Slide 1

Addressing the Complexities of
Reading Comprehension Difficulties:
Assessment to Intervention

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Slide 2

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.

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Slide 3

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.**

* Retrieved from http://study.com/academy/lesson/what-is-diagnostic-assessment-definition-examples.html

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Slide 4

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

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For Example...Let's Consider Edward

Benchmark Assessment — First Grade Scoring Booklet

GRADE 1 — DIBELS Next

Name: Edward
Student ID: ___ School Year: ___
Teacher: ___
School: ___

	1 Beginning	2 Middle	3 End
Date			
LNF			
PSF			
NWF		CLS 60 / 15	CLS
DORF Passage		49 45 40	
Words Correct		2 1 3	
Errors			
Accuracy		96%	
Retell		3 4 2	
Retell Quality		1 1 1	

Cambium Learning Group / Sopris

Edward's decoding skills appear to be on-track–he is accurate and his fluency is appropriate given his grade level.
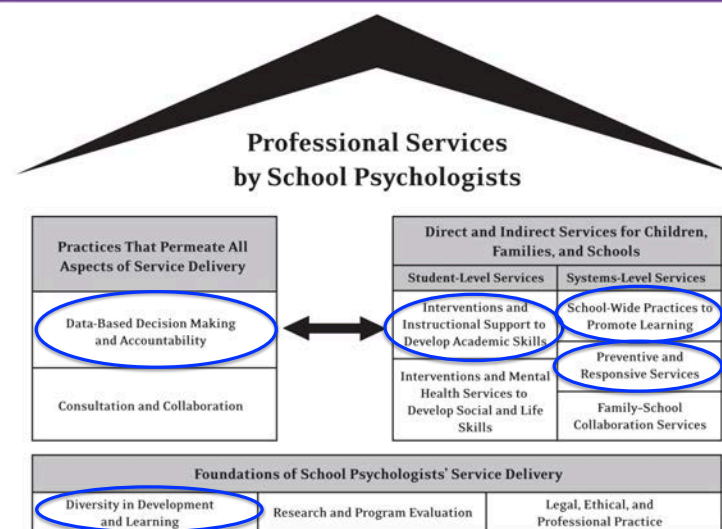
The teacher has concerns with his comprehension and his language skills.

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

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NASP Practice Model

Professional Services by School Psychologists

Practices That Permeate All Aspects of Service Delivery	Direct and Indirect Services for Children, Families, and Schools	
	Student-Level Services	Systems-Level Services
Data-Based Decision Making and Accountability	Interventions and Instructional Support to Develop Academic Skills	School-Wide Practices to Promote Learning
Consultation and Collaboration	Interventions and Mental Health Services to Develop Social and Life Skills	Preventive and Responsive Services
		Family-School Collaboration Services

Foundations of School Psychologists' Service Delivery		
Diversity in Development and Learning	Research and Program Evaluation	Legal, Ethical, and Professional Practice

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Agenda...

▸ Introduction and purpose
▸ Description of the measures
▸ Research & development
▸ Procedures for use
▸ Case Example Illustrations
▸ Discussion & Questions
▸ Resources
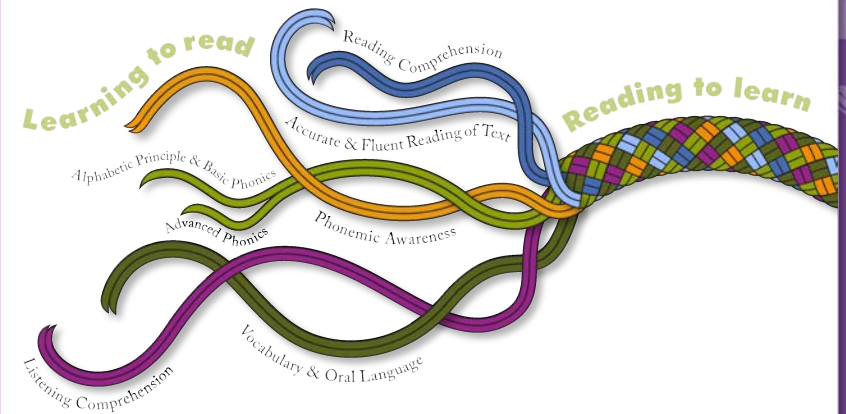
7

Complexities of Reading Comprehension

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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

