

California High School Exit Examination (CAHSEE)

Explaining 2004–05 Summary Results

**Information for Counties,
School Districts, and Schools**

August 2005

Prepared by
California Department of Education

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Introduction

All California public school students must satisfy the *California High School Exit Examination (CAHSEE)* requirement as well as other state and local requirements in order to receive a high school diploma. Students are required to take the *CAHSEE* for the first time in grade ten.

On August 15, 2005, the California Department of Education (CDE) will release summary results from the *CAHSEE* administrations during the 2004–05 school year. Results will be provided at the school, school district, county, and state levels and will be posted on the CDE Web site at <http://data1.cde.ca.gov/dataquest/>. Individual student *CAHSEE* results are confidential and are not included in the Internet posting.

It is important that school, school district, and county administrators respond proactively to inquiries about local *CAHSEE* results for the 2004–05 school year. Local efforts to communicate with key stakeholders can develop a foundation of understanding about this exam and what is being done to prepare students to meet this requirement. This assistance packet provides county offices of education, school districts, and schools with the information they need to access summary results online and interpret those results.

Greater Access to Content Standards

Since 2001, students have had increased access to the state content standards through CDE's publication of standards-based resources for school districts, teachers, students, parents, guardians, and through the adoption of kindergarten through grade eight instructional resources in mathematics and English-language arts.

Human Resources Research Organization, the independent evaluator of *CAHSEE*, reported in its biennial evaluation that schools were offering more classes in standards-based instruction and concluded that "The *CAHSEE* requirement has been a major factor leading to dramatically increased coverage of the California content standards at both the high school and middle school levels and to development or improvement of courses providing help for students who have difficulty achieving these standards." (*Independent Evaluation of the California High School Exit Examination [CAHSEE]: Second Biennial Report*, February 1, 2004, Executive Summary, p. iii, General Finding 2)

CAHSEE Resources for School Districts, Teachers, Students, Parents, and Guardians

The following *CAHSEE* and standards-based resources are provided on the CDE Web site:

- *Preparing for the CAHSEE: A Mathematics Study Guide* and *Preparing for the CAHSEE: An English-Language Arts Study Guide* for students and their parents (2004; reprinted 2005)
- *California High School Exit Examination – Mathematics Teacher Guide* and *California High School Exit Examination – English-Language Arts Teacher Guide* (2002 and 2003)
- The release of 144 mathematics *CAHSEE* test questions, 147 English-language arts multiple-choice test questions, and 5 writing tasks (2001–04)

The State Board of Education adopted instructional materials aligned to state content standards for mathematics and English-language arts:

- *Reading/Language Arts Framework for California Public Schools* (1999)
- *Mathematics Framework for California Public Schools* (2000)
- *English-Language Arts Adoption of Instructional Materials* (January 2002)
- *Mathematics Adoption of Instructional Materials* (January 2001)

2004–05 CAHSEE Key Reporting Dates

August 3, 2005	<i>Explaining 2004–05 Summary Results: Information for Counties, School Districts, and Schools</i> posted on the CDE Web site
August 8, 2005	CAHSEE 2004–05 summary results available to school districts for review on the Internet
August 10, 2005	Media Briefing Packet posted on the Internet
August 11, 2005	Media briefing on 2004–05 CAHSEE summary results and 2005 STAR Program results
August 12, 2005	CAHSEE results accessible to the media through the Internet (with embargo)
August 15, 2005	State Superintendent of Public Instruction holds a press conference and teleconference Press release on 2004–05 CAHSEE summary results and 2005 STAR Program results distributed to the media, school districts, and county offices of education CAHSEE 2004–05 summary results for schools, school districts, counties, and the state are posted on the Internet
September 2005	<i>CAHSEE Reporting Individual Students Results for the 2005–06 School Year: Assistance Packet for School Districts and Schools</i> posted on the Internet

Facts about the *California High School Exit Examination (CAHSEE)*

State law authorized the development of the *California High School Exit Examination (CAHSEE)*, which students in California public schools must pass to earn a high school diploma beginning in the 2005–06 school year.

Purpose of the CAHSEE

The purpose of the *CAHSEE* is (1) to improve student achievement in high school; and (2) to help ensure that students who graduate from high school can demonstrate competency in reading, writing, and mathematics

Notification of the CAHSEE Requirement

All students and their parents or guardians must be provided with notice of the *CAHSEE* requirement beginning in grade nine and each year thereafter (*Education Code* Section 60850[f][2]). At a minimum, the notification must include the following: the date of the exam; the requirements for passing the exam; the consequences of not passing the exam; and a statement that passing the examination is a condition of graduation (*Education Code* Section 48980[e]). Students who transfer from another school district must be notified at the time of enrollment.

Test Content

The *CAHSEE* is divided into two parts: English-language arts and mathematics. Test questions address California content standards that a High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, determined students should know and be able to do to graduate from high school.

English-Language Arts

One part of the *CAHSEE* addresses state English-language arts standards. This part of the exam, which consists of multiple-choice questions and a writing task, has a reading and a writing section. The reading section covers vocabulary, decoding, informational reading, and literary reading. This section includes 50 percent literary texts and 50 percent informational texts.

The writing section addresses writing strategies, applications, and conventions. In addition to the multiple-choice questions, students are asked to complete one writing task on a specific topic or in response to a literary or informational passage.

Mathematics

The second part of the *CAHSEE* addresses state mathematics content standards. The math part of the exam consists of all multiple-choice questions. It includes statistics, data analysis and probability, number sense, measurement and geometry, algebra and functions, mathematical reasoning, and Algebra I. Students must demonstrate computational skills and a foundation in arithmetic, including working with decimals, fractions, and percentages.

The *CAHSEE* blueprints, which list the state content standards that are assessed on each part of the exam, are posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>.

Test Variations

A test variation is a change in the manner in which a test is presented or administered, or in how an examinee is allowed to respond. Test variations include, but are not limited to, accommodations and modifications. An accommodation is a change in the testing environment or process that does not alter what is intended to be tested by the

CAHSEE, whereas a modification is a change that alters what is intended to be tested.

Students with disabilities must meet the *CAHSEE* requirement to receive a California high school diploma beginning with the 2005–06 school year. Students must be allowed to take the *CAHSEE* with any accommodations and modifications that are specified in their individualized education program (IEP) or Section 504 Plan for use on the *CAHSEE*, standardized testing, or for use during classroom instruction and assessment. Students who use an accommodation and earn a score of 350 or higher have passed that part of the *CAHSEE*. Students who use a modification on one or both parts of the *CAHSEE* and have earned the equivalent of a passing score may be eligible for a diploma if a waiver of the requirement to pass is granted by the local governing board. Parents or guardians must ask the school principal to submit a waiver on behalf of their student. More information on accommodations and modifications can be found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/accomod.asp>.

