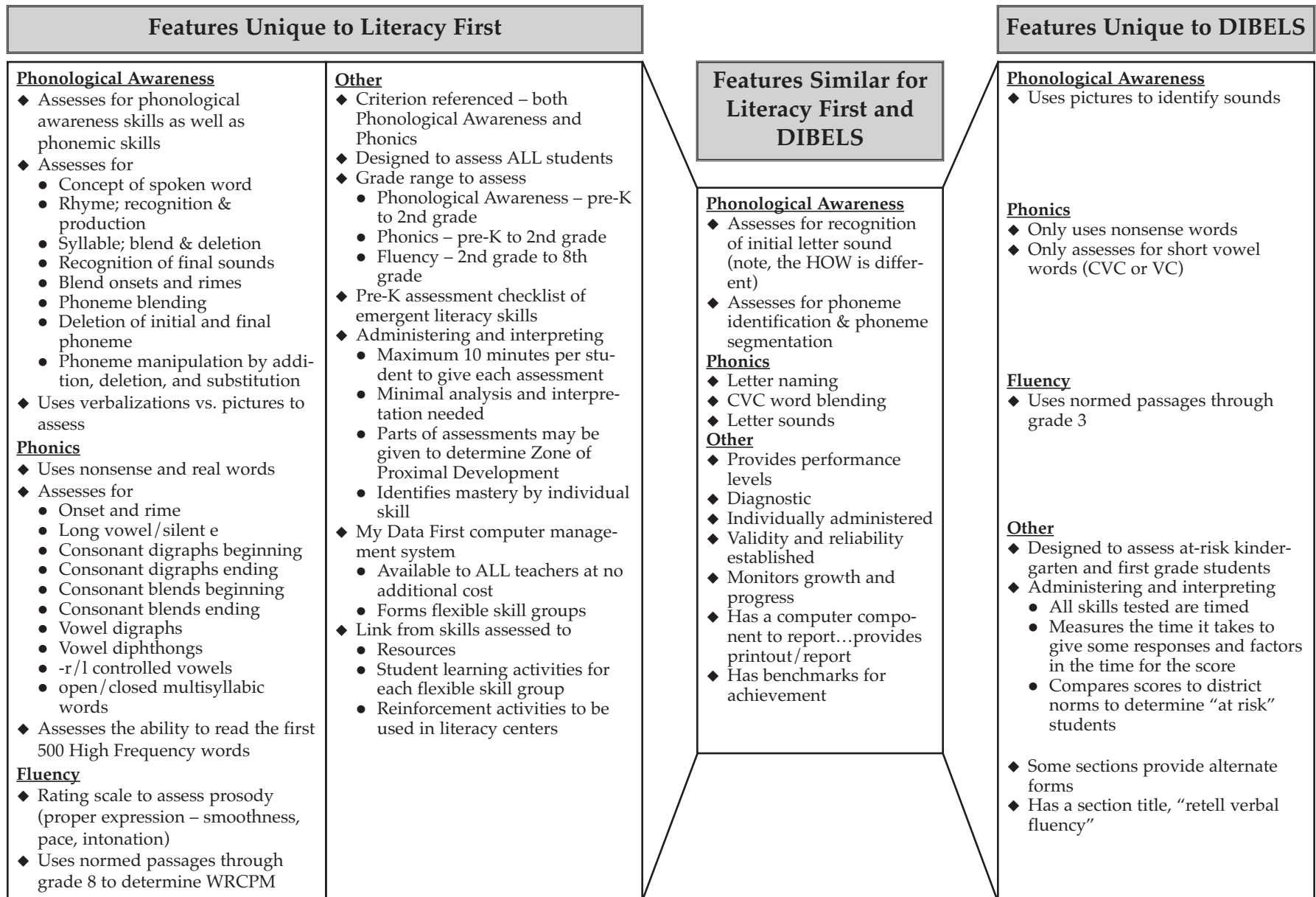


Comparison of Literacy First and DIBELS Assessments



Validity/Reliability Summary of Two Literacy First Assessments

Phonological Awareness Skills Test (PAST)

Reliability

For a test to be considered at least minimally reliable, its statistical reliability should approach or exceed .80 (Aiken, 1994). All of the Phonological Awareness Skills Test measures exceeded the generally accepted cutoff of .80 (range = .84 - .95). These values are similar to the .93 reliability estimate for the CTOPP Phonemic Elision task. The overall reliability for the Phonological Awareness Skill Test tasks was .96. In sum, the results indicate that the Phonological Awareness Skill Test battery showed excellent reliability for each subtest.

Validity

The external validity of the Phonological Awareness Skills Test tasks was determined via the criterion prediction validity procedure (Anastasi & Urbina, 1997). Concurrent correlations between the Literacy First measures and the nationally standardized tasks were examined (see Table 4). The correlations are concurrent because the tasks were measured during approximately the same time period. The total Phonological Awareness Skill Test battery composite substantially correlated with the CTOPP Phoneme Elision task (i.e., $r = .68$).

The total Literacy First Phonological Awareness battery composite substantially correlated with the Woodcock Word Identification subtest (i.e., $r = .71$).

In sum, the results indicate that the Phonological Awareness Skills Test tasks show substantial evidence that the tasks have sufficient reliability and validity.

Literacy First Phonics Assessment

Reliability

Coefficient alphas and descriptive statistics are reported for the phonics assessments. All tasks approached or exceeded the standard cutoff of .80. Importantly, all Literacy First Phonics Assessment reading measures were substantially reliable, with coefficient alphas similar to that obtained for the standardized Woodcock Reading Mastery Word Identification task.

