

Progress Monitoring Dibels Oral Reading Fluency Second

The Truth about DIBELS Use of the Dibels Oral Reading Fluency Measure to Predict Future Dibels Oral Reading Fluency Outcomes DIBELS Oral Reading Fluency and the California Standards Tests DIBELS Oral Reading Fluency Reliability of DIBELS Oral Reading Fluency and Retell Fluency for First and Third Graders An Examination of the Equivalence of the First Grade DIBELS Oral Reading Fluency Probes Within-subject Variability in DIBELS Oral Reading Fluency Data The Relationship Between DIBELS Oral Reading Fluency Scores and TCAP Reading/language Arts Performance The Effectiveness of Dibels Oral Reading Fluency as a Predictor of Reading Comprehension for High- and Low-income Students The Educational Implications of DIBELS Oral Reading Fluency Assessments and Mississippi Curriculum Test 2 in Reading First Schools Using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency Data to Predict Michigan Educational Assessment Program Outcomes The Indication of Summer Reading Loss Utilizing DIBELS Oral Reading Fluency Scores The Relationship Between DIBELS Oral Reading Fluency Scores and Reading Scores on High-stakes Assessments DIBELS Oral Reading Fluency Predictive Effectiveness for 3rd-grade Reading Performance in Charlotte-Mecklenburg Schools Second Grade Scoring Booklet Benchmark Early Reading Assessment with DIBELS Oral Reading Fluency An Examination of DIBELS Oral Reading Fluency Scores and Their Relationship to Comprehension as Measured by the Third Grade Ohio Reading Achievement Test Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Third Grade Scoring Booklet Benchmark Early Reading Assessment with DIBELS Oral Reading Fluency Relationships Among Reading Assessments Does Parental Involvement and the Use of Weekly Reading Passages Improve, on Average, Oral Reading Fluency Scores on DIBELS Kenneth S. Goodman William E. Sanders Lauren Elizabeth Craig Jennifer L. Anderson Abby D. Cypher-Kitchen Chung-Hau Fan Andrea Alexander Stacy L. Cooper Timon M. Paleologos Debra A. Dace Lisa Lockman Lauren

Wujtewicz Alicia Lenise Curry Samantha Kane Salvador Roland H. Good (editor.) Alicia Ruth Pangrac Roland H. Good Roland H. Good Melissa Walker Vanesa L. Brown

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an evaluation of the dynamic indicators of basic early literacy skills dibels

given the change in federal legislation allowing the consideration of a response to intervention rti approach to making eligibility decisions for specific learning disabilities idea 2004 it is crucial to establish sufficient evidence for using curriculum based measurements cbm or cbm like measures e g dynamic indicators of basic early literacy skills dibels for monitoring students responses to interventions as part of the identification process for specific learning disabilities one critical component in an effective rti model is the availability of parallel measures suited for frequent progress monitoring to index student performance over time the current study investigated the equivalence of the twenty first grade dibels oral reading fluency dorf progress monitoring probes using a one way anova for repeated measures participants were 68 first grade students 36 females and 32 males from two midwestern elementary schools no selection criteria other than parental consent were used the dorf probes were given in a pseudo counterbalanced order across four days at the end of the school year to avoid instruction and practice effects the standard error of measurement sem of the twenty first grade dorf progress monitoring probes was calculated using alternate form reliability coefficients results suggested that the equivalence assumption of the first grade dorf was not held most of the probes were significantly different in their difficulty level from each other and did not yield consistent mean levels of performance the findings also suggested a significant magnitude of score fluctuation at the individual student level the average sem value was about 9 ranging from 8 to 10 similar to previous research findings using test retest reliability for calculation limitations educational implications for cbm orf users and researchers and directions for future research are presented

the purpose of this study was to examine the predictive strength and decision making utility of oral reading fluency as it relates to reading comprehension the relationship of dibels orf scores and the language arts la mississippi curriculum test 2 mct2 scores was explored specifically the research questions addressed were 1 is there a significant relationship between third grade students oral reading fluency score on dibels and reading achievement level on the third grade mississippi curriculum test second edition mct2 for language arts 2 is there a significant relationship between third grade students obtained mct2 proficiency levels of minimal basic proficient and advanced and dibels oral reading fluency performance levels and 3 is there a significant relationship between third grade students obtained mct2 language arts scale score student achievement and other

