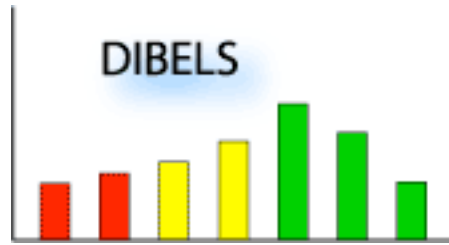


DIBELS Data System



Introduction to DIBELS

Dynamic Indicators of Basic Early Literacy Skills

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

The measures were developed upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.

DIBELS Website

The DIBELS website is located at <http://dibels.uoregon.edu/>.

It includes descriptions and tutorials on each of the measures, technical reports, logistical information on implementing DIBELS in a school, and contact information for trainers. The measures themselves are available free to download from the website and use (<http://dibels.uoregon.edu/measures/materials.php>).

Introduction to the DIBELS Data System

The DIBELS Data System (<http://dibels.uoregon.edu/data/index.php>) is a web-based database which allows schools and districts to enter their DIBELS data online and generate automated reports.

Billing

The Data System is a fee-based service. The cost is \$1 per student per year, usually invoiced near the end of the school year. By default, billing is done by district, to the address given on the billing agreement (see 'How it Works', below). Bills can also be sent separately to each school if the district requests that, and large-scale implementations can request that bills be sent directly to the unit implementing the project (e.g., regional educational agencies, University research projects, state departments of education).

Features

- * Enter student information and DIBELS benchmark assessment scores, and track those scores across years, for all grades covered by DIBELS assessments (currently K-3).
- * Generate automated reports of DIBELS benchmark scores. Many reports are available, including histograms (distribution of scores), district norms, box plots (percentiles over time), individual student profiles, class list reports (name, scores, percentiles, and instructional status for all students in a class), and scatter plots. Reports can be generated by student, class, school, or district, depending on the type of report. Reports are available as web pages (for quick viewing online) and as PDF files (for downloading, printing, and e-mailing to others). Some of the more commonly-used reports are included at the end of this document.
- * Track student demographic information. State departments of education can request state-specific modifications to the generic demographic profile to match up with how the state tracks demographic information.
- * Enter progress monitoring data and generate graphs (*progress monitoring* is the more frequent assessment of lower-performing students to judge their progress towards the goal).
- * Generate raw data sets for archival purposes or running your own analyses. Data sets come in tab-delimited text format, which can be imported into most spreadsheet and database programs.

How it Works

Accounts are organized by district, with the person who signs up becoming the *district coordinator*. To sign up for an account, go to <http://dibels.uoregon.edu/data/signup.php>. Fill out the requested information and submit, and fax a signed billing agreement, also available on that page.

The *district coordinator* can then enter the schools in the district which will be participating, and add *school coordinator* accounts for each, who can then add further user accounts for their schools. There are four levels of user accounts:

Class: Class-based users can generate school- and district-wide reports, but can only enter (or view) specific data for classes to which they are assigned.

School: School coordinators have access to all data for students in their school, and can use various school administrative functions.

District: District coordinators have access to all participating schools within the district, and full control over the district and school administrative functions.

Project: Project-based users are a special type of account which can be requested by large-scale implementations which will allow cumulative and separate analyses of all schools within the project.

In addition, the three common user types (class, school, and district) can optionally be marked as 'read-only'. Read-only users can view data and reports, but do not have access to data entry or administrative functions.

Basic Steps

(a full manual is available for download from <http://dibels.uoregon.edu/datasystemmanual.php>)

1. The district coordinator signs up for an account and faxes in a billing agreement, and receives a username and password within one to three days.
2. The district coordinator enters schools and school coordinator user accounts, sets the district's academic year schedule (track), and sets the current year's assessment schedule. The district coordinator can also enable certain features, such as progress monitoring and demographics.
3. School coordinators enter class names and class-based user accounts (if the school has chosen to give out class-based user accounts).
4. School coordinators and class users enter student names and identifying information, and demographic information if the district has chosen to track demographic information.
5. After each assessment period, school coordinators and class users (depending on how each individual site chooses to apportion the work) enter the students' DIBELS scores.
6. The users can generate the automated reports immediately after entering the data.

