



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Procedural Guidelines for Administering English/Language Arts *Periodic Assessments* for Secondary Schools, Grades 6-10

NUMBER: REF-5201

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Office of Data and Accountability

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ROUTING

Local District Administration
Principals
Assistant Principals, SCS
Instructional Coaches, English/
Language Arts
ELA Department Chairpersons
UTLA Chapter Chairpersons

PURPOSE: The purpose of this Reference Guide is to provide information regarding the Secondary English/Language Arts *Periodic Assessment* Program, Grades 6-10.

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

District assessments for secondary schools include: 1) Periodic assessments in core subject areas of English/Language Arts, Mathematics, Science and History/Social Science; 2) Diagnostic assessments that help to identify students in need of instruction/intervention and guide proper program placement (E.g. Grade 8 for English/Language Arts (ELA) and Mathematics, CAHSEE diagnostics for grades 9 and 10), and (3) Progress-Monitoring tools, of approximately 8-10 items that assess learning of essential standards, which are available online and provide teachers flexibility in assessing for student mastery.

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.

MAJOR CHANGES: This Reference Guide replaces REF-4795.2, same title dated November 12, 2009. There are three major program changes for Secondary English/ Language Arts periodic assessments:

1. The consumable Student Writing Booklets will be clearly labeled on the front cover, which is also the Short Constructed Response instruction page. As with last year's booklets, student writing pages have been removed. Students must write their extended constructed response on separate sheets of lined paper. All Instructional Booklet components remain non-consumable.
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 Guides for Diagnostics and Progress-Monitoring Assessments for information on these program features associated with the Periodic Assessments. Check the Periodic Assessment Program homepage on



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lausd.net (look under “Offices”) for publication of these documents.

BACKGROUND: In order to meet State accountability expectations and the requirements of *No Child Left Behind*, the District has embarked on a comprehensive Secondary Literacy Plan which includes the Los Angeles Unified School District English/Language Arts *Instructional Guides* and the *District Assessment Program*. The *Instructional Guides* and the periodic assessments are tools for teachers to use to inform instruction and improve student learning. The English/Language Arts (ELA) *Periodic Assessments* are aligned to the standard sets delineated in the English/Language Arts *Instructional Guides*. The assessments consist of multiple-choice items and one short constructed response (SCR) item and, when applicable, one extended constructed response (ECR).

Periodic Assessment data is to guide classroom instruction rather than provide a summative grade at the end of a unit. Analysis of periodic assessment data assists teachers in monitoring the progress of individual students and groups of students toward proficiency of grade-level standards and provides essential information to teachers in the planning and delivery of instruction, as well as in the planning of appropriate and timely interventions. *Progress-Monitoring Assessments* give teachers an additional tool for support, with briefer “checkpoint” assessments tied to a single standard.

INSTRUCTIONS: I. STUDENTS TO BE ASSESSED

A. Students in core English/Language Arts classes, Grades 6-10 (Attachment B).

NOTE: Accelerating Academic Literacy students (Literacy for Success in grades 6-8 middle school and Strategic Literacy in grade 9 high school) do not take the Secondary Periodic Assessments. The formative assessments for Accelerating Academic Literacy are part of the curricula used in these courses.

B. Students with Disabilities

1. Students with disabilities who are participating in the District general education curriculum (Section M of the IEP) should take the assessments at their assigned grade level. The assessments should be given with the accommodations specified in the IEP or Section 504 Plan.
2. Students with disabilities participating in the District alternate curriculum should not participate in the English/Language Arts periodic assessments. Contact your Local District Special Education Administrator for additional information.

II. ASSESSMENT SCHEDULE

A. All students, Grades 6-10, enrolled in core ELA classes should take the assessments in accordance with the “2010-2011 District’s Periodic Assessment Program Schedule” in Memoranda as cited in the “Related Resources” section of this Reference Guide. Each *Periodic Assessment* is aligned to a specific ELA standards-based instructional component. Pre-printed answer sheets will arrive in schools 3 to 4 weeks before the “End Date” identified on the calendars included with the Memoranda referenced above. Please note that there is not a District-administered assessment for the fourth instructional component



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(Persuasion), Grades 6 through 8.

