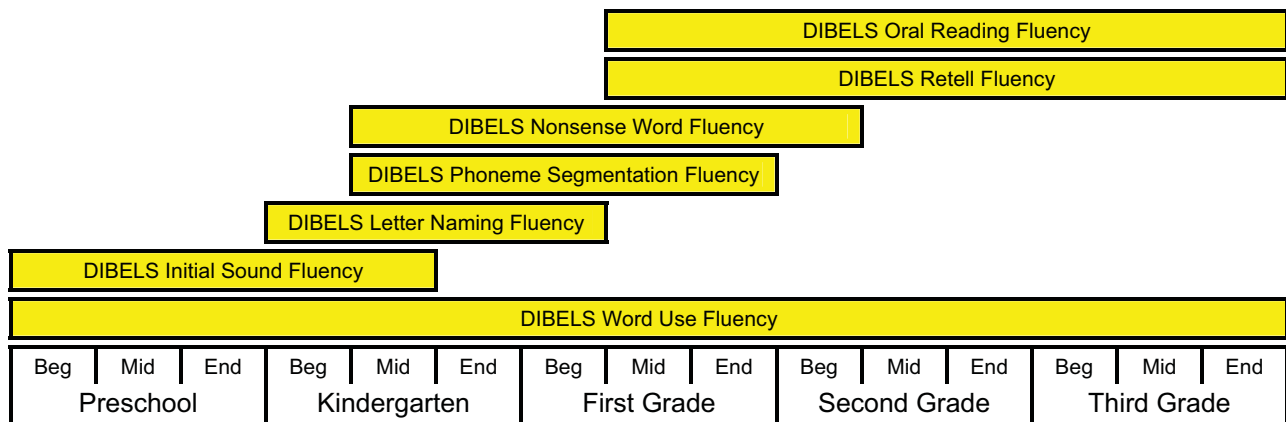


# Dynamic Indicators of Basic Early Literacy Skills™ 6<sup>th</sup> Edition

## DIBELS™



## *Administration and Scoring Guide*

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Available:  
<http://dibels.uoregon.edu/>

Good, R. H., & Kaminski, R. A. (Eds.). (2002). Dynamic Indicators of Basic Early Literacy Skills (6<sup>th</sup> ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.

**DIBELS™ - Initial Sound Fluency<sup>1</sup>**  
**Dynamic Indicators of Basic Early Literacy Skills™ 6th Ed.**  
**University of Oregon**

Directions for Administration and Scoring

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 is intended for most children from the last year of preschool through the middle of kindergarten. It may be appropriate for monitoring the progress of older children with very low skills in 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 child, names each picture, and then asks the child to identify (i.e., point to or say) the picture that begins with the sound produced orally by the examiner. For example, the examiner says, “This is sink, cat, gloves, and hat. Which picture begins with /s/?” and the student points to the correct picture. The child is also asked to orally produce the beginning sound for an orally presented word that matches one of the given pictures. The examiner calculates the amount of time taken to identify/produce the correct sound and converts the score into the number of onsets correct in a minute.

The ISF measure takes about 3 minutes to administer and has over 20 alternate forms to monitor progress. The ISF measure is a revision of the Onset Recognition Fluency (OnRF) measure incorporating minimal revisions. Alternate-form reliability of the OnRF measure is .72 in January of kindergarten (Good, Kaminski, Shinn, Bratten, Shinn, & Laimon, in preparation). 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 preparation). 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 preparation). The

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Good, R. H., Laimon, D., Kaminski, R. A., & Smith, S. (2002). Initial Sound Fluency. In R. H. Good & R. A. Kaminski (Eds.), *Dynamic Indicators of Basic Early Literacy Skills* (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.

benchmark goal is 25 to 35 initial sounds correct by the middle of kindergarten. Students scoring below 10 initial sounds correct in the middle of kindergarten may need intensive instructional support.

Materials: Examiner copy of probe, student practice pictures, student probe pictures, clipboard, stopwatch, colored pen.

