



# LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

**TITLE:** Elementary Literacy Assessments:  
Dynamic Indicators Basic Early Literacy Skills,  
Indicadores Dinámicos del Éxito en la Lectura, Text Reading  
Comprehension (DIBELS/IDEL/TRC)

**NUMBER:** MEM-6697.0

**ISSUER:** Frances Gipson, Ph.D., Chief Academic Officer  
Division of Instruction  
  
Kathleen M. McGrath, Director, Elementary Instruction  
Division of Instruction

**DATE:** June 16, 2016

**ROUTING**  
Local District  
Superintendents  
Administrators of  
Instruction  
Directors, Elementary  
Principals, Elementary  
Assistant Principals,  
Elementary  
Grade Level Chairs  
Testing Coordinators  
Teachers  
Chapter Chairs

**PURPOSE:** The purpose of this memorandum is to provide information about the administration of the elementary literacy assessments in the Amplify Reading 3D suite: Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next), Indicadores Dinámicos del Éxito en la Lectura (IDEL 7ª Edición), and Text Reading and Comprehension (TRC). Optional assessments available are Word Reading (WR) and Amplify Oral Language Screener (OLS). District policy is that all students K-5/6 in the general education curriculum in elementary grades have a literacy assessment measure three times per year – at the beginning, middle, and end of year (BOY, MOY, EOY).

**MAJOR CHANGES:** Transitional Kindergarten (TK) no longer has a required literacy assessment. Use of the Amplify Oral Language Screener (OL) is highly recommended. For grades 3-5/6 teachers may administer DIBELS Next and/or TRC. A glossary of acronyms has been included on page 6.

**INSTRUCTIONS:**

I. Assessment Guidelines

1. All students K-5/6 must have a literacy benchmark measure at least three times per year, BOY, MOY and EOY to monitor literacy progress. Primary grades K-2 will continue to use DIBELS Next to assess foundational skills in literacy. TRC is an optional additional assessment that provides literacy skill detail, including miscue analysis and comprehension.
2. Students in grades 3-5/6 will take DIBELS Next and/or TRC to monitor literacy progress.
3. TK students are no longer required to be assessed with DIBELS Next; they continue to have access to all assessments in Reading 3D.
4. TK teachers are encouraged to assess their students with OLS at the BOY, MOY, and EOY as an appropriate measure to monitor student development of oral language.



## LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

---

5. *Exception:* For TK students who meet the multiple criteria for transitioning directly to first grade from TK, the DIBELS Next EOY assessments are required. See REF-5777.4 *Transitional Kindergarten Implementation*.

### II. English Learners (EL)

1. All English learners K-5 must have DIBELS Next at MOY and EOY as part of the reclassification criteria.
1. EL students in grade 6 must have Reading Inventory (RI) at fall and/or spring as part of the reclassification criteria. For information on RI administration see MEM-6411.0
2. Schools must assess EL using primary language support such as the support they receive in daily instruction, including translation of the assessment directions by a credentialed teacher fluent in the student's primary language.
3. Schools may assess primary language literacy using IDEL for Spanish speaking, newcomer EL. Request IDEL by contacting MMED elementary instruction coordinators.
4. For further guidance see REF-5619.4 *Reclassification of English Learners*.

### III. Students with Disabilities (SWD)

1. All SWD in grades K-6 with mild/moderate disabilities participating in the District's core curriculum will take DIBELS Next at their assigned grade level at the BOY, MOY, and EOY to determine student literacy levels and progress on IEP goals.
2. In addition to DIBELS Next, TRC can be administered to determine the comprehension skills, fluency miscue analysis, and instructional reading level of students. These assessments must be given in accordance with the accommodations specified in the individual education plan (IEP) or Section 504 Plan.
3. DIBELS Next and TRC are not to be used with deaf students (DEA) or blind/severely visually impaired (VI) students. Some students hard-of-hearing and/or visually impaired *may* be able to be assessed with DIBELS Next or TRC. However, decisions regarding the use of these assessments will be made by the IEP team and will depend on the severity of the student's hearing and/or vision loss.
4. Students with moderate/severe disabilities participating in the District alternate curriculum are not required to participate in the administration of either DIBELS Next or TRC.

