

mCLASS® DIBELS® | User Guide

Created in partnership with



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The mCLASS:DIBELS System

Employing innovative handheld-to-Web technology, the mCLASS:DIBELS software has been designed to make assessment more accurate and effective, helping teachers to analyze data that shapes instruction for kindergarten through sixth-grade students.

Developed through a unique partnership with the authors of Dynamic Indicators of Basic Early Literacy Skills (DIBELS®) and Wireless Generation, mCLASS:DIBELS provides Benchmark assessments, Progress Monitoring, reinforcement activities, specialized grouping, and instantaneous access to scores. The Benchmark assessments provide quick and accurate identification of students in need of reading support and intervention. The Progress Monitoring tasks are used to monitor a student's specific areas of weakness.

The mCLASS:DIBELS system:

- Supports efficient administration of measures
- Performs calculations and reduces paperwork
- Turns assessment results into clear, meaningful reports
- Keeps a permanent record of assessment results

The mCLASS:DIBELS system consists of four elements:

1. **Software:** Includes all assessment forms, instructions, and practice questions for each grade level and assessment period.
2. **Kit:** Includes the User Guide and student materials.
3. **Synchronization:** The process by which the assessment information from the handheld is matched to the database maintained through www.mclasshome.com.
4. **Reports:** Web-based student and class reports provided online to aid in defining instructional changes.

The mCLASS:DIBELS Measures

The mCLASS:DIBELS assessment, known for its reliability and validity, uses seven measures designed to assess a variety of reading skills.

In addition, the mCLASS:DIBELS program includes two types of assessment: Benchmark and Progress Monitoring.

- Benchmark assessments are administered three times a year to identify students who require reading support and intervention, and, in many cases, to find a student's instructional reading level.
- Progress Monitoring assessments are used to track progress of individual student's areas of weakness in between Benchmark assessment windows.

Measures and Definitions

Initial Sound Fluency (ISF)	Identify, isolate, and pronounce the first sound of an orally presented word
Letter Naming Fluency (LNF)	Name randomly mixed uppercase and lowercase letters
Phoneme Segmentation Fluency (PSF)	Identify the individual sounds that make up a word
Nonsense Word Fluency (NWF)	Decode and blend letters into words
Oral Reading Fluency (ORF)	Read connected text accurately and fluently
Retell Fluency (RTF)	Extract meaning from text
Word Use Fluency (WUF)	Vocabulary knowledge and expressive language

While measures may be administered to students irrespective of their grade, there are certain times of year when specific measures are most appropriate for a grade level. The handheld will guide you through this process.

DIBELS Measures and Times of Year

	INITIAL SOUND FLUENCY (ISF)	LETTER NAMING FLUENCY (LNF)	PHONEME SEGMENTATION FLUENCY (PSF)	NONSENSE WORD FLUENCY (NWF)	ORAL READING FLUENCY (ORF)	RETELL FLUENCY (RTF)	WORD USE FLUENCY (WUF)
K, Fall	■	■					■
K, Winter	■	■	■	■			■
K, Spring		■	■	■			■
G1, Fall		■	■	■			■
G1, Winter			■	■	■	■	■
G1, Spring			■	■	■	■	■
G2, Fall				■	■	■	■
G2, Winter					■	■	■
G2, Spring					■	■	■
G3, Fall					■	■	■
G3, Winter					■	■	■
G3, Spring					■	■	■



An Overview of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS®)

By Louisa C. Moats, Ed.D.

What is DIBELS?

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are brief but powerful measures of the critical skills that underlie early reading success. Supported by two decades of sophisticated research, these simple assessments predict how well children are likely to be doing in reading comprehension by the end of third grade. Three or four short tasks at each grade level, K–3, help teachers locate, monitor, and intervene with “at-risk” students in kindergarten through third grade. DIBELS assessment is a proven approach for taking “vital signs” of reading health.

Teachers or other personnel trained to administer the assessment give the screenings individually to all students in a grade within a short time frame. Screenings, called Benchmark Assessments, should occur three times per year.

- All students in a class are given the Benchmark Assessments three times per year.
- Only the “at-risk” students are given the progress-monitoring assessments.

DIBELS is based on the findings of two kinds of research: (a) research on the prediction of reading difficulty in young children; and (b) research on what is taking place in the minds of people who are learning to read. Scientists in many disciplines — cognitive psychology, neuropsychology, school psychology, language development, medicine and education — have achieved consensus on how children acquire reading skills, why some children have difficulty learning to read, and what kind of instruction is likely to help most children learn (National Reading Panel, 2000). Each indicator in DIBELS measures a foundational skill whose contribution to reading comprehension is established (Rayner et al., 2001).

National concern over reading failure has been rising since the National Assessment of Educational Progress (NAEP) has consistently shown high rates of reading failure among fourth and eighth graders. In high poverty areas, up to 70% of minority children cannot read at even a “basic” level. In middle class communities, about 38 to 40% of students are failing to score at even a “basic” level in reading. They do not have even partial mastery of foundational reading skills and thus are not able to function at grade level or fully participate in their schooling. This reality is one of the primary causes of membership in the underclass in our society—the group for whom there are few opportunities for educational or economic advancement. The good news, however, is that reading is teachable if instruction is comprehensive, sufficiently intensive, and includes practices supported by research.

- Reading problems can be prevented in most children.
- Reading problems can be detected in kindergarten and early first grade.
- Children with problems do not spontaneously get over them; they need to be taught how to read!

The realization that reading skill is necessary for school success and that most reading problems can be prevented and ameliorated if they are caught early has driven many state and federal reading initiatives. Important research reviews (Armbruster, Lehr, & Osborn, 2001; National Reading Panel, 2000; Rayner et al., 2001; Snow, Burns, & Griffin, 1998), policy statements (American Federation of Teachers, 1999; Learning First Alliance, 2000), and legislation (Reading Excellence Act, 1999; Public

PRODUCT OVERVIEW

Law 107–110, 2001) promote early identification and intervention with students in the “basic” and “below basic” categories of reading achievement. DIBELS is a valuable tool for targeting instructional resources to those who need them most.

- The word *test* is less appropriate for DIBELS than *measure*, *assessment*, or *indicator* because DIBELS is a tool for planning instruction. It is designed not so much for determining a final outcome of instruction but to help improve those outcomes.

New state initiatives and those funded with Reading Excellence, Title 1, School Improvement, and Reading First funds require districts to demonstrate improvement with students “at risk.” End-of-year summative tests, such as the Stanford 9, Iowa Test of Basic Skills, Terra Nova, and Metropolitan Achievement Tests are often used in accountability systems designed to show overall progress. DIBELS scores are good predictors of performance on high-stakes, summative tests. Moreover, DIBELS is a tool that enables teachers to intervene with students “at risk” for failure before they take end-of-year assessments.

- DIBELS scores predict outcomes on end-of-year, high stakes achievement tests.
- DIBELS scores help teachers group children for instruction.

The results of DIBELS can be used to sort children into groups for instruction tailored to their needs. The children’s rate of progress can then be monitored on a week-to-week basis if necessary, and teachers can estimate how much more growth is necessary to bring students’ reading to grade level. Reading “at grade level” means reading well enough to pass group-administered state tests of passage reading comprehension.

In the standards movement of the late 1990s, many states rewrote their literacy standards to enumerate component skills that must be mastered by students learning to read. Respecting current research on the nature of reading acquisition, many states included standards on both underlying or component reading skills, such as phonological awareness and reading fluency, and higher level comprehension skills, such as the ability to summarize a passage or evaluate an author’s tone. Both component skills and the deployment of those skills for higher purposes are important to measure and both are highly interrelated. The “simple” skills measured by DIBELS, such as naming letters and segmenting speech sounds, predict reading comprehension so well that testing only needs to take 10 to 15 minutes per child and costs much less than more elaborate testing approaches.

- “Simple” tasks predict complex reading skills very well.
- Both foundational skills and comprehension will need to be taught.

Screening and Progress Monitoring: Two Uses for DIBELS

DIBELS is a validated tool for early identification of children with potential problems and an assessment of response to instruction. The DIBELS assessment enables educators to modify their approach if a student is not on course to achieve district or state reading goals. Therefore, DIBELS fulfills two purposes: screening and progress monitoring.

The screening function of DIBELS begins in kindergarten, even before students have learned to read words. It is carried out in the fall, mid-winter, and spring of each year through third grade. The progress-monitoring components of DIBELS are used selectively with the “at-risk” children on a week-to-week basis, if necessary, to determine how well they are progressing toward a goal. Again, the purpose of DIBELS is to catch the children “at risk” before failure sets in and to mobilize instructional support for them.



Summative tests given by districts and states reflect the end result of curriculum design, program implementation, and individual teachers’ efforts over the course of an entire school year. The problem, of course, is that by the end of third or fourth grade when the summative tests are given, it is too late to plan and implement a more effective instructional program without considerable cost and effort. Intervention with older students takes much more time and is much more expensive and difficult to implement than early intervention (Torgesen et al., 2001). Schools can and should know how many students are likely to meet state standards far in advance of the spring date on which the high-stakes tests are given.

- DIBELS Benchmarks are used for screening and grouping children.
- DIBELS Progress Monitoring is for tracking at-risk children’s response to instruction.
- DIBELS may need to be supplemented with other diagnostic tests if students have suspected learning disabilities.
- DIBELS is not a summative or comprehensive evaluation of reading achievement.

Why Start Assessment So Early?

The road to reading success begins early in life. Early experiences with language stimulation, books, and the world outside home predict to a great extent how likely it is that a child will be a good reader. In addition, knowledge of letters, awareness of speech sounds in words (phoneme awareness), and the ability to link the two (the alphabetic principle) are prerequisites for early reading. These can be measured before the child actually learns to read. Even students with good preschool preparation are not immune to reading failure because reading demands linguistic and symbolic skills in which they may be weak. Moreover, those students with poor preparation for school in language, print awareness, or worldly experience will demonstrate signs of risk as soon as they enter school. Preschool programs such as Head Start are not enough to inoculate children against reading failure (Zigler & Styfco, 1994).

Thus, we need to do more than prepare children for school entry. We need to know how far they have progressed on the pathway to strong reading development so that we can intervene right away if they are falling behind the research-based benchmarks for growth. If we help students early, they are less likely to experience social, behavioral, or motivational problems that often accompany reading difficulty (Good, Simmons, & Kame’enui, 2001).

- DIBELS measures critical foundations for reading that can be directly taught.
- We can catch children before they fail and intervene successfully; children should not have to fail before they come to our attention and receive preventive instruction.

Content of Measures: What and Why

The foundational skills that are causally related to complex reading behavior are now well established in a large body of scientific work that has accumulated over more than thirty years from many disciplines. DIBELS is designed to sample those skills and to direct educators toward teaching those skills. Additional diagnostic evaluation, such as that given by a learning specialist, language specialist, or psychologist, may be needed in areas where students are not making sufficient gains.

Benchmark assessments are given three times a year to all children in a grade. Progress-monitoring assessments are used electively when children's response to intervention needs to be closely followed.

Initial Sound Fluency (Kindergarten)

Once called Onset Recognition Fluency, ISF measures the child's ability to identify, isolate, and pronounce the first sound of an orally presented word. The examiner produces a sound and the child must find which of four pictures begins with that sound. For example, the examiner says, *This is a sink, cat, gloves, and hat.* Which picture begins with /s/? The child is also asked to orally produce the beginning sound for an orally presented word that matches one of the given pictures. The child's response time is measured by the examiner. The score is the number of correct initial sounds given per minute. The probe takes about three minutes to administer. There is a separate collection of 20 alternate forms for progress monitoring.



Letter Naming Fluency (Kindergarten to Grade 1)

LNF is a powerful indicator of risk for reading failure. Students are asked to name as many letters as they can, uppercase and lowercase randomly mixed, within one minute. The lowest 20% in a district are "at risk" for failing to achieve literacy benchmarks, whereas the group between the 20th and 40th percentiles are at "some risk." Long-term outcomes are greatly affected by instruction and learning opportunities.

Phoneme Segmentation Fluency (Mid-Kindergarten to End Grade 1)

PSF is a direct measure of phoneme awareness. By the end of kindergarten, most children can take apart and pronounce the sounds of a three-phoneme syllable. Those who cannot may be exhibiting phonological processing difficulties, a warning sign for reading difficulty. The examiner gives the child a word or syllable with three or four phonemes and asks the child to say the individual sounds that make up the word. For example, the examiner says *sat* and the child says /s/ /a/ /t/. The score is the number of correct phonemes produced in one minute. The measure takes about two minutes to administer and has 20 alternate forms for monitoring progress.

Nonsense Word Fluency (Mid-Kindergarten through Beginning Grade 2)

NWF measures the ability to link letters with sounds (the alphabetic principle) and use that knowledge to decode three-letter syllables that alone are nonsense words (*sis, sil, com*). The child reads randomly ordered VC (*ov, ap*) and CVC (*sis, pom, ruv*) words. The child receives credit for pronouncing individual sounds or the correct sounds in a whole syllable read as a unit. For example, the child receives three points for reading *raj* as a syllable or for saying /r/ /a/ /j/. All the vowels in the syllables are short vowels.

The score is the number of letter sounds correct in one minute. The child who reads whole syllables will receive a higher score because the rate of correct sound production will be higher than the child who pronounces each sound separately. The child who reads whole words is more fluent; his or her phonics skills are automatized to the point of useful program in word decoding.

The probe takes about two minutes to administer. There are more than 20 alternate forms for progress monitoring.

Oral Reading Fluency (Mid-Grade 1 to Grade 3)

Benchmark passages at each grade level are used to measure accuracy and speed in oral reading of graded passages. A version of curriculum-based measurement of oral reading fluency was published as the Test of Oral Reading Fluency (Children's Educational Services, 1987). The measure is used to identify children in need of additional assessment and intervention and to monitor reading progress.

Passages are calibrated for each level. Students read each of three passages aloud for one minute. The student's score is the median correct words per minute from the three passages. Errors are words omitted or substituted, or hesitations of more than three seconds. Immediate self-corrections are scored as accurate.

Twenty alternate forms of oral reading passages are available for progress monitoring.

Oral Retelling Fluency (Mid-Grade 1 to Grade 3)

Designed as a check on comprehension of the passage read orally, this part of the oral reading fluency assessment asks children to tell as much as they can about what they just read. The score is the number of words the child uses to retell the story within one minute. Only words that illustrate the child's understanding of the passage are scored. (Irrelevant remarks or exclamations are not scored.)

