

## First Grade DIBELS

### **DIBELS Overview**

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

### **Beginning of Year**

#### **Letter Naming Fluency (LNF)**

On the LNF assessment, your child is shown a page of random letters and asked to name the letters. The number of letters your child names correctly in one minute is counted. Although the ability to name letters is a strong predictor of later reading achievement, studies have demonstrated that it is possible for children to learn letter-sound correspondence without naming letters. Therefore, naming letters is not a powerful instructional target and benchmark goals are not provided.

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

Total Correct: \_\_\_\_\_

#### **Phoneme Segmentation Fluency (PSF)**

Understanding that spoken words can be broken down into individual sounds and then blended back together to form a word is an important skill in learning to read and write. On the PSF assessment, your child is given a spoken word and asked to say each sound in the word ("Tell me the sounds in the word 'mop'?" "Child: /m/ /o/ /p/").

|                                 |   |                                     |                                | Score                            |
|---------------------------------|---|-------------------------------------|--------------------------------|----------------------------------|
| pair<br><i>/p/ /e/ /r/</i>      | known<br><i>/n/ /o/ /n/</i>               | list<br><i>/l/ /i/ /s/ /t/</i>      | say<br><i>/s/ /a/ /y/</i>      | <input type="text" value="/12"/> |
| bam<br><i>/b/ /a/ /m/</i>       | day<br><i>/d/ /a/ /y/</i>                 | verbs<br><i>/v/ /e/ /r/ /b/ /z/</i> | seat<br><i>/s/ /e/ /a/ /t/</i> | <input type="text" value="/12"/> |
| both<br><i>/b/ /o/ /t/ /h/</i>  | shirt<br><i>/s/ /h/ /e/ /r/ /t/</i>       | thick<br><i>/t/ /h/ /i/ /k/</i>     | pull<br><i>/p/ /u/ /l/</i>     | <input type="text" value="/12"/> |
| large<br><i>/l/ /a/ /r/ /j/</i> | rock<br><i>/r/ /o/ /k/</i>                | dig<br><i>/d/ /i/ /g/</i>           | past<br><i>/p/ /a/ /s/ /t/</i> | <input type="text" value="/13"/> |
| log<br><i>/l/ /o/ /g/</i>       | branch<br><i>/b/ /r/ /a/ /n/ /t/ /ch/</i> | egg<br><i>/e/ /g/</i>               | fat<br><i>/f/ /a/ /t/</i>      | <input type="text" value="/13"/> |
| pop<br><i>/p/ /o/ /p/</i>       | ranch<br><i>/r/ /a/ /n/ /t/ /ch/</i>      | kit<br><i>/k/ /i/ /t/</i>           | bike<br><i>/b/ /i/ /e/ /k/</i> | <input type="text" value="/13"/> |

Total: \_\_\_\_\_

### Nonsense Word Fluency (NWF)

Children with strong phonics skills know the sounds of letters and are able to blend them together to form words. On the NWF assessment, your child is shown a “nonsense word” containing 2 or 3 letters (e.g. bim, ob) and asked to read the word. Your child is given credit for each correct sound (Correct Letter Sound– CLS) and added credit if he/she reads the word without saying each individual sound (Whole Words Read– WWR). Nonsense words are used so that the teacher knows your child is connecting the sound to the letter rather than recognizing the word by sight.

|                      | CLS                                    | WWR                  |
|----------------------|--|----------------------|
| ▶ kot nez uf val hib | <input type="text" value="/14 (14)"/>  | <input type="text"/> |
| nav tel wif ov hup   | <input type="text" value="/14 (28)"/>  | <input type="text"/> |
| yuv kik zep nan lov  | <input type="text" value="/15 (43)"/>  | <input type="text"/> |
| em miz wod rud kak   | <input type="text" value="/14 (57)"/>  | <input type="text"/> |
| og yus mak teg tij   | <input type="text" value="/14 (71)"/>  | <input type="text"/> |
| tid voz fum bav yed  | <input type="text" value="/15 (86)"/>  | <input type="text"/> |
| luf aj yib hoz pef   | <input type="text" value="/14 (100)"/> | <input type="text"/> |
| nom suv jek dat ic   | <input type="text" value="/14 (114)"/> | <input type="text"/> |
| rab suz vez bos yil  | <input type="text" value="/15 (129)"/> | <input type="text"/> |
| wen ob bij fud sal   | <input type="text" value="/14 (143)"/> | <input type="text"/> |

### Middle of Year

NWF- See above

### DIBELS Oral Reading Fluency (DORF)

On the DORF assessment, your child will read three passages appropriate for his/her grade level for one minute and then asked to retell what was read. The teacher will calculate the words read correctly (Words Correct– WC), your child’s accuracy rate, and the number of words your child uses to appropriately retell what was read. Retelling the story or text is important because it gives the teacher an indication if your child not only can read the words, but can understand what he/she is reading as well. The median WC, accuracy and retell will be used as your child’s score on this assessment.

