



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

**TITLE:** Procedural Guidelines for Administering  
History/Social Science *Periodic Assessments* for  
Grades 7, 8 and 10

**NUMBER:** REF-5203

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

**DATE:** August 2, 2010

**PURPOSE:** The purpose of this Reference Guide is to provide information regarding the secondary History/Social 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 (RtI<sup>2</sup>) framework embraces the use of assessments to monitor student progress in standards-based instruction.

**MAJOR CHANGES:** This Reference Guide replaces REF-4794.2, same title dated November 12, 2009. Major program changes for Secondary History/Social Science periodic assessments include:

1. The Grade 11 History/Social Science Periodic Assessments that were suspended for 2009-2010 administration will be an optional feature, available only online at <https://lausd.corek12.com>. Look under "Program Materials" to find copies of the assessments. Schools may follow the 10<sup>th</sup> Grade assessment scheduling for the US History 11<sup>th</sup> Grade H/SS Periodic assessments. Teachers may score the results themselves on generic answer sheets or regular paper. Pre-printed answer sheets will not be provided, and central scanning is not available for generics, if used. *Do NOT send H/SS 11<sup>TH</sup> Grade generic answer sheets to CoreK12; they will not be able to score them.* Online scoring remains an option; please reference Section IV *Scanning and Scoring Assessments*, E. *Online Scoring*. Schools may have the option of scanning answer sheets using school-based equipment. For further information, please contact the District Assessment Program; contact information is listed under "ASSISTANCE – Questions about Program Administration."
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,

## ROUTING

Local District Administration  
Principals  
Assistant Principals  
H/SS Department Chairs  
UTLA Chapter Chairs



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

**INSTRUCTIONS: BACKGROUND**

In order to meet State accountability expectations and the requirements of *No Child Left Behind*, the District has embarked on a comprehensive History/Social Science Plan which includes the District History/Social Science *Instructional Guide* (“*Guide*”) and *Periodic Assessments*. The *Guide* and *Periodic Assessment Program* are tools for use by teachers and administrators to focus and improve student achievement.

The *Guide* provides a curriculum and instructional strategies for teaching history/social science. It includes the California history/social science content standards, state-adopted, standards-based textbook references, and additional history/social science instructional resources based on research-based practices to promote effective teaching. The Grades 7, 8 and 10 curricula in the *Guide* are each divided into three (3) instructional components. Each component concludes with the administration of a *Periodic Assessment* that measures student learning of the history/social science content standards contained within the instructional component.

History/Social Science *Periodic Assessments* are administered to students in World History and Geography Grade 7, United States History and Geography Grade 8 and World History and Geography Grade 10. The assessments are formative in nature and measure areas of student strength and weakness on the standards covered in the instructional unit.

The data from the assessments allow teachers to obtain information on their instructional practices in order to improve student achievement. The data also facilitate 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.

**I. STUDENTS TO BE ASSESSED**

- A. Students enrolled in the following core courses are expected to take the *Periodic Assessments*:

<b>Course Name</b>	<b>Course Code</b>
World History and Geography A, Grade 7	37-01-23
World History and Geography B, Grade 7	37-01-24
U.S. History and Geography, Growth and Conflict A, Grade 8	37-01-25
U.S. History and Geography, Growth and Conflict B, Grade 8	37-01-26
World History and Geography A, Grade 10	37-01-27



World History and Geography B, Grade 10	37-01-28
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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 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 history/social science *Periodic Assessments*. Contact your Local District Special Education Administrator for additional information.

C. English Learners (EL)

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 Core



K12 help desk at (888) 745-7737 or [helpme@corek12.com](mailto:helpme@corek12.com). Contact your Local District History/Social Science staff for additional information.

