



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

TITLE: Elementary Periodic Assessments – Language Arts, Mathematics, and Science

NUMBER: MEM-2554

ISSUER: Ronni Ephraim, Chief Instructional Officer

DATE: May 16, 2006

ROUTING Local District Superintendents Administrators of Instruction Directors of School Services Elementary Principals UTLA Chapter Chairs Literacy Coaches Mathematics Coaches

PURPOSE: The purpose of this Memorandum is to remind elementary school principals and instructional coaches of the appropriate use of periodic assessments.

MAJOR CHANGES: New memorandum

INSTRUCTIONS: I. BACKGROUND

To meet the state accountability standards, the requirements of *The No Child Left Behind Act* and State Education Code, the District implements the periodic assessment program. The periodic assessments are tools for use by teachers, instructional coaches, and administrators to inform and improve instructional practice and collaborative school leadership.

The data from the periodic assessments may be used to accomplish the following:

- Provide information to help teachers target specific standards in which students need additional assistance
- Identify target areas for professional development
- Provide reports to parents regarding student progress toward proficiency
- Help motivate students to become responsible for their own learning

II. PROCEDURES

Periodic assessments are administered as formative measures of content standards and must not be used for the purpose of evaluating teachers either formally (i.e. STULL evaluations) or informally.

As data are shared from the periodic assessments with the school community, please remember teacher and student identity must remain confidential at all times.



LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM

Making data public is encouraged. This may include the posting of the assessment results, publication in home-school communications, and sharing with other staff members. Individual student data and single classroom data should never be made public.

It is also important to remember that data are used for grade level reflections, to identify student needs, and to inform professional practice through collegial discussions.

As an ongoing focus on improving student achievement, the use of periodic assessments is one integral part of the instructional program. When used as designed, periodic assessments will be used in a positive, supportive manner to help build teacher practice and support continuous improvement of student achievement.

California English Language Development Test (CELDT) results, California Standards Test (CST) results, teacher observations, and other assessments must also be taken into consideration as indicators of student growth.

ASSISTANCE:

For assistance or further information please contact Norma Baker, Director, Elementary Programs at (213) 241-6444 or by email at norma.baker@lausd.net, District Reading Programs at (213) 241-6444 or by email at michael.romero@lausd.net, Ann Carnes, Coordinator, Elementary Science at (213) 241-6444 or by email at ann.carnes@lausd.net.