
NUMBER: BUL-2332.4

ISSUER: Judy Elliott, Chief Academic Officer

DATE: July 31, 2008

POLICY: The Elementary School Progress Report will be implemented by all schools to provide a consistent, comprehensive system for reporting pupil progress and for providing data on student achievement of the standards.

MAJOR CHANGES: This Bulletin replaces Instructional Services Bulletin No. BUL–339, same subject, dated July 1, 2003. The revised version delineates procedures for grading practices in the elementary schools in accordance with new District policies. A Parent Brochure will not accompany the progress report.

GUIDELINES: The following guidelines apply:

I. The Los Angeles Unified School District (LAUSD) Elementary Progress Report and promotion policy are designed to develop a consistent, comprehensive system for assessment, including measures designated in AB 1626. This progress report further meets the need to align pupil progress reporting and provide data on achievement of the standards. The Elementary Progress Report is computerized and will be implemented at all school sites.

   The purpose of this Bulletin is to provide information on the marking practices and procedures for the Elementary School Progress Report.

II. The following District policies have been established to ensure that students grouped together for educational reasons will be evaluated on the same general criteria.

   A. Policies on Scoring Practices

      1. All elements of the District’s educational program – the curricula, daily instructional activities, materials, textbooks, and assessments – should be aligned to support progress of all students toward achievement of the standards.

      2. At the beginning of each school year, all classroom teachers will inform students and parents about the District’s policy on Standards-Based Promotion (SBP), including the standards to be met for each grade level and the appeal process.

      3. Teachers are to evaluate a student on the degree to which he or she is progressing toward the achievement of grade-level standards and English language proficiency standards for English Learners (ELs).

      4. Program participation will be automatically indicated on the Elementary Progress Report for English Learners, gifted, special education and intervention students.
5. Although attendance, work habits, and cooperation may influence student progress, these are not to be used as part of any rigid formula for assigning subject marks (Education Code Section 49067).

6. Achievement and Effort scores must be assigned to all students who have been enrolled at a school for 15 or more days during regular reporting periods. If attendance during the initial marking period for a student has not been sufficient to warrant the assignment of scores, a teacher will select under General Comments, G-23, in the Teacher Comments section, “Insufficient attendance to determine performance.”

7. Teachers should inform parents regarding exceptional student performance and student improvement.

8. The score of 1 or 2 can only be issued to a student whose parent or guardian has been given adequate prior notice (midpoint of a reporting period).

9. Specific intervention should be offered and implemented before issuing a score of 1 or 2 and/or before issuing a recommendation for retention.

10. All schools will issue the Elementary School Progress Report to parents three times during the school year for grades K-5/6 schools.

B. Explanation of Scoring Terms

The District has a four-level scoring scale using the numbers four, three, two, and one to indicate student achievement with the score of four being the highest.

Aligned to the state standards, these criteria describe the expected performance levels for students at each grade.

1. Achievement in the academic subjects is indicated as noted below. The following excerpts are from the Progress Report:

<table>
<thead>
<tr>
<th>EXPLANATION OF SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACHIEVEMENT SCORE</td>
</tr>
<tr>
<td>Indicates student progress towards achievement of grade-level, state and District learning standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Advanced</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
</tr>
<tr>
<td>2</td>
<td>Partial Proficient</td>
</tr>
<tr>
<td>1</td>
<td>Not Proficient</td>
</tr>
<tr>
<td></td>
<td>Exceeds the standard</td>
</tr>
<tr>
<td></td>
<td>Meets the standard</td>
</tr>
<tr>
<td></td>
<td>Partially meets the standard</td>
</tr>
<tr>
<td></td>
<td>Unable to meet the standard</td>
</tr>
</tbody>
</table>
2. Scores for effort indicate how the student is striving toward achievement of standards. The following excerpts are from the Progress Report:

**EFFORT SCORE**
Indicates student *effort* towards achievement of grade-level, state and District learning standards.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Strong Always</td>
</tr>
<tr>
<td>3</td>
<td>Consistent Usually</td>
</tr>
<tr>
<td>2</td>
<td>Inconsistent Sometimes</td>
</tr>
<tr>
<td>1</td>
<td>Poor Rarely</td>
</tr>
</tbody>
</table>

