Informing Important Educational Decisions: Reliability or Precision

Pathways of Progress are estimated with incredible precision because they are based on over 40,000 students.

▸ We can have confidence in the location of the pathways.

For individual students we can estimate level of performance with precision using DIBELS Next.

▸ Repeated assessment increases reliability.

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First, Validate Need for Support

Outcomes Driven Model Steps:

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

DIBELS Next Benchmark Assessment

Identify Need for Support

Review Outcomes

Validate Need for Support

Plan Support

Evaluate Effectiveness of Support

Implement Support

DIBELS Next Progress Monitoring

Retest with an alternate forms on different days under different conditions to be reasonably confident in the student's level of initial skills. The initial skills anchor the Pathways of Progress.

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Reliable Evaluations of Progress: Balancing Timeliness, Confidence, and Resources

▸ First, we need to be reasonably confident of the student's level of initial skills. (*Validate Need for Support*)

▸ For some instructional decisions, timeliness is paramount and we are willing to be less confident.

▸ For other, high stakes decisions, confidence is paramount and we are willing to be less timely and use more resources (i.e., assessment).

▸ For all decisions, resources are limited and we need to use them efficiently and effectively.

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Balancing Timeliness, Confidence, Resources

Greater Timeliness, Less Resources

Less Confidence

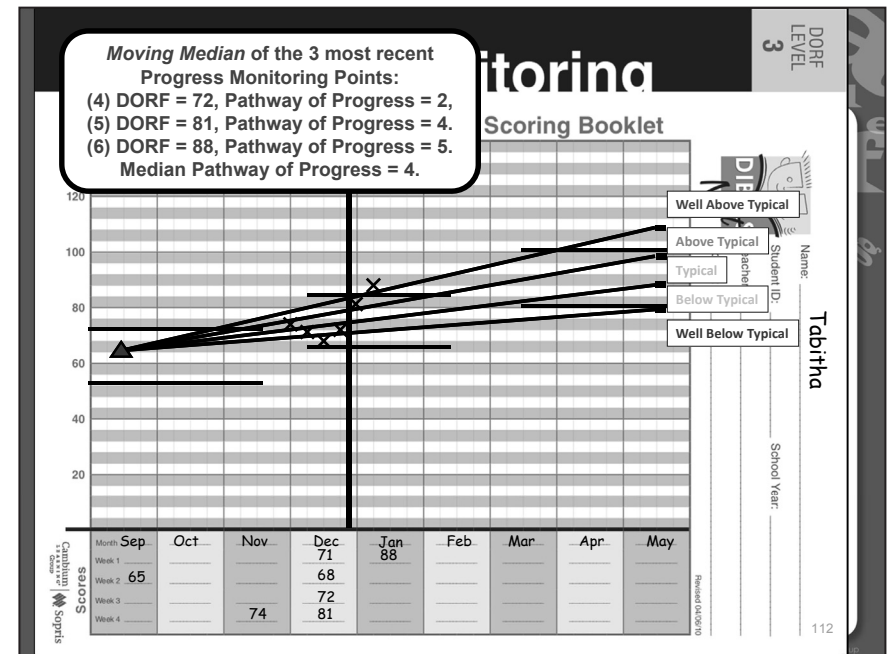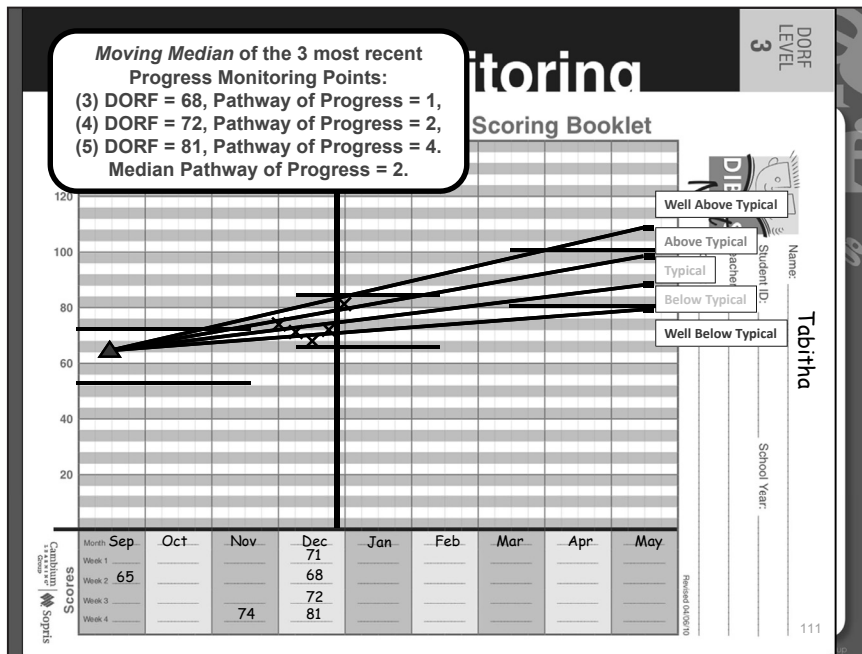Single progress monitoring point

