

Which DIBELS Subtests are Given at Each Grade Level?

First Sound Fluency	Kindergarten
Letter Naming Fluency...	Kindergarten & Grade 1
Phoneme Segmentation Fluency.....	Grades K,1
Nonsense Word Fluency	Grades K,1,2
Oral Reading Fluency.....	Grades 1,2,3,4,5,6

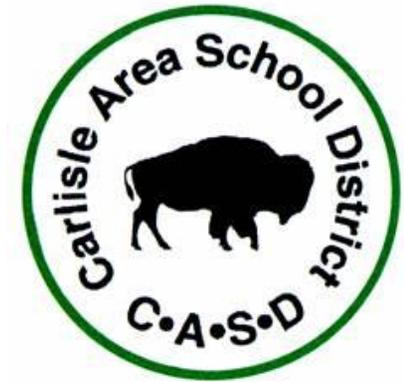
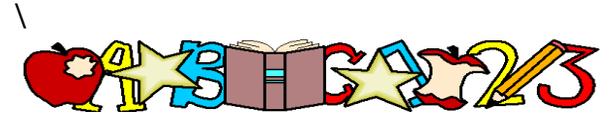
When Will You Be Informed About Your Student's Performance?

The DIBELS reports can be accessed by your child's teacher at any time. Teachers will be sharing these reports with you during conferences. You may request a report at other times during the year. A final report on your child's individual performance will be sent home in their report card.

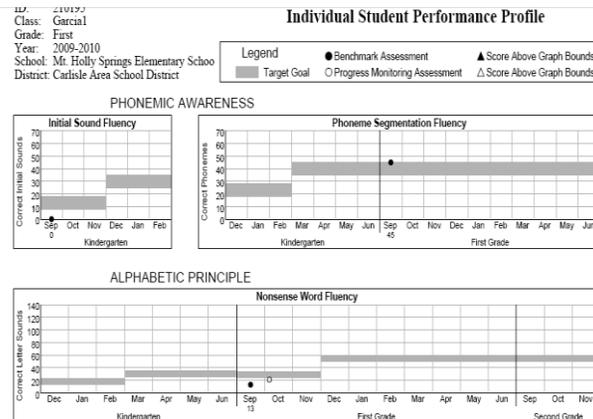
How Do You Read the DIBELS Report?

The report that will be provided to you is entitled the *Individual Student Performance Profile*. This profile reports the scores your child earned on each subtest and for each year that they have been in Carlisle Area School District. On the *Individual Student Performance Profile* in the upper right hand corner is a key that explains the various symbols that are provided in the report. For example, the grey bars indicate the target goal (satisfactory benchmark performance) for each subtest. Please note that these targets change

over time and are different for each subtest. The filled in black circles indicate your child's score on each subtest on each of the three benchmark assessments (September, January, May). If your child's score is in or above the grey bar, then we consider them to be at benchmark or low risk. If your child's score is below the grey bar, then we consider them to be below benchmark and at some risk. When a score is below the grey bar, the teacher is then prompted to address this emerging skill with targeted interventions. For those students whose scores fall below benchmark, teachers are instructed to give similar DIBELS measure every week to monitor the student's progress. The scores from progress monitoring measures are indicated on the key as being open black circles.



What is DIBELS?



If you have any questions about your child's performance or interpreting the report, please contact your child's current classroom teacher.



What is DIBELS?

The **D**ynamic **I**ndicators of **B**asic **E**arly **L**iteracy **S**kills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

These measures were developed in conjunction with discussions in both the National Reading Panel(2000) and National Research Council (1998) where five critical reading areas for becoming good readers were identified. They are:

- **Phonemic Awareness-** The ability to hear, identify, and work with individual sounds – or phonemes- in spoken word.
- **Alphabetic Principle and Phonics-** An understanding that there is a relationship between the letters of written language and the sounds of spoken language.
- **Accurate and Fluent Reading** – The capacity to read a story easily and quickly with few mistakes.
- **Vocabulary** – The knowledge of words students must have to communicate effectively.
- **Comprehension-** The ability to understand and gain meaning from what has been read.



www.bible.ca

The DIBELS measures were specifically designed to assess three of the five components of early literacy: Phonemic Awareness, Alphabetic Principle (Phonics), and fluency with text. Each DIBELS measure has been thoroughly researched and demonstrated to be a reliable and valid indicator of early literacy development. Furthermore, they are predictive of later reading proficiency and an aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward instructional objectives.

To learn more about DIBELS go to <http://dibels.uoregon.edu/>



What are the different DIBELS Measures?

Letter Naming Fluency(LNF) – This subtest measures a student’s ability to name letters. Students are asked to name as many letters as they can, uppercase and lowercase randomly mixed, within one minute.

First Sound Fluency(FSF) – This subtest measures a student’s ability to identify, isolate, and pronounce the first sound of an orally presented word. The examiner says a word and the student must say the first sound that they hear in the word . For example, the examiner says, *What is*

the first sound that you hear in the word hat? The student would respond with/h/.

Phoneme Segmentation Fluency (PSF)- This subtest measures a student’s ability to segment and identify the different sounds in a spoken word. The examiner gives the child a word or syllable with three or four phonemes and asks the child to say the individual sounds that make up that word. For example, the examiner says *sat* and the child says /s//a//t/.

Nonsense Word Fluency (NWF)- This subtest measures a student’s ability to decode and read three-letter syllables that alone are nonsense words. The examiner gives the student a list of two or three-letter nonsense words and asks them to read the words. Students may read the entire two or three letter word or produce the individual sounds in each word. For example, the student is presented with the nonsense word *raj* and the student says /r//a//j/ or reads it as one word “raj”.

Oral Reading Fluency (ORF) – This subtest measures a student’s ability to read a grade level passage quickly and accurately. Students are timed for one minute on each of three different passages. As the student reads, the examiner records any errors. The resulting score is how many words the student reads correctly in one minute (CWPM-Correct Words Per Minute).

When is DIBELS given?

In the Carlisle School District, DIBELS is implemented in kindergarten through sixth grade. The three benchmark assessments are given in September, January, and May. Additional assessments are given as needed to measure progress over time and to ensure that each child is succeeding and that we, as educators, are providing the most effective instruction in the five areas identified as critical for children to become good readers.

