



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**MEMORANDUM**

**TITLE:** Elementary Literacy Assessments:  
 Dynamic Indicators of Basic Early Literacy Skills,  
 Indicadores Dinámicos del Éxito en la Lectura, Text  
 Reading Comprehension (DIBELS 8/IDEL/TRC)

**NUMBER:** MEM-051137.1

**ISSUER:** Alison Yoshimoto-Towery  
 Interim Chief Academic Officer  
 Division of Instruction

Carlen Powell, Administrator, Elementary  
 Division of Instruction

**DATE:** August 7, 2019

**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 8), Indicadores Dinámicos del Éxito en la Lectura (IDEL) 7<sup>a</sup> Edición, and Text Reading and Comprehension (TRC).

**MAJOR CHANGES:** This memorandum replaces MEM-051137.1, *Elementary Literacy Assessments: Dynamic Indicators of Basic Early Literacy Skills, Indicadores Dinámicos del Éxito en la Lectura, Text Reading Comprehension (DIBELS Next/IDEL/TRC)*, dated June 18, 2018. The major changes include:

- The DIBELS enhancement, DIBELS 8, is replacing DIBELS Next to assess literacy proficiency.
- All Kindergarten, first-grade, and second-grade students are to be assessed with DIBELS 8 at end-of-year (EOY), as these data are required by the L.A. Unified Local Control Accountability Plan (LCAP) Scorecard and for accountabilities under the *Realizing the Promise for All, Close the Gap by 2023!* Board Resolution.
- DIBELS 8 includes Word Reading Fluency beginning with Kindergarten beginning-of-year (BOY).
- Discontinue rules in DIBELS 8 reduce assessment time for both teacher and student.
- An updated glossary of terms is included on page 7.

**GUIDELINES:** **I. ASSESSMENT GUIDELINES (SEE ATTACHMENT A-2 FOR A SUMMARY FLOWCHART)**  
 A. All students K-5/6 must be assessed with a literacy benchmark measure at least three times per year, BOY, MOY, and EOY to monitor literacy progress.

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



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- B. Primary Grades K-2 will use DIBELS 8 to assess foundational skills in literacy. TRC is an optional, additional assessment that provides a detailed analysis of literacy skill, including miscue analysis and comprehension.
- C. Students in Grades 3-5/6 will be assessed using DIBELS 8 and/or TRC to monitor literacy progress. English Learners (ELs) and students with disabilities (SWDs) must take DIBELS 8.
- D. TK students do not need to be assessed with DIBELS 8. Teachers continue to have access to all assessments in Reading 3D.
  - 1. TK teachers are encouraged to assess their students with Amplify Oral Language Screener (OLS) at BOY, MOY, and EOY as an appropriate measure to monitor student development of oral language.
  - 2. *Note:* For the limited number of students in TK who meet the multiple criteria for transitioning directly to first grade from TK, the DIBELS 8 EOY assessments are required. See REF-5777.5 *Transitional Kindergarten Implementation*.

### **II. ENGLISH LEARNERS (ELs)**

- A. All English Learners (ELs) K-5 must be assessed using DIBELS 8 at BOY, MOY and EOY as part of the reclassification criteria. For information on reclassification of EL students see BUL-5619.8.
- B. EL students in Grade 6 must be assessed using Reading Inventory (RI) at fall and/or spring as part of the reclassification criteria. For information on RI administration see MEM-6411.3.
- C. Schools must assess EL students using primary language supports such as those used in daily instruction, including translation of the assessment directions in the student's primary language by a teacher fluent in the student's primary language.
- D. Schools may assess primary language literacy using IDEL for Spanish speaking newcomer English Learners or TRC Spanish. All schools have access to both IDEL and TRC Spanish.

### **III. STUDENTS WITH DISABILITIES (SWDs)**

- A. All SWDs in grades K-6 with mild/moderate disabilities participating in the District's core curriculum will take DIBELS 8 at their assigned grade level at BOY, MOY, and EOY to determine student literacy levels and progress with IEP goals.
- B. In addition to DIBELS 8, TRC may 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.
- C. DIBELS 8 and TRC are not to be used with deaf students (DEA) or blind/severely visually impaired students (VI). Some hard-of-hearing students and/or visually impaired *may* be able to be assessed with DIBELS 8 or TRC. However, decisions regarding the use of these



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assessments will be made by the IEP team and will depend on the severity of the student's hearing and/or vision loss.

