

Second 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

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

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 Day for Trees

► Picture yourself walking through the woods. Rays of sun stream in through the trees, but mostly it is shady. You welcome the coolness of the shade. The leaves crunch under your feet, and animals scurry about.

Now think about what this scene would be like without any trees. Is it hard to imagine? Trees are very important. They give us shade. Trees are home to many animals. Trees help keep our air clean, too.

Trees are so important that they have their own special day. It is called Arbor Day. On this day, people plant trees. Some people choose to plant a tiny seed in the soil. They give the seed water and watch it grow. Other people choose to plant a small tree that has already started to grow. They dig a small hole and carefully put the roots into the soil. They cover up the roots and give the tree water.

You may wonder when Arbor Day happens. That depends on where you live. Many states have this special day in the spring. That is the best time to plant trees in those states. Some states have better times for planting trees. If you live where the weather is always warm, your special tree day may be in the fall or even in the winter. No matter when your state has its special tree day, make sure you plant a tree.

Middle of Year

DORF- See above

End of Year

DORF- See above

Second 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	141 +	190 +	238 +
	Below Benchmark	Likely to Need Strategic Support	109 - 140	145 - 189	180 - 237
	Well Below Benchmark	Likely to Need Intensive Support	0 - 108	0 - 144	0 - 179
NWF-CLS	At or Above Benchmark	Likely to Need Core Support	54 +		
	Below Benchmark	Likely to Need Strategic Support	35 - 53		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 34		
NWF-WWR	At or Above Benchmark	Likely to Need Core Support	13 +		
	Below Benchmark	Likely to Need Strategic Support	6 - 12		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 5		
DORF Words Correct	At or Above Benchmark	Likely to Need Core Support	52 +	72 +	87 +
	Below Benchmark	Likely to Need Strategic Support	37 - 51	55 - 71	65 - 86
	Well Below Benchmark	Likely to Need Intensive Support	0 - 36	0 - 54	0 - 64
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support	90% +	96% +	97% +
	Below Benchmark	Likely to Need Strategic Support	81% - 89%	91% - 95%	93% - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 80%	0% - 90%	0% - 92%
Retell	At or Above Benchmark	Likely to Need Core Support	16 +	21 +	27 +
	Below Benchmark	Likely to Need Strategic Support	8 - 15	13 - 20	18 - 26
	Well Below Benchmark	Likely to Need Intensive Support	0 - 7	0 - 12	0 - 17
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support		2 +	2 +
	Below Benchmark	Likely to Need Strategic Support		1	1
	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.