

## Progress Monitoring Dibels Oral Reading Fluency Second

Animals, such as canines, can provide emotional support, create a nonjudgmental environment, facilitate positive social interactions, and shape student behavior. The purpose of this study was to investigate the effect of a canine-assisted reading intervention on second grade students' oral reading fluency (ORF) performance and attitude toward reading. Data were collected in a suburban elementary school and included DIBELS Next progress-monitoring data of students' ORF performance as well as the administration of the Elementary Reading Attitude Survey (ERAS), which measured students' attitude toward reading. Data were analyzed using descriptive statistics and the Slope Level Change statistic was calculated to determine the effect size. Results indicated that interactions between dogs and students during ORF activities promoted a greater consistency in ORF performance and an improved attitude toward reading. These results reinforce the need for more innovative approaches to literacy education to help motivate students to practice their reading skills and increase or maintain their reading enjoyment.

Special education is now an established part of public education in the United States—by law and by custom. However, it is still widely misunderstood and continues to be dogged by controversies related to such things as categorization, grouping, assessment, placement, funding, instruction, and a variety of legal issues. The purpose of this 13-part, 57-chapter handbook is to help profile and bring greater clarity to this sprawling and growing field. To ensure consistency across the volume, chapter authors review and integrate existing research, identify strengths and weaknesses, note gaps in the literature, and discuss implications for practice and future research. Key features include: Comprehensive Coverage—Fifty-seven chapters cover all aspects of special education in the United States including cultural and international comparisons. Issues & Trends—In addition to synthesizing empirical findings and providing a critical analysis of the status and direction of current research, chapter authors discuss issues related to practice and reflect on trends in thinking. Categorical Chapters—In order to provide a comprehensive and comparative treatment of the twelve categorical chapters in section IV, chapter authors were asked to follow a consistent outline: Definition, Causal Factors, Identification, Behavioral Characteristics, Assessment, Educational Programming, and Trends and Issues. Expertise—Edited by two of the most accomplished scholars in special education, chapter authors include a carefully chosen mixture of established and rising young stars in the field. This book is an appropriate reference volume for anyone (researchers, scholars, graduate students, practitioners, policy makers, and parents) interested in the state of special education today; its research base, current issues and practices, and future trends. It is also appropriate as a textbook for graduate level courses in special education.

Developed specifically to overcome problems with traditional standardized instruments, curriculum-based measurement (CBM) has steadily increased in educational use. These brief assessment probes of reading, spelling, written expression, and mathematics serve to quantify student performance as well as to enhance academic achievement. Their widening use as a means of evaluation and ultimately of instruction, has created a corresponding need to expand the applications of this methodology to diverse populations. This new volume addresses that need by focusing on the broader application of CBM, providing practical new measures, as well as detailing their use with specific student groups. Identify students' learning needs and make appropriate decisions regarding instruction and intervention! In RTI teams, this resource demonstrates how to conduct intensive, comprehensive evaluations of students who are struggling in the general classroom. Focusing exclusively on the third tier of the RTI model, the book: Provides guidance on problem identification and analysis, progress monitoring, selection of research-based interventions, and evaluation of case study outcomes Addresses both academic and behavioral challenges, including mental health issues Shows how school psychologists can collaborate with other members of the RTI team Provides tools for assessment and for tracking progress

