



DIBELS® 8TH EDITION

&

Text Reading Comprehension

SUPPORT GUIDE



NEXT PG

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Click on the boxes below to access grade level assessments materials for Benchmark and Progress Monitoring.

DIBELS 8th Required Measures

Grade	Time of Year	LAUSD Benchmark Window	LNF: Letter Naming Fluency	PSF: Phonemic Segmentation Fluency	NWF: Nonsense Word Fluency	WRF: Word Reading Fluency	ORF: Oral Reading Fluency	MAZE
Kindergarten	BOY	AUG 23 - OCT 8	✓	✓	✓	✓		
	MOY	NOV 29 - FEB 11	✓	✓	✓	✓		
	EOY	APR 18 - JUNE 10	✓	✓	✓	✓		
Grade 1	BOY	AUG 23 - OCT 8	✓	✓	✓	✓	✓	
	MOY	NOV 29 - FEB 11	✓	✓	✓	✓	✓	
	EOY	APR 18 - JUNE 10	✓	✓	✓	✓	✓	
Grade 2	BOY	AUG 23 - OCT 8			✓	✓	✓	✓
	MOY	NOV 29 - FEB 11			✓	✓	✓	✓
	EOY	APR 18 - JUNE 10			✓	✓	✓	✓
Grade 3	BOY	AUG 23 - OCT 8			✓	✓	✓	✓
	MOY	NOV 29 - FEB 11			✓	✓	✓	✓
	EOY	APR 18 - JUNE 10			✓	✓	✓	✓
Grade 4-5/6	BOY	AUG 23 - OCT 8					✓	✓
	MOY	NOV 29 - FEB 11					✓	✓
	EOY	APR 18 - JUNE 10					✓	✓

Please refer to the [gating rules for benchmark assessment](#) to determine whether a student needs further assessment.

Click on the boxes below to access grade level assessments materials for Benchmark and Progress Monitoring.

Kindergarten Benchmark	Grade 1 Benchmark	Grade 2 Benchmark
Kindergarten Progress Monitoring	Grade 1 Progress Monitoring	Grade 2 Progress Monitoring
Grade 3 Benchmark	Grade 4 Benchmark	Grade 5 Benchmark
Grade 3 Progress Monitoring	Grade 4 Progress Monitoring	Grade 5 Progress Monitoring
Grade 6 Benchmark		
Grade 6 Progress Monitoring		



DIBELS 8 REMOTE TESTING RESOURCES

[CLICK HERE](#)



DIBELS Remote Testing Tips, Tricks and Links

DIBELS assessment windows have been extended to support remote assessment

BOY: 8/31/20 - 10/23/20

MOY: 11/30/20 - 2/12/21

EOY: 4/19/21 - 6/11/21

For added flexibility if needed, IDEL/TRC Spanish assessment windows **overlap and extend** past DIBELS to support remote assessment

BOY: 8/31/20 - 11/13/20

MOY: 11/30/20 - 3/5/21

EOY: 4/12/21 - 6/11/21

Prepare for Assessment

Schedule testing sessions in 15 minute intervals [\(Sample Remote Testing Schedule\)](#)

- **Create a schedule for completing the assessments during the test window**
 - Recommended time span includes time for technology access set-up (e.g., sound check, Zoom log in, etc.)
 - Prioritize tiered support (small group) time for scheduling assessments
 - 1:1 (individual) zoom conferences can be scheduled with students to complete assessments [\(August 20 Instructional Handbook, pg 34\)](#)
- **Send information to families via Schoology, Blackboard Connect, etc.**
 - [English Parent Letter](#) [Spanish Parent Letter](#)
 - [English Parent Video](#) [Spanish Parent Video](#)

Prepare the student testing materials

- **Download DIBELS 8 student materials to your computer** [\(tip sheet\)](#)
 - [Kindergarten](#) [First Grade](#) [Second Grade](#)
 - [Third Grade](#) [Fourth Grade](#) [Fifth Grade](#) [Sixth Grade](#)
- **Access [TRC English and Spanish student materials](#) if needed**
- **Download IDEL student materials to your computer if needed**
 - [Kindergarten](#) [First Grade](#) [Second Grade](#) [Third Grade](#)

Familiarize yourself with the test materials

- **Use the DIBELS 8 Table of Contents by grade to quickly locate each measure**
 - [Kindergarten](#) [First Grade](#) [Second Grade](#)
 - [Third Grade](#) [Fourth Grade](#) [Fifth Grade](#) [Sixth Grade](#)
- **Use the IDEL Table of Contents by grade to quickly locate each measure**
 - [Kindergarten](#) [First Grade](#) [Second Grade](#) [Third Grade](#)

mCLASS Remote Assessment FAQs

This is a live document. Questions and answers will be updated regularly.

1. Can teachers assess students 1:1?

Teachers can remotely administer the assessment to students in 1:1 Zoom meetings.

2. Do parents need to present during 1:1 assessment meetings with students?

Caregivers are not required to be present during the assessment, however you may want to make an appointment with them to assist the student in getting connected. Caregivers should be reminded not to help the student with test content.

3. What are my other options if I am not comfortable administering the assessment 1:1?

Students can be assessed in small groups of two or three students. While one student is being assessed, the other student(s) can work independently on an assignment. The teacher may ask the other student(s) to leave cameras on but turn down the volume until it is their turn to be assessed.

4. When should teachers schedule remote assessment administration?

Classroom teachers should prioritize tiered support (small group) time for scheduling assessments.

Assess during small group conferencing using Break Out Rooms to administer the assessment.

5. Do I have to administer every subsection of the test?

Students must take all subsections of the test, as indicated by the DIBELS [gating criteria](#).

6. Can I administer the online Text Reading Online (TRO) assessment instead of DIBELS?

Additional, optional online assessments such as Text Reading Online, Spelling and Vocabulary do not take the place of the required DIBELS/TRC (traditional) assessment. These assessments will provide valuable information for teachers such as reading level for matching students to Benchmark/Wonders leveled readers. These assessments can be assigned to students in the mClass portal and completed independently by students during their asynchronous work time.

7. How do I administer the MAZE assessment?

The [MAZE](#) assessment is completed by students in grades 2-5 online, and may be administered in a whole group setting to ensure that students complete the assessment independently.

To support remote assessment administration of DIBELS 8, the MAZE sub-measure is currently enabled for students to access in the mClass Student Online Assessment app. Please make

Optional Assessments

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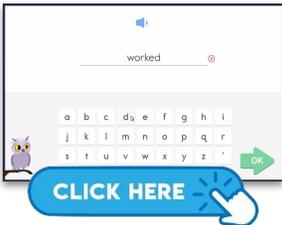
Text Reading Online Video

[Text Reading Online](#) (TRO) is a new computer-administered assessment for grades 1-6 that measures oral reading fluency, accuracy, and comprehension to evaluate students' reading proficiency against grade level expectations. TRO employs innovative voice recognition technology that automatically and immediately scores the recording of a student reading as they progress through the assessment. REMINDER: Students must read out loud while reading. Click [HERE](#) to view online help for TRO.



Decoding Online Video

[Decoding Online](#) (DO) is a new computer-administered assessment for grades 1-6 that measures students' skill in reading grade-level words in isolation. The results help educators plan decoding instruction by providing information about the specific word types where students may need more practice at a given point in time. Click [HERE](#) to view online help for DO.



mCLASS Spelling Video

[mCLASS Spelling](#) (available in Spanish)- In the Spelling assessment, students hear a target word and use letter tiles to spell the word. These words include the phoneme-grapheme correspondences that students at each grade level are expected to learn over the course of a year based upon the scopes and sequences of published reading and spelling curricula. The final score is the number of words spelled correctly, with partial credit provided for correct spelling sequences within a word. This makes the Spelling measure more sensitive to students' actual spelling skills, giving more information about their progress.



mCLASS Vocabulary Video

[mCLASS Vocabulary](#) (available in Spanish)- In the Vocabulary assessment, students demonstrate their knowledge of grade-specific words, as well as their skill at deriving meaning from context. The assessment covers words that are high utility (i.e., Tier 2) and content specific (i.e., Tier 3). Depending on grade level, students may be asked to answer questions about the word, to fill in a blank correctly with the word, or to match the word with its definition.