Sample reports follow. Many other types of reports are available.

**Dynamic Indicators of Basic Early Literacy Skills
Kindergarten Summary Report**

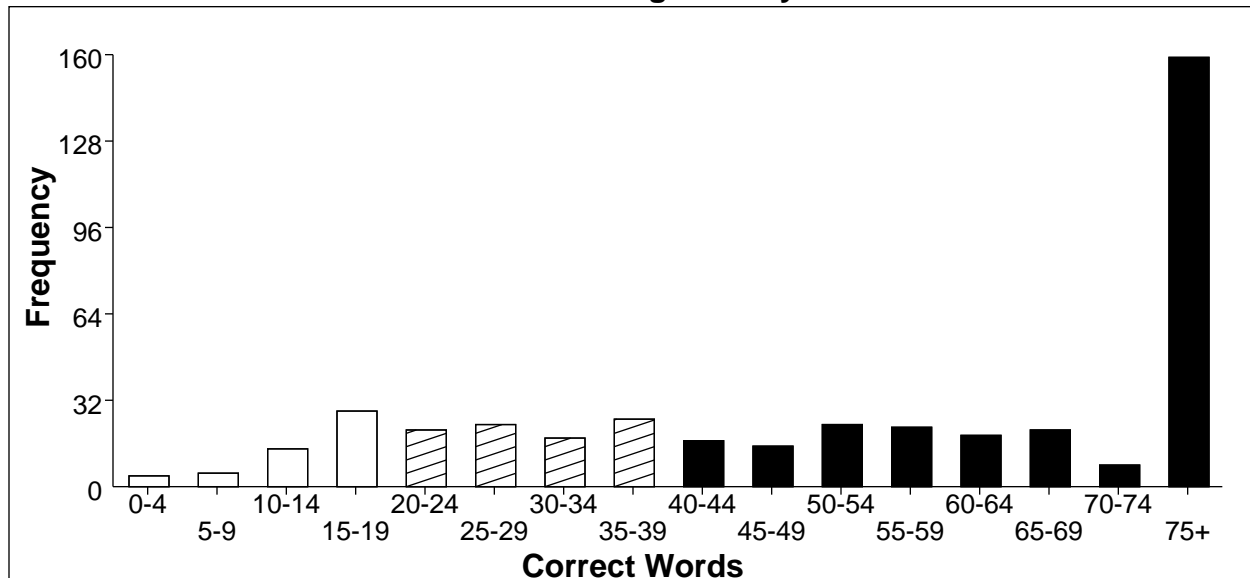
District: Test District
School: All Elementary Schools
Date: 2001-2002

	September	January	May
ISF	Goal: 8 initial sounds	Goal: 25 initial sounds	
Students Tested	459	462	
Mean (SD)	13.6 (10.7)	26.4 (12.9)	
	68% Low Risk	50% Established	
	18% Some Risk	43% Emerging	
	14% At Risk	7% Deficit	
LNF	Goal: 8 letter names	Goal: 27 letter names	Goal: 40 letter names
Students Tested	459	462	459
Mean (SD)	13.6 (13.4)	26.6 (17)	41.3 (17.6)
	54% Low risk	45% Low risk	54% Low risk
	25% Some risk	27% Some risk	24% Some risk
	21% At risk	28% At risk	22% At risk
PSF		Goal: 18 phonemes	Goal: 35 phonemes
Students Tested		463	458
Mean (SD)		33 (18.2)	45.8 (14.9)
		74% Low Risk	83% Established
		16% Some Risk	14% Emerging
		10% At Risk	3% Deficit
NWF		Goal: 13 letter sounds	Goal: 25 letter sounds
Students Tested		463	458
Mean (SD)		20.4 (15.1)	37.5 (20.3)
		65% Low Risk	75% Low Risk
		24% Some Risk	17% Some Risk
		12% At Risk	8% At Risk
WUF	Goal:	Goal:	Goal:
Students Tested	0	0	0
Mean (SD)			
20th Percentile			
40th Percentile			

Dynamic Indicators of Basic Early Literacy Skills First Grade District Report

District: Test District
School: All Elementary Schools
Date: May, 2001-2002

Oral Reading Fluency



Benchmark Goal: The benchmark goal is for all children to have established reading skills of 40 words per minute on Oral Reading Fluency by the end of First Grade.

