

## ABSTRACT

### DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS) AND PRESERVICE TEACHERS' RATINGS OF TEST ACCEPTABILITY IN THE ASSESSMENT OF LEARNING PROBLEMS

This study investigated the acceptability of two methods of assessment used to diagnose learning problems in children. Seventy-nine preservice teachers were provided with two vignettes describing a first-grade student who was exhibiting learning problems. In the first vignette, the student was administered Dynamic Indicators of Basic Early Literacy Skills (DIBELS). In the second vignette, the student was assessed using published norm-referenced tests (PNRT). Vignettes were distributed in a counterbalanced order. Participants evaluated the data obtained from each method of assessment using the Assessment Rating Profile-Revised (ARP-R). A significant difference was found between assessment conditions. Assessment acceptability levels were greater for reports containing information gathered from the DIBELS assessment than PNRT assessment. Implications of current findings for future practice are addressed.

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