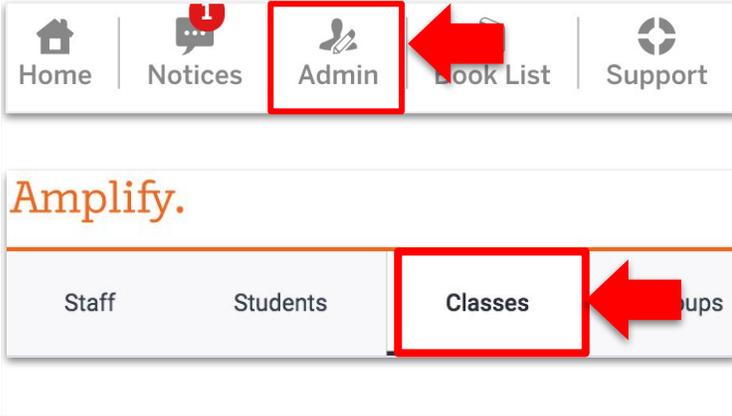
How to enable the mCLASS- Optional Online Assessments [Video](#)

NEXT PG

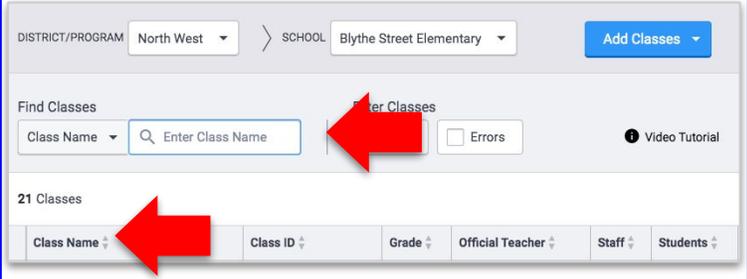
mCLASS: Assign Staff to Class

You can assign staff members to a class whenever necessary from the Class Details panel. Click here for more [Amplify Enrollment Help](#)

1. Log onto lausd.mclasshome.com
2. Click on **Admin** on upper right
3. Click on **CLASSES** on upper right



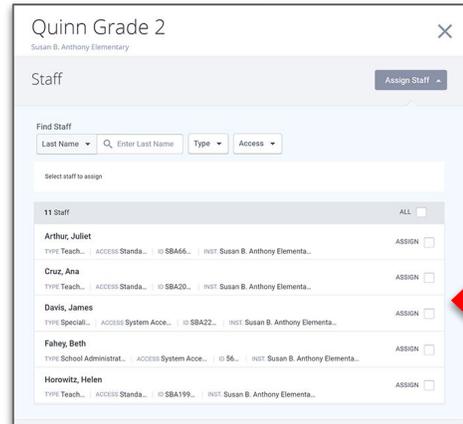
4. Scroll down to the **Classes** list to find the class you want to assign staff to. You can use the search tool to find a specific class, or click the sort arrows next to a column heading, such as Class Name or Grade, to sort the Classes list.



5. Click anywhere in a class row to open the Class Details panel.
6. Click **Assign Staff** to expand the Assign Staff section.



7. Find the **staff member** you want to assign by browsing the list or using the search or filter tools to narrow the list.



8. Select the **Assign** box for each staff member you want to assign to the class



9. Click **SAVE CHANGES** on upper right



Add Support Personnel to mCLASS

You can add staff at any time using manual enrollment. This step can only be completed by an administrator or a designee at the site with System Access on mCLASS. Click here for more [Amplify Enrollment Help](#)

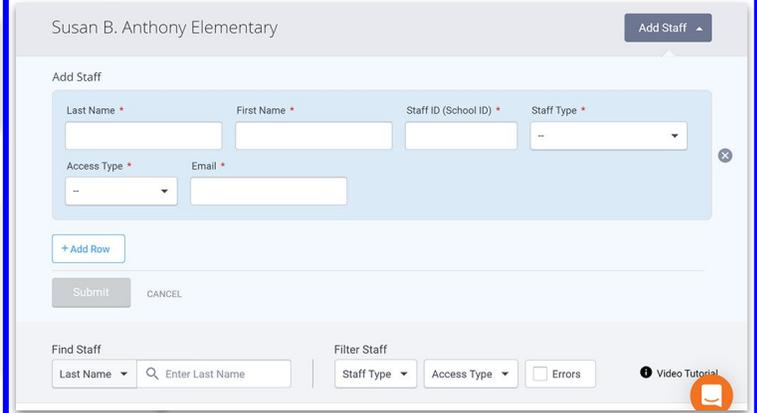
1. Log onto lausd.mclasshome.com
2. Click on **Admin** on upper right
3. Click on **STAFF** on upper right



Amplify.



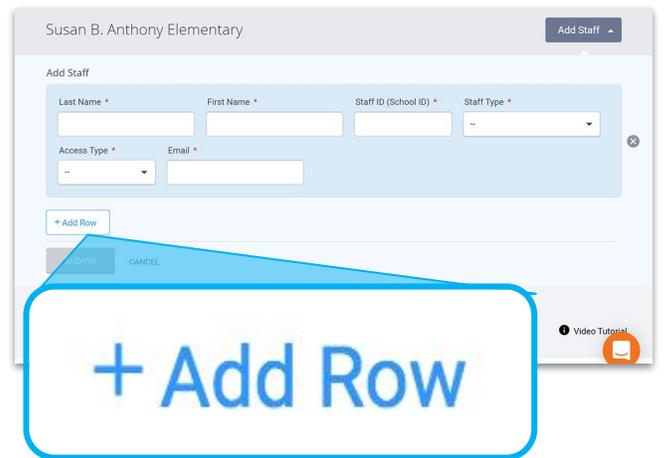
4. On the Staff page, click **Add Staff**. Search the last name to ensure the staffer has not already been added



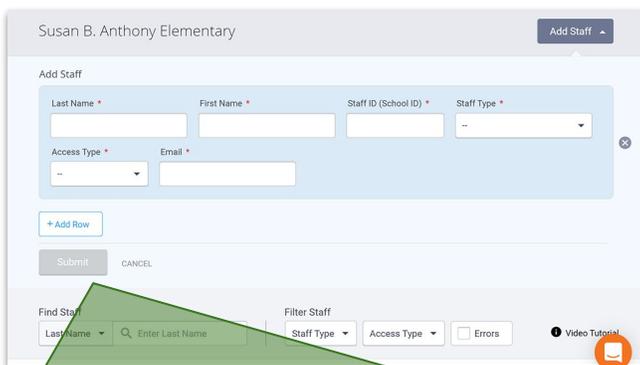
5. Enter the required information for each staff member:

- ✓ Last Name
- ✓ First Name
- ✓ Staff Type
 - Teacher
 - Teaching Assistant
 - School Administrator
 - Specialist
- ✓ Access
- ✓ Staff ID
- ✓ Email

7. You can click **+Add Row** to add up to 10 staff records at a time.



8. Click **Submit**



Connect to mCLASS apps from Schoology

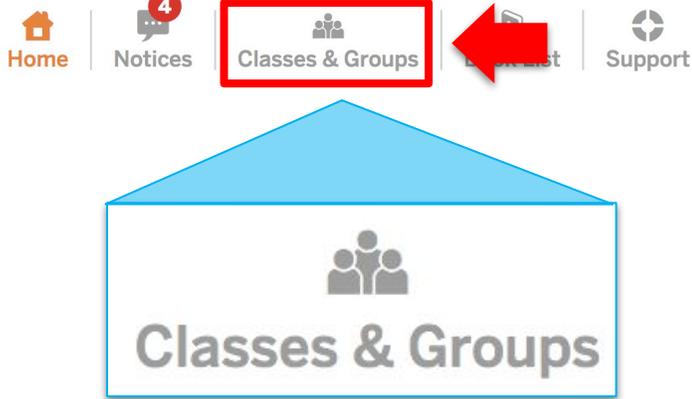
Once the staff member is added to the school site and class on mCLASS, he/she will be able to directly connect with their SSO from Schoology.

If the apps are not already in Schoology, [watch this video to install the mCLASS \(Portal and Assessment\) apps.](#)

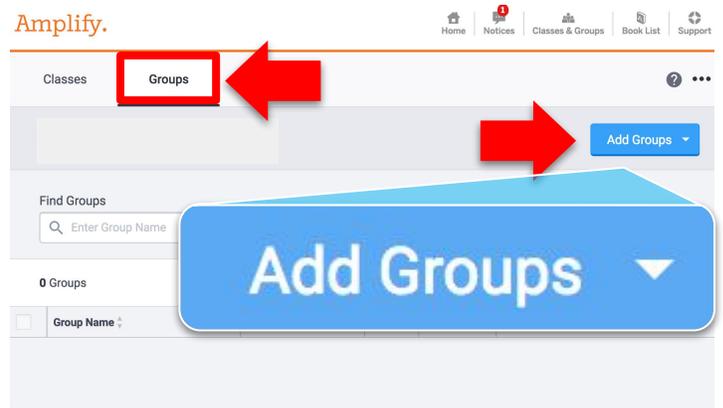
mCLASS: Create Groups

- In order to create academy groups, you will need school-wide access Request school-wide access at: <https://oneaccess.lausd.net>. Administrator approval required.
- Click here for more [Amplify Enrollment Help](#)