Directions for Administration

1. Place examiner copy of probe on clipboard and position so that student cannot see what you record.
2. Place the student copy of 4 practice pictures in front of the child.
3. Say these specific directions to the student:

***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/?***

CORRECT RESPONSE: Student points to flowers, you say,	INCORRECT RESPONSE: If student gives any other response, you say,
<b><i>Good. Flowers begins with the sounds /f/.</i></b>	<b><i>Flowers</i></b> (point to flowers) <b><i>begins with the sounds /f/. Listen, /f/ flowers. Lets try it again. Which one begins with the sounds /f/?</i></b>

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

CORRECT RESPONSE: Student says /l/, you say,	INCORRECT RESPONSE: If student gives any other response, you say,
<b><i>Good. Letters begins with the sound /l/.</i></b>	<b><i>Letters</i></b> (point to letters) <b><i>begins with the sound /l/. Listen, /l/ letters. Lets try it again. What sound does letters</i></b> (point to letters) <b><i>begin with?</i></b>

***Here are some more pictures. Listen carefully to the words.***

4. Show the child the first page of student probe pictures. Point to each picture and say the name following the standardized directions.
5. Present the first question as written on the score sheet. **After you finish asking the question, begin your stopwatch. Stop your stopwatch as soon as the child responds.** If the child does not respond after 5 seconds, score the question as zero and present the next question.

6. As soon as the student responds, present the next question promptly and clearly. Begin your stopwatch after you have said the question, and stop it as soon as the student responds, as above.
7. Score the child’s response as either correct (1 point) or incorrect (0 points).
8. If the child stops or struggles with a question for 5 seconds, score the question as zero and present the next question.
9. After the first 4 questions, proceed to the next page of student probe pictures. Continue until the end of the questions. When the child finishes the last question, record the total time on your stopwatch in seconds and add the number of correct responses. Record the total number correct and the time in seconds on the bottom of the scoring sheet.
10. Calculate the ISF Score using the formula:
 
$$ISF = \frac{60 \times \text{Number Correct}}{\text{Seconds}}$$
11. **Prompting Rule.** If a child has done the examples correctly and does not answer the questions correctly, say “**Remember to tell me a picture that begins with the sound** (repeat stimulus sound).” This prompt can be given once.

Directions for Scoring

1. **Discontinue Rule.** If a child has a score of 0 on the first five questions, discontinue the probe and give a score of 0.
2. If the child names the correct picture instead of pointing to it, score as correct.

PROMPT:	STUDENT SAYS:	SCORE:
<b>This is pie, letter, flower and mouse. Which picture begins with /p/?</b>	“pie”	0 (1)

3. If the child re-names a picture *and* the name begins with the correct (target) initial sound, score as correct. For example, if the target picture is “hand” for /h/ and the student points at road and says “highway,” score as correct.

PROMPT:	STUDENT SAYS:	SCORE:
<b>This is road, barn, hand and egg. Which picture begins with /h/?</b>	“highway”	0 (1)

4. If the child re-names the picture and the name begins with an incorrect initial sound, score as incorrect. For example, if the target picture is “barn” for /b/ and the student points at barn but says, “house,” score as incorrect.

PROMPT:	STUDENT SAYS:	SCORE:
<b>This is road, barn, hand and egg. Which picture begins with /b/?</b>	“house”	(0) 1

5. Correct Initial Consonant Sound: If the word starts with an initial consonant sound, the child 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 /l/ or “clock.”

PROMPT:	STUDENT SAYS:	SCORE:
What sound does “clock” begin with?	/k/	0 1
What sound does “clock” begin with?	/kl/	0 1
What sound does “clock” begin with?	/klo/	0 1
What sound does “clock” begin with?	/l/	0 1
What sound does “clock” begin with?	“clock”	0 1

6. Correct Initial Vowel Sound: If the word starts with an initial vowel sound, the child 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/	0 1
What sound does “elephant” begin with?	/el/	0 1
What sound does “elephant” begin with?	/ea/	0 1
What sound does “elephant” begin with?	/ele/	0 1

7. Schwa sound (/u/) added to a consonant is not counted as an error. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa.

PROMPT:	STUDENT SAYS:	SCORE:
What sound does “clock” begin with?	/ku/	0 1
What sound does “clock” begin with?	/klu/	0 1

8. Articulation Difficulty: 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 “thircle” 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/her speech patterns.

