Assessment Committee

Analysis of Reading Assessment Measures

Coding Form

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

February, 2002

Level I Review: Basic Information

A. MEASURE

Name: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Developer: Roland Good, et al

Publisher: University of Oregon Date of Publication: _____

Reviewer: Final

B. DESCRIPTIVE INFORMATION OF INSTRUMENT

1. Instrument is intended for use in grade(s): (Check all that apply)
☒ Kindergarten ☒ Second Grade ☐ Beyond Third Grade
☒ First Grade ☒ Third Grade

Instrument is intended for use with age(s): (Check all that apply)
☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☐ Beyond 9

2. The instrument assesses one or more of the following dimensions of reading. (Check all that apply)

☒ Phonemic Awareness
- ☒ Initial Sounds
- ☐ Blending
- ☒ Segmentation
- ☐ Invented Spelling

☒ Letter Names
- ☒ Timed
- ☐ Untimed

☒ Letter Sounds
- ☒ Timed
- ☐ Untimed

☒ Word Attack
- ☒ Nonsense Words
- ☒ Timed
- ☐ Untimed

☐ Word Identification
- ☐ Regular
- ☐ Irregular

☒ Reading Fluency
- ☐ Words
- ☐ Sentences
- ☒ Connected Text

☐ Listening Comprehension

☐ Reading Comprehension
- ☐ Oral ☐ Maze ☐ Other (specify below)
- ☐ Silent ☐ Retell
- ☐ Cloze ☐ Question/Answer

_____

_____

_____

☐ Vocabulary (List specific skills or subsets below)
- ☐ Oral
- ☐ Reading

_____

_____

_____

_____

☐ Other (List specific skills or subsets below)

_____

_____

_____

_____

_____

_____

NOTES:

3. The instrument provides the following type(s) of information. (Check all that apply)

☒ Screening	☒ Definitely	☐ Possibly		☒ Progress Monitoring	☒ Definitely	☐ Possibly	
☐ Diagnostic	☐ Definitely	☐ Possibly		☒ Outcome	☒ Definitely	☐ Possibly	

Screening Measure: Brief assessment that focuses on critical reading skills strongly predictive of future reading growth and development, and conducted at the beginning of the school year with all children in grades K, 1, 2, and 3 to identify children likely to need extra or alternative forms of instruction.
Diagnostic Measure: Assessment conducted at any time during the school year when more in-depth analysis of a student's strengths and weaknesses is needed to guide instruction.
Progress Monitoring Measure: Assessment conducted a minimum of three times a year or on a routine basis (i.e., weekly, monthly, or quarterly) using comparable and multiple test forms to (a) estimate rates of reading improvement, (b) identify children who are not demonstrating adequate progress and therefore require additional or different forms of instruction, and / or (c) compare the efficacy of different forms of instruction for struggling readers and thereby design more effective, individualized instructional programs for those at-risk learners.
Outcome Measure: Assessment for the purpose of classifying students in terms of whether or not they achieved grade level performance or improved.

NOTES:

4. The instrument provides information on student performance in English and/or Spanish.

☒ English ☒ Spanish ☐ Other

C. DESCRIPTIVE INFORMATION OF SAMPLE

1a. Check type of sample: ☐ Normative ☐ Criterion-referenced

1b. Characteristics of the sample: National Representation? ☐ Yes ☒ No

Date: 1997-2001 academic year Number of states: 1

Size: 156-673 Regions: Lane County, OR

Gender (Percent)			Male		Female	x	Unknown
SES (Percent)			Low		Parent(s) did not graduate high school		
			Middle		Parent(s) graduated high school		
			High		Parents had 1-3 years of college		
					Parents had 4 or more years of college		

Other SES Indicators: Approximately 42% of students were from low income families.

Ethnicity (Percent)	7.3	Latino / Hispanic		Not Latino / Hispanic			
Race (Percent)	2.6	Asian	87.8	White		Unknown	
	1.2	Black, African American		Other			
	1.0	Native American		Pacific Islander			

Level I Review: Basic Information

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Final

C. DESCRIPTIVE INFORMATION OF SAMPLE (continued)

1b. Characteristics of the sample (continued).

NOTES:

For the purpose of this document, the size of the normative sample is reported in a range based on school year. Sample sizes fluctuated continuously due to new enrollment and attrition. Sample sizes were also contingent upon the cohort and each wave of data collection.
Ethnicity and race statistics were based on total school population, not just test participants. Articles collapsed Asian and Pacific Islander together.
DIBELS is not designed to be a nationally norm-referenced test. The research sites from which validity and reliability information was gathered were not intended to be a normative sample. Instead, the measures are designed to provide local normative comparisons. As a result, the normative, or comparison, sample is always (1) representative of the community because it is the community, and (2) current because local normative information is provided for each benchmark assessment.

