

# DRA2 & DIBELS NEXT



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ACADEMIC EXCELLENCE  
RUTH MCGREGOR ELEMENTARY  
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# What is the DRA2?

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- Universal assessment administered 2 times a year in grades K-5
- The DRA2 provides teachers an opportunity to observe their students' reading behaviors and gather data and information to:
  - Diagnose students' instructional needs and plan for intervention as needed;
  - Determine the level at which the student is able to read independently
  - Group students effectively to provide appropriate reading instruction
  - Document changes over time in reading performance by monitoring students' ability to use a variety of skills and strategies
  - Identify students who may be working below proficiency and need further assessments; and
  - Inform parents and other educators of students' current reading performance and achievement

## What does the DRA2 Assess?

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- **Accuracy Rate** – Percentage of words read correct of total words read
- **Comprehension** – Recall, vocabulary, written responses
- **Oral Reading Rate** (Level 14 and above) - Correct words read per minute

# DRA2 Performance Levels

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	<b>Fall</b>	<b>Fall</b>	<b>Winter</b>	<b>Winter</b>	<b>Spring</b>	<b>Spring</b>
<b>Grade Placement</b>	<b>Substantially Deficient Book Level</b>	<b>Proficient And Above Book Level</b>	<b>Substantially Deficient Book Level</b>	<b>Proficient And Above Book Level</b>	<b>Substantially Deficient Book Level</b>	<b>Proficient And Above Book Level</b>
<b>Kindergarten</b>					<b>A or Lower</b>	<b>4+</b>
<b>Grade 1</b>	<b>A or Lower</b>	<b>4+</b>	<b>6 or Lower</b>	<b>8-14</b>	<b>10 or Lower</b>	<b>16-18+</b>
<b>Grade 2</b>	<b>10 or Lower</b>	<b>16-18+</b>	<b>14 or Lower</b>	<b>20-24</b>	<b>18 or Lower</b>	<b>28+</b>
<b>Grade 3</b>	<b>18 or Lower</b>	<b>28-30+</b>	<b>20 or Lower</b>	<b>34+</b>	<b>28 or Lower</b>	<b>38+</b>
<b>Grade 4</b>	<b>28NF or Lower</b>	<b>38NF+</b>	<b>28NF or Lower</b>	<b>40NF+</b>	<b>38NF or Lower</b>	<b>40NF+</b>
<b>Grade 5</b>	<b>38NF or Lower</b>	<b>40NF</b>	<b>38NF or Lower</b>	<b>50NF+</b>	<b>40NF or Lower</b>	<b>50NF+</b>

## Are we still using the DRA2?

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- YES
- DRA2 provides teachers and parents with reliable and valuable information when we need more information regarding a student's specific strengths & weaknesses

# What is DIBELS Next?

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- DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills
- Standardized and individualized
- Short, timed fluency and comprehension measures to monitor the development of early reading skills

# Why use DIBELS Next?

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- DIBELS help provide individualized instruction
- Benchmark assessments are given to students individually three times a year
- Progress monitoring assessments allow interim check-ins

# DIBELS Next and The CCSS

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## •Balance of Narrative & Informational Text Reading

Grade Level	Narrative	Informational Text
K-3	67%	33%
4-5	33%	67%

## •Increased Level of Rigor as Measured by Lexile Levels

Grade Level (Band)	Lexile Ranges as Defined by CCSS	Lexiles for DIBELS Next Oral Reading Fluency Passages
1 (K-1)	NA	490-587
2 (2-3)	450-790	560-667
3 (2-3)	450-790	750-813
4 (4-5)	770-980	787-900
5 (4-5)	770-980	893-943



# DIBELS Next and the CCSS (cont.)

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## •READER & TASK

>**Oral Reading Passages:** were designed to represent the different types of text that students will encounter, including a mix of narrative and expository, with different types of passages and content within those categories. A range of topics and themes was selected so that each student would encounter familiar topics and unfamiliar topics.

## •FOUNDATIONAL SKILLS, Grades K-5

>**Phonological Awareness:** First Sound Fluency & Phoneme Segmentation Fluency reflect these standards.

>**Phonics and Word Recognition:** Nonsense Word Fluency reflect these standards.

