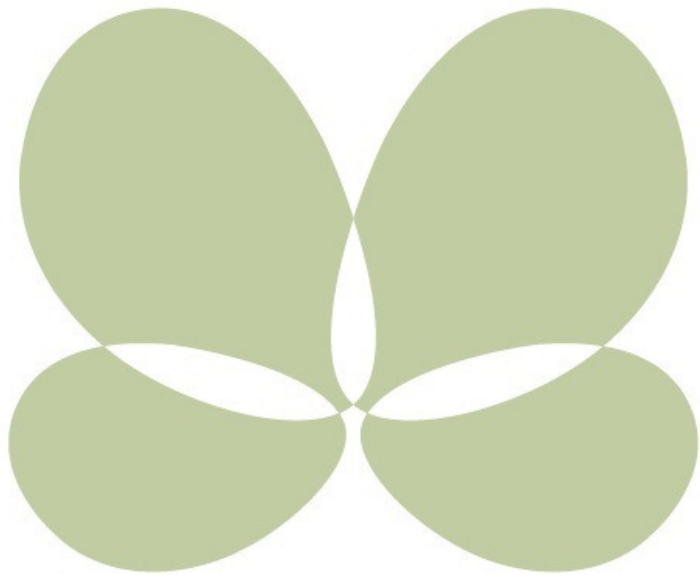


DRA2 and DIBELS Next



ENVIRONMENTAL SCIENCES MAGNET SCHOOL --- AT MARY HOOKER

October 15th, 2014



What is the DRA2?

- **Universal assessment used last year- administered 3 times a year in grades K-3**
- **The DRA2 provides teachers an opportunity to observe their students' reading behaviors and gather data and information to:**
 - diagnose students' instructional needs and plan for intervention as needed;
 - determine the level at which the student is able to read independently;
 - group students effectively to provide appropriate reading instruction and opportunities to practice reading skills and strategies;
 - document changes over time in reading performance by monitoring students' ability to use a variety of skills and strategies;
 - identify students who may be working below proficiency and need further assessments; and
 - inform parents and other educators of students' current reading performance and achievement.



What does the DRA2 Assess?

Accuracy rate –Percentage of words read correct of total words read

Comprehension –Recall, vocabulary, written responses

Oral Reading Rate (Level 14 and above)- Correct words read per minute

DRA2 CT Performance Levels



Connecticut DRA2 Performance Levels

The State Board of Education approved these levels on January 12, 2012.

Grade Placement	FALL		WINTER		SPRING	
	Substantially Deficient	Proficient and Above	Substantially Deficient	Proficient and Above	Substantially Deficient	Proficient and Above
Kindergarten					A or lower	4-18
Grade 1	A or lower	4-10	6 or lower	12-24	10 or lower	18-28NF
Grade 2	10 or lower	18-24	14 or lower	24-34	18 or lower	28NF-38
Grade 3	18 or lower	28NF-34	20 or lower	34-38NF	28 or lower	38NF-40



Where the future is present.



Are we still using DRA2?

- Yes.
- DIBELS Next will replace the DRA2 as a UNIVERSAL screener, but the DRA2 provides teachers and parents with reliable and valuable information when we need more information regarding a student's specific strengths and weaknesses.



What is DIBELS Next?

- **DIBELS** stands for **D**ynamic **I**ndicators of **B**asic **E**arly **L**iteracy **S**kills.
- Standardized and individualized
- Short, timed fluency and comprehension measures to monitor the development of early reading skills.



Why use DIBELS Next?

- DIBELS help provide individualized instruction.
- Benchmark assessments are given to students individually three times a year.
- Progress monitoring assessments allow interim check-ins



DIBELS Next and the CCSS

- Balance of Narrative and Informational Text

Grade Level	Narrative	Informational Text
K-3	67%	33%
4-6	33%	67%

- Increased Level of Rigor as Measured by Lexile Levels

Grade Level (Band)	Lexile Ranges As Defined by CCSS	Lexiles for DIBELS DORF Passages
1 (K-1)	NA	490–587
2 (2-3)	450-790	560–667
3 (2-3)	450-790	750–813



DIBELS Next and the CCSS (cont.)

- Reader and Task

- The DORF passages were designed to represent the different types of text that students will encounter, including a mix of narrative and expository, with different types of passages and content within those categories. A range of topics and themes was selected so that each student would encounter familiar topics and unfamiliar topics.

