

DYNAMIC MEASUREMENT GROUP

***2014-2015 DIBELSnet[®] Preliminary
System-Wide Percentile Ranks for
CARI Daze***

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Suggested Citation:

Latimer, R. J., Abbott, M. , & Good, R. H. (2014). *2014-2015 DIBELSnet[®] Preliminary System-Wide Percentile Ranks for CARI Daze* (Technical Report No. 20). Eugene, OR: Dynamic Measurement Group.

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Introduction

The following report presents the system-wide percentile ranks for the Content Area Reading Indicators (CARI[®]) Daze measure for seventh through ninth grade students. The results are presented by grade and time of year for which these measures are used for benchmark assessment (beginning-, middle-, and end-of-year). The *CARI Daze* system-wide percentile ranks are based on data entered into Dynamic Measurement Group's DIBELSnet[®] data reporting system (<https://dibels.net/>) for the 2014-2015 school year.

System-Wide Percentile Ranks and Local Norms

The CARI Daze system-wide percentile ranks allow a school or district to compare a student's performance to other students within the same data management system. When examined in conjunction with local (school or district) norms, the *CARI Daze* system-wide percentile ranks can be used as an additional frame of reference for evaluating a student's skill level in reading comprehension.

We recommend prioritization of local norms over system-wide percentile ranks when interpreting student performance. Local norms allow a school or district to compare an individual student's performance to other students in the same district. Local norms have the important advantage of being representative of the student's district, even if they are not necessarily representative of the DIBELSnet system-wide. For instance, a student with a *CARI Daze* Adjusted score of 41 at the middle of seventh grade would be at the 20th percentile according to system-wide percentile ranks, but may be at the 45th percentile on local norms if the average achievement in the district is below the system-wide average. When considering how to utilize limited resources for reading comprehension intervention services, this student's local percentile may indicate lower priority for limited support resources than a student whose scores indicate much lower performance according to local norms. There are times, however, when system-wide percentile ranks can provide additional clarification regarding student performance. For example, this same student might appear to have average skills in the local context, but the system-wide normative information clarifies that the student's skills are below average in a larger context (see Table A). Taking into account local norms, the *CARI Daze* system-wide percentile ranks can provide a more complete and nuanced perspective on the student's skills and needs.

Another consideration is the distribution of demographic characteristics in a particular district. For example, a local district may have a very high proportion of English-language learners. While the *CARI Daze* system-wide percentile ranks include English-language learners, the proportion may or may not be representative of the local district. System-wide percentile ranks may be more representative of some states than others. Specific norms for a particular state may be less representative of the nation as a whole, but more representative of students in the state.

For system-wide, norm-referenced interpretations with *DIBELS*[®], suggested descriptors for levels of performance are provided in Table A. The performance descriptors are intended to describe the current level of skill for a student in comparison to other students in DIBELSnet.

They are not intended as statements of achievement and do not reflect what the student is capable of learning with targeted, effective instruction.

Table A. <i>Levels of Performance</i>	
Percentile Rank Ranges	Performance Descriptors: <i>Compared to other students in the DIBELSnet[®] sample, the student's performance is:</i>
98th percentile and above	Upper Extreme
91st to 97th percentile	Well-Above Average
76th to 90th percentile	Above Average
25th to 75th percentile	Average
9th to 24th percentile	Below Average
3rd to 8th percentile	Well-Below Average
2nd percentile and below	Lower Extreme

When interpreting scores at the percentile level, *CARI* measures should be viewed as screening and progress monitoring tools that help identify students who may need additional instructional support and monitoring. A student's future reading performance is unknown and not fixed at the time of the initial screening. Instead, reading outcomes are the result of both the student's initial skills and the targeted, differentiated instruction and intervention that are provided as a direct result of the screening information. If the initial screening predicts a less-than-adequate performance, then the instructional goal is to change the prediction for the better. For example, if a student's scores reflect Well-Below Average performance on the beginning-of-year seventh grade assessment, then he or she is likely to need additional instructional support to be successful. The goal is for the student to achieve improved outcomes, (i.e., Average or above scores in seventh grade), as a result of providing targeted, differentiated instruction and intervention.

Description of the Sample

The percentile ranks for *CARI* Daze are based on a sample of school-age children across the United States, Canada, and Mexico. This sample was collected and entered into DIBELSnet by school personnel at three benchmark assessment time points (fall or beginning-of-year, winter or middle-of-year, and spring or end-of-year) during the 2014-2015 school year. Data were exported from DIBELSnet in September 2015. Students with recorded data from all three benchmark assessments were retained. The final sample included approximately 7,254 students in seventh through ninth grade from 58 schools within 35 school districts.