Children typically use about half the number of words in their retelling that they were able to read aloud in a one-minute timed passage. Thus, a child who reads 60 words per minute would typically use about 30 words to retell the passage. If children use less than 25% of the number of words read per minute (in this case, 15 words or fewer), there may be a specific comprehension or expressive language concern that merits further assessment.

Knowing they will need to retell the passage keeps children from thinking that oral reading fluency is simply for reading fast. The oral reading fluency score itself correlates very highly with comprehension, but the retelling adds authenticity to the assessment. Retelling correlates about .59 with the oral reading fluency score itself, indicating that it is a good additional check on students' attention to meaning.

Word Use Fluency (Fall of Kindergarten Through Grade 3)

WUF is designed to assess vocabulary knowledge and expressive language for children at each grade level. The examiner says a word and asks the student to use the word in a sentence. The score is the number of words the child can use correctly in a phrase, sentence, or expression within one minute.

No benchmark goals are provided because the test is new and more data need to be gathered to establish its relationship with other measures of literacy. A general rule is that students who score below the 20th percentile are “at risk” for poor reading outcomes, and those between the 40th and 20th percentile are at “some risk.”

Benchmark Expectations for Children’s Progress

Benchmark goals and time lines for achieving them are summarized in the following table. These benchmarks have been established by research in different settings with thousands of children (Good et al., in press; Good, Simmons, & Kame’enui, 2001). The benchmarks represent minimal levels of satisfactory progress for the lowest achieving students (Good, Gruba, & Kaminski, 2001). One hundred percent of the students in the grade should achieve them if 100% of the students are to read at grade level or better. The benchmarks from grade to grade follow a progression in reading development wherein each step a child attains builds upon prior steps and is necessary for success in subsequent steps.

TIME	DIBELS MEASURE	MINIMAL GOAL FOR READING SUCCESS	CUT-OFF FOR NEEDING INTENSIVE SUPPORT
Winter, Kindergarten	Initial Sound Fluency	25–35 spm	Below 10
Spring, Kindergarten	Phoneme Segmentation Fluency	35–45 spm	Below 10
Winter, Grade 1	Nonsense Word Fluency	50 wpm	Below 30
Spring, Grade 1	Oral Reading Fluency	40 wpm	Below 10
Spring, Grade 2	Oral Reading Fluency	90 wpm	Below 50
Spring, Grade 3	Oral Reading Fluency	110 wpm	Below 70

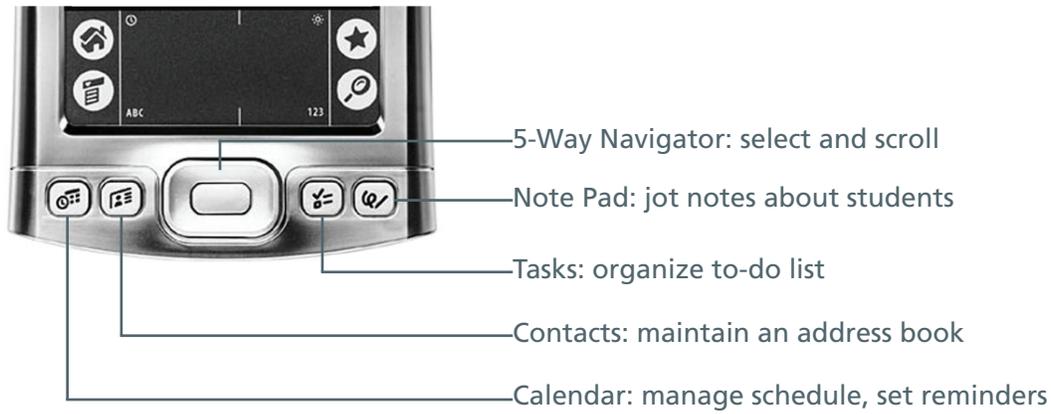
Making Sure Scores Are Accurate

Sometimes the benchmark test scores are inaccurate. Examiners make mistakes. Young children’s test results may be unrepresentative of their actual performance because the children may be insecure, inattentive, unfamiliar with the requirements of the task, or just having a bad day. The advantage of DIBELS is that children can be easily rechecked if their group placement appears to be misjudged or the scores do not agree with one another.

The progress-monitoring booklets provide alternate testing forms that can be used to retest a child. By retesting a child on a different day or with a different examiner, we can be more confident that the scores are reliable. Two or three retests are usually enough to get a consistent picture of the child’s actual level of skill.



Application Buttons



Input Area

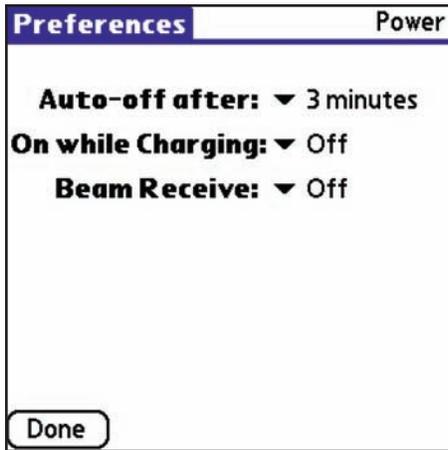


Preferences

Main Menu

The Main menu provides access to all handheld functions.

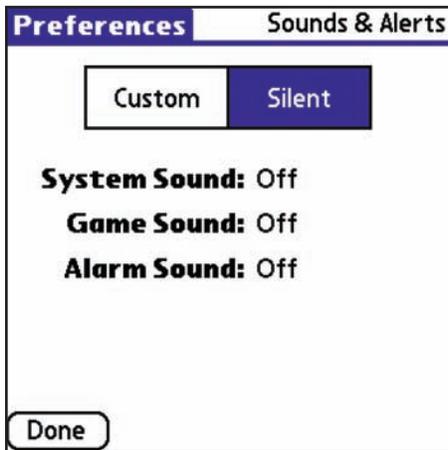
1. Make sure that All appears on the pick list in the upper right of the Main menu by tapping the arrow and selecting that category.
2. Tap the **Prefs** icon.



Power Management

In order to conserve battery life, the handheld automatically turns off after a certain length of idle time. During assessment periods, set the handheld to turn off after 3 minutes.

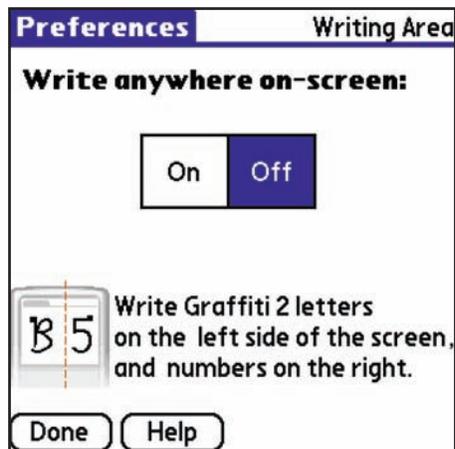
1. Tap the arrow to set **Auto-off** to 3 minutes.
2. Set **On while Charging** to Off.
3. Set **Beam Receive** to On.
4. Tap **Done** when finished.



Sounds and Alerts

Control the level of the different types of sounds on the handheld. System sounds are sounds the handheld makes when performing system functions, such as syncing.

1. Select **Silent** to prevent sounds from interrupting an assessment.
2. Tap **Done** when finished.



Writing Area

When working with mCLASS applications it is important to have the writing area constricted by putting it in the Off mode. Writing will then be available within the input area only. Write letters on the left side of the text input area and numbers on the right side. Capital letters are made by writing between the letter and number areas.



Calendar

Use the calendar to plan activities ahead of time. During assessment periods it may be useful to block time for students and set alarms to help stay on schedule.

1. Tap the **Calendar** icon or press the application button.
2. Tap an empty line to plan a new event, then tap **Details**.
3. Assign values to date, time, category, and recurrence as needed.



Full power



Half power



Battery charging

Battery

Power Gauge

If the battery drains, all information entered after your last sync may be lost. Frequent charging is the only way to avoid information loss unless you have a handheld with persistent memory. See your handheld's manual for more information.

- As the battery discharges, the gauge loses its color.
- When the handheld is plugged in with the power cord, a lightning bolt indicates that the battery is charging.
- Recharge the handheld or replace removable batteries as soon as the low battery warning appears.



Information Loss

If the battery has run down and assessments have been lost, recharge and sync three times. Only data synced *prior* to battery loss can be recovered.

1. Sync at an mCLASS Sync Station to restore data from the backup folder.
2. Tap **WGSync**, then enter your user name and password.
3. Sync once to install updates and again to update class data.
4. Verify that all applications and assessment data have been recovered.
5. Confirm that the date is correct.



Reset

If the handheld locks up, try resetting. Depending on the severity of the problem, different types of resets may be performed. Never use a sharp object (some styli have a reset pin under the tip).

1. Soft reset: Press the **Reset** button on the back panel until the logo screen appears.
2. Warm reset: Hold the **Up** button on the five-way navigator and press the **Reset** button until the logo screen appears.
3. Hard reset: *This will delete all unsynchronized records.* Repeat step 1 while holding down the **Power** button.

Synchronization

The Process

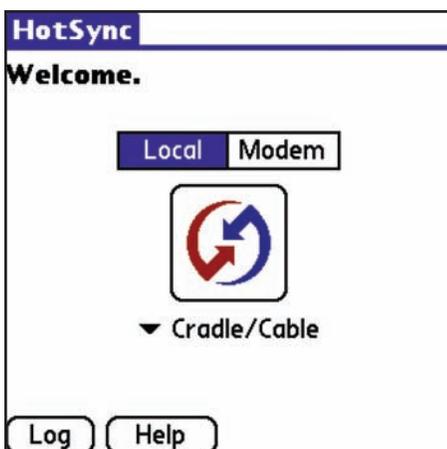
Synchronization is the operation by which the handheld and your computer exchange information. You can never sync too often, and you should sync at least once a day.

Your computer must be connected to the Internet when syncing with the mCLASS server. Syncing uploads the assessment results to the secure Wireless Generation server, downloads updates to your handheld, and automatically updates the class and student reports on the mCLASS:Home Web site.



Syncing

1. Plug the sync cable into both the handheld and the computer's USB port. For some models, you will place the handheld on a cradle.
2. Tap the **Sync** button on the Main menu then on the Sync screen.
3. Log in to www.mclasshome.com to ensure that the current date appears beneath Sync Status on the right side of the screen.





WGSync

WGSync is the application that tells your handheld to exchange assessment information with Wireless Generation's servers.

1. Tap **WGSync** on the Main menu.
2. Verify user name and password or enter that information for the first time by tapping the boxes.
3. Tap **OK**.
4. Tap the **Home** soft button on the handheld to return to the Main menu.



Secure Web Site

Only data involving mCLASS products are synced to the secure mCLASS®:Home Web site. After checking the Sync Status, you may check assessment results, see "What's New" at Wireless Generation, update settings, and consult the Support & Resource Center.

Sync Troubleshooting

Handheld Not Syncing

If you are using an mCLASS Sync Station but nothing happens when you sync:

1. Verify that the sync cable is plugged into both the handheld and the computer.
2. Verify that the sync icon appears on the desktop's toolbar. If not, go to the Start menu, open Program Files, then your handheld software, and select your sync manager.
3. If you still cannot sync, reboot the computer and repeat the first two steps.
4. If this issue is not resolved, contact Wireless Generation's Customer Care department by email at help@wgen.net or call (800) 823-1969, option 3, Monday through Friday 7 a.m. – 7 p.m. EST.

Assessment Results Not Synced

If your assessment results have not synced, confirm that:

1. The Sync Station computer has a live connection to the Internet.
2. The mCLASS:Sync software has been installed on the computer.
3. The WGSync icon appears on the Main menu.
4. Your user name and password are entered, and that this is the same user name and password you use to log in to www.mclasshome.com.
5. The conduit is on the list of items and set to synchronize. To check this, click the **Sync** icon, then click the **Custom** tab.

Classes Not Appearing on the Handheld

If your classes do not appear on the handheld after syncing, confirm the following:

1. You've synced twice after installing WGSync at an mCLASS Sync Station.
2. The user name and password on the handheld are the same as those used to log in to www.mclasshome.com.
3. A Class list has been created on mCLASS:Home.
4. You are the teacher assigned to this class. To check this, go to the Classes section of the Web site and verify that you are designated as an Owner of this class.

Use the Class List to Launch an Assessment

After you tap **Benchmark** or **Progress Mon.** on the mCLASS:DIBELS Home screen, the Class list opens. While the information differs slightly between the Benchmark and Progress Monitoring Class lists, you start an assessment using the same four steps.

The screenshot shows the DIBELS Class List interface. At the top, there is a header with 'DIBELS' and a class menu showing 'KINDERGARTEN' and 'MID. OF YR.'. Below this is a table with columns for 'STUDENT' and '# DONE'. The table lists several students with their names and a '-' in the '# DONE' column. To the right of the table is a vertical list of measure buttons: ISF, LNF, PSF, NWF, ORF, WUF, REPORT, and ACT. The 'REPORT' button is highlighted in green. Below the table, there is a 'SORT BY: PRIORITY' option.

1. Select from different classes if needed. (Callout pointing to the class menu)

2. Select an assessment period. (Callout pointing to the 'MID. OF YR.' dropdown)

3. Tap a name to select the student for assessment. (Callout pointing to the 'EDISON, MELANIE' row)

4. Tap a green measure button to begin the assessment. (Callout pointing to the 'ORF' button)

- If you assess students in more than one class, tap the Class menu in the upper left to select the correct class.
- Selecting a different assessment period from the list allows you to view individual probe results from that assessment period.
- If you select **Name** from the Sort By list, students appear in alphabetical order; if **Priority** is selected, students are listed by the Support categories determined in the most recently completed Benchmark assessment - red for Intensive support, yellow for Strategic support, Green for benchmark, and gray for an incomplete assessment.
- Tap **Report** to view the student's progress and assessment history.
- Tap **Act** to launch recommended support activities.

Once you select a student, the Class list displays pertinent information for administering the assessment. The information differs depending on whether you have chosen Benchmark or Progress Monitoring.

Benchmark Class List

The screenshot shows the Benchmark Class List interface. The header is similar to the previous screenshot, but the class menu shows 'KINDERGARTEN' and 'MID. OF YR.'. The table has columns for 'STUDENT-GR. K' and '# DONE'. The table lists several students with their names and a '-' in the '# DONE' column. The 'EDISON, MELANIE' row is highlighted in blue. To the right of the table is a vertical list of measure buttons: ISF, LNF, PSF, NWF, ORF, WUF, REPORT, and ACT. The 'REPORT' button is highlighted in green.

The "# Done" column tracks the number of measures the student has completed.

