Interpreting the Data: How Can I Make an Instructional Impact with DIBELS Data

http://dibels.uoregon.edu

Roland H. Good III
University of Oregon

Beginning Reading Core Components

#1. Phonemic Awareness: The ability to hear and manipulate sound in words.

#2. Phonics: The ability to associate sounds with letters and use these sounds to read words.

#3. Fluency : The effortless, automatic ability to read words in isolation (orthographic reading) and connected text.

#4. Vocabulary Development: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

#5. Reading Comprehension: The complex cognitive process involving the intentional interaction between reader and text to extract meaning.

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. Bethesda, MD: National Institute of Child Health and Human Development. Available: http://www.nationalreadingpanel.org/.

Reading First:
Four Kinds/Purposes of Reading Assessment

An effective, comprehensive, reading program includes reading assessments to accomplish four purposes:

- *Outcome* - Assessments that provide a bottom-line evaluation of the effectiveness of the reading program.
- *Screening* - Assessments that are administered to determine which children are at risk for reading difficulty and who will need additional intervention.
- *Diagnosis* - Assessments that help teachers plan instruction by providing in-depth information about students' skills and instructional needs.
- *Progress Monitoring* - Assessments that determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes.

Source: Reading First Initiative: Secretary's Leadership Academy

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Secretary's Leadership Academy Assessment Committee

Team Leader Edward J. Kame'enui, University of Oregon

- David Francis, University of Houston
- Lynn Fuchs, Vanderbilt University
- Roland Good, University of Oregon
- Rollanda O'Connor, University of Pittsburgh
- Deborah Simmons, University of Oregon
- Gerald Tindal, University of Oregon
- Joseph Torgesen, Florida State University

Kameenui, E. J., Francis, D., Fuchs, L. Good, R. O'Connor, R. Simmons, D., Tindal, G., Torgesen, J. (2002). Secretary's Leadership Academy, Reading First Initiative, Assessment Committee Presentation. US Dept. of Education: Washington, DC.

Analysis of Reading Assessment Instruments for K - 3 - Microsoft Internet Explorer

Address http://idea.uoregon.edu/assessment/index.html

ANALYSIS OF READING ASSESSMENT INSTRUMENTS FOR K – 3

The Reading First legislation has five clearly stated purposes, two of which are:

"(1) To provide assistance to State educational agencies and local educational agencies and local educational agencies in establishing reading programs for students in kindergarten through grade 3 that are based on scientifically based reading research, to ensure that every student can read at grade level or above not later than the end of grade 3..."

"(3) To provide assistance to State educational agencies and local educational agencies and local educational agencies in selecting or administering screening, diagnostic, and classroom-based instructional reading assessments" (See Part B--Student Reading Skills Improvement Grants, Subpart 1--Reading First, Sec. 1201. Purposes, p.178).

The work and results represented in the Final Report are designed to provide State educational

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http://idea.uoregon.edu/assessment/analysis_results/se_lists/pm_pa.pdf - Microsoft Internet Explorer

Address http://idea.uoregon.edu/assessment/analysis_results/se_lists/pm_pa.pdf

Summary of Assessment Committee Decisions: Assessment Measure by Purpose

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

Progress Monitoring Measure: Phonemic Awareness

	Grade K	Grade 1	Grade 2	Grade 3
Comprehensive Test of Phonological Processing (CTOPP)	X	X		
Dynamic Indicators of Basic Early Literacy Skills - 5th Ed.				
Initial Sound Fluency	X	X		
Phoneme Segmentation Fluency	X	X		
Texas Primary Reading Inventory (TPRI)				
Phonemic Awareness	X	X		

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http://idea.uoregon.edu/assessment/analysis_results/se_lists/pm_phonics.pdf - Microsoft Internet Explorer

Address http://idea.uoregon.edu/assessment/analysis_results/se_lists/pm_phonics.pdf

Summary of Assessment Committee Decisions: Assessment Measure by Purpose

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

Progress Monitoring Measure: Phonics

	Grade K	Grade 1	Grade 2	Grade 3
Dynamic Indicators of Basic Early Literacy Skills - 5th Ed.				
Letter Naming Fluency	X	X	X	
Nonsense Word Fluency	X	X	X	
Letter Sound Fluency	X	X		
Test of Word Reading Efficiency (TOWRE)				
Sight Word Reading Efficiency		X	X	
Phonemic Decoding Efficiency		X	X	
Texas Primary Reading Inventory (TPRI)				
Graphophonemic Knowledge	X	X	X	
Word Reading	X	X	X	
Book and Print Awareness	X	X	X	
Woodcock-Johnson III Test of Achievement				
Basic Reading Skills Composite:		X	X	X
Letter-Word Identification				
Word Attack				

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http://idea.uoregon.edu/assessment/analysis_results/se_lists/pm_fluency.pdf - Microsoft Internet Explorer

Address http://idea.uoregon.edu/assessment/analysis_results/se_lists/pm_fluency.pdf

Summary of Assessment Committee Decisions: Assessment Measure by Purpose

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

Progress Monitoring Measure: Fluency

	Grade K	Grade 1	Grade 2	Grade 3
CBM Oral Reading Fluency		X	X	X
Dynamic Indicators of Basic Early Literacy Skills - 5th Ed.				
Oral Reading Fluency		X	X	X
Test of Word Reading Efficiency (TOWRE)				
Sight Word Reading Efficiency		X		X
Phonemic Decoding Efficiency		X		X
Texas Primary Reading Inventory (TPRI)				
Phonemic Awareness		X	X	

Slide (top left) — browser screenshot

File   Edit   View   Favorites   Tools   Help

Address http://idea.uoregon.edu/assessment/test_se/dibels.pdf

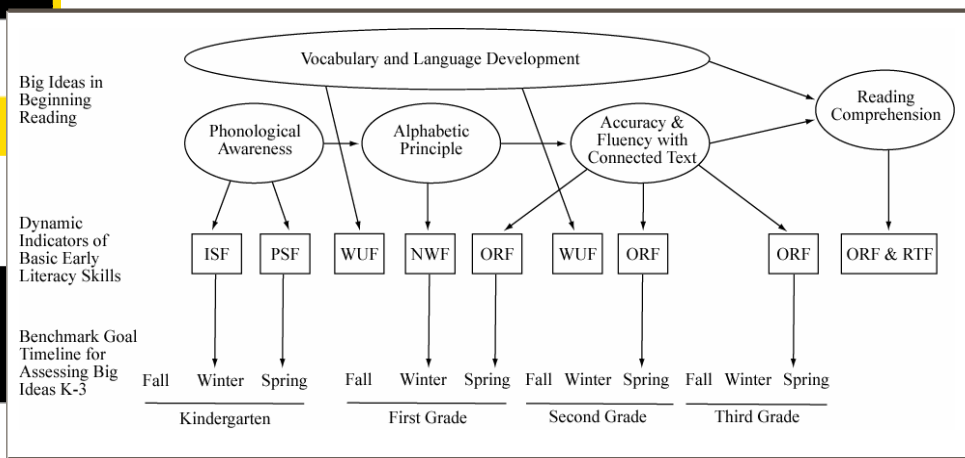### Assessment Committee Final Summary of Evidence

Measure: Dynamic Indicators of Basic Early Literacy Skills - 5th Edition (DIBELS)

Narrative Summary

- The Initial Sounds Fluency subtest of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was found to have "sufficient evidence" for use as a screening, progress monitoring, and outcome instrument to assess phonemic awareness in grades K - 1.

- The Phoneme Segmentation Fluency subtest of DIBELS was found to have "sufficient evidence" for use as a screening, progress monitoring, and outcome instrument to assess phonemic awareness in grades K - 1.

- The Letter Naming Fluency subtest of DIBELS was found to have "sufficient evidence" for use as a screening and progress monitoring instrument to assess phonics in grades K - 2 and for use as an outcome instrument to assess phonics in grades K - 1.

- The Nonsense Word Fluency subtest of DIBELS was found to have "sufficient evidence" for use as a screening and progress monitoring instrument to assess phonics in grades K - 2 and for use as an outcome instrument to assess phonics in grades K - 1.

- The Oral Reading Fluency subtest of DIBELS was found to have "sufficient evidence" for use as a screening, progress monitoring, and outcome instrument to assess fluency in

Rev. 4/2...

Slide 10 — BIG IDEAS in Early Literacy Skills

BIG IDEAS in Early Literacy Skills

- **Phonemic Awareness.**
  - **The awareness and understanding of the sound structure of our language, that "cat" is composed of the sounds /k/ /a/ /t/.**
- **Phonics or Alphabetic Principle. Based on two parts:**
  - **Alphabetic Understanding. Words are composed of letters that represent sounds, and**
  - **Phonological Recoding. Using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or to spell.**
- **Accuracy and Fluency with Connected Text.**
  - **Readers who are not fluent at decoding are not able to focus their attentional resources on comprehension.**
- **Vocabulary Development**
- **Reading Comprehension**

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups.* Bethesda, MD: National Institute of Child Health and Human Development.   www.nationalreadingpanel.org

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Slide 11 — Model of Big Ideas, Indicators, and Timeline

Model of Big Ideas, Indicators, and Timeline

Adapted from Good, R. H., Simmons, D. C., & Kame'enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. Scientific Studies of Reading, 5, 257-288.

Slide 12 — Big Ideas Drive the Train

Big Ideas Drive the Train

- **Big ideas of early literacy should drive the curriculum and instruction. And,**
- **Big ideas should drive the measures we use.**

Big Idea of Literacy	DIBELS Measure
Phonological Awareness	Initial Sound Fluency Phoneme Segmentation Fluency
Alphabetic Principle	Nonsense Word Fluency
Accuracy and Fluency with Connected Text	DIBELS Oral Reading Fluency
Reading Comprehension	At least through grade 3: DIBELS Oral Reading Fluency Retell Fluency
Vocabulary/Language Devel.	Word Use Fluency

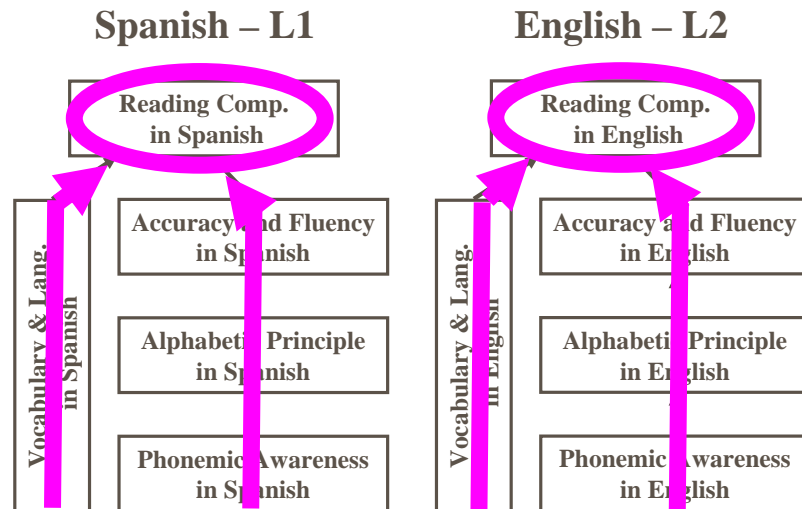## Indicadores dinámicos del éxito en la lectura 6ta Edición (IDEL)

Good, Bank, & Watson (2003)

- **A "reinvention" of the DIBELS**
- **Designed to be indicators of important early literacy skills in Spanish**
- **Directions and Assessment in Spanish**
- **Seven measures:**

DIBELS Measure (English)	IDEL Measure (Spanish)
Letter Naming Fluency (LNF)	Fluidez en el nombramiento de las letras (FNL)
Initial Sound Fluency (ISF)	Fluidez en los sonidos inciales (FSI)
Phonemic Segmentation Fluency (PSF)	Fluidez en la segmatación de fonemas (FSF)
Nonsense-Word Fluency (NWF)	Fluidez en las palabras sin sentido (FPS)
DIBELS Oral Reading Fluency (DORF)	Fluidez en la lectura oral IDEL (FLO)
DIBELS Oral Retell	Fluidez en el recuerdo oral del cuento (ROC)
Word Use Fluency (WUF)	Fluidez en el uso de las palabras (FUP)

Two Pathways to Literacy

Could Follow Both L1 and L2

Spanish – L1 / English – L2 pathway diagram showing Reading Comp. in Spanish and Reading Comp. in English, each supported by Vocabulary & Lang., Accuracy and Fluency, Alphabetic Principle, and Phonemic Awareness.

