DIBELS Survey Beta
Technical Report No. 8

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Author Note

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Introduction

DIBELS data are collected routinely for many schools as part of ongoing, school-improvement efforts in reading. DIBELS are meant to be used in a preventative model focused on student outcomes (i.e., the Outcomes-Driven Model). The measures are indices of critical early literacy skills, specifically, Phonemic Awareness, Alphabetic Principle, Reading Fluency, Vocabulary, and Comprehension. Student scores on the DIBELS measures are compared to benchmarks that are predictive of healthy reading development. When the scores suggest that reading development is not on track (i.e., falling short of the benchmark goals), additional support can be provided to maximize the likelihood that the student will be successful, thus preventing later reading difficulties or failure.

Sometimes, however, students may not be successful at reaching early literacy benchmarks and continue to struggle in developing reading skills. Some of these students may be identified as needing specialized instruction (e.g., special education or Title 1 services) or other additional instructional support beyond what is typically provided in the core curriculum (i.e., supplemental intervention). Using DIBELS to make instructional decisions for these students may be more challenging because the students are in remedial status, and DIBELS is organized primarily for prevention. While the measures can be used to identify instructional needs of these students, using the system in this way requires advanced knowledge, skills, and guidance.

The purpose of DIBELS Survey is to provide educators with guidelines and decision rules for using the DIBELS measures to identify a student's instructional level and appropriate level for progress monitoring, to set goals, and make instructional decisions.

DIBELS Survey is used to determine how a student performs on reading tasks compared to the expectations at different grade levels. Thus, DIBELS Survey involves "testing back" in the DIBELS materials. For example, if Suzie is in fourth grade and performs below expectations for her grade level, DIBELS Survey can be used to determine how she performs relative to expectations at lower grade levels. This information is useful for setting appropriate goals for Suzie, identifying appropriate progress monitoring material for Suzie, and determining primary targets of instructional opportunity for increasing Suzie's overall reading skills. This information also may help to pinpoint areas for further assessment to determine specific instructional needs.

Typically, DIBELS Survey would be used with students who have not reached the prior benchmark goals and continue to struggle in acquiring basic early literacy skills. DIBELS Survey also may be used with students who score below the benchmark goal during benchmark assessment as a way to obtain additional information useful for instructional planning and goal setting. Thus, DIBELS Survey fits within the *Plan Support* step of the Outcomes-Driven Model.

The practice of a Survey-Level Assessment (SLA) is not new in education and has been described relative to Curriculum-based Evaluation (see Howell & Nolet, 2000) and Curriculum-based Measurement (see Shinn, 1989a, 1998). The SLA process typically involves testing in successively lower-level materials until a point is found at which the student performs successfully, or until the lowest-level materials have been administered. DIBELS Survey facilitates this process for educators by providing testing materials, describing procedures for where to begin and end testing in the sequence of measures, and providing guidelines for setting goals and monitoring student progress.

progress monitoring, instruction, and goal setting. DIBELS Survey is not intended to be used as an exhaustive diagnostic assessment tool. As with all DIBELS measures, professional judgment is required. In addition, users of DIBELS Survey must be trained in the administration and scoring of DIBELS measures in addition to obtaining specific training in the use of DIBELS Survey.

Purpose of the Study

The DIBELS Survey Beta study was designed to address the following research questions:

1. What is the feasibility, ease of use, and user satisfaction with DIBELS Survey?
2. What are user's opinions regarding the utility of the DIBELS Survey to inform instruction?
3. What is the reliability of decision making based on the DIBELS Survey (e.g., instructional-level determinations)?

This technical report addresses descriptive statistics for the study as well as data relative to research question #3. The methods described in this report pertain to this portion of the study. Please see *Analysis of DIBELS Survey Beta Usability Questionnaire: Technical Report No. 9* (Powell-Smith, Kaminski, & Good, 2011) for information relative to research questions 1 and 2.

Method

Participants

Participants included 443 students in first through sixth grades. The sample included 60 first graders, 72 second graders, 87 third graders, 79 fourth graders, 83 fifth graders, and 62 sixth graders. All participating students were selected for participation by their

teachers and were receiving English language reading instruction in general education classrooms. Students with disabilities and students who were English language learners were eligible to participate provided they had the response capabilities to participate. Teachers were asked to select students such that approximately half of the participating students at each grade level had an intensive instructional recommendation and half of the selected students had a strategic instructional recommendation based upon their DIBELS benchmark scores. All students selected to participate met these criteria based upon their DIBELS Winter Benchmark assessment data.

In addition to student participants, each student's teacher participated in the study by completing the DIBELS Survey Checklist. To preserve anonymity, no demographic data were collected on the individual student or teacher participants. However, data were available regarding participant schools and the demographic characteristics of those school populations as a whole. Participating students were selected from 28 schools across 10 districts in 8 states. These 8 states represented 3 of the 4 Census Bureau Regions (Midwest, South, and West). Demographic data for each school are displayed in Table 1. These demographic data indicate that schools were located in areas including remote and fringe rural, distant towns to mid- and large-size suburban locations, as well as both small and large cities. School size ranged from 202 to 951 students. Student-to-teacher ratio ranged from 12:1 to 24:1. A majority (78%) of the schools were eligible for Title 1, with free and reduced-price lunch rates ranging from 2% to 94%.

A wide range of ethnicity was represented by the schools. One rural remote school had an almost entirely Native American student population (98%), while another remote

town school had a 61% Native American student population. Two participating schools, one in a large city and one in a small city, had primarily Hispanic students (87% and 94%, respectively). Six of the mid-size city schools and two of the schools located in large suburban areas had a majority of Black students with percents ranging from 70% to 99%. The remaining 14 schools had a majority of White students with percents ranging from 61% to 97%. These 14 schools cut across a wide range of locales including rural, suburban and city areas (see Table 1 for detail).

To further describe the characteristics of the sample, we include information about the students' benchmark status for winter and spring during the study. Data on the number and percent of students by grade level, time of year, measure and risk status are reported in Table 2. These data indicate that our sample was selected such that we achieved a sample closely resembling 50% some-risk and 50% at-risk. The largest deviation from this pattern was in sixth grade where more students (68%) were in the at-risk range.

Measures

Measures used to address the research questions included those DIBELS measures used for DIBELS Survey and a DIBELS Survey Checklist designed specifically for use in this study. The existing 6th Edition DIBELS measures were used for DIBELS Survey in this study. The measures included First Sound Fluency (FSF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF) and DIBELS Oral Reading Fluency (DORF).

First Sound Fluency (FSF). This measure indexes the construct of phonemic awareness and assesses a child's ability to say the beginning sounds in words. The

examiner orally presents a word to the child, and asks the child to name the beginning sound or group of sounds in that word. The FSF measure takes approximately 1 minute to administer and may be given from the middle of the pre-K year through the middle of Kindergarten.

Phoneme Segmentation Fluency (PSF). PSF is an indicator of phonological awareness (Good et al., 2004). The PSF measure assesses a student's ability to segment three-, four-, and five-phoneme words into their individual phonemes fluently. The PSF measure is a good predictor of later reading achievement (Kaminski & Good, 1996). PSF is administered by the examiner orally presenting words of three to five phonemes. The student is then required to verbally produce the individual phonemes for each word. For example, the examiner says, "sat," and the student says, "/s/ /a/ /t/" to receive three possible points for the word. After the student responds, the examiner presents the next word. The number of correct phonemes produced in one minute determines the final score.

Nonsense Word Fluency (NWF). The NWF measure is an indicator of the alphabetic principle—including both letter-sound correspondence and the ability to blend letters into words in which letters represent their most common sounds (Good et al., 2004). The student is presented an 8.5" by 11" sheet of paper with randomly ordered VC and CVC nonsense words (e.g., sig, rav, ov) and asked to produce verbally the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. For example, if the stimulus word is "sig" the student could say /s/ /i/ /g/ or say the word /sig/ to obtain a total of three letter sounds correct. The student is allowed 1 minute to produce as many letter-sounds as he/she can, and the final score is the number of

letter-sounds produced correctly in one minute. Because the measure is fluency-based, students receive a higher score if they phonologically recode the word (i.e., read the words as whole words) and receive a lower score if they provide letter sounds in isolation.

DIBELS Oral Reading Fluency (DORF). The DIBELS ORF measure builds on the work of Stan Deno and colleagues at the University of Minnesota Institute for Research on Learning Disabilities who developed Curriculum-Based Measurement Reading procedures (Deno, 1985; Shinn, 1989b). However, DORF passages are distinguished from other CBM Reading procedures primarily by the set of generic passages that have been developed for benchmark and progress monitoring assessment. Student performance is measured by having students read novel connected text. The student is instructed to read from the passage aloud for one minute while the examiner follows along marking the errors on the examiner copy. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as correct. The number of words read correct within the one-minute time frame is the score.

Retell Fluency (RTF). RTF is intended to provide a reading comprehension check for DORF. The purpose of RTF is to (a) prevent inadvertently learning or practicing the misrule of merely reading for speed (i.e., rather communicate the idea that reading is always done for meaning); (b) identify children whose comprehension is not consistent with their fluency; (c) provide an explicit linkage to the core components in the NRP report; and (d) increase the face validity of DORF. After reading the DORF passage, a student is asked to tell everything he or she can about what was just read. The score is

the number of words in the retell that are related to the passage. RTF is only completed on the first DORF probe at each grade level tested.

DIBELS Survey Checklist. This checklist was designed to capture information that allowed us to closely examine decisions based on DIBELS Survey data. The checklist provided a place for each participating student's teacher to indicate what DIBELS measure(s) they believed should be used to monitor the student's progress. In addition, teachers were asked to indicate a goal for the student and how frequently they believed the student should be monitored. Finally, teachers were asked to indicate the amount of time the student receives reading instruction (core, supplemental and intervention). A copy of the checklist is found in Figure 1.

Procedures

Data collection occurred during winter and spring of the 2007-2008 school year. Prior to data collection, the district and the selected elementary schools approved the project. A project description was provided to all participating schools, teachers, other educational support personnel, and parents of student participants. Teachers and other educators who administered and scored DIBELS Survey were recruited with the assistance of an on-site coordinator (e.g., Title I Teacher, Principal).

