K–3 READING IMPROVEMENT PROGRAM

TECHNICAL MANUAL

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SECTION 1

K–3 READING IMPROVEMENT PROGRAM

◼ SUMMARY

As per *Utah State Code 53A-17a-150*, the **K–3 Reading Improvement Program** was created to supplement other school resources in order to achieve the state's uniform growth goal. An LEA (school district or charter school) must administer the benchmark assessment (DIBELS Next) to students in grades 1–3 at the beginning, middle, and end of the school year. After administration of the assessment, parents and/or guardians are to be notified of the student's results. LEAs must demonstrate growth based upon student learning gains as measured by the benchmark assessment. Each LEA must create a reading achievement plan to address their K–3 students' reading competency.

◼ K–3 PROGRAM FUNDING

As stated in *Utah State Code 53A-17a-150*, an LEA shall use program money for reading proficiency improvement and interventions in grades K–3, including:

1. Reading assessments
2. Focused reading remediation that may include:
   - The use of reading specialists.
   - Tutoring.
   - Before or after school programs.
   - Summer school programs or
   - The use of reading software or
   - The use of interactive computer software programs for literacy instruction and assessments for students.

An LEA may also use program money for portable technology devices used to administer reading assessments.

Program money may not be used to supplant funds for existing programs, but may be used to augment existing programs.

◼ UNIFORM GROWTH GOAL

Per *Board Rule R277-406*, the state Uniform Growth Goal (UGG) requires 47.83% of third grade students to make typical, above typical, or well above typical growth from BOY–EOY (beginning of year to end of year) as measured by Pathways of Progress on the DIBELS Next assessment. LEAs must assess at least 95% of their students in grades 1–3 on DIBELS to meet state participation requirements. Not all students are included in the UGG calculation. When determining LEA UGG participation and percentages, raw data is collected through UTREx, and appropriate filters run. Students included in the UGG percentage must:

▸ Be in grade 3.
▸ Have full academic year (FAY) membership in his/her LEA (160 days or more).
▸ Not be a first year EL student (first enroll in the U.S. date is on or later than April 15 of the previous school year and EL status is 'Y' or 'O').
▸ Not be identified as one percent (the student has an IEP which calls for the use of UAA/DLM as an alternate assessment).
▸ Not be parentally opted-out of DIBELS testing.
▸ Be assessed on DIBELS at BOY and EOY.

The Utah State Board of Education (USBE) also applies a confidence interval (CI) when determining final UGG calculations. In statistics a confidence interval is computed to account for some of the random error, and the variation in the sample population; the CI accounts for some of the imprecision in the data. For example, a test was administered to a class and 80% of the students passed. The 95% confidence interval is from 75% to 85%. Thus, statistically speaking, the USBE can say with 95% confidence that on any given day, among any random sample of the students in that class, we can expect between 75% and 85% of the students to pass the test.

As stated in *Utah State Code 53A-17a-150* and *Board Rule R277-406*, an LEA must meet the State UGG of 47.83% of third grade students making typical or better progress. If for two consecutive school years, an LEA fails to meet the state goal of 47.83%, that LEA may not receive money appropriated by the Legislature for the K–3 Reading Improvement Program. Additionally, a school district must terminate any levy imposed.

An LEA that loses program money due to a failure to meet the state goal of 47.83% may reapply for the program money upon submission of a revised K–3 Reading Achievement Plan after one year of not receiving program money. If a school does not meet or exceed the state's goal, the LEA shall prepare a new plan which corrects deficiencies. The new plan must be submitted by March 1 and approved by the Utah State Board of Education before the LEA receives an allocation for the next year.

◼ UTAH CONSOLIDATED APPLICATION (UCA)

The *Utah Consolidated Application (UCA)* is where the K–3 Reading Achievement Program Application is housed. As stated in *Utah State Code 53A-1-606,* to receive program money, an LEA must annually submit a plan no later than November 1 to the Utah State Board of Education through the UCA for reading improvement that incorporates the following components:

▸ Assessment
▸ Intervention strategies
▸ Professional development
▸ Reading performance standards
▸ Specific measureable goals including:
 ▪ A growth goal for each school within an LEA based upon student learning gains as measured by benchmark

assessments administered pursuant to *Section 53A-1-606.6*

- A growth goal for each LEA to increase the percentage of third grade students who read on grade level from year to year as measured by the third grade reading test administered pursuant to *Section 53A-1-603*

UCA FREQUENTLY ASKED QUESTIONS (FAQS) FOR THE K–3 READING ACHIEVEMENT PROGRAM

Question: **How do I apply for the K–3 Reading Achievement Program funds?**

Complete the UCA Early Childhood Programs/K–3 Reading Achievement Program Budget section, Program/Budget Details section, and the Plan Relationships section.

