



DIBELS Next® and the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

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DIBELS® SUPER INSTITUTE

The Premiere Training Event featuring the authors of DIBELS®

DIBELS Super Institute - Las Vegas, Nevada

Workshop fees include a continental breakfast, lunch and all training materials. Early registration, multiple workshop and group discounts are available.

Information
Summary
Location & Lodging
Workshops and Fees
Agenda

DIBELS Next® Essential Two Day Workshop (July 8-9)
DIBELS Next® Data Interpretation One Day Workshop (July 10)
DIBELS Next® Mentoring One Day Workshop (July 11)
DIBELS® Deep and DIBELS Next® Survey One Day Workshop (July 9)
DIBELS® AD and Pathways to Progress Half-Day Workshop (July 10)
DIBELS® Math Essential One Day Workshop (July 8)
PELI (DIBELS® Pre-K) Half-Day Workshop (July 11)
CARI: DIBELS® 7-9 Half-Day Workshop (July 11)

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DIBELS Next and Key Features of the Common Core State Standards for English Language Arts

1. Mastery of Foundational Skills
2. Emphasis on Proficiency with Informational Text
3. Increasing Text Complexity
4. Text Dependent Comprehension

Common Core State Standards for English Language Arts

Content in red boxes with white letters is taken directly from:
Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. (2010).
<http://www.corestandards.org/>

Reading Standards: Foundational Skills (K–5)

Kindergartners:

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*
(This does not include CVCs ending with /l/, /r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf



DIBELS® are Indicators

Progress Monitoring
DORF/Level 3 Progress Monitoring Scoring Booklet

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DIBELS® First Sound Fluency (FSF)

1 DIBELS® First Sound Fluency
Grade K/Benchmark 1

Test Items	Correct/2 points	Correct/1 point	Incorrect
1. laughed	/l/	/la/	0
2. pine	/p/	/pai/	0
3. skirt	/k/	/ksk/ /sksk/	0
4. flag	/f/	/fa/ /faw/	0
5. rang	/r/	/ra/	0
6. crow	/k/	/kr/	0
7. hide	/h/	/hia/	0
8. blame	/b/	/ba/ /bla/	0
9. deck	/d/	/da/	0
10. crab	/k/	/kr/ /kra/	0
11. bright	/b/	/br/ /bria/	0
12. knock	/k/	/no/	0
13. trash	/t/	/tra/ /tra/	0
14. list	/l/	/li/	0
15. spring	/k/	/spr/ /spr/ /spr/	0
16. shelf	/ch/	/chea/	0
17. grand	/gr/	/gra/ /gra/	0
18. sweat	/s/	/swa/ /swa/	0
19. shell	/sh/	/sha/	0
20. heard	/h/	/ha/ /ha/	0
21. crisp	/k/	/kr/ /kr/	0
22. slow	/sl/	/sla/	0
23. hat	/h/	/ha/ /ha/	0
24. sad	/s/	/sa/	0
25. swan	/sw/	/swa/ /swa/	0
26. voice	/v/	/vo/ /vo/	0
27. grapes	/gr/	/gra/ /gra/	0
28. shell	/sh/	/sha/	0
29. top	/t/	/ta/	0
30. steal	/st/	/sta/ /sta/	0

2 pt responses: _____
x2: _____ + 1 pt responses: _____ = Total: _____

Assessor says a series of words one at a time to the student and asks the student to say the first sound in the word.

Score: number of points for correct responses in one minute.

DIBELS® Phoneme Segmentation Fluency (PSF)

