

California High School Exit Examination

Directions for Administration

July 2009—May 2010



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IMPORTANT REMINDERS

- Grade ten students should only be tested during the census and make-up administrations in February, March, and May. For more information regarding test scheduling, please go to the California Department of Education (CDE) CAHSEE Administrative Documents Web page at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>.
- Separate grades ten, eleven, twelve, and adult student answer documents.
- Each grade has a separate *School and Grade Identification Sheet* (SGID):
 - Grade ten–purple
 - Grade eleven– orange
 - Grade twelve– blue/teal
 - Adult–green
- The *Test Administration Incident Report Form* should not be returned to ETS or the CAHSEE Processing Center. These completed forms are to stay at the test site or district office as documentation.
- The *Test Security Breach Report Form* must be returned to the district coordinator immediately. The completed form will be shared with ETS and its Office of Testing Integrity.
- The CAHSEE should be administered in an environment that does not detract from the students' opportunity for optimal performance. All students should be treated fairly and courteously.
- If a student records his or her answers in the test booklet, such as in a large print or braille booklet, the student's responses must be transcribed onto a standard scannable answer document before submission to the CAHSEE Processing Center.
- Do NOT remove any pages from the answer document because answer documents with missing pages cannot be processed.
- Please see pages 9–12 for information on completing the demographic fields.
- All of the demographic fields may be completed before or after testing except the Score Codes (Box 3), Accommodations and Modifications (Box 13), and English Learner Test Variations (Box 18), which must be completed after testing. Please see pages 15–20 of this manual for further instructions.

- Answer document changes:
 - Please note that the layout on Page 2 of the answer document has changed. Required data and numbering remains the same.
 - Box 6 – grid “Yes” if Hispanic or Latino. Will default to “No” if left blank.
 - Box 7 – grid the appropriate circle(s) for all applicable groups. Must grid at least one race/ethnicity in Box 7.
 - Note that starting with the 2009–2010 administrations, the “Decline to state” option is no longer available. Information about the New Federal Standards for Collecting and Reporting Race and Ethnicity Categories may be found at <http://www.cde.ca.gov/ds/td/lo/refaq.asp#q14>.
 - Box 24 – American Indian Education has been deleted.

INTRODUCTION

Passing the *California High School Exit Examination (CAHSEE)* is a graduation requirement which began in the 2005–06 school year. The CAHSEE assesses California academic content standards for English–language arts (ELA) and mathematics. CAHSEE results for grades ten, eleven, and twelve are being used for state accountability purposes.

The administration of the CAHSEE is governed by state law (*Education Code*, sections 60850–60859) and the *California Code of Regulations, Title 5*. The CAHSEE regulations detail the responsibilities related to administration and security of this high-stakes examination.

This manual includes information that test examiners must know in order to prepare for and administer the CAHSEE. All test examiners are required to be trained to administer the CAHSEE. Prior to testing, all test examiners should read this manual to ensure that testing procedures are understood. The test site coordinator has additional information about receipt and shipment of materials, test security, and test policies. Immediately following testing, all materials are to be returned to the test site coordinator.

TEST EXAMINER RESPONSIBILITIES

As a test examiner, it is your responsibility to do the following:

- Participate in training activities provided by the test site coordinator.
- Review and become familiar with test administration procedures prior to testing.
- Sign and return the *Test Security Affidavit* to the test site coordinator.
- Receive testing materials from the test site coordinator after submitting the signed *Test Security Affidavit*.
- Review and follow all test security procedures.
- Provide accommodations and/or modifications to students with individualized education programs (IEPs) or Section 504 plans.
- Verify the identity of the students through the use of photo identification or positive recognition by an employee of the school district.
- Follow test administration instructions.
- Read the scripts verbatim. You MAY clarify directions, but not test items, for any student.
- Monitor students to be sure that they are doing their own work.

- Respond immediately to cheating incidents.
- Collect answer documents and test booklets after testing.
- Report any testing incidents to the test site coordinator by completing a *Test Administration Incident Report Form* or *Test Security Breach Report Form* (See Appendixes C and D, respectively, of this manual).
- Assemble and return testing materials to the test site coordinator upon completion of the examination.

TEST PROCTOR

A test proctor is an employee of a school district or a person assigned by a nonpublic school to implement a pupil's individualized education program (IEP), who has received training specifically designed to prepare him or her to assist the test examiner in administration of the CAHSEE. All proctors must complete the *Test Security Affidavit* and submit it to the test site coordinator.

OVERVIEW OF THE TESTING SCHEDULE

All testing activities must be conducted on the dates specified by the State Superintendent of Public Instruction for each administration.

TEST SECURITY, SITE MONITORING, AND SECURITY OF TEST MATERIALS

ETS's Office of Testing Integrity or its subcontractor, Global Compliance Services, will visit selected testing sites before, during, or after each administration to ensure that proper security measures have been implemented and followed. Any sites with missing test booklets will be subject to further investigation. All security breaches or testing incidents are reported to the CDE.

The CAHSEE regulations contain specific guidance on maintaining the security and integrity of the examination before, during, and after testing. The test materials may only be accessed by eligible pupils or adult students taking the CAHSEE, employees of the school district directly responsible for administering the CAHSEE, and persons assigned by a nonpublic (NPS) school to implement a student's individualized education program (IEP) or Section 504 plan.

Every test examiner and proctor must be trained locally in the administration of the CAHSEE. Before receiving test materials, the test examiner must sign and return the *Test Security Affidavit* to the test site coordinator.

GENERAL DIRECTIONS FOR TEST ADMINISTRATION

Maintaining Security of Test Materials

Test examiners will receive their testing materials from the test site coordinator. CAHSEE test booklets and answer documents are secure materials, and test examiners must be able to account for all test booklets and answer documents assigned to them. They may NOT be photocopied, transcribed, or disclosed to anyone. Only the district or test site coordinator is allowed to copy any part of the CAHSEE in order to administer the test to students with disabilities pursuant to sections 1215.5 and 1216 of the CAHSEE regulations. Please note that these materials are copyrighted. **Disclosure of any secure information is a serious breach of test security and is prohibited. Suspected security breaches, violations of the *Test Security Affidavit*, and testing incidents must be reported immediately to the test site coordinator.**

Each test booklet has a unique serial number printed and barcoded on it. The test site coordinator will record the booklet serial numbers given to each test examiner and will provide a record of any missing materials to the CAHSEE Processing Center immediately after testing. All test booklets must be properly secured in locked storage before and after administration. **All test booklets must be accounted for before dismissing students from a testing session.**

BEFORE TESTING

Planning for the CAHSEE should begin early. Preparations include contacting the students who will be tested to tell them where and when the examination will be given and instructing them to bring photo identification to the test session. Remind students in advance to bring at least two No. 2 pencils with erasers on each test day.

Please have Statewide Student Identifier (SSID) numbers available for students to fill in on page 1 of the answer document (Box 10).

Students to be Tested

The test site coordinator is responsible for providing the names of students who will be taking the CAHSEE. Be sure to consult with the test site coordinator to determine whose responsibility it is to notify the participating students of the testing time and location and whose responsibility it is to notify the students' teachers, if necessary, of their students' attendance during testing.

The test site coordinator should also provide information about any students who require accommodations or modifications as specified in their individualized education program (IEP) or Section 504 plan, such as a braille booklet, large-print booklet, audio CD, or calculator. Be prepared to provide the appropriate space and support for such students. Please refer to the *Directions for Administration—Special Test Versions* for additional information.

Testing and Administration Time

Testing activities are to be conducted only on the test dates designated by the State Superintendent of Public Instruction. The test site coordinator should establish the testing schedule in advance and communicate the schedule to the test examiners. Scheduled test dates through May 2010 may be found at the California Department of Education (CDE) CAHSEE Administrative Documents Web page at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>.

Table 1. Approximate Testing Times

Assessment	Approximate Working Time	Approximate Total Administration Time
ELA – Session 1	2 hours	2 hours 30 minutes
ELA – 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

Most students will finish within these approximate testing 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. **Students may only have time beyond the regular school day if their IEP or Section 504 plan specifies the need for such extra time.** If that is the case, the test site coordinator should contact the district coordinator for guidance.

Test examiners should provide a break for students between Sessions 1 and 2. If the break will be short, students should remain in the testing room unless they need to use the restroom. **Students must be monitored at all times, including breaks.** In cases of extended breaks between sessions, such as lunch, you must collect and account for all test materials **before** dismissing students for the break. Materials should be redistributed to students for the second session. Test examiners must return the same test booklet and answer document to each student for use in Session 2.

Test examiners should be instructed that if a student does not mark an answer or write any more text for an extended period of time after most other students are finished, the test examiner should ask the student if he or she is finished. If the student wishes to keep working, the test examiner must allow the student to do so and arrange for the student to be escorted to a different room.

New →

Test Setting

In selecting a testing room, it is essential to provide students with good lighting, comfortable temperature, adequate ventilation, and freedom from noise and interruptions.