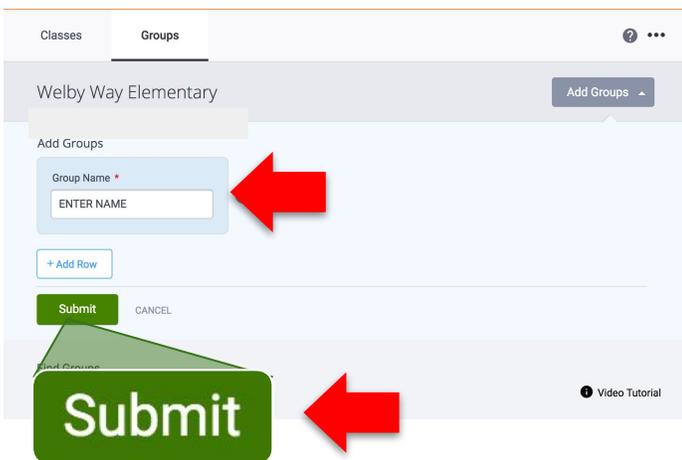
- Log onto lausd.mclasshome.com
- Click on **Classes & Groups** on upper right



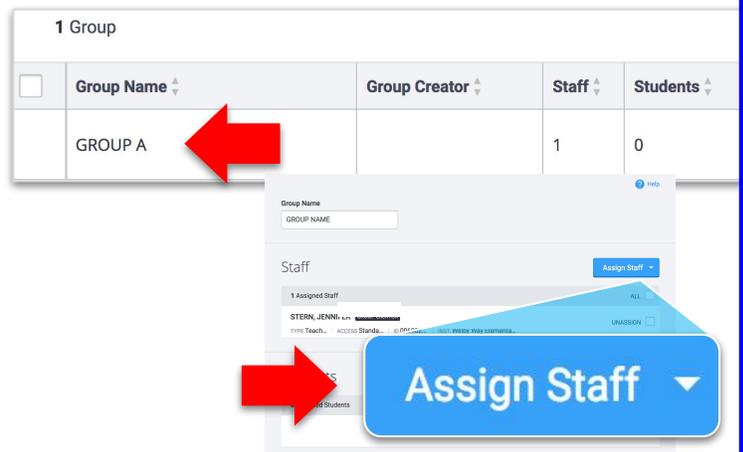
- Click **GROUP** tab
- Click on **ADD GROUPS**



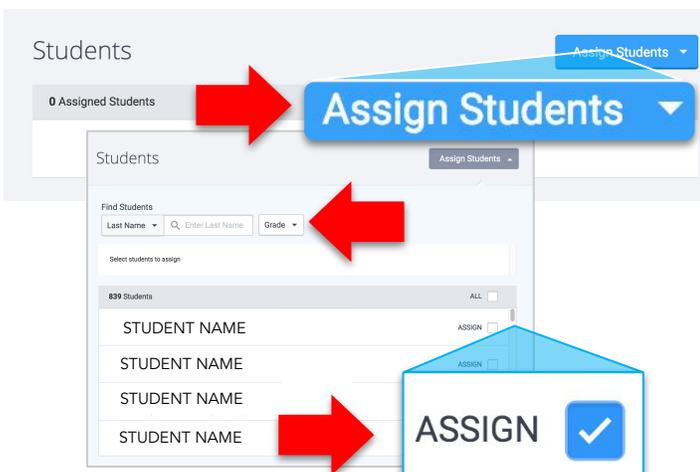
- Enter **GROUP NAME**
- Click **SUBMIT**



- Click on **GROUP NAME**
- Click on **ASSIGN STAFF**



- Click on **ASSIGN STUDENTS**
- Use filters to narrow down student list
- Click to **Assign to select student**



- Click **SAVE CHANGES** on upper right



DIBELS 8 Tools

Click here for more [DIBELS 8th Edition and TRC Help](#)

- Click on the **BENCHMARK tab** to view class summary and sub measure data.

Class Summary	Well Below Benchmark	40% 10 Students	64% 16 Students	52% 13 Students	36% 9 Students	52% 13 Students	56% 14 Students

- Click on the **PROGRESS tab** to view progress monitoring report and goal setting.

Grade 1	BOY Composite	Skill	BOY	Last 3 PM Scores
JOANNA	320 Well Below	Letter Sounds NWF-CLS	26 Below	27
		Decoding NWF-WRC	0 Well Below	0
				10
				10/04/2019

- Click on the **INSTRUCTION tab** for suggestions on how to group your students and suggested activities to reinforce skills

JOANNA, LUIS, DIANA, CARLOS, DANNA, ABRAHAM, ZUHELYN, ANTHONY, SERGIO, ABIGAIL, SUSY, LUPITA

Chop It Out: Vowels mCLASS®

Letter-Sound Correspondence Students will identify the vowel sounds in words and associate the short vowel sounds with their common spellings (graphemes).

Prepare

- Download your own printable word cards.
- Place facesmen in a stack in front of you. Be sure that the first four cards are fin, ven, and nod.
- Print out a picture of an animal for each student and one for yourself. For best results, use a heavy paper or glue to light cardboard.
- Get a wooden ruler for each student and one for yourself.
- Prepare axes by taping paper as heads to the rulers.

Warm-Up

In order to become aware of the vowel sounds and their spellings in words, we are going to play a game in which we will use axes to chop out the vowel and identify the vowel sound and letter that spells that sound.

Modeling

I will turn over a word card and read the word. For every sound I hear in the word, I will say this as in the air. The word is fin. Run your index finger under each letter as you say the word slowly, while elongating the vowel sound slightly. #finfin. I will say the ax for every sound I hear in the word. #f (chop), /f (chop), /n (chop). Now, I want to chop out just the vowel sound. The vowel sound in fin is /i/ spelled i.

Guided Practice

Now, I'm going to give each of you your own paper as to chop the sounds. Flip over the next card. The next word is ven. Let's say it slowly together, venness. Let's chop the air for each sound in the word as I say it. The first sound is /v/ (chop). The next sound is /e/ (chop). Students should say the sounds as they chop.

Now, we will chop out just the vowel sound. Run your index finger under each letter as you say the word slowly. What is the vowel sound in ven? Let's say it together. The vowel sound in ven is /e/ spelled u.

- Click on the **HOME CONNECT tab** to download a summary of student assessment results to send home or use them as a basis for discussion at parent-teacher conferences.

Download a summary of student assessment results to send home or use them as a basis for discussion at parent-teacher conferences.

Student Name	English	Spanish
JOANNA	<input type="checkbox"/>	<input type="checkbox"/>
LUIS	<input type="checkbox"/>	<input type="checkbox"/>
DIANA	<input type="checkbox"/>	<input type="checkbox"/>

JOANNA Home Connect
1st Grade - Reporting of the Assessment

Why is JOANNA being assessed?
The teacher and administrator at your school want JOANNA to meet successfully as part of the commitment we use DIBELS 8th Edition (Dynamic Indicators of Basic Early Literacy Skills), which measures CORE2018 performance on the literacy skills necessary to become a successful reader.

What do the below assessments mean?
JOANNA needs more instructional support and practice to meet grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skills shown below.

Letter Names
Having letters from print, measured by DIBELS Letter Naming Fluency. Can you read?
...name both uppercase and lowercase letters?
36 / 42 / 55
Missing letters only.

Phonics
Knowing the sounds of letters and sounding out written words, measured by DIBELS Phonics Segmentation Fluency. Can you read?
...identify the first, middle and last sound in each? (pss...an...ccc)
26 / 30 / 42
Sounding letters. Missing letter. Missing sound.

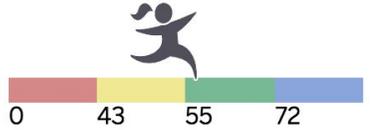
Accurate and Fluent Reading
Reading words correctly, quickly and accurately, measured by DIBELS Word Reading Fluency (ORF). Can you read?
...recognize common words such as "there, see, color"?
1 / 8 / 20
Reading common words only.

Reading words in stories easily, quickly and accurately, measured by DIBELS Oral Reading Fluency (ORF). Can you read?
...read stories quickly and easily?
...read about something and accurately?
...read words and sentences in order there easily?
1 / 5 / 18
Reading with fluency over time.
41 / 47 / 52
Reading with accuracy over time.

