



TITLE: Elementary School Progress Report Marking Practices and Procedures

NUMBER: BUL-2332.3

ISSUER: Ronni Ephraim, Deputy Superintendent, Professional Learning, Development, and Leadership

DATE: June 23, 2008

POLICY: The Elementary School Progress Report will be implemented by all schools to provide a consistent, comprehensive system for reporting pupil progress and for providing data on student achievement of the standards.

MAJOR CHANGES: This bulletin replaces Instructional Services Bulletin No. BUL-339, same subject, dated July 1, 2003. The revised version delineates procedures for grading practices in the elementary schools in accordance with new District policies. A *Parent Brochure* **will not** accompany the progress report.

ROUTING
Local District
Superintendents
Administrators of Instruction
Directors of School Services
Principals

GUIDELINES: The following guidelines apply:

I. The Los Angeles Unified School District (LAUSD) Elementary Progress Report and promotion policy are designed to develop a consistent, comprehensive system for assessment, including measures designated in AB 1626. This progress report further meets the need to align pupil progress reporting and provide data on achievement of the standards. The Elementary Progress Report is computerized and will be implemented at all school sites.

The purpose of this bulletin is to provide information on the marking practices and procedures for the Elementary School Progress Report.

II. The following District policies have been established to ensure that students grouped together for educational reasons will be evaluated on the same general criteria.

A. Policies on Scoring Practices

1. All elements of the District’s educational program – the curricula, daily instructional activities, materials, textbooks, and assessments – should be aligned to support progress of all students toward achievement of the standards.
2. At the beginning of each school year, all classroom teachers will inform students and parents about the District’s policy on Standards-Based Promotion (SBP), including the standards to be met for each grade level and the appeal process.
3. Teachers are to evaluate a student on the degree to which he or she is progressing toward the achievement of grade-level standards and English language proficiency standards for English Learners (ELs).
4. Program participation will be automatically indicated on the Elementary Progress Report for English Learners, gifted, special education and intervention students.



5. Although attendance, work habits, and cooperation may influence student progress, these are not to be used as part of any rigid formula for assigning subject marks (Education Code Section 49067).
6. Achievement and Effort scores must be assigned to all students who have been enrolled at a school for 15 or more days during regular reporting periods. If attendance during the initial marking period for a student has not been sufficient to warrant the assignment of scores, a teacher will select under General Comments, G-23, in the *Teacher Comments* section, "Insufficient attendance to determine performance."
7. Teachers should send parents positive notes regarding exceptional student performance and student improvement.
8. The score of 1 or 2 can only be issued to a student whose parent or guardian has been given adequate prior notice (midpoint of a reporting period).
9. Specific intervention should be implemented before issuing a score of 1 or 2 and/or before issuing a recommendation for retention.
10. All schools will issue the Elementary School Progress Report to parents three times during the school year for grades K-5/6 schools.

B. Explanation of Scoring Terms

The District has a four-level scoring scale using the numbers four, three, two, and one to indicate student achievement with the score of four being the highest.

Aligned to the state standards, these criteria describe the expected performance levels for students at each grade.

1. Achievement in the academic subjects is indicated as noted below. The following excerpts are from the Progress Report:

EXPLANATION OF SCORES	
ACHIEVEMENT SCORE	
Indicates student <i>progress</i> towards achievement of grade-level, state and District learning standards.	
4	Advanced Exceeds the standard
3	Proficient Meets the standard
2	Partial Proficient Partially meets the standard
1	Not Proficient Unable to meet the standard

2. Scores for effort indicate how the student is striving toward achievement of standards. The following excerpts are from the Progress Report:



EFFORT SCORE	
Indicates student <i>effort</i> towards achievement of grade-level, state and District learning standards.	
4 Strong	Always
3 Consistent	Usually
2 Inconsistent	Sometimes
1 Poor	Rarely

3. Scores for English Language Development (ELD) indicate the amount of progress an English learner has made toward achieving the state ELD standards in reading, writing, listening, and speaking as follows:

4	Advanced Progress	Exceeds the standards for identified ELD Level.
3	Average Progress	Meets the standards for the identified ELD Level.
2	Partial Progress	Demonstrates some progress towards mastery of the standards.
1	Limited Progress	Demonstrates little or no progress towards mastery of the standards.

