



Dibels Next Steps Documents

January 14, 2025

What do I do with my dibels data?

Today's Presenters

Marleigh Schweer

Customer Success Manager

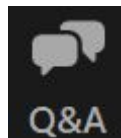
Krystina Maloukis

Customer Success Manager



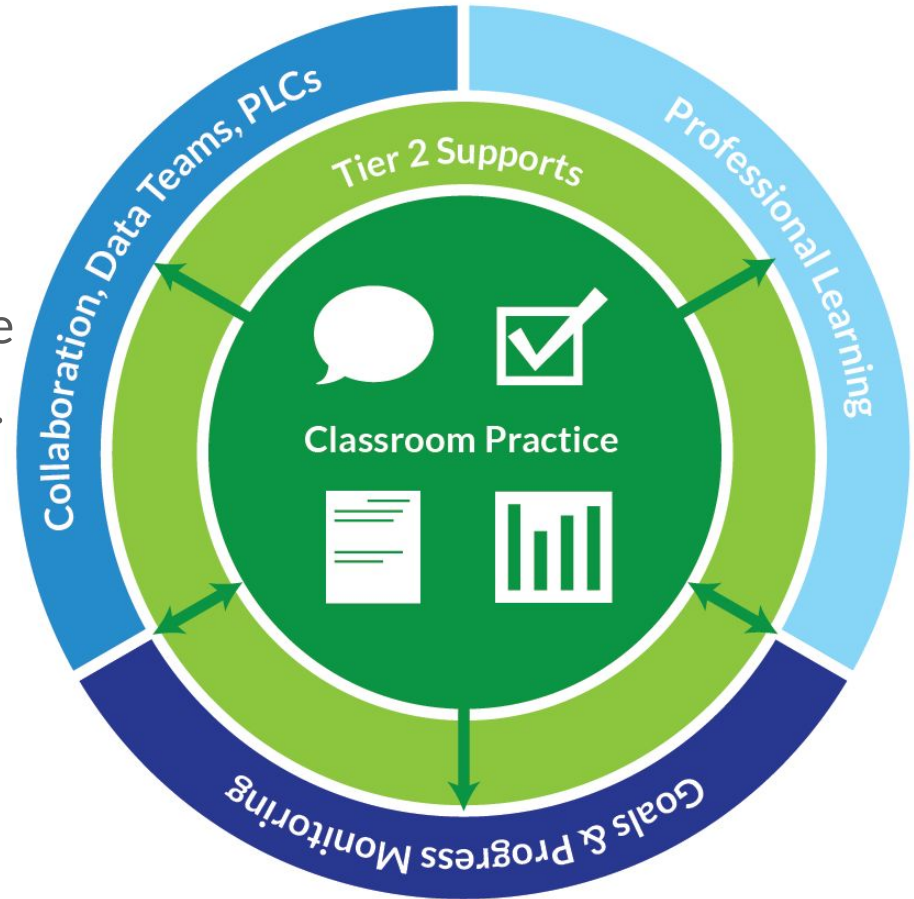
For Today's Presentation

- This session is being recorded and will be sent out to everyone who registered, along with the slide deck.
- Participate in the presentation through chat. Chat sessions are recorded.
- Questions? Use the Q&A tool.



Forefront Overview

- An assessment data solution that puts classroom assessments at the center of school and district work.
- Supports over 1,000 schools across 30 U.S. states and 6 countries to collect and analyze learning data for 190,000 students.



Agenda

- Dibels Measures
- Progress Monitoring Best Practices
- Dibels Data in Forefront
- Reporting
- Next Steps
- Questions

Context and Learning Outcomes

Forefront is not affiliated with, endorsed by, or sponsored by the University of Oregon or any of its programs, including DIBELS. Approximately a quarter of our current clients use DIBELS 8 assessments. In this presentation, we will explore how Forefront can be used to analyze student progress, set goals, and inform tailored strategies based on DIBELS data.