All testing was completed by examiners trained by the principal investigator. All training on DIBELS Survey procedures was conducted via webcast. Six webcast trainings of approximately 75-90 minutes in length were conducted. The number of sites participating in each training session ranged from one to five and the number of people participating in each training session ranged from nine to 38.

Each training session included an introduction to DIBELS Survey and a discussion of its purpose as well as where it fits in the Outcomes-Driven Model. Next, the measures included in DIBELS Survey were described. The procedures for conducting DIBELS Survey were presented and discussed including where to begin testing and when to stop. In addition, setting goals and determining appropriate progress monitoring levels were discussed. Case examples were presented and participants were allowed to practice answering questions based upon the data presented. These questions included those about what should be the focus of instruction, whether additional diagnostic information should be collected, what material is most appropriate for progress monitoring, and how often monitoring should occur. Finally, the logistics of the study were presented and discussed, and time was allowed for questions and answers.

DIBELS benchmark measures were administered as part of the ongoing data collected at each school site. DIBELS benchmark assessment data were collected according to each school's typical benchmark assessment schedule for fall, winter and spring benchmark testing. Following the winter (middle of year) benchmark assessment, DIBELS Survey was given to students whose benchmark scores resulted in a strategic or intensive instructional recommendation. All DIBELS Survey testing was conducted within two weeks of the winter benchmark assessment. Students were given measures appropriate to their grade level or lower dependent upon student skill. Students were tested back in the assessment sequence as needed following the guidelines shown in Figures 2 and 3. When testing in lower levels of DORF, three passages were administered and the median score was used to make decisions about how to proceed. Efficiency was increased in DIBELS Survey testing by incorporating guidelines for

skipping levels when it was clear that a student was reading well below the initial level tested (see Figures 2 and 3).

DIBELS progress monitoring data were collected for those students for whom Survey data indicated that monitoring should occur in off-grade level materials. The appropriate measures to be used for progress monitoring were determined via DIBELS Survey procedures. Progress monitoring was conducted such that at least two data points were obtained approximately 8-10 weeks apart (at the beginning and end of the time period), though school personnel were told that they could elect to conduct monitoring more frequently (e.g., weekly). In some cases, the first progress data point was included in the DIBELS Survey data collected, thus requiring only one additional data point corresponding to approximately the spring benchmark time. All DIBELS Survey and progress monitoring measures were individually-administered and were given at a time convenient for the students and teachers at each research site.

Finally, the DIBELS Survey Checklist (see Figure 1) was completed once DIBELS Survey was conducted for each participating student. Each participating student's teacher was asked to complete this checklist. In addition, two DMG research scientists completed the first three items on the checklist for a randomly selected 25% of the participating students for whom checklist data were available. These first three questions were related to appropriate progress monitoring material, goal setting, and frequency of collecting progress monitoring data. To examine decision reliability, responses given by participating student's teachers and one of the two DMG research

scientists were compared on a student-by-student basis and percent agreement was calculated.

Results

We present descriptive statistics first and then data related to research question #3.

DIBELS Benchmark Descriptive Statistics

Means and standard deviations for participants' DIBELS scores on measures administered for the winter benchmark assessment are shown in Table 3. Mean DORF scores for second, fourth, fifth and sixth grades were in the at-risk range. Mean DORF scores for first and third grades were in the some-risk range. The mean first-grade NWF score also was in the some-risk range. In general, these data indicate that a sample performing below grade-level expectations was selected for this study.

Descriptive statistics (means and standard deviations) for spring benchmark data are shown in Table 4. These data show that the mean DORF scores for second, fourth, fifth and sixth grades remained in the at-risk range. Also, as in the winter, the means for the spring DORF benchmark data for first and third grades were in the some-risk range. Once again, the mean first-grade NWF score was in the some-risk range. Compared to the winter benchmark data, the spring data indicate more variability among student skill as evidenced by increases in the standard deviations. In particular, first-grade DORF scores were more variable in the spring compared to the winter as indicated by a spring standard deviation nearly four times larger than the winter standard deviation.

DIBELS Survey Descriptive Statistics

The descriptive statistics (means and standard deviations) for measures given as part of DIBELS Survey by grade level are reported in Table 5. As shown in the table, some students were re-tested on grade level materials as part of the survey process (e.g., sixth-grade student administered sixth-grade level DORF). For each grade level where this occurred, the mean Survey DORF score is higher than the mean winter benchmark DORF score. In reviewing the data across grades and levels and material we also noted that many of the mean DORF scores decreased slightly as students were tested in lower levels of material. This change in scores may have been a function of students with greater skills dropping out of the sample as testing proceeded to lower levels.

Most fourth-, fifth- and sixth-grade students were not tested in material lower than third-grade DORF. However, one sixth-grade student and one fifth-grade student were tested as far back as FSF indicating continued difficulties with basic phonics and phonemic awareness despite advancement in grade level. Several second-grade students also were tested back to FSF. Most third-grade students were tested in material only one grade level below (second-grade DORF). Similarly, most second-grade participants were tested no farther back than first-grade DORF. The majority of first-grade students in the sample were administered NWF and PSF while about one-third of them were administered FSF as part of the survey process.

DIBELS Survey Checklist Descriptive Statistics

Question #1 on the checklist asked each student's teacher what DIBELS material(s) should be used for progress monitoring for the student. The number and percentage of

students at each grade level for whom each type of DIBELS materials were selected for progress monitoring are shown in Table 6 and Figure 4. Teachers selected NWF as the progress monitoring material for most of the first-grade participants. Teachers chose second-grade level DORF as the progress monitoring material for most second-grade students. The pattern changes some for third- and fourth-grade participants. These students' teachers typically selected DORF material at grade-level or one grade-level below for progress monitoring. Choices for fifth-grade participants mostly were third-, fourth- and fifth-grade level DORF, while teachers chose fifth- or sixth-grade level DORF for most sixth-grade participants. The greatest variability in choice of progress monitoring material was seen for first- and sixth-grade students.

Question #3 was, "How frequently should the student's progress be monitored?" The number and percent of students at each grade level by frequency of monitoring choice are shown in Table 7. Overall, the most frequent response to this item was "weekly monitoring." However, differences were observed in teacher responses across student grade level. The most frequent response choice for first- through fourth-grade students was weekly monitoring. However, for fifth- and sixth-grade students the most frequent response choice was monthly monitoring. In addition, the upper grade level students (fourth- through sixth-grades) were the only students for whom benchmark monitoring only was chosen.

Question #4 dealt with the amount of instruction time students received in core, supplemental, and reading intervention instruction. Definitions for each of these types of reading instruction are found in Appendix I. The time students spent receiving different types of instruction as reported by their teachers is shown for the entire sample of

students and for the sample by grade level in Figures 5 - 11. The data indicate that across all grade levels most students received 75 - 90 minutes of core instruction; most students spent less than 30 minutes in supplemental instruction and most students received 30- 45 minutes of reading intervention program time (see Figure 5). Once again, differences were noted across grade levels. Response choices for first- and second-grade students indicated more students with greater amounts of time in core reading instruction (> 90 minutes) compared to other grades. In addition, for second-grade students a higher percentage of them spent more time in supplemental reading instruction compared to other grade levels. Finally, one trend found in reviewing Figures 8 - 10 is greater percentages of students spending less time in core reading instruction for third- through fifth-grade, and the greater variability in response choices. However, this trend is not apparent in the data for sixth grade (Figure 11).

Agreement Results

Percent agreement was examined for the first three items on the DIBELS Survey Checklist (see Figure 1). The first item on the checklist was in regard to what materials should be used to monitor student progress. Of the 106 responses examined in this portion of the study (subset of the entire sample), two had missing data. Of the remaining cases, specific agreement (i.e., meaning the exact same material choice was made by the teacher and the DMG research scientist) was found for 46 students indicating 44% agreement. However, when "agreement" was defined more generally, as monitoring materials differing by no more than one item on the scale, greater agreement was found. In fact, for 92 of the 104 students, DMG researchers and teachers reached

88% agreement. In most (87%) cases where disagreement occurred, DMG research scientists chose ***more challenging*** material.

The next item on the checklist we examined was related to setting a goal for each participating student. Agreement was examined for two elements of each goal: (1) the score to be achieved, and (2) the timeframe for reaching the goal. With respect to the score to be achieved, agreement was only calculated for those cases where absolute agreement occurred on materials (46 of the original 106 students in the sample). The score to be achieved, or numeric goal, was considered to be in agreement if the score chosen by the DMG research scientist and the score chosen by the teacher were not more than 5 points apart. For ten of the 46 students, a numeric goal was missing (22%) dropping the sample to 36 students. Across these 36 students, agreement was found for 23 of them (64%). For 9 of the 13 disagreements (69%), DMG research scientists chose a higher (more ambitious) score as the goal.

Next, the timeframe for meeting the goal was examined. Like the score chosen for the goal, this element was examined only for those cases where absolute agreement occurred on materials (46 cases). In addition, 17 of the 46 cases had missing data on the timeframe further reducing the sample to 29 cases. Agreement was found for 16 of these 29 cases, indicating 55% agreement on the timeframe for reaching the goal.

Finally, the third item on the checklist was related to how frequently the student should be monitored. Of the 106 student cases, ten had missing data regarding the frequency of monitoring. For the remaining 96 students, agreement between DMG research scientists and teachers was found for 49 of them (51%). In 68% of the cases

where disagreement on the frequency of monitoring occurred, school personnel chose ***more frequent*** monitoring compared to DMG research scientists.

Discussion

Summary of Findings

The descriptive data indicate that we selected an at-risk sample as was intended in the design of the study. Variability in student performance increased in the spring. The DIBELS Survey data indicated that most students were tested in materials one to three levels lower than their grade placement. Retesting in grade level materials as part of DIBELS Survey yielded somewhat higher scores. Survey testing occurred within two weeks of the winter benchmark testing so increases due to instruction or maturation are less likely, but still possible. Whether these students were receiving a reading intervention is not known. Also, it is possible that some students performed better when tested with DIBELS Survey because the original testing did not accurately represent their skills (i.e., consider the *Validate Need for Support* step of the Outcomes Driven Model).

