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Effectiveness of Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

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Effectiveness of Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

By

**Jennifer Quackenbush
September 1, 2007**

**A thesis submitted to the
Department of Education and Human Development of the
State University of New York College at Brockport
in partial fulfillment of the requirements for the degree of
Master of Science in Education**

Effectiveness of Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

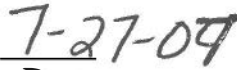
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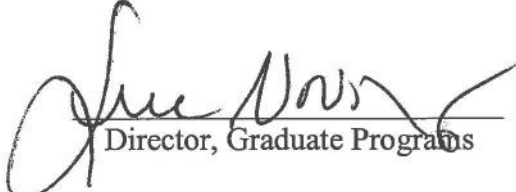
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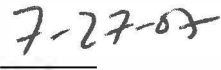
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Abstract:

This research shows the effectiveness of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) at identifying students in need of reading intervention compared to two other reading assessments, the Observation survey (OS) and Developmental Reading Assessment (DRA). The percent of time DIBELS agreed or disagreed with OS or DRA was used to determine the effectiveness. DIBELS was found to agree with the OS and DRA for the majority of the data. This shows that the school does not need to waste time and money on an assessment that is not needed. There were a few participants in which DIBELS determined the students to need an intervention when really they did not. This time and money on an unnecessary intervention could have been put towards interventions for students who need them and additional authentic resources.

This school already has two authentic assessments that provide useful data to plan future instruction. A third assessment that tells the teachers the same thing while frustrating and confusing the students is not needed. The school would be better off providing the teachers with professional development regarding using the OS and DRA assessment data to guide instruction and plan interventions.

Chapter 1: Introduction

A first grade student was quoted “Mommy, I am going to be ‘dibbled’ on Tuesday!” What does it mean to be ‘dibbled’ and should a student be excited about it?

Have you ever thought of the criteria for a solid literacy assessment? Some teachers and administrators think assessments should be quick. Teachers do not want to spend a great deal of time on assessments because it takes away from direct teaching instruction. Others think the quality of the results is more important than the amount of time needed to complete an assessment. These teachers and administrators think assessments should show the whole picture of the child instead of just a quick snap shot. After all, instruction should be based on the data provided by the assessment. The data collected from the more time consuming assessments usually provides a more accurate view of the student and helps guide the teacher’s instruction as to what each student needs.

Problem Statement

This research shows the effectiveness of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) at identifying students in need of reading intervention compared to two other reading assessments, the Observation survey (OS) and Developmental Reading Assessment (DRA).

Significance of Problem

The elementary school where I am currently completing my internship has been assessing students’ literacy knowledge using Observation survey (OS) and Developmental Reading Assessment (DRA) for a number of years but wants to try a new

assessment, DIBELS, that they think will get at the root of the problem of reading. The school wants assessment results as soon as possible and they feel the OS and the DRA take too long to administer. The reading specialists and administrators in the school feel the Observation Survey tasks are not developmentally appropriate at the beginning of the year for kindergarten and first graders. They feel another assessment; Dynamic Indicator of Basic Early Literacy Skills is more appropriate at the beginning of the year because of its quick and easy to understand. Teachers feel students would not be as frustrated if DIBELS was administered rather than the OS. They piloted DIBELS last year with two kindergarten classroom and now want to use it for the entire kindergarten and first grade classes. The administrators feel DIBELS will be quicker and can target students in need of reading intervention sooner than current assessments. The intention of the educators at this elementary school in their use of DIBELS is to determine which part of the reading process a student is struggling with. On a larger scale the administrators are using this assessment as a way of meeting the No Child Left Behind Act. This act requires the school to submit data to the state regarding the achievement of students. DIBELS quantitative data is easy to interpret and can quickly show the progress of the school.

The DRA and the OS are sound authentic assessments (Gomez Bellenge, Rodgers, Wang & Schultz, 2005) that can determine students in need of reading intervention and provide qualitative data to plan an effective intervention for this population. Does the school need another assessment to tell them what they already know? This study might open the eyes of administrators, teachers, and literacy specialists to see that they already have effective assessments that align with their curriculum.

Rationale

My purpose of the research was to determine whether DIBELS was a useful assessment tool in this school. The researcher felt that the Observation Survey and Developmental Reading Assessment provide a very holistic picture of the student. DIBELS was just a snap shot of their reading skills. There was also controversy over the validity of DIBELS. Researchers were wondering whether it is an accurate picture of the student (Goodman, 2006). It required students to read nonsense words as part of the assessment, but does so in a manner that was not authentic for the students. It has been argued that nonsense words were not an authentic way to assess student because they do not encounter them in the real world. The researcher wondered if it was worth the time to assess students using DIBELS when they already had assessments that work well. In addition, the Observation Survey may provide the teacher with more instructional information on the student than DIBELS. The researcher felt that a combination of the DRA and OS should be used all throughout the year in kindergarten and first grade to determine students in need of an intervention and show growth. From this study the researcher gained a better understanding of DIBELS and the impact it had on the participants.

Definition of terms

Qualitative assessment: the process of observing behavior and providing descriptions of individuals

Quantitative assessment: the process of obtaining numbers that represent a students achievement

Nonsense words: words that do not make sense in the English Language

For example: wub, nug, kib

Dynamic Indicators of Basic Early Literacy Skills (DIBELS): a type of evaluation used to determine students that are in need of extra literacy support

Observation Survey (OS): a type of evaluation used to see the student's strengths and weaknesses regarding his/her literacy skills

Developmental Reading Assessment (DRA): an evaluation used to find a student's instructional reading level

Low risk students: Students that are not in need of an intervention

Some risk students: Students that need a strategic intervention

At risk students: Students that are in need of extra literacy support or an intensive intervention

False positive: a student who scored in the "at risk" category of DIBELS but in other assessments has demonstrated he/she is not "at risk"

False negative: a student who scored well on the DIBELS tasks but in other assessments has been "at risk"

Benchmark: a goal for the student to meet by a certain time in the school year

Chapter 2: Literature Review

Authentic Assessment

“Early reading and writing cannot be measured as a set of narrowly defined skills on standardized tests” (Williams, 1999, p.8). These measures are usually not a reliable or valid display of what the student can do. These standardized assessments are not sensitive to languages other than English, or culture differences. A reliable and valid assessment is one grounded in real life reading and writing tasks that assists the teacher in diagnosing what the child needs to continue to progress in reading and writing (Williams, 1999).

“One of the most damaging myths operating in the area of primary education is that all assessment and evaluation is inappropriate for our youngest children. This is not true. How it is done is the issue” (Soderman, 2005, p.23). One way in which this can be accomplished is through authentic assessments. These are given to assess a variety of literacy abilities in contexts that are most like the actual environment and situation in which the abilities are used. Although these assessments are mainly informal and observational they can be just as beneficial to get a picture of student progress as teacher-made written assessments. Authentic assessments should relate to what the classroom teacher is actually teaching in the classroom (Flippo, 2003). They work best and provide the best data when the assessments are constructed and selected by the teacher so that they are valid for the children within the class (Soderman, 2005).

Authentic assessments help the teacher identify the individuality of the student in terms of style and rate of learning. In its true form these assessments produce many data points over a period of time, rather than a one time snap shot of student achievement (Soderman, 2005). Teachers need to be thinking about what is best for each individual

child. He/she deserves the best instruction/intervention possible. To provide this teachers need the most accurate and thorough picture of the child's knowledge (Johnson, 2006).

Observation Survey (OS)

The Observation survey is comprised of six tasks which include letter identification, word test, hearing and recording sounds in words (sentence dictation), writing vocabulary, concepts about print, and a running record of the student's reading ability, that provide a well rounded picture of students reading and writing skills. The letter identification task asks the student to name each of the 54 letters, while the word test has the student read a list of sight words. The sentence dictation task asks the student to record the sounds he/she hears as the teacher reads a sentence word by word. Writing vocabulary is used to see how many words a student knows how to write in 10 minutes. The concepts about print task is used to assess a students book handling skills, while the running record finds a students text level by asking them to read a leveled book and retell it. The tasks are designed for kindergarteners through second graders and administered by their classroom teacher (Clay, 2002).

In a study regarding the validity of Observation Survey compared to the Iowa Test of Basic Skill (ITBS), OS was found to be valid as a screening and monitoring tool in first grade. It was a strong indicator of low readers, assisted teachers in monitoring student progress, and assisted with guiding instruction (Gomez Bellenge, Rodgers, Wang & Schultz, 2005).

In Maine, a study was conducted using the Observation Survey to determine if students were meeting Maine's expectations. This study shows the OS can be used to determine students who are at risk based on stanine scores. These scores compare a

student to other students in the norm group (Moore & Rhodes-Kline, 1996). For example, a norm group might consist of the entire first grade in a school, so one first grader would be compared to the rest of the first grade population. This is beneficial because administrators and teachers could see who is at risk and therefore needs an intervention. The observation survey also provides qualitative data in which teachers can use to plan an effective intervention that builds on the student's prior knowledge.

Developmental Reading Assessment (DRA)

The Developmental Reading Assessment (DRA) assesses students' accuracy, fluency, and comprehension through retelling of narrative stories. After the student is given a brief introduction of the story, he/she reads about a page of text in order to make a prediction of what the story will be about. The student then finishes the story silently on their own. Once finished the student is asked to retell the events in the book and answer a few inferential questions. The student also reads another section of the book aloud to determine his/her accuracy and fluency.

