Contact Information

California High School Exit Examination (CAHSEE) Support and Processing Center:

TELEPHONE: 800-241-5687
FAX: 925-808-2156
E-MAIL: CAHSEE-Support@ets.org

Go to the Educational Testing Service (ETS) CAHSEE Web site at http://www.ets.org/cahsee/ to do the following:

■ View the Project Calendar
■ Order test materials Local Educational Agency (LEA) CAHSEE Coordinators only
■ Submit Pre-ID files LEA CAHSEE Coordinators only
■ Download copies of manuals, forms, and other documents
■ Review important information related to test administration
■ Correct data online after test administration LEA CAHSEE Coordinators only

Go to the California Department of Education (CDE) CAHSEE Web page at http://www.cde.ca.gov/ta/tg/hs/ to do the following:

■ Read about the latest CAHSEE program updates
■ View aggregate exam results
■ Obtain regulations, apportionment information, and other administrative documents
■ Download Released Test Questions, Student Study Guides, and Teacher Guides
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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.

- The *Test Security Agreement* must be signed by the LEA CAHSEE Coordinator and returned to ETS before any test materials will be delivered. A copy is to be maintained at the LEA.

- Requests for additional materials for the CAHSEE examination must be received no later than 5:00 p.m. Pacific daylight time on the Monday of the week prior to the test administration to ensure materials will be received in time for testing.

- Each grade has a separate *School and Grade Identification (SGID) Sheet* to be used for returning completed answer documents:
  - Grade ten—Coffee
  - Grade eleven—Caribbean
  - Grade twelve—Avocado
  - Adult—Midnight

- Notify ETS and the CDE immediately of security breaches. Notify ETS when there are missing materials.

- Notify CDE immediately regarding policy questions, including school closures.

- The Score Code field (Box 3) must be marked on all returned answer documents. (See page 58.) This is not a correctable field. Incorrect coding may affect accountability data.

- **Complete the following fields only after and only if the student uses them:**
  - Accommodations and Modifications (Box 24b) (See pages 6 and 63.)
  - English Learner Test Variations (Box 17) (See pages 6 and 65.)

- 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.
This manual includes information that CAHSEE and test site coordinators must know in order to prepare for administration of the CAHSEE. The LEA CAHSEE Coordinator’s responsibilities are organized into three sections: before, during, and after testing (pages 10–22), and the test site coordinator’s responsibilities are organized into the same three sections (pages 23–38). Prior to testing, all coordinators should read this manual to ensure that testing procedures are understood.

CAHSEE Regulations

The California Code of Regulations, Title 5 (5 CCR) sections 1200 to 1225, govern the administration of the CAHSEE in concert with state law (Education Code sections 60850 to 60859). These regulations are binding legal documents and are not to be considered guidelines. The regulations can be found on the CDE Web document at http://www.cde.ca.gov/ta/tg/hs/documents/cahseeedec09regs.doc.

- Section 1200 provides definitions related to the administration of the CAHSEE.
- Sections 1202 to 1211.5 focus on administration issues, such as testing requirements, data and record keeping requirements, responsibilities of LEA CAHSEE and test site coordinators, and test security. A section on excessive orders describes the conditions under which LEAs will be charged for over-ordering CAHSEE materials.
- Sections 1215 to 1218.6 address testing for English Learners and students with disabilities.
  - Sections 1215 to 1217 address testing variations allowed for English Learners (ELs) if the variations are regularly used in the classroom, as well as accommodations and modifications for students with individualized education programs (IEPs) or Section 504 plans that specify the use of such testing variations.
  - Section 1218 provides for a review process for proposed variations in administering the examination that are not specified in these regulations.
  - Section 1218.6 provides for waiver requests on behalf of students in state special schools.
- Section 1219 specifies that all examination responses must be the independent work of the students who are administered the CAHSEE with accommodations or modifications.
- Section 1220 specifies how cheating during test administration will be handled.
- Section 1225 describes how funds will be apportioned to LEAs for the administration of the CAHSEE.
**Summary of Responsibilities**

**LEA CAHSEE Coordinator**

It is the responsibility of the LEA CAHSEE Coordinator to ensure that all procedures and policies set forth by the CAHSEE Program are implemented and followed during the administration of the testing program within the LEA.

The LEA CAHSEE Coordinator’s primary responsibilities are: (1) to order test materials by the published deadline dates, (2) to train site coordinators, (3) to organize, implement, and supervise the activities necessary to conduct testing in the district, and (4) to account for all materials prior to returning them to ETS. The LEA CAHSEE Coordinator’s responsibilities are detailed in this manual on pages 10–22.

**Test Site Coordinator**

CAHSEE regulations require each LEA CAHSEE Coordinator or the LEA superintendent to assign one person at each test site within the LEA to serve as a test-site coordinator. The test site coordinator is responsible for the administration of the CAHSEE within the school or test site. The test site coordinator is also directly responsible for coordinating all activities pertaining to the security, distribution, and return of materials, as well as training all test examiners, test proctors, and scribes. The test site coordinator’s responsibilities are detailed in this manual on pages 23–38.

**Test Examiner**

It is important that the test examiners selected to administer the CAHSEE are fully apprised of the procedures and guidelines in the *Directions for Administration* manual.

A test examiner must be an employee of the LEA or a person assigned by a nonpublic school to implement a pupil’s IEP, who has received training specifically designed to prepare him or her to administer the CAHSEE. All test examiners must complete the *Test Security Affidavit* and submit it to the test site coordinator. The *Test Security Affidavit* as set forth in Section 1211.5 of the CAHSEE regulations includes an acknowledgment by the test examiner that training has been received.

**Test Proctor**

A test proctor must be an employee of the LEA or a person assigned by a nonpublic school to implement a student’s 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.
Identifying Students to be Tested

All California public school students except eligible students with disabilities (SWDs) must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE requirement can be satisfied by passing the examination, or for eligible SWDs, meeting the exemption requirement pursuant to California Education Code (EC) Section 60852.3, or receiving a local waiver pursuant to EC Section 60821(c)(1).

Students may only retake the portion(s) of the examination not previously passed. For example, if a student has previously passed the mathematics portion, but not the English Language Arts (ELA) portion, that student may only retake the ELA portion. Grade ten may take the CAHSEE only one time; grade 11 may take the CAHSEE two times; grade 12 may take the CAHSEE up to five times a year.

The LEA CAHSEE Coordinator and test site coordinators should ensure that students eligible to participate are notified of the testing time and location and that the students’ teachers are notified of their students’ attendance at the testing session.

Scheduling Test Sessions

Testing must be conducted on the specific dates as determined by the State Superintendent of Public Instruction. To ensure the security of the test throughout the state, test sessions must start between the hours of 8 and 10 a.m. Test sites that must test outside of this window need to e-mail the CDE at cahsee@cde.ca.gov to advise the CDE of their planned testing schedule.

The CAHSEE can be administered ONLY on the scheduled test dates for each administration. Scheduled dates through May 2015 may be found on the CDE CAHSEE Administrative Documents Web page at: http://www.cde.ca.gov/ta/tg/hs/admin.asp.

Students who are absent for Session 1 of ELA cannot take Session 2. Students may take the mathematics portion on day two even if they were absent for both sessions of ELA on day one. Students who are absent for Session 1 of mathematics cannot take Session 2.

Students who are absent for a portion of the examination (i.e., mathematics or ELA) will need to wait until the school’s next scheduled administration for students in their grade level to take that portion.
English–Language Arts (ELA)

The ELA portion of the CAHSEE will include 79 multiple-choice questions and one writing task prompt aligned to the California ELA content standards. The ELA examination will be administered on a Tuesday. Only the December administration is held on a Saturday, where both Session 1 and 2 are completed.

Mathematics

The mathematics portion of the CAHSEE will consist of 92 multiple-choice questions aligned to the California mathematics content standards. The mathematics examination will be administered on a Wednesday. Only the December administration is held on a Saturday, where both Session 1 and 2 are completed.

Timing

Table 1 titled “Approximate Working Time” refers to the time students are working on the test questions. “Approximate Total Administration Time” is the sum of working time, time for distributing and collecting test materials, and time used by the students to complete the demographic information and questionnaire on the answer document.

<table>
<thead>
<tr>
<th>Test Session</th>
<th>Approximate Working Time</th>
<th>Approximate Total Administration Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA – Session 1</td>
<td>2 hours</td>
<td>2 hours 30 minutes</td>
</tr>
<tr>
<td>ELA – Session 2</td>
<td>1 hour 30 minutes</td>
<td>2 hours</td>
</tr>
<tr>
<td>Mathematics – Session 1</td>
<td>1 hour 30 minutes</td>
<td>2 hours</td>
</tr>
<tr>
<td>Mathematics – Session 2</td>
<td>1 hour 30 minutes</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

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 as much time as 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 extra time. If that is the case, the LEA CAHSEE Coordinator must e-mail CDE at cahsee@cde.ca.gov to request additional testing days.

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, such as lunch, test examiners 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.

**Testing Variations, Accommodations, and Modifications**

If required, students must be provided extra time *within a testing day* and given simplified or clarified directions. All students may use their test booklets and the blank pages in the answer document for scratch work. Responses must be recorded in the answer document. During the test, students may use testing variations that are regularly used in the classroom, and any accommodations or modifications specified in their IEPs or Section 504 plans during the test. See the *Matrix of Test Variations, Accommodations, and Modifications* for Administration of California Statewide Assessments provided in Appendix A and linked on the CDE Web page at [http://www.cde.ca.gov/ta/tg/ai/](http://www.cde.ca.gov/ta/tg/ai/).

**Testing Variations for English Learners**

LEAs shall provide identified English Learners (EL), including EL adults, the following testing variations if regularly used in the classroom or for assessment:

<table>
<thead>
<tr>
<th>TESTING VARIATIONS FOR ENGLISH LEARNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>– 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.</td>
</tr>
<tr>
<td>– Receive additional supervised breaks within a testing day or within a test session, provided that the test session is completed within the day of testing.</td>
</tr>
<tr>
<td>– Have the opportunity to be tested in a separate room with other English Learners provided that the student is directly supervised by a school, LEA, or nonpublic school employee who has signed the <em>Test Security Affidavit</em>.</td>
</tr>
<tr>
<td>– Have access to translation glossaries (English to primary language and/or primary language to English). The glossaries are to include ONLY the English word with the corresponding primary language word. The glossaries must not include any definitions or formulas.</td>
</tr>
</tbody>
</table>

**Maintaining Test Security**

The CAHSEE regulations contain specific guidance and rules on maintaining the security and integrity of the examination before, during, and after testing. To ensure the security and integrity of the exam, CAHSEE LEA and test site coordinators are required by the CAHSEE regulations to complete a *Test Security Agreement*. (See page 40.)
Handling of Test Materials

The LEA CAHSEE Coordinator is responsible for the receipt, inventory, distribution, and storage of test materials. Security procedures must be followed at all times. **WITHOUT EXCEPTION**, all CAHSEE test booklets, audio CDs, and answer documents must be maintained in **secure, locked storage at all times when they are not in use** for test administration. Daily use offices are not considered secure storage. Boxes containing test booklets must be kept sealed.

LEA CAHSEE and test site coordinators should receive boxes containing the secure test booklets in a sealed condition. After verifying the materials received in the school boxes, the LEA CAHSEE Coordinator should reseal the boxes with the sealing tape supplied.

**Test site coordinators must open every box and inventory the materials within one working day of receipt.** After counting the test booklets, test site coordinators must reseal the boxes containing test booklets and sign their name over the tape and box. Sealing tape is supplied for this purpose.

Each test booklet must be protected from loss, theft, or reproduction in any medium. Test booklets are shrink-wrapped in packages of 5 and 20 and barcoded with a unique security number. Do not remove the shrink wrap until it is absolutely necessary to do so in preparation for the test administration.

The CAHSEE Processing Center will maintain records of security barcodes assigned to all LEAs and test sites. When testing is completed, the LEA CAHSEE Coordinator must account for and return all used and unused test booklets and answer documents. The Processing Center will use a scanner to account for all booklets by security barcode number and provide a record of missing booklets to the CDE. The LEA CAHSEE Coordinator should document any discrepancies in order to account for all missing booklets.

Reporting of Security Breaches

The LEA CAHSEE Coordinator must immediately report any confirmed or suspected security breaches or any violation of the Test Security Affidavit, including loss of materials, failure to account for materials, or any other deviation from acceptable security procedures to the CAHSEE Support Center at 800-241-5687, or via e-mail at CAHSEE-Support@ets.org. Also, contact the CDE CAHSEE office at 916-445-9449.

**All test questions are absolutely secure and may not be photocopied or transcribed.** A rare exception may be made in order to provide an accommodation or modification required by a student’s IEP or Section 504 plan. In this situation, only the LEA CAHSEE or test site coordinator is allowed to copy the materials necessary to administer the examination in accordance with the CAHSEE regulations.
In arranging the testing room(s), every effort should be made to have students facing the same direction and spaced at least four feet from center of desk to center of desk. In addition, each student must be informed of the consequences of cheating prior to the administration of the CAHSEE. (Refer to “Regulations Regarding Cheating” on page 18.)

To ensure the security of the examination throughout the state, test sessions should start between the hours of 8 and 10 a.m. Test sites that must begin testing outside of this window need to call the CDE by phone at 916-445-9449, or e-mail the CDE at cahsee@cde.ca.gov, who will then advise the ETS Office of Testing Integrity of their planned testing schedule.

Auditing Procedures

In order to ensure uniform security standards are being followed for the administration of the CAHSEE, professional auditors will monitor a sample of LEA and testing sites throughout the state before, during, and after every administration. Most locations to be audited will be selected randomly; however, some sites will be selected due to past security concerns.

Auditors will be employees of ETS or their subcontractor, Global Compliance Services. Auditors will possess a letter of introduction, an ID card, and a valid driver’s license. If a LEA CAHSEE or test site coordinator needs to confirm the identity of an auditor, the coordinator may call the ETS Office of Testing Integrity at 800-750-6991.

