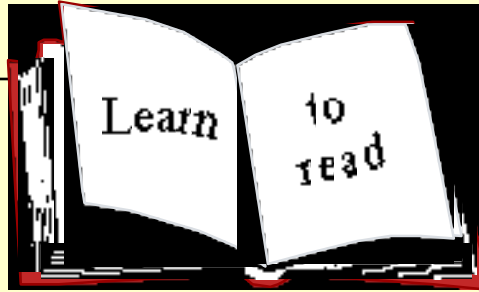# DIBELS Benchmark Assessment

Dynamic Indicators of Basic Early Literacy Skills

Identify students at risk *EARLY!*
Evaluate effectiveness of instruction

http://idea.uoregon.edu/assessment/index.html
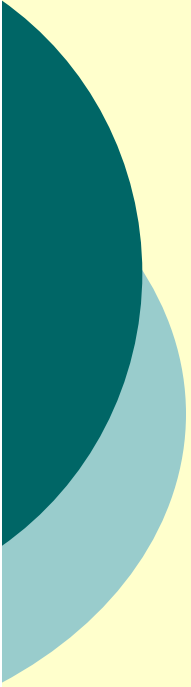**http://dibels.uoregon.edu**

DIBELS Benchmark Assessment

"DIBELS is about making decisions that will change the world."

-Roland H. Good

Overview of the Day

- 🗀 Reading Research
- 🗀 Importance of Screening and Progress-Monitoring
- 🗀 Administration and Scoring of the DIBELS Assessment
- 🗀 Key Features of DIBELS Interpretation and Implementation

The Scope of Reading Difficulty

- Approximately 75% of students identified with reading problems in the third grade are still reading disabled in the 9th grade.

  (Shaywitz, et. al., 1993; Francis et al., 1996)

- Children who develop poor reading skills are more likely to experience academic and behavioral difficulties at school.

  (Schenk, Fitzsimmons, Bullard, Taylor, & Satz, 1980)

- Children are at risk for later problems such as juvenile delinquency, truancy, and substance abuse. (McGill-Franzen, 1987)

The Scope of Reading Difficulty

Students in the bottom 25% of the reading continuum have a trajectory of progress that diverges early from their peers who have learned to read successfully.

Reading trajectories are established early!

Students on a poor reading trajectory are at risk for poor academic outcomes, can fall further behind and experience lifelong impacts
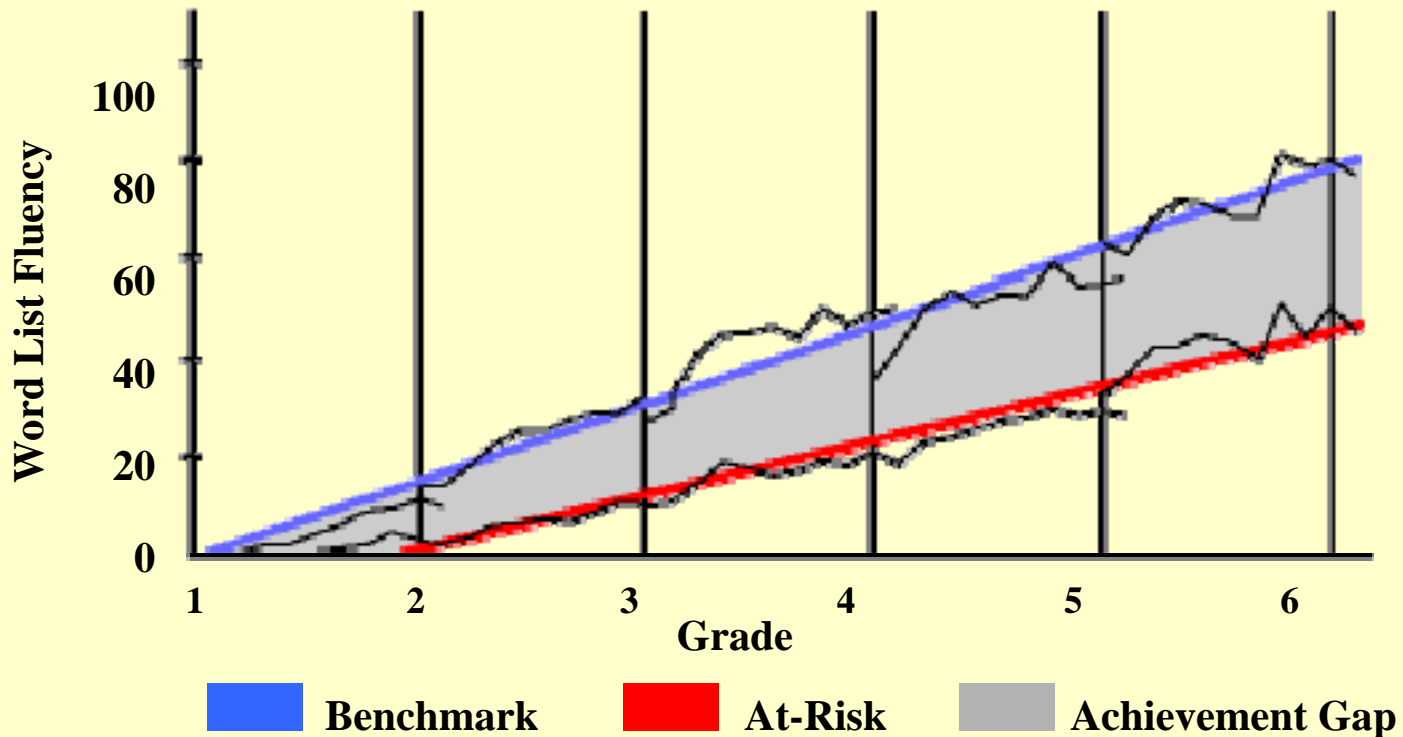
Trajectories of Middle and Low Readers
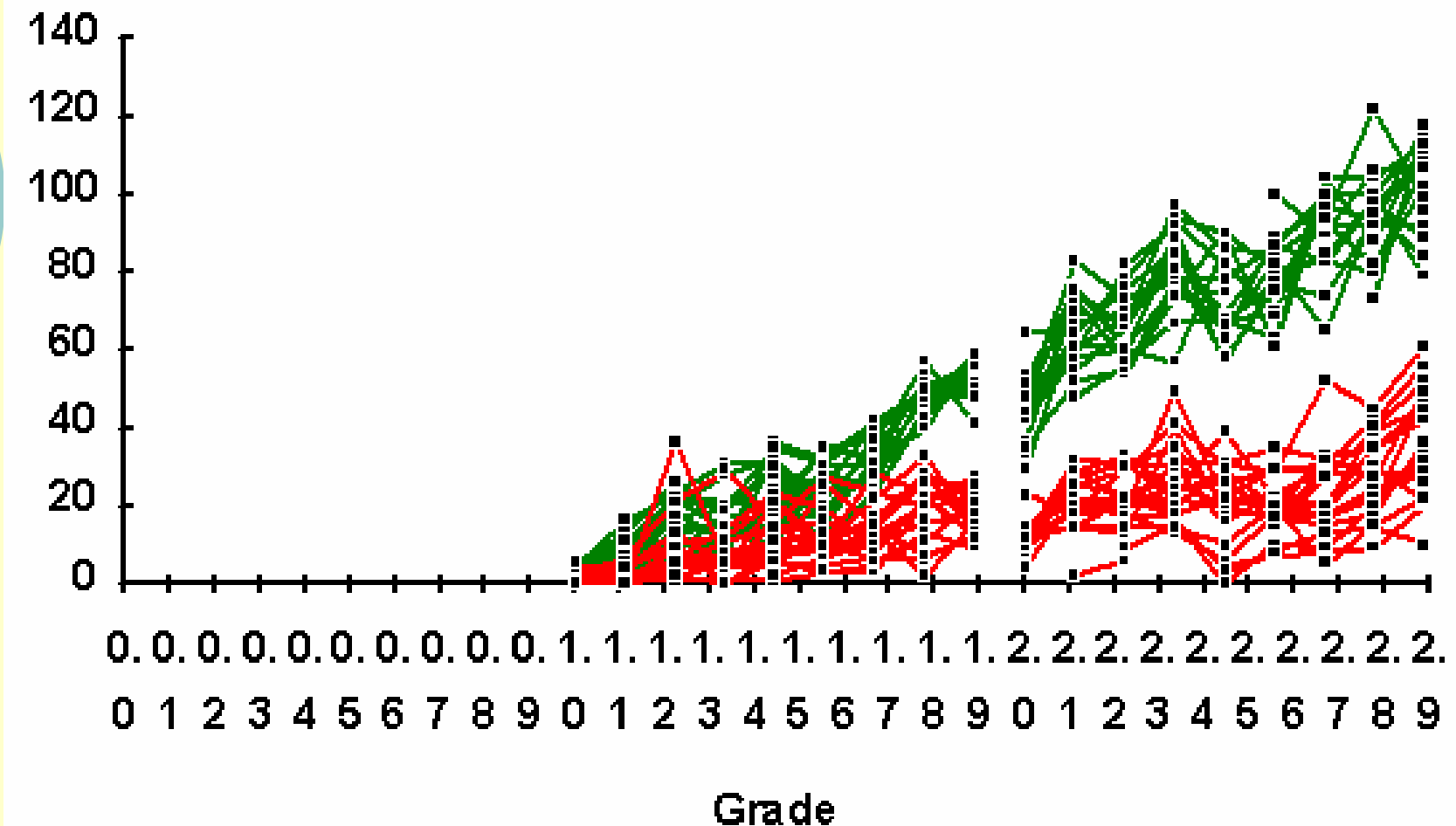
Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. School Psychology Review, 27, 740-753.

Poor readers at the end of first grade…

- Poor readers at the end of first grade are at very significant risk for long term academic difficulty.

    88% probability of being a poor reader in fourth grade if you were a poor reader in the first grade. (Juel, 1988)

    87% probability of remaining an average reader in fourth grade, if you were an average reader in the first grade.

- Poor readers at the end of first grade are likely to require intensive instructional support.

Teaching Reading is URGENT

Assuming that during reading there are:

- 0 absences
- 0 field trips
- 0 interruptions
- 0 school assemblies

Attendance every day from Grade 1 to 3

540 Days

How can we change reading outcomes?

- We can improve reading outcomes to the average range by *focusing on the big ideas* of early literacy.

- Focus on intermediate goals or benchmarks in kindergarten and first grade with a sense of *urgency*.

- Focus on *outcomes* for **ALL** students.
  - Whether students reach goal levels of skills is more important than the particular educational method or approach.