Learning Outcomes:

- Understand how DIBELS 8 assessments support identifying and tracking student progress
- Use Forefront's reporting suite to analyze data, set goals, and guide instruction
- Discover actionable next steps for using DIBELS data to enhance instructional strategies and support ongoing student development



Dibels Measures



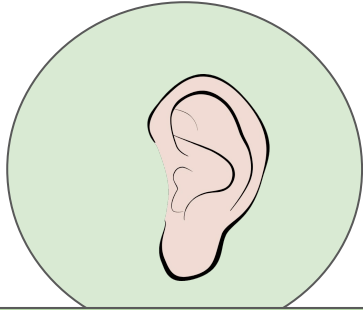
Measure	Letter Naming Fluency (LNF)	Phonemic Segmentation Fluency (PSF)	Nonsense Word Fluency (NWF)	Word Reading Fluency (WRF)	Oral Reading Fluency (ORF)	Maze
Grade	BOY K to EOY 1st	BOY K to EOY 1st	BOY K to EOY 3rd Grade	BOY K- EOY 3rd Grade	BOY 1st- EOY 8th Grade	BOY 2nd- EOY 8th Grade
Overview	Students name as many uppercase and lowercase letters as possible in one minute.	Students segment two- to six phoneme spoken words into individual phonemes.	Students decode and read nonsense words within one minute.	Students accurately and fluently read “sight” words out of context.	Students read a passage aloud for one minute, measured by accuracy and fluency.	Students select the correct word for missing words in a passage to assess comprehension.
Example	LNF List	If I say “cat” you would say /c/ /a/ /t/ PSF Scoring Sheet	Hap- I can say the sounds of the letters /h/ /a/ /p/ or I can read the whole word ‘hap’ NWF List	WRF List	ORF Passage	Maze Passage

Dibels Measures



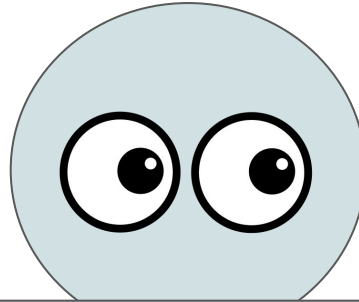
Literacy Skill	LNF	PSF	NWF	WRF	ORF	Maze
Phonemic Awareness		X				
Alphabetic Principle (Phonics)			X	X	X	
Accuracy and fluency with text				X	X	X
Vocabulary						
Comprehension					X	X

Dibels Measures



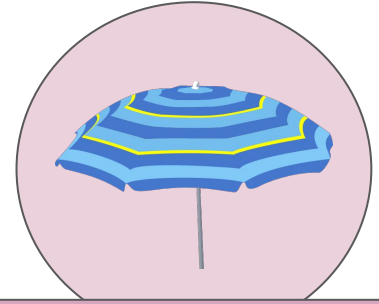
Phonemic Awareness

- Awareness of the individual speech sounds (consonants and vowels) in spoken syllables
- Ability to consciously manipulate those sounds
- Does not involve print



Phonics

- Connects sounds (phonemes) with letters and patterns used to symbolize them
- Involves learning to read printed alphabetic symbols



Phonological Awareness

- The conscious awareness of all levels of the speech sound system
- The ability to identify, count, and manipulate parts of words, including syllables, onsets and rimes, and phonemes

DIBELS 8 Measures



Maze

Oral Reading Fluency (ORF)

Word Reading Fluency (WRF)

Nonsense Word Fluency (NWF)

Phonemic Segmentation Fluency (PSF)

Letter Naming Fluency (LNF)

Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End			
Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade		

Progress Monitoring

Our definition:

Progress monitoring is the ongoing, frequent collection and use of formal data in order to

