DIBELS | Next

Instructional Decision Making Using DIBELS Next Survey

NASP Convention 2011

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Overview

- Introduction & Purposes of *DIBELS Next Survey*

- Description

- Research & Development

- Procedures
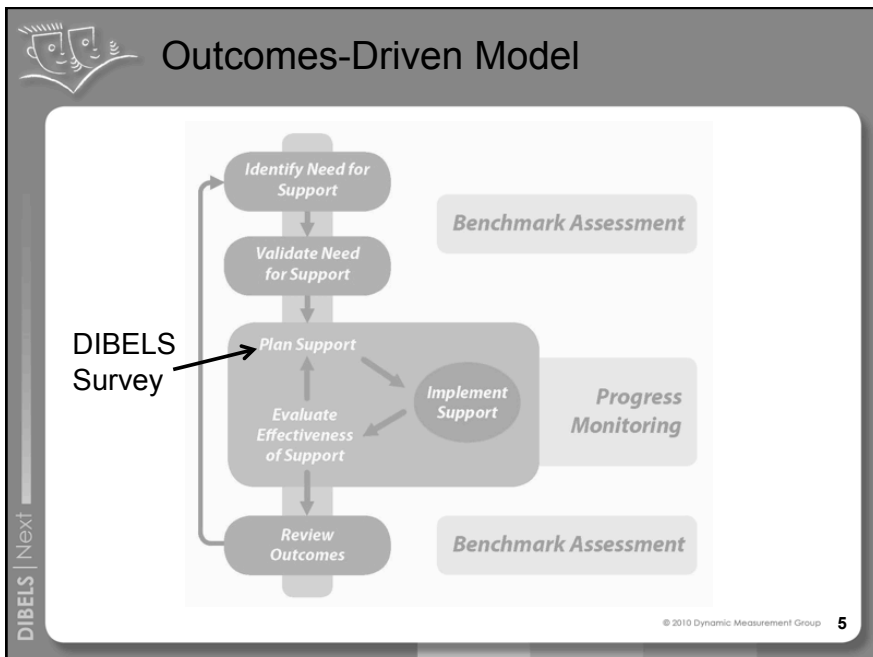
- Case Examples

- Practice & Discussion

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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.

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Slide 5: Outcomes-Driven Model

DIBELS Survey → (pointing to Plan Support)

Flowchart: Identify Need for Support → Validate Need for Support → Plan Support / Implement Support → Evaluate Effectiveness of Support → Review Outcomes

Benchmark Assessment
Progress Monitoring
Benchmark Assessment

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Slide 6: Outcomes-Driven Model