Green buttons are measures that should be administered during the selected assessment period.

White buttons are unavailable during the selected assessment period.

Support Categories

While each student will need to take the Benchmark portions of the assessment, only certain students require Progress Monitoring (PM). Choose a student for PM by referring to the Support Category indicators on the Class list coupled with the number of days since the student’s last assessment. Each Support Category has a recommended monitoring frequency.

Dot Color	Support Category	Monitoring Frequency
Red	Intensive	Weekly or biweekly
Yellow	Strategic	Every 3 to 4 weeks
Green	Benchmark	Not necessary
Gray	Not completed	Not applicable

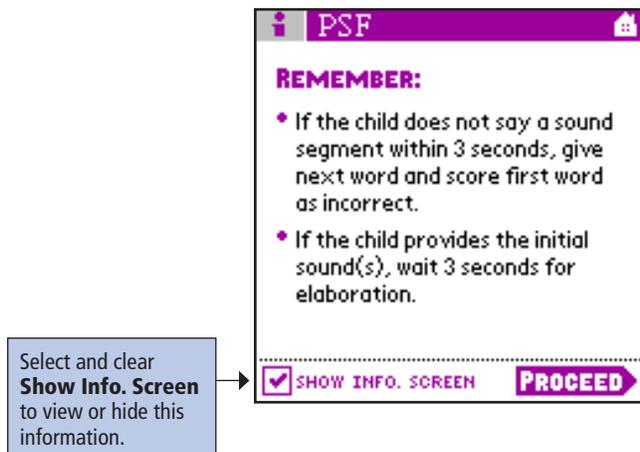
The Support Categories are assigned according to decision rules based on data collected when defining cutoff points for reaching Benchmark on a measure and the odds of achieving subsequent literacy goals. There is no one formula that suffices to identify the Support Categories. In general, if a student’s overall performance was Low Risk or Established, then he or she would be at grade level and considered Benchmark; if a student was Some Risk or Emerging, he or she would be considered for Strategic support; if a student was High Risk or Deficit, he or she would be considered in need of Intensive support. For more detailed information, read the Summary of Decision Rules.

Common Features

Information Screens

When you select a measure, the first screen to appear contains a list of reminders and information relevant to the measure. The screens will resemble the images below, but text will differ depending on the chosen measure.

To see the Information screens after clearing **Show Info. Screen**, tap **Information**, which looks like the letter i and appears at the top of each measure’s Instructions screen.

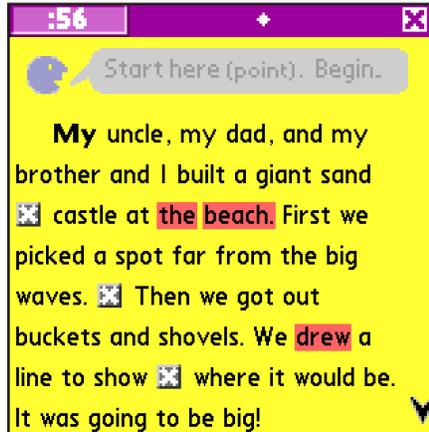


Ending Timed Measures

Because many of the DIBELS measures require assessment for only one minute, the handheld gives a visual warning when time is almost up.

On each timed measure, the assessment screen turns yellow when only five seconds remain.

At the end of the one-minute administration time, the screen returns to its original color. The timer flashes "Done." Tap **Done** to end the measure and review the results.



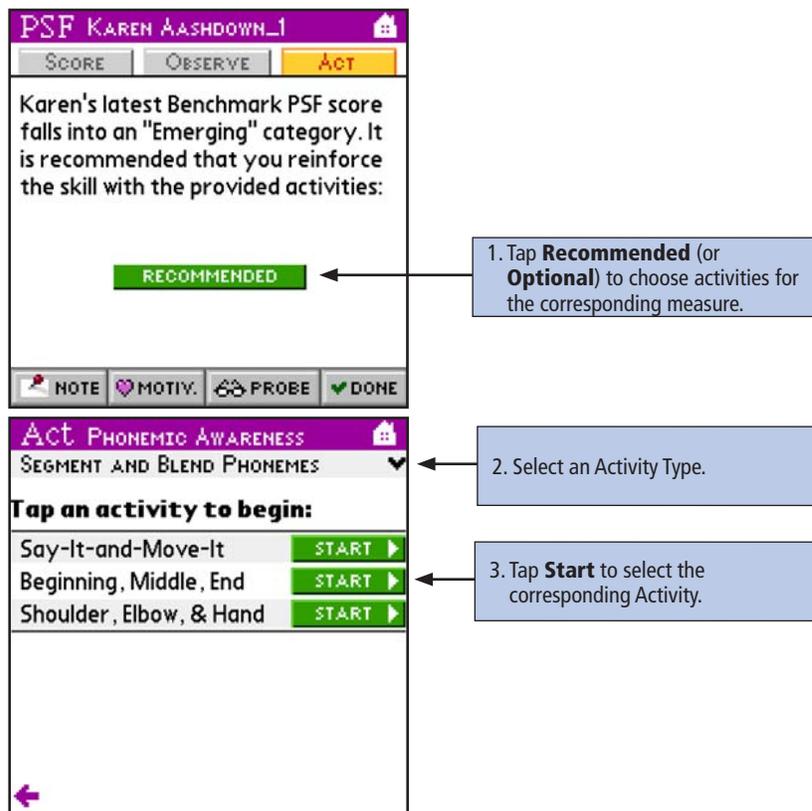
Observe Tab

The **Observe** tab allows you to review a list of common student response patterns for a particular measure. You can indicate whether the student exhibited any of these behaviors during administration by selecting the corresponding box.



Act Tab

Tap **Act** on the Results screen or the Class list to open reinforcement activities that may help students master the Big Ideas. Activities are recommended for students whose risk level is high or some according to the latest Benchmark score. Activities are optional for low-risk students.



Invalidation

During Administration

Though invalidations will be infrequent, it is still important to be familiar with the different methods of invalidation. A measure should always be invalidated, or deleted, when an interruption or mistake occurs that undermines the validity of the score. Examples include:

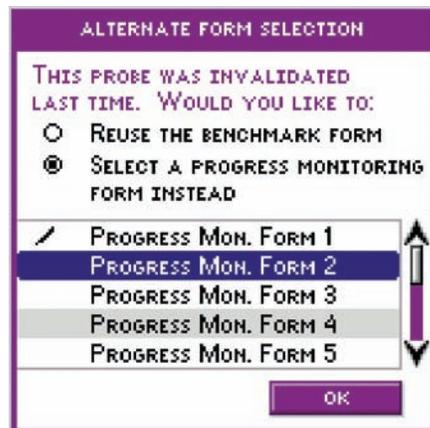
- Intercom announcements
- Fire drills
- Scoring errors that can't easily be corrected
- A child forgets his or her glasses

To invalidate a measure during administration, tap **Home** in the upper right corner and a dialog box will appear.



Tap **Exit and Invalidate** in that dialog box to return to the Class list. The handheld records the invalidation so that this probe form will not be administered again unless selected.

If you invalidate a Benchmark measure you will need to administer that measure again to complete the Benchmark. Avoid administering the same form more than once because the student's familiarity with the form may result in a score that doesn't accurately represent skill.



After Administration

Sometimes, you may need to invalidate a measure after administration is complete. Access the student's results long after it has been administered by tapping the student's name, then tapping the appropriate **Measure**. Tap the **Probe** button at the bottom of the screen. This takes you to the Review Mode for that activity, where you can review the student's response to each item of the measure. To invalidate the measure, tap **Probe Not Valid**, then confirm your decision to finalize the invalidation.

1. Tap **Probe** to view the student's responses.

2. Tap **Probe Not Valid** to invalidate responses.

3. Confirm invalidation by tapping **Invalidate**.

ISF FRANK SMITH

SCORE OBSERVE ACT

FLUENCY 9 INITIAL SOUNDS/MIN.

HIGH RISK SOME RISK LOW RISK

NOTE MOTIV. PROBE DONE

Review Mode

PROBE NOT VALID VALID (EXIT)

g N E Y R l V d H Z
 N d x S C n j H s S
 E n G h c i h B b O
 Y F p D L i q c D Q
 R v F J Z M P o p u
 l G A f V B P k m I
 V M e r y z a L U A
 d y q v w u T w N U
 H j K e r X T z Y X
 Z x f m W W s J I k
 l E R K g N E Y R l

INVALIDATE PROBE?

INVALIDATE IF YOU FEEL THAT THE PROBE DOES NOT ACCURATELY REPRESENT A STUDENT'S PERFORMANCE.

REASONS TO INVALIDATE INCLUDE:

- INTERRUPTION OF ADMINISTRATION
- MULTIPLE MISTAKES WHILE SCORING
- A SCORE THAT YOU ARE CERTAIN DOES NOT REFLECT THE STUDENT'S ABILITY

INVALIDATE CANCEL

Initial Sound Fluency

Target Age Range

Initial Sound Fluency														
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Preschool			Kindergarten			First Grade			Second Grade			Third Grade		

Initial Sound Fluency (ISF) is intended for most students beginning in preschool through the middle of kindergarten. It may also be appropriate for monitoring the progress of older students who are struggling with Phonological Awareness.

Description

DIBELS Initial Sound Fluency (ISF) 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, 1998; Laimon, 1994). The examiner presents four pictures to the student, names each picture, then asks the student 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, 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 handheld records the amount of time taken to identify or produce the correct sound and converts the score into the number of onsets correct in a minute.

The ISF measure takes about 3 minutes to administer and has 20 alternate forms. The ISF measure is a minimal revision of the Onset Recognition Fluency (OnRF) measure. Alternate-form reliability of the OnRF measure is .72 in January of kindergarten (Good, et al., in press). By repeating the assessment four times, the resulting average is estimated to have a reliability of .91 (Nunnally, 1978). The concurrent, criterion-related validity of OnRF with DIBELS PSF is .48 in January of kindergarten and .36 with the Woodcock-Johnson Psycho-Educational Battery Readiness Cluster score (Good et al., in press). The predictive validity of OnRF with respect to spring-of-first-grade reading on CBM ORF is .45, and .36 with the Woodcock-Johnson Psycho-Educational Battery Total Reading Cluster score (Good et al., in press).

The benchmark goal is 25 to 35 initial sounds correct by the middle of kindergarten. Students unable to correctly identify 10 initial sounds at that time may need intensive instructional support.

Materials

Student materials

Handheld with stylus

ISF Administration

- Using the process outlined in the Assessment Road Map section of this guide, select a student and begin the ISF measure.
- Tap **Proceed** after reading the reminders. Mr. Say prompts you to read these directions aloud: This is *mouse, flowers, pillow, letters*. (Point to each picture while saying its name). *Mouse* (point to mouse) begins with the sound /m/. Listen, /m/, mouse. Which one begins with the sounds /f/?

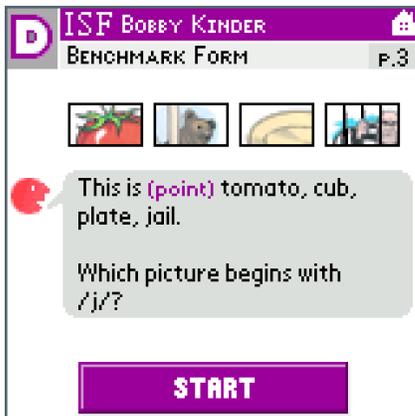
<p>INCORRECT RESPONSE If the student gives any response but <i>flowers</i>:</p>	<p>CORRECT RESPONSE Student points to <i>flowers</i>:</p>
<p>Tap Incorrect and say: <i>Flowers</i> (point to flowers) begins with the sounds /f/. Listen, /f/, flowers. Let's try it again. Which one begins with the sound /f/?</p> <p>Based on the student's response, tap Correct or Incorrect to continue to the next example.</p>	<p>Tap Correct and say: <i>Good. Flowers begins with the sounds /f/.</i></p> <p>Continue to the next example.</p>

Pillow (point to pillow) begins with the sound /p/. Listen, /p/, pillow. What sound does *letters* (point to letters) begin with?

<p>INCORRECT RESPONSE If student gives any other response but /l/:</p>	<p>CORRECT RESPONSE Student says /l/:</p>
<p>Tap the Incorrect button and say: <i>Letters</i> (point to letters) begins with the sound /l/. Listen, /l/, letters. Let's try it again. What sound does letters (point to letters) begin with?</p> <p>Tap the Correct or Incorrect button.</p>	<p>Tap the Correct button and say: <i>Good. Letters begins with the sound /l/.</i></p>

Here are some more pictures. Listen carefully to the words. (Tap **Begin**.) Show the student the first page of pictures. Point to each picture and say the name while following the directions on your handheld.

- Read the first question. When you finish asking the question, tap **Start** to begin timing.



ISF Scoring Procedures

Articulation and Dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, the student responds /th/ when asked for the first sound in *sink*. If the student consistently says /th/ for /s/, as in *thircl* for *circle*, he or she should be given credit for a correct initial sound. This is a professional judgment and should be based on the student’s responses and any prior knowledge of his or her speech patterns.

PROMPT	STUDENT SAYS	SCORE
What sound does “sink” begin with?	/th/	 CORRECT

Correct Initial Consonant Sound. If the word starts with an initial consonant sound, the student can respond with the first sound or initial sounds. For example, if the word is *clock*, a correct initial sound would be /c/ or /cl/ or /klo/ but not // or *clock*.

PROMPT	STUDENT SAYS	SCORE
What sound does “clock” begin with?	/k/	 CORRECT
What sound does “clock” begin with?	/kl/	 CORRECT
What sound does “clock” begin with?	/klo/	 CORRECT
What sound does “clock” begin with?	//	 5 SECS
What sound does “clock” begin with?	“clock”	 5 SECS

Correct Initial Vowel Sound. If the word starts with an initial vowel sound, the student can respond with the initial vowel sound or initial sounds. For example, if the word is *elephant*, a correct initial sound would be /e/ or /el/ or /ele/, but not the name of the letter /ea/.

PROMPT	STUDENT SAYS	SCORE
What sound does “elephant” begin with?	/e/	 CORRECT
What sound does “elephant” begin with?	/el/	 CORRECT
What sound does “elephant” begin with?	/ea/	 5 SECS
What sound does “elephant” begin with?	/ele/	 CORRECT

Naming Rule. If the student names the correct picture instead of pointing to it, score the item correct.

PROMPT	STUDENT SAYS	SCORE
This is pie, letter, flower, and mouse. Which picture begins with /p/?	“pie”	 CORRECT



Pronunciation Guide

Different regions of the country use different dialects of American English. These pronunciation examples may be modified or distinguished consistently with regional dialects and conventions. See the ISF Scoring Procedure section for clarification.

