LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE:	Procedural Guidelines and Calendar for District Assessments for 2015-2016	**ROUTING** All Schools and Offices Local District Superintendents Instructional Directors Principals Assistant Principals Instructional Coaches Department Chairs UTLA Chapter Chairs
NUMBER:	REF-6507.1	
ISSUER:	Dr. Ruth Pérez, Deputy Superintendent Division of Instruction	
DATE:	August 19, 2015	

PURPOSE: The purpose of this Reference Guide is to provide information about the Comprehensive Assessment Program for 2015-2016. The Comprehensive Assessment Program is designed to be formative and to provide multiple measures to drive decisions about instruction and intervention. This document details program policies and also provides the 2015-2016 assessment schedules in calendar form.

MAJOR CHANGES: For 2015-2016, the District will adopt the Smarter Balanced Assessment Consortium's Interim Assessment Blocks* (IAB) in Mathematics and English/Language Arts for Grades 3rd -11th (9th and 10th grade students can only take the 11th grade IABs). Science and History/Social Science assessments will continue to be the District's California State Standards-based assessments. For ELA and Mathematics, grades 3rd -12th, schools will have the option to:

(1) give the SBAC IABs, or

(2) give the District's CA State Standards-based interim assessments in ELA and Math, or

(3) give CCSS-based interim assessments determined by the school and with approval of the Local District Superintendent (see Attachment J).

The District's Interim ELA and Math assessments for grades TK-2nd will continue to be the California State Standards-based interim assessments. Kindergarten Literacy interim assessments will not be optional, as they were in 2014-2015. Additionally, Grade 3 will have an end-of-year Integrated Unit, joining the Integrated Units for Grade 4 and 5.

*NOTE: The Interim Comprehensive Assessment (ICA) is another version of the SBAC Summative and requires as much time as the Summative for administration. Use of the ICA is ultimately a school decision and may replace or supplement one of the options above.

This Guide replaces REF-6507 published May 19, 2015. Changes from REF-6507 include the addition of Attachments E, F, G and H, which provide recommendations and guidelines for the SBAC IABs, as well as Attachment I, which provides helpdesk information for the various assessments and Attachment J, a waiver application form. On Attachment B, the calendar for Grades K-2, a window for the Otis-Lennon School Ability Test (used to identify gifted children) has been added. New guidance is also provided regarding the timeline for DIBELS (Dynamic Indicators of Basic Early Literacy Skills) End-of-Year administration for English Learner reclassification.

BACKGROUND: The Comprehensive Assessment Program assessments are administered to all students in core subjects of ELA, mathematics, science, and history/social science. The assessments are formative in nature and measure areas of student strength and weakness on the standards assessed. 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. Teachers can use the results to plan, implement, and monitor instruction and intervention for all students.

As a part of the Smarter Balanced Assessment system, Interim Assessment Blocks (IABs) are available for districts to use to monitor student progress toward the California State Standards in ELA and mathematics. The items on the interim assessments were developed under the same conditions, protocols, and review procedures as those used in the summative SBAC assessments. Therefore, they assess the same California State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims and targets in mathematics and English language arts/literacy. These assessments focus on smaller sets of targets and therefore are more flexible to better support instruction and include the same item types and formats, including performance tasks, as the summative assessments. The results yield overall information for each block and are reported in the Smarter Balanced reporting system as "Below Standard," "At/Near Standard," and "Above Standard". Specific information on individual standards assessed in the individual IAB items will not be available.

The IABs are administered online and may use the same delivery software as the summative assessments. Most items in the interim assessment will be scored via the computer. However, there are some constructed response items and performance tasks for which machine scoring does not yield optimal levels of reliability and validity. Therefore, some items and tasks on the interim assessment will need to be scored by teachers.

GUIDELINES:

I. DISTRICT ASSESSMENTS
As a key element in the District's instructional program, assessments must be administered to all eligible students in the identified courses. For English Learners and students with disabilities, specific assessments may be mandatory. The District's Comprehensive Assessment Program for 2015-2016 includes:

Elementary –
1. The foundational reading assessments available to schools are DIBELS, IDEL, and TRC (Text Reading and Comprehension).
2. For reclassification purposes, DIBELS next is required for all English Learners.
3. All students TK-5th are licensed for both DIBELS and TRC.
4. It is highly recommended that students in 3rd-5th grades be assessed with TRC.
5. Grades 3rd-5/6th - SBAC Interim Assessment Blocks in English/Language Arts and Mathematics or CA State Standards -based assessments.
6. Grades TK-2nd – CA State Standards-based District Interim Assessments for Literacy and Mathematics
7. Grades 3, 4 and 5 – End-of-year Integrated Units covering Literacy, Science and History
8. Grades K-2nd Spanish Language assessments:
   a. IDEL
   b. CA State Standards -based District Interim Assessments in Spanish for Literacy and Mathematics
9. Grades 3rd -5th Spanish Language assessments:
   a. IDEL (Grade 3)
   b. CA State Standards -based District Interim Assessments in Spanish for Literacy and Mathematics
10. Language assessment for English Learners and Standard English Learners: LAS Links (at selected schools)

Secondary
11. Grades 6th-11th (9th and 10th grade students may take the IABs but the standards are based on banded grades 11th-12th): SBAC Interim Assessment Blocks in secondary Math and ELA or CA State Standards -based Interim Assessments for those subjects.
12. Grades 6-11: Standards-based History/Social Science (grades 6-8th, 10-11th) and Science (6th, 8th, Biology and Chemistry). In preparation for the implementation of Next Generation Science Standards, NGSS aligned interim assessment items are available as an option for the Interim

Assessments for Science grades 6-8th, high school biology and high school chemistry. Each science department may select to administer either the original interim assessment items aligned to the 1998 California Science Standards or the new NGSS aligned interim assessments.

13. Grades 6th-12th: Basic Skills assessment for ELs: Scholastic Reading Inventory, which serves as the assessment for reclassification.
14. Language assessment for English Learners and Standard English Learners: LAS Links (at selected schools)
15. Grade 6th Math Placement Assessment
16. Algebra 1 Summative Assessment

For detailed information on the District's Interim Assessments, please utilize the following URL: http://achieve.lausd.net/Page/6428

II. COMPREHENSIVE ASSESSMENT PROGRAM DETAILS
1. SBAC Interim Assessment Blocks will be administered through the SBAC platform Test Operations Management System (TOMS). Detailed information on the SBAC Interim Assessments can be found here: http://achieve.lausd.net/Page/8838
2. Attachments E, F, G and H provide recommendations regarding selection and administration of SBAC IABs.
3. District developed California State Standards assessments are posted for downloading at http://achieve.lausd.net/Page/6428.
4. Foundational reading skills assessments for Grades K-5: DIBELS Next/ TRC are managed by Amplify through mClass platform.
5. Primary (Spanish) Language assessments: IDEL is managed by Amplify through mClass platform.
6. Language assessment for English Learners and Standard English Learners: LAS Links is managed by CTB through the LAS Links platform and reported through Engrade.
7. No assessment materials are sent to schools, and no materials are returned from schools to any office.

III. STUDENTS TO BE ASSESSED

A. General Education
1. All students participating in general curriculum in identified courses (see Attachment A) are expected to take ELA and Math Interim Assessments.
2. Middle school students enrolled in Ancient History, World History, US History, 6th, 7th, and 8th grade Science.

3. Students enrolled in Algebra 1, Geometry, Algebra 2, Biology, Chemistry, Integrated Science, US. History and World History.