Learning to read — Reading to learn

Reading Comprehension
Alphabetic Principle & Basic Phonics
Accurate & Fluent Reading of Text
Advanced Phonics
Phonemic Awareness
Vocabulary & Oral Language
Listening Comprehension

Adapted from Scarborough, 2001 and Kame'enui, Simmons, Coyne, & Harn, 2003

Unwinding the Rope 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

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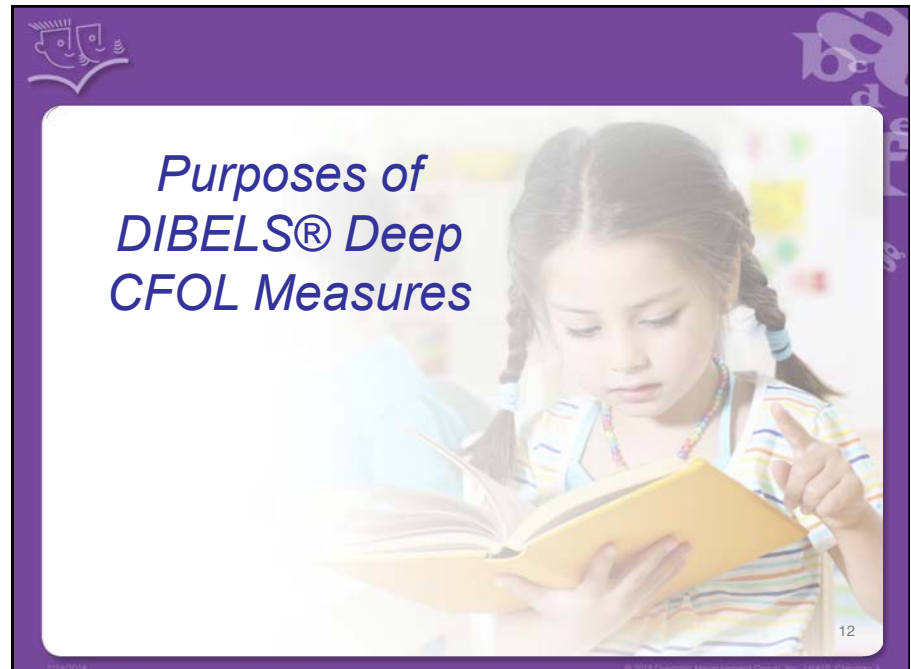
Purposes of DIBELS® Deep CFOL

- 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

DIBELS® Deep and the Outcomes-Driven Model

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.

DIBELS Deep

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

Alignment with Common Core State Standards

Grade Level(s)	Section	Common Core State Standard(s)
Kindergarten	D1. Syntactic Knowledge/Grammar: Matching Sentences to Pictures	• Language: College & Career Readiness Anchor Standards 1 & 3 • *Supports Grades K–4 Language: Conventions of Standard English 1* • *Supports Grades 3–4 Language: Conventions of Standard English 1.a* • *Supports Grade 3 Language: Conventions of Standard English 1.f*
Kindergarten–Third	D2. Syntactic Knowledge/Grammar: Use of Plurals	• Language: College & Career Readiness Anchor Standards 1 & 3 • Grades K–1 Language: Conventions of Standard English 1.c • Grades 2–3 Language: Conventions of Standard English 1.b
Kindergarten–Third	D3. Syntactic Knowledge/Grammar: Use of Past Tense	• Language: College & Career Readiness Anchor Standards 1 & 3 • Grade 1 Language: Conventions of Standard English 1.e • Grade 2 Language: Conventions of Standard English 1.d • Grade 3 Language: Conventions of Standard English 1.d & 1.e • *Supports Grades K–4 Language: Conventions of Standard English 1*
Kindergarten–Third	D4. Syntactic Knowledge/Grammar: Sentence Anagrams	• Language: College & Career Readiness Anchor Standards 1 & 3 • Grade 2 Language: Conventions of Standard English 1.f • Grade 3 Language: Conventions of Standard English 1.i & 1.f • *Supports Grades K–4 Language: Conventions of Standard English 1* • *Supports Grade K Language: Conventions of Standard English 1.f* • *Supports Grade 1 Language: Conventions of Standard English 1.j* • *Supports Grade 4 Language: Conventions of Standard English 1.d & 1.f* • *Supports Grade 2–4 Language: Conventions of Standard English 3*

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)
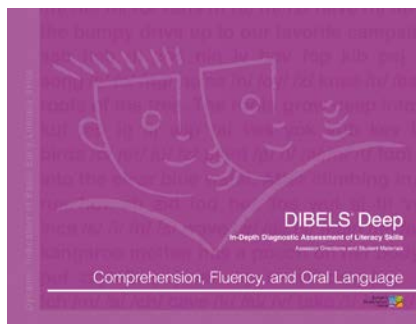- Reading Fluency (Expository & Narrative)

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

DIBELS Deep CFOL Score Summary

DIBELS Deep CFOL Score Analysis

Helpful Scoring Guides...