Core Program Plus Instructional Intervention

Both a *research-based comprehensive reading program* and *substantial instructional intervention* were needed for children at risk for reading difficulty. Children receiving substantial additional instructional intervention beyond an effective comprehensive reading program:

- Progressed more rapidly than control students,
- Had reading skills more like the low risk group than the high risk group, and
- Were reading about at grade level.
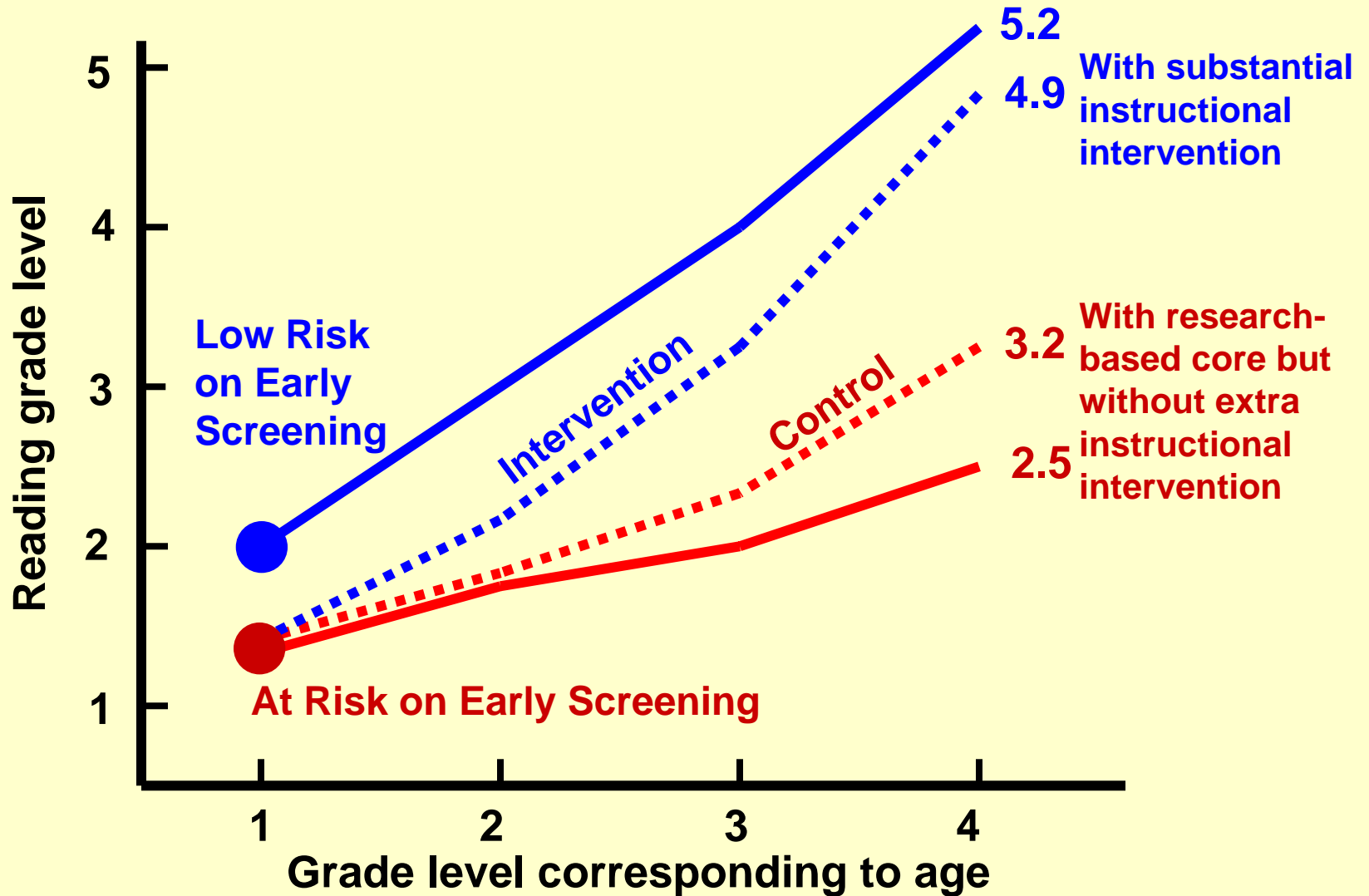
Adding Assessment to the Core Program

- Hartsfield Elementary School Characteristics:
  - 70% Free and Reduced Lunch (increasing)
  - 65% minority (mostly African-American)
- Elements of Curriculum Change:
  - Movement to a more research-based reading curriculum beginning in 1994-1995 school year for K-2 (incomplete implementation)
  - Improved implementation in 1995-1996
- Implementation in Fall of 1996 of screening and more intensive small group instruction for at-risk students

Hartsfield Elementary School Progress Over Five Years

Proportion falling below the 25th percentile in word reading ability at the end of first grade

Improved implementation of research-based comprehensive reading program

Screening at beginning of first grade, with additional instructional intervention for those in bottom 30-40%

31.8
20.4
10.9
6.7
3.7

30
20
10

1995	1996	1997	1998	1999
48.9	55.2	61.4	73.5	81.7
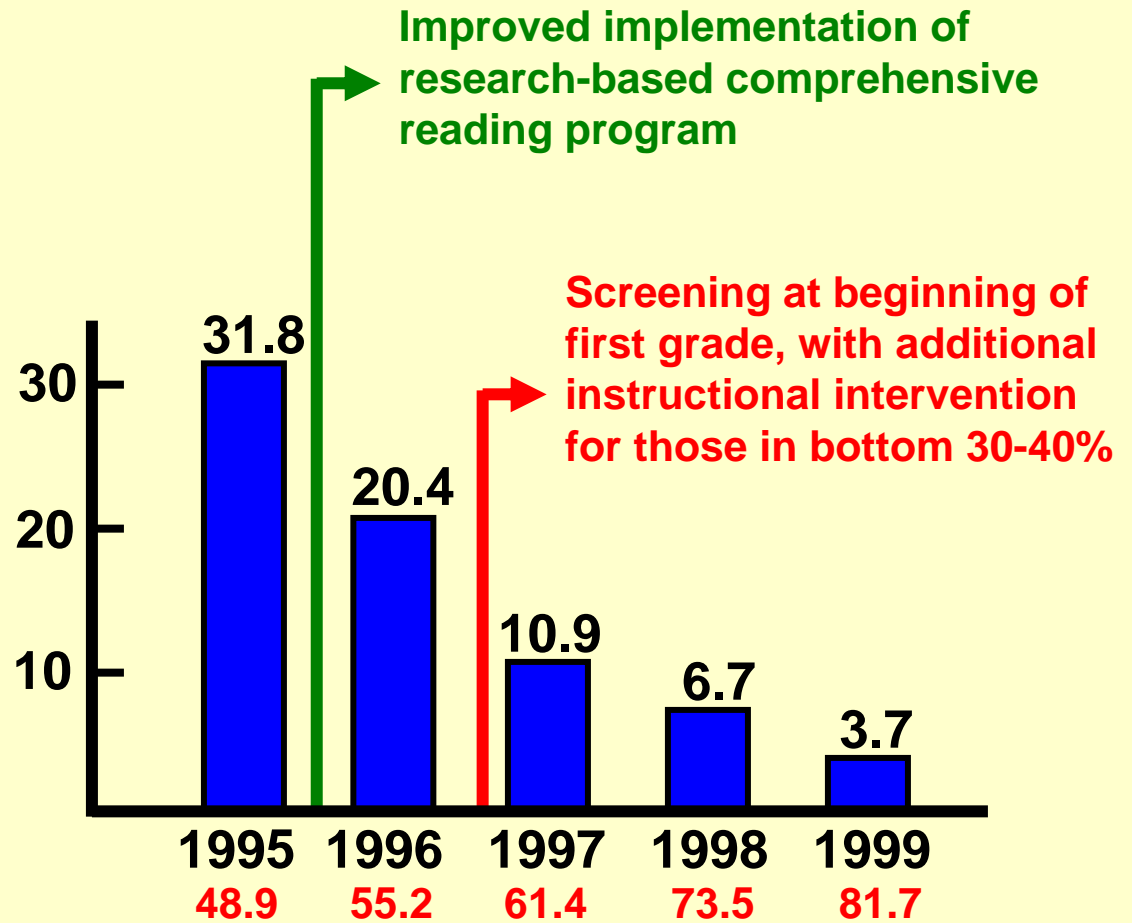
Average Percentile for entire grade (n=105)

DIBELS Can Assist Schools

- DIBELS scores predict outcomes on end-of-year, high stakes achievement tests
  - Stanford 9
  - Iowa Test of Basic Skills
  - Terra Nova
  - Metropolitan Achievement Tests

- For example, students who meet the end of 3rd grade Oral Reading Fluency benchmark of 110 wpm have a 90% or better chance of scoring proficient on state end-of-year third grade reading tests.

- Analyzing DIBELS data can help schools and districts precisely modify instruction and materials to improve student outcomes

How can DIBELS help us…..

- Provides brief assessment of critical areas of reading shown by research to be necessary for learning to read.
- So that educators will:
  - Know early when students are not on track to becoming proficient readers,
  - Determine which foundational skills are weak, and
  - Evaluate the effectiveness of the curriculum/instructional program.

ORF - Established Reader

ORF - Nonreader at end of 1st
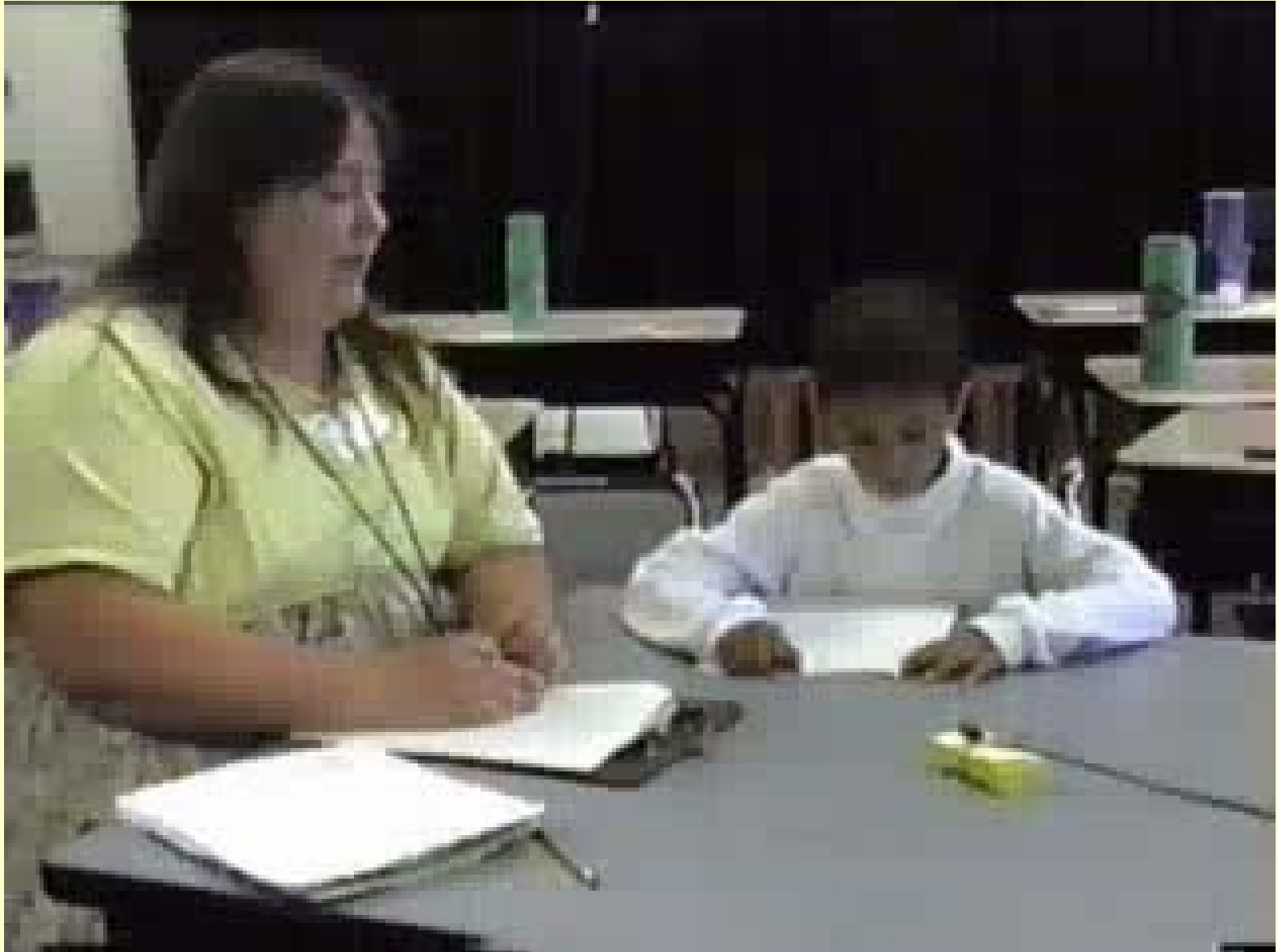
DIBELS Steppingstones to Literacy

