



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## REFERENCE GUIDE

**TITLE:** Elementary Literacy Assessments (Reading 3D Suite: DIBELS Next/IDEL/TRC) Procedural Guidelines for Administration and Implications for Instruction

**NUMBER:** REF-6550.0

**ISSUER:** Dr. Ruth Pérez, Deputy Superintendent  
Division of Instruction

Katie McGrath, M.Ed.  
Director of Elementary Instruction  
Division of Instruction

**DATE:** August 19, 2015

**PURPOSE:** The purpose of this Reference Guide is to provide information about the administration of the District's TK-5/6 elementary literacy assessments in the Reading3D suite: Dynamic Indicators of Basic Early Literacy Skills (**DIBELS Next**), Indicadores Dinámicos del Éxito en la Lectura (**IDEL 7<sup>a</sup> Edición**), and Text Reading and Comprehension (**TRC**). (Other optional assessment resources are available in the Reading 3D suite, detailed below in Background.)

District Policy is that all students TK-5/6, including English learners and students with disabilities in the general education curriculum in elementary grades, have a literacy assessment measure three times per year – at Beginning, Middle, and End of Year (BOY-MOY-EOY).

The Foundational Reading Skills (K-5) and Language Standards of the California ELA Standards articulate the continuum of student understanding and working knowledge of concepts of print, the alphabetic principle, phonological awareness, and other basic conventions of the English writing system. The district-provided assessments provide the means to collect data to demonstrate student strengths and needs, and to guide literacy instruction.

**MAJOR CHANGES:** This guide details specific requirements for elementary grades TK-5/6 for the use of literacy assessments in the Reading 3D suite (*DIBELS Next*, *IDEL*, and *TRC*).

Further information is provided about additional assessment resources available in Reading 3D: Oral Language, Word Recognition, and Reading Comprehension (written responses).

**BACKGROUND:** **DIBELS Next/IDEL and TRC (Reading 3D Suite)**  
All students TK-6 at elementary are licensed for Reading 3D.

**ROUTING**  
All Offices



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The Reading 3D suite consists of several literacy assessment resources:

- **DIBELS Next (TK-6)** is a set of measures specifically designed to quickly and reliably assess the K-5 Foundational Skills articulated in the California Standards: Phonemic Awareness, Alphabetic Principle, Fluency with Connected Text, and Comprehension.
- **IDEL 7<sup>a</sup> Ed. (TK-3)** is the Spanish version of DIBELS Next.
- **TRC (TK-6)** electronically captures “running record” data, as well as measuring students’ reading comprehension via a combination of oral and written questions 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, close reading to draw evidence and knowledge from the text, and reading across a range of complex texts. *For 2015-2016, TRC will not be available in Spanish.*
- **Word Reading (WR) (TK-6)** is an optional part of TRC and measures sight word reading proficiency at three levels.
- **Amplify Oral Language (OL) (K-2)** is an optional additional resources that efficiently identifies students in Grades K–2 who will likely struggle with the language structures that are foundational to understanding interpersonal communication, comprehending early reader texts and text structures. This assessment supports the CCSS expectations in Language and Speaking & Listening. Available **K-2** after October 2015.

Used separately or in combination, the Reading 3D assessments provide teachers and schools with vital information to determine current student performance levels in the foundations of reading, in order to differentiate instruction and move all students toward effective and efficient reading at the text complexity levels established in the California Standards.

These assessments are administered using the Amplify electronic platform. The assessments are optimized for computers using Chrome™ browser, and on tablets using Chrome™ or Safari® browsers. Device compatibility can be checked at: <http://www.amplify.com/assessment/devices>.