B. Students with Disabilities

1. Students with disabilities who participate on the District general education curriculum in grades TK-12 should participate in all District assessments at their assigned grade level, including students in Core special day programs. Students with disabilities taking District assessments on either a digital platform or in paper-pencil format should have access to universal tools (not listed in the IEP/Section 504 Plan), as well as any designated supports and/or accommodations listed in the student's IEP and/or Section 504 Plan. District assessments aligned to the California State Standards are not available with modifications or in a modified format. For more information, see REF-6420, *LAUSD Accessibility and Accommodations Guidelines for Smarter Balanced Assessments*, dated January 20, 2015.

2. Students with disabilities participating on the District alternate curriculum for students with moderate to severe disabilities should not participate in the Interim Assessments or any of the District's assessments in reading, language, ELD, math, science, or history/social science.

3. Students with Low Incidence (LI) Disabilities:

   A. The DIBELS Next/IDEL assessments, the LAS Links assessment, and the SRI assessment are not to be used with deaf students (DEA) or blind/severely visually impaired students (VI).

   B. Some hard-of-hearing students (HOH) and some students with visual impairment (VI) <u>may</u> be able to be assessed with DIBELS. LAS Links, or the SRI. However, the decision regarding the use of these assessments will be made by the IEP team and will depend on the severity of the student's hearing/vision loss.

   C. Students with LI disabilities will be assessed using protocols approved by the Division of Special Education.

4. Use of TRC Assessment: All students with disabilities who participate in the District general education curriculum in grades TK-5/6th must be assessed with DIBELS Next at all three benchmark periods (unless the student has a low incidence disability; see #3). The TRC assessment is used to inform a student's advancing decoding, fluency, and comprehension skills. Since all students with disabilities must be assessed with DIBELS Next in grades TK-5/6th, the TRC assessment can be

added to provide the IEP team with more information about the student's reading progress. However, TRC cannot be used in lieu of DIBELS Next.

C. English Learners (EL)
Elementary
   1. Structured English Immersion (SEI): ELs with less than reasonable fluency participating in the SEI Program should be assessed using the language of instruction, English, with some primary language support.
   2. Spanish Dual Language Program and Spanish Maintenance Bilingual Education Program: ELs and EO/FEP students participating in the program must take both the English and Spanish versions of the assessment based on their instructional program model.
   3. Spanish Transitional Bilingual Education Program: Students will participate in English and/or Spanish versions of the assessments based on the instructional matrix outlined in the EL Master Plan.
   4. All ELs are required are required to take DIBELS Next, given it is the basic skills test for reclassification. It is strongly recommended for the End of Year (EOY) assessment window that English Learners be given the EOY DIBELS as much as a week early and no later than May 27, 2016 in order to insure that reclassification processing can be completed prior to the end of the school year.
Secondary
   1. English learners in ELD 3 and 4 will be concurrently programmed in their respective grade-level English class and will take the ELA assessments in the grade level English class.
   2. English Learners in ELD 1 will not participate in ELA Interim Assessments but should participate in all other IAs.
   3. Mainstream English Program: reasonably fluent ELs (ELs in ELD 3 and 4 and Long Term English Learners, LTELS) will be assessed in English.
   4. 6th-12th grade ELs are required to take SRI, given it is the basic skills test for reclassification.

IV.   ASSESSMENT SCHEDULE

A. Program calendars are attached for Grades K-2nd (Attachment B), 3rd-5th (Attachment C), and 6th-12th (Attachment D).
B. NOTE: Elementary math instruction follows Domains. Smarter Balanced Interim Assessments are administered after the domain is completely taught. The expected dates for completing the Domain

vary by grade level. For schools that choose the SBAC Interim Assessments by Domain, the dates on the assessment calendar **do not** apply.

C. For Options, Continuation, Special Education and secondary schools with alternative schedules (e.g. 4x4): Schools on alternative schedules or with continuous enrollment may establish their own assessment windows, taking into account their programming of courses assessed and the respective subject Curricular Maps.

D. Any school on a year-round calendar should determine an assessment window that aligns with the appropriate content Curricular Maps.

V.   ASSESSMENT REPORTING

A. SBAC Interim Assessments: Scores from Smarter Balanced Interim Assessment Blocks (IAB) and Interim Comprehensive Assessments (ICA) will be housed and available for viewing in the Smarter Balanced Interim Assessment Reporting System (IARS). Access to the data will be determined by the privileges that will be granted to individual Test Administrator or Site Coordinator Digital Library accounts. Test Administrators and Site Coordinators will be granted access privileges to view all IABs and ICAs administered at their respective institutions (school sites). Interim Assessment reports of results will be for lists of students and individual students. No aggregate reports are available in the IARS.

Two types of Interim Assessment reports will be available in the IARS:

1. ICA report
    •   Overall scale score (i.e., 2000 to 3000); Achievement Level (Level 1, 2, 3, or 4); and Claim level (Below, At/Near, or Above Standard)
2. IAB report
    •   Level of Below, At/Near, or Above Standard for each Block

Interim assessment results are available:

1. Within 24–48 hours after a student completes an IAB with no local hand scoring requirement.
2. Within 24–48 hours after any required local hand scoring is completed.

B. LAS Links for English Learners is reported through Engrade. For reclassification of ELs, DIBELS Next and SRI results are captured in MiSiS.

C. There will be no materials provided or scoring captured for any other

interim assessment option than the SBAC Interim Assessments. Schools that elect not to use either the SBAC IABs or the District's Interim Assessments for the respective subject/grade-level should refer to Attachment J, the waiver application.

D. The Math 6 Placement and Algebra Summative are reported for the administering schools through the Amplify Beacon platform on mClass, as well as MiSiS for all schools.

VI.   USE OF ASSESSMENT RESULTS

A. After assessments are completed, each set of interim assessment scores is to be used to inform instruction. Teachers should use the results to:

1. Inform their instructional program.
2. Plan, develop, and implement appropriate acceleration and intervention.
3. Provide feedback to students, which helps students recognize what they must do to close any gaps in their knowledge or understanding.
4. Maintain a record or portfolio of each student's *Interim 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 and interventions that are beyond the school day (Beyond the Bell), and
   c. to guide professional development.

VII.   RELATED RESOURCES

A. Curricular Maps
   a.   Mathematics Curricular Maps, grades TK-Geometry
   b.   Science Curricular Maps in grades 6-12
   c.   History/Social Science Curricular Maps in grades 6-11
   d.   English/Language Arts Curricular Maps, grades TK-10, and
B. Accompanying professional development materials.

