



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Procedural Guidelines for Administering Science *Periodic Assessments* for Elementary Schools, Grades 4-5/6

NUMBER: REF-5199.1

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Office of Data and Accountability

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**MAJOR
CHANGES**

This Reference Guide replaces Reference Guide 5199 same subject dated August 2, 2010. The change on Attachment A Section 2b. was changed to reflect the correct grade level as stated in the title.

There are the following major program changes for elementary science periodic assessments:

1. Assessment booklets for elementary science at Grades 4-5 and for Grade 6 continue to be non-consumable. Students must not write in these booklets and schools must not discard these booklets because they must be re-used in subsequent years. **A supplemental shipment will arrive at all schools with instructions on how to order additional copies as necessary.**
2. Beginning with Periodic Assessment 2 (for traditional calendar schools) and 3 (for all schools), Periodic Assessments will be reviewed and revised as necessary for CST Predictability. Periodic Assessment 1 will be reviewed at a later date, with any new CST Predictability version available for 2011-2012. A Reference Guide detailing CST Predictability for the Periodic Assessments will be published later in 2010. Check the Periodic Assessment program homepage on lausd.net (look under “Offices”) for publication of this memo.
3. Please refer to the Reference Guide for Progress-Monitoring Assessments for information on this new feature associated with the Periodic Assessments. Teachers will have available brief assessments tied to a single standard as a powerful tool for instructional guidance. Check the Periodic Assessment Program homepage on lausd.net (look under “Offices”) for publication of this document.

PURPOSE: The purpose of this Reference Guide is to provide information about the Elementary Science *Periodic Assessment* Program.

Based on feedback from teachers and administrators, District assessments will encompass a wide range of instructional tools in the 2010-2011 school year.

ROUTING

Local District Administration
Principals
Assistant Principals
UTLA Chapter Chairs



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District assessments for elementary schools include: 1) Periodic assessments in core subject areas of Mathematics and Science; 2) Diagnostic assessments to identify students in need of intervention and to provide for proper program placement in Grade 5 Mathematics and English/Language Arts (ELA), as well as initial diagnostics for Grades K-1 (in 20/20/20 format) and 2; and (3) Progress-Monitoring assessments, of no more than 10 items and targeted to key standards, which are available online to provide teachers flexibility in checking student mastery of instructional goals.

Multiple assessment opportunities are a vital component of an effective, well-balanced instructional program and support teachers' ability to plan effectively, monitor student progress in standards-based instruction, and determine the efficacy of instruction and intervention matched to student need. A Response to Instruction and Intervention (RtI²) framework embraces the use of assessments to monitor student progress in standards-based instruction. *Progress-Monitoring Assessments* give teachers an additional tool for support, with briefer "checkpoint" assessments tied to a single standard.

BACKGROUND: In order to meet state accountability standards and the requirements of *No Child Left Behind*, the District has embarked on a comprehensive Science Plan which includes the district-adopted, standards-aligned FOSS California science instructional materials in Grades K–5 and *District Assessments*. The use of the FOSS California curriculum along with the *District Assessment* Program helps teachers and administrators to focus and improve student learning.

Periodic science assessments are administered to all students in Grades 4 and 5. The assessments are formative in nature and measure areas of student strength and weakness on the standards covered in each respective instructional module. The assessment data allows teachers to inform their instructional practices and improve student achievement. The data also informs the design of targeted professional development and strategic support for teachers. *Progress-Monitoring Assessments* give teachers an additional tool for support, with briefer "checkpoint" assessments tied to a single standard.

GUIDELINES: The following guidelines will apply.

I. STUDENTS TO BE ASSESSED

A. General Education

1. All elementary students in Grades 4 and 5 who participate in the general education science curriculum are expected to take all three science *Periodic Assessments* at their assigned grade level.

B. Students with Disabilities

1. The purpose of the *Periodic Assessment* is to gauge student performance on grade-level content standards. Students with disabilities who are participating in the District general education



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curriculum (Section M of the IEP) are to take the assessments at their assigned grade level. The assessments are to be given with the accommodations specified in the IEP or Section 504 Plan.

