



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE: 2015-16 State, District and National Mandated Testing Calendars

NUMBER: REF-6506.1

ISSUER: Cynthia Lim, Executive Director
Office of Data and Accountability

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ROUTING
Local District
Administration
Principals
Assistant Principals, SCS
Testing Coordinators

PURPOSE: The purpose of this Reference Guide is to provide the District testing calendars for the 2015-2016 school year.

MAJOR CHANGES: This Reference Guide replaces REF-6506, 2015-16 State, District and National Mandated Testing Calendars, dated May 18, 2015. The major changes and updates addressed in this document include:

- Students enrolled in the Transitional Kindergarten Expansion (TE) and the Transitional Kindergarten (TK) are required to take the California English Language Development Test (CELDT) if they meet the CELDT criteria.
- The passage of Senate Bill 172 suspends the administration of the California High School Exit Examination (CAHSEE). CAHSEE information and administration dates have been removed from this document.
- The California Alternate Assessment (CAA) testing dates are included in this document.
- Attachment C has been removed from this document. Testing dates for special education schools are now included in Attachment A.

INSTRUCTIONS: The testing calendars in this reference guide were developed using the guidelines and timeframes established by the State Board of Education (SBE). Schools are responsible for administering all District, State, and National assessments on the dates or within the specified testing window(s) indicated in this document. Note that test dates or testing windows are subject to change based on availability of materials and changes in regulations governing each testing program. If changes are implemented, this reference guide will be updated to reflect such changes.

School administrators are to meet with stakeholder groups responsible for planning the school's calendar to complete the testing schedule for the school. The school's testing schedule must include the following:

- Administering practice tests before administering the tests when practice tests are provided.
- Scheduling all regular and make-up testing during the regular school day.
- Testing all eligible students.



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For paper-pencil tests, the District and State guidelines and procedures for individual programs are included in the Administration Instructions prepared by the Student Testing Branch before each test administration. Administration Instructions, memoranda and reference guides will include details regarding the ordering and delivery of materials, training requirements, test administration, and return of materials.

For computer-based assessments, test administration procedures and details on how to use and manage online applications are contained in State administration manuals available on the Student Testing Branch Webpage.

For each testing program, principals are asked to designate a testing coordinator. While adhering to District and State guidelines and regulations, the testing coordinator will work with the principal and the Student Testing Branch to coordinate the proper administration of each test and to conduct test training for test examiners and proctors. A separate memorandum, to be released in November 2015, will provide a more comprehensive list of coordinator responsibilities.

Current regulations require the administration of the testing programs listed below:

I. California Assessment of Student Performance and Progress (CAASPP)

The purpose of the CAASPP system is to assist teachers, administrators, students, and parents by promoting high quality teaching and learning through the use of a variety of assessment approaches and item types. The CAASPP includes computer-based as well as paper-pencil assessments. For the 2015-16 school year, the CAASPP system encompasses the following assessments and student participation requirement:

Computer-Based Assessments

- Smarter Balanced (SB) Summative Assessments

Student Participation: The Smarter Balanced Summative Assessments for English-language arts (ELA) and mathematics are administered to students in grades 3-8 and grade 11. All students at the designated grade levels are required to participate with following exemptions:

- Students who participate in the alternate assessments as indicated on their individualized education program (IEP).
- ELA only—English Learners (EL) who are in their first 12 months of attending a school in the United States.



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Content and Format: Each test consists of two sections: a Performance Task (PT) and a computer adaptive test (CAT) or Non-PT. The CATs include a range of items types such as selected response, constructed response, table, fill-in, graphing, etc. The PT are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards. A classroom activity is administered 1-3 days before the PT.

- Early Assessment Program (EAP)
Grade eleven students participating in the Smarter Balanced Summative Assessment receive CAASPP results. CAASPP results for English and mathematics are used as the student's EAP status.

- California Alternate Assessment (CAA)

Student Participation: The CAAs for English-language Arts and mathematics are administered to students in grades 3-8 and grade 11. The CAA is for students with significant cognitive disabilities who are unable to take the Smarter Balanced Summative Assessments even with accessibility supports and whose individualized education program (IEP) indicates assessment with an alternate test. If CAA is not indicated in the IEP, the student will take the appropriate SB Summative assessment.

Content and Format: The CAAs are based on alternate achievement standards aligned with the California State Standards in English and math. The tests are computer-based and are administered one-on-one by a test examiner.

