

## Assessment Instrument Table: DIBELS 6<sup>th</sup> edition

Element	Description	Assessment Instrument Information									
Instrument Name	Name of specific instrument (more than vendor name).	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 6 <sup>th</sup> edition – The 6 <sup>th</sup> edition was phased out by the authors last summer and the department will no longer accept use of the 6 <sup>th</sup> edition after the 2014-15 school year.									
Vendor	Name of the company or organization that produces the instrument.	University of Oregon, authors Ruth Kaminski and Roland H. Good.									
Purpose (Intended Use)	The described purpose and appropriate uses of the instrument. Identify any information about inappropriate uses.	<p>DIBELS 6<sup>th</sup> Edition includes six measures intended to be used as indicators of the essential skills that every child must master to become a proficient reader. An indicator is a brief, efficient index that provides a fair degree of certainty about a larger, more complex system or process. The measures indicate which students are experiencing difficulty acquiring basic early literacy skills so that support can be provided early to prevent later reading difficulties. The measures help teachers identify areas to target with instructional support and can be used to monitor the students while they receive targeted supported. The measures can also be used at the classroom, school, and district level to examine the effectiveness of the system of support.</p> <table> <tr> <th></th><th>Appropriate Uses</th><th>Inappropriate Uses</th></tr> <tr> <td>Student Level</td><td> <ul style="list-style-type: none"> <li>Identify students who may be at risk for reading difficulties</li> <li>Help identify areas to target instructional support</li> <li>Monitor at-risk students while they receive additional, targeted instruction</li> </ul> </td><td> <ul style="list-style-type: none"> <li>Label, track, or grade students</li> <li>Make decisions regarding retention and promotion</li> </ul> </td></tr> <tr> <td>Systems Level</td><td> <ul style="list-style-type: none"> <li>Examine the effectiveness of a school's system of instructional supports</li> </ul> </td><td> <ul style="list-style-type: none"> <li>Evaluate teachers</li> <li>Make decisions about funding</li> <li>Make decisions about rewards for improved performance or sanctions for low performance</li> </ul> </td></tr> </table>		Appropriate Uses	Inappropriate Uses	Student Level	<ul style="list-style-type: none"> <li>Identify students who may be at risk for reading difficulties</li> <li>Help identify areas to target instructional support</li> <li>Monitor at-risk students while they receive additional, targeted instruction</li> </ul>	<ul style="list-style-type: none"> <li>Label, track, or grade students</li> <li>Make decisions regarding retention and promotion</li> </ul>	Systems Level	<ul style="list-style-type: none"> <li>Examine the effectiveness of a school's system of instructional supports</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate teachers</li> <li>Make decisions about funding</li> <li>Make decisions about rewards for improved performance or sanctions for low performance</li> </ul>
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Population	Who (which students) could be assessed using the instrument.	Students in kindergarten through 6 <sup>th</sup> grades.	
Administration	How frequently the instrument can be administered in a school year, and recommended or required administration windows.	The authors have recommended administration windows for benchmarking 3 times per year (months 1 to 3, months 4 to 6, and months 7 to 9) , and progress monitoring recommendations vary based on the level of instructional support the child needs. A child with more intensive needs should be monitored as often as weekly, while other students may only need to be progress monitored every other week. Separate progress monitoring probes are provided for this purpose.	
Content Area (s)	Content area or areas being assessed.	Early literacy skills related to reading	
Learning Objectives	Specific learning objectives being assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements.	<b>Reading First Areas</b>	<b>Corresponding <i>DIBELS</i> Measure(s)</b>
		Phonemic Awareness	Initial Sound Fluency (ISF) Phoneme Segmentation Fluency (PSF)
		Phonics	Nonsense Word Fluency (NWF) Letter Naming Fluency (LNF)
		Fluency	Nonsense Word Fluency (NWF) Oral Reading Fluency (ORF)
		Vocabulary	Oral Reading Fluency (ORF) Word Use Fluency (WUF)
		Comprehension	Oral Reading Fluency (ORF) Retelling Fluency (RTF)
		Phonemic awareness (Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF))– hearing and using sounds in spoken words.	
		Phonics: The system of letter-sound relationships that serves as the foundation for decoding words in print, including: <ul style="list-style-type: none"><li>Alphabetic principle and phonics (nonsense word fluency (NWF))– knowing the sounds of the letters and sounding out written words,</li></ul>	

