Overview

• Introduction & Purposes of DIBELS Next Survey
• Description
• Research & Development
• Procedures
• Case Examples
• Practice & Discussion

Introduction & Purpose

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

• Purpose(s)
  – To identify a student's instructional level.
  – To determine an appropriate level for progress monitoring.
  – To set goals and make instructional decisions.
Outcomes-Driven Model

1. Identify Need for Support
   - Are there students who may need support?
   - How many? Which students?
   - Benchmark data: Histograms, Box Plots, Class List Report

2. Validate Need for Support
   - Are we confident that the identified students need support?
   - Benchmark data and additional information: Repeat assessment, use additional data, knowledge of/information about student

3. Plan and Implement Support
   - What level of support for which students? How to group students? What goals, specific skills, curriculum/program, instructional strategies?
   - Benchmark data and additional information: Individual student booklets, additional diagnostic information, knowledge of/information about student

4. Evaluate and Modify Support
   - Is the support effective for individual students?
   - Progress Monitoring data: Individual student progress graphs, class progress graphs

5. Review Outcomes
   - As a school/district: How effective is our core (benchmark) support? How effective is our supplemental (strategic) support? How effective is our intervention (intensive) support? Are we making progress from one year to the next?
   - Benchmark data: Histograms, Cross-Year Box Plots, Summary of Effectiveness Reports

What is Included in DIBELS® Next Survey?

- Scoring Booklet and Student Materials containing:
  - DIBELS Oral Reading Fluency (DORF) passages for 1st – 6th grades (3)
  - Nonsense Word Fluency (NWF)
  - Phoneme Segmentation Fluency (PSF)
  - First Sound Fluency (FSF)
- DIBELS Next Survey Manual
  - Guidelines for administering
  - Guidelines for decision making

Research & Development Work on DIBELS Next Survey
DIBELS® Next Survey Mini-Skills Presentation

DMG Research Process

- Development
  - Research-based

- Research Phase
  - Pre-Pilot
  - Pilot
  - Phase 1 Research
  - Phase 2 Research
  - Dissemination

DIBELS® Survey Research

- Pre-Pilot
- Pilot Study
  - Examined reliability of procedures and decision guidelines
  - Examined feasibility of procedures and decision guidelines
- Beta Study

DIBELS Survey Beta Study

The DIBELS Survey Beta study was designed to address the following issues with a large representative sample:

1. Assess the feasibility, ease of use, and user satisfaction with DIBELS Survey;
2. Assess user opinion about the utility of the measures to inform instruction;
3. Examine educator’s agreement on monitoring & goal setting decisions (e.g., materials, monitoring frequency, score, and timeframe);
4. Determine the relation of DIBELS Survey to the DIBELS benchmark scores and goals.

Survey User Satisfaction Questionnaire

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DIBELS Survey is helpful in planning reading instruction.</td>
<td>61</td>
</tr>
<tr>
<td>2. Compared to Benchmark testing alone, the use of DIBELS Survey helped me to be more precise in setting goals.</td>
<td>61</td>
</tr>
<tr>
<td>3. Compared to Benchmark testing alone, the use of DIBELS Survey helped me to be more precise in selecting materials for progress monitoring.</td>
<td>59</td>
</tr>
<tr>
<td>4. Compared to Benchmark testing alone, the use of DIBELS Survey helped me to be more precise in planning instructional content.</td>
<td>58</td>
</tr>
<tr>
<td>5. Compared to Benchmark testing alone, the use of DIBELS Survey helped me to be more precise in planning instructional groups.</td>
<td>58</td>
</tr>
<tr>
<td>6. Goals set based on DIBELS Survey are more attainable than a student’s grade level Benchmark goals.</td>
<td>58</td>
</tr>
<tr>
<td>7. Goals set based on DIBELS Survey are more meaningful than a student’s grade level Benchmark goals.</td>
<td>58</td>
</tr>
<tr>
<td>8. I would recommend the use of DIBELS Survey to others.</td>
<td>60</td>
</tr>
</tbody>
</table>

Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Somewhat Agree, 5 = Agree, 6 = Strongly Agree

© 2010, Dynamic Measurement Group
## Survey User Checklist

**DIBELS Next Survey Checklist**

Please complete this form after conducting DIBELS surveys.

