



Santa Ana  
Unified School District

# CAHSEE

Administration Training for  
July 2011

Department of  
Research and Evaluation



California High School Exit Examination



- Make this time productive for you...
- Cell phones off or on vibrate
- Tend to your needs: drink, stand up, leave room as needed
- Ask questions, provide feedback





**CAHSEE Requirements**

**Testing Opportunities**

**Coordinator  
Responsibilities**



# What's New for 2010 - 2011?



- Box 6 – A “No” bubble has been added to this field. Grid “Yes” or “No” for Hispanic or Latino (*only for hand-bubbling*).
- Box 13b – Bubbles Y and Z have been added.
  - Y: Writing task prompt ONLY was read aloud to the student or presented in manually coded English or American Sign Language.
  - Z: Leave Blank – *Cannot be gridded for CAHSEE.*
- Reminder - No seals separating sections.



## What's New

Race/Ethnicity		
<b>6</b>	Hispanic or Latino [500]	<input type="radio"/> Yes <input type="radio"/> No
<b>7</b>	Grid one or more.	
	African American or Black [600]	<input type="radio"/>
	American Indian or Alaska Native [100]	<input type="radio"/>
	Asian	
	Chinese [201]	<input type="radio"/>
	Japanese [202]	<input type="radio"/>
	Korean [203]	<input type="radio"/>
	Vietnamese [204]	<input type="radio"/>
	Asian Indian [205]	<input type="radio"/>
	Laotian [206]	<input type="radio"/>
	Cambodian [207]	<input type="radio"/>
	Hmong [208]	<input type="radio"/>
	Other Asian [299]	<input type="radio"/>
	Filipino [400]	<input type="radio"/>
	Pacific Islander	
	Native Hawaiian [301]	<input type="radio"/>
	Guamanian [302]	<input type="radio"/>
	Samoan [303]	<input type="radio"/>
	Tahitian [304]	<input type="radio"/>
	Other Pacific Islander [399]	<input type="radio"/>
	White [700]	<input type="radio"/>

**Box 6**

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

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

**Box 13b**





# Testing Opportunities

- **Grade 10**= One (1) opportunity during the Census administration in March. Grade ten students who were absent during the census administration in March will have a make-up opportunity in the May administration. No grade ten students are eligible to take the CAHSEE in the July, November, or February administrations.
- **Grade 11**= Two (2) opportunities, one in November and one in March. Grade eleven students may be administered the CAHSEE up to two times per school year for the part(s) of the examination not previously passed. Grade eleven students who were absent during the November and/or census administration in March will have a make-up opportunity in the May administration.
- **Grade 12 (Including Yr. 13 & Yr. 14)** = Five (5) opportunities. Grade twelve students shall have at least three opportunities per school year to take the CAHSEE not previously passed. Grade twelve students may take the section(s) of the CAHSEE not yet passed up to five times per school year.



## Administration Dates for 2011-12

Grade	July 26-27		November 1-2		February 7-8		March <i>Census</i> 13-14		May <i>Make-up</i> 8-9		Total Opportunities
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
	Tues. 26th	Wed. 27th	Tues. 1st	Wed. 2nd	Tues. 7th	Wed. 8th	Tues. 13th	Wed. 14th	Tues. 8th	Wed. 9th	
10							X		X <i>Make-up Only</i>		1
11			X				X		X <i>Make-up Only</i>		2
12	X		X		X		X		X		5
12 +	X		X		X		X		X		5



# Test Administration Reminders

- There is an updated Manual and DFA.
- Exams can only be administered on state-approved dates, including special education students.
  - A listing of Special Education students taking CAHSEE over multiple days must be **emailed to Michele** at [michele.cunha@sausd.us](mailto:michele.cunha@sausd.us) by **July 12<sup>th</sup>**.
- Students must be enrolled in order to take the exam
  - Enroll Independent Study Students into Aeries using code D.
  - Enroll Valenzuela Students into Aeries using code V.
- Transcribe all essays onto a scannable answer document.
- Use only one answer document per student.
- Score Code (Box 3) must be gridded on all returned answer documents.





# Summary Of Responsibilities for Test Site Coordinator

- The test site coordinator is responsible for the **administration** of the CAHSEE within the school or test site. The 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.