Question: **The K–3 Reading Achievement legislation requires that "Prior to using program monies, a school district or charter school shall submit a plan to the State Board of Education for reading proficiency improvement that incorporates the following components: assessment; intervention strategies; professional development; reading performance standards; and specific measurable goals that are based upon gain scores." Does successful completion of the UCA fulfill this requirement?**

Yes.

Question: **The enabling legislation also requires that an annual report be submitted by every school district and charter school that receives K–3 funds. Will that annual report be done through the UCA?**

The annual reporting requirements are fulfilled through the LEAs annual UTREx submission upon receipt of grades 1–3 DIBELS assessment data. No additional reporting is necessary. More specifically, LEAs shall report (in UTREx):

- The reading competency for each student after each benchmark assessment (BOY, MOY, EOY),
- Including his/her *composite score (#)* and;
- The students who received reading intervention (Y/N).

Question: **Is there a specific goal that should be set?**

Beginning in the 2015–16 school year, LEAs K–3 Reading Achievement goals will be based on the percentage of students who make typical or better progress from the beginning of the year to the end of the year. The Board set the goal at 47.83% of students making typical or better progress. LEAs may select a more rigorous goal, however, accountability will be based on the Board's set goal.

Question: **How are K–3 funds dispersed to LEAs?**

Funds are dispersed to LEAs on a 1/12 basis.

Question: **What do I need to do in UCA if my LEA failed UGG?**

Make changes to your Reading Achievement Plan in Program/Budget Details and Plan Relationships to address deficiencies.

Question: **When can I start my UCA Plan and when is it due?**

Annually, you can submit your UCA plan between July 1 and November 1. If no plan is submitted by November 1, the USBE has the right to revoke funds.

SECTION 2

DIBELS

Dynamic Indicators of Basic Early Literacy Skills

▌SUMMARY

DIBELS is a state mandated assessment for students in grades 1–3 as per *Board Rule R277-403.* The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of measures used for assessing the achievement of early literacy skills from kindergarten through grade 6. They are designed to be one minute fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS is comprised of seven measures that function as indicators of phonemic awareness, the alphabetic principle, accuracy and fluency with connected text, and reading comprehension. DIBELS was designed for use in identifying students experiencing difficulty in the acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

For more information visit the DIBELS website at *https://dibels.org*.

▌DIBELS NEXT BENCHMARK GOALS AND COMPOSITE SCORES

The DIBELS Next benchmark goals and composite scores indicate the level of skill a student is achieving at and how that goal aligns with the likeliness of achieving future reading goals. These goals and scores change based on the particular grade and time of year. The following table provides a summary of benchmark goals and cut points for risk in grades K–6, for all three benchmark periods. For more information, please go to *DIBELS Next Benchmark Goals and Composite Score.* For common DIBELS Next questions, please go to *Frequently Asked Questions.*

Table 1.

DIBELS Next®: Summary of Benchmark Goals and Cut Points for Risk

Each cell shows three values: Above Benchmark (blue) / Benchmark Goal (bold) / Cut Point for Risk (red).

Measure	K Beg	K Mid	K End	1 Beg	1 Mid	1 End	2 Beg	2 Mid	2 End	3 Beg	3 Mid	3 End	4 Beg	4 Mid	4 End	5 Beg	5 Mid	5 End	6 Beg	6 Mid	6 End
DIBELS Composite Score	38/**26**/13	156/**122**/85	152/**119**/89	129/**113**/97	177/**130**/100	208/**155**/111	202/**141**/109	256/**190**/145	287/**238**/180	289/**220**/180	349/**285**/235	405/**330**/280	341/**290**/245	383/**330**/290	446/**391**/330	386/**357**/258	411/**372**/310	466/**415**/340	435/**344**/280	461/**358**/285	478/**380**/324
First Sound Fluency (FSF)	16/**10**/5	43/**30**/20																			
Phoneme Segmentation Fluency (PSF)		44/**20**/10	56/**40**/25	47/**40**/25																	
Nonsense Word Fluency (NWF) – Correct Letter Sounds		28/**17**/8	40/**28**/15	34/**27**/18	59/**43**/33	81/**58**/47	72/**54**/35														
NWF – Whole Words Read				4/**1**/0	17/**8**/3	25/**13**/6	21/**13**/6														
DIBELS Oral Reading Fluency (DORF) – Words Correct					34/**23**/16	67/**47**/32	68/**52**/37	91/**72**/55	104/**87**/65	90/**70**/55	105/**86**/68	118/**100**/80	104/**90**/70	121/**103**/79	133/**115**/95	121/**111**/96	133/**120**/101	143/**130**/105	139/**107**/90	141/**109**/92	151/**120**/95
DORF – Accuracy					86%/**78%**/68%	97%/**90%**/82%	96%/**90%**/81%	99%/**96%**/91%	99%/**97%**/93%	98%/**95%**/89%	99%/**96%**/92%	99%/**97%**/94%	98%/**96%**/93%	99%/**97%**/94%	100%/**98%**/95%	99%/**98%**/95%	99%/**98%**/96%	100%/**99%**/97%	99%/**97%**/94%	99%/**97%**/94%	100%/**98%**/96%
DORF – Retell						17/**15**	25/**16**/8	31/**21**/13	39/**27**/18	33/**20**/10	40/**26**/18	46/**30**/20	36/**27**/14	39/**30**/20	46/**33**/24	40/**33**/22	46/**36**/25	52/**36**/25	43/**27**/16	48/**29**/18	50/**32**/24
DORF – Retell Quality of Response							2/**1**	2/**1**	2/**1**	2/**1**	2/**1**	3/**2**	2/**1**	2/**1**	3/**2**	2/**1**	3/**2**	3/**2**	2/**1**	2/**1**	3/**2**
Daze Adjusted Score										11/**8**/5	16/**11**/7	23/**19**/14	18/**15**/10	20/**17**/12	28/**24**/20	21/**18**/12	21/**20**/13	28/**24**/18	27/**18**/14	30/**19**/14	30/**21**/15

