WHAT IS DIBELS?
<u>D</u>ynamic <u>I</u>ndicators of <u>B</u>asic <u>E</u>arly <u>L</u>iteracy <u>S</u>kills

Screening which assesses the five foundational skills of reading:

1. <u>Phonemic Awareness</u> – The ability to hear, identify, and work with individual sounds (phonemes) in spoken words. (**First Sound Fluency – K) (Phoneme Segmentation Fluency – K,1)**

2. <u>Phonics</u> – An understanding that there is a relationship between the letters of written language and the sounds of spoken language. **(Letter Naming Fluency K,1) (Nonsense Words - K,1,2)**

3. <u>Fluency</u> – The capacity to read text accurately and with a smooth rate. **(all assessments)**

4. <u>Vocabulary</u> – The knowledge of words that students must possess to communicate effectively. **(Oral Reading Fluency – 1,2,3) (Retell – 1,2,3)**

5. <u>Comprehension</u> – The ability to understand and gain meaning from what has been read. **(Retell – 1,2,3) (DAZE -3)**

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Benchmark Goals – Recommended to Former

MEASURE	R F/W/S	F F/W/S
K – First Sound Fluency	23/52/ n/a	10/30/ n/a
K – Letter Naming Fluency Fluency	29/52/ 62	15/35/ 50
K – Phoneme Segmentation Fluency	n/a 51/51	n/a 20/40
K-Nonsense Word Fluency (Correct Letter Sounds)	n/a 34/44	n/a 17/28
1st – Nonsense Word Fluency (Correct Letter Sounds)	42/70/ 96	27/43/ 58
1st – Nonsense Word Fluency (Whole Words Read)	7/21/ 30	1/8/ 13
1st – Oral Reading Fluency	n/a 34/69	n/a 23/47

MEASURE	R F/W/S	F F/W/S
2nd - Nonsense Word Fluency (Correct Letter Sounds)	74	54
2nd - Nonsense Word Fluency (Whole Words Read)	22	13
2nd – Oral Reading Fluency	80/100 111	52/72/ 87
2nd - Accuracy	99	90/96/ 97
3rd – Oral Reading Fluency	97/115 123	70/86/ 100
3rd – Accuracy	99	95/96/ 97
3rd – Retell	n/a	20/26/ 30
3rd – Daze (Comprehension)	14/21/ 26	8/11/ 19

How did we begin? Middle of Year Goals

MEASURE	PERCENTAGE OF STUDENTS MEETING BENCHMARK (September)
K – First Sound Fluency (10/30/n/a)	**25% (2015) 86% (2016)**
K – Letter Naming Fluency Fluency (15/35/50)	**47% (2015) 29.9 A (2016)**
K – Nonsense Word Fluency (Correct Letter Sounds) (n/a/17/28)	**n/a**
1st – Nonsense Word Fluency (Correct Letter Sounds) – (27/43/58)	**36% (2015) 84% (2016)**
1st – Nonsense Word Fluency (Whole Words Read) (1/8/13)	**51% (2015) 85% (2016)**
1st – Oral Reading Fluency (n/a/23/47)	**n/a**

| MEASURE	PERCENTAGE OF STUDENTS MEETING BENCHMARK (January)
2nd - Nonsense Word Fluency (Correct Letter Sounds) (**54**)	**78% (2015) 94% (2016)**
2nd - Nonsense Word (**13**) Fluency (Whole Words Read)	**80% (2015) 95% (2016)**
2nd – Oral Reading Fluency (52/72/87)	**59% (2015) 86% (2016)**
2nd - Accuracy (90%/96%/97%)	**34% (2015) 92% (2016)**
3rd – Oral Reading Fluency	**68% (2015) 91% (2016)**
3rd – Accuracy (**99%**)	**47% (2015) 85% (2016)**
3rd – Daze (Comprehension) (**14**/21/26)	**63% (2015) 91% (2016)**

Title 1 - Identification Criteria

How are students selected for Title 1 Reading Support?