4. ELD levels are based on Master Plan Program descriptors for five levels of English proficiency as follows:

ENGLISH LANGUAGE DEVELOPMENT	
Level 1	When listening, speaking, reading, and writing, the student responds using gestures, simple words, and phrases to demonstrate understanding when working with familiar situations and text.
Level 2	When listening, speaking, reading, and writing, the student responds using acquired vocabulary in phrases and simple sentences to demonstrate understanding of story details (basic sequence, main idea, character, setting) and basic situations with increasing independence.
Level 3	When listening, speaking, reading, and writing, the student responds using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.
Level 4	When listening, speaking, reading, and writing, the student responds using complex vocabulary with greater accuracy; demonstrates detailed understanding of social and academic language and concepts with increased independence.
Level 5	When listening, speaking, reading, and writing, the student responds using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

5. The scores for “Work and Study Habits and Learning and Social Skills” indicate the degree of development in these areas and are scored as noted below. The following



excerpts are from the Progress Report:

WORK AND STUDY HABITS LEARNING AND SOCIAL SKILLS SCORE	
Indicates <i>development</i> in work and study habits, and learning and social skills.	
4 Strong	Always
3 Consistent	Usually
2 Inconsistent	Sometimes
1 Poor	Rarely

C. Scoring Procedures for English Learners (ELs) enrolled in Master Plan Programs

The following District policies have been established to ensure English Learners are evaluated according to the specific instructional guidelines of each of the following Master Plan programs: Mainstream English, Structured English Immersion, Basic Bilingual and Dual Language. English Learners receiving special education services are expected to make substantial progress toward achievement of the academic and linguistic goals described on their IEP. For ELs with disabilities, see appropriate scoring procedures in Section D, 6, page 10.

1. Mainstream English Program (ELD Level 5)

The curriculum, instruction and assessment in the Mainstream English Program are designed for English Learners who are at ELD level 5 and are considered “reasonably fluent”. Students are expected to have enough English Proficiency to compete successfully with their grade-level peers; English Only (EO), Initially Fluent English Proficient (IFEP), and Reclassified Fluent English Proficient (RFEP) in Language Arts. All ELs at ELD level 5 must receive ELD and subject area report card scores.

a. English Language Development

Reasonably fluent English Learners continue to receive daily standards-based ELD lessons that are appropriate for their advanced level of academic English proficiency. ELD achievement and effort scores in reading, writing, listening, and speaking indicates the student’s progress toward the performance of state ELD standards listed on the ELD 5 Assessment Portfolio. Students receive ELD report card scores until they reclassify as Fluent-English proficient (EL/LEP to RFEP).

In addition to progress scores, teachers are expected to use the ELD Teacher Comments section of the progress report to inform parents of their child’s overall ELD progress, as measured against the number of years s/he has been enrolled in a Master Plan Program.

b. Language Arts

Reasonably fluent English Learners receive daily standards-based English Language Arts (ELA) lessons that are delivered using specially designed methods, including primary language support.

ELA achievement and effort scores indicate the student’s performance of grade-



level standards in reading, writing, listening and speaking. Students are expected to have enough English proficiency to successfully compete with their native-English speaking peers.

c. Other Subject Areas

Reasonably fluent English Learners receive standards-based lessons in other academic content areas, such as Math, History/Social Science, and Science. Achievement and effort scores reflect the student's performance of grade level standards appropriate to the subject area. Even though students have advanced English proficiency, teachers must continue to incorporate special methods into the curriculum to help these students overcome any academic deficits they may have incurred as a result of previous language barriers.

2. Structured English Immersion (SEI) Program (ELD Levels 1-4)

The curriculum, instruction and assessment in the SEI program are designed for English Learners who are at ELD levels 1-4 and are considered "less than reasonably fluent". Students' access to grade-level standards often is restricted due to their limited level of academic English proficiency. As a result, the SEI program design promotes the teaching and learning of English as a rapidly and effectively as possible. All ELs at ELD levels 1-4 must receive ELD and subject report card scores.

a. English Language Development

English Learners receive daily standards-based ELD lessons that are appropriate for their identified levels of English proficiency. ELD achievement and effort scores reflect the student's current performance of state ELD standards in reading, writing, listening, and speaking in a second language as documented on the ELD Assessment Portfolio.

In addition to progress scores, teachers are expected to use the ELD Teacher Comments section of the progress report to inform parents of their child's overall ELD progress, as measured against the number of years s/he has been enrolled in a Master Plan program.

b. Language Arts

English Learners at ELD levels 1-4 receive daily standards-based English Language Arts (ELA) lessons that are delivered using specially designed academic instruction in English (SDAIE) and primary language support. ELA achievement and effort scores indicate the student's ongoing progress toward reading, writing, listening and speaking in accordance to grade-level standards. Students at the beginning and intermediate levels do not have enough English proficiency to compete with their native-English speaking peers. Students must be offered ELD intervention services to overcome language barriers.

c. Other Subject Areas

English Learners receive standards-based lessons in other content areas, such as Math, History/Social Science, and Science, which are delivered using special methods, including primary language support, to ensure access to these content



specific standards. Achievement and effort scores reflect the student's performance of grade-level standards appropriate to the subject area.

