



Understanding DIBELS

Addressing Questions with 1st and 2nd Grade Reading




What is DIBELS?

- DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills.
- Standardized and individualized
- Short, 1-minute fluency measures to monitor the development of early reading skills.




Why Use DIBELS?

- DIBELS are one-on-one.
- DIBELS help provide individualized instruction.
- DIBELS are growth-centered.




Why Use DIBELS?

- The assessments target areas of intervention.
- They provide information on improvement.
- Scores easy to understand.




Assessments

- Benchmark assessments are given to students individually three times a year.
- Students take assessments in private setting with assessor.




Assessments

- Students in 1st grade take the following:
 - Letter Naming Fluency (LNF) in Fall
 - Phonemic Segmentation Fluency (PSF)
 - Nonsense Word Fluency (NWF)
 - Oral Reading Fluency in Winter and Spring




Assessments

- Students in 2nd grade are only required to take Oral Reading Fluency assessments.
- Other assessments may be completed.




Letter-Naming Fluency (LNF)


- Individually administered
- Students given a page of uppercase/lowercase letters.
- Students told letters not known.



Letter-Naming Fluency (LNF)



- Students are given one minute to name as many letters as possible.





Letter-Naming Fluency (LNF)

First Grade DIBELS Benchmark Goals


DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Letter Naming Fluency	LNF < 25 25 ≤ LNF < 37 LNF ≥ 37	At Risk Some Risk Low Risk				

- Students in lowest 20% considered at risk for early skill development.


Phoneme Segmentation Fluency (PSF)

- PSF assessments track a child's ability to recognize phonemes, or sounds of a word.
- Ability to recognize letters sounds has been found to be a good predictor of later reading achievement.

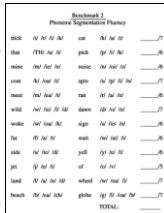


Phoneme Segmentation Fluency (PSF)


- Students are read a list of words one at a time and told to tell the sounds heard in a word.
 - Ex: cat = /c/ /a/ /t/ (3 sounds)



PSF continued



- Children receive a point for each correct sound that is identified in 1 minute.
- Students told unknown sounds.




PSF Benchmarks

- Given in fall, winter, and spring.

First Grade DIBELS Benchmark Goals


DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Phonemic Segmentation Fluency	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficient Emerging Established	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficient Emerging Established	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficient Emerging Established

- Phonemic awareness is essential in developing later reading skills.




Nonsense Word Fluency (NWF)

- Individually administered in 1 minute.
- Student presented with random nonsense words (ex: tid, bos) and asked to read each word by producing each letter sound.



Why is it important to read a nonsense word?

- Demonstrates two skills essential to reading:
 - Alphabetic principle: each letter(s) represent one sound
 - Phonological recoding: can put sounds together fluently




NWF Forms

Probe 1 - Student Copy

tob	dos	et	tuf	kej	___/14
mun	ik	saf	naf	mid	___/14
jag	vof	biv	sel	ytic	___/15
liv	hef	zis	jom	vaj	___/14
raj	ak	kuj	rit	hik	___/14
buq	vog	fap	daf	doz	___/15
sig	zog	meb	kag	lin	___/14
mup	ik	rok	eg	fab	___/15
hoc	wik	fup	rez	yem	___/14
toj	mam	en	zez	hij	___/15
zuz	fez	dut	nas	wus	___/14
nos	yez	neg	ek	jul	___/14
ak	vib	ic	tak	hul	___/14
kan	hez	piv	az	vuv	___/15
tej	wiv	pik	fif	koj	___/14
lef	fem	fof	zim	ad	___/230



Probe 1 - Examiner Copy

tob	dos	et	tuf	kej	___/14
mun	ik	saf	naf	mid	___/14
jag	vof	biv	sel	ytic	___/15
liv	hef	zis	jom	vaj	___/14
raj	ak	kuj	rit	hik	___/14
buq	vog	fap	daf	doz	___/15
sig	zog	meb	kag	lin	___/14
mup	ik	rok	eg	fab	___/15
hoc	wik	fup	rez	yem	___/14
toj	mam	en	zez	hij	___/15
zuz	fez	dut	nas	wus	___/14
nos	yez	neg	ek	jul	___/14
ak	vib	ic	tak	hul	___/14
kan	hez	piv	az	vuv	___/14
tej	wiv	pik	fif	koj	___/15
lef	fem	fof	zim	ad	___/14
					TOTAL: ___/230



NWF Procedure

- Student given sheet of nonsense words.
- Student given one minute to read as many as possible while examiner records.
- Students given points for each correct sound in the word.


