

Reading First

Determining Instructional
Level and Conducting
Ongoing Progress
Monitoring
September, 2006

Florida Center for Reading Research
<http://www.fcrr.org>



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Reading First Kindergarten

*Conducting Ongoing
Progress Monitoring*



Kindergarten

Background Information

Reading First requires DIBELS® assessments at three equal intervals during the school year. Data from these assessments are used to assist teachers in establishing reading groups, identifying students in need of immediate intensive intervention strategies, and determining the effectiveness of instructional programs and strategies being implemented in the classroom. When students are receiving additional assistance with reading, it is helpful if the teacher also has a process for finding out on a more frequent basis if the assistance is having the desired effect.

One method to determine if a student is responding adequately to intervention is to conduct Ongoing Progress Monitoring (OPM) through the DIBELS® assessment system. With OPM, a teacher or other educator administers one or more of the brief DIBELS® measures to a student every week, every two to three weeks, or monthly. The information from these assessments is used to create a progress chart representing the more frequent measures of performance. If the child is not demonstrating adequate progress based on the additional DIBELS® information, the teacher can modify the instruction or make changes in the student's reading program to accelerate reading achievement. If the student's progress is moving adequately toward the short and/or long-term goals set by the teacher, the instructional program can be judged successful, and the instructional plan can be continued. Students in grades above the kindergarten level may also be further assessed to determine their instructional level. This process is not used in kindergarten because students who do not meet grade level expectations will need intensive instruction in the very basic phonological awareness processes (rhyming, blending, etc.).

This notebook provides the information and materials needed by classroom teachers to initiate OPM. Before beginning these assessments, the teacher must be trained by a qualified Facilitator of DIBELS® training. Reading coaches, reading specialists, and other diagnosticians who are trained DIBELS® Facilitators may be recruited to provide this training to teachers. Schools also may contact their district reading program administrator for the names of trained DIBELS® Facilitators in the district. If a school or district does not have facilitators to provide this training, they may contact the Florida Center for Reading Research (850-644-9352) for a listing of individuals who meet the DIBELS® Facilitator requirements.

Notebook Contents

The materials from the University of Oregon DIBELS® web site, <http://dibels.uoregon.edu>, are available to educators at no charge by simply registering and printing the desired documents. They should be downloaded and inserted into the appropriate sections in the notebook.* Specific steps to directly access these materials from the University of Oregon web site are included in the Appendix. This notebook then will have the materials needed specifically by kindergarten teachers to conduct OPM with kindergarten students. Letter Naming Fluency (LNF) measures are not included in the OPM process because LNF is included in DIBELS® as a risk indicator. Letter names should not be taught in isolation, but rather incorporated into broad phonics instruction. Additional details about these materials included in Sections V-VII of this notebook are provided below.

** To provide an alternate resource, each school district Reading First Coordinator or Supervisor of Language Arts/Reading has been provided a camera-ready copy of the needed DIBELS® materials from the University of Oregon web site to complete these sections of the notebook. In addition, the notebook can be downloaded from FCRR at <http://www.fcrr.org/assessment>.*

Section V. Ongoing Progress Monitoring, Initial Sound Fluency (ISF)

Download from <http://dibels.uoregon.edu> or obtain from a district *Reading First* coordinator

ISF Administration & Scoring Procedures

- **Scoring Booklet:** This booklet should be duplicated for each student who will be assessed more frequently using OPM with the ISF measure. This booklet provides a recording of the student's responses to initial sound tasks along with a chart for documenting each score. Although the recording chart on the booklet has designated months for administration of this measure, a teacher may revise these dates to reflect the actual dates that OPM is being implemented.
- **Student Materials:** The student materials (often referred to as "probes") can be inserted into plastic sleeves for protection. The probes consist of four color pictures on four pages corresponding to the questions the examiner asks from the scoring booklet. Please note: The pictures should be presented in color if possible.

Section VI. Ongoing Progress Monitoring, Phoneme Segmentation Fluency (PSF)

Download from <http://dibels.uoregon.edu> or obtain from district *Reading First* coordinator

PSF Administration & Scoring Procedures

- **Scoring Booklet:** This booklet should be duplicated for each student who will be assessed more frequently using OPM with the PSF measure. The booklet provides a recording of the student's oral responses to the segmentation tasks along with a chart for documenting each score. Although the recording chart on the booklet has designated months for administration of this measure, a teacher may revise these dates to reflect the actual dates that OPM is being implemented.
- **Student Materials:** It should be noted that PSF is an **auditory task**, and there are **no student probes or materials** that the student must see to perform this measure.

NOTE: PSF is not to be administered to kindergarten students until the 2nd assessment period.

Section VII. Ongoing Progress Monitoring, Nonsense Word Fluency (NWF)

Download from <http://dibels.uoregon.edu> or obtain from district *Reading First* coordinator

NWF Administration & Scoring Procedures

- **Scoring Booklet:** This booklet should be duplicated for each student who will be assessed more frequently using OPM with the NWF measures. The booklet provides a recording of each student's responses and a chart for documenting each score. Although the recording chart on the booklet has designated months for administration of this measure, a teacher may revise these dates to reflect the actual dates that OPM was implemented.
- **Student Materials:** The student materials (often referred to as "probes") can be inserted into plastic sleeves for protection. These materials are coordinated with the scoring booklet and provide a listing of non-words, or nonsense words, for the student to sound out or read.

NOTE: NWF is not administered to kindergarten students until the 2nd assessment period.

If your school is using mCLASS®:DIBELS® you can use the Palm® for ongoing progress monitoring. The Palm® will have the examiner scoring sheet. You will need to download the student probes from the University of Oregon web site at <http://dibels.uoregon.edu> and follow the downloading instructions provided for you in this manual.

Duplicating Booklets

When copying the scoring booklets, leave the booklets oriented exactly as you find them even though some appear to be turned in the wrong direction. When they are copied back to back (duplexed), the final product will be in correct order by page numbers. Fold the booklet in half, and staple at the fold. If a saddle stapler is available, the booklet can be stapled in the center and then folded.

Guidelines

Kindergarten teachers may give the Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF) and/or Nonsense Word Fluency (NWF) measures to selected students to obtain feedback on the effectiveness of instructional strategies. Teachers select a different test form each time, follow the standard administration and scoring procedures, and record the scores in the scoring booklet and/or on the Progress Monitoring and Reporting Network (PMRN).