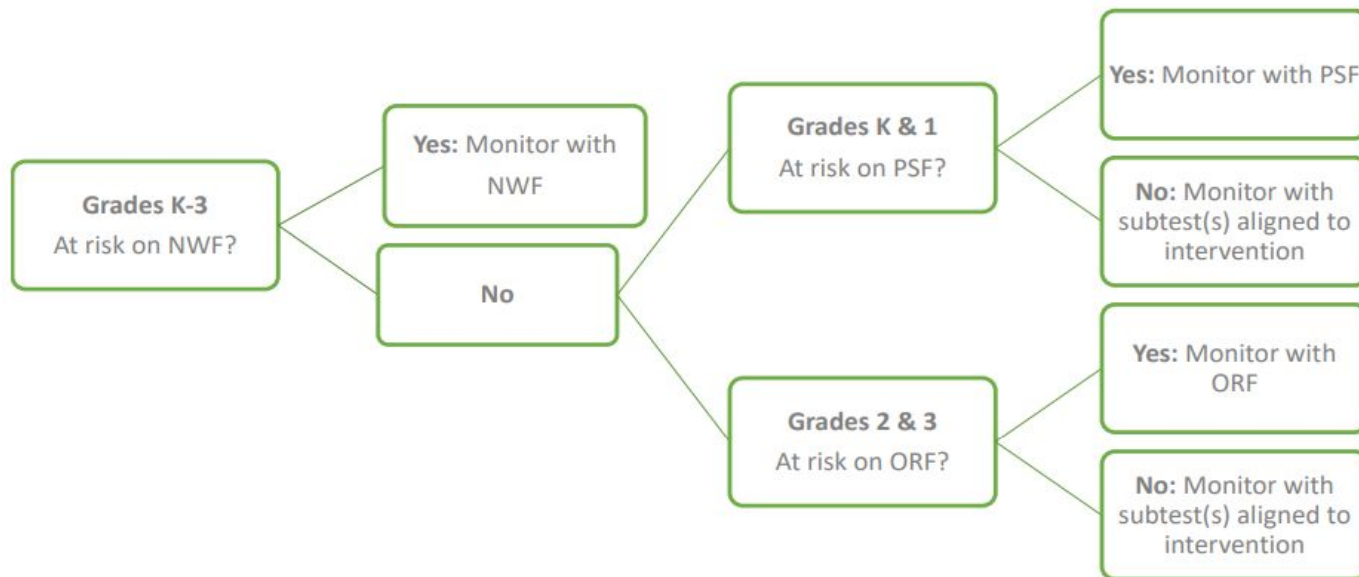
- (1) assess students' performance,
- (2) quantify a student's rate of improvement or responsiveness to instruction or intervention, and
- (3) evaluate the effectiveness of instruction and intervention using valid and reliable measures.

DIBELS 8 Three Principal Uses:

- **Screening:** to identify students who may be at risk of reading difficulties
- **Progress Monitoring:** to track students' reading progress through special intervention programs and progress monitoring
- **Benchmarking:** to set minimum performance levels for all students to be considered on track to becoming readers through benchmark goals and timelines

It was also designed as a means to evaluate the effectiveness of intervention for students receiving support

Dibels Progress Monitoring Guidelines



Dibels Progress Monitoring Guidelines



In general, the more foundational the skill and the more intensive the intervention, the more frequent progress monitoring should be.

Grades	Subtests	At Risk (red)	At Some Risk (yellow)
K-3	PSF, NWF, WRF, ORF	Every 2 weeks	Every 4 weeks
4-8	ORF	Every 2-3 weeks	Every 4-5 weeks
2-8	Maze	Up to 2 times between benchmarks	Up to 2 times between benchmarks

Dibels Progress Monitoring Recommended Guidelines

Letter Naming Fluency should never be used for progress monitoring

Nonsense Word Fluency and **Oral Reading Fluency** are the strongest measures for capturing change over time

Infrequent progress monitoring for **Mase** is recommended (no more than 1-2 times between benchmark occasions)

If a student's data points fall below the aimline for four consecutive measures, it's an indicator that the intervention may need to change or that off-grade level monitoring is needed

Dibels Data in Forefront

Forefront marleigh@forefront.education

← G2 Beginning of Year

Spreadsheet Interview Reports

Student	CLS	WRC	WRF	ORF-WC	ORF-Acc	Maze	OS
Harun Ayala	74	23	17	56	100	5	339
Kamal Bryant	148	47	65	86	100	12	389
Nelson Cecilia	27	8	0	6	60	6	298
Kerry Christensen	150	47	60	194	100	34	430
Carlos Crawford	62	20	39	50	98	6	337
Sebastien Fletcher	102	26	33	58	95	3	353
Ralph Floyd	103	32	34	46	90	4	350
Marcos French	126	40	63	122	100	23	394
Woodrow Hayes	143	47	76	87	99	11	390
Khadija Hooper	28	6	12	22	96	1	307
Kyota Kim	50	15	18	34	94	5	322
Chaim Moreno	175	54	60	86	100	13	398

Nelson Cecilia

ORF-Acc Oral Reading Fluency (ORF) - Accuracy

Standards

Proficiency **Intensive Support; At risk**

Proficiency	Score Range
Intensive Support; At risk	0 - 83
Strategic Support; Some risk	84 - 91
Core support; Minimal risk	92 - 100

Notes

History

Summary Assignments: Aug. 14th

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Dibels Data in Forefront: Data Table