Checklist data indicate that often the progress monitoring material chosen for a student was one level below current grade placement. Exceptions occurred primarily in the upper grades (fifth and sixth grade) and reflect the greater variability in skill and needs among the students at-risk in those grades. Most respondents chose weekly monitoring for their students, though at upper grades monthly monitoring was chosen most often. Perhaps, these differences were due to teacher time commitments or differences in expectations for progress monitoring at the upper elementary level. Unfortunately, some of these students were those with the greatest needs.

Our data also indicate higher percentages of students spending less time in core reading instruction in third through sixth grade. This finding is not surprising for the

upper elementary grades given the increased time likely spent in content area instruction, though is somewhat surprising for third grade. The impact of less time in core instruction for students is not known from the data that we have in this study.

With respect to agreement in decision making based on DIBELS Survey, good general agreement was found for selecting progress monitoring materials. However, much lower agreement was found with respect to setting goals and how often to monitor progress toward goals. The overall pattern in the data indicate that DMG research scientists were more ambitious in choosing more difficult material and higher scores when selecting progress monitoring materials and writing goals. It also appeared that teachers tended to default to weekly monitoring though it is not clear why. All of the agreement data should be interpreted cautiously due to missing data.

Limitations

Like all studies, this study has limitations which affect the interpretation of the data. First, this study was designed to be descriptive and not experimental. The sample studied was comprised of students and teachers in schools that volunteered to participate in this study. Thus, selection bias is a potential limitation. Given that schools agreed to participate voluntarily and had experience collecting and using DIBELS data, results might have been different if data were collected in schools less accustomed to collecting these sorts of data. Another limitation is the relatively small size of the sample. The sample was drawn from a diverse set of schools across the country, which may have mediated the impact of this limitation. Another limitation regarding the decision reliability portion of the study is that DMG research scientists only had the student survey data to use for decision-making purposes while each student's teacher

had a much broader set of information that could contribute to their decision making (i.e., information about student tolerance for frustration). Finally, missing data for the decision reliability portion of the study suggests that those data and results should be interpreted with great caution.

Implications

In this section, we describe the implications of this study. We focus primarily on the use of the data to make changes to DIBELS Survey, resulting in a more efficient and user-friendly set of procedures. Changes in DIBELS Survey were made in response to user satisfaction data (see Technical Report No. 9) as well as data from the DIBELS Survey Checklist regarding decisions made based upon the data.

One of the changes made was to streamline the DIBELS Survey procedures. Streamlining the process means reducing the amount of testing in successively lower-level materials to determine appropriate instructional and progress monitoring levels. Also, the criteria for skipping levels have been altered to reduce the likelihood of student frustration as well as the amount of testing needed. In addition, materials have been reorganized to improve the flow of testing. First Sound Fluency (FSF), the *DIBELS Next* (Good et al., 2011) measure replacing Initial Sound Fluency (ISF), will be retained as part of DIBELS Survey.

To provide greater guidance with respect to decision making, more examples of decision making and goal setting have been added to the DIBELS Survey Procedures Manual. In addition, procedures have been altered so that it is no longer necessary to calculate accuracy rates for Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF) as another way to streamline the process and save time. We

believe the procedural and structural changes noted here will yield in a more simplified and straightforward process resulting in better and more consistent decision making.

The revised DIBELS Survey will use *DIBELS Next* materials including newly developed reading passages. These passages meet the same passage specifications and have undergone the same validation process as the passages used in the *DIBELS Next* Benchmark and Progress Monitoring passages. Passages used for DIBELS Survey will be unique to Survey. None of the passages used for DIBELS Survey will be the same as either the *DIBELS Next* Benchmark or Progress Monitoring passages. Finally, when discussing decision making and goal setting with DIBELS Survey, we will focus attention on the need to set ambitious goals using the highest level of material appropriate for progress monitoring.

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Table 1. *School Demographic Characteristics*

	School Number									
	1	2	3	4	5	6	7	8	9	10
Locale	City Large	Suburb Large	City Small	Suburb Large	-	Town Remote	Rural Remote	Town Distant	Town Distant	Town Distant
Grades Taught	PK - 4	KG - 5	KG - 5	KG - 5	-	PK - 5	PK - 5	PK - 4	PK - 4	KG - 7
Total Students	951	451	481	579	-	274	202	219	237	389
Student/Teacher Ratio	20.2	21.5	21.9	22.3	-	12.7	11.5	17.2	20.4	21.6
Title 1 Eligible	Yes	No	Yes	No	-	Yes	Yes	Yes	Yes	Yes
Free/Reduced Lunch	72%	24%	94%	2%	-	81%	77%	36%	67%	60%
Percent Female	50%	50%	45%	44%	-	51%	47%	41%	41%	52%
Student Ethnicity										
Am. Indian	1%	<1%	<1%	0	-	61%	98%	<1%	0	3%
Asian	1%	7%	1%	19%	-	<1%	0	0	0	2%
Black	5%	2%	2%	1%	-	0	0	4%	3%	<1%
Hispanic	84%	45%	94%	11%	-	34%	<1%	18%	26%	5%
White	9%	43%	2%	61%	-	5%	2%	65%	62%	89%

Table 1. *School Demographic Characteristics (continued)*

	School Number								
	11	12	13	14	15	16	17	18	19
Locale	Town Distant	Rural Distant	Town Distant	Town Distant	Suburb Large	Suburb Large	Suburb Large	Suburb Large	City Midsize
Grades Taught	KG - 7	KG - 8	KG - 8	6 - 9	KG - 6	7 - 8	KG - 5	KG - 5	PK - 5
Total Students	405	246	466	546	368	718	628	516	448
Student/Teacher Ratio	23.8	22.4	22.2	22.8	13.4	13.2	18.7	18.4	14.1
Title 1 Eligible	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes
Free/Reduced Lunch	71%	52%	73%	64%	44%	37%	22%	14%	N/A
Percent Female	46%	51%	53%	51%	43%	43%	48%	50%	48%
Student Ethnicity									
Am. Indian	2%	3%	3%	<1%	0	0	<1%	0	0
Asian	2%	2%	2%	<1%	1%	1%	<1%	2%	1%
Black	<1%	<1%	2%	1%	79%	70%	2%	<1%	77%
Hispanic	10%	4%	7%	7%	4%	4%	<1%	<1%	<1%
White	85%	91%	87%	90%	6%	18%	94%	97%	21%

Table 1. *School Demographic Characteristics (continued)*

	School Number								
	20	21	22	23	24	25	26	27	28
Locale	City Midsize	City Midsize	City Midsize	City Midsize	City Midsize	Rural Fringe	City Midsize	City Small	City Small
Grades Taught	PK - 5	PK - 5	KG - 5	PK - 5	PK - 5	KG - 5	PK - 5	KG - 5	KG - 5
Total Students	416	263	500	346	371	535	416	361	458
Student/Teacher Ratio	15.5	13.2	17.4	18.5	13.8	16.7	16.6	18.7	17.0
Title 1 Eligible	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes
Free/Reduced Lunch	N/A	N/A	N/A	N/A	N/A	N/A	N/A	36%	60%
Percent Female	48%	48%	46%	52%	46%	45%	47%	47%	47%
Student Ethnicity									
Am. Indian	0	0	<1%	<1%	0	<1%	<1%	1%	5%
Asian	0	0	6%	0	0	<1%	0	2%	1%
Black	73%	96%	26%	85%	99%	2%	96%	1%	2%
Hispanic	1%	0	5%	2%	<1%	<1%	<1%	6%	9%
White	25%	4%	63%	13%	1%	97%	4%	84%	78%

Note. Demographic data unavailable for school #5.

Table 2. *Number and Percent of Students By Grade Level, Measure, Risk Status and Time of Year*

	Low Risk		Some Risk		At-Risk	
Grade	Winter	Spring	Winter	Spring	Winter	Spring
First (n = 60)						
PSF	43 (72%)	-	5 (8%)	-	1 (2%)	-
NWF	15 (25%)	9 (15%)	21 (35%)	23 (38%)	13 (22%)	11 (18%)
DORF	0 (0%)	10 (17%)	33 (55%)	13 (22%)	16 (27%)	21 (35%)
Second (n = 72)						
ORF	2 (3%)	9 (13%)	33 (45%)	23 (32%)	32 (44%)	35 (49%)
Third (n = 87)						
DORF	6 (7%)	9 (10%)	44 (51%)	39 (45%)	36 (41%)	23 (26%)
Fourth (n = 79)						
DORF	0 (0%)	8 (10%)	36 (46%)	23 (29%)	41 (52%)	28 (35%)
Fifth (n = 83)						
DORF	0 (0%)	12 (15%)	40 (48%)	34 (41%)	43 (52%)	34 (41%)
Sixth (n = 62)						
DORF	1 (2%)	4 (6%)	16 (26%)	10 (16%)	42 (68%)	44 (71%)

Note. PSF = Phoneme Segmentation Fluency, NWF = Nonsense Word Fluency, DORF = DIBELS Oral Reading Fluency

Table 3. *Winter DIBELS Benchmark Means and Standard Deviations by Grade*

	Student Grade Level					
	Sixth	Fifth	Fourth	Third	Second	First
Measure	(N = 62)	(N = 83)	(N = 79)	(N = 87)	(N = 72)	(N = 60)
DORF-G6	83.4 (22.8) (n = 59)	_	_	_	_	_
DORF-G5		84.7 (21.8) (n = 83)	_	_	_	_
RTF-G5		35.8 (13.1) (n = 21)	_	_	_	_
DORF-G4	_	_	79.2 (18.3) (n = 77)	_	_	_
RTF-G4	_	_	47.0 (18.5) (n = 30)	_	_	_
DORF-G3	_	_	_	71.0 (17.3) (n = 86)	_	_
RTF-G3	_	_	_	32.9 (13.6) (n = 54)	_	_
WUF-G3	_	_	_	46.3 (19.6) (n = 39)	_	_
DORF-G2	_	_	_	_	49.6 (14.8) (n = 67)	_
RTF-G2	_	_	_	_	25.6 (11.4) (n = 67)	_
WUF-G2	_	_	_	_	50.0 (11.2) (n = 49)	_
DORF-G1	_	_	_	_	_	9.93 (4.50) (n = 49)
RTF-G1	_	_	_	_	_	3.53 (3.74) (n = 47)
NWF	_	_	_	_	_	41.8 (14.7) (n = 49)
PSF	_	_	_	_	_	51.5 (15.9) (n = 49)
WUF-G1	_	_	_	_	_	35.1 (17.2) (n = 47)

Note. DORF = DIBELS Oral Reading Fluency, RTF = Retell Fluency, WUF = Word Use Fluency, NWF = Nonsense Word Fluency, PSF = Phoneme Segmentation Fluency, G# = Grade Level (i.e., G6 = Grade 6).

