

Interpreting DIBELS AD Results for Diverse Learners

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DIBELS® AD testing is appropriate to administer and interpret for any student for whom DIBELS Next® testing is appropriate. A student should not be excluded from DIBELS AD testing unless DIBELS testing is inappropriate for that student.

Foundational Considerations

DIBELS testing is appropriate for most students for whom an instructional goal is to learn to read in English. DIBELS testing is not appropriate for the following students:

- students who are learning to read primarily in a language other than English
- students who are deaf
- students who have fluency-based speech disabilities such as stuttering (if it occurs during the DIBELS testing) or oral apraxia
- students with severe disabilities for whom learning to read connected text is not an IEP goal

If DIBELS testing is not appropriate for a student, then DIBELS AD testing is also not appropriate.

In addition, if DIBELS is administered in braille, or with an *unapproved accommodation* (such as a student whose IEP requires that assessments be given untimed), those scores can only be used to measure individual growth over time, and should not be interpreted as DIBELS or DIBELS AD scores or entered into a DIBELS data reporting service. For more information on approved and unapproved accommodations, see Chapter 2 of the DIBELS Next Assessment Manual.

If a student has the response capabilities to be included in DIBELS assessments using standardized procedures (i.e., no unapproved accommodations were used), and it is a goal for the student to learn to read in English, then that student should be included in the DIBELS AD testing.

DIBELS AD results are calculated based on Pathways of Progress analysis. Pathways of Progress examines all students with the same beginning-of-year DIBELS Composite Score, and compares their progress over the course of the year. Thus, students are only compared to other students who had the same initial composite score. As such, DIBELS AD results are appropriate for diverse learners, and should not unfairly disadvantage a teacher of students with low skills.

Logistical and Procedural Considerations

1. DIBELS AD reporting is available through various DIBELS data reporting services. For the 2013-2014 school year, DIBELS AD reports are available through DIBELSnet and mCLASS.
2. When viewing AD results for classes or groups of students, be sure to use the results from the teacher who has primary responsibility for those students' reading instruction. Which classes or groups to look at will depend on how your school has organized the students within the data reporting service. For example, if students are enrolled in their homeroom classes in your data reporting service, but then grouped for instruction in a walk-to-read model, you should view your DIBELS AD results for those groups rather than the homeroom classes.
3. To be included in DIBELS AD results, a student must have a DIBELS Composite Score from the beginning-of-year DIBELS Next benchmark assessment and from the end-of-year DIBELS AD benchmark assessment.
4. DIBELS AD reporting for a teacher requires at least five students from a single grade in order to generate results. DIBELS AD results are reported for each grade separately, so teachers with split-grade classes will receive multiple results.

Diverse Learners Case Scenarios

Scenario Description	Are Pathways of Progress Appropriate?	Is <i>DIBELS AD</i> Appropriate?	Who Should Be Listed as the Teacher of Record on <i>DIBELS AD</i> Reports?
<p>A student who...</p> <ul style="list-style-type: none"> • is in special education • has an IEP goal in reading or reading is an instructional target • receives reading instruction from the regular classroom teacher 	Yes	Yes	Regular classroom teacher
<p>A student who...</p> <ul style="list-style-type: none"> • is in special education • has an IEP goal in reading or reading is an instructional target • receives reading instruction from someone other than the regular teacher (i.e., special education teacher or interventionist) 	Yes	Yes	The person providing reading instruction (i.e., special education teacher or reading intervention group teacher)
<p>A student who...</p> <ul style="list-style-type: none"> • has low initial reading skills but is not in special education • has reading as an instructional target • receives reading instruction from the regular classroom teacher 	Yes	Yes	Regular classroom teacher
<p>A student who...</p> <ul style="list-style-type: none"> • has low initial reading skills but is not in special education • has reading as an instructional target • receives reading instruction from someone other than the regular teacher (i.e., special education teacher or interventionist) 	Yes	Yes	The person providing reading instruction (i.e., special education teacher or reading intervention group teacher)
<p>A student who...</p> <ul style="list-style-type: none"> • is in special education • has an IEP goal for functional reading skills (i.e., high-frequency words, signs, etc.), but not reading in connected text. 	No	No	n/a
<p>A student who...</p> <ul style="list-style-type: none"> • is in special education • has an IEP, but reading is not a goal or instructional target 	No	No	n/a