Forefront marleigh@forefront.education

New Report Save

2nd Grade
Wilma Rudolph Elementary
2024-2025 Download

Student Name	G2 Beginning of Year	G2 Middle of Year
Justin Allen	339	397
Harun Ayala	339	390
Mary Becker	306	358
Ishaan Bridges	311	452
Julia Bridges	311	366
Kamal Bryant	389	438
Nelson Cecilia	298	335
Kerry Christensen	430	468
Leona Cisneros	313	369
Geraldine Cobb	377	426
Genevieve Cooper	313	374
Carlos Crawford	337	388
Gene Crosby	271	422

Report Type
Data Table

Entities Add or Configure

- G2 Beginning of Year
DIBELS 8 \ Second Grade
- G2 Middle of Year
DIBELS 8 \ Second Grade

Cohorts Add or Configure

- 2nd Grade
Wilma Rudolph Elementary
2024-2025

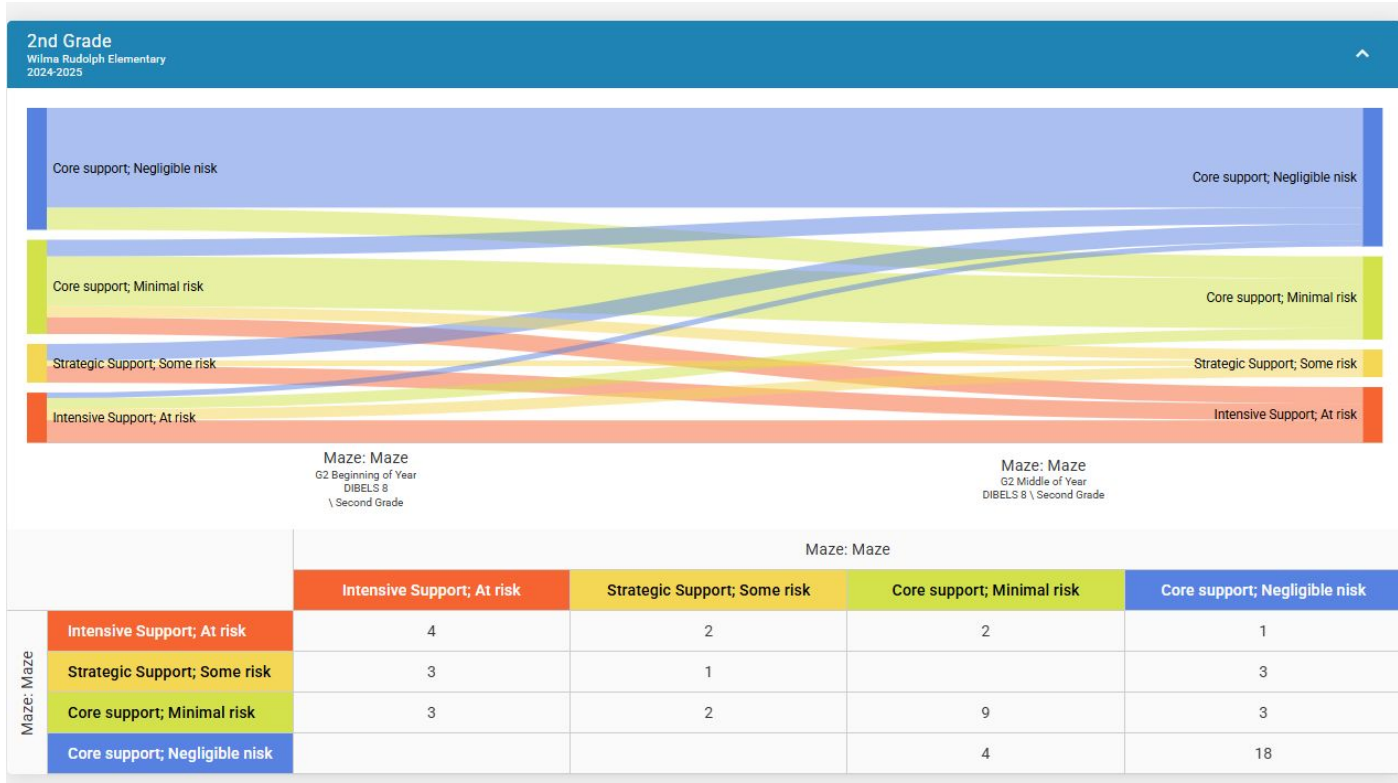
Display Proficiency

- G2 Beginning of Year
DIBELS 8 \ Second Grade
- G2 Middle of Year
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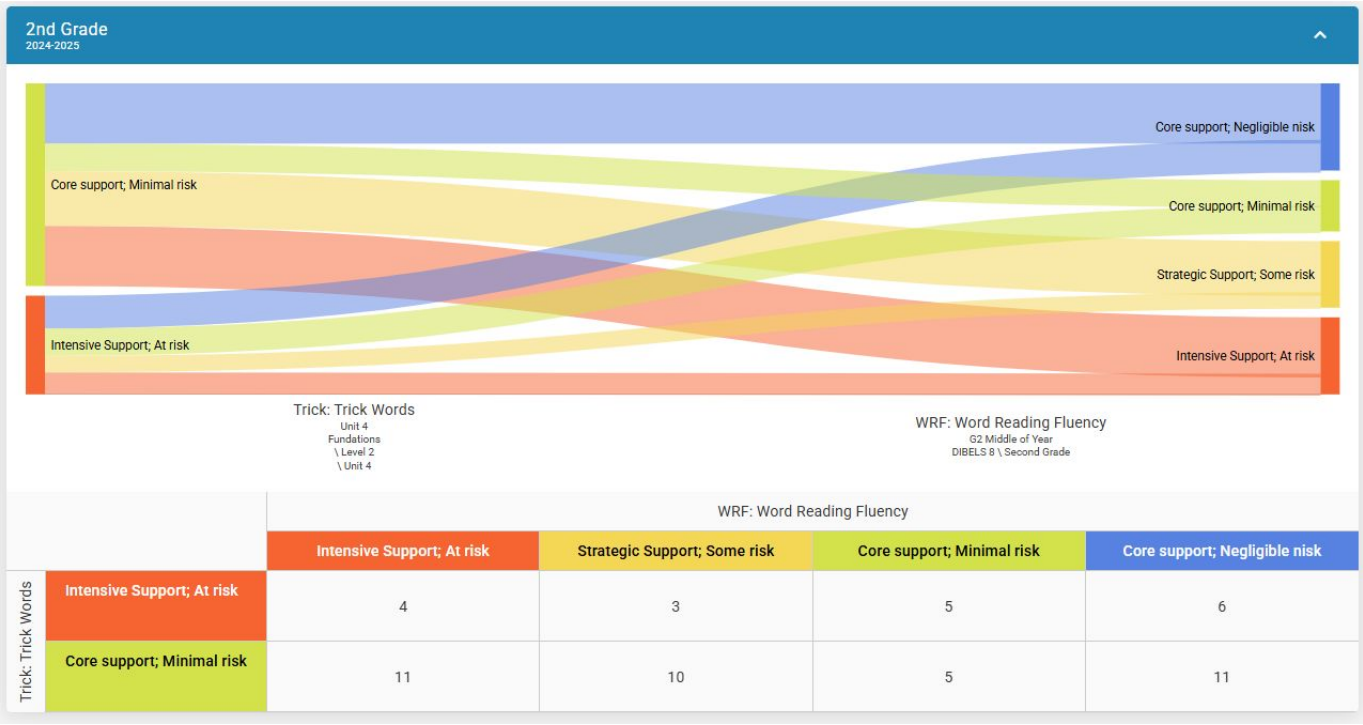
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Dibels Data in Forefront: Sankey Report

BOY to MOY Growth: Maze



