



Dynamic Indicators of Basic Early Literacy Skills 6th Edition

DIBELS

Administration and Scoring Guide

Edited By:
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Available:
<http://dibels.uoregon.edu/>

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Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 6th Edition

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Letter Naming Fluency

Ruth A. Kaminski and Roland H. Good III

Based on previous research by Marston and Magnusson (1988). Supported by the U.S. Department of Education grant H023B90057.

Initial Sound Fluency

Roland H. Good III, Deborah Laimon, Ruth A. Kaminski, and Sylvia Smith

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Phoneme Segmentation Fluency

Roland H. Good III, Ruth Kaminski, and Sylvia Smith

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Roland H. Good III and Ruth A. Kaminski

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Roland H. Good III, Ruth A. Kaminski, and Sheila Dill

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Word Use Fluency

Roland H. Good III, Ruth A. Kaminski, and Sylvia Smith

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DIBELS – Letter Naming Fluency¹
Dynamic Indicators of Basic Early Literacy Skills 6th Ed.
University of Oregon

Directions for Administration and Scoring

Target Age Range

| Letter Naming Fluency (LNF) | | | | | |
|-----------------------------|-----|-----|-------------|-----|-----|
| Beg | Mid | End | Beg | Mid | End |
| Kindergarten | | | First Grade | | |

Letter Naming Fluency (LNF) is intended for most children from fall of kindergarten through fall of first grade. A benchmark goal is not provided for LNF because it does not correspond to a big idea of early literacy skills (phonological awareness, alphabetic principle, and accuracy and fluency with connected text) and does not appear to be essential to achieve reading outcomes. However, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor reading outcomes, and those between the 20th percentile and 40th percentile should be considered at some risk. For students at risk, the primary instructional goals should be in phonological awareness, alphabetic principle, and accuracy and fluency with connected text. Benchmark goals are listed at the end of this guide.

Description

DIBELS Letter Naming Fluency (LNF) is a standardized, individually administered test that provides a measure of risk. Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can. LNF is based on research by Marston and Magnusson (1988). Students are told if they do not know a letter they will be told the letter. The student is allowed 1 minute to produce as many letter names as he/she can, and the score is the number of letters named correctly in 1 minute. Students are considered at risk for difficulty achieving early literacy benchmark goals if they perform in the lowest 20% of students in their district. That is, below the 20th percentile using local district norms. Students are considered at some risk if they perform between the 20th and 40th percentile using local norms. Students are considered at low risk if they perform above the 40th percentile using local norms. The 1-month, alternate-form reliability of LNF is .88 in kindergarten (Good et al., in preparation). The median criterion-related validity of LNF with the Woodcock-Johnson Psycho-Educational Battery-Revised Readiness Cluster standard score is .70 in kindergarten (Good et al., in preparation). The predictive validity of kindergarten LNF with first-grade Woodcock-Johnson Psycho-Education Battery-Revised Reading Cluster standard score is .65, and .71 with first-grade Curriculum-Based Measurement (CBM) oral reading fluency (Good et al., in preparation).

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Kaminski, R. A., & Good, R. H. (2002). Letter Naming Fluency. In R. H. Good & R. A. Kaminski (Eds.), Dynamic Indicators of Basic Early Literacy Skills (6th Ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.

Materials: Student copy of probe, examiner copy of probe, clipboard, stopwatch, and colored scoring pen.

Directions for Administration:

1. Place the student copy of probe in front of the student.
2. Place the examiner probe on clipboard and position so that the student cannot see what you record.
3. Say these specific directions to the student:
Here are some letters (point). Tell me the names of as many letters as you can. When I say “begin”, start here (point to first letter), and go across the page (point). Point to each letter and tell me the name of that letter. If you come to a letter you don’t know I’ll tell it to you. Put your finger on the first letter. Ready, begin.
4. Start your stop watch.
5. Follow along on the examiner probe. Put a slash (/) through letters named incorrectly (see scoring procedures)
6. If the student provides the letter sound rather than the letter name, say, **“Remember to tell me the letter name, not the sound it makes.”** This prompt may be provided once during the administration. If the student continues providing letter sounds, mark each letter as incorrect and indicate what the student did at the bottom of the page.
7. At the end of 1 minute, place a bracket (]) after the last letter named and say, **“Stop.”**

Directions for Scoring:

1. Discontinue Rule. If the student does not get any correct letter names within the first 10 letters (1 row), discontinue the task and record a score of 0.
2. 3 second rule. If the student hesitates for 3 seconds on a letter, score the letter incorrect, provide the correct letter, point to the next letter, and say **“What letter?”** This prompt may be repeated. For example, if the letters are “t L s” and the student says, “t” (3 seconds), prompt by saying, “L” (point to s) **What letter?”**

| Letters | Student Says | Prompt | Scoring Procedure |
|---------|---------------|--------------------------------------|--------------------|
| t L s U | “t” (3 sec) | “L What letter?” (point to s) | t L s U |
| i g W r | “i g” (3 sec) | “W What letter?” (point to r) | i g W r |

3. Self correct. If a student makes an error and corrects him or herself within 3 seconds, write “SC” above the letter and do not count it as an error.

4. Incorrect letter. A letter is incorrect if the student substitutes a different letter for the stimulus letter (e.g., “B” for “D”)

| Letters | Student Says | Scoring Procedure | Correct Letters |
|---------|-----------------|-------------------------------|-----------------|
| t D s U | “t...b...s...u” | t ϕ s U | <u>3</u> /4 |
| t D s U | “t...d...g...o” | t D ϕ ϕ | <u>2</u> /4 |

5. Omissions. A letter is incorrect if the student omits the letter.

| Letters | Student Says | Scoring Procedure | Correct Letters |
|---------|--------------|-------------------------------|-----------------|
| t D s U | “t...s...u” | t ϕ s U | <u>3</u> /4 |
| t D s U | “t...u” | t ϕ ϕ U | <u>2</u> /4 |

6. Similar shaped font. For some fonts, including times, the upper case letter “i,” and the lower case letter “L” are difficult or impossible to distinguish. A response of either “i” or “L” is scored as correct. For example, if the letters are “I (upper case i) D s l (lower case L)” and the student names them both L, score as correct.

| Letters | Student Says | Scoring Procedure | Correct Letters |
|---------|-----------------|-------------------|-----------------|
| I D s l | “l...d...s...l” | I D s l | <u>4</u> /4 |

7. Articulation and dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/ and pronounces “thee” for “see” when naming the letter “C”, he/she should be given credit for naming letter correctly. This is a professional judgment and should be based on the student’s responses and any prior knowledge of his/her speech patterns.

| Letters | Student Says | Scoring Procedure | Correct Letters |
|---------|----------------------|-------------------|-----------------|
| c D s U | “thee...d...eth...u” | c D s U | <u>4</u> /4 |

8. Skips row. If a student skips an entire row, draw a line through the row and do not count the row in scoring.

| The assessor... | Yes | Continue Practicing |
|---|-----------------------|-----------------------|
| 1) ...holds clipboard and stopwatch so the student cannot see what he/she records. | <input type="radio"/> | <input type="radio"/> |
| 2) ...performs standardized directions verbatim <i>"Here are some letters (point). Tell me the names of as many letters as you can. When I say 'begin' start here (point to first letter), and go across the page (point). Point to each letter and tell me the name of that letter. If you come to a letter you don't know I'll tell it to you. Put your finger on the first letter. Ready? Begin."</i> | <input type="radio"/> | <input type="radio"/> |
| 3) ...starts stopwatch after saying "begin." | <input type="radio"/> | <input type="radio"/> |
| 4) ...tells the letter and scores the letter as incorrect if the student does not respond in 3 seconds. | <input type="radio"/> | <input type="radio"/> |
| 5) ...follows along on the examiner sheet and slashes incorrect letters. | <input type="radio"/> | <input type="radio"/> |
| 6) ...writes "sc" above an error if self-corrected within 3 seconds. | <input type="radio"/> | <input type="radio"/> |
| 7) ...discontinues the assessment if the student does not produce any correct letter names in the first 10 letters (one row) and records a score of 0. | <input type="radio"/> | <input type="radio"/> |
| 8) ...uses this prompt no more than once: "Remember to tell me the letter name, not the sound it makes," if the student says letter sounds instead of letter names. Scores letter sounds as incorrect and notes this response pattern on the score sheet. | <input type="radio"/> | <input type="radio"/> |
| 9) ...places a bracket (]) after the last letter named and says, "Stop" at the end of 1 minute. | <input type="radio"/> | <input type="radio"/> |
| 10) ...accurately determines the number of letters named correctly. | <input type="radio"/> | <input type="radio"/> |
| 11) ...records the total number of correct letter names in 1 minute. | <input type="radio"/> | <input type="radio"/> |
| 12) ...shadow scores with an expert examiner and is within 2 points on the final score. | <input type="radio"/> | <input type="radio"/> |

DIBELS – Initial Sound Fluency¹
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Directions for Administration and Scoring

Target Age Range

Initial Sound Fluency is intended for most children from the last year of preschool through the middle of kindergarten. It may be appropriate for monitoring the progress of older children with very low skills in phonological awareness. ISF does not meet our criteria for benchmark screening so there are no benchmark goals.

Description

DIBELS Initial Sound Fluency (ISF) is a standardized, individually administered measure of phonological awareness that assesses a child's ability to recognize and produce the initial sound in an orally presented word (Kaminski & Good, 1998; Laimon, 1994). The examiner presents four pictures to the child, names each picture, and then asks the child to identify (i.e., point to or say) the picture that begins with the sound produced orally by the examiner. For example, the examiner says, "This is sink, cat, gloves and hat. Which picture begins with /s/?" and the student points to the correct picture. The child is also asked to orally produce the beginning sound for an orally presented word that matches one of the given pictures. The examiner calculates the amount of time taken to identify/produce the correct sound and converts the score into the number of onsets correct in a minute.

The ISF measure takes about 3 minutes to administer and has over 20 alternate forms to monitor progress. The ISF measure is a revision of the Onset Recognition Fluency (OnRF) measure incorporating minimal revisions. Alternate-form reliability of the OnRF measure is .72 in January of kindergarten (Good, Kaminski, Shinn, Bratten, Shinn, & Laimon, in preparation). By repeating the assessment four times, the resulting average is estimated to have a reliability of .91 (Nunnally, 1978). The concurrent, criterion-related validity on OnRF with DIBELS PSF is .48 in January of kindergarten and .36 with the Woodcock-Johnson Psycho-Educational Battery Rediness Cluster score (Good et al., in preparation). The predictive validity of OnRF with respect to spring-of-first grade reading on CBM ORF is .45, and .36 with the Woodcock-Johnson Psycho-Educations Battery Total Reading Cluster score (Good et al., in preparation).

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Good, R. H., Laimon, D., Kaminski, R. A., & Smith, S. (2002). Initial Sound Fluency. In R. H. Good & R. A. Kaminski (Eds.), Dynamic Indicators of Basic Early Literacy Skills (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.

Materials: Examiner copy of probe, student practice pictures, student probe pictures, clipboard, stopwatch, colored pen.

Directions for Administration

1. Place examiner copy of probe on clipboard and position so that student cannot see what you record.
2. Place the student copy of 4 practice pictures in front of the child.
3. Say these specific directions to the student:

This is mouse, flowers, pillow, letters. (point to each picture while saying its name) ***Mouse*** (point to mouse) ***begins with the sound /m/. Listen, /m/ mouse. Which one begins with the sounds /f/?***

| | |
|--|--|
| CORRECT RESPONSE: Student points to flowers, you say, | INCORRECT RESPONSE: If student gives any other response, you say, |
| <i>Good. Flowers begins with the sounds /f/.</i> | <i>Flowers</i> (point to flowers) <i>begins with the sounds /f/. Listen, /f/ flowers. Lets try it again. Which one begins with the sounds /f/?</i> |

Pillow (point to pillow) ***begins with the sound /p/. Listen, /p/ pillow. What sound does letters*** (point to letters) ***begin with?***

| | |
|--|--|
| CORRECT RESPONSE: Student says /l/, you say, | INCORRECT RESPONSE: If student gives any other response, you say, |
| <i>Good. Letters begins with the sound /l/.</i> | <i>Letters</i> (point to letters) <i>begins with the sound /l/. Listen, /l/ letters. Lets try it again. What sound does letters</i> (point to letters) <i>begin with?</i> |

Here are some more pictures. Listen carefully to the words.

4. Show the child the first page of student probe pictures. Point to each picture and say the name following the standardized directions.
5. Present the first question as written on the score sheet. **After you finish asking the question, begin your stopwatch. Stop your stopwatch as soon as the child responds.** If the child does not respond after 5 seconds, score the question as zero and present the next question.

