



UNIVERSAL SCREENING, PROGRESS
MONITORING, AND DIAGNOSTIC

DIBELS *Next*

**POWERFUL MEASURES TO
PREDICT READING SUCCESS**



VOYAGER SOPRIS
LEARNING™

DIBELS[®] Next

THE *DIBELS NEXT* VISION

The vision is one of changing the future, of building futures for children. There are some children who will learn to read in spite of anything we do; there are other children who will learn to read because of what we do—and for those children, we can change the future.

—Roland H. Good III., coauthor, *DIBELS Next*

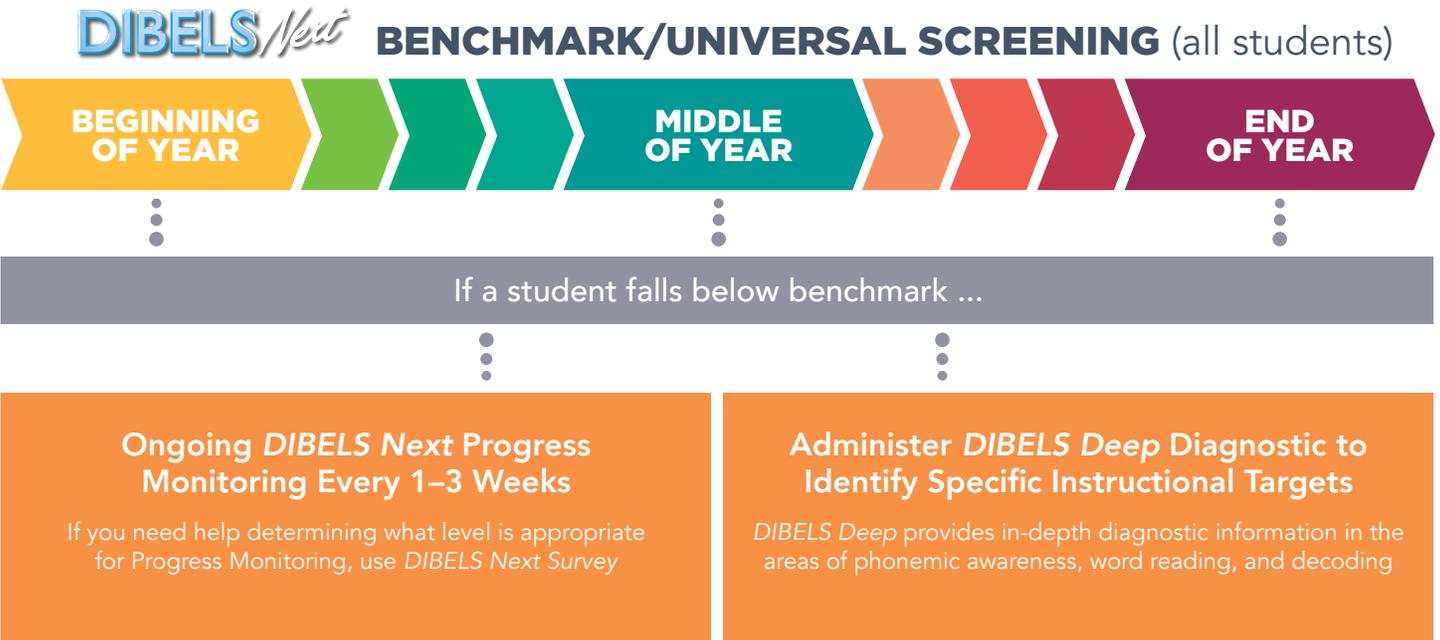
- Predicts early reading success
- Predicts state test performance
- Identifies students who need intervention support
- Evaluates the effectiveness of interventions
- Provides universal screening, progress monitoring, and diagnostic assessments
- Provides web-based data-management system and online scoring



POWERFUL MEASURES TO PREDICT READING SUCCESS

The ultimate goal of *DIBELS*® Next is to support students as they become proficient, fluent readers who read for meaning. The *DIBELS* Next family of assessments provides quick and easy measures that indicate if a student is on track for reading success.

How do the DIBELS assessments fit together?



***DIBELS* Next Universal Screening** comprises six measures that are designed to be indicators of basic early literacy skills:

<i>DIBELS</i> Next Indicator:	Measures early literacy skills:
First Sound Fluency	• Phonemic Awareness
Phoneme Segmentation Fluency	• Phonemic Awareness
Letter Naming Fluency	• Informs competencies
Nonsense Word Fluency	• Phonics (foundational)
Oral Reading Fluency	• Phonics (advanced) • Fluency (accuracy, speed) • Reading comprehension
Daze	• Reading comprehension