PROMPT:	STUDENT SAYS:	SCORE:
What sound does “sink” begin with?	/th/	0 1

**Pronunciation Guide:**

Different regions of the country use different dialects of American English. These pronunciation examples may be modified or distinguished consistent with regional dialects and conventions. See scoring note on Page 12 for clarification.

<u>Phoneme</u>	<u>Phoneme Example</u>	<u>Phoneme</u>	<u>Phoneme Example</u>
/ai/	bait	/th/	thin
/ea/	bead	/TH/	then
/ie/	tie	/sh/	shed
/oa/	boat	/SH/	measure or beige
/oo/	food	/ch/	chin
/a/	bad	/j/	jam & edge
/e/	bed	/p/	pen
/i/	bid	/t/	tap
/o/	cod or law	/k/	can
/u/	bud and “a” in about	/b/	bat
/uu/	good	/d/	dad
/ow/	cow	/g/	gun or frog
/oi/	noise or point	/m/	man or jam
/ar/	(1 phoneme) car	/n/	nap
/ir/	(1 phoneme) bird	/ng/	sing
/or/	(1 phoneme) for	/f/	fat
/ai/ /r/	(2 phonemes) chair	/v/	van
/ea/ /r/	(2 phonemes) clear	/s/	sit
/oo/ /r/	(2 phonemes) tour	/z/	zoo
		/r/	rat or frog
		/l/	lap
		/w/	wet
		/h/	hot
		/y/	yell

### DIBELS™ Initial Sound Fluency Assessment Integrity Checklist

**Directions:** As the observer, please observe setup and directions, time and score the test with the examiner, check examiner’s accuracy in following procedures, and decide if examiner passes or needs more practice.

Fine	Needs Practice	√ box to indicate Fine or Needs Practice								
<input type="checkbox"/>	<input type="checkbox"/>	<p>1. Performs standardized directions verbatim:</p> <p><i>This is mouse, flowers, pillow, letters. Mouse begins with the sound /m/. Listen, /m/ mouse. Which one begins with the sounds /f/?</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">CORRECT RESPONSE</th> <th style="width: 50%;">INCORRECT RESPONSE</th> </tr> </thead> <tbody> <tr> <td><i>Good. Flowers begins with the sounds /f/.</i></td> <td><i>Flowers begins with the sounds /f/ (point to flowers). Listen, /f/ flowers. Lets try it again. Which one begins with the sounds /f/?</i></td> </tr> </tbody> </table> <p><i>Pillow begins with the sound /p/. Listen, /p/ pillow. What sound does letters begins with?</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">CORRECT RESPONSE</th> <th style="width: 50%;">INCORRECT RESPONSE</th> </tr> </thead> <tbody> <tr> <td><i>Good. Letters begins with the sound /l/.</i></td> <td><i>Letters begins with the sound /l/. Listen, /l/ letters. Lets try it again. What sound does letters begin with?</i></td> </tr> </tbody> </table>	CORRECT RESPONSE	INCORRECT RESPONSE	<i>Good. Flowers begins with the sounds /f/.</i>	<i>Flowers begins with the sounds /f/ (point to flowers). Listen, /f/ flowers. Lets try it again. Which one begins with the sounds /f/?</i>	CORRECT RESPONSE	INCORRECT RESPONSE	<i>Good. Letters begins with the sound /l/.</i>	<i>Letters begins with the sound /l/. Listen, /l/ letters. Lets try it again. What sound does letters begin with?</i>
CORRECT RESPONSE	INCORRECT RESPONSE									
<i>Good. Flowers begins with the sounds /f/.</i>	<i>Flowers begins with the sounds /f/ (point to flowers). Listen, /f/ flowers. Lets try it again. Which one begins with the sounds /f/?</i>									
CORRECT RESPONSE	INCORRECT RESPONSE									
<i>Good. Letters begins with the sound /l/.</i>	<i>Letters begins with the sound /l/. Listen, /l/ letters. Lets try it again. What sound does letters begin with?</i>									
<input type="checkbox"/>	<input type="checkbox"/>	2. Responds to correct and incorrect responses as directed.								
<input type="checkbox"/>	<input type="checkbox"/>	3. Holds clipboard and stopwatch so child cannot see what (s)he records.								
<input type="checkbox"/>	<input type="checkbox"/>	4. Starts the stopwatch immediately after presenting the question and stops the stopwatch as soon as child responds.								
<input type="checkbox"/>	<input type="checkbox"/>	5. Points to each picture while saying its name.								
<input type="checkbox"/>	<input type="checkbox"/>	6. Moves through pictures and questions promptly and clearly.								
<input type="checkbox"/>	<input type="checkbox"/>	7. Marks correct responses as 1, incorrect responses as 0.								
<input type="checkbox"/>	<input type="checkbox"/>	8. If child does not respond in 5 seconds, scores question as 0 and present next question.								
<input type="checkbox"/>	<input type="checkbox"/>	9. Follows discontinue rule if child has a score of 0 after first 5 questions. Records score of 0.								
<input type="checkbox"/>	<input type="checkbox"/>	10. Uses correction procedure if child did examples correctly but does not answer correctly: Remember to point/tell me a picture that begins with the sound (stimulus sound).								
<input type="checkbox"/>	<input type="checkbox"/>	11. Records the cumulative time from the stopwatch in seconds.								
<input type="checkbox"/>	<input type="checkbox"/>	12. Records the number of correct responses.								
<input type="checkbox"/>	<input type="checkbox"/>	13. Shadow score with the examiner. Is he/she within 1 point on the number of correct responses and within 2 seconds on the total time?								
<input type="checkbox"/>	<input type="checkbox"/>	14. Calculates score correctly: $ISF = \frac{60 \times \text{Number Correct}}{\text{Seconds}}$								

