

Excerpts From Reference Guide 5785

Procedural Guidelines for Administering *Periodical Assessments and DIBELS Next*

The purpose of this Reference Guide is to provide information about the Elementary *Comprehensive Assessment Program*. The Comprehensive Assessment Program is designed to be **formative** and to provide multiple measures to **drive decisions** about instruction and intervention.

As a key element in the District's instructional program, the periodic assessments **must** be administered to all eligible students in the identified courses.

The Comprehensive Assessment Program for elementary schools includes:

1. ***DIBELS Next*** Literacy assessments.
2. **Periodic Assessments** in core subject areas of Mathematics, Science, and Literacy.
3. **Progress-Monitoring Assessments** targeted to key Literacy, Mathematics and Science standards.
4. **Diagnostic assessments** to identify students in need of intervention.

These are the major program changes for elementary schools:

1. The *Literacy Constructed Response* writing assessments for Grades K-1 will be administered in 2012-13 as a Common Core Writing Assessment. CoreK12 will not provide these assessments for 2012-2013. More information will be forthcoming.
2. Literacy Periodic Assessments (LPAs) for Grades 2-5 are revised for 2012-13. Any remaining copies of 2011-12 assessments should be discarded.
3. The Literacy Periodic Assessments for **Grades 2-3** will be administered **twice per year** in English for all students, rather than three times as in 2011-12. (**Grades 4-5** will remain at **three** assessments per year.)
8. ***DIBELS Next* at Grade 3:** For students scoring benchmark on Beginning of the Year *DIBELS Next* **AND** proficient or advanced on LPA1, *DIBELS* Middle of the Year and End of Year assessments are optional.
11. The calendars now indicate a recommended "End-Date" for assessment administration. Answer sheets will arrive at school approximately ten (10) school days before that end-date. PLEASE NOTE: Schools are advised to be very careful with all answer sheet packages. **Duplicates cannot be provided** by CAP within the scope of the 2012-2013 contract. Only generic answer sheets will be available in such a case (Online Scoring is also an option).

BACKGROUND:

Multiple assessment opportunities are a vital component of an effective, well balanced instructional program and support teachers' ability to plan effectively, monitor student progress in standards-based instruction, and determine the efficacy of instruction and intervention matched to student need.

It is **imperative** to use **formative** assessments that help inform planning, target specific areas of need, and evaluate growth regularly. Formative assessments include:

- Entry-level assessments to universally screen students at the beginning of the year
- Progress monitoring assessments that can be used with all or certain groups of students whose data indicate that they need more consistent monitoring
- Benchmark assessments that can be given three or more times a year (in this context the *DIBELS Next* and *Literacy Periodic Assessments* are considered formative)

Use of quantitative and qualitative data is a **vital part** of the problem-solving process that guides **targeted prevention, early intervention, and intensive intervention**.

Students who demonstrate higher levels of risk require more frequent monitoring than students who are at or above expected benchmark or proficiency levels.

Literacy Periodic Assessment

The *Literacy Periodic Assessment* is blueprinted with standards that are tested three or more times on the California Standards Test (CST). Each of these standards is tested during each of the testing administrations. This differs in design from the mathematics and science periodic assessments. The LPA is a **formative assessment** and should be used to make determinations regarding particular areas where students need additional teaching and support.

DIBELS Next

The *Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next* are a set of measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be quick assessment measures used to regularly monitor the development of early literacy skills. The *DIBELS Next* measures were specifically designed to assess the key areas of early literacy: Phonemic Awareness, Alphabetic Principle, Fluency with Connected Text, Vocabulary, and Comprehension. *DIBELS Next* measures are linked to one another and are predictive of future reading proficiency. Combined, they form an assessment system of early literacy development to allow educators to readily and reliably determine student progress.

Mathematics Periodic Assessments

These assessments have a longer history in the District and have undergone revision that allows for greater predictability with the CST results.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

TITLE: Procedural Guidelines for Administering *Periodic Assessments* and *DIBELS Next* for Elementary Schools (K-5/6) in Literacy, Mathematics, and Science

NUMBER: REF-5785

ISSUER: Gerardo Loera, Executive Director
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ROUTING
Educational Service Center
Administrators
Instructional Directors
Directors/Principal Leaders
Principals
Assistant Principals
Teachers
UTLA Chapter Chairs

DATE: June 19, 2012

PURPOSE: The purpose of this Reference Guide is to provide information about the Elementary *Comprehensive Assessment Program*. The Comprehensive Assessment Program is designed to be formative and to provide multiple measures to drive decisions about instruction and intervention.

As a key element in the District’s instructional program, the periodic assessments must be administered to all eligible students in the identified courses.

