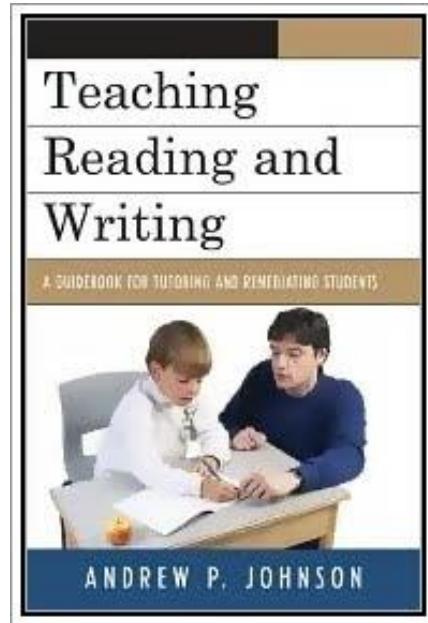


THE TRAVESTY OF DIBLES



Published by
Rowman and Littlefield

Dr. Andy Johnson
Department of Special Education
Minnesota State University, Mankato
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Teaching Reading and Writing

A GUIDEBOOK FOR TUTORING AND REMEDIATING STUDENTS

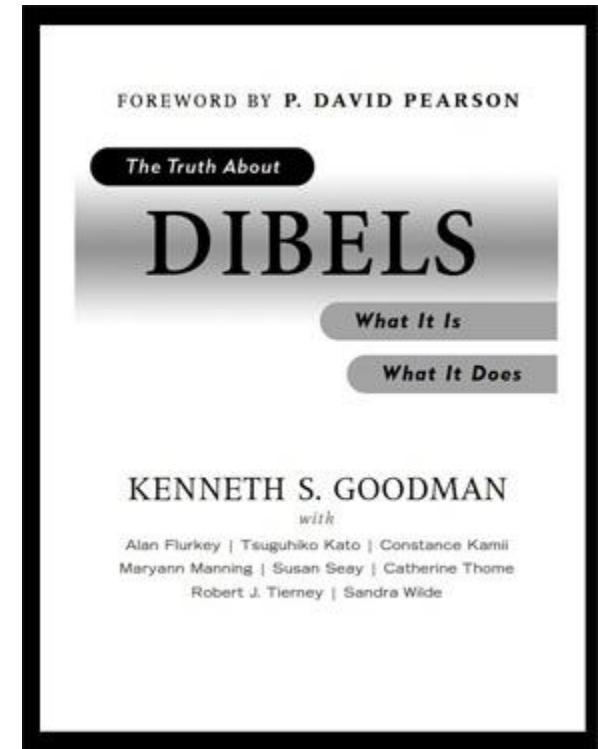


ANDREW P. JOHNSON

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DIBELS
Dynamic Indicators of Basic
Early Literacy Skills



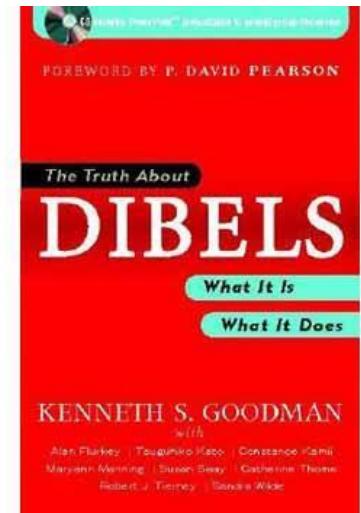
It is very hard to be objective about
DIBELS

1. There is a lots of real ***peer-reviewed*** research by literacy researchers that critically examine DIBELS –

- **Not a valid or reliable measure of real reading**
- **Not an accurate predictor of real reading**

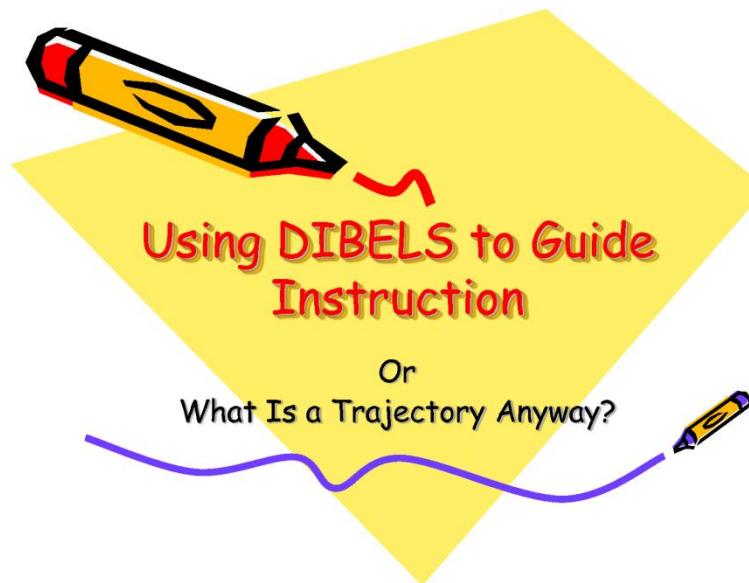
2. Little (if any) ***peer-reviewed*** research to support DIBELS.