Section F1. Vocabulary/Word Knowledge: Definitions (Grades K–4)

Item	0-point Sample Responses	1-point Sample Responses	2-point Sample Responses	3-point Sample Responses
1. garden	• Vegetables • My family has a garden. • I don't know. • No response	• It's a place. • Plant plants and trees and vegetables • Water plants and play • Growing flowers and plants • Where you plant vegetables and plants • Has flowers • Where you make your own vegetables and fruit • Vegetables backyard • Something planted, like food...has flowers • Where you plant • What you put fruit, flowers in • When you plant flowers	• A place where you plant • A garden is where you put trees and plants. • A place with vegetables that you water • Place where you grow things–vegetables and fruit plants • Place where you grow things • Place where there is lots of plants and animals • A place for dirt...plant trees	• A garden is a place to grow things like flowers, vegetables, etc. • A garden is a place in your yard where you plant flowers and water them. • A garden is an area where you plant all of your fruits and vegetables.
2. guest	• A sleepover at my cousin's • Never been there or just got there • Have guests coming over • I don't know. • No response	• Invite them over to your house. • Comes over and spends night • When somebody comes over to your house • A visitor • A person	• Person come to house • Someone you invite for your house • Somebody having over • A person who goes to your houses • Somebody you have come over to your house • Person invite our house	• A guest is someone who is out of town, a family person who sleeps in your house for a while until it's time to go home. • A guest is a person who spends time at another person's home. • A guest is someone who receives the hospitality of a city, club, hotel, etc.
3. lake	• Water • Like a river • Fish • I don't know. • No response	• Where water is in • Fish live there...fishing...bears catch fish • Where fishes are...swim around • Where you go boating • Where you go fishing...like a river but smaller • Where fish is	• A place with water • Big area with water stored • A lake is where water forms...not a big place...not a big land of water...full of water...deep or shallow • A little piece of land covered with water • An area of water	• A lake is a body of water. • A lake is a place to swim. • A lake is a place you can put your boat (go boating). • A lake is a big area with water where ducks and fish go.

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.

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Testing Procedures and Sample DIBELS Deep CFOL Tasks

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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

DIBELS Deep CFOL Checklist

Indicators by Skill Domain (CFOL Section)	Where Observed?				
	DIBELS (e.g. Retell[a])	Reading	Speaking	Writing	Other[b]
Story Coherence/Text Structure (Section A) The student:					
____ has difficulty telling personal stories in the correct order					
____ has difficulty identifying the correct sequence of events in a story read orally to the student					
____ has difficulty sequencing pictures in the appropriate order to tell a story					
____ has difficulty predicting what will happen next in a story					
____ has difficulty understanding of the relationship between first/last or beginning/end					
____ has difficulty answering, "What happened next?" (e.g., during conversation)					
____ has difficulty describing basic events that are part of a story					
____ has difficulty naming characters in a story					
____ has difficulty telling how a story ends					

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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

D: Syntactical Knowledge/Grammar		
D1. Matching Sentences to Pictures (Level K)	/8	/8
D2. Use of Plurals (Levels K–3)	/10	/10
D3. Use of Past Tense (Levels K–3)	/8	/8
D4. Sentence Anagrams (Levels K–3)	/7	/7
D5. Sentence Repetition (Levels K–4)	/10	/10

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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
Directions for Administration and Scoring

Materials: DIBELS Deep CFOL Test Book, Score Sheet(s), clipboard, and 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.

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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 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)**

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Section A2: What Happens Next

Domain	Story coherence/text structure
Brief Description	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.
Estimated Administration Time	3–6 minutes
Levels	Grades K & 1
Number of Items	5
Score	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).
Discontinue Rule	Discontinue after 3 consecutive items with 0-point responses.

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Section A2: What Happens Next Directions

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)...