If the student attends a *Reading First* school or the school is registered with the PMRN, the data can be entered into this system. The PMRN will profile the scores as they appear between every two *Reading First* assessment intervals. Scores may be entered up to 32 times per year. If a school is not registered with the PMRN, scores may be entered into an EXCEL® file available from the FCRR assessment web site, <http://www.fcrr.org/assessment.htm>.

Please note: The student probes (student materials) are to be used for assessment purposes only. An inaccurate profile of student skills will result if DIBELS® probes are used for instructional purposes. This may prevent a student from receiving the help needed to be a successful reader.

How often should children be monitored with DIBELS®?

More severe problems require more frequent monitoring!

Options:

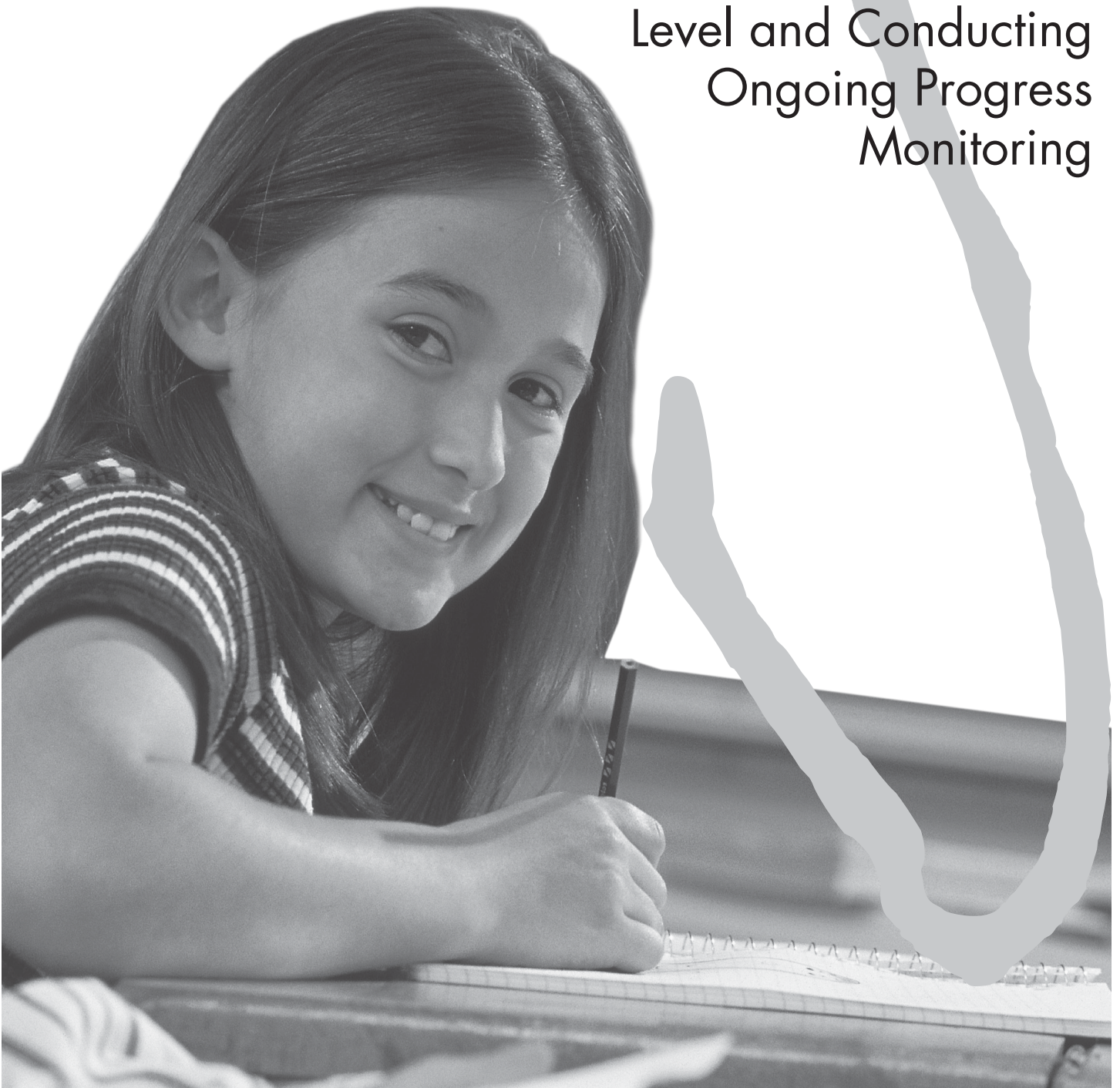
- Two times per week (optimal)
- Once per week
- Once every two to three weeks
- Once per month

Steps to Conduct Ongoing Progress Monitoring

1. Determine the measures to be monitored.
2. Duplicate booklet(s).
3. Record student's name on each booklet.
4. Select student probe(s) that will be administered.
5. Revise dates on booklet chart to reflect the OPM schedule.
6. Obtain pen, stopwatch, clipboard, and quiet location for assessment.
7. Conduct assessment.
8. Score student performance.
9. Record scores in the PMRN, on the chart in the student scoring booklet, or in the EXCEL® file available from the FCRR web site. The PMRN can accommodate up to 32 OPM scores for each measure per school year.
10. Review the data from each assessment session to determine progress toward goal and adjust instruction accordingly.
11. Place booklet in student classroom file.

Reading First First Grade

Determining Instructional
Level and Conducting
Ongoing Progress
Monitoring





First Grade

Background Information

Reading First requires DIBELS® assessments at three equal intervals during the school year. Data from these assessments are used to assist teachers in identifying students in need of immediate intensive intervention strategies and to determine a student's instructional level. Teachers also use DIBELS® data to gauge the effectiveness of instructional strategies. When students are receiving additional assistance, it is helpful if the teacher has a process for finding out on a more frequent basis if the assistance is having the desired effect.

One method for determining a student's instructional level is to administer DIBELS® measures, using earlier grade level probes until the student achieves a score in the "low risk" range for a lower grade level (See accompanying *Steps and Decision Rules Table, First Grade, page 11*). To determine if a student is responding adequately to intervention, the teacher can conduct Ongoing Progress Monitoring (OPM) through the DIBELS® assessment system. With OPM, a teacher or other educator administers one or more of the brief DIBELS® measures to a student every week, every two to three weeks, or monthly. The information from these assessments is used to create a progress chart representing the more frequent measures of performance. If the child is not demonstrating adequate progress based on the additional DIBELS® information, the teacher can modify the instruction or make changes in the student's reading program to accelerate reading achievement. If the student's progress is moving adequately toward the short and/or long-term goals set by the teacher, the instructional program can be judged successful, and the instructional plan can be continued.