PHONEME	PHONEME EXAMPLE
/ai/	bait
/ea/	bead
/ie/	tie
/oa/	boat
/oo/	food
/a/	bad
/e/	bed
/i/	bid
/o/	cod or law
/u/	bud and "a" in about
/uu/	good
/ow/	cow
/oi/	noise or point
/ar/	(1 phoneme) car
/ir/	(1 phoneme) bird
/or/	(1 phoneme) for
/ai/ /r/	(2 phonemes) chair
/ea/ /r/	(2 phonemes) clear
/oo/ /r/	(2 phonemes) tour

PHONEME	PHONEME EXAMPLE
/th/	thin
/th/	then
/sh/	shed
/SH/	measure or beige
/ch/	chin
/j/	jam or edge
/p/	pen
/t/	tap
/k/	can
/b/	bat
/d/	dad
/g/	gun or frog
/m/	man or jam
/n/	nap
/ng/	sing
/f/	fat
/v/	van
/s/	sit
/z/	zoo
/r/	rat or frog
/l/	lap
/w/	wet
/h/	hot
/y/	yell

Letter Naming Fluency

Target Age Range

Letter Naming Fluency														
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Preschool			Kindergarten			First Grade			Second Grade			Third Grade		

Letter Naming Fluency (LNF) is intended for most students from the beginning of kindergarten through the beginning of first grade. A final cut-off goal is not provided for LNF because it does not correspond to a Big Idea in Beginning Reading. Students in the lowest 20 percent of a school district using local norms should be considered “at risk” for poor reading outcomes, and those between the 20th percentile and 40th percentile should be considered at “some risk.”

Description

DIBELS Letter Naming Fluency (LNF) is a standardized, individually administered test based on research by Marston and Magnusson that provides a measure of risk. Students are presented with a page of uppercase and lowercase letters arranged in a random order and are asked to name as many letters as they can.

Students are told that if they do not know a letter they will be told the letter. The student is allowed one minute to produce as many letter names as he or she can, and the score is the number of letters named correctly.

Students are considered at risk for difficulty achieving early literacy benchmark goals if they perform in the lowest 20% of students in their district. That is, below the 20th percentile 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.

The one-month, alternate-form reliability of LNF is .88 in kindergarten (Good et al., in press). The median criterion-related validity of LNF with the Woodcock-Johnson Psycho-Educational Battery-Revised Readiness Cluster standard score is .70 in kindergarten (Good et al., in press). The predictive validity of kindergarten LNF with the first-grade Woodcock-Johnson Psycho-Educational Battery-Revised Reading Cluster standard score is .65, and .71 with the first grade Curriculum-Based Measurement (CBM) Oral Reading Fluency (Good et al., in press).

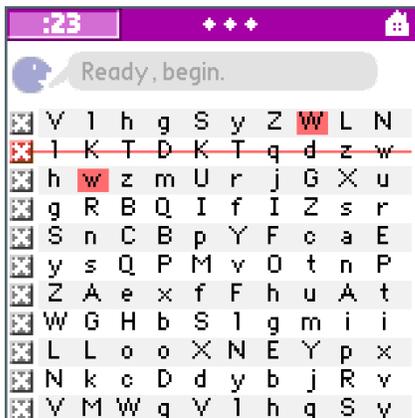
Materials

Student materials

Handheld with stylus

LNF Administration

- Using the process outlined in the Assessment Road Map section of this guide, select a student and begin the LNF measure.
- Place the assessment materials in front of the student.
- After you read the reminders, tap **Proceed**. Mr. Say prompts you to read these directions aloud: Here are some letters (point). Tell me the names of as many letters as you can. When I say “Begin,” start here (point), and go across the page (point). Point to each letter and tell me the name of that letter. (Tap **Next**.) If you come to a letter you don’t know, I’ll tell it to you. Put your finger on the first letter. Ready, begin.
- Tap **Begin**.
- When the student says the first letter, tap **Start** in the upper left to start the timer.
- As the student reads through the letters follow along on the handheld. With the stylus, tap all letters named incorrectly (see LNF Scoring Procedure for more detailed information).
- If the student provides the letter sound rather than the letter name, say, “Remember to tell me the letter name, not the sound it makes.” This prompt may be provided only once during the administration. If the student continues providing letter sounds, mark each letter as incorrect and, from the Results screen indicate the student behavior on the **Observe** tab.
- If the student skips an entire row, tap the **X** at the beginning of the skipped row. The row is crossed out, and it is not counted in scoring.



- After 55 seconds elapse, the screen turns yellow as a warning that only 5 seconds remain.
- When the timer reaches :60, Mr. Say prompts you to say “Stop.”
- Complete any additional scoring. When finished, drag and place the bracket (]) after the last letter the student attempted to name. The **Done** button appears.
- Tap **Done**. The Results screen opens. Use the Results screen to view the student’s score, provide any necessary notes, record the student’s motivation, and review the complete probe results.
- When you finish reviewing the Results screen, tap **Done** to return to the Class list.

ADMINISTRATION & SCORING

Omissions. A letter is incorrect if the student omits the letter.

LETTERS	STUDENT SAYS	SCORING PROCEDURE	CORRECT LETTERS
Z x f m	"z...f...m"	Z x f m	3 /4
I E R K	"l...k"	l E R K	2 /4

Self-Corrections. If a student makes an error and corrects him or herself within three seconds, tap the letter again to indicate that it is correct. Remember also to indicate that the student self-corrects in the Observe section that comes up after the task.

Similarly Shaped Font. For some fonts the uppercase letter *i* and the lowercase letter *L* are difficult or impossible to distinguish. A response of either *i* or *L* is scored as correct. For example, if the letters are *I* (uppercase *i*) *D s l* (lowercase *L*) and the student names them both *L*, score as correct.

LETTERS	STUDENT SAYS	SCORING PROCEDURE	CORRECT LETTERS
I E R K	"i...e...r...k"	I E R K	4 /4

Three-Second Hesitations. If the student hesitates for three seconds on a letter, tap the letter to score it as incorrect. Provide the correct letter, point to the next letter and ask, "What letter?" This prompt may be repeated. For example, if the letters are *Z x f m* and the student says, "Z" and hesitates for three seconds, prompt by saying, "X." Point to *f* and ask, "What letter?" You can use the flashing response timer at the top of the screen to track three-second time periods.

LETTERS	STUDENT SAYS	PROMPT	SCORING PROCEDURE
Z x f m	"z" (3 sec)	"X. What letter?" (point to "f")	Z x f m
I E R K	"l...e" (3 sec)	"R. What letter?" (point to "k")	I E R K

Vertical Rule. If a student begins to read vertically instead of horizontally, redirect the student to read across the lines.

PSF Administration

- Using the process outlined in the Assessment Road Map section of this guide, select a student and begin the PSF measure.
- Tap **Proceed** after you read the reminders. Mr. Say will prompt you to read these directions aloud and practice questions to the student:

I am going to say a word. After I say it, you tell me all the sounds in the word. (Tap **Next**.) So, if I say *sam*, you would say /s/ /a/ /m/. Let’s try one (one-second pause). Tell me the sounds in *mop*.

<p style="text-align: center;">INCORRECT OR NO RESPONSE If the student does not respond within <u>three seconds</u> or responds incorrectly:</p>	<p style="text-align: center;">CORRECT RESPONSE If the student says /m/ /o/ /p/:</p>
<p style="text-align: center;">Tap the Incorrect button and say:</p> <p style="text-align: center;"><i>The sounds in “mop” are /m/ /o/ /p/. Your turn, tell me the sounds in “mop.”</i></p> <p style="text-align: center;">Tap Correct or Incorrect.</p>	<p style="text-align: center;">Tap the Correct button.</p> <p style="text-align: center;"><i>Very good. The sounds in “mop” are /m/ /o/ /p/.</i></p>

- Then say, “OK. Here is your first word.” (Tap **Begin**.)
- Read the first word as prompted by Mr. Say. Then tap **Start** to begin timing.
- If the student does not say a sound segment after three seconds, tap **Next** and read the next word as prompted. The next word can be found in a small bubble directly above the **Next** button.
- As the student says the sounds, enter the response on the handheld using the annotations shown in the PSF Scoring Procedure section.
- After you finish scoring the student’s response, present the next word promptly and clearly, then tap **Next**.
- The maximum time for each sound segment is three seconds. Use the response timer at the top of the screen to track three-second periods of time. If the student does not provide the next sound segment within three seconds, tap **Next** and read the next word as prompted. If the student provides only the initial sound, wait three seconds for elaboration before tapping **Next** and reading the next word.
- After 55 seconds have elapsed, the assessment screen turns yellow as a warning that only 5 seconds remain.
- At the end of one minute, finish scoring the last word the student segmented before time ran out, and then tap **Done**. The Results screen opens. Use the Results screen to view the student’s score, provide any necessary notes, record the student’s motivation, and review the complete probe results.
- When you finish reviewing the Results screen, tap **Done** to return to the Class list.

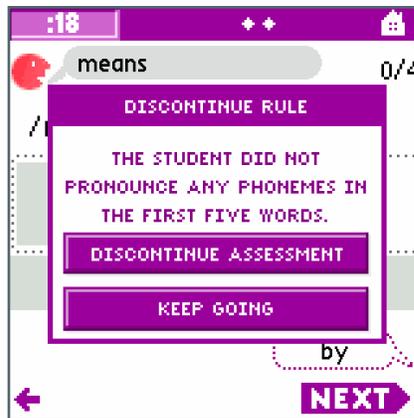


ADMINISTRATION & SCORING

Segment Mispronunciation. The student does not receive credit for sound segments that are mispronounced. For example, if the word is *trick* and the student says “t...r...i...ks,” they would receive no credit for /ks/ because there is no /ks/ sound segment in the word *trick*.

WORD	STUDENT SAYS	SCORING PROCEDURE	CORRECT SEGMENTS
trick	“t...r...i...ks”	<u>/t/</u> <u>/r/</u> <u>/i/</u> /k/	<u>3/4</u>
cat	“b...a...t”	/k/ <u>/a/</u> <u>/t/</u>	<u>2/3</u>

Discontinue. If a student does not correctly pronounce any sound segments in the first five words, the handheld will prompt you to discontinue the task. Tap **Discontinue** to confirm.



Schwa Sounds. Schwa sounds, such as /u/, added to consonants are not counted as errors. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa. For example, if the word is *trick* and the student says “tu...ru...i...ku,” he or she would receive four of four points.

WORD	STUDENT SAYS	SCORING PROCEDURE	CORRECT SEGMENTS
trick	“tu...ru...i...ku”	<u>/t/</u> <u>/r/</u> <u>/i/</u> <u>/k/</u>	<u>4/4</u>
cat	“ku...a...tu”	<u>/k/</u> <u>/a/</u> <u>/t/</u>	<u>3/3</u>

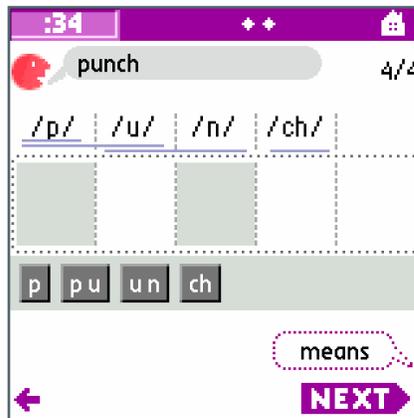
ADMINISTRATION & SCORING

Additions. Additions are not counted as errors if they are separated from other sounds in the word. For example, if the word is *trick* and the student says “t...r...i...k...s,” he or she would receive all four points.

WORD	STUDENT SAYS	SCORING PROCEDURE	CORRECT SEGMENTS
trick	“t...r...i...k...s”	<u>/t/</u> /r/ /i/ /k/	4/4
cat	“s...k...a...t”	/k/ /a/ /t/	3/3

Overlapping Segmentation. The student receives credit for each different, correct sound segment of the word. Thus, if the word is *trick* and the student says “tri...ik,” the student would receive two of four points because /tri/ and /ik/ are both different, correct sound segments of *trick*.

WORD	STUDENT SAYS	SCORING PROCEDURE	CORRECT SEGMENTS
trick	“tri...ik”	<u>/tri/</u> /r/ /i/ /k/	2/4
cat	“ka...a...at”	/k/ /a/ /t/	3/3



Omissions. The student does not receive credit for sound segments that are not produced. Leave these segments blank. If the student provides the initial sound only, be sure to wait three seconds for elaboration. For example, if the word is *trick* and the student says “tr,” you must wait three seconds before presenting the next word.

WORD	STUDENT SAYS	SCORING PROCEDURE	CORRECT SEGMENTS
trick	“tr...(3 seconds)”	<u>/tr/</u> /r/ /i/ /k/	1/4
cat	“k...t”	/k/ /a/ /t/	2/3

PSF Pronunciation Guide

Different regions of the country use different dialects of American English. These pronunciation examples may be modified or distinguished consistently with regional dialects and conventions. For clarification see the PSF Scoring Procedure section.

PHONEME	PHONEME EXAMPLE
/ai/	bait
/ea/	bead
/ie/	tie
/oa/	boat
/oo/	food
/a/	bad
/e/	bed
/i/	bid
/o/	cod or law
/u/	bud and "a" in about
/uu/	good
/ow/	cow
/oi/	noise or point
/ar/	(1 phoneme) car
/ir/	(1 phoneme) bird
/or/	(1 phoneme) for
/ai/ /r/	(2 phonemes) chair
/ea/ /r/	(2 phonemes) clear
/oo/ /r/	(2 phonemes) tour

PHONEME	PHONEME EXAMPLE
/th/	thin
/th/	then
/sh/	shed
/sh/	measure or beige
/ch/	chin
/j/	jam or edge
/p/	pen
/t/	tap
/k/	can
/b/	bat
/d/	dad
/g/	gun or frog
/m/	man or jam
/n/	nap
/ng/	sing
/f/	fat
/v/	van
/s/	sit
/z/	zoo
/r/	rat or frog
/l/	lap
/w/	wet
/h/	hot
/y/	yell

Nonsense Word Fluency

Target Age Range

DIBELS Nonsense Word Fluency														
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Preschool			Kindergarten			First Grade			Second Grade			Third Grade		

Nonsense Word Fluency is intended for most students from the middle of kindergarten through the beginning of second grade. It may be appropriate for monitoring the progress of older students who are struggling with letter-sound correspondence.

