DIBELS® 8TH EDITION

UNIVERSITY OF OREGON | College of Education

Student Name:_____   ID:_____

District:_____   School Year:_____

School:_____   Class:_____

	Assessment Date	Forms Given	LNF	PSF	NWF		WRF	ORF	
					CLS	WRC		Words Correct	Errors
Benchmark 1 Beginning		☐ Standard							
		☐ Other *Specify Form ID*							
Benchmark 2 Middle		☐ Standard							
		☐ Other *Specify Form ID*							
Benchmark 3 End		☐ Standard							
		☐ Other *Specify Form ID*							

Forms Given: DIBELS 8th Edition goals use equating so it is important to know the forms given. If you use the forms in this benchmark booklet at the designated time period, check off the *Standard* box. If you use alternate forms, check *Other* and write the form identifier in the space under the corresponding scores. For example - 1.1, 1.2, 1.3

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

ORF Accuracy = ORF Words Correct/(ORF Words Correct + ORF Errors) x 100

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

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

University of Oregon (2021). 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS®). Eugene, OR: University of Oregon. Available: https://dibels.uoregon.edu

DIBELS 8ᵗʰ Edition *Letter Naming Fluency*

Benchmark LNF 1.Beginning

Examiner script	Reminders	
Here are some letters (point to the student form). **Tell me the names of as many letters as you can.** **When I say 'Begin,' start here** (point to the first letter), **and go across the page** (point). **Point to each letter and tell me the name of that letter. 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.**	Start timer	After you say **Begin.**
	Prompts	Student hesitates: wait 3 seconds; name the letter; point to the next letter, and say **Keep going**; mark the missed letter as incorrect. Student says letter sounds: say **Remember, tell me the letter's *name*, not its sound.** Score letter sounds as incorrect.
	Discontinue	Student does not produce any correct letter names in the first line (10 letters): discontinue LNF.

t	n	f	y	I	R	D	G	Y	V	(10)
r	b	P	L	Z	i	c	A	O	J	(20)
p	T	x	K	a	v	M	U	Q	h	(30)
g	N	j	X	s	C	H	q	o	m	(40)
S	B	z	e	u	E	F	V	d	k	(50)
R	U	X	h	y	O	q	t	m	S	(60)
x	K	e	c	T	G	Z	r	g	P	(70)
L	Q	s	k	N	J	i	p	A	D	(80)
Y	a	f	I	H	V	n	v	E	F	(90)
V	d	b	M	j	o	u	C	B	z	(100)

Total Correct _____

Examiner script	Reminders	
I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say 'am,' you would say /a/ /m/.	Start timer	After you give the first word.
Let's try one (1 second pause).	Prompts	Student hesitates: wait 3 seconds; give the next word; score the missed word as incorrect.
Tell me the sounds in 'it'.		

CORRECT Student says /i/ /t/	**Very good. The sounds in 'it' are /i/ /t/.**
INCORRECT Student gives any other response	**The sounds in 'it' are /i/ /t/. Your turn. Tell me the sounds in 'it.'**

	Discontinue	Student does not get any sounds correct in the first 5 words: discontinue PSF.

OK. Here is your first word.

for /f/ /or/	here /h/ /ear/	who /h/ /oo/	/6
on /o/ /n/	wave /w/ /A/ /v/	both /b/ /O/ /th/	/8
ball /b/ /o/ /l/	food /f/ /oo/ /d/	then /TH/ /e/ /n/	/9
tell /t/ /e/ /l/	bit /b/ /i/ /t/	ask /a/ /s/ /k/	/9
first /f/ /er/ /s/ /t/	bring /b/ /r/ /i/ /ng/	soft /s/ /o/ /f/ /t/	/12
circle /s/ /er/ /k/ /l/	middle /m/ /i/ /d/ /l/	once /w/ /u/ /n/ /s/	/12
drop /d/ /r/ /o/ /p/	nature /n/ /A/ /ch/ /er/	stand /s/ /t/ /a/ /n/ /d/	/13
waiting /w/ /A/ /t/ /i/ /ng/	without /w/ /i/ /th/ /ow/ /t/	coming /k/ /u/ /m/ /i/ /ng/	/15
useful /y/ /oo/ /s/ /f/ /l/	somewhere /s/ /u/ /m/ /w/ /air/	afraid /u/ /f/ /r/ /A/ /d/	/15
outside /ow/ /t/ /s/ /I/ /d/	western /w/ /e/ /s/ /t/ /er/ /n/	building /b/ /i/ /l/ /d/ /i/ /ng/	/17

Total Correct _____

Examiner script

Look at this word (Point to the first word on the practice form).

It's a make-believe word. Watch me read the word: /h/ /a/ /p/ 'hap.' (Point to each letter then run your finger fast beneath the whole word).

I can say the sounds of the letters, /h/ /a/ /p/ (point to each letter)**, or I can read the whole word 'hap.'** (Run your finger fast beneath the whole word).

Your turn to read a make-believe word. Read this word the best you can. (Point to the word "lum").

Make sure you say any sounds you know.