### IV. Alternative Programs

1. All students (EL, EO, IFEP/RFEP) in Spanish Dual Language (SDLP), Spanish Maintenance (SMBE), Spanish Transitional Bilingual Education (STBE), and Spanish Foreign Language Immersion (SFLI) programs will administer DIBELS Next and IDEL 7<sup>a</sup> Edición based on their program



## LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

---

model.

See the following attachments for chart overviews and scheduling of assessments by grade level.

- Attachment C-1: Participation and Administration Dates  
Spanish/English Dual Language (SDLP), Spanish Maintenance Bilingual Education (SMBE), Spanish Foreign Language Immersion (SFLI) Programs, and Spanish Transitional Bilingual Education (STBE) Programs
- Attachment C-2: Measures to Assess  
Spanish/English Dual Language (SDLP), Spanish Maintenance Bilingual Education (SMBE), Spanish Foreign Language Immersion (SFLI) Programs
- Attachment C-3: Measures to Assess Spanish Transitional Bilingual Education Program

### V. Materials

1. **DIBELS Next:** Teachers will continue to use DIBELS Next or IDEL 7<sup>a</sup> Edición administration and scoring materials. Additional copies of DIBELS Next or IDEL 7<sup>a</sup> Edición can be downloaded using this link: <https://dibels.org/next/index.php> Click “Sign up”
2. **IDEL 7<sup>a</sup> Edición:** Materials can be downloaded using this link: <https://dibels.uoregon.edu/resources/> Click link for IDEL
3. **DIBELS Next kits** can also be purchased from Amplify: <http://www.amplify.com/lausd/resources>
4. **TRC (Text Reading Comprehension) – Atlas kits:** In 2014, schools received TRC assessment kits entitled *Amplify Atlas Edition Leveled Readers*. Kits contain 76 fiction and non-fiction books at guided reading levels A-Z and PC/RB. Schools can purchase more kits at: <http://www.amplify.com/assets/pdf/AmplifyAtlasLAUSDKitPurchase.pdf>

### VI. Assessment Reports

1. Score reports for all assessments in Reading 3D are available immediately after administering the assessment at [www.mclasshome.com/wgen/lausd](http://www.mclasshome.com/wgen/lausd)
  - a. Use LAUSD login “lausd::SSO username” and SSO password.

### VII. Using Results to Inform Instruction

1. DIBELS Next, IDEL, and/or TRC data reports and resources are to be used in a multi-tiered problem-solving process to drive decision making, in order to best match instruction to the needs of students. See MEM-6714.0 *Tier 3 Literacy Screening for Intensive Intervention in Grades 4-5/6*.
2. Schools have access to a variety of “Now What Tools” connected to DIBELS Next. The following resources can be downloaded from: [www.mclasshome.com](http://www.mclasshome.com) click “Now What Tools,” which include:



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## MEMORANDUM

---

- Item Level Advisor: Lessons based on individual test scores for individual students
  - Small Group Advisor: Grouping suggestions based on students' performance on specific DIBELS measures
  - CA Treasures Connection: Week-by-week lessons connected to unit
  - Lessons with instructional focus on one of the basic early literacy skills
  - Home Connection letters tell parents how they can support their children at home on the literacy focus identified in assessment results
3. Schools who purchase or have received licensing for Amplify: BURST has available intervention lessons tailored to the instructional need indicated by the student's assessment results. For BURST product purchase information:  
[http://www.amplify.com/assets/pdf/BurstReadingPricingV1\\_\(1\).pdf](http://www.amplify.com/assets/pdf/BurstReadingPricingV1_(1).pdf)

### RELATED RESOURCES:

#### Publications

- MEM-6700.0 *Comprehensive Assessment Program: District Assessments 2016-2017*
- REF-5619.4 *Reclassification of English Learners*
- MEM-6714.0 *Tier 3 Literacy Screening for Intensive Instruction Grades 4-5/6*
- REF-5092.0 *Placement Guidelines for Tier 2 and Tier 3 Literacy Intervention Programs in Grades 6-10*