The Ultimate Goal:
Reading for Meaning

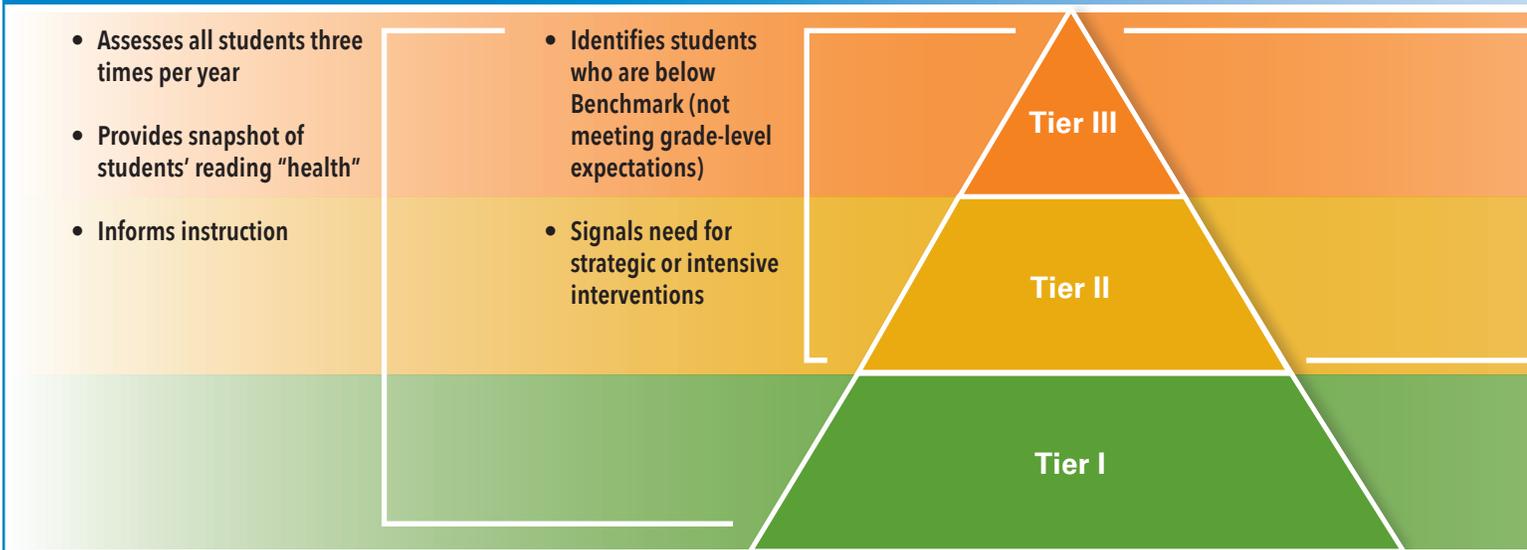
DIBELS NEXT PROVIDES UNIVERSAL SCREENING FOR ALL STUDENTS

DIBELS Next Benchmark Assessments are designed to measure students' progress toward expected reading achievement. These assessments are:

- Administered three times per year
- Grade-level assessments
- Color-coded by grade level



Benchmark Assessments provide a snapshot of students' reading "health"



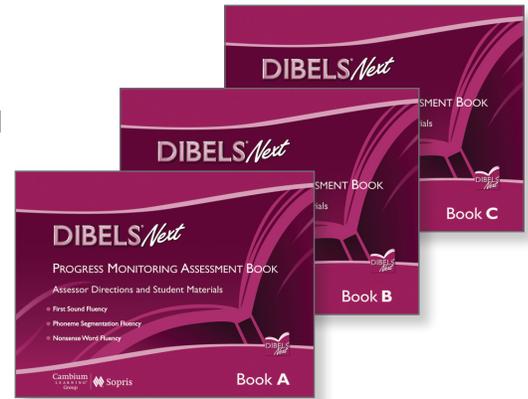
DIBELS Next Benchmark Administration Schedule

Grade	K	1	2	3	4	5	6
First Sound Fluency	■						
Phoneme Segmentation Fluency	■	■					
Letter Naming Fluency	■	■					
Nonsense Word Fluency	■	■	■				
Oral Reading Fluency		■	■	■	■	■	■
Daze				■	■	■	■

DIBELS NEXT PROVIDES PROGRESS MONITORING FOR STRUGGLING LEARNERS

DIBELS Next Progress Monitoring Assessments are administered to students who have been identified as struggling on the Benchmark Assessment. These assessments:

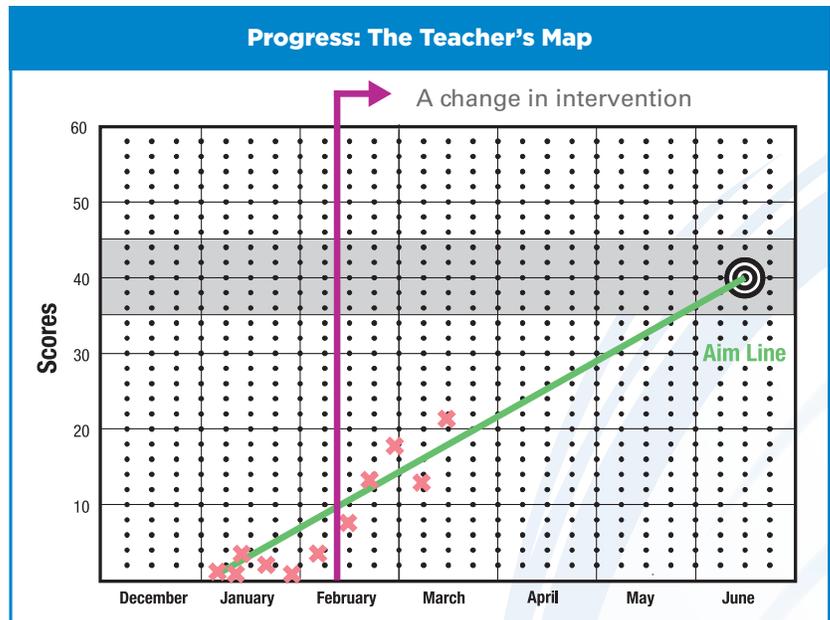
- Are organized to meet students at their instructional level
- Inform instruction and gauge effectiveness of intervention
- Provide alternate assessments so students do not repeat the same task
- Are organized by strand to target specific competencies
- Feature user-friendly instructions and scoring tools



Progress Monitoring Assessments provide frequent, ongoing assessment

- Provides consistent feedback to teachers to inform instruction
- Lets teachers know if intervention is working or if it needs to be adjusted
- Provides reports to communicate progress to students, parents, and administrators
- Ensures students needing intervention are monitored for growth

Highly sensitive to even the smallest gains



DIBELS NEXT INDICATORS: A CLOSER LOOK

The *DIBELS* Next measures are founded on decades of research with norms based on thousands of students. Each measure provides a critical look at a student's literacy health to ensure any literacy challenges are diagnosed and appropriate intervention is provided.

Online Test Administration Available

First Sound Fluency (FSF)

First Sound Fluency (FSF) assesses a student's fluency in identifying the initial sounds within spoken words. This early literacy skill is highly related to reading acquisition and reading achievement.