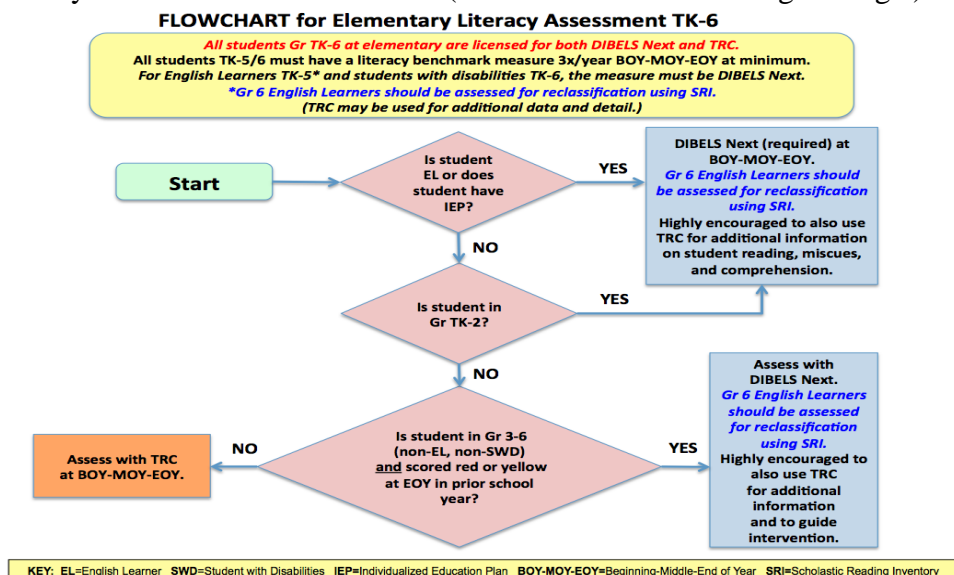
### **GUIDELINES:** ASSESSMENT GUIDELINES

- I. All students TK-5/6 must have a literacy benchmark measure at least three times per year. For English learners (EL) TK-5 and students with disabilities (SWD) TK-6 must have DIBELS Next as the data point to support reclassification and monitoring of progress.  
See part IV of this Guidelines section for Grade 6 EL requirements.



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- II. Primary grades TK-2 will continue to use DIBELS Next to assess foundational skills in literacy. DIBELS Next benchmarks are set for grades K-6. TRC may be used for additional information and detail. For TK students, DIBELS Next is used as a monitoring tool to see progression in assessed foundational skills. Improvement in skills should be reflected in the data, though TK students may not meet K benchmarks. Oral language development is an area of focus for early learners. The OL is an optional assessment that can support effective teacher instruction.
- III. For Grades 3-5/6, teachers are highly encouraged to use TRC to assess reading and foundational skills standards, as TRC provides more comprehensive information for this level. Schools may choose to use DIBELS Next as a diagnostic tool to guide intervention if students are not progressing or meeting the established benchmarks. For purposes of reclassification of English learners, schools must use DIBELS Next for grades TK-5. For the tracking of progress of students with disabilities, school must use DIBELS Next at a minimum in Grades TK-5/6. Schools have access to both DIBELS Next and TRC for all students grades TK-6, and may use a combination to provide a comprehensive picture of students' literacy skills.
- IV. Grade 6 English learners and English learners with disabilities should be assessed using Scholastic Reading Inventory (SRI) for the purposes of reclassification. Please see Mem-6411.0 for information on SRI administration. Please see the following flowchart of District requirements to guide literacy assessment administration. (See Attachment A for larger image.)





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### V. Additional specific guidelines:

#### 1. ENGLISH LEARNERS

All ELs TK-5, including eligible ELs with disabilities, will take DIBELS Next at BOY, MOY, and EOY to determine student literacy levels, as well as to provide data for reclassification.

Teachers are highly encouraged to use TRC to gain additional insight into their students' literacy proficiencies and needs.

To ensure ELs are assessed appropriately, schools must assess ELs using primary language support that matches the type of support received in daily instruction, including but not limited to translation of the assessment directions in the student's primary language by a teacher fluent in the student's primary language or a trained bilingual paraprofessional.

#### 2. STUDENTS WITH DISABILITIES

All SWDs in grades TK-6 with mild/moderate disabilities participating in the District's core curriculum will take DIBELS Next at their assigned grade level at BOY, MOY, and EOY to determine student literacy levels and report progress on IEP goals. 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 IEP or Section 504 Plan.

