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This poster describes the development and application of a reading survey and a set of brief diagnostic assessments linked to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS survey includes guidelines and decision rules for using DIBELS to set goals, monitor progress, and make instructional decisions. The process is designed to increase decision-making precision regarding instructional level, appropriate goals, frequency of progress monitoring, and progress monitoring material. The brief diagnostic tools, called DIBELS Deep, map on to the five areas of early reading instruction described by the National Reading Panel (2000). Their primary function is to assist teachers with differentiating instruction for elementary-aged students identified at-risk for reading difficulties. Sample tasks will be presented for each set of measures, and their use described within a prevention-oriented decision-making model. Flowcharts showing the decision-making process will be shared. The results from initial validation studies are presented. Finally, directions for future research also are discussed.

DIBELS Deep Phonemic Awareness

Two probes:
- Deep PA Probe 1 samples the following skills: blending word parts in compound words, segmenting compound words, blending consonant trigraphs, segmenting consonant digraphs, blending onset-rime, matching onsets, segmenting onsets, rimes, recognizing rhyming words.
- Deep PA Probe 2 samples the following skills: blending 2 and 3 phoneme words, recognizing and producing initial sounds, recognizing and producing final sounds, segmenting 2 and 3 phoneme words and segmenting a 3 phoneme words with blends.

DIBELS Survey: Purpose & Materials

What is DIBELS Survey?
- Set of materials for K-6 in one testing booklet.
- Guidelines for “backtesting.”

Purposes:
- To determine type(s) and level(s) of progress monitoring materials for students with reading skills below grade level.
- To determine primary skills of instructional opportunity for increasing overall reading skills.
- To better target an entry point into DIBELS Deep or better pinpoint areas for further diagnostic assessment.

What is included?
- DIBELS & Retell for grades 1-6, NWF, PSF, FSF.

DIBELS Survey Example for 3-4th Grade Student

Testing began here

Example of Out of Grade Progress Monitoring

DIBELS Deep Word Reading & Decoding

Quick Screen & Five Additional Probes Covering Range of Skills in Grades K-3:
- Probe 1 kindergarten skills (e.g., letter-sound correspondences, blending VC and CVC words).
- Probes 2 and first grade skills (e.g., blending CVCC, CCVC, CVC words, blending words with consonant digraphs, blending one-syllable words with vowel digraphs and diphthongs, etc.).
- Probe 2 second grade skills (e.g., blending two-syllable words with r-controlled vowels, blending words with consonant blends, blending words with consonant digraphs and diphthongs, etc.).
- Probe 4 second grade skills (e.g., blending two-syllable words with diphthongs, blending words with irregular vowel teams, blending words with consonant trigraphs).

DIBELS Deep Purpose & Specifications

Purpose:
- To provide a set of time and cost efficient brief diagnostic assessments designed to provide specific information for targeting instruction corresponding to the 5 essential components of effective reading programs.

Specifications:
- Skill sequence corresponds to recognized sequences of instruction (e.g., Carrino et al., 2006; National Research Council, 1998; Nippold, 2007; Simmons & Kame’enui, 1999; Wagner, Muse, & Tannenbaum, 2007).
- Identify specific needs; assist in differentiating instruction
- User-friendly, cost-effective, & linked to DIBELS

DIBELS Survey Beta Survey

Participants:
- Sites (n = 28 schools, 10 districts, 6 states)
- White/racially ranged from Rural to Suburban
- Students scored from 60-78% of grade level
- Ethnicity ranged from 0-98% Native American, 0-19% Asian, 0-99% Black, 0-94% Hispanic, 7%–18% White students

Survey Beta Measures Means and Standard Deviations By Grade

Research Questions

1. Do teachers agree on monitoring & goal setting decisions?
- 44% absolute agreement, 87% partial agreement
- In 86% of the cases where disagreement occurred, DRA/DIBELS agreed on most challenging material
- In 80% of the cases where disagreement occurred, school personnel chose more frequent monitoring

2. Which goal do teachers believe is more attainable or meaningful?

3. Do teachers believe Survey resulted in greater decision-making precision than benchmarking alone?

4. Do teachers find Survey data useful for instructional planning?

5. To what extent are consumers satisfied with DIABELS Survey?
Development, Validation, and Decision-Making Utility of Reading Survey and Diagnostic Tools Linked To DIBELS®