Two Pathways to Literacy

Could Follow L1 and Transition to L2

Spanish – L1 / English – L2 pathway diagram showing Reading Comp. in Spanish transitioning to Reading Comp. in English, each supported by Vocabulary & Lang., Accuracy and Fluency, Alphabetic Principle, and Phonemic Awareness.
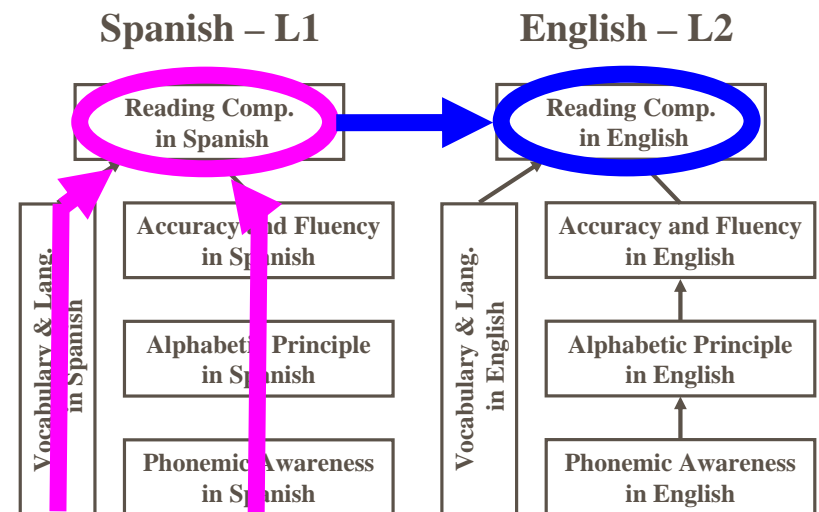
Two Pathways to Literacy

Could Teach Skills in English (L2)

Spanish – L1

Reading Comp. in Spanish

Accuracy and Fluency in Spanish

Alphabetic Principle in Spanish

Phonemic Awareness in Spanish

Vocabulary & Lang. in Spanish

English – L2

Reading Comp. in English

Accuracy and Fluency in English

Alphabetic Principle in English

Phonemic Awareness in English

Vocabulary & Lang. in English
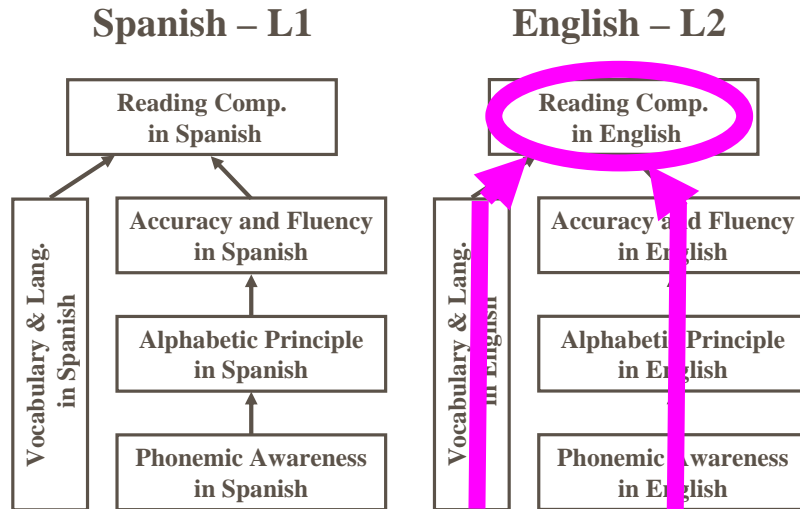
Two Pathways to Literacy

Not Achieving Literacy in Either is Unacceptable

Spanish – L1

Reading Comp. in Spanish

Accuracy and Fluency in Spanish

Alphabetic Principle in Spanish

Phonemic Awareness in Spanish

Vocabulary & Lang. in Spanish

English – L2

Reading Comp. in English

Accuracy and Fluency in English

Alphabetic Principle in English

Phonemic Awareness in English

Vocabulary & Lang. in English
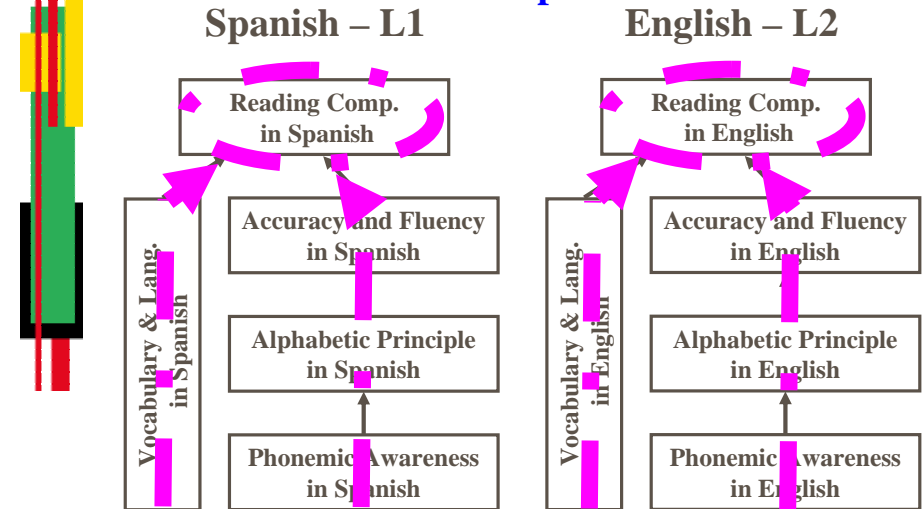
Two Pathways to Literacy

Use DIBELS & IDEL, with instructional goals for both DIBELS & IDEL

Spanish – L1

Reading Comp. in Spanish

Accuracy and Fluency in Spanish

Alphabetic Principle in Spanish

Phonemic Awareness in Spanish

Vocabulary & Lang. in Spanish

English – L2

Reading Comp. in English

Accuracy and Fluency in English

Alphabetic Principle in English

Phonemic Awareness in English

Vocabulary & Lang. in English
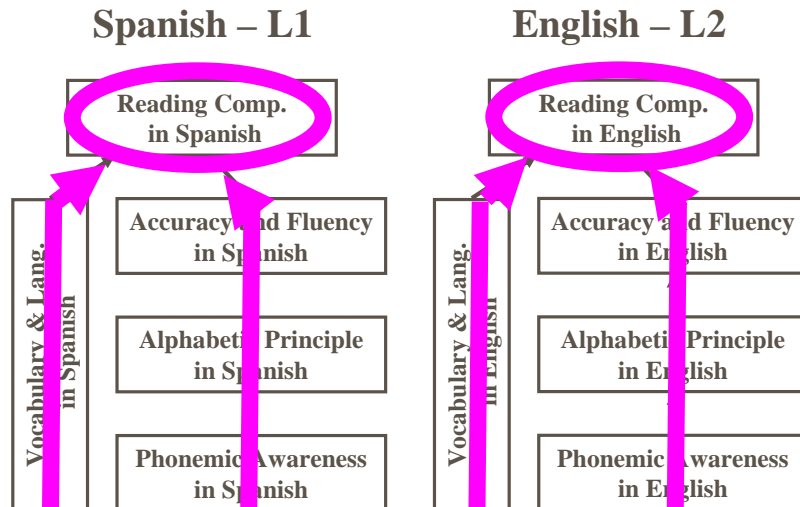
Two Pathways to Literacy

Use IDEL until Transition to English, with Spanish instructional goals for IDEL

Spanish – L1

Reading Comp. in Spanish

Accuracy and Fluency in Spanish

Alphabetic Principle in Spanish

Phonemic Awareness in Spanish

Vocabulary & Lang. in Spanish

English – L2

Reading Comp. in English

Accuracy and Fluency in English

Alphabetic Principle in English

Phonemic Awareness in English

Vocabulary & Lang. in English

Slide 21
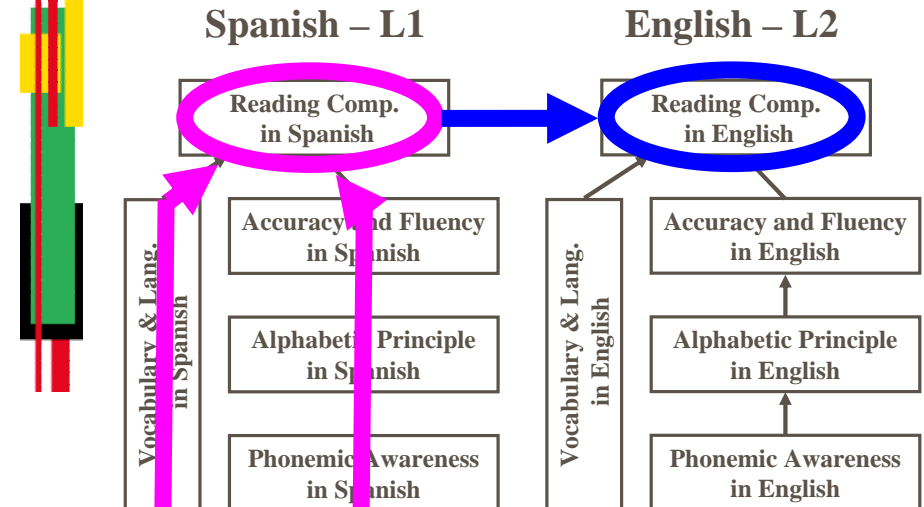
Two Pathways to Literacy

Use DIBELS with English
instructional goals for DIBELS

Spanish – L1   **English – L2**

Reading Comp. in Spanish

Reading Comp. in English

Vocabulary & Lang. in Spanish

Accuracy and Fluency in Spanish

Alphabetic Principle in Spanish

Phonemic Awareness in Spanish

Vocabulary & Lang. in English

Accuracy and Fluency in English

Alphabetic Principle in English

Phonemic Awareness in English

Slide 22

http://DIBELS.uoregon.edu

Introduction • Data System   Download DIBELS Materials

DIBELS

Official DIBELS Home Page

Introduction

Data System

   Sample Reports
   Manual

Measures

   Download
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   Kindergarten
   First Grade
   Second Grade
   Third Grade

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Technical Reports

For Younger Children

Logistics

Sponsors

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

The measures were developed upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.

The DIBELS measures are FREE to download and use. Just go here to login, or sign up for a materials download account if you do not already have one.

NEW! The Spanish version of DIBELS, Indicadores dinámicos del éxito en la lectura 6ta Edición (IDEL), is now available. Log in to the materials download page here and click on the IDEL link.

We also offer an optional additional service, the DIBELS Data System, which allows you to enter your students' DIBELS data online and generate automated reports, for $1 per student, per year.

Slide 23

Dynamic Indicators of Basic Early Literacy Skills
University of Oregon
Initial Sound Fluency -Sample

DIBELS Initial Sound Fluency

This is a mouse, flowers, pillow, letters (point to each picture while saying its name).

Mouse begins with the sound /m/ (point to the mouse). *Listen: /m/, mouse. Which one begins with the sounds /fl/?*

Slide 24

Fluidez en los sonidos iniciales

Mira: ratón, flores, almohada, cartas (señale cada dibujo mientras lo está nombrando).