**DIBELS™ Oral Reading Fluency and Retell Fluency<sup>1</sup>**  
**Dynamic Indicators of Basic Early Literacy Skills™ 6th Ed.**  
**University of Oregon**

Directions for Administration and Scoring

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 children from mid first grade through third grade. The benchmark goals are 40 in spring of first grade, 90 in spring of second grade, and 110 in the spring of third grade. Students may need intensive instructional support if they score below 10 in spring of first grade, below 50 in spring of second grade, and below 70 in spring of third grade.

Description

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

A series of studies has confirmed the technical adequacy of CBM Reading procedures in general. Test-retest reliabilities 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 - .91 (Good & Jefferson, 1998).

DIBELS™ Retell Fluency (RTF) is intended to provide a comprehension check for the DORF assessment. In general, oral reading fluency provides one of the best measures of reading competence, including comprehension, for children in first through third grades. The purpose of the RTF measure is to (a) prevent inadvertently learning or practicing a misrule, (b) identify children whose comprehension is not consistent with their fluency, (c) provide an explicit

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Good, R. H., & Kaminski, R. A., & Dill, S. (2002). DIBELS Oral Reading Fluency. In R. H. Good & R. A. Kaminski (Eds.), *Dynamic Indicators of Basic Early Literacy Skills* (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.



linkage to the core components in the NRP report, and (d) increase the face validity of the DORF.

(1) The misrule that we want to prevent is that speed-reading without attending to meaning is either desirable or the intent of the oral reading fluency measure. With a prompted retell, children will be less likely to conclude that simply reading as fast as they can is the desired behavior, and teachers will be less likely to imply that simply reading as fast as they can is desired.

(2) Teachers frequently are concerned about children who read fluently and do not comprehend. My read of the data is that this pattern is infrequent - but may apply to some children. It seems to me this procedure may identify those children without increasing unduly the amount of time spent in the assessment.

(3) The National Reading Panel (2000) report is clear on the core components of early reading, and DIBELS maps explicitly onto the first three, Retell Fluency is included to provide a brief measure that corresponds directly to the comprehension core component. The current oral reading fluency measure corresponds about as well as anything to reading comprehension. Retell Fluency provides an additional, explicit score that corresponds to the National Reading Panel core components.

