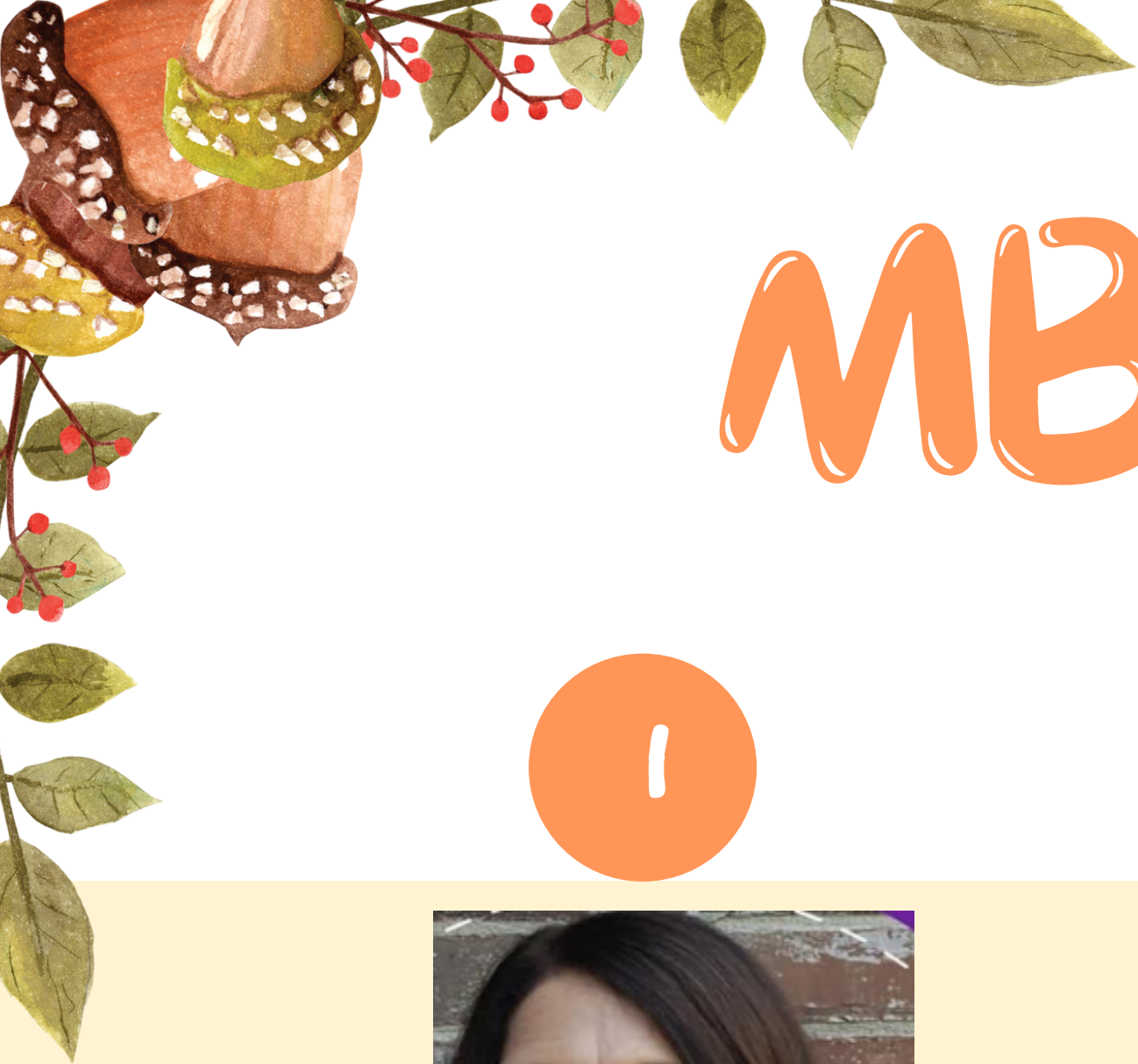# WELCOME MBE

Building Literacy ATP Meeting

November 8, 2023

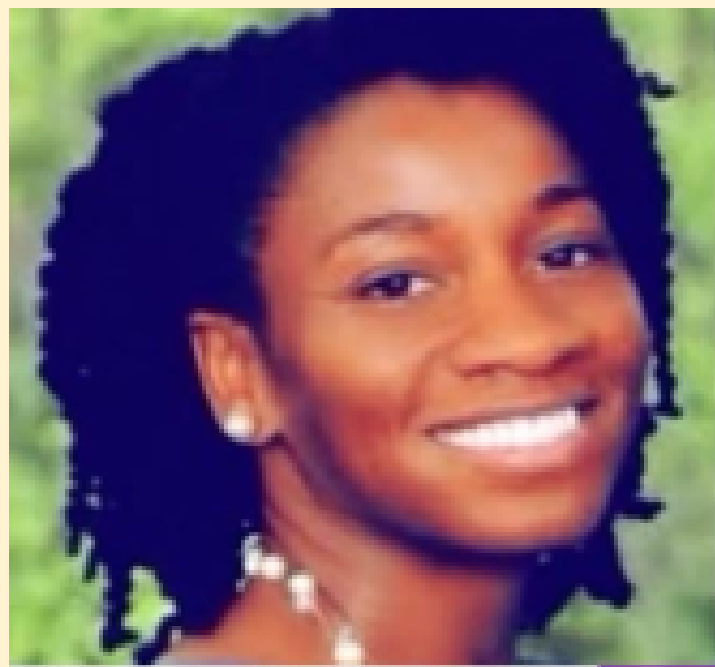# MBE Administration

1

