



LAUSD Office of Curriculum, Instruction and School Support
Assessment Measures tied to Basic Early Literacy Skills and to Instructional Focus

	Assessment Measures	Basic Early Literacy Skills or Foundational Skill	Sample Instructional Focus
DIBELS Next	FSF	Phonemic Awareness: “explicit awareness that spoken words are made up of individual sounds or phonemes” (DIBELS Next Manual, p. 38).	-Phoneme manipulation: phoneme matching, phoneme isolating, phoneme segmenting
	PSF		
	LNF	Indicator of Risk; not a measure of an essential basic early literacy skill. “The value of recognizing environmental print is that students begin to understand that print has meaning” (DIBELS Next Manual, p. 47).	-Print Concepts; recognizing that sentences are made up of words and that words are made up of letters
	NWF	Alphabetic Principle <i>Alphabetic understanding:</i> Knowledge of letter-sound correspondences and the understanding that letters represent sounds in spoken words. Basic Phonics <i>Phonological recoding:</i> The use of alphabetic understanding to decode or read unknown words.	-Letter sound recognition & correspondence -Variant correspondence
	CLS		-Blending words (starting with simple CVC words to CCVC/CVCC)—encoding and decoding; syllable patterns; morpheme structure
	WWR		
	DORF	Advanced Phonics and Word Attack Skills: recognizing common sounds related to combinations of letters (digraphs, blends, vowel teams, trigraphs). Accuracy and Fluency with Connected Text: bridge between accurate, automatic, word-level decoding and reading comprehension. Reading Comprehension: accurate and fluent reading, monitoring while reading, and ability to use cognitive strategies flexibility to gain meaning from text.	-Building fluency; reading word parts, phrases, chunked text, connected text -Reading with prosody -Using comprehension skills and strategies; narrative & expository text structures
	Daze	Reading Comprehension: accurate and fluent reading, monitoring while reading, and ability to use cognitive strategies flexibility and syntactic and semantic accuracy to demonstrate understanding from the text.	-Using comprehension skills and strategies; narrative & expository text structures
R3D	OL	Receptive Language: determine what structures of oral English students understand when spoken by adults.	-Build content vocabulary -Orally retell stories
	TRC	Accurate and Fluent Reading of Connected Text; Reading Comprehension; Vocabulary and Language Skills: Student’s ability to accurately read and comprehend authentic text.	-Sentence Structure and Meaning -Monitoring for Meaning -Story Structure; main idea/summarizing