DIBELS Next and TRC are not to be used with deaf students (DEA) or blind/severely visually impaired students (VI). Some hard-of-hearing students (HOH) and some students with visual impairments (VI) 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/vision loss.

Students with moderate/severe disabilities participating in the District's alternate curriculum are not required to participate in the administration of either DIBELS Next or TRC.

#### 3. ALTERNATIVE PROGRAMS (SDLP, SMBE, STBE, SFLI)

All students (ELs, EOs, IFEPs/RFEPs) in Spanish Dual Language, Spanish Maintenance, Spanish Transitional Bilingual Education, and Spanish Foreign Language Programs will administer DIBELS Next and IDEL 7<sup>a</sup> Edición based on their program model.



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

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

Attachment C-3: Spanish Transitional Bilingual Education Program - Measures to Assess

### MATERIALS:

#### **DIBELS Next**

Teachers that have given the assessments in prior years will continue to use the *DIBELS Next* or *IDEL 7<sup>a</sup> Edición* administration and scoring materials

Teachers using *DIBELS Next* or *IDEL 7<sup>a</sup> Edición* for the first time can download materials using this link <https://dibels.org/next/index.php>  
Click “Sign up.”

<b>DMG</b> PDF Download	Download and Print	<b>Log In / Download</b>
	In Black & White	
To download the PDF version of DIBELS Next from DMG, You will need to sign up for a free DIBELS Next Download account. Forgot your password? Sign up again using the same email address.		<b>Sign Up</b>

**IDEL 7<sup>a</sup> Edición** materials can be downloaded using this link:  
<https://dibels.uoregon.edu/measures/index.php?action=download>.  
Click link on right for IDEL 7<sup>a</sup> Edición

[Home](#) >> [Marketplace](#) >> [Assessments](#) >> [Testing Materials](#) >>

#### Testing Materials Downloads

DIBELS 6th Edition

[DIBELS Administration and Scoring Guide](#)

Benchmark Assessment Materials

DIBELS 6th Edition Materials

[IDEL 7a Edición Materials](#)

[HiFi Reading Student Materials](#)



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### TRC (Text Reading Comprehension)

In September and December 2014, schools received two shipments of TRC assessment kits entitled *Amplify Atlas Edition Leveled Readers*, apportioned based on student enrollment. Each kit contains 76 fiction and non-fiction books at guided reading levels A-Z and PC/RB. These TK-5 assessment materials to be shared among and between grade levels, including special education teachers. Schools can purchase more kits for under \$85 each: <http://www.amplify.com/assets/pdf/AmplifyAtlasLAUSDKitPurchase.pdf>.

In 2015-16 the *Amplify Atlas Edition Leveled Readers* are only available in English.

### ASSESSMENT REPORTING

Score reports for all assessments in the Reading 3D Suite are available in MClass DIBELS Next immediately after administering the assessment. Using LAUSD email login (lausd::SSO username) and SSO password, score reports will be available at [www.mclasshome.com](http://www.mclasshome.com) from any computer connected to the Internet. Use Google Chrome™ as the browser.

In addition to score reports, parent reports and instructional *Now What?* Tools are available in the DIBELS Next reporting platform at [mclasshome.com](http://mclasshome.com). See the section below “Using Results to Inform Instruction” for greater detail.

Schools who purchase licensing for BURST also have 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)

### USING RESULTS TO INFORM INSTRUCTION

After assessments are completed, DIBELS Next, IDEL, and/or TRC benchmark scores are to be used to inform instruction. The multi-tiered problem solving process and its use of data to drive decision-making ensures the most effective use of time, in order to best match instruction to the needs of students.

The Amplify platform provides a host of reporting tools to assist schools in using the data to inform instruction, and to provide targeted intervention as needed. These tools are most powerful when used collaboratively by grade-level teams or Instructional Leadership Teams to identify student, class, and school trends.

