

What is DIBELS Next?

DIBELS Next is a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. DIBELS® stands for *Dynamic Indicators of Basic Early Literacy Skills* and the assessment is comprised of six brief measures that function as indicators of the essential skills that every child must master to become a proficient reader. DIBELS is used to regularly monitor the development of early literacy skills in order to provide timely instructional support and prevent the occurrence of later reading difficulties.

Why Use DIBELS Next?

DIBELS Next is used for:

- universal screening to find students who may be at risk for reading difficulties;
- identifying skills to target for instructional support;
- progress monitoring at-risk students while they receive additional, targeted instruction; and
- examining the effectiveness of school-wide literacy supports.

DIBELS Next has many advantages:

- it directly measures foundational early literacy skills that are responsive to instruction;
- it is standardized;
- the measures are thoroughly researched, reliable, and valid;
- it can be used within a problem-solving, outcomes-driven model of decision-making;
- research-based benchmark goals are used for interpreting results; and
- it is efficient and economical.

How Do I Get DIBELS Next?

DIBELS Next can be obtained in three ways:

1. Purchase printed testing materials from Voyager Sopris Learning:
<https://store.voyagersopris.com/>
2. Purchase for use on mobile devices from Amplify: <http://www.amplify.com/>
3. Download for free from the authors of DIBELS at Dynamic Measurement Group:
<https://dibels.org/dibelsnext.html>

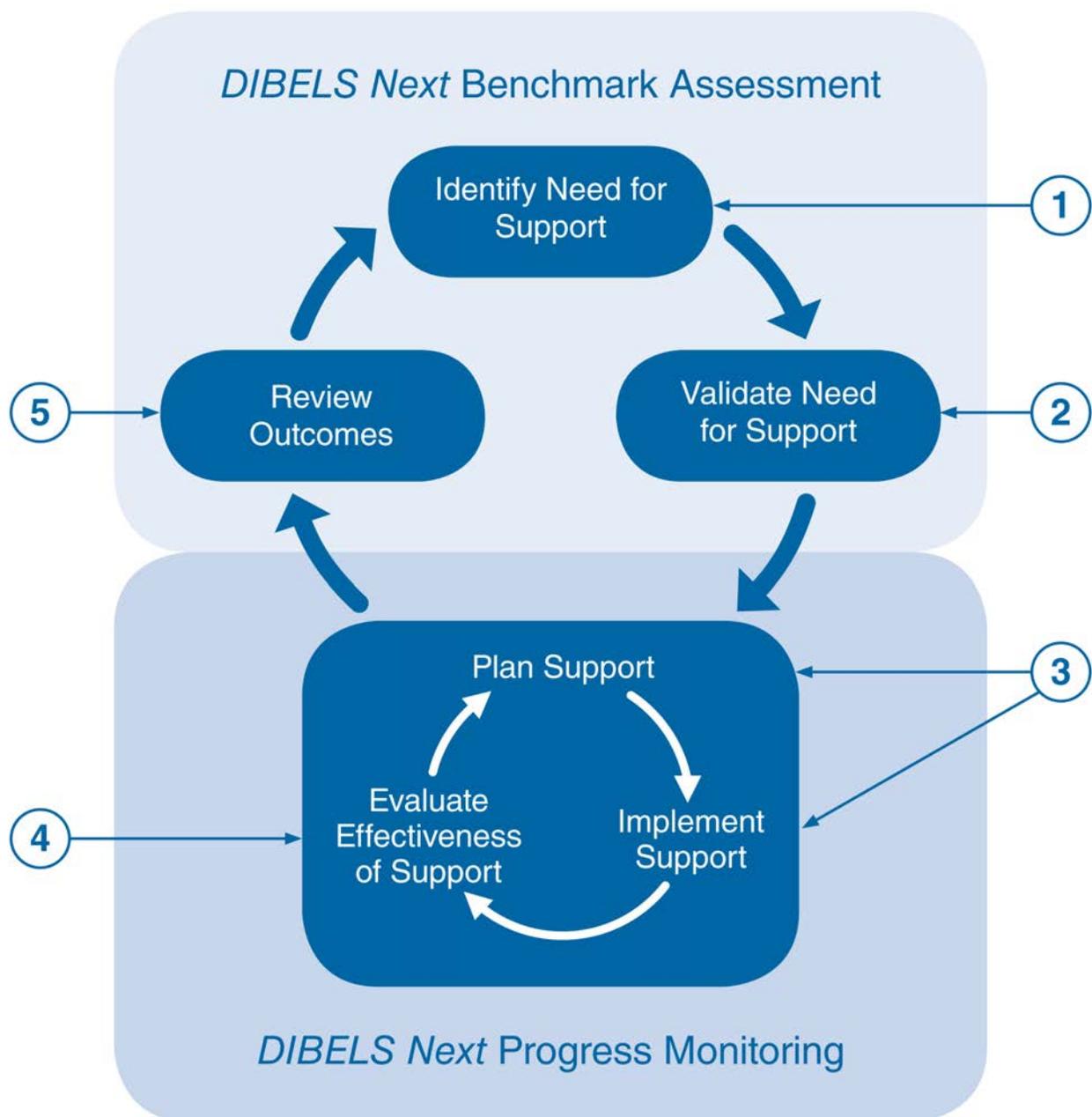
Using DIBELS to Make Educational Decisions