Analyze the Assessment Probe

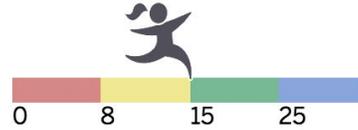
Assessment: **Nonsense Word Fluency (NWF)**

Correct Letter Sounds (CLS)



Score: **57 Letter Sounds/Minute**

Words Recoded Correctly (WRC)



Score: **15 Words/Minute**

rep

CLS: 3/3

WRC: 1/1

/r/ /e/ /p/

Solid blue line across:

- student read the entire word
- all sounds were correct

tud

CLS: 2/3

WRC: 0/1

/t/ /u/ /d/

Solid blue line across/red box:

- student read the entire word
- red boxed sound incorrect

rep

CLS: 3/3

WRC: 1/1

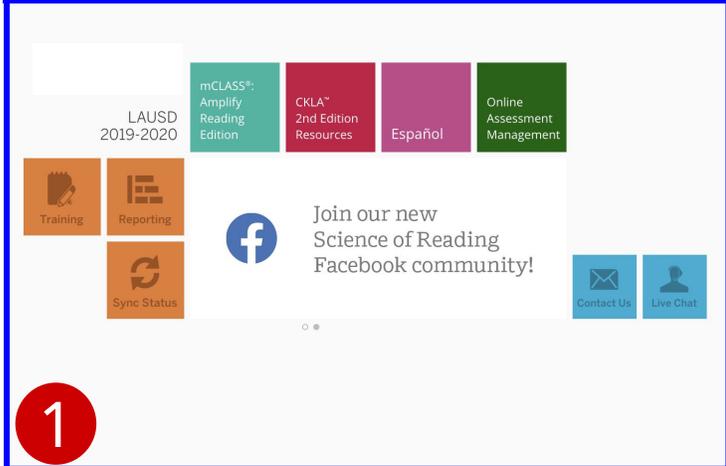
/r/ /e/ /p/

Solid blue line across and broken lines

- each broken line marks a sound/sound(s) voiced
- ie: /r/ /e/ /p/
- solid line across, entire word read

Print Class Summaries

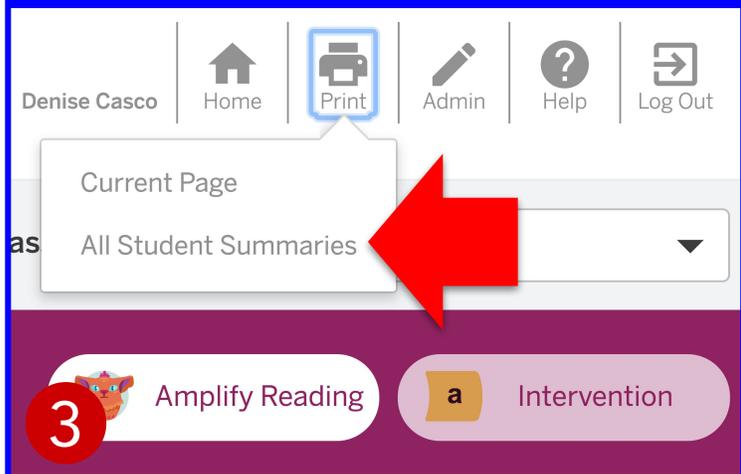
Go to: lausd.mclasshome.com



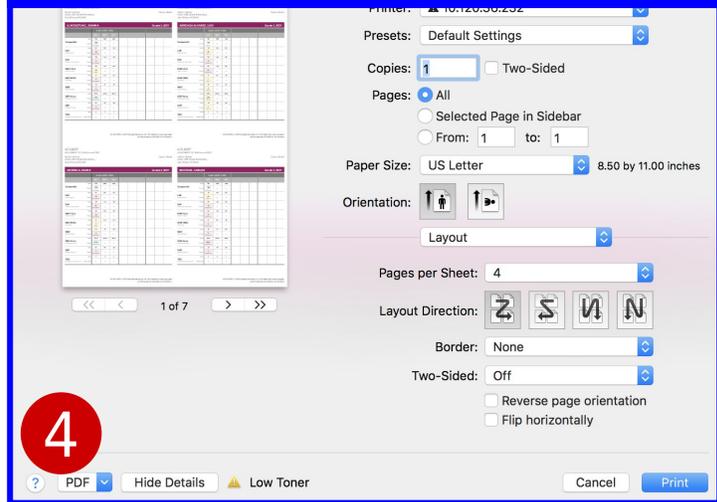
Click on mCLASS Amplify Reading Edition



Click on PRINTER ICON & ALL STUDENTS



Change Pages Per Sheet to 4



Student Name	Grade	Composite	LNF	PSF	NWY-CLS	NWY-WRC	WWF	ORF-Accu	ORF	TTC
AJATAZPUAC, JOANNA	Grade 1, BOY	85	85	85	85	85	85	85	85	85
ARREAGA ALVAREZ, LUIS	Grade 1, BOY	85	85	85	85	85	85	85	85	85
ARREAGA, DIANA	Grade 1, BOY	85	85	85	85	85	85	85	85	85
ARREAGA, DIANA	Grade 1, BOY	85	85	85	85	85	85	85	85	85

ALL Student Summaries



Progress Monitoring

Well Below Benchmark

- At least once every **2 weeks** in one measure, then receive targeted instruction

Below Benchmark

- Once every **4 weeks** in one measure, then receive targeted instruction

Benchmark/Above Benchmark

- Their sub-scores need to be reviewed to look for individual areas of need

Click on mCLASS Amplify Reading Edition

LAUSD 2019-2020

mCLASS®: Amplify Reading Edition

CKLA 2nd Edition Resources

Training Reporting Sync Status

Join our Science Facebook

mCLASS®: Amplify Reading Edition

1

Click on the PROGRESS Tab

mCLASS® with DIBELS® 6th Edition and TRC

Denise Casco Home Print Admin Help Log Out

District: School: Class/Group:

Benchmark Progress **Progress** Home Connect Amplify Reading Intervention

Progress Monitoring Goal Setting

Time frame BOY-MOY

Grade 1	BOY Composite	Skill	BOY	Last 3 PM Scores	MOY Goal	Vs. Aimsline	Last Assessed
JOANNA	320 Well Below	Letter Sounds NWF-CLS	26 Below	27	54	✓	10/04/2019
		Decoding NWF-WRC	0 Well Below	0	10	✓	10/04/2019
LUIS	325 Below	Letter Sounds NWF-CLS	23 Well Below	36	54	✓	10/07/2019

2

Click on PRINTER ICON & Current Page

Denise Casco Home **Print** Admin Help Log Out

Current Page

All Student Summaries

Amplify Reading Intervention

3

Teacher: Denise Casco

District: School: Class/Group:

Grade 1	BOY Composite	Skill	BOY	Last 3 PM Scores	MOY Goal	Vs. Aimsline	Last Assessed
JOANNA	320 Well Below	Letter Sounds NWF-CLS	26 Below	27	54	✓	10/04/2019
		Decoding NWF-WRC	0 Well Below	0	10	✓	10/04/2019
JES	325 Below	Letter Sounds NWF-CLS	23 Well Below	36	54	✓	10/07/2019
		Decoding NWF-WRC	1 Below	12	10	✓	10/07/2019
DIANA	325 Below	Letter Sounds NWF-CLS	22 Well Below	16	54	✓	10/04/2019
		Decoding NWF-WRC	5 Below	4	10	✓	10/04/2019
CARLOS	318 Well Below	Letter Sounds NWF-CLS	17 Well Below	40	54	✓	10/04/2019
		Decoding NWF-WRC	0 Well Below	0	10	✓	10/04/2019
ANNA	320 Well Below	Letter Sounds NWF-CLS	15 Well Below	20	54	✓	10/04/2019
		Decoding NWF-WRC	0 Well Below	0	10	✓	10/04/2019

Last 3 Scores

4

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Correlation Report

Click here for more [Reporting Help](#)

Go to: lausd.mclasshome.com

LAUSD 2019-2020

mCLASSSM Amplify Reading Edition

CKLASM 2nd Edition Resources

Español

Online Assessment Management

Training Reporting Sync Status

Join our new Science of Reading Facebook community!

Contact Us Live Chat

1

Click on REPORTING

Denise Casco

LAUSD 2019-2020

mCLASSSM Amplify Reading Edition

Online Assessment Management

Training Reporting Sync Status

Reporting

Contact Us Live Chat

2

Click on VIEW DATA

My Reports My Dashboard View My Data

PLEASE NOTE: Visit this help topic for an overview of recent updates to the Reporting and Analysis Suite. You can access clicking the blue Help link in the banner at the top of a Reporting page.

Show reports saved or sent to me

My Saved Reports

View My Data

3

Click on mCLASS: Reading 3D

My Reports My Dashboard View My Data

PLEASE NOTE: Visit this help topic for an overview of recent updates to the Reporting and Analysis Suite. You can access clicking the blue Help link in the banner at the top of a Reporting page.

Show reports saved or sent to me

My Saved Reports

View My Data

- DIBELS 8th Edition and TRC
- mCLASS: Reading 3D DIBELS Next
- DIBELS 8th Edition and TRC Online
- mCLASS: Reading 3D Flex
- DIBELS 8th Edition

Reports Sent to Me

4

Click on CORRELATION

Comparing Populations

Compare student performance in one measure across different institutional breakdowns or by student demographics for one or more periods.

Completion Report

Review the completion status of the current benchmark assessments and/or compare it to the completion rates from earlier periods.

Correlation

Trace student performance in particular measures over time, or compare performance in two different measures.

Comparing Measures

Compare student performance in one measure across different institutional breakdowns or by student demographics for one or more periods.

