



High School and Physical Fitness Assessment Office

CAHSEE, GED, and CHSPE Program Updates

Sacramento – September 27, 2011
Ontario – October 4, 2011

High School Assessments Comparison Table

Test	Eligibility Requirements	What is assessed	When test administered	Outcome
California High School Exit Examination (CAHSEE)	Must be working to attain a high school (HS) diploma and be enrolled in a California (CA) public school in grade 10, 11, or 12 <u>or</u> must be enrolled in an adult school operated by a school district.	English-language arts (ELA) and mathematics	Jul., Oct., Nov., Dec., Feb., Mar, and May	Must pass both ELA and mathematics portions of the CAHSEE as part of the CA HS graduation requirements (i.e., receive HS diploma)
California High School Proficiency Examination (CHSPE)	Must be at least 16 years of age, have completed one year of enrollment in grade ten, or will complete one year of enrollment in grade ten at the end of the semester during which the next regular administration will be conducted.	Reading, language, and mathematics	Spring, fall, and summer	Earn a legal equivalent of a CA HS diploma
General Educational Development (GED)	<p>Must be a CA resident or a member of the armed forces assigned to CA and meet any one of four the following criteria:</p> <ol style="list-style-type: none"> 1) Must be 18 years of age or older or within 60 days of 18th birthday (regardless of school enrollment status). 2) Must be within 60 days of graduation from HS if remained in school and followed the usual course of study. May not be enrolled in school. 3) Must be 17 years of age, has been out of school for at least 60 consecutive school days, and provides a letter of request for the test from the military, a post-secondary institution, or a prospective employer. 4) Must be 17 years of age, is incarcerated in a CA state or county correctional facility, and meets four additional criteria. 	<p>The GED Test battery is comprised of five content area assessments:</p> <ul style="list-style-type: none"> ■ Language Arts, Reading ■ Language Arts, Writing ■ Mathematics ■ Science ■ Social Studies 	On-going test administration	A CA HS Equivalency Certificate and an Official Score Report



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CAHSEE Presentation Overview

- Update on the CAHSEE Alternative Means for Eligible Students with Disabilities (SWDs)
- Post-High School Outcomes (PHO) Study
- Additional Resources

CAHSEE Data Corrections for 2010–11



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- Deadline for 2010–11 final demographic data corrections is October 7, 2011
- Local educational agencies (LEAs) are not charged to make these corrections
- Make student demographic corrections through the Educational Testing Service (ETS) CAHSEE Online Web page at <https://cahsee.ets.org> (Outside Source)



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CAHSEE Exemption

- Enacted through the 2009–10 Budget Act and established in California *Education Code* Section 60852.3
- Effective until implementation of alternative means (July 1, 2012)
- Eligible SWDs are exempt from meeting the CAHSEE requirement as a condition of high school graduation

Alternative Means to the California High School Exit Examination for Eligible Students with Disabilities: Flow Chart

Individualized Education Program (IEP)–Section 504 plan team identifies eligible SWDs

Eligibility Requirements

- Has not passed English-language arts (ELA) and/or mathematics portion(s) of the CAHSEE
- Has or will satisfy all other state and local graduation requirements
- Has an IEP or Section 504 plan
- Attempted the CAHSEE twice after grade ten, including once in grade twelve with accommodations and/or modifications specified in IEP or Section 504 plan

CAHSEE scale score less than 350 for either ELA or mathematics portion

Alternative Means

Tier I Criteria

Student's California Standards Test (CST) and/or California Modified Assessment (CMA) ELA and/or mathematics scale scores are equivalent to a passing score on the CAHSEE

Student met Tier I criteria?

Yes

Satisfied CAHSEE Requirement

No

Student Enters Tier II

Tier II Criteria

Student's evidence includes standardized work samples that demonstrate the same level of academic achievement required for passage of the CAHSEE

Student met Tier II criteria?

Yes

Satisfied CAHSEE Requirement

No

Student may resubmit or appeal to state (operational only)



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Alternative Means Key Dates

- **July 2009** – Budget Act established an exemption for eligible SWDs
- **November 2009** – Assembly Bill (AB) 2040 panel presented recommendations on alternative means to the State Board of Education (SBE)
- **May 2010** – American Institutes for Research (AIR) presented findings and recommendations from their study conducted in response to the Kidd (Chapman) settlement agreement



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Alternative Means Key Dates (Cont.)

- **July 2010** – Human Resources Research Organization (HumRRO) presented the SBE with their analysis of the AB 2040 panel recommendations and the California Department of Education (CDE) recommended the approval of a pilot study of the two-tiered alternative means process
- **August-December 2010** – The CDE performed statistical analyses and worked with the Advisory Commission on Special Education to develop recommendations on the pilot study



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Alternative Means Key Dates (Cont.)

