

# **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**

## **Paper and Pencil**

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# **Today's Objectives**

- **Introduce DIBELS as a screening and progress monitoring assessment tool**
- **Build familiarity with administration and scoring procedures for paper/pencil DIBELS measures**
- **Review the set up procedure for the DIBELS paper/pencil process**
- **Provide a glimpse of Wireless Generation**
- **Summary and Q & A**

# **DIBELS**

## **Research and Development**

- **Research supported by:**
  - **Early Childhood Research Institute on Measuring Growth and Development**
  - **Institute for the Development of Educational Achievement**
  - **University of Oregon, College of Education**
  - **Oregon Department of Education**
- **Materials developed by Roland Good and Ruth Kaminski**
- **<http://dibels.uoregon.edu/>**

# DIBELS ACCESS

- **All materials can be accessed and printed free of charge at <http://dibels.uoregon.edu/>**
  - **You do NOT need a username/password**
- **In order to input/print student results, schools pay \$1.00 per student**
  - **You receive a username/password**
  - **Inputting is TIME and LABOR intensive**
  - **But, it is cost effective 😊**
- **Student results can also be inputted/printed through the use of PALM handheld software**
  - **Inputting is EFFICIENT**
  - **PALM DIBELS costs \$20+ per student**

# **DIBELS**

- **Dynamic Indicators of Basic Early Literacy Skills**
- **Brief fluency measures of critical early literacy skills used to:**
  - **Identify students at-risk EARLY**
  - **Evaluate effectiveness of instruction and inform instructional decisions**

# **DIBELS**

## **Need for a screening measure**

- **Expertise is required**
- **Time is CRITICAL**
  - **Skills must be re-mediated early!**
  - **Students who fail to read fluently by the end of 3<sup>rd</sup> grade have only minimal chance of ever achieving literacy competence**

# DIBELS Basic Rationale

- 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

# **5 Critical Components of Effective Early Reading Instruction**

- **Phonemic Awareness**
- **Phonics**
- **Fluency**
- **Vocabulary**
- **Comprehension**

**Students must have systematic and explicit instruction**

# **DIBELS™ Assess the Big Ideas**

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

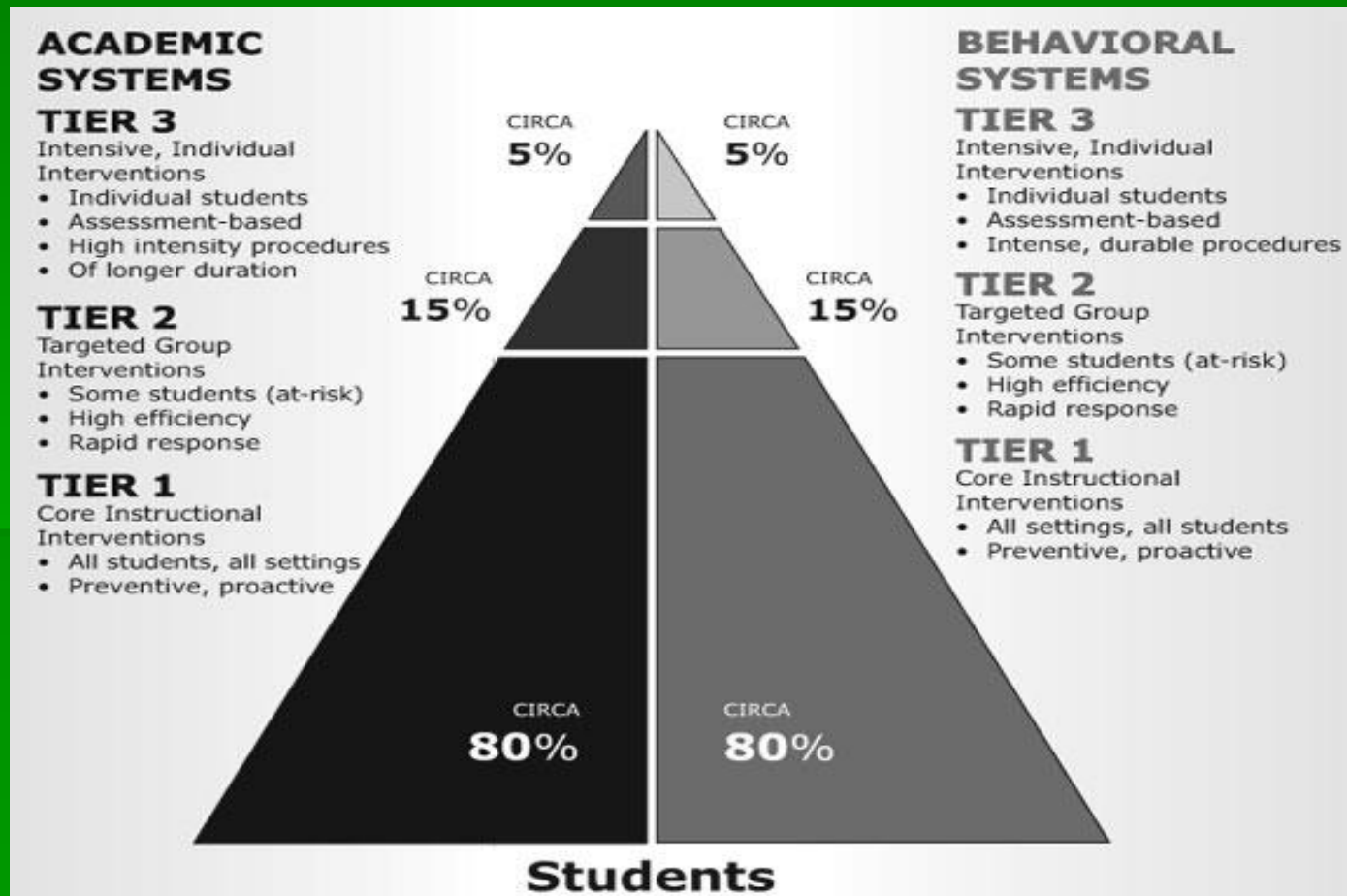
**Retell Fluency and Word Use Fluency are optional for Reading First**

