



**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-6411.3

**ISSUER:** Frances Gipson, Ph.D., Chief Academic Officer  
 Division of Instruction

Lydia Acosta Stephens, Executive Director  
 Multilingual and Multicultural Education Department

**DATE:** December 3, 2018

**ROUTING**  
 All Offices  
 Local District Superintendents  
 Administrators of Instruction  
 Directors  
 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 through 12 for the 2018-2019 school year.

**MAJOR CHANGES:** The 2017-2018 English Language Arts (ELA) Smarter Balance Assessment Consortium (SBAC) score of Standard Met or Standard Exceeded will be banked to count for the 2018-2019 Basic Skill reclassification criterion.

More detailed guidance has been provided for English Learners with disabilities, BUL-6890.1, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long Term English Learners with Disabilities in Grades 6-12*, dated September 25, 2018.

**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.



**GUIDELINES: I. IMPLEMENTATION**

**A. Students to be Assessed: Grade 6 (Elementary) and Grades 6 through 12 (Secondary)**

ELs in grades 6 -12 will be administered the RI for Reclassification, unless they passed the ELA SBAC with a score of Standard Met or Standard Exceeded. 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 students' individual instructional needs.

The classroom teacher will administer RI for Reclassification to 6th through 12th grade ELs during the ELD, Long Term English Learner (LTEL), or English Language Arts (ELA) class period. The test takes approximately 20 minutes; therefore, students should be able to complete the test in one class period. The Targeted Student Population (TSP) Advisor, TSP Specialist, coordinator, and/or administrators may provide support. Due to funding requirements and limitations, Title III EL instructional coaches may not coordinate or administer the RI for reclassification.

ELs must only be tested by LAUSD credentialed staff for reclassification purposes given that district test examiners receive training at the school site.

**B. Testing Platform**

RI is a web-based assessment requiring no local software or downloads. ELs must be tested on the Student Achievement Manager (SAM) server. Please See Attachment A 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. The RI 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. Login links are posted by Local District on the homepage of the Multilingual and Multicultural Education Department (MMED) website. Both the RI Designee and students use the login links to access SAM using their respective login credentials.

Welcome Letters created by the vendor in collaboration with the District are provided exclusively to the RI Designee once he/she has completed the required training. Principals select the RI Designee via the RI Designee Survey, obtained through the Principal's Connection communication or by contacting the Local District EL Coordinators. Training will be provided either at an in-person PD or online via the MyPLN RI Designee Online



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Professional Development. Welcome Letter emails are sent to the RI Designee during the third week of October.

Students take one test per testing window. Please note that there are no practice tests. Each time a student logs in to Scholastic Achievement Manager (SAM), it is a live test. Once completed, students receive a Lexile score, which will be recorded in the students' assessment history. Over testing and testing fatigue may have a negative effect on student's overall performance. There are, however, three practice questions provided at the beginning of the assessment session to help students familiarize themselves with the testing environment. Students will be locked out of SAM for 30 days after they take a test.

## 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 grades K-5 or RI for grades 6-12). 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 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next or the RI.
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 RI if they are on the general education curriculum.

Accommodations and/or modifications listed on a student's Individual Education Plan (IEP) will be available to the student for the Basic Skills Assessment (e.g., DIBELS Next or RI). 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



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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. The District has established cut scores for determining this criterion. The cut score must have been obtained without any accommodations or modifications, as these would render the score invalid. Students who achieve a score of Basic, Proficient, or Advanced on the RI assessment have demonstrated grade level skills in English.

When EL SWD's in grades 6-12 who have had the benefit of at least six or more years of ELD support do not meet the four criteria of reclassification as established by the school district, it is possible for the IEP team to consider reclassification based upon alternate means to examine the impact of his/her disabilities on English language proficiency. Please reference BUL-6890.1, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long Term English Learners with Disabilities in Grades 6-12*, dated September 25, 2018 for further information.

### B. EL Students with Disabilities on the Alternate Curriculum

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 ELD instruction and work toward the criteria for reclassification.

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 English Language Proficiency Assessments for California (ELPAC) or Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS), 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. Beginning February 2018, VCCALPS will replace the Annual Communication and Observation Matrix, (COM). More information regarding the VCCALPS will be available through the Division of Special Education.

