEGO UNIFIED SCHOOL DISTRICT

Date: December 5, 2008

To: Senior High School Principals

Subject: FEBRUARY 2009 ADMINISTRATION OF CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE) – GRADE 12 AND ADULT EDUCATION STUDENTS ONLY

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

Due Date: February 4, 2009

Reference: Administrative Procedure 4850

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

Attachments:

- A. Test Variations/Accommodations/Modifications for Administration of California Statewide Assessments
- B. Principal's Certification of Proper Test Administration and CAHSEE Apportionment Form
- C. Test Security Affidavit
- D. Reimbursable Activities Time Log

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) Improving student achievement in high schools, and
- 2) Ensuring 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 graduating after July 1, 2005 must pass both sections of the CAHSEE to be eligible to receive a high school diploma. It is essential that schools do everything possible to ensure that ALL students in Grade 12 (students in the class of 2009) and Adult Education students who have not previously passed both sections of the CAHSEE 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 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 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 and includes 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 has a separate seal to 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, 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 on one day in two separate sessions. Sessions 1 and 2 are contained in the same test booklet, but Session 2 has a separate seal to 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 needing to test outside of this window must contact the Assessment Services Department.**

Test Section	Date
English Language Arts	February 3, 2009 (Tuesday)
Mathematics	February 4, 2009 (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 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 12 students (students in the class of 2009) and Adult Education students who have not previously passed both sections of the CAHSEE, including English Learners and special education students, the opportunity to take those sections not passed. Adult Education students are allowed **ONLY** three attempts to pass the CAHSEE during a school year, however, those attempts may be on consecutive administrations. **The February 2009 administration is ONLY available to these previously-mentioned students and is NOT for students in Grade 10 or Grade 11.**

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

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 has determined do not modify what the test measures. Students may use the accommodations, and the test administration is considered standard.

The following 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 Mathematics 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 the English Language Arts portion of the test
- Responding to the writing item with a scribe that provides spelling, grammar, and language conventions
- Use of a dictionary
- Responding to the writing item with the use of a spellchecker, grammar checker, or word processing software that checks spelling and grammar
- Use of an assistive device that interferes with the independent work of the student

The State Board of Education has adopted a **waiver policy** to the CAHSEE that allows 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, a student with a disability who has an IEP/504 Plan that clearly details his/her need for a modification(s), will be able to use that modification(s) while taking the CAHSEE. On behalf of the parents, 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 Assessment Services. Teachers/Examiners **MUST** read the "SAY" items in **bold** in the *Annotated Directions for Administration* **word-for-word** 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/Appointment Form (Attachment B) and return it in the special 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 "Principal's Certification and Apportionment Form" with both sides **completed and signed**.
- The Site Test Coordinator must also sign the Certification/Appointment Form.
- The Site Test Coordinator is also responsible for delivering and submitting the required documents described above (in the special GREEN envelope) to Assessment Services 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.** Site Test Coordinators should make copies of these documents for their files.

Student names, grade levels, ID numbers, and reason for returning completed answer document with NONSCORABLE materials must be listed on the grid on Attachment B. Educational Testing Service (ETS), the state contractor for the CAHSEE Program, charges \$450 per student if a completed answer document is found in a district's NONSCORABLE materials and the district indicates that it needs to be scanned and scored. Completion of this grid will allow Assessment Services to accurately advise ETS if this situation occurs. **If a completed answer document is found with a school's NONSCORABLE materials and the school has NOT provided information regarding the reason, Assessment Services will assume that the document needs to be scored and the school will be charged accordingly.**

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 Assessment Services Processing Center, Annex 10, by **4:30 p.m., Wednesday, February 4**. 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 *School Coordinator's Manual*, 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. Please remember the following:**

- **All student forms must include the student's official, complete, and correctly spelled first and last name (as it is in the district's Student Information System) and the correct 9-digit or 5-digit student ID number (leading zero, right justified; e.g., 021490123) and the correct 10-digit statewide identifier (SSID) number.**
- **Tests must be sorted and repacked correctly.**
- **All materials must be counted, verified, and banded together.**

H. Mandated Cost Activities Time Log

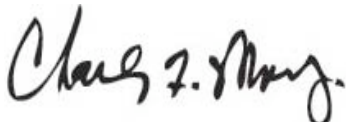
It is essential that all staff members (except teachers), permanent or hourly, complete the Reimbursable Activities Time Log – CAHSEE (Attachment D) if they had some association with the CAHSEE administration. This enables your site to receive fifty (50) percent of the District's paid reimbursement claim 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. CAHSEE Time and Training logs can also be found at the Mandated Cost web site - http://www.sandi.net/depts/mandated_cost/index.html

Contact the Mandated Cost Unit at (619) 725-4567 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, or Erin Gordon, the District CAHSEE Coordinator, at (619) 725-5687 or egordon@sandi.net.

