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# California High School Exit Examination (CAHSEE)

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## Understanding and Using 2014–15 Individual Student Results

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- **Planning for the Release of Individual Student Results**
- **Guide to Individual Results**
- **Sample Student and Parent Reports**
- **Sample Cover Letters**

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Prepared by the  
California Department of Education

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# Introduction

The purpose of the *California High School Exit Examination (CAHSEE) Understanding and Using 2014–15 Individual Student Results* packet is to provide information and resource materials for local educational agencies (LEAs)\* and school staff to prepare special mailings and answer questions related to reporting CAHSEE individual student results for the 2014–15 school year. Electronic results for the examination begin arriving in LEAs within eight weeks of each administration of the CAHSEE. LEAs are required to send one copy of the CAHSEE Student and Parent Report to the parent or guardian of each student who took the examination. Another copy is to be placed in the student’s permanent record. This process occurs after each test administration.

The first section of this assistance packet includes information for LEA and school staff related to reporting individual student results and specific information that includes suggestions on how to communicate CAHSEE individual results to various key groups. Also included in the packet are the *Guide to CAHSEE Individual Student Results*, sample CAHSEE Student and Parent Reports, and sample cover letters to send with reports. Information and resources included in this assistance packet should be shared with LEA and school representatives who work with students, parents, and guardians.

Translations and Microsoft Word versions of selected documents including the sample cover letters are located on the California Department of Education (CDE) CAHSEE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>. Sample Cover Letters included in this packet may be used as models for LEAs to send with the CAHSEE Student and Parent Report. Local contact information and additional administration dates for your LEA can be inserted into the Microsoft Word versions of the sample letters.

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\* Throughout this document, LEAs include school districts, county offices of education, and charter schools that are independent for assessment purposes (i.e., independent charter schools).

# **Section 1**

## **Information for Local Educational Agencies and School Staff**

**Program Overview**

**Planning for the Release of Individual Student Results**

**Communicating to Students, Parents, and Guardians**

# Program Overview

## Purpose

The primary purpose of the CAHSEE is to improve student achievement in public high schools and to ensure that students who graduate from public high schools can demonstrate grade-level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages LEAs to give these students the attention and resources needed to help them achieve these skills.

## CAHSEE Requirement

All California public school students, except eligible students with disabilities, 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 students with disabilities, meeting the exemption requirement pursuant to California *Education Code (EC)* Section 60852.3, or receiving a local waiver pursuant to *EC* Section 60851(c)(1).

## Content and Test Question Formats

The examination consists of two parts: English–language arts (ELA) and mathematics.

The ELA portion assesses content standards adopted by the State Board of Education (SBE) on July 9, 2003, through grade ten. The reading standards include: vocabulary, decoding, comprehension, and analysis of information and literary texts. The writing standards cover writing strategies, writing applications, and conventions of standard English (e.g., grammar, spelling, and punctuation). The ELA portion of the CAHSEE includes 79 multiple-choice questions (seven of which are field-test questions and are not scored) and one writing task (essay).

The mathematics portion of the CAHSEE assesses mathematics content standards adopted by the SBE on July 9, 2003, in grades six and seven and Algebra I. The examination includes statistics, data analysis, and probability; number sense; measurement and geometry; algebra and functions; mathematical reasoning; and Algebra I. Students are also asked to demonstrate a strong foundation in computation and arithmetic, including working with decimals, fractions, and percents. The CAHSEE mathematics portion includes 92 multiple-choice questions (12 of which are field-test questions and are not scored).

## Administration of the CAHSEE

State law requires that the CAHSEE be administered only on the dates designated by the State Superintendent of Public Instruction (SSPI). All students are required to take the CAHSEE for the first time in grade ten. Students who do not pass one or both parts of the CAHSEE in grade ten may take the parts not passed up to two times per school year in grade eleven and up to five times per school year in grade twelve. Adult students may take the parts not passed up to three times per school year. Students must retake the examination until the ELA and mathematics parts are passed; however, students may retake only those parts not previously passed.

## Individual Results

Within eight weeks after the examination, LEAs will receive two copies of the CAHSEE Student and Parent Report for each student who took the examination. The LEA will distribute one copy to the student's parents or guardians and place the other copy in the student's permanent record.

## Testing Variations, Accommodations, and Modifications

The CDE has prepared a matrix of testing variations, accommodations, and modifications for the state mandated assessments. The testing variations, accommodations, and modifications matrix (Matrix 2) is located on the CDE CAHSEE Accommodations and Modifications Web page at <http://www.cde.ca.gov/ta/tg/hs/accomod.asp>. More information about test variations can be found on the CDE CAHSEE Frequently Asked Questions Web page at <http://www.cde.ca.gov/ta/tg/hs/faq.asp>.

## Students with Disabilities

Eligible students with disabilities with an active individualized education program (IEP) or Section 504 plan can satisfy the CAHSEE requirement by:

- passing the examination,
- meeting the exemption requirement pursuant to *EC* Section 60852.3, or
- receiving a local waiver pursuant to *EC* Section 60851(c)(1).

