

F. District Assessments Brochure

HOW SHOULD I PREPARE MY STUDENTS?

Teaching to the content and skills (*not* the specific items) is recommended. The use of alternate forms or release forms (e.g. writing prompts, last year's benchmark books, old exams) will not artificially inflate student scores. These tests are designed to assess course materials.

Data integrity is therefore vital. It is unethical to review any secure forms of the test and teach the skill in the days prior to testing. Validity and accuracy of data are imperative for meaningful progress. Providing students with opportunities to practice the skills tested and using teacher-developed, curriculum embedded materials, and release forms of the test to monitor student progress regularly are highly encouraged.

TEST ADMINISTRATION & SECURITY

Like state tests, district assessments also have standardized directions. Standard administration conditions create a level-playing field for all students and make it possible to compare their scores. Deviations from directions can invalidate scores.

The assessments are secure, copyrighted exams and should be treated in the same manner as state-mandated tests. Reproducing, sharing, modifying or displaying these exams is strictly prohibited. All exam materials need to be accounted for at all times.

TEST VARIATIONS, ACCOMMODATIONS & MODIFICATIONS

A test variation is defined as a change in the manner in which a test is presented or administered, or in how a test taker is allowed to respond. Test variations include, but are not limited to, accommodations and modifications, which should be used only when the student cannot take the test unless these adaptations are made.

Students must be allowed to test with any accommodations or modifications that are specified in their Individualized Education Program (IEP) or Section 504 Plan. English learners are allowed certain testing variations unless they also have an IEP or Section 504 Plan.

CURRICULUM LEADERS

To reach a Curriculum Leader, dial (562) 997-8000 followed by the extension listed below:

ENGLISH LANGUAGE DEVELOPMENT

Donna Ryono (K-5).....Ext. 2905

Elizabeth Hartung-Cole (6-12).....Ext. 2904

FOREIGN LANGUAGE

Elizabeth Hartung-Cole.....Ext. 2904

HEALTH EDUCATION

Robin Sinks.....Ext. 2967

HISTORY/SOCIAL SCIENCE

Linda Mehlbrech.....Ext. 2956

LANGUAGE ARTS/LITERACY

Donna Ryono (K-5).....Ext. 2905

Sandy Rogers (6-8).....Ext. 2955

Pia Alexander (9-12).....Ext. 2955

MATHEMATICS

Rebecca Afghani.....Ext. 2962

SCIENCE

Eric Brundin.....Ext. 2963

TECHNOLOGY

Vanitha Chandrasekhar.....Ext. 2960

VISUAL ARTS

Sandy Lucas.....Ext. 8316

DISTRICT ASSESSMENTS



Information Guide for Beginning Educators

Prepared by
Office of Research, Planning & Evaluation

WHAT ARE DISTRICT ASSESSMENTS AND WHY ARE THEY GIVEN?

"Assessment that monitors student progress helps steer instruction in the right direction. It signals when alternative routes need to be taken or when the student needs to backtrack to gain more forward momentum"—CA Dept. of Education, 2007

District assessments are locally developed, standards-based examinations that are administered regularly on selected academic subjects. They serve to provide data to:

- Inform course grading and student placement
- Determine the effectiveness of the curriculum in each subject
- Ensure course content is focused on state standards
- Reinforce district-wide standards and instructional methods
- Predict student performance on high stakes, state-mandated assessments

HOW ARE THEY DESIGNED AND WHO IS INVOLVED?

They are collaboratively designed and reviewed by a network of curriculum leaders, coaches, department heads, teachers and research staff. Test specifications and blueprints are aligned to curriculum maps and state content standards to support and enhance instruction. Printing, distribution, scanning and reporting are all managed through the Office of Research, Planning and Evaluation.

HOW ARE THE DATA UTILIZED?

District assessments reinforce organizational goals by enabling administrators and educators to make consistent decisions based on immediate, contextualized data. This fosters more meaningful dialogue between all stakeholders:

- District offices conduct accountability studies and program evaluations. Recommendations to the Board of Education are based on summative data. Professional development and instructional material needs are also determined.
- Curriculum leaders consult with coaches, department heads and teachers to identify trends and discuss best practices. Instructional goals and strategies are re-evaluated and implemented into curriculum maps and course outlines.

WHICH COURSES USE DISTRICT ASSESSMENTS?

Test dates are available at www.lbschools.net by going to [Quick Guide](#), then [Schools](#), and clicking on [Test Schedules](#).

CURRICULUM	COURSE	SCHEDULE
ENGLISH LANGUAGE DEVELOPMENT	ELD I, II & III (6-8 & 9-12)	End of semester & course
FOREIGN LANGUAGE	French 1-2 German 1-2 Italian 1-2 Japanese 1-2 Spanish 1-2 & 3-4 Spanish for Spanish Spkrs. 1-2	End of course
HEALTH ED.	Grades 7, 9-11 High School SDC	End of course
HISTORY/SOCIAL SCIENCES	Grade 6: Ancient World Hist. Grade 7: Medieval World Hist. Grade 8: US History Grade 10: Modern World Hist. Grade 11: U.S. History Economics U.S. Government	End of semester & course
LANGUAGE ARTS/LITERACY	Grades 3-5, 6-8 & 10-12	End of trimester, semester & course
MATHEMATICS	Grades K-7 Pre-Algebra Algebra AB, CD & 1-2 Geometry Int. Algebra Precalculus	End of quarter, trimester & semester
SCIENCE	Grades 4, 6 & 7 Biology 1-2/Biology 1 & 2 Chemistry 1-2/Chemistry 2 Earth Science 1-2	End of course
TECHNOLOGY	Int. Computers (6-8) Computer Applications (9-12)	End of course
VISUAL ARTS	Drawing & Painting 1-2 3-Dimensional Art 1-2 Ceramics 1-2	End of course

HOW DO I INTERPRET THE RESULTS?

Teachers utilize the formative and summative data in their classrooms by tailoring instruction and methodology to monitor progress and diagnose individual student needs. The data are also used by teachers to evaluate incoming students for next year. Results are calculated into course grades. After exams are processed at research, the data are aggregated into reports that may include:

- Roster Report on Total Grade
- Score Distribution Histogram
- Class Response
- Standard Item Analysis
- Subtest Class Criteria
- Subtest Class Summary
- Subtest Class

ADDITIONAL ASSESSMENTS

The district also administers other diagnostic assessments as part of a comprehensive effort to determine retention and promotion policy.

- Benchmark Books (Grades K-8)
- LANGUAGE! Exit Exam (Grades 6-8)
- Math Facts/Application & Integers (Grades 2-8)
- Mock California High School Exit Exam (Grades 9, 11 & 12)
- PSAT (Grade 10)

HOW DO I ACCESS MY STUDENTS' DATA ONLINE?



LBUSD RESEARCH OFFICE INTRANET

Accessible at: <https://researchweb.lbusd.k12.ca.us>

USER SUPPORT: (562) 997-8653

An assigned UserName and password are required to create an account. Once initiated, data can be accessed through the Academic Data Browser.