

DIBELS/AimsWeb: What Every Teacher Needs to Know About Oral Reading Fluency

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Gail Coulter, Ph.D.
Western Washington University
College of Education
Special Education Program

gail.coulter@wwu.edu

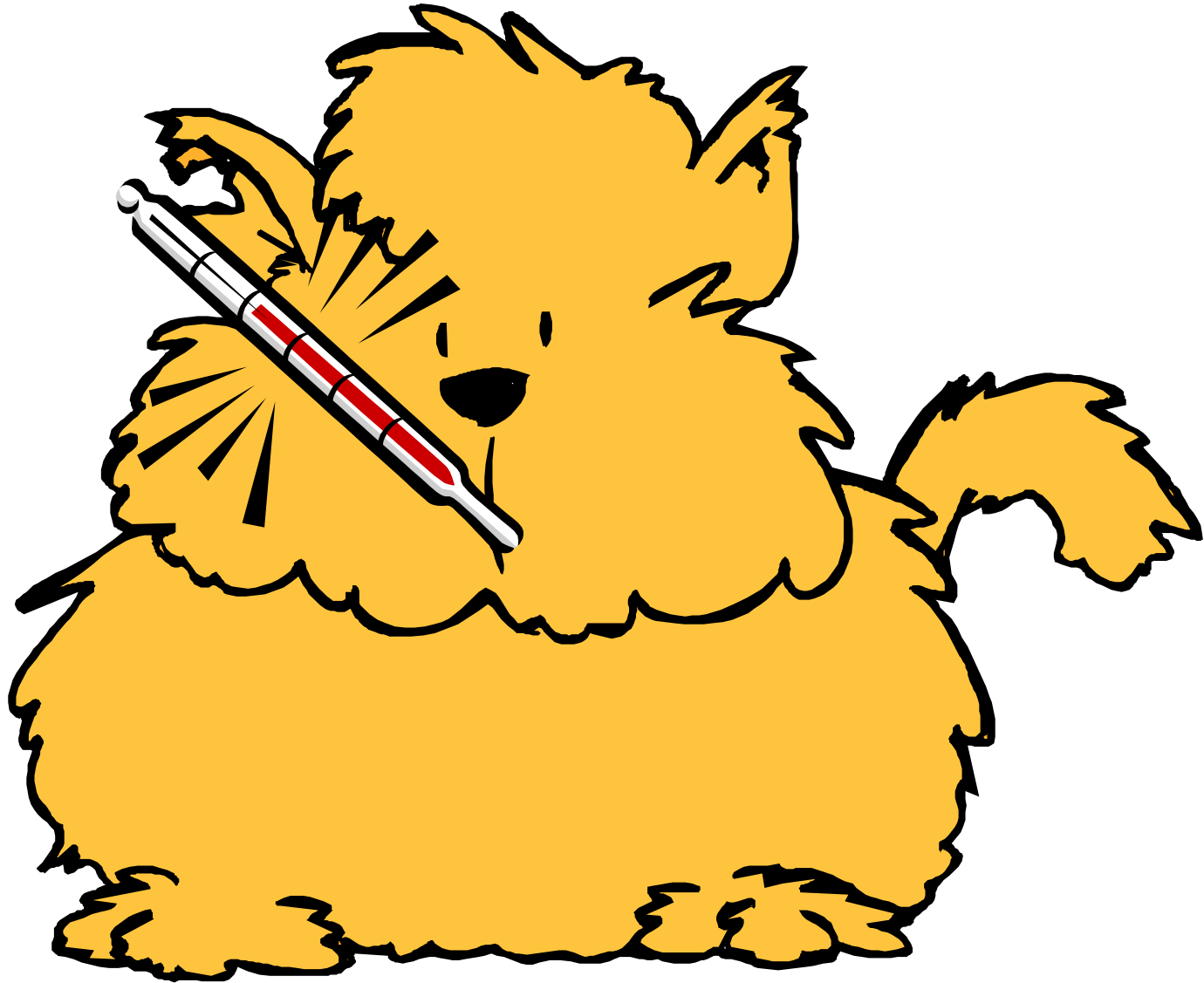
Handouts

- Western Washington University
- Woodring College of Education
- Special Education Program
- Sidebar with link to slides of all presenters

Objectives

- Review the literature regarding oral reading fluency
- Present the methodology and results of our study
- Discuss implications in relation to teacher training and practice

Or - Our Sick Kitty



Let's try it.