5

Select Your Filters

Correlation

View

Population

Segment Results by: Grade

Grade Divider: Off

Show Students Enrolled: Now On Test Day

Grades: K, 1, 2

3 Grades

Display Data As: Percentage Head count

Programs Districts

All Programs

School: All Schools

Measure 1

Assessment: DIBELS Next

Measure: Composite Score

School Year: 2018-2019

Period: 18-19 BOY

Measure 2

Assessment: DIBELS Next

Measure: Composite Score

School Year: 2018-2019

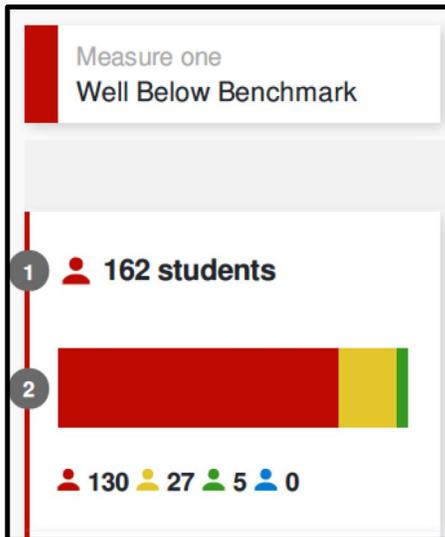
Period: 18-19 MOY

View Report

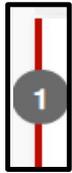
6

How to Read the Correlation Report

Click here for more [Reporting Help](#)



How do you read this report in this example?



There are 162 students at this school that scored well below benchmark at **BOY**.



At **MOY** (as indicated by the **bars** in the picture) the following happened:

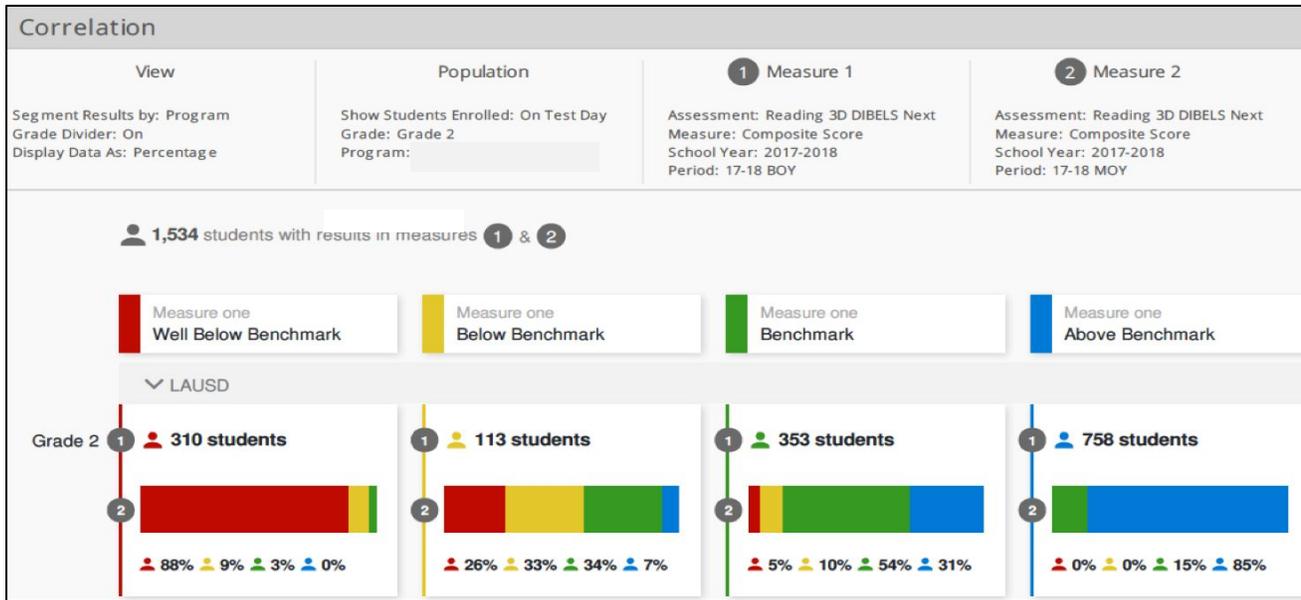
- 130 students remained at **Intensive**
- 27 students moved to **Strategic**
- 5 students moved to **Benchmark**
- 0 student moved to **Beyond Benchmark**

If looking at this report live on Amplify, you could:

- Click an icon, number or bar segment to view the students it represents
- Change your selections in the report banner to view the report for a different view, population, first measure, second measure, or a subset of students filtered by demographic information
- View reference data to see how one row compares to the complete population in the current report view
- Create a PDF of the report
- Export an Excel spreadsheet containing the reporting data
- Share or save the report

Purpose of Correlation Report

- Estimate the predictive validity of student performance across two different assessments
- Show how specific students performed on the same assessment across two points in time



Essential Questions

1. How effective have I been at moving my students between performance levels?
2. How might resources be shifted (time, people, supplies, money)?
3. Who could I learn from or support?
4. What plans might I put into place for specific students?

Compare Measures Report

Click here for more **Reporting Help**

Go to: lausd.mclasshome.com

Click on REPORTING

Click on VIEW MY DATA

Click on DIBELS 8th Edition

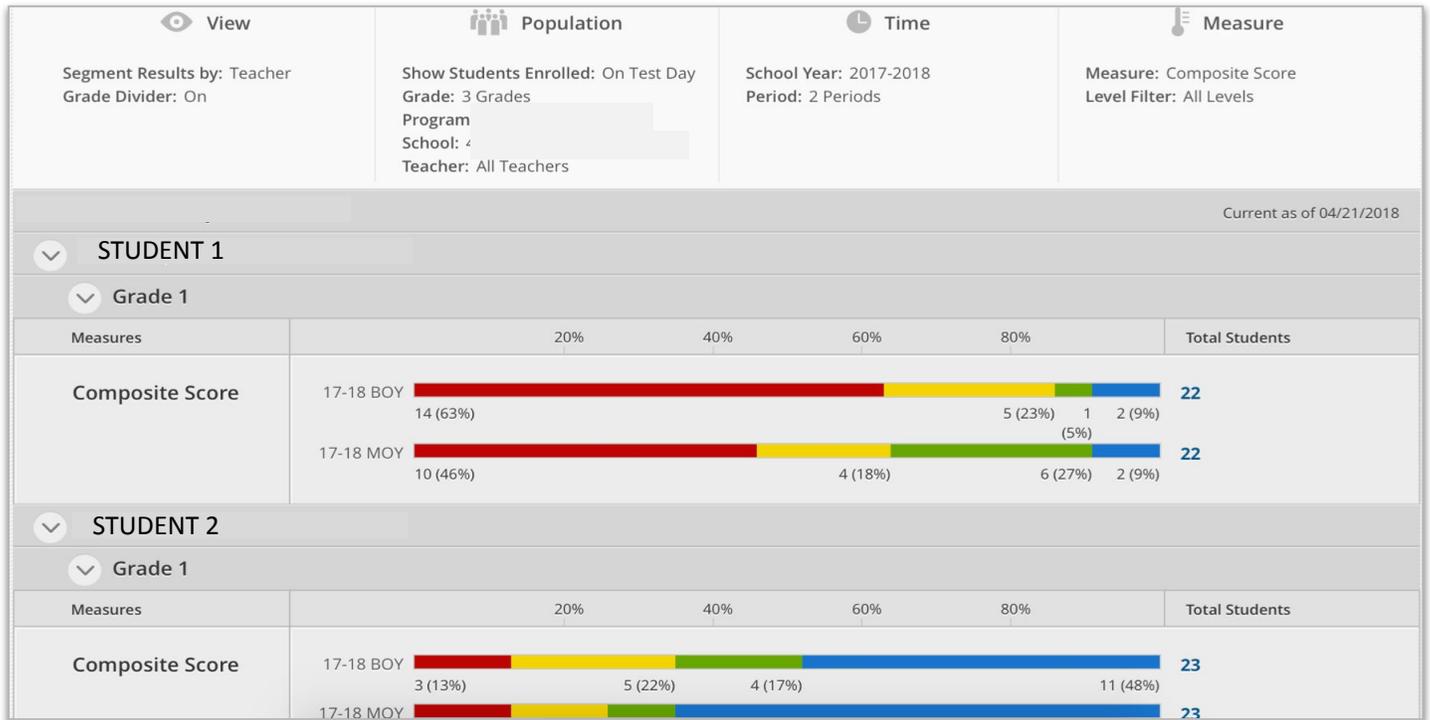
Click on COMPARE MEASURES

Select Your Filters

Purpose of Compare Measures Report

Click here for more [Reporting Help](#)

Use this report template to compare how one group of students performed on multiple assessment measures across one or more time periods.



Essential Questions

1. What are instructional areas of strengths and weaknesses?
2. How have my students progressed in different areas over time?
3. Where should instructional resources be focused?
4. How might I pull this same report focusing on specific measures rather than composite scores?