- D. Students with moderate/severe disabilities participating in the District alternate curriculum are not required to participate in the administration of either DIBELS 8 or TRC.

#### IV. DUAL LANGUAGE EDUCATION (DLE) PROGRAMS

- A. Based on program model, all students (EL, EO, IFEP/RFEP) in Dual Language Two-Way Immersion (TWI), Dual Language One-Way Immersion (OWI), and World Language Immersion (WLI) programs will be assessed with DIBELS 8 to measure English proficiency.
1. **Kindergarten and Grade 1** students in 90/10 TWI and 70/30 OWI will only participate in target language assessment, such as IDEL or TRC Spanish for Spanish dual language program students.
- B. To measure Spanish proficiency, students will be assessed using IDEL or TRC Spanish, which has been added to the available assessments within the Amplify platform in 2019-2020. Note: IDEL enhancements are currently underway by the University of Oregon. Some schools may participate in a pilot of the revised measures during the 2019-2020 school year.

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

- Attachment D-1: Participation and Administration Dates *Spanish Dual Language Two-Way Immersion (TWI), Spanish Dual Language One-Way Immersion (OWI), and Spanish World Language Immersion (WLI)*
- Attachment D-2: Measures to Assess *Spanish Dual Language Two-Way Immersion (TWI), Spanish Dual Language One-Way Immersion (OWI), and Spanish World Language Immersion (WLI)*

#### V. MATERIALS

- A. **DIBELS 8 and IDEL 7<sup>a</sup> Edición:** Teachers will receive DIBELS 8 student administration materials needed for the 2019-2020 BOY assessment. Continue to use IDEL 7<sup>a</sup> Edición administration and scoring materials. Additional copies of DIBELS 8 or IDEL 7<sup>a</sup> Edición can be downloaded using this link:  
<https://dibels.uoregon.edu/assessment/index/material>  
Click on "Download Testing Materials" under the category, DIBELS 8<sup>th</sup> Edition, DIBELS 6<sup>th</sup> Edition & IDEL.



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- B. **DIBELS 8** kits can also be purchased from Amplify:  
<http://www.amplify.com/lausd/resources>.
- C. **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 may purchase more kits at:  
[http://s3.amazonaws.com/amplify-assets/pdf/AmplifyAtlasLAUSDKitPurchase-1\\_\(1\)\\_1\\_\(1\).pdf](http://s3.amazonaws.com/amplify-assets/pdf/AmplifyAtlasLAUSDKitPurchase-1_(1)_1_(1).pdf)
- D. **TRC (Text Reading Comprehension) SPANISH:** Schools will receive one set per grade level of student administration materials for 2019-2020 BOY assessment.

### VI. ASSESSMENT REPORTS

- A. Class level score reports for all assessments in Reading 3D are available immediately after administering the assessment at [lausd.mclasshome.com](http://lausd.mclasshome.com). Use L.A. Unified Single Sign-On (SSO) username and SSO password.  
School level reports will be available 24 hours after administration.
- B. Please note that 2018-19 EOY data will be available within the Amplify platform based on 2018-19 classroom configurations until August 3, 2019. Beginning on August 4<sup>th</sup>, the Amplify system will be organized for 2019-20 BOY administration based on 2019-20 classroom configurations from the MiSiS roll-over.

### VII. USING RESULTS TO INFORM INSTRUCTION

DIBELS 8, IDEL, and/or TRC data reports and resources are to be used to implement a multi-tiered system of supports (MTSS) in literacy, based on a problem-solving process to drive decision making, in order to best match instruction to the needs of students. L.A. Unified's Early Language and Literacy Plan (ELLP) provides resources, supports and a framework for implementing MTSS in literacy. For ELLP resources, use this link

<https://tinyurl.com/early-literacy-resources>

1. Schools are encouraged to implement structures that allow for consistent analysis of data to support both vertical and horizontal articulation.
2. Schools are encouraged to implement structures that provide for on-going collaboration ensuring that diagnostic and progress monitoring data are used for instructional planning to meet the needs of all student groups.
  - DIBELS data supports the early identification and intervention for struggling readers, including those showing signs of dyslexia. Additional information on dyslexia can be found at <https://achieve.lausd.net/dyslexia>.
  - DIBELS data may reveal student use of Standard English Learner



