



Pathways of Progress™

DIBELS® Pathways of Progress™

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Module 1 Agenda

Introductions

Part I: DIBELS® Next Overview

- ▶ Purpose
- ▶ Prevention
- ▶ Technical Adequacy
- ▶ Benchmark Goals

Part II: The Need for Pathways of Progress

- ▶ Goals and purpose
- ▶ Role of Pathways in DIBELS AD
- ▶ Classroom Progress Percentiles
- ▶ DIBELS AD Reports
- ▶ Classroom Pathways Reports

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Part I

DIBELS® NEXT OVERVIEW

Purpose

Prevention

Benchmark Goals




What Are DIBELS®?

- ▶ Dynamic Indicators of Basic Early Literacy Skills
- ▶ A set of measures used to assess early literacy and reading skills for students from kindergarten through sixth grade that can be used to:
 - ▶ Identify students who may be at risk for reading difficulties
 - ▶ Help teachers identify areas to target instructional support
 - ▶ Monitor progress of students
 - ▶ Examine the effectiveness of instructional support

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Important Features of DIBELS®

To be useful for screening and progress monitoring of early literacy skills, the measures must:

- ▶ Measure Basic Early Literacy Skills
- ▶ Be efficient and economical
- ▶ Use standardized procedures
- ▶ Be repeatable
- ▶ Be sensitive to small changes in growth over short periods of time
- ▶ Have technical adequacy
- ▶ Have research-based goals and cut points for risk

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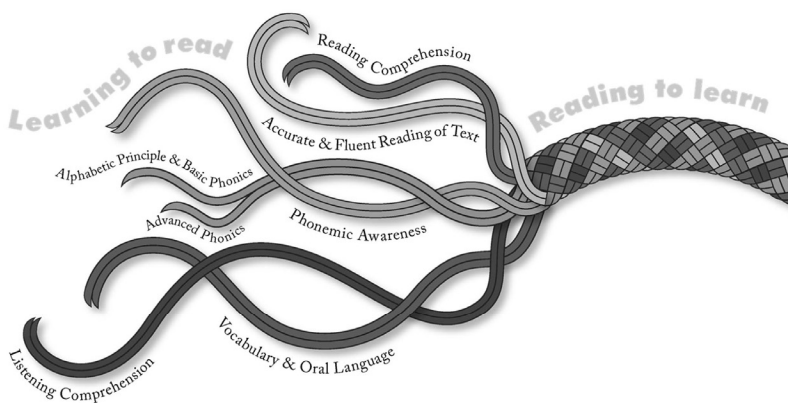
Basic Early Literacy Skills are The Big Ideas

Basic Early Literacy Skill	The Big Idea
Vocabulary and language skills	Using knowledge of words, word meanings, and grammar to understand and express meaning.
Phonemic awareness	The understanding that spoken words are made up of sequences of individual speech sounds or phonemes.
Alphabetic principle and basic phonics	1. <u>Alphabetic Understanding</u> : Knowledge of letter-sound correspondences and the understanding that letters represent sounds in spoken words. 2. <u>Phonological Recoding (blending)</u> : The use of alphabetic understanding to decode or read unknown words
Advanced phonics and word attack	Knowing and applying letter-sound patterns to read known and unknown words with automaticity and confidence.
Accurate and fluent reading of connected text	Reading that is accurate (without too many miscues), at a reasonable rate, and prosodic (read with enough expression that it sounds like language).
Reading comprehension	The process of drawing meaning from text.

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Basic Early Literacy Skills: Strands woven together become reading



Adapted from Scarborough, 2001 and Kame'uli, Simmons, Coyne, & Harn, 2003

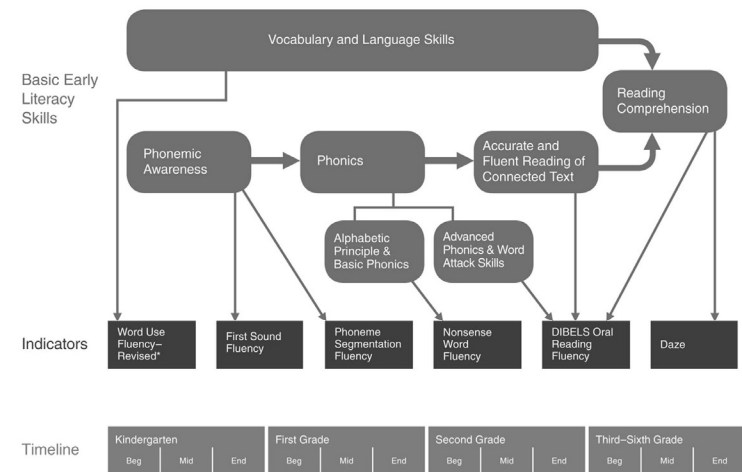
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Basic Early Literacy Skills Timeline

*Word Use Fluency—Revised (WUF-R) is available as an experimental measure from <http://dibels.org/>.

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Benchmark Goals Provide Three Levels of Performance

If a student achieves a Benchmark Goal, the odds are in favor of that student achieving later reading outcomes.

- ▶ **At or Above Benchmark:** Odds are generally 80% to 90% of achieving subsequent benchmark goals and important reading outcomes. **Student is likely to make adequate progress with effective core instruction.**
- ▶ **Below Benchmark:** Odds are generally 40% to 60% of achieving subsequent benchmark goals and important reading outcomes. **Student is likely to need strategic support to make adequate progress.**
- ▶ **Well-Below Benchmark:** Odds are generally 10% to 20% of achieving subsequent benchmark goals and important reading outcomes. **Student is likely to need intensive support to make adequate progress.**

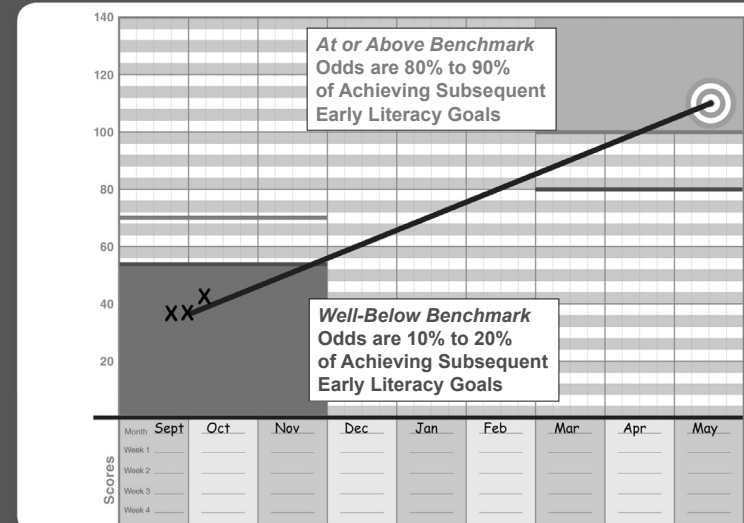
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Benchmark Goals and Need for Support



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DIBELS Next Technical Manual www.dibels.org (p. 157)

Table B.9 First-Grade Odds of Meeting Selected Later Important Reading Outcomes from Benchmark Goal Research

Measure	Score Level	Odds of being on track on the Middle-of-Year DIBELS Composite Score based on the Beginning-of-Year DIBELS Composite Score	Odds of being on track on the End-of-Year DIBELS Composite Score based on the Middle-of-Year DIBELS Composite Score	Odds of being on track on the End-of-Year DIBELS Composite Score based on the End-of-Year DIBELS Composite Score
		Composite Score	Composite Score	Composite Score
DIBELS Composite Score	At or Above Benchmark	84%	90%	90%
	Below Benchmark	35%	34%	48%
	Well Below Benchmark	26%	12%	10%
PSF	At or Above Benchmark	75%		
	Below Benchmark	56%		
	Well Below Benchmark	39%		
NWF-CLS	At or Above Benchmark	83%	85%	83%
	Below Benchmark	40%	42%	50%
	Well Below Benchmark	20%	26%	35%
NWF-WWR	At or Above Benchmark	81%	85%	83%
	Below Benchmark	36%	42%	59%
	Well Below Benchmark		21%	32%
DORF Words Correct	At or Above Benchmark		88%	90%
	Below Benchmark		34%	42%
	Well Below Benchmark		7%	10%
DORF Accuracy	At or Above Benchmark		87%	89%
	Below Benchmark		39%	36%
	Well Below Benchmark		20%	13%

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High Technical Adequacy: Reliability

Single- and Three-Form Reliability Estimates for DIBELS Measures

DIBELS Measure	Type of Reliability					
	Inter-Rater		Alternate-Form		Test-Retest	
	Single-Form	Three-Form	Single-Form	Three-Form	Single-Form	Three-Form
First Sound Fluency	.94	.98	.82	.93	--	--
Letter Naming Fluency	.99	1.00	.86	.95	--	--
Phoneme Segmentation Fluency	.96	.99	.44	.70	--	--
NWF: Correct Letter Sounds	.99	1.00	.71 - .85	.88 - .94	.76	.90
NWF: Whole Words Read	.99	1.00	.90 - .92	.96 - .97	.70	.88
DORF Single Passage: WC/Min	--	--	.83 - .95	.92 - .97	--	--
DORF Triad: WC/Min	--	--	--	.95 - .98	--	.97 - .99
DORF Triad: Accuracy	--	--	--	.76 - .88	--	.80 - .98
DORF Triad: Retell	--	.92 - .99	--	.65 - .81	--	.27 - .69
Daze Adjusted Score	.98 - .99	.99 - 1.00	.66 - .81	.85 - .93	--	--
DIBELS Composite Score	.97 - .99	--	.66 - .97	--	.81 - .94	--

Note: All correlations significant at $p < .001$. PSF kindergarten reliability reported.

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High Technical Adequacy: Validity

Predictive Validity Coefficients for DIBELS Measures with GRADE Total Test Raw Score

Beginning of Year DIBELS Measure	GRADE Total Test raw scores by grade						
	K	1	2	3	4	5	6
First Sound Fluency	.52	-	-	-	-	-	-
Letter Naming Fluency	.39	.54	-	-	-	-	-
Phoneme Segmentation Fluency	-	.33	-	-	-	-	-
NWF: Correct Letter Sounds	-	.43	.51	-	-	-	-
NWF: Whole Words Read	-	.39	.51	-	-	-	-
Oral Reading Fluency Words Correct	-	-	.69	.66	.77	.69	.64
Oral Reading Fluency Accuracy	-	-	.75	.68	.62	.53	.55
Retell	-	-	.53	.48	.56	.61	.55
Daze Adjusted Score	-	-	-	.65	.67	.56	.60
DIBELS Composite Score	.50	.55	.75	.73	.80	.76	.71

Note. All correlations significant at $p < .001$.

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Group Reading Assessment and Diagnostic Evaluation

DIBELS Composite Score explains more variance in reading outcomes than DORF Words Correct alone.

Median 9% more, range 3% to 17%.

DORF Words Correct alone is good, DIBELS Composite Score is better.

Grade and Time of Year	DORF Words Correct Predicting GRADE Total	DIBELS Composite Score Predicting GRADE Total	Additional Variance Explained by DIBELS Composite Score
Grade 1 Middle of Year	0.64	0.70	8%
Grade 1 End of Year	0.75	0.77	4%
Grade 2 Beginning of Year	0.69	0.75	8%
Grade 2 Middle of Year	0.76	0.80	5%
Grade 2 End of Year	0.73	0.75	3%
Grade 3 Beginning of Year	0.66	0.73	10%
Grade 3 Middle of Year	0.67	0.78	15%
Grade 3 End of Year	0.66	0.75	13%
Grade 4 Beginning of Year	0.76	0.80	5%
Grade 4 Middle of Year	0.76	0.80	6%
Grade 4 End of Year	0.75	0.80	8%
Grade 5 Beginning of Year	0.69	0.76	11%
Grade 5 Middle of Year	0.64	0.76	17%
Grade 5 End of Year	0.66	0.77	17%
Grade 6 Beginning of Year	0.64	0.71	9%
Grade 6 Middle of Year	0.59	0.68	12%
Grade 6 End of Year	0.61	0.73	16%

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California Standards Test (CST) Replication District

DIBELS Composite Score explains more variance in reading outcomes than DORF Words Correct alone.

Median 6% more, range 0% to 15%.

DORF Words Correct alone is good, DIBELS Composite Score is better.

Grade and Time of Year	DORF Words Correct Predicting CST	DIBELS Composite Score Predicting CST	Additional Variance Explained by DIBELS Composite Score
Grade 2 Beginning of Year	.74	.75	1%
Grade 2 Middle of Year	.76	.76	0%
Grade 2 End of Year	.75	.76	2%
Grade 3 Beginning of Year	.68	.71	4%
Grade 3 Middle of Year	.69	.71	3%
Grade 3 End of Year	.69	.73	6%
Grade 4 Beginning of Year	.70	.78	12%
Grade 4 Middle of Year	.72	.77	7%
Grade 4 End of Year	.71	.76	7%
Grade 5 Beginning of Year	.71	.74	4%
Grade 5 Middle of Year	.69	.73	6%
Grade 5 End of Year	.67	.74	10%
Grade 6 Beginning of Year	.67	.74	10%
Grade 6 Middle of Year	.66	.75	13%
Grade 6 End of Year	.63	.74	15%

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Reading Comprehension Convergence of Information

Beginning of Year Benchmark

DORF Words Correct = _____ [1]

Retell Score _____ x 2 = _____ [2]

Daze Adjusted Score _____ x 4 = _____ [3]

DORF Accuracy Percent: _____ %
 $100 \times (\text{Words Correct} / (\text{Words Correct} + \text{Errors}))$

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) =

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

1. Reading at an appropriate rate
2. Reading orally with understanding
3. Reading silently for meaning in context
4. With a high degree of accuracy

Students who are at or above benchmark on the DIBELS® Composite Score are **reading for meaning** at an **adequate rate** and with a **high degree of accuracy**.

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Common Core Reading Standards: Foundational Skills (K–5)

Grade 1 to 5 Students

Fluency

4. Read with sufficient **accuracy** and **fluency** to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Use **context** to **confirm** or self-correct word recognition and **understanding**, rereading as necessary.

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

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How Do We Make Educational Decisions with DIBELS®?

Use DIBELS within an *Outcomes-Driven Model*: An overarching framework comprised of decision-making steps designed to answer specific questions for specific purposes.

Outcomes-Driven Model Steps:

1. Identify need for support
2. Validate need for support
3. Plan and implement support
4. Evaluate and modify support
5. Review outcomes

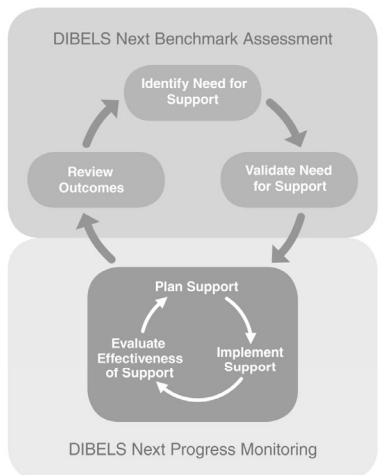


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Outcomes-Driven Model

Outcomes Driven Model Steps:

1. Identify need for support
2. Validate need for support
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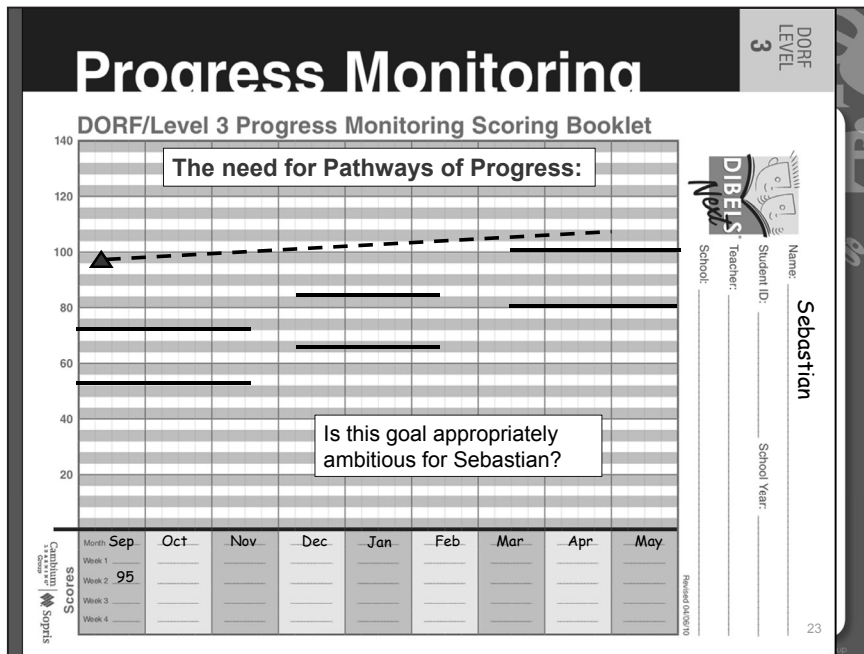
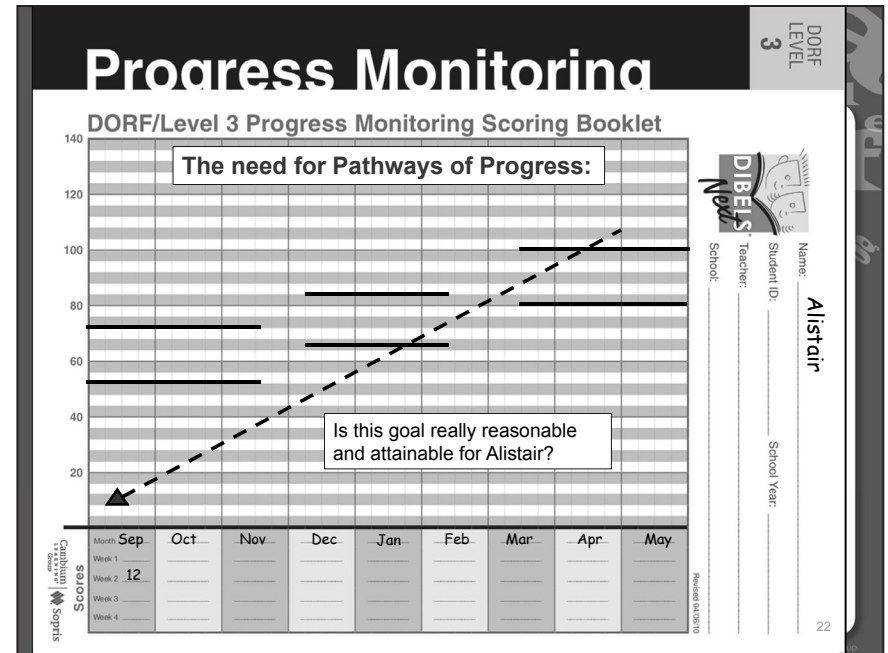
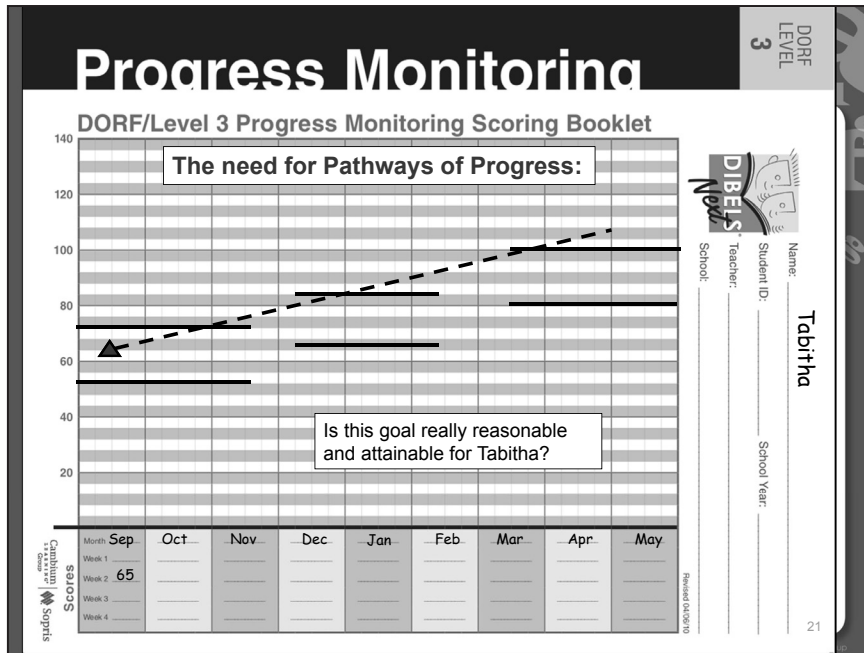


