RTI FOR ENGLISH LANGUAGE LEARNERS

RTI for English Language Learners: Appropriately and Using Screening and Progress Monitoring Tools to Improve Instructional Outcomes

Julie Esparza Brown, EdD
Portland State University
jebrown@pdx.edu

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OBJECTIVES

Participants at this session will explore the essential features of an RtI model for ELLS with a focus on:

◉ Defining RtI and the unique challenges involved when applying this early intervening model to ELLs

◉ • Examining the impact of cultural, linguistic, and experiential factors on the academic progress of ELLS within an RtI framework

◉ • Identifying appropriate screening and progress monitoring tools

◉ • Establishing appropriate goals for ELLs

◉ • Providing appropriate interventions specific to the contextual background of each ELL students experiencing academic challenges

◉ • Applying cultural, linguistic, experiential, and assessment information to a case -study of a elementary-age ELL student from a Spanish-speaking home

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KEY QUESTIONS

◉ Who are ELL students?

◉ What do we need to know about their background to provide appropriate instruction and interventions?

◉ Can and should we use the same progress monitoring tools with ELLs as we do with their monolingual English peers?

◉ What are the unique considerations for screening and progress monitoring ELLs?

◉ How do we set appropriate goals for ELLs?

◉ What is an example of use of the screening and progress monitoring tools with ELLs?

◉ How do we adjust instruction and interventions for ELLs?

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What does this cartoon remind us about the diversity in our classrooms?
In what ways are English Language Learners different from one another?
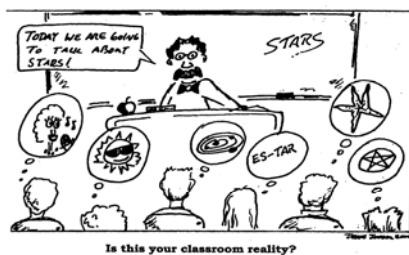
STUDENT DIVERSITY?

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OUR CHALLENGES

The greatest risk for academic failure is not a learning disability, nor second language learning. The highest risk factor for reading failure is socioeconomic status."

(National Institute of Health)

OUR CHALLENGE

- One major educational concern today is that ELL students are not fully benefitting from our instructional programs. Data from the National Assessment of Educational Progress (NAEP), also known as the "Nation's Report Card", the most authoritative source of standardized testing data for public schools across the country, indicate that the achievement rates of ELL students is below that of all other student groups. Further, the dropout rates are 15-20% higher for ELL students when compared to non-ELLs (Artiles & Ortiz, 2002).

OUR CHALLENGE

- "Between 69 percent and 90 percent of English Language Learners in middle and high schools who were born in the United states and have been in U.S. schools since kindergarten still have not achieved the academic proficiency to succeed in the all-English mainstream program" (Minaya-Rowe, 2006, p. 16). While we know that no one group of people is not innately more or less intelligent than another group, we need to understand the factors impeding ELLs' academic growth.

WHAT WE NEED TO KNOW

- Child's linguistic experiences?
  - What language did they first hear/speak
  - At what age was the second language introduced
  - What language is primarily used by the child at home?
  - What language is primarily used by the parents at home?
  - What is the child's language proficiency in the home language? In English?

WHAT WE NEED TO KNOW

- Opportunity to Learn
  - What does literacy look like in the home?
  - Did the child attend preschool or Head Start?
  - What are the child's educational experiences in the U.S.? In a home country?
  - What is the language of instruction (or languages) the child has had?
  - Has school attendance been consistent? Are there mobility issues?

WHAT WE NEED TO KNOW

- Is the general education curriculum adjusted to the language proficiency level and cultural/experiential backgrounds of all student?
- Have the parents been contacted at the time that the child became a concern?

LANGUAGE ISSUES

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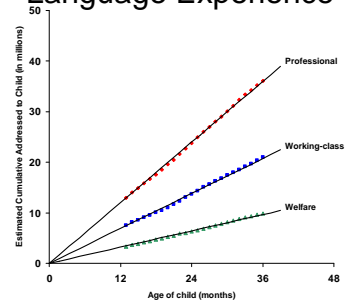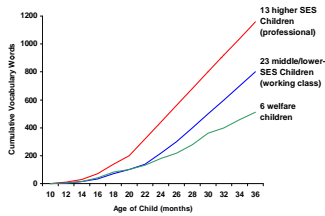

THE IMPACT OF LOW SES

Language Experience

Source: Hart, B., & Risley, T. (1995). *Meaningful differences in the veryday experience of young American children.* Baltimore: Paul H. Brookes Publishing Company