If any school is constituted with the right to opt-out of the District’s periodic assessments, that school must inform the leadership of its Educational Service Center delineating what assessment process the school will have in place of the District’s periodic assessments and what system for data reporting will be used. The respective Educational Service Center administration must then inform the Comprehensive Assessment Program of the school’s opting-out, so that CAP can insure that no materials are sent to that school. The Comprehensive Assessment Program for elementary schools includes:

1. *DIBELS Next* Literacy assessments (*IDEL* in Spanish);
2. Periodic Assessments in core subject areas of Mathematics, Science, and Literacy (English and Spanish);
3. Progress-Monitoring Assessments targeted to key Literacy, Mathematics and Science standards;
4. Diagnostic assessments to identify students in need of intervention and to provide for proper program placement in mathematics and literacy in middle school.

COMPREHENSIVE ASSESSMENT PROGRAM SCHOOL CONTACT

Initiated in 2009, this voluntary school resource will receive timely updates by e-



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mail. If the School Contact form was submitted in 2011-2012 and the same person will serve that function in 2012-2013, it is not necessary to resubmit the form. For any new contacts, please fill out and fax in *Attachment XXXX*.

MAJOR CHANGES:

This Reference Guide replaces Reference Guide 5515, dated June 20, 2011 and MEM-5518.2 titled District Comprehensive Assessment Program schedule, elementary, dated July 21, 2011. These are the major program changes for elementary schools:

1. The *Literacy Constructed Response* writing assessments for Grades K-1 will be administered in 2012-13 as a Common Core Writing Assessment. CoreK12 will not provide these assessments for 2012-2013. More information will be forthcoming.
2. Literacy Periodic Assessments (LPAs) for Grades 2-5 are revised for 2012-13. Any remaining copies of 2011-12 assessments should be discarded.
3. The Literacy Periodic Assessments for Grades 2-3 will be administered twice per year in English for all students, rather than three times as in 2011-12. (Grades 4-5 will remain at three assessments per year.)
4. Students in Spanish Waiver/Basic Bilingual programs grades 2-5 will take two Spanish Literacy Periodic Assessments (SLPAs). They may take the English LPAs as an option to prepare for CST (See Attachments C1-C2).
5. Students in Spanish Dual Language programs grades 2-5 will take two Spanish LPAs, and two English LPAs. (See Attachments D1-D2).
6. *DIBELS Next* and *IDEL* administration has minor changes for students in Spanish Waiver/Basic Bilingual and Spanish Dual Language programs. See Attachments C1-C2 and D1-D2 for details.
7. K-6 Elementary schools will administer their 6th grade assessments on the Elementary K-5/6 schedule calendar (see *Related Resources*).
8. *DIBELS Next* at Grade 3: For students scoring benchmark on Beginning of the Year *DIBELS Next* **AND** proficient or advanced on LPA1, *DIBELS* Middle of the Year and End of Year assessments are optional.
9. *IDEL 7^a Edición* (Spanish *DIBELS*) will be administered on the same electronic platforms as *DIBELS Next* **OR** on the Aceeca devices.
10. All non-consumable booklet materials will be sent to schools in supplemental amounts for 2012-2013, with schools expected to re-use the larger amounts sent in 2011-2012 and in previous years. For elementary schools, non-consumable booklets include the Science 4 and 5 Instructional Components, the Grade 5 Math Diagnostic, and all Instructional Component booklets for Grade 6 assessments, all subjects.
11. The calendars now indicate a recommended “End-Date” for assessment administration. Answer sheets will arrive at school approximately ten (10) school days before that end-date. PLEASE NOTE: Schools are advised to be



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very careful with all answer sheet packages. Duplicates cannot be provided by CAP within the scope of the 2012-2013 contract. Only generic answer sheets will be available in such a case (Online Scoring is also an option).

BACKGROUND: Multiple assessment opportunities are a vital component of an effective, well-balanced instructional program and support teachers' ability to plan effectively, monitor student progress in standards-based instruction, and determine the efficacy of instruction and intervention matched to student need. A Response to Instruction and Intervention (RtI²)/Multi-tiered framework is grounded in the use of multiple types of assessments to monitor student progress in standards-based instruction.

In addition to summative assessments (like the norm-referenced CST), it is imperative to use formative assessments that help inform planning, target specific areas of need, and evaluate growth regularly. Formative assessments include:

- Entry-level assessments to universally screen students at the beginning of the year
- Progress monitoring assessments that can be used with all or certain groups of students whose data indicate that they need more consistent monitoring
- Benchmark assessments that can be given three or more times a year (in this context the *DIBELS Next* and *Literacy Periodic Assessments* are considered formative)

Currently two diagnostic assessments (Math and Maze measure) are required at the end of a student's last elementary grade 5/6 (span schools will administer only if the school ends in 5/6th or 8th grade). A reference guide dedicated to the CAP Diagnostic assessments will be published separately.

