Dynamic Indicators of Basic Early Literacy Skills (DIBELS):
A universal screener to inform practice

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Today's session
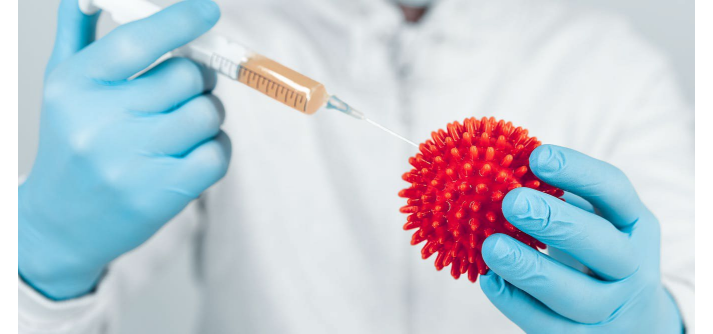
Reading failures is the most preventable of health issues.

Prevention is better than cure

- Unlike most medicines, which are often used to treat a disease or infection, **vaccines** are developed to **prevent** them

- A cure, on the other hand, treats diseases or infections differently than a vaccine by attacking an illness *after* a person has already contracted it. It's only after someone gets sick that we would, or even could, 'cure' them

- if given the choice between preventing a pandemic versus trying to fight your way out of one, almost everyone would choose the former, right?
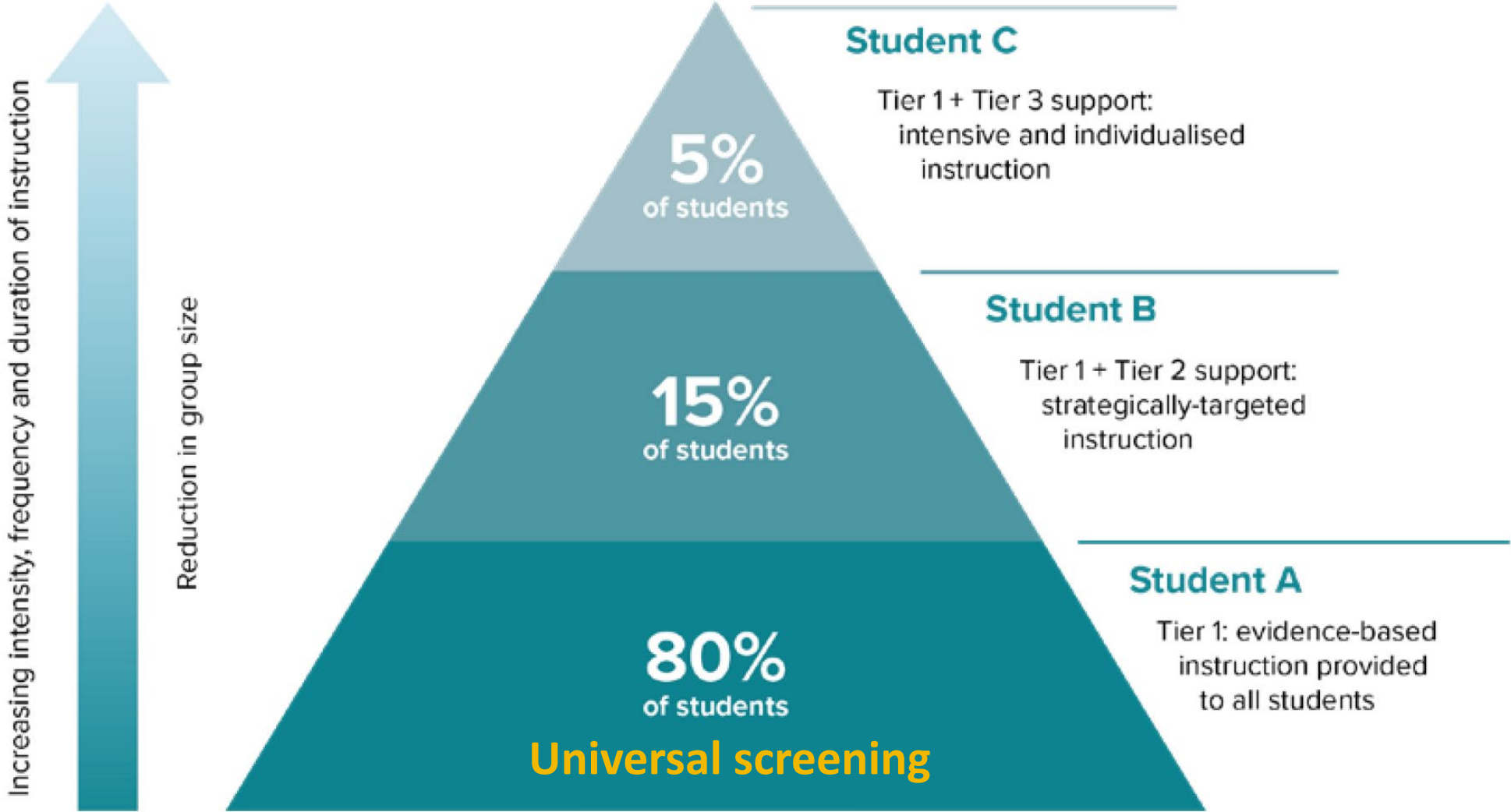
GROUP 1
those who require intervention

GROUP 2
those who do not

Multi-Tiered System of Support (MTSS) model

De Bruin and Stocker (2021)

Box 13: Some Catholic dioceses are requiring their schools to teach reading according to the evidence

The Catholic Education Archdiocese of **Canberra-Goulburn** has been leading the way. In 2020, it implemented a strategy called 'Catalyst' that aims to ensure every student is a competent reader and that all classes have high-impact teaching practices.[a] Before then, many schools in the archdiocese were not using evidence-informed practices to teach reading.

The strategy introduced a suite of changes:

- All Foundation to Year 2 classrooms across the system's 56 schools are required to teach an endorsed, evidence-informed literacy program, either InitiaLit, Sounds-Write, or Let's Decode.

- Schools are required to use approved reading assessments to monitor student progress, including the Year 1 Phonics Screening Check and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screening tool.

- All schools were supported to purchase decodable readers.

- For catch-up support, there is a list of endorsed intervention reading programs, including MiniLit Sage (1-2), MacqLit (Years 3 to 10), and Reading Tutor Program (Years 3 to 12).

- Early years teachers are provided with a two-day training program in InitiaLit, and another five days of training in effective teaching practices, which includes theory, demonstrations, and coaching.

- Teachers are given additional planning days and release time to implement changes in their school.

a. Catholic Education Archiocese of Canberra and Goulburn (2023).
b. Del Rio et al (2023, p. 54).
c. Catholic Education Tasmania (2023).

Students' results on the Year 1 Phonics Screening Check improved from 57 per cent of students meeting the expected level in 2021, to 70 per cent in 2023. Between 2019 and 2022, NAPLAN reading results for Catholic schools in Canberra also significantly improved. In 2019, 42 per cent of Catholic schools in Canberra performed below or well below similar schools in Year 3 reading. By 2022, only 4 per cent of Catholic schools in Canberra were below similar schools and none were well below.[b]

In 2022 the Catholic Education Archdiocese of **Hobart** (which includes Catholic schools across Tasmania) introduced an initiative called 'Literate Learners for Life'. It mandated that all 32 primary schools use InitiaLit, a reading program for Foundation to Year 2 students that explicitly teaches students the key sub-skills needed for reading.[c] All schools were provided with detailed lesson plans and assessments, and those that had already purchased them were refunded. From 2023-24, their schools will be using the DIBELS screening tool to identify students who are falling behind.

To up-skill teachers in evidence-informed reading instruction, all 38 schools (both primary and secondary) have a Literacy Practice Leader – a classroom teacher who is given 0.4 FTE release time to support improved reading instruction across the school. These literacy leaders provide information to system leaders. All Literacy Practice Leaders are required to do the LaTrobe University Science of Language and Reading introductory short course – 7.5 hours of online training over five weeks.

Every child is a competent reader

Catalyst
Transforming lives through learning

https://grattan.edu.au/wp-content/uploads/2024/02/The-Reading-Guarantee-Grattan-Institute-Report.pdf

https://catalyst.cg.catholic.edu.au/

Why to choose DIBELS?

Why DIBELS?

School systems must focus on:

- **Preventing reading problems** from developing, and

- **Intervening as early as possible** and doing so **systematically** when problems emerge

The evidence base for prevention and early intervention and how to do it is considered SETTLED SCIENCE

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DIBELS is an indicator

"An indicator is a brief, efficient index that provides a fair degree of certainty about a larger, more complex system or process." (Good et al., 2011: 2)

- Similar to general health and wellness measures

What is DIBELS?

- DIBELS is an assessment system for use in **prevention and early intervention** of reading difficulties.

- The DIBELS system includes an integrated set of measures that help determine if **students are learning the reading skills** necessary to be successful readers.

