

DIBELS Next[®] Alignment with the Common Core State Standards for English Language Arts

White Paper

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DIBELS Next® Alignment with the Common Core State Standards for English Language Arts

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The need for screening and progress monitoring measures of early literacy skills is greater than ever in the new era of heightened educational standards, exemplified by the Common Core State Standards (CCSS). A strong foundation in reading fluency, accuracy, and comprehension is essential in the preparation of young students who will one day encounter the rigors of subject-area academic learning. *DIBELS Next*¹ supports educators to make meaningful, timely decisions regarding instructional support for students at all stages of reading development at the elementary level, increasing the likelihood of reading success. The skills assessed by *DIBELS Next* strongly align with the standards established by the CCSS for English Language Arts (ELA). The purpose of this document is to illustrate the level of alignment and discuss how *DIBELS Next* can be used as one indicator of successful student progress toward mastery of the CCSS for ELA.

Common Core State Standards Initiative

The Common Core State Standards Initiative was led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) and built on the foundational work that individual states have conducted as they developed their own set of educational achievement standards. The CCSS were developed to ensure that all students, regardless of their location, are prepared for the demands of college and work in a competitive twenty-first century society. The CCSS make explicit what skills and knowledge students need, enabling teachers to know what to teach and students and parents to know what is expected over time.

The CCSS are based on existing research documenting essential skills and effective reading instruction for college and career readiness; they start in the early grades, which allows for the timely mastery of critical foundational skills. To date, 45 states, four territories, and the Department of Defense Education Activity have adopted the CCSS for both English Language Arts and Mathematics, indicating strong potential impact on the education of children across the country.

Within the CCSS for ELA, skills categories are divided into strands. The strands that align with *DIBELS Next* are Reading Standards: Foundational Skills, Reading Standards for Literature, Reading Standards for Informational Text, and Language Standards. Figure 1 illustrates how these terms appear in the CCSS for ELA document. These terms will be used throughout this document to refer to the components of the CCSS for ELA.

Figure 1. Illustration of Terms for the CCSS for ELA

Reading Standards: Foundational Skills (K–5)

Strand

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 students:
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Substrand

Standard

Note: Image taken directly from the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (2010).

For further information on the Common Core State Standards for English Language Arts, visit www.corestandards.org/ELA-Literacy.

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DIBELS Next® as an Indicator of CCSS for ELA Mastery

DIBELS Next was developed based on measurement principles from Curriculum-Based Measurement (e.g., Deno & Mirkin, 1977; Deno, 1985; Deno & Fuchs, 1987), and General Outcome Measurement (GOM, Fuchs & Deno, 1991). The *DIBELS Next* measures were designed to be economical and efficient indicators of a student's progress toward overall reading proficiency, including comprehension, and to be used for both benchmark assessment and progress monitoring. With GOMs, student performance on a common task is sampled over time to assess growth and development toward meaningful long-term goals. GOMs measure key skills that are representative of important outcomes such as reading competence.

The key skills assessed by *DIBELS Next* are those identified by a body of research as being predictive of achieving important and meaningful reading outcomes (e.g., Adams, 1990; Kaminski & Good, 1996; NRP, 2000; Snow, Burns, & Griffin, 1998). *DIBELS Next* measures provide valuable information about student performance with respect to the five core components of reading: phonemic awareness, the alphabetic principle, reading fluency, vocabulary, and comprehension. The *DIBELS Next* measures and their correspondence to the core components of reading are presented in Table 1.

Table 1. Alignment of *DIBELS Next* Measures with Core Components of Reading

Core Component of Reading	<i>DIBELS</i> Indicators
Phonemic Awareness	First Sound Fluency (FSF) Phoneme Segmentation Fluency (PSF)
Alphabetic Principle and Basic Phonics	Nonsense Word Fluency (NWF) <ul style="list-style-type: none">• Correct Letter Sounds (CLS)• Whole Words Read (WWR)
Advanced Phonics and Word Attack Skills	<i>DIBELS</i> Oral Reading Fluency (DORF) <ul style="list-style-type: none">• Accuracy
Accurate and Fluency Reading of Connected Text	<i>DIBELS</i> Oral Reading Fluency (DORF) <ul style="list-style-type: none">• Correct Words per Minute• Accuracy
Reading Comprehension	<i>DIBELS</i> Maze (Daze) <i>DIBELS</i> Oral Reading Fluency (DORF) <ul style="list-style-type: none">• Correct Words per Minute• Retell Total/Quality of Response
Vocabulary and Language Skills	Word Use Fluency–Revised (WUF–R) Available as an experimental measure from http://dibels.org/

As GOMs, the *DIBELS Next* measures were designed to be economical and efficient indicators of critical early literacy skills. It is important to note that *DIBELS Next* measures are designed to provide teachers with immediate feedback on student learning so they can provide adequate support for each student to successfully meet grade-level reading expectations. As universal screening tools, *DIBELS Next* measures are indicators of broader skill areas signaling adequate progress in mastering the CCSS for ELA. *DIBELS Next* is not designed to be a comprehensive assessment of all skills that appear on the CCSS for ELA. For example, Nonsense Word Fluency (NWF) specifically measures a student's knowledge of letter-sound correspondences and ability to apply that knowledge to decode simple v-c and c-v-c non-words; however, serves more broadly as an indicator of a student's basic phonics skills and understanding of the alphabetic principle (e.g. CCSS.ELA-Literacy.RFK.3a, 3b, 3c, 3d). PSF specifically measures a student's ability to segment 3- to 5-phoneme words; however serves as a broad indicator of a student's phonological awareness skills (e.g., CCSS.ELA-Literacy.RFK.K. 2b, 2c, 2d, 2e).

Because *DIBELS* measures are based on the research-based core components of reading, the validity and predictive power of *DIBELS Next* generally applies to all high-quality, research-based reading standards and evaluations, including the CCSS for ELA.

For more information about the *DIBELS Next* measures, see the *DIBELS Next* Assessment Manual, available for free download at <https://dibels.org/next/>.