ASSISTANCE: For assistance please contact
Chris Mullins, Coordinator, Comprehensive Assessment Program, Division of Instruction at (213) 241-6444 or chris.mullins@lausd.net.
For students with disabilities contact
Diana Inouye at diana.inouye@lausd.net or
Lisa Regan at lisa.regan@lausd.net.
For English learners contact

Carla Gutierrez at carla.gutierrez@lausd.net or
Veronica Arevalo at vareva1@lausd.net.
IT Help Desk at 213 241 5200, http://achieve.lausd.net/Page/286

RESOURCES: California State Standards, Interim Assessments and Blueprints:
http://achieve.lausd.net/Page/6138
SBAC Interim Assessments procedures and resources:
http://achieve.lausd.net/Page/8838
Multilingual and Multicultural Education Department, LAS Links:
http://achieve.lausd.net/site/default.aspx?PageID=6996
Multilingual and Multicultural Education Department, SRI (for reclassification):
http://achieve.lausd.net/Page/7756
mClass for DIBELS Next/TRC and Beacon:
https://www.mclasshome.com/wgen/Login.do?account=lausd
REF 6550 Elementary Literacy Assessments (Reading 3D Suite: DIBELS
Next/IDEL/TRC) Procedural Guidelines for Administration
and Implications for Instruction
Comprehensive Assessment Program:
http://achieve.lausd.net/Page/772
REF 6420 – LAUSD Accessibility and Accommodations Guidelines for Smarter
Balanced Assessments

ATTACHMENT A

Course	Course Number
English	
ENGLISH 6A and B	23-01-01/02
ENGLISH 7A and B	23-01-03/04
ENGLISH 8A and B	23-01-05/06
ENGLISH 9A and B	23-01-07/08
ENGLISH 10A and B	23-01-09/10
American Literature/Contemporary Composition	230111/230201
Mathematics	
Common Core Math 6A and B	31-01-01/02
Common Core Math 7A and B	31-01-03/04
Accelerated CC Math 7 AB	31-01-17/18
Common Core Math 8 A and B	31-03-37/38
Accelerated CC Algebra 1	31-03-39/40
CC Algebra 1 (Year-long)	31-03-41/42
Common Core Algebra 1A and B	31-03-01/02
Geometry A and B	31-04-23/24
Common Core Algebra 2 A and B	31-03-43/44
History/Social Science	
World History and Geography: Ancient Civilizations A and B, Grade 6	37-01-21/22
World History and Geography: Medieval and Early Modern Times A and B, Grade 7	37-01-23/24
U.S. History and Geography, Growth and Conflict A and B, Grade 8	37-01-25/26
World History and Geography A and B Grade 10	37-01-27/28
History/Grade 11 United States History and Geography A and B	37-01-20/30
Science	
SCIENCE 6A and 6B	36-01-01/02
SCIENCE 7	36-01-03
SCIENCE 8A and B	36-01-05/06
Chemistry A and B	36-14-01/02
Biology A and B	36-07-01/02

LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

SCHOOL NOT IN SESSION/ UNASSIGNED/ HOLIDAY

LOS ANGELES UNIFIED SCHOOL DISTRICT

2015-2016 Comprehensive Assessment Program Schedule
GRADES K-2

ATTACHMENT B

For District Interim Assessments, dates indicated are for the end of assessment administration.

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER

M   L   SL

LAS

COMPREHENSIVE ASSESSMENT PROGRAM KEY

DIBELS
BOY – Beginning of Year
MOY – Middle of Year
EOY – End of Year

IDEL
I-BOY – Beginning of Year
I-MOY – Middle of Year
I-EOY – End of Year

INTERIM ASSESSMENTS

L = Elementary Literacy

M = Elementary Math

SL = Spanish Literacy

LAS = LAS Links*

(selected schools)

BOY

I-BOY

⬚⬚⬚ Annual CELDT (for continuously enrolled students)
Initial CELDT should be administered in first 30 days of enrollment

REF-6507.1
Division of Instruction

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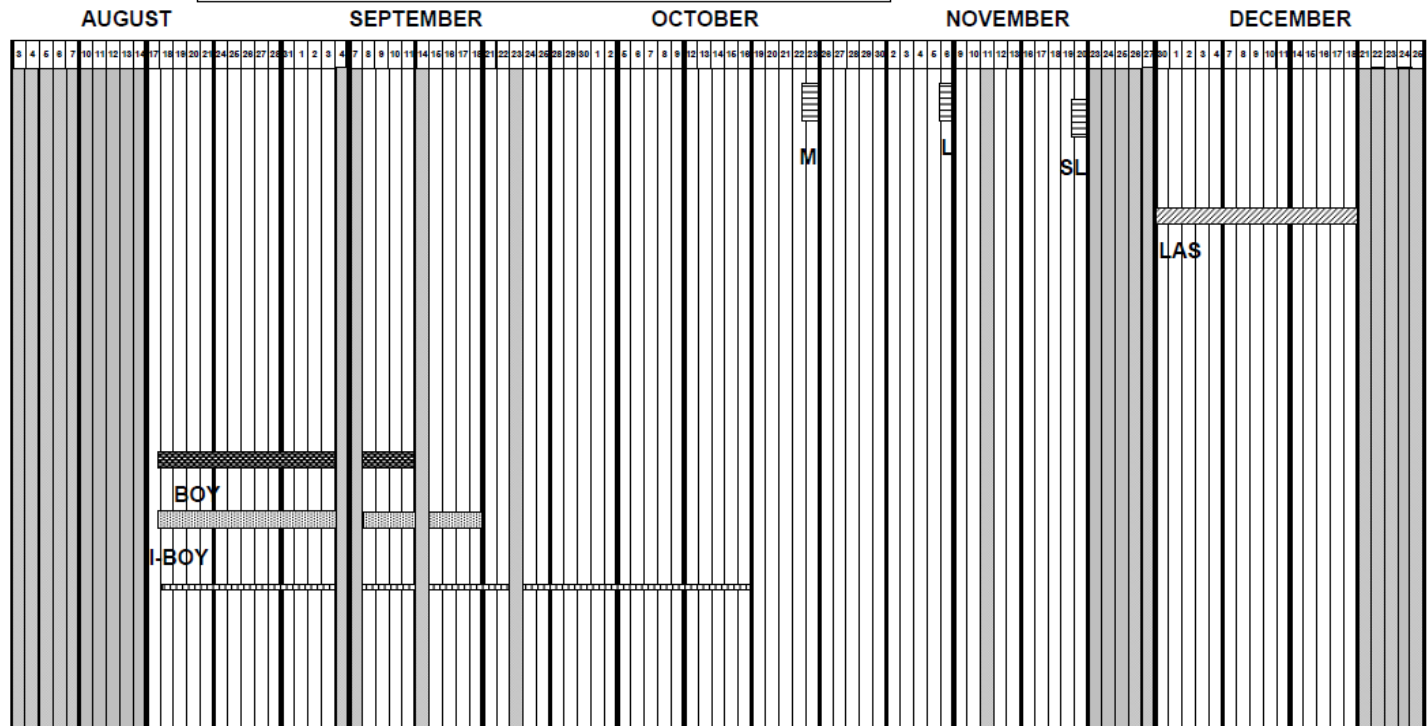Comprehensive Assessment Program
August 19, 2015

LOS ANGELES UNIFIED SCHOOL DISTRICT
2015-2016 Comprehensive Assessment Program Schedule
GRADES K-2

For District Interim Assessments, dates indicated are for the end of assessment administration.