3. DIBELS incorrectly predicts real reading performance

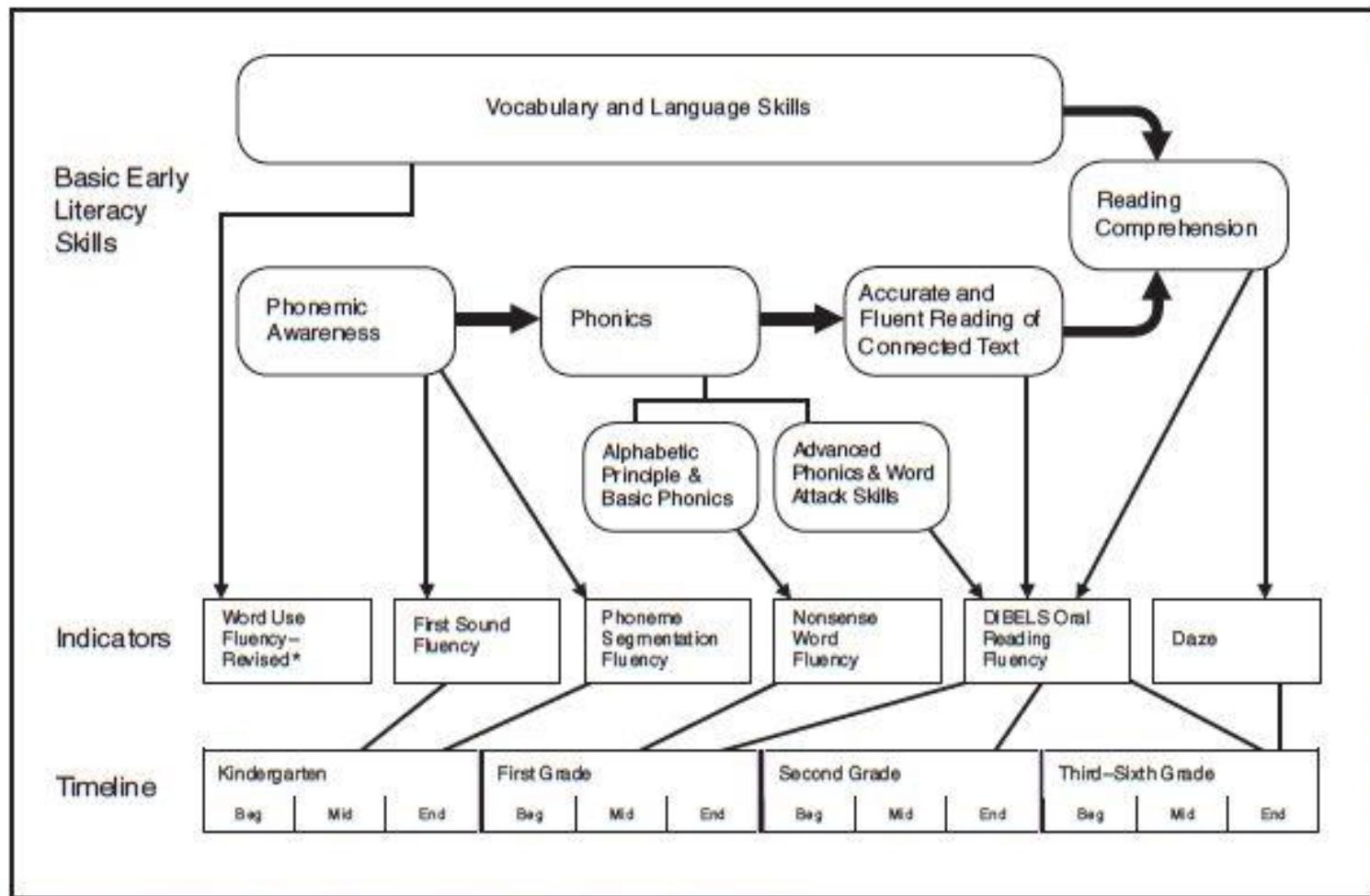


4. DIBELS becomes a curriculum – speed is more important – understanding is secondary.

5. Not based on what expert readers do to create meaning with text.



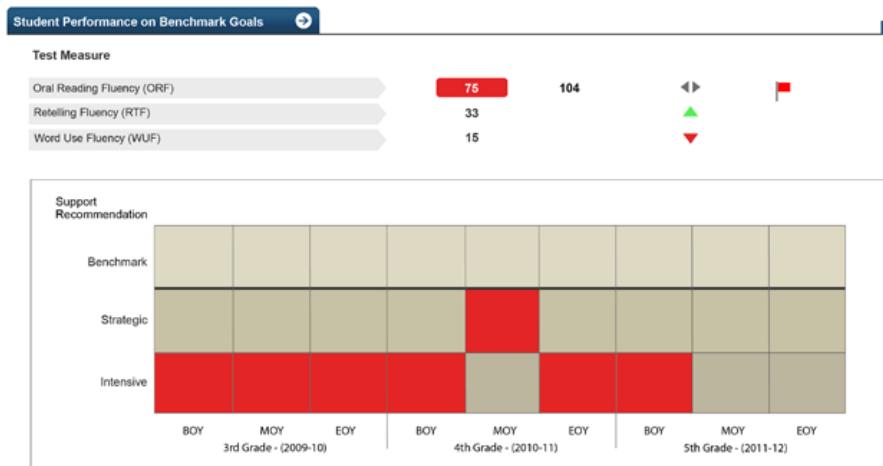
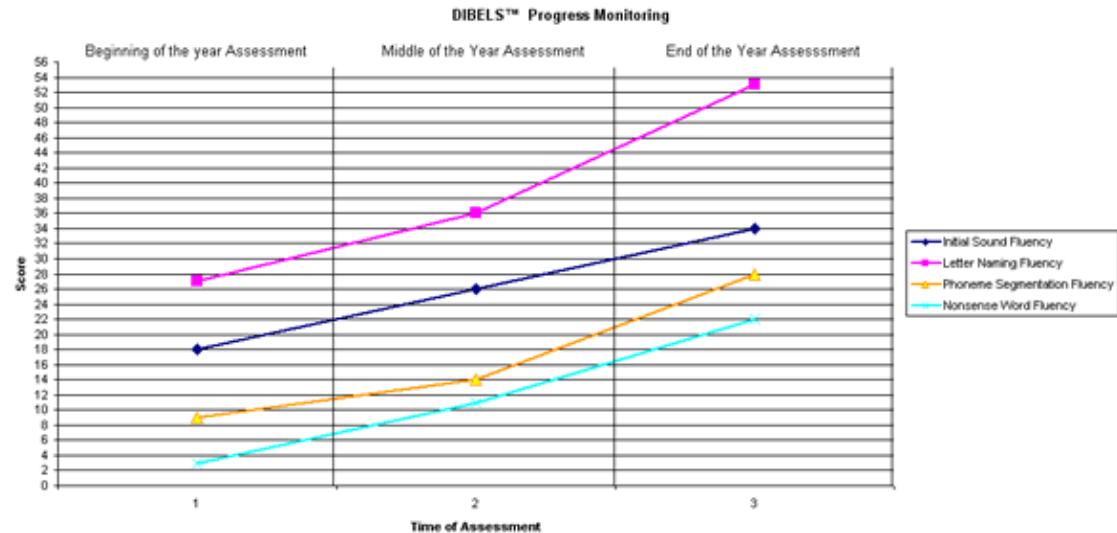
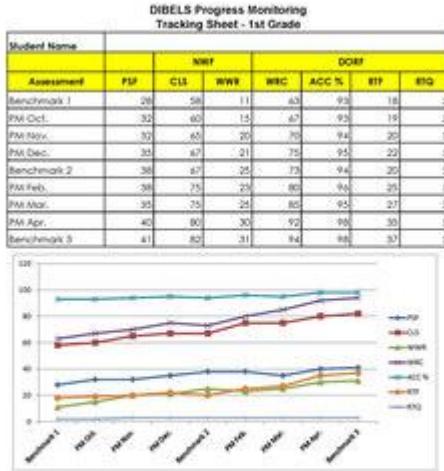
Don't be fooled by the fancy charts and important sounding numbers.



*Word Use Fluency—Revised (WUF-R) is available as an experimental measure from <http://dibels.org/>.

Figure 1.1 Model of Basic Early Literacy Skills, DIBELS Next Indicators, and Timeline

Quantifying things does not make it any more real.