6. As soon as the student responds, present the next question promptly and clearly. Begin your stopwatch after you have said the question, and stop it as soon as the student responds, as above.
7. Score the child's response as either correct (1 point) or incorrect (0 points).
8. If the child stops or struggles with a question for 5 seconds, score the question as zero and present the next question.
9. After the first 4 questions, proceed to the next page of student probe pictures. Continue until the end of the questions. When the child finishes the last question, record the total time on your stopwatch in seconds and add the number of correct responses. Record the total number correct and the time in seconds on the bottom of the scoring sheet.
10. Calculate the ISF Score using the formula:

$$ISF = \frac{60 \times \text{Number Correct}}{\text{Seconds}}$$
11. Prompting Rule. If a child has done the examples correctly and does not answer the questions correctly, say "***Remember to tell me a picture that begins with the sound*** (repeat stimulus sound)." This prompt can be given once.

Directions for Scoring

1. Discontinue Rule. If a child has a score of 0 on the first five questions, discontinue the probe and give a score of 0.
2. If the child names the correct picture instead of pointing to it, score as correct.

| | | |
|---------|---------------|--------|
| PROMPT: | STUDENT SAYS: | SCORE: |
|---------|---------------|--------|

This is pie, letter, flower and mouse.
Which picture begins with /p/?

"pie"

0

1

3. If the child re-names a picture *and* the name begins with the correct (target) initial sound, score as correct. For example, if the target picture is "hand" for /h/ and the student points at road and says "highway," score as correct.

| | | |
|---------|---------------|--------|
| PROMPT: | STUDENT SAYS: | SCORE: |
|---------|---------------|--------|

This is road, barn, hand and egg.
Which picture begins with /h/?

"highway"

0

1

4. If the child re-names the picture and the name begins with an incorrect initial sound, score as incorrect. For example, if the target picture is "barn" for /b/ and the student points at barn but says, "house," score as incorrect.

| | | |
|---------|---------------|--------|
| PROMPT: | STUDENT SAYS: | SCORE: |
|---------|---------------|--------|

This is road, barn, hand and egg.
Which picture begins with /b/?

"house"

0

1

5. Correct Initial Consonant Sound: If the word starts with an initial consonant sound, the child can respond with the first sound or initial sounds. For example, if the word is “clock” a correct initial sound would be /c/ or /cl/ or /klo/ but not /l/ or “clock.”

| PROMPT: | STUDENT SAYS: | SCORE: |
|-------------------------------------|---------------|--------|
| What sound does “clock” begin with? | /k/ | 0 (1) |
| What sound does “clock” begin with? | /kl/ | 0 (1) |
| What sound does “clock” begin with? | /klo/ | 0 (1) |
| What sound does “clock” begin with? | /l/ | (0) 1 |
| What sound does “clock” begin with? | “clock” | (0) 1 |

6. Correct Initial Vowel Sound: If the word starts with an initial vowel sound, the child can respond with the initial vowel sound or initial sounds. For example, if the word is “elephant” a correct initial sound would be /e/ or /el/ or /ele/, but not the name of the letter /ea/.

| PROMPT: | STUDENT SAYS: | SCORE: |
|--|---------------|--------|
| What sound does “elephant” begin with? | /e/ | 0 (1) |
| What sound does “elephant” begin with? | /el/ | 0 (1) |
| What sound does “elephant” begin with? | /ea/ | (0) 1 |
| What sound does “elephant” begin with? | /ele/ | 0 (1) |

7. Schwa sound (/u/) added to a consonant is not counted as an error. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa.

| PROMPT: | STUDENT SAYS: | SCORE: |
|-------------------------------------|---------------|--------|
| What sound does “clock” begin with? | /ku/ | 0 (1) |
| What sound does “clock” begin with? | /klu/ | 0 (1) |

8. Articulation Difficulty: The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, the student responds /th/ when asked for the first sound in “sink.” If the student consistently says /th/ for /s/, as in “thirle” for “circle,” he or she should be given credit for a correct initial sound. This is a professional judgment and should be based on the student’s responses and any prior knowledge of his/her speech patterns.

| PROMPT: | STUDENT SAYS: | SCORE: |
|------------------------------------|---------------|--------|
| What sound does “sink” begin with? | /th/ | 0 (1) |

Pronunciation Guide:

Different regions of the country use different dialects of American English. These pronunciation examples may be modified or distinguished consistent with regional dialects and conventions. See scoring note on Page 12 for clarification.

| <u>Phoneme</u> | <u>Phoneme Example</u> | <u>Phoneme</u> | <u>Phoneme Example</u> |
|----------------|------------------------|----------------|------------------------|
| /ai/ | bait | /th/ | thin |
| /ea/ | bead | /TH/ | then |
| /ie/ | tie | /sh/ | shed |
| /oa/ | boat | /SH/ | measure or beige |
| /oo/ | food | /ch/ | chin |
| /a/ | bad | /j/ | jam & edge |
| /e/ | bed | /p/ | pen |
| /i/ | bid | /t/ | tap |
| /o/ | cod or law | /k/ | can |
| /u/ | bud and “a” in about | /b/ | bat |
| /uu/ | good | /d/ | dad |
| /ow/ | cow | /g/ | gun or frog |
| /oi/ | noise or point | /m/ | man or jam |
| /ar/ | (1 phoneme) car | /n/ | nap |
| /ir/ | (1 phoneme) bird | /ng/ | sing |
| /or/ | (1 phoneme) for | /f/ | fat |
| /ai/ /r/ | (2 phonemes) chair | /v/ | van |
| /ea/ /r/ | (2 phonemes) clear | /s/ | sit |
| /oo/ /r/ | (2 phonemes) tour | /z/ | zoo |
| | | /r/ | rat or frog |
| | | /l/ | lap |
| | | /w/ | wet |
| | | /h/ | hot |
| | | /y/ | yell |

| The assessor... | Yes | Continue Practicing |
|---|-----------------------|-----------------------|
| 1) ...holds clipboard and stopwatch so the student cannot see what he/she records. | <input type="radio"/> | <input type="radio"/> |
| 2) ...performs standardized directions verbatim: <i>"This is 'mouse, flowers, pillow, letters.' 'Mouse' begins with the sound /m/. Listen, /m/ mouse. Which one begins with the sound /f/?"</i> Correct: <i>"Good. 'Flowers' begins with the sounds /f/."</i> Incorrect: <i>"'Flowers' begins with the sounds /f/ (point to flowers). Listen, /f/ 'flowers.' Let's try it again. Which one begins with the sounds /f/?"</i> <i>"Pillow begins with the sound /p/. Listen, /p/ 'pillow.' What sound does 'letters' begin with?"</i> Correct: <i>"Good. 'Letters' begins with the sound /l/."</i> Incorrect: <i>"'Letters' begins with the sound /l/. Listen, /l/ 'letters.' Let's try it again. What sound does 'letters' begin with?"</i> | <input type="radio"/> | <input type="radio"/> |
| 3) ...responds to correct and incorrect responses appropriately. | <input type="radio"/> | <input type="radio"/> |
| 4) ...points to each picture while saying its name. | <input type="radio"/> | <input type="radio"/> |
| 5) ...starts the stopwatch immediately after presenting the question and stops the stopwatch as soon as the student responds. | <input type="radio"/> | <input type="radio"/> |
| 6) ...moves through pictures and questions promptly and clearly. | <input type="radio"/> | <input type="radio"/> |
| 7) ...marks correct responses as 1, incorrect responses as 0. | <input type="radio"/> | <input type="radio"/> |
| 8) ...scores question as 0 and presents next question if the student does not respond in 5 seconds. | <input type="radio"/> | <input type="radio"/> |
| 9) ...writes "sc" above an error if self-corrected within 5 seconds and the next item has not been presented. | <input type="radio"/> | <input type="radio"/> |
| 10) ...uses correction procedure if the student did examples correctly but does not answer assessment questions correctly: <i>Remember to point/tell me a picture that begins with the sound</i> (stimulus sound). | <input type="radio"/> | <input type="radio"/> |
| 11) ...discontinues if the student has a score of 0 after the first 5 questions, and records a score of 0. | <input type="radio"/> | <input type="radio"/> |
| 12) ...except when the discontinue rule is applied, administers all questions. | <input type="radio"/> | <input type="radio"/> |


The assessor...

| | Yes | Continue Practicing |
|--|-----------------------|-----------------------|
| 13) ...records the correct number of responses, and the cumulative time from the stopwatch in seconds. | <input type="radio"/> | <input type="radio"/> |
| 14) ...is within 1 point on the number of correct responses and within 2 seconds on the total time, when shadow scoring with an expert examiner. | <input type="radio"/> | <input type="radio"/> |
| 15) ...calculates score correctly and records it on front cover: $ISF = \frac{60 \times \text{Number Correct}}{\text{Seconds}}$ | <input type="radio"/> | <input type="radio"/> |

Phoneme Segmentation Fluency¹
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University of Oregon

Directions for Administration and Scoring

Target Age Range



| | | | | | |
|--------------|-----|-----|-------------|-----|-----|
| Beg | Mid | End | Beg | Mid | End |
| Kindergarten | | | First Grade | | |

Phoneme Segmentation Fluency is intended for most children in winter of kindergarten . It may be appropriate for monitoring the progress of older children with low skills in phonological awareness.

Description

DIBELS Phoneme Segmentation Fluency (PSF) is a standardized, individually administered test of phonological awareness (Good & Kaminski, 2001). The PSF measure assesses a student’s ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF measure has been found to be a good predictor of later reading achievement (Kaminski & Good, 1996). The PSF task is administered by the examiner orally presenting words of three to four phonemes. It requires the student to produce verbally the individual phonemes for each word. For example, the examiner says, “sat,” and the student says, “/s/ /a/ /t/” to receive three possible points for the word. After the student responds, the examiner presents the next word, and the number of correct phonemes produced in one minute determines the final score. The PSF measure takes about 2 minutes to administer and has over 20 alternate forms for monitoring progress. The two-week, alternate-form reliability for the PSF measure is .88 (Kaminski & Good, 1996), and the one-month, alternate-form reliability is .79 in May of kindergarten (Good et al., in preparation). Concurrent, criterion validity of PSF is .54 with the Woodcock-Johnson Psycho-Educational Battery Readiness Cluster score in spring of kindergarten (Good et al., in preparation). The predictive validity of spring-of-kindergarten PSF with (a) winter-of-first-grade DIBELS NWF is .62, (b) spring-of-first-grade Woodcock-Johnson Psycho-Educational Battery Total Reading Cluster score is .68, and (c) spring-of-first-grade CBM ORF is .62 (Good et al., in preparation). The benchmark goal is 33 or more correct phonemes per minute in the winter; of kindergarten. Students scoring below 28 in the winter of kindergarten may need intensive instructional support to achieve benchmark goals.

Materials: Examiner probe, clipboard, stopwatch, and colored scoring pencil.

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Directions for Administration

1. Place examiner probe on clipboard and position so that student cannot see what you record.
2. Say these specific directions to the student:

I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, “sam,” you would say /s/ /a/ /m/. Let’s try one. (one second pause) ***Tell me the sounds in “mop”.***

| | |
|---|--|
| CORRECT RESPONSE: If student says, /m/ /o/ /p/, you say | INCORRECT RESPONSE: If student gives any other response, you say, |
| <i>Very good. The sounds in “mop” are /m/ /o/ /p/.</i> | <i>The sounds in “mop” are /m/ /o/ /p/. Your turn. Tell me the sounds in “mop”.</i> |

OK. Here is your first word.

3. Give the student the first word and start your stopwatch. If the student does not say a sound segment after 3 seconds, give him/her the second word and score the first word as zero segments produced.
4. As the student says the sounds, mark the student response in the scoring column. Underline each different, correct, sound segment produced. Put a slash (/) through sounds produced incorrectly.
5. As soon as the student is finished saying the sounds, present the next word promptly and clearly.
6. The maximum time for each sound segment is 3 seconds. If the student does not provide the next sound segment within 3 seconds, give the student the next word. If student provides the initial sound only, wait 3 seconds for elaboration.
7. At the end of **1 minute**, stop presenting words and scoring further responses. Add the number of sound segments produced correctly. Record the total number of sound segments produced correctly on the bottom of the scoring sheet.

Directions for Scoring

1. Discontinue rule. If a student has not given any sound segments correctly in the first 5 words, discontinue the task and put a score of zero (0).
2. Underline the sound segments in the word the student produces that are correctly pronounced. Students receive 1 point for each different, correct, part of the word.
3. Put a slash (/) through segments pronounced incorrectly.