Generally, audits will include the following:

1. **Before-testing audits**
   - Evaluate adherence to before-test responsibilities of the LEA CAHSEE Coordinator
   - Evaluate adherence to before-test responsibilities of the test site coordinator
   - Evaluate the handling of test materials at the test site after they are received from the courier at the LEA site and also at the test site
   - Evaluate the secured storage area where confidential test material is stored
   - Review test administration procedures with the test site coordinator
   - Inventory the test booklets

2. **During-testing audits**
   - Evaluate adherence to during-test responsibilities of the test site coordinator
   - Evaluate the testing room locations and the test environment
   - Evaluate the performance of test examiners, administrators, proctors, and scribes (if used) for adherence to prescribed procedures
   - Evaluate the security of the test materials during the administration
3. After-testing audits
   - Evaluate adherence to after-test responsibilities of the LEA CAHSEE Coordinator
   - Evaluate adherence to after-test responsibilities of the test site coordinator
   - Verify that all test booklets were returned to a secure, locked storage location
   - Evaluate the timeliness and adherence to published procedures for packing materials for return shipment
   - Inventory the test booklets to determine if all were returned
   - Evaluate the process of transporting tests and other testing materials from the test site
   - Evaluate the secure storage of materials at the LEA office before they are picked up by the courier for shipment to the CAHSEE Processing Center

**Test Security Agreements and Test Security Affidavits**

LEA CAHSEE Coordinators must sign the Test Security Agreement and submit the original to ETS before receiving any examinations or test materials. A copy of the signed Test Security Agreement must be maintained in the school LEA office for 12 months from the date signed.

The test site coordinator is also required to sign the Test Security Agreement. Before being given access to CAHSEE materials, all test examiners, proctors, or anyone else who will have access to CAHSEE test materials must sign the Test Security Affidavit. The test site coordinator is to collect and deliver all Test Security Affidavits to the LEA CAHSEE Coordinator before any test materials can be delivered to the test site. LEA CAHSEE Coordinators are to keep the Test Security Affidavits on file for at least 12 months from the date signed.

The CAHSEE Test Security Agreement is located on page 40 of this manual; the CAHSEE Test Security Affidavit is located on pages 48–49.
LEA CAHSEE COORDINATOR RESPONSIBILITIES

SECTION ONE: BEFORE TESTING

TRAINING TEST SITE COORDINATORS

The CAHSEE regulations require LEA CAHSEE Coordinators to train all test site coordinators. Test site coordinator training should include a viewing of the test administration video as well as a thorough discussion of the procedures and responsibilities specified in this manual and a review of the procedures outlined in the Directions for Administration manual. During this training, the following topics should also be covered:

- Test site coordinator responsibilities
- Test examiner, test proctor, and scribe responsibilities
- Test dates for ELA and mathematics examinations
- Maintaining test security and completing the required security forms (Test Security Agreement and Test Security Affidavit)
- Completing demographic information on answer documents
- Test site selection (based on recommendations in this manual)
- Test materials return schedule
- Organizing and packing materials for return to the LEA CAHSEE Coordinator
- Ensuring the proper use of testing variations, accommodations, and modifications in accordance with CAHSEE regulations

Remind the test site coordinators about the following important administration details:

- Students must record their responses to both the ELA and mathematics tests on a single answer document. If a student inadvertently uses more than one answer document, test site personnel must transcribe the responses, including the writing task, onto a single answer document.

- All responses, including the writing task, must be recorded with a No. 2 pencil on a scannable answer document. Writing tasks written on separate pieces of paper will not be scored.

- ONLY the student whose name is printed on a Pre-ID answer document may use that document. Marking a student name in the name grid field will NOT override the Pre-ID information. This point must be emphasized to test site coordinators and test examiners. DO NOT cross out or cover the Pre-ID barcode and use the answer document for another student.
Before Testing

- Students should look at the Pre-ID label and verify that the name AND date of birth on the label are correct.

- Responses for students who use accommodations such as marking responses in their test booklets must be transcribed onto a scorable answer document by an employee of the LEA or a person assigned by a nonpublic school to implement a student’s IEP or Section 504 plan.

- Separate sheets of scratch paper are not permitted at any time during testing. Students may use the white space in the test booklet or use the pages in the answer document marked “This page is for scratch work. It will NOT be scored.”

- Students must complete Session 1 before starting Session 2. After starting Session 2, students are NOT permitted to return to Session 1.

- Students must be strictly supervised during breaks in the middle of a testing session.

- After testing, account for all testing materials before dismissing students and be sure that no answer documents are left in the test booklets.

- If a student has written on an answer document, and the document will NOT be scored, write VOID across the front page of the document and return it with the nonscorable materials.

Testing Students Placed in Nonpublic Schools by Their Individualized Education Program (IEP)

LEA CAHSEE Coordinators are responsible for making all necessary arrangements to test all their students working toward a high school diploma in programs conducted off campus. This situation may require arranging for the test to be administered to students placed in nonpublic schools by their IEP, either in-state or out-of-state.

The LEA CAHSEE Coordinator must make arrangements for shipping the test materials to a nonpublic school in California outside of the local area, or to a student’s out-of-state nonpublic school, as well as providing training to the nonpublic test examiner who will be testing the student(s). Arrangements must also be made to receive the materials from the nonpublic test site after testing, and return the materials to the CAHSEE Processing Center. Test security procedures must be followed, including:

- Obtaining a signed Test Security Affidavit from the test examiner and any other personnel who may have access to the test materials (e.g., test proctor or scribe)

- Sending test materials via a secure method to the nonpublic school test site, using a traceable method of shipping

- Ensuring that the test examiner is an employee of the LEA or a person assigned by the nonpublic test site to implement a student’s IEP who has received training in the administration of the CAHSEE
Before Testing

- Retrieving the test materials from the nonpublic test site in a secure, expedited manner
- Returning the test materials to the ETS CAHSEE Processing Center with the rest of the LEA's testing materials
- The answer documents for students tested at the nonpublic school(s) should be batched together by grade and submitted under the appropriate SGID. The SGID must be marked with your county and district code and a school code of “0000001.” **DO NOT use the nonpublic school code on the SGID.** (See page 63 for instructions on completing the seven-digit school code on the answer document for students tested at a nonpublic school.)

Note: LEAs and county offices of education are to restrict their use of the school code “0000001” to only those special education students who are receiving instruction at a nonpublic school.

Please notify the ETS CAHSEE Support Center in advance if you think there will be any delay in the return of materials from a nonpublic school test site.

For specific testing dates and schedules, review the online Project Calendar at http://www.ets.org/cahsee/ or the CDE CAHSEE Administrative Documents Web page at http://www.cde.ca.gov/ta/tg/hs/admin.asp.

**Receiving Test Materials at the LEA CAHSEE Coordinator Office**

“Test materials” are defined in the CAHSEE regulations as materials necessary to administer the examination, including test manuals, test booklets, answer documents, special test versions (e.g., braille), and other materials developed and provided by the test contractor for the administration of the CAHSEE. All test materials will be shipped to the LEA CAHSEE Coordinator.

- **Shipment 1** will contain all nonsecure testing materials.
- **Shipment 2** will contain all secure testing materials.
- **Shipment 3A** will contain the (optional) Pre-ID answer documents.
- **Shipment 3B** will contain the (optional) late Pre-ID labels.

Test materials are packaged and labeled by test site. In addition, the LEA CAHSEE Coordinator will receive a box labeled “LEA CAHSEE Coordinator, Open Immediately” with each shipment. Included with the CAHSEE materials is an overage of testing materials to be used in the event that test sites require additional materials. The chart on the following page lists the materials contained in the CAHSEE boxes.
### Materials Found Only in the LEA CAHSEE Coordinator Box

#### Shipment 1 Nonsecure Materials

- CAHSEE and School Packing Lists
- LEA CAHSEE Coordinator Packet (large resealable plastic bag)
  - Paper Bands
  - Return Materials Packet (small resealable plastic bag)
    - Packing List
    - BLUE return labels for *scorable* materials
    - PINK return labels for *nonscorable* materials
    - Return UPS Express Airbill or K2 freight bill for scorable materials
    - Return UPS Ground labels for nonscorable materials
- School and Grade Identification Sheets (pre-marked with county & district codes only)
- LEA CAHSEE and Test Site Coordinator’s Manual
- Blank Answer Documents (overage)
- Directions for Administration manuals (overage)
- Directions for Administration—Special Test Versions manuals
  (if any special test versions were ordered for test sites in the LEA)

#### Shipment 2 Secure Materials

- Sealing Tape (to reseal boxes for security purposes)
- LEA Packing List and Security Tracking Form (see sample on pages 41 and 42)
- ELA Test Booklets (overage)
- Mathematics Test Booklets (overage)

#### Shipment 3A (Optional) Pre-ID Answer Documents

- Duplicate Pre-ID Student Roster
- Copies of School Packing Lists

#### Shipment 3B (Optional) Late Pre-ID Labels

- Duplicate Pre-ID Student Roster
- Copies of School Packing Lists
INVENTORYING TEST MATERIALS AT THE LEA OFFICE

When a shipment arrives, the LEA CAHSEE Coordinator must do the following:

■ Look at the sequence numbers written on the boxes and make sure that all boxes are accounted for. If any boxes are missing, call the CAHSEE Support Center immediately at 800-241-5687, or e-mail CAHSEE-Support@ets.org.

■ Locate the packing list in the District Coordinator box (Box 1). Review it carefully. The packing list indicates the quantities of each item contained in the shipment.

■ Verify that the quantity for each item listed on the packing list was actually received.

■ Carefully check to see whether the quantities listed meet the LEA’s needs and make a note of any additional materials needed.

■ For shipments containing test booklets, verify and inventory the booklets. Without opening the shrink-wrapped packages, check that the security barcode numbers listed on the District Packing List and Security Tracking Form (located in Box 1) match the ranges of security barcode numbers shown on the Assembly ID Sheets wrapped on top of the shrink-wrapped packages of test booklets.

■ The District Packing List and Security Tracking Form is provided to record booklets received, booklets returned, and any discrepancies in the test booklet barcode numbers. The form lists the ranges of the test booklet barcode numbers assigned to the district as surplus or overage materials.

■ Complete the District Packing List and Security Tracking Form, noting any discrepancies on the form.

■ For boxes containing test booklets, reseal the boxes with the enclosed sealing tape and sign your name across the tape and box.

■ Even if the quantities on the packing lists are not sufficient, send the test site boxes to your test site coordinators. Have ALL test site coordinators open and inventory the contents of their boxes. Use overage to fill any shortages. Place a supplemental order, if needed.

■ Inventory forms are provided to help track and monitor the movement of materials. The LEA CAHSEE Coordinator uses the Inventory Form—District to help track and monitor the distribution and collection of the overage of test materials to and from test site coordinators. Use the Inventory Form—District any time secure materials are removed from the locked area. Photocopy the form as many times as necessary.

■ Store all test materials in a secure, locked area when they are not being used for testing.

■ Keep ALL boxes in which the test materials were shipped. They will be needed to return the materials. Please do not return materials in nonconforming, oversized boxes.
**Ordering Supplemental Materials**

Fill shortages from LEA overage first. Before requesting supplemental materials, check with all test site coordinators to make sure they have verified their materials, so you can order all additional materials together in one order. Supplemental orders should be no more than 5% of the original total LEA order for each administration.

If the overage is depleted, additional materials may be ordered by doing either of the following:

- Calling the CAHSEE Support Center at 800-241-5687 to order supplemental materials

**All requests for additional materials for the CAHSEE examination must be received no later than 5:00 p.m. PT on the Monday the week prior to the test administration to ensure materials will be received in time for testing.**
Reviewing Nonsecure Test Materials and Forms

Pre-ID Answer Documents

If your LEA participated in the optional Pre-ID Service, you will receive barcoded answer documents pre-identified for students.

If all of the required student demographic information was not provided on your Pre-ID file, prepare and distribute to test site coordinators the *List of Demographic Fields Required to be Hand-Marked for Schools Participating in the Pre-ID Service* (page 45). Place a check mark in the boxes next to the fields that will need to be hand-marked. The information on the list supplements the information in the *Directions for Administration* manual about completing the demographic fields. Notify test site coordinators which fields test examiners or students must hand-mark on answer documents and send this completed form to the test site coordinators to duplicate for all examiners.

Pay particular attention to the following important points about Pre-ID answer documents.

- **ONLY the student whose name is printed on a Pre-ID answer document may use it.** Marking a student name in the name grid field will **NOT** override the Pre-ID information. This point must be emphasized with test site coordinators and test examiners. You **CANNOT** cross-out or cover the Pre-ID barcode and use the answer document for another student.

- A student’s Pre-ID answer document is assigned to the test site that was indicated on the Pre-ID file. If the student has changed schools but remains within the LEA, the answer document may be used by the new school but **MUST** be submitted under the new school’s SGID. You may also choose to use a blank answer document for the student. If you do this, all student demographic information must be entered on the blank form.

  If the student goes to a new LEA, the answer document may not be transferred. A blank document must be completed by the new LEA, as directed above.

- If the Pre-ID information for a student has changed, you may update the information on the ETS CAHSEE Web site ([http://www.ets.org/cahsee/](http://www.ets.org/cahsee/)) until the first day of the examination period. You may change any field except the following: LEA name, statewide student ID number, County-District-School (CDS) code, and student name.

- **Hand-marked demographic data will NOT override data provided on the Pre-ID file.**

- The only hand-marked information that will update the student’s demographic record will be data that was not provided on the Pre-ID file.

- Students who do not have Pre-ID data must use a blank answer document, and all demographic information must be hand-marked.
Accommodations and modifications cannot be pre-identified. After testing has been completed for all sessions, test examiners must mark whether any accommodations and/or modifications were used during this test administration. Accommodations and modifications are to be marked **ONLY** if they are actually used during this test administration.

If your LEA indicated through the online order Web site that answer documents were to be Pre-ID and for any reason this was not done, make sure to fill out a supplemental shipment order form through the secure CAHSEE Web page at https://cahsee.ets.org/ for blank answer documents. If you do not submit this order, your LEA will not be sent blank answer documents.

**Blank Answer Documents**

If the LEA did not participate in the Pre-ID Service, all student demographic information fields on the blank answer documents must be hand-marked. The fields on the back of the answer document must be completed by test site personnel.

