

Independent Evaluation of the California High School Exit Examination: 2010 Evaluation Report

Volume 2: Appendices

D.E. (Sunny) Becker, Laress L. Wise, and Christa Watters (Editors)

Prepared for: California Department of Education
Sacramento, CA

Prepared under: Contract #00-07

October 27, 2010



HumRRO
Human Resources Research Organization

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**INDEPENDENT EVALUATION OF THE CAHSEE: 2010 EVALUATION REPORT
VOLUME 2: APPENDICES**

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Appendix A: Read-ahead Emailed to Online Feedback Opportunity Participants

Overview of Proposed California High School Exit Examination Performance Validation Process

This overview is aligned with the Assembly Bill (AB) 2040 Panel's recommendation of alternative means to the California High School Exit Examination (CAHSEE) for eligible students with disabilities, referred to as the CAHSEE Performance Validation Process (PVP), and is intended to provide participants in HumRRO's online feedback opportunity with a conceptual level of understanding of the recommendation. If the recommended CAHSEE PVP or other alternative means are deemed feasible and comparable by the State Board of Education (SBE), the California Department of Education (CDE) may work with a test development contractor to fully develop the process and all supporting materials.

1. **Identification of Eligible Students:** The district testing coordinator, in collaboration with the special education director and teachers, will make the initial identification of students with disabilities with an Individualized Education Program (IEP) or Section 504 plan who might be eligible for the proposed CAHSEE PVP. Eligible students, and their parents or guardians, are informed of the student's eligibility for the CAHSEE PVP by the IEP or Section 504 plan coordinator (e.g., special education director). Eligibility for the CAHSEE PVP is determined by the following:
 - a. Student must have an operative IEP or Section 504 plan;
 - b. Student has not passed either or both the English-language arts (ELA) or mathematics portions of the CAHSEE;
 - c. Student must have attempted the CAHSEE twice after grade ten, including once in grade 12, with the accommodations and/or modifications specified in the student's IEP or Section 504 plan;
 - d. Student must be in grade 12, and have a graduation date on or after January 1, 2011;
 - e. Student has satisfied, or will have satisfied, all other state and local graduation requirements.

2. **Process:** The proposed CAHSEE PVP is a two-tiered process for eligible students to demonstrate that they have achieved the same level of academic achievement required by the CAHSEE in the content standards for ELA and/or mathematics.
 - a. Tier 1. Students meeting the eligibility requirements specified above will be entered into consideration under Tier 1. Tier 1 is proposed to consist of a compilation of points garnered from a variety of measures, including the following:
 - CAHSEE score

- California Standards Test (CST) and/or California Modified Assessment (CMA) score(s)
- Community College placement examination score(s)
- Standards-based high school classes in ELA and/or mathematics

Students who satisfy the Tier 1 requirements may be awarded a high school diploma by the local school board.

- b. Tier 2. Students not satisfying the Tier 1 evidence requirements move to Tier 2. Tier 2 is proposed to consist of an evaluation of evidence, including the following:
- Intervention courses
 - Letter(s) of support
 - IEP standards-based goals in ELA and/or mathematics
 - Work samples

Students who satisfy Tier 2 requirements may be awarded a high school diploma by the local school board.

3. **Administration of the proposed CAHSEE PVP:** The **school site** is responsible for initiating, completing, and reviewing each student's CAHSEE PVP and for submitting the checklist, work samples, and other evidence to the district.
- a. **Tier 1 evidence** of the student's level of academic achievement includes data such as student scores on CST or CMA or community college placement exams, and grades in standards-based ELA and/or mathematics high school classes.
- b. **Tier 2 evidence** of the student's level of academic achievement may include the following:
- Work samples from student participation in CAHSEE intervention or remediation courses
 - Work samples based on standards assessed on the CAHSEE, in accordance with standardized criteria from test development contractor
 - IEPs or Section 504 plans with standards-based goals (based on the CAHSEE blueprints in ELA and/or mathematics)
 - Letter of support (e.g., from teacher or employer) addressing achievement of specific grade-level standards

Work sample evidence: The **school site** (e.g., teacher, special education director, test coordinator, etc.) collects and screens the evidence, maintains the evidence, and reviews the evidence for completeness along with the completed checklist.

- Teacher ensures evidence is independently completed by the student under the teacher's supervision and allows students to produce

evidence using the accommodations and modifications permitted the student by his/her IEP or Section 504 plan.

- The school site (e.g., the IEP and/or Section 504 plan coordinator, etc.) reviews the evidence and checklist to ensure completeness and submits them to the district.
4. **Administration of the proposed CAHSEE PVP:** The **school district** is responsible for ensuring all necessary evidence from the student is included, and for evaluating the evidence. The district defines the timeframe in which the steps in the CAHSEE PVP submittal and scoring process must occur.
 - a. District reviews the submitted evidence to ensure completeness. Incomplete evidence is returned to the student for completion.
 - b. District determines members of and convenes a panel to score the PVP evidence.
 - c. On the checklist, district indicates the final determination as to whether or not the student has achieved the same level of academic achievement in the content standards required for passage of the CAHSEE. For denials, district panel will document reasons why the evidence was judged to demonstrate an unsatisfactory level of academic achievement and offer the student the option to appeal.
 - d. District submits PVP checklist to the state electronically.
 5. **Administration of the proposed CAHSEE PVP: The student, and his/her parent or guardian,** is responsible for initiating the appeal process, if the student has been determined to not have met the same level of achievement as required by the CAHSEE.
 6. **Administration of the proposed CAHSEE PVP:** The **state** is responsible for outlining the rules and timelines of the alternative means, handling appeals, issuing score reports, conducting audits to ensure compliance, and producing PVP training for schools and districts.
 7. **Scoring:** Procedures would be developed to ensure that the time and cost of evaluating the proposed CAHSEE PVP is minimized. Also, the scoring would be designed to minimize subjectivity and ensure the student achieves the same level of competence in the content standards required for passage of the CAHSEE.
 - a. A test development contractor would likely develop the scoring guides/rubrics and checklist criteria used by the local (district) scoring panel.
 - b. An appeal process would allow students to have their evidence submitted to and reviewed by a panel of scorers designated by the state.
 - c. A small percentage of school districts (5%) should be audited for the purpose of monitoring standardization of PVP implementation across the state.

8. **Uniformity:** The form, content, and scoring of the alternative means should be applied uniformly across the state.
 - a. To minimize variations in evidence, the test development contractor would determine the specific, standardized requirements for the work sample submissions, such as the number of samples, type of evidence, and the minimum number of strands/standards to represent.
 - b. The test development contractor would provide scoring guides/rubrics and checklist evaluation criteria and would develop training for districts in the administration of the PVP.

Appendix B: Presentations for Online Feedback Opportunity

Exploration of Proposed CAHSEE Alternative Means for Eligible Students with Disabilities

Introduction

*On-Line Feedback Opportunity
April - May 2010*

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Goals of HumRRO's Independent Analysis

- To collect feedback about feasibility of Assembly Bill (AB) 2040 Panel's Proposed Recommendations for CAHSEE Alternative Means
 - Referred to as the "CAHSEE Performance Validation Process" or "PVP"
- To collect feedback about how the level of academic achievement demonstrated by students via the proposed alternative means, PVP, might compare to achievement required to pass the CAHSEE

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On-Line Feedback Opportunity Topics

- Within the questionnaire, small tabs identify each set of topic-specific questions.
- The tabs after the Introduction are for topics that address the proposed Performance Validation Process (PVP):
 - Eligibility
 - Administration
 - Evidence
 - Scoring
 - Uniformity
 - Overall PVP
- The final tab is for demographic questions; responses will be aggregated and your individual answers will be kept confidential.

Structure of On-Line Feedback Opportunity

- As you begin each PVP topic, you'll be prompted to open and read a presentation before answering the questions.
- Each presentation provides further explanation about the topic or presents HumRRO's descriptions of possible options and considerations for that topic.
- The questionnaire is your opportunity to give feedback on the proposed Performance Validation Process (PVP).

On-Line Feedback Format

- You respond in terms of your position at the school or district where you work.
- There are 4 types of questions.
 - 1. Agreement Type questions.
 - 2. Multiple Choice questions.
 - 3. Fill in the blank.
 - 4. Open-ended.
- The questionnaire may “time out” if there is no activity for about 5 minutes.
 - For lengthy open-ended answers, you may wish to compose your answer in a Word document, then cut and paste that text into the space provided in the questionnaire.
 - If you are timed out, simply log in again using your password.

Introduction – On-Line Questionnaire

- You have now finished the “Introduction” presentation and may return to the Questionnaire.
- Return to the Questionnaire by closing the presentation window or by clicking on the minimized buttons in your task bar at the bottom of your screen as shown here.



- After you answer the questions, hitting “Next” will save your responses and bring you to the next topic or the next questions for that topic.

Performance Validation Process

Topic: Eligibility

*On-Line Feedback Opportunity
April - May 2010*

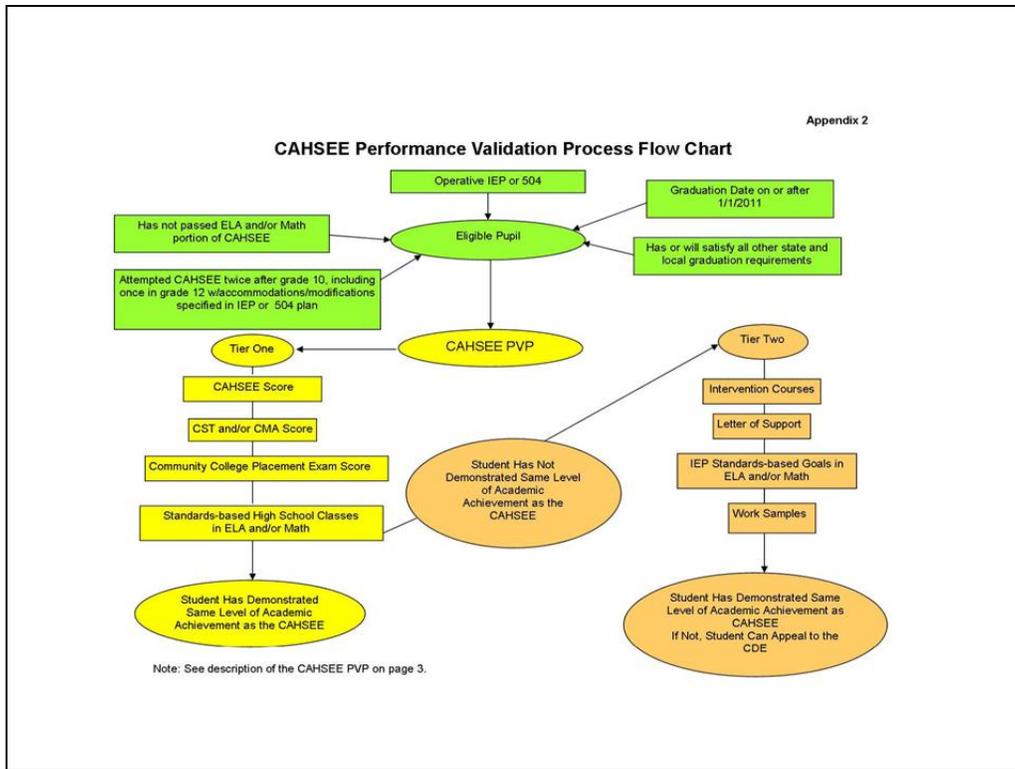
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CAHSEE PVP Process

- PVP is a two-tiered process (see flowchart on next slide) for eligible students to demonstrate that they have achieved the same level of academic achievement required by the CAHSEE in the content standards for ELA and/or mathematics.
- Organization of CAHSEE Content Standards
 - Subject Area (ELA or Math)
 - Strand (e.g., Number Sense, Reading Comprehension)
 - Standard
 - Reading Comprehension example: “Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.”
 - Number Sense example: “Calculate the percentage of increases and decreases of a quantity.”

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Criteria for Identification of Eligible Students

- Student must have an operative IEP or Section 504 plan;
- Student has not passed either or both the English-language arts (ELA) or mathematics portions of the CAHSEE;
- Student must have attempted the CAHSEE twice after grade ten, including once in grade 12, with the accommodations and/or modifications specified in the student’s IEP or Section 504 plan;
- Student must be in grade 12, and have a graduation date on or after January 1, 2011;
- Student has satisfied, or will have satisfied, all other state and local graduation requirements.

Notification of Students Eligible for CAHSEE PVP

- District testing coordinator, in collaboration with the special education director and teachers, makes the initial identification of students who might be eligible.
- Eligible students, and their parents or guardians, are informed of the student's eligibility for the CAHSEE PVP by the IEP or Section 504 plan coordinator (e.g., special education director).

Tier One

- Students meeting the eligibility requirements may enter Tier One.
- Tier One is proposed to consist of a compilation of points from a variety of measures, including the following:
 - CAHSEE score
 - California Standards Test (CST) and/or California Modified Assessment (CMA) score(s)
 - Community College placement examination score(s)
 - Standards-based high school classes in ELA and/or mathematics
- Students who satisfy the Tier One requirements may be awarded a high school diploma by the local school board.

Example of Possible Tier One Checklist

- The AB2040 Panel proposed a checklist such as the one shown below. The point values for performance levels on the other tests that could be added to the CAHSEE score are not yet defined and may be determined by a test development contractor.

Performance Validation Process			
<i>An eligible student with a CAHSEE score of less than 350 enters this process at Tier One. Students entering Tier One but not earning enough points must continue on to Tier Two.</i>			
TIER ONE – Test Scores (Student may earn a maximum of XX points)			
<input type="checkbox"/>	CMA – ELA:	CMA – Math:	Basic – 1 point Proficient – 2 points Advanced – 3 points
<input type="checkbox"/>	CST – ELA:	CST – Math:	XX score – 1 point XX score – 2 points XX score – 3 points
<input type="checkbox"/>	ELA community college test:	Math community college test:	XX score – 1 point XX score – 2 points XX score – 3 points
<input type="checkbox"/>	ELA High School Classes:	Math High School Classes:	A – XX points B – XX points C – XX points D – XX points

Tier Two

- Students not satisfying the Tier One evidence requirements move to **Tier Two**. Tier Two is proposed to consist of an evaluation of evidence, including the following:
 - Intervention courses
 - Letter(s) of support
 - IEP standards-based goals in ELA and/or mathematics
 - Work samples
- Students who satisfy Tier Two requirements may be awarded a high school diploma by the local school board.

Example of Possible Tier Two Checklist

TIER TWO – Work Samples	
<p>Student may earn a maximum of XX points. Student's score will be an average of the score from Tier One and the score from Tier Two. The average score must be in the range of "adequate evidence" to pass.</p>	
<input type="checkbox"/> Participation in CAHSEE intervention/remediation. List/describe and include dates (to/from). Provide evidence such as end of year exams, unit tests, and classroom tests.	
English-language arts	Mathematics
<input type="checkbox"/> Certification/letter of support (from teacher, employer) addressing student's achievement of specific grade-level standards	Letter of support should include CMA, CST, community college test scores
<input type="checkbox"/> IEP standards-based goals	Provide evidence that students with IEPs have standards-based goals, based on the CAHSEE blueprints in ELA and/or Math
<input type="checkbox"/> Work samples demonstrating the same level of achievement as required for passage of the CAHSEE (evaluated by CAHSEE Panel) (e.g., projects, demonstrations, video, that meet specific parameters)	Work samples that have been previously completed by the student in ELA and/or Math Work samples are scored by a rubric (The state of Virginia uses a good rubric model). Score will be determined by a panel review. A test development contractor will determine score values.

■ The specific number and nature of work samples, the criteria for other types of acceptable evidence, and the scoring of evidence are not yet defined and would be determined by a test development contractor.