DIBELS Composite Score: A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/.

ABOVE BENCHMARK (small blue number in each box): Students scoring above the benchmark are highly likely to achieve important reading outcomes (approximately 90% to 99% overall). These scores are identified as *Above Benchmark*. While students scoring Above Benchmark are likely to need *Core Support*, some may benefit from instruction on more advanced skills.

BENCHMARK GOAL (large bold number in the middle of the box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80% to 90% overall) of achieving later important reading outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

CUT POINT FOR RISK (small red number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as *Well Below Benchmark* and the students are likely to need *Intensive Support*.

Scores below the benchmark goal and at or above the cut point are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.

Note: There is no benchmark goal for Letter Naming Fluency (LNF).
This is a summary of the DIBELS Next benchmark goals. For a full description, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/.
DIBELS is a registered trademark of Dynamic Measurement Group, Inc. This page is adapted from a chart developed by Cache County School District.

◾ HIGHLY SKILLED LEARNER (HSL) CRITERIA*

Some students will benchmark with scores well-above average. These students are considered Highly Skilled Learners who are solidly on track in learning basic early literacy and reading skills and are very likely to stay on track in the following year. The Highly Skilled Learner criteria in Table 1 are based upon end-of-year reading expectations for each grade level. Values in bold correspond to above benchmark performance at the 60th percentile or higher using national norms; values in italic correspond to performance at or above the benchmark goal for each grade level.

Table 2
DIBELS Next Scores for Highly Skilled Learner Criteria for 2017–2018

Grade	DCS	PSF	NWF CLS	NWF WWR	DORF	Accuracy	Retell	Daze
K	**152**	*40*	**40**	**4**				
1	**208**		*58*	*13*	**67**	**97**	*15*	
2	**287**				**104**	**99**	*27*	
3	**405**				**118**	*97*	*30*	**23**
4	**446**				**133**	*98*	*33*	**28**
5	**466**				**143**	*99*	*36*	**28**
6	**478**				**151**	*98*	*32*	**30**

Note:

The criteria are subject to change from year to year.
DCS = DIBELS Next Composite Score
PSF = Phoneme Segmentation Fluency;
NWF CLS = Nonsense Word Fluency Correct Letter Sounds
NWF WWR = Nonsense Word Fluency Whole Words Read
DORF = DIBELS Oral Reading Fluency Words Correct.

Values in bold correspond to performance at or above the 60th percentile using national norms.
Values in italic correspond to performance at or above the benchmark goal for the grade level. For the Highly Skilled Learner criteria for prior years, e-mail info@dibels.org.

In our analysis, students who met the Highly Skilled Learner criteria at the end of one school year had the following outcomes at the end of the next school year (averaged across grades; exact percentages varied somewhat by grade):

▸ 69 percent earned scores at or above the 80th percentile the following year.

▸ 70 percent met the Highly Skilled Learner criteria the following year.

▸ 91 percent earned scores in the Above Benchmark range (60th percentile or higher) the following year.

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‣ 99 percent earned scores in the At or Above Benchmark range the following year.

These percentages are consistent even if the student met the HSL criteria at the end of the year and had made Below Typical or Well Below Typical progress (**Pathways 1 or 2**) over the course of the year. Consequently, for the purpose of summarizing the number of students who have made adequate progress, students who meet the Highly Skilled Learner criteria will be assigned to **Pathway 3** (Typical Progress) or higher at the end of the year. For example, if a student who is a Highly Skilled Learner is on the Below Typical Progress Pathway (Pathway 2) at the end of the year, he or she will be assigned to Pathway 3 for reporting purposes. If a student who is a Highly Skilled Learner achieves Above Typical Progress (**Pathway 4**) or Well Above Typical Progress (**Pathway 5**), then no changes will be made to their Pathway for reporting purposes.