Passage Equivalency and Predictive Validity of Oral Reading Fluency Measures  
Teach Reading, Not Testing  
The Effects of Progress Monitoring on Oral Reading Fluency Rates of Third Grade Students  
Using RTI for School Improvement  
Assessing Special Children  
Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction  
An Examination of the Equivalence of the First Grade DIBELS Oral Reading Fluency Probes  
Packed with research-based strategies for use with RTI, this resource covers brain-compatible reading instruction for students with learning disabilities or reading difficulties.  
Currently there is no agreed-upon method for determining the difficulty level of reading Curriculum-Based Measurement (R-CBM) passages. A key tenant of R-CBM is that the passages across each grade level are equivalent in difficulty level and therefore can be used to monitor student academic improvement. The primary objective in this study was to evaluate the homogeneity of oral reading fluency progress monitoring passages of two popular passage sets that are used frequently in schools. The purpose of this research monitoring passage set as well as determine whether there is any benefit to organizing the progress monitoring passages into triad sets for interpretation. The results indicated even with the most current methods of equating progress monitoring passages, error related to passage difficulty continues to persist. It is clear that using strong tactics such as a well developed readability formulas, as well as field testing passages, leads to a better equated passage set. In addition, analyzing progress once there has been three assignments given across time, rather than two, leads to considerably better information regarding student reading growth with reduced error related to passage difficulty level.  
The Handbook of Reading Assessment, Second Edition, covers the wide range of reading assessments educators must be able to use and understand to effectively assess and instruct their students. Comprehensive and filled with numerous authentic examples, the text addresses informal classroom based assessment, progress monitoring, individual norm-referenced assessment, and group norm-referenced or 'high-stakes' testing. Coverage includes assessment content relevant for English language learners and adults. A set of test guidelines to use when selecting New and updated in the Second Edition Impact on reading assessment of Common Core Standards for literacy, increased top-down focus on accountability and high stakes tests; innovations in computerized assessment of reading Latest developments in Response to Intervention (RTI) model, particularly as they impact reading assessment International Reading Association standards for reading educators and brief discussion of International Dyslexia Association standards Types of reading assessment, including discussion of formative versus summative assessment motivation Expanded coverage of writing assessment New and revised assessments across genres of reading assessment Companion Website: numerous resources relevant to reading and writing assessment; suggestions for evidence-based instructional practices that can be linked to assessment results; PowerPoint slides; test bank; study guides; application exercises

Tier 3 of the RTI Model  
A Practical Guide to Implementing Effective Evidence-Based Interventions in Your School  
Volume I. Adult Clinical Applications Volume II. Child Clinical Applications Volume III. Educational Applications  
The ABCs of CBM, Second Edition  
Research-based Methods of Reading Instruction for English Language Learners, Grades K-4  
This bestselling work provides practitioners with a complete guide to implementing response to intervention (RTI) in schools. The authors are leading experts who explain the main components of RTI—high-quality instruction, frequent assessment, and data-based decision making—and show how to use it to foster positive academic and behavioral outcomes for all students. Implementation procedures are described in step-by-step detail. In a large-size format with lay-flat binding to facilitate photocopying, the book includes reproducible planning and implementation worksheets. The companion website features an accompanying PowerPoint presentation for use in RTI training. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman. New to this Edition •Includes extensive new research that reflects the increasing adoption of RTI nationwide. •Expanded to include behavioral interventions. •Chapter on effective instructional practices for general education. •Chapter on implementation at the whole-school and district levels. •Chapter featuring multiple intervention case studies. See also Assessment for Intervention, Second Edition, which details a wide range of assessment procedures ideal for implementation in an RTI framework.

accompanying CD-ROM contains . . . numerous reproducible and customizable forms, surveys, and screening tools, as well as an annotated list of resources for charting and monitoring individual student and classroom progress. "—P. [4] of cover.  
As educators alter their instructional decision making practices to align with a response to intervention (RTI) framework, it becomes crucial that appropriate tools for (a) identifying students at risk of reading failure and (b) monitoring students' responsiveness to intervention are utilized. The assessments currently used for these purposes, such as Curriculum-Based Measurement (CBM; Deno, 1986) and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS; Good & Kaminski, 2002) can be time-consuming to administer to large groups of students. The present studies describe the initial evaluation of innovative, group-based progress monitoring measures. In Study 1, the three experimental measures (Reading Fluency, Maze Sentences, and Dolch Word Recognition) were administered to 73 first grade students four times during the academic year and the measures' reliability, validity, and ability to demonstrate students' growth over time were compared to those of two criterion measures, Word Identification Fluency (WIF; Fuchs, Fuchs, & Compton, 2004) and DIBELS Oral Reading Fluency (ORF). In Study 2, Reading Fluency, Maze Sentences, WIF, and ORF were administered weekly to four first grade students who were at risk for reading failure. In the multiple baseline design, the students received an intensive phonics intervention while their progress was monitored with the experimental and criterion measures. Results provide evidence that the Reading Fluency and Maze Sentences tasks are as reliable and valid as other measures in current use for screening, but suggest that they are not sensitive to students' growth over time. Of the experimental and criterion measures, WIF was the only measure to demonstrate adequate ability to model students' growth. Thus, results suggest that the Reading Fluency and Maze Sentences tasks are promising benchmark/screening assessments within an RTI framework.  
The three-volume Encyclopedia of Behavior Modification and Cognitive Behavior Therapy provides a thorough examination of the components of behavior modification, behavior therapy, cognitive behavior therapy, and applied behavior analysis for both child and adult populations in a variety of settings. Although the focus is on technical applications, entries also provide the historical context in which behavior therapists have worked, including research issues and strategies. Entries on assessment, ethical concerns, theoretical differences, and the unique contributions of key figures in the movement (including B. F. Skinner, Joseph Wolpe, Aaron T. Beck, and many others) are also included. No other reference source provides such comprehensive treatment of behavior modification—history, biography, theory, and application.  
Reading Strategies for Elementary Students With Learning Difficulties  
A Study of the Effectiveness of Peer-assisted Learning Strategies (PALS) for the Reading Achievement of Elementary Students in a Cross-categorical Self-contained Classroom  
I've DIBELS'd, Now What?  
40 Reading Intervention Strategies for K6 Students  
The Effect of Using Poetry to Increase Oral Reading Fluency in Third Grade Students  
A Practical Guide for Schools

