



DIBELS NEXT

## CHANGES FROM DIBELS 6<sup>TH</sup> TO DIBELS NEXT

New benchmark goals

New Measures

First Sound Fluency (FSF) replaces Initial Sound Fluency (ISF). No pictures are provided in DIBELS NEXT

WWR replaces WRC on the nonsense word fluency (NWF)

Oral reading passages are leveled and test contains error count to calculate accuracy

## CHANGES CONT.

Addition of DAZE large group assessment

Integrated reminders

Integrated scoring prompts

Word Use Fluency (WUF) has been removed

## RESPONSE TO INTERVENTION

For schools assessing for RTI purposes DIBELS NEXT measures:

Phonemic Awareness

Alphabetic Principle and Basic Phonics

Advanced Phonics and Word Attack Skills

Accurate and Fluent Reading of connected text

Reading Comprehension

Vocabulary

## SCORING BOOKLET

If using paper based assessment use legal sized paper.

May assess students on Ipad

Booklets contain common response patterns to aid in intervention procedures.

## SCORES

Composite scores are provided so multiple measures are used for benchmark assessments.

## FIRST SOUND FLUENCY

For students beginning kindergarten to middle kindergarten

Changes Initial Sound Fluency (ISF)

No pictures

Timing is continuous after first word is spoken and does not stop until 1 minute is up.

Point system

## ADMINISTERING AND SCORING FSF

Read directions to student verbatim each time

*This reminder is only given once*

*Remember to tell me the first sound in the word, not the letter name.*

*May repeat as many times as needed*

*Remember to tell me the first sound you hear in the word.*



## ADMINISTERING AND SCORING CONT.

Students may give first letter sound such as “s” or first sound such as “sh”.

More points are given to single letter sound

When consonant sounds are given the schwa sound (u) after a consonant is NOT considered an error. Ex. “Fu” instead of “fff”

Discontinue assessment if first 5 words are incorrect

No response after 3 seconds is an error

Repeating whole word is an error

Speech impediments and dialects are not errors.

# FSF SCORING SHEET

- If no sound, or incorrect sound, was given put a slash (/) through the zero on the right side of the booklet
- On scoring booklet circle the sound student gave. Either single letter sounds or consonant blend sound.
- If student self corrects with in 3 seconds write "sc" by the correct sound they gave.
- Tally points at bottom

## 1 DIBELS® First Sound Fluency Grade K/Benchmark 1

Test Items	Correct/2 points	Correct/1 point		Incorrect
1. laughed	/l/	/la/		0
2. pine	/p/	/pie/		0
3. skirt	/s/	/sk/	/sker/	0
4. flag	/f/	/fl/	/fla/	0
5. rang	/r/	/ra/		0
6. crow	/k/	/kr/		0
7. hide	/h/	/hie/		0
8. blame	/b/	/bl/	/blai/	0
9. deck	/d/	/de/		0
10. crab	/k/	/kr/	/kra/	0
11. bright	/b/	/br/	/brie/	0
12. knock	/n/	/no/		0
13. trash	/t/	/tr/	/tra/	0
14. list	/l/	/li/		0
15. spring	/s/	/sp/	/spr/      /spri/	0
16. chief	/ch/	/chea/		0
17. grand	/g/	/gr/	/gra/	0
18. sweat	/s/	/sw/	/swe/	0
19. shelf	/sh/	/she/		0
20. heard	/h/	/her/		0
21. crisp	/k/	/kr/	/kri/	0
22. plow	/p/	/pl/		0
23. hat	/h/	/ha/		0
24. sad	/s/	/sa/		0
25. swan	/s/	/sw/	/swo/	0
26. voice	/v/	/voy/		0
27. grapes	/g/	/gr/	/grai/	0
28. shell	/sh/	/she/		0
29. top	/t/	/to/		0
30. steal	/s/	/st/	/stea/	0

2-pt responses: \_\_\_\_\_

x 2: \_\_\_\_\_ + 1-pt responses: \_\_\_\_\_ = Total: \_\_\_\_\_

# PHONEME SEGMENTATION FLUENCY

Brief measure of phonemic awareness

Changes



Given Middle of Kindergarten to fall of first grade

New directions

New format

Stratification of items

## OVERVIEW OF PSF



<b>Basic Early Literacy Skill</b>	Phonemic Awareness
<b>Administration Time</b>	1 minute
<b>Administration Schedule</b>	Middle of kindergarten to beginning of first grade
<b>Score</b>	Number of correct sound segments (different, correct parts of the words) the student says in 1 minute
<b>Wait Rule</b>	3 seconds
<b>Discontinue Rule</b>	Zero correct sound segments in the first five words

## SCORING RULES

Underline each correct sound segment the student says. Students receive 1 point for each different correct part of the word. Elongated sounds and schwa sounds are counted correct.