Information for students with disabilities can be found on the CDE Students with Disabilities – CAHSEE Exemptions and Waivers Web page at <http://www.cde.ca.gov/ta/tg/hs/cahseewaiversexempt.asp>.

*EC* Section 60852.3 provides an exemption from meeting the CAHSEE requirement as a condition of receiving a diploma of graduation. To be eligible, students with disabilities must have an IEP or a Section 504 plan. The IEP or Section 504 plan must state that the student is scheduled to receive a high school diploma. It must also state that the student has satisfied or will satisfy all other state and local requirements for high school graduation, on or after July 1, 2009. The exemption from meeting the CAHSEE requirement ends June 30, 2015. The SBE can extend the exemption one additional year if needed to implement the alternative means assessment.

The CAHSEE regulations specify accommodations and modifications that students with disabilities must be permitted to use if specified in the student's IEP or Section 504 plan. The IEP or plan must specify that these modifications or accommodations can be used on the CAHSEE, standardized testing, or for use during classroom instruction and assessments. Students who use an accommodation and earn a score of 350 or higher have passed that part of the CAHSEE. Students who use a modification and earn the equivalent of a passing score on one or both parts of the CAHSEE have not passed. However, to meet the CAHSEE requirement, a principal may request a local waiver of the CAHSEE requirement from their local school board.

### **English Learners**

Students who are English learners must be permitted to take the CAHSEE with certain test variations if used regularly in the classroom. For example, if regularly used in the classroom, English learners must be permitted to hear the test directions in their primary language or use a translation glossary.

Students who are English learners are required to take the CAHSEE in grade ten with all other grade ten students. During their first 24 months in a California school, English learners are to receive six months of instruction in reading, writing, and comprehension in English (*EC* Section 60852). During this time, they are still required to take the CAHSEE.

### **Federal Accountability and the CAHSEE**

In addition to the use of the CAHSEE as a graduation requirement, the CAHSEE grade ten census administration is used in calculating the Adequate Yearly Progress to meet federal requirements. Students with disabilities are still required to take the CAHSEE in grade ten to meet federal requirements.

# Planning for the Release of Individual Student Results

LEA and school staff are key to the success of any communications effort. Parents, guardians, and community members rely on school staff to address their questions and concerns about education. The following activities are suggested to prepare staff for their role as key communicators about the CAHSEE and reporting individual student results:

- Determine which LEA and school staff will be responsible for answering questions about the CAHSEE.
- Schedule information sessions to prepare all classified and certificated employees to answer general questions about the CAHSEE and to explain when, where, and how parents or guardians may receive information and assistance.
- Provide staff with copies of the written information from the *Understanding the 2014–15 CAHSEE: Annual Notification* packet sent to parents and guardians, such as: the CAHSEE program overview; notification flyers; and the Parent/Guardian Brochure as well as the sample CAHSEE Student and Parent Reports included in this packet (pages 15–18). This will allow staff to see what the reports look like and help answer questions.
- Encourage LEA and school staff to become familiar with the Resources Available on the Internet section of this document (pages 30–31). This will help them direct students, parents, and guardians to additional information about the CAHSEE.
- Inform staff of test dates for their LEA and when individual student results will be mailed to parents/guardians. This will prepare staff for questions they may receive from students and their parents or guardians.
- Work with school staff to have CAHSEE Student and Parent Report cover letters prepared and ready for distribution to parents and guardians after each test administration.
- Inform staff of the resources and remediation program(s) their LEA or school will provide to help students who have not passed both parts of the CAHSEE. This will help staff answer student and parent/guardian questions.

# Communicating to Students, Parents, and Guardians

It is important that CAHSEE results are used as a tool for identifying what students have learned and what they still need to learn to be successful on the examination. In addition, school staff should explain to students and their parents or guardians how results will be used to modify instruction to ensure all students meet this graduation requirement. Students and their parents or guardians also need to understand that the CAHSEE does not replace other graduation and coursework requirements that all students, except eligible students with disabilities, must complete to receive a diploma.

Schools and LEAs are encouraged to provide a variety of opportunities for sharing information about the CAHSEE with students and their parents or guardians.

## Ongoing Communication:

- Provide information about the CAHSEE in back-to-school packets sent to students and their parents or guardians at the beginning of each school year. The *Understanding the 2014–15 CAHSEE: Annual Notification* packet, which is posted on the CDE CAHSEE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>, includes sample CAHSEE notification flyers and suggestions for informing students and their parents or guardians about the CAHSEE.
- Schedule presentations about the CAHSEE, student results, and the 2014–15 test dates at back-to-school nights and/or other planned information sessions.
- Post the sample CAHSEE Student and Parent Reports section of this document (pages 14–19) and the *Guide to CAHSEE Individual Student Results* (pages 12–13) on your LEA or school Web site, so students and their parents or guardians can learn more about the reports they will receive.
- Encourage school personnel to provide ongoing information about the CAHSEE in newsletters, information packets, e-mail listservs, and Web sites.