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Outcomes-Driven Model

ODM Step	Questions: Student	Questions: Systems
1. Identify Need for Support	Which students may need support?	Are there students who may need support? How many students may need support?
2. Validate Need for Support	Are we reasonably confident that the identified students need support?	Are we reasonably confident in the accuracy of our data overall?
3. Plan and Implement Support	What are the student's skills and needs? What is the plan of support for the student, including goals and plan for progress monitoring?	At what grade levels and/or in what areas may support be needed? What are our system-wide goals? What is our system-wide plan for support?
4. Evaluate and Modify Support	Is each student making adequate progress? Is the support effective for individual students?	Are we making progress toward our system-wide goals? Is our system of support effective?
5. Review Outcomes	Has the support been effective for individual students? Has the student met his/her goal? Which students may need support?	Have we met our system-wide goal? Is our system of support effective? Are there students who may need support? How many students may need support?

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Part 2

DIBELS® PATHWAYS OF PROGRESS™

Setting Ambitious, Meaningful, Attainable Goals
Evaluating Student Response to Instruction
Evaluating Instructional Support

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What is progress monitoring and formative evaluation?

To implement progress monitoring, the student's **current levels of performance** are determined and **goals are identified** for learning that will take place over time. The student's academic performance is **measured on a regular basis (weekly or monthly)**. Progress toward meeting the student's goals is measured by **comparing expected and actual rates of learning**. Based on these measurements, **teaching is adjusted** as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

<http://www.studentprogress.org/progresmon.asp#2>
Accessed: 1/22/2015

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John Hattie (2009) evaluated more than 800 meta-analyses of 138 influences on student achievement:

- Student
- Teacher
- Teaching
- Curricula
- School
- Home

Influences on achievement we can do something about.

VISIBLE LEARNING
A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT
"Reveals teaching's Holy Grail"
The Times Educational Supplement

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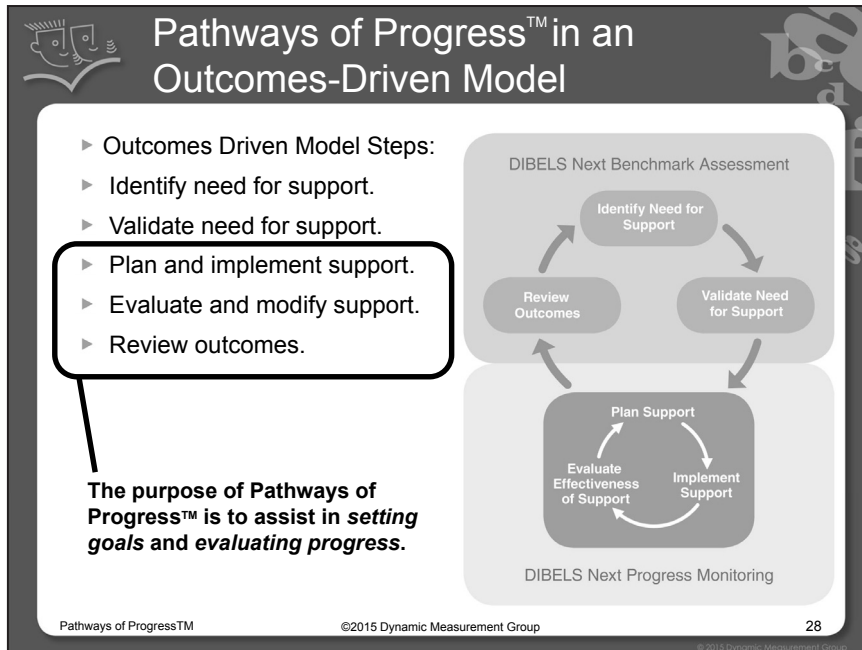
Selected Hattie (2009) Findings...

Desirable *Goals* are:
Meaningful,
Attainable,
Ambitious

Feedback to teachers & students:
Is what we are doing working?

Progress Monitoring and Formative evaluation is the 3rd largest effect on student achievement out of 138 possible influences.

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Third Grade Case Example: Tabitha Likely to Need Strategic Support

Tabitha's Initial Skills in Third Grade, Beginning of Year

- ▶ **205 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **96% DORF Accuracy**
- ▶ **14 DORF Retell**
- ▶ **1 Retell Quality of Response**
- ▶ **6 Daze Adjusted Score**

We desire Tabitha to be a proficient reader who is

- ☐ **reading for meaning** at an
- ☐ **adequate rate** and with a
- ☒ **high degree of accuracy.**

Establish an End of Year goal for Tabitha that is

- ▶ **meaningful**
- ▶ **attainable**
- ▶ **ambitious**

Evaluate Tabitha's progress

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Third Grade Case Example: Jaclyn Likely to Need Intensive Support

Jaclyn's Initial Skills in Third Grade, Beginning of Year

- ▶ **169 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **86% DORF Accuracy**
- ▶ **42 DORF Retell**
- ▶ **3 Retell Quality of Response**
- ▶ **3 Daze Adjusted Score**

We desire Jaclyn to be a proficient reader who is

- ☐ **reading for meaning** at an
- ☐ **adequate rate** and with a
- ☐ **high degree of accuracy.**

Establish an End of Year goal for Jaclyn that is

- ▶ **meaningful**
- ▶ **attainable**
- ▶ **ambitious**

Evaluate Jaclyn's progress

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Third Grade Case Example: René Likely to Need Core Support

René's Initial Skills in Third Grade, Beginning of Year

- ▶ **269 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **96% DORF Accuracy**
- ▶ **36 DORF Retell**
- ▶ **2 Retell Quality of Response**
- ▶ **11 Daze Adjusted Score**

We desire René to be a proficient reader who is

- ☒ **reading for meaning** at an
- ☐ **adequate rate** and with a
- ☒ **high degree of accuracy.**

Establish an End of Year goal for René that is

- ▶ **meaningful**
- ▶ **attainable**
- ▶ **ambitious**

Evaluate René's progress

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Purpose of Pathways of Progress™

Pathways of progress for individual, grade-level progress monitoring provides a tool to assist educators in: (a) setting an ambitious, meaningful, attainable student learning goal and an aim line for individual progress monitoring, and (b) evaluating the progress the student is displaying.

The pathways of progress provide a normative reference for professionals to consider when establishing a student learning goal and aim line.

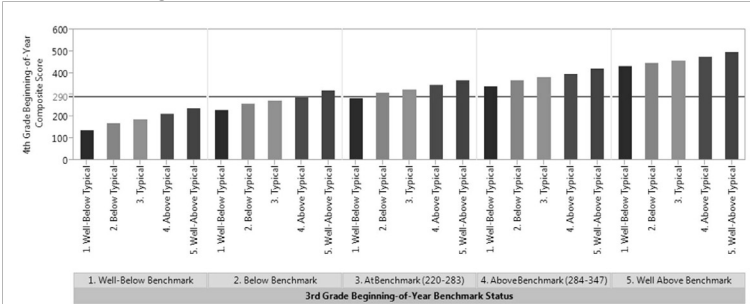
The pathways of progress clarify what rate of progress is typical, above typical, or well above typical. Pathways of progress also informs educators when progress is below typical or well-below typical rates of progress.

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Pathways of Progress™ Matter

- We know that the level of skills for a student at the beginning of the year is an important predictor of their end of year outcome (partial eta squared = 71%).
- Pathways of Progress contributes to initial skills in predicting later outcomes (partial eta squared = 17%).



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Three Guiding Principles in Establishing Individual Student Learning Goals

- ▶ **Meaningful.**
 - Goals should support students to achieve meaningful outcomes or increase the likelihood of achieving meaningful and important outcomes.
- ▶ **Ambitious.**
 - Above typical** or **well above typical** progress are ambitious goals.
 - Typical progress** may be sufficient for students who are at or above benchmark
 - Typical progress** *may not be adequate* for students who are likely to need additional support to achieve benchmark goals.
 - Below typical** or **well below typical** progress are just not very ambitious.
- ▶ **Attainable.**
 - High in the well above typical range is probably not attainable.
 - Typical and above typical progress is readily attainable.
 - Well below typical and below typical progress may be attainable, but are not ambitious or meaningful.

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Considerations in Establishing Student Learning Goals

DIBELS Next informed considerations:

- ▶ What rate of progress is *above typical* progress compared to other students with similar initial skills?
- ▶ What rate of progress is necessary to *narrow the achievement gap* with students making adequate progress?
- ▶ What rate of progress is necessary to achieve important *benchmark goals*.
- ▶ What rate of progress is necessary to *reduce risk and increase the odds* of achieving subsequent goals.

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Considerations in Establishing Student Learning Goals

Other considerations:

- ▶ What rate of progress is possible with a very effective, research based intervention?
- ▶ What resources are available to support instruction and intervention?
- ▶ What is the student attendance pattern?

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Pathways of Progress™ Analysis

Pathways of Progress™ depend on the level of initial skills.

Emphasizes the outcome or the end point of the Pathway of Progress™.

Pathways of Progress™ provide a normative framework for comparison in setting goals and evaluating individual student progress.

- ▶ 80th percentile and above: Well Above Typical
- ▶ 60th to 79th percentile: Above Typical
- ▶ 40th to 59th percentile: Typical
- ▶ 20th to 39th percentile: Below Typical
- ▶ Below 20th percentile: Well Below Typical

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Pathways of Progress™ Descriptors

Pathway Descriptor	Pathway Number	Progress Descriptor	Progress Percentile Range
★★★★★	5	WELL ABOVE TYPICAL	80th percentile and above
★★★★☆	4	ABOVE TYPICAL	60th to 79th percentile
★★★☆☆	3	TYPICAL	40th to 59th percentile
★★☆☆☆	2	BELOW TYPICAL	20th to 39th percentile
★☆☆☆☆	1	WELL BELOW TYPICAL	Below 20th percentile

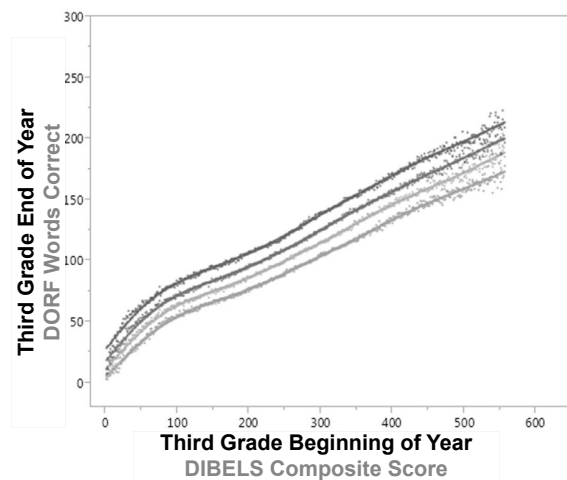
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Student Growth Percentile Spline Quantile Regressions



Based on 283,673 students with beginning of year DIBELS Composite scores and end of year DORF Words Correct.

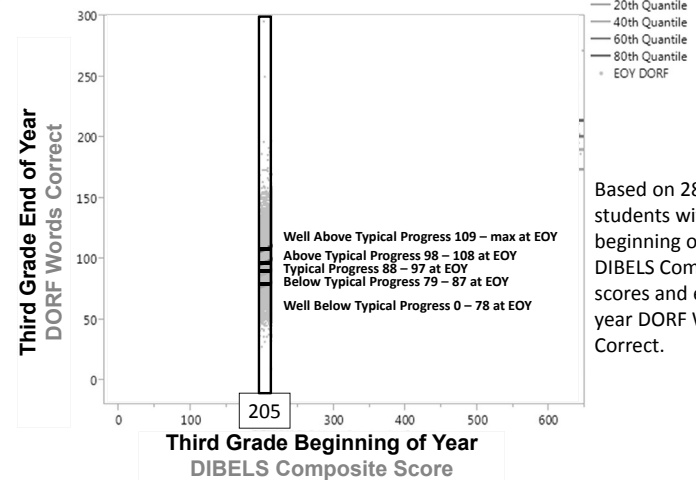
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Pathways of Progress™: Spline Quantile Regressions

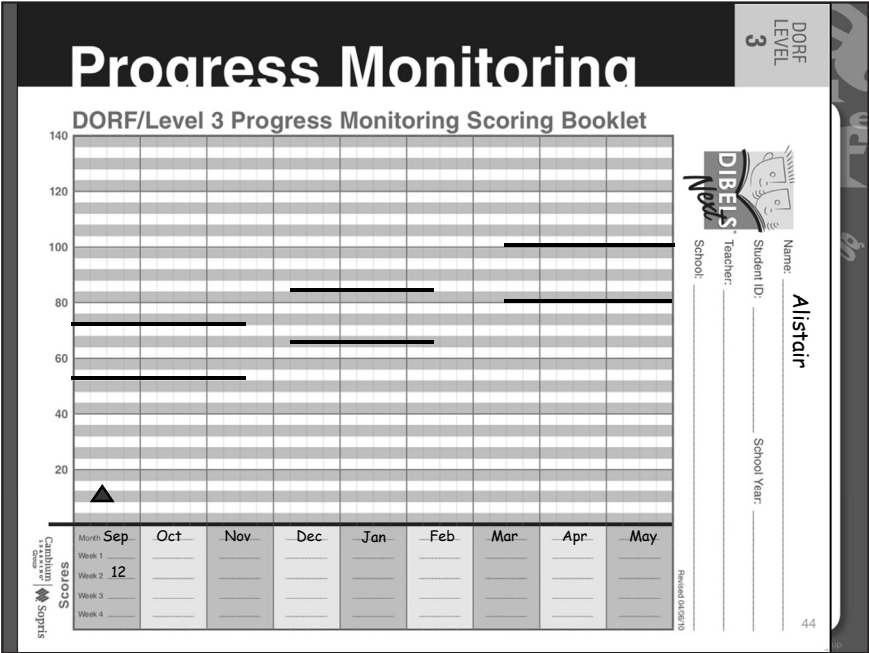
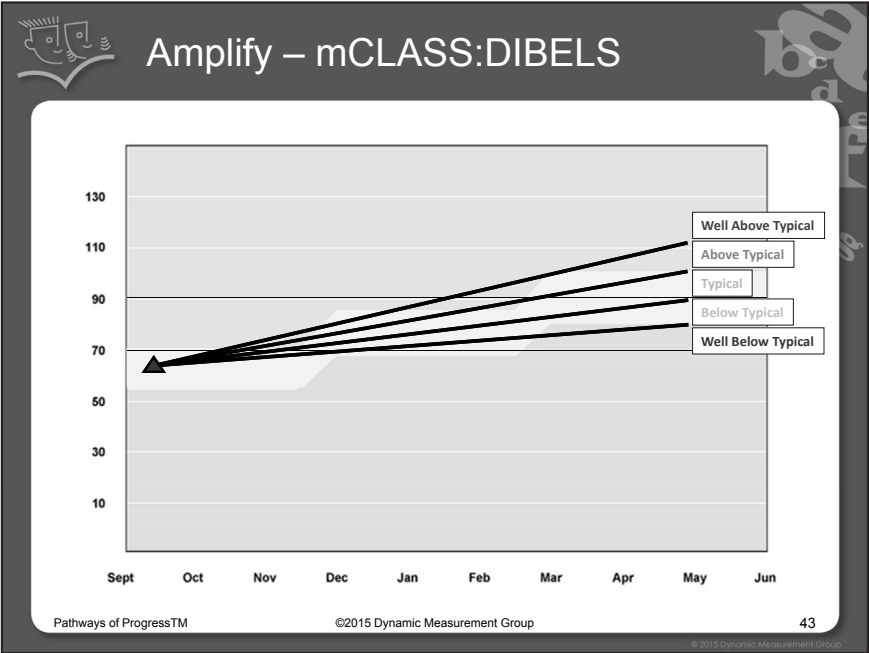
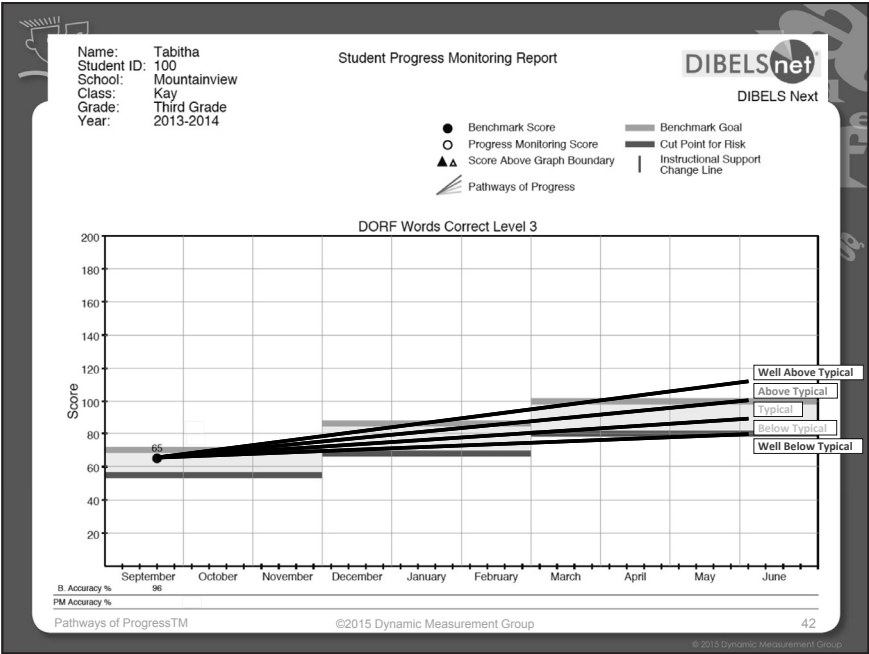
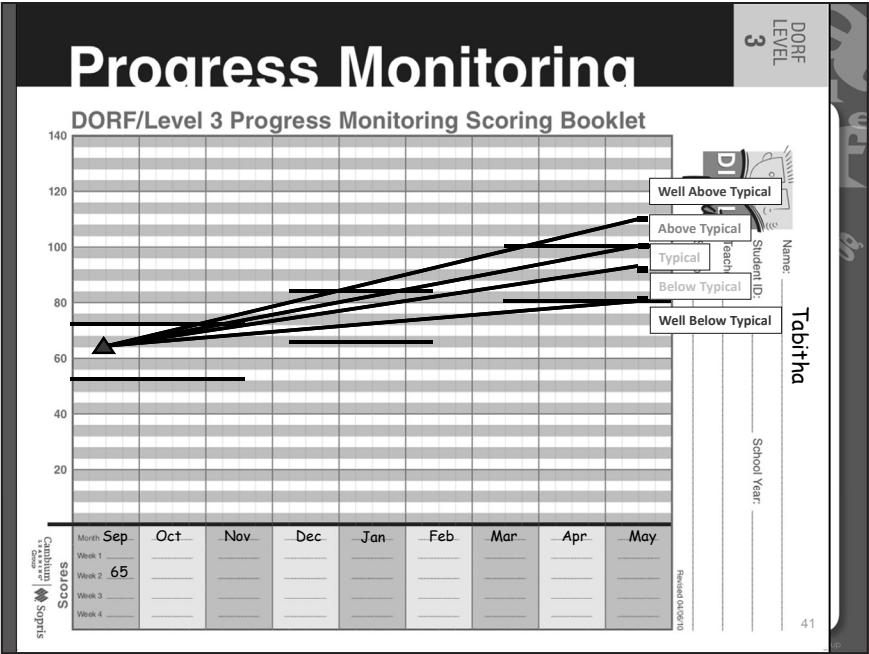