The DRA consists of both fiction and expository stories that increase in difficulty. The degree of difficulty is based on the number of words on a page, vocabulary, length of the stories, amount of picture support, and the complexity of sentences and story structure. "The DRA is appropriate for assessing grade-level reading ability and is also used for early detection of reading difficulties. The instrument helps teachers by focusing on specific problems of each child and by serving as a guide to classroom reading instruction, based on the individual needs of each child" (Louisiana, 1998, p.3). "A major purpose of the DRA is to help guide instruction" (Williams, 1999, p.8). This assessment helps teachers determine an independent and instructional reading level of each student.

An independent level is the level the student can read without any assistance. The instructional level is the one in which the teachers use during guided reading. The student is most likely to make a few miscues but not enough to cause frustration. The student's reading strategies, strengths, and weaknesses can be identified, therefore the teaching can be tailored to his/her specific needs. The students' progress can also be easily documented and compared to the benchmark expectations of the school through the use of this assessment tool. The DRA is usually administered by the classroom teacher or a reading specialist who has been working with that particular student (Pearson, n.d.).

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

The bar has been raised for America's students and now schools and teachers must respond to heightened expectations. The goal of raising the reading achievement of all American students is a hefty goal that needs to be accomplished at national, state, and local levels. "One of the most promising strategies to address this state of affairs is to prevent reading difficulties and to ensure that all children are readers early in their educational careers" (Good, Kaminski, Simmons & Kame'enui, 2001, p. 6). High stakes assessments are being used to determine not only growth or decline of schools but of individual students. The high stakes assessments are identifying students after they have not met the standards. According to Good et al. (2001) "By this time students are performing well below their peers, and it is too late to modify beginning reading instruction to promote the acquisition of initial reading skills" (p. 6).

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a standardized assessment used to determine at risk students quickly and monitor their progress. This assessment includes the following measures: initial sounds fluency, letter naming

fluency, phoneme segmentation fluency, nonsense word fluency, oral reading fluency, retell fluency, and word use fluency. These tasks are usually administered by a group of people comprised of the school psychologists, literacy specialists, and classroom teachers. Each student works with one adult in the hall or a quiet location while there is a substitute with the rest of the class. The student often does not know the person who is administering the assessment. This can produce anxiety in the young child and the results might not be reliable. For each task the student is given one minute to correctly complete as much as possible.

Onset recognition fluency is one of the assessments within DIBELS. This portion attempts to measure a student's phonological awareness, which is the idea that words are made up of different sounds. The aim is for the student to recognize and produce the beginning sound as a word is told to the child. For example, the child is looking at four pictures, after the administrator names each picture the student must identify the picture that starts with the sound that the administrator says. At the end of this task the directions change and the student is asked to say the initial sound for a word that matches one of the pictures. (Good et al, 2001) Goodman brought up a strong point that the student must understand the task in order to perform well (2006). The examiners must stick to the exact wording in the administration packet in order for the assessment to be standardized. If a student does not understand what they are supposed to do they will often do poorly on the task, not because of the reading abilities but because of poorly worded directions.

Phoneme segmentation fluency is another test included in DIBELS. This aspect of the assessment intends to measure a student's ability to segment words that have three to four sounds. For example, the administrator says "cat" and the student must respond with

“/c/ /a/ /t/” to get full credit of three points. It is possible to get one or two points if only one or two sounds were said (Good et al, 2001).

Nonsense word fluency is one of the most controversial portions of DIBELS. This task is intended to measure the student’s knowledge of the alphabetic principle, which includes letter-sounds relationships and blending letters into “words”. For example, the student sees lists of nonsense words such as ‘sig’, ‘rav’, or ‘ov’ and is expected to say the sounds of the word /s/ /i/ /g/ or say the whole word /sig/ (Good et al, 2001). Some of these nonsense words are real words in Spanish, such as los, el, es, dos and can result in errors for an English as a second language student. Goodman (2006) states that the nonsense words often confuse the more able readers. This could be because we do not find nonsense words in everyday texts. Students might also be confused because some of these words look like the invented spellings they are using while writing. As teachers we teach students to invent spellings while writing in kindergarten and first grade because it is developmentally appropriate. “Children who use the alphabetic principle to invent spellings will be scored lower in a test that claims to test the alphabetic principle” (Goodman, 2006, p.26). For example the nonsense word is /lef/ but the student knows this word as leaf from invented spelling and therefore receives a lower score.

DIBELS also includes a task called Letter Naming Fluency, in which students are shown rows of random upper and lower case letters. They are expected to name as many letters they can in one minute. If the student does not know the letter the examiner is supposed to tell the student so he/she can move on (Good et al, 2001). The problem with the randomly placed letters and only allowing one minute is that many letters repeat and

students only get through one or two rows. The examiner does not find out which letters the child knows.

Oral Reading Fluency is another piece of the DIBELS assessment in which students are tested on their accuracy and rate of reading a text. The student is asked to read three passages. He/she has one minute to read each of the texts. Errors include word omissions, substitutions, and hesitations of more than three seconds (Good et al, 2001). Good readers miscue, reread, and take their time reading a text to make sure they are making meaning. A student who takes his/her time to think about the meaning of the story is penalized and could be scored “at risk” when really he/she is an average or above average reader. Goodman (2006) suggests that DIBELS does not take into account the strategies that students are using while reading. Teachers utilize information about strategy use to determine next steps in instruction.

The Oral Reading Fluency portion of DIBELS measures students’ fluency based on rate and accuracy. Richards (2000) suggests that fluency includes smoothness, pace, accuracy, punctuation, phrasing, expression, pitch, and stress. DIBELS only takes into account a small portion of fluency. There was a comprehension portion, but it is not used by the school.

After students have been labeled at risk, some risk or low risk based on the benchmarks found in Figure 2.1, students have to be progress monitored. For the students who are at risk according to DIBELS they must be monitored on a weekly basis. Students at some risk are monitored on a monthly basis. Progress monitoring includes the same assessments with different stimuli. For example, the picture would be different in the onset recognition fluency. According to Good et al. (2001), in essence the creators of

DIBELS suggest that the answer to producing good readers is to formally assess students more often through progress monitoring. The intention of the progress monitoring is to determine how well the teacher’s intervention is working. This intervention will be discussed in a later section.

Figure 2.1

DIBELS Measure	Benchmark Goal: to be at low risk
Initial Sound Fluency	25 sounds/ min by middle of kindergarten
Phoneme Segmentation Fluency	35 sounds/ min by end of kindergarten
Nonsense Word Fluency	50 letter-sounds/min by middle of first grade
Oral Reading Fluency	40 correct words/min by end of first grade

(Coyne & Ham, 2006)

DIBELS has been proven to be reliable and valid in a study conducted by Jacquelyn Elliott, Steven W. Lee, and Nona Tollefson (2001). The results of this study were consistent with previous studies related to DIBELS. Strong correlations were found between the results of DIBELS and another assessment called the Woodcock Johnson, which is a comprehensive assessment used by psychologists to diagnose learning disabilities and determine an appropriate intervention. Elliott, Lee, and Tollefson (2001) suggest that DIBELS is a good assessment for school psychologists because it identifies children who would benefit from more intensive instruction, monitors student progress, and evaluates the effectiveness of instruction. In this model, instruction would consist of a set of segmented skills, not a reading approach based in making meaning from text. Teachers do not need an assessment to tell them which students are struggling and could benefit from an intensive intervention. Teachers monitor students’ progress on a daily basis through authentic means. DIBELS might be helpful for a school psychologist but for teachers it just takes away from instructional time. Why can’t school psychologists use the assessment and information the teachers already have instead of more

assessments that tell us what we already know? Elliott, Lee, & Tollefson (2001) also said that DIBELS measures are practical because they are brief, repeatable, and can be adapted to the curriculum. Yes, DIBELS measures can be adapted to the curriculum if teachers want to teach to the test. It should be the other way around. Teachers, literacy specialists, school psychologists and administrators need to find assessments that align with our curriculum instead of aligning our curriculum with the assessment.

DIBELS view of the reading process is that “competent reading is the ability to read words rapidly and accurately and that comprehension is the result of such rapid, accurate reading” (Goodman, 2006, p.10). The reading process also includes using the three cuing systems of meaning, structure, and visual. When a student attempts an unknown word, he/she should ask him/herself if it makes sense (meaning), sounds right (structure), and looks right (visual). A good reader uses all three cues to check on their reading. With meaning at the center of the process the other cues are used for reinforcement. For beginning readers this process is often not fast or accurate, which DIBELS suggests.

DIBELS attempts to address three foundational beginning reading skills. These include phonological awareness, alphabetic principle, and accuracy and fluency (Good, 2001). Are these the only foundational skills that beginning readers should have? Absolutely not, other skills include their book handling knowledge, their writing knowledge, vocabulary as well as many others. DIBELS suggests that fluency is just rate and accuracy but what about expression, pace, smoothness, and phrasing? It seems that these components of fluency are not important to the creators of DIBELS. Is DIBELS the only assessment that addresses the skills Good stated? It is not. There are many other

assessments such as the Observation Survey and the Developmental Reading Assessment. These assessments also provide a window into other foundational skills that beginning readers are acquiring.

Assessment Guides Instruction

The purpose of assessment is to evaluate previous instruction and guide future instruction. Teachers use the data from assessments to inform teaching. The better the data the more effective teaching will be. The data must be analyzed to find the students' strengths and areas for improvement. It is important to look closely at the strengths of the students and build from there. Assessment should be woven into daily practice to get accurate representations of students' knowledge. Observation that focuses on children's behavior can also be systematic and can provide more valuable information than?. These behaviors can provide a window into the student's literacy or learning strategies.

The Observation Survey (OS) is beneficial to informing instruction. It is an authentic assessment focusing on observations of students that provide qualitative data on the student's strengths and areas that need improvement. This assessment shows exactly what the student knows and allows teachers to build on the known information.

