



Erasmus+

Projekta Nr. 2019-1-PL01-KA201-0655421

**(DIBELS Next) test for assessing literacy and identifying
support measures**



(DIBELS Next) test for assessing literacy and identifying support measures

Methodological seminar 8 May 2020

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(DIBELS Next) test

(DIBELS Next) test is used to determine a child's reading level and make sure that it is above the risk limit (above the 20th percentile), ie children do not have reading difficulties.

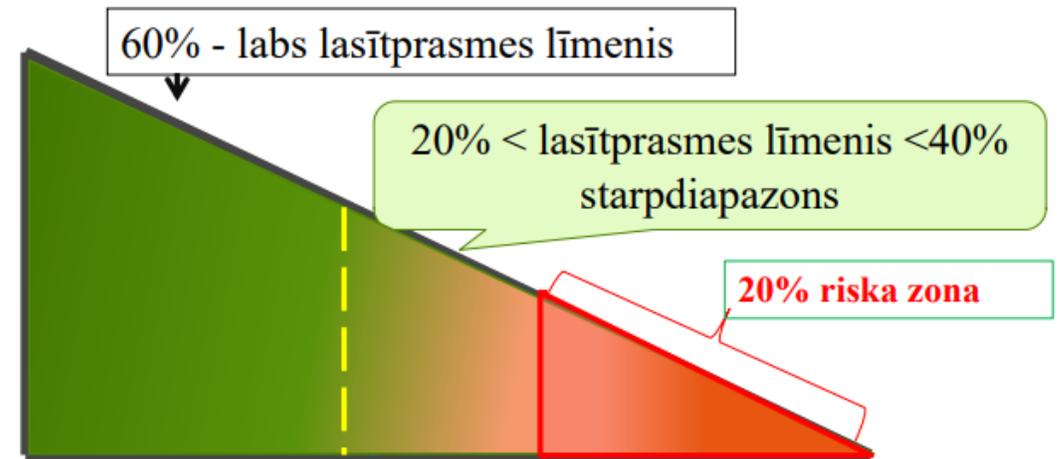
Eligible pupils based on Acadience (Dibels Next) test results

60% - labs lasītprasmes līmenis; 20% < literacy rate > 40%; 20% risk zone

Of the 20% of children, at least 7.7% children have literacy disorders, so 12.3% of potential risk students will still be helped

Atbalstāmie skolēni pēc Acadience (DIBELS Next) testa mērījumu rezultātiem

No 20% bērnu vismaz 7,7% bērnu ir ar lasītprasmes traucējumiem, tāpēc vēl tiks palīdzēti 12,3% potenciāla riska skolēniem



Four criteria for a student's literacy difficulties:

- 1) constant difficulties in literacy at the age of the pupil. Difficulties persist and do not disappear, despite targeted support measures provided by a professional specialist for at least 6 months;
- 2) the literacy difficulties of the child have been assessed using a standardised literacy achievement test, finding significantly lower performance than the average for children of the relevant age;
- 3) literacy difficulties are usually manifested already in the first years of study,
- 4) literacy disorders are not diagnosed if there is a very low level of intellectual abilities. IQ<70; have sensory disturbances; there have been long-term school delays;
 - have sensory disturbances;
 - there have been long-term school delays;
 - insufficient language proficiency or psychosocial state of the child has been identified, the child has not received adequate teaching and support.

Acadience TM can be used for several purposes:

*Acadience™
(DIBELS Next)
lasītprasmes
latviešu valodas
tests*

Acadience™ var izmantot vairākiem mērķiem:

- identificēt bērnus, kuriem ir risks nenasniegt pietiekamu lasītprasmes līmeni;
- identificēt tās bērna lasītprasmes jomas, kuras vairāk veicināmas lasītprasmes apguvei;
- pārraudzīt lasītprasmes progresu tiem, kas saņem papildu mērķtiecīgu atbalstu;
- pārbaudīt skolas mācību atbalsta sistēmas efektivitāti.