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Eligibility – On-Line Questionnaire

- You have now finished the “Eligibility” presentation and may return to the Questionnaire and answer the Eligibility questions.
 - You may refer back to these slides as needed to help you answer the questions.
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Performance Validation Process

Topic: Administration

*On-Line Feedback Opportunity
April - May 2010*

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Administration of PVP

Roles and Responsibilities of School Site:

- Initiates, completes, and reviews each student's CAHSEE PVP and submits it to the district.
- Teacher will likely
 - Assign student the requirements for the work samples or select from existing student work
 - Monitor the student as the work sample is produced
 - Review or screen the completed work samples to ensure they address the evidence requirements
 - Return student-submitted work that is not responsive to the requirements to be reworked or replaced with new work
- The IEP and/or Section 504 Plan coordinator reviews the evidence and checklist to ensure completeness and submits them to the district.

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Administration of PVP (cont'd)

Roles and Responsibilities of District:

- Ensures all necessary evidence is included.
- Evaluates the evidence.
- Defines the timeframe in which the steps in the CAHSEE PVP submittal and scoring process must occur.
- Determines whether or not the student has achieved the same level of academic achievement in the content standards required for passage of the CAHSEE.
- For denials, documents the reasons why the evidence was judged to be unsatisfactory and offers student the option to appeal.

Administration of PVP (cont'd)

- Student/Parent or Guardian:
 - Responsible for initiating the appeal process
- State:
 - Outlines rules and timelines of the alternative means
 - Handles appeals
 - Issues score reports
 - Conducts audits to ensure compliance
 - Produces PVP training for schools and districts

Administration - On-Line Questionnaire

- You have now finished the “Administration” presentation and may return to the Questionnaire and answer the Administration questions.
- You may refer back to these slides as needed to help you answer the questions.

Performance Validation Process

Topic: Evidence

On-Line Feedback Opportunity
April - May 2010

Evidence

- The AB2040 Panel outlined a general strategy for the evidence that would be collected for each of the two tiers of the proposed PVP.
- HumRRO is providing you with information about two possible options for work sample evidence in greater detail to help evaluate the feasibility of the proposed PVP.
- We'll start with a quick review of the AB2040 Panel's recommendations for PVP evidence.

Evidence – Review of PVP Tiers

- **Tier One evidence** includes data such as student scores on CST or CMA or community college placement exams, and grades in standards-based ELA and/or mathematics high school classes.
- **Tier Two evidence** may include the following:
 - Work samples from student participation in CAHSEE intervention or remediation courses
 - Work samples based on standards assessed on the CAHSEE, in accordance with standardized criteria from test development contractor
 - IEPs or Section 504 plans with standards-based goals (based on the CAHSEE blueprints in ELA and/or mathematics)
 - Letter of support (e.g., from teacher or employer) addressing achievement of specific grade-level standards

Work Sample Evidence

- **School site** collects and screens the evidence, maintains the evidence, and reviews the evidence for completeness along with the completed checklist.
 - Teacher ensures evidence is independently completed by the student under the teacher’s supervision and allows students to produce evidence using permitted accommodations and modifications.

Feasibility - “Streamlined” and “Full” Options

- To provide a possible frame of reference for considering the amount of effort and time that might be involved in collecting and scoring the Tier Two work samples, HumRRO is presenting two options that estimate the possible volume of work samples required.
- The idea of “streamlined” and “full” options refers to the quantity of work samples needed to measure the CAHSEE content standards.
- These options are provided by HumRRO and were not developed or approved by the AB2040 Panel.

“Streamlined” and “Full” Options

- Both options provide for
 - Collection of PVP evidence for all standards measured in the CAHSEE in each content area
 - Similar percentages of work samples per strand to the percentages of items per strand in the CAHSEE
- Test contractor may be responsible for ensuring comparability, these options are just to help us think about feasibility.
- We’ll look at the options for Math first, then ELA.

Theoretical PVP Math Work Sample Requirements

MATHEMATICS	CAHSEE	CAHSEE PVP Possible Required # Work Samples	
Strand	# Standards Measured	Streamlined	Full
Number Sense	10	10	14
Statistics, Data Analysis, Probability	7	8	12
Algebra and Functions	10	12	17
Measurement and Geometry	10	12	17
Math Reasoning	6	6	8
Algebra I	10	10	12
Total	53	58	80

Evidence – Possible Math Evidence Worksheet

- For either the “streamlined” or “full” option, it is likely that a school faculty member will maintain a worksheet documenting the student’s progress.
- See the next slide for an excerpt of a sample math evidence worksheet for several standards in the strand “Number Sense.”

Uniformity - On-Line Questionnaire

- You have now finished the “Uniformity” presentation and may return to the Questionnaire and answer the Uniformity questions.
- You may refer back to these slides as needed to help you answer the questions.

Sample Math Evidence Worksheet

#	Standard Text	Performance Task or Constructed Response Items for Assessing Standard	Date Evidence Submitted
7NS1.1	Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.	... compare numbers in scientific notation with positive or negative exponents	
7NS1.2	Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.	... add fractions ... subtract fractions ... add integers ... subtract integers ... take positive rational numbers to whole-number powers	
7NS1.7	Solve problems that involve discounts, markups, commissions, and profit, and compute simple and compound interest.	... compute profit ... compute simple interest ... compute compound interest	

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Evidence - ELA

- The table on the next page shows possible “streamlined” and “full” options for ELA.
 - It does not show the Writing Applications strand, for which students write an essay rather than answer multiple-choice questions on the CAHSEE.
- The sample ELA evidence worksheet displays several standards in the strand “Reading Comprehension.”

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Theoretical PVP ELA Work Sample Requirements

ELA	CAHSEE	CAHSEE PVP Possible Required # Work Samples	
		Streamlined	Full
Strand	<i># Standards Measured</i>		
Reading			
Word Analysis	2	4	7
Reading Comprehension	6	9	18
Literary Response and Analysis	10	10	20
Writing			
Writing Strategies	5	6	12
Writing Conventions	3	8	15
Total	26	37	72

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Sample ELA Evidence Worksheet

#	Standard Text	Prompts for Assessing Standard	Date Evidence Submitted
8RC2.1	Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	... use a structural feature of a passage to understand information ... analyze the author's purpose in using a specific structural feature	
10RC2.4	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	... connect information in different sections of a single text to make inferences ... use different parts of the text to infer the main idea ... synthesize ideas between related texts	

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Evidence - On-Line Questionnaire

- You have now finished the “Evidence” presentation and may return to the Questionnaire and answer the Evidence questions.
- You may refer back to these slides as needed to help you answer the questions.

Performance Validation Process

Topic: Scoring

*On-Line Feedback Opportunity
April – May 2010*

Scoring

- Procedures would be developed to ensure that the time and cost of evaluating the proposed CAHSEE PVP is minimized.
 - Scoring designed to minimize subjectivity and ensure student achieves the same level of competence in the content standards as that required for passage of the CAHSEE.
 - A test development contractor would likely develop the scoring guides/rubrics and checklist criteria used by the local (district) scoring panel.
 - A model rubric (shown later in the presentation) was recommended by the AB2040 Panel.

Scoring (cont'd)

- An appeal process would allow students to have their evidence submitted to and reviewed by a panel of scorers designated by the state.
- A small percentage of school districts (5%) should be audited for the purpose of monitoring standardization of PVP implementation across the state.

AB2040 Panel-Recommended Model Rubric

Score	Descriptor	Detailed Score Definition
0	No Evidence	The evidence submitted <i>does not show any level of individual achievement for the content standard(s)</i> .
1	Little Evidence	The evidence submitted provides a <i>minimally sufficient demonstration</i> of the student's knowledge and understanding of the standard(s). The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the content standard(s).
2	Some Evidence	The evidence submitted provides <i>only a partially sufficient demonstration</i> of the student's knowledge and understanding of the standard(s). The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the content standard(s).
3	Adequate Evidence	The evidence submitted provides a <i>reasonably sufficient demonstration</i> of the student's knowledge and understanding of the standard(s). Most of the student's work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the content standard(s).
4	Ample Evidence	The evidence submitted provides a <i>fully sufficient demonstration</i> of the student's knowledge and understanding of the standard(s). Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the content standard(s).

HumRRO's Recommended Scoring Considerations

- Possible use of analytic rubrics at the standard level
 - For work sample evidence assigned during a student's senior year, the test development contractor could provide analytic rubrics that include descriptors for each level of performance for use in scoring each tightly focused work sample (for an example see the next slide) or in some other manner.
- Other types of evidence
 - Previously completed student work samples and other types of evidence (e.g., CAHSEE remediation course work, IEP standards-based goals) could be scored using the same rubrics, but rubrics refined by evidence type may be necessary.
- Teacher Scoring Involvement
 - Teachers could be asked to provide preliminary scoring of the evidence or to simply turn in the evidence with a cover sheet.

Example of Analytic Standard-Level Scoring Rubric

SUBJECT Strand Standard	Standard Text	Task or Prompt	Ample Evidence OR X points	Adequate Evidence OR X points	Some Evidence OR X points	Little Evidence OR X points	No Evidence OR X points	Type of Evidence
MATH Number Sense (NS) 7NS1.1	Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.	Write the radius of the earth's orbit, 150,000,000,000 meters, in scientific notation.	Writes 1.5×10^{11}	Writes 1.5×10^9 Or 1.5×10^{12}	Writes 15×10^{10} Or 150×10^9	Writes 1.5×10^{-11} Or 150×10^{-9}	Does not write any value with exponents	
ELA Reading Comprehension (RC) 10RC2.4	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	Write an accurate summary of the passage in your own words	Correctly describes the focus of the passage	Copies text from the focal parts of the passage	Describes information supported by but not central to the passage	Copies text from random part of the passage	Writes text unrelated to passage	



Overall Determination of Subject Area Pass

- To pass the CAHSEE, students simply need to achieve the minimum number of points to pass
 - Students do not need to achieve a particular number of points in each strand.
 - High performance in one strand can compensate for lower performance in others.
- For PVP, the test development contractor will need to provide scoring direction for determining how to evaluate the overall level of student achievement validated by the PVP evidence across the subject area standards.
 - Quantitative information could be added to the model rubric descriptors: Perhaps an “Adequate Evidence” overall math score would require 55% of the work sample scores to be at “Adequate Evidence” or above.



Reminder of “Streamlined” and “Full” Options

- The idea of “streamlined” and “full” options refers to the possible quantity of work samples needed to measure the CAHSEE content standards.
- These options are provided by HumRRO and were not developed or approved by the AB2040 Panel.
- Math options
 - “Streamlined” includes 58 work samples
 - “Full” included 80 work samples
- ELA options
 - “Streamlined” includes 37 work samples
 - “Full” included 72 work samples

Scoring - On-Line Questionnaire

- You have now finished the “Scoring” presentation and may return to the Questionnaire and answer the Scoring questions.
- You may refer back to these slides as needed to help you answer the questions.

Performance Validation Process

Topic: Uniformity

*On-Line Feedback Opportunity
April – May 2010*

HumRRO
Human Resources Research Organization

Uniformity

- To minimize variations in evidence, the test development contractor would determine the specific, standardized requirements for the work sample submissions.
 - Number of samples
 - Type of evidence
 - Minimum number of strands/standards to represent.
- The test development contractor would provide scoring guides/rubrics and checklist evaluation criteria and would develop training for districts in the administration of the PVP.

HumRRO
Human Resources Research Organization

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Appendix C: Questions for Online Feedback Opportunity

Four types of questions:

- Question about a given statement: *“To what extent do you agree with this statement.”*
 - Response options: *Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree, Not Enough Information to Answer*
- Multiple-choice question
- Question followed by brief fill-in-the-blank response
- Open-ended question

Q1. The answers on this survey will reference the:

School where I work

District where I work

Q2. How many senior year students (total) are in your school/district?

■ **Eligibility**

Q3. About how many senior year students in your school/district may be eligible for PVP?

Q4. It would be feasible to identify students eligible for PVP by the start of the second semester of their senior year.

For questions 5–7, please tell us about the characteristics of students in your school/district who may be eligible for PVP.

Q5. a. High School Math Grades (*drop down menu of choices: all or nearly all, most, some, few or none*)

Students with mostly As and Bs

Students with mostly Cs

Students with mostly Ds and Fs

I'm not in a position to provide an answer.

Q5. b. High School English Grades *(drop down menu of choices: all or nearly all, most, some, few or none)*

Students with mostly As and Bs

Students with mostly Cs

Students with mostly Ds and Fs

I'm not in a position to provide an answer.

■ **Eligibility (cont'd)**

Q6. Time in Regular Education *(drop down menu of choices: all or nearly all, most, some, few or none)*

Students in regular education most of the time

Students in regular education about half of the time

Students in regular education much less than half of the time

I'm not in a position to provide an answer.

Q7. Attendance *(drop down menu of choices: all or nearly all, most, some, few or none)*

Students with good attendance

Students with fair attendance

Students with poor attendance

I'm not in a position to provide an answer.

Q8. About what percentage of the students in your school/district who may be eligible for PVP would be currently classified as English Language Learners (ELL)?

(drop down menu of percentages)

I'm not in a position to provide an answer.

Q9. Do you have any other comments regarding the PVP eligibility criteria or other characteristics of eligible students?

■ **Administration**

Q10. a. School responsibilities for collecting and reviewing PVP evidence could be implemented fairly easily.

b. District responsibilities for scoring PVP evidence could be implemented fairly easily.

Q11. About how many hours of professional development per year per school faculty member would be needed for PVP training?

2 hours

4 hours

6 hours

More than 6 hours ____ (specify)

Q12. About how many hours of professional development per year per district faculty member would be needed for PVP training?

4 hours

6 hours

8 hours

More than 8 hours ____ (specify)

Q13. Do you have any other comments regarding the roles and responsibilities of schools and districts for PVP Administration, or professional development related to this process?

■ **Evidence**

Q14. a. Work sample requirements should be focused on individual standards rather than at the strand level.

b. The work sample evidence would allow students to demonstrate the same level of academic achievement that the CAHSEE requires.

Q15. The three types of supporting evidence are important requirements to include along with the work samples to enable students to demonstrate the same level of academic achievement that the CAHSEE requires. (Rate each type of supporting evidence.)

- A. Evidence from CAHSEE intervention/remediation course
- B. Evidence from letter of support
- C. Evidence from IEPs with standards-based goals, based on the CAHSEE blueprints

Q16. About what quantity of work samples should be required for each subject area? Choose one.

50-75% as many as the number of CAHSEE items (streamlined option)

Same as number of CAHSEE items (full option)

Other ____ (specify number of work samples)

Q17. Assume there was no existing student work to select from for use as Tier II evidence. About what amount of time would be required for a senior student to generate the work samples?

A. ...for math, streamlined option?

0-20 hours

21-30 hours

31- 40 hours

41-60 hours

More than 60 hours____(specify)

B. ...for ELA, streamlined option?

0-20 hours

21-30 hours

31- 40 hours

41-60 hours

More than 60 hours____(specify)

Q18. About what amount of time (per student) would be required for a teacher to complete checklists and prepare evidence for submission?

- A. ...for math, streamlined option?
_____ (specify number of hours)
- B. ...for math, full option?
_____ (specify number of hours)
- C. ...for ELA, streamlined option?
_____ (specify number of hours)
- D. ...for ELA, full option?
_____ (specify number of hours)

Q19. Do you have any other comments regarding the type or number of work samples, alignment of evidence with the standards, or the collection of PVP evidence?

■ **Scoring**

Q20. With appropriate training, the scorers could use the AB 2040 Panel's recommended model scoring rubric (0–No Evidence to 4–Ample Evidence) ...

- A. ... to provide for consistent evaluation of any type of student evidence (e.g., letter of support, work sample).
- B. ... to provide for consistent evaluation of evidence for any standard.

Q21. If you were on a scoring panel, about what amount of time (per student, after initial training) would be required to review and score the work sample evidence using the AB 2040 Panel's recommended model scoring rubric? (specify number of hours)

- ...for math, streamlined option
- ...for ELA, streamlined option

Q22. About what percentage of students who do not pass the PVP would you expect to appeal the district decision and request their evidence be scored by the state panel? (10% increments)

Q23. Analytic scoring rubrics at the level of individual standards are needed for consistent evaluation of student evidence.

Q24. If you were on a scoring panel, about what amount of time (per student, after initial training) would be required to review and score the work sample evidence using analytic rubrics? (specify number of hours)

...for math, streamlined option?