Schools have access to a variety of “just in time” Now What Tools connected to DIBELS Next. The following resources can be downloaded from [www.mclasshome.com](http://www.mclasshome.com) → Now What Tools:

- Item Level Advisor: Lessons based on individual test scores for individual students



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- 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 the child's assessment results.

A tutorial on the Now What Tools can be viewed at:

<http://bitcast-a.v1.o1.sjc1.bitgravity.com/wgen/NWT/v.2012.html>

### **PROFESSIONAL DEVELOPMENT**

Extensive professional development was provided to teachers in both online and face-to-face formats in 2014-15. Schools can access immediate online tutorials for both DIBELS Next and TRC, as well as many other useful resources, at <http://www.amplify.com/lausd/resources>. The training modules walk teachers through the assessment process.

Please contact the Division of Instruction for additional professional development information and support. See Assistance section below for contact information.

### **RELATED RESOURCES:**

DIBELS Next, IDEL, and TRC tutorials: Go to [www.amplify.com/lausd/resources](http://www.amplify.com/lausd/resources)

HOW To get started: Go to [www.amplify.com/lausd](http://www.amplify.com/lausd) and download the HOW TO GET STARTED PDF on the right hand side of the page.

LOGIN Information: <http://www.mclasshome.com>

For your login, you need to use single sign-on (SSO): "lausd:: SSO username" PW is your actual District SSO password.

How to Input DAZE Data: <http://www.mclasshome.com/lausd/resources>





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**ASSISTANCE:** For assistance or further information please contact:  
DIVISION OF INSTRUCTION COORDINATORS  
Instructional/PD Questions: Alison Pickering, [alison.pickering@lausd.net](mailto:alison.pickering@lausd.net)  
Access Questions: Chris Mullins, [chris.mullins@lausd.net](mailto:chris.mullins@lausd.net)  
Dual/Bilingual Programs: Anne Kim, [anne.kim@lausd.net](mailto:anne.kim@lausd.net)  
English Learners: Valerie Brewington, [valerie.brewington@lausd.net](mailto:valerie.brewington@lausd.net)  
Special Education: Diana Inouye, [Diana.inouye@lausd.net](mailto:Diana.inouye@lausd.net)  
Waiver Inquiries: Local District Instructional Directors  
See Attachment D

### LOCAL DISTRICT ELA COORDINATORS

Northwest:	Denise Casco	<a href="mailto:denise.casco@lausd.net">denise.casco@lausd.net</a>
Northeast:	Jennifer Krauss	<a href="mailto:jennifer.krauss@lausd.net">jennifer.krauss@lausd.net</a>
Central:	Jessica Niessen	<a href="mailto:jessica.niessen@lausd.net">jessica.niessen@lausd.net</a>
West:	Elestine Smittick	<a href="mailto:elestine.smittick@lausd.net">elestine.smittick@lausd.net</a>
East:	Tiffany Khauo	<a href="mailto:tiffany.khauo@lausd.net">tiffany.khauo@lausd.net</a>
South:	Rebecca Canham	<a href="mailto:rebecca.canham@lausd.net">rebecca.canham@lausd.net</a>

Amplify Customer Care (800) 823-1969, Option 3 – Option 2  
[help@amplify.com](mailto:help@amplify.com) Monday through Friday, 4am – 4pm PST