May Status: At the end of First Grade, students should have 40 correct words per minute on Oral Reading Fluency.

67% (n=284) Low Risk

Students reading unpracticed First Grade passages at a rate of 40 or more correct words per minute on Oral Reading Fluency at the end of First Grade are established readers. Established readers read First Grade material accurately and efficiently. Their reading is characterized by increasingly fluent decoding. Students reading in this range at the end of First Grade typically begin to read with expression and enjoy the content of their reading. Progress toward benchmark goals should be checked in the beginning, middle, and end of Second Grade to ensure adequate growth.

21% (n=87) Some Risk

Students reading unpracticed First Grade passages at a rate of 20 to 39 correct words per minute at the end of First Grade are emerging readers. Emerging readers can decode unfamiliar first grade material but are not fluent in doing so. Students scoring in this range at the end of First Grade may need additional instructional support in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored monthly.

12% (n=51) At Risk

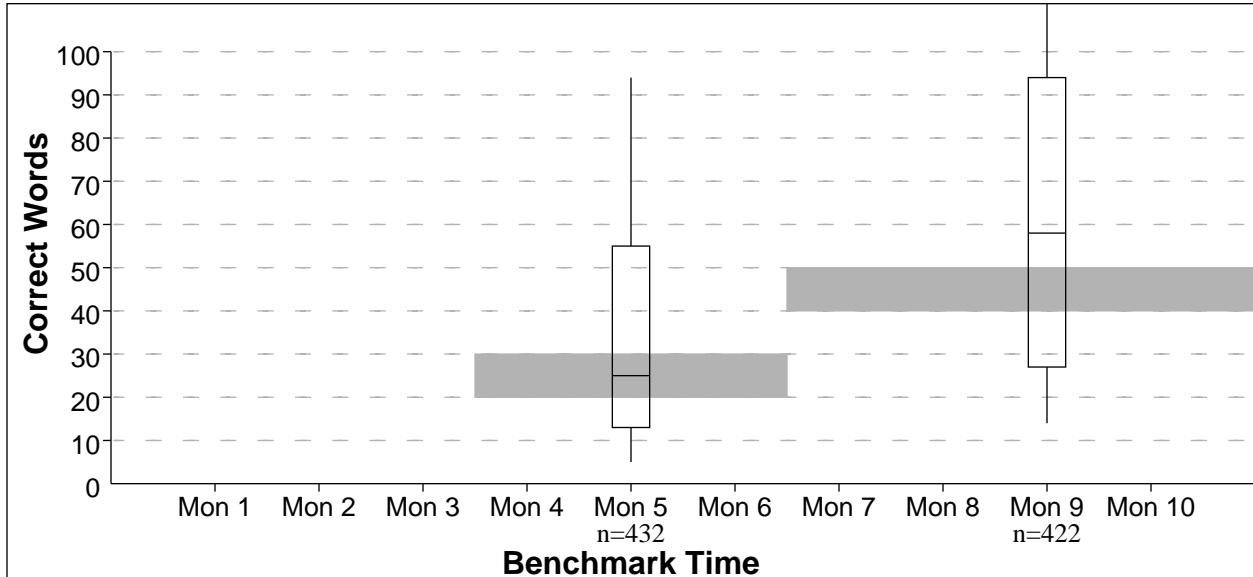
Students reading unpracticed First Grade passages at a rate of 19 or fewer correct words per minute at the end of First Grade are nonreaders. Students scoring in this range at the end of First Grade may need intensive intervention in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored at least every 2 weeks.

Note: Split bars where the bottom part indicates "at risk" and the top part indicates "some risk" or where the bottom part indicates "some risk" and the top part indicates "low risk" are used when the cutoff scores for "at risk" or "some risk" occur in the middle of a score range. The number of students is indicated by the size of the part.