3. Basic Bilingual Program (ELD Levels 1-4)

The curriculum, instruction and assessment in the basic bilingual program is designed for "less than reasonably fluent" English Learners, at ELD levels 1-4, whose parents were granted a waiver from SEI to an alternate program of primary language instruction. Students are expected to complete successfully with their grade-level peers by meeting state content standards through the use of their primary language while simultaneously acquiring high levels of academic English. All ELs at ELD level 1-4 must receive ELD and subject area report card scores.

a. English Language Development

English Learners receive daily standards-based ELD lessons that are appropriate for their identified levels of English proficiency. ELD achievement and effort scores reflect the student's current performance of state ELD standards in reading, writing, listening, and speaking in a second language as documented on the ELD Assessment Portfolio.

In addition to progress scores, teachers are expected to use the ELD Teacher Comments section of the progress report to inform parents of their child's overall ELD progress, as measured against the number of years s/he has been enrolled in a Master Plan program.

b. Language Arts

English Learners at ELD levels 1-4 receive daily standards-based Spanish language arts lessons that are delivered using their primary language. Achievement and effort scores indicate the student's performance of grade level language arts standards in reading, writing, listening and speaking regardless of the language of instruction.

c. Other Subject Areas

English Learners receive standards-based lessons in other content areas, such as Math, History/Social Sciences and Science. As students develop greater levels of English proficiency, the language of instruction gradually switches from the student's primary language to English. Content instruction for ELs is delivered using special methods, including SDAIE and primary language instruction support. Achievement and effort scores reflect the student's performance of grade-level standards appropriate to the subject area in the primary language.

4. Dual Language Program (English Learners)

Curriculum, instruction, and assessment in this program are designed for both English Learners and English proficient students. Students are mixed in the classroom and receive instruction in two languages beginning in kindergarten for a minimum of six years. English Learners in the Dual Language program are provided with daily standards-based lessons in ELD. English and the primary



language are maintained throughout the program.

a. English Language Development

English Learners receive daily standards-based ELD lessons to ensure they acquire advanced levels of academic English proficiency. ELD achievement and effort scores in reading, writing, listening, and speaking indicate the student's current performance of state ELD standards as documented on the ELD Assessment Portfolio. In addition, parents must be notified of their child's overall ELD progress, as measured by years enrolled in any Master Plan program, using the ELD Teacher Comments section of the progress report.

b. Language Arts

English Learners receive achievement and effort scores in Primary language arts to document the student's performance of grade-level standards in reading, writing, listening and speaking.

c. All Other Subject Areas

The achievement and effort scores for other subject areas must indicate the academic performance of grade-level standards.

5. Dual Language Program (English-Only, IFEP, RFEP, and ELD Level 5)

Curriculum, instruction, and assessment in this program are designed for both English Learners and English proficient students. Students are mixed in the classroom and receive instruction in two languages beginning in kindergarten for a minimum of six years. English proficient students in the Dual Language program are provided with academic instruction in two languages.

a. Target Language Development

English proficient students will receive achievement and effort scores for their performance in Target Language Development (Madarin, Spanish or Korean) for reading, writing, listening, and speaking.

b. Language Arts

Students also receive achievement and effort scores in English Language Arts to document the student's performance of grade-level standards in reading, writing, listening, and speaking.

c. All Other Subject Areas

The achievement and effort scores for other subject areas must indicate the academic performance of grade-level standards.

D. Marking Procedures for Students With Disabilities

1. Legal Mandates

The 1997 amendments to the Individuals with Disabilities Education Act



represented a fundamental change for students with disabilities from merely providing access to public education to student outcomes based upon standards, participation in the general education curriculum, and inclusion in statewide and district-wide assessments. Students with disabilities, whether identified under IDEA or Section 504, are entitled to a free and appropriate public education (FAPE) with opportunities to access the general curriculum in the least restrictive environment.

Through an Individualized Education Program (IEP) or Section 504 Plan, the individual needs of students are described and appropriate accommodations and modifications for instruction, assessment, and/or evaluation needed by the student. It is imperative that all teachers of students with disabilities, including general education teachers serving those students, implement these legal requirements. Accommodations or modifications in the IEP or Section 504 Plan must have been provided throughout the period of instruction for each subject area. Before assigning scores to a student with disabilities, the teacher must also consider whether the accommodations or modifications were effective in assisting the student in accessing the curriculum.

The *IEP Report of Progress and Achievement* (page 5 of the IEP) requires teachers who are providing instruction and or services to a student to evaluate student progress toward attainment of IEP goals in alignment with regular school reporting periods.

2. Special Education Programs

The specialized instruction required of special education takes place within a variety of settings. A special day class teacher or resource specialist may provide services through various programs. These may include a special day class, resource specialist program, and inclusion program or a collaborative model. Special education teachers must be involved in collaborative practices and all special education services are linked with the general education program.