2 DIBELS® Phoneme Segmentation Fluency
Grade K/Benchmark 2

Word	Initial Sound	Initial Sound	Initial Sound	Initial Sound	Score
sack	/s/	/a/	/k/		1/3
hole	/h/	/o/	/l/		1/3
trip	/t/	/r/	/i/	/p/	1/3
game	/g/	/a/	/i/	/m/	1/3
fox	/f/	/o/	/k/	/s/	1/3
toes	/t/	/o/	/s/		1/3
star	/s/	/t/	/a/		1/3
sheep	/sh/	/e/	/a/	/p/	1/3
pine	/p/	/i/	/e/	/n/	1/3
forth	/f/	/o/	/r/	/h/	1/3
fought	/f/	/o/	/t/		1/3
which	/w/	/i/	/t/		1/3
cold	/k/	/o/	/l/		1/3
shout	/sh/	/o/	/t/		1/3
bit	/b/	/i/	/t/		1/3
send	/s/	/e/	/n/	/d/	1/3
would	/w/	/o/	/l/		1/3
dreamed	/d/	/r/	/e/	/m/	1/3
red	/r/	/e/	/d/		1/3
sell	/s/	/e/	/l/		1/3
dug	/d/	/u/	/g/		1/3
kicked	/k/	/i/	/k/		1/3
chin	/t/	/h/	/i/		1/3
him	/h/	/i/	/m/		1/3

Total: _____

PSF Response Patterns:

- Repeats word
- Makes random errors
- Says initial sound only
- Says onset time
- Does not segment blends
- Adds sounds
- Makes consistent errors on specific sound(s)
- Other

Assessor says a word. Student says the sounds in the word.

Score: Number of correct sound segments student says in 1 minute.

Alignment of DIBELS Deep with Common Core Standards



DIBELS Deep PA Skill Sequence and Common Core State Standards Alignment

Grade Level	Skill	Common Core State Standard
Kindergarten	Blending Compound Words	Supports Grade K-PA 2.b
	Blending Syllables	Grade K-PA 2.b
	Blending Two-Phoneme Words	Grade1-PA 2.b
	Blending Three-Phoneme Words	Grade1-PA 2.b
	Segmenting Compound Words	Supports Grade K-PA 2.b
	Segmenting Syllables	Grade K-PA 2.b
	Production of Initial Sounds	Grade K-PA 2.d
	Production of Final Sounds	Grade K-PA 2.d
	Segmenting Two-Phoneme Words	Grade1-PA 2.d
	Segmenting Three-Phoneme Words	Grade1-PA 2.d
Segmenting Four-Phoneme Words With Blends	Grade1-PA 2.d	

Reading Standards: Foundational Skills (K–5)

Grade 1 Students:

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs.
 - Decode regularly spelled one-syllable words.
 - Know final -e and common vowel team conventions for representing long vowel sounds.
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - Decode two-syllable words following basic patterns by breaking the words into syllables.
 - Read words with inflectional endings.
 - Recognize and read grade-appropriate irregularly spelled words.

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

DIBELS® Nonsense Word Fluency (NWF)

1 DIBELS® Nonsense Word Fluency
Grade 1/Benchmark 1

	CLS	WWR
bol kiv ul j ac lel	1/4 (14)	
f ij kug jat oj deg	1/4 (28)	
w av pek yos mub fiv	1/4 (42)	
ec faj vog kif puk	1/4 (57)	
og wap fec pim fuj	1/4 (71)	
k ag vov nil pev zub	1/4 (86)	
seb av zup pij bok	1/4 (101)	
ful fav zec sic ot	1/4 (114)	
s op tuv zev tib zak	1/4 (129)	
z oc ac bej lik fuf	1/4 (143)	

Total correct letter sounds (CLS): _____
Total whole words read (WWR): _____

NWF Response Patterns:

<input type="checkbox"/> Says correct sounds out of order (sound-by-sound)	<input type="checkbox"/> Doesn't track correctly
<input type="checkbox"/> Makes random errors	<input type="checkbox"/> Tries to turn nonsense words into real words
<input type="checkbox"/> Says correct sounds, does not recode	<input type="checkbox"/> Makes consistent errors on specific letter sounds(s)
<input type="checkbox"/> Says correct sounds, recodes out of order	<input type="checkbox"/> Makes consistent errors on specific letter sounds(s)
<input type="checkbox"/> Says correct sounds, recodes with incorrect sound(s)	<input type="checkbox"/> Other
<input type="checkbox"/> Says correct sounds and correctly recodes	

Assessor shows a page of CVC or VC nonsense words to student. Student reads the words.

Score:

- Number of correct letter sounds (CLS) student reads in 1 minute.
- Number of whole words read (WWR) without first being sounded out.