Level II Review : Development and Administration

A. TIME, ADMINISTRATION, AND FREQUENCY

Assessment format: ☒ individual only ☐ both (explain) _____
☐ group or individually _____

If group, administration time: _____ minutes

Individual administration and scoring time (minutes):

Scoring time is: ☒ provided ☐ estimated

Administration time is: ☒ provided ☐ estimated

Test / Sub-test Name	Admin.	Scoring
Onset Recognition Fluency	3	
Phoneme Segmentation Fluency	2	
Nonsense Word Fluency	2	
Letter Naming Fluency	1	
Oral Reading Fluency	not provided	

Discontinue rules: ☐ yes ☒ no ☐ basals ☐ ceilings ☐ other

Alternate forms available? ☐ no ☒ yes (# of forms: 20)

NOTES:

Seven minutes for full battery per student.

B. TRAINING

Time required for training teacher or other professional responsible for administration:

- ☐ less than 1 hour of training
- ☒ 1-4 hours of training
- ☐ 4-8 hours of training
- ☐ time stated
- ☒ time estimated

Qualifications of the examiner:

- ☐ professional
- ☐ paraprofessional
- ☒ information not available

NOTES:

C. SCORING STRUCTURE

Types of scores available:

- ☒ raw score
- ☐ percentile score
- ☐ IRT-based score
- ☐ stanines
- ☐ standard score
- ☐ grade equivalents
- ☐ normal curve equivalents

☒ developmental benchmarks: Subtests - key indicator periods

- ☐ subscale/subtest scores
- ☐ composite scores
- ☐ error analysis
- ☐ Other (specify) _____

Basis for calculating standard & percentile scores:

- ☐ age norms
- ☐ stanines
- ☐ grade norms
- ☐ normal curve equivalents

Scoring Structure (specify how raw scores are calculated and what comprises composite/cluster scores):

Raw scores are calculated based on the number of correct responses (i.e. words, sounds)

NOTES:

Complete one section of this sheet for each subtest.

D. DESCRIPTION (Narrative Overview of Test)

SKILL AREA / SUBTEST: DIBELS

This test / subtest assesses:

Reading acquisition skills repeatedly and dynamically. All measures are standardized and individually administered. Assessments are frequent, short-duration performance samples that are used to identify students who are discrepant from their peers and in need of diagnostic assessment, evaluate students' rate of progress, and evaluate the efficacy of instruction.

Assessment administration looks like:

The response format is:

SKILL AREA / SUBTEST: Initial Sounds Fluency

This test / subtest assesses:

The DIBELS Initial Sounds Fluency (ISF) Measure is a standardized, individually administered measure of phonological awareness that assesses a child's ability to recognize and produce the initial sound in an orally presented word (Kaminski & Good, 1996, 1998; Laimon, 1994). The ISF measure is a revision of the measure formerly called Onset Recognition Fluency (OnRF).

Assessment administration looks like:

The examiner presents four pictures to the child, names each picture, and then asks the child to identify (i.e., point to or say) the picture that begins with the sound produced orally by the examiner. For example, the examiner says, "This is sink, cat, gloves, and hat. Which picture begins with /s/?" The child is also asked to orally produce the beginning sound for an orally presented word that matches one of the given pictures. The examiner calculates the amount of time taken to identify/produce the correct sound and converts the score into the number of initial sounds correct in a minute. The ISF measure takes about 3 minutes to administer and has over 20 alternate forms to monitor progress.

The response format is:

The examiner presents four pictures to the child, names each picture, and then asks the child to identify (i.e., point to or say) the picture that begins with the sound produced orally by the examiner. For example, the examiner says, "This is sink, cat, gloves, and hat. Which picture begins with /s/?" The child is also asked to orally produce the beginning sound for an orally presented word that matches one of the given pictures. The examiner calculates the amount of time taken to identify/produce the correct sound and converts the score into the number of initial sounds correct in a minute. The ISF measure takes about 3 minutes to administer and has over 20 alternate forms to monitor progress.

Complete one section of this sheet for each subtest.

D. DESCRIPTION (Narrative Overview of Test)

SKILL AREA / SUBTEST: Phoneme Segmentation Fluency

This test / subtest assesses:

The DIBELS Phoneme Segmentation Fluency (PSF) measure is a standardized, individually administered test of phonological awareness (Kaminski & Good, 1996). The PSF measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF measure has been found to be a good predictor of later reading achievement (Kaminski & Good, 1996).

Assessment administration looks like:

The PSF task is administered by the examiner orally presenting words of three to four phonemes. 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, and the number of correct phonemes produced in one minute determines the final score. The PSF measure takes about 2 minutes to administer and has over 20 alternate forms for monitoring progress.