Appropriate Use of DIBELS Next® as an Indicator of the Common Core State Standards for English Language Arts

The *DIBELS* measures were designed for formative assessment, or assessment that is designed to provide information to help educators match the amount and type of instructional support with the needs of individual students in order to enable all students to become successful readers. Unlike high-stakes testing, which is used for decisions that have substantial consequences for students, such as retention or placement in special education, formative assessment is considered low-stakes testing because the results are used for making modifications to instruction to enhance student learning (Kaminski & Cummings, 2007). With respect to the CCSS for ELA, *DIBELS Next* can be used to indicate the likelihood of successful mastery of the ELA standards. Table 2 illustrates the appropriate and inappropriate uses of *DIBELS Next* for this purpose.

Table 2. Uses of *DIBELS Next* as an Indicator of CCSS for ELA Mastery

	Appropriate Uses	Inappropriate Uses
Student Level	<ul style="list-style-type: none"> Identify students who may be at risk for not mastering the CCSS for ELA Identify areas of the CCSS for ELA to target instructional support Monitor students identified as needing instructional support while they receive targeted intervention on one or more areas of the CCSS for ELA 	<ul style="list-style-type: none"> Label, track, or grade student's CCSS for ELA skill level based on <i>DIBELS</i> scores Make decisions regarding retention or promotion
Systems Level	<ul style="list-style-type: none"> Use as one component in a comprehensive system of evaluation used to examine the effectiveness of a school's instructional support system and its ability to foster mastery of the CCSS for ELA for most students 	<ul style="list-style-type: none"> Evaluate a teacher's ability to teach the CCSS for ELA Make decisions about rewards for improved CCSS for ELA performance or sanctions for low performance

DIBELS Next measures were never intended to be used as the sole measure of a child's proficiency in relation to important standards such as the CCSS for ELA. Rather, *DIBELS Next* was designed to be used within a system of literacy support that is linked to a model of formative evaluation and data-based decision making. This model, called the Outcomes-Driven Model, is shown in Figure 2. As the name suggests, the goal of the Outcomes-Driven Model is to maximize literacy outcomes for all students through the meaningful use of data to guide prevention and early intervention efforts.

Figure 2. The Outcomes-Driven Model



Within the Outcomes-Driven Model, *DIBELS Next* can be used to identify students that may need additional instructional support to master standards listed on the CCSS for ELA, to plan support and monitor students' progress toward mastery of the corresponding standards, and to evaluate the effectiveness of support at an individual student and system-wide level. More specifically, *DIBELS Next* is used to screen all students three times per year to determine which students may be in need of additional instructional or intervention support. This need is then validated through examination of other data sources as well as the *DIBELS Next* data; alternate forms of the *DIBELS Next* measures may be used to ensure an accurate score is available. For students who are in need of additional supports, *DIBELS Next* benchmark goals are used to aid in setting instructional goals for students. The measures provide broad indications of the early literacy skills to target and allow for grouping students with similar skill needs. Specific skills to target should be determined through additional diagnostic assessment, such as *DIBELS Deep*. The effectiveness of interventions provided is evaluated through progress monitoring with *DIBELS Next* according to specific decision rules. Overall outcomes are then re-evaluated with subsequent *DIBELS Next* benchmark or screening data.

At a systems level, *DIBELS Next* data are used to evaluate the overall health of a school's system of support for literacy. As with evaluation of individual children, this is a formative assessment process where percentages of children meeting benchmark goals on each measure at each grade level and the proportions of children who make adequate progress toward benchmark goals are analyzed. This type of analysis is conducted for all children and for children receiving interventions to determine the overall effectiveness of core as well as intervention supports (Kaminski, Cummings, Powell-Smith, & Good, 2008).

Methodology for Establishing Alignment Between *DIBELS Next*® and the CCSS for ELA

Methodologies often employed to demonstrate alignment between assessments and standards such as the Webb Model or Sequential Development are not appropriate for demonstrating the correspondence between *DIBELS Next* and the CCSS for ELA. These methodologies are premised on ratings of individual items with regards to the range and breadth of content and complexity presented on the assessment; collections of equivalent items or tasks are presented as measures within

DIBELS Next and do not function as separable stem-and-response format items typical of summative or large-scale assessments. Alignment methodologies that compare overall content of assessments to items on a corresponding set of standards do exist and are appropriate for aligning *DIBELS Next* with the CCSS for ELA. Thus, we chose a rigorous model of alignment, referred to as the Achieve Model (Resnick, Rothman, Slattery, & Vranek, 2004; Rothman, Slattery, & Vranek, 2002), for the purpose of determining the alignment presented in this document.

The Achieve Model has five criteria: content centrality, performance centrality, challenge, balance, and range. These criteria are defined as follows:

- Content centrality refers to the degree of match between the assessment content and the standards and may be evaluated to the extent to which the assessed content is evident from simply reading the items. The match may be indicated in terms of consistency with the standards, indicating complete alignment of an item to a standard (“clearly consistent”) or partial alignment of an item to a standard (“somewhat consistent”).
- Performance centrality compares the cognitive demands of the assessment items to the type of performance described by the Standards. This criterion may also be indicated in terms of consistency with the Standards.
- Challenge examines the extent to which the collection of items on an assessment sufficiently represent the proficiency required by the Standards and whether the difficulty of items is due to unrelated performance issues or the demands of the Standards.
- Balance and range refer to quantitative and qualitative evaluation of the depth (or emphasis) and breadth of topics present on the assessment versus the Standards.

Not all criteria of the Achieve Model are appropriate for examining the relationship between *DIBELS Next* and CCSS for ELA. Performance centrality and challenge refer to the concurrence between the degree of difficulty or source cognitive demands required by the Standards and that of the test items. *DIBELS Next* focuses on basic literacy skills related to word reading and fluency, and each measure was carefully constructed to match expectations of students’ reading development. The construction of the measures is premised on performance centrality and appropriate challenge, therefore, these criteria are not considered in the alignment activity. Balance and range presuppose a degree of variability in test content at the item-level that does not exist within a single *DIBELS Next* benchmark test form: students are administered three to five grade-level appropriate measures during each administration period, and most measures focus specifically on a single early literacy skill. Balance and range are therefore not analyzed in this study. Of the five alignment criteria, content centrality is most appropriate when examining the alignment of *DIBELS Next* with the CCSS for ELA because each measure can be considered as an item that demonstrates degree of alignment to the content of the Standards.

