

DIBELS Risk Levels Chart

	Kindergarten			First			Second			Third		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
	1	2	3	1	2	3	1	2	3	1	2	3
Initial Sounds Fluency	0-3	4-8	HR									
	4-7	10-24	MR									
	8-11	25-33	LR									
	12+	34+	AA									
Letter Naming Fluency	0-1	0-14	0-28	0-24	HR							
	2-7	15-26	29-38	25-36	MR							
	8-16	27-35	40-49	37-46	LR							
	17+	36+	50+	47+	AA							
Phoneme Segmentation Fluency		0-4	0-6	0-9	0-9	0-9	HR					
		7-17	10-34	10-34	10-34	10-34	MR					
		18-33	35-47	36-41	38-49	38-54	LR					
		34+	48+	62+	50+	55+	AA					
Nonsense Word Fluency		0-4	0-14	0-12	0-29	0-29	0-29	0-29	0-29	HR		
		5-12	15-24	13-23	20-49	30-49	30-49	30-49	30-49	MR		
		13-21	25-34	24-31	50-54	50-71	50-71	50-71	50-71	LR		
		22+	35+	32+	55+	72+	72+	72+	72+	AA		
Oral Reading Fluency			HR	0-1	0-7	0-19	0-25	0-51	0-69	0-52	0-68	0-79
			MR	2-6	8-16	20-39	26-43	52-67	70-89	63-76	87-91	90-109
			LR	7+	20-33	40-54	44-65	68-83	90-106	77-96	92-109	110-128
			AA	50+	34+	55+	66+	90+	109+	97+	110+	129+

HR - High Risk: Seriously below grade level and in need of substantial intervention

MR - Moderate Risk: Moderately below grade level and in need of additional intervention

LR - Low Risk: At grade level

AA - Above Average: At or above the 60th percentile

Effective: July 2006

Revised: 09/05/2006

Note: Pending future research, ORF Fall assessment in first grade is not color coded on this chart as an indication of risk status. Estimated levels of risk will be identified within the PMRN, however.

Dibels Words Per Minute Chart

Council for Exceptional Children

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the Council for Exceptional Children text.

Dibels Words Per Minute Chart:

Making the Most of Small Groups Debbie Diller, 2007 Debbie Diller has already shown us how to productively occupy the rest of the class while meeting with small groups Now she turns her attention to the groups themselves and the teacher's role in small group instruction

Reaching Every Learner Cara Shores, 2015-06-16 Author Cara Shores provides a three tiered instructional framework that helps educators establish integral baselines of performance for students offering strategies for assessment intervention and remediation to ensure student growth This book guides educators with step by step tools and methods for differentiated instruction and lesson planning addressing the diverse learning needs of all students K 12 special education and general education teachers and instructional coaches can use this book to Increase students learning progression through instruction intervention and remediation Explore research proven models and methods of instruction that promote standards mastery for students with disabilities Better assess and collect data on students learning to measure progress Incorporate standards mastery into individualized education program goals Implement highly effective instruction in all settings to maximize learning for students with disabilities Contents Introduction Chapter 1 Understanding the Tiered Instructional Framework Chapter 2 Exploring Tier 1 Instruction Specially Designed for Students With Disabilities Chapter 3 Discovering Why We Always Begin With Data Chapter 4 Focusing on Instruction Through Essential Standards and Learning Progressions Chapter 5 Choosing and Providing Appropriate Supports Chapter 6 Co Teaching for Greatest Impact Chapter 7 Differentiating Instruction Through Tiered Assignments Chapter 8 Looking at the Structure for Tiers 2 and 3 for Students With Disabilities Epilogue References and Resources Index

Using RTI for

School Improvement Cara Shores, Kim Chester, 2009 This resource helps administrators and teachers implement RTI as a powerful school improvement process Response to Intervention RTI is currently being adopted throughout the United States as a method for documenting eligibility for a learning disability as permitted in the reauthorization of IDEA 2004 The model most often chosen involves a three or four tier pyramid incorporating general education classroom components in the lower tiers and special education as the final tier Using RTI for School Improvement illustrates how integrating RTI into all aspects of a school can go beyond assessing learning disabilities to make a significant positive impact on schoolwide student achievement The authors show how educators can successfully implement each tier to provide effective instruction for all learners develop an intervention approach for students at risk and provide intensive intervention for non responding learners