## After each CAHSEE Administration:

- Schedule school staff members and/or LEA representatives to be available at school sites or at a central LEA location for two or three days following

the distribution of CAHSEE Student and Parent Reports. This will allow them to address student, parent, and guardian questions and concerns. Notify students and their parents or guardians of the time and location of this assistance prior to the distribution of results and/or the cover letter that accompanies the report. If possible, interpreters for non-English-speaking parents and guardians should be provided.

- Set up a CAHSEE information phone number that parents or guardians may call to ask questions about their child's results. Advertise the number through school newsletters, Web sites, and other available means.
- Provide translations of student results in the home languages of parents and guardians. If 15 percent or more of students speak a single primary language other than English, then translations are required (see *EC* Section 48985). If a language group is less than 15 percent, notify parents and guardians when, where, and how language assistance is available. Spanish translations of the sample CAHSEE Student and Parent Reports and the sample cover letters are posted on the CDE CAHSEE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.

**For students who have not passed both parts of the CAHSEE:**

- Enclose specific information to students and their parents or guardians about the LEA's or school's remediation program(s) with the score reports for students who have not passed one or both parts of the CAHSEE.
- Refer students and their parents or guardians to the released CAHSEE ELA and mathematics test questions available on the CDE CAHSEE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.
- Inform students and their parents or guardians of resources available to help prepare for the CAHSEE, including the CAHSEE study guides which are available on the CDE CAHSEE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.
- Inform grade twelve students and their parents or guardians of the resources available for students who have not passed both parts of the CAHSEE by the end of grade twelve (e.g., summer school, Saturday school, community college, adult education, or independent study).
- Inform students and their parents or guardians of future test dates scheduled for their LEA and the number of opportunities available to pass the CAHSEE.

## **Section 2**

### **Materials for Communicating with Students, Parents, and Guardians**

Guide to CAHSEE  
Individual Student Results

Sample CAHSEE Student  
and Parent Reports

Sample Cover Letters to  
Send with the CAHSEE  
Student and Parent Report

# Guide to CAHSEE Individual Student Results

## How and when do students, parents, or guardians receive CAHSEE results?

Electronic results for the examination begin arriving in the school districts within eight weeks of each administration of the California High School Exit Examination (CAHSEE). The school districts are required to send one copy of the CAHSEE Student and Parent Report to the parent or guardian of each student who took the examination. Another copy is to be placed in the student's permanent record. This process occurs after each test administration.

## Is it important that students, parents, or guardians keep a copy of the student report for their records?

Yes, students, parents, or guardians should keep a copy of the CAHSEE Student and Parent Report for their records. Since individual student scores are confidential, the California Department of Education (CDE) does not keep copies of individual student reports.

## How are individual student results reported?

The CAHSEE Student and Parent Report shows the student's English–language arts (ELA) results on the left and mathematics results on the right. The top portion of each side includes a chart with the student's total scale score and the scale score required to pass. It also includes the "status" of whether or not the student passed the ELA or mathematics part of the exam. Below this chart is a bar graph that shows the student's scale score compared to the passing score and highest possible scale score. The bottom portion of the report shows the number of questions answered correctly for each strand of the content standards in ELA and mathematics tested with multiple-choice questions. The ELA section also shows the writing task score, which is scored on a scale of 1 to 4, with 4 being the highest score students can achieve.

## What is a scale score?

Although all test forms of the CAHSEE assess the same California content standards adopted by the State Board of Education (SBE) on July 9, 2003, each test form contains different questions. Therefore, one test form may be slightly more difficult or slightly easier than another. Scale scores account for differences in the difficulty of test questions, thus equalizing the variations in test difficulty across different administrations. Scale scores used for the CAHSEE range from 275 to 450. A scale score of 350 or higher is necessary to pass each part of the CAHSEE.

## Who sees individual student score reports?

Only students, parents or guardians, and authorized district personnel see individual student score reports.

## What happens if students do not pass the CAHSEE?

Grade eleven students may take the CAHSEE up to two times per school year for the part(s) of the exam not previously passed. Grade twelve students may take the CAHSEE at least three times but not more than five times during the 2014–15 school year.

## What instructional support is available to students who do not pass the CAHSEE?

School districts are to provide extra instruction to help students who do not pass the CAHSEE. Programs may be offered during the summer, before or after school, on Saturday, or between semesters. Students who have not passed one or both parts of the CAHSEE by the end of grade twelve, may contact their school or school district to ask about options available to them. Options may include a fifth year of study, summer school, adult education, or independent study.

**What options do students with disabilities have to satisfy the CAHSEE requirement?**

Eligible students with disabilities with an active individualized education program (IEP) or Section 504 plan can satisfy the CAHSEE requirement by:

- passing the examination,
- meeting the exemption requirement pursuant to California *Education Code (EC)* Section 60852.3, or
- receiving a local waiver pursuant to *EC* Section 60851(c)(1)

Information for students with disabilities can be found on the CDE Students with Disabilities – CAHSEE Waivers and Exemptions Web page at <http://www.cde.ca.gov/ta/tg/hs/cahseewaiversexempt.asp>.

