

## DIBELS Next Refresher Workshop

### DIBELS Next Refresher Talking Points 8-20-11

The purpose of this workshop is to provide DIBELS Next Mentors with slides to review the administration and scoring rules for DIBELS Next with users who have already been trained with a DIBELS Next Transition or Essential workshop. This workshop should not be used as an initial or only DIBELS Next training.

If participants have many questions or have difficulty scoring the practice activities correctly, it would be helpful to review the DIBELS Next Assessment Manual and/or repeat the Transition workshop for those participants. Online training modules are an additional resource for users who need more support, and can be purchased at <http://dibels.org>.

The entire workshop can be delivered with a whole staff at once or presented in sections matched to grade levels.

Participants will need a copy of the Refresher Workshop Scoring Practice handout for practice during the workshop. It is a power point file that should be printed a full-page slides to provide enough space for participants to mark during the practice activities. An alternative would be to have participants mark in a Kindergarten or First Grade scoring booklet.

#### **Slide 1 – *DIBELS Next Refresher Workshop***

Welcome participants and explain the purpose of the workshop.

#### **Slide 2 – *Workshop Objectives***

The objectives of the workshop are:

- Review the conceptual and research foundations of DIBELS Next<sup>®</sup>
- Review how to administer and score DIBELS Next<sup>®</sup>
- Practice scoring each of the measures
- Prepare for benchmark and progress monitoring assessment

#### **Slide 3 – *What are DIBELS?***

**Trainer Note: Participants should be familiar with the features of DIBELS. Use this slide to review by asking participants to generate the relevant features of DIBELS:**

DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills.

- DIBELS were developed to monitor progress and to identify children who are in need of support to achieve reading goals. The name, DIBELS, provides clues to fundamentals of the measures:
- The measures are dynamic. That is, they have been developed to measure change — growth and development — over time.
- They are most useful and relevant at the individual level to let you know whether or not a child is progressing.
- However, the data from the measures can also be combined and viewed at a group level— classroom, school, district or state — to let you know, for example, whether or not your curriculum and instruction is working in your classroom or school for most children.
- Finally, the measures assess Basic Early Literacy Skills – the core components of reading or what we might refer to as BIG IDEAS of early literacy. These BIG IDEAS are critical skills that are necessary for children to be successful readers.

#### **Slide 4 – *Important Themes from Essential Workshop***

Trainer Note: Again, these points should be familiar to participants. Briefly review all or spend a few minutes reviewing those that are most important or may have been forgotten in your school or district.

*Prevention* focus – We CAN change outcomes for students.

The main reason to use DIBELS is to identify early the students who may be at risk so instruction can be changed and progress monitored to catch students up to the goals.

DIBELS Next<sup>®</sup> is one part of a *system*.

DIBELS is only one part of an effective school wide literacy system. It is not the only literacy assessment that will be needed. But the DIBELS goals can be an organizing force and performance on DIBELS can spark conversation about curriculum and instruction, resources, etc.

DIBELS Next<sup>®</sup> is an *indicator*.

DIBELS are not designed to be comprehensive assessments, but instead are brief, powerful indicators of mastery of large skill sets.

Teach the *Basic Early Literacy Skills explicitly and thoroughly*.

The skills that DIBELS measures indicate are called basic early literacy skills, or big ideas. Those skills – Phonemic Awareness, the Alphabetic Principle, Vocabulary, Accuracy and Fluency with Connected Text, and Reading Comprehension – represent the must-have elements of reading instruction.

Monitor progress *frequently and efficiently*.

The 20 alternate forms of the DIBELS Next measures allow frequent, efficient repeated measurement of progress toward the benchmark goals.

Use DIBELS Next<sup>®</sup> within an *Outcomes-Driven Model of decision making*. DIBELS Next is designed to be used within an outcomes-driven model of decision making that provides a framework of questions to guide the use of data.

*Outcomes* drive instructional change

DIBELS is not a curriculum or an intervention. It is the use of the DIBELS outcomes that should drive decisions about instruction. Students who meet the benchmark goals are on track for future reading success. Not meeting the benchmark goals indicates a change to instruction is needed.

### **Slide 5 – Need for DIBELS**

#### **Trainer Note:**

This slide is powerful for conveying the importance of prevention. There are many things that could be discussed related to this slide, most of which are listed below. Focus the discussion with your group on points that will be most relevant to your school or district context.

This graph shows words correct per minute for the same students as they move from first to sixth grade

The red line depicts the performance of children in the bottom 10% of students. The green line represents the performance of students in the middle 10%.

Ask participants what they see in the graph:

- The gap widens. Low readers fall further and further behind over time.
- There is variability (upness and downness) in both groups.
- There is “goes upness” in both groups.
- The two groups start at the same place.
- The gap between the two groups widens over time
- Although there is “goes upness” in the bottom group, the children in the bottom group never “catch up” to the middle group and, in fact, the gap between the two groups widens.
- In order to catch up, a child on the red (low) trajectory, needs to learn at a *faster rate* than a child on the green (middle) trajectory, because the child on the green trajectory is also going up.
- Simply going up is not enough! If we want to prevent reading difficulty, we need to know how much “goes-upness” is necessary.
- At the beginning of first grade the lines look fairly close together. At this point, the gap between the two groups is still fairly small. This is where we want to intervene if we can. The difference between the two lines at the

end of first grade does not look too great. But once the two groups diverge, they never meet again.