ATTACHMENT B

SCHOOL NOT IN SESSION/ UNASSIGNED/ HOLIDAY

JANUARY # | FEBRUARY | MARCH | APRIL | MAY | JUNE

L   M   SL

L & M   SL

LAS

EOY*

I-EOY

MOY   OLSAT

I-MOY

#

= Second Semester Begins

▬▬ STS – Grade 2

▨ OLSAT – Grade 2

EOY*
NOTE: For purposes of reclassification, it is recommended that English Learners be administered the DIBELS EOY as early as May 9th and no later than May 27

Page 2 of 2

COMPREHENSIVE ASSESSMENT PROGRAM KEY

DIBELS
BOY – Beginning of Year
MOY – Middle of Year
EOY – End of Year

IDEL
I-BOY – Beginning of Year
I-MOY – Middle of Year
I-EOY – End of Year

INTERIM ASSESSMENTS
L = Elementary Literacy
M = Elementary Math
SL = Spanish Literacy

LAS =LAS Links*
*selected schools

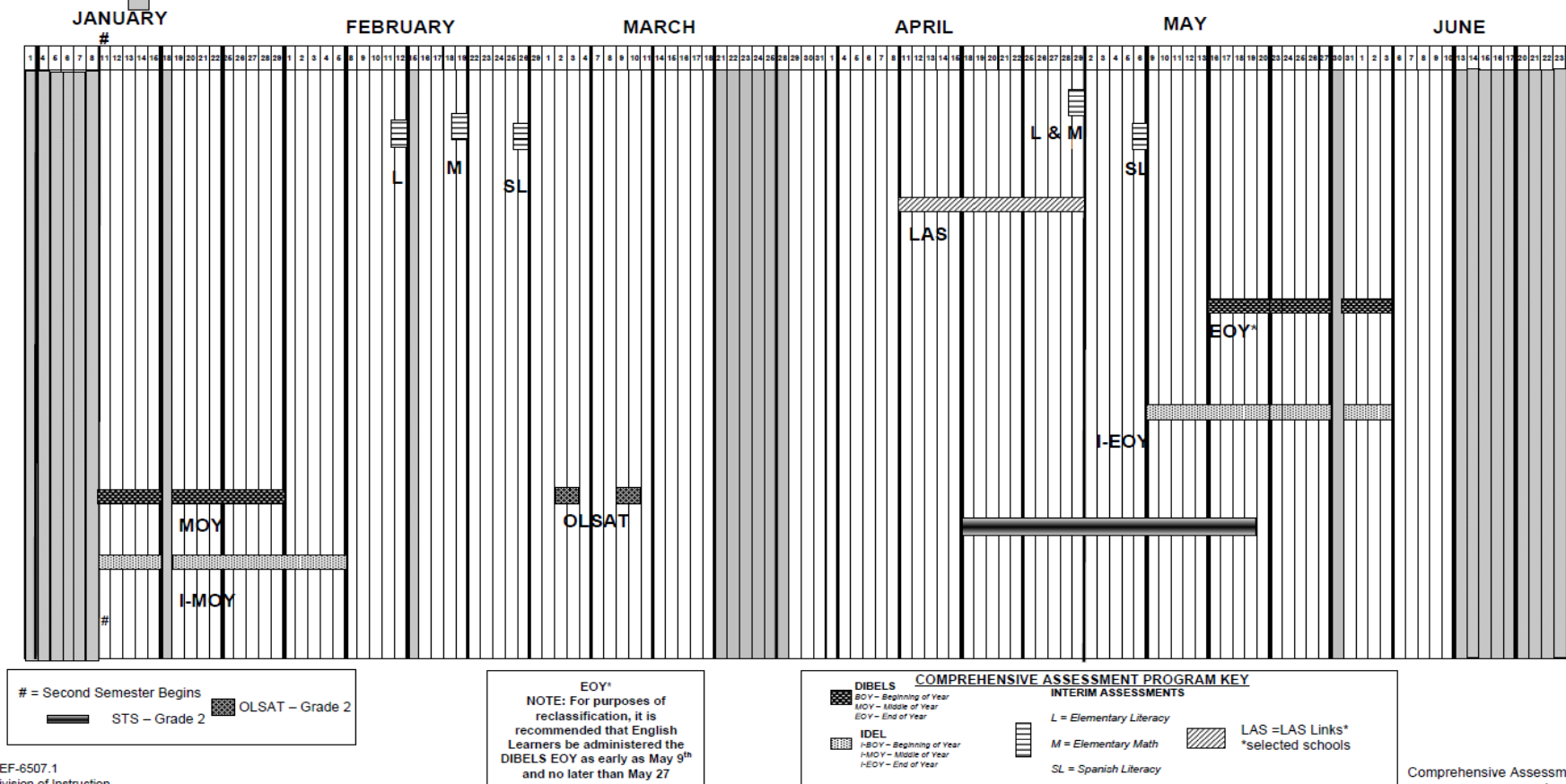Comprehensive Assessment Program
August 19, 2015

SCHOOL NOT IN
SESSION/
UNASSIGNED/
HOLIDAY

LOS ANGELES UNIFIED SCHOOL DISTRICT

2015-2016 Comprehensive Assessment Program Schedule
GRADES 3-5

ATTACHMENT C

For District Interim Assessments, dates indicated are for the end of assessment administration.

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER

COMPREHENSIVE ASSESSMENT PROGRAM KEY

DIBELS
BOY – Beginning of Year
MOY – Middle of Year
EOY – End of Year

IDEL
I-BOY – Beginning of Year
I-MOY – Middle of Year
I-EOY – End of Year

INTERIM ASSESSMENTS

L = Elementary Literacy

M = Elementary Math

SL = Spanish Literacy

Integrated Units, Grades 3, 4 and 5
(spring administration)

LAS = LAS Links*

(selected schools)

M

L

SL

LAS

BOY

I-BOY

Annual CELDT

SCHOOL NOT IN SESSION/ UNASSIGNED/ HOLIDAY
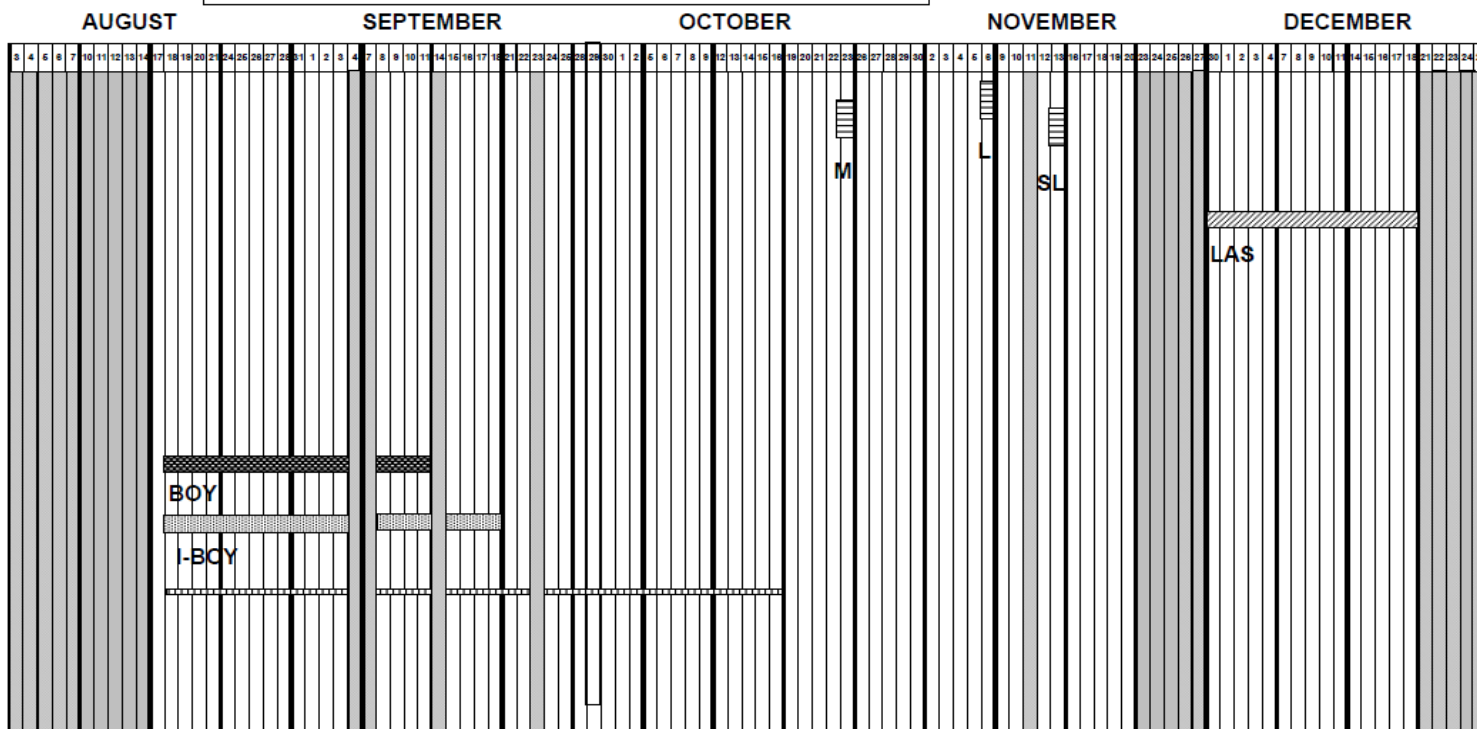
LOS ANGELES UNIFIED SCHOOL DISTRICT
2015-2016 Comprehensive Assessment Program Schedule
GRADES 3-5