Mrs. Reed

Principal

2

Mrs. Bellard

Assistant Principal

3

Mrs. Ferguson

Assistant Principal
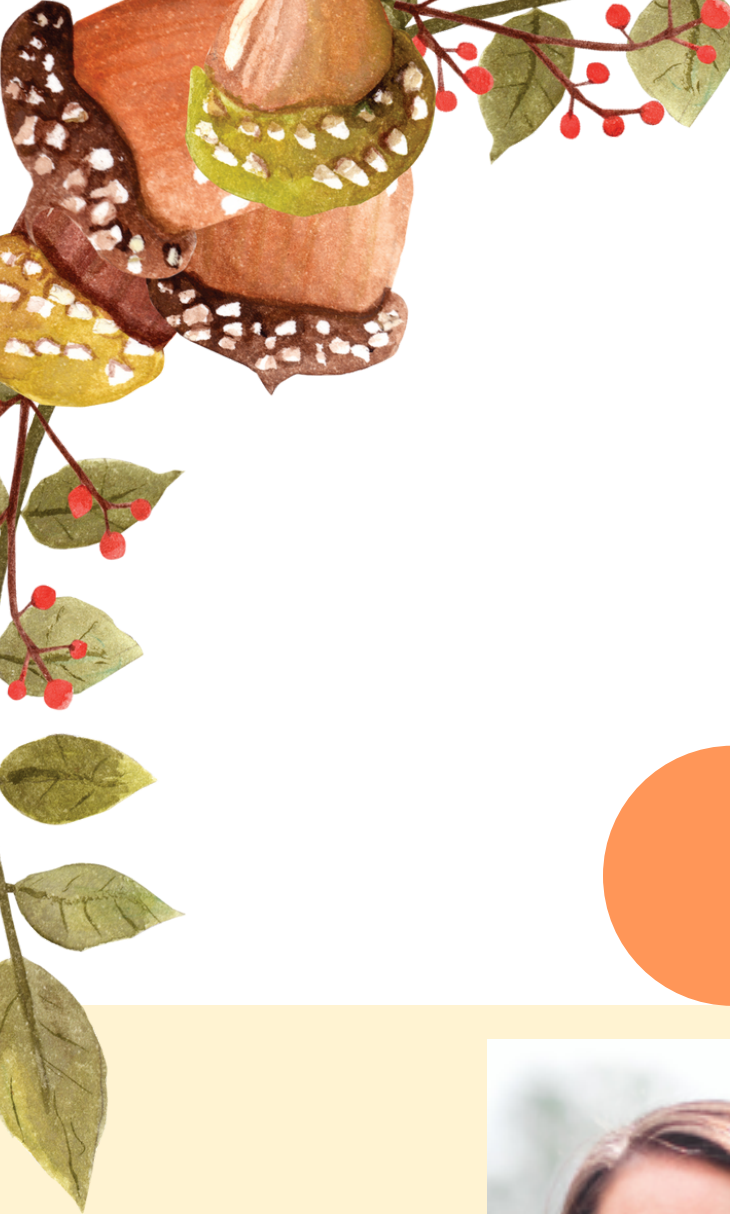
Administrative Team Continued