- The DIBELS system can help determine whether **instruction and intervention efforts are working as intended** to improve student reading outcomes.

DIBELS measures assess the Big Ideas of beginning reading

Big Idea	Assessment Tool*
Phonological Awareness	Phonemic Segmentation Fluency (PSF)
Alphabetic Principle & Phonics	Nonsense Word Fluency (NWF) Word Reading Fluency (WRF)
Accurate and Fluent Reading	Word Reading Fluency (WRF) Oral Reading Fluency (ORF)
Vocabulary	
Comprehension	Oral Reading Fluency (ORF) Maze
*Risk Indicator (not an essential instructional target)	Letter Naming Fluency (LNF)
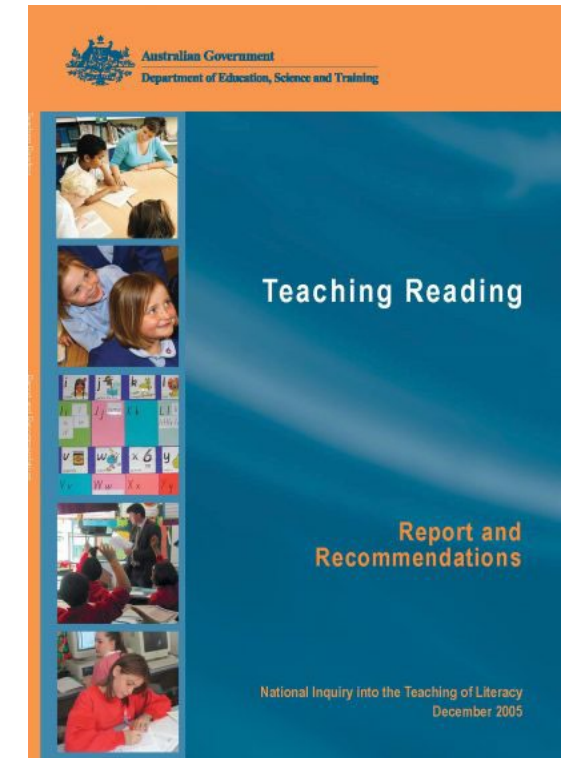
Alignment with the National Inquiry into the Teaching of Literacy (Australia), the Rowe Report (2005)

*Does not assess print and spelling

Tell where students are in relation to critical benchmarks that predict successful reading outcomes

- **Blue goal** (i.e. Negligible risk, or in need of core support) = *highly* likely ($\geq$ 90% chance) to be achieving at grade-level ($\geq$ 40th percentile) at the end of the year

- **Green range** (i.e. Minimal risk, or in need of core support) = likely ($\geq$ 80% chance) to be achieving at grade-level ($\geq$ 40th percentile) at the end of the year

- **Yellow range** (i.e. some risk, or in need of strategic support) = likely ($\geq$ 80% chance) to be achieving *below* grade-level ($\leq$ 40th percentile) at the end of the year

- **Red range** (i.e. at risk, or in need of intensive support) = likely ($\geq$ 80% chance) to be achieving *well below* grade-level ($\leq$ 20th percentile) at the end of the year

		PSF
Kindergarten	Beginning	20+
		12-19
		7-11
		0-6
	Middle	43+
		32-42
		23-31
		0-22
	End	53+
		47-52
		37-46
		0-36
First Grade	Beginning	51+
		39-50
		29-38
		0-28
	Middle	57+
		43 56
		34-42
		0-33
	End	61+
		45-60
		40-44
		0-39

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Solid baseline and increased level of accountability through student tracking

CE Assessment Schedule 2024

	Term 1		Term 2		Term 3		Term 4	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
Kindergarten	DIBELS Benchmarking (BoY) Weeks 3 – 5 *LNF, PSF, NWF, WRF*	PAT Early Maths Weeks 2-3	DIBELS Benchmarking (MoY) Weeks 7 – 10 *LNF, PSF, NWF, WRF*				DIBELS Benchmarking (EoY) Weeks 4 – 6 *LNF, PSF, NWF, WRF*	PAT Early Maths Weeks 2 – 3
Year 1	DIBELS Benchmarking (BoY) Weeks 3 - 5 *LNF, PSF, ORF, NWF, WRF*	PAT Maths Adaptive Weeks 2-3	DIBELS Benchmarking (MoY) Weeks 7 – 10 *LNF, PSF, NWF, WRF, ORF*		Year 1 Phonics Screening Check		DIBELS Benchmarking (EoY) Weeks 4 – 6 *LNF, PSF, NWF, WRF, ORF*	PAT Maths Adaptive Weeks 2 – 3
Year 2	DIBELS Benchmarking (BoY) Weeks 3 – 5 *NWF, WRF, ORF, MAZE*		DIBELS Benchmarking (MoY) Weeks 7 – 10 *NWF, WRF, ORF, MAZE*				DIBELS Benchmarking (EoY) Weeks 4 – 6 *NWF, WRF, ORF, MAZE*	
			PAT Reading Adaptive Weeks 2 – 3	PAT Maths Adaptive Weeks 2 – 3	PAT Spelling Weeks 7 – 8 Test 3		PAT Reading Adaptive Weeks 2 – 3	PAT Maths Adaptive Weeks 2 – 3
Year 3	DIBELS Benchmarking (BoY) Weeks 3 – 5 *NWF, WRF, ORF, MAZE*		DIBELS Benchmarking (MoY) Weeks 7 – 10 *NWF, WRF, ORF, MAZE*				DIBELS Benchmarking (EoY) Weeks 4 – 6 *NWF, WRF, ORF, MAZE*	
	NAPLAN – 13 March – 25 March		PAT Reading Adaptive Weeks 2 – 3	PAT Maths Adaptive Weeks 2 – 3	PAT Spelling Weeks 7 – 8 Test 4		PAT Reading Adaptive Weeks 2 – 3	PAT Maths Adaptive Weeks 2 – 3
Years 4 – 6	DIBELS Benchmarking (BoY) Weeks 3 – 5 *ORF, MAZE*		DIBELS Benchmarking (MoY) Weeks 7 – 10 *ORF, MAZE*				DIBELS Benchmarking (EoY) Weeks 4 – 6 *ORF, MAZE*	
	NAPLAN (Year 5) – 13 March – 25 March		PAT Reading Adaptive Weeks 2 – 3	PAT Maths Adaptive Weeks 2 – 3	PAT Spelling Weeks 7 – 8 Test no. = Year level			
Year 7	DIBELS Benchmarking (BoY) Weeks 1 – 3 **Identified sub-groups*** *ORF, MAZE*		DIBELS Benchmarking (MoY) Weeks 7 – 10 **All students:** *ORF, MAZE*					
	NAPLAN – 13 March – 25 March		PAT Reading Adaptive Weeks 2 – 3	PAT Maths Adaptive Weeks 2 – 3	PAT Spelling Weeks 7 – 8 Test no. = Year level			
Year 8	DIBELS Benchmarking (BoY) Weeks 2 – 4 **All students:** *ORF, MAZE*							
			PAT Reading Adaptive Weeks 2 – 4	PAT Maths Adaptive Weeks 2 – 4	PAT Spelling Weeks 7 – 9 Test no. = Year level		PAT Reading Adaptive Weeks 1 – 3	PAT Maths Adaptive Weeks 1 – 3
Years 9 - 10	NAPLAN (Year 9) – 13 March – 25 March		PAT Reading Adaptive Weeks 2 – 4	PAT Maths Adaptive Weeks 2 – 4	PAT Spelling Weeks 7 – 9		PAT Reading Adaptive Weeks 1 – 3	PAT Maths Adaptive Weeks 1 – 3

Windows of administration

Term 1 BoY Weeks 3-5
Term 2 MoY Weeks 7-10
Term 4 EoY Weeks 4-6

The administration timeline

			Schedule of benchmarking assessments to be completed by each cohort					
Grade	Time of Year	2024	LNF Letter Naming Fluency	PSF Phoneme Segmentation Fluency	NWF Nonsense Word Fluency	WRF Word Reading Fluency	ORF Oral Reading Fluency	MAZE
Kindergarten	BOY MOY EOY	Tm1 Weeks 3 – 5 Tm 2 Weeks 7 – 10 Tm 4 Weeks 4 – 6	x	x	x	x		
Grade 1	BOY MOY EOY	Tm1 Weeks 3 – 5 Tm 2 Weeks 7 – 10 Tm 4 Weeks 4 – 6	x	x	x	x	x	
Grade 2	BOY MOY EOY	Tm1 Weeks 3 – 5 Tm 2 Weeks 7 – 10 Tm 4 Weeks 4 – 6			x	x	x	x
Grade 3	BOY MOY EOY	Tm1 Weeks 3 – 5 Tm 2 Weeks 7 – 10 Tm 4 Weeks 4 – 6			x	x	x	x
Grade 4/5/6	BOY MOY EOY	Tm1 Weeks 3 – 5 Tm 2 Weeks 7 – 10 Tm 4 Weeks 4 – 6					x	x
Grade 7 optional	BOY MOY	Term 1 weeks 1 – 3 Term 2 weeks 7 –10					x	x
Grade 8 optional	BOY	Term 1 weeks 2 – 4					x	x

1 minute testing for each individual child ⟵⟶

3 minutes, group administration

How to implement DIBELS ?