# **DIBELS**

## **Benchmark Assessments**

- **Given to all children, K – 6<sup>th</sup> grade**
- **Given 3 times per year**
  - **Beginning, Middle, and End of Year**
- **Measures skills that are powerful predictors of reading success, as identified by scientific research**
- **Will identify at risk students who are recommended for intervention and progress monitoring**

# Response to Instruction and Intervention (RtI<sup>2</sup>)

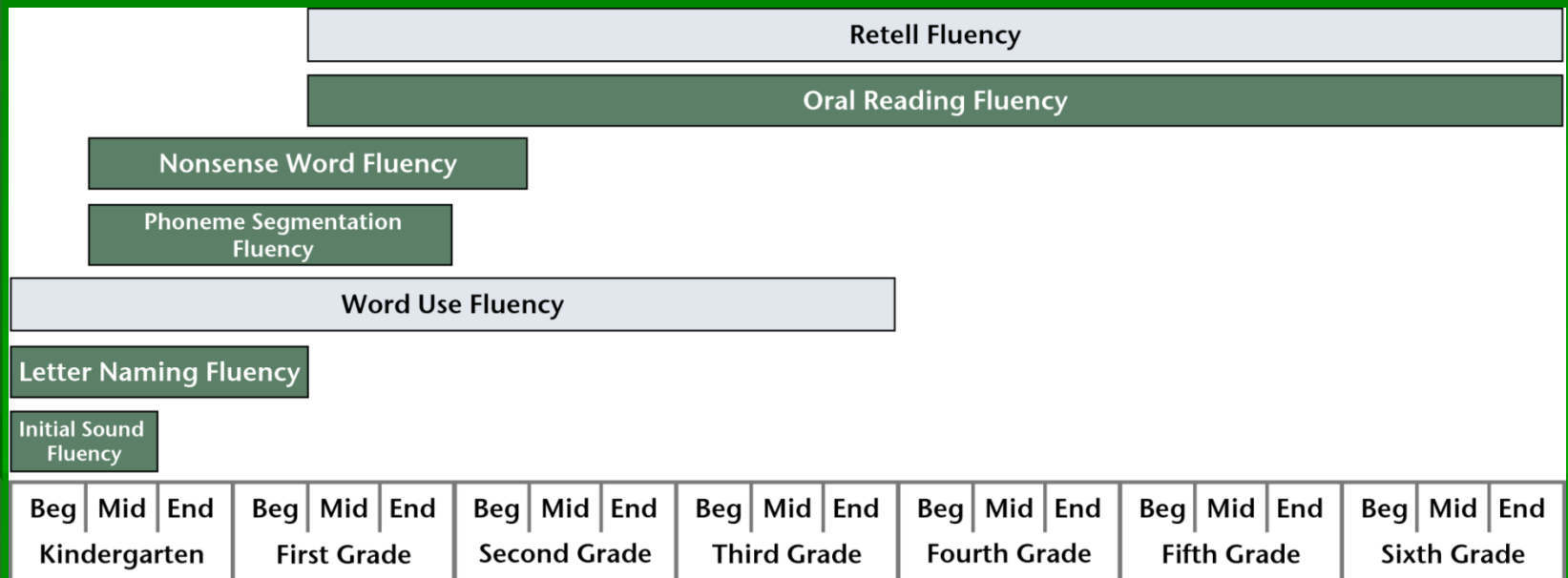


# **DIBELS**

## **Progress Monitoring**

- **Given to “at-risk” (RED) and “some risk” (YELLOW) students**
- **Given every 2 to 4 weeks**
- **Purpose is to ensure that instruction (and intervention) is working and to guide accommodation/modification decisions**

# Which measures we administer and when



# **Oral Reading Fluency**

## **ORF**

- **Administered middle of 1<sup>st</sup> grade year through end of 6<sup>th</sup> grade year**
- **3 minutes to administer;  
3 passages are administered**
- **Assesses accuracy and fluency**
- **Goal:**
  - **40 words per minute by EOY Grade 1**
  - **90 words per minute by EOY Grade 2**
  - **110 words per minute by EOY Grade 3**

# **Administration and Scoring Procedures for the ORF and RTF**

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## **What you need:**

- **Students' DIBELS booklet (you will record in booklet)**
- **Student Probes - non-numbered version of reading passages**
- **Stopwatch**
- **pencil or pen for recording**

# Standardized directions for ORF

- **Setting the Scene:**

- **1. Place the examiner probe in front of you so the student cannot see what you record.**
- **2. Place the student copy (non-numbered, full size) in front of the student.**

- **Directions to Student:**

**3. Say these specific directions to the student:**  
*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.*

- **Beginning Administration:**