If a student repeats a word

Circle it

How to mark if a student skips a word

Leave blank

How to record an incorrect sound

Put a slash through it

How to recorded blended sounds

Mark single line under each blended sound

# EXAMPLE OF PSF ASSESSMENT

## 1 DIBELS® Phoneme Segmentation Fluency Grade 1/Benchmark 1

				Score
▶ hall /h/ /o/ /l/	song /s/ /o/ /ng/	count /k/ /ow/ /n/ /t/	wave /w/ /ai/ /v/	<input type="text"/> /13
mind /m/ /ie/ /n/ /d/	mouse /m/ /ow/ /s/	birds /b/ /er/ /d/ /z/	moon /m/ /oo/ /n/	<input type="text"/> /14
noise /n/ /oy/ /z/	since /s/ /i/ /n/ /s/	give /g/ /i/ /v/	knee /n/ /ea/	<input type="text"/> /12
creek /k/ /r/ /ea/ /k/	foot /f/ /uu/ /t/	nice /n/ /ie/ /s/	runs /r/ /u/ /n/ /z/	<input type="text"/> /14
join /j/ /oy/ /n/	plant /p/ /l/ /a/ /n/ /t/	main /m/ /ai/ /n/	have /h/ /a/ /v/	<input type="text"/> /14
share /sh/ /e/ /r/	signs /s/ /ie/ /n/ /z/	lit /l/ /i/ /t/	nail /n/ /ai/ /l/	<input type="text"/> /13

Total: \_\_\_\_\_

### PSF Response Patterns:

- ☐ Repeats word
- ☐ Makes random errors
- ☐ Says initial sound only
- ☐ Says onset rime
- ☐ Does not segment blends
- ☐ Adds sounds
- ☐ Makes consistent errors on specific sound(s)
- ☐ Other



## LETTER NAMING FLUENCY (LNF)



# Letter Naming Fluency (LNF)



<b>Basic Early Literacy Skill</b>	None
<b>Administration Time</b>	1 minute
<b>Administration Schedule</b>	Beginning of kindergarten to beginning of first grade
<b>Score</b>	Number of letters named correctly in 1 minute
<b>Wait Rule</b>	If the student does not name a letter within 3 seconds, mark a slash (/) through the letter and say the correct letter name.
<b>Discontinue Rule</b>	No letters named correctly in the first row



## TESTING

Start stopwatch after you say begin

Follow along in the scoring booklet, marking according to scoring rules

At end of one minute put a bracket after the last letter named and tell student to stop.

## SCORING RULES

Student receives one point for each correctly named letter

Leave letters named correctly blank

Slash (/) any letter that the student omits or names incorrectly

Write “SC” above any self correction within 3 seconds.

Draw a line through skipped rows and do not count that line in scoring.

## WAIT RULE/DISCONTINUATION RULE

Wait 3 seconds for the student to respond

After 3 seconds provide the letter name, put slash through that letter and move on to the next letter.

If student gets entire first row wrong discontinue assessment.



# Reminders



- If the student does not go left to right, say **Go this way.** (Sweep your finger across the row).
- If the student skips 4 consecutive letters, say **Try to say each letter name.**
- If the student says letter sounds, say **Say the letter name, not its sound.**
- 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.

*These reminders may be provided only once.*

*These reminders may be used as often as needed.*

# **NONSENSE WORD FLUENCY (NWF)**

What's new

New early reader font

Item stratification

New directions

New scoring

New reminders and prompts

Indication of response patterns



# Nonsense Word Fluency (NWF)



<b>Basic Early Literacy Skill</b>	Alphabetic Principle and Basic Phonics
<b>Administration Time</b>	1 minute
<b>Administration Schedule</b>	Middle of kindergarten to beginning of second grade
<b>Score</b>	Number of correct letter sounds (CLS) and number of whole words read without sounding out (WWR)
<b>Wait Rule</b>	If the student responds sound-by-sound, mixes sounds and words, or sounds out and recodes, allow 3 seconds, then provide the correct letter sound. If the student responds with whole words, allow 3 seconds, then provide the correct word.
<b>Discontinue Rule</b>	No correct letter sounds in the first row