3. Participation in Standards-Based Curriculum

- a. It is expected that most students with disabilities will be held to the same grade-level standards as their non-disabled peers. IEP teams and Section 504 teams make determinations regarding the level of participation in standards-based instruction based on an assessment of student skills and abilities. Access to general education curriculum is supported through the provision of accommodations and/or modifications that include Master Plan services for English Learners (supplemental page).
- b. When students with disabilities are accessing general education curriculum using accommodations or modifications, a score of 1 in a subject on the report card must not be directly due to the impact of a disability.
- c. IEP teams will identify one of the following curriculum as found in Section M-#9 of the IEP.



1. District general education curriculum for student's grade level
2. District general education curriculum using accommodations or modifications
3. Alternate District curriculum provided to prepare the student to access the District's general education curriculum

4. Dual Reporting

- a. Students with disabilities, whether served by an IEP or a Section 504 Plan, will receive the Elementary School Progress Report reporting on the progress the student is making in his/her grade level curriculum.
- b. Students being served by an IEP will also receive the IEP Report of Progress (found on the goal page) reporting on the progress the student is making toward IEP goal achievement.
- c. Students being served by a Section 504 Plan will also have their progress consistently monitored by the school-site Administrator/ Section 504 Designee. Additionally, when so determined by their Section 504 team, students will receive periodic reports on progress towards academic and/or behavioral performance. Re-evaluation of the Section 504 Plan is required anytime it is determined that the Section 504 Plan is not effective in addressing the student's identified disability and area(s) of educational impact.

5. Explanation of Marks

The majority of students with disabilities can participate in the general curriculum with standard accommodations or modifications.

The following letter codes are used to identify the type of curriculum identified in the student's IEP:

M Modifications of the general curriculum

AC Alternate District Curriculum (for students with severe disabilities)

No letter code should be entered for students who are receiving accommodations. Only fundamental alterations to the curriculum need be noted. Modifications or Alternate District Curriculum may be presumed to entail fundamental alterations, but this should be decided specifically as to each student in each class.

Modifications: **Do** alter or significantly change the course curricular content or level of expectations for student performance to provide access to the core curriculum. Instructional modifications for students with disabilities are developed to address the disability.

Alternate District Curriculum: A subset of the California standards appropriate for students with moderate to severe disabilities.

Accommodations: **Do not** alter or change what is being taught or tested, to provide access to the core curriculum without substantially changing the content. Instructional accommodations for students with disabilities are

Lisa Gaboudian 7/1/08 3:32 PM

Comment: May be this section should be reviewed by Sp. Ed. Unit.



developed to address the disability.

6. Marking Procedures for English Learners (EL) with Disabilities Receiving Special Education Services.

- a. English Learners with disabilities participating in core curriculum as identified on their Individualized Education Program (IEP) or Section 504 Plan are graded using the same procedures outlined for non-disabled English Learners. Accommodations or modifications identified on the IEP or Section 504 Plan must be considered when grading students with disabilities.
- b. English Learners with disabilities participating in the alternate curriculum as identified in their IEP are graded using the English Language Development standards and the goals identified on the Master Plan for English Language Learners attachment to the IEP.

E. Assessment Instruments to Guide Marking Practices

Teachers will use a variety of information or data when determining a student's achievement of grade-level standards. All of the following assessments offer teachers information regarding a student's progress:

1. Performance Assignments for Grades 2, 3, 4, 5

The District provides a uniform writing assignment, yearly, in Grades 2-5/6 to measure English-proficient and Waiver to Basic students' achievement of State standards in writing.

Lisa Gaboudian 7/1/08 3:46 PM
Comment: Open Court Unit 3 writing assessment counts as the Performance Assignment.
 Lisa Gaboudian 7/1/08 3:30 PM
Comment: Basic Bilingual

2. Diagnostic Assessments

Diagnostic assessments are instruments designed to gather data in order to better understand a student's strengths and weaknesses. Diagnosing a student's needs gives the teacher information for instructional planning.

- a. District Reading Program unit and writing assessments.
- b. District Mathematics Program quarterly assessments.

3. ELD Assessment Portfolio

An assessment portfolio is a representative selection of work (carefully chosen samples) produced by a student. It is designed to include multiple indicators of student progress toward grade-level and/or ELD-level standards.

III. INTERVENTION

Before the end of each reporting period, all interventions must be entered on Screen 26 into the Elementary Student Information System (SIS).

IV. RETENTION/PROMOTION

Teachers are required to notify parents of students who are at risk of not meeting grade level standards for promotion at each reporting period. A formal conference must be held



when double promotion or retention is warranted.

ASSISTANCE: For assistance or further information, please contact the Local District Standards-Based Promotion Coordinator or Office of Elementary Instruction at (213) 241-6444 or Elementary SIS at (213) 241-4617.