

California High School Exit Examination (CAHSEE) Test Administration Training 2009-10 for District Coordinators

December 1, 2009-WebCast

Presenters

- Paul Hoagland, CAHSEE Project Manager, Educational Testing Service (ETS)
- Rebecca Rabin-Reed, Product Administrator for Customer Services, ETS
- Diane Hernandez, Administrator, California Department of Education

Presentation Objectives

- What's New
- Overview of CAHSEE
- Maintaining Test Security
- District Coordinator Responsibilities
- Demographic Data Corrections
- Resources
- Questions and Answers

What's New

- Answer document changes:
 - Page 1
 - Box 6 – grid "Yes" if Hispanic or Latino
 - Box 7 – grid all race/ethnicity that are applicable
 - "Decline to state" option is no longer available.
 - New Federal Standards for Collecting and Reporting Race and Ethnicity Categories may be found at <http://www.cde.ca.gov/ds/td/lo/refaq.asp#q14>
 - Page 2
 - Position of some boxes changed, but required data and numbering remains the same.
 - Page 12
 - Box 24 – American Indian Education has been deleted.

What's New (Continued)

- Box 13
 - Directions revised

ETS **Accommodations and Modifications**

The signature below indicates that the student has access to the accommodations or modifier modifications as specified in the student's IEP or 504 Plan.

IEP Section 504 Plan

Signature of Test Site Coordinator
(This is Accommodations) and/or Modifications Used during the administration by the student.

Sign codes listed in *Map Directions for Administration*.

ELA	Math
A	A
CC	CC
CD	CD
CE	CE
CF	CF
CG	CG
CH	CH
CI	CI
CJ	CJ
CK	CK
CL	CL
CM	CM
CN	CN
CO	CO
CP	CP
CQ	CQ
CR	CR
CS	CS
CT	CT
CU	CU
CV	CV
CW	CW
CX	CX
CY	CY
CA	CA

What's New (Continued)

- Elimination of test security seals
- Elimination of 2009 December Field Test Administration

Overview of CAHSEE



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CAHSEE Purpose

- Improve student achievement in public high schools and ensure that students who graduate from public high schools can demonstrate competency in reading, writing, and mathematics



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CAHSEE Requirement

- All students "except eligible students with disabilities," must satisfy the CAHSEE requirement, as well as all other state and local requirements, to receive a California public high school diploma.
- The CAHSEE requirement can be satisfied by passing the examination, or for eligible students with disabilities, meeting the exemption requirements pursuant to *EC* Section 60852.3, or receiving a local waiver pursuant to *EC* Section 60851(c).



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Options to Participate in CAHSEE Administrations 2009-10

July 28-29	October 6-7	November 3-4	December 5 & 12	February 2-3	March 16-17	May 11-12
				Grade 10 (Census)	Grade 10 (Census or Make up)	Grade 10 (Make up)
	Grade 11	Grade 11	Grade 11	Grade 11	Grade 11	Grade 11
Grade 12	Grade 12	Grade 12	Grade 12	Grade 12	Grade 12	Grade 12
Adult	Adult	Adult	Adult	Adult	Adult	Adult

For testing schedules, go to:

<http://www.cde.ca.gov/ta/tg/hs/admin.asp>



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CAHSEE Testing Opportunities

- Grade ten: one time (February, March, or May)
- Grade eleven: *two times
- Grade twelve: *at least three, but up to five times
- Adult students: *three times

* May participate in successive administrations.



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Maintaining Test Security



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Maintaining Test Security

- To ensure test security, district coordinators must:
 - Read, agree, sign, and return the Test Security Agreement (TSA) to ETS
 - Ensure all test site coordinators read and sign the TSA and all who have access to secure test materials read, sign and agree to the Test Security Affidavit



Maintaining Test Security (Continued)

**CALIFORNIA HIGH SCHOOL EXIT EXAMINATION
TEST SECURITY AFFIDAVIT**

- I will ensure that all test materials are stored to administer the examination in compliance with the test administration manuals.
- I will take all necessary precautions to safeguard all examinations and test materials by limiting access to persons within the school district with a responsible, professional interest in the examination's security.
- I will not disclose, or allow to be disclosed, the contents of the examination.
- 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 school district office.
- 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 mandated in California Code of Regulations, Title 5, Division 1, Chapter 2, Subchapter 6.
- I will not copy any part of the examination or test materials unless necessary to administer the examination pursuant to Section 15116.5 or 15146.
- I will not review test questions, develop any scoring keys, or review or score any pupil 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: _____
 School District/Affiliation: _____
 Date: _____

This form may be photocopied.



