

Fourth 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

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 Surprising Little Fish

► Imagine that you are snorkeling near a reef when some clown fish catch your eye. They’re zippy little orange fish with black and white stripes. They whirl and wiggle and dart in and out of their ocean home. It seems they are chasing each other in a rollicking game of tag.

The fish you are watching are clown fish, and it’s easy to see how they got their name. It looks as if they are clowning around. These clown fish are not playing, though. They are defending their territory from outsiders. What looks like a bushy seaweed plant is really a sea animal that lets clown fish live in its tentacles. The creature is called an anemone. Most fish avoid this animal because its mass of tentacles can deliver a powerful sting. Luckily, clown fish have special protection from the animal’s sting. Clown fish are covered in a sticky substance that protects them from the sting.

Living inside a stinging animal is great protection for the clown fish. Hungry predators that would like to eat the clown fish turn away when they see the anemone. If a predator gets too close it gets a severe sting. In return for protection from enemies, the clown fish clean the anemone. They remove dirt from its tentacles. They feed on scraps from the anemone’s meals. The anemone and the fish are both quite content with this unusual arrangement.

Clown fish are unusual in another way, too. They are almost all males. Only one female is in every colony, and she is also the leader of the colony. She lays her eggs near the anemone where they are kept very safe. The mother clown fish has laid them where predators don’t dare go. She knows the stinging anemone is the best babysitter in the sea.

DAZE

The DAZE is a measure of your child's ability to understand what he/she reads. This assessment is typically administered to the whole class at the same time. Your child will be asked to silently read a grade level passage for 3 minutes. Every seventh word in the passage has been replaced by a box containing the correct word and two "distractor" words. Credit is given for each correct answer.

A Kite Festival

"Look at this," Dad said, pointing to an ad in the newspaper. Nora took the paper and read the

long
attend
ad

for an upcoming kite festival. Just

threw
last
eleven

week, Nora and her dad had

visited
kite
hold

a museum

where there was an

refine
exhibit
site

about kite-making. Nora had been

number
exhibit
so

interested in the kites: that she

be
bought
air

a kite-making book. All week she had

technique
been
registration

working on making her own kite. As Nora

how
read
next

the ad details, her eyes grew

wide
masters
so

with excitement. It was expected that

continued
more
pointing

than

1,000 kites would fly at the

special
festival
techniques

. There would even be a special

event
beamed
eyes

for children. Nora and

Dad decided that they

school
worked
would

attend.

Nora called the number printed in the

called
ad
kites

and got more information as well as the

just
rules
printed

for the children's event. According to the

ad
festival
amazing

rules, all children had to make their

grew
newspaper
own

kites, so every day after school, Nora

continued
impressive
week

working on her kite. She went out

was
noon
day to
every

practice flying her kite and

contest
fliers
see

how well it worked. She continued to

awaited
refine
began

it and practice her

technique until

expert
finally
daring

she was happy with the results. She had

designed
all
working

and constructed a colorful

Middle of Year

DORF- See above

DAZE- See above

End of Year

DORF- See above

DAZE- See above

Fourth 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	290 +	330 +	391 +
	Below Benchmark	Likely to Need Strategic Support	245 - 289	290 - 329	330 - 390
	Well Below Benchmark	Likely to Need Intensive Support	0 - 244	0 - 289	0 - 329
DORF Words Correct	At or Above Benchmark	Likely to Need Core Support	90 +	103 +	115 +
	Below Benchmark	Likely to Need Strategic Support	70 - 89	79 - 102	95 - 114
	Well Below Benchmark	Likely to Need Intensive Support	0 - 69	0 - 78	0 - 94
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support	96% +	97% +	98% +
	Below Benchmark	Likely to Need Strategic Support	93% - 95%	94% - 96%	95% - 97%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 92%	0% - 93%	0% - 94%
Retell	At or Above Benchmark	Likely to Need Core Support	27 +	30 +	33 +
	Below Benchmark	Likely to Need Strategic Support	14 - 26	20 - 29	24 - 32
	Well Below Benchmark	Likely to Need Intensive Support	0 - 13	0 - 19	0 - 23
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support	2 +	2 +	3 +
	Below Benchmark	Likely to Need Strategic Support	1	1	2
	Well Below Benchmark	Likely to Need Intensive Support			1
Daze Adjusted Score	At or Above Benchmark	Likely to Need Core Support	15 +	17 +	24 +
	Below Benchmark	Likely to Need Strategic Support	10 - 14	12 - 16	20 - 23
	Well Below Benchmark	Likely to Need Intensive Support	0 - 9	0 - 11	0 - 19

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.