Reading Difficulty and Failure

Reading and Literacy

Oral Reading Fluency

Alphabetic Principle

Phonological Awareness

Initial Sounds In words
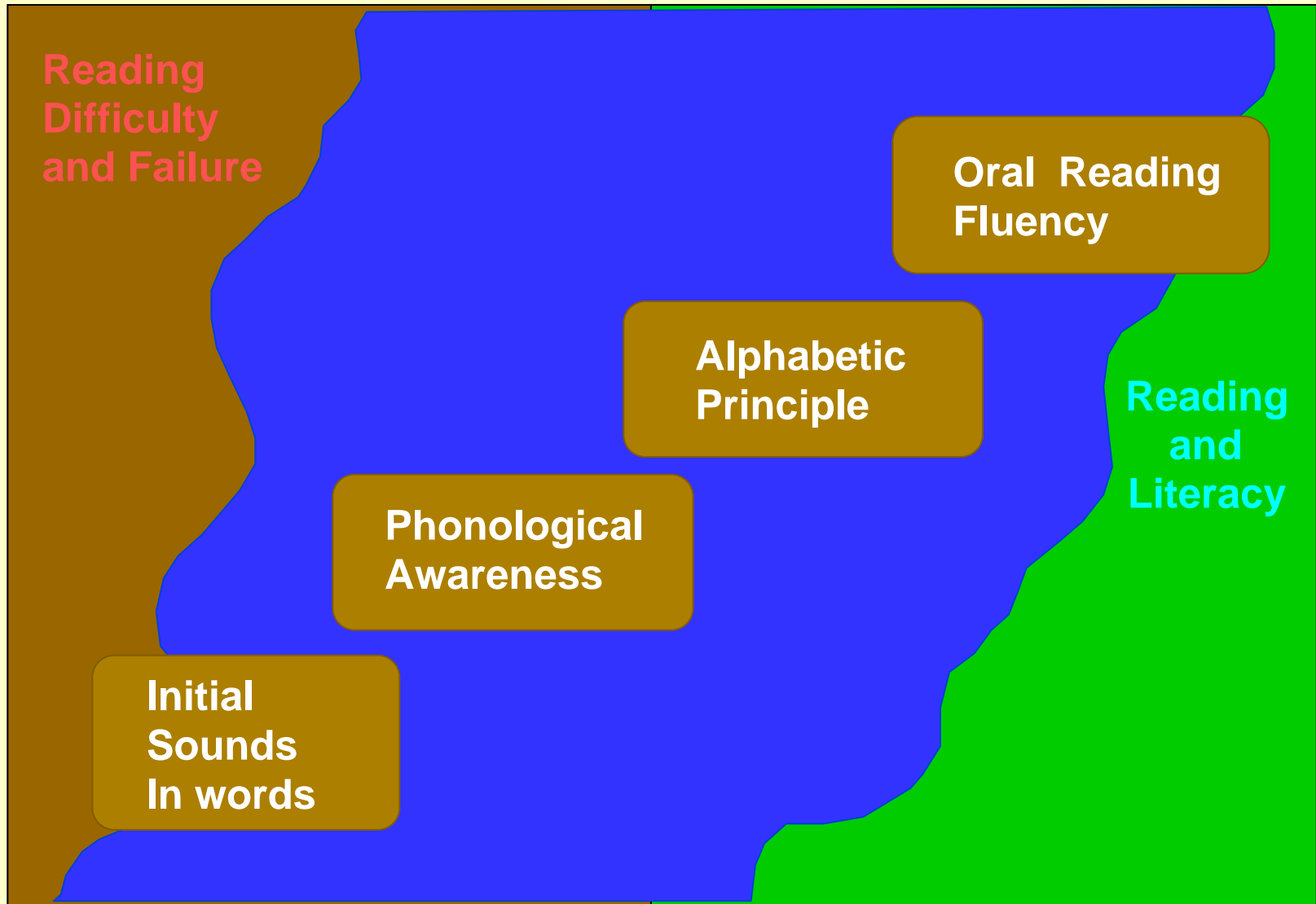
Big Ideas in Beginning Reading

✓ **Phonemic Awareness:** The ability to hear and manipulate sound in words.

✓ **Phonics:** The ability to associate sounds with letters and use these sounds to read words.

✓ **Fluency:** The effortless, automatic ability to read words in isolation (orthographic reading) and connected text.

✓ **Vocabulary Development:** The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

✓ **Comprehension:** The complex cognitive process involving the intentional interaction between reader and text to construct meaning.

Big Ideas Drive the Train

Phonemic Awareness	Phonics (Alphabetic Principle)	Fluency	Compre-hension	Vocabulary

- ISF
- PSF
- NWF
- LNF
- ORF
- ORF
- RTF
- WUF
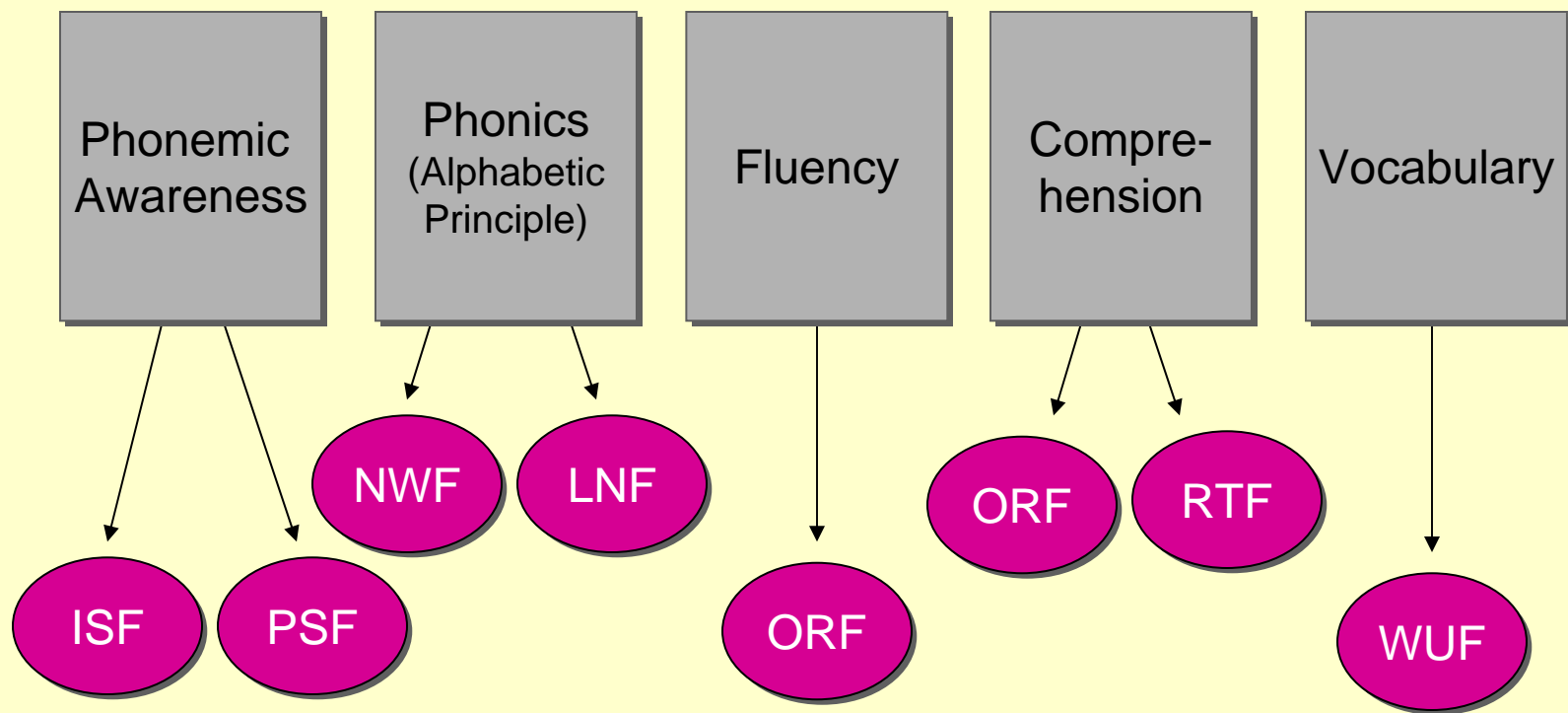
DIBELS Measures

1. **Initial Sounds Fluency** – **ISF** *(PA)*
   Taps into emerging phonological awareness with beginning sound identification tasks. About 3 minutes to administer.

2. **Phoneme Segmentation Fluency** - **PSF** *(PA)*
   Measures a child's skills in breaking short words into individual phonemes, or sounds. One minute timed task.

3. **Nonsense Word Fluency** - **NWF** *(AP)*
   Taps into alphabetic principle skills by measuring letter-sound correspondence skills as well as decoding skills. One minute timed task.

DIBELS Measures (continued)

4. **Letter Naming Fluency** - **LNF**
   Predictor of later reading skills, taps into letter knowledge and rapid naming ability. One minute timed task.

5. **Oral Reading Fluency** - **ORF** *(F)*
   Measures accuracy and speed in oral reading of graded passages. Identifies students in need of additional assessment and intervention. Three one-minute passages.

DIBELS Measures (continued)

6. **Oral Retelling Fluency** - **RTF** *(RC)*
   Measures comprehension of passages read orally.
   One minute retelling.

7. **Word Use Fluency** - **WUF** *(V)*
   Measures vocabulary knowledge and
   expressive language.
   About two minutes to administer.

What does DIBELS test?

Screening administered to determine which children are at risk for reading difficulty and who will need additional intervention.

o Given to ALL children, 3 times per year

Progress Monitoring determines if students are making adequate progress or need more intervention to achieve grade level reading outcomes.

What Do You Gain from Screening?

- <u>**Benchmarks**</u> which represent the **minimal** levels of satisfactory progress for the lowest achieving students

  (Good, Gruba, & Kaminski, 2001)

- <u>**Who should achieve benchmarks?**</u> 100% of the students should achieve them if 100% of your children are going to read at grade level or better

What do benchmark scores tell you?

- Low scores on DIBELS means there is strong likelihood of low scores or failure on end-of-year achievement tests,

And conversely,

- High scores on DIBELS indicate the strong likelihood of success on end-of-year tests.

