



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: 2022-23 State and National Mandated Testing Calendars

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ROUTING
LD Administrators
COS Administrators
Principals
Assistant Principals
Testing Coordinators

PURPOSE: The purpose of this Reference Guide is to provide the State and National testing calendars for the 2022-23 school year.

MAJOR CHANGES:

- The Initial Alternate ELPAC will be administered for the first time to eligible students.
- California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) coordinators will submit their school’s Testing Schedule in the Student Testing Branch (STB) Portal.

INSTRUCTIONS: California school districts are required to administer mandated state and national assessments each year. Regulations for each assessment program are established by the designated governing body at the state and national level. The California Department of Education (CDE) at the state level and the National Center for Educational Statistics (NCES) at the national level manage the development, coordination, and implementation of the mandated testing programs through the use of various test vendors.

The testing calendars in this Reference Guide were developed using the guidelines and timeframes established by the test vendors for each testing program and the program’s respective state or national governing body. School administrators are to meet with stakeholders responsible for planning the school’s calendar to establish the school’s testing schedule for each testing program. Schools must schedule all regular and make-up testing for each program on the dates or within the specified testing window(s) indicated in this document.

Test dates or testing windows are subject to change based on availability of testing materials, online applications, and changes in regulations governing each testing program. If a change in regulations or District policy takes effect after this Reference Guide is released, this document will be updated to reflect such a change.



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District and State guidelines and procedures for individual programs are included in the Administration Instructions prepared by the Student Testing Branch (STB). Administration Instructions, memoranda, and reference guides will include details regarding the ordering and the delivery of testing materials to schools, training requirements for teachers and coordinators, test administration guidelines and procedures, and returning materials to the District. These LAUSD publications should be used in conjunction with state manuals and Directions for Administration (DFAs) released by the test vendors for each testing program.

District publications such as reference guides and memoranda are posted in e-Library at <https://my.lausd.net/webcenter/portal/LAUSD>. Administration Instructions are posted on STB's Webpage at <http://achieve.lausd.net/testing>. State publications and manuals are posted on the CDE or test vendor websites for each testing program. Web links for different testing programs are included in the Related Resources section of this document.

For the 2022-23 school year, California and Federal regulations require the implementation of the testing programs outlined below. Specific information about each testing program is provided. Testing windows for each program are provided in Attachment A of this document.

I. California Assessment of Student Performance and Progress (CAASPP)

CAASPP is California's statewide student assessment system and consists of four computer-based assessments. For the 2022-23 school year, the CAASPP system encompasses the following assessments:

- Smarter Balanced (SB) Summative Assessments for English Language Arts (ELA) and Mathematics
- California Alternate Assessments (CAA) for ELA, Mathematics, and Science
- California Science Test (CAST)
- California Spanish Assessment (CSA)

Each year, schools are responsible for notifying parents/guardians about their student(s) participation in the CAASPP system and of their option to excuse their student(s) from testing. Because the CAA for Science testing window opens in fall 2022, parent notification templates for this test will be available in August 2022. Parent notification letter templates for the remaining summative CAASPP assessments will be available in winter 2023. Parent notification letter templates will be posted on the Student Testing Branch website at <https://achieve.lausd.net/testing>.



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Parent/guardians who wish to exclude their student(s) from any or all parts of CAASPP tests must submit to the school a written request for the current school year.

For Smarter Balanced Summative Assessments, the testing window begins when 66 percent of the school's instructional days have been completed, and testing continues up to and including the last day of instruction. The Testing window for each school opens on the day the first student logs into a CAASPP summative assessment in spring 2023. The testing window for all schools in the district closes on the last day of school—**June 15, 2023**.

For the 2022-23 school year, schools will be required to input their Summative CAASPP testing schedule in the STB Portal. Instructions will be provided during the spring Summative CAASPP training and in the 2023 Summative CAASPP Administration Instructions.

Smarter Balanced Summative Assessments (SBA)

Student Participation: The Smarter Balanced Summative Assessments for ELA and mathematics are administered to students in grades 3-8 and grade 11. All students in the designated grade levels are required to participate, except the following:

- Students who participate in the CAASPP program by taking the CAA as indicated on their Individualized Education Program (IEP).
- English Learners (EL) who are in their first 12 months of attending a school in the United States as of April 15 of the previous year are not required to take the Smarter Balanced Summative Assessment for ELA.