- Put the “Do Not Disturb” sign on the door (available in Appendix B).
- Arrange seating to ensure students work independently. All seats should face the same direction, with spacing of at least four feet from center of desk to center of desk.
- Avoid interruption from noise while testing is taking place. It is recommended that you notify your central school office that testing is taking place and that interruptions should be made only in an emergency.
- Students may not have books, cellular phones, or other reference materials on their desks.
- Remove or cover information that is displayed on bulletin boards, whiteboards, or charts that could be used by students to help answer exam questions.

Test Materials

Before the test administration, every test examiner should have the following materials:

- *Test Security Affidavit.* Sign and return the form to the test site coordinator before receiving test materials.
- A supply of No. 2 pencils with erasers. Please tell students in advance to bring at least two No. 2 pencils with erasers on the test day. Students may not use pens, colored pencils, crayons, or markers on their answer documents.
- Student identification numbers and SSID numbers for gridding by the teacher or students. (The local student identification number is not required by the state but may be required by your school or district.)
- Answer documents—one for each student, plus a few extra in case they are needed.
 - If the school participated in the Pre-Identification (Pre-ID) service, then most of the student demographic fields will have been provided in the barcode area of the document, eliminating the need for students to grid in the information. Check the student names in the barcode area of the answer document (top left-hand corner of page 1) to be sure that the answer documents correspond to the students who will be testing.

IMPORTANT

A barcoded answer document can be used ONLY by the student whose name is printed in the barcode area. The scanner will ignore the student name grid on barcoded answer documents. The student name in the barcode overrides any bubbled information in the name grid.

- Even with the Pre-ID service, there may be some fields that students will need to grid. Contact your test site coordinator to identify those fields that need to be hand-graded on a Pre-ID answer document. Also, students who were not included on the Pre-ID file will need to fill in all of their demographic fields.
 - If the school did NOT participate in the Pre-ID service, then all students will need to complete their demographic fields.
 - The demographic fields on pages 2 and 12 of the answer document can be gridded in by school personnel before or after the students have tested [except for the Accommodations and Modifications fields (Box 13) and English Learner Test Variations fields (Box 18), which must be completed after testing]. Information about filling out these sections of the answer document is given on pages 15–20 of this manual.
- English–language arts **or** mathematics test booklets, one for each student.
 - Braille, large-print test booklets, or audio CDs, if required by students with an IEP or Section 504 plan.
 - *Directions for Administration* manual.
 - “Do Not Disturb” sign for the door (Appendix B)
 - Test Administration Incident Report Form (Appendix C)
 - Test Security Breach Report Form (Appendix D)

English–Language Arts Test Booklets

The ELA portion of the CAHSEE consists of two sessions. Both sessions are to be completed in one day. Each session is printed with a distinct session header, which allows test examiners and proctors to easily determine that each student is working on the correct session.

The pages for Session 2 are sealed. Students must **NOT** break the seal to look ahead to the second session while taking the first session, or look back at the first session while taking the second session.

The school may receive multiple versions of the ELA test booklets. These booklets will be sequenced in a specific order within packages. Please distribute the booklets within the packages in the order in which they were received to ensure that the booklets are distributed equally across the student population. Distribute the booklets to students using the entire series before opening the next package.

Mathematics Test Booklets

The mathematics portion of the CAHSEE consists of two sessions of multiple-choice questions. Each session is printed with a distinct session header, which allows test examiners and proctors to easily determine that each student is working on the correct session. Please be sure that students are working only in the session being administered.

The pages for Session 2 are sealed. Students must **NOT** break the seal to look ahead to the second session while taking the first session, or look back at the first session while taking the second session.

The school may receive multiple versions of the mathematics test booklets. These booklets will be sequenced in a specific order within packages. Please distribute the booklets within the packages in the order in which they were received to ensure that the booklets are distributed equally across the student population. Distribute the booklets to students using the entire series before opening the next package.

Demographic Fields That Must Be Completed By School Personnel

All of the following fields must be completed for non Pre-ID answer documents. For Pre-ID answer documents, the test site coordinator should indicate which of these fields, if any, must be completed. **When accommodations or modifications are used, those fields (Box 13) must always be gridded on the answer document AFTER the student has taken the test.** See pages 17 and 18 for instructions to complete this box. All other fields may be completed before or after testing.

County/District of Residence (Box 11)

- Enter the county and district of residence codes for the student’s residence if residence is other than where student attends school/receives special education services.

Special Education Services (Box 12a)

For every student receiving special education services, grid only one circle in this section.

- Grid the lettered circle that corresponds to the three-digit Primary Disability Code from the IEP if the student receives special education services. (Blank disability codes will default to “000.”)

Table 2. Primary Disability Codes

Code	Disability	Code	Disability
000	Student Receives no Special Education Services	270	Orthopedic Impairment (OI)
210	Mental Retardation (MR)	280	Other Health Impairment (OHI)
220	Hard of Hearing (HH)	290	Specific Learning Disability (SLD)
230	Deaf (DEAF)	300	Deaf-Blindness (DB)
240	Speech or Language Impairment (SLI)	310	Multiple Disabilities (MD)
250	Visual Impairment (VI)	320	Autism (AUT)
260	Emotional Disturbance (ED)	330	Traumatic Brain Injury (TBI)

Nonpublic School (NPS) (Boxes 12b and c)

- If this student receives special education services at a nonpublic school, grid “Yes.”

- c. If this student receives services in a nonpublic school, grid the appropriate seven-digit nonpublic school code. This code is the last seven digits of the nonpublic school's CDS code. CDS codes can be found at the CDE Web page, <http://www.cde.ca.gov/re/sd/index.asp>, by selecting nonpublic schools and searching for the school by name or by contacting CDE at 916-445-9449.

Participation Purposes for AYP (Box 14)

- Grid if the student has been assessed with CAPA. If gridded, a valid disability code (other than 000) must also be gridded in the “Special Education Services” Box 12a.

Special Education Exit Date (Box 15)

- If applicable, enter date the student exited from the special education program within two school years from the test date.

CBEDS Enrollment (Box 16)

- Indicate whether the student was counted as part of the school's and district's enrollment in the most recent CBEDS data collection and has been continuously enrolled since that date.
- Not required for Adult Learners.

English Proficiency (Box 17)

- Grid the student's English proficiency at the time of testing.
- If the student is Reclassified Fluent English Proficient (RFEP), grid whether or not the student scored proficient or above on the English–language arts portion of the CST for any three (3) years since reclassification.
- Not required for Adult Learners.
- If student is an English Learner, fill out shaded area of Box 24.

Alternative Schools Accountability Model (ASAM) Schools Only (Box 19)

- Grid if the student has been enrolled in school during the current school year (July 1 through June 30) less than 90 school days prior to testing.
- Not required for Adult Learners.

National School Lunch Program (NSLP) (Box 20)

- Grid “YES” if the student is identified as eligible for the National School Lunch Program.
- Grid “NO” if the student is not identified as eligible for the National School Lunch Program.
- Not required for Adult Learners.

Primary Language (Box 21)

- A student's primary language is identified by the “Home Language Survey” as the language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home. Grid the appropriate two-digit code using Table 3 on page 11.

Table 3. Primary Language Codes

Code	Language
00	English
56	Albanian
37	American Sign Language
11	Arabic
12	Armenian
42	Assyrian
61	Bengali
13	Burmese
03	Cantonese
36	Cebuano (Visayan)
54	Chaldean
20	Chamorro (Guamanian)
39	Chaozhou (Chaochow)
15	Dutch
16	Farsi (Persian)
17	French
18	German
19	Greek
43	Gujarati
21	Hebrew
22	Hindi
23	Hmong
24	Hungarian
25	Ilocano
26	Indonesian
27	Italian
08	Japanese
09	Khmer (Cambodian)
50	Khmu
04	Korean

Code	Language
51	Kurdish
47	Lahu
10	Lao
07	Mandarin (Putonghua)
48	Marshallese
44	Mien (Yao)
49	Mixteco
40	Pashto
05	Filipino (Pilipino or Tagalog)
41	Polish
06	Portuguese
28	Punjabi
45	Rumanian
29	Russian
30	Samoan
52	Serbo-Croatian (Bosnian, Croatian, Serbian)
60	Somali
01	Spanish
46	Taiwanese
32	Thai
57	Tigrinya
53	Toishanese
34	Tongan
33	Turkish
38	Ukrainian
35	Urdu
02	Vietnamese
99	Other Non-English Language

English Learner (EL) (Box 22)

- If the student is coded English Learner (EL) in Box 17, enter the date the student first enrolled in school in the United States or its territories.
- Not required for Adult Learners.

Reclassified Fluent English Proficient (RFEP) (Box 23)

- If the student is coded Reclassified Fluent English Proficient in Box 17, enter the date the student was reclassified.
- Not required for Adult Learners.

Program Participation (Box 24)

- Grid all specially funded programs in which the student **participated during this school year**.
- Not required for Adult Learners.

For Local Use (Box 26)

- This field is for optional use at the district or school level. The test site coordinator will give instructions if this field is to be completed.

Post-Grade-Twelve Student (Box 27)

- Grid if this student has met all other graduation requirements and is enrolled for the sole purpose of taking the CAHSEE.

