TITLE: Procedural Guidelines and Calendar for District Assessments for 2015-2016

ROUTING
All Schools and Offices
Local District Superintendents
Instructional Directors
Principals
Assistant Principals
Instructional Coaches
Department Chairs
UTLA Chapter Chairs

NUMBER: REF-6507.1

ISSUER: Dr. Ruth Pérez, Deputy Superintendent
Division of Instruction

DATE: August 19, 2015

PURPOSE: The purpose of this Reference Guide is to provide information about the Comprehensive Assessment Program for 2015-2016. The Comprehensive Assessment Program is designed to be formative and to provide multiple measures to drive decisions about instruction and intervention. This document details program policies and also provides the 2015-2016 assessment schedules in calendar form.

MAJOR CHANGES: For 2015-2016, the District will adopt the Smarter Balanced Assessment Consortium’s Interim Assessment Blocks* (IAB) in Mathematics and English/Language Arts for Grades 3rd -11th (9th and 10th grade students can only take the 11th grade IABs). Science and History/Social Science assessments will continue to be the District’s California State Standards-based assessments. For ELA and Mathematics, grades 3rd -12th, schools will have the option to:

(1) give the SBAC IABs, or
(2) give the District’s CA State Standards-based interim assessments in ELA and Math, or
(3) give CCSS-based interim assessments determined by the school and with approval of the Local District Superintendent (see Attachment J).

The District’s Interim ELA and Math assessments for grades TK-2nd will continue to be the California State Standards-based interim assessments. Kindergarten Literacy interim assessments will not be optional, as they were in 2014-2015. Additionally, Grade 3 will have an end-of-year Integrated Unit, joining the Integrated Units for Grade 4 and 5.

*NOTE: The Interim Comprehensive Assessment (ICA) is another version of the SBAC Summative and requires as much time as the Summative for administration. Use of the ICA is ultimately a school decision and may replace or supplement one of the options above.
This Guide replaces REF-6507 published May 19, 2015. Changes from REF-6507 include the addition of Attachments E, F, G and H, which provide recommendations and guidelines for the SBAC IABs, as well as Attachment I, which provides helpdesk information for the various assessments and Attachment J, a waiver application form. On Attachment B, the calendar for Grades K-2, a window for the Otis-Lennon School Ability Test (used to identify gifted children) has been added. New guidance is also provided regarding the timeline for DIBELS (Dynamic Indicators of Basic Early Literacy Skills) End-of-Year administration for English Learner reclassification.

**BACKGROUND:**

The Comprehensive Assessment Program assessments are administered to all students in core subjects of ELA, mathematics, science, and history/social science. The assessments are formative in nature and measure areas of student strength and weakness on the standards assessed. The data from the assessments allow teachers to obtain information on their instructional practices in order to improve student achievement. The data also facilitate targeted professional development and strategic support for teachers. Teachers can use the results to plan, implement, and monitor instruction and intervention for all students.

As a part of the Smarter Balanced Assessment system, Interim Assessment Blocks (IABs) are available for districts to use to monitor student progress toward the California State Standards in ELA and mathematics. The items on the interim assessments were developed under the same conditions, protocols, and review procedures as those used in the summative SBAC assessments. Therefore, they assess the same California State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims and targets in mathematics and English language arts/literacy. These assessments focus on smaller sets of targets and therefore are more flexible to better support instruction and include the same item types and formats, including performance tasks, as the summative assessments. The results yield overall information for each block and are reported in the Smarter Balanced reporting system as “Below Standard,” “At/Near Standard,” and “Above Standard.” Specific information on individual standards assessed in the individual IAB items will not be available.

The IABs are administered online and may use the same delivery software as the summative assessments. Most items in the interim assessment will be scored via the computer. However, there are some constructed response items and performance tasks for which machine scoring does not yield optimal levels of reliability and validity. Therefore, some items and tasks on the interim assessment will need to be scored by teachers.
GUIDELINES:  I. DISTRICT ASSESSMENTS

As a key element in the District’s instructional program, assessments must be administered to all eligible students in the identified courses. For English Learners and students with disabilities, specific assessments may be mandatory. The District’s Comprehensive Assessment Program for 2015-2016 includes:

Elementary –
1. The foundational reading assessments available to schools are DIBELS, IDEL, and TRC (Text Reading and Comprehension).
2. For reclassification purposes, DIBELS next is required for all English Learners.
3. All students TK-5th are licensed for both DIBELS and TRC.
4. It is highly recommended that students in 3rd-5th grades be assessed with TRC.
5. Grades 3rd-5/6th - SBAC Interim Assessment Blocks in English/Language Arts and Mathematics or CA State Standards-based assessments.
7. Grades 3, 4 and 5 – End-of-year Integrated Units covering Literacy, Science and History
8. Grades K-2nd Spanish Language assessments:
   a. IDEL
   b. CA State Standards-based District Interim Assessments in Spanish for Literacy and Mathematics
9. Grades 3rd-5th Spanish Language assessments:
   a. IDEL (Grade 3)
   b. CA State Standards-based District Interim Assessments in Spanish for Literacy and Mathematics
10. Language assessment for English Learners and Standard English Learners: LAS Links (at selected schools)

Secondary
11. Grades 6th-11th (9th and 10th grade students may take the IABs but the standards are based on banded grades 11th-12th): SBAC Interim Assessment Blocks in secondary Math and ELA or CA State Standards-based Interim Assessments for those subjects.
12. Grades 6-11: Standards-based History/Social Science (grades 6-8th, 10-11th) and Science (6th, 8th, Biology and Chemistry). In preparation for the implementation of Next Generation Science Standards, NGSS aligned interim assessment items are available as an option for the Interim
Assessments for Science grades 6-8th, high school biology and high school chemistry. Each science department may select to administer either the original interim assessment items aligned to the 1998 California Science Standards or the new NGSS aligned interim assessments.

13. Grades 6th-12th: Basic Skills assessment for ELs: Scholastic Reading Inventory, which serves as the assessment for reclassification.