The majority of *DIBELS Next* measures demonstrate clearly consistent alignment with CCSS for ELA, meaning that the content of the *DIBELS Next* measures directly corresponds to specific standards within each of the substrands. Where the *DIBELS Next* measure is aligned to the content of the substrand but not specific standard(s), or requires only some elements of a substrand, the content centrality of that measure is referred to as somewhat consistent. Examples of clearly consistent and somewhat consistent content centrality for first grade are illustrated in Table 3. A small number of substrands of the CCSS for ELA are not assessed by *DIBELS Next* measures, and alignment, therefore, is not applicable. Explanations for these substrands are provided in the table.

Table 3. Examples of Clearly Consistent and Somewhat Consistent Alignment between *DIBELS Next* and CCSS for ELA

Grade Level	Strand	Substrand	Standard	<i>DIBELS</i> Measure	Content Centrality	Explanation
1	Reading: Foundational Skills	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.	NWF	Clearly Consistent	NWF assesses students' skills in decoding one-syllable nonsense words by associating the most common sound with each letter and blending those sounds to decode whole words. (q.v. CCSS.ELA-Literacy.RF.1.3b).
1	Reading: Foundational Skills	Print Concepts	Demonstrate understanding of the organization and basic features of print.	DORF	Somewhat Consistent	Students must recognize the organization and features of print in order to read fluently for meaning during DORF. However, skills in distinguishing features of a sentence is not directly assessed. (q.v. CCSS.ELA-Literacy.RF.1.1a)

Note: NWF=Nonsense Word Fluency, DORF=*DIBELS* Oral Reading Fluency

Full alignment of *DIBELS Next* and the CCSS for ELA according to the content centrality criterion is shown in Table 4 on a grade-by-grade basis per measure. This table describes the consistency of the alignment of *DIBELS Next* measures to the CCSS for ELA.

Table 4. Alignment of *DIBELS Next* Measures with the Common Core State Standards for English Language Arts

Grade Level	Strand	Substrand	Measure	Content Centrality	Note
Kindergarten	Reading Foundational Skills	Print Concepts	LNF	Clearly Consistent	Student is asked to name upper- and lower-case letters, tracking from the left to right and the top to bottom of the page.
			NWF	Somewhat Consistent	Student is asked to read nonsense words by associating the most common sound with each letter, follow words from left to right and top to bottom on the page. Student is asked to blend letter sounds to decode whole words whenever possible, demonstrating that words are separated by spaces in print.
		Phonological Awareness	FSF	Clearly Consistent	Student is asked to isolate onsets in spoken words.
			PSF	Clearly Consistent	Student is asked to segment orally presented, single-syllable words into individual phonemes.
		Phonics and Word Recognition	NWF	Clearly Consistent	Student is asked to read VC and CVC nonsense words or identify any letter-sound correspondences known.
		Fluency	NA: Reading fluency is not assessed by <i>DIBELS</i> in Kindergarten.		
	Note: Reading Standards for Literature and Informational Text are not assessed by <i>DIBELS Next</i> in Kindergarten.				
Language	Conventions of Standard English	WUF-R	Clearly Consistent	Student is asked to use frequently occurring nouns and verbs to construct oral utterances.	
	Vocabulary Acquisition and Use	WUF-R	Clearly Consistent	Student responds during WUF-R by using words and phrases acquired through conversations, reading, and responding to texts.	

Note: FSF=First Sound Fluency, PSF=Phoneme Segmentation Fluency, NWF=Nonsense Word Fluency, DORF=*DIBELS* Oral Reading Fluency, Daze=*DIBELS* Maze, WUF-R=Word Use Fluency-Revised. Language used in the notes column directly reflect the stated standards in the Common Core State Standards for English Language Arts.

Table 4. Alignment of *DIBELS Next* Measures with the Common Core State Standards for English Language Arts, *continued*

Grade Level	Strand	Substrand	Measure	Content Centrality	Note
First Grade	Reading Foundational Skills	Print Concepts	DORF	Clearly Consistent	Student is asked to isolate onsets in spoken words.
		Phonological Awareness	PSF	Clearly Consistent	Student is asked to segment orally presented, single-syllable words into individual phonemes.
		Phonics and Word Recognition	NWF	Clearly Consistent	Student is asked to decode one-syllable nonsense words.
			DORF	Clearly Consistent	Student is asked to orally read grade-level passages including words with common consonant digraphs, long vowel sounds, two or more syllables, and inflectional endings. Passages feature regularly spelled one-syllable words and grade-appropriate irregularly spelled words.
		Fluency	DORF	Clearly Consistent	Student is asked to read grade-level text orally with accuracy and at a fluent rate.
			DORF Retell	Clearly Consistent	Comprehension of passage reading is checked by having the student retell the passage to the assessor.
	Literature	Key Ideas and Details	DORF Retell	Clearly Consistent	Student is asked to retell stories, including key details.
		Craft and Structure	NA: Tasks such as distinguishing narrative and expository text or identifying the voice of characters in text are not assessed by <i>DIBELS</i> .		
		Integration and Knowledge of Ideas	DORF Retell	Somewhat Consistent	Student uses details from text to describe its characters, setting, or events. Illustrations are not used in <i>DIBELS</i> passages.
		Range of Reading and Level of Text Complexity	DORF	Clearly Consistent	Student is asked to read grade-level prose passages. See page 23 for information regarding DORF passages' text complexity.
	Informational Text	Key Ideas and Details	DORF Retell	Clearly Consistent	Student is asked to retell stories, including key details.
		Craft and Structure	NA: Tasks such as asking students to use text features to locate information are not assessed by <i>DIBELS</i> .		
		Integration and Knowledge of Ideas	DORF Retell	Somewhat Consistent	Student uses details from text to describe its characters, setting, or events. Illustrations are not used in <i>DIBELS</i> passages.
		Range of Reading and Level of Text Complexity	DORF	Clearly Consistent	Student is asked to read grade-level informational passages. See page 23 for information regarding DORF passages' text complexity.
	Language	Conventions of Standard English	WUF-R	Clearly Consistent	Student is asked to demonstrate a command of standard English grammar by providing utterances that may include singular and plural nouns with matching verbs, pronouns, different verb tenses, adjectives, conjunctions, determiners, and prepositions.
		Vocabulary Acquisition and Use	WUF-R	Clearly Consistent	Student responds during WUF-R by using words and phrases acquired through conversations, reading, and responding to texts.