#### Tutorials

- How to get started: [www.amplify.com/lausd/resources](http://www.amplify.com/lausd/resources) download the HOW TO GET STARTED PDF on the right hand side of the webpage.
- Schools can access narrated self-guided tutorials for DIBELS Next, TRC, and additional resources at <http://www.amplify.com/lausd/resources>. The training modules walk teachers through the assessment process.
- DIBELS Next, IDEL, and TRC tutorials: [www.amplify.com/lausd/resources](http://www.amplify.com/lausd/resources)
- LOGIN Information: <http://www.mclasshome.com/wgen/lausd>  
For your login, you need to use single sign-on (SSO): "lausd::SSO username" Password is your actual District SSO password.
- How to Input DAZE Data: <http://www.mclasshome.com/lausd/resources>
- A tutorial on the Now What Tools can be viewed at:  
<http://bitcast-a.v1.o1.sjc1.bitgravity.com/wgen/NWT/v.2012.html>



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## MEMORANDUM

---

**ASSISTANCE:** For assistance or further information please contact:

Elementary Instruction: (213) 241-5333 Katie McGrath,  
[Katie.McGrath@lausd.net](mailto:Katie.McGrath@lausd.net)

Literacy and Professional Development: (213) 241-5333 Theresa Wedaa,  
[Theresa.Wedaa@lausd.net](mailto:Theresa.Wedaa@lausd.net)

Online Access: (213) 241-4104 Chris Mullins, [Chris.Mullins@lausd.net](mailto:Chris.Mullins@lausd.net)

Dual Language/Bilingual Programs: (213) 241-5582 Anne Kim,  
[Anne.Kim@lausd.net](mailto:Anne.Kim@lausd.net)

English Learners Compliance: (213) 241-5582 Valerie Brewington,  
[Valerie.Brewington@lausd.net](mailto:Valerie.Brewington@lausd.net)

English Learners Instruction: (213) 241-5582 Carla Gutierrez,  
[Carla.Gutierrez@lausd.net](mailto:Carla.Gutierrez@lausd.net)

Special Education: (213) 241-6701 Diana Inouye, [Diana.Inouye@lausd.net](mailto:Diana.Inouye@lausd.net)

Amplify Customer Care (800) 823-1969, [Help@amplify.com](mailto:Help@amplify.com)

Waiver Inquiries: Local District Directors, see attachment D

East:	(323) 224-3100
Central:	(213) 241-0126
Northeast:	(818) 252-5400
Northwest:	(818) 654-3600
South:	(310) 354-3400
West:	(310) 914-2100

**ATTACHMENTS:**

- Attachment A: *Flowchart of Elementary Literacy Assessments*
- Attachment B: *Benchmark Calendar – Structured English Immersion and Mainstream English Programs*
- Attachment C-1: *Participation and Administration Dates for Spanish/English Dual Language, Spanish Maintenance Bilingual Education, Spanish Foreign Language Immersion Programs, and Spanish Transitional Bilingual Education Programs*
- Attachment C-2: *Measures to Assess for Spanish/English Dual Language, Spanish Maintenance Bilingual Education, Spanish Foreign Language Immersion Programs*
- Attachment C-3: *Measures to Assess for Spanish Transitional Bilingual Education Program*
- Attachment D: *Procedures for Requesting an Assessment Waiver*
- Attachment E: *DIBELS Next Measures Correspondence to Early Literacy & Language Development*