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- (SEL) linguistic features, requiring early intervention and academic language development. Contrastive analysis and other mainstream English language development (MELD) resources can be found at <https://achieve.lausd.net/Page/191#spn-content>.
- DIBELS data can be used to support differentiation to meet the specific needs of English learners (ELs), taking into account their primary language. The EL Support guides at <https://achieve.lausd.net/Page/12059#spn-content> provide additional resources for ELs.
  - To measure and support the biliteracy trajectory of students in Dual Language Education Programs, target language and English proficiency data should be analyzed concurrently. Additional resources for dual language education programs are available at <https://achieve.lausd.net/apolo#spn-content>.
3. DIBELS data is used for the following District accountabilities:
    - The percentage of kindergarten and second grade students scoring Benchmark and Above-Benchmark is included on the Local Control Accountability Plan (LCAP) Scorecard.
    - The percentage of first-grade and third grade students scoring Benchmark and Above-Benchmark is included in the *Realizing the Promise for All: Close the Gap by 2023!* Board resolution.
  4. Schools are encouraged to Aim for Blue (see Attachment B, Aim for Blue Infographic) on DIBELS as students, especially kindergarteners, who reach the blue, Above-Benchmark, level are 90% likely to retain proficiency in literacy in subsequent years.
  5. All students who have a composite score of Below Benchmark (BB) or Well Below Benchmark (WBB) on their benchmark assessment should be progress monitored per the recommended guidelines. Progress monitoring recommendations can be found at <https://www.amplify.com/lausd/>. It is recommended that students in the lower benchmark range, often called “fragile” benchmark students, are also progress monitored in the primary area of concern.
  6. DIBELS 8 provides enhanced diagnostic skills-based data. For more information on the DIBELS 8 features, review the online module on MyPLN, keyword: DIBELS Enhancements.  
For some students, additional assessments may be warranted to better determine areas for targeted intervention support. The following assessment resources are available for use:
    - [PASI and 95% Group Instructional Materials](#)
    - [Core Phonics Survey](#)
    - [Guided Reading and Lexile Level Alignment - TRC](#)
    - [Benchmark Advance Diagnostic Assessment](#)
    - [Benchmark Advance Guided Reading Level Screener](#)



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7. School assessment schedules should consider all assessments included in the MEM-6700.3, *2019-2020 L.A. Unified Comprehensive Assessment Program*, dated May 17, 2019, and REF-072101, *2019-20 State and National Mandated Testing Calendars*, dated May 17, 2019, to develop an assessment schedule that allows for the analysis of assessment data and the planning of connected instruction.
8. Schools have access to a variety of “Now What Tools” connected to DIBELS 8. The following resources may be downloaded from: [lausd.mclasshome.com](http://lausd.mclasshome.com) → Now What Tools:
  - 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
  - Core Program Connection: Week-by-week lessons connected to unit
  - Lessons with instructional focus on one of the basic early literacy skills
  - Home Connection letters in English and Spanish inform parents how to support their children at home with the literacy focus identified in assessment results
9. Schools who purchase or have received licensing for Amplify: BURST may also access intervention lessons tailored to the instructional need indicated by the student’s assessment results. For BURST product purchase information or to inquire about existing district purchased school licenses: [http://www.amplify.com/assets/pdf/BurstReadingPricingV1\\_\(1\).pdf](http://www.amplify.com/assets/pdf/BurstReadingPricingV1_(1).pdf) or contact Alison Pickering, Elementary Literacy Coordinator [alison.pickering@lausd.net](mailto:alison.pickering@lausd.net) or (213) 241-5333.
10. DIBELS 8 data is not to be used to determine progress report marks, and DIBELS 8 data will not automatically populate into the LMS online (Schoology) gradebook.

### RELATED RESOURCES:

- REF-5777.5\* *Transitional Kindergarten Implementation*
- MEM-6411.3 *Guidelines for Administering the Reading Inventory (RI) for Reclassification of English Learners in grades 6-12*, dated December 3, 2018
- MEM-6700.3 *Comprehensive Assessment Program: District Assessments 2018-2019*, dated May 17, 2019
- BUL-5619.8 *Reclassification of English Learners*, dated July 25, 2019
- MEM-6714.0\* *Tier 3 Literacy Screening for Intensive Instruction Grades 4-5/6*, dated July 1, 2016



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- BUL-045788.0 *Identification and Educational Support of Students with Characteristics of Dyslexia*, dated February 6, 2018
- REF-43782.1 *Implementing A Multi-Tiered System of Support Framework*, dated July 1, 2018

*\*At the time of this memorandum, the above-referenced document was in the process of being updated which may result in a new number.*