- **March 2011** – The SBE approved the pilot study; contractor engaged to perform the study
- **March-November 2011** – Conduct pilot study, evaluate submissions, hold focus groups, prepare draft report and recommendations

Status of the Alternative Means Pilot Study



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- The pilot study was conducted to evaluate the proposed alternative means prior to statewide implementation.
- The results of the pilot study will be reported to the SBE at their November 2011 meeting.
- The following six slides will provide an overview of the alternative means pilot study.

Alternative Means Pilot Study Tier I



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Purpose

- Determine feasibility of using California Standards Test (CST), and when available California Modified Assessment (CMA) scores, as alternative scores establishing equivalency to the CAHSEE for eligible SWDs
- Three equating/linking methodologies were used to establish linkages between CST and CAHSEE scores:
 - Equipercentile equating
 - Empirical regression
 - Common student equating

Alternative Means Pilot Study Tier I (Cont.)



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Tier I screening criteria

- Eligible SWDs must achieve a scale score of 300 on the CST for ELA, grade ten and a scale score of 269 on the CST for Algebra I to meet the CAHSEE requirement (SBE adopted scores)
- Additional analyses have been performed on the CMA for ELA, grade ten and Algebra I; proposed alternative scale scores will be recommended to the SBE in November 2011
- Eligible SWDs not meeting the Tier I requirement advance to Tier II (evaluation of evidence)

Alternative Means Pilot Study Tier II



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Purpose

- Determine feasibility of using a collection of evidence as an alternative means to the CAHSEE for eligible SWDs

Student eligibility criteria

- Current grade eleven and twelve general education students and SWDs who attempted the CAHSEE and passed or didn't pass one or both portions
- Local verification that the student has satisfied or will satisfy all other state and local requirements for high school graduation
- Most recent CAHSEE scale score (for general education students) ranging between 325 and 375 ¹³



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Alternative Means Pilot Study Tier II (Cont.)

Types of Work Sample Formats

- On-demand writing prompt
- On-demand classroom performance task
- Classroom-prepared task
- Computer presentation
- Audio/visual presentation

Alternative Means Pilot Study Tier II (Cont.)



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Requirements for Work Sample Submissions

- Each student completes three work samples in one of five formats
- At least one work sample must be “on-demand”



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Alternative Means Next Steps

- **November 2011**
 - Report pilot study findings and recommendations for statewide alternative means to the SBE
- **July 1, 2012**
 - Anticipated date of implementation of alternative means to the CAHSEE for eligible SWDs



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Post-High School Outcomes (PHO) Study

Purpose

- HumRRO will conduct a study to examine how students who graduated with differing levels of success on the CAHSEE are doing post high school



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PHO Study: Data

- Predictor Data
 - CAHSEE scores
 - CST scores
- Outcome data from participating LEAs
 - Senior surveys
 - Short-term follow-up data
 - Long-term follow-up data
- Study examines educational, military, and employment outcomes



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PHO Study: Timeline

- **March 2011** – Workshop to reach common agreement among LEAs
- **Summer-Fall 2011** – Collect data
- **Winter-Spring 2011** – Analyze data
- **Summer 2012** – Workshop to review data and collaborate on findings and recommendations
- **Fall 2012** – Final report



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PHO Study: More Information

A description of the PHO Study will be included in the *Independent Evaluation of the CAHSEE: 2011 Evaluation Report* and posted by January 2012, on the CDE Independent Evaluation Reports Web page at

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



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CAHSEE Internet Resources

CDE CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>

- Questions and Answers about the CAHSEE
<http://www.cde.ca.gov/ta/tg/hs/faq.asp>
- CAHSEE Notes, Legal Updates, and Memorandums
<http://www.cde.ca.gov/ta/tg/hs/updates.asp>
- Exam Blueprints, Released Test Questions, Study Guides, Teacher Guides, Assistance Packets for LEAs, Technical Reports
<http://www.cde.ca.gov/ta/tg/hs/resources.asp>
- Exam Administration Dates and Guidelines, Regulations, Intensive Instruction Funding, and Apportionment Process
<http://www.cde.ca.gov/ta/tg/hs/admin.asp>
- Request for Test Variations, Test Matrices, Scribe and Sign Language Guidelines, and Questions and Answers Regarding Test Variations
<http://www.cde.ca.gov/ta/tg/hs/accmmod.asp>



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CAHSEE Contact Information

Policy and General Information

High School and Physical Fitness

Assessment Office

916-445-9449

cahsee@cde.ca.gov

Test Material Ordering and Logistics

ETS CAHSEE Support

800-244-5687

cahsee-support@ets.org



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GED Presentation Overview

- Highlights of the 21st Century Initiative
- GED Test Series
- Next Generation Assessment
- Computer-based Testing (CBT)
 - Phase 1
 - Phase 2



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21st Century Initiative Goals

Facilitate pathways to achieve career- and college-readiness (CCR) and increase post-secondary education (PSE) attainment and career success by:

- Facilitating the development of a robust system of learning pathways to support GED test candidates;
- Developing a test that certifies CCR in addition to a high school credential; and
- Connecting GED test-takers with resources to enable their transition into career and college.