Foundational Skills, Grades K–5

- **Phonological Awareness:** First Sound Fluency and Phoneme Segmentation Fluency reflect these standards.
- **Phonics and Word Recognition:** Nonsense Word Fluency reflects these standards.
- **Fluency:** DORF and Daze reflect these standards and ensure that students read at an appropriate rate, read orally with understanding, read silently for meaning in context, and read with a high degree of accuracy



What is assessed?

Kindergarten	Grade 1	Grade 2	Grade 3
First Sound Fluency (F, W)	Letter Naming Fluency (F)	Nonsense Word Fluency (F)	Dibels Oral Reading Fluency (F,W,S)
Letter Naming Fluency (F, W, S)	Phoneme Segmentation Fluency (F)	Dibels Oral Reading Fluency (F,W,S)	DAZE (F,W,S)
Phoneme Segmentation Fluency (W, S)	Nonsense Word Fluency (F,W,S)		
Nonsense Word Fluency (W,S)	Dibels Oral Reading Fluency (W,S)		



First Sound Fluency

- The understanding that words are made up of separate sounds is called “phonemic awareness.” Phonemic awareness is a critical skill in learning to read. The FSF subtest assesses your child’s ability to isolate the beginning sounds in words. Your child is given a word and asked to say the first sound in the word
- Example: “What is the first sound you hear in the word ‘man’?”
Child: “/m/”
- 1 minute timed assessment
- Assessed in Fall and Winter in Kindergarten

19 DIBELS® First Sound Fluency Progress Monitoring 19

Test Items	Correct/2 points	Correct/1 point	Incorrect
1. look	/l/	/luu/	0
2. chop	/ch/	/cho/	0
3. blush	/b/	/bl/ /blu/	0
4. stall	/s/	/st/ /sto/	0
5. meet	/m/	/mea/	0
6. star	/s/	/st/	0



Letter Naming Fluency

- On the LNF assessment, your child is shown a page of random letters and asked to name the letters. The number of letters your child names correctly in one minute is counted.
- 1 minute timed assessment
- Assessed in Fall, Winter , and Spring in Kindergarten and in the Fall in Grade 1

Z Y c m M T q l __/10

n i U n w N x k __/10

L Q z D h e M Y __/10

j d s H E F X O __/10

K y t r s R g N __/10

o J v m A V B O __/10

C G K e p u j b __/10

D f P X J C z S __/10

k p b Q U Z x c __/10

S f H r g V i d __/10

A L W R Z Y c m __/10



Where the future is present.



Phoneme Segmentation Fluency

- On the PSF assessment, your child is given a spoken word and asked to say each sound in the word
- Example: “Tell me the sounds in the word ‘mop’?”
Child: /m/ /o/ /p/”).
- 1 minute timed assessment
- Assessed in Winter and Spring in Kindergarten, and Fall in Grade 1

2 DIBELS® Phoneme Segmentation Fluency Progress Monitoring 2

				Score
lay <i>/l/ /a/ /i/</i>	got <i>/g/ /o/ /t/</i>	lots <i>/l/ /o/ /t/ /s/</i>	wheel <i>/h/ /i/ /e/ /l/</i>	<input type="text"/> /12
clue <i>/k/ /l/ /u/ /e/</i>	bed <i>/b/ /e/ /d/</i>	worms <i>/w/ /e/ /r/ /m/ /z/</i>	cage <i>/k/ /a/ /i/ /j/</i>	<input type="text"/> /13
king	most	some	cool	<input type="text"/>



Nonsense Word Fluency

- Children with strong phonics skills know the sounds of letters and are able to blend them together to form words. On the NWF assessment, your child is shown a “nonsense word” containing 2 or 3 letters (e.g. bim, ob) and asked to read the word. Your child is given credit for each correct sound and added credit if he/she reads the word without saying each individual sound.
- 1 minute timed assessment
- Assessed in Winter and Spring in Kindergarten
- Assessed in the Fall, Winter, and Spring in Grade 1
- Assessed in the Fall in Grade 2

NWF



▶ hif	mez	un	jaf	roc
liv	rem	vam	ov	luf
yej	lig	zat	hof	puj
ib	maj	wos	keb	ruk
ug	jin	pag	bom	sez
des	woj	lut	rav	zil



Where the future is present.