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THE IMPACT OF LOW SES

The Widening Gap in Young Children's Vocabularies

Source: Hart, B., & Risley, T. (1995). *Meaningful differences in the veryday experience of young American children.* Baltimore: Paul H. Brookes Publishing Company

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MEANINGFUL DIFFERENCES

| Actual Differences in Quantity of Words Heard	
In a typical hour, the average child would hear:	
Welfare:	616 words
Working Class:	1,251 words
Professional:	2,153 words
Actual Differences in Quality of Words Heard	
Welfare:	5 affirmations, 11 prohibitions
Working Class:	12 affirmations, 7 prohibitions
P)rofessional:	32 affirmations, 5 prohibitions

Hart & Risley, 1995, 2002
From: Bessellisu & Cole

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LANGUAGE PROFICIENCIES
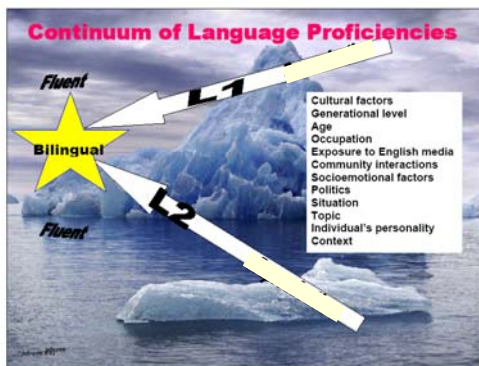
FIRST LANGUAGE (L1)

- A fully developed first language provides stronger lexical access to learning multiple languages (Cummins, 2000).
- A second factor is whether the student has had formal instruction in their first language such as in a Head Start or preschool program, or a bilingual program in elementary school.
- Research in bilingual education shows that "language minority school-age children provided with support or direct instruction in L1 have better long-term outcomes in English as compared to peers who receive reading and instructional support only in L2 (e.g., for a meta-analysis, see Rolstad, Mahoney, & Glass, 2005; Thomas & Collier, 2002)" (Kohner & Pham, 2010, p. 56).

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BICS AND CALP

- Children generally use two language registers:
  - 1) the casual; social language used on the playground, in conversations and with friends, and
  - 2) formal; the language of school, used in business, and needed for standardized assessment and content area instruction.
- Jim Cummins (2000) coined the terms BICS (Basic Interpersonal Communication Skills) for casual/social language and
- CALP (Cognitive Academic Language Proficiency) for formal language when discussing the language used by ELL students. Children need experience and frequent opportunities to talk during their path to developing CALP.

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WHAT IS ACADEMIC LANGUAGE?

- Academic language is:
  - the language used in the classroom and workplace
  - the language of text
  - the language assessments
  - the language of academic success
  - the language of power

WHY IS ACADEMIC LANGUAGE SO IMPORTANT?

- Students who master academic language are more likely to:
  - be successful in academic and professional settings
- Students who do *not* learn academic language may:
  - struggle academically
  - be at a higher risk of dropping out of school

SOCIAL LANGUAGE VS. ACADEMIC LANGUAGE

- When using social, or informal, English in daily conversation, it's possible to communicate by using slang and without using English in a grammatically correct way
- You can be understood without using:
  - articles
  - prepositions
  - sophisticated vocabulary
  - pronoun reference

DO STUDENTS NEED TO MASTER SOCIAL LANGUAGE FIRST?

- In the United States, we tend to teach informal "survival" English first, and then academic language
- However, it is possible to lay the foundation for academic language while teaching conversation skills

RECOGNIZING SOCIAL VS. ACADEMIC LANGUAGE

When comparing social and academic language, students should look for the following differences:

Informal Language	Academic Language
repetition of words	variety of words, more sophisticated vocabulary
sentences start with "and" and "but"	sentences start with transition words, such as "however," "moreover," and "in addition"
use of slang: "guy," "cool," and "awesome"	No slang

ACADEMIC LANGUAGE IN ORAL EXPRESSION

- Academic language is also a part of speaking
- Mastering oral academic language will allow students to participate in:
  - academic discussions
  - debates
  - presentations in front of their peers

USING ACADEMIC LANGUAGE IN A STUDENT'S NATIVE LANGUAGE

- As with reading skills, if students have acquired academic language in their first language, they will be able to acquire academic language much more quickly in their second language

AT WHAT AGE SHOULD ACADEMIC LANGUAGE INSTRUCTION BEGIN?