- Indicator of early phonemic awareness skills
- Administration Time: 1 minute
- Administered beginning of grade K to middle of grade K*
- Replaces Initial Sound Fluency (ISF) from *DIBELS* Sixth Edition

**Measure may be used for out-of-grade-level progress monitoring*

20 DIBELS® First Sound Fluency
Progress Monitoring 20

Test Items	Correct/2 points	Correct/1 point	Incorrect
1. math	/m/	/ma/	0
2. dock	/d/	/do/	0
3. grin	/g/	/gr/ /gri/	0
4. blow	/b/	/bl/	0
5. rate	/r/	/ra/	0
6. sneak	/s/	/sn/ /snea/	0
7. hard	/h/	/ha/	0
8. trunk	/t/	/tr/ /tru/	0
9. pool	/p/	/po/	0
10. climbed	/k/	/cl/ /klim/	0
11. frog	/f/	/fr/ /fro/	0
12. make	/m/	/ma/	0
13. crowd	/k/	/kr/ /krow/	0
14. ill	/l/	/il/	0
15. play	/p/	/pl/	0
16. cars	/k/	/ka/	0
17. graph	/g/	/gra/	0
18. crumbs	/k/	/kr/ /kru/	0
19. meal	/m/	/mea/	0
20. barn	/b/	/ba/	0
21. ground	/g/	/gra/ /grow/	0
22. brook	/b/	/br/ /bru/	0
23. purse	/p/	/pu/	0
24. light	/l/	/li/	0
25. crafts	/k/	/kr/ /kra/	0
26. hot	/h/	/ho/	0
27. bran	/b/	/br/ /bra/	0
28. robe	/r/	/ro/	0
29. dark	/d/	/da/	0
30. flop	/f/	/fl/ /flo/	0

2-pt responses: _____
x 2: _____ + 1-pt responses: _____ = Total: _____

Test Items	Correct/2 points	Correct/1 point	Incorrect
1. math	/m/	/ma/	0
2. dock	/d/	/do/	0
3. grin	/g/	/gr/ /gri/	0

Test administrator says the word; student identifies the initial sound

FSF Progress Monitoring 20

Phoneme Segmentation Fluency (PSF)

Phoneme Segmentation Fluency (PSF) assesses a student's fluency in segmenting a spoken word into its component parts or sound segments. This early literacy skill is highly related to reading acquisition and reading achievement.

- Indicator of early phonemic awareness skills
- Administered beginning of grade K to beginning of grade 1*
- Administration Time: 1 minute

**Measure may be used for out-of-grade-level progress monitoring*

20 DIBELS® Phoneme Segmentation Fluency
Progress Monitoring 20

knife /n/ /ie/ /f/	hill /h/ /i/ /l/	gift /g/ /i/ /f/ /t/	toy /t/ /oy/	Score
lift /l/ /i/ /f/ /t/	lamb /l/ /æ/ /m/	parks /p/ /ɑr/ /k/ /s/	voice /v/ /oy/ /s/	/12
kid /k/ /i/ /d/	feels /f/ /ee/ /l/ /z/	guys /g/ /ee/ /z/	fog /f/ /o/ /g/	/14
stuff /s/ /t/ /u/ /f/	lose /l/ /oo/ /z/	heat /h/ /ee/ /t/	cart /k/ /ɑr/ /t/	/13
when /w/ /ee/ /n/	french /f/ /r/ /e/ /n/ /ch/	shed /ʃ/ /ee/ /d/	goat /g/ /oo/ /t/	
bite /b/ /ee/ /t/	shore /ʃ/ /or/	mouth /m/ /ow/ /th/	dog /d/ /o/ /g/	

PSF Response Patterns:

- Repeats word
- Makes random errors
- Says initial sound only
- Says onset rime
- Does not segment blends
- Adds sounds
- Makes consistent errors on specific sound(s)
- Other

knife /n/ /ie/ /f/	hill /h/ /i/ /l/	gift /g/ /i/ /f/ /t/	toy /t/ /oy/	/12
lift /l/ /i/ /f/ /t/	lamb /l/ /a/ /m/	parks /p/ /ɑr/ /k/ /s/	voice /v/ /oy/ /s/	/14

Test administrator says the word; student identifies all the sounds in the word

PSF Progress Monitoring 20

Letter Naming Fluency (LNF)

Letter Naming Fluency (LNF) assesses a student's fluency with naming letters. This measure is a strong predictor of later reading achievement and serves as a risk indicator for early school-age children.

Online Test Administration Available

- Measures student's ability to recognize individual letters and to say their names
- Administered beginning of grade K to beginning of grade 1*
- Administration Time: 1 minute

** Because letter naming is not considered a basic early literacy skill, a benchmark goal is not provided and the measure is a Benchmark measure only, not Progress Monitoring; it is included as a Benchmark measure because it is a proven predictor of future reading achievement*

2 DIBELS® Letter Naming Fluency
Grade K/Benchmark 2

C R o d y j A g O H
r Y G N x f a D Z z
V B T s h k l W b F
M P u m n s L Q e c
U q K p E t J i w X
I v F X U m w H h s
g L D i N d T S r B
Q C b y q c o M p E
O n A P W f G v u a
I J x z V K Y l e
k Z j R C R o d y

Total Correct:

LNF Response Patterns:

- Makes random errors
- Makes consistent errors on specific letter(s)
- Says letter sound instead of letter name
- Doesn't trace
- Other

C	R	o	d	y	j	A	g	O	H
r	Y	G	N	x	f	a	D	Z	z

Student views letters and says letter names

Grade K LNF Benchmark 2

Nonsense Word Fluency (NWF)

Nonsense Word Fluency (NWF) assesses a student's knowledge of basic letter-sound correspondences and the ability to blend letter-sounds into words.

20 DIBELS® Nonsense Word Fluency

Progress Monitoring 20

	CLS	WWR
kek fiv os zul hal	/14 (14)	
luv ras jof iv peb	/14 (28)	
yiz lus yel kam toz	/14 (42)	
ub sez zod fas hil	/14 (56)	
ap zup heg bif moj	/14 (70)	
nic yav lud nej zog	/14 (84)	
nof uv zak sej bil	/14 (98)	
pim dej jun lan op	/14 (112)	
bas tuv wej tog wic	/14 (126)	
jem ug tiv rog kal	/14 (140)	

NWF Response Patterns:

<input type="checkbox"/> Says correct sounds out of order (sound-by-sound)	<input type="checkbox"/> Doesn't track correctly
<input type="checkbox"/> Makes random errors	<input type="checkbox"/> Tries to turn nonsense words into real words
<input type="checkbox"/> Says correct sounds, does not recode	<input type="checkbox"/> Makes consistent errors (e.g., vowel errors)
<input type="checkbox"/> Says correct sounds, recodes out of order	<input type="checkbox"/> Makes consistent errors (e.g., consonant errors)
<input type="checkbox"/> Says correct sounds, recodes with incorrect sounds	<input type="checkbox"/> Other
<input type="checkbox"/> Says correct sounds and correctly recodes	

Total correct letter sounds (CLS) _____
Total whole words read (WWR) _____

- Measures alphabetic principle and basic phonics
- Administered middle of grade K to beginning of grade 2*
- Administration Time: 1 minute

*Measure may be used for out-of-grade-level progress monitoring

	CLS	WWR
kek fiv os zul hal	/14 (14)	
luv ras jof iv peb	/14 (28)	

Student views and reads nonsense words

NWF Progress Monitoring 20

DIBELS Next Oral Reading Fluency (DORF)

DIBELS Next Oral Reading Fluency (DORF) measures advanced phonics and word-attack skills; accurate and fluent reading of connected text; and reading comprehension. DORF comprises two components: oral reading fluency (passage reading) and retell.