This book presents clear-cut procedures for using response to intervention (RTI) to determine a K-12 student's eligibility for special education under the designation of specific learning disabilities (SLD). Comprehensive guidelines are provided for gathering student data in the course of interventions and ruling out causes other than SLD for academic problems. Special features include case examples, tips for creating individualized education plans based on RTI data, and frequently asked questions. With a convenient large-size format and lay-flat binding, the book features useful reproducible tools. Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman.  
As Response-to-Intervention (RTI) models continue to attract a great deal of attention, school and district leaders need to understand the structures needed, the personnel required, the challenges faced, and rewards realized from RTI. Questions and Answers About RTI: A Guide to Success is designed to guide a school or district through the implementation of a new RTI program. Moran and Petruzelli deliver a concrete understanding of the components of a successful RTI model, the resources needed, and the underlying philosophy. Educators will find this resource rich with practical examples and straight talk. It also provides an easily understandable "how-to" manual for teachers that are being asked to provide service in an RTI structure.  
The purpose of this study was to investigate the effectiveness of the PALS instructional approach on the decoding, fluency, and comprehension performance levels of elementary students with different disability labels (e.g. learning disability, other health impairment, and mental impairment) receiving services in a fifth grade self-contained cross-categorical classroom. An additional purpose of the current study was to examine student acceptability and satisfaction with the PALS intervention. Participants of the present study included 12 fifth grade students placed in a self-contained cross-categorical classroom who were three to four years below grade level in terms of reading performance. PALS was conducted in the experimental classroom three times per week for over 20 weeks. Reading decoding, fluency, and comprehension were measured before and after treatment utilizing assessments including the Dolch Sight Word List, DIBELS Nonsense Word Fluency (NWF), DIBELS Oral Reading Fluency (DORF), and the Reading subset of the K-TEA. Brief Form. Decoding and fluency DIBELS NWF and ORF probes were utilized weekly for progress monitoring purposes in order to create graphs to compare student progress during baseline and intervention phases. In addition, a student satisfaction survey was administered as a posttest to determine student acceptability. Results indicate moderate gains on decoding, fluency, and comprehension measures for most students; however, the gains were not sufficient to bring students to grade level in terms of reading performance. Data obtained from the student satisfaction survey indicated that students enjoyed PALS overall and perceived a certain level of benefit from the intervention. Implications for future research and possible manipulations of PALS in special education settings are discussed.  
Contemporary education is experiencing substantial reform across legislative, pedagogical, and assessment dimensions. The increase in school-based accountability systems has brought forth a culture where states, school districts, teachers, and individual students are required to demonstrate their efficacy towards improvement of the educational environment. An awareness of the necessity for identifying students who are at-risk or already failing heralds the implementation of progress monitoring systems that continuously survey acquisition of skills and development of subsequent academic competencies. Early literacy and mathematics skills are understood as essential prerequisites towards future academic achievement, emotional adjustment, and adult quality of livelihood. Brief, reoccurring informal process assessment practices, such as DIBELS and Math Concepts and Applications, may yield a powerful mechanism to accomplish such progress monitoring and data based decision-making objectives. Previous quantitative approaches towards studying the outcomes of school-based data, however, were frequently plagued with methodological shortcomings and violations of statistical assumptions. Advances in understanding nested or hierarchical organized data allows for analysis of data without many of these confounds. The present study employed a longitudinal collection from 2002 to 2006 of informal DIBELS and Math Concepts and Application assessment results. Repeated measurement of a high-stakes measure, the Ohio Achievement Test subsets in reading and mathematics, were regressed onto informal math and reading assessments with various individual student-level predictor variables in a progressive sequence involving hierarchical linear models (HLM). The intent was to develop a cogent model of predicting high stakes achievement test performance as related to the above variables. Results were significant for the usage of informal DIBELS measures to predict future high stakes achievement test performance but MCA partitioned only a minimal amount of variance in the regression equations. Despite MCA's limited predictiveness, racial differences, special education participation, and overall school attendance were noted to affect mathematics high stakes test performance. In reading, significant performance differences were also noted in special education students. Such findings support previous literature on the utility of DIBELS but are discrepant for MCA. Still, these data remind educators of the saliency of early identification practices prior to the onset of reading or mathematics failure.