Test variations must also be provided to English learners who regularly use them in the classroom. Examples include being tested in a separate room with other English learners, additional supervised breaks, extra time within the testing day, English-to-primary language or primary language-to-English translation glossaries, or allowing students to hear a translated version of the test directions and to ask clarifying questions in their primary language.

Testing Opportunities

All students are required to take the *CAHSEE* for the first time in grade ten. Students who do not pass one or both parts of the *CAHSEE* in grade ten will be given up to five additional opportunities to retake the part(s) of the test not yet passed. Students may only retake the part(s) of the exam not passed. The *CAHSEE* testing schedule through the 2007–08 school year is

posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>. School districts select their schools' testing dates from this schedule.

Reporting and Using Results

Within ten weeks of the administration, school districts are sent two copies of the Student and Parent Report for each student who took the exam. One copy is to be provided to parents or guardians of the student and the other may be placed in the student's permanent record. Summary results for each school, school district, county, and the state are posted annually on the Internet.

The passing score for the mathematics part of the exam is approximately 55 percent of the test questions correct, or a scale score of 350. The passing score for the English-language arts part of the exam is approximately 60 percent, or a scale score of 350.

Supplemental Instruction

School districts must provide supplemental instruction aligned with the state content standards to assist students in grades seven through twelve who do not demonstrate sufficient progress toward passing the *CAHSEE* (*Education Code* Sections 37252 and 60851[f]).

State and Federal Accountability Requirements

The *CAHSEE* results are used as one indicator in calculating the Academic Performance Index (API) for each high school and school district for the state accountability program. The *CAHSEE* results are also used to calculate Adequate Yearly Progress (AYP), part of the federal No Child Left Behind (NCLB) requirement.

More Information

Additional information about the *CAHSEE* is available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs> or by contacting a high school principal or counselor.

Overview of Internet Reports

The 2004–05 *CAHSEE* summary results will be accessible through the CDE Web site at <http://cahsee.cde.ca.gov>. This Web site has a link to the CDE DataQuest Web site, where the reports are generated. Instructions to assist you in accessing this Web site are included in this section.

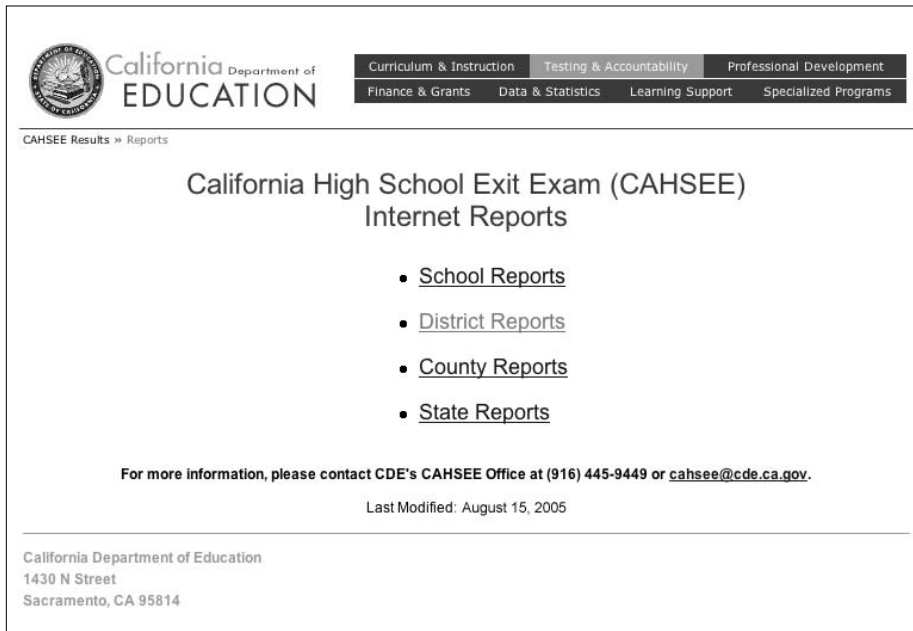
The DataQuest Web site will display:

- Summary results for the September and November 2004 and the February, March, and May 2005 administrations.
- Summary results at the school, school district, county, and state levels.
- Combined results of the September and November 2004 and the February, March, and May 2005 administrations.
- Summary results for students by grade, gender, ethnicity, language fluency, socioeconomic status, and special education program participation.
- Summary results for English-language arts, including number of students tested, number passed, percent passed, average (mean) scale score, average percent correct for reading (word analysis, reading comprehension, literary response and analysis) and writing (writing strategies, writing conventions), and the average of two independent scores for the writing application (i.e. essay).
- Summary results for mathematics, including number of students tested, number passed, percent passed, number not passed, mean scale score, and average percent correct for mathematics strands (probability and statistics, number sense, algebra and functions, measurement and geometry, and Algebra I).
- Summary roster reports at the school district, county, and state levels. For example, a school district roster report for any given administration would display the overall results for each school in the school district that participated in that administration.

When the 2004–05 *CAHSEE* summary results are released, research files also will be available in tab-delimited format to allow for more complex analyses and customized reporting of the data. These research files will be available on the CDE Web site at <http://cahsee.cde.ca.gov>. The research file layout is located in the Appendices of this document.

Accessing Internet Reports

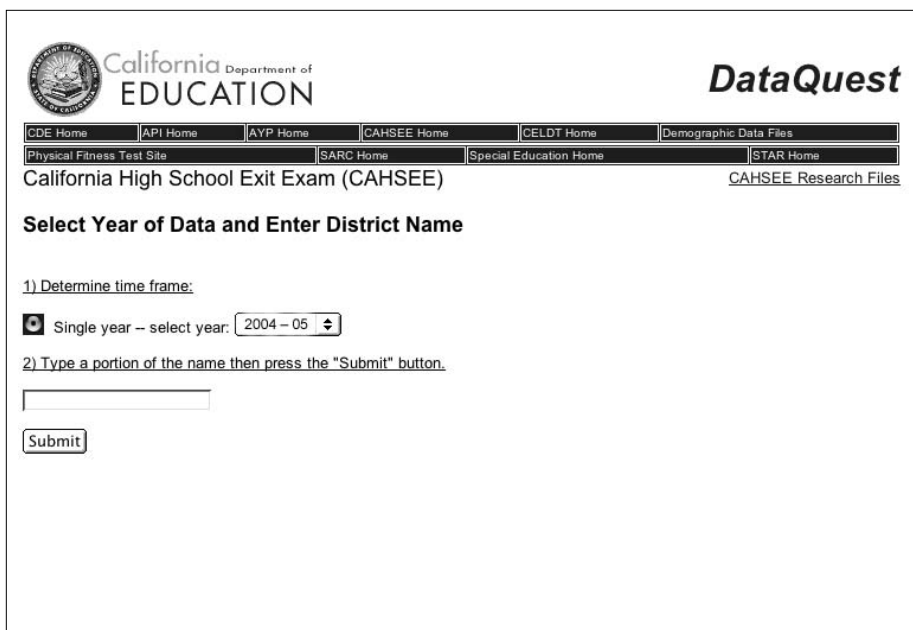
This section provides directions to access district-level results on the CDE Web site. Reports for schools, counties, and the state can be accessed using a similar approach.