Latvian version of Dibels Next literacy

- to disinclude children at risk of not achieving a sufficient level of literacy;
- identify those areas of child literacy that are more encouraged for literacy
- Monitor literacy progress for those receiving additional targeted support
- Check the effectiveness of the school learning support system

Specific reading (skills) disorders.

Reading (skills) disorders are characterized by:

- a deficit in word-reading accuracy;
- reading smoothness (speed) deficiency;
- awareness deficit.

3 books have been published:

1. Acadience™ (DIBELS Next) Latvian language test manual: conduction in computerised environment, monitoring and interpretation
2. Development of literacy for pupils in grades 4-6 in Acadience™ (DIBELS Next) measurements and effectiveness of intervention.
3. Promoting literacy: intervention classes in the context of the Acadience™ (DIBELS Next) test. Annexes: Workshop of literacy promotion classes (Parts I and II). Literacy promotion class stimulator lettering book and Literacy promotion lesson game set (color).

Literacy Assessment and Promoting System Kit:

Lasītprasmes novērtēšanas un veicināšanas sistēmas komplekts:

Vai bērni, kam ir jau pamanītas lasītprasmes grūtības, ir saņēmuši intensīvu atbalstu lasītprasmes veicināšanas?

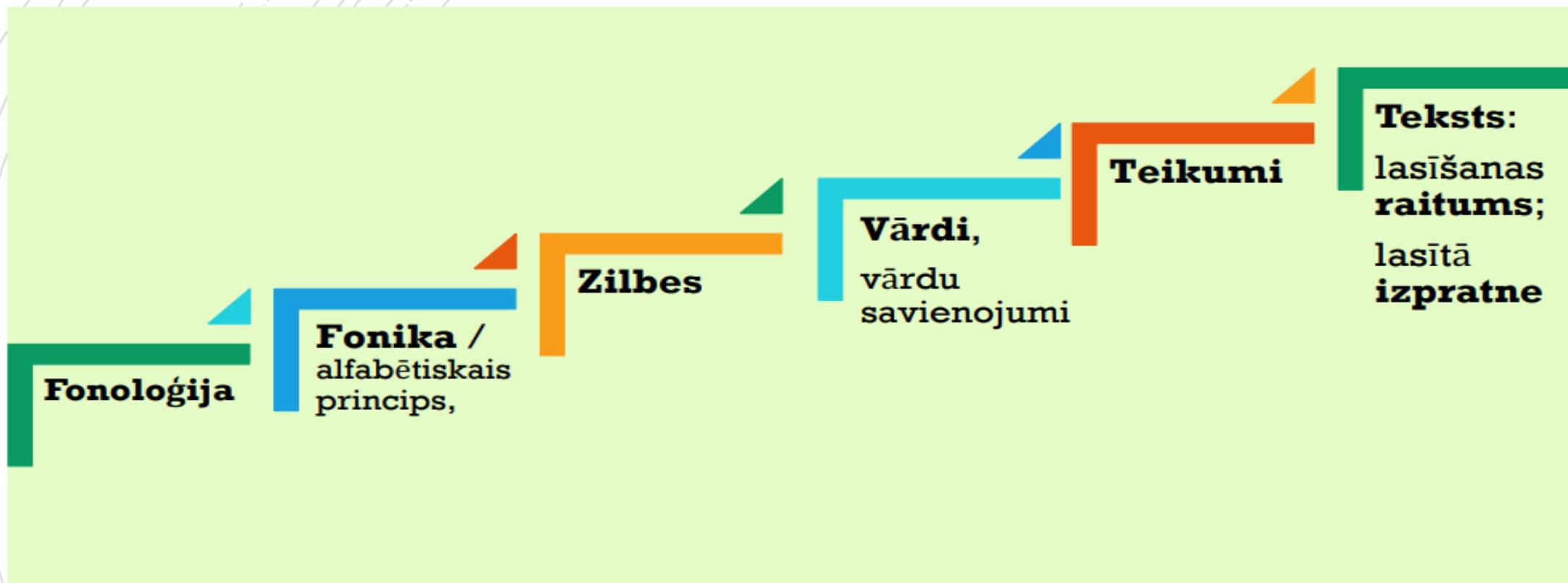


The literacy set provides answers on how children who have already noticed literacy difficulties can receive intense support in promoting literacy.