Erin Gordon
Director
Assessment Services

APPROVED:



Chuck Morris
Deputy Superintendent

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)	STAR						Physical Fitness
	CAT/6 Survey	CST	STS	APRENDA 3	CAHSEE	CELDT	
Presentation							
Braille transcriptions provided by the test contractor	2	2	2	2	2	2	Not applicable
Large print versions	2	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	1	Not applicable
Audio amplification equipment	1	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	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	1
Test questions read aloud to student or audio presentation (CD)	2 Math	2 Math, Science, History-Social Science	2 Math	2 Math	2 Math	2 Writing	Not applicable
	3 Reading, Language, Spelling	3 ELA	3 Reading, Language, Spelling	3 Reading, Language, Spelling	3 ELA	3 Reading	
Manually Coded English or American Sign Language to present test questions	2 Math	2 Math, Science, History-Social Science	Not applicable	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	1	Not applicable
Special lighting or acoustics; special or adaptive furniture	1	1	1	1	1	1	Not applicable
Timing/Scheduling							
Extra time on a test within a testing day	2	ALL	ALL	ALL	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	2	Not applicable
Supervised breaks within a section of the test	2	2	2	2	2	2	Not applicable
Administration of the test at the most beneficial time of day to the student	2	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	1
Test in small group	ALL	ALL	ALL	ALL	ALL	ALL	ALL
Test administered at home or in hospital by a test examiner	2	2	2	2	2	2	2
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	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	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	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	Not applicable	3	3	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 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)	STAR				CAHSEE	CELDT	Physical Fitness
	CAT/6 Survey	CST	STS	APRENDA 3			
Use of Aids or Tools							
Student marks in test booklet (other than responses) including highlighting	ALL For Grade 3, marks must be erased to avoid scanning interference or transcribe	ALL For Grades 2 & 3, marks must be erased to avoid scanning interference or transcribe	ALL For Grades 2 & 3, marks must be erased to avoid scanning interference or transcribe	ALL	ALL	ALL For Grades K-2: Red ball point pen only, test booklets may not be used again	Not applicable
Dictionary	3	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	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	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	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	3	Not applicable
Calculator on the mathematics tests	3	3	3	ALL For Grades 9-11 and Problem Solving section in Grade 8 3 All other sections	3	Not applicable	Not applicable
Calculator on the science tests	Not applicable	3	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Arithmetic table or formulas (not provided) on the mathematics tests	3	3	3	3	3	Not applicable	Not applicable
Arithmetic table or formulas (not provided) on the science tests	Not applicable	3	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Math manipulatives on the mathematics tests	3	3	3	3	3	Not applicable	Not applicable
Math manipulatives on the science tests	Not applicable	3	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Colored overlay, mask, or other means to maintain visual attention	1	1	1	1	1	1	Not applicable
Other							
Unlisted accommodation or modification	Call Assessment Services	Call Assessment Services	Call Assessment Services	Call Assessment Services	Call Assessment Services	Call Assessment Services	Call Assessment Services

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 for Administration California Statewide Assessments for English Learners*

Test Variation	STAR		CAHSEE	Physical Fitness
	CAT/6 Survey	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 section 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 for ELA		

January 2008

* Because the CELDT and STS are tests specifically for English Learners, there are no separate guidelines for administering the CELDT or STS 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.

SAN DIEGO UNIFIED SCHOOL DISTRICT
 Office of the Deputy Superintendent
 Assessment Services

**CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)
 February 2009**

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

I certify that **only** students in Grade 12 (students in the class of 2009) 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, 2009, 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**.

 (Date) Signed: _____
(Principal)

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

Name _____ Phone Number _____

Note: This form must be submitted at the time CAHSEE materials are turned in to the Assessment Services Processing Center, **ANNEX 10**, no later than 4:30 p.m. **on February 4, 2009**. 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 Exam (CAHSEE) Apportionment Form - February 2009