SHIFTING INSTRUCTIONAL EMPHASIS

For **some students who meet the Highly Skilled Learner criteria**, it may be appropriate to shift instructional emphasis to more advanced skills in the scope and sequence of basic early literacy and reading skills—and potentially to skills above their grade placement. For example:

‣ **Kindergarten students** who meet the Highly Skilled Learner criteria and have very high skills in phonemic awareness and basic phonics may benefit more from an instructional emphasis on advanced decoding and overall reading proficiency instead of continued emphasis on phonemic awareness and basic phonics.

‣ Likewise, for **students in first grade and above** who meet the Highly Skilled Learner criteria and have high levels of text-reading proficiency (i.e., reading for meaning, at an adequate rate, with a high degree of accuracy), it may be more valuable to invest instructional time in applying their reading skills to more advanced or challenging reading materials (e.g., above-grade level texts) rather than focusing on further improvements in reading grade-level text.

‣ For **students in grades three through six** who meet the Highly Skilled Learner criteria, it may be especially important to shift the instructional emphasis from further building their reading proficiency to investing instructional time in using their high levels of reading proficiency to build their knowledge of other content areas.

We recommend that these decisions involve teacher judgment and consideration of the pattern of student scores and performance in other domains.

CRITERIA FOR HIGHLY SKILLED LEARNERS

In grades K–6, Highly Skilled Learners are those students whose DIBELS Next benchmark scores are all equal to or higher than the scores reported in Table 1. A student must meet the Highly Skilled Learner criteria for each measure listed in Table 2 for the grade in question. These Highly Skilled Learner criteria apply to the 2017–2018 school year. In subsequent years, Highly Skilled Learner criteria may change based on updated research.

‣ **For grades K–1**, students may meet the Highly Skilled Learner criteria only at the end of the year, because the measures and the composite score change during the course of the year.

‣ **For grade two**, students may meet the Highly Skilled Learner criteria at the middle or end of the year (but not at the beginning of the year), because the measures and composite score remain consistent between the middle and end of the year.

‣ **For grades three through six (3–6),** students may meet the Highly Skilled Learner criteria at the beginning, middle, or end of the year; because the measures and composite score remain consistent over the year.

❚ DIBELS NEXT PROGRESS MONITORING

Monitoring student progress toward instructional objectives is an effective and efficient way to determine if the instructional plan is working. Ongoing progress monitoring allows teachers to make data-based decisions about the effectiveness of their instruction. Instruction can be modified or changed in a timely manner instead of waiting months to find out whether the student reached the goal. When teachers use student progress monitoring data to inform instruction, students' learning improves (Fuchs, Deno, & Mirkin, 1984). Progress monitoring is an important component of a Response-to-Intervention (RtI) data-based decision making model. RtI models, such as the Outcomes-Driven Model described in the *DIBELS Next Assessment Manual*, are used to improve student outcomes by matching the amount and type of instructional support with the needs of the individual students. To learn more about DIBELS Next Progress Monitoring, review the *Progress Monitoring Guidelines* and the *DIBELS Next Assessment Manual*. If looking for information regarding off grade level progress monitoring, review *DIBELS Next Survey* (Source: DMG, 2012).

❚ GOAL SETTING WITH PATHWAYS OF PROGRESS

Within DIBELS, there is a research-based tool for establishing progress monitoring goals, evaluating progress and growth, and evaluating classroom, school, and district level effectiveness called Pathways of Progress. Pathways of Progress provides an evaluation of individual student growth or improvement over time, compared to other students with the same level of initial skills. Educators can set goals that are meaningful, ambitious, and attainable using Pathways of Progress. It increases the precision with which progress is evaluated at the student and classroom levels. Pathways of Progress, when combined with the DIBELS Next benchmark goals and the DIBELS Next composite scores, provides teachers with a frame of reference for examining where their students are, specifying where they need to get to, and evaluating whether they are making adequate progress.

Pathways of Progress is available through *Amplify (mClass)* or *DMG (DIBELSnet)*. To learn more about this tool, please visit *Pathways of Progress*.

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SECTION 3

TEST ADMINSTRATION

▮ DIBELS BENCHMARK WINDOWS (*BOARD RULE R277-403*)

DIBELS is required to be administered three times each school year. The specific testing windows for the benchmark assessment are:

‣ Beginning of the year (BOY) Before September 30

‣ Middle of the year (MOY) December 1 through January 31

‣ End of the year (EOY) Middle of April through June 15

▮ TESTING ETHICS POLICY

The Utah State Board of Education has policies regarding standardized test administration and testing ethics that LEAs are expected to follow for any state assessment, including DIBELS. The purpose of statewide assessment is for accountability. When administered properly, standardized assessments allow students to demonstrate their abilities, knowledge, aptitude, or skills as per *Board Rule R277-404*. The USBE recommends assessors read through the entire Utah State Board of Education Standard Test Administration and Testing Ethics Policy prior to assessing students. For specific DIBELS administration requirements, download the *Assessment Manual* through DMG.

