

# OPS Parent Academy: DIBELS Assessment

February 12, 2024



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# Goals

By the end of this session you will...

- Understand
- what DIBELS
- is and why it
- is used
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- Learn how
- DIBELS is
- used to
- inform your
- child's
- literacy
- growth

- Take home
- ideas to
- support your
- child
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# Meet the Team



## Classroom Teachers

- Mrs. Debra Bendett, K
- Mrs. Michelle Haas, 1
- Mrs. Jennifer Hook, 2

## Intervention Specialists

- Mrs. Ericka Mohr
- Mrs. Kristin Terzano

## Administration Team

- Ms. Megan Bozios, Superintendent
- Mrs. Amy Brancato, Director of Curriculum and Instruction
- Mrs. Melissa Avgerinos, Assistant Principal
- Mr. Michael Hagopian, Assistant Principal
- Mrs. Michelle Hawley, Principal

# Questions?

- Please hold questions
- Write questions in your notes app on your phone
- Questions will be addressed in breakout rooms





# What is DIBELS?

DIBELS- Dynamic Indicators of Basic Early Literacy Skills

- DIBELS
  - Series of short, quick assessments
  - Assesses critical skills necessary for successful beginning reading, including phonemic awareness, phonics, fluency, and comprehension.
  - Administered three times a year, in the fall, winter, and spring.
- Teachers use DIBELS as one of the data points to plan targeted instruction in reading
- After identifying area(s) to target in instruction, teachers can use DIBELS to progress monitor students



# What Does DIBELS Assess?

Grade(s)	DIBELS Measure	Big Idea of Reading	What is it?
K, 1	LNF	Letter Naming Fluency <small>*This is a test of related early literacy skills</small>	Assesses student ability to say the “names” of upper and lowercase letters in the English alphabet
K, 1	PSF	Phonemic Awareness	Refers to a child’s ability to hear and manipulate sounds in spoken words only
K, 1, 2	NWF and WRF	Phonics	Indicates the ability to learn the individual sounds in spoken language and map those sounds to specific written letters in the English Language
K (WRF only), 1, 2	ORF and WRF	Reading Fluency	Refers to student ability to read text accurately and automatically so that students can understand what they are reading
2	MAZE	Reading Comprehension	Refers to a child’s ability to understand what is read



# History of DIBELS at OPS

- **2019-2020**

- All intervention teachers and some primary teachers received six hours of training

- **2020-2021**

- Began using as a more thorough dyslexia screener in grade 2
- Additional staff trained

- **2021-2022**

- Began using in grade K and 1 with all students
- Screened grade 3 students who were in intervention in grade 2
- Use to determine student gaps in literacy in the classroom during WIN (What I Need period of instruction) and Tier 3 intervention

- **2022-2023**

- All students in grades K-3 screened three times a year
- Continue to use to determine student gaps in literacy for in classroom during WIN and Tier 3 intervention

- **2023-2024**

- In the process of studying its use as an assessment tool in grades 4 & 5
- Additional training for teachers in grades K-2

# What does DIBELS assess in Kindergarten?

- Letter Naming Fluency (LNF)
- Phonemic Segmentation Fluency (PSF)
- Nonsense Word Fluency (NWF)
  - CLS- Correct Letter Sounds (segmenting into individual phonemes)
  - WRC- Words Recorded Correctly (blending phonemes in word)
- Word Reading Fluency (WRF)





# What does DIBELS assess in Grade 1?

- Letter Naming Fluency (LNF)
- Phonemic Segmentation Fluency (PSF)
- Nonsense Word Fluency
  - CLS- Correct Letter Sounds (segmenting into individual phonemes)
  - WRC- Words Recorded Correctly (blending phonemes in word)
- Word Reading Fluency (WRF)
- Oral Reading Fluency (ORF)





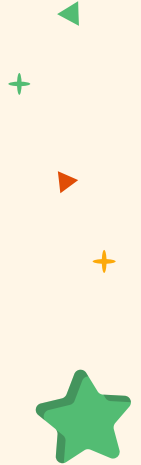
# What does DIBELS assess in Grade 2?

- Nonsense Word Fluency (NWF)
  - CLS- Correct Letter Sounds (segmenting into individual phonemes)
  - WRC- Words Recorded Correctly (blending phonemes in word)
- Word Reading Fluency (WRF)
- Oral Reading Fluency (ORF)
- MAZE - comprehension





# Let's Dig Deeper: DIBELS Subtests





# Letter Naming Fluency- LNF (K & Gr 1)

- Students are shown a random list of upper and lowercase letters.
- Students are asked to say as many letter names as they can in one minute.