Dynamic Indicators of Basic Early Literacy Skills First Grade District Progress Report

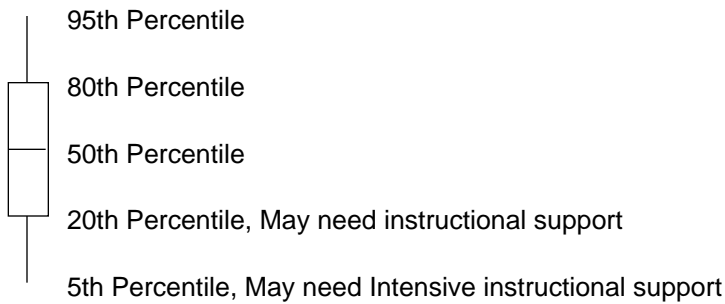
District: Test District
 School: All Elementary Schools
 Date: 2001-2002

Oral Reading Fluency



Benchmark goal for all students:
 40 correct words per minute at the end of First Grade.

- Students scoring 20 or more in the middle of First Grade are likely to achieve the benchmark goal with effective instruction.



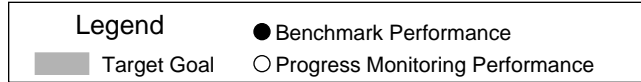
**Dynamic Indicators of Basic Early Literacy Skills
First Grade Participation Summary**

District: Test District
School: All Elementary Schools
Date: May, 2001-2002

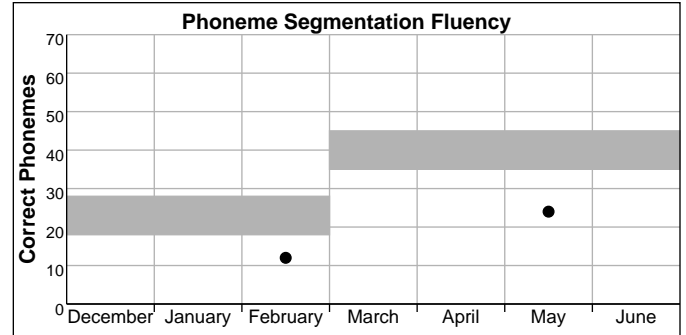
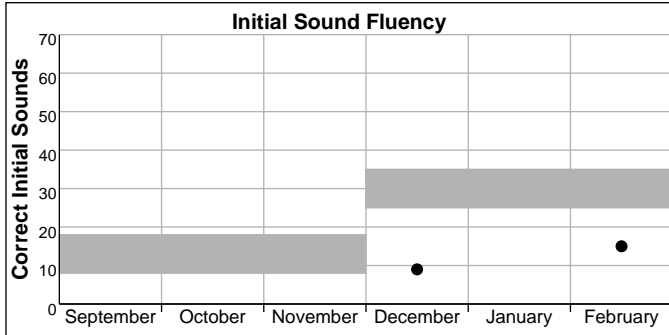
School	Class	Enrollment	Students Tested			Month
			PSF	NWF	ORF	
Adams	Adams 1st #1	18	18	18	18	May
	Adams 1st #2	1	0	0	0	May
	Adams 1st #3	19	19	19	19	May
	Adams 1st #6	19	18	18	18	May
	Adams 1st #7	21	20	20	20	May
Garfield	Garfield 1st #1	20	20	20	20	May
	Garfield 1st #2	21	21	21	21	May
	Garfield 1st #7	16	16	16	16	May
Hotte						
Jefferson	Jefferson 1st #3	25	25	25	25	May
	Jefferson 1st #4	26	23	23	23	May
	Jefferson 1st #5	24	24	24	24	May
Kennedy						
Lincoln	Lincoln 1st #10	23	23	23	23	May
	Lincoln 1st #11	3	3	3	3	May
	Lincoln 1st #3	23	22	22	22	May
	Lincoln 1st #7	25	25	25	25	May
McKinley	McKinley 1st #3	1	0	0	0	May
	McKinley 1st #4	12	10	10	10	May
	McKinley 1st #5	29	25	26	23	May
	McKinley 1st #8	27	24	24	23	May
Stratusburg						
Washington	Washington 1st #1	22	17	17	17	May
	Washington 1st #3	21	16	16	16	May
	Washington 1st #4	1	0	0	0	May
	Washington 1st #5	23	19	19	19	May
	Washington 1st #6	19	17	18	18	May
	Washington 1st #7	22	19	19	19	May