- Preschool through 3rd grade
  - Students need to learn age-appropriate vocabulary and language that will give them a strong foundation for academic language in the future
- 4th grade through 8th grade
  - Instruction should transition in order to teach students more sophisticated academic language skills, including vocabulary and grammatical structures

AT WHAT AGE SHOULD ACADEMIC LANGUAGE INSTRUCTION BEGIN? (CONT.)

- 9th grade through 12th grade
  - Students need to know a large vocabulary of academic words used across academic disciplines, and they need to have access   to and use more complicated grammatical structures

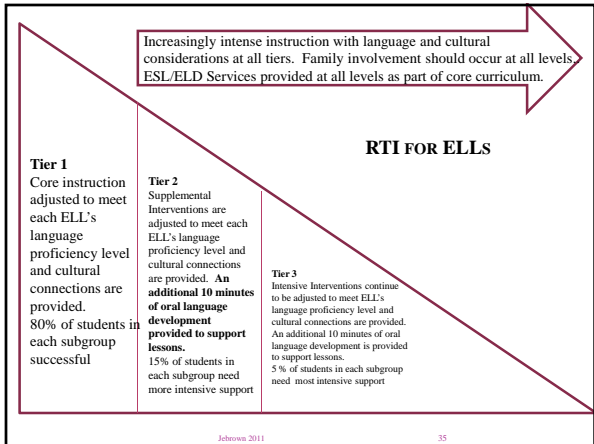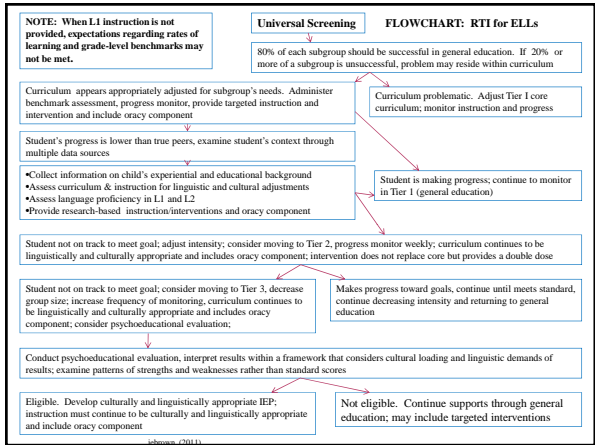## CHOOSING WHAT TO TEACH IN ACADEMIC LANGUAGE INSTRUCTION

- Teachers should teach language that will help students access the text or content:
  - When teaching reading comprehension, teachers should identify language that students will have difficulty understanding and will undermine student's ability to comprehend text
- This language may include:
  - an academic vocabulary word (such as "stimulate")
  - a preposition ("between")
  - an adverb ("hardly")
  - a conjunction ("and")
  - a grammatical structure ("either...or")

HOW MUCH TIME SHOULD TEACHERS SPEND ON ACADEMIC LANGUAGE INSTRUCTION?

- For younger students, the time varies
  - If students have big gaps in their basic knowledge, they will need more time each day
  - If students don't have instructional gaps in their language skills,   45 minutes a day is sufficient
- Older students need more time
  - Students need more than an hour of daily intensive language instruction that includes a component of academic language

Slide 1

- Points to remember:
  - Academic language is highly teachable
  - ELLs are a hard-working group of students who can and have achieved great heights academically
  - One of the most effective and important ways to support their future success is by teaching them academic language

Slide 2

- Look over what we have covered
- Review the big ideas.
- Share with your elbow partner:
  - Which idea is new to you?
  - How will that idea impact your work?

Slide 3

What are your current practices for ELLs at each tier?

Intensive

Core *plus* intensive evidence-based Intervention (5% of all students)

Strategic

Core *plus* strategic evidence-based intervention (15% of all students)

Benchmark

Core curriculum & instruction for ALL students: school-wide reading, behavior, math and/or writing, includes sheltered instruction and culturally relevant teaching (80% of all students disaggregated by subgroups)
For ELLS: Core includes English language development instruction

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Slide 4

NOTE: When L1 instruction is not provided, expectations regarding rates of learning and grade-level benchmarks may not be met.