### ATTACHMENTS

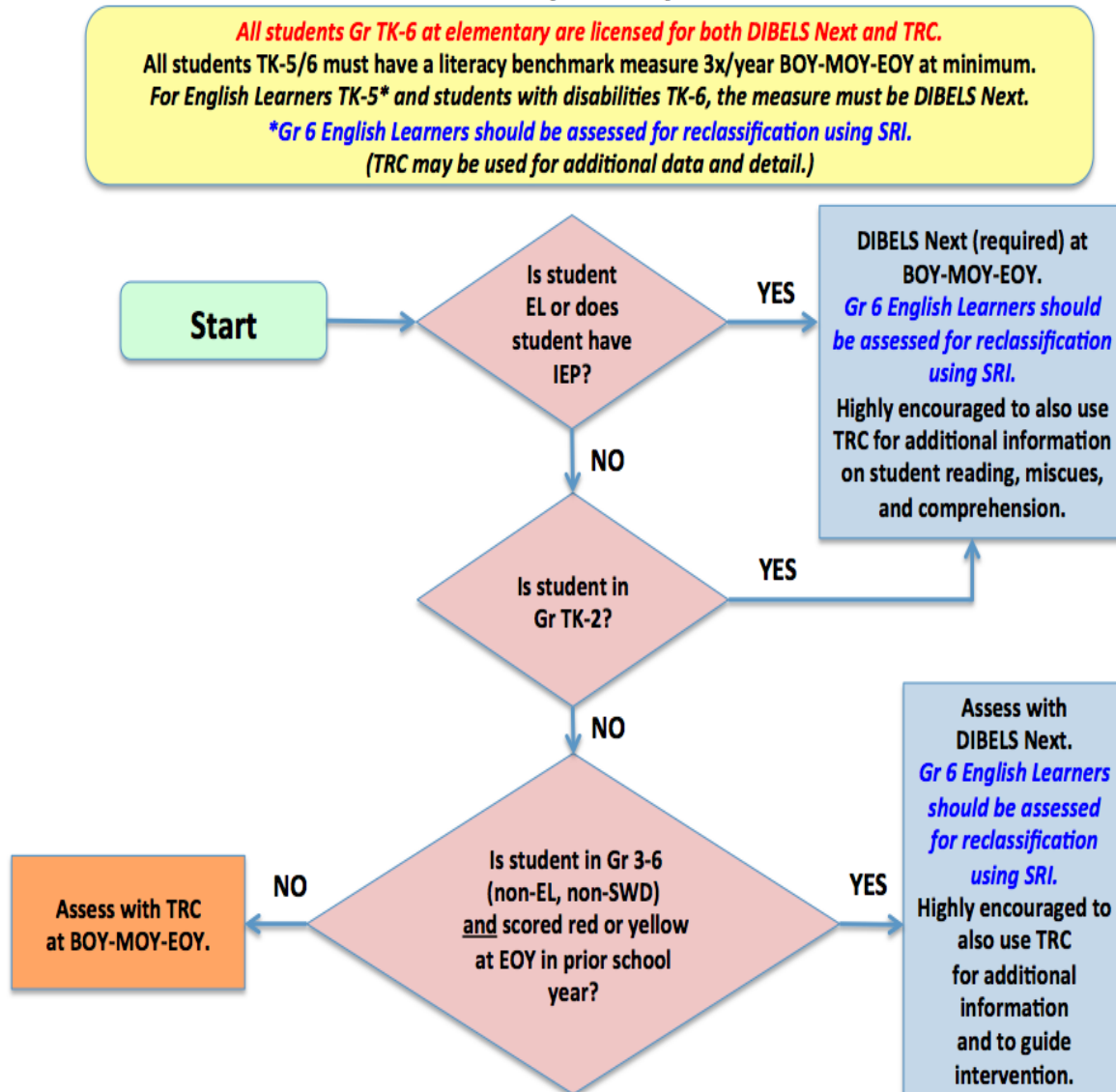
Attachment A: Flowchart of Elementary Literacy Assessments  
Attachment B: Benchmark Calendar - SEI and Mainstream English Programs  
Attachment C-1: Participation and Administration Dates for Spanish/English Dual Language (SDLP), Spanish Maintenance Bilingual Education (SMBE), Spanish Foreign Language Immersion (SFLI) Programs, and Spanish Transitional Bilingual Education (STBE) Programs  
Attachment C-2: Spanish/English Dual Language (SDLP), Spanish Maintenance Bilingual Education (SMBE), Spanish Foreign Language Immersion (SFLI) Programs – Measures to Assess  
Attachment C-3: Spanish Transitional Bilingual Education Program - Measures to Assess  
Attachment D: Waiver Request

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## FLOWCHART for Elementary Literacy Assessment TK-6



KEY: EL=English Learner SWD=Student with Disabilities IEP=Individualized Education Plan BOY-MOY-EOY=Beginning-Middle-End of Year SRI=Scholastic Reading Inventory