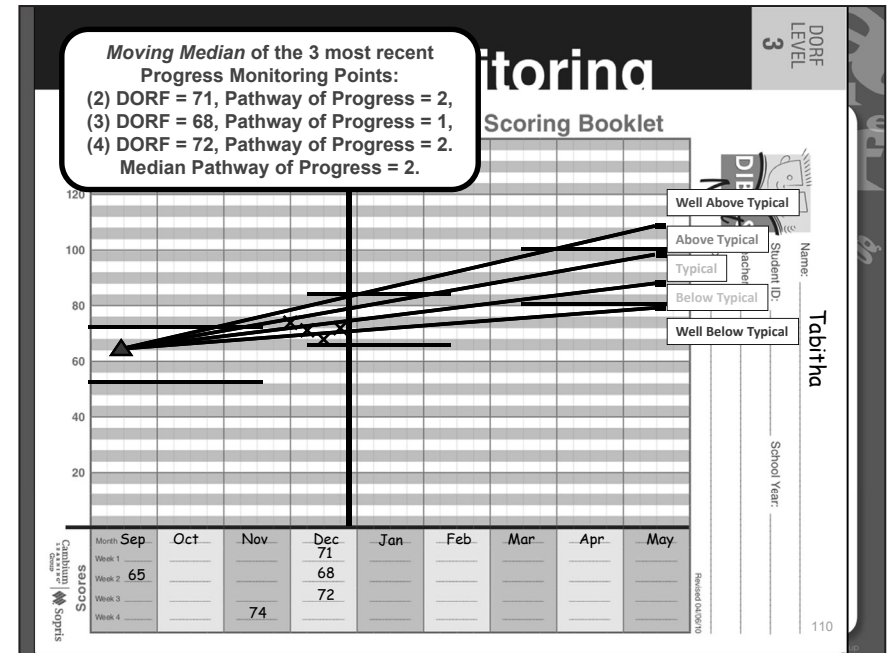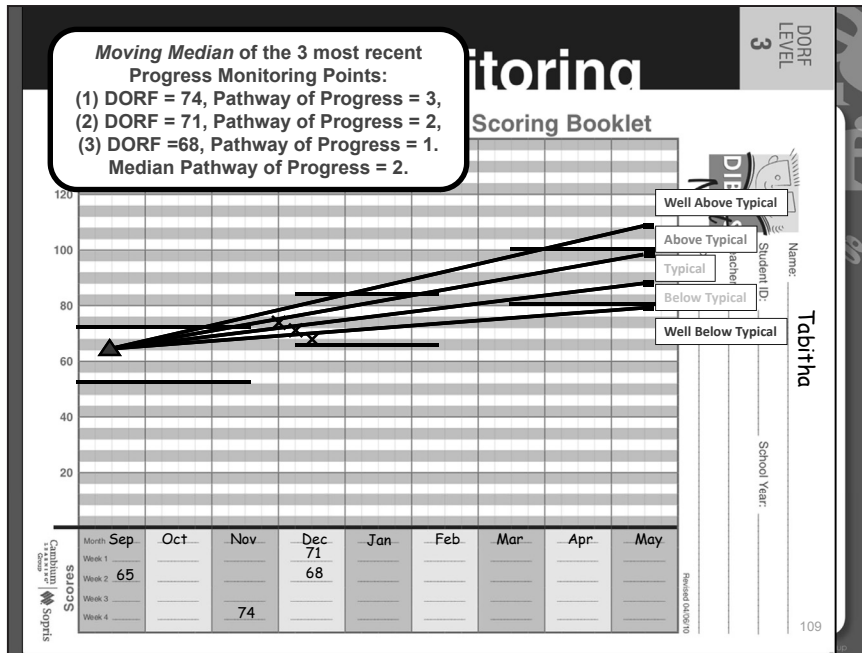Moving median of 3 most recent progress monitoring points.