Up to three times a year:
- Beginning Term 1 : weeks 3-5
- Middle Term 2: weeks 7-10
- End Term 4 : weeks 4-6

All measures are available for free download at the Centre on Teaching and Learning at the University of Oregon: https://dibels.uoregon.edu/ including the Administration Guideline, the Scoring Guide and the Australasian Version of reading passages for ORF & MAZE

Create a building-level team to facilitate the implementation of universal screening and progress monitoring.

Administration Time in minutes by grade and administration type

Pattern	K	1	2-3	4-8
Individual	4-6	5-7	4	2
Group	NA	NA	5	5

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Let's dig deeper

Class Progress Summary - DIBELS 8th Edition

DIBELS® Data System

District: Example District
School: Example School 1
Grade: Fifth Grade
Year: 2019-2020
Class: 5th.example.A

ORF-Words Correct: Oral Reading Fluency - Words Correct **ORF-Errors:** Oral Reading Fluency - Errors **ORF-Accuracy:** Oral Reading Fluency - Accuracy **Maze-Adjusted:** Maze - Adjusted Score **Composite:** DIBELS 8 Composite Score

Student	Beginning					End				
	ORF-Words Correct	ORF-Errors	ORF-Accuracy	Maze-Adjusted	Composite	ORF-Words Correct	ORF-Errors	ORF-Accuracy	Maze-Adjusted	Composite
A, Jimmy	🟥 69	10	🟥 87%	🟥 8	🟥 301	🟥 105	0	🟩 100%	🟩 27	🟥 419
D, Ernie	🟨 85									
F, Rosalia	🟨 98	7	🟨 93%	🟩 16	🟨 330	🟥 119	0	🟩 100%	🟦 35	🟥 433
C, Maria	🟨 96	6	🟨 94%	🟨 12	🟨 328	🟨 126	0	🟩 100%		
G, Estelle	🟩 112	5	🟩 96%	🟩 17	🟩 344	🟨 129	0	🟩 100%		
E, Ric	🟨 101	7	🟨 94%	🟩 14	🟨 333	🟨 135	0	🟩 100%		
U, Victor	🟩 123	3	🟩 98%	🟦 20.5	🟩 355	🟨 136	1	🟩 99%		
M, Fausto	🟩 119	2	🟩 98%	🟦 22	🟩 351	🟩 137	0	🟩 100%		
N, Eldon	🟩 126	2	🟩 98%	🟦 20.5	🟩 358	🟩 139	1	🟩 99%		
Y, Rita	🟨 96	5	🟨 95%	🟩 18.5	🟨 329	🟩 139	1	🟩 99%	🟦 37.5	🟩 453
H, Estafani	🟩 112	4	🟩 97%	🟩 18	🟩 344	🟩 140	0	🟩 100%	🟦 37	🟩 454
I, Francis	🟩 116				🟩 347	🟩 141	0	🟩 100%	🟦 30	🟩 454
K, Azura	🟦 144				🟩 376	🟩 142	0	🟩 100%	🟦 44	🟩 456
L, Joel	🟩 128				🟩 359	🟩 147	0	🟩 100%	🟦 35	🟩 460
O, John	🟦 152				🟩 382	🟩 149	0	🟩 100%	🟦 34	🟩 462
P, James	🟩 126				🟩 357	🟩 149	0	🟩 100%	🟦 36	🟩 462
Q, Huang	🟩 132				🟩 365	🟩 153	2	🟩 99%	🟦 49	🟩 468
W, Gerry	🟩 110	5	🟩 96%	🟦 24.5	🟩 343	🟩 155	1	🟩 99%	🟦 43.5	🟦 469
S, Ralph	🟩 118	3	🟩 98%	🟦 31	🟩 352	🟩 156	2	🟩 99%	🟦 50	🟦 471
J, Wang	🟩 127	3	🟩 98%	🟦 21.5	🟩 359	🟦 160	1	🟩 99%	🟦 40.5	🟦 473
Mean:	**114.5**	**5.1**	**95%**	**18.6**	**346.6**	**138.6**	**0.5**	**100%**	**37.6**	**452.4**

Provide information about additional support needs (whole school MTSS)

Inform your classroom practice Strong Tier 1 core instruction can reduce the need for MTSS and help address achievement gaps.

Legend 🟦 Core^ Support 🟩 Core Support 🟨 Strategic Support 🟥 Intensive Support

Non-Word Fluency (NWF)

- The ability to use letter-sound correspondences is essential to becoming a proficient reader.

- Nonsense words should only be used for assessment purposes!

- **Who is assessed?** Students in the beginning of K to the end of Year 3

Two scores available:

- CLS : Correct Letter Sounds

- WRC : Words Recoded Correctly

Determining reading risk

	Kindergarten			First grade			Second grade			Third grade		
	B	M	E	B	M	E	B	M	E	B	M	E
Letter Naming Fluency (LNF)												
	25+	37+	42+	42+	57+	59+						
	24	36	41	41	56	58						
	16	31	35	32	51	53						
	15	30	34	31	50	52						
	0	0	0	0	0	0						
Phonemic Segmentation Fluency (PSF)												
	15+	43+	53+	47+	57+	61+						
	14	42	52	46	56	60						
	5	29	44	31	43	45						
	4	28	43	30	42	44						
	1	23	37	19	34	37						
	0	22	36	18	33	36						
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)												
	20+	36+	49+	47+	78+	87+	86+	103+	117+	121+	138+	141+
	19	35	48	46	77	86	85	102	116	120	137	140
	9	25	31	30	52	55	50	68	76	76	94	105
	8	24	30	29	51	54	49	67	75	75	93	104
	4	16	24	25	41	45	41	54	54	52	78	80
	3	15	23	24	40	44	40	53	53	51	77	79
	0	0	0	0	0	0	0	0	0	0	0	0
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)												
	--	9+	13+	16+	26+	28+	25+	36+	39+	34+	46+	45+
	1+	8	12	15	25	27	24	35	38	33	45	44
		3	7	5	14	15	15	20	22	24	30	31
	0	2	6	4	13	14	14	19	21	23	29	30
		1	4	1	10	11	10	15	17	18	23	24
	--	0	3	0	9	10	9	14	16	17	22	23
			0		0	0	0	0	0	0	0	0

Rosie is in Year 2 at the Middle of the Year

Her scores are: CLS = 71

   WRC = 32

This places her in the _____ category of risk for CLS. She is at _____ risk for not achieving later benchmark goals.

This places her in the _____ category of risk for WRC. She is at _____ for not achieving later benchmark goals.

Blue = Core support; negligible risk
(nearly all students in this range score at or above the 40th percentile rank on criterion measure)

Green = Core support; minimal risk
(about 80% of students who score at or above the 40th percentile rank on criterion measure fall in this range or above)

Yellow = Strategic support; Some risk
(about 80% of students who score at or above the 40th percentile rank on criterion measure fall in this range or below)

Red range = Intensive Support; At risk
(about 80% of students who score below the 20th percentile rank on criterion measure fall in this range or below)

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Interpreting NWF results

Middle of Year 2

- Read whole words

- Generally accurate responding

- Score fell in the Core support range. Student is at minimal risk for not achieving later benchmark goals

- Errors generally on vowel sounds in the middle of a word (short/long vowel confusion)

- Well established letter sound correspondences and decoding skills (knows most single sounds, reads VC, CVC, CVCC, r-controlled vowels)

Class summary - example

Grade: First Grade - Middle
Year: 2023-2024
Class: 2023 1M

LNF: Letter Naming Fluency PSF: Phoneme Segmentation Fluency NWF: Nonsense Word Fluency CLS: Nonsense Word Fluency - Correct Letter Sounds WRC: Nonsense Word Fluency - Words Recoded Correctly WRF: Word Reading Fluency ORF: Oral Reading Fluency Words Correct: Oral Reading Fluency - Words Correct Errors: Oral Reading Fluency - Errors Accuracy: Oral Reading Fluency - Accuracy Composite: DIBELS 8 Composite Score

