

Breaking down DIBELS to level up our teaching.

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In order to fully engage in the practical activities, **please print this packet and bring it with you to the webinar on Tuesday.** However, whether or not to print the slides / notes handouts linked below is entirely up to you.

The workshop slides can be
downloaded here:



bit.ly/DIBELS-SBP

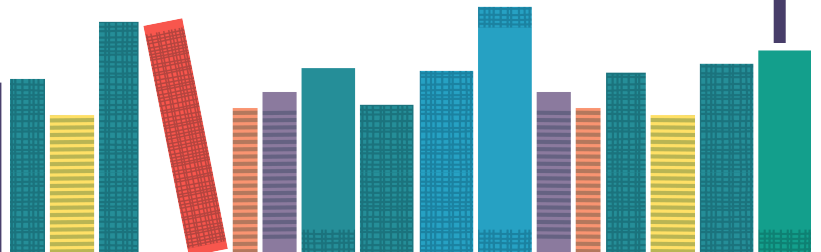
Emma's website with files to
download, links to further
learning & the DIBELS materials:



bit.ly/NZ-DIBELS

DIBELS homepage - visit here to download all testing materials, administration & scoring manual, etc: <https://dibels.uoregon.edu/dibels8>

New - DIBELS in NZ Facebook group: www.facebook.com/groups/dibels.nz



Student Name: Milan ID: _____
 District: _____ School Year: 3
 School: _____ Class: _____

	Assessment Date	Forms Given	NWF		WRF	ORF		Maze	
			CLS	WRC		Words Correct	Errors	Correct	Incorrect
Benchmark 1 Beginning	March 2023	<input checked="" type="checkbox"/> Standard							
		<input type="checkbox"/> Other Specify Form ID							
Benchmark 2 Middle		<input type="checkbox"/> Standard							
		<input type="checkbox"/> Other Specify Form ID							
Benchmark 3 End		<input type="checkbox"/> Standard							
		<input type="checkbox"/> Other Specify Form ID							

Forms Given: DIBELS 8th Edition goals use equating so it is important to know the forms given. If you use the forms in this benchmark booklet at the designated time period, check off the *Standard* box. If you use alternate forms, check *Other* and write the form identifier in the space under the corresponding scores. For example - 2.1, 2.2, 2.3

Calculated Scores: If not using a Data System, calculated scores can be computed manually and recorded below.

ORF Accuracy = $\frac{\text{ORF Words Correct}}{\text{ORF Words Correct} + \text{ORF Errors}} \times 100$

Maze Adjusted = $\text{Number Correct} - (0.5 \times \text{Number Incorrect})$

Composite score calculations can be found at dibels.uoregon.edu

	ORF Accuracy	Maze Adjusted	Composite Score
Benchmark 1 Beginning			
Benchmark 2 Middle			
Benchmark 3 End			

DIBELS 8th Edition Nonsense Word Fluency

Benchmark NWF 2.Beginning

Examiner script	
<p>Look at this word (Point to the first word on the practice form).</p> <p>It's a make-believe word. Watch me read the word: /h/ /a/ /p/ 'hap.' (Point to each letter then run your finger fast beneath the whole word).</p> <p>I can say the sounds of the letters, /h/ /a/ /p/ (point to each letter), or I can read the whole word 'hap.' (Run your finger fast beneath the whole word).</p> <p>Your turn to read a make-believe word. Read this word the best you can. (Point to the word "lum").</p> <p>Make sure you say any sounds you know.</p>	
<p>CORRECT</p> <p>Student responds "lum" or with all of the sounds</p>	<p>That's right. The sounds are /h/ /u/ /m/ or 'lum.'</p>
<p>INCORRECT</p> <p>Student does not respond within <u>3</u> seconds or responds incorrectly</p>	<p>Remember, you can say the sounds, or you can say the whole word. Watch me: the sounds are /h/ /u/ /m/ (point to each letter) or 'lum.' (Run your finger fast through the whole word). Let's try again. Read this word the best you can. (Point to the word "lum").</p>
<p>(Place the student copy of the form in front of the student.)</p> <p>Here are some more make-believe words (point to the student form). Start here (point to the first word) and go across the page (point across the page).</p> <p>When I say 'Begin', read the words the best you can. Point to each letter and tell me the sound <u>or</u> read the whole word. Put your finger on the first word. Ready? Begin.</p>	
<p>Reminders</p>	
<p>Start timer</p>	<p>After you say Begin.</p>
<p>Prompts</p>	<p>Student hesitates: wait 3 seconds; point to the next letter/word, and say "Keep going"; mark the missed sound/word as incorrect.</p>
<p>Discontinue</p>	<p>Student does not get any sounds correct in the first 5 words: discontinue NWF.</p>

Benchmark NWF 2. Beginning
continued

* Read as whole words.

