



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**MEMORANDUM**

**TITLE:** Guidelines for Administering the Reading Inventory (RI) for Reclassification of English Learners in Grades 6-12

**NUMBER:** MEM-6411.2

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 Division of Instruction

Hilda Maldonado, Executive Director  
 Multilingual and Multicultural Education Department

**DATE:** September 29, 2016

**ROUTING**  
 All Offices  
 Local District Superintendents  
 Local District Administrators of Instruction  
 Local District Instructional Directors  
 Local District EL Coordinators  
 Principals  
 Assistant Principals  
 TSP Advisers/Instructional Specialists  
 Testing Coordinators  
 ELA Department Chairs, Coaches, and Teachers

**PURPOSE:** The purpose of this Memorandum is to provide guidance in the administration and scoring of the Reading Inventory (RI) for Reclassification of English Learners, which will fulfill the basic skills assessment requirement for reclassification in grades 6, 7, 8, 9, 10, 11, and 12 for the 2016-2017 school year.

**MAJOR CHANGES:** Scholastic Reading Inventory is now named Reading Inventory. It is the same assessment with a new name.

More detailed guidance has been provided for English Learners with disabilities.

**BACKGROUND:** Reclassification is the process by which school districts determine if English Learners (ELs) have acquired sufficient proficiency in English to perform successfully in core academic subjects without English Language Development (ELD) support.

California Education Code Section 313[f] identifies four required criteria for reclassification, but also allows for other measures to be included. The four required criteria are:

1. *Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development; and*
2. *Teacher evaluation, including but not limited to, a review of the student's curriculum mastery; and*
3. *Parent opinion and consultation; and*
4. *Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.*



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AB 484, effective January 1, 2014, established a new statewide assessment system, and suspended the California Standards Test (CST) and California Modified Assessments (CMA) for Language Arts for most grades. The CDE provided districts with flexibility to identify an assessment that meets the basic skills assessment requirement. In the 2014-2015 school year, LAUSD selected the Scholastic Reading Inventory (SRI) for the basic skills assessment for grades 6-9. In the 2015-16 school year, LAUSD used the SRI for Reclassification in grades 6-12. For the 2016-2017 school year the Reading Inventory (RI) for Reclassification will be used for grades 6-12 to meet the basic skills assessment requirement for reclassification. Students in grades 11-12 may continue to use the CAHSEE scores to meet this criterion, even if accommodations or modifications were used during the CAHSEE administration.

Reading Inventory (RI) is a research-based, computer-adaptive reading assessment program that measures students' level of reading comprehension and reports it using the Lexile Framework<sup>®</sup> for Reading. RI administers a fast and reliable assessment that provides school-level, classroom-level, and student-level reports to help teachers determine appropriate placement, personalize and differentiate instruction for students, monitor progress, and forecast expected growth in Lexile levels.

### **GUIDELINES:**

#### **I. IMPLEMENTATION**

##### **A. Students to be Assessed**

English Learners in grades, 6, 7, 8, 9, 10, 11, and 12 will be administered the RI for Reclassification. Elementary school administrators with 6<sup>th</sup> grade, middle and high school administrators, and EL designees will use and monitor the data generated from this assessment, as well as the other measures outlined for reclassification. Teachers may use the data from this assessment to help guide instruction and target individual student and group needs.

RI for Reclassification will be administered to 6<sup>th</sup>-12<sup>th</sup> grade English Learners during their ELD, LTEL, or ELA class period by their classroom teacher. The test takes on average about 20 minutes; therefore, students should be able to complete the test in one to two class periods. Support may be provided by the TSP Advisor, TSP Specialist, coordinator, and/or administrators. Title III Coaches may not coordinate or administer the RI for Reclassification.

ELs at a school with City Year, YPI, or other approved partner organizations must only be tested by LAUSD staff for reclassification purposes.



## B. Testing Platform

RI is a web-based assessment requiring no local software or downloads. EL students need to be tested on the Scholastic Achievement Manager (SAM) server. See Attachment B for technical specifications. Materials required for the assessment are a computer or tablet with internet access. Schools may wish to use headphones for students to listen to the directions and to block out any surrounding noise. It is administered individually, or as a class, and is scored automatically by the software. There is no site cost to administer the RI for Reclassification. Host server links are posted on the Multilingual & Multicultural Education website by local district. These links are where the students will log in to the system once set up in SAM.

Welcome Letters containing the school site credentials are emailed exclusively to the RI Designee selected by the Principal on the RI Designee Survey. The survey appears in the September 2016 issue of the LAUSD Principals' Connection (formerly called the LAUSD Brief).

These emails are sent the week of October 10, 2016. Regularly check your inbox, spam, junk, and clutter folders to locate your Welcome Letter.