Valid and reliable results from uniform assessments provide information that is used by:

‣ Students to determine how well they have learned the skills and curriculum they are expected to know.

‣ Parents to know whether their student is gaining the skills and competencies needed to be competitive and successful.

‣ Teachers to gauge their students' understanding and identify potential areas of improvement in their teaching.

‣ LEAs to evaluate programs and provide additional support.

‣ The state for school accountability.

‣ The public to evaluate schools and districts.

As educators, we are obligated to provide students with an opportunity to demonstrate their knowledge and skills fairly and accurately. Educators involved with the statewide assessment of students must conduct testing in a fair and ethical manner as per *Utah Code 53A-1-608* and *Board Rule R277-404*.

The best test preparation a teacher can provide is good instruction throughout the year that covers the breadth and depth of the standards for a course, using varied instructional, and assessment activities tailored to individual students.

STATE ASSESSMENTS

The following state provided assessment requires that educators must adhere to all ethical practices and procedures as outlined in this policy when administering DIBELS and submit accurate data to the Utah State Board of Education (USBE) on these assessments as per Board *Rule R277-404*. The benchmark reading assessment, DIBELS, is required for LEAs to administer for grades 1–3, and is used to assess the acquisition of early literacy skills.

BEFORE TESTING: TEACHING PRACTICES

Ethical testing begins with ethical teaching.

Licensed Utah educators should:
- ☐ Ensure students are enrolled in appropriate courses and receive appropriate instruction.
- ☐ Provide instruction to the intended depth and breadth of the course curriculum.
- ☐ Provide accommodations throughout instruction to eligible students as identified by an ELL, IEP, or 504 team.
- ☐ Use a variety of assessment methods to inform instructional practices.
- ☐ Introduce students to various test-taking strategies throughout the year.

Utah school districts or charter schools shall ensure that:
- ☐ All students who are eligible to test are tested, or accounted for according to the specific assessment policy.
- ☐ Parents are provided with clarifications and procedures in regards to student participation in state testing.
- ☐ All tests are administered under the supervision of a Utah licensed educator.
- ☐ Educators and school employees who serve as standardized assessment administrators that administer and/or proctor tests shall participate in annual ethics training provided by the local LEA and are accountable for ethically administering tests.
- ☐ Hardware, software, and network specifications can successfully administer appropriate tests.

Utah licensed educators shall ensure that:
- ☐ An appropriate environment reflective of an instructional setting is set for testing to limit distractions from surroundings or unnecessary personnel.
- ☐ All students who are eligible for testing are tested.
- ☐ A student is not discouraged from participating in state assessments, but upon a parent's opt-out request (following LEA procedures), the student is provided with a meaningful educational activity.

☐ Tests are administered in-person and testing procedures meet all test administration requirements.

☐ Active test proctoring occurs: walking around the room to make sure that each student has or is logged into the correct test; has appropriate testing materials available to them; and are progressing at an appropriate pace.

☐ No person is left alone in a test setting with student tests left onscreen or open.

☐ The importance of the test, test participation, and the good faith efforts of all students are not undermined.

☐ All information in the *DIBELS Next Assessment Manual* for each test administered is reviewed and strictly followed.

☐ Accommodations are provided for eligible students, as identified by an ELL, IEP, or 504 team. These accommodations should be consistent with accommodations provided during instruction throughout the instructional year.

☐ Any electronic devices that can be used to access non-test content or to record/distribute test content or materials shall be inaccessible by students (e.g., cell phones, recording devices, internet-capable devices). Electronic security of tests and student information must not be compromised.

☐ Test materials are secure before, during, and after testing. When not in use, all materials shall be protected, where students or parents cannot gain access.

No one may enter a student's computer-based test to examine content or alter a student's response in any way either on the computer or a paper answer document for any reason.

AFTER TESTING IS COMPLETE

Utah licensed educators shall ensure that:

☐ Test administration manual instructions are followed.

☐ Test completion sessions are provided for students who miss all or part of the test, as appropriate for and according to the policies and procedures of each assessment.

☐ All test materials are to be organized and returned to the School Testing Coordinator, as appropriate.

☐ All by-products of student testing are collected and protected between and after testing sessions, and securely destroyed as appropriate.

Educators may not change student answers in any way, for any reason.

UNETHICAL PRACTICES

It is unethical for educators to jeopardize the integrity of an assessment or the validity of student responses.