A summary of the Daze Adjusted score percentile rankings are reported by grade in Table 1 (page 7). Exact percentile ranks for the Daze Adjusted score are reported by grade and time of year in Table 2 (pages 8 - 17).

System-wide Percentile Rank Interpretation

The percentile rank that corresponds to each score represents the system-wide skill level within DIBELSnet, and can be used to compare the performance to a system-wide comparison group.

For example, if a seventh grade student had a Daze Adjusted score of 79 at the middle-of-year benchmark assessment, then, according to the summary Table 1 on page 7 and the exact percentile rank in Table 2 on page 11, her score falls at the 70th percentile rank of the system-wide sample. This means that the student performed as well as or better than approximately 70% of other students within the *CARI Daze* system-wide percentile ranks and was in the average range based on the performance descriptors in Table A. Alternatively, if the student had a Daze Adjusted score of 39, then her score falls in the below average range. From Table 1, a score of 39 falls between the 15th and the 20th percentile. Table 2 provides the exact rank of the 17th percentile. This means that 17% of other students within the *CARI Daze* system-wide percentile ranks population scored as well as or lower than the student.

About the Authors of CARI

Mary Abbott, Ph.D., is a Senior Research Scientist at Dynamic Measurement Group (DMG) in Eugene, Oregon. At DMG, she co-directs research on the Preschool Early Literacy Indicator (*PELI*) with Dr. Ruth Kaminski and is also Project Director for research on the Content Area Reading Indicators (*CARI*) with Dr. Roland Good. Dr. Abbott was formally a research scientist for the University of Kansas at Juniper Gardens Children's Project (JGCP) research facility (2000-2011). At JGCP, Dr. Abbott's research experiences as the Co-Principal Investigator and Principal Investigator included six different literacy-instruction related research projects. Dr. Abbott is a former elementary school teacher, reading specialist, and Academic Language Therapist clinician and is well published in peer-referred journals. She has conducted over 120 literacy instruction trainings for teachers whose level of instruction ranged from preschool through adult literacy. In addition, Dr. Abbott has created numerous curricula and research assessment tools including a program for students with dyslexia, an early childhood vocabulary intervention, and Quality and Fidelity of Implementation assessments.

Roland H. Good, III, Ph.D., is President and Associate Director of Research and Development for Dynamic Measurement Group and co-author of *DIBELS*. Dr. Good completed his undergraduate degree in Elementary and Special Education, and he has two years' experience as a teacher in elementary general education and special education classrooms. He earned his doctorate from Pennsylvania State University in School Psychology and served two years as a school psychologist. For the past 20 years, Dr. Good has led the program of research and development culminating in the Dynamic Indicators of Basic Early Literacy Skills (*DIBELS*). Dr. Good provides *DIBELS* professional development to educators and administrators throughout the United States. He has also served on the editorial boards for *School Psychology Review*, *School Psychology Quarterly*, and the *Journal of Special Education*, and has presented more than 100 papers at national conferences. In 2005, Penn State awarded Dr. Good its Excellence in Education Award in recognition of his contributions to the field of education.

References

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Table 1. CARI Daze Adjusted Score 2014-2015 System-Wide Percentile Ranks Summary for Grades 7 through 9

Percentile Rank	Beginning of year			Middle of year			End of year		
	7th grade	8th grade	9th grade	7th grade	8th grade	9th grade	7th grade	8th grade	9th grade
1	13	9	10	12	15	10	13	18	14
5	22	20	29	22	30	22	25	33	31
10	29	28	35	31	40	33	33	42	40
15	34	35	39	37	47	40	39	49	48
20	38	40	42	41	53	45	45	55	53
25	42	45	46	45	57	49	49	60	56
30	45	49	50	49	62	53	54	65	61
35	48	53	54	53	66	57	58	69	64
40	52	57	56	56	70	60	62	74	68
45	55	60	59	60	74	64	66	79	72
50	59	65	62	63	77	66	71	84	75
55	62	69	67	67	81	71	75	88	80
60	66	73	71	70	85	76	80	93	85
65	70	78	76	75	90	81	85	97	89
70	74	83	80	79	94	85	90	102	95
75	79	87	84	84	99	91	95	108	100
80	84	93	91	89	104	99	101	113	106
85	90	101	99	95	110	105	108	121	112
90	99	110	108	103	120	116	118	129	124
95	113	124	122	115	136	133	133	144	141
99	150	158	156	147	169	158	166	183	177

Note. N = 7,254. Data exported from Dynamic Measurement Group's data reporting system, DIBELSnet. Values reported are the lowest raw score at or above the corresponding percentile rank.