DIBELS Oral Reading Fluency

- On the DORF assessment, your child will read three passages appropriate for his/her grade level for one minute and then asked to retell what was read. The teacher will calculate the words read correctly, your child's accuracy rate, and the number of words your child uses to appropriately retell what was read. Retelling the story or text is important because it gives the teacher an indication if your child not only can read the words, but can understand what he/she is reading as well.
1 minute timed assessment
- Assessed in the Fall, Winter, and Spring in Grades 2 and 3

DIBELS DORF



Swimming the Channel

► In the sport of swimming, people have set many types of records. Some records are for speed or distance. Other records are for swimming across difficult waters. The English Channel swim is one of these. Many people have dreamed about swimming across this stretch of water, but very few have done it. Lynne Cox is one of the few.

The English Channel is between the French and English coasts. At its shortest point, the distance across it is twenty-two miles, but the water is so cold and the currents so strong that only ten percent of those who have tried the swim have made it across. The first swimmer to do so was a man named Matthew Webb. He made the swim in 1875, and it took him more than twenty hours.

Lynne Cox first swam across the Channel in 1972. She had started swimming at the age of three in Maine, but it wasn't until her family moved to California that Lynne discovered her love of swimming in open water. It was then that Lynne knew she wanted to swim the Channel. At age fifteen, Lynne was the youngest person ever to attempt the swim. She made it across in less than ten hours, which at that time was faster than any other man or woman had ever done it. This first swim covered a stretch of twenty-seven miles. The next year, Lynne returned and broke her own record. She swam a thirty-three mile stretch of the Channel in nine hours and thirty-six minutes.

2 DIBELS® Oral Reading Fluency Level 3/Progress Monitoring 2

Total words:
Errors (include skipped words): -
Words correct =

Swimming the Channel

0	In the sport of swimming, people have set many types of records.	12
12	Some records are for speed or distance. Other records are for swimming	24
24	across difficult waters. The English Channel swim is one of these. Many	36
36	people have dreamed about swimming across this stretch of water, but	47
47	very few have done it. Lynne Cox is one of the few.	59
59	The English Channel is between the French and English coasts. At its	71
71	shortest point, the distance across it is twenty-two miles, but the water is	85
85	so cold and the currents so strong that only ten percent of those who have	100
100	tried the swim have made it across. The first swimmer to do so was a	115
115	man named Matthew Webb. He made the swim in 1875, and it took him	129
129	more than twenty hours.	133
133	Lynne Cox first swam across the Channel in 1972. She had started	145
145	swimming at the age of three in Maine, but it wasn't until her family	159
159	moved to California that Lynne discovered her love of swimming in open	171
171	water. It was then that Lynne knew she wanted to swim the Channel. At	185
185	age fifteen, Lynne was the youngest person ever to attempt the swim.	197
197	She made it across in less than ten hours, which at that time was faster	212
212	than any other man or woman had ever done it. This first swim covered	226
226	a stretch of twenty-seven miles. The next year, Lynne returned and broke	239
239	her own record. She swam a thirty-three mile stretch of the Channel in	253
253	nine hours and thirty-six minutes.	259

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19 DIBELS® Oral Reading Fluency Level 3/Progress Monitoring 19

Retell: How Worms Help Gardens

► Now tell me as much as you can about the story you just read. Ready, begin.

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select one of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48				
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71				
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94				

Retell Total:

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--------------------------------------|--|
| 1 Provides 2 or fewer details | 3 Provides 3 or more details in a meaningful sequence |
| 2 Provides 3 or more details | 4 Provides 3 or more details in a meaningful sequence that captures a main idea |

Retell Response Patterns:

- | | |
|---|--|
| <input type="checkbox"/> Summarizes | <input type="checkbox"/> Talks about own life related to passage |
| <input type="checkbox"/> Retells the passage verbatim | <input type="checkbox"/> "Speed reads" the passage |
| <input type="checkbox"/> Repeats the same detail | <input type="checkbox"/> Other |

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DAZE

- The DAZE is a measure of your child’s ability to understand what he/she reads. Your child will be asked to silently read a grade level passage for 3 minutes. Every seventh word in the passage has been replaced by a box containing the correct word and two “distractor” words.
- 3 minute timed assessment
- Assessed in the Fall, Winter, and Spring in Grade 3

DAZE



Art Class

Every fall, the students prepared for the annual art fair. Not only was the art fair a **great** **dressed** **place** **said** place for students to showcase their **place** **work** **try** work, it also helped raise money for the **detailed** **school's** **superhero** detailed school's art and music programs. Unfortunately, Tomas **wasn't** **illustrations** **sell** wasn't as excited about the upcoming event as his **annual** **classmates** **book** annual classmates.