...for ELA, streamlined option?

Q25. Teachers should participate on the district PVP scoring panels.

Q26. On the multiple-choice CAHSEE math, a passing score requires about 55% accuracy on the items. Assume that about 55% of a student's PVP math work samples need to be scored "Adequate Evidence" for the student to achieve an overall "Pass" for the Tier Two math.

Think about all the students who would enter PVP. About what percentage of those students would likely demonstrate adequate achievement in CAHSEE math skills to pass Tier Two?

A. ...streamlined option? (Percentage)

B. ...full option? (Percentage)

Q27. On the CAHSEE ELA, a passing score requires about 60% accuracy on the multiple-choice items. Assume that about 60% of a student's PVP ELA work samples need to be scored "Adequate Evidence" for the student to pass the Tier Two ELA.

Think about all the students who would enter PVP. About what percentage of those students would likely demonstrate adequate achievement in CAHSEE ELA skills to pass Tier Two?

A. ...streamlined option? (Percentage)

B. ...full option? (Percentage)

Q28. Do you have any other comments regarding the model scoring rubric, the analytic scoring rubric, or the scoring of PVP evidence in general?

■ **Uniformity**

Q29. a. The types and number of required work samples could be adequately defined to ensure uniformity across the state in the evidence collected.

b. Procedures and training for scoring could be adequately defined to ensure uniformity across the state in the scoring of evidence.

Q30. Do you have any other comments that may help in providing for uniformity across the state in the collection or scoring of evidence?

■ **Overall PVP**

Q31. Do you have any other comments or suggestions regarding the Performance Validation Process?

Q32. Do you have any other comments or suggestions that may help in the formulation of alternative means for the CAHSEE for students with disabilities?

■ **Background/Demographics of Respondent**

Please tell us a little bit about yourself.

Q33. I am very familiar with the CAHSEE

...math content standards.

...ELA content standards.

Q34. Current position/title

Special Education Teacher

District Testing Coordinator

Special Education Coordinator, District level

Special Education Coordinator, School level

Other (please indicate)_____

Q35. Years of experience in this position

< 2 years

2-4 years

> 4 years

Q36. Gender

Male

Female

Q37. Race/ethnicity

Caucasian

African American

Hispanic

Native American

Asian/Pacific Islander

Other

Appendix D: Online Feedback Opportunity Response Percentages and Frequencies

This file contains percentages and frequency distributions of the non-open-ended responses to the Exploration of Proposed CAHSEE Alternative Means for “Eligible Students with Disabilities” Online Feedback Opportunity. Key results are summarized in briefing slides for presentation to the State Board of Education. The results will be discussed more fully in the 2010 annual report. The survey item number is shown in parentheses following each Table D-title. Note that percents are rounded independently; rounded percents may not sum exactly to 100 in all cases.

Table D-1. District or School-Level Participant Breakdown (Q1)

Q1. The answers on this survey will reference the:	Percent
A. School where I work.	69.9%
B. District where I work.	30.1%
<i>Total</i>	100%

Table D-2. District and School Size (Q2)

Q2. How many senior year students (total) are in your school/district?	School	District
Average number of students	596.3	3965.3
Median number of students	500	3000
Standard Deviation	738.9	4827.9
<i>N</i>	68	29
<i>skipped question</i>	11	4

Table D-3. Estimated Seniors Eligible for PVP (Q3)

Q3. About how many senior year students in your school/district may be eligible for PVP?	School	District
Average number of students	49.7	339.8
Median number of students	35	107.5
Standard Deviation	70.2	455.3
<i>N</i>	69	30
<i>skipped question</i>	10	3

Table D-4. Percentage of Students Eligible for PVP (Q2 and Q3)

(Q2. and Q3. Calculation) Percentage of students eligible for PVP	School	District	All
0 to 2%	6.3%	11.1%	7.7%
More than 2 to 4%	12.5%	18.5%	14.3%
More than 4 to 6%	15.6%	18.5%	16.5%
More than 6 to 8%	20.3%	7.4%	16.5%
More than 8 to 10%	7.8%	11.1%	8.8%
More than 10 to 15%	17.2%	14.8%	16.5%
More than 15 to 20%	3.1%	7.4%	4.4%
More than 20 to 25%	0.0%	0.0%	0.0%
More than 25%	17.2%	11.1%	15.4%
<i>Total</i>	100%	100%	100%
<i>answered both question 2 and 3</i>	64	27	91
<i>Calculation not available because respondent skipped (either or both question 2 and 3)</i>	15	7	22

Table D-5. Extent of Agreement with Statement about Feasibility of Identifying Students Eligible for PVP by the Start of the Second Semester of Their Senior Year (Q4)

Q4. To what extent do you agree with this statement: It would be feasible to identify students eligible for PVP by the start of the second semester of their senior year.

	School	District	All
A. Strongly Agree	39.7%	35.3%	38.4%
B. Agree	35.9%	44.1%	38.4%
C. Neutral	3.8%	0.0%	2.7%
D. Disagree	15.4%	14.7%	15.2%
E. Strongly Disagree	3.8%	2.9%	3.6%
F. Not Enough Information to Answer	1.3%	2.9%	1.8%
<i>Total</i>	100%	100%	100%
<i>N</i>	78	34	112
<i>skipped question</i>	1	0	1

Table D-6. Approximate Math Grades of Students Who May Be Eligible for PVP, Per School Respondents, District Respondents, and All Respondents (Q5a)

Q5. Grades of students in your school/district who may be eligible for PVP.							
Math - School							
	Few or none	Some	Most	All or Nearly All	Not in a position to answer	Total	N
Students with mostly As and Bs	36.2%	30.4%	4.3%	2.9%	26.1%	100%	69
Students with mostly Cs	2.9%	32.9%	34.3%	4.3%	25.7%	100%	70
Students with mostly Ds and Fs	9.3%	37.3%	22.7%	6.7%	24.0%	100%	75

Q5. Grades of students in your school/district who may be eligible for PVP.							
Math - District							
	Few or none	Some	Most	All or Nearly All	Not in a position to answer	Total	N
Students with mostly As and Bs	13.8%	37.9%	6.9%	6.9%	34.5%	100%	29
Students with mostly Cs	0.0%	41.9%	25.8%	0.0%	32.3%	100%	31
Students with mostly Ds and Fs	15.6%	40.6%	9.4%	3.1%	31.3%	100%	32

Q5. Grades of students in your school/district who may be eligible for PVP.							
Math - All							
	Few or none	Some	Most	All or Nearly All	Not in a position to answer	Total	N
Students with mostly As and Bs	29.6%	32.7%	5.1%	4.1%	28.6%	100%	98
Students with mostly Cs	2.0%	35.6%	31.7%	3.0%	27.7%	100%	101
Students with mostly Ds and Fs	11.2%	38.3%	18.7%	5.6%	26.2%	100%	107

Table D-6a. Approximate ELA Grades of Students Who May Be Eligible for PVP, Per School Respondents, District Respondents, and All Respondents (Q5b)

Q5. Grades of students in your school/district who may be eligible for PVP.

	ELA - School					Total	N
	Few or none	Some	Most	All or Nearly All	Not in a position to answer.		
Students with mostly As and Bs	27.9%	35.3%	5.9%	2.9%	27.9%	100%	68
Students with mostly Cs	5.6%	25.4%	39.4%	2.8%	26.8%	100%	71
Students with mostly Ds and Fs	8.2%	42.5%	17.8%	5.5%	26.0%	100%	73

Q5. Grades of students in your school/district who may be eligible for PVP.

	ELA - District					Total	N
	Few or none	Some	Most	All or Nearly All	Not in a position to answer.		
Students with mostly As and Bs	6.9%	41.4%	6.9%	6.9%	37.9%	100%	29
Students with mostly Cs	0.0%	32.3%	32.3%	0.0%	35.5%	100%	31
Students with mostly Ds and Fs	18.8%	34.4%	6.3%	6.3%	34.4%	100%	32

Q5. Grades of students in your school/district who may be eligible for PVP.

	ELA - All					Total	N
	Few or none	Some	Most	All or Nearly All	Not in a position to answer.		
Students with mostly As and Bs	21.6%	37.1%	6.2%	4.1%	30.9	100%	97
Students with mostly Cs	3.9%	27.5%	37.3%	2.0%	29.4	100%	102
Students with mostly Ds and Fs	11.4%	40.0%	14.3%	5.7%	28.6	100%	105

Table D-7. Approximate Time in Regular Education of Students Who May Be Eligible for PVP, Per School Respondents, District Respondents, and All Respondents (Q6)

Q6. Time in regular education of students in your school/district who may be eligible for PVP.							
School							
Time in Regular Education	Few or none	Some	Most	All or Nearly All	Not in a position to answer	Total	N
Most of the Time	19.1%	38.2%	20.6%	16.2%	5.9%	100%	68
About Half the Time	16.4%	49.3%	25.4%	3.0%	6.0%	100%	67
Less than Half the Time	29.2%	21.5%	32.3%	10.8%	6.2%	100%	65

Q6. Time in regular education of students in your school/district who may be eligible for PVP.							
District							
Time in Regular Education	Few or none	Some	Most	All or Nearly All	Not in a position to answer	Total	N
Most of the Time	24.1%	37.9%	13.8%	10.3%	13.8%	100%	29
About Half the Time	10.7%	57.1%	17.9%	0.0%	14.3%	100%	28
Less than Half the Time	22.6%	16.1%	41.9%	6.5%	12.9%	100%	31

Q6. Time in regular education of students in your school/district who may be eligible for PVP.							
All							
Time in Regular Education	Few or none	Some	Most	All or Nearly All	Not in a position to answer	Total	N
Most of the Time	20.6%	38.1%	18.6%	14.4%	8.2%	100%	97
About Half the Time	14.7%	51.6%	23.2%	2.1%	8.4%	100%	95
Less than Half the Time	27.1%	19.8%	35.4%	9.4%	8.3%	100%	96

Table D-8. Approximate Attendance of Students Who May Be Eligible for PVP (Q7)

Q7. Attendance of students in your school/district who may be eligible for PVP.

	School					Total	N
	Few or none	Some	Most	All or Nearly All	Not in a position to answer		
Good Attendance	4.5%	30.3%	48.5%	6.1%	10.6%	100%	66
Fair Attendance	1.4%	61.4%	24.3%	2.9%	10.0%	100%	70
Poor Attendance	28.8%	40.9%	9.1%	10.6%	10.6%	100%	66

Q7. Attendance of students in your school/district who may be eligible for PVP.

	District					Total	N
	Few or none	Some	Most	All or Nearly All	Not in a position to answer		
Good Attendance	10.0%	36.7%	23.3%	10.0%	20.0%	100%	30
Fair Attendance	0.0%	51.6%	25.8%	3.2%	19.4%	100%	31
Poor Attendance	35.7%	32.1%	10.7%	0.0%	21.4%	100%	28

Q7. Attendance of students in your school/district who may be eligible for PVP.

	All					Total	N
	Few or none	Some	Most	All or Nearly All	Not in a position to answer		
Good Attendance	6.3%	32.3%	40.6%	7.3%	13.5%	100%	96
Fair Attendance	1.0%	58.4%	24.8%	3.0%	12.9%	100%	101
Poor Attendance	30.9%	38.3%	9.6%	7.4%	13.8%	100%	94

Table D-9. Approximate Percentage of Students Who May Be Eligible for PVP Who are Currently Classified as English Language Learners (Q8)

Q8. About what percentage of the students in your school/district who may be eligible for PVP would be currently classified as English Language Learners (ELL)?	School	District	All
A. 0%	2.7%	3.1%	2.9%
B. 10%	11.0%	15.6%	12.4%
C. 20%	8.2%	6.3%	7.6%
D. 30%	13.7%	25.0%	17.1%
D. 40%	4.1%	15.6%	7.6%
E. 50%	11.0%	6.3%	9.5%
F. 60%	4.1%	0.0%	2.9%
G. 70%	4.1%	3.1%	3.8%
H. 80%	12.3%	0.0%	8.6%
I. 90%	5.5%	3.1%	4.8%
J. 100%	0.0%	0.0%	0.0%
K. I'm not in a position to answer	23.3%	21.9%	22.9%
<i>Total</i>	100%	100%	100%
<i>N</i>	73	32	105
<i>skipped question</i>	6	2	8

Table D-10. Extent of Agreement with Statements about Ease of Implementing School and District Responsibilities for PVP (Q10a,b)

Q10. To what extent do you agree with these statements:	a. School responsibilities for collecting and reviewing PVP evidence could be implemented fairly easily.			b. District responsibilities for scoring PVP evidence could be implemented fairly easily.		
	School	District	All	School	District	All
A. Strongly Agree	5.3%	6.1%	5.6%	5.5%	6.1%	5.7%
B. Agree	44.0%	36.4%	41.7%	28.8%	33.3%	30.2%
C. Neutral	17.3%	3.0%	13.0%	23.3%	9.1%	18.9%
D. Disagree	24.0%	39.4%	28.7%	30.1%	36.4%	32.1%
E. Strongly Disagree	9.3%	12.1%	10.2%	8.2%	12.1%	9.4%
F. Not Enough Information to Answer	0.0%	3.0%	0.9%	4.1%	3.0%	3.8%
<i>Total</i>	100%	100%	100%	100%	100%	100%
<i>N</i>	75	33	108	73	33	106
<i>skipped question</i>	4	1	5	6	1	7

Table D-11. Estimated Number of Hours of Professional Development Per Year Per School and District Faculty Member Needed for PVP Training (Q11 and Q12)

		About how many hours of professional development per year per school faculty member would be needed for PVP training?		
Q.11 Training time		School	District	All
A.	2 hours	6.8%	15.2%	9.3%
B.	4 hours	25.7%	21.2%	24.3%
C.	6 hours	50.0%	33.3%	44.9%
D.	More than 6 hours	17.6%	30.3%	21.5%
<i>Total</i>		100%	100%	100%
<i>N</i>		75	33	108
<i>skipped question</i>		4	1	5

(Q.11) Number of hours specified by those who responded "more than 6 hours"

	School	District	All
Average number of hours	14.2	11.0	12.8
Median number of hours	12.0	11.0	12.0
Standard Deviation	8.9	3.0	7.1
<i>N</i>	11	8	19

		About how many hours of professional development per year per district faculty member would be needed for PVP training?		
Q12. Training time		School	District	All
A.	4 hours	26.0%	27.3%	26.4%
B.	6 hours	19.2%	27.3%	21.7%
C.	8 hours	37.0%	30.3%	34.9%
D.	More than 8 hours	17.8%	15.2%	17%
<i>Total</i>		100%	100%	100%
<i>N</i>		73	33	106
<i>skipped question</i>		6	1	7

(Q.12) Number of hours specified by those who responded "more than 8 hours"

	School	District	All
Average number of hours	18.7	12.5	16.8
Median number of hours	16.0	12.0	12.0
Standard Deviation	10.1	2.5	8.8
<i>N</i>	9	4	13

Table D-12. Extent of Agreement with Statements about Work Samples (Q14a, b)

Q14. To what degree do you agree with these statements:	a. Work sample requirements should be focused on individual standards rather than at the strand level.			b. The work sample evidence would allow students to demonstrate the same level of academic achievement that the CAHSEE requires.		
	% of Respondents			% of Respondents		
	School	District	All	School	District	All
A. Strongly Agree	23.3%	6.1%	17.9%	14.9%	15.2%	15.0%
B. Agree	41.1%	42.4%	41.5%	50.0%	51.5%	50.5%
C. Neutral	9.6%	3.0%	7.5%	10.8%	18.0%	13.1%
D. Disagree	21.9%	30.3%	24.5%	20.3%	3.0%	15.0%
E. Strongly Disagree	1.4%	9.1%	3.8%	4.1%	6.1%	4.7%
F. Not Enough Information to Answer	2.7%	9.1%	4.7%	0.0%	6.1%	1.9%
<i>Total</i>	100%	100%	100%	100%	100%	100%
<i>N</i>	73	33	106	74	33	107
<i>skipped question</i>	6	1	7	5	1	6