Maintaining Test Security (Continued)

**CALIFORNIA HIGH SCHOOL EXIT EXAMINATION
TEST SECURITY AFFIDAVIT**

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

- I will not divulge the contents of the examination to any other person through verbal, written, or any other means of communication.
- I will not copy any part of the examination or test materials.
- I will keep the examination secure until the examination is actually distributed to eligible pupils or eligible adult students.
- I will limit access to the examination and test materials by test examinees to the actual testing periods when they are taking the examination.
- I will collect and account for all materials following each examination and will not permit eligible pupils or eligible adult students to remove examinations or test materials from the secure area being tested.
- I will not remove any test questions, passages, or other test items with eligible pupils or eligible adult students before, during, or after the examination.
- I will return of test materials to the designated test site coordinator upon completion of the examination.
- I will not interfere with the independent work of any eligible pupil or eligible adult examinee during the examination and will not compromise the integrity of the examination by my actions or omissions.
- I will not permit eligible pupils or eligible adult students with access to examination materials prior to testing.
- Copying, reproducing, transmitting, distributing or using in any manner examinations and test materials or any portion of any secure examinations or test materials.
- Creating eligible pupils or eligible adult students during testing or altering or interfering with the eligible pupils or eligible adult students' responses in any way.
- Making answer keys available to eligible pupils or eligible adult students.
- Failing to follow security rules for distribution and returning of secure examinations and test materials as directed, or failing to account for secure examinations and test materials before, during, and after testing.

This form may be photocopied.



Maintaining Test Security (Continued)

- Keep materials in a secure, locked storage
- Establish and maintain procedures that will prevent cheating
- Handle potential testing irregularities. Call ETS and CDE to report security breaches or test administration incidents



District Coordinator Responsibilities

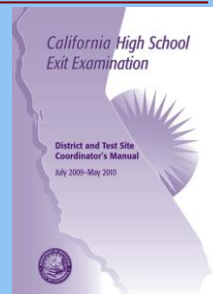
DC



Before Testing

DC

- Read the District and Test Site Coordinator's Manual (DTSCM)



Before Testing (Continued)

DC

- Go to <http://www.ets.org/cahsee/> to obtain information and documents regarding the coordination of CAHSEE administrations



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Before Testing (Continued)

DC

- Refer to CAHSEE Project Calendar



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Before Testing (Continued)

DC

- February 2010 CAHSEE Project Calendar Sample

September 10, 2009

CAHSEE	Sun	Mon	Tue	Wed	Thu	Fri	Sat
DECEMBER		1 DEADLINE 5:00 p.m. Materials	2	3	4	5	6
FEBRUARY		7	8	9	10 DEADLINE 5:00 p.m. Materials	11	12
MARCH		13	14	15	16	17	18
		19	20	21	22	23	24
		25	26	27	28	29	30
		31					

REMEMBER: Orders and Pre-ID form 1,000 fee on the way off the deadline.

As final test book materials arrive, please print your registration materials on the Pre-ID portion of the Pre-ID form to place a supplement shipment.

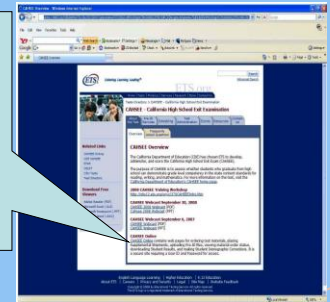
Contact ETS CAHSEE Support at: Monday - Friday 8:00 a.m. - 5:00 p.m. 1-800-241-5067 CAHSEE-support@ets.org

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Before Testing (Continued)

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Go to the secure CAHSEE Web site by clicking on **CAHSEE Online** from the ETS CAHSEE Web page or <https://cahsee.ets.org/>



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Before Testing (Continued)

DC

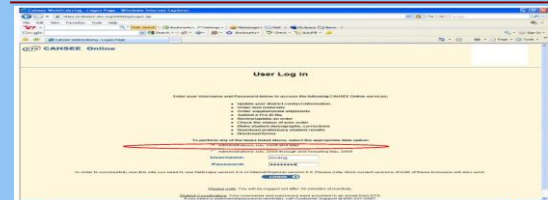
- Use CAHSEE Online at <https://cahsee.ets.org> to do the following:
 - Update your district contact information
 - Order test materials
 - Order supplemental shipments
 - Submit a Pre-ID file
 - Review/update an order
 - Make student demographic corrections
 - Download student results, roster reports, and summary reports



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Before Testing (Continued)

DC



- Select the appropriate date option. Enter your **Username** and **Password**. Select the **LOGIN** button.