Student	LNF Score	LNF Status	PSF Score	PSF Status	NWF CLS	NWF CLS Status	NWF WRC	NWF WRC Status	WRF Score	WRF Status	ORF Words Correct	ORF Status	Errors	Accuracy	Accuracy Status	Composite Score	Composite Status
Benchmark Goals	57		43		52		14		7		21			87%		389	
Harriet	18	Intensive	47	Core	23	Intensive	4	Intensive		Intensive	3	Intensive	7	30%	Intensive	358	Intensive
Leon	15	Intensive	42	Strategic	41	Strategic	8	Intensive	1	Intensive	5	Intensive	11	31%	Intensive	367	Intensive
Lily	33	Intensive	35	Strategic	36	Intensive	8	Intensive	0	Intensive	6	Intensive	8	43%	Intensive	369	Intensive
Jack	53	Strategic	38	Strategic	38	Intensive	9	Intensive	1	Intensive	5	Intensive	9	36%	Intensive	373	Intensive
Isabelle	34	Intensive	52	Core	26	Intensive	5	Intensive	7	Core	20	Strategic	8	71%	Strategic	373	Intensive
Archie	60	Core	40	Strategic	53	Core	14	Core	9	Core	18	Strategic	7	72%	Strategic	389	Core
Bentley	72	Core	63	Core^	47	Strategic	14	Core	8	Core	18	Strategic	7	72%	Strategic	390	Core
Levi	66	Core	51	Core	55	Core	15	Core	4	Strategic	20	Strategic	8	71%	Strategic	392	Core
Madilyn	46	Intensive	62	Core^	62	Core	19	Core	4	Strategic	21	Core	8	72%	Strategic	392	Core
Ava	90	Core	65	Core^	63	Core	17	Core	6	Strategic	23	Core	7	77%	Strategic	402	Core
Olly	76	Core	58	Core^	78	Core^	24	Core	9	Core	26	Core	5	84%	Strategic	408	Core
Florence	60	Core	64	Core^	81	Core^	21	Core	2	Core	30	Core	3	91%	Core	409	Core
William	60	Core	55	Core	78	Core^	23	Core	2	Core	36	Core	4	90%	Core	410	Core
William	67	Core	51	Core	68	Core	18	Core	2	Core	43	Core	4	91%	Core	410	Core
Patrick	70	Core	61	Core^	76	Core	24	Core	9	Core	48	Core	3	94%	Core	419	Core
Sonny	59	Core	51	Core	57	Core	15	Core	1	Core^	63	Core^	3	95%	Core	419	Core
Grace	71	Core	68	Core^	57	Core	15	Core	7	Core	71	Core^	1	99%	Core	420	Core
Patrick	68	Core	57	Core^	42	Strategic	12	Strategic	5	Core^	79	Core^	2	98%	Core	423	Core
Joshua	52	Strategic	47	Core	75	Core	26	Core^	8	Core^	73	Core^	1	99%	Core	431	Core^
Harry	63	Core	67	Core^	86	Core^	25	Core	6	Core^	79	Core^	2	98%	Core	440	Core^
Jett	78	Core	54	Core	120	Core^	40	Core^	4	Core^	71	Core^	1	99%	Core	457	Core^
Olive	95	Core	66	Core^	101	Core^	30	Core^	7	Core^	104	Core^	0	100%	Core	472	Core^
Cody	94	Core	64	Core^	135	Core^	42	Core^	0	Core^	76	Core^	6	93%	Core	473	Core^
Mean:	61.7		54.9		69.0		19.9		61.4		46.0		4.8	79.4%		413.3	

Legend

Core^ Support   Core Support   Strategic Support   Intensive Support   * = Tested Remotely

Nonsense Word Fluency:

Students receive two scores for NWF: correct letter sounds (CLS) and words recoded correctly (WRC).

Student results are organized based on raw score and risk status.

The mean scores for the cohort are located at the bottom of each column.

How are the cohort looking on the NWF subtest? What proportion of students are at risk for CLS and WRC?

Class List - DIBELS 8th Edition

District: ▨▨▨▨▨▨▨▨▨
School: ▨▨▨▨▨▨▨▨▨
Grade: Kindergarten - Middle
Year: 2022-2023
Class: K▨▨▨ ▨▨▨▨

DIBELS® Data System

14/23   11/23

LNF: Letter Naming Fluency **PSF:** Phoneme Segmentation Fluency **NWF:** Nonsense Word Fluency **CLS:** Nonsense Word Fluency - Correct Letter Sounds **WRC:** Nonsense Word Fluency - Words Recoded Correctly **WRF:** Word Reading Fluency **Composite:** DIBELS 8 Composite Score

Student	LNF Score	LNF Status	PSF Score	PSF Status	NWF CLS	NWF Status	NWF WRC	NWF Status	WRF Score	WRF Status	Composite Score	Composite Status
Benchmark Goals	37		29		25		3		4		371	
Vinnie	2	Intensive	2	Intensive	4	Intensive	0	Intensive	0	Intensive	323	Intensive
Tawana	1	Intensive	0	Intensive	7	Intensive	0	Intensive	0	Intensive	325	Intensive
Chloe	1	Intensive	1	Intensive	7	Intensive	0	Intensive	0	Intensive	325	Intensive
Revan	1	Intensive	0	Intensive	9	Intensive	0	Intensive	0	Intensive	327	Intensive
Chace	4	Intensive	0	Intensive	13	Intensive	0	Intensive	0	Intensive	332	Intensive
Cali	23	Intensive	5	Intensive	6	Intensive	0	Intensive	2	Strategic	338	Intensive
Ruby	20	Intensive	15	Intensive	19	Strategic	2	Strategic	0	Intensive	351	Intensive
Scarlett	22	Intensive	10	Intensive	20	Strategic	1	Strategic	1	Strategic	352	Intensive
Ayla	25	Intensive	10	Intensive	17	Strategic	0	Intensive	4	Core	352	Intensive
Daicon	3	Intensive	48	Core^	23	Strategic	5	Core	4	Core	356	Strategic
Myah	12	Intensive	33	Core	24	Strategic	3	Core	0	Intensive	357	Strategic
Rylee	20	Intensive	44	Core^	18	Strategic	1	Strategic	0	Intensive	358	Strategic
Marcus	30	Intensive	12	Intensive	23	Strategic	4	Core	6	Core	363	Strategic
Sage	9	Intensive	48	Core^	30	Core	8	Core	3	Strategic	367	Strategic
Austin	36	Strategic	14	Intensive	26	Core	0	Intensive	5	Core	368	Strategic
Claire	19	Intensive	48	Core^	27	Core	9	Core^	2	Strategic	369	Strategic
Kiyansh	32	Strategic	42	Core	34	Core	9	Core^	4	Core	382	Core
Zara	40	Core	60	Core^	23	Strategic	7	Core	9	Core	383	Core
Andrea	16	Intensive	75	Core^	37	Core^	11	Core^	9	Core	387	Core
Ryan	40	Core	20	Intensive	45	Core^	15	Core^	9	Core	395	Core^
Riyon	41	Core	58	Core^	35	Core	11	Core^	11	Core^	396	Core^
Mila	30	Intensive	67	Core^	44	Core^	14	Core^	7	Core	400	Core^
Kaiden	21	Intensive	66	Core^	50	Core^	16	Core^	12	Core^	402	Core^
Mean:	26.5		34.3		32.2		8.2		10.3		377.7	

Legend
🟦 Core^ Support   🟩 Core Support   🟨 Strategic Support   🟥 Intensive Support   * = Tested Remotely

Slide from ' DBIELS interpreting data and inform instruction', by Dr. Sarah McDonagh (2022)

Class summary : Kindergarten, Middle of the Year

Grade: Kindergarten - Middle
Year: 2022-2023
Class: K████ █████

LNF: Letter Naming Fluency **PSF:** Phoneme Segmentation Fluency **NWF:** Nonsense Word Fluency **CLS:** Nonsense W
Nonsense Word Fluency - Words Recoded Correctly **WRF:** Word Reading Fluency **Composite:** DIBELS 8 Composite S

Student	LNF		PSF		NWF				W
	Score	Status	Score	Status	CLS	Status	WRC	Status	Sc
Benchmark Goals	37		29		25		3		4
Vinnie	2	■ Intensive	2	■ Intensive	4	■ Intensive	0	■ Intensive	
Tawana	1	■ Intensive	0	■ Intensive	7	■ Intensive	0	■ Intensive	
Chloe	1	■ Intensive	1	■ Intensive	7	■ Intensive	0	■ Intensive	
Revan	1	■ Intensive	0	■ Intensive	9	■ Intensive	0	■ Intensive	
Chace	4	■ Intensive	0	■ Intensive	13	■ Intensive	0	■ Intensive	
Cali	23	■ Intensive	5	■ Intensive	6	■ Intensive	0	■ Intensive	2
Ruby	20	■ Intensive	15	■ Intensive	19	□ Strategic	2	□ Strategic	
Scarlett	22	■ Intensive	10	■ Intensive	20	□ Strategic	1	□ Strategic	1
Ayla	25	■ Intensive	10	■ Intensive	17	□ Strategic	0	■ Intensive	4
Daicon	3	■ Intensive	48	■ Core^	23	□ Strategic	5	■ Core	4
Myah	12	■ Intensive	33	■ Core	24	□ Strategic	3	■ Core	
Rylee	20	■ Intensive	44	■ Core^	18	□ Strategic	1	□ Strategic	
Marcus	30	■ Intensive	12	■ Intensive	23	□ Strategic	4	■ Core	5
Sage	9	■ Intensive	48	■ Core^	30	■ Core	8	■ Core	3
Austin	36	□ Strategic	14	■ Intensive	26	■ Core	0	■ Intensive	5
Claire	19	■ Intensive	48	■ Core^	27	■ Core	9	■ Core^	2
Kiyansh	32	□ Strategic	42	■ Core	34	■ Core	9	■ Core^	4
Zara	40	■ Core	60	■ Core^	23	□ Strategic	7	■ Core	9
Andrea	16	■ Intensive	75	■ Core^	37	■ Core^	11	■ Core^	9
Ryan	40	■ Core	20	■ Intensive	45	■ Core^	15	■ Core^	9
Riyon	41	■ Core	58	■ Core^	35	■ Core	11	■ Core^	11
Mila	30	■ Intensive	67	■ Core^	44	■ Core^	14	■ Core^	7
Kaiden	21	■ Intensive	66	■ Core^	50	■ Core^	16	■ Core^	12
Mean:	26.5		34.3						10