Table 4. *Spring DIBELS Benchmark Means and Standard Deviations by Grade*

	Student Grade Level					
	Sixth	Fifth	Fourth	Third	Second	First
Measure	(N = 62)	(N = 83)	(N = 79)	(N = 87)	(N = 72)	(N = 60)
DORF-G6	81.4 (30.2) (n = 58)	_	_	_	_	_
DORF-G5	_	102 (23.6) (n = 80)	_	_	_	_
RTF-G5	_	43.8 (14.9) (n = 19)	_	_	_	_
DORF-G4	_	_	93.1 (25.1) (n = 59)	_	_	_
RTF-G4	_	_	46.0 (22.5) (n = 29)	_	_	_
DORF-G3	_	_	_	85.6 (21.7) (n = 71)	_	_
RTF-G3	_	_	_	34.5 (15.2) (n = 55)	_	_
WUF-G3	_	_	_	43.7 (14.5) (n = 40)	_	_
DORF-G2	_	_	_	_	65.9 (19.1) (n = 67)	_
RTF-G2	_	_	_	_	40.5 (17.9) (n = 67)	_
WUF-G2	_	_	_	_	58.9 (18.2) (n = 49)	_
DORF-G1	_	_	_	_	_	25.1 (16.2) (n = 44)
RTF-G1	_	_	_	_	_	14.4 (10.2) (n = 42)
NWF	_	_	_	_	_	56.0 (17.9) (n = 43)
WUF-G1	_	_	_	_	_	42.3 (18.2) (n = 41)

Note. DORF = DIBELS Oral Reading Fluency, RTF = Retell Fluency, WUF = Word Use Fluency, NWF = Nonsense Word Fluency, G# = Grade Level (i.e., G6 = Grade 6).

Table 5. *Survey Beta Measures Means and Standard Deviations by Grade*

	Student Grade Level					
Measure	Sixth (N = 62)	Fifth (N = 83)	Fourth (N = 79)	Third (N = 87)	Second (N = 72)	First (N = 60)
DORF-G6	119 (11.8) (n = 5)	_	_	_	_	_
Err-G6	2.00 (2.00) (n = 5)	_	_	_	_	_
RTF-G6	45.5 (38.1) (n = 4)	_	_	_	_	_
DORF-G5	98.9 (19.8) (n = 49)	97.9 (21.9) (n = 24)	_	_	_	_
Err-G5	3.98 (3.54) (n = 49)	2.63 (1.76) (n = 24)	_	_	_	_
RTF-G5	32.0 (13.7) (n = 18)	47.2 (16.7) (n = 6)	_	_	_	_
DORF-G4	96.6 (22.3) (n = 44)	93.6 (21.7) (n = 62)	82.6 (18.3) (n = 54)	_	_	_
Err-G4	3.66 (2.02) (n = 44)	2.98 (2.11) (n = 62)	4.06 (3.40) (n = 54)	_	_	_
RTF-G4	41.4 (22.9) (n = 11)	45.0 (17.6) (n = 24)	37.4 (17.2) (n = 50)	_	_	_
DORF-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)	_	_
Err-G3	3.34 (2.35) (n = 35)	2.91 (2.52) (n = 47)	3.24 (1.98) (n = 58)	3.96 (2.39) (n = 57)	_	_
RTF-G3	46.4 (24.1) (n = 8)	54.2 (19.8) (n = 20)	49.3 (20.3) (n = 54)	37.2 (12.4) (n = 43)	_	_
DORF-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)	_
Err-G2	3.00 (2.14) (n = 15)	3.21 (2.08) (n = 14)	3.42 (2.82) (n = 26)	2.63 (1.76) (n = 65)	5.07 (3.44) (n = 41)	_
RTF-G2	29.0 (15.6) (n = 2)	48.3 (19.7) (n = 3)	48.5 (21.9) (n = 22)	42.1 (15.5) (n = 51)	20.9 (14.0) (n = 41)	_
DORF-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)
Err-G1	6.25 (4.99) (n = 4)	5.25 (2.22) (n = 4)	5.33 (3.88) (n = 6)	3.5 (1.96) (n = 26)	4.94 (3.12) (n = 69)	7.63 (5.45) (n = 40)
RTF-G1	_	34.0 (n = 1)	38.0 (34.0) (n = 5)	30.2 (12.0) (n = 21)	19.1 (8.72) (n = 69)	3.56 (4.70) (n = 39)
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)
WRC	3.00 (n = 1)	21.0 (n = 1)	7.0 (5.66) (n = 2)	9.8 (5.50) (n = 5)	12 (8.83) (n = 30)	9.64 (14.0) (n = 45)
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. DORF = DIBELS Oral Reading Fluency, Err = Errors, RTF = Retell Fluency, NWF = Nonsense Word Fluency, WRC = Words Recoded Correctly, PSF = Phoneme Segmentation Fluency, FSF = First Sound Fluency, G# = Grade Level (i.e., G6 = Grade 6).

Table 6. Number and Percent of Students for Each Type of Progress Monitoring Material(s) Selected by Grade Level

	Student Grade Level					
Measure	First (n = 59)	Second (n = 69)	Third (n = 83)	Fourth (n = 76)	Fifth (n = 80)	Sixth (n = 61)
FSF	2 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
FSF & PSF	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
PSF	2 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)
PSF & NWF	10 (17%)	2 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
PSF & ORF G1	0 (0%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
NWF	29 (49%)	0 (0%)	0 (0%)	1 (1%)	0 (0%)	0 (0%)
NWF & ORF G1	8 (14%)	6 (9%)	2 (2%)	1 (1%)	1 (1%)	0 (0%)
DORF G1	7 (12%)	20 (29%)	1 (1%)	1 (1%)	1 (1%)	0 (0%)
DORF G2	0 (0%)	40 (58%)	32 (39%)	6 (8%)	4 (5%)	6 (10%)
DORF G3	0 (0%)	0 (0%)	48 (58%)	26 (34%)	23 (29%)	9 (15%)
DORF G4	0 (0%)	0 (0%)	0 (0%)	41 (54%)	26 (33%)	10 (16%)
DORF G5	0 (0%)	0 (0%)	0 (0%)	0 (0%)	25 (31%)	20 (33%)
DORF G6	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	15 (25%)

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

Table 7. Number and Percent of Students for Each Frequency of Progress Monitoring Selected by Grade Level

	Frequency of Monitoring			
Student Grade Level	Weekly	Bi-Weekly	Monthly	Benchmark
First (n = 59)	40 (74%)	14 (26%)	0 (0%)	0 (0%)
Second (n = 64)	34 (53%)	16 (25%)	14 (22%)	0 (0%)
Third (n = 83)	34 (41%)	23 (28%)	26 (31%)	0 (0%)
Fourth (n = 70)	38 (54%)	3 (4%)	28 (40%)	1 (1%)
Fifth (n = 75)	32 (43%)	0 (0%)	36 (48%)	7 (9%)
Sixth (n = 51)	6 (12%)	0 (0%)	43 (84%)	2 (4%)
All (n = 399)	184 (46%)	58 (15%)*	147 (37%)	0 (0%)

Note. * 2 cases were reported without grade level.

List of Figures

Student Name_____

Student ID # _____

DIBELS Survey Checklist

Please complete this form after conducting DIBELS Survey.

1. In what DIBELS material(s) should this student's progress be monitored? Please check only one box.

	DIBELS Material(s)
□	First Sounds Fluency (FSF)
□	First Sounds Fluency (FSF) & Phoneme Segmentation Fluency (PSF)
□	Phoneme Segmentation Fluency (PSF)
□	Phoneme Segmentation Fluency (PSF) & Nonsense Word Fluency (NWF)
□	Phoneme Segmentation Fluency (PSF) & Oral Reading Fluency (ORF-Grade1)
□	Nonsense Word Fluency (NWF)
□	Nonsense Word Fluency (NWF) & Oral Reading Fluency (ORF- Grade1)
□	Oral Reading Fluency (ORF-Grade1)
□	Oral Reading Fluency (ORF-Grade 2)
□	Oral Reading Fluency (ORF-Grade 3)
□	Oral Reading Fluency (ORF-Grade 4)
□	Oral Reading Fluency (ORF-Grade 5)
□	Oral Reading Fluency (ORF-Grade 6)

2. For this student, what is the goal the student should achieve on the DIBELS materials selected for monitoring in Question 1? Please indicate the timeframe for achieving the goal and the score to be achieved.

_____

_____

3. How frequently should the student's progress be monitored?

☐ Weekly ☐ Monthly ☐ Benchmark only

4. How much time does the student receive:

a. Core Reading Instruction?

☐ < 30 min. ☐ 30-45 min. ☐ 45-60 min. ☐ 60-75 min. ☐ 75-90 min. ☐ > 90 min.

b. Supplemental Reading Instruction?

☐ < 30 min. ☐ 30-45 min. ☐ 45-60 min. ☐ 60-75 min. ☐ 75-90 min. ☐ > 90 min.

c. Reading Intervention Program?

☐ < 30 min. ☐ 30-45 min. ☐ 45-60 min. ☐ 60-75 min. ☐ 75-90 min. ☐ > 90 min.

