

Assessment Instrument Table: Indicadores Dinámicos del Éxito en la Lectura (IDEL)[®]

Element	Description	Assessment Instrument Information									
Instrument Name	Name of specific instrument (more than vendor name).	Indicadores Dinámicos del Éxito en la Lectura (IDEL)–7 th edition.									
Vendor	Name of the company or organization that produces the instrument.	Dynamic Measurement Group is home to the authors, Ruth Kaminski and Roland Good. IDEL assessment kits can be purchased from Voyager Sopris Learning. Photocopy masters may be obtained by contacting Dynamic Measurement Group at info@dibels.org.									
Purpose (Intended Use)	The described purpose and appropriate uses of the instrument. Identify any information about inappropriate uses.	<p>IDEL is a research-based formative assessment series designed to measure the basic early literacy skills of children learning to read in Spanish. IDEL measures are intended to be used as indicators of the essential skills that children must master in their development of early Spanish Literacy Skills. An indicator is a brief, efficient index that provides a fair degree of certainty about a larger, more complex system or process. The measures indicate which students are experiencing difficulty acquiring basic early Spanish literacy skills so that support can be provided early to prevent later reading difficulties. The measures help teachers identify areas to target with instructional support and can be used to monitor the students while they receive targeted support. The measures also can be used at the classroom, school, and district level to examine the effectiveness of the system of support.</p> <table border="1"> <thead> <tr> <th></th> <th>Appropriate Uses</th> <th>Inappropriate Uses</th> </tr> </thead> <tbody> <tr> <td>Student Level</td> <td> <ul style="list-style-type: none"> Identify students who may be at risk for reading difficulties Help identify areas to target instructional support Monitor at-risk students while they receive additional, targeted instruction </td> <td> <ul style="list-style-type: none"> Label, track, or grade students Make decisions regarding retention and promotion </td> </tr> <tr> <td>Systems Level</td> <td> <ul style="list-style-type: none"> Examine the effectiveness of a school's system of instructional supports </td> <td> <ul style="list-style-type: none"> Evaluate teachers Make decisions about funding Make decisions about rewards for improved performance or sanctions for low performance </td> </tr> </tbody> </table>		Appropriate Uses	Inappropriate Uses	Student Level	<ul style="list-style-type: none"> Identify students who may be at risk for reading difficulties Help identify areas to target instructional support Monitor at-risk students while they receive additional, targeted instruction 	<ul style="list-style-type: none"> Label, track, or grade students Make decisions regarding retention and promotion 	Systems Level	<ul style="list-style-type: none"> Examine the effectiveness of a school's system of instructional supports 	<ul style="list-style-type: none"> Evaluate teachers Make decisions about funding Make decisions about rewards for improved performance or sanctions for low performance
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Population	Who (which students) could be assessed using the instrument.	Students in kindergarten through 3 rd grades who are learning to read exclusively in Spanish, as well as in conjunction with DIBELS Next for students in bilingual, transitional, or two-way immersion programs that teach early literacy skills in Spanish and English.
Administration	How frequently the instrument can be administered in a school year and recommended or required administration windows.	The authors have recommended administration windows for benchmarking 3 times per year (months 1 to 3, months 4 to 6, and months 7 to 9), and progress monitoring recommendations vary based on the level of instructional support the child needs. A child with more intensive needs should be monitored as often as weekly, while other students may only need to be progress monitored every other week. Separate progress monitoring probes are provided for this purpose.
Content Area(s)	Content area or areas being assessed.	Early literacy skills related to reading
Learning Objectives	Specific learning objectives being assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements.	<p>Phonemic awareness (Fluidez en la Segmentación de Fonemas, FSF)– hearing and using sounds in spoken words.</p> <p>Phonics— The system of letter-sound relationships that serves as the foundation for decoding words in print, including:</p> <ul style="list-style-type: none"> • Alphabetic principle and phonics (Fluidez en las Palabras sin Sentido, FPS)– knowing the sounds of the letters and sounding out written words, • Advanced Phonics and Word Attack Skills (Fluidez en la Lectura Oral, FLO) – knowing all of the sounds for letters and letter combinations and sounding out written words. <p>Accurate and fluency reading (Fluidez en la Lectura Oral, FLO) – reading stories and other materials easily and quickly with few mistakes,</p> <p>Comprehension – (Fluidez en la Lectura Oral, FLO and IDEL® Fluidez en el Relato Oral; FRO*) – Understanding what is spoken or read.</p> <p>*In general, oral reading fluency (FLO) provides one of the best measures of reading competence, including comprehension, for children in first through third grades. The purpose of the FRO measure is to help (a) prevent inadvertently learning or practicing a misrule, (b) identify children whose comprehension is not consistent with their fluency, (c) provide an explicit linkage to the core components in the NRP report, and (d) increase the face validity of FLO.</p>