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Section A2: What Happens Next Prompts

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. Story Coherence/Text Structure: What Happens Next (Prediction) (Grades K & 1)

Item	0-point Sample Responses	1-point Sample Responses	2-point Sample Responses
1. Moon	• They dance. • They're hungry. • I don't know. • No response	• They go back home. • Aliens get the men. • They get in the rocket. • The astronauts fly back to home. • They see alien. • They walk around and leave. • The alien might come up and scare them. • Get in the rocket ships and take off. • Alien says beep.	• They turn around, see the alien and begin talking to him in the alien's language. • The astronauts see the alien and decide to make friends with him. He ends up going back with them to Earth. • The astronauts see the alien and are really scared, so they take a picture and then fly back home. • The astronauts see the alien and wave at him. The alien invites the astronauts to see his alien spaceship.
2. Snowman	• Break the snowman. • They leave (P: Where did they go?). No response • The girl gets mad because he's not doing a good job. • I don't know. • No response	• They put the hat on the snowman. • Put on the hat. • They went inside for hot chocolate. • They're worried he might melt. • Put the clothes on.	• They put the hat on the snowman and the snowman begins to sing and dance. • They put the hat on the snowman and then went inside for hot cocoa. • They finish with the snowman and have a snowball fight. • They put the hat on him and then go back inside because it's so cold.
3. Chef	• He decides not to eat it. • He buys cans. • He orders his food. • I don't know. • No response	• The chef leaves the store. • He buys something else. • He's going to eat it. • He goes home and eats it. • He takes it home.	• The chef starts to pay for his food, but then realizes he forgot something so he leaves the checkout counter to go find it. • He goes home and decides to make a really delicious dinner with the cans of food. • Well, he buys the food and then takes it back to his restaurant so he can finish cooking the meal.
4. Beach	• They're going to go home. • They decide to go swimming. • They build a sandcastle. • I don't know. • No response	• Coconuts are falling. • They see a bird up there. • There's another animal in the tree. • The boy walks around the tree. • The boy walks back to his dad.	• He sees coconuts falling off the tree, that is why he looks worried. The next thing that happens is that a coconut falls off the tree. • There's another bird up in the tree and the bird comes down and joins the group. • They all decide to climb up the tree and reach the top of it, then wave to his dad.
5. Dinner	• Sad • Go back home. • They decide to go somewhere. • I don't know. • No response	• They start cooking. • They eat the food. • They make dinner/lunch.	• They begin cooking dinner and figure out they are missing a key ingredient they need. • They decide they want to make spaghetti for dinner together. The girl forgot one ingredient in the fridge though so she goes and gets it.

Section A2: Sample Score Sheet

Section A2. Story Coherence/Text Structure: What Happens Next (Prediction) (Grades K & 1)

Discontinue after 3 consecutive 0-point responses.

Item	Prompt/ Teach	Score
1. Landing on the Moon	P	② 1 0
2. Building a Snowman	P/T	2 1 ⓪
3. The Chef Goes Shopping		2 1 ⓪
4. A Beach Adventure		2 1 ⓪
5. What's For Dinner?		2 1 0
Section A2 total correct:		**2** /10

Discontinue rule met

Notes:
After teaching on 2nd item, student said, "I don't know."

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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.

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Practice Activity #1

DIBELS® Deep CFOL Score Sheet: Sections A–C

Section A1. Story Coherence/Text Structure: Story Telling (Grades K & 1)								Section A2. Story Coherence/Text Structure: What Happens Next (Prediction) (Grades K & 1)		
Discontinue after 3 consecutive items with 0-point responses.								Discontinue after 3 consecutive 0-point responses.		
Sample item: Homework-Soaked										
Item	Prompt/ Teach	Temporal Sequence w/ Beg, Middle, End	Causally-Related Sequence w/ Cohesive Devices	Stays on Topic	Main Event/ Point	Closure Statement	Score	Item	Prompt/ Teach	Score
1. Mouse-Cheese							5 4 3 2 1 0	1. Landing on the Moon		2 1 0
2. Bird-Falling							5 4 3 2 1 0	2. Building a Snowman		2 1 0
3. Frogs-Fly							5 4 3 2 1 0	3. The Chef Goes Shopping		2 1 0
4. Animals-Campfire							5 4 3 2 1 0	4. A Beach Adventure		2 1 0
5. Boy-Bedtime							5 4 3 2 1 0	5. What's For Dinner?		2 1 0
Notes:				Section A1 total correct:			/25	Section A2 total correct:		/10
								Notes:		