Note: FSF=First Sound Fluency, PSF=Phoneme Segmentation Fluency, NWF=Nonsense Word Fluency, DORF=*DIBELS* Oral Reading Fluency, Daze=*DIBELS* Maze, WUF-R=Word Use Fluency-Revised. Language used in the notes column directly reflect the stated standards in the Common Core State Standards for English Language Arts.

Table 4. Alignment of *DIBELS Next* Measures with the Common Core State Standards for English Language Arts, *continued*

Grade Level	Strand	Substrand	Measure	Content Centrality	Note
Second Grade	Reading Foundational Skills	Phonics and Word Recognition	NWF	Somewhat Consistent	Student must apply grade-level phonics skills to decode nonsense words.
			DORF	Clearly Consistent	Student is asked to orally read grade-level passages including words with common vowel teams, two-syllable words with long vowels, common prefixes and suffixes, inconsistent but common spelling correspondences, and grade-appropriate irregularly spelled words.
		Fluency	DORF	Clearly Consistent	Student is asked to read grade-level text orally with accuracy and at a fluent rate.
			DORF Retell	Clearly Consistent	Comprehension of passage reading is checked by having the student retell the passage to the assessor.
	Literature	Key Ideas and Details	DORF Retell	Somewhat Consistent	Student is asked to recount passages, demonstrating an understanding of key details in a text.
		Craft and Structure	NA: Tasks such as asking students to describe phrasing, explain overall structure of a story, and acknowledge differing view points in text are not assessed by <i>DIBELS</i> .		
		Integration and Knowledge of Ideas	DORF Retell	Somewhat Consistent	Student uses information gained from text to demonstrate understanding. Illustrations are not used in <i>DIBELS</i> passages.
		Range of Reading and Level of Text Complexity	DORF	Clearly Consistent	Student is asked to read grade-level prose passages. See page 23 for information regarding DORF passages' text complexity.
	Informational Text	Key Ideas and Details	DORF Retell	Somewhat Consistent	Student is asked to recount passages, demonstrating an understanding of key details in a text.
		Craft and Structure	NA: Tasks such as asking students to use text features to locate information and to identify the intent of the author of a passage are not assessed by <i>DIBELS</i> .		
		Integration and Knowledge of Ideas	NA: Tasks such as asking students to use reason to support the text, and to compare and contrast important points of two related texts are not assessed by <i>DIBELS</i> .		
		Range of Reading and Level of Text Complexity	DORF	Clearly Consistent	Student is asked to read grade-level expository passages. See page 23 for information regarding DORF passages' text complexity.
	Language	Conventions of Standard English	WUF-R	Clearly Consistent	Student is asked to demonstrate a command of standard English grammar by providing utterances that may include singular and plural nouns with matching verbs, pronouns, different verb tenses, adjectives, conjunctions, determiners, and prepositions.
		Knowledge of Language	WUF-R	Somewhat Consistent	Student must use knowledge of language and its conventions while speaking during WUF-R.
			DORF	Somewhat Consistent	Student is asked to demonstrate knowledge of language and its conventions when reading.
	Vocabulary Acquisition and Use	WUF-R	Somewhat Consistent	Student may determine or clarify the meaning of an unknown word during WUF-R using contextual clues such as root words and prefixes.	

Note: FSF=First Sound Fluency, PSF=Phoneme Segmentation Fluency, NWF=Nonsense Word Fluency, DORF=*DIBELS* Oral Reading Fluency, Daze=*DIBELS* Maze, WUF-R=Word Use Fluency-Revised. Language used in the notes column directly reflect the stated standards in the Common Core State Standards for English Language Arts.

Table 4. Alignment of *DIBELS Next* Measures with the Common Core State Standards for English Language Arts, *continued*

Grade Level	Strand	Substrand	Measure	Content Centrality	Note
Third Grade	Reading Foundational Skills	Phonics and Word Recognition	DORF	Clearly Consistent	Student is asked to orally read grade-level passages that may include words with common prefixes and derivational suffixes, Latin suffixes, multisyllabic words, and grade-appropriate irregularly spelled words.
			Daze	Clearly Consistent	Student is asked to silently read grade-level passages that may include words with common prefixes and derivational suffixes, Latin suffixes, multisyllabic words, and grade-appropriate irregularly spelled words.
		Fluency	DORF	Clearly Consistent	Student is asked to read grade-level text orally with accuracy and at a fluent rate.
			DORF Retell	Clearly Consistent	Comprehension of passage reading is checked by having the student retell the passage to the assessor.
			Daze	Clearly Consistent	Student is asked to read grade-level text silently and at an adequate rate, demonstrating comprehension by selecting the most appropriate option where words are missing in the passage.
		Literature	Key Ideas and Details	DORF Retell	Somewhat Consistent
	Craft and Structure		DORF Retell	Somewhat Consistent	Student refers to part of stories when speaking about a text. Drama and poems are not assessed.
	Integration and Knowledge of Ideas		<i>NA</i> : Illustrations are not used in <i>DIBELS</i> and students are not asked to compare and contrast themes in related stories.		
	Range of Reading and Level of Text Complexity		DORF	Clearly Consistent	Student is asked to read grade-level prose passages. See page 23 for information regarding DORF passages' text complexity.
		DORF Retell	Clearly Consistent	Comprehension of DORF passages is checked by having the student retell the passage to the assessor.	
Daze		Clearly Consistent	Student is asked to read grade-level text silently, demonstrating comprehension by selecting the most appropriate option where words are missing in the passage.		