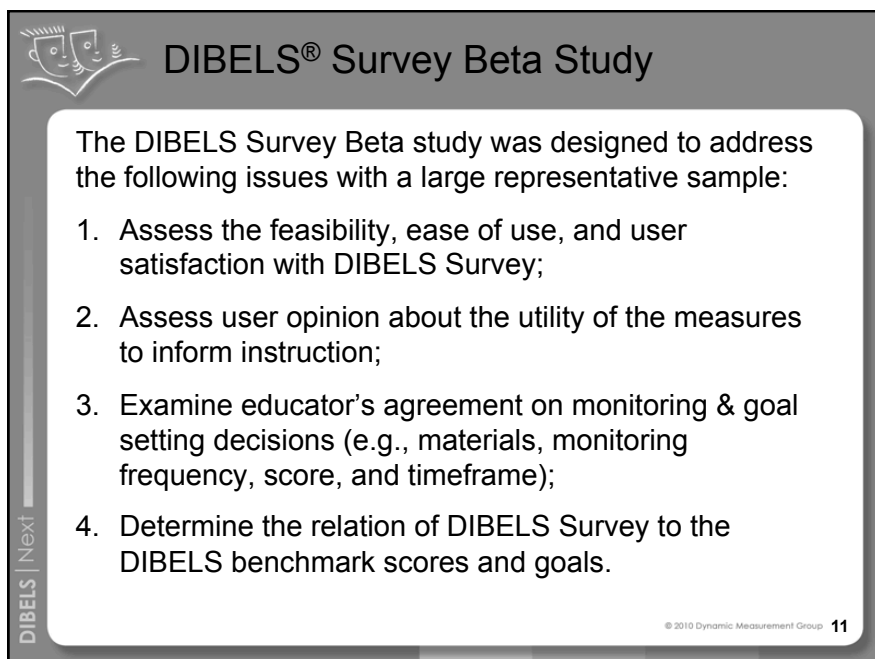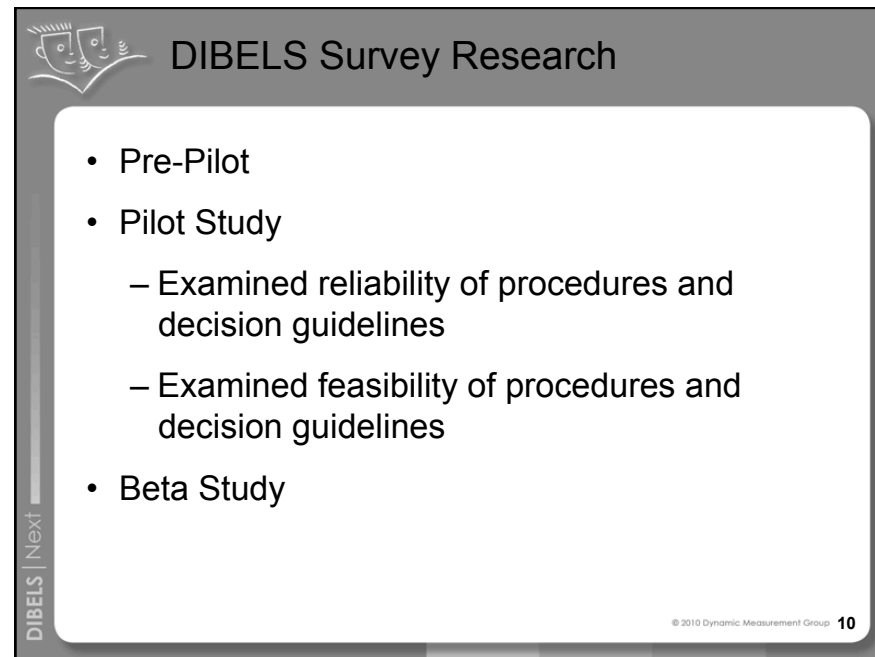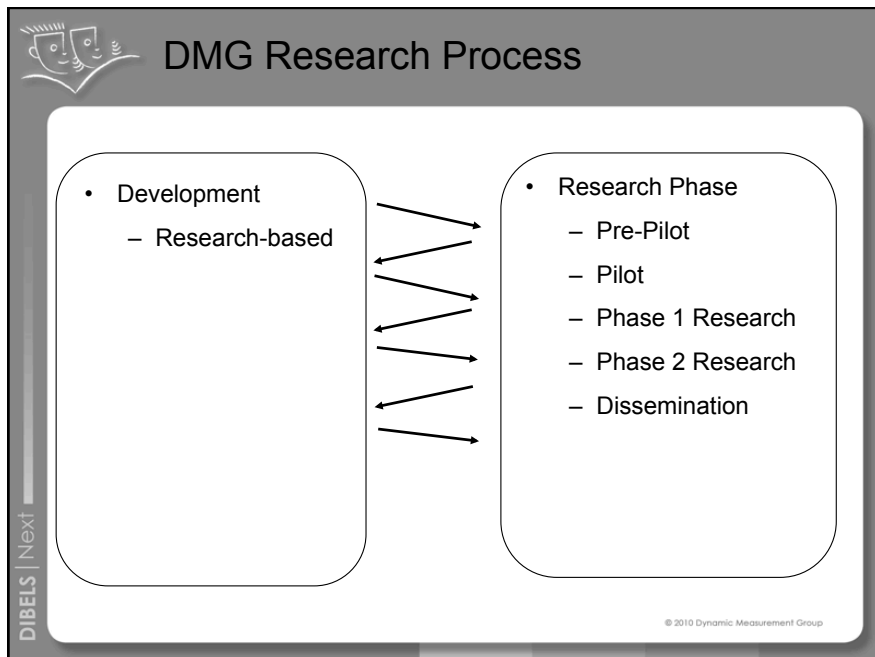| ODM Step	Question(s)	Data
1. Identify Need for Support	Are there students who may need support? How many? Which students?	Benchmark data: Histograms, Box Plots, Class List Report
2. Validate Need for Support	Are we confident that the identified students need support?	Benchmark data and additional information: 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

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Slide 7: 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

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Slide 8: Research & Development Work on DIBELS Next Survey

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DMG Research Process

- Development
  - Research-based

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

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DIBELS Survey Research

- Pre-Pilot

- Pilot Study

  - Examined reliability of procedures and decision guidelines

  - Examined feasibility of procedures and decision guidelines

- Beta Study

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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.