1. In what DIBELS mini-skill should the student progress be measured? Please check only one.

<table>
<thead>
<tr>
<th>Mini-skill</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSF</td>
<td>DIBELS</td>
</tr>
<tr>
<td>PSF</td>
<td>Sibalt</td>
</tr>
<tr>
<td>NWF</td>
<td>DORF</td>
</tr>
<tr>
<td>Grade 1</td>
<td>DORF</td>
</tr>
<tr>
<td>Grade 2</td>
<td>DORF</td>
</tr>
<tr>
<td>Grade 3</td>
<td>DORF</td>
</tr>
<tr>
<td>Grade 4</td>
<td>DORF</td>
</tr>
<tr>
<td>Grade 5</td>
<td>DORF</td>
</tr>
<tr>
<td>Grade 6</td>
<td>DORF</td>
</tr>
</tbody>
</table>

2. For this mini-skill, what is the goal the student should achieve on the DIBELS mini-skill selected for monitoring? Please indicate the standards for achieving the goal and the score to be achieved.

<table>
<thead>
<tr>
<th>Mini-skill</th>
<th>Goal</th>
<th>Standards Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSF</td>
<td>100%</td>
<td>0% - 10%</td>
</tr>
<tr>
<td>PSF</td>
<td>100%</td>
<td>0% - 10%</td>
</tr>
<tr>
<td>NWF</td>
<td>100%</td>
<td>0% - 10%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>100%</td>
<td>0% - 10%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>100%</td>
<td>0% - 10%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>100%</td>
<td>0% - 10%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>100%</td>
<td>0% - 10%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>100%</td>
<td>0% - 10%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>100%</td>
<td>0% - 10%</td>
</tr>
</tbody>
</table>

3. How frequently should the student progress be monitored?
   - Daily (D)  Every week (W)  Every two weeks (E)  Monthly (M)  Other (O)

4. How much time does the student need to:
   - Complete Reading Instruction? (D)  0 - 10 minutes  11 - 20 minutes  21 - 30 minutes  31 - 40 minutes  41 - 50 minutes  51 - 60 minutes  61 - 70 minutes  71 - 80 minutes  81 - 90 minutes  91 - 100 minutes  Other (O)
   - Implement Reading Instruction? (D)  0 - 10 minutes  11 - 20 minutes  21 - 30 minutes  31 - 40 minutes  41 - 50 minutes  51 - 60 minutes  61 - 70 minutes  71 - 80 minutes  81 - 90 minutes  91 - 100 minutes  Other (O)
   - Reading Recovery Program? (D)  0 - 10 minutes  11 - 20 minutes  21 - 30 minutes  31 - 40 minutes  41 - 50 minutes  51 - 60 minutes  61 - 70 minutes  71 - 80 minutes  81 - 90 minutes  91 - 100 minutes  Other (O)

5. Any additional comments: ____________________________

---

## Participants

- **Sites (n = 28 schools, 10 districts, 8 states)**
  - Locales ranged from Rural to Suburban
  - School size ranged from 202 - 951
  - Teacher/Student ratio ranged from 12:1 to 24:1
  - 78% of schools were Title 1 eligible
  - Free/reduced lunch ranged from 2% - 94%
  - Ethnicity ranged from 0 - 98% Native American, 0 - 19% Asian, 0 - 99% Black, 0 - 94% Hispanic, 1% - 97% White students

- **Teachers & Examiners (n = 61)**
  - All teachers of participating students and examiners for the study were invited to complete questionnaires.

- **Students (n = 443)**
  - All students selected had scores in below or well-below benchmark range on the DIBELS winter benchmark assessment.