14. Language assessment for English Learners and Standard English Learners: LAS Links (at selected schools)

15. Grade 6th Math Placement Assessment

16. Algebra 1 Summative Assessment

For detailed information on the District’s Interim Assessments, please utilize the following URL: [http://achieve.lausd.net/Page/6428](http://achieve.lausd.net/Page/6428)

II. COMPREHENSIVE ASSESSMENT PROGRAM DETAILS

1. SBAC Interim Assessment Blocks will be administered through the SBAC platform Test Operations Management System (TOMS). Detailed information on the SBAC Interim Assessments can be found here: [http://achieve.lausd.net/Page/8838](http://achieve.lausd.net/Page/8838)

2. Attachments E, F, G and H provide recommendations regarding selection and administration of SBAC IABs.

3. District developed California State Standards assessments are posted for downloading at [http://achieve.lausd.net/Page/6428](http://achieve.lausd.net/Page/6428).

4. Foundational reading skills assessments for Grades K-5: DIBELS Next/TRC are managed by Amplify through mClass platform.

5. Primary (Spanish) Language assessments: IDEL is managed by Amplify through mClass platform.

6. Language assessment for English Learners and Standard English Learners: LAS Links is managed by CTB through the LAS Links platform and reported through Engrade.

7. No assessment materials are sent to schools, and no materials are returned from schools to any office.

III. STUDENTS TO BE ASSESSED

A. General Education

1. All students participating in general curriculum in identified courses (see Attachment A) are expected to take ELA and Math Interim Assessments.

2. Middle school students enrolled in Ancient History, World History, US History, 6th, 7th, and 8th grade Science.

B. Students with Disabilities

1. Students with disabilities who participate on the District general education curriculum in grades TK-12 should participate in all District assessments at their assigned grade level, including students in Core special day programs. Students with disabilities taking District assessments on either a digital platform or in paper-pencil format should have access to universal tools (not listed in the IEP/Section 504 Plan), as well as any designated supports and/or accommodations listed in the student’s IEP and/or Section 504 Plan. District assessments aligned to the California State Standards are not available with modifications or in a modified format. For more information, see REF-6420, LAUSD Accessibility and Accommodations Guidelines for Smarter Balanced Assessments, dated January 20, 2015.

2. Students with disabilities participating on the District alternate curriculum for students with moderate to severe disabilities should not participate in the Interim Assessments or any of the District’s assessments in reading, language, ELD, math, science, or history/social science.

3. Students with Low Incidence (LI) Disabilities:

   A. The DIBELS Next/IDEL assessments, the LAS Links assessment, and the SRI assessment are not to be used with deaf students (DEA) or blind/severely visually impaired students (VI).

   B. Some hard-of-hearing students (HOH) and some students with visual impairment (VI) may be able to be assessed with DIBELS, LAS Links, or the SRI. However, the decision regarding the use of these assessments will be made by the IEP team and will depend on the severity of the student’s hearing/vision loss.

   C. Students with LI disabilities will be assessed using protocols approved by the Division of Special Education.

4. Use of TRC Assessment: All students with disabilities who participate in the District general education curriculum in grades TK-5/6 must be assessed with DIBELS Next at all three benchmark periods (unless the student has a low incidence disability; see #3). The TRC assessment is used to inform a student’s advancing decoding, fluency, and comprehension skills. Since all students with disabilities must be assessed with DIBELS Next in grades TK-5/6, the TRC assessment can be
added to provide the IEP team with more information about the student’s reading progress. However, TRC cannot be used in lieu of DIBELS Next.

C. English Learners (EL)
   Elementary
1. Structured English Immersion (SEI): ELs with less than reasonable fluency participating in the SEI Program should be assessed using the language of instruction, English, with some primary language support.
2. Spanish Dual Language Program and Spanish Maintenance Bilingual Education Program: ELs and EO/FEP students participating in the program must take both the English and Spanish versions of the assessment based on their instructional program model.
3. Spanish Transitional Bilingual Education Program: Students will participate in English and/or Spanish versions of the assessments based on the instructional matrix outlined in the EL Master Plan.
4. All ELs are required to take DIBELS Next, given it is the basic skills test for reclassification. It is strongly recommended for the End of Year (EOY) assessment window that English Learners be given the EOY DIBELS as much as a week early and no later than May 27, 2016 in order to insure that reclassification processing can be completed prior to the end of the school year.

Secondary
1. English learners in ELD 3 and 4 will be concurrently programmed in their respective grade-level English class and will take the ELA assessments in the grade level English class.
2. English Learners in ELD 1 will not participate in ELA Interim Assessments but should participate in all other IAs.
3. Mainstream English Program: reasonably fluent ELs (ELs in ELD 3 and 4 and Long Term English Learners, LTELS) will be assessed in English.
4. 6th-12th grade ELs are required to take SRI, given it is the basic skills test for reclassification.

IV. ASSESSMENT SCHEDULE
A. Program calendars are attached for Grades K-2nd (Attachment B), 3rd-5th (Attachment C), and 6th-12th (Attachment D).
B. NOTE: Elementary math instruction follows Domains. Smarter Balanced Interim Assessments are administered after the domain is completely taught. The expected dates for completing the Domain
vary by grade level. For schools that choose the SBAC Interim Assessments by Domain, the dates on the assessment calendar do not apply.

C. For Options, Continuation, Special Education and secondary schools with alternative schedules (e.g. 4x4): Schools on alternative schedules or with continuous enrollment may establish their own assessment windows, taking into account their programming of courses assessed and the respective subject Curricular Maps.

D. Any school on a year-round calendar should determine an assessment window that aligns with the appropriate content Curricular Maps.

V. ASSESSMENT REPORTING

A. SBAC Interim Assessments: Scores from Smarter Balanced Interim Assessment Blocks (IAB) and Interim Comprehensive Assessments (ICA) will be housed and available for viewing in the Smarter Balanced Interim Assessment Reporting System (IARS). Access to the data will be determined by the privileges that will be granted to individual Test Administrator or Site Coordinator Digital Library accounts. Test Administrators and Site Coordinators will be granted access privileges to view all IABs and ICAs administered at their respective institutions (school sites). Interim Assessment reports of results will be for lists of students and individual students. No aggregate reports are available in the IARS.