Handbook of Special Education  
The Megabook of Fluency  
Handbook of Reading Assessment  
Models for Implementing Response to Intervention  
Principles and Strategies for Effective Practice  
Questions & Answers About RTI  
This reference guide provides an overview of the purposes and uses of curriculum-based measurement (CBM), a standardized approach to assessing student performance in order to inform educational and instructional decision making. This guide is designed for teachers, administrators, and other educators who are considering using CBM, want an introduction to CBM, or need a quick and easy reference. It is also useful for educators to use with parents and students as an introduction to CBM. Written by two of the authors of the national bestseller, The ABCs of CBM: A Practical Guide to Curriculum-Based Measurement.

The purpose of this study was to describe and evaluate the effectiveness of a Response to Intervention model implemented within a suburban school in San Diego County. The study described the current model in place and administered a pre and post test to students in Kindergarten, First, Second, and Third grade to measure the success of the program. Using the DIBELS subtests, Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency, students were identified as at-risk at the beginning of the study (Pretest/October). Students who were at-risk were to the interventions, K-PALS, PALS, Interventions for Reading Success, and The Six Minute Solution, for several months. Students were progress monitored every two weeks to measure the success of the intervention. Additional time and/or interventions were introduced if needed. The students were administered a post test at the end of the school year (June). Results indicate that at-risk students decreased in all grades. The greatest gains were seen in First grade while the smallest in Second Grade. Summary and recommendations of this study include implications for future training and support, interventions, progress monitoring, teacher accountability, communication, and non-responders. Key Words: Response to Intervention, literacy early intervention, Dynamic Indicators of Basic Early Literacy Skills (DIBELS).  
For independent experts, this indispensable resource presents a practical model for conducting reading assessments for screening, diagnosis, and progress monitoring in each of the three tiers of response to intervention (RTI). K-8 teachers and school personnel are guided to use norm-referenced, informal, and curriculum-based measures to assess key components of reading development and make informed choices about instruction. The book describes how to survey existing assessment practices in a school and craft a systematic plan for improvement; reproducible tools include a 10-page RTI Assessment Audit that can be downloaded and printed in a convenient 8 1/2" x 11" size. See also Assessment for Reading Instruction, Third Edition, which explains the fundamentals of assessment and provides essential hands-on tools.  
With guidelines for developing action plans, this resource provides a step-by-step approach to implementing Response to Intervention as a powerful schoolwide improvement process.