The response format is:

The student produces verbally the individual phonemes for each word.

SKILL AREA / SUBTEST: Nonsense Word Fluency

This test / subtest assesses:

The DIBELS Nonsense Word Fluency (NWF) measure is a standardized, individually administered test of the alphabetic principle - including letter-sound correspondence and of the ability to blend letters into words in which letters represent their most common sounds (Kaminski & Good, 1996).

Assessment administration looks like:

The student is presented an 8.5" x 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 "vaj" the student could say /v/ /a/ /j/ or say the word /vaj/ 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 are phonologically recoding the word and receive a lower score if they are providing letter sounds in isolation. The NWF measure also takes about 2 minutes to administer and has over 20 alternate forms for monitoring progress.

The response format is:

The student produces verbally the individual letter sounds of each letter or produce verbally, or read, the whole nonsense word.

Complete one section of this sheet for each subtest.

D. DESCRIPTION (Narrative Overview of Test)

SKILL AREA / SUBTEST: Letter Naming Fluency

This test / subtest assesses:

DIBELS Letter Naming Fluency (LNF) is a standardized, individually administered test that provides a measure of risk.

Assessment administration looks like:

Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can. Students are told if they do not know a letter they will be told the letter. Students are considered at risk for difficulty achieving early literacy benchmark goals if they perform in the lowest 20% of students in their district. The 20th percentile is calculated using local district norms. Students are considered at some risk if they perform between the 20th and 40th percentile using local norms. Students are considered at low risk if they perform above the 40th percentile using local norms.

The response format is:

The student is allowed 1 minute to produce as many letter names as he/she can, and the score is the number of letters named correctly in 1 minute.

SKILL AREA / SUBTEST: Oral Reading Fluency

This test / subtest assesses:

DORF is a standardized set of passages and administration procedures designed to (a) identify children who may need additional instructional support, and (b) monitor progress toward instructional goals. The passages are calibrated for the goal level of reading for each grade level.

Assessment administration looks like:

Student performance is measured by having students read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute from the passage is the oral reading fluency rate.

The response format is:

Students orally read the presented passage as directed by the examiner.

E. DEVELOPMENT

Initial development:

The DIBELS measures were devised based on the skills and strategies that are prerequisite and fundamental to later reading success. The beginning reading foundational skills include: a) phonological awareness; b) alphabetic principle; and c) accuracy and fluency with connected text. Normative data was obtained by the Early Childhood Research Institute at the University of Oregon. Participants were from kindergarten, first, second, and third grade classrooms in two elementary schools. Data were collected between 1997 and 2001. Passages used in the Oral Reading Fluency measures were gathered from the Test of Oral Reading Fluency. The remaining measures were developed and piloted by Good and Kaminski.

Date: 1996

Renormed:

Date:

Level III Review: Technical Adequacy

Complete one technical adequacy sheet for each subtest of the measure.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

SKILL AREA/SUBTEST: Initial Sound Fluency

Final

VALIDITY

Type of Validity	Age or Grade	Test or Criterion	n (range)	Coefficient		Information (including normative data)
				range	median	
Criterion related	Kindergarten	Stanford-Binet	59 to 130	.12 - .41	.275	Data collected at 6 points in time during one academic year.
Concurrent	Kindergarten	Stanford-Binet Abstract Visual	59 to 130	.15 - .31	.225	Data collected at 6 points in time during one academic year.
Predictive	Kindergarten	DIBELS Phoneme Segmentation (May)	62 to 82	.34 - .46	.41	Data collected at 6 points in time during one academic year.
Predictive	Kindergarten	DIBELS Nonsense Word Fluency (Dec. 1st grade)	50 to 60	.22 - .33	.29	Data collected at 6 points in time during one academic year.
Predictive	Kindergarten	CBM-R	50 to 59	.26 - .45	.36	Data collected at 6 points in time during one academic year.
Predictive	Kindergarten	Woodcock Johnson Cluster Score	37 to 44	.28 - .51	.37	Data collected at 6 points in time during one academic year.
Criterion related	Kindergarten	Woodcock Johnson Readiness Cluster	0 to 61	.34 - .45	.40	Data collected at 6 points in time during one academic year.

Other forms of validity: _____

Manual cites other published validity studies: ☐ yes ☒ no

Level III Review: Technical Adequacy

Complete one technical adequacy sheet for each subtest of the measure.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

SKILL AREA/SUBTEST: Initial Sound Fluency

Final

RELIABILITY

Type of Reliability	Age or Grade	n (range)	Coefficient		SEM	Information (including normative data)
			range	median		
Alternate Form	Kindergarten	0 - 135	.51 - .73	.61		Data collected at 5 points in time during one academic year.