>**Fluency:** DORF and DAZE reflect these standards and ensure that students read at an appropriate rate, read orally with understanding, read silently for meaning in context, and read with a high degree of accuracy.

# What is assessed?

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
First Sound Fluency (F, W)	First Sound Fluency (F)	Nonsense Word Fluency (F)	Oral Reading Fluency (F,W, S)	Oral Reading Fluency (F,W, S)	Oral Reading Fluency (F,W, S)
Letter Naming Fluency (F,W,S)	Phoneme Segmentation Fluency (F)	Oral Reading Fluency (W, S)	DAZE (F,W,S)	DAZE (F,W,S)	DAZE (F,W,S)
Phoneme Segmentation Fluency (W,S)	Nonsense Word Fluency (F,W,S)				
Nonsense Word Fluency (W,S)	Oral Reading Fluency (W, S)				

Testing Times: F= Fall      W=Winter    S=Spring

# First Sound Fluency (FSF)

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- The understanding that words are made up of separate sounds is called “phonemic awareness”. Phonemic awareness is a critical skill in learning to read. The FSF subtest assesses your child’s ability to isolate the beginning sounds in words. Your child is given a word and asked to say the first sound in the word.

> Example: “What is the first sound you hear in the word ‘man’?”

Child: “/m/”

- This is a 1 minute timed assessment
- Assessed in Fall and Winter in Kindergarten

# Letter Naming Fluency (LNF)

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- On the LNF assessment, your child is shown a page of random letters and asked to name the letters. The number of letters your child names correctly in one minute is counted.

> Example:

Z Y c m M T q l U p \_\_/10

n l K D w N x R b o \_\_/10

- This is a 1 minute timed assessment
- Assessed in Fall and Winter in Kindergarten

# Phoneme Segmentation Fluency (PSF)

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- On the PSF assessment, your child is given a spoken word and asked to say each sound in the word.

> Example: “Tell me the sounds in the word ‘mop’?”

Child: “/m/ /o/ /p/”

- This is a 1 minute timed assessment
- Assessed in Fall and Winter in Kindergarten

# Nonsense Word Fluency (NWF)

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- Children with strong phonics skills know the sounds of letters and are able to blend them together to form words. On the NWF assessment, your child is shown a “nonsense word” containing 2 or 3 letters (e.g. bim, ob) and asked to read the word. Your child is given credit to each correct sound and added credit if he/she reads the word without saying each individual sound.
- This is a 1 minute timed assessment
- Assessed in the Fall and Winter in Kindergarten
- Assessed in the Fall, Winter, and Spring in Grade 1
- Assessed in the Fall in Grade 2

# Nonsense Word Fluency (NWF)

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<b>hif</b>		<b>mez</b>		<b>un</b>		<b>jaf</b>		<b>roc</b>
<b>liv</b>	<b>rem</b>		<b>vam</b>		<b>ov</b>		<b>luf</b>	
<b>yej</b>		<b>lig</b>		<b>zat</b>		<b>hof</b>		<b>puj</b>
<b>ib</b>		<b>maj</b>		<b>wos</b>		<b>keb</b>		<b>ruk</b>
<b>ug</b>		<b>jin</b>		<b>pag</b>		<b>bom</b>		<b>sez</b>
<b>des</b>		<b>woj</b>		<b>lut</b>		<b>rav</b>		<b>zil</b>

# DIBELS Oral Reading Fluency (DORF)

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- On the DORF assessment, your child will read three passages appropriate for his/her grade level for one minute. The administrator of the test will calculate the words read correctly and your child's accuracy rate.
- 1 minute timed assessment
- Assessed in the Winter and Spring in Grade 1
- Assessed in the Fall, Winter and Spring in Grade 2-5



# DIBELS Oral Reading Fluency (DORF)

## 15 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 15

Total words:	_____
Errors (include skipped words):	- _____
Words correct:	= _____

