



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

**TITLE:** Elementary Guidelines for Assessment , Screening Procedures, and Tier 3 Literacy Instruction and Intervention at Grades 4, 5 and Grade 6 (as applicable)

**NUMBER:** REF-5158

**ISSUER:** Larry Bye, Administrative Coordinator  
Office of Curriculum, Instruction and School Support

**DATE:** June 10, 2010

**ROUTING**  
 Local District Superintendents  
 Local District Administrators Instructional Services  
 Local District Directors, Support Unit Administrators  
 School Site Administrators  
 Teachers  
 PreK-12 Counseling Coordinators  
 School Psychologists  
 Bridge Coordinators

**PURPOSE:** The purpose of this Reference Guide is to provide guidance in the screening, assessment procedures and Tier 3 interventions for fourth, fifth, and sixth grade students (EO, IFEP, RFEP, and ELD Levels 4 and 5 and students with disabilities [SWDs]) needing intensive reading interventions (Tier 3) at the elementary level. Schools must provide Tier 3 support for students who perform significantly below proficiency in grade-level standards.

**MAJOR CHANGES:** This is a new Reference Guide.

**BACKGROUND:** The *Reading/Language Arts Framework for California Public Schools* recommends intensive, accelerated intervention for students in grades 4-12 who are at serious risk of reading failure. This is indicated by their extremely and chronically low performance on one or more literacy measures i.e. phonemic awareness, decoding, reading fluency, vocabulary development, and comprehension strategies. As outlined in the Districts instructional plan, schools should use the problem-solving process to address the foundational skill deficits and accelerate student learning. Multiple measures of assessment should be used to determine appropriate levels of support for students.

Intervention at Tier 3 provides accelerated, intensive instruction targeted to specific student needs and generally includes the use of different curricula, pedagogy or instruction from that used in Tier 1 or Tier 2. The assessment data should indicate whether students have responded to effective core instruction and interventions in Tier 1 and Tier 2.

Note: Tier 3 is not synonymous with special education services, but rather a critical step to provide students with a more narrowly focused curriculum with instruction that is targeted and intensive.



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### **INSTRUCTIONS: I. Identification by Screening Students**

The assessment process is used to gather information about students and make instructional decisions. Multiple measures should be used to determine if there is a need to increase instructional time, change presentation strategies or teaching techniques, and/or adopt supplemental or replacement curricula.

The purpose of multiple assessment measures is to ensure an effective match of students' needs to the appropriate intervention, identify why a student is having reading difficulty, determine what the next steps in instruction should be to remediate that difficulty, and monitor progress throughout the course of instruction.

#### **A. Initial Screening**

Schools should use the MyData system and/or the Student Information System (SIS) to generate reports to identify students "at risk" and who may need additional screening measures.

#### **Grades 3, 4 and , 5, Decision Points for EO, IFEP, RFEP Students and SWDs**

1. CST – ELA score of Below Basic or Far Below Basic
2. SOAR data – Open Court Units 3 and 4
  - a. Fluency rate of intensive
  - b. Vocabulary score of intensive
  - c. Periodic Writing Assessment (Unit 3) score of two (2) or below.

#### **Grades 4, 5/6 Decision Points for English Learners (EL)**

1. CST – ELA score of Below Basic or Far Below Basic
2. CELDT overall score 4 or above
3. SOAR data – Open Court Units 3 and 4
  - a. Fluency rate of intensive
  - b. Vocabulary rate of intensive
  - c. Periodic Writing Assessment (Unit 3) score of two (2) or below.

#### **B. Additional Screening Measures for Diagnostic Purposes**

To ensure that students' needs are explicitly addressed, the following measures are to be administered to determine levels of supports. Students who score at an intensive level in all the following assessments, in addition to meeting the decision points in the above noted screens, should receive Tier 3 support. Students who score at benchmark to strategic levels in these assessments need further problem-solving analysis to determine the level of interventions required.



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1. **DIBELS Oral Reading Fluency (ORF)** measures fluency and accuracy in reading grade leveled passages aloud, as measured by words read correctly per minute. (Go to: <http://dibels.uoregon.edu/> to download all testing materials free of charge.)
2. **CORE Phonics Survey** assesses phonics and phonics-related skill that have a high rate of application in decoding skills. Go to [www.lausd.net/literacy](http://www.lausd.net/literacy) and click on CORE Phonics Survey to download all testing directions, assessments, and scoring information.
3. **CORE Reading Maze Comprehension Test** measures how well students understand the text they read silently. Go to [www.lausd.net/literacy](http://www.lausd.net/literacy) and click on CORE Reading Maze Comprehension Test to download all testing directions, assessments, and scoring information.

Behavior and attendance may have distinct impacts on students reading skills. Use **MyData Early Warning and At-Risk Summaries** to monitor patterns of attendance and behavior.

### II. Implementation and Curricula

The tiered approach is based on research and the practice of providing high quality instruction, intervention, and materials matched to the needs of the student. As school sites design Tier 3 intervention plans, the following operational questions should be considered:

- Which students are to be grouped for targeted intervention?
- What materials and/or resources are needed?
- What are the roles and responsibilities of staff to effectively implement the intervention?
- How will the intervention be scheduled (i.e., how often, how long, and at what times of day)?
- How will the intervention be monitored for outcomes?
- How will students with disabilities served in special day programs be integrated into Tier 3 interventions?

As schools develop Tier 3 interventions, which may include a replacement program, the following structures should be adhered to:

- Intensive intervention requires a dedicated two and one-half (2 ½) to three (3) hour literacy block
- While core content is the foundation for all instruction and intervention, intervention at this level may call for a replacement curriculum. The District strongly recommends the use of LANGUAGE! Fourth Edition.



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- Other programs must be approved by the Local District Superintendent. This program builds mastery of entry-level skills for students needing intensive, accelerated intervention. As a replacement curriculum, Textbook Funds may be used for this purchase.
- English Language Development (ELD) instruction must continue to be provided in addition to the intervention block.

Schools may NOT organize a self-contained class composed entirely of Tier 3 students for social/emotional and academic reasons. Tier 3 students may be grouped for language arts instruction for 2.5 - 3 hours daily, but should not be isolated from their peers during other times of the day.

### III. Local District and School Site Monitoring of Program Effectiveness

Administration of curriculum-based assessments and progress monitoring tools (DIBELS, CORE, etc.) a minimum of twice (2) per month should occur to determine whether students are making adequate gains in achievement. Additionally, there should be on-going use of assessment data to plan instruction and inform interventions. These results can be accessed through MyData to evaluate the effectiveness of the instructional program as well as to measure students' progress in literacy skills.

**ASSISTANCE:** For assistance or further information please contact Literacy/Language Arts Specialists: Debra Conejo at [debra.conejo@lausd.net](mailto:debra.conejo@lausd.net) or Catrisa Booker at [catrisa.booker@lausd.net](mailto:catrisa.booker@lausd.net) or by phone at (213) 241-6444.  
For assistance with English Learner issues contact Language Acquisition Coordinator: Dr. Dona Lawrie at [dlawrie@lausd.net](mailto:dlawrie@lausd.net) or by phone at (213) 241-5582.