**How can parents or guardians get their questions answered about the CAHSEE and/or their child’s results?**

Additional information about the CAHSEE is located on CDE CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Parents or guardians should first direct their questions about the CAHSEE, including their child’s results, to their child’s teachers. They may also contact the school principal or counselor.

**Explanatory Notes for the CAHSEE Student and Parent Report**

The chart below lists all of the explanatory notes that may appear on the CAHSEE Student and Parent Report.

| Score Box Text        | Explanatory Note  |
|-----------------------|---|
| PASSED                | None  |
| NOT PASSED            | None  |
| ABSENT                | Student was absent for this portion of the exam OR<br>Your student was absent due to a medical emergency  |
| SATISFIED REQUIREMENT | The district reported that your student previously satisfied the requirement to successfully pass this portion of the CAHSEE. This report is not proof of a passing score.                                    |
| NOT ATTEMPTED         | Your student did not answer questions on this portion of the exam.  |
| MODIFIED              | Your student took this test using modifications as specified in his or her individualized education program (IEP) or Section 504 plan. See “Taking the CAHSEE with Modifications” on the back of this report. |
| INVALIDATED           | The school invalidated your student’s score. Please contact school officials for more information.  |
| PENDING               | Your student’s exam has not yet been scored. A new report will be printed when the exam is scored.  |
| TESTED BEFORE         | Your grade ten student was already tested at a different school.  |
| NOT ENROLLED          | Your student was not enrolled on the day of testing.  |

# Sample CAHSEE Student and Parent Reports

The following three paragraphs describe the sample California High School Exit Examination (CAHSEE) Student and Parent Reports found on pages 15–18. These three samples illustrate the more common explanatory notes that appear on reports. A list of all the explanatory notes that may appear on the student and parent report is located on page 19.

## Sample One

The status box on the left side of the report shows “NOT PASSED,” indicating that the student did not pass the English–language arts (ELA) portion of the exam. The status box on the right side of the report shows “SATISFIED REQUIREMENT,” indicating that the student has passed the mathematics portion of the exam in a previous administration. This means that the student only needs to retake the ELA part of the exam.

## Sample Two

Scores on the left side of the sample report show “PASSED” for the ELA part. Scores on the right side of the report show “NOT ATTEMPTED” for the mathematics part of the exam.

## Sample Three

Scores on the left side of the sample report show “ABSENT” for the ELA part of the exam. The right side of the report shows “MODIFIED”. This means the student took the mathematics part of the CAHSEE using modifications as specified in his or her individualized education program (IEP) or Section 504 plan. If the student received a score of 350 or higher on this part, he or she may be eligible for a waiver of the CAHSEE. In this case, principals are encouraged to send the Students with Disabilities sample cover letter located on pages 26–27. This letter includes the instructions to request a waiver.

# CAHSEE Student & Parent Report – Sample One



## California High School Exit Examination

**Security Guard**  
See back for details

### Student and Parent Report

Address Area:

**Student Name:**  
**Date of Birth:**  
**Student ID:**  
**Grade:** 11  
**School:** Example High School  
**District:** Example School District  
**County:** Example County

### English-Language Arts

Test Date: 10/07/14

| Your Total Score | Score Required to Pass | Status     |
|------------------|------------------------|------------|
| 323              | 350                    | NOT PASSED |

Go to [www.cde.ca.gov/ta/tg/hs/resources.asp](http://www.cde.ca.gov/ta/tg/hs/resources.asp) for study information for the CAHSEE.

**Strands for English-Language Arts**

|                              | Number of Questions | Number Correct |
|------------------------------|---------------------|----------------|
| <b>READING</b>               |                     |                |
| Word Analysis                | 7                   | 4              |
| Reading Comprehension        | 18                  | 8              |
| Literary Response & Analysis | 20                  | 8              |
| <b>WRITING</b>               |                     |                |
| Writing Strategies           | 12                  | 7              |
| Writing Conventions          | 15                  | 7              |

**Writing Applications\***      Your Score

|       |     |
|-------|-----|
| Essay | 1.0 |
|-------|-----|

### Mathematics

Test Date: 10/08/14

| Your Total Score | Score Required to Pass | Status                |
|------------------|------------------------|-----------------------|
|                  |                        | SATISFIED REQUIREMENT |

The district reported that your student previously satisfied the requirement to successfully pass this portion of the CAHSEE. This report is not proof of a passing score.

**Strands for Mathematics**

|                          | Number of Questions | Number Correct |
|--------------------------|---------------------|----------------|
| Probability & Statistics |                     |                |
| Number Sense             |                     |                |
| Algebra & Functions      |                     |                |
| Measurement & Geometry   |                     |                |
| Algebra I                |                     |                |

\* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score". The Writing Applications score counts as 20% of the total English-Language Arts score. A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.

