Diagnostic Assessment Is...

Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students’ individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning.*


Why Is This Presentation Useful for School Psychologists?

- Reading comprehension problems are often complex
- Screening information may be insufficient for intervention development
- Teachers may not know what to do differently beyond strategy instruction
- Many traditional diagnostic assessments do not link to interventions

Disclosure

Ruth Kaminski is a co-owner of Dynamic Measurement Group, Inc. (DMG). Kelly Powell-Smith and Stephanie Stollar are employees of DMG.

DMG is an educational company that is dedicated to supporting success for children and schools. DMG was founded by Roland H. Good III and Ruth Kaminski, authors of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS®), and is the official home of DIBELS research, development, and training.

DMG receives revenue from the publication of DIBELS assessments, training and professional development, and the operation of the DIBELSnet® data reporting service.

DIBELS Next® is available for free download and unlimited photocopying for educational purposes at https://dibels.org/.

Additional information about DMG is available at https://dibels.org/.
For Example...Let’s Consider Edward

Edward’s decoding skills appear to be on-track—he is accurate and his fluency is appropriate given his grade level.

The teacher has concerns with his comprehension and his language skills.

The teacher believes more information is needed to know how to intervene.

Agenda...

- Introduction and purpose
- Description of the measures
- Research & development
- Procedures for use
- Case Example Illustrations
- Discussion & Questions
- Resources

Complexities of Reading Comprehension
Sample Reading Comprehension Skills

- Answer questions about a story or informational passage
- Tell the main idea of a simple story or topic of an informational passage
- Make and verify predictions
- Retell a story and include main idea, characters, settings, and important events
- Identify the sequence of events in a story or informational passage
- Stop while reading to assess understanding and clarify
- Identify similarities and differences in the text

Basic Early Literacy Skills: Strands

- Vocabulary & Oral Language:
  - Semantics (meaning & usage)
  - Syntax (order of words & relationship to other words in a sentence)
  - Morphology (knowledge of word parts)
  - Phonology (metalinguistic skill)
  - Figurative Language (e.g., idiomatic expressions)*
- Background Knowledge*
- Knowledge & skills for text integration and coherence
  - Awareness of text structure & linguistic cohesive devices
- Thinking Strategies*: Prediction and inference
- Fluency: Sufficient to support comprehension
- Working Memory

Unwinding the Rope Strands...

Purposes of DIBELS® Deep CFOL Measures
Purposes of DIBELS® Deep CFOL

- To guide instruction in:
  - comprehension
  - fluency
  - oral language
- To provide deeper diagnostic information about student skills in these areas
- To inform the amount of instructional support necessary for students to learn these skills
- Guide team in use of data for decision making at system level

Design Specifications and Features of DIBELS® Deep

- Brief, user-friendly, and cost effective
- Standardized
- Untimed
- Individually administered
- Flexible & dynamic
- No benchmark goals
- Linked to DIBELS Next, but can be used without DIBELS Next
- Research-based and research-validated
- Aligned with Common Core State Standards
- Tap into the complexities of reading comprehension
- Identify specific needs; assist in differentiating instruction

Outcomes-Driven Model Steps:
1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

Alignment with Common Core State Standards
**DIBELS® Deep Comprehension, Fluency & Oral Language (CFOL) Task Domains**

- Story Coherence/Story Structure Awareness
- Listening Comprehension
- Reading Comprehension (Retell & Summarizing)
- Syntax
- Morphological awareness
- Grammar
- Figurative Language
- Vocabulary (Definitions & Multiple Meanings)
- Reading Fluency (Expository & Narrative)

**What Is Included in DIBELS® Deep CFOL?**

- DIBELS Deep CFOL Assessment Manual
  - Introduction & purpose
  - Directions for administering & scoring
  - Information about interventions
  - Technical adequacy
  - Case study examples
- Assessor Directions & Student Materials Book
- Score Sheets

**Assessor Directions, Student Materials, & Assessment Manual**

**Score Sheets**
Score Summary & Analysis Pages

Helpful Scoring Guides...

CFOL Research & Development Overview

1. Initial Pilot Study:
   - Scope & sequence
   - Test items, directions, prompts, & scoring
   - Starting points & discontinue rules

2. Pilot-2 Study:
   - Scope & sequence
   - Item difficulty
   - Feasibility & user satisfaction
   - Relation to DIBELS

3. CFOL Validation 2013–2014:
   - Item order and difficulty
   - Relation to DIBELS Next
   - Procedural reliability
   - Utility & user satisfaction

Research Summary for Deep CFOL

Correlations with DIBELS Composite Score
- Most correlations were Moderate & support validity of Sections A–C.
- Most correlations were Moderate & support validity of Sections D–F.
- Most correlations were Moderate-Strong & support the validity of Section G.

