



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Procedural Guidelines for Administering *Periodic Assessments* and DIBELS for Elementary Schools (K-5/6) in Literacy, Mathematics, and Science

NUMBER: REF-5515

ISSUER: Judy Elliott, Chief Academic Officer
Office of Curriculum, Instruction, and School Support

Cynthia Lim, Executive Director,
Office of Data and Accountability

DATE: June 20, 2011

ROUTING

Local District
Administrators
Administrators of Instruction
Directors/Principal Leaders
Principals
Assistant Principals
Teachers
UTLA Chapter Chairs

MAJOR CHANGES: This Reference Guide replaces Reference Guides 5198.1 and 5199.1, both dated September 28, 2010. There are major program changes for elementary schools:

1. The *Periodic Assessments* are now a subset of the **Comprehensive Assessment Program (CAP)**.
2. Use of the Open Court Reading assessments will end on June 30, 2011, and will be replaced by two types of required assessments – DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills) and Literacy Periodic Assessments.
3. The Student Online Assessment Reporting (SOAR) platform will be retired on July 30, 2011. The DIBELS assessments, provided by Wireless Generation, will use a data reporting platform called mCLASS. The Literacy Periodic Assessments, provided by COREK12, will be added to the COREK12 Assessment Center. Both reporting platforms will interface with MyData in order to provide academic data in relation to attendance and attitude (behavior) data.
4. Several Elementary Mathematics Periodic Assessments have been revised in part for 2011-2012. Therefore, all Elementary Math (K-5) booklets remaining from 2010-2011 should be disposed of.
5. All Elementary Mathematics Periodic Assessments, grades K through 5, and Literacy Periodic Assessments Grades 2-5 are consumable. Instructional Component booklets for Science Grades 4/5 and all 6th grade Periodic Assessments are not consumable.
6. K-6 Elementary schools will administer their 6th grade assessments on the Elementary K-5/6 schedule calendar (see **Related Resources**).

PURPOSE: The purpose of this Reference Guide is to provide information about the Elementary Comprehensive Assessment Program. The Comprehensive Assessment Program is designed to be formative and to provide multiple measures



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

to drive decisions about instruction and intervention.

The Comprehensive Assessment Program for elementary schools include:

1. DIBELS Next Literacy assessments
2. Periodic Assessments in core subject areas of Literacy, Mathematics and Science;
3. Progress-Monitoring Assessments, of no more than 12 items and targeted to key Literacy, Mathematics and Science standards
4. Diagnostic assessments to identify students in need of intervention and to provide for proper program placement in mathematics and literacy in middle school.

Please see the “Guidelines” section for specific details regarding which grades and/or students take specific assessments.

BACKGROUND: 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)/Multi-tiered framework is grounded in the use of multiple types of assessments to monitor student progress in standards-based instruction.

In addition to summative assessments (like the norm-referenced CST), it is imperative to use formative assessments that help inform planning, target specific areas of need, and evaluation growth regularly. Formative assessments include:

- entry-level assessments that help to universally screen students at the beginning of the year
- progress monitoring assessments that can be used with all or certain groups of students whose data indicate that they need more consistent monitoring
- benchmark assessments that can be given up to three or more times a year (in this context the DIBELS and Literacy Periodic Assessments are considered formative)

Currently two diagnostic assessments (Math and Maze measure) are required at the end of 5th grade. It is recommended that any student demonstrating a need for additional support be administered a diagnostic assessment to identify the specific areas in which a student will need instruction. Diagnostic assessments are not addressed in this reference guide.

Use of data, both quantitative and qualitative, is a vital part of the problem-solving process that guides targeted prevention, early intervention, and intensive intervention. Students who demonstrate higher levels of risk require more frequent monitoring than students who are at or above expected benchmark or proficiency levels.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Literacy Periodic Assessment

The Literacy Periodic Assessment was piloted in approximately 100 District elementary schools last year in order to get sufficient feedback and have a quality assessment. By design, it is constructed differently than the Open Court Assessments which were based on the scope and sequence of the curriculum.