3. Scores for English Language Development (ELD) indicate the amount of progress an English learner has made toward achieving the state ELD standards in reading, writing, listening, and speaking as follows:

**ELD SCORING GUIDE**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Advanced Progress Exceeds the standards for identified ELD Level.</td>
</tr>
<tr>
<td>3</td>
<td>Average Progress Meets the standards for the identified ELD Level.</td>
</tr>
<tr>
<td>2</td>
<td>Partial Progress Demonstrates some progress towards mastery of the standards.</td>
</tr>
<tr>
<td>1</td>
<td>Limited Progress Demonstrates little or no progress towards mastery of the standards.</td>
</tr>
</tbody>
</table>

4. The five English Language Proficiency levels are as follows:

**ENGLISH LANGUAGE DEVELOPMENT**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Student responds using gestures, simple words, and/or phrases to demonstrate understanding across the content areas in listening, speaking, reading and writing.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Student responds using simple vocabulary in phrases and/or simple sentences to demonstrate understanding across the content areas in listening, speaking, reading, and writing.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Student responds using basic vocabulary and descriptive words in sentences that may include inconsistencies to demonstrate understanding across the content areas in listening, speaking, reading, and writing.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Student responds using complex vocabulary that may include some inconsistencies to demonstrate understanding across the content areas in listening, speaking, reading and writing.</td>
</tr>
<tr>
<td>Level 5</td>
<td>Student responds using extended vocabulary to negotiate meaning and apply knowledge across the content areas in listening, speaking, reading, and writing.</td>
</tr>
</tbody>
</table>
5. The scores for “Work and Study Habits and Learning and Social Skills” indicate the degree of development in these areas and are scored as noted below. The following excerpts are from the Progress Report:

<table>
<thead>
<tr>
<th>WORK AND STUDY HABITS</th>
<th>LEARNING AND SOCIAL SKILLS SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicates development in work and study habits, and learning and social skills.</td>
<td></td>
</tr>
<tr>
<td>4  Strong</td>
<td>Always</td>
</tr>
<tr>
<td>3  Consistent</td>
<td>Usually</td>
</tr>
<tr>
<td>2  Inconsistent</td>
<td>Sometimes</td>
</tr>
<tr>
<td>1  Poor</td>
<td>Rarely</td>
</tr>
</tbody>
</table>

C. Scoring Procedures for English Learners (ELs) enrolled in Master Plan Programs

The following District policies have been established to ensure English Learners are evaluated according to the specific instructional guidelines of each of the following Master Plan programs: Mainstream English, Structured English Immersion, Basic Bilingual and Dual Language. English Learners receiving special education services are expected to make progress toward achievement of the academic and linguistic goals described in their IEP. For ELs with disabilities, see appropriate scoring procedures in Section D, 6, page 10.

1. Mainstream English Program (ELD Level 5)

The curriculum, instruction and assessment in the Mainstream English Program are designed for English Learners who are at ELD level 5 and are considered “reasonably fluent”. Students are expected to have enough English Proficiency to compete successfully with their grade-level peers; English Only (EO), Initially Fluent English Proficient (IFEP), and Reclassified Fluent English Proficient (RFEP) in Language Arts. All ELs at ELD level 5 must receive ELD and subject area report card scores.

a. English Language Development

Reasonably fluent English Learners continue to receive daily standards-based ELD lessons that are appropriate for their advanced level of academic English proficiency. ELD achievement and effort scores in reading, writing, listening, and speaking indicates the student’s progress toward the performance of state ELD standards listed on the ELD 5 Assessment Portfolio. Students receive ELD report card scores until they reclassify as Fluent-English proficient (EL/LEP to RFEP).

All ELD scores are based on the ELD Portfolio Scoring Policy (Ref. Guide 835); therefore, ELD scores are independent of ELA scores and should not be a factor when determining ELA scores.

In addition to progress scores, teachers are expected to use the ELD Teacher Comments section of the progress report to inform parents of their child’s overall ELD progress, as measured against the number of years s/he has been enrolled in a Master Plan Program.
b. **Language Arts**
Reasonably fluent English Learners receive daily standards-based English Language Arts (ELA) lessons that are delivered using specially designed methods, including primary language support.