Benchmark assessment median of 3, mid year
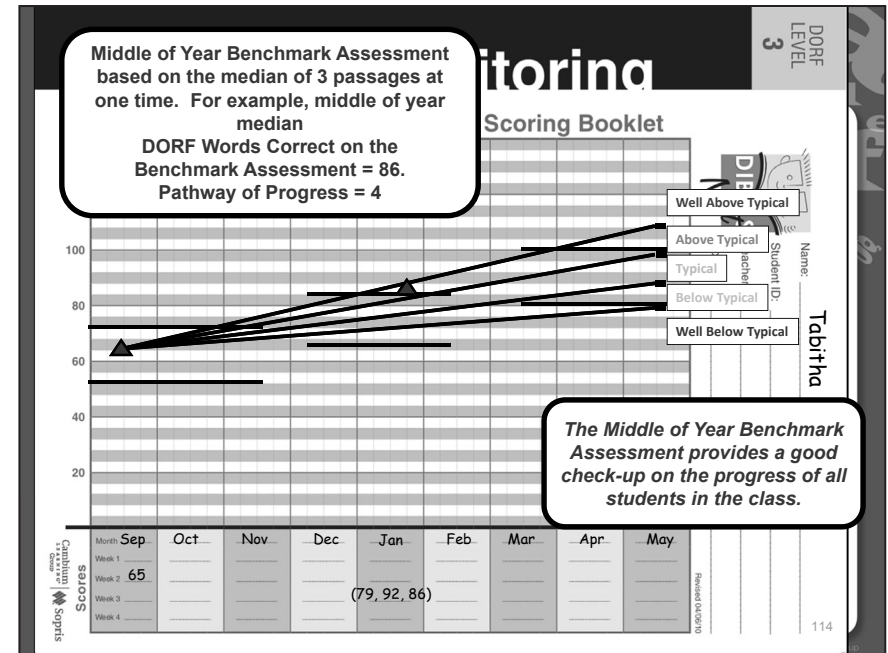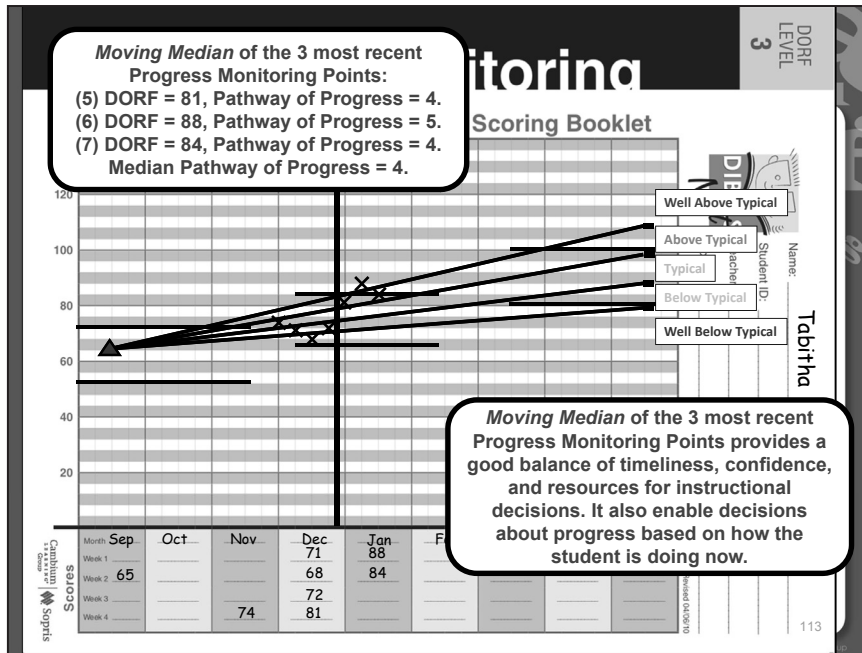
Multiple passages within a few days.