DURING TESTING**Identification of Students**

According to the CAHSEE regulations (Section 1203), the test examiners at the test site are responsible for the accurate identification of students who are to be administered the exam. The identity of the students taking the CAHSEE must be verified through the use of photo identification or positive recognition by an employee of the school district.

Security of Test Materials

Before, during, and after the test administration, test examiners must be able to account for all test booklets and answer documents assigned to them. Test booklets and answer documents must be collected and counted, and any missing materials **MUST** be located prior to dismissing students from a testing session.



Students must be monitored at all times, including breaks. A test examiner is needed in each testing room to read the directions and monitor students throughout the testing period. The test examiner should assign one proctor for every additional 25 students in a room. The proctor will assist the test examiner in ensuring that students: (1) have completed the demographic fields correctly, (2) are working in the correct sections of their test booklets and answer documents, and (3) are doing their own work.

Testing Variations Regularly Used in the Classroom

Some exceptions to the administration of the tests apply to all students and some apply to students who have special conditions as part of their classroom activities. All students may have directions, but not test items, simplified or clarified. Please reference the *Testing Variations, Accommodations, and Modifications* matrix in Appendix A.

Extra Time: All Students

CAHSEE is an untimed test. All students may be provided extra time within a testing day. Testing over more than a single day is considered an accommodation and must be part of the student's IEP or Section 504 plan. If the student does need more than one testing day for either ELA or math, contact the CAHSEE test site coordinator.

Marking in the Test Booklet: All Students

All students may use their test booklet and the blank pages in the answer document for scratch work.

Regulations Regarding Cheating

The CAHSEE regulations (Section 1220) state that:

- (a) Any pupil or adult student found by the school district or its agents to have cheated or assisted others in cheating, or to have compromised the security of the examination shall not receive a score from that test administration.
- (b) The school district shall notify each eligible pupil or adult student prior to each administration of the examination of the provisions of subdivision (a).

Filling out the *Test Administration Incident Report Form*

It is the test site coordinator's responsibility to ensure that all pertinent information is completed on the *Test Administration Incident Report Form* (Appendix C) and that it is kept in the school or district office for a period of one year. The school district should warn each eligible student or adult student before testing that if caught cheating his or her test will not be scored.

- **Caught Cheating:** If a student is caught cheating, the test site coordinator must confirm and verify that cheating **actually** occurred and complete a *Test Administration Incident Report Form*. The school and/or district must make the final determination of whether a student cheated on one or both portions of the CAHSEE. Neither CDE nor ETS will review the local decision.



If the school and/or district determine that the student's answer document should be invalidated due to cheating, the Score Code field on the answer document must be coded as "I." This will invalidate the score for this portion of the CAHSEE. The student's score report will state "Score Invalidated" for that portion of the test. The test will not be scored.



The *Test Administration Incident Report Form* should be filed in the school or district office and should **not** be returned to ETS. ETS will use the Score Code field reported on the student's answer document to invalidate the student's score for that portion of the test.

As a reminder, if the school suspects a student of cheating, the school or district must first determine whether the student's IEP or Section 504 plan entitles the student to take the test in the manner observed.

- **Became Ill:** If a student becomes ill and must be dismissed from the testing area, collect the student's test book and answer document and make a note of it on the *Test Administration Incident Report Form*. If the student returns and is able to continue the test, make sure that the student has not had an opportunity to seek answers outside of the testing room. Return the same test materials to the student.

Make a brief note on the *Test Administration Incident Report Form* indicating how long the student was absent and if the student was supervised the entire time. If the student does not return to complete the exam, the Score Code field on the answer document must be coded as “A” (absent or ill during testing).

- **Misconduct:** Please only make a note of this on the *Test Administration Incident Report Form* if a student is disrupting the testing room enough that the student must be dismissed.
- **Other:** Please use this section to report any incident not accounted for on the *Test Administration Incident Report Form*.
- **Disruptions:** If there is an incident (fire alarm, power outage, construction noise, etc.) that significantly disrupts the testing environment, please make a note of it on the *Test Administration Incident Report Form*.

Returning the *Test Administration Incident Report Form*

Please work with the test site coordinator to plan for the filing of these reports. These reports must remain in the school or district office as documentation for at least 12 months from the test administration.

Filling out the *Test Security Breach Report Form*

It is the test site coordinator’s responsibility to immediately notify the district coordinator of any security breaches or testing incidents at the test site before, during, or after administration of the CAHSEE. If the breach in security is determined to be a violation of the *Test Security Agreement* or *Test Security Affidavit*, then the district coordinator will gather all pertinent information on the *Test Security Breach Report Form* from the test site coordinator and forward the form to ETS immediately via fax at 925-808-2156 or by calling the CAHSEE Support Center at 800-241-5687. Make sure to keep the original copy on file at the district.

Voiding Answer Documents



When the test site examiner writes “VOID” across the front of an answer document, **no part of it will be scored.**

Test examiners should void an answer document when any of the following has occurred:

- The document has been damaged.
- It is a Pre-ID document for a student who is no longer enrolled in your district.
- A student has used more than one answer document, and the responses have been transcribed onto one answer document that has already been included in the scorable materials.

AFTER TESTING

Make sure **ALL** demographic fields have been completed on the answer documents. Pages 1, 2, and 12 of the answer document **MUST** be completed for all students, except where this information has already been provided by the school in the Pre-ID data file. Check with the test site coordinator to see which fields must be completed.

It is crucial that this information be completed fully and accurately, as it will be used as the basis for reports that will be sent back to the school and district. While it is preferable that the test examiner completes this information, the school may elect to have another staff member complete this section of the answer document.

Demographic Fields: Score Codes

An answer document must be submitted for each grade ten, eleven, twelve, and adult student who takes one or both parts of the test.

Every answer document returned must have the Score Code field completed. The Score Code field must be gridded on all returned answer documents. This is not a correctable field. Incorrect coding may affect your accountability data.

The Score Code field is located on page 1 (Box 3) of the answer document. The Score Code is to be gridded for each section of the CAHSEE (ELA and math).

Important

- “R” (satisfied requirement) may be included on the Pre-ID file, but still **MUST** be gridded in the score code field on the answer document, even if the answer document was pre-gridded.
- The system default is “S” (score) if no score code field is gridded. The scanners are very sensitive and will pick up erasure marks. Therefore, if any erasures must be made in this section, it is strongly recommended that you grid the “S” (score). This will override any erasure marks.

Table 4. Score Codes

Code	Meaning	Notes
R	Satisfied Requirement	Grid if student has taken this portion of the test and satisfied the requirement to successfully pass the CAHSEE (scale score of 350 or higher).
S	Score	Grid if this portion of the test is to be scored.
A	Absent	Grid if the student was absent for any portion of the test, including illness during testing.
E	Medical Emergency	Grid if the grade ten student was absent due to a significant medical emergency. Do not grid for other than grade ten students.
I	Invalidated	Grid if the student is found to have cheated or assisted others in cheating, or to have compromised the security of the CAHSEE. This will invalidate the score for this portion of the CAHSEE.
Z	Not Attempted	Grid if the grade ten student is present for testing but refuses to attempt any part of the examination or is assessed with the CAPA.
T	Has Participated in a Census Administration	Grid if the grade ten student was tested in a different district or school for a census administration but is currently enrolled within your district during your grade ten census.
M	Moved In or Out of the District on One Day of Testing	Grid if the grade ten student is not enrolled on one day of testing.

Note: Shaded rows indicate codes that are not acceptable for grade eleven, twelve, or adult answer documents.

Demographic Fields: Accommodations and Modifications

Accommodations and modifications (defined in *Education Code* Section 60850) change the manner in which a test is presented or administered, or in how a test taker is allowed to respond. Individualized education programs (IEPs) or Section 504 plans alone determine whether a student can be tested with accommodations or modifications.

Accommodations and Modifications (Box 13)

The CAHSEE Site Coordinator or designated person completes Box 13 of the answer document to indicate which accommodations and modifications the student actually used on each test, English–language arts and mathematics. Box 13 has two sections.

a. Section 13a has two parts:

- **IEP or Section 504 plan**

Grid either IEP or Section 504 plan to indicate which program or plan lists the accommodations or modifications available to the student.

- **Authorized Signature**

The CAHSEE Site Coordinator, or a designated person who completes Box 13, also signs the document to indicate that all accommodations and modifications listed in the student's IEP or Section 504 plan were offered to the student, whether or not the student actually used the accommodations or modifications.

<p>a. The signature below indicates that the student has access to the accommodations and/or modifications as specified in the student's IEP or 504 Plan.</p> <p style="text-align: center;"> <input type="radio"/> IEP <input type="radio"/> Section 504 Plan </p> <hr style="width: 100%;"/> <p style="text-align: center;">Signature of Test Site Coordinator</p>
--



- b. Section 13b has two columns for coding the accommodations or modifications that the student actually used for each test, ELA and math. On the student's answer document, grid whether any accommodations were **used** during this test administration. If any modifications were used during this test administration, grid all modifications that were used. Code these **ONLY** if a student with an IEP or Section 504 plan that specifies use actually used the accommodation or modification during this administration.

b. Grid all Accommodation(s) and/or Modification(s) **used** during the administration by this student. See codes listed in the *Directions for Administration* manual.