ELA achievement and effort scores indicate the student’s performance of grade-level standards in reading, writing, listening and speaking. Students are expected to have enough English proficiency to successfully compete with their native-English speaking peers.

c. **Other Subject Areas**
Reasonably fluent English Learners receive standards-based lessons in other academic content areas, such as Math, History/Social Science, and Science. Achievement and effort scores reflect the student’s performance of grade level standards appropriate to the subject area. Even though students have advanced English proficiency, teachers must continue to incorporate special strategies into the curriculum.

2. **Structured English Immersion (SEI) Program (ELD Levels 1-4)**
The curriculum, instruction and assessment in the SEI program are designed for English Learners who are at ELD levels 1-4 and are considered “less than reasonably fluent”. Students’ access to grade-level standards often is restricted due to their limited level of academic English proficiency. As a result, the SEI program design promotes the teaching and learning of English as rapidly and effectively as possible. All ELs at ELD levels 1-4 must receive ELD and subject report card scores.

a. **English Language Development**
English Learners receive daily standards-based ELD lessons that are appropriate for their identified levels of English proficiency. ELD achievement and effort scores reflect the student’s current performance of state ELD standards in reading, writing, listening, and speaking in a second language as documented on the ELD Assessment Portfolio.

In addition to progress scores, teachers are expected to use the ELD Teacher Comments section of the progress report to inform parents of their child’s overall ELD progress, as measured against the number of years s/he has been enrolled in a Master Plan program.

b. **Language Arts**
English Learners at ELD levels 1-4 receive daily standards-based English Language Arts (ELA) lessons that are delivered using specially designed academic instruction in English (SDAIE), Content-Based English Language Development (CBELD) and primary language support. ELA achievement and effort scores indicate the student’s ongoing progress toward reading, writing, listening and speaking in accordance with grade-level standards. To ensure students at the beginning and intermediate levels are successful, ELD intervention services must be offered.
c. **Other Subject Areas**

   English Learners receive standards-based lessons in other content areas, such as Math, History/Social Science, and Science. These content areas are delivered using special strategies, including primary language support, to ensure access to these content specific standards. Achievement and effort scores reflect the student’s performance of grade-level standards appropriate to the subject area.

3. **Basic Bilingual Program (ELD Levels 1-4)**

   The curriculum, instruction and assessment in the basic bilingual program is designed for “less than reasonably fluent” English Learners, at ELD levels 1-4, whose parents were granted a waiver from SEI to an alternate program of primary language instruction. Students are expected to complete successfully with their grade-level peers by meeting state content standards through the use of their primary language while simultaneously acquiring high levels of academic English. All ELs at ELD level 1-4 must receive ELD and subject area report card scores.

   a. **English Language Development**

      English Learners receive daily standards-based ELD lessons that are appropriate for their identified levels of English proficiency. ELD achievement and effort scores reflect the student’s current performance of state ELD standards in reading, writing, listening, and speaking in a second language as documented on the ELD Assessment Portfolio.

      In addition to progress scores, teachers are expected to use the ELD Teacher Comments section of the progress report to inform parents of their child’s overall ELD progress, as measured against the number of years s/he has been enrolled in a Master Plan program.

   b. **Language Arts**

      English Learners at ELD levels 1-4 receive daily standards-based Spanish or Korean language arts lessons that are delivered using their primary language. Achievement and effort scores indicate the student’s performance of grade level language arts standards in reading, writing, listening and speaking in Spanish or Korean.

   c. **Other Subject Areas**

      English Learners receive standards-based lessons in other content areas, such as Math, History/Social Sciences and Science. As students develop greater levels of English proficiency, the language of instruction gradually switches from the student’s primary language to English. Content instruction for ELs is delivered using special methods, including SDAIE and primary language instruction support. Achievement and effort scores reflect the student’s performance of grade-level standards appropriate to the subject area in the primary language.