Validity

The external validity of the Literacy First tasks was determined via the criterion prediction validity procedure (Anastasi & Urbina, 1997). All of the reading tasks of the Literacy First Phonics Assessment substantially correlated with the Woodcock Reading Mastery Test - R/NU Word Identification task (at least .77). Correlations were also obtained between the Word Identification test and each of the Literacy First Phonics Assessment categories for both real words and non-words. The correlations between total correct for each category and Word Identification performance ranged from approximately .52 to .79. Both the obtained reliability estimates and substantial correlations with Word Identification performance provide solid empirical evidence that the Literacy First Phonics Assessment reading tasks are valid measures of word-level reading.

DIBELS - Initial Sound Fluency
Dynamic Indicators of Basic Early Literacy Skills 6th Ed.
University of Oregon

Validity/Reliability Summary

DIBELS Initial Sound Fluency (ISF) is standardized, individually administered measure of phonological awareness that assesses a child's ability to recognize and produce the initial sound in an orally presented word (Kaminski & Good, 1998; Laimon, 1994). The examiner presents four pictures to the child, names each picture, and then asks the child to identify (i.e., point to or say) the picture that begins with the sound produced orally by the examiner.

The ISF measure is a revision of the Onset Recognition Fluency (OnRF) measure incorporating minimal revisions. Alternate-form reliability of the OnRF measure is .72 in January of kindergarten (Good, Kaminski, Shinn, Bratten, Shinn, & Laimon, in preparation). By repeating the assessment four times, the resulting average is estimated to have a reliability of .91 (Nunnally, 1978). The concurrent, criterion-related validity of OnRF with DIBELS PSF is .48 in January of kindergarten and .36 with the Woodcock-Johnson Psycho-Educational Battery Readiness Cluster score (Good et al., in preparation). The predictive validity of OnRF with respect to spring-of-first-grade reading on CBM ORF is .45, and .36 with the Woodcock-Johnson Psycho-Educational Battery Total Reading Cluster score (Good et al., in preparation).

DIBELS Letter Naming Fluency (LNF) is a standardized, individually administered test that provides a measure of risk. Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can. LNF is based on research by Marston and Magnusson (1988). Students are told if they do not know a letter they will be told the letter. The student is allowed 1 minute to produce as many letter names as he/she can, and the score is the number of letters named correctly in 1 minute. Students are considered at risk for difficulty achieving early literacy benchmark goals if they perform in the lowest 20% of students in their district. That is, below the 20th percentile using local district norms. Students are considered at some risk if they perform between the 20th and 40th percentile using local norms. Students are considered at low risk if they perform above the 40th percentile using local norms. The 1-month, alternate-form reliability of LNF is .88 in kindergarten (Good et al., in preparation). The median criterion-related validity of LNF with the Woodcock-Johnson Psycho-Educational Battery-Revised Readiness Cluster standard score is .70 in kindergarten (Good et al., in preparation). The predictive

validity of kindergarten LNF with first-grade Woodcock-Johnson Psycho-Educational Battery-Revised Reading Cluster standard score is .65, and .71 with first-grade Curriculum-Based Measurement (CBM) oral reading fluency (Good et al., in preparation).

DIBELS Phoneme Segmentation Fluency (PSF) is a standardized, individually administered test of phonological awareness (Good & Kaminski, 2001). The PSF measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF measure has been found to be a good predictor of later reading achievement (Kaminski & Good, 1996). The PSF task is administered by the examiner orally presenting words of three to four phonemes. It requires the student to produce verbally the individual phonemes for each word.

The PSF measure takes about 2 minutes to administer and has over 20 alternate forms for monitoring progress. The two-week, alternate-form reliability for the PSF measure is .88 (Kaminski & Good, 1996), and the one-month, alternate-form reliability is .79 in May of kindergarten (Good et al., in preparation). Concurrent, criterion validity of PSF is .54 with the Woodcock-Johnson Psycho-Educational Battery Readiness Cluster score in spring of kindergarten (Good et al., in preparation). The predictive validity of spring-of-kindergarten PSF with (a) winter-of-first-grade DIBELS NWF is .62, (b) spring-of-first-grade Woodcock-Johnson Psycho-Educational Battery Total Reading Cluster score is .68, and (c) spring-of-first-grade CBM ORF is .62 (Good et al., in preparation).

DIBELS Nonsense Word Fluency (NWF) is a standardized, individually-administered test of the alphabetic principal-including letter-sound correspondence and of the ability to blend letters into words in which letters represent their most common sounds (Kaminski & Good, 1996). The student is presented an 8.5" x 11" sheet of paper with randomly ordered VC and CVC nonsense words (e.g., sig, rav, ov) and asked to produce verbally the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. The one-month, alternate-form reliability for NWF in January of first grade is .83 (Good et al., in preparation). The concurrent criterion-validity of DIBELS NWF with the Woodcock-Johnson Psycho-Educational Battery-Revised Readiness Cluster score is .36 in January and .59 in February of first grade (Good et al., in preparation). The predictive validity of DIBELS NWF in January of first grade with (a) CBM ORF in May of first grade is .82, (b) CBM ORF in May of second grade is .60, (c) Woodcock-Johnson Psycho-Educational Battery Total Reading Cluster score is .66 (good et al., in preparation).