Paper and Pencil Assessments

- California Standards Tests (CST)

Student Participation: The CST for science is administered to all students in grades 5, 8, and 10. All students take the CST for science unless they have an IEP that indicates that they should be assessed with the California Modified Assessment or the California Alternate Performance Assessment.

Content and Format: The CSTs are based on science standards adopted by the California Department 1998. The CSTs for science are comprised entirely of multiple-choice questions.



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- California Modified Assessment (CMA)

Student Participation: The CMA for science is administered to students in grade 5, 8, and 10. The CMA is for students with disabilities whose IEP indicates assessment with a CMA.

Content and Format: Like CST, the CMA for science is entirely comprised of multiple-choice questions; however, the format of the questions has been modified. For example, modifications include providing three answer choices instead of four as on the CSTs.

- California Alternate Performance Assessment (CAPA)

Student Participation: The CAPA for science is administered to students in grade 5, 8, and 10. The CAPA is for students with severe cognitive disabilities whose IEP indicates assessment with a CAPA.

Content and Format: CAPA assessments are administered one-on-one by a test examiner. The CAPA, which is administered at one of four levels in science, is made up of eight PTs.

- Standards-based Tests in Spanish (STS)

Student Participation: The STS is administered to students in grades 2-11 who meet one of the following criteria:

- Students have been enrolled in a United States school or its territories less than 12 cumulative months.
- Students receive instruction in Spanish regardless of the length of time in a U.S. school or its territories.

Content and Format: The STS is a primary language test in Spanish for Spanish-speaking English learners that is aligned to the California content standards for reading/language arts. The STS is comprised entirely of multiple-choice questions. Students in grades 2-11 who meet the criteria to take the STS will take the STS in addition to other mandated tests.

II. California English Language Development Test (CELDT) Annual and Initial – Grades K-12

State and federal law require Districts to administer a state test of English Language Proficiency (ELP) for: (1) newly enrolled students whose primary language is not English as an Initial Assessment (IA),



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and (2) students who are English learners as an Annual Assessment (AA). The designated ELP test in California is the CELDT.

The CELDT has three purposes (1) to identify students who are limited English Learners (ELs), (2) to determine the ELP level, and (3) to assess the progress of ELs in acquiring the skills in listening, speaking, reading, and writing English.

Students are assessed upon entry into a California school, if they meet specific criteria (see below), the Initial Assessment must be administered within 30 calendar days after they are first enrolled in a California public school or 60 days prior to instruction, but not before July 1st per CELDT regulations. The CELDT must also be given as an Annual Assessment to identify students as ELs until they are reclassified as RFEP.

Initial Assessment

Newly enrolled students in Transitional Kindergarten Expansion (TE), Transitional Kindergarten (TK), or grades K-12 are to be assessed with the CELDT for the corresponding grade level. For TE and TK, students will take the K-1 CELDT test. Newly enrolled students are assessed with the Initial CELDT if:

- The response to any of the first three questions on the Home Language Survey (HLS) is a language other than English
- ALL the conditions listed below are true:
 1. Response to each of the first three questions on the HLS is English, and
 2. Response to question number four is other than English, and
 3. There is reasonable doubt as to the student's proficiency in English.

Annual Assessment

Continuing ELs are to be assessed with the Annual CELDT each year until they are reclassified.

- All currently identified ELs enrolled in grades K-12 and retained kindergarteners must be tested with the Annual CELDT. There are no provisions for parent exemptions.
- Retained students are to be tested with the level of the test for their enrolled grade

English Language Proficiency Assessment for California (ELPAC) Pilot Test



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California's current English language proficiency (ELP) assessment is the CELDT, which is aligned to the 1999 English Language Development (ELD) Standards. Per California regulations, the state test of ELP must be aligned to state-adopted ELD standards. Therefore, the CDE intends to replace the CELDT with the ELPAC system that will be developed to align to the 2012 ELD Standards.

The CDE expects to have the ELPAC ready for operation by spring 2017. In order to meet this timeline, schools throughout California will be participating in the ELPAC Pilot Test in December 2015. Schools will be notified about the testing window and student participation as the information becomes available.