Students with disabilities on the alternate curriculum must participate in the RI for Reclassification for their grade level if they meet one or more of the following criteria:

- The student was administered the 2018 ELPAC Summative
- The IEP team is considering moving the student to the general education curriculum

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

Professional development will be provided on the assessment procedures. Registration is available for EL Designees via MyPLN in September 2018. Principals are to identify one out-of-classroom RI Designee to attend this half-day training. Compensation for substitute coverage and attendance will not be provided. The designee who attends the training will be provided with the school site's administrative credentials to log into SAM and will be trained on setting up classes and teacher profiles. The RI Designee will be able to go back to school sites and support teachers with setting up and administering the test as well. The RI Designee must follow the set up instructions, including the naming protocol, outlined in the SAM User Guide. Schools should guarantee that there is a minimum of one staff member who is trained and has the school site's administrative credentials. For RI Designee who are unable to attend a live training or need a refresher RI training, RI professional development is also available through MyPLN. Search for the online professional development by entering key words "2018-19 RI for Reclassification Designee Online Professional Development."

After the professional development session, teachers who administer the test will need to complete a Testing Affidavit, which can be obtained through MyPLN.

### IV. TESTING WINDOW

#### A. RI Testing Windows

There are two RI for reclassification testing windows. EL students must be tested during these dates:

- Fall: October 29 – November 16, 2018
- Spring: April 29 – May 24, 2019

Schools must implement the assessment within these testing windows, but specific daily testing schedules and arrangements will vary, depending on the school. The ideal testing environment is a quiet, small group setting such as a library or computer lab with devices.

#### B. Read 180 Testing Window

The Fall RI assessment window will align for four weeks (October 22 - November 16, 2018) to the established district assessment windows for Read 180. The Spring RI assessment window will align for four weeks (April 29 -



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May 24, 2019) to the established district assessment windows for Read 180. Read 180 teachers should administer the RI to their ELs only within the RI for Reclassification testing window. Both the Fall and Spring RI assessment periods fall within the Read 180 windows. Therefore, EL students in the Read 180 class should only test during the following dates:

- Read 180 Window 2: October 29, 2018 – November 16, 2018
- Read 180 Window 3: April 29, 2019 – May 24, 2019

**C. Bridge to Reclassification (BTR) Testing Windows**

BTR RI opportunities, for Profile C students will be offered during the following semester.

If EL students meet the reclassification criteria and scores Basic or above on the RI test during the Fall 2018 RI testing window, then they should not be assessed during the Spring 2019 RI testing window. Passing lexile scores are only valid through the end of the school year, and 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 end of the Spring semester, those students must take the RI for Reclassification again during the 2019 - 2020 school year.

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 RI testing be reserved for make-up tests only.

*Table 1.*

<b>RI Windows</b>	<b>Middle and High Schools</b>	<b>Who is Assessed?</b>
<b>Fall Window</b>	October 22 – November 16, 2018	All ELs in grades 6-12 are to take the RI for reclassification except: <ul style="list-style-type: none"> <li>• Students who passed the 2017-18 ELA SBAC with a score of Standard Met or Standard Exceeded</li> <li>• EL SWD on an alternative curriculum who did not take the 2018 ELPAC Summative</li> </ul>
<b>Spring Window</b>	April 29 – May 24, 2019	All ELs in grades 6-12 are to take the RI for reclassification except: <ul style="list-style-type: none"> <li>• Students who passed the Fall RI</li> <li>• Students who passed the 2017-2018 ELA SBAC with a score of Standard Met or Standard Exceeded</li> <li>• EL SWD on an alternative curriculum who did not take the 2018 ELPAC Summative</li> </ul>



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

If testing irregularities are experienced, please complete the Testing Irregularities Form and submit per the instructions on the form found on Attachment B.

**V. ASSESSMENT RESULTS**

The RI for reclassification is administered online and the online platform automatically scores the assessment. Students scoring Basic or above on the RI assessment will satisfy the basic grade-level skills requirement for reclassification.

Table 2 reflects the scoring ranges by grade level:

*Table 2*

Grade	Below Basic	Basic	Proficient	Advanced
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

All secondary ELs should participate in RI assessment only during the established testing window.

**RELATED RESOURCES:**

BUL-5619.7, *Reclassification of English Learners*, dated August 1, 2018

BUL-6890.1, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long Term English Learners with Disabilities in Grades 6-12*, dated September 25, 2018

**ASSISTANCE:**

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

For further information, contact Alberto Alvarez, Coordinator, EL Secondary Instruction, at [alberto.x.alvarez@lausd.net](mailto:alberto.x.alvarez@lausd.net) or (213) 241-4555.



