# 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 (2023). 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS®). Eugene, OR: University of Oregon. Available: https://dibels.uoregon.edu

| Examiner script | Reminders | |
| --- | --- | --- |
| **Here are some letters** (point to the student form).<br><br>**Tell me the names of as many letters as you can.**<br><br>**When I say 'Begin,' start here** (point to the first letter), **and go across the page** (point).<br><br>**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.<br><br>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. |

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

Total Correct _____

| Examiner script | Reminders | |
|---|---|---|
| **I am going to say a word. After I say it, you tell me all the sounds you hear in the word. So, if I say 'mop,' you would say /m/ /o/ /p/. If I say the word 'cat' you would say /c/ /a/ /t/.** <br> **Let's try one** (1 second pause). <br><br> **Tell me the sounds in 'sun'. Tell me any sounds you hear.** | Start timer | After you give the first word. |
| | Prompts | Student hesitates: wait 3 seconds; give the next word; score the missed word as incorrect. |

| CORRECT <br><br> Student says /s/ /u/ /n/ | **Very good. The sounds in 'sun' are /s/ /u/ /n/.** |
|---|---|
| INCORRECT <br><br> Student gives any other response | **The sounds in 'sun' are /s/ /u/ /n/. Your turn. Tell me the sounds in 'sun.' Tell me any sounds you hear.** |

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

**OK. Here is your first word.**

| be | who | say | |
|---|---|---|---|
| /b/ /E/ | /h/ /oo/ | /s/ /A/ | /6 |
| on | said | came | |
| /o/ /n/ | /s/ /e/ /d/ | /k/ /A/ /m/ | /8 |
| wave | bought | talk | |
| /w/ /A/ /v/ | /b/ /o/ /t/ | /t/ /o/ /k/ | /9 |
| job | mouth | allow | |
| /j/ /o/ /b/ | /m/ /ow/ /th/ | /u/ /l/ /ow/ | /9 |
| skin | just | today | |
| /s/ /k/ /i/ /n/ | /j/ /u/ /s/ /t/ | /t/ /oo/ /d/ /A/ | /12 |
| written | plus | story | |
| /r/ /i/ /t/ /n/ | /p/ /l/ /u/ /s/ | /s/ /t/ /or/ /E/ | /12 |
| trip | alone | forward | |
| /t/ /r/ /i/ /p/ | /u/ /l/ /O/ /n/ | /f/ /or/ /w/ /er/ /d/ | /13 |
| center | winter | stand | |
| /s/ /e/ /n/ /t/ /er/ | /w/ /i/ /n/ /t/ /er/ | /s/ /t/ /a/ /n/ /d/ | /15 |
| warning | pretty | safety | |
| /w/ /or/ /n/ /i/ /ng/ | /p/ /r/ /i/ /t/ /E/ | /s/ /A/ /f/ /t/ /E/ | /15 |
| brother | building | library | |
| /b/ /r/ /u/ /TH/ /er/ | /b/ /i/ /l/ /d/ /i/ /ng/ | /l/ /I/ /b/ /r/ /air/ /E/ | /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<br><br>Student responds "lum" or with all of the sounds | **That's right. The sounds are /l/ /u/ /m/ or 'lum.'** |
| --- | --- |
| INCORRECT<br><br>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 |
|---|---|---|---|---|---|---|
| rit /r//i//t/ | dut /d//u//t/ | rin /r//i//n/ | nop /n//o//p/ | tob /t//o//b/ | /15 | /5 |
| hab /h//a//b/ | tib /t//i//b/ | mun /m//u//n/ | tup /t//u//p/ | rem /r//e//m/ | /15 | /5 |
| hin /h//i//n/ | fom /f//o//m/ | nid /n//i//d/ | rop /r//o//p/ | nup /n//u//p/ | /15 | /5 |
| nen /n//e//n/ | nim /n//i//m/ | sug /s//u//g/ | gan /g//a//n/ | nem /n//e//m/ | /15 | /5 |
| hon /h//o//n/ | rep /r//e//p/ | hap /h//a//p/ | nin /n//i//n/ | et /e//t/ | /14 | /5 |
| dop /d//o//p/ | yar /y//ar/ | nibe /n//I//b/ | hote /h//O//t/ | ter /t//er/ | /13 | /5 |
| pom /p//o//m/ | mag /m//a//g/ | yat /y//a//t/ | lib /l//i//b/ | yot /y//o//t/ | /15 | /5 |
| cug /k//u//g/ | nale /n//A//l/ | hup /h//u//p/ | terb /t//er//b/ | nume /n//oo//m/ | /15 | /5 |
| nage /n//A//j/ | ag /a//g/ | sorm /s//or//m/ | reg /r//e//g/ | narm /n//ar//m/ | /14 | /5 |
| hurn /h//ur//n/ | ging /(g/j)//i//ng/ | ib /i//b/ | ling /l//i//ng/ | thon /th//o//n/ | /14 | /5 |
| spom /s//p//o//m/ | mern /m//er//n/ | derd /d//er//d/ | surk /s//ur//k/ | tast /t//a//s//t/ | /17 | /5 |
| rolk /r//O//k/ | geg /(g/j)//e//g/ | wup /w//u//p/ | yun /y//u//n/ | wum /w//u//m/ | /15 | /5 |
| serd /s//er//d/ | clim /k//l//i//m/ | twint /t//w//i//n//t/ | trond /t//r//o//n//d/ | nasp /n//a//s//p/ | /21 | /5 |
| cabe /k//A//b/ | glet /g//l//e//t/ | quist /k/ /w//i//s//t/ | pode /p//O//d/ | kort /k//or//t/ | /18 | /5 |
| swint /s//w//i//n//t/ | trist /t//r//i//s//t/ | mirm /m//ir//m/ | slet /s//l//e//t/ | bame /b//A//m/ | /20 | /5 |

