How DIBELS Next® Aligns with the Common Core State Standards in English Language Arts

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DIBELS Next® assesses basic early literacy skills, including those listed on the Common Core State Standards (CCSS) for English Language Arts (ELA). It is important to note that *DIBELS Next* is a low stakes, General Outcome Measure (GOM, Fuchs & Deno, 1991) 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.

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 (NRP, 2000). *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.

Alignment of *DIBELS Next* and the CCSS for ELA was conducted using the Achieve Model (Case, Jorgesen, & Zucker, 2004), a rigorous model of test alignment. The Achieve Model includes five criteria: balance, range, performance centrality, challenge, and content centrality. Of the five alignment criteria, content centrality is most appropriate when examining the alignment of *DIBELS Next* with the CCSS for ELA because the criteria compares the content of assessment items (*DIBELS Next* measures) to the corresponding standard (CCSS for ELA).

The alignment of *DIBELS Next* and the CCSS for ELA according to content centrality is shown in the table that appears on the following pages and reflects both direct and indirect alignment. The majority of the alignment between *DIBELS Next* and the CCSS for ELA is direct, meaning that the *DIBELS Next* measures directly assess corresponding standards. Indirect alignment also occurs for some measures, where the *DIBELS Next* measure is aligned at the substrand level but not to a specific standard(s) or requires only some elements of an anchor standard. Further detail will be provided in a subsequent technical report. An example of direct and indirect alignment for first grade is shown in the table below.

Grade Level	Strand: Reading Foundational Skills Substrand	Standard	*DIBELS* Measure	Alignment Level	Explanation
1	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	Decode regularly spelled one-syllable words.	NWF	Direct	NWF assesses students' ability to decode 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	Print Concepts: Demonstrate understanding of the organization and basic features of print.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	DORF	Indirect	Students must recognize the organization and features of print in order to read fluently for meaning during DORF. However, the ability to distinguish 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

For further information on the Common Core State Standards for Reading, visit http://www.corestandards.org/. For more information about the *DIBELS Next* measures, see the *DIBELS Next* Assessment Manual, available for free download at https://dibels.org/next/. For more information about how *DIBELS* Oral Reading Fluency aligns with the CCSS for ELA, see page 4.

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DIBELS Next® Alignment to the Common Core State Standards in English Language Arts

Grade Level	Strand	Substrand	LNF	FSF	PSF	NWF	DORF WC	DORF Retell	DORF Accuracy	WUF–R*
Kindergarten	Reading Foundational Skills	Print Concepts	●			●	*Shaded areas indicate that the measure is not given at this grade level.*			
		Phonological Awareness		●	●					
		Phonics and Word Recognition				●				
		Fluency								
	Literature	Key Ideas and Details								
		Craft and Structure								
		Integration of Knowledge and Ideas								
		Range of Reading and Level of Text Complexity								
	Informational Text	Key Ideas and Details								
		Craft and Structure								
		Integration of Knowledge and Ideas								
		Range of Reading and Level of Text Complexity								
	Language	Conventions of Standard English								●
		Knowledge of Language								●
		Vocabulary Acquisitions and Use								●
First Grade	Reading Foundational Skills	Print Concepts					●			
		Phonological Awareness			●					
		Phonics and Word Recognition				●	●		●	
		Fluency					●	●	●	
	Literature	Key Ideas and Details						●		
		Craft and Structure								
		Integration of Knowledge and Ideas								
		Range of Reading and Level of Text Complexity					●		●	
	Informational Text	Key Ideas and Details						●		
		Craft and Structure								
		Integration of Knowledge and Ideas								
		Range of Reading and Level of Text Complexity					●		●	
	Language	Conventions of Standard English								●
		Knowledge of Language					●		●	●
		Vocabulary Acquisitions and Use								●
Second Grade	Reading Foundational Skills	Phonics and Word Recognition				●	●		●	
		Fluency					●	●	●	
	Literature	Key Ideas and Details						●		
		Craft and Structure								
		Integration of Knowledge and Ideas								
		Range of Reading and Level of Text Complexity					●		●	
	Informational Text	Key Ideas and Details						●		
		Craft and Structure								
		Integration of Knowledge and Ideas								
		Range of Reading and Level of Text Complexity					●		●	
	Language	Conventions of Standard English								●
		Knowledge of Language					●		●	●
		Vocabulary Acquisitions and Use								●

*Available as an experimental measure at http://dibels.org/

Note: LNF=Letter Naming Fluency, FSF=First Sound Fluency, PSF=Phoneme Segmentation Fluency, NWF=Nonsense Word Fluency, DORF=DIBELS Oral Reading Fluency, WC=Words Correct, WUF–R=Word Use Fluency–Revised.