- B. For Options, Continuation, Special Education and secondary schools with Alternative Schedules (e.g. 4x4), teachers have the flexibility to administer the *Periodic Assessments* when the appropriate content has been presented to their students enrolled in eligible courses. While these schools will receive their regular shipment of assessment booklets, pre-printed answer sheets must be requested separately using the appropriate form (Attachment C) no earlier than 6 weeks and no later than 3 weeks in advance by contacting the CoreK12 help desk at (888) 745-7737 or helpme@corek12.com. Contact your Local District for additional information.
- C. Assessment Administration
1. The ELA *Periodic Assessments* are designed to be administered in two 50-minute class periods or in one 100-minute block period within the scheduled assessment window. All work directly related to the ELA *Periodic Assessments* must take place in the classroom during the scheduled assessment period(s).
 2. Each assessment is specific to a given assessment window and is designed to be an on-demand assessment. Students are to read text selections and complete the assessments on their own. Students may not use dictionaries, textbooks, computers or any other additional resources during the assessment period. Additionally, teachers may not identify errors in student work or provide corrections during the administration of the assessment. Teachers are to provide additional feedback and/or accommodations for students with disabilities as determined by their IEPs or Section 504 plans. Make-up sessions should be scheduled for absent students. You may also refer to the *Administration and Scoring Manual* that accompanies each bundle of student assessment booklets and the *Checklist of Requirements for Submitting Periodic Assessments* (Attachment A) packaged in each class answer sheet packet delivered to schools.

III. MATERIALS

- A. It will be the responsibility of the principal or designated point person to distribute assessment materials to teachers. It is recommended that materials be distributed to teachers in sufficient time for them to identify any shortages or missing materials. *Periodic Assessment* materials consist of the following items:
- *Checklist of Requirements for Submitting Periodic Assessments* (Attachment A)
 - *Administration and Scoring Manuals*
 - Student multiple-choice assessment booklets
 - *Class Header Sheet* (yellow)
 - Pre-printed *Student Answer Sheets* (blue)
 - Generic *Student Answer Sheets* (orange)
 - Short Constructed Response (SCR) sheets
 - Extended Constructed Response (ECR) booklets
 - *Secondary ELA Full Class Answer Sheet* (for high school assessments)



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- with multiple-choice, short and extended constructed response items)
or
- *Teacher Constructed Response Answer Sheet* (for middle school assessments with only short and extended constructed response items)
- B. Student assessment booklets are cellophane-wrapped in bundles of 20 and are delivered to multi-track schools in August and December. Single-track schools will receive booklets in September and December. Student assessment booklets are identified by the image of a pencil on the cover. Students are not to write in the Instructional Component multiple-choice booklets because they are intended for re-use in subsequent tracks or years. Booklets must be stored at the school for future use.
- C. One *Administration and Scoring Manual* is included with each bundle of student assessment booklets. The *Administration and Scoring Manual* contains the Answer Choice Rationales and the scoring rubric for the Short Constructed Response item.
- D. For assessments without an ECR, Short Constructed Response (SCR) sheets are provided for each student and are consumable.
- E. For assessments with an Extended Constructed Response (ECR), booklets are provided for each student which contain the SCR, the ECR, and a rubric. These booklets are provided for each student and are consumable.
- F. Class answer sheet packets for teachers, one for each class or period, will be delivered in a separate box fifteen to twenty business days prior to the “End Date” for each assessment. 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. Pre-printed *Student Answer Sheets* (blue) are provided for each student to record their multiple-choice answers. After students complete the Short Constructed Response (SCR) item on the separate sheet provided, teachers will 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 Student Information System (SIS), it is essential that all students are properly enrolled in the appropriate course before taking the assessment. Classes with unfilled teacher positions will be identified by subject and room number.
 3. Generic *Student Answer Sheets* (orange) are used for each student whose information was not in the SIS 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 SCR. 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 have been provided and these answer sheets may be used for



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any class or assessment at the school.