- Start your stopwatch when the student says the first word of the passage. The title is not counted. If the student fails to say the first word after 3 seconds, tell them the word and mark it as incorrect, then start your stopwatch
- The maximum time for each word is 3 seconds. If the student does not provide the word within 3 seconds, say the word and mark the word as incorrect.
- Follow along on the examiner copy of the probe. Put a slash (/) over words read incorrectly.

- A word is scored as correct if it is initially mispronounced but the student self corrects within 3 seconds. Mark SC above the word and score as correct.
- Words that are repeated are not scored as incorrect and are ignored in scoring.
- Inserted words are ignored and not counted as errors.
- Omitted words are scored as incorrect.
- At the end of **1 minute, place a bracket (]) after the last word provided by the student,** top and reset the stopwatch, and say

Literature

Literature

- Oral Reading Fluency is valid and reliable (Deno, Mirkin, Chiang, & Lowry, 1980; Fuchs & Deno, 1981; Fuchs, Fuchs, & Deno, 1982)
- One-minute oral reading fluency is highly correlated to assessments that measure comprehension (Fuchs et al., 1988; Marston, 1989; Jenkins & Jewell, 1993)
- Oral reading fluency accurately predicts later reading success (Crawford, Tindal, & Stieber, 2000)

Literature

- Oral reading fluency measures are used for a variety of purposes
 - Classifying children
 - Monitoring progress of children in programs
 - Evaluating programs
 - Predicting performance on high-stakes tests
 - Identifying children with disabilities
 - Comparing progress across schools

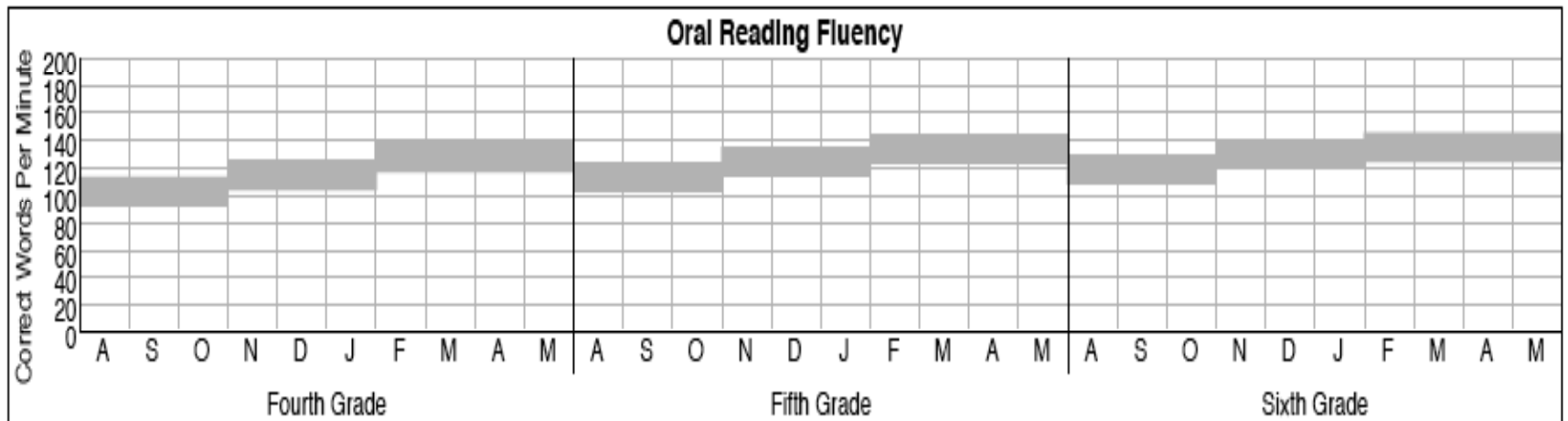
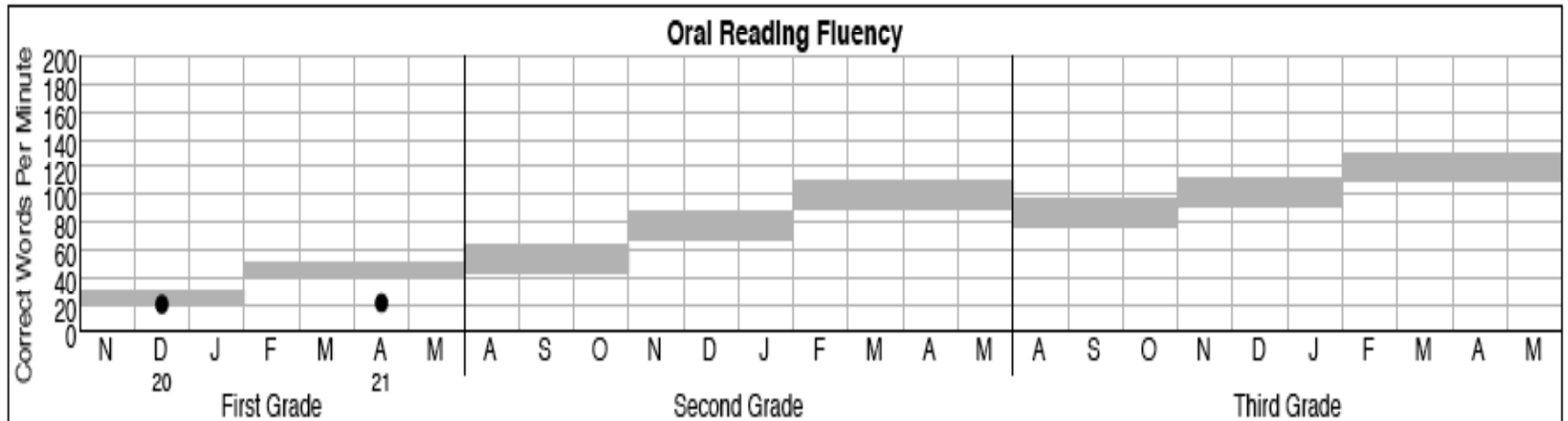
Literature