Measures	Basic Early Literacy Skill	Sample Instruction Focus
<p>LNF Letter Naming Fluency</p>	<p>Letter Naming Fluency is a reliable measure of risk for reading achievement. It is not an indicator of one of the basic early literacy skills.</p>	<ul style="list-style-type: none"> • Print concepts; recognizing that sentences are made up of words and that words are made up of letters
<p>PSF Phonemic Segmentation Fluency</p>	<p>Phonemic Segmentation Fluency is an indicator of the basic early literacy skill phonemic awareness. Phonemic Awareness: ability to hear, identify, and manipulate individual sounds called phonemes in spoken words. and the understanding that spoken words and syllables are made up of sequences of speech sounds.</p>	<ul style="list-style-type: none"> • Phoneme manipulation: phoneme matching, phoneme isolating, phoneme segmenting
<p>NWF Nonsense Word Fluency</p> <p>CLS Correct Letter Sounds</p>	<p>Nonsense Word Fluency is an indicator of the basic early literacy skills alphabetic principle and phonics. The ability to map sounds onto letters and blends those sounds into words. Phonological Recoding: Using systematic relationships between letters and phonemes (letter-sound correspondence) to <u>retrieve</u> the pronunciation of an unknown printed string or to <u>spell</u> words.</p>	<ul style="list-style-type: none"> • Letter sound recognition & correspondence • Variant correspondence • Blending words (starting with simple CVC words to CCVC/CVCC)- encoding and decoding; syllable patterns; morpheme structure.
<p>WWR Whole Word Reading</p>	<p>Word Reading Fluency is a new measure of accuracy and fluency, during which, students read words out of context for 60 seconds.</p>	<ul style="list-style-type: none"> • Letter sound recognition & correspondence • Variant correspondence • Blending words (starting with simple CVC words to CCVC/CVCC)- encoding and decoding; syllable patterns; morpheme structure.
<p>ORF Oral Reading Fluency</p>	<p>Oral Reading Fluency is an indicator of accurate and fluent reading of connected text. Advanced Phonics and Word Attack Skills: recognizing common sounds related to combinations of letters (digraphs, blends, vowel teams, trigraphs). Accuracy and Fluency with Connected Text: bridge between accurate, automatic, word-level decoding and reading comprehension. Reading Comprehension: accurate and fluent reading, monitoring while reading, and the ability to use cognitive strategies flexibility to gain meaning from text.</p>	<ul style="list-style-type: none"> • Building fluency, reading word parts, phrases, chunked text, connected text • Reading with prosody • Using comprehension skills and strategies; narrative and expository text structures
<p>WRF Word Reading Fluency</p>	<p>Word reading fluency is a new measure of accuracy and fluency, during which, students read words out of context for 60 seconds. Accuracy and Fluency: Fluency (automaticity) is reading words with no noticeable cognitive or mental effort. It is having mastered word recognition skills to the point of overlearning. Fundamental skills are so "automatic" that they do not require conscious attention.</p>	<p>For students to develop fluency, they must:</p> <ul style="list-style-type: none"> • perform the task or demonstrate the skill accurately • perform the pre-skills of the task quickly and effortlessly <p>Once accurate, fluency develops through plentiful opportunities for practice in which the task can be performed with a high rate of success.</p>
<p>MAZE</p>	<p>Maze is an indicator of reading comprehension. Reading Comprehension: accurate and fluent reading, monitoring while reading, and the ability to use cognitive strategies flexibility and syntactic and semantic accuracy to demonstrate understanding from text.</p>	<ul style="list-style-type: none"> • Using comprehension skills and strategies; narrative and expository text structures
<p>OL Oral Language</p> <p>TRC Text Reading Comprehension</p>	<p>The Oral Language Screener (OLS) efficiently identifies students in Grades K–21 who will likely struggle with the language structures that are foundational to comprehending early reader texts, understanding interpersonal communication, and writing. TRC measures print concept and reading behaviors through a digital running record assessment that has students read authentic texts and answer comprehension questions about increasingly complex texts through retell/recall, and/or oral comprehension and written comprehension tasks.</p>	<ul style="list-style-type: none"> • Build content vocabulary • Orally retell stories • Sentence structure and meaning • Monitoring for meaning • Story structure; main idea/summarizing

CLICK HERE 

Benchmark categories

Status	Benchmark Category	Support Level
	Above Benchmark	Likely to need core support, may benefit from instruction in more advanced skills
	At Benchmark	Likely to need core support
	Below Benchmark	Likely to need strategic support
	Well Below Benchmark	Likely to need intensive support

DIBELS 8 Benchmark Goals and Cut Off Risk Points



Kindergarten			First grade			Second grade			Third grade		
B	M	E	B	M	E	B	M	E	B	M	E
Letter Naming Fluency (LNF)											
25+	37+	42+	42+	57+	59+						
24	36	41	41	56	58						
16	31	35	32	51	53						
15	30	34	31	50	52						
0	0	0	0	0	0						
Phonemic Segmentation Fluency (PSF)											
15+	43+	53+	47+	57+	61+						
14	42	52	46	56	60						
5	29	44	31	43	45						
4	28	43	30	42	44						
1	23	37	19	34	37						
0	22	36	18	33	36						
	0	0	0	0	0						
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)											
20+	36+	49+	47+	78+	87+	86+	103+	117+	121+	138+	141+
19	35	48	46	77	86	85	102	116	120	137	140
9	25	31	30	52	55	50	68	76	76	94	105
8	24	30	29	51	54	49	67	75	75	93	104
4	16	24	25	41	45	41	54	54	52	78	80
3	15	23	24	40	44	40	53	53	51	77	79
0	0	0	0	0	0	0	0	0	0	0	0
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)											
–	9+	13+	16+	26+	28+	25+	36+	39+	34+	46+	45+
1+	8	12	15	25	27	24	35	38	33	45	44
	3	7	5	14	15	15	20	22	24	30	31
0	2	6	4	13	14	14	19	21	23	29	30
	1	4	1	10	11	10	15	17	18	23	24
–	0	3	0	9	10	9	14	16	17	22	23
	0	0	0	0	0	0	0	0	0	0	0
Word Reading Fluency (WRF)											
–	10+	18+	20+	33+	50+	50+	63+	70+	60+	65+	70+
1+	9	17	19	32	49	49	62	69	59	64	69
	4	10	12	17	25	26	36	43	40	50	55
0	3	9	11	16	24	25	35	42	39	49	54
	1	6	8	14	17	18	23	27	30	40	47
–	0	5	7	13	16	17	22	26	29	39	46
	0	0	0	0	0	0	0	0	0	0	0
Oral Reading Fluency (ORF) – Words Correct											
	35+	57+	76+	85+	117+	128+	105+	141+	136+		
	34	56	75	84	116	127	104	140	135		
	10	21	39	49	78	94	73	105	114		
	9	20	38	48	77	93	72	104	113		
	5	10	26	29	59	77	55	85	96		
	4	9	25	28	58	76	54	84	95		
	0	0	0	0	0	0	0	0	0		
Oral Reading Fluency (ORF) - Accuracy											
	67+	87+	91+	92+	96+	96+	96+	96+	96+	96+	
	66	86	90	91	95	95	95	95	95	95	
	41	54	85	84	91	91	91	91	91	91	
	40	53	84	83	90	90	90	90	90	90	
	0	0	0	0	0	0	0	0	0	0	
Maze											
	11.0+	14.5+	18.0+	15.0+	20.5+	22.5+					
	10.5	14.0	17.5	14.5	20.0	22.0					
	5.0	9.0	9.5	8.0	12.0	15.5					
	4.5	8.5	9.0	7.5	11.5	15.0					
	2.5	6.5	7.0	5.0	9.5	12.0					
	2.0	6.0	6.5	4.5	9.0	11.5					
	0	0	0	0	0	0					
DIBELS Composite Score											
332+	393+	450+	354+	424+	480+	361+	423+	474+	365+	427+	467+
331	392	449	353	423	479	360	422	473	364	426	466
306	371	420	330	389	441	329	389	439	332	393	442
305	370	419	329	388	440	328	388	438	331	392	441
280	356	406	321	377	427	316	373	421	314	377	424
279	355	405	320	376	426	315	372	420	313	376	423
200	200	200	200	200	200	200	200	200	200	200	200
B	M	E	B	M	E	B	M	E	B	M	E
Kindergarten			First grade			Second grade			Third grade		

DIBELS 8 Benchmark Goals and Cut Off Risk Points

[CLICK HERE](#)