Description

DIBELS Nonsense Word Fluency (NWF) is a standardized, individually administered test of the Alphabetic Principle, including letter-sound correspondence and the ability to blend letters into words in which letters represent their most common sounds (Kaminski & Good, 1996). The student is presented an 8 ½ x 11 sheet of paper with randomly ordered vowel-consonant (VC) and consonant-vowel-consonant (CVC) nonsense words (e.g., sig, rav, ov) and asked to verbally produce the individual letter sound of each letter or to verbally produce, or to 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 one minute to produce as many letter sounds as he or she can, and the final score is the number of letter sounds produced correctly in one minute. The NWF measure takes about two minutes to administer and has more than 20 alternate forms for monitoring progress.

The one-month alternate-form reliability for NWF in January of first grade is .83 (Good et al., in press). The concurrent criterion-validity of DIBELS NWF with the Woodcock-Johnson Psycho-Educational Battery-Revised Readiness Cluster score is .36 in January and .59 in February of first grade (Good et al., in press). The predictive validity of DIBELS NWF in January of first grade with (a) CBM ORF in May of first grade is .82, (b) CBM ORF in May of second grade is .60, (c) the Woodcock-Johnson Psycho-Educational Battery Total Reading Cluster is .66 (Good et al., in press).

The benchmark goal for Nonsense Word Fluency is 50 correct letter sounds per minute by the middle of first grade. Students scoring below 30 at that time may need intensive instructional support to achieve first grade reading goals.

Materials

Student materials

Handheld with stylus



NWF Administration

- Using the process outlined in the Assessment Road Map section of this guide, select a student and begin the NWF measure.
- Place a copy of the student materials in front of the student.
- Read the reminders and tap **Proceed**. Mr. Say prompts you to read these directions aloud:
Look at this word (point). It’s a make-believe word. Watch me read the word (point): /s/ /i/ /m/ “sim.” I can say the sounds of the letters, /s/ /i/ /m/, or I can read the whole word, “sim.” (Tap **Next**.)

Your turn to read a make-believe word. Read this word the best you can (point to the word “lut”). Make sure you say any sounds you know.

<p style="text-align: center;">INCORRECT OR NO RESPONSE</p> <p style="text-align: center;">If the student does not respond within <u>three seconds</u> or responds incorrectly:</p>	<p style="text-align: center;">CORRECT RESPONSE</p> <p style="text-align: center;">If the student responds with “lut” or /l/ /u/ /t/:</p>
<p style="text-align: center;">Tap Incorrect and say:</p> <p style="text-align: center;"><i>Remember, you can say the sounds or you can say the whole word. Watch me: The sounds are (point) /l/ /u/ /t/ or “lut.” Let’s try again. Read this (point) word the best you can.</i></p>	<p style="text-align: center;">Tap Correct and say:</p> <p style="text-align: center;"><i>That’s right. The sounds are /l/ /u/ /t/ or “lut.”</i></p>

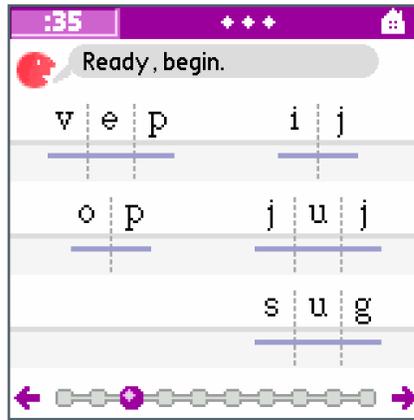
- Continue with the directions:
Here are some more make-believe words (point). (Tap **Next**.) Start here (point) and go across the page (point). When I say “Begin,” read the words the best you can. (Tap **Next**.) Point to each letter and tell me the sound or read the whole word. Read the words the best you can. Put your finger on the first word. (Tap **Begin**.) Ready? Begin.
- When the student starts reading the first nonsense word, tap **Start** to begin timing.
- Follow along on the handheld, tapping or drawing a line in the scoring box for each letter sound or nonsense word the student says correctly. Tap to highlight each incorrectly read letter. For more details on scoring see the NWF Scoring Procedures section.
- After the student segments a set of five nonsense words or if the student skips a set of words, tap the arrow in the bottom right corner of the screen to continue to the next set of nonsense words.
- To undo a response recorded as correct, trace a line from right to left under the improperly scored phonemes. To undo a phoneme scored as incorrect, tap the phoneme again to clear the red highlighting.
- The screen flashes yellow during the last five seconds of the assessment. After 60 seconds have elapsed, the handheld will prompt you to say “Stop.” Finish noting any responses the student gave before time ran out.
- Tap **Done**. The Results screen appears. Use the Results screen to view the student’s score, provide any necessary notes, record the student’s motivation, and review the complete probe results.
- When you finish reviewing the Results screen, tap **Done** to return to the Class list.



ADMINISTRATION & SCORING

Correct Words. Draw a single underline beneath multiple letters for correct letter sounds blended together. The handheld will give credit for each letter–sound correspondence produced correctly. For example, if the stimulus word is *tob* and the student says, “*tob*,” one underline would be used and it would be scored as three points.

WORD	STUDENT SAYS	SCORING PROCEDURE	CORRECT LETTER SOUNDS
tob	“tob”	<u>t o b</u>	3/3
dos	“d...os”	<u>d o s</u>	3/3

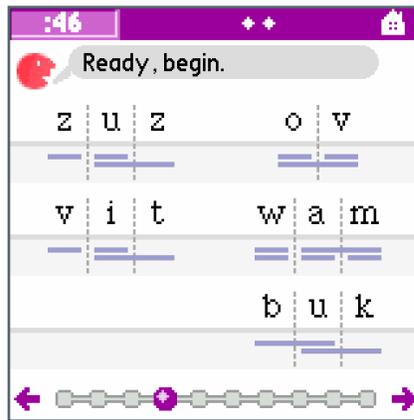


Insertions. Insertions are not scored as incorrect. For example, if the stimulus word is *sim* and the student says “*stim*,” the letters *s*, *i*, and *m* would be underlined. Full credit would be given for the word with no penalty for the insertion of *t*.

WORD	STUDENT SAYS	SCORING PROCEDURE	CORRECT LETTER SOUNDS
tob	“stob”	<u>t o b</u>	3/3
dos	“dots”	<u>d o s</u>	3/3

Repeated Sounds. Give letter sounds said twice while sounding out a word credit only once. For example, if the stimulus word is *tob* and the student says /t/ /o/ /ob/, the letter o and the letters *ob* are underlined. The student receives only one point for the letter sound /o/ even though the correct sound was provided twice (a total of three for the entire word).

WORD	STUDENT SAYS	SCORING PROCEDURE	CORRECT LETTER SOUNDS
tob	"t...o...ob"	<u>t</u> <u>o</u> b	<u>3</u> /3
dos	"d...o...s...dos"	<u>d</u> <u>o</u> <u>s</u>	<u>3</u> /3



Three-Second Hesitation (Sound-by-Sound). If the student is providing individual letter sounds then hesitates for three seconds on a letter sound, score the letter sound incorrect by tapping the letter. Provide the correct letter sound, point to the next letter, and say, "What sound?" This prompt may be repeated. For example, if the stimulus word is *tob* and the student says /t/ then hesitates for three seconds, prompt by saying, "/o/." Point to *b* and say, "What sound?" Use the flashing response timer at the top of the screen to track three-second periods of time.

WORD	STUDENT SAYS	PROMPT	SCORING PROCEDURE	CORRECT LETTER SOUNDS
tob	"t" (3 sec)	/o/ (point to "b") What sound?	<u>t</u> o b	<u>1</u> /3
dos et	"d...o" (3 sec)	/s/ (point to "e") What sound?	<u>d</u> <u>o</u> s e t	<u>2</u> /5

Three-Second Hesitation (Word-by-Word). If the student is reading words and hesitates for three seconds, score the word incorrect by tapping each letter in the word. Provide the correct word, point to the next word and say, "What word?" This prompt can be repeated. For example, if the stimulus words are *tob dos et* and the student says "tob" and hesitates for three seconds, prompt by saying, "dos." Point to *et* and say, "What word?" Use the flashing response timer at the top of the screen to track three-second periods of time.



WORDS	STUDENT SAYS	PROMPT	SCORING PROCEDURE
tob dos et	"tob" (3 sec)	"dos (point to "et") What word?"	<u>t o b</u> d o s e t
tuf kej ik	"tuf" (3 sec)	"kej (point to "ik") What word?"	<u>t u f</u> k e j i k

Sound Order (Sound-by-Sound). Score letter sounds produced in isolation but out of order as correct if the student points correctly. For example, if the stimulus word is *tob* and the student points to and says /b/ /o/ /t/, underline all letters for a score of three. The purpose of this rule is to give students credit as they are beginning to learn individual letter-sound correspondences.

WORD	STUDENT SAYS	SCORING PROCEDURE	CORRECT LETTER SOUNDS
tob	"b...o...t" (point correctly)	<u>t o b</u>	<u>3</u> /3
dos	"o...d...s" (point correctly)	<u>d o s</u>	<u>3</u> /3

Sound Order (Word-by-Word). Blended letter sounds must be correct and in the correct place (beginning, middle, end) to receive credit. For example, if the stimulus word is *tob* and the student says "bot," only the o would be correct and in the correct place, for a score of one.

WORD	STUDENT SAYS	SCORING PROCEDURE	CORRECT LETTER SOUNDS
tob	"bot"	t o b	<u>1</u> /3
ik	"ki"	i k	<u>0</u> /2

Articulation and Dialect. Students are not penalized for imperfect pronunciation due to dialect, articulation, or second language inferences. For example, a student may regularly substitute /th/ for /s/. If the stimulus word is *sim* and the student says "thim," the letter *s* would be underlined and credit for a correct letter-sound correspondence would be given. This is a professional judgment and should be based on the students' responses and any prior knowledge of their speech patterns.

WORD	STUDENT SAYS	SCORING PROCEDURE	CORRECT LETTER SOUNDS
sim	"thim" (articulation error)	<u>s</u> i m	<u>3</u> /3
rit	"wit" (articulation error)	r <u>i</u> t	<u>3</u> /3



NWF Pronunciation Guide

Different regions of the country use different dialects of American English. These pronunciation examples may be modified or distinguished consistently with regional dialects and conventions. See the NWF Scoring Procedure section for clarification. The letters *x* and *q* are not used. The letters *h*, *w*, *y*, and *r* are used only in the initial position. The letters *c* and *g* are used only in the final position.

LETTER	SOUND	EXAMPLE
a	/a/	bat
e	/e/	bet
i	/i/	bit
o	/o/	top
u	/u/	hut
b	/b/	bat
c	/k/	tic
d	/d/	dad
f	/f/	fan
g	/g/	pig
h	/h/	hat
j	/j/	jet
k	/k/	can
l	/l/	lot
m	/m/	man
n	/n/	not
p	/p/	pan
r	/r/	ran
s	/s/	sat
t	/t/	top
v	/v/	van
w	/w/	wet
y	/y/	yak
z	/z/	zipper

Oral Reading Fluency and Retell Fluency

Target Age Range

DIBELS Oral Reading Fluency DIBELS Retell Fluency														
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Preschool			Kindergarten			First Grade			Second Grade			Third Grade		

DIBELS Oral Reading Fluency is intended for most students from the middle of first grade through the end of third grade. The benchmark goals are 40 in the spring of first grade, 90 in the spring of second grade, and 110 in the spring of third grade. Students may need intensive instructional support if they score below 10 in the spring of first grade, below 50 in the spring of second grade, and below 70 in the spring of third grade.

Description — Oral Reading Fluency

DIBELS Oral Reading Fluency (ORF) is a standardized, individually administered test of accuracy and fluency with connected text. The ORF passages and procedures are based on the research and development of the Curriculum-Based Measurement (CBM) of reading by Stan Deno and colleagues at the University of Minnesota and use 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). ORF is a standardized set of passages and administration procedures designed to identify students who may need additional instructional support and to monitor progress toward instructional goals.

The passages are calibrated for the reading level goal for each grade. Student performance is measured by having students read a passage aloud for one minute. The number of correct words per minute from the passage is the Oral Reading Fluency rate.

A series of studies confirmed the technical adequacy of CBM Reading procedures. Test-retest reliability for elementary students ranged from .92 to .97; alternate-form reliability of different reading passages drawn from the same level ranged from .89 to .94 (Tindal, Marston, & Deno, 1983). Criterion-related validity studied in eight separate studies in the 1980s reported coefficients ranging from .52 to .91 (Good & Jefferson, 1998).

Description — Retell Fluency

DIBELS Retell Fluency (RTF) is intended to provide a comprehension check of the ORF passages. For students in first through third grades, Oral Reading Fluency provides one of the best measures of reading competence, including comprehension.

The purpose of the RTF measure is to:

1. Prevent students from inadvertently learning or practicing a misrule that speed-reading without attending to meaning is desirable or the intent of the Oral Reading Fluency measure. With a prompted retell, students will be less likely to conclude that merely reading as fast as they can is the desired behavior. More importantly, assessors will be less likely to imply that reading quickly is the goal.
2. Identify students whose comprehension is not consistent with their fluency. Assessors are



frequently concerned about students who read fluently but do not comprehend. This pattern is infrequent but may apply to some students. This procedure may identify those students without increasing the amount of time spent assessing.

3. Provide an explicit link to the core components in the [National Reading Panel](#) (2000) report. The NRP report is clear about the core components of early reading, and DIBELS maps onto this explicitly because it has the same core components. Retell Fluency is included to provide a brief measure that corresponds directly to the comprehension core component.
4. Increase the face validity of the ORF. A primary concern assessors have about Oral Reading Fluency is the ability of the measure, as it appears on the surface, to obtain the information that is sought. Incorporation of an explicit comprehension check like RTF may help assessors feel increasingly comfortable administering Oral Reading Fluency.

Preliminary evidence indicates that the Retell Fluency measures correlate with measures of Oral Reading Fluency at about .59. It appears that students' retell scores are typically about 50% of their Oral Reading Fluency score. It is also unusual for students reading more than 40 words per minute to have a retell score 25% or less than their Oral Reading Fluency score. So, a general rule is that when a student's retell is about 50% of his or her Oral Reading Fluency score, then the Oral Reading Fluency score provides a good overall indication of reading proficiency, including comprehension. By contrast, the ORF score alone may not provide a good indication of overall reading proficiency for students who are reading over 40 wpm and whose retell is 25% or less of their Oral Reading Fluency. For example, a child reading 60 words correct in 1 minute would be expected to use about 30 words in the retell of the passage. If the retell is about 30, then the Oral Reading Fluency of 60 is providing a good indication of the child's reading skills. If the retell is 15 or less, then there may be a comprehension concern that is not represented by the fluency.