Kindergarten	• Teacher Recommendation	• DIBELS Assessments: - Letter Naming Fluency - First Sound Fluency	
1st Grade	• Kindergarten Sight Words • Dictation Sentence • Teacher Recommendation	▪DIBELS Assessments: - Letter Naming Fluency - Phoneme Segmentation Fluency - Nonsense Words	▪DIBELS Progress Monitoring (already receiving support)
2nd Grade	• Teacher Recommendation	▪DIBELS Assessments -Nonsense Words -Oral Reading Fluency -Retell	▪DIBELS Progress Monitoring (already receiving support) ▪Harcourt Phonics Inventory
3rd Grade	• Teacher Recommendation	▪DIBELS Assessments -Oral Reading Fluency -Retell -DAZE	▪DIBELS Progress Monitoring (already receiving support) ▪Harcourt Phonics Inventory

+ Reading Specialist Assessments focusing on *Phonemic Awareness, Phonics, Fluency, and Comprehension*

+ Combined Classroom Teacher and Reading Specialist recommendation for support

DIBELS REPORTS
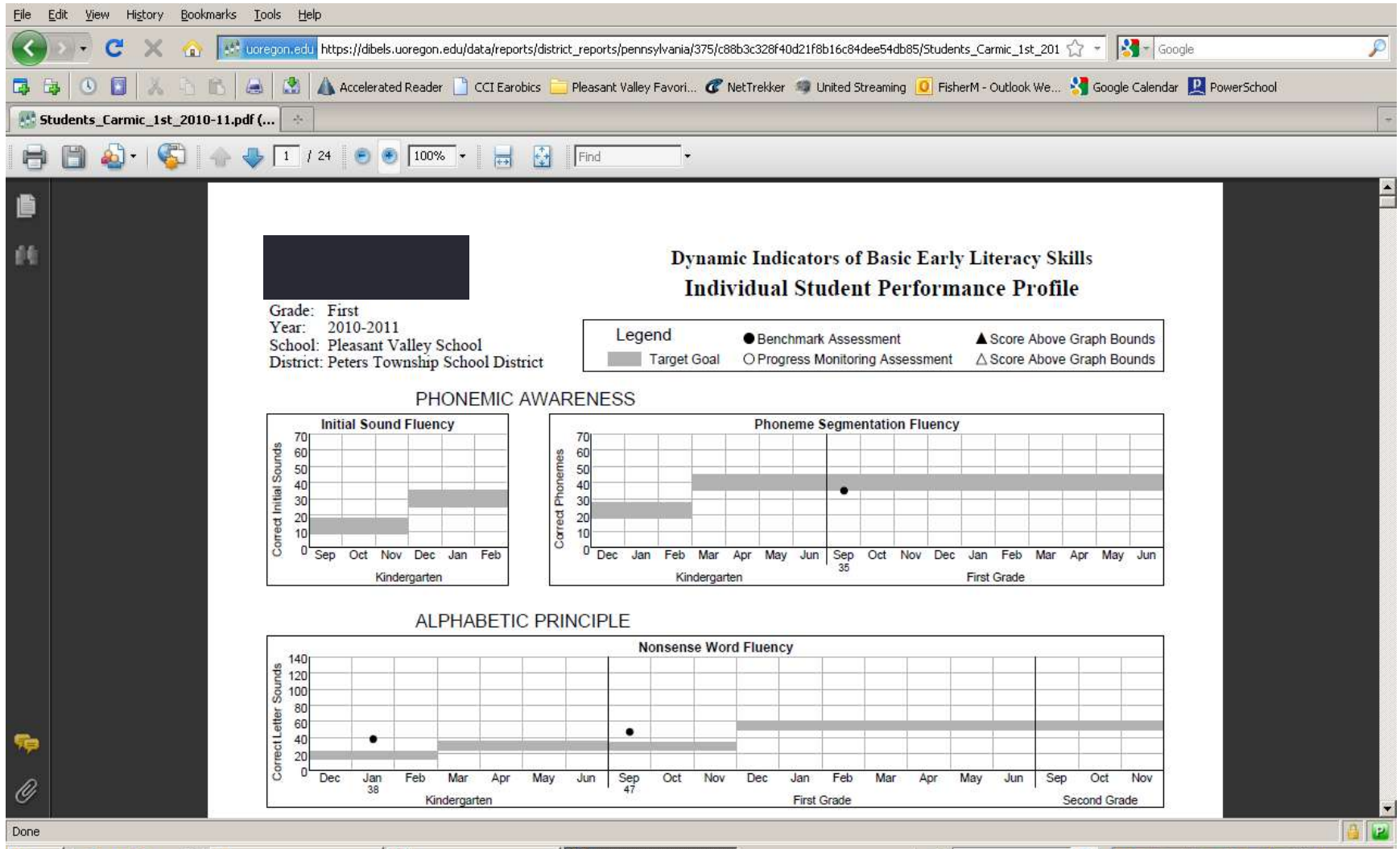
DIBELS REPORTS

FLUENCY AND COMPREHENSION