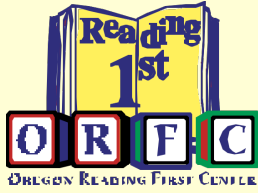# Oregon Reading First
Institute on Beginning Reading I
Cohort B

Day 3:

The Foundations of DIBELS /

The 90 Minute Block

August 25, 2005

Oregon Reading First
Institutes on Beginning Reading

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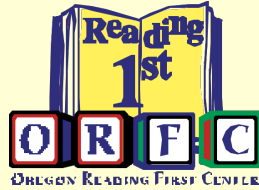Professor, College of Education
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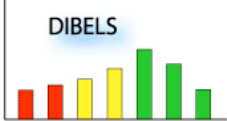Julia Kepler

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Dynamic Indicators of Basic Early Literacy Skills (DIBELS™)
http://dibels.uoregon.edu

Objectives

1. **Become familiar with the conceptual and research foundations of DIBELS**

2. Understand how the big ideas of early literacy map onto DIBELS

3. Understand how to interpret DIBELS class list results

4. Become familiar with how to use DIBELS in an Outcomes-Driven Model

5. Become familiar with methods of collecting DIBELS data and how to access the DIBELS website

Components of an Effective School-wide Literacy Model

Curriculum and Instruction

Assessment

Student Success

100% of Students will Read

Literacy Environment and Resources
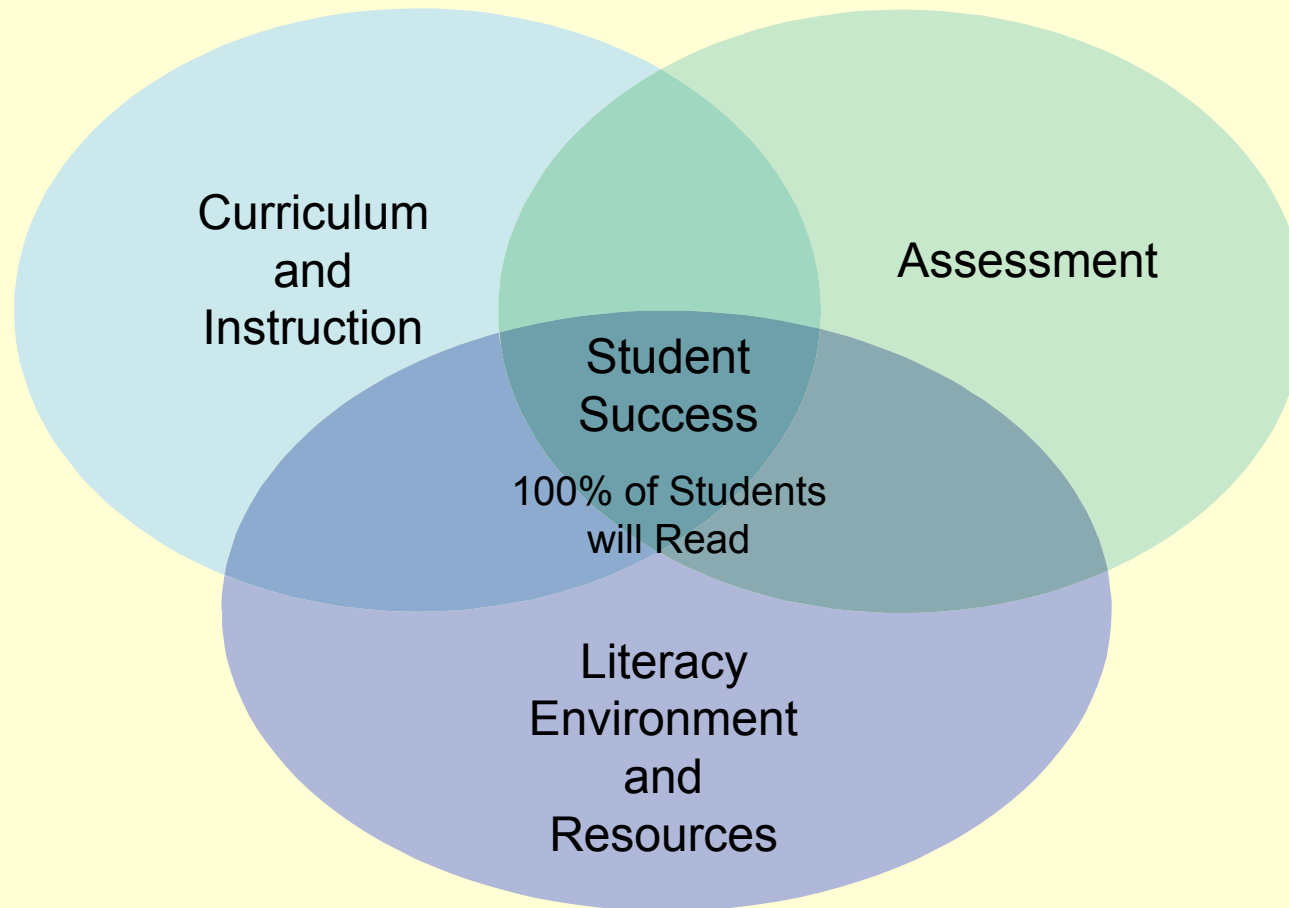
Adapted from Logan City School District, 2002

Research on Early Literacy:
What Do We Know?

Reading Trajectory for Second-Grade Reader

Reading Trajectory is a general pattern of reading progress over time.
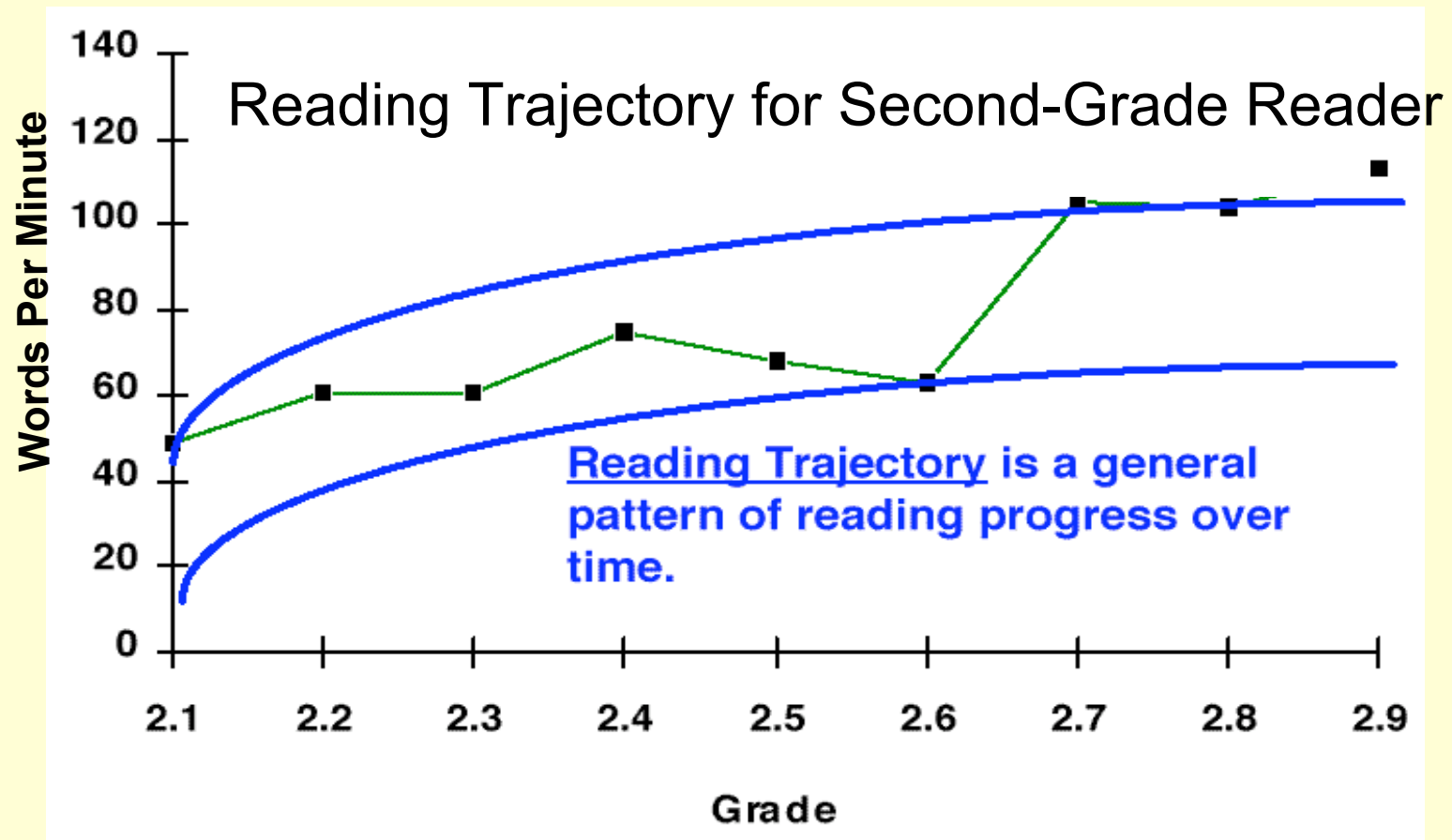
Middle and Low Trajectories
for Second Graders
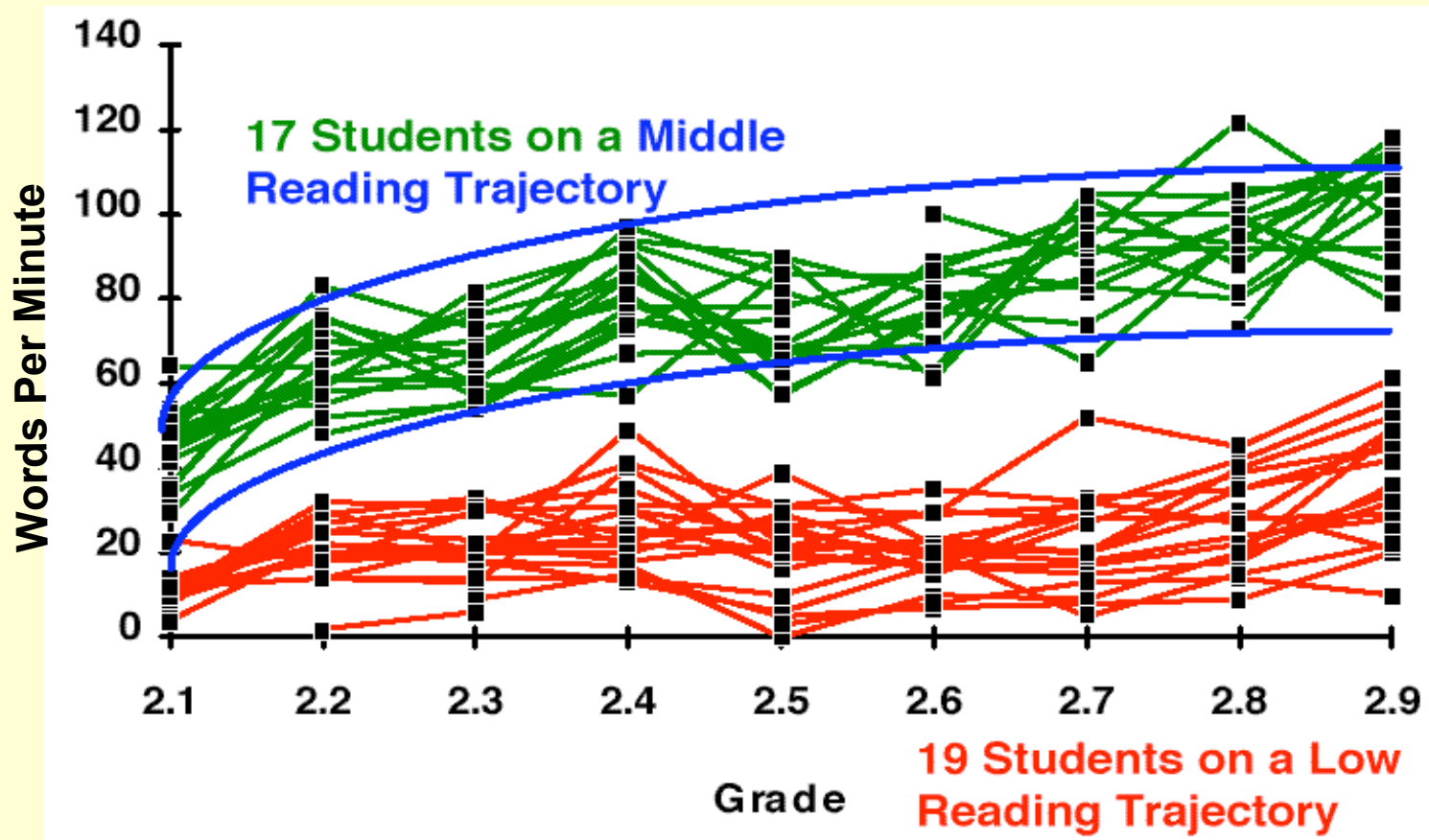
Nonreader at End of First Grade
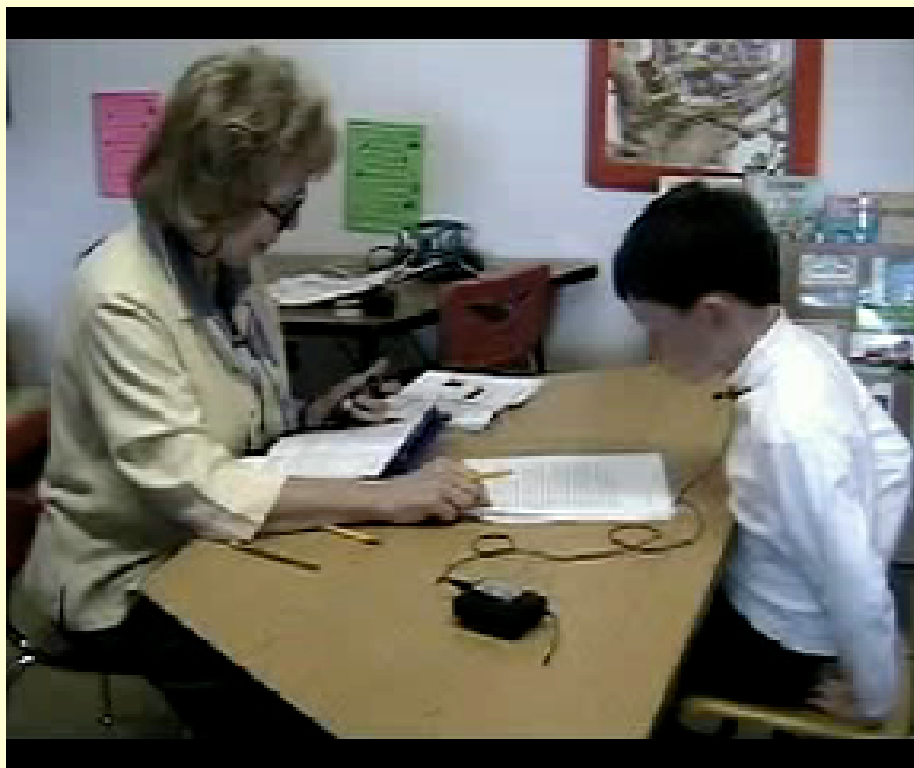
My uncle, my dad, and my brother and I built a giant sand castle. Then we got out buckets and shovels. We drew a line to show where it would be.

Reader at End of First Grade
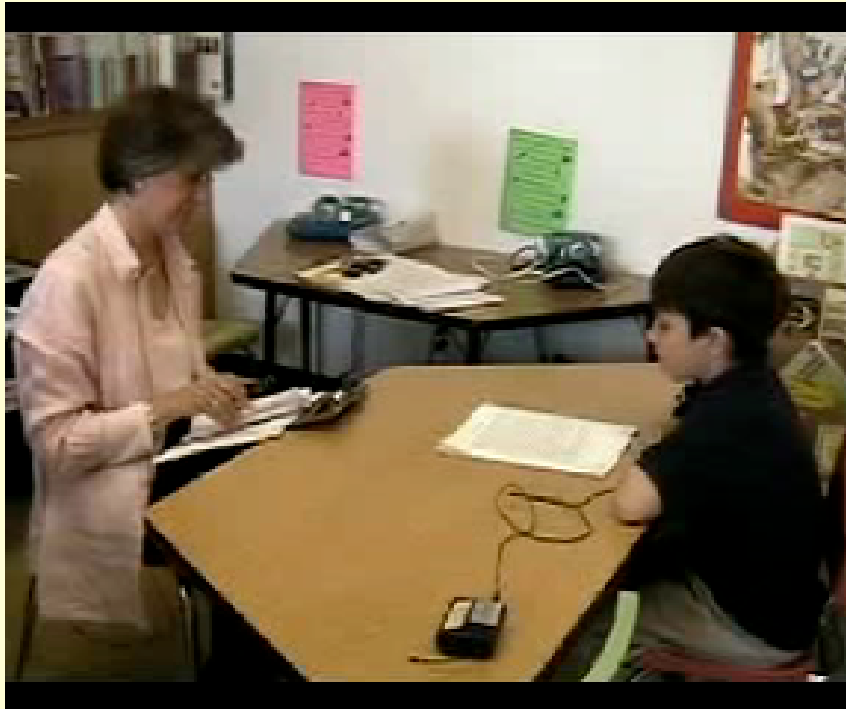
My uncle, my dad, and my brother and I built a giant sand castle at the beach. First we picked a spot far from the waves. Then we got out buckets and shovels. We drew a line to show where it would be. It was going to be big! We all brought buckets of wet sand to make the walls.

40 Words per Minute at the End of First Grade Puts Children on Trajectory to Reading
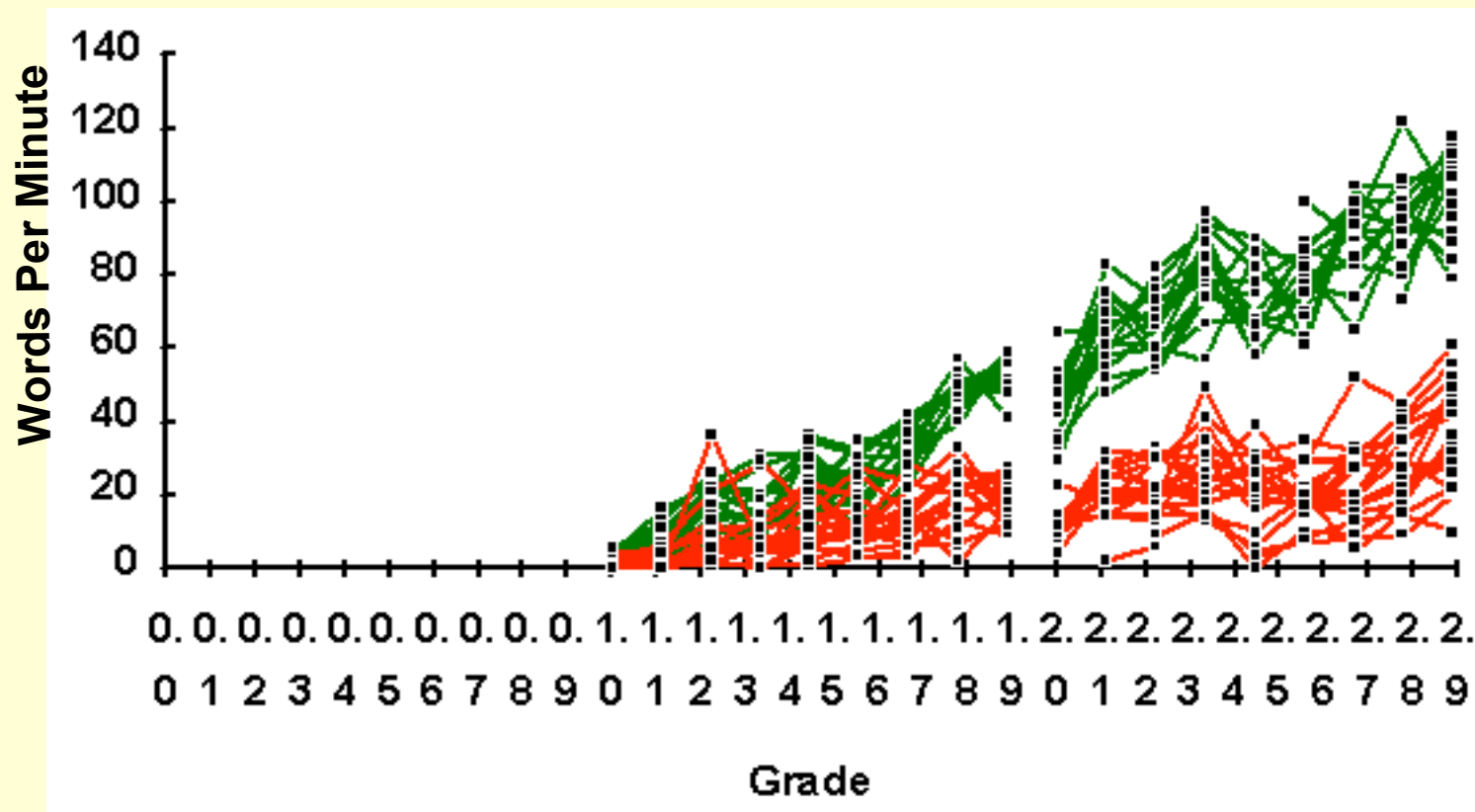
Third Grade Oral Reading Fluency and Oregon Statewide Assessment Test scores