4. Correct Segmentation: A correct sound segment is any different, correct, part of the word represented by sounds that correspond to the word part. For example, the sound /t/ is a correct sound segment of “trick,” as are /tr/ and /tri/ (see rule 10, Incomplete Segmentation).

| WORD: | STUDENT SAYS: | SCORING PROCEDURE: | CORRECT SEGMENTS: |
|-------|-----------------|---|----------------------|
| trick | “t...r...i...k” | <u>/t/</u> <u>/r/</u> <u>/i/</u> <u>/k/</u> | <u>4</u> /4 |
| cat | “k...a...t” | <u>/k/</u> <u>/a/</u> <u>/t/</u> | <u>3</u> /3 |

5. Schwa sounds. Schwa sounds (/u/) added to consonants are not counted as errors. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa. For example, if the word is “trick,” and the student says “tu...ru...i...ku” they would receive 4 of 4 points.

| WORD: | STUDENT SAYS: | SCORING PROCEDURE: | CORRECT SEGMENTS: |
|-------|--------------------|---|----------------------|
| trick | “tu...ru...i...ku” | <u>/t/</u> <u>/r/</u> <u>/i/</u> <u>/k/</u> | <u>4</u> /4 |
| cat | “ku...a...tu” | <u>/k/</u> <u>/a/</u> <u>/t/</u> | <u>3</u> /3 |

6. Additions. Additions are not counted as errors if they are separated from the other sounds in the word. For example, if the word is “trick,” and the student says “t...r...i...ck...s,” they would receive 4 of 4 points.

| WORD: | STUDENT SAYS: | SCORING PROCEDURE: | CORRECT SEGMENTS: |
|-------|----------------------|---|----------------------|
| trick | “t...r...i...ck...s” | <u>/t/</u> <u>/r/</u> <u>/i/</u> <u>/k/</u> | <u>4</u> /4 |
| cat | “s...c...a...t” | <u>/k/</u> <u>/a/</u> <u>/t/</u> | <u>3</u> /3 |

7. Articulation and dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/, and he or she says, /r/ /e/ /th/ /t/ for “rest,” he or she should be given credit for correct segmentation. This is a professional judgment and should be based on the student’s responses and any prior knowledge of his/her speech patterns.

| WORD: | STUDENT SAYS: | SCORING PROCEDURE: | CORRECT SEGMENTS: |
|-------|------------------|---|----------------------|
| rest | “r...e...th...t” | <u>/r/</u> <u>/e/</u> <u>/s/</u> <u>/t/</u> | <u>4</u> /4 |

8. Sound elongation. The student may elongate the individual sounds and run them together as long as it is clear he or she is aware of each sound individually. For example, if the student says, “rrrrrreeeeessstttt,” with each phoneme held long enough to make it clear they know the sounds in the word, they would receive credit for 4 phonemes correct. This is a professional judgment and should be based on the student’s responses and prior knowledge of the student’s instruction. When in doubt, no credit is given.

| WORD: | STUDENT SAYS: | SCORING PROCEDURE: | CORRECT SEGMENTS: |
|-------|----------------------|---|----------------------|
| rest | “rrrrrreeeeessstttt” | <u>/r/</u> <u>/e/</u> <u>/s/</u> <u>/t/</u> | <u>4</u> /4 |

9. No segmentation. If the student repeats the entire word, no credit is given for any correct parts. For example, if the word is “trick,” and the student says “trick” circle the word and give 0 points.

| WORD: | STUDENT SAYS: | SCORING PROCEDURE: | CORRECT SEGMENTS: |
|-------|---------------|---|----------------------|
| trick | “trick” | <u>/t/</u> <u>/r/</u> <u>/i/</u> <u>/k/</u> | <u>0</u> /4 |
| cat | “cat” | <u>/k/</u> <u>/a/</u> <u>/t/</u> | <u>0</u> /3 |

10. Incomplete segmentation. The student is given credit for each correct sound segment, even if they have not segmented to the phoneme level. Use the underline to indicate the size of the sound segment. For example, if the word is “trick,” and the student says “tr...ick,” they would receive 2 or four points.

| WORD: | STUDENT SAYS: | SCORING PROCEDURE: | CORRECT SEGMENTS: |
|-------|---------------|---|----------------------|
| trick | “tr...ick” | <u>/t/</u> <u>/r/</u> <u>/i/</u> <u>/k/</u> | <u>2</u> /4 |
| cat | “c...at” | <u>/k/</u> <u>/a/</u> <u>/t/</u> | <u>2</u> /3 |

11. Overlapping segmentation. The student receives credit for each different, correct, sound segment of the word. Thus, if the word is “trick,” and the student says “tri...ick,” the student would receive 2 of 4 points because /tri/ and /ick/ are both different, correct, sound segments of “trick.”

| WORD: | STUDENT SAYS: | SCORING PROCEDURE: | CORRECT SEGMENTS: |
|-------|---------------|---|----------------------|
| trick | “tri...ick” | <u>/t/</u> <u>/r/</u> <u>/i/</u> <u>/k/</u> | <u>2</u> /4 |
| cat | “ca...a...at” | <u>/k/</u> <u>/a/</u> <u>/t/</u> | <u>3</u> /3 |

12. Omissions: The student does not receive credit for sound segments that are not produced. If student provides the initial sound only, be sure to wait 3 seconds for elaboration. For example, if the word is “trick,” and the student says “tr” you must wait 3 seconds before presenting the next word (see 3 second rule).

| WORD: | STUDENT SAYS: | SCORING PROCEDURE: | CORRECT SEGMENTS: |
|-------|--------------------|-------------------------------|----------------------|
| trick | “tr...(3 seconds)” | <u>/t/</u> <u>/r/</u> /i/ /k/ | <u>1</u> /4 |
| cat | “c...t” | <u>/k/</u> /a/ <u>/t/</u> | <u>2</u> /3 |

13. Segment mispronunciation: The student does not receive credit for sound segments that are mispronounced. For example, if the word is “trick,” and the student says “t...r...i...ks” they would receive no credit for /ks/ because there is no /ks/ sound segment in the word “trick.”

| WORD: | STUDENT SAYS: | SCORING PROCEDURE: | CORRECT SEGMENTS: |
|-------|------------------|---|----------------------|
| trick | “t...r...i...ks” | <u>/t/</u> <u>/r/</u> <u>/i/</u> /k/ | <u>3</u> /4 |
| cat | “b...a...t” | /k/ <u>/a/</u> <u>/t/</u> | <u>2</u> /3 |

Pronunciation Guide:

Different regions of the country use different dialects of American English. These pronunciation examples may be modified or distinguished consistent with regional dialects and conventions. See scoring note on Page 17 for clarification.

| <u>Phoneme</u> | <u>Phoneme Example</u> | <u>Phoneme</u> | <u>Phoneme Example</u> |
|----------------|------------------------|----------------|------------------------|
| /ai/ | bait | /th/ | thin |
| /ea/ | bead | /TH/ | then |
| /ie/ | tie | /sh/ | shed |
| /oa/ | boat | /SH/ | measure or beige |
| /oo/ | food | /ch/ | chin |
| /a/ | bad | /j/ | jam & edge |
| /e/ | bed | /p/ | pen |
| /i/ | bid | /t/ | tap |
| /o/ | cod or law | /k/ | can |
| /u/ | bud and “a” in about | /b/ | bat |
| /uu/ | good | /d/ | dad |
| /ow/ | cow | /g/ | gun or frog |
| /oi/ | noise or point | /m/ | man or jam |
| /ar/ | (1 phoneme) car | /n/ | nap |
| /ir/ | (1 phoneme) bird | /ng/ | sing |
| /or/ | (1 phoneme) for | /f/ | fat |
| /ai/ /r/ | (2 phonemes) chair | /v/ | van |
| /ea/ /r/ | (2 phonemes) clear | /s/ | sit |
| /oo/ /r/ | (2 phonemes) tour | /z/ | zoo |
| | | /r/ | rat or frog |
| | | /l/ | lap |
| | | /w/ | wet |
| | | /h/ | hot |
| | | /y/ | yell |

| The assessor... | Yes | Continue Practicing |
|---|-----------------------|-----------------------|
| 1) ...holds clipboard and stopwatch so student cannot see what he/she records. | <input type="radio"/> | <input type="radio"/> |
| 2) ...performs standardized directions verbatim: <i>"I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, 'Sam,' you would say /s/ /a/ /m/. Let's try one (one second pause). Tell me the sounds in 'mop.'"</i> Correct: <i>"Very good. The sounds in 'mop' are /m/ /o/ /p/."</i> Incorrect: <i>"The sounds in 'mop' are /m/ /o/ /p/. Your turn. Tell me the sounds in 'mop.'"</i> <i>"OK. Here is your first word."</i> | <input type="radio"/> | <input type="radio"/> |
| 3) ...responds to correct and incorrect responses appropriately. | <input type="radio"/> | <input type="radio"/> |
| 4) ...presents the first word then starts stopwatch. | <input type="radio"/> | <input type="radio"/> |
| 5) ...reads words from left to right. | <input type="radio"/> | <input type="radio"/> |
| 6) ...waits 3 seconds for the student to produce sound segments. After 3 seconds, presents next word. | <input type="radio"/> | <input type="radio"/> |
| 7) ...underlines correct segments and slashes incorrect segments according to scoring rules. | <input type="radio"/> | <input type="radio"/> |
| 8) ...presents words promptly and clearly. | <input type="radio"/> | <input type="radio"/> |
| 9) ...writes "sc" above an error if self-corrected within 3 seconds and the student has not moved on to the next sound. | <input type="radio"/> | <input type="radio"/> |
| 10) ...discontinues the assessment if the student does not produce any correct segments in the first five words, and records a score of 0. | <input type="radio"/> | <input type="radio"/> |
| 11) ...stops at the end of 1 minute and puts a bracket (]) after the last response. | <input type="radio"/> | <input type="radio"/> |
| 12) ...accurately counts the number of correctly produced phonemes in each row. | <input type="radio"/> | <input type="radio"/> |
| 13) ...accurately sums the row scores to produce the total score. | <input type="radio"/> | <input type="radio"/> |
| 14) ...records the total number of correctly produced phonemes in 1 minute. | <input type="radio"/> | <input type="radio"/> |
| 15) ...shadow scores with an expert examiner and is within 2 points on the final score. | <input type="radio"/> | <input type="radio"/> |

DIBELS Nonsense Word Fluency¹
Dynamic Indicators of Basic Early Literacy Skills 6th Ed.
University of Oregon

Directions for Administration and Scoring

Target Age Range

| Nonsense Word Fluency (NWF) | | | | | | | | |
|-----------------------------|-----|-----|-------------|-----|-----|--------------|-----|-----|
| Beg | Mid | End | Beg | Mid | End | Beg | Mid | End |
| Kindergarten | | | First Grade | | | Second Grade | | |

Nonsense Word Fluency is intended for most children from mid to end of kindergarten through the beginning of second grade. It may be appropriate for monitoring the progress of older children with low skills in letter-sound correspondence.

Description

DIBELS Nonsense Word Fluency (NWF) is a standardized, individually-administered test of the alphabetic principle – including letter-sound correspondence and of the ability to blend letters into words in which letters represent their most common sounds (Kaminski & Good, 1996). The student is presented an 8.5” x 11” sheet of paper with randomly ordered VC and CVC nonsense words (e.g., sig, rav, ov) and asked to produce verbally the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. For example, if the stimulus word is “vaj” the student could say /v/ /a/ /j/ or say the word /vaj/ to obtain a total of three lettersounds correct. The student is allowed 1 minute to produce as many letter-sounds as he/she can, and the final score is the number of letter-sounds produced correctly in one minute. Because the measure is fluency based, students receive a higher score if they are phonologically recoding the word and receive a lower score if they are providing letter sounds in isolation. The NWF measure takes about 2 minutes to administer and has over 20 alternate forms for monitoring progress. The one-month, alternate-form reliability for NWF in January of first grade is .83 (Good et al., in preparation). The concurrent criterion-validity of DIBELS NWF with the Woodcock-Johnson Psycho-Educational Battery-Revised Readiness Cluster score is .36 in January and .59 in February of first grade (Good et al., in preparation). The predictive validity of DIBELS NWF in January of first grade with (a) CBM ORF in May of first grade is .82, (b) CBM ORF in May of second grade is .60, (c) Woodcock-Johnson Psycho-Educational Battery Total Reading Cluster score is .66 (Good et al., in preparation). The benchmark goal for Nonsense Word Fluency is 71 correct letter sounds per minute by end of first grade. Students scoring below 62 at the end of first grade may need intensive instructional support to achieve first grade reading goals.

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Good, R. H., & Kaminski, R. A. (2002). Nonsense Word Fluency. In R. H. Good & R. A. Kaminski (Eds.), *Dynamic Indicators of Basic Early Literacy Skills* (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.

Materials: Practice items; student copy of probe; examiner copy of probe, clipboard, stopwatch; colored scoring pen.

Directions for Administration

1. Place the practice items in front of the student.
2. Place the examiner probe on clipboard and position so that the student cannot see what you record.
3. Say these specific directions to the student:

Look at this word (point to the first word on the practice probe). ***It's a make-believe word. Watch me read the word: /s/ /i/ /m/ "sim"*** (point to each letter then run your finger fast beneath the whole word). ***I can say the sounds of the letters, /s/ /i/ /m/*** (point to each letter), ***or I can read the whole word "sim"*** (run your finger fast beneath the whole word).