Dibels Data in Forefront: Sankey Report Multiple Programs



Dibels Next Steps Documents

Forefront

Organizations

Forefront

General

Users

Resources

Reports

Onboarding Decks

Template Districts

Districts

Dabels Demo

Summary

Settings

Setup

Schools

Wilma Rudolph Elementary

Pacing

Classes

2nd Grade

ELA

G2 Beginning of Year

October 1st, 2024

Student	CLS	WRC	WRF	ORF-WC	ORF-Acc	Maze	OS
Ishaan Bridges	356	100	130	225	100	48	534
Leona Cisneros	10	18	32	37	88	8	313
Lyra Cuevas	5	0	17	22	92	3	300
Darin Davis	82	27	58	117	99	15	374
Darren Erickson	7	1	0	2	25	12	280
Claude Fernandez	107	35	58	88	98	12	373
Cameron Garrett	7	2	30	35	97	5	308
Keyaan George	35	11	13	22	96	1	310
Betsy Hall	85	26	69	156	99	23	350
Chris Knight	1	0	0	0	0	1	288
Juanita Leon	58	18	19	31	94	1	324
Chloe McBride	91	25	52	70	96	14	358
Eliza Owen	86	26	63	105	99	16	372
Adam Sherman	43	12	3	18	82	12	310
Anna Shields	14	4	2	9	89	5	295
Amos Summers	306	100	130	225	100	48	534
Clara Wallace	74	23	17	56	100	5	330
Cecilia Wheeler	148	47	65	86	100	13	380