Materials

Student copy of passage

Handheld with stylus

- The **X**s on your screen indicate line breaks in the student material. If the student skips a line of text, tap the **X** to cross out that line.



- Tap the down arrow with your stylus or press the down key on the handheld's 5-way navigator to scroll through the passage.
- The screen turns yellow after 55 seconds have elapsed. After 60 seconds, say "Stop."
- Finish scoring any words the student read before time ran out. Then drag and place the bracket (]) after the last word the student read.
- Tap **Done** to continue. If you are administering RTF, the handheld continues to the RTF administration screens; otherwise, it continues to the ORF Results screen.
- Use the ORF Results screen to view the student's score, provide any necessary notes, record the student's motivation, and review the complete probe results. When the student reads all three ORF passages:
 - The high and low scores are ignored; only the middle score is recorded. For example, if the student scores 27, 36, and 25, then 27 is the official score.
 - If the student reads fewer than 10 words correct on the first passage, the handheld records the score but does not prompt you to administer the last two passages. Also, you will not be prompted to administer RTF; however, the measure will be considered complete for the current assessment period.
- When you finish reviewing the Results screen, tap **Done** to return to the Class list.

ADMINISTRATION & SCORING

Hyphenated Words. Hyphenated words are automatically scored by the handheld as two words.

Insertions. Inserted words are ignored and not counted as errors. The student also does not get additional credit for inserted words. If the student frequently inserts extra words, note the pattern by using the Observation Checklist.

PASSAGE	STUDENT SAYS	SCORING PROCEDURE
It is time for a rest. I ate too much.	"It is time for a long rest." "I ate way too much."	It is time for a rest. I ate too much.

Mispronunciations. A word is scored as correct if it is pronounced correctly in the context of the sentence. If the word is mispronounced in the context, it is scored as an error.

PASSAGE	STUDENT SAYS	SCORING PROCEDURE
It was a live fish. I ate too much.	"It was a liv fish" (i.e., with a short "i"). "I eat too much."	It was a live fish. I ate too much.

Numerals. Numerals must be read correctly in the context of the sentence.

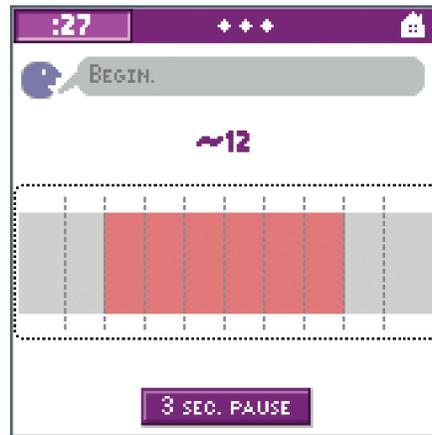
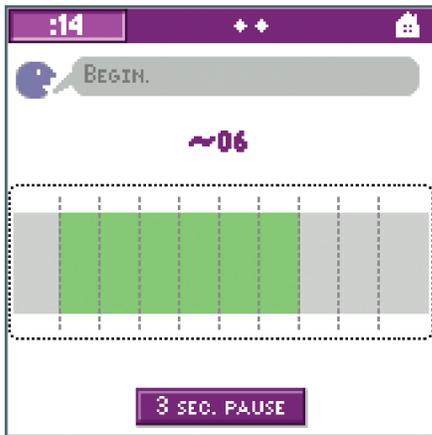
PASSAGE	STUDENT SAYS	SCORING PROCEDURE
My father is 36. My father is 36. I am 6 years old.	"My father is thirty-six." "My father is three six." "I am six years old."	My father is 36. My father is 36 . I am 6 years old.

Omissions. Omitted words are scored as incorrect.

PASSAGE	STUDENT SAYS	SCORING PROCEDURE
It is time for a rest. I ate too much.	"It is time for rest." "I ate much."	It is time for a rest. I ate too much.

Administration — Part 2: Retell Fluency

1. If RTF is selected in your settings and the student read 10 or more words correctly from the passage, the handheld prompts you to administer Retell Fluency.
2. Read through the reminders and tap **Proceed**. Mr. Say prompts you to read these instructions aloud: “Please tell me about what you just read. Try to tell me everything you can.” (Tap **Begin**.)
3. Say “Begin,” and tap **Start** to begin timing the student.
4. Tap the area once for each word the student enunciates that relates to the story. You may also drag your stylus from left to right across the space provided. The handheld will count one word for each vertical line you drag the stylus over. You can lift the stylus at any point and continue counting words by touching the screen and dragging from left to right again. The scoring space will turn green to indicate the number of words being added.



5. Count only words that illustrate the student’s understanding of the passage. To subtract unrelated words from the score, drag your stylus from right to left. The scoring space turns red, indicating that points are being taken away.
6. The first time the student does not say anything for three seconds, tap **3 Sec. Pause** and say, “Try to tell me everything you can.” This prompt may be used only once.
7. After the first prompt, if the student does not say anything or goes off track from the story’s main ideas or details for five seconds, tap **5 Sec. Pause** and say “Stop.” The handheld will prompt you to stop the Retell Fluency measure.
8. Otherwise, after 60 seconds have elapsed, say “Stop.”
9. When you finish scoring the child’s response, tap **Done**. The ORF+RTF Results screen opens. Use the Results screen to view the student’s scores, provide any necessary notes, and review the complete probe results.
10. If the student is reading multiple ORF passages, tap **Next** to begin the next ORF probe.
11. When you finish reviewing the Results screen, tap **Done** to return to the Class list.

Repetition of Retell. Repeating their retell is not counted, especially when students are prompted to “try to tell everything you can.”

PASSAGE	<EXAMINER>/STUDENT SAYS	SCORE
I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself.	They're going to the library. Lots of books... (3 seconds) < Try to tell me everything you can.> They're going to the library. Books.	8

Repetitions. Minor repetitions, redundancies, irrelevancies, and inaccuracies are counted. The crucial judgment is whether the student is retelling the passage or deviating.

PASSAGE	<EXAMINER>/STUDENT SAYS	SCORE
I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself.	They're going to the library. The library is downtown. I like the library. They have books just for kids. I can read them myself.	24

Rote Repetition. Rote repetitions of words or phrases are not counted.

PASSAGE	<EXAMINER>/STUDENT SAYS	SCORE
I love going to the library downtown. There are so many books. There is a big room in the library that is just for kids. I can reach all the books by myself.	They're going to the library. They're going to the library. They're going to the library. (sing-song voice)	5



Word Use Fluency

Target Age Range

Word Use Fluency														
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Preschool			Kindergarten			First Grade			Second Grade			Third Grade		

Word Use Fluency (WUF) is intended for most children from fall of kindergarten through third grade.

Description

This fluency measure does not have an ultimate goal because additional research is needed to establish its linkage to other Big Ideas in Beginning Reading (Phonological Awareness, Alphabetic Principle, and Accuracy and Fluency with connected text). Tentatively, students in the lowest 20 percent of a school district using local norms should be considered “at risk” for poor language and reading outcomes, and those between the 20th percentile and 40th percentile should be considered at “some risk.”

Materials

Handheld with stylus

WUF Administration

- Using the process outlined in the Assessment Road Map section of this guide, select a student and begin the WUF measure.
- Read the WUF reminders and tap **Proceed**. Mr. Say prompts you to read these instructions aloud: Listen to me use this word: “Green” (pause). “The grass is green.” Here is another word: “Jump” (pause). “I like to jump rope.” Your turn to use a word in a sentence (pause). “Rabbit.”

INCORRECT OR NO RESPONSE If the student does not respond within <u>three seconds</u> or responds incorrectly:	CORRECT RESPONSE If the student uses the word correctly in a phrase:
<p>Tap Incorrect and say:</p> <p><i>Listen to me use the word rabbit (pause). The rabbit is eating a carrot. Your turn: rabbit.</i></p>	<p>Tap Correct and say:</p> <p><i>Very good.</i></p>

- Then proceed with administration, saying, “OK. Here is your first word.” (Tap **Begin**.)
- Give the student the first stimulus word and tap **Start** in the upper left corner to begin timing. If the student does not speak in the first five seconds, tap the **X|5 SECS** button and say the next word.

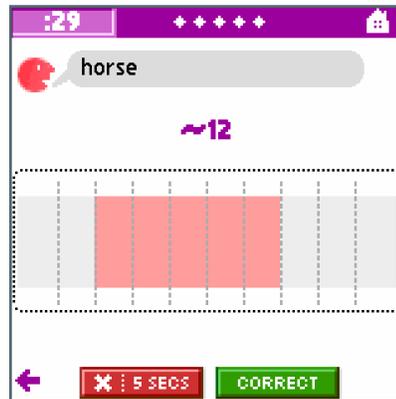
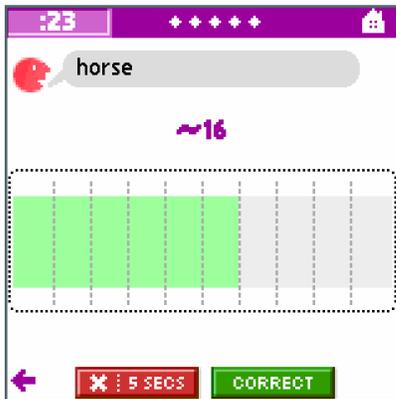


ADMINISTRATION & SCORING

- If the student does not use any of the first five words correctly in a phrase, expression, or sentence, you are prompted to discontinue the probe. Tap **Discontinue Assessment** to end the probe and record the score as zero. Tap **Keep Going** to continue administration.



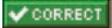
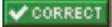
- Record the number of words the student uses in the phrase, expression, or sentence by tapping the area once for each word the student says. You may also drag your stylus from left to right across the space provided. The scoring area turns green, and the handheld counts one word for each vertical line your stylus crosses.



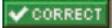
- Only count words related to the stimulus word. To subtract unrelated words, drag your stylus from right to left. The scoring area turns red, and the handheld subtracts one point for each vertical line your stylus crosses.
- Tap **Correct** to add the word count to the student's score when the student correctly incorporates the stimulus word in the phrase, expression, or sentence. Tap **X|5 SECS** when the student hesitates for five seconds or fails to correctly incorporate or reference the stimulus word.
- After you score the student's response, read the next word as prompted by Mr. Say.
- After 55 seconds elapse, the screen will flash yellow. After 60 seconds, say "Stop."
- Finish scoring the child's final response and tap **Done**. The Results screen opens. Use the Results screen to view the student's score, provide any necessary notes, record the student's motivation, and review the complete probe results.
- When you finish reviewing the Results screen, tap **Done** to return to the Class list.

Examples of Correct Usage

Correct Use. If the word is used in a phrase, expression, or sentence and conveys the meaning of the word, the response is **Correct**.

EXAMINER SAYS	STUDENT SAYS	WORD COUNT	TAP
Stone	I threw the stone in the water.	7	
School	I like school because it's fun.	6	

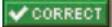
False Starts. False starts within a correct use are not counted. Score only the words in the final and most complete utterance, and tap **Correct** to continue.

EXAMINER SAYS	STUDENT SAYS	WORD COUNT	TAP
School	School. I like school. I like school because it's fun.	6	

Repetitions. Repetitions of words or phrases within a correct use are not counted. Score only the words in the final and most complete utterance, and tap **Correct** to continue.

EXAMINER SAYS	STUDENT SAYS	WORD COUNT	TAP
School	School... school... I like... I like... I like school because it's fun.	6	

Fillers. Words used as fillers within a correct use are not counted. Score only the words in the final and most complete utterance, and tap **Correct** to continue.

EXAMINER SAYS	STUDENT SAYS	WORD COUNT	TAP
School	School...um...well...you know...um...I...um...like school because it's...um...you know...fun.	6	

Homophones. Correct use of a homophone is scored as correct. Use of a word that sounds the same as the target word would be counted as a correct use. Score the total words, then tap the **Correct** button.

EXAMINER SAYS	STUDENT SAYS	WORD COUNT	TAP
Board	I am bored.	3	



Examples of Incorrect Usage

Incorrect Response. The target word is used in the response, but the response does not make sense. The word is used incorrectly or the utterance does not convey the accurate meaning of the word. Score the total words and tap the red **X|5 SECS** button to indicate incorrect use.

EXAMINER SAYS	STUDENT SAYS	WORD COUNT	TAP
Stone	I like to eat stones for lunch.	7	
School	I school my jumps.	4	

Repetition. Repeating the target word is not a correct use. Simply repeating the word does not convey or imply correct meaning or use of the word, and would be scored as an incorrect use.

EXAMINER SAYS	STUDENT SAYS	WORD COUNT	TAP
School	School	1	

No Response. If the student doesn't respond within five seconds, record the score as zero, then tap the red **X|5 SECS** button.

EXAMINER SAYS	STUDENT SAYS	WORD COUNT	TAP
Stone	... (Five seconds)	0	

"I don't know." If the student says "I don't know," record the score as zero, then tap the red **X|5 SECS** button to proceed.