This notebook provides the information and materials needed by classroom teachers to determine a child's instructional level and to initiate OPM. Before beginning these assessments, the teacher must be trained by a qualified Facilitator of DIBELS® training. Reading coaches, reading specialists, and other diagnosticians who are trained DIBELS® Facilitators may be recruited to provide this training to teachers. Schools also may contact their district reading program administrator for the names of trained DIBELS® Facilitators in the district. If a school or district does not have facilitators to provide this training, educators may contact the Florida Center for Reading Research (850-644-9352) for a listing of individuals who meet the DIBELS® Facilitator requirements.

Notebook Contents

The materials from the University of Oregon DIBELS® web site <http://dibels.uoregon.edu> are available to educators at no charge by simply registering and printing the desired documents. They should be downloaded and inserted into the appropriate sections in the notebook.* Specific steps to directly access these materials from the University of Oregon web site are included in the Appendix. The materials provided in this notebook are those needed specifically by first grade teachers to determine a student's instructional level and to implement more frequent progress monitoring in phonemic awareness, phonics, and reading fluency. Letter Naming Fluency (LNF) measures are not included in the OPM process because LNF is included in DIBELS® as a risk indicator. Letter names should not be taught in isolation, but rather incorporated into broad phonics instruction. The Phoneme Segmentation Fluency (PSF) materials are labeled for kindergarten but may be used if a first grade student is experiencing difficulty in acquiring phonemic awareness skills. The Nonsense Word Fluency (NWF) materials are labeled for first grade. The Oral Reading Fluency (ORF) materials represent first grade level passages for monitoring

progress in grade-level text. Additional details about the materials included in Sections VI-VIII of this notebook are provided below.

** To provide an alternate resource, each school district Reading First Coordinator or Supervisor of Language Arts/Reading has been provided a camera-ready copy of the needed DIBELS® materials from the University of Oregon web site to complete these sections of the notebook. In addition, the notebook can be downloaded from FCRR at <http://www.fcrr.org/assessment>.*

Section VI. Ongoing Progress Monitoring, Phoneme Segmentation Fluency (PSF)

Download from <http://dibels.uoregon.edu> or obtain from a district *Reading First* coordinator

PSF Administration & Scoring Procedures

- **Scoring Booklet:** This booklet is duplicated for each student who will be assessed more frequently using OPM with the PSF measure. The booklet provides a record of the student's oral responses to the segmentation tasks along with a chart for documenting each score. Although the recording chart on the booklet has designated months for administration of this measure, a teacher may revise these dates to more accurately reflect the actual dates that OPM is being implemented.
- **Student Materials:** It should be noted that PSF is an **auditory task**, and there are **no student probes or materials** for the student to perform this measure.

NOTE: The University of Oregon DIBELS® assessment does not include a PSF Scoring Booklet for first grade; therefore, the PSF Kindergarten Scoring Booklet should be used with students in first grade.

Section VII. Ongoing Progress Monitoring, Nonsense Word Fluency (NWF)

Download from <http://dibels.uoregon.edu> or obtain from a district *Reading First* coordinator

NWF Administration & Scoring Procedures

- **Scoring Booklet:** This booklet is duplicated for each student who will be assessed more frequently using OPM with the NWF measures. The booklet provides a record of each student's responses and a chart for documenting each score. Although the recording chart on the booklet has designated months for administration of this measure, a teacher may revise these dates to more accurately reflect the actual dates that OPM was implemented.
- **Student Materials:** The student materials (often referred to as "probes") can be inserted into plastic sleeves for protection. These materials are coordinated with the scoring booklet and provide a listing of non-words, or nonsense words, for the student to sound out or read.

Section VIII. Ongoing Progress Monitoring, Oral Reading Fluency (ORF): *First Grade*

Download from <http://dibels.uoregon.edu> or obtain from a district *Reading First* coordinator

- **ORF Administration & Scoring Procedures**
- **Scoring Booklet:** The booklet is duplicated for each student who will be assessed more frequently using Ongoing Progress Monitoring with the ORF measures. The booklet provides a record of the student's responses and a chart for documenting each score. Although the recording chart on the booklet has designated months for administration of this measure, a teacher may revise these dates to more accurately reflect the actual dates that OPM was implemented.
- **Student Materials:** These materials are coordinated with the scoring booklet and provide the text for students to read.

If your school is using mCLASS®:DIBELS® you can use the Palm® for ongoing progress monitoring. The Palm® will have the examiner scoring sheet. You will need to download the student probes from the University of Oregon web site at <http://dibels.uoregon.edu> and follow the downloading instructions provided for you in this manual.

Duplicating Booklets

When copying the scoring booklets, leave the booklets oriented exactly as you find them even though some appear to be turned in the wrong direction. When they are copied back to back (duplexed), the final product will be in correct order by page numbers. Fold the booklet in half, and staple at the fold. If a saddle stapler is available, the booklet can be stapled in the center and then folded.

Guidelines

The procedures for OPM and determining a student's instructional level are described in detail in the *Steps and Decision Rules, First Grade* provided on page 11. The steps are in an "if – then" format to make it clear how to proceed based on the student's risk levels.

First grade teachers may give Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), and/or Oral Reading Fluency (ORF) measures to students, as needed, to determine instructional levels and to determine who would benefit from OPM in any of these basic skills. Teachers select a different test form each time, follow the standard administration and scoring procedures, and record the scores in the scoring booklets and/or on the Progress Monitoring and Reporting Network (PMRN).

The *Reading First* program requires that three ORF passages be administered three times a year to fulfill the program's Progress Monitoring requirements. However, with the more frequent OPM, only one passage needs to be administered if the measures are taken every two weeks or more frequently. If the ORF measures are administered less frequently than every two weeks, three passages should be administered and the median score recorded.

If the student attends a *Reading First* school or the school is registered with the PMRN, the data can be entered into this system. The PMRN will profile the scores as they appear between the two *Reading First* assessment intervals. Scores may be entered up to 32 times per school year. If a school is not registered with the PMRN, scores may be entered into an EXCEL® file available from the FCRR assessment web site at <http://www.fcrr.org/assessment.htm>.

Please note: The student probes (student materials) are to be used for assessment purposes only. An inaccurate profile of student skills will result if DIBELS® probes are used for instructional purposes. This may prevent a student from receiving the help needed to be a successful reader.

How often should children be monitored with DIBELS®?

More severe problems require more frequent monitoring!