2. Students with disabilities participating in the District alternate curriculum do not participate in the science *Periodic Assessments*. Contact your Support Unit Administrator for additional information.
- C. English Learners (EL): All English Learners, including ELs with disabilities, will take the assessments to determine student performance on grade-level standards. To ensure ELs are assessed appropriately, schools should assess ELs using primary language support that matches the support they receive in daily instruction.
1. Mainstream English Program: Reasonably-fluent ELs at ELD level 5 will be assessed in English.
 2. Basic Bilingual Program (Spanish): ELs with less than reasonable fluency (ELD Levels 1-4), will be assessed in Spanish using the Spanish version of the assessment in Grades 4 and 5.
 3. All Other Master Plan Programs: ELs with less than reasonable fluency (ELD Levels 1-4), will be assessed using the language of instruction, English, with some primary language support.
 - a. For Spanish-speaking ELs, the teacher may use the Spanish version of the assessment to read the assessment questions.
 - b. For non-Spanish speaking ELs, the teacher or a trained bilingual paraprofessional (when the teacher is not fluent in the student's primary language) may translate assessment instructions.

II. ASSESSMENT SCHEDULE

- A. All schools will administer the Grades 4 and 5 elementary science assessments, in accordance with the *2010-2011 District's Periodic Assessment Program Schedule for Single-Track or Four-Track Elementary Schools* as cited in the "Related Resources" section of this Reference Guide.
- B. Assessment Administration Sequence: Teachers will administer each of the 3 assessments aligned to the Earth, Life and Physical Science instructional modules during the course of the school year. Each school determines when the three FOSS modules are taught within the school year.

III. ASSESSMENT DESIGN

- A. There will be a single version of each assessment across the District in Grades 4 and 5. Instructional modules assessed cover Life Science,



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Earth Science and Physical Science content.

B. The science *Periodic Assessments* are designed as follows:

- 20 multiple-choice items
- 1 constructed response item
- 21 total items

IV. MATERIALS

Upon arrival of the assessments, the principal or designated point person should examine the materials to identify any shortages or missing materials. If this problem occurs contact the CoreK12 help desk at: 888-745-7737 or e-mail to CoreK12 at: helpme@corek12.com. It is the responsibility of the principal or designated point person to distribute assessment materials to teachers two days prior to administering the assessments. **Non-consumable booklets were shipped in quantities constituting 80% of enrollment in 2009-2010. A supplemental shipment is scheduled for delivery at the start of the school year. If additional materials are unavoidably required, please call the CoreK12 HelpDesk (see section IX, Assistance). No costs will accrue to schools pursuing this option.**

A. *Periodic Assessment* materials consist of the following items:

- *Checklist of Requirements for Submitting Periodic Assessments*
- (Attachment A)
- *Administration and Scoring Manuals*
- Student assessment booklets
- *Class Header Sheet* (yellow)
- Pre-printed *Student Answer Sheets* (blue)
- *Generic Student Answer Sheets* (orange)

B. All student assessment booklets will be delivered to multi-track schools in August. Single-track schools will receive all assessment booklets in September. Student assessment booklets are identified by the image of a pencil on the cover. The booklets are intended for re-use in subsequent tracks or years so students may not write in the booklets. The Constructed Response item is packaged separately and is intended to be consumable. At the end of each administration, assessment booklets must be collected, checked for marks and stored for use by subsequent tracks or years. Student assessment booklets and Constructed Response items are cellophane wrapped in bundles of 20.

C. Student assessment booklets will be provided to a student in Spanish if he/she fits the following three criteria:

1. the students are designated in SIS as “LEP,” and
2. the student’s home language is Spanish, and