Tomas didn't dislike art, but he **excited** **just** **body** didn't think he could draw like the **stay** **would** **other** stay would other students.

Some of the other kids **fair** **loved** **could** fair loved could create detailed paintings of mountain landscapes or **drawn** **fields** **atop** drawn fields atop of flowers,

but not Tomas. He **sign** **preferred** **also** sign preferred also to draw pictures of amazing and **reminded** **people** **unusual** reminded people unusual characters using ideas that



Where the future is present.



How are DIBELS Next Scores Used?

- A student's scores on the DIBELS measures gives us information about whether or not a student is on track for grade-level reading success. We can quickly identify students who do not meet the goals on each DIBELS measure and provide extra help.
 - For example, if your child is reading words accurately, but slowly, the teacher can provide extra practice re-reading stories and passages to improve his or her reading rate or fluency.
 - The teacher can use the progress monitoring scores to make sure your student receives extra help, or works with specific tools or strategies, to improve other reading skills during the school year.



DIBELS Next Benchmarks

DIBELS® Next: Summary of Benchmark Goals and Cut Points for Risk

		DIBELS Composite Score																					
		26	122	119	113	130	155	141	190	238	220	285	330	290	330	391	357	372	415	344	358	380	
		13	85	89	97	100	111	109	145	180	180	235	280	245	290	330	258	310	340	260	285	324	
		<p>DIBELS Composite Score: A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the <i>DIBELS Next Benchmark Goals and Composite Score</i> document available from http://dibels.org/.</p> <p>BENCHMARK GOAL (large number in top of each box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80%–90%) of achieving later important reading outcomes. These scores are identified as <i>At or Above Benchmark</i> and the students are likely to need <i>Core Support</i>.</p> <p>CUT POINT FOR RISK (small number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as <i>Well Below Benchmark</i> and the students are likely to need <i>Intensive Support</i>.</p> <p>Scores below the benchmark goal and at or above the cut point for risk are identified as <i>Below Benchmark</i>. In this range, a student's future performance is harder to predict, and these students are likely to need <i>Strategic Support</i>.</p>																					
		<p>First Sound Fluency (FSF)</p> <p>10 5</p> <p>30 20</p>																					
		<p>Letter Naming Fluency (LNF)</p> <p>No benchmark set for LNF</p>																					
		<p>Phoneme Segmentation Fluency (PSF)</p> <p>20 10</p> <p>40 25</p> <p>40 25</p>																					
		<p>Nonsense Word Fluency (NWF)</p> <p>Correct Letter Sounds</p> <p>17 8</p> <p>28 15</p> <p>27 18</p> <p>43 33</p> <p>58 47</p> <p>54 35</p> <p>Whole Words Read</p> <p>1 0</p> <p>8 3</p> <p>13 6</p> <p>13 6</p>																					
		<p>DIBELS Oral Reading Fluency (DORF)</p> <p>Words Correct</p> <p>23 16</p> <p>47 32</p> <p>52 37</p> <p>72 55</p> <p>87 65</p> <p>70 55</p> <p>86 68</p> <p>100 80</p> <p>90 70</p> <p>103 79</p> <p>115 95</p> <p>111 96</p> <p>120 101</p> <p>130 105</p> <p>107 90</p> <p>109 92</p> <p>120 95</p> <p>Accuracy</p> <p>78% 68%</p> <p>90% 82%</p> <p>90% 81%</p> <p>96% 91%</p> <p>97% 93%</p> <p>95% 89%</p> <p>96% 92%</p> <p>97% 94%</p> <p>98% 95%</p> <p>98% 95%</p> <p>98% 96%</p> <p>99% 97%</p> <p>97% 94%</p> <p>98% 96%</p> <p>Retell</p> <p>15 8</p> <p>16 8</p> <p>21 13</p> <p>27 18</p> <p>20 10</p> <p>26 18</p> <p>30 20</p> <p>27 14</p> <p>30 20</p> <p>33 24</p> <p>33 22</p> <p>36 25</p> <p>36 25</p> <p>27 16</p> <p>29 18</p> <p>32 24</p> <p>Retell Quality of Response</p> <p>2 1</p> <p>2 1</p> <p>2 1</p> <p>2 1</p> <p>3 2</p> <p>2 1</p> <p>3 2</p> <p>2 1</p> <p>3 2</p> <p>3 2</p> <p>3 2</p> <p>2 1</p> <p>2 1</p> <p>3 2</p> <p>2 1</p> <p>3 2</p> <p>2 1</p> <p>3 2</p> <p>2 1</p> <p>3 2</p> <p>2 1</p> <p>3 2</p>																					
		<p>Daze</p> <p>8 5</p> <p>11 7</p> <p>19 14</p> <p>15 10</p> <p>17 12</p> <p>24 20</p> <p>18 12</p> <p>20 13</p> <p>24 18</p> <p>18 14</p> <p>19 14</p> <p>21 15</p>																					
		<p>Big Mid End Big Mid End Big Mid End Big Mid End Big Mid End Big Mid End Big Mid End Big Mid End</p>																					
		<p>Kindergarten First Grade Second Grade Third Grade Fourth Grade Fifth Grade Sixth Grade</p>																					