5. Any additional comments: _____

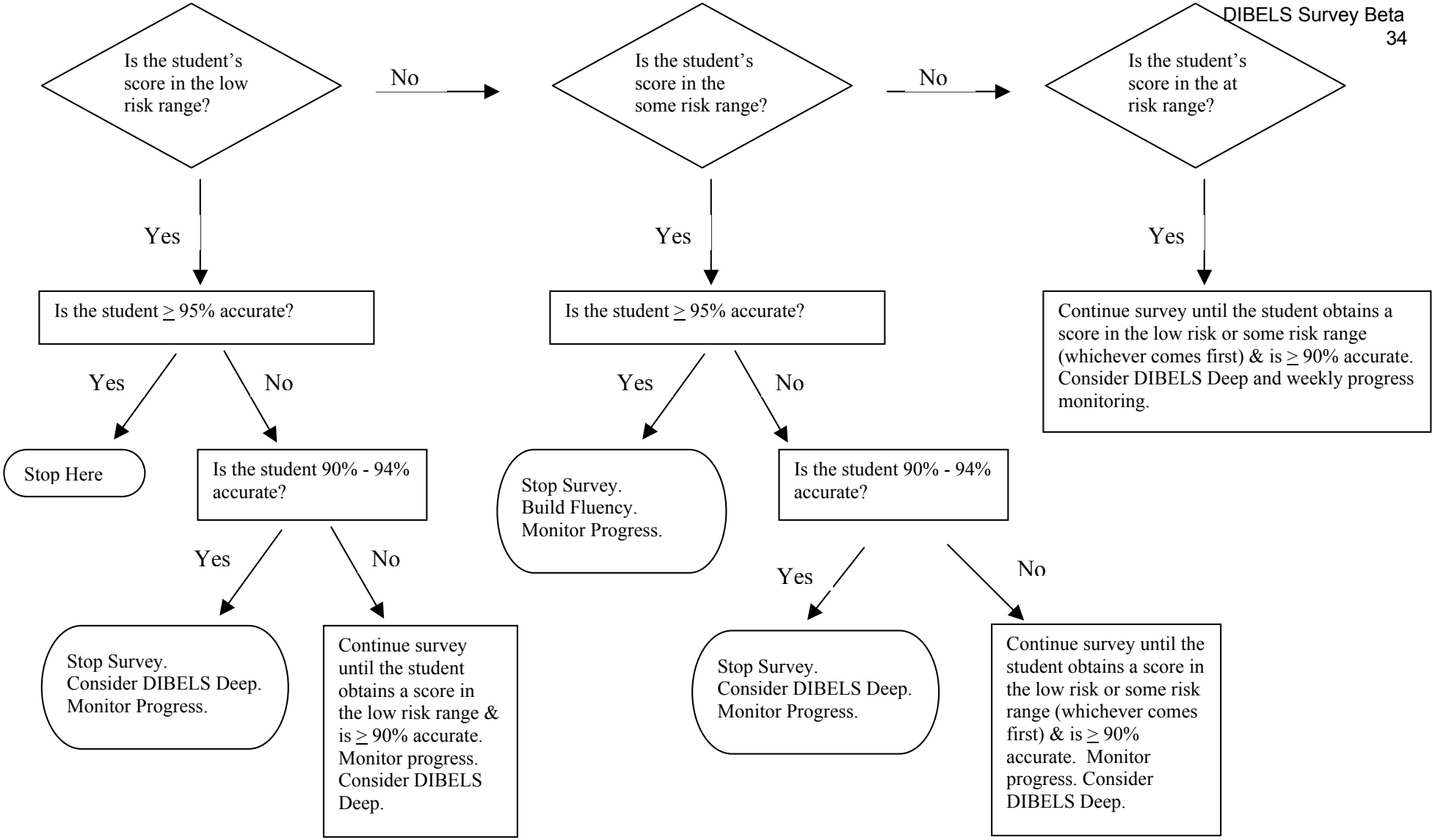
_____

_____

_____

_____

Figure 1. DIBELS Survey Checklist



Note: For oral reading fluency, three passages are administered and the median score is used for decision-making. However, if the student earns a score of ≤ 10 words read correctly (WRC) on the first passage administered, then do not administer the other two passages at that level. Instead, drop down another grade level.

For students in 3rd grade and above, if the median score is ≤ 20 WRC, drop down **two** levels. For example, a 5th grade student earns a median score of 18 WRC on 5th grade benchmark passages, then drop down to 3rd grade level passages. If the median score on 3rd grade passages is 19, then drop down two more levels to first grade passages.

Figure 2. DIBELS Survey Decision Flow Chart

DIBELS Survey Guidelines

General Guidelines

- Mastery accuracy rate: ≥ 95%
- Consider conducting DIBELS Deep whenever the accuracy rate is < 95%
- If the child's accuracy rate is < 90%, then survey back (test in lower levels) until the child's score is at the low risk or some risk level (whichever comes first) *and* the accuracy rate is ≥ 90%.

Specific Guidelines and Examples By Scoring Level

Low Risk		
IF	**THEN**	**NOTES/EXAMPLES**
≥ 95% accurate in grade level material	Continue high quality instruction in core reading curriculum.	
90 - 94% accurate in grade level material	Consider conducting DIBELS Deep. Monitor progress.	
< 90% accurate in grade level material	Survey until the student earns a score within the low risk range *and* is ≥ 90% accurate. Consider conducting DIBELS Deep. Monitor student progress in alphabetic principle skills and/or ORF depending on results of Deep assessment.	For example, if results from DIBELS Deep suggest that the student made errors that were careless in nature and not due to difficulties with the alphabetic principle (AP), then monitoring with DORF would be appropriate (e.g., once per month). If, however, the student makes many errors that change the meaning of the passage and has clear decoding skill deficits as documented by testing with DIBELS Deep, then monitoring AP skills (e.g., weekly or bi-weekly) and DORF (e.g., monthly) would be appropriate.

Figure 3. DIBELS Survey Guidelines

DIBELS Survey Guidelines (continued)

Some Risk		
IF	**THEN**	**NOTES/EXAMPLES**
≥ 95% accurate in grade level material	Focus on fluency building and check relevant sub-skills (e.g., consider doing DIBELS Deep Word Reading & Decoding Quick Screen and test further with Deep if needed). Monitor progress (e.g., 1 or 2 times per month) using grade level materials.	
90 - 94% accurate in grade level material	Consider conducting DIBELS Deep. Monitor progress (e.g., 1 or 2 times per month) using grade level materials.	Example –a student is tested one level below grade level. The score falls within the some risk range and the student is 90% accurate. Stop conducting survey and conduct DIBELS Deep.
< 90% accurate in grade level material	Continue to Survey back until a score at the low risk or some risk level is achieved (whichever comes first) *and* the student is ≥ 90% accurate. Consider conducting DIBELS Deep. Monitor progress (e.g., 1 or 2 times per month) at the level where the student is ≥ 90% accurate.	

Figure 3. DIBELS Survey Guidelines

DIBELS Survey Guidelines (continued)

At-Risk		
IF	**THEN**	**NOTES/EXAMPLES**
At-risk (regardless of accuracy)	Conduct DIBELS Survey until student achieves a score within the low risk or some risk range (whichever comes first) and the student is ≥ 90% accurate. If accuracy is < 90% on any level, then drop down another level. Monitor progress weekly at the student's instructional level. If the student is functioning at the first grade level or lower, or is not reading at least 20 words correct on DORF, consider monitoring with NWF, PSF, or FSF depending on the instructional focus.	*For oral reading, three passages are administered and the median score is used. However, if the student earns a score of ≤ 10 words read correct on the first passage administered, then the other two passages at that grade level do not need to be administered. Instead, drop down another grade level. For students in 3rd grade and above, if at any time the median score is ≤ 20 words read correct, drop down **two** levels when doing survey. For example, when testing a 5th grader who on the 5th grade benchmark passages earns a median score of 18 WRC, drop down to third grade level passages. If the median score on third grade passages is 19, then drop two more levels to first grade passages.