1

2

3

Miranda Cole

Mr. Heiss

Mrs. Boullion

Curriculum Coordinator

3-5 Couselor

Pre-K-2 Counselor

Agenda

- K-5 Literacy Expectations
- Literacy Breakdown
- How to help your student at home

DIBELS

DIBELS 8th is the fluency platform, utilized by our state to track student fluency progress, as well as provides fluency activities to be used in the classroom to fill gaps that may appear.

DIBELS 8TH

DIBELS 8 is utilized to assess all student fluency at the beginning, middle, and end of the school year, in grades K-3. Students that score below benchmark are also progress monitored in the DIBELS system to maintain a frequent read of their progress.

DIBELS Benchmark Goals — Kindergarten through Third Grade

	K-B	K-M	K-E	1-B	1-M	1-E	2-B	2-M	2-E	3-B	3-M	3-E
Letter Naming Fluency (LNF)												
	25+	37+	42+	42+	57+	59+						
	24	36	41	41	56	58						
	16	31	35	32	51	53						
	15	30	34	31	50	52						
	0	0	0	0	0	0						
Phonemic Segmentation Fluency (PSF)												
	15+	43+	53+	47+	57+	61+						
	14	42	52	46	56	60						
	5	29	44	31	43	45						
	4	28	43	30	42	44						
	1	23	37	19	34	37						
	0	22	36	18	33	36						
	0	0	0	0	0							
Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)												
	20+	36+	49+	47+	78+	87+	86+	103+	117+	121+	138+	141+
	19	35	48	46	77	86	85	102	116	120	137	140
	9	25	31	30	52	55	50	68	76	76	94	105
	8	24	30	29	51	54	49	67	75	75	93	104
	4	16	24	25	41	45	41	54	54	52	78	80
	3	15	23	24	40	44	40	53	53	51	77	79
	0	0	0	0	0	0	0	0	0	0	0	0
Nonsense Word Fluency (NWF) – Words Recoded Correctly (WRC)												
	--	9+	13+	16+	26+	28+	25+	36+	39+	34+	46+	45+
	1+	8	12	15	25	27	24	35	38	33	45	44
		3	7	5	14	15	15	20	22	24	30	31
	0	2	6	4	13	14	14	19	21	23	29	30
		1	4	1	10	11	10	15	17	18	23	24
		0	3		9	10	9	14	16	17	22	23
			0	0	0	0	0	0	0	0	0	0
Word Reading Fluency (WRF)												
	--	10+	18+	20+	33+	50+	50+	63+	70+	60+	65+	70+
	1+	9	17	19	32	49	49	62	69	59	64	69
		4	10	12	17	25	26	36	43	40	50	55
	0	3	9	11	16	24	25	35	42	39	49	54
		1	6	8	14	17	18	23	27	30	40	47
	--	0	5	7	13	16	17	22	26	29	39	46
			0	0	0	0	0	0	0	0	0	0
Oral Reading Fluency (ORF) – Words Correct												
				35+	57+	76+	85+	117+	128+	105+	141+	136+
				34	56	75	84	116	127	104	140	135
				10	21	39	49	78	94	73	105	114
				9	20	38	48	77	93	72	104	113
				5	10	26	29	59	77	55	85	96
				4	9	25	28	58	76	54	84	95
				0	0	0	0	0	0	0	0	0
Oral Reading Fluency (ORF) – Accuracy												
				67+	87+	91+	92+	96+	96+	96+	96+	96+
				66	86	90	91	95	95	95	95	95
				41	54	85	84	91	91	91	91	91
				40	53	84	83	90	90	90	90	90
				0	0	0	0	0	0	0	0	0
Maze												
							11.0+	14.5+	18.0+	15.0+	20.5+	22.5+
							10.5	14.0	17.5	14.5	20.0	22.0
							5.0	9.0	9.5	8.0	12.0	15.5
							4.5	8.5	9.0	7.5	11.5	15.0
							2.5	6.5	7.0	5.0	9.5	12.0
							2.0	6.0	6.5	4.5	9.0	11.5
							0	0	0	0	0	0
DIBELS Composite Score												
	332+	393+	450+	354+	424+	480+	361+	423+	474+	365+	427+	467+
	331	392	449	353	423	479	360	422	473	364	426	466
	306	371	420	330	389	441	329	389	439	332	393	442
	305	370	419	329	388	440	328	388	438	331	392	441
	280	356	406	321	377	427	316	373	421	314	377	424
	279	355	405	320	376	426	315	372	420	313	376	423
	200	200	200	200	200	200	200	200	200	200	200	200
	B	M	E	B	M	E	B	M	E	B	M	E
	Kindergarten			First grade			Second grade			Third grade		