Unethical practices include:
- Providing students with questions from the test to review before taking the test.
- Changing instruction or reviewing specific concepts because those concepts appear on the test.
- Rewording or clarifying questions, or using inflection or gestures to help students answer.
- Allowing students to use unauthorized resources to find answers, including dictionaries, thesauruses, online references, etc.
- Displaying materials on walls or other high visibility surfaces that provide answers to specific test items (e.g. posters, word walls, formula charts, etc.).
- Reclassifying students to alter subgroup reports.
- Allowing parent volunteers to assist with the proctoring of a test their child is taking or using students to supervise other students taking a test.
- Allowing the public to view secure test items or observe testing sessions.
- Reviewing a student's response and instructing the student to, or suggesting that the student should, rethink his/her answers.
- Reproducing, or distributing, in whole or in part, secure test content (e.g., taking pictures, copying, writing, posting in a classroom, posting publically, emailing).
- Explicitly or implicitly encouraging students to not answer questions, or to engage in dishonest testing behavior.
- Administering benchmark tests outside of the prescribed testing window for each assessment.

ACCOUNTABILITY FOR ETHICAL TEST ADMINISTRATION

Educators are accountable to their LEA and the Utah State Board of Education for ethical practices. LEAs are required to ensure all school testing coordinators, administrators, and teachers administering tests are aware of their role in statewide assessments, and may include ethical testing practices in educator evaluations.

ETHICS VIOLATIONS

Ethical violations are to be reported to the supervisor of the person who may be investigated, the school administrator, the LEA assessment director, or the state assessment director.

Protocol:
- Each LEA must determine local policies and procedures regarding ethics violations.
- In most cases, an initial investigation should be conducted at the school level.
- The LEA assessment director will review the initial investigation and determine findings.
- If the violation is of sufficient concern, the incident may also be forwarded to the Utah Professional Practices Advisory Commission (UPPAC) for review.
- Per *Utah State Code 53A-1-608* and *Board Rule R277-404*, if inappropriate practices are substantiated, educators or other staff may receive further training or a reprimand, be subject to disciplinary action, be terminated, and/or lose their Utah teaching license.

For more information about the processes in place concerning the investigation of ethical violations, contact your LEA's assessment director.

▪ ACCOMMODATIONS FOR STUDENT WITH DISABILITIES

Approved accommodations for DIBELS Next are those accommodations which are unlikely to change how the assessment functions. When approved accommodations are used, the scores can be reported and interpreted as official DIBELS scores (see Table 2). Approved accommodations should be used only for students for whom the accommodations are necessary to provide an accurate assessment of student skills.

Table 3
Accommodations Approved for Use with DIBELS Next

Approved Accommodations	Appropriate Measures
The use of student materials that have been enlarged or with larger print for students with visual impairments.	**LNF, NWF, DORF, Daze**
The use of colored overlays, filters, or lighting adjustments for students with visual impairments.	**LNF, NWF, DORF, Daze**
The use of assistive technology, such as hearing aids and assistive listening devices (ALDs), for students with hearing impairments.	**All**
The use of a marker or ruler to focus sudent attention on the materials for students who are not able to demonstrate their skills adequately without one. It is good practice to attempt the assessment first without a marker or ruler and then retest with an alternate form of the assessment using a marker or ruler if needed.	**LNF, NWF, DORF, Daze**

Unapproved accommodations for DIBELS Next are accommodations that are likely to change how the assessment functions. Scores from measures administered with unapproved accommodations should not be treated or reported as official DIBELS scores, and cannot be compared to other DIBELS scores or benchmark goals.

An unapproved accommodation may be used when: (a) a student cannot be tested accurately using the standardized rules or approved accommodations, but the school would still like to measure progress for that student; or (b) a student's Individualized Education Plan (IEP) requires testing with an unapproved accommodation. Scores for a student using an unapproved accommodation can be used to measure individual growth for that student.

Examples of **Unapproved Accommodations**

▸ A student with limited English proficiency may be given the directions in his/her primary language.

▸ A student whose IEP requires assessments to be given untimed may be administered the DIBELS measures without the timing component. This would measure only accuracy, not fluency.

(Source: *DIBELS Next Assessment Manual*)

The accommodations shown in Table 4 are for students who are English learners, students with disabilities, and students with IEPs or 504 plans as per the USBE Accommodations Policy. Below are features within each assessment that are allowed for all students who are participating in DIBELS. The student must have access to the desired resource throughout the year during class-room instruction so he/she may become familiar with the feature prior to the administration of the assessment.

Table 4
Allowed Features/Resources for Students With Disabilities Participating in DIBELS

Accessibility Feature/Resource	DIBELS
Alternate Location	Allowed
Assistive Communication Devices	Allowed
Audio Amplification	Allowed
Breaks	Allowed
Calculation Devices and Computation Tables	N/A
Change Order of Activities	Allowed
Color Adjustments	±Allowed accommodation
Descriptive Audio	N/A
*Directions – Oral Translation	Allowed for EL
*Directions – Reread	Allowed for some Subtests—See DIBELS Guidelines
*Directions – Signed	Allowed with Certified Interpreter
Environment Changes	Allowed
Extended Time	Some Subtests Timed
Graphic Organizer	N/A
Highlight	Not Allowed
Human Reader	Not Allowed
Magnification	Allowed
Minimize Distractions	Allowed
Blank Scratch Paper and Graph Paper	N/A
Spell Check	N/A
Strikethrough	Not Allowed
Text-to-Speech	N/A

Directions are only non-item content that appear at the beginning of the test or between testing sessions. It does not refer to "directions," meaning the item's stem, directions for answering a specific question, etc. ± considered an accommodation for this specific assessment only.