Literacy promotion steps:

Phonology, Fonika, Syllables, Words, Sentences, Text:
reading smoothness; understanding of the text you read

Lasītprasmes veicināšana pakāpieni:



Support lesson goal

Atbalsata nodarbību mērķis

■ *Veicināt atsevišķas lasītprasmes komponentes noteiktā loģiskā secībā un noteiktos kontekstos, ievērojot to saistību ar noteiktiem kognitīviem procesiem,*

■ *Piemēram, fonoloģiskā apzināšanās – nosaukt pirmo skaņu vārdā, saklausīt un nosaukt vārdu ar noteiktu skaņu teikumā, patstāvīgi izdomāt vārdus ar noteiktu skaņu. Vārdi ar skaņu /s/ un /e/ vārda sākuma vai beigu pozīcijā.*

■ *Veicot fonoloģiskās apzināšanās treniņu (auditīvi, pēc dzirdes), vienlaikus veicināt bērnu vēlmi darboties.*

■ *Veikt progressa monitoringu.*

■ *Novērot izaugsmi 3 reizes gadā.*



- Promote individual components of reading skills in a certain logical order and in certain contexts, taking into account their relationship to certain cognitive processes
- For example, phonological awareness - to name the first sound, hear and name a word with a certain sound in a sentence, independently figure out words with a certain sound. Words with a sound position at the beginning or end of a word.
- By conducting a phonological awareness training (audibly, after hearing), at the same time to promote children's desire to act.
- Monitor progress
- Observe growth three times a year



Principle - easier and more difficult tasks

Capitalization Labyrinths - Uppercase and Lowercase Formats

Princips – vieglāki un grūtāki uzdevumi

3. pielikums. Lielo burtu labirinti (B lielais formāts).

(B formāta labirintiem ir 14 x 13 rūtiņas, katras rūtiņas izmērs (platums x augstums: 0,88 x 0,8 cm))

1.

													
C	b	Ā	C	B	a	b	A	C	b	Ā	C		
F	f	G	J	A	A	A	A	F	f	G	J		
Ķ	ķ	L	A	A	J	M	t	Ķ	ķ	L	A		
R	r	S	A	Š	d	T	m	R	r	S	A		
Ž	ž	a	A	A	J	B	b	Ž	ž	a	A		
j	ē	F	p	A	ž	Ģ	ģ	j	ē	F	p		
K	T	Ķ	o	A	A	Ļ	J	K	T	Ķ	o		
P	f	R	r	J	A	A	A	A	f	R	r		
Ķ	ķ	L	s	a	J	M	t	A	ķ	L	A		
R	r	S	l	A	A	A	A	A	r	S	A		
Ž	ž	k	a	A	J	B	b	Ž	ž	a	A		
													

2. pielikums. Lielo burtu labirinti (A mazais formāts)

(A formāta labirintiem ir 8 x 8 rūtiņas, katras rūtiņas izmērs (platums x augstums: 0,88 x 0,8 cm))

1.

													
C	b	Ā	C	B	a	A	c						
F	f	G	J	A	A	A	h						
Ķ	ķ	L	A	A	J	M	t						
R	r	S	A	Š	d	T	m						
Ž	ž	a	A	A	J	B	b						
j	ē	F	p	A	ž	Ģ	ģ						
K	T	Ķ	o	A	A	Ļ	J						
P	f	R	r	J	A	D	š						
													

2.

