

# DIBELS™

## Dynamic Indicators of Basic Early Literacy Skills™ 6<sup>th</sup> Edition

*Kindergarten Student Materials  
Progress Monitoring Initial Sound Fluency*

*Roland H. Good III • Ruth A. Kaminski  
Sylvia Smith  
University of Oregon*

### **Instructions**

These are reusable student stimulus materials. One booklet is needed for each person doing the testing.

# **Dibels 6th Edition Materials**

**Michelle K. Hosp, John L. Hosp, Kenneth  
W. Howell**



## Dibels 6th Edition Materials

**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.

**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.

**I've DIBEL'd, Now What?** Susan Long Hall, 2012

*Multifaceted Assessment for Early Childhood Education* Robert J. Wright, 2010 Multifaceted Assessment in Early Childhood is ideal for those on upper division undergraduate courses and first level graduate courses in early childhood education assessment The book covers the various measures used in a range of assessment dimensions and includes valuable information regarding young children with special needs and English Language Learners which has rarely been touched upon in other textbooks The chapters are focused on student accessibility and include practical applications of key concepts Features and benefits Covers a range of assessment concepts including Formative uses feedback from learning to adapt teaching Summative i e tests quizzes Authentic focuses on complex deeper tasks Standardized STAR SAT Includes coverage of assessment for English language learners and children with special needs topics that are not provided enough coverage in other books including Wortham McAfee Puckett and Mindes Wright s writing style grabs and engages the reader in the topic Two of our reviewers who use Wortham specifically cited Wright s writing style as a reason they would adopt our book A McAfee reviewer is likely to switch for the same reason

**The Effects of the Computer Component of the Headsprout Early Reading Program on the Acquisition of Reading Skills for Elementary Aged Students with Moderate to Intensive Intellectual Disabilities** Sarah Blaine, 2015 This study examined the effects of the computer assisted instruction Internet based program Headsprout Early Reading specifically the computer component on the acquisition of early reading skills in students with moderate to intensive intellectual disabilities Student performance was assessed using materials from the Dynamic Indicators of Basic Early Literacy Skills DIBELS 6th edition The participants were first and second graders diagnosed with a moderate to intensive intellectual disability A multiple baseline across participants was used to evaluate the effectiveness of the intervention Findings indicated that there were improvements in acquisition of some early reading skills based on the results of the Initial Sound Fluency assessment and Nonsense Word Fluency however a functional relation was not demonstrated for any of the DIBELS measures

**Basic Early Literacy Skills** Bob Algozzine, Robert Algozzine, Emme Barnes, 2012-08 Basic Early Literacy Skills provides all the resources necessary for educating readers from grades K 3

**The Science of Reading** Margaret J. Snowling, Charles Hulme, 2013-04-22 The Science of Reading A Handbook brings together state of the art reviews of reading research from leading names in the field to create a highly authoritative multidisciplinary overview of contemporary knowledge about reading and related skills Provides comprehensive coverage of the subject including theoretical approaches reading processes stage models of reading cross linguistic studies of reading reading difficulties the biology of reading and reading instruction Divided into seven sections Word Recognition Processes in Reading Learning to Read and Spell Reading Comprehension Reading in Different Languages Disorders of Reading and Spelling Biological Bases of Reading Teaching Reading Edited by well respected senior figures in the field

**DIBELS** Louisa Cook Moats, Roland H. Good, Ruth A. Kaminski, Silvia Smith, Sopris West Inc, 2003-01-01 This prevention oriented assessment for the growth and development of literacy skills will help you easily identify students in need of intervention and accurately evaluate the effectiveness of intervention strategies DIBELS is designed for ongoing use to measure foundational skills and progress in reading predict later reading success and performance on high stakes tests and provide an instructional goal that will prevent reading failure and promote reading success Publisher s web site