Figure 3. DIBELS Survey Guidelines

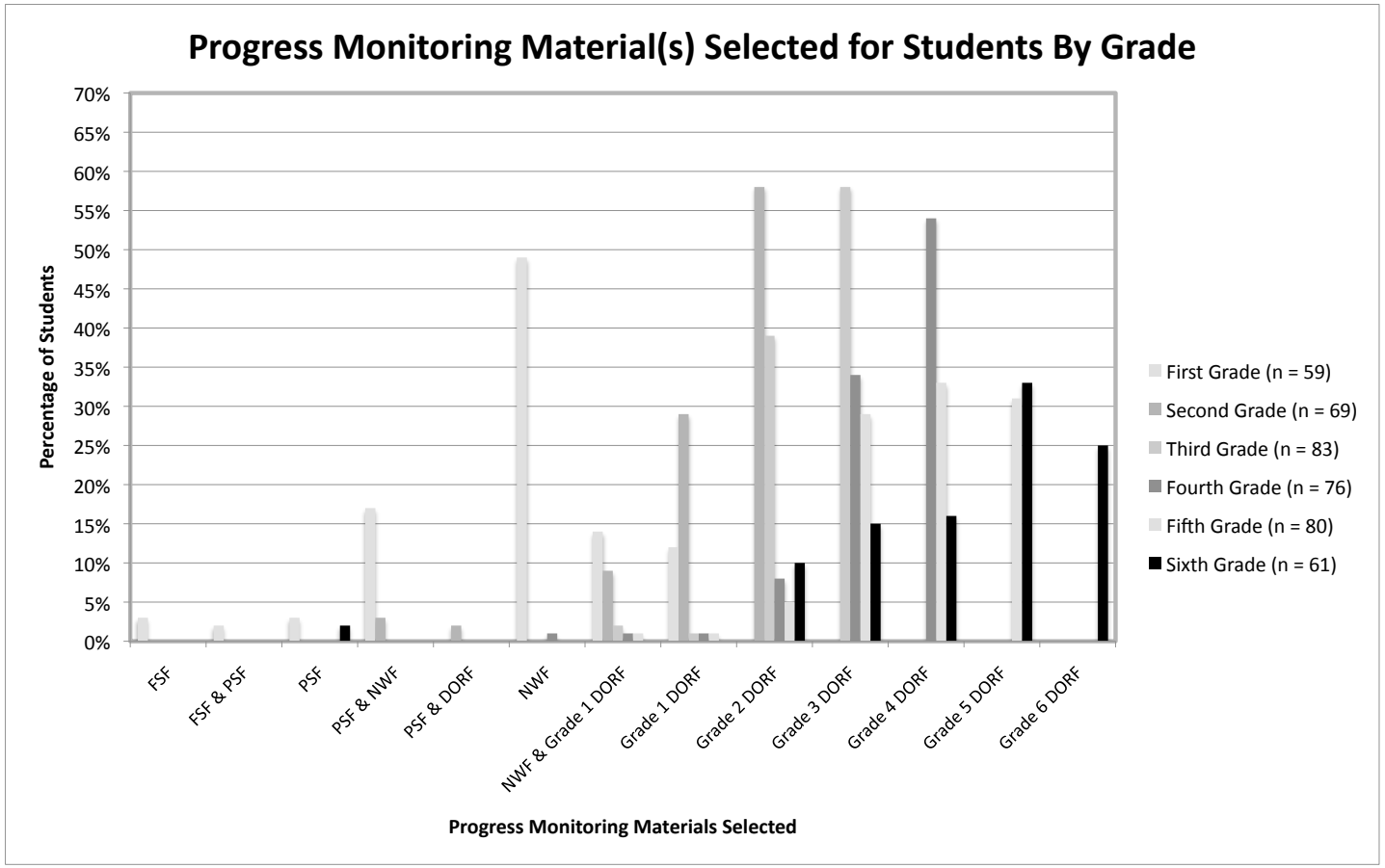


Figure 4. Progress Monitoring Material(s) Selected for Students by Grade

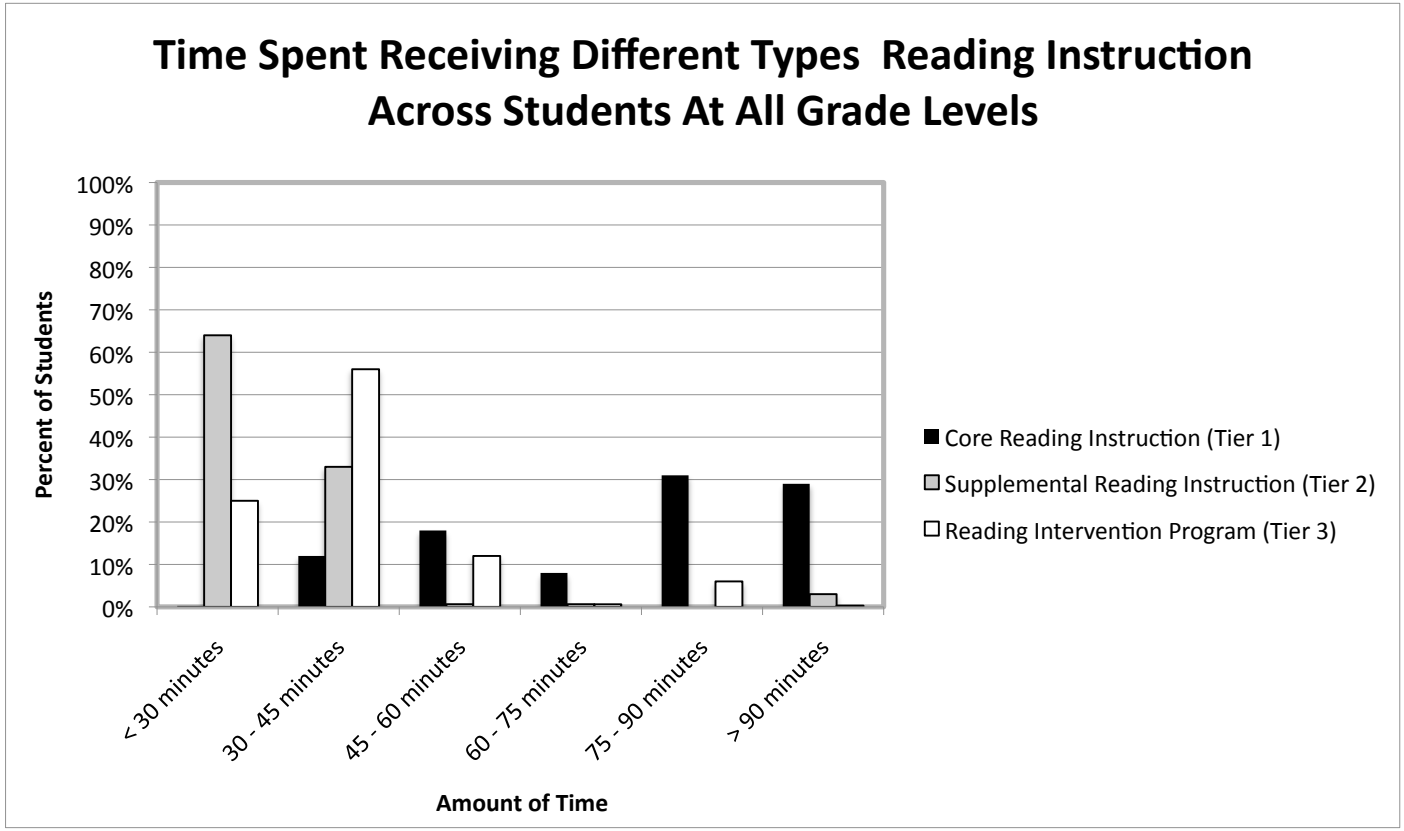


Figure 5. Time Spent Receiving Different Types of Reading Instruction for All Students

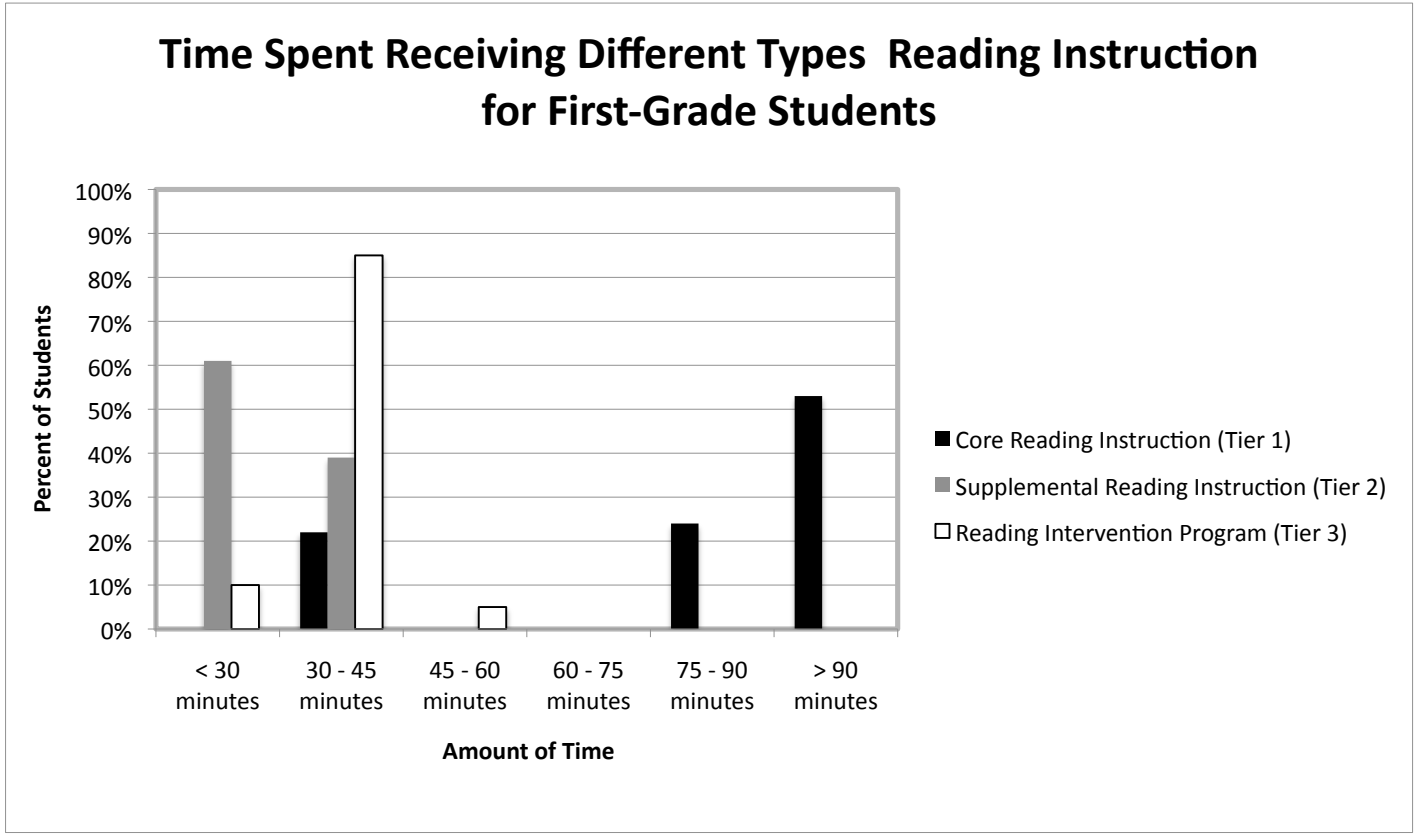


Figure 6. Time Spent Receiving Different Types of Reading Instruction for First-Grade Students