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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)

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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

Domain	Morphological Awareness
Brief Description	The assessor presents a word to the student both visually and verbally and instructs the student to make all the words they can using the target word. The student is required to respond by adding affixes to the target word.
Estimated Administration Time	5–7 minutes
Levels	Grades 1–4
Number of Items	5
Score	Students earn up to 3 points per test item by providing responses according to the following scoring rubric: *3-point responses:* Contains more than one derivational form of the target word. *2-point responses:* Contains one derivational form of the target word. *1-point responses:* Contains at least one inflection and/or compound of the target word. *0-point responses:* Does not contain any new words.
Discontinue Rule	Discontinue after 2 consecutive 0-point responses.

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 it's 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 Directions

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 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 response: Any inflection (e.g., helps, helping, helped), derivation (e.g., helpful, unhelpful, helper) or compounding (e.g., helpless).	*Good job making words with the word help.*	Proceed to the following page for sample item C: invite.
Inflections only: If student responds only with inflections (e.g., helps, helped, helping)	*Good job making words with the word "help." Here are some more words you can make with "help." Listen* (pause). *Helpful, helpfulness, helpless, helplessness, helplessly, unhelpful, unhelpfulness.*	Proceed to the following page for sample item C: invite.
Incorrect response: If student gives any other response	*Here are some words you can make with "help." Listen* (pause). *Helps, helping, helper, helpful, helpfulness, unhelpful, helpless.*	Proceed to the following page for sample item C: invite.

Section E3: Making Words Directions

Directions for sample #3, *I am going to say another word. Invite. Tell me all of the words you can think of making with the word "invite."*

Note the differentiated correction procedure for the sample item.

Correct response: Any inflection (e.g., invites, inviting, invited), or derivation (e.g., inviter, invitation, invitational, uninvite(d))	*Good job making words with the word "invite."*
Inflections only: If student responds only with inflections (e.g., invites, invited, inviting)	*Good job making words with the word "invite." Here are some more words you can make with "invite." Listen* (pause) *invitation, invitational, uninvited, disinvite.*
Incorrect response: If student gives any other response	*Here are some words you can make with "invite." Listen* (pause). *Invites, inviting, invited, invitation, invitational, uninvited, disinvite.*

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

Section E3: Making Words Scoring

Items are scored differently as follows:

▶ 3-point response: Contains more than one derivational form of the word (e.g., un**equal**, **equal**ize, re**sign**, **sign**ature, **mov**eable, re**mov**able, etc.)

▶ 2-point response: Contains one derivational form of the word (e.g., un**equal**, re**sign, pay**able)

▶ 1-point response: Contains at least one inflection and/or compound of the target word (e.g., **sign**ing, **pay**check).

▶ 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.

Section E3: Sample Score Sheet

Section E3. Morphological Awareness: Making Words (Grades 1–4)

Discontinue after 2 consecutive 0-point responses.

Sample item A: play   Sample item B: help   Sample item C: invite

Item (write response in space provided):	Prompt/ Teach	Score	Item (write response in space provided):	Prompt/ Teach	Score
1. move *moves, moved, moving*		3 2 1 ⓪	4. decide		3 2 1 0
Sample inflections and compounds: moves, moving, moved, movement **Sample derivations:** mover, unmoved, remove, removed, removing, movingly, moveable, unmovable			**Sample inflections and compounds:** decides, decided, deciding **Sample derivations:** decider, undecided, decision, indecision, decisive, indecisive, decidability, decidable		
2. pay		3 2 1 0	5. equal		3 2 1 0
Sample inflections and compounds: Paypal, pays, paying, paid, paycheck **Sample derivations:** payer, repay, repaid, prepay, prepaying, unpaid, payment, repayment, payable			**Sample inflections and compounds:** equals, equaling, equaled **Sample derivations:** equally, unequal, equality, equalize, equalizer, equalization, equilibrium, equivalent, equate, equated, equating, equinox, equity, equities, equivocal, unequivocal, equation, equator		
3. sign		3 2 1 0			
Sample inflections and compounds: signs, signed, signing, signpost **Sample derivations:** signer, signal, signaled, signaling, signature, design, resign					
Notes:				**Section E3 total correct:**	**1** /15

Discontinue rule met

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

Section E3. Morphological Awareness: Making Words (Grades 1–4)

Discontinue after 2 consecutive 0-point responses.