Two types of Interim Assessment reports will be available in the IARS:

1. ICA report
   - Overall scale score (i.e., 2000 to 3000); Achievement Level (Level 1, 2, 3, or 4); and Claim level (Below, At/Near, or Above Standard)
2. IAB report
   - Level of Below, At/Near, or Above Standard for each Block

Interim assessment results are available:

1. Within 24–48 hours after a student completes an IAB with no local hand scoring requirement.
2. Within 24–48 hours after any required local hand scoring is completed.

B. LAS Links for English Learners is reported through Engrade. For reclassification of ELs, DIBELS Next and SRI results are captured in MiSiS.

C. There will be no materials provided or scoring captured for any other
interim assessment option than the SBAC Interim Assessments. Schools that elect not to use either the SBAC IABs or the District’s Interim Assessments for the respective subject/grade-level should refer to Attachment J, the waiver application.

D. The Math 6 Placement and Algebra Summative are reported for the administering schools through the Amplify Beacon platform on mClass, as well as MiSiS for all schools.

VI. USE OF ASSESSMENT RESULTS

A. After assessments are completed, each set of interim assessment scores is to be used to inform instruction. Teachers should use the results to:

1. Inform their instructional program.
2. Plan, develop, and implement appropriate acceleration and intervention.
3. Provide feedback to students, which helps students recognize what they must do to close any gaps in their knowledge or understanding.
4. Maintain a record or portfolio of each student’s Interim Assessments results for the following purposes:
   a. to discuss results of students’ progress toward standards proficiency with students, parents and school staff,
   b. to bridge instruction and interventions that are beyond the school day (Beyond the Bell), and
   c. to guide professional development.

VII. RELATED RESOURCES

A. Curricular Maps
   a. Mathematics Curricular Maps, grades TK-Geometry
   b. Science Curricular Maps in grades 6-12
   c. History/Social Science Curricular Maps in grades 6-11
   d. English/Language Arts Curricular Maps, grades TK-10, and

B. Accompanying professional development materials.

ASSISTANCE: For assistance please contact
Chris Mullins, Coordinator, Comprehensive Assessment Program, Division of Instruction at (213) 241-6444 or chris.mullins@lausd.net.
For students with disabilities contact
Diana Inouye at diana.inouye@lausd.net or
Lisa Regan at lisa.regan@lausd.net.
For English learners contact

REF-6507.1
Division of Instruction Page 8 of 31 August 19, 2015
Carla Gutierrez at carla.gutierrez@lausd.net or Veronica Arevalo at vareval1@lausd.net. IT Help Desk at 213 241 5200, http://achieve.lausd.net/Page/286

RESOURCES: California State Standards, Interim Assessments and Blueprints: http://achieve.lausd.net/Page/6138
SBAC Interim Assessments procedures and resources: http://achieve.lausd.net/Page/8838
Multilingual and Multicultural Education Department, LAS Links: http://achieve.lausd.net/site/default.aspx?PageID=6996
Multilingual and Multicultural Education Department, SRI (for reclassification): http://achieve.lausd.net/Page/7756
mClass for DIBELS Next/TRC and Beacon: https://www.mclasshome.com/wgen/Login.do?account=lausd
REF 6550 Elementary Literacy Assessments (Reading 3D Suite: DIBELS Next/IDEL/TRC) Procedural Guidelines for Administration and Implications for Instruction
Comprehensive Assessment Program: http://achieve.lausd.net/Page/772
REF 6420 – LAUSD Accessibility and Accommodations Guidelines for Smarter Balanced Assessments
### ATTACHMENT A

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>ENGLISH 6A and B</td>
<td>23-01-01/02</td>
</tr>
<tr>
<td>ENGLISH 7A and B</td>
<td>23-01-03/04</td>
</tr>
<tr>
<td>ENGLISH 8A and B</td>
<td>23-01-05/06</td>
</tr>
<tr>
<td>ENGLISH 9A and B</td>
<td>23-01-07/08</td>
</tr>
<tr>
<td>ENGLISH 10A and B</td>
<td>23-01-09/10</td>
</tr>
<tr>
<td>American Literature/Contemporary Composition</td>
<td>230111/230201</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Common Core Math 6A and B</td>
<td>31-01-01/02</td>
</tr>
<tr>
<td>Common Core Math 7A and B</td>
<td>31-01-03/04</td>
</tr>
<tr>
<td>Accelerated CC Math 7 AB</td>
<td>31-01-17/18</td>
</tr>
<tr>
<td>Common Core Math 8 A and B</td>
<td>31-03-37/38</td>
</tr>
<tr>
<td>Accelerated CC Algebra 1</td>
<td>31-03-39/40</td>
</tr>
<tr>
<td>CC Algebra 1 (Year-long)</td>
<td>31-03-41/42</td>
</tr>
<tr>
<td>Common Core Algebra 1A and B</td>
<td>31-03-01/02</td>
</tr>
<tr>
<td>Geometry A and B</td>
<td>31-04-23/24</td>
</tr>
<tr>
<td>Common Core Algebra 2 A and B</td>
<td>31-03-43/44</td>
</tr>
<tr>
<td><strong>History/Social Science</strong></td>
<td></td>
</tr>
<tr>
<td>World History and Geography: Ancient Civilizations A and B, Grade 6</td>
<td>37-01-21/22</td>
</tr>
<tr>
<td>World History and Geography: Medieval and Early Modern Times A and B, Grade 7</td>
<td>37-01-23/24</td>
</tr>
<tr>
<td>U.S. History and Geography, Growth and Conflict A and B, Grade 8</td>
<td>37-01-25/26</td>
</tr>
<tr>
<td>World History and Geography A and B, Grade 10</td>
<td>37-01-27/28</td>
</tr>
<tr>
<td>History/Grade 11 United States History and Geography A and B</td>
<td>37-01-20/30</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>SCIENCE 6A and 6B</td>
<td>36-01-01/02</td>
</tr>
<tr>
<td>SCIENCE 7</td>
<td>36-01-03</td>
</tr>
<tr>
<td>SCIENCE 8A and B</td>
<td>36-01-05/06</td>
</tr>
<tr>
<td>Chemistry A and B</td>
<td>36-14-01/02</td>
</tr>
<tr>
<td>Biology A and B</td>
<td>36-07-01/02</td>
</tr>
</tbody>
</table>
ATTACHMENT B

2015-2016 Comprehensive Assessment Program Schedule
GRADES K-2

For District Interim Assessments, dates indicated are for the end of assessment administration.