- Dynamic Indicator of Basic Early Literacy Skills (DIBELS)
 - Valid and reliable measure
 - Three million children in the data base
 - Series of brief one-minute assessments that measures progress in the five big ideas of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension)

Literature

- DIBELS
 - Oral Reading Fluency 1st through 6th grade
 - Each grade benchmark book contains 9 passages for administration
 - 3 parallel passages beginning, 3 parallel passages middle, 3 parallel passages end of school year
 - Record median score for each administration
 - Cut-points determine risk factor and may guide teachers decisions about types of instruction or intervention.

FLUENCY AND COMPREHENSION

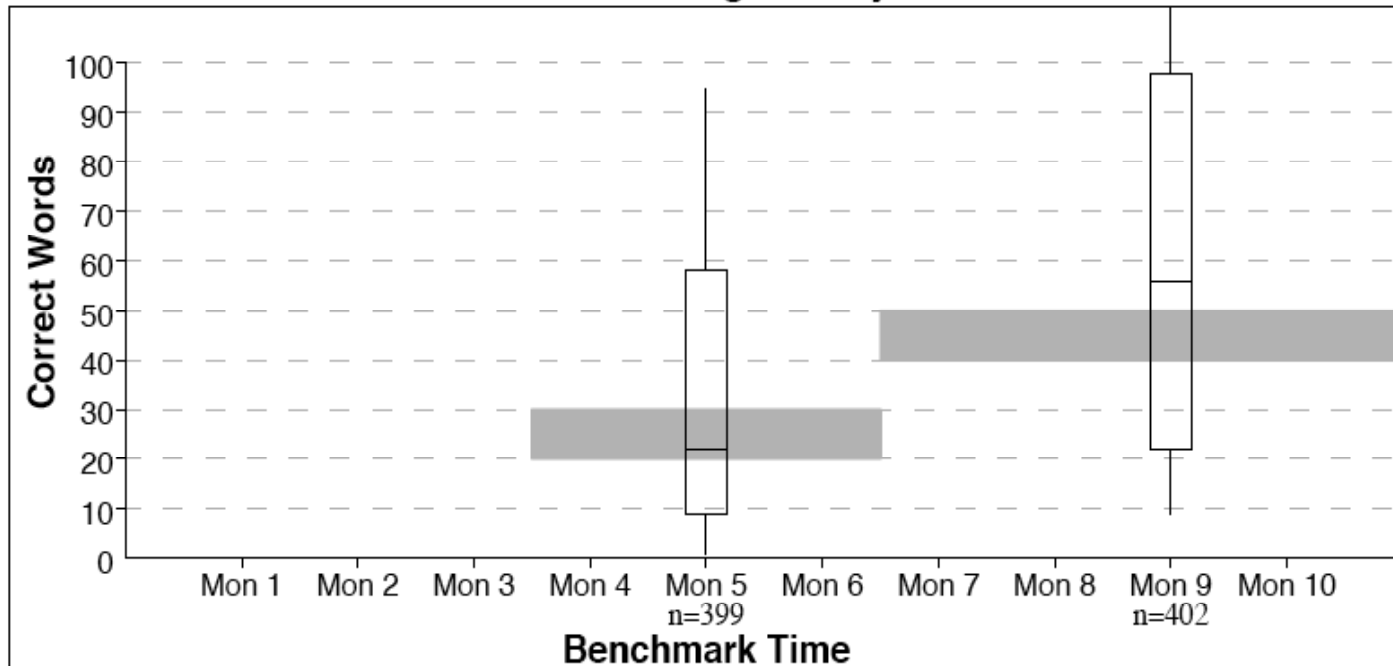



Dynamic Indicators of Basic Early Literacy Skills

First Grade District Progress Report

District: Test District
School: All Elementary Schools
Date: 2000-2001

Oral Reading Fluency



 Benchmark goal for all students:
40 correct words per minute at the end of First Grade.

- Students scoring 20 or more in the middle of First Grade are likely to achieve the benchmark goal with effective instruction.

Literature

- These scores are only as valid as the information obtained and entered.
- Types of possible error
 - Inaccurate scoring
 - Inaccurate entry
- Ramification of error
 - Unsupported and unnecessary instruction and/or services provided
 - Necessary instruction and/or services delayed

Literature

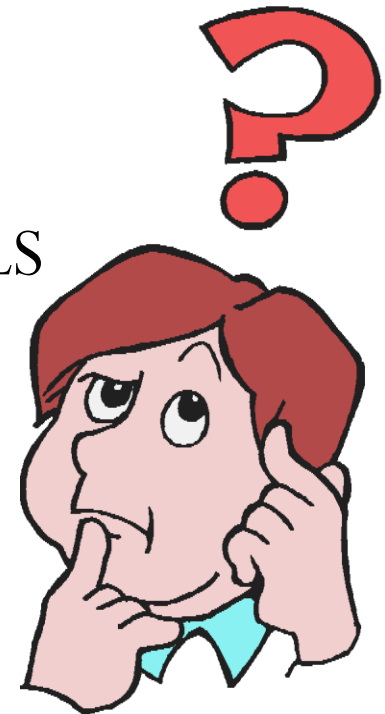
- Few studies examined how reliable teachers were in scoring oral reading fluency
- Shinn (1990) determined that 4th and 5th grade students could serve as peer-monitors on oral reading fluency with 2 1/2 hours of instruction.