r = .73
53% of Variance

OSAT Total ESS Score

Exceeds

Meets

Does not meet Expectations

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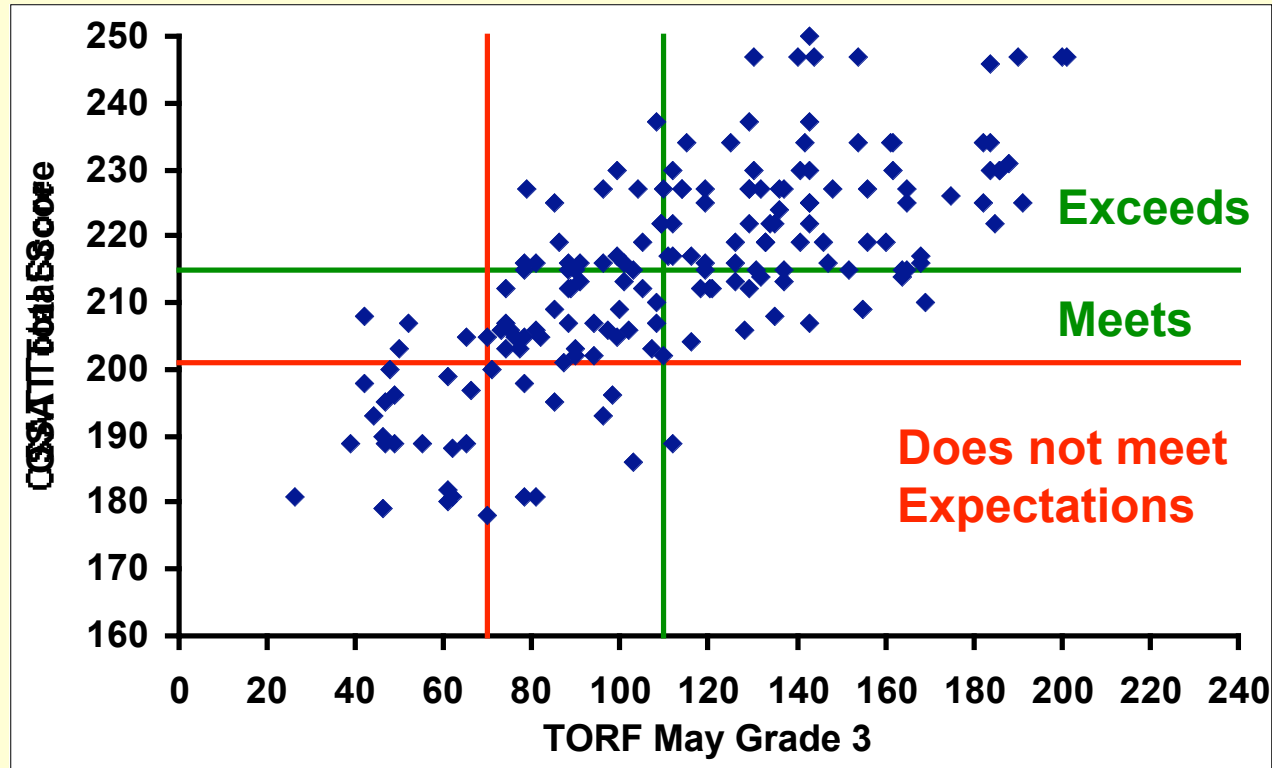
- Odds of "meets expectation" on OSAT given 3rd grade TORF of 110 : 90 of 91 or 99%.
- Odds of "meets expectation" on OSAT given 3rd grade TORF below 70: 4 of 23 or 17%.

Good, 2003   13

Year 2: Reading First & English Language Learners
The Relation Between DIBELS and the SAT-10

Kindergarten Students at <u>Low Risk</u> in Spring on NWF
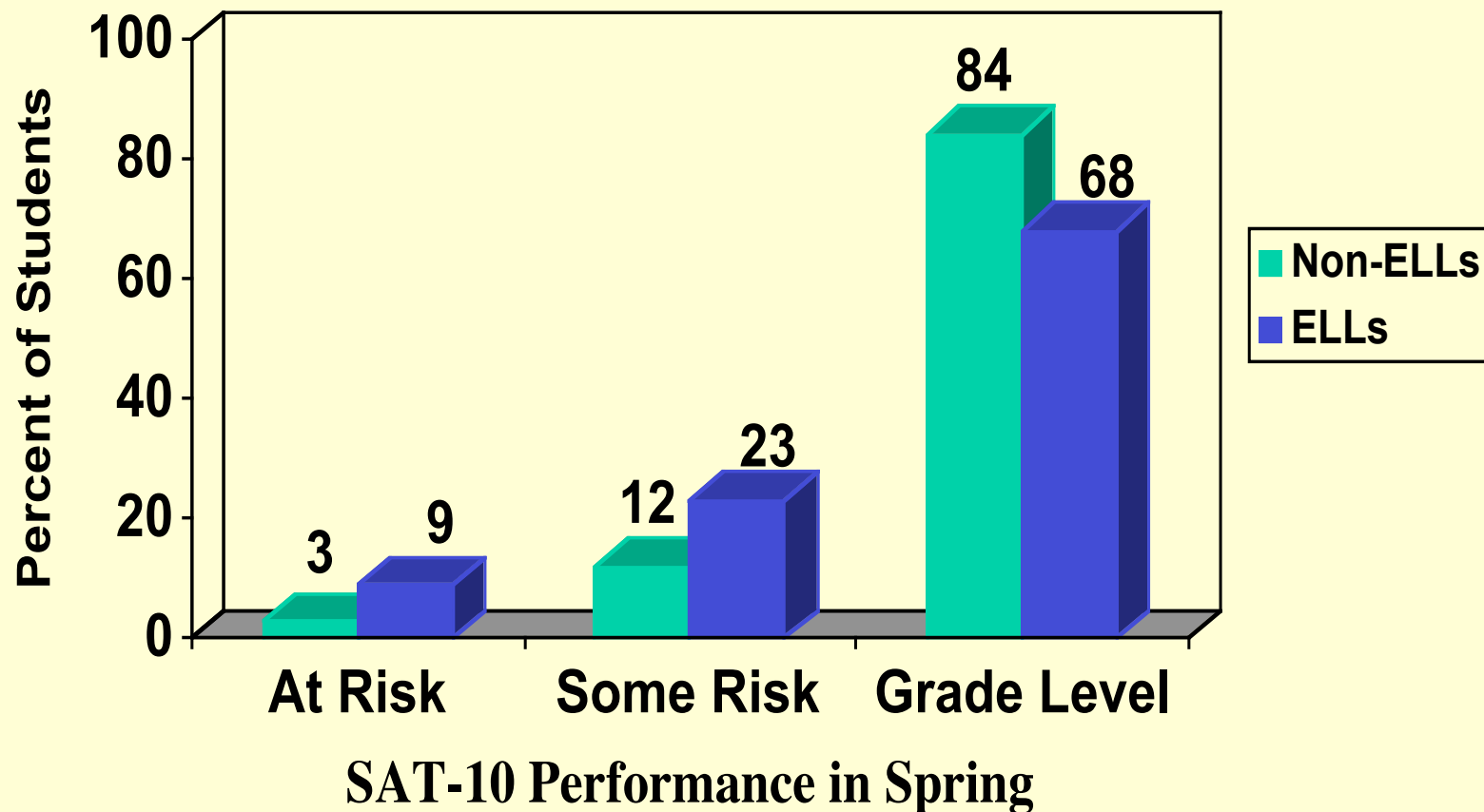
Year 2: Cohort A Reading First & English Language Learners
The Relation Between DIBELS and the SAT-10

Grade 1 Students at <u>Low Risk</u> in Spring on ORF
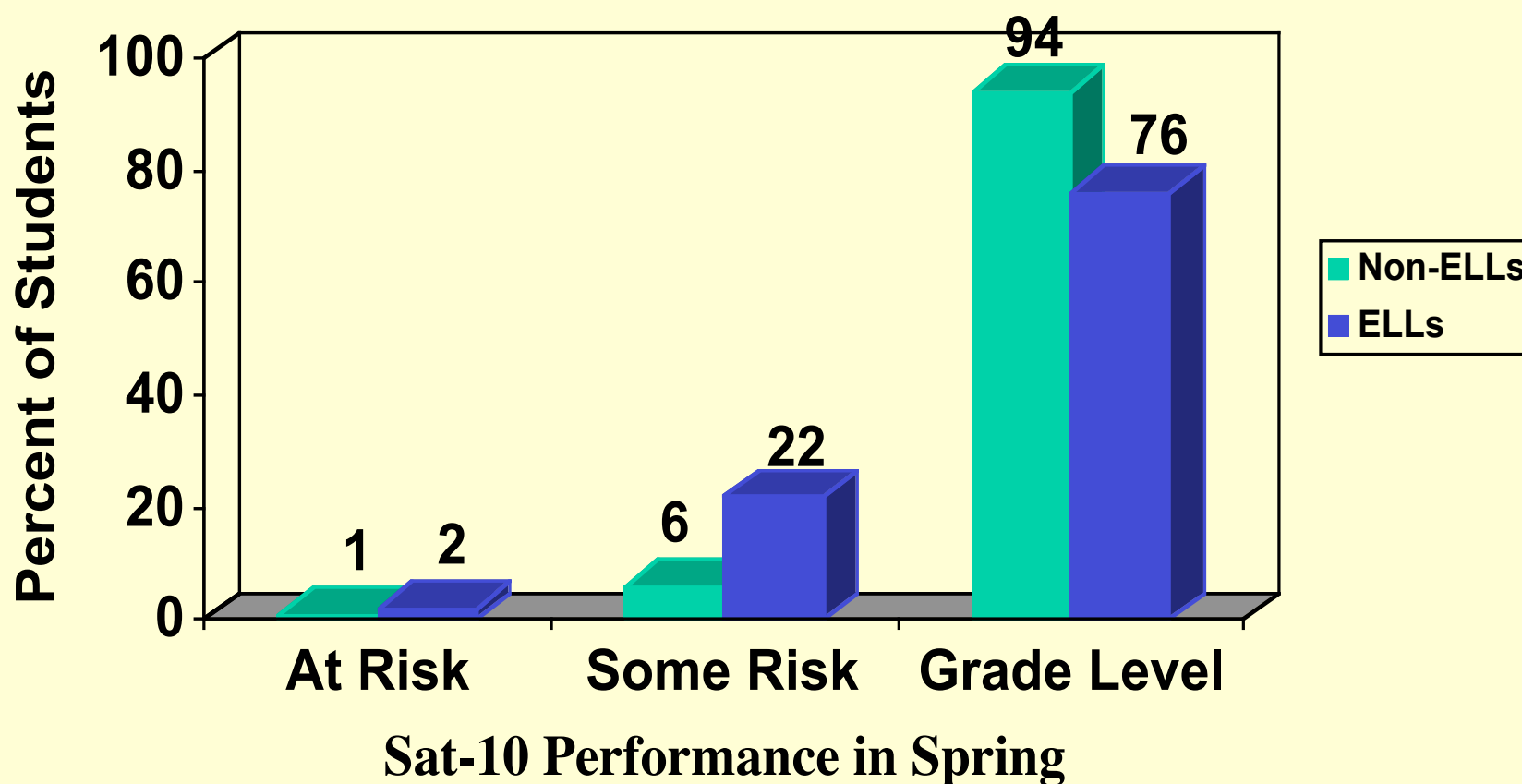
Percent of Students

- Non-ELLs
- ELLs

At Risk — 1, 2
Some Risk — 6, 22
Grade Level — 94, 76

Sat-10 Performance in Spring

Year 2: Reading First & English Language Learners
The Relation Between DIBELS and the SAT-10

Kindergarten Students at <u>High Risk</u> in Spring on NWF
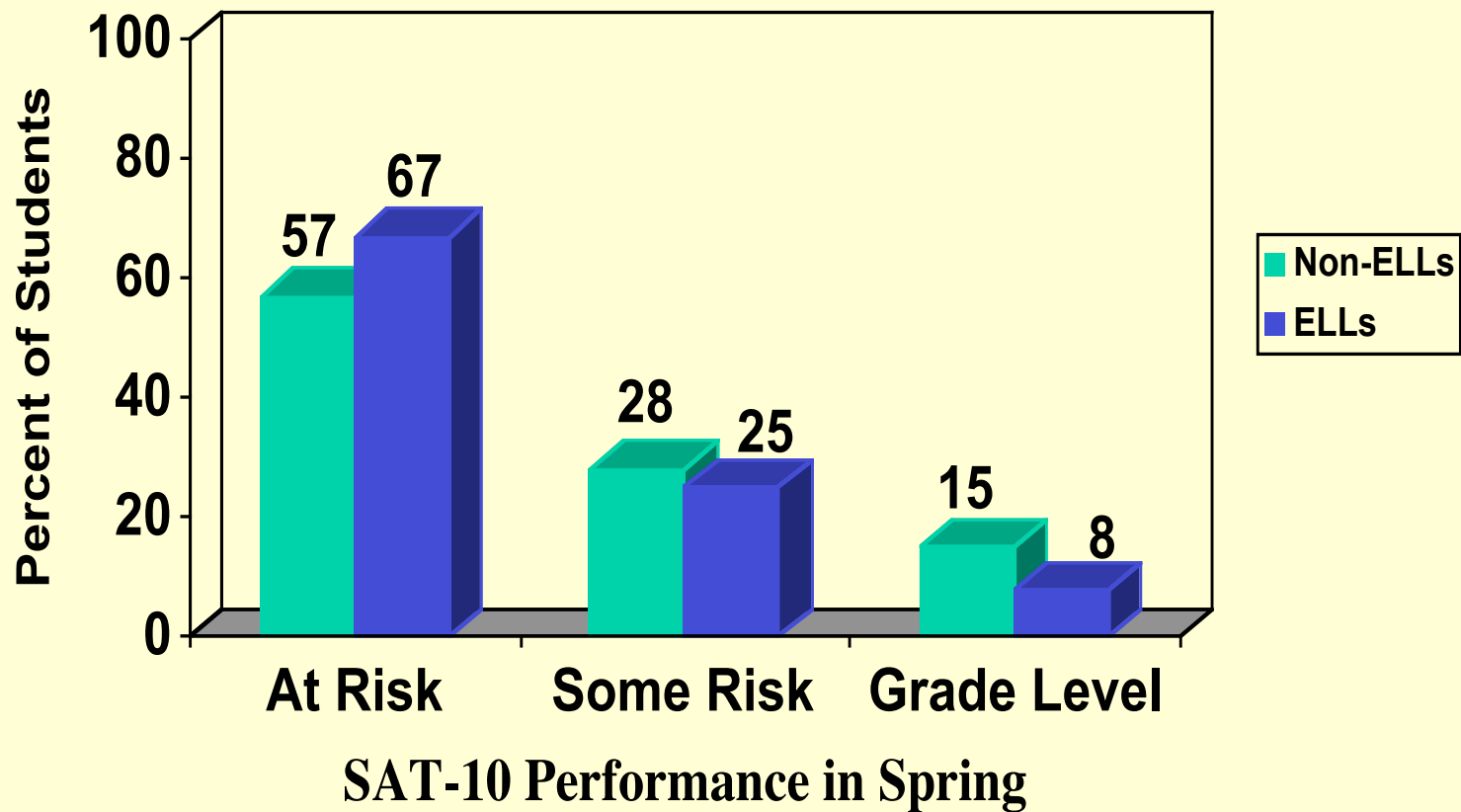
Non-ELLs
ELLs

At Risk   Some Risk   Grade Level

SAT-10 Performance in Spring

Percent of Students

Year 2: Reading First & English Language Learners
The Relation Between DIBELS and the SAT-10

Grade 1 Students at <u>High Risk</u> in Spring on ORF

Percent of Students

100
80
60
40
20
0

77   87

22   12

2   1

Non-ELLs
ELLs

At Risk   Some Risk   Grade Level

SAT-10 Performance in Spring
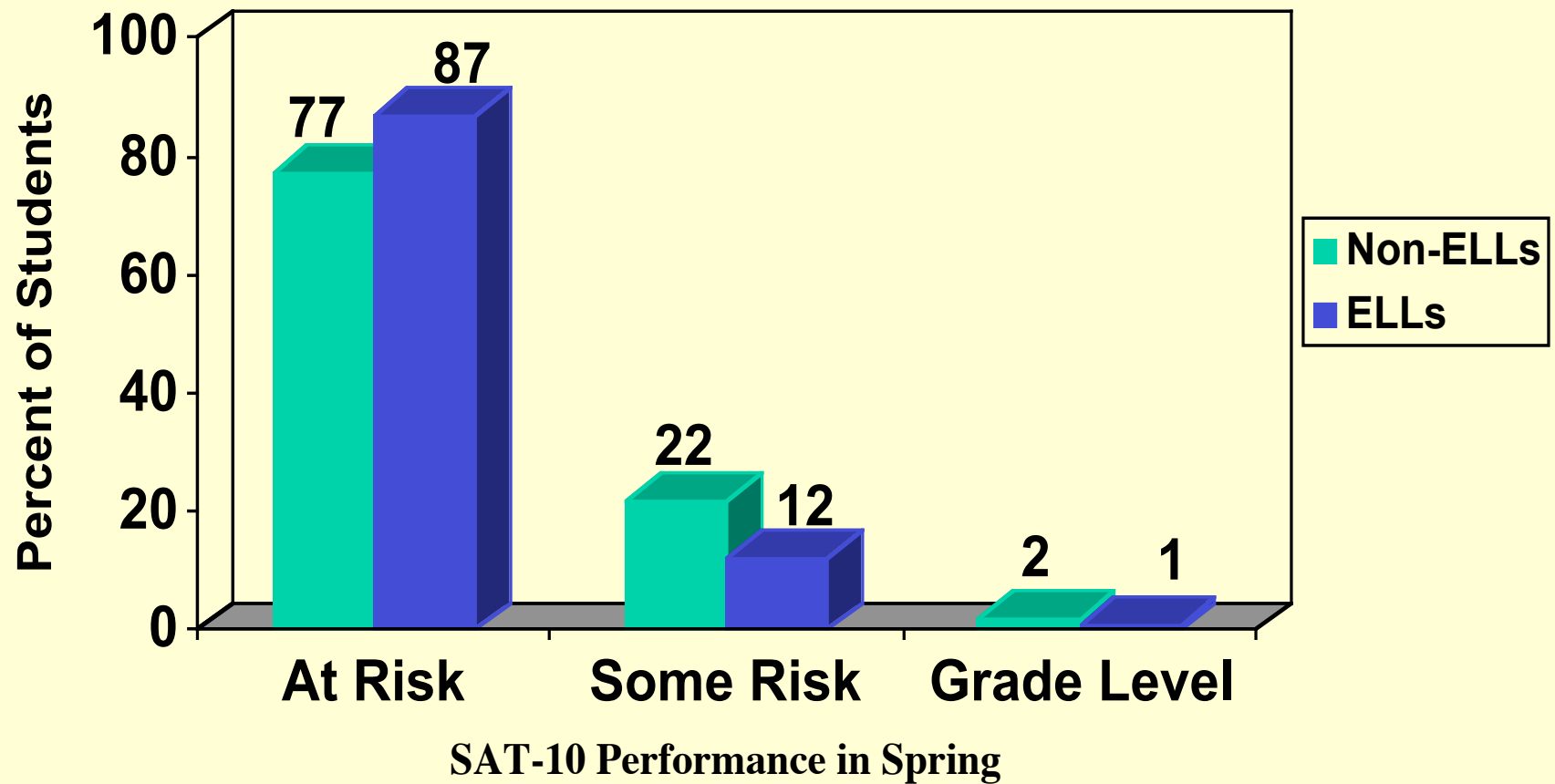
Summary:
What Do We Know?

- Reading trajectories are established early.
- Readers on a low trajectory tend to stay on that trajectory.
- Students on a low trajectory tend to fall further and further behind.
- The later children are identified as needing support, the more difficult it is to catch up!

We *CAN* Change Trajectories

How?

- Identify students *early*.

- Focus instruction on *Big Ideas* of literacy.

- Focus assessment on *indicators* of important *outcomes*.