Options:

- Two times per week (optimal)
- Once per week
- Once every two to three weeks
- Once per month

Steps to Conduct Ongoing Progress Monitoring

1. Determine the measures to be monitored.
2. Duplicate booklet(s).
3. Record student's name on each booklet.
4. Select student probe(s) that will be administered.
5. Revise dates on booklet chart to reflect the OPM schedule.
6. Obtain pen, stopwatch, clipboard and quiet location for assessment.
7. Conduct the assessment.
8. Score student performance.
9. Record scores in the PMRN, on the chart in the student scoring booklet, or in the EXCEL® file available from the FCRR web site. The PMRN can accommodate up to 32 OPM scores for each measure per school year.
10. Review the data from each assessment session to determine progress toward goal and adjust instruction accordingly.
11. Place booklet in student classroom file.



Steps and Decision Rules — First Grade

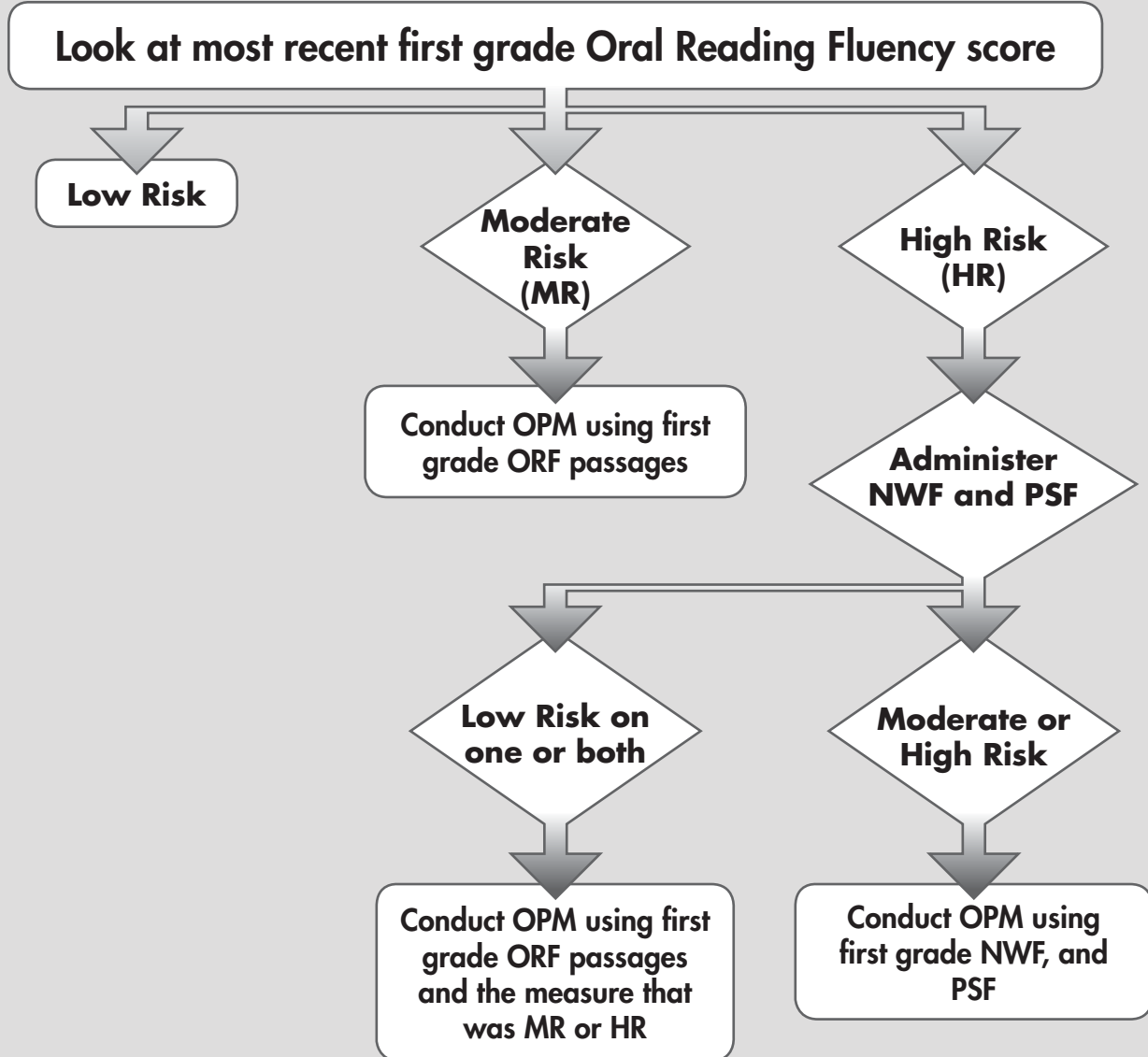
Steps	Decision Rules
Step 1 <i>Administer 1st Grade Oral Reading Fluency</i>	Look at ORF score from most recent assessment period. If the student performed at low risk , this is the child’s instructional level; and more frequent assessment of ORF is unnecessary at this time. If the student’s performance is at moderate risk , it is recommended that the teacher conduct OPM using 1st grade ORF passages. If the student performed at high risk , proceed to Step 2.
Step 2 Administer Nonsense Word Fluency and Phoneme Segmentation Fluency	If the student performs at low risk on one or both measures, it is recommended that the teacher conduct OPM using 1st grade passages and on the measure that was at moderate or high risk . If the student performs at moderate or high risk on both measures, it is recommended that the teacher conduct OPM using NWF and PSF.

NOTE: The PMRN accepts off-grade level DIBELS® data.

Please note that, even when an instructional level is established, it may be beneficial to review previously administered measures. This review, using data gathered from previous DIBELS® administrations, Comprehensive Core Reading Program assessments, and/or other measures, may reveal patterns of errors with which the child is having difficulties, e.g., rhyming, recognition of initial sounds, vowel combinations, and/or multisyllabic words. Other diagnostic measures of vocabulary and comprehension may be administered to obtain additional data to inform instruction.

NOTE: If a student’s score on NWF or PSF does not appear to be representative of the child’s skill level, it is recommended that two more probes for each measure be administered, and the median of the three probes be used as the score for that measure.

Steps and Decision Rules — First Grade



Reading First Second Grade

Determining Instructional
Level and Conducting
Ongoing Progress
Monitoring



Second Grade

Background Information

Reading First requires DIBELS® assessments at three equal intervals during the school year. Data from these assessments are used to assist teachers in identifying students in need of immediate intensive intervention strategies and to determine a student's instructional level. Teachers also use DIBELS® data to gauge the effectiveness of instructional strategies. When students are receiving additional assistance, it is helpful if the teacher has a process for finding out on a more frequent basis if the assistance is having the desired effect.