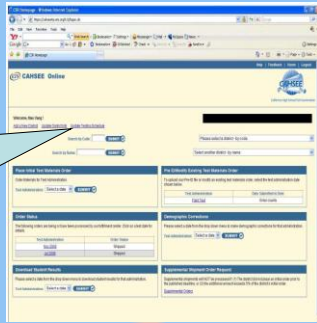
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Before Testing (Continued)

DC

CAHSEE Online main page

Update District Information and Testing Schedule



Before Testing (Continued)

DC

- Schedule and set up test administrations
- Notify parents of district's testing schedule



Before Testing (Continued)

DC

- Prepare to order materials

CAHSEE Test Books and Special Versions

Standard Operational Test Books	Large Print (Version 998)	Audio Books (Version 001)	Audio CD	Braille (Version 999)	LP-Braille (Version 999)	LP-BR CD
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Before Testing (Continued)

DC

Excessive Orders Examples

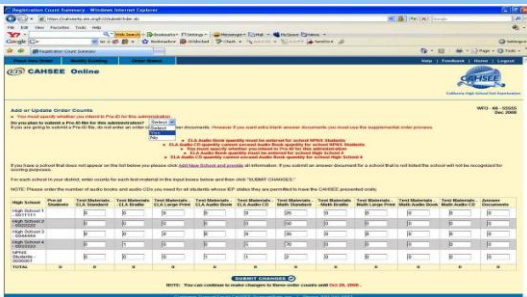
	Scenario #1		Scenario #2	
# Ordered (80%)	20,000	16,000	10,000	8,000
# Scored	12,000	12,000	7,950	7,950
Difference		4,000		50
Cost per test booklet (2009-10)		\$0.76	No excessive materials charge (Difference is less than 100)	
Excessive materials charge		\$3,040.00		



Before Testing (Continued)

DC

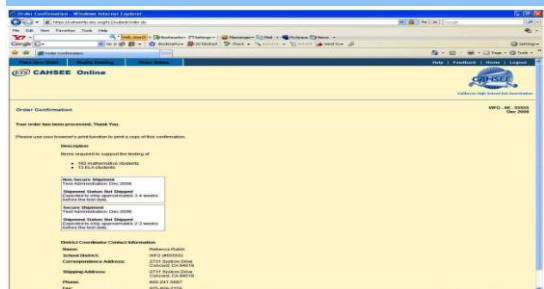
- Materials order and option to pre-ID warnings



Before Testing (Continued)

DC

- Materials order confirmation

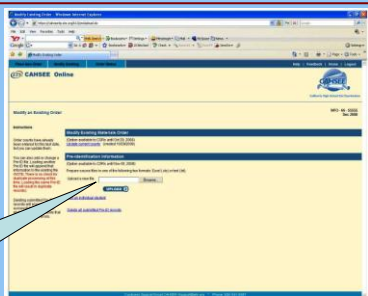


Before Testing (Continued)

DC

- Prepare data file according to pre-ID file layout

Upload pre-ID file



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Before Testing (Continued)

DC

- If submitting a Pre-ID file, fill out the *List of Demographic Fields Required to be Hand-gridded for Schools Participating in the Pre-ID Service*.
 - Provide the list as a handout for test site coordinators during training
- A Late pre-ID label service is available for a fee.
 - You must have submitted a pre-ID file by the deadline to use this additional service.



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Before Testing (Continued)

DC

- Emphasize the following with your test sites:
 - Maintaining test security
 - Reading Test Site Coordinator Responsibilities Section of manual
 - Hand-gridding fields not Pre-ID'd
 - Accommodations/Modifications/EL Variations
 - Signature in Box 13
 - Checking in/out test materials
 - Providing handout of important dates



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Before Testing (Continued)

DC

- Identify and coordinate the testing of students placed in nonpublic schools
- Go to California School Directory <http://www.cde.ca.gov/re/sd/> to obtain NPS school code. Enter onto Box 12c.