- Remember, DIBELS is designed to **sample** skills and **direct teachers** to appropriate **instruction** for teaching the necessary skills

Benchmark Goals and Timelines

Timeline	Measure	Benchmark Goal for a Trajectory of Progress	May Need Intensive Instructional Support
Winter, Kindergarten	Initial Sound Fluency	25 – 35 Initial Sounds Correct per Minute	Below 10 Initial Sounds Correct per Minute
Spring, Kindergarten	Phoneme Segmentation Fluency	35 – 45 Phonemes Correct per Minute	Below 10 Phonemes Correct per Minute
Winter, First Grade	Nonsense-Word Fluency	50 Letter-Sounds Correct per Minute	Below 30 Letter-Sounds Correct per Minute
Spring, First Grade	CBM Oral Reading Fluency	40 Words Correct per Minute in grade-level material	Below 10 Words Correct per Minute in grade-level material
Spring, Second Grade	CBM Oral Reading Fluency	90 Words Correct per Minute in grade-level material	Below 50 Words Correct per Minute in grade-level material
Spring, Third Grade	CBM Oral Reading Fluency	110 Words Correct per Minute in grade-level material	Below 70 Words Correct per Minute in grade-level material

(Good, Simmons, & Kame'enui, 2001)

Reaching Benchmarks at Each Stage Improves Odds of Reading

Oral Reading Fluency
40 wpm

Nonsense Word Fluency
50 graphemes pm

Phoneme Segmentation Fluency
35 pspm

Initial Sound Fluency
25 ispm

Fall   Winter   Spring

Fall   Winter   Spring

Kindergarten

First Grade
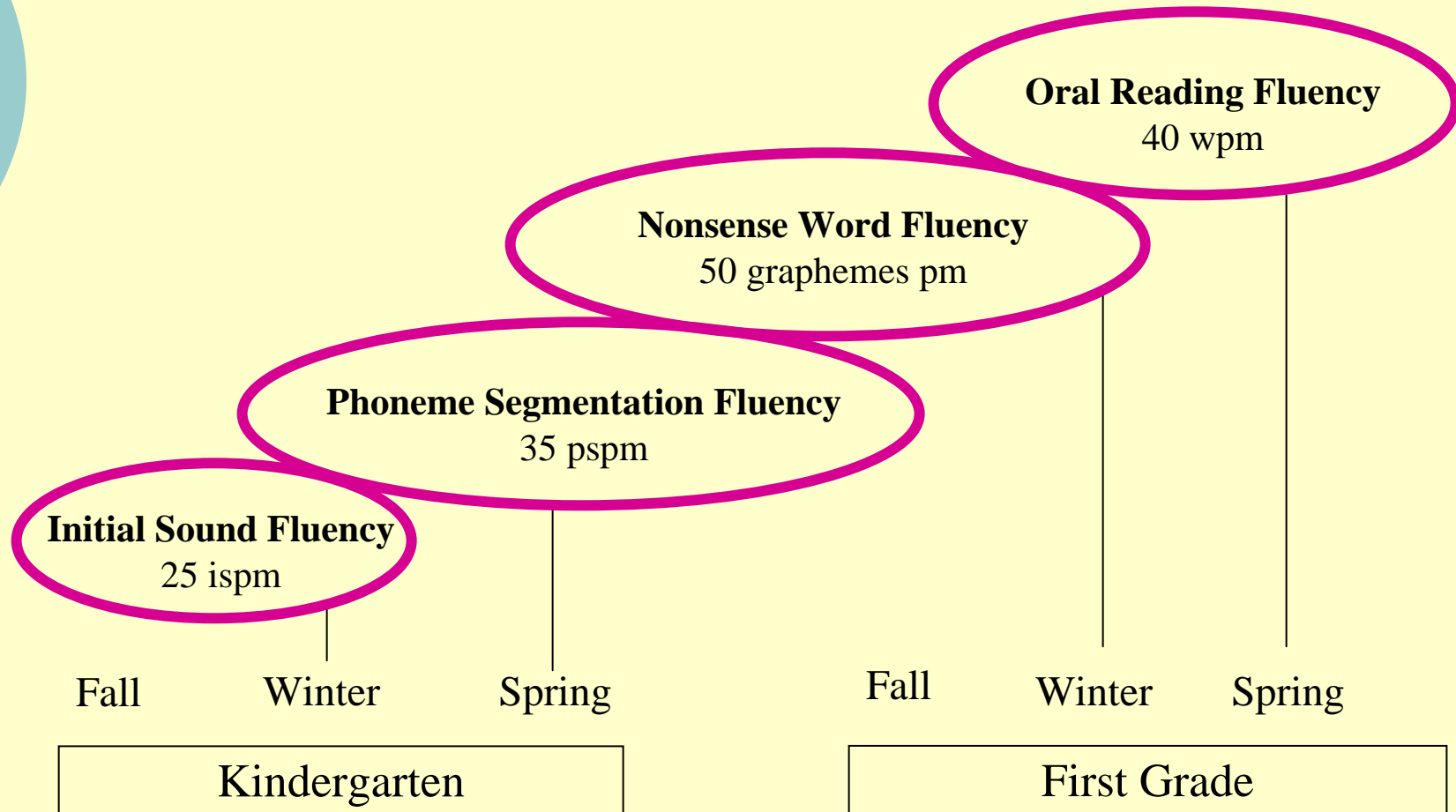
Benchmark Assessment Kindergarten

Dynamic Indicators of Basic Early Literacy Skills™ 6th Ed.
University of Oregon
Kindergarten Benchmark Assessment

Name: _____ Teacher: _____

School: _____ District: _____

	Benchmark 1 Beginning/Fall	Benchmark 2 Middle/Winter	Benchmark 3 End/Spring
Date			
Initial Sound Fluency			
Letter Naming Fluency			
Phoneme Segmentation Fluency			
Nonsense Word Fluency			
Word Use Fluency (Optional)	(Optional)	(Optional)	(Optional)

- Benchmark assessment materials are organized to provide 3 direct measures of **phonemic awareness** per year for <u>all</u> children. Typical Assessment Schedule:
- **Beginning**: <u>ISF</u> in September, October, or November
- **Middle**: <u>ISF</u> and <u>PSF</u> in December, January, or February
- **End**: <u>PSF</u> in March, April, May, or June

Kindergarten Benchmark Goals:

- Established **Initial Sounds** (Onset) Phonological Awareness by Winter of Kindergarten
  - if you hit 25 - 35 correct on Initial Sound Fluency (ISF) in winter of K, the odds are in your favor to reach 35 to 45 correct on Phoneme Segmentation Fluency (PSF) in spring of K.
- Established **Phonemic Awareness** by Spring of Kindergarten
  - if you hit 35 to 45 correct on Phoneme Segmentation Fluency (PSF) in spring of K/fall of first grade, the odds are in your favor to hit 50 or more correct on Nonsense Word Fluency (NWF) in winter of first grade.

Kindergarten DIBELS Benchmark Goals

So how are we doing in Winter?

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Initial Sounds Fluency	ISF < 4 4 ≤ ISF < 8 ISF ≥ 8	At Risk Some Risk Low Risk	ISF < 10 10 ≤ ISF < 25 ISF ≥ 25	Deficit Emerging Established		
Letter Naming Fluency	LNF < 2 2 ≤ LNF < 8 LNF ≥ 8	At Risk Some Risk Low Risk	LNF < 15 15 ≤ LNF < 27 LNF ≥ 27	At Risk Some Risk Low Risk	LNF < 29 29 ≤ LNF < 40 LNF ≥ 40	At Risk Some Risk Low Risk
Phonemic Segmentation Fluency			PSF < 7 7 ≤ PSF < 18 PSF ≥ 18	At Risk Some Risk Low Risk	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established
Nonsense Word Fluency			NWF < 5 5 ≤ NWF < 13 NWF ≥ 13	At Risk Some Risk Low Risk	NWF < 15 15 ≤ NWF < 25 NWF ≥ 25	At Risk Some Risk Low Risk

Benchmark Assessment First Grade

Dynamic Indicators of Basic Early Literacy Skills™ 6th Ed.
University of Oregon
First Grade Benchmark Assessment

Name: _____ Teacher: _____

School: _____ District: _____

	Benchmark 1 Beginning/Fall	Benchmark 2 Middle/Winter	Benchmark 3 End/Spring
Date			
Letter Naming Fluency			
Phoneme Segmentation Fluency			
Nonsense Word Fluency			
DIBELS Oral Reading Fluency²		(middle score)	(middle score)
Retell Fluency (Optional)		(middle score)	(middle score)
Word Use Fluency (Optional)	(Optional)	(Optional)	(Optional)

- Benchmark assessment materials are organized to provide 3 direct measures of **phonemic awareness** per year for all children. Typical Assessment Schedule

- **Beginning**: _PSF_ in September, October, or November

- **Middle**: _PSF_ in December, January, or February

- **End**: _PSF_ in March, April, May, or June

First Grade Benchmark Goals:

- Established **Alphabetic Principle** by Winter of First Grade
  - if you hit 50 or more correct on Nonsense Word Fluency (NWF) in winter of first grade, the odds are in your favor to hit 40 or more correct on Oral Reading Fluency in spring of first grade.

- Established **Reader** by Spring of First Grade
  - if you hit 40 or more correct on Oral Reading Fluency in spring of first grade you are an established reader.

First Grade DIBELS Benchmark Goals

So how are we doing in Winter?

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	**Status**	**Performance**	**Status**	**Performance**	**Status**
Letter Naming Fluency	$LNF < 25$ $25 \leq LNF < 37$ $LNF \geq 37$	At Risk Some Risk Low Risk				
Phonemic Segmentation Fluency	$PSF < 10$ $10 \leq PSF < 35$ $PSF \geq 35$	Deficit Emerging Established	$PSF < 10$ $10 \leq PSF < 35$ $PSF \geq 35$	Deficit Emerging Established	$PSF < 10$ $10 \leq PSF < 35$ $PSF \geq 35$	Deficit Emerging Established
Nonsense Word Fluency	$NWF < 13$ $13 \leq NWF < 24$ $NWF \geq 24$	At Risk Some Risk Low Risk	$NWF < 30$ $30 \leq NWF < 50$ $NWF \geq 50$	Deficit Emerging Established	$NWF < 30$ $30 \leq NWF < 50$ $NWF \geq 50$	Deficit Emerging Established
Oral Reading Fluency			$ORF < 8$ $8 \leq ORF < 20$ $ORF \geq 20$	At Risk Some Risk Low Risk	$ORF < 20$ $20 \leq ORF < 40$ $ORF \geq 40$	At Risk Some Risk Low Risk

Second & Third 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 < 26 26 ≤ ORF < 44 ORF ≥ 44	At Risk Some Risk Low Risk	ORF < 52 52 ≤ ORF < 68 ORF ≥ 68	At Risk Some Risk Low Risk	ORF < 70 70 ≤ ORF < 90 ORF ≥ 90	At Risk Some Risk Low Risk

2nd Grade

3rd Grade

So how are we doing in Winter?

| DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Oral Reading Fluency	ORF < 53 53 ≤ ORF < 77 ORF ≥ 77	At Risk Some Risk Low Risk	ORF < 67 67 ≤ ORF < 92 ORF ≥ 92	At Risk Some Risk Low Risk	ORF < 80 80 ≤ ORF < 110 ORF ≥ 110	At Risk Some Risk Low Risk

Why Progress Monitoring?

Repeated, formative assessment to:

- Identify students at risk EARLY!
- Evaluate effectiveness of instruction and intervention

  - **Benchmark**: 3 times per year
  - **Strategic**: 1 to 2 times per month for students with some risk
  - **Intensive**: 2 to 4 times per month for students at risk