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Survey User Satisfaction Questionnaire

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

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

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Survey User Checklist

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.

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Descriptive Statistics

Measure	Sixth (N = 62)	Fifth (N = 83)	Fourth (N = 79)	Third (N = 87)	Second (N = 72)	First (N = 60)
ORF-G6	119 (11.8) (n = 5)	–	–	–	–	–
ORF-G5	98.9 (19.8) (n = 49)	97.9 (21.9) (n = 24)	–	–	–	–
ORF-G4	96.6 (22.3) (n = 44)	93.6 (21.7) (n = 62)	82.6 (18.3) (n = 54)	–	–	–
ORF-G3	94.6 (20.5) (n = 35)	99.0 (20.8) (n = 47)	93.1 (19.2) (n = 58)	78.3 (20.6) (n = 58)	–	–
ORF-G2	92.0 (19.6) (n = 15)	86.4 (16.2) (n = 14)	85.2 (22.8) (n = 26)	78.3 (18.6) (n = 65)	51.1 (20.8) (n = 41)	–
ORF-G1	61.0 (16.0) (n = 4)	66.0 (19.4) (n = 4)	55.0 (24.0) (n = 6)	62.7 (14.8) (n = 26)	49.3 (17.2) (n = 69)	12.5 (10.7) (n = 41)
NWF	18.0 (n = 1)	69.0 (n = 1)	41.0 (15.6) (n = 2)	47.8 (7.53) (n = 5)	60.2 (20.7) (n = 32)	40.9 (14.2) (n = 55)
PSF	23.0 (n = 1)	58.0 (n = 1)	36.0 (n = 1)	51.0 (n = 1)	55.8 (17.1) (n = 21)	53.1 (17.8) (n = 41)
FSF	38.0 (n = 1)	32.0 (n = 1)	–	–	44.3 (15.9) (n = 14)	37.5 (16.6) (n = 21)

Note. ORF = Oral Reading Fluency, NWF = Nonsense Word Fluency, PSF = Phoneme Segmentation Fluency, FSF = First Sound Fluency, G# = Grade Level (i.e., G6 = Grade 6).

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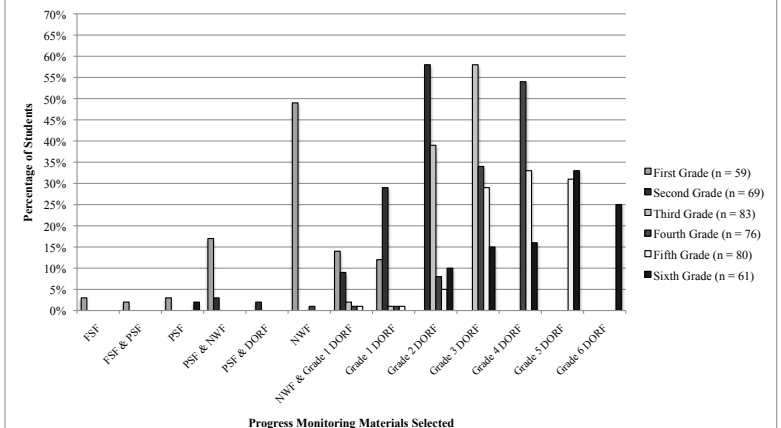
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Agreement