The Literacy Periodic Assessment is founded on the essential standards identified for each grade level (Grades 2-5) and assessed the standards that are tested three or more times on the California Standards Test (CST). Each of these standards is tested during each of the three testing administrations, which also differs from the design on the mathematics and science periodic assessments. In this way, it is important to communicate with teachers that it is a formative assessment and should be used to make determinations regarding in which areas of focus students need additional teaching and support.

DIBELS

Reading by age 9 and increasing 3rd grade proficiency rates in English Language Arts is a key goal of the LAUSD as indicated on the LAUSD Performance Meter. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next are a set of measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be quick assessment measures used to regularly monitor the development of early literacy skills. The DIBELS Next measures were specifically designed to assess the “Big Ideas” of early literacy: Phonemic Awareness, Alphabetic Principle, and Fluency with Connected Text, Vocabulary, and Comprehension.

DIBELS Next measures are linked to one another and are predictive of future reading proficiency. Combined, the measures form an assessment system of early literacy development that allows educators to readily and reliably determine student progress.

The newest version of *DIBELS*, called *DIBELS Next*, will replace the older DIBELS 6th edition. This will be used District-wide in English. This new version has retained the best of *DIBELS 6th Edition* and includes clearer, concise directions, new arrangements to increase ease of use and accuracy of results, and new measures for improved assessment of comprehension.

The Spanish version of DIBELS, called [Indicadores Dinámicos del Éxito en la Lectura](#) (IDEL) continues to use the 6th edition. An updated version is anticipated in the next year or two.

Mathematic and Science Periodic Assessments

Both of these assessments have a longer history in the District, and have undergone revision that allow for greater predictability with the CST results.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

GUIDELINES: The following guidelines will apply.

I. STUDENTS TO BE ASSESSED

A. General Education

1. Students in grades K-3 are required to take the *DIBELS Next Assessments* at their assigned grade-level.
2. Students in grades K-5/6 are required to take the *Periodic Assessments* at their assigned grade-level in Mathematics and Literacy.
3. Students in grades 4 and 5/6 are also required to take the *Periodic Assessments* in Science.

B. Students with Disabilities

1. Students in grades K-5/6 with mild/moderate disabilities participating in the District's core curriculum take both the *DIBELS Next measures* and the *Periodic Assessments* at their assigned grade level. The assessments must be given in accordance 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 *Comprehensive Assessment Program*, which includes *DIBELS Next* and the *Periodic Assessments*.

C. English Learners (ELs).

According to the grade-levels specified in sections A and B, all English Learners (ELs), including eligible ELs with disabilities, will take the DIBELS and the periodic assessments to determine student performance on grade-level standards. To ensure ELs are assessed appropriately, schools must assess ELs using primary language support that matches the support received in daily instruction.

1. Mathematic Periodic Assessments for ELs

- a. Structured English Immersion Program: Less than Reasonably fluent ELs (ELD levels 1-4) are assessed in English.
- b. Mainstream English Program: Reasonably-fluent English Learners at ELD level 5 are assessed in English.
- c. Basic Bilingual Program (Spanish) are assessed in Spanish using one of the following:
 - (1) Grades K-2: Teacher Script in Spanish
 - (2) Grades 3-5: Spanish version of the assessment
- d. Dual Language Program (Spanish): Since instruction in the



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

content areas is taught in both English and Spanish, teachers should administer the assessment in the dominant academic language of the student.

Note: For ELs whose primary language is not Spanish, a teacher (fluent in the student's primary language) or a trained bilingual paraprofessional may translate the assessment directions.

2. Literacy Periodic Assessment for English Learners (EL)
 - a. Structured English Immersion Program: Less than reasonably fluent ELs (ELD levels 1-4) are assessed in English.
 - b. Mainstream English Program: Reasonably fluent ELs (ELD level 5) are assessed in English.
 - c. Basic Bilingual Program (Spanish): ELs are assessed in Spanish.
 - d. Dual Language Program (Spanish): ELs are assessed in English and Spanish.