Sample item A: play   Sample item B: help   Sample item C: invite

Item (write response in space provided):	Prompt/Teach	Score	Item (write response in space provided):	Prompt/Teach	Score
1. move		3 2 1 0	4. decide		3 2 1 0
Sample inflections and compounds: moves, moving, moved, movement **Sample derivations:** mover, unmoved, remove, removed, removing, movingly, moveable, unmovable			**Sample inflections and compounds:** decides, decided, deciding **Sample derivations:** decider, undecided, decision, indecision, decisive, indecisive, decidability, decidable		
2. pay		3 2 1 0	5. equal		3 2 1 0
Sample inflections and compounds: Paypal, pays, paying, paid, paycheck **Sample derivations:** payer, repay, repaid, prepay, prepaying, unpaid, payment, repayment, payable			**Sample inflections and compounds:** equals, equaling, equaled **Sample derivations:** equally, unequal, equality, equalize, equalizer, equalization, equilibrium, equivalent, equate, equated, equating, equinox, equity, equities, equivocal, unequivocal, equation, equator, equatorial		
3. sign		3 2 1 0			
Sample inflections and compounds: signs, signed, signing, signpost **Sample derivations:** signer, signal, signaled, signaling, signature, design, resign					

Notes: Section E3 total correct: /15

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

Domain	Vocabulary/Word Knowledge
Brief Description	The assessor reads a word and the student is asked to tell the assessor two things the word means.
Estimated Administration Time	3–5 minutes
Levels	Grades K–4
Number of Items	10
Score	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.
Discontinue Rule	Discontinue after 3 consecutive 0-point responses.

Section F2. Multiple Meanings

Section F2. Multiple Meanings (Grades K–4)

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 <u>one</u> 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 Scoring Guide

Section F2. Vocabulary/Word Knowledge: Multiple Meanings (Grades K–4)

Item	0-point Sample Responses	1-point Sample Responses	2-point Sample Responses
1. fly	• Flying airplanes • I don't know. • No response	• What a bird does • Insect • Cover of a zipper • A zipper • A bug • Moving through the air • What an airplane does in the air • A fly like a bug and that other insect • What an airplane does	• Insect and to move through the air • Insect and the cover of a zipper • What a bird does in the air and a zipper cover • Insect and what a bird does with its wings
2. bank	• Work at a bank • I don't know. • No response	• Keep money and work at a bank • Side of a river • A place for money • Where you keep your money • Where you go to get money • To turn...like an airplane • Where you fish from on a river • The edge of a stream • A place where you donate blood...where it is stored	• The side of a river and a place for money • To turn and where you keep money • Keep money and by the river • Where people go to fish and where people to go when you need money
3. can	• I can do that! • A can of corn • I don't know. • No response	• Food goes in it • When you make jam, you can • A place for trash/garbage • Able to do something • Being able to do it	• To have the skill to do something and to preserve food • A container for food/trash and to be able to do something • To be able to do something and a container for food • A thing for trash and asking if you could do something • What you do with jam and a metal container for beans • Able to do something and food goes in it
4. ring	• You put it on at the store • Ring around the rosie • Store put on and ring a bell • I don't know. • No response	• A place for sports...like boxing or wrestling • A circle-shaped thing • A piece of jewelry • Something you put on your finger • Where you wrestle • A band for a finger • What you do to a doorbell • What you can do with a bell • The noise a phone makes	• A circle-shaped thing and a band around someone's finger • A space for wrestling and a piece of jewelry • A sound you can make and something you put on your finger

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Section F2: Sample Score Sheet

Section F2: Vocabulary/Word Knowledge: Multiple Meanings (Grades K–4)

Discontinue after 3 consecutive 0-point responses.

Sample item A: bark   Sample item B: stick

Item	Prompt /Teach	Heard before?	Score		Item	Prompt/Teach	Heard before?	Score
					6. top		y n	2 **(1)** 0
1. fly		y n	**(2)** 1 0		7. dash		y n	2 1 **(0)**
2. bank		y n	2 **(1)** 0		8. well **NR**		**(y)** n	2 1 **(0)**
3. can		y n	**(2)** 1 0		9. season **NR**		**(y)** n	2 1 **(0)**
4. ring		y n	**(2)** 1 0		10. fine		y n	2 1
5. left		y n	2 **(1)** 0					
Notes:					**Section F2 total correct:**		*Discontinue rule met*	**9** /20

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Your Turn...