The DRA is another authentic assessment that informs the teacher's instruction. It provides the teacher with qualitative data on the student's reading skills, fluency, and comprehension. The DRA shows which strategies the student is using and allows the teacher to build upon these known strategies.

From the DIBELS assessment the teacher determines the intervention. Teachers receive quantitative scores and the category in which the students score fell. For example, at risk, some risk, or low risk. From there the teacher is supposed to determine an

intervention for the student. It is difficult for teachers to drive their daily instruction based on the results of DIBELS because it does not show what the student knows.

According to Goodman, guiding instruction based on DIBELS often results in teaching to the test (2006). Unless there are other forms of assessment to guide instruction, teachers turn to practicing the tasks of the assessment. Is this really going to produce good readers? More than likely it is just going to result in good DIBELS testers.

“Teachers do not need more assessments to tell them who is struggling; they already know that. Rather, they want help with how to make their teaching more effective for struggling readers” (Johnson, 2006, p. 3). A teacher needs to look carefully at each struggling reader to observe what the student does as he/she reads. This qualitative information should be compared to what the proficient reader does. Based on this comparison teaching decisions should be made. “Observation and assessment of the student while engaged in reading always informs our instruction. And knowledge of reading progress guides our way” (Johnson, 2006, p. 5). As teachers we need to be using qualitative assessments to determine what the student knows, and comparing that to a proficient reader’s process, will provide insight for future instruction.

Chapter 3 Methodology

Objective:

This research was conducted to provide evidence about the effectiveness of DIBELS at determining at-risk students. The school in which the research was conducted already has two effective assessments currently in place, the Developmental Reading Assessment and the Observation Survey. These assessments have been used in the past to determine the needs and placement of at-risk students. The teachers at the school decided to add the DIBELS assessment to the assessments already in place.

Participants:

This study was conducted using 41 students from a rural/suburban school in Western New York. The district in which the research took place is comprised of 97% Caucasian students, 2 % African American students, and 1% Hispanic students. Approximately 10.6% of enrolled students in the district were eligible for free lunch. There were 31 kindergarten and 10 first grade students who participated in this study. They were selected because the researcher worked in their classroom throughout the school year. These students, their teachers, and instruction were familiar to the researcher. The amount of males and females was similar for both kindergarten and first grade. This can be seen in figures 3.1, 3.2 and 3.3. The total number of males was 22, 16 of the 22 were kindergarteners and 6 were first graders. The females totaled 19, 15 of which were kindergarteners and 4 were first graders.

Figure 3.1

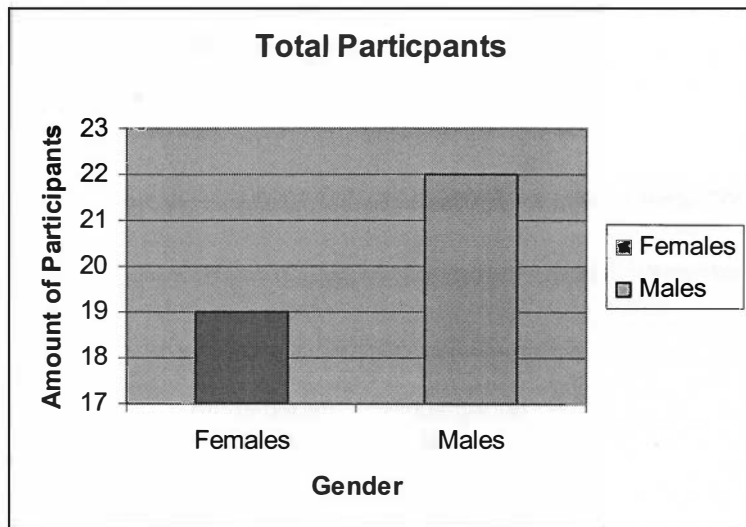


Figure 3.2

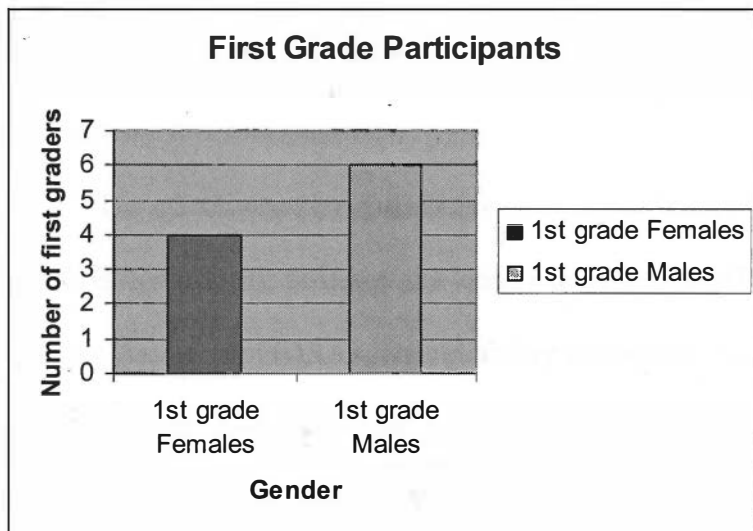
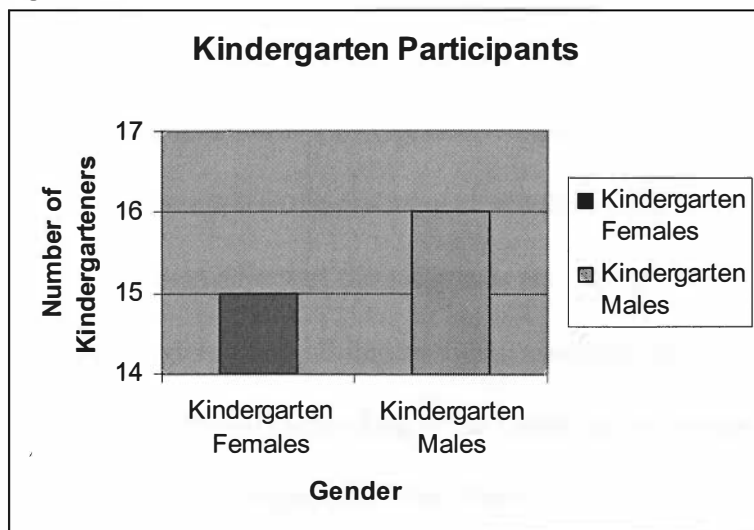


Figure 3.3



The graphs show that there were consistently more males that participated in this study than females but gender is not a variable in the study.

Measures:

The effectiveness of DIBELS was measured by comparing the participants' scores of DIBELS with their scores of the Observation Survey (OS) and the Developmental Reading Assessment (DRA). The reliability and validity of each of the assessments was addressed in the literature review. Other studies, have been conducted to prove the reliability and validity of all three assessments, DRA, OS, and DIBELS(Gomez Bellenge, Rodgers, Wang & Schultz, 2005) (Elliott, Lee & Tollefson, 2001) . To ensure this study was reliable and valid the OS, DRA, and DIBELS were administered during the month of January and again in June. All three assessments were conducted in the same month to ensure the students did not make larger gains between assessments.

Procedure:

This study was implemented by first administering the DIBELS assessments to both the kindergarten and first grade participants, during January, according to the standardized instructions. The participants were taken into the hallway where they were

free from most distractions to complete the tasks. The administrators of the DIBELS were reading specialists and the classroom teacher. In some instances the participant did not know the administrator. Participants were pulled out of the classroom for approximately 5 minutes to complete the assessment and then returned to their class.

The next aspect of the study was also completed in January by the classroom teachers. Kindergarten participants were assessed using the letter identification task and the sentence dictation according to the Observation Survey instructions. These assessments were conducted in the classroom while the other students were engaged in independent activities. The participants were pulled aside to a quiet place in the classroom to work one on one with the teacher. The tasks combined took about 15 minutes for each participant.

The first grade participants were assessed using a Developmental Reading Assessment (DRA) in January. Classroom teachers administered the assessments according to the standardized instructions for the DRA. This assessment was also conducted within their classroom. Depending on the reading level of the participant the assessment time for each student varied from approximately 15 minutes to 25 minutes.

During the month of June, the assessments occurred in the same manner as in January. This was the end of the school year and was, therefore, a good time to measure growth over the entire school year. The kindergarten and first grade participants were assessed by the same DIBELS tasks but with different words and a different arrangement of letters. The Observation Survey sentence dictation task also had a different sentence but the letter identification task had the same set of letters as in January for the kindergarten participants. This is done according to the instructions in the Observation

Survey. The first grade participants were administered the DRA again also with different books under the same conditions as in January.

Instructions:

The instructions for administration of each assessment are included in the appendix. Each of the tasks in this study has a standardized script developed by the creators of the assessments. To ensure reliability of the results the instructions must be followed exactly.

Data Analysis:

To determine the effectiveness of DIBELS the data was quantitatively analyzed by comparing the percent of times the results of DIBELS and OS agreed, the percent of times DIBELS determined the participant to be at risk when OS did not, and the percent of time OS determined the participant to be at risk when DIBELS did not. The same comparisons were made for the DRA and DIBELS.

Similar comparisons were made between DIBELS, OS, and DRA with participants at some risk. The percent of times DIBELS determined the participant to be at some risk and OS did not and the percent of times OS determines the participant to be at some risk when DIBELS did not were also used to compare the results. As well as the percent of times DIBELS determined the student to be at some risk when the DRA did not and the percent of times the DRA determined the participant to be at some risk when DIBELS did not were used to determine the effectiveness of the DIBELS assessment.