Online Test Administration Available

20 DIBELS® Oral Reading Fluency

Level 3/Progress Monitoring 20

	Total words	Errors (include skipped words)	Words correct
	_____	_____	_____

A Chess Tournament

0 The principal walked into the school library. She had just received a letter inviting several members of the school's chess team to play in the state championship. Rachel could hardly believe her ears when she heard her name read as one of the people who had been chosen.

48 The chess club met twice a week after school in the library. Rachel's teacher had suggested that she try it last year, because she knew that Rachel loved problem solving. What started out as just an interesting school activity was now something that she loved doing. Rachel had become one of the club's best players. Still, she wondered if she was good enough for this tournament.

114 Rachel talked it over with her parents and her teacher. They all told her that she was chosen because she was a very good player. They reminded her that no matter what the outcome was, she would enjoy the challenge of each match and would learn from every game she played. When Rachel thought about it, she realized they were right. The tournament games would just be new puzzles to solve. Rachel felt more confident.

180 When the tournament day arrived, Rachel was ready. After a good night's rest and a healthy breakfast, she arrived early to check in. Then she played some practice games with her friends. Soon, it was time for her first match to begin. Over the next two days, she played six games. She won four, lost one, and had one tie. When the final points were

**Student reads the passage;
teacher records words correct**

A Chess Tournament

▶ The principal walked into the school library. She had just received a letter inviting several members of the school's chess team to play in the state championship. Rachel could hardly believe her ears when she heard her name read as one of the people who had been chosen.

The chess club met twice a week after school in the library. Rachel's teacher had suggested that she try it last year, because she knew that Rachel loved problem solving. What started out as just an interesting school activity was now something that she loved doing. Rachel had

- Measures phonics, fluency, and reading comprehension
- Administered middle of grade 1 to end of grade 6*
- Administration Time: 1 minute for passage reading and 1 minute for retell

*Measure may be used for out-of-grade-level progress monitoring

DORF Level 3 Progress Monitoring 20

DIBELS Next Oral Reading Fluency (DORF) continued

Passage retell follows the reading of each passage. It provides:

- A comprehension check of passage reading
- Indication that the student is reading for meaning
- Information about overall reading proficiency and oral language skills

DORF Passage

After reading the passage, the student retells the content

A Chess Tournament

▶ The principal walked into the school library. She had just received a letter inviting several members of the school's chess team to play in the state championship. Rachel could hardly believe her ears when she heard her name read as one of the people who had been chosen.

The chess club met twice a week after school in the library. Rachel's

▶ Now tell me as much as you can about the story you just read. Ready, begin.

Reading DORF Retell

Online Test Administration Available

20 DIBELS® Oral Reading Fluency
Level 3/Progress Monitoring 20

Retell: A Chess Tournament

5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73
76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96

Retell Total: _____

NOTE: If provides only a main idea, it is considered one detail.

1 fewer details

2 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

Patterns:

yes

no

The same detail

the passage verbatim

leads the passage (i.e., reads quickly with no phrasing or intonation) and has little relative to number of words read

not own life related to passage

DORF Level 3 Progress Monitoring 20

DORF Level 3 Progress Monitoring 20

Daze

Daze measures the reasoning processes that constitute comprehension. It assesses a student's ability to construct meaning from text.

Online Test Administration Available

Student reads the passage and circles the word that makes the most sense

So You Want to Be a Pilot

Choosing a career is an exciting part of being young. A popular option that many young

top
people
is

dream of is being a pilot.

Programs
When
Flying

planning a career as a pilot,

it's
exciting
thinking

good to start by deciding

which
all
executives
kind

of pilot you would like to

be
getting
displays

pilots

cargo

Daze Level 6 Progress Monitoring 20

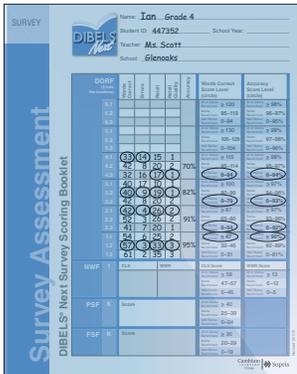
- Indicator of reading comprehension
- Administered beginning of grade 3 to end of grade 6*
- Administration Time: 3 minutes
- Can be administered to a whole class

*Measure may be used for out-of-grade-level progress monitoring

DIBELS NEXT SURVEY ENSURES PROGRESS MONITORING IS ACCURATE

DIBELS Next Survey is used when a student tests well below Benchmark on the Benchmark Assessment. Students at this level may need to be "back tested," or progress monitored using out-of-grade-level materials. DIBELS Next Survey quickly pinpoints which level of progress monitoring materials would be most appropriate for each student. It supports educators in:

- Identifying a student's instructional level
 - Determining the appropriate level for progress monitoring
 - Setting ambitious goals
 - Making instructional decisions designed to accelerate student progress



HOW DOES SURVEY WORK?