Progress Monitoring:
The Teacher's Map
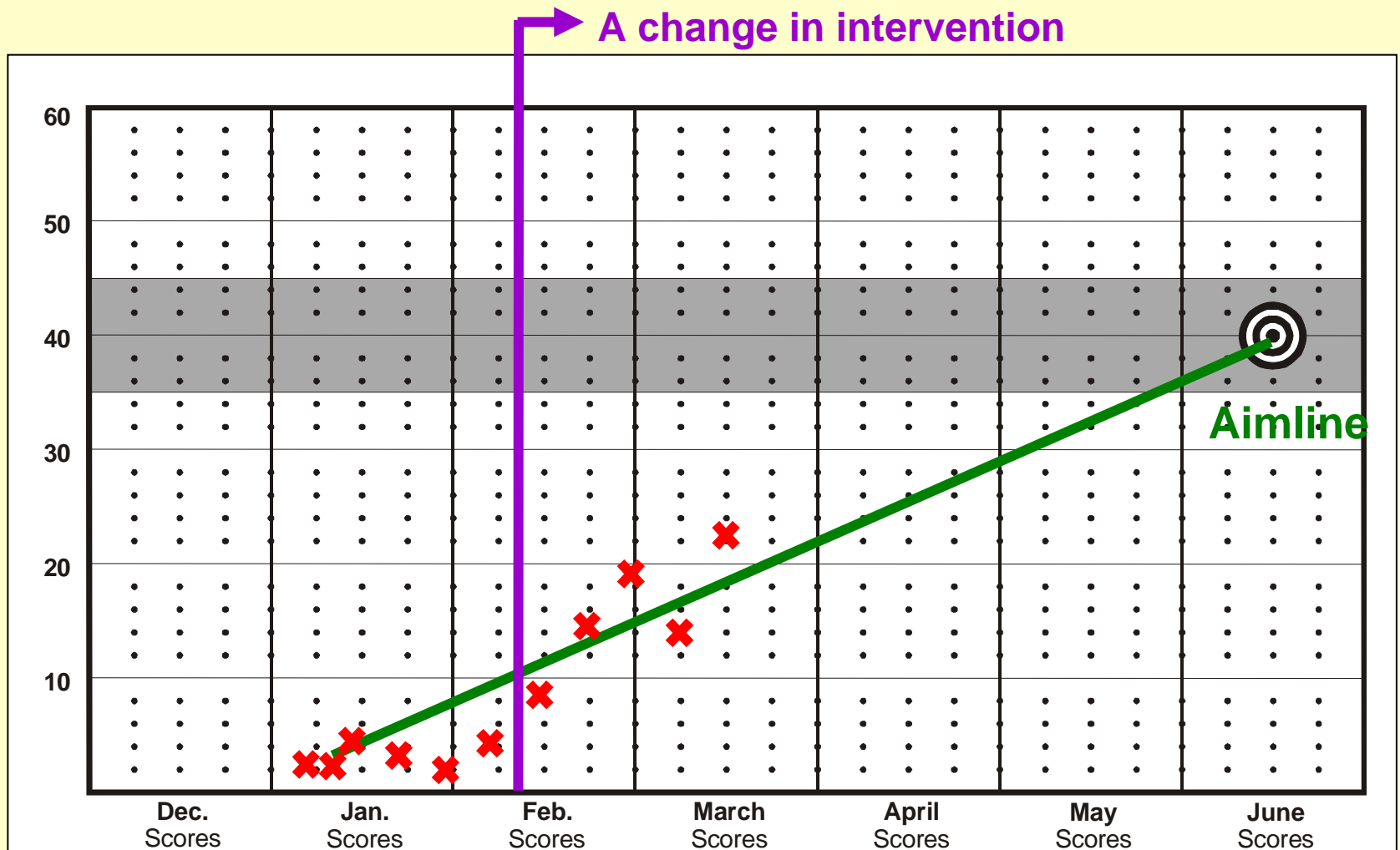
Teacher Report

Teacher: TeacherF   Note: Scores provide an indication of performance only. If there is any concern about
District: Somewhere   the accuracy of scores for an individual student, performance should be verified by
School: JohnQPublic   retesting with problem validation materials.
Grade: 1
Date: May, 1999

Student	Phoneme Segmentation Fluency			Nonsense Word Fluency			CBM Reading			Recommendations Based Primarily on CBM Reading
	Score	Percentile	Status	Score	Percentile	Status	Score	Percentile	Status	
S., Tanner	39	29	Established	23	10	Emerging	4	6	Non-Reader	Intensive instruction.
J., Breanne	44	48	Established	31	20	Emerging	5	7	Non-Reader	Intensive instruction.
H., Andrew	37	23	Established	19	7	Deficit	7	10	Non-Reader	Intensive instruction
P., Aaron	38	27	Established	43	37	Established	7	10	Non-Reader	Intensive instruction.
O., Garet	35	20	Established	21	8	Emerging	7	10	Non-Reader	Intensive instruction.
V., Max	51	71	Established	46	40	Established	10	23	Emerging	Strategic instruction.
B., Lucas	18	5	Emerging	33	24	Emerging	12	29	Emerging	Strategic instruction.
H., Curtis	55	86	Established	47	42	Established	13	31	Emerging	Strategic instruction.
W., Cody	28	12	Emerging	42	35	Established	14	34	Emerging	Strategic instruction.
N., Kyra	45	54	Established	32	22	Emerging	15	36	Emerging	Strategic instruction.
M., Dylan	54	83	Established	63	64	Established	17	39	Emerging	Strategic instruction.
C., Samuel	52	74	Established	64	66	Established	24	45	Emerging	Strategic instruction.
C., Carson	45	54	Established	67	70	Established	30	50	Emerging	Strategic instruction.
S., Jerod	55	86	Established	59	58	Established	34	56	Emerging	Strategic instruction.
H., Brittney	29	14	Emerging	75	74	Established	47	69	Established	Benchmark instruction.
D., Sarah	10	3	Emerging	50	45	Established	49	70	Established	Benchmark instruction.
W., Amber	42	40	Established	77	77	Established	56	73	Established	Benchmark instruction.
C., William	47	61	Established	76	75	Established	59	74	Established	Benchmark instruction.

ADMINISTRATING AND SCORING

DIBELS MEASURES

Standardization Essentials

Conduct standardized administration. Every child gets the same opportunity, every time.

- Give directions verbatim, without elaboration
- Time carefully
- Use standard scoring system

Maximize the child's performance by:

- Engaging the child
- Making eye contact
- Using business-like (but not unfriendly) approach
- Being sensitive to child's needs and responses

Scores will be used to make instructional decisions….

Therefore, we must administer the measures without:

- Assisting the student during the task
- Modifying the task, materials, time

Standardized, reliable data collection and scoring are essential!!!

Learn the Measures

- **Three things to consider for each measure:**

- What **essential skill** does it assess?
- What is the **appropriate time** and grade?
- What is the **goal** (how much, by when)?

Materials

- 1. Examiner score sheet.
- 2. Student copy of picture probes.
- 3. Stopwatch
- 4. Pencil

Stopwatch Primer

- Use a good stopwatch
- Use non-dominant hand (you will be writing with your dominant hand)
- Click right side of your stopwatch to start and stop
- Click left side of your stopwatch to reset stopwatch to 00:00
- Stopwatches tell time in seconds and hundredths of seconds, therefore 23:57 seconds can be rounded to 24 seconds
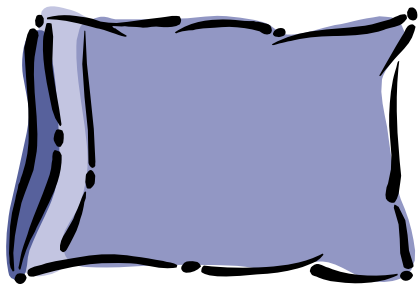
Initial Sound Fluency Target Age Range

Initial Sound Fluency														
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Preschool			Kindergarten			First Grade			Second Grade			Third Grade		

○ Administer to most 4-year-old children through the middle of kindergarten.

○ It may be appropriate for monitoring the progress of older children with low phonological awareness skills.

○ The benchmark goal is 25 to 35 in the middle of kindergarten.

○ **At-risk:** Below 10 in the middle of kindergarten indicates need for intensive instructional support.

Directions for Administration

1. Place the student copy of 4 pictures in front of the child.

2. Place the examiner score sheet in front of you, but shielded so that the student cannot see what you record. (e.g.; clipboard)

3. Say these specific directions to the child:
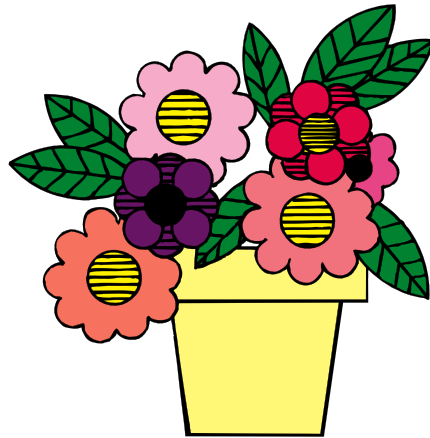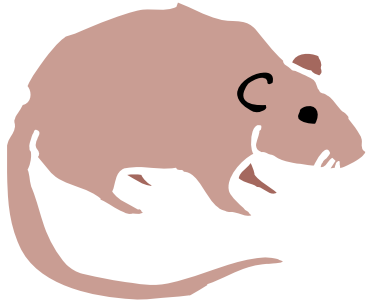
Correction Procedure 1

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

Dynamic Indicators of Basic Early Literacy Skills
University of Oregon
Initial Sound Fluency -Sample
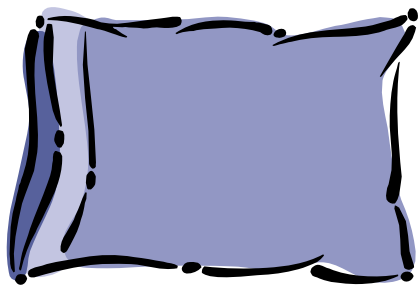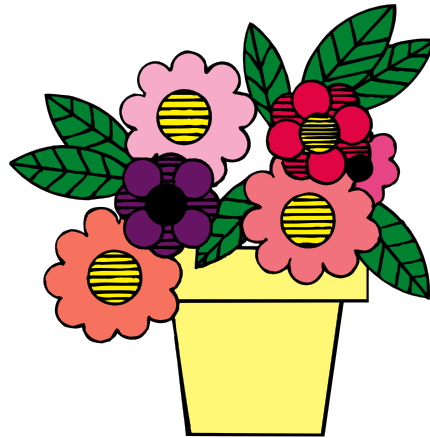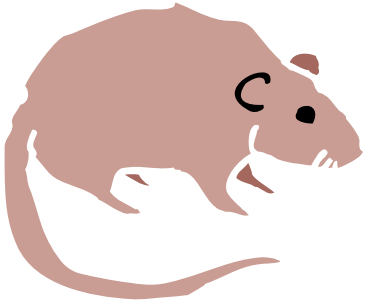
Demo

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

Correction Procedure 2

CORRECT RESPONSE: Student says /l/, you say	INCORRECT RESPONSE: If student gives any other response, you say,
Good. Letters begins with the sound /l/.	*Letters begins with the sound /l/. Listen, /l/ letters. Lets try it again. What sound does letters begin with?*

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

Timing Directions

4. Show the child the first picture probe. 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 <u>after 5 seconds</u>, score the question as zero and present the next question.

6. As soon as the student responds, present the next question promptly and clearly. <u>Begin your stopwatch after you have said the question, and stop it as soon as the student responds</u>, as above.

Scoring Directions

- Score the child's response as either correct (1 point) or incorrect (0 points).

- If the child stops or struggles with a question for **5 seconds**, score the question as zero and present the next question.

- After the first 4 questions, proceed to the next picture probe. 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**.

Calculating Initial Sound Fluency (ISF) Score

- Calculate the ISF Score using the formula:

$$ISF = \frac{60 \text{ x Number Correct}}{Seconds}$$

- For example, if the student has 12 correct in 30 seconds, their rate is 24 correct initial sounds per minute.

$$ISF = \frac{60 \text{ x } 12}{30} = 24 \text{ ISF}$$

Reminder

- 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)."

Scoring Rules

1. 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, letters, flower, mouse. Which picture begins with /p/?	"pie"	0 ⬤1

Correct Name

3. If the child names the picture and the name begins with the **correct** 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, egg Which picture begins with /h/?	"highway"	0 ⭕1

Incorrect Name

4. If the child 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, egg Which picture begins with /b/?	"house"	⓪ 1

Initial Sounds

5. <u>Correct Initial Consonant Sound</u>: 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

Initial Vowels

6. <u>Correct Initial Vowel Sound</u>: 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/, 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

Schwa sound

7. <u>Schwa sound (/u/) added to a consonant is not counted as an error</u>. 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	①1
What sound does "clock" begin with?	/klu/	0	①1

Articulation

8. <u>Articulation Difficulty:</u> 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 "thircle" for "circle," he or she should be given credit for correct a correct initial sound. This is a professional judgement 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

Initial Sound Fluency Video Clip

Phoneme Segmentation Fluency Target Age Range

Phoneme Segmentation Fluency														
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Preschool			Kindergarten			First Grade			Second Grade			Third Grade		

○ Administer Phoneme Segmentation Fluency
- Winter of kindergarten through spring of first grade
- May be appropriate for monitoring the progress of older children with low phonological awareness skills

○ Benchmark Goal
- 35 to 45 correct phonemes per minute in the spring of kindergarten and fall of first grade

○ At-Risk
- Below 10 in the spring of kindergarten and fall of first grade may need intensive instructional support to achieve benchmark goals

bad	/b/ /a/ /d/	lock	/l/ /o/ /k/	_____	/6
that	/TH/ /a/ /t/	pick	/p/ /i/ /k/	_____	/6
mine	/m/ /ie/ /n/	noise	/n/ /oi/ /z/	_____	/6
coat	/k/ /oa/ /t/	spin	/s/ /p/ /i/ /n/	_____	/7
meet	/m/ /ea/ /t/	ran	/r/ /a/ /n/	_____	/6
wild	/w/ /ie/ /l/ /d/	dawn	/d/ /o/ /n/	_____	/7
woke	/w/ /oa/ /k/	sign	/s/ /ie/ /n/	_____	/6
fat	/f/ /a/ /t/	wait	/w/ /ai/ /t/	_____	/6
side	/s/ /ie/ /d/	yell	/y/ /e/ /l/	_____	/6
jet	/j/ /e/ /t/	of	/o/ /v/	_____	/5
land	/l/ /a/ /n/ /d/	wheel	/w/ /ea/ /l/	_____	/7
beach	/b/ /ea/ /ch/	globe	/g/ /l/ /oa/ /b/	_____	/7

Total _____/75

Materials

1. Examiner copy of word list with phoneme scoring columns.

2. Clipboard

3. Stopwatch

4. Red Pen / Pencil

Directions for Administration

1. <u>Place examiner probe on clipboard and position so</u> 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,
Very good. The sounds in "mop" are /m/ /o/ /p/.	*The sounds in "mop" are /m/ /o/ /p/. Your turn. Tell me the sounds in "mop".*

"OK. Here is your first word."