Your turn to read a make-believe word. Read this word the best you can (point to the word "lut"). ***Make sure you say any sounds you know.***

| | |
|--|---|
| <p>CORRECT RESPONSE: If the child responds "lut" or with all of the sounds, say</p> | <p>INCORRECT OR NO RESPONSE: If the child does not respond within <u>3 seconds</u> or responds incorrectly, say</p> |
| <p><i>That's right. The sounds are /l/ /u/ /t/ or "lut"</i></p> | <p><i>Remember, you can say the sounds or you can say the whole word. Watch me: the sounds are /l/ /u/ /t/</i> (point to each letter) <i>or "lut"</i> (run your finger fast through the whole word). <i>Lets try again. Read this word the best you can</i> (point to the word "lut").</p> |

4. Place the student copy of the probe in front of the child.

Here are some more make-believe words (point to the student probe). ***Start here*** (point to the first word) ***and go across the page*** (point across the page). ***When I say, "begin", read the words the best you can. Point to each letter and tell me the sound or read the whole word. Read the words the best you can. Put your finger on the first word. Ready, begin.***

5. Start your stopwatch.
6. Follow along on the examiner copy of the probe and underline each letter sound the student provides correctly, either in isolation or read as a whole word. Put a slash (/) over each letter sound read incorrectly.
7. At the end of 1 minute, place a bracket (]) after the last letter sound provided by the student and say, ***"Stop."***

8. These directions can be shortened by beginning with Number 4 for repeated measurement when the student clearly understands the directions and procedure.

Directions for Scoring

1. Discontinue Rule. If the student does not get any sounds correct in words 1-5, discontinue the task and record a score of 0.
2. Correct letter sounds. Underline the individual letters for letter sounds produced correctly in isolation and score 1 point for each letter sound produced correctly. For example, if the stimulus word is “tob” and the student says /t/ /o/ /b/, the individual letters would be underlined with a score of 3.

| Word | Student Says | Scoring Procedure | Correct Letter Sounds |
|------|--------------|----------------------------|-----------------------|
| tob | “t...o...b” | <u>t</u> <u>o</u> <u>b</u> | <u>3</u> /3 |
| dos | “d...o...s” | <u>d</u> <u>o</u> <u>s</u> | <u>3</u> /3 |

3. Correct words. Use a single underline under multiple letters for correct letter sounds blended together and give credit for each letter sound correspondence produced correctly. For example, if the stimulus word is “tob” and the student says “tob”, one underline would be used with a score of 3.

| Word | Student Says | Scoring Procedure | Correct Letter Sounds |
|------|--------------|-------------------|-----------------------|
| tob | “tob” | <u>t o b</u> | <u>3</u> /3 |
| dos | “d...os” | <u>d o s</u> | <u>3</u> /3 |

4. Partially correct words. If a word is partially correct, underline the corresponding letters for letter sounds produced correctly. Put a slash (/) through the letter if the corresponding letter sound is incorrect. For example, if the word is “tob” and the student says “toab” (with a long o), the letters “t” and “b” would be underlined, and the letter “o” would be slashed with a score of 2.

| Word | Student Says | Scoring Procedure | Correct Letter Sounds |
|------|-----------------|---------------------|-----------------------|
| tob | “toab” (long o) | <u>t</u> / <u>b</u> | <u>2</u> /3 |
| dos | “dot” | <u>d</u> <u>o</u> / | <u>2</u> /3 |

5. Repeated sounds. Letter sounds given twice while sounding out the word are given credit only once. For example, if stimulus word is “tob” and the student says, /t/ /o/ /ob/, the letter “o” and the letters “ob” are underlined. The student receives only 1 point for the letter sound “o” even though the correct sound was provided twice (a total of 3 for the entire word).

| Word | Student Says | Scoring Procedure | Correct Letter Sounds |
|------|-------------------|----------------------------|-----------------------|
| tob | “t...o...ob” | <u>t</u> <u>o</u> b | <u>3</u> /3 |
| dos | “d...o...s...dos” | <u>d</u> <u>o</u> <u>s</u> | <u>3</u> /3 |

6. 3 second rule – sound by sound. If the student is providing individual letter sounds and hesitates for 3 seconds on a letter sound, score the letter sound incorrect, provide the correct letter sound, point to the next letter, and say “**What sound?**” This prompt may be repeated. For example, if stimulus word is “tob” and the student says, /t/ (3 seconds), prompt by saying, “/o/ (point to b) **What sound?**”

| Word | Student Says | Prompt | Scoring Procedure | Correct Letter Sounds |
|--------|-----------------|-------------------------------------|------------------------------------|-----------------------|
| tob | “t” (3 sec) | /o/ (point to b) What sound? | <u>t</u> o b | <u>1</u> /3 |
| dos et | “d...o” (3 sec) | /s/ (point to e) What sound? | <u>d</u> <u>o</u> s e t | <u>2</u> /5 |

7. 3 second rule – word by word. If the student is reading words and hesitates for 3 seconds on a word, score the word incorrect, provide the correct word, point to the next word, and say, “**What word?**” This prompt can be repeated. For example, if stimulus words are “tob dos et” and the student says, “tob” (3 seconds), prompt by saying, “**dos** (point to et) **What word?**”

| Words | Student Says | Prompt | Scoring Procedure |
|------------|---------------|--|---|
| tob dos et | “tob” (3 sec) | “ dos (point to et) What word? ” | <u>t</u> <u>o</u> <u>b</u> d o s e t |
| tuf kej ik | “tuf” (3 sec) | “ kej (point to ik) What word? ” | <u>t</u> <u>u</u> <u>f</u> k e j i k |

8. Sound order – sound by sound. Letter sounds produced in isolation but out of order are scored as correct. For example, if stimulus word is “tob” and the student points to and says, /b/ /o/ /t/, all letters would be underlined, with a score of 3. The purpose of this rule is to give students credit as they are beginning to learn individual letter sound correspondences.

| Word | Student Says | Scoring Procedure | Correct Letter Sounds |
|------|-------------------------------|----------------------------|-----------------------|
| tob | “b...o...t” (point correctly) | <u>t</u> <u>o</u> <u>b</u> | <u>3</u> /3 |
| dos | “o...d...s” (point correctly) | <u>d</u> <u>o</u> <u>s</u> | <u>3</u> /3 |

9. Sound order – word by word. Blended letter sounds must be correct and in the correct place (beginning, middle, end) to receive credit. For example, if stimulus word is “tob” and the student says, “bot”, only the “o” would be correct and in the correct place, for a score of 1.

| Word | Student Says | Scoring Procedure | Correct Letter Sounds |
|------|--------------|--------------------------------|-----------------------|
| tob | “bot” | <u>t</u> <u>o</u> b | <u>1</u> /3 |
| ik | “ki” | i k | <u>0</u> /2 |

10. Insertions. Insertions are not scored as incorrect. For example, if the stimulus word is “sim” and the student says “stim”, the letters “s,” “i,” and “m” would be underlined and full credit would be given for the word with no penalty for the insertion of /t/.

| Word | Student Says | Scoring Procedure | Correct Letter Sounds |
|------|--------------|----------------------------|-----------------------|
| tob | “stob” | <u>t</u> <u>o</u> <u>b</u> | <u>3</u> /3 |
| dos | “dots” | <u>d</u> <u>o</u> <u>s</u> | <u>3</u> /3 |

11. Dialect and articulation. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language inferences. This is a professional judgment and should be based on the student’s responses and any prior knowledge of their speech patterns. For example, a student may regularly substitute /th/ for /s/. If the stimulus word is “sim” and the student says “thim,” the letter “s” would be underlined and credit for a correct-letter sound correspondence would be given.

| Word | Student Says | Scoring Procedure | Correct Letter Sounds |
|------|-----------------------------|----------------------------|-----------------------|
| sim | “thim” (articulation error) | <u>s</u> <u>i</u> <u>m</u> | <u>3</u> /3 |
| rit | “wit” (articulation error) | <u>r</u> <u>i</u> <u>t</u> | <u>3</u> /3 |

12. Self correct. If a student makes an error and corrects him/herself within 3 seconds, write “SC” above the letter sound or word and count it as correct.
13. Skips row. If a student skips an entire row, draw a line through the row and do not count the row in scoring.

Administration and Scoring Directions for
NWF-CLS and NWF-WRC Field in the DIBELS 6th Edition

Nonsense Word Fluency (NWF) has two scores derived from the standard administration. The Correct Letter Sounds is the count of all correct letter sounds in the student response. The Whole Words Recoded Completely and Correctly (WRC) is the number of words that the child recoded (read as a whole word) completely and correctly. With the standard administration and scoring procedures, short dashes under individual letters are used to identify a correct letter sound and a longer dash under multiple letters is used to identify blending of sounds. For WRC, simply count the number of words recoded completely and correctly, and record that at the bottom of the NWF page and on the front cover of the testing booklet.

Nonsense Word Fluency Scoring Example:

| Word | Student Says | Marking Procedure | Score |
|------|-------------------|----------------------------|--------------|
| wuz | “w...u...z” | <u>w</u> <u>u</u> <u>z</u> | CLS=3, WRC=0 |
| wuz | “wuz” | <u>w u z</u> | CLS=3, WRC=1 |
| wuz | “w...u...z...wuz” | <u>w</u> <u>u</u> <u>z</u> | CLS=3, WRC=1 |

Pronunciation Guide:

Different regions of the country use different dialects of American English. These pronunciation examples may be modified or distinguished consistent with regional dialects and conventions. See dialect and articulation scoring note for clarification. The letters “x” and “q” are not used. The letters “h,” “w,” “y,” and “r” are used only in the initial position. The letters “c” and “g” are used only in the final position.

| Letter | Sound | Example |
|---------------|--------------|----------------|
| a | /a/ | bat |
| e | /e/ | bet |
| i | /i/ | bit |
| o | /o/ | top |
| u | /u/ | hut |
| b | /b/ | bat |
| c | /k/ | tic |
| d | /d/ | dad |
| f | /f/ | fan |
| g | /g/ | pig |
| h | /h/ | hat |
| j | /j/ | jet |
| k | /k/ | can |
| l | /l/ | lot |
| m | /m/ | man |
| n | /n/ | not |
| p | /p/ | pan |
| r | /r/ | ran |
| s | /s/ | sat |
| t | /t/ | top |
| v | /v/ | van |
| w | /w/ | wet |
| y | /y/ | yak |
| z | /z/ | zipper |

| The assessor... | Yes | Continue Practicing |
|--|-----------------------|-----------------------|
| 1) ...holds clipboard and stopwatch so the student cannot see what he/she records. | <input type="radio"/> | <input type="radio"/> |
| 2) ...performs standardized directions verbatim: <i>"Look at this word</i> (point to first word on practice sheet). <i>It's a make-believe word. Watch me read the word: /s/ /i/ /m/ 'sim'</i> (point to each letter then run your finger fast beneath the whole word.) <i>I can say the sounds of the letters, /s/ /i/ /m/</i> (point to each letter), <i>or I can read the whole word 'sim.'"</i> <i>"Your turn to read a make-believe word. Read this word the best you can. Make sure you say any sounds you know."</i> Correct: <i>"That's right. The sounds are /l/ /u/ /t/ or 'lut.'"</i> Incorrect: <i>"Remember, you can say the sounds or you can say the whole word. Watch me: the sounds are /l/ /u/ /t/ or 'lut.' Let's try again. Read this word the best you can."</i> <i>"Here are some more make-believe words. Start here and go across the page. When I say, 'begin,' read the words the best you can. Point to each letter and tell me the sound or read the whole word. Read the words the best you can. Put your finger on the first word. Ready? Begin."</i> | <input type="radio"/> | <input type="radio"/> |
| 3) ...responds to correct and incorrect responses appropriately. | <input type="radio"/> | <input type="radio"/> |
| 4) ...starts stopwatch after saying "begin." | <input type="radio"/> | <input type="radio"/> |
| 5) ...waits 3 seconds for the student to produce letter-sound or word. After 3 seconds, tells the correct sound or word and asks the student to try the next sound or word. If the student does not respond, asks him/her to move on to the next sound or word. | <input type="radio"/> | <input type="radio"/> |
| 6) ...underlines letter sounds produced correctly alone or in context, and slashes incorrect letter sounds. | <input type="radio"/> | <input type="radio"/> |
| 7) ...discontinues the assessment if the student does not get any correct letter sounds in first 5 words. | <input type="radio"/> | <input type="radio"/> |
| 8) ...places a bracket (e.g.,]) after the last letter sound provided and says "stop," at the end of 1 minute. | <input type="radio"/> | <input type="radio"/> |
| 9) ...accurately counts the correct letter sounds for each row. | <input type="radio"/> | <input type="radio"/> |
| 10) ...accurately totals the correct letter sounds for each row, and the correct words. | <input type="radio"/> | <input type="radio"/> |
| 11) ...records the number of correctly produced letter sounds. | <input type="radio"/> | <input type="radio"/> |
| 12) ...shadow scores with an expert examiner and is within 2 points on the final score. | <input type="radio"/> | <input type="radio"/> |

DIBELS Oral Reading Fluency and Retell Fluency¹
Dynamic Indicators of Basic Early Literacy Skills 6th Ed.
University of Oregon

Directions for Administration and Scoring

Target Age Range

| | | | | | | | | | | | | | | | | | |
|---|-----|-----|-------------|-----|-----|--------------|-----|-----|-------------|-----|-----|--------------|-----|-----|-------------|-----|-----|
| Retell Fluency (RTF) (Optional, not endorsed) | | | | | | | | | | | | | | | | | |
| Oral Reading Fluency (ORF) | | | | | | | | | | | | | | | | | |
| Beg | Mid | End | Beg | Mid | End | Beg | Mid | End | Beg | Mid | End | Beg | Mid | End | Beg | Mid | End |
| Kindergarten | | | First Grade | | | Second Grade | | | Third Grade | | | Fourth Grade | | | Fifth Grade | | |

DIBELS Oral Reading Fluency is intended for most children from mid first grade through sixth grade. The benchmark goals are listed at the end of this guide.