### Going to School

0	How do you get to school? Do you ride a school bus or travel by	15
15	car? Do you ride a bike or walk? Do you think about how children	29
29	around the world get to school? Some children arrive at school just like	42
42	you do. Others have a very different journey.	50
50	Like American children, many students around the world walk to	60
60	school. However, it may take them an hour or more to get there. Then	74
74	they make the same walk home when school is over.	84
84	Do you know anyone who travels to school in a boat? Some	96
96	children live in fishing villages. Their school is a large houseboat in the	109
109	middle of a river or other waterway.	116
116	There are families around the world who travel from place to place	128
128	following cattle they own. Many of these people use camels to move	140
140	from place to place. For many of these children, their school and their	153
153	teacher travel with them. The children learn while they travel.	163
163	Some children live on mountains. There may not be a school nearby.	175
175	These children do not travel to school at all. Instead, school comes to	188
188	them on a radio. They do not hear music over the airwaves. They hear	202
202	lessons in math and other school subjects.	209
209	The next time you travel to school, think about other children around	221
221	the world. What would it be like to go to school in a different way?	236

# DAZE

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•The DAZE is a measure of your child’s ability to understand what he/she reads. Your child will be asked to silently read a grade level passage for 3 minutes. Every seventh word in the passage has been replaced by a box containing the correct word and two “distractor” words.

•3 minute time

•Assessed in the Fall, Winter, and Spring in Grade 3-5

# DAZE

## Making Chocolate

What sweet treat do you enjoy? For Troy, it was chocolate. That <sup>make</sup> <sub>is</sub> <sup>paste</sup> why he was so excited when he <sup>ribs</sup> <sub>found</sub> <sup>any</sup> out his class was going to <sup>begins</sup> <sub>take</sub> <sup>not</sup> a field trip to a chocolate <sup>another</sup> <sub>walls</sub> <sup>factory</sup>. He would see how his favorite <sup>split</sup> <sub>process</sub> <sup>works</sup> was made. He could only hope he <sup>would</sup> <sub>wondered</sub> <sup>huge</sup> get a sample while he was <sup>there</sup> <sub>ovens</sub> <sup>know</sup>.

When the students arrived at the <sup>is</sup> <sub>favorite</sub> <sup>factory</sup>, they went into a huge room. On the <sup>enthralled</sup> <sub>walls</sub> <sup>how</sup> were a lot of pictures of an <sup>unusual</sup> <sub>hard</sub> <sup>mixing</sup> tree. Troy wondered what a tree had to <sup>do</sup> <sub>molds</sub> <sup>roll</sup> with chocolate. As if reading Troy's <sup>were</sup> <sub>mind</sub> <sup>beats</sup>, a guide came in and told them that <sup>looked</sup> <sub>chocolate</sub> <sup>rollers</sup> begins with the cacao tree. It <sup>grows</sup> <sub>thick</sub> <sup>scoop</sup> in tropical rainforests.

The guide explained that <sup>so</sup> <sub>hanging</sub> <sup>could</sup> on the trees are fruits as <sup>large</sup> <sub>get</sub> <sup>chocolate</sup> as melons. People pick these fruits and <sup>only</sup> <sub>going</sub> <sup>could</sup> them open. Inside are seeds called <sup>cocoa</sup> <sub>rainforests</sub> <sup>watched</sup> beans, which workers scoop out

# How are DIBELS Next Scores Used?

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•A student's scores on the DIBELS measures gives us information about whether or not a student is on track for grade-level reading success. We can quickly identify students who do not meet the goals on each DIBELS measure and provide extra help.

➤For example, if you child is reading words accurately, but slowly, the teacher can provide extra practice re-reading stories and passages to improve his or her reading rate or fluency.

➤The teacher can use the progress monitoring scores to make sure your student receives extra help, or works with specific tools or strategies, to improve other reading skills during the school year.

# DIBELS Next Benchmarks

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# Helping Your Child at Home

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- Repeated Readings – lists, sentences, poems, flash cards, quotes, etc.
- Beginning Sounds Sorts (with or without pictures)
- "I Spy" Letters and Words
- Breaking Words apart, and putting them together
- Book Talks and retells
- Read alouds (model reading fluency)

# Pairing Students with “Just Right” Books

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- Quantitative Measures

- >DRA2 Score
- >AR Level
- >Ongoing Fluency/Accuracy with grade level text

- Qualitative Measures

- >Interest/background knowledge
- >Text support (pictures, captions, charts, etc.)

# QUESTION??

- Feel free to ask now or contact me

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