We know now how many words correct per minute students need to read at the end of first grade – 47. Students who read at least this well have an 80-90% chance of meeting future reading outcomes. Students who leave first grade reading less than 32 words correct per minute have a 10-20% chance of meeting future reading outcomes unless we do something different. The difference between 47 and 32 words per minute may seem small, but it is significant in terms of predicting future success.

### **Slide 6 – *School-wide Early Literacy Model***

- DIBELS Next is an effective assessment tool, but is only one part of *school-wide literacy model*.
- DIBELS Next alone does not bring about school success. DIBELS® Next is but *one integral part* of a larger school-wide literacy model that includes not only assessment but curriculum and instruction as well as the literacy environment and resources.
- DIBELS Next is but *one part of the assessment circle – it is not the only* assessment that is done.
- Assessment interacts with, i.e., informs and is affected by, other components of the model. It is this interaction among the components that leads to student success.

### **Slide 7 – *DIBELS are Indicators***

The measures are indicators. This means that they are not comprehensive measures of every possible component of early literacy. Rather, they should be thought of as an indicator, in the same way that a thermometer is an indicator of general health and well-being. Does a person's temperature tell you everything you need to know about his/her general health and well-being? Of course not. Is it a reliable indicator that something is not right?

The DIBELS Next measures work as indicators of the Big Ideas – similarly to how height, weight, blood pressure, and body temperature work as indicators of overall physical health.

Another way to think of indicators is as height and weight. Is height/weight all one needs to know about physical growth and development? Of course not. Is it an efficient, cost-effective, reliable, valid, and sensitive indicator of a child's physical growth and development? Can a child's lack of growth be a reliable and valid indicator of a possible problem with physical development? Yes.

### **Slide 8 – *What is a Basic Early Literacy Skill?***

To be a basic early literacy skill, a skill must be:

- Something that is highly predictive of reading acquisition and later reading achievement. But being highly predictive is not enough.
- A Big Idea must also be something that we can do something about, i.e., something that we can *teach*. *Even being a teachable skill is not enough.*
- A Big Idea must be something that research shows us that when we teach it, it changes outcomes.

### **Slide 9 – *DIBELS Assess Basic Early Literacy Skills***

#### **Trainer Note:**

Remind participants that this slide displays one of the most important concepts related to using DIBELS. Knowing the connection between the measures and the big ideas will help users understand why the measures are designed the way they are and also help with data interpretation and use.

This slide shows the basic early literacy skills and the DIBELS Next measures that indicate those skills. There are 2 indicators of phonemic awareness – the new measure called First Sound Fluency, and Phoneme Segmentation Fluency. Nonsense Word Fluency still functions as an indicator of the Alphabetic Principle and Phonics. DIBELS Oral Reading Fluency, which now includes the required Retell, is a complex measure that indicates 3 early literacy skills: Advanced Phonics and Word Attack Skills, Accurate and Fluent Reading of Connected Text, and Reading Comprehension. The Daze measure serves as an additional indicator of Reading Comprehension.

### **Slide 10 – *What About LNF?***

There is a measure of letter naming in DIBELS Next. However, letter naming is *not a basic* early literacy skill.

- Letter naming is NOT the most powerful instructional target for struggling readers. Thus, there are no benchmark goals or progress monitoring materials for LNF.
- Use LNF as an added indicator of risk in conjunction with performance on other DIBELS Next measures. For example, at the beginning of kindergarten, a large number of children may have low scores on FSF. The children who also have low scores on LNF may need more instructional support than the students whose scores are low only on FSF.

### **Slide 11 – *Stepping Stones***

This graphic illustrates the journey from the land of non-reading to the land of

reading. There is a large, turbulent river between. It is not possible to jump from the land of non-reading to the land of reading, nor is it possible to jump over a step. Each step along the way is critical and equally important to successful reading. This is the sequence of skills through which most people learn to read, and the sequence that DIBELS Next measures.

### **Slide 12 – *Literacy Rope***

The basic early literacy skills are inter-related, as shown in this rope graphic. Auditory discrimination of sound units or phonemes will facilitate learning phonics, and knowing phonics skills will facilitate reading text accurately. We want all students to have each of these skill strands come together in a strong literacy rope that allows them to read accurately and fluently for meaning.

### **Slide 13 – *DIBELS are GPS for Educators***

DIBELS functions like a GPS. It helps you know where you are and where you need to go, as well as the best course to follow to get there.

### **Slide 14 – *Outcomes Driven Model***

One of the unique features of DIBELS Next is that it is connected to a specific decision making model called the Outcomes Driven Model. The model serves as the basis for best practice use of DIBELS. Here are the key questions to be answered by the data and what to do/what data to use to answer the questions.

### **Slide 15 – *Benchmark Goals***

The DIBELS Next measures have what we call benchmark goals. The goals are made up of 2 components – a score and a point in time. For students to be on track to reach future reading outcomes, they must reach a certain score by a particular point in time. The benchmark goals represent where we want the lowest student to be by that point in time, because that is the specific level that predicts meeting future goals.