DIBELS Benchmark Goals — Fourth through Sixth Grade

	Fourth grade			Fifth grade			Sixth grade		
	B	M	E	B	M	E	B	M	E
Oral Reading Fluency (ORF) – Words Correct									
	131+	159+	159+	139+	149+	157+	151+	157+	160+
	130	158	158	138	148	156	150	156	159
	87	121	125	103	122	137	123	133	141
	86	120	124	102	121	136	122	132	140
	62	98	99	81	108	124	99	117	125
	61	97	98	80	107	123	98	116	124
	0	0	0	0	0	0	0	0	0
Oral Reading Fluency (ORF) – Accuracy									
	96+	96+	96+	96+	96+	96+	96+	96+	96+
	95	95	95	95	95	95	95	95	95
	91	91	91	91	91	91	91	91	91
	90	90	90	90	90	90	90	90	90
	0	0	0	0	0	0	0	0	0
Maze									
	21.0+	23.5+	28.0+	20.0+	27.0+	29.5+	23.0+	30.5+	33.5+
	20.5	23.0	27.5	19.5	26.5	29.0	22.5	30.0	33.0
	14.5	16.5	17.0	13.5	17.0	21.0	14.5	19.5	26.5
	14.0	16.0	16.5	13.0	16.5	20.5	14.0	19.0	26.0
	11.0	13.0	14.0	10.5	14.5	18.0	12.5	15.0	20.5
	10.5	12.5	13.5	10.0	14.0	17.5	12.0	14.5	20.0
	0	0	0	0	0	0	0	0	0
DIBELS Composite Score									
	368+	431+	461+	370+	421+	469+	364+	411+	454+
	367	430	460	369	420	468	363	410	453
	331	399	442	335	394	449	336	386	435
	330	398	441	334	393	448	335	385	434
	310	380	421	313	380	436	313	370	419
	309	379	420	312	379	435	312	369	418
	200	200	200	200	200	200	200	200	200
	B	M	E	B	M	E	B	M	E
	Fourth grade			Fifth grade			Sixth grade		

CTL Center on Teaching & Learning
UO DIBELS Data System

The DIBELS measures include six individual tests that focus on the big ideas and critical skills of beginning reading.

