

DIBELS Support Sheet

First Sound Fluency

- Timing: 1 minute. Start the stopwatch after saying the **first word**.
- Wait: 3 seconds, then slash and say the next word on the list.
- Discontinue: 0 correct in the first five words.
- Scoring: The student receives 2 points for correctly identifying the initial phoneme in isolation and 1 point for identifying the correct initial sounds (consonant blends, consonant plus vowel, or consonant blend plus vowel).
- This reminder may be given as often as needed:
 - If you think the student may have forgotten the task, say ***Remember to tell me the first sound that you hear in the word***, immediately say the next word.
- This reminder may be used only once:
 - If the student says the name of the letter, say ***Remember to tell me the first sound in the word, not the letter name***. Immediately say the next word.

Letter Naming Fluency

- Timing: 1 minute. Start the stopwatch after saying **begin**.
- Wait: 3 seconds, then slash the letter and say the correct letter name.
- Discontinue: 0 correct letters named in the first row.
- Scoring: The student receives 1 point for each letter correctly named in 1 minute.
- These reminders may be used only once:
 - If the student does not go left to right, say ***Go this way***. (Sweep your finger across the row.)
 - If the student skips 4 or more consecutive letters, say ***Try to say each letter name***.
 - If the student says letter sounds, say ***Say the letter name, not its sound***.
- These reminders may be used as often as needed:
 - If the student stops and it is not a hesitation on a specific item say ***Keep going***.
 - If the student loses his/her place, ***point***.

Phoneme Segmentation Fluency

- Timing: 1 minute. Start the stopwatch after saying the **first word**.
- Wait: 3 seconds, then give student the next word.
- Discontinue: 0 correct sound segments in first 5 words
- Scoring: The student receives 1 point for each different, correct sound segment produced in 1 minute.
- These reminders may be used only once:
 - If the student spells the word, say ***Say the sounds in the word***, Immediately say the next word.
 - If the student repeats the word, say ***Remember to say all the sounds in the word***. Immediately say the next word.

Nonsense Word Fluency

- Timing: 1 minute. Start stopwatch after saying **begin**.
- Wait: 3 seconds, then give the correct letter sound or word.
- Discontinue: 0 correct letter sounds in the first row.
- Scoring: The student receives credit for 1 CLS for each correct letter sounds read in isolation or read as part of a make-believe word. The student receives credit for 1 WWR for each whole word read correctly, just once, without first being sounded out.
- All nonsense words will have short vowel sounds
- Students can read nonsense words as whole words or segment words.
- These reminders may be used only once:
 - If the student does not go left to right, say ***Go this way.***
 - If the student says letter names, say ***Say the sounds, not the letter names.***
 - If the student reads the word first, then says the letter sounds, prompt ***Just read the word.***
 - If the student says all of the letter sounds correctly in the first row, but does not make any attempt to blend or recode, say ***Try to read the words as whole words.***
- These reminders may be used as often as needed:
 - If the student stops (and it's not a hesitation on a specific item), say ***Keep going.***
 - If the student loses his/her place, ***point.***

DORF Oral Reading Fluency

- Timing: 1 minute. Start the stopwatch after student reads the first word of the passage.
- Wait: 3 seconds, then say the word and slash it.
- Discontinue: If no words are read correctly in the first line, say **Stop** and record a score of 0, and do not administer Retell. If fewer than 10 words are read correctly on passage #1 during benchmark assessment, do not administer Retell or passages #2 and #3. If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage.
- These reminders may be used as often as needed:
 - If the student stops (and it's not a hesitation on a specific item), say ***Keep going.***
 - If the student loses his/her place, ***point.***
- Record the middle/median score on the front cover. For example, if the student gets scores of 27, 36, and 25 WCPM, record a score of 27 on the front cover.

DORF Retell

- Timing: 1 minute maximum. Start stopwatch after saying **begin**.
- Wait: 3 seconds, then use a reminder.
- Reminders/Discontinue: The first time the student stops or hesitates for 3 seconds, select one of the following:
 - If the student has not said anything at all, provides a very limited response, or provides an off-track response, say ***Tell me as much as you can about the story.***
 - Otherwise, say ***Can you tell me anything more about the story?***
 - After the first reminder, the next time the student hesitates or gets off track for five seconds, say ***Thank you,*** and discontinue the task.
- **Quality of Retell** scoring:
 - **1** provides 2 or fewer details
 - **2** provides 3 or more details
 - **3** provides 3 or more details in a meaningful sequence
 - **4** provides 3 or more details in a meaningful sequence that captures a main idea