**Large-Print Answer Documents**

Large-print answer documents are not provided. If you prefer to have students record their answers on an answer document rather than directly in the large-print test book, the LEA CAHSEE or test site coordinator may produce an enlarged version of the answer document by photocopying it at 129% onto 11” x 17” sheets of paper. Return any enlarged answer documents with the nonscorable materials. **However, student responses, including the essay, must be transcribed onto a standard scannable answer document by an employee of the LEA who has signed the Test Security Agreement Form, before submission to the CAHSEE Processing Center.**

**School and Grade Identification (SGID) Sheets**

Each test site will receive pre-marked SGIDs in the Test Site Coordinator Packet. Test site coordinators should check the SGIDs to verify that the pre-marked information is correct. Each grade level of answer documents must be returned with the appropriate SGID.
**SECTION TWO: DURING TESTING**

**SUPERVISING TEST ADMINISTRATION AND TEST SECURITY**

The LEA CAHSEE Coordinator’s responsibilities include, but are not limited to, the following:

- Maintaining the security of all test booklets and answer documents in your possession and ensuring that no unauthorized person has access to the test materials
- Distributing additional test booklets and answer documents to test site coordinators to cover any shortages
- Keeping an inventory, by security barcode number, of the booklets distributed to the test sites
- Monitoring the test administration at each of the testing sites
- Serving as the liaison between the test site coordinators and the CAHSEE Support Center and the CDE to resolve any issues of test security at the testing sites
- Notifying ETS and the CDE immediately of security breaches or testing incidents that may constitute a violation of the Test Security Agreement or Test Security Affidavit, and completing the Test Security Breach Report Form to document the violation
- Responding to questions test site coordinators have regarding the test administration

**Scratch Paper**

Please note that students are **NOT** allowed to use separate sheets of scratch paper for any portion of the examination. Students may mark in the test booklet and use the designated white space in the answer document as scratch paper.

**Identification of Students**

According to the CAHSEE regulations (Section 1203), test examiners at the test site are responsible for the accurate identification of students who are to be administered the examination. 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 LEA.

**Regulations Regarding Cheating**

The CAHSEE regulations (5 CCR, Section 1220) state that:

(a) Any student 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 student or adult student prior to each administration of the examination of the provisions of subdivision (a).
SECTION THREE: AFTER TESTING

RECEIVING AND CHECKING-IN SCORABLE MATERIALS FROM TEST SITE COORDINATORS

Working with materials from one test site at a time, follow the steps below to check in all scorable answer documents:

- Check-in all boxes from a test site. Test site coordinators have been instructed to label the boxes of scorable materials with BLUE preprinted return identification labels marked “SCORABLE.” NOTE: If a test site has not identified its boxes with the preprinted BLUE labels, complete one blank BLUE return-address label for each box (found in the LEA’s Return Materials Packet) and apply a label to each box.

- Check the boxes to see if the test site has completed the “SCH: BOX ___ OF ___” area on the label.

- Verify that boxes have been packed according to the “Scorable Materials Packing Instructions” section on page 37 of this manual.

- Verify that there is an answer document for every grade ten student enrolled during the census administration.

- Verify that there is an answer document for every grade eleven, twelve, and adult student who tested in that administration.

- Verify that all answer documents are returned and that the answer documents for each grade are separated with the appropriate SGID:
  - Grade ten—Coffee
  - Grade eleven—Caribbean
  - Grade twelve—Avocado
  - Adult—Midnight

- Verify that all student responses are recorded on the answer document. Responses for students who use accommodations, such as braille or large-print books, must be transcribed onto a scannable answer document.

- Verify that there are no student writing tasks written on separate sheets of paper. All student writing tasks must be recorded on the scannable answer document. Writing tasks submitted on separate sheets of paper will NOT be scored.
RECEIVING AND CHECKING-IN NONSCORABLE MATERIALS FROM TEST SITE COORDINATORS

Working with materials from one test site at a time, follow the steps below to check-in nonscorable test materials:

- Check-in all boxes from a test site. Test site coordinators have been instructed to label all boxes of nonscorable materials with PINK preprinted return labels that are marked “NONSCORABLE.” NOTE: If a test site has not identified its boxes with the preprinted PINK labels, complete one blank PINK return-address label for each box (found in the LEA's Return Materials Packet) and apply a label to each box.

- Check the boxes to see if the test site has completed the “SCH: BOX ___ OF ___” area on the label.

- Verify that boxes have been packed according to the “Nonscorable Materials Packing Instructions” section on page 38 of this manual.

- Verify that there are no scorable answer documents in the test booklets or anywhere else in the nonscorable shipment. Write “VOID” across any answer document that is partially or completely filled in if the document is not to be scored.

- If you discover that a scorable answer document was not sent for scoring with the scorable shipment, DO NOT place it in the box with the nonscorable materials. Call the CAHSEE Support Center, 800-241-5687 (CAHSEE-Support@ets.org), for instructions on how to return the document for scoring.

- Using the Test Site Packing List and Security Tracking Form that was received from the test site coordinator, verify that all test booklets assigned to the test site have been returned to the LEA and that the form accurately records the number of booklets returned. For any missing booklet, verify that the missing booklet security barcode number is recorded on the form, and discuss the reason the booklet is missing with the test site coordinator. The LEA CAHSEE and test site coordinator will be required to account for all missing booklets. Make a copy for LEA files of each Test Site Packing List and Security Tracking Form completed by the test site coordinator. Please do not alter the preprinted information.

- The Directions for Administration manual, the Directions for Administration—Special Test Versions manual, and this manual are not to be returned to the CAHSEE Processing Center and may be disposed of after each administration.
LEA Instructions for Returning Test Materials for Processing

Locate the Return Materials Packet (small resealable plastic bag) in the LEA CAHSEE Coordinator box. This bag contains your return labels and freight bills.

Do not pack more materials in any box than were received in the box. For example, if the box shipped to the LEA contained 300 answer documents, return the box with 300 or fewer answer documents. Otherwise, the box could break and valuable materials could be destroyed.

Table 2 summarizes the materials that need to be returned to the CAHSEE Processing Center.

Table 2. Scorable and Nonscorable Materials Returns—LEA CAHSEE Test Coordinator

<table>
<thead>
<tr>
<th>SCORABLE Materials Return in BLUE-labeled boxes</th>
<th>NONSCORABLE Materials Return in PINK-labeled boxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School and Grade Identification Sheets, color-coded for each grade and for adult students</td>
<td>• Completed, signed District Packing List and Security Tracking Form*</td>
</tr>
<tr>
<td>• All grade ten answer documents, including absent, previously passed, or did not attempt, to be scanned</td>
<td>• Test Site Packing List and Security Tracking Forms*</td>
</tr>
<tr>
<td>• All grade eleven, twelve, and adult student answer documents with their appropriate SGIDs</td>
<td>• Unused SGIDs</td>
</tr>
<tr>
<td></td>
<td>• Test booklets, including large-print and braille</td>
</tr>
<tr>
<td></td>
<td>• Test booklets with answers marked that have been transcribed onto a scorable answer document</td>
</tr>
<tr>
<td></td>
<td>• Enlarged test materials</td>
</tr>
<tr>
<td></td>
<td>• Audio CDs</td>
</tr>
<tr>
<td></td>
<td>• All original copies of transcribed essays</td>
</tr>
<tr>
<td></td>
<td>• Voided answer documents</td>
</tr>
</tbody>
</table>

*Retain copies of ALL Packing List and Security Tracking Forms and Inventory Forms (both LEA and test site) for the LEA’s records.

The following materials should NOT be returned to the CAHSEE Processing Center and should be recycled or destroyed by the LEA:

- LEA and Test Site Coordinator’s Manual
- Directions for Administration manuals
- Directions for Administration—Special Test Versions manuals

The following should be kept on file at the LEA:

- Test Security Breach Report Form
- Test Administration Incident Report Form
- Test Security Agreements—originals
- Test Security Affidavits—originals
- Inventory Form—LEA
After Testing

Please reference the table on the inside back cover when scheduling your LEA’s scorable and nonscorable pick-up windows.

Do NOT remove any pages from the answer document because answer documents with missing pages cannot be processed.

**Shipping Materials**

**UPS Return Service Only**

1. Indicate Box ____ of ____ (Example: Box 1 of 2, Box 2 of 2, etc.) on the color-coded labels: blue for scorable and pink for nonscorables. Please note there are indicators for both test site and LEA box returns. Both should be completed accurately.

2. You will receive UPS labels to be placed on each box of scorable materials you are returning to the CAHSEE Processing Center. Account for all boxes and apply the return labels.

3. Confirm that the designated color-coded label is in the lower right-hand corner on the top of each box being returned, as indicated.

4. Locate the UPS labels marked **NEXT DAY AIR** (for scorable materials) or **GROUND** (for nonscorable materials). This information is located near the middle of the label.

5. Place the appropriate pre-addressed UPS label to the immediate left of the designated color-coded label. **DO NOT photocopy the UPS label.** UPS will not accept photocopied labels. If materials do not fit in the boxes provided, please try to consolidate materials into another larger conforming box. If you do not have a return label **for each box**, call the CAHSEE Support Center at 800-241-5687.

6. Do not make alterations to the labels. UPS will not accept packages with altered labels.

7. Use the directions on the UPS label to schedule a pickup of your materials.

**K2 Scorable Freight Returns**

If K2 is your designated carrier for returning scorable materials, the bill of lading will be provided in the Return Materials Packet. K2 will contact you to schedule a pickup.
Section One: Before Testing

Receiving Test Materials at the Test Site

Test materials are packaged and labeled by test site. The LEA CAHSEE Coordinator will forward the test site materials to the appropriate test sites in the LEA. The chart below indicates which materials are contained in each shipment for the test site boxes. The following is a detailed list of the items that will be packaged for each test site. The boxes will be labeled with the test site name.

Materials Found Only in the Test Site Coordinator Box

<table>
<thead>
<tr>
<th>Shipment 1 Nonsecure Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Test Site Coordinator Packet (large resealable plastic bag)</td>
</tr>
<tr>
<td>• Packing List</td>
</tr>
<tr>
<td>• Paper Bands</td>
</tr>
<tr>
<td>• Return Materials Packet (small resealable plastic bag)</td>
</tr>
<tr>
<td>— Packing List</td>
</tr>
<tr>
<td>— BLUE return labels for <strong>scorable</strong> materials</td>
</tr>
<tr>
<td>— PINK return labels for <strong>nonscorable</strong> materials</td>
</tr>
<tr>
<td>■ School and Grade Identification Sheets (pre-marked)</td>
</tr>
<tr>
<td>■ LEA and Test Site Coordinator’s Manual</td>
</tr>
</tbody>
</table>

| Blank Answer Documents |
| Directions for Administration manuals |
| Directions for Administration—Special Test Versions manuals (if any special test versions were ordered) |

<table>
<thead>
<tr>
<th>Shipment 2 Secure Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Sealing Tape (to reseal boxes for security purposes)</td>
</tr>
<tr>
<td>■ Test Site Packing List and Security Tracking Form</td>
</tr>
<tr>
<td>■ ELA Test Booklets</td>
</tr>
<tr>
<td>■ Mathematics Test Booklets</td>
</tr>
<tr>
<td>■ Braille, large-print Test Booklets, and/or audio CDs (if ordered)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shipment 3 (Optional) Pre-ID Answer Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Pre-ID Student Roster</td>
</tr>
<tr>
<td>■ Pre-ID Answer Documents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shipment 4 (Optional) Late Pre-ID Labels</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Pre-ID Student Roster</td>
</tr>
<tr>
<td>■ Pre-ID Labels</td>
</tr>
</tbody>
</table>


**Inventorying Test Materials at the Test Site**

When a shipment arrives, the test site coordinator must do the following:

- Look at the sequence numbers written on the top of the boxes and make sure all boxes are accounted for.

- Remove the *Test Site Packing List and Security Tracking Form* from Box 1 of the shipment.

- Verify that the quantity listed for each item on the packing list was actually received.

- Check that the quantities of materials are sufficient for the number of test examiners and students participating at your test site.

- If additional materials are required, contact your LEA CAHSEE Coordinator immediately.

- Check the *School and Grade Identification Sheets* (SGIDs) located in the Test Site Coordinator Packet. Verify the information pre-marked on these forms. Inform the LEA CAHSEE Coordinator immediately if any information is missing or incorrect, or if another school’s identification sheets have been received. A sample of the SGID is in the Test Site Forms Section of this manual.

- For shipments containing test booklets, verify and inventory the booklets. Without opening the shrink-wrapped packages, check that the security barcode numbers listed on the *Test Site Packing List* (located in Box 1) match the ranges of security barcode numbers shown on the Assembly ID sheets wrapped on top of the shrink-wrapped packages of test booklets.

- Complete the *Test Site Packing List and Security Tracking Form*. If there is any discrepancy or if the shipment appears incomplete in any way, immediately notify your LEA CAHSEE Coordinator and record the discrepancy on the form.

- Do not open the shrink-wrapped test booklets prior to the test day or until it is absolutely necessary in preparation for the test administration.

- Reseal boxes containing test booklets using the sealing tape supplied. Sign your name across the tape and the box.

- **Store ALL test materials in a secure, locked area until they are needed.**

- Set aside the Test Site Coordinator Packet and keep it in a convenient location. You will need these materials after testing is completed.

- Keep **ALL** boxes in which these materials are shipped. They will be needed to return the materials.

**Tracking Inventory**

Test site coordinators are responsible for inventory control and will use the *Test Site Packing List and Security Tracking Form* to track and monitor test materials.
**Test Site Packing List and Security Tracking Form**

The *Test Site Packing List and Security Tracking Form* is provided to verify booklets received, booklets returned, and any discrepancies in the test booklet security barcode numbers. The form lists the security barcode ranges of the test booklet numbers assigned to the test site.

The test site coordinator must use the *Test Site Packing List and Security Tracking Form* to do the following:

- Inventory the booklets upon receipt
- Note any discrepancies or missing booklets
- Inventory books after testing
- Indicate, for any missing booklet, the security barcode number and reason the booklet is not being returned

Please do not alter the preprinted *Test Site Packing List and Security Tracking Form*.

**Inventory Form—Test Site**

The test site coordinator uses the *Inventory Form—Test Site* to help track the distribution and collection of test materials to and from test examiners and proctors.

Use the *Inventory Form—Test Site* any time secure materials are removed from the locked area. Photocopy the form as many times as necessary.

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**Identifying Students to be Tested**

The test site coordinator is responsible for providing test examiners with the names of students who will be taking the CAHSEE. Test examiners are responsible for the accurate identification of students to be tested through the use of photo identification or positive recognition by an employee of the LEA (*5 CCR*, Section 1203).

