



Sixth Grade

All students at our school are screened for reading difficulties three times a year using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next. This is one assessment that helps us identify students who may need extra help in learning the skills needed to become a strong reader. Your child's performance on this assessment follows:

| | Fall | Winter | Spring |
|------------------------------------|---|---|---|
| DIBELS Oral Reading Fluency (DORF) | WC: _____ (107) Accuracy: _____ (97%) Retell: _____ (27) Quality/Retell: _____ (2) | WC: _____ (109) Accuracy: _____ (97%) Retell: _____ (29) Quality/Retell: _____ (2) | WC: _____ (120) Accuracy: _____ (98%) Retell: _____ (32) Quality/Retell: _____ (3) |
| DAZE | _____ (18) | _____ (19) | _____ (21) |
| Composite Score | _____ (344) | _____ (358) | _____ (380) |
| Instructional Recommendations | | | |

The results of this assessment indicate:

Numbers in parentheses indicate expected performance

F W S

☐ ☐ ☐ Your child is on track for achieving grade level reading benchmark standards

☐ ☐ ☐ Your child may need some extra help achieving grade level benchmark standards

Teacher Comments:

DIBELS Oral Reading Fluency (DORF)

On the DORF assessment, your child will read three passages appropriate for his/her grade level for one minute and then asked to retell what was read. The teacher will calculate the words read correctly (Words Correct- WC), your child's accuracy rate, and the number of words your child uses to appropriately retell what was read. Retelling the story or text is important because it gives the teacher an indication if your child not only can read the words, but can understand what he/she is reading as well. The median WC, accuracy and retell will be used as your child's score on this assessment. The teacher may also judge the quality of your child's retell on a 1-4 scale (1- 2 or fewer details; 4- 3 or more details that captures the main idea). Although this scale is not used to determine your child's overall score, it provides helpful information for instruction.

DAZE

The DAZE is a measure of your child's ability to understand what he/she reads. This assessment is typically administered to the whole class at the same time. Your child will be asked to silently read a grade level passage for 3 minutes. Every seventh word in the passage has been replaced by a box containing the correct word and two "distractor" words. Credit is given for each correct answer.

Composite Score

The Composite Score is a combination of the assessments and provides the best overall estimate of your child's reading proficiency.



Visit

Dibels Next Sixth Grade Passages

**Melissa Coolong-Chaffin, Renee O.
Hawkins, Michael I. Axelrod**



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Reading Assessment Melissa Lee Farrall, 2012-05-09 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 Assessment in an RTI Framework](#)

Katherine A. Dougherty Stahl, Michael C. McKenna, 2012-01-01 The importance of Response to Intervention has never been clearer. We strongly believe that RTI when fully implemented represents our best hope of building the kind of schoolwide framework necessary for making truly informed choices about the type and intensity of the reading instruction children receive. Our goal for this book is to offer the guidance needed to use these and other tools in an RTI framework. This is a book about the assessment component of RTI. We offer guidance and tools for gathering the information needed in an RTI framework. We have tried our best to write a book that is both practical and specific that reflects both research and common sense that is consistent with standards and that affords guidance in the issues central to RTI. *Reading Intervention Case Studies for School Psychologists* Melissa Coolong-Chaffin, Renee O. Hawkins, Michael I. Axelrod, 2023-09-12 *Reading Intervention Case Studies for School Psychologists* provides vivid real-world examples of school-based interventions targeting students' phonological awareness, phonics, fluency, and comprehension in reading. This book offers a rich variety of applied reading interventions in school settings, spanning strategies such as incidental teaching, word boxes, peer tutoring, taped words, story mapping, and beyond. Each case includes thorough descriptions of the specific area of concern, detailed

intervention protocols data collection and analysis methods and tips for ensuring social acceptability and treatment integrity School psychologists along with related professionals in special education general education and speech language pathology will come away with new insights into this comprehensive set of well researched and frequently applied reading interventions

Enhancing Instructional Problem Solving John C. Begeny, Ann C. Schulte, Kent Johnson, 2012-05-25 This book presents a schoolwide model of instructional support designed to make the most of available time resources and personnel one that is also fully compatible with other problem solving models such as response to intervention The authors provide a comprehensive and cohesive framework for linking assessment and intervention They show how to interweave evidence based instruction with targeted professional development and other components that support improved learning outcomes for all K 8 students Helpful tables describe dozens of research based assessments and interventions in reading writing and math In a large size format to facilitate photocopying the volume includes more than 20 reproducible worksheets and forms This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas

Application of Artificial Intelligence to Assessment Hong Jiao, Robert W. Lissitz, 2020-03-01 The general theme of this book is to present the applications of artificial intelligence AI in test development In particular this book includes research and successful examples of using AI technology in automated item generation automated test assembly automated scoring and computerized adaptive testing By utilizing artificial intelligence the efficiency of item development test form construction test delivery and scoring could be dramatically increased Chapters on automated item generation offer different perspectives related to generating a large number of items with controlled psychometric properties including the latest development of using machine learning methods Automated scoring is illustrated for different types of assessments such as speaking and writing from both methodological aspects and practical considerations Further automated test assembly is elaborated for the conventional linear tests from both classical test theory and item response theory perspectives Item pool design and assembly for the linear on the fly tests elaborates more complications in practice when test security is a big concern Finally several chapters focus on computerized adaptive testing CAT at either item or module levels CAT is further illustrated as an effective approach to increasing test takers engagement in testing In summary the book includes both theoretical methodological and applied research and practices that serve as the foundation for future development These chapters provide illustrations of efforts to automate the process of test development While some of these automation processes have become common practices such as automated test assembly automated scoring and computerized adaptive testing some others such as automated item generation calls for more research and exploration When new AI methods are emerging and evolving it is expected that researchers can expand and improve the methods for automating different steps in test development to enhance the automation features and practitioners can adopt quality automation procedures to improve assessment practices

Handbook of Reading Assessment Sherry Mee Bell, R. Steve McCallum, 2015-07-30 The Handbook of

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

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

The Dyslexia Debate Revisited Julian G. Elliott, Elena L. Grigorenko, 2024-04-11 In every country and in every language a significant proportion of children struggle to master the skill of reading In 2014 The Dyslexia Debate examined the problematic interpretation of the term dyslexia as well as questioning its efficacy as a diagnosis Ten years on The Dyslexia Debate Revisited reflects on the changes in dyslexia assessment and treatment over the

last decade including the introduction of dyslexia legislation in many US states Addressing the critical responses to their original challenge of the dyslexia construct Julian G Elliott and Elena L Grigorenko also consider why despite scientific critiques existing dyslexia conceptions and assessment practices continue to be highly attractive to many professionals individuals and families Based on current scientific knowledge the authors strive to promote a shared understanding of reading difficulties and emphasize the importance of providing timely and appropriate intervention and support to anyone who faces difficulties with learning to read Academic Assessment and Intervention Steven Little, Angeleque Akin-Little, 2014-01-21 Serving students with academic deficiencies necessitates communication and collaboration among professionals from several disciplines Academic Assessment and Intervention brings together divergent approaches in order to demonstrate that scientific evidence rather than biases or previous practice must determine assessment practices that are selected and used for particular purposes Similar to a handbook in its comprehensive topical coverage this edited collection provides a contextual foundation for academic assessment and intervention describes both norm referenced and curriculum based assessment measurement in detail considers the implications of both of these assessments on ethnically diverse populations provides a clear link between assessment evidence based interventions and the RTI model and considers other important topics related to this area such as teacher behavior Intended primarily for graduate level courses in education school psychology or child clinical psychology it will also be of interest to practicing professionals in these fields **DIBELS Oral Reading Fluency and the California Standards Tests** Lauren Elizabeth Craig, 2007 *Delivering Intensive, Individualized Interventions to Children and Youth with Learning and Behavioral Disabilities* Melody Tankersley, Bryan G. Cook, Timothy J. Landrum, 2022-05-12 The chapters in this volume cover a broad range of topics that address issues surrounding the identification of students who need the most intensive intervention intensive intervention features and delivery considerations behavioral interventions academic interventions and preservice teacher preparation **The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation** Bruce B. Frey, 2018-01-29 In an era of curricular changes and experiments and high stakes testing educational measurement and evaluation is more important than ever In addition to expected entries covering the basics of traditional theories and methods other entries discuss important sociopolitical issues and trends influencing the future of that research and practice Textbooks handbooks monographs and other publications focus on various aspects of educational research measurement and evaluation but to date there exists no major reference guide for students new to the field This comprehensive work fills that gap covering traditional areas while pointing the way to future developments Features Nearly 700 signed entries are contained in an authoritative work spanning four volumes and available in choice of electronic and or print formats Although organized A to Z front matter includes a Reader's Guide grouping entries thematically to help students interested in a specific aspect of education research measurement and evaluation to more easily locate directly related entries For instance sample themes include Data