Big Ideas	What is it? Why is it important?	DIBELS Measures	Grades Assessed					
			K	1	2	3	4-6	7-8
Phonemic Awareness	Phonemic awareness refers to your child's ability to hear and manipulate sounds in spoken words only. This skill is a powerful predictor of future reading success. It is a skill that is typically assessed early in a child's schooling (i.e., kindergarten), but it is also used with older children who are experiencing difficulty reading.	First Sound Fluency (FSF) **or** Initial Sound Fluency (ISF)	√					
		Phoneme Segmentation Fluency (PSF)	√	√				
Phonics	Phonics refers to the ability to learn the individual sounds in spoken language and map those sounds to specific written letters in the English language. Students who have strong phonics skills are able to connect individual sounds with letters and use those sounds to read words.	Nonsense Word Fluency (NWF)	√	√	√	√		
		Word Reading Fluency (WRF)	√	√	√	√		
Reading Fluency	Reading fluency refers to your child's ability to read text accurately and automatically so that students can understand what they are reading.	Oral Reading Fluency (ORF)		√	√	√	√	√
		Word Reading Fluency (WRF)	√	√	√	√		
Vocabulary	Vocabulary refers to your child's knowledge of the meanings of individual words being read. Vocabulary knowledge is important to a student's ability to read and comprehend what is read.							
Reading Comprehension	Reading comprehension refers to your child's ability to understand what he or she reads. It is the ultimate goal of reading instruction.	Maze			√	√	√	√
		Daze				√	√	

Test of Related Early Literacy Skills

	Letter Naming Fluency assesses a student's ability to say the "names" of upper and lowercase letters in the English alphabet. This skill is a strong predictor of future reading success in young children.	Letter Naming Fluency (LNF)	√	√				

LIFT

LIFT is a state designed assessment utilized to assess student fluency at the beginning, middle, and end of the school year, in grades 4-5. This assessment is given to all students that scored Basic, Approaching Basic, and Unsatisfactory on the LEAP test. Students that score below benchmark are also progress monitored, using DIBELS, to maintain a frequent read of their progress.

The Louisiana LIFT diagnostic assessment is designed to support teachers in identifying gaps in foundational skills knowledge for students in grades 3 and up. *It is not a substitute for a universal screener*. This diagnostic assessment is designed to be administered to any students who score below benchmark on a universal screener, who score basic or below on the LEAP, and/or those who may be struggling with ELA content.

Diagnosing gaps in reading foundations is an important first step in supporting students who are struggling to read or master grade-level content. This resource will support you in identifying those gaps. It will also provide links to resources that will assist you in providing targeted support for specific foundational skills. The flowchart below details how this assessment should be administered. **Students may not need to take all parts of this assessment.** The different parts of this assessment are also available individually in the LIFT Library. Follow the flowchart for guidance as to when you should administer the different parts of this assessment.

Quest for the Best

Once upon a time there were two friends, Peggy Pelican and Cam Crawfish. These two friends loved to eat yummy food and would go all over the state to find new places to eat. Peggy's favorite food was gumbo, and Cam's favorite food was red beans and rice. One day, Peggy asked Cam to go on a quest to find the best gumbo and red beans and rice in the entire state.

Peggy said, "I can't wait to find the best gumbo in our state. It will be a great adventure for us!" Cam was also excited to start this quest for the best, but he did not think he could find red beans and rice that tasted better than his mom's. "I am excited to start this quest, but I know no one makes better red beans and rice than my mom!"

The next day, Peggy and Cam set off on their fun food adventure. They ate bowls and bowls of gumbo and red beans and rice. At the end of the day, they were so full they could barely move! "I have eaten so much today, but I still don't think I've found the

Students are asked to read a passage. It should not take longer than 3 minutes for a student to read. The goal is for students to read the passage at 95% accuracy and within the time frame. Farther testing is administered if this goal is not met so that teachers can get a better understanding of where the misunderstandings may be and how they can meet the needs of the student.

What is my child's teacher doing
to help my child's fluency?

Name _____ ____ 9-weeks

1st Grade Fluency Tracker

Fluency goal: _____ WCPM

130								
125								
120								
115								
110								
105								
100								
95								
90								
85								
80								
75								
70								
65								
60								
55								
50								
45								
40								
35								
30								
25								
20								
15								
10								
5								
WCPM								
Date:								

Our students are aware of their fluency goals for the year. Our belief is that our students are more inclined to work hard and master their fluency if they know where the expectations lie. By allowing them to take ownership of their fluency goals, they can also take ownership in the progress being made towards their goal.

In class instruction

1. Making students aware of goals
2. teaching tier 1 curriculum
3. Intentionality within whole group instruction
4. Small group practice
5. Progress monitoring

How can I help my child at home?

