



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

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

**NUMBER:** MEM-6411.6

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**ROUTING**  
 All Offices  
 Local District  
 Superintendents  
 Administrators of Instruction  
 Community of School  
 Administrators  
 EL Coordinators  
 Principals  
 Assistant Principals  
 TSP Advisers/Instructional  
 Specialists

**DATE:** October 10, 2022

**PURPOSE:** This memorandum replaces MEM-6411.5. It provides guidance in online learning and scoring of the Reading Inventory (RI) for Reclassification of English Learners, which will fulfill the basic skills assessment requirement for reclassification in grades 6-12 for the 2022-2023 school year.

**MAJOR CHANGES:** The 2021-2022 English Language Arts (ELA) Smarter Balanced (SB) Summative Assessment score of Standard Met or Standard Exceeded will be banked to count for the 2022-2023 Basic Skills reclassification criterion.

More detailed guidance has been provided for English Learners with disabilities, BUL-6890.3, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6-12*, dated May 24, 2021.

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

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

1. Assessment of language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development.
2. Teacher evaluation including, but not limited to, a review of the student’s curriculum mastery.
3. Parent opinion, consultation and involvement.



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4. Comparison of student performance in basic skills against an empirically-established range of performance in basic skills based on the performance of English proficient students of the same age.

### **GUIDELINES: I. IMPLEMENTATION**

#### **A. Students to be Assessed: English Learners in Grades 6-12**

ELs in grades 6-12 will be administered the RI for reclassification, unless they passed the ELA Smarter Balanced Summative Assessment (SBA) with a score of Standard Met or Standard Exceeded. Elementary school administrators with 6<sup>th</sup> grade, middle and high school administrators, and EL Designees will use and monitor the data generated from this assessment, as well as the other measures outlined for reclassification. Instructional staff may use the data from this assessment to help guide instruction and target students' individual instructional needs.

ELs must be tested for reclassification purposes by Los Angeles Unified credentialed staff, who have received district-designed training at the school site. Only proctors with current 2022-2023 RI affidavits on file will administer the Reading Inventory for reclassification to 6<sup>th</sup> through 12<sup>th</sup> grade ELs. The test typically takes about 20 minutes; therefore, most students should be able to complete the assessment in one class period. The Targeted Student Population (TSP) Advisor, TSP Specialist, EL Designee, and/or administrators may provide support. Due to funding requirements and limitations, Title III EL instructional coaches and Newcomer counselors and coaches may not coordinate or administer the RI for reclassification.

#### **B. Testing Platform**

Reading Inventory is a web-based assessment requiring no local software or downloads. ELs must be tested on the Student Achievement Manager (SAM) server (see Attachment A for technical specifications). Material required for the assessment is a computer with internet access. The RI can be administered to individual students virtually, or as a class, and is scored automatically by the software. There is no cost to administer the RI for reclassification. Login links are posted by Local Districts in the Reading Inventory Toolkit on the Multilingual and Multicultural Education Department (MMED) website. Both the RI Designee and students use their Single Sign-On (SSO) to access SAM.

Principals must select an RI Designee using the RI Designee Survey, obtained through the monthly Principals' Communication. RI Designees are provided a synchronous workshop or an online RI training via the Schoology RI Designee Professional Development.



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Upon completion of the training and submission of a testing security affidavit, RI Designees will receive a confirmation letter informing them of their granted access to the SAM platform.

Students take one test per testing window. Each time a student logs into the SAM platform, it is a live test. Please note that there are no practice tests. There are, however, three practice questions provided at the beginning of the assessment session to help students familiarize themselves with the testing environment. Once the test is completed, students receive a Lexile score, which will be recorded in the students' assessment history. Students will be locked out of SAM for 30 days after they take a test. Students should not test more than five times per year on the SAM platform, including RI administrations for Read 180.

## II. ENGLISH LEARNERS WITH DISABILITIES

A. All EL students with disabilities (EL SWDs) on the general education curriculum must participate in the Basic Skills Assessment for their grade level (e.g., **Dynamic Indicators of Basic Early Literacy Skills Next [DIBELS]** for grades K-5 or RI for grades 6-12). There are two exceptions:

1. Students with Visual Impairment (VI), who cannot visually respond to the test items, are exempt from being assessed with RI or DIBELS.
2. Students in grades 6-12 who are deaf (DEA) or significantly hard of hearing (HOH) will participate in the RI if they are on the general education curriculum.