**4. Start your stopwatch when the student says the first word of the passage. The title is not counted. If the student fails to say the first word after 3 seconds, tell them the word and mark it as incorrect, then start the stopwatch.**

- **5. The maximum time for each word is 3 seconds. If the student does not provide the word within 3 seconds, say the word and mark the word as incorrect.**

- **Score as You Go:**

- **6. Follow along on the examiner copy of the probe. Put a slash (/) over words read incorrectly.**

- **Ending Administration:**

- **7. At the end of 1 minute, place a bracket (]) after the last word read by the student, stop and reset the stopwatch, and say "*Stop.*" (Remove the passage.)**

# 7 Basic Directions

- **SCORING PROCEDURES - Part 1: Oral Reading Fluency**
- **1. Follow along on the examiner copy while the student is reading and put a slash (/) through words read incorrectly.**
- **2. Score reading passages immediately after administration.**
- **3. Discontinue Rule: If the student does not read any words correctly in the first row of the first passage, discontinue the task and record a score of 0 on the front cover.**
- **4. Record the total number of words read correctly on the bottom of the scoring sheet for each passage.**
- **5. If the student reads fewer than 10 words correct on the first passage, record their score on the front cover and do not administer passages 2 and 3.**
- **6. If the student reads 3 passages, record their middle score on the front cover. For example, if the student gets scores of 27, 36, and 25, record a score of 27 on the front cover.**
- **7. Hesitates or struggle with words: If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark it as incorrect. If necessary, indicate for the student to continue with the next**

# Less common rules 8-14

- **8. Hyphenated Words:** Hyphenated words count as two words if both parts can stand alone as individual words. Hyphenated words count as one word if either part cannot stand alone as an individual word.

**Examples:** I gave Ben a red yo-yo = 6 words

**We did push-ups, pull-ups, and sit-ups = 9 words**

- **9. Numerals:** Numerals must be read correctly in the context of the sentence.