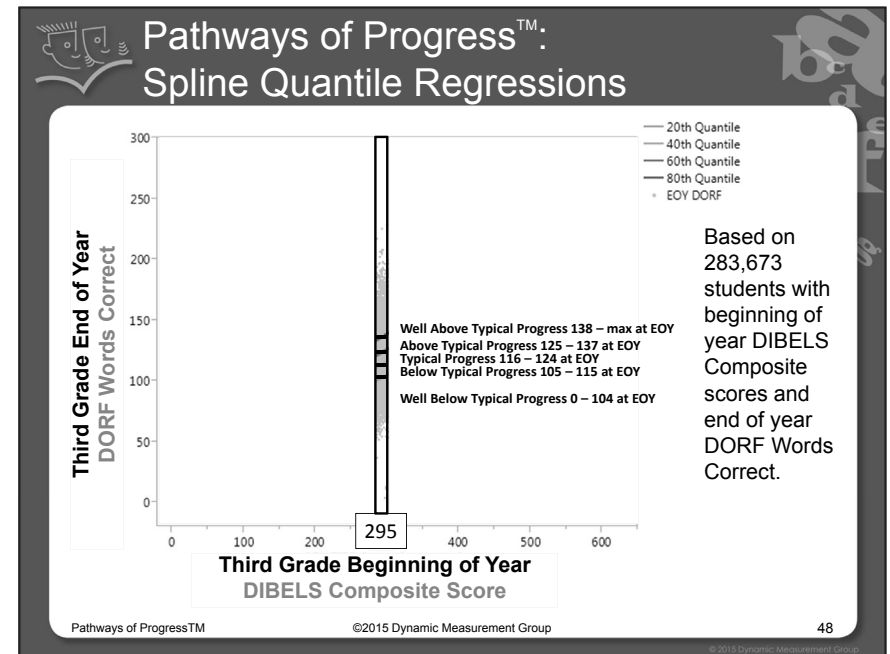
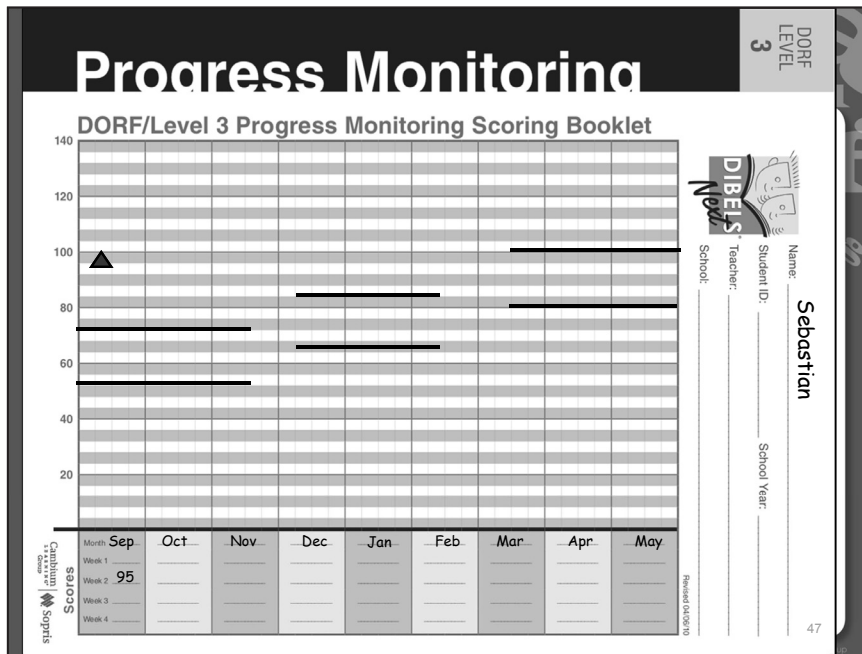
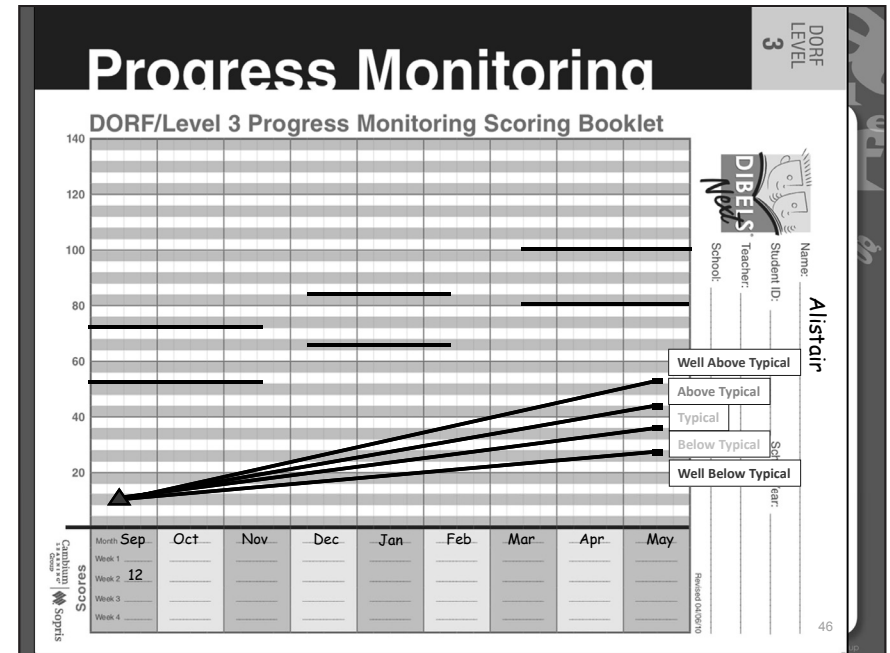
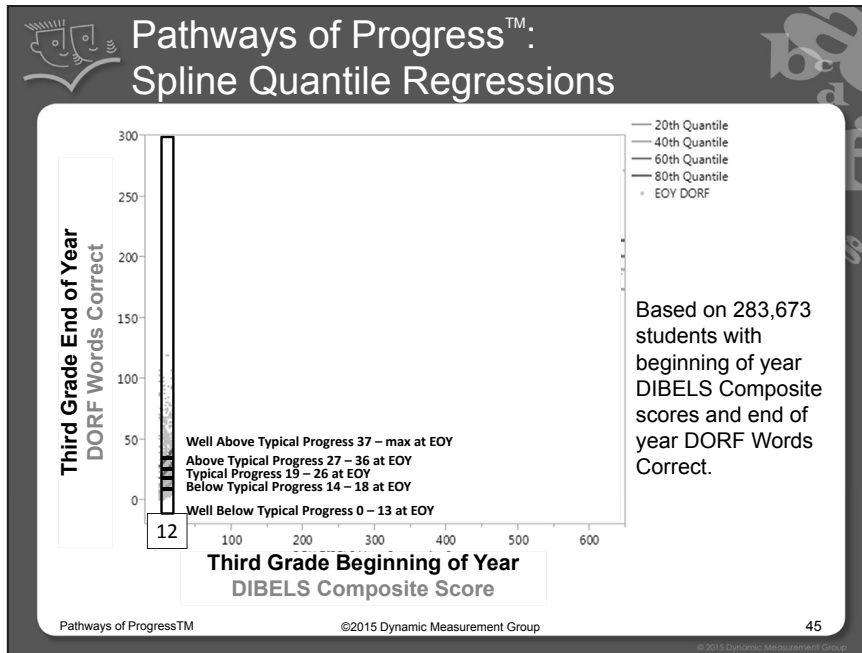
Based on 283,673 students with beginning of year DIBELS Composite scores and end of year DORF Words Correct.

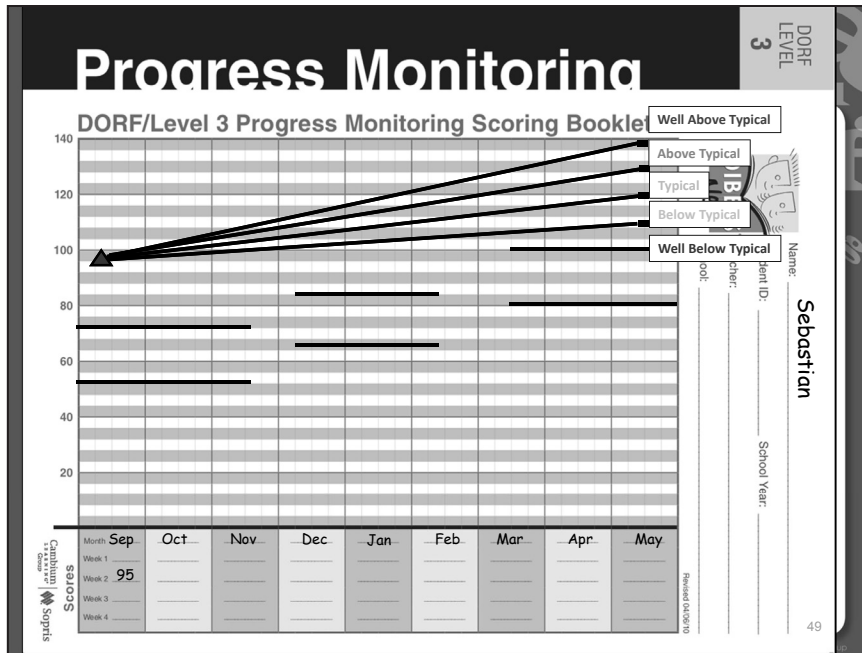
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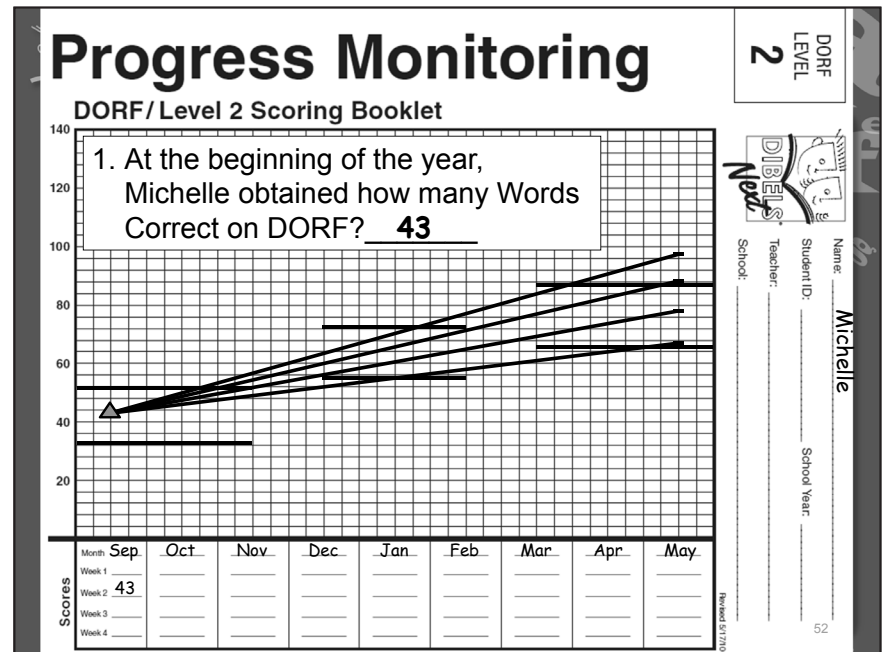
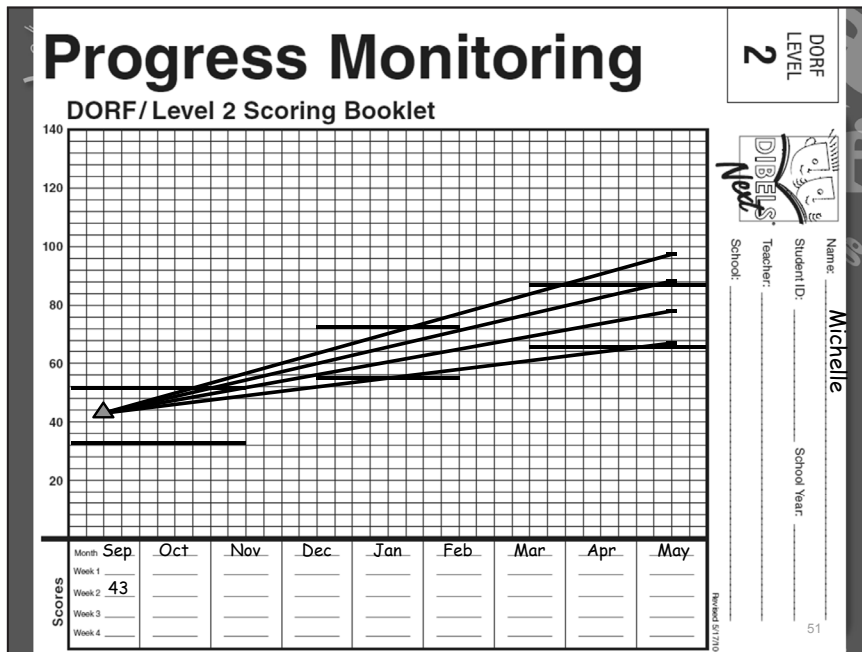