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

Guidelines for Interpreting Retell Fluency. Preliminary evidence indicates that the Retell Fluency measures correlates with measures of oral reading fluency about .59. It appears children's retell scores may be typically about 50% of their oral reading fluency score, and that it is unusual for children reading more than 40 words per minute to have a retell score 25% or less than their oral reading fluency score. So, a rough rule of thumb may be that, for children whose retell is about 50% of their oral reading fluency score, their oral reading fluency score provides a good overall indication of their reading proficiency, including comprehension. But, for children who are reading over 40 words per minute and whose retell score is 25% or less of their oral reading fluency, their oral reading fluency score alone may not be providing a good indication of their overall reading proficiency. For example, a child reading 60 words correct in one minute would be expected to use about 30 words in their retell of the passage. If their retell is about 30, then their oral reading fluency of 60 is providing a good indication of their reading skills. If their retell is 15 or less, then there may be a comprehension concern that is not represented by their fluency.

Materials: Student copy of passage; examiner copy, clipboard, stopwatch; colored scoring pen.

#### Directions for Administration – Part 1: Oral Reading Fluency

1. Place the reading passage in front of the student.
2. Place the examiner copy on clipboard and position so that the student cannot see what you record.
3. Say these specific directions to the student:

***Please read this (point) out loud. If you get stuck, I will tell you the word so you can keep reading. When I say, "stop" I may ask you to tell me about***

*what you read, so do your best reading. Start here* (point to the first word of the passage). **Begin.**

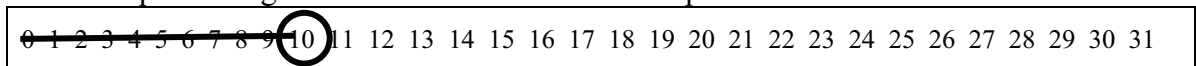
4. Start your stopwatch when the student says the first word of the passage. The title is not counted. If the student fails to say the first word after 3 seconds, tell them the word and mark it as incorrect, then start your stopwatch.
5. The maximum time for each word is 3 seconds. If the student does not provide the word within 3 seconds, say the word and mark the word as incorrect.
6. Follow along on the examiner copy of the probe. Put a slash ( / ) over words read incorrectly.
7. At the end of **1 minute**, place a bracket ( ] ) after the last word provided by the student, stop and reset the stopwatch, and say

**Stop.** (remove the passage)

#### Directions for Administration – Part 2: Retell

8. If the student reads 10 or more words correct, administer Part 2: Retell. Say,  
***Please tell me all about what you just read. Try to tell me everything you can. Begin.***
9. Start your stopwatch after you say “begin”.
10. Count the number of words the child produces in his or her retell by moving your pen through the numbers as the student is responding. Try to record accurately the number of words in the student’s response. Put a circle around the total number of words in the student’s response.

Example: If the student says “The bird had a nest. There was a mommy bird.” Move your pen through the numbers as the student responds and circle the total words.



11. The first time the student does not say anything for 3 seconds, say ***“Try to tell me everything you can.”*** This prompt can be used only once.
12. After the first prompt, if the student does not say anything or gets off track for 5 seconds, circle the total number of words in the student’s retell and say, ***“Stop.”***
13. At the end of **1 minute**, circle the total number of words in the student’s retell and say, ***“Stop.”***

#### Directions for Scoring – Part 1: Oral Reading Fluency

1. Score reading passages immediately after administration.
2. Discontinue Rule. If the student does not read any words correctly in the first row of the first passage, discontinue the task and record a score of 0 on the front cover.

3. Record the total number of words read correctly on the bottom of the scoring sheet for each passage.
4. If the student reads fewer than 10 words correct on the first passage, record their score on the front cover and do not administer passages 2 and 3.
5. If the student reads 3 passages, record their middle score on the front cover. For example, if the student gets scores of 27, 36, and 25, record a score of 27 on the front cover. If they read only 1 passage, have them read the middle (second) passage.
6. Hesitate or struggle with words. If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark the word as incorrect. If necessary, indicate for the student to continue with the next word.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
I have a goldfish.	“I have a ... (3 seconds)”	I have a <del>goldfish</del> .	<u>3</u> /4

7. Hyphenated words. Hyphenated words count as two words if both parts can stand alone as individual words. Hyphenated words count as one word if either part cannot stand alone as an individual word.