**Essentials of Dyslexia Assessment and Intervention** Nancy Mather, Barbara J. Wendling, 2011-11-01 Quickly acquire the knowledge and skills you need to effectively understand, assess, and treat individuals struggling with dyslexia. *Essentials of Dyslexia Assessment and Intervention* provides practical, step-by-step information on accurately identifying, assessing, and using evidence-based interventions with individuals with dyslexia. Addressing the components that need to be considered in the assessment of dyslexia, both cognitive and academic, this book includes descriptions of the various tests used in a comprehensive dyslexia assessment, along with detailed evidence-based interventions that professionals and parents can use to help individuals struggling with dyslexia. Like all the volumes in the *Essentials of Psychological Assessment* series, each concise chapter features numerous callout boxes highlighting key concepts, bulleted points, and extensive illustrative material, as well as test questions that help you gauge and reinforce your grasp of the information covered. Providing an in-depth look at dyslexia, this straightforward book presents information that will prepare school psychologists, neuropsychologists, educational diagnosticians, special education teachers, as well as general education teachers to recognize, assess, and provide effective treatment programs for dyslexia. The book is also a good resource for parents who are helping a child with dyslexia. A practical guide to understanding, assessing, and helping individuals who have dyslexia. Expert advice and tips throughout. Conveniently formatted for rapid reference. Other titles in the *Essentials of Psychological Assessment* series: *Essentials of Assessment Report Writing*, *Essentials of School Neuropsychological Assessment*, *Essentials of Evidence-Based Academic Interventions*, *Essentials of Response to Intervention*, *Essentials of Processing Assessment*, *Essentials of Conners Behavior Assessments*, *Essentials of Cross-Battery Assessment*, *Second Edition*, *Essentials of WISC-IV Assessment*, *Second Edition*.

*Mismanagement and Conflicts of Interest in the Reading First Program* United States. Congress. House. Committee on Education and Labor, 2007

**Assessment for Reading Instruction, Fourth Edition** Katherine A. Dougherty Stahl, Kevin Flanigan, Michael C. McKenna, 2019-12-09 This book provides a comprehensive conceptual framework and hands-on practical tools for reading assessment. The authors present a clear roadmap for evaluating K-8 students' strengths and weaknesses in each of the basic competencies that good readers need to master. Teachers learn how to select, administer, and interpret a wide range of formal and informal assessments and how to use the results to improve instruction. In a large size format for easy photocopying, the book includes 30 reproducible assessment tools.

The ABCs of CBM, Second Edition Michelle K. Hosp, John L. Hosp, Kenneth W. Howell, 2016-04-05 Machine-generated contents note: 1 What Is CBM and Why Should I Do It? 2 CBM for Assessment and Problem Solving 3 How to Conduct Early Reading CBM 4 How to Conduct Reading CBM 5 How to Conduct Spelling CBM 6 How to Conduct Writing CBM 7 How to Conduct Early Numeracy CBM 8 How to Conduct Math CBM 9 How to Conduct Content Area CBM 10 Charting and Graphing Data to Help Make Decisions 11 Planning to Use CBM and Keeping It Going Appendix A Norms for Early Reading CBM, OPR, CBM, and Maze CBM Appendix B Reproducible Quick Guides and Forms for Conducting CBM References Index

**Vocabulary Instruction for Struggling Students** Patricia F. Vadasy, J. Ron Nelson, 2012-02-16 Addressing a key skill in reading, writing, and speaking, this comprehensive book is grounded in cutting-edge research on vocabulary development. It presents evidence-based instructional approaches for at-risk students, including English language learners and those with learning difficulties. Coverage ranges from storybook reading interventions for preschoolers to direct instruction and independent word-learning strategies for older students. Guidance is provided on using word lists effectively and understanding how word features influence learning. The book also reviews available vocabulary assessment tools and describes how to implement them in a response-to-intervention framework.

**Response to Intervention** Rachel Brown-Chidsey, Mark W. Steege, 2011-06-15 This bestselling work provides practitioners with a complete guide to implementing response to intervention RTI in schools. The authors are leading experts who explain the main components of RTI: high quality instruction, frequent assessment, and data-based decision making, and show how to use it to foster positive academic and behavioral outcomes for all students. Implementation procedures are described in step-by-step detail. In a large size format to facilitate photocopying, the book includes reproducible planning and implementation worksheets. The companion website features an accompanying PowerPoint presentation for use in RTI training. New to this Edition: Includes extensive new research that reflects the increasing adoption of RTI nationwide; Expanded to include behavioral interventions; Chapter on effective instructional practices for general education; Chapter on implementation at the whole school and district levels; Chapter featuring multiple intervention case studies. See also *Assessment for Intervention*, Second Edition, which details a wide range of assessment procedures ideal for implementation in an RTI framework. This book is in *The Guilford Practical Intervention in the Schools Series*, edited by Sandra M. Chafouleas.