Universal Screening

FLOWCHART: RTI for ELLs

80% of each subgroup should be successful in general education. If 20% or more of a subgroup is unsuccessful, problem may reside within curriculum

Curriculum appears appropriately adjusted for subgroup's needs. Administer benchmark assessment, progress monitor, provide targeted instruction and intervention and include oracy component

Curriculum problematic. Adjust Tier I core curriculum; monitor instruction and progress

Student's progress is lower than true peers, examine student's context through multiple data sources

- Collect information on child's experiential and educational background
- Assess curriculum & instruction for linguistic and cultural adjustments
- Assess language proficiency in L1 and L2
- Provide research-based instruction/interventions and oracy component

Student is making progress; continue to monitor in Tier 1 (general education)

Student not on track to meet goal; adjust intensity; consider moving to Tier 2, progress monitor weekly; curriculum continues to be linguistically and culturally appropriate and includes oracy component; intervention does not replace core but provides a double dose

Student not on track to meet goal; consider moving to Tier 3, decrease group size; increase frequency of monitoring, curriculum continues to be linguistically and culturally appropriate and includes oracy component; consider psychoeducational evaluation;

Makes progress toward goals, continue until meets standard, continue decreasing intensity and returning to general education

Conduct psychoeducational evaluation, interpret results within a framework that considers cultural loading and linguistic demands of results; examine patterns of strengths and weaknesses rather than standard scores

Eligible. Develop culturally and linguistically appropriate IEP; instruction must continue to be culturally and linguistically appropriate and include oracy component

Not eligible. Continue supports through general education; may include targeted interventions

jebrown (2011)

Slide 5

Increasingly intense instruction with language and cultural considerations at all tiers. Family involvement should occur at all levels. ESL/ELD Services provided at all levels as part of core curriculum.

RTI FOR ELLs

Tier 1
Core instruction adjusted to meet each ELL's language proficiency level and cultural connections are provided.
80% of students in each subgroup successful

Tier 2
Supplemental Interventions are adjusted to meet each ELL's language proficiency level and cultural connections are provided. **An additional 10 minutes of oral language development provided to support lessons.**
15% of students in each subgroup need more intensive support

Tier 3
Intensive Interventions continue to be adjusted to meet ELL's language proficiency level and cultural connections are provided. An additional 10 minutes of oral language development is provided to support lessons.
5 % of students in each subgroup need most intensive support

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Slide 6

- Carefully examine the chart.
- Discuss with your elbow partner the differences between the components of the flowchart and current RTI practices.
- What changes could you make tomorrow so your practices are more appropriate for ELL students?
- What are the hurdles to making the changes?

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TIER 1 INSTRUCTION

THE FIVE PILLARS OF READING

◉ The following five components of reading must be taught across the tiers:
- Phonemic Awareness
- Phonics/alphabetic principle
- Fluency
- Vocabulary
- Comprehension

The challenge is to be sure that ELL students understand that reading is not "word calling" but the point is to comprehend what they read.

PA INSTRUCTION FOR ELLS

◉ ELLs need early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skill (Francis, 2006).
◉ Provide
- preventative instruction for all students
- supplemental intervention for struggling students
◉ PA instruction can begin early, regardless of language proficiency level

PHONICS AND ELL STUDENTS

◉ "For ELL students who can read and write in their native language, the acquisition of English *phonetics,* or sound systems, may support their acquisition of phonics in English."

CHILDREN MUST BE ABLE TO...

◉ Know the speech sounds associated with written letters in words.
◉ Know how to put those sounds together to form a pronounceable word.
◉ Have a strong sense of English orthography.
◉ Recognize words rapidly.

WHY IS ENGLISH SO CONFUSING FOR ELLS?

◉ phoughd
- = food (PHoto + thrOUGH + d)
◉ tiought
- = shout (naTIon + bOUGH + t)
◉ phoche
- = fish (PHoto + wOmen + quiCHE)

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PHONICS INSTRUCTION

- What skill is a precursor to phonics instruction?
- When students have some literacy skills in their L1, demonstrating how sound matches to print in their L1 helps them to develop the alphabetic principle needed for phonics instruction.
- For children whose L2 is based on a logographic system of symbols without individual sound-symbol correspondence, phonics skills may be more difficult to acquire.

PHONICS INSTRUCTION

Heilman (2002) say ELLs have the following challenges in learning phonics skills in English:

- A given letter or letters in English may represent different sounds in different words (e.g., f*a*ther, f*a*n).
- Some words (homonyms) are pronounced the same yet spelled differently, and each is phonetically "lawful" (e.g., *son, sun*).
- In hundreds of English words, a letter or letters represent no sound (e.g., cap*e*, *p*sychology).

PHONICS INSTRUCTION

Heilman (2002) say ELLs have the following challenges in learning phonics skills in English:

- A word may have one or more silent letters that differentiate it from another word pronounced exactly the same way (e.g., *knight, night).
- Long vowel sounds in English words may represented by multiple letter combinations (e.g., h*o*pe, thr*oat*, d*ough*).