Description

DIBELS Oral Reading Fluency (DORF) is a standardized, individually administered test of accuracy and fluency with connected text. The DORF passages and procedures are based on the program of research and development of Curriculum-Based Measurement of reading by Stan Deno and colleagues at the University of Minnesota and using the procedures described in Shinn (1989). A version of CBM Reading also has been published as The Test of Reading Fluency (TORF) (Children's Educational Services, 1987). DORF is a standardized set of passages and administration procedures designed to (a) identify children who may need additional instructional support, and (b) monitor progress toward instructional goals. The passages are calibrated for the goal level of reading for each grade level. Student performance is measured by having students read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute from the passage is the oral reading fluency rate.

A series of studies has confirmed the technical adequacy of CBM Reading procedures in general. Test-retest reliabilities for elementary students ranged from .92 to .97; alternate-form reliability of different reading passages drawn from the same level ranged from .89 to .94 (Tindal, Marston, & Deno, 1983). Criterion-related validity studied in eight separate studies in the 1980s reported coefficients ranging from .52 - .91 (Good & Jefferson, 1998).

DIBELS Retell Fluency (RTF) is intended to provide a comprehension check for the DORF assessment. In general, oral reading fluency provides one of the best measures of reading competence, including comprehension, for children in first through sixth grades. RTF does not meet our criteria for widespread use as a benchmark screening assessment but it can be used on an individual basis when there is a question about a student's reading comprehension. The purpose of the RTF measure is to (a) prevent inadvertently learning or practicing a misrule, (b) identify children whose comprehension is not consistent with their fluency, (c) provide an

Good, R. H., & Kaminski, R. A., & Dill, S. (2002). DIBELS Oral Reading Fluency. In R. H. Good & R. A. Kaminski (Eds.), *Dynamic Indicators of Basic Early Literacy Skills* (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.

explicit linkage to the core components in the NRP report, and (d) increase the face validity of the DORF.

(1) The misrule that we want to prevent is that speed-reading without attending to meaning is either desirable or the intent of the oral reading fluency measure. With a prompted retell, children will be less likely to conclude that simply reading as fast as they can is the desired behavior, and teachers will be less likely to imply that simply reading as fast as they can is desired.

(2) Teachers frequently are concerned about children who read fluently and do not comprehend. My read of the data is that this pattern is infrequent - but may apply to some children. It seems to me this procedure may identify those children without increasing unduly the amount of time spent in the assessment.

(3) The National Reading Panel (2000) report is clear on the core components of early reading, and DIBELS maps explicitly onto the first three, Retell Fluency is included to provide a brief measure that corresponds directly to the comprehension core component. The current oral reading fluency measure corresponds about as well as anything to reading comprehension. Retell Fluency provides an additional, explicit score that corresponds to the National Reading Panel core components.

(4) A primary concern teachers have about oral reading fluency is the face validity of the measure. Incorporation of an explicit comprehension check may help teachers feel increasingly comfortable with oral reading fluency.

Guidelines for Interpreting Retell Fluency. Preliminary evidence indicates that the Retell Fluency measure correlates with measures of oral reading fluency about .59. It appears children's retell scores may be typically about 50% of their oral reading fluency score, and that it is unusual for children reading more than 40 words per minute to have a retell score 25% or less than their oral reading fluency score. So, a rough rule of thumb may be that, for children whose retell is about 50% of their oral reading fluency score, their oral reading fluency score provides a good overall indication of their reading proficiency, including comprehension. But, for children who are reading over 40 words per minute and whose retell score is 25% or less of their oral reading fluency, their oral reading fluency score alone may not be providing a good indication of their overall reading proficiency. For example, a child reading 60 words correct in one minute would be expected to use about 30 words in their retell of the passage. If their retell is about 30, then their oral reading fluency of 60 is providing a good indication of their reading skills. If their retell is 15 or less, then there may be a comprehension concern that is not represented by their fluency.

Materials: Student copy of passage; examiner copy, clipboard, stopwatch; colored scoring pen.

Directions for Administration – Part 1: Oral Reading Fluency

1. Place the reading passage in front of the student.
2. Place the examiner copy on clipboard and position so that the student cannot see what you record.
3. Say these specific directions to the student:

Please read this (point) out loud. If you get stuck, I will tell you the word so you can keep reading. When I say, "stop" I may ask you to tell me about

what you read, so do your best reading. Start here (point to the first word of the passage). ***Begin.***

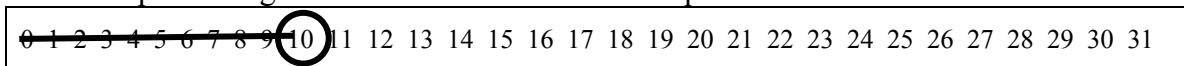
4. Start your stopwatch when the student says the first word of the passage. The title is not counted. If the student fails to say the first word after 3 seconds, tell them the word and mark it as incorrect, then start your stopwatch.
5. The maximum time for each word is 3 seconds. If the student does not provide the word within 3 seconds, say the word and mark the word as incorrect.
6. Follow along on the examiner copy of the probe. Put a slash (/) over words read incorrectly.
7. At the end of **1 minute**, place a bracket (]) after the last word provided by the student, stop and reset the stopwatch, and say

Stop. (remove the passage)

Directions for Administration – Part 2: Retell

8. If the student reads 10 or more words correct, administer Part 2: Retell. Say,
Please tell me all about what you just read. Try to tell me everything you can. Begin.
9. Start your stopwatch after you say “begin”.
10. Count the number of words the child produces in his or her retell by moving your pen through the numbers as the student is responding. Try to record accurately the number of words in the student’s response. Put a circle around the total number of words in the student’s response.

Example: If the student says “The bird had a nest. There was a mommy bird.” Move your pen through the numbers as the student responds and circle the total words.



11. The first time the student does not say anything for 3 seconds, say ***“Try to tell me everything you can.”*** This prompt can be used only once.
12. After the first prompt, if the student does not say anything or gets off track for 5 seconds, circle the total number of words in the student’s retell and say, ***“Stop.”***
13. At the end of **1 minute**, circle the total number of words in the student’s retell and say, ***“Stop.”***

Directions for Scoring – Part 1: Oral Reading Fluency

1. Score reading passages immediately after administration.
2. Discontinue Rule. If the student does not read any words correctly in the first row of the first passage, discontinue the task and record a score of 0 on the front cover.

3. Record the total number of words read correctly on the bottom of the scoring sheet for each passage.
4. If the student reads fewer than 10 words correct on the first passage, record their score on the front cover and do not administer passages 2 and 3.
5. If the student reads 3 passages, record their middle score on the front cover. For example, if the student gets scores of 27, 36, and 25, record a score of 27 on the front cover. If they read only 1 passage, have them read the middle (second) passage.
6. Hesitate or struggle with words. If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark the word as incorrect. If necessary, indicate for the student to continue with the next word.

| Passage | Student Says | Scoring Procedure | Correct Words / Total Words |
|--------------------|----------------------------|--------------------------------|-----------------------------|
| I have a goldfish. | "I have a ... (3 seconds)" | I have a goldfish . | <u>3</u> /4 |

7. Hyphenated words. Hyphenated words count as two words if both parts can stand alone as individual words. Hyphenated words count as one word if either part cannot stand alone as an individual word.

| Passage | Number of Words |
|---|-----------------|
| I gave Ben a red yo-yo. | 6 |
| We did push-ups, pull-ups, and sit-ups. | 9 |

8. Numerals. Numerals must be read correctly in the context of the sentence.

| Passage | Student Says | Scoring Procedure | Correct Words / Total Words |
|-------------------|----------------------------|------------------------------|-----------------------------|
| My father is 36. | "My father is thirty-six." | My father is 36. | <u>4</u> /4 |
| My father is 36. | "My father is three six." | My father is 36 . | <u>3</u> /4 |
| I am 6 years old. | "I am six years old." | I am 6 years old. | <u>5</u> /5 |

9. Mispronounced words. A word is scored as correct if it is pronounced correctly in the context of the sentence. If the word is mispronounced in the context, it is scored as an error.

| Passage | Student Says | Scoring Procedure | Correct Words / Total Words |
|---------------------|--------------------------------------|--------------------------------|-----------------------------|
| It was a live fish. | "It was a liv fish." (i.e., short i) | It was a live fish. | <u>3</u> /4 |
| I ate too much. | "I eat too much." | I ate too much. | <u>3</u> /4 |

10. Self Corrections. A word is scored as correct if it is initially mispronounced but the student self corrects within 3 seconds. Mark SC above the word and score as correct.

| Passage | Student Says | Scoring Procedure | Correct Words / Total Words |
|---------------------|---|--|-----------------------------|
| It was a live fish. | “It was a liv ... live fish.” (i.e., self-corrects to long i within 3 sec.) | It was a ^{SC} live fish. | <u>4</u> /4 |

11. Repeated Words. Words that are repeated are not scored as incorrect and are ignored in scoring.

| Passage | Student Says | Scoring Procedure | Correct Words / Total Words |
|--------------------|-----------------------------------|--------------------|-----------------------------|
| I have a goldfish. | “I have a ... I have a goldfish.” | I have a goldfish. | <u>4</u> /4 |

12. Articulation and dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/, and reads “rest” as “reht,” he or she should be given credit for a correct word. This is a professional judgment and should be based on the student’s responses and any prior knowledge of his/her speech patterns.

| Passage | Student Says | Scoring Procedure | Correct Words / Total Words |
|------------------------|---|------------------------|-----------------------------|
| It is time for a rest. | “It is time for a reht.” (articulation) | It is time for a rest. | <u>6</u> /6 |
| We took the short cut. | “We took the shot cut.” (dialect) | We took the short cut. | <u>5</u> /5 |

13. Inserted words. Inserted words are ignored and not counted as errors. The student also does not get additional credit for inserted words. If the student frequently inserts extra words, note the pattern at the bottom of the scoring page.

| Passage | Student Says | Scoring Procedure | Correct Words / Total Words |
|------------------------|-------------------------------|------------------------|-----------------------------|
| It is time for a rest. | “It is time for a long rest.” | It is time for a rest. | <u>6</u> /6 |
| I ate too much. | “I ate way too much.” | I ate too much. | <u>4</u> /4 |

14. Omitted words. Omitted words are scored as incorrect.

| Passage | Student Says | Scoring Procedure | Correct Words / Total Words |
|------------------------|------------------------|---|-----------------------------|
| It is time for a rest. | “It is time for rest.” | It is time for / rest. | <u>5</u> /6 |
| I ate too much. | “I ate much.” | I ate t / o much. | <u>3</u> /4 |

15. Word Order. All words that are read correctly but in the wrong order are scored as incorrect.

| Passage | Student Says | Scoring Procedure | Correct Words / Total Words |
|--------------------------|----------------------------|--|-----------------------------|
| The ice cream man comes. | “The cream ice man comes.” | The ice cream man comes. | <u>3</u> /5 |
| I ate too much. | “I too ate much.” | I ate t / o much. | <u>2</u> /4 |

16. Abbreviations. Abbreviations should be read in the way you would normally pronounce the abbreviation in conversation. For example, TV could be read as “teevee” or “television” but Mr. would be read as “mister.”