Legend
■ Core^ Support ■ Core Support □ Strategic Support ■ Intensive Support * = Tested Remotely

1. Does it appear that the **whole group instruction** is generally working for the majority of students?

2. What **small groups** would you create based on patterns of student performance on the NWF measure?

3. What **further information** would you need to plan next steps for instruction?

NWF: Nonsense Word Fluency CLS: Nonsense W...
Reading Fluency Composite: DIBELS 8 Composite S...

NWF				W...
CLS	Status	WRC	Status	Sec
25		3		4
4	Intensive	0	Intensive	
7	Intensive	0	Intensive	
7	Intensive	0	Intensive	
9	Intensive	0	Intensive	
13	Intensive	0	Intensive	
6	Intensive	0	Intensive	2
19	Strategic	2	Strategic	
20	Strategic	1	Strategic	1
17	Strategic	0	Intensive	4
23	Strategic	5	Core	4
24	Strategic	3	Core	
18	Strategic	1	Strategic	
23	Strategic	4	Core	6
30	Core	8	Core	3
26	Core	0	Intensive	5
27	Core	9	Core^	2
34	Core	9	Core^	4
23	Strategic	7	Core	9
37	Core^	11	Core^	9
45	Core^	15	Core^	9
35	Core	11	Core^	11
44	Core^	14	Core^	7
50	Core^	16	Core^	12

1. Does it appear that the **whole group instruction** is generally working for the majority of students?

- 14/23 students are below the benchmark goal on the NWF-CLS measure

- 11/23 are below on the benchmark goal on the NWF-WRC measure

- Whole class instruction isn't meeting the needs of the majority of the students in the class

- Indicates a need to examine how phonics instruction has been provided

2. What **small groups** would you create based on patterns of student performance on the NWF measure?

- Students in yellow and red could be grouped together based on intensity need for 20-40 minutes of Tier 2 phonics instruction

- 3-5 session per week

- Focus on priority skills: letter-sound correspondences, reading regular words, high-frequency words and decodable texts

- Intensive, systematic instruction in small groups

NWF				W
CLS	Status	WRC	Status	Sec
25		3		4
4	■ Intensive	0	■ Intensive	
7	■ Intensive	0	■ Intensive	
7	■ Intensive	0	■ Intensive	
9	■ Intensive	0	■ Intensive	
13	■ Intensive	0	■ Intensive	
6	■ Intensive	0	■ Intensive	2
19	□ Strategic	2	□ Strategic	
20	□ Strategic	1	□ Strategic	1
17	□ Strategic	0	■ Intensive	4
23	□ Strategic	5	■ Core	4
24	□ Strategic	3	■ Core	
18	□ Strategic	1	□ Strategic	
23	□ Strategic	4	■ Core	6
30	■ Core	8	■ Core	3
26	■ Core	0	■ Intensive	5
27	■ Core	9	■ Core^	2
34	■ Core	9	■ Core^	4
23	□ Strategic	7	■ Core	9
37	■ Core^	11	■ Core^	9
45	■ Core^	15	■ Core^	9
35	■ Core	11	■ Core^	11
44	■ Core^	14	■ Core^	7
50	■ Core^	16	■ Core^	12

y NWF: Nonsense Word Fluency CLS: Nonsense W
Reading Fluency **Composite:** DIBELS 8 Composite

3. What **further information** would you need to plan next steps for instruction?

- Additional assessment of phonics skills may be useful, for example the Phonics Books Diagnostic Assessment Sheet (download here)

- Analyse the built-in monitoring data and/or cumulative review within your reading program and identify the parts of the code the students don't master, identify gaps to fill.

- Check the results of the Year 1 Phonics Screening Check

- Any mastery test data available?

- Additional assessment of phonemic awareness may be of benefit too, see PSF in DIBELS for example
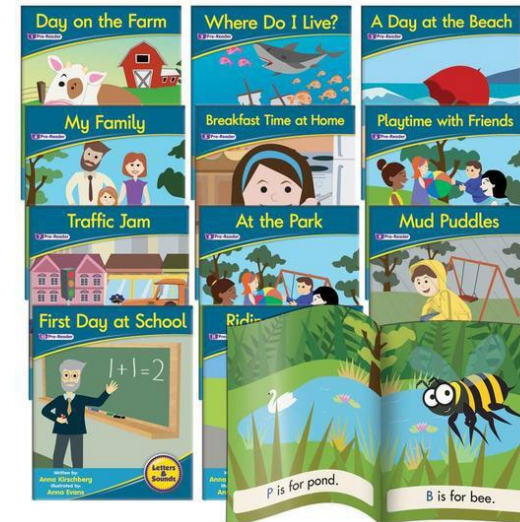
Planning phonics instruction

- If deliver Systematic Synthetic Phonics (SSP) program: ensure high integrity and fidelity of implementation

- Teach : letter sound correspondences, regular words, HFW, Decodable texts (See options below)

InitiaLit Readers
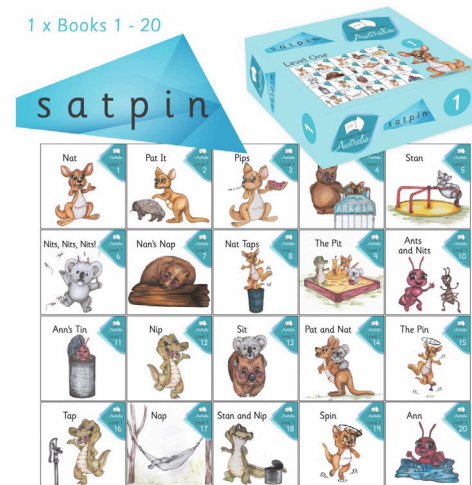
Decodable Readers Australia
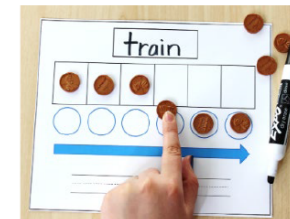

Phonics Australia

Little Learners Love Literacy

A note about Decodable Texts

- Decodables are designed to **support** reading development, not to be rich literature

- **Supplement** the types of texts students read independently and with adults based on the skills you teach

- Read to students frequently and provide opportunities for them to **hear models of accurate and fluent reading**

- **Oral language and vocabulary examples** should be provided beyond decodable text examples

- For older struggling readers, use *Catch-Up Readers*

Big Ideas of reading	Year levels					Measures	Suggested strategies to address area of need when students below benchmark
	K	1	2	3	4-6		
PA Alphabetic principle						**LNF : Letter Name Fluency** Name letters accurately and fluently	• LNF is a goal not a strategy
						PSF: Phonemic Segmentation Fluency Assesses student's ability to segment sounds in words with two to five sounds	Phonological skills developed along a **progression** from easy to more complex (basic to advanced) • Segmenting sentences into words • Clapping words in a sentence • Segmenting words into syllables • Segmenting words into onset-rime, rhyming and alliteration • Build **phonemic awareness** (isolation, blending, segmenting, deletion, addition, substitution)
Phonics Knowledge & alphabetic principle						**NWF: Nonsense Word Fluency** Assesses student's ability to use their knowledge of letter-sound correspondences to decode, or phonologically recode, unknown words.	Building **phonemic awareness** knowledge and skills: • identifying, isolating, blending phonemes (sounds) activities • deleting/ adding and manipulating phonemes: short simple words to longer more complex words activities • Elkonin boxes (sound boxes) with counters to strengthen phoneme identification and isolation, as well as blending Targeted support to learn the **alphabetic code** (basic to extended code) • Explicitly teach unknown PGCs (following a logical scope and sequence) • Revise/consolidate PGCs through guided practice, including alternate spelling patterns • Practice to develop fluency for high frequency words (decodable and irregular) • Elkonin boxes with letters to strengthen phoneme-grapheme correspondence (PGC) • Practice using decodable texts (aligned to the scope and sequence) • Consolidation activities to build orthographic mapping • Spelling/pronunciation rules for PGC position (e.g. The K vs CK rule: If the /k/ sound falls at the end of the word, and the /k/ is immediately preceded by a short vowel sound, it is spelled ck. If the /k/ sound is immediately preceded by a long vowel sound or consonant, it is spelled with k.)
						WRF: Word Reading Fluency Assesses students' ability to fluently read sight words out of context & read sight words with regular and irregular patterns	Fluency is underpinned by Phonological and Phonemic Awareness. Build phonemic awareness knowledge and skills (basic to advanced): • identifying, isolating, blending phonemes (sounds) activities • deleting/ adding and manipulating phonemes: short simple words to longer more complex words activities • Elkonin boxes with counters to strengthen phoneme identification and isolation, as well as blending • Word chaining, e.g. - bright, fright, slight, sight, sigh • Close word sort where students read words and sort them based upon their patterns. In the example above, students sort words based upon their initial blend. See image 'sort for vCe spelling' Build **fluency of phoneme-grapheme correspondence** (PGC)/ strengthening reading reflex: • flash cards/ word games/ targeted activities • high frequency decodable words

My favourite reports

- All grades status (school & system)
- Class progress summary
- Summary of effectiveness by class/by school
- Parent report

- For students in 3-6 that have difficulty in decoding skills, you can turn on the Progress Monitoring option to enable assessment of underlying skills.