Passage	Number of Words
I gave Ben a red yo-yo.	6
We did push-ups, pull-ups, and sit-ups.	9

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

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
My father is 36.	“My father is thirty-six.”	My father is 36.	<u>4</u> /4
My father is 36.	“My father is three six.”	My father is <del>36</del> .	<u>3</u> /4
I am 6 years old.	“I am six years old.”	I am 6 years old.	<u>5</u> /5

9. Mispronounced words. 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	Correct Words / Total Words
It was a live fish.	“It was a liv fish.” (i.e., short i)	It was a <del>live</del> fish.	<u>3</u> /4
I ate too much.	“I eat too much.”	I <del>ate</del> too much.	<u>3</u> /4

10. Self Corrections. A word is scored as correct if it is initially mispronounced but the student self corrects within 3 seconds. Mark SC above the word and score as correct.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
It was a live fish.	“It was a liv ... live fish.” (i.e., self-corrects to long i within 3 sec.)	It was a <sup>SC</sup> <del>live</del> fish.	<u>4</u> /4

11. Repeated Words. Words that are repeated are not scored as incorrect and are ignored in scoring.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
I have a goldfish.	“I have a ... I have a goldfish.”	I have a goldfish.	<u>4</u> /4

12. Articulation and dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/, and reads “rest” as “reht,” he or she should be given credit for a correct word. This is a professional judgment and should be based on the student’s responses and any prior knowledge of his/her speech patterns.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
It is time for a rest.	“It is time for a reht.” (articulation)	It is time for a rest.	<u>6</u> /6
We took the short cut.	“We took the shot cut.” (dialect)	We took the short cut.	<u>5</u> /5

13. Inserted words. 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 at the bottom of the scoring page.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
It is time for a rest.	“It is time for a long rest.”	It is time for a rest.	<u>6</u> /6
I ate too much.	“I ate way too much.”	I ate too much.	<u>4</u> /4

14. Omitted words. Omitted words are scored as incorrect.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
It is time for a rest.	“It is time for rest.”	It is time for <del>r</del> rest.	<u>5</u> /6
I ate too much.	“I ate much.”	I ate <del>t</del> o much.	<u>3</u> /4

15. Word Order. All words that are read correctly but in the wrong order are scored as incorrect.

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
The ice cream man comes.	“The cream ice man comes.”	The <del>ice cream</del> man comes.	<u>3</u> /5
I ate too much.	“I too ate much.”	I <del>ate t</del> o much.	<u>2</u> /4

16. Abbreviations. Abbreviations should be read in the way you would normally pronounce the abbreviation in conversation. For example, TV could be read as “teevee” or “television” but Mr. would be read as “mister.”

Passage	Student Says	Scoring Procedure	Correct Words / Total Words
May I watch TV?	“May I watch teevee?”	May I watch TV?	<u>4</u> /4
May I watch TV?	“May I watch television?”	May I watch TV?	<u>4</u> /4
My teacher is Mr. Smith.	“My teacher is mister Smith.”	My teacher is Mr. Smith.	<u>5</u> /5
My teacher is Mr. Smith.	“My teacher is ‘m’ ‘r’ Smith.”	My teacher is <del>Mr.</del> Smith.	<u>4</u> /5

Directions for Scoring – Part 2: Retell Fluency

1. Score retell while the child is responding. Circle total number of words immediately after examiner says, “Stop.”
2. Number of retell words. Count the number of words the child retells that illustrate their understanding of the passage.
3. Exclamations are not counted. Only actual words are counted. If the child inserts mazes or other sounds, inserted sounds are not counted.

Passage	Student Says
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 uhh they are going to the uhhh library. It is uhhh downtown. uhh There’s a room.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

4. Count contractions as one word. For example, if the child uses “She’s,” or “We’ll” they would only count as one word.

Passage	Student Says
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. It’s downtown. There’s a room.
<div style="border: 1px solid black; padding: 2px;"> <del>0</del> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31                 </div>	

5. Songs or recitations are not included. If the child recites the ABC’s or tells a song or poem, even if relevant to the retell, the recitation, song, or poem is not counted.