Table 2. CARI Daze Adjusted Score 2014-2015 Percentile Ranks for Seventh through Ninth Grade

Daze Adjusted Score	7th grade			8th grade			9th grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
0	< 1	< 1	< 1	< 1	< 1	< 1	< 1	< 1	< 1
1	< 1	< 1	< 1	< 1	< 1	< 1	< 1	< 1	< 1
2	< 1	< 1	< 1	< 1	< 1	< 1	< 1	< 1	< 1
3	< 1	< 1	< 1	< 1	< 1	< 1	< 1	< 1	< 1
4	< 1	< 1	< 1	1	< 1	< 1	1	< 1	< 1
5	< 1	< 1	< 1	1	< 1	< 1	1	< 1	< 1
6	< 1	1	< 1	1	< 1	< 1	1	< 1	< 1
7	1	1	1	1	< 1	< 1	1	< 1	< 1
8	1	1	1	1	1	< 1	1	1	1
9	1	1	1	1	1	< 1	1	1	1
10	1	1	1	2	1	1	1	1	1
11	1	1	1	2	1	1	1	2	1
12	1	1	1	2	1	1	2	2	1
13	1	2	1	2	1	1	2	2	1
14	2	2	2	3	1	1	2	2	1
15	2	2	2	3	1	1	2	2	1
16	2	2	2	3	2	1	2	3	2
17	3	3	3	3	2	1	2	3	2
18	3	3	3	4	2	1	2	3	2
19	4	4	3	5	2	2	2	4	2
20	4	4	3	5	2	2	2	4	2
21	5	5	4	6	3	2	3	5	2
22	5	5	4	6	3	2	3	5	2
23	6	6	4	7	3	2	3	6	2
24	6	6	5	7	3	2	3	6	2
25	7	7	5	8	4	3	3	7	3

Table 2. CARI Daze Adjusted Score 2014-2015 Percentile Ranks for Seventh through Ninth Grade

Daze Adjusted Score	7th grade			8th grade			9th grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
26	8	7	6	9	4	3	4	8	3
27	9	7	6	10	4	3	4	8	4
28	9	8	7	10	5	4	4	8	4
29	10	9	7	11	5	4	5	9	4
30	11	10	8	12	5	4	6	9	5
31	12	10	9	12	6	5	7	9	5
32	13	11	9	13	6	5	8	9	6
33	14	12	10	14	7	5	9	10	6
34	15	13	11	14	7	6	10	11	6
35	16	14	12	15	7	6	10	12	7
36	18	14	12	16	8	7	11	12	7
37	19	15	13	18	8	7	13	13	8
38	20	16	14	18	9	8	13	14	9
39	21	17	15	19	9	8	15	14	9
40	22	18	16	20	10	9	16	15	10
41	24	20	16	22	11	9	17	16	11
42	25	21	17	22	12	10	19	17	11
43	27	22	18	23	12	11	21	18	11
44	28	24	19	24	13	12	22	19	13
45	30	25	20	25	14	12	23	20	14
46	31	26	21	26	14	13	24	21	15
47	33	28	22	28	15	13	26	22	15
48	34	29	23	29	16	14	28	23	15
49	36	30	25	30	17	15	29	25	16
50	37	31	26	31	17	16	30	26	17
51	39	32	27	33	18	17	32	28	18

Table 2. CARI Daze Adjusted Score 2014-2015 Percentile Ranks for Seventh through Ninth Grade

Daze Adjusted Score	7th grade			8th grade			9th grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
52	40	33	28	34	19	18	33	29	19
53	42	35	29	35	20	18	34	30	20
54	43	36	30	37	21	19	35	32	22
55	45	38	31	38	22	20	38	33	23
56	46	40	33	39	23	21	40	34	25
57	48	41	34	40	25	22	42	35	26
58	49	43	35	42	26	23	43	36	27
59	50	44	36	43	27	24	45	38	28
60	52	45	38	44	28	25	46	39	29
61	53	47	39	46	29	26	48	41	30
62	55	48	40	47	30	27	49	43	32
63	56	50	41	48	31	28	51	44	33
64	57	51	42	49	32	29	52	45	35
65	58	52	43	50	34	30	53	47	36
66	60	54	44	51	35	31	54	49	37
67	61	55	46	52	36	32	55	51	38
68	62	57	47	53	38	33	56	52	39
69	63	58	48	55	39	35	57	53	41
70	65	60	49	56	40	36	58	54	42
71	66	61	50	57	41	37	60	55	43
72	67	62	51	58	42	38	61	56	44
73	69	63	53	60	44	39	62	57	46
74	70	64	54	61	45	40	64	57	47
75	71	65	55	62	46	41	64	58	49
76	72	66	56	63	48	42	65	60	51
77	73	68	57	64	49	43	66	61	52