**Test Security**

**Timing & Schedule**

**Inventory**

**Site Training**



- Security Agreements
- Security Affidavits
- All materials must be kept in a LOCKED, SECURE area



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

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

- (1) I will not divulge the contents of the examination to any other person through verbal, written, or any other means of communication.
- (2) I will not copy any part of the examination or test materials.
- (3) I will keep the examination secure until the examination is actually distributed to eligible pupils or eligible adult students.
- (4) I will limit access to the examination and test materials by test examinees to the actual testing periods when they are taking the examination.
- (5) I will collect and account for all materials following each examination and will not permit eligible pupils or eligible adult students to remove examinations or test materials from the rooms where testing takes place.
- (6) I will not review any test questions, passages, or other test items with eligible pupils or eligible adult students before, during, or after the examination.
- (7) I will return all examinations and test materials to the designated test site coordinator upon completion of the examination.
- (8) I will not interfere with the independent work of any eligible pupil or eligible adult student taking the examination and I will not compromise the security of the examination by any means including, but not limited to:
  - (A) Providing eligible pupils or eligible adult students with access to examination questions prior to testing.
  - (B) Copying, reproducing, transcribing, distributing or using in any manner inconsistent with test security all or any section of any secure examinations or test materials.
  - (C) Coaching eligible pupils or eligible adult students during testing or allowing or interfering with the eligible pupils' or eligible adult students' responses in any way.
  - (D) Making answer keys available to eligible pupils or eligible adult students.
  - (E) Failing to follow security rules for distribution and 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.

By s  
cond

Signed  
Print N  
Positi  
School  
School  
Date:

*This form may be photocopied.*



Test sessions must start between  
8:00am and 10:00am



**Untimed But Not  
Unlimited Time**

	Date	Approx. Working Time	Approx. Total Admin. Time
ELA- Session1	TUES	2 Hours	2.5 Hours
ELA- Session 2		1.5 Hours	2 Hours
Math- Session 1	WED	1.5 Hours	2 Hours
Math- Session 2		1.5 Hours	2 Hours



- Inform parents and students about testing:
  - Parent Notification Letters (*School Site*)
  - Phone Calls to parents (*School Site*)
- Breaks between sessions
- Bathroom visits with monitoring
- Proctors: 1 for every 25 students
- Prepare space for Graduate Success Program (GSP) and Independent Study students - they are testing at your site.
- Test examiners will need to provide a break for students between Sessions 1 & 2.
  - **Short Breaks** – **Students should remain in the testing room** unless they need to use the restroom. Students must be monitored at all times.
  - **Extended Breaks** – Examiners **must** collect and account for all test materials before dismissing students for the break. Materials are to be redistributed to students for the second session. (*page 6 - Coordinator's Manual*)



# Inventory of Testing Materials

- Open Box 1 **FIRST!**
  - Locate the Packing List and review it
  - Inventory all materials
  - Separate special materials (*Audio CD and Version 1 Test Booklets, Large Print, Braille*)
  - Complete the **Inventory Verification Form**
  - Fax the form back within **48 hours** (558-5773)
  - Boxes must be kept sealed. **Be sure and reseal and sign tape after inventory check.**
- Materials will arrive **5 days** before testing





# Special Materials

- If Special Materials were ordered, the DFA for Special Test Versions is included with Shipment 1 (*Coordinator Materials*).
- **Large Print** (*packet includes the regular test booklet and answer document as well as the large print test booklet and large print answer document*).
- **Braille** (*packet includes the regular test booklet and answer document as well as the Braille test booklet and Braille answer document*).
- **Audio CD** (*includes two CDs-part 1 & 2 for each subject*)

## **IMPORTANT:**

The test booklets labeled Version 001 are the only booklets that should be used in conjunction with the Audio CD.