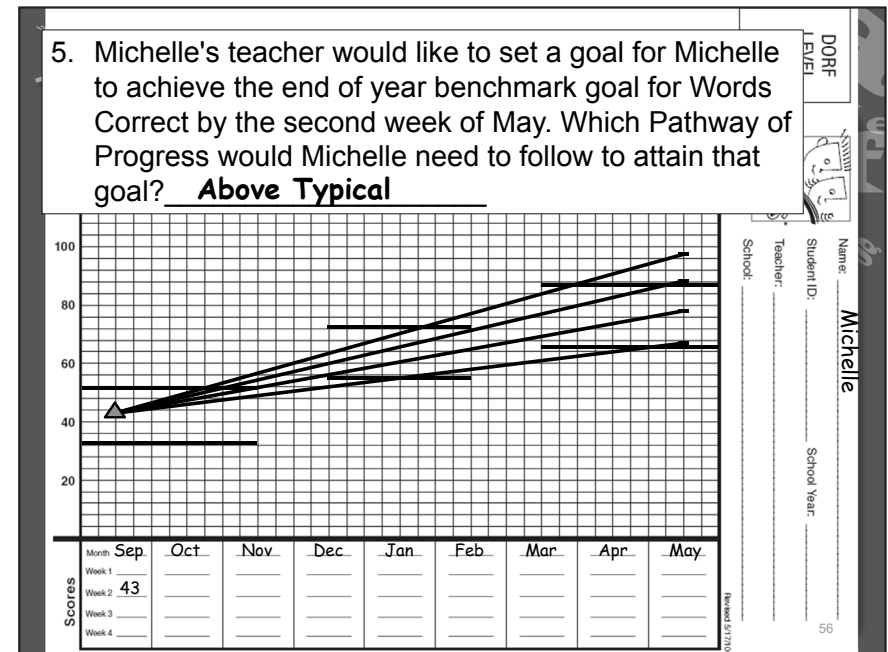
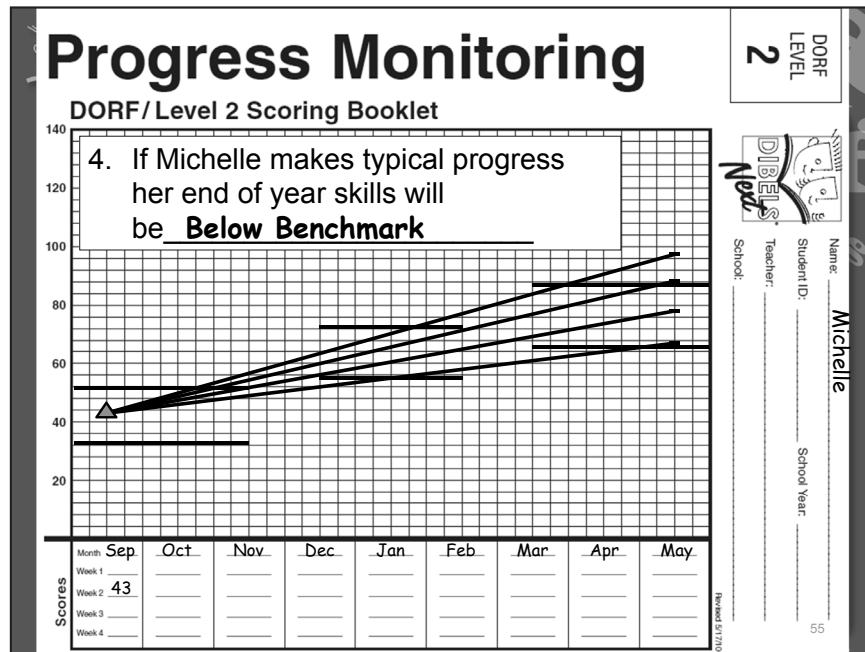
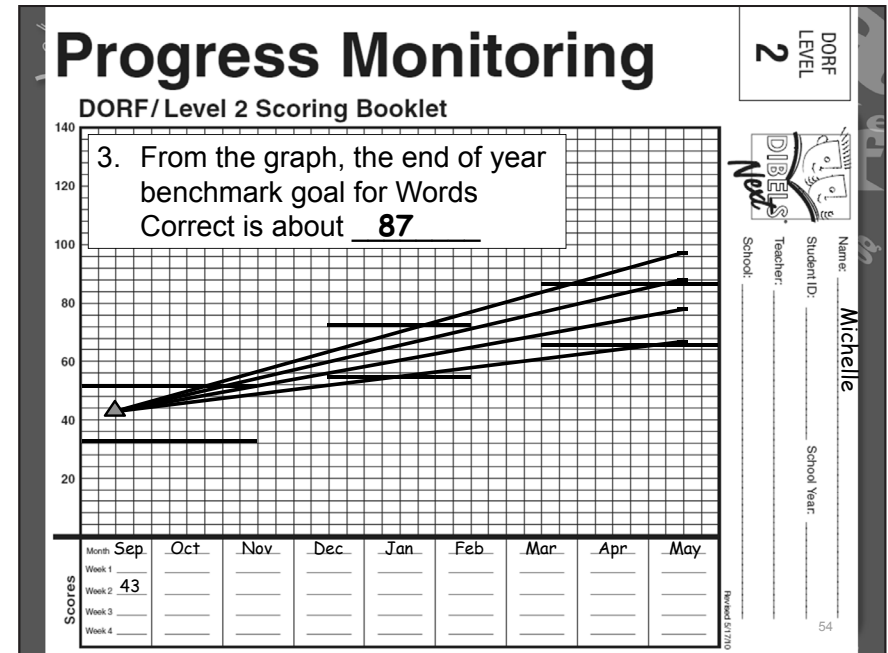
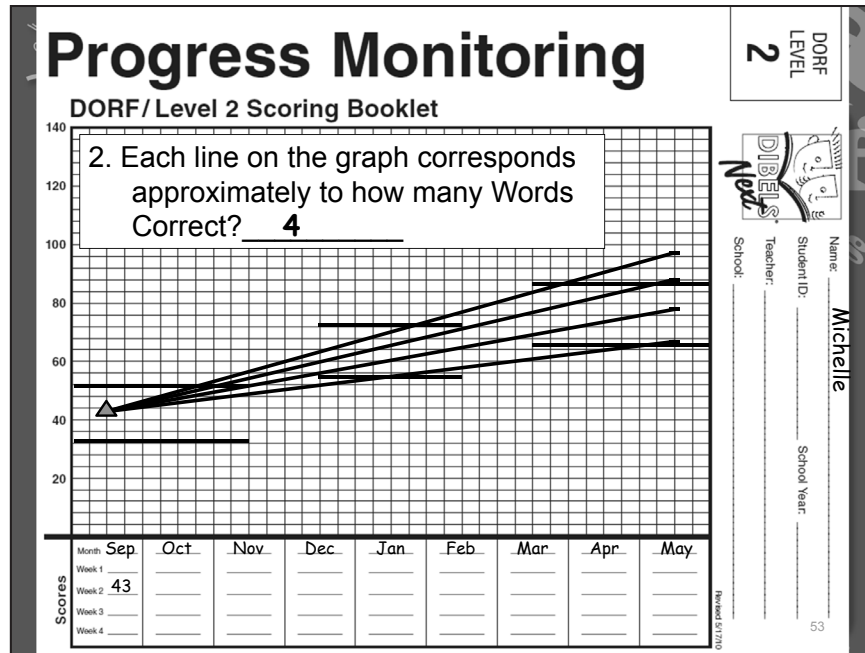
Read the Graph Activity for Michelle

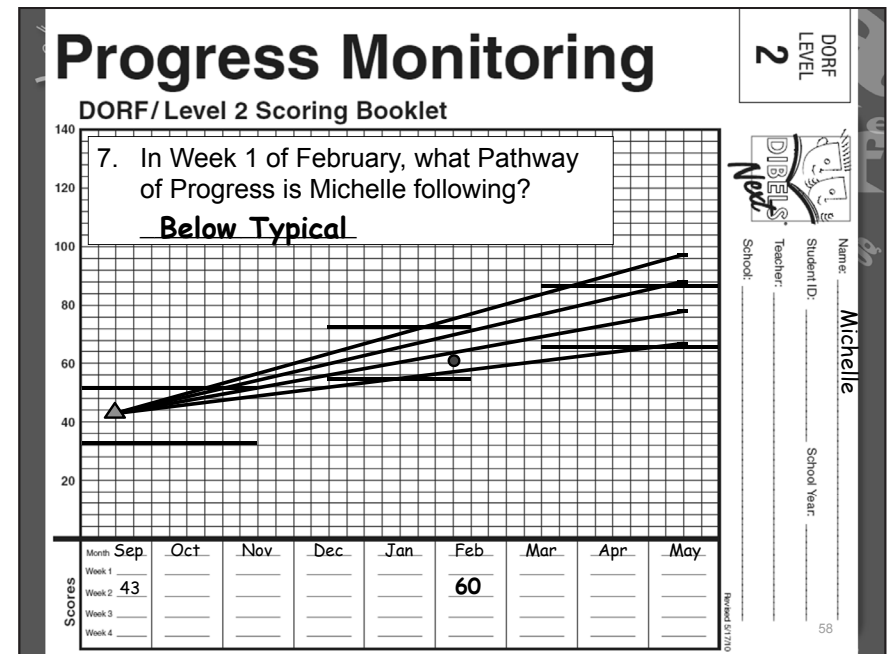
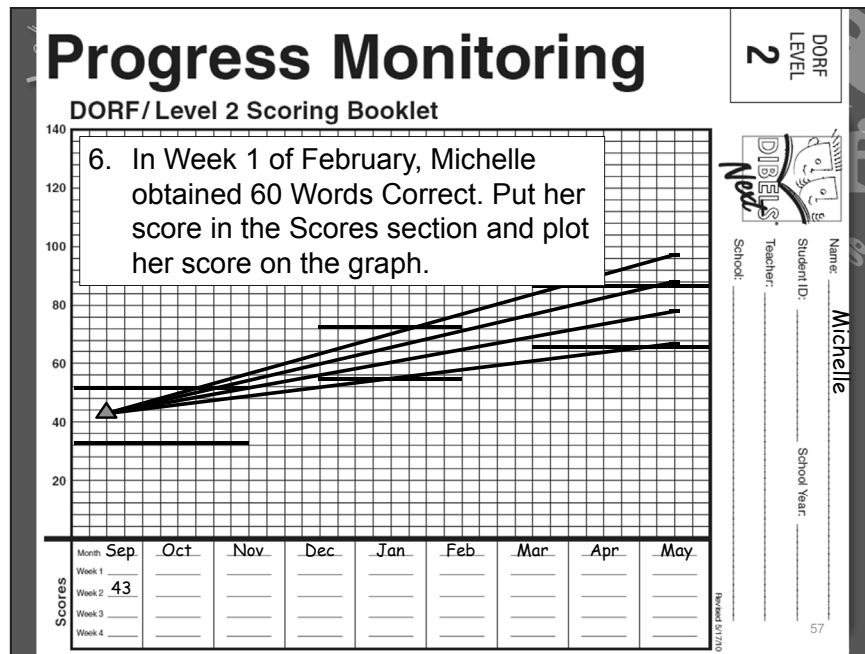
Review Michelle's progress monitoring graph and answer the following questions:

- At the beginning of the year, Michelle obtained how many Words Correct on DORF? _____
- Each horizontal line on the graph corresponds approximately to how many Words Correct? _____
- From the graph, the end of year benchmark goal for Words Correct is about _____
- If Michelle makes typical progress her end of year skills will be _____
- Michelle's teacher would like to set a goal for Michelle to achieve the end of year benchmark goal for Words Correct by the second week of May. Which Pathway of Progress would Michelle need to follow to attain that goal? _____
- In Week 1 of February, Michelle obtained 60 Words Correct. Put her score in the Scores section and plot her score on the graph.
- In Week 1 of February, what Pathway of Progress is Michelle following? _____

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Third Grade Case Example: Tabitha Likely to Need Strategic Support

Initial Skills at Beginning of Year in Third Grade

- ▶ **205 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **98% DORF Accuracy**
- ▶ **15 DORF Retell**
- ▶ **Retell Quality of Response 1**
- ▶ **Daze 6**

Establish a goal that is

- ▶ **meaningful:** *proficient reading* at or above benchmark or reduce risk
- ▶ **attainable:** typical or above typical progress is attainable
- ▶ **ambitious:** Because Tabitha is Below Benchmark at BOY, *above typical progress* or greater is appropriate

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Common Core Reading Standards: Foundational Skills (K–5)

Grade 1 to 5 Students

Fluency

4. Read with sufficient **accuracy** and **fluency** to support **comprehension**.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
 - c. Use **context** to **confirm** or self-correct word recognition and **understanding**, rereading as necessary.

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Establishing Educationally Meaningful Goals for Reading Proficiency

Students who are proficient readers are **reading for meaning** at an **adequate rate** and with a **high degree of accuracy**.

All three components are essential:

- ▶ **reading for meaning**
- ▶ **adequate rate**
- ▶ **high degree of accuracy**

In acquisition phase learning we may build accuracy first, but the goal is relative balance across the three reading components.

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Establishing Meaningful Goals

- ▶ Meaningful goals for students who are likely to need additional support to achieve important reading outcomes entail:
 - * Progress from Well Below Benchmark to Below Benchmark or At or Above Benchmark
 - * Progress from Below Benchmark to At or Above Benchmark

G3 Benchmark Goals

	Beginning	Middle	End	Beginning	Middle	End
DIBELS Composite Score	220+	285+	330+	20+	26+	30+
DORF Retell	180-219	235-284	280-329	10-19	18-25	26-29
DORF Words Correct	0-179	0-234	0-279	0-9	0-17	0-19
DORF Retell Quality	70+	86+	100+	2+	2+	3+
DORF Accuracy	55-69	68-85	80-99	1	1	2
Daze Adjusted Score	0-54	0-67	0-79	0-4	0-6	0-13
DIBELS Next Reminders	95%+	90%+	97%+	8+	11+	19+
	89%-94%	92%-95%	94%-96%	5-7	7-10	14-18
	0-88%	0-91%	0-93%			

- **The Big Idea:** Meaningful goals increase the odds of achieving important literacy outcomes.

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DIBELSnet® Pathways of Progress™ Goal Setting Utility

Tabitha

	Beg of Year Score	Pathways of Progress	End of Year Student Goal																				
DORF Words Correct	65	★★★★★	106																				
<table border="1"> <tr> <td>WELL ABOVE TYPICAL</td> <td>★★★★★</td> <td>109</td> <td>109+</td> </tr> <tr> <td>ABOVE TYPICAL</td> <td>★★★★★</td> <td>103</td> <td>98 - 108</td> </tr> <tr> <td>TYPICAL</td> <td>★★★★★</td> <td>93</td> <td>88 - 97</td> </tr> <tr> <td>BELOW TYPICAL</td> <td>★★★★★</td> <td>83</td> <td>79 - 87</td> </tr> <tr> <td>WELL BELOW TYPICAL</td> <td>★★★★★</td> <td>78</td> <td>0 - 78</td> </tr> </table>				WELL ABOVE TYPICAL	★★★★★	109	109+	ABOVE TYPICAL	★★★★★	103	98 - 108	TYPICAL	★★★★★	93	88 - 97	BELOW TYPICAL	★★★★★	83	79 - 87	WELL BELOW TYPICAL	★★★★★	78	0 - 78
WELL ABOVE TYPICAL	★★★★★	109	109+																				
ABOVE TYPICAL	★★★★★	103	98 - 108																				
TYPICAL	★★★★★	93	88 - 97																				
BELOW TYPICAL	★★★★★	83	79 - 87																				
WELL BELOW TYPICAL	★★★★★	78	0 - 78																				
DORF Accuracy	96%	★★★★★	98																				
Retell	14	★★★★★	45																				
Daze	6	★★★★★	20																				
DCS	205	★★★★★	380																				

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Establishing Goals for Students who are Likely to Need Support

Ambitious and Attainable Goals include:

- * Well above typical progress
- * Above typical progress
- ~~* Typical progress,~~
- ~~* Below typical progress,~~
- ~~* Well below typical progress~~

Note: Consider the student's BOY need for support.

Typical, below typical, and well below typical progress are not very ambitious for students who are likely to need support.

	Beg of Year Score	Pathways of Progress	End of Year Student Goal
WELL ABOVE TYPICAL	★★★★★	109	109+
ABOVE TYPICAL	★★★★★	103	98 - 108
TYPICAL	★★★★★	93	88 - 97
BELOW TYPICAL	★★★★★	83	79 - 87
WELL BELOW TYPICAL	★★★★★	78	0 - 78

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Establishing Goals for Students who are Likely to Need Support

Ambitious and Attainable Goals include:

- ~~* Well above typical progress~~
- * Above typical progress
- ~~* Typical progress,~~
- ~~* Below typical progress,~~
- ~~* Well below typical progress~~

Note: Consider the student's BOY need for support.

Well above typical progress may not be attainable for students who are likely to need support. This is an individual professional judgment.

	Beg of Year Score	Pathways of Progress	End of Year Student Goal
WELL ABOVE TYPICAL	★★★★★	109	109+
ABOVE TYPICAL	★★★★★	103	98 - 108
TYPICAL	★★★★★	93	88 - 97
BELOW TYPICAL	★★★★★	83	79 - 87
WELL BELOW TYPICAL	★★★★★	78	0 - 78

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Establishing Goals for Students who are Likely to Need Support

Ambitious and Attainable Goals include:

- ~~* Well above typical progress~~
- * Above typical progress
- ~~* Typical progress,~~
- ~~* Below typical progress,~~
- ~~* Well below typical progress~~

Note: Consider the student's BOY need for support.

Above typical progress is generally both attainable and ambitious for students who are likely to need support.

	Beg of Year Score	Pathways of Progress	End of Year Student Goal
WELL ABOVE TYPICAL	★★★★★	109	109+
ABOVE TYPICAL	★★★★★	103	98 - 108
TYPICAL	★★★★★	93	88 - 97
BELOW TYPICAL	★★★★★	83	79 - 87
WELL BELOW TYPICAL	★★★★★	78	0 - 78

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Third Grade Case Example: Tabitha Likely to Need Strategic Support

Tabitha's Initial Skills in Third Grade, Beginning of Year

- ▶ **205 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **96% DORF Accuracy**
- ▶ **14 DORF Retell**
- ▶ **1 Retell Quality of Response**
- ▶ **6 Daze Adjusted Score**

Tabitha's End of Year Goal:
By the end of the year, Tabitha will read grade-level text orally at a rate of 106 or more words correct per minute, with at least 98% accuracy, and be able to talk about what she has read with at least 45 words about the passage. She will read grade-level text silently for meaning with at least 20 Daze adjusted score.

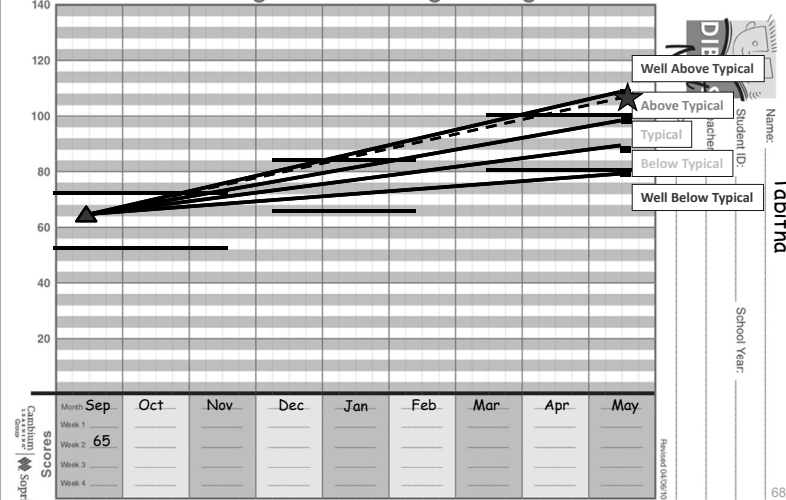
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Progress Monitoring

DORF/Level 3 Progress Monitoring Scoring Booklet



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Individual Learning Goal Activity for Jaclyn

1. Review Jaclyn's beginning of year skills below. Is she likely to need support to achieve end of year benchmarks? Which areas are of particular concern? Which area is an area of strength?
2. Considering Jaclyn's likely need for support, decide on an appropriately *ambitious* and *attainable* pathway.
3. Using the DIBELSnet Goal Setting Utility screen shots on page 2, identify goals for DORF Words Correct, DORF Accuracy, Retell, and Daze that will be *meaningful*, *ambitious*, and *attainable*.
4. Write an individual student learning goal for Jaclyn.
5. Mark the DORF Words Correct goal on the graph for Jaclyn at the second week of May and draw the aim line from her current level of skill to the goal.
6. Discuss with a partner your goal for Jaclyn and explain your initial, primary focus for instruction to attain her goal.