COMPREHENSIVE ASSESSMENT PROGRAM KEY

<table>
<thead>
<tr>
<th>BOY</th>
<th>MBOY</th>
<th>EBOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of Year</td>
<td>Middle of Year</td>
<td>End of Year</td>
</tr>
</tbody>
</table>

INTERIM ASSESSMENTS

- L = Elementary Literacy
- M = Elementary Math
- SL = Spanish Literacy

Annual CELDT (for continuously enrolled students)
Initial CELDT should be administered in first 30 days of enrollment.
## LOS ANGELES UNIFIED SCHOOL DISTRICT

### 2015-2016 Comprehensive Assessment Program Schedule

**GRADES K-2**

*For District Interim Assessments, dates indicated are for the end of assessment administration.*

<table>
<thead>
<tr>
<th>JANUARY</th>
<th>FEBRUARY</th>
<th>MARCH</th>
<th>APRIL</th>
<th>MAY</th>
<th>JUNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** For purposes of reclassification, it is recommended that English Learners be administered the DRELLS EOY as early as May 15th and no later than May 27th.

**REF-6507.1**

Division of Instruction

Page 12 of 31

August 19, 2015
## LOS ANGELES UNIFIED SCHOOL DISTRICT
### 2015-2016 Comprehensive Assessment Program Schedule
#### GRADES 3-5

For District interim Assessments, dates indicated are for the end of assessment administration.

<table>
<thead>
<tr>
<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOY</td>
<td>BOY</td>
<td>I-BOY</td>
<td>SL</td>
<td>LAS</td>
</tr>
</tbody>
</table>

### COMPREHENSIVE ASSESSMENT PROGRAM KEY

- **DIBELS**
  - BOY = Beginning of Year
  - EOY = End of Year

- **IDEAL**
  - BFY = Beginning of Year
  - M=MOY = Middle of Year
  - E=EOY = End of Year

### INTERIM ASSESSMENTS

- **L** = Elementary Literacy
- **M** = Elementary Math
- **SL** = Spanish Literacy
- Integrated Units, Grades 3, 4 and 5 (spring administration)
- LAS = LAS Links* (selected schools)

---

**REF-6507.1**
Division of Instruction

Page 13 of 31

August 19, 2015
Los Angeles Unified School District
2015-2016 Comprehensive Assessment Program Schedule
GRADES 3-6

For District Interim Assessments, dates indicated are for the end of assessment administration.

ATTACHMENT C

May 27

EOY*:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:

EOY:
# Los Angeles Unified School District

## Reference Guide

### Attachment D

#### 2015-2016 Comprehensive Assessment Program Schedule

**Grades 6-12**

**For District Interim Assessments, dates indicated are for the end of assessment administration.**

<table>
<thead>
<tr>
<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comprehensive Assessment Program Key**

- **E** = English/Language Arts
- **H** = History/Social Science
- **M** = Mathematics
- **S** = Science
- **SL** = Spanish Literacy

**LAS** = LAS Links*  
* (selected schools)

**LR** = Literacy/Recallification Assessments (SRI)

- **Annual CELDT**

---

**REF-6507.1**

Division of Instruction  
Page 15 of 31  
August 19, 2015
**Interim Assessment Choices: Elementary Mathematics**

Grade level teams, working in conjunction with their principal, select from the assessment options listed in Reference Guide-6507.

**Mathematics: Kindergarten**

<table>
<thead>
<tr>
<th>Instructional Timeframe</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17/15 – 10/23/15</td>
<td>Block #1</td>
<td>Kindergarten Checklist, Teacher Choice</td>
<td>Teacher</td>
<td>Teacher selects from a variety of offered formative assessment parts.</td>
</tr>
<tr>
<td>10/26/15 – 2/19/16</td>
<td>Block #2</td>
<td>Kindergarten Checklist, Teacher Choice</td>
<td>Teacher</td>
<td>Teacher may choose to add additional formative assessment parts or continue with selected ones. If the student has shown mastery in a particular part of the assessment, then the student does not need to take that part again.</td>
</tr>
<tr>
<td>2/22/16 – 4/29/16</td>
<td>Block #3</td>
<td>Kindergarten Checklist, Teacher Choice</td>
<td>Teacher</td>
<td>Teacher may choose to add additional formative assessment parts or continue with selected ones. If the student has shown mastery in a particular part of the assessment, then the student does not need to take that part again.</td>
</tr>
</tbody>
</table>

**Mathematics: Grade 1**

<table>
<thead>
<tr>
<th>Instructional Timeframe</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17/15 – 10/23/15</td>
<td>Block #1: District-developed assessment bank</td>
<td>various</td>
<td>Teacher</td>
<td>Teacher selects the formative assessment items</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

### Mathematics: Grade 2

<table>
<thead>
<tr>
<th>Instructional Timeframe</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17/15 – 10/23/15</td>
<td>Block # 1: District-developed assessment bank</td>
<td>various</td>
<td>Teacher</td>
<td>Teacher selects the formative assessment items</td>
</tr>
<tr>
<td>10/26/15 – 2/19/16</td>
<td>Block # 2: District-developed assessment bank</td>
<td>various</td>
<td>Teacher</td>
<td>Teacher selects the formative assessment items</td>
</tr>
<tr>
<td>2/22/16 – 4/29/16</td>
<td>Block #3: District-developed assessment bank</td>
<td>various</td>
<td>Teacher</td>
<td>Teacher selects the formative assessment items</td>
</tr>
</tbody>
</table>