ELA	Math
A	A
(B)	(B)
(C)	(C)
(D)	D
(E)	E
(F)	F
(G)	(G)
(H)	(H)
I	I
(J)	(J)
(K)	(K)
(L)	(L)
(M)	(M)
(N)	(N)
(O)	(O)
(P)	(P)
Q	(Q)
R	(R)
S	(S)
(T)	T
(U)	U
(V)	(V)
(W)	(W)
(X)	(X)

Each letter in Box 13b corresponds to an accommodation or modification as shown in Table 5 on page 19. The shaded sections are not applicable to either the CAHSEE or that portion of the examination. For example, code “I” is considered a variation for the CAHSEE and therefore does not need to be gridded on the answer document. The “D” code is specific to the ELA portion of the examination, and therefore should not be gridded for the math portion of Box 13b.

Table 5. Accommodation and Modification Codes

A. Student marks in test booklet (other than responses)— <i>Cannot be gridded for CAHSEE.</i>	M. Test administered at home or in hospital by test examiner
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.	N. Dictionary
C. Responses dictated [orally, or in Manually Coded English or American Sign Language] to a scribe for selected-response items (multiple-choice questions)	O. Manually Coded English or American Sign Language to present test questions
D. Word processing software with spell and grammar check tools turned off for the writing task responses (writing portion of the test) — <i>Cannot be gridded on the math portion of Box 13, ELA side only</i>	P. Test questions read aloud to student or audio presentation (CD)
E. Writing task 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— <i>Cannot be gridded on the math portion of Box 13, ELA side only</i>	Q. Calculators on mathematics test— <i>Cannot be gridded for the ELA portion of Box 13, math side only</i>
F. Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or writing task responses (writing portion of the test)— <i>Cannot be gridded on the math portion of Box 13, ELA side only</i>	R. Arithmetic table on mathematics test — <i>Cannot be gridded for the ELA portion of Box 13, math side only</i>
G. Braille transcriptions provided by the test contractor	S. Math manipulatives on mathematics test — <i>Cannot be gridded for the ELA portion of Box 13, math side only</i>
H. Large-print versions. Test items enlarged if font is larger than required on large-print version	T. Word processing software with spell and grammar check tools enabled on the writing task responses writing portion of the test — <i>Cannot be gridded for the math portion of Box 13, ELA side only</i>
I. Extra time on test within a testing day — <i>Cannot be gridded for CAHSEE</i>	U. Writing task 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) — <i>Cannot be gridded for the math portion of Box 13, ELA side only</i>
J. Test over more than one day for a test or test part to be administered in a single sitting	V. Assistive device that interferes with the independent work of the student on the multiple-choice and/or writing task responses
K. Supervised breaks within a section of the test	W. Unlisted Modification(s)
L. Administration of the test at the most beneficial time of day to the student	X. Unlisted Accommodation(s)

Demographic Fields: Test Variations for English Learners

Districts shall provide identified English learners or adult English learner students the following additional testing variations if regularly used in the classroom or for assessment:

- Present 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.
- Provide additional supervised breaks within a testing day.
- Have the opportunity to be tested in a separate room with other English learners provided that the student is directly supervised by a school, district, or nonpublic school employee who has signed the *Test Security Affidavit*.
- Have access to translation glossaries (English to primary language). The glossaries are to include ONLY the English word or phrase with the corresponding primary language word or phrase. The glossaries must not include any definitions or formulas.

English Learner Test Variations (Box 18)

Please follow the English Learner Test Variation codes below when gridding the English Learner Test Variations field. This should be completed only for EL students who used testing variations during the examination that are regularly used in the classroom or for assessment.

Identified English learners may have translation glossaries, but they may not have a dictionary unless they also have an IEP or Section 504 plan that allows use of a dictionary.

Table 6. English Learner Test Variation Codes

A. 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.
B. Additional supervised breaks within a testing day OR within a test part provided that the test section is completed within a testing day.
C. EL students may have the opportunity to be tested separately with other EL students provided that the student is directly supervised by an employee of the school who has signed the <i>Test Security Affidavit</i> .
D. Access to translation glossaries/word lists (English to primary language). Glossaries/word lists shall NOT include definitions or formulas.

Demographic Fields NOT for Adult Students

The following demographic fields do **NOT** have to be completed for adult education students:

- Parent/Guardian Education Level (Box 8)
- Statewide Student Identifier (Box 10) *
- CBEDS Enrollment (Box 16)
- English Proficiency (Box 17)
- ASAM Schools Only (Box 19)
- NSLP (Box 20)
- English Learner (Box 22)
- Reclassified Fluent English Proficient (RFEP) (Box 23)
- Program Participation (Box 24)

*If an adult education student has a Statewide Student Identifier (SSID), please complete the demographic information in Box 10. Local educational agencies are encouraged to obtain SSIDs for those adult education students who are taking the CAHSEE and do not have an SSID.

COMPLETING THE SCHOOL AND GRADE IDENTIFICATION SHEETS (SGIDs)

Each grade has a separate, color-coded SGID.

- Grade ten—purple
- Grade eleven—orange
- Grade twelve—blue/teal
- Adult—green

The following steps should be taken to prepare SGIDs for returning **scorable** answer documents.

1. Separate used answer documents by grade:
 - Grade ten
 - Grade eleven
 - Grade twelve
 - Adult students

Do not commingle answer documents from different grades.

2. Count the number of used answer documents for each grade level and bubble in the accurate count in the space marked “Used Answer Documents.”
3. Use the appropriate SGID sheet for grade ten, eleven, twelve, and adult students. Place grade twelve plus students with the grade twelve SGIDs. THESE SGIDs WILL BE USED TO DETERMINE GRADE LEVEL ON STUDENT REPORTS AND ALL DATA FILES.
4. Provide the “Date of Exam” by bubbling in the month and year of testing.
5. Place the appropriate SGID sheet on the corresponding grade level documents. Wrap each bundle of used answer documents with a paper band that has been provided.

6. Place the bundles in the box designated for SCORABLE materials. **Scorable answer documents that are left in test booklets or placed with nonscorable materials will not be retrieved and the student will not receive a score report.**

DO NOT MIX SCORABLE AND NONSCORABLE ANSWER DOCUMENTS.

Returning Secure Materials to Test Site Coordinator

Important

Please return all materials promptly to the test site coordinator. The test site coordinator must return all materials to the district coordinator **no later than the day following administration of the examination.**

After Testing

Because the CAHSEE test booklets and answer documents are secure materials, they must be accounted for and returned to the test site coordinator immediately after testing. All assessment materials, including the test booklets, the answer documents, and the *Directions for Administration*, **MUST** be returned to the test site coordinator. This includes all used and unused test materials. Please review the *District and Test Site Coordinator's Manual* pages 35–40 for specific instruction on how to correctly return materials.

DETAILED DIRECTIONS FOR TEST ADMINISTRATION

Be sure all desks or tables are cleared of books, cellular phones, and other materials not needed for the test. Remove or cover any materials on the classroom walls that might help students answer test questions.

Provide each student with his or her Statewide Student Identifier (SSID) number, so students can grid the information on their answer document. If the school uses Local Student ID numbers, provide those as well.



Please note that students are NOT permitted to use separate sheets of scratch paper for any portion of the exam. However, they can write in the test booklets or on the designated scratch pages in the answer document.

Read the directions EXACTLY as they are written. You may answer student questions about the directions, but you may NOT give help on specific test questions. If you make a mistake in reading a direction, stop and say, “No, that is wrong. Listen again.” Then repeat the direction.

Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best and advise them not to spend too much time on any one question. Check periodically to make sure students are recording their answers properly and are working on the correct test section. The answer document is color-coded by test session to make it easier to verify that students are recording their answers in the correct section.

Students should remain in the testing room during the examination; however, follow school procedures for allowing students to use the restroom during testing. Check with the test site coordinator for school procedures for excusing students who finish early.

Some students in Pre-ID schools may not have been included on the Pre-ID file. These students will use a blank answer document and must fill out all demographic fields on page 1. Refer to *Completing the Demographic Fields—Students With BLANK Answer Documents* (pages 24–27) to assist students in completing this information.

NOTE: It is preferable that this information be completed prior to the testing session, so Pre-ID students do not have to wait for others to fill in their information.

Students should verify that the name AND date of birth on the Pre-ID label match the student using the document.

For Students With BLANK Answer Documents – Go to page 24.

For Students With PRE-ID Answer Documents – Turn to page 28.

COMPLETING THE DEMOGRAPHIC FIELDS— STUDENTS WITH BLANK ANSWER DOCUMENTS

All directions to be read to students are in bold type and are preceded by the word "SAY." Text in italic type is information for test administrators and is NOT to be read to the students.

VERIFY IDENTITY OF STUDENTS

Before distributing materials to any students, verify the identity of all students through the use of photo identification, positive recognition by the test examiner, or some equivalent means.

DISTRIBUTION OF MATERIALS

Ask students to clear their desks of all materials.



It is important to remember that if you are found cheating in any manner whatsoever on this examination, your scores will be invalidated.