The DIBELS data output provided the numeral score of each participant as well as if he/she was at risk, some risk, or low risk. These are the “risk” categories developed by the DIBELS for the purpose of identifying the level of reading intervention for each

child. For Observation Survey and the Developmental Reading Assessment the 'at risk' score was determined by the benchmark, which was set by the school. If the student did not meet the benchmark the student was determined to be at risk. The school did not create a score to determine if students were at some risk. The researcher had to calculate this number for the Observation Survey by subtracting the at risk benchmark from the total number of points and dividing the remaining by 2. This answer is then added to the at risk benchmark to find the numeral (some risk benchmark) that is half way between the total number of points and the at risk benchmark. The researcher was not able to calculate the some risk benchmark for the DRA because there were not a total number of points for the assessment; instead it is based on reading levels. The some risk benchmark for the DRA was determined by adding two DRA levels above the at risk benchmark.

There is a triangulation of data between the DRA, Observation Survey, and DIBELS. Data was collected from DIBELS and compared to the data from the OS and the DRA. Two reliable and valid assessments were used to attempt to provide information about the effectiveness of the DIBELS at this school. Even though DIBELS has been shown to be reliable and valid, this study is to determine its effectiveness at determining at risk students in this school.

Chapter 4: Results

When the DIBELS assessment was administered, the researcher observed the participants and they appeared to be anxious about the process. They did not seem comfortable expressing their knowledge to the unfamiliar administrators. Students also seemed unsure about being timed. They kept looking at the timer when it was started for each task. Some participants got flustered and did not know what to do when the timer started.

When the Observation Survey tasks were administered students seemed confident and comfortable expressing their knowledge. The tasks were very similar to the reading process and students were familiar with what they were being asked to do because of the authenticity of the Observation Survey assessment. They had completed similar tasks in their classroom such as reading the ABC chart and stretching words out to hear all the sounds while writing.

Also when DIBELS was administered, participants seemed confused by the directions of the tasks. There were long pauses by the participants after the directions were stated and looks of confusion were on their faces. The results of the study might have been impacted by the unclear directions of DIBELS. Students seemed to understand the directions of OS because there were not many pauses and students got right to work with looks of concentration on their faces.

Kindergarten Results:

Figure 4.1 shows the kindergarten participants and their scores for both DIBELS and OS in Quarter 2. Participant number 7 provided interesting data in that the DIBELS segmentation fluency task determined him/her to be at risk and in need of

intensive intervention. The Observation Survey sentence dictation task found her to be way above the benchmark. This also occurred for participant number 13. DIBELS segmentation fluency found him/her to be at risk when the Observation Survey sentence dictation task showed that he/she was only 3 points away from a perfect score. This participant was way above the at-risk benchmark and did not need any intervention according to the OS.

Figure 4.1

Kindergarten Quarter 2 Data

Number	segmentation (D)	dictation (OS) 14/37	Letter Name (D)	Letter ID (OS) 26/54
1	21 low	37 low	54 low	53 low
2	25 low	33 low	70 low	54 low
3	24 low	24 some	37 low	47 low
4	0 at risk	10 at risk	52 low	53 low
5	2 at risk	21 some	25 some	43 low
6	24 low	27 low	64 low	51 low
7	4 at risk	26 low	28 low	50 low
8	37 low	29 low	27 low	47 low
9	9 some	25 some	18 some	48 low
10	38 low	32 low	50 low	49 low
11	11 some	21 some	40 low	51 low
12	24 low	33 low	34 low	53 low
13	4 at risk	34 low	32 low	53 low
14	14 some	34 low	52 low	53 low
15	46 low	36 low	46 low	53 low
16	17 some	30 low	37 low	54 low
17	29 low	33 low	52 low	53 low
18	11 some	28 low	28 low	38 some
19	0 at risk	11 at risk	12 at risk	32 some
20	30 low	36 low	49 low	54 low
21	15 some	16 some	32 low	47 low
22	33 low	28 low	36 low	50 low
23	10 some	18 some	17 some	52 low
24	32 low	32 low	59 low	52 low
25	32 low	37 low	46 low	54 low
26	39 low	31 low	40 low	51 low
27	10 some	16 some	28 low	46 low
28	7 some	24 some	23 some	49 low

29	0 at risk	24 some	20 some	51 low
30	41 low	30 low	30 low	52 low
31	24 low	24 some	46 low	53 low

Low: no need of an intervention

Some: in need of a strategic intervention (can be whole group)

At risk: in need of an intensive on one on intervention

Figure 4.2 shows the kindergarten participants and their DIBELS and OS scores for quarter 4. Participant number 13 was found to be at risk by DIBELS segmentation fluency task while OS determine that he/she was not in need of an intervention. This occurred with participant number 13 in quarter 2 also. The reverse occurred for participant number 29. In this case the Observation Survey sentence dictation task found him/her to be in need of an intervention when DIBELS determined that an intervention was not needed.

Also shown in Figure 4.2 is the letter knowledge of the kindergarten participants in Quarter 4. There were two cases, participant number 18 and 19, in which DIBELS letter naming fluency found the participants to be at risk when the Observation Survey data showed that these participants knew all 54 letters including typeset a and g. OS determined that participants 18 and 19 were definitely not in need of an intervention because all the letters were known.

Figure 4.2

Kindergarten Quarter 4 Data

Number	segmentation (D)	dictation (OS) 14/37	Letter Name (D)	Letter ID (OS) 26/54
1	44 low	36 low	66 low	54 low
2	59 low	34 low	80 low	54 low
3	48 low	25 some	49 low	52 low
4	11 some	22 at risk	48 low	54 low
5	23 some	28 some	47 low	53 low
6	50 low	31 low	58 low	53 low
7	39 low	25 some	43 low	53 low
8	51 low	31 low	46 low	53 low

9	44 low	25 some	50 low	51 at risk
10	48 low	30 some	53 low	54 low
11	11 some	34 low	46 low	54 low
12	34 some	36 low	38 some	54 low
13	6 at risk	31 low	32 some	54 low
14	33 some	33 low	43 low	54 low
15	50 low	33 low	59 low	54 low
16	57 low	32 low	67 low	54 low
17	27 some	34 low	45 low	54 low
18	11 some	30 some	24 at risk	54 low
19	6 at risk	16 at risk	24 at risk	54 low
20	55 low	36 low	58 low	54 low
21	45 low	32 low	37 some	53 low
22	41 low	35 low	43 low	53 low
23	43 low	29 some	16 at risk	52 some
24	42 low	35 low	80 low	54 low
25	52 low	36 low	80 low	54 low
26	55 low	34 low	56 low	53 low
27	53 low	30 some	34 some	47 at risk
28	32 some	30 some	29 some	51 some
29	42 low	24 at risk	35 some	53 low
30	57 low	35 low	34 some	54 low
31	38 low	35 low	53 low	53 low

Low: no need of an intervention

Some: in need of a strategic intervention (can be whole group)

At risk: in need of an intensive on one on intervention

The majority of the time the DIBELS and Observation Survey data determined the same results for the participants. The Kindergarten results showed that the DIBELS segmentation task and the OS sentence dictation task data agreed in determining the need for intervention 67.7% of the time during the second quarter and 58% of the time during the fourth quarter. Observation Survey's letter identification task and DIBELS letter naming fluency found 77% of the participants' data to agree in the second quarter and 67.7% in quarter 4. This comparison can be found in Figure 4.3.

Figure 4.3

Quarter	OS sentence dictation/DIBELS segmentation fluency % agreement	OS letter identification/DIBELS letter naming fluency % agreement
Quarter 2	67.7%	77%
Quarter 4	58%	67.7%

DIBELS determined 12.9% of the kindergarten participants to be at risk at the segmentation task in quarter 2 when OS showed that the participants were not at risk in the sentence dictation task and in quarter 4 DIBELS determined 3.2% of the participants to be at risk when the OS did not show them to be at risk. In quarter 2, DIBELS letter naming fluency assessment determined 3.2% of the participants to be at risk when the Observation Survey letter identification task did not. The letter naming fluency task from DIBELS found 9.67% of the participants to be at risk in quarter 4 when the Observation Survey letter identification task stated the participants were not at risk. This data can be found in Figure 4.4.

Figure 4.4

Quarter	OS sentence dictation/DIBELS segmentation fluency % disagreement for at-risk	OS letter identification/DIBELS letter naming fluency % disagreement for at-risk
Quarter 2	12.9%	3.2%
Quarter 4	3.2%	9.67%

In quarter 2, there was no Observation Survey data for the sentence dictation or letter identification task that determined a participant to be at risk when DIBELS segmentation or letter naming fluency did not. In other words, there were no participants found to be in need of an intervention according to the OS, when DIBELS determined that there was a need for an intensive intervention. Observation Survey's sentence

dictation and letter identification tasks found 6.45% of the participants to be at risk in quarter 4 when DIBELS segmentation and letter naming fluency tasks did not find these participants to be at risk. This data can be found in Figure 4.5.

Figure 4.5

Quarter	OS sentence dictation/DIBELS segmentation fluency % disagreement for at-risk	OS letter identification/DIBELS letter naming fluency % disagreement for at-risk
Quarter 2	no data	No data
Quarter 4	6.45%	6.45%

In Quarter 2, DIBELS segmentation fluency task determined 9.67% of the participants to be at some risk when the Observation Survey sentence dictation task did not find those participants to be at any risk. Also in the second quarter, DIBELS letter naming fluency task found 16.1% of the participants to be at risk while the letter identification task from OS did not find these participants to be at any risk. Quarter 4's data showed that DIBELS segmentation fluency determined 12.9% of the participants to be at some risk while Observation Survey's sentence dictation task showed that the participants were not in need of an intervention, or not at any risk. This data can be seen in Figure 4.6.