CAHSEE Training is for examiners and proctors, including those assisting with coordination and special education staff

- Log attendance by using a sign-in sheet
- Review the Security Affidavit and have everyone sign
  - Test Security Affidavits must be signed. Keep one copy on file at school and return one copy to R&E.
- Watch the video
- Review the DFA
  - Directions must be read **VERBATIM**
- Review Summary of Responsibilities for Test Examiner/Proctors
  - Page 4 of the Coordinator's Manual
  - Pages 3-4 of the DFA



- Review accommodations/modifications in IEPs/504 Plans
- Discuss Student Absence Form & importance of accurate reporting
- Ensure Test Security
  - Verify students' identity
  - Monitor students
  - Collect test booklets and answer docs **BEFORE** dismissing students
- Emergency Evacuation Plan distributed and reviewed
- Use the handouts you are provided



**Test Environment**

**During Testing  
Procedures**

**Students with  
Disabilities**

**Test Irregularities**



# Test Environment

- No instructional materials directly related to the content of the test should be visible to any students during testing.
- Administrators will check to verify that classroom materials have been covered or removed prior to testing.
- Examiners/Teachers must verify that their classroom has been cleared for testing.



# Students During Testing

CF

- Students desks **MUST** be cleared during testing
- Please be sure that students have enough room on their desk for both the answer document and test booklet
- All backpacks, purses, MP3 players, and cell phones must be on the floor
- No books or magazines on desks during testing
- Cell Phones must be silenced and put away  
*(please look at memo from CDE)*
  - *How do you handle cell phones at your school site?*





## During Testing

- **Supervise test administration and test security**
  - Monitor all examination procedures. Administrators and additional staff should be organized to monitor.
  - Ensure that the appropriate number of proctors are available, planning for back-ups.
  - Each testing room must be visited during administration to monitor that directions are read **VERBATIM** AND all procedures are followed.
  - Materials are secure.
  - **SCRATCH PAPER**-Students are not permitted to use separate sheets of scratch paper for any portion of the examination. However, students can write in the test booklet or on the designated scratch pages in the answer document.



# Maintaining Test Security During Testing

- Check out and check in testing materials each day of testing including DFAs (*verify count and sign*).
- All materials must be accounted for **BEFORE** dismissing students.
- Report missing test booklets immediately.



# During Testing Issues

- **Document Attendance each day**
  - Be prepared to submit a list of the students who must take the make-up.
  - Complete the Student Absence Form.
  - Make sure the Student Absence Form is legible, understandable, and complete.
- **Emergency evacuation plan posted**
- **Community Day students**
  - ISP: enroll students at your site when list is given to you by ISP Coordinator.
- **SDC students**
  - Rooms
  - Accommodations/Modifications



# Students with Disabilities

- Students with disabilities must be allowed to take the CAHSEE with any accommodations/modifications *specified* in their IEP or Section 504 Plan.
- IEPs and Section 504 Plans must list the specific accommodations/modifications.



# Accommodations/Modification Usage Form



- All sites are required to use the new accommodation/modification usage form created by R&E.
- This form must be completed and signed by both the test examiner and the CAHSEE Coordinator.
- The form must include the student's name, school site, grade level, and student ID number.
- Staple the form to the accommodation page from the IEP.
- Let's discuss Accommodation/Modification Codes-O, P, and Y.



## Let's Take a Look at the New Accommodation/Modification Usage Form

**2010-2011 CAHSEE Accommodation/Modification Usage Form**

SCHOOL NAME: \_\_\_\_\_ STUDENT NAME: \_\_\_\_\_ ID#: \_\_\_\_\_ GRADE: \_\_\_\_\_

Place an "X" if student has accepted the exemption ABX4 2

All Accommodations and/or Modifications listed on the IEP or Section 504 Plan must be offered to students during testing. Review each student's IEP or Section 504 Plan carefully before testing. Directions for correctly completing this form are as follows:

- Circle Accommodations/Modifications specified on a student's IEP or Section 504 Plan (must be offered to the student).
- Initial under **ELA** and/or **MATH ONLY** if the student used the listed Accommodation/Modification during the exam.
- Attach each student's IEP or Section 504 Plan to the corresponding usage form.
- Student may use **ONLY** Accommodations/Modifications SPECIFIED in their **IEP or Section 504 Plan**.
- Make sure that the completed usage form is signed by the test examiner and the CAHSEE Coordinator.