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		<ul style="list-style-type: none"> <li>Advanced Phonics and Word Attack Skills (DIBELS Oral Reading Fluency, DORF) knowing all of the sounds for letters and letter combinations and sounding out written words.</li> </ul> <p>Accurate and fluency reading (DIBELS Oral Reading Fluency, DORF) – reading stories and other materials easily and quickly with few mistakes,</p> <p>Vocabulary and Language Skills, Word Use Fluency (WUF), experimental – understanding and correctly using a variety of words, and comprehension – understanding what is spoken or read.</p> <p>Comprehension – (Retelling Fluency (RTF) and DIBELS Oral Reading Fluency, DORF). 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 third grades. The purpose of the RTF measure is to (a) prevent inadvertently learning or practicing misrule, (b) identify children whose comprehension is not consistent with their fluency, (c) provide an explicit linkage to the core components in the NRP report, and (d) increase the face validity of the DORF.</p>
Individual Metrics	The scores provided at the individual (student) level.	<p><b>Raw Scores</b> are generated for each of the following measures:</p> <ul style="list-style-type: none"> <li>First Sound Fluency (FSF): The assessor says words, and the student says the first sound for each word</li> <li>Letter Naming Fluency (LNF): The student is presented with a sheet of letters and asked to name the letters. LNF is an indicator of risk which is not directly linked to any of the basic early literacy skills</li> <li>Phoneme Segmentation Fluency (PSF): The assessor says words, and the student says the individual sounds in each word.</li> <li>Nonsense Word Fluency (NWF): The student is presented with a list of VC and CVC nonsense words (e.g., sig, rav, ov) and asked to read the words.</li> <li>DIBELS Oral Reading Fluency (DORF): The student is presented with a reading passage and asked to read aloud. The student is then asked to retell what he/she just read.</li> <li>Daze: The student is presented with a reading passage in which some words are replaced by a multiple choice box that includes the original word and two distractors. The student reads the passage silently and selects the word in each box that best fits the meaning of the sentence.</li> </ul> <p><b>Composite Score:</b> The composite score combines the scores from the other measures into a raw score that is the best overall estimate of the student’s early literacy skills and/or reading proficiency.</p>

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Individual Comparison Points (cut scores)	Information provided regarding how good is good enough performance on the instrument. Comparison information should be available for every individual metric. This may be performance level ratings with specific cut scores.	DIBELS 6th Edition Benchmark Goals Three Assessment Periods Per Year					
		Kindergarten	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10
		DIBELS Measure Initial Sound Fluency (ISF)	Scores 0 – 3 4 – 7 8 and above	Status At risk Some risk Low risk	Scores 0 – 9 10 – 24 25 and above	Status Deficit Emerging Established	Not administered during this assessment period
		Letter Naming Fluency (LNF)	0 – 1 2 – 7 8 and above	At risk Some risk Low risk	0 – 14 15 – 26 27 and above	At risk Some risk Low risk	0 – 28 29 – 39 40 and above
		Phoneme Segmentation Fluency (PSF)	Not administered during this assessment period		0 – 6 7 – 17 18 and above	At risk Some risk Low risk	0 – 9 10 – 34 35 and above
		Nonsense Word Fluency (NWF-CLS)	Not administered during this assessment period		0 – 4 5 – 12 13 and above	At risk Some risk Low risk	0 – 14 15 – 24 25 and above
		Word Use Fluency (WUF)	Benchmark goals for this measure have not been established. Tentatively, students in the lowest 20% of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between 20 <sup>th</sup> percentile and 40 <sup>th</sup> percentile should be considered at some risk.				
		Second Grade	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10
		DIBELS Measure Nonsense word Fluency (NWF-CLS)	Scores 0 - 29 30 - 49 50 and above	Status Deficit Emerging Established	Scores Not administered during this assessment period	Status	Not administered during this assessment period
		Oral Reading Fluency (ORF)	0 - 25 26 - 43 44 and above	At risk Some risk Low risk	0 - 51 52 - 67 68 and above	At risk Some risk Low risk	0 – 69 70 – 89 90 and above
		Retell Fluency (RTF)	Benchmark goals for this measure have not been established.				
		Word Use Fluency (WUF)	Benchmark goals for this measure have not been established.				
		Third Grade	Beginning of Year		Middle of Year		End of Year