Table D-13. Extent of Agreement with Statement Regarding Importance of Each Type of PVP Supporting Evidence (Q15a, b, c)

Q15. This type of supporting evidence is an important requirement to include along with the work samples to enable students to demonstrate the same level of academic achievement that the CAHSEE requires.	a. Evidence from CAHSEE intervention/remediation course			b. Evidence from letter of support			c. Evidence from IEPs with standards-based goals, based on the CAHSEE blueprints		
	Sch.	Dist.	All	Sch.	Dist.	All	Sch.	Dist.	All
A. Strongly Agree	37.8%	39.4%	38.3%	16.2%	15.2%	15.9%	23.0%	33.3%	26.2%
B. Agree	48.6%	51.5%	49.5%	47.3%	45.5%	46.7%	45.9%	51.5%	47.7%
C. Neutral	5.4%	9.1%	6.5%	18.9%	18.2%	18.7%	17.6%	9.1%	15%
D. Disagree	6.8%	0.0%	4.7%	14.9%	12.1%	14.0%	10.8%	6.1%	9.3%
E. Strongly Disagree	1.4%	0.0%	0.9%	2.7%	3%	2.8%	1.4%	0.0%	0.9%
F. Not Enough Information to Answer	0.0%	0.0%	0%	0%	6.1%	1.9%	1.4%	0.0%	0.9%
<i>Total</i>	100%	100%	100%	100%	100%	100%	100%	100%	100%
<i>N</i>	74	33	107	74	33	107	74	33	107
<i>skipped question</i>	5	1	6	5	1	6	5	1	6

Table D-14. Suggested Quantity of Work Samples to Be Required by Subject Area (Q16)

Q16. About what quantity of work samples should be required for each subject area?	School	District	All
A. 50-75% as many as the number of CAHSEE items (streamlined option)	79.5%	71.9%	77.1%
B. Same as number of CAHSEE items (full option)	5.5%	9.4%	6.7%
C. Other ____ (specify)	15.1%	18.8%	16.2%
<i>Total</i>	100%	100%	100%
<i>N</i>	73	32	105
<i>skipped question</i>	6	2	8

(Q16.) Number of work samples specified by those who responded "other"

	School	District	All
Average number of work samples	18.9	18.3	18.69
Median number of work samples	20.0	20.0	20.0
Standard Deviation	15.6	14.7	14.75
<i>N</i>	10	6.0	16

Table D-15. Estimated Amount of Time Required for a Senior Student to Generate All Work Samples (Q17)

Q17. Assume there was no existing student work to select from for use as Tier Two evidence. About what amount of time would be required for a senior student to generate the work samples?	...for math, streamlined option?			...for ELA, streamlined option?		
	Sch.	Dist.	All	Sch.	Dist.	All
# of Hours						
A. 0-20 hours	16.2%	16.1%	16.2%	14.9%	12.9%	14.3%
B. 21 to 30 hours	24.3%	32.3%	26.7%	17.6%	35.5%	22.9%
C. 31 to 40 hours	20.3%	19.4%	20.0%	21.6%	12.9%	19.0%
D. 41 to 60 hours	28.4%	12.9%	23.8%	36.5%	16.1%	30.5%
E. More than 60 hours ____ (specify)	10.8%	19.4%	13.3%	9.5%	22.6%	13.3%
<i>Total</i>	100%	100%	100%	100%	100%	100%
<i>N</i>	74	31	105	74	31	105
<i>skipped question</i>	5	3	8	5	3	8

(Q17.) Number of hours specified by those who responded "More than 60 hours"

	...for math, streamlined option?			...for ELA, streamlined option?		
	School	District	All	School	District	All
Average number of hours	18.9	18.3	18.69	18.9	18.3	18.69
Median number of hours	20.0	20.0	20.0	20.0	20.0	20.0
Standard Deviation	15.6	14.7	14.75	15.6	14.7	14.75
<i>N</i>	10	6	16	10	6	16

Table D-16. Estimated Amount of Time Required for a Teacher to Complete Checklists and Prepare Evidence for Submission for Math (Q18a)

Q18.a.About what amount of time (per student) would be required for a teacher to complete checklists and prepare evidence for submission?	....for math, streamlined option?			....for math, full option?		
	School	District	All	School	District	All
Average number of hours	9.3	5.2	8.1	12.9	9.7	12.0
Median number of hours	5.0	3.0	4.0	7.0	5.0	6.0
Standard Deviation	11.9	6.6	10.8	14.4	13.0	14.0
<i>N</i>	67	27	94	65	27	92
<i>skipped question</i>	12	7	19	14	7	21

Q18. About what amount of time (per student) would be required for a teacher to complete checklists and prepare evidence for submission?	....for math, streamlined option?			....for math, full option?		
	School	District	All	School	District	All
# of Hours						
1 hour	13.4%	22.2%	16.0%	3.1%	7.4%	4.3%
2 hours	7.5%	25.9%	12.8%	10.8%	14.8%	12.0%
3 or 4 hours	23.9%	18.5%	22.3%	12.3%	18.5%	14.1%
5 or 6 hours	22.4%	18.5%	21.3%	23.1%	29.6%	25.0%
7 or 8 hours	3.0%	0.0%	2.1%	7.7%	3.7%	6.5%
9 or 10 hours	11.9%	3.7%	9.6%	7.7%	3.7%	6.5%
More than 10 hours	17.9%	11.1%	16.0%	35.4%	22.2%	31.5%
<i>Total</i>	100%	100%	100%	100%	100%	100%

Table D-17. Estimated Amount of Time Required for a Teacher to Complete Checklists and Prepare Evidence for Submission for ELA (Q18b)

Q18b. About what amount of time (per student) would be required for a teacher to complete checklists and prepare evidence for submission?	....for ELA, streamlined option?			....for ELA, full option?		
	School	District	All	School	District	All
Average number of hours	9.9	5.7	8.8	14.0	10.8	13.1
Median number of hours	5.0	3.5	5.0	8.0	6.0	7.0
Standard Deviation	12.3	6.7	11.2	15.1	13.1	14.6
<i>N</i>	67	26	93	65	26	91
<i>skipped question</i>	12	8	20	14	8	22

Q18. About what amount of time (per student) would be required for a teacher to complete checklists and prepare evidence for submission?	....for ELA, streamlined option?			....for ELA, full option?		
	School	District	All	School	District	All
# of Hours						
1 hour	13.4%	19.2%	15.1%	3.1%	3.8%	4.3%
2 hours	6.0%	19.2%	9.7%	10.8%	11.5%	12%
3 or 4 hours	26.9%	19.2%	24.7%	9.2%	15.4%	14.1%
5 or 6 hours	11.9%	23.1%	15.1%	23.1%	26.9%	25%
7 or 8 hours	11.9%	3.8%	9.7%	4.6%	11.5%	6.5%
9 or 10 hours	9.0%	3.8%	7.5%	12.3%	7.7%	6.5%
More than 10 hours	20.9%	11.5%	18.3%	36.9%	23.1%	31.5%
<i>Total</i>	100%	100%	100%	100%	100%	100%

Table D-18. Extent of Agreement with Statements about Using the AB 2040 Panel's Recommended Model Scoring Rubric (0-No Evidence to 4-Ample Evidence) (Q20)

Q20. To what extent do you agree with these statements: With appropriate training, the scorers could use the AB 2040 Panel's recommended model scoring rubric (0-No Evidence to 4-Ample Evidence) ...	a ... to provide for consistent evaluation of any type of student evidence (e.g., letter of support, work sample).			b ... to provide for consistent evaluation of evidence for any standard.		
	Sch.	Dist.	All	Sch.	Dist.	All
A. Strongly Agree	21.9%	25%	22.9%	20.3%	25.0%	21.7%
B. Agree	49.3%	59.4%	52.5%	51.4%	53.1%	51.9%
C. Neutral	13.7%	3.1%	10.5%	13.5%	3.1%	10.4%
D. Disagree	13.7%	0.0%	9.5%	10.8%	3.1%	8.5%
E. Strongly Disagree	1.4%	3.1%	1.9%	2.7%	3.1%	2.8%
F. Not Enough Information to Answer	0.0%	9.4%	2.9%	1.4%	12.5%	4.7%
<i>Total</i>	100%	100%	100%	100%	100%	100%
<i>N</i>	73	32	105	74	32	106
<i>skipped question</i>	6	2	8	5	2	7

Table D-19. Estimated Amount of Time (Per Student, After Initial Training) Required to Review and Score Work Sample Evidence Using the AB 2040 Panel's Recommended Model Scoring Rubric (Q21)

Q21. If you were on a scoring panel, about what amount of time (per student, after initial training) would be required to review and score the work sample evidence using the AB 2040 Panel's recommended model scoring rubric?	....for math, streamlined option			....for ELA, streamlined option		
	Sch.	Dist.	All	Sch.	Dist.	All
Average number of hours	5.5	3.6	4.9	5.9	4.0	5.4
Median number of hours	2.0	3.0	2.0	4.0	3.0	4.0
Standard Deviation	7.9	2.7	6.8	7.5	3.0	6.6
<i>N</i>	70	29	99	70	28	98
<i>skipped question</i>	9	5	14	9	6	15

Table D-20. Estimated Percentage of Students Expected to Appeal the District Decision and Request Their Evidence Be Scored by the State Panel (Q22)

Q22. About what percentage of students who do not pass the PVP would you expect to appeal the district decision and request their evidence be scored by the state panel?	School	District	All
A. 0%	1.4%	6.3%	2.9%
B. 10%	24.7%	28.1%	25.7%
C. 20%	8.2%	6.3%	7.6%
D. 30%	5.5%	3.1%	4.8%
D. 40%	0.0%	3.15	1.0%
E. 50%	11%	9.4%	10.5%
F. 60%	5.5%	0.0%	3.8%
G. 70%	4.1%	0.0%	2.9%
H. 80%	5.5%	3.1%	4.8%
I. 90%	6.8%	3.1%	5.7%
J. 100%	6.8%	6.3%	6.7%
K. I'm not in a position to answer	20.5%	31.3%	23.8%
<i>Total</i>	100%	100%	100%
<i>N</i>	73	32	105
<i>skipped question</i>	6	2	8

Table D-21. Extent of Agreement with Statement about Analytic Scoring Rubrics (Q23)

Q23. To what extent do you agree with this statement: Analytic scoring rubrics at the level of individual standards are needed for consistent evaluation of student evidence.	School	District	All
A. Strongly Agree	30.1%	34.4%	31.4%
B. Agree	42.5%	46.9%	43.8%
C. Neutral	15.1%	6.3%	12.4%
D. Disagree	8.2%	6.3%	7.6%
E. Strongly Disagree	1.4%	3.1%	1.9%
F. Not Enough Information to Answer	2.7%	3.1%	2.9%
<i>Total</i>	100%	100%	100%
<i>N</i>	73	32	105
<i>skipped question</i>	6	2	8

Table D-22. Estimated Amount of Time (Per Student, After Initial Training) Required to Review and Score Work Sample Evidence Using Analytic Rubrics (Q24)

Q24. If you were on a scoring panel, about what amount of time (per student, after initial training) would be required to review and score the work sample evidence using analytic rubrics?	...for math, streamlined option			...for ELA, streamlined option		
	Sch.	Dist.	All	Sch.	Dist.	All
Average number of hours	4.1	2.8	3.7	4.8	3.2	4.3
Median number of hours	2.0	2.0	2.0	3.0	2.0	3.0
Standard Deviation	5.7	2.0	4.9	6.2	2.5	5.4
<i>N</i>	67	29	96	67	29	96
<i>skipped question</i>	12	5	17	12	5	17

Table D-23. Degree of Agreement with the Statement: Teachers Should Participate on the District PVP Scoring Panels. (Q25)

Q25. To what degree do you agree with this statement: Teachers should participate on the district PVP scoring panels.	School	District	All
A. Strongly Agree	60.8%	43.8%	55.7%
B. Agree	27.0%	34.4%	29.2%
C. Neutral	4.1%	6.3%	4.7%
D. Disagree	5.4%	12.5%	7.5%
E. Strongly Disagree	2.7%	0.0%	1.9%
F. Not Enough Information to Answer	0.0%	3.1%	0.9%
<i>Total</i>	100%	100%	100%
<i>N</i>	74	32	106
<i>skipped question</i>	5	2	7

Table D-24. Estimated Percentage of Students Likely to Demonstrate Adequate Achievement in CAHSEE Math Skills to Pass Tier Two (Q26)

Q26. On the multiple-choice CAHSEE math, a passing score requires about 55% accuracy on the items. Assume that about 55% of a student's PVP math work samples need to be scored "Adequate Evidence" for the student to achieve an overall "Pass" for the Tier Two math. Think about all the students who would enter PVP. About what percentage of those students would likely demonstrate adequate achievement in CAHSEE math skills to pass Tier Two?	a ...streamlined option?			b...full option?		
	Sch.	Dist.	All	Sch.	Dist.	All
A. 0%	0%	0.0%	0.0%	0.0%	0.0%	0.0%
B. 10%	2.7%	0.0%	1.9%	5.6%	6.3%	5.8%
C. 20%	1.4%	6.3%	2.9%	9.7%	9.4%	9.6%
D. 30%	5.5%	3.1%	4.8%	6.9%	12.5%	8.7%
D. 40%	6.8%	9.4%	7.6%	5.6%	9.4%	6.7%
E. 50%	12.3%	12.5%	12.4%	18.1%	3.1%	13.5%
F. 60%	8.2%	9.4%	8.6%	13.9%	15.6%	14.4%
G. 70%	19.2%	15.6%	18.1%	13.9%	3.1%	10.6%
H. 80%	16.4%	9.4%	14.3%	4.2%	6.3%	4.8%
I. 90%	12.3%	3.1%	9.5%	5.6%	6.3%	5.8%
J. 100%	1.4%	6.3%	2.9%	2.8%	3.1%	2.9%
K. I'm not in a position to answer	13.7%	25.0%	17.1%	13.9%	25.0%	17.3%
<i>Total</i>	100%	100%	100%	100%	100%	100%
<i>N</i>	73	32	105	72	32	104
<i>skipped question</i>	6	2	8	7	2	9

Table D-25. Estimated Percentage of Students Likely to Demonstrate Adequate Achievement in CAHSEE ELA Skills to Pass Tier Two (Q27)

Q27. On the CAHSEE ELA, a passing score requires about 60% accuracy on the multiple-choice items. Assume that about 60% of a student's PVP ELA work samples need to be scored "Adequate Evidence" for the student to pass the Tier Two ELA. Think about all the students who would enter PVP. About what percentage of those students would likely demonstrate adequate achievement in CAHSEE ELA skills to pass Tier Two?	A ...streamlined option?			B...full option?		
	Sch.	Dist.	All	Sch.	Dist.	All
A. 0%	0%	0.0%	0.0%	0.0%	0.0%	0%
B. 10%	1.4%	0.0%	1.0%	4.1%	6.3%	4.8%
C. 20%	5.5%	9.4%	6.7%	15.1%	3.1%	11.4%
D. 30%	6.8%	3.1%	5.7%	4.1%	15.6%	7.6%
D. 40%	6.8%	6.3%	6.7%	9.6%	9.4%	9.5%
E. 50%	8.2%	3.1%	6.7%	16.4%	9.4%	14.3%
F. 60%	17.8%	15.6%	17.1%	13.7%	12.5%	13.3%
G. 70%	12.3%	15.6%	13.3%	6.8%	3.1%	5.7%
H. 80%	19.2%	12.5%	17.1%	9.6%	6.3%	8.6%
I. 90%	5.5%	3.1%	4.8%	1.4%	6.3%	2.9%
J. 100%	1.4%	6.3%	2.9%	4.1%	3.1%	3.8%
K. I'm not in a position to answer	15.1%	25.0%	18.1%	15.1%	25.0%	18.1%
<i>Total</i>	100%	100%	100%	100%	100%	100%
<i>N</i>	73	32	105	73	32	105
<i>skipped question</i>	6	2	8	6	2	8

Table D-26. Extent of Agreement with Statements about Ensuring Uniformity in Work Samples and Scoring (Q29)