Ishaan Bridges

Nonsense Word Fluency (NWF) - Correct Letter Sounds (CLS)

Standards

Proficiency **Intensive Support, At risk**

Notes

History

Resources

- NWF Next Steps Document
- NWF Progress Monitoring Materials
- NWF Progress Monitoring Scoring Guide
- Second Grade Benchmark Materials
- Second Grade Benchmark Scoring Guide



G2 Middle of Year

Question Analysis

Percentage of students

CLS WRC WRF ORF-WC ORF-Acc Maze

Questions from selected assessments

	Intensive Support, At risk	Strategic Support, Some risk	Core support, Minimal risk	Core support, Negligible risk
G2 Middle of Year (86,31) Standard				
CLS: Nonsense Word Fluency (NWF) - Correct Letter Sounds (CLS)	4	4	3	7
WRC: Nonsense Word Fluency (NWF) - Words Recorded Correctly (WRC)	2	2	6	8
WRF: Word Reading Fluency	4	3	4	7
ORF-WC: Oral Reading Fluency (ORF) - Words Correct	7	3	6	2
ORF-Acc: Oral Reading Fluency (ORF) - Accuracy	1	5	12	
Maze: Maze	3	2	3	10

Report Type

Entities

G2 Middle of Year (86,31) Standard

Cohorts

2nd Grade Area Coastal (86,31) Standard

2nd Grade Wilma Rudolph Elementary (86,31) Standard

Dibels Demo

Questions

G2 Middle of Year

CLS: Nonsense Word Fluency (NWF) - Correct Letter Sounds (CLS)

WRC: Nonsense Word Fluency (NWF) - Words Recorded Correctly (WRC)

WRF: Word Reading Fluency

ORF-WC: Oral Reading Fluency (ORF) - Words Correct

ORF-Acc: Oral Reading Fluency (ORF) - Accuracy

Maze: Maze

Enabled Values

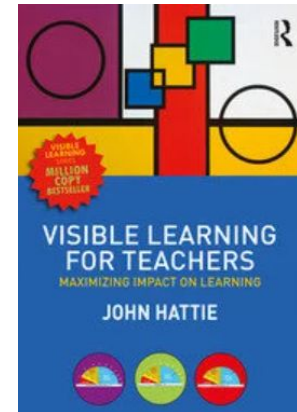
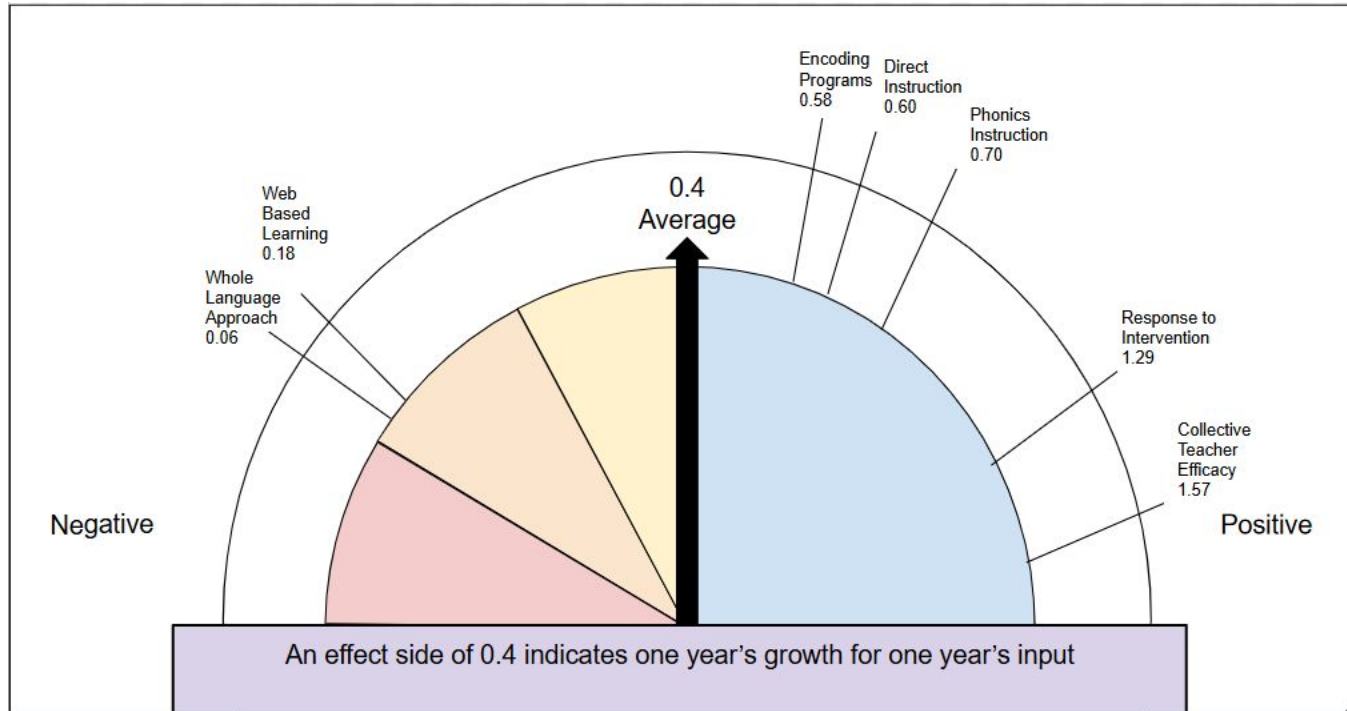
Core support, Negligible risk