Note: For ELs whose primary language is not Spanish, a teacher (fluent in the student's primary language) or a trained bilingual paraprofessional may translate the assessment directions.

II. ASSESSMENT SCHEDULE

COREK12 PERIODIC ASSESSMENTS

All schools will administer the assessments in accordance with the *2011-2012 District Comprehensive Assessment Program Assessment Schedule, Elementary Schools* as cited in the "Related Resources" section of this Reference Guide. Calendars by subject matter in table format are also available on the *Comprehensive Assessment Program* homepage on lausd.net. Look under the "Calendars" directory tab.

There are three Literacy Periodic Assessment per year at grades 2-5. In Kindergarten and Grade 1, there are two Literacy Constructed Responses (writing prompts) that are to be administered during the second and third testing windows.

DIBELS Next

See Attachment B for an assessment schedule overview. See Attachment C for information regarding which sub-test measures are administered during which grading period. See the appropriate Attachment D for specific calendar information by track.

III. ASSESSMENT DESIGN

A. The Mathematics *Periodic Assessments* are designed as follows:



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Mathematics level	Multiple-Choice Items	Constructed-Response Item
K-1	20	1
2-5	30	1
6	20	1

B. Literacy Periodic Assessment

Literacy level	Multiple-Choice Items	Constructed-Response Item/Writing Prompt
K-1 (PA2 and 3)	---	1
2	48	1
3	51	1
4	49	1
5	60	1
6 (PA1&2)	36	1
6 (PA3)	--	1 SCR & 1 ECR

C. The Science *Periodic Assessments* are designed as follows:

Science level	Multiple-Choice Items	Constructed-Response Item
4-5	20	1
6	30	1

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

IV. MATERIALS

COREK12 PERIODIC ASSESSMENTS

- 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 two days prior to administering the assessments. Assessments may be shared with teachers at grade level meetings when planning



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

instruction but are to be collected at the conclusion of those meetings. Upon arrival of assessments, the principal or designated point person should examine the materials 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 will be delivered to multi-track schools in August and December. Single-track schools will receive booklets in September and December. Some Constructed Response items are part of the consumable Instructional Component booklets. If packaged separately, the Constructed Response is also intended to be consumable. Student assessment booklets and Constructed Response items are cellophane-wrapped in bundles of 20.
- C. 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
 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, as well as the item scripts in English and Spanish for the Kindergarten through Grade 2 assessments.
- 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 Comprehensive Assessment Answer Sheets* (blue). The *Checklist* describes the most current logistical



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

information for the distribution, scanning and scoring of the *Periodic Assessments* and is included with this Reference Guide as Attachment A.

2. *Student Answer Sheet* (blue) pre-printed for each student 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 course. 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 (the Assessment Code is located on the lower right corner of each 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 should be returned with the student answer sheets. Be sure to bubble in the appropriate information (number of answer sheets included and date of administration) on the *Class Header Sheet*.
- F. The use of calculators or manipulatives is not permitted on District Mathematics *Periodic Assessments* unless specified as an accommodation in a student's IEP or Section 504 Plan. Additional assessment administration procedures will be found in the *Administration and Scoring Manual* which accompanies each packet of assessment booklets delivered to schools.

DIBELS

- A. Certificated personnel attending *DIBELS-U* during the summer will receive an Administration and Scoring Guide, including Composite Score/Benchmark information, and one set of Grade K-3 student pages for administering benchmark and progress monitoring. Participants interested in acquiring an additional



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

copy of student materials, including materials for Grades 4-6, can download paper-pencil versions from the website addresses below.