This is a summary of the DIBELS Next benchmark goals. For a full description, see the *DIBELS Next Benchmark Goals and Composite Score* document available from <http://dibels.org/>.

DIBELS is a registered trademark of Dynamic Measurement Group, Inc. This page is adapted from a chart developed by Cache County School District.



More on Benchmarks

Make sure you have this packet!

Benchmark Scores for each assessment period are in the parentheses

Grayed out areas mean that the measure is Not used during that assessment period

Explanation of each DIBELS Measure used in the specified grade level



First Grade

All students at our school are screened for reading difficulties three times a year using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next. This is one assessment that helps us identify students who may need extra help in learning the skills needed to become a strong reader. Your child's performance on this assessment follows:

	Fall	Winter	Spring
Letter Naming Fluency	_____		
Phoneme Segmentation Fluency	_____ (40)		
Nonsense Word Fluency	CLS: _____ (27) WWR: _____ (1)	CLS: _____ (43) WWR: _____ (8)	CLS: _____ (58) WWR: _____ (13)
DIBELS Oral Reading Fluency (DORF)		WC: _____ (23) Accuracy: _____ (78%)	WC: _____ (47) Accuracy: _____ (90%)
Composite Score	_____ (113)	_____ (130)	_____ (155)
Instructional			

The results of this assessment indicate: *Numbers in parentheses indicate expected performance*

- Your child is on track to becoming a strong reader
 Your child may need some extra help with basic reading skills

Teacher Comments:

Letter Naming Fluency (LNF)

On the LNF assessment, your child is shown a page of random letters and asked to name the letters. The number of letters your child names correctly in one minute is counted. Although the ability to name letters is a strong predictor of later reading achievement, studies have demonstrated that it is possible for children to learn letter-sound correspondence without naming letters. Therefore, naming letters is not a powerful instructional target and benchmark goals are not provided.

Phoneme Segmentation Fluency (PSF)

Understanding that spoken words can be broken down into individual sounds and then blended back together to form a word is an important skill in learning to read and write. On the PSF assessment, your child is given a spoken word and asked to say each sound in the word ("Tell me the sounds in the word 'mop'?" "Child: /m/ /o/ /p/").

Nonsense Word Fluency (NWF)

Children with strong phonics skills know the sounds of letters and are able to blend them together to form words. On the NWF assessment, your child is shown a "nonsense word" containing 2 or 3 letters (e.g. bim, ob) and asked to read the word. Your child is given credit for each correct sound



Helping Your Child at Home

- (Timed) Repeated Readings- lists, sentences, poems, flash cards, quotes, etc.
- Beginning Sound Sorts (with or without pictures)
- “I Spy” Letters and Words
- Breaking words apart, and putting them together
- Book talks and retells
- Read alouds (model reading fluency)



Pairing Students with “Just Right” Books

- Quantitative Measures
 - Lexile Scores (MAP)
 - DRA
 - Ongoing Fluency/ Accuracy with grade level text
- Qualitative Measures
 - Interest/ background knowledge
 - Text support (pictures, captions, charts, etc.)



Book Fair Updates

- Thank you for helping put books in the hands of our students, while helping raise money for ESM!
- Total Sales:\$6,711.56
- Total Profit & Rewards:\$3,691.35 to be used to purchase books and other resources for our students
- Next book fair: BOGO- Spring date TBD
- Literacy Night- Thursday, March, 5th Details coming soon!!



Questions?

- Feel free to ask now or contact me later ☐

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Where the future is present.