

# Beyond DIBELS: Adding Comprehension Questions to a Fluency Based Reading Test

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## Research Questions

- 1) How can I adapt the DIBELS test to be used as an accurate assessment of both fluency and reading comprehension
- 2) What instructional tools can be used to implement the addition of the reading comprehension component between DIBELS tests?

## Methodology

- Compared pretest and posttest DIBELS scores from 25 fourth grade students of varying abilities
- Implemented the instructional tool *Six Minute Solutions* (6MS) between testing and added comprehension questions to instruction
- Collected data on the types of comprehension questions and analyzed strengths and weaknesses

## Results: DIBELS scores

- **Pretest:** 4 – *at risk*, 3 – *some risk*, 18 – *low risk* (see Table 1)
- **Posttest:** 4 – *at risk*, 1 *some risk*, 20 *low risk* (see Table 1)
- Unclear as to what type of intervention necessary for *at risk* and *low risk* students

Students	Beginning Scores	Risk Level	Middle Scores	Risk Level
1	37	At	60	At
2	40	At	67	At
3	43	At	63	At
4	60	At	74	At
5	80	Some	105	Low
6	87	Some	101	Some
7	91	Some	109	Low
8-25	102-176	Low	143-186	Low

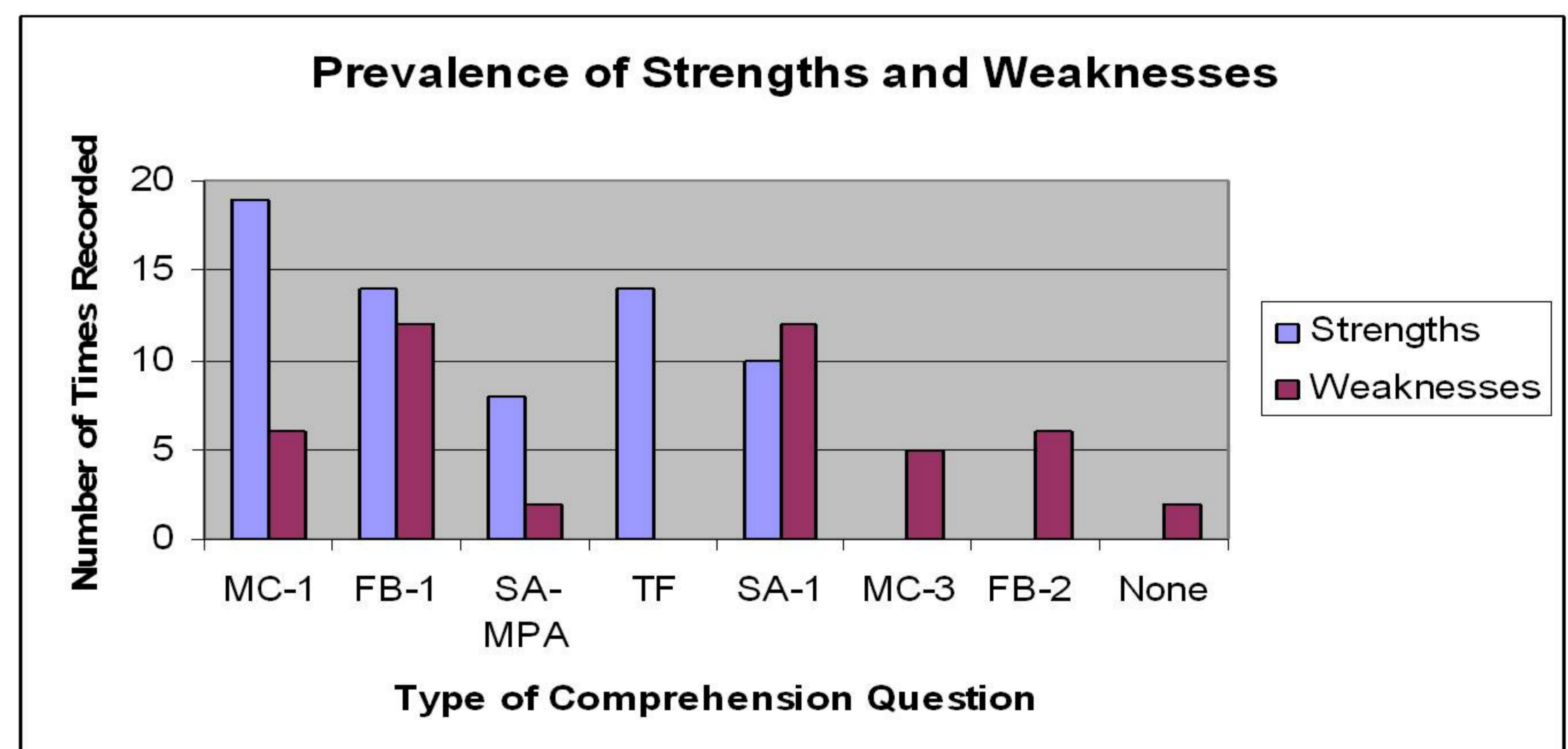
**Table 1:** *Pretest and Posttest DIBELS Scores*

## Results: Comprehension Qs

- **Strengths:** MC-1, TF, FB-1, SA-1
- **Weaknesses:** SA-1, FB-1, MC-3, FB-2
- MC-1 greatest strength but unclear as to why
- FB-1 & SA-1 both strength and weakness

## Types of Comprehension Questions

Multiple choice questions	
1 answer	MC-1
3 answers (all of the above)	MC-3
Short answer questions	
Multiple possible answers	SA-MPA
1 possible answer	SA-1
Fill in the Blank questions	
1 word answer	FB-1
2 word answer	FB-2
True or False questions	TF



**Table 2:** *Prevalence of strengths and weaknesses of comprehension questions*

## Conclusions

- DIBELS scores do not give insight as to what areas of reading instruction students need additional support in.
- Comprehension questions fill in the gaps as to what additional support is necessary for each student.
- More research should be done to determine whether or not MC-1 questions can be added to the DIBELS test to get a more accurate prediction of students' reading ability.