

# DIBELS Cut Scores

## Kindergarten

| Skills Measured                   | Benchmark Status     | Level of Support                 | BOY   | MOY   | EOY   |
|-----------------------------------|----------------------|----------------------------------|-------|-------|-------|
| PSF –<br>First Sound<br>Fluency   | Well Below Benchmark | Likely to need Intensive Support | 0-4   |       |       |
|                                   | Below Benchmark      | Likely to need Strategic Support | 5-9   |       |       |
|                                   | At Benchmark         | Likely to need Core Support      | 10-15 |       |       |
|                                   | Above Benchmark      | Likely to need Core Support      | 16+   |       |       |
| CCL –<br>Correct<br>Letter Sounds | Well Below Benchmark | Likely to need Intensive Support |       | 0-7   | 0-14  |
|                                   | Below Benchmark      | Likely to need Strategic Support |       | 8-16  | 15-27 |
|                                   | At Benchmark         | Likely to need Core Support      |       | 17-27 | 28-39 |
|                                   | Above Benchmark      | Likely to need Core Support      |       | 28+   | 40+   |

## 1<sup>st</sup> Grade

| Skills Measured  | Benchmark Status     | Level of Support                 | BOY   | MOY   | EOY   |
|--|----------------------|----------------------------------|-------|-------|-------|
| CCL –<br>Correct<br>Letter Sounds                        | Well Below Benchmark | Likely to need Intensive Support | 0-17  |       |       |
|  | Below Benchmark      | Likely to need Strategic Support | 18-26 |       |       |
|  | At Benchmark         | Likely to need Core Support      | 27-33 |       |       |
|  | Above Benchmark      | Likely to need Core Support      | 34+   |       |       |
| ORF –<br>Words Correct<br>DIBELS Oral<br>Reading Fluency | Well Below Benchmark | Likely to need Intensive Support |       | 0-15  | 0-31  |
|  | Below Benchmark      | Likely to need Strategic Support |       | 16-22 | 32-46 |
|  | At Benchmark         | Likely to need Core Support      |       | 23-33 | 47-66 |
|  | Above Benchmark      | Likely to need Core Support      |       | 34+   | 67+   |

## 2<sup>nd</sup> Grade

| Skills Measured                  | Benchmark Status     | Level of Support                 | BOY   | MOY   | EOY    |
|----------------------------------|----------------------|----------------------------------|-------|-------|--------|
| ORF –<br>Oral Reading<br>Fluency | Well Below Benchmark | Likely to need Intensive Support | 0-36  | 0-54  | 0-64   |
|                                  | Below Benchmark      | Likely to need Strategic Support | 37-51 | 55-71 | 65-86  |
|                                  | At Benchmark         | Likely to need Core Support      | 52-67 | 72-90 | 87-103 |
|                                  | Above Benchmark      | Likely to need Core Support      | 68+   | 91+   | 104+   |

## 3<sup>rd</sup> Grade

| Skills Measured        | Benchmark Status     | Level of Support                 | BOY  | MOY   | EOY   |
|------------------------|----------------------|----------------------------------|------|-------|-------|
| ORF –<br>Words Correct | Well Below Benchmark | Likely to need Intensive Support | 0-5  | 0-7   | 0-14  |
|                        | Below Benchmark      | Likely to need Strategic Support | 6-7  | 8-10  | 15-18 |
|                        | At Benchmark         | Likely to need Core Support      | 8-10 | 11-15 | 19-22 |
|                        | Above Benchmark      | Likely to need Core Support      | 11+  | 16+   | 23+   |

# Dibels Next Score Tracking

**Sherry Mee Bell, R. Steve McCallum**

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the authors' names.

## **Dibels Next Score Tracking:**

**Academic Assessment and Intervention** Steven Little, Angeleque Akin-Little, 2014-01-21 Serving students with academic deficiencies necessitates communication and collaboration among professionals from several disciplines Academic Assessment and Intervention brings together divergent approaches in order to demonstrate that scientific evidence rather than biases or previous practice must determine assessment practices that are selected and used for particular purposes Similar to a handbook in its comprehensive topical coverage this edited collection provides a contextual foundation for academic assessment and intervention describes both norm referenced and curriculum based assessment measurement in detail considers the implications of both of these assessments on ethnically diverse populations provides a clear link between assessment evidence based interventions and the RTI model and considers other important topics related to this area such as teacher behavior Intended primarily for graduate level courses in education school psychology or child clinical psychology it will also be of interest to practicing professionals in these fields