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## MEMORANDUM

### GLOSSARY:

Glossary of Acronyms	
BOY	Beginning of the Year
CELDT	California English Language Development Test
DAZE	DIBELS Maze assessment (Cloze assessment)
DEA	Deaf
DIBELS Next	Dynamic Indicators of Basic Early Literacy Skills
DOI	Division of Instruction
DORF	DIBELS Oral Reading Fluency
EL	English Learner
EO	English Only
EOY	End of the Year
FSF	First Sound Fluency
HOH	Hard of Hearing
IDEL	Indicadores Dinámicos del Éxito en la Lectura
IEP	Individual Education Plan
IFEP	Identified Fluent English Proficient
LNF	Letter Naming Fluency
MMED	Multilingual Multicultural Education Division
MOY	Middle of the Year
OLS	Oral Language Screener
PSF	Phoneme Segmentation Fluency
RFEP	Reclassified Fluent English Proficient
RI	Reading Inventory
RTF	Retell Fluency
SDLP	Spanish Dual Language Program
SEI	Structured English Immersion
SEL	Standard English Learner
SFLI	Spanish Foreign Language Immersion
SMBE	Spanish Maintenance Bilingual Education
STBE	Spanish Transitional Bilingual Education
TK	Transitional Kindergarten
TRC	Text Reading Comprehension
VI	Visually Impaired
WR	Word Reading

### Assessment Descriptions

**DIBELS Next** K-6 is a set of measures specifically designed to quickly and reliably assess the reading foundational skills articulated in the California ELA standards: phonemic awareness, alphabetic principle, fluency with connected text, and comprehension in the form of a retell.

**IDEL 7<sup>a</sup> Ed.** K-3 is the Spanish version of DIBELS Next, and is used in alternative language programs. IDEL may also be made available by request to assess primary language literacy of Spanish speaker newcomer students.

**TRC** K-6 electronically captures “running record” data, as well as measuring student reading comprehension via a combination of oral and written questions



## LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

---

requiring evidence from the text. *Written questions are optional and not part of the evaluative formula.* TRC supports guided reading by establishing an instructional reading level, and provides resources to strengthen students' reading comprehension and competency. TRC provides the means to perform miscue analysis regarding students' use of meaning, structural, and visual cues in reading. Finally, TRC supports the CA standards expectations of careful examination of the text, reading closely to draw evidence and knowledge from the text, and reading across a range of complex texts. *For 2016-2017, TRC will not be available in Spanish.*

**Word Reading K-5/6** is an optional part of TRC and measures sight word reading proficiency at three levels.

**Amplify Oral Language Screener** TK-2 is an optional additional resource in Grades TK–2 to efficiently identify struggling students and monitor oral language progress. This assessment supports the CA ELA/Literacy content standards in language and speaking & listening. TK teachers are encouraged to assess students with OLS at the BOY, MOY, and EOY.