# CAHSEE Student & Parent Report – Sample Two



## California High School Exit Examination

**Security Guard**  
See back for details

### Student and Parent Report

Address Area:

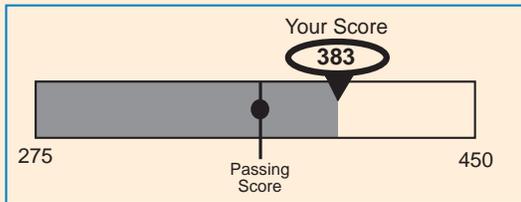
**Student Name:**  
**Date of Birth:**  
**Student ID:**  
**Grade:** 11  
**School:** Example High School  
**District:** Example School District  
**County:** Example County

### English-Language Arts

Test Date: 02/03/15

| Your Total Score | Score Required to Pass | Status |
|------------------|------------------------|--------|
| 383              | 350                    | PASSED |

Go to [www.cde.ca.gov/ta/tg/hs/resources.asp](http://www.cde.ca.gov/ta/tg/hs/resources.asp) for study information for the CAHSEE.



#### Strands for English-Language Arts

|                              | Number of Questions | Number Correct |
|------------------------------|---------------------|----------------|
| <b>READING</b>               |                     |                |
| Word Analysis                | 7                   | 6              |
| Reading Comprehension        | 18                  | 14             |
| Literary Response & Analysis | 20                  | 15             |
| <b>WRITING</b>               |                     |                |
| Writing Strategies           | 12                  | 8              |
| Writing Conventions          | 15                  | 12             |

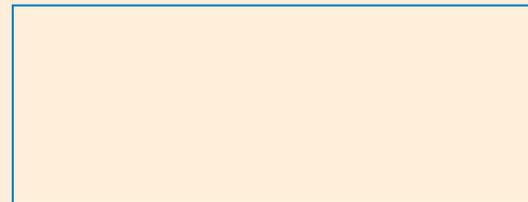
| Writing Applications* | Your Score |
|-----------------------|------------|
| Essay                 | 3.0        |

### Mathematics

Test Date: 02/04/15

| Your Total Score | Score Required to Pass | Status        |
|------------------|------------------------|---------------|
|                  |                        | NOT ATTEMPTED |

Your student answered 5 or fewer questions on this portion of the exam.



#### Strands for Mathematics

|                          | Number of Questions | Number Correct |
|--------------------------|---------------------|----------------|
| Probability & Statistics |                     |                |
| Number Sense             |                     |                |
| Algebra & Functions      |                     |                |
| Measurement & Geometry   |                     |                |
| Algebra I                |                     |                |

\* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above under the heading "Your Score".  
The Writing Applications score counts as 20% of the total English-Language Arts score.  
A student must only retake the subject area examination (English-Language Arts and/or Mathematics) that was not passed.



# Back of the CAHSEE Student and Parent Report

## CALIFORNIA HIGH SCHOOL EXIT EXAMINATION

### About This Student and Parent Report

PLEASE RETAIN THIS REPORT FOR YOUR RECORDS

**Security Guard** text is printed with a special heat sensitive ink for security. To activate this security feature, apply heat to the text, either by rubbing it or blowing on it, and the **Security Guard** text will disappear.

#### General Information

The first section of this report contains basic demographic information about the student whose scores are being reported. Check this information carefully, and if you find an error, report it to the school district immediately.

The next section contains the student's examination results by subject area: English-language arts and mathematics. Total scores are reported as scale scores and range from 275 to 450. A scale score of 350 is necessary to pass each subject. Students will need to achieve a passing score on each subject to receive a public high school diploma in California.

Students who do not pass the examination may receive remediation. Please speak with the student's school to learn what services may be available. Students who do not score at least 350 will continue to have opportunities to pass this test. Please remember that in addition to passing the California High School Exit Examination (CAHSEE), students must still meet other graduation requirements.

#### Taking the CAHSEE with Modifications

Taking the test with modifications changes what is being tested. If a student takes one or both subjects of the test using a modification specified in his or her Individualized Education Program (IEP) or Section 504 plan, the text on the report for that subject will state that a modification was used. If the score marked "modified" is 350 or higher, the student may be eligible for a local waiver of the CAHSEE requirement. This is determined by the local school district. Please contact your school administrator for information regarding the district's local waiver process.

#### California Academic Content Standards

All questions on the CAHSEE address California Academic Content Standards for mathematics and English-language arts. These standards were adopted by the California State Board of Education, and they describe what students should know and be able to accomplish in these subject areas.

#### English-language Arts

In addition to the student's total English-language arts score, information is provided for each of the six major English-language arts areas (called strands) that are tested: Word Analysis, Reading Comprehension, Literary Response & Analysis, Writing Strategies, Writing Conventions (spelling, grammar, and punctuation), and Writing Applications. For the first five strands, this report shows the number of questions for each strand and the number of questions the student answered correctly.