A One-Stop Resource for Prospective and Practicing Educators  
Curriculum-Based Measurement  
Administration and Scoring Guide  
Raising Every Student's Achievement Scores  
Systems for the Observation of Teaching and Learning  
Problem Solving Through a Case Study Approach  
Providing a unique "on-the-ground" perspective, this book examines the implementation of three empirically supported response-to-intervention (RTI) models in four different school districts. The book addresses the complexity of putting RTI into place in the elementary grades, showing how the process actually took place and what impact it had on school climates and student learning and behavior. The challenges of systems change are explored and key lessons identified for improving intervention outcomes. Invaluable reproducible tools developed and field tested during the implementation of each model can be downloaded and printed by purchasers in a convenient full-page size.  
This 3rd Edition of CliffsNotes FTCE Professional Education Test encapsulates the major test changes to this important Florida teacher certification test that would-be Florida teachers must pass to become credentialed.  
Curriculum-Based Measurement (CBM) has been adopted by growing numbers of school districts and states since the publication of this definitive practitioner guide and course text. The second edition presents step-by-step guidelines for using CBM in screening, progress monitoring, and data-based instructional decision making in PreK-K-12. It describes the materials needed and all aspects of implementation in reading, spelling, writing, math, and secondary content areas. Twenty sets of reproducible CBM administration and scoring guides and other tools are provided; the large-size format and lay-flat binding facilitate photocopying. Purchasers get access to a Web page where they can download and print the reproducible materials. New to This Edition •Broader grade range—now has a chapter on secondary content areas. •Chapter on early numeracy; expanded content on early reading. •Nearly twice as many reproducible tools, including new or revised administration and scoring guides. •Key updates on graphing and on using online CBM databases. This book is in The Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman. See also The ABCs of Curriculum-Based Evaluation, by John L. Hosp, Michelle K. Hosp, Kenneth W. Howell, and Randy Allison, which presents an overarching problem-solving model that utilizes CBM.  
With this in-depth resource from leaders in the field, educational researchers, administrators, and decision makers will be able to select a classroom observation system that matches their needs - whether they choose from available systems or design their own. Readers will explore nine field-tested observation systems, each with a different focus, such as: assessing the effectiveness of early reading instruction for English-language learners; evaluating reading instruction in general education classrooms that include students with learning disabilities and emotional/behavioral disorders; observing classroom action and interaction and how they affect reading lessons; improving the writing performance of students who struggle; and reviewing schoolwide literacy outcomes and determining professional development needs. Each chapter examines the development of one system or method, describes its field testing, includes solid research on reliability and validity, weighs its strengths and limitations, and (in some cases) includes the actual tool discussed. A careful compilation of critical information, this book will help educational stakeholders choose the most effective systems and methods for assessing literacy outcomes, identifying methods that work, and highlighting directions for change.  
The RTI Approach to Evaluating Learning Disabilities  
Research-Based Support for RTI  
New Probes for Early Literacy Skills  
The Effect of a Canine-assisted Reading Intervention on Second Grade Students' Oral Reading Fluency (ORF) Performance and Attitude Toward Reading  
Predicting Urban Elementary Student Success and Passage on Ohio's High-stakes Achievement Measures Using DIBELS Oral Reading Fluency and Informal Math Concepts and Applications

