

Assessment: Resource Sheets

Assignment

- Participants will analyze the DIBELS data of one student group.
- Participants will plan and teach an intervention lesson for one student group
- The Master Coach will assist in organizing the intervention assignments.

Participant Materials

Reading First Notebook

PowerPoint Handout –3 per page

Participant Resources – 3 copies of Resource 3 Observation Chart; 1 copy of all others

Blank Intervention Lesson Plans

- 2nd & 3rd grade Intervention Plans (one for below level 16 & one for above level 16)
- QuickReads directions

Texts

I've DIBEL'd, Now What?

Kindergarten DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Initial Sounds Fluency	ISF < 4 4 ≤ ISF < 8 ISF ≥ 8	At Risk Some Risk Low Risk	ISF < 10 10 ≤ ISF < 25 ISF ≥ 25	Deficit Emerging Established		
Letter Naming Fluency	LNF < 2 2 ≤ LNF < 8 LNF ≥ 8	At Risk Some Risk Low Risk	LNF < 15 15 ≤ LNF < 27 LNF ≥ 27	At Risk Some Risk Low Risk	LNF < 29 29 ≤ LNF < 40 LNF ≥ 40	At Risk Some Risk Low Risk
Phonemic Segmentation Fluency			PSF < 7 7 ≤ PSF < 18 PSF ≥ 18	At Risk Some Risk Low Risk	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established
Nonsense Word Fluency			NWF < 5 5 ≤ NWF < 13 NWF ≥ 13	At Risk Some Risk Low Risk	NWF < 15 15 ≤ NWF < 25 NWF ≥ 25	At Risk Some Risk Low Risk

First Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Letter Naming Fluency	LNF < 25 25 ≤ LNF < 37 LNF ≥ 37	At Risk Some Risk Low Risk				
Phonemic Segmentation Fluency	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established
Nonsense Word Fluency	NWF < 13 13 ≤ NWF < 24 NWF ≥ 24	At Risk Some Risk Low Risk	NWF < 30 30 ≤ NWF < 50 NWF ≥ 50	Deficit Emerging Established	NWF < 30 30 ≤ NWF < 50 NWF ≥ 50	Deficit Emerging Established
Oral Reading Fluency			ORF < 8 8 ≤ ORF < 20 ORF ≥ 20	At Risk Some Risk Low Risk	ORF < 20 20 ≤ ORF < 40 ORF ≥ 40	At Risk Some Risk Low Risk

Second Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Oral Reading Fluency	ORF < 26	At Risk	ORF < 52	At Risk	ORF < 70	At Risk
	26 ≤ ORF < 44	Some Risk	52 ≤ ORF < 68	Some Risk	70 ≤ ORF < 90	Some Risk
	ORF ≥ 44	Low Risk	ORF ≥ 68	Low Risk	ORF ≥ 90	Low Risk

Third Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Oral Reading Fluency	ORF < 53	At Risk	ORF < 67	At Risk	ORF < 80	At Risk
	53 ≤ ORF < 77	Some Risk	67 ≤ ORF < 92	Some Risk	80 ≤ ORF < 110	Some Risk
	ORF ≥ 77	Low Risk	ORF ≥ 92	Low Risk	ORF ≥ 110	Low Risk

DIBELS Measure	Observations	Implications/Questions

DIBELS Measure	Observations	Implications/Questions
Booklet Cover	<ul style="list-style-type: none"> - high NWF, low PSF and LNF - high ORF, low NWF - LNF established - deficit PSF - higher NWF than PSF 	<ul style="list-style-type: none"> - What could have caused PSF to be so low? - Did student understand the test? - Should the child be reassessed ?
<p style="text-align: center;">LNF</p> <p style="text-align: center;">First Grade Fall</p>	<ul style="list-style-type: none"> - 74% accuracy - 7 errors on 5 different letters: g,y,z,q,d - low fluency rate - missed more letters at end of alphabet 	<ul style="list-style-type: none"> - develop letter recognition - letter sorts - push/pull letters - develop fluency with known letter cards
<p style="text-align: center;">PSF</p> <p style="text-align: center;">First Grade Fall</p>	<ul style="list-style-type: none"> -some phonemes segmented -10 partially segmented - 2 repeated - fluent – attempts exceed goal - initial sounds correct - 8/12 errors on ending sounds - 7/12 vowel sounds correct 	<ul style="list-style-type: none"> - placement on phonological awareness continuum - explicit instruction in phoneme isolation, categorization , THEN - blending and segmenting
<p style="text-align: center;">NWF</p> <p style="text-align: center;">Second Grade Fall</p>	<ul style="list-style-type: none"> - most responses sound-by-sound - only <i>u</i> missed - low fluency - initial sounds accurate - final sounds accurate - missed one vowels sound – u 	<ul style="list-style-type: none"> - model and practice - beginning sounds - systematic phonics instruction - practice with decodable text
<p style="text-align: center;">ORF</p> <p style="text-align: center;">Third Grade Fall</p>	<ul style="list-style-type: none"> - accuracy rate 81% - below fluency goal - only missed one sight word – <u>a</u> - missed vowel patterns <u>ea, a e, ai</u> - word camp correct on second attempt -<u>camp</u> related vocabulary missed - multisyllabic words missed 	<ul style="list-style-type: none"> - intervention in phonics, decoding - practice in connected text - content vocabulary instruction - teach syllable patterns - develop automaticity with long vowel patterns
<p style="text-align: center;">WUF</p> <p style="text-align: center;">Kindergarten Midyear</p>	<ul style="list-style-type: none"> - 4/10 correct - better with concrete words - used all time/no response 6 times - 3 and 4 word responses - little variability 	<ul style="list-style-type: none"> -oral language development -echo reading -patterned books, choral reading -respond during direct - vocabulary instruction.