factors gender lunch status and attendance when dibels orf scores and mct2 language arts scores were compared using the pearson product moment correlation a positive correlation existed for the data collected from 261 third grade students in the mississippi delta region 2007 2008 and 2008 2009 cohorts a two way chi square revealed that students who performed at the low risk benchmark for dibels orf also performed in the proficient and above ranges on the mct2 la finally an independent samples t test demonstrated that other factors such as gender and attendance were not significant in predicting mct2 la performance however lunch status showed some significance with one cohort of third grade students nevertheless the findings from this study are in alignment with other states such that a high correlation between the state assessment mct2 and dibels orf exists the researcher found evidence that the use of dibels orf as a formative assessment tool along with other variables may provide useful data to educators to identify students at risk of reading failure on the third grade end of year mct2 la the information provided from this research supports the contention that dibels orf data may be used to inform intervention decisions in order to prevent future reading failure

schools are under legislative pressure to ensure students make adequate progress each year and therefore must identify students in need of intervention at early grade levels educators use diagnostic tools to measure student progress attempting to determine which children may be most at risk for future reading failure the dynamic indicators of early literacy skills is widely used for early identification of students who have risk factors this study incorporated a quantitative correlational ex post facto design to examine the relationship between students third grade scores on the spring dibels oral reading fluency assessment and their fifth grade michigan educational assessment program reading results by examining the relationship between the dibels orf assessment and the meap reading assessment researchers can gain insight into the system many schools currently use to identify at risk students the study analyzed data from 2 220 students enrolled in seven rural school districts participating in a regional data initiative grant program the research questions examined relationships including the effect of gender and socioeconomic status between dibels orf scores in the spring of third grade and meap reading assessment scores in their third fourth and fifth years data was examined using descriptive statistics linear regression chi square analysis and hierarchal liner

modeling findings revealed lower dibels orf at third grade were predictive of lower meap reading scores after controlling for the above mentioned effects each increase in dibels orf score at third grade was associated with about a 60 increase in normed meap scores this means that students scoring lower on their third grade dibels orf assessment are most at risk for scoring lower on their third grade state assessment dibels orf was also a significant predictor of the slope of student meap reading scores between third and fifth grade these findings support the use of dibels orf as a screener to help educators predict a student's future reading proficiency scores and therefore can help inform decision when selecting the students in need of interventions

early identification of children with reading problems is a vital element of academic success at all grade levels thus it is crucial that educators select and implement efficient reading assessments and procedures the purpose of this study was to investigate third grade archival data of students over a 2 year period at one school to determine if a relationship existed between the dibels 3rd grade oral reading fluency scores and the reading scores on stanford achievement test and the reading scores on the alabama reading and math test archival data from 80 third grade african american students who were assessed with all three assessments was used to conduct this study pearson and spearman statistical tests were performed on the data to examine the relationship between dibels oral reading fluency and the reading section of the stanford achievement test and the reading section of the alabama reading and math test the results indicated a relationship existed between dibels oral reading fluency scores and the reading scores on stanford achievement test and the reading scores on the alabama reading and math test during the 2009 2010 school years

the present study investigated the relationships between the dynamic indicators of basic early literary skills dibels oral reading fluency and the developmental reading assessment dra as related to terranova2 vocabulary and comprehension scores for second grade students archival data gained from 60 participants during the 2004 2005 school year were utilized the participants were from a school receiving reading first funding in a northeastern city correlation and regression analyses were run on the dibels oral reading fluency scores dra codes and tn2 scores to determine the relationships among the three tests results found

significant correlations and predictors for tn2 performance abstract

the purpose of this study was to determine if parental involvement and the use of weekly reading passages could improve oral reading fluency on dynamic indicators of basic early literacy skills dibels the study examined dibels oral reading fluency orf results from april 2007 when students received standard instruction on oral reading fluency in the classroom and the dibels results from april 2008 when parental involvement strategies were implemented

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