Oregon Reading First- Year 2:
Cohort A Students *At Risk* in the Fall Who *Got On Track* by the Spring

Percent On Track vs. Grade

- PSF
- NWF(K)/ORF
- SAT-10

Grade	PSF	NWF(K)/ORF	SAT-10
K	61	42	40
1		11	14
2		6	17
3		3	
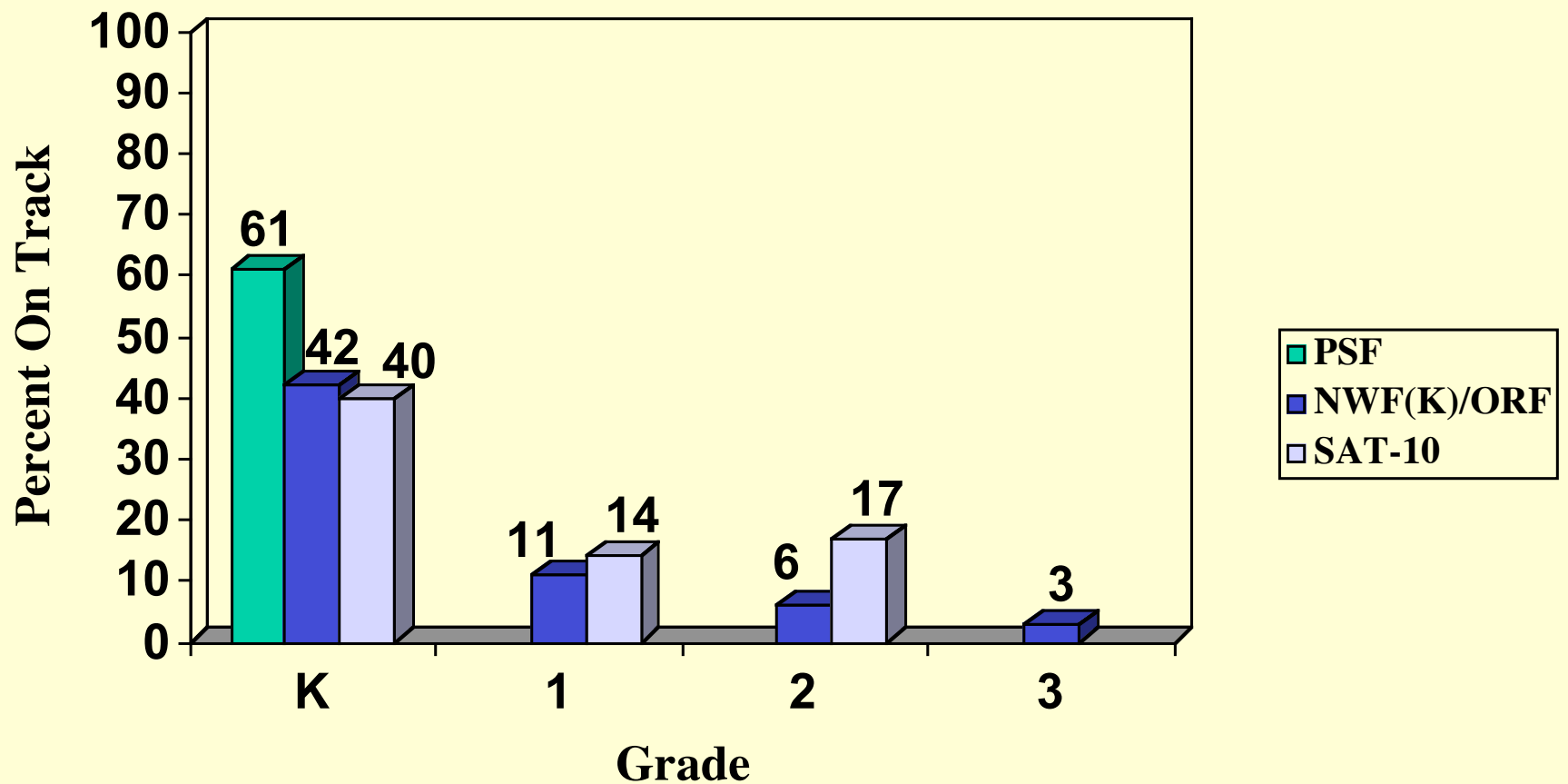
Identify Students Early

Reading trajectories cannot be identified by reading measures until the end of first grade.
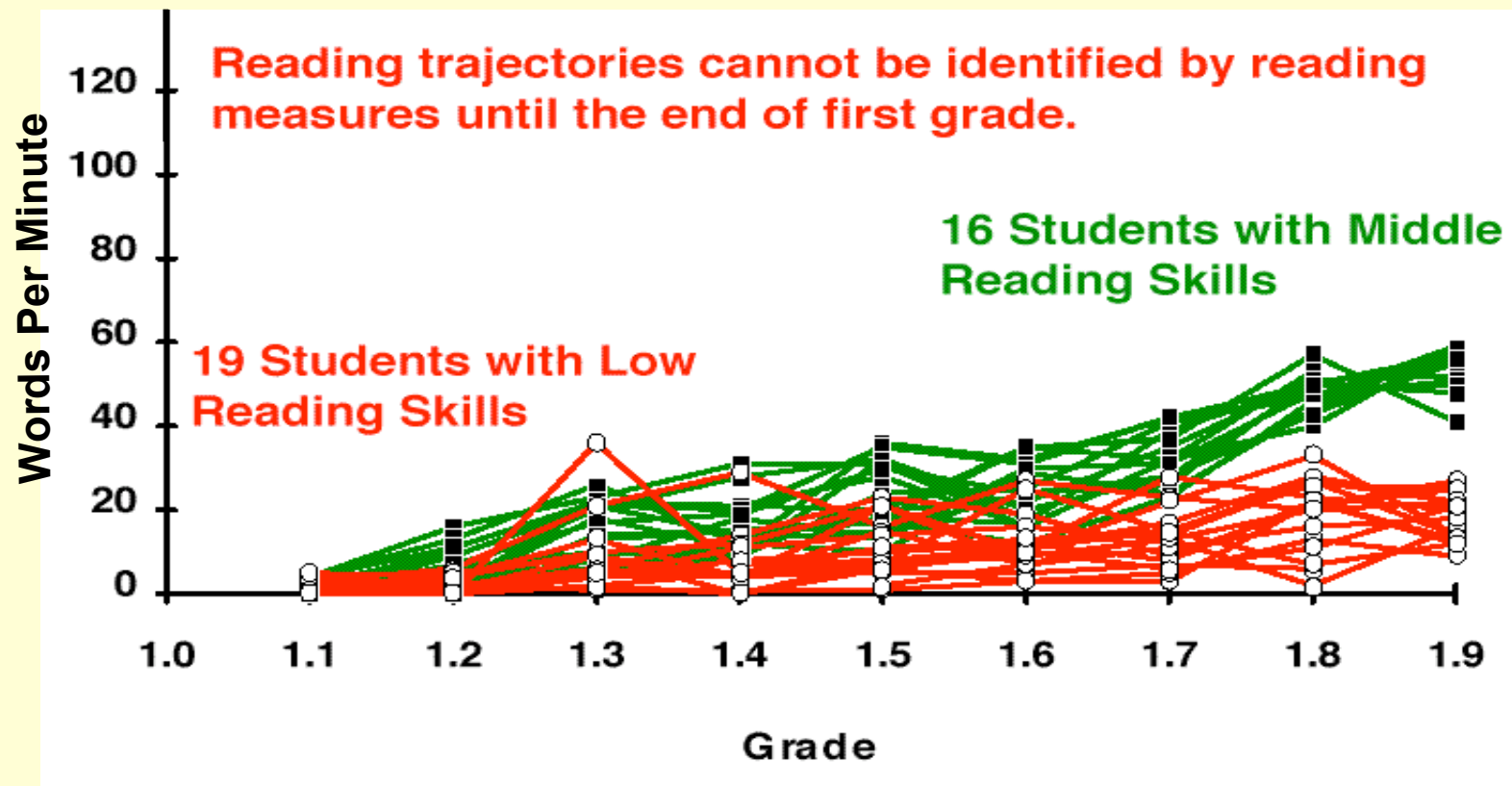
Identify Students Early
Need for DIBELS™
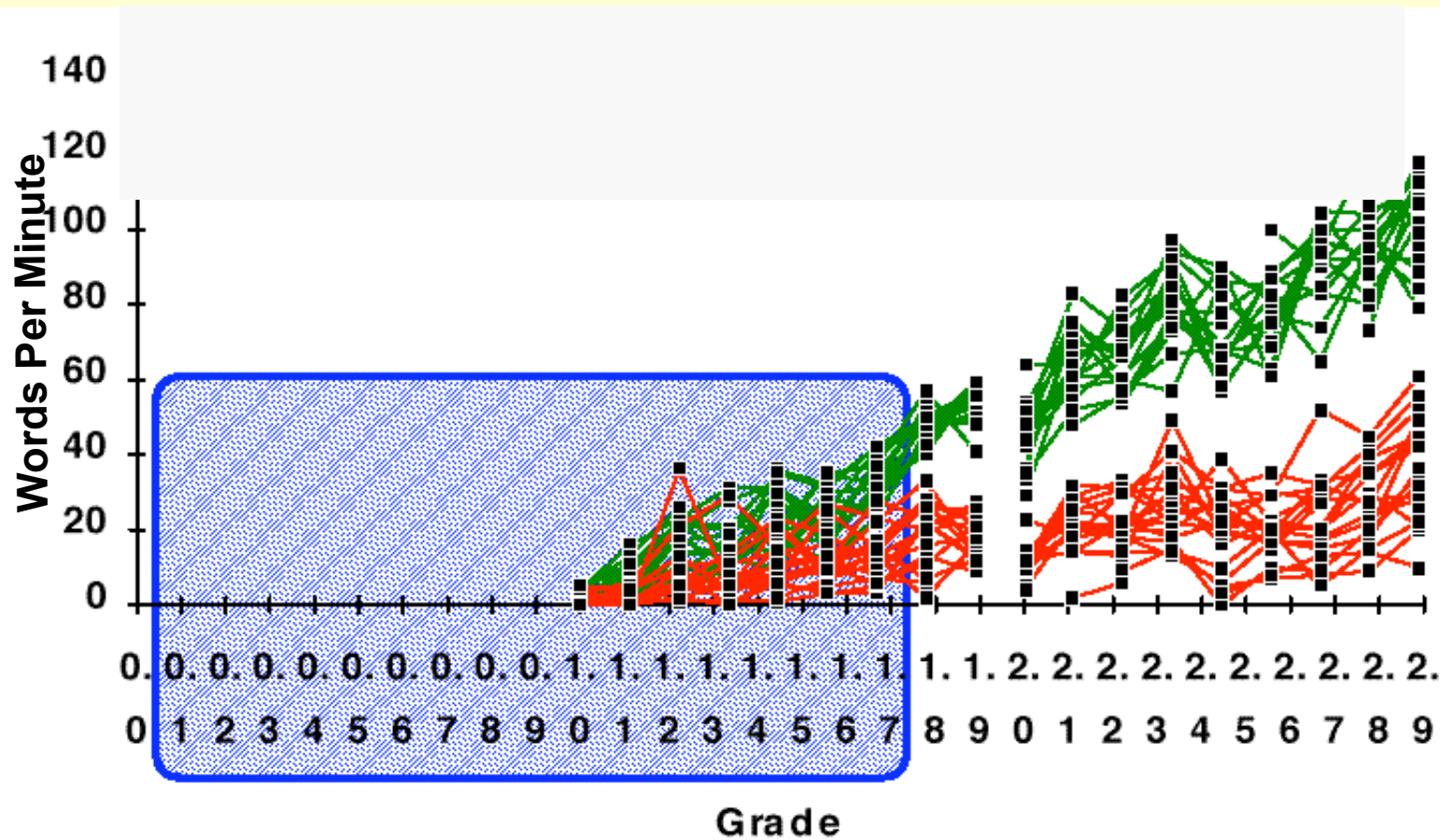
Relevant Features of DIBELS™

- Measure *Basic Early Literacy Skills*: Big Ideas of early literacy

- Efficient and economical

- Standardized

- Replicable

- Familiar/routine contexts

- Technically adequate

- Sensitive to growth and change over time and to effects of intervention

What Are DIBELS™?

Dynamic

Indicators

of

Basic Early Literacy Skills

98.6
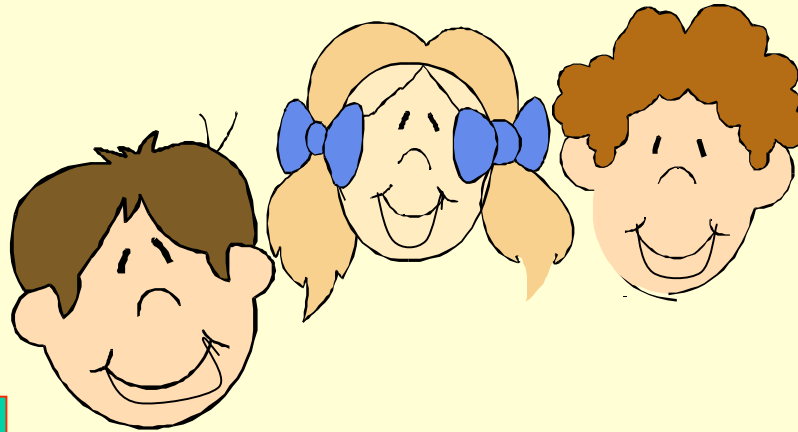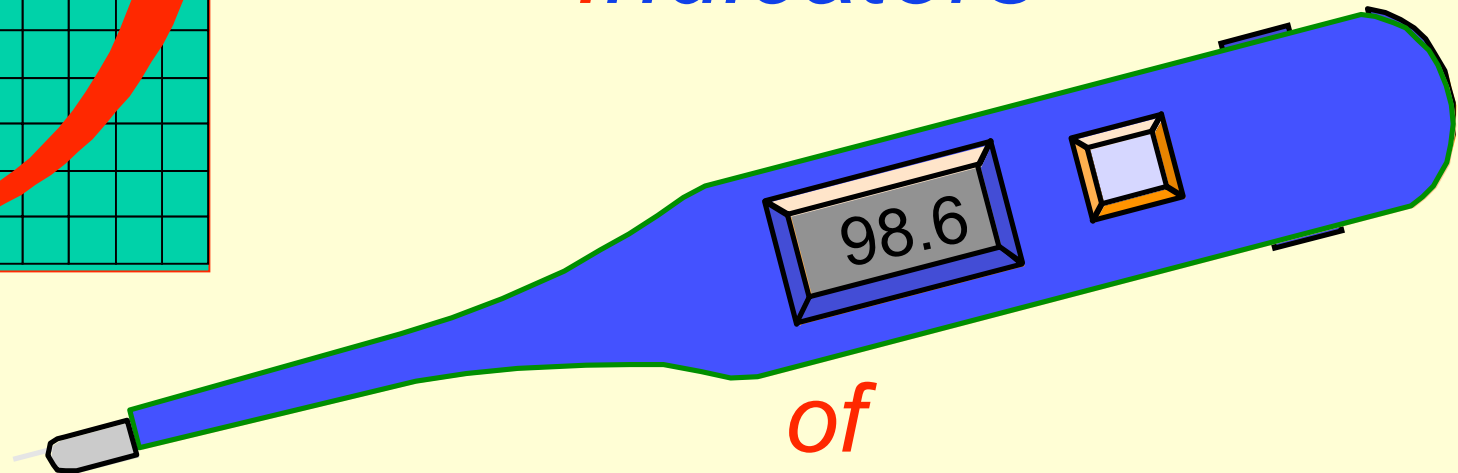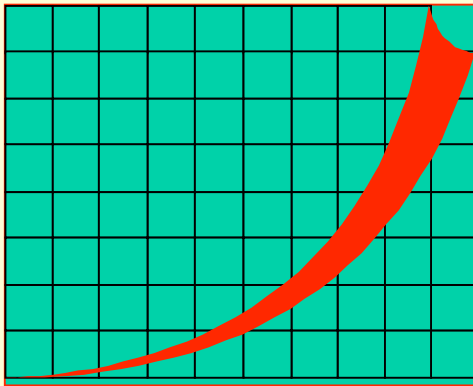
Height and Weight are *Indicators* of Physical Development
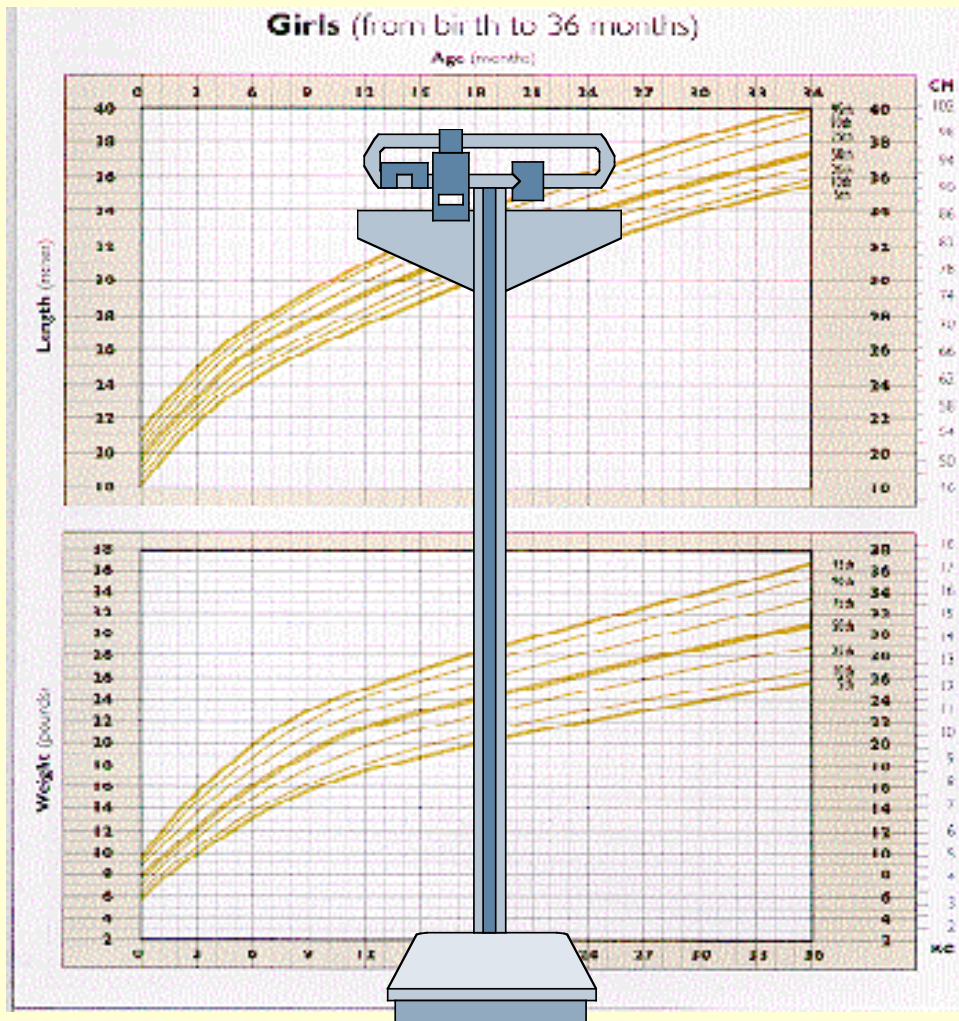
How Can We Use DIBELS™ to Change Reading Outcomes?

- Begin *early.*
- Focus **instruction** on the *Big Ideas* of early literacy.
- Focus **assessment** on *outcomes* for students.

The Bottom Line

- Children enter school with widely
discrepant language/literacy experiences.

  - Literacy: 1,000 hours of exposure to print versus 0-10 (Adams, 1990)

  - Language: 2,153 words versus 616 words heard per hour (Hart & Risley, 1995)

  - Confidence Building: 32 Affirmations/5 prohibitions per hour versus 5 affirmations and 11 prohibitions per hour (Hart & Risley, 1995)

- *Need to know where children are as they enter school*

Tale of Two Schools

District: Hope County School District
School: Blissful Butte School
Date: Fall

Initial Sound Fluency
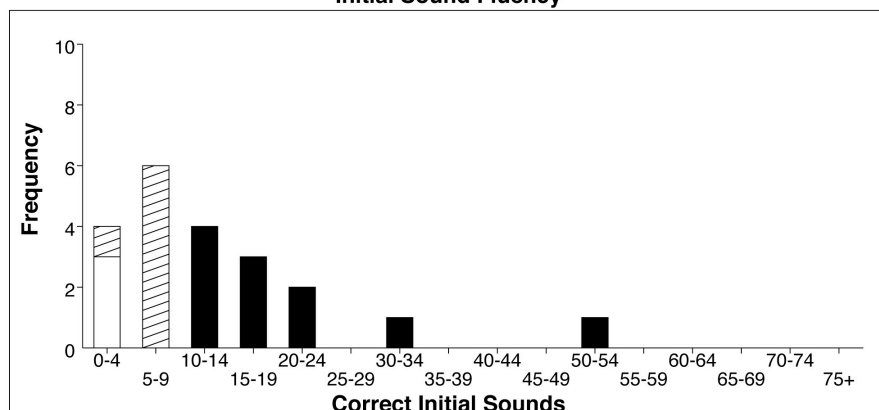
Benchmark Goal: The benchmark goal is for all children to have phonological awareness skills of 25 to 35 on Initial Sound Fluency by the middle of Kindergarten.