The test site coordinator must verify each student’s eligibility to take one or both portions of the exam (i.e., ELA or mathematics). Students may only retake the portion(s) not previously passed. If the LEA CAHSEE Coordinator has indicated, through the Pre-ID service, that the student previously passed one portion of the exam, a Score Code of “R” which means “Satisfied Requirement” will appear on the Pre-ID label. Note, only one portion of the exam may be indicated “R” on the Pre-ID file. If “R” is on the Pre-ID label for mathematics or ELA, then the student should not be tested on that portion of the exam and “R” should be marked in the Score Code box on the answer document. In the case of a tenth-grade student who is repeating tenth grade but has passed both parts of the CAHSEE, “R” should be marked for both ELA and Math in the Score Code box on the answer document.
Determining Where Tests Will be Administered

Arrangements for testing rooms and seating should be completed well in advance of administering the examination. In most cases, regular classrooms will provide the most favorable testing environment. However, any room that does not crowd students, provides good lighting and adequate ventilation, and allows freedom from excessive noise or interruption could be used for the test administration.

Seating should be arranged to provide students with comfortable seats and a smooth, hard writing surface large enough to accommodate a test booklet and an answer document. Seating should be arranged to prevent cheating. All seats should face the same direction with spacing at least four feet from center of desk to center of desk. Remove or cover information that is displayed on bulletin boards, whiteboards, or charts that could be used by students to help answer test questions.

A “Do Not Disturb” sign has been included in Appendix A of the Directions for Administration—Special Test Versions and in Appendix B of the Directions for Administration manual to copy and place on each testing room door.

Training Test Examiners and Proctors

Test site coordinators should conduct training sessions in a manner that will ensure that all test examiners and proctors are familiar with the procedures and guidelines for administering the CAHSEE. Distribute and review the Directions for Administration manual at the training sessions. If desired, test examiners and proctors may keep these manuals for further study between training and test administrations.

One test examiner is needed in each testing room to verify students’ identities, read the directions, and monitor the students throughout the entire examination. There should also be one proctor for every 25 students in a testing room (i.e., if there are 50 students in the room, there should be one test examiner and two proctors).

If proctors are used, the test site coordinator is responsible for providing the same training to proctors as provided to test examiners. For the definition of a test proctor, please refer to page 3 of this manual.

The CAHSEE administration video is a good resource for training test examiners and proctors. A copy of the video should be sent to any nonpublic school test sites that will be administering the CAHSEE to students enrolled in the LEA.

The training sessions should include discussion of the following:

- Responsibilities of test examiners and proctors
- Security of the testing materials
- Testing schedules and locations
- Preparation of test locations for test administration
- Arrangement for proctors, as required
Before Testing

■ Information about any students who require accommodations or modifications as specified in their IEP or Section 504 plan, such as a braille booklet, a large-print booklet, audio CD, or calculator (This should include a review of the Directions for Administration—Special Test Versions manual.)

■ Verification of student’s identity for admission to the testing room

■ Distribution of test booklets and answer documents to students

■ Administration of the test

■ Procedures for completing demographic information on the answer documents

■ Completion of score codes on the answer documents

■ Collection of and accounting for test materials

■ Schedules and procedures for returning test materials

Remind test examiners about the following important administration details:

■ Separate sheets of scratch paper are NOT permitted at any time during testing. Students may use the white space in the test booklet or use the pages in the answer document marked “This page is for scratch work. It will NOT be scored.”

■ DO NOT allow students to use extra paper for their ELA writing tasks. Only responses written in the space provided on the answer document will be scored.

■ All responses, including the writing task, must be recorded with a No. 2 pencil on a scannable answer document. Do not allow students to use pens, crayons, markers, or colored pencils to respond to either the multiple-choice or writing task questions.

■ Students should not use correction fluid on the answer documents. If a student makes an error in answering an ELA writing task, the student should completely erase or cross out the error and write in the correction.

■ Students will record their responses to both the ELA and mathematics tests on a single answer document. Pre-identified answer documents cannot be used by a student whose name is not the same name that appears by the barcode. If a student inadvertently uses more than one answer document, test site personnel must transcribe the responses, including the writing task, onto a single answer document.

■ Responses for students who use accommodations, such as marking responses in their test books, must be transcribed onto a scorable answer document by an employee of the LEA who has signed the Test Security Affidavit.

■ Do not disassemble or pull pages out of the answer document for any reason.

■ Do not use paper clips, tape, staples, or glue on the answer documents.

■ Do not attach removable “self-stick” notes to the answer documents.

■ After testing, be sure that no answer documents are left in the test booklets.

■ If a student has written on an answer document, and the document will NOT be scored, write “VOID” across the front page of the document and return it with nonscorable materials.

■ 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.

■ Students must be strictly supervised during breaks in the middle of a testing session.
Before Testing

TEST EXAMINER AND TEST PROCTOR RESPONSIBILITIES

Both the test examiner and the test proctor — for the definitions of the test examiner and test proctor, please refer to page 3 of this manual — are responsible for doing the following tasks:

- Participate in training activities provided by the test site coordinator.
- Sign the Test Security Affidavit and return it to the test site coordinator.
- Receive testing materials from the test site coordinator after submitting a signed Test Security Affidavit.
- Review and follow all test security procedures.
- Verify the identity of students through the use of photo identification or positive recognition by an LEA employee.
- Provide accommodations and/or modifications to students with IEPs or Section 504 plans.
- Provide identified English Learners additional testing variations if regularly used in the classroom.
- Monitor students to be sure that they are doing their own work.
- Collect answer documents and test booklets after testing.
- Assemble and return testing materials to the test site coordinator upon completion of the examination.

In addition, the test examiners are responsible for the following tasks:

- Review and become familiar with test administration procedures prior to testing.
- Follow test administration instructions and read the scripts verbatim.
- Clarify directions for any student as needed.
- Respond immediately to cheating incidents per the instructions on pages 33 and 34 in this manual. These instructions are aligned to the CAHSEE regulations.
- Report any testing irregularities to the test site coordinator by completing a Test Administration Incident Report Form or Test Security Breach Report Form.

At the discretion of the test site coordinator, test examiners may also be asked to complete pages 2 and 12 of the student answer document labeled “COMPLETE FOR EACH STUDENT.”

PREPARING ANSWER DOCUMENTS FOR TESTING

Pre-ID Answer Documents

If your LEA participated in the Pre-ID service, you will receive pre-identified answer documents in Shipment 3 of your testing materials. When the Pre-ID service is ordered, a scannable barcode is imprinted directly onto the answer
Before Testing

document for each student. If you ordered late Pre-ID labels, they will arrive in Shipment 4. Attach the labels to blank answer documents. The labels contain the same pre-identified information as in a scannable barcode. The barcode eliminates the need to hand-mark student demographic information. **You will need to order blank answer documents through the supplemental shipment page to be used for students who were not included on the Pre-ID file.**

In the barcode area of the Pre-ID answer document, only the student name, LEA name, school name, date of birth, gender, Statewide Student Identifier (also called SSID), grade, and CDS code will be printed. Other demographic information provided on the Pre-ID file will not need to be hand-marked on the answer document.

Some of the required student demographic information may not have been provided on the LEA’s Pre-ID file. The LEA CAHSEE Coordinator will give you the *List of Demographic Fields Required to be Hand-Marked for Schools Participating in the Pre-ID Service* (page 45) indicating which fields need to be hand-marked. Make a copy of this list for each test examiner. The information on this list supplements the information in the *Directions for Administration* manual about completing the demographic fields.

If there are any students at your test site who were not on the Pre-ID file, you will need to give these students blank answer documents, and all of the demographic information will need to be hand-marked.

A student’s Pre-ID answer document is assigned to the test site that was indicated on the Pre-ID file. If you receive a Pre-ID answer document for a student who is no longer enrolled in your school, the Pre-ID answer document can be sent to the student’s new school as long as the new school is in the same LEA. The school code from the SGID will override the Pre-ID school code. If this is done, the CBEDS enrollment data and other data such as program participation will need to be updated. This must be done via CAHSEE Online, as hand-marked demographics will not overwrite data submitted on the Pre-ID file.

**Do not use the Pre-ID answer document for a different student. Write “VOID” on the answer document and return it with your nonscorable materials.**

In training test examiners on the use of Pre-ID answer documents, emphasize the following points:

- **Late Pre-ID Service:** LEAs who participate in the late Pre-ID service will receive pre-identified labels in Shipment 4 of the testing materials. When the late Pre-ID service is ordered, a scannable barcoded label is printed for each student. The label must be placed in the box directly under the signature line on page 1 of the answer document.

- **A Pre-ID answer document can ONLY be used by the student whose name is printed on it. Marking a student name in the name grid field will NOT override the Pre-ID information.**
Before Testing

- Hand-marked demographic data will NOT override demographic data provided on the Pre-ID file.

- The only hand-marked information that will update the student’s demographic record will be data that was not provided on the Pre-ID file, as indicated by the LEA CAHSEE Coordinator on the List of Demographic Fields Required to be Hand-Marked for Schools Participating in the Pre-ID Service (page 45).

- If a student accidentally takes the test using a different student’s Pre-ID answer document, all of the student’s responses, including the writing task, must be transcribed by an employee of the LEA to a blank answer document. After transcribing, write “VOID” on the used Pre-ID document and return it with the nonscorable materials.

- Students for whom the LEA has not supplied Pre-ID data must receive a blank answer document and all demographic information must be hand-marked.

- An answer document must be completed and returned for every grade ten student during the census administration. ALL answer documents for grade ten students will be scanned for demographic information, even those students who do not test or are absent. Therefore, every answer document must have the Score Code field completed.

- An answer document must be completed and returned for all grade eleven, twelve, and adult students who were tested.

- On the student’s answer document, mark whether any accommodations or modifications were used during this test administration. These are to be coded ONLY if they are actually used during this test administration.

Blank Answer Documents

If the LEA did not participate in the Pre-ID service, a blank answer document must be used for each eligible student and all information fields will need to be hand-marked. Test examiners must follow the detailed directions provided in the Directions for Administration manual to facilitate the completion of these fields.

- Test examiners and/or proctors must ensure that students using a blank answer document complete the required demographic information on page 1 of the answer document. See the Directions for Administration manual for specific procedures.

- Test site coordinators must ensure that pages 2 and 12 of the answer document labeled “COMPLETE FOR EACH STUDENT” are completed either by themselves or with the assistance of test examiners.

An example of the answer document and instructions for completing the answer document may be found on pages 58–66 of this manual.
**Preparing and Distributing Test Materials**

On the day of the test administration for ELA, move the answer documents and test booklets from locked storage. Open the shrink-wrapped packages of ELA test booklets and prepare the test examiner packets. If packets are prepared prior to the examination day, they must be kept in locked storage.

Note that each test examiner needs to have a few blank answer documents and an extra test booklet (any version) for demonstration purposes during testing. After preparing the packets, return materials to locked storage until you are ready to distribute them.

Assemble the following materials for each test examiner:

- *Directions for Administration* manual: one per test examiner
- ELA test booklets: one per student plus one copy for the test examiner
- Answer documents: one per student (If they are Pre-ID answer documents, be sure you have included the correct documents for the test session.)
- A few extra blank answer documents in case a student needs a new one
- No. 2 pencils for any students who do not bring their own
- *List of Demographic Fields Required to be Hand-Marked for Schools Participating in the Pre-ID Service* (page 45) if Pre-ID service is used

**NOTE** the following test distribution reminders:

- If an extended break is allowed between sessions, such as lunch, the examination materials must be collected from the test examiner(s) after the first test session, put into the secure, locked storage area, and redistributed before the second test session.
- After an extended break, be sure all desks or tables are cleared of books, backpacks, cell phones, electronic devices of any kind, and other materials not needed for the assessment.
- For Session 2, remind the test examiner that it is extremely important to distribute the answer documents to the proper students. Students will use only one answer document for all test sessions.
- If any of the students who took the ELA portion of the examination are not taking the mathematics portion, their answer documents should remain in secure, locked storage until all documents are assembled and returned to the LEA CAHSEE Coordinator.
- On the morning of the mathematics test administration, repeat the procedures, taking the previously prepared answer documents and mathematics test booklets from locked storage.
Before Testing

- Remind test examiners that it is extremely important to distribute the answer documents to the proper students. Students will use only one answer document for all test sessions.

- Remind test examiners that some of the students who are taking the mathematics portion of the test may have already completed the demographic information on page 1 of the answer document, and some may not have.

- If it is discovered that a student used more than one answer document for the different portions of the test, a test examiner or other employee of the LEA who has signed a Test Security Affidavit must transcribe the responses from one answer document onto the other so that all responses, including the writing task, are submitted on a single answer document. The answer document that is not to be scored should have “VOID” written across the front page and be returned with the nonscorable material.

Procedures for Large-Print and Braille Booklets and Audio CDs

A scribe must transcribe answers, including the essay, onto a regular answer document for students who use large-print or braille booklets. The scribe must be an employee of the LEA or a person assigned by a nonpublic school to implement a student’s IEP, and must sign a Test Security Affidavit. If a student taking a special test version writes answers in the test booklet or uses a scribe or computer, and the student is unable to transcribe his or her answers onto an answer document, the student’s answers must be transcribed onto an answer document by a scribe after the test. Only scannable answer documents can be used for scoring student responses.

There are special directions for the test examiner to use for large-print, braille, and audio CD. Refer to the Directions for Administration—Special Test Versions manual.

Large-print and braille test booklets and audio CDs are secure and must be accounted for at all times.

Large-Print Answer Documents

Large-print answer documents are not provided. If you prefer to have students record their answers on an answer document rather than directly in the large-print test booklet, ONLY the LEA CAHSEE or test site coordinator may produce an enlarged version of the answer document by photocopying it at 129% onto 11” x 17” sheets of paper. All photocopies are considered secure material and must be returned in the nonscorable shipment to ETS.

Remember: the student’s responses must be transcribed onto a standard scannable answer document before submission to the CAHSEE Processing Center.
During Testing

**SECTION TWO: DURING TESTING**

**SUPERVISING TEST ADMINISTRATION AND TEST SECURITY**

The test site coordinator’s responsibilities include, but are not limited to, the following:

- Monitoring ALL examination procedures at the site(s)
- Ensuring that the appropriate number of proctors is available and that test examiners know the administration procedures they are to follow
- Visiting each testing room during the administration to make sure the administration scripts are being read word-for-word
- Securing ALL test booklets and answer documents in a locked storage area during extended breaks, such as lunch
- Variations for English Learners are individualized to each student. All instructional posters should be covered or removed from all testing rooms

**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* (see page 53) and that it is kept in the school or LEA office for the record. Every test examiner must warn each eligible student or adult student before testing, if he/she cheats, assists others in cheating, or compromises the security of the examination, his/her test may be invalidated. Compromising the security of this examination includes the use of cell phones, electronic pagers, music players, and all other electronic devices during the test administration. If any of these electronic devices are used, for example, to take pictures of CAHSEE test materials to post on social media Web sites, then the student’s test results may be invalidated and not scored. If a student has one of these devices with him/her, it must be turned off and put away during the test administration, even after he/she has finished testing.