- How to get started: At [amplify.com/lausd/resources](http://amplify.com/lausd/resources) download the HOW TO GET STARTED PDF on the right hand side of the page.
- Schools can access narrated self-guided tutorials for DIBELS 8, TRC, and additional resources at [amplify.com/lausd/resources](http://amplify.com/lausd/resources).
- DIBELS E-Learning module is available on MyPLN and face-to-face professional development will be offered at different points during the year. The training modules walk teachers through the assessment process.
- DIBELS 8, IDEL, and TRC tutorials: [amplify.com/lausd/resources](http://amplify.com/lausd/resources)
- LOGIN Information and reporting platform: [lausd.mclasshome.com](http://lausd.mclasshome.com). Use SSO username and password.
- For assessment platform: [lausd.mclasshome.com/assessment](http://lausd.mclasshome.com/assessment). Use SSO username and password.
- How to Input MAZE Data: [amplify.com/lausd/resources](http://amplify.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>

### ASSISTANCE:

For assistance or further information please contact:

Literacy and Professional Development: (213) 241-5333

Jakell Bell, [jnb1898@lausd.net](mailto:jnb1898@lausd.net) or

Alison Pickering, [alison.pickering@lausd.net](mailto:alison.pickering@lausd.net)

Dual Language/Bilingual Programs: (213) 241-2042

Helen Yu, [helen.yu@lausd.net](mailto:helen.yu@lausd.net)

English Learner Programs: (213) 241-5582

Rafael Escamilla, [rafael.escamilla@lausd.net](mailto:rafael.escamilla@lausd.net) or

Carla Gutierrez, [carla.gutierrez@lausd.net](mailto:carla.gutierrez@lausd.net)

Special Education: (213) 241-6701

Mary Ann Sullivan, [maryann.sullivan@lausd.net](mailto:maryann.sullivan@lausd.net)

Standard English Learner Instruction: (213) 241-3340

Kandice McLurkin, [kandice.mclurkin@lausd.net](mailto:kandice.mclurkin@lausd.net) or

Jamila Gillenwaters, [jng7555@lausd.net](mailto:jng7555@lausd.net)

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



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Waiver Inquiries: Local District Directors, See Attachment E

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

### ATTACHMENTS

Attachment A-1: *Glossary of Acronyms*  
Attachment A-2: *Flowchart of Elementary Literacy Assessments*  
Attachment A-3: *Correlations of DIBELS 8-TRC-OLS Measures to Language and Literacy Development in English*  
Attachment B: *Aim for Blue Infographic*  
Attachment C: *Benchmark Calendar – Language and Literacy in English Acceleration Program, (L<sup>2</sup>EAP) and Mainstream English Programs*  
Attachment D-1: Attachment C-1: Participation and Administration Dates *Spanish Dual Language Two-Way Immersion (TWI), Spanish Dual Language One-Way Immersion (DOS), and Spanish World Language Immersion (WLI)*  
Attachment D-2: Measures to Assess *Spanish Dual Language Two-Way Immersion (TWI), Spanish Dual Language One-Way Immersion (OWI), and Spanish World Language Immersion (WLI)*  
Attachment E: *Procedures for Requesting an Assessment Waiver*





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ATTACHMENT A-1

**GLOSSARY OF ACRONYMS**

BOY MOY EOY	Beginning, Middle, End of Year
DEA	Deaf
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DOI	Division of Instruction
DOS	Spanish Dual Language One-Way Immersion Program
DTS	Spanish Dual Language Two-Way Immersion Program
DWS	Spanish World Language Immersion Program
EL	English Learner
ELPAC	English Language Proficiency Assessment of California
EO	English Only
HOH	Hard of Hearing
IDEL	Indicadores Dinámicos del Éxito en la Lectura
IEP	Individualized Education Plan
IFEP	Identified Fluent English Proficient
L <sup>2</sup> EAP	Language and Literacy in English Acceleration Program
LNF	Letter Naming Fluency
MMED	Multilingual and Multicultural Education Department
MAZE	DIBELS Maze assessment (Cloze assessment)
OLS	Oral Language Screener (optional assessment in Reading 3D)
ORF	Oral Reading Fluency
PSF	Phonemic Segmentation Fluency
RFEP	Reclassified Fluent English Proficient
SEL	Standard English Learner
SRI	Scholastic Reading Inventory
TK	Transitional Kindergarten
TRC	Text Reading Comprehension
VI	Visually Impaired
WRF	Word Reading Fluency