- 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

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User Satisfaction Ratings

Survey User Satisfaction Ratings

Item	N	Mean Rating (SD)
1. DIBELS Survey is helpful in planning reading instruction.	61	4.8(.94)
2. Compared to Benchmark testing alone, the use of DIBELS Survey helped me be more precise in setting goals.	61	4.7(1.02)
3. Compared to Benchmark testing alone, the use of DIBELS Survey helped me be more precise in selecting materials for progress monitoring.	59	4.7(.98)
4. Compared to Benchmark testing alone, the use of DIBELS Survey helped me be more precise in planning instructional content.	58	4.5(.94)
5. Compared to Benchmark testing alone, the use of DIBELS Survey helped me be more precise in planning instructional groups.	58	4.6(.99)
6. Goals set based on DIBELS Survey are more attainable than a student's grade level Benchmark goals.	58	4.6(.99)
7. Goals set based on DIBELS Survey are more meaningful than a student's grade level Benchmark goals.	60	4.5(1.07)
8. I would recommend the use of DIBELS Survey to others.	60	4.8(1.07)

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

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Checklist Findings

Most frequent response was "weekly."

Most frequent responses are circled.

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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.*

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DIBELS Next Survey Procedures

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Materials Needed

- DIBELS Next Survey Manual

- Stopwatch, clipboard and pen/pencil

- DIBELS Next Survey Student Materials Book
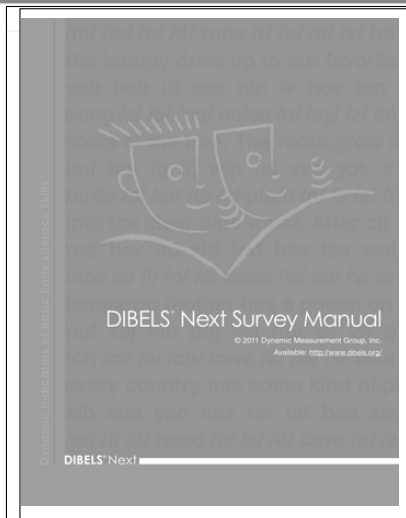
- DIBELS® Next Survey Scoring Booklet

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DIBELS Next Survey Manual

DIBELS® Next Survey Manual
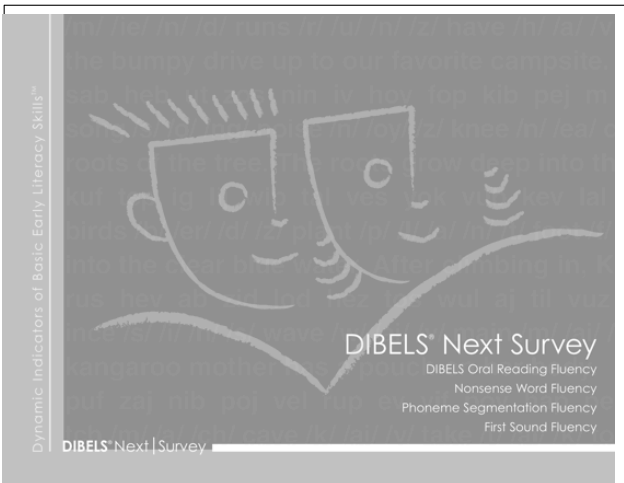© 2011 Dynamic Measurement Group, Inc.
Available: http://www.dibels.org/

DIBELS® Next

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Scoring Booklet

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Student Materials

DIBELS® Next Survey

DIBELS Oral Reading Fluency
Nonsense Word Fluency
Phoneme Segmentation Fluency
First Sound Fluency

DIBELS® Next | Survey

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DIBELS® Survey Procedures: Overview

- Amount of time needed: 5 - 20 minutes
- Where to start:
  - Begin with student's grade level if you need to validate benchmark test score(s)
  - Begin at starting point suggested by benchmark data according to the Survey decision guidelines

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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.

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Guidelines for Conducting Survey

When to Conduct Survey

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

DIBELS Composite Score	If the student's *DIBELS* Composite Score for the benchmark assessment is below the cut point (level) for their grade level, *DIBELS Next Survey*... es of the individual *DIBELS Next* meas... ...rk assessment to decide where to b...
DORF[1]	If any of these three conditions apply, then use *Survey* to test lower levels of DORF, or test back with NWF if going below first-grade DORF: OR OR 1. If B... at th... 2. If E... sco... racy 3. If the Words Correct score falls below the OPTIMAL progress monitoring level at any time (see page 4)
NWF	If BOTH NWF–CLS and NWF–WWR scores are at the *Below Benchmark* or *Well Below Benchmark* score level, then use *Survey* to test back with PSF.
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.