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DIBELS® Oral Reading Fluency (DORF)

3 DIBELS® Oral Reading Fluency

Grade 1/Benchmark 3.3

Total words: _____
Errors (include skipped words): - _____
Words correct = _____

Going to Market

0 Four baskets were filled with fish. Now it was time to take them to 14
14 the market. Ken helped his father load the baskets onto the family's boat. 27
27 Ken's family lived on a large island off the coast of Africa. They used the 42
42 boat to sail to market. 47
47 Ken jumped into the boat. His father pushed the old wood boat off 60
60 the sand and into the clear blue water. After climbing in, Ken's father 73
73 lifted the big triangle sail. The wind filled the cloth, pushing the boat out 87
87 to sea. The trip would take about an hour, so Ken sat down in the front 103
103 of the boat. There were often interesting plants and animals to see 115
115 along the way. He did not want to miss any of them. 127
127 Ken's father kept the boat close to the land. Ken could see clean 140
140 white beaches lined with coconut trees. A big sea turtle came up for 153
153 air near the boat. It went back under when the boat got closer. Before 167
167 long, Ken saw some dolphins. They raced beside the boat for several 179
179 minutes. Looking back at the coast, Ken saw some monkeys. They were 191
191 leaping from tree to tree. 196
196 The trip seemed too short. Ken's father turned the boat to the shore 209
209 and let the sail down. Ken heard the wood scrape on the sand. Now 223
223 it was time to take the fish to the market. Ken hoped they would sell all 239
239 their fish quickly. He wanted to sail in the boat again. 250

Assessor shows the reading passage to the student. The student reads the passage.

Scores:

- The number of words read correctly in 1 minute.
- The percentage of words read accurately in 1 minute.

Grade Level	Skill	Common Core State Standard
First Grade (WRD Form 2)	Reading VCC & CVCC Words	Grade 1–Phonics/Word Recognition 3.b & Fluency 4.
	Reading Words With Double Final Consonants	Grade 1–Phonics/Word Recognition 3.b & Fluency 4.
	Reading CCVC Words	Grade 1–Phonics/Word Recognition 3.b & Fluency 4.
	Reading Words With Consonant Digraphs	Grade 1–Phonics/Word Recognition 3.a & Fluency 4.
	Reading Words With “y” as a Vowel and Open-Syllable, One-Syllable Words	Grade 1–Phonics/Word Recognition 3.b & Fluency 4.
	Reading Words With Suffix “s” (plurals)	Grade 1–Phonics/Word Recognition 3.f & Fluency 4.
	Reading High-Frequency Words (Primer)	Grade 1–Phonics/Word Recognition 3.g & Fluency 4.
	Reading Simple Sentences (connected text)	Grade 1–Fluency 4.

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Alignment of DIBELS Deep with Common Core Standards

DIBELS^{Next}

DIBELS Deep WRD Skill Sequence and Common Core State Standards Alignment (continued)

Grade Level	Skill	Common Core State Standard(s)
Second Grade		
(WRD Form 4 continued)	Reading Words With "ed" Ending Pronounced as /t/ (orthographic shift in base word)	Grade 2—Fluency 4.
	Reading Words With Suffix "es" (orthographic shift in base word)	Grade 2—Phonics/Word Recognition 3.d & Fluency 4.
	Reading Words With Suffix "er" (orthographic shift in base word)	Grade 2—Phonics/Word Recognition 3.d & Fluency 4.
	Reading Words With Suffix "y" (orthographic shift in base word)	Grade 2—Phonics/Word Recognition 3.d & Fluency 4.
	Reading words With Consonant Digraphs (gh, ph)	Grade 2—Fluency 4.
	Reading Words With Common Prefixes & Suffixes (mis, un, ful, est, ly) (no orthographic shift in base word)	Grade 2—Phonics/Word Recognition 3.d & Fluency 4.
	Reading Multisyllabic Words	Grade 2—Fluency 4.
	Reading High-Frequency Words (Second Grade)	Grade 2—Phonics/Word Reading 3.f & Fluency 4.
	Reading Sentences (connected text)	Grade 2—Fluency 4.

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Reading Standards: Foundational Skills (K–5)

Grade 1 to 5 Students:

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Text Dependent Comprehension Convergence of Information

Beginning of Year Benchmark

DORF Score = _____ [1] **Reading at an appropriate rate.**

Retell Score x 2 = _____ [2] **Reading orally with understanding**

Daze Adjusted Score x 4 = _____ [3] **Reading silently for meaning in context.**

DORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4] **With a high degree of accuracy.**

DIBELS Composite Score (add values 1–4) = _____

Do not calculate the composite score if any of the values are missing (if DORF is below 40 and Retell is not administered, use 0 for Retell only on these worksheets).