Ratón empieza con el sonido /r/ (señale el ratón). *Escucha: /r/, ratón. ¿Cuál empieza con los sonidos /fl/?*

Fluidez en los sonidos iniciales IDEL ™
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Ejemplo
Page 2

DIBELS Phoneme Segmentation Fluency

bad	/b/ /a/ /d/	lock	/l/ /o/ /k/	_____ /6
that	/TH/ /a/ /t/	pick	/p/ /i/ /k/	_____ /6
mine	/m/ /ie/ /n/	noise	/n/ /oi/ /z/	_____ /6
coat	/k/ /oa/ /t/	spin	/s/ /p/ /i/ /n/	_____ /7
meet	/m/ /ea/ /t/	ran	/r/ /a/ /n/	_____ /6
wild	/w/ /ie/ /l/ /d/	dawn	/d/ /o/ /n/	_____ /7
woke	/w/ /oa/ /k/	sign	/s/ /ie/ /n/	_____ /6
fat	/f/ /a/ /t/	wait	/w/ /ai/ /t/	_____ /6
side	/s/ /ie/ /d/	yell	/y/ /e/ /l/	_____ /6
jet	/j/ /e/ /t/	of	/o/ /v/	_____ /5
land	/l/ /a/ /n/ /d/	wheel	/w/ /ea/ /l/	_____ /7
beach	/b/ /ea/ /ch/	globe	/g/ /l/ /oa/ /b/	_____ /7
			Total	_____ /75

I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, "sam," you would say /s/ /a/ /m/. Let's try one. (one second pause). *Tell me the sounds in "mop"*

Ok. Here is your first word.

IDEL Fluidez en la segmentación de fonemas

Indicador 3 Kindergarten
Fluidez en la segmentación de fonemas IDEL™

uva	/u/ /v/ /a/	salir	/s/ /a/ /l/ /i/ /r/	___/8
lago	/l/ /a/ /g/ /o/	copa	/c/ /o/ /p/ /a/	___/8
luz	/l/ /u/ /s/	lindo	/l/ /i/ /n/ /d/ /o/	___/8
beso	/b/ /e/ /s/ /o/	miedo	/m/ /i/ /e/ /d/ /o/	___/7
su	/s/ /u/	tres	/t/ /r/ /e/ /s/	___/6
lleno	/y/ /e/ /n/ /o/	breve	/b/ /r/ /e/ /v/ /e/	___/9
este	/e/ /s/ /t/ /e/	lloro	/y/ /o/ /r/ /o/	___/8
antes	/a/ /n/ /t/ /e/ /s/	lima	/l/ /i/ /m/ /a/	___/9
foca	/f/ /o/ /c/ /a/	seca	/s/ /e/ /c/ /a/	___/8
pasa	/p/ /a/ /s/ /a/	sale	/s/ /a/ /l/ /e/	___/8
goma	/g/ /o/ /m/ /a/	poner	/p/ /o/ /n/ /e/ /r/	___/9
sello	/s/ /e/ /y/ /o/	amiga	/a/ /m/ /i/ /g/ /a/	___/9
			Total	_____

Tipos de errores:

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"Voy a decir una palabra. Después de que la digo, quiero que me digas todos los sonidos que tiene la palabra. Por ejemplo, si yo digo, "oso," tú dices /o/ /s/ /o/."
Vamos a probar. (pausa)
Dime los sonidos en "mesa."

DIBELS Nonsense Word Fluency

kik	woj	sig	faj	yis
kaj	fek	av	zin	zez
lan	nul	zem	og	nom
yuf	pos	vok	viv	feg
bub	dij	sij	vus	tos
wuv	nij	pik	nok	mot
nif	vec	al	boj	nen
suv	yig	dit	tum	joj
yaj	zof	um	vim	vel
tig	mak	sog	wot	sav

Here are some more make-believe words (point to the student probe). *Start here* (point to the first word) *and go across the page* (point across the page). *When I say, "begin", read the words the best you can. Point to each letter and tell me the sound or read the whole word. Read the words the best you can. Put your finger on the first word. Ready, begin.*

Fluidez en las palabras sin sentido

Mira esta palabra (señale la primera palabra en la copia de práctica). *No es una palabra verdadera. Es una palabra sin sentido. Observa cómo leo la palabra: /m/ /o/ /s/ /i/ "mosi"* (señale cada letra, despúes pase el dedo rápidamente debajo de toda la palabra) *Puedo decir los sonidos de las letras, /m/ /o/ /s/ /i/* (señale cada letra), *o puedo leer la palabra completa "mosi"* (pase el dedo rápidamente debajo de toda la palabra).

Ahora te toca a ti leer una palabra sin sentido. Lee la palabra lo mejor que puedas (señale la palabra "lu"). *Asegúrate de decir todos los sonidos que sepas.*

Indicador 2 Kindergarten
Fluidez en las palabras sin sentido IDEL™

bo	naja	ga	lali	pota	__/16
pi	deti	fopu	pa	noti	__/16
ju	mapo	sodi	nenu	mu	__/16
je	nebi	co	ri	vi	__/12
dave	memu	fude	mava	ricu	__/20
losu	veta	zo	debe	nedo	__/18
lale	vobi	rele	jote	vo	__/18
niñi	fo	laco	sepo	li	__/16
pape	tete	tuto	ro	diñi	__/18
zalo	nibe	ja	jo	tula	__/16
				Total:	____

Tipos de errores:

Página 18   © 2003 Dynamic Measurement Group, Inc.

The Robin's Nest

There was a robin's nest outside our kitchen window. The nest was in a tall bush. The mother robin sat in the nest all day long. One day when I was watching, the mother bird flew away. I saw the eggs she was sitting on. There were four blue eggs.

I watched and watched. The eggs moved. I watched some more. The eggs started to crack. Finally, the eggs hatched. I saw four baby birds. The baby birds opened their beaks wide. I heard them peeping. Soon the mother bird came back. Then the mother robin put worms in their mouths.

Every day I watched the baby birds and their mother. Pretty soon the babies were so fat there was no room for the mother. Then one morning the nest was gone from the bush.

DIBELS Oral Reading Fluency
© 2001 Dynamic Measurement Group

First Grade Benchmark 2
Revised: 03/28/02

DIBELS Oral Reading Fluency

Please read this (point) *out loud. If you get stuck, I will tell you the word so you can keep reading. When I say, "stop" I may ask you to tell me about what you read, so do your best reading. Start here* (point to the first word of the passage). *Begin.*

DIBELS Retell Fluency

Please tell me all about what you just read. Try to tell me everything you can. Begin. Start your stopwatch after you say "begin".

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94

Fluidez en la lectura oral

Por favor lee esto (señale) *en voz alta. Si te atoras, te digo la palabra para que puedas seguir leyendo. Cuando digo "para" te puedo preguntar sobre lo que leíste, así que trata de leer lo mejor que puedas. Empieza aquí* (señale la primera palabra del pasaje). *Empieza.*

Por favor cuéntame sobre todo lo que acabas de leer. Trata de contarme todo lo que puedas. Empieza.

Indicador 2 – Pasaje 1 Primer grado
Fluidez en la lectura oral IDEL™

Las mañanas en nuestra casa

Por la mañana, cuando todavía está oscuro, todos nos	9
despertamos. Primero se despiertan mi abuelita y mi papá. Su	19
radio empieza a tocar música. Luego mi papá sale al pasillo y	31
llama a nuestra puerta. —Es hora de desayunar niños,— nos	41
grita.	42
Luego oigo correr el agua del baño mientras mi abuelita se	53
ducha. Cuando termina, ella llama a nuestra puerta. Lo hace	63
porque sabe que todavía estamos acostados. Mi papá se mete a la	75
regadera. Canta unas melodías del pasado. Me tapo la cabeza con	86
la almohada. Por fin abro los ojos cuando oigo el secador de	98
pelo.	99
Después mi papá baja corriendo las escaleras hasta la cocina.	109
El prepara el desayuno. Sube el volumen del radio aún más.	120
Entonces, mi abuelita llama a la puerta del baño y dice:	131
—¡Tomás, deja un poco de agua caliente para tu hermano!	141
Mi hermano Mario es el último en levantarse. El es perezoso.	152
Ahora estamos todos juntos en la cocina. Mi papá desayuna	162
pan tostado con miel. Le pregunta a mi abuelita si está lista para	175
salir.	176
Nos mira a mi hermano y a mí y nos dice:	187
—No se olviden de hacer la tarea al llegar a casa. Vamos a ir	201
al parque esta tarde.	205
Mi abuelita y mi papá salen juntos. Miro el reloj. En seis	217
minutos yo tengo que estar en la parada del autobús.	227
Meto de prisa mi almuerzo en la mochila. Después, corro por	238
la puerta justo a tiempo. En ese momento, veo llegar el autobús	250
escolar. Por suerte, no llegué tarde.	256

Palabras recontadas: Total:

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94

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Fluidez en el uso de las palabras

Ahora vamos a usar palabras en una oración o frase. Escúchame usar la palabra "verde" en una oración o frase (pausa). *El pasto es verde. Ahora escúchame usar la palabra "saltar" en una oración o frase.* (pausa) *Me gusta saltar la cuerda. Te toca a ti,* (pausa) *"conejo". Usa la palabra conejo en una oración o frase lo mejor que puedas. "Conejo"*

Indicador 1 Kindergarten
Fluidez en el uso de las palabras IDEL™

lleno	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
cobrar	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
retrato	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
querer	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
moderno	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
interesante	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
lengua	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
dinero	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
cuidar	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
obtener	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
escuela	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
costumbre	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
dibujo	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
rueda	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
saber	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
cuaderno	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
dormir	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I
digno	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	C I

Total de palabras usadas correctamente:

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Fluidez en el nombramiento de las letras

Aquí hay algunas letras. Dime el nombre de todas las letras que puedas. Cuando yo digo 'empieza', comienza aquí (señale la primera letra a la cabeza de la página a mano izquierda) *y continúa a través de la página* (demuéstrelo con el dedo), *señala cada letra y dime el nombre de la letra. Si llegas a una letra que no sabes cómo se llama, yo te la digo. Pon el dedo en la primera letra. ¿Estás listo/a?* (pausa) *Empieza.*

Indicador 1 Kindergarten
Fluidez en el nombramiento de las letras IDEL™

h	c	H	I	B	V	m	f	t	U
q	y	j	Ñ	p	H	G	n	A	L
v	V	z	C	s	D	M	O	A	a
Z	B	y	p	J	Q	R	T	Q	o
b	e	Ñ	e	F	Y	o	t	X	N
F	q	x	P	I	z	v	G	C	P
g	u	f	x	d	S	U	S	c	b
M	u	d	Y	N	O	s	ñ	r	Z
r	D	ñ	J	a	m	R	E	h	X
j	l	l	L	g	n	T	I	I	E

Tipos de errores: **Total:** _____

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Rev. 4/26/04   (c) 2004   33

Using an Outcomes Driven Model to Provide Decision Rules for Progress Monitoring

Outcomes Driven model: Decision making steps

1. **Identifying Need for Support**
2. **Validating Need for Instructional Support**
3. **Planning and Implementing Instructional Support**
4. **Evaluating and Modifying Instructional Support**
5. **Reviewing Outcomes for Individuals and Systems**

Good, R. H., Gruba, J., & Kaminski, R. A. (2002). Best Practices in Using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an Outcomes-Driven Model. In A. Thomas & J. Grimes (Eds.), Best Practices in School Psychology IV (pp. 679-700). Washington, DC: National Association of School Psychologists.