Content and Format: Each test consists of two sections, a Performance Task (PT) and a Computer Adaptive Test (CAT), also known as Non-PT. The CAT for ELA and mathematics include a range of item types such as selected response, constructed response, tables, fill-in, graphing, etc. The PTs are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards.

Early Assessment Program (EAP)

Students automatically participate in the EAP when they complete the grade eleven Smarter Balanced Summative Assessments for ELA and mathematics. ELA and mathematics scores serve as an indicator of readiness for college-level coursework in English and mathematics and are



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used by the California State University and participating California Community Colleges to determine EAP status.

California Alternate Assessment (CAA) for ELA, Mathematics, and Science

The CAAs are designed for students with the most significant cognitive disabilities. Students are eligible only if an alternate assessment is indicated in their active IEP. However, before designating an alternate assessment for a student, IEP teams must review the guidance from the CDE to determine whether the CAA or the Smarter Balanced Summative Assessments would be the most appropriate assessment. Alternate Assessment IEP Team Guidance is available at <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>.

For English Learners (ELs), once students are identified for alternate assessment, they will then take the alternate assessment for all standardized State assessments, including the CAA ELA, Mathematics, and Science assessments, and the Alternate ELPAC.

If CAA is not indicated in a student's IEP, the student is required to participate in CAASPP by taking the Smarter Balanced Summative Assessment for the student's grade level. If Alternate Assessment is designated by the IEP team in error, the school will have to amend the IEP to designate the appropriate test before the student is tested.

- California Alternate Assessment (CAA) for ELA and Mathematics

Student Participation: The CAA for ELA and mathematics is administered to eligible students with significant cognitive disabilities in grades 3-8 and grade 11 whose IEPs indicate assessment with an alternate test.

Content and Format: The CAAs are based on alternate achievement standards aligned with the California State Standards in English and mathematics. These tests are computer-based and are administered in person and one-on-one by a test examiner.

- CAA for Science

The CAA for science is for students with significant cognitive disabilities whose IEPs indicate the use of an alternate science assessment.

Student Participation: Students in grades 5, 8, and 11 whose IEPs indicate the use of an alternate assessment for science are required to participate in CAA for science. Eligible grade 12 students who have



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not taken the CAA for science in high school are also required to take the CAA for Science. Students repeating grade twelve are not eligible to take the science test even if they have not taken the test previously.

Content and Format: The CAA for Science tests are comprised of four embedded performance tasks. Each performance task is available as a separate test in the test delivery system, enabling the test examiner to administer it in any order and at any time after a student has been taught the content related to the specific performance task. For this reason, the CAA for science testing window is different from the testing window for other CAASPP tests. The CAA for science testing window opens in September 2022 and closes at the end of the CAASPP testing window.

California Science Tests (CAST)

Student Participation: Students in grades 5, 8, and 11 are required to participate in CAST. Grade 12 students who have not taken CAST in high school are also required to participate.

All students in the designated grade levels are required to participate. The only exception is for students who participate in the CAA for science as indicated on their IEP and students who are repeating grade twelve even if they have not taken CAST before.

Content and Format: The CAST is a computer-based test that consists of stand-alone questions as well as two or three performance tasks. Performance tasks require students to solve a series of related questions.

California Spanish Assessment (CSA)

Student Participation: The CSA is available to students who speak Spanish as their primary language and students who are learning Spanish as an additional language. In LAUSD, the CSA is administered to students who meet one of the following two criteria:

- Students in grades 3-8 who are enrolled in a Spanish dual-language program, regardless of their language classification, and/or
- Spanish-speaking English learners in grades 3-11 who have been enrolled in a U.S. school less than 12 months – from April 15 of the previous year.

Content and Format: The CSA is a computer-based assessment that is aligned to the California Common Core State Standards en Español.



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Students who meet the criteria to take the CSA will take the CSA in addition to other mandated CAASPP tests.

II. California Physical Fitness Test (PFT)

The FITNESSGRAM has been designated by the California State Board of Education as the Physical Fitness Test for students in California public schools.

Student Participation: All students enrolled in grades 5, 7, and 9 are required to participate. This includes students who are repeating grade a grade (5, 7, or 9) and students enrolled in alternate programs such as continuation school, independent study programs, Virtual Academies, Community Day School (CDS), and non-public schools. Students with physical disabilities who are unable to take all of the physical performance test shall be given as much of the test as his or her condition permits. Students not enrolled in a physical education class during the testing window because of a state-approved waiver for block scheduling are also required to test.