EXAMINER SAYS	STUDENT SAYS	WORD COUNT	TAP
Stone	I don't know that one.	0	



DIRECTIONS	ISF	PSF	NWF	ORF	LNF	WUF
The practice item may be repeated or one additional example may be provided.	●	●	●			●
If necessary, the child can be provided with a lead example in addition to the model Example. "The sounds in <i>sam</i> are /s/ /a/ /m/. Do it with me, /s/ /a/ /m/."	●	●	●			
The child's understanding of directions can be checked. For example, the child can be asked to repeat or summarize the directions.	●	●	●	●	●	●
The directions can be provided in a manner more accessible to the child. For example, directions can be provided in sign language for a child who would be more comfortable with sign than verbal directions. A child with limited English proficiency may be provided with the directions in their primary language. For example, to assess a child's early literacy skills in English, directions for the task may be provided in Spanish and stimulus items presented in English.	●	●	●	●	●	●

STUDENT RESPONSES	ISF	PSF	NWF	ORF	LNF	WUF
If necessary to facilitate student response, the student or tester may have a marker or ruler under a line of text or items in order to focus attention. This accommodation should only be used if necessary for the student to respond. In a standard administration, if the student skips a row, the row is not counted or penalized, and instructionally relevant information on the student's tracking skills is obtained.			●	●	●	
The student may respond using a preferred or strongest mode of communication. For example, the student may sign, use a word board, or computer to use a word or read a passage. The tester should make a professional judgment regarding the fluency of response. If the student's fluency is affected by the accommodation, then the standard scoring rules should not be applied.				●		●



STIMULUS MATERIALS	ISF	PSF	NWF	ORF	LNF	WUF
Large print or enlarged edition of stimulus materials may be used.	●		●	●	●	
Closed-circuit TV for enlargement of print and picture stimuli is appropriate if necessary to enhance performance for students with low vision.	●		●	●	●	
Colored overlays, filters, or lighting is appropriate if vision and performance are enhanced.	●		●	●	●	
If a student has sufficient skills with Braille, a Braille edition of stimulus materials may be used. A Braille edition of materials is in development. Scores for the Braille edition may not be directly comparable.			●	●	●	
An alternate font for stimulus materials may be used. For example, most print materials use a Times font as a frequently encountered font in reading materials in first and second grade. The target for any font is a font that would be used in reading materials in first grade.			●	●	●	
Stimulus materials may be printed in color for ease of identification and use.	●					
Alternate pictures of the target words may be used if pictures that are more familiar to the student are available. The target word should not be changed.	●					
If the words used in the Initial Sound Fluency are unfamiliar vocabulary for the student, the student can be asked to repeat the word associated with each picture. For example, "This is mouse. What is this? This is flowers. What is this? This is pillow. What is this? This is letters. What is this?"	●					
If the words used in the Initial Sound Fluency are unfamiliar vocabulary for the student, the vocabulary can be pre-taught prior to administration of the measure. The words selected for the ISF measure are drawn from written materials appropriate for first and second grade students, so students can be expected to encounter the words in their reading.	●					
Amplification or a direct sound system from tester to student are appropriate if it will facilitate hearing of directions or test stimuli.	●	●	●	●	●	●



Reports on the Handheld

Benchmark Report

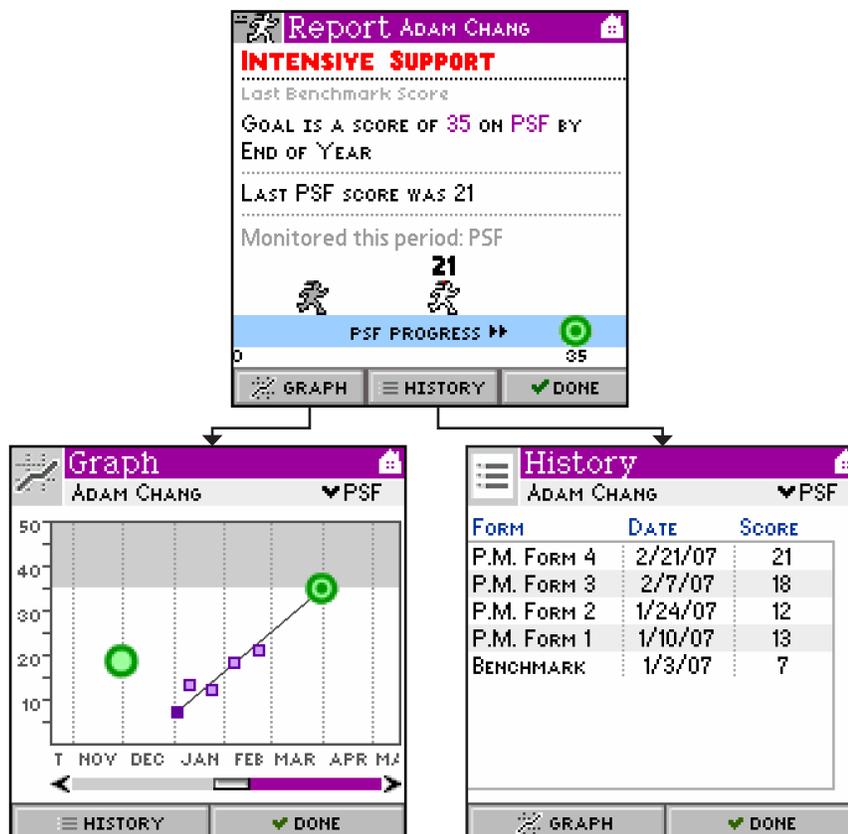
The Benchmark Report is a concise view of all completed probes' scores and the student's status on each. Reports can be viewed by tapping **Report** on the Class list after any one probe is completed. From the Report, tap **Done** to return to the Class list.

PROBE	SCORE		STATUS
ISF	10	SOUNDS/MIN.	EMERG.
LNF	18	LETTERS/MIN.	SOME RISK
PSF	10	PHONEMES/MIN.	SOME RISK
NWF	0	SOUNDS/MIN.	HIGH RISK
WUF	26	WORDS/MIN.	N/A

Done

Progress Monitoring Report

The Progress Monitoring Report shows a student's movement toward the goal for the critical DIBELS skill. View it by tapping **Report** on the Progress Monitoring Class list. From this report, tap **Graph** to view the student's scores plotted in reference to the goal, tap **History** to view the assessments the student has completed for the measure, or tap **Done** to return to the Class list.



Web Site Overview

The secure mCLASS:Home Web site provides password-protected access to Class and Student Summaries of assessments conducted on the handheld. These reports can be viewed over the Internet and printed as desired.

- The Benchmark Class Summary provides a convenient report of your students' reading skills based on their recent Benchmark assessment. This high-level snapshot is designed to help flag a student who may need additional instructional support.
- The Student Summary provides information on all the Benchmark assessments you have conducted for the selected student, plus information about the student's Progress Monitoring. This page gives you a graphical and numerical representation of the student's performance for an academic year.
- The Probe Details page allows the assessor to analyze a complete reproduction of any measure a particular student has completed.

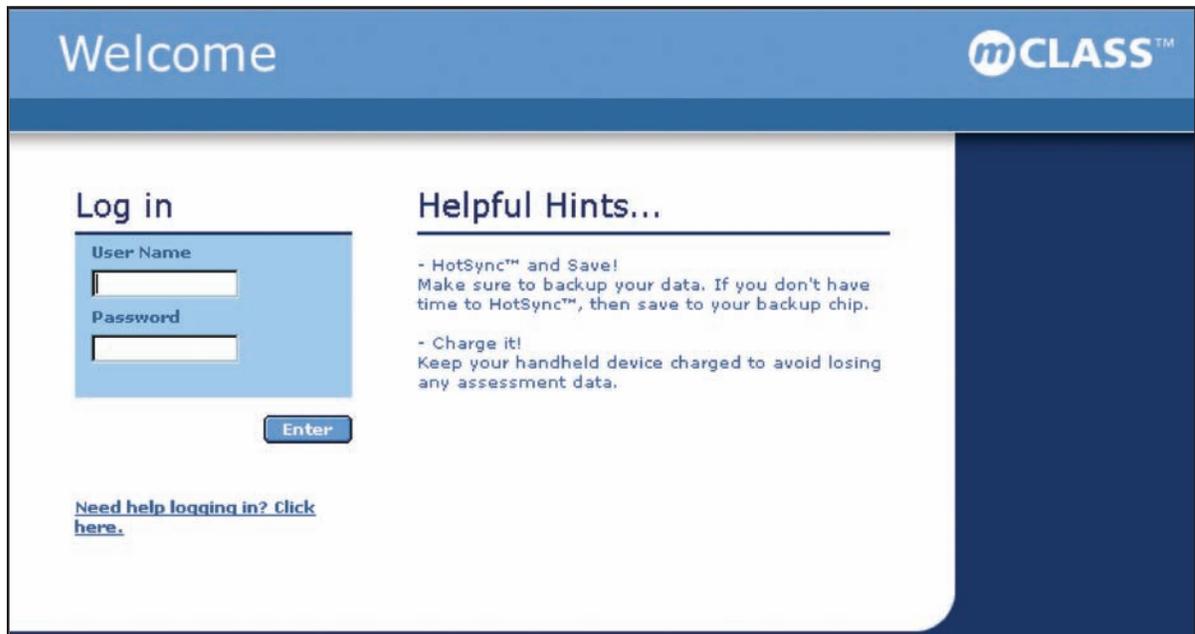
Assessment results for your students only appear on the mCLASS Web site when you have:

- Used your handheld to conduct assessments and record the results
- Performed a synchronization with your handheld at a designated mCLASS Sync Station

Logging In to the mCLASS Web Site

To access the Web reports, log in to the secure mCLASS:Home Web site.

1. Locate any computer with an Internet connection. This does not have to be one of the designated Sync Stations in your school.
2. Open your Web browser and go to <https://www.mclasshome.com>.
3. At the Welcome page, type your assigned user name and password, then click **Enter**.



If you have forgotten your password, click the **Need help logging in?** link. If you experience issues, contact your school's technology department or contact Wireless Generation's Customer Care at (800) 823-1969, and select option 3.

Accessing Assessment Results

After signing in, you will see the mCLASS:Home page.

The screenshot shows the mCLASS Home page interface. At the top, it displays "mCLASS Nancy Dibels, DEMO DIBELS" on the left and "Support | Log Out" on the right. The main header area contains "mCLASS Home" and the mCLASS logo. The page is divided into several sections:

- My Assessments:** Features a "DIBELS" icon with a bar chart and an "Enter" button. A hand cursor is pointing at the "Enter" button.
- Support & Resource Center:** Includes the text "Get Help, Install Software" with an "Enter" button.
- My Settings:** Contains two options: "Create and Update Classes & Groups" and "Share Assessment Results", each with an "Enter" button.
- Sync Status:** Shows a green circular arrow icon and text: "Your last sync on 10/21/2004 at 17:55 PM EDT was successful."
- What's New?:** Lists recent updates:
 - Mon Nov 08 2004:** Keep Your Palm Battery Charged! [more](#)
 - Fri Oct 01 2004:** Enhancement to the NWF measure on the PDA available on October 4. [more](#)
 - Mon Sep 13 2004:** Have you seen our Support site? [more](#)

At the bottom of the page, there is a copyright notice: "Copyright © 2000-2004 Wireless Generation, Inc. All rights reserved. Read our [Terms and Conditions of Use](#) | [Website Privacy Policy](#)."

To view the mCLASS:DIBELS assessment results for your classes, click **Enter** next to the DIBELS icon in the My Assessments section.

Benchmark Class Summary

Once the Benchmark portion of the assessment is complete, the Class Summary places each student into one of three Support Categories: Intensive, Strategic, or Benchmark. Scores are color coded by risk level. Students are categorized as high risk (red), some risk (yellow), and low risk (green) in each measure.

From this page you can:

1. Click a student's name in the far left column to go to his or her Student Summary report.
2. Click any individual result to go to the Probe Details for that result.

Class Summary (Beginning Benchmark)

Class: DA Class

Beginning Benchmark | Middle Benchmark | End Benchmark | Progress Monitoring

1st Grade : Beginning Benchmark

NAME	LNF			PSF			NWF			WUF		
	SCORE	STATUS	PTILE	SCORE	STATUS	PTILE	SCORE	STATUS	PTILE	SCORE	STATUS	PTILE
INTENSIVE												
Star Comes ... Destiny	15	HIGH RISK	17	0	DEFICIT	5	0	HIGH RISK	0	14	N/A	17
Stein, Daniella	11	HIGH RISK	5	5	DEFICIT	11	9	HIGH RISK	29	31	N/A	47
Svevo, Conway	9	HIGH RISK	0	0	DEFICIT	5	8	HIGH RISK	23	0	N/A	0
Tolstoy, Chadie		HIGH RISK	11	9	DEFICIT	29	15	SOME RISK	35	57	N/A	88
STRATEGIC												
Sand, Dotty	24	HIGH RISK	23	12	EMERGING	35	22	SOME RISK	41	49	N/A	76
Sumner, Dakota	37	LOW RISK	29	7	DEFICIT	17	4	HIGH RISK	11	30	N/A	41
Thibideaux, Cody	38	LOW RISK	35	13	EMERGING	41	4	HIGH RISK	11	13	N/A	11
Trevor, Charles	49	LOW RISK	58	9	DEFICIT	29	6	HIGH RISK	17	29	N/A	35
BENCHMARK												
Rhett, Erasmus	81	LOW RISK	88	30	EMERGING	76	43	LOW RISK	88	41	N/A	58
Rosco, Ella	105	LOW RISK	99	62	ESTABLISHED	99	96	LOW RISK	99	49	N/A	76
Roy, Eileen	51	LOW RISK	64	32	EMERGING	82	31	LOW RISK	58	25	N/A	23
Rushdie, Edy	42	LOW RISK	47	19	EMERGING	64	35	LOW RISK	70	49	N/A	76
Russell, Edith	96	LOW RISK	94	37	ESTABLISHED	88	44	LOW RISK	94	53	N/A	82
Sandberg, Dot	43	LOW RISK	52	18	EMERGING	58	23	SOME RISK	47	40	N/A	52
Shokolov, Dorothy	57	LOW RISK	70	49	ESTABLISHED	94	37	LOW RISK	76	74	N/A	99
Sikes, Donny	40	LOW RISK	41	26	EMERGING	70	42	LOW RISK	82	63	N/A	94
Singer, Donald	67	LOW RISK	82	16	EMERGING	52	32	LOW RISK	64	28	N/A	29
Smith, Dionysius	63	LOW RISK	76	16	EMERGING	52	28	LOW RISK	52	10	N/A	5

Callout boxes:

- Select an **Assessment Period** to view.
- Benchmark goals for each measure
- Risk Levels
- Support Category
- Click a **Student Name** to go to the Student Summary.
- Click any measure's **Score** to open its Probe Details page.
- Student's percentile value

Progress Monitoring Class Summary

Track your students' progress toward the current DIBELS goal, and easily identify students in need of additional support and students who are due for progress monitoring.

From this page you can:

1. Click a student's name to go to the Student Summary.
2. Click any individual result to go to the Probe Details for that result.
3. Click any of the Benchmark Class Summary tabs at the top to view those reports.

The screenshot shows the 'Class Summary Kindergarten' page for 'Phoneme Segmentation Fluency'. The report includes a table of student scores over time, a goal indicator, and a sidebar with additional information. Callout boxes provide instructions on how to interact with the report.

Callout Boxes:

- Select a **Class** from the list.
- Click the **Benchmark** tabs to select the appropriate assessment period.
- Displays the year-end Benchmark for this measure.
- Click to generate a printer-friendly version of this report.
- The report displays the DIBELS measure representing the Key Skill for the student's grade and time of year.
- A line over the score indicates the student is not on target to meet the year-end Benchmark.
- Select a student to view Student Summary page.
- Click a score to open Probe Details.
- Results move one column left each week.
- Students receive a check for each PM assessment that indicates their performance is on target to meet the year-end Benchmark.