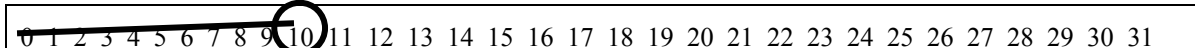
| Passage | Student Says | Scoring Procedure | Correct Words / Total Words |
|--------------------------|--------------------------------|-------------------------------------|-----------------------------|
| May I watch TV? | “May I watch teevee?” | May I watch TV? | <u>4</u> /4 |
| May I watch TV? | “May I watch television?” | May I watch TV? | <u>4</u> /4 |
| My teacher is Mr. Smith. | “My teacher is mister Smith.” | My teacher is Mr. Smith. | <u>5</u> /5 |
| My teacher is Mr. Smith. | “My teacher is ‘m’ ‘r’ Smith.” | My teacher is Mr. Smith. | <u>4</u> /5 |

Directions for Scoring – Part 2: Retell Fluency

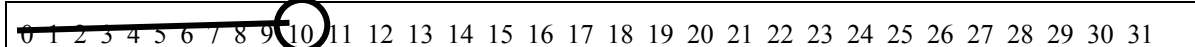
- Score retell while the child is responding. Circle total number of words immediately after examiner says, “Stop.”
- Number of retell words. Count the number of words the child retells that illustrate their understanding of the passage.
- Exclamations are not counted. Only actual words are counted. If the child inserts mazes or other sounds, inserted sounds are not counted.

| Passage | Student Says |
|---|---|
| I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself. | They uhh they are going to the uhhh library. It is uhhh downtown. uhh There’s a room. |
| <div> <div></div> <div>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</div> </div> | |

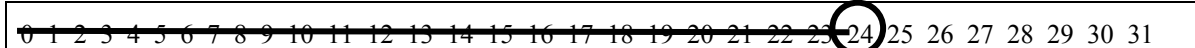
4. Count contractions as one word. For example, if the child uses “She’s,” or “We’ll” they would only count as one word.

| Passage | Student Says |
|--|---|
| I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself. | They’re going to the library. It’s downtown. There’s a room. |
|  | |

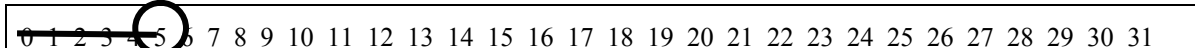
5. Songs or recitations are not included. If the child recites the ABC’s or tells a song or poem, even if relevant to the retell, the recitation, song, or poem is not counted.

| Passage | Student Says |
|--|---|
| I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself. | They’re going to the library. The books have letters like, A B C D E F G H I J K L M N O P Q R S T U V W X Y Z. |
|  | |

6. Minor repetitions, redundancies, irrelevancies, and inaccuracies are counted. The crucial judgment is whether the student is retelling the passage or has gotten off track on another story or topic. In this example, the child (a) goes from “they” to “I”, (b) changes “love” to “like,” (c) changes the order of events, (d) repeats “library,” (e) confuses “room” and “books,” and (f) confuses “reach” and “read.” However, their retell is fundamentally on track. and all words would count.

| Passage | Student Says |
|--|---|
| I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself. | They’re going to the library. The library is downtown. I like the library. They have books just for kids. I can read them myself. |
|  | |

7. Rote repetitions of words or phrases are not counted.

| Passage | Student Says |
|--|---|
| I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself. | They’re going to the library. They’re going to the library. They’re going to the library. (sing-song voice) |
|  | |

8. Repeating their retell is not counted. Especially when children are prompted to “try to tell me everything you can” they may simply repeat what they have already provided.

| Passage | Student Says |
|--|--|
| I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself. | They’re going to the library. Lots of books. [prompt] They’re going to the library. Books. |
| <div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>11</div> <div>12</div> <div>13</div> <div>14</div> <div>15</div> <div>16</div> <div>17</div> <div>18</div> <div>19</div> <div>20</div> <div>21</div> <div>22</div> <div>23</div> <div>24</div> <div>25</div> <div>26</div> <div>27</div> <div>28</div> <div>29</div> <div>30</div> <div>31</div> </div> | |

9. Stories or irrelevancies that are off track are not counted. Children may start telling something from their own experience that is vaguely related to the passage. Such stories are not counted.

| Passage | Student Says |
|--|---|
| I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself. | They’re going to the library. They have lots of books. My mom took me to the library. We got Dr. Seuss and Willy Wonka. They are my favorite books. |
| <div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>11</div> <div>12</div> <div>13</div> <div>14</div> <div>15</div> <div>16</div> <div>17</div> <div>18</div> <div>19</div> <div>20</div> <div>21</div> <div>22</div> <div>23</div> <div>24</div> <div>25</div> <div>26</div> <div>27</div> <div>28</div> <div>29</div> <div>30</div> <div>31</div> </div> | |

| The assessor... | Yes | Continue Practicing |
|--|-----------------------|-----------------------|
| 1) ...holds clipboard and stopwatch so the student cannot see what he/she records. | <input type="radio"/> | <input type="radio"/> |
| 2) ...performs standardized directions verbatim: <i>"Please read this (point) out loud. If you get stuck, I will tell you the word so you can keep reading. When I say, 'stop' I may ask you to tell me about what you read, so do your best reading. Start here (point to the first word of the passage). Begin."</i> | <input type="radio"/> | <input type="radio"/> |
| 3) ...starts stopwatch after the student says the first word of the passage. | <input type="radio"/> | <input type="radio"/> |
| 4) ...waits 3 seconds for the student to read the first word. After 3 seconds, says the correct word, starts the stopwatch, and scores the first word as incorrect. | <input type="radio"/> | <input type="radio"/> |
| 5) ...says the correct word and scores the word as incorrect, if the student hesitates or struggles with a word for 3 seconds. | <input type="radio"/> | <input type="radio"/> |
| 6) ...puts a slash through words read incorrectly. | <input type="radio"/> | <input type="radio"/> |
| 7) ...writes "sc" above an error if self-corrected within 3 seconds. | <input type="radio"/> | <input type="radio"/> |
| 8) ...discontinues the assessment and records the appropriate score if <ul style="list-style-type: none"> a. the student does not get any words correct in the first row of the first passage (records a score of 0); OR b. the student reads fewer than 10 words correct on the first passage (records the score of the first passage). | <input type="radio"/> | <input type="radio"/> |
| 9) ...places a bracket (]) after the last word provided and says "stop," at the end of 1 minute. | <input type="radio"/> | <input type="radio"/> |
| 10) ...accurately determines the number of total words, errors, and number of word read correctly. | <input type="radio"/> | <input type="radio"/> |
| 11) ...records the total words, errors and number of correct words at the bottom of each passage. | <input type="radio"/> | <input type="radio"/> |
| 12) ...records the median (i.e., middle) number of words correct on the front cover. | <input type="radio"/> | <input type="radio"/> |
| 13) ...shadow scores with an expert examiner, and is within 2 points on the final score. | <input type="radio"/> | <input type="radio"/> |

| The assessor... | Yes | Continue Practicing |
|--|-----------------------|-----------------------|
| 1) ...administers retell if student reads 10 or more words correctly on Oral Reading Fluency. | <input type="radio"/> | <input type="radio"/> |
| 2) ...holds clipboard and stopwatch so the student cannot see what he/she records. | <input type="radio"/> | <input type="radio"/> |
| 3) ...states standardized directions verbatim: <i>"Please tell me all about what you just read. Try to tell me everything you can. Begin."</i> | <input type="radio"/> | <input type="radio"/> |
| 4) ...starts the stopwatch after saying "begin". | <input type="radio"/> | <input type="radio"/> |
| 5) ...scores as the student is responding by moving a pen/pencil through the numbers on the scoring grid to count the number of words in the retell. | <input type="radio"/> | <input type="radio"/> |
| 6) ...applies scoring rules consistently and correctly. | <input type="radio"/> | <input type="radio"/> |
| 7) ...says <i>"Try to tell me everything you can."</i> If the student does not say anything for 3 seconds. (This prompt can be used only once.) | <input type="radio"/> | <input type="radio"/> |
| 8) ...says "stop" after the above prompt is given and the student does not say anything or gets off track for 5 seconds. | <input type="radio"/> | <input type="radio"/> |
| 9) ...says "stop" at the end of 1 minute. | <input type="radio"/> | <input type="radio"/> |
| 10) ... circles the total numbers of words in the student's retell at the end of the administration. | <input type="radio"/> | <input type="radio"/> |
| 11) ...writes the retell score in the blank under the scoring grid and on the front cover. | <input type="radio"/> | <input type="radio"/> |
| 12) ...shadow scores the retell with an expert examiner and is within 2 points on the final score. | <input type="radio"/> | <input type="radio"/> |

Word Use Fluency¹
Dynamic Indicators of Basic Early Literacy Skills 6th Ed.
University of Oregon

Directions for Administration and Scoring

Target Age Range

| Word Use Fluency (WUF) (Optional) | | | | | | | | |
|-----------------------------------|-----|-----|-------------|-----|-----|--------------|-----|-----|
| Beg | Mid | End | Beg | Mid | End | Beg | Mid | End |
| Kindergarten | | | First Grade | | | Second Grade | | |
| | | | | | | Third Grade | | |

Word Use Fluency (WUF) is intended for most children from fall of kindergarten through third grade. Goals based on national norms are presented at the end of this guide. Additionally, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th percentile and 40th percentile should be considered at some risk.

Materials: Examiner probe, Clipboard, Stopwatch, Pencil or Pen.

Directions for Administration

1. Place examiner probe on clipboard and position so that student cannot see what you record.
2. Say these specific directions to the student:

Listen to me use this word, “green”. (pause) The grass is green. Here is another word, “jump” (pause) I like to jump rope. Your turn to use a word (pause) “rabbit”.

| | |
|--|--|
| Correct Response: If student uses the word correctly in a phrase, say | Incorrect Response: If student gives any other response, say, |
| Very Good. | Listen to me use the word “rabbit”, (pause) “The rabbit is eating a carrot.” Your turn, “rabbit.” |

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Good, R. H., Kaminski, R. A., & Smith, S. (2002). Word Use Fluency. In R. H. Good & R. A. Kaminski(Eds.), Dynamic Indicators of Basic Early Literacy Skills (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.

OK. Here is your first word.

3. Give the student the first word and start your stopwatch. If the student does not begin to use the word after 5 seconds, give him/her the second word and score the first word as zero.
4. Provide the next word when the student has used the word in a phrase, expression, or utterance or when the student hesitates or pauses for 5 seconds. As soon as the student is finished using the word, present the next word promptly and clearly.
5. At the end of **1 minute**, stop presenting words and recording further responses. Count the number of words used correctly in phrases, expressions, or sentences, and record at the end of the row. Total these scores and record at the bottom of the scoring sheet.

Directions for Scoring:

1. ***The total score will be the total number of words used correctly in an utterance. An utterance may be a phrase, expression, definition, or sentence. For each target word, the words in the final and/or most complete utterance will be counted.***
2. **Number of words.** Count the number of words the child produces in response to a word by moving your pen through the numbers as the student is responding. Try to record accurately the number of words in the student's response. Put a circle around the total number of words in the student's response.
 - Count only actual words, not exclamations such as "um."
 - Score contractions (e.g., "She's," "We'll") as one word.
 - Words do not include songs or recitations (e.g., the ABC's and 1, 2, 3, etc.) performed either individually or in a group.
 - If a child perseverates on a word (e.g., "beep, beep, beep, beep"), count the word as a single-word utterance (if it is the only word stated by a child) or as one word in a multi-word utterance.

Example: If the word is "stone" and the student says "I threw the stone in the water." Move your pen through the numbers as the student responds and circle the total words.

| | | |
|-------|--|-----------|
| stone | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | _____ C I |
|-------|--|-----------|

3. **Correct utterance.** Mark the usage of the word in an utterance as correct or incorrect. *Correct utterances are scored liberally. If the utterance conveys the accurate meaning of the word and could be correct, score it as correct.* A response is considered correct when it meets the requirement for either correct use, or correct definition.
 - **Correct Use:** For an utterance to be considered correct in terms of use, the target word is used correctly in a phrase, expression, or sentence.
 - **Correct Definition:** Correct definitions are accepted as a correct utterance. Correct definitions do not need to contain the target word to be accepted as correct. Synonyms are considered definitions.
4. **Total number of words in correct utterances.** At the end of 1 minute, add up the number of words in each correct utterance to obtain the total number of words in correct utterances. *Note, do not count words used in incorrect responses. Count the number of words used in correct utterances only.*

5. Discontinue Rule. If a student has not used any of the first 5 words correctly in a phrase, expression, or sentence, discontinue the task and put a score of zero (0).

Scoring Examples

Correct use

1. Correct use. If the word is used in a phrase, expression or sentence and conveys the meaning of the word, the response is correct.

