

## ***DIBELS Next Progress Monitoring Guidance***

The purpose of progress monitoring is to provide ongoing feedback to the teacher about the effectiveness of instruction and to make timely decisions about changes to instruction so that students will meet grade level goals. In most cases, progress monitoring will focus on one measure only, which should represent the student’s instructional level of the skill area targeted for instruction. Sometimes it is appropriate to monitor a student using more than one DIBELS measure. See page 34 of the DIBELS Next Assessment Manual for further guidance.

		Fall	Winter	Notes
Kindergarten	FSF	All students scoring below 10 need to be monitored once a month until the goal is met.	RTIi Team considers if appropriate indicator for individual students.	Ideally, our most intensive students (i.e. K+) receiving Tier III interventions would be monitored once a week.  DORF is not assessed in Kindergarten.
	PSF	RTIi team considers if appropriate indicator for individual students.	All students scoring below 20 on winter DIBELS need to be monitored at least every two weeks until the goal is met 3 consecutive times.	
	NWF		All students scoring less than 17 need to be monitored every two weeks.	

		Fall	Winter	Notes
1 <sup>st</sup> Grade	PSF	All students not meeting 40 on PSF on fall DIBELS need to be monitored at least every two weeks until they score above 40 three consecutive times.		Ideally, our most intensive students receiving Tier III interventions would be monitored once a week.  Benchmark students <b>may</b> be progress monitored monthly to ensure the student is on track to meet end of year goal. The data will not be entered into the DIBELS database.
	NWF	All students not meeting 27 on NWF-CLS <b>and</b> 1 on NWF-WWR need to be monitored every two weeks until the goal is met three consecutive times.	All students not meeting 43 on NWF-CLS <b>and</b> 8 on NWF-WWR need to be monitored every two weeks until the goal is met three consecutive times.	
	DORF	Students that are firm in PSF and NWF are candidates for ORF monitoring beginning in November. The measure is not benchmark tested until January. After January benchmark testing, all students scoring below 23 wcpm and 78% accuracy need to be monitored at least every two weeks.		When progress monitoring for DORF, you will also assess retell. The spring target for retell is 15.

		Fall	Winter	Notes
2 <sup>nd</sup> Grade	PSF	RTIi Team considers if appropriate indicator for individual students. It may be an appropriate skill to monitor if the student is not proficient and receiving intervention targeting phonemic awareness.		Ideally, our most intensive students receiving Tier III interventions would be monitored once a week.
	NWF	All students not meeting 54 NWF-CLS <b>and</b> 13 NWF-WWR on fall DIBELS need to be monitored at least every two weeks until goal is met three consecutive times. The RTIi team will consider progress monitoring needs of students meeting in one area of NWF but not the other.		Benchmark students <b>may</b> be progress monitored monthly to ensure the student is on track to meet end of year goal. The data will not be entered into the DIBELS database.
	DORF	All students scoring below 52 wcpm <b>and/or</b> 90% accuracy need to be monitored at least every two weeks.	All students scoring below 72 wcpm <b>and/or</b> 96% accuracy need to be monitored at least every two weeks.	When progress monitoring for DORF, you will also assess retell. The spring target for retell is 27 with a retell quality of 2.

		Fall	Winter	Notes
3 <sup>rd</sup> Grade	PSF	RTIi Team considers if appropriate indicator for individual students. It may be an appropriate skill to monitor if the student is not proficient and receiving intervention targeting phonemic awareness.		Ideally, our most intensive students receiving Tier III interventions would be monitored once a week.
	NWF	RTIi Team considers if appropriate indicator for individual students. It may be an appropriate skill to monitor if the student is not proficient and receiving intervention targeting decoding strategies.		Benchmark students <b>may</b> be progress monitored monthly to ensure the student is on track to meet end of year goal. The data will not be entered into the DIBELS database.
	DORF	All students scoring below 70 wcpm <b>and/or</b> 95% accuracy need to be monitored at least every two weeks.	All students scoring below 86 wcpm <b>and/or</b> 96% accuracy need to be monitored at least every two weeks.	When progress monitoring for DORF, you will also assess retell. The spring target for retell is 30 with a retell quality of 3.

		Fall	Winter	Notes
4 <sup>th</sup> Grade	PSF	RTIi Team considers if appropriate indicator for individual students. It may be an appropriate skill to monitor if the student is not proficient and receiving intervention targeting phonemic awareness.		Ideally, our most intensive students receiving Tier III interventions would be monitored once a week.
	NWF	RTIi Team considers if appropriate indicator for individual students. It may be an appropriate skill to monitor if the student is not proficient and receiving intervention targeting decoding strategies.		Benchmark students <b>may</b> be progress monitored monthly to ensure the student is on track to meet end of year

	DORF	All students scoring below 90 wcpm <b>and/or</b> 96% accuracy need to be monitored at least every two weeks.	All students scoring below 103 wcpm <b>and/or</b> 97% accuracy need to be monitored at least every two weeks.	goal. The data will not be entered into the DIBELS database.  When progress monitoring for DORF, you will also assess retell. The spring target for retell is 33 with a retell quality of 3.
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5 <sup>th</sup> Grade	PSF	RTIi Team considers if appropriate indicator for individual students. It may be an appropriate skill to monitor if the student is not proficient and receiving intervention targeting phonemic awareness.		Ideally, our most intensive students receiving Tier III interventions would be monitored once a week.
	NWF	RTIi Team considers if appropriate indicator for individual students. It may be an appropriate skill to monitor if the student is not proficient and receiving intervention targeting decoding strategies.		Benchmark students <b>may</b> be progress monitored monthly to ensure the student is on track to meet end of year goal. The data will not be entered into the DIBELS database.
	DORF	All students scoring below 111 wcpm <b>and/or</b> 98% accuracy need to be monitored at least every two weeks.	All students scoring below 120 wcpm <b>and/or</b> 98% accuracy need to be monitored at least every two weeks.	When progress monitoring for DORF, you will also assess retell. The spring target for retell is 36 with a retell quality of 3.

For the DAZE at grades 3<sup>rd</sup> – 5<sup>th</sup> grade, progress monitoring may be appropriate for students who are solid with fluency but not in comprehension.

**Recommendation from Dynamic Measurement Group is as follows:** For students performing at grade level, there isn't a lot of growth over time on Daze (see the benchmark goals, for example). However, the measure is still highly correlated with comprehension. There may be situations where the student is low, but in an intervention designed to get them to an adequate level of performance for his/her grade level, and in some of those situations, you may see enough growth where monitoring Daze biweekly or even weekly may be useful. You'll need to use your professional judgment, though, and if that frequency of progress monitoring is not providing useful information for the student, then you may try monitoring with Daze monthly or using DORF. For students who need out-of-grade level monitoring, focus on DORF (both words correct and accuracy).

**OUT OF GRADE LEVEL MONITORING:** If a student is not showing growth using grade level DORF measures and is receiving Tier III intervention instruction targeting a lower reading level, the RTIi team shall consider if progress monitoring them at their instructional level may be more appropriate. Procedures detailed in the DIBELS Next manual shall be used to determine appropriate level for DORF monitoring. An Example: 4<sup>th</sup> grader is receiving Tier III intervention using Corrective Reading. Student is showing no growth on 4<sup>th</sup> grade DORF passages. Team determines student needs to be progress monitored at a lower level. Following DIBELS Next procedures, student is placed in 2<sup>nd</sup> grade DORF passages. Student is progress monitored every week using 2<sup>nd</sup> grade DORF materials. RTIi team may determine appropriate to give 4<sup>th</sup> grade level DORF passage once a month.