Please note that there are no practice tests. Each time a student logs on to SAM, it is a live test. Once completed, the student receives a Lexile score, which will be recorded in the students' assessment history. Over testing and testing fatigue may have a negative effect on student performance. There are, however, three practice questions provided at the beginning of the assessment session to help students familiarize themselves with the testing environment and expectations.

## II. ENGLISH LEARNERS WITH DISABILITIES

### A. EL Students on the General Education Curriculum

All EL students with disabilities (EL SWDs) on the general education curriculum must participate in the Basic Skills Assessment for his/her grade level (e.g., DIBELS Next for K-5<sup>th</sup> grades or RI for 6<sup>th</sup>-12<sup>th</sup> grades). There are two exceptions:

1. Students who have an eligibility of VI (Visual Impairment) and who cannot visually respond to the test items, even with magnification, are exempt from being assessed with either DIBELS Next or the Reading Inventory (RI).



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2. Elementary students in grades TK-5 who are deaf (DEA) or significantly hard of hearing (HOH) will not participate in DIBELS Next. However, students with these eligibilities in grades 6-12 will participate in the Reading Inventory (RI) if they are on the general education curriculum.
  3. Accommodations and/or modifications listed on a student's IEP will be available to the student for the Basic Skills Assessment (e.g., DIBELS Next or RI). However, accommodations or modifications that alter the content or expectations of the assessment items will invalidate the score on the basic literacy skills assessment. Examples of accommodations or modifications that will alter the content of the Basic Literacy Skills Assessment include (but are not limited to) the following:
    - Read aloud/text-to-speech for reading passages
    - Use of a dictionary or glossary
    - Use of a scribe for composing extended writing tasks
    - Use of speech-to-text for composing extended writing tasks
  4. Therefore, these accommodations/modifications can be used if it is the only way for the student to participate, but the student's score cannot be used for reclassification purposes. It is recommended that EL SWDs do not use these accommodations/modifications on the reclassification Basic Skills Assessment so the data obtained can be utilized for reclassification purposes.
  5. EL students with disabilities must be able to demonstrate basic literacy skills for their grade level with minimal support in order to meet the criteria for reclassification. It is possible that many ELs with disabilities participating on the general education curriculum will not meet the criteria for reclassification, even with extended and individualized instruction. IEP teams will continue to implement and monitor all IEP goals/objectives pertaining to ELD and literacy for students who have not yet met the criteria.
- B. EL Students with Disabilities on the Alternate Curriculum
1. Due to the severity and impact of the disabilities of students who participate in the alternate curriculum, it is likely that many of these students will need considerably longer periods of time to receive English Language Development (ELD) instruction and work toward the criteria for reclassification. It is also possible that many EL SWDs on the alternate curriculum will not meet the criteria, even with extended and individualized instruction.



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2. When it appears that an EL SWD on the alternate curriculum may be eligible for reclassification, the IEP team should consider a change from the alternate curriculum to the general education/core curriculum and setting. The IEP team will consider scores on the CELDT or Communication Observation Matrix (COM), the California Alternate Assessment in ELA (CAA-ELA), and other data sources to determine if the student is able to return to the general education curriculum.
3. Students with disabilities on the alternate curriculum must participate in the Reading Inventory (RI) for Reclassification for their grade level if they meet one or more of the following criteria:
  - a. The student was administered the 2016 Annual CELDT
  - b. The IEP team is considering moving the student to the general education curriculum
4. Students with disabilities on the alternate curriculum who do not meet either of these criteria are not required to participate in the RI for Reclassification, as they are not yet demonstrating the skills needed for reclassification.

### III. PROFESSIONAL DEVELOPMENT

- A. Professional development will be provided on the assessment procedures. Registration will be available via MyPLN in September 2016 for site staff. Principals are to identify one out-of-classroom designee to attend this half-day training. Compensation for substitute coverage and attendance will not be provided.
- B. The designee who attends the training will be provided with the school site's administrative credentials to log into Scholastic Achievement Manager (SAM).
- C. That individual will be trained on setting up classes and teacher profiles - therefore he/she will be able to go back to school sites and support teachers with setting up and administering the test as well.
- D. Principals should insure that there is a minimum of one staff member who is trained and has the school site's administrative credentials.
- E. Professional development is also available through MyPLN. You can search for the online professional development by entering key words "2016-17 RI for Reclassification Online Professional Development".
- F. After the professional development session, principals and personnel who coordinate and administer the test will need to complete a Testing Affidavit which can be obtained through MyPLN.

### III. TESTING WINDOW

- A. There are two RI for Reclassification testing windows. Schools will need to implement the assessment within the testing windows listed in Table 1, but specific daily testing schedules and arrangements will vary,



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depending on the school. Ideally, students should be tested in a computer lab or library with available devices for testing.

