



DIBELS Projections

Purpose of the Document: This document is used to help teachers analyze their data and determine whether students are in line to meet the benchmark, based upon past growth rates. We find that it's much more powerful to do the analysis by hand and have used this form widely with great success and many "ah has" along the way.

Materials: Class Summary Data from two reporting periods (this example is based upon Fall and Winter DIBELS results, but you can adjust for any type of data)

Directions:

1. Write the kids' name on the left hand side of the page. If you have Walk to Read groups, then you might consider writing the WTR names instead of your homeroom class.
2. Write Fall DIBELS score and then the Winter DIBELS score. Where you see I or S or B written next to the score, that stands for Benchmark, Strategic and Intensive.
3. Calculate how many Words Correct Per Minute (wcpm) they gained or lost (that's the number in the parenthesis next to the B/S/I and add it to the column
4. Then where you see "S?" and a "+" or "-", that designates whether, given the Fall to Winter rate of growth, students will meet the benchmark in the Spring. *For example, we recently looked at Sherri's data and we noticed that Codie was +19 wcpm from Fall to Winter, but has a "-" in the Spring column, because if she grew at the same rate of growth from Winter to Spring, she would only get to 91 wcpm, which is well below the benchmark for 4th grade. Her analysis is, the intervention is obviously working, but we have to increase the intensity of the design of the lesson and the intensity of the delivery of the lesson. In other words, Codie is responding to the instruction, but not responding fast enough to meet the benchmark.*
5. In the final two columns we need to track the Progress Monitoring results (PM Results) and also how much growth they will need to make in order to move up to the next tier. *For example, in Sherri's class, in order for Codie to move up to the next tier, he has to increase 3.4 wcpm and as we track the progress monitoring and it is not meeting that expected rate of growth, then we know that we need to increase the intensity of the lesson even more.*
6. Then at the bottom of the page, we took the total wcpm growth (just add up the numbers in parenthesis and then divided by the total kids in the group and came up with an average rate of growth for the whole group. This gives us an overall snapshot of the teacher's rate of growth.



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Student	Fall DIBELS	Winter DIBELS	# Growth	Make Fall DIBELS Benchmark?	PM Results	How much growth/week to make benchmark?

Average rate of growth of the class: _____