Factor Structure of DIBELS Deep
- A confirmatory factor analysis supports the construct validity of CFOL.

IRT Analyses
- Items progress in difficulty by the order in which they occur in each section. Results indicate that the measure adequately assessed a progression of skill level across grades.

Reliability
- Rater agreement using Kappa ranged from Moderate to Almost Perfect while correlations ranged from Strong to Almost Perfect.
- Internal consistency estimates suggest that the items within the CFOL assessment possess good internal consistency reliability.

Consumer Feedback
- Ratings indicated that most teachers thought the measures were useful.
Testing Procedures and Sample DIBELS Deep CFOL Tasks

Where to Begin and Which Sections to Test

Consider using DIBELS Deep CFOL when:
1. DIBELS Next composite score is below benchmark, and
2. Indicators from the checklist are present

Grade Level Designations

Each task has a grade level designation that may be used to help determine where to begin.

Example: Third Grade Student Tested on Syntactic Knowledge/Grammar
- Start with Use of Plurals (D2)
- Matching Sentences to Pictures (D1) likely too easy for Grade 3 students
- You may choose to use Matching Sentences to Pictures (D1) for this student, but would likely only do so if the student performed poorly on the other tasks in Section D

Modeling and Sample Items

- Many CFOL tasks
  - begin by modeling the skill
  - include one or more sample items
- Models and Sample items must be delivered verbatim according to the Assessor Directions and Student Materials book.
- If support is needed beyond what is provided in the Assessor Directions and Student Materials book, teaching and prompting strategies are suggested.
- Assessors are free to use their inventiveness.
Administration & Scoring Overview

DIBELS® Deep CFOL

Materials:
- DIBELS Deep CFOL Test Book
- Score Sheet(s)
- clipboard
- pencil

Directions:
1. Introduce the task by saying, *We are going to do some listening and reading activities.*
2. Say the directions for each item and present the necessary stimulus pages in the order presented in the test book and/or based upon skill areas to be tested. Record the student's responses on the score sheet.
3. Follow the discontinue rules described for each section.

Timing:
- Not timed.

Prompts:
- Generic prompts and teaching strategies may be used to elicit the desired response(s). Assessors may also use other prompting and/or teaching strategies they believe might elicit a correct response. Prompting and teaching are recommended primarily for the first two items in each section. Additional prompting or use of teaching is allowed if needed. If a student responds correctly to an item with a prompt or with teaching, score the item as correct and mark a "P" for prompt or a "T" for teach in the "Prompt/Teach" column on the score sheet.

Notes:
- Make note(s) regarding the types of prompts or teaching strategies used.

Suggested Generic Prompts and Teaching Strategies
- Any time prompting or teaching strategies are used, make a note of it in the "Prompt/Teach" column on the score sheet.
- Pre-teach concepts necessary to complete the task. For example, pre-teach the concepts of "first" and "last." Define concepts using examples. Model the concept. Have the student demonstrate the concept with you.
- Model the task in smaller parts.
- Do the task together. After you have modeled a task, you may have the student do the task with you.

Section A: Story Coherence/Text Structure

Two Tasks in Section A:
- **Section A1: Story Telling.** The student is shown a series of pictures, provided a goal-directed title, and the student is asked to tell a story about what is happening. (5 items)
- **Sections A2: What Happens Next (Prediction).** The student is shown a series of pictures, the assessor tells the story, and then asks the student what they think might happen next in the story. (5 items)

Section A2: What Happens Next

Here are some more pictures that tell a story. The title of this story is at the top of the page (point). I will read the title and tell you what is happening in each picture. Look at the pictures and listen carefully to me because I want you to tell me what will happen next in the story, after the last picture. Ready? (Pause.) Listen, this story is called “Landing on the Moon” (pause)...