Table 2. CARI Daze Adjusted Score 2014-2015 Percentile Ranks for Seventh through Ninth Grade

Daze Adjusted Score	7th grade			8th grade			9th grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
78	74	69	58	65	51	44	67	62	53
79	75	70	59	66	52	45	68	63	54
80	76	71	60	67	53	46	70	64	55
81	77	72	61	68	55	47	71	65	56
82	78	73	62	69	56	48	73	66	57
83	79	74	63	70	58	49	74	67	58
84	80	75	64	71	59	50	75	68	59
85	81	77	65	72	60	51	76	69	60
86	82	78	66	73	61	52	78	71	61
87	83	79	67	75	62	53	79	72	62
88	83	79	68	76	63	54	79	73	63
89	84	80	69	76	64	56	80	74	65
90	85	81	70	77	65	57	80	75	66
91	86	82	71	78	66	58	80	75	67
92	86	83	72	79	67	59	81	76	67
93	87	84	73	80	69	60	82	76	68
94	88	84	74	81	70	61	82	77	69
95	88	85	75	82	71	62	83	78	70
96	89	86	76	82	72	63	83	79	71
97	89	87	77	83	74	65	84	80	73
98	90	87	78	83	75	66	84	80	74
99	90	88	78	84	75	66	85	80	75
100	91	89	79	85	76	67	86	81	75
101	91	89	80	85	78	69	86	82	76
102	92	90	81	86	79	70	86	83	77
103	92	90	82	87	79	71	87	83	78

Table 2. CARI Daze Adjusted Score 2014-2015 Percentile Ranks for Seventh through Ninth Grade

Daze Adjusted Score	7th grade			8th grade			9th grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
104	93	91	82	87	80	72	87	84	78
105	93	91	83	88	81	73	88	85	79
106	93	92	84	89	82	74	88	86	80
107	94	92	84	89	83	75	89	87	81
108	94	93	85	90	84	75	90	87	82
109	94	93	86	90	84	76	91	88	83
110	94	94	86	90	85	77	91	88	84
111	95	94	87	91	86	78	92	88	84
112	95	94	87	91	86	79	92	89	85
113	95	95	88	92	87	80	93	89	86
114	96	95	88	92	88	81	93	89	86
115	96	95	89	93	88	81	94	90	87
116	96	96	89	93	88	82	94	90	87
117	96	96	90	93	89	83	94	91	87
118	96	96	90	94	89	83	94	91	88
119	97	96	91	94	90	84	95	91	89
120	97	97	91	94	90	85	95	91	89
121	97	97	92	95	91	85	95	91	89
122	97	97	92	95	91	86	95	92	89
123	97	97	92	95	92	87	96	93	90
124	97	97	92	95	92	88	96	93	90
125	98	98	93	96	93	88	96	93	91
126	98	98	93	96	93	89	96	94	91
127	98	98	94	96	93	89	96	94	91
128	98	98	94	96	93	90	97	94	91
129	98	98	94	97	94	90	97	94	92

Table 2. CARI Daze Adjusted Score 2014-2015 Percentile Ranks for Seventh through Ninth Grade

Daze Adjusted Score	7th grade			8th grade			9th grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
130	98	98	95	97	94	91	97	94	92
131	98	98	95	97	94	91	97	95	92
132	98	98	95	97	94	92	97	95	92
133	98	98	95	97	95	92	97	95	93
134	98	98	96	97	95	92	97	95	93
135	98	99	96	98	95	93	97	96	94
136	98	99	96	98	95	93	98	96	94
137	99	99	96	98	96	93	98	96	94
138	99	99	97	98	96	94	98	96	95
139	99	99	97	98	96	94	98	96	95
140	99	99	97	98	96	94	98	97	95
141	99	99	97	98	96	95	98	97	95
142	99	99	97	98	97	95	98	97	96
143	99	99	98	98	97	95	98	97	96
144	99	99	98	99	97	95	98	97	96
145	99	99	98	99	97	96	98	97	96
146	99	99	98	99	97	96	98	97	97
147	99	99	98	99	97	96	99	97	97
148	99	> 99	98	99	98	96	99	97	97
149	99	> 99	99	99	98	96	99	97	97
150	99	> 99	99	99	98	96	99	97	97
151	99	> 99	99	99	98	97	99	98	97
152	99	> 99	99	99	98	97	99	98	97
153	99	> 99	99	99	98	97	99	98	97
154	> 99	> 99	99	99	98	97	99	98	98
155	> 99	> 99	99	99	98	97	99	98	98

