DIBELS Next Updates

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DIBELS Next Updates

Creating goals for every student

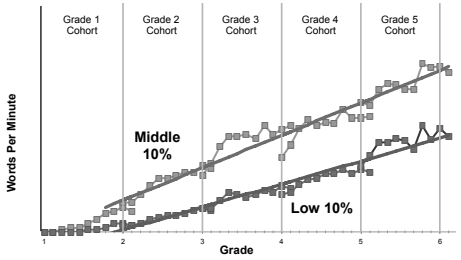
1. Benchmark Goals, Composite Scores and the Above Benchmark Score

2. Pathways of Progress

3. Catching students earlier

Pre-K Assessment with PELI

Prevention Focus



Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review, 27*, 740-753. [Joint publication with *Educational and Child Psychology*.]

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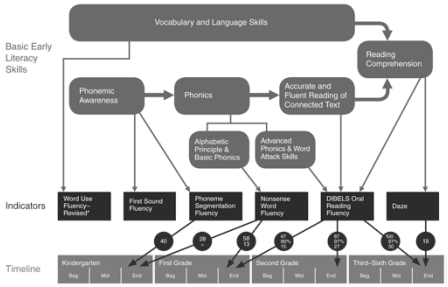
3. Linking Assessment to Instruction



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

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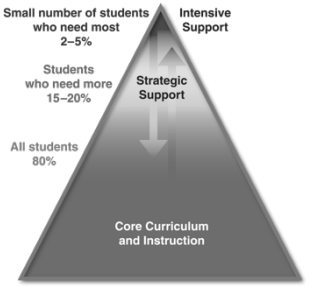
RtI/MTSS - Three Tiers of Prevention

Continuum of services to provide support for 100% of students to reach benchmark goals



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DIBELS® Benchmark Goals

What is a Benchmark Goal?

A research-based target score:

- Represents the lowest level of performance on a measure that predicts reaching the next goal
- Consists of three parts: a basic early literacy skill, a level of performance, and a point in time

How are the Benchmark Goals derived?

Based on longitudinal research examining how a score on a measure at a point in time predicts later reading outcomes

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DIBELS Next Composite Scores

- A collection of scores on important measures
- Each component measure contributes equally
- The best overall predictor (start here)
- Good for seeing system growth over time
- What goes into DCS changes across grades and TOY, so...

Not used for:

- deciding who needs help
- what they need help on
- which tier of support
- how to group for the help
- who needs progress monitoring
- measuring individual student growth over time

Above Benchmark Zone

Purposes

1. A higher goal for which typical and high achieving students/schools can aim
2. Reinforce that the benchmark goal represents the lowest level of being on-track to reach future goals – and that a higher score is better
3. Enhance the prediction to state tests

Above Benchmark Zone Design Specifications

Above Benchmark Zone

Score on the measure is at or above the 60th percentile according to the 2012-2013 *DIBELS Next*® national norms.

1. For students who earn scores Above Benchmark, approximately 90% to 99% will achieve At or Above Benchmark status on subsequent benchmark assessments.
2. For students who earn scores Above Benchmark, approximately 60% to 70% will achieve Above Benchmark status on subsequent benchmark assessments.
3. For students who earn scores *just Above Benchmark*, the logistic regression probability for achieving later outcomes is approximately 80% to 95%.

DIBELS Next Benchmark Goals

If a student achieves a Benchmark Goal, the odds are in favor of that student achieving later reading outcomes.