Q29. To what extent do you agree with these statements:	a. The types and number of required work samples could be adequately defined to ensure uniformity across the state in the evidence collected.			b. Procedures and training for scoring could be adequately defined to ensure uniformity across the state in the scoring of evidence.		
	Sch.	Dist.	All	Sch.	Dist.	All
A. Strongly Agree	25.7%	18.8%	23.6%	25.7%	21.9%	24.5%
B. Agree	45.9%	62.5%	50.9%	39.2%	59.4%	45.3%
C. Neutral	8.1%	9.4%	8.5%	14.9%	9.4%	13.2%
D. Disagree	17.6%	3.1%	13.2%	16.2%	3.1%	12.3%
E. Strongly Disagree	2.7%	6.3%	3.8%	4.1%	6.3%	4.7%
F. Not Enough Information to Answer	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Total</i>	100%	100%	100%	100%	100%	100%
<i>N</i>	74	32	106	74	32	106
<i>skipped question</i>	5	2	7	5	2	7

Table D-27. Extent of Agreement with Statements about Respondent's Familiarity with the Mathematics CAHSEE and ELA CAHSEE Content Standards (Q33)

Q33. To what degree do you agree with this statement: I am familiar with the CAHSEE content standards:	Mathematics			ELA		
	Sch.	Dist.	All	Sch.	Dist.	All
A. Strongly Agree	55.4%	45.2%	52.4%	51.4%	34.4%	46.2%
B. Agree	29.7%	32.3%	30.5%	32.4%	43.8%	35.8%
C. Neutral	8.1%	12.9%	9.5%	6.8%	12.5%	8.5%
D. Disagree	5.4%	3.2%	4.8%	8.1%	3.1%	6.6%
E. Strongly Disagree	1.4%	3.2%	1.9%	1.4%	3.1%	1.9%
F. Not Enough Information to Answer	0.0%	3.2%	1.0%	0.0%	3.1%	0.9%
<i>Total</i>	100%	100%	100%	100%	100%	100%
<i>N</i>	74	31	105	74	32	106
<i>skipped question</i>	5	3	8	5	2	7

Table D-28. Professional Position (Q34)

Q34. Professional Position	School	District	All
Special Education Teacher	52	3	55
District Testing Coordinator	0	4	4
Special Education Coordinator, District Level	1	6	7
Special Education Coordinator, School Level	6	0	6
Other	15	19	34
<i>N</i>	74	32	106
<i>skipped question</i>	5	2	7

Table D-29. Years of Experience in Position (Q35)

Q35. Years Experience in Position	School	District	All
Less than 2 years	5.4%	18.8%	9.4%
2-4 years	10.8%	15.6%	12.3%
More than 4 years	83.8%	65.6%	78.3%
<i>Total</i>	100%	100%	100%
<i>N</i>	74	32	106
<i>skipped question</i>	5	2	7

Table D-30. Gender (Q36)

Q36. Gender	School	District	All
Male	23.0%	21.9%	22.6%
Female	77.0%	78.1%	77.4%
<i>Total</i>	100%	100%	100%
<i>N</i>	74	32	106
<i>skipped question</i>	5	2	7

Table D-31. Ethnicity (Q37)

Q37. Ethnicity	School	District	All
Caucasian	69.9%	74.2%	71.2%
African American	8.2%	0.0%	5.8%
Hispanic	13.7%	9.7%	12.5%
Native American	0.0%	6.5%	1.9%
Asian/Pacific Islander	4.1%	6.5%	4.8%
Other	4.1%	3.2%	3.8%
<i>Total</i>	100%	100%	100%
<i>N</i>	73	31	104
<i>skipped question</i>	6	3	9

Table D-32. Common Scale Ratings Comparison

To what degree do you agree with this statement:	Average Rating			Std. Deviation		
	School	District	All	School	District	All
(Q4) It would be feasible to identify students eligible for PVP by the start of the second semester of their senior year.	3.9	4.0	4.0	1.2	1.1	1.2
(Q10a) School responsibilities for collecting and reviewing PVP evidence could be implemented fairly easily.	3.1	2.8	3.0	1.1	1.2	1.2
(Q10b) District responsibilities for scoring PVP evidence could be implemented fairly easily.	2.9	2.8	2.9	1.1	1.2	1.1
(Q14a) Work sample requirements should be focused on individual standards rather than at the strand level.	3.7	3.1	3.5	1.1	1.2	1.2
(Q14b) The work sample evidence would allow students to demonstrate the same level of academic achievement that the CAHSEE requires.	3.5	3.7	3.6	1.1	1.0	1.1
(Q15a) Evidence from CAHSEE intervention/remediation course is an important requirement to include along with the work samples to enable students to demonstrate the same level of academic achievement that the CAHSEE requires.	4.2	4.3	4.2	0.9	0.6	0.8
(Q15b) Evidence from letter of support is an important requirement to include along with the work samples to enable students to demonstrate the same level of academic achievement that the CAHSEE requires.	3.6	3.6	3.6	1.0	1.0	1.0
(Q15c) Evidence from IEPs with standards-based goals, based on the CAHSEE blueprints is an important requirement to include along with the work samples to enable students to demonstrate the same level of academic achievement that the CAHSEE requires.	3.8	4.1	3.9	1.0	0.8	0.9
(Q20a) With appropriate training, the scorers could use the AB 2040 Panel's recommended model scoring rubric (0-No Evidence to 4-Ample Evidence) to provide for consistent evaluation of any type of student evidence (e.g., letter of support, work sample).	3.8	4.1	3.9	1.0	0.8	1.0
(Q20b) With appropriate training, the scorers could use the AB 2040 Panel's recommended model scoring rubric (0-No Evidence to 4-Ample Evidence) to provide for consistent evaluation of evidence for any standard.	3.8	4.1	3.9	1.0	0.9	1.0
(Q23) Analytic scoring rubrics at the level of individual standards are needed for consistent evaluation of student evidence.	3.9	4.1	4.0	1.0	1.0	1.0
(Q25) Teachers should participate on the district PVP scoring panels.	4.4	4.1	4.3	1.0	1.2	1.0
(Q29a) The types and number of required work samples could be adequately defined to ensure uniformity across the state in the evidence collected.	3.7	3.8	3.8	1.1	1.0	1.1
(Q29b) Procedures and training for scoring could be adequately defined to ensure uniformity across the state in the scoring of evidence.	3.7	3.9	3.7	1.2	1.0	1.1
<i>Average</i>	3.7	3.8	3.7	1.1	1.0	1.0

The rating scale was 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

Appendix E: Feedback to Open-Ended Questions

Each number represents a different response. The location of the section where the question was included in the online feedback opportunity is in parenthesis following the question.

Question 9: Do you have any other comments regarding the PVP eligibility criteria or other characteristics of eligible students? (Eligibility)

School Respondents

1. Looking at our school's diverse population and our current special education programs offered I believe (sic) that this model can be a successful compromise the passing the CAHSEE. At the same time, it will still create a "positive" challenge for our special education students trying to achieve their high school diploma.
2. I think the students have a better chance of passing the CAHSEE than meeting the PVP criteria, and therefore the CAHSEE should remain in place. No other assessment tool is needed.
3. Realistically, there should be the ability to initiate the PVP process sooner than the 12th grade. It will certainly (sic) take a significant amount of time to go through the PVP process, and if we have to wait until a failed attempt of the 12th grade, that would not leave sufficient time to do a quality job of documenting the students' alternative levels of achievement. It is understood, that we would gather information throughout the students tenure, but this still seems to be an unrealistically short time-frame.
4. May be too time consuming to create a portfolio to verify skill attainment
5. I believe strongly that an alternative form of assessment provides our students with a greater opportunity to succeed. Data consistently reflects that emotionally disturbed students have drastic fluctuations in performance on standardized states because their performance is often directly related to their emotional state at that point in time. Using the PVP strategy or and/or CMA would also put teachers in a better position to measure performance using authentic work products that demonstrate progress or challenges over time rather than a single instance.
6. Most of these students read at a level far below their grade level and have limited vocabularies in English.
7. I believe PVP eligibility should not wait until the start of second semester. Sooner would be better.
8. Most of the students here qualify for services under the SLD category. A large percentage of the students have either visual or auditory processing disorders. They have extreme difficulties with taking tests, even with modifications. If the CMA proves to be a valid test, why not create a CMA type of test for the CAHSEE? Also, what about the new immigrants who also have a learning disorder? The language barrier restricts a good deal of students from passing the CAHSEE. This leads to no diploma and a mistaken impression that the student is not made from "the right stuff" to have a future full of possibilities.

9. We will likely have less than 5 students per year who are grade 12, haven't passed one or both parts of CAHSEE. We will have EL students, but it will depend on year.
10. I feel the students should have taken the CAHSEE more than two times after 10th grade. I would give more points to actual work samples rather than letters from teachers... Also, I would consider whether or not the students make progress each time they took CAHSEE.
11. PVP Eligibility criteria should be started at the end of a student's junior year. By the end of the first semester of the senior year, it may be too late to offer viable assistance.
12. I believe that students with IEPs and auditory/visual processing or SLD have such a difficult time. ELL learners struggle so much with the English and the passages and academic vocabulary is limited. Essay directions are written with verbiage (sic) not used by ELL learners. Because of inclusion, identifying students with needs has become a daunting task
13. Students should have sufficient (sic) credits to graduate and a 2.0 GPA.
14. I understand and like the tier 1. I feel that the tier 2 is very subjective and complicated in collecting the evidence.
15. SDC students in general education algebra have significant difficulties with the concepts- Most of these students will never be able to pass the CASHEE in Math. In addition, most of our students have significant language (receptive/expressive) difficulties and will not pass the ELA portion of the CASHEE.
16. We have 200 Special Education students in the mild/moderate area. Of those who could benefit from the PVP are almost all. The possibility of using a PVP would be wonderful. Rewriting the test to be like the CMA would be good, too.
17. The question about identifying students at the start of second semester their senior year worries me. Our school is on a 4X4 block schedule, which means that there is more to do each semester, since each semester counts as a year. Giving us only one semester to fulfill these requirements would create much undue stress and havoc with our teachers (since most of our students would most likely be in the tier 2 category). Additionally, second semester is our "IEP season", so there is more paperwork. Please consider other school factors ("busy" seasons, reasonable time expectations of Tier 2, etc) when determining a timeline for implementation! Thank you.
18. Most of our students are auditory, visual, or cognitive processing deficient (sic). Our average special education student reads at a 4.5 grade level due to their disability. Their reading comprehension averages 3.0 to 4.0 grade level. Most of them can make progress, but probably will never read at grade level due to their disabilities. We do have 10-12% that are in general education classes and are functioning. These are the students that have passed the CAHSEE with or without modifications. The rest may never pass.
19. If teachers are not able to prepare the evidence until the second semester of the senior year, how quickly will the turn around time be for determining (sic) if enough evidence has been provided so that a student will be awarded a

- diploma? From what I am seeing it appears there may be much left to speculation unless guidelines are laid out VERY clearly, especially for Tier II.
20. Students with disabilities who are also English Learners are the ones most in need of exceptional assistance.
 21. Criteria for tier 1- Good idea to include CST scores. Criteria for tier 2- intervention courses...if students are not identified until spring of the senior year, how will they receive (sic) necessary intervention services?
 22. When developing criteria for who could be eligible for the PVP, the students who were in special ed but exited should also be considered.
 23. It will be too late if students start PVP the second semester of their senior year. Beginning their senior year, students should be working on PVP.
 24. Tier 1 seems harder than just taking the CAHSEE itself with modifications. Most of the kids who would pass PVP with Tier 1 would be able to pass the CAHSEE with modifications.
 25. All of our students are either deaf or hard-of-hearing. Even though they may not be classified as ELL students, many have never heard spoken English, or have only minimally heard spoken English - or any other spoken language. They are essentially English learners. Thus, for almost all of our students, comprehension of written text and expression in written English is a very difficult task.
 26. Most students who would be eligible for PVP would have been placed in the CAHSEE Intervention courses ever since their junior year. Many have taken either or both tests at least 3 times by the 1st term of their senior year. Most students have been in various intervention courses since their freshman year of high school with significant Learning Disabilities, documented in their IEPs. Development of a curriculum that would collect evidence of Core Standards met would be needed to truly assess the student's ability levels and show competency. Teacher training of the curriculum is needed as well. Criteria for students from out of state are another concern. (I had a student show 1/2 way through their senior year and never had taken the test...he didn't pass the 1st time he took it either.)

District Respondents

1. Too often districts & schools do not update 504 plans. If students are identified early in the elementary years, and never updated, this new process of PVP could bring parents back to trying to get a new plan in order to avoid the requirement of receiving a passing grade on the CAHSEE. There should be some criteria of history of intervention or 504 plan on record in order to assure that the PVP is not an alternative for school to use to get students graduate and statistics to go up.
2. ELL students are not necessarily in Special Education.
3. Reading and math levels; successfully passing the exit exam classes.
4. Each situation will be very different based on the needs of the student. Consistent and clear procedures for eligibility will be necessary to assure each individual student's needs are met.
5. Sometimes students who would be eligible start out high school on a diploma track but that status has to change somewhere in their high school years because they cannot pass Algebra.

6. Most of the ELL who may be eligible for PVP are usually long term ELLs. I believe this is a process that needs to be talked about at IEP meetings for students who are more or less in contained special ed. classes, especially as early as possible in the implementation stages. The second semester of the senior year would not allow for the time needed to implement or allow for proper discussion of eligibility (sic).

Question 13: Do you have any other comments regarding the roles and responsibilities of schools and districts for PVP Administration, or professional development related to this process? (Administration)

School Respondents

1. Less is more....
2. I believe that the roles and responsibilities of administration are positive and obtainable at the SITE level. A large district may encounter conflicts of judgment (sic) with regards to implementation (sic) and appropriate scoring.
3. I feel teacher will be bogged down with the paper work necessary to fulfill (sic) this PVP requirement. I still feel this will add more unnecessary work to Special Ed. teachers work-load.
4. Teachers, administrators and counselors will need to form a site team to collaboratively monitor students, their eligibility/progress and the interventions implemented. Collaboration between the school site and the district is also essential in initiating and completing this process.
5. This would be an unprofitable D-use of district and school staff time, in that the requirements would not likely be met by students even under the PVP. They have a much better chance of passing the CASHEE.
6. Would the case manager be fully responsible for administering PVP?
7. How much evidence would be required and would there be a standard for all schools/districts to use when evaluating work?
8. This presentation is not sufficiently explained or documented to be able to have a clear understanding of the roles and responsibilities of the PVP implementation process. We would need greater details of the expectations of portfolio development, assessment, class expectations (sic), etc.
9. It would be essential that scheduled minimum days and prep time be allotted for Special Education teachers to gather and organize the needed data. Also, rather than abstract, general directives about what should be done, uniform guidelines and tools should be provided for each teacher to ensure consistency and make this form of alternative assessment realistic and achievable.
10. When will the point system be released to determine Tier 1 student eligibility for a diploma?
11. The requirement that the teacher monitor the student as the work sample is produced seems ambiguous to me. Much class work is done with assistance and prompting. It would require huge amounts of time to monitor student work samples that are completed without any assistance whatsoever.
12. The evaluation process would need to be standardized across the district so that as students move from school to school within the districts expectations are consistent.
13. At each site where PVP is going to be implemented (sic) there needs to be a special education (sic) teacher that is the point person to communicate to other staff and district personnel (sic) about other teachers concerns and questions. Also, it is vital to have a person on site to be able to answer questions and implement/build strategies (sic) to gather needed data in a manner that works best for that group of teachers.