Use of quantitative and qualitative data is a vital part of the problem-solving process that guides targeted prevention, early intervention, and intensive intervention. Students who demonstrate higher levels of risk require more frequent monitoring than students who are at or above expected benchmark or proficiency levels.

Literacy Periodic Assessment

The *Literacy Periodic Assessment* is blueprinted with standards that are tested three or more times on the California Standards Test (CST). Each of these standards is tested during each of the testing administrations. This differs in design from the mathematics and science periodic assessments. The LPA is a formative assessment and should be used to make determinations regarding particular areas where students need additional teaching and support.

DIBELS Next & IDEL 7^a Edición

Reading by age 9 and increasing 3rd grade proficiency rates in English Language Arts are key goals as indicated on the LAUSD Performance Meter. The *Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next* are a set of measures for assessing the acquisition of early literacy skills from kindergarten through sixth



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grade. They are designed to be quick assessment measures used to regularly monitor the development of early literacy skills. The *DIBELS Next* measures were specifically designed to assess the key areas of early literacy: Phonemic Awareness, Alphabetic Principle, Fluency with Connected Text, Vocabulary, and Comprehension. *DIBELS Next* measures are linked to one another and are predictive of future reading proficiency. Combined, they form an assessment system of early literacy development to allow educators to readily and reliably determine student progress.

DIBELS Next is used District-wide in English. The Spanish version of *DIBELS* is called *Indicadores Dinámicos del Éxito en la Lectura (IDEL)*. *DIBELS Next* and *IDEL 7^a Edición* will both be administered using the same electronic platforms via *Wireless Generation*. The previously provided Acecca devices may also continue to be used.

Mathematics Periodic Assessments

These assessments have a longer history in the District and have undergone revision that allows for greater predictability with the CST results.

GUIDELINES: The following guidelines will apply.

I. STUDENTS TO BE ASSESSED

A. General Education

1. Students in grades K-3 are required to take *DIBELS Next* at their assigned grade-level.
2. Students in grades K-5/6 are required to take the *Periodic Assessments* at their assigned grade-level in Mathematics.
3. Students in grades 2-5/6 are required to take the *Literacy Periodic Assessments*. Students in grades K-1 will be required to take a *K-1 Common Core Writing Assessment* (twice per year), which replaces the *Literacy Constructed Response* administered in 2011-12. More information will be forthcoming in 2012-13 regarding this K-1 writing assessment.
4. Students in grades 4, 5, and 6 *are also required to take the Periodic Assessments* in Science.

B. Students with Disabilities

1. Students in grades K-5/6 with mild/moderate disabilities participating in the District's core curriculum take both the *DIBELS Next* and the *Periodic Assessments* at their assigned grade level. The assessments must be given in accordance with the accommodations specified in the IEP or Section 504 Plan.
2. Students with disabilities participating in the District alternate



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curriculum should not participate in the *Comprehensive Assessment Program*, which includes *DIBELS Next* and the *Periodic Assessments*.

C. English Learners

According to the grade-levels specified in sections A and B, all English Learners (ELs), including eligible ELs with disabilities, will take the *DIBELS Next* and the periodic assessments to determine student performance on grade-level standards. To ensure ELs are assessed appropriately, schools must assess ELs using primary language support that matches the support received in daily instruction.

1. MATHEMATICS Periodic Assessments

- a. Structured English Immersion Program: Less than Reasonably fluent ELs (ELD levels 1-3) are assessed in English.
- b. Mainstream English Program: Reasonably-fluent English Learners at ELD levels 4-5 are assessed in English.
- c. Spanish Waiver/Basic Bilingual Program students are assessed in Spanish using one of the following:
 - (1) Grades K-2: Teacher Script in Spanish
 - (2) Grades 3-5: Spanish version of the assessment
- d. Spanish Dual Language Program: Since instruction in the content areas is taught in both English and Spanish, teachers should administer the assessment in the dominant academic language of the student.

Note: For ELs whose primary language is not Spanish, a teacher fluent in the student's primary language or a trained bilingual paraprofessional may translate the assessment directions.

2. LITERACY Periodic Assessments

- a. Structured English Immersion Program: Less than reasonably fluent ELs (ELD levels 1-3) are assessed in English.
- b. Mainstream English Program: Reasonably fluent ELs (ELD levels 4-5) are assessed in English.
- c. Spanish Waiver/Basic Bilingual Programs: ELs are assessed in Spanish. Administration of the English LPA is optional, with optional administration procedures. See Attachments C1-C2 for specific information regarding Spanish bilingual programs.
- d. Spanish Dual Language Programs: All students, including ELs, are assessed in English and Spanish. See Attachments D1-D2 for specific information regarding Spanish Dual Language programs.