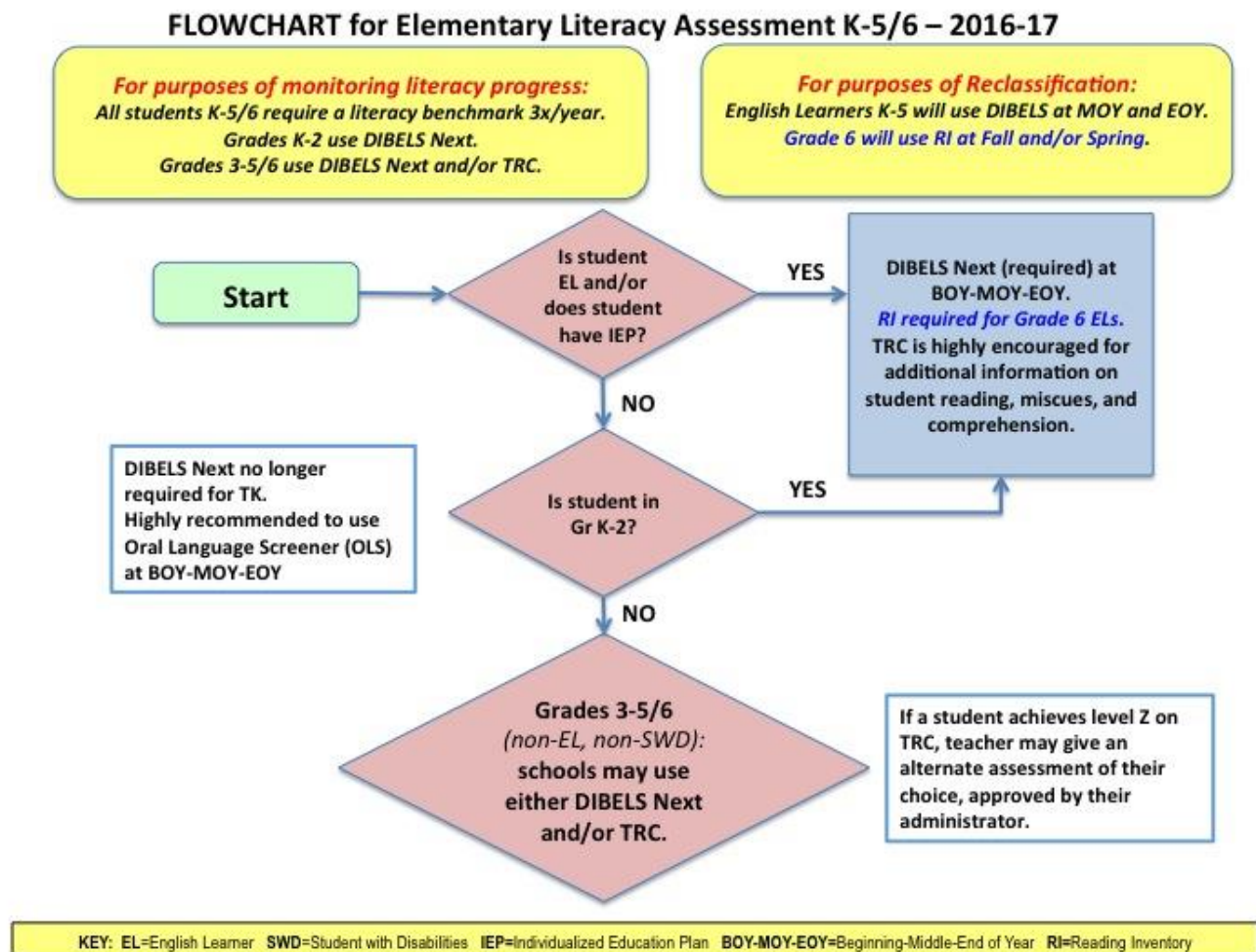




# LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

Attachment A

## SUMMARY FLOWCHART OF DISTRICT GUIDELINES FOR LITERACY ASSESSMENT



Attachment B





# LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

## SEI and Mainstream English Programs: *DIBELS Next* Benchmark Calendar

Grade	Time of Year	LAUSD Benchmark Window	FSF: First Sound Fluency	LNF: Letter Naming Fluency	PSF: Phoneme Segment Fluency	NWF: Nonsense Word Fluency	DORF & RTF: DIBELS Oral Reading Fluency and Retell Fluency	DAZE Maze
<b>K</b>	BOY	Aug 8 – Sep 14	√	√				
	MOY	Nov 28 – Feb 3	√	√	√	√		
	EOY	May 1 – June 9		√	√	√		
<b>Grade 1</b>	BOY	Aug 8 – Sep 14		√	√	√		
	MOY	Nov 28 – Feb 3				√	√	
	EOY	May 1 – June 9				√	√	
<b>Grade 2</b>	BOY	Aug 8 – Sep 14				√	√	
	MOY	Nov 28 – Feb 3					√	
	EOY	May 1 – June 9					√	
<b>Grades 3-4-5</b>	BOY	Aug 8 – Sep 14					√	√
	MOY	Nov 28 – Feb 3					√	√
	EOY	May 1 – June 9					√	√

For additional information:

Elementary Instruction: **Theresa Wedaa** at [theresa.wedaa@lausd.net](mailto:theresa.wedaa@lausd.net)

Student Testing Branch: **Chris Mullins** at [chris.mullins@lausd.net](mailto:chris.mullins@lausd.net)



# LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

## 2016-17 - SPANISH/ENGLISH DUAL LANGUAGE, SPANISH MAINTENANCE BILINGUAL EDUCATION, AND SPANISH FOREIGN LANGUAGE IMMERSION PROGRAMS

### Participation and Administration Dates DIBELS Next and IDEL 7<sup>a</sup> Edición

**Students to be tested:** All EL and EO/FEP students in the Spanish/English Dual Language, Maintenance Bilingual Education, and Spanish Foreign Language Immersion Programs are provided literacy instruction in both English and Spanish, and will be assessed according to their instructional model. Schools may choose to assess students in their primary language first.

