

Shoreline School District Screening Tools for K-6 Reading

	September	Nov. 15-Dec. 15	January	March	May-June
		1 st Trimester	Midyear	2 nd Trimester	3 rd Trimester
K	DIBELS ISF, LNF		DIBELS ISF*, LNF*, PSF, NWF	High Frequency Words (11)	DIBELS LNF*, PSF*, NWF* High Frequency Words (16)
1st	DIBELS LNF, PSF, NWF CORE Phonics A	DRA 8 (Hi Cap Screen) High Frequency Words (38)	DIBELS PSF*, NWF*, ORF CORE Phonics B	DRA 12* High Frequency Words (75)	DRA 16* DIBELS PSF*, NWF*, ORF* CORE Phonics C, D, F High Frequency Words (120)
2nd	DIBELS ORF	DRA 20 High Frequency Words (32)	DIBELS ORF*	DRA 24* High Frequency Words (64)	DIBELS ORF* DRA 28* High Frequency Words (96) CORE Phonics E
3 rd -6th	DIBELS ORF SRI Multi-Syllabic Words		DIBELS ORF* SRI		DIBELS ORF* SRI Multi-Syllabic Words

*Only test students who are not at **year-end** benchmark.

Two options for DIBELS Oral Reading Fluency:

- ∞ Record errors as a running record to provide more information regarding reading strategies.
- ∞ To get a basic comprehension measure, ask students to retell what they read and use the attached rubric to score the retell 4, 3, 2, or 1.

Rubric for Retell

4	Includes all main ideas and important details, accurately reported, and in the correct sequential order.
3	Most, but not all, of the main ideas are included. Sequence is maintained, but some events, or details, may be missing.
2	Includes the subject but leaves out main ideas. Details are sketchy or not linked with the idea they support. Organization is random, and mistakes occur in essential sequences. Student tells facts incorrectly or essential points are missing.
1	Unable to retell, or the retelling is off topic.

Rationale for the use of DIBELS at all grade level, K-6:

- ∞ Would provide consistent data K-6.
- ∞ Is a screening instrument to determine whether all the major skills are in place to read at grade level by the end of third grade.
- ∞ Would provide system for progress monitoring as required by Response to Intervention (RTI) to see if instruction is making a difference
- ∞ All materials are provided for progress monitoring.
- ∞ Reports are easy to create and use. These help teachers look at reading progress of individuals, classes, grade level, school, and district over time.
- ∞ Information is easy to transfer to student learning plans.
- ∞ Is quick and easy to administer. Teachers would spend less time testing, and special program placement could be decided in a timely manner.
- ∞ Out of level testing is possible for below grade level students (SPED, Title, etc.)
- ∞ Has been validated in hundreds of districts over the past ten years to identify students who need reading support.
- ∞ Research has show that the results are highly correlated to WASL Reading results. Generally, students who are at DIBELS benchmarks pass the WASL, students not at benchmark do not pass the WASL.
- ∞ With training, results can be used to inform instruction (form instructional groups, target areas of further instruction, identify missing skills, indicate reading levels, point to the need for further assessment, etc.)
- ∞ Would not require teachers to do two complete DRA assessments, one in September and one before report cards in December.
- ∞ Would allow the DRA to be used correctly for determining reading levels and as a diagnostic tool.
- ∞ Title/LAP teachers are finding this assessment more accurately identifies students that may be at risk later on.
- ∞ The way we currently use DIBELS allows students to fall through the cracks because we are not consistently monitoring them. First graders may be at standard in the fall, but fall below standard in May. We need to identify these at-risk students sooner, not wait until the end of the year. The progress monitoring will indicate if students are on track to master skills.

Needs:

- ∞ Would require more training to understand the purposes of the DIBELS assessment and how the information should be used to inform instruction.
- ∞ Need to show how to use the progress monitoring.
- ∞ Schools still need assessment dollars for subs, etc.
- ∞ We need to decide who should be doing the testing – classroom teachers, specialists, paras.