Element	Description	Assessment Instrument Information							
		Month 1 - 3		Month 4 - 6		Month 7 - 10			
		DIBELS Measure	Scores	Status	Scores	Status	Scores	Status	
		Oral Reading Fluency (ORF)	0 – 52	At risk	0 – 66	At risk	0 – 79	At risk	
			53 – 76	Some risk	67 – 91	Some risk	80 – 109	Some risk	
			77 and above	Low risk	92 and above	Low risk	110 and above	Low risk	
		Retell Fluency (RTF)	Benchmark goals for this measure have not been established.						
		Word Use Fluency (WUF)	Benchmark goals for this measure have not been established.						
		Fourth Grade		Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
		DIBELS Measure	Scores	Status	Scores	Status	Scores	Status	
		Oral Reading Fluency (ORF)	0 – 70	At risk	0 – 82	At risk	0 – 95	At risk	
			71 – 92	Some risk	83 – 104	Some risk	96 – 117	Some risk	
			93 and above	Low risk	105 and above	Low risk	118 and above	Low risk	
		Retell Fluency (RTF)	Benchmark goals for this measure have not been established.						
		Fifth Grade		Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
		DIBELS Measure	Scores	Status	Scores	Status	Scores	Status	
		Oral Reading Fluency (ORF)	0 – 80	At risk	0 – 93	At risk	0 – 102	At risk	
			81 – 103	Some risk	94 – 114	Some risk	103 – 123	Some risk	
			104 and above	Low risk	115 and above	Low risk	124 and above	Low risk	
		Retell Fluency (RTF)	Benchmark goals for this measure have not been established.						
		Sixth Grade		Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
		DIBELS Measure	Scores	Status	Scores	Status	Scores	Status	
		Oral Reading Fluency (ORF)	0 – 82	At risk	0 – 98	At risk	0 – 103	At risk	
83 – 108	Some risk		99 – 119	Some risk	104 – 124	Some risk			
109 and above	Low risk		120 and above	Low risk	125 and above	Low risk			
Retell Fluency (RTF)	Benchmark goals for this measure have not been established.								