4. *Class Header Sheets* (yellow) are included for each teacher and class and should be returned with the student answer sheets. Be sure to bubble in the appropriate information on the *Class Header Sheet*.
5. Space to record the short constructed response score is provided on each individual student answer sheet. When the short constructed response item is scored, please record the score in the box at the bottom of the student answer sheet designated “Secondary English/Language Arts and History/Social Science Short Constructed Response (SCR) Score Only.”
6. For assessments with an Extended Constructed Response (ECR), the *Secondary ELA Full Class Answer Sheet* (both pre-printed and generic) will be included in the poly bag with other answer sheets.
 - a. When the Extended Constructed Response (ECR) item is scored, please record the rubric score next to each student’s name.
 - b. For students whose information was not in the SIS when the answer sheets were printed, print the student’s last name and ID number in the spaces provided on the back of the *Secondary ELA Full Class Answer Sheet*. Rubric scores can then be recorded for each of these students. The assessment code from the lower right corner of the student booklet must also be printed in the space provided at the top of the sheet.
 - c. When using the generic *Secondary ELA Full Class Answer Sheet*, ensure that all information is completely filled out, including the assessment code from the lower right corner of the student booklet.
7. For middle school Assessment 3: Response to Literature/Text, which consists of only Short and Extended Constructed Response (SCR and ECR) items and no multiple-choice questions, a *Teacher Constructed Response Answer Sheet* will be included in each Teacher Class Pack of answer sheets. The rubric scores for both the SCR and the ECR must be recorded on the *Teacher Constructed Response Answer Sheet*. For students whose information was not in the SIS when the answer sheets were printed, print the student’s last name and ID number in the spaces provided on the back of the *Teacher Constructed Response Answer Sheet*. Rubric scores can then be recorded for each of these students. The assessment code from the lower right corner of the student booklet must also be printed in the space provided at the top of the *Teacher Constructed Response Answer Sheet*.

IV. SCANNING AND SCORING ASSESSMENTS

- A. Answer sheets for students not enrolled in the class should not be returned. Bubbling any score, including “N” for “No Response,” for these students will result in a zero score being recorded for the assessment and will affect class averages.
- B. 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



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online by using the *Periodic Assessment* website at <https://lausd.corek12.com> as referenced in Section IV (E) below.

- C. 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 retained at the school site for reuse 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 then place it on top of the student answer sheets so that it is visible through the poly bag.
 6. 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”**

7. These envelopes should be placed in the school’s regular canvas mailbag for regular school mail unit pick-up.
- D. 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



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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 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.

V. SCORE REPORTS

- A. Score reports will be available to school and Local District personnel in the online Item Response Report within 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.

VI. 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



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period nor should they be weighted heavily in calculating a student’s grade. Teachers should maintain a record or portfolio of each student’s ELA *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

VII. RELATED RESOURCES

- A. English/Language Arts *Instructional Guides*, Grades 6-10 and accompanying professional development materials.
- B. *Professional Development Guide to Accompany the Comparability Charts* (available online “*Inside LAUSD; Periodic Assessment*” webpage)
 - “Comparability Charts” are available that display the alignment between standards measured on the California Standards Tests (CST) and the District’s *Periodic Assessments* (available online “*Inside LAUSD, Periodic Assessment*” webpage)
- C. *Professional Development Guide for Secondary Periodic Assessments: A Tool for Analyzing Periodic Assessment Data and Using Results to Inform Collaborative Conversations* (available online “*Inside LAUSD, Periodic Assessment*” webpage)
- D. Memorandum MEM-5178 “*2010-2011 District’s Periodic Assessment Program Schedule --Single-Track Secondary Schools*” (July 19, 2010)*
- E. Memorandum MEM- 5177 “*2010-2011 District’s Periodic Assessment Program Schedule --Three-Track Secondary Schools*” (July 19, 2010)*
- F. Memorandum MEM-5176 “*2010-2011 District’s Periodic Assessment Program Schedule —Four-Track Secondary 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.**

