

Article Review

Complete APA bibliographic reference:

Good, R. H., Simmons, D. C., & Kame'enui, E. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. *Scientific Studies of Reading*, 5 (3), 257-288.

Four or five descriptor names that best describe the topic:

Main: Fluency, assessment, intervention

Type of Article:

Quantitative Research

Levels:

Kindergarten, Lower Elementary (1-3)

Briefly stated major purpose(s) of the article:

The purpose of the article is to examine the usefulness of DIBELS and CBM measures of oral reading fluency in predicting reading outcomes on the Oregon Statewide Assessment.

The authors examine the efficacy of using DIBELS and CBM Oral Reading Fluency (ORF) fluency measures to evaluate overall reading progress for four cohorts of K-3 students from six elementary schools students and test the predictive ability of these measures in regard to performance on the Oregon Statewide Assessment. They conclude that the measures are not only useful, but also predictive of student results on high-stakes assessment. They recommend using these measures to help schools implement a prevention/intervention model of reading instruction which uses early and continuous assessment of student progress in oral reading fluency to provide valuable insights into overall reading well-being and provide interventions when needed.

Quantitative Study Information:

Independent Variables Included:

5 Cohorts of K-3 grade students

List Dependent Variables:

DIBELS OnRF

DIBELS PSF

DIBELS NWF

CBM ORF

OSA-Reading/Literature (Oregon State Assessment)

Treatment: None

Reliability and Validity reported for all instruments.