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		<p><i>Note:</i> Goals and cutpoints for risk for Grades 4 through 6 are based on CBM normative information from 4th and 5th grade students in Fall, Winter and Spring from Hasbrouck and Tindal (1992) as well as average slope of reading progress information from Fuchs, Fuchs, Hamlett, Walz, &amp; Germann (1993). Empirical evidence of the percent achieving subsequent literacy goals is not yet available for these initial estimates.</p> <p>In addition to these preliminary estimates of goals and risk indicators, local normative information is available for each participating school district. A reasonable approximation of goals and cut scores for risk are also available from the local norms. The 40th percentile using local norms provides an approximate goal, and below the 20th percentile using local norms provides an approximate at-risk indicator.</p> <p>With additional research these preliminary estimates will be refined based on the odds of achieving subsequent literacy goals. Each district can examine these odds by entering scores on a selected outcome for relevant grade levels. For example, in Oregon, a state assessment is given in fifth grade with a specific goal for meeting expectations. If a participating school district enters the fifth grade scores for all fifth grade students and the Oregon State Assessment goal, the <b>DIBELS Data System</b> will provide the odds of achieving the goal for these initial estimates of goals and risk indicators.</p> <p><b>References</b> Fuchs, L. S., Fuchs, D., Hamlett, C. L., Walz, L., &amp; Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? <i>School Psychology Review</i>, 22, 27-48.</p> <p>Hasbrouck, J. E., &amp; Tindal, G. (1992, Spring). Curriculum-based oral reading fluency norms for students in grades 2 through 5. <i>Teaching Exceptional Children</i>, pp. 41-44.</p>												
Individual Comparison Points (cut scores) provided by CDE	Cut-off scores to determine significant reading deficiency	<p>CDE has identified cut-scores associated with specific metrics available from the DIBELS 6 assessment instruments for use in the identification of students with a significant reading deficiency. DIBELS 6th edition users should use the score for NWF-CLS (Nonsense Word Fluency—Correct Letter Sounds) for Kindergarten and ORF (Oral Reading Fluency) for grades 1-3 (except where otherwise noted). Students at or below the specified cut-scores will be identified as having a Significant Reading Deficiency.</p> <p>DIBELS 6th Edition Cut- Scores:</p> <table><tr><th></th><th>Fall</th><th>Winter</th><th>Spring</th></tr><tr><td>Kindergarten (NWF-CLS)</td><td>ISF-3 and LNF-1*</td><td>4</td><td>14</td></tr><tr><td>1<sup>st</sup> Grade (ORF)</td><td>NWF- 12</td><td>7</td><td>19</td></tr></table>		Fall	Winter	Spring	Kindergarten (NWF-CLS)	ISF-3 and LNF-1*	4	14	1 <sup>st</sup> Grade (ORF)	NWF- 12	7	19
	Fall	Winter	Spring											
Kindergarten (NWF-CLS)	ISF-3 and LNF-1*	4	14											
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		2 <sup>nd</sup> Grade (ORF)	25	51	69
		3 <sup>rd</sup> Grade (ORF)	52	66	79
Aggregate Metrics	Scores provided at the group level. The group could be a grade level, school, district, or disaggregated groups (e.g. race/ethnicity, gender, IEP status, FRL status) Specify the group(s) and the score(s) provided.	<ul style="list-style-type: none"> <li>The number and percent of students at each performance level: at or above benchmark, below benchmark, well below benchmark (by grade level and overall) at the beginning, middle and end of the year.</li> <li>The percent of students at or above benchmark at the end of the year</li> <li>The number of students well below and below benchmark at the beginning and end of the year.</li> <li>The change in the number and percent of students at each performance level overall (at or above benchmark, below benchmark, well below benchmark) between the beginning and the end of the year.</li> <li>The number and percent of students identified as having a significant reading deficiency (by grade level)</li> </ul>			
Aggregate Comparison Points (cut scores)	Information provided regarding how good is good enough performance at the group level.	NA			
Aggregate Comparison Points (CDE)	Cut points established by CDE in collaboration with the vendor for requests to reconsider.	<p>More than 50% of students performing at or above benchmark at the end of the year.</p> <p>Reduce the number of students reading well below benchmark and below benchmark by 50% between the beginning and end of the year.</p>			
Alignment	Information provided by the	Technical reports are provided here: <a href="https://dibels.uoregon.edu/">https://dibels.uoregon.edu/</a>			

Element	Description	Assessment Instrument Information
	vendor about alignment of this instrument to other instruments, standards, etc.	
Data Reports	Description of data reports that are provided/available at the individual and aggregate level(s).	View sample reports here: <a href="https://dibels.uoregon.edu/report/">https://dibels.uoregon.edu/report/</a>
Technical Quality		<a href="https://dibels.uoregon.edu/">https://dibels.uoregon.edu/</a>

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References:

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