Reading Assessment Melissa Lee Farrall, 2012-06-05 A groundbreaking integrated approach to reading assessment that addresses each child's unique Learning Profile Fifteen to twenty percent of our nation's children have reading difficulties Educational evaluators must be able to use progress monitoring and diagnostic tools effectively to identify students who may be at risk evaluate the effectiveness of school wide reading programs and suggest interventions that will improve reading skills Written from a strengths based perspective Reading Assessment Linking Language Literacy and Cognition is the first

book of its kind to present a research based integrated review of reading cognition and oral language testing and assessment Author Melissa Lee Farrall explores the theoretical underpinnings of reading language and literacy explains the background of debates surrounding these topics and provides detailed information and administration tips on the wide range of reading inventories and standardized tests that may be used in a reading psychoeducational assessment With a focus on how to craft professional evaluation reports that illuminate a student s strengths not just weaknesses Reading Assessment enables school psychologists and diagnosticians reading specialists and special education professionals to conduct evaluations and develop effective interdisciplinary remedial recommendations and interventions Clear engaging and inviting Reading Assessment features Case examples and practice exercises Chapter opening reviews of each theory Strengths weaknesses and potential problems of tests and their interpretations Chapter ending review questions that foster skill development and critical thinking Comprehensive information on more than 50 different assessment tests Reading Assessment is an invaluable resource that helps professionals gain the knowledge and skills to confidently interpret test results and prepare detailed and effective evaluation reports designed to meet each child s unique needs as a learner *Reading Instruction for Students who are at Risk Or Have Disabilities* William D. Bursuck, Mary Damer, 2007 Organized according to the Reading First categories of reading development and instruction as presented in the report of the National Reading Panel this exciting and timely new text presents teaching strategies for children at risk including children of poverty children for whom English is not their primary language and children with learning and behavioral disabilities These are the children No Child Left Behind challenges teachers to serve more effectively The book is more than a list of teaching strategies that are scientifically validated the scientifically validated practices included are integrated into a systematic teaching process that stresses the use of student outcome data within authentic classroom contexts to guide practice The teaching strategies have been field tested with at risk children in both rural and urban teaching settings Most of the strategies have resulted from work the authors did in their recent four year federally funded model demonstration grant in which they have implemented an extensive reading problem prevention model in grades K 3 in three inner city schools Thus the teaching strategies in the book are ones that the authors implemented every day with at risk children not just findings from research articles Features of this First Edition Include Content organized around the five components validated by the National Reading Panel phonemic awareness phonics fluency vocabulary and comprehension Readers learn how to use DIBELS and other curriculum based assessment results for early identification of children at risk of reading failure and to monitor student progress A unique feature is using DIBELS assessments to pinpoint student skill development as they acquire alphabetic principle Accompanying DVD shows teacher explicitly teaching letter sound recognition regular word decoding sight words multisyllable word reading passage reading vocabulary and comprehension Text explains how to use Differentiated Instruction to maximize learning for all students Specific strategies are detailed for implementing Response To Intervention

RTI multi tier instruction during the reading block Examines building vocabulary knowledge through direct and indirect teaching strategies Comprehension strategies identified by the National Reading Panel that help students derive meaning from text are emphasized Strategies for individualizing instruction for adolescents and children who are bilingual and or ESL are included within each chapter Effective strategies for managing classroom behavior including instruction groups are provided so that student behavior does not interfere with reading instruction **Using RTI in Secondary Schools** Wayne A. Callender, 2014-08-06 Effective use of RTI your road map for reaching every struggling secondary student Learn how to use a school wide Response to Intervention RTI program to identify and help at risk students This comprehensive guide outlines every step of planning implementing and maintaining an RTI program at the secondary level including Combining two leading research based RTI approaches Standard Protocol and Problem Solving to make the most of existing resources Introducing a universal screening process that identifies at risk students Creating a comprehensive student intervention plan iPlan for each student Using program measurement and monitoring techniques Adapting RTI for Special Education programs