Students who are at or above benchmark on the DIBELS Composite Score are *reading for meaning at an adequate rate and with a high degree of accuracy and using context to build understanding.*

DIBELS® Oral Reading Fluency (DORF)

3 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 3.3

Total words: _____
 Errors (include skipped words): _____
 Words correct: = _____

Going to Market

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 14 the market. Ken helped his father load the baskets onto the family's boat. 27
 27 Ken's family lived on a large island off the coast of Africa. They used the 42
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 223 it was time to take the fish to the market. Ken hoped they would sell all 239
 239 their fish quickly. He wanted to sail in the boat again. 250

Assessor shows the reading passage to the student. The student reads the passage.

Scores:

- The number of words read correctly in 1 minute.
- The percentage of words read accurately in 1 minute.

DIBELS® Oral Reading Fluency (DORF) Retell and Retell Quality of Response

Now tell me as much as you can about the story you just read. Ready, begin.

Write the number of words in the Retell that are relevant to the passage on the space provided on the scoring page.

Retell Quality of Response Ratings:

1. Provides 2 or fewer details
2. Provides 3 or more details
3. Provides 3 or more details in a meaningful sequence
4. Provides 3 or more details in a meaningful sequence that captures a main idea

3 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 3.1

The Cocoa Stand (continued)

Retell:

25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48
49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71
72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94

Retell Total: **15**

Quality of Response:
(Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details **3** Provides 3 or more details in a meaningful sequence
2 Provides 3 or more details 4 Provides 3 or more details in a meaningful sequence that captures a main idea

Daze (DIBELS® Maze)

Making Chocolate

What sweet treat do you enjoy? For Troy, it was chocolate. That make paste why he was so excited

when he ribs found any out his class was going to begins take but a field trip to a chocolate another walls factory He would see

how his favorite split process treat was made. He could only hope he would wonder huge get a sample while he

there was never knew

When the students arrived at the in favorite factory they went into a huge room. On the unrefined walls here were

a lot of pictures of an unusual hand mixing tree. Troy wondered what a tree had to do much with chocolate. As if

reading Troy's were mind heard a guide came in and told them that locked chocolate rollers begins with the cacao tree. It

grows thick scoop in tropical rainforests.

The guide explained that so hanging could on the trees are fruits as large get (chocolate) as melons. People pick

these fruits and only giving them open. Inside are seeds called cocoa rainforests beans, which workers scoop out

and thought put came in big piles. After about a week do the beans' shells harden. Then they arrived are parts ready to

make their long journey to the hope factory grows

Page 10 Keep going ▶

Assessor asks students to read a passage and circle the word that makes the most sense in the story.

Group or individually administered measure.

Score: Number of correct responses, adjusted for guessing.

Reading Standards for Literature K-5

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Integration of Knowledge and Ideas

8. (Not applicable to literature?) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Informational Text K-5

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Integration of Knowledge and Ideas

8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Literary and Informational Text

- The Common Core Standards place special emphasis on proficient reading of complex informational text in a variety of content areas, with an increasing proportion of informational text in assessment as students advance through the grades

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

DIBELS® Next: Increasing Emphasis on Expository / Informational Text

- DIBELS Next Oral Reading Fluency passages are organized into triads for administration and interpretation. Each triad is balanced by narrative/expository type of text, with 2 of 3 narrative passages in grades 1 to 3, and 2 of 3 expository or informational passages in grades 4 to 6.