**IMPORTANT:** Remember that all unlisted Accommodations/Modifications on the CAHSEE matrix require approval by CDE. This process requires an application and 30 days to get approval if granted. Requests with student names must be submitted to Research and Evaluation.

**IMPORTANT! Student may use ONLY Accommodations/Modifications SPECIFIED in their IEP or Section 504 Plan.**

Accommodation	Student marked responses in test booklet and responses are transferred to a scorable answer document by an employee of the school district.	ELA Initial if Used	MATH Initial if Used	Modification	Student used a dictionary.	ELA Initial if Used	MATH Initial if Used
<b>B</b>				<b>N</b>			
<b>C</b>	Student dictated responses orally or in Manually Coded English or American Sign Language to a scribe for selected response items (multiple choice questions).	ELA Initial if Used	MATH Initial if Used	ELA- Mod. MATH- Acc.	Test examiner used Manually Coded English or American Sign Language to present test questions to the student. (See "Y" if used for Writing Task only).	Mod. ELA Initial if Used	Acc. MATH Initial if Used
<b>D</b>	Word processing software with spelling and grammar check tools turned off for the essay responses (writing portion of the test). ELA ONLY.	ELA ONLY Initial if Used		ELA- Mod. MATH- Acc.	Student used an audio CD presentation or test questions read aloud to student. (See "W" if read aloud Writing Task only).	Mod. ELA Initial if Used	Acc. MATH Initial if Used
<b>E</b>	Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provided all spelling and language conventions. ELA ONLY.	ELA ONLY Initial if Used		<b>Q</b>	Student used a calculator on the mathematics test. MATH ONLY.		<b>MATH ONLY</b> Initial if Used
<b>F</b>	Student used an assistive device that did not interfere with the independent work of the student on the multiple-choice and/or essay responses. ELA ONLY.	ELA ONLY Initial if Used		<b>R</b>	Student used arithmetic table or formulas (not provided) on the mathematics test. MATH ONLY.		<b>MATH ONLY</b> Initial if Used
<b>G</b>	Student used a Braille version of the test.	ELA Initial if Used	MATH Initial if Used	<b>S</b>	Student used math manipulatives on the mathematics test. MATH ONLY.		<b>MATH ONLY</b> Initial if Used
<b>H</b>	Student used a large-print version of the test.	ELA Initial if Used	MATH Initial if Used	<b>T</b>	Word processing software with spell and grammar check tools enabled on the essay responses writing portion of the test. ELA ONLY.		ELA ONLY Initial if Used
<b>J</b>	Student tested over more than one day for a test or test part that was to be administered in a single sitting.	ELA Initial if Used	MATH Initial if Used	<b>U</b>	Essay responses dictated orally in Manually Coded English, or in American Sign Language to a scribe, audio recorder, or speech-to-text converter and the scribe provided all spelling, grammar, and language conventions. ELA ONLY.		ELA Only Initial if Used
<b>K</b>	Student had supervised breaks within a section or part of the test.	ELA Initial if Used	MATH Initial if Used	<b>V</b>	Student used an assistive device that interfered with the independent work of the student on the multiple-choice and/or essay responses.	ELA Initial if Used	MATH Initial if Used
<b>L</b>	The test was administered at the most beneficial time of day for the student.	ELA Initial if Used	MATH Initial if Used	<b>Y</b>	Writing task prompt ONLY was read aloud to student or presented in manually coded English or American Sign Language. ELA ONLY.		ELA ONLY Initial if Used
<b>M</b>	Test was administered at home or in a hospital by a test examiner.	ELA Initial if Used	MATH Initial if Used	<b>CHECK WITH CDE</b>	Student used an unlisted accommodation or modification. <b>PRIOR APPROVAL FROM CDE REQUIRED</b>		<b>CHECK WITH CDE</b>

Test Examiner Signature \_\_\_\_\_

Date \_\_\_\_\_

Coordinator Signature \_\_\_\_\_

Date \_\_\_\_\_





# Responsibilities During Testing

- Special Education Teacher is responsible for offering the accommodations/modifications and informing the Test Site Coordinator if they were used DURING TESTING.
  - **Accommodations/Modifications Usage Form**
- Offering versus Using
- Test Site Coordinator is responsible for marking the answer document (Box 13).
- Test Site Coordinator must sign if the student was offered accommodations/modifications even if the student didn't use them.