How many students are meeting grade level reading goals?

2019-2020 All Grades Status - DIBELS 8th Edition
District: Example District

DIBELS® Data System

Grade	Beginning	Middle	End
K	n=79 43 (54%) 12 (15%) 13 (16%) 11 (14%)	n=81 12 (15%) 38 (47%) 27 (33%) 4 (5%)	n=81 0 (0%) 31 (38%) 43 (53%) 7 (9%)
1st	n=69 6 (9%) 20 (29%) 36 (52%) 7 (10%)	n=69 5 (7%) 23 (33%) 33 (48%) 8 (12%)	n=64 10 (16%) 10 (16%) 36 (56%) 8 (13%)
2nd	n=74 13 (18%) 11 (15%) 24 (32%) 26 (35%)	n=74 7 (9%) 19 (26%) 24 (32%) 24 (32%)	n=83 18 (22%) 16 (19%) 19 (23%) 30 (36%)
3rd	n=23 13 (57%) 7 (30%) 1 (4%) 2 (9%)	n=24 7 (29%) 10 (42%) 6 (25%) 1 (4%)	n=99 29 (29%) 18 (18%) 24 (24%) 28 (28%)
4th	n=72 9 (13%) 5 (7%) 38 (53%) 20 (28%)	n=72 9 (13%) 15 (21%) 35 (49%) 13 (18%)	n=60 9 (15%) 2 (3%) 33 (55%) 16 (27%)
5th	n=72 2 (3%) 12 (17%) 29 (40%) 29 (40%)	n=72 4 (6%) 10 (14%) 27 (38%) 31 (43%)	n=74 8 (11%) 5 (7%) 21 (28%) 40 (54%)
6th	n=75 11 (15%) 15 (20%) 26 (35%) 23 (31%)	n=75 8 (11%) 13 (17%) 32 (43%) 22 (29%)	n=75 6 (8%) 8 (11%) 23 (31%) 38 (51%)
7th	n=72 13 (18%) 17 (24%) 23 (32%) 19 (26%)	n=72 14 (19%) 16 (22%) 24 (33%) 18 (25%)	n=72 7 (10%) 8 (11%) 26 (36%) 31 (43%)
8th	No students with data.	No students with data.	No students with data.
All	n=536 110 (21%) 99 (18%) 190 (35%) 137 (26%)	n=539 66 (12%) 144 (27%) 208 (39%) 121 (22%)	n=608 87 (14%) 98 (16%) 225 (37%) 198 (33%)

Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support

Class Progress Summary - DIBELS 8th Edition

District: Example District
School: Example School 1
Grade: Fifth Grade
Year: 2019-2020
Class: 5th.example.A

DIBELS® Data System

ORF-Words Correct: Oral Reading Fluency - Words Correct **ORF-Errors:** Oral Reading Fluency - Errors **ORF-Accuracy:** Oral Reading Fluency - Accuracy **Maze-Adjusted:** Maze - Adjusted Score **Composite:** DIBELS 8 Composite Score

Student	Beginning					End				
	ORF-Words Correct	ORF-Errors	ORF-Accuracy	Maze-Adjusted	Composite	ORF-Words Correct	ORF-Errors	ORF-Accuracy	Maze-Adjusted	Composite
A, Jimmy	69	10	87%	8	301	105	0	100%	27	419
D, Ernie	85	8	91%	14	318	115	0	100%	33	429
F, Rosalia	98	7	93%	16	330	119	0	100%	35	433
C, Maria	96	6	94%	12	328	126	0	100%	31	439
G, Estelle	112	5	96%	17	344	129	0	100%	36	443
E, Ric	101	7	94%	14	333	135	0	100%	33	448
U, Victor	123	3	98%	20.5	355	136	1	99%	39.5	450
M, Fausto	119	2	98%	22	351	137	0	100%	41	451
N, Eldon	126	2	98%	20.5	358	139	1	99%	39.5	453
Y, Rita	96	5	95%	18.5	329	139	1	99%	37.5	453
H, Estafani	112	4	97%	18	344	140	0	100%	37	454
I, Francis	116	11	91%	11	347	141	0	100%	30	454
K, Azura	144	4	97%	25	376	142	0	100%	44	456
L, Joel	128	5	96%	16	359	147	0	100%	35	460
O, John	152	2	99%	15	382	149	0	100%	34	462
P, James	126	3	98%	17	357	149	0	100%	36	462
Q, Huang	132	7	95%	30	365	153	2	99%	49	468
W, Gerry	110	5	96%	24.5	343	155	1	99%	43.5	469
S, Ralph	118	3	98%	31	352	156	2	99%	50	471
J, Wang	127	3	98%	21.5	359	160	1	99%	40.5	473
Mean:	**114.5**	**5.1**	**95%**	**18.6**	**346.6**	**138.6**	**0.5**	**100%**	**37.6**	**452.4**

Legend ■ Core^ Support ■ Core Support ■ Strategic Support ■ Intensive Support

All Grade Status

Class Progress Summary

How much growth has there been?
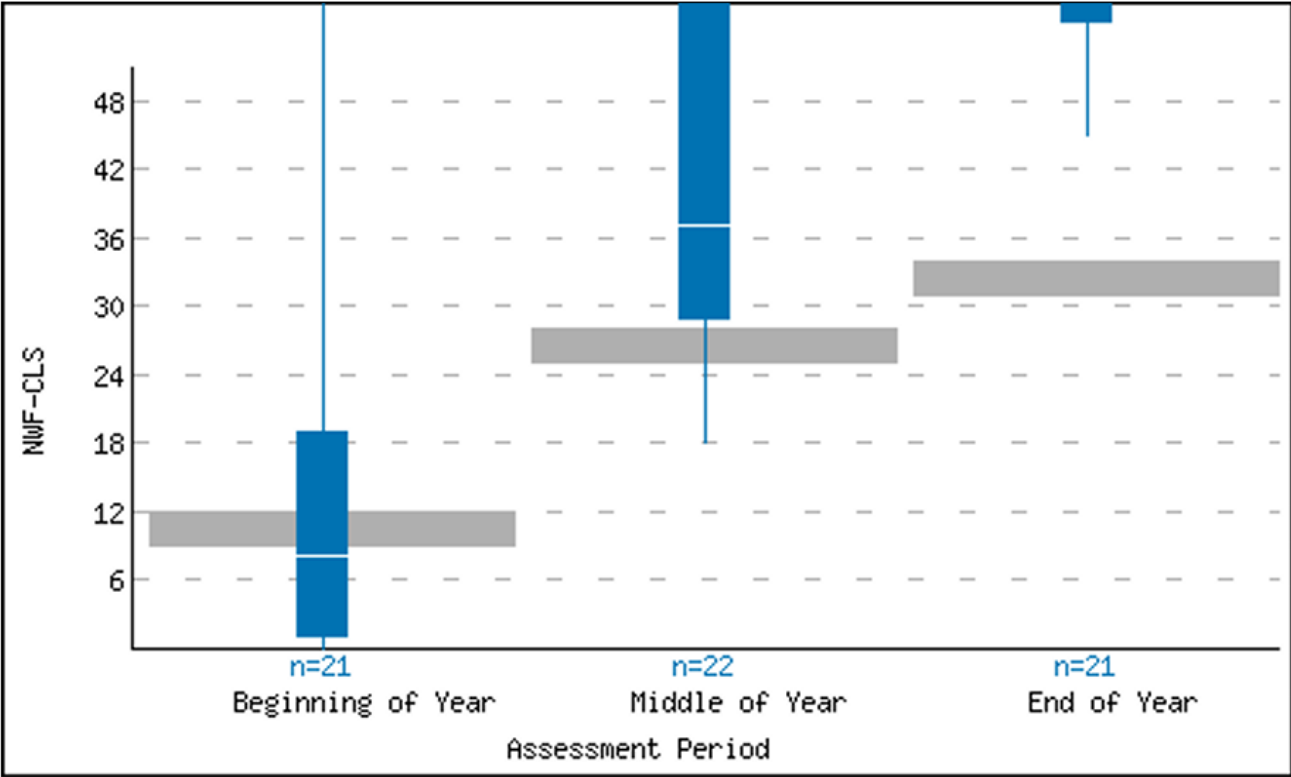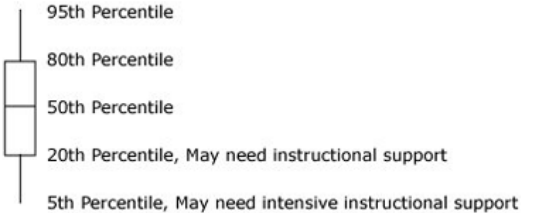
Yearly Box Plot
Options: school/system/cohort/class for each sub measure

How effective is your instruction?

