

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Explanation of Scores

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is an assessment that describes a student's competence in foundational reading skills. These skills predict later reading success. In Brighton Area Schools, all students in kindergarten through fourth grade take DIBELS assessments three times each school year (fall/winter/spring). Please note that all DIBELS subtests are not administered to all students beyond first grade. In second and fourth grades, fall/winter/spring reading assessments are tests of oral reading fluency and retell.

DIBELS measures were developed at the University of Oregon. University researchers provide national comparison scores (benchmark scores) for DIBELS subtests. Comparing one student's scores to benchmark scores enables us to identify students who are and who are not making satisfactory progress at several points during the school year. It is most important to pay attention to the actual scores on each subtest within DIBELS. The research shows a high probability for reading success if students meet the benchmark score.

In addition to these fall/winter/spring probes, DIBELS tests are also used more frequently to monitor progress of individual students who continue to need instruction in basic reading skills. Following is a brief explanation of DIBELS subtests. All DIBELS subtests are timed.

DIBELS Measures

First Sound Fluency (FSF) K

Can your child hear and pronounce the beginning sounds in a word?

Letter Naming Fluency (LFN) K&1st

Does your child know the names of letters? Can your child recall them quickly and easily, even when upper and lower case letters are randomly mixed together?

Phoneme Segmentation Fluency (PSF) K & 1st

Individual sounds are called phonemes. Can your child segment or break apart spoken words into individual sounds? Example: mat.../m/ - /a/ - /t/. (This skill helps children put sounds and words together in their writing, also.)

Nonsense Word Fluency (NWF) K-2nd

Does your child know the sounds that letters make? Do the sounds come to mind quickly and automatically? Can your child blend these sounds together to pronounce unfamiliar words? This is an important skill because many words encountered by beginning/emerging readers are not familiar to them.

Oral Reading Fluency (ORF) 1st - 4th

How many words per minute can your child read correctly? Once your child has learned to "sound out" phonetic words and learned "sight" words (those that must be memorized), do they become instantly recognized words? When a child can recognize many words easily, reading is much more enjoyable and text is easier to comprehend.

Retell 1st - 4th

Is your child able to read and comprehend the text? Can your child retell the most important details in a meaningful sequence and capture the main idea?

Daze 3rd & 4th

Daze is a closed reading assessment that is a predictor of comprehension. Can your child read a passage silently and circle the missing word from a group of three words?

Interpreting the Progress Monitoring graph

Gray lines indicate the benchmark of a skill for the time of year.

Colored dots represent progress monitoring results:

Red dots indicate well below the expectation.

Yellow dots indicate below the expectation.

Green dots indicate meeting expectation.

Aimline is the dotted line indicating the path toward the benchmark goal.

Students who are making adequate growth demonstrate scores that are at or above the aimline.

Students with red or yellow dots below the aimline are not responding to interventions or need a change in intervention.

Progress monitoring scores are collected every other week.

Please contact your child's general education teacher if you have questions regarding your child's growth in reading or you need clarification about the Progress Monitoring graph.