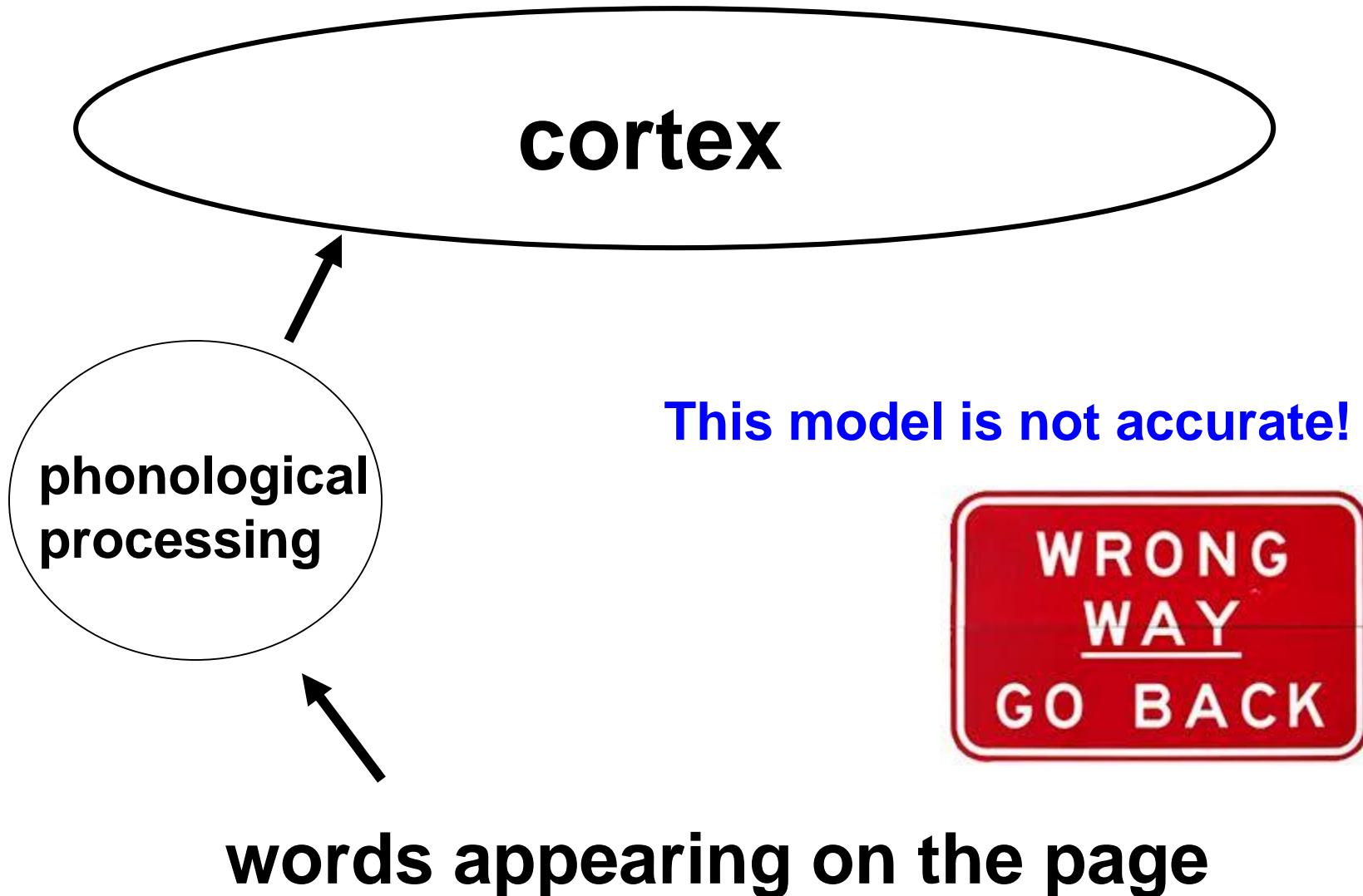
NAME	ISF			LNF			WUF		
	Score	Status	Ptile	Score	Status	Ptile	Score	Status	Ptile
INTENSIVE SUPPORT									
G	0	HIGH RISK	22	2	SOME RISK	46			
H	4	SOME RISK	39	0	HIGH RISK	35			
R	0	HIGH RISK	22	1	HIGH RISK	41			
U	0	HIGH RISK	22	0	HIGH RISK	35			
STRATEGIC SUPPORT									
J	4	SOME RISK	39	5	SOME RISK	56			
E	5	SOME RISK	45	5	SOME RISK	56			
E	12	LOW RISK	76	5	SOME RISK	56			
C	0	HIGH RISK	22	17	LOW RISK	75			
C	8	LOW RISK	62	5	SOME RISK	56			
C	17	LOW RISK	86	3	SOME RISK	50			
C	6	SOME RISK	52	2	SOME RISK	46			
D	4	SOME RISK	39	6	SOME RISK	59			
E	5	SOME RISK	45	2	SOME RISK	46			
G	11	LOW RISK	73	0	HIGH RISK	35			