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

Categories	Grade 10				Grade 11				Grade 12				Adult Education Students					
	NEED ELA ONLY	NEED MATH ONLY	NEED BOTH ELA AND MATH		NEED ELA ONLY	NEED MATH ONLY	NEED BOTH ELA AND MATH		NEED ELA ONLY	NEED MATH ONLY	NEED BOTH ELA AND MATH		NEED ELA ONLY	NEED MATH ONLY	NEED BOTH ELA AND MATH			
			ELA	MATH			ELA	MATH			ELA	MATH			ELA	MATH		
A	Number of Students Eligible ¹ (Grade 12 and Adult Education Only)				NO GRADE 10 TESTING!				NO GRADE 11 TESTING!									
B	Students ABSENT on THIS PART of CAHSEE (Box 3 = A ²)																	
C	Students in GRADE 10 absent due to significant medical emergency (Box 3 = E ²)																	
D	Number of Students who CHEATED on THIS PART of CAHSEE (Box 3 = F ²)																	
E	Students who refused to attempt any part of the exam (Box 3 = Z ²)																	
F	Students in GRADE 10 assessed with the CAPA (Box 3 = Z ²)																	
G	Students in GRADE 10 tested in a different district for the census administration (Box 3 = T ²)																	
H	English Learners who Have Had the CAHSEE Requirement Deferred (Box 3 = S ²)																	
I	Students who have previously passed this part (Box 3 = R ²)																	
J	Number of Students TESTED on THIS PART OR BOTH PARTS OF CAHSEE (Box 3 = S ²)																	
K	Total Count of SCANNABLE Student Answer Documents ³ (UNDUPLICATED COUNT – Should equal the number on SGID)																	
L	Count of Pre-ID Student Answer Documents and Answer Documents with hand-gridded demographic information returned with NONSCORABLE materials (list students below and the reason answer document is in the NONSCORABLES)																	

¹ Eligible students are ALL Grade 12 and Adult Education students who have not previously passed both sections of the CAHSEE.

² See ANNOTATED *Test Site Coordinator's Manual*.

³ Each student/answer document is counted one time regardless of how many exams or parts of exams were taken.

Student Name	Grade	ID Number	Reason for Returning VOIDED ANSWER DOCUMENT with NONSCORABLE Materials

ATTACH ADDITIONAL SHEET IF NECESSARY

Complete all appropriate boxes. **Submit this form (properly completed) at the time CAHSEE materials are delivered on February 4.** 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.

MONTHLY REIMBURSABLE ACTIVITIES TIME LOG FOR SCHOOL SITES
California High School Exit Exam (CAHSEE)

For District Use Only Entered by _____

Employee Name: _____ **School:** _____ **Month:** _____ **Year:** _____

Please note the time spent on each activity under the corresponding date. **PLEASE INDICATE WHETHER MINUTES OR HOURS.**

Activity Codes	DATE	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
	---->																															
A																																
B																																
C																																
D																																

Activity Code Descriptions:

- A Determining English Language Skills:** Determining whether English-learning students possess sufficient English language skills at the time of the CAHSEE to be assessed.
- B Training: (Only non-teacher time is reimbursable)** Training test examiners either by a test site coordinator or district coordinator.
- C CAHSEE Administration: (Only non-teacher time is reimbursable)**
 - Maintaining a record of all 10th grade students who were absent for the March test cycle of the CAHSEE and will need to take the make-up exam in May.
 - Entering CAHSEE data into a transfer student's permanent record.
 - Designating a test site coordinator. Determining site examination and test material needs and arranging for test administration at the site.
 - Accurately identifying eligible students who take the CAHSEE at the test site through the use of photo-identification or positive recognition by the test examiner.
 - Collecting and returning all testing materials and certifications to the CAHSEE district coordinator and assisting in the resolution of any discrepancies.
- D Test Security/Cheating: (Only non-teacher time is reimbursable)**
 - Ensuring that strict supervision is maintained over each student being administered the CAHSEE, both while in the testing room and during any breaks.
 - Limiting access to the CAHSEE to students taking it and employees responsible for its administration.
 - Obtaining the signatures of all persons having access to the CAHSEE on the 'CAHSEE Test Security Agreement' and maintaining a file of their names.
 - Monitoring and tracking test inventory using appropriate control forms and delivering the exams and test materials to those actually administering the exam on the date of testing.
 - Providing secure transportation for test materials and assuring their security until they have been inventoried, accounted for, and delivered to the test examiners.
 - Notifying each eligible student before administration of the CAHSEE of the consequences of cheating and dealing with any student found cheating or assisting others in cheating.

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 indicate the number of minutes spent filling out this log:

Employee Signature: _____ **Date:** _____ 1 Min. 5 Min. 10 Min. 15 Min. Other: _____

Please return the completed form to: Mandated Cost Unit, Room # 3160, Ed Center

(PLEASE CALL THE DISTRICT'S MANDATED COST UNIT AT (619) 725-7568 FOR INFORMATION ON THE REIMBURSEMENT INCENTIVE PROGRAM)

San Diego Unified School District
 Office of Resource Development
 Mandated Cost Unit

For District Use Only
 Entered by _____

REIMBURSABLE ACTIVITIES TIME LOG FOR SCHOOL SITES
California High School Exit Exam Training (CAHSEE)

Trainer's name: _____		Trainer's Title: _____	
School: _____		Trainer's Empl ID#: _____	
Total Training Time: _____ minutes			
Date	Staff Attending Training		
	Staff Name (<i>Printed</i>)	Staff Name (<i>Signed</i>)	Position

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.