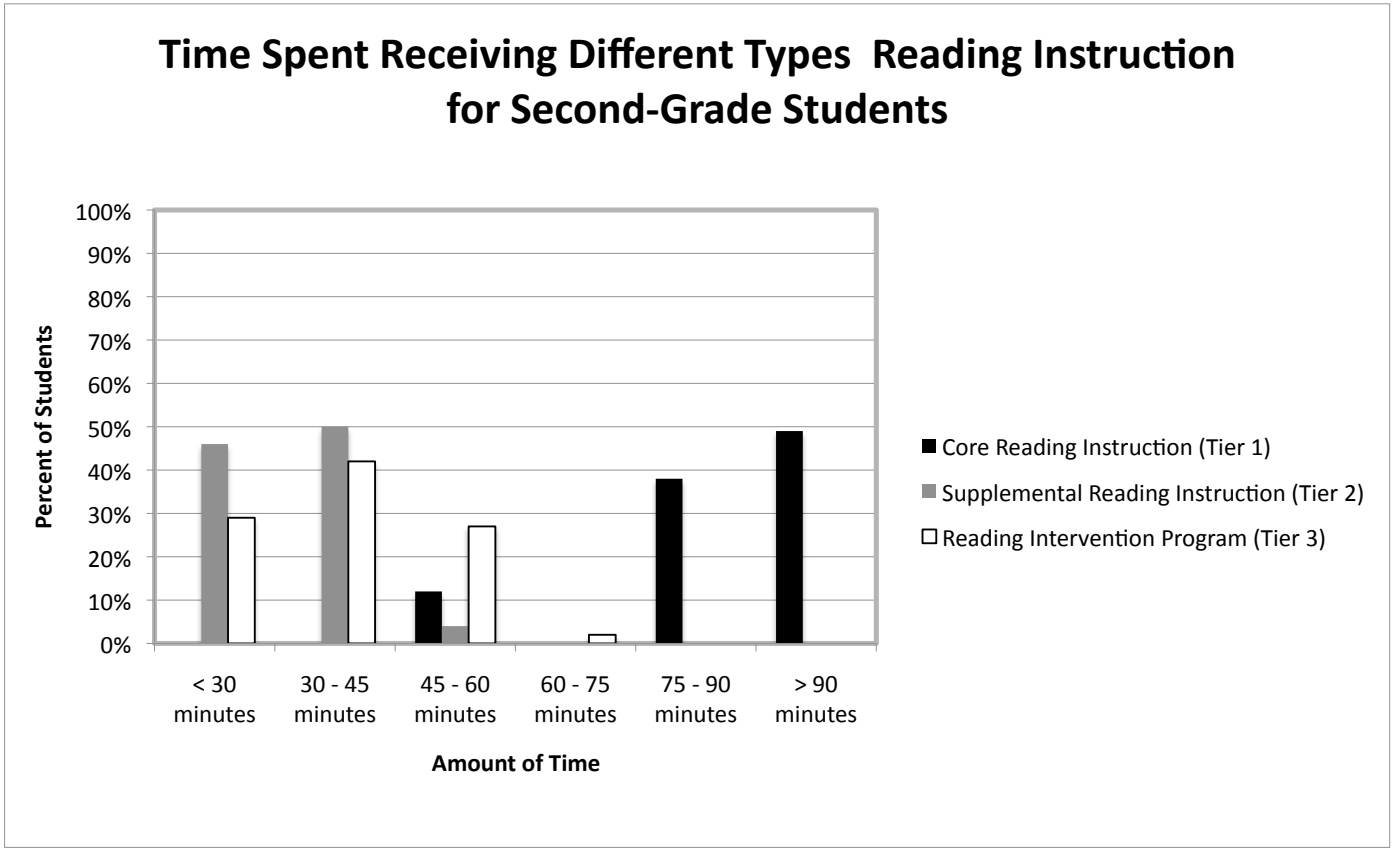


Figure 7. Time Spent Receiving Different Types of Reading Instruction for Second-Grade Students

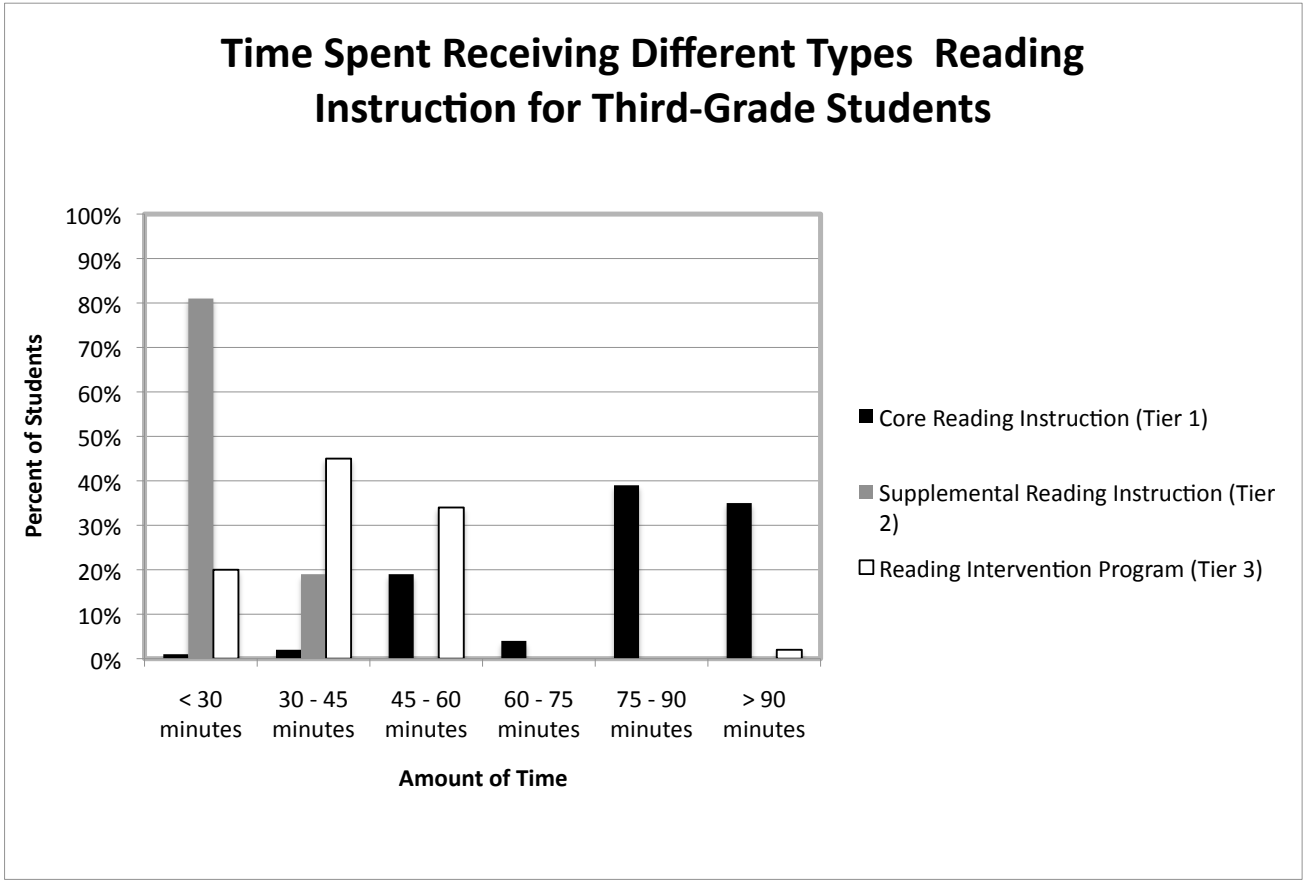


Figure 8. Time Spent Receiving Different Types of Reading Instruction for Third-Grade Students

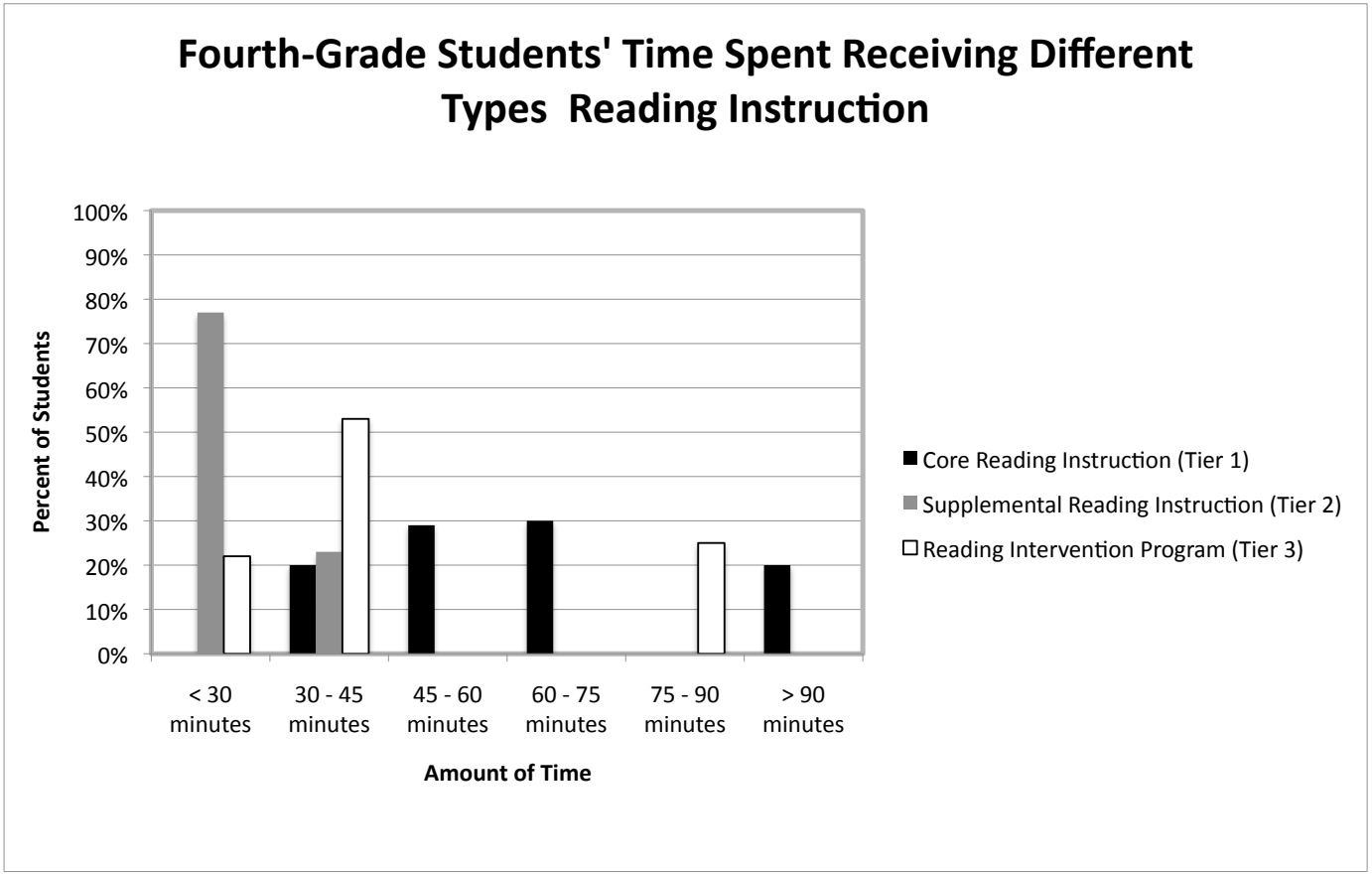


Figure 9. Time Spent Receiving Different Types of Reading Instruction for Fourth-Grade Students

