Survey-Level Assessment using DIBELS Next:
Steps to Finding a Student’s Instructional Level for Progress Monitoring

1. a. Using MAP scores you have reviewed the lowest performing 20% of the grade level and,
b. with additional information and data and determined which of these students need intervention in English reading.

2. To improve their skills and monitor growth, we need to find each identified student’s instructional reading level.

Materials Needed:
   a. Progress monitoring scoring and student materials at the 6-1st grade levels for Oral Reading Fluency (DORF), Nonsense Word Fluency (NWF), Phonemic Segmentation Fluency (PSF), and First Sound Fluency (FSF).
   b. Survey-Level Assessment Worksheet labeled for each student.
   c. Stop watch

3. a. When starting with Oral Reading Fluency, begin by administering 3 Progress Monitoring Probes at the student’s grade level.
   -If the student, grade 3 and above, meets the current grade level DORF benchmarks for accuracy and rate but comprehension skills are a concern, you may choose to use DAZE.
b. For students with pre-reading skills only, you may start the survey at NWF or PSF.

   Enter each probe score on the worksheet and compare to descriptor ranges on the worksheet.

4. Repeat the process moving up/down the skill ladder, until you identify the student’s instructional level as noted on the Survey Assessment Worksheet.

5. A student’s baseline is then set by selecting their median score of 3 probes administered at the identified instructional level

6. Select Intervention to target basic skills within this instructional level (eg. letter sounds-basic phonics).

7. Progress Monitor at the student’s instructional level, as well (eg. basic phonics-NWF).

8. Baseline score, target score and progress monitoring data points are entered into EXCEED RtI per the planned schedule, and decisions regarding progress are made using data.

Notes:
• Progress Monitoring probes are used to do survey-level assessments, not Benchmark probes.
• The order of skills to assess below 1st grade Oral Reading Fluency is Nonsense Word Fluency (NWF), Phonemic Segmentation Fluency (PSF), and First Sound Fluency (FSF).