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Before Testing (Continued)

DC

- Receive test materials (starting about 2 weeks before test administration)
 - Shipment 1: nonsecure testing materials
 - Shipment 2: secure testing materials
 - Shipment 3A: (optional) Pre-ID answer documents
 - Shipment 3B: (optional) late Pre-ID labels



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Before Testing (Continued)

DC

- Upon receipt of shipments, open boxes and conduct inventory

**DISTRICT
COORDINATOR
OPEN
IMMEDIATELY**



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Before Testing (Continued)

DC

- If more test materials are needed, contact the CAHSEE Support Center or go to CAHSEE Online to place supplemental orders
- Distribute test materials to sites



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During Testing

DC

- Be the liaison between test sites, CDE, and ETS
- Problem solve
- Notify both CDE and ETS of potential testing irregularities
- Complete the *Test Security Breach Report Form*, if applicable



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During Testing (Continued)

DC

TEST SECURITY BREACH REPORT FORM

Instructions: Identify the section or sections of the Test Security Agreement or Test Security Addendum that were violated, and then document the security breach in this Report Form using the Test Security Addendum, identify the instructor and subject of the problem involved in this violation(s) specified on the Test Security Addendum, and the appropriate form to ETS or ETS-ETS if test. Keep the original on file for one year following the test.

Test Administration Details:
 District/ Test Site: _____
 Test Site Coordinator: _____
 Telephone/E-mail: _____
 District Coordinator: _____
 Telephone/E-mail: _____

This form may be photocopied.

CAHSEE DISTRICT AND TEST SITE COORDINATOR'S MANUAL 47



CAHSEE DISTRICT AND TEST SITE COORDINATOR'S MANUAL

After Testing

- Make sure all score codes and modifications/accommodations are properly coded on the answer document



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After Testing (Continued)

DC

Table 6. Accommodation and Modification Codes	
A. Student unable to read or understand the test.	AA. Not administered or home or hospital for
B. Student unable to hear or understand the test.	AB. Deaf/blind
C. Student unable to write or understand the test.	AC. Braille
D. Student unable to understand the test.	AD. Braille/Computer English or Braille/Computer English
E. Student unable to understand the test.	AE. Computer English or Braille/Computer English
F. Student unable to understand the test.	AF. Computer English or Braille/Computer English
G. Student unable to understand the test.	AG. Computer English or Braille/Computer English
H. Student unable to understand the test.	AH. Computer English or Braille/Computer English
I. Student unable to understand the test.	AI. Computer English or Braille/Computer English
J. Student unable to understand the test.	AJ. Computer English or Braille/Computer English
K. Student unable to understand the test.	AK. Computer English or Braille/Computer English
L. Student unable to understand the test.	AL. Computer English or Braille/Computer English
M. Student unable to understand the test.	AM. Computer English or Braille/Computer English
N. Student unable to understand the test.	AN. Computer English or Braille/Computer English
O. Student unable to understand the test.	AO. Computer English or Braille/Computer English
P. Student unable to understand the test.	AP. Computer English or Braille/Computer English
Q. Student unable to understand the test.	AQ. Computer English or Braille/Computer English
R. Student unable to understand the test.	AR. Computer English or Braille/Computer English
S. Student unable to understand the test.	AS. Computer English or Braille/Computer English
T. Student unable to understand the test.	AT. Computer English or Braille/Computer English
U. Student unable to understand the test.	AU. Computer English or Braille/Computer English
V. Student unable to understand the test.	AV. Computer English or Braille/Computer English
W. Student unable to understand the test.	AW. Computer English or Braille/Computer English
X. Student unable to understand the test.	AX. Computer English or Braille/Computer English
Y. Student unable to understand the test.	AY. Computer English or Braille/Computer English
Z. Student unable to understand the test.	AZ. Computer English or Braille/Computer English