L	16	LOW RISK	84	4	SOME RISK	54			
M	8	LOW RISK	62	5	SOME RISK	56			
M	3	HIGH RISK	33	24	LOW RISK	85			
P	10	LOW RISK	70	0	HIGH RISK	35			
R	11	LOW RISK	73	0	HIGH RISK	35			
V	20	LOW RISK	89	0	HIGH RISK	35			
W	0	HIGH RISK	22	12	LOW RISK	69			
BENCHMARK									
A	16	LOW RISK	84	19	LOW RISK	79			
D	21	LOW RISK	90	28	LOW RISK	87			
F	11	LOW RISK	73	8	LOW RISK	63			
M	8	LOW RISK	62	12	LOW RISK	69			
S	21	LOW RISK	90	13	LOW RISK	71			
T	15	LOW RISK	83	30	LOW RISK	90			
W	20	LOW RISK	89	24	LOW RISK	85			

Understanding the Reading Process

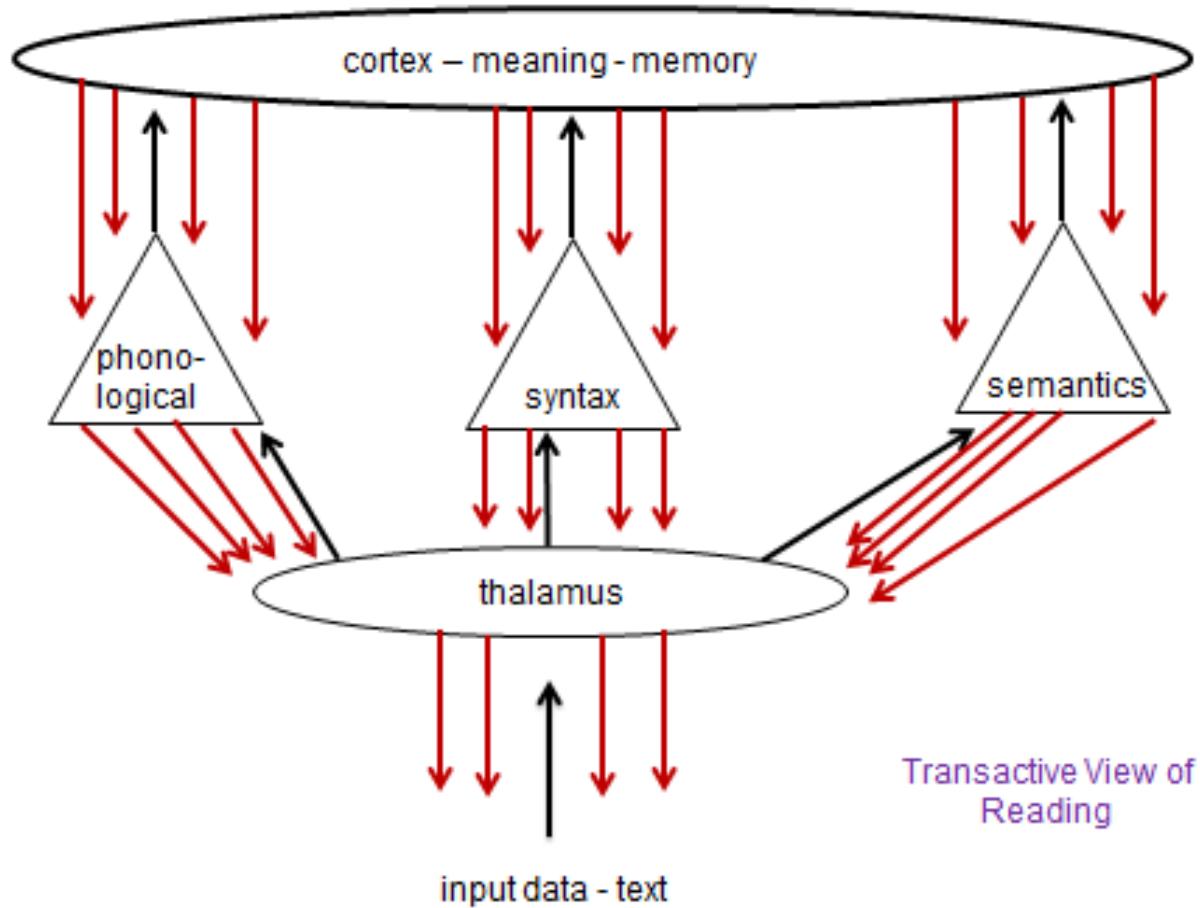
1. DIBELS based on a “misunderstanding” of reading process - it is not sounding out words