The score for Writing Applications indicates how well the student scored on the essay. The essay is read at least twice by professionally trained scorers and is scored on a four-point scale. One is the lowest score a student can receive and four the highest. Students can also receive a "non-scorable" (NS) score if they do not write enough to receive a score, write off topic, write illegibly, or write in a language other than English.

#### Mathematics

Just as with English-language arts reporting, information is also provided for each of the five major strands in mathematics that are tested: Probability & Statistics, Number Sense, Algebra & Functions, Measurement & Geometry, and Algebra I. This report shows the number of questions for each strand and the number of questions the student answered correctly.

#### Final Note to Parents

When looking at student academic achievement, many factors must be considered, including other test scores, grades, the student's work, and teacher evaluations. Please contact your school for more information about your student's academic performance and ways you can help him or her to succeed.

Sample test questions and additional information about the CAHSEE are on the California Department of Education CAHSEE Web page at:

[www.cde.ca.gov/ta/tg/hs/index.asp](http://www.cde.ca.gov/ta/tg/hs/index.asp).

# Explanatory Notes for the CAHSEE Student and Parent Report

The following chart lists all of the explanatory notes that may appear on the CAHSEE Student and Parent Report.

| Score Box Text        | Explanatory Note  |
|-----------------------|---|
| PASSED                | None  |
| NOT PASSED            | None  |
| ABSENT                | Student was absent for this portion of the exam<br>OR<br>Your student was absent due to a medical emergency   |
| SATISFIED REQUIREMENT | The district reported that your student previously satisfied the requirement to successfully pass this portion of the CAHSEE. This report is not proof of a passing score.                                    |
| NOT ATTEMPTED         | Your student did not answer questions on this portion of the exam.  |
| MODIFIED              | Your student took this test using modifications as specified in his or her individualized education program (IEP) or Section 504 plan. See "Taking the CAHSEE with Modifications" on the back of this report. |
| INVALIDATED           | The school invalidated your student's score. Please contact school officials for more information.  |
| PENDING               | Your student's exam has not yet been scored. A new report will be printed when the exam is scored.  |
| TESTED BEFORE         | Your grade ten student was already tested at a different school.  |
| NOT ENROLLED          | Your student was not enrolled on the day of testing.  |

# Sample Cover Letter to Send with the CAHSEE Student and Parent Report

For Grade Ten and Eleven Students

**Note: Principals who have planned information meetings to explain the 2014–15 CAHSEE results and have plans in place to help students who have not yet passed the CAHSEE should add the meeting schedule to the bottom of this letter.**

Dear Student and Parent/Guardian:

Enclosed is your California High School Exit Examination (CAHSEE) Student and Parent Report for the **(insert one of the following administrations: October/November/December 2014 – grade eleven only or February/March/May 2015)** test administration. The report shows your results for the English–language arts and mathematics portions of the exam. If you have passed both parts of the CAHSEE, you are to be congratulated. All students, except eligible students with disabilities, must pass the CAHSEE to graduate from high school. Students also must meet all other local and state requirements.

The primary purpose of the CAHSEE is to improve student achievement in public high schools. It does this by ensuring that students who graduate from high school can show that they are performing at grade-level in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school. Identifying these students helps schools provide the attention and resources needed to help them achieve these skills.

Grade ten students who have not passed one or both parts of the exam will have more opportunities to do so. You only need to retake the part(s) of the exam you have not yet passed. Grade eleven students who have not passed one or both parts of the exam will have another opportunity to take the English–language arts portion on **(insert next English–language arts grade eleven test date)** and mathematics portion on **(insert next mathematics grade eleven test date)**. If needed, you also will have up to five opportunities in grade twelve.

Eligible students with disabilities with an active individualized education program or Section 504 plan can satisfy the CAHSEE requirement by:

- passing the examination,
- meeting the exemption requirement pursuant to California *Education Code (EC)* Section 60852.3, or
- receiving a local waiver pursuant to *EC* Section 60851(c)(1)

Information for students with disabilities can be found on the California Department of Education Students with Disabilities – CAHSEE Waivers and Exemptions Web page at <http://www.cde.ca.gov/ta/tg/hs/cahseewaiversexempt.asp>.

More information about future test dates and plans for providing extra help for students who need it will be included in our back-to-school packet. If you have any questions about the CAHSEE or your results, please contact the school office at **(insert phone number here)**. Our entire staff is here to answer questions and help you understand this important testing program.

# Sample Cover Letter to Send with the CAHSEE Student and Parent Report

For Grade Twelve Students

**Note: Principals who have planned information meetings to explain the 2014–15 CAHSEE results and have plans in place to help students who have not yet passed the CAHSEE should add the meeting schedule to the bottom of this letter.**

Dear Student and Parent/Guardian:

Enclosed is your California High School Exit Examination (CAHSEE) Student and Parent Report for the **(insert one of the following administrations: July/October/November/December 2014, February/March/May 2015)** test administration. The report shows your results for the English–language arts and mathematics portions of the exam. If you have passed both parts of the CAHSEE, you are to be congratulated. All students, except eligible students with disabilities, must pass the CAHSEE as well as meet all other local and state requirements to graduate from high school.