<table>
<thead>
<tr>
<th>Domain</th>
<th>Story coherence/text structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description</td>
<td>The student is shown a series of pictures, the assessor tells the story, and then asks the student what they think might happen next in the story.</td>
</tr>
<tr>
<td>Estimated Administration Time</td>
<td>3-6 minutes</td>
</tr>
<tr>
<td>Levels</td>
<td>Grades K &amp; 1</td>
</tr>
<tr>
<td>Number of Items</td>
<td>5</td>
</tr>
<tr>
<td>Score</td>
<td>Students earn points for providing a reasonable prediction. Low-level predictions earn 1 point and more elaborate predictions, including inference, earn 2 points (maximum score of 2 points per test item).</td>
</tr>
<tr>
<td>Discontinue Rule</td>
<td>Discontinue after 3 consecutive items with 0-point responses.</td>
</tr>
</tbody>
</table>
Prompts:

What do you think the next picture in this story would show?

Teaching: If the student does not respond correctly, you may try using the teaching sequence below.

Say, One thing that might happen next is that the astronauts turn around and walk over to meet the alien (point). What is another thing that might happen next after this picture (point to the last picture)?

You may use wording like, Let’s try another one, before each item if needed.

Section A2: What Happens Next Prompts

Section A2: What Happens Next Prompts

Section A2 Scoring Guide

Prompts:

What do you think the next picture in this story would show?

Teaching: If the student does not respond correctly, you may try using the teaching sequence below.

Say, One thing that might happen next is that the astronauts turn around and walk over to meet the alien (point). What is another thing that might happen next after this picture (point to the last picture)?

You may use wording like, Let’s try another one, before each item if needed.

Section A2: What Happens Next Scoring

2-point response: More elaborate prediction, including inference (e.g., they turn around, see the alien and begin talking to him in the alien’s language).

1-point response: Any reasonable prediction about what could happen next; low-level prediction (non-inferential) (e.g., the astronauts turn around and see the alien).

0-point response: No response or a response that does not make sense given the story sequence.

Section A2 Scoring Guide

Section A2 Scoring Guide

Section A2: Sample Score Sheet

Section A2: Sample Score Sheet

Section A2: Sample Score Sheet

Section A2: Sample Score Sheet

After teaching on 2nd item, student said, “I don’t know.”
Practice Activity #1

Section A2: What Happens Next

- Presenter #1 is the assessor who reads the directions and the story verbatim, using the assessor script. Use teaching &/or prompting if appropriate. Apply the discontinue rule.
- Presenter #2 responds as the student following the student script.
- Presenter #1 scores the responses using the score sheet provided.
- Participants follow along in their materials.

Sections B & C: Listening and Reading Comprehension

Two tasks in Section B:
- Section B1: Retell (Grades K & 1)
- Section B2: Question and Answer (Grades K & 1)

Four tasks in Section C:
- Section C1: Paragraph Retell (Grade 2)
- Section C2: Sentences with Homophones (Grade 2)
- Section C3: Sentences with Homographs (Grades 2–4)
- Section C4: Passage Retell (Grades 3–4)
Section D: Syntactic Knowledge/ Grammar

Five tasks in Section D:
- Section D1: Matching Sentences to Pictures (Grade K)
- Section D2: Use of Plurals (Grade K–3)
- Section D3: Use of Past Tense (Grade K–3)
- Section D4: Sentence Anagrams (Grade K–3)
- Section D5: Sentence Repetition (Grade K–4)

Section E: Morphological Awareness

Three tasks in Section E:
- E1: Morpheme Compounding (Grades K–1)
- E2: Sentence Completion (Grades K–4)
- E3: Making Words (Grades 1–4)

Section E3: Making Words

Inflectional and Derivational Morphemes

- **Inflectional morphemes** are affixes that carry grammatical meaning which are added to a base word (e.g., adding the affix “s” to make a noun plural; adding “ed” to make a verb past tense). Inflectional morphemes do not change the meaning of the word or the part of speech.
- In contrast, **derivational morphemes** are affixes which are added to a base word to change its meaning or function and often, but not always, change its part of speech as well (e.g., from verb to noun).
Section E3. Making Words (Grades 1–4)

Directions:
I am going to say a word. I want you to tell me all the words you can make with the word I say. For example, if I say, “play,” you could say, “plays, played, playing, playful, playmate, player, replay, replayed,” and so on. Your turn. (pause) Help. Tell me all of the words you can make with the word “help.”

If the student does not respond within a few seconds, use the correction procedure.

Prompts:
1. If the student provides a nonsense word, say, “Try to make real words with (insert target word).” Note: While sample responses for each item are provided, they should not be considered exhaustive.
2. You may use this prompt at any time: “What other words can you make with (insert target word)?”

Correct responses:
- Any inflection (e.g., helps, helping, helper, helpful, unhelpful)
- Derivation (e.g., helpful, unhelpful, helper)
- Compounding (e.g., helpless)

Good job making words with the word “help.”