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Attachment B

### 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'n Fluency	NWF: Nonsense Word Fluency	DORF & RTF: DIBELS Oral Reading Fluency and Retell Fluency	DAZE Maze
TK/K	BOY	Aug 18 – Sep 11	√	√				
	MOY	Jan 11 – Jan 29	√	√	√	√		
	EOY	May 16 – June 3 May 9 – May 27 for reclassification of ELs		√	√	√		
Grade 1	BOY	Aug 18 – Sep 11		√	√	√		
	MOY	Jan 11 – Jan 29				√	√	
	EOY	May 16 – June 3 May 9 – May 27 for reclassification of ELs				√	√	
Grade 2	BOY	Aug 18 – Sep 11				√	√	
	MOY	Jan 11 – Jan 29					√	
	EOY	May 16 – June 3 May 9 – May 27 for reclassification of ELs					√	
Grade 3-4-5	BOY	Aug 18 – Sep 11					√	√
	MOY	Jan 11 – Jan 29					√	√
	EOY	May 16 – June 3 May 9 – May 27 for reclassification of ELs					√	√

WUF:	Word Use Fluency (optional)
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For further info contact:

Instruction/Assessment/PD Questions: **Alison Pickering** at [alison.pickering@lausd.net](mailto:alison.pickering@lausd.net)

Administration/Policy Questions: **Chris Mullins** at [chris.mullins@lausd.net](mailto:chris.mullins@lausd.net)



**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.

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

<b>DIBELS Next (Grades K-5) IDEL 7<sup>a</sup> Edición (Grades K-3)</b>			
<b>English</b>	<b>DIBELS BOY</b> Aug 18 – Sept 11	<b>DIBELS MOY</b> Jan 11 – 29	<b>DIBELS EOY*</b> May 16 – June 3 <i>May 9 – May 27 for reclassification of ELs</i>
<b>Spanish*</b>	<b>IDEL BOY</b> Aug 18 – Sept 18	<b>IDEL MOY</b> Jan 11 – Feb 5	<b>IDEL EOY</b> May 9 – June 3

\*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.

<b>DIBELS Next (Grades K-3) IDEL 7<sup>a</sup> Edición (Grades K-3)</b>			
<b>English</b>	<b>DIBELS BOY</b> Aug 18 – Sept 11	<b>DIBELS MOY</b> Jan 11 – 29	<b>DIBELS EOY*</b> May 16 – June 3 <i>May 9 – May 27 for reclassification of ELs</i>
<b>Spanish*</b>	<b>IDEL BOY</b> Aug 18 – Sept 18	<b>IDEL MOY</b> Jan 11 – Feb 5	<b>IDEL EOY</b> May 9 – June 3

\*STBE Kindergarten students will participate only in IDEL.



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Attachment C-2

## SPANISH/ENGLISH DUAL LANGUAGE, SPANISH MAINTENANCE BILINGUAL EDUCATION, AND SPANISH FOREIGN LANGUAGE IMMERSION 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 Segment'n Fluency	NWF: Nonsense Word Fluency	DORF & RTF: DIBELS Oral Reading Fluency, Retell Fluency	DAZE
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					ELs Yes, EO/FEP optional	
	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).

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				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



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Attachment C-3

### 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				Optional	Optional	
	EOY				Yes	Yes	
2	BOY				Yes	Yes	
	MOY					Optional	
	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



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Attachment D

## PROCEDURES FOR REQUESTING AN ASSESSMENT WAIVER

*Schools may not waive out of 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 LD Instructional Director.*

School: _____	Local District (circle): <b>Northwest, Northeast</b> <b>West Central East</b> <b>South</b>
Principal: _____ Phone #: _____ Email: _____@lausd.net	Instructional Director: _____ _____

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.</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 use of DIBELS Next for English Learner (EL) Reclassification and tracking of progress of Students with Disabilities (SWD).*

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

Approved?    YES                      NO                      Date: \_\_\_\_\_

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