Note: For ELs whose primary language is not Spanish, a teacher who



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is fluent in the student’s primary language or a trained bilingual paraprofessional may translate the assessment directions.

II. ASSESSMENT SCHEDULE

COREK12 PERIODIC ASSESSMENTS

All schools will administer the assessments in accordance with *Attachment A, “2012-2013 Comprehensive Assessment Program Schedule for Single Track elementary Schools, Grades K-5/6.”* Calendars by subject matter in table format are also available on the *Comprehensive Assessment Program* homepage on lausd.net (cap.lausd.net) under the “Calendars” directory tab.

See Attachments C1-C2 for specific information on administration and procedures for Spanish Basic Bilingual programs. See Attachments D1-D2 for Spanish Dual Language programs.

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For SEI and Mainstream English classes, see Attachment B for a chart overview of assessments per grade level and schedules. For information regarding Spanish Waiver-Basic bilingual program see Attachments C1-C2. For Spanish Dual Language programs see Attachments D1-D2

ASSESSMENT DESIGN

A. The MATHEMATICS Periodic Assessments are designed as follows:

Mathematics level	Multiple-Choice Items	Constructed-Response Item
K-1	20	1
2-5	30	1
6	20	1

B. The LITERACY Periodic Assessments are designed as follows:

Literacy level	Tests per Year	Multiple-Choice Items	Constructed-Response Item/Writing Prompt
K-1	2	n/a	1 (<i>Common Core Writing Prompt – more information to follow in 2012-13.</i>)
2	2	48	1
3	2	51	1
4	3	49	1
5	3	60	1



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6 (PA1&2)	3	36	1
6 (PA3)		--	1 SCR & 1 ECR

C. The SCIENCE Periodic Assessments are designed as follows:

Science level	Tests per Year	Multiple-Choice Items	Constructed-Response Item
4	3	20	1
5	3	20	1
6	3	30	1

There will be a single version of each Science assessment across the District in Grades 4 and 5. Instructional modules assessed cover Life Science, Earth Science and Physical Science content.

III. MATERIALS

COREK12 PERIODIC ASSESSMENTS

A. It will be the responsibility of the principal or designated point person to distribute assessment materials to teachers. It is recommended that materials be distributed to teachers two days prior to administering the assessments. Assessments may be shared with teachers at grade level meetings when planning instruction but are to be collected at the conclusion of those meetings. Upon arrival of assessments, the principal or designated point person should examine the materials to identify any shortages or missing materials. *Comprehensive Assessment Program* materials consist of the following items:

- *Checklist of Requirements for Submitting Periodic Assessments* (Attachment B)
- *Administration and Scoring Manuals*
- Student assessment booklets
- *Class Header Sheet* (yellow)
- Pre-printed *Student Answer Sheets* (blue)
- *Generic Student Answer Sheets* (orange)

B. Student assessment booklets will be delivered schools in August and December. Some Constructed Response items are part of the consumable Instructional Component booklets. If packaged separately, the Constructed Response is also intended to be consumable. Student assessment booklets and Constructed Response items are cellophane-wrapped in bundles of 20.

C. Assessment Booklets in Spanish will be provided to schools with students who fit the following three criteria:

1. The students are designated in SIS as “LEP,” and



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2. The student's home language is Spanish, and
 3. The student's Master Plan Program Code is either Spanish Waiver/Basic (WB) or Spanish Dual Language (DS) programs
- D. One *Administration and Scoring Manual* is included with each bundle of 20 student assessment booklets. The *Administration and Scoring Manual* contains the Answer Choice Rationales and the scoring rubric for the constructed response item, as well as the item scripts in English and Spanish for the Kindergarten through Grade 2 assessments.
- E. Class answer sheet packets, one per teacher, will be delivered in a separate box ten business days prior to the recommended end date of each assessment window. The box will contain white plastic mail unit envelopes and answer sheet packets. Answer sheets are packaged in large, zip-lock plastic bags (poly bags) that contain the following:
1. The *Checklist of Requirements for Submitting Comprehensive Assessment Answer Sheets* (blue). The *Checklist* describes the most current logistical information for the distribution, scanning and scoring of the *Comprehensive Assessment Program's* components and is included with this Reference Guide as Attachment B.
 2. *Student Answer Sheet* (blue) pre-printed for each student to record their multiple-choice answers. After students complete the Constructed Response (CR) item, teachers are to score the response and record the score on the student's multiple-choice answer sheet. Because student answer sheets are pre-printed based upon the information entered in the school's Student Information System (SIS), it is essential that all students are properly enrolled with their appropriate course. Classes with unfilled teacher positions will be identified by grade and room number.
 3. *Generic Student Answer Sheets* (orange) are used for each student whose information was not in the ESIS when the answer sheets were printed. The sheet is used for students to record multiple-choice answers and for teachers to record scores for the CR item. Please ensure that all information is completely filled out, including the Student ID Number and Assessment Code (the Assessment Code is located on the lower right corner of each student booklet). Extra generic answer sheets are also provided and these answer sheets may be used for any class or assessment at the school.



