Third 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.

Space Camp

▶ It was the summer after third grade, and Kelsey was excited. Ever since she was little, Kelsey wanted to be an astronaut. This summer, she was old enough to go to space camp. For six days she would get to experience the life of an astronaut.

Kelsey would be staying at the space center with the other campers, so her father dropped her off the evening before camp began. She was so excited for the next day that she had a hard time sleeping. The next morning would begin her space adventure.
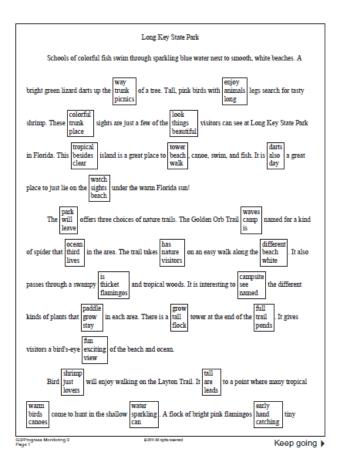
The first thing the campers did that morning was put on spacesuits. Then they went into a machine that was like a pretend rocket launch. The machine was called a simulator. The campers spent the morning practicing rocket launches and landings in the simulator. It felt like they were on a real rocket.

After lunch, it was time to divide into groups. Kelsey chose the space and aviation group because she wanted to be a pilot. She joined other campers who were interested in learning how to fly. The campers learned about the principles of flight, and they even spent time in a jet simulator.

Kelsey spent the rest of the days at camp visiting the space museum and climbing the rock wall that resembled Mars' surface. All of the campers had a chance to build their own rockets. At the end of the six days, the campers launched their model rockets outdoors. Kelsey felt proud as her rocket soared high in the sky. As she watched her rocket, she thought about her week at camp. Space camp was so much fun, she couldn't wait to see how much fun she would have as a real astronaut.

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.

Long Key State Park

Schools of colorful fish swim through sparkling blue water next to smooth, white beaches. A bright green lizard darts up the [way / trunk / picnics] of a tree. Tall, pink birds with [enjoy / animals / long] legs search for tasty shrimp. These [colorful / trunk / place] sights are just a few of the [look / things / beautiful] visitors can see at Long Key State Park in Florida. This [tropical / besides / clear] island is a great place to [tower / beach / walk], canoe, swim, and fish. It is [darts / also / day] a great place to just lie on the [watch / sights / beach] under the warm Florida sun! The [park / will / leave] offers three choices of nature trails. The Golden Orb Trail [waves / camp / is] named for a kind of spider that [ocean / third / lives] in the area. The trail takes [has / nature / visitors] on an easy walk along the [different / beach / white]. It also passes through a swampy [is / thicket / flamingos] and tropical woods. It is interesting to [campsite / see / named] the different kinds of plants that [paddle / grow / stay] in each area. There is a [grow / tall / flock] tower at the end of the [full / trail / ponds]. It gives visitors a bird's-eye [fun / exciting / view] of the beach and ocean. Bird [shrimp / just / lovers] will enjoy walking on the Layton Trail. It [tall / are / leads] to a point where many tropical [warm / birds / canoes] come to hunt in the shallow [water / sparkling / can]. A flock of bright pink flamingos [early / hand / catching] tiny

Middle of Year

DORF- See above
DAZE- See above

End of Year

DORF- See above
DAZE- See above

Third 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	220 +	285 +	330 +
	Below Benchmark	Likely to Need Strategic Support	180 - 219	235 - 284	280 - 329
	Well Below Benchmark	Likely to Need Intensive Support	0 - 179	0 - 234	0 - 279
DORF Words Correct	At or Above Benchmark	Likely to Need Core Support	70 +	86 +	100 +
	Below Benchmark	Likely to Need Strategic Support	55 - 69	68 - 85	80 - 99
	Well Below Benchmark	Likely to Need Intensive Support	0 - 54	0 - 67	0 - 79
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support	95% +	96% +	97% +
	Below Benchmark	Likely to Need Strategic Support	89% - 94%	92% - 95%	94% - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 88%	0% - 91%	0% - 93%
Retell	At or Above Benchmark	Likely to Need Core Support	20 +	26 +	30 +
	Below Benchmark	Likely to Need Strategic Support	10 - 19	18 - 25	20 - 29
	Well Below Benchmark	Likely to Need Intensive Support	0 - 9	0 - 17	0 - 19
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	8 +	11 +	19 +
	Below Benchmark	Likely to Need Strategic Support	5 - 7	7 - 10	14 - 18
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 6	0 - 13

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.