### Mathematics: Grade 3

<table>
<thead>
<tr>
<th>Instructional Timeframe</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17/15 – 10/23/15, or when Domain</td>
<td>Block # 1: SBAC IA by Domain (Operations and Algebraic Thinking, Fractions, or Measurement and Data)</td>
<td>Selected Response, Computer-based</td>
<td>Machine</td>
<td>Teacher selects from SBAC Domain assessments</td>
</tr>
<tr>
<td></td>
<td>Block # 1: District-developed</td>
<td>various</td>
<td>Teacher</td>
<td>OR – teacher selects the formative assessment items</td>
</tr>
</tbody>
</table>
### RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS

Attachments E, F, G, and H provide recommendations for the use of SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Assessment Bank</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/26/15 - 2/19/16, or when domain is completed</td>
<td>Block #2: SBAC IA by Domain (Operations and Algebraic Thinking, Fractions, or Measurement and Data)</td>
<td>Selected Response and/or Performance Task, computer-based</td>
<td>Machine/Teacher</td>
<td>Teacher selects from SBAC Domain Assessments and Performance Task</td>
</tr>
<tr>
<td>Block #2: District-developed Assessment bank</td>
<td>various</td>
<td>Teacher</td>
<td>OR — teacher selects the formative assessment items</td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics: Grade 4**

<table>
<thead>
<tr>
<th>Instructional Timeframe</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17/15 - 10/23/15, or when domain is completed</td>
<td>Block #1: SBAC IA by Domain (Operations and Algebraic Thinking, Number and Operations in Base Ten, or Fractions)</td>
<td>Selected Response, Computer-based</td>
<td>Machine</td>
<td>Teacher selects from SBAC Domain assessments</td>
</tr>
<tr>
<td>Block #1: District-developed Assessment bank</td>
<td>various</td>
<td>Teacher</td>
<td>OR — teacher selects the formative assessment items</td>
<td></td>
</tr>
<tr>
<td>10/26/15 - 2/19/16, or when domain is completed</td>
<td>Block #2: SBAC IA by Domain (Operations and Algebraic Thinking, Number and Operations in Base Ten, or Fractions)</td>
<td>Selected Response and/or Performance Task, computer-based</td>
<td>Machine/Teacher</td>
<td>Teacher selects from SBAC Domain Assessments and Performance Task</td>
</tr>
<tr>
<td>Block #2: District-developed Assessment bank</td>
<td>various</td>
<td>Teacher</td>
<td>OR — teacher selects the formative assessment items</td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics: Grade 5**

REF-6507.1
Division of Instruction Page 19 of 31 August 19, 2015
**Los Angeles Unified School District**  
**Division of Instruction**

**RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS:** Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

<table>
<thead>
<tr>
<th>Instructional Timeframe</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17/15 – 10/23/15, or when Domain is completed</td>
<td>Block #1: SBAC IA by Domain (Number and Operations in Base Ten, Fractions or Measurement and Data)</td>
<td>Selected Response, Computer-based</td>
<td>Machine</td>
<td>Teacher selects from SBAC Domain assessments</td>
</tr>
<tr>
<td></td>
<td>Block #1: District-developed Assessment bank</td>
<td>various</td>
<td>Teacher</td>
<td>OR – teacher selects the formative assessment items</td>
</tr>
<tr>
<td>10/26/15 – 2/19/16, or when Domain is completed</td>
<td>Block #2: SBAC IA by Domain (Number and Operations in Base Ten, Fractions or Measurement and Data)</td>
<td>Selected Response and/or Performance Task, computer-based</td>
<td>Machine/Teacher</td>
<td>Teacher selects from SBAC Domain Assessments and Performance Task</td>
</tr>
<tr>
<td></td>
<td>Block #2: District-developed Assessment bank</td>
<td>various</td>
<td>Teacher</td>
<td>OR – teacher selects the formative assessment items</td>
</tr>
</tbody>
</table>

**Mathematics: Grade 6 (at Elementary K-6 schools)**

<table>
<thead>
<tr>
<th>Instructional Timeframe</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17/15 – 10/23/15, or when Domain is completed</td>
<td>Block #1: SBAC IA by Domain (Ratio and Proportional Relationships, Geometry or Expressions and Equations)</td>
<td>Selected Response, Computer-based</td>
<td>Machine</td>
<td>Teacher selects from SBAC Domain assessments</td>
</tr>
<tr>
<td></td>
<td>Block #1: District-developed</td>
<td>various</td>
<td>Teacher</td>
<td>OR – teacher selects the formative assessment items</td>
</tr>
</tbody>
</table>
**RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS:** Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

<table>
<thead>
<tr>
<th>Assessment bank</th>
<th>assessment items</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/26/15 – 2/19/16, or when Domain is completed</td>
<td></td>
</tr>
<tr>
<td>Block # 2: SBAC IA by Domain (Ratio and Proportional Relationships, Geometry or Expressions and Equations)</td>
<td>Selected Response and/or Performance Task, computer-based</td>
</tr>
<tr>
<td>Block # 2: District-developed Assessment bank</td>
<td></td>
</tr>
<tr>
<td>various</td>
<td>Teacher</td>
</tr>
<tr>
<td>OR – teacher selects the formative assessment items</td>
<td></td>
</tr>
</tbody>
</table>
RECENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

**Secondary Mathematics: Grade 6 (at Middle Schools)**

<table>
<thead>
<tr>
<th>Instructional Timeframe</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>August – December Fall</td>
<td>Block 1 – Ratio and Proportions*</td>
<td>Selected Response Technology Enhanced Constructed Response</td>
<td>Machine</td>
<td>Aligned to Unit 1 of Curriculum Map</td>
</tr>
<tr>
<td></td>
<td>Block 2 – Number System*</td>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>January - May</td>
<td>Block 3 – Expressions &amp; Equations Mathematics Performance Task</td>
<td>Selected Response Technology Enhanced Constructed Response Performance Task</td>
<td>Machine</td>
<td>Aligned to Unit 3 of Curriculum Map</td>
</tr>
<tr>
<td></td>
<td>Block 4 – Geometry Statistics &amp; Probability</td>
<td>Selected Response Technology Enhanced Constructed Response Technology Enhanced</td>
<td>Machine</td>
<td>Aligned to Unit 4 of Curriculum Map</td>
</tr>
</tbody>
</table>