DIBELS testing is conducted in two ways:

1. *Universal Screening or Benchmark Assessment.* Benchmark assessment refers to testing all students within a grade three times per year for the purpose of identifying the students who may be at risk for reading difficulties. Benchmark assessment is always conducted using grade-level materials. DIBELS Next provides one of the best methods of identifying students who are at risk for early reading difficulties, including dyslexia.
2. *Progress Monitoring.* Progress monitoring refers to the more frequent testing of students who may be at risk for future reading difficulty. The purpose is to monitor the effectiveness of instruction and make real-time changes as needed. This more frequent monitoring is matched to the skill areas in which students are receiving instructional support, using grade-level or below-grade materials, depending on the student's needs.

Outcomes-Driven Model

Universal screening (benchmark assessment) and progress monitoring are the types of assessment necessary for use within a Multi-Tiered System of Support (MTSS) or Response-to-Intervention (RtI) model such as the Outcomes-Driven Model. In the Outcomes-Driven Model, data are used to make decisions to improve student outcomes by matching the amount and type of instructional support with the needs of individual students. The following figure illustrates the Outcomes-Driven Model.



DIBELS Next and the Basic Early Literacy Skills

DIBELS Next is comprised of six measures that serve as *indicators* of the essential skills that every child must master to become a proficient reader. As an indicator, a DIBELS measure is a brief, efficient index that is predictive of a child's performance in a broader skill area, similar to how a pediatrician measures a child's height and weight as indicators of overall physical development.

These indicators provide teachers with information on skill areas where students may need additional instructional support. It is important to note that although the sub-skills measured by DIBELS are strongly predictive of success within the broader basic early literacy skills, they are not the only skills within those broader areas that students must master in order to become good readers. *Teaching should focus on the broad skill areas*, not only on the sub-skills that are directly assessed by the DIBELS measures.

These DIBELS Measures...	... Serve as Indicators of These Basic Early Literacy Skills	Method of Administration
First Sound Fluency (FSF)	• Phonemic Awareness	Individual
Phoneme Segmentation Fluency (PSF)	• Phonemic Awareness	Individual
Letter Naming Fluency (LNF)	• <i>indicator of risk</i>	Individual
Nonsense Word Fluency (NWF)	• The Alphabetic Principle and Basic Phonics	Individual
DIBELS Oral Reading Fluency (DORF), including Retell	• Advanced Phonics and Word Attack Skills • Accurate and Fluent Reading of Text • Reading Comprehension	Individual
Daze	• Reading Comprehension	Group-Administered

How Much Time is Needed for Benchmark Assessment?