The screenshot shows the California Department of Education website. At the top left is the state seal and the text "California Department of EDUCATION". To the right is a navigation menu with links: Curriculum & Instruction, Testing & Accountability, Professional Development, Finance & Grants, Data & Statistics, Learning Support, and Specialized Programs. Below the menu, the page title is "California High School Exit Exam (CAHSEE) Internet Reports". A list of links is provided: School Reports, District Reports, County Reports, and State Reports. At the bottom, contact information for the CAHSEE Office is listed, along with the date "Last Modified: August 15, 2005".


To access the CAHSEE district-level results:

1. Go to <http://cahsee.cde.ca.gov/reports.asp>
2. Click on "District Reports."



The screenshot shows the DataQuest website. At the top left is the state seal and the text "California Department of EDUCATION". To the right is the "DataQuest" logo. Below the logo is a navigation menu with links: CDE Home, API Home, AYP Home, CAHSEE Home, CELDT Home, Demographic Data Files, Physical Fitness Test Site, SARC Home, Special Education Home, and STAR Home. The page title is "California High School Exit Exam (CAHSEE)" and "CAHSEE Research Files" is also visible. The main heading is "Select Year of Data and Enter District Name". Below this, there are two instructions: "1) Determine time frame:" and "2) Type a portion of the name then press the 'Submit' button." A radio button is selected for "Single year -- select year:" with a dropdown menu showing "2004 - 05". Below the instructions is a text input field and a "Submit" button.

3. From the drop down menu, select a school year.
4. Type a portion of the district name.
5. Click the "Submit" button.


California Department of EDUCATION
DataQuest

[CDE Home](#) | [API Home](#) | [AYP Home](#) | [CAHSEE Home](#) | [CELDT Home](#) | [Demographic Data Files](#)
[Physical Fitness Test Site](#) | [SARC Home](#) | [Special Education Home](#) | [STAR Home](#)

California High School Exit Exam (CAHSEE) [CAHSEE Research Files](#)
 Year of data selected: 2004-05

Select District:
 3467439 -- Sacramento City Unified

Select Report
 High School Exit Exam Results by Program
 High School Exit Exam Results (with school info.)
 High School Exit Exam Results by Gender, Ethnicity
 High School Exit Exam Results (with school data) by Gender, Ethnicity
 District Roster (with school data)
 CAHSEE District Report

Specify administration: Combined

Select Test: (District Roster or CAHSEE District Report)
 English-Language Arts (ELA)
 Mathematics

Specify grade level: AG (All Grades)

Combined indicates results for all exam administrations in the selected school year.
 Note: Repeat test takers may take the CAHSEE multiple times in a school year.

6. From the drop down menu under “Select District,” select a school district.
7. Under “Select Report,” select one option.
8. From the drop down menu beside “Specify administration,” select one of the administrations. The “Combined” option will combine results from all administrations during the selected school year.*
9. Under “Select Test,” select one option.
10. Use the drop down menu next to “specify grade level” to choose a grade.
11. Click the “Submit” button.

* Combined results for grade eleven, adult students, or all grades will include results for grade eleven and adult education students, who may have tested up to two times during the school year.

CAHSEE Summary Reports

The *CAHSEE* summary reports are available through the CDE Web site at <http://cahsee.cde.ca.gov> and provide school, school district, county, and state results for either a single test administration or for combined administrations within a school year. Various report options are available through DataQuest, but two primary reports are the Demographic Summary Reports and Roster Reports. The Demographic Summary Reports display results for various demographic categories including grade, gender, ethnicity, language fluency, economic status, and special education program participation. The Roster Reports display overall results for (1) all schools within a school district, (2) all school districts within a county, and (3) all counties within the state. This section contains samples of the following school district reports:

Sample Reports:

- English-Language Arts Demographic Summary for All Students Tested
- Mathematics Demographic Summary for Grade Ten Students
- Mathematics Demographic Summary for All Students Tested
- Mathematics Roster for All Students Tested

Similar reports are available at the school, county, and state levels.

What's New on the 2004–05 Internet Reports

The *CAHSEE* reports for the 2004–05 school year can be produced to show results for “all students tested” or for a specific grade such as “grade 10” students only. In addition to these new reporting options, the following two reporting categories have been added on these reports:

Number Tested with Modifications – This is the number of students tested with a modification specified in their IEP or Section 504 Plan. This number is not included in the number tested column. No scores are reported because these students are subject to the local waiver process to satisfy the *CAHSEE* requirements.

Number of Grade 10 Answer Documents Processed – The number of grade 10 answer documents processed includes students who were tested, were absent, previously passed, or did not attempt the examination.

Demographic Summary Report Column Heading Definitions

The following are the definitions for each column heading used on Demographic Summary Reports and Roster Reports.

Number Tested – This represents the number of valid answer documents scored overall and by demographic category. Number tested does not include invalid answer documents that represent students who were tested and did not answer enough test questions to be scored, took the test with a modification, or cheated. The sum of the number tested by demographic category is equal to the number for “All Students Tested.”

Number Passed – This represents the number of students who received a passing score (i.e., a scale score of 350 or greater). The number passed by demographic category is a subset of the Number Tested.

Percent Passed – This represents the percentage of students who received a passing score (i.e., a scale score of 350 or greater). The percent passed is calculated by dividing the number of students who passed by the number of students for whom there were valid answer documents and multiplying by 100.

Number Not Passed – This represents the number of students who did not receive a passing score (i.e., a scale score of less than 350). The number not passed by demographic category is a subset of the Number Tested. The number passed plus the number not passed equals the number tested.