## Classroom Examples

Oral & written lessons and lessons using manipulatives to support letter/sound correspondence	Using letter cards - oral Letter chart - oral Vowel chart - oral Sky writing - kinesthetic	Fundations Notebook - written White Board - written Tile Board - manipulative
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## What You Can Do At Home

Magnetic letters on a baking sheet Foam letters in the bath	Creating letters with Playdoh	Writing letters in sand/shaving cream
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# Phonemic Segmentation Fluency- PSF (K & Gr 1)



- The teacher tells the student a word. Students are asked to listen to the word and break it apart into its individual sounds (phonemes).
- Students are asked to tell the sounds for as many words as they can in 1 minute.
- Ex. at /a/ /t/, south /s/ /ow/ /th/

## Classroom Examples

Lessons to support tapping/chopping CVC (consonant/vowel/consonant) words	Tile board - manipulative White board - written Sentence practice - written	Word families - oral, written, manipulative Oral practice
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## What You Can Do At Home

Practice CVC words <ul style="list-style-type: none"><li>• Magnetic Letters</li><li>• Letter cards</li></ul>	Index card word puzzles: Write a word on an index card and cut apart by sound. Have your child build the word by saying each sound while creating the puzzle.	Identify sounds in a word by using snacks/objects to isolate each sound of a word. Move the item as you say each sound.
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# Nonsense Word Fluency- NWF (K, 1 & 2)



## Why?

- Measures student ability to decode individual phonemes and blend them together to read
- Indicates student progress in acquiring early alphabetic skills
- Demonstrates student knowledge for the most common sound for letters (letter–sound correspondence), and whether a child can blend the sounds to read new words
- Assesses student ability to decode words based on the alphabetic principle
- Vocabulary and sight word knowledge can't play a role in recognizing nonsense words

## How?

- ✦ Students are asked to read as many nonsense words as they can in 1 minute
- Students can break the word into individual sounds (phonemes) to receive points for correct letter sounds
- Students must blend the sounds into a word to receive points for words recorded correctly
  - Ex. mip
    - /m/ /i/ /p/ (segmenting)
    - mip (blending)





# Nonsense Word Fluency- NWF (K, 1 & 2)

## Classroom Examples

Create word families  
(rhyming words)

Create nonsense words  
using a white  
board/tiles/dictation/oral  
participation

Whole group/small group  
blending activities

## What You Can Do At Home

Use word cards with a  
combination of real words  
and nonsense words. Have  
the child decode the word  
and sort it into nonsense  
words and real words.

Use magnetic letters or tiles  
to create nonsense words  
within a learned pattern.  
  
For example, to practice  
CVCe words you can change  
one sound at a time: kite,  
kate, kote, zote, fote

Verbally say a nonsense  
word and have your child  
write each sound they hear  
with pencil, in sand or rice,  
with playdough, or with a  
stamp.



# Word Reading Fluency (K, Gr 1 & 2)

- Students are asked to read as many words as they can in one minute.
- These are real words out of context.
- Student must read the word, not the individual sounds. Blending must occur

## Classroom Examples

Explicitly teaching phonics and spelling rules	Magnet boards	Identifying syllables Trick words
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## What You Can Do At Home

Rereading a passage or poem to gain automaticity and fluency	Read words with the same sound family such as all, ball, call, small, etc. Listen to the pattern and identify which letters make the sounds.	Practice spelling “trick words” that are grade-level appropriate. You can write the words on index cards and place them around the house.
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# Oral Reading Fluency- ORF (Gr 1 & 2)

- Students read a passage while teacher times one minute
- Measures reading rate and accuracy in connected text
- Expressed in terms of the number of words read correctly per minute (wcpm)

## Classroom Examples

Partner reading

Paying close attention to punctuation

Fundations reading passages that show how to “scoop” phrases and read with fluency

Reader’s Theater

## What You Can Do At Home

Take turns reading different lines and paragraphs with your child

Read in fun voices (teacher, alien, etc.)

Read to your child while they follow along. Helps child learn more about phrasing, tone, and expression.

Act out a story, like a fairytale or folktale, to give your child an experience to speak the text aloud and bring it to life.



# Maze (Gr2)

- Student reads a passage with words missing and chooses the word that best fits in the blank.
- Students have three minutes to complete this assessment

## Classroom Examples

Discuss literature throughout the reading experience (before, during, and after).

Students make connections to the text. These connections allow for a deeper understanding and for meaningful discussions.

Read a variety of genres, learn about the different text features and patterns that books can have.

Work on character analysis.

## What You Can Do At Home

Ask questions before, during and after reading.

Giving your child a chance to reflect on what they just read.

Ask questions before, during, and after movies, TV shows & experiences.

# How Does OPS Use DIBELS Data?

Administration, interventionists, and classroom teachers all use the data

## 01 Classroom Teachers

- Progress Monitor
- Create small groups
- Differentiate instruction

## 02 Intervention Teachers

- Create small groups focusing on targeted instruction

## 03 Administration

- Look for trends across grade level
- Create a learning profile of the students
- Analyze with other data