Manual cites other published reliability studies: ☐ yes ☒ no

Level III Review: Technical Adequacy

Complete one technical adequacy sheet for each subtest of the measure.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

SKILL AREA/SUBTEST: Phoneme Segmentation Fluency

Final

VALIDITY

Type of Validity	Age or Grade	Test or Criterion	n (range)	Coefficient		Information (including normative data)
				range	median	
Predictive	1st grade	Spring of 2nd grade WJ Total Reading Cluster	58 - 116	.20 - .59	.42	Data collected at 8 points in time during one academic year.
Predictive	1st grade	Spring of 2nd grade CBM-R	51 - 57	.04 - .34	.17	Data collected at 6 points in time during one academic year.
Concurrent	1st grade	Stanford-Binet Abstract Visual	82 - 147	.15 - .25	.19	Data collected at 8 points in time during one academic year.
Predictive	1st grade	Feb. of 1st grade DIBELS Nonsense Word	74 - 297	.28 - .55	.40	Data collected at 8 points in time during one academic year.
Predictive	1st grade	May of 1st grade CBM-R	0 - 242	.17 - .56	.35	Data collected at 8 points in time during one academic year.
Predictive	Kindergarten	CBMR	50 - 59	.35 - .63	.52	Data collected at 6 points in time during one academic year.
Concurrent	1st grade	Woodcock Johnson Readiness Cluster	64 - 126	.19 - .51	.27	Data collected at 8 points in time during one academic year.
Concurrent	1st grade	Stanford-Binet Verbal Reasoning	82 - 147	.20 - .33	.27	Data collected at 8 points in time during one academic year.
Concurrent	Kindergarten	Woodcock Johnson Readiness Cluster	54 - 66	.35 - .56	.54	Data collected at 6 points in time during one academic year.
Concurrent	Kindergarten	Stanford-Binet Verbal Reasoning	57 - 131	.26 - .38	.36	Data collected at 6 points in time during one academic year.

Other forms of validity: _____

Manual cites other published validity studies: ☐ yes ☒ no

Level III Review: Technical Adequacy

Complete one technical adequacy sheet for each subtest of the measure.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

SKILL AREA/SUBTEST: Phoneme Segmentation Fluency

Final

RELIABILITY

Type of Reliability	Age or Grade	n (range)	Coefficient		SEM	Information (including normative data)
			range	median		
Alternate Form	Kindergarten	63 to 215	.66 - .79	.74		Data collected at 5 points in time during one academic year.
Alternate Form	1st grade	80 to 231	.60 - .70	.67		Data collected at 5 points in time during one academic year.

Manual cites other published reliability studies: ☐ yes ☒ no

Level III Review: Technical Adequacy

Complete one technical adequacy sheet for each subtest of the measure.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

SKILL AREA/SUBTEST: Phoneme Segmentation Fluency

Final

VALIDITY

Type of Validity	Age or Grade	Test or Criterion	n (range)	Coefficient		Information (including normative data)
				range	median	
Concurrent	Kindergarten	Stanford-Binet Abstract Visual	57 - 131	.23 - .35	.235	Data collected at 6 points in time during one academic year.
Predictive	Kindergarten	May of Kindergarten DIBELS Nonsense Word	63 - 150	.37 - .49	.38	Data collected at 6 points in time during one academic year.
Predictive	Kindergarten	Dec. of 1st grade DIBELS Nonsense Word	50 - 60	.33 - .68	.58	Data collected at 6 points in time during one academic year.
Predictive	Kindergarten	Woodcock Johnson Total Reading Cluster	37 - 44	.38 - .68	.60	Data collected at 6 points in time during one academic year.

Other forms of validity: _____

Manual cites other published validity studies: ☐ yes ☒ no

Level III Review: Technical Adequacy

Complete one technical adequacy sheet for each subtest of the measure.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

SKILL AREA/SUBTEST: Phoneme Segmentation Fluency

Final

RELIABILITY

Type of Reliability	Age or Grade	n (range)	Coefficient		SEM	Information (including normative data)
			range	median		

Manual cites other published reliability studies: ☐ yes ☒ no

Level III Review: Technical Adequacy

Complete one technical adequacy sheet for each subtest of the measure.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