VIII. EVALUATION

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

IX. ASSISTANCE

Below are resources you may contact for assistance:

Issue	Contact
Missing or incorrect assessment materials	<ul style="list-style-type: none"> • Call CoreK12 help desk at 888-745-7737 o • Send e-mail to CoreK12 at: helpme@corek12.com



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Questions about online score reports	<ul style="list-style-type: none"> • Call 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"> • Call 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"> • Call the <i>Periodic Assessment</i> Unit at: 213-241-6873 • Click on the “Periodic Assessment ” link under “Offices” on lausd.net
Questions about assessment content	Call the Literacy/Language Arts Office at (213) 241-6444.
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

A. Contact the Local Districts for information about ELA Coordinators 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



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-3 are consumable (one per student). Booklets for Grades 4 and 5 mathematics and 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 reused. 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:
 - i. The Constructed Response for mathematics 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.



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ATTACHMENT B

**Los Angeles Unified School District
2010-2011 Periodic Assessment Program
Pre-Printed Answer Sheet Request Form – Secondary English/Language Arts**

TO: CoreK12 Help Desk
Phone: (888) 745-7737
Fax: (866) 579-7748
E-mail: helpme@corek12.com

**DATE OF
REQUEST:** _____
**DATE
NEEDED:** _____

FROM: _____ School
_____ Administrator
_____ Coach / Designee

Note: For more accurate class rosters, answer sheets should be ordered no earlier than 6 weeks and no later than 3 weeks before they are needed (to provide time to print, package and ship answer sheets). CoreK12 will confirm receipt of your order.

SUBJECT: Secondary English Language Arts

School Location Code(s):
(Note: Both Resident & Magnet codes must be provided for classes with students in both)

**CONTACT
PERSON:** _____

E-MAIL

ADDRESS: _____

COURSE

NAME: _____

PHONE: _____

COURSE

NUMBER*: _____

ASSESSMENT

CODE (see reverse): _____

* Students must be enrolled in a course number that matches one of those listed on the reverse in order for scores to be reported.

TEACHER NAME	TRACK	CLASS/PERIOD

KEEP A COPY OF THIS REQUEST FOR YOUR RECORDS



**Secondary ELA Courses Assessed
(as per Reference Guide 4795.1)**

COURSE NUMBER	COURSE NAME	ASSESSMENT CODE NUMBERS		
		ASSESSMENT 1	ASSESSMENT 2	ASSESSMENT 3
23-01-01	English/Reading 6A	3060100	3060200	3060300
23-01-02	English/Reading 6B	3060100	3060200	3060300
23-01-03	English 7A	3070100	3070200	3070300
23-01-04	English 7B	3070100	3070200	3070300
23-01-05	English 8A	3080100	3080200	3080300
23-01-06	English 8B	3080100	3080200	3080300
23-01-07	English 9A	3090100	3090200	3090300
23-01-08	English 9B	3090100	3090200	3090300
23-01-09	English 10A	3100100	3100200	3100300
23-01-10	English 10B	3100100	3100200	3100300

Core English/Language Arts Course Codes

Course Title/Grade Level	Course Code
ENG/READ 6A	230101
ENG/READ 6B	230102
ENGLISH 7A	230103
ENGLISH 7B	230104
ENGLISH 8A	230105
ENGLISH 8B	230106
ENGLISH 9A	230107
ENGLISH 9B	230108
ENGLISH 10A	230109
ENGLISH 10B	230110