For District Interim Assessments, dates indicated are for the end of assessment administration.

ATTACHMENT C

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE

L
M
SL
LAS
SL
IU
EOY*
MOY
I-EOY
I-MOY
#

 # = Second Semester Begins
Smarter Balanced Grades 3-5
CST/CMA Science/CAPA (Grade 5); STS
NAEP – Grade 4
CA Physical Fitness Test Grade 5

EOY*
NOTE: For purposes of reclassification, it is recommended that English Learners be administered the DIBELS EOY as early as May 9th and no later than May 27

COMPREHENSIVE ASSESSMENT PROGRAM KEY
DIBELS
BOY – Beginning of Year
MOY – Middle of Year
EOY – End of Year

IDEL
I-BOY – Beginning of Year
I-MOY – Middle of Year
I-EOY – End of Year

INTERIM ASSESSMENTS
L = Literacy
M = Math
SL = Spanish Literacy
IU = Grades 3, 4 and 5 Integrated Units
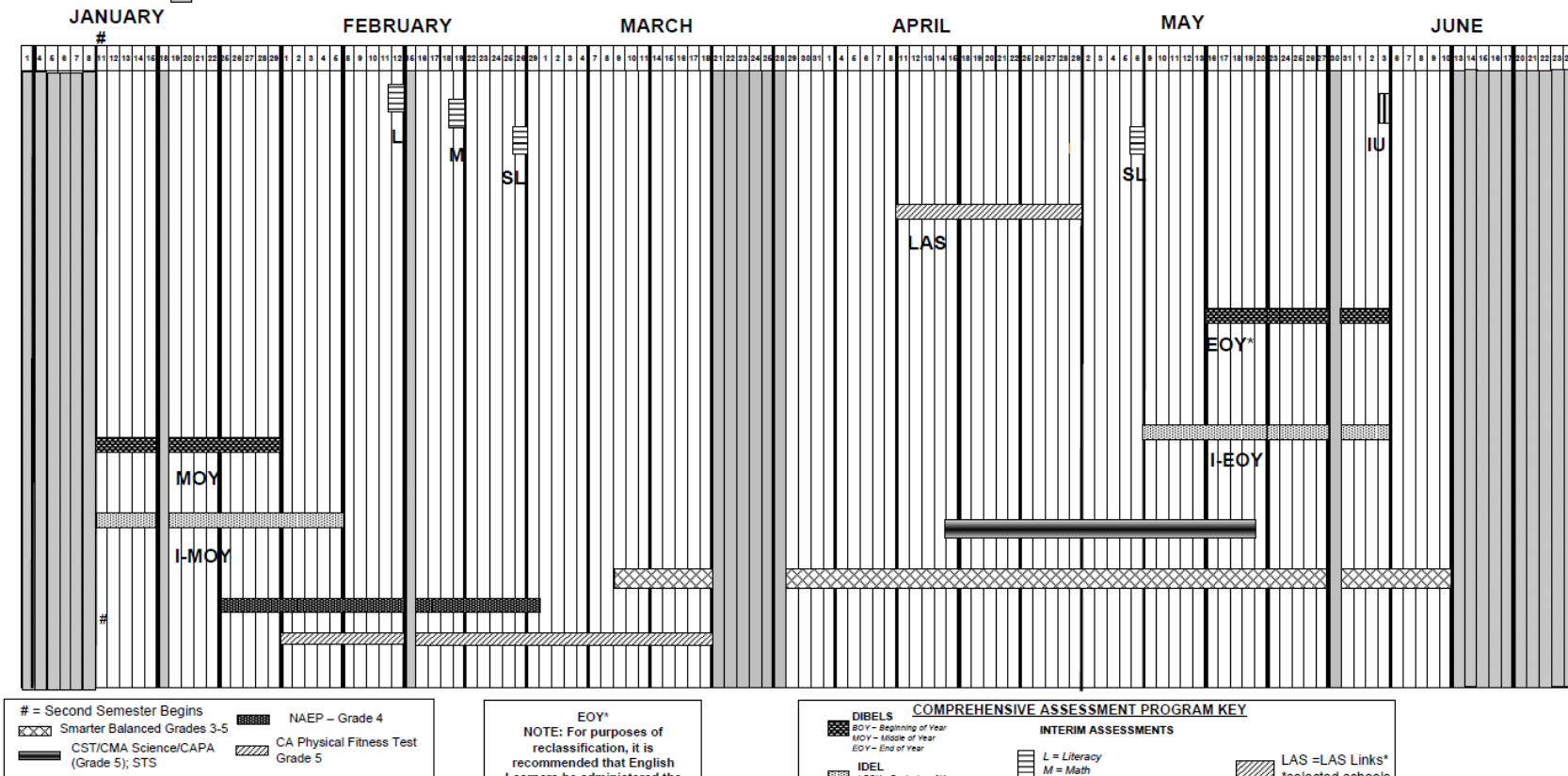
LAS = LAS Links*
*selected schools

SCHOOL NOT IN SESSION/ UNASSIGNED/ HOLIDAY

LOS ANGELES UNIFIED SCHOOL DISTRICT

2015-2016 Comprehensive Assessment Program Schedule
GRADES 6-12

ATTACHMENT D

For District Interim Assessments, dates indicated are for the end of assessment administration.

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER

COMPREHENSIVE ASSESSMENT PROGRAM KEY

INTERIM ASSESSMENTS

E = English/Language Arts

H = History/Social Science

M = Mathematics

S = Science

SL = Spanish Literacy

LAS = LAS Links*
* (selected schools)

LR = Literacy/ Reclassification Assessments (SRI)