### **Slide 16 – *3 Levels of Performance***

#### **Trainer Note:**

This slide has several “builds”. Practice advancing the animation and what to say with each build.

Benchmark scores can be described in 3 categories – at or above the benchmark, below the benchmark, and well below the benchmark. Students who score at or above the goal have an 80-90% chance of reaching future reading

outcomes if instruction stays the same for them. They are likely to make sufficient progress with core reading instruction or the instruction they are currently receiving. Students who score below the benchmark goal have a 40-60% chance of reaching future reading goals if instruction stays the same for them. So these students need to have their instruction analyzed because it is not the best match to their needs. They are likely to need a targeted change to instruction to get back on track. Students who score well below the benchmark goal have a 10-20% chance of reaching future goals if instruction stays the same for them. They may need a substantial change to their current instruction and may require more intensive, individualized instructional support.

**Slide 17 – *Composite Score***

For each grade and time of year, the DIBELS Next measures that correlate highly with later outcomes are combined into a DIBELS Composite Score. Each measure is weighted so that all contribute approximately equally to the DIBELS Composite Score. The DIBELS Composite Score represents a rich and broad sample of behavior. The Composite helps convey that all of the aspects of reading proficiency are critical – a student whose DIBELS Composite Score is At or Above Benchmark is reading accurately, at an adequate rate, and attending to the meaning of the passage. The DIBELS Composite is highly correlated with a broad range of reading outcomes.

**Slide 18 – *Review of First Sound Fluency***

**Trainer Note:**

These slides provide review of administration and scoring First Sound Fluency. They are the same slides used in the Essential and Transition workshop. No examples are provided for the scoring rules, because this is a review.

**Slide 19 – *First Sound Fluency Overview***

First Sound Fluency is a one-minute indicator of phonemic awareness that is given in the beginning and middle of Kindergarten. A change from Initial Sound Fluency in 6th edition is that First Sound Fluency is given for one, continuous minute and does not have pictures.

The score is either 2 points for saying the initial phoneme or 1 point for saying an initial consonant blend, consonant plus vowel, or blend and vowel.

For example, the student would receive two points for saying the individual phoneme “sssss” for “street” or “sun”.

A student would receive 1 point for identifying the first group of sounds in a word including consonant blends, consonant plus vowel, or consonant blend plus

vowel). As a few examples, a student would receive 1 point for saying the consonant blend “st” or “str” in street; or 1 point for a response that includes a consonant plus vowel such as “su” in the word “sun”, and 1 point for saying the consonant blend plus vowel as in saying “stree” for “street”.

Students will receive more points for identifying individual first phonemes in words because recognizing and producing individual phonemes is a more advanced skill than recognizing and producing a group of individual sounds. However, identifying a group of individual sounds is still a phonemic awareness skill, so students will obtain 1 point for each group of sounds identified.

The wait rule for FSF is 3 seconds and the discontinue rule is no correct response in the first 5 words.

### **Slide 20 – FSF Benchmark Goals**

FSF is given as part of benchmark assessment at the beginning and middle of kindergarten. The goal at the beginning of the year is 10, and at the middle of the year the goal is 30. Students whose scores are at or above these goals have an 80-90% chance of reaching future reading outcomes. Students who score below these goals are likely to need additional instructional support to reach future goals.

### **Slide 21 – First Sound Fluency Format and Score**

The assessor says words one at a time. As the student responds, the assessor circles the correct responses and slashes the zero for incorrect responses. The score is the number of points for correct responses in one minute.

#### **Trainer Note:**

Each probe is carefully constructed with a planned arrangement of some words that start with blends and some that start with single phonemes – of the single phoneme words, half are continuous sounds and half are stop sounds. The words used in the First Sound Fluency assessment are all one-syllable words.

### **Slide 22 – Administration Directions**

When administering First Sound Fluency, the assessor will have a copy of the scoring booklet on his/her clipboard, open to the FSF scoring page and positioned so that the student can not see what you are writing. The task for the student is all auditory, so there are no materials in front of the student on this measure. Read the directions verbatim.



**Slide 23 – FSF Directions: Practice 1**

There are 3 practice items on FSF. The multiple practice items are useful at the beginning of kindergarten, when identifying beginning sounds in words can be an abstract and de-contextualized activity for young children who may have not yet had instruction in phonemic awareness.

The first practice item is a model of the task that will be done during the assessment. The correction procedures support students who do not answer correctly by providing the right answer and asking the student to repeat it. The sequence of practice items provides an opportunity to familiarize the student with the task, without actually teaching the skill.

Say the words in bold italic type verbatim. Practice item #1 includes a model with the word man. The student is told what the first sound in man is, and then asked to say the first sound in man. If the student says /mmmm/ or /ma/, they are correct, so you should read what it says in the box next to Correct Response. Then go on to practice item #2. If the student gives an incorrect response or doesn't respond within 3 seconds, read what it says in the box next to Incorrect Response. The student is told the correct answer and asked the same question again. If they are correct this time, say Good and go on to practice #2. If they are still incorrect, say "/mmm/, Say /mmmm/". If the student says /mmmm/, you would say "Good". If they do not, you say "Okay" and go on to practice #2.

**Trainer Note:**

Remind participants of how to read the cascade of how the assessor should respond depending on the student's response. The options for student response are on the far left. The arrows lead to what the assessor should say. Model moving through this graphic based on a variety of student responses to the first item and the correction procedures.

