

## Supplemental Academic Screening Tools Chart Dyslexia Brief: DIBELS 8<sup>th</sup> Edition

**WHAT?** This brief is a supplement to the National Center on Intensive Intervention’s (NCII) [Academic Screening Tools Chart](#). It provides information on the quality of subtests for DIBELS 8<sup>th</sup> Edition that can be used to identify students at risk for or experiencing reading difficulty, such as dyslexia. If a subtest has evidence indicating it can identify students at risk of later reading outcomes, classification accuracy evidence is provided. If a subtest does not have evidence it can independently predict risk of later reading difficulty, correlational validity evidence is provided. Visit NCII’s [Academic Screening Tools Chart](#) for more information about each subtest and composite scores (i.e., combinations of subtests) for a given tool.

**WHY?** Many states now require that specific reading skills be assessed in kindergarten through Grade 3 as part of their state-level dyslexia legislation. However, there is little publicly available evidence about the quality of subtests designed to assess these reading skills. This brief is designed to supplement the Academic Screening Tools Chart by providing additional evidence about subtests within academic screening tools.

**WHO?** State and local education agency staff responsible for selecting academic screening tools that identify students at risk for reading difficulties—including dyslexia—will benefit from the information provided in this brief.

**WHEN?** Use this brief when adopting a new academic screening tool or evaluating the quality of evidence of an existing tool.

### How to Use This Brief

This brief is best used in combination with the Academic Screening Tools Chart and [NCII Tool Chart Users Guide](#), which provides an overview of the tools charts and outlines a six-step process for selecting a tool. In addition to this process, review state requirements related to academic screening for reading risk, including dyslexia. A summary of [state legislation and policy](#) requirements related to dyslexia is available through the National Center on Improving Literacy.



To use the brief:

1. **Identify the reading skills you need to assess.** First, identify the reading skills you need to assess based on state policy and instructional needs. Consider whether there are additional measures of early reading skills that are advantageous in identifying instructional supports for students who need intervention, such as measures of phonemic awareness (e.g., phoneme segmentation) or decoding (e.g., pseudoword decoding). Assessments use different titles to measure the same reading skill, so our brief aligns the reading skill with the subtest name.

| Rating                                                                              | Meaning                       |
|-------------------------------------------------------------------------------------|-------------------------------|
|  | Convincing evidence           |
|  | Partially convincing evidence |
|  | Unconvincing evidence         |

2. **Review the provided evidence for each reading skill.** Use the bubble ratings to identify the quality of evidence for each subtest across grade levels and seasons. Consider other data sources that can supplement screening data and provide additional information when there is limited evidence for a reading skill or season. Blank columns indicate that no evidence was provided to NCII.
3. **Develop a plan.** Develop a comprehensive plan to incorporate academic screening information and other sources of data to inform risk for reading difficulties. Consider staff training needs on administration and interpretation of data, when assessments will be administered, and which students will complete each assessment.



## DIBELS 8<sup>th</sup> Edition by University of Oregon

The following table provides an overview of classification accuracy for subtests available within DIBELS 8<sup>th</sup> Edition. **Classification accuracy** indicates how well the subtest independently predicts reading risk for that specific reading skill.

### Classification Accuracy by Grade Level

| Reading Skill            | Subtest                                       | K<br>Fall | K<br>Winter | K<br>Spring | 1<br>Fall | 1<br>Winter | 1<br>Spring | 2<br>Fall | 2<br>Winter | 2<br>Spring |
|--------------------------|-----------------------------------------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|
| Phonemic Awareness       | Phonemic Segmentation Fluency                 |           |             |             |           |             |             |           |             |             |
| Alphabetic Knowledge     | Letter Naming Fluency                         |           |             |             |           |             |             |           |             |             |
| Phonics                  | Nonsense Word Fluency – Correct Letter Sounds |           |             |             |           |             |             |           |             |             |
| Word Reading             | Word Reading Fluency                          |           |             |             |           |             |             |           |             |             |
| Oral Reading Fluency     | Oral Reading Fluency                          |           |             |             |           |             |             |           |             |             |
| Comprehension            | Maze                                          |           |             |             |           |             |             |           |             |             |
| Rapid Automatized Naming |                                               |           |             |             |           |             |             |           |             |             |

*Note.* See our [screening standards overview](#) for more information on our ratings.



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