Name: Anonymous
 ID: 01234
 Class: Smith
 Grade: Third
 Year: 2001-2002
 School: Washington Elementary
 District: Test District

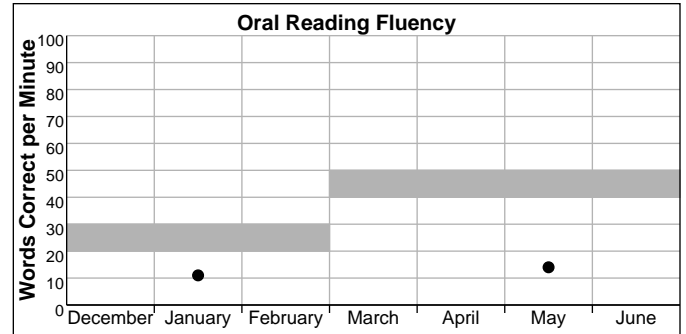
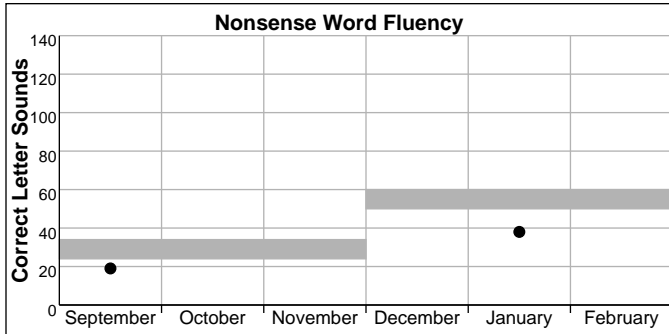
Dynamic Indicators of Basic Early Literacy Skills Student Report



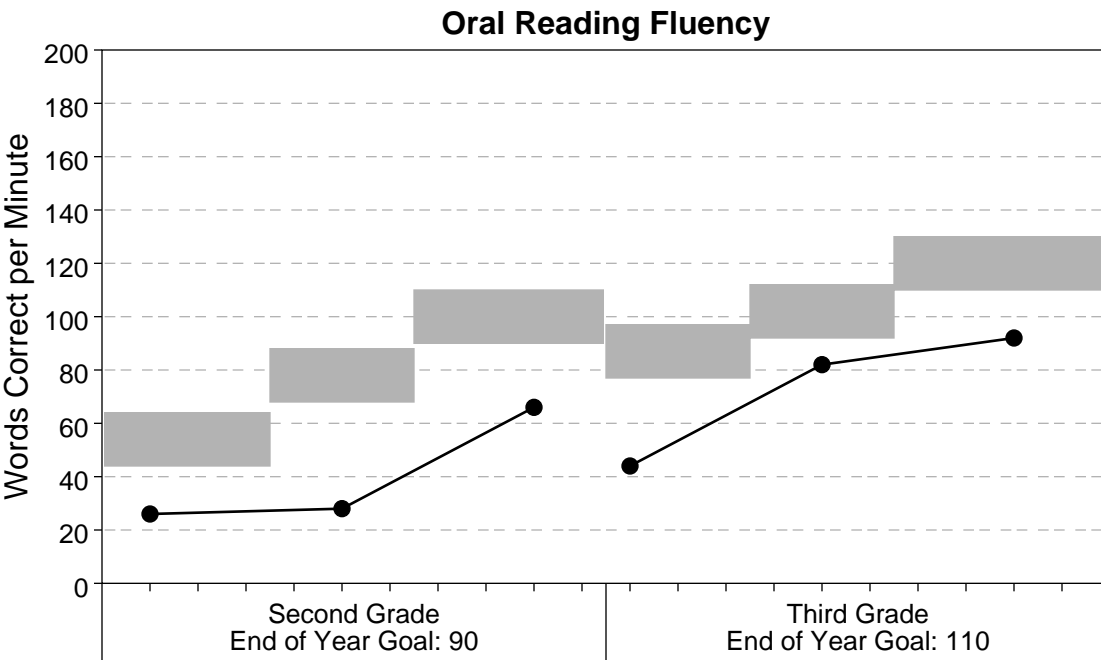
KINDERGARTEN



FIRST GRADE



SECOND AND THIRD GRADE



Note: Reading passage difficulty increases by grade so lines are not connected across grades.