**Reading Assessment in an RTI Framework** Katherine A. Dougherty Stahl, Michael C. McKenna, 2012-01-01 The importance of Response to Intervention has never been clearer We strongly believe that RTI when fully implemented represents our best hope of building the kind of schoolwide framework necessary for making truly informed choices about the type and intensity of the reading instruction children receive Our goal for this book is to offer the guidance needed to use these and other tools in an RTI framework This is a book about the assessment component of RTI We offer guidance and tools for gathering the information needed in an RTI framework We have tried our best to write a book that is both practical and specific that reflects both research and common sense that is consistent with standards and that affords guidance in the issues central to RTI

Reading Assessment Melissa Lee Farrall, 2012-06-05 A groundbreaking integrated approach to reading assessment that addresses each child's unique Learning Profile Fifteen to twenty percent of our nation's children have reading difficulties Educational evaluators must be able to use progress monitoring and diagnostic tools effectively to identify students who may be at risk evaluate the effectiveness of schoolwide reading programs and suggest interventions that will improve reading skills Written from a strengths based perspective Reading Assessment Linking Language Literacy and Cognition is the first book of its kind to present a research based integrated review of reading cognition and oral language testing and assessment Author Melissa Lee Farrall explores the theoretical underpinnings of reading language and literacy explains the background of debates surrounding these topics and provides detailed information and administration tips on the wide range of reading inventories and standardized tests that may be used in a reading psychoeducational assessment With a focus on how to craft professional evaluation reports that illuminate a student's strengths not just weaknesses Reading Assessment enables school psychologists and diagnosticians reading specialists and special education professionals to conduct evaluations and develop effective interdisciplinary remedial recommendations and interventions Clear engaging and inviting Reading Assessment

features Case examples and practice exercises Chapter opening reviews of each theory Strengths weaknesses and potential problems of tests and their interpretations Chapter ending review questions that foster skill development and critical thinking Comprehensive information on more than 50 different assessment tests Reading Assessment is an invaluable resource that helps professionals gain the knowledge and skills to confidently interpret test results and prepare detailed and effective evaluation reports designed to meet each child s unique needs as a learner     The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation Bruce B. Frey,2018-01-29 In an era of curricular changes experiments and high stakes testing educational measurement and evaluation are more important than ever In addition to expected entries covering the basics of traditional theories and methods The SAGE Encyclopedia of Educational Research Measurement and Evaluation also covers important sociopolitical issues and trends influencing the future of that research and practice Textbooks handbooks monographs and other publications focus on various aspects of educational research measurement and evaluation but to date there exists no major reference guide for students new to the field This comprehensive work fills that gap covering traditional areas while pointing the way to future developments Key Features Nearly 700 signed entries are contained in an authoritative work spanning four volumes and available in electronic and or print formats Although organized A to Z front matter includes a Reader s Guide grouping entries thematically to help students interested in a specific aspect of education research measurement and evaluation to more easily locate directly related entries Back matter includes a Chronology of the development of the field a Resource Guide to classic books journals and associations and a detailed Index Entries conclude with Further Readings and cross references to related entries The Index Reader s Guide themes and cross references combine to provide a robust search and browse in the electronic version

RTI Team Building Kelly Broxterman,Angela J. Whalen,2013-01-16 School teams play an essential role in the successful implementation of response to intervention RTI This user friendly book offers a roadmap for creating effective RTI teams and overcoming common pitfalls The authors discuss the nuts and bolts of planning and facilitating meetings during which data based decisions are made about screening interventions and progress monitoring for individual students K 6 or the whole school Ways to develop sustainable team practices and strengthen collaboration are described In a large size format for easy photocopying the book includes more than two dozen reproducible planning forms and other handy tools Purchasers also get access to a Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas     *Supporting English Learners in the Classroom* Eric M. Haas,Julie Esparza Brown,2019-05-03 This resource offers educators evidence based best practices to help them address the individual needs of English learners with academic challenges and those who have been referred for special education services The authors include guidance and specific tools to help districts schools and classrooms use multi tiered systems of support MTSS and other interventions     **Models for Implementing Response to Intervention** Edward S.

Shapiro, Naomi Zigmond, Teri Wallace, 2011-01-25 This book examines the implementation of three empirically supported response to intervention RTI models in four different school districts The book addresses the complexity of putting RTI into place in the elementary grades showing how the process actually took place and what impact it had on school climates and student learning and behavior from publisher description Reading Strategies for Elementary Students With Learning Difficulties William N. Bender, Martha J. Larkin, 2009-01-12 Packed with research based strategies for use with RTI this resource covers brain compatible reading instruction for students with learning disabilities or reading difficulties

Encyclopedia of Behavior Modification and Cognitive Behavior Therapy Michel Hersen, 2005-01-25 Provides a thorough examination of the components of behavior modification behavior therapy cognitive behavior therapy and applied behavior analysis for both child and adult populations in a variety of settings Although the focus is on technical applications entries also provide the historical context in which behavior therapists have worked including research issues and strategies