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Third Grade Case Example: Jaclyn Likely to Need Intensive Support

Jaclyn's Initial Skills in Third Grade, Beginning of Year

- ▶ **169 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **86% DORF Accuracy**
- ▶ **42 DORF Retell**
- ▶ **3 Retell Quality of Response**
- ▶ **3 Daze Adjusted Score**

We desire Jaclyn to be a proficient reader who is

- ☐ **reading for meaning** at an
- ☐ **adequate rate** and with a
- ☐ **high degree of accuracy.**

Establish an End of Year goal for Jaclyn that is

- ▶ **meaningful**
- ▶ **attainable**
- ▶ **ambitious**

Evaluate Jaclyn's progress

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DIBELSnet® Pathways of Progress™ Goal Setting Utility

Jaclyn

Beg of Year Score		Pathways of Progress	End of Year Student Goal	
DORF Words Correct	65	★★★★★	95	
WELL ABOVE TYPICAL ★★★★★ 100 100+ ABOVE TYPICAL ★★★★★ 95 90 - 99 TYPICAL ★★★★★ 85 81 - 89 BELOW TYPICAL ★★★★★ 76 71 - 80 WELL BELOW TYPICAL ★★★★★ 70 0 - 70				
DORF Accuracy	86%	★★★★★	97	
Retell	42	★★★★★	42	
Daze	3	★★★★★	19	
DCS	169	★★★★★	351	

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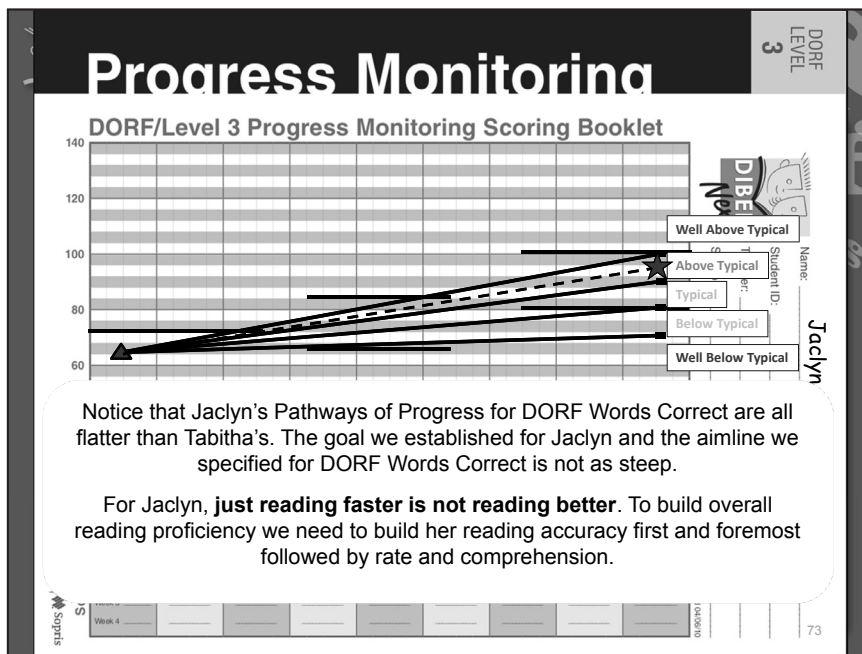
Third Grade Case Example: Jaclyn Likely to Need Intensive Support

Jaclyn's Initial Skills in Third Grade, Beginning of Year

- ▶ **169 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **86% DORF Accuracy**
- ▶ **42 DORF Retell**
- ▶ **3 Retell Quality of Response**
- ▶ **3 Daze Adjusted Score**

Jaclyn's End of Year Goal:
By the end of the year, Jaclyn will read grade-level text orally at a rate of 95 or more words correct per minute, with at least 97% accuracy, and be able to talk about what she has read with at least 42 words about the passage. She will read grade-level text silently for meaning with at least 19 Daze adjusted score.

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Third Grade Case Example: René Likely to Need Core Support

René's Initial Skills in Third Grade, Beginning of Year

- ▶ **269 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **96% DORF Accuracy**
- ▶ **36 DORF Retell**
- ▶ **2 Retell Quality of Response**
- ▶ **11 Daze Adjusted Score**

We desire René to be a proficient reader who is

- ☒ **reading for meaning** at an
- ☐ **adequate rate** and with a
- ☒ **high degree of accuracy.**

Establish an End of Year goal for René that is

- ▶ **meaningful**
- ▶ **attainable**
- ▶ **ambitious**

Evaluate René's progress

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DIBELSnet® Pathways of Progress™ Goal Setting Utility–Typical Progress

René

Beg of Year Score	Pathways of Progress	End of Year Student Goal
DORF Words Correct 65	★★★★★	111
WELL ABOVE TYPICAL ★★★★★ 128 128+		
ABOVE TYPICAL ★★★★★ 121 115 - 127		
TYPICAL ★★★★★ 111 107 - 114		
BELOW TYPICAL ★★★★★ 101 96 - 106		
WELL BELOW TYPICAL ★★★★★ 95 0 - 95		
DORF Accuracy 96%	★★★★★	98
Retell 36	★★★★★	42
Daze 11	★★★★★	21
DCS 269	★★★★★	383

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Third Grade Case Example: René Likely to Need Core Support

René's Initial Skills in Third Grade, Beginning of Year

- ▶ **269 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **96% DORF Accuracy**
- ▶ **36 DORF Retell**
- ▶ **2 Retell Quality of Response**
- ▶ **11 Daze Adjusted Score**

Typical Progress Goal

René's End of Year Goal:
By the end of the year, René' will read grade-level text orally at a rate of 111 or more words correct per minute, with at least 98% accuracy, and be able to talk about what she has read with at least 42 words about the passage. She will read grade-level text silently for meaning with at least 21 Daze adjusted score.

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Alternative for René: Above Typical Progress

René

Beg of Year Score	Pathways of Progress	End of Year Student Goal
DORF Words Correct 65	★★★★★	121
WELL ABOVE TYPICAL ★★★★★ 128 128+		
ABOVE TYPICAL ★★★★★ 121 115 - 127		
TYPICAL ★★★★★ 111 107 - 114		
BELOW TYPICAL ★★★★★ 101 96 - 106		
WELL BELOW TYPICAL ★★★★★ 95 0 - 95		
DORF Accuracy 96%	★★★★★	99
Retell 36	★★★★★	51
Daze 11	★★★★★	24
DCS 269	★★★★★	431

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Third Grade Case Example: René Likely to Need Core Support

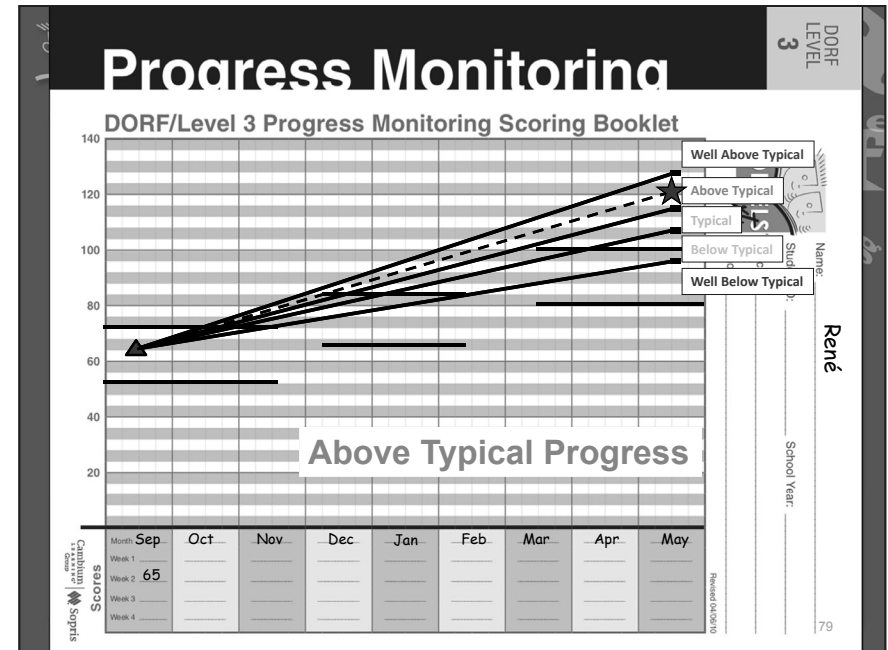
René's Initial Skills in Third Grade, Beginning of Year

- ▶ **269 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **96% DORF Accuracy**
- ▶ **36 DORF Retell**
- ▶ **2 Retell Quality of Response**
- ▶ **11 Daze Adjusted Score**

Above Typical Progress

René's End of Year Goal: By the end of the year, René will read grade-level text orally at a rate of 121 or more words correct per minute, with at least 99% accuracy, and be able to talk about what she has read with at least 51 words about the passage. She will read grade-level text silently for meaning with at least 24 Daze adjusted score.

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Pathways of Progress™ Based on DIBELS Next® Composite Score

Progress Monitoring

DORF/Level 3 Progress Monitoring Scoring Booklet

Tabitha
205 DIBELS Composite

Progress Monitoring

DORF/Level 3 Progress Monitoring Scoring Booklet

Jaclyn
169 DIBELS Composite

Progress Monitoring

DORF/Level 3 Progress Monitoring Scoring Booklet

René
269 DIBELS Composite

3 students with the **same DIBELS ORF at BOY** have **very different levels of overall reading proficiency at BOY** as indicated by the DIBELS Next Composite score.

Pathways of Progress facilitates different end of year goals for DORF Words Correct, DORF Accuracy, DORF Retell, and Daze for Tabitha, Jaclyn, and René.

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Pathways of Progress™ Based on DIBELS® Composite Score

Students who are at or above benchmark on the DIBELS® Composite Score are **reading for meaning** at an **adequate rate** and with a **high degree of accuracy**.

DIBELS® Composite Score is the best single predictor of reading proficiency outcomes.

Our goal is overall reading proficiency across the reading components.

- ▶ **Sometime just reading faster is not reading better.** For example, Jaclyn case example.

Using the DIBELS Composite Score, we can use Pathways of Progress to establish an end of first grade goal in DORF Words Correct, for example.

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Comparing Pathways of Progress™ Activity: Camilla and Flo

Camilla and Flo are in fourth grade. Both students obtained DORF Words Correct scores of 80. Review Camilla's and Flo's beginning of year skills and a proposed end of year student goal.

1. Identify the primary area of difficulty (i.e., *meaning*, *rate*, or *accuracy*) that is the barrier to overall reading proficiency for Camilla. (3. Flo)
2. Specify an appropriate end of year goal for Camilla that will entail reading for meaning at an adequate rate with a high degree of accuracy and be meaningful, ambitious, and attainable. (4. Flo)
5. What would be our primary instructional focus for each student?
6. With a partner, explain why the DORF Words Correct pathways and our goal are much steeper for Flo than for Camilla.

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Comparing Pathways of Progress™ for Camilla and Flo

Camilla:

Initial Skills at Beginning of Year in Fourth Grade

- ▶ **205 DIBELS Composite Score**
- ▶ **80 DORF Words Correct**
- ▶ **96% DORF Accuracy**
- ▶ **10 DORF Retell**
- ▶ **1 Retell Quality of Response**
- ▶ **6 Daze Adjusted Score**

Flo:

Initial Skills at Beginning of Year in Fourth Grade

- ▶ **350 DIBELS Composite Score**
- ▶ **80 DORF Words Correct**
- ▶ **98% DORF Accuracy**
- ▶ **35 DORF Retell**
- ▶ **3 Retell Quality of Response**
- ▶ **24 Daze Adjusted Score**

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Comparing Pathways of Progress™ Activity

Our goal for both Camilla and Flo is to be a proficient reader meeting Common Core State Standards by reading for *meaning* at an adequate *rate* with a high degree of *accuracy*.

1 & 3 Identify the primary area of difficulty (i.e., *meaning*, *rate*, or *accuracy*) that is the barrier to overall reading proficiency for Camilla and Flo.

Component of proficient reading	Primary need for Camilla	Primary need for Flo
Reading for <i>meaning</i>	Primary Need	
Reading at an adequate <i>rate</i>		Primary Need
Reading with a high degree of <i>accuracy</i>		

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Camilla: Above Typical Progress Goal

Camilla

	Beg of Year Score	Pathways of Progress	End of Year Student Goal
DORF Words Correct	80	★★★★★	115
		WELL ABOVE TYPICAL	119 119+
		ABOVE TYPICAL	114 109 - 118
		TYPICAL	104 100 - 108
		BELOW TYPICAL	94 89 - 99
		WELL BELOW TYPICAL	88 0 - 88
DORF Accuracy	99%	★★★★★	98
Retell	10	★★★★★	40
Daze	7	★★★★★	24
DCS	240	★★★★★	395

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Possible Fourth Grade Goal for Camilla

2. Specify an appropriate end of year goal for Camilla that will be *meaningful*, *ambitious*, and *attainable*:

By the end of the year, Camilla will read grade-level text orally at a rate of 115 or more words correct per minute, with at least 98% accuracy, and be able to talk about what she has read with at least 40 words relevant to the passage. She will read grade-level text silently for meaning with at least 24 Daze adjusted score.

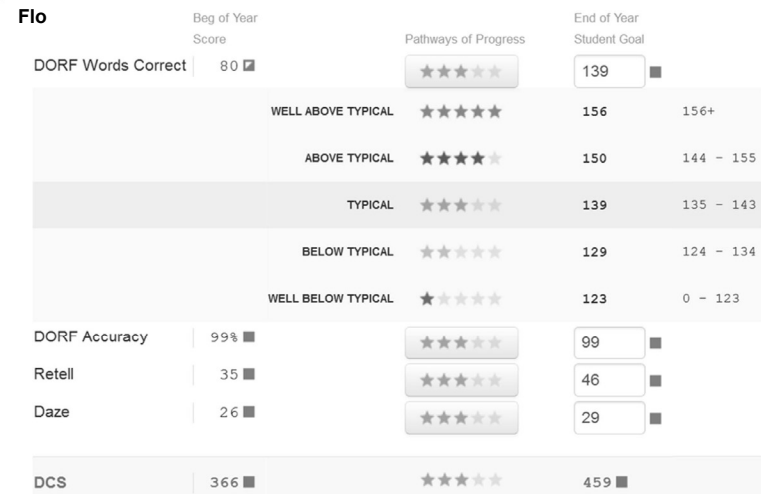
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Flo Typical Progress Goal



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Possible Fourth Grade Goal for Flo

4. Specify an appropriate end of year goal for Flo that will be *meaningful*, *ambitious*, and *attainable*:

By the end of the year, Flo will read grade-level text orally at a rate of 139 or more words correct per minute, with at least 99% accuracy, and be able to talk about what she has read with at least 46 words relevant to the passage. She will read grade-level text silently for meaning with at least 29 Daze adjusted score.

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Comparing Pathways of Progress™ Activity

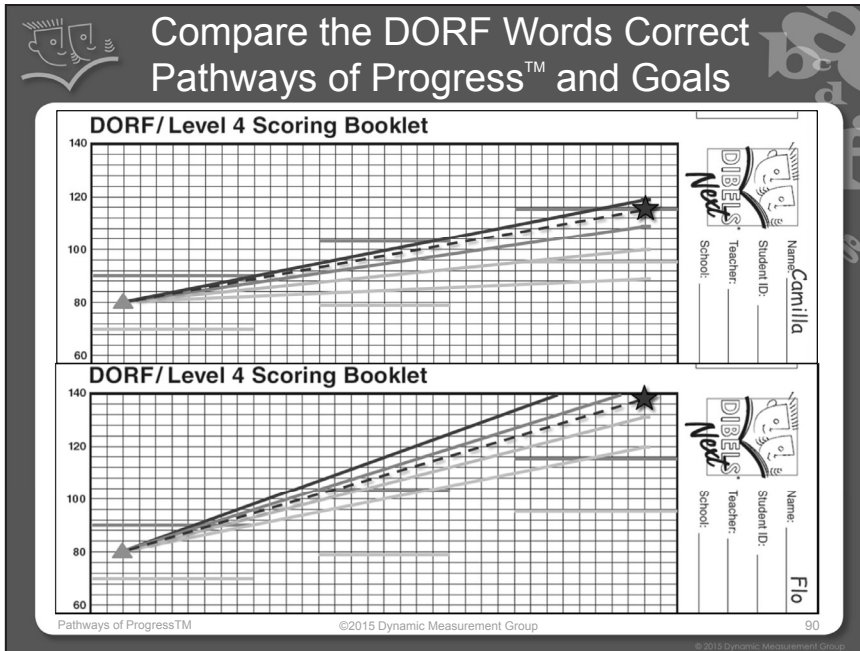
5. Considering the primary difficulty experienced by Camilla and Flo, what would be our primary instructional focus for Camilla and Flo?

Student	Primary instructional focus
Camilla	Reading for meaning
Flo	Reading at an adequate rate

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Comparing Pathways of Progress™ Activity

6. With a partner, explain why the DORF Words Correct pathways and our goal are much steeper for Flo than for Camilla.

The Pathways of Progress for Words Correct are much steeper for Flo than Camilla. The pathways are based upon the student's beginning of year composite score. Camilla is likely to need intensive support, especially in reading for meaning on DORF Retell and Daze Adjusted Score. Flo is likely to need differentiated core support building reading at an adequate rate.