I am going to give you an answer document. Turn your answer document so that the front cover is facing up. You will mark all of your answers on your answer document using a No. 2 pencil only. Pens cannot be used on the answer document, because the ink cannot be read by the scanners. If you need another pencil during the test, please raise your hand, and I will give you one.

Distribute an answer document to each student. Verify that each student has a No. 2 pencil—the use of pens is not allowed on the answer document.

STUDENT NAME, GRADE, SCHOOL, AND DISTRICT (BOX 1)

On the board or overhead projector, write the date and the names of the school and district.



It is important to print neatly. All circles should be filled in completely. Make the marks dark. If you need to erase a mark, be sure to erase it as completely and cleanly as possible. We will begin by filling in the boxes at the top of the answer document.

In the box provided, sign your name and print today's date. Then, print your grade level, our school name, and our district name in the boxes provided.

PAUSE while students fill in the information. Give help as needed. Check that students are filling in the correct spaces.

STUDENT NAME (BOX 2)



Now find the boxes labeled “Last Name” and “First Name.” In the boxes provided, print your last name, first name, and middle initial. Print one letter in each box. If your name does not fit, print as many letters as there are boxes.

PAUSE while students fill in the information. There may be a few students whose last name is too long for the space provided. In that case, only the first eleven letters should be provided. Similarly, only nine letters of the first name are to be entered. The last column is reserved for the middle initial. Students should NOT enter apostrophe marks or hyphens.



Now go back and fill in the correct circle for each letter that you wrote in the box. For the boxes that are blank, fill in the empty circle. If you do not have a middle initial, fill in the empty circle at the top of the column.

PAUSE while students fill in the information. Give help as needed.

GENDER (BOX 4)



Now find the box labeled “Gender.” Fill in the appropriate circle.

PAUSE while students fill in the information. Give help as needed.

DATE OF BIRTH (BOX 5)



Now find the box labeled “Date of Birth.” In the section labeled “Month,” darken the circle next to the month in which you were born.

The next section is labeled “Day.” In the boxes, print the day of the month on which you were born, putting one number in each box, using two-digit numbers. If your birthday falls on the first through the ninth of the month, then write “zero” in the first box and the correct number in the second box.

Now, beneath each box, fill in the circle that has the same number you wrote in the box.

The next section is labeled “Year.” Write the last two digits of the year in which you were born. Then fill in the corresponding circles.

PAUSE while students fill in the information. Give help as needed.

RACE/ETHNICITY (BOXES 6 AND 7)



Now find the section that says “Race/Ethnicity.” In Box 6, if you are Hispanic or Latino, grid the circle labeled “Yes.” In Box 7, grid the appropriate circle or circles for all applicable groups. You must grid at least one race/ethnicity in Box 7.

PAUSE while students fill in the information. Give help as needed.

PARENT/GUARDIAN EDUCATION LEVEL (BOX 8)



Find the box labeled “Parent/Guardian Education Level.” Grid the response that describes the education level of your most educated parent or guardian with whom you live. Mark only one circle.

This box does not have to be completed for adult education students.

PAUSE while students fill in the information. Give help as needed.

LOCAL STUDENT ID NUMBER (BOX 9)

Omit these instructions if the school or district is not using student ID numbers or if school personnel wish to enter the student identification numbers.



Now find the box labeled “Local Student ID Number.” Write your student ID number in the boxes provided. Underneath each box, fill in the circle that has the same number you wrote in the box.

PAUSE while students fill in the information. Give help as needed.

SSID NUMBER (BOX 10)

Omit these instructions if the student numbers were included on the Pre-ID file, or if school personnel wish to enter the student identification numbers.



Now find the box labeled “Statewide Student Identifier.” Write your student ID number in the boxes provided. Underneath each box, fill in the circle that has the same number you wrote in the box.

PAUSE while students fill in the information. Give help as needed.

MUST BE COMPLETED BY SCHOOL

Page 2 and the back of the answer document must be completed by school or district staff. The test site coordinator may provide information to complete these boxes. Please be sure that students do NOT mark on these pages.



This completes the identification information you need to fill in on your answer document.

*Turn to page 31 for the script for administering the English–language arts portion of the exam **OR** page 39 for the script for administering the mathematics portion of the exam.*

COMPLETING THE DEMOGRAPHIC FIELDS— STUDENTS WITH PRE-ID ANSWER DOCUMENTS

All directions to be read to students are in bold type and are preceded by the word "SAY." Text in italic type is information for test examiners and is NOT to be read to the students.

VERIFY IDENTITY OF STUDENTS

Before distributing materials to any students, verify the identity of all students through the use of photo identification, positive recognition by the test examiner, or some equivalent means.

DISTRIBUTION OF MATERIALS

Ask students to clear their desks of all materials.



It is important to remember that if you are found cheating in any manner whatsoever on this examination, your scores will be invalidated.

I am going to give you an answer document. Turn your answer document so that the front cover is facing up. You will mark all of your answers on your answer document using a No. 2 pencil only. Pens cannot be used on the answer document, because the ink cannot be read by the scanners. If you need another pencil during the test, please raise your hand, and I will give you one.

Distribute an answer document to each student. Be sure to give the correct answer document to each student. Verify that each student has a No. 2 pencil—the use of pens is not allowed on the answer document.



Look at the barcode area at the top left-hand corner. Your name is printed below the barcode. If the name on the document is not yours, raise your hand now. [PAUSE] Look at the birth date and the other information that is printed in this area. If these are not correct, raise your hand.

IMPORTANT

A barcoded answer document can only be used by the student whose name is printed in the barcode area. The student name in the barcode area overrides any bubbled information in that name grid.

There may be some students with the same name, so it is important that students check all of the information. Resolve any cases of a student receiving an incorrect answer document. If the incorrect information cannot be resolved, give the student a blank answer document.



Do not mark in any of the boxes except the ones I tell you to. Some of the boxes may be left blank, because your answer document has been pre-identified with your information.

If you do not have an answer document with your name preprinted on it, please raise your hand, and we will fill out the information.

Refer to *COMPLETING THE DEMOGRAPHIC FIELDS—STUDENTS WITH BLANK ANSWER DOCUMENTS* (pages 24–27) to assist the students who have blank answer documents.

STUDENT NAME, GRADE, SCHOOL, AND DISTRICT (BOX 1)

On the board or overhead projector, write the date and the names of the school and district.



It is important to print neatly. All circles should be filled in completely. Make the marks dark. If you need to erase a mark, be sure to erase it as completely and cleanly as possible. We will begin by filling in the boxes at the top of the answer document.

In the box provided, sign your name and print today’s date. Then, print your grade level, our school name, and our district name in the boxes provided.

PAUSE while students fill in the information. Give help as needed.

LOCAL STUDENT ID NUMBER (BOX 9)

Omit these instructions if the school or district is not using student ID numbers, if the student numbers were included on the Pre-ID file, or if school personnel wish to enter the student identification numbers.



Now find the box labeled “Local Student ID Number.” Write your student ID number in the boxes provided. Underneath each box, fill in the circle that has the same number you wrote in the box.

PAUSE while students fill in the information. Give help as needed.

SSID NUMBER (BOX 10)

Omit these instructions if the student numbers were included on the Pre-ID file, or if school personnel wish to enter the student identification numbers.



Now find the box labeled “Statewide Student Identifier.” Write your student ID number in the boxes provided. Underneath each box, fill in the circle that has the same number you wrote in the box.

PAUSE while students fill in the information. Give help as needed.

MUST BE COMPLETED BY SCHOOL

Page 2 and the back of the answer document must be completed by school or district staff. The test site coordinator may provide information to complete these boxes. Please be sure that students do NOT mark on these pages.



This completes the identification information you need to fill in on your answer document.

*Turn to page 31 for the script for administering the English–language arts portion of the exam **OR** page 39 for the script for administering the mathematics portion of the exam.*

SPECIFIC DIRECTIONS FOR ADMINISTERING ENGLISH–LANGUAGE ARTS—SESSION 1

All directions to be read to students are in bold type and are preceded by the word “SAY.” Text in italic type is information for test examiners and is NOT to be read to the students.

Read the directions exactly as they are written. Test examiners may answer student questions about the directions, but may NOT give help on specific test questions.

If a mistake is made when reading the directions, stop and say, “No, that is wrong. Listen again.” Then read the directions again.



Be sure all desks or tables are cleared of books, cellular phones, or other materials not needed for the assessment. See that each student has a No. 2 pencil and an eraser. Pens must not be used.

Try to maintain a natural classroom atmosphere during the assessment administration. Encourage students to do their best. Check periodically to make sure students are writing their answers in the correct places, following instructions, and working until they finish the test.

*Please note that students are **NOT** permitted to use scratch paper during the examination. They can mark in the test booklet and use the white space in the booklet as needed.*

*Please note that students must complete Session 1 before starting Session 2. After starting Session 2, students are **NOT** permitted to return to Session 1.*

Dictionaries, thesauruses, spell-checkers, or other supportive materials are not permitted unless they are modifications specified in the student’s IEP or Section 504 plan.

DISTRIBUTION OF TEST BOOKLETS

Before administering the test, be sure that ALL students have completed the information requested in the boxes on page 1 of the answer document.



