

# DiST-N & DIBELS used together

Reading comprehension = Decoding / Encoding + Language Comprehension

**Tier 1 assessment**  
(all students):

**Motif DiST-N assessment** [assesses PA & phonics for spelling, which is harder than reading]

**DIBELS MAZE assessment** [assesses decoding + language comprehension]

**Key:** *Italics* = What results (likely) mean (all students):  
**Black/white text** = Key action  
 \* / ✓ = Student results on test

**Tier 2/3 assessment**  
(at risk students for efficiency; can administer at tier 1 level too if preferred):

\* At risk

✓ Age appropriate

\* At risk

✓ Age appropriate

Gaps in PA / phonic skills

Student should have sufficient PA & phonic skills for spelling and likely reading too

Gaps in decoding skills or/and language comprehension

Student should have sufficient decoding & language comprehension skills

Analyse data further to identify particular difficulties. Use DIST-N analysis guide / further phonics testing to identify specific code/PA gaps

If in-class concerns exist around reading fluency, do..

Probe further to identify what the breakdown is

Tier 2/3 PA/phonics intervention needed (on top of in-class)

**DIBELS Oral Reading Fluency** [assesses decoding fluency]

**What to do in class:**

- Teach reading and writing together
- Explicitly teach vocabulary/world knowledge, grammar, text structure and application of comprehension strategies (including questioning, summarization etc.) **across curricular areas** and through both **reading & writing**
- Use visual supports to support the above
- For students who can't read/write: Give students other modalities through which to access content e.g. using Siri/Microsoft's dictate function, watching videos etc.

**What to do in class:**

- **ALL STUDENTS** to receive grade level instruction in phonics & morphology -whole class
- *Optional: After whole class instruction, differentiated small group practice*
- **Synthetic phonics instruction:**
  - Revise, teach, practice, apply – practice & apply = most time
  - Read and write using learned codes
- **Morphology instruction:**
  - **Explicitly teach morphemes & apply in words and sentences** (word building & analysis)
  - Use to read and write

✓ Age appropriate

\* At risk

Student should have sufficient PA & phonic skills for reading

Gaps in PA / phonic skills

If at risk on MAZE = likely because of language comprehension difficulties (possible language disorder)

Tier 2/3 PA/phonics intervention needed (on top of in-class)

Tier 2/3 language intervention needed (on top of in-class)

**Optional: Use DIBELS Phoneme Segmentation Fluency + Word Reading Fluency subtests +/or Letters and Sounds tracker / other phonic tests to identify breakdown [PA vs phonics & which specific phonic codes are missing]**