- **At/Above Benchmark**: Odds are generally 80% to 90%
  - **Above Benchmark**: Odds are generally 90% to 99%
  - **At** Benchmark: Odds are generally 70% to 85%
- **Below Benchmark**: Odds are generally 40% to 60%
- **Well Below Benchmark**: Odds are generally 10% to 20%

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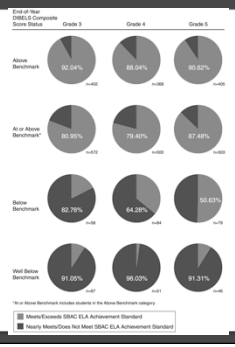
Prediction to State Tests



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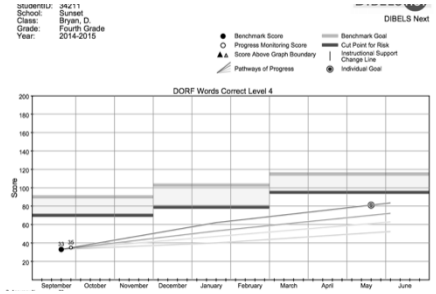
2. Pathways of Progress

DIBELSnet
Pathways of Progress Goal Setting



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What is Pathways of Progress?

Pathways of Progress is a tool for:

(a) setting student progress monitoring goals (BOY)
(b) evaluating student progress (MOY & EOY)
(c) evaluating system level progress (MOY & EOY)

Pathways of Progress™ Descriptors

Pathway Descriptor	Pathway Number	Progress Descriptor	Progress Percentile Range
★★★★★	5	WELL ABOVE TYPICAL	80th percentile and above
★★★★☆	4	ABOVE TYPICAL	60th to 79th percentile
★★★☆☆	3	TYPICAL	40th to 59th percentile
★★☆☆☆	2	BELOW TYPICAL	20th to 39th percentile
★☆☆☆☆	1	WELL BELOW TYPICAL	Below 20th percentile

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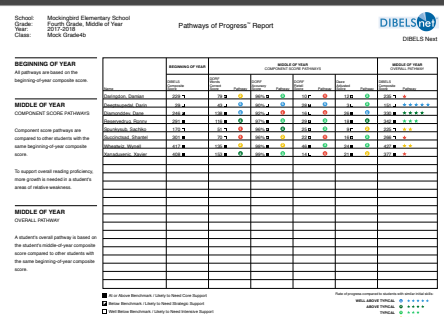
Pathways Classroom Report



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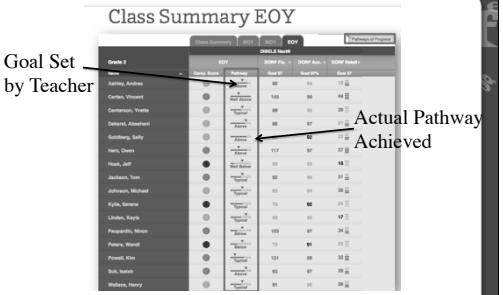
mCLASS EOY Class Summary



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Pre-K Assessment with PELI

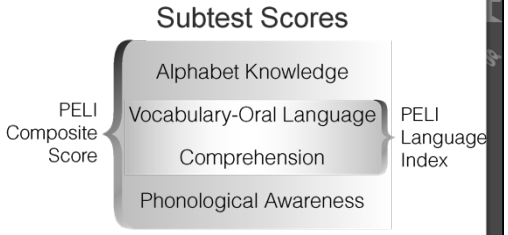
PELI® Assesses the Critical Preschool Literacy Skills

- PELI assesses each of the four critical preschool literacy skills.
  - Alphabet Knowledge
  - Vocabulary–Oral Language
  - Comprehension
  - Phonological Awareness

PELI® Benchmark Materials

- Benchmark Assessment: 10 different books—equally difficult
  - 5 books for 3–4 year olds
    - 3 Benchmark books
    - 2 Interim (PM) books
  - 5 books for 4–5 year olds
    - 3 Benchmark books
    - 2 Interim (PM) books
  - Score Forms corresponding to each book

PELI® Scores



…We *DO* Something: We *CAN* Change Trajectories.

How?

- Identify students *early*.
- Focus *instruction* on *Basic Early Literacy Skills.*
- Focus assessment on *indicators* of important *outcomes.*
- *Use* assessment information to *impact instruction* to *improve outcomes* for students.

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