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Third Grade Case Example: Alistair Likely to Need Intensive Support

Initial Skills at Beginning of
Year in Third Grade

- ▶ 12 DIBELS Composite Score
- ▶ 12 DORF Words Correct
- ▶ 60% DORF Accuracy
- ▶ 0 DORF Retell
- ▶ 0 Daze

Establish a goal that is

- ▶ **meaningful:** at or above benchmark or *reduce risk*
- ▶ **attainable:** typical or above typical progress is attainable
- ▶ **ambitious:** Because Alistair is Well Below Benchmark at BOY, *above typical progress* or greater is appropriate

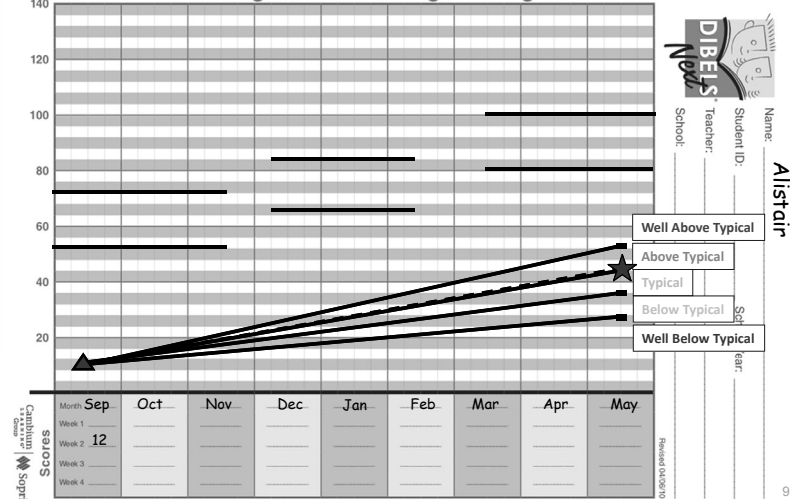
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Progress Monitoring

DORF/Level 3 Progress Monitoring Scoring Booklet



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Out of Level Progress Monitoring for Alistair

We recommend Benchmark assessment with grade-level text for Alistair.

However, frequent progress monitoring in grade-level text is not recommended for Alistair.

- ▶ Likely to be discouraging and unpleasant for Alistair and his interventionist.
- ▶ Likely to be insensitive to progress in essential skills that Alistair needs
- ▶ Unlikely to help the interventionist make instructional decisions.

DIBELS Survey will identify appropriate instructional level text, and appropriate out of level progress monitoring material.

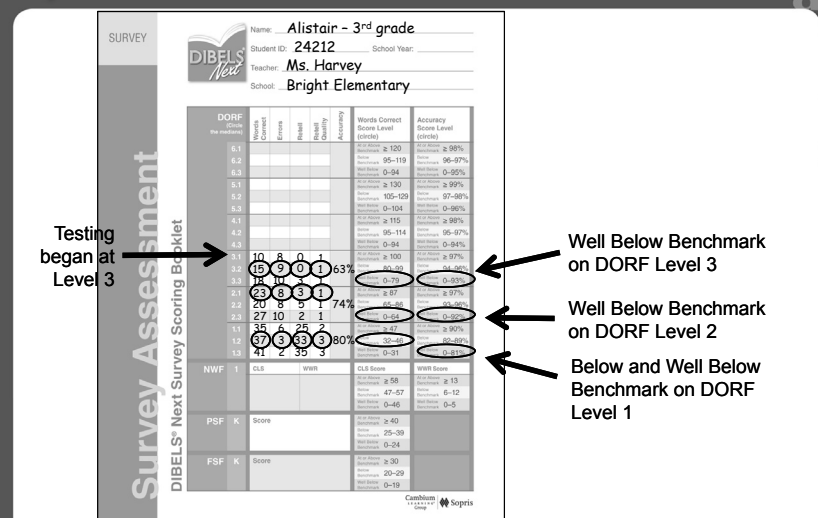
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DIBELS Survey® for Alistair



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DIBELS Survey® for Alistair

NAME: Alistair - 3rd grade
STUDENT ID: 24212
TEACHER: Ms. Harvey
SCHOOL: Bright Elementary

Suggested DIBELS Deep Starting Point: WRD Form 1

Suggested Out of Level Progress Monitoring using NWF CLS and WWR

Well Below Benchmark on NWF CLS and WWR

At or Above Benchmark on PSF

Testing began at Level 3

Survey Assessment
 DIBELS Next Survey Scoring Booklet

Grade	Level	Words Correct	Words Read	Accuracy	Words Correct	Words Read	Accuracy
6.1	1	100	100	100%	100	100	100%
6.2	2	95-119	95-119	95-97%	95-119	95-119	95-97%
6.3	3	90-114	90-114	90-95%	90-114	90-114	90-95%
5.1	1	100	100	100%	100	100	100%
5.2	2	100-109	100-109	97-98%	100-109	100-109	97-98%
5.3	3	100-104	100-104	95-96%	100-104	100-104	95-96%
4.1	1	115	115	98%	115	115	98%
4.2	2	95-114	95-114	95-97%	95-114	95-114	95-97%
4.3	3	90-104	90-104	90-94%	90-104	90-104	90-94%
3.1	1	100	100	100%	100	100	100%
3.2	2	95-114	95-114	95-97%	95-114	95-114	95-97%
3.3	3	90-104	90-104	90-94%	90-104	90-104	90-94%
2.1	1	100	100	100%	100	100	100%
2.2	2	100-109	100-109	97-98%	100-109	100-109	97-98%
2.3	3	100-104	100-104	95-96%	100-104	100-104	95-96%
1.1	1	115	115	98%	115	115	98%
1.2	2	95-114	95-114	95-97%	95-114	95-114	95-97%
1.3	3	90-104	90-104	90-94%	90-104	90-104	90-94%

NWF 1 CLS WWR
 PSF K Score
 PSF K Score

CLS Score
 WWR Score

PSF Score
 PSF Score

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DIBELS Deep® Brief Diagnostic Assessment for Alistair

- ▶ *DIBELS Deep Word Reading and Decoding* will identify skill deficits to target for intervention.
- ▶ *Suggested DIBELS Deep* starting point based upon DIBELS Survey assessment: *WRD Form 1*

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DIBELS Deep® Word Reading and Decoding: Form 1

Date: _____ Child name: Alistair ID#: 24212 (DDE#?) ☐ yes Grade: 3rd

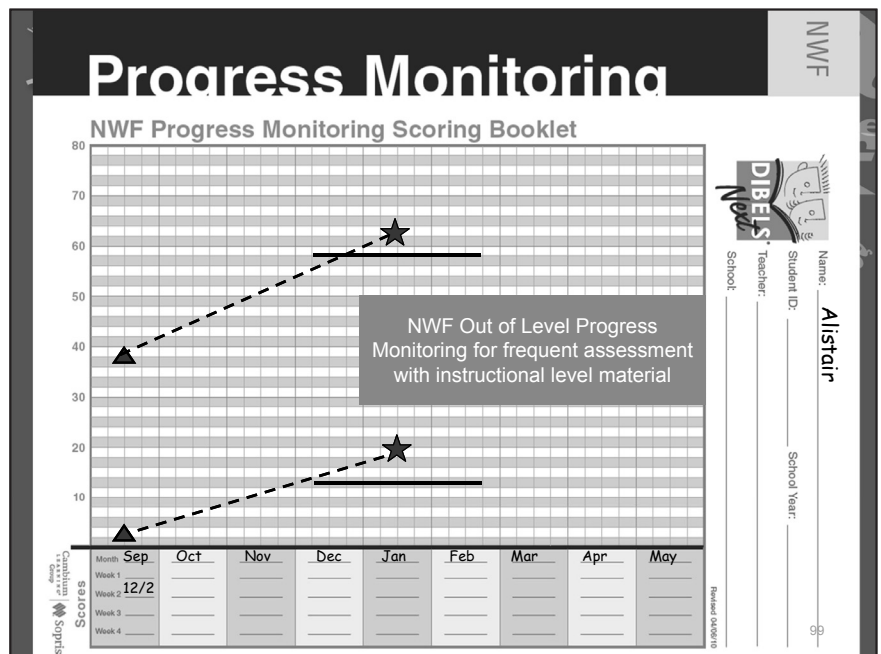
DIBELS® Deep Word Reading and Decoding Probe 1 Score Summary

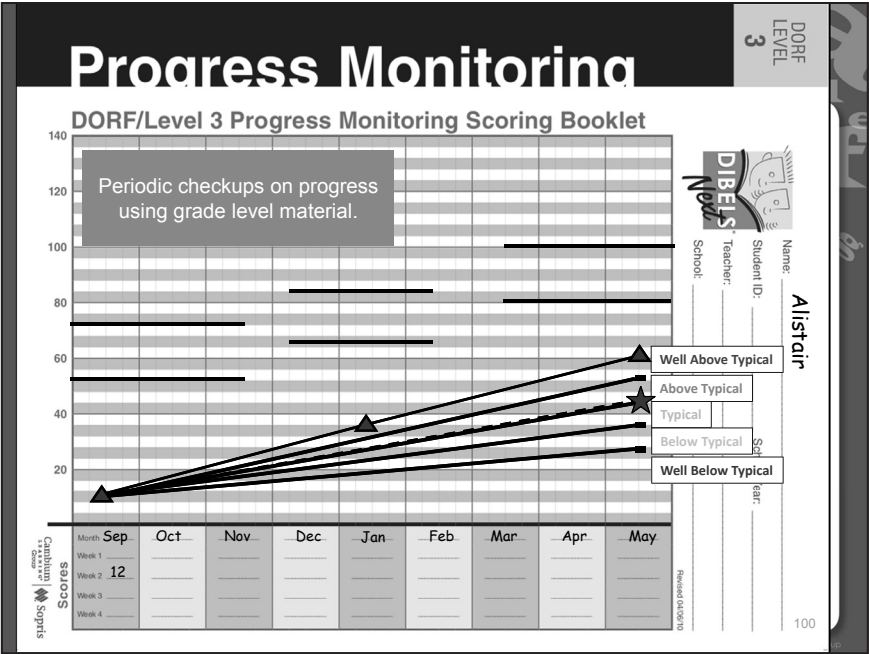
Section	#Correct/#Possible
A: Letter-Sound Correspondence	
Short vowel sounds, g & h	18 /26
B: Reading VC and CVC Words Beginning with Continuous Sounds	
B1. Real Words	12 /15
B2. Nonsense Words	2 /15
C: Reading CVC Words Beginning with Stop Sounds	
C1. Real Words	8 /9
C2. Nonsense Words	0 /9
D: Reading Sight Words (Pre-Primer)	
	12 /32
E: Sentence Reading	
words in sentences	12 /25
sentences	0 /5
Overall number correct:	
Testing Observations	
Affect	Very Low 0 1 2 3 4 5
Persistence/Motivation	0 1 2 3 4 5
Focus	0 1 2 3 4 5

Alistair has difficulty with short vowel sounds and the letter-sounds for g and h.

He has much more difficulty recoding nonsense words than real words.

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Pathways of Progress™ Does it Matter?

- ▶ We know that the level of skills for a student at the beginning of the year is an important predictor of their end of year outcome.
- ▶ One way to examine the importance of Pathways of Progress is to consider the contribution of Pathways to initial skills in predicting later outcomes.
- ▶ Beginning of kindergarten skills strongly predicts beginning of first grade skills.
- ▶ Do Pathways of Progress in kindergarten add to that prediction?
- ▶ What about third to fourth grade?

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2 Cohorts

- ▶ A K-1 Cohort was assessed at the beginning of kindergarten (BOY K), at the end of kindergarten (EOY K) and at the end of first grade (EOY 1).
- ▶ A 3-4 Cohort was assessed at the beginning of third grade (BOY 3), at the end of kindergarten (EOY 3) and at the beginning of fourth grade (BOY 4).

Cohort	Variable	N	M	SD
K-1	BOY K DIBELS Composite	35,328	34.92	25.63
K-1	EOY K DIBELS Composite	35,328	147.46	44.21
K-1	EOY 1 DIBELS Composite	35,328	192.35	85.05
3-4	BOY 3 DIBELS Composite	7,157	272.08	106.95
3-4	EOY 3 DIBELS Composite	7,157	388.35	112.02
3-4	BOY 4 DIBELS Composite	7,157	336.37	114.52

Pathways of Progress™

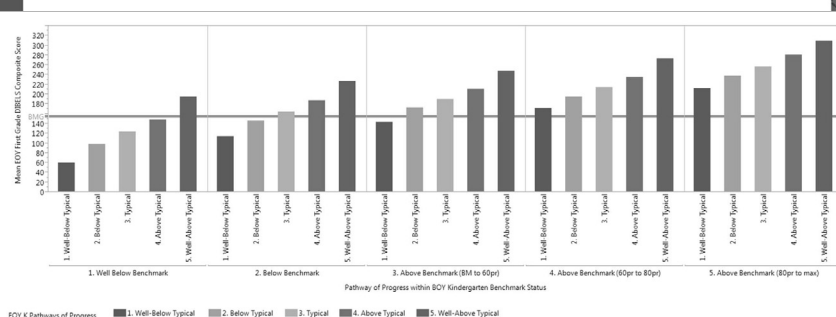
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K-1 Cohort Pathways within Benchmark Status

Relation of Kindergarten beginning of year benchmark status and Kindergarten pathway of progress to Grade 1 end of year DIBELS Composite Score ($n = 35,328$).



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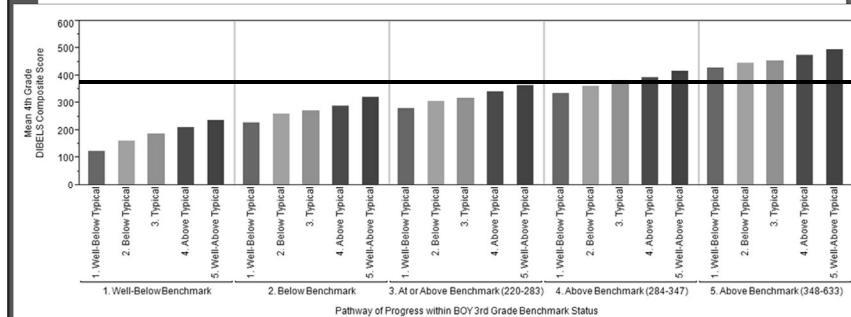
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3-4 Cohort Pathways within Benchmark Status

Relation of Grade 3 beginning of year benchmark status and Grade 3 pathway of progress to Grade 4 beginning of year DIBELS Composite ($n = 7,157$).



Pathway of Progress

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Informing Important Educational Decisions: Reliability or Precision

Pathways of Progress are estimated with incredible precision because they are based on over 40,000 students.

- ▶ We can have confidence in the location of the pathways.

For individual students we can estimate level of performance with precision using DIBELS Next.

- ▶ Repeated assessment increases reliability.

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First, Validate Need for Support

Outcomes Driven Model Steps:

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

Retest with an alternate forms on different days under different conditions to be reasonably confident in the student's level of initial skills. The initial skills anchor the Pathways of Progress.

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Reliable Evaluations of Progress: Balancing Timeliness, Confidence, and Resources

- ▶ First, we need to be reasonably confident of the student's level of initial skills. (*Validate Need for Support*)
- ▶ For some instructional decisions, timeliness is paramount and we are willing to be less confident.
- ▶ For other, high stakes decisions, confidence is paramount and we are willing to be less timely and use more resources (i.e., assessment).
- ▶ For all decisions, resources are limited and we need to use them efficiently and effectively.

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Balancing Timeliness, Confidence, Resources