---

## Descriptive Statistics

### Progress Monitoring Material(s) Selected for Students By Grade

<table>
<thead>
<tr>
<th>Measure</th>
<th>Sixth (n = 62)</th>
<th>Fifth (n = 63)</th>
<th>Fourth (n = 79)</th>
<th>Third (n = 67)</th>
<th>Second (n = 72)</th>
<th>First (n = 60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORF-G5</td>
<td>110 (11.8)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>ORF-G5</td>
<td>98.8 (19.8)</td>
<td>97.0 (21.3)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>ORF-G4</td>
<td>96.8 (23.3)</td>
<td>93.8 (21.7)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>ORF-G3</td>
<td>94.4 (20.5)</td>
<td>90.0 (20.8)</td>
<td>87.1 (19.2)</td>
<td>78.3 (20.8)</td>
<td>71.1 (20.8)</td>
<td>64.3 (20.8)</td>
</tr>
<tr>
<td>ORF-G2</td>
<td>92.0 (19.6)</td>
<td>88.4 (16.2)</td>
<td>85.2 (19.8)</td>
<td>78.3 (18.6)</td>
<td>71.1 (20.8)</td>
<td>64.3 (20.8)</td>
</tr>
<tr>
<td>ORF-G1</td>
<td>61.9 (16.0)</td>
<td>60.0 (19.4)</td>
<td>55.0 (24.0)</td>
<td>62.7 (14.8)</td>
<td>49.3 (17.2)</td>
<td>12.5 (10.7)</td>
</tr>
<tr>
<td>NWF</td>
<td>18.0</td>
<td>69.0</td>
<td>51.0 (15.6)</td>
<td>47.8 (20.3)</td>
<td>60.2 (20.7)</td>
<td>40.9 (14.2)</td>
</tr>
<tr>
<td>PSF</td>
<td>23.0</td>
<td>58.0</td>
<td>36.0</td>
<td>51.0</td>
<td>56.8 (17.1)</td>
<td>53.1 (17.8)</td>
</tr>
<tr>
<td>FSF</td>
<td>38.0</td>
<td>32.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>44.3 (15.9)</td>
</tr>
</tbody>
</table>

#### Note:
- ORF = Oral Reading Fluency, NWF = Nonword Fluency, PSF = Phonemic Segmentation Fluency, FSF = First Sound Fluency, GB = Grade Level (i.e., GB = Grade 6).
Agreement

- Agreement between decisions made by teachers and DMG research scientists was generally high in each of the following areas:
  - Materials (grade level and measure)
    - In most of the cases where disagreement occurred, DMG research scientists chose more challenging material
  - Monitoring frequency
    - In most cases where disagreement occurred, school personnel chose more frequent monitoring
  - Goal (Score)*
    - In most of the cases where disagreement occurred, DMG research scientists chose a higher score as the goal

User Satisfaction Ratings

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean Rating (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DIBELS Survey is helpful in planning reading instruction.</td>
<td>61</td>
<td>4.8 (0.44)</td>
</tr>
<tr>
<td>2. Compared to Benchmark testing alone, the use of DIBELS Survey helped me more precise in setting goals.</td>
<td>61</td>
<td>4.7 (1.02)</td>
</tr>
<tr>
<td>3. Compared to Benchmark testing alone, the use of DIBELS Survey helped me more precise in selecting materials for progress monitoring.</td>
<td>59</td>
<td>4.7 (0.36)</td>
</tr>
<tr>
<td>4. Compared to Benchmark testing alone, the use of DIBELS Survey helped me more precise in planning instructional content.</td>
<td>58</td>
<td>4.5 (0.54)</td>
</tr>
<tr>
<td>5. Compared to Benchmark testing alone, the use of DIBELS Survey helped me more precise in planning instructional groups.</td>
<td>58</td>
<td>4.5 (0.99)</td>
</tr>
<tr>
<td>6. Goals set based on DIBELS Survey are more meaningful than a student’s grade level Benchmark goals.</td>
<td>58</td>
<td>4.5 (0.99)</td>
</tr>
<tr>
<td>7. Goals set based on DIBELS Survey are more meaningful than a student’s grade level Benchmark goals.</td>
<td>60</td>
<td>4.5 (1.07)</td>
</tr>
<tr>
<td>8. I would recommend the use of DIBELS Survey to others.</td>
<td>60</td>
<td>4.6 (1.07)</td>
</tr>
</tbody>
</table>

Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Somewhat Agree, 5 = Agree, 6 = Strongly Agree