**Slide 24 - FSF Directions: Practice 2**

Practice item #2 asks the student the first sound in the word moon. Follow through the flow chart in the same way you did for practice #1, depending on whether the student gives a correct or an incorrect response. Then go to practice #3.

**Slide 25 - FSF Directions: Practice 3**

Practice #3 uses the word sun. If the student immediately provides a correct response, you can read what is next to Correct Response. If the student immediately provides an incorrect response, you can read what is next to Incorrect Response. If the student doesn't respond immediately, wait up to 3

seconds before continuing the directions.

**Trainer Note:**

Encourage participants to practice saying the directions verbatim. They should practice until they are able to say the directions fluently and in an engaging way, without having to read robotically from the script. Practice with several students to become familiar with the correction procedure.

**Slide 26 – Scoring Rules**

There are 3 scoring rules for FSF.

1. Circle the corresponding listed sound or sounds that a student says for a word.

Students are not penalized for articulation or dialect differences or adding a schwa sound to consonants. There is no penalty for saying all the sounds in the word or for repeating the whole word before or after saying the initial sound(s).

2. Put a slash through the zero on the scoring page for an incorrect response or no response within 3 seconds.

Incorrect responses include saying the wrong sound, repeating the whole word without saying any sounds, not saying anything for 3 seconds and saying the letter name.

3. Write “sc” over the slash and circle the corresponding sounds or group of sounds in the student’s response if the student self-corrects an error within 3 seconds.

**Slide 27 – Reminders**

There are 2 reminders or prompts that can be used on FSF.

The first reminder may be used when the student says the name of a letter. In this situation, the assessor would say, “Remember to tell me the first sound in the word, not the letter name,” then the assessor would say the NEXT word on the list.

This reminder may be used only one time in the minute. After this reminder, if the student continues to say letter names, slash the zero.

The second reminder may be used when it appears that the student may have forgotten the task. The assessor would say “Remember to tell me the first sound that you hear in the word,” then the assessor would say the NEXT word. This

reminder can be used as many times as needed during the minute. Please note that this reminder is not intended for students who do not know how to do the task. If a student is wrong, you should not automatically use this prompt. It is intended to be used only if the student seems to have forgotten the task.

Keep in mind that the reminders are used to prompt the student for the next item, not allow them to correct the response that elicits the reminder. If a student gives a response for a word that came before the reminder, that response cannot be scored. In other words, the reminders cannot produce a self-correct.

### **Slide 28 – *Compute the Final Score***

After you have completed administering the measure, you should calculate the final score.

To compute the final score, you first add the total number of correct responses in each of the 2- and 1-point columns. In this example, there are 5 correct responses in the 2- point column and 4 correct responses in the 1-point column.

Next, multiply the number of responses from the 2-point column by two and include that product in the space provided. In this example, 5 multiplied by 2 is 10.

Finally, add the number of points from both the 2- and 1-point columns to determine the final score. In this example, 10 plus 4 equals a final score of 14.

### **Slide 29 – *FSF Practice #1***

#### **Trainer Note:**

This is the first whole-group practice activity. You will need the Refresher Workshop Trainer Practice Key for this activity. The trainer will be in the role of student. Participants will read each word on the probe out loud together, and mark on the corresponding page of the scoring practice handout. Have participants practice reading the directions and practice items out loud together. The purpose is to practice all of the scoring rules. At the end of one minute, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's practice all of the FSF scoring rules together. You will read the directions and practice items out loud together and I will act as your student. You should score my responses by marking in the scoring practice handout. At the end of the minute, calculate the total score.

### **Slide 30 – *FSF Practice #2***

Here is a second practice opportunity. You will mark on the scoring practice handout. Reset your timer for a minute. Ready, begin.

**Trainer Note:**

At the end of one minute, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

If participants are having difficulty scoring accurately or have many questions, consider repeating the FSF module from the Essential or Transition workshop.

**Slide 31 – Review of Letter Naming Fluency**

**Trainer Note:**

The next section of slides provide review of administration and scoring Letter Naming Fluency. They are the same slides used in the Essential and Transition workshop. No examples are provided for the scoring rules, because this is a review.

**Slide 32 – Letter Naming Fluency Overview**

Letter Naming Fluency is a one minute risk indicator that is used as part of benchmark assessment from the beginning of kindergarten through the beginning of first grade. The score is the number of letters named correctly in one minute. The wait rule is 3 seconds and the measure is discontinued if the student does not name any letters correctly in the first row.

**Slide 33 – Letter Naming Fluency Format and Score**

The assessor places a page of upper and lower case letters in front of the student. The score is the number of letters named correctly in one minute.

**Slide 34 – Administration Directions**

Position the clipboard so the student cannot see what you write. Put the student copy of LNF in front of the student and say,

***I'm going to show you some letters. I want you to point to each letter and say its name.*** (Put the page of letters in front of the student) ***Start here.*** (point) ***Go this way*** (Sweep your finger across the first two rows of letters) ***and say each letter name. Put your finger under the first letter*** (point). ***Ready, begin.***

**Slide 35 – Scoring Rules**

The student receives 1 point for each correctly named letter.