Administration

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 sound segment produced correctly. Put a slash (/) through sounds produced incorrectly.

Time Limit - Administration

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.

Scoring Rules

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.

Correct Segmentation

4. <u>Correct Segmentation.</u> 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 2, Incomplete Segmentation).

- Examiner says "trick," student says "t...r...i...k"
- Examiner says "cat," student says "k...a...t"

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS
trick	"t...r...i...k"	/t/ /r/ /i/ /k/	4 /4
cat	"k...a...t"	/k/ /a/ /t/	3 /3

Schwa sounds

5. <u>Schwa Sounds.</u> 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.

- No Error:
  Examiner says "trick," student says "tu...ru...i...ku"
  Examiner says "cat," student says "ku...a...tu"

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

Additions

6. <u>Additions.</u> Additions are not counted as errors if they are separated from the other sounds in the word.

- No Error:
  Examiner says "trick," student says "t...r...i...ck...s"
  Examiner says "cat," student says "s...c...a...t"

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS
trick	"t...r...i...k…s"	/t/ /r/ /i/ /k/	**4** /4
cat	"s…c...a...t"	/k/ /a/ /t/	**3** /3

Pronunciation & Dialect

7. <u>Articulation and dialect.</u> 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/, i.e. /r/ /e/ /th/ /t/ for "rest," he or she should be given credit for correct segmentation. This is a professional judgement and should be based on the student's responses and any prior knowledge of his/her speech patterns.

- No Error:
  Examiner says "rest," student says "r…e…th…t"

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS
rest	"r…e…th…t"	/r/ /e/ /s/ /t/	4 /4

Elongating Sounds

8. <u>Sound elongation.</u> 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, "rrrrrreeeeesssstttt," they would receive credit for 4 phonemes produced correctly, /r/ /e/ /s/ /t/. This is a professional judgement and should be based on the student's responses and prior knowledge of the student's learning. <u>**When in doubt, no credit is given.**</u>

- For example, Examiner says "rest," student says "rrrrrreeeeesssstttt"

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS
rest	"rrrreeeessssttt"	<u>/r/</u> <u>/e/</u> <u>/s/</u> <u>/t/</u>	<u>4</u> /4

Error Types: No Segmentation

9. <u>No segmentation</u>: If the student repeats the entire word, no credit is given for any correct parts.

- For example,
  Examiner says "trick," student says "trick"
  Examiner says "cat," student says "cat"

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS
trick	"trick"	/t/ /r/ /i/ /k/	__0__/4
cat	"cat"	/k/ /a/ /t/	__0__/3

Error Types: Incomplete Segmentation

10. <u>Incomplete segmentation.</u> The student is given credit for each correct sound segment produced correctly, even if they have not segmented to the phoneme level. The underline indicates the size of the sound segment.

- For example:
  Examiner says "trick," student says "tr...ick"
  Examiner says "cat," student says "c...at"

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS
trick	"tr...ik"	/t/ /r/ /i/ /k/	2 /4
cat	"c...at"	/k/ /a/ /t/	2 /3

Error Types: Overlapping

11. <u>Overlapping segmentation</u>: The student receives credit for each **different, correct, sound segment** of the word. Thus, /tri/ and /ick/ are both different, correct sound segments of "trick."

- For example,
  Examiner says "trick," student says "tri...ick"
  Examiner says "cat," student says "c...cat"

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS
trick	"tri...ick"	/t/ /r/ /i/ /k/	2 /4
cat	"c...cat"	/k/ /a/ /t/	1 /3

Error Types: Omissions

12. <u>Omissions</u>: 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,
  Examiner says "trick," student says "t...ick"
  Examiner says "cat," student says "c"...(3 seconds)

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS
trick	"t...ik"	/t/ /r/ /i/ /k/	**2** /4
cat	"c" (3 seconds)	/k/ /a/ /t/	**1** /3

Error Types: Mispronunciation

13. <u>Segment mispronunciation</u>: The student does not receive credit for sound segments that are mispronounced.

- For example, <u>there is no /ks/ sound in "trick."</u> Examiner says "trick," student says "t...r...i...ks" Examiner says "cat," student says "b...a...t"

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS
trick	"t...r...i...ks"	/t/ /r/ /i/ /k̶/	**3** /4
cat	"b...a...t"	/k̶/ /a/ /t/	**2** /3

Pronunciation Guide

○ Note: 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 3 for clarification.

Phoneme	Phoneme Example
/ai/	bait
/ea/	bead
/ie/	tie
/oa/	boat
/oo/	food
/a/	bad
/e/	bed
/i/	bid
/o/	cod or law
/u/	bud and "a" in about

Pronunciation of R-Controlled Vowels

- r-controlled vowels are subject to much discussion. Based on our best analysis, consultation with speech and language experts, /ar/ /ir/ and /or/ are treated as 1 phoneme.

Phoneme	Phoneme Example
/uu/	good
/ow/	cow
/oi/	noise or point
/ar/	car
/ir/	bird
/or/	or
/ai/ /r/	chair
/ea/ /r/	clear
/oo/ /r/	tour

Voiced and Unvoiced

- Voiced and unvoiced 'th' and 'sh' are also a difficult distinction to make in English. The general procedure is,
- 1. get good at hearing the sounds.
- 2. <u>Score 'em as you hear 'em</u>, on the fly and in real time.
- 3. <u>Don't sweat the minutia.</u>

Phoneme	Phoneme Example
/th/	thin
/TH/	then
/sh/	shed
/SH/	measure or beige
/ch/	chin
/j/	jam & edge
/p/	pen
/t/	tap
/k/	can
/b/	bat

Other Phonemes

Phoneme	Phoneme Example
/d/	dad
/g/	gun or frog
/m/	man or jam
/n/	nap
/ng/	sing
/f/	fat
/v/	van
/s/	sit
/z/	zoo
/r/	rat or frog
/l/	lap
/w/	wet
/h/	hot
/y/	yell

- Other phonemes are pretty straight forward. Note that /ng/ is treated as one phoneme.

Analyzing the Child's Responses Style for Instructional Implications

- **Current Skills**
  - She has <u>established phonological awareness</u> at the phoneme level.
  - Strong on initial and final consonants and medial vowels.
  - Fluent and confident with the task.
- **Instructional Needs**
  - Maintain / Review skills, especially in the fall.
  - <u>Move on to alphabetic principle.</u> Don't get stuck on phonological awareness once students have the skill!

Breakout Session - Role Play
PSF Administration Practice

1. Form a three-person group
2. There are <u>three rounds</u> to this activity. Each member of your group will play a different role during each round
3. The roles are: **Examiner**, **Student** **and Observer**
4. After administering and scoring the probe, discuss as a group an instructional recommendation
5. Then change roles and continue until each person has had a chance to <u>play all 3 roles</u>

Phoneme Segmentation Fluency Video Clip

Letter Naming Fluency Target Age Range

			Letter Naming Fluency											
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Preschool			**Kindergarten**			**First Grade**			**Second Grade**			**Third Grade**		

○ Letter Naming Fluency works well for most children from fall of kindergarten through fall of first grade.

○ Benchmarks are based on local norms

○ <u>At risk</u> for difficulty achieving early literacy benchmark goals if they perform in the lowest 20% of students in the district.

○ <u>Some risk</u> if they perform between the 20th and 40th percentile using local norms.

○ <u>Low risk</u> if they perform above the 40th percentile using local norms.

System-Wide Percentiles

- System-Wide percentiles provide an alternative to percentiles based on local norms.

	20th %ile	40th %ile
Beginning Kindergarten	2	7
Middle Kindergarten	14	27
End of Kindergarten	29	40
Beginning First Grade	25	47

- For example, a score of 14 in the middle of kindergarten would be at or below the 20th percentile according to the DIBELS Data System, system-wide percentiles.

Materials

- Student copy of Letter Naming Fluency probe
- Examiner copy of Letter Naming Fluency probe
- Stopwatch
- Red Pencil/Pen

Letter Naming Fluency Probes

Probe 1

c	c	N	u	Q	M	u	h	S	i
n	b	e	N	F	f	o	a	K	k
g	p	k	p	a	H	C	e	G	D
b	w	F	i	h	O	x	j	I	K
x	t	Y	q	L	d	f	T	g	v
T	V	Q	o	w	P	J	t	B	X
Z	v	U	P	R	l	V	C	l	W
R	J	m	O	z	D	G	y	U	Y
Z	y	A	m	X	z	H	S	M	E
q	n	j	s	W	r	d	s	B	I
r	A	E	L	c	c	N	u	Q	M

Total: _____/110

○ Each probe is a random sort of 2 lower case and 2 upper case alphabets.

○ Match font to reading curriculum.

○ Lines help students to keep their place.

○ Serial naming and fluency aspects of the task are important.

Directions

1. Place the student copy of randomized alphabets in front of the student.
2. Place the examiner copy of randomized alphabets in front of you, but shielded 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.*

Directions

c	c	N	u	Q	M̸	u	h	S	i
n	b	e	N	F	f	o	a	K	k
g	p	k	p	a	H̸	C	e	G	D
b	w	F	i	h	O	x	j	I	K
x	t	Y	q	L	d	f	T	g	v
T	V	Q	o	w	P	J	t	B	X
Z	v	U	P	R	l	V	C	l	W
R	J	m	O	z	D	G	y	U	Y
Z	y	A	m	X	z	H	S	M	E
q	n	j	s	W	r	d	s	B	I
r	A	E	L	c	c	N	u	Q	M

Total: ____/110

4. Say "Start" and begin your stop watch. If the student fails to say the first letter after **3 seconds**, tell him/her the letter and mark it as incorrect.

5. Follow along on your copy. Put a slash (/) through letters named incorrectly (see scoring procedures)

Directions

c	c	N	u	Q	M	u	h	S	i
n	b	e	N	F	f	o	a	K	k
g	p	k	p	a	H	C	e	G	D
b	w	F	i	h	O	x	j	I	K
x	t	Y	q	L	d	f	T	g	v
T	V	Q	o	w	P	J	t	B	X
Z	v	U	P	R	l	V	C	l	W
R	J	m	O	z	D	G	y	U	Y
Z	y	A	m	X	z	H	S	M	E
q	n	j	s	W	r	d	s	B	I
r	A	E	L	c	c	N	u	Q	M

Total: **36** /110

6. If a student stops or struggles with a letter for **3 seconds**, tell the student the letter and mark it as incorrect.