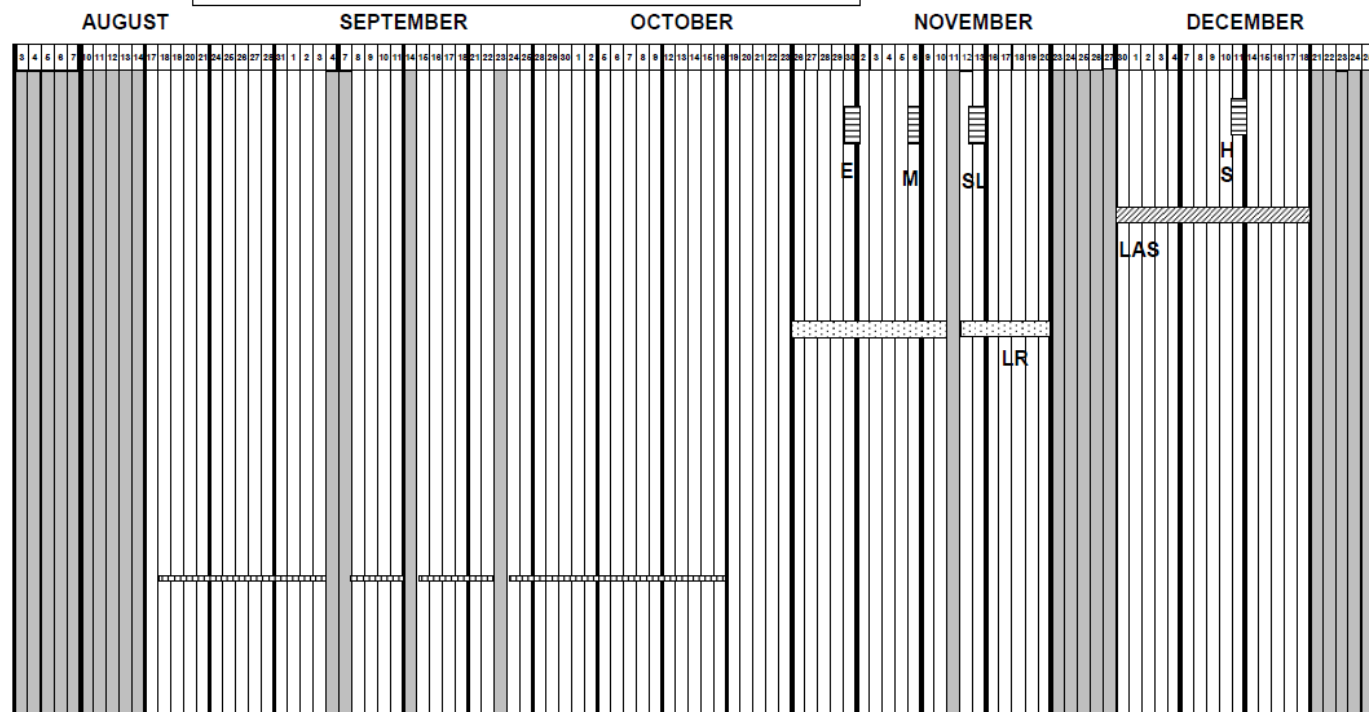Annual CELDT

E M SL H S

LAS

LR

ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT
2015-2016 Comprehensive Assessment Program Schedule
GRADES 6-12

For District Interim Assessments, dates indicated are for the end of assessment administration.

SCHOOL NOT IN SESSION/ UNASSIGNED/ HOLIDAY

JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE

E (MS)   M (MS)   E (HS)   M (HS)

SL

LAS

LR

HS

MP/AS

Legend:

- # = Second Semester Begins
- Smarter Balanced Grades 6-8
- Smarter Balanced Grade 11
- CST/CMA Science/CAPA STS
- NAEP – Grades 8, 12
- CAHSEE Census
- CA Physical Fitness Test Grades 7, 9

INTERIM ASSESSMENTS
- E (MS) = English, Middle School
- E (HS) = English, High School
- H = History/Social Science
- M (MS) = Math, Middle School
- M (HS) = Math, High School
- S = Science
- SL = Spanish Literacy

COMPREHENSIVE ASSESSMENT PROGRAM KEY
- LAS = LAS Links* *(selected schools)
- MP/AS = Grade 6 Math Placement/ Algebra 1 Summative
- LR = Literacy/Reclassification Assessments (SRI) *Select Students Only

RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

Interim Assessment Choices: Elementary Mathematics

Grade level teams, working in conjunction with their principal, select from the assessment options listed in Reference Guide-6507.

Mathematics: Kindergarten

Instructional Timeframe	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
8/17/15 – 10/23/15	Block # 1	Kindergarten Checklist, Teacher Choice	Teacher	Teacher selects from a variety of offered formative assessment parts.
10/26/15 – 2/19/16	Block # 2	Kindergarten Checklist, Teacher Choice	Teacher	Teacher may choose to add additional formative assessment parts or continue with selected ones. If the student has shown mastery in a particular part of the assessment, then the student does not need to take that part again.
2/22/16 – 4/29/16	Block #3	Kindergarten Checklist, Teacher Choice	Teacher	Teacher may choose to add additional formative assessment parts or continue with selected ones. If the student has shown mastery in a particular part of the assessment, then the student does not need to take that part again.

Mathematics: Grade 1

Instructional Timeframe	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
8/17/15 – 10/23/15	Block # 1: District-developed assessment bank	various	Teacher	Teacher selects the formative assessment items

Los Angeles Unified School District   ATTACHMENT E
Division of Instruction

RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

10/26/15 – 2/19/16	Block # 2: District-developed assessment bank	various	Teacher	Teacher selects the formative assessment items
2/22/16 – 4/29/16	Block #3: District-developed assessment bank	various	Teacher	Teacher selects the formative assessment items

Mathematics: Grade 2

Instructional Timeframe	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
8/17/15 – 10/23/15	Block # 1: District-developed assessment bank	various	Teacher	Teacher selects the formative assessment items
10/26/15 – 2/19/16	Block # 2: District-developed assessment bank	various	Teacher	Teacher selects the formative assessment items
2/22/16 – 4/29/16	Block #3: District-developed assessment bank	various	Teacher	Teacher selects the formative assessment items

Mathematics: Grade 3

Instructional Timeframe	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
8/17/15 – 10/23/15, or when Domain	Block # 1: SBAC IA by Domain (Operations and Algebraic Thinking, Fractions, or Measurement and Data)	Selected Response, Computer-based	Machine	Teacher selects from SBAC Domain assessments
	Block # 1: District-developed	various	Teacher	OR – teacher selects the formative

RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of th
SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment
administration based on their instructional needs.

is completed	Assessment bank			assessment items
10/26/15 – 2/19/16, or when Domain	Block # 2: SBAC IA by Domain (Operations and Algebraic Thinking, Fractions, or Measurement and Data)	Selected Response and/or Performance Task, computer-based	Machine/ Teacher	Teacher selects from SBAC Domain Assessments and Performance Task
is completed	Block # 2: District-developed Assessment bank	various	Teacher	OR – teacher selects the formative assessment items

Mathematics: Grade 4

Instructional Timeframe	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
8/17/15 – 10/23/15, or when Domain	Block # 1: SBAC IA by Domain (Operations and Algebraic Thinking, Number and Operations in Base Ten, or Fractions)	Selected Response, Computer-based	Machine	Teacher selects from SBAC Domain assessments
is completed	Block # 1: District-developed Assessment bank	various	Teacher	OR – teacher selects the formative assessment items
10/26/15 – 2/19/16, or when Domain is completed	Block # 2: SBAC IA by Domain (Operations and Algebraic Thinking, Number and Operations in Base Ten, or Fractions)	Selected Response and/or Performance Task, computer-based	Machine/ Teacher	Teacher selects from SBAC Domain Assessments and Performance Task
	Block # 2: District-developed Assessment bank	various	Teacher	OR – teacher selects the formative assessment items