SKILL AREA/SUBTEST: Nonsense Word Fluency

Final

VALIDITY

Type of Validity	Age or Grade	Test or Criterion	n (range)	Coefficient		Information (including normative data)
				range	median	
Concurrent	1st grade	Woodcock Johnson Readiness	62 - 126	.35 - .59	.51	Data collected at 8 points in time during one academic year.
Concurrent	1st grade	Stanford-Binet Verbal Reasoning	0 - 147	.17 - .40	.31	Data collected at 8 points in time during one academic year.
Concurrent	1st grade	Stanford-Binet Abstract Visual Reasoning	0 - 147	.21 - .37	.32	Data collected at 8 points in time during one academic year.
Predictive	1st grade	May of 1st grade CBMR	70 - 242	.68 - .82	.73	Data collected at 8 points in time during one academic year.
Predictive	1st grade	Feb. of 2nd grade CBMR	52 - 58	.63 - .85	.74	Data collected at 6 points in time during one academic year.
Predictive	1st grade	May of 2nd grade WJ Total Reading Cluster	56 - 116	.52 - .77	.67	Data collected at 8 points in time during one academic year.
Predictive	1st grade	May of 2nd grade CBMR	51 - 57	.60 - .85	.77	Data collected at 8 points in time during one academic year.

Other forms of validity: _____

Manual cites other published validity studies: ☐ yes ☒ no

Level III Review: Technical Adequacy

Complete one technical adequacy sheet for each subtest of the measure.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

SKILL AREA/SUBTEST: Nonsense Word Fluency

Final

RELIABILITY

Type of Reliability	Age or Grade	n (range)	Coefficient		SEM	Information (including normative data)
			range	median		
Alternate Form	1st grade	77 - 231	.67 - .88	.83		Data collected at 7 points in time during one academic year.

Manual cites other published reliability studies: ☐ yes ☒ no

Level III Review: Technical Adequacy

Complete one technical adequacy sheet for each subtest of the measure.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

SKILL AREA/SUBTEST: Letter Naming Fluency

Final

VALIDITY

Type of Validity	Age or Grade	Test or Criterion	n (range)	Coefficient		Information (including normative data)
				range	median	
Predictive	1st grade	Feb. of 1st grade DIBELS Nonsense Word	73 - 298	.63 - .78	.69	Data collected at 8 points in time during one academic year.
Predictive	1st grade	May of 1st grade CBMR	73 - 242	.69 - .77	.74	Data collected at 8 points in time during one academic year.
Predictive	1st grade	Feb. 2nd grade DIBELS Nonsense Word	52 - 58	.46 - .73	.66	Data collected at 8 points in time during one academic year.
Predictive	1st grade	May of 2nd grade WJ Total Reading Cluster	58 - 116	.57 - .71	.62	Data collected at 8 points in time during one academic year.
Predictive	1st grade	May of 2nd grade CBMR	51 - 57	.48 - .83	.76	Data collected at 8 points in time during one academic year.
Concurrent	Kindergarten	Woodcock Johnson Readiness Cluster	54 - 66	.64 - .76	.70	Data collected at 6 points in time during one academic year.
Concurrent	Kindergarten	Stanford-Binet Verbal Reasoning	64 - 131	.26 - .32	.30	Data collected at 8 points in time during one academic year.
Concurrent	Kindergarten	Stanford-Binet Abstract Visual	64 - 131	.17 - .31	.25	Data collected at 8 points in time during one academic year.
Predictive	Kindergarten	Dec. 1st grade DIBELS Nonsense Word	50 - 60	.61 - .77	.72	Data collected at 6 points in time during one academic year.
Predictive	Kindergarten	May 1st grade WJ Total Reading Cluster	0 - 44	.44 - .69	.66	Data collected at 6 points in time during one academic year.

Other forms of validity: _____

Manual cites other published validity studies: ☐ yes ☒ no

Level III Review: Technical Adequacy

Complete one technical adequacy sheet for each subtest of the measure.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

SKILL AREA/SUBTEST: Letter Naming Fluency

Final

RELIABILITY

Type of Reliability	Age or Grade	n (range)	Coefficient		SEM	Information (including normative data)
			range	median		
Alternate Form	Kindergarten	71 - 215	.86 - .92	.89		Data collected at 7 points in time during one academic year.
Alternate Form	1st grade	80 - 231	.80 - .87	.86		Data collected at 7 points in time during one academic year.

Manual cites other published reliability studies: ☐ yes ☒ no

Level III Review: Technical Adequacy

Complete one technical adequacy sheet for each subtest of the measure.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

SKILL AREA/SUBTEST: Letter Naming Fluency

Final

VALIDITY

Type of Validity	Age or Grade	Test or Criterion	n (range)	Coefficient		Information (including normative data)
				range	median	
Predictive	Kindergarten	May of 1st grade CBMR	50 - 59	.64 - .80	.72	Data collected at 6 points in time during one academic year.
Concurrent	1st grade	Woodcock Johnson Readiness	64 - 126	.41 - .72	.53	Data collected at 8 points in time during one academic year.
Concurrent	1st grade	Stanford-Binet Verbal	82 - 147	.20 - .35	.28	Data collected at 8 points in time during one academic year.
Concurrent	1st grade	Stanford-Binet Abstract Visual	82 - 147	.18 - .37	.30	Data collected at 8 points in time during one academic year.

