

## **ASSESSMENT TOOLS – K-3**

### **DIBELS - Dynamic Indicators of Basic Early Literacy Skills**

#### **What**

- Powerful, brief, easy to implement measures of the critical skills that underlie early reading success.

#### **When**

- September 27 to October 8
- January 24 to February 8
- May 2 to May 15

#### **Who**

- All regular education and special education students and English Language Learners in kindergarten to grade 3
- Administered by a trained school team

#### **Why**

- Predicts how well students are likely to be doing in reading comprehension by the end of third grade, and identifies students at risk of failure
- Accurately determines level of intervention needed by each student to prevent failure
- Aids in the early identification of students who are not progressing as expected
- Provides information for instruction that is focused on the needs of individual students
- Indicators designed to directly measure:
  - Letter knowledge
  - Letter-sound association
  - Phonemic awareness
  - Syllable decoding
  - Passage reading fluency
  - Passage retelling
- Provides early identification of reading deficiency and details the level of intervention needed to close the reading gap while it is still early and helps assure that students will be reading at grade level by grade 3

#### **Next Steps**

- Some students will be categorized as being in the benchmark group; those students will probably be successful readers with effective instruction
- Some students will need strategic intervention; if they receive instruction focused on their changing needs, they will probably be successful readers; if their instruction does not address their needs, they may fail to reach year-end goals in reading
- A few students will need intensive intervention; those students need carefully planned and delivered instruction that is based on their changing needs; they need careful and continuous observation, reteaching, reinforcement, and encouragement to become successful readers.

#### **Appropriate Strategies for Intervention**

Note: Intervention is probably most effective when delivered to a small group because the small group instruction facilitates greater transfer to reading, however these strategies may be used in whole group instruction as well.