**What's Math Got to Do with It?** Jo Boaler, 2015-04-28 Highly accessible and enjoyable for readers who love and loathe math. Booklist: A critical read for teachers and parents who want to improve children's mathematics learning. *What's Math Got to Do with It?* is an inspiring resource. Publishers Weekly: Featuring all the important advice and suggestions in the original edition of *What's Math Got to Do with It?*, this revised edition is now updated with new research on the brain and mathematics that is revolutionizing scientists' understanding of learning and potential. As always, Jo Boaler presents research findings through practical ideas that can be used in classrooms and homes. The new *What's Math Got to Do with It?* prepares teachers and parents for the Common Core, shares Boaler's work on ways to teach mathematics for a growth mindset, and includes a range of advice to inspire teachers and parents to give their students the best mathematical experience possible.

*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.

Research-based Methods of Reading Instruction for English Language Learners, Grades K-4 Sylvia Linan-Thompson, Sharon Vaughn, 2007 This book is packed with dozens of field-tested lessons for helping English language learners develop proficient reading skills.

*The General Educator's Guide to Special Education* Jody L. Maanum, 2009-03-26 This is a great resource for general and special education teachers administrators and paraprofessionals looking for answers when working with students with special needs What a wonderful guide for supporting our day to day work Heidi Rinke Special Education Teacher Wheaton Area Schools MN The essential guide for teaching effectively in the inclusive classroom Through IDEA 2004 students who are eligible to receive services to meet their special needs are guaranteed certain rights and benefits in the general education classroom The third edition of this user friendly handbook offers easy to implement strategies recommendations and answers to questions that help general education classroom teachers provide the best support for all students In addition to an all new section that outlines the basics of the Response to Intervention RTI model this resource presents research based intervention ideas to sustain student progress and describes Instructional approaches for the 13 recognized disability categories under which students may be eligible to receive special education services An easy to follow step by step explanation of the special education process Ready to use classroom accommodation and modification options to ensure appropriate student access to the general education curriculum The transition process for students with special needs Accessible up to date and comprehensive The General Educator s Guide to Special Education provides much needed guidance to new and veteran teachers as they meet the diverse needs of their students

**Essentials of Assessing, Preventing, and Overcoming Reading Difficulties** David A. Kilpatrick, 2015-08-10 Practical effective evidence based reading interventions that change students lives Essentials of Understanding and Assessing Reading Difficulties is a practical accessible in depth guide to reading assessment and intervention It provides a detailed discussion of the nature and causes of reading difficulties which will help develop the knowledge and confidence needed to accurately assess why a student is struggling Readers will learn a framework for organizing testing results from current assessment batteries such as the WJ IV KTEA 3 and CTOPP 2 Case studies illustrate each of the concepts covered A thorough discussion is provided on the assessment of phonics skills phonological awareness word recognition reading fluency and reading comprehension Formatted for easy reading as well as quick reference the text includes bullet points icons callout boxes and other design elements to call attention to important information Although a substantial amount of research has shown that most reading difficulties can be prevented or corrected standard reading remediation efforts have proven largely ineffective School psychologists are routinely called upon to evaluate students with reading difficulties and to make recommendations to address such difficulties This book provides an overview of the best assessment and intervention techniques backed by the most current research findings Bridge the gap between research and practice Accurately assess the reasons why a student struggles in reading Improve reading skills using the most highly effective evidence based techniques Reading may well be the most important thing students are taught during their school careers It is a skill they will use every day of their lives one that will dictate in part later life success Struggling students need help now and Essentials of Understanding and Assessing Reading Difficulties shows how to get these students on track

*Interventions for Reading Problems, Second Edition* Edward J. Daly, Sabina Neugebauer, Sandra M. Chafouleas, 2015-01-20 This user friendly guide has been thoroughly revised to reflect significant changes in the way schools deliver reading instruction and intervention especially for students at risk for reading failure Step by step strategies target key areas of literacy development phonological awareness fluency and comprehension Particular emphasis is placed on scientifically based practices that do not require major curricular change and can be applied with students of varying ages and ability levels In a large size format with lay flat binding for ease of photocopying the book includes 17 reproducible assessment and instructional tools Purchasers also get access to a Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series edited by T Chris Riley Tillman New to This Edition Chapter on multi tiered intervention delivery plus additional discussion in other relevant chapters Chapter on interventions for English learners ELs Chapter on vocabulary instruction intervention and assessment Additional graphing and data analysis tools Coverage of new resources available through federal supports



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