Kelly A. Powell-Smith, Ph.D., NCSP & Ruth A. Kaminski, Ph.D./Dynamic Measurement Group

Study 2: DIBELS Deep Phase 1

Participants:
- Sites (n = 11 schools across 4 states)
- School size ranged from 182 - 642
- Student/Teacher ratio ranged from 11:1 to 19:1
- Ethnicity ranged from 0-2% Native American, 0-3% Asian, 0-27% Black, 2-11% Hispanic, 56-99% White students
- Free/reduced price lunch ranged from 11% - 53%
- 8 Title I schools
- Students (n = 245)
- Random stratified sample of 15-30 students in each grade K-4 from each school
- Teachers (n = 31)
- Examiners (n = 16)

Students by Instructional Recommendations:

![Bar chart showing instructional recommendations]

Descriptive Statistics: DIBELS Deep Means & Standard Deviations (Fall)

- Orange Highlighting = Target grade level & time frame
- PA1 = Phonemic Awareness Probe 1 (maximum possible score = 60), PA2 = Phonemic Awareness Probe 2 (maximum possible score = 55), WRD1 = Word Reading & Decoding 1 (maximum possible score = 119), WRD2 = Word Reading & Decoding 2 (maximum possible score = 182), WRD3 = Word Reading & Decoding 3 (maximum possible score = 144), WRD4 = Word Reading & Decoding 4 (maximum possible score = 119)

<table>
<thead>
<tr>
<th>Grade</th>
<th>PA1 Fall</th>
<th>PA2 Fall</th>
<th>WRD1 Fall</th>
<th>WRD2 Fall</th>
<th>WRD3 Fall</th>
<th>WRD4 Fall</th>
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</thead>
<tbody>
<tr>
<td>KG</td>
<td>30.40 (13.00)</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>1st</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>2nd</td>
<td>41.57 (16.07)</td>
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<td>-</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>3rd</td>
<td>51.29 (3.80)</td>
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<tr>
<td>4th</td>
<td>70.78 (48.43)</td>
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Correlations with DIBELS Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Fall</th>
<th>Winter</th>
<th>Fall</th>
<th>Winter</th>
<th>Fall</th>
<th>Winter</th>
<th>Fall</th>
<th>Winter</th>
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<tbody>
<tr>
<td>PA1</td>
<td></td>
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<td>PA2</td>
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<td>WRD1</td>
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<td>WRD2</td>
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<td>WRD3</td>
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<td>WRD4</td>
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</tbody>
</table>

All correlations are statistically significant and are based upon participants with pair-wise complete data, p < .05. Data are not reported in cases where n < 20.

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>Mean Rating</th>
<th>SD</th>
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<tbody>
<tr>
<td>Grade 1</td>
<td>1</td>
<td>91.61 (25.07)</td>
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<tr>
<td>Grade 2</td>
<td>2</td>
<td>81.83 (36.57)</td>
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<tr>
<td>Grade 3</td>
<td>3</td>
<td>87.07 (43.18)</td>
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<tr>
<td>Grade 4</td>
<td>4</td>
<td>70.78 (48.43)</td>
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4. Are the items and sections sequenced appropriately?

<table>
<thead>
<tr>
<th>Section Level Data: Kindergarten and First Grade Fall PA 2</th>
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<tbody>
<tr>
<td>Error Analysis</td>
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<tr>
<td>----------------</td>
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<tr>
<td>Kindergarten</td>
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<tr>
<td>First Grade</td>
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</tbody>
</table>

Summary of Results

- Scope and sequence is generally accurate for grade level
- Strong correlations between measures of the same skill (.7 - .9)
- Moderate to strong correlations between measures of different skills (.4 - .7)
- Correlation data for sections within probes suggest most sections are related to each other
- Ordering of items is generally accurate
- Overall teachers agree that the measures are useful
- Overall examiners are satisfied with the usability of the measures

Next Steps

- Minor revisions to DIBELS Survey
- Pilot and Phase 1 research for comprehension, fluency and oral language DIBELS Deep measures
- Large scale study of Deep PA & WRD to conduct CFA using PDA version
- Further examine linkage between Survey and Deep

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