CliffsNotes FTCE Professional Education Test  
The purpose of this study was to examine the effects of progress monitoring using early literacy measures (DIBELS) on oral reading fluency rates (ORF) of third-grade students. Participants included 67 students, 44 whose reading progress was monitored monthly using DIBELS and 23 whose reading progress was monitored quarterly. Results showed that progress monitoring did not significantly improve ORF."—Document.  
"This prevention-oriented assessment for the growth and development of literacy skills will help you easily identify students in need of intervention and accurately evaluate the effectiveness of intervention strategies. DIBELS is designed for ongoing use to measure foundational skills and progress in reading; predict later reading success and performance on high-stakes tests; and provide an instructional goal that will prevent reading failure and promote reading success."—Publisher's web site.  
Given the change in federal legislation allowing the consideration of a Response-To-Intervention (RTI) approach to making eligibility decisions for specific learning disabilities (IDEIA, 2004), it is crucial to establish sufficient evidence for using curriculum-based measurements (CBM) or CBM-like measures (e.g., Dynamic Indicators of Basic Early Literacy Skills; DIBELS) for monitoring students' responses to interventions as part of the identification process for Specific Learning Disabilities. One critical component in an effective RTI model is the availability of parallel measures suited for frequent progress monitoring to index student performance over time. The current study investigated the equivalence of the twenty first grade DIBELS Oral Reading Fluency (DORF) progress monitoring probes' using a one-way ANOVA for repeated-measures. Participants were 68 first grade students (36 females and 32 males) from two Midwestern elementary schools. No selection criteria other than parental consent were used. The DORF probes were given in a pseudo-counterbalanced order across four days at the end of the school year to avoid instruction and practice effects. The standard error of measurement (SEM) of the twenty first grade DORF progress monitoring probes was calculated using alternate form reliability coefficients. Results suggested that the equivalence assumption of the first grade DORF was not held. Most of the probes were significantly different in their difficulty level from each other and did not yield consistent mean levels of performance. The findings also suggested a significant magnitude of score fluctuation at the individual student level. The average SEM value was about 9 (ranging from 8 to 10), similar to previous research findings using test-retest reliability for calculation. Limitations, educational implications for CBM ORF users and researchers, and directions for future research are presented.  
The revised FTCE Professional Education Test is already being administered, and the changes are major. Competencies on the test have been reduced from 14 to just 8. The exam is also now offered year round by appointment. This CliffsNotes test-prep book provides in-depth coverage of the changes, including the structure and format of the test, and an explanation of the scoring structure of the test. It also features frequently asked questions, competency reviews, and sample questions and answers, throughout. Included in the package are two, model full-length practice tests to ensure success on test-taking day.

An Exploratory Study Employing Hierarchical Linear Modeling  
The Effects of Response to Intervention at a Suburban Elementary School  
Dibels® Next and Aimsweb®  
DIBELS  
RTI in Practice  
Reading Fluency

Widely adopted for course use, this trusted teacher guide combines crucial background knowledge with hands-on tools. In a large-size format for easy photocopying, the book features more than two dozen reproducible. It covers all the essentials of planning, administering, scoring, and interpreting a wide range of formal and informal assessments. Helpful examples illustrate effective ways to evaluate K/n-/8 students' strengths and weaknesses in each of the core competencies that good readers need to master. See also Reading Assessment in an RTI Framework, which offers systematic guidance for conducting assessments in all three tiers of RTI.  
This study compared two measures, Nonsense Word Fluency (NWF) from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS; Good & Kaminski, 2002), and Word Identification Fluency (WIF; Fuchs, Fuchs, & Compton, 2004), with regard to the predictive validity of initial scores and the predictive validity of growth over time. First grade students ( N = 154) from three elementary schools were administered the NWF and WIF measures in the beginning, middle, and end of the school year. In addition, a subsample of 86 students deemed to be at risk in the beginning of the year were administered the measures on a progress monitoring basis during the fall. Reading skills at the end of first grade were assessed using DIBELS Oral Reading Fluency (D-ORF), the Test of Word Reading Efficiency, and the maze task. Structural equation models, latent variable growth models, receiver operating characteristic curves, and classification accuracy were used to compare the strength at which fall NWF and WIF scores predicted year-end reading skills, as well as the degree to which growth in NWF and WIF was associated with year-end reading skills. Results indicated that, consistent with prior research, WIF performed as well or better than NWF in nearly every situation. As a screening measure, fall WIF was more strongly related to spring reading skills than NWF, however classification accuracy analyses revealed nearly identical patterns of classifying students as scoring above or below the 30 th percentile for D-ORF in the spring. Fall to winter growth on the WIF measure demonstrated stronger associations with year-end reading outcomes than NWF growth across the same period. The predictive strength of growth between benchmarks increased for both measures as initial NWF scores were lower, however path models suggested that WIF growth played a primary role in explaining variance in spring reading outcomes over NWF. With the subsample of students with progress monitoring data, WIF slope accounted for a greater percentage of variance in spring reading outcome than NWF slope, and classification accuracy analyses indicated that WIF slope was a more accurate predictor of reading outcomes at the end of the school year.