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GED Test Series

The GED Testing Service[®] (GEDTS) projects that the 2002 test series will remain in place until 2014.

- Assessment and development goals for the GEDTS this year include:
 - Determining content standards
 - Developing assessment targets
 - Drafting cut-score descriptors
 - Beginning item development
 - Drafting comprehensive research agenda



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The Next-Generation Assessment

Purpose

1. Provide a high school equivalency credential
2. Provide evidence of readiness to enter workforce training programs or post-secondary education
3. Provide information about a candidate's strengths and areas of developmental need



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The Next-Generation Assessment (Cont.)

Philosophy of the GEDTS

- There is a foundational core of academic skills and content knowledge required for entry into:
 - a job
 - a training program
 - an entry-level, credit-bearing post-secondary course
- The foundational core is defined by CCR standards
- The new GED assessment will assess four areas:
 1. Literacy
 2. Mathematics
 3. Science
 4. Social Studies



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The Next-Generation Assessment (Cont.)

Goals

- Align to the common core standards and developed to certify high school equivalency as well as college and career-readiness
- Are evidence-based
- Reflect the skills and knowledge most predictive of success in work and post-secondary education
- Are designed to measure deep understanding of core skills needed for a wide variety of pathways



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CBT

The CBT project is part of the GED 21st Century Initiative, which strives to create a comprehensive GED program that prepares adults for careers, training, and post-secondary education.

- Allows greater access to the GED test
- Assesses the same content as the paper-based test (PBT) and uses the same passing standards and scoring requirements



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CBT (Cont.)

Phase 1

- Usability and Comparability Study to learn more about GED test-takers and their interaction with the computer-based GED test.
- Determines whether the CBT scores are comparable to the PBT scores in measuring a test-taker's knowledge, skills, and abilities.



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CBT (Cont.)

Phase 2

- Allows candidates to take the GED test in a computer-based format in addition to the paper-pencil format.
- Progresses in a staged manner involving a small number of states at one time.
- California is part of the first group of states to begin implementing CBT.



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Test Center Network Approach

The GED Testing Center Goals:

- Increase testing access throughout California by utilizing the approved Pearson VUE academic channel/test center network.
- Offer opportunity for current paper-based GED test centers to become a Pearson VUE authorized Test Center (PVTC).



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Test Center Network Approach (Cont.)

Full CBT Migration

Immediate transition to CBT; no PBT

Dual Program

Gradual transition to CBT; offers both CBT and PBT

Both Approaches:

- Convert GED test centers to PVTCs
- Begin GED testing at approved PVTCs



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CBT Implementation

GED testing centers must meet the technical and facility requirements.

CBT implementation challenges:

- Policies and procedures vary between states and testing centers
- Financial model
- Scoring process

Timeline to implement the CBT:

- The GEDTS anticipates that all states will transition to the CBT by 2014



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GED Annual State Conference

Bridging to the 21st Century: Implications for GED

October 27 and 28, 2011
Sacramento, California

Additional information about the conference is available on the CDE GED Web page at <http://www.cde.ca.gov/ta/tg/gd/2011gedconinfo.asp>



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GED Contact Information

Policy and General Information

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California High School Proficiency Examination (CHSPE) Presentation Overview



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- Eligibility Requirements
- Administration
- Contact Information



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Eligibility

Must be at least 16 years of age, have completed one year of enrollment in grade ten, or will complete one year of enrollment in grade ten at the end of the semester during which the next regular administration will be conducted



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Administration

- Consists of two test sections: ELA and mathematics
- Contains multiple choice questions (48 for language, 54 for reading comprehension, 30 for vocabulary, and 50 for mathematics) plus one persuasive essay
- Offered three times per year
- Requires a \$110 registration fee
- Awarded a Certificate of Proficiency



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CHSPE Contact Information

Policy and General Information

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916-445-9449

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**Testing Responsibilities, Duplicate Certificates
and Transcripts, Training Materials, and Testing
Logistics**

Sacramento County Office of Education

866-342-4773

chspe@scoe.net

<http://www.chspe.net/> (Outside Source)