Name: Ian Grade 4
 Student ID: 447352 School Year: _____
 Teacher: Ms. Scott
 School: Glenoaks

DORF (Circle the medians)	Words Correct	Errors	Retell	Retell Quality	Accuracy	Words Correct Score Level (circle)	Accuracy Score Level (circle)
6.1						At or Above Benchmark ≥ 120	At or Above Benchmark ≥ 98%
6.2						Below Benchmark 95-119	Below Benchmark 96-97%
6.3						Well Below Benchmark 0-94	Well Below Benchmark 0-95%
5.1						At or Above Benchmark ≥ 130	At or Above Benchmark ≥ 99%
5.2						Below Benchmark 105-129	Below Benchmark 97-98%
5.3						Well Below Benchmark 0-104	Well Below Benchmark 0-96%
4.1	33	14	15	1		At or Above Benchmark ≥ 115	At or Above Benchmark ≥ 98%
4.2	42	8	20	2	70%	Below Benchmark 95-114	Below Benchmark 95-97%
4.3	32	16	17	1		Well Below Benchmark 0-94	Well Below Benchmark 0-94%
3.1	40	17	10	1		At or Above Benchmark ≥ 100	At or Above Benchmark ≥ 97%
3.2	40	9	19	1	82%	Below Benchmark 80-99	Below Benchmark 94-96%
3.3	42	8	20	2		Well Below Benchmark 0-79	Well Below Benchmark 0-93%
2.1	42	4	26	2		At or Above Benchmark ≥ 87	At or Above Benchmark ≥ 97%
2.2	52	3	26	2	91%	Below Benchmark 65-86	Below Benchmark 93-96%
2.3	41	7	20	1		Well Below Benchmark 0-64	Well Below Benchmark 0-92%
1.1	54	6	25	2		At or Above Benchmark ≥ 47	At or Above Benchmark ≥ 90%
1.2	57	3	33	3	95%	Below Benchmark 32-46	Below Benchmark 82-89%
1.3	61	2	35	3		Well Below Benchmark 0-31	Well Below Benchmark 0-81%
NWF	1	CLS	WWR	CLS Score	WWR Score	At or Above Benchmark ≥ 58	At or Above Benchmark ≥ 13
				Below Benchmark 47-57	Below Benchmark 6-12		
				Well Below 0-46	Well Below 0-5		

DIBELS Next Survey Case Sample

A student scores well below Benchmark on Benchmark Assessment.

- Survey Testing, 4th Grade Materials: **Below Benchmark**
- Survey Testing, 3rd Grade Materials: **Below Benchmark**
- Survey Testing, 2nd Grade Materials: **Below Benchmark**
- Survey Testing, 1st Grade Materials: **Above Benchmark**



Progress Monitor using Grade 2 Materials

DIBELS Next

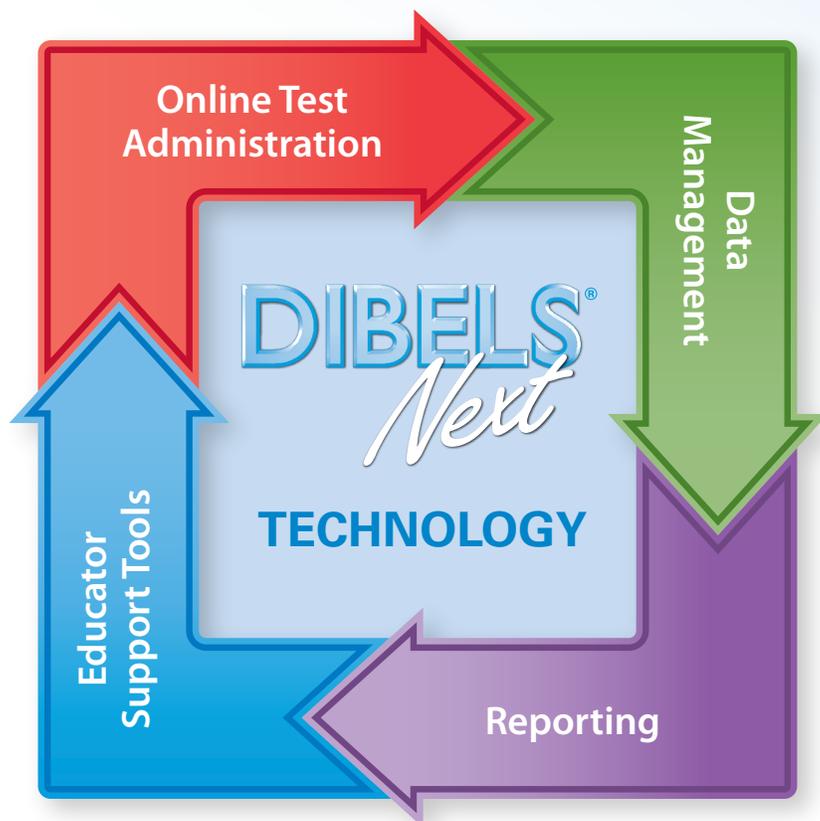
VPORT®

TIME-SAVING TECHNOLOGY OPTIONS INCREASE FLEXIBILITY AND ACCURACY

DIBELS Next offers a complete online data-management and scoring system. VPORT has been an integral part of school and district assessment plans for millions of students for more than 10 years. This system:

- Streamlines the assessment process
- Supports seamless data collection and analysis
- Increases accuracy of scoring
- Allows teachers, school administrators, and district administrators to closely monitor student progress

This time-saving technology includes:



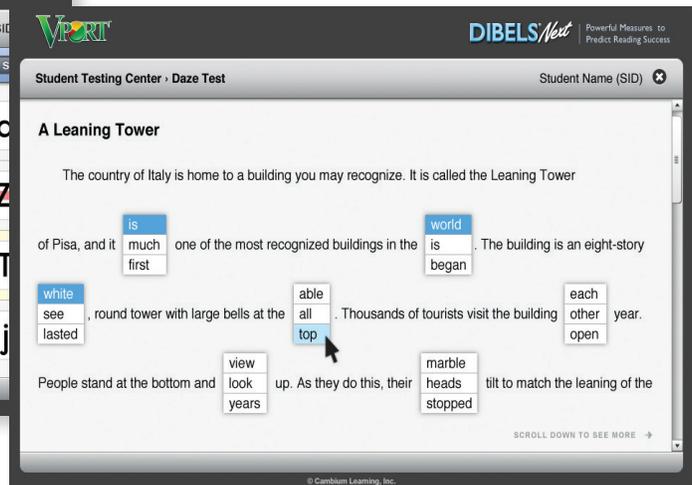
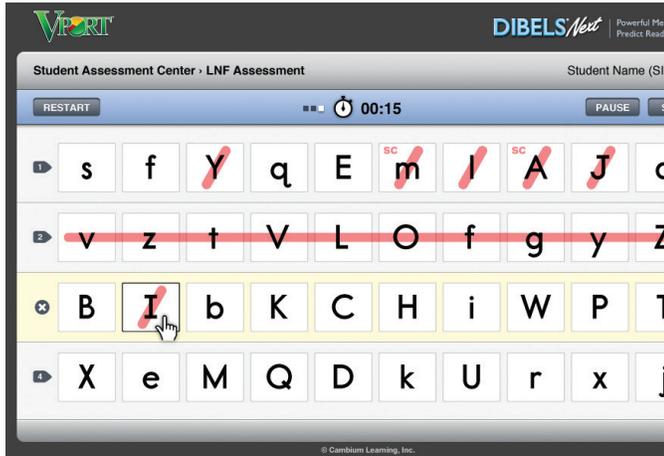
DIBELS Next VPORT is designed to take advantage of the technology resources a district already has—PC or Mac desktops or laptops with diagonal size screens of 11 inches or more. VPORT works in a web browser (i.e., Firefox, Internet Explorer, Safari) with an Adobe Flash 10.3 or later capable computer. DIBELS Next VPORT cannot be used on any of the following: digital pens, PDAs, pocket PCs, tablet PCs, mobile phones, or mobile Internet devices.