Rev. 4/26/04   (c) 2004   34

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1. Identifying Need for Support

Key Decision for *Screening Assessment*:
- **Which children may need additional instructional support to attain important reading outcomes?**

Data used to inform the decision:
- **Compare individual student's performance to local normative context or expected performance to evaluate need for additional instructional support.**
  - **Local normative context: First, choose a percentile cutoff. 20th percentile seems a good place to start, but a district could choose 15th percentile or 25th percentile or other cutoff depending on resources.**
  - **Expected performance: A deficit in a foundation skill is a strong indicator that instructional support will be needed to attain later benchmark goals.**

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Benchmark Assessment - First Grade

Dynamic Indicators of Basic Early Literacy Skills™ 6th Ed.
University of Oregon
First Grade Benchmark Assessment

Name: _____   Teacher: _____

School: _____   District: _____

	Benchmark 1 Beginning/Fall	Benchmark 2 Middle/Winter	Benchmark 3 End/Spring
Date			
Letter Naming Fluency			
Phoneme Segmentation Fluency			
Nonsense Word Fluency			
DIBELS Oral Reading Fluency[2]		(middle score)	(middle score)
Retell Fluency (Optional)		(middle score)	(middle score)
Word Use Fluency (Optional)	(Optional)	(Optional)	(Optional)

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- **Benchmark assessment – screening all children to identify need for support to achieve goals in Core Components of literacy: phonemic awareness, alphabetic principle, accuracy and fluency with connected text, Vocabulary, and Reading Comprehension for all children.**
- **Beginning: September, October, or November**
- **Middle: December, January, or February**
- **End: March, April, May, or June**

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Identify Students who Need Support to Reach NEXT Benchmark Goal

- **In <u>September</u> of Kindergarten, Melissa has a deficit on initial sounds. She may need additional instructional support to achieve kindergarten benchmark goals in Phonemic Awareness.**
- **Tevin is on track with to achieve Phonemic Awareness goals *with effective core curriculum and instruction*.**

Beginning of Kindergarten

DIBELS - Class List Report - Microsoft Internet Explorer

Dynamic Indicators of Basic Early Literacy Skills, University of Oregon
Class List Report

District: **Test District**   **Adams**   Grade: **Kindergarten**
Class: **Adams K #2**   Assessment: **September**   Academic Year: **2001-2002**

Create PDF

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual, performance should be verified by retesting with problem validation materials.

Name	Initial Sound Fluency			Letter Naming Fluency			Instructional Recommendation
	Score	Percentile	Status	Score	Percentile	Status	
D. BRITTANY	0	4	At Risk	0	6	At risk	Intensive - Needs Substantial Intervention
M. RACHEL	0	4	At Risk	0	6	At risk	Intensive - Needs Substantial Intervention
E. MELISSA	0	4	At Risk	2	25	Some risk	Intensive - Needs Substantial Intervention
D. FAYTH	0	4	At risk	0	6	Some risk	Intensive - Needs Substantial Intervention
B. SARAH	0	4	At Risk	8	47	Low risk	Strategic - Additional Intervention
E. SERENA	0	4	At Risk	14	64	Low risk	Strategic - Additional Intervention
B. MATHEW	3	12	At Risk	10	51	Low risk	Strategic - Additional Intervention
S. BRIANA	4	15	Some Risk	18	67	Low risk	Strategic - Additional Intervention
V. JOHNATHON	5	20	Some Risk	2	25	Some risk	Strategic - Additional Intervention
S. KYLE	7	29	Some Risk	0	6	At risk	Intensive - Needs Substantial Intervention
V. SHANIA	9	39	Low Risk	28	84	Low risk	Benchmark - At Grade Level
F. KARLEE	14	61	Low Risk	3	32	Some risk	Strategic - Additional Intervention
H. OLIVIA	17	69	Low Risk	32	89	Low risk	Benchmark - At Grade Level
J. MADISON	18	72	Low Risk	28	84	Low risk	Benchmark - At Grade Level
G. BENJAMIN	19	75	Low Risk	29	85	Low risk	Benchmark - At Grade Level
H. KENDRA	19	75	Low Risk	62	> 99	Low risk	Benchmark - At Grade Level
S. KYLER	22	81	Low Risk	6	42	Some risk	Strategic - Additional Intervention
P. CHRYSALICE	25	87	Low Risk	27	83	Low risk	Benchmark - At Grade Level
G. TEVIN	25	87	Low Risk	30	87	Low risk	Benchmark - At Grade Level
J. SARAH	28	90	Low Risk	10	51	Low risk	Benchmark - At Grade Level
C. ZACHARY	38	96	Low Risk	44	97	Low risk	Benchmark - At Grade Level
W. LAURA	42	98	Low Risk	25	79	Low risk	Benchmark - At Grade Level

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Middle of Kindergarten

DIBELS - Class List Report - Microsoft Internet Explorer

Dynamic Indicators of Basic Early Literacy Skills, University of Oregon
Class List Report

District: **Test District**   **Adams**   Grade: **Kindergarten**
Class: **Adams K #2**   Assessment: **January**   Academic Year: **2001-2002**

Create PDF

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual, performance should be verified by retesting with problem validation materials.

Name	Initial Sound Fluency			Letter Naming Fluency			Phoneme Segmentation Fluency			Nonsense Word Fluency			Instructional Recommendation
	Score	Percentile	Status	Score	Percentile	Status	Score	Percentile	Status	Score	Percentile	Status	
D. BRITTANY	12	11	Emerging	0	< 1	At risk	3	7	At Risk	4	11	At Risk	Intensive - Needs Substantial Intervention
V. JOHNATHON	13	12	Emerging	18	37	Some risk	27	35	Low Risk	16	45	Low Risk	Strategic - Additional Intervention
B. MATHEW	14	14	Emerging	18	37	Some risk	16	24	Some Risk	12	34	Some Risk	Strategic - Additional Intervention
V. SHANIA	14	14	Emerging	37	73	Low risk	42	63	Low Risk	22	60	Low Risk	Benchmark - At Grade Level
M. RACHEL	19	28	Emerging	12	23	At risk	36	50	Low Risk	8	22	Some Risk	Strategic - Additional Intervention
B. SARAH	19	28	Emerging	16	32	Some risk	7	11	Some Risk	10	28	Some Risk	Strategic - Additional Intervention
E. SERENA	21	35	Emerging	7	12	At risk	32	43	Low Risk	0	3	At Risk	Strategic - Additional Intervention
G. BENJAMIN	23	41	Emerging	40	78	Low risk	42	63	Low Risk	29	75	Low Risk	Benchmark - At Grade Level
S. KYLE	24	47	Emerging	9	16	At risk	34	47	Low Risk	10	28	Some Risk	Strategic - Additional Intervention
P. CHRYSALICE	24	47	Emerging	39	76	Low risk	40	59	Low Risk	33	83	Low Risk	Benchmark - At Grade Level
J. MADISON	24	47	Emerging	59	95	Low risk	50	79	Low Risk	43	94	Low Risk	Benchmark - At Grade Level
D. FAYTH	26	54	Established	22	46	Some risk	50	79	Low Risk	26	69	Low Risk	Benchmark - At Grade Level
H. OLIVIA	29	63	Established	36	71	Low risk	14	21	Some Risk	30	77	Low Risk	Benchmark - At Grade Level
S. KYLER	30	66	Established	25	53	Some risk	48	74	Low Risk	7	19	Some Risk	Strategic - Additional Intervention
F. KARLEE	30	66	Established	32	65	Low risk	30	40	Low Risk	25	66	Low Risk	Benchmark - At Grade Level
H. KENDRA	30	66	Established	60	> 99	Low risk	80	85	Low Risk	28	98	Low Risk	Benchmark - At Grade Level
G. TEVIN	32	72	Established	69	99	Low risk	59	95	Low Risk	27	71	Low Risk	Benchmark - At Grade Level
S. BRIANA	34	77	Established	26	56	Some risk	27	35	Low Risk	27	71	Low Risk	Benchmark - At Grade Level
C. ZACHARY	34	77	Established	68	99	Low risk	50	79	Low Risk	53	97	Low Risk	Benchmark - At Grade Level
J. SARAH	38	85	Established	51	91	Low risk	55	90	Low Risk	26	69	Low Risk	Benchmark - At Grade Level
E. MELISSA	41	89	Established	44	83	Low risk	33	45	Low Risk	20	55	Low Risk	Benchmark - At Grade Level
W. LAURA	41	89	Established	55	93	Low risk	55	90	Low Risk	46	91	Low Risk	Benchmark - At Grade Level

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Longitudinal Outcomes for DIBELS Benchmark Assessment

- **Odds of achieving subsequent early literacy goals for DIBELS Benchmark Assessments at the beginning, middle, and end of kindergarten, first, second, and third grades (12 screening points across K - 3) are available at**

  dibels.uoregon.edu/techreports/decision_rule_summary.pdf

- **Students are at risk if the odds are against achieving subsequent early literacy goals.**
- **The purpose of screening is to provide additional instructional support -- strategic or intensive -- sufficient to thwart the prediction of difficulty achieving reading outcomes.**

Sample Cutoffs for Low Risk, Some Risk, At Risk for Kinder DIBELS Performance

DIBELS 3 Benchmark Goals and Indicators of Risk

Kindergarten

DIBELS Measure	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
	Scores	Status	Scores	Status	Scores	Status
DIBELS Initial Sound Fluency	ISF < 4 4 <= ISF < 8 ISF >= 8	At risk Some risk Low risk	ISF < 10 10 <= ISF < 25 ISF >= 25	Deficit Emerging Established		
DIBELS Letter Naming Fluency	LNF < 2 2 <= LNF < 8 LNF >= 8	At risk Some risk Low risk	LNF < 15 15 <= LNF < 27 LNF >= 27	At risk Some risk Low risk	LNF < 29 29 <= LNF < 40 LNF >= 40	At risk Some risk Low risk
DIBELS Phoneme Segmentation Fluency			PSF < 7 7 <= PSF < 18 PSF >= 18	At risk Some risk Low risk	PSF < 10 10 <= PSF < 35 PSF >= 35	Deficit Emerging Established
DIBELS Nonsense Word Fluency			NWF < 5 5 <= NWF < 13 NWF >= 13	At risk Some risk Low risk	NWF < 15 15 <= NWF < 25 NWF >= 25	At risk Some risk Low risk

---

Sample Odds of Achieving Early Literacy Goals for Different Patterns of DIBELS Performance

Table 4

Instructional Recommendations for Individual Patterns of Performance on Middle of Kindergarten DIBELS Benchmark Assessment

Initial Sound Fluency	Letter Naming Fluency	Phoneme Segmentation Fluency	Pctile	End K PSF	Mid 1 NWF	End 1 ORF	Avg.	Incidence	Instructional Support Recommendation
				Percent Meeting Later Goals					
Deficit	At Risk	At Risk	3	18	14	19	17	More Common	Intensive - Needs Substantial Intervention
Deficit	At Risk	Some Risk	7	34	13	21	23	Unusual	Intensive - Needs Substantial Intervention
Emerging	At Risk	At Risk	9	28	20	28	25	More Common	Intensive - Needs Substantial Intervention
Emerging	At Risk	Some Risk	11	41	17	22	27	More Common	Intensive - Needs Substantial Intervention
Deficit	Some Risk	At Risk	13	24	28	48	33	More Common	Intensive - Needs Substantial Intervention
Deficit	Some Risk	Low Risk	15	60	21	25	35	Unusual	Intensive - Needs Substantial Intervention
Deficit	Some Risk	Some Risk	16	37	30	40	36	Unusual	Strategic - Additional Intervention
Established	At Risk	At Risk	17	45	32	31	36	Extremely Rare	Strategic - Additional Intervention
Emerging	Some Risk	At Risk	18	37	30	49	38	Unusual	Strategic - Additional Intervention
Deficit	Low Risk	Some Risk	20	30	37	58	42	Unusual	Strategic - Additional Intervention
Established	Some Risk	At Risk	21	42	38	49	43	Extremely Rare	Strategic - Additional Intervention
Emerging	Some Risk	Some Risk	22	47	36	51	45	More Common	Strategic - Additional Intervention
Established	At Risk	Some Risk	24	52	38	47	45	Extremely Rare	Strategic - Additional Intervention
Emerging	At Risk	Low Risk	26	75	29	36	47	More Common	Strategic - Additional Intervention
Deficit	Low Risk	Some Risk	28	43	42	68	51	Unusual	Strategic - Additional Intervention
Deficit	Some Risk	Low Risk	29	66	41	55	54	Extremely Rare	Strategic - Additional Intervention
Emerging	Low Risk	At Risk	31	42	50	70	54	More Common	Strategic - Additional Intervention
Established	Some Risk	Some Risk	33	55	44	64	54	Unusual	Strategic - Additional Intervention
Established	At Risk	Low Risk	34	82	34	47	54	Unusual	Strategic - Additional Intervention
Emerging	Low Risk	Some Risk	38	53	53	80	62	More Common	Strategic - Additional Intervention
Emerging	Some Risk	Low Risk	44	82	47	59	63	More Common	Strategic - Additional Intervention
Established	Some Risk	At Risk	47	51	58	89	66	Extremely Rare	Benchmark - At grade level
Established	Low Risk	Some Risk	49	58	62	87	69	More Common	Benchmark - At grade level
Deficit	Low Risk	Low Risk	52	74	60	75	70	Unusual	Benchmark - At grade level
Established	Some Risk	Low Risk	54	88	56	69	71	More Common	Benchmark - At grade level
Emerging	Low Risk	Low Risk	64	88	68	83	80	More Common	Benchmark - At grade level
Established	Low Risk	Low Risk	86	93	80	93	89	More Common	Benchmark - At grade level

