

# DIBELS DATA



## What is DIBELS?

DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills.

It is standardized and individualized.

Short, 1-minute fluency measures to monitor the development of early reading skills.

## Why use DIBELS?

DIBELS are one-on-one.

DIBELS help provide individualized instruction.

DIBELS are growth-centered.

The assessments target areas of intervention.

They provide information on improvement.

Scores are easy to understand.

## Assessment Details:

Assessments are done 3 times a year to track the student progress and participate is required by MVCA!

Progress Monitor is a weekly quick check to make sure the student is making gains. It also gives the teacher data to make decisions where instruction needs to be modified.

Students in 2<sup>nd</sup> grade are required to take Oral Reading Fluency assessments: measures a student's ability to translate letters to sounds fluently. We will also be given the retelling fluency test: the goal is for the student to retell the story in sequential order by using some words from the text.

Other assessments may be completed as needed.

Letter-naming Fluency (LNF): Name letters (not in order) in one minute.

Phoneme Segmentation Fluency (PSF): Tracks the ability to recognize the phonemes or sounds in words. Ability to recognize letters sounds has been found a good predictor of later reading achievement.

Nonsense Word Fluency (NWF): student randomly reads each word by producing each letter sounds (vowels are short vowel sounds). Nonsense words demonstrates 2 skills essential to reading- Alphabetic principle= each letters represents on sounds and phonological recoding=can put sounds together fluently.

## What can I do if my child isn't at benchmark?

PRACTICE & READ often!

I will post helpful practice sheets and information on our 2<sup>nd</sup> grade website. [www.mvcagrade2.weebly.com](http://www.mvcagrade2.weebly.com).

Parents' Guide to DIBELS: <https://dibels.uoregon.edu/docs/dibelsparentguide.pdf>

Heidi Songs-How to conquer DIBELS: <http://www.heidisongs.com/blog/2012/04/helping-kids-conquer-dibels.html>.

	Fall	Winter	Spring
Nonsense Word Fluency	CLS: _____ (54) WWR _____ (13)		
DIBELS Oral Reading Fluency (DORF)	WC: _____ (52) Accuracy: _____ (90%) Retell: _____ (16)	WC: _____ (72) Accuracy: _____ (96%) Retell: _____ (21) Quality/Retell: _____ (2)	WC: _____ (87) Accuracy: _____ (97%) Retell: _____ (27) Quality/Retell: _____ (2)
Composite Score	_____ (141)	_____ (190)	_____ (238)
Instructional			

The results of this assessment indicate:

*Numbers in parentheses indicate expected performance*

\*You can use this table above to track your student's progress through the year.

## HELPFUL DEFINITIONS:

### 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 simply 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.

### 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. The teacher may also judge the quality of your child's retell on a 1-4 scale (1– 2 or fewer details; 4– 3 or more details that captures the main idea). Although this scale is not used to determine your child's overall score, it provides helpful information for instruction.

\*The **DIBELS Composite Score** is a combination of multiple DIBELS scores and provides the best overall estimate of the student's early literacy skills and/or reading proficiency.

### Core

An instructional recommendation of "core" means that the odds are in your child's favor of achieving later reading goals with a continuing effective curriculum and instruction.

### Strategic

An instructional recommendation of "strategic" means that the odds of achieving later reading goals are approximately 50% without added instructional support in addition to core reading instruction. If your child's performance fell within this category, he/she will likely require intervention in addition to core reading instruction. Small group instruction targeting specific skills may be required. This intervention may be provided by your child's classroom teacher and/or a reading specialist.

### Intensive

An instructional recommendation of "intensive" means that your child's odds of achieving later reading goals are approximately 10-20% without substantial intervention and support in addition to core reading instruction. Your child will require small group intensive intervention targeting specific skills. Your child is likely to receive small group intervention both in the classroom as well as with a reading specialist.