DIBELS Next® Alignment to the Common Core State Standards in English Language Arts, *continued*

Grade Level	Strand	Substrand	DORF WC	DORF Retell	DORF Accuracy	Daze	WUF–R*
Third Grade	Reading Foundational Skills	Phonics and Word Recognition	●		●	●	
		Fluency	●	●	●	●	
	Literature	Key Ideas and Details		●			
		Craft and Structure					
		Integration of Knowledge and Ideas					
		Range of Reading and Level of Text Complexity	●	●	●	●	
	Informational Text	Key Ideas and Details		●			
		Craft and Structure					
		Integration of Knowledge and Ideas					
		Range of Reading and Level of Text Complexity	●	●	●	●	
	Language	Conventions of Standard English					●
		Knowledge of Language	●		●		●
		Vocabulary Acquisitions and Use					●
Fourth Grade	Reading Foundational Skills	Phonics and Word Recognition	●		●	●	
		Fluency	●	●	●	●	
	Literature	Key Ideas and Details		●			
		Craft and Structure					
		Integration of Knowledge and Ideas					
		Range of Reading and Level of Text Complexity	●	●	●	●	
	Informational Text	Key Ideas and Details		●			
		Craft and Structure					
		Integration of Knowledge and Ideas					
		Range of Reading and Level of Text Complexity	●	●	●	●	
	Language	Conventions of Standard English					
		Knowledge of Language	●		●		
		Vocabulary Acquisitions and Use					
Fifth Grade	Reading Foundational Skills	Phonics and Word Recognition	●		●	●	
		Fluency	●	●	●	●	
	Literature	Key Ideas and Details		●			
		Craft and Structure					
		Integration of Knowledge and Ideas					
		Range of Reading and Level of Text Complexity	●	●	●	●	
	Informational Text	Key Ideas and Details		●			
		Craft and Structure					
		Integration of Knowledge and Ideas					
		Range of Reading and Level of Text Complexity	●	●	●	●	
	Language	Conventions of Standard English					
		Knowledge of Language	●		●		
		Vocabulary Acquisitions and Use					

*Available as an experimental measure at http://dibels.org/

Note: DORF=DIBELS Oral Reading Fluency, WC=Words Correct, Daze=DIBELS Maze, WUF–R=Word Use Fluency–Revised.

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DIBELS Next® Alignment to the Common Core State Standards in English Language Arts, *continued*

Grade Level	Strand	Substrand	DORF WC	DORF Retell	DORF Accuracy	Daze	WUF–R*
Sixth Grade	Literature	Key Ideas and Details		●			
		Craft and Structure					
		Integration of Knowledge and Ideas					
		Range of Reading and Level of Text Complexity	●	●	●	●	
	Informational Text	Key Ideas and Details		●			
		Craft and Structure					
		Integration of Knowledge and Ideas					
		Range of Reading and Level of Text Complexity	●	●	●	●	
	Language	Conventions of Standard English					
		Knowledge of Language	●				
		Vocabulary Acquisitions and Use					

*Available as an experimental measure at http://dibels.org/

Note: DORF=DIBELS Oral Reading Fluency, WC=Words Correct, Daze=DIBELS Maze, WUF–R=Word Use Fluency–Revised.

DIBELS® Oral Reading Fluency

DIBELS® Oral Reading Fluency (DORF) is a core measure of *DIBELS Next* for grades 1–6. The DORF passages have been carefully leveled at each grade to reflect an appropriate level of difficulty. The difficulty levels align closely with the Common Core State Standard's Lexile recommendations for passage difficultly, as seen in the table below. For a complete description of the procedures used to level the DORF passages used 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).

Common Core State Standards Lexile Range		***Range of Mean Lexile Scores for DIBELS Next 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*

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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. The percent of narrative and expository passages used during DORF benchmark assessment at each grade level is presented in the following table.

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

For questions regarding *DIBELS Next* and alignment to the Common Core State Standards, please email info@dibels.org

References

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Fuchs, L. S., & Deno, S. L. (1991). Paradigmatic distinctions between instructionally relevant measurement models. *Exceptional Children, 57*(6), 488-500.

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