Note. Percent meeting goal is the conditional percent of children who meet the end of first grade goal of 40 or more on DIBELS ORF. Based on *n* of approximately 32000 students, 638 schools, and 255 school districts.

dibels.uoregon.edu/techreports/decision_rule_summary.pdf

Instructional Recommendations for Individual Patterns of Performance on Middle of Kindergarten DIBELS Benchmark Assessment (continued)

Initial Sound Fluency	Letter Naming Fluency	Phoneme Segmentation Fluency		Percent Meeting Later Goals			
			[Table Continues]	End K PSF	Mid 1 NWF	End 1 ORF	Avg.
Deficit	At Risk	At Risk		18	14	19	17
Deficit	At Risk	Some Risk		34	13	21	23
Emerging	At Risk	At Risk		28	20	28	25
Emerging	At Risk	Some Risk		41	17	22	27
Deficit	Some Risk	At Risk		24	28	48	**33**
		[Table Continues]					
Established	Some Risk	Low Risk		88	56	**69**	71
Emerging	Low Risk	Low Risk		88	68	83	80
Established	Low Risk	Low Risk		93	80	93	89

Average Percent achieving subsequent early literacy goals. For example, a student with a Deficit, Some Risk, At Risk pattern on DIBELS has 33% odds of achieving later literacy goals on average.

Odds of achieving specific early literacy goal. For example, 69% of students with Established, Some Risk, Low Risk pattern in the middle of kindergarten achieved the end of first grade DIBELS Oral Reading Fluency goal of 40 or more words read correct per minute.

dibels.uoregon.edu/techreports/decision_rule_summary.pdf

End of Kindergarten

Dynamic Indicators of Basic Early Literacy Skills, University of Oregon
Class List Report

District: **Test District** Adams Grade: **Kindergarten**
Class: **Adams K #2** Assessment: **May** Academic Year: **2001-2002**

Create PDF

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual, performance should be verified by retesting with problem validation materials.

Name	Letter Naming Fluency			Phoneme Segmentation Fluency			Nonsense Word Fluency			Instructional Recommendation
	Score	Percentile	Status	Score	Percentile	Status	Score	Percentile	Status	
D. BRITTANY	4	2	At risk	4	2	Deficit	1	< 1	At Risk	Intensive - Needs Substantial Intervention
B. SARAH	22	15	At risk	11	4	Emerging	22	18	Some Risk	Intensive - Needs Substantial Intervention
B. MATHEW	33	31	Some risk	37	22	Established	26	29	Low Risk	Benchmark - At Grade Level
V. JOHNATHON	46	58	Low risk	37	22	Established	33	47	Low Risk	Benchmark - At Grade Level
E. SERENA	28	21	At risk	45	40	Established	39	61	Low Risk	Strategic - Additional Intervention
M. RACHEL	16	9	At risk	47	46	Established	26	29	Low Risk	Strategic - Additional Intervention
S. KYLER	38	42	Some risk	47	46	Established	34	50	Low Risk	Benchmark - At Grade Level
H. KENDRA	67	92	Low risk	50	57	Established	72	94	Low Risk	Benchmark - At Grade Level
C. ZACHARY	47	61	Low risk	51	60	Established	77	96	Low Risk	Benchmark - At Grade Level
J. MADISON	52	73	Low risk	52	64	Established	60	90	Low Risk	Benchmark - At Grade Level
H. OLIVIA	53	75	Low risk	56	78	Established	37	57	Low Risk	Benchmark - At Grade Level
P. CHRYSALICE	52	73	Low risk	57	80	Established	40	64	Low Risk	Benchmark - At Grade Level
V. SHANIA	46	58	Low risk	58	82	Established	50	81	Low Risk	Benchmark - At Grade Level
S. BRIANA	50	69	Low risk	59	84	Established	37	57	Low Risk	Benchmark - At Grade Level
A. BENJAMIN	42	51	Low risk	60	86	Established				
E. MELISSA	71	96	Low risk	60	86	Established	60	90	Low Risk	Benchmark - At Grade Level
G. TEVIN	63	89	Low risk	66	94	Established	39	61	Low Risk	Benchmark - At Grade Level
W. LAURA	69	94	Low risk	68	96	Established	35	53	Low Risk	Benchmark - At Grade Level
S. KYLE	59	85	Low risk	68	97	Established	35	52	Low Risk	Benchmark - At Grade Level
J. SARAH	72	97	Low risk	81	> 99	Established	38	59	Low Risk	Benchmark - At Grade Level

Decision Utility of DIBELS

- Pattern of performance on DIBELS measures determines overall risk status and instructional recommendation. In fall of first grade, for example,
- LNF >= 37, DIBELS PSF >= 35, DIBELS NWF >= 24 **Instructional Recommendation:** *Benchmark - At grade level*. Effective core curriculum and instruction recommended,
    - Odds of reading 40 or more words correct per minute at the end of first grade: 84%
    - Odds of reading less than 20 words correct per minute at the end of first grade: 2%
- LNF < 25, DIBELS PSF < 10, DIBELS NWF < 13 **Instructional Rec:** *Intensive - Needs substantial intervention*:
    - Odds of reading 40 or more words correct per minute at the end of first grade: 18% (unless given intensive intervention)
    - Odds of reading less than 20 words correct per minute at the end of first grade: 48% (unless given intensive intervention)
- Value of knowing the instructional recommendation and the goal early enough to change the outcome: Priceless.

---

2. Validate Need for Support

Key Decision:

- Are we **reasonably confident** the student needs instructional support?
    - Rule out easy reasons for poor performance: Bad day, confused on directions or task, ill, shy, or similar.
    - More reliable information is needed to validate need for support than for screening decisions.

Data used to inform the decision:

- Repeated assessments on different days under different conditions
- Compare individual student's performance to **local normative context** or **expected performance** to evaluate discrepancy.

Validating Need for Support

- Verify need for instructional support by retesting with alternate forms until we are *reasonably confident*.
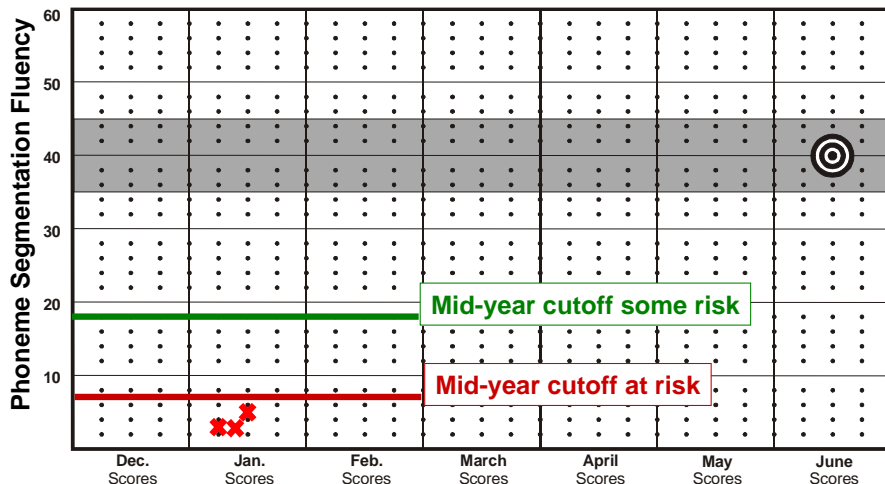
Aggregating multiple, brief assessments increases reliability
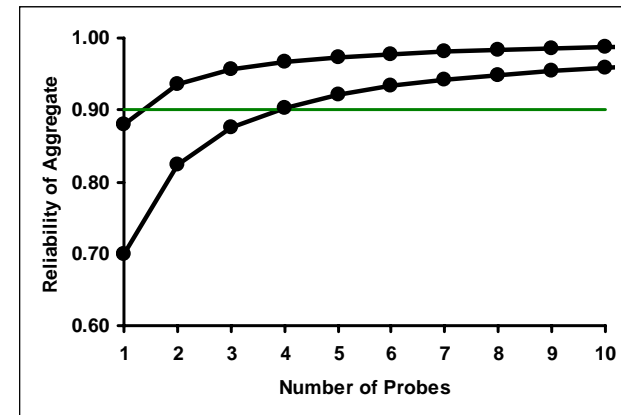
- When brief, 1-minute probes are used, it is important to consider error as one possible cause of poor performance. A *pattern of low performance* across 3 - 4 probes is much more reliable.

3. Planning and Implementing Instructional Support

Key Decisions for *Diagnostic Assessment*:

- **What are the Goals of instruction?**
  - **Where are we? Where do we need to be? By when? What course do we need to follow to get there?**
- **What skills should we teach to get there?**
  - **Focus on the *beginning reading core areas*: Phonological Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text**
  - **Specific skills based on error analysis or additional diagnostic assessment (e.g., CTOPP).**
- **How much instructional support is needed?**
  - **Intensive Instructional Support**
  - **Strategic Instructional Support**
  - **Benchmark Instruction**

Progress Monitoring Model for Beginning Reading Core Areas
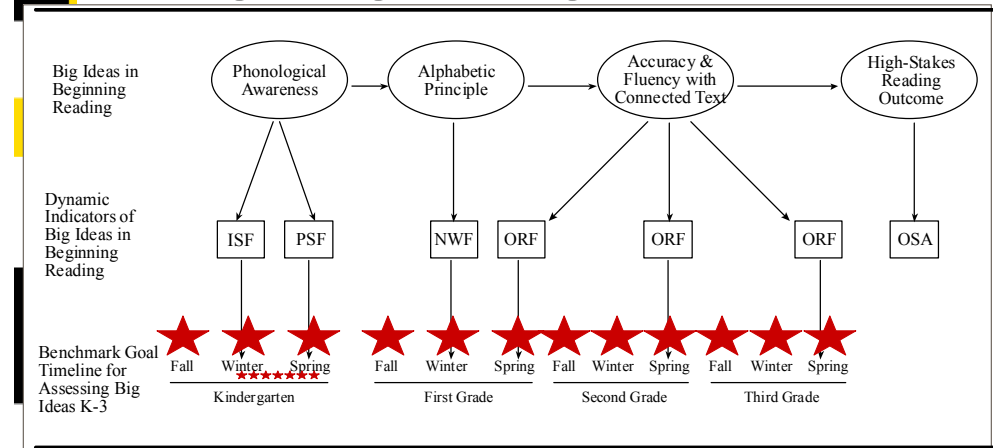
★ **3 times per year progress monitoring - Low Risk**

✱✱✱✱✱✱ **Frequent progress monitoring - At Risk**

Good, R. H., Simmons, D. C., & Kame'enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. Scientific Studies of Reading, 5, 257-288.