One method for determining a student's instructional level is to administer DIBELS® measures, using earlier grade level probes until the student achieves a score in the "low risk" range for a lower grade level. (See accompanying *Steps and Decision Rules, Second Grade*, page 18.) To determine if a student is responding adequately to intervention, the teacher can conduct Ongoing Progress Monitoring (OPM) through the DIBELS® assessment system. With OPM, a teacher or other educator administers one or more of the brief DIBELS® measures to a student every week, every two to three weeks, or monthly. The information from these assessments is used to create a progress chart representing the more frequent measures of performance. If the child is not demonstrating adequate progress based on the additional DIBELS® information, the teacher can modify the instruction or make changes in the student's reading program to accelerate reading achievement. If the student's progress is moving adequately toward the short and/or long-term goals set by the teacher, the instructional program can be judged successful, and the instructional plan can be continued.

This notebook provides the information and materials needed by classroom teachers to determine a child's instructional level and to initiate OPM. Before beginning these assessments, the teacher must be trained by a qualified Facilitator of DIBELS® training. Reading coaches, reading specialists, and other diagnosticians who are trained DIBELS® Facilitators may be recruited to provide this training to teachers. Schools also may contact their district reading program administrator for the names of trained DIBELS® Facilitators in the district. If a school or district does not have facilitators to provide this training, educators may contact the Florida Center for Reading Research (850-644-9352) for a listing of individuals who meet the DIBELS® Facilitator requirements.

Notebook Contents

The materials from the University of Oregon DIBELS® web site, <http://dibels.uoregon.edu> are available to educators at no charge by simply registering and printing the desired documents. They should be downloaded and inserted into the appropriate sections in the notebook.* Specific steps to directly access these materials from the University of Oregon web site are included in the Appendix. The materials provided in this notebook are those needed specifically by second grade teachers to determine a student's instructional level and to implement more frequent progress monitoring in phonemic awareness, phonics, and reading fluency. The Phoneme Segmentation Fluency (PSF) materials are labeled for kindergarten but may be used if a second grade student is experiencing difficulty in acquiring phonemic awareness skills. The Nonsense Word Fluency (NWF) materials are labeled for first grade but may be administered to second grade students who are struggling with decoding. The Oral Reading Fluency (ORF) materials represent first and second grade level passages for monitoring progress in grade-level and off grade level

text. Additional details about the materials included in Sections VI–IX of this notebook are provided below.

** To provide an alternate resource, each school district Reading First Coordinator or Supervisor of Language Arts/Reading has been provided a camera-ready copy of the needed DIBELS® materials from the University of Oregon web site to complete these sections of the notebook. In addition, the notebook can be downloaded from FCRR at <http://www.fcrr.org/assessment>.*

Section VI. Ongoing Progress Monitoring: Phoneme Segmentation Fluency (PSF)

Download from <http://dibels.uoregon.edu> or obtain from a district *Reading First* coordinator

PSF Administration & Scoring Procedures

- **Scoring Booklet:** This booklet is duplicated for each student who will be assessed with the PSF measure. The booklet provides a record of the student's oral responses to the segmentation tasks along with a chart for documenting each score. Although the recording chart on the booklet has designated months for administration of this measure, a teacher may revise these dates to reflect the actual dates that OPM was implemented.
- **Student Materials:** It should be noted that PSF is an **auditory task**, and there are **no student probes or materials** that the student must see to perform this measure.

NOTE: The University of Oregon DIBELS® assessment does not include a PSF Scoring Booklet for second grade; therefore, the PSF First Grade Scoring Booklet should be used with students in second grade.

Section VII. Ongoing Progress Monitoring, Nonsense Word Fluency (NWF): *First Grade*

Download from <http://dibels.uoregon.edu> or obtain from a district *Reading First* coordinator

NWF Administration & Scoring Procedures

- **Scoring Booklet:** This booklet is duplicated for each student who will be assessed with the NWF measures. The booklet provides a recording of each student's responses and a chart for documenting each score. Although the recording chart on the booklet has designated months for administration of this measure, a teacher may revise these dates to reflect the actual dates that OPM was implemented.
- **Student Materials:** The student materials (often referred to as "probes") can be inserted into plastic sleeves for protection. These materials are coordinated with the scoring booklet and provide a listing of non-words, or nonsense words, for the student to sound out or read.

Section VIII. Ongoing Progress Monitoring, Oral Reading Fluency (ORF): *First Grade*

Download from <http://dibels.uoregon.edu> or obtain from district *Reading First* coordinator

ORF Administration & Scoring Procedures

- **Scoring Booklet:** The booklet is duplicated for each student who will be assessed with the ORF measures. The booklet provides a record of the student's responses and a chart for documenting each score. Although the recording chart on the booklet has designated months for administration of this measure, a teacher may revise these dates to reflect the actual dates that OPM was implemented.
- **Student Materials:** The student materials may be inserted into plastic sleeves for protection. These materials are coordinated with the scoring booklet and provide the text for students to read.

Section IX. Ongoing Progress Monitoring, Oral Reading Fluency (ORF): *Second Grade*

Download from <http://dibels.uoregon.edu> or obtain from a district *Reading First* coordinator

ORF Administration & Scoring Procedures

- **Scoring Booklet:** The booklet is duplicated for each student who will be assessed with the ORF measures. The booklet provides a record of the student's responses and a chart for documenting each score. Although the recording chart on the booklet has designated months for administration of this measure, a teacher may revise these dates to reflect the actual dates that OPM was implemented.
- **Student Materials:** The student materials may be inserted into plastic sleeves for protection. These materials are coordinated with the scoring booklet and provide the text for students to read.

If your school is using mCLASS®:DIBELS® you can use the Palm® for ongoing progress monitoring. The Palm® will have the examiner scoring sheet. You will need to download the student probes from the University of Oregon web site at <http://dibels.uoregon.edu> and follow the downloading instructions provided for you in this manual.

Duplicating Booklets

When copying the scoring booklets, leave the booklets oriented exactly as you find them even though some appear to be turned in the wrong direction. When they are copied back to back (duplexed), the final product will be in correct order by page numbers. Fold the booklet in half, and staple at the fold. If a saddle stapler is available, the booklet can be stapled in the center and then folded.

Guidelines

The procedures for OPM and determining a student's instructional level are described in detail in the *Steps and Decision Rules, Second Grade*, provided on page 18. The steps are in an "if – then" format to make it clear how to proceed based on the student's risk levels.