Grade	Narrative / Prose	Expository / Informational
1	67%	33%
2	67%	33%
3	67%	33%
4	33%	67%
5	33%	67%
6	33%	67%

The Standards' Approach to Text Complexity

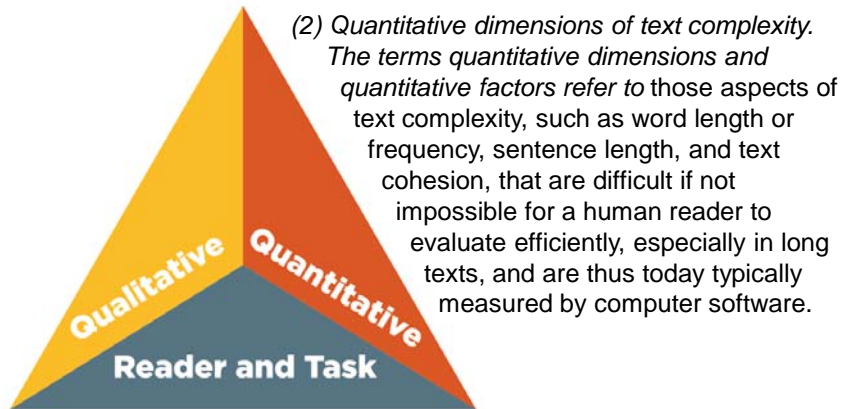


Figure 1: The Standards' Model of Text Complexity

http://www.corestandards.org/assets/Appendix_A.pdf

Independent reading of text of increasing complexity

Grade (Text Complexity Grade Band in the Standards)	Lexile Ranges Aligned to CCR Expectations	Lexiles for DIBELS Next Oral Reading Fluency Passage Triads Mean (Range)
1 (K-1)		535 (490 – 587)
2 (2-3)	450-790	593 (560 – 667)
3 (2-3)	450-790	773 (750 – 813)
4 (4-5)	770-980	852 (787 – 900)
5 (4-5)	770-980	913 (893 – 943)
6 (6-8)	955-1155	982 (957 – 1013)

http://www.corestandards.org/assets/Appendix_A.pdf

CARI: DIBELS for 7 -9

Content Area Reading Indicators (CARI): DIBELS 7-9 Content

The purpose of CARI assessment measures are to assess the broad range of critical reading comprehension skills that are needed by 7th to 9th grade students. These skills are linked to the Common Core State Standards.

The timed comprehensive assessment set includes science, social studies, and prose grade-appropriate passages in the form of:

- Daze
- Silent reading with multiple choice comprehension
- Oral reading with recall and oral comprehension questions

CARI Passage-Specific Question Types

Silent Reading MC Questions

- 4 Vocabulary
- 3 Detail/literal
- 2 Detail/Convergent
- Inference Vocabulary application
- Inference Cause and effect
- Inference Main idea
- Inference Drawing conclusions
- Inference Prediction
- Inference Point-of-view

ORF Recall Questions

- Student recall of four main passage details/follow up questions by teacher if needed
- 4 Vocabulary questions
- 2 Inference questions

Content Area Reading Indicators (CARI): DIBELS 7-9 Alignment with CCSS

		Social Studies	Science
7th & 8th	Key Ideas & Details	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference
	Craft & Structure	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference
	Integration of Knowledge & Ideas	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference
	Range of Reading Level and Text Complexity	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference Daze Oral Reading CWPM Oral Reading Accuracy	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference Daze Oral Reading CWPM Oral Reading Accuracy

Content Area Reading Indicators (CARI): DIBELS 7-9 Alignment with CCSS

		Literature	Informational Text
7th & 8th	Key Ideas & Details	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference
	Craft & Structure	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference
	Integration of Knowledge & Ideas	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference
	Range of Reading Level and Text Complexity	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference Daze Oral Reading CWPM Oral Reading Accuracy	Silent Reading/ MC questions ORF W/Recall + Vocab & Inference Daze Oral Reading CWPM Oral Reading Accuracy

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CARI Research Opportunity

Benchmark Goal Study: 2013/14 school year. If your school might be interested in participating contact:

Dr. Mary Abbott

859 Willamette St. #320 Eugene OR 97401

mabbott@dibels.org

(541) 431-6931

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DIBELS^{Next}

DIBELS Math

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Link to Common Core State Standards in Mathematics

Grade	Common Core State Standards in Mathematics (Domain)	DIBELS Math measures
K	Counting and Cardinality	Next Number Fluency Beginning Quantity Discrimination
K	Measurement and Data	Beginning Quantity Discrimination
1	Operations and Algebraic Thinking	Computation
1	Numbers and Operations in Base Ten	Next Number Fluency Number Identification Fluency Advanced Quantity Discrimination Missing Number Fluency Computation



Beginning Quantity Discrimination

We are going to look at boxes that have dots in them. Some boxes have more dots. We are going to say the number of dots that is more. This is 4 dots (point to the box that has 4 dots) and this is 8 dots (point to the box that has 8 dots). 8 is more.

