

Dibels Test Acronyms:

FSF_ First Sound Fluency (Do they know their beginning

sounds?) FSF is a measure that assesses phonemic awareness skills. Phonemic awareness is the ability to hear and manipulate sounds in words. It is essential to learning to read in an alphabetic writing system.

Description of Measure

The DIBELS First Sounds Fluency (FSF) Measure is a standardized, individually administered measure of phonological awareness that assesses a child's ability to recognize and produce the initial sound in an orally presented word (Kaminski & Good, 1996, 1998; Laimon, 1994). The examiner presents four pictures to the child, names each picture, and then asks the child to identify (i.e., point to or say) the picture that begins with the sound produced orally by the examiner. For example, the examiner says, "This is sink, cat, gloves, and hat. Which picture begins with /s/?" and the student points to the correct picture. The child is also asked to orally produce the beginning sound for an orally presented word that matches one of the given pictures. The examiner calculates the amount of time taken to identify/produce the correct sound and converts the score into the number of initial sounds correct in a minute.

LNF- Letter naming fluency (Do they know their letters?)

DIBELS Letter Naming Fluency (LNF) is a standardized, individually administered test that provides a measure of risk. Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can. Students are told if they do not know a letter they will be told the letter. The student is allowed 1 minute to produce as many letter names as he/she can, and the score is the number of letters named correctly in 1 minute. Students are considered at risk for difficulty achieving early literacy benchmark goals if they perform in the lowest 20% of students in their district. The 20th percentile is calculated using local district norms. Students are considered at some risk if they perform between the 20th and 40th percentile using local norms. Students are considered at low risk if they perform above the 40th percentile using local norms.

PSF- Phoneme segmentation fluency (Do they know their

sounds?) PSF is a measure that assess phonemic awareness skills. Phonemic awareness is the ability to hear and manipulate sounds in words. It is essential to learning to read in an alphabetic writing system.

The DIBELS Phoneme Segmentation Fluency (PSF) measure is a standardized, individually administered test of phonological awareness (Kaminski & Good, 1996). The PSF measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF measure has been found to be a good predictor of later reading achievement (Kaminski & Good, 1996). The PSF task is administered by the examiner orally presenting words of three to four phonemes. It requires the student to produce verbally the individual phonemes for each word. For example, the examiner says "sat," and the student says "/s/ /a/ /t/" to receive three

possible points for the word. After the student responds, the examiner presents the next word, and the number of correct phonemes produced in one minute determines the final score.

NWFCLS- Nonsense word fluency (Can they read words phonetically?) NWF is a measure that assess alphabetic principle skills. The alphabetic principle is composed of two parts:

- Alphabetic Understanding: Words are composed of letters that represent sounds.
- Phonological Recoding: Using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or to spell words.

The DIBELS Nonsense Word Fluency (NWF) measure is a standardized, individually administered test of the alphabetic principle - including letter-sound correspondence and of the ability to blend letters into words in which letters represent their most common sounds (Kaminski & Good, 1996). The student is presented an 8.5" x 11" sheet of paper with randomly ordered VC and CVC nonsense words (e.g., sig, rav, ov) and asked to produce verbally the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. For example, if the stimulus word is "vaj" the student could say /v/ /a/ /j/ or say the word /vaj/ to obtain a total of three letter-sounds correct. The student is allowed 1 minute to produce as many letter-sounds as he/she can, and the final score is the number of letter-sounds produced correctly in one minute. Because the measure is fluency based, students receive a higher score if they are phonologically recoding the word and receive a lower score if they are providing letter sounds in isolation.

NWF WWR- Nonsense word fluency Whole Words Read (Can they read words phonetically?) NWF is a measure that assess alphabetic principle skills.

- Phonological Recoding: Using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or to spell words.

The DIBELS Nonsense Word Fluency (NWF) measure is a standardized, individually administered test of the alphabetic ability to blend letters into words in which letters represent their most common sounds (Kaminski & Good, 1996). The student is presented an 8.5" x 11" sheet of paper with randomly ordered VC and CVC nonsense words (e.g., sig, rav, ov) and asked to produce verbally the whole nonsense word. For example, if the

stimulus word is "vaj" student must say the word /vaj/ to obtain a correct score in NFWWR> The student is allowed 1 minute to produce as many "words" as he/she can, and the final score is the number of words pronounced correctly in one minute

DORF- Oral reading fluency (Dibels Orally reading a passage)

DIBELS Oral Reading Fluency (DORF) is a measure that assesses fluency with text, the ability to translate letters-to-sounds-to-words fluently, effortlessly. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention. Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text.

DIBELS Oral Reading Fluency (DORF) is a standardized, individually administered test of accuracy and fluency with connected text. The DORF passages and procedures are based on the program of research and development of Curriculum-Based Measurement of Reading by Stan Deno and colleagues at the University of Minnesota and using the procedures described in Shinn (1989). A version of CBM reading also has been published as The Test of Reading Fluency (TORF) (Children's Educational Services, 1987). DORF is a standardized set of passages and administration procedures designed to (a) identify children who may need additional instructional support, and (b) monitor progress toward instructional goals. The passages are calibrated for the goal level of reading for each grade level. Student performance is measured by having students read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute from the passage is the oral reading fluency rate

RTF- Retell fluency (Can they tell about what they read?) DIBELS

Oral Reading Fluency (DORF) is a measure that assesses fluency with text, the ability to translate letters-to-sounds-to-words fluently, effortlessly. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention. Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text.

- **Retell Fluency (RTF)** is intended to provide a comprehension check for the DORF assessment. In general, oral reading fluency provides one of the best measures of reading competence, including comprehension, for children in first through third grades. The purpose of the RTF measure is to (a) prevent inadvertently learning or practicing a misrule, (b) identify children whose comprehension is not consistent with their fluency, (c) provide an explicit linkage to the core components in the NRP report, and (d) increase the face validity of the DORF.
 1. The misrule that we want to prevent is that speed-reading without attending to meaning is either desirable or the intent of the oral reading fluency measure. With a prompted retell, children will be less likely to conclude that simply reading as fast as they can is the desired behavior, and teachers will be less likely to imply that simply reading as fast as they can is desired.
 2. Teachers frequently are concerned about children who read fluently and do not comprehend. This pattern is infrequent - but may apply to some children. This procedure may identify those children without unduly increasing the amount of time spent in the assessment.
 3. The National Reading Panel (2000) report is clear on the core components of early reading, and DIBELS maps explicitly onto the first three. Retell

Fluency is included to provide a brief measure with an explicit score that corresponds directly to the comprehension core component.

4. A primary concern teachers have about oral reading fluency is the face validity of the measure. Incorporation of an explicit comprehension check may help teachers feel increasingly comfortable with oral reading fluency.

RTF-Q (Retell Fluency Quality of Response) is a measure calculated by the tester.

- 4: Provides 3 or more details in a meaningful sequence that captures the main idea.
- 3: Provides 3 or more details in a meaningful sequence
- 2: Provides 3 or more details
- 1: Provides 2 or fewer details
- 0: No details

DAZE is the standardized Dibels version of maze procedures for measuring reading comprehension.

1. The purpose of the maze procedure is to measure the reasoning processes that constitute comprehension.
2. Daze assesses the student's ability to construct meaning from text using word recognition skills, background information and prior knowledge, familiarity with linguistic properties such as syntax and morphology, and cause and effect reasoning skills.

DCS (Dibels Composite Score) is all of the scores calculated together to give a general overall picture.

I/S/B (Intensive/Strategic/Benchmark)