Table 4. Score Codes		
Code	Meaning	Notes
R	Satisfied Requirement	Code if student has taken this portion of the test and fulfilled the requirement to successfully pass the CAHSEE (scale score of 150 or higher).
S	Score	Code if this portion of the test is to be scored.
A	Absent	Code if the student was absent for any portion of the test, including Basic Skills testing.
E	Medical Emergency	Code if the grade ten student was absent due to a significant medical emergency. Do not give the other than grade ten students.
I	Invalidated	Code if the student is found to have cheated or cheated others in cheating, or to have compromised the security of the high school exit examination. This will invalidate the score for the portion of the CAHSEE.
Z	Not Accepted	Code if the grade ten student is present for testing but refuses to attempt any part of the examination or is removed with.
T	Has Participated in a Content Administration	Code if the grade ten student was tested in a different district or school for a content administration but is currently enrolled within your district during your grade ten course.
H	Wasn't in or out of the district on one day of testing	Code if the grade ten student is not worked on one day of testing.



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After Testing (Continued)

- Receive and inventory test materials from sites
- Account for all test booklets and CDs
- Complete District Packing List and Security Tracking
- Ensure all answer documents are batched by grade with School and Grade Identification (SGID) Sheet and packed in scorable boxes



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School and Grade Identification (SGID) Sheet

DC

PURPLE
Grade 10 only

ORANGE
Grade 11 only

BLUE
Grade 12 only

GREEN
Adult education students only

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After Testing (Continued)

DC

Enter district scorable totals

Enter district non-scorable totals

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After Testing (Continued)

DC

- Arrange with courier (FedEx or land carrier) for pickup

For Scorable materials

For Non-scorable materials

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After Testing (Continued)

DC

- Confirm that the designated CAHSEE color-coded label is in the lower right-hand corner on the top of each box being returned.
- Place the appropriate pre-addressed FedEx label to the immediate left of the designated color-coded label.

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After Testing (Continued)

DC

- Late return of scorable materials may delay results and reports being delivered on time.
 - Please consult the ETS, CAHSEE project calendar to review when the late processing fee will be assessed for each administration.
- If scorable materials are received late, a late processing fee of \$450 is charged to the district.

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After Testing (Continued)

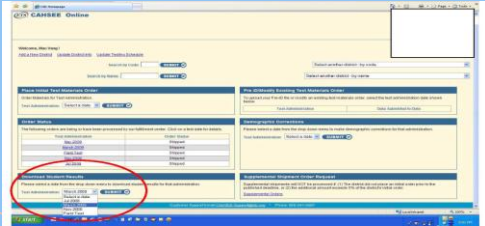
DC

- Interpreting CAHSEE Scores
 - Interpretation Guides (Top 11 languages)
 - Score Conversion Tables

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After Testing (Continued)

- Use CAHSEE Online to download student results

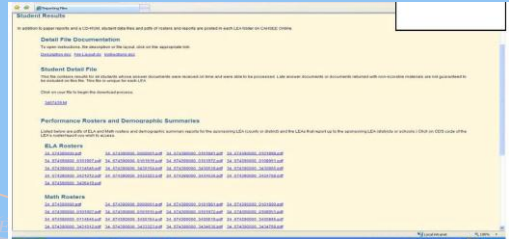


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After Testing (Continued)

DC

- Student detail files, rosters, and summary report

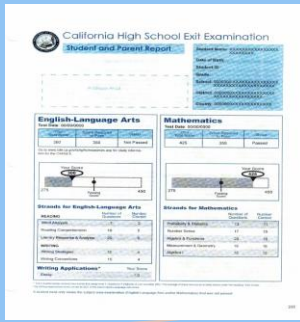


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After Testing (Continued)

DC

- Send student and parent reports home



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After Testing (Continued)

DC

- Send summary reports to schools (ELA Sample)

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After Testing (Continued)

DC

- Send summary reports to schools (Math sample)

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After Testing (Continued)

DC

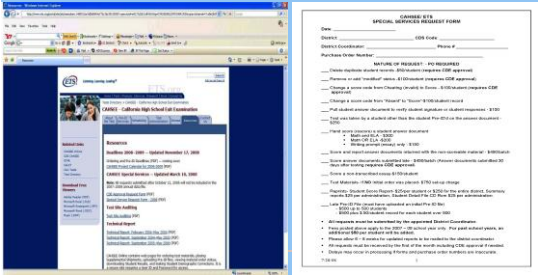
- Send roster reports to schools

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After Testing (Continued)

DC

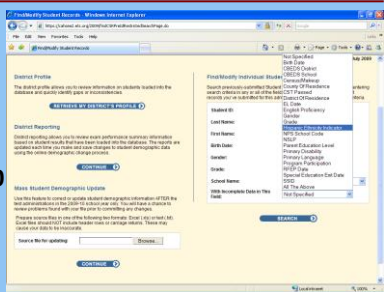
- Additional resources and special services form



Demographic Data Corrections Updates

What's New In Demographic Data Corrections?