Percent Not Passed – This represents the percentage of students who did not pass. The percent not passed is calculated by dividing the number of students who did not pass by the number of students for whom there were valid answer documents and multiplying by 100.

Mean Scale Score – This is the average scale score of all students who took the English-language arts examination on the test date. The mean scale score is calculated by summing the actual scale scores for each student tested and dividing the sum by the number of students for whom there were valid answer documents.

English-Language Arts

The English-language arts reports provide the following results:

Reading – The reading section includes the percent correct in each reading strand (Word Analysis, Reading Comprehension, Literary Response and Analysis) tested in English-language arts.

Writing – The writing section includes the percent correct in each writing strand (Writing Strategies, Writing Conventions) tested in English-language arts.

Writing Application – The writing application includes the total number of points awarded to the student essay. The student essay receives two scores that range from 1.0 (lowest) to 4.0 (highest) or non-scorable (NS). The average of these two scores is listed. The writing application score counts for 20 percent of the total English-language arts score.

Mathematics

The mathematics reports provide the following results:

Strands for Mathematics – The average percent correct for each mathematics strand (Probability & Statistics, Number Sense, Algebra & Functions, Measurement & Geometry, and Algebra I) is listed in the last five columns, overall and by demographic category.

Note: Dashes (--) indicate that for groups of ten or fewer students, data were suppressed to maintain the anonymity of the students tested.

Sample School District Report: English-Language Arts Demographic Summary for All Students Tested

California High School Exit Examination
Demographic Summary
English-Language Arts (March 2005) for (All Grades)
File Date: 8/4/2005

- To Research Files
- District Roster Report
- CAHSEE web site
- DataQuest Home Page

County: 00 – EXAMPLE COUNTY
District: 00000 – EXAMPLE SCHOOL DISTRICT

Number of grade 10 answer documents processed: 925

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scale Score	Reading			Writing		Writing Application* Average Score
							Avg. Percent Correct			Avg. Percent Correct		
							Word Analysis	Reading Comp.	Lit. Resp. Analysis	Writing Strat.	Writing Conv.	
All Students Tested	1,150	805	70%	345	30%	379	83%	76%	80%	65%	74%	2.3
Grade												
Tenth	910	637	70%	273	30%	379	83%	76%	80%	65%	74%	2.3
Eleventh	205	143	70%	62	30%	379	83%	76%	80%	65%	74%	2.3
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Adult Students	30	21	70%	9	30%	379	83%	76%	80%	65%	74%	2.3
Unknown	5	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Gender												
Male	620	434	70%	186	30%	379	83%	76%	80%	65%	74%	2.3
Female	525	367	70%	158	30%	379	83%	76%	80%	65%	74%	2.3
Unknown	5	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Race/Ethnicity												
American Indian or Alaska Native	10	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Asian	70	49	70%	21	30%	379	83%	76%	80%	65%	74%	2.3
Pacific Islander	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Filipino	20	14	70%	6	30%	379	83%	76%	80%	65%	74%	2.3
Hispanic or Latino	625	437	70%	188	30%	379	83%	76%	80%	65%	74%	2.3
African American or black (not of Hispanic origin)	115	80	70%	35	30%	379	83%	76%	80%	65%	74%	2.3
White (not of Hispanic origin)	310	217	70%	93	30%	379	83%	76%	80%	65%	74%	2.3
Declined to State	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Language Fluency												
English Only Students	715	500	70%	215	30%	379	83%	76%	80%	65%	74%	2.3
Initially Fluent English Proficient (IFEP)	200	140	70%	60	30%	379	83%	76%	80%	65%	74%	2.3
Redesignated Fluent English Proficient (RFEP)	150	105	70%	45	30%	379	83%	76%	80%	65%	74%	2.3
English Learner Students	150	105	70%	45	30%	379	83%	76%	80%	65%	74%	2.3
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Economic Status												
Non-Economically Disadvantaged Students	930	651	70%	279	30%	379	83%	76%	80%	65%	74%	2.3
Economically Disadvantaged Students	165	115	70%	50	30%	379	83%	76%	80%	65%	74%	2.3
Unknown	55	39	70%	16	30%	379	83%	76%	80%	65%	74%	2.3
Special Education Program Participation												
Students Receiving Services	80	56	70%	24	30%	379	83%	76%	80%	65%	74%	2.3
Students Tested with Modifications	25	17	68%	8	32%	379	83%	76%	80%	65%	74%	2.3

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Application score counts as 20% of the total English-Language Arts score

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tq/hs>.

Sample School District Report: Mathematics

Demographic Summary for Grade Ten Students

California High School Exit Examination
 Demographic Summary
 Mathematics (March 2005) for (Grade 10)
 File Date: 8/4/2005

- [To Research Files](#)
- [District Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY
 District: 00000 – EXAMPLE SCHOOL DISTRICT

Number of grade 10 answer documents processed: 1,040

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scale Score	Strands for Mathematics (Average Percent Correct)					
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I	
All Students Tested	1,025	717	70%	308	30%	379	71%	73%	68%	65%	59%	
Gender												
Male	575	402	70%	173	30%	379	71%	73%	68%	65%	59%	
Female	445	311	70%	134	30%	379	71%	73%	68%	65%	59%	
Unknown	5	--	--%	--	--%	--	--%	--%	--%	--%	--%	
Ethnicity												
American Indian or Alaska Native	10	--	--%	--	--%	--	--%	--%	--%	--%	--%	
Asian	40	28	70%	12	30%	379	71%	73%	68%	65%	59%	
Pacific Islander	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	
Filipino	20	14	70%	6	30%	379	71%	73%	68%	65%	59%	
Hispanic or Latino	540	378	70%	162	30%	379	71%	73%	68%	65%	59%	
African American or black (not of Hispanic origin)	100	70	70%	30	30%	379	71%	73%	68%	65%	59%	
White (not of Hispanic origin)	315	220	70%	95	30%	379	71%	73%	68%	65%	59%	
Declined to State	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	
Language Fluency												
English Only Students	760	532	70%	228	30%	379	71%	73%	68%	65%	59%	
Initially Fluent English Proficient (IFEP)	105	74	70%	32	30%	379	71%	73%	68%	65%	59%	
Redesignated Fluent English Proficient (RFEP)	120	84	70%	36	30%	379	71%	73%	68%	65%	59%	
English Learner Students	40	28	70%	12	30%	379	71%	73%	68%	65%	59%	
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	
Economic Status												
Non-Economically Disadvantaged Students	715	549	70%	236	30%	379	71%	73%	68%	65%	59%	
Economically Disadvantaged Students	33	129	70%	56	30%	379	71%	73%	68%	65%	59%	
Unknown	55	38	70%	17	30%	379	71%	73%	68%	65%	59%	
Special Education Program Participation												
Students Receiving Services	80	56	70%	24	30%	379	71%	73%	68%	65%	59%	
Students Tested with Modifications	11											

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs>.