Mathematics: Grade 5

RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

Instructional Timeframe	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
8/17/15 – 10/23/15, or when Domain is completed	Block # 1: SBAC IA by Domain (Number and Operations in Base Ten, Fractions or Measurement and Data)	Selected Response, Computer-based	Machine	Teacher selects from SBAC Domain assessments
	Block # 1: District-developed Assessment bank	various	Teacher	OR – teacher selects the formative assessment items
10/26/15 – 2/19/16, or when Domain is completed	Block # 2: SBAC IA by Domain (Number and Operations in Base Ten, Fractions or Measurement and Data)	Selected Response and/or Performance Task, computer-based	Machine/ Teacher	Teacher selects from SBAC Domain Assessments and Performance Task
	Block # 2: District-developed Assessment bank	various	Teacher	OR – teacher selects the formative assessment items

Mathematics: Grade 6 (at Elementary K-6 schools)

Instructional Timeframe	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
8/17/15 – 10/23/15, or when Domain is completed	Block # 1: SBAC IA by Domain (Ratio and Proportional Relationships, Geometry or Expressions and Equations)	Selected Response, Computer-based	Machine	Teacher selects from SBAC Domain assessments
	Block # 1: District-developed	various	Teacher	OR – teacher selects the formative

Los Angeles Unified School District   ATTACHMENT E
Division of Instruction

RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

	Assessment bank			assessment items
10/26/15 – 2/19/16, or when Domain is completed	Block # 2: SBAC IA by Domain (Ratio and Proportional Relationships, Geometry or Expressions and Equations)	Selected Response and/or Performance Task, computer-based	Machine/ Teacher	Teacher selects from SBAC Domain Assessments and Performance Task
	Block # 2: District-developed Assessment bank	various	Teacher	OR – teacher selects the formative assessment items

LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

Secondary Mathematics: Grade 6 (at Middle Schools)

Instructional Timeframe	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
August – December Fall	Block 1 – **Ratio and Proportions***	Selected Response Technology Enhanced Constructed Response	Machine Teacher	Aligned to Unit 1 of Curriculum Map
	Block 2 – **Number System***			Aligned to Unit 2 of Curriculum Map
January - May	Block 3 – Expressions & Equations Mathematics Performance Task	Selected Response Technology Enhanced Constructed Response Performance Task	Machine Teacher	Aligned to Unit 3 of Curriculum Map
	Block 4 – Geometry Statistics & Probability	Selected Response Constructed Response Technology Enhanced	Machine	Aligned to Unit 4 of Curriculum Map

Secondary Mathematics: Grade 7

Instructional Timeframe	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
August - December	Block 1 – **Ratio and Proportions***	Selected Response Technology Enhanced Constructed Response	Machine Teacher	Aligned to Unit 1 of Curriculum Map
	Block 2 – Number System	Selected Response Technology Enhanced Constructed Response	Machine Teacher	Aligned to Unit 2 of Curriculum Map
January - May	Block 3 – **Expression and Equations*** Mathematics Performance Task	Selected Response Technology Enhanced Constructed Response Performance Task	Machine Teacher	Aligned to Unit 3 of Curriculum Map
	Block 4 – Geometry Statistics & Probability	Performance Task	Teacher	Aligned to Unit 4 of Curriculum Map

Los Angeles Unified School District   ATTACHMENT F
Division of Instruction

RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

* Recommended Interim Assessment Blocks for each grade level.

In addition to the recommended Interim Assessment Block's and Performance Tasks teachers and schools can use the additional IABs listed. These additional IABs could make good common assessments and tasks to help departments align instruction to SBAC, and to help teachers monitor the progress of their students. **Please note:** Each IAB can be given twice to show growth over time.

Secondary Mathematics: Grade 8

Instructional Timeframe	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
August - December	Block 1 – **Expressions & Equations, with Proportionality***	Selected Response Technology Enhanced Constructed Response	Machine	Aligned to Unit 1 of Curriculum Map
	Block 2 - Statistics & Probability		Teacher	Aligned to Unit 2 of Curriculum Map
January - May	Block 3 – **Functions***	Selected Response Technology Enhanced Constructed Response Performance Task	Machine Teacher	Aligned to Unit 3 of Curriculum Map
	Mathematics Performance Task			
	Block 4 – Geometry Statistics & Probability	Performance Task	Teacher	Aligned to Unit 4 of Curriculum Map

* Recommended Interim Assessment Blocks for each grade level.

In addition to the recommended Interim Assessment Block's and Performance Tasks teachers and schools can use the additional IABs listed. These additional IABs could make good common assessments and tasks to help departments align instruction to SBAC, and to help teachers monitor the progress of their students.

Please note: Each IAB can be given twice to show growth over time.

LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

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Secondary Mathematics: CC Algebra 1

Instructional Timeframe	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
August - December	Block 1 — Algebra and Functions - Linear Functions	Selected Response Technology Enhanced Constructed Response Performance Task	Machine Teacher	Aligned to Units 1 and 2 of Curriculum Map
January - May	Block 2 — Algebra and Functions - Quadratic Functions Mathematics Performance Task	Selected Response Technology Enhanced Constructed Response Performance Task	Machine Teacher	Aligned to Unit 4 of Curriculum Map

Secondary Mathematics: CC Geometry

Instructional Timeframe	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
August - December	Block 1 — Geometry - Right Triangle Ratios in Geometry	Selected Response Technology Enhanced Constructed Response Performance Task	Machine Teacher	Items to assess some of Geometry Standards
January - May	Block 2 — Geometry - Right Triangle Ratios in Geometry Mathematics Performance Task	Selected Response Technology Enhanced Constructed Response Performance Task	Machine Teacher	

Secondary Mathematics: CC Algebra 2

Instructional Timeframe	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
August - December	Block 1 — Algebra and Functions - Linear Functions	Selected Response Technology Enhanced	Machine	Aligned to Units 1 of Curriculum Map

Los Angeles Unified School District   ATTACHMENT F
Division of Instruction

RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

		Constructed Response Performance Task	Teacher	
January - May	Block 2 – Algebra and Functions - Quadratic Functions	Selected Response Technology Enhanced	Machine	Aligned to Unit 3 of Curriculum Map
		Constructed Response Performance Task	Teacher	
	Mathematics Performance Task			

Please note: Each IAB can be given twice to show growth over time.

Los Angeles Unified School District   ATTACHMENT G
Division of Instruction

RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignments to LAUSD curriculum maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

Elementary English Language Arts: Grades 3-5

Time & Grades	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
FALL Gr 3, 4, 5	Block 1 – Read Literary Texts	Selected Response	Machine and Teacher	Aligned to the first instructional Window in the Elementary ELA Gr 3-5 Curriculum Maps.
	Block 4 – Brief Writes	Brief Writes	Teacher	Provides teachers with a small sampling of students' understanding of the three writing types in the CA ELA Content Standards.
Fall Gr 4 & 5	Block 9 – Narrative Performance Task	Performance Task	Teacher	Aligned to the first instructional Window in the Elementary ELA Gr 3-5 Curriculum Maps. Provides teachers with a sample of students' Narrative writing *CA ELA Content Standards – Writing Standard 3.*
Instructional Timeframe	**Interim Assessment Block (IAB)**	**Test Type**	**Scoring**	**Rationale**
WINTER Gr 3, 4, 5	Block 2 – Read Informational Texts	Selected Response	Machine and Teacher	Aligned to the second instructional Window in the Elementary ELA Gr 3-5 Curriculum Maps.
	Block 3 – Edit/Revise	Selected Response	Machine	Provides teachers with an understanding of how students are utilizing some language standards as in the ELA California Content Standards.
WINTER Gr 3	Block 8 – Opinion Performance Task	Performance Task	Teacher	Aligned to the third instructional Window in the Elementary ELA Gr 3-5 Curriculum Maps. Provides teachers with a sample of students' Opinion writing *CA ELA Content Standards – Writing Standard 1.*