Please see Attachment C-2 for measures to be assessed by instructional model and grade.

DIBELS Next (Grades K-5) IDEL 7 <sup>a</sup> Edición (Grades K-3)			
English	<b>DIBELS BOY</b> Aug 8 – Sept 14	<b>DIBELS MOY</b> Nov 28 – Feb 4	<b>DIBELS EOY*</b> May 1 – June 9 <i>May 9 – May 27 for reclassification of ELs</i>
Spanish*	<b>IDEL BOY</b> Aug 8 – Sept 21	<b>IDEL MOY</b> Nov 28 – Feb 4	<b>IDEL EOY</b> May 1 – June 9

\*90/10 SDLP and 70/30 SMBE Kindergarten students will participate only in IDEL.

## SPANISH TRANSITIONAL BILINGUAL EDUCATION PROGRAM

### Participation and Administration Dates DIBELS Next and IDEL 7<sup>a</sup> Edición

Please see Attachment C-3 for measures to be assessed by instructional model and grade.

DIBELS Next (Grades K-3) IDEL 7 <sup>a</sup> Edición (Grades K-3)			
English	<b>DIBELS BOY</b> Aug 8 – Sept 14	<b>DIBELS MOY</b> Nov 28 – Feb 4	<b>DIBELS EOY*</b> May 1 – June 9 <i>May 9 – May 27 for reclassification of ELs</i>
Spanish*	<b>IDEL BOY</b> Aug 8 – Sept 21	<b>IDEL MOY</b> Nov 28 – Feb 4	<b>IDEL EOY</b> May 1 – June 9

\*STBE Kindergarten students will participate only in IDEL.

Attachment C-2



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM**

**2016-17 – SPANISH/ENGLISH DUAL LANGUAGE,  
SPANISH MAINTENANCE BILINGUAL EDUCATION, AND  
SPANISH FOREIGN LANGUAGE IMMERSION PROGRAMS**

**Measures to be assessed  
DIBELS Next and IDEL 7ª Edición**

<b>DIBELS Next</b>							
<b>Gr.</b>	<b>Time of Year</b>	<b>FSF: First Sound Fluency</b>	<b>LNF: Letter Naming Fluency</b>	<b>PSF: Phoneme Segment Fluency</b>	<b>NWF: Nonsense Word Fluency</b>	<b>DORF &amp; RTF: DIBELS Oral Reading Fluency, Retell Fluency</b>	<b>DAZE</b>
K*	BOY	Yes	Yes				
	MOY	Yes	Yes	Yes	Yes		
	EOY		Yes	Yes	Yes		
1	BOY		Yes	Yes	Yes		
	MOY				Yes	Yes	
	EOY				Yes	Yes	
2	BOY				Yes	Yes	
	MOY					Yes	
	EOY					Yes	
3-4-5	BOY					Yes	Yes
	MOY					Yes	Yes
	EOY					Yes	Yes

\* **Kindergarten** 90/10 SDLP and 70/30 SMBE students are not required to participate in Kindergarten DIBELS.  
TRC may be administered for additional information and detail (running record).