14. I do not think that it will take a long time for teachers and administrators to learn about the PVP process. However, it will take a lot of time gathering all the information for each student to make sure they meet the criteria for each tier. Also, it is important that the administrators, teachers, and state are clear on their communications and do not come up with a plan half way through the school year which would cause everyone to scramble to find materials and data.
15. If there were specific guidelines, I do not think there is much involved regarding training. I feel I could personally handle the changes at my school site.
16. Keep it as simple as possible!
17. Tier 2 data seems much less quantifiable and I would be concerned about what that level would actually mean (especially letters of support). It may be that school sites may feel compelled to find evidence, and it appears that Tier 2 seems to invalidate the efforts in Tier 1. It may be recommended that the criteria in Tier 2 needs to be very clear and specific in order for site based special ed case managers to know how to complete. The site would need specific guides and criteria in order to know that what is being presented is appropriate and sufficient. The District panel should be made up of a team of individuals who did not directly work with child (if possible).
18. I think it's important that someone beside the teacher reviews the student's work. I want this process to mean something and it needs to be evaluated by someone who is not close to the student.
19. Schools should have the major responsibility of collecting data for onward transmission to the district. A teacher from each school should meet as a team with district officials to finalize any data information to the State.
20. Will the scoring of the PVP be an additional duty for the Special Education Provider/504 coordinator or will we be given additional paid time outside of our regular work hours to do this?
21. Individual Case Managers would need extra time with their potentially graduating students. Release time would be necessary for the first year or two of PVP as most of these students do not have previous (sic) work or documentation to show that they have achieved specific standards and may have to repeat work.
22. Will the state provide the Districts with rubrics and criteria for establishing what constitutes the standard being met or will that be done by each district?
23. None
24. I would suggest to link the PVP to the welligant program so all the information of the student and all the information of the PVP is centralized. Most of the students have an IEP online, and if PVP is connected to the IEP, it would make sense to somehow connect the two to make eligibility (sic) a lot more easier.
25. Please consider that the learning curve will be different for each one. The question about PD time required could vary WIDELY! Our district recently changed our IEP system mid year. Some teachers required one training, others needed extensive support. There MUST be sufficient support for staff. Additionally, would this be another day that teachers are pulled from their classrooms (time away from students)? My teachers are already pulled out of their classes one to two times a month for PD.

26. All of the work samples will be open to subjective interpretation. What a teacher may regard as meeting standards for that student's level of ability, may come up against a one size fits all standard at the district or state level. We would all love to see our SPED students meet the same standards as other students, but in reality meeting standards will be based on a student's level of disability not ability. All of our students can make progress, but may never be able to pass the CAHSEE standards, even though they work very hard to pass their classes.
27. At first glance, from the presentation, it appears best to have one person at the school site to oversee submission of all CAHSEE PVP's after individual teachers work with their students. Is this what is planned? Then when it is sent to the district level the document will be reviewed by one person also? It makes sense for the same person to do that to maintain continuity - or at least the same person review for a school or group of schools so they know who to contact with questions. Since this is such a detailed process, the fewer hands it goes through, the better to help reduce confusion.
28. PVP Administration and professional development should be at the school level to accommodate the specific tailored needs of each school.
29. The responsibility (sic) of accurate, unbiased scoring and reporting needs to be handled by a team that is solely responsible for PVP. If the team was strictly site teachers / administrators there could be discrepancy (sic) between sites as to scoring and what is expected. If the district had a PVP team that was responsible for all sites that would provide an equal opportunity for all who qualified.
30. SpEd dept chair should be fully released in each school site to work with the counselor and district personnel. There also needs to be an agreement regarding the Tier 2 process. What specific standards should be covered and what assessment measures are in place to assess mastery? For the lead persons, more time would be needed to start the process.
31. This sounds like a lot of arbitrary and subjective grading. There would need to be a lot of calibration and creation of district wide rubrics in order for this to be valid. Also, putting even more responsibility onto sped teachers at the school site is a violation of union contracts. There would need to be a lot of support for this to happen. I again state the importance of making sure we are maxing out accommodations/modifications of the CAHSEE itself.
32. Although we as a staff agree that the collection (sic) of data is feasible (sic), we find the connection to colleges and data outside of our realm would be difficult to obtain.
33. Training should incorporate hands-on practice of mock PVP to ensure understanding of the process and criteria.
34. Training should incorporate hands-on practice of mock PVP to ensure understanding of the process and criteria.

District Respondents

1. General Education and Special Education teachers need to work closely together to document interventions and successes. Too often teachers view this as separate issues. When documenting information for Tier 2 of PVP, it is crucial

- that both general education and special education teacher receive the same profession development training.
2. This looks fairly overwhelming with current budget status and lack of staff to participate in the process.
 3. The question of setting up a team to assess across the District will be difficult to set up given the current financial situation. The amount of prep time involved in the initial (sic) implementation of the process and the gathering of data on the teacher's part is going to be very time consuming.
 4. It may be difficult to make sure that all staff throughout the state are scoring each student the same way. Need to make sure there is a rubric (sic) for all to follow.
 5. We would need a lot of time to train our teachers regarding the type of evidence they would need to gather for the LEA panel. There would also be staff development/sub pay to implement this alternative assessment.
 6. I believe that the amount of time would vary in that it will take much more time in the beginning to establish the process. However as with any other process, it will go faster with repetition and the refinement of procedures within the school/district. It will take much more time for training on work samples for current students than it will later when they can be gathered as the student is completing the courses.
 7. The training session should be in each semester. After some years maybe just a refresher around 1-2hrs in beginning of each semester would be sufficient.
 8. Cuts at the central office level due to budget constraints would make this task difficult to assign these additional duties. The teacher training required would ultimately improve instructional practices and over time would not require as much fundamental training as in the beginning of this process.
 9. Tier I evidence should be reviewed and evaluated by the site administrator using the checklist before submitting to district. District panel should not have to be convened to evaluate Tier I evidence, only Tier II.
 10. I do not agree with the Community College Entrance Exam results as a measure of high school success...the logistics for the administration, scoring and reporting are just not feasible.
 11. Again, consistency and a clear understanding of the process will be critical. It is hard to determine the amount of time necessary to train staff as well as the impact up district budget to do so.
 12. There needs to be a clear distinction as to who will be responsible for the professional development. It should come as a directive from district level personnel.
 13. At both the district and school level, there would need to be a highly structured, systematic plan in place for both administration and professional development.
 14. I think the idea is good. I do not like the time commitment (sic). Administration is stretched thin. This will definitely require time.
 15. Specific training materials would need to be provided by the State for the training of both groups. Each teacher/case manager at the school sites would be responsible for completing the items needed for submission for their assigned students. An intermediary person, such as the Associate Principal for Educational Development at each school site, would be the person responsible

for evaluating the submission before sending it to the District Office. Currently, the administrator in charge of testing at the District Office deals with the waiver process working with the APEDs and might be the ultimate person in charge of a second evaluation, if necessary.

16. Testing Coordinator would help. It's just more work without improving program.
17. It is really hard to estimate an accurate amount of time for training until we go through it once.

Question 19: Do you have any other comments regarding the type or number of work samples, alignment of evidence with the standards, or the collection of PVP evidence? (Evidence)

School Respondents

1. We are assuming that a teacher has been teaching standards based curriculum and that the work samples are created and just need to be collected. If this is not the case, the process will take much longer.
2. I think it should take a teacher about 30-60 minutes to complete all checklists and organize evidence for each student to submit to district for evaluation. It should also be on the computerized IEP software the district provides.
3. I feel like the 'streamline' option is more attainable rather the 'full' option for a student wanting to receive a high school diploma. Too much time on work samples will pull away from the objective at hand. As these students are gathering specific work samples, we must remember that they are also in other subject and or elective classes that also show 'evidence' of success that we all seek as educators. That success is a well-rounded, high achiever and positive member of our community.
4. One concern with work samples is that assignments vary from class to class, especially in English, and teachers grade differently, which will impact the evidence. Several questions arise: Can teacher-made assessments be used as evidence of having met standards? What percentage of the work has to be correct in order for the evidence to be valid? Will someone from the district review collected evidence to determine if the submissions meet the outlined criteria?
5. This would detract from actual instruction, and would make students have less thorough learning. Students would be forced to demonstrate quick mastery of a standard or strand, but not long term mastery. This would greatly detract from real instruction and real learning.
6. What role would General Education teachers play in collecting PVP evidence?
7. It is somewhat hard to answer the question of how many hours not having a clear understanding of the work sample requirements.
8. I really like this alternative approach to assessment (sic). However, it is essential that administrators understand that teachers need a significant amount of time to collect, organize and prepare the evidence. It is not a task that can merely be added to the list of responsibilities and relegated to after-school hours.
9. The problem with collecting work samples is many of the standards for math and ELA are taught before students reach high school level.
10. Determining possible work samples and then gathering the evidence would take many hours, following that, the initial evaluation of the first student would be particularly time-consuming, with subsequent students requiring less time.
11. Would work sample collection only pertain to the standards/strands for which the student did not demonstrate competency? Or would the student have to produce for all standards/strands of the test. What about students entering the SELPA in their senior year? Work sample creation in a student's senior year will be a

- daunting task for the student, teacher, and coordinators. Why hasn't the state created a CMA-like test for the CAHSEE?
12. Streamlined Version work samples would be based around main topics that are covered in the CAHSEE. A checklist for both English and Math teacher to have and have the ability to fill out what assignment will align with that CASHEE topic before school year begins. Gain approval from PVP district personnel (sic) and teacher will be more comforTable D-with being able to implement appropriate (sic) assignments to fulfill those requirements (sic).
 13. As long as the teachers know ahead of time what is required, they could start folders on the students to keep work samples. I also think that if the teachers collaborated with each other and had a chance to align certain items with the standards then it would alleviate a lot of confusion, frustration, and scrambling.
 14. I struggled with giving you times because if teachers were prepared at the beginning of the school year that they would need this information, they could be accumulating it based on standards taught.
 15. Do the work samples require any student supervision? Could students complete at home? Therefore negating the authenticity of their work? Is there any procedure for how work samples must be produced?
 16. Having never done this, I have no idea how long it would take. Obviously full option will take longer then streamlined. I'm sure at first it will take quite a few hours to figure out the work samples and aligning it to the standards. ELA will take longer then math. It's important this is standardized and everyone isn't doing whatever they feel like.
 17. Evidence of work for Math should be collected from the junior year and not the senior year. Most students don't have math classes in their senior year (based on a 3-year math requirement). Most seniors take CASHEE remedial classes during their senior year. There are too many standards to be covered in a short time frame. There is not enough range of strong evidence of the student's work or abilities. Evidence should be over time and not just a year.
 18. I am so concerned about how the evidence will be reviewed, and objective
 19. It seems that it would be more feasible to collect actual work samples that the students have completed in their prospective classes throughout the school year. It seems that this way would create an immense amount of extra time and work for an already stressed out and stretched out senior student. Students are almost always required to keep a binder for their classes and they should have many of the necessary work samples necessary already included their and we would be able to collect those as needed.
 20. The evidence gathering needs to start on day 1 of the school year and continue to be kept throughout in case it is needed. Standards needs to be identified and teacher (sic) knowledge of requirements clearly stated
 21. One work sample per standard or strand should be sufficient
 22. Benchmark scores, district test scores
 23. I believe it would take a significant amount of time to prepare this evidence for graduating seniors. PLUS-- The ability level will still NOT be at the level required for passing either portion of the CASHEE.

24. Work samples should be connected to the strands of the CAHSEE and the CAHSEE class should cover exactly all the strands in the CAHSEE. This way, work samples can easily be evaluated to see if the student is successful in learning the strands in the CAHSEE.
25. I am concerned about the amount of time it will take to collect the essential work samples for each student. Special Ed. teachers already are inundated with paperwork, and they are finding it increasingly challenging to meet the current clerical demands of the job.
26. It seems that the most reasonable way this could work is to have a senior seminar type class in which students work with the teacher to prepare this documentation. However, if students are credit deficient, then this is going to require quite a bit of outside work on the part of the teacher.
27. Considering our caseload is now up to 24-27 students for every case carrier, Portfolios would have to be maintained by the case carriers, and material collected from each of six teachers once a week, and then compiled. This would logically start when our students are freshman, and continue on (with revisions) until they are seniors and they can produce a body of work that will qualify. Our students don't work at the same rate as other students. There is a subtle measure of absurdity in this proposal. Not to mention, where are we going to store all of these portfolios and work.
28. The numbers listed above are mere guesses. I believe time will decrease as teachers get used to the process but at first it will be quite time consuming. It will be more than just completing checklists and preparing evidence - we will have to educate students regarding what they will need to do and then make sure they have met the requirements. Please don't make the mistake of believing this is a simple task for teachers monitoring the progress.
29. Alignment of evidence with the standards is more important than the number of work samples.
30. Q17- This time estimate depends completely on the individual student.
31. I don't think community college placement tests are a good measurement. Students rarely take these, and they would be hard to compel a student to take.
32. I believe the suggested number of work samples is too many. I do feel the samples should be of work assignments generated by the district following the CAHSEE release samples. These work samples should be generated over a quarter or semester. As for the time per student that is difficult to judge. I wanted to suggest 1.5 hours for streamlined (sic) math and ELA but this program did not allow anything but whole hours.
33. Students should prepare at least three work samples for each standard and the school team will choose the best one to turn in to the district for approval by the board.
34. These questions about how many hours it would take for a students to fulfill the requirement are difficult to answer. There are so many variables: each student works at their own pace. The collection of PVP evidence would take a major overhaul of how RSP/SDC teachers design their classrooms. Most difficult would be for RSP teachers to get work samples from mainstream teachers. Most RSP students at our school pass the CAHSEE, so hopefully this won't be an issue

35. If students are to create and complete activities at 50%-75%, or 100%, of items similar to those on the CAHSEE, in enough depth to show competency in each specific skill, including examples of essays, teachers of DHH students would need a great many hours to prepare those types of activities. It's not just a matter of collecting the information. It's about creating the activities or worksheets specific to the exact skills being tested. Also, our students may need a week or more to create and edit even one essay. The time is prohibitive. Perhaps my understanding of 'prepare evidence' is not correct.
36. The collection of evidence should begin at the end of the sophomore (sic) year. This will allow for two years worth of data that would show growth and mastery over time.
37. If students are able to meet the standards, then obviously they are able to pass the CAHSEE. This is a moot point!
38. Could work samples from student's junior year be used as evidence? Difficult to specify the amount of time to collect evidence without seeing a copy of the complete checklist

District Respondents

1. This appears to be a very time consuming method. I'm not sure we could get teacher buy in for this.
2. More than one work samples should be provided to indicate the level of competency. Since the CAHSEE covers state standards from grade 6 to high school, it would be quite difficult for the current year teacher to assess all strands needed. A portfolio and professional development is needed to keep documentation of mastery of standards
3. We need specific information on what the work samples would require.
4. Initially, developing/setting up a process for teachers to set the collection of this evidence, etc. will be very time consuming. As time goes on this will become easier and less time intensive.
5. Each student should have a file and checklist so they do not fall through the cracks.
6. The amounts of time I have written are a total guess. Each of our teachers is very different in their own organizational skills and it will vary by teacher.
7. I think the planning takes time. After implementation starts it is not really hard to put the evidence together. If the teacher knows what is expected of her for a particular students she will start to collect all evidence starting from the beginning of the school year and align the assignments accordingly.
8. It is difficult to estimate the amount of time it would take for teachers to gather samples. There are so many variables to consider. The teachers would need a solid understanding of the standards assessed through the PVP process before being able to pull or create work samples that can be considered as evidence for mastery. ELA will take more time because they will need to evaluate students reading ability and students with disabilities will need ample time to read and answer questions during assessments.
9. I disagree with work samples as evidence. It lessens student responsibility to pass the CAHSEE Exit Exam courses. I also disagree with work samples as evidence because it puts too much pressure on the teacher. Students should be able to use grade-level materials with accommodations and/or modifications and pass the class in order to show competency.
10. I was unable to answer some of the previous questions. Sorry.
11. It is difficult to place time because the evidence is gathered throughout the year
12. Again, consistency will be key! Examples and requirements must be clear so that both students and staff understand.
13. The work collection needs to start as soon as the student is labeled as a student on a certificate of completion track.
14. Obviously, this will be time intensive on the teacher and student's part. I would hope we would be rolling this out with time for District's to put in place methods of record keeping. It is difficult to answer these questions without knowing exactly what we would be doing.
15. Requirements should be specific, rigorous and understandable to the teacher/case manager, parent and student. The second semester of the junior year might be considered as the start of the 'full option.' Work samples should be

standardized statewide and the packet submitted will look the same from district to district.