**Section 13a: Test Site Coordinator signature is required for any student with CAHSEE accommodations/modifications specified in their IEP/Section 504 Plan whether they used accommodations/modifications are not.**

**13 Accommodations and Modifications**

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

IEP  
 Section 504 Plan

\_\_\_\_\_  
 Signature of Test Site Coordinator

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

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



# Irregularities

- Complete the Incident Report Form on page 53 (*Coordinator's Manual*) and **call R&E immediately**
  - Cheating
  - Became Ill
  - Misconduct
  - Disruptions
- Test Security Breach Form (**call R&E immediately**) page 46 (*Coordinator's Manual*)



**Account for ALL Materials**

**Prepare Answer Documents**

**Score Codes**

**After Testing Procedures**

**Pack Materials Properly**

**Return Materials to R&E**





# Preparing Answer Documents

CF

- Void damaged answer documents and answer documents where answers are transcribed onto another document.
- Do not use two answer documents for any student.
- ALL demographic information must be hand-gridded by the test coordinator.
  - Demographic information will be provided on Data Director.
  - For students who are not on the demographic list from Data Director, you might be able to find information on Aeries.
    - Refer to the handouts in your folder.
- Ensure that stray marks have been erased.
- Let's look at pages 29-31 (*Coordinator's Manual*).



# Score Code

- **The Score Code (Box 3) must be gridded on all returned answer documents - for both ELA and Math (page 63 - Coordinator's Manual).**
  - **R** - Taken this portion of the test and satisfied the requirement to successfully pass the CAHSEE (*scale score of 350 or higher*).
  - **S** - Score
  - **A** - Absent (*including illness during testing*)
  - **I** - Invalidated (*cheated or assisted others in cheating or to have comprised the security of the CAHSEE. This will invalidate the score for this portion of the CAHSEE.*)
  - **Z** - Not Attempted (*student regardless of grade is present for testing but refuses to attempt any part of the exam or is assessed with CAPA.*)

## THE FOLLOWING SCORE CODES ONLY APPLY TO GRADE 10:

- **E** - Significant Medical Emergency
- **T** - Participated in a CENSUS Administration (*Grade 10 student was tested in a CENSUS Administration at your school or in another school or district.*)
- **M** - Moved (*Grade 10 student was not enrolled on one day of testing.*)







The Score Code (*Box 3*) must be gridded on all scorable answer documents - for both ELA and Math. (except VOIDS)

Score Codes E, T, M are only to be used for Grade 10 Students during the CENSUS Administration.

3	Score Code	
	ELA	Math
	(R)	(R)
	(S)	(S)
	(A)	(A)
	(E)	(E)
	(I)	(I)
	(Z)	(Z)
	(T)	(T)
	(M)	(M)



- You are responsible for correct score codes and special education coding
- Separate answer documents for the following:
  - Students with Disabilities
  - Make sure that all answer documents for Students with Disabilities are placed in Box 1 of your Scorable Materials. These documents need to be separated with the divider provided by R&E.
  - R&E will check each answer document to verify complete and accurate information.
- Complete the SGID - one for each grade level and place on top of SCORABLE answer docs (*Coordinator's Manual pages 35 - 36, 54 - 57*)
  - Separate answer documents by grade level:
    - Grade 10-Tangerine
    - Grade 11-Burgundy
    - Grade 12 & Adult Students-Green
- Review "Materials to be Returned" checklist.
- Materials **MUST** be returned the day after testing.
- Let's go over the return schedule.



# Santa Ana

## Unified School District

### California High School Exit Examination School and Grade Identification (SGID) Sheet Grade 11 Only

Directions: Complete one School and Grade Identification (SGID) Sheet for grade 11 students in the school for which you are submitting answer documents. Use only 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**

District Name: \_\_\_\_\_  
 School Name: \_\_\_\_\_

County Code      District Code      School Code

0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

**Scoring Center Use Only**

E Form  
 Yes  
 No

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**Make sure to fill out Sections 2 (Number of Answer Documents-remember to include the answer documents for students with no Pre-ID and Students with Disabilities) and 3 (Date of Exam).**

**B. Used Answer Documents**

Complete a separate SGID sheet for the grade 11 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 11 student.