**HMH Intervention Solutions Group Suite System Requirements  
SAM Version 2.6.x**

**Workstation Requirements**

SAM and SAM Suite version 2.6.x software run on student and teacher workstations that meet the following requirements:

- **Browser:** Microsoft Edge 25.1 or later, Internet Explorer 11.x; Safari 6.x or later; Firefox 52.x or later; Chrome 58 or later. Browsers must support HTML5.
- **Operating System:** Macintosh OS X 10.8.x through 10.11.x; Windows 7 Professional, Windows 8.x through 10.x; Chrome OS version 32 or later\*
- **Memory:** 4 GB of RAM, based on OS version
- **Processor:** Intel dual-core or later (Power PC Macintosh computers not supported)
- **Network:** Network Interface Cards supporting TCP/IP (wireless networks, including 802.11a, 802.11g, 802.11n, or 802.11ac are supported, but performance may be limited by the network's bandwidth capacity)
- **Screen:** 1024 x 768 resolution or higher
- **Plug-ins:** Adobe Flash (should be the latest version [default setting] and must not be disabled); Adobe Reader or Adobe Acrobat 9 or later

SAM and SAM-based 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 SAM Suite software.



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**Browser Settings**

All workstation browsers must have the following settings selected:

- **Flash:** Should be the latest version (default setting) and must not be disabled
- **JavaScript:** Must be enabled
- **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:** 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://)
- **Character Set:** It is expected that Unicode UTF-8 is set as the default character set.
- **Internet Explorer Compatibility Mode:** Unless otherwise advised by Technical Support, this should not be used for websites associated with SAM and SAM Suite software.



**HMH Intervention Solutions Group Suite System Requirements  
SAM Version 2.6.x**



**Mobile Devices**

Some SAM-based programs are available in mobile-compatible forms. All mobile-compatible programs are compatible with iOS; some are compatible with Android platforms. See individual program documentation at the Product Support website ([hnhco.com/productsupport](http://hnhco.com/productsupport)) for information and specifications for mobile-compatible programs. Windows-based mobile devices may access SAM and SAM-based programs through the device's browser.

All mobile devices must meet the following requirements:

- **Operating System:** iOS 9.0 or later running on iPad 2 or later; Android version 5 or later running on devices with a screen resolution of 1280 x 800; Windows 8.1
- **Screen:** 10-inch screen recommended. 7-inch screens with 1024 x 768 resolution (iPad Mini) are also supported. Other 7-inch screens will not display all content. Smaller devices, including iPhones, are not supported.
- **Storage:** Approximately 2 GB of space per app for each READ 180, System 44, iRead, or MATH 180 app; other apps require less space.
- **Notes:** SAM and SAM-based programs are compatible with Samsung Galaxy 10.1 and Nexus 10-inch. SAM and SAM-based programs do not support apps that emulate Flash browser support on the iPad. Some Windows 8.1 browser-based programs may not be fully compatible with touch screens and mobile keyboards. External keyboards and pointers may be required.

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

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HMH Intervention Solutions Group Suite System Requirements  
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**Chromebooks & Google Tablets**

Chromebooks and Google Tablets are devices manufactured under license from Google that use Google's own operating system, Chrome OS, and the Chrome browser. Beginning with version 2.3, SAM and SAM-based programs are compatible with Chrome OS under the following technical guidelines:

- Chrome OS version 32 or later (READ 180 Universal requires Chrome OS version 55 or later)
- Intel processor
- 10 inch or larger screen (no smaller devices or mobile phones)
- Headphone and microphone
- Browser and Flash settings to match workstation requirements. Some changes to browser or system settings (i.e., browser full-screen, hiding toolbar, etc.) may be required.

Some browser-based programs may not be fully compatible with touch screens and virtual keyboards; an external keyboard or pointer may be required with some Chromebook models. (Thus, a separate mouse and keyboard may be required.)

**Recommended:** 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 the software; in such cases HMH will identify the root cause and resolve the issue, which may include settings changes, Chrome OS updates, or software updates.

**Contact HMH ISG Technical Support at 1-800-283-5974 with questions regarding running HMH ISG programs on Chromebooks.**



ATTACHMENT B

**READING INVENTORY FOR RECLASSIFICATION TESTING**  
**IRREGULARITIES FORM**

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

**You may fax it to the Multilingual & Multicultural Education Department  
c/o Secondary EL Instruction at (213) 241- 6887**

Date of incident:		School Name:	
Location Code:		Local District:	
Contact person:		Contact Person Position Title:	
Contact Person's LAUSD e-mail:		Contact Person's Phone number:	
Principal's Name		Principal's Email	
Principal's Signature			

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:				
LAUSD Student ID number(s)				
Number of staff involved:				
Describe the incident in detail (add extra pages if 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):				