Today you will be answering questions for the California High School Exit Examination. Please do your best work.

Now I am going to give you a test booklet. When you get your booklet, leave it on your desk. Do NOT break the seal or write anything on it until instructed to do so.

Distribute a test booklet to each student. Be sure to evenly distribute the different versions throughout the classroom.



Now, sign your name in the upper right-hand corner of the test booklet.

PAUSE while students sign their names.



You should use only a No. 2 pencil for answering the questions. If you need another pencil during the test, please raise your hand, and I will give you one. You may NOT use pens to mark your answers.

VERSION NUMBER



Look at the front cover of your test booklet. Find the word “VERSION” printed in black letters followed by a three-digit number. Now turn your answer document to page 3, and find the box labeled “Version Number.” Print the version number found on your test booklet in the box on your answer document, one number per blank. Now underneath each box, fill in the circle that has the same number that you wrote in the box.

Verify that students grid the version number correctly. Walk around the room and look at the answer documents to verify. It is extremely important that this is gridded correctly.

TEST BOOK SERIAL NUMBER



On the back cover of your test booklet, find the barcode with the ten-digit number printed over it. Print that number, one number per blank, in the box labeled “Test Book Serial Number” on page 3 of your answer document. Be sure to write the correct number on your answer document. Do not include spaces or hyphens when you grid the number. Double check that you have every number correct. Now underneath each box, fill in the circle that has the same number that you wrote in the box.

PAUSE. Verify that students know which number to grid and that they grid it correctly.

DIRECTIONS TO STUDENTS



In this session, you will read several passages, you will answer 21 multiple-choice questions, and you will complete one writing task. Session 1 begins at question 1 and ends at question 21. Read the directions for each part as you come to it and answer each question by marking the space for your answer on

your answer document. Do NOT write your answers in the test booklet, because the test booklet is not scored. However, you may write in or mark up the test booklets. If you do not understand what to do on any part of the examination, please raise your hand, and I will clarify the directions for you.

You will fill in the answers to the multiple-choice test questions on page 3 of the answer document. Please locate the area where you will mark your answers. Remember to make all marks dark and to fill in the circles completely.

PAUSE. Be sure all students know where to record their responses to the multiple-choice questions.



After you have completed the multiple-choice questions, you will complete your writing task on pages 3, 4, and 5 of your answer document under the heading “Writing Task.” Please locate the pages where you will complete your writing task.

PAUSE. Be sure all students know where to write the response to their writing task.

DIRECTIONS FOR COMPLETING THE WRITING TASK



Here is a list of directions for you to follow when completing your writing task:

You must complete your writing task in the space provided in the answer document. You may use only a No. 2 pencil to write your answers. Do not use a pen.

You may give your writing a title if you like, but it is not necessary.

You may NOT use a dictionary or thesaurus. If you do not know how to spell a word, sound the word out and do the best you can.

[If specified in the student’s IEP or Section 504 plan, supportive materials may be used as a modification.]



You may either print or write in cursive.

It is important to write clearly and as darkly as you can. If you need to erase or cross out any of your work, do it as cleanly as possible.

If needed, use the blank space in your test booklet to outline your ideas before you begin writing. Any notes you make in your test booklet will NOT be considered when your responses are scored.

You must read and plan by yourself. I cannot read the question to you or help you plan what to write.

FINAL DIRECTIONS



This test is untimed, but you should be able to complete it in about 2 hours. I will tell you when you have been working for 1 hour and 30 minutes.

If you finish all your work before the session is over, you may go back and check your work. Then close your test booklet and sit quietly until the end of the test is announced. You may NOT break the seal and go on to the next session in your test booklet.

Are there any questions?

NOTE: Check the school testing procedures for releasing students who finish early.

Respond to all questions.



Now you may open your test booklet to page 1 and begin work.

Circulate among the students to make certain that they are writing their responses within the correct response boxes. Be sure that students are working only in the ENGLISH–LANGUAGE ARTS—SESSION 1 section of the answer document. If any students finish early, check to be sure that they have worked to the end of the session. Make a periodic check of the students' progress during the testing period. Make sure that students are using only No. 2 pencils to record their answers.

After 1 hour and 30 minutes—



You have been working for 1 hour and 30 minutes.

Monitor students' progress. Give a five-minute warning if the end of the testing session is near and there are still students working. Of course, the testing session may be ended in less time if all students have finished. Likewise, if some students seem to need more time, the testing time may be extended. Check with the test site coordinator for procedures to follow if students need to be escorted to another room to continue testing.

When all students have finished or the testing session is over—



Stop. Put your pencil down. We will now take a break.

If the rest break will be a short one, students should remain in the testing room unless they need to use the restroom. Students must be monitored at all times, including breaks. In cases of extended breaks, such as lunch, collect and account for all test materials before dismissing students for the break. Please make sure ALL test materials have been collected before dismissing students.

Be sure to place the materials in a secure and locked location until the next testing session if the students are taking an extended break.

SPECIFIC DIRECTIONS FOR ADMINISTERING ENGLISH–LANGUAGE ARTS—SESSION 2

All directions to be read to students are in bold type and are preceded by the word “SAY.” Text in italic type is information for test examiners and is NOT to be read to the students.

DISTRIBUTION OF TEST MATERIALS

If the break was an extended one, look at the student’s name on the test booklet and answer document and return the student’s materials to him or her. Be sure that each student receives the correct test materials.



Be sure all desks or tables are cleared of books, cellular phones, or other materials not needed for the assessment. See that each student has a No. 2 pencil and an eraser. Pens must not be used on the answer document.



Look at the Student Name and other identifying information on your test booklet and answer document. Please verify that you have received your test materials. If you have received the wrong materials, please raise your hand now.

Resolve any cases of a student receiving the wrong materials.

If the break was a short one, start here.

DIRECTIONS TO STUDENTS



You should use only a No. 2 pencil for answering the questions. If you need another pencil during the test, please raise your hand, and I will give you one. You may NOT use pens to mark your answers.

In Session 2, you will read several passages and you will answer 58 multiple-choice questions. Session 2 begins at question 22 and ends at question 79. Read the directions for each part as you come to it and answer each question by marking the space for your answer on your answer document. Do NOT write your answers in the test booklet, because the test booklet is not scored. However, you may write in or mark up the test booklets. If you do not understand what to do on any part of the examination, please raise your hand, and I will clarify the directions for you.

You will fill in the answers to the multiple-choice test questions on page 6 of the answer document. Please locate the area where you will mark your answers. Remember to make all marks dark and to fill in the circles completely.

PAUSE. Be sure all students know where to record their responses.



This test is untimed, but you should be able to complete it in about 1 hour and 30 minutes. I will tell you when you have been working for one hour. If you need more time at the end of the session, please tell me.

If you finish all your work before the session is over, you may go back and check your work in Session 2 only. Then close your test booklet and sit quietly until the end of the test is announced. Do NOT go back to your answers for Session 1.

Are there any questions?

Respond to all questions.



Once you have completed your exam, fill out the questionnaire in the back of your test booklet. Please follow the directions for each question and fill in your answers on page 6 of your answer document in the box titled “Questionnaire.” Please locate the “Questionnaire” box on your answer document.

Now, break the seal on your test booklet and open it to the page on which Session 2 begins.

You may begin work now.

Circulate among the students to make certain that they are writing their answers within the correct response boxes. Be sure that students are working only in the ENGLISH–LANGUAGE ARTS—SESSION 2 section of the answer document. If any students finish early, check to be sure that they have worked to the end of the session. Make a periodic check of the students’ progress during the testing period. Make sure that students are using only No. 2 pencils to record their answers.

After one hour —



You have been working for one hour.

Monitor students' progress. Give a five-minute warning if the end of the testing session is near and there are still students working. Of course, the testing session may be ended in less time if all students have finished. Likewise, if some students seem to need more time, the testing time should be extended. Check with the test site coordinator for procedures to follow if students need to be escorted to another room to continue testing.

When all students have finished or the testing session is over —



Stop. If you have not already done so, proceed directly to the questionnaire in the back of your test booklet. Please follow the directions for each question and fill in your answers on page 6 of your answer document in the box titled "Questionnaire." Please locate the "Questionnaire" box on your answer document.

Be sure all students know where to record their responses to the questionnaire.

PAUSE to allow students five to ten minutes to answer the questions.



Stop. Put your pencil down. I will come by to collect your materials.

Please collect the test booklets and answer documents before dismissing the students. Please make sure ALL test materials have been collected before dismissing students.

Make sure all student demographic fields are complete.

Dismiss students according to test site procedure.

Be sure to complete the demographic fields (including Accommodations and Modifications) on all answer documents. These instructions are located on pages 9–12 and 15–20 of this manual.

Return all materials to the test site coordinator immediately after testing.

SPECIFIC DIRECTIONS FOR ADMINISTERING MATHEMATICS—SESSION 1

All directions to be read to students are in bold type and are preceded by the word "SAY." Text in italic type is information for test examiners and is NOT to be read to the students.

Read the directions exactly as they are written. Test examiners may answer student questions about the directions, but may NOT give help on specific test questions.

