

# 2015-16 – LAUSD Elementary ELA Interim Assessment Overview

For K-2 interim assessments, LAUSD is utilizing the “In Common” Narrative, Informative, and Opinion writing resources from [achievethecore.org](http://achievethecore.org).

Test	IA 1 – Fall		IA 2 – Winter		IA 3 – Spring	
Date	Due by November 6		Due by February 12		Due by April 29	
Type	<b>Constructed Response:</b> <b>NARRATIVE</b> EXTENDED CONSTRUCTED RESPONSE		<b>Constructed Response:</b> <b>INFORMATIVE</b> EXTENDED CONSTRUCTED RESPONSE		<b>Constructed Response:</b> <b>OPINION</b> EXTENDED CONSTRUCTED RESPONSE <i>(Gr 2 uses a combination of SR, CR, &amp; ECR items)</i>	
Time	60-120 min		60-120 min		60-180 min	
Process	Draw material for characters, setting, and possible sequence of events from a PICTORIAL source, discuss with peers, collect ideas and notes for writing, then draft and edit a written narrative.		Draw information from one or more AUDIO-VISUAL sources (video, reader’s theater), discuss with peers, use graphic organizer to collect ideas and evidence for writing, then draft and edit a written informative/explanatory text.		Draw information from one or more TEXTUAL sources, discuss with peers, use graphic organizer to collect ideas and evidence for writing, then draft and edit a written opinion piece.	
Grade K-2 required	Writing and Language Standards Scored/Evaluated using Assessment Rubric	Reading and Speaking & Listening Standards Engaged in Assessment Process	Writing and Language Standards Scored/Evaluated using Assessment Rubric	Reading and Speaking & Listening Standards Engaged in Assessment Process	Writing and Language Standards Scored/Evaluated using Assessment Rubric	Reading and Speaking & Listening Standards Engaged in Assessment Process
<b>K</b>	W3; Concepts of print L1a, L1b, L13 L2a, L2b, L2c, L2d	RL3 RI2 SL1a, SL1b	<i>Kinder students view a video and listen to reader’s theater text read aloud to find evidence for explanatory writing.</i>		<i>Kinder students listen to text read aloud to determine evidence for opinion writing.</i>	
			W2, W6; L1a, L1b, L1e L2a, L2b, L2c, L2d; L6	RI3, RI8 SL1a, SL1b	W1; L1a, L1b, L1e L2a, L2b, L2c, L2d	RI2, RI8 SL1a, SL1b
<b>1</b>	W3 L1a, L1f, L1j L2a, L2b, L2d, L2e	RL3, RL7 RI7 SL1a, SL1b	<i>Gr 1 students view a video and listen to reader’s theater text read aloud while they track text, then read independently to find evidence for explanatory writing.</i>		<i>Gr 1 students listen to text read aloud while they track text, then read independently to find evidence for explanatory writing.</i>	
			W2; L1a, L1b, L1c, L1g, L1h, L1j; L2a, L2b, L2c, L2d, L2e; L6	RI3, RI8 SL1a, SL1b	W1; L1a, L1f, L1g, L1j L2a, L2b, L2d, L2e; L6	RI2, RI8 SL1a, SL1b
<b>2</b>	W3 L1b, L1d, L1e, L1f, L1g L2a, L2b, L2c, L2d	RL3, RL7 RI7 SL1a, SL1b	<i>Gr 2 students view a video and listen to reader’s theater text read aloud while they track text, then read independently to find evidence for explanatory writing.</i>		<i>Gr 2 students listen to two texts read aloud while they track text, then read texts independently to find evidence to answer questions, construct short answers, and complete their explanatory writing.</i>	
			W2, W8; L1a, L1b, L1d, L1f, L1g; L1c(Gr1); L2a&b(Gr1&2), L2c, L2d, L2e; L3a; L6(Gr 1&2)	RI3, RI8 SL1, SL1a, SL1b	W1; L1c, L1d, L1f, L1g L2a, L2b, L2c, L2d, L2e; L6	RI2, RI8 SL1a, SL1b

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For Grades 3-5, schools have the option to: (1) give the SBAC IABs, (2) give the District's CCSS-based interim assessments (this overview, see below), or (3) give CCSS-based interim assessments determined by the school and with approval of the Local District Superintendent.