Checklist Findings

```markdown
<table>
<thead>
<tr>
<th>Item</th>
<th>Most frequent response was</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DIBELS materials chosen for a student's progress are presented.</td>
<td>weekly.</td>
</tr>
<tr>
<td>2. Discovery of progress is of interest to the student.</td>
<td>“I think that the use of DIBELS Survey should be combined with that of DIBELS Deep in order to know where to monitor progress and what skills need to be taught.”</td>
</tr>
<tr>
<td>3. Goal is set in a reasonable amount of time.</td>
<td>weekly.</td>
</tr>
<tr>
<td>4. Monitoring is conducted in a consistent manner.</td>
<td>weekly.</td>
</tr>
<tr>
<td>5. Additional comments are provided.</td>
<td>weekly.</td>
</tr>
</tbody>
</table>
```

Sample Narrative Comments

- I thought that it was a good tool to help guide reading instruction...
- I think that the use of DIBELS Survey should be combined with that of DIBELS Deep in order to know where to monitor progress and what skills need to be taught.
- I should have started the survey sooner in the school year. It did help me in planning my lessons more carefully and I liked seeing the progress my students made.
- I cannot wait for the survey to be available.
DIBELS Next Survey Procedures

Materials Needed

- DIBELS Next Survey Manual
- Stopwatch, clipboard and pen/pencil
- DIBELS Next Survey Student Materials Book
- DIBELS® Next Survey Scoring Booklet

DIBELS Next Survey Manual

Scoring Booklet
Definitions

- **Mastery Level**
  - the highest level at which the student has demonstrated adequate skills for that grade level

- **Instructional Level**
  - the lowest level at which the student has not mastered the skills necessary for adequate grade level performance.

- **Progress Monitoring Level**
  - the optimum level for monitoring student progress. It should simultaneously illustrate: (a) the student’s current level of skills, (b) an instructional goal that the student needs to attain, and (c) student progress toward the goal.

Guidelines for Conducting Survey

- **Mastery Level**
  - the highest level at which the student has demonstrated adequate skills for that grade level

- **Instructional Level**
  - the lowest level at which the student has not mastered the skills necessary for adequate grade level performance.

- **Progress Monitoring Level**
  - the optimum level for monitoring student progress. It should simultaneously illustrate: (a) the student’s current level of skills, (b) an instructional goal that the student needs to attain, and (c) student progress toward the goal.
When to Conduct Survey

The decision to conduct DIBELS Next Survey may be based upon a student's DIBELS Composite Scores and a student's performance on individual DIBELS Next measures.

**DORF**
- If the student's DIBELS Composite assessment is below the cut point for their grade level, DIBELS Next Survey is recommended.
- If any of the three conditions apply, then use Survey to test in lower levels of DORF, or test back with NWF if going below first-grade DORF.
- If BOTH NWF–CLS and NWF–WWR scores are at the Below Benchmark or Well Below Benchmark level, then use Survey to test back with PSF.
- If the PSF score is at the Well Below Benchmark score level, then use Survey to test back with FSF.

**For DORF, the optimal progress monitoring material is the highest level of material where the student reads with at least 90% accuracy and their DORF Words Correct is above 20 in first grade, 40 in second grade, or 50 in third through sixth grades.**

When to Test Back

Testing back with DIBELS’ Next Survey

Use the decision rules below to decide whether to test back another level with DIBELS Next Survey.

1. If BOTH the Words Correct and Accuracy scores are at the Below Benchmark score level
2. If EITHER or BOTH the Words Correct or Accuracy score are at the Well Below Benchmark score level
3. If the Words Correct score fails below the OPTIMAL progress monitoring level at any time (see page 4)

How Often to Progress Monitor

**How often to monitor progress:** The frequency of progress monitoring should match the level of concern about the student's skill development and need for support. Students who need more support should be monitored more frequently.

- If monitoring in grade-level materials and the student’s scores fall into the Below Benchmark level, then monitoring one or two times per month is likely sufficient.
- If monitoring in grade-level materials for students whose scores fall into the Well Below Benchmark level, then progress monitoring once per week is ideal, though once every other week may be sufficient.
- Any time you are monitoring a student in out-of-grade materials, progress monitoring once per week is ideal, though every other week may be sufficient.
• Skipping levels and discontinuing rules:
  – Procedures for skipping levels are included along with criteria for when to stop testing

Guidance For Skipping Levels in DORF

• If the student earns a score of 10 or fewer words correct on the first passage given, then the other two passages at that grade level may be skipped. Drop back another grade level.

• For students in 3rd grade and above, if their median score is 20 or fewer words correct in any level of DORF material, drop back two levels.