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ATTACHMENT A-1

### Assessment Descriptions

**DIBELS 8 K-5/6** 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.

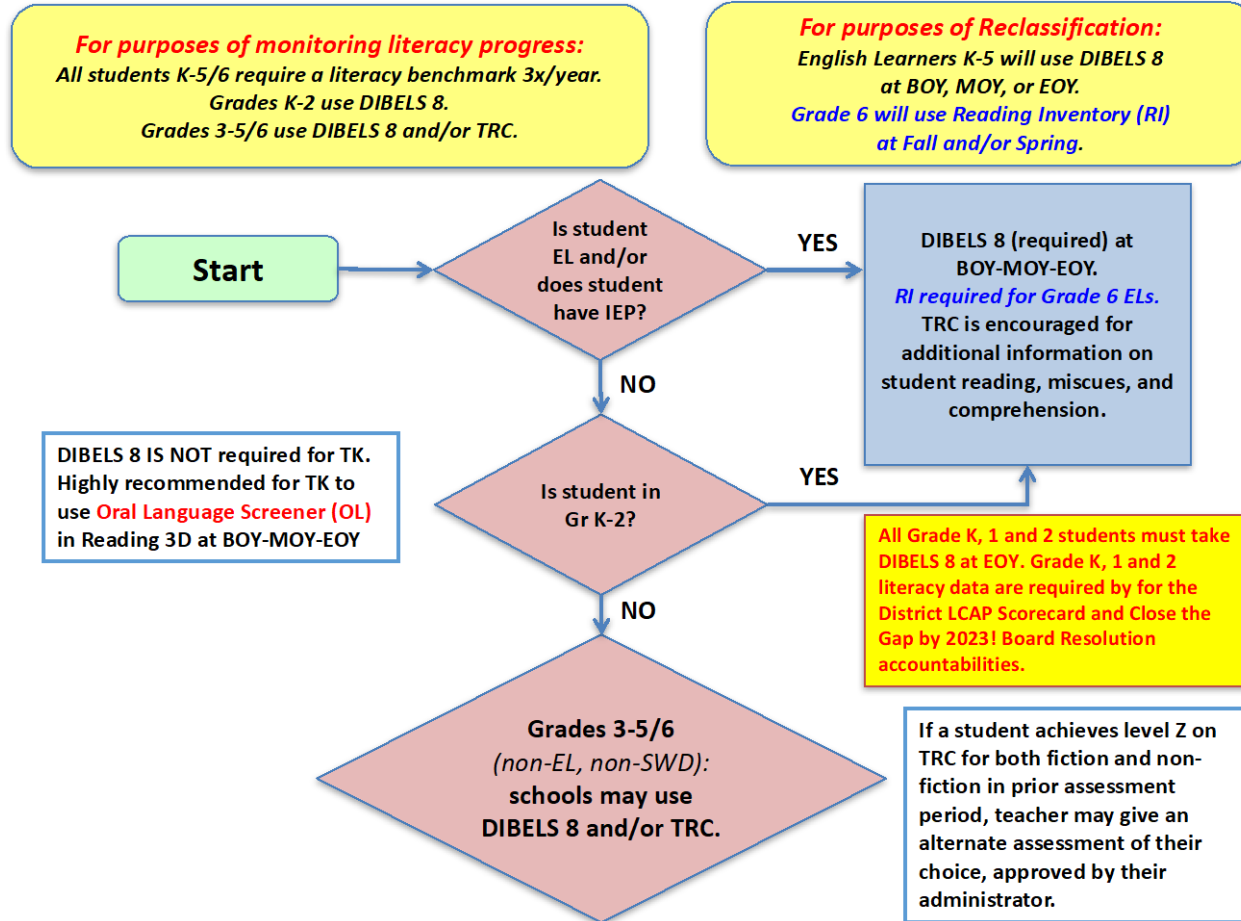
**IDEL 7<sup>a</sup> Ed. K-3** is the Spanish version of DIBELS Next, and is used in Dual Language Spanish programs. IDEL is available at all schools, to assess primary language literacy of Spanish speaking newcomer students.

**TRC K-5/6** electronically captures “running record” data, as well as measuring student 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, reading closely to draw evidence and knowledge from the text, and reading across a range of complex texts. For 2019-2020, TRC will be available in Spanish.