 - Percent agreement with trained adults ranged from 92 to 98% agreement on easier passages and 86 to 100% on more difficult passages

Literature

- Christy (2004)
 - Compared 19 teachers to 15 undergraduate students
 - Viewed videotapes of a student reading
 - Average number of errors identified was 35%
 - Lengthy reading samples of 358 and 477 words
 - Rates ranged between 158 to 234 correct words per minute
 - Training was not included in the study

Questions

- How accurate are teachers in timing oral reading fluency?
- How accurate are teachers in identifying errors?
- Do teacher's errors in scoring affect the classification of children based upon DIBELS cutpoints?



Methodology

Table 1

Participant Demographic Information and Procedures According to Group

Group	Participants	Experience	Procedures
Instruction	21 participants (9 male 12 female; 20 Caucasian, 1 African American; average age 26, range 21 – 48)	10 secondary education majors; 10 elementary education majors; 1 special education major	Steps 1, 2, 3, and 5
Training	24 participants (8 males, 16 females; 22 Caucasians, 1 Hispanic, 1 African American; average age 27 range 21 – 46)	16 secondary education majors; 8 elementary education majors	Steps 1, 2, 3, 4, and 5

Procedures

- Practiced stopping and starting timing mechanism (Both Groups)
- Read Instructions from DIBELS Administration Manual (Both Groups)
- Scored 3 one-minute timed readings as a practice test (Both Groups)
 - 1st grade passage
 - 4th grade passage
 - 6th grade passage

Procedures

- Scripted DIBELS training and practice for 45-minutes on timing and error identification from Administration Manual (Training Group)
- Scored 3 one-minute timed readings (Both Groups)
 - 1st grade passage
 - 4th grade passage
 - 6th grade passage