The primary purpose of the CAHSEE is to improve student achievement in public high schools. It does this by ensuring that students who graduate from high school can show that they are performing at grade-level in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school. Identifying these students helps schools provide the attention and resources needed to help them achieve these skills.

Grade twelve students who have not yet passed one or both parts of the exam will have another opportunity to take the CAHSEE English-language arts portion on **(insert next English-language arts grade twelve test date)** and mathematics portion on **(insert next mathematics grade twelve test date)**. If needed, you will also have another opportunity to take the English-language arts portion on **(insert English-language arts grade twelve test date)** and mathematics portion on **(insert mathematics grade twelve test date)**. You only need to retake the part(s) of the exam you have not yet passed. If you do not pass both parts of the CAHSEE by the end of your senior year we encourage you to consider one of the following options: **(insert one or more of the following)**

- Sign up for high school for the 2015–16 school year;
- Sign up for your school district’s adult education program for the 2015–16 school year;
- Sign up for your school district’s independent study program for the 2015–16 school year; or
- Sign-up for your district’s summer school program this summer.

If you sign up as a grade twelve student for the 2015–16 school year you may take the CAHSEE up to five times during the school year. If you enter a school district adult education program for the 2015–16 school year you may take the CAHSEE up to three times during the school year.

Eligible students with disabilities with an active individualized education program or Section 504 plan can satisfy the CAHSEE requirement by:

- passing the examination,
- meeting the exemption requirement pursuant to *California Education Code (EC)* Section 60852.3, or
- receiving a local waiver pursuant to *EC* Section 60851(c)(1)

Information for students with disabilities can be found on the California Department of Education Students with Disabilities – CAHSEE Waivers and Exemptions Web page at <http://www.cde.ca.gov/ta/tg/hs/cahseewaiversexempt.asp>.

If you have any questions about the CAHSEE or your results, please contact the school office at (insert phone number). Our entire staff is here to answer questions and help you understand this important testing program.

# Sample Cover Letter to Send with the CAHSEE Student and Parent Report

For Adult Education Students

**Note: Principals who have planned information meetings to explain the 2014–15 CAHSEE results and have plans in place to help students who have not yet passed the CAHSEE should add the meeting schedule to the bottom of this letter.**

Dear Student:

Enclosed is your California High School Exit Examination (CAHSEE) Student and Parent Report for the **(insert one of the following administrations: July/October/November/December 2014, February/March/May 2015)** test administration. The report shows your results for the English–language arts and mathematics portions of the exam. If you have passed both parts of the CAHSEE, you are to be congratulated. All students, except eligible students with disabilities, must pass the CAHSEE as well as meet all other local and state requirements to graduate from high school.

The primary purpose of the CAHSEE is to improve student achievement in public high schools. It does this by ensuring that students who graduate from high school can show that they are performing at grade-level in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school. Identifying these students helps schools provide the attention and resources needed to help them achieve these skills.

If you have not yet passed one or both parts of the exam you will have another opportunity to take the CAHSEE English-language arts portion on **(insert next English-language arts adult student test date)**. The mathematics portion will be offered on **(insert next mathematics adult student test date)**. If needed, an additional opportunity to take the English-language arts portion will be provided on **(insert English-language arts adult student test date)** and mathematics portion on **(insert mathematics adult student test date)**. You only need to retake the part(s) of the exam you have not yet passed.

If you have not passed both parts of the CAHSEE by the end of the 2014–15 school year you are encouraged to sign up for our school district’s 2015–16 adult education program. As an adult education student, you can take the CAHSEE up to three times per school year.

Eligible students with disabilities with an active individualized education program or Section 504 plan can satisfy the CAHSEE requirement by:

- passing the examination,
- meeting the exemption requirement pursuant to California *Education Code (EC)* Section 60852.3, or
- receiving a local waiver pursuant to *EC* Section 60851(c)(1)

Information for students with disabilities can be found on the California Department of Education Students with Disabilities – CAHSEE Waivers and Exemptions Web page at <http://www.cde.ca.gov/ta/tg/hs/cahseewaiversexempt.asp>.

If you have any questions about the CAHSEE or your results, please contact the school office at **(insert phone number here)**. Our entire staff is here to answer questions and to help you understand this important testing program.

# Sample Cover Letter to Send with the CAHSEE Student and Parent Report

For Students with Disabilities

Dear Student and Parent/Guardian:

Enclosed you will find your CAHSEE Student and Parent Report for the **(insert month and year of the CAHSEE administration)** test date. The report shows your results for the English–language arts and mathematics portions of the exam. If you have passed both parts of the CAHSEE, you are to be congratulated for your outstanding effort.