phonological processing model



2. Brain uses 3 cueing systems to predict what a word might be.

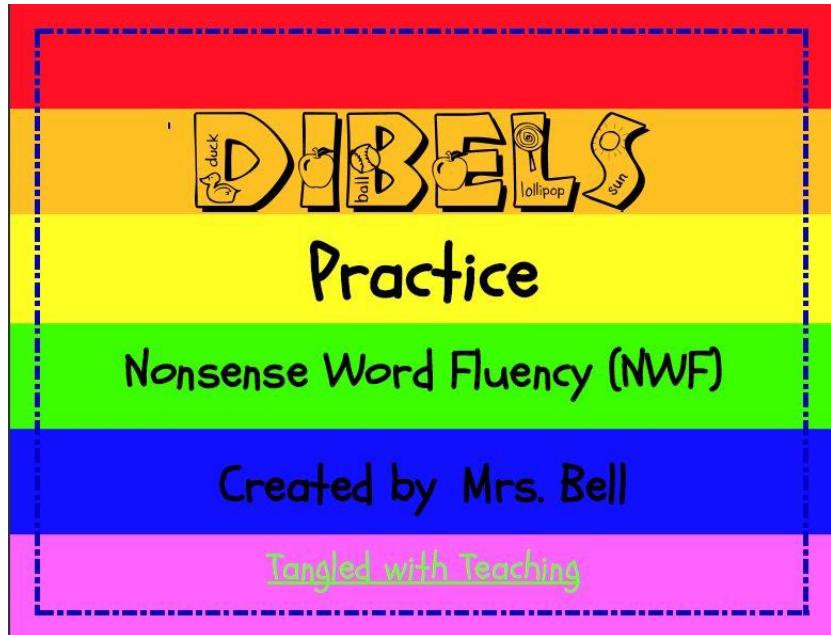


3. Phonological cueing system is the **LEAST** efficient or effective.



What is DIBELS?

1. A set of measures to assess early literacy and reading skills - students K-6th grade.



2. According to DIBELS it is used to:

- a) identify students who may be at risk for reading difficulties*
- b) help teachers identify areas to target instruction support*
- c) monitor at-risk students with they receive additional, targeted instruction*
- d) examine the effectiveness of your school's system of instruction support.*



3. According to DIBELS it is should be used to help make decisions about reading instruction.



4. According to DIBELS it is designed to “measure” key components that are representative of a reading skill area and predict overall reading competency.



5. A series of six tests.

a. letter naming fluency LNF

b. phoneme segmentation fluency (PSF)

c. nonsense word fluency (NWF)

d. DIBELS oral reading fluency (ORF or DORF)

e. retell fluency (optional) (RTF)

f. word use fluency (optional) (WUF)



We will look at two additions to DIBELS Next as well.

LETTER NAMING FLUENCY – LNF

1. Students presented with pages of upper and lower case letters
2. Asked to name as many as they can in 1 minute.

u o L P K b E j H h

S c a U I K T N L Y

k B H Y M g o Q p W

U W u Q O s A n P i

G o n Z I c L X U i

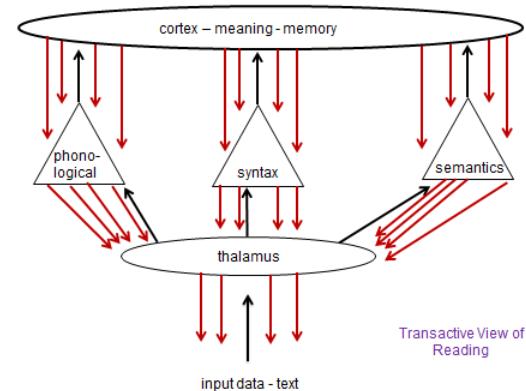
m E d I j Y p G v B

P c r H K x M i O W

W A N x k I a u Q d

z N X M L e g I C p

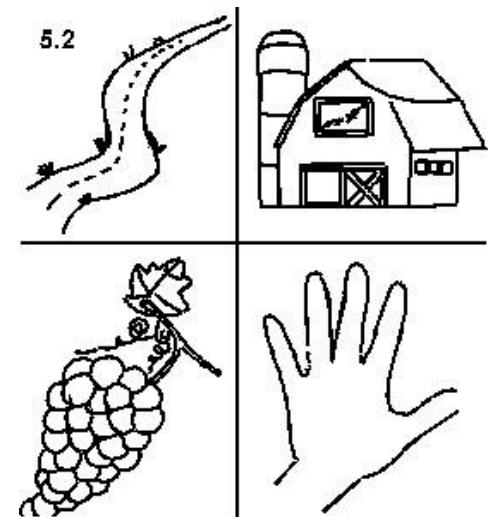
A F k j H U z s I L



INITIAL SOUND FLUENCY – ISF

1. Measures phonological awareness
2. Child presented four pictures.
 - name picture that begins with the sound produced by examiner.
 - produce sound for a word that matches one of the pictures.