16. Work samples can cover more than one objective or standard.

Question 28: Do you have any other comments regarding the model scoring rubric, the analytic scoring rubric, or the scoring of PVP evidence in general?

School Respondents

1. I think the evidence should come from an individual's IEP goals that reflect their level of achievement of those goals over a period of 4 years. this evidence should again, be individualized to the student, drawing upon teacher evidence that they have worked on standards based curriculum and have demonstrated a 'pass' level of competency in the classroom.
2. I believe that a rubric is an easy way to score and yet has the accountability the state/district (sic) needs. The expectations of a tier two student is very clear. No much room of other interpretations (sic). Training is necessary.
3. It would be very cumbersome to district staff.
4. Teachers/Panel members would need significant time to calibrate the rubric.
5. The model scoring rubric is not descriptive enough to lead to consistent scoring. The analytic scoring rubric would be more efficient and effective.
6. I think it is a good idea that the CAHSEE is not going to be the sole decider in who gets a diploma. I work with students who have disabilities. It is like asking a student in a wheel chair to get up and run a mile. That is not fair just like it is not fair to ask a student who has a learning disability to take a test that they mentally cannot do at the level required. I do think it is important that diplomas are not handed out to everyone. There does need to be some sort of requirements otherwise what is the point of a diploma? Some of these kids may not be able to analyze Shakespeare but they have other amazing talents like drawing, computers, and music. This should be considered as well.
7. If students are familiar with the rubric, then the PVP testing should not make a difference. If they already have worked with it, and given opportunities to review areas of weakness for improvement, it should be fine.
8. It would seem that scorers would need a 4 point rubric for each individual question or standard. Examples would be necessary for all types of problems, levels of difficulty, as well as the rubric for possible answers to each type. Without this, scorers will be completely inconsistent in rating the work sample. Teachers and administrators often have difficulty with calibration of student work, and disagree about whether the student answer is at grade level, and at the level asked for by the standard.
9. I really don't feel comfortable D-guessing how many hours this will take or what % will pass. There is such a wide range of abilities and variables it is impossible for anyone to really say what is going to happen. I would need to see a test group and be trained before I could give any data that would be of any value.
10. Most rubrics should be standardized with very few individualized rubrics. Although students are individualized in their IEP, we must have a basal rubric as a foundation for standardized scoring rubric.
11. ELL would not do well at all
12. It just needs to be fully understood and good record-keeping done
13. Students should be aware of the rubric before submitting evidence

14. The amount of time it takes to score the evidence would depend on how much work the scorer needs to examine.
15. It is very difficult to respond to these questions- without understanding the rubric- If the rubric is designed using the CASHEE as the scoring model- many students will continue to have difficulty passing these portions of the exam. These questions on this survey are not clear or precise.
16. This is a one size fits all proposal. Our students are not one size fits all. One student's mastery of a standard will not look the same as another student's mastery because of their disabilities. Disabilities must be taken into consideration when scoring these portfolios.
17. I'm concerned that the scoring for the PVP will be highly subjective and that the time teachers will put into helping students prepare this portfolio-type presentation will be quite lengthy. I realize that something needs to be found to create a way for students to be assessed other than the CAHSEE because it is not a valid measure of learning for students with disabilities as it stands now. However, a large amount of time for training and follow-up may be needed for this assessment measure as well as for checks for consistency.
18. Determining an estimated time is difficult without actually experiencing a scoring session.
19. The model scoring rubric might be too vague and bring about more appeals. A more specific rubric is more helpful for scoring purposes.
20. I really believe that for the scoring to be fair district or state wide it should be completed by a panel that is state directed, not district led.
21. There should be a sample for each model after the standards are determined and agreed upon.
22. I see you would audit a small percentage of districts, but I fear this process will be difficult to monitor and cheating could be prevalent. Teachers, in an effort to 'help' a student, could easily fabricate results.
23. If evidence did not pass would teacher/student be able to redo for corrections?

District Respondents

1. Each student should have evidences that they have mastered at least 60% of each standard in order to receive a passing score. Rubrics should be consistent and not room for interpretation.
2. The quality of materials provided as well as how detailed they are will determine the effectiveness of this evaluation process. The quality of the training of the staff doing the evaluation will also determine the effectiveness of the process.
3. Scoring would need to be very consistent and done by staff who really understand the standards and the material.
4. How will inter-rater reliability be worked into the process? What type of credentials will the panel need to hold?
5. As with any assessment tool, the resulting data will only be as good as the assessment tool.
6. I believe the model scoring rubric will open up greater discussion and possible disagreement regarding mastery of the standard evidence, hence more time will

be spent in the long run. The analytic scoring rubric would make it easier to judge with a simple yes or no.

7. There are not enough minutes in a day to add this requirement to a teacher's already overloaded work day. Between the required Special Education paperwork, behavior support plans, keeping abreast of their students' grades, and teaching classes, I do not see this method as feasible.
8. Too subjective and allows for variance per review session. You would not want to sit and score all in a row. Time is always of essence.
9. It would be very important to make sure that there is consistency (sic) across raters to make sure that students are being scored accurately
10. A concern would be the application of the same high standard throughout our 12 high schools. Problems already exist with IEP completion and quality. This will be another layer of possibly not done, shoddy work. Perhaps there should be one person, no more than two people, at each school responsible for the scoring and submission at the department chair and administrative level, in that way we would create a consistency of application. Teachers/case managers would be the ones to assemble the student's packet for scoring, but not score it. It might be a good idea for them to receive the scoring training, since then they would know what is expected to be submitted to achieve passing.
11. Rubrics (sic) are a great tool.

Question 30: Do you have any other comments that may help in providing for uniformity across the state in the collection or scoring of evidence? (Uniformity)

School Respondents

1. This is the most important part of the process. The training needs to be significant to ensure uniformity from district to district.
2. I agree! This is the accountability piece I was referring to earlier.
3. Once data is collected and submitted to the district, scoring should be done by an outside party to ensure that all evidence is reviewed objectively.
4. Especially with Language Arts, uniformity is always a problem because it is more subjective.
5. Without stringent monitoring, districts will tend to score evidence based on ease rather than adherence to an objective standard.
6. Scoring uniformity is going to be a serious issue to implement state wide. I feel the state should be working towards the development of CMA-like test for the CAHSEE. I feel like the CMA has given students with an IEP an opportunity (sic) to demonstrate what they really know. Consequently, I feel a test made in the same manner would benefit IEP student with regards to the CAHSEE. Furthermore (sic), it would eliminate the need for the verification process.
7. I have reservations about whether or not uniformity could be achieved across the state.
8. I think that you could set up most types of rubrics that would create uniformity. However, that is the problem. These tests may show how well a student tests academically but, once again, the focus is upon how well a student does in Math and English (sic) Language (sic) Arts. There are other factors involved that determines a student's abilities and capabilities.
9. I don't see a problem with uniformity across the state. There has not been a problem with the already existing CAHSEE. Training and specific guidelines should be implemented.
10. Rubric scoring is often subjective.
11. Uniformity will be a huge issue to address, as there will be teachers and case managers involved in making decisions about their own students who they have invested numerous hours to assist them in meeting the CAHSEE requirements, and all grad requirements. Those individuals usually cannot be unbiased in their review of student work, and it is in the best interest of the teacher, school site, and district to have all students meet the diploma requirements. I would be concerned about uniformity can be established and monitored.
12. This is what I am most concerned about
13. Look at power and/or essential standards to score and make sure they are adequately being taught and re-taught.
14. All reading texts should be reduced and the number of multiple choice answers should be reduced.
15. Initially there will need to be high level of monitoring and retraining.
16. Maybe there can be common assessments to have uniformity amongst the students and the evaluation of work.

17. The use of rubrics to score evidence has been proven...either the evidence is there, or it's not. The issue, in my opinion, would be getting scorers that were fair and equitable. I DO think teachers should be used to score, I DO NOT think a teacher should score his/her own students.
18. Uniformity does not take into consideration disability. It is uniformity that is causing so many of our SPED students to fail the CAHSEE. The CAHSEE is designed to test general education students. It is not designed to take into consideration a student with disabilities, even with modifications and accommodations. This is why so many SPED students drop out before they graduate. State test contractors do not understand the needs of special ed students. Even the CMA is at an 8th grade reading level. Our students, with reading classes will probably never read above a 5th grade level. Uniformity is shutting out our SPED students.
19. I'm not sure uniformity could be guaranteed due to the difference in student learning styles, teaching styles and student interpretation of lessons presented. It would be easier with some topics than others but there would be some that would that would be open for interpretation unless all lessons are presented on worksheets. If that is the case, only rote memorization is required and little learning is taking place.
20. I believe the state should issue the required work assignments that need to be completed to provide evidence of subject/ standard mastery. I also feel a state appointed panel should be the evaluators, not school district personal. This would help to provide uniformity across the state.
21. Similar training samples should be used and should capture unique demographics the districts represent.
22. Uniformity is difficult between two teachers in a classroom, let alone across an entire state.
23. Without more specific information about uniformity (how many questions per standard, for example), I'm not sure that the answers to questions related to length of time teachers/scorers would need for preparation and scoring, are valid. They were based on assumptions of what would be required.
24. It appears as though in trying to score student work samples we would want uniformity in the state scoring, but within Special education modifications and accommodations would have to be considered. In having modifications and accommodations would their still be uniformity across the state?
25. Specific samples criteria should be provided so that students and teachers can accurately (sic) meet the needs of the PVP
26. Multiple raters
27. Would the test developer have a special education background? How would tier 2 figure into this if it is based on individual IEP goals?

District Respondents

1. Specific training/guidance for District teams and continuous support are needed.
2. Trainings for the staff scoring needs to be developed centrally and all trainers should be evaluated to ensure that they are accurately and appropriately (sic) training staff. Poor training of adults can lead to poor results for students

3. All teachers should start to collect evidence for these students who are expected a candidate for PVC early on their junior year.
4. Again, I think analytic rubrics are the better way to ensure uniformity.
5. I do not see this as plausible. Logistics and human error are too great.
6. Only that we need to assure uniformity and consistency across the state!
7. This is another difficult item. ELA is rather subjective. Math will be easier.
8. In training, it would be important for raters to practice (sic) scoring the same items independently (sic) to make sure that there is consistency (sic) in their scoring across (sic) the group
9. If well defined with intensive training, this way of measuring a special ed. student's grasp of the standards would be so much more preferable than relying on test scores.
10. I wonder how many points would be needed to pass. Great idea to use work samples.

Open-Ended Question 31: Do you have any other comments or suggestions regarding the Performance Validation Process? (Overall PVP)

School Respondents

1. I think it is important to keep the individualized part of the IEP with this process. Each student we work with has different needs and learns differently. Therefore, we need to be cognizant of this when planning and remember who knows these students the best in terms of academic achievement and mastery of the standards. Let the teachers assess the information and report to the district on the results. In addition, use the students IEP goals as assessment. at each annual review, teachers could share progress and check off goals as the students progress.
2. I appreciate the flow charts in the presentations and the expectations (sic) are very clear. I appreciate there being an alternative means to allow opportunities (sic) for our special education students.
3. It seems like unnecessary paper work
4. There may be concerns about the evidence being reviewed objectively at the district level. It would be best to have an outside agency in charge of reviewing submission for that reason.
5. As a high school the CAHSEE has been exactly what the schools needed to provide student accountability and encourage real academic progress. The PVP would dilute these efforts, making them more subjective and open to debate.
6. My only concern is the large amount of time that will be needed for this type of process as well as the money that would be needed.
7. PVP will allow us to prove Special Education students have met the criteria to earn their high school diplomas. My main concern is that we have to be able to start the process before the senior year.
8. Is this the only option available to determine high school diploma eligibility? Could they create a modified assessment similar to the CMA in English 9, Algebra One, and Life Science?
9. The initial start-up will be very time-consuming, and I am fearful that the completed process will still be inequitable for English learners with disabilities. Some students with good vocational skills will still be denied a diploma because they are unable to 'demonstrate that they have achieved the same level of academic achievement required by the CAHSEE.' This will result in fewer opportunities for post-secondary training that could lead to higher-paying jobs and a secure future for those who excel in areas that are not academic in nature.
10. Most of your question I find of a hypothetical nature. I have spent many years preparing special ed students for the CAHSEE. I have firmly believed most of the students are capable of passing. I had not considered incorporating the IEP goals, since they are already standard's based. First time testing, students try the hardest. If minimum (sic) score to pass was lowered (e.g. 325 instead of 350), a much greater number of students would pass.
11. How much is it going to cost? Does anyone at CDE realize a diploma is not necessary for entrance into a CCC? 98% of students with a learning disability do not qualify for entrance into a 4 year college. They will enter a CCC or the work

force. These tests are EXTREMELY stressful to students with an IEP because the outcome of ONE test determines whether or not they receive a diploma. These students work hard to complete the requirements within their classes to get passing grades. So, after 13 years of struggle, it comes down to just one test? Pitiful bureaucracy.

12. Tier 1 seems clear, and will have a scoring system in place that should be fairly clear cut. Tier 2 seems much less solid, quantifiable, and could just become the 'catch all' for any student who doesn't meet Tier 1. It seems Tier 2 needs to be much more clear, defined, if it is used. If a student does not meet Tier 1, then they can appeal to state?
13. I just feel it's important that the process is standardized and audited to make sure everyone is held accountable. I want my students to feel the same sense of accomplishment as those who passed CAHSEE.
14. The PVP system must be uniform across the State to ensure reliability. There are different levels or types of special ed., therefore each level must have a uniform rubric and no accommodations (sic) offered. The integrity of the PVP program lies with the level of seriousness exhibited by the State, research-based, and the objectivity of the PVP. There can be no wavering after a year or so of implementation. A review may be required after Year 3.
15. Do not rush this process. Today I administered the ELA CAHSEE for seniors last chance. These seniors will not walk and over 90 % of these students were ELL students/special education (even though not required for IEP STUDENTS FOR DIPLOMA) this made me so upset today. The essay was a narrative. ELA students read the word journey and write about a journey. We are losing kids dropping out because of this test. Please make this process thoughtful and mindful of the students (sic) who we are losing
16. Need to have teachers on the committee (sic) who are organized and understand the process. They need to guide the rest of the staff through the collection process
17. Will ELA students and students from low socio-economic communities be taken into account? Many of our students have recently arrived in this country and although they are certainly able to graduate do not have sufficient English skills to write essays and do not have evidence to show that they have mastered the standards.
18. I strongly suggest to have the PVP linked to the students IEP online and that common assessments for each strand for the CAHSEE is developed and used.
19. What are the percentage breakdowns for Tier 1, and if a student goes the Tier 1 route and doesn't qualify, will they have the option of going with Tier 2? Tier 2 seems like it would be 'easier' to qualify, so if it's either/or, then you will have a lot of Tier 2 applicants...which, seems to me, is more labor intensive to score. Tier 1 should be the first option, with the option to go Tier 2.
20. The PVP process is complicated and time consuming. When will we have time to take care of our students other needs. A simpler way to solve this problem would be to test them three times, once in their senior year, sophomore year, and possibly junior year, and then give them modification in their junior and senior year. If they can't pass the CAHSEE give them their exemption, providing they

have met all other requirements. This is a lot less money off the bottom line than supporting the test contractors. Why does everything have to be so complicated? The kids stay in school and pass their classes, less dropouts. We teach to the state standards anyway.