# DIBELS® Nonsense Word Fluency (NWF)



## 1 DIBELS® Nonsense Word Fluency Grade 1/Benchmark 1

	CLS	WWR
bol kiv ul jac lel	1/4 (14)	
fij kug jat oj deg	1/4 (28)	
wav pek yas mub fiv	1/4 (35)	
ec faj vog kif puk	1/4 (37)	
og wap fec pim fuj	1/4 (21)	
kag vov nil pev zub	1/4 (26)	
seb ov zup pij bok	1/4 (16)	
ful fav zec sic ot	1/4 (14)	
sop tuv zev tib zak	1/4 (12)	
zoc oc bej lik ful	1/4 (14)	

### NWF Response Patterns:

- |   |  |
|---|--|
| <input type="checkbox"/> Says correct sounds out of order (sound-by-sound)    | <input type="checkbox"/> Doesn't track correctly                             |
| <input type="checkbox"/> Makes random errors                                  | <input type="checkbox"/> Tries to turn nonsense words into real words        |
| <input type="checkbox"/> Says correct sounds, does not recode                 | <input type="checkbox"/> Makes consistent errors on specific letter sound(s) |
| <input type="checkbox"/> Says correct sounds, recodes out of order            | <input type="checkbox"/> Other   |
| <input type="checkbox"/> Says correct sounds, recodes with incorrect sound(s) |  |
| <input type="checkbox"/> Says correct sounds and correctly recodes            |  |

Total correct letter sounds (CLS): \_\_\_\_\_

Total whole words read (WWR): \_\_\_\_\_

Assessor shows a page of nonsense words to student. Student reads the words.

Score:

- Number of correct letter sounds (CLS) student reads in 1 minute.
- Number of whole words read (WWR) without first being sounded out.

## SCORING RULES

- Isolation or blended together with other sounds in the word.
- Put a slash (/) over each letter sound read incorrectly.
- Leave blank any omitted letter sounds or words. When the student is reading sound by sound, leave blank any inserted letter sound. When the student is reading word by word, slash the underline to indicate any inserted letter sounds.
- Write “sc” above letter sound or word that had been previously slashed and was any self-corrected within 3 seconds. Count that letter sound or word as correct. Credit is only given for WWR when the student read the whole word completely and correctly the first time, and only reads the word once.
- Draw a line through any row the student skips. Do not count the row when scoring.



## TWO SCORES

### Correct Letter Sounds (CLS)

The number of letter sounds produced correctly in one minute. Example, if the student reads dif as /d/ /i/ /f/ the correct CLS score is 3. If the student reads it as /d/ /if/ the score is still 3.

### Whole Words Read (WWR)

The number of make believe words read correctly as a whole word without first being sounded out. For example, if the student reads dif as “dif”, the score is 3 points for CLS and 1 point for WWR, but if they read it as “/d/ /i/ /f/ dif”, the score is 3 points for CLS but 0 points for WWR.

## **DISCONTINUE RULE & WAIT RULE**

Discontinue assessment if student does not get any correct sounds or words in the first 5 words (first row).

Provide students 3 seconds to produce sound or word. After 3 seconds provide sound and continue assessment.

## REMINDERS TO BE USED *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 sound correctly in the first row, but does not make any attempt to blend or recode, say: *Try to read the words a whole words.*

**REMINDERS TO BE USED**  
***AS OFTEN AS NEEDED***

If the student stops reading (and it's not a hesitation), say *Keep going*.

If the student loses his/her place while reading, point.



## NWF Summary

Start timer after you say "Begin."

Correct (underline letter(s) or word)	Incorrect (slash letter)	Incorrect (leave blank)
<ul style="list-style-type: none"><li>• Says correct sound for letter</li><li>• Correctly blends letter sounds</li><li>• Reads word correctly</li><li>• Pronounces sound incorrectly due to articulation delay/dialect/different first language</li></ul>	<ul style="list-style-type: none"><li>• Says incorrect sound for letter</li><li>• Incorrectly blends letter sounds</li><li>• Reads word incorrectly</li><li>• Hesitates for 3 seconds on letter or word</li></ul>	<ul style="list-style-type: none"><li>• Adds sound</li><li>• Omits sound</li></ul>

**Self-correct:** Write "SC" above letter(s)/word and score as correct.

**Skips row:** Draw a line through the entire row and do not count.

**3 Second Wait Rule:** Name the letter/word, score as incorrect (slash) and, if necessary, point to the next letter/word and ask, "What letter/word?"