III. California Physical Fitness Test (PFT)

Student Participation: All students (including the physically handicapped) enrolled in grades 5, 7, and 9 must be tested. This includes students who are repeating a grade as well as students in alternate programs including continuation, independent study, Community Day Schools (CDS), and non-public schools. Students not enrolled in a physical education class during the testing window because of a state-approved waiver for block scheduling, must still be tested. Students who are physically unable to take the entire test battery are to be given as much of the test as students' conditions permit.

- Secondary schools are responsible for testing students in grades 10, 11 and 12 who have not "Passed" the FITNESSGRAM. These schools are also responsible for monitoring student progress and maintaining student records. Questions regarding conditioning activities, test administration, and maintaining records of grade 10, 11 and 12 student progress on the FITNESSGRAM are to be referred to the Office of Curriculum, Instruction, and School Support.

Content and Format: The FITNESSGRAM is composed of six fitness areas. Schools are to administer the complete FITNESSGRAM test battery to measure student performance in each of the six components:

- Aerobic Capacity
- Body Composition
- Abnormal Strength and Endurance
- Trunk Extensor Strength and Flexibility
- Upper Body Strength and Endurance
- Flexibility



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IV. National Assessment of Educational Progress (NAEP) & Progress in International Reading Literacy Study (PIRLS) – grades 4

NAEP is a congressionally mandated project administered by the National Center for Education Statistics (NCES), within the Institute of Education Sciences of the U.S. Department of Education. NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas.

NAEP uses a carefully designed sampling procedure for the assessment to be representative of schools and students in the United States on the basis of characteristics such as school location, minority enrollment, level of school achievement, and average income of the geographic area. Therefore, schools with a unique student population may be selected each assessment cycle. Moreover, to ensure that the student sample represents students from large and small schools in the appropriate proportions, large schools are more likely to be selected than small ones.

LAUSD schools selected to participate in the NAEP 2016 assessment cycle were notified in August 2015. The NAEP program in 2016 will include assessments in mathematics, reading, and science for students in grades 4, 8, and 12.

Schools may also be selected to participate in the 2016 Progress in International Reading Literacy Study (PIRLS). PIRLS is an international comparative study of the reading literacy of young students. The study focuses on the achievement and reading experiences of children in grades equivalent to 4th grade, and includes a written test of reading comprehension and a series of questionnaires focusing on factors associated with the development of reading literacy.

Note that PIRLS will take place during a different testing window than NAEP. Schools selected to participate in this study will be notified in early fall 2015.

V. Advanced Placement (AP) Examination and the Preliminary Scholastic Aptitude Test (PSAT)

The AP and the PSAT are included in the testing calendars to assist schools in creating a school testing schedule. For information on the administration of the AP and PSAT, please contact the Office of Curriculum, Instruction, and School Support.

RELATED

- Student Testing Branch – <http://achieve.lausd.net/testing>



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- RESOURCES:**
- Office of Curriculum, Instruction, and School Support (213) 241-5333.
 - California Department of Education:
 - o EAP <http://www.cde.ca.gov/ci/gs/hs/eapindex.asp>
 - o CAASPP <http://www.cde.ca.gov/ta/tg/ca/>
 - o CELDT <http://www.cde.ca.gov/ta/tg/el/>
 - o PFT <http://www.cde.ca.gov/ta/tg/pf/>

ASSISTANCE: For assistance or further information, please contact the Student Testing and Assessment Branch at (213) 241-4104.



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ATTACHMENT A

2015-16 TESTING CALENDAR SINGLE-TRACK, SPECIAL EDUCATION SCHOOLS, AND NON-PUBLIC SCHOOLS

	TESTS	DATES	GRADES
ELEMENTARY SCHOOL	Annual CELDT	August 18 – October 16	K-6
	Initial CELDT	August 18 – May 20	TE/TK/K-6
	ELPAC Pilot Test	December 2015	TBD
	NAEP	January 25 – February 29	4
	CA Physical Fitness Test	February 1 – March 18	5
	Smarter Balanced Summative Assessments	March 9 – June 10	3-6
	Progress in International Reading Literacy Study (PIRLS)	March 30 – April 8	4
	California Alternate Assessment (CAA)	April 11 – June 10	3-6
	STS Reading-Language Arts	April 15 – May 19	2-6
	CST/CMA/CAPA Science	April 15 – May 19	5