PHONICS INSTRUCTION

"One of the primary ways educators can support ELL students in acquiring the various phonics skills they need to read in English is to identify the linguistic knowledge in the native language that can be transferred to English" (Herrera, Perez & Escamilla, 2010, p. 77).

POTENTIAL PROBLEMS IN PHONICS PROGRAMS FOR ELLS

- Phonics skills are often taught in isolation rather than through authentic literacy.
- Vocabulary is often not scaffolded.
- Picture cues may be unfamiliar to diverse students.
- Due to the strict sequencing, it may be difficult for students who enter during the school year.
- Students' cultural backgrounds are not often included in the curriculum.
- The use of decodable books with contrived and unnatural language may not help them make real connections to the text.

COMPONENTS OF VOCABULARY DEVELOPMENT PROGRAM

- Develop context analytical skills
- A focus on high-incidence Latin prefixes and suffixes
- A focus on high-incidence academic word families
- Structured opportunities to apply newly taught words in speaking and writing
- Meaningful, frequent assessment
- Teach students productive study systems
- Provide appropriate dictionaries
- Accountability for explicit instruction and meaningful assessment

(Katie Kinsella)

STAGES OF KNOWING A WORD

- Never heard the word before
- Heard of it but have no idea what it means
- Recognize generally what it means but cannot provide a specific description
- Know the word well and can use it and understand meaning when the word is used orally or in writing (Dale, 1965)
- Students need to hear a word at least 12 times to learn it.

VOCABULARY INSTRUCTION FOR ELLS

"One of the most persistent findings in reading research is that the extent of students' vocabulary knowledge relates strongly to their reading comprehension and to their overall academic success" (Lehr, Osborn, & Hiebert 2004).

COMPREHENSION

- Equip ELLs with strategies and knowledge to comprehend and analyze challenging narrative and expository text (Francis, 2006).

CRITICAL COMPREHENSION STRATEGIES STUDENTS MUST MASTER

Researchers agree that students need key strategies:

- Predicting
  - ELL: To predict students must use future tense (at least early intermediate level) and conditional verbs (at least Early Advanced Level);
- Using prior knowledge:
  - ELL: All levels of ELLS could respond
- Identifying the main idea and summarization
  - ELL: Appropriate beginning with Early Intermediate Level; sentences will move from simple ones with key nouns, adjectives and verbs to compound sentences and conjunctions.

CRITICAL COMPREHENSION STRATEGIES STUDENTS MUST MASTER

Researchers agree that students need key strategies:

- Questioning
- ELL: Students will need verbs and verb phrases. Beginning students can formulate simple sentences about known information or concrete subjects; Early Intermediate and above students will need to use present or present progressive tense and increasingly expand verb phrases.
- Making inferences
- ELL: Students at the Intermediate Level and above will need to use past tense verbs and comparative adjectives and gradually add conjunctions, passive voice and idiomatic phrases.
- Visualizing

FLUENCY

- Fluency + rate + accuracy + prosody
- Repeated Reading
  - Oral reading
  - Corrective feedback from adults
  - Discussions and questioning about the book
  - Increased exposure to print
  - Effective instructional delivery to increase engagement and motivations

READING FLUENCY FOR ELLS

◉ Instruction and intervention in ELLs' reading fluency must focus on vocabulary and increased exposure to print (Francis, 2006).

Key Characteristics
Examples of Tools
SCREENING AND PROGRESS MONITORING TOOLS:

WHAT IS AN INTERVENTION PROGRAM?

◉ "A structured plan for providing instructional materials and activities to support students' learning during class time, in programs before and after school, and for use by providers of supplemental services"
  ◉ National Council of Teachers of Mathematics

WHAT IS AN INTERVENTION PROGRAM?

◉ An intervention can be thought of as a plan of action for a struggling student.
◉ Generally, interventions are provided early on when a child begins to struggle as opposed to *remediation* which are provided after evidence of a pattern of failure.
◉ Interventions are additional instruction on content that has been introduced in the student's regular classroom and is intended to support core instruction.

INTERVENTION PROGRAMS FOR ELLS

◉ The federally-funded What Works Clearinghouse (WWC, www.ies.ed.gov) is the national source for reviews on evidence-based intervention programs.
◉ Searching the WWC databases, however, identifies 32 intervention programs that included ELLs in their effectiveness research and of those, only 11 interventions show evidence of positive or potentially positive effects.
◉ Providing "evidence-based instructional interventions" for ELs is difficult due to a lack of research.