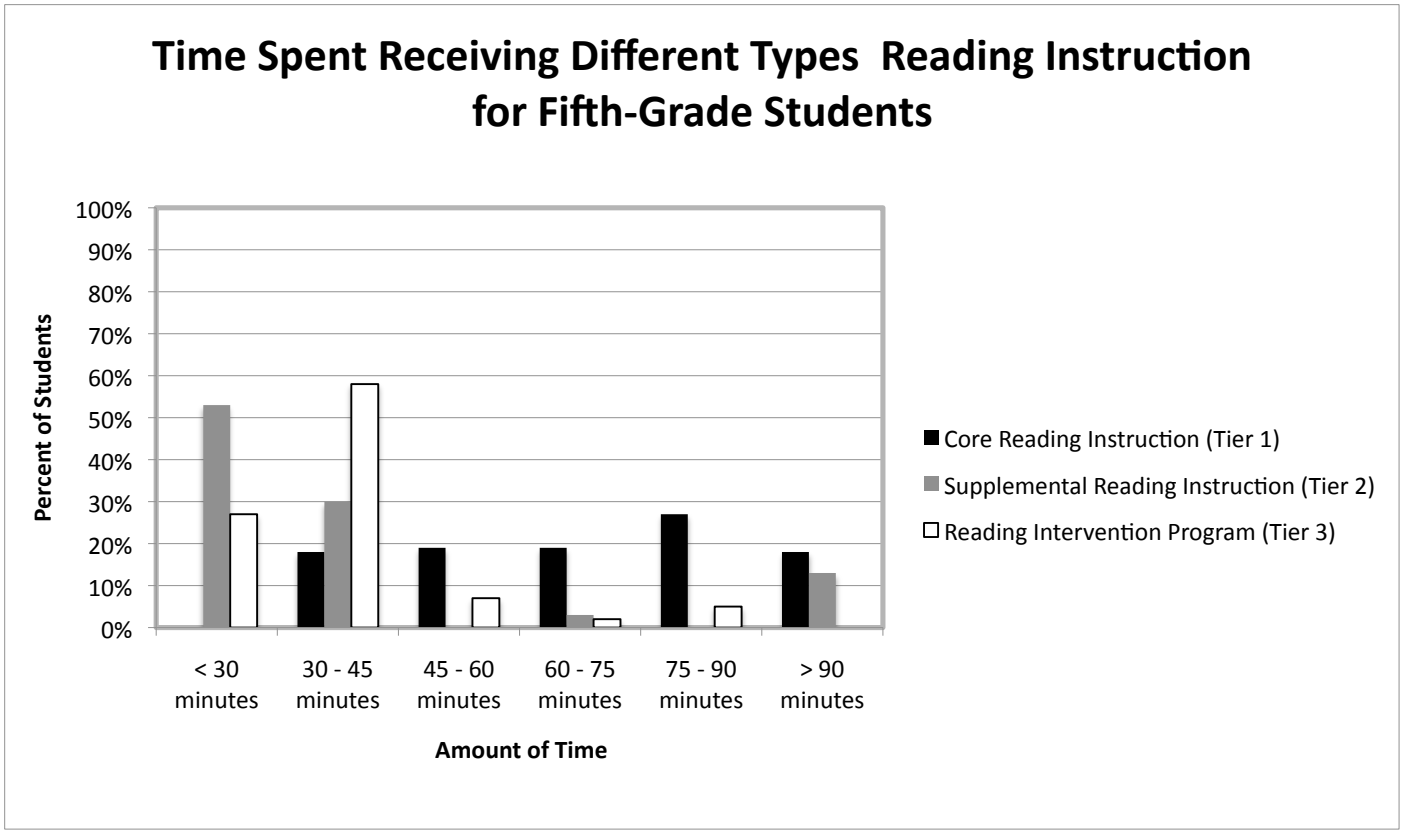


Figure 10. Time Spent Receiving Different Types of Reading Instruction for Fifth-Grade Students

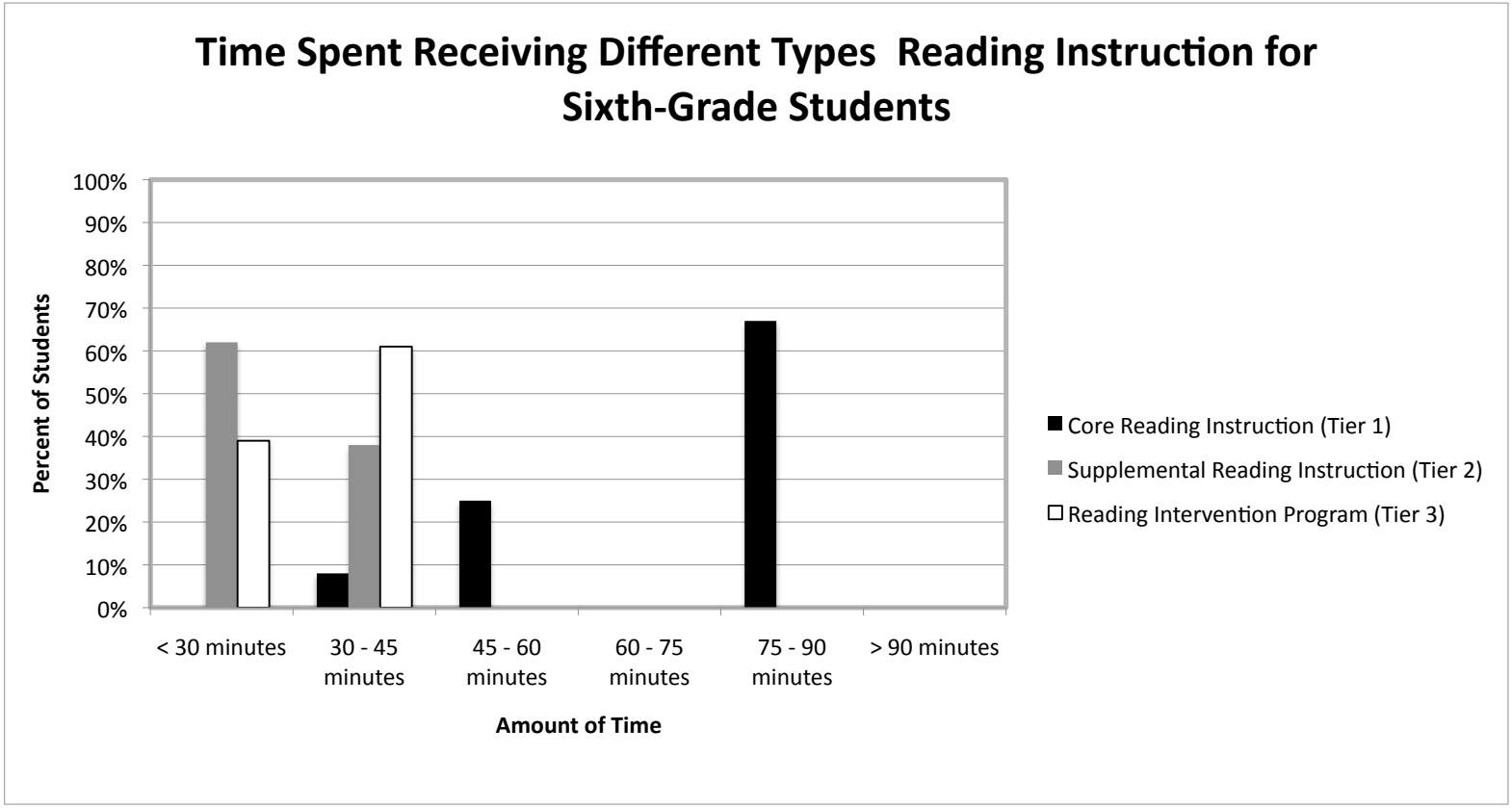


Figure 11. Time Spent Receiving Different Types of Reading Instruction for Sixth-Grade Students

Appendix I

Core Reading Instruction—instruction that is designed to meet the needs of most students in teaching all of the five components identified by the National Reading Panel 2000 (phonemic awareness, phonics, vocabulary, fluency, comprehension). High quality core instruction should address the needs of most (i.e., 80%) students. This instruction typically is guided by a comprehensive core reading program and includes whole group instruction as well as small group differentiated instruction.

Supplemental Reading Instruction— instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students. Typically, supplemental reading programs are designed to address one or more of the big ideas with the intention of meeting the needs of a subgroup not responding to the core (i.e., as indicated by assessment data) or to supplement known gaps in the core program (e.g., too little practice on blending).

Reading Intervention Program—These programs are typically designed to address the needs of students not responding to core reading instruction and who are behind their grade level peers in the development of critical reading skills. Reading intervention instruction is needed by only a relatively small minority of students in a class. In some cases, students in 2nd grade or higher may have lagged so far behind grade level development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.