Note: FSF=First Sound Fluency, PSF=Phoneme Segmentation Fluency, NWF=Nonsense Word Fluency, DORF=*DIBELS* Oral Reading Fluency, Daze=*DIBELS* Maze, WUF–R=Word Use Fluency–Revised. Language used in the notes column directly reflect the stated standards in the Common Core State Standards for English Language Arts.

Table 4. Alignment of *DIBELS Next* Measures with the Common Core State Standards for English Language Arts, *continued*

Grade Level	Strand	Substrand	Measure	Content Centrality	Note
Third Grade	Informational Text	Key Ideas and Details	DORF Retell	Somewhat Consistent	Student is asked to recount passages, demonstrating an understanding of key details in a text.
		Craft and Structure	NA: Tasks such as using text features and search tools and asking students to distinguish their point of view from the author's are not assessed by <i>DIBELS</i> .		
		Integration of Knowledge and Ideas	NA: Tasks such as asking students to compare and contrast details from related texts are not assessed by <i>DIBELS</i> .		
		Range of Reading and Level of Text Complexity	DORF	Clearly Consistent	Student is asked to read grade-level expository passages. See page 23 for information regarding DORF passages' text complexity.
			DORF Retell	Clearly Consistent	Comprehension of DORF passages is checked by having the student retell the passage to the assessor.
			Daze	Clearly Consistent	Student is asked to read grade-level text silently, demonstrating comprehension by selecting the most appropriate option where words are missing in the passage.
	Language	Conventions of Standard English	WUF-R	Clearly Consistent	Student is asked to demonstrate a command of standard English grammar by providing utterances that may include irregular plural nouns, abstract nouns, irregular verbs, comparative and superlative adjectives and adverbs, coordinating and subordinating conjunctions, and compound or complex sentences.
		Knowledge of Language	WUF-R	Somewhat Consistent	Student must use knowledge of language and its conventions while speaking during WUF-R.
			DORF	Somewhat Consistent	Student is asked to demonstrate knowledge of language and its conventions when reading.
			Daze	Somewhat Consistent	Student demonstrates knowledge of language and conventions when selecting words that fit within the context of a reading passage.
		Vocabulary Acquisition and Use	WUF-R	Somewhat Consistent	Student may determine or clarify the meaning of an unknown word during WUF-R using contextual clues such as root words.
Daze	Somewhat Consistent		Student demonstrates an understanding of word relationships and nuance when selecting words that fit within the context of a reading passage.		

Note: FSF=First Sound Fluency, PSF=Phoneme Segmentation Fluency, NWF=Nonsense Word Fluency, DORF=*DIBELS* Oral Reading Fluency, Daze=*DIBELS* Maze, WUF-R=Word Use Fluency-Revised. Language used in the notes column directly reflect the stated standards in the Common Core State Standards for English Language Arts.

Table 4. Alignment of *DIBELS Next* Measures with the Common Core State Standards for English Language Arts, *continued*

Grade Level	Strand	Substrand	Measure	Content Centrality	Note	
Fourth Grade	Reading Foundational Skills	Phonics and Word Recognition	DORF	Clearly Consistent	Student is asked to orally read grade-level passages that may include words with common prefixes and derivational suffixes, Latin suffixes, multisyllabic words, and grade-appropriate irregularly spelled words.	
			Daze	Clearly Consistent	Student is asked to silently read grade-level passages that may include words with common prefixes and derivational suffixes, Latin suffixes, multisyllabic words, and grade-appropriate irregularly spelled words.	
		Fluency	DORF	Clearly Consistent	Student is asked to read grade-level text orally with accuracy and at a fluent rate.	
			DORF Retell	Clearly Consistent	Comprehension of passage reading is checked by having the student retell the passage to the assessor.	
			Daze	Clearly Consistent	Student is asked to read grade-level text silently and at an adequate rate, demonstrating comprehension by selecting the most appropriate option where words are missing in the passage.	
		Literature	Key Ideas and Details	DORF Retell	Somewhat Consistent	Student refers to details and examples from a passage during Retell. Retell may include descriptions of characters, settings, or events.
	Craft and Structure		<i>NA</i> : Tasks such as assessing knowledge of differences between poems, drama, and prose, and asking students to compare and contrast the point of view from which stories are narrated are not assessed by <i>DIBELS</i> .			
	Integration and Knowledge of Ideas		<i>NA</i> : Tasks such as asking students to compare and contrast the treatment of similar topics from different cultures and to make connections between text and a visual presentation of the text are not assessed by <i>DIBELS</i> .			
	Range of Reading and Level of Text Complexity		DORF	Clearly Consistent	Student is asked to read grade-level prose passages. See page 23 for information regarding DORF passages' text complexity.	
			DORF Retell	Clearly Consistent	Comprehension of DORF passages is checked by having the student retell the passage to the assessor.	
			Daze	Clearly Consistent	Student is asked to read grade-level text silently, demonstrating comprehension by selecting the most appropriate option where words are missing in the passage.	
	Informational Text	Key Ideas and Details	DORF Retell	Somewhat Consistent	Student refers to details and examples from a passage during Retell. Retell may include explanations of events, procedures, ideas, or concepts from expository passages.	
		Craft and Structure	<i>NA</i> : Students are not asked to describe the overall structure of a text or compare and contrast different accounts of the same topic.			

Note: FSF=First Sound Fluency, PSF=Phoneme Segmentation Fluency, NWF=Nonsense Word Fluency, DORF=*DIBELS* Oral Reading Fluency, Daze=*DIBELS* Maze, WUF-R=Word Use Fluency-Revised. Language used in the notes column directly reflect the stated standards in the Common Core State Standards for English Language Arts.

