



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

TITLE: Periodic Assessments-- Elementary Literacy And Mathematics

NUMBER: MEM-3275.0

ISSUER: Alma Peña-Sanchez, Assistant Superintendent Instructional Services

DATE: September 14, 2006

ROUTING

Local District Superintendents
Administrators of Instruction
Directors of School Services
Literacy Coach Coordinators
Elementary Principals
UTLA Chapter Chairs

PURPOSE: There are changes to the periodic assessment schedule in elementary language arts and mathematics. The changes apply to all schools, all teachers in grades K-5/6 in language arts and grades K-5 in mathematics. The purpose of the changes is to eliminate concurrent testing of students during the period of the California Standards Tests and to reduce the number of times already-fluent readers are assessed for fluency.

INSTRUCTIONS: Please inform teachers of the following changes:

Language Arts:

All teachers Grades 2-5/6 will no longer be required to administer the Unit 4 periodic assessment in Open Court, Foro Abierto or Lectura (Themes). In grades 2-5/6, instruction of Unit 4 must continue to be delivered at a high quality level. First grade teachers will continue to instruct Units 3-4, Week 12, but not be required to administer the Units 3-4/Week 12 periodic assessment. Teachers, at their discretion, have the option of administering the Unit 4 assessments at grades 2-5/6, and Units 3-4 /Week 12 in grade 1. Assessment materials will continue to be provided for all units/themes. No teacher shall be required to administer any subtest of the periodic assessments indicated above.

When a student in grades 1-5/6 has met the End-of-Year Fluency benchmark on the Unit 2 or Unit 3 (grade 1, weeks 18 or 24) assessment, the teacher may opt to forgo further fluency assessment until the state-mandated, End-Of-Year Fluency Assessment. Teachers should re-enter the same Unit 2 or 3 fluency score for units not assessed. Teachers should continue to monitor the progress of these students in the area of fluency and to give the assessment if they have concern over a student's reading rate.

Kindergarten teachers are required to administer mid-year and end-of-year

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- Deleted:** LAUSD USAGE OF WATERFORD EARLY READING PROGRAM¶
- Deleted:** 2343
- Deleted:** Asian Pacific & Other Languages / Dual Language Office¶
Local District EL Coordinators /Specialists¶
Dual Language School Coordinators /Specialists¶
- Deleted:** ROUTING¶
All Elementary Schools¶
Local District Offices¶
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- Deleted:** Ronni Ephraim, Chief Instructional Officer¶
- Deleted:** August 4, 2006
- Deleted:** January 30, 2006¶
- Deleted:** /6
- Deleted:** There will be a 2-day professional development for Spanish/English Dual Language Program schools implementing *Foro abierto* or *Lectura*. This training is a collaborative project between District Reading Programs and the Asian Pacific & Other Languages/Dual Language Office. The purpose of this training is to provide a focused professional development to 1st through 5th grade teachers on literacy instruction, addressing both linguistic and pedagogical issues unique to the Spanish/English Dual Language Program.¶
- Deleted:** The purpose of this Memorandum is to provide information regarding the correct usage of the *Waterford Early Reading Program (WERP)*.¶
- Deleted:** MAJOR CHANGES: ... [1]
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assessments. Teachers may, at their discretion, administer the fall and spring assessments. Kindergarten teachers will continue to receive the materials for fall and spring assessments, but administration is optional. Teachers may determine when to administer these assessments should they choose to use them.

Mathematics:

The administration of the K-5 Quarter 4 (Q4) Elementary Mathematics Assessment for all schools will be optional. Administration of the Q4 assessment will be at the teacher's discretion. The Q4 assessment will be sent to schools should individual teachers choose to use it.

ASSISTANCE:

Please contact Gail Yanai, Coordinator, District Reading Programs or Gary Domnitz, Coordinator, Elementary Mathematics at (213) 241-6444 should you have any questions or concerns.

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- Please note that all teachers who will be teaching Grades 1-5 in a Spanish/English Dual Language Program (Spanish and English counterparts) for the year 2006-2007 should attend this training.
- Deleted:** /6
- Comment [HAC1]:** Add comma
- Comment [HAC2]:** Add comma
- Comment [HAC3]:** Add "the"
- Deleted:** Literacy coaches and EL coordinators are also encouraged to attend. For teachers that are on-track, funding will be provided for substitute coverage. Off-track teachers will receive compensation at the training rate.¶
- There will be separate training dates for Grade 1 and Grades 2-5. Please refer to registration forms Appendix A for dates and venues. ¶
- Deleted:** The *Waterford Early Reading Program* has been used in kindergarten and first grade classrooms since 19... [2]
- Comment [HAC4]:** Add a comma
- Deleted:** Please contact Lynn Carr, Coordinator, District Reading Programs at (213) 241-6444 or Katherine Ki... [4]
- Deleted:** For additional assistance on how to integrate the *Waterford Early Reading Program* into your instru... [5]
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MAJOR Stating *Waterford* maintenance contract process for technical support.
CHANGES: Statement on under utilized *Waterford Early Reading Program* computers.