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4. *Class Header Sheets* (yellow) are included for each teacher and class and should be returned with the student answer sheets. Be sure to bubble in the appropriate information (number of answer sheets included and date of administration) on the *Class Header Sheet*.
- F. The use of calculators or manipulatives is not permitted on District Mathematics *Periodic Assessments* unless specified as an accommodation in a student's IEP or Section 504 Plan. Additional assessment administration procedures will be found in the *Administration and Scoring Manual*, which accompanies each packet of assessment booklets delivered to schools.

DIBELS Next and *IDEL 7^a Edición*

- A. Teachers K-3 will re-use *DIBELS Next* administration and scoring materials from the prior year. Teachers using *DIBELS Next* for the first time to the grade level can download materials using the link below.
- Teachers needing to assess students in grades 4-6 for literacy measures can download paper-pencil versions using the link below.

<https://dibels.org/next/index.php>

Click "Sign up here".

Download Here
[Log In](#)

If you don't have a download account yet, [sign up here](#).

The *DIBELS Next* download site is separate from the 6th Edition download site. If you have a 6th Edition account, you will need to sign up above for a *DIBELS Next* account.

Forgot your password? [Click here](#) to update your information and reset your password.

Students in Spanish Waiver/Bilingual programs and Spanish Dual Language programs grades K-3 will be assessed for literacy measures using *IDEL 7^a Edición*. *IDEL* materials can be downloaded using this link:

<https://dibels.uoregon.edu/measures/index.php?action=download>

On the right side of the page click:



IDEL Measures	
Administration and Scoring Guide (in English)	
Administration and Scoring Guide (in Spanish)	
Benchmark Materials	Progress Monitoring Materials
IDEL 7a Edición <i>(recommended)</i>	IDEL 7a Edición

IV. SCANNING AND SCORING ASSESSMENTS

1. COREK12 PERIODIC ASSESSMENTS

- A. Teachers are to score Constructed Response items according to the rubric included within each *Administration and Scoring Manual*. Teachers should mark the student score in the designated boxes at the bottom of the individual student’s answer sheet.
- B. Answer sheets for students not enrolled in the class should not be returned. Bubbling any score, including “N” for “No Response,” for these students will result in a zero score being recorded for the assessment and will affect class averages.
- C. Answer sheets for absent students should be kept because students should take the assessment when they return. Once completed, these answer sheets may be sent separately with a generic *Header Sheet* or the assessments may be scored online by using the *Comprehensive Assessment Program* data site at <https://lausd.corek12.com>. Look under the tab “Program Materials” for a link to the “Quick Guides” for an information sheet on Online Scoring.
- D. All answer sheets must be treated as follows before being returned for scanning:
 1. Collect all student answer sheets and place them in the poly bag provided (the same plastic zip-lock bag in which the student answer sheets were delivered). Be sure to place them all front side up, in the same direction.
 2. Folded or damaged answer sheets cannot be scanned and scored.
 3. Do not put assessment booklets into the poly bag.
 4. Make sure all identifying information (Student ID number, Assessment Code, etc.) is fully completed on generic answer sheets. Returning incomplete answer sheets will result in delays or the inability to scan any results.



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5. Fill out all requested information on the *Class Header Sheet* and then place it on top of the student answer sheets so that it is visible through the poly bag.
6. Once all student answer sheets are collected and placed in the poly bags along with the *Class Header Sheets* they are to be returned for scanning via LAUSD School Mail. The poly bags must be placed in the white plastic return envelopes packed with each box of student answer sheets.

The return envelopes are labeled:

“To: Mail Unit

LAUSD Comprehensive Assessment Program Answer Sheets”

7. These envelopes should be placed in the school’s regular canvas mailbag for regular school mail unit pick-up.
- E. Online Scoring: This alternative to scanning is made available as an option to add late scores for students who were absent or to make corrections. It is not intended to replace scanning, except when immediate feedback on student performance is desired via the Item Response Report or to reduce the need for primary grade teachers to transpose grades from the booklets to the students’ answer sheets. The procedures for online scoring are as follows:
1. Log on to the *Comprehensive Assessment Program* data site at <https://lausd.corek12.com>.
 2. From your “Class Main Page” click on the link for the assessment for which you want to add or change scores.
 3. You will see a student roster on the “Review Assessment Details” page. Click on the “Answer Sheet” link next to the name of the student for whom you wish to add or change answers.
 4. An online answer sheet will be displayed. Directions are at the top of the page and answer choices are numbered as on the printed answer sheet. There is a text box and a button for each answer choice option and any previously scanned and scored answers will be displayed in the buttons. Answer choices may be added or changed by either entering the letter of the new answer in the text box or by clicking on the desired answer choice button. When all additions and/or changes are completed, click on the “Score Assessment” button to save and record the new answers. This action will permanently overwrite the previous answers on any items that were changed. (Note:



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Remember to “SAVE” before navigating away from the page, in order to keep the answers entered. Click back to the previous screen and repeat this step for each student for whom you wish to add or change answers.