Second grade teachers may give Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), and/or Oral Reading Fluency (ORF) measures to students, as needed, to determine instructional level and/or who would benefit from OPM in any of these basic skills. Teachers select a different test form each time, follow the standard administration and scoring procedures, and record the scores in the scoring booklet and/or on the Progress Monitoring and Reporting Network (PMRN). The *Reading First* program requires that three ORF passages be administered three times a year to fulfill the program's progress monitoring requirements. However, with the more frequent OPM, only one passage needs to be administered if the measures are taken every two weeks or more frequently. If the ORF measures are administered less frequently than every two weeks, three passages should be administered and the median score recorded.

If the student attends a *Reading First* school or the school is registered with the PMRN, the data can be entered into this system. The PMRN will profile the scores as they appear between the two *Reading First* assessment intervals. Scores may be entered up to 32 times per school year. If a school is not registered with the PMRN, scores may be entered into an EXCEL® file available from the FCRR assessment web site, <http://www.fcrr.org/assessment.htm>.

Please note: *The student probes (student materials) are to be used for assessment purposes only. An inaccurate profile of student skills will result if DIBELS® probes are used for instructional purposes. This may prevent a student from receiving the help needed to be a successful reader.*

Steps to Conduct Ongoing Progress Monitoring

1. Determine the measures to be monitored.
2. Duplicate booklet(s).
3. Record student's name on each booklet.
4. Select student probe(s) that will be administered.
5. Revise dates on booklet chart to reflect the OPM schedule.
6. Obtain pen, stopwatch, clipboard and quiet location for assessment.
7. Conduct the assessment.
8. Score student performance.
9. Record scores in the PMRN, on the chart in the student scoring booklet, or in the EXCEL® file available from the FCRR web site. The PMRN can accommodate up to 32 OPM scores for each measure per school year and also accepts off-grade level DIBELS® measures data.
10. Review the data from each assessment session to determine progress toward goal and adjust instruction accordingly.
11. Place booklet in student classroom file.



Steps and Decision Rules — Second Grade

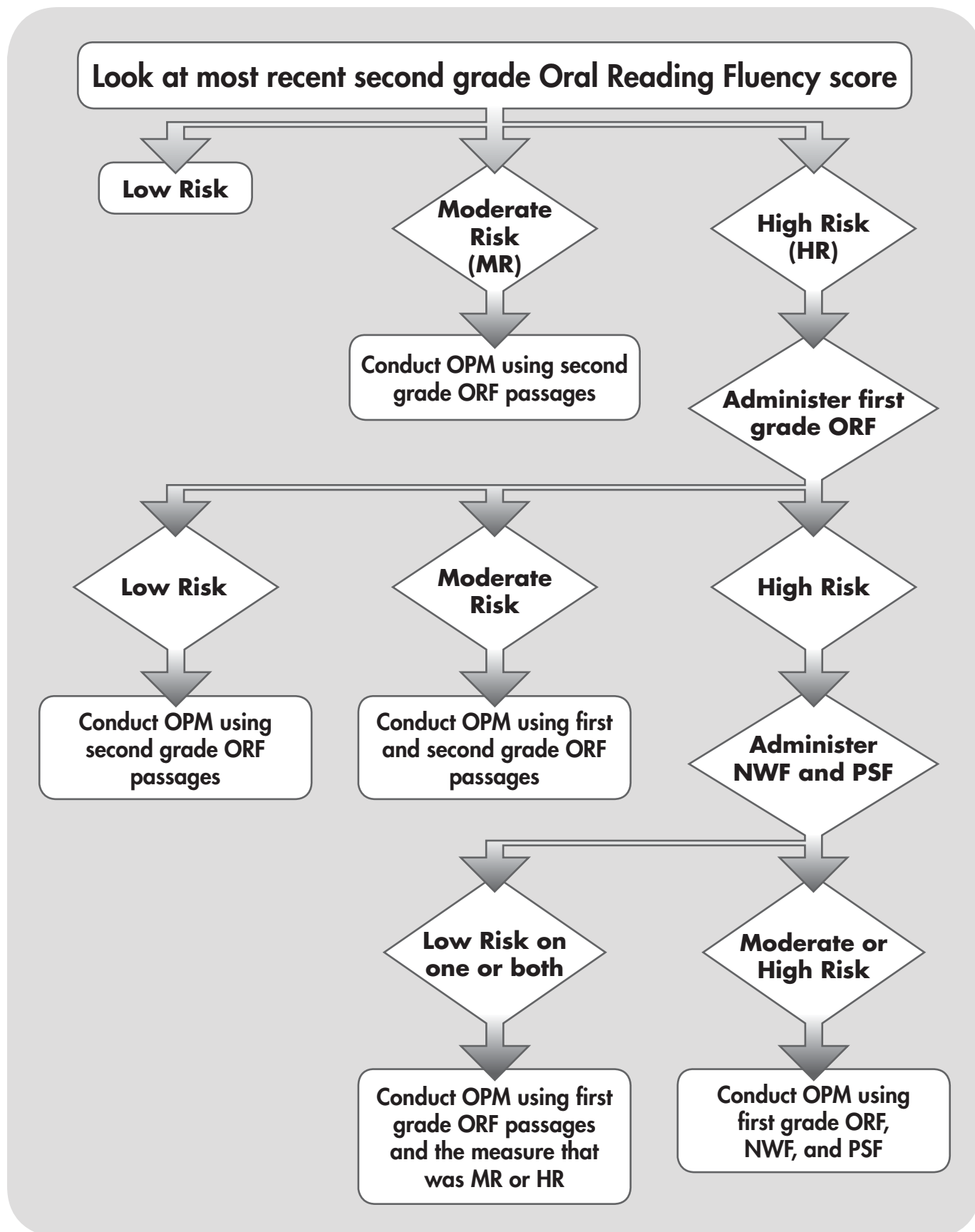
Steps	Decision Rules
Step 1 Administer 2nd Grade Oral Reading Fluency	Look at ORF score from most recent assessment period. If the student performed at low risk , this is the child's instructional level; and more frequent assessment of ORF is unnecessary at this time. If the student's performance is at moderate risk , it is recommended that the teacher conduct OPM using 2nd grade ORF passages. If the student performed at high risk , proceed to Step 2.
Step 2 Administer 1st Grade Oral Reading Fluency	If the student performs at low risk on 1st grade passages, this is the student's instructional level; there is no need to test ORF at a lower level. It is recommended that the teacher conduct OPM using 2nd grade passages. If the student performs at moderate risk , it is recommended that the teacher conduct OPM using 1st and 2nd grade ORF passages. If the student performs at high risk , proceed to Step 3.
Step 3 Administer Nonsense Word Fluency and Phoneme Segmentation Fluency	If the student performs at low risk on one or both measures, it is recommended that the teacher conduct OPM using 1st grade passages and on the measure that was at moderate or high risk . If the student performs at moderate or high risk on both measures, it is recommended that the teacher conduct OPM with 1st grade ORF, NWF, and PSF probes.