Table Data:

NAME	3 WEEKS AGO	2 WEEKS AGO	1 WEEK AGO	THIS WEEK	MET GOAL
STRATEGIC					
Boyd, Aaron	0	0	2	-	
Choi, Alan	0	6	7	18	
BENCHMARK					
Farris, Dan	17	19	-	0	
Marty, David	72	-	-	-	✓
Mayer, Adam	26	-	-	-	✓
Smith, Justin	22	-	-	-	✓
Turnball, Ryan	19	-	-	-	✓
Twardzicki, Eric	20	-	-	-	
NOT COMPLETED					
Busby, Brian	-	-	-	-	
Gold, Elana	-	-	-	-	
Lee, Harold	-	-	-	-	
Vanburen, Chuck	-	-	-	-	

Student Summary

The Student Summary displays all the measures the selected student completed in an academic year. The Student Summary is the same for Benchmark and Progress Monitoring.

From this page you can:

1. Click the **Class Summary** link at the top to go back to the Class Summary.
2. Click any individual **Score** to open the Probe Details.

Student Summary Carlo Vasquez

Class Summary > Student Summary

Student: Vasquez, Carlo

Progress Toward Goal [View all Student Monitoring >>](#)

ORF Oral Reading Fluency

The graph displays the DIBELS measure representing the Key Skill for the student's grade and time of year.

Green circles represent the benchmark goals for each assessment period.

The diagonal Aim Line represents the growth the student needs to show to meet the benchmark goal for the year.

Displays the results for each Benchmark assessment the student completed.

Each box represents a Benchmark or Progress Monitoring assessment.

Benchmark History

BENCHMARK PERIOD	STATUS	SCORE	PCTILE
2nd Grade Beginning	DEFICIENT	31	29

WUF Word Use Fluency

BENCHMARK PERIOD	STATUS	SCORE	PCTILE
2nd Grade Beginning	N/A	33	45
2nd Grade Middle			
2nd Grade End			

Risk Levels Score

Click to view Probe Details.

ORF Oral Reading Fluency

Guide to Student Summary

Graph Key

- Benchmark result
- Progress Monitoring result
- ▲ Off-the-chart result
- Benchmark result, when three or more consecutive results are below the Aim Line.
- Progress Monitoring result, when three or more consecutive results are below the Aim Line.

How is Carlo on the Big Ideas?

Watch performance on the DIBELS goals to better understand your student's journey through the Big Ideas in Early Reading.

Phonemic Awareness
25 on ISF by Kindergarten Mid
35 on PSF by Kindergarten End

Alphabetic Principle
50 on NWF by 1st Grade Mid

Fluency with Connected Text
40 on ORF by 1st Grade End
90 on ORF by 2nd Grade End
110 on ORF by 3rd Grade End
118 on ORF by 4th Grade End
124 on ORF by 5th Grade End
125 on ORF by 6th Grade End

Where can I go from here?
Click a point on the graph to see the details of a probe.

Probe Details

The Probe Details pages show all the items as they were recorded on the handheld. The following pages show examples of each measure. From this page you can:

1. Click the **Class Summary** link at the top to return to the Class Summary.
2. Click the **Student Summary** link to return to the Student Summary.
3. View the student's detailed responses for this measure.

ISF Details

The screenshot shows the 'Probe Detail' page for Heather Hamlin. At the top, there are navigation links for 'Class Summary', 'Student Summary', and 'Probe Details'. The 'Measure' is set to 'ISF' and the 'Date' is 'Kindergarten Middle Benchmark : 02.26.2007'. The assessor is identified as 'Swamp, Viola'.

The main section displays the 'ISF Initial Sound Fluency' results. A progress bar shows the student's score of 28 Initial Sounds/Min, which is 81st percentile. The results are organized into three groups of questions, each with a set of picture cards:

- Group 1:** 'This is yard, giraffe, present, bridge.'
 - 1. Which picture begins with /y/? (2 secs)
 - 2. Which picture begins with /j/? (2 secs)
 - 3. Which picture begins with /pr/? (2 secs)
 - 4. What sound does "bridge" begin with? (3 secs)
- Group 2:** 'This is crutches, feather, toothpaste, city.'
 - 5. Which picture begins with /s/? (3 secs)
 - 6. Which picture begins with /f/? (2 secs)
 - 7. Which picture begins with /t/? (2 secs)
 - 8. What sound does "crutches" begin with? (3 secs)
- Group 3:** 'This is dime, sofa, peanuts, horse.'
 - 9. Which picture begins with /h/? (3 secs)
 - 10. Which picture begins with /s/? (2 secs)
 - 11. Which picture begins with /d/? (3 secs)
 - 12. What sound does "peanuts" begin with? (2 secs)
- Group 4:** 'This is mop, footprints, dishes, goat.'
 - 13. Which picture begins with /m/? (2 secs)
 - 14. Which picture begins with /f/? (2 secs)
 - 15. Which picture begins with /g/? (3 secs)
 - 16. What sound does "dishes" begin with? (2 secs)

Each question has a response indicator (checkmark or star) and a time to respond. Callouts explain that the student's score and risk level are displayed along a continuum, and that the student response (correct or incorrect) and time to respond are shown for each item.

On the right side, there are sections for 'ASSESSOR' (Swamp, Viola), 'TEST NOTES', 'RESPONSE PATTERNS' (with a checklist of behaviors), and 'MOTIVATION' (with 'AFFECT' and 'INTEREST' indicators).

LNF Details

View the results for a different measure.

Select a different Benchmark or Progress Monitoring assessment for this measure.

Measure: LNF
Date: Kindergarten Middle Benchmark : 02.28.2007

Kindergarten Middle Benchmark : 02.28.2007

LNF Letter Naming Fluency	
STATUS	SCORE
<div style="display: flex; align-items: center; gap: 5px;"> HIGH RISK MID RISK LOW RISK </div> <div style="display: flex; align-items: center; gap: 10px;"> <div style="width: 100px; height: 10px; background: linear-gradient(to right, red, orange, yellow, green);"></div> 20 Letters / Min </div>	27

S	I	u	n	s	X	k	U	x	i
l D H h T c r D g t									
u	a	n	r	U	w	C	M	J	i
n	q	R	m	t	X	O	R	B	F
s	d	l	d	w	a	f	E	F	W
X	m	z	j	C	Q	I	S	b	A
k	p	g	p	A	K	G	e	V	y
U	K	G	e	V	y	L	v	f	I
i	Y	Y	N	P	G	T	j	Q	y
L	v	f	I	S	y	L	v	f	I

ASSESSOR: Swamp, Viola

TEST NOTES

RESPONSE PATTERNS

- Identifies letter sounds instead of names
- Difficulty with left to right progression
- Difficulty tracking to next line (i.e. skips lines)
- Frequent letter reversals (e.g. b for d, p for q)
- Frequent omissions
- Frequent self corrections

MOTIVATION

AFFECT

INTEREST

FOCUS

The student's score and risk level are displayed along a continuum.

Crossed-out letters indicate the student skipped that row.

Incorrect student responses are highlighted in red.

The bracket indicates the last letter the student read correctly.

Assessor who administered the measure

Notes about the student's reading behaviors

Response patterns selected from the Observational Checklist

Motivation indicators



PSF Details

View the results for a different measure.

Select a different Benchmark or Progress Monitoring assessment for this measure.

Measure: PSF
Date: 1st Grade Beginning Benchmark : 09.04.2006

1st Grade Beginning Benchmark : 09.04.2006

PSF Phoneme Segmentation Fluency

STATUS	SCORE	PERCENTILE
<div style="display: flex; justify-content: space-around; font-size: small;"> DEFICIENT EMERGING ESTABLISHED </div> <div style="display: flex; justify-content: space-around; font-size: x-small;"> 10 35 </div>	15 Phonemes/Min	59
rich	/ r / / i / / ch /	2 / 3
hawk	/ h / / o / / k /	3 / 3
passed	/ p / / a / / s / / t /	2 / 4
roof	/ r / / oo / / f /	2 / 3
sea	/ s / / ea /	1 / 2
shout	/ sh / / ow / / t /	1 / 3
arms	/ ar / / m / / z /	2 / 3
smile	/ s / / m / / ie / / l /	0 / 4
fish	/ f / / i / / sh /	2 / 3
woof	/ w / / oo / / f /	0 / 3
his	/ h / / i / / z /	0 / 3
ling	/ l / / i / / ng /	0 / 3
life	/ l / / ie / / t /	0 / 3

ASSESSOR

Swamp, Veronica

TEST NOTES

Bailey starts out carefully but gets nervous while answering.

RESPONSE PATTERNS

- Stage 1: Repeats entire word
- Stage 2: Produces initial sound or sounds
- Stage 3: Produces onset and rime
- Stage 4: Produces initial and final sounds correctly; errors middle sounds
- Stage 5: Produces initial, middle and final sounds correctly; does not segment blends
- Stage 6: Correctly segments all phonemes including phonemes in blends
- Pronunciation differences due to dialect or second language
- Frequent articulation difficulties, consider referral to language specialist
- Frequent additions
- Frequent omissions
- Frequent self corrections

MOTIVATION

AFFECT

NEGATIVE
INTEREST
TUNES OUT
FOCUS

The student's score and risk level are displayed along a continuum.

Underlined letters represent properly segmented phonemes.

Solid lines represent blended phonemes.

Multiple lines represent repetitions.

Incorrect student responses are highlighted in red.

Shows the student's score and the number of phonemes for each word.

Assessor who administered the measure

Notes about the student's reading behaviors

Response patterns selected from the Observational Checklist

Motivation indicators

NWF Details

View the results for a different measure.

Select a different Benchmark or Progress Monitoring assessment for this measure.

Measure: NWF
Date: 1st Grade Beginning Benchmark : 09.04.2006

1st Grade Beginning Benchmark : 09.04.2006

NWF		Nonsense Word Fluency	
STATUS	SCORE	PERCENTILE	
HIGH RISK	SOME RISK	LOW RISK	24
	47 Letter Sounds/Min	94	
w u b	d o j	i k	v u s
u l	z e l	f e b	w u j
m i n	r o s	k u b	j a f
f a j	a d	k e d	i g
l o j	e t	y a t	o l
u f	r a	e p	k a b
t i c	d e y	d o p	z a c
t i k	s i j	z o j	m i g
			z u t

ASSESSOR
 Swamp, Veronica

TEST NOTES
 Notes about the student's reading behaviors

RESPONSE PATTERNS

- Stage 1: Has isolated letter-sound correspondences but lacks a systematic strategy for attacking unknown words
- Stage 2: Produces correct consonant sounds; incorrect vowel sounds
- Stage 3: Produces most sounds correctly
- Stage 4: Produces sounds correctly sound-by-sound and then recodes into complete word (e.g., /m/ /o/ /t/ "mot")
- Stage 5: Fluently applies systematic strategy for attacking unknown words (i.e. reads mot as "mot")
- Substitutes real words for nonsense words
- Produces sounds correctly sound-by-sound; recodes sounds out of order (e.g. /b/ /l/ /f/ "sib")
- Consistent error for a specific consonant/vowel sound
- Pronunciation differences due to dialect or second language
- Frequent articulation difficulties, consider referral to language specialist
- Frequent sound additions
- Frequent sound omissions
- Frequent self-corrections

MOTIVATION
 Motivation indicators

The student's score and risk level are displayed along a continuum.

Solid lines represent blended phonemes.

Underlined letters represent segmented phonemes.

Multiple lines represent repetitions.

Incorrect student responses are highlighted in red.

Shows the student's score and the number of phonemes for each word.



ORF Details

The screenshot displays an ORF report for a student named Olivia. The report includes a header with 'Measure: ORF' and 'Date: 2nd Grade End Benchmark : 05.20.2006'. The student's score is 86 Words/Min, and the percentile is 18. The text passage is 'My Grandpa Snores - Passage 1'. The report also shows 'FLUENCY: 86 wpm', 'ACCURACY: 90%', and 'RTF SCORE: 29 wpm'. A 'TEST NOTES' section contains the handwritten note 'Good progress!'. A 'RESPONSE PATTERNS' section lists various error types with checkboxes. A 'MOTIVATION' section shows indicators for Affect, Interest, Focus, and Focused.

Callout boxes provide the following explanations:

- View the results for a different measure.** (Points to the Measure dropdown)
- Select a different Benchmark or Progress Monitoring assessment for this measure.** (Points to the Date dropdown)
- Assessor who administered the measure** (Points to the Assessor field: ogill, olivia)
- The student's score and risk level are displayed along a continuum.** (Points to the score and risk level indicators)
- RTF results display on the ORF Probe Detail report.** (Points to the RTF score)
- Notes about the student's reading behaviors** (Points to the Test Notes section)
- Response patterns selected from the Observational Checklist** (Points to the Response Patterns section)
- Motivation indicators** (Points to the Motivation section)
- Incorrect student responses are highlighted in red.** (Points to red highlights in the text)
- The bracket indicates the last word the student read.** (Points to a bracket in the text)

WUF Details

View the results for a different measure. Select a different Benchmark or Progress Monitoring assessment for this measure.

Measure: **WUF** Date: **1st Grade Beginning Benchmark : 09.04.2006** Assessor who administered the measure

1st Grade Beginning Benchmark : 09.04.2006

WUF Word Use Fluency	STATUS	SCORE	PERCENTILE
		29 Words/Min	84
ever	✖	1	
plants	✔	4	
its	✖	5 Seconds	
black	✔	4	
might	✔	4	
everything	✖	5 Seconds	
happy	✔	5	
threw	✔	3	
near	✔	5	
middle	✖	3	
closely	✖	1	
spin	✔	4	
doctor	-		
shadow	-		
wish	-		
mason	-		

ASSESSOR: **Swamp, Veronica**

TEST NOTES

RESPONSE PATTERNS

- Stereotypical response e.g., "I like to ____"
- Word use is sparse and employs minimum utterances
- Word use is fluent and confident employing complete sentences
- Response often unrelated to target word
- Student appears shy or reticent to talk
- Student uses similar sounding words, may have difficulty hearing target word
- Student frequently asks word to be repeated, may have difficulty hearing target word

MOTIVATION

AFFECT

INTEREST

FOCUS

Notes about the student's reading behaviors

Response patterns selected from the Observational Checklist

Motivation indicators

The student's score and percentile are displayed.

Indicates the student failed to respond to prompt in first 5 seconds.

Green bars indicate the student responded correctly.

Red bars indicate the student responded incorrectly.

The number following each bar indicates the number of words in the student's response.



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Letter Naming Fluency

Ruth A. Kaminski and Roland H. Good III

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Initial Sound Fluency

Roland H. Good III, Deborah Laimon, Ruth A. Kaminski, and Sylvia Smith

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Roland H. Good III, Ruth Kaminski, and Sylvia Smith

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Nonsense Word Fluency

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DIBELS Oral Reading Fluency

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