Measures

- DIBELS one-minute Benchmark oral timed reading passages
 - 1st Grade *Our Sick Kitty*
 - 4th Grade *Land at the Top of the World*
 - 6th Grade *The End of the Rainbow*

Results

Table 2
 Group Means, Standard Deviations, and Range for Participants' Accuracy of Scores

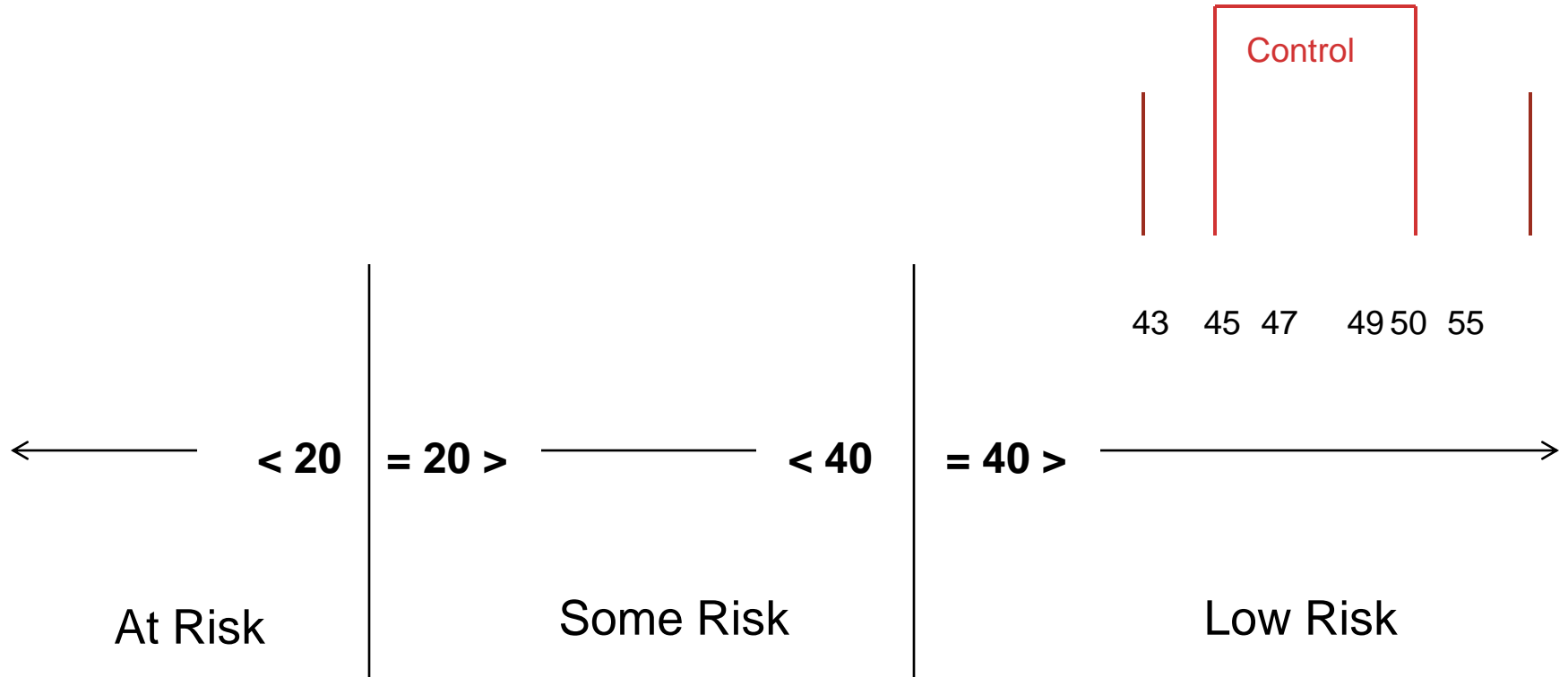
	Instruction			Training		
	M	SD	Range	M	SD	Range
1 st Grade						
Correct Words Per Minute	46.8	1.47	44 - 50	47.16	1.49	43 - 61
6th Grade						
Correct Words Per Minute	127.47	14.22	116 - 173	123.41	5.42	116 - 133

What is the impact of scoring discrepancies on student placement?