NOTE: The PMRN accepts off-grade level DIBELS® data.

Please note that, even when an instructional level is established, it may be beneficial to review previously administered measures. This review, using data gathered from previous DIBELS® administrations, Comprehensive Core Reading Program assessments, and/or other measures may reveal patterns of errors with which the child is having difficulties, e.g., vowel combinations, and/or multisyllabic words. Other diagnostic measures of vocabulary and comprehension may be administered to obtain additional data to inform instruction.

NOTE: If a student's score on NWF or PSF does not appear to be representative of the child's skill level, it is recommended that two more probes for each measure be administered, and the median of the three probes be used as the score for that measure.

Steps and Decision Rules — Second Grade







Reading First Third Grade

Determining Instructional
Level and Conducting
Ongoing Progress
Monitoring

Background Information

Reading First requires DIBELS® assessments at three equal intervals during the school year. Data from these assessments are used to assist teachers in identifying students in need of immediate intensive intervention strategies and to determine a student's instructional level. Teachers also use DIBELS® data to gauge the effectiveness of instructional strategies. When students are receiving additional assistance, it is helpful if the teacher has a process for finding out on a more frequent basis if the assistance is having the desired effect.

One method for determining a student's instructional level is to administer DIBELS® measures, using earlier grade level probes until the student achieves a score in the "low risk" range for a lower grade level (See accompanying *Steps and Decision Rules, Third Grade*, page 24). To determine if a student is responding adequately to intervention, the teacher can conduct Ongoing Progress Monitoring (OPM) through the DIBELS® assessment system. With OPM, a teacher or other educator administers one or more of the brief DIBELS® measures to a student every week, every two to three weeks, or monthly. The information from these assessments is used to create a progress chart representing the more frequent measures of performance. If the child is not demonstrating adequate progress based on the additional DIBELS® information, the teacher can modify the instruction or make changes in the student's reading program to accelerate reading achievement. If the student's progress is moving adequately toward the short and/or long-term goals set by the teacher, the instructional program can be judged successful; and the instructional plan can be continued.

This notebook provides the information and materials needed by classroom teachers to determine a child's instructional level and to initiate OPM. Before beginning these assessments, the teacher must be trained by a qualified Facilitator of DIBELS® training. Reading coaches, reading specialists, and other diagnosticians who are trained DIBELS® Facilitators may be recruited to provide this training to teachers. Schools also may contact their district reading program administrator for the names of trained DIBELS® Facilitators in the district. If a school or district does not have facilitators to provide this training, educators may contact the Florida Center for Reading Research (850-644-9352) for a listing of individuals who meet the DIBELS® Facilitator requirements.

Notebook Contents

The materials from the University of Oregon DIBELS® web site <http://dibels.uoregon.edu> are available to educators at no charge by simply registering and printing the desired documents. They should be downloaded and inserted into the appropriate sections in the notebook.* Specific steps to directly access these materials from the University of Oregon web site are included in the Appendix. The materials provided in this notebook are those needed specifically by third grade teachers to determine a student's instructional level and to implement more frequent progress monitoring in phonemic awareness, phonics, and reading fluency. The Phoneme Segmentation Fluency (PSF) materials are labeled for kindergarten but may be used if a third grade student is experiencing difficulty in acquiring phonemic awareness skills. The Nonsense Word Fluency (NWF) materials are labeled for first grade but may be used if a third grade student is struggling with decoding skills. The Oral Reading Fluency (ORF) materials represent first, second, and third grade level passages for monitoring progress in grade-level and off grade-level text. Additional details about the materials included in Sections VI-X of this notebook are provided below.

** To provide an alternate resource, each school district Reading First Coordinator or Supervisor of Language Arts/Reading has been provided a camera-ready copy of the needed DIBELS® materials from the University of Oregon web site to complete these sections of the notebook. In addition, the notebook can be downloaded from FCRR at <http://www.fcrr.org/assessment>.*

Section VI. Ongoing Progress Monitoring, Phoneme Segmentation Fluency (PSF)

Download from <http://dibels.uoregon.edu> or obtain from a district *Reading First* coordinator

PSF Administration & Scoring Procedures

- **Scoring Booklet:** This booklet is duplicated for each student who will be assessed more frequently using OPM with the PSF measure. The booklet provides a record of the student's oral responses to the segmentation tasks along with a chart for documenting each score. Although the recording chart on the booklet has designated months for administration of this measure, a teacher may revise these dates to reflect the actual dates that OPM was implemented.
- **Student Materials:** It should be noted that PSF is an **auditory task**, and there are **no student probes or materials** that the student must see to perform this measure.

NOTE: The University of Oregon DIBELS® assessment does not include a PSF Scoring Booklet for third grade; therefore, the PSF First Grade Scoring Booklet should be used with students in third grade.

Section VII. Ongoing Progress Monitoring, Nonsense Word Fluency (NWF)

Download from <http://dibels.uoregon.edu> or obtain from a district *Reading First* coordinator

NWF Administration & Scoring Procedures

- **Scoring Booklet:** This booklet is duplicated for each student who will be assessed more frequently using OPM with the NWF measures. The booklet provides a record of each student's responses and a chart for documenting each score. Although the recording chart on the booklet has designated months for administration of this measure, a teacher may revise these dates to reflect the actual dates that OPM was implemented.
- **Student Materials:** The student materials (often referred to as "probes") can be inserted into plastic sleeves for protection. These materials are coordinated with the scoring booklet and provide a listing of non-words, or nonsense words, for the student to sound out or read.

Section VIII. Progress Monitoring, Oral Reading Fluency (ORF): *First Grade*

Download from <http://dibels.uoregon.edu> or obtain from a district *Reading First* coordinator

ORF Administration & Scoring Procedures

- **Scoring Booklet:** The booklet is duplicated for each student who will be assessed more frequently using OPM with the ORF measures. The booklet provides a recording of the student's responses and a chart for documenting each score. Although the recording chart on the booklet has designated months for administration of this measure, a teacher may revise these dates to reflect the actual dates that OPM was implemented.
- **Student Materials:** These materials are coordinated with the scoring booklet and provide the text for students to read.