<p>Individual Metrics</p>	<p>The scores provided at the individual (student) level.</p>	<p>Raw Scores are generated for each of the following measures:</p> <ul style="list-style-type: none"> • Fluidez en Nombrar Letras (FNL): The student is presented with a sheet of letters and asked to name the letters. LNF is an indicator of risk which is not directly linked to any of the basic early literacy skills • Fluidez en la Segmentación de Fonemas (FSF): The assessor says words, and the student says the individual sounds in each word. • Fluidez en las Palabras sin Sentido (FPS): The student is presented with a list of CV and CVCV nonsense words (e.g., lu, sepi) and asked to read the words. • Fluidez en la Lectura Oral (FLO): The student is presented with a reading passage and asked to read aloud.
<p>Individual Comparison Points (cut scores)</p>	<p>Information provided regarding how good is good enough performance on the instrument.</p> <p>Comparison information should be available for every individual metric. This may be performance level ratings with specific cut scores.</p>	<p>There are three frames of reference in providing meaning for DIBELS scores: (a) criterion-referenced benchmark goals and cut points for risk; (b) individually referenced interpretations; and (c) local norm-referenced interpretations. These three frames of reference can be used to interpret results on individual.</p> <p>Criterion-referenced benchmark goals and cut points for risk:</p> <ul style="list-style-type: none"> • Benchmark (At or above benchmark; scores at or above the benchmark) -- The odds are in the student's favor (approximately 80%–90%) of achieving subsequent early literacy goals. The student is making adequate progress in reading and is likely to achieve subsequent reading benchmarks with appropriate and effective instruction. The student needs continuing effective curriculum and instruction. • Strategic (Below benchmark; scores below the benchmark goal and at or above the cut point for risk) - The odds of achieving subsequent early literacy goals are roughly 40%–60% for a student with skills in this range. The student typically needs strategic, targeted instructional support to ensure that he/she makes adequate progress and achieves subsequent reading benchmarks. • Intensive (Well below Benchmark; scores below the cut point for risk) - The odds of achieving subsequent early literacy goals are approximately 10%–20% for a student whose performance is below the cut point for risk. The student is unlikely to achieve subsequent reading benchmarks unless provided with substantial, intensive instructional support <p>Individually referenced interpretations: change in scores over time (simple difference scores).</p> <p>Local norm-referenced interpretations: percentile rankings based on local (district) data only (table 3.2 Levels of Performance, p. 26).</p>

Percentile Ranges	Performance Descriptors. Compared to other students in the school or district, the student's performance is:
98th percentile and above	Upper Extreme
91st to 97th percentile	Well-Above Average
76th to 90th percentile	Above Average
25th to 75th percentile	Average
9th to 24th percentile	Below Average
3rd to 8th percentile	Well-Below Average
2nd percentile and below	Lower Extreme

Individual Comparison Points (cut scores) provided by CDE

Cut-off scores to determine significant reading deficiency

CDE has identified cut-off scores for IDEL measures for the identification of students as having a significant reading deficiency. Students receiving the identified scores or lower for their grade level and the administration window will be identified as having a significant reading deficiency. These scores correspond to the *Intensive (well below benchmark) performance level* identified by the vendor for IDEL. In other words, odds of achieving subsequent early literacy goals are roughly $\leq 20\%$ for a student with skills in this range. The vendor recommends students scoring at these cut-off scores or lower receive intensive, targeted instructional support.