5. Any new and/or revised online answer sheets will be scored immediately and students’ scores will be available in the “Item Response Report.”
6. It is District policy to retain *Comprehensive Assessment Program* answer sheets for 90 days before discarding them. Teachers and others using online scoring should retain the answer sheets or other written record of scores entered and/or changed online in compliance with this policy. Online scoring activity will be monitored and users may be asked to provide documentation.

2. *DIBELS Next* and *IDEL 7^a Edición*

- A. Teachers assess using Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) benchmark grade-level measures. This is to be done using a desktop computer, laptop, or any other compatible device and the web-based *DIBELS Next* assessments tools via *mCLASS™* from *Wireless Generation*.
- B. All teachers working with students in grades K-3 and resource specialists and special day program teachers working with students in grades K-5/6 (elementary) must be trained to administer the *DIBELS Next*. The District is offering a 2-day professional development for teachers who have not been trained. For more information regarding *DIBELS Next* professional development, contact Suzy Takeda at snt5665@lausd.net.

V. SCORE REPORTS

- A. Score reports will be available to schools and Local Educational Service Center personnel in the COREK12 online “Item Response Report” within 24 to 48 hours after scannable answer sheets are received by the assessment contractor. Using your LAUSD email login and password information, score reports will be available at <https://lausd.corek12.com> from any computer connected to the Internet.
- B. Score reports, parent reports, and instructional *Now What?* tools are available in *mCLASS DIBELS* immediately after administering an assessment. Using your LAUSD email login and password information (beginning in August 2011), score reports



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will be available at www.mclasshome.com from any computer connected to the Internet.

- C. Additional reports will also be available to principals and LESC staff on MyData.

VII. AFTER ASSESSMENT ADMINISTRATION

- A. After assessments are completed, each set of COREK12 periodic assessment scores or *DIBELS Next* benchmark scores are to be used to inform instruction. Schools should engage in the following evidence-based practices:

1. Review test results at grade alike or vertical team meetings to inform instruction.
2. Create flexible groups for preteaching or reteaching.
3. Develop and/or use ready-made Progress-Monitoring Assessments based on standards that may need to be pretaught or retaught to plan instruction, intervention and enrichment

- B. Discuss correct and incorrect answers with students when the assessments have been scored. Assist students in completing a student reflection and drawing conclusions about what they have learned and what they need or need to do to improve their learning. Assessment *for* learning is about using Periodic Assessment data as a tool to improve students' learning and is characterized by:

1. Sharing learning goals with students and parents
2. Involving students in assessing their own learning
3. Providing feedback, which helps students to recognize what they must do to close any gaps in their knowledge or understanding

- C. Although teachers may include the scores when determining a student's grade, they should neither function as the sole indicator for any grading period nor should they be weighted heavily in calculating a student's grade. Teachers should maintain a record or portfolio of each student's *Comprehensive Assessment Program* score results for the following purposes:

1. To discuss results of students' progress toward standards proficiency with students, parents and school staff
2. To bridge instruction interventions that are beyond the classroom
3. To guide professional development



IX. RELATED RESOURCES

- A. *Instructional Guides in Mathematics*, grades Kindergarten-5/6 available and found on the PreK-12 Mathematics website.
- B. The “Comparability Charts” are available for each teacher to post and share with students the alignment between standards measured on the *California Standards Tests (CST)* and the District’s periodic assessments; copies of charts per subject and grade level are available online at lausd.net. In the OFFICES directory click the link for the *Comprehensive Assessment Program* webpage and then select *Resources* in the orange directory.
- C. *Professional Development Guide for Periodic Assessments: A Tool for Analyzing Periodic Assessment Data and Using Results to Inform Collaborative Conversations* (available online on the “*Comprehensive Assessment Program*” homepage on lausd.net)
- D. **Comprehensive Assessment Program homepage at**
<http://cap.lausd.net>
- E. DIBELS information
Office of Curriculum Instruction and Student Support:
Contact Suzy Takeda snt5665@lausd.net
Division of Special Education:
Contact Gabriel Arreguin gabriel.arreguin@lausd.net