Other forms of validity: _____

Manual cites other published validity studies: ☐ yes ☒ no

Level III Review: Technical Adequacy

Complete one technical adequacy sheet for each subtest of the measure.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

SKILL AREA/SUBTEST: Letter Naming Fluency

Final

RELIABILITY

Type of Reliability	Age or Grade	n (range)	Coefficient		SEM	Information (including normative data)
			range	median		

Manual cites other published reliability studies: ☐ yes ☒ no

Level III Review: Technical Adequacy

Complete one technical adequacy sheet for each subtest of the measure.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

SKILL AREA/SUBTEST: Oral Reading Fluency

Final

VALIDITY

Type of Validity	Age or Grade	Test or Criterion	n (range)	Coefficient range	Coefficient median	Information (including normative data)
Concurrent	Second	TORF	130 - 133	.94 - .95		Cleaning Your Plate
Concurrent	Second	TORF	130 - 133	.91 - .93		My Dress Up Box
Concurrent	Second	TORF	130 - 133	.94 - .96		Mornings At Our House
Concurrent	Second	TORF	130 - 133	.94 - .96		I Want to Fly in Space
Concurrent	Second	TORF	130 - 133	.93 - .95		If I had a Robot
Concurrent	Second	TORF	130 - 133	.94 - .96		Colors of the Rainbow
Concurrent	Second	TORF	130 - 133	.94 -. 95		Sleeping Over
Concurrent	Second	TORF	130 - 133	.93 - .95		Our Camping Trip
Concurrent	Second	TORF	130 - 133	.94 - .95		Mom's New Job

Other forms of validity: _____

Manual cites other published validity studies: ☐ yes ☒ no

Level III Review: Technical Adequacy

Complete one technical adequacy sheet for each subtest of the measure.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

SKILL AREA/SUBTEST: Oral Reading Fluency

Final

RELIABILITY

Type of Reliability	Age or Grade	n (range)	Coefficient		SEM	Information (including normative data)
			range	median		
Alternate-Form	Second		n/a			All correlations were significant <.01 Cleaning your Plate
Alternate-Form	Second		.91			All correlations were significant <.01 My Dress-Up Box
Alternate-Form	Second		.91 - .96			All correlations were significant <.01 Mornings At Our House
Alternate-Form	Second		.91 - .95			All correlations were significant <.01 I Want to Fly in Space
Alternate-Form	Second		.89 - .96			All correlations were significant <.01 If I Had a Robot
Alternate-Form	Second		.91 - .95			All correlations were significant <.01 Colors of the Rainbow
Alternate-Form	Second		.90 - .95			All correlations were significant <.01 Sleeping Over
Alternate-Form	Second		.90 - .95			All correlations were significant <.01 Our Camping Trip
Alternate-Form	Second		.91 - .96			All correlations were significant <.01 Mom's New Job

Manual cites other published reliability studies: ☐ yes ☒ no

DIBELS Reliability

Author's Note:

With reliability information for DIBELS, we have stressed two ways of examining reliability corresponding to two uses of DIBELS. Reported in the review is the reliability of one 60 second probe. However, brief, repeatable measures can be aggregated to increase reliability. When more reliable information is needed, the average of 3 to 5 probes on different days can be used. For each measure, we note how many probes would be necessary to reach .90 reliability, This differs conceptually from the Woodcock-Johnson, for example, which must reach accepted reliability in one assessment because it is not brief and repeatable. Even the least reliable DIBELS measure, Initial Sound Fluency, yields a reliability for .90 when administered 4 or 5 times for an approximate total of 5 minutes of assessment. Therefore, the reliability of 5 minutes of ISF would be .90.

Outcome Measures

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Final

Complete this section for outcome measures. Complete one copy of this sheet for each subtest, if process for operationalizing improvements differs by subtest.

Outcome Measure: *Assessment for the purposes of classifying students in terms of whether or not they achieved grade level performance or improved.*

SKILL AREA/SUBTEST: Initial Sound Fluency

INDEXING SIGNIFICANT GAINS

Improvement is operationalized as:

1) Attaining specific benchmark goals set for each subtest indicates a probability for future reading attainment

2)Similarly, inability to obtain certain goals indicates whether students require intensive instructional support and/or student's status as low-risk, at-risk, or high-risk.

☐ norm referenced
☒ absolute criterion referenced (specify below)
☐ not specified

Strategic, Intensive and Benchmark instructional support.