The amount of time it will take to administer the benchmark assessment will vary by grade and time of year. All measures except for Daze are administered one-on-one with students.

	Beginning of Year		Middle of Year		End of Year	
	Measures	Time	Measures	Time	Measures	Time
Kindergarten	FSF, LNF	3 minutes	FSF, PSF, LNF, NWF	6.5 minutes	LNF, PSF, NWF	5 minutes
Grade 1	LNF, PSF, NWF	5 minutes	NWF, DORF	8 minutes	NWF, DORF	8 minutes
Grade 2	NWF, DORF	8 minutes	DORF	6 minutes	DORF	6 minutes
Grades 3 - 6	DORF, Daze	6 min per student plus 5 min per class	DORF, Daze	6 min per student plus 5 min per class	DORF, Daze	6 min per student plus 5 min per class

Interpreting DIBELS Scores

DIBELS Next provides two types of scores at each benchmark assessment period:

1. A raw score for each individual measure and
2. A composite score (the DIBELS Next Composite Score or DCS).

Each of the scores is interpreted relative to the benchmark goals and cut points for risk.

The DIBELS Next benchmark goals and cut points for risk are based on research that examines the predictive probability of a score on a measure at a particular point in time, as compared to later DIBELS Next measures and external measures of reading proficiency and achievement.

DIBELS Next benchmark goals and cut points for risk provide three primary benchmark status levels that describe students' performance: a) At or Above Benchmark, b) Below Benchmark, and c) Well Below Benchmark. These levels are based on the overall likelihood of achieving specified goals on subsequent DIBELS Next assessments or external measures of reading achievement.

Benchmark Status	Overall Likelihood of Achieving Subsequent Early Literacy Goals	Likely Need for Support
At or Above Benchmark	80-90%	Likely to Need Core Support
Below Benchmark	40-60%	Likely to Need Strategic Support
Well Below Benchmark	10-20%	Likely to Need Intensive Support

Extensive research on the reliability and validity of the DIBELS Next measures has been conducted by the authors of DIBELS at DMG and by other researchers.

Data Management and Reporting

Immediate feedback is a necessary component of effective assessment. Data management services allow you to enter your DIBELS Next results online and receive reports that help you make instructional decisions. We recommend the following data management systems:

1. DIBELSnet® from Dynamic Measurement Group: <https://dibels.net/>.
 - For entering and reporting scores from paper-pencil assessment.
2. mCLASS® from Amplify: <http://www.amplify.com/>.
 - For users of Amplify's mCLASS: DIBELS Next mobile assessment platform.

Both systems provide a variety of reports to help teachers and administrators make instructional decisions. Screening and progress monitoring reports communicate student proficiency and growth at the district, school, classroom, and student levels.

Training

DMG offers high-quality training options developed directly by the authors of DIBELS. Training topics include how to give and score the measures, data interpretation, connecting the data to instruction, and a train-the-trainer model. Training formats include onsite workshops, live and recorded online workshops, and our annual training event, the DIBELS Super Institute. More information can be found at <http://dibels.org/training.html>.

Additional Assessments Available from DMG

DIBELS Next® Survey - Alternate forms of the DIBELS Next measures for determining instructional and progress monitoring levels for older struggling readers.

DIBELS® Deep - Diagnostic reading assessment in the areas of phonological awareness, phonics, comprehension, fluency, and oral language.

DIBELS® Math - Universal screening and progress monitoring in early numeracy, computation, and problem solving for grades K-6.

PELI® - Universal screening and progress monitoring for preschool-aged children in phonological awareness, vocabulary and oral language, alphabet knowledge, and listening comprehension.

CARI™ - Universal screening and progress monitoring of reading fluency and comprehension in science, social studies, and prose for grades 7-9.

IDEL® - Universal screening and progress monitoring of the early literacy skills that support reading in Spanish for grades K-3.

More Information

Visit our website at <http://dibels.org/> or e-mail us at info@dibels.org.