Type	IA 1 – Fall			IA 2 – Winter	
Date	Due by November 6			Due by February 12	
Type	<b>Performance Task (SR, CR, ECR): NARRATIVE</b> <small>Adapted from the achievethecore.org performance task resources</small>			<b>Performance Task (SR, CR, ECR): INFORMATIVE</b>	
Time	Est. 90-180 min			Est. 90-180 min	
Process	<b>Selected, Constructed, &amp; Extended Constructed Response</b> Draw information from one or more PRIMARY SOURCE, TEXTUAL and/or IMAGE sources; work collaboratively in small groups to answer questions addressing multiple standards related to the sources; annotate text and/or take notes; use graphic organizer to collect ideas and evidence for writing; then independently draft, edit, and proofread a written <b>narrative</b> .			<b>Selected, Constructed, &amp; Extended Constructed Response</b> Draw information from one or more PRIMARY SOURCE, TEXTUAL, VIDEO, and/or IMAGE sources; work collaboratively in small groups to answer questions addressing multiple standards related to the sources; annotate text and/or take notes; use graphic organizer to collect ideas and evidence for writing; then independently draft, edit, and proofread a written <b>informative/explanatory text</b> .	
Common Core TC Band	Writing and Language Standards Scored/Evaluated using Assessment Rubric	Reading and Speaking & Listening Standards Engaged in Assessment Process	Common Core TC Band	Writing and Language Standards Scored/Evaluated using Assessment Rubric	Reading and Speaking & Listening Standards Engaged in Assessment Process
<b>Gr 3</b> 2-3 Band*	W3a, W3b, W3c, W3d L1d, L1e, L1i L2a, L2b, L2c, L2d, L2f L3a; L6	RL3 RI1, RI2, RI3, RI4, RI7, RI8 SL1a, SL1b, SL1c, SL1d	<b>Gr 3</b> 2-3 Band*	W2a, W2b, W2c, W2d; W4; W8 L1d, L1e, L1i L2a, L2b/c(Gr1-3), L2e, L2f L3a; L6	RI1, RI2, RI4, RI7 SL1a, SL1b, SL1c, SL1d; SL 2 <b>Science: Life Sciences 3a</b>
<b>Gr 4</b> 980 4-5 Band*	W3a, W3b, W3c, W3d, W3e L1b, L1c, L1f, L1g L2a, L2b, L2d, L2f(Gr3) L3a, L3b; L6	RL3 RI1, RI2, RI3, RI4, RI8, RI9 SL1a, SL1b, SL1c, SL1d	<b>Gr 4</b> 4-5 Band*	W2a, W2b, W2c, W2e; W4; W8 L1c, L1e, L1f, L1g L2a, L2b/c(Gr1-4), L2d L3a, L3b; L6	RI1, RI2, RI4, RI7, RI9 SL1a, SL1b, SL1c, SL1d; SL 2 <b>Science: Life Sciences 3a, 3b</b>
<b>Gr 5</b> 1100 6-8 Band*	W3a, W3b, W3c, W3d, W3e L1a, L1b, L1c L2c, L2b (Gr4), L2f(Gr3) L3a; L6; <b>HSS 5.3</b>	RL3 RI2, RI3, RI9 SL1a, SL1b, SL1c, SL1d	<b>Gr 5</b> 6-8 Band*	W2a, W2b, W2c, W2e; W4; W8 L1c(Gr4&5), L1d, L1f(Gr4), L1g(Gr4) L2a(Gr4), L2b(Gr4&5), L2d, L2e; L3a, L3b; L6	RI1, RI2, RI4, RI7, RI9 SL1a, SL1b, SL1c, SL1d; SL 2 <b>Science: Life Sciences 2f</b>

\*To access complex text, students read both collaboratively and independently to answer questions from the text, and use illustrations and vocabulary keys provided to prepare for writing prompt.