Fourth grade			Fifth grade			Sixth grade			Seventh grade			Eighth grade		
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Oral Reading Fluency (ORF) – Words Correct														
131+	159+	159+	139+	149+	157+	151+	157+	160+	152+	161+	164+	142+	156+	159+
130	158	158	138	148	156	150	156	159	151	160	163	141	155	158
87	121	125	103	122	137	123	133	141	126	136	141	125	131	135
86	120	124	102	121	136	122	132	140	125	135	140	124	130	134
62	98	99	81	108	124	99	117	125	101	121	127	110	116	121
61	97	98	80	107	123	98	116	124	100	120	126	109	115	120
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oral Reading Fluency (ORF) - Accuracy														
96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+	96+
95	95	95	95	95	95	95	95	95	95	95	95	95	95	95
91	91	91	91	91	91	91	91	91	91	91	91	91	91	91
90	90	90	90	90	90	90	90	90	90	90	90	90	90	90
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maze														
21.0+	23.5+	28.0+	20.0+	27.0+	29.5+	23.0+	30.5+	33.5+	25.5+	33.0+	38.5+	24.5+	32.0+	38.0+
20.5	23.0	27.5	19.5	26.5	29.0	22.5	30.0	33.0	25.0	32.5	38.0	24.0	31.5	37.5
14.5	16.5	17.0	13.5	17.0	21.0	14.5	19.5	26.5	20.0	24.5	29.5	20.0	26.0	28.0
14.0	16.0	16.5	13.0	16.5	20.5	14.0	19.0	26.0	19.5	24.0	29.0	19.5	25.5	27.5
11.0	13.0	14.0	10.5	14.5	18.0	12.5	15.0	20.5	15.5	18.0	24.5	16.5	19.5	24.5
10.5	12.5	13.5	10.0	14.0	17.5	12.0	14.5	20.0	15.0	17.5	24.0	16.0	19.0	24.0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DIBELS Composite Score														
368+	431+	461+	370+	421+	469+	364+	411+	454+	358+	407+	450+	378+	434+	478+
367	430	460	369	420	468	363	410	453	357	406	449	377	433	477
331	399	442	335	394	449	336	386	435	336	385	430	361	404	452
330	398	441	334	393	448	335	385	434	335	384	429	360	403	451
310	380	421	313	380	436	313	370	419	315	374	417	345	391	437
309	379	420	312	379	435	312	369	418	314	373	416	344	390	436
200	200	200	200	200	200	200	200	200	200	200	200	200	200	200
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Fourth grade			Fifth grade			Sixth grade			Seventh grade			Eighth grade		

Legend

Blue goal = Core support; Negligible risk

(nearly all students in this range score at or above the 40th percentile rank on criterion measure)

Green range = Core support; Minimal risk

(about 80% of students who score at or above the 40th percentile rank on criterion measure fall in this range or above)

Yellow range = Strategic support; Some risk

(about 80% of students who score below the 40th percentile on criterion measure fall in this range or below)

Red range = Intensive support; At risk

(about 80% of students who score below the 20th percentile on criterion measure fall in this range)

Gating rules

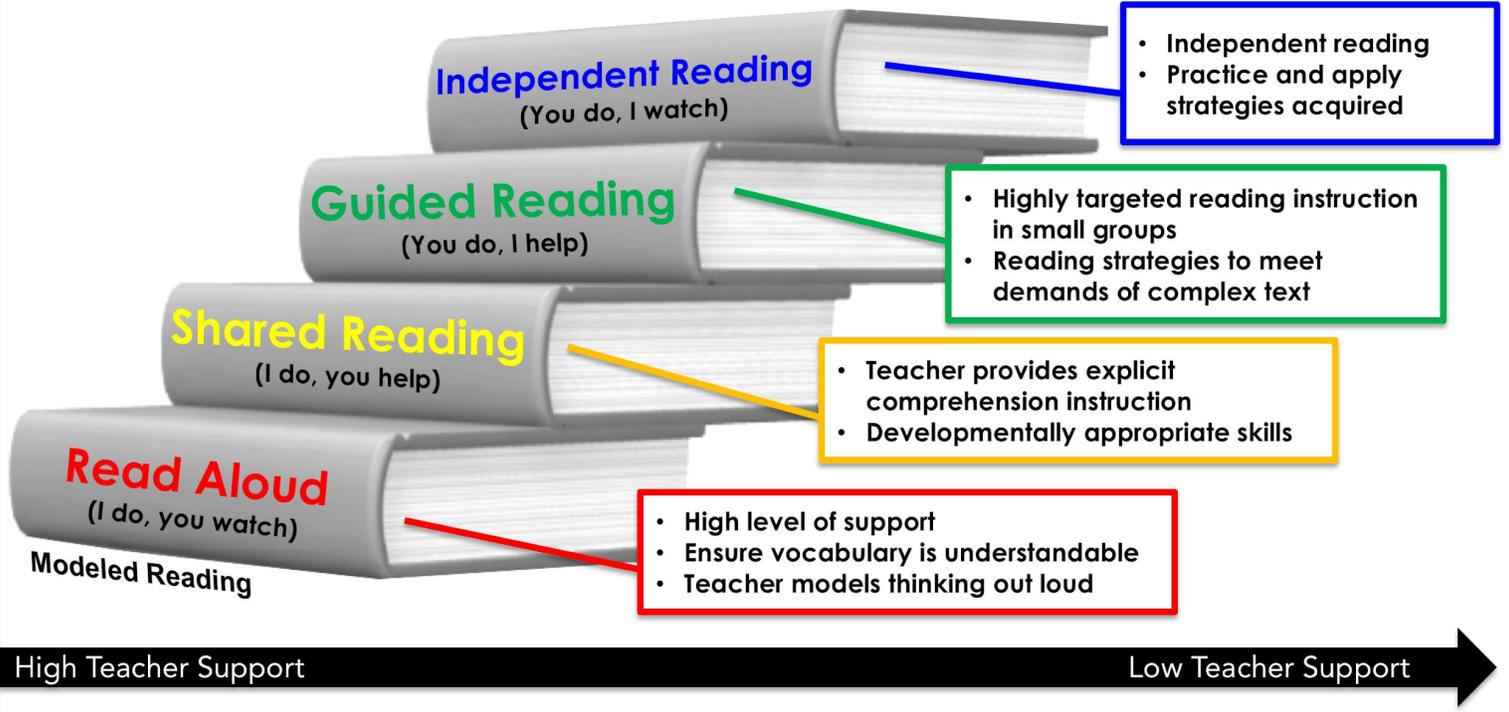
Grade & Time of Year	Required Measures	Gating Measure & Scoring Criteria	STOP or TESTED OUT	SCORING IN mClass
Kindergarten BOY	LNF PSF	If a student scores 0 on PSF, stop administration of NWF, WRF	STOP assessing (due to gating)	Well below benchmark with no score for NWF, WRF
Kindergarten MOY	LNF PSF NWF	If a student scores 0 on NWF, stop administration of WRF	STOP assessing (due to gating)	Well below benchmark with no score for as WRF
Kindergarten EOY	LNF PSF NWF WRF			
First Grade BOY	LNF PSF NWF WRF	If a student scores 0 on WRF, stop administration of ORF	STOP assessing (due to gating)	Well below benchmark with no score for ORF
First Grade MOY & EOY	NWF ORF WRF	If a student scores blue (above benchmark) on NWF-CLS, , do not administer LNF, PSF	TESTED OUT (due to gating)	Benchmark with no score for LNF, PSF
Grades 2 & 3 BOY, MOY & EOY	ORF MAZE	If a student scores blue (above benchmark) on ORF, do not administer NWF, WRF	TESTED OUT (due to gating)	Benchmark with no score for NWF, WRF

All measures gated will receive a performance band but no raw score.

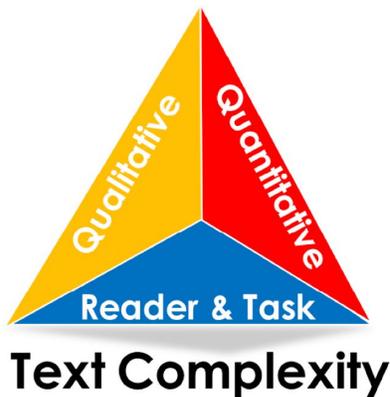
After a measure is started and discontinued, a raw score of 0 will be reported.

Balanced Literacy

Balanced Literacy



Text Complexity



Quantitative

- Word Frequency & Length
- Sentence Length
- Lexile Level
- Computer Generated

Qualitative

- Levels of meaning/Purpose
- Text Structure
- Language Features
- Knowledge demands

Reader and Task

- Student motivation, interest & background
- Task – what do the students do with the text?

[CLICK HERE](#)

TRC Benchmark Goals

Aligned to Text Complexity Levels in CCSS

Grade	BOY Reading Level Goal(s)	MOY Reading Level Goal(s)	EOY Reading Level Goal(s)
Kindergarten	RB	B	C to D
Grade 1	C to D	F to G	I
Grade 2	I	J to K	L to M
Grade 3	L to M	N	O to P
Grade 4	O to P	Q	R to S
Grade 5	R to S	T	U to V
Grade 6	U to V	W to X	Y to Z

Criteria for Instructional Level

TRC identifies the student's instructional reading level.

Frustration

Accuracy $\leq 89\%$
Or
Retell/Recall $< 2/3$
or
Oral Comp. $\leq 3/5$

Instructional

Accuracy 90 – 94%
and
Retell/Recall $\geq 2/3$
or
Oral Comp. $\geq 4/5$

Independent

Accuracy $\geq 95\%$
and
Retell/Recall $\geq 2/3$
or
Oral Comp. $\geq 4/5$

TRC Coding Guide

CLICK HERE 

Non-Errors

Image	Type	Definition	Example	Instructions
	Partial Readings	The student reads part or parts of a word.		<ol style="list-style-type: none"> 1. Tap the word (Let's). 2. Write exactly what the student said ("L...Le..Let's"). 3. Tap Save.
	Repetition	The student rereads one or more words.		<ol style="list-style-type: none"> 1. Tap the Repetition button at the top left of the screen. 2. Tap and drag to select the repeated word or phrase (An orange). 3. Repeat steps 1 and 2 for subsequent repetitions.