Range of CWPM Reported by Group

DIBELS 1st Grade - End of the Year

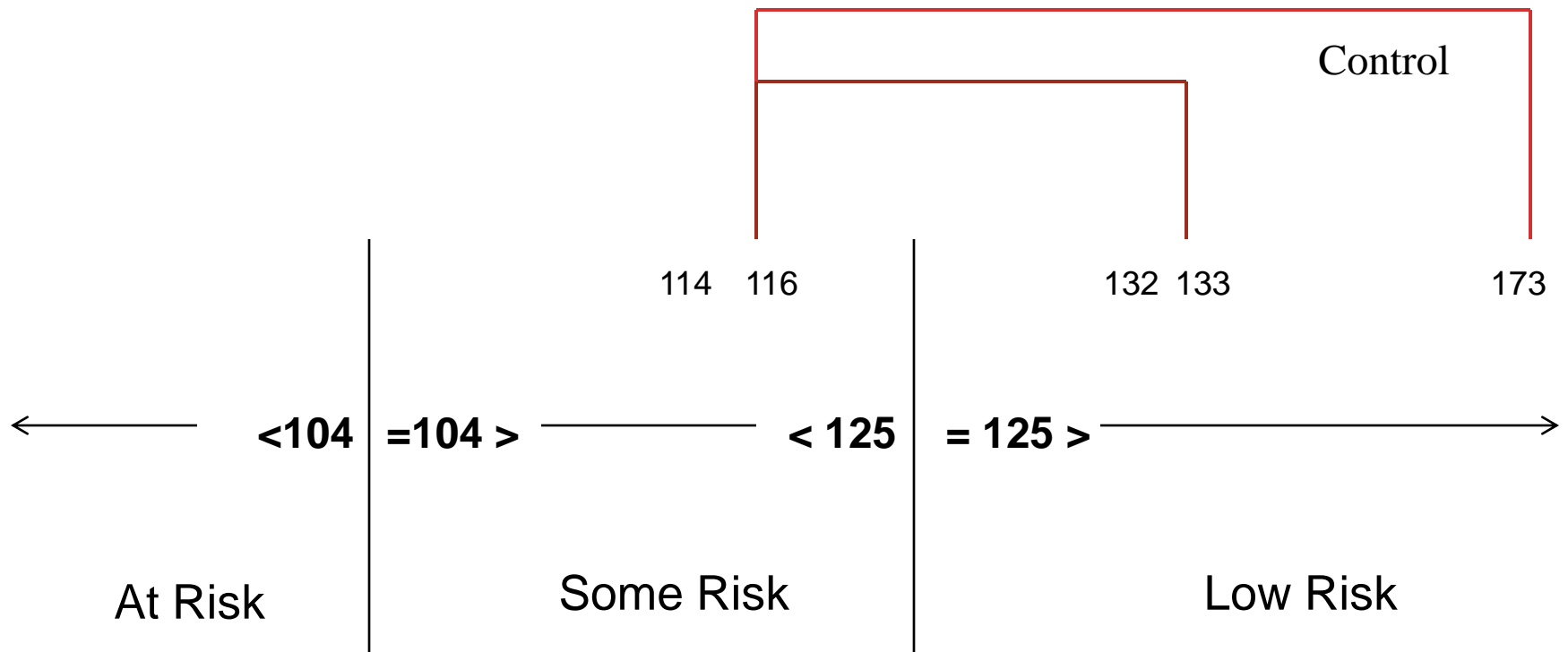
Status of Risk Cutpoints



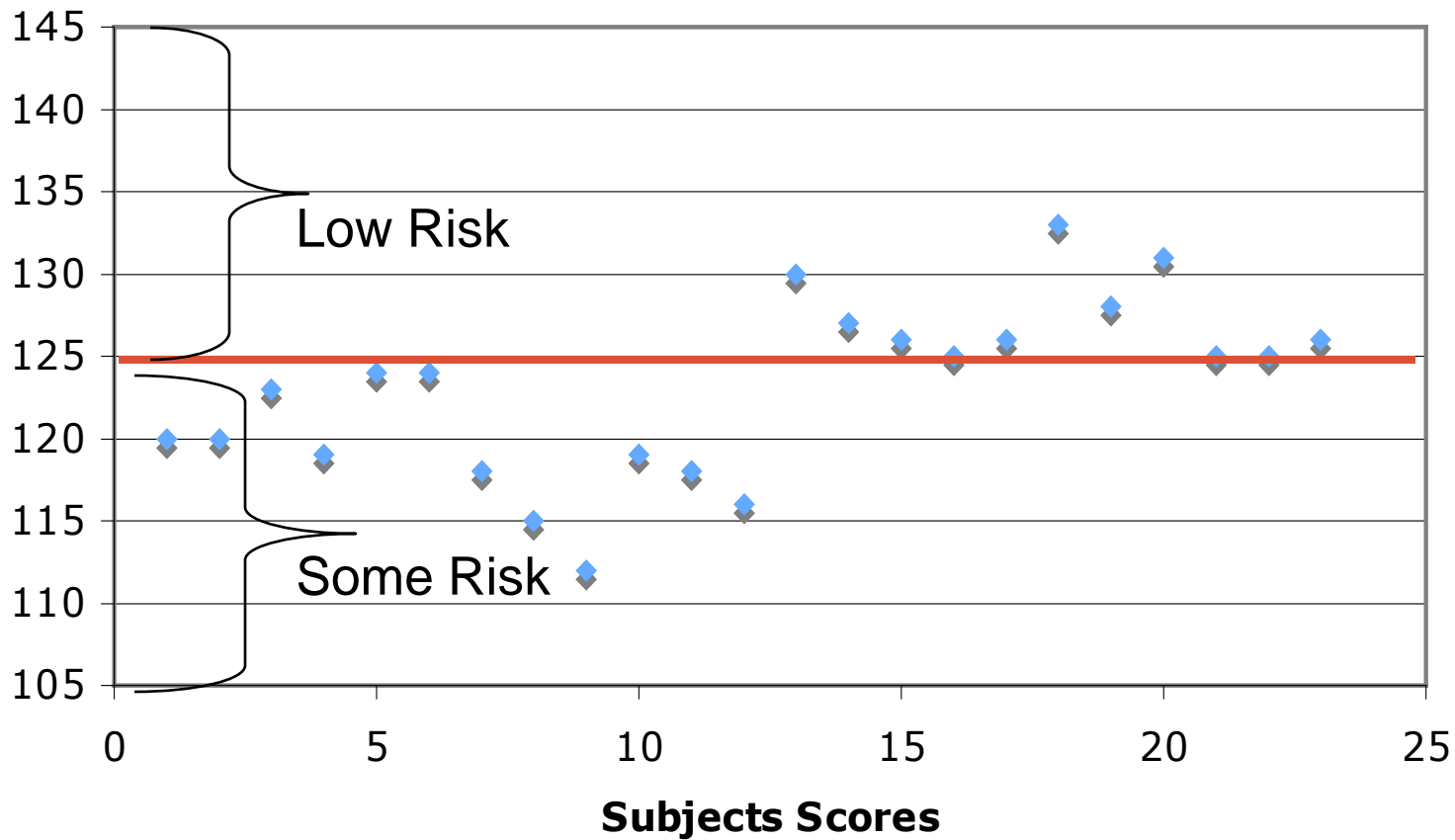
Range of CWPM Reported by Group

DIBELS 6th Grade - End of the Year

Status of Risk Cutpoints



Less Experience Training - Scores Above and Below Cutpoint 6th Grade



Implications for Administration

- Recognize that there will be error
- Provide training for teachers and provide implementation checks.
- Remember dual purposes of assessments. Teachers need to hear students read in order to internalize students' reading behavior. A well-trained paraprofessional or literacy coach may serve one purpose of assessment but will not help the classroom teacher know the student.
- Link theory to practice. Provide theory during training.
- Require frequent reliability checks with partner scoring. Remember that agreement does not necessary mean correct.

- Encourage use of alternate forms if there is a question
- Review scoring guidelines before each administration
- Recognize that scores near the cut-points require more thorough examination
- Recognize that the more highly skilled and knowledgeable testers will likely have more reliable scores.
- Number of errors, the more complex types of errors, and speed of reading increases the opportunity for error
- Consider and reconsider qualifications of testers and multiple purposes of assessment.

Implications for Training

- Thorough training to reduce errors
 - Time and practice
 - Types of errors
 - Timing and timing mechanisms
 - Types of errors may affect accuracy
 - Guided practice needs to account for multiple types of irregularities
 - Practice needs to include samples of reading by real children.