If a mistake is made when reading the directions, stop and say "No, that is wrong. Listen again." Then read the directions again.

Try to maintain a natural classroom atmosphere during the assessment administration. Encourage students to do their best. Check periodically to make sure students are writing their answers in the correct places, following instructions, and working until they finish the test.



Be sure all desks or tables are cleared of books, cellular phones, or other materials not needed for the assessment. See that each student has a No. 2 pencil and an eraser. Pens must not be used.

Calculators are not permitted unless this is a modification specified in the student's IEP or Section 504 plan.

*Please note that students are **NOT** permitted to use scratch paper during the examination. They may write in the test booklet using the white space in the booklet as needed.*

*Please note that students must complete Session 1 before starting Session 2. After starting Session 2, students are **NOT** permitted to return to Session 1.*

DISTRIBUTION OF MATERIALS

IMPORTANT

*Students who did not take the English–language arts portion of the test will need to complete the required demographic fields. Turn to page 24, *Completing the Demographic Fields—Students With BLANK Answer Documents*, or page 28, *Completing the Demographic Fields—Students With Pre-ID Answer Documents*.*

Distribute the answer documents to students. If there are students who have already taken the English–language arts portion of the test, they will use the same answer documents to take the mathematics portion. Be sure to return the correct answer document to the correct student.



Look at the student name and other identifying information on your answer document. Please verify that you have received your answer document with your name and date of birth on it. If you have received the wrong answer document, please raise your hand now.

For students who did not take the English–language arts portion, read the directions for completing the demographic fields on page 24 or page 28.

Once the demographic fields have been completed and students have verified that they have the correct answer documents—



Today you will be answering questions for the California High School Exit Examination. Please do your best work.

Now I am going to give you a test booklet. When you get your booklet, leave it on your desk. Do NOT break the seal or write anything on it until instructed to do so.

Distribute a test booklet to each student.



Now, sign your name in the upper right-hand corner of the test booklet.

PAUSE while students sign their names.



You should use only a No. 2 pencil for answering the questions. If you need another pencil during the test, please raise your hand, and I will give you one. You may NOT use pens to mark your answers.

VERSION NUMBER



Look at the front cover of your test booklet. Find the word “VERSION” printed in black letters followed by a three-digit number. Now turn your answer document to page 9 and find the box labeled “Version Number.” Print the version number found on your test booklet in the box on your answer document, one number per blank. Now underneath each box, fill in the circle that has the same number that you wrote in the box.

Verify that students grid the correct version number. Walk around the room and look at the answer documents to verify. It is extremely important that this is gridded correctly.

TEST BOOK SERIAL NUMBER

On the back cover of your test booklet, find the barcode with the ten-digit number printed over it. Print that number, one number per blank, in the box labeled “Test Book Serial Number” on page 9 of your answer document. Be sure to write the correct number on your answer document. Do not include spaces or hyphens when you grid the number. Double check that you have every number correct. Now underneath each box, fill in the circle that has the same number that you wrote in the box.

PAUSE. Verify that students know which number to grid and that they grid it correctly.

MATHEMATICS CLASSES TAKEN

Please grid the most recent grade in which you have taken or are taking each of the math classes listed below. If you haven’t taken the class, leave it blank. You should grid only one class per grade. If you have not taken a class or do not see your class listed here, please leave the row blank.

Are there any questions?

Respond to student questions, referring to the mathematics course descriptions below. If students have not taken one of the courses listed and/or are not currently enrolled, advise them to leave that class blank. Students should grid only one circle per class.

MATHEMATICS COURSE DESCRIPTIONS:

General Math: *This category includes all courses that are not algebra-based. Traditionally, these courses cover such topics as basic arithmetic, i.e., fractions, decimals, and percents.*

Pre-Algebra: *This category includes all courses that are a transition to Algebra 1.*

Algebra 1: *This category includes all Algebra 1 courses, including Algebra 1 programs given over two or three years.*

Geometry: *This is traditional high school geometry.*

Algebra 2: *This is traditional high school Algebra 2.*

Integrated Mathematics Courses (I, II, III): *These include any integrated mathematics high school courses.*

Advanced Mathematics Courses: *These include advanced mathematics courses such as trigonometry, pre-calculus, statistics, math analysis, or any other post-Algebra 2 courses.*

DIRECTIONS TO STUDENTS



In Session 1, you will be answering 46 multiple-choice questions. You will fill in the answers to these questions on page 9 of your answer document in the box labeled “Mathematics—Session 1.” Please locate the area where you will mark your answers.

You are not allowed to use calculators on any part of the exam.

[If specified in the student’s IEP or Section 504 plan, a calculator may be used as a modification.]



Be sure to mark your answers on the answer document. Make the marks dark and fill in the circles completely.

If you do not understand what to do on any part of the examination, please raise your hand, and I will clarify the directions for you.

You may do your work in your test booklet, but you must mark your answers on your answer document.

This test is not timed, but you should be able to complete this session in about 1 hour and 30 minutes. I will tell you when you have been working for one hour.

If you finish before the session is over, you may check your work on this section only. Then close your test booklet and sit quietly until the end of the session is announced. You may NOT break the seal and go on to the next session in your test booklet. You may NOT look at or alter the English-language arts section of the answer document in any way.

Are there any questions?

Respond to all questions.



Now, open your test booklet to page 1. Follow along silently as I read the directions.

“Directions. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely.

Note:

- (1) Figures that accompany problems are drawn as accurately as possible EXCEPT when it is stated that a figure is not drawn to scale. All figures lie in a plane unless otherwise noted.**
- (2) All numbers used are real numbers. All algebraic expressions represent real numbers unless otherwise stated.”**

You may begin work now.

Circulate among the students to make certain they are working on the correct session in the test booklet and that they are gridding their responses completely within the correct response boxes. Be sure students are working only in the MATHEMATICS—SESSION 1 section of the answer document. If any students finish early, check to be sure that they have worked to the end of the session. Make a periodic check of the students’ progress during the testing period. Make sure that students are using only No. 2 pencils to record their answers.

After one hour —



You have been working for one hour.

Monitor students’ progress. Give a five-minute warning if the end of the testing session is near and students are still working. Of course, the testing session may be ended in less time if all students have finished. Likewise, if some students seem to need more time, the testing time should be extended. Check with the test site coordinator for procedures to follow if students need to be escorted to another room to continue testing.

When all students have finished or the testing session is over —



Stop. Put your pencil down and close your test booklet and answer document. We will now take a break.

If the rest break will be a short one, students should remain in the testing room unless they need to use the restroom. Students must be monitored at all times, including breaks. In cases of extended breaks, such as lunch, collect and account for all test materials before dismissing students for the break. Please make sure ALL test materials have been collected before dismissing students.

Be sure to place the materials in a secure and locked location until the next testing session if the students are taking an extended break.

SPECIFIC DIRECTIONS FOR ADMINISTERING MATHEMATICS—SESSION 2

All directions to be read to students are in bold type and are preceded by the word "SAY." Text in italic type is information for test examiners and is NOT to be read to the students.

DISTRIBUTION OF TEST MATERIALS

If the break was an extended one, look at the student's name on the test booklet and answer document and return the student's materials to him or her. Be sure that each student receives the correct test materials.



Be sure all desks or tables are cleared of books, cellular phones, or other materials not needed for the assessment. See that each student has a No. 2 pencil and an eraser. Pens must not be used.



Look at the student name and other identifying information on your test booklet and answer document. Please verify that you have received your test materials. If you have received the wrong materials, please raise your hand now.

Resolve any cases of a student receiving the wrong materials.

If the break was a short one, start here.

DIRECTIONS TO STUDENTS



Use only No. 2 pencils for answering the questions. If you need another pencil during the test, please raise your hand, and I will give you one. You may not use pens on the answer document.

In Session 2, you will be answering 46 multiple-choice questions. Session 2 begins at question 47 and ends at question 92. You will fill in the answers to these questions on page 10 of your answer document in the box labeled "Mathematics—Session 2." Please locate the area where you will mark your answers.

You are not allowed to use calculators on any part of the exam.

[If specified in the student's IEP or Section 504 plan, a calculator may be used as a modification.]



Be sure to mark your answers on the answer document. Make the marks dark and fill in the circles completely.

If you do not understand what to do on any part of the examination, raise your hand, and I will clarify the directions for you.

You may do your work in your test booklet, but you must mark your answers on your answer document.

This test is not timed, but you should be able to complete this session in about 1 hour and 30 minutes. I will tell you when you have been working for one hour.

If you finish before the session is over, you may check your work for this session. Then close your test booklet and sit quietly until the end of the session is announced. You may NOT look back at the questions or answers for Session 1 or at the English–language arts section of the answer document.

Are there any questions?

Respond to all questions.



Now, break the seal on your test booklet and open it to the page on which Session 2 begins.

Follow along silently as I read the directions.

“Directions. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely.

Note:

- (1) Figures that accompany problems are drawn as accurately as possible EXCEPT when it is stated that a figure is not drawn to scale. All figures lie in a plane unless otherwise noted.**
- (2) All numbers used are real numbers. All algebraic expressions represent real numbers unless otherwise stated.”**

Once you have completed your exam, fill out the questionnaire in the back of your test booklet. Please follow the directions for each question and fill in your answer on page 10 of your answer document in the box titled “Questionnaire.” Please locate the “Questionnaire” box on your answer document.