**Sound order:** Letter sounds correctly named in isolation but out of order are correct.  
Blended letter sounds must be in correct order to be counted as correct.

**Discontinue rule:** No letter sounds correct in the first five words.

## DIBELS ORAL READING FLUENCY (DORF)

## WHAT'S NEW

- Retell no longer optional, and qualification for retell
- New passages that are empirically leveled
- Addition of accuracy to scoring/benchmark goal
- Early reader font for 1<sup>st</sup> and 2<sup>nd</sup> grades



## DIBELS Oral Reading Fluency (DORF)

<b>Basic Early Literacy Skill</b>	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
<b>Administration Time</b>	1 minute plus 1 minute maximum for Retell
<b>Administration Schedule</b>	Middle of first grade through end of sixth grade
<b>Score</b>	Median number of words correct per minute, median number of errors per minute, and median number of correct words in the Retell
<b>Wait Rule</b>	On DORF, 3 seconds; On Retell, 1st hesitation 3 seconds
<b>Discontinue Rule</b>	If no words are read correctly in the first line, say <b>Stop</b> , 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.



## DURING THE TESTING

- Do not read the title to the student. If child decides to read title don't start time until they read the first word of the passage. Do not correct student if they mis-read the title.
- 3 second rule is the same.

**SCORING RULES (REVIEW FROM  
DIBELS 6<sup>TH</sup> EDITION)**

Abbreviations must be read the way they are pronounced in conversation.

Numerals read within the context of the sentence

Self corrections are correct if made within 3 seconds.

## ERRORS

Include words read incorrectly, substitutions, skipped words, hesitations for more than 3 seconds, words read out of order, and words sounded out but not read as a whole word.

If a student reads the same word incorrectly multiple times during a story it is counted as an error each time.

If a student skips a row, draw a line through the row and count omitted words as errors.

## BENCHMARK ASSESSMENT

If the student reads fewer than 10 words per minute in the first passage do not administer retell and do not do passage 2 and 3.

Record first passage score only on front page.

**REMINDERS TO BE GIVEN AS  
OFTEN AS NEEDED**

Advise the student to keep going if they stop reading.

Point to word if they lose their place

## RETELL

If the student reads 40 or more words correctly have them retell what he/she just read.

If the student reads fewer than 40 words correctly use professional judgment whether to administer retell for that passage.

If student hesitates for 3 seconds say *Tell me as much as you can about the story.*

Discontinue retell if the student hesitates for more than 5 seconds.

## IMMEDIATELY AFTER TESTING

Document number of words in retell

Rate the quality of the students retell

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.

## FINAL SCORE

All 3 Benchmark scores are documented on cover page.

Circle middle scores for words correct and errors.

Webpage will calculate accuracy



## DAZE

Standardized measure of reading comprehension.

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.

## ADMINISTERING THE TEST

3 minute test for 3<sup>rd</sup> – 6<sup>th</sup> grade students

Score the number of correct words in 3 minutes minus half the number of incorrect words.

Group administered- read directions exactly as prompted, directions request a practice sentence before they begin.

## ERRORS

Students receive 1 point for each box with a correct answer.

Incorrect responses include errors, boxes with more than one answer, and blank items.

Items left blank because time ran out are not considered errors.

**REMINDERS TO GIVE AS OFTEN  
AS NEEDED**

If a student is reading out loud, say, *Remember to read the story silently*

If a student is not working on the task say *Remember to circle the word in each box  
that makes the most sense in the story*

If a student asks you to provide a word, just remind them to do their best.

## ADJUSTED SCORE

Adjusts for students who answered questions correctly by just guessing

Number of Correct responses – Number of incorrect responses *divided by 2* =  
adjusted score

## ADDITIONAL INFORMATION

### Wireless Generation

Simplify assessment administration by use of hand held device. Link below is the brochure for the online tool.

[http://www.wirelessgeneration.com/pdf/brochures/DIBELSNext\\_Brochure.pdf](http://www.wirelessgeneration.com/pdf/brochures/DIBELSNext_Brochure.pdf)