



# DIBELS PROGRESS MONITORING

Grade	Beginning of Year Benchmark Goals	Middle of Year Benchmark Goals	End of Year Benchmark Goals
Kindergarten	<p>Skills to Learn:</p> <p>Let for names and sounds, blending sounds to read words, phonemic awareness, writing the letters, learning irregular words.</p> <p>The goal is to BLEND WORDS!</p>	PSF Goal 20	PSF 40 NWF 28
First Grade	NWF 27 WWR 1	NWF 43 WWR 8 ORF 23	NWF Goal 58 WWR Goal 13 ORF 47

All kids can be expected to meet PSF and NWF benchmark goals with good Tier 1 instruction and followed with the necessary Tier 2 intervention.  
Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Whole Word Read (WWR), Oral Reading Fluency (ORF)

Benchmark Goals from DIBELS Next

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# Dibels First Grade Progress Monitoring

**Holly B. Lane, Paige C. Pullen**

A red circular graphic with a gradient, appearing as a partial circle or a thick curved line, located to the right of the authors' names.

## **Dibels First Grade Progress Monitoring:**

*An Examination of the Equivalence of the First Grade DIBELS Oral Reading Fluency Probes* Chung-Hau Fan, 2011 Given the change in federal legislation allowing the consideration of a Response To Intervention RTI approach to making eligibility decisions for specific learning disabilities IDEA 2004 it is crucial to establish sufficient evidence for using curriculum based measurements CBM or CBM like measures e.g. Dynamic Indicators of Basic Early Literacy Skills DIBELS for monitoring students responses to interventions as part of the identification process for Specific Learning Disabilities One critical component in an effective RTI model is the availability of parallel measures suited for frequent progress monitoring to index student performance over time The current study investigated the equivalence of the twenty first grade DIBELS Oral Reading Fluency DORF progress monitoring probes using a one way ANOVA for repeated measures Participants were 68 first grade students 36 females and 32 males from two Midwestern elementary schools No selection criteria other than parental consent were used The DORF probes were given in a pseudo counterbalanced order across four days at the end of the school year to avoid instruction and practice effects The standard error of measurement SEM of the twenty first grade DORF progress monitoring probes was calculated using alternate form reliability coefficients Results suggested that the equivalence assumption of the first grade DORF was not held Most of the probes were significantly different in their difficulty level from each other and did not yield consistent mean levels of performance The findings also suggested a significant magnitude of score fluctuation at the individual student level The average SEM value was about 9 ranging from 8 to 10 similar to previous research findings using test retest reliability for calculation Limitations educational implications for CBM ORF users and researchers and directions for future research are presented

**The Best of Corwin: Response to Intervention** Cara F. Shores, 2011-10-18 The ultimate guide to RTI The Best of Corwin series showcases key chapters from critically acclaimed Corwin publications for a powerful compilation of perspectives on important education issues and topics This resource guides practitioners through the challenging and ultimately rewarding process of implementing response to intervention RTI The chapters address critical factors such as collecting and using valid and reliable data choosing methods that are responsive to individual student needs and implementing processes with fidelity The authors describe RTI through various lenses Behavioral interventions Grade level approaches from elementary through high school Strategies tailored to English learners Specific content areas including reading and math Also included are assessment strategies and a framework for data based decision making Readers will find a variety of perspectives from leading experts who show how to use RTI to help students achieve success in school making this collection a must have for every educator

*Academic Assessment and Intervention* Steven Little, Angeleque Akin-Little, 2014-01-21 Serving students with academic deficiencies necessitates communication and collaboration among professionals from several disciplines Academic Assessment and Intervention brings together divergent approaches in order to demonstrate that scientific evidence rather than biases or previous practice must determine

assessment practices that are selected and used for particular purposes Similar to a handbook in its comprehensive topical coverage this edited collection provides a contextual foundation for academic assessment and intervention describes both norm referenced and curriculum based assessment measurement in detail considers the implications of both of these assessments on ethnically diverse populations provides a clear link between assessment evidence based interventions and the RTI model and considers other important topics related to this area such as teacher behavior Intended primarily for graduate level courses in education school psychology or child clinical psychology it will also be of interest to practicing professionals in these fields