### **A Night at Grandma's House**

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► The car drove out the farm gate. Jon waved goodbye to his dad. Then he smiled at his grandma. He had been waiting all week to come spend the night with her. They always had so much fun together.

First, Jon and his grandma fed the animals. He threw corn to the chickens and feed cubes to the cows. Then he gave hay and water to the goats.

"This animal is hungry now," said Jon, pointing to himself.

Grandma made macaroni and cheese for dinner. After eating, Jon went to the orange room to play. It had been his father's room long ago. Jon got out some small cars and made a road of blocks to drive them on.

Grandma soon told Jon it was time for bed. He went to get his pajamas and bear out of his bag. Surprised, Jon found that he had left his bear at home. He wondered how he would be able to sleep.

Grandma thought for a minute. Then she opened the closet and pulled out a white box. Jon saw a brown bear with a flat nose inside. Grandma explained that Jon's father had slept with the bear when he was young. The nose was flat because Jon's father had used it as a pillow.

Jon held the bear close. Now he could go to sleep.

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### **End of Year**

NWF- See above

DORF- See above

## First Grade Benchmark Goals and Cut Points for Risk

| Measure                | Score Level           | Likely Need for Support          | Beginning of Year | Middle of Year | End of Year |
|------------------------|-----------------------|----------------------------------|-------------------|----------------|-------------|
| DIBELS Composite Score | At or Above Benchmark | Likely to Need Core Support      | 113 +             | 130 +          | 155 +       |
|                        | Below Benchmark       | Likely to Need Strategic Support | 97 - 112          | 100 - 129      | 111 - 154   |
|                        | Well Below Benchmark  | Likely to Need Intensive Support | 0 - 96            | 0 - 99         | 0 - 110     |
| PSF                    | At or Above Benchmark | Likely to Need Core Support      | 40 +              |                |             |
|                        | Below Benchmark       | Likely to Need Strategic Support | 25 - 39           |                |             |
|                        | Well Below Benchmark  | Likely to Need Intensive Support | 0 - 24            |                |             |
| NWF-CLS                | At or Above Benchmark | Likely to Need Core Support      | 27 +              | 43 +           | 58 +        |
|                        | Below Benchmark       | Likely to Need Strategic Support | 18 - 26           | 33 - 42        | 47 - 57     |
|                        | Well Below Benchmark  | Likely to Need Intensive Support | 0 - 17            | 0 - 32         | 0 - 46      |
| NWF-WWR                | At or Above Benchmark | Likely to Need Core Support      | 1 +               | 8 +            | 13 +        |
|                        | Below Benchmark       | Likely to Need Strategic Support | 0                 | 3 - 7          | 6 - 12      |
|                        | Well Below Benchmark  | Likely to Need Intensive Support |                   | 0 - 2          | 0 - 5       |
| DORF Words Correct     | At or Above Benchmark | Likely to Need Core Support      |                   | 23 +           | 47 +        |
|                        | Below Benchmark       | Likely to Need Strategic Support |                   | 16 - 22        | 32 - 46     |
|                        | Well Below Benchmark  | Likely to Need Intensive Support |                   | 0 - 15         | 0 - 31      |
| DORF Accuracy          | At or Above Benchmark | Likely to Need Core Support      |                   | 78% +          | 90% +       |
|                        | Below Benchmark       | Likely to Need Strategic Support |                   | 68% - 77%      | 82% - 89%   |
|                        | Well Below Benchmark  | Likely to Need Intensive Support |                   | 0% - 67%       | 0% - 81%    |
| Retell                 | At or Above Benchmark | Likely to Need Core Support      |                   |                | 15 +        |
|                        | Below Benchmark       | Likely to Need Strategic Support |                   |                | 0 - 14      |
|                        | Well Below Benchmark  | Likely to Need Intensive Support |                   |                |             |

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.