Errors

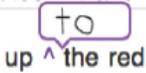
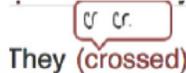
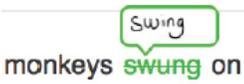
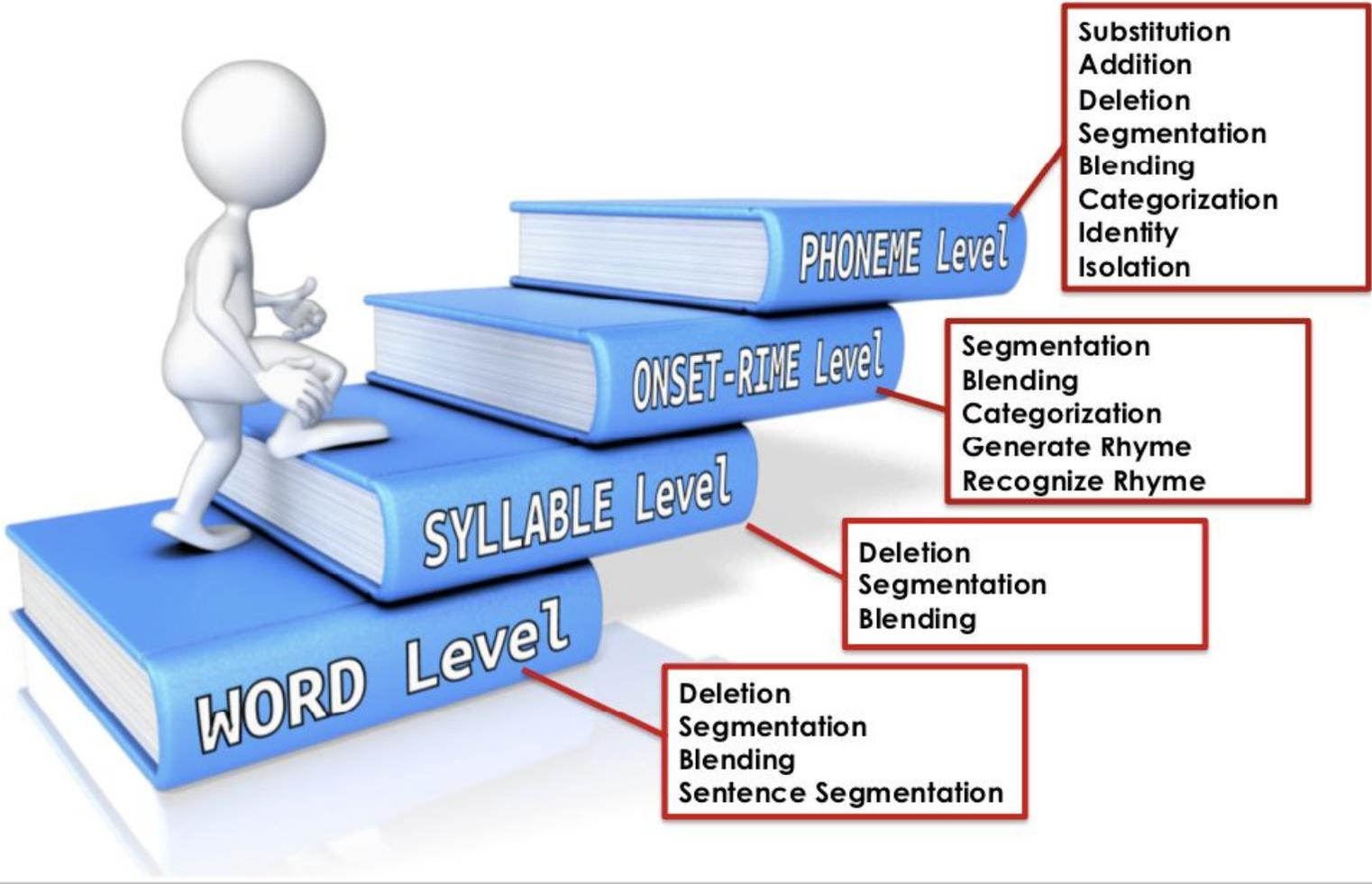
Image	Type	Definition	Example	Instructions
	Substitution	The student replaces the word in the text with a different word.		<ol style="list-style-type: none"> 1. Tap the word (huge). 2. In the freehand space, write "hug." 3. Tap sub. 4. Tap Save.
	Insertion	The student "reads" a word that does not appear in the text.		<ol style="list-style-type: none"> 1. Tap the word after the insertion (the). 2. In the freehand space, write "to." 3. Tap Insertion (^). 4. Tap Save.

Image	Type	Definition	Example	Instructions
	Omission	The student leaves out a word from the text.		<ol style="list-style-type: none"> 1. Tap the omitted word (we). 2. Tap omit.
	Told	The student hesitates for five seconds on a word, so the assessor reads the word.		<ol style="list-style-type: none"> 1. Tap the word (crossed). 2. Record the student's attempts ("Cr...cr"). 3. Wait five seconds for a complete response. 4. Say "crossed." 5. Tap told. 6. Tap Save.
	Self Correct	The student makes one of the errors below and corrects him/herself within three seconds.		<ol style="list-style-type: none"> 1. Tap the word (swung). 2. In the freehand space, write "swing." 3. Tap sub. 4. Tap SC. 5. Tap Save.

[CLICK HERE](#) 

Phonological Awareness Continuum



[CLICK HERE](#) 

Phonics Continuum

Grade 1

Grade 2

Grade 3

Syllable Types:

- Closed
- Silent-e
- Open
- Vowel Team
- Consonant-le
- Vowel-r

Syllable Division Rules

Multisyllabic
Words

Complex
Consonants

Trigraphs

Silent Letters
Hard/Soft c & g

Complex
Vowels

Long Vowel Silent-e

Predictable Vowel Teams
Unpredictable Vowel Teams
Vowel-r

Blends &
Digraphs

Consonant Blends
Consonant Digraphs

CVC Words

Initial
Final
Medial

Letter Sound
Correspondence

SIMPLE

COMPLEX 

 NEXT PG

Fluency/Comprehension Roadmap

Accuracy above 95%	Accuracy above 95%	Accuracy below 95%	Accuracy below 95%
FLUENCY words per minute above benchmark	FLUENCY Words per minute below benchmark	FLUENCY words per minute above benchmark	FLUENCY words per minute below benchmark
FAST & RIGHT	SLOW & RIGHT	FAST & WRONG	SLOW & WRONG
 Comprehension <u>OR</u> Vocabulary	 Fluency Instruction	 Phonics Instruction	 Phonics Instruction

Small Group Lesson Planner

[CLICK HERE](#) 

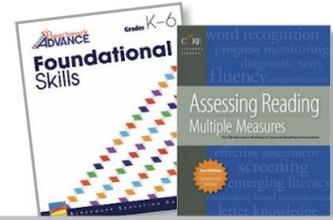
Teacher:

Grade Level:

Students	Small Group With Teacher:	Independent Activities / Literacy Workstations
Group:	Progress Monitoring Measure:	
	Target Skill:	
	Teacher Lesson:	
Group:	Progress Monitoring Measure:	
	Target Skill:	
	Teacher Lesson:	
Group:	Progress Monitoring Measure:	
	Target Skill:	
	Teacher Lesson:	
Group:	Progress Monitoring Measure:	
	Target Skill:	
	Teacher Lesson:	
Group:	Progress Monitoring Measure:	
	Target Skill:	
	Teacher Lesson:	

How To Implement Literacy Academies

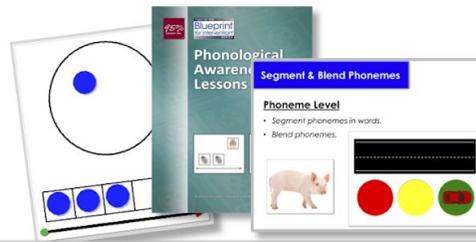
the teacher edition



1 Collect Data
Administer DIBELS/TRC assessment.

2 Analyze Data
Look at the student probes, determine target skill, and progress monitoring measure.

3 Additional Diagnostics
Do we you need more information for some students? Use diagnostic assessments such as the PASI, TRC, or CORE Phonics



6 Create Common Structures
As a grade level, create common schedules, classroom norms, routines, and expectations for Academy Time.

5 Design Instruction
Design targeted small group instruction and intentionally select appropriate instructional materials.

4 Group Students
Group students across the grade level based on target skill.



7 Implement Instruction
Implement targeted small group instruction. Students engage

8 Progress Monitor
Students will receive the rubric that explains how to meet each objective in the project.

9 Regroup Students
Students will review each other's work to give critical but productive feedback.

10 Reflections
Reflect and refine ELLP Academy Model with colleagues.