Sample School District Report: Mathematics Demographic Summary for All Students Tested

California High School Exit Examination
Demographic Summary
Mathematics (March 2005) for (All Grades)
File Date: 8/4/2005

- [To Research Files](#)
- [District Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY
District: 00000 – EXAMPLE SCHOOL DISTRICT

Number of grade 10 answer documents processed: 1,040

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scale Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested	1,355	948	70%	407	30%	379	71%	73%	68%	65%	59%
Grade											
Tenth	1,025	717	70%	308	30%	379	71%	73%	68%	65%	59%
Eleventh	290	203	70%	87	30%	379	71%	73%	68%	65%	59%
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Adult Students	40	28	70%	12	30%	379	71%	73%	68%	65%	59%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Gender											
Male	700	490	70%	210	30%	379	71%	73%	68%	65%	59%
Female	645	451	70%	194	30%	379	71%	73%	68%	65%	59%
Unknown	10	--	--%	--	--%	--	--%	--%	--%	--%	--%
Ethnicity											
American Indian or Alaska Native	20	14	70%	6	30%	379	71%	73%	68%	65%	59%
Asian	70	49	70%	21	30%	379	71%	73%	68%	65%	59%
Pacific Islander	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Filipino	30	21	70%	9	30%	379	71%	73%	68%	65%	59%
Hispanic or Latino	70	5	7%	65	93%	379	71%	73%	68%	65%	59%
African American or black (not of Hispanic origin)	175	121	69%	54	31%	379	71%	73%	68%	65%	59%
White (not of Hispanic origin)	440	308	70%	132	30%	379	71%	73%	68%	65%	59%
Declined to State	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Language Fluency											
English Only Students	675	470	70%	205	30%	379	71%	73%	68%	65%	59%
Initially Fluent English Proficient (IFEP)	195	136	70%	59	30%	379	71%	73%	68%	65%	59%
Redesignated Fluent English Proficient (RFEP)	145	101	70%	44	30%	379	71%	73%	68%	65%	59%
English Learner Students	100	70	70%	30	30%	379	71%	73%	68%	65%	59%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Economic Status											
Non-Economically Disadvantaged Students	1,035	724	70%	311	30%	379	71%	73%	68%	65%	59%
Economically Disadvantaged Students	250	175	70%	75	30%	379	71%	73%	68%	65%	59%
Unknown	70	49	70%	21	30%	379	71%	73%	68%	65%	59%
Special Education Program Participation											
Students Receiving Services	100	70	70%	30	30%	379	71%	73%	68%	65%	59%
Students Tested with Modifications	15										

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs>.

Sample School District Report: Mathematics Roster for All Students Tested

California High School Exit Examination
School Listing – EXAMPLE SCHOOL DISTRICT
Mathematics (March 2005) for (All Grades)
File Date:8/4/2005

- [To Research Files](#)
- [Back to District Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

Number of Students Tested: 1,355

District Code and Name	Number Tested	Number Passed	Percent Passed	Number of Students	Percent of Total	Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested	1,355	978	72%	40	30%	379	71%	73%	68%	65%	59%
0000001 Example School #1	275	192	70%	33	30%	379	71%	73%	68%	65%	59%
0000002 Example School #2	508	358	70%	162	30%	379	71%	73%	68%	65%	59%
0000003 Example School #3	125	88	70%	38	30%	379	71%	73%	68%	65%	59%
0000004 Example School #4	500	352	70%	125	30%	379	71%	73%	68%	65%	59%

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

Appendices

Using 2004–05 Results to Promote Student Success

**2004–05 CAHSEE Summary Results:
Tab-Delimited Research File Layout**

A Chronology of State Testing in California

Glossary of Terms/Acronyms

Using 2004–05 Results to Promote Student Success

Counties, school districts, and schools are encouraged to use the 2004–05 summary results and other standards-based evidence of student achievement to develop and implement an ongoing process for refining classroom instruction and school programs. The goal is to work with school staff to identify patterns of student performance and identify program areas needing improvement. The steps outlined below can be used by school personnel to analyze student performance, evaluate classroom instruction, and develop a plan for improvement.

Purpose

- To develop and implement an ongoing process for refining classroom instruction and school programs, using *CAHSEE* results and other standards-based evidence of student achievement
- To involve all staff, with student and parent input, in the evaluation and refinement process and articulate identified refinements with other district schools
- To develop a plan to provide additional assistance for students who did not pass one or both part(s) of the *CAHSEE*

Examples of data that could be used for evaluating student achievement might include but not be limited to:

- Student feedback concerning student preparation and *CAHSEE* results
- Individual, school, and school district *CAHSEE* data from previous administrations
- STAR data and grade records for students participating in the *CAHSEE*
- Comparative data from feeder school program participation and current and past *CAHSEE* results
- Program participation data from any and all remedial programs offered by the school or by outside agencies
- Any other relevant data collected by the school (attendance rates, disciplinary referrals, etc.)
- Assessments aligned with state content standards
- School district and school level formative or benchmark assessments
- Passing rates and program information from schools similar in either student population or geography

Step 1. Identify and collect data about the academic achievement of students (individual and group data).

- Construct a process for identifying, collecting, and compiling the data to examine patterns across individual student and group scores. (It is suggested that a staff work group, consisting of those involved in remediation as well as a representative(s) of administration and content areas of English-language arts and mathematics be convened for this phase of the process.)
- Identify sources of information that are available to use in the review of the academic achievement of students.
- Gather data from all students who have completed the *CAHSEE*,

whether or not they passed, to obtain feedback from students about the support they have been given and to identify effective and ineffective strategies offered through classroom instruction and other support activities.

- Collect and compile data from other sources about student achievement to help identify students needing some level of remediation and program areas (curriculum and/or instruction) needing modification.

Step 2. Review collected data about the academic achievement of students to prepare information for possible program planning.

- Once the student information has been completed and gathered, compile results for staff review.
- Develop a plan for how to combine student achievement data from multiple sources.
- Compile data about student achievement from other sources to identify possible program modifications and students in need of remediation and to design remediation efforts.