					CLS	WRC
tud ✓ /t//u//d/	neg ✓ /n//e//g/	sut ✓ /s//u//t/	gan ✓ /g//a//n/	fom ✓ /f//o//m/	/15	/5
tig ✓ /t//i//g/	rop ^b ✗ /r//o//p/ _b	lun ✓ /l//u//n/	nin ✓ /n//i//n/	yan ✓ /y//a//n/	/15	/5
nug ✓ /n//u//g/	rab ✓ rad /r//a//b/	sem ✓ /s//e//m/	ped ✓ /p//e//d/	dat ✓ /d//a//t/	/15	/5
nurn ✓ /n//er//n/	rud ✓ /r//u//d/	lote ✓ /l//o//t/	pab ^d ✓ /p//a//b/	tork ✓ /t//or//k/	/15	/5
dob ✓ /d//o//b/	dar ✓ /d//ar/	hib ✓ /h//i//b/	vin ✓ /v//i//n/	rame ✓ /r//A//m/	/14	/5
hirne ✓ /h//I//m/	lome ✓ /l//O//m/	von /v//o//n/	surp /s//er//p/	lep /l//e//p/	/15	/5
hage /h//A//j/	lum /l//u//m/	mide /m//I//d/	lib /l//i//b/	teb /t//e//b/	/15	/5
vem /v//e//m/	sish /s//i//sh/	carm /k//ar//m/	vot /v//o//t/	snan /s//n//a//n/	/16	/5
frit /f//r//i//t/	namp /n//a//m//p/	vig /v//i//g/	chon /ch//o//n/	pag /p//a//g/	/17	/5
fute /f//oo//t/	sabe /s//A//b/	pib /p//i//b/	gome /g//O//m/	mife /m//I//f/	/15	/5
mirk /m//er//k/	yend /y//e//n//d/	quem /k//w//e//m/	trint /t//r//i//n//t/	vard /v//ar//d/	/19	/5
durk /d//er//k/	chust /ch//u//s//t/	parb /p//ar//b/	sment /s//m//e//n//t/	gude /g//oo//d/	/18	/5
nilk /n//i//l//k/	thulk /th//u//l//k/	drut /d//r//u//t/	prost /p//r//z//o//s//t/	bish /b//i//sh/	/20	/5
slust /s//l//u//s//t/	skong /s//k//o//ng/	shount /sh//ow//n//t/	drid /d//r//i//d/	mult /m//u//l//t/	/21	/5
spead /s//p//e//d/	yept /y//e//p//t/	stoon /s//t//oo//n/	heep /h//E//p/	cround /k//r//ow//n//d/	/20	/5

DIBELS 8th Edition *Word Reading Fluency*

Benchmark WRF 2.Beginning

Examiner script	Reminders
<p>Please read from this list of words (Point to the student form).</p> <p>Start here (point to the first word) and go across the page (point across the page).</p> <p>When I say 'Begin', point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.</p>	<p>Start timer When student says the first word.</p> <p>Prompts Student hesitates: wait 3 seconds; give correct word; point to the next word, and say "Keep going"; mark the missed word as incorrect.</p> <p>Discontinue Student does not get any words correct within the first line (5 words): discontinue WRF.</p>

did ✓	going ✓	point	over ✓	time ✓	(5)
an ✓	made ✓	her ✓	end ✓	year ✓	(10)
last ✓	but ✓	place ✓	many ✓	him ✓	(15)
get ✓	thing ✓	he ✓ s/c	people ✓	too ✓	(20)
lucky ✓	sand ✓	rest ✓	everyone ✓	along ✓	(25)
travel ✓	short ✓ s/c	measure	pocket ✓	speech ✓	(30)
pack ✓	keeping ✓	wrong	crime	market	(35)
beach	radio	children	voice	hidden	(40)
saw	board	riding	families	alive	(45)
hot	important	small	motion	during	(50)
clothing	distance	honey	sum	evil	(55)
heavy	meaning	study	message	post	(60)
badly	model	smoke	daily	addition	(65)
grand	hung	spoke	joy	attend	(70)
having	army	quiet	seed	darkness	(75)
wet	check	trust	minute	hill	(80)
hotel	fast	missing	raw	machine	(85)
return	mother	king	pull	bowl	(90)
mind	plant	mixture	actor	football	(95)
idea	sweet	desk	avenue	match	(100)
theater	baby	truck	strange	keep	(105)
wave	split	join	crowd	bird	(110)
meat	smile	joke	chair	wire	(115)
proud	coat	iron	grip	terrible	(120)
ill	hang	star	shoulder	sister	(125)
funny	hurt	nine	mistake	cream	(130)

Total Correct _____

Examiner script	Reminders	
Please read this (point to passage) out loud.	Start timer	When student says first word.
If you get stuck, I will tell you the word, so you can keep reading. When I say 'Stop' I may ask you to tell me about what you read, so do your best reading.	Prompts	Student hesitates: wait 3 seconds; give correct word; mark the missed word as incorrect.
Start here (point to first word of first paragraph of passage). Ready? Begin.	Discontinue	Student does not get any words correct within the first line: discontinue ORF.