														
A	b	Ā	C	B	a	J	c							
F	f	Ā	Ā	Ā	J	ž	h							
Ķ	ķ	L	J	Ā	J	M	t							
R	r	S	n	Ā	Ā	T	m							
Ž	ž	A	J	š	Ā	B	b							
j	ē	F	p	Ā	Ā	Ģ	ģ							
K	T	Ķ	o	Ā	J	Ļ	J							
P	f	R	r	Ā	b	D	š							
														

Sanded uppercase and lowercase strings

6. pielikums. Ažgārno lielo un mazo burtu rindas.

6.1. Ažgārno lielo burtu rindas – 1. variants

A	А	Λ	A	Z
Ā	Ǻ	Æ	M	Ǻ
B	Ɔ	B	B	P
C	Ɔ	Ɔ	O	Ɔ

6.3. Ažgārno mazo burtu rindas – 1. variants.

a	ə	Λ	a	u
ā	e'	e'	m	ē'
b	p	q	q	p
c	q	Ɔ	o	Ɔ

Sanded rows of uppercase and lowercase syllables.

8. pielikums. Ačgārno lielo burtu zilbju rindas.

Ar	ve	As	Ne	he
Ab	Ēr	nā	Āv	ju
De	Bi	bu	De	Ba
Bu	ce	si	cu	Bc

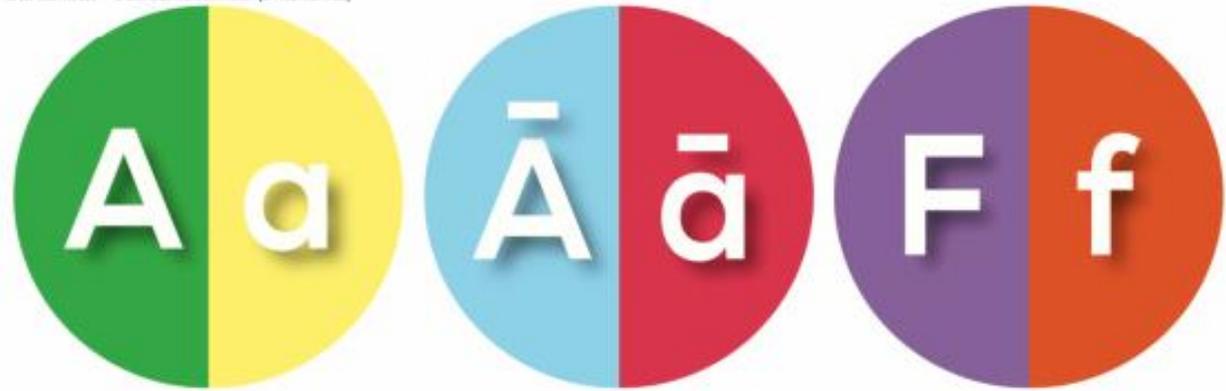
9. pielikums. Ačgārno mazo burtu zilbju rindas.

ar	se	ne	eh	za
ab	nā	āv	ju	af
de	bu	pe	ba	eb
bu	si	cu	ic	ī

Letter lotto

Burtu loto

Burtu loto – daudzkrāsainais (B variants)

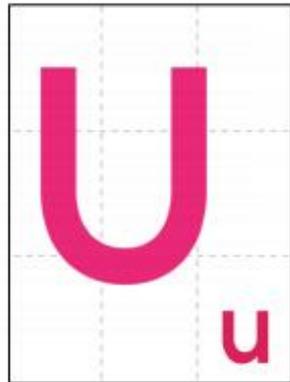
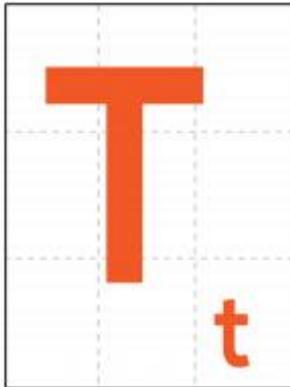


Visuals of the game set:

Promotion of letters - sound knowledge, Uppercase, lowercase letters - puzzles

Masked letter drawings.