Ten Essential Questions for Reviewing Student Data

1. What percentage of first-time test takers passed the *CAHSEE*? Is this number an increase or decrease over past test administrations? What does this increase or decrease signify?
2. What percentage of eligible students have taken the *CAHSEE* more than once? How do the passage rates compare with past test administrations?
3. What does *CAHSEE*, or other test data, reveal about the achievement of subgroups?
4. Of those students who have taken the *CAHSEE* more than once, are their scores changing? If yes, by how many points? Do those students who are changing their scores fall into any type of pattern (i.e., gender, participation in certain programs)?
5. Do patterns identify any strengths or weaknesses in instructional programs for mathematics and English-language arts? How do the identified strengths and weaknesses relate to the content standards addressed in those core subjects?
6. Are the results of the *CAHSEE* predictable according to data from feeder schools? Is there a relationship between middle and high school grades and scores on the *CAHSEE*? How do *CAHSEE* results compare with STAR results, and what patterns may be seen in the differences that exist?
7. How do other school data help predict passage rates? Is there a relationship, for example, between attendance and passage? Do test results tend to correspond with data about program changes or transfer and/or dropout rates? What steps are being taken to address any existing correlations?
8. What programs are identified by staff and students and supported by data as the most effective for remediation?
9. Within each program that provides supplemental instruction, what materials and/or strategies do students identify as most helpful (effective)? Do test results support this perception?
10. What additional programs serving similar student populations might be used for remediation? What is the success rate of these programs?

- Organize staff work groups by content area to review, analyze, and evaluate data about student achievement.
- With results of the data review, prepare a brief but comprehensive report by the work group for presentation to the entire staff. (The report should include suggestions regarding program improvement, based on the data presented.)
- Evaluate student feedback concerning *CAHSEE* results and student preparation.

Step 3. Evaluate classroom instruction and/or programs implemented to ensure student success (based on data review).

- Convene a staff meeting (all staff) for a presentation of the findings and recommendations of the data review work group. (Successes should be highlighted and celebrated first; then the conversation should focus on developing a list of priorities for refining the curriculum, instruction, assessment, and remediation.)
- Ask all staff members to examine their own role in student preparation and support and to identify at least one change they plan to make to improve the academic achievement for their students.
- Convene staff members by department to discuss results of the individual *CAHSEE* preparation analysis and to consider program and instructional recommendations.
- Record intended goals by department and each individual and determine a method for collecting data to evaluate results after program changes have been implemented.
- Submit to the administration a summary of proposed program refinements prepared by each department.
- Identify diagnostic tools teachers can use to evaluate their students' specific strengths and weaknesses.
- Determine methods for evaluating how students are placed in remediation programs and what programs are successful.

Step 4. Incorporate proposed program changes, identified through the evaluation process, into the school plan and continue implementation and refinement.

- Review proposed program changes/refinements with each department and finalize recommendations.
- Compile all finalized departmental reports and incorporate into a school action plan, with timeline, identifying roles and responsibilities, needed professional development activities, and methods for monitoring progress and evaluating outcomes.
- Plan and conduct training(s) for instituting changes and schedule staff time for evaluating progress and/or making additional modifications.
- Develop a school accountability system to ensure that changes are carried out.

Step 5. Communicate program results and steps for refinement to key stakeholders.

- Identify populations that must be informed and/or included in program refinement planning or implementation; these might include but not be limited to:
 - **District staff, including administrators and their support staff** – All staff should be updated about programmatic changes as they are made.
 - **Governing boards** – Board members need clear explanations of program changes to allow for informed decision-making if new policies, policy modifications, and/or funding are necessary.
 - **Student population** – Students should be informed about changes, and changes made in response to student requests should be acknowledged.
 - **Parents, guardians, and families** – Parents, guardians, and families should be kept informed of all changes, even if their students are not directly involved.
 - **General public** – The general public should be kept informed about the *CAHSEE* and what is being done to prepare students for the test.
 - **Feeder districts and alternative school sites** – Ongoing dialogue should be conducted between feeder schools and receiving high schools, as well as any alternative sites for students. (Feeder schools should receive information about their former students' achievement on standards addressed on the *CAHSEE*.)
- Make a particular effort to provide accurate and timely information to parents, guardians, and students who are at risk of not passing the *CAHSEE*. Program changes that will impact students should be explained and, when possible, acknowledged in writing by both the student and the student's parents or guardians.
- Make information available in the parents/guardians' primary languages, when possible. (Every effort also should be made to deliver important information outside of traditional channels [i.e., through television and radio programs in parents'/guardians' primary languages].)
- Include information to students and their parents or guardians about all options for delivery of student services, including scheduling of available services, services provided, and methods for evaluating program effectiveness. Copies of all information should be preserved for documentation and reference.
- Communicate with the general public through news releases and other news sources. (Information should include positive test results, program improvements, and curricular and/or instructional programs that still need improvement. Schools should make every effort to demonstrate the goal that all students can and will be successful. Efforts to keep the public informed also should include information about the difficulty level of the *CAHSEE* [including sample test items], what is being done to prepare students for the test, and directions to access group test results posted on the Internet.)

2004–05 CAHSEE Summary Results: Tab-Delimited Research File Layout

Field Description	Corresponding Database Field	Acceptable Values
County Code	CountyCode	Alpha
District Code	DistrictCode	Alpha
Charter Number (only populated for independent charters)	CharterNumber	Alpha
School Code	SchoolCode	Alpha
County Name	CountyName	Alpha
District Name	DistrictName	Alpha
School Name	Schoolname	Alpha
Record Type	RecordType	04 = state 05 = county 06 = district 07 = school
Summary Type	SummaryType	01 = All Students Tested 02 = Grade 10 03 = Grade 11 04 = Grade 12 05 = Grade AE 06 = Grade Unknown 07 = Male 08 = Female 09 = Gender Unknown 10 = American Indian or Alaskan Native 11 = Asian 12 = Pacific Islander 13 = Filipino 14 = Hispanic or Latino 15 = African American 16 = White 17 = Declined to state 18 = Race/Ethnicity Unknown 19 = English Only 20 = Initially Fluent English Proficient (IFEP) 21 = Redesignated Fluent English Proficient (R-FEP) 22 = English Learner (EL) 23 = Language Fluency Unknown 24 = Not Economically Disadvantaged 25 = Economically Disadvantaged 26 = Economic Status Unknown 27 = Participating in Special Education Program 28 = Tested with modifications
Administration	Administration	C = Combined Administration S = Single Administration
Math Test Date	MathTestDate	MM/DD/YY or Blank