- **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 LEA must make the final determination of whether a student cheated on one or both portions of the CAHSEE. Neither the CDE nor ETS will review the local decision.

If the school and/or the LEA determines 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.
During Testing

The *Test Administration Incident Report Form* should be filed in the school or the LEA 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 LEA 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 booklet 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—and the student has not had an opportunity to seek answers outside of the testing room—return the same test materials to the student, and 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 LEA CAHSEE Coordinator to plan for the filing of these reports. This report must remain in the school or the LEA office as documentation for at least 12 months from the test administration.

**Test Security Breach Report Form**

It is the test site coordinator’s responsibility to immediately notify the LEA CAHSEE 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 LEA CAHSEE Coordinator will gather all pertinent information on the *Test Security Breach Report Form* (see page 46) 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. Also, contact the CDE CAHSEE office at 916-445-9449. Make sure to keep the original copy on file at the LEA.
SECTION THREE: AFTER TESTING

VOIDING ANSWER DOCUMENTS

When the test 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 the LEA.
- A student has used more than one answer document, and the answers have been transcribed onto one answer document that has already been included in the scorable materials.

COMPLETING THE SCHOOL AND GRADE IDENTIFICATION (SGID) SHEETS

Each grade has a separate, color-coded SGID.

- Grade ten—Coffee
- Grade eleven—Caribbean
- Grade twelve—Avocado
- Adult—Midnight

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 “Number of 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 filling in the month and year of testing.
5. Place the appropriate SGID sheet on the corresponding grade-level documents. Fill in “Grade 10 Make-up” on the grade 10 SGID sheet if the student was absent for at least one content area (ELA or Mathematics) during the census administration, and the student is enrolled in the same school and LEA. Wrap each bundle of used answer documents with a paper band that has been provided.

6. 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.

7. 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.**

### Preparing Test Materials for Return to the LEA CAHSEE Coordinator

After testing, it will be the test site coordinator’s responsibility to collect, pack, and return test materials to the LEA CAHSEE Coordinator. All test materials must be returned to the LEA CAHSEE Coordinator by the next school day following the administration of the exam.

The test site coordinator will need assistance in checking students’ answer documents, hand-marking demographic information, verifying that all test materials are accounted for, and packaging materials for return to the LEA CAHSEE Coordinator. Test examiners or test proctors may assist test site coordinators in completing these tasks.

Locate the small resealable plastic bag in the Test Site Coordinator Packet. This bag contains the return labels. Sort all examination materials into two stacks: scorable and nonscorable, as shown in Table 3.

**Table 3. Scorable and Nonscorable Materials Returns—Test Site Coordinator**

<table>
<thead>
<tr>
<th>SCORABLE Materials Return in BLUE-labeled boxes</th>
<th>NONSCORABLE Materials Return in PINK-labeled boxes</th>
</tr>
</thead>
</table>
| • School and Grade Identification (SGID) Sheets, color-coded for each grade and for adult students:  
  • Grade ten  
  • Grade eleven, twelve, and adult students (Place grade twelve plus students with the grade twelve SGIDs.)  
  • Answer documents to be scanned | • Completed, signed Test Site Packing List and Security Tracking Forms  
  • Unused SGIDs  
  • Test booklets, including large-print and braille  
  • Test booklets, with answers marked that have been transcribed onto a scorable answer document  
  • Enlarged test materials  
  • Audio CDs  
  • All original copies of transcribed essays |
Do NOT remove any pages from the answer document because answer documents with missing pages cannot be processed.

**Scorable Materials Packing Instructions**

- Check the answer documents:
  - Be sure only a No. 2 pencil was used for student responses.
  - Erase any stray marks in the barcode area.
  - Verify that there is an answer document for every eligible student who tested.
  - Verify that demographic data has been marked, as needed.
  - Verify that student responses have been transcribed onto a scorable answer document, if required, as a result of an accommodation or modification (see page 32).
  - Check that the appropriate score code has been marked for each subject.
  - Check that the Accommodations and Modifications Section on page 12 of the answer document has been marked appropriately.

- Complete a separate color-coded SGID sheet for each set of grade ten, eleven, twelve, and adult student answer documents. (See pages 35 and 36 for complete instructions.)

- Place the SGID sheet on top of the stack of used (scorable) answer documents. Use one or more of the paper bands provided with your testing materials to secure the stack. Stacks should be banded in groups of 100.

- Pack the materials in the boxes you saved from the delivery shipment.
  - Place the testing materials in the box(es) with the SGID sheet on top in Box 1.
  - If any boxes are not completely filled, add crumpled paper to avoid damage caused by shifting during shipment.
  - If scorable answer documents from your test site will not fit into one box, include a sheet of paper with the full district name, test site name, and CDS code in each box.
  - Seal the boxes securely with sealing tape.
  - Locate the BLUE return shipping labels included in your shipment marked SCORABLE. Place one return shipping label on the lower right corner on the top of each box being returned.
  - In the school section of the return label, number the boxes:
    - If only one box is used, label it “Box 1 of 1.”
    - If multiple boxes are used, label them sequentially, e.g., a shipment of four boxes would be labeled “Box 1 of 4,” “Box 2 of 4,” and so on. If you need additional BLUE labels, contact your LEA CAHSEE Coordinator.
  - Return the boxes of scorable answer documents to the LEA CAHSEE Coordinator.
Nonscorable Materials Packing Instructions

- Check ELA and mathematics test booklets to be sure that NO answer documents have been left inside.

- Use the Inventory Form—Test Site to track the test booklets returned from test examiners. Account for ALL materials distributed to and collected from each test examiner. It is important to locate any missing ELA and mathematics test booklets.

- Complete the Test Site Packing List and Security Tracking Form indicating the number of ELA and mathematics test booklets being returned with the shipment.
  - Record the booklet number of each missing booklet and the reason each booklet was not returned to ETS.
  - Ensure that all audio CDs and original copies of transcribed essays are returned with your nonscorable materials.
  - Sign the form and make a copy of it for the school’s office files and return the original in Box 1.

- Organize and pack ALL nonscorable materials as illustrated in the diagram.
  - Place all the nonscorable items in the boxes as follows (starting at the bottom):
    - Test booklets, audio CDs, and original copies of transcribed essays
    - Banded unused and voided answer documents
    - Unused School and Grade Identification Sheets
    - Test Site Packing List and Security Tracking Forms
  - Seal the boxes securely with sealing tape.
  - Locate the PINK return shipping labels included in your shipment marked NONSCORABLE. Place one return shipping label on the lower right corner on the top of each box being returned.
  - In the designated space on each PINK return label, indicate the total number of boxes containing nonscorable material being returned from your test site, for example, “Box 1 of 3.” If you need additional PINK labels, contact your LEA CAHSEE Coordinator.
  - Seal each box and return it to your LEA CAHSEE Coordinator.

- If you have not already done so, return the originals of the Test Security Agreement, Test Security Affidavit, Inventory Form—Test Site, and all Test Administration Incident Report Forms to the LEA CAHSEE Coordinator in a separate envelope.

- The Directions for Administration, Directions for Administration—Special Test Versions manual, and this manual are to be returned to the LEA office.
### LEA CAHSEE Coordinator Forms

<table>
<thead>
<tr>
<th>Form Name</th>
<th>When to complete</th>
<th>Purpose</th>
<th>What to do with form</th>
<th>Page in Manual</th>
</tr>
</thead>
<tbody>
<tr>
<td>California High School Exit Examination Test Security Agreement</td>
<td>LEA CAHSEE Coordinators and test site coordinators complete before first test administration of each school year.</td>
<td>To preserve validity and security of CAHSEE</td>
<td>LEA CAHSEE Coordinator keeps on file for one year following last administration of the school year</td>
<td>40</td>
</tr>
</tbody>
</table>
| Sample LEA Packing List and Security Tracking Form                         | • Before testing, at receipt of materials from contractor and if discrepancies exist  
  • After testing if missing booklets or CDs from orders                       | • To record receipt of all materials  
  • To record discrepancies in shipments of materials received  
  • To record missing booklets or CDs                                        | • Sign, date, and return with nonscorable materials  
  • Keep a copy for records                                                   | 41–42           |
| Inventory Form—LEA                                                         | Before sending test booklets from overage to sites and when sites return test booklets from LEA overage | To account for all test booklets                      | Keep until all materials are returned to contractor                                   | 43             |
| Sample CAHSEE Supplemental Shipment Order Form                            | After initial order, no later than Wednesday before testing, via CAHSEE Online    | To order more materials than in original order         | Submit to ETS                                                                      | 44             |
| List of Demographic Fields Required to be Hand-Marked for Schools Participating in the Pre-ID Service | After submitting Pre-ID file and before testing                                  | To communicate to test sites and examiners which fields on answer documents to hand-mark | Send to test site coordinators, who will duplicate it for examiners on testing days | 45             |
| Test Security Breach Report Form                                          | If someone other than a student breaches security                                | To document violation of CAHSEE security agreement or affidavit | • Fax form to ETS 925-808-2156  
  • Contact the CDE CAHSEE office at 916-445-9449  
  • Keep copy on file for one year following test                             | 46             |
CALIFORNIA HIGH SCHOOL EXIT EXAMINATION
TEST SECURITY AGREEMENT

(1) I will ensure that all test examiners are trained to administer the examination in compliance with the test administration manuals.

(2) I will take all necessary precautions to safeguard all examinations and test materials by limiting access to persons within the LEA with a responsible, professional interest in the examination's security.

(3) I will not disclose, or allow to be disclosed, the contents of the examination.

(4) I will keep on file the names of persons having access to test materials. All persons having access to the materials shall be required to sign the California High School Exit Examination Test Security Affidavit that will be kept on file in the LEA's office.

(5) I will keep the test materials in a secure, locked location, limiting access to only those persons responsible for test security, except on actual testing dates as provided in 5 CCR, Division 1, Chapter 2, Subchapter 6.

(6) I will not copy any part of the examination or test materials unless necessary to administer the examination pursuant to 5 CCR, sections 1215.5 or 1216.

(7) I will not review test questions, develop any scoring keys, or review or score any student responses except as required by the test contractor's manuals.

By signing my name to this document, I am assuring that I will abide by the above conditions.

Signed: _______________________________________________________________

Print Name: ____________________________________________________________

Position: ______________________________________________________________

School: ________________________________________________________________

LEA Affiliation: _________________________________________________________

Date: __________________________________________________________________

This form may be photocopied.
CAHSEE

Shipment 2 Secure Materials

February 2013

LEA PACKING LIST AND SECURITY TRACKING FORM

<table>
<thead>
<tr>
<th>Item</th>
<th>Item Description</th>
<th>Package Details</th>
<th>Total Qty Packed</th>
<th>Qty Back Ordered</th>
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<tr>
<td>CA00000100</td>
<td>ELA TEST BOOKLET PKG - 5</td>
<td>2 packs of 5</td>
<td>10</td>
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<td>1</td>
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<tr>
<td></td>
<td></td>
<td>100011001- 100011010</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CA00000120</td>
<td>ELA TEST BOOKLET PKG - 20</td>
<td>3 packs of 20</td>
<td>60</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100014501- 100014560</td>
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<td>CA00000130</td>
<td>MATH TEST BOOKLETS PKG - 5</td>
<td>2 packs of 5</td>
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</table>

This shipment includes an overage of secure materials. Please check to be sure that you have received all of the materials listed below. If there are any discrepancies note them on the last page of this document. For further detailed instructions please see the last page.

All materials listed on this page have been received as indicated.

LEA Test Coordinator Signature

Date
CAHSEE

Shipment 2 Secure Materials

February 2013

LEA PACKING LIST AND SECURITY TRACKING FORM

INSTRUCTIONS:
1. Note any discrepancies in the DISCREPANCIES section below. This form may be photocopied if additional space is needed.
2. If you need additional test materials, call the CAHSEE Support Center toll-free 1-800-241-5687.
3. When returning materials, indicate the security barcode range of missing test booklets and/or CDs in the space provided below.
4. Record below any additional test booklets and/or CDs received that are not indicated on the previous page(s).
5. The boxes used to deliver your test materials should be saved and used to return your nonscorable materials to the CAHSEE Processing Center.
6. Complete, sign, and date this form and return it with your test booklets to the CAHSEE Processing Center. Retain a copy of this completed form for your district records.

ADDITIONAL TEST BOOKLETS AND/OR CDs

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<th>ITEM DESCRIPTION</th>
<th>SECURITY # START</th>
<th>SECURITY # END</th>
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DISCREPANCIES

<table>
<thead>
<tr>
<th>ITEM DESCRIPTION</th>
<th>SECURITY # START</th>
<th>SECURITY # END</th>
<th>REASON TEST BOOKLETS AND/OR CDs ARE NOT BEING RETURNED</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

MISSING TEST BOOKLETS AND/OR CDs

<table>
<thead>
<tr>
<th>ITEM DESCRIPTION</th>
<th>SECURITY # START</th>
<th>SECURITY # END</th>
<th>REASON TEST BOOKLETS AND/OR CDs ARE NOT BEING RETURNED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

LEA TEST COORDINATOR SIGNATURE  

DATE  

COUNTY/DISTRICT CODE
Test booklets are secure documents. Use this form to account for all test booklets that are disbursed from the LEA overage. Record the quantity of booklets sent and the test booklet security number range of those booklets. When the test booklets are returned, record the quantity and the security numbers returned to ensure that all booklets are accounted for.

<table>
<thead>
<tr>
<th>Test Site Name</th>
<th>ELA</th>
<th>Math</th>
<th>Quantity</th>
<th>Security Number Range</th>
<th>Quantity</th>
<th>Security Number Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

This form may be photocopied.
### Add/Modify Supplemental Orders

Requests for supplemental materials cannot be guaranteed if:
- The district did not place an initial order prior to the published deadline, or
- The additional amount exceeds 5% of the district's initial order.