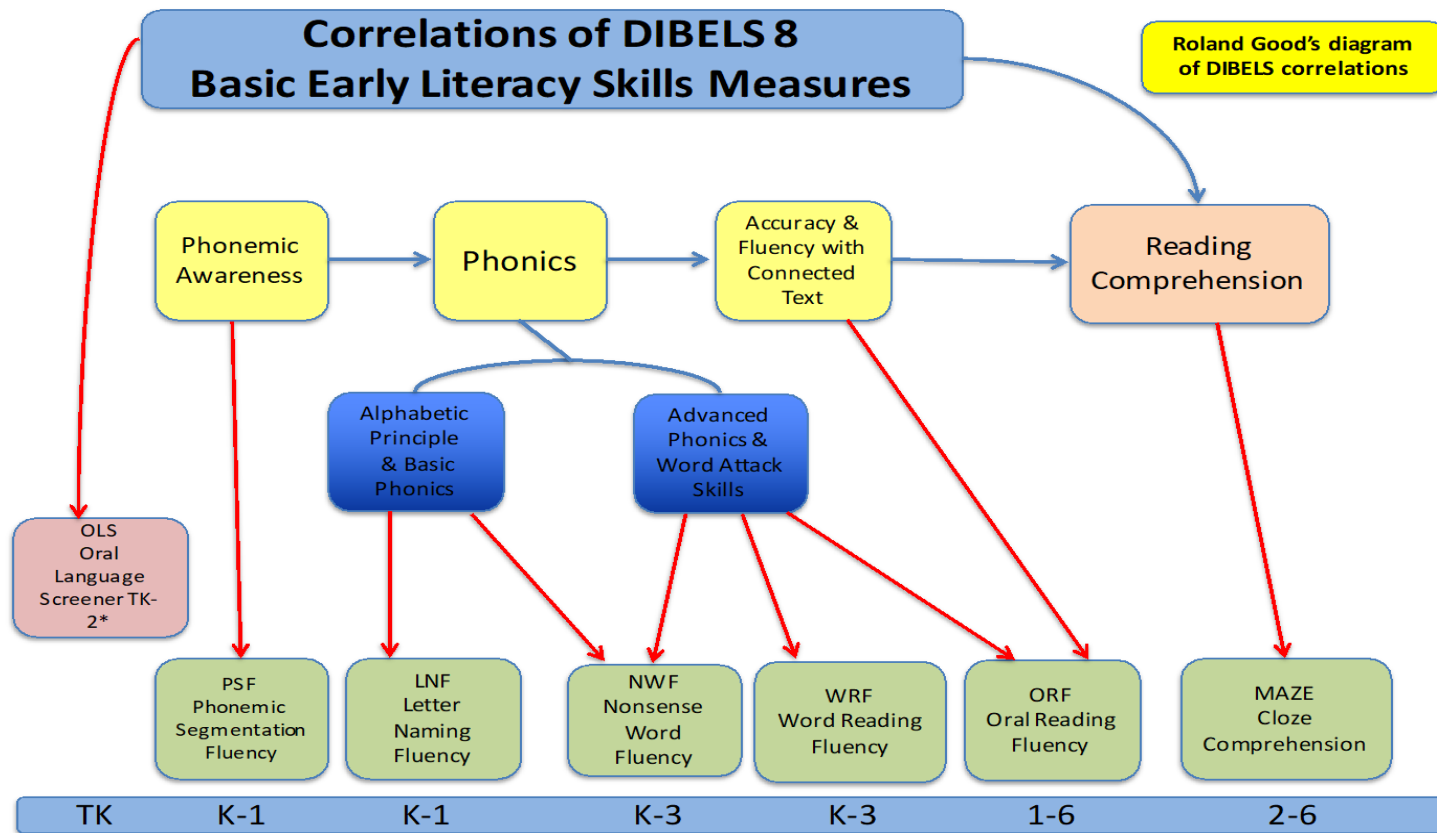
**Amplify Oral Language Screener (OLS) (TK-2)** is an optional additional resource in Grades TK–2 to efficiently identify struggling students and monitor oral language progress. This assessment supports the CA ELA/Literacy Content Standards in Language and Speaking & Listening. TK teachers are encouraged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



**Flowchart for Elementary Literacy Assessment K-6 – 2019-2020**



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



\*The Oral Language Screener is available for all students TK-2 as an optional assessment. Highly recommended for TK.