**Example:** My dad is 36 must be read as “My dad is thirty-six”, if read “three-six” count it as an error

- **10. Mispronounced Words:** A word is scored correct if it is pronounced correctly given the context of the sentence. If the word is mispronounced in the context, it is scored as an error.

**Example:** Dad read the paper

**Read as “Dad reed (long e) the paper)” count 1 error**

# Not counted as errors

- **11. Self Corrections:** A word is scored as correct if it is initially mispronounced but the student self-corrects within 3 seconds. Mark SC above the word and score as correct.
- **12. Repeated Words:** Words that are repeated are not scored as incorrect and are ignored in scoring.
- **13. Articulation and Dialect:** The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/, and reads "rest" as "retht", he or she should be given credit for a correct word. This is a professional judgment and should be based on the student's responses and any prior knowledge of his/her speech patterns.
- **14. Inserted Words:** Inserted words are ignored and not counted as errors. The student also does not get additional credit for inserted words. If the student frequently inserts extra words, note the pattern at the bottom of the scoring page.

- **15. Omitted Words:** Omitted words are scored as incorrect
- **16. Word Order:** All words that are read correctly but in the wrong order are scored as incorrect.
- **17. Abbreviations:** Abbreviations should be read the way you would normally pronounce the abbreviation in conversation. For example, TV could be read as "teevee" or "television" but Mr. would be read as "mister".

# **Retell Fluency**

## **RTF (Optional)**

- **Administered middle of 1<sup>st</sup> grade year through end of 6<sup>th</sup> grade year**
- **1 minute to administer; record number of words used to retell passage (off-topic response not recorded)**
- **Checks for comprehension and identifies students whose comprehension is inconsistent with fluency**
- **ONLY ADMINISTERED IF STUDENT READS MORE THAN 10 WORDS PER MINUTE**

# **Word Usage Fluency**

## **WUF (Optional)**

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- **Administered beginning of kindergarten year through end of 3<sup>rd</sup> grade year**
  - **1 minute to administer; record number of words used in an utterance (can be a sentence, phrase or definition)**
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- **20<sup>th</sup> percentile or lower are “at-risk” for poor language and reading**
  - **20<sup>th</sup> – 40<sup>th</sup> percentile are at “some risk” for poor language and reading**

# **Initial Sound Fluency**

## **ISF**

- **Administered beginning of year and middle of year of kindergarten**
- **3 minutes to administer**
- **Tests phonemic awareness and initial sounds**
- **Goal: 25-30 initial sounds by MOY Kinder**
- **Score below 10 needs INTERVENTION**

# **Phoneme Segmentation Fluency**

## **PSF**

- **Administered middle of kindergarten year through end of 1<sup>st</sup> grade year**
- **1 minute to administer**
- **Measures student ability to segment 3 and 4 phoneme words; good predictor of later achievement—**
- **Goal: 35-45 phonemes per minute by MOY kinder/BOY 1<sup>st</sup> grade**

