• Predicts early reading success
• Correlates to NAEP and state test performance
• Serves as universal screening and progress monitoring
• Now includes comprehension measure
New Measures. Powerful Results.

*DIBELS® Next* Offers Significant Advances!

Take advantage of:

- All-new comprehension measure for grades 3–6—*DIBELS Daze*
- All-new First Sound Fluency measure—replace initial sound fluency
- All-new passages for the Oral Reading Fluency measure
- All-new directions, revised scoring rules, easy-to-implement design

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, PhD
DIBELS Next: Indicator of Future Reading Performance

DIBELS Next comprises brief, powerful measures that predict reading competency. There are many integrated strands that lead to reading comprehension—students master these strands as they learn to read. The diagram below shows how DIBELS® (Dynamic Indicators of Basic Early Literacy) connects to the key reading strands to indicate current and future reading performance.

DIBELS Next benchmark indicators are administered at strategic points as students are expected to master certain skills:

**DIBELS Next Benchmark Administration Schedule**

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Sound Fluency</td>
<td></td>
<td></td>
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<tr>
<td>Phoneme Segmentation Fluency</td>
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<tr>
<td>Letter Naming Fluency</td>
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<tr>
<td>Nonsense Word Fluency</td>
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<tr>
<td><strong>DIBELS Oral Reading Fluency</strong></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Daze</td>
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</tr>
</tbody>
</table>

These powerful measures predict reading success!
**DIBELS Next:** Making the Best Even Better

*DIBELS Next* has retained the best of *DIBELS*, but has been updated to increase ease of use, accuracy of results, and to address comprehension. *DIBELS Next* measures are efficient and accurate indicators of how well a child is learning a particular early reading skill. These assessments:

- Are **quick and efficient** to administer and score
- Identify students who may need **intervention support**
- **Evaluate the effectiveness** of interventions
- **Support the RtI/Multitiered** model

*DIBELS Next* still:

- Comprises brief, standardized, repeated indicators of foundational early literacy skills
- Is the most research-based measure found on the market
- Can be used for universal screening, benchmark assessment, and progress monitoring

*DIBELS Next* is based on new research conducted over four years on more than 25,000 students in over 90 schools throughout the United States.

**Updates include:**

- New readability formula and new research on reading passages
- New reliability data on all measures
- New validity data on all measures
- New research on benchmark goals

**New features of *DIBELS Next* include:**

- More concise and clear directions and scoring rules
- Fresh arrangement of items to increase reliability of scores
- Easier to read early reader font for grades K–2
- Inclusion of response patterns
- Improved user-friendly format
- Streamlined look and feel
- All-new reading passages for all grades
- New comprehension measure

See pages 6–9 for detailed enhancements to each measure.
**DIBELS Next** Is an Integral Component of Response to Intervention (RtI)!

*DIBELS Next* provides a complete universal screening and progress monitoring system. The measures provide meaningful data at each stage of instruction, including:

- **Benchmark/initial screening for all students**—provides an initial picture of reading competency, indicates which students may be falling behind, and alerts teachers when intervention is needed
- **Progress monitoring for students who receive intervention**—tracks the performance of students who are receiving intervention and informs instructional adjustments in key literacy strands
- **Outcomes measurement for all students**—provides periodic measures to ensure all students are staying on track

*DIBELS Next* is the ideal solution for universal screening and progress monitoring to support multitiered instructional models, such as RtI. The following diagram shows how *DIBELS* indicators support this model:

![DIBELS Next Diagram](image-url)
DIBELS Next is completely new—new test items, new directions, new design, new scoring, new measures, new passages. There are four major advances that make DIBELS Next the premier assessment tool for educators:

### All-New Oral Reading Fluency Measure

Oral reading fluency is a critical indicator of phonics, fluency, and reading comprehension. DIBELS Oral Reading Fluency Measure (DORF) has been completely reconstructed with:

- All-new passages
  - Field-tested with students
  - Empirically leveled to decrease passage variability
  - Correlate with NAEP
- Retell now embedded in DORF
- New font for more accurate reading

### Overhauled Nonsense Word Fluency Measure

Nonsense word reading fluency indicates students’ grasp of the alphabetic principle and foundational phonics. DIBELS Nonsense Word Fluency Measure (NWF) features the following enhancements:

- New directions and scoring to increase ease of use
- Distinguishes whole words read from words that students sound out
- All-new items arranged for more accurate results
- New font for increased accuracy
New measures for more meaningful data!