Something to Think About

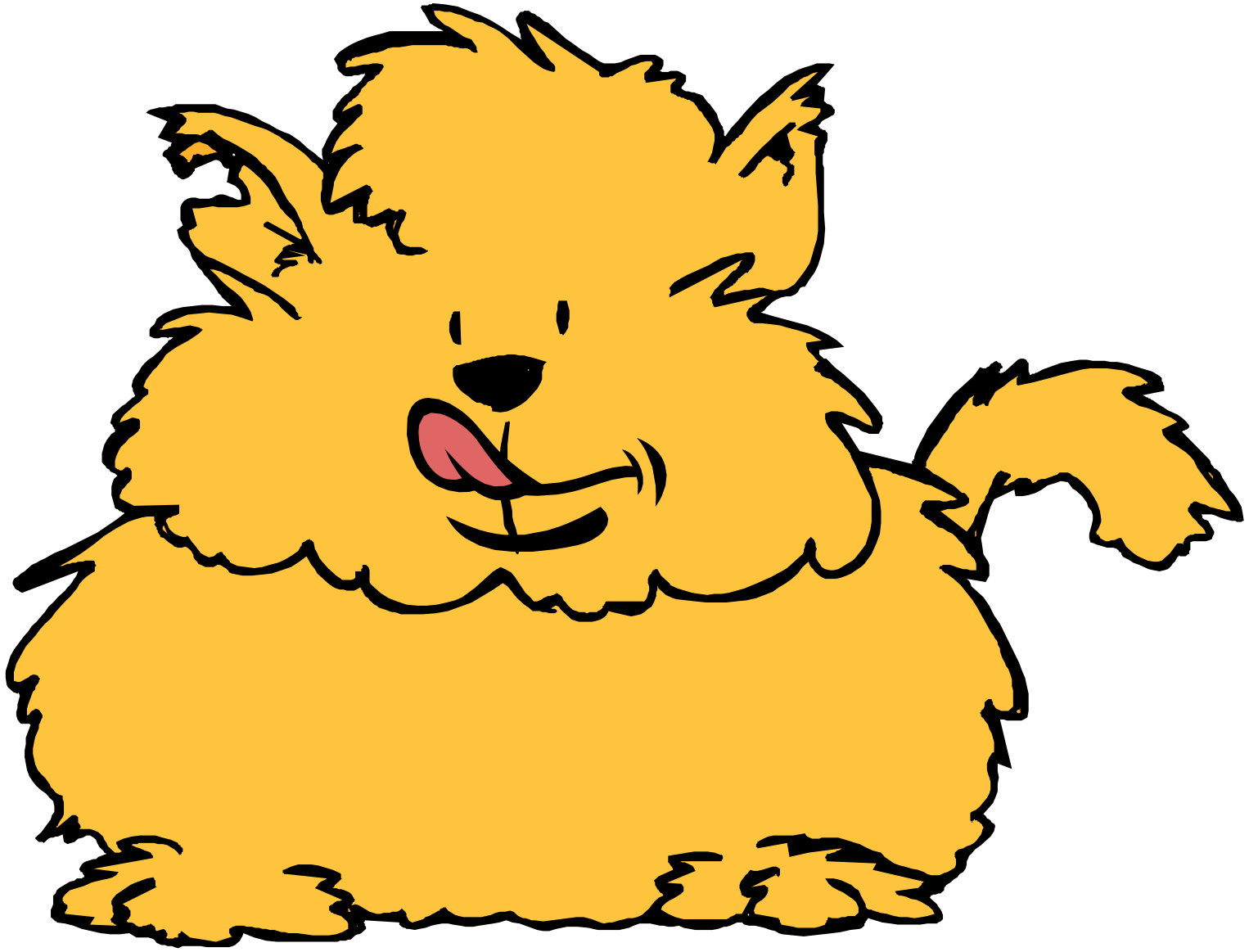
- Inexperienced testers are not as likely to recognize that they have made an error in administration.
- The more experienced and knowledgeable testers are more likely to question their results.

Oral Reading Fluency

- Revolutionary tool that can help focus instruction
- Only as good as the administration
 - Inaccurate scores can lead to incorrect conclusions about the skills of a child
 - Inaccurate conclusions can result in either providing unnecessary services or delaying needed services.
- Administration can be improved through training.

Limitations

- Low number of participants in each group limited the ability to generalize findings.
- Limited amount of training
- Limited time to practice
- More experienced teachers may have increased effects



Contact Information

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