#### Answer sheet

| Answer document | 0 |

#### Test Booklets

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>Cumulative</th>
<th></th>
<th>Current</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.L.A. Standard:</td>
<td>0</td>
<td>0</td>
<td>Math Standard:</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E.L.A. Large Print:</td>
<td>0</td>
<td>0</td>
<td>Math Large Print:</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E.L.A. Small Print:</td>
<td>0</td>
<td>0</td>
<td>Math Small Print:</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E.L.A. Audio Book:</td>
<td>0</td>
<td>0</td>
<td>Math Audio Book:</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E.L.A. CD:</td>
<td>0</td>
<td>0</td>
<td>Math CD:</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Manuals

<table>
<thead>
<tr>
<th></th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>District &amp; Site Coordinator's Manual:</td>
<td>0</td>
</tr>
<tr>
<td>Directions for Administration:</td>
<td>0</td>
</tr>
<tr>
<td>Directions for Administration — Special versions:</td>
<td>0</td>
</tr>
</tbody>
</table>

#### School and Grade ID Sheets

<table>
<thead>
<tr>
<th></th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10:</td>
<td>0</td>
</tr>
<tr>
<td>Grade 11:</td>
<td>0</td>
</tr>
<tr>
<td>Grade 12:</td>
<td>0</td>
</tr>
<tr>
<td>Adult Ed:</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Bands

<table>
<thead>
<tr>
<th></th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band (5 pack) 1/100 AD:</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Freight Bills

<table>
<thead>
<tr>
<th></th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerial (Scoreables only):</td>
<td>0</td>
</tr>
<tr>
<td>Ground/Air Scoreables:</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Labels

<table>
<thead>
<tr>
<th></th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black (Scoreables):</td>
<td>0</td>
</tr>
<tr>
<td>Flexi (Non-Scoreables):</td>
<td>0</td>
</tr>
</tbody>
</table>
LIST OF DEMOGRAPHIC FIELDS REQUIRED TO BE HAND-MARKED FOR SCHOOLS PARTICIPATING IN THE PRE-ID SERVICE

LEA CAHSEE Coordinator: Check the boxes for the fields that were not included on the Pre-ID file and give a copy to each test site coordinator. Go to www.ets.org/cahsee and open the Pre-ID Services tab. Look at the Pre-ID file description for 2014–15 to see which fields were required on the Pre-ID file.

Test Site Coordinator: The demographic fields with a check mark must be marked on all students’ answer documents, if applicable. Give a copy of this form to all test examiners to inform them of which fields need to be marked on the answer document, either by the student during the test administration or by test site staff after the administration. The Score Code field must be marked for both ELA and Math. See pages 61–62 for instructions on completing this field.

COMPLETED BY STUDENT
☐ Box 6 – Hispanic or Latino Ethnicity
☐ Box 7 – Other Race(s)/Ethnicities
☐ Box 8 – Parent/Guardian Education Level
☐ Box 9 – Local Student ID Number
☐ Box 10 – Statewide Student Identifier (SSID)

COMPLETED BY SCHOOL
☐ Box 12 – Special Education Services (see Directions for Administration manual [DFA] page 10)
☐ Box 14 – For Local Use (see DFA page 11)
☐ Box 15 – Special Education Exit Date (see DFA page 11)
☐ Box 16 – English Proficiency (see DFA page 11)
☐ Box 18 – NSLP (see DFA page 11)
☐ Box 19 – Primary Language (see DFA page 12)
☐ Box 20 – EL (see DFA page 13)
☐ Box 21 – RFEP (see DFA page 13)
☐ Box 22 – Program Participation (complete all that apply) (see DFA page 13)
☐ Box 25 – Post-Grade Twelve Student (see DFA page 13)

COMPLETED BY SCHOOL AFTER TESTING
☐ Box 3 – Score Code (see DFA pages 16–17)
☐ Box 11 – County/District of Residence (see DFA page 10)
☐ Box 17 – English Learner Test Variations (see DFA page 21)
☐ Box 23 – Participation Purposes for AYP (CAPA) (see DFA page 13)
☐ Box 24 – Accommodations (if used) (see DFA pages 17–20)
☐ Box 24 – Modifications (if used) (see DFA pages 17–20)

This form may be photocopied.
TEST SECURITY BREACH REPORT FORM

Instructions: Specify the section or sections of the Test Security Agreement or Test Security Affidavit that have been violated, and then document the security breach in the space below (see page 34 for more information). Identify the name(s) and title(s) of the parties involved in the violation(s) specified and note any actions taken locally. Fax the completed form to ETS at 925-808-2156 and contact the CDE CAHSEE Office at 916-445-9449. Keep the original on file for one year following the test.

Test Administration Date(s): __________________________________________

School/Test Site: ___________________________________________________

Test Site Coordinator: ______________________________________________

Telephone/E-mail: _________________________________________________

LEA: __________________________________________________________________

LEA CAHSEE Coordinator: __________________________________________________________________

Telephone/E-mail: __________________________________________________________________

This form may be photocopied.
<table>
<thead>
<tr>
<th>Form Name</th>
<th>When to complete</th>
<th>Purpose</th>
<th>What to do with form</th>
<th>Page in Manual</th>
</tr>
</thead>
<tbody>
<tr>
<td>California High School Exit Examination Test Security Agreement</td>
<td>LEA CAHSEE Coordinators and test site coordinators complete before receiving materials for first test administration of each school year.</td>
<td>To preserve validity and security of CAHSEE</td>
<td>Coordinator keeps on file for one year following last administration of the school year</td>
<td>40</td>
</tr>
<tr>
<td>California High School Exit Examination Test Security Affidavit</td>
<td>Anyone who handles actual tests must sign before first test administration of each school year.</td>
<td>To preserve validity and security of CAHSEE</td>
<td>Test site coordinator keeps on file for one year following last administration of the school year</td>
<td>48–49</td>
</tr>
<tr>
<td>Sample Test Site Packing List and Security Tracking Form</td>
<td>• Before testing, at receipt of materials from LEA and if discrepancies exist • After testing if missing booklets or CDs from orders</td>
<td>• To record receipt of all materials • To record discrepancies in shipments of materials received • To record missing booklets or CDs</td>
<td>• Sign, date, and return with nonscorable materials • Keep a copy for records</td>
<td>50–51</td>
</tr>
<tr>
<td>Inventory Form—Test Site</td>
<td>Before sending test booklets to examiners and when examiners return test booklets</td>
<td>To account for all test booklets</td>
<td>Keep until all materials are returned to LEA CAHSEE Coordinator</td>
<td>52</td>
</tr>
<tr>
<td>Test Security Breach Report Form</td>
<td>If someone other than a student breaches security</td>
<td>To document violation of CAHSEE security agreement or affidavit</td>
<td>Send to LEA CAHSEE Coordinator</td>
<td>46</td>
</tr>
<tr>
<td>Test Administration Incident Report Form</td>
<td>If a student cheats or testing is disrupted</td>
<td>To document cheating and other incidents that may have prevented students from completing testing</td>
<td>Keep copy on file for one year following test administration</td>
<td>53</td>
</tr>
<tr>
<td>Sample School and Grade ID Sheet</td>
<td>After testing and before returning materials to LEA CAHSEE Coordinator</td>
<td>To list number of answer documents returned by each grade for a given school</td>
<td>Send with scorable materials to LEA CAHSEE Coordinator</td>
<td>54–57</td>
</tr>
</tbody>
</table>
I acknowledge that I will have access to the examination and test materials for the purpose of administering the examination. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

(1) I will not divulge the contents of the examination to any other person through verbal, written, or any other means of communication.

(2) I will not copy any part of the examination or test materials.

(3) I will keep the examination secure until the examination is actually distributed to eligible students or eligible adult students.

(4) I will limit access to the examination and test materials by test examinees to the actual testing periods when they are taking the examination.

(5) I will collect and account for all materials following each examination and will not permit eligible students or eligible adult students to remove examinations or test materials from the room where testing takes place.

(6) I will not review any test questions, passages, or other test items with eligible students or eligible adult students before, during, or after the examination.

(7) I will return all test materials to the designated test site coordinator upon completion of the examination.

(8) I will not interfere with the independent work of any eligible student or eligible adult student taking the examination and I will not compromise the security of the examination by any means including, but not limited to:

(A) Providing eligible students or eligible adult students with access to examination questions prior to testing.

(B) Copying, reproducing, transmitting, distributing or using in any manner inconsistent with test security all or any section of any secure examinations or test materials.

(C) Coaching eligible students or eligible adult students during testing or altering or interfering with the eligible students’ or eligible adult students’ responses in any way.

(D) Making answer keys available to eligible students or eligible adult students.

(E) Failing to follow security rules for distribution and returning of secure examinations and test materials as directed, or failing to account for all secure examinations and test materials before, during, and after testing.
(F) Failing to follow test administration directions specified in test administration manuals.

(G) Participating in, directing, aiding, counseling, assisting in, or encouraging any of the acts prohibited in this section.

(9) I will administer the examination in accordance with the directions for administration set forth in the test contractor’s manuals for administration of the examination.

(10) I have been trained to administer the examination.

Signed: _________________________________________________________________

Print Name: _____________________________________________________________

Position: _______________________________________________________________

School: __________________________________________________________________

LEA Affiliation: __________________________________________________________________

Date: ____________________________________________________________________

This form may be photocopied.
### CAHSEE

**Shipment 2 Secure Materials**

**February 2013**

#### TEST SITE PACKING LIST AND SECURITY TRACKING FORM

<table>
<thead>
<tr>
<th>Item</th>
<th>Item Description</th>
<th>Package Details</th>
<th>Total Qty Packed</th>
<th>Qty Back Ordered</th>
<th>Packed in Box Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA00000100</td>
<td>ELA TEST BOOKLET PKG - 5</td>
<td>2 packs of 5</td>
<td>10</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>CA00000120</td>
<td>ELA TEST BOOKLET PKG - 20</td>
<td>3 packs of 20</td>
<td>60</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>CA00000130</td>
<td>MATH TEST BOOKLET PKG - 5</td>
<td>2 packs of 5</td>
<td>10</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>CA00000200</td>
<td>MATH TEST BOOKLET PKG - 20</td>
<td>3 packs of 20</td>
<td>60</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>CA00000165</td>
<td>ELA AUDIO CD PACKAGE</td>
<td>Single</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CA00000121</td>
<td>ELA CD1</td>
<td>Each</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>CA00000145</td>
<td>ELA CD2</td>
<td>Each</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>CA00000125</td>
<td>ELA TESTBOOKLET VERSION 001</td>
<td>Each</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>CA00000237</td>
<td>ELA AUDIO TRACK LIST</td>
<td>Each</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>CA00000135</td>
<td>MATH AUDIO CD PACKAGE</td>
<td>Single</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CA00000172</td>
<td>MATH CD1</td>
<td>Each</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>CA00000173</td>
<td>MATH CD2</td>
<td>Each</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Please check to be sure that you have received all of the materials listed below. If there are any discrepancies note them on the last page of this document. For further detailed instructions please see the last page.

All materials listed on this page have been received as indicated.

Test Site Coordinator Signature: ___________________

Date: ______________

---

For Internal Use Only

Pick Batch: 203242  
Delivery: 976452  
Order/Line: 863190/1  
Sequence: 00001  
Page 1 of 3  

---

**50**  
CAHSEE LEA AND TEST SITE COORDINATOR'S MANUAL
# CAHSEE

## Shipment 2 Secure Materials

### February 2013

---

### TEST SITE PACKING LIST AND SECURITY TRACKING FORM

<table>
<thead>
<tr>
<th>Item</th>
<th>Item Description</th>
<th>Package Details</th>
<th>Total Qty Packed</th>
<th>Qty Back Ordered</th>
<th>Packed in Box Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>-CA000000175</td>
<td>-MATH TESTBOOKLET VERSION 001</td>
<td>Each</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>200000001 - 200000001</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-CA000000238</td>
<td>-MATH AUDIO TRACK LIST</td>
<td>Each</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**INSTRUCTIONS:**

1. Note any discrepancies in the DISCREPANCIES section below. This form may be photocopied if additional space is needed.
2. If you need additional test materials, call the CAHSEE LEA.
3. When returning materials, indicate the security barcode range of missing test booklets and/or CDs in the space provided below.
4. Record below any additional test booklets and/or CDs received that are not indicated on the previous page(s).
5. The boxes used to deliver your test materials should be saved and used to return your non-scorable materials to your LEA.
6. Complete, sign, and date this form and return it with your test booklets to your LEA. Retain a copy of this completed form for your district records.

## ADDITIONAL TEST BOOKLETS AND/OR CDs

<table>
<thead>
<tr>
<th>ITEM DESCRIPTION</th>
<th>SECURITY # START</th>
<th>SECURITY # END</th>
<th>NUMBER RECEIVED</th>
<th>NUMBER RETURNED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## DISCREPANCIES

|                  |                  |                |                 |                 |

## MISSING TEST BOOKLETS AND/OR CDs

<table>
<thead>
<tr>
<th>ITEM DESCRIPTION</th>
<th>SECURITY # START</th>
<th>SECURITY # END</th>
<th>REASON TEST BOOKLETS AND/OR CDs ARE NOT BEING RETURNED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TEST SITE COORDINATOR SIGNATURE:**

**DATE:**

**COUNTY/DISTRICT/SCHOOL CODE:**

---

For Internal Use Only

Pick Batch: 203242  Delivery: 976452  OrderLine: 863190/1  Sequence: 00001  Page 2 of 3
Test booklets are secure documents. Use this form to account for all test booklets that are distributed to test examiners. Record the quantity of booklets sent and the test booklet security number range of those booklets. When the test booklets are returned, record the quantity and the security numbers returned to ensure that all booklets are accounted for.