Accommodations and/or modifications listed on a student's Individual Education Plan (IEP) will be available to the student for the Basic Skills Assessment (e.g., DIBELS or RI). Accommodations or modifications that alter the content or expectations of the assessment items will invalidate the score on the basic literacy skills assessment. Examples of accommodations or modifications that will alter the content of the basic literacy skills assessment include (but are not limited to) the following:

- Read aloud/text-to-speech for reading passages
- Use of a dictionary or glossary
- Use of a scribe for composing extended writing tasks
- Use of speech-to-text for composing extended writing tasks

To utilize the obtained RI assessment data for reclassification purposes, it is recommended that EL SWDs not use these accommodations and/or modifications on the Reclassification Basic Skills Assessment.



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

When EL SWDs in grades 6-12 who have had the benefit of at least six or more years of ELD support do not meet the four criteria of reclassification as established by the school district, it is possible for the IEP team to consider reclassification based upon alternate means to examine the impact of his/her disabilities on English language proficiency. Please reference BUL-6890.3, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6-12*, dated May 24, 2021, for further information.

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

Due to the impact of the disabilities of students who participate in the alternate curriculum, it is likely that many of these students will need considerably longer periods of time to receive ELD instruction and work toward the criteria for reclassification.

The IEP team will consider scores on the Summative Alternate English Language Proficiency Assessments for California (ELPAC) or the California Alternate Assessment in ELA (CAA-ELA), and other data sources to determine if the student is able to return to the general education curriculum.

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

- The student was administered the 2022 ELPAC or Summative Alternate ELPAC Summative or
- The IEP team is considering moving the student to the general education curriculum.

Students with disabilities on the alternate curriculum who do not meet either of these criteria are not required to participate in the RI for Reclassification, as they are not yet demonstrating the skills needed for reclassification.

### III. PROFESSIONAL DEVELOPMENT

Professional development for new and returning RI Designees will be provided. The professional development dates are To Be Determined and will be made available on the MMED website.



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Registration is available on MyPLN for this training using the keywords: "2022-2023 New RI Designee".

All Local District EL coordinators will provide training and support the RI Designees. RI Designees will support their school site teachers with setting up and administering the test as well. The instructions for setting up courses, including the naming protocol, are outlined in the SAM User Guide. Every school that tests ELs for reclassification purposes must have an RI Designee who is trained and has access to the SAM platform. RI Designees who are unable to attend the synchronous training or need a refresher RI training, may take the asynchronous professional development available through Schoology. RI Designees can register for the online professional development by joining the Schoology course titled "MMED: Reading Inventory 2022-2023 RI Training for RI Designees" to take the self-paced online professional development." An affidavit must be submitted as part of a successful completion of this training.

#### IV. TESTING WINDOW

##### A. RI Testing Windows

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

- **Fall: October 17 – November 18, 2022**
- **Spring: April 10 – May 12, 2023**

Schools must implement the assessment within these testing windows, for scores to be eligible for reclassification purposes. Specific daily testing schedules and arrangements will vary, depending on the school. The ideal testing setting is individual or small group. It may be done with various breakout rooms with a supervising staff member.

##### B. Read 180 Testing Windows

The Fall and Spring RI assessment windows align with the established district assessment windows for Read 180:

- **October 17 – November 18, 2022**
- **April 10 – May 12, 2023**

Read 180 teachers should administer the RI to their ELs for reclassification during the reclassification window. Below in the RI testing window calendar for Read 180 along with the corresponding RI reclassification window.



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### **Read 180 Testing Calendar:**

**Window 1:** August 22, 2022 – September 16, 2022

**Window 2:** November 07, 2022 – December 16, 2022

**Window 3:** February 06, 2023 – March 03, 2023

**Window 4:** April 24, 2023 – June 02, 2023

### C. Bridge to Reclassification (BTR) Testing Window (Table 1)

The BTR Reading Inventory Opportunity for Profiles C and D students will be offered on the following dates:

- **September 12 – September 16, 2022**
- **February 6 – February 10, 2023**
- **May 26 – June 2, 2023**

If EL students meet the reclassification criteria and score Basic or above on the RI test during the Fall 2022 RI testing window, they should not be assessed during the Spring 2023 RI testing window. Passing Lexile scores are only valid through the end of the school year and are not banked year to year. If EL students receive a Basic score or above during the Fall administration, but do not reclassify by the end of the Spring semester, those students must take the RI for Reclassification again during the 2023-2024 school year.

Schools should not assess students outside of the established RI windows. Only scores captured during the testing window will be used for reclassification purposes. It is also strongly recommended that the last week of RI testing be reserved for make-up tests only.