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Practice Activity #3

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.

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Practice Activity #3: Score Sheet

Section F2: Vocabulary/Word Knowledge: Multiple Meanings (Grades K–4)

Discontinue after 3 consecutive 0-point responses.

Sample item A: bark   Sample item B: stick

Item	Prompt/Teach	Heard before?	Score	Item	Prompt/Teach	Heard before?	Score
1. fly		y n	2 1 0	6. top		y n	2 1 0
2. bank		y n	2 1 0	7. dash		y n	2 1 0
3. can		y n	2 1 0	8. well		y n	2 1 0
4. ring		y n	2 1 0	9. season		y n	2 1 0
5. left		y n	2 1 0	10. fine		y n	2 1 0

Notes:

Section F2 total correct: ___ /20

Section G: Reading Fluency

Two tasks in Section G:

▶ Section G1: Expository

▶ Section G2: Narrative

Reading Fluency Rubric

	Rating = 1	Rating = 2	Rating = 3	Rating Exp.	Rating Nar.
1. Accuracy	< 90% accurate	90–94% accurate	≥ 95% accurate		
2. Attention to Punctuation	E N Rarely attends to punctuation	E N Sometimes attends to punctuation	E N Attends to all punctuation		
3. Attention to Meaning	E N Errors violate meaning of text; Does not self-correct to preserve meaning	E N Mixture of meaning and non-meaning violating errors	E N Errors do not violate meaning; Self-corrects to preserve meaning		
4. Expression/ Prosody (Pitch, Stress, Intonation)	E N Quiet and/or monotone reading (does not read with expression)	E N Reads portions of the text with appropriate volume and expression	E N Reads the text with appropriate volume and expression		
5. Fluidity/ Smoothness	E N Hesitates on or sounds-out words; Repeats words; Self-corrections frequently disrupt the flow; Rarely shows automaticity on re-read words	E N Reads with only a few breaks in rhythm and/or difficulty with certain words or more complex sentence structures; Shows automaticity on some re-read words	E N Reads without hesitations or repetitions; Self-corrections do not disrupt the flow; Shows automaticity on all re-read words		
6. Pacing	E N Reads slowly and with difficulty / Reads too fast- (speed reading)	E N Shows a mixture of slow reading and conversational pacing	E N Reads at a conversational pace; Adjusts pace for text difficulty		
7. Phrasing/ Juncture	E N Reads word by word	E N Reads with some phrasing or chunking of text	E N Reads text in larger, meaningful phrase groups based on syntax		

E=Expository   N=Narrative   (Circle one)

Total:

Case Study Example: Edward, Grade 1

GRADE 1 — Benchmark Assessment — First Grade Scoring Booklet

DIBELS Next

Name: Edward
Student ID: ___ School Year: ___
Teacher: ___
School: ___

	1 Beginning	2 Middle	3 End
Date			
LNF			
PSF			
NWF		60 / 15	
		1 2 3	1 2 3
Words Correct		49 45 40	
Errors		2 1 3	
Accuracy		96%	
DORF (Circle the median score) Retell Quality		3 4 2 / 1 1 1	

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.

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Indicators by Skill Domain (CFOL Section)	DIBELS (e.g. Retell)	Reading	Speaking	Writing	Other
Story Coherence/Text Structure (Section A) The student:					
has difficulty telling personal stories in the correct order					
X has difficulty identifying the correct sequence of events in a story read orally to the student		x	x		
has difficulty sequencing pictures in the appropriate order to tell a story					
X has difficulty predicting what will happen next in a story		x	x		
has difficulty understanding of the relationship between first/last or beginning/end					
has difficulty answering, "What happened next?" (e.g., during conversation)					
X has difficulty describing basic events that are part of a story	x		x		
X has difficulty naming characters in a story	x				
X has difficulty telling how a story ends	x		x		
Listening & Reading Comprehension (Sections B & C) The student:					
X scores below or well below benchmark on DORF-Retell and/or Daze	x				
has difficulty following basic multi-step directions					
X has difficulty describing basic events that are part of a story	x	x	x		
X has difficulty naming characters and/or telling the setting in a story	x				
has difficulty describing the main idea in expository material (oral or print)					
X has difficulty providing details from expository material (oral or print)	x				
X has difficulty describing events with more than a word or two in conversation	x		x		
has difficulty justifying a reason or telling why a story event happened					
has difficulty appropriately sequencing the events from a personal story					
has difficulty understanding referents (e.g., to whom the word "he" or "she" refers)					
X has difficulty recounting life events in terms of completeness of detail			x		
has difficulty comparing a story to a personal life event					