<b>IDEL 7ª Edición</b>							
<b>Gr.</b>	<b>Time of Year</b>	<b>Fluidez: Nombrar letras</b>	<b>Fluidez: Segmen- tación de fonemas</b>	<b>Fluidez: Palabras sin sentido</b>	<b>Fluidez: Lectura oral</b>	<b>Fluidez: Relato oral</b>	<b>Fluidez: Uso de palabras</b>
K	BOY	Yes	Yes				Optional
	MOY	Yes	Yes	Yes			Optional
	EOY	Yes	Yes	Yes			Optional
1	BOY	Yes	Yes	Yes			Optional
	MOY		Yes	Yes	Yes	Yes	Optional
	EOY		Yes	Yes	Yes	Yes	Optional
2	BOY			Yes	Yes	Yes	Optional
	MOY				Yes	Yes	Optional
	EOY				Optional	Optional	Optional
3	BOY				Yes	Yes	Optional
	MOY				Yes	Yes	Optional
	EOY				Optional	Optional	Optional

Attachment C-3



# LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

## 2016-17 – SPANISH TRANSITIONAL BILINGUAL EDUCATION PROGRAMS

### Measures to be Assessed DIBELS Next and IDEL 7ª Edición

DIBELS Next							
Gr.	Time of Year	FSF: First Sound Fluency	LNF: Letter Naming Fluency	PSF: Phoneme Segmentation Fluency	NWF: Nonsense Word Fluency	DORF & RTF: DIBELS Oral Reading Fluency, Retell Fluency	DAZE
K*	BOY	Optional	Optional				
	MOY	Optional	Optional	Optional	Optional		
	EOY		Optional	Optional	Optional		
1	BOY		Yes	Yes	Yes		
	MOY				Yes	Yes	
	EOY				Yes	Yes	
2	BOY				Yes	Yes	
	MOY					Yes	
	EOY					Yes	
3**	BOY					Yes	Yes
	MOY					Yes	Yes
	EOY					Yes	Yes

\*Kindergarten STBE students are not required to participate in Kindergarten DIBELS Next. TRC may be administered for additional information and detail (running record).

IDEL 7ª Edición							
Gr.	Time of Year	Fluidez: Nombrar letras	Fluidez: Segmentación de fonemas	Fluidez: Palabras sin sentido	Fluidez: Lectura oral	Fluidez: Relato oral	Fluidez: Uso de palabras
K	BOY	Yes	Yes				Yes
	MOY	Yes	Yes	Yes			Yes
	EOY	Yes	Yes	Yes			Yes
1	BOY	Yes	Yes	Yes			Yes
	MOY		Yes	Yes	Yes	Yes	Yes
	EOY		Yes	Yes	Yes	Yes	Yes
2	BOY			Yes	Yes	Yes	Yes
	MOY				Optional	Optional	Optional
	EOY				Yes	Yes	Yes
3	BOY				Yes	Yes	Yes
	MOY				Yes	Yes	Yes
	EOY				Optional	Optional	Optional

Attachment D



# LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

## PROCEDURES FOR REQUESTING AN ASSESSMENT WAIVER

*Schools may not opt out of the use of DIBELS Next for English Learner (EL) reclassification and tracking of progress of Students with Disabilities (SWD).*

*Principal: Please complete all sections below and scan/email or fax to your Local District Director.*

School: _____			Local District (circle): <b>Central, East, Northeast, Northwest, South, West</b>	
Principal: _____			Director: _____	
Phone #: _____			Phone #: _____	
Email: _____@lausd.net			Email: _____@lausd.net	
Literacy Assessment	Requesting Waiver <i>Check all that apply</i>	Grade Levels	Replacement Assessment <i>Name and describe the assessment(s) that will be used in place of the current District-provided assessments. See samples: <a href="http://achieve.lausd.net/Page/1665">http://achieve.lausd.net/Page/1665</a></i>	Administration Frequency and Data Analysis Method <i>Include benchmark dates and description of the process used to collect and share data / student work.</i>
DIBELS Next K-2*				
DIBELS Next or TRC 3-5*				

*Schools may not waive out of DIBELS Next for English Learner (EL) Reclassification and tracking of progress of Students with Disabilities (SWD).*

Principal Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Approval: ☐ YES ☐ NO Date: \_\_\_\_\_

Local District Director Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Attachment E

## DIBELS Next Measures



# LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

## Correspondence to Early Language & Literacy Development