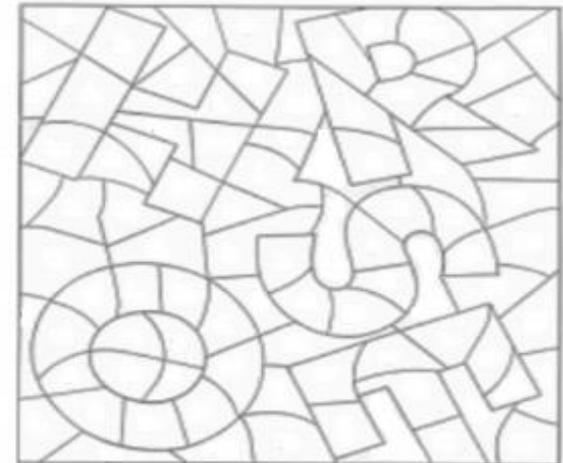
2. nodaļa. Burtu-skaņu zināšanu veicināšana.
4.komplekts. Lielo un mazo burtu taisnā griezuma puzzles.



Spēļu komplekta
vizuālie materiāli:

17. pielikums. Maskēto burtu zīmējumi

A.variants



Pairs of uppercase, lowercase letters.

Uppercase, lowercase ruler.

13. pielikums. Lielo un mazo burtu lineāli

A. Lielo un mazo burtu savienošanas lineāls

A	C	Ē	G	Ī	L	J	R
l	ī	r	j	c	a	g	ē

+

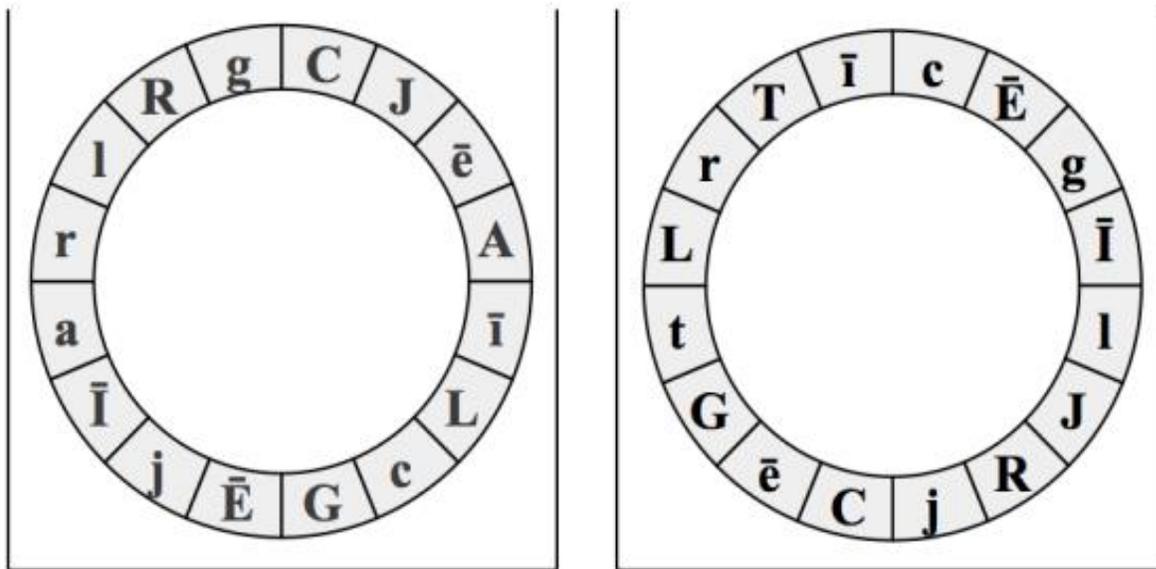
A	C	Ē	G	Ī	L	J	R

Lielo-mazo burtu
pāri

Pairs of uppercase, lowercase letters.