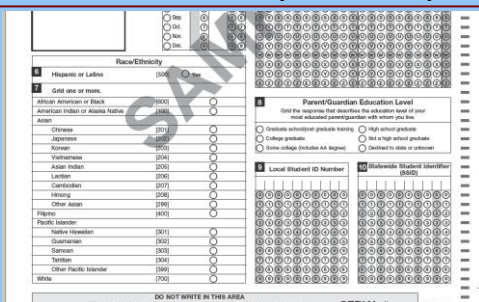
- Hispanic Ethnicity Indicator has been added as a search field for the 2009-10 Demographic Correction page.



Important to Know for Demographic Data Corrections

- If you used the Pre-ID service the Hispanic/Latino field (Box 6) will accept a "Y" or "N." Demographic corrections will not be necessary for this field.
- Box 6 on the 2009-10 answer document asks you to indicate if the student is Hispanic or Latino by bubbling "YES." There is not an option for "NO." Therefore, if the student is not Hispanic or Latino, you must enter "NO" in the Demographic Correction page.

Important to Know for Demographic Data Corrections (Continued)

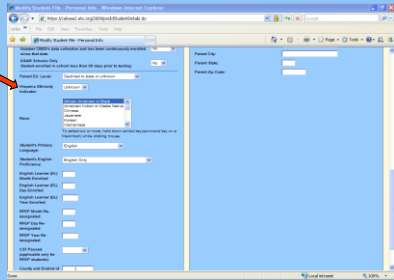


Important to Know for Demographic Data Corrections (Continued)

- If box 6 for Hispanic/Latino is left blank on hand-gridded answer documents, the Hispanic/Latino field will be reported as "Unknown." The reporting ethnicity will be reported as two or more races.

Important to Know for Demographic Data Corrections (Continued)

• You can correct data for box 6 here and change the student from Unknown to No.



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Resources



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Opportunities to Participate

- Scoring Opportunities
 - WFO_OSNReaders@ets.org
 - Differential Item Functioning (DIF) reviews after each Census administration
 - Contact Usha Altieri 916-403-2406 or ualtieri@ets.org.



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Training Presentation Available

- Presentation materials posted at:
 - <http://www.ets.org/cahsee/>
 - Look in the "About the Test" tab
- Administration workshop materials from June through September 2009 contain training slides for the test site coordinator, the test examiner, and the proctor.
- The administration workshop materials from June through September 2009 also contain slides with detailed instructions on the demographic data corrections process.



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CAHSEE Regulations

- *California Code of Regulations, Title 5*, sections 1200 to 1225 govern the administration of the CAHSEE in concert with state law (*California Education Code* sections 60850 to 60859).
- The *CAHSEE regulations* can be found at <http://www.cde.ca.gov/ta/tg/hs/document/s/cahseeregs.doc>



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Special Education and English Learner Resources

- Available at <http://www.cde.ca.gov/ta/tg/hs/faq.asp>
 - Q & A for CAHSEE Exemption for Eligible Students with Disabilities.
- <http://www.cde.ca.gov/ta/tg/hs/accmod.asp>
 - Q & A about Test Variations
 - Request for Test Variations
 - Scribe Guidelines
 - Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments



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Student Testing General Guidance

• Available at

<http://www.cde.ca.gov/ta/tg/sa/>

- CDE division updates and program notes
- Test administration dates
- Guidelines on Academic Preparation for State Assessments
- Other guidance for California public schools



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Contact Information

CAHSEE policy and general examination information

CDE CAHSEE Office

916-445-9449

<http://www.cde.ca.gov/ta/tg/hs/>

State and federal accountability information

CDE Academic Accountability Unit

916-319-0863

<http://www.cde.ca.gov/ta/ac/>

Test material ordering and logistics

ETS CAHSEE Support

800-241-5687

<http://www.ets.org/cahsee/>

<https://cahsee.ets.org/>



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