Less Timeliness & More Resources

Greater Confidence

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Panel 1 (page 109):

Moving Median of the 3 most recent Progress Monitoring Points:
(1) DORF = 74, Pathway of Progress = 3,
(2) DORF = 71, Pathway of Progress = 2,
(3) DORF =68, Pathway of Progress = 1.
Median Pathway of Progress = 2.

DORF LEVEL 3

Scoring Booklet

Well Above Typical
Above Typical
Typical
Below Typical
Well Below Typical

Name:
Student ID:
School Year:

Tabitha

Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Week 1				71					
Week 2	65			68					
Week 3									
Week 4			74						

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Panel 2 (page 110):

Moving Median of the 3 most recent Progress Monitoring Points:
(2) DORF = 71, Pathway of Progress = 2,
(3) DORF = 68, Pathway of Progress = 1,
(4) DORF = 72, Pathway of Progress = 2.
Median Pathway of Progress = 2.

DORF LEVEL 3

Scoring Booklet

Well Above Typical
Above Typical
Typical
Below Typical
Well Below Typical

Name:
Student ID:
School Year:

Tabitha

Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Week 1				71					
Week 2	65			68					
Week 3				72					
Week 4			74						

110

Panel 3 (page 111):

Moving Median of the 3 most recent Progress Monitoring Points:
(3) DORF = 68, Pathway of Progress = 1,
(4) DORF = 72, Pathway of Progress = 2,
(5) DORF = 81, Pathway of Progress = 4.
Median Pathway of Progress = 2.

DORF LEVEL 3

Scoring Booklet

Well Above Typical
Above Typical
Typical
Below Typical
Well Below Typical

Name:
Student ID:
School Year:

Tabitha

Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Week 1				71					
Week 2	65			68					
Week 3				72					
Week 4			74	81					

111

Panel 4 (page 112):

Moving Median of the 3 most recent Progress Monitoring Points:
(4) DORF = 72, Pathway of Progress = 2,
(5) DORF = 81, Pathway of Progress = 4,
(6) DORF = 88, Pathway of Progress = 5.
Median Pathway of Progress = 4.

DORF LEVEL 3

Scoring Booklet

Well Above Typical
Above Typical
Typical
Below Typical
Well Below Typical

Name:
Student ID:
School Year:

Tabitha

Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Week 1				71	88				
Week 2	65			68					
Week 3				72					
Week 4			74	81					

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Slide 113

Moving Median of the 3 most recent Progress Monitoring Points:
(5) DORF = 81, Pathway of Progress = 4.
(6) DORF = 88, Pathway of Progress = 5.
(7) DORF = 84, Pathway of Progress = 4.
Median Pathway of Progress = 4.

Moving Median of the 3 most recent Progress Monitoring Points provides a good balance of timeliness, confidence, and resources for instructional decisions. It also enable decisions about progress based on how the student is doing now.

DORF LEVEL 3 — ...itoring — Scoring Booklet

Name: Tabitha

Well Above Typical
Above Typical
Typical
Below Typical
Well Below Typical

Month	Sep	Oct	Nov	Dec	Jan	F
Week 1				71	88	
Week 2	65			68	84	
Week 3				72		
Week 4			74	81		

113

Slide 114

Middle of Year Benchmark Assessment based on the median of 3 passages at one time. For example, middle of year median DORF Words Correct on the Benchmark Assessment = 86. Pathway of Progress = 4

The Middle of Year Benchmark Assessment provides a good check-up on the progress of all students in the class.