Dynamic Indicators of Basic Early Literacy Skills Kindergarten Class List Report

District: Test District
 School: Adams
 Date: January, 2001-2002
 Class: Adams K #2

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual student, performance should be verified by retesting to validate need for support.

Student	Initial Sound Fluency			Letter Naming Fluency			Phoneme Segmentation Fluency			Nonsense Word Fluency			Instructional Recommendations
	Score	Percentile	Status	Score	Percentile	Status	Score	Percentile	Status	Score	Percentile	Status	
D, BRITTANY	12	11	Emerging	0	< 1	At risk	3	7	At Risk	4	11	At Risk	Intensive - Needs Substantial Intervention
V, JOHNATHON	13	12	Emerging	18	37	Some risk	27	35	Low Risk	16	45	Low Risk	Strategic - Additional Intervention
B, MATHEW	14	14	Emerging	18	37	Some risk	16	24	Some Risk	12	34	Some Risk	Strategic - Additional Intervention
V, SHANIA	14	14	Emerging	37	73	Low risk	42	63	Low Risk	22	60	Low Risk	Benchmark - At Grade Level
M, RACHEL	19	28	Emerging	12	22	At risk	36	50	Low Risk	8	22	Some Risk	Strategic - Additional Intervention
B, SARAH	19	28	Emerging	16	32	Some risk	7	11	Some Risk	10	28	Some Risk	Strategic - Additional Intervention
E, SERENA	21	35	Emerging	7	12	At risk	32	43	Low Risk	0	3	At Risk	Strategic - Additional Intervention
G, BENJAMIN	23	41	Emerging	40	78	Low risk	42	63	Low Risk	29	75	Low Risk	Benchmark - At Grade Level
S, KYLE	24	47	Emerging	9	16	At risk	34	47	Low Risk	10	28	Some Risk	Strategic - Additional Intervention
P, CHRYSALICE	24	47	Emerging	39	76	Low risk	40	59	Low Risk	33	83	Low Risk	Benchmark - At Grade Level
J, MADISON	24	47	Emerging	59	95	Low risk	50	79	Low Risk	43	94	Low Risk	Benchmark - At Grade Level
D, FAYTH	26	54	Established	22	46	Some risk	50	79	Low Risk	26	69	Low Risk	Benchmark - At Grade Level
H, OLIVIA	29	63	Established	36	71	Low risk	14	21	Some Risk	30	77	Low Risk	Benchmark - At Grade Level
S, KYLER	30	66	Established	25	53	Some risk	48	74	Low Risk	7	19	Some Risk	Benchmark - At Grade Level
F, KARLEE	30	66	Established	32	65	Low risk	30	40	Low Risk	25	66	Low Risk	Benchmark - At Grade Level
H, KENDRA	30	66	Established	80	> 99	Low risk	52	85	Low Risk	59	98	Low Risk	Benchmark - At Grade Level
G, TEVIN	32	72	Established	69	99	Low risk	59	95	Low Risk	27	71	Low Risk	Benchmark - At Grade Level
S, BRIANA	34	77	Established	28	58	Low risk	50	79	Low Risk	27	71	Low Risk	Benchmark - At Grade Level
C, ZACHARY	34	77	Established	68	99	Low risk	50	79	Low Risk	53	97	Low Risk	Benchmark - At Grade Level
J, SARAH	38	85	Established	51	91	Low risk	55	90	Low Risk	26	69	Low Risk	Benchmark - At Grade Level
E, MELISSA	41	89	Established	44	83	Low risk	33	45	Low Risk	20	55	Low Risk	Benchmark - At Grade Level
W, LAURA	60	98	Established	55	93	Low risk	55	90	Low Risk	40	91	Low Risk	Benchmark - At Grade Level
	26.9 Mean			34.8 Mean			37.5 Mean			24 Mean			