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3. the student's Master Plan Program Code is either Waiver-to-Basic (WB) or dual language program Spanish (DS).
- D. One *Administration and Scoring Manual* is included with each bundle of 20 student assessment booklets. The *Administration and Scoring Manual* contains the Answer Choice Rationales and the scoring rubric for the Constructed Response item.
- E. Class answer sheet packets, one per teacher, will be delivered in a separate box ten business days prior to the start of each assessment window. The box will contain white plastic mail unit envelopes and answer sheet packets. Answer sheets are packaged in large, zip-lock plastic bags (poly bags) that contain the following:
 1. The *Checklist of Requirements for Submitting Periodic Assessments* (blue). The *Checklist* describes the most current logistical information for the distribution, scanning and scoring of the *Periodic Assessments* and is included with this Reference Guide as Attachment A.
 2. Each student is provided with one pre-printed *Student Answer Sheet* (blue) to record their multiple-choice answers. After students complete the Constructed Response (CR) item, teachers are to score the response and record the score on the student's multiple-choice answer sheet. Because student answer sheets are pre-printed based upon the information entered in the school's Elementary Student Information System (ESIS), it is essential that all students are properly enrolled with their appropriate class. Classes with unfilled teacher positions will be identified by grade and room number.
 3. *Generic Student Answer Sheets* (orange) are used for each student whose information was not in the ESIS when the answer sheets were printed. The sheet is used for students to record multiple-choice answers and for teachers to record scores for the CR item. Please ensure that all information is completely filled out, including the Student ID Number and Assessment Code which is on the lower right corner of the student booklet. Extra generic answer sheets are also provided and these answer sheets may be used for any class or assessment at the school.
 4. *Class Header Sheets* (yellow) are included for each teacher and class and must be properly completed and returned with the *Student Answer Sheets*. It is most important that the correct information on the *Class Header Sheet* be bubbled in. Please note that the assessment given ("Earth", "Life" or "Physical") **MUST BE BUBBLED ON THE CLASS HEADER SHEET** or the assessments cannot be scored.
 5. While the assessments (Earth, Life or Physical science) may be



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given in different orders, it is important to note the order of instruction. Therefore, the *Class Header Sheets* for elementary science also have a field for the order in which the assessment was given. Assessments given during the first assessment window are to be bubbled “Assessment 1”, assessments given during the second assessment window are to be bubbled “Assessment 2”, and assessments given during the third assessment window are to be bubbled “Assessment 3”. THE ORDER OF THE ASSESSMENT (“1”, “2” OR “3”) MUST BE BUBBLED ON THE CLASS HEADER SHEET or the assessments will be returned unscored.

V. SCANNING AND SCORING ASSESSMENTS

- A. Teachers are to score the constructed response item according to the rubric provided for the item in the “Answer Choice Rationales” section included within each *Administration and Scoring Manual*. Teachers should mark the student score in the box at the bottom of the individual student’s answer sheet designated “Mathematics & Science Constructed Response (CR) Score Only.”
- B. Answer sheets for students not enrolled in the class should not be returned. Bubbling any score, including “N” for “No Response” for these students, and submitting these answer sheets will result in a zero score being recorded for the assessment and will negatively affect class averages.
- C. Answer sheets for absent students should be kept because students should take the assessment when they return. Once completed, these answer sheets may be sent separately with a generic *Header Sheet* or the assessments may be scored online by using the *Periodic Assessment* website at <https://lausd.corek12.com>.
- D. All answer sheets must adhere to the following guidelines before being returned for scanning:
 1. Collect all *Student Answer Sheets* and place them in the poly bag provided (the same plastic zip-lock bag in which the *Student Answer Sheets* were delivered). Be sure to place them all front side up, in the same direction.
 2. Folded or damaged answer sheets may not be scanned and scored.
 3. Do not put assessment booklets into the poly bag – assessment booklets must be stored at the school site for use in subsequent tracks or years.
 4. Make sure all identifying information is fully completed on generic answer sheets. Returning incomplete answer sheets will result in delays or the inability to scan any results.
 5. Fill out all requested information on the *Class Header Sheet* and



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then place it on top of the student answer sheets so that it is visible through the poly bag.

6. DESIGNATE THE SPECIFIC ASSESSMENT GIVEN (Earth, Life or Physical), AND THE ORDER OF THE ASSESSMENT GIVEN (Assessment 1, 2 or 3) on the *Class Header Sheet* and place it on top of the student answer sheets so that it is visible through the poly bag.
7. Once all student answer sheets are collected and placed in the poly bags along with the *Class Header Sheets* they are to be returned for scanning via LAUSD School Mail. The poly bags must be placed in the white plastic return envelopes packed with each box of student answer sheets. The return envelopes are labeled:

“To: LAUSD Mail Unit
LAUSD Periodic Assessments”

