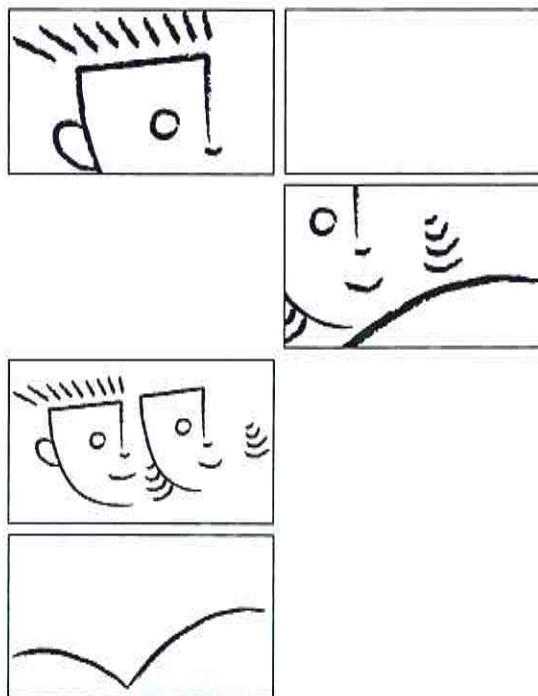


Dynamic Indicators of Basic Early Literacy Skills



DIBELS Next[®] Assessment Manual

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Chapter 10: Daze

Overview

Basic Early Literacy Skill	Reading Comprehension
Administration Time	3 minutes
Administration Schedule	Beginning of third grade to end of sixth grade
Score	Number of correct words in 3 minutes minus half the number of incorrect words

What is Daze?

Daze is a new measure in *DIBELS Next*. Daze is the standardized *DIBELS* version of maze procedures for measuring reading comprehension. The purpose of a maze procedure is to measure the reasoning processes that constitute comprehension. Specifically, Daze assesses the student's ability to construct meaning from text using word recognition skills, background information and prior knowledge, familiarity with linguistic properties such as syntax and morphology, and reasoning skills.

Daze can be given to a whole class at the same time, to a small group of students, or to individual students. Using standardized directions, students are asked to read a passage silently and to circle their word choices. By design, approximately every seventh word in the Daze passages has been replaced by a box containing the correct word and two distractor words. The student receives credit for selecting the words that best fit the omitted words in the reading passage. The scores that are recorded are the number of correct and incorrect responses. An adjusted score, which compensates for guessing, is calculated based on the number of correct and incorrect responses.

Materials

- Student worksheets
- Pen/pencil
- Daze Benchmark Assessment Administration Directions And Scoring Keys
- Clipboard and stopwatch

Administration Directions

Follow these directions exactly each time with each student. Say the words in bold italic type verbatim. Begin with the modeling and practice activities. The practice activities are designed to introduce the assessment task to the student. They are untimed and include correction procedures. The correction procedures are not used once the timing begins.

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1. Before handing out the worksheets, say ***I am going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down.*** Hand out the Daze student worksheets. Make sure each student has the appropriate worksheet. If the worksheets are in a booklet, make sure each student's booklet is open to the correct worksheet.

When all of the students are ready, say ***You are going to read a story with some missing words. For each missing word there will be a box with three words. Circle the word that makes the most sense in the story. Look at Practice 1.***

Listen. After playing in the dirt, Sam went (pause) home, summer, was (pause) to wash her hands. You should circle the word "home" because "home" makes the most sense in the story. Listen. After playing in the dirt, Sam went home to wash her hands.

Now it is your turn. Read Practice 2 silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. When you are done, put your pencil down.

Allow up to 30 seconds for students to complete the example and put their pencils down. If necessary, after 30 seconds say ***Put your pencil down.***

2. As soon as all students have their pencils down, say ***Listen. On her way home, she (pause) chair, sleep, saw (pause) an ice cream truck. You should have circled "saw" because "saw" makes the most sense in the story. Listen. On her way home, she saw an ice cream truck.***

When I say "begin," turn the page over and start reading the story silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. Ready? Begin. Start your stopwatch after you say "begin."

3. Monitor students to ensure they are reading and circling the words. Use the reminders as needed.
4. At the end of **3 minutes**, stop your stopwatch and say ***Stop. Put your pencil down.*** Collect all of the Daze worksheet packets.

At a later time (shortly after the testing when you are no longer with the student), compute the final score:

- Correct the worksheets and calculate each student's number of correct and incorrect responses. If a student completes the assessment before the time is up, do not prorate the score.
- Record both scores on the cover sheet. On the cover sheet, "C" designates correct responses and "I" designates incorrect responses. For benchmark assessment, also transfer the score to the front of the scoring booklet. For progress monitoring, there is no scoring booklet for Daze, but there is a progress monitoring chart to record the scores.
- The Daze Adjusted Score is a modified score that compensates for student guessing. Most data management services will calculate the Adjusted Score for you. To calculate the Adjusted Score

yourself, use the following formula:

Daze Adjusted Score = number of correct responses – (number of incorrect responses ÷ 2).

The result of the formula should then be rounded to the nearest whole number. Half-points (0.5) should be rounded up. The minimum Daze Adjusted Score is 0. Do not record a negative number.

Scoring Rules

The student receives 1 point for each correct word, minus half a point for each incorrect word.

1. A response is correct if the student circled or otherwise marked the correct word.
2. Mark a slash (/) through any incorrect responses. Incorrect responses include errors, boxes with more than one answer marked, and items left blank (if they occur before the last item the student attempted within the 3-minute time limit). Items left blank because the student could not get to them before time ran out do not need to be slashed and do not count as incorrect responses.
3. If there are erasure marks, scratched out words, or any other extraneous markings, and the student's final response is obvious, score the item based on that response.

Discontinue Rule

There is no discontinue rule.

Wait Rule

There is no wait rule.

Reminders

If a student starts reading the passage aloud, say **Remember to read the story silently.** *This reminder may be used as often as needed.*

If a student is not working on the task, say **Remember to circle the word in each box that makes the most sense in the story.** *This reminder may be used as often as needed.*

If a student asks you to provide a word for him/her for general help with the task, say **Just do your best.** *This reminder may be used as often as needed.*

Examples of Scoring Rules

The following are examples of how to score Daze responses. The examples do not encompass all possible responses. If in doubt about how to score a student response, refer to the scoring rules above. Please pay attention to the notes included with the examples as they provide scoring explanations and indicate variations and nuances related to the scoring.