Grade 11

**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.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

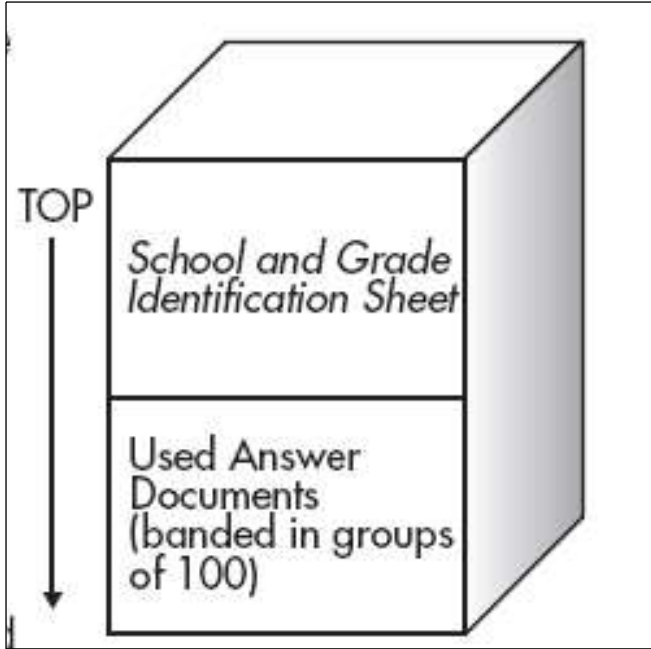
**3 Date of Exam**  
 Fill in the appropriate circles for the date of the exam.

Month	Year
<input type="radio"/> Oct	<input type="radio"/> 2010
<input type="radio"/> Nov	
<input type="radio"/> Dec	
<input type="radio"/> Feb	<input type="radio"/> 2011
<input type="radio"/> Mar	
<input type="radio"/> May	



# Secure Boxes for Transport

CF



P-0001 S-00028

ION HIGH

ROAD 95692 DIST: BOX \_\_\_\_\_ OF \_\_\_\_\_

NPNS STUDENTS 1001000

SCH: BOX \_\_\_\_\_ OF \_\_\_\_\_

**SAMPLE**

CAHSEE-NOV 08 SCORABLE

PEARSON  
CAHSEE PROCESSING CENTER  
2510 NORTH DODGE STREET  
IOWA CITY, IA 52245-9555

275-205-001 0006530685 ANS

Enter school  
totals for  
**SCORABLES**  
(in pencil)





# Prepare NONSCORABLE Answer Documents

- VOID answer documents and write reason why it was voided

**California High School Exit Examination**  
**2009-2010 Answer Document**

Use only a No. 2 pencil.

1 Student Name \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_ District \_\_\_\_\_

2 Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI \_\_\_\_\_

**SCHOOL USE ONLY**  
When a barcode is present in this box, this document can be used ONLY by the student whose name is listed by the school.

3 Score Code  
ELA (A) Math (A)  
(B) (B)  
(C) (C)  
(D) (D)  
(E) (E)  
(F) (F)  
(G) (G)  
(H) (H)  
(I) (I)  
(J) (J)  
(K) (K)  
(L) (L)  
(M) (M)

4 Gender  Female  Male  
Date of Birth: Month (Jan-Mar, Apr-Jun, Jul-Sep, Oct-Dec), Day (0-9), Year (0-9)

5 Race/Ethnicity  
6 Hispanic or Latino [500]  Yes  No  
7 Grid one or more:  
African American or Black [600]   
American Indian or Alaska Native [400]   
Asian   
Chinese [201]   
Japanese [202]   
Korean [203]   
Vietnamese [204]   
Asian Indian [205]   
Laotian [206]   
Cambodian [207]   
Hmong [208]   
Other Asian [299]   
Filipino [400]   
Pacific Islander   
Native Hawaiian [301]   
Guamanian [302]   
Samoan [303]   
Tongan [304]   
Other Pacific Islander [900]   
Other [700]