In the fall, school administrators will be able order materials on the following websites for teachers who did not have the opportunity to attend training prior to the beginning of school. Materials can be ordered from:

Office of Curriculum Instruction and Student Support:
<http://www.tinyurl.com/lausddibels>

V. SCANNING AND SCORING ASSESSMENTS

1. COREK12 PERIODIC 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 or Science Constructed Response (CR) Score Only” or in the designated section on Literacy Assessment answer sheets.
- 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 *Comprehensive Assessment Program* data site 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.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

3. Do not put assessment booklets into the poly bag.
4. Make sure all identifying information (Student ID number, Assessment Code, etc.) 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 Comprehensive Assessment Answer Sheets”

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 or to reduce the need for primary grade teachers to transpose grades from the booklets to the students’ answer sheets. The procedures for online scoring are as follows:
1. Access to online scoring is gained by logging on to the *Comprehensive Assessment Program* data site 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



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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 save and record the new answers. This action will permanently overwrite the previous answers on any items that were changed.

(Note: 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.

2. DIBELS

- A. Teachers will assess using beginning, middle, and end-of-year benchmark grade-level measures. This will be done using a desktop computer, laptop, or any other compatible device and the web-based *DIBELS Next* assessments tools via mCLASS™ from Wireless Generation.
- B. All general education teachers working with students in grades kindergarten through 3 and all resource specialists and special day program teachers working with students in grades K-5/6 (elementary) are required to attend DIBELS-U/DIBELS Next 3-day professional development. For more information regarding DIBELS Next professional development, see related resources, DIBELS contact information.

VI. SCORE REPORTS

- A. Score reports will be available to schools and Local District personnel in the COREK12 online “Item Response Report” within 24 to 48 hours after scannable answer sheets are received by the assessment contractor. Using your LAUSD email login



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

and password information, score reports will be available at <https://lausd.corek12.com> from any computer connected to the Internet.

- B. Score reports, parent reports, and instructional *Now What?* tool are available in mCLASS DIBELS immediately after administering an assessment. Using your LAUSD email login and password information (beginning in August 2011), score reports will be available at www.mclasshome.com from any computer connected to the Internet.
- C. Additional reports will also be available to principals and Local District staff on MyData.

VII. AFTER ASSESSMENT ADMINISTRATION

- A. After assessments are completed, each set of COREK12 periodic assessment scores or DIBELS benchmark scores are to be used to inform instruction. Schools should engage in the following evidence-based practices.
 - 1. Review test results at grade alike or vertical team meetings to identify grade or department to inform instruction.
 - 2. Create flexible groups for preteaching or reteaching.
 - 3. Develop and/or use ready-made Progress-Monitoring Assessments based on standards that may need to be pretaught or retaught to plan instruction, intervention and enrichment
- B. Discuss correct and incorrect answers with students when the assessments have been scored. Assist students 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:
 - 1. Sharing learning goals with students and parents
 - 2. Involving students in assessing their own learning
 - 3. Providing feedback, which helps students to recognize what they must do to close any gaps in their knowledge or understanding
- C. 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



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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:

1. To discuss results of students' progress toward standards proficiency with students, parents and school staff
2. To bridge instruction interventions that are beyond the classroom
3. To guide professional development

VIII. EVALUATION

A *Survey of Comprehensive Assessment Procedures* will be available online 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 *Comprehensive Assessment Program* in order to increase student achievement and guide professional development.

IX. RELATED RESOURCES

- A. *Instructional Guides in Mathematics, Grades Kindergarten-5/6* available and found on the PreK-12 Mathematics website.
- B. 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 "*Comprehensive Assessment Program*" homepage on lausd.net)
- D. ***Comprehensive Assessment Program* homepage at <http://tinyurl.com/lausdcap>**
- E. **DIBELS information**
Office of Curriculum Instruction and Student Support:
<http://www.tinyurl.com/lausddibels>

Division of Special Education:
<http://specialed.edublogs.org>
<http://sped.lausd.net>