Table 4. Alignment of *DIBELS Next* Measures with the Common Core State Standards for English Language Arts, *continued*

Grade Level	Strand	Substrand	Measure	Content Centrality	Note	
Fourth Grade	Informational Text	Integration of Knowledge and Ideas	NA: Tasks such as asking students to integrate information from two texts on a similar topic are not assessed by <i>DIBELS</i> .			
		Range of Reading and Level of Text Complexity	DORF	Clearly Consistent	Student is asked to read grade-level expository passages. See page 23 for information regarding DORF passages' text complexity.	
			DORF Retell	Clearly Consistent	Comprehension of DORF passages is checked by having the student retell the passage to the assessor.	
			Daze	Clearly Consistent	Student is asked to read grade-level text silently, demonstrating comprehension by selecting the most appropriate option where words are missing in the passage.	
	Language	Conventions of Standard English	NA: Students are not asked to demonstrate command of the conventions of standard English when writing or speaking.			
		Knowledge of Language	DORF	Somewhat Consistent	Student is asked to demonstrate knowledge of language and its conventions when reading.	
			Daze	Somewhat Consistent	Student demonstrates knowledge of language and conventions when selecting words that fit within the context of a reading passage.	
	Vocabulary Acquisition and Use	Daze	Somewhat Consistent	Student demonstrates an understanding of word relationships and nuance when selecting words that fit within the context of a reading passage.		
	Fifth Grade	Reading Foundational Skills	Phonics and Word Recognition	DORF	Clearly Consistent	Student is asked to orally read grade-level passages that may include words with common prefixes and derivational suffixes, Latin suffixes, multisyllabic words, and grade-appropriate irregularly-spelled words.
				Daze	Clearly Consistent	Student is asked to silently read grade-level passages that may include words with common prefixes and derivational suffixes, Latin suffixes, multisyllabic words, and grade-appropriate irregularly-spelled words.
Fluency			DORF	Clearly Consistent	Student is asked to read grade-level text orally with accuracy and at a fluent rate.	
			DORF Retell	Clearly Consistent	Comprehension of passage reading is checked by having the student retell the passage to the administrator.	
			Daze	Clearly Consistent	Student is asked to read grade-level text silently and at an adequate rate, demonstrating comprehension by selecting the most appropriate option where words are missing in the passage.	
Literature			Key Ideas and Details	DORF Retell	Somewhat Consistent	Student retells a passage by summarizing the text, which may include quotes from text or the determination of a central theme.

Note: FSF=First Sound Fluency, PSF=Phoneme Segmentation Fluency, NWF=Nonsense Word Fluency, DORF=*DIBELS* Oral Reading Fluency, Daze=*DIBELS* Maze, WUF-R=Word Use Fluency-Revised. Language used in the notes column directly reflect the stated standards in the Common Core State Standards for English Language Arts.

Table 4. Alignment of *DIBELS Next* Measures with the Common Core State Standards for English Language Arts, *continued*

Grade Level	Strand	Substrand	Measure	Content Centrality	Note
Fifth Grade	Literature	Craft and Structure	NA: Tasks such as asking students to explain how a series of text sections fit together to provide the overall structure of a story and to describe how a speaker's point of view influences how events are described are not assessed by <i>DIBELS</i> .		
		Integration and Knowledge of Ideas	NA: <i>DIBELS</i> does not include visual and multimedia elements and students are not asked to compare and contrast stories in the same genre.		
		Range of Reading and Level of Text Complexity	DORF	Clearly Consistent	Student is asked to read grade-level prose passages. See page 23 for information regarding DORF passages' text complexity.
			DORF Retell	Clearly Consistent	Comprehension of DORF passages is checked by having the student retell the passage to the assessor.
			Daze	Clearly Consistent	Student is asked to read grade-level text silently, demonstrating comprehension by selecting the most appropriate option where words are missing in the passage.
	Informational Text	Key Ideas and Details	DORF Retell	Somewhat Consistent	Student refers to details and examples from a passage during Retell. Retell may include explanations of events, procedures, ideas, or concepts from expository passages.
		Craft and Structure	NA: Students are not asked to describe the overall structure of two or more texts or analyze different accounts of the same topic.		
		Integration of Knowledge and Ideas	NA: Tasks such as asking students to integrate information from multiple texts on a similar topic are not assessed by <i>DIBELS</i> .		
		Range of Reading and Level of Text Complexity	DORF	Clearly Consistent	Student is asked to read grade-level expository passages. See page 23 for information regarding DORF passages' text complexity.
			DORF Retell	Clearly Consistent	Comprehension of DORF passages is checked by having the student retell the passage to the assessor.
			Daze	Clearly Consistent	Student is asked to read grade-level text silently, demonstrating comprehension by selecting the most appropriate option where words are missing in the passage.
		Language	Conventions of Standard English	NA: Students are not asked to demonstrate command of the conventions of standard English when writing or speaking.	
	Knowledge of Language		DORF	Somewhat Consistent	Student is asked to demonstrate knowledge of language and its conventions when reading.
			Daze	Somewhat Consistent	Student demonstrates knowledge of language and conventions when selecting words that fit within the context of a reading passage.
	Vocabulary Acquisition and Use	Daze	Somewhat Consistent	Student demonstrates an understanding of word relationships and nuance when selecting words that fit within the context of a reading passage.	

Note: FSF=First Sound Fluency, PSF=Phoneme Segmentation Fluency, NWF=Nonsense Word Fluency, DORF=*DIBELS* Oral Reading Fluency, Daze=*DIBELS* Maze, WUF-R=Word Use Fluency-Revised. Language used in the notes column directly reflect the stated standards in the Common Core State Standards for English Language Arts.

Table 4. Alignment of *DIBELS Next* Measures with the Common Core State Standards for English Language Arts, *continued*