Summary of Effectiveness by District - DIBELS 8th Edition

District: Example District
School: All Schools
Date: 2019-2020
Step: Beginning of 1st Grade to End of 1st Grade
Measure: DIBELS 8 Composite Score

Beginning of First Grade Composite Score to End of First Grade Benchmark Status on Composite	Intensive Support at Beginning of Year to			
	End of Year Intensive	End of Year Strategic	End of Year Core/Core^	End of Year Intens
Example District	5 Students Intensive at Beginning of 1st 9.8% of Total Students			15 Stu
Count	2	1	2	
% of Composite Score	40%	20%	40%	
% of Total	3.9%	2%	3.9%	
Example School 1	2 Students Intensive at Beginning of 1st 9.5% of Total Students			9 Stu
Count	1	0	1	
% of Composite Score	50%	0%	50%	
% of Total	4.8%	0%	4.8%	
Example School 2	3 Students Intensive at Beginning of 1st 10% of Total Students			6 Stu
Count	1	1	1	
% of Composite Score	33.3%	33.3%	33.3%	
% of Total	3.3%	3.3%	3.3%	

Summary of Effectiveness by District

Summary of Effectiveness By Class by Class - DIBELS 8th Edition

District: Example District 2
School: School 1
Date: 2018-2019
Step: Beginning of 3rd Grade to End of 3rd Grade
Class: sch1.cls3 C

Effectiveness of Intensive Program				Effectiveness of Strategic Program				Effectiveness of Core Program			
14 Students at Intensive at Beginning of Year	Beginning Score: ORF	End Score: ORF	End Level Reached	5 Students at Strategic at Beginning of Year	Beginning Score: ORF	End Score: ORF	End Level Reached	15 Students at Core at Beginning of Year	Beginning Score: ORF	End Score: ORF	End Level Reached
Martinez, Erich	36	60	Intensive	Lynch, Veronica	66	59	Intensive	Burnett, Shonda	78	93	Intensive
Hicks, Ebony	43	64	Intensive	Martin, Candy	69	76	Intensive	Bullock, Barry	78	98	Intensive
Montana, Larry	38	67	Intensive	Weaver, Willard	64	101	Intensive	Garner, Gerardo	85	106	Strategic
Norris, Darrel	47	81	Intensive	Ramsey, Kelley	71	104	Strategic	Bautista, Harry	77	107	Strategic
Henry, Tomasa	51	83	Intensive	Walsh, Lester	70	108	Strategic	Browning, Mary	80	109	Strategic
Richmond, Naomi	56	104	Strategic					Conway, Ollie	84	109	Strategic
Sims, Tara	58	104	Strategic					Fuller, Clyde	80	114	Core
Tyler, Sandi	60	104	Strategic					Anderson, Alex	78	115	Core
Robles, Devon	55	106	Strategic					Beck, Jewel	90	116	Core
Wagner, Andy	59	109	Strategic					Blackburn, Florence	85	116	Core
Streeter, Maya	57	112	Strategic					Cobb, Mildred	77	116	Core
Nunes, Earle	60	113	Strategic					Foster, Janelle	86	116	Core
Rich, Juan	57	114	Core					Butcher, Chad	92	120	Core
Singh, Rosemarie	56	114	Core					Conley, Inez	90	121	Core
								Davenport, Rene	76	123	Core

	Intensive	Strategic	Core		Intensive	Strategic	Core		Intensive	Strategic	Core
Count:	5 / 14	7 / 14	2 / 14	Count:	3 / 5	2 / 5	0 / 5	Count:	2 / 15	4 / 15	9 / 15
Percent:	35.7%	50%	14.3%	Percent:	60%	40%	0%	Percent:	13.3%	26.7%	60%

1

Summary of Effectiveness by Class

What instructional groupings should I make?

2018 Instructional Grouping - DIBELS 8th Edition

District: Example District 2
Classroom: sch1.cls1 A

School: School 1
First Grade Middle of Year

Group 1: Likely to need continued good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.

Group 2: The alphabetic principle is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regard to fluency with *reading connected text* and the alphabetic principle. Recommend intensive intervention supports and weekly progress monitoring.

Interventionist: _____
Time: _____

Interventionist: _____
Time: _____

Interventionist: _____
Time: _____

Interventionist: _____
Time: _____

ORF: At or above 18 NWF-CLS: At or above 49*			ORF: At or above 18 NWF-CLS: At or below 48*			ORF: At or below 17 NWF-CLS: At or above 49*			ORF: At or below 17 NWF-CLS: At or below 48*		
Student	**ORF**	**CLS**	**Student**	**ORF**	**CLS**	**Student**	**ORF**	**CLS**	**Student**	**ORF**	**CLS**
Ervin A.	18	50				Ina G.	10	53	Helene B. *	0	1
Fern I.	18	54				Santos M.	12	53	Karin C. *	9	45
Brittney H.	19	50				Clint H.	13	51	Janelle D. *	10	22
Etta H.	19	50				Corinne B.	13	53	Gilberto M. *	11	33
Maude D.	19	51				Josh D.	14	49	Ismael D. *	12	23
Wilfred P.	19	51				Dominique A.	14	54	Gale A. *	12	40
Estella F. *	19	52				Jennifer S.	15	50	Francisca S. *	13	18
Tomas L.	19	54				Ingrid V.	15	54			
Hugo G.	20	49				Sheldon L.	16	49			
Ignacio W.	20	51				Aurora M. *	17	52			
Lesley D.	20	52				Goldie T.	17	52			
Toby T.	20	52									
Eugenia C.	21	54									
Elva S.	23	53									
Iva K.	25	54									

Guidelines for providing tiered instruction and intervention

Level of Support	Intervention Requirements
Intensive 3-5%	• Tier 1 + Tier 3 intervention with evidence-based, explicit instruction (1:1 or 1:2). • Individualised data based with multi-skill focus (needs-based) • Intensify intervention by increasing dosage, duration and frequency • 45-60 minutes 5 times a week • Weekly progress monitoring proportionally to the level of frequency and intensity of the intervention
Strategic 10-15%	• Tier 1 + Tier 2 intervention with evidence-based, explicit instruction • Intensive, systematic instruction in small groups • Specific skill focus (needs-based) • 20-40 minutes 3-5 times a week • Progress monitoring should occur every 2–4 weeks, with a clear exit plan in place.
Core 80%	• Tier 1 evidence-based explicit and differentiated instruction provided to all students • Reflect grade level standards • Ongoing formative assessment and benchmark assessment
Core Plus	• Tier 1 whole class instruction + Provide extension work or/and enrichment program • More capable students would benefit from delayed feedback with fading scaffolding (assuming the foundations skills are firm!)

What if Tier 1 isn't successful in meeting the needs of at least 80% of the school's population?

- Evaluate the quality of curriculum and delivery
- Create a better match between students' needs and the core curriculum and instruction

improve explicit instruction
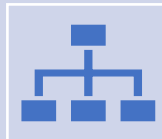
Use flexible groupings

Maximise time-on task and increase student engagement

DIBELS as a Progress Monitoring tool
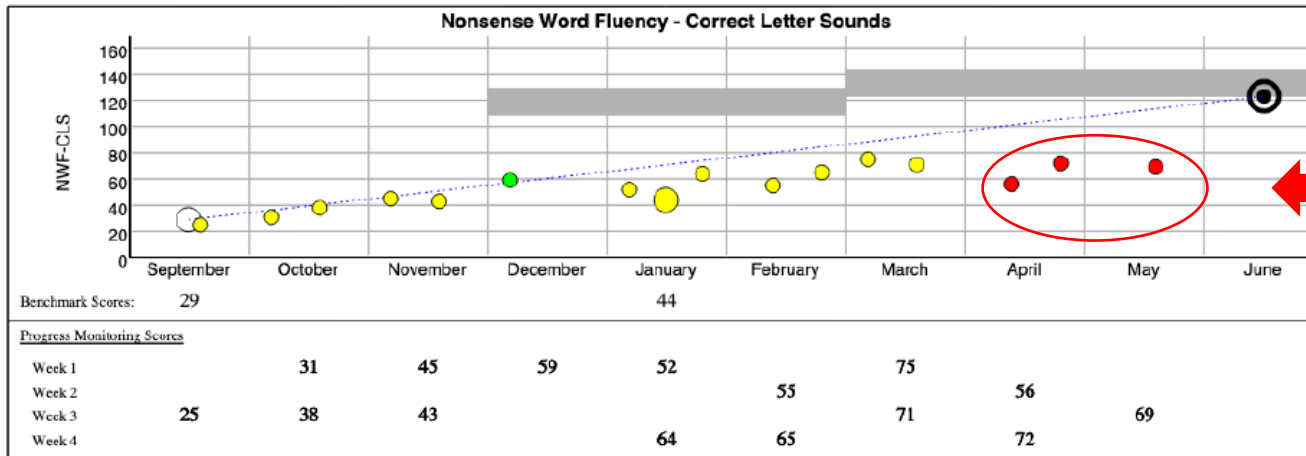
What is happening?