Beginning Status: In the beginning of Kindergarten, students should be learning initial sounds in words and should be able to select a word (e.g., "ball") that starts with a target sound (e.g., /b/) at least some of the time.

District: Hope County School District
School: Melody Mountain School
Date: Fall

Initial Sound Fluency

Benchmark Goal: The benchmark goal is for all children to have phonological awareness skills of 25 to 35 on Initial Sound Fluency by the middle of Kindergarten.

Beginning Status: In the beginning of Kindergarten, students should be learning initial sounds in words and should be able to select a word (e.g., "ball") that starts with a target sound (e.g., /b/) at least some of the time.

School A
- 52% low risk
- 33% some risk
- 14% at risk

School B
- 87% low risk
- 6% some risk
- 6% at risk

28

Tale of Two Classrooms

Kindergarten Class List Report

District: Hope County School District
School: Melody Mountain School
Date: Fall
Class: MrFrizzleAM

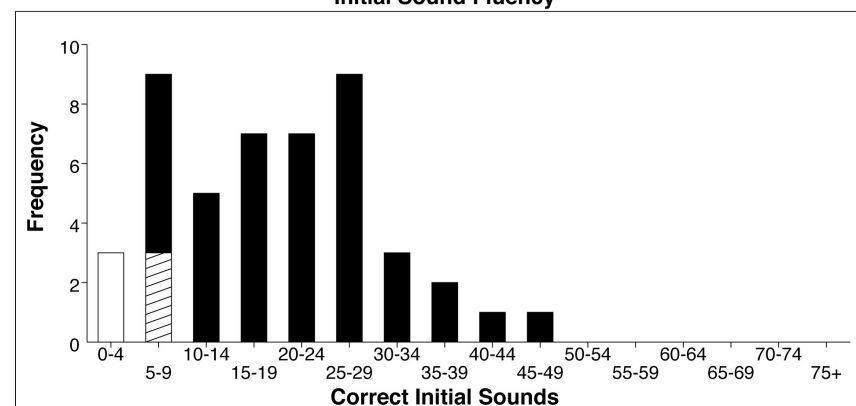| Student	Initial Sound Fluency (Goal: 8 initial sounds) Score	Percentile	Status	Letter Naming Fluency (Goal: 8 letter names) Score	Percentile	Status	Instructional Recommendations
Amanda	8	N/A	Low Risk	13	N/A	Low risk	Benchmark - At Grade Level
Bo	9	N/A	Low Risk	2	N/A	Some risk	Strategic - Additional Intervention
Cassius	11	N/A	Low Risk	20	N/A	Low risk	Benchmark - At Grade Level
Dario	12	N/A	Low Risk	17	N/A	Low risk	Benchmark - At Grade Level
Estelle	15	N/A	Low Risk	1	N/A	At risk	Strategic - Additional Intervention
Filene	15	N/A	Low Risk	11	N/A	Low risk	Benchmark - At Grade Level
Georgie	17	N/A	Low Risk	20	N/A	Low risk	Benchmark - At Grade Level
Hall	20	N/A	Low Risk	32	N/A	Low risk	Benchmark - At Grade Level
Iyla	21	N/A	Low Risk	22	N/A	Low risk	Benchmark - At Grade Level
Jake	22	N/A	Low Risk	23	N/A	Low risk	Benchmark - At Grade Level
Kaylie	24	N/A	Low Risk	36	N/A	Low risk	Benchmark - At Grade Level
Luke	24	N/A	Low Risk	43	N/A	Low risk	Benchmark - At Grade Level
McKenna	25	N/A	Low Risk	4	N/A	Some risk	Strategic - Additional Intervention
Neela	25	N/A	Low Risk	18	N/A	Low risk	Benchmark - At Grade Level
Owen	25	N/A	Low Risk	20	N/A	Low risk	Benchmark - At Grade Level
Parsons	25	N/A	Low Risk	38	N/A	Low risk	Benchmark - At Grade Level
Quinn	26	N/A	Low Risk	30	N/A	Low risk	Benchmark - At Grade Level
Rowen	27	N/A	Low Risk	33	N/A	Low risk	Benchmark - At Grade Level
Tyson	29	N/A	Low Risk	23	N/A	Low risk	Benchmark - At Grade Level
Usher	29	N/A	Low Risk	32	N/A	Low risk	Benchmark - At Grade Level
Vince	31	N/A	Low Risk	18	N/A	Low risk	Benchmark - At Grade Level
Windy	33	N/A	Low Risk	6	N/A	Some risk	Strategic - Additional Intervention
Yancy	38	N/A	Low Risk	15	N/A	Low risk	Benchmark - At Grade Level
Zane	42	N/A	Low Risk	2	N/A	Some risk	Strategic - Additional Intervention

23 Mean 20 Mean

Kindergarten Class List Report, 08/24/2004, 15

Kindergarten Class List Report

District: Hope County School District
School: Melody Mountain School
Date: Fall
Class: MrFrizzlePM

Student	Initial Sound Fluency (Goal: 8 initial sounds) Score	Percentile	Status	Letter Naming Fluency (Goal: 8 letter names) Score	Percentile	Status	Instructional Recommendations
Amy	0	N/A	At Risk	8	N/A	Low risk	Strategic - Additional Intervention
Brennan	2	N/A	At Risk	0	N/A	At risk	Intensive - Needs Substantial Intervention
Corina	3	N/A	At Risk	4	N/A	Some risk	Intensive - Needs Substantial Intervention
Dustin	6	N/A	Some Risk	1	N/A	At risk	Intensive - Needs Substantial Intervention
Emmanuel	7	N/A	Some Risk	4	N/A	Some risk	Strategic - Additional Intervention
Francie	7	N/A	Some Risk	25	N/A	Low risk	Strategic - Additional Intervention
Galen	8	N/A	Low Risk	1	N/A	At risk	Strategic - Additional Intervention
Hillary	8	N/A	Low Risk	6	N/A	Some risk	Strategic - Additional Intervention
Izzy	8	N/A	Low Risk	18	N/A	Low risk	Benchmark - At Grade Level
Jillian	9	N/A	Low Risk	32	N/A	Low risk	Benchmark - At Grade Level
Kasey	11	N/A	Low Risk	11	N/A	Low risk	Benchmark - At Grade Level
Louie	13	N/A	Low Risk	15	N/A	Low risk	Benchmark - At Grade Level
Macalaster	14	N/A	Low Risk	0	N/A	At risk	Strategic - Additional Intervention
Nyssa	17	N/A	Low Risk	5	N/A	Some risk	Strategic - Additional Intervention
Oslo	17	N/A	Low Risk	5	N/A	Some risk	Strategic - Additional Intervention
Porter	18	N/A	Low Risk	4	N/A	Some risk	Strategic - Additional Intervention
Ramone	19	N/A	Low Risk	3	N/A	Some risk	Strategic - Additional Intervention
Salliemae	20	N/A	Low Risk	18	N/A	Low risk	Benchmark - At Grade Level
Timothy	24	N/A	Low Risk	23	N/A	Low risk	Benchmark - At Grade Level
Violet	26	N/A	Low Risk	2	N/A	Some risk	Strategic - Additional Intervention
Will	32	N/A	Low Risk	23	N/A	Low risk	Benchmark - At Grade Level
Wyn	38	N/A	Low Risk	21	N/A	Low risk	Benchmark - At Grade Level
zeke	45	N/A	Low Risk	42	N/A	Low risk	Benchmark - At Grade Level

15.3 Mean 11.8 Mean

Kindergarten Class List Report, 08/24/2004, 16

Classroom 1
19/24 children (79%) are on track

5/24 children (21%) have some risk

0 children (0%) are at risk

Classroom 2
8/23 children (35%) are on track

11/23 children (48%) have some risk

3/23 children (13%) are at risk

Important to Know Where Children Start…

- As a teacher, administrator, specialist, will you do anything differently with regard to:
  - Curriculum?
  - Instruction?
  - Professional development?
  - Service delivery?
  - Resource allocation?

DIBELS and the

Big Ideas of Early Literacy

Focus Instruction on Big Ideas
What are the Big Ideas of early reading?

- Phonemic awareness
- Alphabetic principle
- Accuracy and fluency with connected text
- Vocabulary
- Comprehension

What Makes a Big Idea a Big Idea?

- A Big Idea is:

  – Predictive of reading acquisition and later reading achievement

  – Something we can do something about, i.e., something we can teach

  – Something that improves outcomes for children if/when we teach it

Why focus on BIG IDEAS?

- Intensive instruction means teach less more thoroughly
  - If you don't know what is important, everything is.
  - If everything is important, you will try to do everything.
  - If you try to do everything you will be asked to do more.
  - If you do everything you won't have time to figure out what is important.
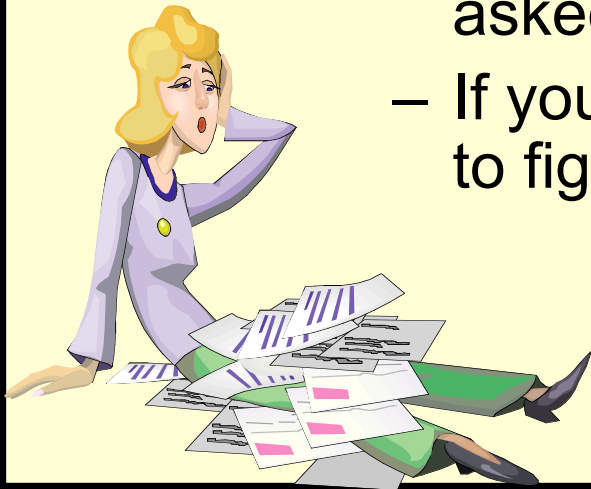
Breakout Activity
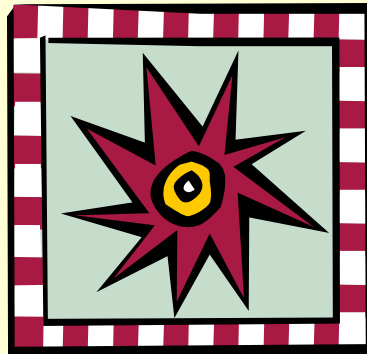
– With a partner, match the example on the left with the big idea on the right.

Which Big Idea?

Child accurately and fluency reads a passage from a basal reader.

Child uses a word in a sentence.

Child looks at the letter "b" and says, /b/.

Child says that the first sound in the word "ball" is /b/.

Child answers questions about a passage he/she has read.

Child looks at the word, "hat" and says, /h/…/a/…/t/…/hat/.

Child completes a phrase with a rhyming word, e.g., the kitten has lost it's <u>mitten</u>.

Phonemic awareness

Alphabetic principle

Accuracy and fluency reading connected text

Vocabulary

Comprehension

Which Big Idea?

Child accurately and fluency reads a passage from a basal reader.

Child uses a word in a sentence.

Child looks at the letter "b" and says, /b/.

Child says that the first sound in the word "ball" is /b/.

Child answers questions about a passage he/she has read.

Child looks at the word, "hat" and says, /h/…/a/…/t/…/hat/.

Child completes a phrase with a rhyming word, e.g., the kitten has lost it's mitten.

Phonemic awareness

Alphabetic principle

Accuracy and fluency reading connected text

Vocabulary

Comprehension

Steppingstones to Literacy

Reading to Learn

Oral Reading Fluency

Vocabulary and Comprehension

Alphabetic Principle

Vocabulary and Comprehension

Phonemic Awareness

Vocabulary and Comprehension

NonReading
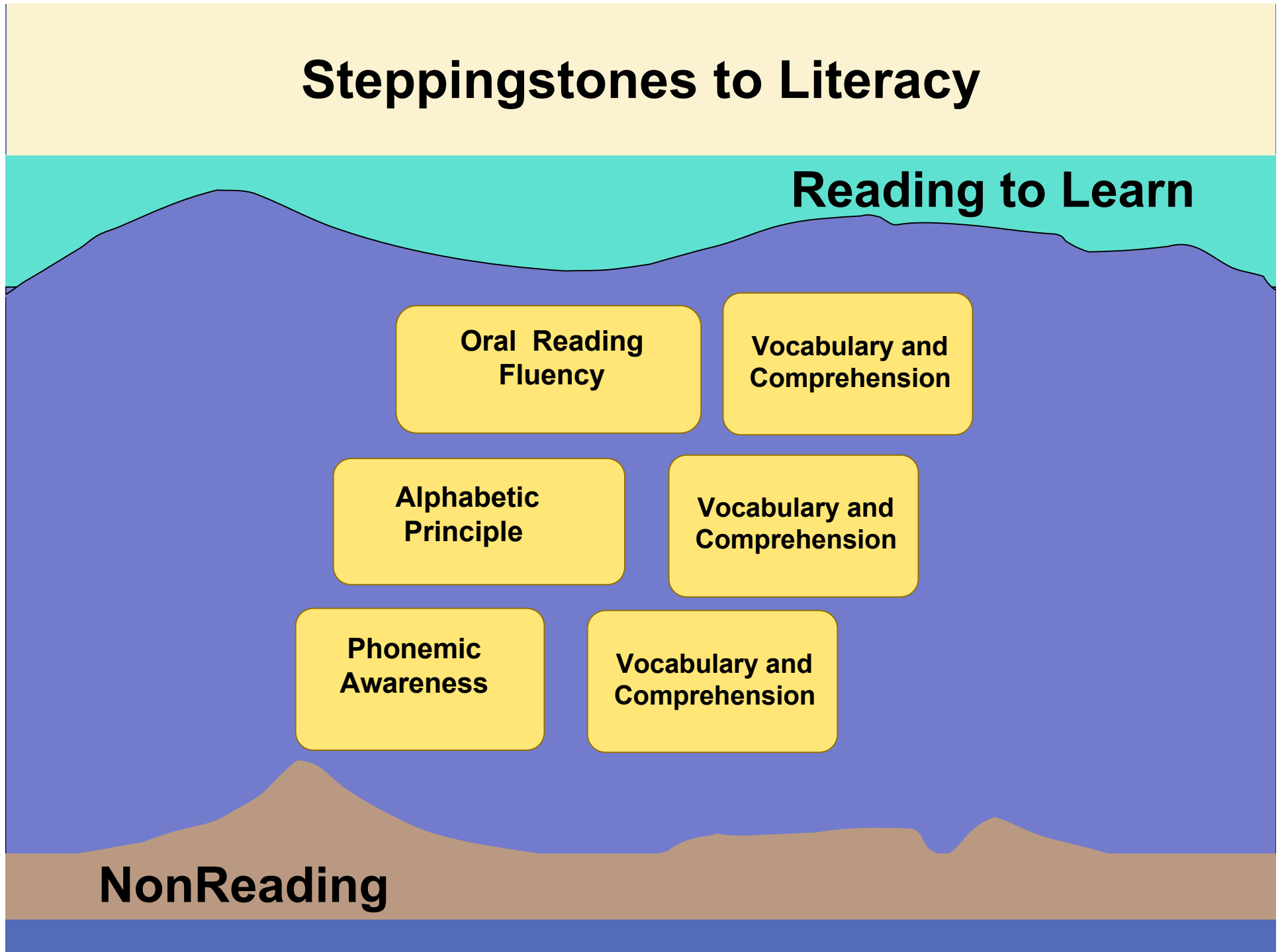
References

Adams, M.J. (1990). *Beginning to read: Thinking and learning about print.*

McCardle, P. (2004). *The voice of evidence in reading research*. Baltimore, MD: Brookes.

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.* Washington, DC: National Institute of Child Health and Human Development.

National Research Council (1998). *Preventing reading difficulties in young children,* (Committee on the Prevention of Reading Difficulties in Young Children; C.E. Snow, M.S. Burns, and P. Griffin, Eds.) Washington, DC: National Academy Press.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level.* New York, NY: Alfred A. Knopf.

DIBELS™ Assess the Big Ideas

Big Idea of Literacy	DIBELS™ Measure
Phonemic Awareness	Initial Sound Fluency Phoneme Segmentation Fluency
Alphabetic Principle	Nonsense Word Fluency
Accuracy and Fluency with Connected Text	Oral Reading Fluency
Comprehension	At least through grade 3: A combination of Oral Reading Fluency & Retell Fluency
Vocabulary – Oral Language	Word Use Fluency

Retell Fluency and Word Use Fluency are optional for Reading First

Letter Naming Fluency is an Added _Indicator of Risk*_

	DIBELS™ Measure
Indicator of Risk	Letter Naming Fluency

Note: Letter Naming is not a Big Idea of early literacy; it is not the most powerful instructional target thus there are no benchmark goals nor progress monitoring materials for LNF.

Interpreting DIBELS Results

Outcomes
DIBELS Benchmark Goals

- Initial Sound Fluency:

    –25 sounds per minute by Winter Kindergarten

- Phoneme Segmentation Fluency:

    –35 sounds per minute by Spring Kindergarten

- Nonsense Word Fluency:

    –50 sounds per minute by Winter First Grade *with at least 15 words recoded*

- DIBELS™ Oral Reading Fluency:

(goals are minimum scores for lowest reader)

    –40 words correct per minute by Spring First Grade

    –90 words correct per minute by Spring Second Grade

    –110 words correct per minute by Spring Third Grade
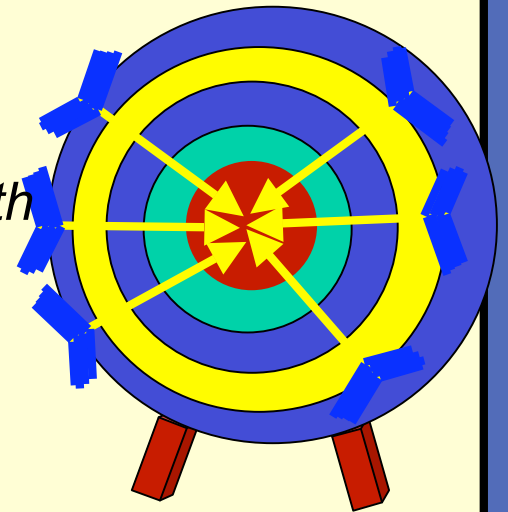
Kindergarten DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Initial Sounds Fluency	ISF < 4 4 ≤ ISF < 8 ISF ≥ 8	At Risk Some Risk Low Risk	ISF < 10 10 ≤ ISF < 25 ISF ≥ 25	Deficit Emerging Established		
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
Phonemic 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
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

First Grade DIBELS Benchmark Goals

| DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	**Status**	**Performance**	**Status**	**Performance**	**Status**
Letter Naming Fluency	LNF < 25 25 ≤ LNF < 37 LNF ≥ 37	At Risk Some Risk Low Risk				
Phonemic Segmentation Fluency	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established
Nonsense Word Fluency	NWF < 13 13 ≤ NWF < 24 NWF ≥ 24	At Risk Some Risk Low Risk	NWF < 30 30 ≤ NWF < 50 NWF ≥ 50	Deficit Emerging Established	NWF < 30 30 ≤ NWF < 50 NWF ≥ 50	Deficit Emerging Established
Oral Reading Fluency			ORF < 8 8 ≤ ORF < 20 ORF ≥ 20	At Risk Some Risk Low Risk	ORF < 20 20 ≤ ORF < 40 ORF > 40	At Risk Some Risk Low Risk

Second Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Oral Reading Fluency	ORF < 26	At Risk	ORF < 52	At Risk	ORF < 70	At Risk
	26 ≤ ORF < 44	Some Risk	52 ≤ ORF < 68	Some Risk	70 ≤ ORF < 90	Some Risk
	ORF ≥ 44	Low Risk	ORF ≥ 68	Low Risk	ORF > 90	Low Risk

Third Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Oral Reading Fluency	ORF < 53	At Risk	ORF < 67	At Risk	ORF < 80	At Risk
	53 ≤ ORF < 77	Some Risk	67 ≤ ORF < 92	Some Risk	80 ≤ ORF < 110	Some Risk
	ORF ≥ 77	Low Risk	ORF ≥ 92	Low Risk	ORF ≥ 110	Low Risk