Incorrect responses:
- If student gives any other response.

Here are some words you can make with “help.” Listen (pause).
Helps, helping, helper, helpful, unhelpful, helplessness, helpless.

Then turn the page, point to the first item and say, “Try this one” (pause).

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Section E3: Sample Score Sheet

Items are scored differentially as follows:
- 3-point response: Contains more than one derivational form of the word (e.g., unequal, equalize, resign, signature, moveable, removable, etc.)
- 2-point response: Contains one derivational form of the word (e.g., unequal, resign, payable)
- 1-point response: Contains at least one inflection and/or compound of the target word (e.g., signing, paycheck).
- 0-point response: Does not contain any new words (e.g., child repeats target word, says “I don’t know,” or does not respond).

Sample responses are listed in the Assessor Directions and Student Materials and on the score sheet.
Your Turn...

Practice Activity #2

Section E3: Making Words

- Find a partner.
- Participant #1 is the assessor who reads the directions, using the assessor script. Use teaching &/or prompting if appropriate. Apply the discontinue rule.
- Participant #2 responds as the student following the student script.
- Participant #1 scores the responses using the score sheet provided.

Practice Activity #2: Score Sheet

<table>
<thead>
<tr>
<th>Section E3: Morphological Awareness: Making Words (Grades 1–4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discourage after 2 consecutive incorrect responses.</td>
</tr>
<tr>
<td>Sample item A: play</td>
</tr>
<tr>
<td>Item (write response in space provided)</td>
</tr>
<tr>
<td>Item (write response in space provided)</td>
</tr>
<tr>
<td>1. move</td>
</tr>
<tr>
<td>Sample inflections and compounds: moves, moving, moved.</td>
</tr>
<tr>
<td>Sample derivations: mover, unmove, remove, removing, move, movable, unmoveable</td>
</tr>
<tr>
<td>2. pay</td>
</tr>
<tr>
<td>Sample inflections and compounds: pays, paying, paid.</td>
</tr>
<tr>
<td>Sample derivations: payer, repay, repay, repay, repaying, unpaid, payment, repayment, payable</td>
</tr>
<tr>
<td>3. sign</td>
</tr>
<tr>
<td>Sample inflections and compounds: signs, sign, signing, signee</td>
</tr>
<tr>
<td>Sample derivations: signer, signee, sign, signing, signee, design, design</td>
</tr>
<tr>
<td>Notes:</td>
</tr>
</tbody>
</table>

Section E3 total correct: /5

Practice Activity #2: Score Sheet

Section F: Vocabulary/Word Knowledge

Three tasks in Section F:
- Section F1: Definitions (Grade K–4)
- Section F2: Multiple Meanings (Grade K–4)
- Section F3: Figurative Language (Idioms) (Grade 1–4)
Section F2: Multiple Meanings

<table>
<thead>
<tr>
<th>Domain</th>
<th>Vocabulary/Word Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description</td>
<td>The assessor reads a word and the student is asked to tell the assessor two things the word means.</td>
</tr>
<tr>
<td>Estimated Administration Time</td>
<td>3–5 minutes</td>
</tr>
<tr>
<td>Levels</td>
<td>Grades K–4</td>
</tr>
<tr>
<td>Number of items</td>
<td>10</td>
</tr>
<tr>
<td>Score</td>
<td>For each item, students receive 1 point for providing one correct meaning of the target word and 2 points for providing two or more correct meanings of the target word.</td>
</tr>
<tr>
<td>Discontinue Rule</td>
<td>Discontinue after 3 consecutive 0-point responses.</td>
</tr>
</tbody>
</table>

Directions:
Now, I am going say a word that can mean more than one thing. I want you to tell me two things the word means. So, if I say, “rose,” you could say, “A rose is a flower and rose means someone got up.” Your turn (pause), bark, tell me two things that the word bark means. (Pause.)

Correct response: Student provides two correct meanings.
Yes, a bark is the loud noise a dog makes and bark is also the outside layer or covering of a tree.

Incorrect response: (If student provides only one correct meaning or an incorrect response)
Bark is the loud noise a dog makes and bark is also the outside layer or covering of a tree.

Try this one (pause) stick, tell me two things that the word stick means.

Correct response: Student provides two correct meanings.
Yes, a stick is a piece of wood, stick also means to attach to something so it stays in place.

Incorrect response: (If student provides only one correct meaning or an incorrect response)
A stick is a piece of wood, stick also means to attach to something so it stays in place.