Figure 4.6

Quarter	OS sentence dictation/DIBELS segmentation fluency % disagreement for some risk	OS letter identification/DIBELS letter naming fluency % disagreement for some risk
Quarter 2	9.67%	16.1%
Quarter 4	12.9%	16.1%

For the most part Observation Survey determined fewer participants to be at some risk when DIBELS found that they were not at any risk. In quarter 2, the sentence dictation task from the OS found 6.45% of the participants to be at some risk while DIBELS segmentation fluency did not show that these participants were in need of intervention. Also in the second quarter, the letter identification task from OS found 3.2% of the participants to be in need of some intervention while DIBELS letter naming fluency did not determine them to need any intervention. In Quarter 4, the sentence dictation task from the Observation Survey found 19.3% of the participants to be at some risk when DIBELS segmentation fluency did not find any of these participants to be at any risk. Also in quarter 4, the letter identification task of OS did not find any participants to be at risk that the DIBELS letter naming fluency task did not find. This data can be found in Figure 4.7.

Figure 4.7

Quarter	OS sentence dictation/DIBELS segmentation fluency % disagreement for some risk	OS letter identification/DIBELS letter naming fluency % disagreement for some risk
Quarter 2	6.45%	3.2%
Quarter 4	19.3%	0%

First Grade Results:

Figure 4.8 shows the first grade data from both quarter 2 and 4 including DIBELS oral reading fluency and the DRA. There are no large discrepancies in this data because there were no at risk students. With only 10 first grade participants it was difficult to get a range of data. To see the full spectrum more participants are needed.

Figure 4.8

First Grade Participants Data

Number	Quarter 2		Quarter 4	
	Oral reading Fluency (D)	DRA	Oral reading fluency (D)	DRA
35	22 low	12 some	35 some	18 some
36	15 some	10 some	41 low	16 some
37	111 low	28 low	116 low	30 low
38	71 low	16 low	84 low	28 low
39	95 low	28 low	106 low	30 low
40	47 low	14 low	89 low	24 low
41	66 low	16 low	106 low	28 low
42	27 low	10 some	46 low	16 some
43	65 low	28 low	91 low	34 low
44	34 low	16 low	59 low	24 low

Low: no need of an intervention

Some: in need of a strategic intervention (can be whole group)

At risk: in need of an intensive on one on intervention

In both quarter 2 and 4 DIBELS oral reading fluency and the Developmental Reading Assessment agreed 80% of the time at determining whether the participants needed an intensive intervention, a strategic intervention or no intervention. This comparison can be seen in Figure 4.9. The first grade data did not find any participants to be at risk by either the DRA or DIBELS. In both the second and fourth quarter DIBELS oral reading fluency did not determine any participants to be at some risk when the DRA determined them to be at risk. Also in both quarters the DRA found 20% of the participants to be at some risk when DIBELS oral reading fluency determined them to be at no risk, which can be found in Figure 4.10.

Figure 4.9

DIBELS and DRA % agreement	
Quarter 2	80%
Quarter 4	80%

Figure 4.10

% DRA = some risk when DIBELS oral reading fluency = low risk	
Quarter 2	20%
Quarter 4	20%

Chapter 5: Discussion

This study was conducted to determine the effectiveness of DIBELS at determining at risk students. The researcher wanted to find out how DIBELS aligned with the Observation Survey and Developmental Reading Assessment. The results showed that most of the time DIBELS did align with the OS and DRA. There were a few times in which the assessments found completely different results.

The DIBELS results aligned with the OS and DRA results for the majority of the participants. This might suggest that the school does not need DIBELS as another assessment. By conducting DIBELS along with the OS and DRA, it is wasting instructional time. The students and teachers do not need another assessment to tell them the same thing. Instead of using the time and money to administer DIBELS, students could be receiving more instructional time and more authentic resources could be purchased.

The results showed that there were two cases in which DIBELS letter naming fluency found the participants to be at risk when the Observation Survey data showed that these participants knew all 54 letters including typeset a and g. The students proved to be knowledgeable of the names of all the letters so there must be other reasons why they did not succeed in the DIBELS assessment. It could be the unfamiliar administrator, the unclear instructions, the intimidating timer, or it could be that the DIBELS is based on fluency – rapid naming. These students could be slower in recognizing the letters and therefore failed the DIBELS assessment. The reason is not known but this disagreement between assessments shows that DIBELS has drawbacks that impact the results.

Observation Survey's letter identification task finds which letters the student knows the name of and which are unknown. DIBELS letter naming fluency task does not ask the students to read all 54 letters. Instead it provides students with a sheet of letters in which some letters repeat a few times in the first couple lines. Teachers do not benefit from the data provided by DIBELS. It just shows if a student needs to work on their letters more or not. DIBELS also shows if the student can recognize the letters quickly and accurately. It might fail students who tend to be slower, but effective, readers.

The results in quarter 2 and 4 showed that participant number 13 was found to be at risk by DIBELS segmentation fluency task while OS determine that he/she was not in need of an intervention. Students may receive interventions that are not needed. Time and money could be put toward other interventions for students who have more of a need. DIBELS might also miss a student who is in need of an intervention but the results show they do not. This happened for participant number 29.

DIBELS does not seem to classify many students in the some risk category but rather on the extremes, either low or at risk. The more authentic assessments OS and DRA tend to put more students in the middle group, not so many in the extremes. This has been found in other research conducted by Barnhill, Novinger, Lauritzen, Knipping, and Gilles in 2007 when comparing the Qualitative Reading Inventory to DIBELS.

The OS and DRA are authentic assessments which are conducted in a manner that is more similar to the natural reading process than DIBELS. Students are provided with texts that are relatable and close to their reading level for both the DRA and OS. DIBELS on the other hand, has texts that might not be at the student's reading level and can cause frustration. The oral reading fluency task does not allow students to finish a passage,

which does not align with the purposes for reading. When students are able to finish a text they get a better sense of the purposes of reading, some are for information, entertainment, and communication.

The administrators of the DRA and OS are known to the students which makes the assessment more reliable and valid than DIBELS. Even though DIBELS was proven to be reliable and valid in a study conducted by Jacquelyn Elliott, Steven W. Lee, and Nona Tollefson in 2001, this school does not need the DIBELS assessment. The classroom teacher or literacy specialist that works with the student was the administrators for the DRA and OS. This makes the students more relaxed and comfortable while being assessed. Students are more likely to express their true ability with a familiar adult. The student may not know the administrator for DIBELS. In this school, the administrators were literacy specialists even if they did not know or teach the student. The best results can be gathered when the student is assessed by a familiar adult.

Observation Survey's sentence dictation task provides better data regarding a student's performance than DIBELS segmentation fluency. In the sentence dictation task students record the sounds in the words that the administrator reads. Even if the student is not able to record the letter the teacher can make notes about any verbal comments. Sometimes the student is able to identify the letter verbally but cannot yet record it on paper. Teachers can use the written records from the student and any notes taken during the task to plan for future instruction. The DIBELS segmentation fluency task does not provide specific information on which sounds are heard. Instead it determines if he/she can hear separate sounds in words. The Observation Survey data provides teachers with the strengths and weaknesses of students' abilities to hear sounds in words. This

information will be more useful to a classroom teacher who is planning instruction for the student.

The Developmental Reading Assessment provides more qualitative data regarding students' reading abilities. It shows which strategies the student was using to solve words and make sense of the story. The DRA also allows the administrator to record the student's predictions, retelling, and reading fluency. DIBELS oral reading fluency on the other hand is only concerned with the number of words read correctly in one minute. It neglects the other components of fluency such as phrasing, smoothness, expression, and reading with punctuation. The DRA and running record from the OS allow for teachers to take notes on all the components of fluency without a time restriction. Also with these two assessments students are able to complete the text, which allows the teacher to assess the student's comprehension. DIBELS does not address any aspect of reading comprehension.

Conclusion:

Teachers in this school do not need another assessment to tell them which students are struggling and could benefit from an intensive intervention, instead they need to be trained on what to do with the information found from the OS and DRA. Teachers can use the data to inform future instruction. Most teachers in this school just file the data into literacy profiles that are stored in the guidance office and not used. Professional development is needed to inform teachers of how to use qualitative literacy assessments, such as OS and DRA, to guide their instruction. More assessments are not needed, rather teachers need to be better educated on how to use the assessment data they already have (Johnson, 2006). Students can be put into small groups based on their

strengths and what they need to learn next. This allows for smaller groups and more individualized instruction.

There are both benefits and drawbacks to every assessment. It is the district personnel's and the school's job to determine which assessments best meet the philosophy and needs of the school. DIBELS does not meet the philosophy of most schools, which is to develop students academically as well as emotionally. Students' emotional growth can be diminished if they are put through an intervention which is not necessary. DIBELS has its positive aspects that make it tempting for districts. It takes much less time than qualitative assessments and can be administered by many teachers and reading specialists at once. Even though the OS and DRA take longer than DIBELS they can provide students with much more individualized instruction as long as the teachers know how to use the assessments.

There were both strengths and limitation to this study. Strengths included the number of kindergarten participants and the fact that the OS and DRA had already been used in the school for years, but the limited number of first grade participants is a drawback. The way the school administers DIBELS is a limitation in that there were different administrators, which may have impacted the data. For the purpose of the study, the researcher did not want to change anything about how the school administered the assessments. The researcher wanted the school to administer it their way and then make recommendations following the study.

More research in this school with a larger number of participants needs to be conducted to confirm the findings of this study. To generalize to a wider population more research needs to be done with a larger and more diverse population of students.

Other assessments could also be compared to DIBELS such as Rigby and the Qualitative Reading Inventory. A longitudinal study tracking participants throughout their elementary years to see how their reading develops and if DIBELS was effective at determining students who are at risk would also provide data that can either confirm or deny the findings of this study.

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Chapter 6: Using assessment to inform teaching

This was a class reading and I have not found what book it is from yet.