Core support, Minimal risk

Strategic Support, Some risk

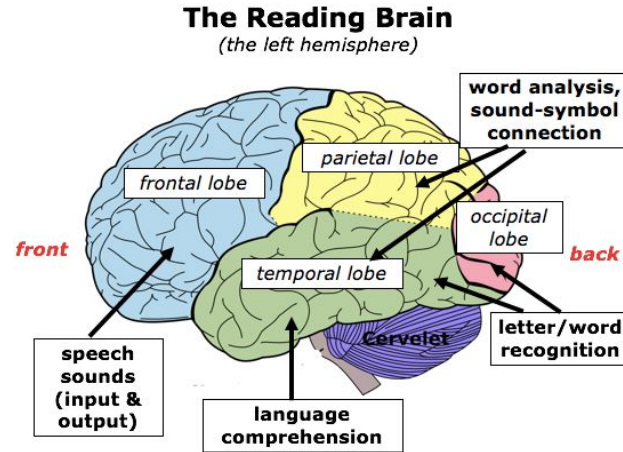
[Next Steps Help Doc](#)

Visible Learning: Influences on Student Achievement



Visible Learning: Influences on Student Achievement

The Brain Responds to Remediation



Several studies have now shown that students' brain activation patterns can be "normalized" if remediation for word-level reading impairments is early, intensive, and effectively designed. (Blachman et. al., 2004; Simos et. al., 2007)

Next Steps

Oral Reading Fluency (ORF) Overview

Measure Description	<p>Oral Reading Fluency assesses a student's ability to read words in a connected text. In ORF, the examiner presents the student with a passage and asks the student to read the passage aloud for one minute. The final score is the number of words read correctly (and self-corrected) within one minute. Ex. 80 words correct per minute (WCPM) with 97% accuracy</p> <p>Grade Level: BOY 1st- EOY 8th Grade</p>
ORF Resources	<p>DIBELS 8 Benchmark and PM Resources</p>
Progress Monitoring (PM) Tool and Recommended Frequency	<p>PM Tool: ORF Intensive Intervention: Once every 10 instructional sessions Supplemental Instruction: Once every 20 instructional days Differentiated core instruction: To be determined by grade level team</p>
Example PM Goal	<p>By Date (after specified time of instruction as noted in the intervention description), Student Name, will read XX words correctly in one minute with XX% accuracy.</p>