THE INTERVENTION CYCLE

Screening

Progress Monitoring
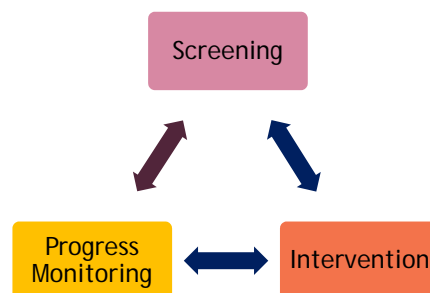
Intervention

THE INTERVENTION CYCLE

- Screening leads to intervention that targets identified strengths and weaknesses.
- Screening is short, targeted probes of students' knowledge.
- Intervention leads to progress monitoring to determine efficacy of instruction.
- Intervention programs must be research-based.
- If the intervention cycle is not successful, more intensive intervention may be necessary.

SCREENING MEASURES

- Must be valid and reliable for ELLs
- Nonsense Word Fluency (NWF, Fien et all, 2008) was found to be a valuable predictor of acquisition of the English alphabetic principle.
- Baker & Good (1995) found that Oral Reading Fluency (ORF) predicted overall proficiency equally well for ELLs and English speakers.

"Evidence is beginning to accumulate that early reading measures of ORF, decoding skill, and phonemic awareness that are used with native speakers can be used for similar purposes with ELLs. Practitioners can use this information to justify the inclusion of ELLs in their universal screening and progress monitoring system" (Fien, Smith, Baker, Chaparro, Baker and Preciado, 2011, p. 146).

FOR ELL STUDENTS...

"To achieve desired outcomes with students starting at higher levels of risk, it may be necessary to increase and sustain the intensity of instruction. The manipulation of instructional intensity is highly consistent with a multitiered approach to instruction" (Fien et al, 2011, p. 147).

TO MONITOR PROGRESS WE NEED MEASURES THAT ARE:

- _Robust_ (powerful _indicators_ of academic health-link to meaningful outcomes)
- _Brief_ and _easy_ to administer-_efficient_
- Can be administered frequently
- Must have _multiple, equivalent_ forms
  - (If the metric isn't the same, the data are meaningless)
- Must be _sensitive- Dynamic_
  - _Sanford & Putnam, 2008_

USING PROGRESS MONITORING DATA

- Data from progress monitoring documents changes in students' learning over time and can help those with true disorders from those who have lacked opportunity to learn.
- How?

DISCUSS

- What type of assessments fit into the RTI process?
- Where do assessments fit into the RTI process?
- What components of reading should be assessed?

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DETERMINE INTENSITY OF INSTRUCTIONAL RECOMMENDATIONS

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DIBELS: IF YOU ENTERED DATA INTO THE DATA SYSTEM, YOU WOULD GET A CLASS LIST REPORT

- For each child and each measure administered at that benchmark:
  - Score
  - Percentile: (based on school/district norms)
  - Skill status: Established, Emerging, Deficit or Low Risk, Some Risk, At-Risk
  - Instructional Recommendation: Benchmark, Strategic, Intensive

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DIBELS: CLASS LIST
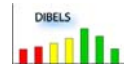
A **class list** provides a report of children's performance on all measures administered at a given benchmark period in relation to established goals.

Fall of First Grade

Student	Phoneme Segmentation Fluency			Letter Naming Fluency			Nonsense Word Fluency			Instructional Recommendation
	Score	%ile	Status	Score	%ile	Status	Score	%ile	Status	
Sam	22	10	Emerging	3	1	At risk	5	5	At risk	Intensive
Jill	19	9	Emerging	14	8	At risk	13	20	Some risk	Strategic
Susan	47	58	Established	5	2	At risk	14	20	Some risk	Strategic
Ken	67	95	Established	31	38	Some risk	19	26	Some risk	Strategic
Kim	40	36	Established	46	75	Low risk	27	49	Low risk	Benchmark
Jose	41	39	Established	44	70	Low risk	58	90	Low risk	Benchmark

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DIBELS Benchmark Goals and Indicators of Risk — Three Assessment Periods Per Year

Second Grade

DIBELS Measure	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
	Scores	Status	Scores	Status	Scores	Status
DIBELS Nonsense Word Fluency	NWF < 30	Deficit				
	30 <= NWF < 50	Emerging				
	NWF >= 50	Established				
DIBELS Oral Reading Fluency	ORF < 26	At risk	ORF < 52	At risk	ORF < 70	At risk
	26 <= ORF < 44	Some risk	52 <= ORF < 68	Some risk	70 <= ORF < 90	Some risk
	ORF >= 44	Low risk	ORF >= 68	Low risk	ORF >= 90	Low risk