Evaluation Measurement Concepts a Resource Guide to classic books journals and associations and a detailed Index Entries conclude with References Further Readings and Cross References to related entries The Index Reader s Guide themes and Cross References will combine to provide robust search and browse in the e version **The Fluency Construct** Kelli D. Cummings,Yaacov Petscher,2015-12-11 This book provides a comprehensive overview of fluency as a construct and its assessment in the context of curriculum based measurement CBM Comparing perspectives from language acquisition reading and mathematics the book parses the vagueness and complexities surrounding fluency concepts and their resulting impact on testing intervention and students educational development Applications of this knowledge in screening and testing ideas for creating more targeted measures and advanced methods for studying fluency data demonstrate the overall salience of fluency within CBM Throughout contributors argue for greater specificity and nuance in isolating skills to be measured and improved and for terminology that reflects those educational benchmarks Included in the coverage Indicators of fluent writing in beginning writers Fluency in language acquisition reading and mathematics Foundations of fluency based assessments in behavioral and psychometric paradigms Using response time and accuracy data to inform the measurement of fluency Using individual growth curves to model reading fluency Latent class analysis for reading fluency research The Fluency Construct Curriculum Based Measurement Concepts and Applications is an essential resource for researchers graduate students and professionals in clinical child and school psychology language and literature applied linguistics special education neuropsychology and social work **Quick Small Group Reading Activities for Struggling Students** Sandy Turley,2008-07 **The Dyslexia Debate** Julian G. Elliott,Elena L. Grigorenko,2014-03-24 The Dyslexia Debate examines how we use the term dyslexia and questions its efficacy as a diagnosis While many believe that a diagnosis of dyslexia will shed light on a reader s struggles and help identify the best form of intervention Julian G Elliott and Elena L Grigorenko show that it adds little value In fact our problematic interpretation of the term could prove to be a major disservice to many children with difficulties learning to read This book outlines in detail the diverse ways in which reading problems have been conceptualized and operationalized Elliott and Grigorenko consider the latest research in cognitive science genetics and neuroscience and the limitations of these fields in terms of professional action They then provide a more helpful scientifically rigorous way to describe the various types of reading difficulties and discuss empirically supported forms of intervention

Ethnolinguistic Diversity and Education Marcia Farr,Lisya Seloni,Juyoung Song,2009-12-04 This volume provides an up to date review of sociolinguistic research and practice aimed at improving education for students who speak vernacular varieties of U S English English based Creole languages and non English languages and presents socioculturally based approaches that acknowledge and build on the linguistic and cultural resources students bring into the school *Handbook of Evidence-Based Practices for Emotional and Behavioral Disorders* Hill M. Walker,Frank M. Gresham,2015-12-15 This authoritative volume provides state of the art practices for supporting the approximately 20% of today s K 12 students who

have emotional and behavioral disorders EBD that hinder school success Leading experts present evidence based approaches to screening progress monitoring intervention and instruction within a multi tiered framework Coverage encompasses everything from early intervention and prevention to applications for high risk adolescents Exemplary programs are described for broad populations of EBD students as well as those with particular disorders including autism spectrum disorders and externalizing behavior problems The book combines theory and research with practical information on how to select interventions and implement them with integrity Modulators of Cross-Language Influences in Learning and Processing Anat Prior,Tamar Degani,Zofia Wodniecka,2022-06-01 *Identification and Evaluation of Learning Disabilities* Evelyn S. Johnson,Anne B. Clohessy,2014-06-19 Ensure that your students have the support they need When it comes to designing instruction for students with learning disabilities one size does not fit all and that s also true for identifying and evaluating learning disabilities Theories and legislation aside it s critical for your school team to have a comprehensive plan to make sure every child gets the right kind of attention and no one falls through the cracks This compelling easy to use handbook guides general educators special educators administrators and school psychologists through the eligibility and evaluation stages to ensure that students get the best services and interventions they need to be successful You ll find Guidance on what data to collect and how to collect it Strategies for combining RTI with a comprehensive evaluation to diagnose SLD Detailed case studies with graphs figures and test scores at the school classroom and individual student level Everyone on your team has the same goal to help students with learning challenges achieve success This comprehensive resource has the tools you need to make that happen This book reminds educators that we are responsible for all of our students When students are not making the progress we expect this text offers very specific practical suggestions that educators can follow This book helps to identify if a student has a specific learning disability and offers suggestions for addressing the student s difficulty through a team approach When using the case studies teachers will see many examples related to their own students and find new resources to try in their classrooms that will assist those who are having difficulty making significant progress Marcia B Imbeau Professor University of Arkansas *School Psychology Review* ,2006

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