

DIBELS Data Analysis Conference Sheet-Directions

Assessment Two

(to be used with DIBELS Data Analysis Conference Sheet)

Please fill out the top portion using your Class Recommended Level of Instruction Report attached. We will be filling out the portion beginning with Items Discussed during your Data Conference.

- The % for the top of your form will be found at the bottom of the Class Recommended Level of Instruction Report. (Pie chart)
- Make sure to use the % under Assessment 2.

Use Class Recommended Level of Instruction Report Effectiveness of Core Instruction (ECI)

Reminder: Count only those students present in your class all assessment cycles. Do not count those students with an * or ones that have the message - not enrolled or removed under one of the assessments. This holds true for ECI, EI-S, and EI-I.

- Count number of students who began initial in assessment 1 and place on bottom (# began initial)
- Count number of students who stayed initial in assessment 2 and place on top (# stayed initial)

Fill this in like a fraction - then divide to find your %

Target students- list students who were initial in assessment 1 but not assessment 2

Effectiveness of Interventions (EI-S)

- Count number of students who began strategic in assessment 1 and place on bottom (# began strategic)
- Count number of students who moved to initial in assessment 2 and place on top (# moved to initial)

Fill this in like a fraction - then divide to find your %

Target students - list students who were strategic in assessment 1 and remained strategic or dropped to intensive in assessment 2

Effectiveness of Interventions (EI-I)

- Count the number of students who began intensive in assessment 1 and place on bottom (# began intensive)
- Count number of students who moved to strategic and/or initial in assessment 2 and place on top (# moved to strategic/initial)

Fill this in like a fraction - then divide to find your %

Target students - list students who were intensive in assessment 1 and remained in assessment 2