Table 5 below includes features that are provided for students with disabilities who require the use of the accommodations to help them participate in the given assessment. The graph below has the USBE verification/notification expectations when choosing to provide an accommodation. This ensures that the student will be effectively provided with the necessary accommodation.

Table 5
Accommodations for Assessments

Accommodation	DIBELS
Braille (tactile graphics for students who are blind)	Allowed, but no longer standardized
Calculation device and computation table	N/A
Large print paper	Allowed
Scribe	N/A
Sign Language	Use alternate assessment
Standard Size Paper	Allowed
Visual Representation	N/A
Attention Marker or Ruler	Allowed

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■ DIBELS ALTERNATE ASSESSMENT OPTIONS FOR GRADES 1–3

The table below includes alternate assessment options for students in grades 1–3 who have visual impairments, hearing impairments, dual-sensory impairments, significant cognitive disabilities, significant speech impairments (i.e., stutter or apraxia), or are mute.

Table 6
Alternate Assessment Options

Impairment		Grades 1–2	Grade 3
Blind or Visually Impaired	An alternate assessment as determined appropriate by the IEP team decision process may include: ■ Option 1: Use enlarged print/magnifier/enhanced lighting, if appropriate. ■ Option 2: Use braille version, if student has learned braille. This assessment can be requested through the USBE Special Education Assessment Specialist. *The use of assistive technology that violates the construct of the assessment is not permitted (e.g., screen reader).*		
Deaf	TOSREC		Use the DAZE as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on DAZE.
Dual-Sensory Impaired	If unable to access any of the above options, contact the USBE Sensory Impairment Specialist.		
Mute	TOSREC		Use the DAZE as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on DAZE.
Significant Cognitive Disability	An alternate assessment rubric has been developed for this population in grades 1–3. For more information on this tool, please contact the USBE Special Education Assessment Specialist.		
Significant Speech Impairment (i.e., stutter, apraxia)	Based on recommendation from the students' speech-pathologist, a student with a significant speech impairment, may take the TOSREC or DAZE.	TOSREC	Use the DAZE as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on DAZE.

For more information regarding TOSREC or DAZE contact the USBE K–3 Literacy Specialist.
For more information regarding the DIBELS Alternate Assessment contact the USBE Special Education Assessment Specialist.

❚ DIBELS IN BRAILLE

A special type of accommodation for students with visual impairments is to administer DIBELS in braille. When using a DIBELS measure with braille materials, the measurement of the skill being assessed would be affected by the student's fluency with braille, as well as the differences between printed text and braille text. Scores for a student being tested with DIBELS in braille can be used to measure individual growth for that student, and can be compared to other students who are also being tested with braille DIBELS materials, but should not be reported as scores that are directly comparable to the print version of DIBELS nor the DIBELS benchmark scores. For DIBELS braille materials, contact the USBE Special Education Assessment Specialist. For more information about DIBELS Next in braille, visit *https://dibels.org*.

❚ DIBELS NEXT INVALIDATIONS

If an error or emergency occurs while testing and cannot be corrected, then an invalidation may need to occur as that assessment would be invalidated or discarded. The Utah State Board of Education has begun monitoring invalidations. If an LEA has a significant percentage of invalidations, contact and further action will be deployed by the USBE. If you believe an invalidation is required, please contact your LEA's literacy director. Literacy directors will field invalidation requests, unless the reason for invalidation does not appear in the allowable reasons below. If this is the case, the LEA's literacy director will contact the USBE K–3 Literacy Specialist to request an invalidation.

Question: **When is invalidation acceptable?**

The following reasons are acceptable for invalidating a DIBELS assessment:
- Student was mistakenly tested
- Incorrect student materials were provided
- Administration or scoring errors occurred that cannot be corrected without retesting the student
- The assessment was interrupted due to extenuating circumstances (e.g. fire drill)

Question: **If I invalidate the assessment, what are my next steps?**

Reassess the student as soon as possible using progress monitoring materials.

Question: **What if the student refuses to participate?**

Stop the assessment without scoring. Try to assess on another day, time, or with a different assessor.

Question: **Should I test a student without their glasses/hearing aids?**

It is not best practice to test a student without his/her required glasses or hearing aids or a student who seems ill. Test that student on another day/time.

Question: **If my class accidentally tested on the benchmark assessment for DAZE rather than the progress monitoring, can I invalidate my class assessments?**

No. As stated in the USBE's Testing Ethics Policy, the assessor must ensure students are logged into the correct test.