**RTI in the Classroom** Rachel Brown-Chidsey, Louise Bronaugh, Kelly McGraw, 2009-06-08

Written expressly for teachers this book is jam packed with tools and strategies for integrating response to intervention RTI into everyday instruction in grades K 5 Numerous real world examples connect RTI concepts to what teachers already know to help them provide effective instruction for all students including struggling learners Drawing on extensive classroom experience the authors Present color coded intervention recipes for all three tiers of RTI implementation Provide hands on tools and 50 reproducibles with a large format and sturdy wire binding for ease of use Explain the core features of RTI and what they look like in action Describe evidence based instructional methods for reading writing math and behavior Show how to fit assessment and progress monitoring into the busy school day

Handbook of Special Education James M.

Kauffman, Daniel P. Hallahan, 2011-05-15 Special education is now an established part of public education in the United States by law and by custom However it is still widely misunderstood and continues to be dogged by controversies related to such things as categorization grouping assessment placement funding instruction and a variety of legal issues The purpose of this 13 part 57 chapter handbook is to help profile and bring greater clarity to this sprawling and growing field To ensure consistency across the volume chapter authors review and integrate existing research identify strengths and weaknesses note gaps in the literature and discuss implications for practice and future research Key features include Comprehensive Coverage Fifty seven chapters cover all aspects of special education in the United States including cultural and international comparisons Issues Trends In addition to synthesizing empirical findings and providing a critical analysis of the status and direction of current research chapter authors discuss issues related to practice and reflect on trends in thinking Categorical Chapters In order to provide a comprehensive and comparative treatment of the twelve categorical chapters in section IV chapter authors were asked to follow a consistent outline Definition Causal Factors Identification Behavioral Characteristics Assessment Educational Programming and Trends and Issues Expertise Edited by two of the most accomplished scholars in special education chapter authors include a carefully chosen mixture of established and rising young stars in the field This book is an appropriate reference volume for anyone researchers scholars graduate students practitioners policy makers and parents interested in the state of special education today its research base current issues and practices and future trends It is also appropriate as a textbook for graduate level courses in special education

**The Effectiveness of an Early Literacy**

**Intervention with Spanish Support** Elizabeth Michelle Arellano, 2010      **Reading Instruction for Students who are at Risk Or Have Disabilities** William D. Bursuck, Mary Damer, 2007

Organized according to the Reading First categories of reading development and instruction as presented in the report of the National Reading Panel this exciting and timely new text presents teaching strategies for children at risk including children of poverty children for whom English is not their primary language and children with learning and behavioral disabilities These are the children No Child Left Behind challenges teachers to serve more effectively The book is more than a list of teaching strategies that are scientifically validated the scientifically validated practices included are integrated into a systematic teaching process that stresses the use of student outcome data within authentic classroom contexts to guide practice The teaching strategies have been field tested with at risk children in both rural and urban teaching settings Most of the strategies have resulted from work the authors did in their recent four year federally funded model demonstration grant in which they have implemented an extensive reading problem prevention model in grades K 3 in three inner city schools Thus the teaching strategies in the book are ones that the authors implemented every day with at risk children not just findings from research articles Features of this First Edition Include Content organized around the five components validated by the National Reading Panel phonemic awareness phonics fluency vocabulary and comprehension Readers learn how to use DIBELS and other curriculum based assessment results for early identification of children at risk of reading failure and to monitor student progress A unique feature is using DIBELS assessments to pinpoint student skill development as they acquire alphabetic principle Accompanying DVD shows teacher explicitly teaching letter sound recognition regular word decoding sight words multisyllable word reading passage reading vocabulary and comprehension Text explains how to use Differentiated Instruction to maximize learning for all students Specific strategies are detailed for implementing Response To Intervention RTI multi tier instruction during the reading block Examines building vocabulary knowledge through direct and indirect teaching strategies Comprehension strategies identified by the National Reading Panel that help students derive meaning from text are emphasized Strategies for individualizing instruction for adolescents and children who are bilingual and or ESL are included within each chapter Effective strategies for managing classroom behavior including instruction groups are provided so that student behavior does not interfere with reading instruction      Using DIBELS with English Learners Rebecca Marie Gregg, 2002      **Brief Experimental Analysis of Early Reading Interventions** Anna-Lind G. Pétursdóttir, 2006      Using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an Outcomes-driven Model Roland H. Good, 2001      **Teaching Struggling and At-risk Readers** Douglas Carnine, 2006 Teaching Struggling and At Risk Readers A Direct Instruction Approach is designed to provide specific information to assist educators in being effective teachers of reading with all of their students This three part book provides information on incorporating instructional design and delivery principles into daily instruction for students at the beginning and primary stages of reading It discusses