**Secondary Mathematics: Grade 7**

<table>
<thead>
<tr>
<th>Instructional Timeframe</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>August - December</td>
<td>Block 1 – Ratio and Proportions*</td>
<td>Selected Response Technology Enhanced Constructed Response</td>
<td>Machine</td>
<td>Aligned to Unit 1 of Curriculum Map</td>
</tr>
<tr>
<td></td>
<td>Block 2 – Number System</td>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>January - May</td>
<td>Block 3 – Expression and Equations* Mathematics Performance Task</td>
<td>Selected Response Technology Enhanced Constructed Response Performance Task</td>
<td>Machine</td>
<td>Aligned to Unit 3 of Curriculum Map</td>
</tr>
<tr>
<td></td>
<td>Block 4 – Geometry Statistics &amp; Probability</td>
<td>Performance Task</td>
<td>Teacher</td>
<td></td>
</tr>
</tbody>
</table>

REF-6507.1
Division of Instruction Page 22 of 31 August 19, 2015
**Recommendation for the Use of SBAC Interim Assessment Blocks:** Attachments E, F, G, and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

*Recommended Interim Assessment Blocks for each grade level.*

In addition to the recommended Interim Assessment Block's and Performance Tasks teachers and schools can use the additional IABs listed. These additional IABs could make good common assessments and tasks to help departments align instruction to SBAC, and to help teachers monitor the progress of their students. **Please note:** Each IAB can be given twice to show growth over time.

**Secondary Mathematics: Grade 8**

<table>
<thead>
<tr>
<th>Instructional Timeframe</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>August - December</td>
<td>Block 1 – <strong>Expressions &amp; Equations, with Proportionality</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td>Selected Response Technology Enhanced Constructed Response</td>
<td>Machine</td>
<td>Aligned to Unit 1 of Curriculum Map</td>
</tr>
<tr>
<td></td>
<td>Block 2 – Statistics &amp; Probability</td>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>January - May</td>
<td>Block 3 – <strong>Functions</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td>Selected Response Technology Enhanced Constructed Response</td>
<td>Machine</td>
<td>Aligned to Unit 3 of Curriculum Map</td>
</tr>
<tr>
<td></td>
<td>Mathematics Performance Task</td>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Block 4 – <strong>Geometry</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td>Performance Task</td>
<td>Teacher</td>
<td>Aligned to Unit 4 of Curriculum Map</td>
</tr>
<tr>
<td></td>
<td>Statistics &amp; Probability</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Recommended Interim Assessment Blocks for each grade level.*

In addition to the recommended Interim Assessment Block's and Performance Tasks teachers and schools can use the additional IABs listed. These additional IABs could make good common assessments and tasks to help departments align instruction to SBAC, and to help teachers monitor the progress of their students.

**Please note:** Each IAB can be given twice to show growth over time.
RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

### Secondary Mathematics: CC Algebra 1

<table>
<thead>
<tr>
<th>Instructional Timeframe</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>August - December</td>
<td>Block 1 – Algebra and Functions - Linear Functions</td>
<td>Selected Response Technology Enhanced Constructed Response Performance Task</td>
<td>Machine Teacher</td>
<td>Aligned to Units 1 and 2 of Curriculum Map</td>
</tr>
<tr>
<td>January - May</td>
<td>Block 2 – Algebra and Functions - Quadratic Functions Mathematics Performance Task</td>
<td>Selected Response Technology Enhanced Constructed Response Performance Task</td>
<td>Machine Teacher</td>
<td>Aligned to Unit 4 of Curriculum Map</td>
</tr>
</tbody>
</table>

### Secondary Mathematics: CC Geometry

<table>
<thead>
<tr>
<th>Instructional Timeframe</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>August - December</td>
<td>Block 1 – Geometry - Right Triangle Ratios in Geometry</td>
<td>Selected Response Technology Enhanced Constructed Response Performance Task</td>
<td>Machine Teacher</td>
<td>Items to assess some of Geometry Standards</td>
</tr>
</tbody>
</table>

### Secondary Mathematics: CC Algebra 2

<table>
<thead>
<tr>
<th>Instructional Timeframe</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>August - December</td>
<td>Block 1 – Algebra and Functions - Linear Functions</td>
<td>Selected Response Technology Enhanced</td>
<td>Machine</td>
<td>Aligned to Units 1 of Curriculum Map</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

<table>
<thead>
<tr>
<th>January - May</th>
<th>Constructed Response Performance Task</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 2 – Algebra and Functions - Quadratic Functions</td>
<td>Selected Response Technology Enhanced Constructed Response Performance Task</td>
<td>Machine Teacher</td>
</tr>
<tr>
<td>Mathematics Performance Task</td>
<td></td>
<td>Aligned to Unit 3 of Curriculum Map</td>
</tr>
</tbody>
</table>

Please note: Each IAB can be given twice to show growth over time.
### Elementary English Language Arts: Grades 3-5