SECTION 4

DATA AND REPORTING

▰ DIBELS DATA ENTRY (*BOARD RULE R277-403*)

Beginning summer of 2017, the Utah State Board of Education (USBE) will be rostering grades K–3 into the two DIBELS Vendor Databases: *Amplify (mClass)* and *DMG (DIBELSnet)*. LEAs will apply for the state approved vendors annually through the USBE Assessment Department. As per Utah *State Code 53A-1-606.7*, LEAs can choose from either Amplify (mClass) or DMG (DIBELSnet), or another system as chosen and paid for by the LEA.

Data upload into the LEAs chosen vendor database and/or UTREx is due by the following dates:

▸ **BOY: October 30**
▸ **MOY: Last day of February**
▸ **EOY: June 30**

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If your LEA has entered DIBELS data for grades 1–3 into either mClass or DIBELSnet, USBE will upload that data into UTREx for the LEA. The only data LEAs need to enter into their SIS system, which speaks to UTREx, is the "Y/N" if a student received a reading intervention at any time during the school year and any special codes (U, E, AY, AN, S, or O—see UTREx Special Codes table).

If your LEA has NOT entered DIBELS data for grades 1–3 into a state approved vendor, *Amplify (mClass)* or *DMG (DIBELSnet)*, the LEA will need to roster their own students and enter their DIBELS data into their SIS system database. These LEAs will need to enter extra information into their SIS system in order to be compliant. These LEAs must enter "Y/N" for reading on grade

level (ROGL). "Y," if a student had a benchmark composite score or better. "N," if a student scored a below benchmark or well below benchmark composite score using *DIBELS Next Summary of Benchmark Goals and Composite Scores*. These LEAs must also enter the composite score of each student in grades 1–3, as well as a "Y/N" if a student received a reading intervention at any time during the school year. Finally, LEAs are required to enter any special codes (U, E, AY, AN, S, or O – see UTREx Special Codes table).

Table 7
UTREx Special Codes

Code	Meaning
Y	**Yes**—Student was enrolled in grade 1 ,2, or 3 and was designated as "At or Above Grade Level" during the testing session
N	**No**—Student was enrolled in grade 1, 2, or 3 and was designated as "Below or Well Below Grade Level" during the testing session
U	**Untested**—Student was enrolled in grade 1, 2, or 3, but was not given a designation because he/she was untested during the testing session, this should be a very limited number of students, if any
E	**First Year EL Student**—English learner enrolled in U.S. for first year (first enroll in the U.S. date is on or later than April 15 of the previous school year and EL status is 'Y' or 'O')
AY	**Alternate/Yes**—Student was designated as "making adequate progress toward goal" or "achieved goal" using the alternate reading assessment
AN	**Alternate/No**—Student was designated as "NOT making adequate progress toward goal" using the alternate reading assessment
S	**Somewhere Else**—Student was not enrolled in LEA during the testing session, was not in grades 1–3 during the testing session, or was medically excused during the entire testing window
O	**Parent Opt Out**—The student was opted out of K–3 reading testing as allowed by Utah Code 53A-15-1403 (9) (a)
Blank	Not enrolled in grade 1, 2, or 3 (can be blank for grade 1, 2, or 3 if update is NOT year-end)

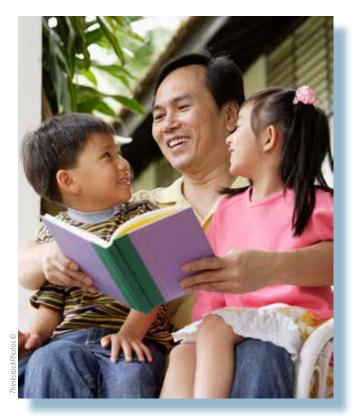## ❚ NOTICE TO PARENTS (UTAH STATE CODE 53A-1-606.6 AND BOARD RULE R277-403)

Test results should be provided to students, parents, and educators, with information on how to appropriately interpret scores and reports. If DIBELS indicates a student lacks competency in a reading skill, or is lagging behind other students in the student's grade in acquiring a reading skill, the LEA must provide focused individualized intervention to develop the reading skill and administer formative assessments to measure the success of the focused intervention. **LEAs are required to report** the following information to a parent and/or guardian of students in grades 1–3 by means of phone, email, mail, or in person:

‣ DIBELS results
‣ The student's reading level at the end of grade 3
‣ Information regarding appropriate interventions available to the student outside of the regular school day that may include tutoring, before and after school programs, or summer school
‣ Activities that the parent and/or guardian may engage in with the student to assist the student in improving reading proficiency

DIBELS results must be reported to a parent and/or guardian by:

‣ BOY—October 30th
‣ MOY—last day of February
‣ EOY—June 30th

Note: As per Board Rule _R277-404_, an LEA, school, or educator may not use a student's score on a state required assessment to determine the student's academic grade, or a portion of the student's academic grade, for the appropriate course; or whether the student may advance to the next grade level.

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