



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE: 2018-19 State and National Mandated Testing Calendars

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PURPOSE: The purpose of this Reference Guide is to provide the State and National testing calendars for the 2018-19 school year.

MAJOR CHANGES:

- As part of the California Assessment of Student Performance and Progress (CAASPP) System of assessments, the California Spanish Assessment (CSA) will replace the Standards-based Tests in Spanish (STS) as the Primary Language Assessment (PLA). The CSA will be a computer-based assessment that is aligned to the California Common Core State Standards en Español.
- The California Science Test (CAST) will be administered as an operational test for the first time.
- The California Alternate Assessment (CAA) for Science will be administered as a field test. The CAA for Science testing window is different than the testing window for Smarter Balanced (SB) Summative Assessments in English-language Arts (ELA) and Mathematics. Schools may administer the CAA for science from September 2018 – June 2019, after a student has been taught specific content related to the performance task.
- The Initial English Language Proficiency Assessment for California (ELPAC) will be administered as an operational test for the first time and will be replacing the Initial California English Language Development Test (CELDT).
- For the Physical Fitness Test (PFT), the Student Testing Branch (STB) is developing an online platform to facilitate the collection of student scores from schools electronically. When the system becomes operational, schools will no longer be required to bubble students' information on a scannable form. This system will be piloted at select schools in fall 2018.

INSTRUCTIONS: California school districts are required to administer a series of mandated state and national assessments each year. Regulations for each assessment system 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

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LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

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 designated governing bodies at the state and national level. Schools are responsible for administering all assessments 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 or 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 reference guide will be updated to reflect such change.

School administrators are to meet with stakeholders responsible for planning the school's calendar to establish the testing schedule for each testing program. Schools must schedule all regular and make-up testing for each program within the specified testing window.

For paper-pencil and computer-based assessments, District and State guidelines and procedures for individual programs are included in the Administration Instructions released by the 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 return of 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 <http://www.lausd.net>. 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 are included in the Related Resources section of this document.

In the 2018-19 school year, California and Federal regulations require the implementation of the testing programs outlined below. This section includes detailed information about each program. Specific testing windows for each program are provided in Attachment A of this document.

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



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

CAASPP is California's statewide student assessment system. The CAASPP system consists of five computer-based assessments. In the 2018-19 school year, the CAASPP system encompasses the following assessments:

- SB Summative Assessments for ELA and mathematics;
- CAAs for ELA and mathematics
- CAST
- CAA for Science – Field Test
- 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. 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. In winter 2019, letter templates for notifying parents of statewide testing will be posted on STB's webpage at <http://achieve.lausd.net/testing>.

For SB Summative Assessments, the available testing window starts on the day in which 66 percent of the school's annual instructional days have been completed, and testing may continue up to and including the last day of instruction.

- Smarter Balanced (SB) Summative Assessments

Student Participation: The SB Summative Assessments for ELA and mathematics are administered to students in grades 3-8 and grade 11. All students at the designated grade levels are required to participate with the following exemptions:

- Students who participate in the CAA as indicated on their Individualized Education Program (IEP).
- ELA only—English Learners (EL) who are in their first 12 consecutive months of attending a school in the United States as of April 15 of the previous year.

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 CATs for ELA and math 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)



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

Students automatically participate in the EAP when they complete the grade eleven SB 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 used by the California State University (CSU) and participating California Community Colleges (CCCs) to determine EAP status.

- California Alternate Assessment (CAA)

Student Participation: The CAA for ELA and mathematics is administered to students in grades 3-8 and grade 11. The CAA is for students with significant cognitive disabilities who are unable to take the SB Summative Assessments even with accessibility supports and accommodations, and whose IEP indicates assessment with an alternate test. If CAA is not indicated in the IEP, the student will take the appropriate SB Summative Assessment.

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

- California Science Tests (CAST)

The CDE has developed the computer-based CAST assessments centered on the California Next Generation Science Standards (NGSS). The CAST will be administered as an operational test for the first time in spring 2019.

Student Participation: Students in grades, 5, 8, and 11 are required to participate in CAST. In high schools, grade 12 students who did not take CAST in the 2017-18 school year are also required to participate. All students in the designated grade levels are required to participate with the following exemptions:

- Students who participate in the CAA for Science as indicated on their IEP.

- California Alternate Assessment (CAA) for Science – Field Test

The CAA for Science will be administered as a field test. The CAA for Science testing window is different than the testing window for other CAASPP tests. Schools may administer the CAA for science



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

September 2018 – June 2019, after a student has been taught a specific content related to the performance task.

The CAA for Science is for students in an alternate curriculum whose IEP indicates the use of an alternate assessment.

Student Participation: Students in grades, 5, 8, and 11 whose IEP indicates the use or an alternate assessment is required to participate in CAA for Science. In high schools, grade 12 students who did not take CAA for Science in the 2017-18 school year are required to participate.

- California Spanish Assessment (CSA)

As part of the CAASPP System of assessments, the CSA will replace the STS as the Primary Language Assessment (PLA). The CSA will be a computer-based assessment.

Student Participation: The CSA is administered to Spanish speaking English Learners in grades 3-8 and high school who meet one of the following two criteria:

- Student is receiving instruction in the language of the assessment; and/or
- Student is seeking a measure of his or her primary language achievement (reading, writing, and listening).