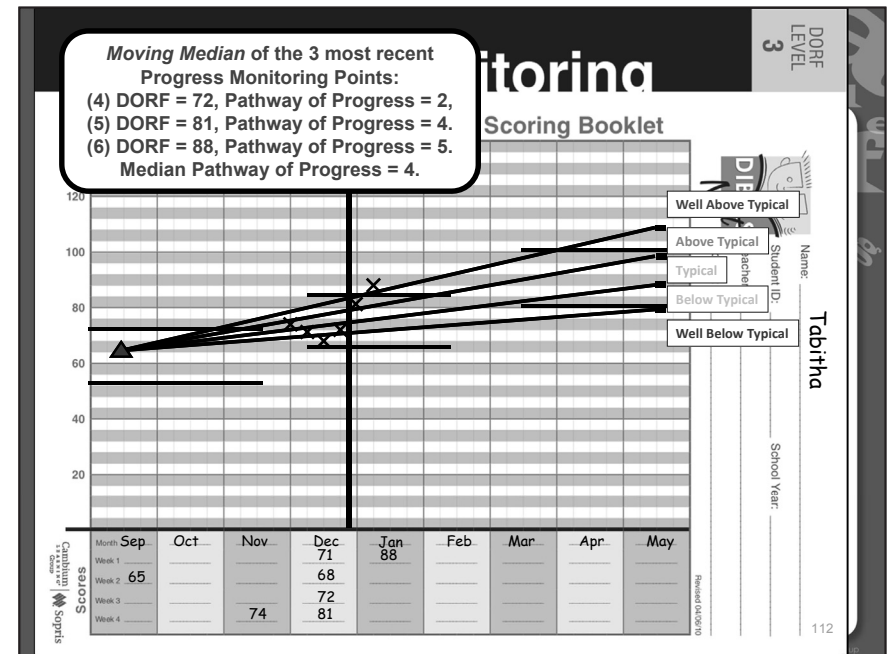
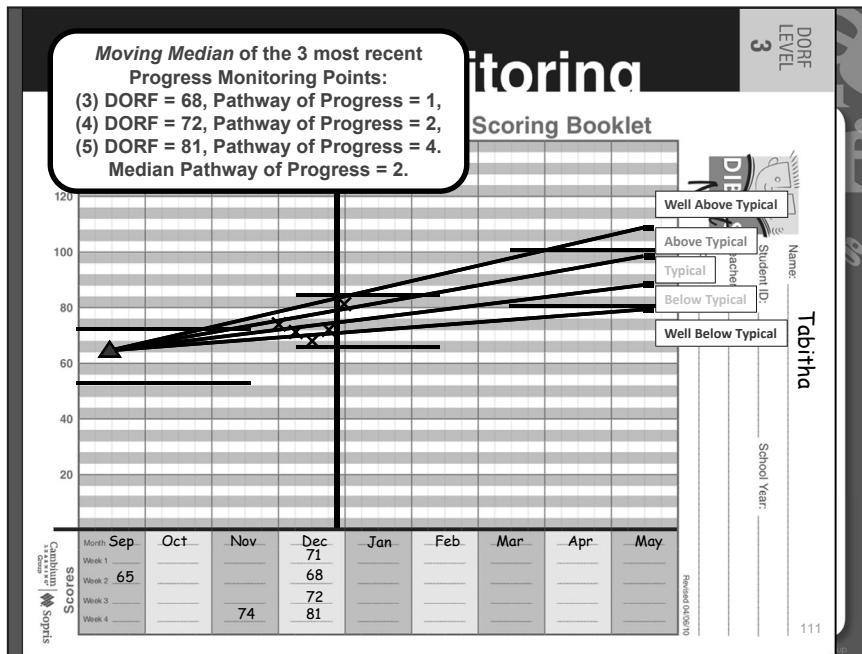
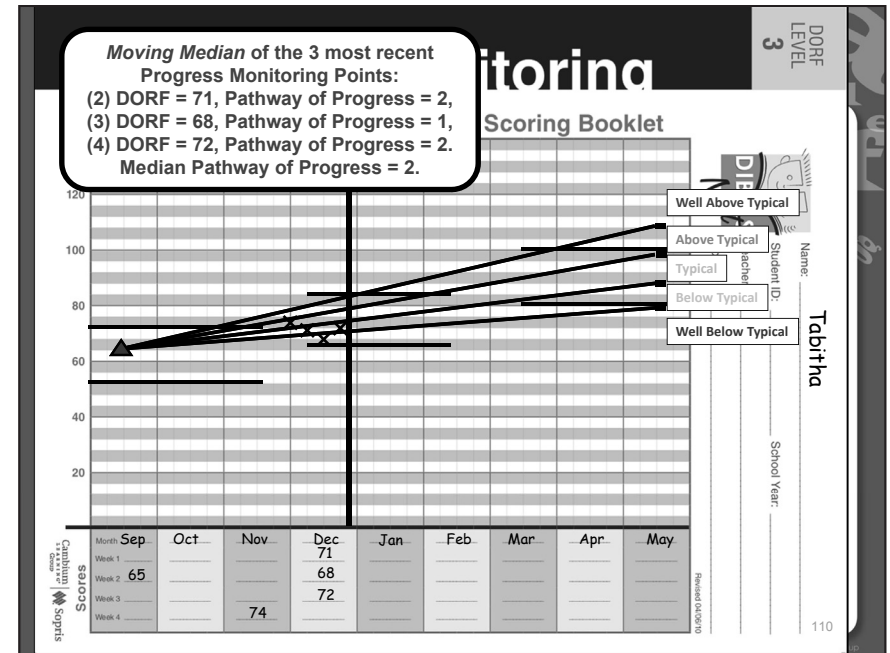
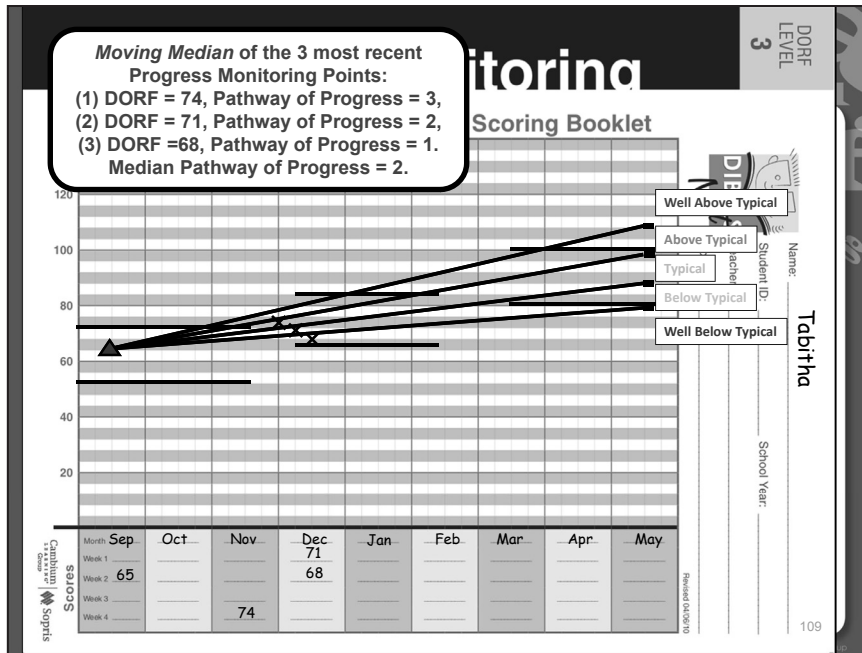
Single progress monitoring point

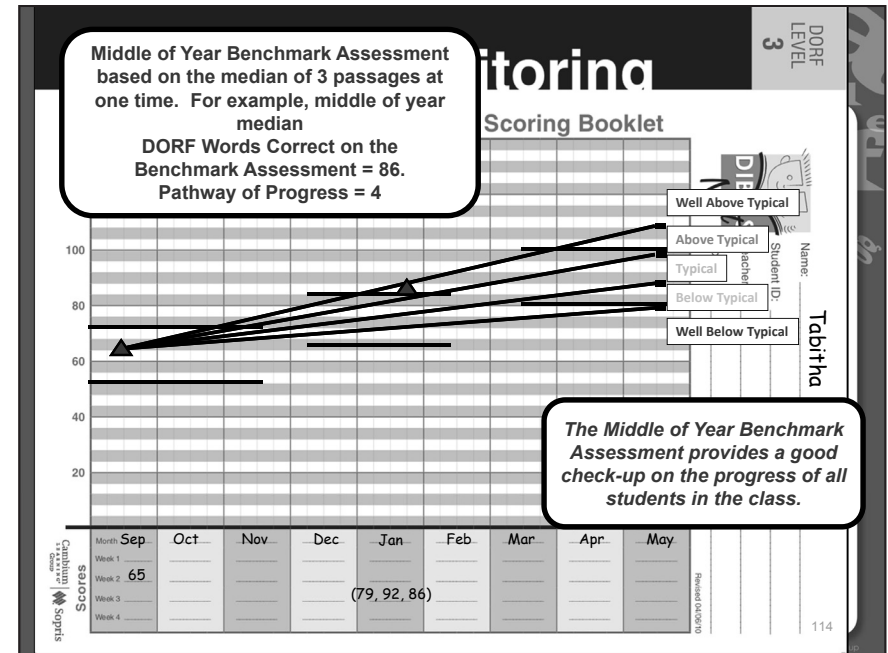
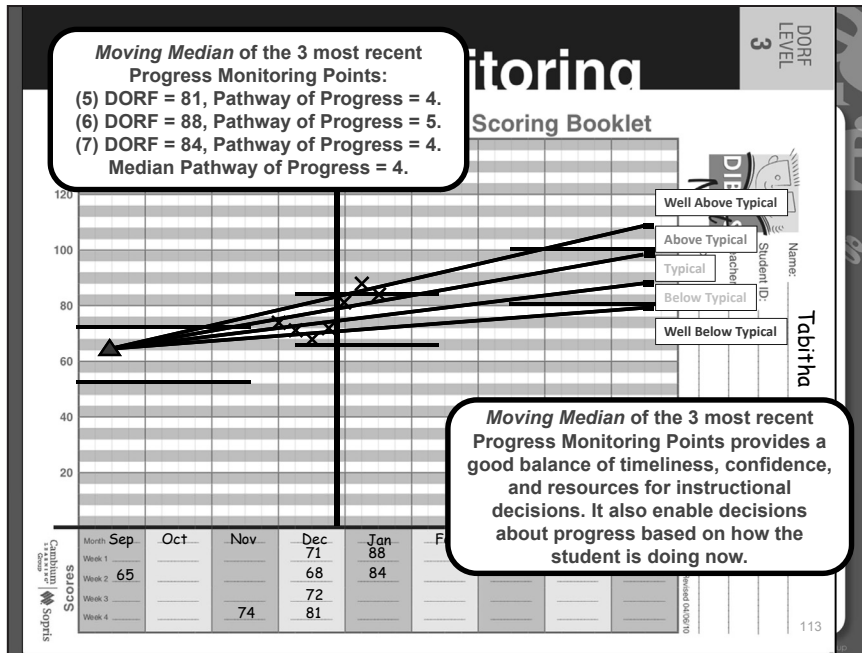
Moving median of 3 most recent progress monitoring points.

Benchmark assessment median of 3, mid year

Multiple passages within a few days.

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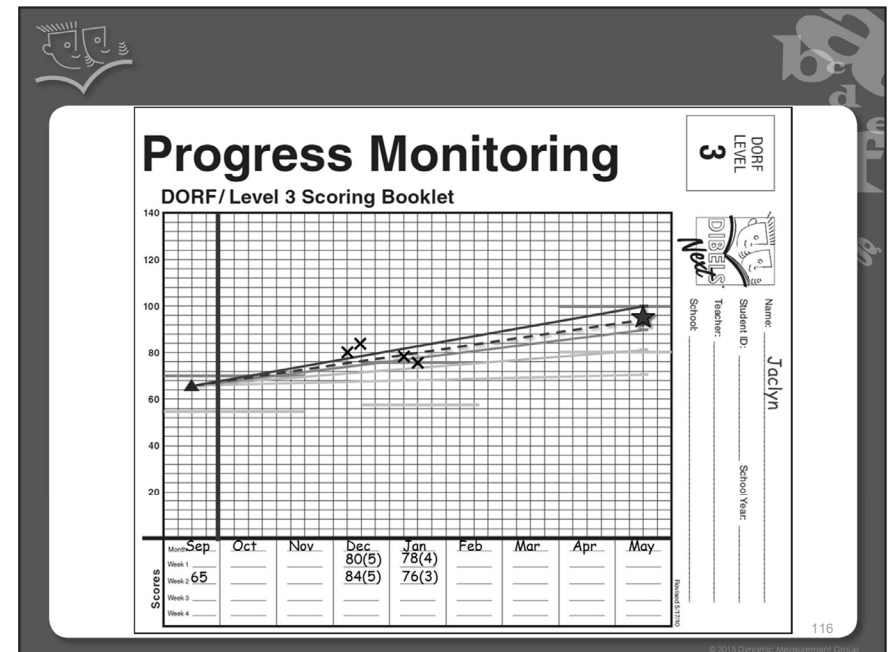


Jaclyn Progress Monitoring Activity

Jaclyn has been receiving intervention support building word reading and decoding. Her word reading accuracy is now above 95%, and her interventionist is emphasizing building fluency while maintaining her accuracy and reading for meaning.

- As of the 2nd week in January, what is Jaclyn's current Pathway of Progress? _____
- In the 3rd week in January, Jaclyn obtained a DORF Words Correct of 84. Plot the point on Jaclyn's progress monitoring graph.
- What is the Pathway of Progress for a score of 84 in the 3rd week of January? _____
- As of the 3rd week in January, what is Jaclyn's current Pathway of Progress? _____

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Jaclyn Progress Monitoring Activity

Jaclyn has been receiving intervention support building word reading and decoding. Her word reading accuracy is now above 95%, and her interventionist is emphasizing building fluency while maintaining her accuracy and reading for meaning.

1. As of the 2nd week in January, what is Jaclyn's current Pathway of Progress? **Pathway 4, Above Typical**
2. In the 3rd week in January, Jaclyn obtained a DORF Words Correct of 84. Plot the point on Jaclyn's progress monitoring graph.
3. What is the Pathway of Progress for a score of 84 in the 3rd week of January? _____
4. As of the 3rd week in January, what is Jaclyn's current Pathway of Progress? _____

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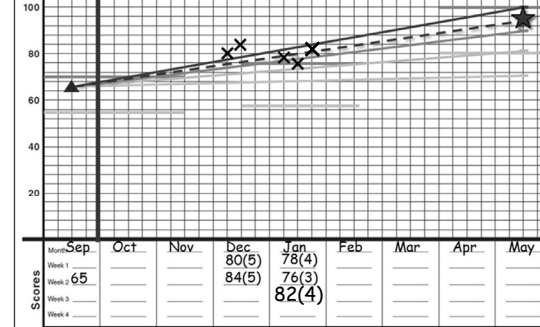


Progress Monitoring

DORF/ Level 3 Scoring Booklet

DORF
LEVEL
3

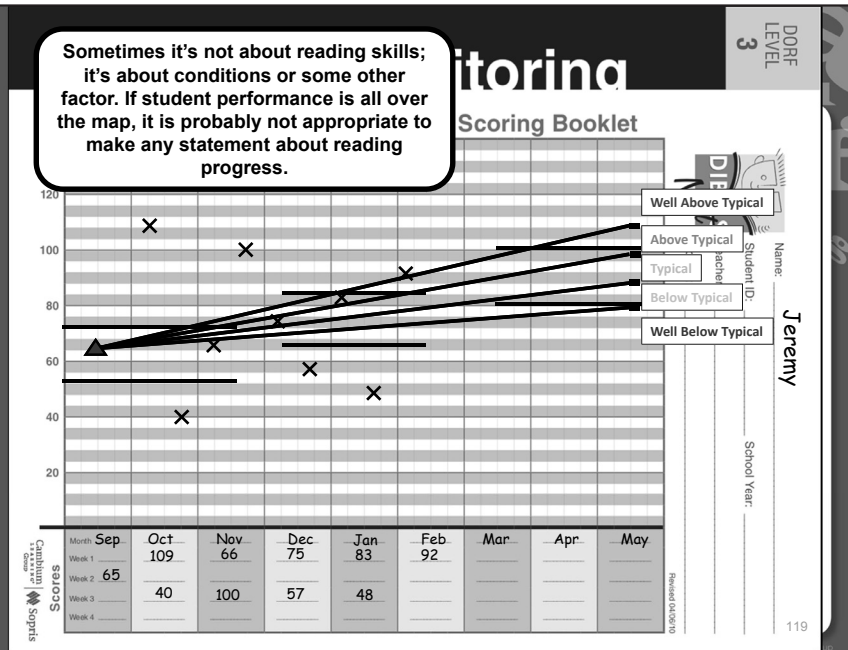
4. As of the 3rd week in January, what is Jaclyn's current Pathway of Progress?
Pathway 4, Above Typical

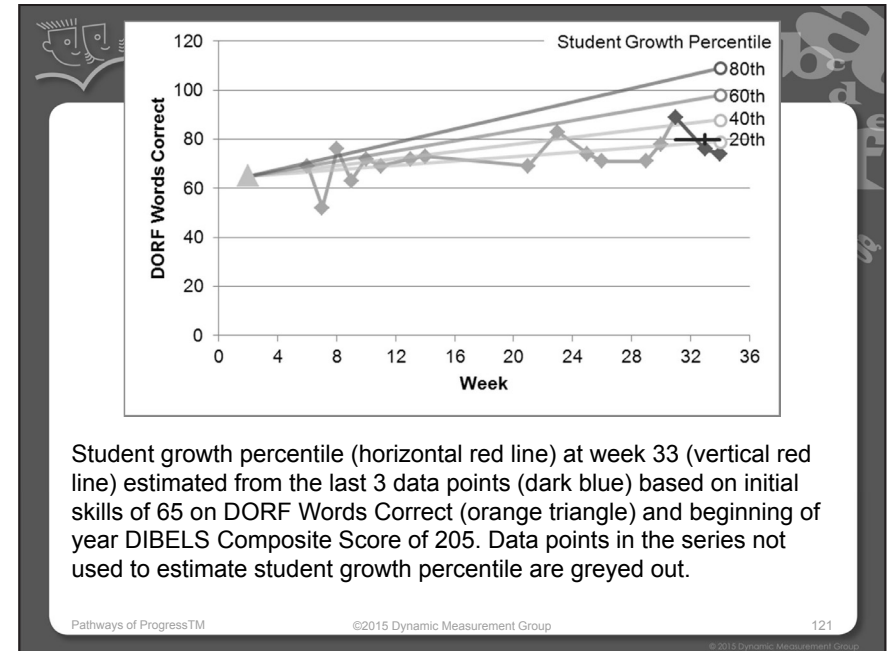
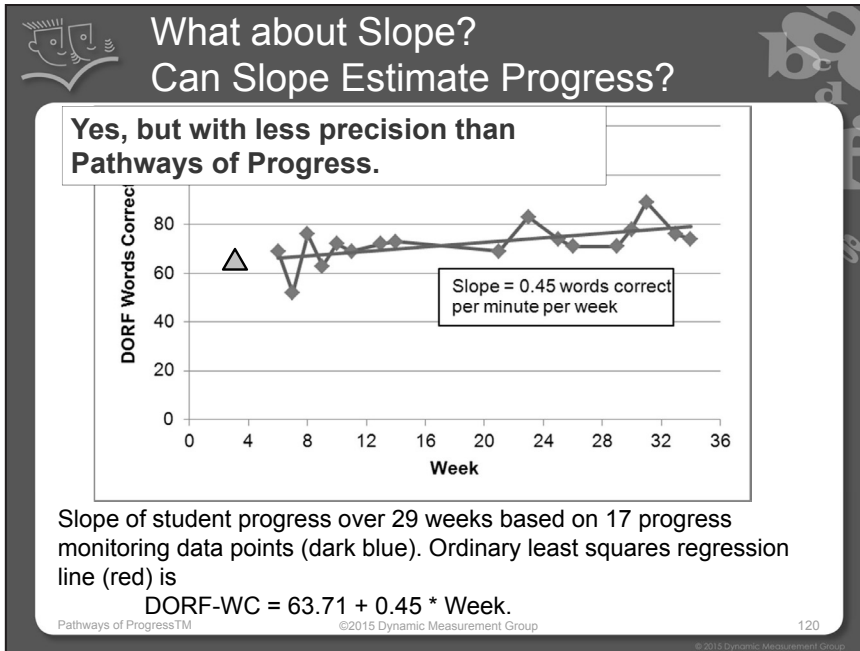


Name: **Jaclyn**
Student ID: _____
Teacher: _____
School Year: _____

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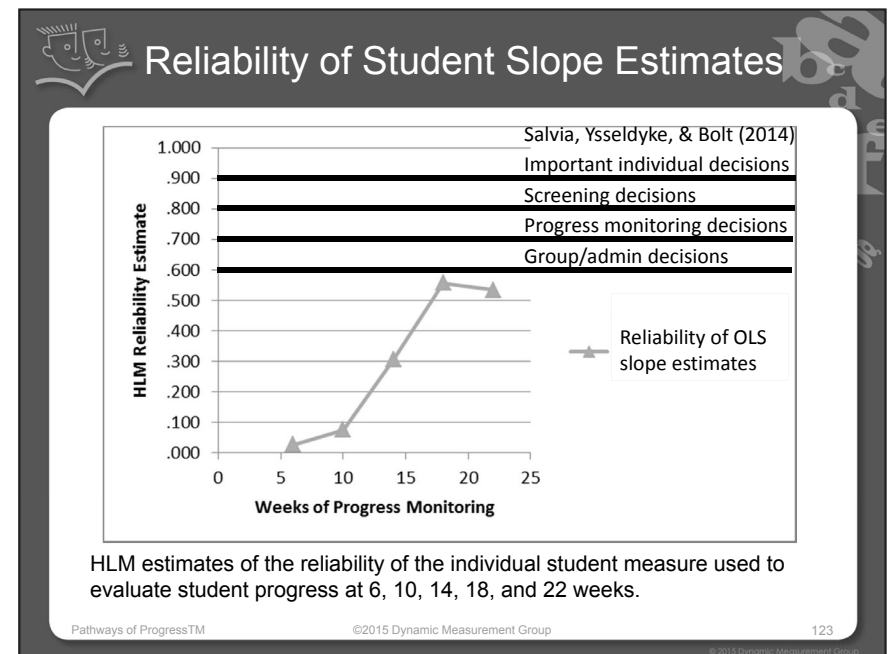
Reliability Study Descriptive Statistics

Descriptive Statistics for DIBELS Next Oral Reading Fluency-Words Correct by Number of Weeks and Number of Progress Monitoring Assessments

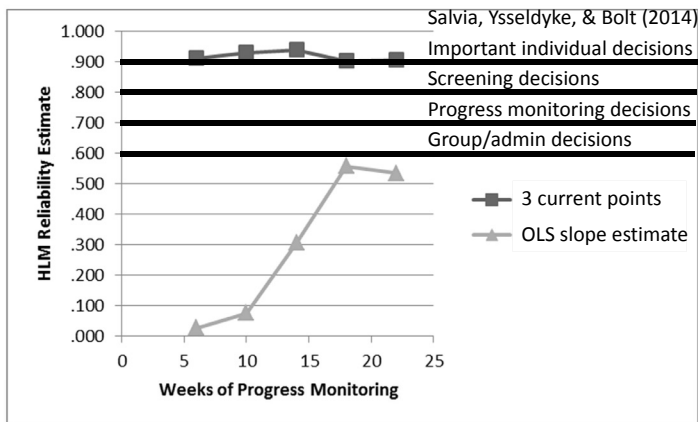
Subset of data	N	Number of progress monitoring assessments				BOY DORF Words Correct	
		M	SD	Min	Max	M	SD
All students	151,138	8.72	4.75	2	59	68.93	32.86
6 weeks, 5+ points	6785	5.62	0.95	5	16	48.62	22.65
10 weeks, 9+ points	2813	9.72	1.2	9	22	46.47	20.69
14 weeks, 13+ points	1087	13.85	1.68	13	27	45.87	18.88
18 weeks, 17+ points	218	18.67	2.82	17	33	46.15	17.98
22 weeks, 21+ points	99	23.68	3.99	21	40	43.44	18.59

Note. Data were divided into subsets based on a minimum data requirement: for six weeks, students with at least five data points were included; for 10 weeks, students with at least nine data points were included; for 14 weeks, students with at least 13 data points were included, and so on.