There are 4 scoring rules:

1. Leave letters named correctly blank.

In the font used for LNF, the student is correct if they name the lower case “L” as an “l” or a “L”.

2. Slash (/) any letter that the student omits or names incorrectly.

Incorrect responses include saying the wrong letter name, saying the letter sound, or no response in 3 seconds.

3. Write “SC” above any letter that had previously been slashed and was self-corrected within 3 seconds. Count that letter as correct.

4. Draw a line through any row the student skips and do not count that row in scoring.

### **Slide 36 – Reminders**

There are 3 reminders or prompts for LNF that can be used one time each within the minute.

If the student does not go left to right, say ***Go this way.*** (Sweep your finger across the row).

If the student skips 4 consecutive letters, say ***Try to say each letter name.***

If the student says letter sounds, say ***Say the letter name, not its sound.***

There are also 2 reminders that can be used on any DIBELS measure where the student is asked to look at written material. These 2 reminders can be used as often as needed.

If the student stops and it is not a hesitation on a specific item, say “Keep going”.

If the student loses his or her place, point on their copy to where they should be.

### **Slide 37 – Compute the Final Score**

After the student is no longer with you, add up the number of correct letter names before the bracket and record it on the line that says Total Correct.

### **Slide 38 – LNF Practice #1**

**Trainer Note:**

This is the only whole group practice activity. You will need the Refresher Workshop Trainer Practice Key for this activity. The trainer will be in the role of student. Have participants practice reading the directions out loud together. The purpose is to practice all of the scoring rules. At the end of one minute, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's practice all of the LNF scoring rules together. You will read the directions out loud together and I will act as your student. You should score my responses by marking in the scoring practice handout. At the end of the minute, tell me to "stop", mark the bracket on the probe and calculate the total score.

**Slide 39 – Review of Phoneme Segmentation Fluency**

**Trainer Note:**

These slides provide review of administration and scoring Phoneme Segmentation Fluency. They are the same slides used in the Essential and Transition workshop. No examples are provided for the scoring rules, because this is a review.

**Slide 40 – Phoneme Segmentation Fluency – Overview**

PSF is given as part of benchmark assessment from the middle of kindergarten through the beginning of first grade. When giving PSF there are no student materials for the student to look at during the assessment. The assessor is reading words from and marking in the scoring booklet. The assessor says a word to the student, and the student has to say the sounds in the word. The score is the number of different, correct sound segments the student says in one minute.

**Slide 41 – Benchmark Goals**

The benchmark goals for PSF are listed here. Students who score at or above the benchmark goal have an 80-90% chance of reaching future reading goals.

**Slide 42 – PSF Format and Score**

The assessor says the words on the probe, one at a time, by reading across the page. As the student responds, the assessor marks according to the scoring rules.

The score is the total number of different, correct parts of the word said in one minute.

### **Slide 43 – PSF Administration Directions**

The practice item is designed to support students to understand the task. The assessor models saying the sounds in a three and a four phoneme word. The student is asked to say the sounds in “soap”. If the student responds correctly, read what is printed in bold next to “correct response”. If the student responds incorrectly, read the correction procedure. Continue with the remaining directions.

#### **Trainer Note:**

Make sure participants understand how to work through the correction procedures and where the arrows indicate they should go if a student is correct or makes an error.

### **Slide 44 – Scoring Rules**

There are 5 scoring rules for PSF.

1. The overarching rule is to underline each different, correct part of the word. It is the underlines that get counted for the score. Blended sounds or partially correct segmentation should be underlined exactly as the student said it, and given 1 point per underline. Students cannot get more points than there are phonemes in the word.
2. Put a slash through sound segments that are incorrect.
3. If the student repeats the whole word, circle it.
4. Leave blank any sound segments the student skips.
5. Write 'sc' over self-corrected sounds that had previously been slashed.

### **Slide 45 – Reminders**

There are 2 reminders or prompts that can be used one time each on PSF.

If a student spells the word, say “Say all the sounds in the word.”

If a student repeats the word, say “Remember to say all the sounds in the word.” These reminders may be given one time.

**Slide 46 – *Compute the Final Score***

Calculate the final score after the student is no longer with you. Add the number of correct sound segments across each row. The number of possible phonemes in each row is listed inside the box. Tally down the score column to get the total.

**Slide 47 – *PSF Practice #1***

**Trainer Note:**

This is the first whole group practice activity. You will need the Refresher Workshop Trainer Practice Key for this activity. The trainer will be in the role of student. Participants will read each word on the probe out loud together, and mark on the corresponding page of the scoring practice handout. Have participants practice reading the directions and practice items out loud together. At the end of one minute, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's practice all of the PSF scoring rules together. You will read the directions and practice items out loud together and I will act as your student. You should score my responses by marking in the scoring practice handout. At the end of the minute, calculate the total score.

**Slide 48 – *PSF Practice #2***

Let's do another practice of PSF. We will practice the same way as last time – you will read the directions, time the assessment, and read the words on the probe, and I will provide student responses. Mark on the scoring practice handout.

**Slide 49 – *Review of Nonsense Word Fluency***

**Trainer Note:**

These slides provide review of administration and scoring Nonsense Word Fluency. They are the same slides used in the Essential and Transition workshop. No examples are provided for the scoring rules, because this is a review.