This book will provide school administrators and teachers with the essential techniques, resources, and guidelines to start a comprehensive "Response To Intervention" process in their own schools. The reader will learn how to: · Help stakeholders "buy-in" to the RTI process · Inventory and organize intervention resources · Create research-based and classroom-friendly student intervention plans · Set objective goals for student improvement · Apply decision rules to determine when a student who fails to respond to intervention should be referred  
With the increased emphasis on data collection in schools, educators need efficient, reliable systems for progress monitoring. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is one such system for basic reading skills. Previous studies demonstrated differences in growth rates between males and females with respect to oral reading fluency. The present study examined if, despite previous researches noted differences in growth rates, fewer data points would give appropriate growth estimates in males and females. Results indicated that growth estimates in weeks 1 and 5 gave a comparable growth estimate to those taken in weeks 1 and 10. This comparison held true for both male and female students. These important results can help school psychologists guide school staffs on how to efficiently gather oral reading fluency progress monitoring data.

Stability of Popular R-cbm Progress Monitoring Tools  
RTI Toolkit  
Encyclopedia of Behavior Modification and Cognitive Behavior Therapy  
Reading Assessment in an RTI Framework  
Best Practice in an Age of Accountability  
Reading fluency has been identified as a key component of proficient reading. Research has consistently demonstrated significant and substantial correlations between reading fluency and overall reading achievement. Despite the great potential for fluency to have a significant outcome on students' reading achievement, it continues to be not well understood by teachers, school administrators and policy makers. The chapters in this volume examine reading fluency from a variety of perspectives. The initial chapter sketches the history of fluency as a literacy instruction component. Following chapters examine recent studies and approaches to reading fluency, followed by chapters that explore actual fluency instruction models and the impact of fluency instruction and identifying students in need of intervention. Two articles on assessment, one focused on word recognition and the other on prosody, expand our understanding of fluency measurement. Finally, a study from Turkey explores the relationship of various reading competencies, including fluency, in an integrated model of reading. Our hope for this volume is that it may spark a renewed interest in research into reading fluency and fluency instruction and move toward making fluency instruction an even more integral part of all literacy instruction.  
This well-rounded collection of research-based reading intervention strategies will support and inform your RTI efforts. The book also includes teacher-friendly sample lesson plans and miniroutines that are easy to understand and adapt. Many of the strategies motivate average and above-average students as well as scaffold struggling readers. Maximize the power of these interventions by using them across grade-level teams or schoolwide.  
The purpose of this study was to determine the effectiveness of using poetry to enhance oral reading fluency in a 3rd grade classroom. During a 7-week treatment period, I implemented 1 poem per week with a group of 5 students. To study the effects of poetry as a fluency tool, a quasi-experimental, pretest-posttest experimental design was used. The Basic Reading Inventory (BRI) was used to establish baseline data and final outcomes. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) fluency assessments were given weekly to aid in progress monitoring. Study results showed an overall growth in oral reading fluency.  
The authors' even-handed approach to preparing students for high-stakes tests shows teachers how to align instruction with standards and use best practices for successful outcomes.  
A Practical Guide to Curriculum-Based Measurement  
Response to Intervention, Second Edition  
Toward Consensus on First Grade CBM Measures

*A Guide to Success*

*Curriculum-based Measurement*

*Designing Targeted Interventions with DIBELS Next Data*

**All the latest research on fluency plus dozens of practical lessons and ready-to-use fluency-priming tools, including partner poems, word ladders, and more!**

**What can we do to help ELL students understand English? In Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4, Sylvia Linan-Thompson and Sharon Vaughn provide over 60 field-tested classroom lessons for ensuring English fluency among young nonnative speakers. Each chapter focuses on research and activities in one of the following areas: \*Phonemic awareness \*Phonics and word study \*Fluency \*Vocabulary \*Comprehension In addition to the many step-by-step activities and lesson plans, the book includes in-depth explications of linguistic concepts, a glossary of terms, and lists of relevant online resources. The sooner students grasp the principles of English language acquisition, the better off they are. In this book, you will find everything you need to get elementary-level ELLs reading--and learning--successfully in English.**

**Measuring Rates of Reading Growth Associated with Gender Using Dynamic Indicators of Basic Early Literacy Skills**

**Assessment for Reading Instruction, Second Edition**

**CliffsNotes FTCE Professional Education Test 3rd Edition**

**An Examination of the Equivalence of the First Grade DIBELS Oral Reading Fluency Probes**

**Tools, Outcomes, and Implications**

**Reading in the Classroom**