Practice item #1) Your turn. This is 4 dots (point to the box that has 4 dots) and this is 2 dots (point to the box that has 2 dots). Which one is more? Say the number of dots.

Correct response	Very good, 4 is more.	(Present practice item #2)
Incorrect response	4 is more (touch box with 4 dots). Your turn. Which one is more? (Wait for a response)	Correct response Good. (Present practice item #2)
Student does not respond within 3 seconds or responds incorrectly	4 is more.	Incorrect response 4 is more. (Present practice item #2)



Practice item #2) Let's try another. Which one is more (touch box with 3 and box with 5)? Remember to say the number that is more.

Correct response	Very good, 5 is more.	(Present practice item #3)
Incorrect response	5 is more (touch box with 5 dots). Your turn. Which one is more? (Wait for a response)	Correct response Good. (Present practice item #3)
Student does not respond within 3 seconds or responds incorrectly	5 is more.	Incorrect response 5 is more. (Present practice item #3)



Practice item #3) Let's try another. (point to the next problem and wait up to 3 seconds for the student to respond.) If the student does not respond, say, Which one is more?

Correct response	Very good, 10 is more.	(Begin testing)
Incorrect response	10 is more. Your turn. Which one is more? (Wait for a response)	Correct response Good. (Begin testing)
Student does not respond within 3 seconds or responds incorrectly	10 is more.	Incorrect response 10 is more. (Begin testing)



Begin testing. Now you will see more boxes with dots (place student sheet in front of the student). Start here (sweep finger under first set of boxes) and then go down (point to next set of boxes). You tell me which one is more. Remember to say the number. Put your finger under the first set of boxes (point to the first set of boxes). Ready, begin.

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Number Identification Fluency

Look at these numbers. I'm going to point and say the name of the numbers. Listen to me: 5, 3, 2 (point to the numbers). Your turn. Point and say the name of these numbers.

Correct response	Very good saying the name of those numbers.	(Begin testing)
Incorrect response	Watch me point and say the name of these numbers: 5, 3, 2. (Point to and say the name of the numbers.) Your turn. Point and say the name of these numbers. Put your finger here to start. (Touch 5.)	Correct response Good. (Begin testing)
Student does not respond within 3 seconds or responds incorrectly	Let's say the names of these numbers together as you touch them: 5, 3, 2.	Incorrect response (Begin testing)

Begin testing. Now I will show you some more numbers (place student sheet in front of the student). Start here (point to the first number at the top of the page). Go this way (sweep your finger across the first two rows of numbers) and say the name of each number. Put your finger under the first number (point). Ready, begin.

1 3 22 6 15

36 56 4 2 33

7 42 8 86 13

38 19 93 14 23

5 48 16 10 17

29 12 44 11 20

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Next Number Fluency

Listen, I'm going to say a number and you're going to tell me what number comes next. So, if I said 3, you would say 4. Let's try one together.

Practice item #1) 7... what number comes next?

Correct response	Very good, the next number after 7 is 8.	(Present practice item #2)
Incorrect response	The next number after 7 is 8. Your turn. 7... what number comes next? (Wait for a response)	Correct response Good. (Present practice item #2)
Student does not respond within 3 seconds or responds incorrectly	The next number after 7 is 8.	Incorrect response The next number after 7 is 8. (Present practice item #2)

Practice item #2) Let's try another number. 2... what number comes next?

Correct response	Very good, the next number after 2 is 3.	(Present practice item #3)
Incorrect response	The next number after 2 is 3. Your turn. 2... what number comes next? (Wait for a response)	Correct response Good. (Present practice item #3)
Student does not respond within 3 seconds or responds incorrectly	The next number after 2 is 3.	Incorrect response The next number after 2 is 3. (Present practice item #3)

Next Number Fluency

2 (2)	13 (14)	24 (25)	3 (4)	20 (21)	_____
39 (40)	97 (98)	1 (2)	25 (26)	18 (19)	_____
14 (15)	43 (44)	7 (8)	89 (90)	17 (18)	_____
48 (49)	12 (13)	71 (72)	9 (10)	32 (33)	_____
8 (9)	26 (27)	15 (16)	10 (11)	5 (6)	_____
50 (51)	4 (5)	21 (22)	16 (17)	11 (12)	_____

Total Score: _____

Practice item #3) Let's try another number... 5... (Wait up to 3 seconds for the student to respond.) If the student does not respond, ask, 5... what number comes next?