The primary purpose of the CAHSEE is to improve student achievement in public high schools. It does this by ensuring that students who graduate from high school can show that they are performing at grade-level in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school. Identifying these students helps schools provide the attention and resources needed to help them achieve these skills.

All students must satisfy the CAHSEE requirement as well as meet all other local and state requirements to graduate from high school. Eligible students with disabilities with an active individualized education program (IEP) or Section 504 plan can satisfy the CAHSEE requirement by:

- passing the examination,
- meeting the exemption requirement pursuant to California *Education Code* (EC) Section 60852.3, or
- receiving a local waiver pursuant to EC Section 60851(c)(1)

Information for students with disabilities can be found on the California Department of Education Students with Disabilities – CAHSEE Waivers and Exemptions Web page at <http://www.cde.ca.gov/ta/tg/hs/cahseewaiversexempt.asp>.

EC Section 60852.3 provides an exemption from meeting the CAHSEE requirement as a condition of receiving a diploma of graduation. To be eligible, adult students with disabilities must have an IEP or a Section 504 plan. The IEP or Section 504 plan must state that the adult student is scheduled to receive a high school diploma. It must also state that the student has satisfied or will satisfy all other state and local

requirements for high school graduation, on or after July 1, 2009. The exemption from meeting the CAHSEE requirement ends June 30, 2015. The State Board of Education can extend the exemption one additional year if needed to implement the alternative means assessment.

The CAHSEE regulations specify accommodations and modifications that adult students with disabilities must be permitted to use if specified in the student's IEP or Section 504 plan. The IEP or plan must specify that these modifications or accommodations can be used on the CAHSEE, standardized testing, or for use during classroom instruction and assessments. Adult students who use an accommodation and earn a score of 350 or higher have passed that part of the CAHSEE. Adult students who use a modification and earn the equivalent of a passing score on one or both parts of the CAHSEE have not passed. However, to meet the CAHSEE requirement, a principal may request a local waiver of the CAHSEE requirement from their local school board.

If you have any questions about the CAHSEE or your results, please contact the school office at **(insert phone number here)**. Our entire staff is here to answer questions and to help you understand more about this important testing program.

# Resources

Glossary of Terms and  
Acronyms

Resources Available on  
the Internet

# Glossary of Terms and Acronyms

## Exemption

*EC* Section 60852.3 provides an exemption from meeting the CAHSEE requirement as a condition of receiving a diploma of graduation for eligible students with disabilities who have an IEP or Section 504 plan. The IEP or Section 504 plan must state that the student is scheduled to receive a high school diploma, and has satisfied or will satisfy all other state and local requirements for high school graduation, on or after July 1, 2009. The exemption from meeting the CAHSEE requirement ends June 30, 2015, unless the SBE extends the implementation of the alternative means assessment one additional year.

## Released Test Questions

Released test questions (RTQs) are selected questions taken from prior test administrations of the CAHSEE in English–language arts and mathematics. These questions cover a selection of California State Board of Education-adopted content standards, demonstrate a range of difficulties, and represent a variety of ways in which content standards can be assessed. Because RTQs are released to the public, they will not appear on future test administrations of the CAHSEE. The CAHSEE RTQs can be found on the CDE CAHSEE Program Resources Web page at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.

## Local Waiver

A local waiver is a process LEAs can use to allow certain students with disabilities, who took the CAHSEE with a modification and received a score of 350 or higher, from meeting the CAHSEE requirement\*. *EC* Section 60851(c)(1) permits local school boards to grant a local waiver of the CAHSEE requirement to students with disabilities who take the CAHSEE using modifications and receive the equivalent of a passing score.

\* If a student used a modification on the CAHSEE and received a score of 350 or higher, they have not met the requirement and their principal must submit a request to their local school board to waive the CAHSEE requirement.

# Resources Available on the Internet

The following Web pages provide additional information and resources for schools, LEA personnel, parents, guardians, and students regarding the CAHSEE.

**Accommodations and Modifications**

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

**Adequate Yearly Progress (AYP)**

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

**California High School Exit Examination (CAHSEE)**

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

**CAHSEE Exam Blueprints**

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

**CAHSEE Frequently Asked Questions**

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

**CAHSEE Program Notes and Legal Updates**

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

**CAHSEE Questions and Answers for Adult Students**

<http://www.cde.ca.gov/ta/tg/hs/cahseeadultqa09.asp>

**CAHSEE Regulations**

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

**CAHSEE Released Test Questions**

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

**CAHSEE Study Guides**

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

**CAHSEE Summary Reports**

<http://cahsee.cde.ca.gov/reports.asp>

**CAHSEE Teacher Guides**

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

**Content Standards**

<http://www.cde.ca.gov/be/st/ss/>

**DataQuest Parents Reference Page**

<http://dq.cde.ca.gov/dataquest/DQP.asp>

**Students with Disabilities - CAHSEE Exemptions and Waivers**

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

**Questions and Answers regarding the CAHSEE Exemption for Eligible Students with Disabilities**

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