

Sixth Grade DIBELS

DIBELS Overview

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

Beginning of Year

DIBELS Oral Reading Fluency (DORF)

On the DORF assessment, your child will read three passages appropriate for his/her grade level for one minute and then asked to retell what was read. The teacher will calculate the words read correctly (Words Correct– WC), your child’s accuracy rate, and the number of words your child uses to appropriately retell what was read. Retelling the story or text is important because it gives the teacher an indication if your child not only can read the words, but can understand what he/she is reading as well. The median WC, accuracy and retell will be used as your child’s score on this assessment.

Ice Country

► The plane’s skis landed on the snow-covered runway. Inside the plane, Alison felt ready for her first day at her new job as a biologist in Antarctica. As she disembarked she took a deep breath and exhaled. She laughed as she saw her breath hanging as a thin fog in the air. In such a cold environment she would get used to seeing her breath.

Alison glanced at Victor, the other biologist along on the expedition to Antarctica. He was tugging his parka tight to keep out the frigid wind. They took in the scene, and they both grinned in delight. Beyond the edge of the bare rock lay endless whiteness, sparkling in the bright sunlight. Alison’s main responsibility was to study the sparse vegetation in the dry valleys near the station. She was also determined to spend as much time as possible farther out on the ice sheet.

As a biologist, Alison was attracted to Antarctica for the simplicity of its life forms. Not much can live in the hostile environment, except under the sea. It is almost impossible for plants and animals to live on land. Alison would study the lichens that grew between the grains of sand inside sandstone rock. These tiny plants receive just enough water and sunlight to allow photosynthesis during a short time each year. Their growth rates are so slow that scientists estimate some of them may be thousands of years old.

Alison looked around the station site and was glad that she would be living there with over a thousand other people. It would be nice to have company and a warm place to spend time in between her experiments and explorations. She hoped some of the more seasoned scientists would show her the ropes and take her out on the ice, because she was excited by the idea of seeing a whiteout. A whiteout is when thick snow and overcast skies combine to make everything appear white. In a whiteout, she wanted someone with her who knew how to survive the adventure.

DAZE

The DAZE is a measure of your child's ability to understand what he/she reads. This assessment is typically administered to the whole class at the same time. Your child will be asked to silently read a grade level passage for 3 minutes. Every seventh word in the passage has been replaced by a box containing the correct word and two "distractor" words. Credit is given for each correct answer.

Taking Great Nature Photographs

Many people love looking at a beautiful landscape or at waves crashing into rocks on a wind-swept beach. They may want to capture a of it on camera in order to it with others. Because the subject so beautiful, they think, "This is to be a wonderful photograph!"

However, a good nature photograph can be . If you're not careful, a majestic may look like a distant pebble. waves can easily become a gray , with the seagulls above them appearing as specks in a washed-out sky. The colors of real life may not easy to capture in the photo. It also easy to have all of your come out too small. By following a simple suggestions, you can learn to photographs that capture the true beauty of .

The first thing to consider is what of camera you have available. Some are more suited to taking certain of pictures than others. When shooting .

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Middle of Year

DORF- See above

DAZE- See above

End of Year

DORF- See above

DAZE- See above

Sixth Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS	At or Above Benchmark	Likely to Need Core Support	344 +	358 +	380 +
Composite Score	Below Benchmark	Likely to Need Strategic Support	280 - 343	285 - 357	324 - 379
	Well Below Benchmark	Likely to Need Intensive Support	0 - 279	0 - 284	0 - 323
DORF	At or Above Benchmark	Likely to Need Core Support	107 +	109 +	120 +
Words Correct	Below Benchmark	Likely to Need Strategic Support	90 - 106	92 - 108	95 - 119
	Well Below Benchmark	Likely to Need Intensive Support	0 - 89	0 - 91	0 - 94
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support	97% +	97% +	98% +
	Below Benchmark	Likely to Need Strategic Support	94% - 96%	94% - 96%	96% - 97%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 93%	0% - 93%	0% - 95%
Retell	At or Above Benchmark	Likely to Need Core Support	27 +	29 +	32 +
	Below Benchmark	Likely to Need Strategic Support	16 - 26	18 - 28	24 - 31
	Well Below Benchmark	Likely to Need Intensive Support	0 - 15	0 - 17	0 - 23
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support	2 +	2 +	3 +
	Below Benchmark	Likely to Need Strategic Support	1	1	2
	Well Below Benchmark	Likely to Need Intensive Support			1
Daze Adjusted Score	At or Above Benchmark	Likely to Need Core Support	18 +	19 +	21 +
	Below Benchmark	Likely to Need Strategic Support	14 - 17	14 - 18	15 - 20
	Well Below Benchmark	Likely to Need Intensive Support	0 - 13	0 - 13	0 - 14

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.