SIMPLIFIES TEST ADMINISTRATION AND SCORING

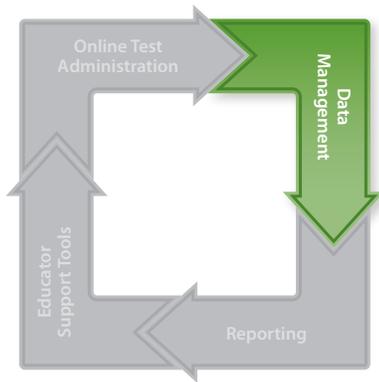
The *DIBELS Next* VPORT online test administration and scoring is intuitive and time saving. This technology provides:

- **Paperless administration** of FSF, LNF, DORF, and Daze (Benchmark and Progress Monitoring)
- **Automated scoring**—will do any scoring calculations automatically
- **Immediate data upload**—decreases manual entry
- **Instant reports**



How does online test administration work?

Online test administration happens with the click of a mouse—students read the prompts from the assessment materials (when applicable), and the teacher records student responses using the mouse.



MANAGE DATA AT FOUR LEVELS

Student performance data need to be managed and reported at many different levels. *DIBELS Next* VPORT provides four levels of reporting to ensure every administrator, teacher, student, and parent has the information they need to support students' literacy growth.

All data can be sorted by key demographics

District

District administrators are able to:

- Review *DIBELS Next* data from across the district
- Drill down to reports at the school, class, and individual student levels
- Utilize data to inform professional development and intervention selection
- Demonstrate a return on investment in intervention

School

School administrators and coaches are able to:

- Review *DIBELS Next* data from across the school
- Drill down to reports at the class and individual student levels
- Use data to guide site-based resource allocation (coaches, aids, paraprofessionals)
- Utilize data to inform professional development and intervention selection

Class

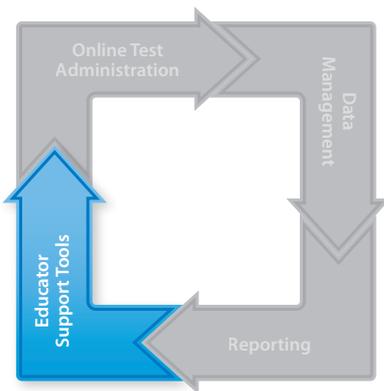
Classroom teachers are able to:

- Review *DIBELS Next* data from a single class and individual students
- Analyze and respond to student performance with targeted interventions
- Track progress between Benchmarks with progress monitoring data
- Accelerate student literacy growth by providing instruction that matches need
- Document and report student growth for administrators, parents, and students

Student/Parent

Students and parents are able to:

- Clearly understand instructional goals
- See the progress made toward each goal
- Understand the impact of instructional interventions
- Be partners in the learning process

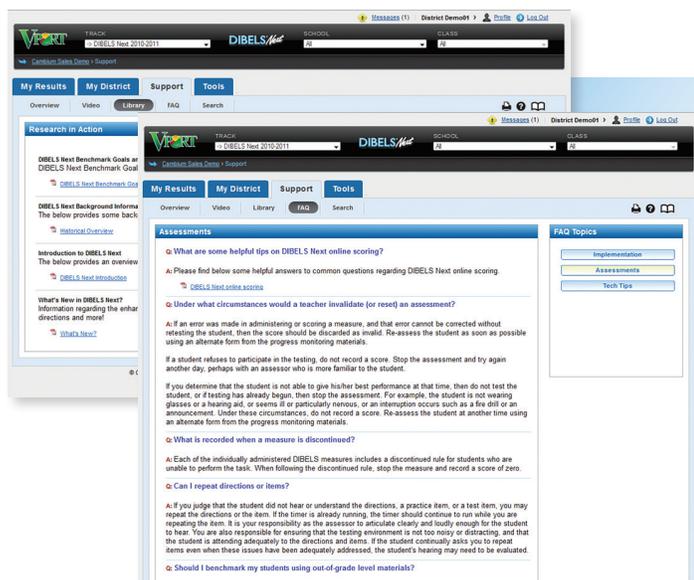
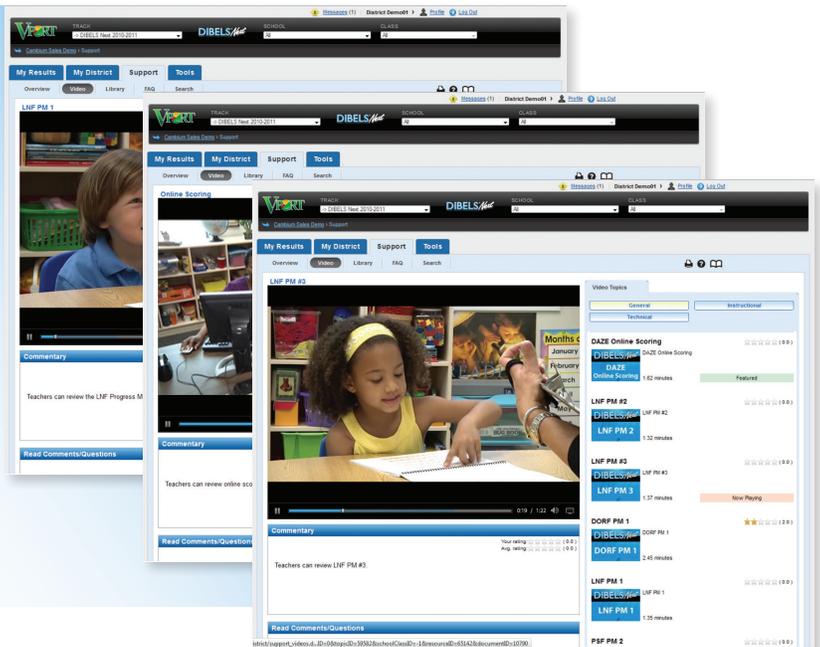