Content and Format: The CSA is a primary language test in Spanish for Spanish-speaking English learners that is aligned to the California Common Core State Standards en Español. Students in grades 3-8 and high school 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 PFT for students in California public schools. STB is developing an online platform to facilitate the collection of PFT student scores from schools electronically. When the system becomes operational, schools will no longer be required to bubble students' information and test results on a separate scannable form or hand-deliver materials to the school's testing Center. This system will be piloted at select schools in fall 2018. Schools that wish to participate in the pilot should call the STB for additional information.



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

Student Participation: All students, including the physically handicapped, enrolled in grades 5, 7, and 9 must be tested. This includes students who are repeating a grade as well as students in alternate programs including continuation, independent study, Community Day Schools (CDS), and non-public schools. Students not enrolled in a physical education class during the testing window because of a state-approved waiver for block scheduling must still be tested. Students who are physically unable to take the entire test battery are to be given as much of the test as students' conditions permit.

- Secondary schools are responsible for testing students in grades 10, 11 and 12 who did not "Pass" the FITNESSGRAM in grade 9. Schools are also responsible for monitoring student progress and maintaining student records. Questions regarding conditioning activities, test administration, and maintaining records of grade 10, 11 and 12 student progress on the FITNESSGRAM are to be referred to the Division of Instruction.

Content and Format: The FITNESSGRAM is composed of six fitness areas. Schools are to administer the complete FITNESSGRAM test battery to measure student performance in each of the six components:

- Aerobic Capacity
- Body Composition
- Abdominal Strength and Endurance
- Trunk Extensor Strength and Flexibility
- Upper Body Strength and Endurance
- Flexibility

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 new required State test for ELP that must be given to students whose primary language is a language other than English. The Initial ELPAC are paper-pencil tests.

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 per Initial ELPAC regulations.

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



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

- 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.

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

The ELPAC Summative Assessments are paper-pencil tests with a potential to transition to computer-based tests. The Summative ELPAC has four reporting domains: listening, speaking, reading, and writing. The Summative Assessment will be 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 ELPAC Summative Assessment until they are reclassified as described below.

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

V. National Assessments

- National Assessment of Educational Progress (NAEP)

NAEP is a congressionally mandated project administered by 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.



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

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 ones.

NAEP is administered to students in grades four, eight and twelve. Selected students in each grade level will be assessed in one subject area—mathematics, reading, or science.

LAUSD schools selected to participate in the NAEP 2019 assessment cycle will be notified by the CDE in late spring 2018.

- Trends and International Mathematics and Science Study (TIMSS)

TIMSS provides data on the mathematics and science achievement of U.S. students compared to that of students in other countries. In 2019, TIMSS will be transitioning to a technology-based assessment conducted in an electronic format (referred to as “eTIMSS”). Principals at schools selected to participate in eTIMSS will be notified by the CDE in late spring 2018.

RELATED RESOURCES:

- Student Testing Branch – <http://achieve.lausd.net/testing>
- Division of Instruction (213) 241-5333.
- California Department of Education:
 - o EAP <http://www.cde.ca.gov/ci/g/hs/eapindex.asp>
 - o CAASPP <http://www.cde.ca.gov/ta/tg/ca/>
 - o PFT <http://www.cde.ca.gov/ta/tg/pf/>
 - o ELPAC <http://www.cde.ca.gov/ta/tg/ep/>

ASSISTANCE:

For assistance or further information, please contact the Student Testing Branch at (213) 241-4104.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

ATTACHMENT A

2018-19 TESTING CALENDAR SINGLE-TRACK, SPECIAL EDUCATION, AND NON-PUBLIC SCHOOLS

ELEMENTARY SCHOOL	TESTS	DATES	GRADES
	ELPAC Initial Assessment ¹	August 14 – May 31	ETK/TK/K-6
	NAEP	January 28 – February 28	4
	CA PFT	February 1 – March 22	5
	ELPAC Annual Summative Assessment	February 4 – May 31	ETK/TK/K-6
	eTIMSS	March-April 2019	4
	SB Summative Assessments	March 4 – June 7	3-6
	CAA	March 4 – June 7	3-6
	CAST	March 4 – June 7	5
	CAA for Science – Field test	September – June 7	5
CSA	April 1 – June 7	3-6	

MIDDLE SCHOOL	TESTS	DATES	GRADES
	ELPAC Initial Assessment ¹	August 14 – May 31	6-8
	NAEP	January 28 – February 28	8
	CA PFT	February 1 – March 22	7
	ELPAC Annual Summative Assessment	February 4 – May 31	6-8
	eTIMSS	March-April 2019	8
	SB Summative Assessments	March 4 – June 7	6-8
	CAA	March 4 – June 7	6-8
	CAST	March 4 – June 7	8
	CAA for Science – Field test	September – June 7	8
CSA	April 1 – June 7	6-8	

HIGH SCHOOL	TESTS	DATES	GRADES
	ELPAC Initial Assessment ¹	August 14 – May 31	9-12
	NAEP	January 28 – February 28	12
	CA PFT	February 1 – March 22	9
	ELPAC Annual Summative Assessment	February 4 – May 31	9-12
	SB Summative Assessments	March 4 – June 7	11
	CAA	March 4 – June 7	11
	CAST ²	March 4 – June 7	11, 12
	CAA for Science – Field test ²	September – June 7	11, 12
CSA	April 1 – June 7	9-11	

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

¹ ELPAC Initial Assessment–This is the first operation administration of the test. All students who meet the criteria to take the ELPAC Initial Assessment will participate in this administration.

² Grade 12 students who did not take the CAST or CAA for Science in 2018 will be required to take the science test in spring 2019.