You may begin work now.

Circulate among the students to make certain that they are working on the correct session in the test booklet and that they are gridding their responses completely within the correct response boxes. Be sure students are working only in the MATHEMATICS—SESSION 2 section of the answer document. If any students finish early, check to be sure that they have worked to the end of the session. Make a systematic check of the students’ work during the testing period. Make sure that students are using only No. 2 pencils to record their answers.

After one hour —



You have been working for one hour.

Monitor students’ progress. Give a five-minute warning if the end of the testing session is near and there are still students working. Of course, the testing session may be ended in less time if all students have finished. Likewise, if some students seem to need more time, the testing time should be extended. Check with the test site coordinator for procedures to follow if students need to be escorted to another room to continue testing.

When all students have finished or the testing session is over —



Stop. If you have not already done so, proceed directly to the questionnaire in the back of your test booklet. Please follow the directions for each question and fill in your answers on page 10 of your answer document in the box titled “Questionnaire.” Please locate the “Questionnaire” box on your answer document.

Be sure all students know where to record their responses to the questionnaire.

PAUSE to allow students five to ten minutes to answer the questions.



Stop. Put your pencil down. I will come by to collect your materials.

Please collect ALL the test booklets and answer documents before dismissing the students.

Make sure all student demographic fields are complete.

Dismiss students according to test site procedure.

Be sure to complete the demographic fields (including Accommodations and Modifications) on all answer documents. These instructions are located on pages 9–12 and 15–20 of this manual.

Return materials to the test site coordinator immediately after testing.

APPENDIX A



Testing Variations, Accommodations, and Modifications

Note: Refer to the *California Code of Regulations, Title 5, Education*, for each specific assessment program for more detail.

Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)

	Test Variation (1) Accommodation (2) Modification (3)	California High School Exit Exam (CAHSEE)
	Test administration directions that are simplified or clarified (does not apply to test questions)	ALL
	Student marks in test booklet (other than responses) including highlighting	ALL
	Test students in a small group setting	ALL
	Test individual student separately, provided that a test examiner directly supervises the student	1
	Visual magnifying equipment	1
	Audio amplification equipment	1
	Noise buffers (e.g., individual carrel or study enclosure)	1
	Special lighting or acoustics; special or adaptive furniture	1
	Colored overlay, mask, or other means to maintain visual attention	1
	Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)	1
	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
	Responses dictated [orally, or in Manually Coded English or American Sign Language] to a scribe for selected-response items (multiple-choice questions)	2
All	All students may be provided these test variations.	
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.	
Accommodation (2)	Eligible students shall be permitted to take the examination/test 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)	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 Variation (1) Accommodation (2) Modification (3)	California High School Exit Exam (CAHSEE)
Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)	2
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
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
Braille transcriptions provided by the test contractor	2
Large print versions	2
Test items enlarged if font larger than required on large print versions	ALL
Extra time on a test within a testing day	2
Test over more than one day for a test or test part to be administered in a single sitting	2
Supervised breaks within a section of the test	2
Administration of the test at the most beneficial time of day to the student	2
Test administered at home or in hospital by a test examiner	2
Dictionary	3
Manually Coded English or American Sign Language to present test questions	2 Math
Test questions read aloud to student or used audio CD presentation	3 ELA
All	2 Math
Test Variation (1)	3 ELA
Accommodation (2)	
Modification (3)	

Test Variation (1) Accommodation (2) Modification (3)	California High School Exit Exam (CAHSEE)
Calculator on the mathematics tests	3
Calculator on the science tests	Not Applicable
Arithmetic table or formulas (not provided) on the mathematics tests	3
Arithmetic table or formulas (not provided) on the science tests	Not Applicable
Math manipulatives on the mathematics tests	3
Math manipulatives on the science tests	Not Applicable
Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test	3
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
Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses	3
Unlisted Accommodation or Modification	Check with CDE

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test 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)	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.



Testing Variations, Accommodations, and Modifications

Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners (October 2007)

Test Variations	California High School Exit Exam (CAHSEE)
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
Additional supervised breaks within a testing day <i>or</i> 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
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
Access to translation glossaries/word lists (English to primary language). Glossaries/word lists shall not include definitions or formulas.	Variation Allowed

APPENDIX B

"DO NOT DISTURB" SIGN

On the following page is a "Do Not Disturb" sign. The test examiner should post this sign on all doors of the testing room. Copies may be made of this sign.

QUIET

PLEASE DO NOT DISTURB

TESTING IS TAKING PLACE IN

THIS ROOM

CALIFORNIA HIGH SCHOOL

EXIT EXAMINATION

APPENDIX C

TEST ADMINISTRATION INCIDENT REPORT FORM

Filling out the *Test Administration Incident Report Form*

It is the test site coordinator's responsibility to ensure that all pertinent information is completed on the *Test Administration Incident Report Form* and that the form is kept in the school or district office for the record. The school district should warn each eligible student before testing that if caught cheating, his or her test will not be scored.

- **Caught Cheating:** If a student is caught cheating, the test site coordinator must confirm and verify that cheating **actually** occurred and complete a *Test Administration Incident Report Form*. The school and/or district must make the final determination of whether a student cheated on one or both portions of the CAHSEE. Neither CDE nor ETS will review the local decision.



If the school and/or district determine that the student's answer document should be invalidated due to cheating, the Score Code field on the answer document must be coded as "I." This will invalidate the score for this portion of the CAHSEE. The student's score report will state "Score Invalidated" for that portion of the test. The test will not be scored.



The *Test Administration Incident Report Form* should be filed in the school or district office and should **not** be returned to ETS. ETS will use the Score Code field reported on the student's answer document to invalidate the student's score for that portion of the test.

As a reminder, if the school suspects a student of cheating, the school or district must first determine whether the student's IEP or Section 504 plan entitles the student to take the test in the manner observed.

- **Became Ill:** If a student becomes ill and must be dismissed from the testing area, collect the student's test book and answer document and make a note of it on the *Test Administration Incident Report Form*. If the student returns and is able to continue the test, make sure that the student has not had an opportunity to seek answers outside of the testing room. Return the same test materials to the student. Make a brief note on the *Test Administration Incident Report Form* indicating how long the student was absent and if the student was supervised the entire time. If the student does not return to complete the exam, the Score Code field on the answer document must be coded as "A" (absent or ill during testing).
- **Misconduct:** Please only make a note of misconduct on the *Test Administration Incident Report Form* if a student is disrupting the testing room enough that the student must be dismissed.
- **Other:** Please use this section to report any incident not accounted for on the *Test Administration Incident Report Form*.
- **Disruptions:** If there is an incident (fire alarm, power outage, construction noise, etc.) that significantly disrupts the testing environment, please make a note of it on the *Test Administration Incident Report Form*.

TEST ADMINISTRATION INCIDENT REPORT FORM

Administration Date: _____ Person who completed this form (Print name): _____
 School/Test Site: _____ Test Site Coordinator (Print name): _____
 District: _____

Student Name: _____
(Last) (First)

Student took: ELA Only MATH Only ELA & MATH

Please check all that apply:

Incident	ELA	Math	Was Student Dismissed?	
Caught Cheating	<input type="checkbox"/>	<input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Became Ill	<input type="checkbox"/>	<input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Misconduct	<input type="checkbox"/>	<input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>

Check any of the following incidents that may have disrupted the test:

- Fire Alarm Power Outage
 Construction Other (please specify) _____

Document cheating incidents in the space below.

(Documentation of other incidents is optional.)

*Keep this completed form on file for one year following the test.
 Do NOT send the form to ETS or CDE. This form may be photocopied.*

Returning the *Test Administration Incident Report Form*

Please work with the test site coordinator to plan for the filing of these reports. This report form must remain in the school or district office as documentation for at least 12 months from the test administration.

APPENDIX D

TEST SECURITY BREACH REPORT FORM

Filling out the *Test Security Breach Report Form*

It is the test site coordinator's responsibility to immediately notify the district coordinator of any security breaches or testing incidents at the test site before, during, or after administration of the CAHSEE.

If the breach in security is determined to be a violation of the *Test Security Agreement* or *Test Security Affidavit*, then the district coordinator will gather all pertinent information on the *Test Security Breach Report Form* from the test site coordinator and forward the form to ETS immediately via fax at 925-808-2156 or by calling the CAHSEE Support Center at 800-241-5687. Make sure to keep the original copy on file at the district.

TEST SECURITY BREACH REPORT FORM

Please specify the section or sections of the *Test Security Agreement* or *Test Security Affidavit* that have been violated, and then document the security breach or testing incident in the space below. Identify the name(s) and title(s) of the parties involved in the violation(s) specified and note any actions taken locally.

Test Administration Date(s): _____

School/Test Site: _____

Test Site Coordinator: _____

Telephone/E-mail: _____

District: _____

District Coordinator: _____

Telephone/E-mail: _____

This form may be photocopied.

Directions for Administration

July 2009–May 2010

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I.N. 750873



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