8 Parent/Guardian Education Level  
Grid the response that describes the education level of your most educated parent/guardian with whom you live.  
 Graduate school/post graduate training  High school graduate  
 College graduate  Not a high school graduate  
 Some college (includes AA degrees)  Declined to state or unknown

9 Local Student ID Number \_\_\_\_\_ 10 Statewide Student Identifier (SSID) \_\_\_\_\_

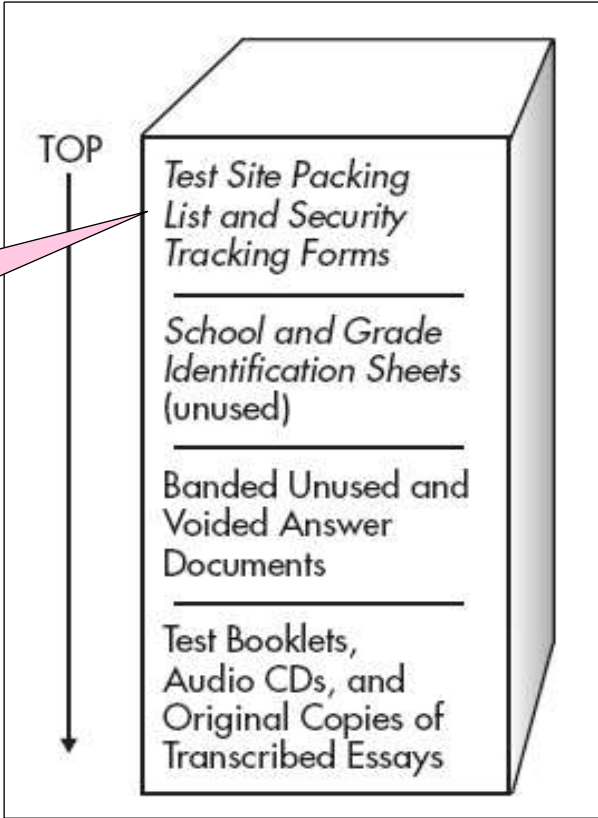
DO NOT WRITE IN THIS AREA  
SERIAL # \_\_\_\_\_ Page 1

**VOID: spilled coffee-transcribed to new doc.**



# Secure Boxes for Transport

*Test Site Packing List* given to R&E



P-0001 S-00028

ION HIGH

ROAD 95692 DIST: BOX OF

NPNS STUDENTS 000 01

SCH: BOX OF

CAHSEE-NOV 08-NON SCORABLE

PEARSON  
CAHSEE PROCESSING CENTER  
2510 NORTH DODGE STREET  
IOWA CITY, IA 52245-9555

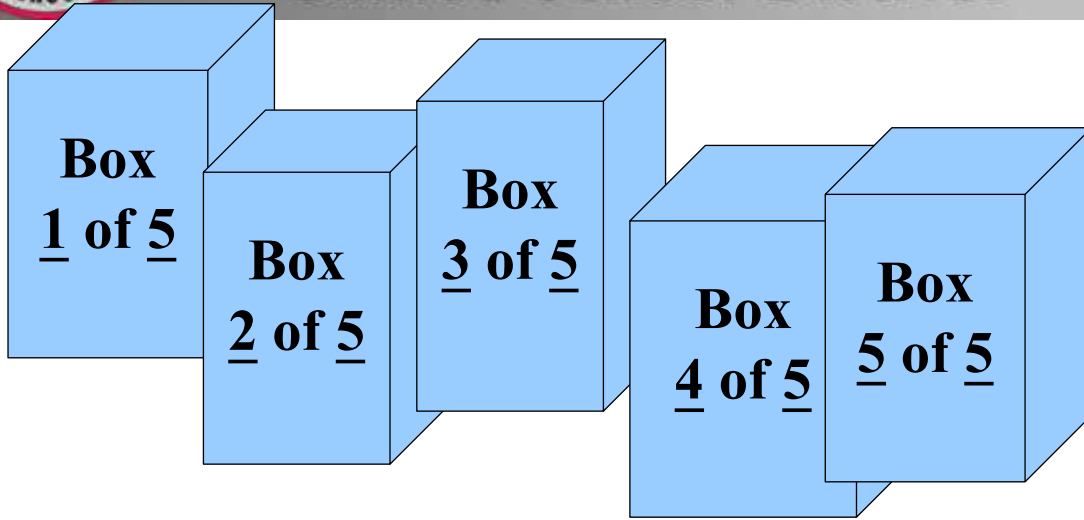
**SAMPLE**

Enter school totals for **NONSCORABLE** (in pencil)