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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*.

DORF	If any of these three conditions apply, then use *Survey* to test in lower levels of DORF, or test back with NWF if going below first-grade DORF: OR OR 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 falls below the OPTIMAL progress monitoring level at any time (see page 4)
NWF	If BOTH NWF–CLS and NWF–WWR scores are at the *Below Benchmark* or *Well Below Benchmark* score level, then use *Survey* to test back with PSF.
PSF	If the PSF score is at the *Well Below Benchmark* score level, then use *Survey* to test back with FSF.

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Progress Monitoring Levels

DORF	Conduct progress monitoring with DORF at the highest level where the student reads with at least 90% accuracy and their median Words Correct is above 20 in first-grade material, above 40 in second-grade material, and above 50 in third-through sixth-grade material.
NWF	Monitor with NWF when EITHER or BOTH NWF–CLS or NWF–WWR scores are in the *Below Benchmark* or *Well Below Benchmark* score level.
PSF[2]	Monitor with PSF when the student's score is in the *Below Benchmark* or *Well Below Benchmark* score level.
FSF[2]	Monitor FSF when the student's score is in the *Below Benchmark* or *Well Below Benchmark* score level.

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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.

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- Skipping levels and discontinuing rules:
  - Procedures for skipping levels are included along with criteria for when to stop testing

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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 the their median score is 20 or fewer words correct in any level of DORF material, drop back two levels.

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Case Study Example

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DIBELS® Survey Example for Ian - 4th Grade Student

Name: Ian Grade 4

Testing Began Here →

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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.

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Example of Out-of Grade Progress Monitoring for Ian

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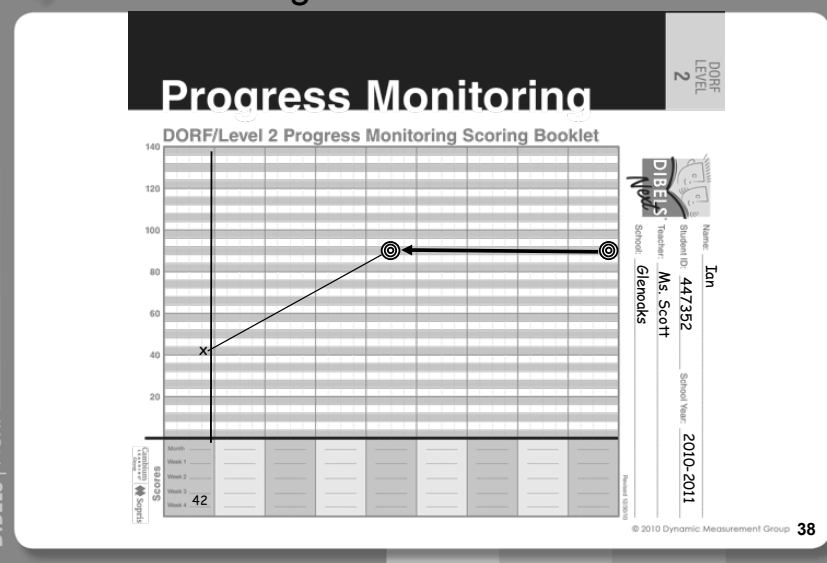
Additional Goal Writing Steps

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).

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Example of Out-of Grade Progress Monitoring for Ian

Slope of Progress = 3 words correct per week

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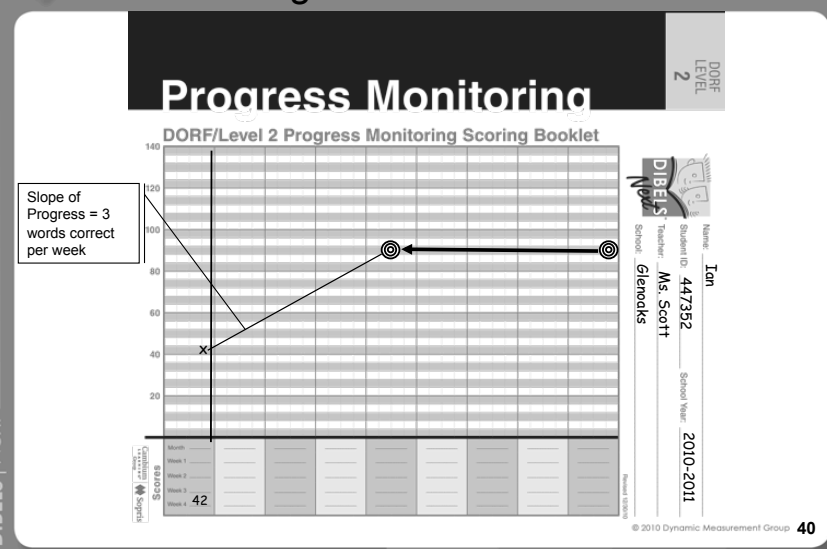
Rates of Progress: Expectations