LETTER IDENTIFICATION

What letters does the child know? Which letters can he identify? It is not sufficient to say that he knows 'a few letters'. His tuition should take into account exactly what he knows. (This observation task should take 5 to 10 minutes.)

Administration

Test all letters, lower case and upper case. The large print alphabet on page 45 should be used. It could be copied or removed from the book and mounted on a clipboard for this purpose. Ensure that the child reads *across* the lines so that the letters are treated in a random order (and not in alphabetical order).

Use only the following questions to get the child to respond to the letters. *Do not ask only for sounds, or names.*

To introduce the task:

- What do you call these?
- Can you find some that you know?

Pointing to each letter in horizontal lines:

- What is this one?

If a child does not respond:

Use one or more of these questions and try to avoid bias towards any one of them.

- Do you know its name?
- What sound does it make?
- Do you know a word that starts like that?

Then moving to other letters:

- What is this? And this?

If the child hesitates start with the first letter of his name, and then go to the first line. Point to every letter in turn working across the lines. Use a masking card if necessary.

A	F	K	P	W	Z
B	H	O	J	U	
C	Y	L	Q	M	
D	N	S	X	I	
E	G	R	V	T	
a	f	k	p	w	z
b	h	o	j	u	a
c	y	l	q	m	
d	n	s	x	i	
e	g	r	v	t	g

LETTER IDENTIFICATION SCORE SHEET (ENGLISH)

Date: _____

Name: _____

Age: _____

TEST SCORE:

/54

Recorder: _____

Date of Birth: _____

STANINE GROUP:

	A	S	Word	I.R.		A	S	Word	I.R.
A					a				
F					f				
K					k				
P					p				
W					w				
Z					z				
B					b				
H					h				
O					o				
J					j				
U					u				
					a				
C					c				
Y					y				
L					l				
Q					q				
M					m				
D					d				
N					n				
S					s				
X					x				
I					i				
E					e				
G					g				
R					r				
V					v				
T					t				
					g				
TOTALS									

Confusions:

Letters Unknown:

Comment:

Recording:

- A Alphabet response:
 tick (check)
- S Letter-sound response:
 tick (check)
- Word Record the word the
 child gives
- I.R. Incorrect response:
 Record what the child
 says

TOTAL SCORE

Administration

The observer selects one of five alternative sentences to use in this observation task (page 68). The child is given credit for every sound (phoneme) that he writes correctly, even though the whole word may not be correctly spelt. The scores give some indication of the child's ability to analyse the word he hears or says and to find a way of recording in letters the sounds that he can hear. Use an alternative form for retesting children.

Say to the child:

I am going to read you a story. When I have read it through once I will read it again very slowly so that you can write down the words in the story.

Read the test sentence to the child at normal speed. Then say:

Some of the words are hard. Say them slowly and think how you can write them. Start writing the words now.

Dictate slowly, word by word. When the child comes to a problem word say:

*You say it slowly. How would you start to write it?
What can you hear?*

Then add:

What else can you hear?

If the child cannot complete the word say:

We'll leave that word. The next one is . . .

Point to where to write the next word if this helps the child.

Support the child with comments like these to keep the child working at the task.

teacher sheet

Directions for

5 HEARING SOUNDS IN WORDS (DICTATION)

"I am going to read you a story. When I have read it through once I will read it again very slowly so that you can write the words of the story." -- Read through the sentences at normal speed. "Some of the words are hard. Say them slowly and think how you can write them."

BEGINNING OF
THE YEAR TESTING,
FORM D

1. The bus is coming. It will stop here
to let me get on.

ENTERING OR
DISCONTINUING,
FORM A

2. I have a big dog at home.
Today I am going to take him to
school.

DISCONTINUING,
FORM C (Use this form
only when Form A was
used to enter the
child)

3. I can see the red boat that we are
going to have a ride in.

END OF THE YEAR
TESTING,
FORM E

4. The boy is riding his bike.
He can go very fast on it.

If the child has difficulty say, "You say it slowly. How would you start to write it? What can you hear? What else can you hear?" If the child cannot complete the word, say "We'll leave that word. The next one is . . ."

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COLUMBUS PUBLIC SCHOOL DISTRICT TITLE I

Scoring

The rules for scoring given here are necessary to ensure reliability and validity when the task is used for measurement of progress or change.

While initially the child's progress will be in the area of 'hearing and recording sounds in words', as he moves towards more control over writing we must expect him to be learning something about the orthography (the spelling rules and patterns) of the language.

Score one point for each sound (phoneme) the child has analysed and recorded that is numbered 1 to 37 on the examples (page 68), and record the total out of 37.

There can be no set of rules for scoring that will cover the ingenuity found in children's attempts. Scorers are advised to be conservative rather than liberal in applying the following scoring criteria if comparable results are to be achieved across different scorers.

The teacher who is a sensitive observer would note any partially correct responses which tell a great deal about the cutting edge of the child's knowledge. Such qualitative information is very important for planning the kind of help to offer the child.

[I am very aware of the arguments about developmental change from partially correct to correct responding. However, recorders do not agree on how to score partially correct responding and so for a reliable measuring instrument only the correct responding criteria for scoring can be recommended.]

Additions and omissions

If a letter does not have a number underneath it in the scoring standards on page 68 then it receives *no* score (even if a preceding letter has been omitted). Additions do not affect scoring as long as numbered letters are included.

<u>tody</u>	Score 3	<u>todae</u>	Score 4
today		today	

Capital letters

Capital letters are acceptable substitutions for lower case letters and vice versa.

Substitutions

Given what is being observed in this task it makes sense to accept a response when the sound analysis has been a useful one, even though the child has used graphemes which can record the sound but in this particular case the spelling is incorrect.

As a general principle substitute letters are acceptable if, in English, the sound is sometimes recorded in that way. Consonant substitutions which count as correct are:

<u>skool</u>	<u>tace</u>
school	take

and vowel substitutions which count as correct are:

<u>cum</u>	<u>bak</u>
come	bake

As children try to analyse the sounds in vowels they are likely to substitute unusual analyses of diphthongs:

<u>todae</u>
today

a substitution which does not alter the scoring.

Children may even replace one vowel with a letter that represents a vowel made in a neighbouring area of the mouth:

<u>vare</u>
very

It may seem arbitrary to some readers but given that the children are reading English I would score the e for y

substitution as acceptable and the a for e substitution as unacceptable, in the immediately preceding example.

Changes in letter order

Where the child has made a change in letter order take one mark off for that word. For example:

<u>ma</u>	2 - 1 = 1	<u>gonig</u>	5 - 1 = 4
am		going	

Reversed letters

Reversed letters are not correct if they could represent a different letter. Another criterion that can be used is that if the letter used never makes the sound(s) being recorded, the substitutions used count as errors, as in:

<u>dig</u>	<u>bog</u>
big	dog

Making notes on other observations

It is important that the observer also make notes on the following:

- any sequencing errors
- the omission of sounds
- unusual use of space on the page
- unusual placement of letters within words
- partially correct attempts
- and 'good' confusions.

Any of these may tell the teacher something about what the learner knows and how the teacher may support some shift in performance.

Form A

I have a big dog at home.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Today I am going to take him
17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33

to school.

34 35 36 37

Form B

Mom has gone up to the shop.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

She will get milk and
19 20 21 22 23 24 25 26 27 28 29 30 31 32 33

bread.

34 35 36 37

Form C

I can see the red

1 2 3 4 5 6 7 8 9 10 11

boat that we are going
12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

to have a ride in.

27 28 29 30 31 32 33 34 35 36 37

Form D

The bus is coming. It

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

will stop here to let me
16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

get on.

33 34 35 36 37

Form E

The boy is riding his bike.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

He can go very fast on it.

19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37

**HEARING AND RECORDING SOUNDS IN WORDS
OBSERVATION SHEET**

Date: _____

Name: _____ Age: _____

Recorder: _____ Date of Birth: _____

TEST SCORE:

STANINE GROUP:

(Fold heading under before child uses sheet)

Name _____ Date _____
 Teacher _____ Grade _____

Text selected by: Teacher Student

Accuracy Rate: _____ Comprehension Level: _____

Phrasing and Fluency: _____ DRA Stage: _____

INTRODUCTION TO THE TEXT: PREVIEWING AND PREDICTING

T: *In this story, Grandma's Surprise, Mom, Dad, Ben, and Rose decided to make a surprise lunch for Grandma. They each made something for the surprise. Look at the pictures and tell me what is happening in this story.*

Previewing and Predicting

Choose one of the following statements.

As the student previews the pictures he/she:

- gathers limited information to predict next possible event or action with prompting
- gathers some information to predict several possible events or actions with prompting
- gathers pertinent information to predict several possible events or actions without prompting

T: *Read the title again and then say: Now read to see what Mom, Dad, Ben, and Rose made for Grandma's surprise lunch.*

ORAL READING AND STRATEGIES USED

Record the student's oral reading behaviors on the record of oral reading below and on the following page or take a running record on a blank sheet of paper as the student reads. Number the miscues that are not self-corrected.

Page 2

One Saturday morning, Mom said,

"Let's make lunch for Grandma."

"Yes! Let's surprise Grandma!" said Ben
and Rose.

Page 3

Dad and Ben made some soup.

"Grandma loves soup and so do I,"
said Dad.

Page 4

Rose made a picture of three little kittens for Grandma.

"Grandma and I love kittens," said Rose.

Page 5

Mom got some purple and yellow flowers. She put them in a tall vase.

"Grandma loves flowers," said Mom.

Page 6

Dad, Mom, Rose, and Ben went to Grandma's house.

"We made a surprise lunch for you," said Ben.