<table>
<thead>
<tr>
<th>Time &amp; Grades</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL</strong></td>
<td>Block 1 - Read Literary Texts</td>
<td>Selected Response</td>
<td>Machine and Teacher</td>
<td>Aligned to the first instructional Window in the Elementary ELA Gr 3-5 Curriculum Maps.</td>
</tr>
<tr>
<td>Gr 3, 4, 5</td>
<td>Block 4 - Brief Writes</td>
<td>Brief Writes</td>
<td>Teacher</td>
<td>Provides teachers with a small sampling of students' understanding of the three writing types in the CA ELA Content Standards.</td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td>Block 9 - Narrative Performance Task</td>
<td>Performance Task</td>
<td>Teacher</td>
<td>Aligned to the first instructional Window in the Elementary ELA Gr 3-5 Curriculum Maps. Provides teachers with a sample of students' Narrative writing CA ELA Content Standards – Writing Standard 3.</td>
</tr>
<tr>
<td>Gr 4 &amp; 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Timeframe</strong></td>
<td>Interim Assessment Block (IAB)</td>
<td>Test Type</td>
<td>Scoring</td>
<td>Rationale</td>
</tr>
<tr>
<td><strong>WINTER</strong></td>
<td>Block 2 - Read Informational Texts</td>
<td>Selected Response</td>
<td>Machine and Teacher</td>
<td>Aligned to the second instructional Window in the Elementary ELA Gr 3-5 Curriculum Maps. Provides teachers with an understanding of how students are utilizing some language standards as in the ELA California Content Standards.</td>
</tr>
<tr>
<td>Gr 3, 4, 5</td>
<td>Block 3 - Edit/Revise</td>
<td>Selected Response</td>
<td>Machine</td>
<td></td>
</tr>
<tr>
<td><strong>WINTER</strong></td>
<td>Block 8 - Opinion Performance Task</td>
<td>Performance Task</td>
<td>Teacher</td>
<td>Aligned to the third instructional Window in the Elementary ELA Gr 3-5 Curriculum Maps. Provides teachers with a sample of students' Opinion writing CA ELA Content Standards – Writing Standard 1.</td>
</tr>
<tr>
<td>Gr 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

**English Language Arts: Grades 6 - 8**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Block 2 – Read Informational Texts</td>
<td>Selected Response</td>
<td>Machine</td>
<td>Aligned to the first Instructional Window in the Secondary ELA Curriculum Maps</td>
</tr>
<tr>
<td></td>
<td>Block 4 – Brief Writes</td>
<td>Brief Writes</td>
<td>Teacher</td>
<td>Provides teachers with a small sampling of students’ understanding of the three writing genres called out in the ELA California Content Standards</td>
</tr>
<tr>
<td>Spring</td>
<td>Block 1 – Read Literary Texts</td>
<td>Selected Response</td>
<td>Machine</td>
<td>Follows the second Instructional Window in the Secondary ELA Curriculum Maps, which focuses on literary texts</td>
</tr>
<tr>
<td></td>
<td>Block 8 – Argument Performance Task</td>
<td>Performance Task</td>
<td>Teacher</td>
<td>Aligned to the third Instructional Window in the Secondary ELA Curriculum Maps</td>
</tr>
</tbody>
</table>

**English Language Arts: Grade 9**

*Note: Teachers may opt to use the grade 8 or grade 11 blocks as stipulated by Smarter Balanced*

<table>
<thead>
<tr>
<th>Semester</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Block 5 – Listen/Interpret</td>
<td>Selected Response</td>
<td>Machine</td>
<td>This block is not being recommended for grade 11; however, it is important that students’ listening skills are assessed in order to build continued instructional support for skills that will be reassessed on the grade 11 SBAC</td>
</tr>
<tr>
<td></td>
<td>Block 4 – Brief Writes</td>
<td>Brief Writes</td>
<td>Teacher</td>
<td>Provides teachers with a small sampling of students’ understanding of the three writing genres called out in the ELA California Content Standards</td>
</tr>
<tr>
<td>Spring</td>
<td>Block 3 – Edit/Revise</td>
<td>Selected Response</td>
<td>Machine</td>
<td>This block is not being recommended for grade 11; however, it is important that students’ editing/revision skills are assessed in order to build continued instructional support for skills that will be reassessed on the grade 11 SBAC</td>
</tr>
<tr>
<td></td>
<td>Block 7 – Explanatory Performance Task</td>
<td>Performance Task</td>
<td>Teacher</td>
<td>This block is not being recommended for grade 11; however, it is important that students’ explanatory writing skills are assessed in order to build continued instructional support for skills that will be reassessed on the grade 11 SBAC</td>
</tr>
</tbody>
</table>
### English Language Arts: Grade 10 (grade 11 Interim Assessment Blocks)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Block 5 – Listen/Interpret</td>
<td>Selected Response</td>
<td>Machine</td>
<td>This block is not being recommended for grade 11, however, it is important that students’ listening skills are assessed in order to build continued instructional support for skills that will be reassessed on the grade 11 SBAC</td>
</tr>
<tr>
<td></td>
<td>Block 4 – Brief Writes</td>
<td>Brief Writes</td>
<td>Teacher</td>
<td>Provides teachers with a small sampling of students’ understanding of the three writing genres called out in the ELA California Content Standards</td>
</tr>
<tr>
<td>Spring</td>
<td>Block 6 – Research</td>
<td>Selected Response</td>
<td>Machine</td>
<td>This block is not being recommended for grade 11, however, it is important that students’ research skills are assessed in order to build continued instructional support for skills that will be reassessed on the grade 11 SBAC</td>
</tr>
<tr>
<td></td>
<td>Block 7 – Explanatory Performance Task</td>
<td>Performance Task</td>
<td>Teacher</td>
<td>This block is not being recommended for grade 11, however, it is important that students’ explanatory writing skills are assessed in order to build continued instructional support for skills that will be reassessed on the grade 11 SBAC</td>
</tr>
</tbody>
</table>

### English Language Arts: Grade 11

<table>
<thead>
<tr>
<th>Course</th>
<th>Interim Assessment Block (IAB)</th>
<th>Test Type</th>
<th>Scoring</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Composition</td>
<td>Block 2 – Read Informational Texts</td>
<td>Selected Response</td>
<td>Machine</td>
<td>Focus in this course is on informational and literary non-fiction texts</td>
</tr>
<tr>
<td></td>
<td>Block 8 – Argument Performance Task</td>
<td>Performance Task</td>
<td>Teacher</td>
<td>Argument writing involves the study of rhetoric and expository writing and captures major elements of writing that should be addressed in a Contemporary Composition course</td>
</tr>
<tr>
<td>American Literature and Composition</td>
<td>Block 1 – Reading Literary Texts</td>
<td>Selected Response</td>
<td>Machine</td>
<td>Focus in this course is on literary texts</td>
</tr>
<tr>
<td></td>
<td>Block 4 – Brief Writes</td>
<td>Brief Writes</td>
<td>Teacher</td>
<td>Provides teachers with a small sampling of students’ understanding of the three writing genres called out in the ELA California Content Standards</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS FOR THE USE OF SBAC INTERIM ASSESSMENT BLOCKS: Attachments E, F, G and H provide recommendations for the use of the SBAC IABs and any alignment to curricular maps. These are intended for guidance only. Schools retain the discretion to organize interim assessment administration based on their instructional needs.

