



Grade Level Problem Solving: Sample Data Set, Day 1

The purpose of this document is to have grade level teams practice how to use their DIBELS Next data to make grade level instructional plans.

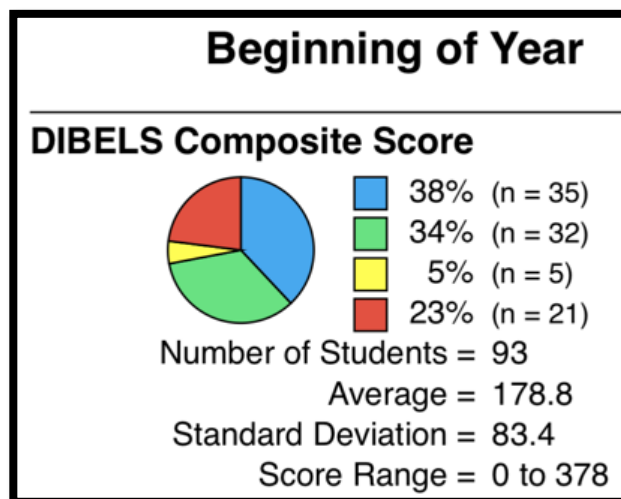
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Step #1: Problem Identification (What is the problem?)

2nd Grade Westminister Elementary School, Beginning of the Year (BOY):



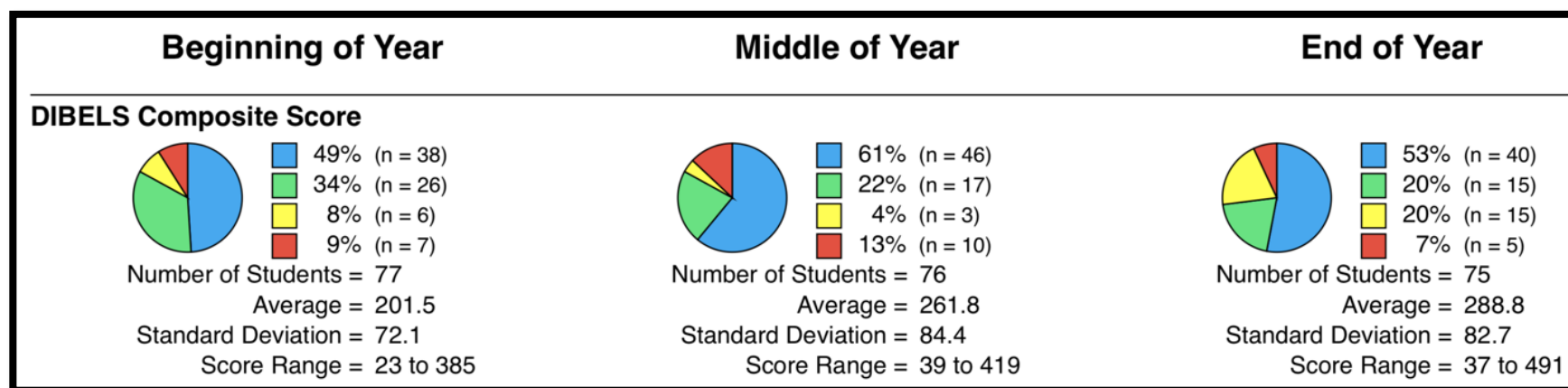
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Table 1. Record your grade level's current status based on the DIBELS Next Composite Score.

DIBELS Composite Score	% Above Benchmark	% At Benchmark	% Below Benchmark	% Well Below Benchmark
BOY				
MOY				
EOY				

Previous Year in 2nd Grade – Composite Scores:



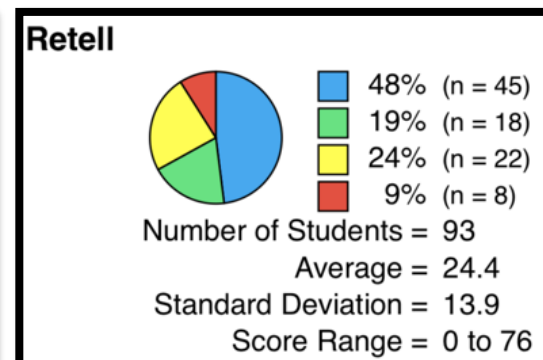
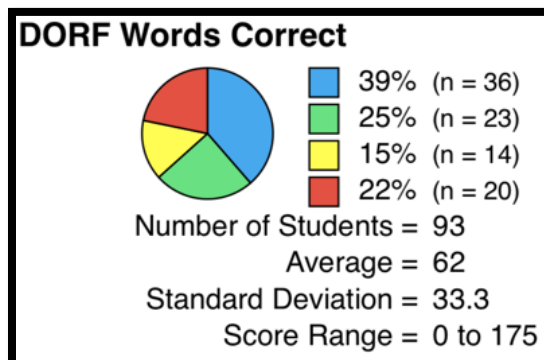
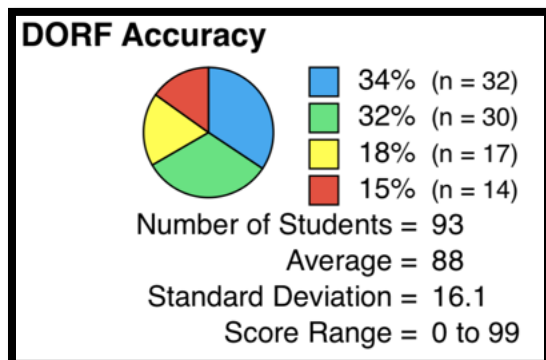
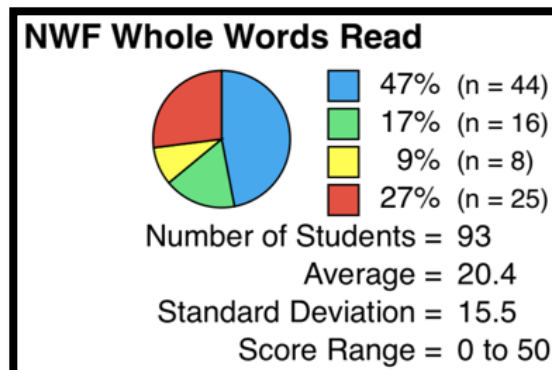
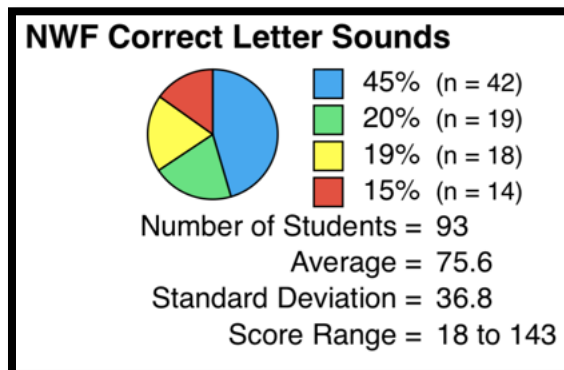
BOY Goal:

By the middle of the year (MOY) benchmark, _____% of our students will be At/Above Benchmark as measured by DIBELS Next.



Step #2: Problem Analysis (Why is it happening?)

2nd Grade Westminister Elementary School, Beginning of the Year (BOY), Individual Measures:



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Table 2. Enter the combined percent at and above benchmark for each measure. Circle the first score that is 80% or less, starting from the top moving down.

DIBELS Next Measure	% At & Above Benchmark	Big Idea (Instructional Focus)
FSF: First Sound Fluency		Phonological Awareness
PSF: Phoneme Segmentation Fluency		Phonemic Awareness
NWF CLS: Nonsense Word Fluency Correct Letter Sounds		Alphabetic Principle/Basic Phonics
NWF WWR: Nonsense Word Fluency Whole Words Read		Alphabetic Principle/Basic Phonics
DORF Accuracy: DIBELS Oral Reading Fluency Accuracy		Advanced Phonics
DORF Words Correct: DIBELS Oral Reading Fluency Rate		Advanced Phonics, Fluency, Vocabulary, Comprehension
Retell		Comprehension (oral reading)
Daze		Comprehension (silent reading)

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Big Ideas	K	1 st	2 nd	3 rd	4 th	5 th
Phonemic Awareness	Blend & Segment	Phoneme Analysis (Addition, Deletion & Substitution)				
Phonics	Sounds/ Basic Phonics	Advanced Phonics & Multisyllabic			Multi-Syllabic & Word Study	
Fluency	Sounds & Words	Words & Connected Text			Connected Text	
Vocabulary	Listening		Listening & Reading		Reading	
Comprehension	Listening		Listening & Reading		Reading	

Figure 1. Changing Emphasis of Big Ideas

When should students “own that skill?” At what grade and what point in time? This will help determine the intensity of the goal.



Table 3. Fill in the DIBELS Next Measure the team will be using to set a goal and complete the table with the measure specific data.

DIBELS Next Measure: _____	% Above Benchmark	% At Benchmark	% Below Benchmark	% Well Below Benchmark
BOY				
MOY				
EOY				

Hint: This team needs to set two goals (one for progress monitoring and one for benchmark assessments.)

By January, _____% of our students will be At/Above Benchmark as measured by this DIBELS Next Progress Monitoring Measure: _____.

By the MOY benchmark assessment, _____% of our students will be At/Above Benchmark as measured by this DIBELS Next Measure: _____.



Step #3: Plan Development

Curriculum

Table 4. Record grade level decisions related to curriculum in the table below

Curriculum Materials	Grade Level Decision
Core reading materials that all grade level teachers will use	
If needed, list any supplemental materials all grade level teachers may need to use	

Instruction

Identify the common instructional routine agreed upon by the grade level team:

Environment (Engagement)

Identify the agreed upon category of engagement strategies that your grade level has committed to focus on:

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