



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Procedural Guidelines for Administering Science
Periodic Assessments for Secondary Schools, Grades
6-12

NUMBER: REF-5202

ISSUER: Cynthia Lim, Executive Director
Office of Data and Accountability

DATE: August 2, 2010

ROUTING
Local District Administration
Principals
Assistant Principals
Science Lead Teachers (SLTs)
Science Department Chairpersons
UTLA Chapter Chairs

PURPOSE: The purpose of this Reference Guide is to provide information about the Secondary 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.

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 Reference Guide number REF-4793.2, same title dated November 12, 2009. Major program changes for secondary science periodic assessments include:

1. 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.

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

INSTRUCTIONS: BACKGROUND

In order to meet State accountability expectations and the requirements of the *No Child Left*



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Behind Act (NCLB), the District has embarked on a comprehensive science plan, which includes the implementation of District Science *Instructional Guides* (“*Guides*”) in Grades 6-12, the *Periodic Assessment Program* and Professional Development. Under the direction of the LAUSD secondary science team, assessment items were developed and reviewed with UTLA approved science teachers. The *Guides* and the *Periodic Assessment Program* are tools to be used by teachers, science lead teachers (SLTs), science coordinators, department chairpersons and administrators to focus and improve student achievement.

The *Guides* provide a curriculum and instructional strategies for teaching science. The *Guides* include the *Science Content Standards for California Public Schools*, State-adopted standards-based textbook references for Grades 6-8 and District authorized Grades 9-12 standards-based textbook references, strategies for instruction and additional research-based resources to promote effective teaching and learning. The *Guides* are divided into standards-aligned instructional components/modules, and the standards-aligned *Periodic Assessments* administered at the completion of each component/module measure student learning of the module.

Science *Periodic Assessments* in Grades 6 and 8, biology and chemistry will be administered three times each year. There is a single Grade 7 assessment which will be administered once to students enrolled in this course

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.

I. STUDENTS TO BE ASSESSED

A. Students enrolled in the following courses will take the *Periodic Assessments*:

Course Name	Course Code
SCIENCE AND HEALTH 6A	36-01-01
SCIENCE AND HEALTH 6B	36-01-02
SCIENCE 7	36-01-03
SCIENCE 8A	36-01-05
SCIENCE 8B	36-01-06
Chemistry A	36-14-01
Chemistry B	36-14-02
Biology A	36-07-01
Biology B	36-07-02
Focus on Life Science A 7	36-01-15
Focus on Life Science B 7	36-01-16

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 curriculum (Section M of the



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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 science periodic assessments. Contact your Local District Special Education Administrator for additional information.

C. English Learners

1. All English learners, including ELs with disabilities, will take the assessments to determine student performance on grade-level standards.
2. To ensure ELs are assessed appropriately, schools should assess ELs using primary language support that matches the support they receive in daily instruction.
 - a. Mainstream English Program. Reasonably fluent ELs (ELD Level 5) will be assessed in English.
 - b. Basic Bilingual Program (Spanish). ELs with less than reasonable fluency (ELD Levels 1-4) should be assessed using the Spanish version of the assessment.
 - c. All Other Master Plan Programs. ELs with less than reasonable fluency (ELD Levels 1-4) should be assessed using the language of instruction, English, with some primary language support.
 - (1) For Spanish-speaking ELs, the teacher may use the Spanish version of the assessment to read the assessment questions.
 - (2) 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. Regular schools with students enrolled in eligible courses should administer 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. Pre-printed answer sheets will arrive in schools 3 to 4 weeks before the "End Date" identified on the assessment calendars included with the Memoranda referenced above.
- 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 B) 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.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

C. Assessment Administration Sequence

Teachers shall administer the assessments following the instructional components sequencing outlined in each *Instructional Guide* for Grades 6 through 12.

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 assessment booklets
 - *Class Header Sheet* (yellow)
 - Pre-printed student answer sheets (blue)
 - Generic student answer sheets (orange)
- 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 booklets because they are intended for re-use. After the assessment has been given, booklets should be collected, examined for marks, and then stored for use in subsequent tracks or years. Constructed response items should be answered on a separate sheet of paper.
- 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 constructed response item.
- D. Class answer sheet packets for teachers, one for each class or period, 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 on a separate sheet of paper, 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 Student Information System (SIS), it is



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

essential that all students are properly enrolled with their appropriate course. 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 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 have been 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 should be returned with the student answer sheets. Be sure to bubble in the appropriate information on the *Class Header Sheet*.

IV. 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 will result in a zero score being recorded for the assessment and will 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> as referenced in Section IV (E) below.
- 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 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.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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.
- 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 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



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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 period nor should they be weighted heavily in 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

VII. RELATED RESOURCES

- A. District *Instructional Guides* and accompanying professional development materials for Science
- 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* (available online “*Inside LAUSD, Periodic Assessment*” website).
- C. *Professional Development Guide for Secondary Periodic Assessments: A Tool*



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

for Analyzing Periodic Assessment Data and Using Results to Inform Collaborative Conversations (available online “*Inside LAUSD, Periodic Assessment*” website)

- 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 Assessment 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

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

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@review.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 MyData	<ul style="list-style-type: none"> • Visit the MyData pages on Inside LAUSD by following the link in the “Resources & Applications” box • Call MyData at 213-241-3014



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

- 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



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.



**List of Secondary Science Courses Assessed
(as per Reference Guide 4793.1)**

COURSE NUMBER	COURSE NAME	ASSESSMENT CODE NUMBERS		
		A 1	A 2	A 3
36-01-01	Science and Health 6A	5060100	5060200	5060300
36-01-02	Science and Health 6B	5060100	5060200	5060300
36-01-03	Science 7	5070100	N/A	N/A
36-01-05	Science 8A	5080100	5080200	5080300
36-01-06	Science 8B	5080100	5080200	5080300
36-01-15	Focus on Life Science A 7	5070100	N/A	N/A
36-01-16	Focus on Life Science B 7	5070100	N/A	N/A
36-07-01	Biology A	5090100	5090200	5090300
36-07-02	Biology B	5090100	5090200	5090300
36-14-01	Chemistry A	5100100	5100200	5100300
36-14-02	Chemistry B	5100100	5100200	5100300

KEEP A COPY OF THIS REQUEST FOR YOUR RECORDS