All-New DIBELS Daze Measure!

*DIBELS Next* now includes a maze measure—*DIBELS Daze!* This essential measure indicates the ability of intermediate students to comprehend text and read for meaning. It:

- Provides more information on older readers (grades 3–6)
- Is administered to whole groups
- Focuses on comprehension

All-New First Sound Fluency Measure!

First Sound Fluency is an all-new *DIBELS* measure that indicates if a student has acquired phonemic awareness skills. It:

- Replaces Initial Sound Fluency—more reliable and accurate (no pictures)
- Uses very clear models to help Kindergarten students understand tasks
- Is easier to administer
At-A-Glance: *DIBELS Next* versus *DIBELS* Sixth Edition

*DIBELS Next* measures are quick, easy to administer, and accurate. The following chart summarizes how *DIBELS Next* has been modified and improved from the Sixth Edition.

<table>
<thead>
<tr>
<th>Assessment Modifications</th>
<th>Benefits</th>
</tr>
</thead>
</table>
| Initial Sound Fluency (ISF) | • ISF replaced by First Sound Fluency (FSF) | • No pictures, no guessing  
• Continuous timing  
• More reliable |
| Phoneme Segmentation Fluency (PSF) | • New directions and layout  
• New arrangement of items (test words)  
• Checklist of common response patterns | • Easier to administer and score  
• More consistent scores  
• Enhanced intervention planning |
| Letter Naming Fluency (LNF) | • Reader-friendly font  
• New directions and layout  
• New arrangement of items (letters)  
• Checklist of common response patterns | • More student-friendly  
• Easier to administer and score  
• More consistent scores  
• Enhanced intervention planning |
| Nonsense Word Fluency (NMF) | • Reader-friendly font  
• New directions and layout  
• New arrangement of items (nonsense words)  
• Checklist of common response patterns  
• New score: Whole Words Read (WWR) | • More student-friendly  
• Easier to administer and score  
• More consistent scores  
• Enhanced intervention planning  
• Enhanced interpretation of scores |
| *DIBELS* Oral Reading Fluency (DORF) | • Reader-friendly font  
• New directions and layout  
• All new reading passages  
• Checklist of common response patterns  
• New scores: errors and retell | • More student-friendly  
• Easier to administer and score  
• More equivalent passages  
• Enhanced intervention planning  
• Enhanced score interpretation |
| Did not exist | • Daze (*DIBELS* maze comprehension measure)  
- Grades 3–6  
- Group or individually administered | • Measures comprehension  
• Provides additional information for intermediate students |

NEW!
DIBELS Next: What’s Coming?

Upcoming Enhancements: Diagnostic Assessment and Data Management

DIBELS has always provided reliable progress monitoring tools. The new DIBELS Survey and DIBELS Deep take progress monitoring to a higher level, providing accurate diagnostic information to ensure that instruction is targeted and effective. The purpose of these assessments is to:

- Track student progress
- Identify specific intervention needs within literacy strands
- Evaluate the effectiveness of intervention supports