**Slide 50 - *What is Nonsense Word Fluency?***

Nonsense Word Fluency is a one-minute indicator of the alphabetic principle that is given from the middle of Kindergarten through the beginning of 2<sup>nd</sup> grade. There are two scores on NWF that measure the two parts of the alphabetic principle – the ability to connect sounds and letters and the ability to recode those



letter-sounds into words. The scores are the number of correct letter sounds (CLS) and the number of whole words that have been read without first sounding them out (WWR). The wait rule is 3 seconds and the discontinue rule is no correct letter sounds in the first row.

### **Slide 51-52 – *Benchmark Goals***

#### **Trainer Note:**

Review the goals and cut points for risk for each grade and time of year.

### **Slide 53 – *NWF Format and Scores***

The assessor follows along as the student reads a page of nonsense words.

NWF has 2 scores:

1. The number of correct letter sounds the student reads in 1 minute and
2. The number of words read as whole words.

### **Slide 54 – *NWF Directions: Practice Item***

The directions and practice item for Nonsense Word Fluency are new for DIBELS Next. The changes include shortening the directions and providing the goal response – reading these as whole words – as the first example. The word “sog” is read as a model. The student is told to say any sounds he or she knows, if he or she can’t read the whole word. The practice item is “mip”. If the student reads the word correctly, the testing begins. If the student reads all of the sounds correctly but does not blend all of the sounds together into a word, the assessor says “Very good. /m/ /i/ /p/ or ‘mip’” and then testing begins. If the student gives an incorrect response, the assessor provides the correct answer and asks the student to try again. The directions continue, with the reminder for the student to say any sounds they know if they can’t read the whole word.

### **Slide 55 – *Scoring Rules***

There are 5 scoring rules for NWF:

1. Underline each letter sound the student says correctly, either in isolation or in the context of the nonsense word.
2. Put a slash over each incorrect letter sound.
3. Leave blank any letter sounds that are omitted or added, when a student is reading sound-by-sound. When the student is reading word-by-word, slash the underline to indicate any inserted letter sounds. Leave the word blank if the

student skips the whole word.

4. If the student self-corrects within 3 seconds, write sc above the previously slashed letter and count that letter sound as correct for CLS. Credit is only given for WWR when the student reads the whole word completely and correctly the first time.
5. Draw a line through any row the student skips. Do not count the row when scoring.

### **Slide 56 – Scores**

Two scores are calculated for NWF.

1. The first score is Correct Letter Sounds, or CLS. Students receive 1 CLS point for each letter sound read correctly, either in isolation or blended together with other sounds in the word.
2. The second score is Whole Words Read, or WWR. Students receive 1 WWR point for each whole word read correctly without first being sounded out. A point is given for whole words read only when the student reads the word as a word, correctly, the first time, and only reads it once. Sounding out and then recoding the sounds into a word would earn points for correct letter sounds, but not for a whole word read. Although this pattern is an appropriate scaffold toward the end goal, the ultimate goal of decoding instruction is for students to read words as whole words.

### **Slide 57 – Reminders**

There are 4 reminders or prompts that can each be used one time each on NWF:

1. If the student does not go left to right, say, *“Go this way.”* This reminder can be used if students start to read left to right and then go from right to left on the next row, if they read down the column instead of across the page, if the student starts reading anywhere other than the first item on the page, or if the student randomly picks out words on the page.
2. If the student says letter-names, say, *“Say the sounds, not the letter names.”*
3. If the student reads the word first, then says the letter-sounds, prompt, *“Just read the word.”*
4. If the student says all of the letter sounds correctly in the first row, but does not make *any* attempt to blend or recode, say, *“Try to read the words as whole*

words.”

**Slide 58 – Reminders**

There are two reminders that may be used as often as needed:

If the student stops and it is not a hesitation on a specific item, say **Keep going**.

If the student loses his/her place, point.

**Slide 59 – At a Later Time: Compute the Final Score**

At a later time, after the student is no longer with you, calculate the final score. Add the number of correct letter sounds and whole words read for each line, up to the bracket. Total the CLS and WWR columns and record the scores at the bottom of the page.

**Slide 60 – NWF Practice #1**

**Trainer Note:**

This is the first whole group practice activity. You will need the Refresher Workshop Trainer Practice Key for this activity. The trainer will be in the role of the student. Participants should mark on the corresponding page of the scoring practice handout. Participants should read the directions and time the assessment. The purpose is to practice all of the scoring rules. At the end of the activity, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let’s practice all of the NWF scoring rules together. You will read the directions and time the assessment. I will act as the student. You should mark in the scoring practice handout. At the end of the minute, calculate the total score.

**Slide 61 – NWF Practice #2**

Here is a second opportunity to practice all of the NWF scoring rules. We will do this one the same way as the previous practice.

**Trainer Note:**

At the end of the minute, allow a few moments for participants to calculate the total score. When they are finished, advance the slide to show the correct scoring marks and score. Discuss any differences or questions.

**Slide 62 – Review of DIBELS Oral Reading Fluency**

**Trainer Note:**

These slides provide review of administration and scoring DIBELS Oral Reading Fluency. They are the same slides used in the Essential and Transition workshop. No examples are provided for the scoring rules, because this is a review.