4. **Dual Language Program (English Learners)**

   Curriculum, instruction, and assessment in this program are designed for both English Learners and English proficient students. Students are mixed in the classroom and receive instruction in two languages beginning in kindergarten for a
minimum of six years. English Learners in the Dual Language program are provided with daily standards-based lessons in ELD. English and the primary language are maintained throughout the program.

a. **English Language Development**

   English Learners receive daily standards-based ELD lessons to ensure they acquire advanced levels of academic English proficiency. ELD achievement and effort scores in reading, writing, listening, and speaking indicate the student’s current performance of state ELD standards as documented on the ELD Assessment Portfolio. In addition, parents must be notified of their child’s overall ELD progress, as measured by years enrolled in any Master Plan program, using the ELD Teacher Comments section of the progress report.

b. **Language Arts**

   English Learners receive achievement and effort scores in Primary language arts to document the student’s performance of grade-level standards in reading, writing, listening, and speaking.

c. **All Other Subject Areas**

   The achievement and effort scores for other subject areas must indicate the academic performance of grade-level standards.

5. **Dual Language Program (English-Only, IFEP, RFEP, and ELD Level 5)**

   Curriculum, instruction, and assessment in this program are designed for both English Learners and English proficient students. Students are mixed in the classroom and receive instruction in two languages beginning in kindergarten for a minimum of six years. English proficient students in the Dual Language program are provided with academic instruction in two languages.

a. **Target Language Development**

   English proficient students will receive achievement and effort scores for their performance in Target Language Development (Spanish, Korean or Mandarin) for reading, writing, listening, and speaking.

b. **Language Arts**

   Students also receive achievement and effort scores in English Language Arts to document the student’s performance of grade-level standards in reading, writing, listening, and speaking.

c. **All Other Subject Areas**

   The achievement and effort scores for other subject areas must indicate the academic performance of grade-level standards.

D. **Marking Procedures for Students With Disabilities**

1. **Legal Mandates for Students with an Individualized Education Program (IEP)**

   The 1997 amendments to the Individuals with Disabilities Education Act represented
a fundamental change for students with disabilities from merely providing access to public education to student outcomes based upon standards, participation in the general education curriculum, and inclusion in statewide and district-wide assessments. Students with disabilities identified under IDEA are entitled to a free and appropriate public education (FAPE) with opportunities to access the general curriculum in the least restrictive environment.

Through an Individualized Education Program (IEP), the individual needs of students are described and appropriate accommodations and modifications for instruction, assessment, and/or evaluation are defined. It is imperative that all teachers of students with disabilities, including general education teachers serving those students, implement these legal requirements.

Accommodations or modifications in the IEP must have been provided/implemented throughout the period of instruction for each subject area. Before assigning scores to a student with disabilities, the teacher must also ascertain the degree of implementation of the modifications/accommodations indicated in the IEP and consider whether this affected the student’s performance or access to the curriculum.

The IEP Report of Progress and Achievement (page 5 of the IEP) requires teachers who are providing instruction and or services to a student to evaluate student progress toward attainment of IEP goals in alignment with regular school reporting periods.

2. Legal Mandates for Students with a Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that prohibits discrimination/harassment on the basis of a disability in any program or activity receiving federal financial assistance. The District complies with the nondiscrimination requirements by providing students with disabilities identified under Section 504 a free and appropriate public education (FAPE) with opportunities to access the general curriculum in the least restrictive environment.

Through a Section 504 Plan, the individual needs of students are described and appropriate accommodations for instruction, assessment, and/or evaluation in the general education program needed are defined. It is imperative that all teachers of students with disabilities, as well as appropriate designated staff serving those students, implement these legal requirements.

Accommodations in the Section 504 Plan must have been provided/implemented throughout the period of instruction for each subject area. Before assigning scores to a student with disabilities, the teacher must also ascertain the degree of implementation of the accommodations indicated in the Section 504 Plan and consider whether this affected the student’s performance or access to the curriculum.

3. Participation in Standards-Based Curriculum for Students with an Individualized Education Program

a. It is expected that most students with disabilities will be held to the same grade-level standards as their non-disabled peers. IEP teams make determinations
regarding the level of participation in standards-based instruction based on an assessment of student skills and abilities. Access to general education curriculum is supported through the provision of accommodations and/or modifications that include Master Plan services for English Learners in the IEP.

b. When students with disabilities are accessing general education curriculum using accommodations or modifications, a score of 1 in a subject on the report card must not be directly due to the impact of a disability.

c. IEP teams will identify one of the following curriculums as found in Section M - #9 of the IEP.