Grade Level	Strand	Substrand	Measure	Content Centrality	Note
Sixth Grade	Note: The CCSS for ELA does not provide standards for foundational reading skills in sixth grade. <i>DIBELS Next</i> measures assess foundational reading skills using DORF, DORF Retell, and Daze in Grade 6.				
	Literature	Key Ideas and Details	DORF Retell	Somewhat Consistent	Student is asked to recount passages, demonstrating knowledge of a central theme and passage details.
		Craft and Structure	NA: Tasks such as asking students to determine the meaning of words in text and analyze how part of a text fits into its overall structure are not assessed by <i>DIBELS</i> .		
		Integration and Knowledge of Ideas	NA: Tasks such as asking students to compare and contrast the reading of text to viewing or listening to a text.		
		Range of Reading and Level of Text Complexity	DORF	Clearly Consistent	Student is asked to read grade-level prose passages. See page 23 for information regarding DORF passages' text complexity.
			DORF Retell	Clearly Consistent	Comprehension of DORF passages is checked by having the student retell the passage to the assessor.
	Daze		Clearly Consistent	Student is asked to read grade-level text silently, demonstrating comprehension by selecting the most appropriate option where words are missing in the passage.	
	Informational Text	Key Ideas and Details	DORF Retell	Somewhat Consistent	Student is asked to recount passages, demonstrating knowledge of a central theme and passage details.
		Craft and Structure	NA: Tasks such as asking students to determine the meaning of words in text and analyze how part of a text fits into its overall structure are not assessed by <i>DIBELS</i> .		
		Integration of Knowledge and Ideas	NA: Tasks such as asking students to integrate information presented in different media, trace arguments in a text, and compare and contrast two authors' presentation of events are not assessed by <i>DIBELS</i> .		
		Range of Reading and Level of Text Complexity	DORF	Clearly Consistent	Student is asked to read grade-level expository passages. See page 23 for information regarding DORF passages' text complexity.
			DORF Retell	Clearly Consistent	Comprehension of DORF passages is checked by having the student retell the passage to the assessor.
	Daze		Clearly Consistent	Student is asked to read grade-level text silently, demonstrating comprehension by selecting the most appropriate option where words are missing in the passage.	
	Language	Conventions of Standard English	NA: Students are not asked to demonstrate command of the conventions of standard English when writing or speaking.		
		Knowledge of Language	DORF	Somewhat Consistent	Student is asked to demonstrate knowledge of language and its conventions when reading.
Note: The CCSS for ELA does not provide standards for foundational reading skills in sixth grade. <i>DIBELS Next</i> measures assess foundational reading skills using DORF, DORF Retell, and Daze in Grade 6.					
Language	Vocabulary Acquisition and Use	NA: Tasks such as asking students to determine the meaning of unknown multiple-meaning words and demonstrate understanding of figurative language, word relationships, and nuances in words are not assessed by <i>DIBELS</i> .			

Note: FSF=First Sound Fluency, PSF=Phoneme Segmentation Fluency, NWF=Nonsense Word Fluency, DORF=*DIBELS* Oral Reading Fluency, Daze=*DIBELS* Maze, WUF-R=Word Use Fluency-Revised. Language used in the notes column directly reflect the stated standards in the Common Core State Standards for English Language Arts.

DIBELS Oral Reading Fluency

DIBELS Oral Reading Fluency (DORF) is a core measure of *DIBELS Next* for grades 1–6. DORF assesses reading fluency and automaticity, which, when measured together, are the best indicators of reading performance (Torgesen, & Hudson, 2006; Coulter, Shavin, & Gichuru, 2009). Reading fluency is “accurate reading of connected text at a conversational rate with appropriate prosody” (Hudson, Lane, & Pullen, 2005, p. 702). Readers still show improvement in how quickly they read, even long after they have become accurate, thus demonstrating that continued exposure and over-learning are necessary for word recognition to become automatic (Logan, 1988, 1997).

The DORF passages have been carefully leveled at each grade to reflect an appropriate degree of difficulty. The difficulty levels align closely with the Common Core State Standard’s Lexile recommendations for passage difficulty, as seen in Table 5.

Table 5. Lexile Ranges for CCSS for ELA and *DIBELS Next*

Common Core State Standards Lexile Range		Range of Mean Lexile Scores for <i>DIBELS Next</i> DORF Passage Triads and Overall Mean	
Grade Level	Range	Grade Level	Range
Kindergarten– First Grade	Not defined	Kindergarten	Not assessed
		First Grade	490–587 Overall mean 535
Second–Third Grade	450–790	Second Grade	560–667 Overall mean 593
		Third Grade	750–813 Overall Mean 773
Fourth–Fifth Grade	770–980	Fourth Grade	787–900 Overall Mean 852
		Fifth Grade	893–943 Overall Mean 913
Sixth –Eighth Grade	955–1155	Sixth Grade	957–1013 Overall Mean 982

Note: DORF=*DIBELS* Oral Reading Fluency

Careful consideration was taken to develop equivalent DORF passages at each grade level. As shown in Table 5, the range of difficulty for *DIBELS Next* passages at each grade is much narrower than the difficulty ranges established by the CCSS for ELA. This narrower range for *DIBELS Next* is due to the intent to measure reading ability at an end-of-year difficulty level for each grade. While curricular materials will have students engage in a broad range of text difficulty, during assessment a very narrow range of difficulty is needed in order to track student progress toward important end-of-year outcomes.

The leveling of DORF passages was not limited to readability formulas. A critical component in the determination of text difficulty for *DIBELS Next* was the examination of results from an innovative readability study conducted by the *DIBELS Next* authors. Students at each grade level were administered a number of passages that had been leveled by readability formulas. Based on their actual performance, the passages with the least variability in student performance were selected for inclusion in *DIBELS Next*. For a complete description of the procedures used to level the DORF passages in *DIBELS Next*, visit <https://dibels.org/pubs.html> and download the report titled *DIBELS Next* Oral Reading Fluency Readability Study (Powell-Smith, Good, & Atkins, 2010).

Careful consideration was also taken to balance the quantity of informational (expository) and prose (narrative) passages that are included in each *DIBELS Next* DORF benchmark assessment triad. The proportion of expository vs. narrative

passages was designed to reflect the instructional trend that students in upper elementary grade levels are asked to read a higher proportion of expository text. Narrative passages tell stories, and through narratives, students learn perspective as well as about other ways of being in the world and the development of empathy. Such passages typically have a central theme, a beginning, middle, and end, setting, characters, plot or conflict, and resolution. Expository passages provide the reader with factual information on a topic. Content may be less familiar and more technical than that of narrative passages and is organized hierarchically and/or sequentially. The percent of narrative and expository passages used during DORF benchmark assessment at each grade level is presented in Table 6. The progress monitoring passages reflect a similar balance of expository and narrative at each grade level when compared to the benchmark passages. Further information is available in the *DIBELS Next Oral Reading Fluency Readability Study* technical report (Powell-Smith, Good, & Atkins, 2010).