SUPPORTING EDUCATORS WITH REAL-TIME TOOLS

To ensure test administrators are confident administering assessments, *DIBELS Next* VPORT provides real-time professional support tools. These tools are designed to improve teacher confidence, fidelity of test administration practices, and overall *DIBELS Next* implementation.

Video Models

- Overviews of each *DIBELS Next* assessment
- Demonstrations of test administration
- Guidance for online scoring



Library and FAQs

- Benchmark Goals document
- Technical report
- *DIBELS Next* overview
- Repository of common *DIBELS Next* questions
- Collection of *DIBELS Next* documents that educators find helpful

DIBELS NEXT OFFERS FLEXIBLE IMPLEMENTATION OPTIONS

To ensure specific needs are met in the most efficient way, Voyager Sopris offers three implementation options for *DIBELS Next*:

Option 1

DIBELS Next VPORT Online Scoring and Data Management

Benefits	Material Needs
<ul style="list-style-type: none"> • Saves test administration and scoring time • Increases accuracy of scoring • Uses fewer district resources • Immediate reporting function • Minimal print supports needed—only the VPORT Kits • Decreases materials management 	<p>Initial Year</p> <ul style="list-style-type: none"> • VPORT Kits • Per-student subscription (online scoring and data management) <p>Subsequent Year</p> <ul style="list-style-type: none"> • Per-student subscription (online scoring and data management)

Option 2

DIBELS Next Paper/Pencil with Online Data Management

Benefits	Material Needs
<ul style="list-style-type: none"> • User-friendly platform to enter student performance data • Dynamic reporting options • High-quality, two-color print materials • Ease-of-use flipbook • Common-sense organization and easy distribution 	<p>Initial Year</p> <ul style="list-style-type: none"> • <i>DIBELS Next</i> Classroom Sets • Any additional scoring booklets • Per-student subscription (data management only) <p>Subsequent Year</p> <ul style="list-style-type: none"> • <i>DIBELS Next</i> Scoring Booklets • Per-student subscription (data management only)

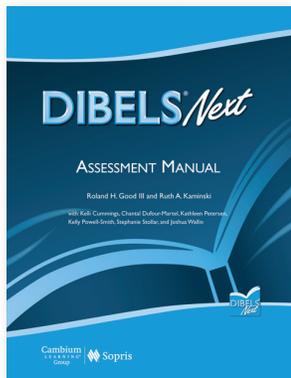
Option 3

DIBELS Next Paper/Pencil

Benefits	Material Needs
<ul style="list-style-type: none"> • High-quality, two-color print materials • Ease-of-use flipbook • Common-sense organization and easy distribution 	<p>Initial Year</p> <ul style="list-style-type: none"> • <i>DIBELS Next</i> Classroom Sets • Any additional scoring booklets <p>Subsequent Year</p> <ul style="list-style-type: none"> • <i>DIBELS Next</i> Scoring Booklets

HIGH-QUALITY, WELL-ORGANIZED MATERIALS

DIBELS Next materials are designed for ease of use, distribution, and organization. Every word, item, font, and direction has been field-tested with thousands of educators and students, ensuring that the materials are practical and of the highest caliber.



DIBELS Next Assessment Manual

- General administration
- Overviews of all six *DIBELS Next* measures
- Information on data and interpretation

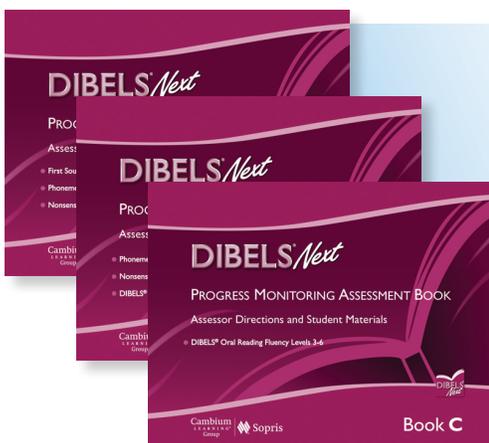
DIBELS Next Classroom Sets include:

- One Assessment Manual
- All test administrator materials for Benchmark and Progress Monitoring*
- Benchmark materials for 25 students
- Progress Monitoring materials for 5 students*

*Please visit www.voyagersopris.com/dibelsnext to access complete Classroom Set descriptions for each grade level. Off-grade-level scoring booklets are not included in Classroom Sets.

DIBELS Next Benchmark Materials

- Easy-to-use flipbook with student materials and assessor directions
- Scoring forms for conducting beginning-, middle-, and end-of-year assessments
- Color-coded by grade level



DIBELS Next Progress Monitoring Materials

- 20 alternate assessments for FSF, PSF, NWF, and DORF; 10 alternate assessments for Daze
- Easy-to-use flipbook with student materials and assessor directions
- Organized by skill level, not grade level, to account for out-of-grade-level progress monitoring

DIBELS DEEP DIAGNOSTIC: DATA EDUCATORS CAN USE TO MAKE THE BEST INSTRUCTIONAL DECISIONS

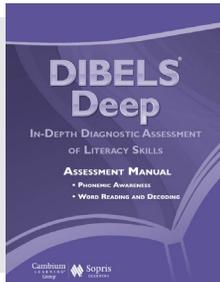
DIBELS Deep provides the practical bridge between data and instruction. These brief measures are individually administered, untimed diagnostic assessments of critical reading skills for students in grades K–5, and for older learners with very low skills.