Passage	Student Says
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 books have letters like, A B C D E F G H I J K L M N O P Q R S T U V W X Y Z.
<div style="border: 1px solid black; padding: 2px;"> <del>0</del> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31                 </div>	

6. Minor repetitions, redundancies, irrelevancies, and inaccuracies are counted. The crucial judgment is whether the student is retelling the passage or has gotten off track on another story or topic. In this example, the child (a) goes from “they” to “I”, (b) changes “love” to “like,” (c) changes the order of events, (d) repeats “library,” (e) confuses “room” and “books,” and (f) confuses “reach” and “read.” However, their retell is fundamentally on track. and all words would count.

Passage	Student Says
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.
<div style="border: 1px solid black; padding: 2px;"> <del>0</del> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31                 </div>	

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

Passage	Student Says
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)
<div style="border: 1px solid black; padding: 2px;"> <del>0</del> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31                 </div>	

8. Repeating their retell is not counted. Especially when children are prompted to “try to tell me everything you can” they may simply repeat what they have already provided.

Passage	Student Says
<p>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.</p>	<p>They’re going to the library. Lots of books. [prompt] They’re going to the library. Books.</p>
<p>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	

9. Stories or irrelevancies that are off track are not counted. Children may start telling something from their own experience that is vaguely related to the passage. Such stories are not counted.

Passage	Student Says
<p>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.</p>	<p>They’re going to the library. They have lots of books. My mom took me to the library. We got Dr. Seuss and Willy Wonka. They are my favorite books.</p>
<p>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31</p>	

### DIBELS™ Oral Reading Fluency Assessment Integrity Checklist

**Directions:** As the observer, please observe setup and directions, time and score the test with the examiner, check examiner’s accuracy in following procedures, and decide if examiner passes or needs more practice.

Fine	Needs Practice	
√ box to indicate Fine or Needs Practice		
<input type="checkbox"/>	<input type="checkbox"/>	1. Performs standardized directions verbatim:  <i>Please read this out loud. If you get stuck, I will tell you the word so you can keep reading. When I say, “stop” I may ask you to tell me about what you read, so do your best reading. Start here. Begin.</i>
<input type="checkbox"/>	<input type="checkbox"/>	2. Holds clipboard and stopwatch so child cannot see what (s)he records.
<input type="checkbox"/>	<input type="checkbox"/>	3. Starts stopwatch after child says the first word of the passage.
<input type="checkbox"/>	<input type="checkbox"/>	4. For first word, waits 3 seconds for child to read the word. After 3 seconds, says the correct word, starts the stopwatch, and scores the first word as incorrect.
<input type="checkbox"/>	<input type="checkbox"/>	5. For all words, if child hesitates or struggles with a word for 3 seconds, says the correct word and scores the word as incorrect.
<input type="checkbox"/>	<input type="checkbox"/>	6. Puts a slash through words read incorrectly.
<input type="checkbox"/>	<input type="checkbox"/>	7. Follows discontinue rule if child does not get any words correct in first five words.
<input type="checkbox"/>	<input type="checkbox"/>	8. At the end of 1 minute, places a bracket (e.g., ] ) after the last word provided and says “Stop.”
<input type="checkbox"/>	<input type="checkbox"/>	9. Records the number of correct words.
<input type="checkbox"/>	<input type="checkbox"/>	10. Shadow score oral reading fluency with the examiner. Is he/she within 2 points on the final score?
<input type="checkbox"/>	<input type="checkbox"/>	11. Performs retell standardized directions verbatim:  <i>Please tell me all about what you just read. Try to tell me everything you can. Begin.</i>
<input type="checkbox"/>	<input type="checkbox"/>	12. If the student does not say anything for 3 seconds, say “Try to tell me everything you can.” This prompt can be used only once.
<input type="checkbox"/>	<input type="checkbox"/>	13. If the student does not say anything or gets off track for 5 seconds, circle the total number of words in the student’s retell and say, “Stop.”
<input type="checkbox"/>	<input type="checkbox"/>	14. At the end of 1 minute, circle the total number of words in the student’s retell and say, “Stop.”
<input type="checkbox"/>	<input type="checkbox"/>	15. Shadow score the retell with the examiner. Is he/she within 2 points on the final score?