"I made a picture for you," said Rose.

Page 7

Grandma said, "I have a surprise for you, too. I made an apple pie."

"Apple pie! We love apple pie," said Ben and Rose.

"We love surprises," said Mom and Dad. "Let's eat!"

Circle accuracy rate: Word Count 128

%	100	99	98	97	96	95	94	93	92	91	90	89	88
Miscues	0	1	2-3	4	5	6-7	8	9	10	11-12	13	14	15

Phrasing and fluency

Student reads:

- word by word
- word by word with some short phrases
- in short phrases most of the time
- in longer phrases at times; inconsistent rate
- in longer phrases most of the time; adequate rate
- in longer, meaningful phrases; rate adjusted appropriately

Intonation

Student reads with:

- no intonation; monotone
- little intonation; rather monotone
- some intonation; some attention to punctuation; monotone at times
- adjusts intonation to convey meaning at times; attends to punctuation most of the time
- adjusts intonation to convey meaning; attends to punctuation
- begins to explore subtle intonation that reflects mood, pace, and tension

At difficulty

Student problem solves using:

- picture
 - letter/sound
 - letter-sound clusters
 - syllables
 - rereading
 - multiple attempts
 - pauses
 - no observable behaviors
- Appealed for help: _____ times
Was told/given: _____ words

Analysis of miscues and self-corrections

Miscues interfered with meaning:

- no
- a few times
- sometimes
- often

Student:

- detects no miscues
- self-corrects a few significant miscues
- self-corrects some significant miscues
- self-corrects most significant miscues
- self-corrects most significant miscues quickly
- self-corrects all significant miscues quickly

Comments:

COMPREHENSION AND RESPONSE

Close the book before the retelling and then say:

T: *Start at the beginning and tell me what happened in this story.*

Highlight or underline information included in the student's retelling on the story overview. Please note that the student does not need to use the exact words in order for you to underline the statement, idea, action, or event.

Characters: Dad, Mom, Ben, Rose, Grandma

Setting/Places mentioned in the story: Ben and Rose's house; Grandma's house

STORY OVERVIEW

1. One Saturday morning Dad, Mom, Ben, and Rose decided to make a surprise lunch for Grandma. They each make something for the surprise.
2. Ben and Dad made soup because Grandma loves soup.
3. Rose made a picture of three little kittens because Grandma loves kittens.
4. Mom put purple and yellow flowers in a tall vase because Grandma loves flowers.
5. They all went to Grandma's house.
6. They gave Grandma the soup, flowers, and picture.

Ending: Grandma surprised Dad, Mom, Ben, and Rose with an apple pie.

If necessary, use one or more of the following prompts to gain further information after the initial retelling.

1. *Tell me more.*
2. *What happened at the beginning?*
3. *What happened after _____ (an event mentioned by the student)?*
4. *Who else was in the story?*
5. *Tell me what _____ made for Grandma's surprise lunch?*
6. *How did the story end?*

Record all other questions asked.

RESPONSE

T: *Tell me what you liked about this story.*

T: *What does this story makes you think of?*

MAKING CONNECTIONS

The student links to:

- personal experience
 other media or events

- other literature
 other _____

DRA COMPREHENSION RUBRIC

Circle the number to the left of one statement in each row that best describes the student's retelling. Then add the circled numbers together to obtain a total score. Circle the total score (from 6–24) where it appears in the row of numbers at the top of the rubric to determine the level of comprehension.

Very Little Comprehension 6 7 8 9	Some Comprehension 10 11 12 13 14 15	Adequate Comprehension 16 17 18 19 20 21	Very Good Comprehension 22 23 24
1 Tells 1 or 2 events or key facts	2 Tells some of the events or key facts	3 Tells many events in sequence for the most part, or tells many key facts	4 Tells most events in sequence or tells most key facts
1 Includes few or no important details from text	2 Includes some important details from text	3 Includes many important details from text	4 Includes most important details and key language or vocabulary from text
1 Refers to characters or topics using pronouns (<i>he, she, it, they</i>)	2 Refers to characters or topics by generic name or label (<i>boy, girl, dog</i>)	3 Refers to many characters or topics by name in text (<i>Ben, Giant, Monkey, Otter</i>)	4 Refers to all significant characters or topics by specific name (<i>Old Ben Bailey, green turtle</i>)
1 Responds with incorrect information	2 Responds with some misinterpretation	3 Responds with literal interpretation	4 Responds with interpretation that reflects higher-level thinking
1 Provides limited or no response to teacher questions and prompts	2 Provides some response to teacher questions and prompts	3 Provides adequate response to teacher questions and prompts	4 Provides insightful response to teacher questions and prompts
1 Requires many questions or prompts	2 Requires 4 or 5 questions or prompts	3 Requires 2 or 3 questions or prompts	4 Requires 1 or no questions or prompts

READING PREFERENCEST: *Who reads with or to you?*T: *Would you rather listen to a book or read a book to someone? Why?*

Circle the statements on the DRA Continuum that best describe the student's observable reading behaviors and responses.

Grandma's Surprise

Written by Vivian Cuesta

Illustrated by DJ Simison



CELEBRATION PRESS

Pearson Learning Group



One Saturday morning, Mom said,
“Let’s make lunch for Grandma.”

“Yes! Let’s surprise Grandma!” said Ben
and Rose.



Dad and Ben made some soup.

“Grandma loves soup and so do I,”
said Dad.



Rose made a picture of three little kittens for Grandma.

“Grandma and I love kittens,” said Rose.



Mom got some purple and yellow flowers. She put them in a tall vase.

“Grandma loves flowers,” said Mom.



Dad, Mom, Rose, and Ben went to Grandma's house.

"We made a surprise lunch for you," said Ben.

"I made a picture for you," said Rose.



Grandma said, "I have a surprise for you, too. I made an apple pie."

"Apple pie! We love apple pie," said Ben and Rose.

"We love surprises!" said Mom and Dad. "Let's eat!"

Dynamic Indicators of Basic Early Literacy Skills™ 6th Ed.
University of Oregon
Kindergarten Benchmark Assessment

Name: _____ Teacher: _____

School: _____ District: _____

	Benchmark 1 Beginning/Fall	Benchmark 2 Middle/Winter		Benchmark 3 End/Spring		
Date						
Initial Sound Fluency						
Letter Naming Fluency						
Phoneme Segmentation Fluency						
Nonsense Word Fluency			CLS	WRC	CLS	WRC
Word Use Fluency (Optional)	(Optional)	(Optional)		(Optional)		

CLS = Correct letter-sound correspondences.

WRC = Words recoded completely and correctly as a whole word.

Make sure you have reviewed the long form of the directions in the *DIBELS Administration and Scoring Guide* and have them available. Say these specific directions to the student:

Here are some letters (point to the student probe). ***Tell me the names of as many letters as you can. When I say “begin,” start here*** (point to first letter), ***and go across the page*** (point). ***Point to each letter and tell me the name of that letter. If you come to a letter you don’t know, I’ll tell it to you. Put your finger on the first letter. Ready, begin.***

Benchmark K-2
DIBELS® Letter Naming Fluency

S	l	u	n	s	X	k	U	x	i
l	D	H	h	T	c	r	D	g	t
u	a	n	r	U	w	C	M	J	i
n	q	R	m	t	X	O	R	B	F
s	d	l	d	w	a	f	E	F	W
X	m	z	c	j	C	Q	l	S	b
k	J	B	O	W	h	q	K	s	o
U	N	b	V	v	k	p	g	p	A
x	M	A	Z	L	u	K	G	e	V
i	Y	Y	N	P	G	T	j	Q	y
L	v	f	I	S	l	u	n	s	X

Total: _____

Benchmark K-3
DIBELS® Letter Naming Fluency

n	z	v	c	j	G	g	x	V	m
z	i	R	Z	n	e	M	J	l	Y
v	w	K	U	d	s	o	V	z	y
c	A	e	w	G	T	c	q	H	O
j	r	K	D	i	N	J	Z	b	s
G	p	T	x	g	S	Y	I	r	B
g	H	u	F	j	N	S	f	L	A
x	X	E	q	t	u	M	f	R	Q
V	p	k	B	F	W	P	U	m	C
m	t	v	D	P	a	h	L	y	d
O	k	C	h	n	z	v	c	j	G

Total: _____

Short Form Directions

Make sure you have reviewed the long form of the directions in the *DIBELS Administration and Scoring Guide* and have them available. Say these specific directions to the student:

I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, “sam,” you would say /s/ /a/ /m/. Let’s try one. (one second pause) Tell me the sounds in “mop.”

<p>CORRECT RESPONSE: If student says, /m/ /o/ /p/, you say</p>	<p>INCORRECT RESPONSE: If student gives any other response, you say,</p>
<p><i>Very good. The sounds in “mop” are /m/ /o/ /p/.</i></p>	<p><i>The sounds in “mop” are /m/ /o/ /p/. Your turn. Tell me the sounds in “mop.”</i></p>

OK. Here is your first word.