Language Disorders from Infancy Through Adolescence - E-Book Rhea Paul, Courtenay Norbury, Carolyn Gosse, 2024-03-27 Selected for 2025 Doody's Core Titles in Communication Sciences Disorders Spanning the entire child developmental period Language Disorders from Infancy Through Adolescence 6th Edition is the go to text for learning evidence based methods for assessing childhood language disorders and providing scientifically based treatment The most comprehensive title available on childhood language disorders it uses a descriptive developmental approach to present basic concepts and vocabulary an overview of key issues and controversies the scope of communicative difficulties that make up child language disorders and information on how language pathologists approach the assessment and intervention processes This edition also features significant updates in research trends neurodiversity cultural diversity and best practices An eBook included with print purchase provides access to all the text figures references and bonus video clips with the ability to search customize content make notes and highlights and have content read aloud UNIQUE Practice exercises with sample transcripts in the assessment chapters guide you in practicing analysis methods UNIQUE Helpful study guides at the end of each chapter provide opportunities to review and apply key concepts Clinical application focus includes features such as cases studies clinical vignettes and suggested projects Video based projects support cooperative learning activities Highly regarded lead author is an expert in language disorders in children and provides authoritative guidance on the diagnosis and management of pediatric language disorders More than 230 tables and boxes organize and summarize important information such as dialogue examples sample assessment plans assessment and intervention principles activities and sample transcripts NEW An eBook version included with print purchase provides access all the text figures references and bonus video clips with the ability to search customize content make notes and highlights and have content read aloud Revised content throughout provides the most current information needed to be an effective evidence based practitioner Updated references

ensure content is current and applicable for today's practice **Positive Behavior Interventions & Supports** Council for Exceptional Children, 2010 *The Practical Guide to Classroom Literacy Assessment* Diane Barone, Joan M. Taylor, 2007 The authors have taken a complex topic and presented it in a very readable accessible manner An ideal candidate for school based professional development organized on the study group model Joan Irwin Education Consultant Former Director of Publications IRA Use assessment to meet the strengths and needs of students and enhance learning Whether it is standardized test data student journals or informal classroom question and answer assessments provide invaluable ongoing diagnostic information for making key instructional decisions In this engaging and comprehensive resource Diane Barone and Joan Taylor demonstrate practical ways for embedding test preparation into teaching by integrating assessments and instruction to boost learning The authors provide testing content and procedures developed for inservice and preservice teachers administrators and coaches to help all students including those who have previously failed With rich classroom examples dialogues scenarios checklists and student work samples this book illustrates multiple assessment formats with expert how to and when to guidelines for literacy writing listening and speaking In language that speaks straight to educators this handy indispensable guide discusses Real cases and conversations that demonstrate actual assessment strategies in classrooms Specific applications for math and science literacy Preparation and grading for high stakes testing Practical help for portfolios Rubric construction tips The importance of oral and written literacy Using *The Practical Guide to Classroom Literacy Assessment* educators can measure students abilities to navigate content and apply what they learn and effectively support their academic success on standardized and formative assessments *Fluency in the Classroom* Melanie R. Kuhn, Paula J. Schwanenflugel, 2007-09-21 This timely book offers two distinct approaches to oral reading instruction that can easily be incorporated into primary grade literacy curricula It enables teachers to go beyond the conventional round robin approach by providing strong instructional support and using challenging texts Grounded in research and classroom experience the book explains what works and why in helping students build comprehension along with word recognition and the expressive elements of oral reading Specific lesson plan ideas helpful vignettes and examples and reproducibles make this an indispensable classroom resource Included are chapters on fluency's role in learning to read motivation the home school connection fluency assessment and strategies for struggling readers

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