Read with your child

Take time each day to read with your child. Read to your child and encourage your child to read to you. Even Kindergarteners are learning to read level 1 books.

Multidimensional Fluency Scale

	4 Excelling	3 Proficient	2 Approaching	1 Developing
E **Expression** ✓ expression matches meaning ✓ varied volume, intonation, and tone ✓ reads with confidence ✓ natural sounding	• consistently uses expression through varied intonation, volume, and tone to match meaning • reads with confidence • is natural-sounding and easy to understand	• mostly uses expression by sometimes varying intonation, volume, and tone to match meaning • shows confidence but inconsistently • is mostly natural-sounding and easy to understand	• attempts expression, but is inconsistent and often does not match the meaning • lacks confidence, reads quietly • primarily focuses on saying the words correctly	• pays minimal or no attention to expression • reads in a quiet and monotone voice • reads words as if simply to get them out
A **Automatic Word Recognition** ✓ reads automatically ✓ reads effortlessly ✓ pace matches text (rate)	• reads nearly all words automatically and effortlessly • uses a pace that is consistently conversational and appropriate for the nature of the text • number of words read per minute matches grade-level requirement. See "Target Fluency Ranges" table on page 16	• reads most words automatically and effortlessly • uses a mixture of conversational and slow reading • number of words read per minute meets grade-level requirement. See "Target Fluency Ranges" table on page 16	• does not read most words automatically and has to stop to recognize words • reads at a moderately slow pace • number of words read per minute is below grade-level requirement. See "Target Fluency Ranges" table on page 16	• does not read words automatically and has to stop frequently to recognize words • reads at an excessively slow and laborious pace • number of words read is well below grade-level requirement. See "Target Fluency Ranges" table on page 16
R **Rhythm and Phrasing** ✓ reads phrase-by-phrase chunks" ✓ attention to punctuation with intonation and pauses ✓ easy to listen to	• reads primarily in phrases, chunks, and sentence units • pays attention to intonation and pauses at punctuation consistently and accurately	• reads with some choppiness, but is generally able to go phrase by phrase • pays attention to intonation and usually pauses at punctuation consistently and accurately	• reads in two- and three-word phrases frequently • reads with choppiness • often exhibits improper intonation and pauses at punctuation	• reads word by word frequently • reads in a monotonic manner • shows little sense of phrase boundaries • exhibits improper intonation and pauses at punctuation
S **Smoothness** ✓ smooth-sounding with flow ✓ accurate word recognition ✓ minimal hesitations ✓ self-corrects	• reads nearly all words accurately • reads smoothly, with minimal hesitations • has few word and structure difficulties and corrects quickly	• reads most words accurately • breaks occasionally from smoothness and hesitates • has a few difficulties with specific words and/or structures, but they do not impede overall flow	• struggles to read words accurately • pauses and hesitates frequently at "rough spots" in text, which disrupts the overall flow	• requires frequent assistance for inaccuracies: long pauses, insertions, mispronunciation, omissions, false starts, sound-outs, repetitions • is unaware of mistakes

Resources for Parents

From the *University of Oregon DIBELS* Website

- The Parent Guide to DIBELS Assessment offers information on the different DIBELS measures, what is being assessed, and what they mean
  https://dibels.uoregon.edu/sites/dibels1.uoregon.edu/files/2021-06/dibelsparentguide.pdf

The *National Center on Improving Literacy* offers resources for families to support their student's reading progress.

- Families and Schools Partnering for Children's Literacy Success Implementation Toolkit:
  https://improvingliteracy.org/kit/families-and-schools-partnering-childrens-literacy-success
- Parents & Families Page: https://improvingliteracy.org/family
- Understanding Screening: Overall Screening and Assessment brief and infographic:
  https://improvingliteracy.org/brief/understanding-screening-overall-screening-and-assessment

Although written for school leaders such as principals, *The Lead for Literacy Center* also offers resources that can help families understand and support their student's reading progress.

- Increasing Instructional Intensity Across Tiers of Support brief and infographic:
  https://leadforliteracy.org/briefs/increasing-instructional-intensity-across-tiers-support

Thank you for listening!

Please don't hesitate to reach out with any questions!

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