Content and Format: The FITNESSGRAM is composed of six fitness areas. However, in the 2021-22 school year, only five of the components were required (Aerobic Capacity, Abdominal Strength and Endurance, Upper Body Strength and Endurance, Trunk Extensor Strength and Flexibility, and Flexibility). The Body Composition and Body Composition Healthy Fitness Zone components were not required. The PFT Mass Score Entry screen in MiSiS was updated to accommodate the change.

As required by Section 68 of Senate Bill 820 (Chapter 110, 2020), the CDE is currently consulting with experts and other interest holders in order to provide recommendations regarding the purpose and administration of the PFT. This reference guide will be updated to reflect any changes and updates announced by the CDE for the 2022-23 school year.

III. Initial English Language Proficiency Assessment for California (ELPAC)

State and federal law require the administration of a State test of English Language Proficiency (ELP) to eligible students in kindergarten through grade twelve. The Initial ELPAC is the required State test for ELP that must be given to students whose primary language is a language other than English.



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The Initial ELPAC must be administered within 30 calendar days of a student's enrollment in a California public school or 60 days prior to instruction, but not before July 1st of the school year per Initial ELPAC regulations.

Newly enrolled students are assessed with the Initial ELPAC upon entry into a California school if either of the following are true:

- The response to any of the first three questions on the Home Language Survey (HLS) is a language other than English
- ALL the conditions listed below are true:
 1. Response to each of the first three questions on the HLS is English, and
 2. Response to question number four is other than English, and
 3. There is reasonable doubt as to the student's proficiency in English.

Newly enrolled students in Expanded Transitional Kindergarten (ETK), Transitional Kindergarten (TK), or grades K-12 are to be assessed with the Initial ELPAC for the corresponding grade level. For ETK and TK, students will take the Kindergarten Initial ELPAC test. The Initial ELPAC has six grades/grade spans: K, 1, 2, 3-5, 6-8, 9-12.

The Initial Alternate ELPAC will be administered for the first time in the 2022-23 school year. See the Alternate ELPAC section in this document.

IV. Summative English Language Proficiency Assessment for California (ELPAC)

The Summative ELPAC has four reporting domains: Listening, Speaking, Reading, and Writing. The Summative ELPAC is used to measure a student's progress in learning English and to identify the student's level of ELP.

Continuing ELs are to be assessed with the Summative ELPAC as described below until they are reclassified.

- All currently identified ELs enrolled in grades K-12. ETK and TK students will take the Kindergarten ELPAC.
- Retained students are to be tested with the level of the test for their enrolled grade. The Summative ELPAC has seven grades/grade spans: K, 1, 2, 3-5, 6-8, 9-10, and 11-12.



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The Summative ELPAC testing window will be from **February 1 to May 27, 2022**. All eligible students enrolled at the school must be tested during this window.

V. **Alternate English Language Proficiency Assessment for California (ELPAC)**

The Alternate ELPAC is the state ELP assessment for California public school students identified with the most significant cognitive disabilities whose individualized education program (IEP) indicates the use of an alternate assessment. LEAs can refer to the [CDE Alternate Assessment IEP Team Guidance](#) to help determine whether the California Alternate Assessments (CAAs) and the Alternate ELPAC would be the most appropriate assessments for an individual student with the most significant cognitive disabilities.

The Alternate ELPAC replaces all locally determined alternate assessments (VCCALPS in LAUSD) and provide a consistent, standardized measurement of English Language Proficiency across the state for students with the most significant cognitive disabilities.

The Summative Alternate ELPAC was administered for the first time in the 2021-22 school year. The Initial Alternate ELPAC will be administered for the first time in the 2022-23 school year.

The Initial Alternate ELPAC provides information to determine a student's initial classification as an EL or as initial fluent English proficient (IFEP). Additional information about the administration of the Initial Alternate ELPAC will be included in the 2022-23 Initial ELPAC Administration Instructions, which is scheduled to be published in August 2022.

Before designating an alternate assessment, IEP teams must review the guidance from the CDE in determining whether the Alternate ELPAC or Summative ELPAC would be the most appropriate assessment. Alternate Assessment IEP Team Guidance is available at <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>.

Students in grades 3-8 and 11-12 who are identified to take the ELPAC Alternate assessment will take the alternate assessment for all standardized State assessments, including the CAA ELA, Mathematics, and Science assessments, and the Alternate ELPAC.