***Please check the *Comprehensive Assessment Program* homepage on lausd.net (look under “Offices”) for other key documents.**

X. ASSISTANCE

Issue	Contact
COREK12 assessment materials; online score reports	<ul style="list-style-type: none"> • CoreK12 help desk (888) 745-7737 or • helpme@corek12.com
User name or password information	<ul style="list-style-type: none"> • ITD Service Desk: (213) 241-5200 or • http://techsupport.lausd.net
Comprehensive Assessment Program administration	<ul style="list-style-type: none"> • <i>Comprehensive Assessment Program</i> at: 213-241-6873 • <i>Comprehensive Assessment Program</i> homepage link under “Offices” on lausd.net
ESIS (Elementary Student Information System)	<ul style="list-style-type: none"> • ESIS Support: (213) 241-4617
Assessment content	<ul style="list-style-type: none"> • Call subject area content specialists: (213) 241-6444



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MyData	<ul style="list-style-type: none">• Visit the MyData pages on lausd.net• Call MyData at (213) 241-3014
Educational Service Center contacts	<ul style="list-style-type: none">• TBD



SPANISH WAIVER/BASIC BILINGUAL PROGRAM
Participation and Administration Dates for Elementary Spanish Literacy Assessments

Bold type face indicates the assessment is required.

CCSS Writing: Grades K-1		
English	CCSS Writing Task #1 TBD (Optional)	CCSS Writing Task #2 TBD (Optional)
Spanish	Spanish CCSS Writing Task #1 TBD	Spanish CCSS Writing Task #2 TBD

Literacy Periodic Assessments (LPA): Grades 2-3 English LPA2 is part of the Reclassification criteria at Grade 2		
English	LPA 1 October 8 - November 2 (Optional)	LPA 2 February 4 - March 1 (Optional)
Spanish	SLPA 1 October 8 - December 7	SLPA 2 February 4 - March 22

Literacy Periodic Assessments (LPA): Grades 4-5			
English	LPA 1 October 8 - November 2 (Optional)	LPA 2 February 4 - March 1	LPA 3 April 29 - May 24
Spanish	SLPA 1 October 8 - December 7	SLPA 2 February 4 - March 22	

DIBELS Next/IDEL 7^a Edición: Grades K- 3			
English	DIBELS BOY* August 13 - August 30	DIBELS MOY* January 14 - February 1	DIBELS EOY* May 6 - May 24
Spanish	IDEL BOY* August 13 - September 7	IDEL MOY* January 14 - February 8	IDEL EOY* May 6 - May 31

*See Attachment C-2 for the measures to be assessed



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Attachment C-2

DIBELS Next and IDEL 7th Edición MEASURES TO BE ASSESSED
SPANISH WAIVER/BASIC BILINGUAL PROGRAMS

All measures during one testing period (i.e. BOY, MOY, or EOY) must be given for valid scoring and reporting. Skipping a measure during any given testing period may cause an “Incomplete”, negating a student’s score for that testing period.

DIBELS NEXT							
Gr.	Time of Year	FSF: First Sound Fluency	LNF: Letter Naming Fluency	PSF: Phoneme Segmentation Fluency	NWF: Nonsense Word Fluency	DORF & RTF: DIBELS Oral Reading Fluency, Retell Fluency	DAZE
K*	BOY	Optional	Optional				
	MOY	Optional	Optional	Optional	Optional		
	EOY		Optional	Optional	Optional		
1	BOY		Yes	Yes	Yes		
	MOY				Optional	Optional	
	EOY				Yes	Yes	
2	BOY				Yes	Yes	
	MOY					Optional	
	EOY					Yes	
3†	BOY					Yes	Yes
	MOY					Yes†	Yes
	EOY					Yes†	Yes

* Waiver/Basic Bilingual program students are not required to participate in DIBELS at Kindergarten.

† For grade 3 students scoring Benchmark on DIBELS Next BOY **AND** Proficient or Advanced on LPA1, DIBELS Next MOY and EOY are optional.

IDEL 7 th Edition							
Gr.	Time of Year	Fluidez: Nombrar letras	Fluidez: Segmentación de fonemas	Fluidez: Palabras sin sentido	Fluidez: Lectura oral	Fluidez: Relato oral	Fluidez: Uso de palabras
K	BOY	Yes	Yes				Yes
	MOY	Yes	Yes	Yes			Yes
	EOY	Yes	Yes	Yes			Yes
1	BOY	Yes	Yes	Yes			Yes
	MOY		Yes	Yes	Yes	Yes	Yes
	EOY		Yes	Yes	Yes	Yes	Yes
2	BOY			Yes	Yes	Yes	Yes
	MOY				Yes	Yes	Yes
	EOY				Optional	Optional	Yes
3†	BOY				Yes	Yes	Yes
	MOY				Yes†	Yes†	Yes
	EOY				Yes†	Yes†	Yes

† For grade 3 students scoring Benchmark on IDEL BOY **AND** Proficient or Advanced on SLPA1, IDEL MOY and EOY are optional.