Field Description	Corresponding Database Field	Acceptable Values
Math Grade 10 Answer Documents Processed	MathGrade10	1–99999999
Math Number Tested	MathNumberTested	0–99999999
Math Number Passed	MathNumberPassed	0–99999999
Math Percentage Passed	MathPercentPassed	0–100
Math Number Not Passed	MathNumberNotPassed	0–99999999
Math Percentage Not Passed	MathPercentageNotPassed	0–100
Math Mean Scale Score	MathMeanScaleScore	275–450
Math <i>Probability & Statistics</i> Percent Correct	MathPSPercentCorrect	0–100
Math <i>Number Sense</i> Percent Correct	MathNSPercentCorrect	0–100
Math <i>Algebra & Functions</i> Percent Correct	MathAFPPercentCorrect	0–100
Math <i>Measurement & Geometry</i> Percent Correct	MathMGPercentCorrect	0–100
Math <i>Algebra 1</i> Percent Correct	MathA1PercentCorrect	0–100
ELA Test date	ELATestDate	MM/DD/YY or Blank
ELA Grade 10 Answer Documents Processed	ELAGrade10	0–99999999
ELA Number Tested	ELANumberTested	0–99999999
ELA Number Passed	ELANumberPassed	0–99999999
ELA Percentage Passed	ELAPercentPassed	0–100
ELA Number Not Passed	ELANumberNotPassed	0–99999999
ELA Percentage Not Passed	ELAPercentageNotPassed	0–100
ELA Mean Scale Score	ELAMeanScaleScore	275–450
ELA Reading - <i>Word Analysis</i> Percent Correct	ELAWAPercentCorrect	0–100
ELA Reading - <i>Reading Comprehension</i> Percent Correct	ELARCPercentCorrect	0–100
ELA Reading - <i>Literary Responses and Analysis</i> Percent Correct	ELALRAPercentCorrect	0–100
ELA Writing - <i>Writing Strategies</i> Percent Correct	ELAWSPercentCorrect	0–100
ELA Writing - <i>Writing Conventions</i> Percent Correct	ELAWCPercentCorrect	0–100
ELA Writing Applications - <i>Essay</i> Scale Score	ELAES1AvgScore	0.0–4.0
System Date	SystemDate	MM/DD/YY
Grade Level	GradeLevel	10, 11, or AE

A Chronology of State Testing in California

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|--|---|
| <p>1997</p> <ul style="list-style-type: none"> • Senate Bill 376 authorized the Standardized Testing and Reporting (STAR) Program; required testing of all students in English with a State Board of Education (SBE)-approved, nationally normed test in reading, spelling, written expression, and mathematics in grades two through eight; and in reading, writing, mathematics, history-social science, and science in grades nine through eleven; provided funding for testing to school districts; required individual student, school, school district, county, and state results • The SBE designated <i>Stanford Achievement Test, Ninth Edition (Stanford 9)</i> for use in STAR Program • Assembly Bill 748 authorized development of English Language Development (ELD) Standards and the <i>California English Language Development Test (CELDT)</i> for students whose primary language is other than English <p>1998</p> <ul style="list-style-type: none"> • <i>Stanford 9</i> administered <p>1999</p> <ul style="list-style-type: none"> • <i>California Standards Tests (CSTs)</i> in English-language arts and mathematics added to the STAR Program to address state content standards; designated test in Spanish added for limited English proficient (LEP) students • Development of <i>California High School Exit Examination (CAHSEE)</i> authorized by Senate Bill 2X • The SBE adopted ELD Standards • Senate Bill 638 passed to authorize the assessment of English learners | <p>2000</p> <ul style="list-style-type: none"> • California Reading List Number added to reports of STAR Program results • <i>CELDT</i> annual testing window established by the SBE and the State Superintendent of Public Instruction <p>2001</p> <ul style="list-style-type: none"> • <i>CSTs in History-Social Science and Science</i> for grades nine through eleven and <i>CST in Writing</i> for grades four and seven added to the STAR Program • Performance levels designated for <i>CST in English-Language Arts</i> • <i>CAHSEE</i> administered to volunteer grade nine students • First administration of the <i>CELDT</i> • <i>CELDT</i> cut scores adopted by the SBE for five proficiency levels: beginning, early intermediate, intermediate, early advanced, advanced <p>2002</p> <ul style="list-style-type: none"> • <i>CAHSEE</i> administered to all grade ten students • STAR Program reports redesigned to focus on <i>CST</i> results • Performance levels designated for <i>CSTs</i> in mathematics, history-social science, and science • STAR Program reauthorized for 2003–05 • <i>CELDT</i> blueprint redesigned, reducing testing time |
|--|---|

- | | |
|---|--|
| <p>2003</p> <ul style="list-style-type: none"> • <i>CST in History-Social Science</i> at grade nine moved to grade eight • Norm-referenced test for the STAR Program changed from <i>Stanford 9</i> to <i>California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)</i> • <i>California Alternate Performance Assessment (CAPA)</i> added to the STAR Program to assess students with significant cognitive disabilities • <i>CAHSEE</i> administered to all grades ten and eleven students who had not yet passed the examination • <i>CAHSEE</i> graduation requirement postponed to 2006 <p>2004</p> <ul style="list-style-type: none"> • Grade five science <i>CST</i> added to the STAR Program • California State University System augmented grade eleven <i>ELA, Algebra II, and Summative High School Mathematics CSTs</i> to produce information about students' readiness for college • The SBE authorized development of science tests in grades eight and ten to meet requirements of No Child Left Behind (NCLB) Act of 2001 • Senate Bill 1448 passed to reauthorize the STAR Program | <ul style="list-style-type: none"> • <i>CAHSEE</i> blueprints redesigned, decreasing testing time • <i>CAHSEE</i> administered as grade ten census to students in Class of 2006 • Listening, Speaking sections of the <i>CELDT</i> revised to improve reliability and validity • The SBE adopted regulations allowing the use of specified <i>CST</i> scores to qualify for the Golden State Seal Merit Diploma <p>2005</p> <ul style="list-style-type: none"> • Science standards tests field-tested for grades eight and ten to meet NCLB requirements • <i>CAPA</i> science tasks field-tested for grades five, eight, and ten • <i>CAHSEE</i> administered as grade ten census to students in the Class of 2007 and to all students in the Class of 2006 who had not passed both parts of the test |
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Glossary of Terms/Acronyms

Academic Performance Index (API)

The API is a state requirement under the Public Schools Accountability Act (PSAA) of 1999. The API is a single number that ranges from 200 to 1000 and indicates how well a school performed academically the previous year. A complete explanation of all API criteria is available on the CDE Web site.