	TESTS	DATES	GRADES
MIDDLE SCHOOL	Annual CELDT	August 18 – October 16	6-8
	Initial CELDT	August 18 – May 20	6-8
	ELPAC Pilot Test	December 2015	TBD
	NAEP	January 25 – February 29	8
	CA Physical Fitness Test	February 1 – March 18	7
	Smarter Balanced Summative Assessments	March 9 – June 10	6-8
	California Alternate Assessment (CAA)	April 11 – June 10	6-8
	STS Reading-Language Arts	April 15 – May 19	6-8
	CST/CMA/CAPA Science	April 15 – May 19	8

	TESTS	DATES	GRADES
HIGH SCHOOL	Annual CELDT	August 18 – October 16	9, 10, 11, 12
	Initial CELDT	August 18 – May 20	9, 10, 11, 12
	PSAT	October 14, 2015	10
	ELPAC Pilot Test	December 2015	TBD
	NAEP	January 25 – February 29	12
	CA Physical Fitness Test	February 1 – March 18	9
	California Alternate Assessment (CAA)	April 11 – June 10	11
	STS Reading-Language Arts	April 15 – May 19	9, 10, 11
	CST/CMA/CAPA Science	April 15 – May 19	10
	Smarter Balanced Summative Assessments	April 21 – June 10	11
	AP	May 2 – May 13	9, 10, 11, 12

IMPORTANT: Dates are subject to change based on availability of materials and/or changes in regulations.



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ATTACHMENT B

2015-16 TESTING CALENDAR FOR BELL HIGH SCHOOL

	TESTS	DATES	GRADES
TRACK A	Annual CELDT	August 17 – October 16	9, 10, 11, 12
	Initial CELDT	August 17 – June 10	9, 10, 11, 12
	PSAT	October 14, 2015	10
	ELPAC Pilot Test	December 2015	TBD
	NAEP	February 16 – March 4	12
	CA Physical Fitness Test	February 16 – April 22	9
	California Alternate Assessment (CAA)	April 11 – June 10	11
	AP	May 2 – May 13	9, 10, 11, 12
	CST/CMA/CAPA Science	May 5 – June 9	10
	STS Reading-Language Arts	May 5 – June 9	9, 10, 11
	Smarter Balanced Summative Assessments	May 11 – June 30	11
TRACK B	Annual CELDT	July 1 – September 29	9, 10, 11, 12
	Initial CELDT	July 1 – June 10	9, 10, 11, 12
	PSAT	October 14, 2015	10
	ELPAC Pilot Test	December 2015	TBD
	NAEP	January 25 – March 4	12
	CA Physical Fitness Test	February 1 – March 25	9
	California Alternate Assessment (CAA)	May 10 – June 10	11
	AP	May 2 – May 13	9, 10, 11, 12
	CST/CMA/CAPA Science	May 10 – June 9	10
	STS Reading-Language Arts	May 10 – June 9	9, 10, 11
	Smarter Balanced Summative Assessments	May 11 – June 30	11
TRACK C	Annual CELDT	July 1-August 14 & October 1-16	9, 10, 11, 12
	Initial CELDT	July 1 – June 10	9, 10, 11, 12
	PSAT	October 14, 2015	10
	ELPAC Pilot Test	December 2015	TBD
	NAEP	January 25 – February 12	12
	CA Physical Fitness Test	Feb 1-Feb 12 & March 28-April 22	9
	California Alternate Assessment (CAA)	April 11 – June 10	11
	AP	May 2 – May 13	9, 10, 11, 12
	CST/CMA/CAPA Science	May 5 – June 9	10
	STS Reading-Language Arts	May 5 – June 9	9, 10, 11
	Smarter Balanced Summative Assessments	May 11 – June 30	11
TRACK D	Annual CELDT	July 1 – October 16	9, 10, 11, 12
	Initial CELDT	July 1 – May 6	9, 10, 11, 12
	PSAT	October 14, 2015	10
	ELPAC Pilot Test	December 2015	TBD
	NAEP	January 25 – March 4	12
	CA Physical Fitness Test	February 1 – April 22	9
	CST/CMA/CAPA Science	March 14 – April 15	10
	STS Reading-Language Arts	March 14 – April 15	9, 10, 11
	Smarter Balanced Summative Assessments	March 18 – May 6	11
	California Alternate Assessment (CAA)	April 11 – May 6	11
	AP	May 2 – May 13	9, 10, 11, 12

IMPORTANT: Dates are subject to change based on availability of materials and/or changes in regulations