

Powerful Measures to Predict Reading Success

The CCSS provide a set of high-quality, next-generation standards to ensure that all students are college and career ready. In brief, *DIBELS[®] Next* aligns with the CCSS in the following ways:

Element of Common Core State Standards	<i>DIBELS Next</i> Alignment																					
Balance of Narrative and Informational/Expository Text	<p>The <i>DIBELS Next</i> author and researcher team has taken extreme care to balance narrative and informational/expository text provided in the <i>DIBELS Next</i> Oral Reading Fluency (DORF) assessments—paying particular attention to increasing the amount of informational/expository text as students advance. This breakout of text type is captured here:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #0072bc; color: white;">Grade Level</th> <th style="background-color: #0072bc; color: white;">Narrative</th> <th style="background-color: #0072bc; color: white;">Informational/Expository</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1–3</td> <td style="text-align: center;">67%</td> <td style="text-align: center;">33%</td> </tr> <tr> <td style="text-align: center;">4–6</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">67%</td> </tr> </tbody> </table>	Grade Level	Narrative	Informational/Expository	1–3	67%	33%	4–6	33%	67%												
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Increased Level of Rigor As Measured by Lexile Levels	<p>The following chart shows how grade-level Lexile expectations are defined by CCSS (Common Core State Standards, 2010, Appendix A) and how <i>DIBELS Next</i> DORF passages align with this expectation:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #0072bc; color: white;">Grade (Text Complexity Grade Band in the CCSS)</th> <th style="background-color: #0072bc; color: white;">Lexile Ranges As Defined by CCSS</th> <th style="background-color: #0072bc; color: white;">Lexiles for <i>DIBELS Next</i> Oral Reading Fluency Passage Triads (mean range)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 (K–1)</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">535 (490–587)</td> </tr> <tr> <td style="text-align: center;">2 (2–3)</td> <td style="text-align: center;">450–790</td> <td style="text-align: center;">593 (560–667)</td> </tr> <tr> <td style="text-align: center;">3 (2–3)</td> <td style="text-align: center;">450–790</td> <td style="text-align: center;">773 (750–813)</td> </tr> <tr> <td style="text-align: center;">4 (4–5)</td> <td style="text-align: center;">770–980</td> <td style="text-align: center;">852 (787–900)</td> </tr> <tr> <td style="text-align: center;">5 (4–5)</td> <td style="text-align: center;">770–980</td> <td style="text-align: center;">913 (893–943)</td> </tr> <tr> <td style="text-align: center;">6 (6–8)</td> <td style="text-align: center;">955–1155</td> <td style="text-align: center;">982 (957–1013)</td> </tr> </tbody> </table>	Grade (Text Complexity Grade Band in the CCSS)	Lexile Ranges As Defined by CCSS	Lexiles for <i>DIBELS Next</i> Oral Reading Fluency Passage Triads (mean range)	1 (K–1)	NA	535 (490–587)	2 (2–3)	450–790	593 (560–667)	3 (2–3)	450–790	773 (750–813)	4 (4–5)	770–980	852 (787–900)	5 (4–5)	770–980	913 (893–943)	6 (6–8)	955–1155	982 (957–1013)
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Reader and Task	<p>The DORF passages were designed to represent the different types of text that students will encounter, including a mix of narrative and expository, with different types of passages and content within those categories. A range of topics and themes was selected so that each student would encounter familiar topics and unfamiliar topics. The passages were designed to be authentic text, so they include irregular words and are not written entirely in decodable text. Passages were written and revised by professional authors according to rigorous design specifications. Every passage was also tested by students to ensure relevance.</p>																					
Foundational Skills, Grades K–5	<p>Phonological Awareness: First Sound Fluency and Phoneme Segmentation Fluency reflect these standards.</p> <p>Phonics and Word Recognition: Nonsense Word Fluency reflects these standards.</p> <p>Fluency: DORF and Daze reflect these standards and ensure that students read at an appropriate rate, read orally with understanding, read silently for meaning in context, and read with a high degree of accuracy.</p>																					
<p>*Information provided by the <i>DIBELS Next</i> Author and Researcher Team at Dynamic Measurement Group (DMG).</p>																						