8. These envelopes should be placed in the school’s regular canvas mailbag for regular school mail unit pick-up.
- E. Online Scoring: this alternative to scanning is made available as an option to add late scores for students who were absent or to make corrections. It is not intended to replace scanning, except when immediate feedback on student performance is desired via the Item Response Report. The procedures for online scoring are as follows:
1. Access to online scoring is gained by logging on to the *Periodic Assessment* website at <https://lausd.corek12.com>.
 2. From your “Class Main Page” click on the link for the assessment for which you want to add or change scores.
 3. You will see a student roster on the “Review Assessment Details” page. Click on the “Answer Sheet” link next to the name of the student for whom you wish to add or change answers.
 4. An online answer sheet will be displayed. Directions are at the top of the page and answer choices are numbered as on the printed answer sheet. There is a text box and a button for each answer choice option and any previously scanned and scored answers will be displayed in the buttons. Answer choices may be added or changed by either entering the letter of the new answer in the text box or by clicking on the desired answer choice button. When all additions and/or changes are completed, click on the “Score Assessment” button to record the new answers. This action will permanently overwrite the previous answers on any items that were changed. Navigating away from the answer sheet without clicking on “Score Assessment” will result in no change to any previous answers. Click back to the previous screen and repeat this step for



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each student for whom you wish to add or change answers.

5. Any new and/or revised online answer sheets will be scored immediately and students' scores will be available in the "Item Response Report."
6. It is District policy to retain *Periodic Assessment* answer sheets for 90 days before discarding them. Teachers and others using online scoring should retain the answer sheets or other written record of scores entered and/or changed online in compliance with this policy. Online scoring activity will be monitored and users may be asked to provide documentation.

VI. SCORE REPORTS

- A. Score reports will be available to school and Local District personnel in the online "Item Response Report" 24 to 48 hours after scannable answer sheets are received by the assessment contractor. Using your LAUSD email login and password information, score reports will be available at <https://lausd.corek12.com> from any computer connected to the Internet.
- B. Additional reports will also be available to principals and Local District staff on MyData.

VII. AFTER ASSESSMENT ADMINISTRATION

1. After assessments are completed, each set of periodic assessment scores are to be used to inform instruction.
2. Discuss correct and incorrect answers with students when the assessments have been scored. Assist them in completing a student reflection and drawing conclusions about what they have learned and what the need or need to do to improve their learning. Assessment *for* learning is about using periodic assessment data as a tool to improve students' learning and is characterized by:
 - a. Sharing learning goals with students
 - b. Helping students to recognize the standards they are aiming for
 - c. Involving students in assessing their own learning
 - d. Providing feedback, which helps students to recognize what they must do to close any gaps in their knowledge or understanding
 - e. Communicating confidence that every student can improve
 - f. Adjusting teaching to take into account the results of the *Periodic Assessments*
3. Although teachers may include the scores when determining a student's grade, they should neither function as the sole indicator for any grading period nor should they be weighted heavily in



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calculating a student's grade. Teachers should maintain a record or portfolio of each student's *Periodic Assessments* results for the following purposes:

- a. To discuss results of students' progress toward standards proficiency with students, parents and school staff
- b. To plan instruction, intervention and enrichment
- c. To bridge instruction interventions that are beyond the classroom
- d. To guide professional development

VIII. EVALUATION

A *Survey of Periodic Assessment Procedures* will be sent separately to schools to obtain responses from all educators involved with the *Periodic Assessment* Program. Results from the *Surveys* will be used to improve the usefulness and efficiency of the *Periodic Assessments* in order to increase student achievement and guide professional development.

IX. RELATED RESOURCES

- A. Elementary Science *Instructional Guides*, Grades 4 and 5
- B. *Professional Development Guide to Accompany the Comparability Charts* (available online "*Inside LAUSD, Periodic Assessment*" website)
 - The "Comparability Charts" are available for each teacher to post and display the alignment between standards measured on the California Standards Tests (CST) and the District's periodic assessments; copies of charts per subject and grade level are available online on the "*Inside LAUSD, Periodic Assessment*" website.
- C. *Professional Development Guide for Periodic Assessments: A Tool for Analyzing Periodic Assessment Data and Using Results to Inform Collaborative Conversations* (available online on the "*Inside LAUSD, Periodic Assessment*" website)
- D. Memorandum MEM-5180.0 "*2010-2011 District's Periodic Assessment Program Schedule – Single-Track Elementary Schools*" (July 19, 2010)*
- E. Memorandum MEM-5179.0 "*2010-2011 District's Periodic Assessment Program Schedule – Four-Track Elementary Schools*" (July 19, 2010)*

***Please check the Periodic Assessment Program homepage on lausd.net (look under "Offices") for these and other key documents after official publication.**