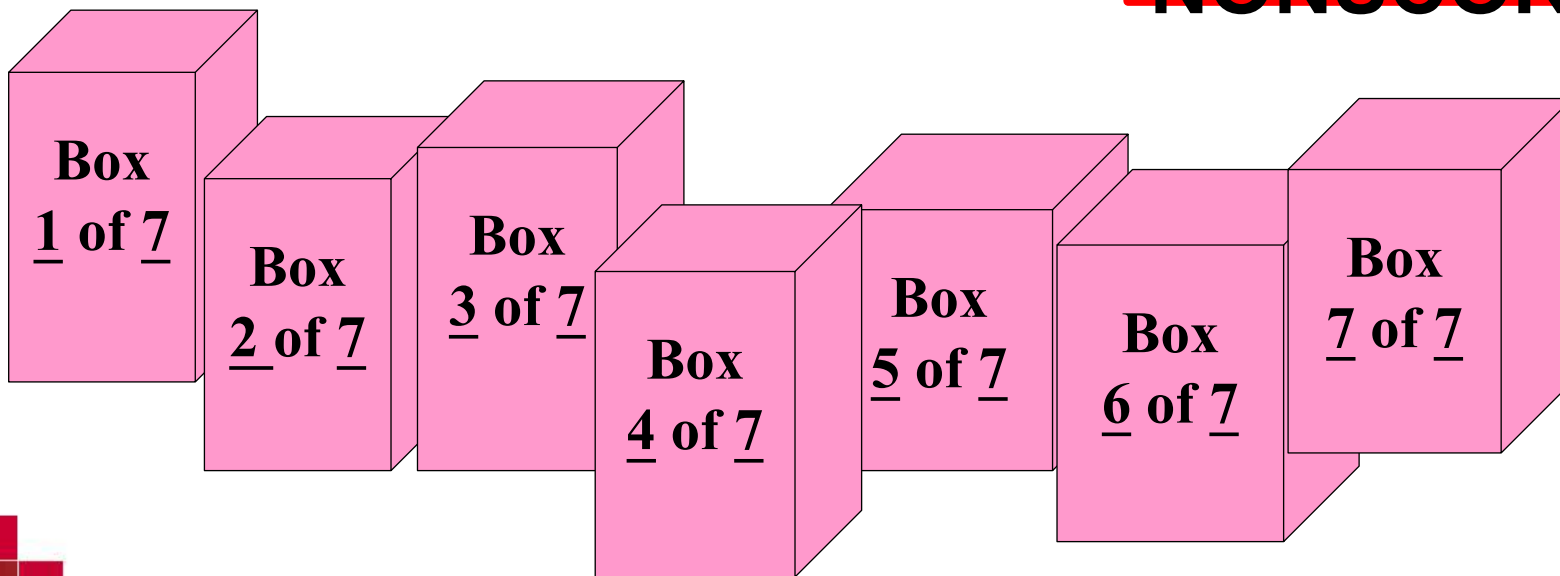


275-205-002 0006530773 SEC





When numbering boxes on labels, count **SCORABLE** boxes separately from **NONSCORABLE**





# Timesaving Tips

In order for you to have an efficient and speedy return (45 mins. or less), please do the following:

- Accommodation/Modification Usage Forms are stacked in the same order as the answer documents.
- Accommodation/Modification Usage Form is stapled to the accommodation page from the IEP.
- Box numbers are written in pencil.
- Place labels on boxes.
  - **BLUE - Scorable**
  - **PINK - Non - Scorable**
- **DO NOT** write on the CAHSEE return boxes.
- **IMPERATIVE**-Band Answer Documents in groups of 100 even if you have students that are testing over multiple days.



## Questions or Issues

- Call extension 75851 for Iduma Bermudez or 75117 for Michele Cunha
- Or 75850 for Michelle Le Patner and all general testing questions