

Kindergarten 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

First Sound Fluency (FSF)

The understanding that words are made up of separate sounds is called “phonemic awareness.” Phonemic awareness is a critical skill in learning to read. The FSF subtest assesses your child’s ability to isolate the beginning sounds in words. Your child is given a word and asked to say the first sound in the word (“What is the first sound you hear in the word ‘man’?” Child “/m/”).

Test Items	Correct/2 points	Correct/1 point	Incorrect
1. look	/l/	/luu/	0
2. chop	/ch/	/cho/	0
3. blush	/b/	/bi/ /blu/	0
4. stall	/s/	/st/ /sto/	0
5. meet	/m/	/mea/	0
6. star	/s/	/sta/	0
7. can	/k/	/ka/	0
8. string	/s/	/su/ /stri/ /stri/	0
9. hand	/h/	/ha/	0
10. stage	/s/	/st/ /stai/	0
11. clown	/k/	/kl/ /klow/	0
12. rat	/r/	/ra/	0
13. gray	/g/	/gr/	0
14. fell	/f/	/fe/	0
15. clipped	/k/	/ki/ /kli/	0
16. bear	/b/	/be/	0
17. spray	/s/	/sp/ /spr/	0
18. block	/b/	/bi/ /blo/	0
19. neck	/n/	/ne/	0
20. bat	/b/	/ba/	0
21. through	/th/	/thr/	0
22. dream	/d/	/dr/ /drea/	0
23. board	/b/	/bor/	0
24. ship	/sh/	/shi/	0
25. gross	/g/	/gr/ /groa/	0
26. bike	/b/	/bi/ /bie/	0
27. bridge	/b/	/br/ /br/	0
28. raft	/r/	/ra/	0
29. wash	/w/	/wo/	0
30. three	/th/	/thr/	0

2-pt responses: _____
 x 2: _____ + 1-pt responses: _____ = Total: _____

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: _____

Middle of Year

FSF- See Above

LNF- See Above

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
► ray /r/ /a/ /i/	than /θ/ /ə/ /n/	slow /s/ /l/ /o/	wood /w/ /u/ /d/	<input type="text" value="11"/>
junk /j/ /ʌ/ /ŋ/ /k/	shine /ʃ/ /i/ /e/ /n/	arms /ɑ/ /m/ /z/	south /s/ /oʊ/ /θ/	<input type="text" value="13"/>
tooth /t/ /o/ /θ/	cry /k/ /r/ /i/	light /l/ /i/ /t/	tell /t/ /e/ /l/	<input type="text" value="12"/>
grew /g/ /r/ /o/	bill /b/ /i/ /l/	hid /h/ /i/ /d/	smell /s/ /m/ /e/ /l/	<input type="text" value="13"/>
gone /g/ /o/ /n/	friend /f/ /r/ /i/ /e/ /n/ /d/	none /n/ /ʌ/ /n/	son /s/ /ʌ/ /n/	<input type="text" value="14"/>
keep /k/ /i/ /p/	help /h/ /e/ /l/ /p/	book /b/ /u/ /k/	showed /ʃ/ /o/ /d/	<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="checkbox"/> /14 (14)	<input type="checkbox"/>
nav tel wif ov hup	<input type="checkbox"/> /14 (28)	<input type="checkbox"/>
yuv kik zep nan lov	<input type="checkbox"/> /15 (43)	<input type="checkbox"/>
em miz wod rud kak	<input type="checkbox"/> /14 (57)	<input type="checkbox"/>
og yus mak teg tij	<input type="checkbox"/> /14 (71)	<input type="checkbox"/>
tid voz fum bav yed	<input type="checkbox"/> /15 (86)	<input type="checkbox"/>
luf aj yib hoz pef	<input type="checkbox"/> /14 (100)	<input type="checkbox"/>
nom suv jek dat ic	<input type="checkbox"/> /14 (114)	<input type="checkbox"/>
rab suz vez bos yil	<input type="checkbox"/> /15 (129)	<input type="checkbox"/>
wen ob bij fud sal	<input type="checkbox"/> /14 (143)	<input type="checkbox"/>

End of Year

LNF- See Above

PSF- See Above

NWF- See Above

Kindergarten 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	26 +	122 +	119 +
	Below Benchmark	Likely to Need Strategic Support	13 - 25	85 - 121	89 - 118
	Well Below Benchmark	Likely to Need Intensive Support	0 - 12	0 - 84	0 - 88
FSF	At or Above Benchmark	Likely to Need Core Support	10 +	30 +	
	Below Benchmark	Likely to Need Strategic Support	5 - 9	20 - 29	
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 19	
PSF	At or Above Benchmark	Likely to Need Core Support		20 +	40 +
	Below Benchmark	Likely to Need Strategic Support		10 - 19	25 - 39
	Well Below Benchmark	Likely to Need Intensive Support		0 - 9	0 - 24
NWF-CLS	At or Above Benchmark	Likely to Need Core Support		17 +	28 +
	Below Benchmark	Likely to Need Strategic Support		8 - 16	15 - 27
	Well Below Benchmark	Likely to Need Intensive Support		0 - 7	0 - 14

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.