



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE:	Procedural Guidelines for Administering <i>Periodic Assessments</i> for Secondary Schools, Grades 6-12, for English/Language Arts, History/Social Science, Mathematics, and Science	ROUTING Local District Superintendents Administrators of Instruction Directors/Principal Leaders Principals Assistant Principals Instructional Coaches Department Chairs UTLA Chapter Chairs
NUMBER:	REF-5516	
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	
PURPOSE:	<p>The purpose of this Reference Guide is to provide information regarding the Secondary <i>Periodic Assessments</i> in the Comprehensive Assessment Program. Periodic assessments are given three times a year in English/Language Arts (Grades 6-10), History/Social Science (Grades 7, 8, and 10, with Grade 11 an optional, online-only assessment), Mathematics (Grades 6, 7, Algebra Readiness, Algebra 1, and Geometry, with End-of-Course examinations in Algebra and Geometry), and Science (Grades 6, Grade 8, Biology, and Chemistry, with Integrated Coordinated Science an optional, online-only assessment). Science 7 is a single semester course with one assessment.</p> <p>The Comprehensive Assessment Program for secondary schools includes:</p> <ol style="list-style-type: none">1) Periodic Assessments in core subject areas of English/Language Arts, Mathematics, Science and History/Social Science;2) Progress-Monitoring assessments, of no more than 12 items and targeted to key standards, which are available online to provide teachers flexibility in checking student mastery of instructional goals;3) Diagnostic assessments to identify students in need of intervention and to provide for proper program placement: in grade 8 for English/Language Arts (ELA) and Mathematics, and the CAHSEE diagnostics for grades 9 and 10.	
MAJOR CHANGES:	<p>This Reference Guide replaces REF-5200, REF-5201, REF-5202, and REF-5203, dated August 2, 2010. Major program changes for Secondary periodic assessments include:</p> <ol style="list-style-type: none">1. For all subjects/courses, the non-consumable booklets will be supplied at 80% of estimated fall enrollment during summer 2011 for year-round schools and September for single-track schools. These booklets retain the front-cover language detailing the non-consumable policy: DO NOT MARK ON THESE BOOKLETS – DO NOT DISCARD – INTENDED	



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

FOR REUSE. Please make sure to always collect the booklets after each administration and to store them safely for future use. Consumable items – such as Constructed Response sheets – will be shipped at 100% of reported enrollment.

2. Some assessments have been revised for 2011-2012. Please carefully note the assessment code located in the lower right hand corner of each assessment booklet cover and make sure it matches the assessment code on the answer sheets provided.
3. For Secondary English/Language Arts assessments, an exemption formerly in place for students in Accelerating Academic Literacy courses has been removed. Middle school students in Literacy for Success and high school students in Strategic Literacy will now be expected to take the respective course level English/Language Arts periodic assessments.
4. ESL 3 and ESL 4 students will now take the respective grade-level English/Language Arts Periodic Assessments for their course.
5. Two course assessments are now available as online-only, optional features. Integrated Coordinated Science assessments, of which there are FOUR, are now available online. History/Social Science Grade 11 assessments remain an optional, online-only feature, as introduced last year. Please note: central scanning and scoring is NOT available for these optional assessments. Assessment administrators may use Online Scoring, or they can be graded using traditional methods and the scores only recorded in gradebooks.
6. The Algebra and Geometry End-of-Course Examinations are now District-wide and required for students at the completion of these two courses. A separate Reference Guide specific to the End-of-Course examinations will be published by late summer.
7. 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 *Comprehensive Assessment Program* homepage on lausd.net (look under “Offices”) for publication of these documents.
8. The *Periodic Assessments* are now a subset of the **Comprehensive Assessment Program (CAP)**.

INSTRUCTIONS: 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) framework is grounded in the use of



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

assessments to monitor student progress in standards-based instruction. *Periodic Assessments* are administered to all students in core subject classes. The assessments are formative in nature and measure areas of student strength and weakness on the standards covered in the corresponding 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. These assessments provide teachers with information as to how students might perform on the Periodic Assessment or whether students have mastered the concepts with reteaching.