Los Angeles Unified School District   ATTACHMENT H
Division of Instruction

RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

English Language Arts: Grades 6 - 8

Semester	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
Fall	Block 2 – Read Informational Texts	Selected Response	Machine	Aligned to the first Instructional Window in the Secondary ELA Curriculum Maps
	Block 4 – Brief Writes	Brief Writes	Teacher	Provides teachers with a small sampling of students' understanding of the three writing genres called out in the ELA California Content Standards
Spring	Block 1 – Read Literary Texts	Selected Response	Machine	Follows the second Instructional Window in the Secondary ELA Curriculum Maps, which focuses on literary texts
	Block 8 – Argument Performance Task	Performance Task	Teacher	Aligned to the third Instructional Window in the Secondary ELA Curriculum Maps

English Language Arts: Grade 9
Note: Teachers may opt to use the grade 8 or grade 11 blocks as stipulated by Smarter Balanced

Semester	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
Fall	Block 5 – Listen/Interpret	Selected Response	Machine	This block is not being recommended for grade 11; however, it is important that students' listening skills are assessed in order to build continued instructional support for skills that will be reassessed on the grade 11 SBAC
	Block 4 – Brief Writes	Brief Writes	Teacher	Provides teachers with a small sampling of students' understanding of the three writing genres called out in the ELA California Content Standards
Spring	Block 3 – Edit/Revise	Selected Response	Machine	This block is not being recommended for grade 11; however, it is important that students' editing/revision skills are assessed in order to build continued instructional support for skills that will be reassessed on the grade 11 SBAC
	Block 7 – Explanatory Performance Task	Performance Task	Teacher	This block is not being recommended for grade 11; however, it is important that students' explanatory writing skills are assessed in order to build continued instructional support for skills that will be reassessed on the grade 11 SBAC

RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

English Language Arts: Grade 10 (grade 11 Interim Assessment Blocks)

Semester	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
Fall	Block 5 – Listen/Interpret	Selected Response	Machine	This block is not being recommended for grade 11; however, it is important that students' listening skills are assessed in order to build continued instructional support for skills that will be reassessed on the grade 11 SBAC
	Block 4 – Brief Writes	Brief Writes	Teacher	Provides teachers with a small sampling of students' understanding of the three writing genres called out in the ELA California Content Standards
Spring	Block 6 – Research	Selected Response	Machine	This block is not being recommended for grade 11; however, it is important that students' research skills are assessed in order to build continued instructional support for skills that will be reassessed on the grade 11 SBAC
	Block 7 – Explanatory Performance Task	Performance Task	Teacher	This block is not being recommended for grade 11; however, it is important that students' explanatory writing skills are assessed in order to build continued instructional support for skills that will be reassessed on the grade 11 SBAC

English Language Arts: Grade 11[i]

Course	Interim Assessment Block (IAB)	Test Type	Scoring	Rationale
Contemporary Composition	Block 2 – Read Informational Texts	Selected Response	Machine	Focus in this course is on informational and literary non-fiction texts
	Block 8 – Argument Performance Task	Performance Task	Teacher	Argument writing involves the study of rhetoric and expository writing and captures major elements of writing that should be addressed in a Contemporary Composition course
American Literature and Composition	Block 1 – Reading Literary Texts	Selected Response	Machine	Focus in this course is on literary texts
	Block 4 – Brief Writes	Brief Writes	Teacher	Provides teachers with a small sampling of students' understanding of the three writing genres called out in the ELA California Content Standards

Los Angeles Unified School District   ATTACHMENT H
Division of Instruction

RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

[1] Year-long grade 11 ELA courses should choose the recommended course blocks that coincide most appropriately with their instructional sequence.

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ATTACHMENT I

COMPREHENSIVE ASSESSMENT PROGRAM
2015-2016 HELP DESK REFERENCE GUIDE

This document details the program's resources for assistance. Please refer to Ref Guide 6507 for assessment specifics

row	ASSESSMENT	Office/point person	Re administration	Re tech support	Re content	Re data access
1	DIBELS/IDEL TRC	CAP/Chris Mullins	Amplify 800 823 1869	Amplify 800 823 1869	El. Literacy (OCISS) 213 241 5333	CAP 213 241 7506
2	District ELA Interim Assessments	CAP/Chris Mullins	Literacy (OCISS) 213 241 5333	NA	Literacy (OCISS) 213 241 5333	NA
3	District Math Interim Assessments	CAP/Chris Mullins	Mathematics (OCISS) 213 241 5333	NA	Mathematics (OCISS) 213 241 5333	NA
4	District Science Interim Assessments	CAP/Chris Mullins	Science (OCISS) 213 241 5333	NA	Science (OCISS) 213 241 5333	NA
5	District History Interim Assessments	CAP/Chris Mullins	History (OCISS) 213 241 5333	NA	History (OCISS) 213 241 5333	NA
6	SBAC Interim Blocks/Interim Comprehensive	ODA/Oscar Lafarga	Student Testing 213 241 4104	Student Testing 213 241 4104	OCISS 213 241 5333	Smarter Balanced Interim Assessment Reporting System
7	OLSAT	ALO/Arzie Galvez	ALO/GATE Programs (213) 241-6500	ALO/GATE Programs (213) 241-6500	ALO/GATE Programs (213) 241-6500	ALO/GATE Programs (213) 241-6500
8	Grade 6 Math Placement	CAP/Chris Mullins	Amplify 800 823 1869	Amplify 800 823 1869	Mathematics (OCISS) 213 241 5333	CAP 213 241 7506
9	Algebra 1 Summative	CAP/Chris Mullins	Amplify 800 823 1869	Amplify 800 823 1869	Mathematics (OCISS) 213 241 5333	CAP 213 241 7506
10	PSAT-	ALO/Arzie Galvez	ALO/Arzie Galvez	College Board 888-477-7728	College Board 888-477-7728	College Board 888-477-7728
	SAT	ALO/Arzie Galvez	College Board (888) SAT-HELP	College Board (888) SAT-HELP	College Board (888) SAT-HELP	College Board (888) SAT-HELP
	ACT	ACT	ACT	ACT	ACT	ACT
11	AP TESTS	ALO/Arzie Galvez	ALO/Arzie Galvez	NA	College Board 877-274-6474	College Board 877-274-6474
12	LAS LINKS	CAP/Chris Mullins	MMED/M. Sanchez 213 241 5582	CTB/Engrade (888) 267-8968	MMED 213 241 5582	CAP 213 241 7506
13	Scholastic Reading Inventory	CAP/Chris Mullins	MMED/V. Arevalo 213 241 5582	Scholastic (800) 283-5974	MMED 213 241 5582	CAP 213 241 7506

ATTACHMENT J

PROCEDURES FOR REQUESTING AN ASSESSMENT WAIVER

Please complete all sections below and submit to your Local District Instructional Director.

School: _____   Local District (CIRCLE): Northeast, Northwest,
East, West, South, Central

Principal: Instructional Director:

 _____   _____

Assessment	Waiver Request (Check all that apply)	Grade Levels/Courses (Example: Grade 4-5; Biology; etc)	Replacement assessment Describe the assessment that will be used in place of the current assessments.	Data Include a description of the process used to collect and share data or student work.
Interim Assessment ELA				
Interim Assessment Math				
Interim Assessment Science				
Interim Assessment History/Social Science				

SIGNATURES

PRINCIPAL   _____

LOCAL DISTRICT DESIGNEE   _____

APPROVED _____   DATE _____