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Table 1

<b>RI Windows</b>	<b>Middle and High Schools</b>	<b>Who is Assessed?</b>
<b>Fall BTR</b> <i>(Optional)</i>  <b>Fall Window</b>	Sept. 12 – Sept. 16  Oct. 17 – Nov. 18	All ELs in grades 6-12 are to take the RI for Reclassification except: <ul style="list-style-type: none"> <li>• Students who passed the 2021-2022 ELA SBA with score of Standard Met or Standard Exceeded. See section II of this Memorandum for guidance on whether any students with disabilities should be exempted from the RI.</li> </ul>
<b>Spring BTR</b> <i>(Optional)</i>  <b>Spring Window</b>	Feb. 6 – Feb. 10  Apr. 10 – May 12	All ELs in grades 6-12 are to take the RI for Reclassification except: <ul style="list-style-type: none"> <li>• Students who passed the Fall RI</li> <li>• Students who passed the 2021-2022 ELA SBA with a score of Standard Met or Standard Exceeded. See section II of this Memorandum for guidance on whether any students with disabilities should be exempted from the RI.</li> </ul>
<b>Summer BTR</b> <i>(Optional)</i>	May 26 – June 2	Summer BTR must be administered within the last days of the academic school year to avoid any out-of-seat testing.

English Learners in 6<sup>th</sup> grade on an elementary campus are required to take the RI for Reclassification assessment and follow the above schedule.

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

**V. ASSESSMENT RESULTS**

**The Reading Inventory assessment for Reclassification is administered using the online platform Student Achievement Manager.** Students scoring Basic or above on the RI assessment will satisfy the basic grade-level skills requirement for reclassification. Table 2 reflects the scoring ranges by grade level:



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Table 2

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

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

**RELATED RESOURCES:**

BUL-5619.9, *Reclassification of English Learners*, dated September 28, 2020

BUL-6890.3, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6-12*, dated May 24, 2021

**ATTACHMENTS:**

Attachment A – HMH Intervention Solutions Group Suite System Requirements  
Attachment B – Reading Inventory Testing Irregularities Form

**ASSISTANCE:**

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





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ATTACHMENT A-1

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

#### Workstation Requirements

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

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

SAM and SAM-based programs support a wide range of client workstations running many different processors and operating systems. As a general rule, any workstation or laptop purchased in the last four years should be capable of running any SAM Suite software.

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ATTACHMENT A-2

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

### **Browser Settings**

All workstation browsers must have the following settings selected:

- **Flash:** Should be the latest version (default setting) and must not be disabled
- **JavaScript:** Must be enabled
- **Pop-Up Blockers:** Must be disabled, or Student and Educator Access pages excepted
- **Security Level Settings:** Default settings supported; IE Maximum Security levels not supported
- **Images:** Default settings are supported; Image Display must not be turned off
- **Privacy Settings:** Default settings supported; Maximum Privacy Setting (disabling cookies) not supported
- **Mixed Content:** Browsers should allow mixed content (e.g., http:// and https://)
- **Character Set:** It is expected that Unicode UTF-8 is set as the default character set
- **Internet Explorer Compatibility Mode:** Unless otherwise advised by Technical Support, this should not be used for websites associated with SAM and SAM Suite software

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ATTACHMENT A-3

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

### **Mobile Devices**

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

All mobile devices must meet the following requirements:

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

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

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ATTACHMENT A-4

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

### **Chromebooks & Google Tablets**

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

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

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

**Recommended:** Setting Chrome OS to the Stable channel in the Chromebook settings. On the Stable channel, Google will push out an update to Chrome OS approximately every six weeks. These updates may result in performance changes to the software; in such cases HMH will identify the root cause and resolve the issue, which may include settings changes, Chrome OS updates, or software updates.

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

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ATTACHMENT B

**READING INVENTORY TESTING IRREGULARITIES FORM**

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

**You may fax it to the Multilingual & Multicultural Education Department  
c/o Secondary EL Instruction at (213) 241-7561**

Date of Incident:		School Name:	
Location Code:		Local District:	
Contact Person:		Contact Person Position/Title:	
Contact Person's LAUSD Email:		Contact Person's Phone number:	
Principal's Name:		Principal's Email:	
Principal's Signature:			

Mark all that apply:	Testing Irregularity		Security Breach	
	Grades Involved: (Mark all that apply):	6 <sup>th</sup> (Elementary)	6 <sup>th</sup> (Middle School)	7 <sup>th</sup>
	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Number of students involved:				
LAUSD Student ID number(s):				
Number of staff involved:				
Describe the incident in detail (add extra pages if necessary):				
Describe in detail all the actions taken by administrative staff, teachers, support staff, and students to correct the incident and describe in detail the new procedures in place and regular reminders for all examiners, proctors, and students to ensure similar incidents will be prevented in the future (add extra pages if necessary):				