Instructional Goals for Core Components of Beginning Reading

Benchmark Goals to be On Grade Level

★ **Step 1: *Phonological Awareness* with 25 - 35 on DIBELS Initial Sound Fluency by *mid kindergarten* (and 18 on PSF)**

★ **Step 2: *Phonemic Awareness* with 35 - 45 on DIBELS Phoneme Segmentation Fluency by end of kindergarten (and 25 on NWF)**

★ **Step 3: *Alphabetic principle* 50 - 60 on DIBELS Nonsense Word Fluency by mid first grade (and 20 on DORF)**

★ **Step 4: *Fluency* with 40 - 50 on DIBELS Oral reading fluency by end of first grade.**

★ **Step 5: *Fluency* with 90 + on DIBELS Oral reading fluency by end of second grade**

★ **Step 6: *Fluency* with 110 + on DIBELS Oral reading fluency by end of third grade**

Planning Support - What <u>Aimline</u>?

The <u>aimline</u> connects where we are to where we need to be by when, and shows the course to follow to get there.
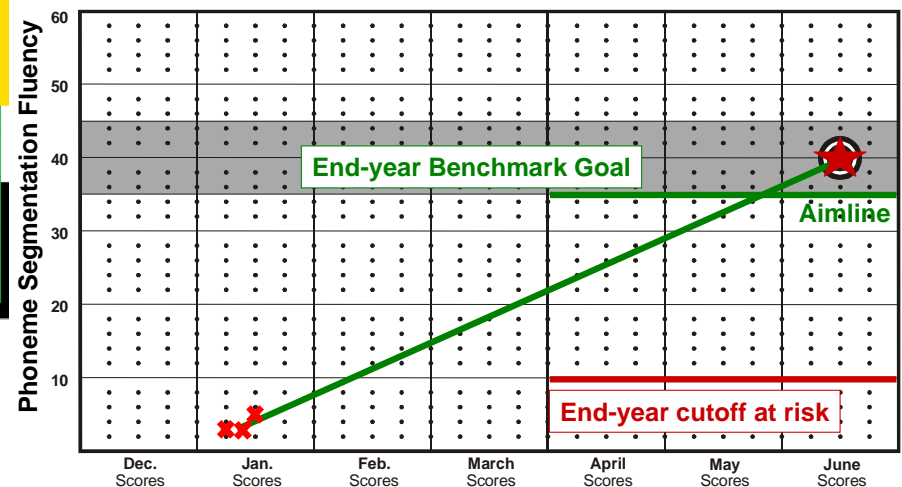
Oregon Reading First Review of Supplemental and Intervention Programs

- OR Reading First developed review criteria for supplemental and intervention programs and reviewed 106 programs for the percent of criteria met.
  http://oregonreadingfirst.uoregon.edu/SIreport.php
  - **Phonemic Awareness**
    Early Reading Intervention 96%
    Road to the Code 80%
    Phonemic Awareness in Young Children 75%
  - **Phonics or Alphabetic Principle**
    Early Reading Intervention 81%
    Touchphonics 76%
    Headsprout 72%
  - **Fluency with Connected Text**
    Read Naturally 92%
    Great Leaps 66%
    Headsprout 61%

---

4. Evaluating and Modifying Instructional Support

Key Decision for *Progress Monitoring Assessment*:
- Is the intervention effective in improving the child's early literacy skills?

How much instructional support is needed?
- Enough to get the child on trajectory for Benchmark Goal.

When is increased support needed?
- Monitor child's progress during intervention by comparing their performance and progress to past performance and their aimline. *Three consecutive assessments below the aimline* indicates a need to increase instructional support.

Evaluating Support – Modify Instruction?

Whoops! Time to make a change!

Slide 57
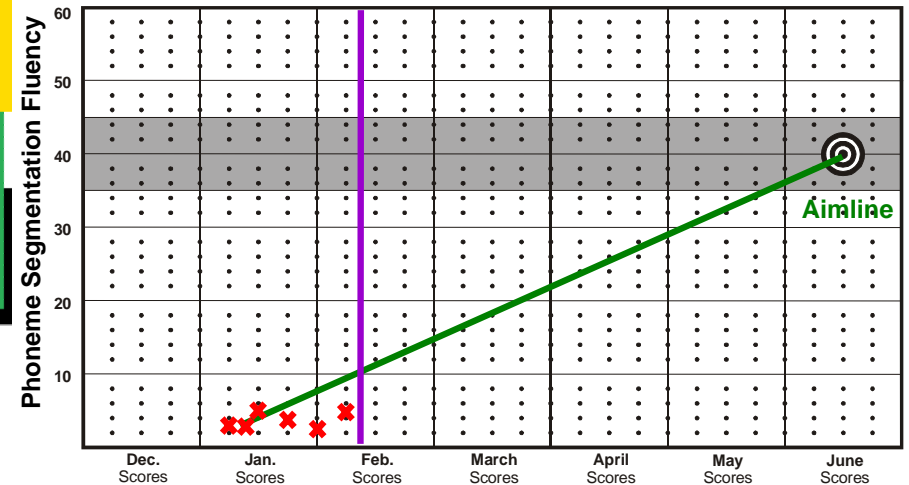
Evaluating Support - Is Instructional Support Sufficient Now?

Phoneme Segmentation Fluency chart with Aimline, scores from Dec. through June.

Slide 58
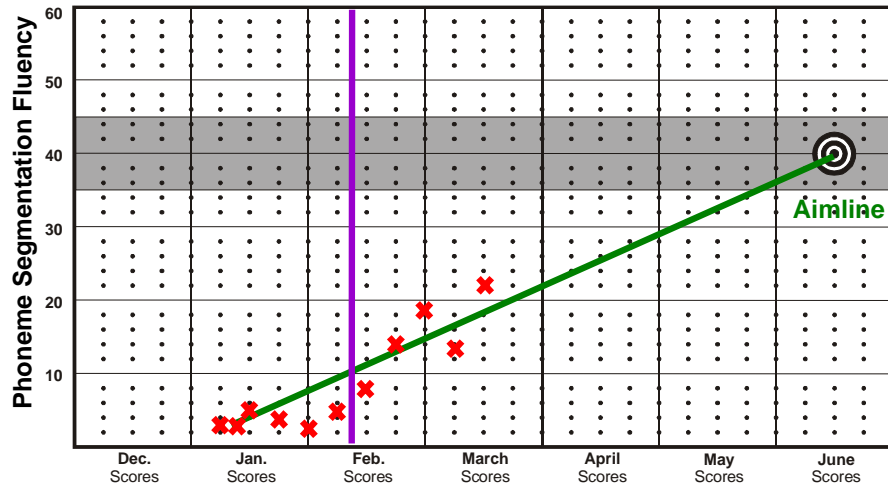
Where are we?
What is our goal?
What course should we follow?
How are we doing?

Our Goal

Desired Course

We are Here

Actual Course

Slide 59

Progress Monitoring: The Teacher's Map The GPS for Educators

→ A change in intervention

Aimline

Slide 60
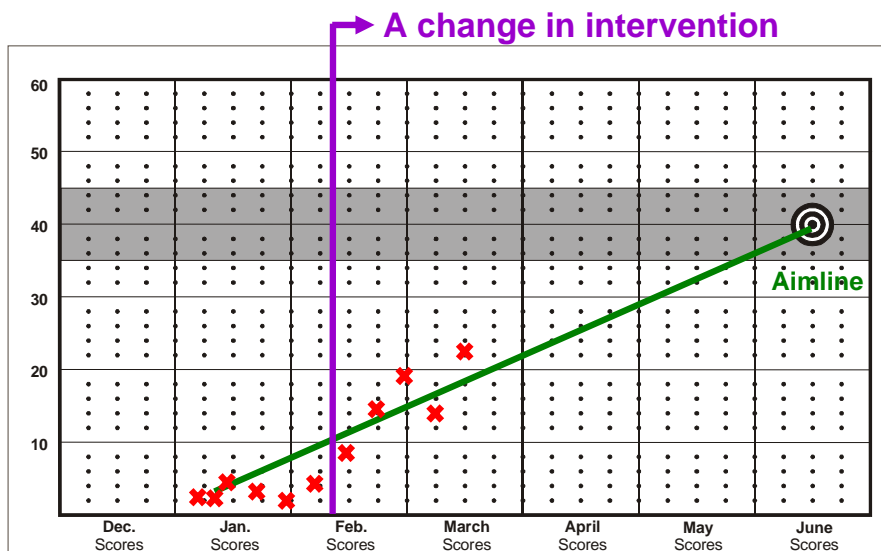
Dynamic Interventions Build in an Assessment ⬅➡ Intervention Feedback Loop

- Good interventions are identified by their <u>outcomes</u> - not our philosophy, or beliefs, or the quality of their packaging.
- <u>Good interventions are individual</u> – an effective intervention for one child may not be effective for another.
- Integrating assessment and intervention driven by outcomes is a key aspect of an effective intervention.

Step 1: Initial Sound Fluency in First Half of Kindergarten
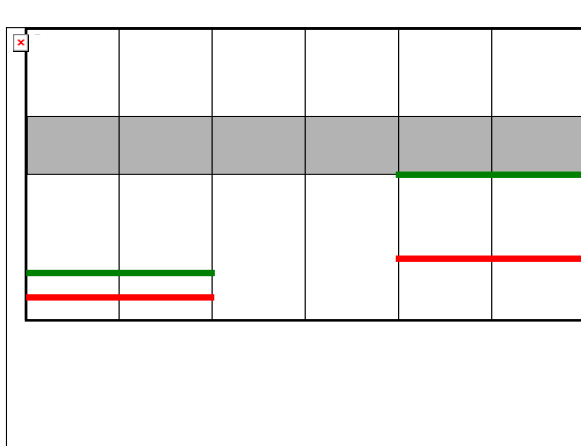
- Mid year goal: 25 on ISF
- Beginning K
  - Low risk: >= 8
  - At risk: < 4
- Middle K
  - Low risk: >= 25
  - At risk: < 10
- Additional Goal PSF >= 18

Step 2: Phoneme Segmentation Fluency in Second Half of Kinder
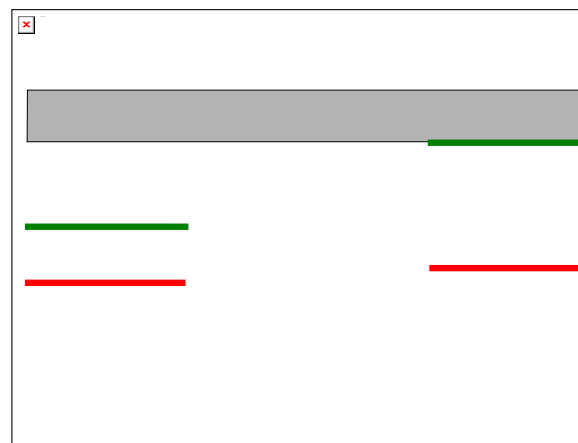
- End K goal: 35 on PSF
- Middle K
  - Low risk: >= 18
  - At risk: < 7
- End K PSF
  - Established: PSF >= 35
  - Deficit: < 10
- Additional Goal NWF >= 25

Step 3: Nonsense Word Fluency in First Half of First Grade

- Middle first goal: 50 on NWF
- Beginning first
  - Low risk: >= 24
  - At risk: < 13
- Mid first NWF:
  - Established: NWF >= 50
  - Deficit: < 30
- Additional Goal: ORF >= 20