Phonological Awareness Continuum

(from most discrete to broadest area)

Type	Description	Example
Phonemic Awareness	Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words	/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/
Onsets and Rimes	Blending and segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds that follow (rime)	/m/ /ice/ /sh/ /ake/
Syllables	Combining syllables to say words or segmenting spoken words into syllables	/mag/ /net/ /pa/ /per/
Alliteration	Producing groups of words that begin with the same initial sound.	ten tiny tadpoles
Rhyme	Matching the ending sounds of words.	cat, hat, bat, sat
Words and Sentences	Recognizing sentences as complete thought and segmenting sentences into words.	The dog ran away. 1 2 3 4

When a child is proficient at a point on the continuum, the intervention should be designed to move the child to the next point on the continuum. For example, a child giving onset and rime has the concept of onset and rime. He needs to work with segmenting individual sounds or phonemes.

Emily's Group

Circle Critical Indicators: PSF LNF ORF

First Grade Weekly Intervention Plan

<p>Vocabulary, Fluency, Comprehension* <u>Repeated Text</u> Vocabulary Fluency Comprehension</p> <p><u>Guided Reading Text</u> (rereading) Vocabulary Fluency Comprehension (15 minutes)</p>	<p>Echo read text: <i>Pat-a-Cake</i>. Reread and add actions. Talk about the meaning of poem. <i>Use focus frame and highlight words with a.</i></p> <p>Partner read, <i>I Can Read</i>.</p>	<p>Chorally read text: <i>Pat-a-Cake</i>. Reread and add actions.</p> <p>Use highlight tape to find words with a. List and read.</p> <p>Partner read, <i>I Can Read</i>.</p>	<p>Chorally read text: <i>Pat-a-Cake</i>, Reread and add actions.</p> <p>Oral Language: What is a baker man? What might a baker man do?</p> <p>Partner read, <i>I Can Read</i>.</p>	<p>Choral read text: <i>Pat-a-Cake</i>. Reread and add actions.</p> <p>Oral Language: Semantic map: <i>Things That Are Baked</i>.</p> <p>Partner read, <i>I Can Read</i>.</p>	<p>Sing text: <i>Pat-a-Cake</i>. Reread and add actions.</p> <p>Reconstruct poem, <i>Pat-a-Cake</i>, from cut up sentence strips.</p> <p>Partner read, <i>I Can Read</i>.</p>
<p>Phonemic Awareness** Level of intervention</p> <p>Activity (5 minutes)</p>	<p>Complete Segmentation (focus on medial vowel) –</p> <p>Elkonin boxes using -at and -an family words.</p>	<p>Complete Segmentation</p> <p>Elkonin boxes using -at and -an family words.</p>	<p>Complete Segmentation w/o boxes using shoulders, elbows, wrist taps with -at and -an family words. Blend sounds back together to make the word.</p>	<p>Complete Segmentation with body taps using -at and -an family words.</p> <p>Given the segmentation, students will form words by blending.</p>	<p>Complete Segmentation with taps using -at and -an family words.</p> <p>Given the segmentation, students will form words by blending.</p>
<p>Phonics*** -Feature -Lesson -Sight Words -Decodable Text (10 minutes)</p>	<p>Feature C, words with /a/ rimes (-at, -am, -an) Read and sort by ending sound patterns. Read short a decodable text: <i>At the Mat</i>. Sight words: am, an, at</p>	<p>Feature C, words with /a/ rimes. Sort the words by rime. Read short a decodable text: <i>At the Mat</i>. Sight words: am, an, at</p>	<p>Feature C, words with /a/ rimes. Blending practice with /a/ words. Read short a decodable text: <i>At the Mat</i>. Sight words: am, an, at</p>	<p>Feature C, words with /a/ rimes. Making words and blending practice. Read short a decodable text: <i>At the Mat</i>. Sight words: am, an, at</p>	<p>Feature C, words with /a/ rimes. Assess students' ability to spell /a/ words. Read short a decodable text: <i>At the Mat</i>. Sight words: am, an, at</p>

- Re-teach shared and/or guided texts (instructional level) from previous week's lesson. **Use core phonemic awareness program and target instruction on continuum to match students' development. *** Use core phonics program with lesson on student's level.