Okay, let’s try some more words. Remember to tell me two things that the word means.

Prompt: If the student gestures, say, Use your words to tell me what _____ means.
Discontinue: Discontinue after 3 consecutive 0-point responses.

Section F2: Multiple Meanings Prompts

- If the student provides only one correct definition, say, Tell me another thing that (insert word) means. This prompt may be used as often as needed.
- If no response is given on any test item, then prompt the student by saying, Have you ever heard this word before?
  - Circle the “y” or “n” on the score sheet.
  - Regardless of the student’s response, continue with the rest of the task.
- If a student gestures, say, Use your words to tell me what _____ (insert word) means.
- You may use wording like, Let’s try another one, before items if needed.

Section F2: Multiple Meanings Scoring

- 1-point response: student provides one correct meaning
- 2-point response: student provides two correct meanings

Important Scoring Notes:

- Sample correct responses are provided in the test book, but are NOT exhaustive.
- Responses do not need to meet the formal definitions criteria.
Section F2: Multiple Meanings

- Find a partner.
- Participant #1 is the trainer who reads the directions, using the assessor script. Use teaching &/or prompting if appropriate. Apply the discontinue rule.
- Participant #2 responds as the student following the student script.
- Participant #1 scores the responses using the score sheet provided.
**Practice Activity #3: Score Sheet**

**Section G: Reading Fluency**

Two tasks in Section G:

- Section G1: Expository
- Section G2: Narrative

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**Reading Fluency Rubric**

<table>
<thead>
<tr>
<th>Rating = 1</th>
<th>Rating = 2</th>
<th>Rating = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Accuracy</strong></td>
<td>E: &lt; 90% accurate</td>
<td>E: 90–94% accurate</td>
</tr>
<tr>
<td><strong>2. Attention to Punctuation</strong></td>
<td>E: Occasionally attends to punctuation</td>
<td>E: Sometimes attends to punctuation</td>
</tr>
<tr>
<td><strong>3. Attention to Meaning</strong></td>
<td>E: Errors violate meaning of text; Does not self-correct to preserve meaning</td>
<td>E: Mixture of meaning and non-meaning violating errors</td>
</tr>
<tr>
<td><strong>4. Expression/Prosody (Pitch, Stress, Intonation)</strong></td>
<td>E: Quiet and/or monotone reading (does not read with expression)</td>
<td>E: Reads portions of the text with appropriate volume and expression</td>
</tr>
<tr>
<td><strong>5. Fluidity/Smoothness</strong></td>
<td>E: Hesitates on or sounds-out words; Repeats words; Self-corrections frequently disrupt the flow; Rarely shows automaticity on re-read words</td>
<td>E: Reads with only a few breaks in rhythm and/or difficulty with certain words or more complex sentence structure; Shows automaticity on some re-read words</td>
</tr>
<tr>
<td><strong>6. Pacing</strong></td>
<td>E: Reads slowly and with difficulty; Reads too fast (speed reading)</td>
<td>E: Shows a mixture of slow reading and conversational pacing</td>
</tr>
<tr>
<td><strong>7. Phrasing/ Juncture</strong></td>
<td>E: Reads word by word</td>
<td>E: Reads with some phrasing or chunking of text</td>
</tr>
</tbody>
</table>

---

**Case Study Example:**

**Edward, Grade 1**
Case Study: Edward’s Screening Data

Edward’s decoding skills appear to be on track—he is accurate and his fluency is appropriate given his grade level.

The teacher has concerns with his comprehension and language skills.

Before deciding what sections of CFOL to give, see the CFOL Checklist.