<table>
<thead>
<tr>
<th>Test Examiner Name</th>
<th>Check One</th>
<th>Booklets Out</th>
<th>Booklets In</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELA Math</td>
<td>Quantity</td>
<td>Security Number Range</td>
</tr>
</tbody>
</table>

This form may be photocopied.
TEST ADMINISTRATION INCIDENT REPORT FORM

Student Name: ________________________________ (Last) (First)

Student took: ELA Only ☐ MATH Only ☐ ELA & MATH ☐

Please check all that apply:

<table>
<thead>
<tr>
<th>Incident</th>
<th>ELA</th>
<th>Math</th>
<th>Was Student Dismissed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caught Cheating</td>
<td>☐</td>
<td>☐</td>
<td>Y ☐ N ☐</td>
</tr>
<tr>
<td>Became ILL</td>
<td>☐</td>
<td>☐</td>
<td>Y ☐ N ☐</td>
</tr>
<tr>
<td>Misconduct</td>
<td>☐</td>
<td>☐</td>
<td>Y ☐ N ☐</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td>☐</td>
<td>☐</td>
<td>Y ☐ N ☐</td>
</tr>
</tbody>
</table>

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 the ETS or the CDE. This form may be photocopied.
California High School Exit Examination
School and Grade Identification (SGID) Sheet
Grade 10 Only

Directions: Complete one School and Grade Identification (SGID) Sheet for grade 10 in the school for which you are submitting answer documents. Use only a soft black lead pencil (No. 2). Make marks that completely fill the circle. Completely erase any marks you wish to change. Place the completed sheet on top of the answer documents for the corresponding administration.

A. School Identification Information

<table>
<thead>
<tr>
<th>LEA/District Name:</th>
<th>County Code</th>
<th>District Code</th>
<th>School Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 0 0 0 0 0</td>
<td>0 0 0 0 0 0</td>
<td>0 0 0 0 0 0</td>
</tr>
</tbody>
</table>

B. Used Answer Documents

Complete a separate SGID sheet for grade 10 census or grade 10 make-up for which you are submitting answer documents.

1. Grade 10 Administration

   Indicate the administration for the answer documents under the ID sheet by filling in only one circle in this column.

   - Grade 10 Census
     - Return an answer document for every eligible grade 10 student enrolled in school on the first day of testing during the census administration, including students who are absent and students who take the CAPA.

   - Grade 10 Make-up
     - Return an answer document for only those eligible grade 10 students who took the exam.

2. Number of Answer Documents

   Write the number of answer documents being returned for the administration identified in 1 and fill in the corresponding circles.

   - 0 0 0 0 0 0
   - 0 0 0 0 0 0
   - 0 0 0 0 0 0
   - 0 0 0 0 0 0
   - 0 0 0 0 0 0
   - 0 0 0 0 0 0

3. Date of Exam

   Fill in the appropriate circles for the date of the exam.

   - Month: Feb, Mar, May
   - Year: 2015
A. School Identification Information

LEA/District Name:
School Name:

County Code | District Code | School Code
--- | --- | ---
0 0 0 0 0 0 | 0 0 0 0 0 0 | 0 0 0 0 0 0
1 1 1 1 1 1 | 1 1 1 1 1 1 | 1 1 1 1 1 1
2 2 2 2 2 2 | 2 2 2 2 2 2 | 2 2 2 2 2 2
3 3 3 3 3 3 | 3 3 3 3 3 3 | 3 3 3 3 3 3
4 4 4 4 4 4 | 4 4 4 4 4 4 | 4 4 4 4 4 4
5 5 5 5 5 5 | 5 5 5 5 5 5 | 5 5 5 5 5 5
6 6 6 6 6 6 | 6 6 6 6 6 6 | 6 6 6 6 6 6
7 7 7 7 7 7 | 7 7 7 7 7 7 | 7 7 7 7 7 7
8 8 8 8 8 8 | 8 8 8 8 8 8 | 8 8 8 8 8 8
9 9 9 9 9 9 | 9 9 9 9 9 9 | 9 9 9 9 9 9

B. Used Answer Documents

Complete a separate SGID sheet for the grade 11 program for which you are submitting answer documents.

Grade
Any student whose answer document is submitted under this ID sheet will be reported as a grade 11 student.

Grade 11

Number of Answer Documents
Write the number of answer documents being returned for the grade identified in Grade and fill in the corresponding circles.

Date of Exam
Fill in the appropriate circles for the date of the exam.
California High School Exit Examination
School and Grade Identification (SGID) Sheet
Grade 12 Only

Directions: Complete one School and Grade Identification (SGID) Sheet for grade 12 students in the school for which you are submitting answer documents. Use only a soft black lead pencil (No. 2). Make marks that completely fill the circle. Completely erase any marks you wish to change. Place the completed sheet on top of the answer documents for the corresponding grade.

A. School Identification Information

<table>
<thead>
<tr>
<th>LEA/District Name:</th>
<th>County Code</th>
<th>District Code</th>
<th>School Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Used Answer Documents

Complete a separate SGID sheet for the grade 12 program for which you are submitting answer documents.

1 Grade

Any student whose answer document is submitted under this ID sheet will be reported as a grade 12 student.

Grade 12

2 Number of Answer Documents

Write the number of answer documents being returned for the grade identified in 1 and fill in the corresponding circles.

3 Date of Exam

Fill in the appropriate circles for the date of the exam.

<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul</td>
<td>2014</td>
</tr>
<tr>
<td>Oct</td>
<td></td>
</tr>
<tr>
<td>Nov</td>
<td></td>
</tr>
<tr>
<td>Dec</td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td>2015</td>
</tr>
<tr>
<td>Mar</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
</tbody>
</table>
California High School Exit Examination
School and Grade Identification (SGID) Sheet
Adult Students Only

Directions: Complete one School and Grade Identification (SGID) Sheet for adult students in the school for which you are submitting answer documents. Use only a soft black lead pencil (No. 2). Make marks that completely fill the circle. Completely erase any marks you wish to change. Place the completed sheet on top of the adult students answer documents.

A. School Identification Information

LEA/District Name:
School Name:
County Code  District Code  School Code

B. Used Answer Documents

Complete a separate SGID sheet for the adult student program for which you are submitting answer documents.

1. Grade

Any student whose answer document is submitted under this ID sheet will be reported as an adult student.

Adult Students

2. Number of Answer Documents

Write the number of answer documents being returned for the grade identified in 1 and fill in the corresponding circles.

3. Date of Exam

Fill in the appropriate circles for the date of the exam.

Month  Year
• Jul   • 2014
• Oct   • 2015
• Nov   •
• Dec   •
• Feb   •
• Mar   •
• Apr   •
• May   •

SAMPLE
Information on this page must be completed by Local Educational Agency Staff who have signed a Test Security form.

COMPLETE FOR EACH STUDENT
Use only a No. 2 pencil.

11 County/District of Residence
Enter County and District codes for a student with an IEP if the student’s residence is other than where the student attends school/receives services.

12 Special Education Services
a. If this student receives special education services under an IEP, mark the three-digit Primary Disability code from the IEP. Mark only one.
   - A 000
   - B 210
   - C 220
   - D 230
   - E 240
   - F 250
   - G 260

b. This student receives special education services at a Nonpublic Nonsectarian (NPS) school. (Enter code in box c.)
   - Yes

b. If yes in “b” above, mark the 7-digit NPS school code.

15 Special Education Exit Date
Complete only if this student was found to be no longer eligible to receive special education services within the last two school years.

For CDE Use Only

- A 1
- B 2
- C 3
- D 4

ETS Use Only

For Local Use

Sample
Information on this page must be completed by Local Educational Agency Staff who have signed a Test Security form.

COMPLETE FOR EACH STUDENT

Use only a No. 2 pencil.

#16 English Proficiency

- English Only (EO)
- Initially Fluent English Proficient (IFEP)
- English Learner (EL)
- Reclassified Fluent English Proficient (RFEP)

Mark the code that applies to the student.

#16 English Proficiency

- Yes
- No

#17 English Learner Test Variations

Complete only for English Learners (EL) who used testing variations that are regularly used in the classroom or for assessment.

Mark the EL Test Variation(s) used during the administration. See codes listed in the Directions for Administration manual.

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>F</td>
<td>F</td>
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<td>G</td>
<td>G</td>
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<td>H</td>
<td>H</td>
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<td>I</td>
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<td>K</td>
<td>K</td>
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<td>L</td>
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<td>M</td>
<td>M</td>
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<td>N</td>
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<td>O</td>
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<td>P</td>
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<td>Q</td>
<td>Q</td>
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<tr>
<td>R</td>
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<td>S</td>
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<td>V</td>
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<td>W</td>
<td>W</td>
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<tr>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Z</td>
<td>Z</td>
</tr>
</tbody>
</table>

#18 NSLP Eligible

- Yes
- No

#19 Primary Language

2-digits

- 00
- 01
- 02
- 03
- 04
- 05
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- 07
- 08
- 09
- 10
- 11
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- 96
- 97
- 98
- 99

#20 EL

For an English Learner, enter the date first enrolled in school in the United States or its territories.

Month | Day | Year
--- | --- | ---
Jan. | 01 | 19
Feb. | 02 | 20
Mar. | 03 | 21
Apr. | 04 | 22
May | 05 | 23
Jun. | 06 | 24
Jul. | 07 | 25
Aug. | 08 | 26
Sep. | 09 | 27
Oct. | 10 | 28
Nov. | 11 | 29
Dec. | 12 | 30

#21 RFEP

For RFEP student, enter the date in which reclassified.

Month | Day | Year
--- | --- | ---
Jan. | 01 | 19
Feb. | 02 | 20
Mar. | 03 | 21
Apr. | 04 | 22
May | 05 | 23
Jun. | 06 | 24
Jul. | 07 | 25
Aug. | 08 | 26
Sep. | 09 | 27
Oct. | 10 | 28
Nov. | 11 | 29
Dec. | 12 | 30

#22 Program Participation

Mark all the specially funded programs in which the student participated during this school year.

- Migrant Education
- Gifted and Talented

#23 Participation Purposes for AYP

- CAPA (A valid disability code, other than 000, must also be marked in the "Special Education Services" area.)
- Gifted and Talented Programs
- Migrant Education
- Local Educational Agency Programs
- Special Education Programs

#24 Accommodations and Modifications

- IEP
- Section 504 Plan

#25 Post-Grade 12 Student

- This student has met all other graduation requirements and is enrolled for the sole purpose of taking the CAHSEE.
Completing Selected Fields on the Answer Document

This section presents information on coding selected answer document fields. Some of these fields require hand-marking after testing in every case. Other fields, which could be pre-identified, may require special codes. Tables in this section provide the key to the meaning of letters or numbers.

Go to www.ets.org/cahsee and open the Pre-ID service tab. Look at the Pre-ID file description for 2014–15 to see which fields were required on the Pre-ID file.

Adult Students

The following demographic fields do not have to be completed for adult students:

—Parent/Guardian Education Level (Box 8)
—Statewide Student Identifier (SSID) (Box 10)*
—English Proficiency (Box 16)
—NSLP (Box 18)
—EL (Box 20)
—RFEP (Box 21)
—Program Participation (Box 22)

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

■ Score Code (Box 3 on page 1 of the answer document) (required after testing)

Every answer document returned must have the Score Code field completed. Incorrect coding may affect school and LEA accountability data.

The Score Code is to be marked for each section of the CAHSEE (ELA and Math). For example, if a student takes ELA Session 1, but is absent for ELA Session 2, “A” would be marked for ELA.

“R” may be included on the Pre-ID file, but still must be marked on the answer document, even if the answer document was pre-marked.

The system default is “S” (score) if no Score Code field is marked. 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 mark the “S” (score). This will override any erasure marks.

■ Local Student ID Number (Box 9 on page 1 of the answer document) (could be in Pre-ID)

This field is reserved for optional use at the LEA or test site. Determine in advance if and how your LEA wishes to use this field.

■ Statewide Student Identifier (SSID) (Box 10 on page 1 of the answer document) (could be in Pre-ID)

An SSID is required for all grade ten, eleven, and twelve students and is recommended for adult students. If an adult student has a Statewide Student Identifier (SSID), please complete the demographic field in Box 10. LEAs are encouraged to obtain SSIDs for those adult students who are taking the CAHSEE and do not have an SSID.
### Table 4. Score Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Satisfied Requirement</td>
<td>Mark if student has taken this portion of the test and satisfied the requirement to successfully pass the CAHSEE (scale score of 350 or higher).</td>
</tr>
<tr>
<td>S</td>
<td>Score</td>
<td>Mark if this portion of the test is to be scored.</td>
</tr>
<tr>
<td>A</td>
<td>Absent</td>
<td>Mark if the student was absent for any portion of the test, including illness during testing.</td>
</tr>
<tr>
<td>E</td>
<td>Medical Emergency</td>
<td>Mark if the grade ten student was absent due to a significant medical emergency. Do not mark for other than grade ten students.</td>
</tr>
<tr>
<td>I</td>
<td>Invalidated</td>
<td>Mark if the student is found to have cheated or assisted others in cheating, or to have compromised the security of the high school exit examination. This will invalidate the score for this portion of the CAHSEE.</td>
</tr>
<tr>
<td>Z</td>
<td>Not Attempted</td>
<td>Mark if the student (regardless of grade) is present for testing but refuses to attempt any part of the examination or is assessed with the CAPA.</td>
</tr>
<tr>
<td>T</td>
<td>Has Participated in a Census Administration</td>
<td>Mark if the Grade ten student was previously tested in a census administration, whether in your school or in another school or district.</td>
</tr>
<tr>
<td>M</td>
<td>Moved in or out of the district on one day of testing</td>
<td>Mark if the grade ten student is not enrolled on one day of testing.</td>
</tr>
</tbody>
</table>

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

- **Primary Disability Codes (Box 12a on page 2 of the answer document) (could be in Pre-ID)**

  For every student receiving special education services, mark only one circle in this section. Mark 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 5 on page 63 lists all Primary Disability Codes.
Table 5. Primary Disability Codes

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

- **Nonpublic School (NPS) (Boxes 12b and c on page 2 of the answer document) (could be in Pre-ID)**

  If this student receives special education services at a nonpublic school, mark “Yes” and mark 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](http://www.cde.ca.gov/re/sd/index.asp), by selecting nonpublic schools and searching for the school by name or by contacting the CDE at 916-445-9449 after testing.

- **Accommodations and Modifications (Boxes 24a and b on page 12 of the answer document)**

  **Boxes 24a and b should be completed after testing.**

  In Box 24a, mark whether the student’s IEP or Section 504 plan specifies accommodations and/or modifications for the CAHSEE. On the “Signature of Test Site Coordinator” line, provide the signature of the test site coordinator who verified that all accommodations and modifications for the CAHSEE specified in the student’s IEP or Section 504 plan were **offered** to the student during testing, **whether the student used them or not**.