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



X. ASSISTANCE

Below are resources you may contact for assistance

Issue	Contact
COREK12 assessment materials; 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 • Contact the ITD Service Desk at http://techsupport.lausd.net
DIBELS Next assessment materials	<ul style="list-style-type: none"> • http://www.tinyurl.com/lausddibels • Contact OCISS at (213) 241-6444 or the Division of Special Education at (213) 241-6701.
DIBELS Next mCLASS help desk	<ul style="list-style-type: none"> • mCLASS (DIBELS) help desk at: • WGen Customer care at (800) 823-1969 (option 3) • help@wgen.net
Program administration	<ul style="list-style-type: none"> • <i>Comprehensive Assessment Program</i> at: 213-241-6873 • <i>Comprehensive Assessment Program</i> homepage link under "Offices" on lausd.net
ESIS (Elementary Student Information System)	<ul style="list-style-type: none"> • ESIS Support at 213-241-4617
Assessment content	<ul style="list-style-type: none"> • Call the appropriate PreK-12 Content Team at 213-241-6444
MyData	<ul style="list-style-type: none"> • Visit the MyData pages on lausd.net • Call MyData at 213-241-3014

Local District contacts

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 COREK12 PERIODIC ASSESSMENT ANSWER SHEETS

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. 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 must use generic answer sheets. 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. Instructional Component booklets for Literacy Grades 2-5 and Mathematics Grades K-5 are consumable (one per student). Booklets for Grades 4 and 5 Science are non-consumable and intended for reuse in subsequent tracks and years. Students must not write in those booklets and they must be retained at the school site. All Constructed Response/Writing prompt items packed 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 instructional component 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 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).



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

ATTACHMENT B
 All Tracks

Los Angeles Unified School District

2011-2012 LAUSD Benchmark Calendar with Suggested Progress Monitoring Dates

Single-Track Schools
<p>Benchmark 1: Sept 26 – Oct 7 <i>Progress Monitoring 1: Oct 21</i> <i>Progress Monitoring 2: Nov 4</i> <i>Progress Monitoring 3: Nov 18</i> <i>Progress Monitoring 4: Dec 2</i> <i>Progress Monitoring 5: Dec 16</i> <i>Progress Monitoring 6: Jan 20</i> <i>Progress Monitoring 7: Feb 3</i></p> <p>Benchmark 2: Feb 21 – Mar 2 <i>Progress Monitoring 1: Mar 16</i> <i>Progress Monitoring 2: Mar 29</i> <i>Progress Monitoring 3: Apr 20</i></p> <p>Benchmark 3: Jun 4 – Jun 15</p>

Four-Track Schools	
Track A	Track B
<p>Benchmark 1: Aug 31 – Sept 14 <i>Progress Monitoring 1: Sep 30</i> <i>Progress Monitoring 2: Oct 14</i> <i>Progress Monitoring 3: Oct 28</i> <i>Progress Monitoring 4: Nov 10</i> <i>Progress Monitoring 5: Dec 2</i> <i>Progress Monitoring 6: Dec 16</i></p> <p>Benchmark 2: Feb 27 – Mar 9 <i>Progress Monitoring 1: Mar 23</i> <i>Progress Monitoring 2: Apr 6</i> <i>Progress Monitoring 3: Apr 20</i> <i>Progress Monitoring 4: May 8</i></p> <p>Benchmark 3: Jun 11 – Jun 22</p>	<p>Benchmark 1: Jul 25 – Aug 5 <i>Progress Monitoring 1: Aug 19</i> <i>Progress Monitoring 2: Sep 2</i> <i>Progress Monitoring 3: Sep 16</i> <i>Progress Monitoring 4: Dec 2</i> <i>Progress Monitoring 5: Dec 16</i></p> <p>Benchmark 2: Jan 9 – Jan 20 <i>Progress Monitoring 1: Feb 3</i> <i>Progress Monitoring 2: Feb 17</i> <i>Progress Monitoring 2: Mar 2</i> <i>Progress Monitoring 3: Mar 16</i></p> <p>Benchmark 3: Jun 11 – Jun 22</p>
Track C	Track D
<p>Benchmark 1: Jul 25 – Aug 5 <i>Progress Monitoring 1: Oct 7</i> <i>Progress Monitoring 2: Oct 21</i> <i>Progress Monitoring 3: Nov 4</i> <i>Progress Monitoring 4: Nov 18</i> <i>Progress Monitoring 5: Dec 9</i></p> <p>Benchmark 2: Jan 9 – Jan 20 <i>Progress Monitoring 1: Feb 3</i> <i>Progress Monitoring 2: Apr 13</i> <i>Progress Monitoring 3: Apr 27</i></p> <p>Benchmark 3: Jun 11 – Jun 22</p>	<p>Benchmark 1: Jul 25 – Aug 5 <i>Progress Monitoring 1: Aug 19</i> <i>Progress Monitoring 1: Sep 2</i> <i>Progress Monitoring 2: Sep 16</i> <i>Progress Monitoring 3: Sep 30</i> <i>Progress Monitoring 4: Oct 14</i> <i>Progress Monitoring 5: Oct 28</i> <i>Progress Monitoring 6: Nov 10</i></p> <p>Benchmark 2: Jan 9 – Jan 20 <i>Progress Monitoring 1: Feb 3</i> <i>Progress Monitoring 2: Feb 17</i> <i>Progress Monitoring 3: Mar 2</i></p> <p>Benchmark 3: Apr 16 – Apr 27</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