---

Case Study: Edward’s CFOL Checklist

### Indicators by Skill Domain (CFOL Section)

#### Listening & Reading Comprehension (Section A)

- The student: has difficulty understanding the meaning of common affixes like -s, -ing, -ed, pre-, dis-, in-.
- The student: has difficulty correctly using affixes (e.g., “The girl was dishappy,” “Of the three, she was...”).
- The student: has difficulty reading longer words with the same root due to a change in pronunciation.
- The student: has difficulty providing a good definition for grade-appropriate words (e.g., photography).
- The student: has difficulty sequencing pictures in the appropriate order to tell a story.
- The student: has difficulty identifying the correct sequence of events in a story read orally to the student.
- The student: has difficulty describing basic events that are part of a story.
- The student: has difficulty naming characters and/or telling the setting in a story.
- The student: has difficulty describing the main ideas or expository material (oral or print).
- The student: has difficulty identifying the correct sequence of events in a personal story.
- The student: has difficulty understanding references (e.g., to whom the word “he” or “she” refers).
- The student: has difficulty describing events with more than a word or two in conversation.
- The student: has difficulty noticing when simple text does not make sense.
- The student: has difficulty giving examples of word definitions.
- The student: has difficulty using words correctly in a definition, but can provide an example or description.
- The student: has difficulty writing in complete sentences in grade 2 or above.
- The student: has difficulty understanding word definitions using context in a definition.
- The student: has difficulty using context to support concept comprehension.
- The student: has difficulty using more than one basic word to describe things, when a greater variety of words would better describe a scene, concept, passage, or event.
- The student: has difficulty using multiple meanings for grade-appropriate words.
- The student: has difficulty understanding figurative language (metaphor, simile, idiom).
- The student: has difficulty writing complete sentences in grade 2 or above.
- The student: has difficulty understanding word definitions using context in a definition.
- The student: has difficulty using context to support concept comprehension.
- The student: has difficulty using more than one basic word to describe things, when a greater variety of words would better describe a scene, concept, passage, or event.
- The student: has difficulty using multiple meanings for grade-appropriate words.
- The student: has difficulty understanding figurative language (metaphor, simile, idiom).

#### Other

- The student: has difficulty providing a good definition for grade-appropriate words.
- The student: has difficulty reading longer words with the same root due to a change in pronunciation.
- The student: has difficulty providing a good definition for grade-appropriate words (e.g., photography).
- The student: has difficulty sequencing pictures in the appropriate order to tell a story.
- The student: has difficulty identifying the correct sequence of events in a story read orally to the student.
- The student: has difficulty describing basic events that are part of a story.
- The student: has difficulty naming characters and/or telling the setting in a story.
- The student: has difficulty describing the main ideas or expository material (oral or print).
- The student: has difficulty identifying the correct sequence of events in a personal story.
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- The student: has difficulty using more than one basic word to describe things, when a greater variety of words would better describe a scene, concept, passage, or event.
- The student: has difficulty using multiple meanings for grade-appropriate words.
- The student: has difficulty understanding figurative language (metaphor, simile, idiom).
CFOL Score Interpretation

- Review the total number of items the student got correct in each section that was tested; consider the grade level designations.
- Look for patterns within and across sections.
- Consider the amount of support needed to be correct.
  - Students who had few items correct without prompting and teaching will need more instructional support.
- Look back at the Score Sheets for notes on the prompts and teaching strategies used during assessment.

Case Example

Summary and Planning Instruction

- What skills are mastered?
- What skills still need to be taught?
- Where to start instruction?
- What should instruction look like?
- What to use to monitor progress?
Practice reviewing the Data and Planning Instruction—Vera Grade 3

- What skills are mastered?
- What skills still need to be taught?
- Where to start instruction?
- What should instruction look like?
- What to use to monitor progress?

Case Example—Vera

- Review totals in each column, consider grade level designations.
- Are there patterns?
- How much support was needed for correct responding?
Case Example–Vera

- Compared to interpretive anchors, where are Vera’s low scores?
- Are there patterns or more than one low score in a domain?
- Are there skills on which Vera has earned low scores that facilitate other skills?

Online Resources

- Florida Center for Reading Research
  - [http://www.fcrr.org](http://www.fcrr.org)
- Free Reading
  - [www.freereading.net](http://www.freereading.net)
- Reading Rockets
- Vaughn Gross Center for Reading and Language Arts
  - [http://www.meadowscenter.org/vgc/](http://www.meadowscenter.org/vgc/)

Sample Instructional Planning Form–Vera

- Explicit Instruction
  - [http://explicitinstruction.org/](http://explicitinstruction.org/)
- 95% Group
  - [http://www.95percentgroup.com/](http://www.95percentgroup.com/)
- Voyager Sopris Learning (e.g., Language Essentials for Teachers of Reading and Spelling training)
  - [http://www.voyagersopris.com](http://www.voyagersopris.com)
CFOL Is Available as an Early Release!

Interested in using DIBELS Deep Comprehension, Fluency, and Oral Language (CFOL)?

Dynamic Measurement Group is pleased to offer an early release version of DIBELS Deep CFOL (Comprehension, Fluency, Oral Language) for the 2017–2018 school year.

Learn more at: http://dibels.org/ann_cfol.html

Thank YOU!

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Sample References


2018 DIBELS® Super Institute
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For more information and to register, visit
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