X. ASSISTANCE

- A. Below are resources you may contact for assistance with the issues listed:



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| Issue | Contact |
|--|--|
| Missing or incorrect assessment materials | <ul style="list-style-type: none"> • CoreK12 help desk at: 888-745-7737 or • Send e-mail to CoreK12 at: helpme@corek12.com |
| Questions about online score reports | <ul style="list-style-type: none"> • CoreK12 help desk at: 888-745-7737 or • Send e-mail to CoreK12 at: helpme@corek12.com |
| User name or password information | <ul style="list-style-type: none"> • ITD Service Desk at: 213-241-5200 or • Send e-mail to the ITD Service Desk at http://techsupport.lausd.net/webform.htm |
| Questions about program administration | <ul style="list-style-type: none"> • <i>Periodic Assessment</i> Unit at: 213-241-6873 • Inside LAUSD: Periodic Assessment link under “Resources & Applications” |
| Questions about assessment content | <ul style="list-style-type: none"> • Call the Central Science Team at 213-241-4503 |
| Questions about the Elementary Student Information System (ESIS) | <ul style="list-style-type: none"> • ESIS Support at 213-241-4617 |
| Questions about MyData | <ul style="list-style-type: none"> • Visit MyData on Inside LAUSD by following the link in the “Resources & Applications” box • Call MyData at 213-241-3014 |

B. Contact the Local Districts for information about Science Coordinators, Specialists or other key staff:

| Local District | Telephone |
|----------------|-----------------------|
| 1 | (818) 654-3600 |
| 2 | (818) 755-5300 |
| 3 | (310) 253-7100 |
| 4 | (213) 241-0100 |
| 5 | (323) 224-3100 |
| 6 | (323) 278-3900 |
| 7 | (323) 242-1300 |
| 8 | (310) 354-3400 |
| T | (213) 241-2472 |



ATTACHMENT A

CHECKLIST OF REQUIREMENTS FOR SUBMITTING PERIODIC ASSESSMENTS

1. **REQUIRED FOR ALL ASSESSMENTS:**

- a. Only #2 pencils can be used on the answer sheets.
- b. For any assessments with multiple-choice items, Constructed Response scores are recorded on the multiple-choice answer sheets (with the exception of the Secondary English/Language Arts [ELA] Extended Constructed Response). Scores must be bubbled in the space provided on the bottom of the multiple-choice answer sheet for each student. The “N” score is for “No Response” (i.e. blank or off topic responses).
 - **Note:** *DO NOT bubble in ANY score for students not enrolled in a class – their answer sheets should be discarded.*
- c. New students or students with no pre-printed answer sheet (blue) must use generic answer sheets (orange). Valid student IDs and the proper Assessment Code must be filled in for any generic answer sheets.
- d. Absent students are to be given the opportunity to make-up missed assessments. Answer sheets can be sent separately with a generic *Class Header Sheet* or online scoring (available at <https://lausd.corek12.com>) may be used to record absent students’ scores.

2. **SPECIFIC TO ELEMENTARY ASSESSMENTS:**

- a. **For Science Grades 4 and 5, the teacher must designate the correct assessment (“Life”, “Earth” or “Physical” Science) AND the Assessment Window (“1”, “2” or “3”) during which the assessment was administered on the yellow *Class Header Sheet*.**
- b. Only booklets for Mathematics Grades K-5 are consumable (one per student). Booklets for Grades 4 and 5 Science are intended for reuse in subsequent tracks and years. Students must not write in these booklets and they must be retained at the school site. The Constructed Response items for Grades 4 and 5, packaged separately, ARE consumable.

3. **SPECIFIC TO SECONDARY ASSESSMENTS:**

- a. **Extended Constructed Response (ECR) Full Class Answer Sheets (secondary ELA only) may be submitted apart from other materials. No cover sheet is necessary.**
- b. Materials that Must be Reused for Subsequent Classes, Periods or Tracks:
 - The multiple-choice assessment booklets for ALL SUBJECTS at Grades 6 and above are to be re-used. Students must not write on or in these booklets and they must be retained at the school site for use in subsequent tracks and years.
- c. Consumable Materials:
 - The Constructed Response for mathematics, science and history/social science, the Short Constructed Response (SCR) for secondary English/language arts (ELA) and the Extended Constructed Response (ECR) for ELA are consumable (one per student). These materials do not have to be reused.