**Slide 63 – *DIBELS Oral Reading Fluency Overview***

DIBELS Oral Reading Fluency is a one-minute passage reading activity, followed by a maximum one-minute retell activity. DORF is an indicator of advanced phonics, accurate and fluent reading, and comprehension. It is given from the middle of first grade through the end of sixth. Scores include the median words read correctly, the median errors, the median retell, and the median quality of response rating on the retell. The wait rule is 3 seconds. The discontinue rules apply to the passage reading and the retell. On passage reading, discontinue the task if the student gets no words correct in the first row of the passage. If fewer than 10 words are read correctly on passage one, do not continue to passages two and three, and do not administer retell. If the student reads less than 40 words correct on a passage, use your professional judgment on whether to administer retell for that passage.

**Slides 64–66 – *Benchmark Goals***

The next 3 slides show the DORF benchmark goals. These are the goals for words correct per minute from 1<sup>st</sup> to 6<sup>th</sup> grade. The benchmark goal document shows the additional goals for this measure: accuracy, retell, and retell quality of response.

**Slide 67 – *DORF Format and Scores***

The assessor shows the student a passage of text that they have not seen before and asks them to read for one minute. Scores include the number of words read correctly and the percentage of words read accurately in one minute.

**Slide 68 – *DORF Administration Directions***

The directions for DIBELS Oral Reading Fluency are as follows:

**I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say “stop.” Be ready to tell me all about the story when you finish.**

(Place the passage in front of the student.)

**Put your finger under the first word (point to the first word of the passage). Ready, begin.**

During benchmark assessment, students read from 3 different passages for one minute each. These shortened directions can be used on passage 2 and 3.

**Side 69 – Scoring Rules**

There are 2 scoring rules for oral reading fluency. Leave the correctly read words blank and put a slash through any errors.

**Slide 70 – During the Testing**

Each passage has a title on it. However, do not read the title to the student. If the student chooses to read the title, that is fine, but do not start the timer. You may supply words in the title if asked. Do not count or correct errors in the title.

If the student finishes the entire passage before the end of 1 minute, their score at that point is recorded as their score. Do not ask them to start reading again at the beginning of the story and do not prorate a rate per minute.

**Slide 71 – During the Testing**

Start the stopwatch after the student says the first word of the passage. If the student scans the passage before you say Begin and asks you to tell them a word, do not tell it to them, and complete the directions.

Follow along as the student reads the passage. Leave blank any words read correctly and put a slash through errors.

At the end of 1 minute, put a bracket after the last word the student read before time ran out.

Tell the student to Stop, and remove the passage.

**Slide 72 - Reminders**

There are 2 reminders that can be used on any DIBELS measure where there is written material for the student to look at.

If the student stops reading (and it's not a hesitation on a specific item), say **Keep going**. This reminder also could be used if the student starts to tell you a story in the middle of reading the passage.

If the student loses her/his place while reading, point.  
*These reminders may be used as often as needed.*

**Slide 73 – At A Later Time, Compute the Final Score**

At a later time, when the student is no longer with you, add the total number of words up to the bracket and record it on the line for Total Words. Count and record the total number of errors. Subtract the errors from the total and record the words read correctly.

**Slide 74 – DORF Retell**

Follow each oral reading fluency passage with retell if the student has read 40 or more words correct per minute on that passage.

Use your judgment about whether or not to administer retell if the student reads less than 40 words correct in the minute. For example, a first grade student who reads 38 words correct per minute with very few or no errors may have read enough to be able to engage in the retell.

**Slide 75 – DORF Retell Administration Directions**

The retell portion of DIBELS Oral Reading Fluency is given when students have read at least 40 words correct per minute.  
After the student has read the passage aloud, remove the passage and read the retell directions verbatim.

Start the stopwatch when you say Begin. The student has a maximum of 1 minute for the retell.

Mark the numbers on the scoring sheet to represent words in the student's response that are related to the story.

**Slide 76 – Retell Score and Scoring Rules**

Scoring for retell is 1 point for every word in the response that was about what was read. Do not count words that are not about the story, for example, if the student starts to talk about his or her own life.

**Slide 77 – Final Score: Scoring Page**

Write the number of correct words in the retell on the Retell Total line of the scoring sheet.

**Slide 78 – *Quality of Response***

The Quality of Response Rating is a subjective evaluation of a student's response and is designed to provide qualitative information for planning instruction. Although it has its own benchmark goals, it is not part of the composite score.

**Slide 79 - *Final Score: Benchmark Cover Page***

During benchmark assessment, if the student reads 3 passages, transfer all 3 words correct scores, error counts, and retell scores including Quality of Response to the front of the benchmark assessment booklet and circle the median scores.

**Slide 80 – *DORF Practice #1***

**Trainer Note:**

This is the first whole-group practice activity. You will need the Refresher Workshop Trainer Practice Key for this activity. The trainer will be in the role of the student. Participants should mark on the corresponding page of the practice scoring handout. They will read the directions out loud together and time the assessment. The purpose is to practice all of the scoring rules. When you are done reading the story for one minute and have done the retell, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's practice all of the DORF scoring rules together. You will read the directions out loud together and time the assessment for both the passage and the retell. I will act as the student. You should mark in the practice scoring handout. At the end of the practice, calculate the scores.