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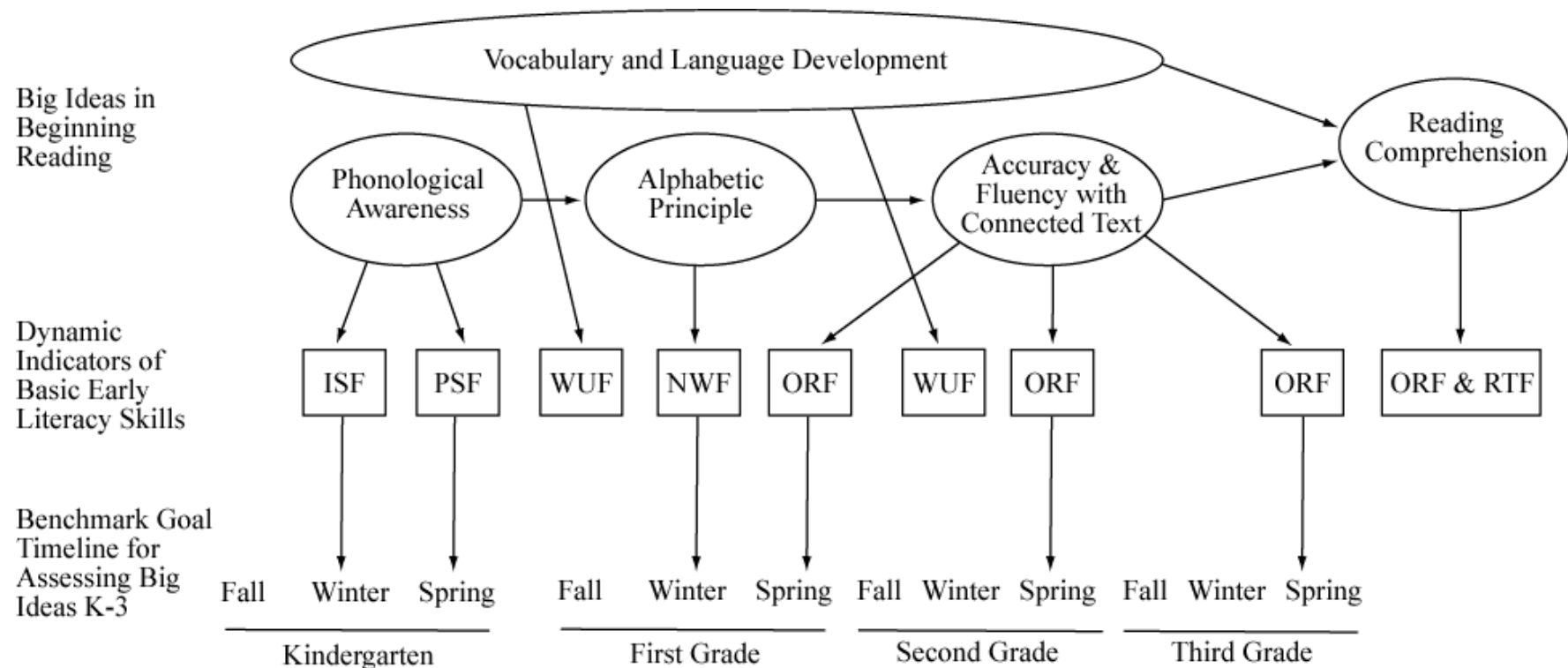
Adapted from Good, R. H., Simmons, D. C., & Kame'enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. Scientific Studies of Reading, 5, 257-288.

Using DIBELS™:
Three Levels of Assessment

- Benchmarking
- Strategic Monitoring
- Continuous or Intensive Care Monitoring

Three Status Categories:
Used at or after benchmark goal time

- *Established* -- Child has achieved the benchmark goal
- *Emerging* -- Child has not achieved the benchmark goal; has emerging skills but may need to increase consistency, accuracy and/or fluency to achieve benchmark goal
- *Deficit* -- Child has low skills and is at risk for not achieving benchmark goal

Three *Risk* Categories
Used prior to benchmark time

- *Low risk* -- On track to achieve benchmark goal
- *Some risk* -- Low emerging skills/ 50-50 chance of achieving benchmark goal
- *At risk* -- Very low skills; at risk for difficulty in achieving benchmark goal

Three levels of *Instruction*

- *Benchmark Instruction - At Grade Level*: Core Curriculum focused on big ideas
- *Strategic Instructional Support - Additional Intervention*
  - Extra practice
  - Adaptations of core curriculum
- *Intensive Instructional Support - Substantial Intervention*
  - Focused, explicit instruction with supplementary curriculum
  - Individual instruction

What do we Need to Know from Benchmark Data?

- In general, what skills do the children in my class/school/district have?

- Are there children who may need additional support?

- How many children may need additional support?

- Which children *may* need additional support to achieve outcomes?

- What supports do *I* need to address the needs of my students?

Three Levels of Instructional Support

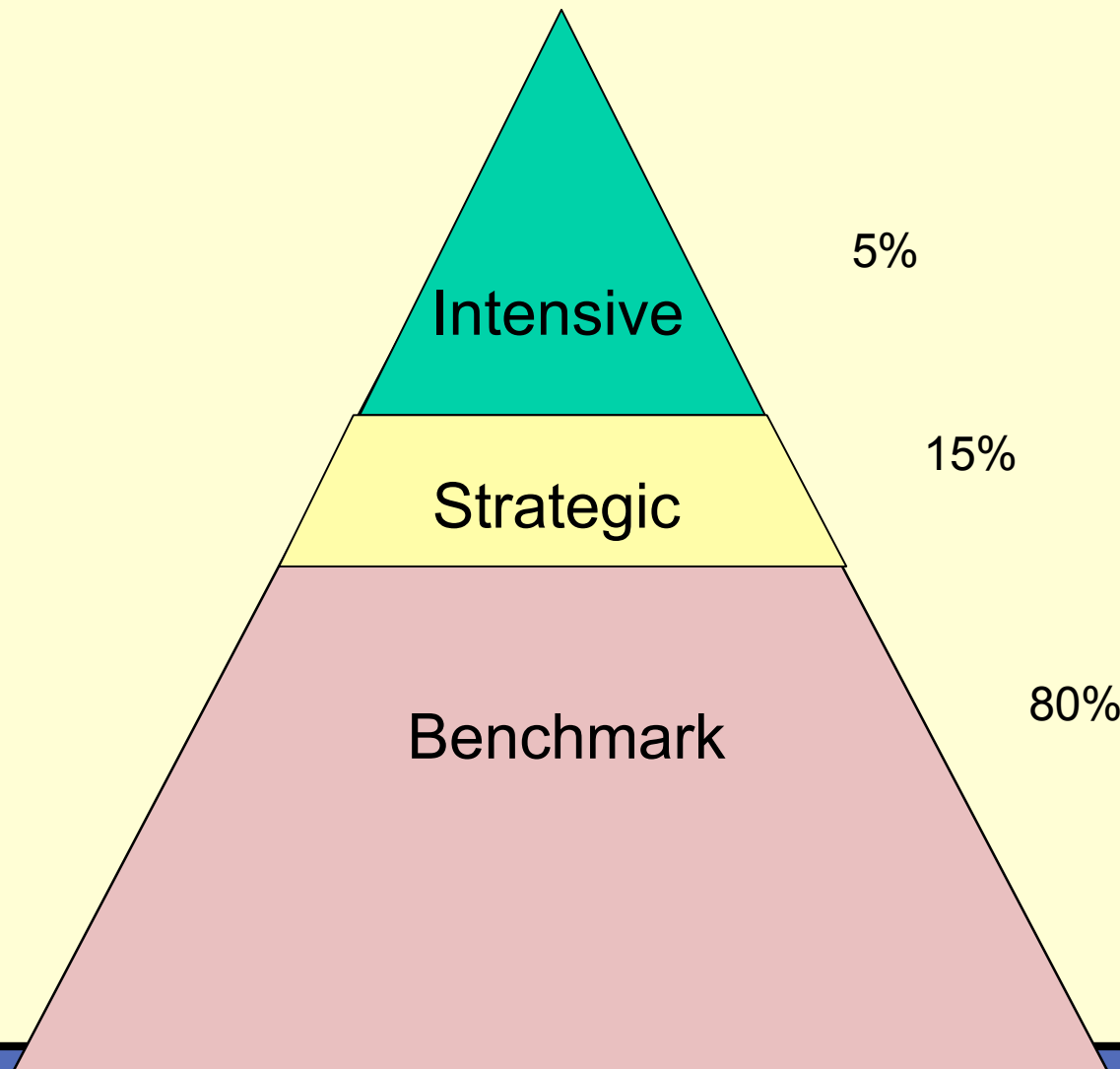**Instructional Recommendations Are Based on Performance *Across* All Measures**

- **Benchmark**: Established skill performance across all administered measures

- **Strategic**: One or more skill areas are not within the expected performance range

- **Intensive**: One or many skill areas are within the significantly at-risk range for later reading difficulty
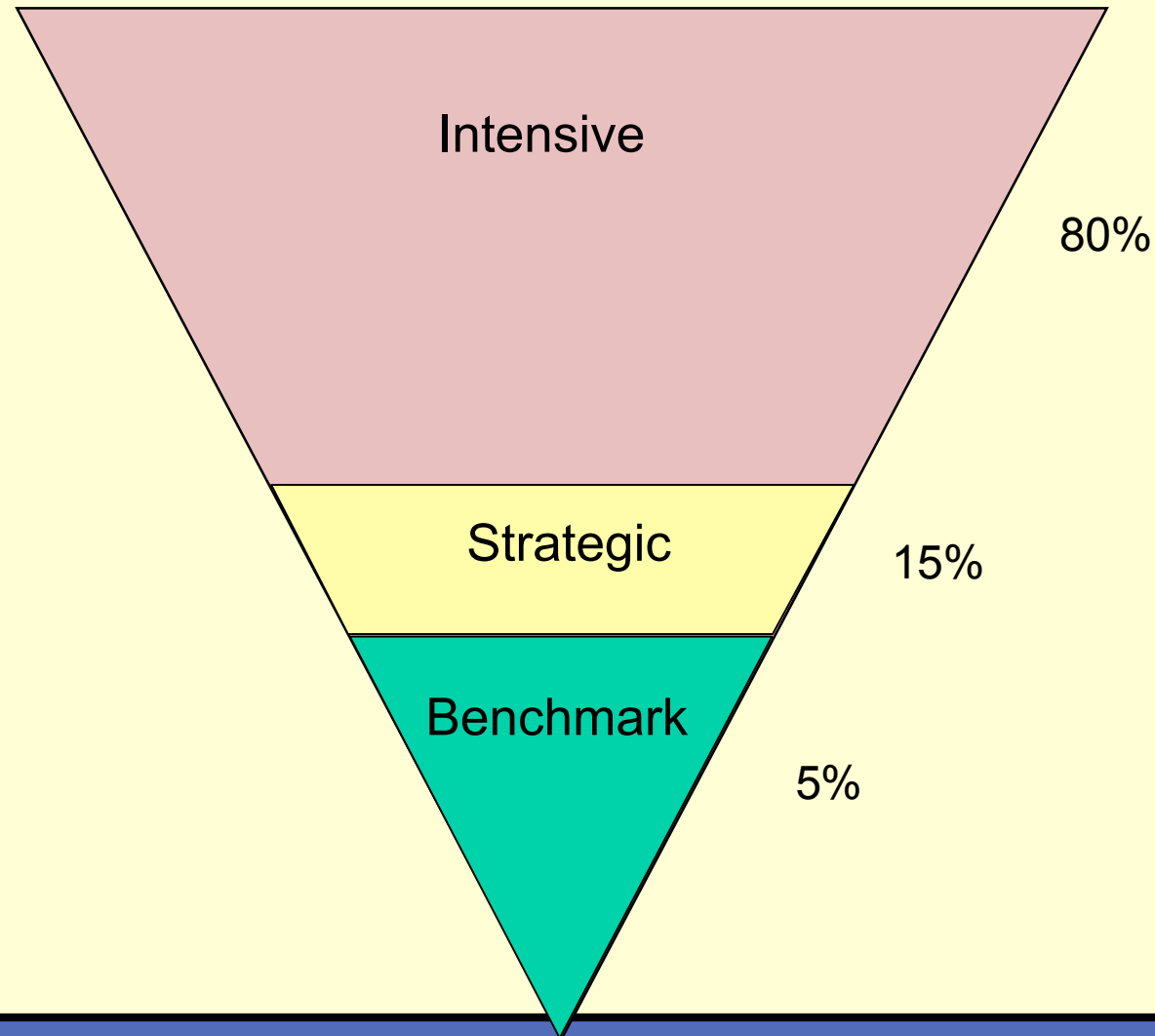
How Do We Use DIBELS™?
Types of Assessment

- Benchmark assessment

  - All students 3-4 times per year

- Progress monitoring

  - Students who need support more frequently

    - Progress monitoring for intensive and strategic students should take place once every other week.

    - This will provide the necessary information to make instructional decisions.

Using DIBELS in an

Outcomes-Driven Model

How do we Make Educational Decisions with DIBELS™?

An ***Outcomes-Driven*** model: Decision making steps designed to answer specific questions for specific purposes

✴ Identify long term ***outcomes*** and benchmarks to achieve

1. Identify Need for Support
2. Validate Need for Support
3. Plan Support Strategies
4. Implement Support strategies
5. Evaluate Support
6. Outcome Evaluation

Outcomes-Driven Model

Identify Need for Support

↓

Validate Need for Support

↓

Plan Support →

Implement Support

Evaluate Effectiveness of Support

↓

Review Outcomes

Benchmark Assessment

Progress Monitoring

Benchmark Assessment
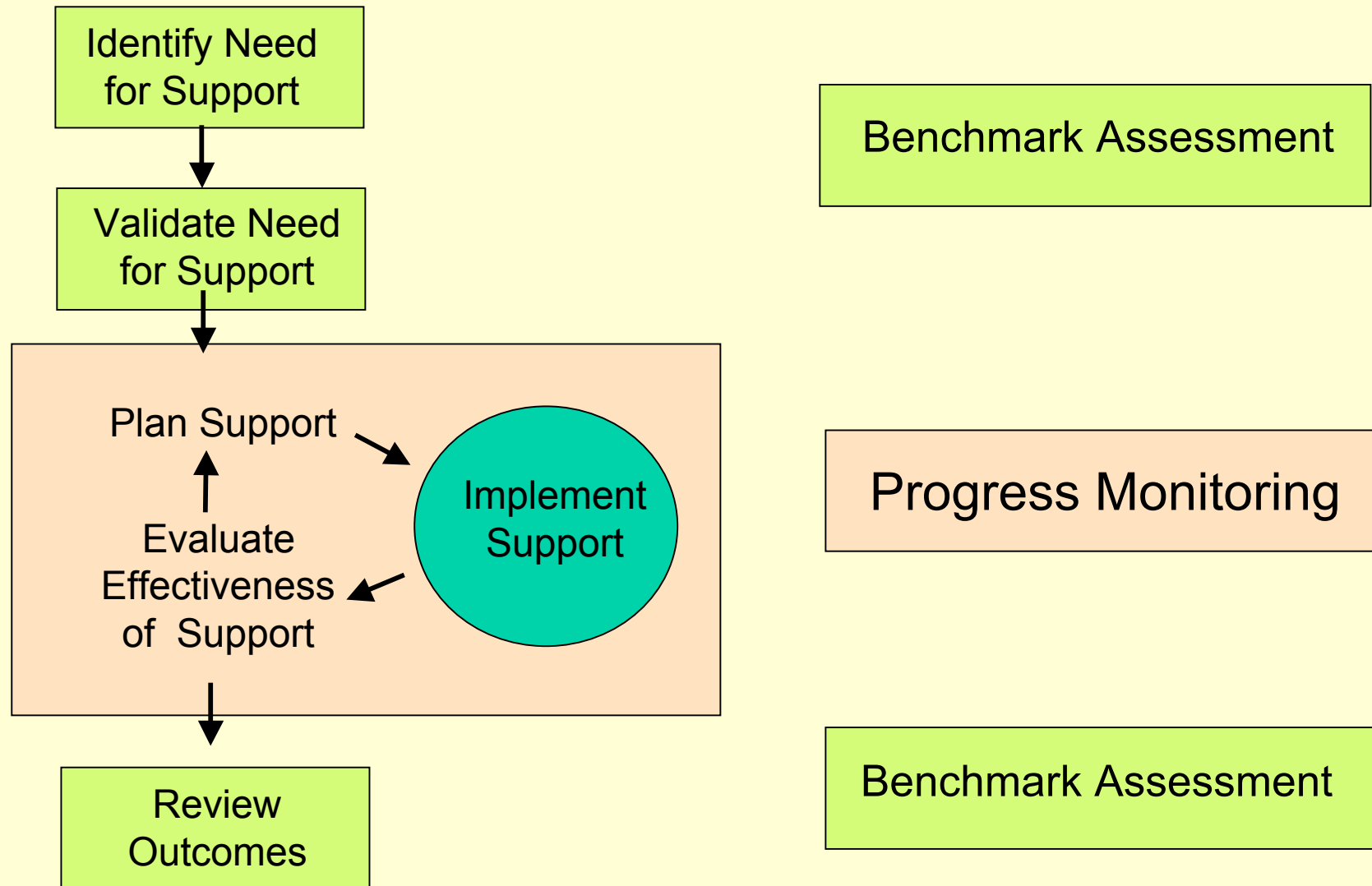
# Step 1. Identify Need for Support

What do you need to know?

- Are there children who *may* need additional instructional support?

- How many children *may* need additional instructional support?

- Which children *may* need additional instructional support?

What to do:

- Evaluate *benchmark assessment data* for district, school, classroom, and individual children.

Are There Children Who *May* Need Additional Instructional Support?

Phoneme Segmentation Fluency

25%	■	Low risk
54%	▨	Some risk
21%	▦	At risk
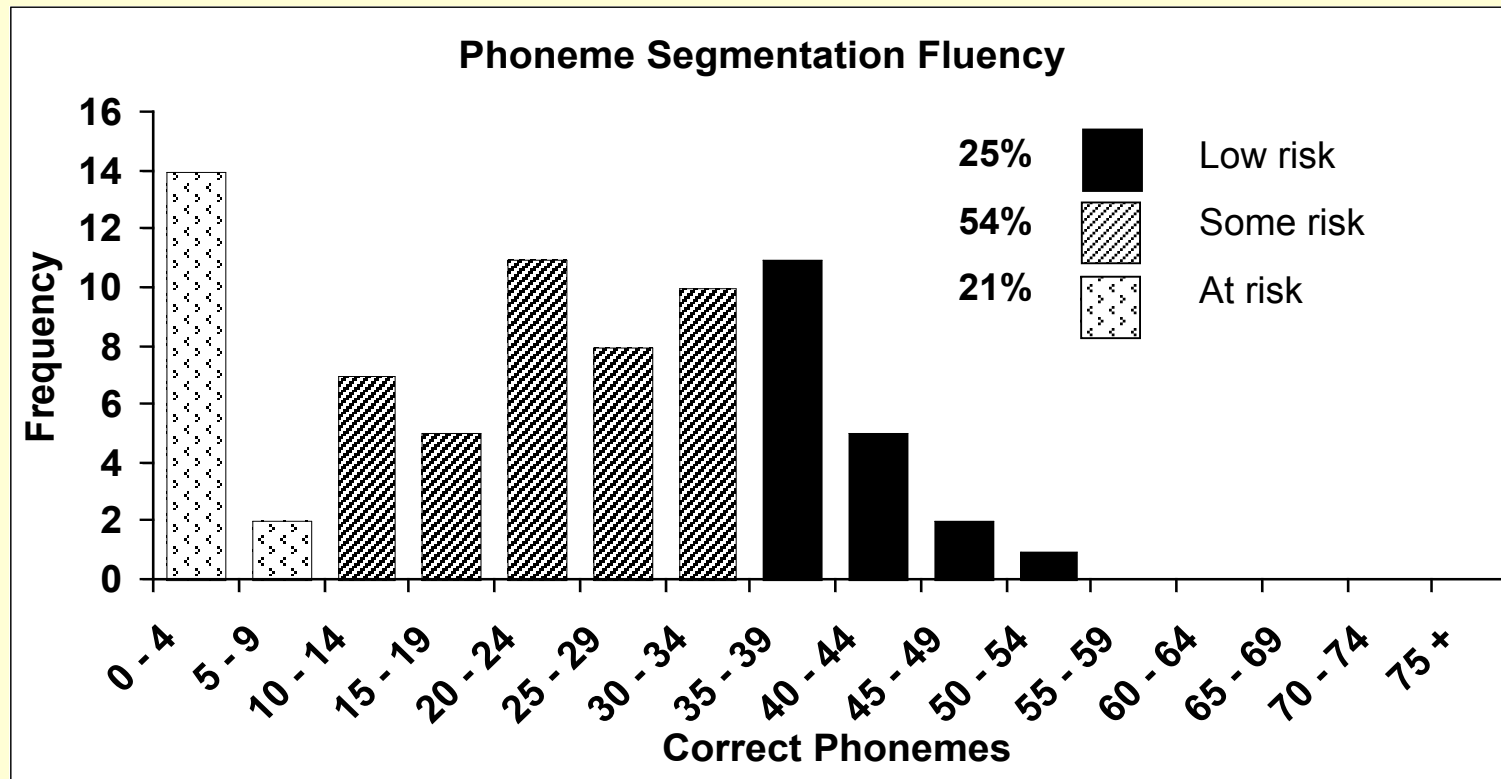
- Winter of Kindergarten
- Approximately 1/5 of students are at risk for poor reading outcomes.