INDEXING GRADE-LEVEL PERFORMANCE

Grade-level performance is operationalized as:

☐ norm referenced
☒ absolute criterion referenced (specify below)
☐ not specified

Inital Sound Fluency: Winter Kindergarten 25-35 onsets correct per minute.

Outcome Measures

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Final

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Outcome Measure: *Assessment for the purposes of classifying students in terms of whether or not they achieved grade level performance or improved.*

SKILL AREA/SUBTEST: Phonemic Segmentation Fluency

INDEXING SIGNIFICANT GAINS

Improvement is operationalized as:

1) Attaining specific benchmark goals set for each subtest indicates a probability for future reading attainment

☐ norm referenced
☒ absolute criterion referenced (specify below)
☐ not specified

2)Similarly, inability to obtain certain goals indicates whether students require intensive instructional support and/or student's status as low-risk, at-risk, or high-risk.

Strategic, Intensive and Benchmark instructional support.

INDEXING GRADE-LEVEL PERFORMANCE

Grade-level performance is operationalized as:

☐ norm referenced
☒ absolute criterion referenced (specify below)
☐ not specified

Spring of kindergarten: 35-45 phonemes correct per minute

Outcome Measures

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Final

Complete this section for outcome measures. Complete one copy of this sheet for each subtest, if process for operationalizing improvements differs by subtest.

Outcome Measure: *Assessment for the purposes of classifying students in terms of whether or not they achieved grade level performance or improved.*

SKILL AREA/SUBTEST: Nonsense Word Fluency

INDEXING SIGNIFICANT GAINS

Improvement is operationalized as:

1) Attaining specific benchmark goals set for each subtest indicates a probability for future reading attainment

2)Similarly, inability to obtain certain goals indicates whether students require intensive instructional support and/or student's status as low-risk, at-risk, or high-risk.

☐ norm referenced
☒ absolute criterion referenced (specify below)
☐ not specified

Strategic, Intensive and Benchmark instructional support.

INDEXING GRADE-LEVEL PERFORMANCE

Grade-level performance is operationalized as:

☐ norm referenced
☒ absolute criterion referenced (specify below)
☐ not specified

Winter First Grade: 50 letter sounds correct per minute

Outcome Measures

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Final

Complete this section for outcome measures. Complete one copy of this sheet for each subtest, if process for operationalizing improvements differs by subtest.

Outcome Measure: *Assessment for the purposes of classifying students in terms of whether or not they achieved grade level performance or improved.*

SKILL AREA/SUBTEST: CBM-Oral Reading Fluency

INDEXING SIGNIFICANT GAINS

Improvement is operationalized as:

1) Attaining specific benchmark goals set for each subtest indicates a probability for future reading attainment

2)Similarly, inability to obtain certain goals indicates whether students require intensive instructional support and/or student's status as low-risk, at-risk, or high-risk.

☐ norm referenced
☒ absolute criterion referenced (specify below)
☐ not specified

Strategic, Intensive and Benchmark instructional support.

INDEXING GRADE-LEVEL PERFORMANCE

Grade-level performance is operationalized as:

☐ norm referenced
☒ absolute criterion referenced (specify below)
☐ not specified

Spring of First Grade: 40 words correct per minute in grade level material
Spring of Second Grade: 90 words correct per minute in grade level material.
Spring of Third Grade: 110 words correct per minute in grade level material.

Screening Measures

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Final

Complete this section for screening measures. Complete one sheet for each subtest.

Screening Measures: *Brief assessment that focuses on critical reading skills strongly predictive of future reading growth and development, and conducted at the beginning of the school year with all children in grades K, 1, 2, and 3 to identify children likely to need extra or alternative forms of instruction.*

SKILL AREA / SUBTEST:

DECISION-MAKING UTILITY

EVIDENCE OF SPECIFICITY

How are false negatives and false positives assessed? (Criterion and grade/age)

	Negative	Positive
Absent	TN	FP
Present	FN	TP

EVIDENCE OF SENSITIVITY

Odds ratios and conditional probabilities if given:

Reliability of decisions:

Specificity: TN / (TN + FP) =

Sensitivity: TP / (TP + FN) =

Hit rate: (TP + TN) / N =

Diagnostic Measures

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Final

Complete this section for diagnostic measures.

Diagnostic Measure: *Assessment conducted at any time during the school year when more in-depth analysis of a student's strengths and weaknesses is needed to guide instruction.*

1. Check areas for which diagnostic information is provided.

	Some Information About Domain	No Information About Domain
Phonemic Awareness		
Letter Names		
Letter Sounds		
Word Attack		
Word Identification		
Reading Fluency		
Listening Comprehension		
Reading Comprehension		
Vocabulary		
Other		

If information is provided at a skill or strategy level, please specify below:

Examples:

For decoding: CVC, CVCe, r-controlled
For comprehension: literal, inferential, strategy use

Complete items 2, 3, and 4 for each skill area or subtest.