The Periodic Assessments have a high correlation to performance on the CSTs. Teachers can use the results to plan, implement, and monitor intervention for students who do not perform as expected.

I. STUDENTS TO BE ASSESSED

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

History/Social Science: Course Name	Course Code
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

Mathematics: Course Name	Course Code
Math 6A	31-01-01
Math 6B	31-01-02
Math 7A	31-01-03
Math 7B	31-01-04
Algebra Read A	31-03-17
Algebra Read B	31-03-18
Algebra 1A	31-03-01



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Algebra 1B	31-03-02
Mathematics 6 (Annual)	31-51-01
Mathematics 7 (Annual)	31-51-05
Algebra 1 (Annual)	31-53-01
Algebra 1A LAVA	31-99-31
Algebra 1B LAVA	31-99-32
Geometry A	31-04-01
Geometry B	31-04-02
Geometry A LAVA	31-99-35
Geometry B LAVA	31-99-36

Science: 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

English/Language Arts: Course Title/Grade Level	Course Code
ENG/READ 6A	23-01-01
ENG/READ 6B	23-01-02
ENGLISH 7A	23-01-03
ENGLISH 7B	23-01-04
ENGLISH 8A	23-01-05
ENGLISH 8B	23-01-06
ENGLISH 9A	23-01-07
ENGLISH 9B	23-01-08
ENGLISH 10A	23-01-09
ENGLISH 10B	23-01-10

English as a Second Language	Course Code
ESL 3	170105
ESL 4	170106



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

NOTE: In 2011-2012 students in the two-hour block classes designated as Accelerating Academic Literacy (Literacy for Success in grades 6-8 middle school and Strategic Literacy in grade 9 high school) must take the Secondary ELA Periodic Assessments.

ESL3 and ESL4 students will also take the grade-respective Secondary ELA periodic assessments for their course.

B. Students with Disabilities

1. Students with disabilities who participate in the District general education curriculum should take the assessments at their assigned grade level (including students in special day classes). The assessments should be given with the accommodations or modifications specified in the IEP or Section 504 Plan.

C. Students with disabilities participating in the District alternate curriculum should not participate in the *Periodic Assessments*.

D. English Learners (EL)

1. English Language/Arts (ELA)

- English Learners in ESL 3 or 4 will take the assessments to monitor student progress toward grade-level standards.
- English learners in ESL 3 and 4 will take the ELA assessments to monitor student progress toward grade-level standards.
- English Learners in Intro, Beginning and Intermediate ESL will not participate in ELA Periodic Assessments.

2. Math, Science and Social Studies

- a. Mainstream English Program: reasonably fluent ELs (ELs in PRP and ESL 3 and 4) will be assessed in English.
- b. Structured English Immersion (SEI): ELs with less than reasonable fluency (Intro, Beginning and Intermediate ESL) participating in the SEI Program should be assessed using the language of instruction, English, with some primary language support.
- c. Basic Bilingual Program (Spanish): ELs with less than reasonable fluency (ESL 0, 1, and 2) in the Waiver to Basic Bilingual Program should be assessed using the Spanish version of the assessment.
- d. Structured English Immersion:
 - (1) For Spanish-speaking ELs, the teacher may use the Spanish



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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 "2011-2012 District Comprehensive Assessment Program assessment schedule, Secondary Schools" 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, with the exception of answer sheets for the End-of-Course Examinations. Access the Reference Guide for the End-of-Course Examinations for details (Summer 2011 publication).
- 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.