Benchmark K-2

DIBELS® Phoneme Segmentation Fluency

hat	/h/ /a/ /t/	hear	/h/ /ea/ /r/	___/6
as	/a/ /z/	punch	/p/ /u/ /n/ /ch/	___/6
means	/m/ /ea/ /n/ /z/	by	/b/ /ie/	___/6
seem	/s/ /ea/ /m/	ship	/sh/ /i/ /p/	___/6
ought	/o/ /t/	pack	/p/ /a/ /k/	___/5
jam	/j/ /a/ /m/	if	/i/ /f/	___/5
yell	/y/ /e/ /l/	ham	/h/ /a/ /m/	___/6
calls	/k/ /o/ /l/ /z/	ear	/ea/ /r/	___/6
key	/k/ /ea/	crowd	/k/ /r/ /ow/ /d/	___/6
loud	/l/ /ow/ /d/	choose	/ch/ /oo/ /z/	___/6
bare	/b/ /ai/ /r/	bills	/b/ /i/ /l/ /z/	___/7
guy	/g/ /ie/	stand	/s/ /t/ /a/ /n/ /d/	___/7

Total: ___

Error Pattern:

Benchmark K-3
 DIBELS[®] Phoneme Segmentation Fluency

duck	/d/ /u/ /k/	gone	/g/ /o/ /n/	___/6
too	/t/ /oo/	seen	/s/ /ea/ /n/	___/5
rush	/r/ /u/ /sh/	hoot	/h/ /oo/ /t/	___/6
shop	/sh/ /o/ /p/	bat	/b/ /a/ /t/	___/6
pine	/p/ /ie/ /n/	should	/sh/ /uu/ /d/	___/6
hall	/h/ /o/ /l/	knock	/n/ /o/ /k/	___/6
row	/r/ /oa/	more	/m/ /or/	___/4
tip	/t/ /i/ /p/	used	/y/ /oo/ /z/ /d/	___/7
birds	/b/ /ir/ /d/ /z/	ground	/g/ /r/ /ow/ /n/ /d/	___/9
boots	/b/ /oo/ /t/ /s/	thank	/th/ /a/ /ng/ /k/	___/8
your	/y/ /or/	ranch	/r/ /a/ /n/ /ch/	___/6
hung	/h/ /u/ /ng/	cheese	/ch/ /ea/ /z/	___/6

Total: _____

Error Pattern:

Dynamic Indicators of Basic Early Literacy Skills™ 6th Ed.

First Grade Benchmark Assessment

Name: _____ Teacher: _____

School: _____ District: _____

	Benchmark 1 Beginning/Fall		Benchmark 2 Middle/Winter		Benchmark 3 End/Spring	
Date						
Letter Naming Fluency						
Phoneme Segmentation Fluency						
Nonsense Word Fluency	CLS	WRC	CLS	WRC	CLS	WRC
DIBELS Oral Reading Fluency			Correct (median)	Errors (median)	Correct (median)	Errors (median)
Retell Fluency (Optional)			(middle score)		(middle score)	
Word Use Fluency (Optional)	(Optional)		(Optional)		(Optional)	

CLS = Correct letter-sound correspondences.

WRC = Words recoded completely and correctly as a whole word.

Short Form Directions

Make sure you have reviewed the long form of the directions in the *DIBELS Administration and Scoring Guide* and have them available. Say these specific directions to the student:

Please read this (point) out loud. If you get stuck, I will tell you the word so you can keep reading. When I say, “stop” I may ask you to tell me about what you read, so do your best reading. Start here (point to the first word of the passage). Begin.

Start your stopwatch when the student says the first word of the passage.

At the end of **1 minute**, place a bracket (]) after the last word provided by the student, stop and reset the stopwatch, and say,

Stop. (remove the passage)

If the student reads more than 10 words correct, proceed with the retell part. Say,

Please tell me all about what you just read. Try to tell me everything you can. Begin. Start your stopwatch after you say “begin.”

The first time the student does not say anything for 3 seconds, say ***“Try to tell me everything you can.”*** This prompt can be used only once.

If the student does not say anything or gets off track for 5 seconds, circle the total number of words in the student’s retell and say, ***“Stop.”***

At the end of **1 minute**, circle the total number of words in the student’s retell and say, ***“Stop.”***

Spring is Coming

It has been so cold this winter. The wind blew and blew. It 13
 rained and rained. The days have been gray and dark. I had to 26
 wear mittens and a hat to school every day. It even snowed 38
 twice. 39

At first winter was fun. Now I'm tired of the cold. It has been 53
 too cold and wet to play outside. At school, we sit in the library 67
 and read during recess. After school I just stay in the house and 80
 play. I don't want to play inside anymore. 88

But today was nice. The sun was shining brightly even 98
 though it was still cold. The wind didn't blow. My friends and I 111
 played kickball at recess. We had to take off our jackets because 123
 we were warm. We even got hot and thirsty. 132

On the way home from school I saw a purple flower on our 145
 street. It was blooming in the grass. I told my mother about it. 158
 She wanted me to show it to her. She bent down and touched it. 172

"Come sniff this," she said. It smelled like perfume and sun 183
 all mixed together. "Spring must be right around the corner," she 194
 said. "This is a crocus. It's one of the first flowers of spring." 207

I can't wait for spring. 212

Total words: _____ — errors: _____ = words correct: _____

Retell:

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48				
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71				
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94				

Benchmark 2.2
DIBELS® Oral Reading Fluency

Ice Cream

When it is too hot outside, cold ice cream cools me off. I like 14
strawberry the best, but rocky road is good, too. My brother likes 26
bubble gum and vanilla. 30

The ice cream man comes down our street in the summer. 41
When he gets close he rings his bell. All the kids hear the bell. 55
They get some money and go outside and wait. They sit on the 68
sidewalk until he comes. All of the kids want to buy some cold 81
ice cream to eat. 85

The ice cream man has drumsticks, ice cream bars and 95
bonbons. His ice cream tastes good. I like bonbons best. 105

My mother makes the very best ice cream of all. She uses our 118
old ice cream freezer. She puts milk, sugar and eggs inside. She 130
puts lots of ice inside, too. 136

I get to turn the handle. My hand gets cold and it takes a long 151
time. My arm gets very tired turning the handle. Finally the ice 163
cream is ready to eat. My mom lets me lick the ice cream paddle. 177
I think the very first taste is the best. 186

Yum! That tastes great! 190

Total words: _____ — errors: _____ = words correct: _____

Retell:	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Having a Check-Up

I don't mind going to my doctor's office. There are lots of things to do while we wait. My doctor has puzzles I like to put together. There is a big fish tank in the waiting room. It has yellow and black angel fish and a pretty blue fish. When I stare at the fish they stare back at me.

Every door has an animal painted on it. Inside there are chairs that look like zebras, tigers, or lions. Even the nurse wears a jacket with animals on it. They must like animals.

Then I have my check-up. First I stand on the scale. Then the nurse measures me. She looks in my ears. Then she asks questions about how I feel. My mother helps me with the answers if I'm not sure.

My doctor has taken care of me since I was a baby. She comes in when the nurse is done. She asks more questions. She says I look very healthy and won't need to come back until next year.

I like having a checkup when I'm not sick. I didn't even have to have a shot. And the nurse gave me some cool animal stickers.

Total words: _____ — errors: _____ = words correct: _____

Retell:

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51
52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77
78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94									

The Block Party

We had a big party on my street last weekend. We didn't
have to dress up or bring presents. There was food, music, and
games. The party was so big it took up almost the whole street.

There were signs across the ends of the street to stop the cars
from driving on the street. It was safe to play in the street
because there were no cars. The party was called a block party.

Lots and lots of people came to the block party. All of the
people shared their food. There was so much food to eat. One
whole table was filled with desserts. There was ice cream, apple
pie, cookies, and angel food cake. I had cookies and ice cream.
My mom said that was enough.

There was music at the block party. A band played. People
danced in the street. There were games at the block party, too.
You could play ball, run races, or play tag. If you didn't want to
play the games you could just watch the fun.

My dad and mom had fun, too. They said they would like to
have a block party again next year. They liked talking to our
neighbors. I liked playing with my friends. It was lots and lots of
fun. I want to do it again next year, too.

Total words: _____ — errors: _____ = words correct: _____

Retell:

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25																																											
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94

Benchmark 3.2
DIBELS[®] Oral Reading Fluency

The Sand Castle

My uncle, my dad, and my brother and I built a giant sand castle at the beach. First we picked a spot far from the big waves. Then we got out buckets and shovels. We drew a line to show where it would be. It was going to be big!

We all brought buckets of wet sand to make the walls. We scooped out holes for lakes and ditches. We made roads and a moat around the walls. We made molds for the buildings by filling the buckets with wet sand. We had to keep everything wet so it wouldn't fall down. We had to work fast!

Then we filled up the holes with water. We had to do it over and over. Finally my dad found a piece of plastic. He laid it down in the holes. It kept the water from draining away so fast.

Finally we put shells, feathers, and rocks on the castle. We added driftwood roofs. We placed plants around the walls. We even found a flag to fly from the tower. We gave it a name. We called it The Beach Castle.

The seagulls walked around it. I think they wanted to live in it. Then the tide came in and waves crashed over it. A few feathers and rocks were all that was left.

Total words: _____ — errors: _____ = words correct: _____

Retell:
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
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Our Sick Kitty

Our kitten was sick. She would not eat and she stopped 11
drinking. She did not purr anymore. She wanted to sleep all the 23
time. She cried if I touched her. 30

Dad said, "We need to take her to the vet." The vet is an 44
animal doctor. 46

I held her in the cat carrier. I kept her wrapped in a fuzzy 60
blanket. I talked to her because she does not like to ride in the 74
car. But this time she was so sick she was quiet the whole ride. 88

When we arrived at the animal clinic, Dad took the carrier 99
inside. The vet checked her all over. She took her temperature. 110
She said our kitten had a feline virus. She gave us some 122
medicine our kitten had to swallow. She told us to put the 134
medicine in her food. She said to give our kitten lots of water. 147

We drove home. We made her take the medicine. She went 158
right to sleep. Dad said she could stay in my bedroom until she 171
got better. She usually sleeps on the back porch. When I woke up 184
I heard my kitten purring. I looked down at her and saw her 197
watching me. I felt so happy because my kitten was better. She 209
does not like to be sick. 215

Total words: _____ — errors: _____ = words correct: _____

Retell:

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
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