Correct response	Very good, the next number after 5 is 6.	(Begin testing)
Incorrect response	The next number after 5 is 6. Your turn. 5... what number comes next? (Wait for a response)	Correct response Good. (Begin testing)
Student does not respond within 3 seconds or responds incorrectly	The next number after 5 is 6.	Incorrect response The next number after 5 is 6. (Begin testing)

Begin testing. Now I am going to say more numbers. You tell me what number comes next. (Say the first number in the list.)

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Advanced Quantity Discrimination

We are going to look at boxes that have two numbers in them and you are going to tell me which number is more. This is 14 (point to number) and this is 22 (point to number). 22 is more (point to number).

Practice item #1) Your turn. This is 56 (point to number) and this is 48 (point to number). Which one is more?

Correct response	Very good, 56 is more.	(Present practice item #2)
Incorrect response	56 is more. Your turn. Which one is more? (Wait for a response)	Correct response Good. (Present practice item #2)
Student does not respond within 3 seconds or responds incorrectly	56 is more.	Incorrect response 56 is more. (Present practice item #2)

Practice item #2) Your turn. Which one is more? (Point to the example.)

Correct response	Very good, 37 is more.	(Present practice item #3)
Incorrect response	37 is more. Your turn. Which one is more? (Wait for a response)	Correct response Good. (Present practice item #3)
Student does not respond within 3 seconds or responds incorrectly	37 is more.	Incorrect response 37 is more. (Present practice item #3)

Practice item #3) Let's try another. (Point to the next problem and wait up to 3 seconds for the student to respond.) If the student does not respond, say, Which one is more?

Correct response	Very good, 75 is more.	(Begin testing)
Incorrect response	75 is more. Your turn. Which one is more? (Wait for a response)	Correct response Good. (Begin testing)
Student does not respond within 3 seconds or responds incorrectly	75 is more.	Incorrect response 75 is more. (Begin testing)

Begin testing. Now you will see more boxes with two numbers in them (place student sheet in front of the student). Start here (point to the first box of problems at the top of the page). Go this way (sweep your finger across the first two rows of boxes) and tell me which number is more. Put your finger under the first box (point). Ready, begin.

12 48 25 61

98 51 13 26

43 41 51 79

48 22 75 32

81 54 11 9

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Missing Number Fluency

► We are going to look at boxes that have three numbers and a blank and you are going to tell me the missing number. Watch (point to the numbers and the blank): 15, blank, 17, 18. The missing number is 16. Watch: 15, 16, 17, 18 (present practice item #1).

Practice Item #1) Your turn. Look at these numbers. Tell me the missing number. (Point to practice item #1)

Correct response	Very good, the missing number is 42.	(Present practice item #2)
Incorrect response	The missing number is 42. Watch: 41, 42, 43, 44 (point as you say the numbers). Your turn. Tell me the missing number. (Wait for a response)	(Present practice item #2)
Student does not respond within 3 seconds or responds incorrectly	Correct response	Good.
	Incorrect response	The missing number is 42.

11 12 ___ 14 20 30 ___ 50

40 45 ___ 55 52 ___ 54 55

► Practice Item #2) Let's try another. Look at these numbers. Tell me the missing number. (Point to practice item #2)

Correct response	Very good, the missing number is 35.	(Present practice item #3)
Incorrect response	The missing number is 35. Watch: 30, 35, 40, 45 (point as you say the numbers). Your turn. Tell me the missing number. (Wait for a response)	(Present practice item #3)
Student does not respond within 3 seconds or responds incorrectly	Correct response	Good.
	Incorrect response	The missing number is 35.

18 19 ___ 21 15 ___ 25 30

► Practice Item #3) Let's try another. (Point to the next problem and wait up to 3 seconds for the student to respond.) If the student does not respond, say, Tell me the missing number.

