

Correlation Between the Dynamic Indicators of Basic Early Literacy Skills and the Alaska Standards Based Assessment in Reading First Schools

Data represent third grade students from Alaska Reading First schools within the Anchorage School District, Fairbanks School District and Lake and Peninsula Borough School District. Students who had both a Dynamic Indicators of Basic Early Literacy Skills-Oral Reading Fluency (DIBELS-ORF) score and Alaska Standards Based Assessment (SBA) score in Spring 2007 were included in the correlation analysis (n = 454). Data resulted in a correlation of .71 between the DIBELS-ORF and SBA scores at the third grade level (see Figure 1.). Replication of this correlation analysis using data sets from subsequent years will need to be conducted to validate these findings.

Figure 1 illustrates DIBELS-ORF and SBA scores for each student. The green vertical line represents the spring proficiency or “low risk” level for third grade students on DIBELS-ORF (≥ 110). The green horizontal line represents the spring proficiency level on the SBA (300). Students who score above 300 are considered to be proficient on Alaska reading standards. The red vertical line represents the cut-score differentiating students who are considered “some risk” (80-109) from students who are considered to be “at risk” (< 80) on DIBELS-ORF.

There was a 98% likelihood that students who scored at the third grade DIBELS-ORF benchmark goal of 110 words read correct per minute (wrcpm) would score 300 or higher on the SBA. Conversely, only 38% of the students who scored in the “at risk” range on the DIBELS-ORF scored proficient on the SBA. Based on this data set, the third grade benchmark goal of 110 wrcpm and the at-risk range of ≤ 79 wrcpm are highly predictive of proficiency on the SBA.

Students who scored in the “some risk” range on the DIBELS-ORF are of particular interest. It has been reported that students who score in the “some risk” range on the DIBELS-ORF has approximately a 50% chance of being proficient in reading (insert reference). In other words, it is hard to predict which children in the “some risk” range will be proficient in reading from those who will not be proficient in reading. However, based on these data there was 87 % likelihood that third grade students who scored in the “some risk” range on the DIBELS-ORF would achieve a proficient score on the SBA. Additional data sets from subsequent years will need to be examined to validate this finding.

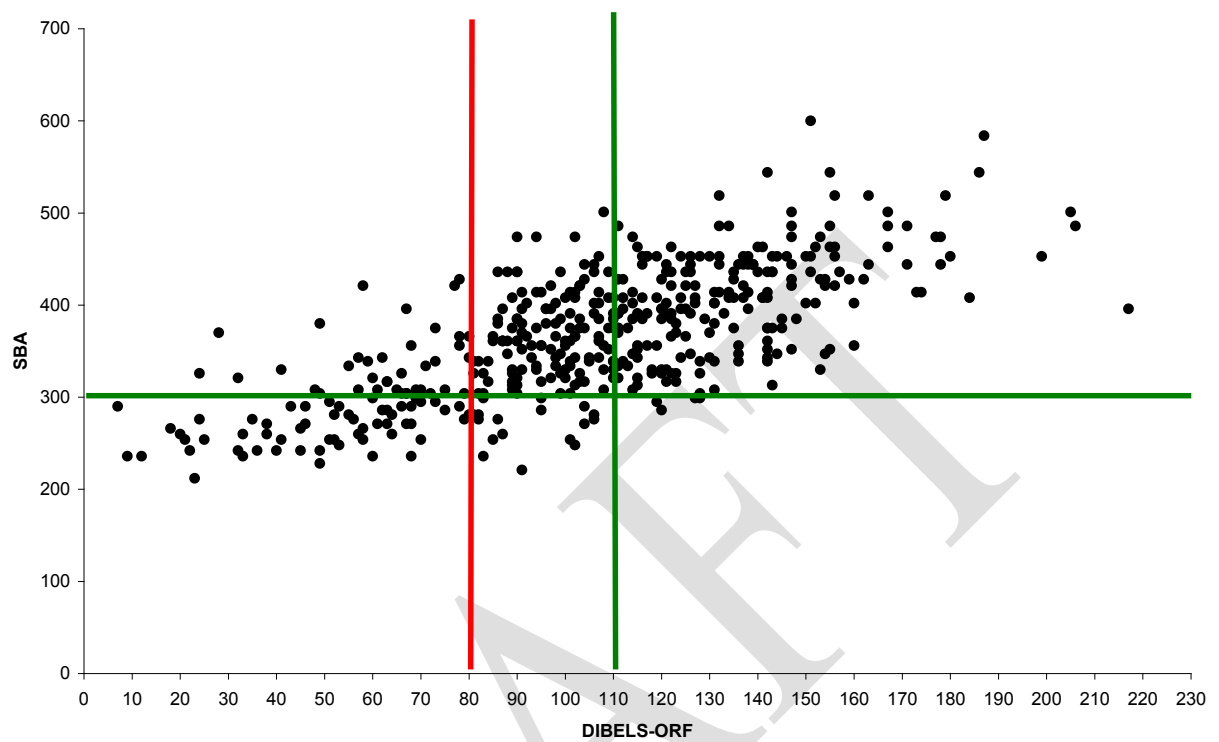


Figure 1. Correlation between the DIBELS-ORF and SBA in Spring 2007 within Reading First Schools.