Step 4: Oral Reading Fluency in Second Half of First Grade
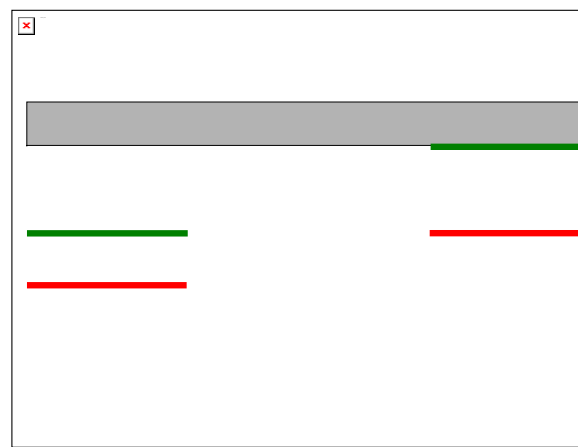
- End first goal: 40 on ORF
- Middle first ORF:
  - Low risk: >= 20
  - At risk: < 8
- End first ORF:
  - Low risk: >= 40
  - At risk: < 20
- Additional Goal: Retell > ORF/4

Step 5: Oral Reading Fluency in Second Grade
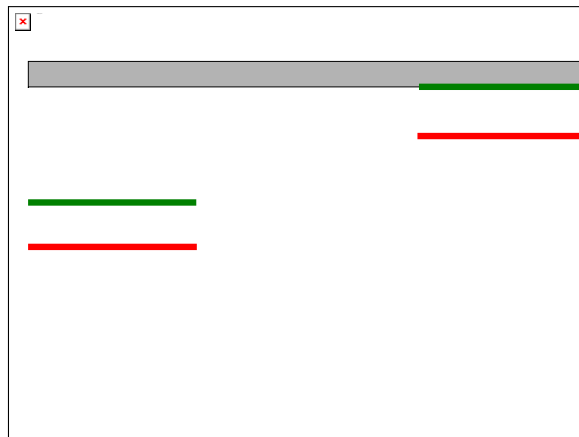
- **End second goal: 90 on ORF**
- **Beg second ORF:**
  - **Low risk: >= 44**
  - **At risk: < 26**
- **End second ORF:**
  - **Low Risk: >= 90**
  - **At Risk: < 70**
- **Additional Goal: Retell > ORF/4**

Step 6: Oral Reading Fluency in Third Grade
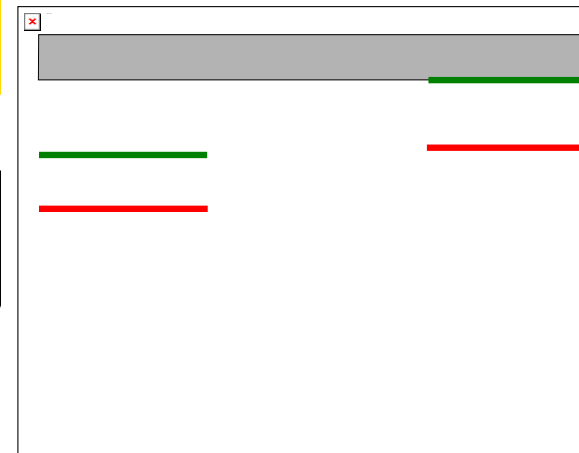
- **End third goal: 110 on ORF**
- **Beg third ORF:**
  - **Low risk: >= 77**
  - **At risk: < 53**
- **End third ORF:**
  - **Low Risk: >= 110**
  - **At Risk: < 80**
- **Additional Goal: Retell > ORF/4**

Progress Monitoring

- **Repeated, formative assessment to evaluate progress toward important goals for the purpose of modifying instruction or intervention.**
- **Frequency of Progress Monitoring**
  - **3 times per year for students at low risk (All Students)**
    - *Benchmark*
  - **1 per month for students with some risk**
    - *Strategic*
  - **1 per week for students at risk**
    - *Intensive*

Research on Progress Monitoring

- **Progress monitoring has been extensively researched in Special Education**
- **For example:**
  Fuchs, L. S., & Fuchs, D. (1986). Effects of systematic formative evaluation: A meta-analysis. *Exceptional Children*, 53, 199-208.
- **With Reading First, progress monitoring is not just for special education any more.**

Effects of Progress Monitoring

- **Fuchs and Fuchs (1986) found the average effect size associated with progress monitoring was:**
    - **+0.70 for *monitoring progress***
    - **+0.80 when *graphing of progress* was added**
    - **+0.90 when *decision rules* were added**
- **A student at the 50th percentile would be expected to move to the 82nd percentile
  (i.e., a score of 100 would move to a score of 114)**
- **Perhaps more important, a student at the 6th percentile would be expected to move to the average range (25th percentile)
  (i.e., a score of 76 would move to a score of 90)**

Progress Monitoring Tools

- **Meaningful and important *goals*, waypoints, or benchmarks representing reading health or wellness.**
    - **Meaningful and Important**
    - **Public and Measurable**
    - **Ambitious**
- **Brief, repeatable, formative assessment of progress toward benchmark goals that is sensitive to intervention.**
    - **Brief and Efficient**
    - **Repeatable - weekly or monthly**
    - ***Reliable and Valid* indication of risk and growth**

5. Reviewing Outcomes

Key Decisions for *Outcome/Accountability Assessment*:

- **Does the child have the early literacy skills predictive of successful reading outcomes?**
- **Does the school have *core curriculum and instruction* as well as a *system of effective instructional support* so their students achieve literacy outcomes?**

Data used to inform the decision:

- **Evaluate individual student's performance with respect to benchmark goals that with the odds in favor of achieving subsequent literacy goals.**
- **Compare school/district outcomes to goals and outcomes from previous year.**
- **Evaluate *core curriculum* and *system of additional support* for *each step* to identify strengths and areas for improvement.**

Heartland Early Literacy Project Across Year First Grade Oral Reading Fluency Outcomes
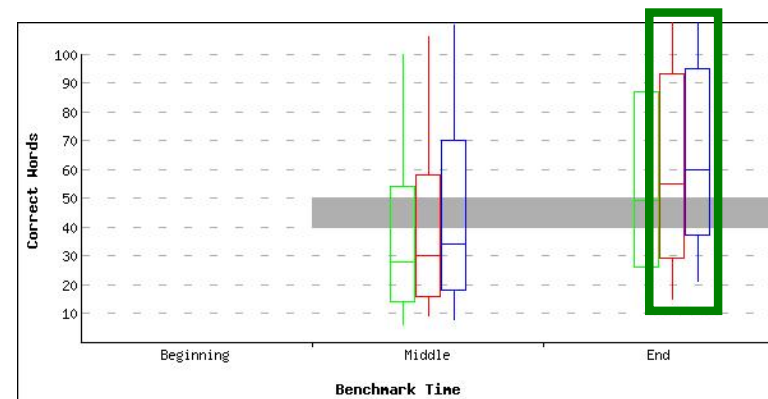
- **2001-2002 Beginning: Middle: 4229 End: 4414**
- **2000-2001 Beginning: Middle: 4037 End: 4152**
- **1999-2000 Beginning: Middle: 1595 End: 1879**

Reviewing Outcomes: Effectiveness of Benchmark Instruction (Core Curriculum)

- For each step toward literacy outcomes, a school with an effective core curriculum and instruction supports students who are on track (i.e., low risk or benchmark) to achieve the goal.
- For students with the odds in favor of achieving literacy goals, it is the job of the core to teach the core components so that all students (100%) achieve the goals.

Reviewing Outcomes: Effectiveness of Strategic and Intensive Intervention

- For each step toward literacy outcomes, a school with an effective *system of effective interventions* supports students who are not on track (i.e., at some risk or at risk of difficulty achieving literacy goals) to achieve the goal.
- For students with the odds against achieving literacy goals *unless we provide an effective intervention*, it is the job of the system of additional support to augment the core curriculum so that *all students* (100%) achieve the same benchmark goals.

Instructional Steps from Kindergarten to Successful Reading Outcomes
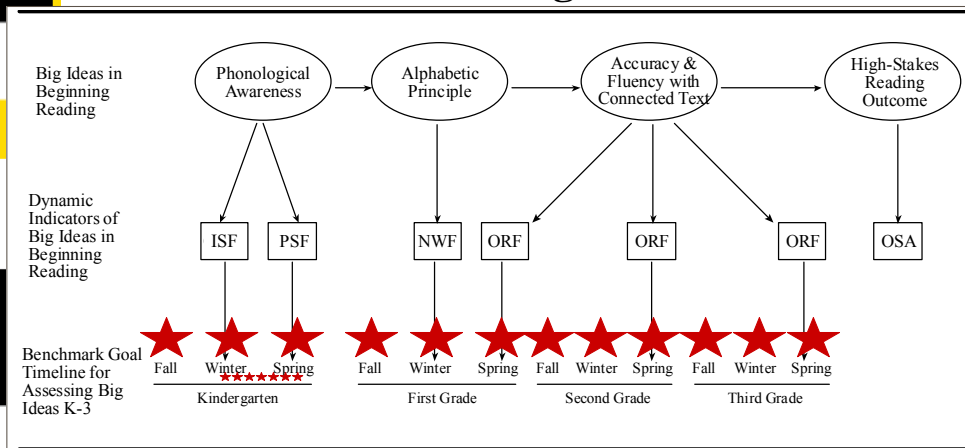
The outcome of each step depends on (a) students beginning skills, (b) effectiveness of core curriculum and instruction, and (c) effectiveness of system of additional instructional support.

Evaluating the Effectiveness of the Core Curriculum and Instruction

1. Is the core curriculum and instruction getting at least 95% of Benchmark students to the next early literacy goal?
   - If children are on track, the core should keep them on track.
   - What would it take to achieve 100%?
2. Is the core curriculum and instruction as effective as other schools in getting Benchmark students to the goal?
   - If typical schools are not getting 95% of Benchmark students to the goal, then supplementing the core in this area can improve reading outcomes.

Slide 77

DIBELS - Summary - Microsoft Internet Explorer

Address: https://dibels.uoregon.edu/data/reports/effective4.php

Beginning of Kindergarten to Middle of Kindergarten

Effectiveness of Core Curriculum

Students at Benchmark at Beginning of Year	Beginning ISF Score	Middle ISF Score	Check if Reached Middle ISF Benchmark of 25
C, ZACHARY	38	34	X
G, BENJAMIN	19	23	
G, TEVIN	25	32	X
H, KENDRA	19	30	X
H, OLIVIA	17	29	X
J, MADISON	18	24	
J, SARAH	28	38	X
P, CHRYSALICE	25	24	
V, SHANIA	9	14	
W, LAURA	42	60	X

Count: 6 / 10
Percent: 60%

Effectiveness of Strategic Support Program

Students at Strategic at Beginning of Year	Beginning ISF Score	Middle ISF Score	Check if Reached Middle ISF Benchmark of 25
B, MATHEW	3	14	
B, SARAH	0	19	
E, SERENA	0	21	
F, KARLEE	14	30	X
S, BRIANA	4	34	X
S, KYLER	22	30	X
V, JOHNATHON	5	13	

Count: 3 / 7
Percent: 43%

Effectiveness of Intensive Support Program

Students at Intensive at Beginning of Year	Beginning ISF Score	Middle ISF Score	Check if Reached Middle ISF Benchmark of 25
D, BRITTANY	0	12	
D, FAYTH	0	26	X
E, MELISSA	0	41	X
M, RACHEL	0	19	
S, KYLE	7	24	

Count: 2 / 5
Percent: 40%

Slide 78
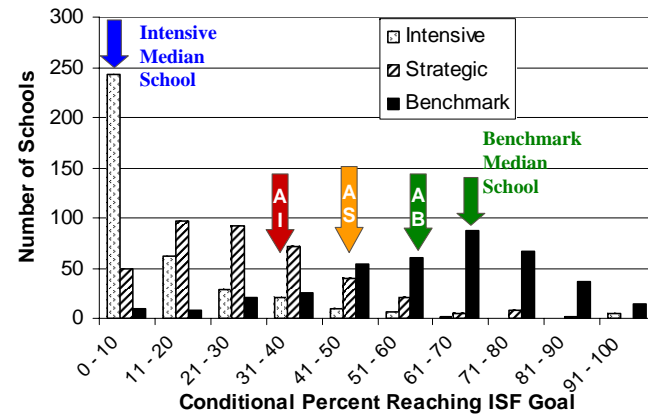
Step 1: Beginning K to Middle K

Middle kindergarten outcomes for students with benchmark, strategic, and intensive instructional recommendations at the beginning of kindergarten

Note. Graph based on all schools participating in the DIBELS Data System in the 2001 – 2002 academic year.

