

Amplify.

On Teaching During Deep

Teaching the task is an important part of the assessment.

Through trying different strategies, the teacher discovers which instructional strategies work best for the individual child.

The student-facing materials list suggested strategies before each section.

Use on any item.

Emphasize the following information from assessment manual:

Prompts may be given to the child, and examiners may use their inventiveness to teach the desired response **as often as necessary**.

A sequence of suggested strategies for each task is provided.

Additional materials (e.g., cubes, sound box strip) are needed for some of the strategies listed.

Any time a teaching strategy is used, mark the Teach box.

If the student responds correctly to an item after a prompt (or multiple prompts), mark the item as correct.

If a student responds correctly after a teaching strategy or strategies are used, score the item as correct and mark the “Teach” box.

Concern: If the student gets it right after teaching, then the score wouldn't reflect the student's actual ability.

Response 1: By marking that you taught the student the answer and marking errors, you are able to determine their instructional need. It's more about identifying the student's instructional needs than about the score.

Response 2: The assessment is designed to help identify the level of support (prompting, guidance, etc.) needed for correct responding to occur. It is quite dynamic in that sense and not like other DIBELS assessments. As such, it is less about the score and more about how the student earned the score received. The notations about “teaching” and “prompting” are designed to provide this level of information to the teacher.

Some students will not get the answer correct, even with the teaching component.

Other students might get that item correct, but not the next item.

Other students will get the “taught” item correct and generalize that learning to other items in that section.

Each of these students would have different instructional needs.