# **Letter Naming Fluency**

## **LNF**

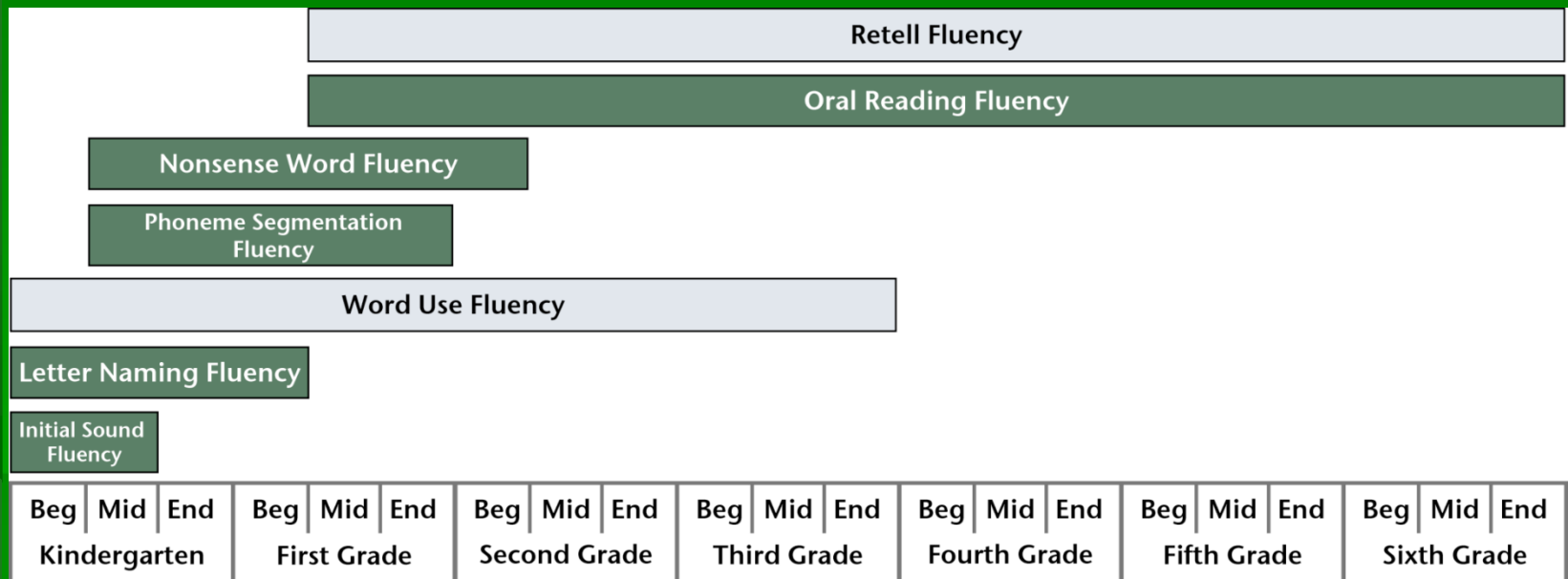
- **Administered throughout kindergarten and beginning of 1<sup>st</sup> grade year**
- **1 minute to administer**
- **Early indicator for at-risk and difficulty achieving early literacy benchmark goals**

# **Nonsense Word Fluency**

## **NWF**

- **Administered middle of kindergarten year through beginning of 2<sup>nd</sup> grade year**
- **1 minute to administer**
- **Measures student ability to blend letters into words**
- **Goal: 25 letter sounds per minute by beginning of 1<sup>st</sup> grade**

# Which measures we administer and when



## **DIBELS skill areas (LNF, ISF, NWF) are reported as:**

***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

## **DIBELS skill area (ORF) is reported as:**

***Low risk*** - On track to achieve benchmark goal

***Some risk*** - Low emerging/ 50% chance of achieving benchmark goal

***At risk*** - Very low; at risk for difficulty in achieving benchmark goal

# **Paper/Pencil DIBELS @ Cienega E.S.**

- **Benchmarking**

- **BOY: October**
- **MOY: January**
- **EOY: June**



# **Setting up Paper/Pencil at your School**

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- **Refer to Quick Start Guide**
- **Demonstration**
- **FYI....**
  - **District – LAUSD 3**
  - **District Contact - Kandice McLurkin, Principal**
  - **323-939-1138 (phone)**
  - **323-933-5316 (fax)**

# Wireless Generation- Burst Pilot



- **Provided through a grant received by the Division of Special Education. The program is a Response to Instruction for struggling readers.**

*-Joseph K. Torgensen*

# **Burst Pilot Goals**

- **Establish the use of high quality interventions for students with disabilities and struggling general education students**
- **Utilize an effective model for “Response to instruction” using data**
- **Integrate general education and special education students**

# Burst



- **Technology- Wireless Generation/mclass site holds program data, resources, and lessons. Assessments with handhelds.**
- **Assessment- The program analyzes benchmark assessments and on-going progress monitoring to identify real time needs.**
- **Grouping- The technology utilizes an algorithm to group students according to need.**
- **Synchronized intervention-high quality 10 day targeted intervention lessons are created by the program based on student needs.**
- **The Burst algorithm continually analyzes data to customize lessons based on student need.**

# **Additional Resources**

## **I've DIBEL'd, *Now What?***

- **Susan L. Hall, Ed.D.**
- **Published by Sopris WEST**

## **Implementing Response to Intervention**

- **Susan L. Hall, Ed.D.**
- **Published by Corwin Press**