Literacy coaches and EL coordinators are also encouraged to attend. For teachers that are on-track, funding will be provided for substitute coverage. Off-track teachers will receive compensation at the training rate.

There will be separate training dates for Grade 1 and Grades 2-5. Please refer to registration forms Appendix A for dates and venues.

Grade 1 training

Wednesday, August 30, 2006 and Thursday, August 31, 2006

Required materials:

Please bring the corresponding Teacher Editions based on the programs used at your school:

OCR 2000—Book 1B **or** *OCR 2002*—Unit 2

Foro abierto—Unidad 2 **or** *Lectura*—Tema 3 **and** Tema 4

Grades 2-5 training

Wednesday, September 13, 2006 and Friday, September 15, 2006

Required materials:

Please bring the corresponding Teacher Editions based on the programs used at your school:

OCR 2000—Book 1 **or** *OCR 2002*—Unit 3

Foro abierto—Unidad 3 **or** *Lectura*—Tema 2 **and** Tema 3

Both training sessions will be held from 8:00 AM - 3:00 PM. The First Grade session will be held at the Wilshire Grand Hotel & Centre, 930 Wilshire Boulevard, Los Angeles, (213) 688-7777. Participants may either park their vehicle in the underground parking at the hotel or in the Ernst & Young parking structure across the street. Grades 2-5 training will take place at the Chamber of Commerce 350 South Bixel Street, Los Angeles. Limited parking is available. Registration will begin at 7:30 AM. A continental breakfast will be provided. Participants will need to provide their own and lunches will be on their own. Participants may either park their vehicle in the underground parking at the hotel or in the Ernst & Young parking structure across the street. Parking stubs will be validated at the sign-in table in the registration area.

Please complete and fax the attached registration form to Asian Pacific & Other Languages/Dual Language Office, Attn: Katherine Kim, Coordinator at (213) 241-8480 by **Friday, August 25, 2006**.

The *Waterford Early Reading Program* has been used in kindergarten and first grade classrooms since 1997. The *Waterford Early Reading Program* currently serves as a valuable tool to support the needs of students who need extra reinforcement and practice. It is used to provide supplemental intervention for individual students who need additional assistance, specifically for English Learners, special day and resource specialist students and other diverse student groups. It gives identified students an opportunity to receive daily intervention (after core reading and math lessons), extra time, and a different way of working with the same material. The *Waterford Program* is used in school intervention programs (before and after school programs and intersession programs) as appropriate.

The school literacy coaches and coach coordinators have had extensive *Waterford* training and are expected to assist teachers in the use of the *Waterford Early Reading Program* to meet the needs of K-1 students who are not meeting grade level standards.

To reap maximum instructional benefits from instructional technology, computers must be kept clean and dust free. School staffs need to maintain clean computer equipment and should report problems to the ITD Helpdesk. REF-1657 titled, [HAC1] PROCEDURES FOR OBTAINING IT SUPPORT AND REPAIR FOR VARIOUS ELECTRONIC AND COMPUTER EQUIPMENT, [HAC2] has details on reporting problems as well as tips for care of computer systems.

If a school site has determined that they will not be utilizing the *Waterford Early Reading Program*, the administrator may make arrangements to move the systems to another school. Once an agreement between schools has been made, the site administrator should contact the [HAC3] ITD Helpdesk and request that the computers be moved to another school. Please make this request only if an agreement with another school has been made. School sites will also need to keep track of their inventory in accordance to with District guidelines.

Salary Point Credit classes are being designed to offer support and professional development to teachers who wish to integrate *Waterford Early Reading Program* into their instructional day according to District guidelines. Additional information will be forthcoming in spring.

Please contact Lynn Carr, Coordinator, District Reading Programs at (213) 241-6444 or Katherine Kim, Coordinator, Asian Pacific & Other Languages/Dual Language Office at (213) 241-2550 should you have any questions or concerns.

For additional assistance on how to integrate the *Waterford Early Reading Program* into your instructional program, [HAC4] please contact the Literacy Coach Coordinator in the Local District.