**Slide 81 – *DORF Practice #1***

**Trainer Note:**

At the end of one minute, allow a few moments for participants to calculate the total scores. When they are finished, advance the DORF passage slide to show the correct scoring marks and score followed by the Retell slide. Discuss any differences or questions.

**Slide 82 - *DORF Practice #2***

**Trainer Note:**

This is a second whole-group practice activity. You will need the Refresher

Workshop Trainer Practice Key for this activity. The trainer will be in the role of the student. Participants should mark on the corresponding page of the scoring practice handout. They should read the directions out loud together and time the assessment. The purpose is to practice all of the scoring rules. When you are done reading the story for one minute and have done the retell, advance the slide to show the correct scoring marks and score. Have participants compare their marks to the screen. Discuss any differences or questions.

Let's do a second practice of the DORF scoring rules together. You will read the directions out loud together and time the assessment for both the passage and the retell. I will act as the student. You should mark in the scoring practice handout. At the end of the practice, calculate the total scores.

### **Slide 83 - *DORF Practice #2***

#### **Trainer Note:**

At the end of one minute, allow a few moments for participants to calculate the total scores. When they are finished, advance the DORF passage slide to show the correct scoring marks and score followed by the Retell slide. Discuss any differences or questions.

### **Slide 84 – *Review of Daze***

#### **Trainer Note:**

These slides provide review of administration and scoring for Daze. They are the same slides used in the Essential and Transition workshop. No examples are provided for the scoring rules, because this is a review.

### **Slide 85 – *Daze Overview***

Daze is a 3-minute indicator of reading comprehension. It can be given to the entire class at one time. Daze is used for benchmark assessment from the beginning of 3<sup>rd</sup> grade through the end of 6<sup>th</sup> grade. The score is the number of correct words in three minutes minus half the number of incorrect words.

### **Slide 86 – *Daze Benchmark Goals***

The benchmark goals for the beginning, middle and end of third and fourth grade are listed on this slide.

### **Slide 87 - *Daze Benchmark Goals***

And the goals for fifth and sixth grade are listed here.



**Slide 88 – Daze Format and Score**

The students in the class are asked to read a passage and circle the words that make the most sense in the story. Three choices of missing words are given. The student has to circle the word that makes the most sense.

The score is the number of correct responses, minus half the number of incorrect responses, which compensates for students guessing.

**Slide 89 – Scoring Rules**

A scoring key is used for scoring. Students receive 1 point for each correct word that is circled. Put a slash through words that are incorrect. Incorrect responses include errors, boxes with more than one answer, and items left blank that are blank because they were skipped. Slash as an error any item that is skipped, including all items on a page that is skipped. Do not score as errors the items that were not attempted. Those might be items left blank after the last scored item or items not attempted due to starting in the second page.

**Slide 90 – Reminders**

There are 3 reminders that can be used as often as needed.

If a student starts reading the passage out loud, say “**Remember to read the story silently.**”

If a student is not working on the task, say “**Remember to circle the word in each box that makes the most sense in the story.**”

In addition, if a student asks you to provide a word or for help with the task, say, “**Just do your best.**”

**Slide 91 –Final Score: Student Copy**

Use the scoring key to determine the total number of correct and incorrect responses and record those on the cover of the worksheet.

**Slide 92 – Final Score – Daze Adjusted Score**

An adjusted score is used as the final score for Daze to correct for the possibility that the student was correct simply by guessing.

The formula for calculating the Daze adjusted score is the number of correct responses minus the number of incorrect responses divided by 2.

Correct – (Incorrect / 2)

Or stated another way:

Correct – (Incorrect x 0.5)

If completing the formula results in a decimal, round to the nearest whole number. Half-points (0.5) should be rounded up.

The minimum adjusted score is 0. If the adjusted score is a negative number, record an adjusted score of zero. Do not record a negative number.

Most data management services will calculate this formula for you. Use this formula to calculate the adjusted score yourself if you are not using a data management service.

The steps for calculating the Daze adjusted score are:

1. Record the number of correct responses.
2. Record the number of incorrect responses.
3. Divide the number of incorrect responses by 2.
4. Subtract the result of step 3 from the number of correct responses.
5. The result of the formula should then be rounded to the nearest whole number. Half-points (0.5) should be rounded up. The minimum Daze Adjusted Score is 0. Do not record a negative number.
6. Write the adjusted score on the top of the Daze cover sheet and circle it.

### **Slide 93 – *Final Score: Cover Sheet Example***

This example shows how the adjusted score will lower the raw score when a student may have been correct simply by guessing.

### **Slide 94 – *Summary***

We know that the trajectories of reading performance are established early. Students who leave first grade on a low trajectory tend to stay low through elementary school and fall further and further behind unless we do something.

### **Slide 95 – *We Can Do Something***

DIBELS is a tool for improving reading outcomes. We can change the trajectory for students who are not on track by screening all students and identifying early those who may be at risk. Instruction that focuses on the basic early literacy skills is more likely to support students to learn to read. The benchmark goals provide indicators of whether or not students are on track for important reading

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outcomes. Changing instruction for those who are not at the benchmark goals can improve reading outcomes.

### **Slide 96 – *Reading is the Point!***

Thank participants for attending the workshop. Remind participants of any additional practice opportunities that may be available.