Table 2. CARI Daze Adjusted Score 2014-2015 Percentile Ranks for Seventh through Ninth Grade

Daze Adjusted Score	7th grade			8th grade			9th grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
156	> 99	> 99	99	99	99	98	99	98	98
157	> 99	> 99	99	99	99	98	99	99	98
158	> 99	> 99	99	99	99	98	99	99	98
159	> 99	> 99	99	> 99	99	98	99	99	98
160	> 99	> 99	99	> 99	99	98	99	> 99	98
161	> 99	> 99	99	> 99	99	98	99	> 99	98
162	> 99	> 99	99	> 99	99	98	99	> 99	98
163	> 99	> 99	99	> 99	99	98	> 99	> 99	98
164	> 99	> 99	99	> 99	99	98	> 99	> 99	98
165	> 99	> 99	99	> 99	99	99	> 99	> 99	98
166	> 99	> 99	99	> 99	99	99	> 99	> 99	98
167	> 99	> 99	99	> 99	99	99	> 99	> 99	98
168	> 99	> 99	> 99	> 99	99	99	> 99	> 99	98
169	> 99	> 99	> 99	> 99	99	99	> 99	> 99	99
170	> 99	> 99	> 99	> 99	> 99	99	> 99	> 99	99
171	> 99	> 99	> 99	> 99	> 99	99	> 99	> 99	99
172	> 99	> 99	> 99	> 99	> 99	99	> 99	> 99	99
173	> 99	> 99	> 99	> 99	> 99	99	> 99	> 99	99
174	> 99	> 99	> 99	> 99	> 99	99	> 99	> 99	99
175	> 99	> 99	> 99	> 99	> 99	99	> 99	> 99	99
176	> 99	> 99	> 99	> 99	> 99	99	> 99	> 99	99
177	> 99	> 99	> 99	> 99	> 99	99	> 99	> 99	99
178	> 99	> 99	> 99	> 99	> 99	99	> 99	> 99	> 99
179	> 99	> 99	> 99	> 99	> 99	99	> 99	> 99	> 99
180	> 99	> 99	> 99	> 99	> 99	99	> 99	> 99	> 99
181	> 99	> 99	> 99	> 99	> 99	99	> 99	> 99	> 99

Table 2. CARI Daze Adjusted Score 2014-2015 Percentile Ranks for Seventh through Ninth Grade

Daze Adjusted Score	7th grade			8th grade			9th grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
182	> 99	> 99	> 99	> 99	> 99	99	> 99	> 99	> 99
183	> 99	> 99	> 99	> 99	> 99	99	> 99	> 99	> 99
184	> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99
185	> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99
186	> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99
187	> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99
188	> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99
189		> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99
190		> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99
191		> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99
192		> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99
193		> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99
194		> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99
195		> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99
196		> 99	> 99	> 99	> 99	> 99	> 99	> 99	> 99
197		> 99	> 99	> 99		> 99	> 99	> 99	> 99
198			> 99	> 99		> 99	> 99	> 99	> 99
199			> 99	> 99		> 99	> 99	> 99	> 99
200			> 99			> 99	> 99	> 99	> 99
201			> 99			> 99	> 99	> 99	> 99
202			> 99			> 99	> 99	> 99	> 99
203						> 99	> 99	> 99	> 99
204						> 99	> 99		> 99
205							> 99		
206							> 99		
207							> 99		

Table 2. CARI Daze Adjusted Score 2014-2015 Percentile Ranks for Seventh through Ninth Grade

Daze Adjusted Score	7th grade			8th grade			9th grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
208							> 99		

Note. Sample sizes: seventh grade = 3,459, eighth grade = 3,308, ninth grade = 487. Data exported from Dynamic Measurement Group's data reporting system, DIBELSnet. BOY=beginning of year, MOY=middle of year, and EOY=end of year. Percentile ranks are listed for valid CARI Daze Adjusted scores only; a blank space indicates that the corresponding score is invalid or above the maximum possible for that grade level and time of year.