**Using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an Outcomes-driven Model** Roland H. Good, 2001 **Assessment of Young Children with Special Needs** Susan M. Benner, Joan Grim, 2013 There are many assessment systems available to provide the answers teachers and parents seek regarding the progression of infants toddlers and young children However simply choosing and administering an assessment instrument or procedure from the wide array of tools available today can be an overwhelming task Assessment of Young Children with Special Needs helps prepare teachers for the task of evaluating the skills of infants toddlers and preschool children with developmental delays and those considered at risk to The A-to-Z Teaching Toolkit for Early Childhood and Elementary Educators Alicia Meyers, 2025-09-30 The A to Z Teaching Toolkit for Early Childhood and Elementary Educators is your one stop shop for the contemporary early childhood and early elementary classroom offering an A to Z collection of invaluable resources strategies and systems to use in your teaching If you're looking for research backed ideas and strategies to recalibrate your classroom practices b Creative anchor charts sentence starters and examples of classroom visuals c Step by step comprehensive action plans and lists d Tried and true tools and materials to add to your classroom e Niche picture book suggestions that support the A through Z concepts f Approaches for consistency and open communication between home and school environments then you've found the right book The A to Z Teaching Toolkit for Early Childhood and Elementary Educators is key reading for educators caregivers future teachers and families Join author Alicia Meyers as she opens the door to her classroom to journey through the ABCs of teaching *Organizing the Early Literacy Classroom* Sharon Walpole, Michael C. McKenna, 2016-06-28 Filled with clear explanations and doable strategies this book helps PreK 2 teachers juggle the demands of planning effective instruction and creating a literacy rich classroom environment Realistic vignettes illustrate how to set goals develop standards based curricula and assessments establish routines and organize the classroom space and the daily schedule The authors demonstrate the nuts and bolts of building an exemplary classroom library and

professional teaching library collaborating as a team with other teachers and specialists preparing report cards and communicating with families Several reproducible forms can be downloaded and printed in a convenient 8 1/2 x 11 size

10 Success Factors for Literacy Intervention Susan L. Hall, 2018-07-16 Why aren't more schools seeing significant improvement in students reading ability when they implement Response to Intervention RTI or Multitiered Systems of Support MTSS in their literacy programs These frameworks serve as a way for educators to identify struggling readers and provide the small group instruction they need to improve their skills But the success stories are too few in number and most schools have too little to show for their efforts What accounts for the difference What are successful schools doing that sets them apart Author and education consultant Susan Hall provides answers in the form of 10 success factors for implementing MTSS Based on her experience in schools across the United States she explains the whys and hows of Grouping by skill deficit and using diagnostic assessments to get helpful data for grouping and regrouping Implementing an instructional delivery model including the walk to intervention model Using intervention time wisely and being aware of what makes intervention effective Providing teachers with the materials they need for effective lessons and delivering differentiated professional development for administrators reading coaches teachers and instructional assistants Monitoring progress regularly and conducting nonevaluative observations of intervention instruction Practical comprehensive and evidence based 10 Success Factors for Literacy Intervention provides the guidance educators need to move from disappointing results to solid gains in students literacy achievement

**Handbook of Reading Disability Research** Anne McGill-Franzen, Richard Allington, 2010-09-17 Bringing together a wide range of research on reading disabilities this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective Emphasizing that learning to read proficiently is a long term developmental process involving many interventions of various kinds all keyed to individual developmental needs it addresses traditional questions What is the nature or causes of reading disabilities How are reading disabilities assessed How should reading disabilities be remediated To what extent is remediation possible but from multiple or alternative perspectives Taking incursions into the broader research literature represented by linguistic and anthropological paradigms as well as psychological and educational research the volume is on the front line in exploring the relation of reading disability to learning and language to poverty and prejudice and to instruction and schooling The editors and authors are distinguished scholars with extensive research experience and publication records and numerous honors and awards from professional organizations representing the range of disciplines in the field of reading disabilities Throughout their contributions are contextualized within the framework of educators struggling to develop concrete instructional practices that meet the learning needs of the lowest achieving readers

The Cognitive Foundations of Reading and Its Acquisition Wesley A. Hoover, William E. Tunmer, 2020-06-09 This book serves as a succinct resource on the cognitive requirements of reading It provides a coherent overall view of reading and learning to read and does so in a relatively sparse

fashion that supports retention The initial sections of the book describe the cognitive structure of reading and the cognitive foundation upon which that structure is built This is followed by discussions of how an understanding of these cognitive requirements can be used in practice with standards assessments curriculum and instruction to advance the teaching of reading and the delivery of interventions for students who encounter difficulties along the way The book focuses on reading in English as its exemplar but shows how its framework can be adapted to understand the broad cognitive requirements for reading and learning to read in any phonologically based orthography It provides a way for reading professionals to think about reading and its development and gives them mechanisms that coupled with such understanding will help them link what children must know to become strong readers to what teaching can best provide through the competent use of available tools In this way the book will help reading professionals be both efficient and effective in what they provide all their students and be much better equipped to support those students who struggle to learn to read