3. It is timed.



4. ISF score = 60 x number correct
seconds

PHONEME SEGMENTATION FLUENCY - PSF

1. Students = identify and reproduce orally the individual phonemes for each word.
2. Number of correct phonemes produced in one minute – score.

Benchmark 2 Phoneme Segmentation Fluency				
trick	/t/ /r/ /i/ /k/	cat	/k/ /a/ /t/	_____ /7
that	/TH/ /a/ /t/	pick	/p/ /i/ /k/	_____ /6
mine	/m/ /ie/ /n/	noise	/n/ /oi/ /z/	_____ /6
coat	/k/ /oa/ /t/	spin	/s/ /p/ /i/ /n/	_____ /7
meet	/m/ /ea/ /t/	ran	/r/ /a/ /n/	_____ /6
wild	/w/ /ie/ /l/ /d/	dawn	/d/ /o/ /n/	_____ /7
woke	/w/ /oa/ /k/	sign	/s/ /ie/ /n/	_____ /6
fat	/f/ /a/ /t/	wait	/w/ /ai/ /t/	_____ /6
side	/s/ /ie/ /d/	yell	/y/ /e/ /l/	_____ /6
jet	/j/ /e/ /t/	of	/o/ /v/	_____ /5
land	/l/ /a/ /n/ /d/	wheel	/w/ /ea/ /l/	_____ /7
beach	/b/ /ea/ /ch/	globe	/g/ /l/ /oa/ /b/	_____ /7
TOTAL:				_____

NONSENSE WORD FLUENCY - NWF

1. Test of alphabetical principle

2. Nonsense words.

a. **CVC pattern**

b. **VC paper.**

3. One minute to produce as many sounds as s/he can.

4. Score = number of letter sounds correct in one minute.

noj	vez	ruz	biv	yep
nof	lal	jon	duv	luk
sij	yuc	mod	lef	hus
mij	vis	kuj	jep	miz
wip	pez	fik	vug	az
non	kat	jik	pas	joz
nik	ret	od	lic	dop
kos	muv	jid	sus	tos
zuc	laf	het	kuc	yub
woj	fos	og	rev	wij
wef	jof	yug	iz	fav
muz	nav	mac	vuz	bik
tud	veb	pep	wal	sid
suz	mav	hij	yob	nov
vom	yec	ic	hej	hon

David is inaccurate with his sound-symbol relationships. He has difficulty with short vowel sounds and is reversing b/d. He is not blending yet.

Plan: dig deeper with a letter/sound assessment

Intervention: vowel discrimination activities with a, e, i. Sound-symbol automaticity. Begin blending board.

David

2 DIBELS® Nonsense Word Fluency
Grade 1/Benchmark 2

	CLS	WWR
► <u>s</u> <u>g</u> <u>d</u> <u>h</u> <u>e</u> <u>l</u> <u>u</u> <u>t</u> <u>z</u> <u>o</u> <u>s</u> <u>n</u> <u>/</u> <u>n</u>	7/4 (14)	□
► <u>d</u> <u>b</u> <u>g</u> <u>y</u> <u>n</u> <u>o</u> <u>l</u> <u>v</u> <u>e</u> <u>m</u> <u>s</u> <u>t</u> <u>v</u> <u>l</u> <u>u</u>	7/4 (28)	□
► <u>v</u> <u>i</u> <u>f</u> <u>s</u> <u>l</u> <u>a</u> <u>k</u> <u>z</u> <u>e</u> <u>f</u> <u>h</u> <u>o</u> <u>k</u> <u>h</u> <u>u</u>	7/5 (43)	□
► <u>o</u> <u>c</u> <u>n</u> <u>a</u> <u>j</u> <u>w</u> <u>i</u> <u>d</u> <u>r</u> <u>e</u> <u>s</u> <u>m</u> <u>u</u>	7/4 (57)	□
► <u>u</u> <u>k</u> <u>w</u> <u>i</u> <u>p</u> <u>l</u> <u>a</u> <u>l</u> <u>m</u> <u>o</u> <u>s</u> <u>k</u> <u>e</u> <u>v</u>	7/4 (71)	□
► <u>l</u> <u>o</u> <u>s</u> <u>v</u> <u>i</u> <u>j</u> <u>m</u> <u>u <u>s</u> <u>p</u> <u>e</u> <u>j</u> <u>y</u> <u>a</u> <u>s</u></u>	7/5 (65)	□
► <u>f</u> <u>o</u> <u>p</u> <u>u</u> <u>j</u> <u>v</u> <u>e</u> <u>s</u> <u>b</u> <u>i</u> <u>j</u> <u>t</u> <u>a</u> <u>l</u>	7/4 (100)	□
► <u>k</u> <u>i</u> <u>b</u> <u>m</u> <u>a</u> <u>v</u> <u>y</u> <u>o</u> <u>c</u> <u>k</u> <u>u <u>f</u> <u>e</u> <u>n</u></u>	7/4 (115)	□
► <u>m</u> <u>e</u> <u>d</u> <u>l</u> <u>i</u> <u>j</u> <u>v</u> <u>a</u> <u>v</u> <u>b</u> <u>o</u> <u>t</u> <u>v</u> <u>u</u>	7/5 (129)	□
► <u>y</u> <u>u <u>b</u> <u>i</u> <u>g</u> <u>s</u> <u>a</u> <u>j</u> <u>k</u> <u>o</u> <u>f</u> <u>t</u> <u>e</u> <u>p</u></u>	7/4 (143)	□