Class List Report

- For each child and each Measure administered at that benchmark:

    – Score

    – Percentile: (based on school/district norms)

    – Skill status: Established, Emerging, Deficit or Low Risk, Some Risk, At-Risk

    – Instructional Recommendation: Benchmark, Strategic, Intensive

Guidelines for Class List Reports

- Instructional recommendations are guidelines only.

- Important to **validate need for support** if there is any question about a child's score.

- Focus resources on lowest performing group of children in class.

Interpreting Class List Reports
Tips and Notes

- ISF and PSF both measure the same Big Idea: phonemic awareness. PSF is more reliable measure; use it in winter of K as primary measure of phonemic awareness.

  - If child is doing well on PSF can assume skills on ISF

  - Use ISF if PSF is too difficult and child achieves score of 0.

Interpreting Class List Reports
Tips and Notes

- PSF and NWF measure different Big Ideas, both of which are necessary (but not sufficient in and of themselves) for acquisition of reading. We teach and measure both.
  - Skills in PA facilitate development of AP; however children can begin to acquire AP and not be strong in PA.
    - If a child seems to be doing well in AP, do not assume PA skills if a child is at risk.
    - Continue to provide support on PA and monitor progress. These children may have difficulty with fluent phonological recoding and with oral reading fluency.

Interpreting Class List Reports
Tips and Notes

- PSF has a "threshold effect", i.e., children reach benchmark goal and then scores slightly decrease on that measure as they focus on acquiring new skills (alphabetic principle, fluency in reading connected text)

Interpreting Class List Reports
Tips and Notes

- Letter Naming Fluency is an added indicator of risk. Use it in conjunction with scores on other DIBELS measures.

  - Example: In a group of children with low scores on ISF at the beginning of K, those with low scores also on LNF are at higher risk

- LNF is not our most powerful instructional target

Interpreting Class List Reports
# Tips and Notes

- Have list of scores for Benchmark Goals and Indicators of Risk available to refer to as you review the Class List Reports. Pay special attention to children whose scores are near the "cut-offs"
  - E.g., in the middle of K,a child with a score of 6 on PSF is "at risk", a score of 7 is "some risk".

Interpreting Class List Reports
Tips and Notes

- When interpreting NWF scores it is important to take note of the level of blending by the student.

- Note if the student is reading the words sound-by-sound or if the student is recoding the words. A minimum score of 15 words recoded has been added to the benchmark score of 50 sounds per minute by the winter of first grade.

DIBELS: Class List
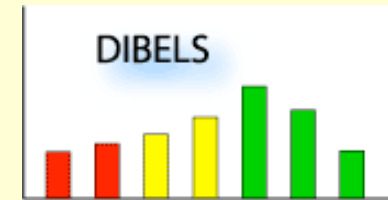
A [class list](#) provides a report of children's performance on all measures administered at a given benchmark period in relation to established goals.

Fall of First Grade

	Phoneme Segmentation Fluency			Letter Naming Fluency			Nonsense Word Fluency			
Student	Score	%ile	Status	Score	%ile	Status	Score	%ile	Status	Instructional Recommendation
Sam	22	10	Emerging	3	1	At risk	5	5	At risk	Intensive
Jill	19	9	Emerging	14	8	At risk	13	20	Some risk	Strategic
Susan	47	58	Established	5	2	At risk	14	20	Some risk	Strategic
Ken	67	95	Established	31	38	Some risk	19	26	Some risk	Strategic
Kim	40	36	Established	46	75	Low risk	27	49	Low risk	Benchmark
Jose	41	39	Established	44	70	Low risk	58	90	Low risk	Benchmark

DIBELS: Class List Fall of First Grade

Each student in the class

Student	Phoneme Segmentation Fluency			Letter Naming Fluency			Nonsense Word Fluency			
	Score	%ile	Status	Score	%ile	Status	Score	%ile	Status	Instructional Recommendation
Sam	22	10	Emerging	3	1	At risk	5	5	At risk	Intensive
Jill	19	9	Emerging	14	8	At risk	13	20	Some risk	Strategic
Susan	47	58	Established	5	2	At risk	14	20	Some risk	Strategic
Ken	67	95	Established	31	38	Some risk	19	26	Some risk	Strategic
Kim	40	36	Established	46	75	Low risk	27	49	Low risk	Benchmark
Jose	41	39	Established	44	70	Low risk	58	90	Low risk	Benchmark

DIBELS: Class List Fall of First Grade

Measures administered at benchmark period (Fall of Grade 1)

Student	Phoneme Segmentation Fluency			Letter Naming Fluency			Nonsense Word Fluency			Instructional Recommendation
	Score	%ile	Status	Score	%ile	Status	Score	%ile	Status	
Sam	22	10	Emerging	3	1	At risk	5	5	At risk	Intensive
Jill	19	9	Emerging	14	8	At risk	13	20	Some risk	Strategic
Susan	47	58	Established	5	2	At risk	14	20	Some risk	Strategic
Ken	67	95	Established	31	38	Some risk	19	26	Some risk	Strategic
Kim	40	36	Established	46	75	Low risk	27	49	Low risk	Benchmark
Jose	41	39	Established	44	70	Low risk	58	90	Low risk	Benchmark

DIBELS: Class List Fall of First Grade

Raw score for each measure

Student	Phoneme Segmentation Fluency			Letter Naming Fluency			Nonsense Word Fluency			Instructional Recommendation
	Score	%ile	Status	Score	%ile	Status	Score	%ile	Status	
Sam	22	1	Emerging	3	1	At risk	5	5	At risk	Intensive
Jill	19	9	Emerging	14	8	At risk	13	20	Some risk	Strategic
Susan	47	58	Established	5	2	At risk	14	20	Some risk	Strategic
Ken	67	95	Established	31	38	Some risk	19	26	Some risk	Strategic
Kim	40	36	Established	46	75	Low risk	27	49	Low risk	Benchmark
Jose	41	39	Established	44	70	Low risk	58	90	Low risk	Benchmark

DIBELS: Class List Fall of First Grade

Percentile compared to school/district

Student	Phoneme Segmentation Fluency			Letter Naming Fluency			Nonsense Word Fluency			Instructional Recommendation
	Score	%ile	Status	Score	%ile	Status	Score	%ile	Status	
Sam	22	10	Emerging	3	1	At risk	5	5	At risk	Intensive
Jill	19	9	Emerging	14	8	At risk	13	20	Some risk	Strategic
Susan	47	58	Established	5	2	At risk	14	20	Some risk	Strategic
Ken	67	95	Established	31	38	Some risk	19	26	Some risk	Strategic
Kim	40	36	Established	46	75	Low risk	27	49	Low risk	Benchmark
Jose	41	39	Established	44	70	Low risk	58	90	Low risk	Benchmark
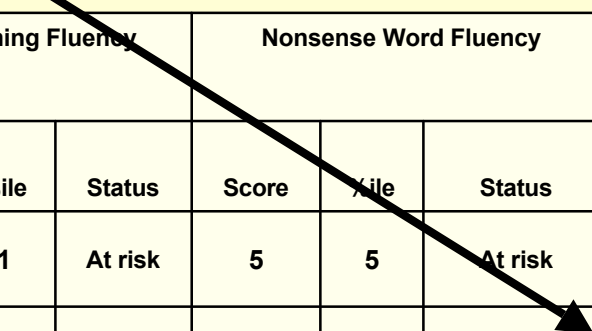
DIBELS: Class List Fall of First Grade

Status on each skill
(established, emerging, deficit)

	Phoneme Segmentation Fluency			Letter Naming Fluency			Nonsense Word Fluency			
Student	Score	%ile	Status	Score	%ile	Status	Score	%ile	Status	Instructional Recommendation
Sam	22	10	Emerging	3	1	At risk	5	5	At risk	Intensive
Jill	19	9	Emerging	14	8	At risk	13	20	Some risk	Strategic
Susan	47	58	Established	5	2	At risk	14	20	Some risk	Strategic
Ken	67	95	Established	31	38	Some risk	19	26	Some risk	Strategic
Kim	40	36	Established	46	75	Low risk	27	49	Low risk	Benchmark
Jose	41	39	Established	44	70	Low risk	58	90	Low risk	Benchmark

DIBELS: Class List Fall of First Grade

Overall Instructional Recommendation Across Measures
(Benchmark, Strategic, or Intensive Support)

	Phoneme Segmentation Fluency			Letter Naming Fluency			Nonsense Word Fluency			
Student	Score	%ile	Status	Score	%ile	Status	Score	%ile	Status	Instructional Recommendation
Sam	22	10	Emerging	3	1	At risk	5	5	At risk	Intensive
Jill	19	9	Emerging	14	8	At risk	13	20	Some risk	Strategic
Susan	47	58	Established	5	2	At risk	14	20	Some risk	Strategic
Ken	67	95	Established	31	38	Some risk	19	26	Some risk	Strategic
Kim	40	36	Established	46	75	Low risk	27	49	Low risk	Benchmark
Jose	41	39	Established	44	70	Low risk	58	90	Low risk	Benchmark

DIBELS: Class List

Instructional Recommendations Are Based on Performance *Across* All Measures

- Benchmark: Established skill performance across all administered measures

- Strategic: One or more skill areas are not within the expected performance range

- Intensive: One or many skill areas are within the significantly at-risk range for later reading difficulty

Breakout Activity: Example

What are the established goals for these measures?

*PSF – 35 by the end
of Kindergarten*

*NWF – 50 by the middle
of Grade 1*

| Student | Phoneme Segmentation Fluency | | | Letter Naming Fluency | | | Nonsense Word Fluency | | | Instructional Recommendation |
	Score	%ile	Status	Score	%ile	Status	Score	%ile	Status	
Sam	22	10	Emerging	3	1	At risk	5	5	At risk	Intensive
Jill	19	9	Emerging	14	8	At risk	13	20	Some risk	Strategic
Susan	47	58	Established	5	2	At risk	14	20	Some risk	Strategic
Ken	67	95	Established	31	38	Some risk	19	26	Some risk	Strategic
Kim	40	36	Established	46	75	Low risk	27	49	Low risk	Benchmark
Jose	41	39	Established	44	70	Low risk	58	90	Low risk	Benchmark

Breakout Activity: Example

What type of instruction does this student need to meet the winter goal of 50 on NWF?

Continue current instructional approach

	Phoneme Segmentation Fluency			Letter Naming Fluency			Nonsense Word Fluency			
Student	Score	%ile	Status	Score	%ile	Status	Score	%ile	Status	Instructional Recommendation
Sam	22	10	Emerging	3	1	At risk	5	5	At risk	Intensive
Jill	19	9	Emerging	14	8	At risk	13	20	Some risk	Strategic
Susan	47	58	Established	5	2	At risk	14	20	Some risk	Strategic
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Kim	40	36	Established	46	75	Low risk	27	49	Low risk	Benchmark
Jose	41	39	Established	44	70	Low risk	58	90	Low risk	Benchmark

Breakout Activity: Example

? | What type of instruction does this student need to meet the winter goal of 50 on NWF?

Intensify current instruction significantly and monitor development

Student	Phoneme Segmentation Fluency			Letter Naming Fluency			Nonsense Word Fluency			Instructional Recommendation
	Score	%ile	Status	Score	%ile	Status	Score	%ile	Status	
Sam	22	10	Emerging	3	1	At risk	5	5	At risk	Intensive
Jill	19	9	Emerging	14	8	At risk	13	20	Some risk	Strategic
Susan	47	58	Established	5	2	At risk	14	20	Some risk	Strategic
Ken	67	95	Established	31	38	Some risk	19	26	Some risk	Strategic
Kim	40	36	Established	46	75	Low risk	27	49	Low risk	Benchmark
Jose	41	39	Established	44	70	Low risk	58	90	Low risk	Benchmark

Breakout Activity: Example

| What type of instruction does this student need to meet the winter goal of 50 on NWF? |

Intensify current instruction strategically and monitor progress

	Phoneme Segmentation Fluency			Letter Naming Fluency			Nonsense Word Fluency			
Student	Score	%ile	Status	Score	%ile	Status	Score	%ile	Status	Instructional Recommendation
Sam	22	10	Emerging	3	1	At risk	5	5	At risk	Intensive
Jill	19	9	Emerging	14	8	At risk	13	20	Some risk	Strategic
Susan	47	58	Established	5	2	At risk	14	20	Some risk	Strategic
Ken	67	95	Established	31	38	Some risk	19	26	Some risk	Strategic
Kim	40	36	Established	46	75	Low risk	27	49	Low risk	Benchmark
Jose	41	39	Established	44	70	Low risk	58	90	Low risk	Benchmark

Breakout Activity

➢ In school teams, complete the breakout activity on reading and interpreting DIBELS class reports

Identify Need:
Which Children *May* Need Support?

Student	Initial Sound Fluency			Letter Naming Fluency			Phoneme Segmentation Fluency			Instructional Recommendations
	Score	Percentile	Status	Score	Percentile	Status	Score	Percentile	Status	
T., Sandra	9	4	Deficit	1	7	At risk	8	13	At risk	Intensive support indicated.
R., Max	7	2	Deficit	1	7	At risk	10	18	At risk	Intensive support indicated.
W., Halley	14	12	Emerging	2	9	Some risk	29	46	Low risk	Strategic support.
M., Latisha	19	22	Emerging	3	11	Some risk	35	59	Low risk	Strategic support.
A., Brandon	9	4	Deficit	3	11	Some risk	8	13	Some risk	Intensive support indicated.
R., Tiffany	42	86	Established	13	31	Low risk	48	85	Low risk	Benchmark.
M., Danielle	5	1	Deficit	14	33	Low risk	8	13	Some risk	Strategic support.
M., Joseph	38	75	Established	15	35	Low risk	37	66	Low risk	Benchmark.

In **January** of Kindergarten:
Sandra, Max, Brandon, and Danielle have a deficit on Initial Sound Fluency. They *may* need additional instructional support to attain kindergarten benchmarks.
Joseph and Tiffany are on track with established skills on ISF.
Halley and Latisha have emerging skills and should be monitored strategically

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Focus on Four Children

M., Danielle	5	1	Deficit
R., Max	7	2	Deficit
T., Sandra	9	4	Deficit
A., Brandon	9	4	Deficit

Step 2. Validate Need for Support

This step would be used for children whose scores are surprising or unexpected.**********

- 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.

What to do:

- Use additional information, e.g., other assessment data, knowledge about child.
- Repeat assessments.

Validate Need for Support

Verify Need for Instructional Support by Retesting with Different Forms Until We Are **Reasonably Confident**.
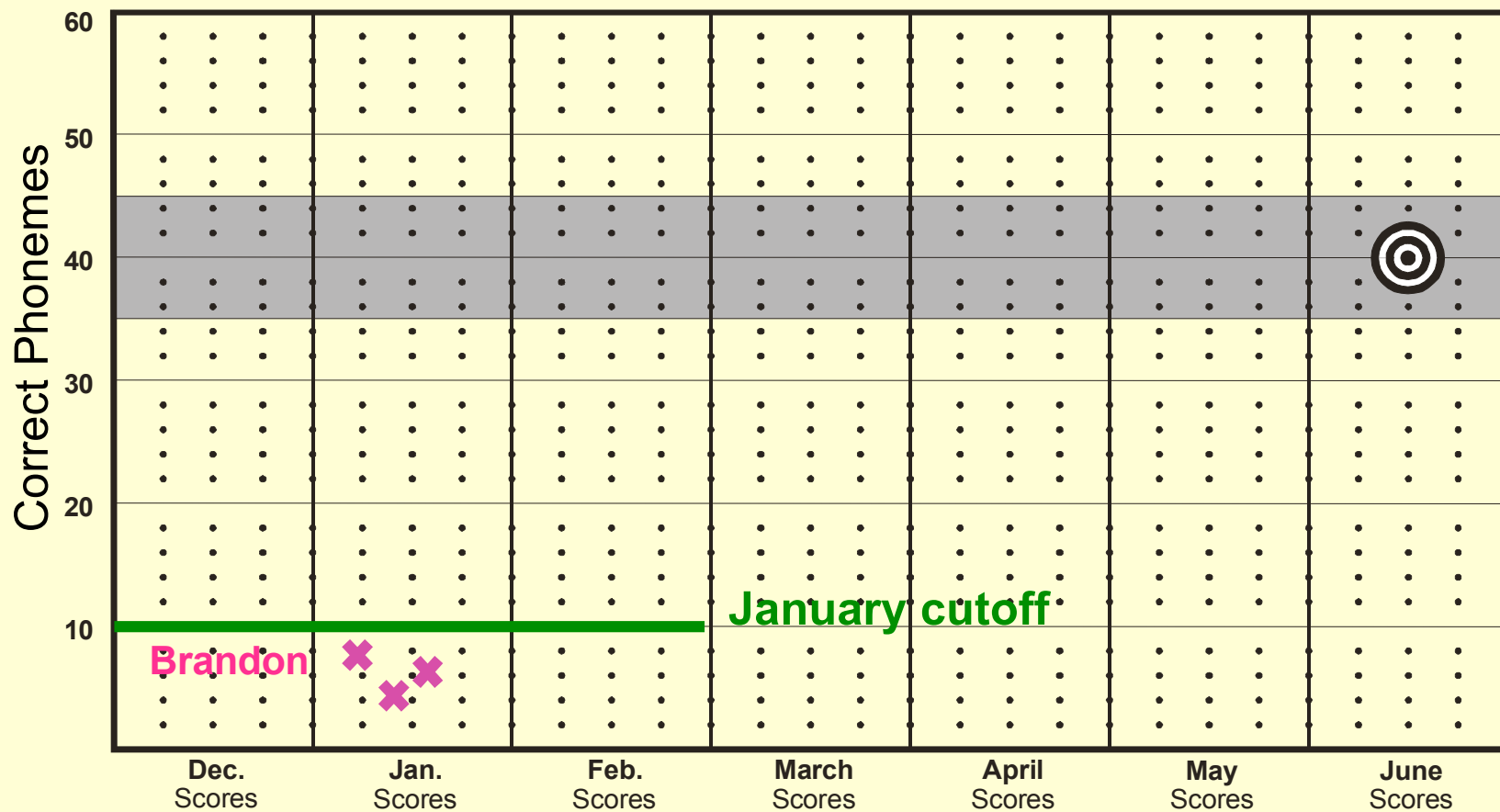
Validate Need for Support

Verify Need for Instructional Support by Retesting with Different Forms Until We Are Reasonably Confident.
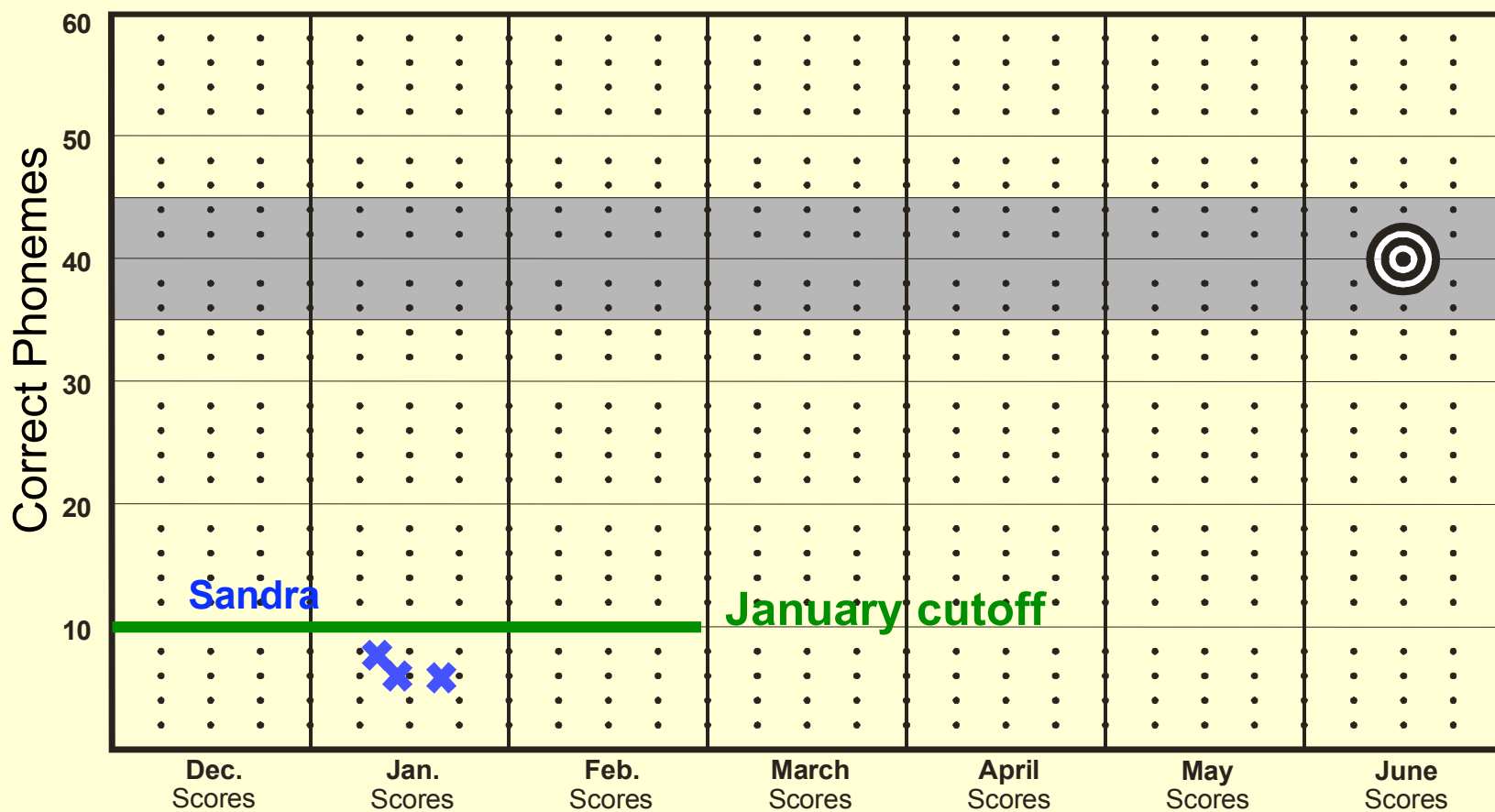
Step 3. Plan Instructional Support
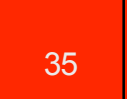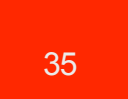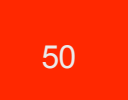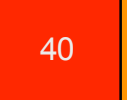
What do you need to know?