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DIBELS Deep CFOL Checklist, continued

Indicators by Skill Domain (CFOL Section)	DIBELS (e.g. Retell)	Reading	Speaking	Writing	Other
Syntactic Knowledge/Grammar (Section D) The student:					
scores below or well below benchmark on Daze					
X has difficulty using the correct irregular verb tense (e. g., buyed instead of bought)	x		x		
X has difficulty using the correct irregular noun tense (e.g., mans instead of men)	x		x		
X has difficulty using the correct verb or noun tense (e.g., He walk the dog, Girl just want to have fun)	x		x		
has difficulty with tense continuity and the noun verb match (e.g., when speaking or writing)					
X has difficulty using the correct verb or noun tense (e.g., He walk the dog, Girl just want to have fun)	x		x		
has difficulty with tense continuity and the noun verb match (e.g., when speaking or writing)					
X has difficulty correctly changing noun or verb tense as needed (e.g., when speaking or writing)			x		
has difficulty noticing when simple text does not make sense					
has difficulty keeping words in their correct word order in sentences (e.g., when writing)					
has difficulty following simple instructions					
has difficulty with short term memory tasks					
X has difficulty answering simple questions			x		
X has difficulty understanding longer, more complex sentences			x		
has difficulty writing in complete sentences in grade 2 or above					
has difficulty writing more than a string of a few words connected by "and" in grade 2 or above					

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DIBELS Deep CFOL Checklist, continued

Indicators by Skill Domain (CFOL Section)	DIBELS (e.g. Retell)	Reading	Speaking	Writing	Other
Morphological Awareness (Section E) The student:					
scores below or well below benchmark on Daze					
X has difficulty using word endings properly while speaking or writing			x		
has difficulty has difficulty reading longer words with the same root due to a changed syllable accent or addition (e.g., photograph to photography)					
X has difficulty correctly using affixes (e.g., "The girl was dishappy," "Of the three, she was the funnier")			x		
has difficulty spelling grade-appropriate multi-syllabic words that include affixes					
X has difficulty understanding the meaning of common affixes like -s, -ing, -ed, pre-, dis-, in-			x		
Vocabulary/Word Knowledge (Section F) The student:					
X scores below or well below benchmark on DORF-Retell and/or Daze	x				
X has difficulty providing a good definition for grade-appropriate words			x		
has difficulty reading content words correctly in grade 2 and above					
X has difficulty giving examples of word definitions			x		
has difficulty using words correctly in a definition, but can provide an example or description					
X has difficulty using common words correctly (e.g., during conversation or in writing)			x		
X has difficulty connecting the meaning of words read to words used in everyday life			x		
X has difficulty with oral vocabulary tasks			x		
has difficulty understanding content area material because the student does not have the background vocabulary to support concept comprehension					
has difficulty using more than very basic words to describe things, when a greater variety of words would better explain a scene, concept, passage, or event					
has difficulty providing multiple meanings for grade-appropriate words					
X has difficulty understanding figurative language (metaphor, simile, idioms)			x		

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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.

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Case Example

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Case Example

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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?

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Instructional Planning Form

Your Turn...

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?

DIBELS Deep CFOL Score Analysis — Vera Grade 3

Online Resources

Florida Center for Reading Research
- http://www.fcrr.org

Free Reading
- www.freereading.net

Reading Rockets
- http://www.readingrockets.org/

Vaughn Gross Center for Reading and Language Arts
- http://www. meadowscenter.org/vgc/

Sample Instructional Planning Form–Vera

Instructional Planning Form — Vera (Grade 3)

Additional Resources

- Explicit Instruction
  http://explicitinstruction.org/

- Archer, A. & Hughes, C. (2011). Explicit instruction: Effective and efficient teaching. New York: Guilford.

- 95% Group
  http://www.95percentgroup.com/

- Voyager Sopris Learning (e.g., Language Essentials for Teachers of Reading and Spelling training)
  http://www.voyagersopris.com

Discussion & Questions

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

Sample References

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Thank YOU!

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