Accommodations

Accommodations are variations in the administration of an assessment. Accommodations include variations in scheduling, setting, timing, response mode, presentation format, and others. The term accommodation commonly refers to changes that do not alter in any significant way what the test measures or the comparability of scores. Accommodations are identified in the student's individualized education program (IEP) or Section 504 plan and should be used regularly during instruction and classroom assessments. A complete list of allowable accommodations is included in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the CDE Web site.

Adequately Yearly Progress (AYP)

AYP is a requirement under the federal No Child Left Behind (NCLB) Act of 2001. Under the NCLB criteria, schools and local educational agencies (i.e., school districts and county offices of education) must annually meet or exceed specified criteria in order to make AYP. A complete explanation of all AYP criteria is available on the CDE Web site.

Blueprints

The blueprints outline the specific content standards tested and the number of questions included for each grade level and subject area or end-of-course *California Standards Test (CST)*. Similar blueprints are also available for each part of the *CAHSEE*.

California High School Exit Examination (CAHSEE)

The *CAHSEE* is a graduation requirement that was first authorized by state law in 1999. Beginning with the graduating Class of 2006, California public school students must pass both parts of the *CAHSEE*, including English-language arts (ELA) and mathematics, to receive a high school diploma. The purpose of the *CAHSEE* is to significantly improve student

achievement in public high schools and to ensure that students who graduate from public high schools can demonstrate grade-level competency in reading, writing, and mathematics. This test is aligned to selected state-adopted content standards in ELA and mathematics.

California Standards Tests (CSTs)

The *CSTs* are the primary component of the Standardized Testing and Reporting (STAR) Program. These tests were developed exclusively for California's public schools to determine how well students are achieving state-adopted content standards in English-language arts, mathematics, history-social science, and science.

California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)

The *CAT/6 Survey*, administered in grades three and seven only, is a set of nationally normed-referenced tests that measure the achievement of general academic knowledge and provide national comparisons.

Content Standards

Adopted by the State Board of Education (SBE), state content standards are statements that describe what all students in California public schools should know and be able to do in particular subject areas or courses and grade levels. These standards define for administrators, teachers, parents, guardians, students, and the community what is expected for all students.

Mean Scale Score

A mean scale score, reported for the *CSTs*, is the arithmetic mean or average of the scale scores for all students who took the grade-level *CSTs* without modifications. A mean scale score reported for the *California Alternate Performance Assessment (CAPA)* is the arithmetic mean or average of the scale scores for all students who took the *CAPA* at the relevant grade or *CAPA* level. A mean scale score for the *CAHSEE* is the average score of all students who took the English-language arts or mathematics part of the examination on the test date.

Modifications

A modification is a change to the testing conditions, procedures, and/or formatting so that the measurement of the intended construct is no longer valid. A complete list of modifications on the state assessments is included in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the CDE Web site.

National Percentile Rank (NPR)

A national percentile rank is the percentage of scale scores for students in a national sample in the same grade, tested at a comparable time of the school year, that fall below the scale score for the student. For example, if a student scores at the 60th NPR on the *CAT/6 Survey* reading test, this means that the student scored as well as or better than 60 percent of the students in the national sample (norm group).

Norm-Referenced Test (NRT)

An NRT is a test in which individual student or group performance is compared to that of a larger group. Usually the larger group (norm group) is a national sample representing a wide and diverse cross-section of students. The *CAT/6 Survey* and *SABE/2* are NRTs.

Participation Rate

The participation rate is the percentage of students in a particular group or subgroup who took a test compared to the total number within the group or subgroup that could have taken the test.

Performance Levels

Performance levels are ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular achievement level. California has identified five performance levels for reporting individual student and group results of the *CSTs* and the *CAPA*: advanced, proficient, basic, below basic, and far below basic. The SBE set proficient as the target performance level for all California students on the *CSTs* and *CAPA*.

Reference Group Percentile Rank (RPR)

RPR is a reference group percentile rank that is similar to a national percentile rank. Where an NPR compares student achievement to a sample of students selected to represent the nation as a whole, an RPR is used to compare student achievement to a specific reference group. *Spanish Assessment of Basic Education, Second Edition (SABE/2)* uses RPRs that compare each student's scores to the scores of a reference group of Spanish-speaking students in bilingual classes.

Scale Score

The number or percent of questions that students must answer to score at each performance level may change slightly from year to year due to differences in the difficulty levels of the standards-based tests (i.e., *CSTs*, *CAPA*, and *CAHSEE*). Scale scores are used to adjust for these changes and to equate the tests between years. The scale scores for the *CSTs* range between 150 (low) and 600 (high). The *CAPA* scale scores range between 15 (low) to 60 (high). The *CAHSEE* scale scores range between 275 and 450. These scale score ranges do not change from year to year.

Scoring Rubric

Scoring rubrics are guidelines that are used to score the student essays written in response to the writing tasks that are part of the *CST in English-Language Arts* in grades four and seven and the English-language arts part of the *CAHSEE*. The criteria in the rubrics address state writing strategies, writing applications, and written conventions standards that are part of the California English-language arts content standards. Readers use the rubrics to assign a score from 4 (high) to 1 (low) to each student's essay.

Spanish Assessment of Basic Education, Second Edition (SABE/2)

See STAR Program below.

Standards-Based Assessments

Standards-based assessments are developed to be aligned with specific content standards. Results on standards-based assessments are reported based on clearly defined performance categories or levels. Since the interpretation of performance is relative to a criterion or cut score (i.e., a scale score of 350 defines the lower range of proficient), such standards-based assessments support criterion-referenced interpretations. The *CSTs*, *CAPA*, and *CAHSEE* are standards-based assessments.

Standardized Testing and Reporting (STAR) Program

First authorized by law in 1997, the STAR Program is administered annually to measure how well California public school students in grades two through eleven are learning the knowledge and skills of the state-adopted content standards for English-language arts, mathematics, history-social science, and science. The STAR Program for 2005 had four components:

- *California Standards Tests (CSTs)*
- *California Alternate Performance Assessment (CAPA)*
- *California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)*
- *Spanish Assessment of Basic Education, Second Edition (SABE/2)*

Subgroup

A subgroup is a well-defined group of students. For example, the federal No Child Left Behind (NCLB) Act of 2001 identifies specific subgroups of students who must achieve adequate yearly progress. These identified subgroups are race or ethnicity, students with disabilities, limited English proficient, and socioeconomically disadvantaged.

Writing Prompt

A writing prompt is a task that a student is to complete. The prompt includes all pertinent information the student needs to develop or write a response. Writing prompts are included with the *CSTs in English-Language Arts* for grades four and seven and the English-Language Arts part of the *CAHSEE*. Each of these tests includes one writing prompt.