- What are the *goals* of instruction?
- What specific *skills* should we teach?
- What instructional *curriculum/program* to use?
- What specific *instructional strategies* to use?
- How *much instructional support* may be needed?

What to do: What are Goals?

- Determine goals.
- Draw aimline.

Which Measures When?

	Kindergarten			First Grade			Second Grade			Third Grade		
	F	W	Sp	F	W	Sp	F	W	Sp	F	W	Sp
ISF		25										
PSF			35	35								
NWF					50							
ORF						40			90			110
LNF												

= Instructional Focus = Added Indicator of Risk

= Urgent Instructional Focus = Benchmark Goal = Past Benchmark Goal

Plan Support:
Aimline for Brandon
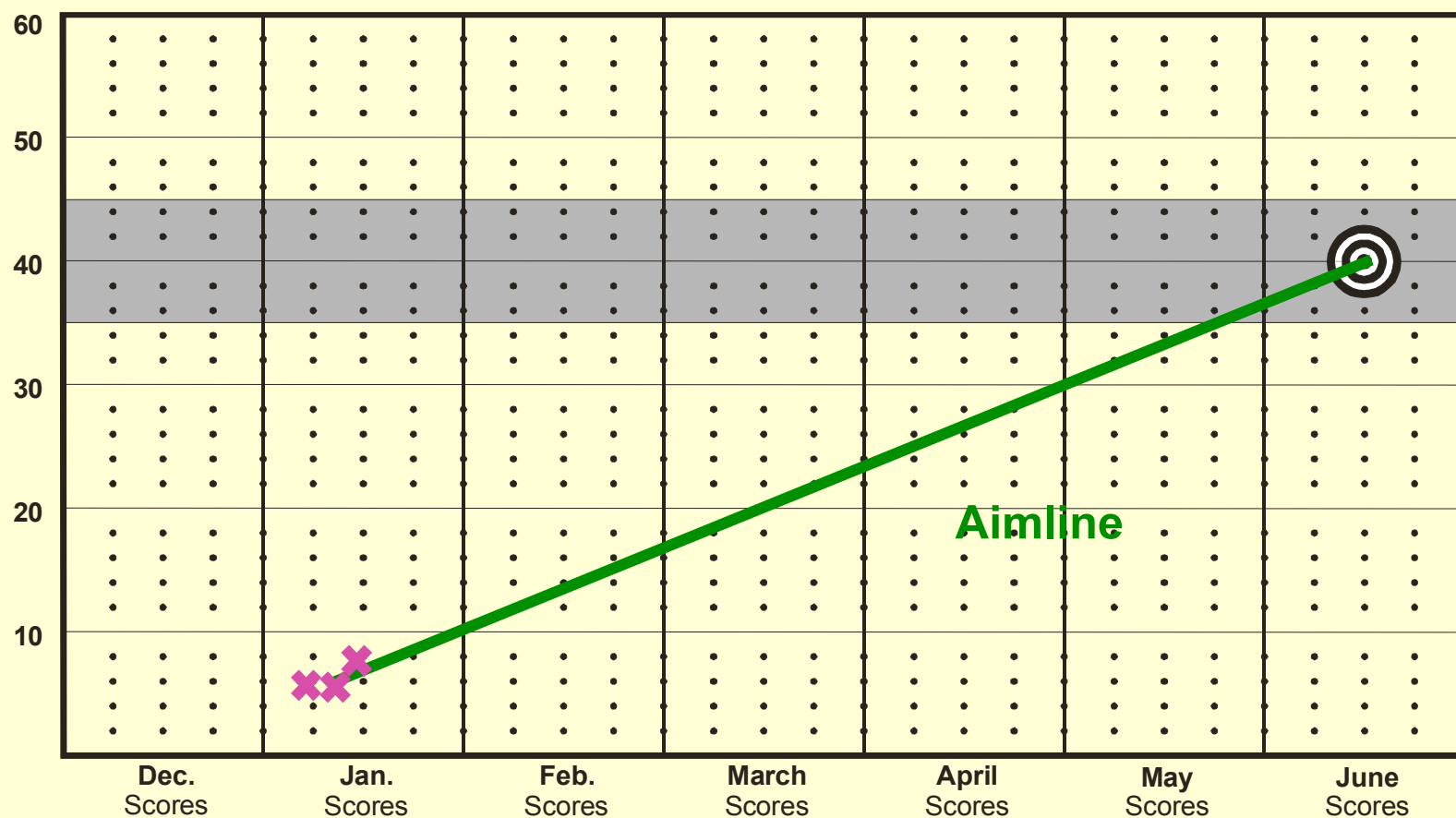
The aimline connects where you are to where you want to get to, and shows the course to follow to get there.

90

Plan Support:
Aimline for Sandra

Correct Phonemes

60
50
40
30
20
10

Dec.
Scores

Jan.
Scores

Feb.
Scores

March
Scores

April
Scores

May
Scores

June
Scores

Aimline
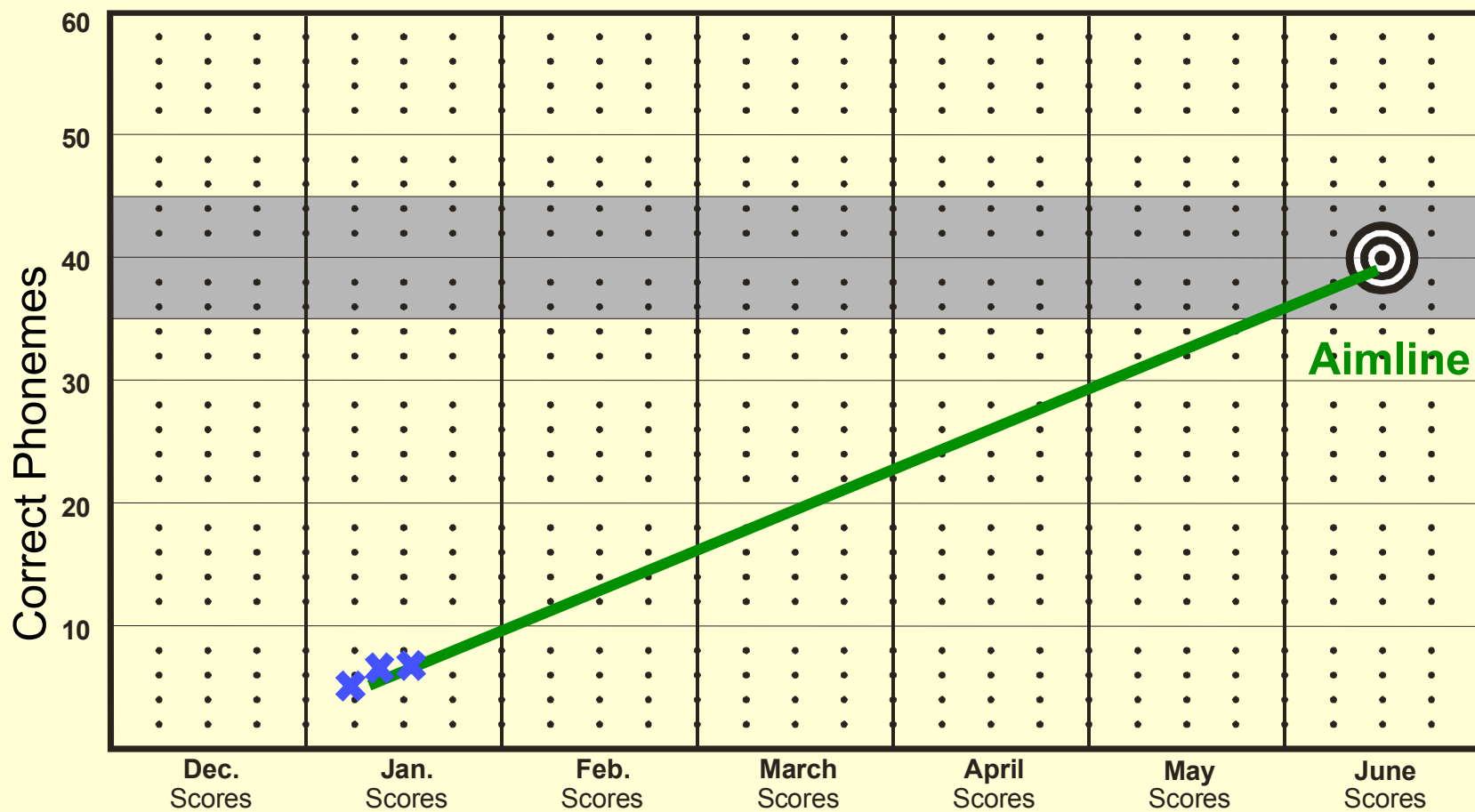
Plan Support:

- What specific skills, program/curriculum, strategies?
    - Three-tiered model of support in place: Core, Supplemental, Intervention
    - Use additional assessment if needed (e.g., diagnostic assessment, curriculum/program placement tests, knowledge of child)
    - Do whatever it takes to get the child back on track!

Step 4. Evaluate and Modify Support

Key decision:

- Is the support effective in improving the child's early literacy skills?

- Is the child progressing at a sufficient rate to achieve the next benchmark goal?

What to do:

- Monitor child's progress and use *decision rules* to evaluate data .

  - ***Three consecutive data points below the aimline*** indicates a need to modify instructional support.

Progress Monitoring

Early identification and frequent monitoring of students experiencing reading difficulties

➤ Performance monitored frequently for all students who are at risk of reading difficulty

➤ Data used to make instructional decisions

➤ Example of a progress monitoring schedule

Students at low risk: Monitor progress three times a year

Students at some risk: Monitor progress every other week

Students at high risk: Monitor progress every other week

Evaluate Support:
Modify Instruction for Sandra?
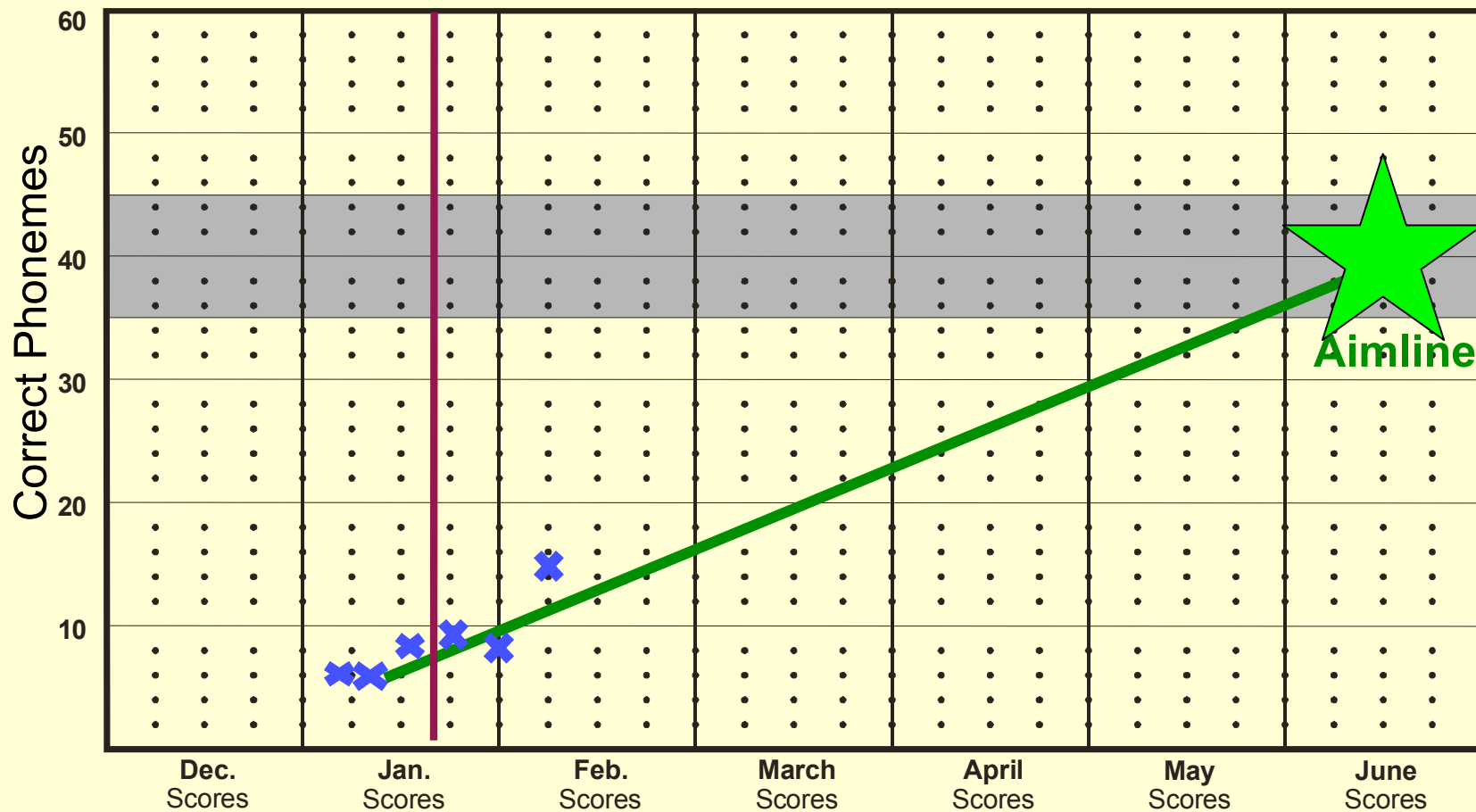
Evaluate Support:
Modify Instruction for Brandon?

Brandon: Whoops! Time to make a change!
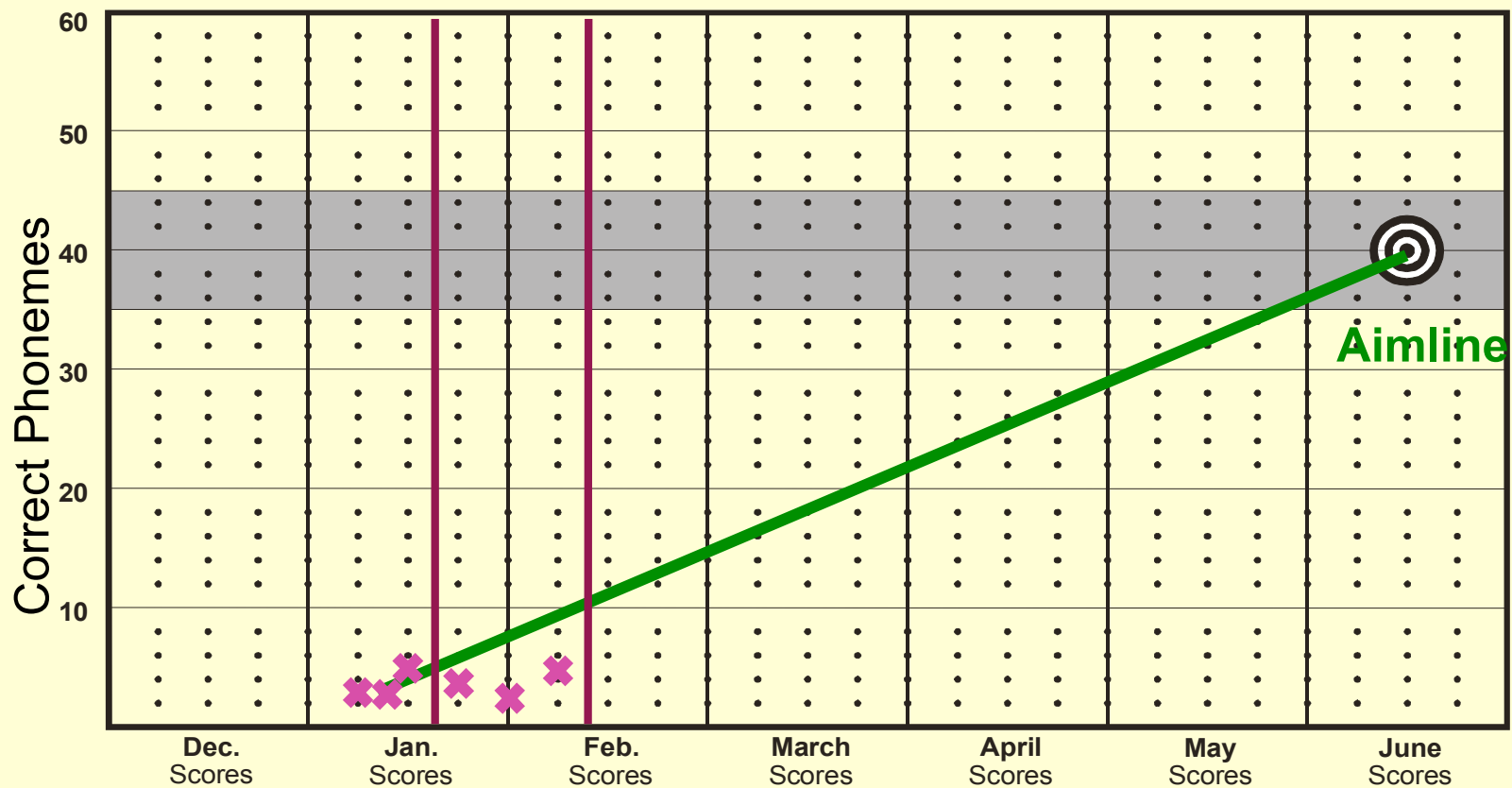
Evaluating Support
Modify Instruction for Brandon Now?