  In Box 24b, mark all accommodations and modifications that were actually **used during testing**. (See Table 6 on page 64.) The shaded sections are not applicable to CAHSEE. For example, code “l” is considered a variation for the CAHSEE and therefore does not need to be marked on the answer document. These fields should be completed only **after testing** if the student used them during the test.
Table 6. Accommodation and Modification Codes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Student marks in test booklet (other than responses)—Cannot be marked for CAHSEE</td>
<td><strong>N.</strong> Use of dictionary</td>
</tr>
<tr>
<td><strong>B.</strong> 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</td>
<td><strong>O.</strong> Manually Coded English or American Sign Language to present test questions</td>
</tr>
<tr>
<td><strong>C.</strong> Responses dictated [orally, or in Manually Coded English or American Sign Language] to a scribe for selected-response items (multiple-choice questions)</td>
<td><strong>P.</strong> Test questions read aloud to student or audio presentation (CD)</td>
</tr>
<tr>
<td><strong>D.</strong> Word processing software with spelling and grammar check tools turned off for the writing task responses [writing portion of the test] — Cannot be marked on the math portion of Box 24, ELA side only</td>
<td><strong>Q.</strong> Calculators on mathematics test—Cannot be marked for the ELA portion of Box 24, math side only</td>
</tr>
<tr>
<td><strong>E.</strong> 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—Cannot be marked on the math portion of Box 24, ELA side only</td>
<td><strong>R.</strong> Arithmetic table on mathematics test — Cannot be marked for the ELA portion of Box 24, math side only</td>
</tr>
<tr>
<td><strong>F.</strong> 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) — Cannot be marked on the math portion of Box 24, ELA side only</td>
<td><strong>S.</strong> Math manipulatives on mathematics test — Cannot be marked for the ELA portion of Box 24, math side only</td>
</tr>
<tr>
<td><strong>G.</strong> Braille transcriptions provided by the test contractor</td>
<td><strong>T.</strong> Word processing software with spell and grammar check tools enabled on the writing task responses writing portion of the test — Cannot be marked for the math portion of Box 24, ELA side only</td>
</tr>
<tr>
<td><strong>H.</strong> Large-print versions or test items enlarged if font is not large enough on large-print version</td>
<td><strong>U.</strong> 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) — Cannot be marked for the math portion of Box 24, ELA side only</td>
</tr>
<tr>
<td><strong>I.</strong> Extra time on test within a testing day — Cannot be marked for CAHSEE</td>
<td><strong>V.</strong> Assistive device that interferes with the independent work of the student on the multiple-choice and/or writing task responses</td>
</tr>
<tr>
<td><strong>J.</strong> Test over more than one day for a test or test part to be administered in a single sitting</td>
<td><strong>W.</strong> Unlisted Modification(s)</td>
</tr>
<tr>
<td><strong>K.</strong> Supervised breaks within a section of the test</td>
<td><strong>X.</strong> Unlisted Accommodation(s)</td>
</tr>
<tr>
<td><strong>L.</strong> Administration of the test at the most beneficial time of day to the student</td>
<td><strong>Y.</strong> Writing task prompt ONLY was read aloud to the student or presented in Manually Coded English or American Sign Language—Cannot be marked for the math portion of Box 24, ELA side only</td>
</tr>
<tr>
<td><strong>M.</strong> Test administered at home or in hospital by test examiner</td>
<td><strong>Z.</strong> Leave blank—Cannot be marked for CAHSEE</td>
</tr>
</tbody>
</table>
**English Learner Test Variations (Box 17 on page 12 of the answer document)**

This field should be completed after testing and only if the student actually used testing variations during the exam. English Learners must be allowed to use certain test variations if they are regularly used in the classroom. Please follow Table 7 below when marking the English Learner Test Variations field.

### Table 7. English Learner Test Variations Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>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.</td>
</tr>
<tr>
<td>B.</td>
<td>Additional supervised breaks within a testing day OR within a test part provided that the test section is completed within a testing day.</td>
</tr>
<tr>
<td>C.</td>
<td>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 Test Security Affidavit.</td>
</tr>
<tr>
<td>D.</td>
<td>Access to translation glossaries/word lists (English to primary language). Glossaries/word lists shall NOT include definitions or formulas.</td>
</tr>
</tbody>
</table>
Primary Language (Box 19 on page 12) (could be in Pre-ID)

Primary Language is the language used by adults to communicate in the student's home. Mark the appropriate 2-digit code. Use the codes listed below.

Table 8. Primary Language Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Language</th>
<th>Code</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>English</td>
<td>51</td>
<td>Kurdish (Kurdi, Kurmanji)</td>
</tr>
<tr>
<td>56</td>
<td>Albanian</td>
<td>47</td>
<td>Lahu</td>
</tr>
<tr>
<td>37</td>
<td>American Sign Language</td>
<td>10</td>
<td>Lao</td>
</tr>
<tr>
<td>11</td>
<td>Arabic</td>
<td>07</td>
<td>Mandarin (Putonghua)</td>
</tr>
<tr>
<td>12</td>
<td>Armenian</td>
<td>48</td>
<td>Marshallese</td>
</tr>
<tr>
<td>42</td>
<td>Assyrian</td>
<td>44</td>
<td>Mien (Yao)</td>
</tr>
<tr>
<td>61</td>
<td>Bengali</td>
<td>49</td>
<td>Mixteco</td>
</tr>
<tr>
<td>13</td>
<td>Burmese</td>
<td>40</td>
<td>Pashto</td>
</tr>
<tr>
<td>03</td>
<td>Cantonese</td>
<td>05</td>
<td>Filipino (Pilipino or Tagalog)</td>
</tr>
<tr>
<td>36</td>
<td>Cebuano (Visayan)</td>
<td>41</td>
<td>Polish</td>
</tr>
<tr>
<td>54</td>
<td>Chaldean</td>
<td>06</td>
<td>Portuguese</td>
</tr>
<tr>
<td>20</td>
<td>Chamorro (Guamanian)</td>
<td>28</td>
<td>Punjabi</td>
</tr>
<tr>
<td>39</td>
<td>Chaozhou (Chiuchow)</td>
<td>45</td>
<td>Rumanian</td>
</tr>
<tr>
<td>15</td>
<td>Dutch</td>
<td>29</td>
<td>Russian</td>
</tr>
<tr>
<td>16</td>
<td>Farsi (Persian)</td>
<td>30</td>
<td>Samoan</td>
</tr>
<tr>
<td>17</td>
<td>French</td>
<td>52</td>
<td>Serbo-Croatian (Bosnian, Croatian, Serbian)</td>
</tr>
<tr>
<td>18</td>
<td>German</td>
<td>60</td>
<td>Somali</td>
</tr>
<tr>
<td>19</td>
<td>Greek</td>
<td>01</td>
<td>Spanish</td>
</tr>
<tr>
<td>43</td>
<td>Gujarati</td>
<td>46</td>
<td>Taiwanese</td>
</tr>
<tr>
<td>21</td>
<td>Hebrew</td>
<td>32</td>
<td>Thai</td>
</tr>
<tr>
<td>22</td>
<td>Hindi</td>
<td>57</td>
<td>Tigrinya</td>
</tr>
<tr>
<td>23</td>
<td>Hmong</td>
<td>53</td>
<td>Toishaneese</td>
</tr>
<tr>
<td>24</td>
<td>Hungarian</td>
<td>34</td>
<td>Tongan</td>
</tr>
<tr>
<td>25</td>
<td>Ilocano</td>
<td>33</td>
<td>Turkish</td>
</tr>
<tr>
<td>26</td>
<td>Indonesian</td>
<td>38</td>
<td>Ukrainian</td>
</tr>
<tr>
<td>27</td>
<td>Italian</td>
<td>35</td>
<td>Urdu</td>
</tr>
<tr>
<td>08</td>
<td>Japanese</td>
<td>02</td>
<td>Vietnamese</td>
</tr>
<tr>
<td>09</td>
<td>Khmer (Cambodian)</td>
<td>99</td>
<td>Other Non-English Language(s)</td>
</tr>
<tr>
<td>50</td>
<td>Khmu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Korean</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Local Use (Box 14 on page 2) (could be in Pre-ID)

This field is reserved for optional use at the LEA or test site. Determine in advance if and how your LEA wishes to use this field.

Post-Grade 12 Student (Box 25 on page 12)

Mark if the student has met all other graduation requirements and is enrolled for the sole purpose of taking the CAHSEE.
# Matrix Two:

**Note:** Refer to the *California Code of Regulations*, Title 5, Education (Sections 1200-1225, 11510-11517.5, and 1040-1048) for each specific assessment program for more detail.

## Matrix of Variations, Accommodations, and Modifications

for Administration of the California High School Exit Examination,
California English Language Development Test and the Physical Fitness Test

<table>
<thead>
<tr>
<th>Test Variation (1)</th>
<th>CAHSEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of the test at the most beneficial time of day to the student</td>
<td>2</td>
</tr>
<tr>
<td>Arithmetic table or formulas (not provided) on the mathematics tests</td>
<td>3</td>
</tr>
<tr>
<td>Arithmetic table or formulas (not provided) on the science tests</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>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)</td>
<td>2</td>
</tr>
<tr>
<td>Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses</td>
<td>3</td>
</tr>
<tr>
<td>Audio amplification equipment</td>
<td>1</td>
</tr>
<tr>
<td>Braille transcriptions provided by the test contractor</td>
<td>2</td>
</tr>
<tr>
<td>Calculator on the mathematics tests</td>
<td>3</td>
</tr>
<tr>
<td>Calculator on the science tests</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Colored overlay, mask, or other means to maintain visual attention</td>
<td>1</td>
</tr>
<tr>
<td>Dictionary</td>
<td>3</td>
</tr>
<tr>
<td>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</td>
<td>2</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>All</th>
<th>All pupils may be provided these test variations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Variation (1)</td>
<td>Pupils may have these testing variations if regularly used in the classroom.</td>
</tr>
<tr>
<td>Accommodation (2)</td>
<td>Eligible pupils shall be permitted to take the examination/test with <strong>accommodations</strong> if specified in the eligible pupil’s IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.</td>
</tr>
<tr>
<td>Modification (3)</td>
<td>For the CELDT, eligible pupils shall be permitted to take the tests with <strong>modifications</strong> if specified in the eligible pupil's IEP or Section 504 plan. Eligible pupils shall be permitted to take the CAHSEE with <strong>modifications</strong> if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.</td>
</tr>
<tr>
<td>Test Variation (1)</td>
<td>Accommodation (2)</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>Extra time on a test within a testing day</td>
<td></td>
</tr>
<tr>
<td>Large-print versions or test items enlarged (not duplicated) to a font size larger than that used on large print versions</td>
<td></td>
</tr>
<tr>
<td>Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)</td>
<td></td>
</tr>
<tr>
<td>Math manipulatives on the mathematics tests</td>
<td></td>
</tr>
<tr>
<td>Manually Coded English or American Sign Language to present test questions and answer options</td>
<td></td>
</tr>
<tr>
<td>Math manipulatives on the science tests</td>
<td></td>
</tr>
<tr>
<td>Noise buffers (e.g., individual carrel or study enclosure)</td>
<td></td>
</tr>
<tr>
<td>Special lighting or acoustics; special or adaptive furniture</td>
<td></td>
</tr>
<tr>
<td>Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items</td>
<td></td>
</tr>
<tr>
<td>Student marks in test booklet (other than responses) including highlighting</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Supervised breaks within a section of the test</td>
<td></td>
</tr>
<tr>
<td>Test administered at home or in hospital by a test examiner</td>
<td></td>
</tr>
<tr>
<td>Test administration directions that are simplified or clarified (does not apply to test questions)</td>
<td></td>
</tr>
</tbody>
</table>

All pupils may be provided these test variations.

Test Variation (1) Pupils may have these testing variations if regularly used in the classroom.

Accommodation (2) Eligible pupils shall be permitted to take the examination/test with accommodations if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Modification (3) For the CELDT, eligible pupils shall be permitted to take the tests with modifications if specified in the eligible pupil's IEP or Section 504 plan. Eligible pupils shall be permitted to take the CAHSEE with modifications if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
<table>
<thead>
<tr>
<th>Test Variation (1)</th>
<th>Accommodation (2)</th>
<th>Modification (3)</th>
<th>CAHSEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test individual student separately, provided that a test examiner directly supervises the student</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Test over more than one day for a test or test part to be administered in a single sitting</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Test questions and answer options read aloud to student or used audio CD presentation</td>
<td></td>
<td></td>
<td>2 Math</td>
</tr>
<tr>
<td>ELA</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Writing Task</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Test students in a small group setting</td>
<td></td>
<td></td>
<td>ALL</td>
</tr>
<tr>
<td>Visual magnifying equipment</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Unlisted Accommodation</td>
<td></td>
<td></td>
<td>Check with CAHSEE/PFT Office prior to use</td>
</tr>
<tr>
<td>Unlisted Modification</td>
<td></td>
<td></td>
<td>Check with CAHSEE/PFT Office prior to use</td>
</tr>
</tbody>
</table>

All pupils may be provided these test variations.

Test Variation (1) Pupils may have these testing variations if regularly used in the classroom.

Accommodation (2) Eligible pupils shall be permitted to take the examination/test with accommodations if specified in the eligible pupil's IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

Modification (3) For the CELDT, eligible pupils shall be permitted to take the tests with modifications if specified in the eligible pupil's IEP or Section 504 plan. Eligible pupils shall be permitted to take the CAHSEE with modifications if specified in the eligible pupil’s IEP or Section 504 plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
English Learner Test Variations

Matrix Three:

Matrix of Test Variations for Administration of the California High School Exit Examination and the Physical Fitness Test for English Learners

Because the CELDT test is specifically for English learners (ELs), there are not separate guidelines for administering the CELDT to this population. Please refer to the Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments, the first table in this section, for additional variations for all students, including English learners.

<table>
<thead>
<tr>
<th>Test Variation</th>
<th>CAHSEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.</td>
<td>Variation Allowed</td>
</tr>
<tr>
<td>Additional supervised breaks within a testing day or following each section (STAR) within a test part provided that the test section is completed within a testing day. A test section is identified by a “STOP” at the end of it.</td>
<td>Variation Allowed</td>
</tr>
<tr>
<td>English learners (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.</td>
<td>Variation Allowed</td>
</tr>
<tr>
<td>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.</td>
<td>Variation Allowed</td>
</tr>
</tbody>
</table>
## Pick-up Dates for Scorable and Nonscorable Materials

<table>
<thead>
<tr>
<th>CAHSEE Administration</th>
<th>SCORABLE Pick-up Window</th>
<th>NONSCORABLE Pick-up Window</th>
</tr>
</thead>
</table>