Third Grade

DIBELS Measure	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
	Scores	Status	Scores	Status	Scores	Status
DIBELS Oral Reading Fluency	ORF < 53	At risk	ORF < 67	At risk	ORF < 80	At risk
	53 <= ORF < 77	Some risk	67 <= ORF < 92	Some risk	80 <= ORF < 110	Some risk
	ORF >= 77	Low risk	ORF >= 92	Low risk	ORF >= 110	Low risk

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DIBELS Benchmark Goals and Indicators of Risk — Three Assessment Periods Per Year

Fourth Grade – Preliminary estimates based on Fuchs et al. (1993) and Hasbrouck & Tindal (1992). Odds not avail.

DIBELS Measure	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 – 10	
	Scores	Status	Scores	Status	Scores	Status
DIBELS Oral Reading Fluency	ORF < 71	At risk	ORF < 83	At risk	ORF < 96	At risk
	71 <= ORF < 93	Some risk	83 <= ORF < 105	Some risk	96 <= ORF < 118	Some risk
	ORF >= 93	Low risk	ORF >= 105	Low risk	ORF >= 118	Low risk

Fifth Grade – Preliminary estimates based on Fuchs et al. (1993) and Hasbrouck & Tindal (1992). Odds not avail.

DIBELS Measure	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
	Scores	Status	Scores	Status	Scores	Status
DIBELS Oral Reading Fluency	ORF < 81	At risk	ORF < 94	At risk	ORF < 103	At risk
	81 <= ORF < 104	Some risk	94 <= ORF < 115	Some risk	103 <= ORF < 124	Some risk
	ORF >= 104	Low risk	ORF >= 115	Low risk	ORF >= 124	Low risk

Sixth Grade – Preliminary estimates based on Fuchs et al. (1993) and Hasbrouck & Tindal (1992). Odds not avail.

DIBELS Measure	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
	Scores	Status	Scores	Status	Scores	Status
DIBELS Oral Reading Fluency	ORF < 83	At risk	ORF < 99	At risk	ORF < 104	At risk
	83 <= ORF < 109	Some risk	99 <= ORF < 120	Some risk	104 <= ORF < 125	Some risk
	ORF >= 109	Low risk	ORF >= 120	Low risk	ORF >= 125	Low risk

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SETTING APPROPRIATE AND AMBITIOUS GOALS

- Two options for setting goals
  - Use established benchmarks (like DIBELS, Hasbrouck and Tindal, State Standards)
  - Use growth norms
- How do you decide?
  - Ambitious- what will help the student catch up?
  - Appropriate- reasonable for a given length of time
- ELL students may not meet benchmarks at the same rate as English-only students; setting short term goals to reach benchmarks may be appropriate.

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## SETTING APPROPRIATE AND AMBITIOUS GOALS: FOR ELLS?

Expected Rate of Progress for Goal Setting using Weekly Oral Reading Fluency Measures (English-only students)		
Reading Level	**Average Growth**	**Ambitious Growth**
NWF/PSF (recommended)	2 sounds/week	4 sounds/week
1st Grade	2 words/week	3 words/week
2nd Grade	1.5 words/week	2 words/week
3rd Grade	1 word/week	1.5 words/week
4th Grade	.85 words/week	1.1 words/week
5th Grade	.5 words/week	.8 words/week
6th Grade	.3 words/week	.65 words/week

Sanford from Fuchs, et al. (1993) as cited in Hosp, Hosp, & Howell (2007)

ANALYZING PROGRESS MONITORING DATA

- 3 Point Decision Rule: If at least three weeks of instruction have occurred AND at least six data points have been collected, review the data using the following rules:
  - If 3 consecutive data points are below the goal line, make an instructional change in the student's program
  - If 3 consecutive data points are above the goal line, consider raising the goal
  - If the consecutive data points are neither all above nor all below the goal line, continue with the student's instructional program and monitor progress.