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If Alternate ELPAC is not indicated in a student's IEP, the student is required to take the default Summative and/or Initial ELPAC. If Alternate Assessment is designated by the IEP team in error, the school will have to amend the IEP to designate the appropriate test before the student is tested.

VI. National Assessments

National Assessment of Educational Progress (NAEP)

NAEP is a congressionally mandated project administered by the National Center for Educational Statistics (NCES), within the Institute of Education Sciences of the U.S. Department of Education. NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas.

NAEP uses a carefully designed sampling procedure for the assessment to be representative of schools and students in the United States based on characteristics such as school location, minority enrollment, level of school achievement, and average income of the geographic area. Therefore, schools with a unique student population may be selected each assessment cycle. Moreover, to ensure that the student sample represents students from large and small schools in the appropriate proportions, large schools are more likely to be selected than small schools.

LAUSD schools selected to participate in the NAEP 2022-23 assessment cycle will be notified by the CDE. Selected schools will administer the assessment in grades four, eight and twelve. Selected students in each grade level will be assessed in one subject area—mathematics, reading, or science.

NAEP Long Term Trend (LTT)

From **October 1 through December 16, 2022**, NAEP will also be administering NAEP LTT. Since the 1970s, NAEP has monitored student performance in mathematics and reading through LTT assessments. These assessments measure students' educational progress over long time periods to look for and monitor trends in performance. Results from the LTT assessments are based on nationally representative samples of 9-, 13-, and 17-year olds.



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Program for International Student Assessment (PISA)

This year, 15 year old students will participate in PISA. PISA measures student performance in reading, mathematics, and science literacy

Trends in International Mathematics and Science Study (TIMSS)

TIMSS provides trend data on the mathematics and science achievement of U.S. students compared to that of students in other countries. TIMSS data have been collected from students at grades 4 and 8 every 4 years since 1995, with the United States participating in every administration of TIMSS.

RELATED RESOURCES:

Student Testing Branch (213) 241-4104 – <http://achieve.lausd.net/testing>
Division of Instruction (213) 241-5333 – <https://achieve.lausd.net/instruction#spn-content>
Multilingual and Multicultural Education Department (213) 241-5582 – <https://achieve.lausd.net/mmed#spn-content>
EAP <http://www.cde.ca.gov/ci/g/hs/eapindex.asp>
CAASPP – CDE <http://www.cde.ca.gov/ta/tg/ca/>
CAASPP – ETS <https://www.caaspp.org/>
PFT <http://www.cde.ca.gov/ta/tg/pf/>
ELPAC – CDE <http://www.cde.ca.gov/ta/tg/ep/>
ELPAC – ETS <https://www.elpac.org/>
NAEP <https://nces.ed.gov/nationsreportcard/>

ASSISTANCE:

For assistance, contact the Student Testing Branch Help Desk at (213) 241-4104.



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ATTACHMENT A

2022-23 TESTING CALENDAR

TESTS	Testing Window(s)	Elementary Schools	Middle School	High School
Initial ELPAC	8/15/22 – 6/15/23	ETK/TK/K-6	6-8	9-12
Initial Alternate ELPAC	8/15/22 – 5/31/23	ETK/TK/K-6	6-8	9-12
CAA for Science ¹	September 2022 – 6/15/23	5	8	11 or 12
NAEP LLT	10/1/22 – 12/16/22	-	Age 13	-
PISA	10/3/22 – 11/25/22	-	-	Age 15
NAEP Field Test	1/23/23 – 2/3/23 & 3/20/23 – 4/14/23	4	8	12
TIMSS	Spring 2023	4	8	-
Physical Fitness Test (PFT)	2/1/23 – 3/17/2023	5	7	9
Summative ELPAC	2/1/23 – 5/31/23	ETK/TK/K-6	6-8	9-12
Summative Alternate ELPAC	2/1/23 – 5/31/23	ETK/TK/K-6	6-8	9-12
SBA for ELA and Math	3/7/23 – 6/15/23	3-6	6-8	11
CAA for ELA and Math	3/7/23 – 6/15/23	3-6	6-8	11
CAST ¹	3/7/23 – 6/15/23	5	8	11 or 12
CSA	3/7/23 – 6/15/23	3-6	6-8	9-12

¹ Grade 12 students who have not taken CAST or CAA for science in high school will be required to take CAST or CAA for science in the 2022-23 school year. Students repeating grade twelve are not eligible to take the CAST or CAA for Science.

IMPORTANT: Dates are subject to change based on availability of online applications, testing materials, and/or changes in regulations.