Structuring initial teaching procedures so teaching presentations are clear and foster a high degree of interaction between teachers and students Using language and demonstration techniques that can be understood by all students Sequencing the instruction of reading content to ensure essential skills and knowledge are taught in an aligned and coherent manner Using techniques that provide adequate practice and review for students in developing high levels of fluency and accuracy

Handbook of Reading Assessment Sherry Mee Bell,R. Steve McCallum,2008 Comprehensive readable and filled with numerous authentic examples The Handbook of Reading Assessment addresses the continuum of reading assessments from informal classroom based to high stakes formal testing This book is unique in its comprehensive balanced and timely coverage of key issues and challenges in assessment of reading Designed for use by advanced undergraduates and graduates in general education reading education special education and school psychology this much needed resource addresses the wide range of reading assessments educators must be able to use and understand to effectively assess instruct and to communicate across disciplines Separate chapters focus on informal classroom based assessment progress monitoring individual norm referenced assessment and group norm referenced or high stakes testing Each of these chapters concludes with useful tables listing some of the most commonly used assessments and their psychometric properties **School Psychology Review** ,2007 Classroom Environment and Early Literacy Skills Carrie R. Ball,2006 **Highlights in Special Education** ,2003 **Fluency in the Classroom** Melanie R. Kuhn,Paula J. Schwanenflugel,2007-09-21 This timely book offers two distinct approaches to oral reading instruction that can easily be incorporated into primary grade literacy curricula It enables teachers to go beyond the conventional round robin approach by providing strong instructional support and using challenging texts Grounded in research and classroom experience the book explains what works and why in helping students build comprehension along with word recognition and the expressive elements of oral reading Specific lesson plan ideas helpful vignettes and examples and reproducibles make this an indispensable classroom resource Included are chapters on fluency s role in learning to read motivation the home school connection fluency assessment and strategies for struggling readers *The Essentials of Teaching Children to Read* D. Ray Reutzel,Robert B. Cooter,2005 Teaching Children to Read has always been well known for its comprehensive look at literacy instruction This streamlined edition of that text has been developed to provide readers a brief version that offers essential information about reading instruction based on research that aligns with No Child Left Behind directives The focus of this book is how to teach phonemic awareness phonics comprehension vocabulary fluency and ongoing classroom assessment Special features include A theory chapter to ground literacy background knowledge An infusion of the most current research available to inform practice and all five No Child Left Behind initiatives regarding phonemic awareness phonics comprehension vocabulary and fluency A newly organized assessment chapter presenting four purposes of assessment as identified by Reading First legislation including outcome assessment screening instruments diagnostic assessment tools and ongoing progress monitoring

assessments      **Direct Instruction Reading** Douglas Carnine,2010 For courses in Direct Reading Instruction Remedial Reading and Reading for Special Education Students Thoroughly integrating the latest guidelines from the National Reading Panel this is a practical guide to teaching reading via the direct instruction reading approach a proven program that s especially powerful with the most vulnerable learners those at risk because of poverty disability limited English Rather than simply list method after method these nationally known and respected authors provide a specific repertoire of carefully sequenced highly prescriptive procedures for teaching decoding comprehension content reading and study skills For each skill to be taught they recommend strategies discuss optimal timing offer examples and explain how to correct errors In addition they thoughtfully examine the relationships among different reading skills      Phonological Awareness Assessment and Instruction Holly B. Lane,Paige C. Pullen,2004 Provides the tools to assess phonological awareness at the word syllable onset rime and phoneme levels Corresponding activities are designed to enhance the development of awareness at each of these levels      **Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities** Diane M. Browder,Fred Spooner,2006 Going beyond functional and access skills this groundbreaking text shows educators how to make the general curriculum accessible and help students progress in academic content areas

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