These assessments help educators maximize every instructional minute, make data-informed decisions, and answer questions to better target instruction:

- What types of support do students need?
- How should students be grouped?
- What specific skills should be the focus of instruction?
- What instructional strategies should be implemented?

These rigorously researched materials are:

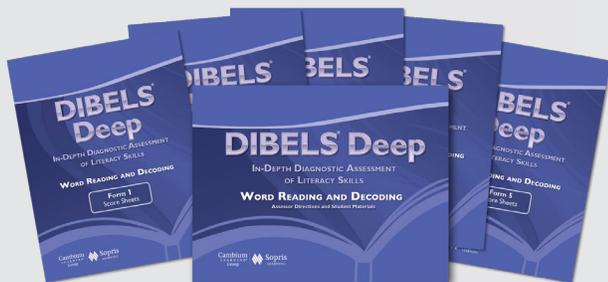
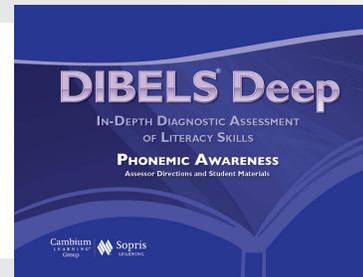
- Focused on Phonemic Awareness and Word Reading and Decoding
- Highly rated in terms of usefulness of data and ease of use
- Time-efficient (~10 minutes each)
- Correlated to *DIBELS Next*, but can be used for students who are not reaching Benchmark on any screener



***DIBELS Deep* Assessment Manual: Phonemic Awareness (PA) and Word Reading and Decoding (WRD)**

***DIBELS Deep* Phonemic Awareness Materials**

- Phonemic Awareness Assessment Book: Assessor Directions and Student Materials
- Phonemic Awareness Score Sheet



***DIBELS Deep* Word Reading and Decoding**

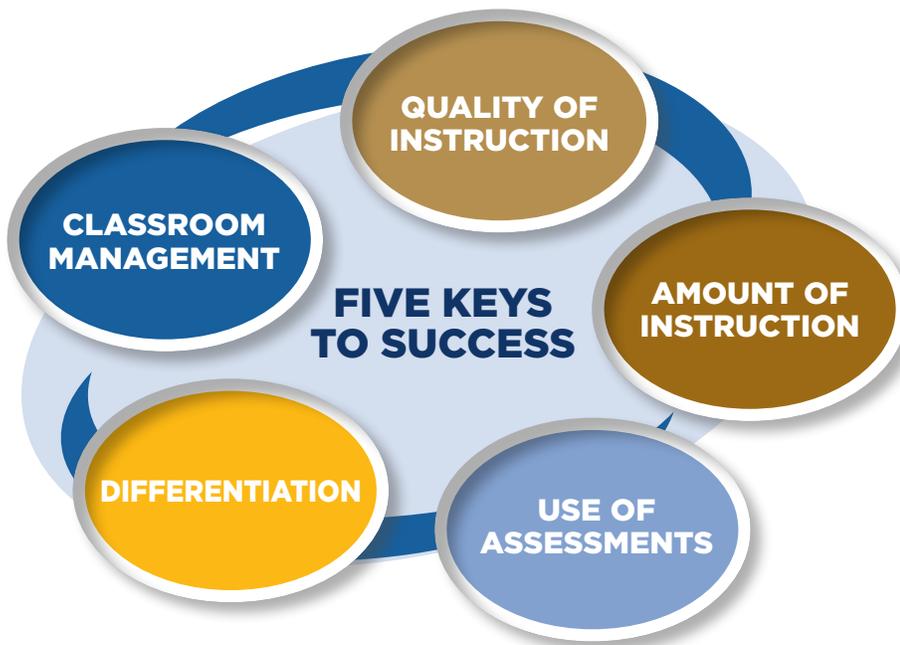
- Word Reading and Decoding Assessment Book: Assessor Directions and Student Materials
- Word Reading and Decoding Score Sheet Set

Learn more about *DIBELS Deep* and download samples at www.voyagersopris.com/dibelsdeep

OUR GOAL:

PROVIDE THE HIGHEST LEVEL OF EDUCATOR SUPPORT TO INCREASE STUDENT ACHIEVEMENT

Service does not come in a box; it must be custom-built to meet the specific needs of districts, schools, administrators, and teachers. Firmly grounded in research, the Voyager Sopris Learning approach is built around the “Five Keys to Success,” which form the foundation for a personalized strategy for planning, training, and ongoing support:



Our team specializes in partnering with schools and districts to build custom *DIBELS Next* implementation support plans—including planning, training, and ongoing support—to ensure all stakeholders are prepared to implement and sustain *DIBELS Next* implementation.

DIBELS Next Author

Roland H. Good III, Ph.D., is President and Associate Director of Research for Dynamic Measurement Group and coauthor of *DIBELS Next*. After teaching at the elementary level, he earned his doctorate from Pennsylvania State University in School Psychology and served two years as a school psychologist. In recognition of his contributions to the field of education, Penn State awarded Dr. Good its Excellence in Education Award in 2005. He has also served on the editorial boards for *School Psychology Review*, *School Psychology Quarterly*, and the *Journal of Special Education*.

DIBELS Next Author

Ruth A. Kaminski, Ph.D., is CEO/COO Director of Research and Development for Dynamic Measurement Group and coauthor of *DIBELS Next*. Dr. Kaminski’s academic background includes degrees in Speech Pathology, Early Intervention, and School Psychology. For the past 20 years she has conducted research on assessment and preventive interventions for preschool and early elementary age children. In 2007, Dr. Kaminski was selected as the recipient of Pennsylvania State University’s Excellence in Education Award, the highest honor bestowed on an alumnus of the College of Education.

DIBELS[®] Next

VALID, RELIABLE TOOL FOR UNIVERSAL SCREENING, PROGRESS MONITORING, AND DIAGNOSTIC ASSESSMENT

Visit www.voyagersopris.com/dibelsnext to see how *DIBELS Next*:

- Predicts early reading success
- Predicts state test performance
- Identifies students who need intervention support
- Evaluates the effectiveness of interventions
- Provides universal screening and progress monitoring
- Provides web-based data-management system and online scoring



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