7. At the end of 1 minute, place a bracket (]) after the last letter named and say, **"Stop"**

Scoring Directions

1. Discontinue if student does not name any letter in first row (10 letters)

2. If student stops or struggles with a letter for 3 seconds and you provide the letter, that is an error.

3. If student corrects an error within 3 seconds, write "sc" above the letter and count as correct.

4. If a student **skips an entire row**, draw a line through the row and do not count the row as correct.

Scoring Directions

5. If student substitutes a different letter for the one on the page, it is an error.

6. If student omits or skips a letter, put a slash (/) through it and count it an error.

7. For some fonts, the upper case "i" and lower case "l" are very similar. Count either response ("i" or "l") as correct.

Articulation and Dialect

- 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 or she should be given credit for correct letter naming. This is a professional judgment and should be based on the student's responses and any prior knowledge of his/her speech patterns.

Letter Name Fluency Video Clip
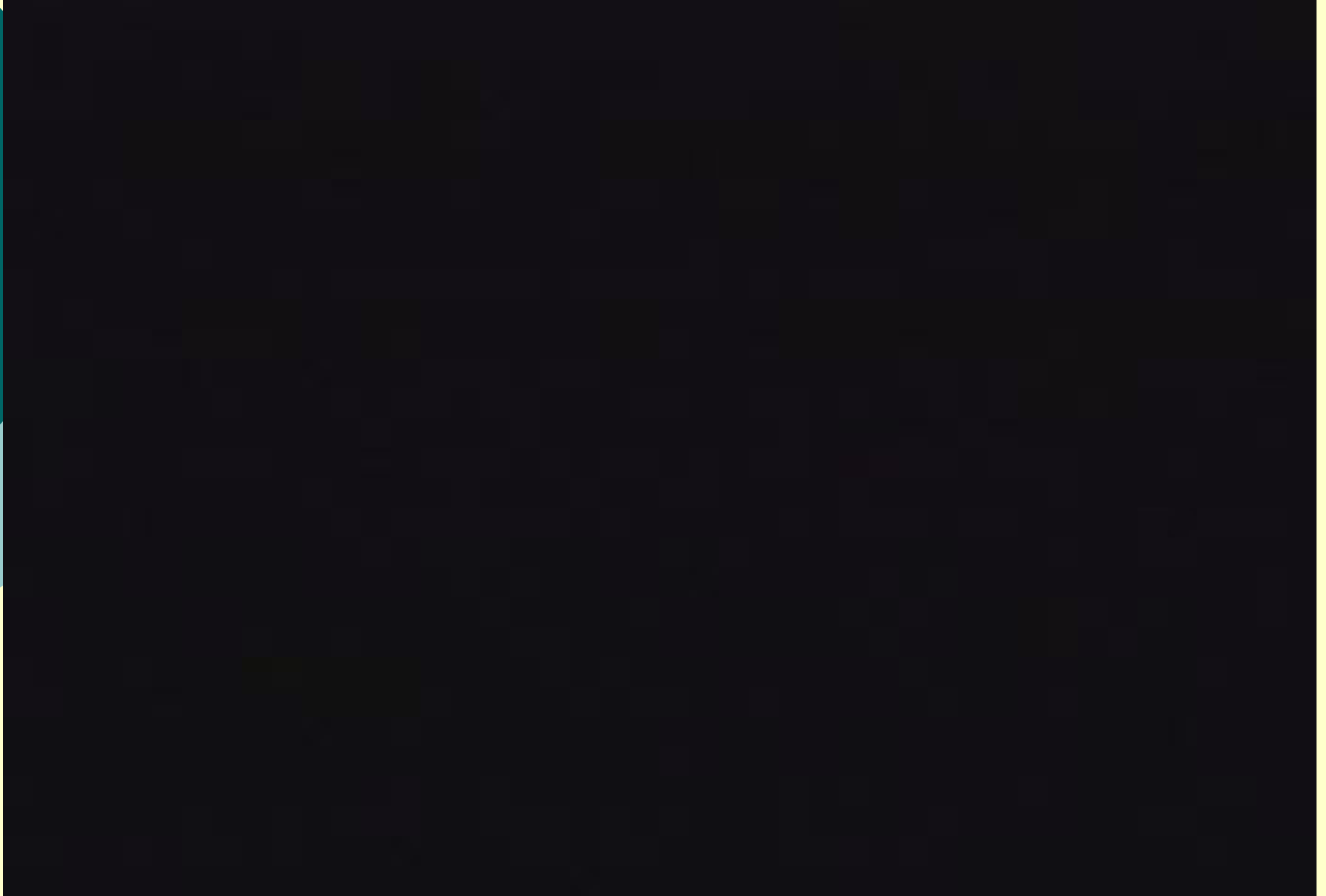
Nonsense Word Fluency
Target Age Range

DIBELS Nonsense Word Fluency														
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Preschool			Kindergarten			First Grade			Second Grade			Third Grade		

- ○ Administer
  - From spring of kindergarten through spring of first grade
  - May be appropriate for monitoring the progress of older children with low skills in alphabetic principle
- ○ **Benchmark**
  - 50 correct letter sounds per minute by mid first grade
  - 20 or more correct letter sounds by the end of K
- ○ **At-Risk**
  - Student scoring below 30 in mid first grade may need intensive instructional support to achieve first grade reading goals

kik	woj	sig	faj	yis
kaj	fek	av	zin	zez
lan	nul	zem	og	nom
yuf	pos	vok	viv	feg
bub	dij	sij	vus	tos
wuv	nij	pik	nok	mot
nif	vec	al	boj	nen
suv	yig	dit	tum	joj
yaj	zof	um	vim	vel
tig	mak	sog	wot	sav

Materials

1. Student copy of probe

2. Practice items ('sim' and 'lut' page)

3. Examiner scoring sheet

4. Stopwatch

5. Clipboard

6. Red Pencil or Pen

Administration Directions

Practice Items

sim   lut

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.*

Correction Procedure

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

Student Copy

kik	woj	sig	faj	yis
kaj	fek	av	zin	zez
lan	nul	zem	og	nom
yuf	pos	vok	viv	feg
bub	dij	sij	vus	tos
wuv	nij	pik	nok	mot
nif	vec	al	boj	nen
suv	yig	dit	tum	joj
yaj	zof	um	vim	vel
tig	mak	sog	wot	sav

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 <u>or</u> read the whole word. Read the words the best you can. Put your finger on the first word. Ready, begin.*

5. **Start your stopwatch.**

Examiner Copy

Benchmark 1
Nonsense Word Fluency

k i k   w o j   s i g   f a j   y i/s   ___/15
k a j   f e k   a v   z i n   z e z   ___/14
l a n   n u l   z e m   o g   n o   ___/14
y u f   p o s   v o k   v i v   f e g   ___/15
b u b   d i j   s i j   v u s   t o s   ___/15
w u v   n i j   p i k   n o k   m o t   ___/15
 n i f   v e c   a l   b o j   n e n   ___/14
s u v   y i g   d i t   t u m   j o j   ___/15
y a j   z o f   u m   v i m   v e l   ___/14
t i g   m a   s o g   w o t   s a v   ___/15

Total: _____

Error Pattern:

6. Follow along on the examiner copy of the probe and **underline** each phoneme the student provides correctly, either in isolation or in the context of the nonsense word. Put a **slash** (**/**) over each phoneme read incorrectly or omitted.

Administer for 1 Minute

7. At the end of <u>1 minute</u>, 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 <u>clearly</u> understands the directions and procedure.

<u>Directions for Scoring</u>

1. <u>Discontinue Rule.</u> If the student does not get any sounds correct in words 1-5, discontinue the task and record a score of 0.

Correct letter sounds.

2. <u>Correct letter sounds.</u> 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

Correct Words

3. <u>Correct words.</u> 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"	t o b	_3_/3
dos	"d...os"	d o s	_3_/3

Partially correct words

4. <u>Partially correct words.</u> 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> o̸ <u>b</u>	2 /3
dos	"dot"	<u>d</u> <u>o</u> s̸	2 /3

Repeated sounds

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"	t o b	_3_ /3
dos	"d…o…s…dos"	d o s	_3_ /3

3 second rule – sound by sound

6. <u>3 second rule – sound by sound.</u> 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?*	t o̸ b	1 /3
dos et	"d…o" (3 sec)	/s/ (point to e) *What sound?*	d o s̸ e t	2 /5

3 second rule – word by word

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?"*	t o b d o s e t
tuf kej ik	"tuf" (3 sec)	*"kej (point to ik)* *What word?"*	t u f k e j i k

Sound order – sound by sound.

8. <u>Sound order – sound by sound.</u> 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

Sound order – word by word

9. <u>Sound order – word by word.</u> 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.

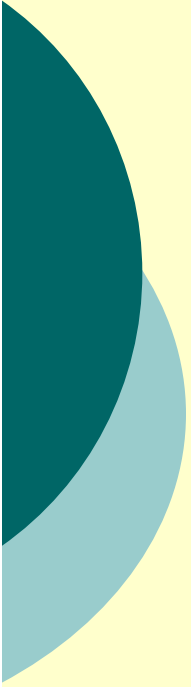| Word	Student Says	Scoring Procedure	Correct Letter Sounds
tob	"bot"	t̸ <u>o</u> b̸	_1_ /3
ik	"ki"	i̸ k̸	_0_ /2

Insertions

10. <u>Insertions.</u> Insertions are not scored as incorrect. For example, if the stimulus word is "tob" and the student says "stob", the letters "t," "o," and "b" would be underlined and full credit would given for the word with no penalty for the insertion of /s/.

Word	Student Says	Scoring Procedure	Correct Letter Sounds
tob	"stob"	t o b	_3_/3
dos	"dots"	d o s	_3_/3

Dialect and Articulation

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)	s i m	3 /3
rit	"wit" (articulation error)	r i t	3 /3

Self Correct or Skips Row

12. <u>Self correct.</u> 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. <u>Skips row.</u> If a student skips an entire row, draw a line through the row and do not count the row in scoring.

Pronunciation Key

Letter	Sound	Example
a	/a/	bat
e	/e/	bet
i	/i/	bit
o	/o/	top
u	/u/	hut
b	/b/	bat
c	/k/	bic
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

Note: 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.

Analyzing the Observation for Instructional Implications

- **Current Skills**
  - She has some isolated letter-sound correspondences
  - Stronger on consonants than vowels
  - Stronger in initial position than final or medial
- **Instructional Needs**
  - Doesn't have a systematic strategy for decoding unknown words.
  - Strengthen short vowel sounds.
  - Increase automaticity
  - Increase phonological recoding, that is, "fof" instead of /f/ /o/ /f/

Breakout Session
NWF Administration Practice

1. Form a three-person group so that each group contains handouts labeled 1, 2, and 3.

2. There are three rounds to this activity and each member of your group will play a different role during each round.

3. After administering and scoring the probe, discuss as a group an instructional recommendation.

Nonsense Word Fluency Video Clip

Oral Reading Fluency
Target Age Range

									DIBELS Oral Reading Fluency					
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Preschool			Kindergarten			First Grade			Second Grade			Third Grade		

- Administer
  - Mid first grade through third grade
- **Benchmark**
  - 40 in spring of first grade
  - 90 in spring of second grade
  - 110 in spring of third grade
- **At-Risk**
  - Below 10 in spring of first grade, 50 in spring of second grade and 70 in spring of third grade
  - Will require intensive instruction

Automaticity With The Code

- ○ <u>What is it?</u>
  - The ability to quickly and accurately apply letter-sound correspondence to reading connected text. Automaticity provides an overall indicator of student growth and development in early reading skills

- ○ <u>What is it not?</u>
  - Oral reading fluency will not tell you everything you need
    to know about student reading performance. However,
    there is a strong relationship between oral reading fluency and comprehension

Materials

- Student copy of passage
- examiner copy
- Clipboard
- Stopwatch
- colored scoring pen

Directions for Administration

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.