ATTACHMENT C
 All Tracks

2011-2012 LAUSD DIBELS Next Benchmark Calendar

Time of Year	GRADE	FSF	LNF	PSF	NWF	DORF & RTF	DAZE
Beginning of Year BOY	Kindergarten	X	X				
	First Grade	X	X	X	X		
	Second Grade				X	X	
	Third Grade					X	X
	Fourth Grade					X	X
	Fifth Grade					X	X
	Sixth Grade					X	X
Middle of Year MOY	Kindergarten	X	X	X	X		
	First Grade				X	X	
	Second Grade					X	
	Third Grade					X	X
	Fourth Grade					X	X
	Fifth Grade					X	X
	Sixth Grade					X	X
End of Year EOY	Kindergarten		X	X	X	X	
	First Grade				X	X	
	Second Grade					X	
	Third Grade					X	X
	Fourth Grade					X	X
	Fifth Grade					X	X
	Sixth Grade					X	X

Key:

- FSF: First Sound Fluency
- LNF: Letter Naming Fluency
- PSF: Phoneme Segmentation Fluency
- NWF: Nonsense Word Fluency
- DORF & RTF: DIBELS Oral Reading Fluency, Retell Fluency
- DAZE: DIBELS Maze
- WUF: Word Use Fluency (optional)



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

ATTACHMENT D
 Single-Track

2011-2012 LAUSD DIBELS Next Benchmark Calendar
Single-Track Schools

GRADE	Time of Year	LAUSD Benchmark Window	FSF	LNF	PSF	NWF	DORF & RTF	DAZE
Kindergarten	BOY	Sept 26 – Oct 7						
	MOY	Feb 21 – Mar 2						
	EOY	Jun 4– Jun 15						
First Grade	BOY	Sept 26 – Oct 7						
	MOY	Feb 21 – Mar 2						
	EOY	Jun 4– Jun 15						
Second Grade	BOY	Sept 26 – Oct 7						
	MOY	Feb 21 – Mar 2						
	EOY	Jun 4– Jun 15						
Third Grade	BOY	Sept 26 – Oct 7						
	MOY	Feb 21 – Mar 2						
	EOY	Jun 4– Jun 15						
Fourth Grade	BOY	Sept 26 – Oct 7						
	MOY	Feb 21 – Mar 2						
	EOY	Jun 4– Jun 15						
Fifth Grade	BOY	Sept 26 – Oct 7						
	MOY	Feb 21 – Mar 2						
	EOY	Jun 4– Jun 15						
Sixth Grade	BOY	Sept 26 – Oct 7						
	MOY	Feb 21 – Mar 2						
	EOY	Jun 4– Jun 15						

Key:

- FSF: First Sound Fluency
- LNF: Letter Naming Fluency
- PSF: Phoneme Segmentation Fluency
- NWF: Nonsense Word Fluency
- DORF & RTF: DIBELS Oral Reading Fluency, Retell Fluency
- DAZE: DIBELS Maze
- WUF: Word Use Fluency (optional)



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

ATTACHMENT D
 Four-Track A

2011-2012 LAUSD DIBELS Next Benchmark Calendar
Four-Track A

GRADE	Time of Year	LAUSD Benchmark Window	FSF	LNF	PSF	NWF	DORF & RTF	DAZE
Kindergarten	BOY	Aug 31 - Sept 14	x	x				
	MOY	Feb 27 – Mar 9	x	x	x	x		
	EOY	Jun 11– Jun 22		x	x	x		
First Grade	BOY	Aug 31 - Sept 14		x	x	x		
	MOY	Feb 27 – Mar 9				x	x	
	EOY	Jun 11– Jun 22				x	x	
Second Grade	BOY	Aug 31 - Sept 14				x	x	
	MOY	Feb 27 – Mar 9					x	
	EOY	Jun 11– Jun 22					x	
Third Grade	BOY	Aug 31 - Sept 14					x	x
	MOY	Feb 27 – Mar 9					x	x
	EOY	Jun 11– Jun 22					x	x
Fourth Grade	BOY	Aug 31 - Sept 14					x	x
	MOY	Feb 27 – Mar 9					x	x
	EOY	Jun 11– Jun 22					x	x
Fifth Grade	BOY	Aug 31 - Sept 14					x	x
	MOY	Feb 27 – Mar 9					x	x
	EOY	Jun 11– Jun 22					x	x
Sixth Grade	BOY	Aug 31 - Sept 14					x	x
	MOY	Feb 27 – Mar 9					x	x
	EOY	Jun 11– Jun 22					x	x

Key:

- FSF: First Sound Fluency
- LNF: Letter Naming Fluency
- PSF: Phoneme Segmentation Fluency
- NWF: Nonsense Word Fluency
- DORF & RTF: DIBELS Oral Reading Fluency, Retell Fluency
- DAZE: DIBELS Maze
- WUF: Word Use Fluency (optional)



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

ATTACHMENT D
 Four-Track B

2011-2012 LAUSD DIBELS Next Benchmark Calendar
Four-Track B

GRADE	Time of Year	LAUSD Benchmark Window	FSF	LNF	PSF	NWF	DORF & RTF	DAZE
Kindergarten	BOY	Jul 25 -Aug 5	x	x				
	MOY	Jan 9 – Jan 20	x	x	x	x		
	EOY	Jun 11– Jun 22		x	x	x		
First Grade	BOY	Jul 25 -Aug 5		x	x	x		
	MOY	Jan 9 – Jan 20				x	x	
	EOY	Jun 11– Jun 22				x	x	
Second Grade	BOY	Jul 25 -Aug 5				x	x	
	MOY	Jan 9 – Jan 20					x	
	EOY	Jun 11– Jun 22					x	
Third Grade	BOY	Jul 25 -Aug 5					x	x
	MOY	Jan 9 – Jan 20					x	x
	EOY	Jun 11– Jun 22					x	x
Fourth Grade	BOY	Jul 25 -Aug 5					x	x
	MOY	Jan 9 – Jan 20					x	x
	EOY	Jun 11– Jun 22					x	x
Fifth Grade	BOY	Jul 25 -Aug 5					x	x
	MOY	Jan 9 – Jan 20					x	x
	EOY	Jun 11– Jun 22					x	x
Sixth Grade	BOY	Jul 25 -Aug 5					x	x
	MOY	Jan 9 – Jan 20					x	x
	EOY	Jun 11– Jun 22					x	x

Key:

- FSF: First Sound Fluency**
- LNF: Letter Naming Fluency**
- PSF: Phoneme Segmentation Fluency**
- NWF: Nonsense Word Fluency**
- DORF & RTF: DIBELS Oral Reading Fluency, Retell Fluency**
- DAZE: DIBELS Maze**
- WUF: Word Use Fluency (optional)**