NWF Benchmarks

Given in fall, winter, and spring.

First Grade DIBELS Benchmark Goals


DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Nonsense Word Fluency	NWF < 13 13 < NWF < 24	At Risk Some Risk	NWF < 30 30 < NWF < 50	Deficit Emerging	NWF < 30 30 < NWF < 50	Deficit Emerging

- Students will score higher if reading as opposed to sounding out words.



Oral Reading Fluency

- Measures a student's ability to translate letters to sounds fluently.
- Done in winter and spring.
- Can help provide proper reading material.



Oral Reading Fluency Procedures

- Students given a grade level passage to read.

Benchmark 1
DIBELS Oral Reading Fluency

When I say "Begin" start reading aloud at the top of the page quickly. Read across the page quickly. Do not read each word. If you come to a word you don't know, I'll wait 10 seconds. If you don't know the word, skip it and read the next word. If you come to a word you don't know, I'll wait 10 seconds. If you don't know the word, skip it and read the next word. If you come to a word you don't know, I'll wait 10 seconds. If you don't know the word, skip it and read the next word.

It's Cream
We've had ice cream for years and years. It's been everywhere the best, but rocky road is good, too. My teacher likes healthy gum and nuts.


The ice cream man comes down our street in the summer. He has strawberries, ice cream bars, and brownies. I like blue raspberry best.

When he gets close he says to him, All the kids here like the blue. They get cream cones and go nuts in each. They like the strawberry until he comes. They want to buy something to eat. They get cream cones good.

But the best ice cream of all you can buy. My teacher makes it. It's new and it's ice cream from the past. It's super and egg made.



I get to be the best. The past time of ice cream. My head goes round. It's a long time. My gum gets round and turning the handle. But there is more to it. And my nuts. You see the best. It's cream from the past. It's the best. You see the best part of it.

TOTAL: _____




ORF Procedures

- Student given directions to read as best they can.
- If students stuck on a word, they are told what it is.
- Omitted words, substitutions, or words taking longer than three seconds are counted errors.

ORF Retelling Fluency

- After reading, students retell the passage in their own words.
- This is done to take the emphasis off of speed reading.
- The number of words correct in 1 minute is the oral reading rate.




ORF Benchmarks

First Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Oral Reading Fluency	ORF < 8 8 < ORF < 20	At Risk Some Risk	ORF < 8 8 < ORF < 20	At Risk Some Risk	ORF < 20 20 < ORF < 40	At Risk Some Risk


Second Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Oral Reading Fluency	ORF < 25 26 < ORF < 44	At Risk Low Risk	ORF < 48 49 < ORF < 68	At Risk Low Risk	ORF < 70 71 < ORF < 90	At Risk Low Risk



Reading Results

- A record of DIBELS scores can be sent on request.
- Gray lines indicate the benchmark of a skill for the time of year.
- Dots show actual student results.



Dynamic Indicators of Basic Early Literacy Skills Individual Student Performance Profile

Name: _____
ID: _____
Class: Disbler First
Grade: First
Year: 2014-2015
School: Napa Elementary
District: North Napa-Elie City Schools

Legend: ● Benchmark Assessment ● Score Above Grade-Benchmark
○ Target Goal ○ Progress Monitoring Assessment ○ Score Above Grade-Benchmark

PHONEMIC AWARENESS

Initial Sound Fluency

Grade	Score	Target
1st	108	100
2nd	120	110
3rd	130	120
4th	140	130
5th	150	140
6th	160	150
7th	170	160
8th	180	170
9th	190	180
10th	200	190
11th	210	200
12th	220	210


Progress Monitoring Assessment

Grade	Score	Target
1st	108	100
2nd	120	110
3rd	130	120
4th	140	130
5th	150	140
6th	160	150
7th	170	160
8th	180	170
9th	190	180
10th	200	190
11th	210	200
12th	220	210

ALPHABETIC PRINCIPLE

Nonsense Word Fluency

Grade	Score	Target
1st	108	100
2nd	120	110
3rd	130	120
4th	140	130
5th	150	140
6th	160	150
7th	170	160
8th	180	170
9th	190	180
10th	200	190
11th	210	200
12th	220	210



What Can I do if my Child isn't at Benchmark?

- DON'T PANIC!! Talk to your child's teacher....we are always happy to help!
- Ideas packet has motivating tips!
- Read to your child OFTEN and have him or her read to you!