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Reliability of 3 Current Points For Pathways of Progress



HLM estimates of the reliability of the individual student measure used to evaluate student progress at 6, 10, 14, 18, and 22 weeks.

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Good Progress Monitoring Decisions

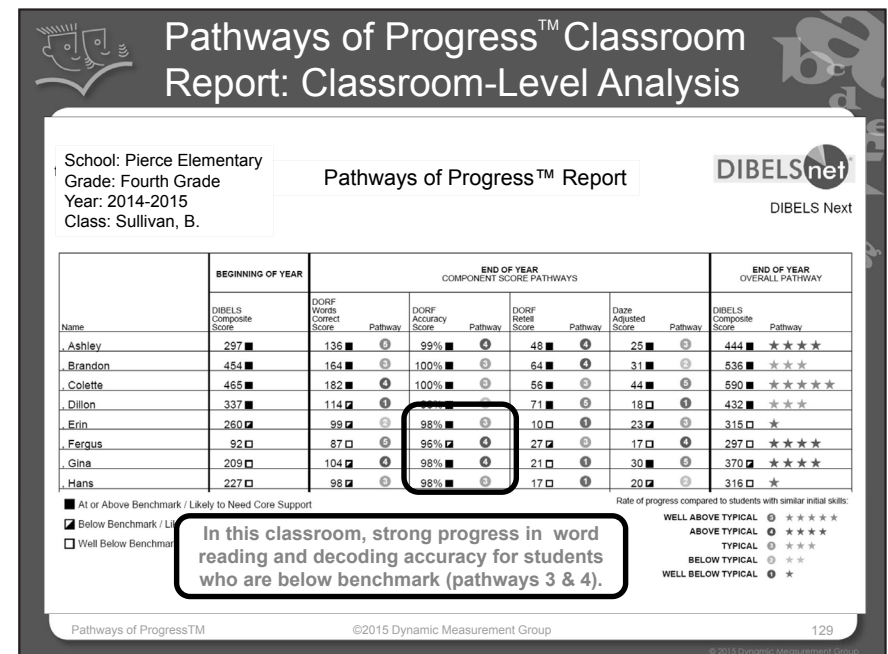
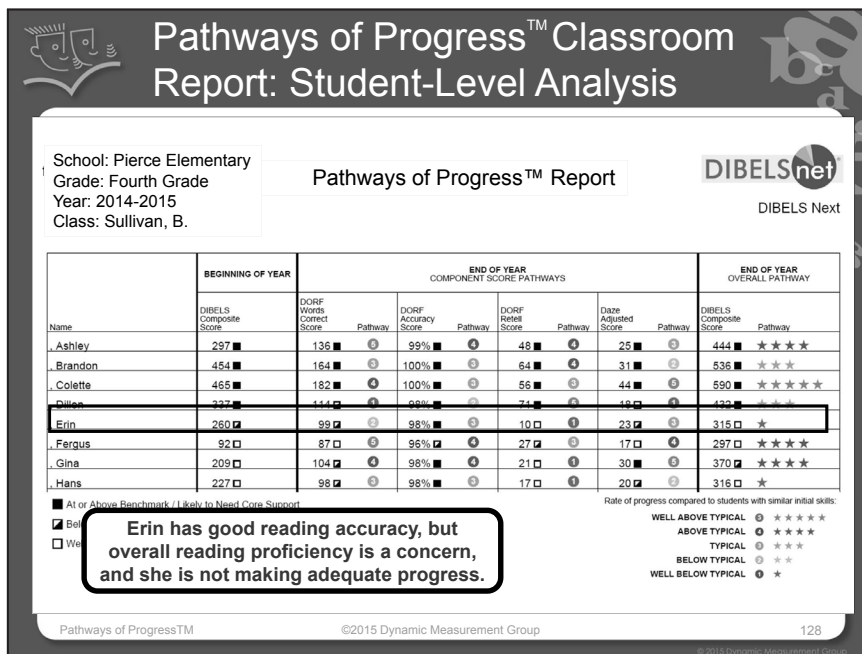
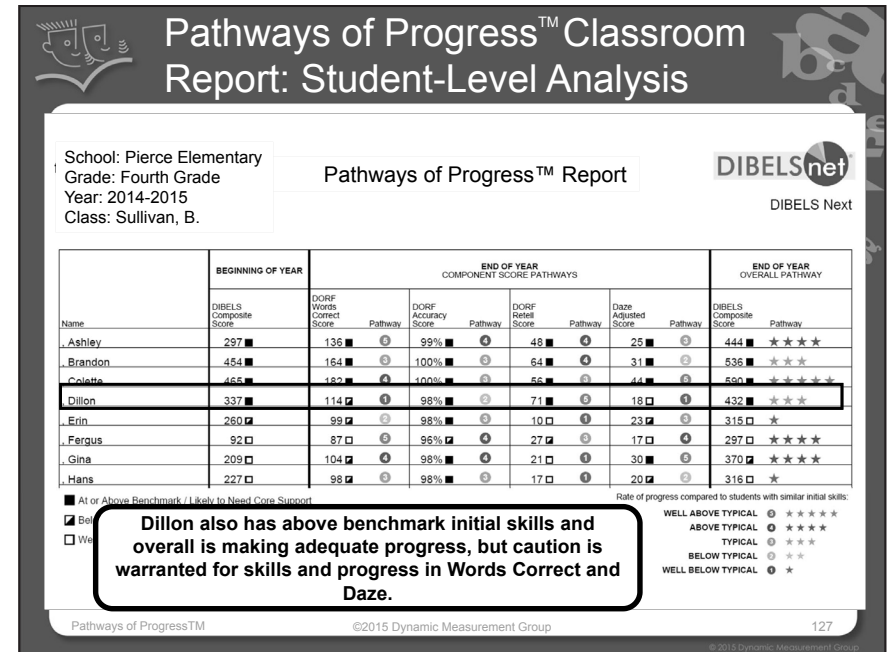
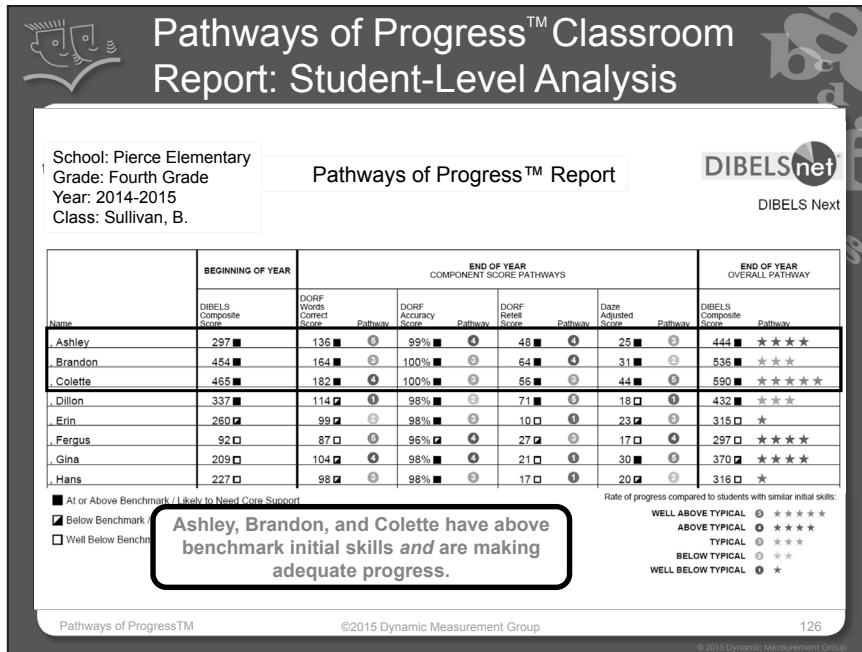
Good progress monitoring decisions are ones that enable educators to improve outcomes for students.

1. Good decisions about progress provide timely information to inform instruction.
2. Good decisions about progress are reasonably stable and reliable.
3. Good decisions about progress provide instructionally relevant information for individual students.
4. Good decisions about progress provide instructionally relevant information at a systems level to inform classroom instruction.

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Pathways of Progress™ Classroom Report: Classroom-Level Analysis

School: Pierce Elementary
Grade: Fourth Grade
Year: 2014-2015
Class: Sullivan, B.

Pathways of Progress™ Report

DIBELSnet
DIBELS Next

Name	BEGINNING OF YEAR DIBELS Composite Score	END OF YEAR COMPONENT SCORE PATHWAYS				Date Adjusted Score	END OF YEAR OVERALL PATHWAY
		DORF Words Correct Score	DORF Accuracy Score	DORF Retell Score	DORF Accuracy Score		
Ashley	297 ■	136 ■	99% ■	48 ■	25 ■	444 ■ ★★★★★	
Brandon	454 ■	164 ■	100% ■	64 ■	31 ■	536 ■ ★★★★★	
Colette	465 ■	182 ■	100% ■	56 ■	44 ■	590 ■ ★★★★★	
Dillon	337 ■	114 ■	98% ■	18 ■	18 ■	432 ■ ★★★★★	
Erin	260 ■	99 ■	98% ■	10 ■	23 ■	315 ■ ★	
Fergus	92 ■	87 ■	96% ■	27 ■	17 ■	297 ■ ★★★★★	
Gine	209 ■	104 ■	98% ■	21 ■	30 ■	370 ■ ★★★★★	
Hans	227 ■	98 ■	98% ■	17 ■	20 ■	316 ■ ★	

■ At or Above Benchmark / Likely to Need Core Support
 ■ Below Benchmark / Likely to Need Strategic Support
 ■ Well Below Benchmark / Likely to Need Intensive Support

Rate of progress compared to students with similar initial skills:
 WELL ABOVE TYPICAL ○ ★★★★★
 ABOVE TYPICAL ○ ★★★★★
 TYPICAL ○ ★★★★★
 BELOW TYPICAL ○ ★★★★★
 WELL BELOW TYPICAL ○ ★★★★★

Comprehension, being able to talk about what they have read, is a target of opportunity for 75% of students who were below benchmark at the beginning of the year.

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Pathways of Progress™ Classroom Report Activity—Grade 1

Consider the Pathways of Progress Classroom Report for Ms. Burgess.

- Are there individual students whose progress you are concerned about?
- As a whole classroom, are there any general patterns of progress that might have implications for the system of instruction?

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Pathways of Progress™ Classroom Report: Classroom-Level Analysis

School: Hunters Creek Elementary
Grade: First Grade
Year: 2014-2015
Class: Burgess, A.

Pathways of Progress™ Report

DIBELSnet
DIBELS Next

Name	BEGINNING OF YEAR DIBELS Composite Score	END OF YEAR COMPONENT SCORE PATHWAYS				DORF Words Correct Score	DORF Accuracy Score	END OF YEAR OVERALL PATHWAY
		NWFF Correct Letter Sounds Score	NWFF Whole Words Read Score	DORF Words Correct Score	DORF Accuracy Score			
Adam	115 ■	141 ■	45 ■	88 ■	98% ■	277 ■ ★★★★★		
Brittany	118 ■	80 ■	23 ■	60 ■	98% ■	205 ■ ★★★★★		
Connor	154 ■	77 ■	26 ■	51 ■	73% ■	130 ■ ★		
Destiny	113 ■	67 ■	17 ■	15 ■	68% ■	58 ■ ★		
Ethan	103 ■	136 ■	43 ■	84 ■	99% ■	275 ■ ★★★★★		
Frances	101 ■	139 ■	46 ■	61 ■	95% ■	246 ■ ★★★★★		
Graham	88 ■	127 ■	40 ■	51 ■	98% ■	230 ■ ★★★★★		
Hillary	95 ■	93 ■	29 ■	64 ■	98% ■	221 ■ ★★★★★		
Isaiah	91 ■	58 ■	17 ■	12 ■	67% ■	55 ■ ★		
Jordyn	87 ■	52 ■	15 ■	10 ■	67% ■	49 ■ ★		

■ At or Above Benchmark / Likely to Need Core Support
 ■ Below Benchmark / Likely to Need Strategic Support
 ■ Well Below Benchmark / Likely to Need Intensive Support

Rate of progress compared to students with similar initial skills:
 WELL ABOVE TYPICAL ○ ★★★★★
 ABOVE TYPICAL ○ ★★★★★
 TYPICAL ○ ★★★★★
 BELOW TYPICAL ○ ★★★★★
 WELL BELOW TYPICAL ○ ★★★★★

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Pathways of Progress™ Classroom Report: Classroom-Level Analysis

School: Hunters Creek Elementary
Grade: First Grade
Year: 2014-2015
Class: Burgess, A.

Pathways of Progress™ Report

DIBELSnet
DIBELS Next

Name	BEGINNING OF YEAR DIBELS Composite Score	END OF YEAR COMPONENT SCORE PATHWAYS				DORF Words Correct Score	DORF Accuracy Score	END OF YEAR OVERALL PATHWAY
		NWFF Correct Letter Sounds Score	NWFF Whole Words Read Score	DORF Words Correct Score	DORF Accuracy Score			
Adam	115 ■	141 ■	45 ■	88 ■	98% ■	277 ■ ★★★★★		
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Connor	154 ■	77 ■	26 ■	51 ■	73% ■	130 ■ ★		
Destiny	113 ■	67 ■	17 ■	15 ■	68% ■	58 ■ ★		
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Isaiah	91 ■	58 ■	17 ■	12 ■	67% ■	55 ■ ★		
Jordyn	87 ■	52 ■	15 ■	10 ■	67% ■	49 ■ ★		

■ At or Above Benchmark / Likely to Need Core Support
 ■ Below Benchmark / Likely to Need Strategic Support
 ■ Well Below Benchmark / Likely to Need Intensive Support

Rate of progress compared to students with similar initial skills:
 WELL ABOVE TYPICAL ○ ★★★★★
 ABOVE TYPICAL ○ ★★★★★
 TYPICAL ○ ★★★★★
 BELOW TYPICAL ○ ★★★★★
 WELL BELOW TYPICAL ○ ★★★★★

In this classroom, progress in basic phonics skills is generally adequate (Pathways 3–5).

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Pathways of Progress™ Classroom Report: Classroom-Level Analysis

School: Hunters Creek Elementary

Grade: First Grade

Year: 2014-2015

Class: Burgess, A.

Pathways of Progress™ Report



DIBELS Next

Name	BEGINNING OF YEAR	END OF YEAR COMPONENT SCORE PATHWAYS						END OF YEAR OVERALL PATHWAY
	DIBELS Composite Score	NWFL Correct Letter Sounds Score	NWFL Whole Words Read Score	DORF Words Correct Score	DORF Accuracy Score	DIBELS Composite Score		
Adam	115	141	45	88	98%	277	★★★★★	
Brittany	118	80	23	60	80%	205	★★★★	
Connor	154	77	26	51	73%	130	★	
Destiny	113	67	17	15	68%	58	★	
Ethan	103	136	43	84	99%	275	★★★★★	
Frances	101	139	46	61	95%	246	★★★★★	
Graham	88	127	40	51	98%	230	★★★★★	
Hillary	95	93	29	64	90%	221	★★★★★	
Isaiah	91	58	17	12	67%	55	★	
Jordyn	87	52	15	10	67%	49	★	

At or Above Typical

Below Typical

Well Below Typical

But, word reading and decoding of real words in connected text is a target of opportunity for 40% of the class.

Rate of progress compared to students with similar initial skills:

WELL ABOVE TYPICAL

ABOVE TYPICAL

TYPICAL

BELOW TYPICAL

WELL BELOW TYPICAL

Pathways of Progress™

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Pathways of Progress™ Conclusions and Big Ideas

- ▶ Pathways of Progress inform meaningful, ambitious, and attainable goals.
- ▶ Pathways of Progress enable individual goals taking into account the student's level of initial skills.
- ▶ Pathways of Progress enable goals that integrate reading for meaning, at an adequate rate, with a high degree of accuracy.
- ▶ Pathways of Progress provide a highly reliable basis for evaluating progress balancing timeliness and confidence.

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