Total Correct Letter Sounds (CLS): 29

Total Whole Words Read (WWR): 0

NWF Response Patterns:

<input type="checkbox"/> Says correct sounds out of order (sound-by-sound)	<input type="checkbox"/> Doesn't track correctly
<input type="checkbox"/> Makes random errors	<input type="checkbox"/> Tries to turn nonsense words into real words
<input type="checkbox"/> Says correct sounds, does not recode	<input type="checkbox"/> Makes consistent errors on specific letter sound(s)
<input type="checkbox"/> Says correct sounds, recodes out of order	<input type="checkbox"/> Other
<input type="checkbox"/> Says correct sounds, recodes with incorrect sound(s)	
<input type="checkbox"/> Says correct sounds and correctly recodes	

DIBELS ORAL READING FLUENCY – DORF

1. Student read graded passage aloud for one minute
2. Scored – words read correctly vs. words omitted, substituted, and hesitations
3. WPM = reading rate.

It was a pretty good 5
composition. I felt proud knowing 10
it was the best one at my school. 18
After I'd read it five times, 24
I was impatient to start 29
reading it out loud. 33
I followed the book's 37
directions again. First I read the 43
composition out loud without 47
trying to sound impressive, just one 53
time. Then I moved over to my 60
full-length mirror and read the 66
composition out loud in front 71
of it a few times. At first I just 80
read it. Then I practiced looking 86
up and making eye contact. Now 92
I felt ready to present my 98
composition to the class. 102

Total Words Read: 60
Errors: 4
Words Read Correctly: 56

STORY RETELLING FLUENCY - RTF

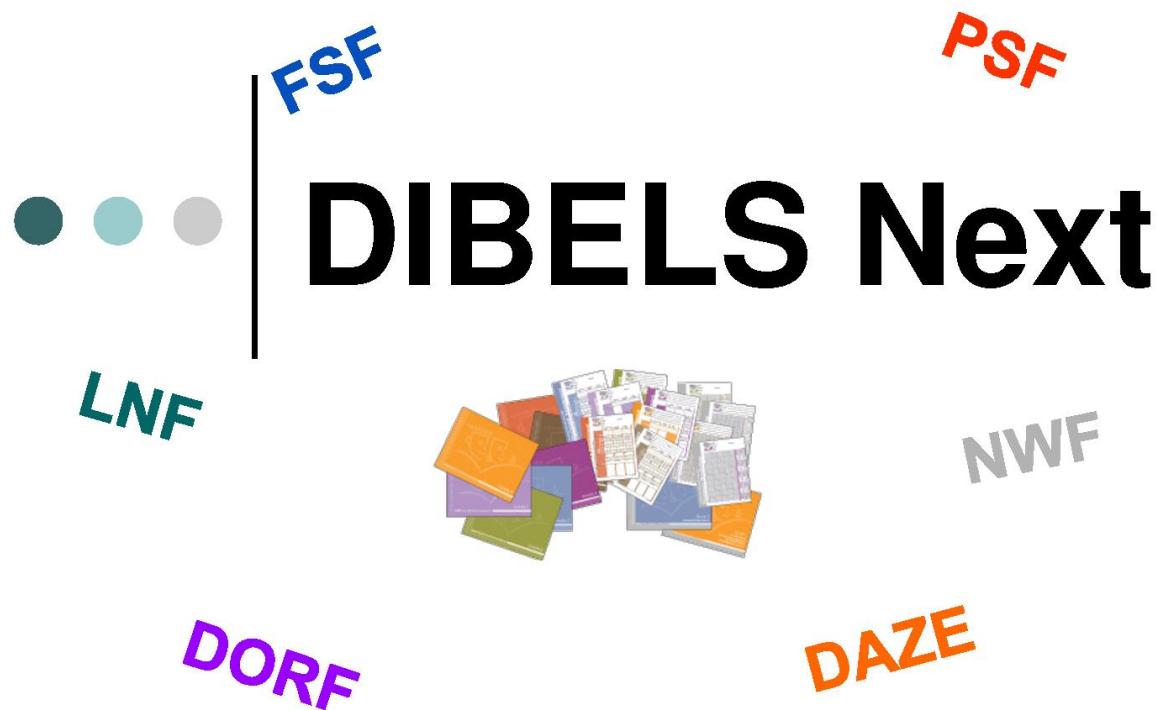
1. Intended to measure comprehension
2. Counts number of words child used in retelling comprehension passage in one minute.



WORD USE FLUENCY – WUF

1. Students are given a word – they have to use it in a sentence
2. Score = how many words can be utilized in constructed sentences in one minute.