- B. Assessment windows for RI will align for two weeks per testing window with the established District assessment windows for Read 180. Read180 teachers should administer the RI only to their ELs within the RI for Reclassification testing window. Both the Fall and Spring RI assessment periods run concurrently with the Read180 windows. Therefore, EL students in the Read180 class should test during the following dates:
  1. *Fall (Read 180 Window 2): 11/7/16 – 12/2/16*
  2. *Spring (Read 180 Window 3): 5/8/17 – 5/26/17*
  
- C. If EL students met the reclassification criteria and scored Basic or above on the test during the Fall 2016 RI testing window, it will not be necessary to assess them in the Spring 2017 RI testing window. Lexile scores are not banked year to year. If EL students receive a Basic score or above during the Fall administration, but do not reclassify by the following school year, those students will need to take the RI for Reclassification again.
  
- D. Schools should not assess students outside of the established RI windows, as a student is “locked out” of RI for thirty days after each assessment. It is strongly recommended that the last week of testing be reserved for make-ups only.

*Table 1*

<b>RI Windows</b>	<b>Middle and High Schools</b>	<b>Who is Assessed?</b>
Fall Window	October 24 <sup>th</sup> – December 2 <sup>nd</sup> , 2016	Assessment is required for all ELs in grades 6-12.
Spring Window	April 24 <sup>th</sup> – May 26 <sup>th</sup> , 2017	Assessment is required for all ELs in grades 6-12 who have not yet met the minimum RI score for reclassification for their current grade level.

English learners in 6<sup>th</sup> grade on an elementary campus will follow the above schedule.

**PLEASE NOTE:** If testing irregularities are experienced, please fill out the Testing Irregularities form and submit per the instructions on the form found on Attachment A.



**IV. ASSESSMENT RESULTS**

The Reading Inventory for Reclassification is administered online and scoring is automatically completed by the program.

Students scoring Basic or above will satisfy the basic skills assessment reclassification requirement. Any score higher than the minimum Basic score for the grade level constitutes an eligible score. Table 2 reflects the scoring ranges by grade level:

*Table 2*

<b>Grade</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
6	BR to 729L	730L to 924L	925L to 1074L	1075L & Above
7	BR to 769L	770L to 969L	970L to 1124L	1125L & Above
8	BR to 789L	790L to 1009L	1010L to 1189L	1190L & Above
9	BR to 849L	850L to 1049L	1050L to 1264L	1265L & Above
10	BR to 889L	890L to 1079L	1080L to 1339L	1340L & Above
11/12	BR to 984L	985L to 1184L	1185L to 1389L	1390L & Above

**RELATED RESOURCES:**

BUL-5619.4, *Reclassification of English Learners*, dated March 29, 2016

For additional resources, visit the Multilingual & Multicultural Education website:  
<http://achieve.lausd.net/mmed#spn-content>

**ASSISTANCE:**

For further information, please contact Veronica Arevalo at (213) 241-5582 or at [vareval@lausd.net](mailto:vareval@lausd.net).



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ATTACHMENT A

**READING INVENTORY FOR RECLASSIFICATION TESTING IRREGULARITIES FORM**

Use this form to provide information related to testing irregularities and security breaches to the Reading Inventory for Reclassification and SAM Server.

**Fax the completed form to the Multilingual & Multicultural Education Department (MMED)  
 c/o Secondary EL Instruction at (213) 241- 6887.**

Date of Incident:	
School Name:	
Location Code	
Local District:	
Contact Person:	
Position Title:	
LAUSD e-mail:	
Phone Number:	

Mark all that apply:	<input type="checkbox"/> Testing irregularity <input type="checkbox"/> Security Breach
Grades Involved (mark all that apply):	<input type="checkbox"/> 6 <sup>th</sup> at elementary <input type="checkbox"/> 6 <sup>th</sup> at middle school <input type="checkbox"/> 7 <sup>th</sup> <input type="checkbox"/> 8 <sup>th</sup>  <input type="checkbox"/> 9 <sup>th</sup> <input type="checkbox"/> 10 <sup>th</sup> <input type="checkbox"/> 11 <sup>th</sup> <input type="checkbox"/> 12 <sup>th</sup>
Number of students involved:	
Number of staff involved:	
Describe the incident in detail (add extra pages of necessary):	
Describe in detail all the actions taken by administrative staff, teachers, support staff, and students to correct the incident and describe in detail the new procedures in place and regular reminders for all examiners, proctors, and students to ensure similar incidents will be prevented in the future (add extra pages if necessary):	



**Scholastic Education Technology Programs**  
**Version 2.3.x System Requirements & Technical Overview**  
**Workstation Requirements**

Scholastic Education Technology version 2.3.x programs run on student and teacher workstations that meet the following requirements:

**Browser:** Internet Explorer 9.x, or later; Safari 6.x or later; Firefox 27.x or later; Chrome 24 or later

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**Operating System:** Macintosh OS X 10.7.3 through 10.9.x; Windows XP SP3, Windows 7 Professional, Windows 8.x; Chrome OS version 32 or later\*

**Memory:** 1 GB to 2 GB of RAM, based on OS version

**Processor:** Intel dual-core or later (Power PC Macintosh computers not supported)

**Network:** Network Interface Card supporting TCP/IP (wireless networks, including 802.11a, 802.11g, or 802.11n, are supported, but performance may be limited by the network's bandwidth capacity)

**Screen:** 1024 x 768 resolution or higher

**Plug-ins:** Flash 11.4 or later (set to allow the microphone), Adobe Reader or Adobe Acrobat 9 or later

**Other:** For important information regarding Chromebook devices, see page 3. Thin Client workstations are not certified or recommended for Scholastic programs. Scholastic Education Technology version 2.3.x programs support a wide range of client workstations running many different processors and operating systems. As a general rule, any workstation or laptop purchased in the last four years should be capable of running any Scholastic Education Technology program. Districts considering using older workstations should consider the following factors: Workstations, laptops, or netbooks with Intel Atom processors (or equivalent) may or may not be suitable for running Scholastic Education Technology programs, depending on the processor's version, clock speed, and supporting hardware. Scholastic recommends testing any Atom-based system with the application(s) you intend to use.

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## Scholastic Education Technology Programs Version 2.3.x System Requirements & Technical Overview Browser Settings

All workstation browsers must have the following settings enabled:

- **Flash:** Should be version 11.4 plug-in (enabled by default) and must not be disabled
- **JavaScript:** Must not be disabled
- **Pop-Up Blockers:** Must be disabled, or Student and Educator Access pages excepted
- **Security Level Settings:** Default settings supported; IE Maximum Security levels not supported
- **Images Enabled:** Default settings are supported; Image Display must not be turned off
- **Privacy Settings:** Default settings supported; Maximum Privacy Setting (disabling cookies) not supported
- **Mixed Content:** Browsers should allow mixed content (e.g., http:// and https://)

**iOS (iPad®)** Some Scholastic Education Technology programs and components are available in iOS- compatible forms for districts with SAM Servers hosted on Scholastic Data Centers. See individual program documentation at the Scholastic Education Product Support website ([www.scholastic.com/education/productsupport](http://www.scholastic.com/education/productsupport)) for information and specifications for iOS- compatible programs. **Netbooks** Some netbook models (laptop-format miniature computers typically configured with an Intel Atom- class processor; Windows 7, Vista, or XP; reduced local storage; 1 GB of RAM; and a small display) are able to run Scholastic Education Technology programs successfully. Other models are not compatible because of inadequate local storage, underpowered processors, or screens not capable of displaying a minimum resolution of 800 x 600. In particular, Linux-based netbooks or netbooks with a maximum screen resolution of 1024 x 576 are not suitable for use with Scholastic programs. Because of persistent reports from customers of problems with netbooks from many manufacturers, Scholastic does not recommend the use of netbooks with Scholastic Education Technology programs.

**Contact Scholastic Technical Support at 1-800-283-5974 with questions regarding specific netbooks.**

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ATTACHMENT B

Scholastic Education Technology Programs Version 2.3.x System Requirements & Technical Overview

**Chromebooks**

Chromebooks are laptop computers manufactured under license from Google that use Google's own operating system, Chrome OS, and Chrome browser. Beginning with version 2.3, Scholastic supports using Scholastic Education Technology programs using Chrome OS on the following Chromebooks devices:

- Acer C710-2055
- Acer C720
- Chromebook 1
- HP Chromebook 11
- HP Chromebook 14
- HP Pavilion 14-C010us
- Lenovo Thinkpad X131e Chromebook
- Samsung E303C12
- Toshiba Chromebook

Scholastic recommends setting Chrome OS to the **Stable** channel in the Chromebook settings. On the Stable channel, Google will push out an update to Chrome OS approximately every six weeks. These updates may result in performance changes to Scholastic programs; Scholastic will issue program updates to solve issues arising from these updates. As a general rule, Chromebook devices running Chrome OS version 32 or later should be capable of running Scholastic Education Technology version 2.3.x programs. Districts using Chromebooks other than those listed here should consider that the device may or may not be suitable for running Scholastic Education Technology programs, depending on the processor's version, clock speed, and supporting hardware. Scholastic recommends testing these Chromebook devices with the application(s) you intend to use. **Contact Scholastic Technical Support at 1-800-283-5974 with questions regarding running Scholastic programs on Chromebooks.**

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