### III. MATERIALS

- A. It will be the responsibility of the principal or designee 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)
  - Short Constructed Response (SCR) sheets
- B. Student assessment booklets are cellophane wrapped in bundles of 20 and are delivered to multi-track schools in August. Single-track schools will receive booklets in September. 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.
- C. Short Constructed Response (SCR) sheets are provided for each student and are consumable.
- D. 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.
- E. Class answer sheet packets for teachers, one for each class or period, will be delivered in a separate box five to 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 Short Constructed Response (SCR) 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 Student Information System (SIS), it is 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 SCR 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 Short Constructed Response (SCR) 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 “Secondary English/Language Arts and History/Social Science Short Constructed Response (SCR) 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 re-use in subsequent tracks or years.
  4. Make sure all identifying information is fully completed on *Generic Student 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.
- 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 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. The District *Instructional Guide* and accompanying professional development materials for History/Social Science
- B. *Professional Development Guide to Accompany the Comparability Charts* (available online "*Inside LAUSD, Periodic Assessment*")
  - "Comparability Charts" are available that display the alignment between standards measured on the California Standards Tests (CST) and the District's *Periodic Assessments*
- C. *Professional Development Guide for Secondary Periodic Assessments: A Tool for Analyzing Periodic Assessment Data* (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)\*



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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

Below are resources you may contact for assistance:

Issue	Contact
Missing or incorrect assessment materials	<ul style="list-style-type: none"> <li>• Call CoreK12 help desk at 888-745-7737</li> <li>• Send e-mail to Corek12 at: <a href="mailto:helpme@corek12.com">helpme@corek12.com</a></li> </ul>
Questions about online score reports	<ul style="list-style-type: none"> <li>• Call CoreK12 help desk at: 888-745-7737</li> <li>• Send e-mail to CoreK12 at: <a href="mailto:helpme@corek12.com">helpme@corek12.com</a></li> </ul>
User name or password information	<ul style="list-style-type: none"> <li>• ITD Service Desk at: 213-241-5200 or</li> <li>• Send e-mail to the ITD Service Desk at <a href="http://techsupport.lausd.net/webform.htm">http://techsupport.lausd.net/webform.htm</a></li> </ul>
Questions about program administration	<ul style="list-style-type: none"> <li>• Call the <i>Periodic Assessment Unit</i> at: 213-241-6873</li> <li>• Click on the “Periodic Assessment link” under “Offices”</li> </ul>
Questions about the content of the periodic assessments	<ul style="list-style-type: none"> <li>• Pre K-12 H/SS Specialists: Kieley Jackson, <a href="mailto:kjack2@lausd.net">kjack2@lausd.net</a>, (213) 241-4506; Linda Kidd, <a href="mailto:lindakidd@lausd.net">lindakidd@lausd.net</a>, (213) 241-4504; Michael Reed, <a href="mailto:michael.reed@lausd.net">michael.reed@lausd.net</a>, (213) 241-8221</li> </ul>
Questions about MyData	<ul style="list-style-type: none"> <li>• Visit the MyData pages on Inside LAUSD by following the link in the “Resources &amp; Applications” box</li> <li>• Call MyData at 213-241-3014</li> </ul>



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Contact the Local Districts for information about History/Social 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.





**Secondary History/Social Science Courses Assessed**

COURSE NUMBER	COURSE NAME	ASSESSMENT CODE NUMBERS		
		ASSESSMENT 1	ASSESSMENT 2	ASSESSMENT 3
37-01-23	World History and Geography A, Grade 7	7070100	7070200	7070300
37-01-24	World History and Geography B, Grade 7	7070100	7070200	7070300
37-01-25	U.S. History and Geography, Growth and Conflict A, Grade 8	7080100	7080200	7080300
37-01-26	U.S. History and Geography, Growth and Conflict B, Grade 8	7080100	7080200	7080300
37-01-27	World History and Geography A, Grade 10	7100100	7100200	7100300
37-01-28	World History and Geography B, Grade 10	7100100	7100200	7100300

KEEP A COPY OF THIS REQUEST FOR YOUR RECORDS