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

ATTACHMENT D
 Four-Track C

2011-2012 LAUSD DIBELS Next Benchmark Calendar
Four-Track C

GRADE	Time of Year	LAUSD Benchmark Window	FSF	LNF	PSF	NWF	DORF & RTF	DAZE
Kindergarten	BOY	Jul 25 -Aug 5	x	x				
	MOY	Jan 9 – Jan 20	x	x	x	x		
	EOY	Jun 11– Jun 22		x	x	x		
First Grade	BOY	Jul 25 -Aug 5		x	x	x		
	MOY	Jan 9 – Jan 20				x	x	
	EOY	Jun 11– Jun 22				x	x	
Second Grade	BOY	Jul 25 -Aug 5				x	x	
	MOY	Jan 9 – Jan 20					x	
	EOY	Jun 11– Jun 22					x	
Third Grade	BOY	Jul 25 -Aug 5					x	x
	MOY	Jan 9 – Jan 20					x	x
	EOY	Jun 11– Jun 22					x	x
Fourth Grade	BOY	Jul 25 -Aug 5					x	x
	MOY	Jan 9 – Jan 20					x	x
	EOY	Jun 11– Jun 22					x	x
Fifth Grade	BOY	Jul 25 -Aug 5					x	x
	MOY	Jan 9 – Jan 20					x	x
	EOY	Jun 11– Jun 22					x	x
Sixth Grade	BOY	Jul 25 -Aug 5					x	x
	MOY	Jan 9 – Jan 20					x	x
	EOY	Jun 11– Jun 22					x	x

Key:

- FSF: First Sound Fluency
- LNF: Letter Naming Fluency
- PSF: Phoneme Segmentation Fluency
- NWF: Nonsense Word Fluency
- DORF & RTF: DIBELS Oral Reading Fluency, Retell Fluency
- DAZE: DIBELS Maze
- WUF: Word Use Fluency (optional)



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

ATTACHMENT D
 Four-Track D

2011-2012 LAUSD DIBELS Next Benchmark Calendar
Four-Track D

GRADE	Time of Year	LAUSD Benchmark Window	FSF	LNF	PSF	NWF	DORF & RTF	DAZE
Kindergarten	BOY	Jul 25 -Aug 5	x	x				
	MOY	Jan 9 – Jan 20	x	x	x	x		
	EOY	Apr 16 -Apr 27		x	x	x		
First Grade	BOY	Jul 25 -Aug 5		x	x	x		
	MOY	Jan 9 – Jan 20				x	x	
	EOY	Apr 16 -Apr 27				x	x	
Second Grade	BOY	Jul 25 -Aug 5				x	x	
	MOY	Jan 9 – Jan 20					x	
	EOY	Apr 16 -Apr 27					x	
Third Grade	BOY	Jul 25 -Aug 5					x	x
	MOY	Jan 9 – Jan 20					x	x
	EOY	Apr 16 -Apr 27					x	x
Fourth Grade	BOY	Jul 25 -Aug 5					x	x
	MOY	Jan 9 – Jan 20					x	x
	EOY	Apr 16 -Apr 27					x	x
Fifth Grade	BOY	Jul 25 -Aug 5					x	x
	MOY	Jan 9 – Jan 20					x	x
	EOY	Apr 16 -Apr 27					x	x
Sixth Grade	BOY	Jul 25 -Aug 5					x	x
	MOY	Jan 9 – Jan 20					x	x
	EOY	Apr 16 -Apr 27					x	x

Key:

- FSF: First Sound Fluency
- LNF: Letter Naming Fluency
- PSF: Phoneme Segmentation Fluency
- NWF: Nonsense Word Fluency
- DORF & RTF: DIBELS Oral Reading Fluency, Retell Fluency
- DAZE: DIBELS Maze
- WUF: Word Use Fluency (optional)