Administration

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.*

Administration -Timing

4. <u>Start your stopwatch when the student says the first word of the passage.</u> 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 <u>**3 seconds**</u>. 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.

Scoring

7. At the end of **1 minute**, place a bracket ( ]) after the last word provided by the student and say *"Stop"* and remove the passage.

8. Record the total number of words read correctly on the bottom of the scoring sheet by counting the total number of words the student attempted (up to the bracket). Then count the number of errors made. Subtract errors from total number of words attempted. Result is the number of words read correctly.

Directions for Scoring

9. Score reading passages immediately after administration.

10. 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.

11. 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.

12. If the student reds the entire passage in les than 1 minute, prorate the passage score with this formula:

$$\frac{60 \times \text{words read correctly}}{\text{seconds}} = \text{words read correctly}$$

Directions for Scoring

1. <u>Discontinue Rule.</u> If the student does not read any words correctly in the first row, discontinue the task and record a score of 0.

2. <u>Hesitate or struggle with words.</u> 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~~.	_3_/4

Hyphenated words

3. <u>Hyphenated words.</u> 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

Numerals

4. <u>Numerals.</u> 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.	_4_ /4
My father is 36.	"My father is three six."	My father is 3~~6~~.	_3_ /4
I am 6 years old.	"I am six years old."	I am 6 years old.	_5_ /5

Mispronounced words

5. <u>Mispronounced words.</u> 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
Dad read the paper.	"Dad reed the paper." (i.e., long e)	Dad read the paper.	**3** /4
I ate too much.	"I eat too much."	I ate too much.	**3** /4

Self Corrections

6. <u>Self Corrections.</u> 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
Dad read the paper.	"Dad reed … red the paper." (i.e., self-corrects to short e)	*SC* Dad read the paper.	__4__ /4

Repeated Words

7. <u>Repeated Words.</u> 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.	**4**/4

Articulation and Dialect

8. 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 "retht," 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 retht." (articulation)	It is time for a rest.	6 /6
We took the short cut.	"We took the shot cut." (dialect)	We took the short cut.	5 /5

Inserted Words

9. <u>Inserted words.</u> 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.	__6__ /6
I ate too much.	"I ate way too much."	I ate too much.	__4__ /4

Omitted Words

10. <u>Omitted words.</u> 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 a̸ rest.	**5** /6
I ate too much.	"I ate much."	I ate to̸o much.	**3** /4

Word Order

11. <u>Word Order.</u> 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.	3 /5
I ate too much.	"I too ate much."	I ate too much.	2 /4

Abbreviations

12. <u>Abbreviations.</u> 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?	__4__ /4
May I watch TV?	"May I watch television?"	May I watch TV?	__4__ /4
My teacher is Mr. Smith.	"My teacher is mister Smith."	My teacher is Mr. Smith.	__5__ /5
My teacher is Mr. Smith.	"My teacher is 'm' 'r' Smith."	My teacher is Mr. Smith.	__4__ /5

Retell Fluency Target Age Range

												DIBELS Retell Fluency			

Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Preschool			Kindergarten			First Grade			Second Grade			Third Grade		

- Administer
  - Mid first grade through third grade
- **Benchmark**
  - Not yet established, instead retell scores that are about 50% of ORF score, suggest ORF score provides good overall indicator of reading proficiency, including comprehension.

Scoring Examples

- Child reading 60 wpm, expected to use around 30 words in retell passage. If their retell is about 30, their ORF of 60 is providing good indication of their reading skills

- HOWEVER, for child who reads over 40 wpm and whose retell score is 25% or <u>less</u> of ORF score, their <u>ORF score alone may not</u> be providing a good indication of overall reading proficiency

- If retell is 15 or less, comprehension concern may <u>NOT</u> be represented by fluency.

Retell Fluency (RTF)

(Comprehension)

Measures **comprehension** of passage read orally in DIBELS Oral Reading Fluency. Students are asked to tell as much as they can about what they just read. The **score** is the **number of words** the student uses to **retell** the story within **one minute**.

Retell Fluency (RTF)

- Intended to provide comprehension check for DORF Assessment.
  - To prevent inadvertently learning or practicing a misrule (e.g. speed reading intent of ORF)
  - Identify children whose comprehension is not consistent with their fluency
  - Provide an explicit linkage to the core components in the NRP report, and
  - Increase the face validity of the DORF

Materials

- Student copy of passage
- examiner copy
- Clipboard
- Stopwatch
- colored scoring pen

Directions for Administration

8. <u>If the student reads 10 or more words correct, administer Part 2: Retell.</u> Say,

   Please tell me all about what you just read. Try to tell me everything you can. Begin.

9. <u>Start your stopwatch after you say "begin".</u>

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.

   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

Timing and Discontinue Rule

11. The <u>first time</u> the student does not say anything for <u>3 seconds</u>, say *"Try to tell me everything you can."* This prompt can be used <u>only once</u>.

12. After the first prompt, if the student does not say anything or gets off track for <u>5 seconds</u>, circle the total number of words in the student's retell and say, *"Stop."*

13. At the end of <u>1 minute</u>, circle the total number of words in the student's retell and say, *"Stop."*

Directions for Scoring

1. Score retell while the child is responding. Circle total number of words immediately after examiner says, "Stop."

2. Number of retell words. Count the number of words the child retells that illustrate their understanding of the passage.

3. 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.

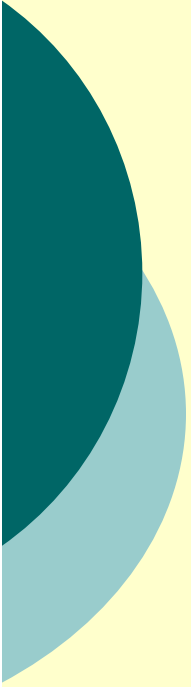0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

Oral Reading Fluency and Retell Fluency Video Clip

Word Use Fluency Target Age Range

	Word Use Fluency														
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Preschool			**Kindergarten**			**First Grade**			**Second Grade**			**Third Grade**		

○ Administer

- Fall of Kindergarten through third grade

○ **Benchmark**

- None provided yet. Additional research is needed to establish linkage with other big ideas or early reading

○ **Tentatively**

- Children in lowest 20th percentile of a school district (using local norms) should be considered **at risk** for poor language and reading outcomes
- Between 20th percentile and 40th percentile, considered **some risk**

Word Use Fluency (WUF)

(Vocabulary Measure)

WUF is designed to assess vocabulary and expressive language for children at each grade level. The examiner says a word and asks the student to use the word in a sentence.

Materials

- Examiner copy of probe
- Clipboard
- Stopwatch
- Red or Blue 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 a word in a sentence, "green". (pause) *The grass is green. Here is another word, "jump"* (pause) *I like to jump rope. Your turn to use a word in a sentence* (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" in a sentence,* (pause) *"The rabbit is eating a carrot." Your turn, "rabbit."*

OK. Here is your first word.

Timing

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.*

Number of Words

2. <u>Number of words.</u> 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 | __7__ C I |

Correct Utterance

3. <u>Correct utterance</u>. 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.

- **<u>Correct Use</u>:** For an utterance to be considered correct in terms of use, the target word is used correctly in a phrase, expression, or sentence.

- **<u>Correct Definition</u>:** 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.

Scoring

- 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.*

- 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).

Word Use Fluency Video Clip

Who Administers DIBELS?

A [team approach](#) is recommended:

- Classroom teacher
- Principal
- Special Education Teacher
- Remedial Reading Teacher
- Literacy Coach
- Speech Pathologist
- School Psychologist
- Educational Assistants

Most any school personnel who have a vested interest in literacy and reading outcomes

Benefits of Team Assessment

5 people can assess a class in about 30 minutes.

Team assessment is:

- efficient
- shares ownership and skills
- distributes investment
- engages the teacher in all of us
- makes the results seem more real or meaningful

Where?

In-Class

teacher, assistant, volunteer take 30 min. a day for 4 days, or one full day

One Day School-Wide

team, 6-8 people, teachers, assistants, support staff, etc. test students in large central location, e.g., library, cafeteria, multi-purpose room, takes approximately 20 min. per class

Multiple Day School-Wide

team of 4-8 go into classroom, tests students while other students work quietly

Within Grade

grade-level teachers, assistants, volunteers, test in one classroom, other students go to another classroom

How Do I Make The Data Collection Go Smoothly?

Planning:

- Determine who will collect the data
- Select an approach to get the data collected
  - Guided by resources available and timeline for collection
- Organizing materials
  - Color coding for easily finding materials
  - Booklets, stimulus materials, stopwatches, clipboards, pencils, class rosters

Data Collection Checklist— Getting Organized

Two Weeks Before Date:
- ☐ Make a list of all data collectors
- ☐ Train data collectors on measures on which they have not received prior training
- ☐ Create and post data collection schedule at least a week ahead of date
- ☐ Arrange location for data collection
- ☐ Copy materials for students and for data collectors

One Week Before Date:
- ☐ Gather other materials (e.g., stopwatches, clipboards, pencils)
- ☐ Send/Post reminder notice to all involved staff of upcoming collection
- ☐ Label all student booklets (e.g., student name, teacher, grade)
- ☐ Finalize any last minute training
- ☐ Get class rosters to ensure that all students have booklets
- ☐ Determine who will enter the data into the computer

Day of Testing

- If possible, have one person available to coordinate activities and answer questions
- Gather all data collectors prior (10-15 min) to data collection to quickly review measures and review data collection process
- Remind collectors to score the measures as they work with each student to ensure scores are accurate
- Have extra student materials available for easy retesting in case a student performs differently then expected

Kindergarten Timeline

Measure(s)	Approximate Time per Pupil	Number of Data Collectors	Pupils Assessed per 30 Minute Period
ISF & LNF	4 min.	1	6-8
		2	12-16
		3	18-24
		4-5	24-40
		6-8	36-48
ISF, LNF, PSF	6-7 min.	1	4-5
		2	8-10
		3	12-15
		4-5	16-25
		6-8	24-40
ISF, LNF, PSF, & NWF	9 min.	1	3-4
		2	6-8
		3	9-12
		4-5	12-20
		6-8	18-32

First Grade Measures

Measure(s)	Approximate Time per Pupil	Number of Data Collectors	Pupils Assessed per 30 Minute Period
LNF, PSF, & NWF	6-7 min.	1	4-5
		2	8-10
		3	12-15
		4-5	16-25
		6-8	24-40
PSF, NWF, & ORF	8-9 min.	1	3-4
		2	6-8
		3	9-12
		4-5	12-20
		6-8	18-32
NWF & ORF	7 min.	1	4-5
		2	8-10
		3	12-15
		4-5	16-25
		6-8	24-40

Second Grade and Above

Measure	Time per pupil	Number of Data Collectors	Pupils Assessed per 30 Minute Period
ORF	5 min.	1	6-7
		2	12-14
		3	18-21
		4-5	24-35
		6-8	36-56

After Testing—Getting Ready to Enter Data

- Organize student booklets by classroom and put in alphabetical order to assist in data entry
- Double-check student booklets against class rosters to determine students who still need to be tested
- Test absentee students
- File student and testing materials for use in the future
- Enter data into the computer
- Obtain reports and set up meeting (e.g., grade-level, cross-grade, schoolwide reading team) to discuss and present results
- Distribute reports accordingly and file one master copy
- Utilize data for instructional decision making

Advantages of DIBELS
(Louisa Moats, 2003)

1. Scores are reliable.
2. Administration is economical and efficient.
3. Computer-based scoring system can track data on individuals and groups.
4. Repeated assessment is possible.
5. Subtest content measures foundational reading skills established by research.

Advantages of DIBELS
(Louisa Moats, 2003)

6. DIBELS scores predict success or failure on high stake criterion.
7. Subtest scores are sensitive to small gains.
8. Instructional goals are given for each grade and skill.
9. Decision making about individuals is supported.
10. Decision making about school systems is supported.