Outcomes Driven Model

Identify Need for Support

↓

Validate Need for Support

↓

Plan Support →

Implement Support

Evaluate Effectiveness of Support

↓

Review Outcomes

Benchmark Assessment

Progress Monitoring

Benchmark Assessment
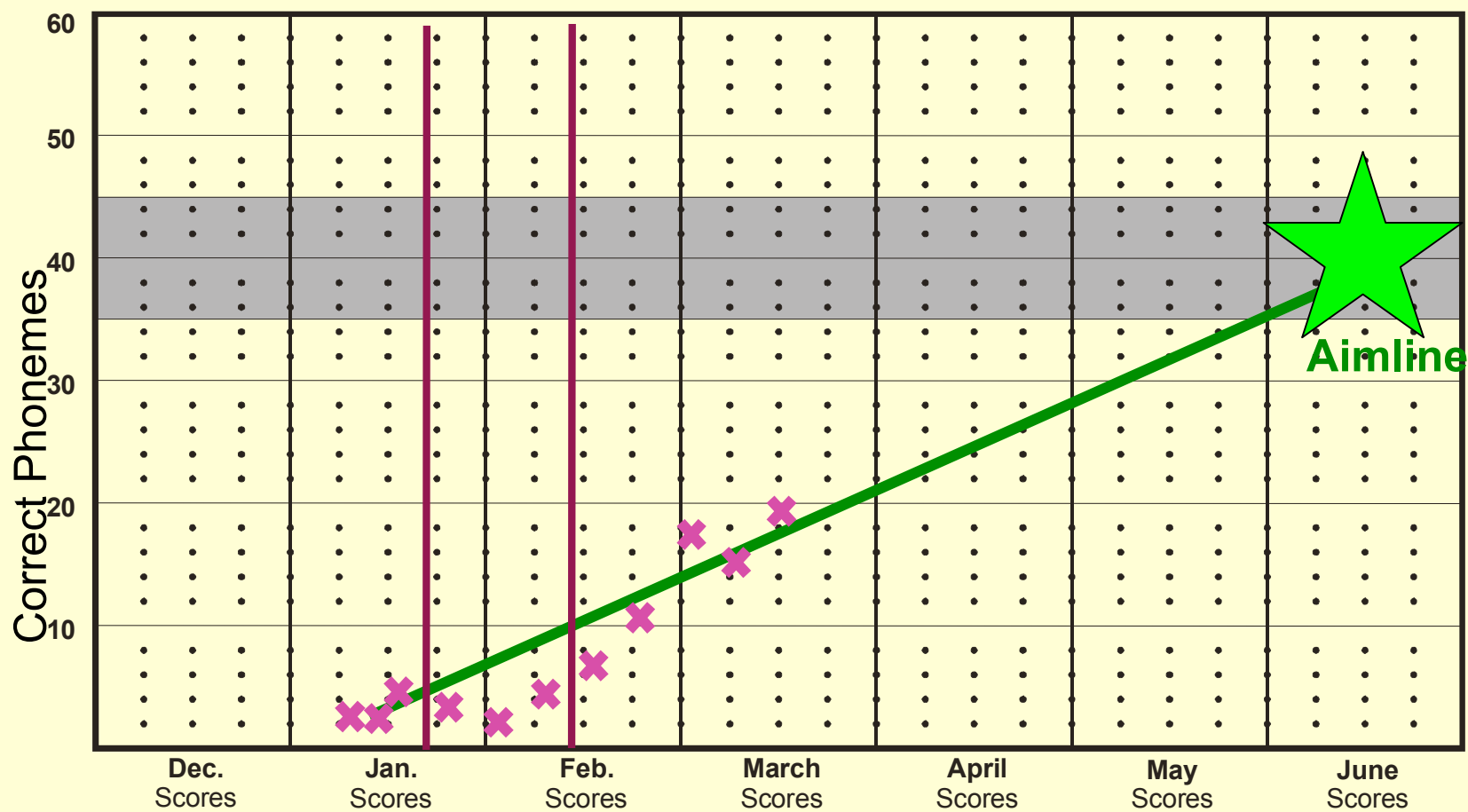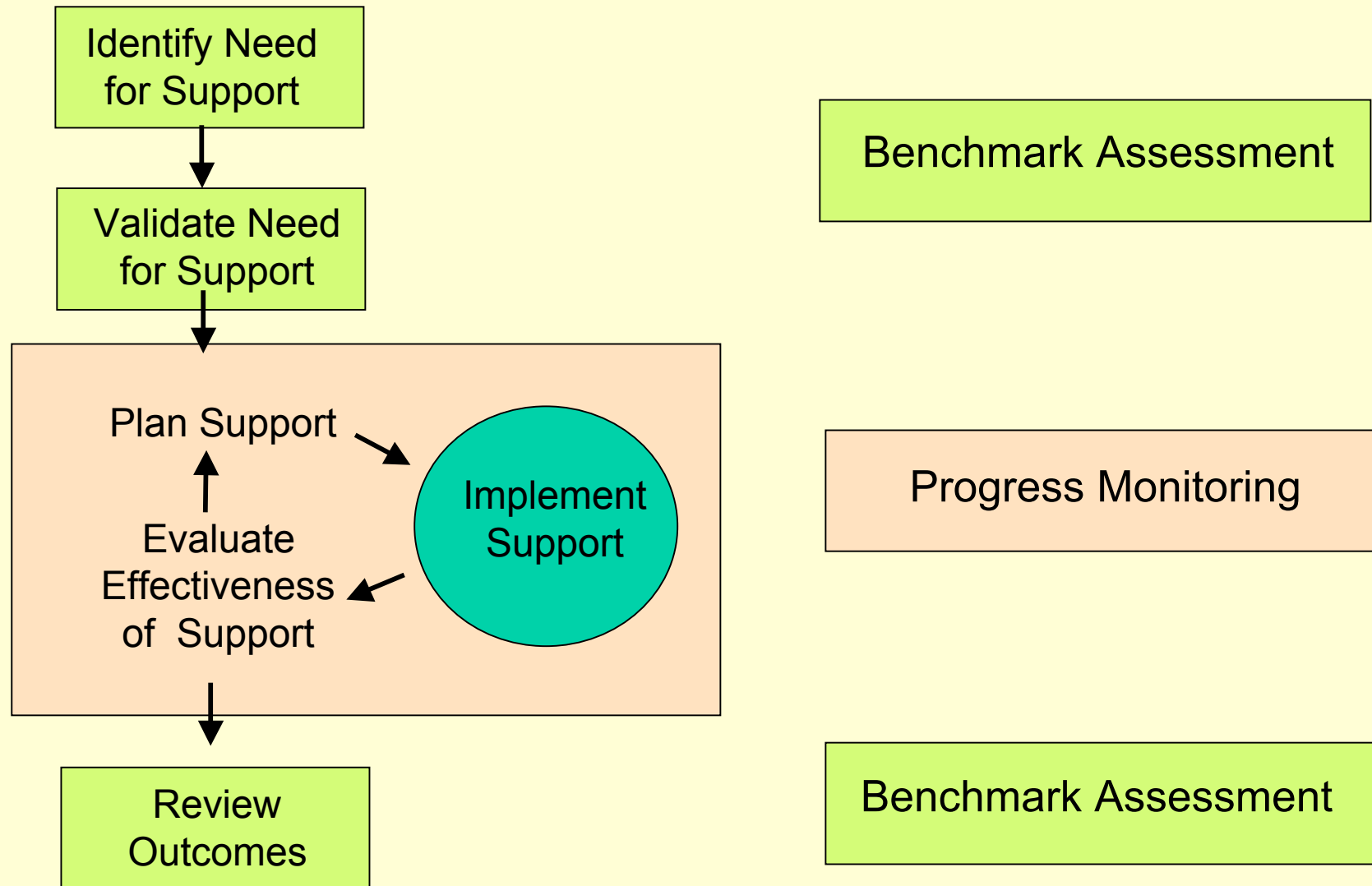
Step 5. Review Outcomes
Systems Level

- What is a system?
  - Classroom, class, school, district, educational agency, region, state
- Key questions
  - How is the curriculum/program working?
  - Who is the curriculum/program working for?
  - Are we doing better this year than last year?
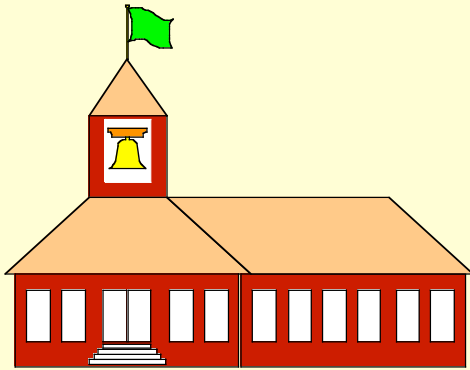
DIBELS™ are the GPS
for Educators

100
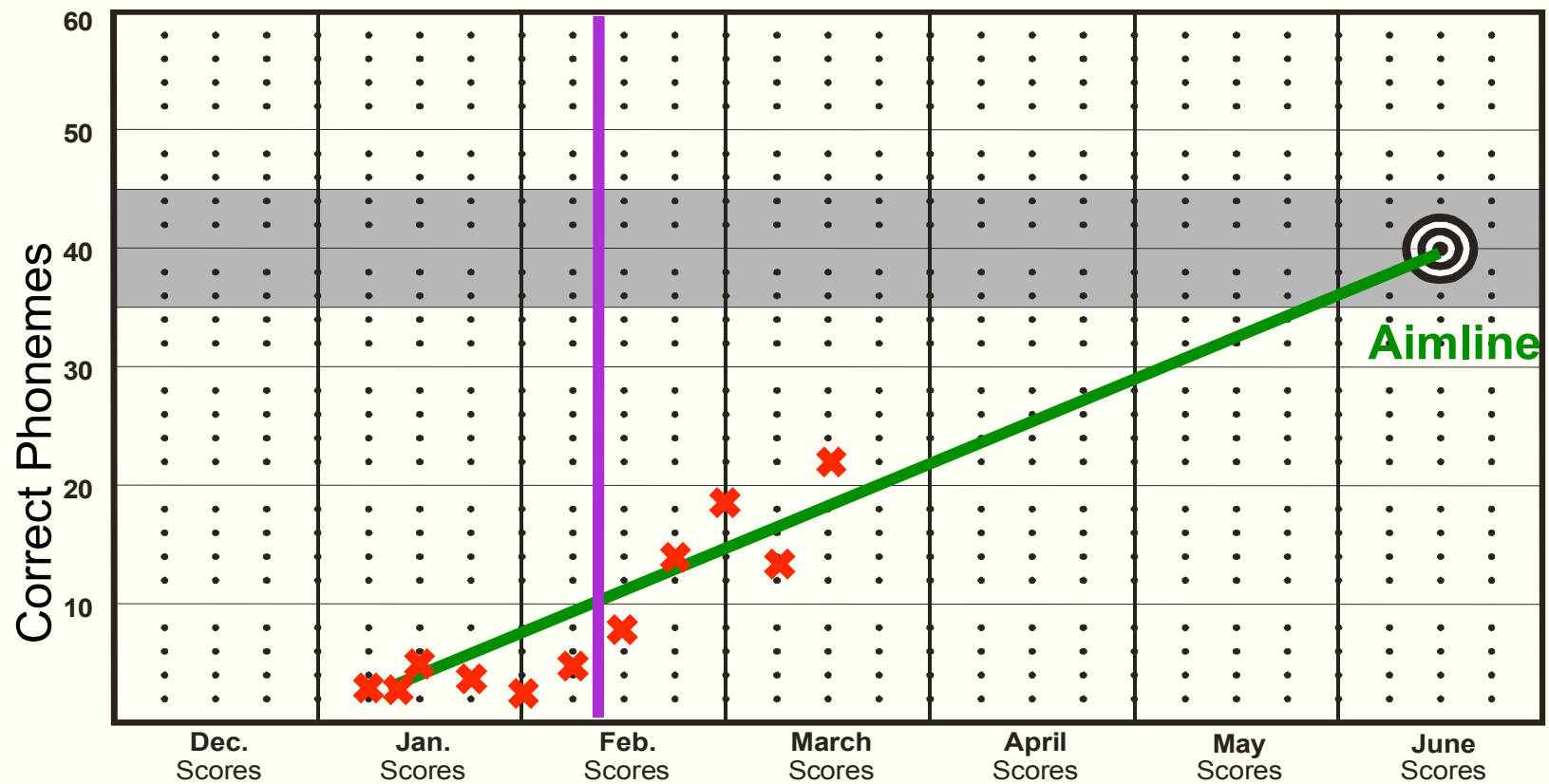
Collecting Schoolwide Data and Accessing the DIBELS Website

Developing a Plan To Collect Schoolwide Data

Areas Needing to be Considered When Developing A Plan:

1. Who will collect the data?

2. How long will it take?

3. How do we want to collect the data?

4. What materials does the school need?

5. How do I use the DIBELS Website?

6. How will the results be shared with the school?
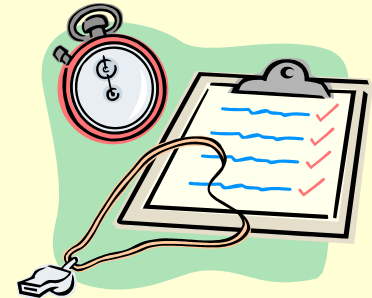
More details are available in the document entitled
"Approaches and Considerations of Collecting Schoolwide Early Literacy and
Reading Performance Data" in your supplemental materials

Who Will Collect the Data?

- At the school-level, determine who will assist in collecting the data
  - Each school is unique in terms of the resources available for this purpose, but consider the following:
    - Teachers, Principals, educational assistants, Title 1 staff, Special Education staff, parent volunteers, practicum students, PE/Music Specialist Teachers
  - The role of teachers in data collection:
    - If they collect all the data, less time spent in teaching
    - If they collect no data, the results have little meaning

How Do We Want to Collect Data?

- Common Approaches to Data Collection:

    – Team Approach

    – Class Approach

    – Combination of the Class and Team

- Determining who will collect the data will impact the approach to the collection

Team Approach

➤ Who? A core group of people will collect all the data

  – One or multiple day (e.g., afternoons)

➤ Where Does it Take Place?

  – Team goes to the classroom

  – Classrooms go to the team (e.g., cafeteria, library)

➤ Pros: Efficient way to collect and distribute results, limited instructional disruption

➤ Cons: Need a team of people, place, materials, limited teacher involvement, scheduling of classrooms

Class Approach

➤ Who? Teachers collect the data

➤ Where Does it Take Place?

  – The classroom

➤ Pros: Teachers receive immediate feedback on student performance

➤ Cons: Data collection will occur over multiple days, time taken away from instruction, organization of materials

Combination of Team & Class Approaches

➢ Who? Both teachers and a team

➢ Where Does it Take Place?

  – Teachers collect the data

  – Team goes to the classroom

➢ What Might it Look Like?

  – Kindergarten and First grade teachers collect their own data and a team collects 2nd-3rd grade

➢ Pros: Increases teacher participation, data can be collected in a few days, limited instructional disruption

➢ Cons: Need a team of people, place, materials, scheduling

How Long Will It Take?
Kindergarten

Time of Year / Measure(s)	Approximate Time per Pupil	Number of Data Collectors	Pupils Assessed per 30 Minute Period
Beginning ISF & LNF	4 min.	1	6-8
		2	12-16
		3	18-24
		4-5	24-40
		6-8	36-48
Middle ISF, LNF, PSF	6-7 min.	1	4-5
		2	8-10
		4-5	16-25
		6-8	24-40
End ISF, LNF, PSF, & NWF	9 min.	1	3-4
		2	6-8
		4-5	12-20
		6-8	18-32

How Long Will It Take?
First Grade

Time of Year / Measure(s)	Time per Pupil	Number of Data Collectors	Pupils Assessed per 30 Minute Period
Beginning LNF, PSF, & NWF	6-7 min.	1	4-5
		2	8-10
		4-5	16-25
		6-8	24-40
Middle PSF, NWF, & ORF	8-9 min.	1	3-4
		2	6-8
		4-5	12-20
		6-8	18-32
End of Year NWF & ORF	7 min.	1	4-5
		2	8-10
		3	12-15
		4-5	16-25
		6-8	24-40

How Long Will it Take?
Second & Third Grade

Measure	Time per Pupil	Number of Collectors	Pupils Assessed per 30 Minute Period
ORF	5 min.	1	6-7
		2	12-14
		3	18-21
		4-5	24-35
		6-8	36-56

What Materials Does the School Need?

- DIBELS Materials
  - Benchmark booklets
    - Color coding
    - Labeling
  - Student stimulus materials
    - Binding, laminating, etc.
- Other Materials
  - Stopwatches
  - Pencils, clipboards
  - Class rosters
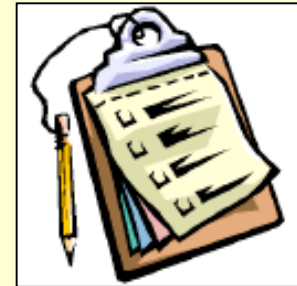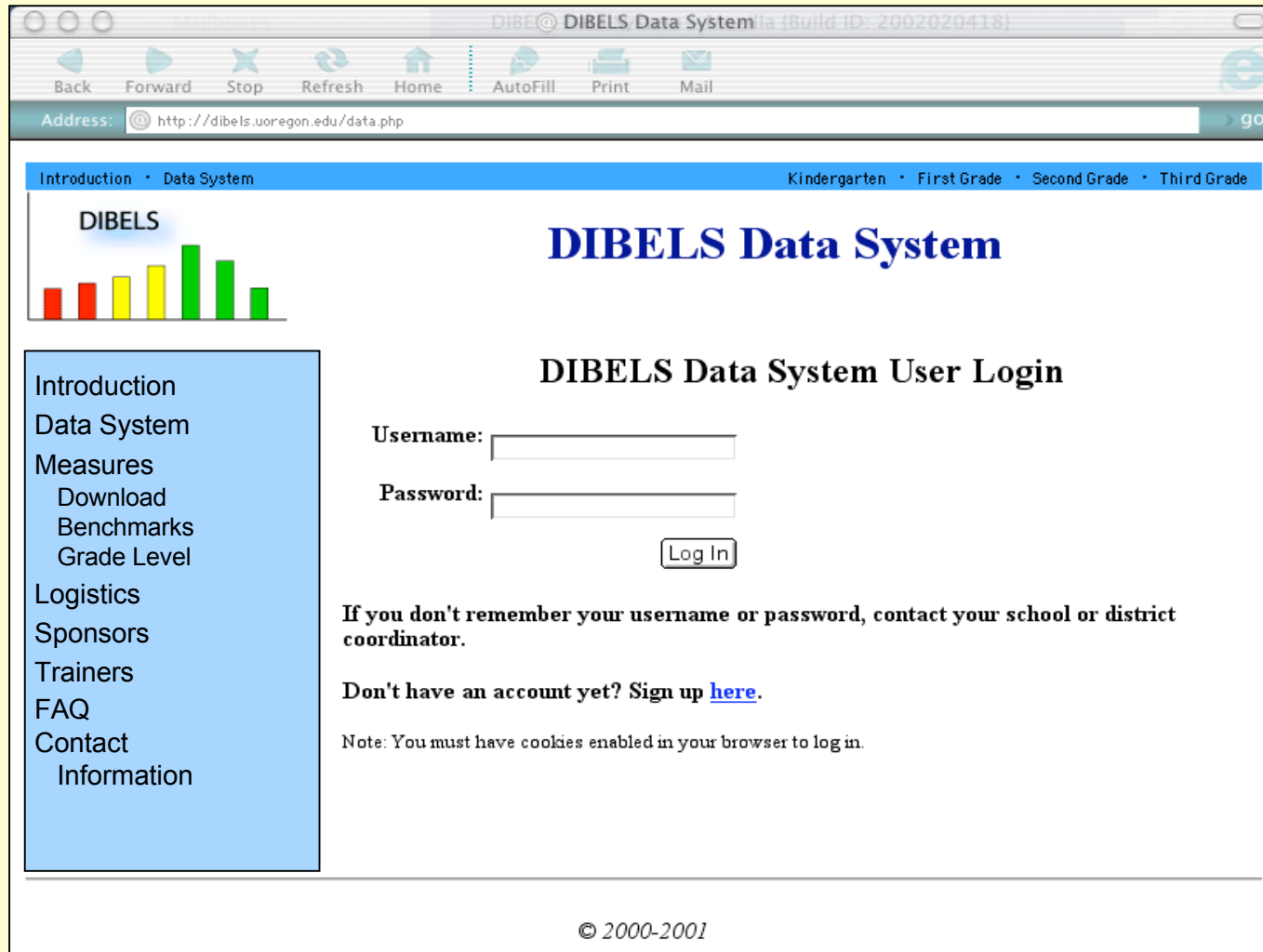
See document entitled "Approaches and Considerations of Collecting Schoolwide Early Literacy and Reading Performance Data" at website:
http://dibels.uoregon.edu/logistics/data_collection.pdf

How Do I Use the DIBELS Website?

http://dibels.uoregon.edu

Generating Reports

- Two main types of reports generated from DIBELS Website:
  - PDF Reports: Downloadable reports designed for printing. The school and district PDF reports combine the most common reports into a single file.
  - Web Reports: Individual reports designed for quick online viewing. Select the specific report you would like.

Web Resources

➢ Materials

– Administration and scoring manual

– All grade-level benchmark materials

– Progress monitoring materials for each measure (PSF, NWF, ORF, etc.)

➢ Website

– Tutorial for training on each measure with video examples

– Manual for using the DIBELS Web Data Entry website

– Sample schoolwide reports and technical reports on the measures

➢ Logistics

– Tips and suggestions for collecting schoolwide data (see website)

Objectives

1. Become familiar with the conceptual and research foundations of DIBELS

2. Understand how the big ideas of early literacy map onto DIBELS

3. Understand how to interpret DIBELS class list results

4. Become familiar with how to use DIBELS in an Outcomes Driven Model

5. Become familiar with methods of collecting DIBELS data and how to access the DIBELS website