Correct response	Very good, the number that is missing is 50.	(Begin testing)
Incorrect response	The missing number is 50. Watch: 30, 40, 50, 60 (point as you say the numbers). Your turn. Tell me the missing number. (Wait for a response)	(Begin testing)
Student does not respond within 3 seconds or responds incorrectly	Correct response	Good.
	Incorrect response	The missing number is 50.

15 16 ___ 18 9 ___ 29 39

60 ___ 70 75 33 ___ 35 36

► Begin testing. I would like you to tell me the missing number (place student sheet in front of the student). Start here (point to the first box of number sets at the top of the page). Go this way (sweep your finger across the first two rows of number sets) and say the missing number. Put your finger under the first box (point). Ready, begin.

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Link to Common Core State Standards in Mathematics

Grade	Common Core State Standards in Mathematics (Domain)	DIBELS Math measures
2	Operations and Algebraic Thinking	Computation
2	Number and Operations in Base Ten	Computation
3	Operations and Algebraic Thinking	Computation
3	Numbers and Operations in Base Ten	Computation

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Link to Common Core State Standards in Mathematics

Grade	Common Core State Standards in Mathematics (Domain)	DIBELS Math measures
4	Number and Operations in Base Ten	Computation
4	Number and Operations - Fractions	Computation
5	Number and Operations in Base Ten	Computation
5	Number and Operations - Fractions	Computation

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Computation

$$7 \overline{)505} \quad \begin{array}{r} 7 \\ -3 \end{array} \quad 7 \frac{2}{4} + 2 \frac{1}{4} = \quad \begin{array}{r} 8 \\ \times 7 \end{array} \quad \begin{array}{r} 8 \\ +2 \end{array}$$

- What: Computation is a standardized measure designed to assess students' progress in the basic skills of math computation (addition, subtraction, division, multiplication, and fractions).
- When: Administered in First through Fifth Grade in the Fall, Winter, and Spring.
- How: It can be administered to an entire classroom or on an individual basis.

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Computation - Examples

DIBELS® Math Beta 3 / Computation Grade 4
Benchmark 2 / Form A / Teacher Key

680 +218 898	4885 +2235 7120	$9\frac{2}{3} - 8\frac{1}{3} =$ $1\frac{1}{3}$	9 x5 45	9 888	222+6
698 -831 -133	$\frac{5}{8} + \frac{2}{8} =$ $\frac{7}{8}$	4662 -775 3887	41 x12 492	$4\frac{5}{8} - 3\frac{3}{8} =$ $1\frac{2}{8}$	19
1038 9127 8089	4 54	37 x32 1184	$\frac{1}{4} + \frac{2}{4} =$ $\frac{3}{4}$	732 x_2 1464	27
$4\frac{1}{4} + 3\frac{3}{4} =$ 7	$\frac{1}{3} + \frac{2}{3} =$ 1	$\frac{2}{6} + \frac{1}{6} =$ $\frac{3}{6}$	426 x_9 3834	3 435	26
2020 4 802	92 x22 2024	7641 -764 6877	1789 +1632 3421	57 x11 627	39

Total: _____

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Information
Summary
Location & Lodging
Workshops and Fees
Agenda

DIBELS Super Institute - Las Vegas, Nevada

Workshop fees include a continental breakfast, lunch and all training materials. Early registration, multiple workshop and group discounts are available.

- DIBELS Next® Essential Two Day Workshop (July 8-9)
- DIBELS Next® Data Interpretation One Day Workshop (July 10)
- DIBELS Next® Mentoring One Day Workshop (July 11)
- DIBELS® Deep and DIBELS Next® Survey One Day Workshop (July 9)
- DIBELS® AD and Pathways to Progress Half-Day Workshop (July 10)
- DIBELS® Math Essential One Day Workshop (July 8)
- PELI (DIBELS® Pre-K) Half-Day Workshop (July 11)
- CARI: DIBELS® 7-9 Half-Day Workshop (July 11)



Professional Development Opportunities



- Ongoing training and support available from Dynamic Measurement Group:
 - DIBELS Onsite Training
 - DIBELS Online Training
 - State Department of Education Support
 - DIBELS Next Training Events
- For more information on professional development, contact info@dibels.org or visit our website <http://www.dibels.org>.