1. District general education curriculum for his/her (student’s) grade level
2. District general education curriculum using accommodations identified in section J
3. District general education curriculum using modifications identified in Section J
4. Alternate District curriculum provided to prepare him/her to access the District’s general education curriculum

4. Dual Reporting for Students with an IEP or Section 504 Plan

a. Students with disabilities, served by an IEP or a Section 504 Plan, will receive the Elementary School Progress Report reporting on the progress the student is making in his/her grade level curriculum as frequently as issued for their non-disabled peers.

b. Students being served by an IEP will also receive the IEP Report of Progress reporting on the progress the student is making toward IEP goal achievement in conjunction with the issuing of the Elementary Report of Progress.

c. Students being served by a Section 504 Plan will also have their progress consistently monitored by the Section 504 Case Manager, designated by the school-site Administrator/Section 504 Designee. Additionally, when so determined by their Section 504 team, students will receive periodic reports on progress towards academic and/or behavioral performance. Re-evaluation of the Section 504 Plan is required anytime there is an indication, evidence, or it is determined that the Section 504 Plan is not effective in addressing the student’s identified disability and area(s) of educational impact.

5. Explanation of Marks

a. The majority of students with disabilities, including students being served by an IEP or under Section 504, participate in the general curriculum with standard accommodations, and are graded on the progress the student is making in his/her grade level curriculum, using the same procedures outlined for non-disabled students.

b. Accommodations or modifications identified on the IEP must be considered when grading students with disabilities.
c. Accommodations identified on the Section 504 Plan must be considered when grading students with disabilities.

d. **Students with an IEP**
   On the Elementary School Progress Report, there is a notation for students with an IEP stating: “Progress toward Individualized Education Program (IEP) goals is documented in the IEP Report of Progress.”

   Under the section SPECIAL EDUCATION PROGRAM(S) the student’s IEP programs/services may be indicated as:
   - SPECIAL DAY PROGRAM
   - RESOURCE SPECIALIST PROGRAM
   - DESIGNATED INSTRUCTIONAL SERVICES
   Alternate curriculum is also listed in this area for those students with moderate to severe disabilities.

6. **Marking Procedures for English Learners (EL) with Disabilities Receiving Special Education Services.**

   a. English Learners with disabilities participating in core curriculum as identified on their Individualized Education Program (IEP) or Section 504 Plan are graded using the same procedures outlined for non-disabled English Learners. Accommodations or modifications identified on the IEP must be considered when grading students with disabilities. Accommodations identified on the Section 504 Plan must be considered when grading students with disabilities.

   b. English Learners with disabilities participating in the alternate curriculum as identified in their IEP are graded using the English Language Development standards and the goals identified on the Master Plan for English Language Learners attachment to the IEP.

E. **Assessment Instruments to Guide Marking Practices**

   Teachers will use a variety of information or data when determining a student’s achievement of grade-level standards. All of the following assessments offer teachers information regarding a student’s progress:

   1. **Performance Assignments for Grades 2, 3, 4, 5**
      
      Open Court Unit 3 Writing Assessment is used as the Yearly Performance Assignment for grades 2-5/6 to measure English-proficient and Basic Bilingual students’ achievement of State standards in writing.

   2. **Diagnostic Assessments**
      
      Diagnostic assessments are instruments designed to gather data in order to better understand a student’s strengths and weaknesses. Diagnosing a student’s needs gives the teacher information for instructional planning.

      a. District Reading Program unit and writing assessments.
b. District Mathematics Program quarterly assessments.

3. ELD Assessment Portfolio

An assessment portfolio is a representative selection of work (carefully chosen samples) produced by a student. It is designed to include multiple indicators of student progress toward grade-level and/or ELD-level standards.

III. INTERVENTION

Before the end of each reporting period, all interventions must be entered on Screen 26 into the Elementary Student Information System (SIS).

IV. RETENTION/PROMOTION

Teachers are required to notify parents of students who are at risk of not meeting grade level standards for promotion at each reporting period. A formal conference must be held when double promotion or retention is warranted.

ASSISTANCE: For assistance or further information, please contact the Local District Standards-Based Promotion Coordinator or Office of Elementary Instruction at (213) 241-6444 or Elementary SIS at (213) 241-4617.