A typical (middle) school had 62% of children with a beginning kindergarten benchmark recommendation achieve the middle of kindergarten goal, and 2% of children with intensive support recommendation.

Slide 79

Step by Step, Core and Intervention

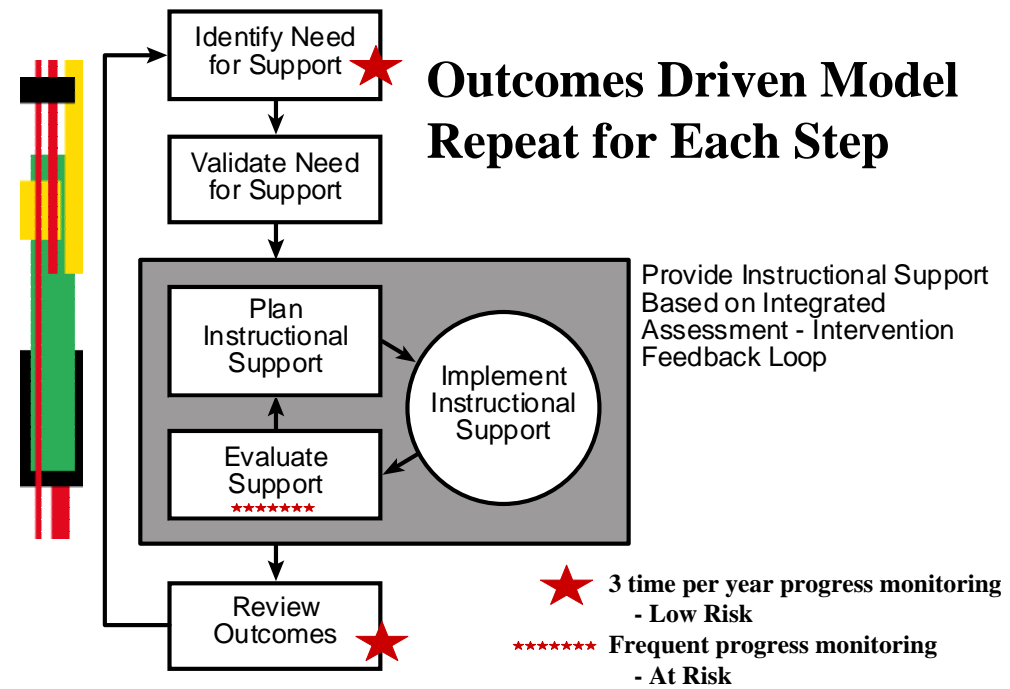| Step	Effectiveness of Core	Effectiveness of Strategic Support	Effectiveness of Intensive Support
Step 1: Phonemic Awareness			
Step 2: Phonemic Awareness and Phonics			
Step 3: Phonics and Fluency			
Step 4: Fluency and Comprehension			
Step 5a: Fluency and Comprehension			
Step 5b: Fluency and Comprehension			
Step 6a: Fluency and Comprehension			
Step 6b: Fluency and Comprehension			

Support – Effectiveness is less than a typical school and less than goal.
Typical – Effectiveness is less than goal, but typical of other schools.
Strength – Effectiveness is at goal or greater than typical of other schools

Slide 80

Outcomes Driven Model Repeat for Each Step

Identify Need for Support ★

Validate Need for Support

Plan Instructional Support

Implement Instructional Support

Evaluate Support ★★★★★★★

Review Outcomes ★

Provide Instructional Support Based on Integrated Assessment - Intervention Feedback Loop

★ 3 time per year progress monitoring - Low Risk

★★★★★★★ Frequent progress monitoring - At Risk
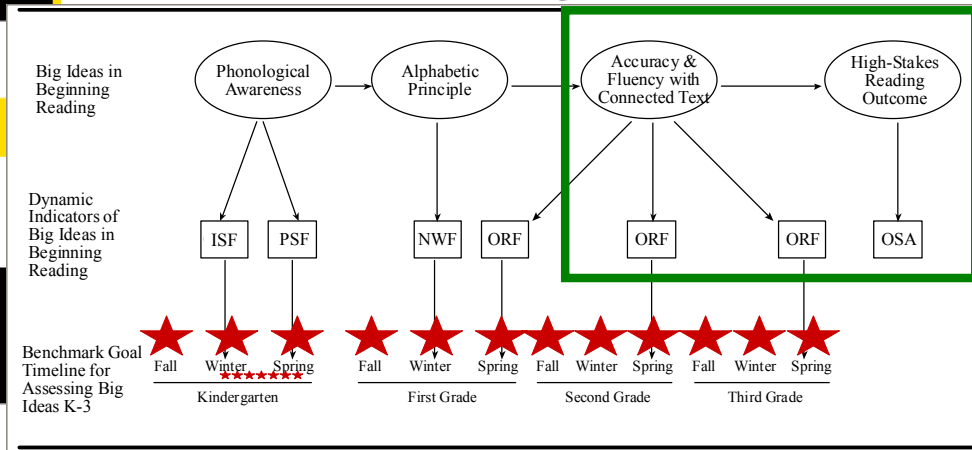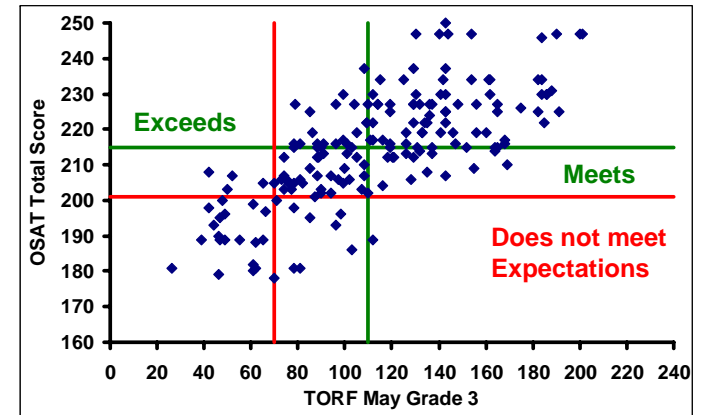
Instructional Steps from Kindergarten to Successful Reading Outcomes

Step by step to important reading goals and outcomes. Implicit in this logic is a linkage to High Stakes Reading Outcomes.

Rev. 4/26/04   (c) 2004   81

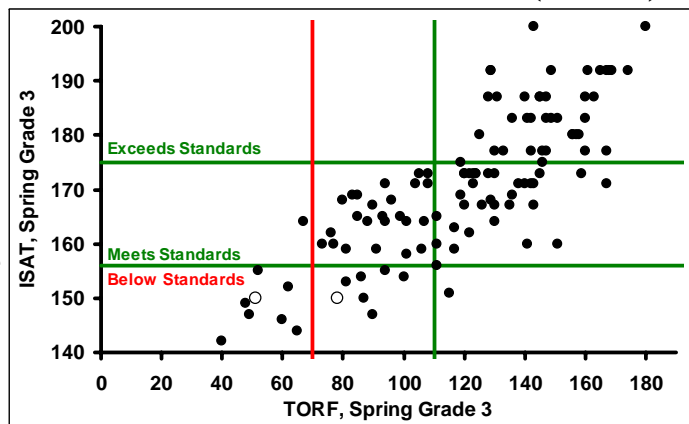# Third Grade Oral Reading Fluency to Oregon Statewide Assessment Test

**r = .73
53% of Variance**

- Odds of "meets expectation" on OSAT given 3rd grade TORF of 110 : 90 of 91 or 99%.
- Odds of "meets expectation" on OSAT given 3rd grade TORF below 70: 4 of 23 or 17%.

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Linkage of Third-Grade TORF to Illinois State Assessment Test (ISAT)
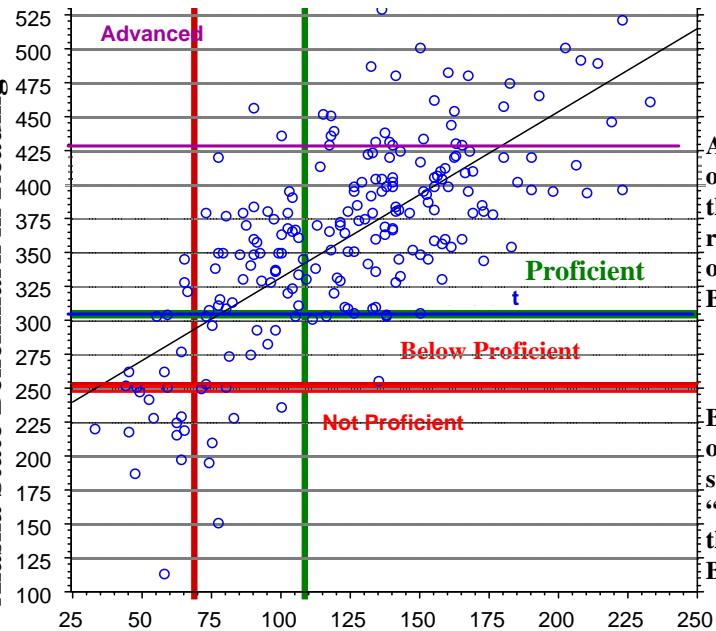
**r = .79
63% of Variance**

- Odds of "meets standards" on ISAT given Third-Grade TORF of 110 or above: 73 of 74 or 99%.
- Odds of "meets standards" on ISAT given Third-Grade TORF of 70 or below: 1 of 8 or 12%.

Sibley, D., Biwer, D., & Hesch, A. (2001). Unpublished Data. Arlington Heights, IL: Arlington Heights School District 25.

Rev. 4/26/04   (c) 2004   83

Above 110, the odds are strong the student will rank "proficient" on the AK State Benchmark.

Below 70, the odds are low the student will rank "proficient" on the AK State Benchmark.

3rd Grade Benchmark in Reading - CBM

Linner, S. (2001, January). Curriculum Based Assessment in reading used as a predictor for the Alaska Benchmark Test. Paper presented at the Alaska Special Education Conference, Anchorage, AK.

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Linkage of Oral Reading Fluency to State Reading Outcome Assessments
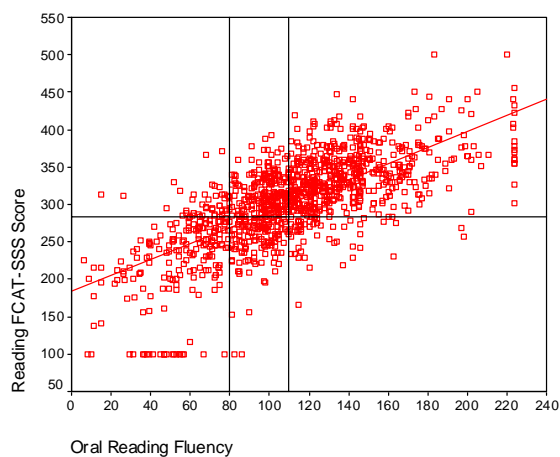
Above 110, the odds are 91% the student will rank "adequate" on the FL State Assessment.

Below 80, the odds are 19% the student will rank "adequate" on the FL State Assessment.

Buck, J., & Torgesen, J. (2003). <u>The relationship between performance on a measure of oral reading fluency and performance on the Florida Comprehensive Assessment Test</u> (Technical Report 1). Tallahassee, FL: Florida Center for Reading Research,.

Themes

- **Don't loose track of the bottom line. Are we getting closer to important and meaningful *outcomes*?**
- **Monitor Progress on -- and teach -- what is *important*: Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text**
- ***Use research based interventions* to improve important outcomes in core component areas.**
- **Use progress monitoring to *make decisions* that change outcomes for children.**
- ***Start early*! Trajectories of reading progress are very difficult to change.**