- <u>Minimum</u> 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!

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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)

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Goal for Ian

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

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Example of Out-of Grade Progress Monitoring for Ian
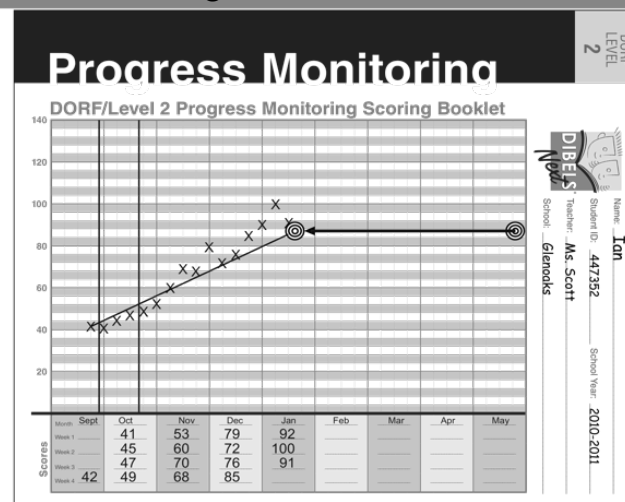
In 15 weeks, (at the time of the middle-of-year benchmark testing), when presented with a second-grade DORF passage, Ian will read 87 Words Correct with at least 97% accuracy.

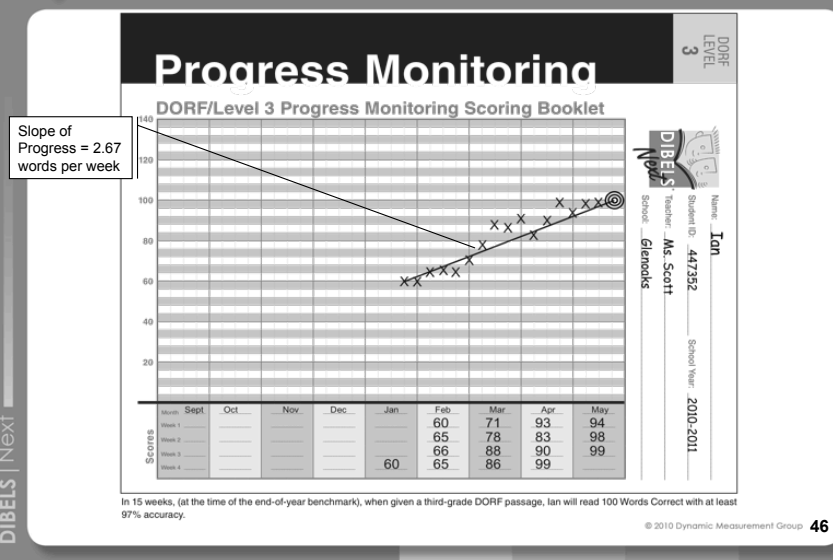© 2010 Dynamic Measurement Group **44**

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.

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Increasing PM Level: Ian Case Example

Slope of Progress = 2.67 words per week

In 15 weeks, (at the time of the end-of-year benchmark), when given a third-grade DORF passage, Ian will read 100 Words Correct with at least 97% accuracy.

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Your Turn...

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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?

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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?

Survey Assessment — DIBELS® Next Survey Scoring Booklet

Name: Matt Grade 2
Student ID: 447644 School Year: 2010-2011
Teacher: Mr. Riley
School: Glenoaks

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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.

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Questions & Discussion…

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http://www.dibels.org

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

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