21. Overall, the concept is sound. I feel as if there may still be some kinks to be worked out of the system such as the amount of time teachers will have to take helping students prepare work samples as evidence of demonstrating (sic) understanding of standards. I don't believe the intent of this concept is for students to complete this on their own or that they will be able to. I do believe, however, the PVP is on the right track. I look forward to assisting as I can and seeing the PVP in its final format.
22. It seems that we're striving to equate classroom work samples with CAHSEE. If a student does not pass CAHSEE, then how would they demonstrate equal academic achievement in the classroom? Why not allow for more extensive testing accommodations/modifications senior year on the CAHSEE? This would be beyond the current supports. How do you ensure that the classroom work samples are reflective of the student's actual ability and not that of the teacher's? The PVP will put more burden and reliance on the individual (sic) teacher. If a teacher is ineffective, how will the state/district/school ensure the student's right to a sound PVP is not affected?
23. I do believe the assessment of an individual should be based on evidence of mastery rather than a written test. However, the assignments should be the same for all students, not left to each school site to decide what is an appropriate work sample or portfolio. The state has enough release and sample questions that developing work assignment sheets would not be such a strenuous (sic) task. Evaluation should be completed by an unbiased panel from the state, not the school site or district.
24. There should be non negotiable standards and some open to accommodate the uniqueness of the district's demographics.
25. I'm concerned about the workload this will place on individual teachers. We already give up 3 weeks a year to administer the CAHSEE, which we will have to continue to do. Students will have to continue to try to pass the CAHSEE, but now will also have to create a portfolio of evidence as a back up plan. Some teachers will have the ability to set up portfolios of evidence no problem. Some teachers will refuse or do a poor job. This will lead to equity issues. Districts that have more incompetent or less skilled teachers (urban areas) will more than likely be unable to follow through on the PVP and these kids will not receive their diploma, thus perpetuating the achievement gap.
26. Serious thought must be given to individual ability and the impact of the disability on academic performance.
27. Will there be a few schools selected to see how PVP works before it is mandated for all schools?

District Respondents

1. My greatest concern after reading this is that there seems to be a large amount of subjective determination involved. I'm not sure that the teachers would be

- willing to participate in this. I was assuming that an alternative CAHSEE would look more like the CMA which is a modified state assessment.
2. On paper, this process appears to be lowering standards for students with disabilities. However, if you look at it from a perspective that this is evidence based and not just one test proving at student's competency, then it is a good process to follow. As a state we are raising educational standards for all students, and many students with special needs were able to reach those high standards. With this process, I believe that it is going to take a lot of professional development hours to make it consistent and ensure that students receive passing marks for those who can prove it, not for those teachers who know how to do good documentation.
 3. Maintaining consistency across our District (very large) will be a major concern. There is also the cost of implementing something new when we are in a time of budget crisis. Isn't it possible to do a modified CAHSEE along the lines of the CMA/CST?? I guess I am curious as to why this is the recommended process?
 4. I do not have an alternative, but I know this is going to require a lot of time and expense for districts.
 5. This would be a good alternative for students who are passing high school yet struggle with the assessment.
 6. Our staff continues to promote our students to take and pass the test even though the exemption is in place. They have expressed that this process appears to be much more difficult than passing the test. They are not anxious to have to try to gather the number of work samples this would require. They are very concerned for students whose families move them continuously throughout the state. Because of their learning disabilities, they may have difficulty demonstrating that they had at one time learned a specific skill.
 7. I like this idea. I believe this will help a lot for some of the students self esteem.
 8. The PVP is a necessary option for many students with disabilities, but it is going to be a time consuming process for all involved. There is just no way to avoid that if we want to be sure there is fidelity to the PVP. Thus, I believe students with disabilities (sic) should be encouraged to attempt to take and pass CAHSEE and the PVP used after attempts have been exhausted.
 9. I agree with the Tier One options, except for the Community College Entrance Test. I think it would be better to substitute the Community College requirement with, 'Enrolling and Passing the Exit Exam courses.' Also, the article stated that the student would have to take the CAHSEE twice after grade ten, does this mean that she/he would then take it a total of three times-once in tenth grade and two times thereafter?
 10. It would be difficult to come to a consensus as to the level of performance across the state, especially when this option is trying to provide opportunity for our most challenged students in the classroom.
 11. Interesting proposal, so much better than holding a truly, SDC special ed. student to passing a test.
 12. Looks promising.

Open-Ended Question 32: Do you have any other comments or suggestions that may help in the formulation of alternative means for the CAHSEE for students with disabilities? (Overall PVP)

School Respondents

1. My only concern is the clarity of passing the CAHSEE with modifications (sic). Many of our students who have the opportunity to passing the CAHSEE WITH modifications (i.e using a calculator (sic)) DO PASS THE Exit Exam. Now that there will be alternatives, does this mean that using modifications no longer an option? If a student does pass the Exit Exam with modifications which 'tier' would this place him/her since the scores have been altered?
2. No, I think implementing this PVP for next school year would not be a welcoming idea
3. Giving students a modified version of the CAHSEE might be a good alternative as long as the test addresses similar content and curriculum.
4. The current modifications that are allowed following an IEP are usually sufficient for students with disabilities. However these should be allowed from the beginning without penalizing schools and students. They should be allowed to use the modifications in 10th grade without the school being penalized. The CAHSEE should remain in place and an alternative assessment would confuse the issue for staff, students, and parents, causing less accountability and less clarity. A simple test, such as the CAHSEE, has helped to guide the instructional decisions of schools for students with special needs, causing greater academic achievement. Portfolio type assessments would be too subjective and allow for misguided judgments (sic) as to true student achievement.
5. A modified test, similar to the California Modified Assessment (CMA).
6. This is so important for our students. Standardized tests are tremendous hurdles for special needs. They receive accommodation and instruction in special education classes, the assessment should be consistent with the teaching model!
7. My recommendation would be to develop an alternative assessment similar to the CMA's currently in place at the high school level.
8. I strongly feel that the CDE needs to implement a CMA-like test for the CAHSEE. The CMA has finally been developed for students on an IEP who struggle with CST scores. I believe the same kind of test should be developed for the CAHSEE.
9. I think it is a great idea!
10. I think collecting work samples for students would not be consistent across the board. It could create chaos if it is not done correctly. One person's idea of a sample work document could be very different than the next. Some students work samples may be very easy while others are completing more difficult tasks.
11. The student's disability needs to be factored into the equation. I do have some students who, in my opinion, are capable of passing the CAHSEE but will not put forth the effort. They do not deserve a diploma. However, I have other students who work extremely hard but still have not passed the CAHSEE. I think having student samples is important as well as grades, teacher input and any other additional information that is pertinent. I do understand the need to have some

sort of standards otherwise everything is extremely subjective. However, there is a definite need for accommodations and modifications and I am glad that some steps are being taken in the right direction.

12. I believe accommodations/modifications should be more specific to the individual student and his/her disability. For example, I had a student from the class of '96 who was probably one of the most articulate students in the class. He always participated in class lectures. When given a written exam, he always blew it. Given an oral exam, and he excelled!
13. Before the PVP is instituted it would be nice to see a version of the CMA piloted for the CAHSEE. Special Ed departments have enough paperwork on a daily basis without having to do the scoring for a PVP type program.
14. I have serious concerns about the discrepancy between Tier 1 and Tier 2. The Tier 2 method should be one that does not allow for so much freedom of judgment (sic), or intervention by the school site. If a student does not meet Tier 1, does the parent have to request Tier 2? The work load appears to be on the Spec Ed case manager and the site to do all the work, as students and parents will require a lot of direction to complete Tier 2. The timeline does not allow enough time given it cannot begin until spring of the senior year (depending on if the district tests fall CAHSEE in Oct or Nov). Some schools do not give all seniors a college placement test on their campus. Our school does not give test until late April. The timeline for entire process seems rushed. I would have some confidence in the use of a Tier 1 system IF the system had clear scoring guidelines. For example, a certain score range on CST would equal a point value. A certain score range on CST would equal another point value. the student would have to earn enough points total to meet the criteria. Clear, concrete criteria is required. For Tier 2: judgments (sic), letter of supports, work samples, etc will NOT provide any real documentation because there are too many ways for a school and district to override existing criteria.
15. I just feel it shouldn't be so watered down that it doesn't mean anything. I think with the CAHSEE we have had higher expectations for our special ed students and many have risen to the occasion. Many spec ed students are doing more then we ever thought they were capable of.
16. The PVP is a wonderful idea. I would like the evidence collection to begin in the junior year and be consistent across the State. Special allocations must be made for the collection procedures and analysis over the 2-year period of collection. A database must be implemented for each student and changes noted immediately and corrective actions implemented promptly. The PVP should have a level of comparison with the actual CAHSEE and be a reliable alternative. Every student must be challenged to do their best in four years of high school. Learning disability should not be an impediment to a student's learning. Rather, it presents opportunities for all stakeholders to find ways of working in tandem with the disability.
17. Students with disabilities in high school are such a frustrated group. Especially with sld reading process/auditory process the enormity of this test and the affect on kids is concerning. Please take the time to evaluate this process. It's important

18. I strongly feel that students with disabilities will not be able to meet the alternative means for CAHSEE. Special ed students have varying degrees of learning disabilities which hinders their chances of passing CAHSEE. Most of my students score in the low 300's on CAHSEE.
19. Classroom grades should not be used unless there is a universal grading policy throughout the district and all teachers are required to be on board.
20. I believe that work samples are an effective way to measure student success.
21. Special Education teacher(s) should work with the Contractor
22. First year should be a learning year with lots of feedback and revising before formal implementation.
23. Students with learning disabilities will not be able to produce work that is similar to testing on the CAHSEE. That is why they do not pass in the first place. These students have a learning disability and it goes beyond producing work that matches questions on the CAHSEE.
24. I recommend that a modified version of the CAHSEE be developed as a means of assessment (similar to the CMA), with: illustrations, diagrams, three answer choices instead of four; increased math samples and shorter reading passages. In addition, students should be allowed to use calculators and have the test read aloud (as IEP-driven modifications) when taking the modified version.
25. What are the percentage breakdowns on the Tier 1 scores?
26. 6th grade reading level, more white space, simpler language, and shorter passages if you must create a test. This year's exemption program has been the best thing to come out of CDE in a long time. Students are staying in school and passing their classes. After all, isn't that our goal. We need to find each student's level of competence and work with them to transition them into the world of work and a productive adult life. You are testing special ed students so much that they just mark answers, they don't even try to complete the tests anymore. When your students complete a CST exam in 15 minutes, you know they have shut down and given up on all the testing. We are being forced to take the word appropriate out of FAPE because of all the uniform testing. This is a very frustrating time to be in special education. All this testing is doing is reinforcing the fact that most of our students don't have the ability or memory to pass these tests. By their senior year, they have given up. I'm not saying that we should lower our standards, but we do teach to those standards in our classrooms. If we teach to those standards, then the exemption would be the best and cheapest way to go.
27. Many students with disabilities are not proficient test-takers. They are not able to sit for long periods of time and answer many test questions in one sitting. Even if they have short breaks or can stand up and walk around, they seem to freeze up when faced with this large task. They may do well for a while but fade out after a short time period. The Tier I requirements, while easy to measure, are all based on tests - something these students often avoid. Some do well and will easily gather the points needed. But if they have not passed the CAHSEE, it is likely they will not have the scores needed on these other tests to receive the points needed to earn a Tier I rating. I propose that students are allowed to take the test and are scored on each area, as they are now. When scores are computed and percentages are recorded, each area that receives a passing

score (55% for math, 60% for English) is awarded (sic) to the Special Education student. At that point, they may start compiling evidence for their CAHSEE portfolio to prove they have met the standards (sic). This would allow students with disabilities (sic) who are notoriously poor test-takers an opportunity to both take the test and receive credit for taking it and show their ability in work completed. They might be required also complete the rest of the Tier II submissions as proof of their completion of the standards.

28. Oral recorded samples should be allowed.
29. Why not an alternate exam...similar to CMA?
30. You could offer a modified version of the CAHSEE exam, like we offer the CMA instead of the CST exam.
31. Providing the students a period of time rather than a day or two is imperative. When given a time line of a few hours, for a child with a processing delay or ADHD, this is setting them up to fail.
32. Identify the 'power standards' which will help students in their lives outside the classrooms. My suggestion would be standards from (in order of importance) Mathematical Reasoning; Statistics, Data Analysis, and Probability; Number Sense; Measurement and Geometry; Algebra and Functions; and, Algebra. For ELA: Reading Comprehension; Writing Strategies; Word Analysis; Literary Analysis; and, Writing Conventions. Once the 'power standards' are identified, break this down into strands and teachers who are teaching these intervention classes should be made aware what 'adequate evidence' should look like and students will need to make a portfolio from Day 1 of their senior intervention classes. For Tier 1 evidence, there should be uniformity in the cut off scores for CST or CMA or previous CAHSEE scores. Maybe students who are scoring in the 340s should opt for Tier 1 and those below 340 should go for Tier 2.
33. I would like to see a modified standardized test, similar to the CMA. What about lowering the amount of correct questions that a student w/disabilities has to get on the CAHSEE? I also feel that what will happen is that students will either pass the CAHSEE w/modifications (sic) or have to move to TIER 2. The TIER 2 seems to have the most issues. I think you will need to have a pilot year with a school or a district to really work out the kinks. I wouldn't go state wide with this until you've worked on it for a lot longer. You need to consider teacher resistance as a big factor and how that will affect student's ability to earn a diploma. With TIER 2, a lot seems to ride on a teacher's ability to keep good records. That's not fair to kids. That's why I'm leaning towards more standardization--this helps deal with security issues and equity issues.
34. Proposed evaluation tools such as rubrics along with criteria determining eligibility should be randomly sent to sites for evaluation and feedback. A subsequent (sic) survey such as this should then be sent to ensure that the feedback is relevant.
35. Students should be identified at the end of their junior year. This gives students their senior year to prepare for the PVP rather than cramming it into the last semester of their senior year. Will students who pass with accommodations (sic)/modifications still be eligible for a waiver? The college placement score will

be difficult to obtain until spring of their senior year or could students take the test earlier in their senior year?

District Respondents

1. Yes, create a modified format like the CMA
2. Since there is a CMA for the CST, why not consider alternative tests for the CAHSEE? If PVP is for the CAHSEE, then why not use PVP for all test? Too many schools are going into Program Improvement on state and national level based on test scores. If PVP can be used for both CST and CAHSEE to indicate mastery of standards, then this too can be used a way to bridge the gap between general education and special education students.
3. A modified version of the CAHSEE similar to the CMA for the CST.
4. Adequate training for all school and district staff will be required for the success of this program.
5. Both Content experts and special educators need to be involved in the formulation so that it actually assesses or measures what we want it to measure.
6. I think a modified version of CAHSEE (similar (sic) to the CMA) would be a more feasible option for Districts to implement and then PVP used if students don't pass a modified version.
7. I totally disagree with work samples as a measure. I disagree with the streamlined-water down recommendation.
8. Is there a means to validate a common passing score for students with disabilities by % in special ed services or by disability. Could there be a lower passing score based upon x number of attempts the students took the exam or a demonstrated level of improvement 'safe harbor' feature from previous testing
9. My hope with this change is that CAHSEE intervention requirements would change and students would have the opportunity (sic) to participate in classes or programs which widens their experiences.
10. Please allow students to attempt the CAHSEE all years without any penalty for modifications. I find it crazy that we are penalized if give a modification during their 10th grade year. Going off subject, these similar rules on the CST make little sense. It feels as though we are penalized for giving kids the modifications they require in their classes.
11. The first administration of the CAHSEE in the tenth grade year should not involve the use of modifications. Students are not being given the opportunity to show the abilities they have developed to compensate for their disabilities. Subsequent testing sessions should incorporate modifications.

Appendix F: Participating Districts

HumRRO wishes to thank the representatives from the following California school districts or offices of education who participated in the focus groups or responded to the online feedback opportunity:

Alhambra Unified
Anaheim Union High
Brawley Union High
Calipatria Unified
Central Union High
Chaffey Joint Union High
Clovis Unified
Corona-Norco Unified
East Side Union High
Elk Grove Unified
Folsom-Cordova Unified High
Fontana Unified
Fremont Union High
Fresno Unified
Grossmont Union High
Kern Union High
Los Angeles County Office of Education
Long Beach Unified
Los Angeles Unified
Merced Union High
Modesto City High
Montebello Unified
Moreno Valley Unified
Nevada Joint Union
Oakland Unified
Redlands Unified
Rialto Unified
Sacramento City Unified
San Bernardino City Unified
San Diego Unified
San Francisco Unified
Santa Ana Unified
Santa Clara Unified
Stockton Unified
Sweetwater Union High
William S. Hart Union