Example: If the word is “stone” and the student says “I threw the stone in the water.” Circle the total words, mark the utterance as correct, and write the total number of words in the blank.

| | | |
|-------|---|----------------|
| stone | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>7</u> (C) I |
|-------|---|----------------|

Example: If the word is “school” and the student says, “I like school because it’s fun.” Circle the total words, mark the utterance as correct, and write the total number of words in the blank.

| | | |
|-------|---|----------------|
| stone | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>6</u> (C) I |
|-------|---|----------------|

2. False starts within a correct use are not counted.

Example, if the word is “school” and the student says, “School. I like school. I like school because it’s fun.” Score the final/most complete utterance only. Circle the number of words in the final utterance, mark the utterance as correct, and write the total number of words in the blank.

| | | |
|--------|---|----------------|
| school | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>6</u> (C) I |
|--------|---|----------------|

3. Repetitions of words or phrases within a correct use are not counted.

Example: Student says, “School... school... I like ... I like I like school because it’s fun.” Circle the total words in the final/most complete utterance (“I like school because it’s fun”), mark the utterance as correct, and write the total number of words in the blank.

| | | |
|--------|---|----------------|
| school | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>6</u> (C) I |
|--------|---|----------------|

4. Words used as fillers within a correct use are not counted.

Example: Student says, “School...um...well...you know...um...I...um...like school because it’s...um...you know...fun. Circle the total words in the final/most complete utterance (“I like school because it’s fun”), mark the utterance as correct, and write the total number of words in the blank.

| | | |
|--------|---|----------------|
| school | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>6</u> (C) I |
|--------|---|----------------|

5. Homophone. Correct use of a homophone is scored as correct. Use of a word that sounds the same as the target word would be counted as a correct use.

Example: If the word is “board” and the student says “I am bored.” Circle the total words, mark the utterance as correct, and write the total number of words in the blank.

| | | |
|-------|--|--------------|
| board | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>3</u> C I |
|-------|--|--------------|

6. Correct definition is scored as a correct use. A correct definition or synonym conveys the meaning of the word and would be counted as a correct use.

Example: If the word is “stone” and the student says “Something that is round and hard.” Circle the total words, mark the utterance as correct, and write the total number of words in the blank.

| | | |
|-------|--|--------------|
| stone | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>6</u> C I |
|-------|--|--------------|

Example: If the word is “red” and the student says “color.” A definition or synonym would be scored as a correct use, even if it is only one word. Circle the total words, mark the utterance as correct, and write the total number of words.

| | | |
|-----|--|--------------|
| red | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>1</u> C I |
|-----|--|--------------|

Non example: If the word is “red” and the student says “robin.” The word robin is not a correct use or definition of the target word, red. Circle the total words and mark the utterance as incorrect.

| | | |
|-----|--|--------------|
| red | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>0</u> C I |
|-----|--|--------------|

Example: Target word is “red”. The student says “red robin.” Circle the total words, mark the utterance as correct, and write the total number of words.

| | | |
|-----|--|--------------|
| red | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>2</u> C I |
|-----|--|--------------|

7. Changing tense, number, or parts of speech. If the student changes the tense or number of the word and uses the word correctly in an utterance, score as correct.

Example: If the word is “stone” and the student says “Don’t throw stones.” Circle the total words, mark the utterance as correct, and write the total number of words in the blank.

| | | |
|-------|--|--------------|
| stone | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>3</u> C I |
|-------|--|--------------|

Example: If the word is “dress” and the student says “get dressed.” “Dress” can be used correctly as a verb (to put clothing on) and as a noun (dress as a piece of clothing). Circle the total words, mark the utterance as correct, and write the total number of words in the blank.

| | | |
|-------|--|--------------|
| dress | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>2</u> C I |
|-------|--|--------------|

8. Long response or multiple utterances. Count only the words in the most complete utterance in which the target word was used. Stop counting and redirect the student back to the task by providing the next word.

Example: If the word is “stone” and the student says, “I like to throw stones in the morning and I especially like to throw stones when we go fishing. I went fishing with my dad this weekend and we didn’t catch anything at all. I was sad and my dad was too.” Circle the total words in the first utterance in which the target word was used, mark the utterance as correct, and write the total number of words in the blank.

| | | |
|-------|---|---------------|
| stone | 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 <u>19</u> 20 | <u>19</u> C I |
|-------|---|---------------|

Incorrect Usage

1. Incorrect response. The target word is used in the response, but the response does not make sense. The word is used incorrectly or the utterance does not convey the accurate meaning of the word.

Example: If the word is “stone” and the student says, “I like to eat stones for lunch.” Circle the total words and mark the utterance as incorrect.

| | | |
|-------|---|--------------|
| stone | 0 1 2 3 4 5 6 <u>7</u> 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>0</u> C I |
|-------|---|--------------|

Example: , If the word is “school” and the student says, “I school my jumps”. Circle the total words and mark the utterance as incorrect.

| | | |
|--------|---|--------------|
| school | 0 1 2 3 <u>4</u> 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>0</u> C I |
|--------|---|--------------|

2. Repeating the target word is not a correct use. Simply repeating the word, does not convey or imply correct meaning or use of the word, and would be scored as an incorrect use.

For example, if the word is “school” and student says, “School.” Circle the total words and mark the phrase or utterance as incorrect.

| | | |
|--------|---|--------------|
| school | <u>0</u> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>0</u> C I |
|--------|---|--------------|

3. No response. If student doesn’t respond in 5 seconds, circle zero, proceed to the next word and score as incorrect.

Example: If the word is “stone” and the student does not say any words [5 seconds]. Circle the zero and mark the phrase or utterance as incorrect.

| | | |
|-------|---|--------------|
| stone | <u>0</u> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>0</u> C I |
|-------|---|--------------|

4. "I don't know". If the student says, "I don't know that one." Circle zero, proceed to the next word and score as incorrect.

Example: If the word is “stone” and the student says, “I don’t know that one”. Circle the total words and mark the phrase or utterance as incorrect.

| | | |
|-------|---|--------------|
| stone | <u>0</u> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 | <u>0</u> C I |
|-------|---|--------------|

| The assessor... | Yes | Continue Practicing |
|---|-----------------------|-----------------------|
| 1) ...holds clipboard and stopwatch so the student cannot see what he/she records. | <input type="radio"/> | <input type="radio"/> |
| 2) ...states the standardized directions verbatim. <i>"Listen to me use this word, 'green'. (pause) The grass is green. Here is another word, 'jump.' (pause) I like to jump rope. Your turn to use a word, (pause) 'rabbit.'"</i> Correct response: <i>"Very good."</i> Incorrect response: <i>"Listen to me use the word 'rabbit.' (pause) The rabbit is eating a carrot. Your turn, 'rabbit.'"</i> <i>"OK. Here is your first word."</i> | <input type="radio"/> | <input type="radio"/> |
| 3) ...responds to correct and incorrect responses appropriately. | <input type="radio"/> | <input type="radio"/> |
| 4) ...starts the timer after stating the first word. | <input type="radio"/> | <input type="radio"/> |
| 5) ...states the next word immediately after student responds. | <input type="radio"/> | <input type="radio"/> |
| 6) ...says the next word and scores a zero for the word the student did not respond to if the student does not respond within 5 seconds on a word. | <input type="radio"/> | <input type="radio"/> |
| 7) ...scores student responses correctly according to scoring rules. | <input type="radio"/> | <input type="radio"/> |
| 8) ...discontinues measure if the student has not used any of the first five words correctly in a phrase, expression, or sentence. | <input type="radio"/> | <input type="radio"/> |
| 9) ...stops measure at the end of 1 minute. | <input type="radio"/> | <input type="radio"/> |
| 10) ...accurately totals the words used correctly in phrases, expressions, or sentences. | <input type="radio"/> | <input type="radio"/> |
| 11) ...records correct score at the bottom of the scoring sheet and on the front cover. | <input type="radio"/> | <input type="radio"/> |
| 12) ...shadow scores with an expert examiner and is within 2 points on the final score. | <input type="radio"/> | <input type="radio"/> |

Approved accommodations

The DIBELS directions are designed to be used unmodified with all students. They have been validated with tens of thousands of students to work the way they do. In a very small number of cases though, a small number of **accommodations** are approved. They are used only in situations where they are necessary to obtain an accurate score for a student. When approved accommodations are used, the examiner should mark an “A” on the front cover of the testing booklet. Scores with accommodations can be used as any another of DIBELS scores. Approved accommodations *should only be used with students who have a documented need for such supports*, not to improve performance for multiple students.

DIBELS 6th Edition approved assessment accommodations are:

- Minor changes to assessment procedures
- Unlikely to change the meaning of results
- Approved by test developers or other assessment professionals
- Used only when an accurate score is unlikely to be obtained without the accommodation

| Accommodation | ISF | LNF | PSF | NWF | ORF | Retell |
|--|-----|-----|-----|-----|-----|--------|
| Enlarged student materials | | X | | X | X | |
| Colored overlays, filters or lighting adjustments | | X | | X | X | |
| Assistive technology (e.g., hearing aids, assistive listening devices) | X | X | X | X | X | X |
| Marker of ruler for tracking | | X | | X | X | |

Anything an assessor does that is not listed in the standardized scoring and administration and is not an approved accommodation falls under the category of a **modification**. Any modification made to the standardized directions, timing or scoring rules will render results that are likely to be meaningfully different than they would have been without the modification. Examples of unapproved accommodations (i.e., modifications) are: (i) extending the time on a DIBELS probe, (ii) repeating practice items, or (iii) providing different or extra models. Scores are not valid in these cases and should not be entered in a data system or interpreted in relation to benchmark goals.

With both accommodations and modifications noted, it is important to recognize that there are some students for whom DIBELS is not an appropriate assessment. For example:

- Students with limited verbal language skills,
- students with fluency-based speech disorders or oral apraxia,
- and students for whom reading in English is not an instructional goal (e.g., students learning to read in a first language other than English, such as Spanish).

In cases such as these, individualized reading assessments or other curricular tools (e.g., end-of-unit tests, individualized progress monitoring materials, other-language reading assessments) are best suited to monitoring student progress toward goals.

DIBELS 6th Edition Benchmark Goals

| | | ISF | LNF | PSF | NWF-CLS | NWF-WRC ^a | WUF ^a |
|-------------------|-----------|---------------------------|------------------|---------------------------|-------------------|-----------------------|-----------------------|
| Kinder- garten | Beginning | Optional, Not Endorsed | 11 * 6 | n/a | n/a | n/a | Optional, Endorsed |
| | Middle | Optional, Not Endorsed | 34 27 | 33 28 | 19 * 15 | Optional, Endorsed | 19 1 |
| | End | n/a | 47 42 | Optional, Not Endorsed | 39 * 35 | 3 1 | 37 24 |

| | | LNF | PSF | NWF-CLS | NWF-WRC ^a | ORF-WC | ORF-A ^a | RTF | WUF ^a |
|----------------|-----------|-----------------|---------------------------|-------------------|----------------------|-------------------|--------------------|---------------------------|------------------|
| First Grade | Beginning | 38 33 | Optional, Not Endorsed | 25 * 19 | 2 1 | n/a | n/a | Optional, Not Endorsed | 25 14 |
| | Middle | n/a | Optional, Not Endorsed | 54 48 | 10 3 | 19 * 13 | 78 64 | | 45 35 |
| | End | n/a | Optional, Not Endorsed | 71 62 | 13 5 | 47 * 31 | 91 81 | | 47 38 |

| | | NWF-CLS | NWF-WRC ^a | ORF-WC | ORF-A ^a | RTF | WUF ^a |
|-----------------|-----------|-----------------|----------------------|-------------------|--------------------|---------------------------|------------------|
| Second Grade | Beginning | 62 52 | 13 5 | 41 * 28 | 91 81 | Optional, Not Endorsed | 37 28 |
| | Middle | n/a | n/a | 76 * 55 | 97 92 | | 46 36 |
| | End | n/a | n/a | 96 * 75 | 98 95 | | 50 40 |

| | | ORF-WC | ORF-A ^a | RTF | WUF ^a |
|----------------|-----------|--------------------|--------------------|---------------------------|------------------|
| Third Grade | Beginning | 72 * 57 | 96 92 | Optional, Not Endorsed | 49 39 |
| | Middle | 89 * 76 | 98 94 | | 50 40 |
| | End | 110 * 97 | 99 97 | | 42 33 |

| | | ORF-WC ^a | ORF-A ^a | RTF |
|-----------------|-----------|---------------------|--------------------|---------------------------|
| Fourth Grade | Beginning | 86 66 | 96 91 | Optional, Not Endorsed |
| | Middle | 103 84 | 98 96 | |
| | End | 114 94 | 98 96 | |

| | | ORF-WC ^a | ORF-A ^a | RTF |
|----------------|-----------|---------------------|--------------------|---------------------------|
| Fifth Grade | Beginning | 107 82 | 98 95 | Optional, Not Endorsed |
| | Middle | 118 94 | 99 96 | |
| | End | 127 105 | 99 97 | |

| | | ORF-WC ^a | ORF-A ^a | RTF |
|----------------|-----------|---------------------|--------------------|---------------------------|
| Sixth Grade | Beginning | 117 97 | 98 96 | Optional, Not Endorsed |
| | Middle | 120 96 | 98 96 | |
| | End | 122 96 | 99 96 | |