Grade Level	Fall	Winter	Spring
Kindergarten	FNL = 2 FSF = 4	FNL = 14 FSF = 14 FPS = 9	FNL = 24 FSF = 34 FPS = 24
1 st Grade	FNL = 19 FSF = 34 FPS = 24	FSF = 34 FPS = 39 FLO = 9	FSF = 34 FPS = 69 FLO = 24
2 nd Grade	FPS = 69 FLO = 24	FLO = 39	FLO = 49
3 rd Grade	FLO = 49	FLO = 59	FLO = 64

Aggregate Metrics	Scores provided at the group level. The group could be a grade level, school, district, or disaggregated groups (e.g. race/ethnicity, gender, IEP status, FRL status) Specify the group(s) and the score(s) provided.	<ul style="list-style-type: none"> • The number and percent of students at each performance level: Benchmark (at or above benchmark), Strategic (below benchmark), Intensive (well below benchmark) (by grade level and measure) at the beginning, middle and end of the year. • The percent of students with scores that are Benchmark (at or above benchmark) at the end of the year. • The number of students scoring in the Intensive (well below) and Strategic (below benchmark) range at the beginning and end of the year. • The change in the number and percent of students at each performance level overall (benchmark, strategic, intensive) between the beginning and the end of the year. • The number and percent of students identified as having a significant reading deficiency (by grade level).
Aggregate Comparison Points (cut scores)	Information provided regarding how good is good enough performance at the group level.	NA
Aggregate Comparison Points (CDE)	Cut points established by CDE in collaboration with the vendor for requests to reconsider.	More than 50% of students performing in the Benchmark range (at or above benchmark) at the end of the year. Reduce the number of students reading in the Intensive (well below benchmark) and Strategic (below benchmark) range by 50% between the beginning and end of the year. (See tables below)
Alignment	Info. provided by the vendor about alignment of this instrument to other instruments, standards, etc.	Technical reports are provided here: http://dibels.org/pubs.html

Data Reports	Description of data reports that are provided/available at the individual and aggregate levels(s).	<p>View sample reports here: https://dibels.net/features.php.</p> <p>The following DIBELSnet reports are available now for IDEL:</p> <p><i>Class and Student Reports</i></p> <ul style="list-style-type: none"> • Benchmark Scores Table • Classroom or Instructional Group Reports <ul style="list-style-type: none"> • Also available grade-wide within a school • Student Progress Monitoring Reports • Classroom or Instructional Group Progress Monitoring Reports <ul style="list-style-type: none"> • Also available grade-wide within a school • Class Progress Report <ul style="list-style-type: none"> • Also available grade-wide within a school • Effectiveness of Instructional Support Levels by Class <ul style="list-style-type: none"> • Also available grade-wide within a school <p><i>School and District Reports</i></p> <ul style="list-style-type: none"> • School or District Overview • Status Report • Effectiveness of Instructional Support Levels • Histograms and Box Plots • District Norms • Summary of Entered Data
Technical Quality	https://dibels.org/pubs.html	

IDEL Cut Scores by Measure and Grade Level – Beginning of Year								
	Strategic (Below Benchmark)				Benchmark (At or Above Benchmark)			
Grade	FNL	FSF	FPS	FLO	FNL	FSF	FPS	FLO
K	3	5			6	15		
1	20	35	25		35	50	35	
2			70	25			90	35
3				50				60
IDEL Cut Scores by Measure and Grade Level – Middle of Year								
	Strategic (Below Benchmark)				Benchmark (At or Above Benchmark)			
Grade	FNL	FSF	FPS	FLO	FNL	FSF	FPS	FLO
K	15	15	10		25	30	20	
1		35	40	10		50	70	20
2				40				50
3				60				70
IDEL Cut Scores by Measure and Grade Level – End of Year								
	Strategic (Below Benchmark)				Benchmark (At or Above Benchmark)			
Grade	FNL	FSF	FPS	FLO	FNL	FSF	FPS	FLO
K	25	35	25		40	50	35	
1		35	70	25		50	90	40
2				50				65
3				65				85

Note: Shading indicates the measure is not given for that grade level and time of year. FNL = Fluidez en el Nombramiento de las Letras; FSF = Fluidez en la Segmentación de Fonemas; FPS = Fluidez en las Palabras sin Sentido; FLO = Fluidez en la Lectura Oral