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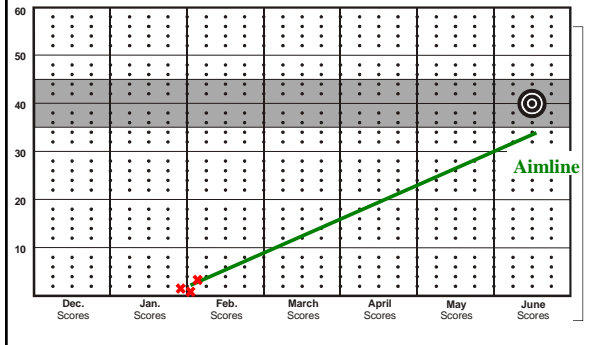

PRACTICE GRAPH

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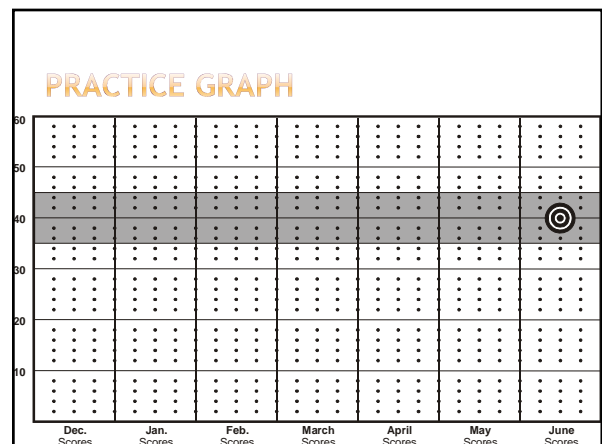
GRAPH THE FOLLOWING STUDENT SCORES:

- First three points:
  - January 5: 3
  - January 7: 2
  - January 9: 5
- Identify the starting point (the average of the three scores) and goal (benchmark or growth?)
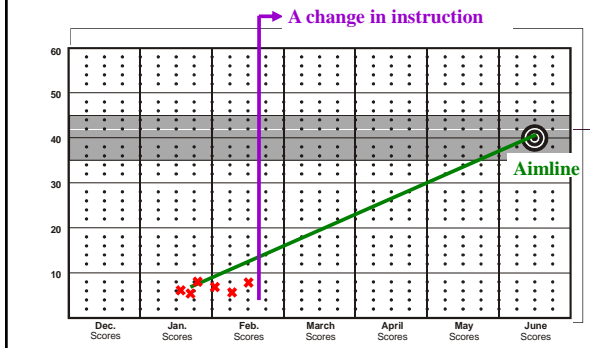- Draw the aimline

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GRAPH THE FOLLOWING STUDENT SCORES:

- Next three points:
  - January 20: 3
  - January 27: 2
  - February 5: 4
- Evaluate effectiveness of instruction
  - Rule: 3 points below the aimline indicates a need for change in instruction
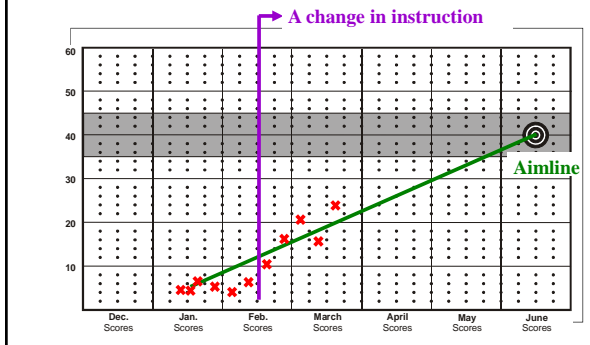- Draw the phase change line if needed

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GRAPH THE FOLLOWING STUDENT SCORES:

- Next five points:
  - February 14: 9
  - February 21: 15
  - February 28: 19
  - March 7: 14
  - March 14: 23
- Evaluate effectiveness of instruction
  - Rule: 3 points below the aimline indicates a need for change in instruction
- Draw the phase change line if needed

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Alterable Variables Chart
(Version 1)

Alterable Components	Specific Enhancements				
Options	1	2	3	4	5
Program Emphasis	Use core program & explicitly teach priority skills.	Use extensions of the core program (e.g., add examples)	Supplement core with reteaching or intervention components of core.	Replace current core program with intervention program.	Implement specially designed program
Time (Opportunities to Learn)	Schedule & deliver 90 minutes of daily reading instruction (minimum 30 minutes small group).	Increase opportunities to respond during core instruction.	Schedule core + supplemental period daily. (90 + 30 or 60 + 30)	Schedule two intervention sessions daily (no less than 90 minutes total)	
Grouping for Instruction	Check group placement & provide combination of whole & small group instruction.	Schedule small group opportunity for specific practice	Reduce group size	Provide individual instruction	

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Slides taken from various sources thanks to DIBELS/IDEL Research Team

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- Was the change of instruction effective?
- How do you know?

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