# Los Angeles Unified School District DIBELS - AIM FOR BLUE!!!

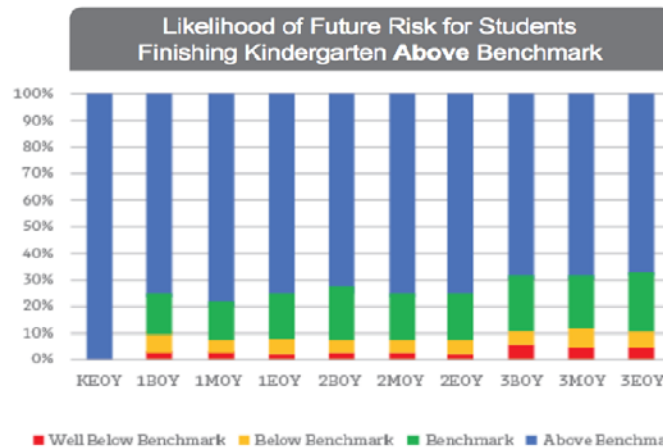
The Division of Instruction partnered with Amplify (providers of mCLASS: DIBELS Next) to analyze Kindergarten students' reading progress. The findings show that 90% of kindergarteners who scored Above Benchmark (End-of-Year) maintained Benchmark or above through the end of 3<sup>rd</sup> grade.

Students who reach "BLUE" by the end of Kindergarten are significantly less likely to need intervention when they return the following year and are more likely to remain on track as they progress through first and second grade and beyond.

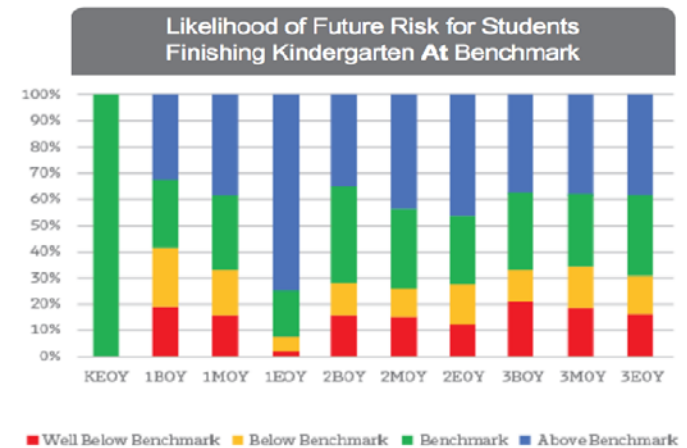
90%  
Likely



50%  
Likely



Kindergarten students who are Above Benchmark at the end of the school year have a **90%** chance of starting first grade Benchmark or higher.



Kindergarten students who are Benchmark at the end of the school year have a **50%** chance of starting first grade Benchmark or higher.

*Getting kids to Above Benchmark by the end of Kindergarten creates more durable learning. Skills and fluency at this level are not easily lost. This stands true for all grades.*



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**L<sup>2</sup>EAP and Mainstream English Programs: *DIBELS 8* Benchmark Calendar**

Grade	Time of Year	LAUSD Benchmark Window	LNF: Letter Naming Fluency	PSF: Phonemic Segmentation Fluency	NWF: Nonsense Word Fluency	WRF: Word Reading Fluency	ORF: Oral Reading Fluency	MAZE
K	BOY	Aug 12 – Sep 27	√	√	√	√		
	MOY	Dec 2 – Feb 7	√	√	√	√		
	EOY	May 4 – June 12	√	√	√	√		
Grade 1	BOY	Aug 12 – Sep 27	√	√	√	√	√	
	MOY	Dec 2 – Feb 7	√	√	√	√	√	
	EOY	May 4 – June 12	√	√	√	√	√	
Grade 2	BOY	Aug 12 – Sep 27			√	√	√	√
	MOY	Dec 2 – Feb 7			√	√	√	√
	EOY	May 4 – June 12			√	√	√	√
Grade 3	BOY	Aug 12 – Sep 27			√	√	√	√
	MOY	Dec 2 – Feb 7			√	√	√	√
	EOY	May 4 – June 12			√	√	√	√
Grade 4-5/6	BOY	Aug 12 – Sep 27					√	√
	MOY	Dec 2 – Feb 7					√	√
	EOY	May 4 – June 12					√	√

Language and Literacy in English Acceleration Program (L<sup>2</sup>EAP) has replaced Structured English Immersion (SEI).