Case Study Example

DIBELS® Survey Example for Ian - 4th Grade Student
Four Primary Steps for Setting Progress Monitoring Goals

1. Determine students current level of performance (e.g., using DIBELS Next Survey).

2. Determine the goal based on the progress monitoring level and the end-of-year benchmark goal for that level (e.g., 87 words correct per minute with at least 97% accuracy in second-grade DORF).

3. Set the goal date so that the goal is achieved in half the time in which it would typically be achieved (e.g., move the end-of-year benchmark goal to be achieved by the middle-of-year benchmark time).

4. Draw an aimline connecting the current performance to the goal.

Additional Goal Writing Steps

If you want to know words correct gain per week represented by the goal you have written the do the following:

(a) determine the difference between the goal and the student's current score (e.g., 87 words correct – 42 words correct = 45 words correct), and

(b) divide this number by the number of weeks between the current performance and the goal (e.g., 45 words correct divided by 15 weeks = 3 words per week gain).
Rates of Progress: Expectations

- **Minimum** rates of progress gleaned from the DIBELS Next benchmark goals:
  - First-grade DORF: about 2 words correct per week
  - Second- to Fifth-grade DORF: about 1 word correct per week
  - Sixth-grade DORF: about ½ word correct per week
  - NWF: about 1 correct letter sound per week
  - PSF: 1 - 1.5 correct sound segments per week
  - FSF: about 1 initial sound correct per week

*Students monitored in out-of-grade materials need to have rates of progress greater than these minimums!*  

Components of Well-Written Goals

- **Learner:**
  - Name of student
- **Behavior:**
  - What is it that you want the student to do (i.e., read words correctly, etc.)?
- **Criterion:**
  - How much of the behavior does the student have to do?
- **Conditions:**
  - Time frame typically determined by number of weeks until benchmark assessment or end-of-school year
  - Measurement material (i.e., guided data collected via DIBELS Next Survey; e.g., first-grade DORF passage)

Goal for Ian

- Ian will read 87 words correct per minute with at least 97% accuracy in second-grade DORF by January 2011.

Example of Out-of Grade Progress Monitoring for Ian
Increasing the Progress Monitoring Level

• At the next benchmark assessment, examine the student’s performance in grade-level material to determine if the student’s skills are now sufficient to monitor progress in grade level material.

• If goal reached prior to target date or the next benchmark, consider monitoring on the next level of material.

• Keep in mind criteria for optimal progress monitoring material.

Increasing PM Level: Ian Case Example

Slope of Progress \( \approx 2.67 \) words per week

Your Turn...

DIBELS® Survey Example for Anna - 6th Grade Student

• Based upon these DIBELS Survey Data:
  – What should be the focus of instruction for Anna?
  – Would additional diagnostic information be helpful?
  – What material(s) should be used for progress monitoring?
  – How often should Anna’s progress be monitored?
  – What goal(s) should be written?
DIBELS® Next Survey Mini-Skills Presentation NASP 2011

DIBELS® Survey Example for Matt - 2nd Grade Student

• Based upon these DIBELS Survey Data:
  - What should be the focus of instruction for Matt?
  - Would additional diagnostic information be helpful?
  - What material(s) should be used for progress monitoring?
  - How often should Matt’s progress be monitored?
  - What goal(s) should be written?

DIBELS Next Survey & Out-of-Level Monitoring Within an RTI Service Delivery Model

• NASDSE statements about RTI indicate a need to match instruction to student need (i.e., instructional level).
• Progress monitoring within an RTI model requires material be sensitive to student growth.
• DIBELS Next Survey has utility for special services personnel:
  • Use the information in consultation with teachers about where and how to make adjustments to instruction for students, in particular, students in Tiers 2 and 3.
  • Assist in the identification of appropriately targeted materials to be used by parent or peer tutors.

Questions & Discussion…

Contact Information

Kelly A. Powell-Smith, PhD kpowellsmith@dibels.org
Ruth A. Kaminski, PhD rkamin@dibels.org

http://www.dibels.org

• Ongoing DIBELS® Next research and development
• Official training on DIBELS® Next & DIBELS Next Survey

Information: info@dibels.org

© 2010, Dynamic Measurement Group