SKILL AREA / SUBTEST NAME:

2. Evidence for correspondence with criterion measures:

3. Evidence for reliability:

4. Evidence for improved instruction or learning:

Progress Monitoring Measures

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Final

Complete this section for progress monitoring measures.

Progress Monitoring Measure: *Assessment conducted a minimum of three times a year or on a routine basis (i.e., weekly, monthly, or quarterly) using comparable and multiple test forms to (a) estimate rates of reading improvement, (b) identify children who are not demonstrating adequate progress and therefore require additional or different forms of instruction and / or (c) compare the efficacy of different forms of instruction for struggling readers and thereby design more effective, individualized instructional programs for those at-risk learners.*

Recommended Administration Period:

Test / Subtest Name	Administration Period
Onset Recognition Fluency (OnRF)	Kindergarten
Phoneme Segmentation Fluency (PSF)	Kindergarten
Nonsense Word Fluency (NWF)	1st grade
Oral Reading Fluency (ORF)	2nd and 3rd grade

Recommended Frequency of Data Collection

For At-Risk Students: weekly progress monitoring

For Others: 3 times per year (beginning, middle, end)

Does the measure remain constant over the school year? ☒ yes ☐ no

Criterion for Adequate Growth

Test / Subtest Name		
Onset Recognition Fluency (OnRF)	☒ Specified	☐ Not Specified
Phoneme Segmentation Fluency (PSF)	☒ Specified	☐ Not specified
Nonsense Word Fluency (NWF)	☒ Specified	☐ Not specified
Oral Reading Fluency (ORF)	☒ Specified	☐ Not specified
	☐ Specified	☐ Not specified
	☐ Specified	☐ Not specified

Criterion for Adequate Performance

Test / Subtest Name		
Onset Recognition Fluency (OnRF)	☒ Specified	☐ Not specified
Phoneme Segmentation Fluency (PSF)	☒ Specified	☐ Not specified
Nonsense Word Fluency (NWF)	☒ Specified	☐ Not specified
Oral Reading Fluency (ORF)	☒ Specified	☐ Not specified
	☐ Specified	☐ Not specified
	☐ Specified	☐ Not specified

Number of data points needed to make reliable decision: 3 - selection of median point at one point in time

Progress Monitoring Measures

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Final

Complete this section for progress monitoring measures.

Progress Monitoring Measure: *Assessment conducted a minimum of three times a year or on a routine basis (i.e., weekly, monthly, or quarterly) using comparable and multiple test forms to (a) estimate rates of reading improvement, (b) identify children who are not demonstrating adequate progress and therefore require additional or different forms of instruction and / or (c) compare the efficacy of different forms of instruction for struggling readers and thereby design more effective, individualized instructional programs for those at-risk learners.*

Evidence for Utility (Describe research on improved instruction or learning):

55% of students who scored at or above 35 on PSF later met the 1st grade winter benchmark goal.
90% of students scoring 50 or above on NWF attained the spring of 1st grade reading goal.
97% of students who achieved 40 or above on ORF attained 2nd grade goal.
96% of students who met the 110 words correct per minute benchmark on ORF were rated as meets or exceeds expectations.

Evidence for Sensitivity to Growth (Describe research showing relation between growth on this measure with growth on other measures):

Evidence for Sensitivity to Treatment Effects (Describe research showing that treatment effects are revealed with this repeated measurement):

Research by Tindal & Hasbrouck (1992) corresponds to the benchmark goals for all measures indicated. Further, Good, et al., 2001, indicated that information gained from this assessment caused a total revamp of instructional procedures resulting in 69% of Kindergarteners meeting benchmark goals. In comparison, only 21% of Kindergarteners had reached the goal at another site.

NOTES:

Acquisition Information

Where to Obtain: DIBELS website

Address: Institute for Development of Educational Achievement (IDEA)

1211 University of Oregon Eugene, OR 97403-1211

Phone Number: (541) 346-3562

Website: http://dibels.uoregon.edu/

Cost:

- ☐ can purchase replacement components individually
- ☐ information not available
- ☐ materials not consumable, so NA

$	Complete Kit (describe contents of kit):	DIBELS materials are free to download and administer from the DIBELS website
$ 0.00	Manuals and Test Materials	
$ 0.00	Directions for Administration	
$ 0.00	Technical Manual(s)	
$ 0.00	Test Forms - how many?	
$	Protocol per Student	

Other (Describe below)

$ 1.00	Fee to use web-based data analysis system (per child per academic year)
$	
$	
$	
$	
$	
$	
$	
$	
$	