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 for periodics)
 - Generic *Student Answer Sheets* (orange for periodics)
 - Constructed Response (CR) sheets
 - Extended Constructed Response (ECR) booklets (ELA)
 - *Secondary ELA Full Class Answer Sheet* (for high school assessments with multiple-choice, short and extended



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

- constructed response items) **or**
 - *Teacher Constructed Response Answer Sheet* (for middle school assessments with only short and extended constructed response items)
- B. Student assessment booklets are cellophane-wrapped in bundles of 20 and are delivered to multi-track schools in August and December. Single-track schools will receive booklets in September and December. Students are not to write in the non-consumable booklets because they are intended for re-use. Non-consumable assessment booklets should be retained at the school site for use in subsequent tracks and years.
- C. Constructed Response (CR) 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 Comprehensive Program Assessments* (blue). The *Checklist* describes the most current logistical information for the distribution, scanning and scoring of the *Periodic Assessments* and is included with this Reference Guide as Attachment A
 2. Pre-printed *Student Answer Sheets* (blue) are provided for each student to record their multiple-choice answers. After students complete the 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 Student Information System (SIS), it is essential that all students are properly enrolled in the 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. Please ensure that all information is completely filled out, including the student



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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*.

F. The use of calculators is not permitted on District 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.

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" or the "Secondary English/Language Arts and History Short Constructed Response (SCR) 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 *LAUSD CoreK12 Assessment Center* 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.
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.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

4. Make sure all identifying information is fully completed on generic answer sheets. Returning incomplete answer sheets will result in delays or the inability to scan any results.
5. Fill out all requested information on the *Class Header Sheet* and then place it on top of the student answer sheets so that it is visible through the poly bag.
6. Once all student answer sheets are collected and placed in the poly bags along with the *Class Header Sheets* they are to be returned for scanning **via LAUSD School Mail**. The poly bags must be placed in the white plastic return envelopes packed with each box of student answer sheets. The return envelopes are labeled:

“To: LAUSD Mail Unit

LAUSD 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. The procedures for online scoring are as follows:
1. Access to online scoring is gained by logging on to the *LAUSD CoreK12 Assessment Center* 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 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.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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 *Comprehensive Assessment Program* 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. Teachers should use the results to:
 - a. Adjust teaching to take into account the results of the *Periodic Assessments*
 - b. Plan, develop, and implement appropriate acceleration and intervention.
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
3. Although teachers may include the scores when determining a



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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 bridge instruction interventions that are beyond the classroom
- c. To guide professional development

VII. RELATED RESOURCES

- A. Mathematics *Instructional Guides*, Grades 6-Geometry and accompanying professional development materials
- B. District Science *Instructional Guides* ("Guides") in Grades 6-12;
- C. District History/Social Science *Instructional Guide* ("Guide");
- D. English/Language Arts *Instructional Guides*;
- E. "Comparability Charts" are available for each teacher to post and share with students 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 at lausd.net; look under "Offices" for the *Comprehensive Assessment Program* webpage.
- F. *Professional Development Guide for Secondary Periodic Assessments: A Tool for Analyzing Periodic Assessment Data and Using Results to Inform Collaborative Conversations* (available online "Inside LAUSD, Periodic Assessment" website)
- G. Memorandum MEM-5517 "2011-2012 District Comprehensive Assessment Program assessment schedule, Secondary Schools" (June 20, 2011)*

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

VIII. EVALUATION

A *Survey of Comprehensive Assessment Program Procedures* will be made available online at lausd.corek12.com to obtain responses from all educators involved with the *Comprehensive Assessment Program*. Results from the *Survey* will be used to improve the usefulness and efficiency of the District *Assessments* in order to increase student achievement and guide professional development. The *Survey* will be available toward the end of the 2011-2012 school year.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

IX. ASSISTANCE

A. Below are resources you may contact for assistance:

Issue	Contact
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
Online score reports	<ul style="list-style-type: none"> • CoreK12 help desk at: 888-745-7737 or • Send e-mail to CoreK12 at: helpme@corek12.com
User name or password information	<ul style="list-style-type: none"> • ITD Service Desk at: 213-241-5200 or • Send e-mail to the ITD Service Desk at http://techsupport.lausd.net
Assessment content	<ul style="list-style-type: none"> • Call the PreK-12 Mathematics Specialists at 213-241-5686 • Call the Literacy/Language Arts Specialists at (213) 241-6444 • Call the Central Science Specialists at 213-241-4503 • Pre K-12 H/SS Specialists: (213) 241-4506
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

B. Local District Contact numbers

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 COMPREHENSIVE 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 (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. 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). These materials do not have to be reused.