Key:

| | | |
|--|-------------------|---|
| Beginning | 25 * 14 | ← Benchmark Goal (Lowest Core score) ← Cut Point for Risk (Lowest Strategic score) |
| <p>* Predominant measure at each period in terms of SAT10 prediction. ^a Benchmark based on 40th percentile and cutpoint for risk based on the 20th percentile (from national Data System norms)</p> <p>ISF: Initial Sound Fluency LNF: Letter Naming Fluency NWF-CLS: Nonsense Word Fluency - Correct Letter Sounds NWF-WRC: Nonsense Word Fluency - Whole Recoded Correctly</p> <p>RTF: Retell Fluency ORF-A: Oral Reading Fluency- Accuracy ORF-WC: Oral Reading Fluency- Words Read Correctly WUF: Word Use Fluency</p> | | |

KINDERGARTEN

| | Beginning of Year Month 1 - 3 | | Middle of Year Month 4 - 6 | | End of Year Month 7 - 10 | |
|---|--|--------------------------------|-----------------------------------|--------------------------------|--|--------------------------------|
| DIBELS Measure | Scores | Need for Support | Scores | Need for Support | Scores | Need for Support |
| Initial Sound Fluency (ISF) | Optional, Not Endorsed | | Optional, Not Endorsed | | Not administered during this assessment period | |
| Letter Naming Fluency (LNF) | 0 – 5 6 - 10 11 and above | Intensive Strategic Core | 0 - 26 27 - 33 34 and above | Intensive Strategic Core | 0 - 41 42 - 46 47 and above | Intensive Strategic Core |
| Phoneme Segmentation Fluency (PSF) | Not administered during this assessment period | | 0 - 27 28 - 32 33 and above | Intensive Strategic Core | Optional, Not Endorsed | |
| Nonsense Word Fluency (NWF-CLS) | Not administered during this assessment period | | 0 - 14 15 - 18 19 and above | Intensive Strategic Core | 0 - 34 35 - 38 39 and above | Intensive Strategic Core |
| Nonsense Word Fluency- Words Recoded Correctly (WRC)¹ | Not administered during this assessment period | | Optional, Endorsed | | 0 Intensi 1 – 2 3 and above | ve Strategic Core |
| Word Use Fluency (WUF)² | Optional, Endorsed | | 0 1 – 18 19 and above | Intensive Strategic Core | 0 – 23 24 – 36 37 and above | Intensive Strategic Core |

FIRST GRADE

| | Beginning of Year Month 1 - 3 | | Middle of Year Month 4 - 6 | | End of Year Month 7 - 10 | |
|--|--|--------------------------------|--|--------------------------------|--|--------------------------------|
| DIBELS Measure | Scores | Need for Support | Scores | Need for Support | Scores | Need for Support |
| Letter Naming Fluency (LNF) | 0 - 32 33 - 37 38 and above | Intensive Strategic Core | Not administered during this assessment period | | Not administered during this assessment period | |
| Phoneme Segmentation Fluency (PSF) | Optional, Not Endorsed | | Optional, Not Endorsed | | Optional, Not Endorsed | |
| Nonsense Word Fluency- Correct Letter Sounds (CLS) | 0 - 18 19 - 24 25 and above | Intensive Strategic Core | 0 - 47 48 - 53 54 and above | Intensive Strategic Core | 0 - 61 62 - 70 71 and above | Intensive Strategic Core |
| Nonsense Word Fluency-Words Recoded Correctly (WRC)¹ | 0 1 2 and above | Intensive Strategic Core | 0 - 2 3 - 9 10 and above | Intensive Strategic Core | 0 - 4 5 - 12 13 and above | Intensive Strategic Core |
| Oral Reading Fluency (ORF)- Words Correct | Not administered during this assessment period | | 0 - 12 13 - 18 19 and above | Intensive Strategic Core | 0 - 30 31 - 46 47 and above | Intensive Strategic Core |
| Oral Reading Fluency(ORF)- Accuracy² | Not administered during this assessment period | | 0 - 63% 64 - 77% 78% and above | Intensive Strategic Core | 0 - 80% 81 - 90% 91% and above Core | Intensive Strategic |
| Retell Fluency (RTF) | Not administered during this assessment period | | Optional, Not Endorsed | | Optional, Not Endorsed | |
| Word Use Fluency (WUF)² | 0 - 13 14 - 24 25 and above | Intensive Strategic Core | 0 - 34 35 - 44 45 and above | Intensive Strategic Core | 0 - 37 38 - 46 47 and above | Intensive Strategic Core |

| SECOND GRADE | Beginning of Year Month 1 - 3 | | Middle of Year Month 4 - 6 | | End of Year Month 7 - 10 | |
|--|--------------------------------------|--------------------------|--|--------------------------|--|--------------------------|
| DIBELS Measure | Scores | Need for Support | Scores | Need for Support | Scores | Need for Support |
| Nonsense Word Fluency (NWF-CLS) | 0 - 51 52 - 61 62 and above | Intensive Strategic Core | Not administered during this assessment period | | Not administered during this assessment period | |
| Nonsense Word Fluency-Words Recoded Correctly (WRC) ¹ | 0 – 4 5 – 12 13 and above | Intensive Strategic Core | Not administered during this assessment period | | Not administered during this assessment period | |
| Oral Reading Fluency (ORF) – Words Correct | 0 - 27 28 - 40 41 and above | Intensive Strategic Core | 0 - 54 55 - 75 76 and above | Intensive Strategic Core | 0 - 74 75 - 95 96 and above | Intensive Strategic Core |
| Oral Reading Fluency (ORF)- Accuracy ³ | 0 – 80% 81 – 90% 91% and above | Intensive Strategic Core | 0 – 91% 92 – 96% 97% and above | Intensive Strategic Core | 0 – 94% 95 – 97% 98% and above | Intensive Strategic Core |
| Retell Fluency(RTF) | Optional, Not Endorsed | | | | | |
| Word Use Fluency (WUF) ² | 0 – 27 28 – 36 37 and above | Intensive Strategic Core | 0 – 35 36 – 45 46 and above | Intensive Strategic Core | 0 – 39 40 – 49 50 and above | Intensive Strategic Core |

| THIRD GRADE | Beginning of Year Month 1 - 3 | | Middle of Year Month 4 - 6 | | End of Year Month 7 - 10 | |
|---|--------------------------------------|--------------------------------|--------------------------------------|--------------------------------|--------------------------------------|--------------------------------|
| DIBELS Measure | Scores | Need for Support | Scores | Need for Support | Scores | Need for Support |
| Oral Reading Fluency (ORF)- Words Correct | 0 - 56 57 - 71 72 and above | Intensive Strategic Core | 0 - 75 76 - 88 89 and above | Intensive Strategic Core | 0 - 96 97 - 109 110 and above | Intensive Strategic Core |
| Oral Reading Fluency (ORF)- Accuracy ³ | 0 – 91% 92 – 95% 96% and above | Intensive Strategic Core | 0 – 93% 94 – 97% 98% and above | Intensive Strategic Core | 0 – 96% 97 – 98% 99% and above | Intensive Strategic Core |
| Retell Fluency (RTF) | Optional, Not Endorsed | | | | | |
| Word Use Fluency (WUF) ¹ | 0 – 38 39 – 48 49 and above | Intensive Strategic Core | 0 – 39 40 – 49 50 and above | Intensive Strategic Core | 0 - 32 33 – 41 42 and above | Intensive Strategic Core |

| FOURTH GRADE | | Beginning of Year Month 1 - 3 | | Middle of Year Month 4 - 6 | | End of Year Month 7 - 10 | |
|--|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------|--------------------------------------|--------------------------------|--|
| DIBELS Measure | Scores | Need for Support | Scores | Need for Support | Scores | Need for Support | |
| Oral Reading Fluency (ORF)- Words Correct ⁴ | 0 - 65 66 - 85 86 and above | Intensive Strategic Core | 0 - 83 84 - 102 103 and above | Intensive Strategic Core | 0 - 93 94 - 113 114 and above | Intensive Strategic Core | |
| Oral Reading Fluency (ORF)- Accuracy ³ | 0 - 90% 91 - 95% 96% and above | Intensive Strategic Core | 0 - 95% 96 - 97% 98% and above | Intensive Strategic Core | 0 - 95% 96 - 97% 98% and above | Intensive Strategic Core | |
| DIBELS Retell Fluency (RTF) | Optional, Not Endorsed | | | | | | |

| FIFTH GRADE | | Beginning of Year Month 1 - 3 | | Middle of Year Month 4 - 6 | | End of Year Month 7 - 10 | |
|--|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------|---------------------------------------|--------------------------------|--|
| DIBELS Measure | Scores | Need for Support | Scores | Need for Support | Scores | Need for Support | |
| Oral Reading Fluency (ORF)- Words Correct ⁴ | 0 - 81 82 - 106 107 and above | Intensive Strategic Core | 0 - 93 94 - 117 118 and above | Intensive Strategic Core | 0 - 104 105 - 126 127 and above | Intensive Strategic Core | |
| Oral Reading Fluency (ORF)- Accuracy ³ | 0 - 94% 95 - 97% 98% and above | Intensive Strategic Core | 0 - 95% 96 - 98% 99% and above | Intensive Strategic Core | 0 - 96% 97 - 98% 99% and above | Intensive Strategic Core | |
| DIBELS Retell Fluency (RTF) | Optional, Not Endorsed | | | | | | |

| SIXTH GRADE | | Beginning of Year Month 1 - 3 | | Middle of Year Month 4 - 6 | | End of Year Month 7 - 10 | |
|--|--------------------------------------|----------------------------------|--------------------------------------|--------------------------------|--------------------------------------|--------------------------------|--|
| DIBELS Measure | Scores | Need for Support | Scores | Need for Support | Scores | Need for Support | |
| Oral Reading Fluency (ORF)- Words Correct ⁴ | 0 - 96 97 - 116 117 and above | Intensive Strategic Core | 0 - 95 96 - 119 120 and above | Intensive Strategic Core | 0 - 95 96 - 121 122 and above | Intensive Strategic Core | |
| Oral Reading Fluency (ORF)- Accuracy ³ | 0 - 95% 96 - 97% 98% and above | Intensive Strategic Core | 0 - 95% 96 - 97% 98% and above | Intensive Strategic Core | 0 - 95% 96 - 98% 99% and above | Intensive Strategic Core | |
| DIBELS Retell Fluency (RTF) | Optional, Not Endorsed | | | | | | |

1. The Nonsense Word Fluency – Words Recoded Completely and Correctly (NWF-WRC) goals and cutpoints for risk for Kindergarten through Grade 2 are based on normative data from DIBELS Data System percentile ranks (Cummings et. al., 2011). Empirical evidence of the percent achieving subsequent literacy goals is not yet available for these estimates. Consistent with established guidelines, the goal (core support) is based on the 40th percentile and the cutpoint for risk (strategic support) is based on the 20th percentile. At points when there was not a 20th or 40th percentile the nearest percentile above the 20th or 40th percentile was use (e.g., 23rd percentile or 44th percentile).
2. The Word Use Fluency (WUF) goals and cutpoints for risk for Kindergarten through Grade 3 are based on normative data from DIBELS Data System percentile ranks (Cummings et. al., 2011). Empirical evidence of the percent achieving subsequent literacy goals is not yet available for these estimates. Consistent with established guidelines, the goal (core support) is based on the 40th percentile and the cutpoint for risk (strategic support) is based on the 20th percentile. At points when there was not a 20th or 40th percentile the nearest percentile above the 20th or 40th percentile was use (e.g., 23rd percentile or 44th percentile).
3. The Oral Reading Fluency Accuracy (ORF-A) goals and cutpoints for risk for Grade 1 through Grade 6 are based on normative data from DIBELS Data System percentile ranks (Cummings et. al., 2011). Empirical evidence of the percent achieving subsequent literacy goals is not yet available for these estimates. Consistent with established guidelines, the goal (core support) is based on the 40th percentile and the cutpoint for risk (strategic support) is based on the 20th percentile. At points when there was not a 20th or 40th percentile the nearest percentile above the 20th or 40th percentile was use (e.g., 23rd percentile or 44th percentile).
4. The Oral Reading Fluency-Words Correct (ORF) goals and cutpoints for risk for Grade 4 through Grade 6 are based on normative data from DIBELS Data System percentile ranks (Cummings et. al., 2011). Empirical evidence of the percent achieving subsequent literacy goals is not yet available for these estimates. Consistent with established guidelines, the goal (core support) is based on the 40th percentile and the cutpoint for risk (strategic support) is based on the 20th percentile. At points when there was not a 20th or 40th percentile the nearest percentile above the 20th or 40th percentile was use (e.g., 23rd percentile or 44th percentile).

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