Total Correct ____ ____

| Examiner script | Reminders | |
|---|---|---|
| **Please read from this list of words** (Point to the student form).<br><br>**Start here** (point to the first word) **and go across the page** (point across the page).<br><br>**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. |

| | | | | | |
|---|---|---|---|---|---|
| on | is | by | it | one | (5) |
| for | more | at | but | with | (10) |
| we | this | if | has | in | (15) |
| home | bad | own | light | into | (20) |
| guess | between | travel | driver | move | (25) |
| again | chain | play | draw | race | (30) |
| third | snow | land | secret | food | (35) |
| safety | peace | floor | learn | season | (40) |
| next | mouth | glass | help | seen | (45) |
| heavy | last | hand | today | clean | (50) |
| normal | get | point | class | even | (55) |
| about | piece | ago | fight | came | (60) |
| learned | over | pretty | maybe | give | (65) |
| then | began | see | yourself | while | (70) |
| evil | none | train | art | carry | (75) |
| people | thing | wild | wish | high | (80) |
| best | trip | useful | meeting | speed | (85) |
| girl | she | held | straight | mind | (90) |
| six | warning | less | coast | room | (95) |
| foot | appear | quick | station | parties | (100) |
| send | post | western | perfect | summer | (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. |

### Jack and Jill

Jack and his sister were teased about their names.          (9)
Jack's sister was named Jill. That made them Jack          (18)
and Jill like in the old nursery rhyme. The other kids          (29)
thought their names were very funny.          (35)

The other kids would ask them if they were on          (45)
their way to climb a hill. They would also ask if their          (57)
mother sent them to fetch a pail of water.          (66)

Jack would shake his head no. Jill would hold          (75)
her head high and not say a word. They tried not to          (87)
get mad. They knew that getting mad just makes          (96)
teasing worse. But that didn't stop the teasing.          (104)

The kids would tell Jack to watch his step.          (113)
"Don't fall down the hill," they would say. If Jack          (123)
tripped, the kids would ask if he had broken his          (133)
crown. Jill got teased just as much. "Don't go          (142)
tumbling after your brother," they would say.          (149)

But Jack and Jill just smiled. They liked their          (158)
names just fine. They liked the nursery rhyme, too.          (167)
Most of all they were glad that they could get water          (178)
from the faucet anytime they wanted. No hill. No          (187)
pail. No problem.          (190)

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