Table 6. Percent of Expository and Narrative Text for each DORF Benchmark Assessment

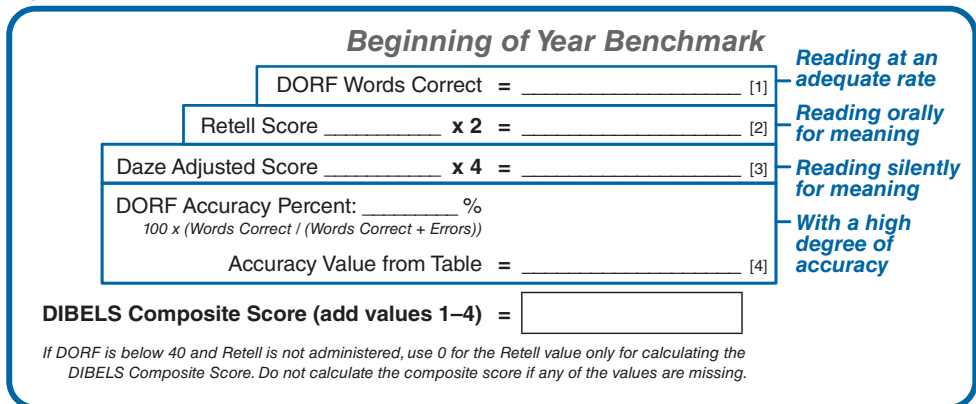
Grade	Narrative/Prose	Expository/Informational
1	67%	33%
2	67%	33%
3	67%	33%
4	33%	67%
5	33%	67%
6	33%	67%

Note: DORF=DIBELS Oral Reading Fluency

DIBELS® Composite Score

A primary emphasis of the CCSS Foundational Reading Skills section is to promote the importance of teaching students to read fluently and accurately for meaning. These skills represent a critical starting point for students to be able to read and comprehend content area text in science, social studies, and literature. Without a foundation in the essential reading skills of fluency, accuracy, and comprehension, future learning outcomes are diminished (Torgesen, 2004). The emphasis on these three critical skills in *DIBELS Next* is best reflected in the Composite Score. The *DIBELS* Composite Score is a combination of multiple *DIBELS* scores and provides the best overall estimate of the student's reading proficiency. In grades 2–6, the Composite Score is calculated using the *DIBELS Next* scores that reflect a cluster of critical reading skills: reading fluency, accuracy, and comprehension. Figure 3 demonstrates the role of each *DIBELS Next* score in the calculation of the Composite Score and the corresponding skills reflected by each score.

Figure 3. The *DIBELS Next* Composite Score



Note: DORF=DIBELS Oral Reading Fluency, Daze=DIBELS Maze

Assessments that only focus on one or two critical reading skills do not provide a balanced, complete picture of reading proficiency. Studies have documented fluent readers with poor accuracy and its deleterious effect on comprehension (Daane, Campbell, Grigg, Goodman, & Oranje 2005; Adams, 1990; Abbott, Wills, Kamps, Miller, & Kauffman, 2012). A small proportion of students have adequate decoding skills, however struggle with comprehension. These students typically demonstrate good phonological skills and word reading skills, however present a range of weaknesses related to language comprehension (Catts, Hogan, & Adolf, 2005; Nation, 2005). Finally, students may be able to accurately read and comprehend grade-level text, but at a rate that does not sufficiently prepare them for the quantity of reading required in secondary education and beyond (Rasinski, 2000). Competency in all three skills of the critical reading cluster are required to ensure successful academic outcomes and mastery of important standards such as the CCSS for ELA. Adequate performance on the Composite Score indicates competency in all three areas critical to reading proficiency.

***DIBELS Next*® Benchmark Goals**

DIBELS Next benchmark goals are criterion-referenced target scores representing a level of performance that predicts an 80–90% probability of meeting future reading goals. Benchmark goals for *DIBELS Next* are based on research that examines the predictive validity of a score on a measure at a particular point in time, compared to later *DIBELS Next* measures and external outcome assessments. If a student achieves a benchmark goal, then the odds are in favor of that student achieving later reading outcomes if he/she receives effectively-delivered research-based core instruction. *DIBELS Next* benchmark goals have been shown to predict performance on a variety of high-quality reading outcome measures (Powell-Smith, Good, Latimer, Dewey, Wallin, et al., 2012; Good & Kaminski, 2012).

Consistent achievement of *DIBELS Next* benchmark goals indicates progress toward overall reading competence and mastery of important reading standards. The *DIBELS Next* measures assess the progression of key skills that are necessary to achieve this long-term goal. *DIBELS Next* forms within each grade level have a difficulty level associated with expectations for end-of-year performance, just as the CCSS for ELA provide end-of-year expectations for each grade level.

Conclusion

A strong foundation in important reading skills including fluency, accuracy, and comprehension is essential for students to successfully meet the rigorous standards of the CCSS for ELA. The *DIBELS Next* measures are designed to be used as screening and progress monitoring tools in a formative assessment process to support educators in making important, timely, and data-based decisions about the instructional support that students need to master critical reading skills. *DIBELS Next* was not designed to be a comprehensive assessment of all skills that appear on the CCSS for ELA. However, the majority of *DIBELS Next* measures demonstrate clearly consistent alignment with the CCSS for ELA, and skills assessed by *DIBELS Next* are indicators of performance related to broad literacy skill areas that signal adequate progress in mastering the CCSS for ELA. Consistent achievement of *DIBELS Next* goals indicates progress toward overall reading competence and mastery of the important reading standards that the CCSS for ELA provide to ensure that all students are prepared for the demands of college and work in a competitive twenty-first century society.

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Additional Resources Regarding Alignment of the CCSS for ELA with DIBELS Next®

- How *DIBELS Next* Aligns with the Common Core State Standards in English Language Arts. (2013). Dynamic Measurement Group. Available: <http://dibels.org/>
- *DIBELS Next* and the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects [online video presentation]. (2013). Dynamic Measurement Group. Available: <http://dibels.org/>