2 Year-long grade 11 ELA courses should choose the recommended course blocks that coincide most appropriately with their instructional sequence.
## ATTACHMENT I

### COMPREHENSIVE ASSESSMENT PROGRAM
#### 2015-2016 HELP DESK REFERENCE GUIDE

This document details the program's resources for assistance. Please refer to Ref Guide 6507 for assessment specifics.

<table>
<thead>
<tr>
<th>row</th>
<th>ASSESSMENT</th>
<th>Office/point person</th>
<th>Re administration</th>
<th>Re tech support</th>
<th>Re content</th>
<th>Re data access</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DIBELS/IDEL TRC</td>
<td>CAP/Chris Mullins</td>
<td>Amplify 800 823 1869</td>
<td>Amplify 800 823 1869</td>
<td>El. Literacy (OCISS) 213 241 5333</td>
<td>CAP 213 241 7506</td>
</tr>
<tr>
<td>2</td>
<td>District ELA Interim Assessments</td>
<td>CAP/Chris Mullins</td>
<td>Literacy (OCISS) 213 241 5333</td>
<td>NA</td>
<td>Literacy (OCISS) 213 241 5333</td>
<td>NA</td>
</tr>
<tr>
<td>3</td>
<td>District Math Interim Assessments</td>
<td>CAP/Chris Mullins</td>
<td>Mathematics (OCISS) 213 241 5333</td>
<td>NA</td>
<td>Mathematics (OCISS) 213 241 5333</td>
<td>NA</td>
</tr>
<tr>
<td>4</td>
<td>District Science Interim Assessments</td>
<td>CAP/Chris Mullins</td>
<td>Science (OCISS) 213 241 5333</td>
<td>NA</td>
<td>Science (OCISS) 213 241 5333</td>
<td>NA</td>
</tr>
<tr>
<td>5</td>
<td>District History Interim Assessments</td>
<td>CAP/Chris Mullins</td>
<td>History (OCISS) 213 241 5333</td>
<td>NA</td>
<td>History (OCISS) 213 241 5333</td>
<td>NA</td>
</tr>
<tr>
<td>6</td>
<td>SBAC Interim Blocks/Interim Comprehensive</td>
<td>ODA/Oscar Lafarga</td>
<td>Student Testing 213 241 4104</td>
<td>Student Testing 213 241 4104</td>
<td>OCISI 213 241 5333</td>
<td>Smarter Balanced Interim Assessment Reporting System</td>
</tr>
<tr>
<td>7</td>
<td>OLSAT</td>
<td>ALO/Arzie Galvez</td>
<td>ALO/GATE Programs (213) 241-6500</td>
<td>ALO/GATE Programs (213) 241-6500</td>
<td>ALO/GATE Programs (213) 241-6500</td>
<td>ALO/GATE Programs (213) 241-6500</td>
</tr>
<tr>
<td>8</td>
<td>Grade 6 Math Placement</td>
<td>CAP/Chris Mullins</td>
<td>Amplify 800 823 1869</td>
<td>Amplify 800 823 1869</td>
<td>Mathematics (OCISS) 213 241 5333</td>
<td>CAP 213 241 7506</td>
</tr>
<tr>
<td>9</td>
<td>Algebra 1 Summative</td>
<td>CAP/Chris Mullins</td>
<td>Amplify 800 823 1869</td>
<td>Amplify 800 823 1869</td>
<td>Mathematics (OCISS) 213 241 5333</td>
<td>CAP 213 241 7506</td>
</tr>
<tr>
<td>10</td>
<td>PSAT- SAT ACT</td>
<td>ALO/Arzie Galvez</td>
<td>ALO/Arzie Galvez</td>
<td>College Board 888-477-7728</td>
<td>College Board 888-477-7728</td>
<td>College Board 888-477-7728</td>
</tr>
<tr>
<td>11</td>
<td>AP TESTS</td>
<td>ALO/Arzie Galvez</td>
<td>ALO/Arzie Galvez</td>
<td>NA</td>
<td>College Board 877-274-6474</td>
<td>College Board 877-274-6474</td>
</tr>
<tr>
<td>12</td>
<td>LAS LINKS</td>
<td>CAP/Chris Mullins</td>
<td>MMED/M. Sanchez 213 241 5582</td>
<td>CTB/Engrade (888) 267-8968</td>
<td>MMED 213 241 5582</td>
<td>CAP 213 241 7506</td>
</tr>
<tr>
<td>13</td>
<td>Scholastic Reading Inventory</td>
<td>CAP/Chris Mullins</td>
<td>MMED/V. Arevalo 213 241 5582</td>
<td>Scholastic (800) 283-5974</td>
<td>MMED 213 241 5582</td>
<td>CAP 213 241 7506</td>
</tr>
</tbody>
</table>

REF-6507.1
Division of Instruction Page 30 of 31 August 19, 2015
ATTACHMENT J

PROCEDURES FOR REQUESTING AN ASSESSMENT WAIVER

Please complete all sections below and submit to your Local District Instructional Director.

School: _____________________________
Local District (CIRCLE): Northeast, Northwest, East, West, South, Central

Principal: _____________________________
Instructional Director: _____________________________

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Waiver Request (Check all that apply)</th>
<th>Grade Levels/Courses (Example: Grade 4-5; Biology; etc)</th>
<th>Replacement assessment Describe the assessment that will be used in place of the current assessments.</th>
<th>Data Include a description of the process used to collect and share data or student work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Assessment ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interim Assessment Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interim Assessment Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interim Assessment History/Social Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SIGNATURES

PRINCIPAL ___________________________________________________________________

LOCAL DISTRICT DESIGNEE ___________________________________________________________________

APPROVED _______________ DATE _______________

REF-6507.1
Division of Instruction Page 31 of 31 August 19, 2015