Next Step Activities

Environment	Activity/ Materials	Research/ Activity Credit
<p>Group Size: Any Time: 15 min Duration: 3-5x/week</p>	<p>Simultaneous Oral Reading Materials: Decodable Texts Inventory</p> <ul style="list-style-type: none"> ● Preview the text by discussing topics, illustrations, or titles. (1 min) ● Preview challenging vocabulary. (1 min) ● Explain that you will try to read a section of the text with <i>one</i> voice. Read the text aloud together, trying to read with one voice. Track the text with your finger, leading the student(s) along. (2-3 min) ● Repeat 2 or 3 times until the student(s) is/are ready to read the text independently. If desired, encourage the student(s) to practice reading the text silently as well. (5 min) ● Have the student read aloud to you. (2 min) ● Help the student record time and errors on a simple graph. (2 min) 	<p>Simultaneous oral reading was also called the “neurological impress technique” in older reading text books (Heckleman, 1969). The brain does respond to novel practice. This method supports students who lack fluency and confidence. Working one on one, the teacher or coach reads simultaneously with, or slightly ahead of, the student, modeling good phrasing and providing a sense of fluent reading as his or her voice “pulls” the student along.</p> <p>LETRS Vol 1 U4 S6 p.301</p>
<p>Group Size: Pairs Time: 15 min Duration: 3-5x/week</p>	<p>Partner Reading Materials: Decodable Texts Inventory</p> <ul style="list-style-type: none"> ● Teacher should model this process with a student first ● Use the PALS method to establish reading partners. Assign the roles of “Reader” and “Coach” Have the reader select a text. Sit side by side and hold the text together (2 min) ● Have the Reader (Partner 1) read a previously agreed-upon section of the text (e.g., a paragraph, a page, a chapter, or the whole book). As the Coach (Partner 2), follow along and watch for mistakes. When the Reader makes a mistake, either provide the word or ask the Reader to “Check that word” and try again. (5 min) ● When the text is finished, return to the beginning and, page by page or section by section, ask the Reader what happened or what each part was about. (2 min) ● Exchange roles with the student and model the process again, allowing the Reader to become the Coach. ● The second Reader picks up where the first Reader stops reading-and the roles are reversed. The coach will repeat the above steps. (7 min) ● Optional: To add summarizing or retelling to the activity, ask each pair to share what they read with another pair 	<p>Partner reading allows students to support one another as they enjoy reading in groups of two or three. It is often a student favorite in the literacy block. Peer-Assisted Learning Strategies (PALS) is a research supported, structured way of teaching students to work productively as reading partners (Mathes, Torgensen, Allen & Allor, 2001)</p> <p>LETRS Vol 1 U4 S6 p. 302</p>

Next Steps

WCPM Rates of Improvement		
Grade Level	BOY- MOY Average Growth per week	MOY - EOY Average Growth per week
1	.9	1.5
2	2.4	1.3
3	2.7	.8
4	0.85	1.1
5	1.6	1.3

Example: If a first grader reads 75 words at the beginning-of-year (BOY) benchmark, they would show average growth by increasing their WCPM by 1.8 (~2 words) every two weeks during progress monitoring. So, in week 2, they would read 77 words, in week 4 they would read 79 words, in week 6 they would read 81 words, and so on.

WCPM= Words correct per minute

Progress Monitoring in Forefront

Forefront marleigh@forefront.education

← G2 Middle of Year

Student	Tab	CLS	WRC	WRF	ORF-WC	ORF-Acc	Maze	OS
		351	100	130	203	100	52	565
Harun Ayala	Latest	88	29	25	67	100	10	390
Kamal Bryant	Latest	156	56	73	95	99	19	438
Nelson Cecilia	Latest	21	8	2	6	61	8	337
	Jan. 10th	21	8					
	Dec. 16th	16	3	2	6	61	8	335
Kerry Christensen	Latest	136	44	77	193	99	39	468
Carlos Crawford	Latest	69	26	42	70	97	14	388
Sebastien Fletcher	Latest	123	56	69	103	99	19	429
Ralph Floyd	Latest	108	41	34	45	94	5	392
Marcos French	Latest	144	45	79	86	100	28	431
Woodrow Hayes	Latest	157	53	72	91	98	15	436
Khadija Hooper	Latest	47	24	22	35	100	5	363
	Jan. 10th	47	24					
	Dec. 16th	39	16	22	35	100	5	359
Kyota Kim	Latest	66	19	30	64	96	9	382
Chaim Moreno	Latest	180	69	78	97	100	16	450
Sid Ochoa	Latest	52	24	17	34	92	4	363

Summary Assignments: Dec. 16th Jan. 10th +

Reginald Romero

WRC Nonsense Word Fluency (NWF) - Words Recorded Correctly (WRC)

Standards

Proficiency **Intensive Support; At risk**

Proficiency	Score Range
Intensive Support; At risk	0 - 14
Strategic Support; Some risk	15 - 19
Core support; Minimal risk	20 - 35
Core support; Negligible risk	36 - 100

Notes

History

Resources

Next Steps?

Interested in adopting Forefront for your district?

Find out more at forefront.education

Interested in enabling spreadsheets for progress monitoring?

Schedule a meeting with your Account Manager



Questions?