Section IX. Ongoing Progress Monitoring, Oral Reading Fluency (ORF): *Second Grade*

Download from <http://dibels.uoregon.edu> or obtain from a district *Reading First* coordinator

ORF Administration & Scoring Procedures

- **Scoring Booklet:** The booklet is duplicated for each student who will be assessed more frequently using OPM with the ORF measures. The booklet provides a recording of the student's responses and a chart for documenting each score. Although the recording chart on

the booklet has designated months for administration of this measure, a teacher may revise these dates to reflect the actual dates that OPM was implemented.

- Student Materials: These materials are coordinated with the scoring booklet and provide the text for students to read.

Section X. Ongoing Progress Monitoring, Oral Reading Fluency (ORF): *Third Grade*

Download from <http://dibels.uoregon.edu> or obtain from a district *Reading First* coordinator

ORF Administration & Scoring Procedures

- Scoring Booklet: The booklet is duplicated for each student who will be assessed more frequently using OPM with the ORF measures. The booklet provides a recording of the student's responses and a chart for documenting each score. Although the recording chart on the booklet has designated months for administration of this measure, a teacher may revise these dates to reflect the actual dates that OPM was implemented.
- Student Materials: These materials are coordinated with the scoring booklet and provide the text for students to read.

If your school is using mCLASS®:DIBELS® you can use the Palm® for ongoing progress monitoring. The Palm® will have the examiner scoring sheet. You will need to download the student probes from the University of Oregon web site at <http://dibels.uoregon.edu> and follow the downloading instructions provided for you in this manual.

Duplicating Booklets

When copying the scoring booklets, leave the booklets oriented exactly as you find them even though some appear to be turned in the wrong direction. When they are copied back to back (duplexed), the final product will be in correct order by page numbers. Fold the booklet in half, and staple at the fold. If a saddle stapler is available, the booklet can be stapled in the center and then folded.

Guidelines

The procedures for ongoing progress monitoring and determining a student's instructional level are described in detail in the *Steps and Decision Rules Third Grade* provided on page 24. The steps are in an "if – then" format to make it clear how to proceed based on the student's risk levels.

Third grade teachers may give Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), and/or Oral Reading Fluency (ORF) measures to students, as needed, to determine instructional level and/or who would benefit from ongoing progress monitoring in any of these basic skills. Teachers select a different test form each time, follow the standard administration and scoring procedures, and record the scores in the scoring booklet and/or on the Progress Monitoring and Reporting Network (PMRN). The *Reading First* program requires that three ORF passages be administered three times a year to fulfill the program's progress monitoring requirements. However, with the more frequent OPM, only one passage needs to be administered if the measures are taken every two weeks or more frequently. If the ORF measures are administered less frequently than every two weeks, three passages should be administered and the median score recorded.

How often should children be monitored with DIBELS®?

More severe problems require more frequent monitoring!

Options:

- Two times per week (optimal)
- Once per week
- Once every two to three weeks
- Once per month

If the student attends a *Reading First* school or the school is registered with the PMRN, the data can be entered into this system. The PMRN will profile the scores as they appear between the two *Reading First* assessment intervals. Scores may be entered up to 32 times per school year. If a school is not registered with the PMRN, scores may be entered into an EXCEL® file available from the FCRR assessment web site, <http://www.fcrr.org/assessment.htm>.

Please note: The student probes (student materials) are to be used for assessment purposes only. An inaccurate profile of student skills will result if DIBELS® probes are used for instructional purposes. This may prevent a student from receiving the help needed to be a successful reader.

Steps to Conduct Ongoing Progress Monitoring

1. Determine the measures to be monitored.
2. Duplicate booklet(s).
3. Record student's name on each booklet.
4. Select student probe(s) that will be administered.
5. Revise dates on booklet chart to reflect OPM schedule.
6. Obtain pen, stopwatch, clipboard and quiet location for assessment.
7. Conduct assessment.
8. Score student performance.
9. Record scores in PMRN, on the chart in the student scoring booklet, or in the EXCEL® file available from the FCRR web site. The PMRN can accommodate up to 32 OPM scores for each measure per school year and accepts off-grade level DIBELS® data.
10. Review the data from each assessment session to determine progress toward goal and adjust instruction accordingly.
11. Place booklet in student classroom file.



Steps and Decision Rules — Third Grade

Steps	Decision Rules
Step 1 Administer 3rd Grade Oral Reading Fluency	Look at ORF score from most recent assessment period. If the student performed at low risk , this is the child's instructional level; and more frequent assessment of ORF is unnecessary at this time. If the student's performance is at moderate risk , it is recommended that the teacher conduct OPM using 3rd grade ORF passages. If the student performed at high risk , proceed to Step 2.
Step 2 Administer 2nd Grade Oral Reading Fluency	If the student performs at low risk on 2nd grade passages, this is the student's instructional level; there is no need to test ORF at a lower level. It is recommended that the teacher conduct OPM using 3rd grade ORF passages. If the student performs at moderate risk , it is recommended that the teacher conduct OPM using 2nd and 3rd grade ORF passages. If the student performs at high risk , proceed to Step 3.
Step 3 Administer 1st Grade Oral Reading Fluency	If the student performs at low risk on 1st grade passages, this is the student's instructional level, and it is recommended that the teacher conduct OPM of ORF using 2nd grade passages. In addition, the teacher may want to conduct OPM using NWF if decoding skills are weak. If the student performs at moderate risk , it is recommended that the teacher conduct OPM using 1st and 2nd grade ORF and NWF measures. If the student performs at high risk , proceed to Step 4.
Step 4 Administer Nonsense Word Fluency and Phoneme Segmentation Fluency	If the student performs at low risk on one or both measures, it is recommended that the teacher conduct OPM using 1st grade ORF passages and on the measure that was at moderate or high risk . If the student performs at moderate or high risk on the NWF and PSF, it is recommended that the teacher conduct OPM with 1st grade ORF, NWF, and PSF probes.

NOTE: The PMRN accepts off-grade level DIBELS® data.

Please note that, even when an instructional level is established, it may be beneficial to review previously administered measures. The review, using data gathered from previous DIBELS® administrations, Comprehensive Core Reading Program assessments, and/or other reading measures, may reveal patterns of errors with which the child is having difficulties, e.g., vowel combinations, and/or multisyllabic words, etc. Other diagnostic measures of vocabulary and comprehension may be administered to obtain additional data to inform instruction.

NOTE: If a student's score on NWF or PSF does not appear to be representative of the child's instructional level, it is recommended that two more probes for each measure be administered, and the median of the three probes is the score recorded for that measure.



Steps and Decision Rules — Third Grade