Circles of uppercase, lowercase letters, and circles with missing letter.

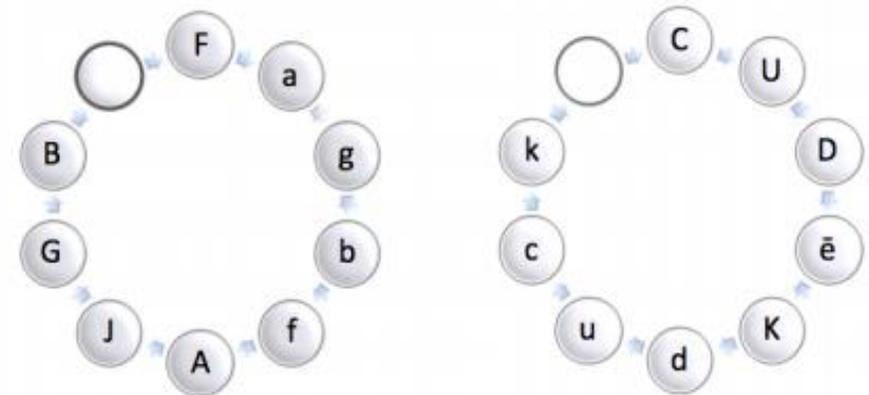
2.10. pielikums. Lielo un mazo burtu pāru apji



Lielo-mazo burtu pāri

18. pielikums. Lielo un mazo burtu apji ar iztrūkstošo burtu.

A variants



Read comprehension

5. nodala: Lasītā izpratne

- Veicināt lasītā izpratni, izmantojot uzdevumus, kuros ir dots krāsains attēls kā vizuāls palīgmateriāls,
- teikumi ar pakāpeniski pieaugošu teikuma garumu un sarežģītību,
- kā arī vairāki atbilžu varianti, lai trenētu sarežģītāku teikumu izpratni.
- Lai rosinātu bērnu interesi un pozitīvu emocionālu iesaisti, viens uzdevums veidots spēles veidā.
- Lielākā daļa uzdevumu tiek pildīti, lasot un atbildot skaļi, taču pēdējais uzdevums ir jāizpilda patstāvīgi.



- Raise awareness of what you read by using tasks that provide a colorful image as a visual aid.
- Text sentences with gradual sentence length and complexity.
- Several answer options to train a more complex sentence understands.
- In order to stimulate children's interest and positive emotional involvement, there are tasks that are created in the form of games.
- Most tasks are performed by reading and answering loudly, but the last task must always be completed independently

Read comprehension

Lasītā izpratne

Lauku kūfī dzīvo vairākas

pārgriezt

meža cūka.

mājas stārķis.

raibas vistas.



Kurmīš dzīvo

debesīs
zemē.
ūdenī.

Paraugs no pielikuma 1.2.instrukcijai:



Zaļš
Dzeltenš
Zilš

arbūzs stāv uz galda.



Meitene vakarā uzklāj gultai dzeltenu segu.

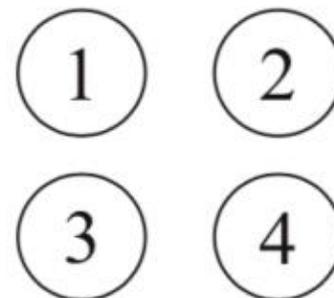
Meitene vakarā uzklāj segu dzeltenai gultai.

Read comprehension



1. Raibs taurenis nolaižas bērza zarā.
2. Sarkankrūtītis tur knābi pilādža zariņu.

3. Bizmārite rāpo pa zaļo zāli.
4. Čaklā bite vāc pirmo pavasara medu.



Thank you!