**Handbook of Reading Assessment** Sherry Mee Bell,R. Steve McCallum,2015-07-30 The Handbook of Reading Assessment Second Edition covers the wide range of reading assessments educators must be able to use and understand to effectively assess and instruct their students Comprehensive and filled with numerous authentic examples the text addresses informal classroom based assessment progress monitoring individual norm referenced assessment and group norm referenced or high stakes testing Coverage includes assessment content relevant for English language learners and adults A set of test guidelines to use when selecting or evaluating an assessment tool is provided New and updated in the Second Edition Impact on reading assessment of Common Core Standards for literacy increased top down focus on accountability and high stakes tests innovations in computerized assessment of reading Latest developments in Response to Intervention RTI model particularly as they impact reading assessment International Reading Association standards for reading educators and brief discussion of International Dyslexia Association standards Types of reading assessment including discussion of formative versus summative assessment Expanded coverage of assessment of reading motivation Expanded coverage of writing assessment New and revised assessments across genres of reading assessment Companion Website numerous resources relevant to reading and writing assessment suggestions for evidence based instructional practices that can be linked to assessment results PowerPoint slides test bank study guides application exercises

**High Leverage Practices for Inclusive Classrooms** James McLeskey, Lawrence Maheady, Bonnie Billingsley, Mary T. Brownell, Timothy J. Lewis, 2022-03-30 High Leverage Practices for Inclusive Classrooms Second Edition offers a set of practices that are integral to the support of student learning and that can be systematically taught learned and implemented by those entering the teaching profession In this second edition chapters have been fully updated to reflect changes in the field since its original publication and feature all new examples illustrating the use of HLPs and incorporating culturally responsive practices Focused primarily on Tiers 1 and 2 or work that mostly occurs with students with mild to moderate disabilities in general education classrooms this powerful research based

resource provides rich practical information highly suitable for teachers and additionally useful for teacher educators and teacher preparation programs      Handbook of Response to Intervention Shane R. Jimerson, Matthew K. Burns, Amanda M. VanDerHeyden, 2015-09-21 The Second Edition of this essential handbook provides a comprehensive updated overview of the science that informs best practices for the implementation of response to intervention RTI processes within Multi Tiered Systems of Support MTSS to facilitate the academic success of all students The volume includes insights from leading scholars and scientist practitioners to provide a highly usable guide to the essentials of RTI assessment and identification as well as research based interventions for improving students reading writing oral and math skills New and revised chapters explore crucial issues define key concepts identify topics warranting further study and address real world questions regarding implementation Key topics include Scientific foundations of RTI Psychometric measurement within RTI RTI and social behavior skills The role of consultation in RTI Monitoring response to supplemental services Using technology to facilitate RTI RTI and transition planning Lessons learned from RTI programs around the country The Second Edition of the Handbook of Response to Intervention is an essential resource for researchers graduate students and professionals scientist practitioners in child and school psychology special and general education social work and counseling and educational policy and politics      NBPTS Study Guide 2025-2026 Brielle Morgan, 2025-09-04 Unlock Your Path to Literacy Excellence Master the National Board Certification Process with Confidence Are you an accomplished literacy educator ready to take your impact to the next level but feeling overwhelmed by the rigorous demands of the National Board Certification process You re not alone Thousands of passionate teachers share your commitment to excellence but few have the right tools to navigate the NBPTS Literacy Reading Language Arts exam with clarity confidence and strategic precision This 2025 2026 Study Guide was built for educators like you those determined to earn the distinguished title of National Board Certified Teacher and transform their classroom practice into national recognition Inside this guide you ll find more than just study content you ll find the direction insight and test readiness you ve been searching for Each chapter is structured to demystify the NBPTS process help you manage time and expectations and deliver real practice that reflects the depth and rigor of the actual exam What makes this guide your most valuable certification tool Step by Step Breakdown of All Four Components Get a crystal clear understanding of the NBPTS framework including the Five Core Propositions Architecture of Accomplished Teaching and the Literacy Standards that shape effective instruction Component 1 Mastery Targeted reviews and smart strategies for selected response and constructed response tasks Whether it s literacy development text comprehension writing instruction or assessment literacy you ll walk in ready to perform at your best Portfolio Support for Components 2 4 Learn exactly how to craft evidence driven written commentaries select student work samples and reflect deeply on your teaching practice with confidence Avoid common pitfalls with expert tips and annotated samples Practice Driven Success Includes 3 full length practice tests constructed response tasks Reflection prompts and detailed answer explanations so you don t just memorize



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