Why is the student not responding to the intervention?

What now?
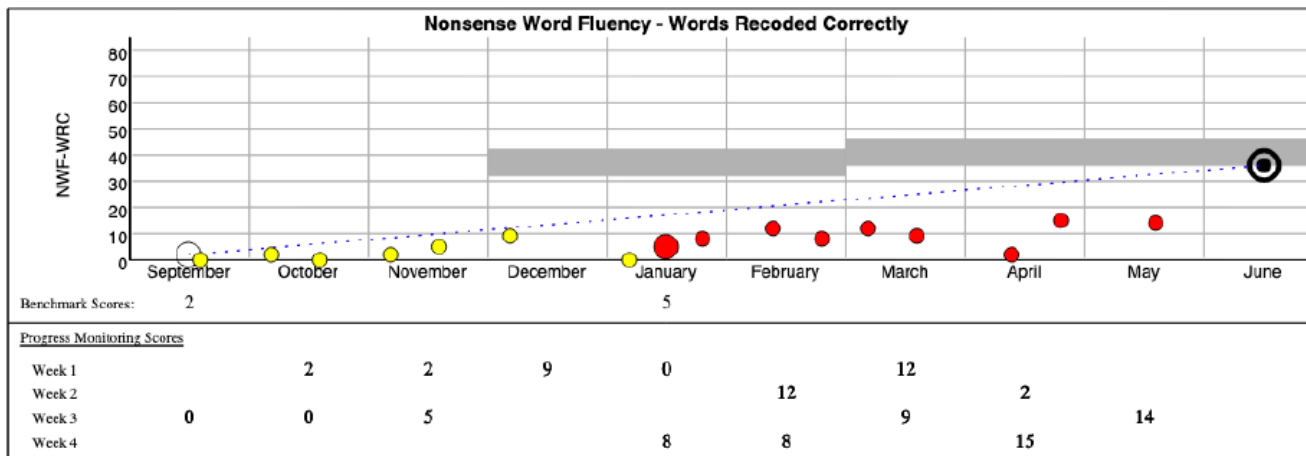
Require more intensive and tailored intervention

Research has shown progress monitoring to be a reliable and valid predictor of student achievement.

Stefanie Cook (literacy Coordinator at St Patrick's Parish Primary School (Cooma) presenting at the AP network meeting about her approach to intervention, watch the recording: https://youtu.be/xF-JI2Zm7YM

Communicate with parents

2018-2019 Parent Report - DIBELS 8th Edition
Class: sch1.cls3 A   District: Example District 2
Grade: Third Grade   School: School 1

Mata, Elia

This report shows the results from reading screening assessments used by your district.

Practice at home

Reading with students can help build vocabulary, fluency and reading comprehension skills.

How to read this report

Your student's score is placed on the progress bar in relation to the expected goal.

60=student score

progress

58=goal
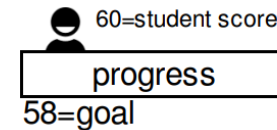
PM = Progress monitoring

National percentile: Compares your student's score to other scores in our national sample.

Nonsense Word Fluency - Correct Letter Sounds

NWF-CLS measures basic phonics skills. Your student's score is at or above the goal. They are on track with basic phonics skills.
End score: 123 (Met Goal)

91

Middle	Well Below Goal	Below Goal	Goal
0	91	109	

123

End	Well Below Goal	Below Goal	Goal
0	109	123	
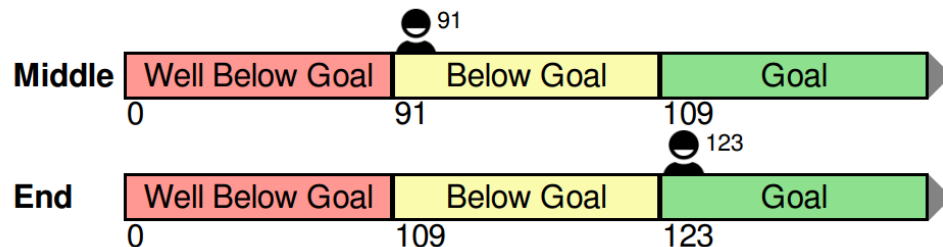
Nonsense Word Fluency - Words Recoded Correctly

NWF-WRC measures basic phonics and blending skills. Your student's score is at or above the goal. They are on track in sound blending.
End score: 38 (Met Goal)

29

Middle	Well Below Goal	Below Goal	Goal
0	29	32	

38

End	Well Below Goal	Below Goal	Goal
0	31	36	
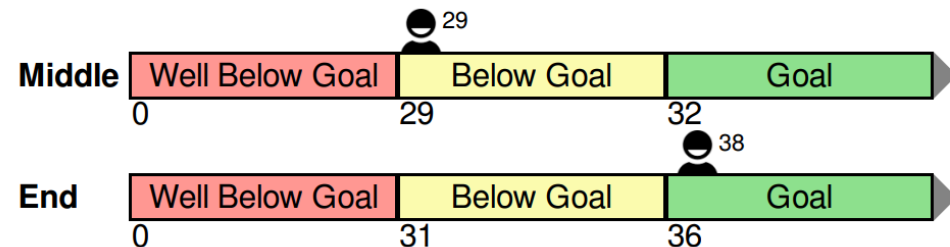
DIBELS is a "GPS" for educators

Knowing where we are

- How are students doing?

Knowing where we are going

- What do we want students to do?

And . . . Knowing if we have arrived

– How are students doing?

Making good data-based decisions to improve reading outcomes!

Reflection & Questions

Important points	New ideas
Questions ?	Action plans (where to next?)

Acknowledgement & workshops

Dr Sarah McDonagh

Part 1
Administration and scoring
ONLINE TRAINING

DIBELS 8TH EDITION
O UNIVERSITY OF OREGON | College of Education

DIBELS 8th Edition 2-day Training Course ONLINE...

📍 SPELD SA

📅 07 Mar 2024 - 08 Mar 2024

🕐 08:30 AM - 03:00 PM

Part 2
Interpreting Data and Planning for Instruction
ONLINE TRAINING

DIBELS 8TH EDITION
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DIBELS 8th Edition Interpreting Data and Planning for Instructi...

📍 SPELD SA

📅 02 Apr 2024 - 03 Apr 2024

🕐 08:30 AM - 03:00 PM

SPELD SA Specific Learning Difficulties SA

Related Podcasts

The Center on Teaching and Learning (CTL)

All DIBELS measures are available for free download at the CTL DDS website:

https://dibels.uoregon.edu/

Science of Reading Podcast

Current practices in the Science of Reading are explored with leading researchers and practitioners.

https://amplify.com/science-of-reading-the-podcast/

NSW Centre for Education Statistics and Evaluation : What Works Best

Example of evidence-based practices applied in real school contexts. School experiences and perspectives

Teaching Reading and Learning " the Reading League Podcast

Elevates important contributions to the educational community by people who have influenced teaching and literacy for the betterment of children

https://www.thereadingleague.org/teaching-reading-and-learning-the-podcast/

Melissa and Lori Love Literacy

For educators interested in learning more about the science of reading. Melissa and Lori's goal is to bring research about teaching reading and writing to educators and make it practice for their audience.

https://podcasts.apple.com/au/podcast/melissa-and-lori-love-literacy/id1463219123

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https://www.linkedin.com/in/jessicacolleu/

https://www.facebook.com/JessCF2020

Download my Churchill Fellowship report here:
https://www.churchilltrust.com.au/wa/fellow/jessica-colleu-terradas-wa-2020/

2020 Dorothy and Brian Wilson Churchill Fellowship
Awarded by The Winston Churchill Memorial Trust

To identify effective language and literacy screening and intervention practices for at-risk students

Report by Jessica Colleu Terradas

Winston Churchill Trust
Learn globally, inspire locally.

THANK YOU

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