FIRST SOUND FLUENCY – FSF

1. Replaced initial sound fluency

2. Eliminates problems related to pictures

3. Assessor says word – student must name initial sound

4. Speed – it is timed

Dynamic Indicators of Basic Early Literacy Skills <u>Progress Monitoring</u>	
Date _____	
<i>DIBELS Student Materials Progress Monitoring (one per teacher)</i>	
Kindergarten	Quantity
<input type="checkbox"/> Initial Sound Fluency	
<input type="checkbox"/> Phoneme Segmentation Fluency	
Kindergarten and 1st Grade	
<input type="checkbox"/> Word Use Fluency	
1st Grade	
<input type="checkbox"/> Nonsense Word Fluency	
<input type="checkbox"/> Oral Reading Fluency	
2nd Grade	
<input type="checkbox"/> Oral Reading Fluency	
2nd and 3rd Grades	
<input type="checkbox"/> Word Use Fluency	
Oral Reading Fluency	
<input type="checkbox"/> 3rd Grade	
<input type="checkbox"/> 4th Grade	
<input type="checkbox"/> 5th Grade	
<input type="checkbox"/> 6th Grade	
Contact person _____	School _____
School address _____	City/State Zip _____
School phone _____	Email _____
<i>DIBELS Progress Monitoring Assessment Booklet (one per student)</i>	
Quantity	
Kindergarten	
<input type="checkbox"/> Initial Sound Fluency	
<input type="checkbox"/> Phoneme Segmentation Fluency	
1st Grade	
<input type="checkbox"/> Nonsense Word Fluency	
<input type="checkbox"/> Oral Reading Fluency	
<input type="checkbox"/> 2nd grade	
<input type="checkbox"/> 3rd grade	
<input type="checkbox"/> 4th grade	
<input type="checkbox"/> 5th grade	
<input type="checkbox"/> 6th grade	
<i>Deadline to receive order _____</i>	
	

Please mail or fax this order form to Jill McIntyre at Sonoma County Office of Education, 5340 Skylane Boulevard, Santa Rosa, CA 95403. Fax 707.578.0220, phone 707.524.2816 or email jmcintyre@scoe.org. The SCOE print shop will place your order, invoice your district for payment, and make arrangements for the day and time of pickup or delivery. Please call the print shop at 707.524.2660 to discuss the cost of printing, and to schedule approximate due date. More information about DIBELS can be located through Sopris West. The address is www.dibelsassessment.com. Thank you for your interest in our workshops and training materials.

Revised January 22, 2010

DAZE

1. For measuring comprehension
2. Can be given to a whole class.
3. Every 7th word is replaced by a box
 - a. contains the correct word and 2 distractor words.
4. Students get points for correct responses
5. timed.

Student Copy

Name _____

The Visitor

Tap, tap, tap. I was reading a book. But (**I, top, bit**) kept hearing a noise at the (**red, eat, window**). Tap, tap. I began reading again. (**Clunk, Top, Ball**) scrape, tap, tap. I looked out (**stick, of, sit**) the window. It was dark outside. (**I, Did, A**) couldn't see anything. I looked back (**tick, pit, at**) my book. It was hard to (**so, find, and**) my place. I found it and (**it, began, tree**) to read. I heard the noise (**up, again, into**). This time I was not going (**bad, to, an**) stop reading. I didn't want to (**hit, tip, lose**) my place again.

Clunk, scrape, scrape. (**I, Dig, Ran**) had to look up again. I (**lip, nap, was**) mad. I knew I had lost (**stop, my, jump**) place. I just had to find (**map, out, tan**) what was making that noise on (**din, the, still**) window. I walked to the door. (**I, At, Six**) turned on the outside light. Tap, (**scrape, hill, back**). I stepped outside to look at (**blue, the, what**) window. There it was – a big (**June, walk, sit**) bug. It kept flying against the (**in, who, window**) again and again. Now I knew (**rip, too, I**) had a visitor. I didn't need (**sip, to, live**) stop to check it out again, (**you, ping, so**) I just went back to my (**its, up, reading**).

Conclusions?

1. DIBELS gets schools focusing on DIBELS things so that they do better on DIBELS measures.
2. DIBELS things do not enhance children's ability to create meaning with print.
3. DIBELS is only predictive of one's ability to perform on a DIBELS-related measure.



4. DIBELS often mis-predicts reading performance
5. DIBELS is not a valid measure, not supported by peer-reviewed research, it is not based on research-based theory.

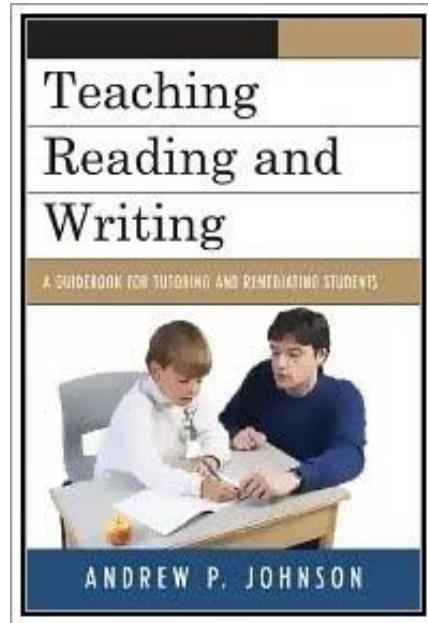


6. DIBELS equates speed with reading performance. Expert readers read something fast and other things slow.

7. Reading sub-skills may be correlated with later success – but - ***correlation does not infer causation.***

- a. letter naming fluency LNF
- b. phoneme segmentation fluency (PSF)
- c. nonsense word fluency (NWF)
- d. DIBELS oral reading fluency (ORF)
- e. retell fluency (optional) (RTF)
- f. word use fluency (optional) (WUF)

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