Church Pears

The church on our street ^{it} has a big parking lot. On a (12)
 patch of grass at one end is a pear tree. The church lot and (26)
 its tree ^{is c} are our playground. (31)
 Most ~~days~~ ^{is on} there are no cars in the lot. On those days, (43)
 my brother and I ride our bikes around and around. But our (55)
 favorite thing is to climb the church pear tree. We have (66)
 climbed that tree a hundred times. (72)
 In the summer we help ourselves to the green pears. (82)
 They never taste like the sliced pears that come in a can or (95)
 the ones our mother buys at the store. They always taste (106)
 sour. My brother spits on his pears. Then he wipes them on (118)
 his shirt before taking a bite. I just eat mine as is. (130)
 We used to bring the green pears home, but we don't (141)
 anymore. The last time we brought some home Mum threw (151)
 them in the garbage. Mum says the pears are sprayed with (162)
 bug poison, and if we eat them we'll get sick. But we have (175)
 eaten plenty and never gotten a tummy ache. (183)
 We never eat the pears we find on the ground. Once I (195)
 picked one up and found it covered with tiny ants. (205)
 Sometimes we throw the fallen pears in high arcs across the (216)
 lot, trying to see who can throw the furthest. (225)

Total words read _____ Total errors _____ Total words correct _____

Examiner script	
<p>I am going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down.</p> <p>(Hand out the Maze student worksheets. Make sure students have written their names down before proceeding.)</p> <p>You are going to read a passage with some words missing from it. For each missing word you will see a box with three words in it. Your job is to circle the word you think makes the most sense in the context of the passage. Let's look at the Practice Passage together. Listen as I read.</p> <p>Tom goes to a school far from his house. Every morning, he takes a school (pause) art, bus, work (pause) to go to school.</p> <p>Let's stop there. Let's circle the word "bus" because I think "bus" makes the most sense here. Listen to how that sentence sounds now.</p> <p>Every morning, he takes a school <u>bus</u> to go to school.</p> <p>Now it's your turn. Read the next sentence <u>silently</u> to yourself. When you come to a box, read all the words in the box and circle the word that makes the most sense to you. When you are done, put your pencil down.</p> <p>(Allow up to 30 seconds for students to complete the example and put their pencils down.)</p> <p>If necessary, after 30 seconds say Put your pencil down. As soon as all students have their pencils down, say Good job.</p> <p>Now listen. In the (pause) afternoon, library, morning (pause), he also takes a bus home. You should have circled "afternoon" because "afternoon" makes the most sense. Listen. In the <u>afternoon</u>, he also takes a bus home.</p> <p>Okay, when I say "Begin," turn the page and start reading the passage silently. Start on the page with the title. When you come to a box, read all the words in the box and circle the word that makes the most sense in the passage. You will stop when you come to a stop sign or I say Stop. Ready? Begin. Start the timer.</p> <p>At the end of <u>3 minutes</u>, stop the timer and say Stop. Put your pencils down.</p>	
Reminders	
Start timer	Start the timer after you say Begin .
Prompts	<p>If a student starts reading the passage out loud, say Please read the passage silently. (Repeat as often as needed.)</p> <p>If a student skips an entire page, say. Please be sure not to skip pages.</p> <p>If a student stops working, say Please keep going until I tell you to stop. Just do your best work. (Repeat as often as needed.)</p>
Discontinue	There is no discontinue rule. Every student should be encouraged to try their best until three minutes have passed.

Working Together

Cindy and Anne were practicing for their big game. They both were on the soccer team and liked to practice at home.

They used the field behind Anne's house. They set up a net for his goal. When the sun was shining so got hot and thirsty.

On those days they drank a lot of water.

Apple Glove Soccer is a hard game. You do plenty of fast running and dodging when he play it. Kicking the ball takes morning and

lots of mental focus. It helps to pace yourself so that you

aren't get too tired out too soon.

Anne put the captain and she scored most from the points

Keep going ▶