<table>
<thead>
<tr>
<th>In Development</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIBELS Survey (K–6)</strong></td>
<td>• Ensures a targeted, individualized progress monitoring plan</td>
</tr>
<tr>
<td>• Determines appropriate progress monitoring materials for students</td>
<td>• Ensures reading goals meet the needs of the student</td>
</tr>
<tr>
<td>with reading skills below grade level</td>
<td></td>
</tr>
<tr>
<td>• Pinpoints entry point into <em>DIBELS</em> Deep</td>
<td></td>
</tr>
<tr>
<td>• Provides a tool for setting reading goals</td>
<td></td>
</tr>
<tr>
<td>• Includes all grade levels in one booklet</td>
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<tr>
<td><strong>DIBELS Deep</strong></td>
<td>• Provides specific information for targeting the five components of reading instruction</td>
</tr>
<tr>
<td>• Time- and cost-effective diagnostic assessment</td>
<td>• Identifies specific needs for differentiation</td>
</tr>
<tr>
<td>• Phonemic Awareness, Word Reading, and Decoding assess:</td>
<td>• Linked to <em>DIBELS</em> measures</td>
</tr>
<tr>
<td>– Blending</td>
<td></td>
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<tr>
<td>– Identification of onset-rime</td>
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<tr>
<td>– Identification of initial sounds</td>
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<tr>
<td>– Segmenting</td>
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<tr>
<td>• Comprehension, Fluency, Oral Language (CFOL) assesses:</td>
<td></td>
</tr>
<tr>
<td>– Story cohesion</td>
<td>• Letter-sound correspondences</td>
</tr>
<tr>
<td>– Listening comprehension</td>
<td>• Basic phonic skills</td>
</tr>
<tr>
<td>– Reading comprehension (retell, question answering, summarizing)</td>
<td>• Advanced phonic skills</td>
</tr>
<tr>
<td>– Reading fluency</td>
<td>• Word reading</td>
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<tr>
<td><strong>VPORT</strong></td>
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<tr>
<td><em>DIBELS</em> Next data can now be captured in the cutting-edge VPORT® data management system, which:</td>
<td></td>
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<tr>
<td>• Organizes and interprets data</td>
<td>• Connects data to differentiation supports</td>
</tr>
<tr>
<td>• Generates individual, class, school, and district reports</td>
<td>• Embeds online professional development for on-demand teacher support</td>
</tr>
<tr>
<td>• Shows how students are accelerating toward their reading goals</td>
<td></td>
</tr>
</tbody>
</table>

COMING SOON!

COMING SOON!
DIBELS Next Connects Educators to Meaningful Data

DIBELS Next Data Inform Intervention Selections

By administering DIBELS Next, “you can identify children who are ‘on track’ for learning to read, and also identify children who may need additional instructional support to meet reading goals” (Dynamic Measurement Group, 2010).

DIBELS Next provides specific data that pinpoint where students struggle—making the selection of targeted interventions more accurate and effective. A sampling of intervention solutions that support specific strands include:

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Phonemic Awareness/Phonics</th>
<th>Fluency</th>
<th>Vocabulary</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Vocabulary Connections</td>
<td>K-3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>50 Nifty Components and 3 Tiers of Reading Instruction</td>
<td>K-6</td>
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<tr>
<td>PALS</td>
<td>PreK-1</td>
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<td>RAVE-O</td>
<td>2-4</td>
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<tr>
<td>REWARDS®</td>
<td>4-12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Six-Minute Solution: Vocabulary Through Morphemes</td>
<td>K-12</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Contact your local Sopris representative for information on these and additional intervention solutions: 800-547-6747.
Roland H. Good III, Ph.D., is an associate professor of school psychology at the University of Oregon and coauthor of DIBELS. Good completed his undergraduate degree in elementary and special education and has experience as a teacher in elementary general education and special education classrooms. He earned his doctorate from Pennsylvania State University in school psychology and served as a school psychologist. In recognition of his contributions to the field of education, Penn State awarded Good its Excellence in Education Award in 2005. For the past 20 years, Good has led the program of research and development culminating in the development of DIBELS. Good provides DIBELS professional development training to educators and administrators throughout the United States. He has served on the editorial boards for School Psychology Review, School Psychology Quarterly, and The Journal of Special Education and has presented more than 100 papers at national conferences.

Ruth A. Kaminski, Ph.D., is director of research and development for Dynamic Measurement Group and coauthor of DIBELS. 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 preventative interventions for preschool and early elementary age children. Kaminski has extensive experience providing consultation to Head Start agencies and public schools throughout the United States. In addition, she has more than a decade of experience as a classroom teacher and speech/language clinician with preschool age children. In 2007, 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. Kaminski is a participating faculty member in the School Psychology Program at the University of Oregon.
All-new:

• Comprehension measure for grades 3–6—DIBELS Daze

• First Sound Fluency measure—replaces initial sound fluency

• Passages for the Oral Reading Fluency measure

• Directions, revised scoring rules, easy-to-implement design

Learn more about DIBELS Next:
- Visit www.soprislearning.com/dibels
- Call 800-547-6747