SPANISH/ENGLISH DUAL LANGUAGE PROGRAM
Participation and Administration Dates for Elementary Spanish Literacy Assessments

Students to be tested: All students in the Spanish/English Dual Language Program are provided literacy instruction in both English and Spanish. Therefore, all EL and EO/FEP students K-5 will be assessed in both languages (with the exception of kindergarten in the 90/10 model as they receive Spanish only literacy instruction during the kindergarten year).

CCSS Writing: Grades K-1		
English	CCSS Writing Task #1 TBD	CCSS Writing Task #2 TBD
Spanish†	Spanish CCSS Writing Task #1 TBD	Spanish CCSS Writing Task #2 TBD

†90/10 Kindergarten students will participate only in the Spanish CCSS Writing Tasks

Literacy Periodic Assessments (LPA): Grades 2-3 English LPA2 is part of the Reclassification criteria at Grade 2		
English	LPA 1 October 8 - November 2	LPA 2 February 4 - March 1
Spanish	SLPA 1 October 8 - December 7	SLPA 2 February 4 - March 22

Literacy Periodic Assessments (LPA): Grades 4-5			
English	LPA 1 October 8 - November 2 (Optional)	LPA 2 February 4 - March 1	LPA 3 April 29 - May 24
Spanish	SLPA 1 October 8 - December 7	SLPA 2 February 4 - March 22	

Secondary Periodic Assessment: Grade 6 (Secondary Periodic Assessment is only available in English)			
English	SPA 1 October 8 - November 2	SPA 2 February 4 - March 1	SPA 3 April 29 - May 24

DIBELS Next/IDEL 7th Edition: Grades K- 3			
English	DIBELS BOY* August 13 - August 30	DIBELS MOY* January 14 - February 1	DIBELS EOY* May 6 - May 24
Spanish†	IDEL BOY* August 13 - September 7	IDEL MOY* January 14 - February 8	IDEL EOY* May 6 - May 31

†90/10 Kindergarten students will participate only in IDEL

*See Attachment D-2 for the measures to be assessed



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Attachment D-2

DIBELS NEXT AND IDEL 7TH EDITION MEASURES TO BE ASSESSED
SPANISH/ENGLISH DUAL LANGUAGE PROGRAMS

All measures during one testing period (i.e. BOY, MOY, or EOY) must be given for valid scoring and reporting. Skipping a measure during any given testing period may cause an “Incomplete”, negating a student’s score for that testing period.

DIBELS NEXT							
Gr.	Time of Year	FSF: First Sound Fluency	LNF: Letter Naming Fluency	PSF: Phoneme Segmentation Fluency	NWF: Nonsense Word Fluency	DORF & RTF: DIBELS Oral Reading Fluency, Retell Fluency	DAZE
K*	BOY	Yes	Yes				
	MOY	Yes	Yes	Yes	Yes		
	EOY		Yes	Yes	Yes		
1	BOY		Yes	Yes	Yes		
	MOY				Yes	Yes	
	EOY				Yes	Yes	
2	BOY				Yes	Yes	
	MOY					Optional	
	EOY					Yes	
3†	BOY					Yes	Yes
	MOY					Yes†	Yes
	EOY					Yes†	Yes

* 90/10 Kindergarten Spanish/English Dual Language students are not required to participate in DIBELS

† For grade 3 students scoring Benchmark on DIBELS Next BOY **AND** Proficient or Advanced on LPA1, DIBELS Next MOY and EOY are optional.

IDEL 7 th Edition							
Gr.	Time of Year	Fluidez: Nombrar letras	Fluidez: Segmentación de fonemas	Fluidez: Palabras sin sentido	Fluidez: Lectura oral	Fluidez: Relato oral	Fluidez: Uso de palabras
K	BOY	Yes	Yes				Optional
	MOY	Yes	Yes	Yes			Optional
	EOY	Yes	Yes	Yes			Optional
1	BOY	Yes	Yes	Yes			Optional
	MOY		Yes	Yes	Yes	Yes	Optional
	EOY		Yes	Yes	Yes	Yes	Optional
2	BOY			Yes	Yes	Yes	Optional
	MOY				Yes	Yes	Optional
	EOY				Optional	Optional	Optional
3†	BOY				Yes	Yes	Optional
	MOY				Yes†	Yes†	Optional
	EOY				Optional †	Optional †	Optional

† For grade 3 students scoring Benchmark on IDEL BOY **AND** Proficient or Advanced on SLPA1, IDEL MOY and EOY are optional.