DORF LEVEL 3 — ...itoring — Scoring Booklet

Name: Tabitha

Well Above Typical
Above Typical
Typical
Below Typical
Well Below Typical

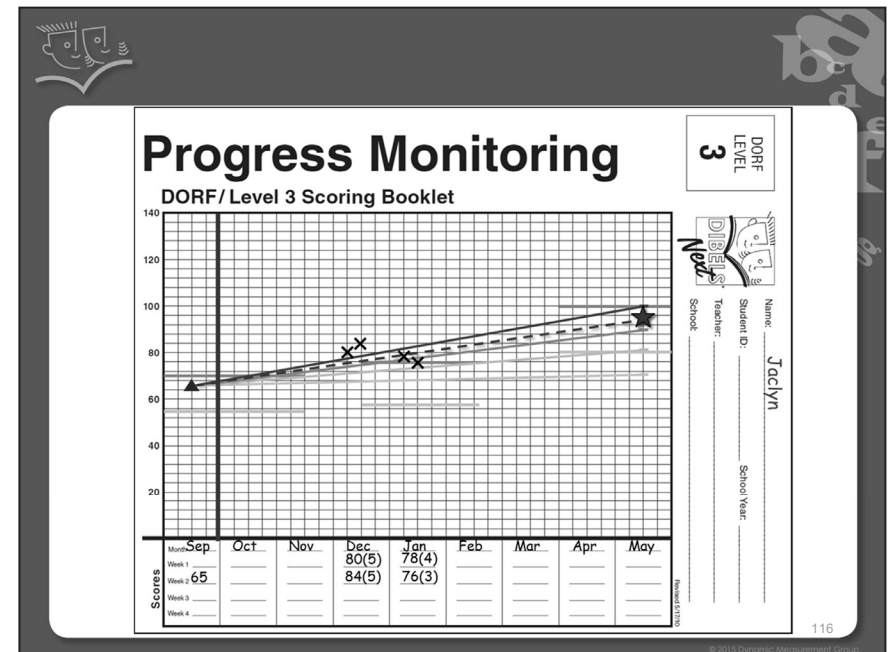| Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Week 1									
Week 2	65								
Week 3					(79, 92, 86)				
Week 4									

114

Slide 115

Jaclyn Progress Monitoring Activity

Jaclyn has been receiving intervention support building word reading and decoding. Her word reading accuracy is now above 95%, and her interventionist is emphasizing building fluency while maintaining her accuracy and reading for meaning.

1. As of the 2nd week in January, what is Jaclyn's current Pathway of Progress? _____

2. In the 3rd week in January, Jaclyn obtained a DORF Words Correct of 84. Plot the point on Jaclyn's progress monitoring graph.

3. What is the Pathway of Progress for a score of 84 in the 3rd week of January?_____

4. As of the 3rd week in January, what is Jaclyn's current Pathway of Progress? _____

Slide 116

Progress Monitoring

DORF / Level 3 Scoring Booklet

DORF LEVEL 3

Name: Jaclyn
Student ID:
Teacher:
School:
School Year:

Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Week 1				80(5)	78(4)				
Week 2	65			84(5)	76(3)				
Week 3									
Week 4									

116

Jaclyn Progress Monitoring Activity

Jaclyn has been receiving intervention support building word reading and decoding. Her word reading accuracy is now above 95%, and her interventionist is emphasizing building fluency while maintaining her accuracy and reading for meaning.

1. As of the 2nd week in January, what is Jaclyn's current Pathway of Progress? _Pathway 4, Above Typical_

2. In the 3rd week in January, Jaclyn obtained a DORF Words Correct of 84. Plot the point on Jaclyn's progress monitoring graph.

3. What is the Pathway of Progress for a score of 84 in the 3rd week of January?_____

4. As of the 3rd week in January, what is Jaclyn's current Pathway of Progress? _____

Progress Monitoring

DORF/ Level 3 Scoring Booklet

4. As of the 3rd week in January, what is Jaclyn's current Pathway of Progress?
Pathway 4, Above Typical

Name: _Jaclyn_

Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Week 1				80(5)	78(4)				
Week 2	65			84(5)	76(3)				
Week 3					82(4)				
Week 4									

Sometimes it's not about reading skills; it's about conditions or some other factor. If student performance is all over the map, it is probably not appropriate to make any statement about reading progress.

Name: _Jeremy_

Well Above Typical
Above Typical
Typical
Below Typical
Well Below Typical

Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Week 1		109	66	75	83	92			
Week 2	65								
Week 3		40	100	57	48				
Week 4									

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