



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-6411.4

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ROUTING
All Offices
LD Superintendents
Administrators of Instruction
Community of School Administrators
EL Coordinators
Principals
Assistant Principals
TSP Advisers/Instructional Specialists
Testing Coordinators
ELA Department
Chairs, Coaches and Teachers

PURPOSE: The purpose of this memorandum is to provide guidance in the administration during 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 through 12 for the 2020-2021 school year.

MAJOR CHANGES The 2018-2019 English Language Arts (ELA) Smarter Balance (SB) Summative Assessment score of Standard Met or Standard Exceeded will be banked to count for the 2020-2021 Basic Skills reclassification criterion.

More detailed guidance has been provided for English Learners with disabilities, BUL-6890.2, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6-12*, dated August 20, 2019.

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; and
2. Teacher evaluation including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and



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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 6th 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.

Only proctors with current 2020-2021 RI affidavits on file will administer the Reading Inventory (RI) for Reclassification to 6th through 12th 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. ELs must be tested for reclassification purposes by L.A. Unified credentialed staff, who have received district designed training at the school site.

B. Testing Platform

Reading Inventory (RI) is a web-based assessment requiring no local software or downloads. ELs must be tested on the Student Achievement Manager (SAM) server. Please see Attachment A for technical specifications. Materials required for the assessment are a computer with internet access. The RI is administered and monitored virtually individually, 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 District 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



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synchronous workshop or an online RI training via the Schoology RI Designee Professional Development.

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 Student Achievement Manager (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. EL Students with disabilities on the General Education Curriculum

All EL students with disabilities (EL SWDs) on the general education curriculum must participate in the Basic Skills Assessment for their grade level (e.g., 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 neither Reading Inventory (RI) nor Dynamic Indicators of Basic Early Literacy Skills Next (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



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To utilize the obtained RI assessment data for reclassification purposes, it is recommended that EL students with disabilities (EL SWDs) not use these accommodations and/or modifications on the Reclassification Basic Skills Assessment. 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-6890.2, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6-12*, dated August, 20, 2019 for further information.

B. EL Students with Disabilities on the Alternate Curriculum

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

When it appears that an EL SWD on the alternate curriculum may be eligible for reclassification, the IEP team should consider a change from the alternate curriculum to the general education/core curriculum and setting. The IEP team will consider scores on the English Language Proficiency Assessments for California (ELPAC) or Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS), the California Alternate Assessment in ELA (CAA-ELA), and other data sources to determine if the student is able to return to the general education curriculum. Since February 2018, VCCALPS has replaced the Annual Communication and Observation Matrix (COM). More information regarding the VCCALPS will be available through the Division of Special Education.

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

- The student was administered the 2019 ELPAC Summative



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- 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.

Registration is available on MyPLN for this training using the keywords: "2020-2021 New RI Designee".

All Local District EL coordinators will provide training and support to 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. For RI Designees who are unable to attend synchronous and asynchronous training or need a refresher RI training, RI professional development is also available through Schoology. RI Designees can register for the online professional development by joining the Schoology course titled "MMED: Reading Inventory 2020-2021 RI Training for RI Designees for Reclassification Designee 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 12 – November 20, 2020**
- **Spring: April 5 – May 4, 2021**

Schools must implement the assessment within these testing windows, in order for scores to be eligible for Reclassification purposes. Specific daily testing schedules and arrangements will vary, depending on the school.



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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. Respectively, October 12 - November 20, 2020 and April 5 - May 4, 2021.

Read 180 teachers should administer the RI to their ELs only within the RI for Reclassification testing window. Therefore, EL students in the Read 180 class should only test during the following dates:

- **Read 180 Window 1: August 24 - September 16, 2020**
- **Read 180 Window 2: November 9 – December 3, 2020**
- **Read 180 Window 3: February 8 - March 1, 2021**
- **Read 180 Window 4: May 3 - June 7, 2021**

C. Bridge to Reclassification (BTR) Testing Window

The BTR Reading Inventory (RI) opportunity for Profiles C and D students will be offered on the following dates: **October 12 – October 16, 2020, February 1 – February 17, 2021, and May 25 – June 2, 2021.**

If EL students meet the reclassification criteria and score Basic or above on the RI test during the Fall 2020 RI testing window, then they should not be assessed during the Spring 2021 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 2021-2022 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.

RI Windows	Middle and High Schools	Who is Assessed?
Fall BTR <i>(Optional)</i>	Oct. 12 - Oct. 16	All ELs in grades 6-12 are to take the RI for Reclassification except: <ul style="list-style-type: none">• Students who passed the 2018-19 ELA SBA with a score of Standard Met or Standard Exceeded• EL SWD on an alternative curriculum who did not take the 2019 ELPAC Summative
Fall Window	Oct. 26 - Dec. 4	
Spring BTR <i>(Optional)</i>	Feb. 1- Feb. 17	All ELs in grades 6-12 are to take the RI for Reclassification except: <ul style="list-style-type: none">• Students who passed the Fall RI• Students who passed the 2018-2019 ELA SBA with a score of Standard Met or Standard Exceeded• EL SWD on an alternative curriculum who did not take the 2019 ELPAC Summative
Spring Window	Apr. 5 – May 4	
Summer BTR <i>(Optional)</i>	May 25 – 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 6th 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 (RI) assessment for Reclassification is administered using the online platform Student Achievement Manager (SAM). Students scoring Basic or above on the RI assessment will satisfy the basic grade-level skills requirement for reclassification.



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Table 2 reflects the scoring ranges by grade level:

Table 2

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

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

- RELATED** BUL-5619.9, *Reclassification of English Learners*, dated September 28, 2020
- RESOURCES:** BUL-6890.2, *Guidelines for IEP Teams on the Reclassification Procedures for Secondary Long-Term English Learners with Disabilities in Grades 6-12*, dated August 20, 2019
- ASSISTANCE:** For additional resources, visit the Multilingual & Multicultural Education website: <http://achieve.lausd.net/mmed#spn-content>



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ATTACHMENT A

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



Workstation Requirements

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

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

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

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Browser Settings

All workstation browsers must have the following settings selected:

- **Flash:** Should be the latest version (default setting) and must not be disabled
 - **JavaScript:** Must be enabled
 - **Pop-Up Blockers:** Must be disabled, or Student and Educator Access pages excepted
 - **Security Level Settings:** Default settings supported; IE Maximum Security levels not supported
 - **Images:** Default settings are supported; Image Display must not be turned off
 - **Privacy Settings:** Default settings supported; Maximum Privacy Setting (disabling cookies) not supported
 - **Mixed Content:** Browsers should allow mixed content (e.g., http:// and https://)
 - **Character Set:** It is expected that Unicode UTF-8 is set as the default character set
 - **Internet Explorer Compatibility Mode:** Unless otherwise advised by Technical Support, this should not be used for websites associated with SAM and SAM Suite software
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HMH Intervention Solutions Group Suite System Requirements SAM Version 2.6.x



Mobile Devices

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

All mobile devices must meet the following requirements:

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

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

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HMH Intervention Solutions Group Suite System Requirements 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 FOR RECLASSIFICATION TESTING IRREGULARITIES FORM

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

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

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

Mark all that apply:	<input type="checkbox"/> Testing Irregularity <input type="checkbox"/> Security Breach
Grades Involved (Mark all that apply):	<input type="checkbox"/> 6 th at Elementary <input type="checkbox"/> 6 th at Middle School <input type="checkbox"/> 7 th <input type="checkbox"/> 8 th <input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th
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):