For additional information:

**Elementary Instruction:** Alison Pickering at [alison.pickering@lausd.net](mailto:alison.pickering@lausd.net) or  
Jakell Bell at [jnb1898@lausd.net](mailto:jnb1898@lausd.net)



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ATTACHMENT D-1

**2019-20 SPANISH DUAL LANGUAGE TWO-WAY IMMERSION (TWI),  
SPANISH DUAL LANGUAGE ONE-WAY IMMERSION (OWI), AND  
SPANISH WORLD LANGUAGE IMMERSION (WLI) PROGRAMS**

**Participation and Administration Dates  
DIBELS 8 and IDEL 7ª Edición**

**Students to be tested:** All EL and EO/FEP students in the Spanish Dual Language Two-Way Immersion (TWI), Spanish Dual Language One-Way Immersion (OWI), and Spanish World Language Immersion (WLI) 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 D-2 for measures to be assessed by instructional model and grade.

<b>DIBELS 8 (Grades K-5) IDEL 7ª Edición (Grades K-3)</b>			
<b>English</b>	<b>DIBELS BOY</b> Aug 12 – Sept 27	<b>DIBELS MOY</b> Dec 2 – Feb 7	<b>DIBELS EOY*</b> May 4 – June 12
<b>Spanish*</b>	<b>IDEL BOY</b> Aug 12– Sept 27	<b>IDEL MOY</b> Dec 2 – Feb 7	<b>IDEL EOY</b> May 4 – June 12

\*Kindergarten and Grade 1 students in Spanish Dual Language programs that are 90/10 Two-Way Immersion (TWI) and 70/30 One-Way Immersion (OWI) will participate only in IDEL.



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**2019-20 SPANISH DUAL LANGUAGE TWO-WAY IMMERSION (TWD),  
SPANISH DUAL LANGUAGE ONE-WAY IMMERSION (OWI), AND  
SPANISH WORLD LANGUAGE IMMERSION (WLI) PROGRAMS**

**Measures to be Assessed – DIBELS 8 and IDEL 7<sup>a</sup> Edición**

DIBELS 8							
Gr.	Time of Year	LNF: Letter Naming Fluency	PSF: Phonemic Segmentation Fluency	NWF: Nonsense Word Fluency	WRF: Word Reading Fluency	ORF: Oral Reading Fluency	MAZE
K*	BOY	√	√	√	√		
	MOY	√	√	√	√		
	EOY	√	√	√	√		
1	BOY	√	√	√	√	√	
	MOY	√	√	√	√	√	
	EOY	√	√	√	√	√	
2	BOY			√	√	√	√
	MOY			√	√	√	√
	EOY			√	√	√	√
3	BOY			√	√	√	√
	MOY			√	√	√	√
	EOY			√	√	√	√
4-5-6*	BOY					√	√
	MOY					√	√
	EOY					√	√

\* **Kindergarten** 90/10 TWI and 70/30 OWI students are not required to participate in Kindergarten DIBELS 8.

\*Grade 6 EL students must have Reading Inventory (RI) at fall and/or spring as part of the reclassification criteria.

All Students (EL, EO, IFEP/RFEP) in Spanish Dual Language Two-Way Immersion (TWI), Spanish Dual Language One-Way Immersion (OWI), and Spanish World Language One-Way Immersion (WLI) programs will be assessed with DIBELS 8 to measure English proficiency. To measure Spanish proficiency students will be assessed using IDEL 7 Edición or TRC Spanish.

IDEL 7 <sup>a</sup> 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





**LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM**

ATTACHMENT E

**2019-20 PROCEDURES FOR REQUESTING AN ASSESSMENT WAIVER**

***Exceptions to Waiver:***

- *Schools may not waive out of use of DIBELS 8 for English Learner (EL) Reclassification and tracking of progress of Students with Disabilities (SWD).*
- *All Kindergarten thru Grade 2 students MUST be assessed with DIBELS 8 at EOY, as those data are required for the LAUSD LCAP Scorecard and Close the Gap Resolution.*

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

School: _____	Local District ( <i>circle</i> ): <b>Northwest</b> <b>Northeast</b> <b>West</b> <b>Central</b> <b>East</b> <b>South</b>
Principal Name: _____	Director Name: _____
Phone #: _____	
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.</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 8 K-2				
DIBELS 8 or TRC 3-5/6				

**PLEASE ACKNOWLEDGE YOUR UNDERSTANDING OF DISTRICT EXCEPTIONS TO WAIVER:**

- Schools may not waive out of use of DIBELS 8 for English Learner (EL) Reclassification and tracking of progress of Students with Disabilities (SWD).*
- All Kindergarten thru Grade 2 students MUST be assessed with DIBELS 8 at EOY, as those data are required for the LAUSD LCAP Scorecard and Close the Gap Resolution.*

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

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

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

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