

UNDERSTANDING YOUR CHILD'S DIBELS DATA

Three times per year (fall, winter, spring), students in grades K & 1 are screened using the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS). This screening tool consists of subtests outlined below.

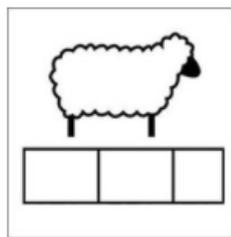
This MCES resource is to provide all families with an explanation of the screener, and help make sense of a child's scores. As our partners in education, please know the DIBELS data is only one data point of many used to target his/her needs and drive instruction.

PSF

Phoneme Segmentation Fluency

When the student completes the PSF section, he/she is asked to break apart the sounds. There are no letters or words. It is an oral task. The idea is that students will hear the individual sounds, separating blends, accurately restating vowel sounds, etc.

One way that young students are often introduced with the skills of segmenting is to chop, tap, or clap the sounds. Some students benefit from pushing a chip or coin for each sound.



While phoneme segmentation is only one aspect of phonological awareness, there is a continuum of skills within phonological awareness that are learned and practiced throughout the BCPS PreK-2nd grade curriculum. Strong phonemic awareness is a strong predictor of early reading success.

LNF

Letter Naming Fluency

When the student completes the LNF section, he/she is asked to name upper and lowercase letters in random order within one minute. While this screener can identify when a child cannot automatically retrieve the letter name, this screener would not be used to identify which letters a child does and does not know.

The kindergarten version of the LNF only assesses the 40 most commonly seen upper and lowercase letters, while the first grade version assesses 49 upper and lower case letters.

NWF

Nonsense Word Fluency

When the student completes the NWF section, he/she is asked to read non-words. Beginning in kindergarten with words that have a consonant, a vowel, and another consonant (CVC), while the older grades also read more complex letter-sound patterns.

PROGRESSION OF REGULAR WORD READING

Sounding Out		Saying the Whole Word		Sight Word Reading		Automatic Word Reading
Saying each individual sound out loud	→	Saying each individual sound and pronouncing the whole word	→	Sounding out words in head if necessary and saying the whole word.	→	Reading the word without sounding it out

WRF

Word Reading Fluency

When the student completes the WRF section, he/she is asked to identify high frequency words. Some of the words are sight words, and all are common words within grade level text and the written language. Some are considered irregular and cannot be sounded out.

Repeated exposure to words through stories, books, and environmental print aid in the number of words a child may have stored in his/her brain.

ORF

Oral Reading Fluency

The ORF section begins in grade 1 where students read a single passage aloud for one minute. Errors are noted, the number of correct words are counted, and the student's accuracy is calculated. The expectations for this subtest increase significantly by the end of the first grade year. This portion of the screener puts all of the early reading skills together.

COMPOSITE SCORE

The composite score is a combination of multiple DIBELS subtest scores and is the best overall estimate of a student's early literacy skills.

REMINDER: The DIBELS data is one data point used to screen students and each student will be evaluated based on more than a single assessment.

Note: Students in grades 2-5 may also be administered their grade appropriate screener when new to BCPS, to monitor progress, or to get additional data points.