CORRECT Student responds "lum" or with all of the sounds	**That's right. The sounds are /l/ /u/ /m/ or 'lum.'**
INCORRECT Student does not respond within <u>3 seconds</u> or responds incorrectly	**Remember, you can say the sounds, or you can say the whole word. Watch me: the sounds are /l/ /u/ /m/** (point to each letter) **or 'lum.'** (Run your finger fast through the whole word). **Let's try again. Read this word the best you can.** (Point to the word "lum").

(Place the student copy of the form in front of the student.)

Here are some more make-believe words (point to the student form). **Start here** (point to the first word) **and go across the page** (point across the page).

When I say 'Begin', read the words the best you can. Point to each letter and tell me the sound <u>or</u> read the whole word. Put your finger on the first word. Ready? Begin.

Reminders	
Start timer	After you say **Begin.**
Prompts	Student hesitates: wait 3 seconds; point to the next letter/word, and say "**Keep going**"; mark the missed sound/word as incorrect.
Discontinue	Student does not get any sounds correct in the first 5 words: discontinue NWF.

					CLS	WRC
tib /t//i//b/	rep /r//e//p/	hab /h//a//b/	com /k//o//m/	tep /t//e//p/	/15	/5
tut /t//u//t/	nup /n//u//p/	sep /s//e//p/	dat /d//a//t/	nen /n//e//n/	/15	/5
hon /h//o//n/	yan /y//a//n/	nop /n//o//p/	sug /s//u//g/	ut /u//t/	/14	/5
teg /t//e//g/	nug /n//u//g/	sim /s//i//m/	tet /t//e//t/	sab /s//a//b/	/15	/5
hig /h//i//g/	lut /l//u//t/	nim /n//i//m/	neg /n//e//g/	rop /r//o//p/	/15	/5
hode /h//O//d/	tur /t//er/	wat /w//a//t/	pide /p//I//d/	tage /t//A//j/	/14	/5
pom /p//o//m/	yate /y//A//t/	seb /s//e//b/	mur /m//er/	sote /s//O//t/	/14	/5
von /v//o//n/	rud /r//u//d/	lum /l//u//m/	sorm /s//or//m/	fab /f//a//b/	/15	/5
hade /h//A//d/	nud /n//u//d/	op /o//p/	mame /m//A//m/	wom /w//o//m/	/14	/5
reb /r//e//b/	vate /v//A//t/	ib /i//b/	lish /l//i//sh/	ven /v//e//n/	/14	/5
hurk /h//er//k/	gron /g//r//o//n/	lurt /l//er//t/	hish /h//i//sh/	fub /f//u//b/	/16	/5
flin /f//l//i//n/	whot /w//o//t/	lale /l//A//l/	bab /b//a//b/	nirk /n//er//k/	/16	/5
fibe /f//I//b/	vort /v//or//t/	chish /ch//i//sh/	knent /n//e//n//t/	pish /p//i//sh/	/16	/5
seck /s//e//k/	thamp /th//a//m//p/	plig /p//l//i//g/	pife /p//I//f/	hilk /h//i//l//k/	/18	/5
warb /w//ar//b/	phad /f//a//d/	frent /f//r//e//n//t/	fobe /f//O//b/	frant /f//r//a//n//t/	/19	/5

Total Correct ____ ____

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

no	they	is	we	it	(5)
if	one	but	not	has	(10)
for	there	a	you	be	(15)
wall	help	father	call	black	(20)
alive	sports	meeting	above	island	(25)
came	stop	show	open	sky	(30)
further	front	story	always	feed	(35)
station	deep	across	paper	driver	(40)
powerful	double	still	often	top	(45)
first	note	count	none	against	(50)
shown	head	room	same	sure	(55)
off	nice	speak	distance	right	(60)
line	stay	allow	come	she	(65)
turn	peace	well	bank	hard	(70)
news	engine	race	heat	other	(75)
never	east	team	rose	when	(80)
party	share	complete	sea	high	(85)
switch	spent	job	listen	sick	(90)
getting	film	think	break	eat	(95)
huge	while	fear	wave	bit	(100)
morning	hole	safe	enter	picture	(105)

Total Correct _____

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

Lucky Day

Bobby was on his way home from school one (9)
day. On his walk, he saw something green in the (19)
snow. He stopped and stared. He thought he was (28)
seeing things. Green in the snow? It couldn't be what (38)
it seemed to be, could it? (44)

He bent down in the snow and quickly dug it out. (55)
It was a five - dollar bill. He carefully smoothed it flat. (66)

He wondered if it was real money or just play (76)
money. It looked real. That made him feel good. This (86)
was his lucky day. (90)

But then he felt bad. He knew that if he ever lost (102)
five dollars he would cry and cry. Once, he had (112)
dropped a dime on the floor, and it had rolled into the (124)
heating vent. He never saw that dime again. (132)

What was it like to lose fifty dimes at one time? (143)
Whoever lost the money was having an unlucky day. (152)
But this was Bobby's lucky day. He had no way to (163)
find the owner, so the money was his to keep. (173)

Total words read _____   **Total errors** _____   **Total words correct** _____