



K-3 Literacy Screener Session Redelivery Plan

Session Objectives:

By the end of this session, participants will be able to:

- administer the K-3 literacy screener.
- score the K-3 literacy screener.

Location: Room to host all participants with video projection and audio.

Materials:

- Each participant will need the following copies:
 - [Student Materials for Grades K and 1](#) (1 copy per participant)
 - [Scoring Booklets for Grades K and 1](#)
 - You will need 3 copies of the following scoring documents for each participant:
 - Letter Naming Fluency BOY, Grade K - page 2
 - Phonemic Segmentation Fluency BOY, Grade K - page 3
 - Nonsense Word Fluency BOY, Grade K - pages 4-5
 - Word Reading Fluency BOY, Grade K - page 6
 - Oral Reading Fluency BOY, Grade 1 - page 7
 - [DIBELS 8th Edition Administration and Scoring Document](#) pages 39-87
- Timer - examiner may use a stopwatch or their phone
- Clipboard and pencil

Length: 2 hours

Training Video Minutes

1. Introduction and Letter Naming Fluency

- a. Play Minutes 0:00 - 3:51
- b. Pause video and have teachers read and discuss pages 53-56 of the DIBELS 8th Administration and Scoring Manual.
- c. Play Minutes 3:55 - 5:48.
- d. Pause video to discuss scoring. See Appendix A.
- e. Have participants practice scoring while watching minutes 5:51 - 7:00.
- f. Pause video to discuss scoring. See Appendix B.



Phonemic Segmentation Fluency

- g. Play Minutes 7:04 - 9:06
- h. Pause video and have teachers read and discuss pages 57-64 of the DIBELS 8th Administration and Scoring Manual.
- i. Play Minutes 9:20 - 11:10.
- j. Pause video to discuss scoring. See Appendix C.
- k. Have participants practice scoring while watching minutes 11:15 - 12:23.
- l. Pause video to discuss scoring. See Appendix D.
- m. Have participants practice scoring while watching minutes 12:29 - 13:36.
- n. Pause video to discuss scoring. See Appendix E.

2. Nonsense Word Fluency

- a. Play Minutes 13:42 - 16:48
- b. Have teachers read and discuss pages 65-72 of the DIBELS 8th Administration and Scoring Manual.
- c. Play Minutes 16:52 - 19:04.
- d. Pause video to discuss scoring. See Appendix F.
- e. Have participants practice scoring while watching minutes 19:09 - 20:15.
- f. Pause video to discuss scoring. See Appendix G.
- g. Have participants practice scoring while watching minutes 20:22 - 21:29.
- h. Pause video to discuss scoring. See Appendix H.

3. Word Reading Fluency

- a. Play Minutes 21:38-23:37
- b. Have teachers read and discuss pages 73-75 of the DIBELS 8th Administration and Scoring Manual.
- c. Play Minutes 23:38 - 25:11.
- d. Pause video to discuss scoring. See Appendix I.
- e. Have participants practice scoring while watching minutes 25:15-26:24.
- f. Pause video to discuss scoring. See Appendix J.
- g. Have participants practice scoring while watching minutes 26:29 - 27:41.
- h. Pause video to discuss scoring. See Appendix K.

4. Oral Reading Fluency

- a. Play Minutes 27:44-29:16
- b. Have teachers read and discuss pages 76-80 of the DIBELS 8th Administration and Scoring Manual.
- c. Play Minutes 29:17-30:46.
- d. Pause video to discuss scoring. See Appendix L.
- e. Have participants practice scoring while watching minutes 30:51 - 32:02.
- f. Pause video to discuss scoring. See Appendix M.
- g. Have participants practice scoring while watching minutes 32:07 - 33:28.
- h. Pause video to discuss scoring. See Appendix N.



5. MAZE

- a. Play Minutes 33:33-34:54
- b. Have teachers read and discuss pages 81-88 of the DIBELS 8th Administration and Scoring Manual.
- c. Provide participants with Appendix O and discuss the scoring.



Appendix A

o r ~~u~~ v C M O L h ~~k~~ (10)

E ~~U~~ e f A B c I D i (20)

y N F s g P G d S x (30)

Score: 23

Miscues

First line:

- u - said W
- k - no answer

Second line:

- U - said W

Third line:

- Stopped at P



Appendix B

~~o~~ ~~r~~ ~~u~~ v C M O L h ~~k~~ (10)

E ~~U~~ e f A B c I D i (20)

y N F s g P G d S x (30)

Score: 21

Miscues

First line:

- o - said /o/
- u - said W
- k - said /k/

Second line:

- U - said

Third line:

- Stopped at g



Appendix C

my <u>/m/ /l/</u>	year <u>/y/ /ear/</u>	the <u>/TH/ /u/</u>	4 /6
new <u>/n/ /oo/</u>	an <u>/a/ /n/</u>	at <u>/a/ /t/</u>	6 /6
mine <u>/m/ /l/ /n/</u>	wait <u>/w/ /A/ /t/</u>	made <u>/m/ /A/ /d/</u>	8 /9
then <u>/TH/ /e/ /n/</u>	both <u>/b/ /O/ /th/</u>	chain <u>/ch/ /A/ /n/</u>	3 /9
man <u>/m/ /a/ /n/</u>	store <u>/s/ /t/ /or/</u>	blue <u>/b/ /l/ /oo/</u>	2 /9

Score: 23

Miscues

First line:

- year - did not segment

Second line:

- no miscues

Third line:

- mine - no score for /l/ - said /o/

Fourth line:

- both - did not segment
- chain - no answer

Fifth line:

- man - no score for /a/ - said /A/
- Stopped after man



Appendix D

my <u>/m/</u> / <u>l/</u>	year <u>/y/</u> / <u>ear/</u>	the <u>/TH/</u> / <u>u/</u>	4 /6
new <u>/n/</u> / <u>oo/</u>	an <u>/a/</u> / <u>n/</u>	at <u>/a/</u> / <u>t/</u>	6 /6
mine <u>/m/</u> / <u>l/</u> / <u>n/</u>	wait <u>/w/</u> / <u>A/</u> / <u>t/</u>	made <u>/m/</u> / <u>A/</u> / <u>d/</u>	3 /9
then <u>/TH/</u> / <u>e/</u> / <u>n/</u>	both <u>/b/</u> / <u>O/</u> / <u>th/</u>	chain <u>/ch/</u> / <u>A/</u> / <u>n/</u>	6 /9
man <u>/m/</u> / <u>a/</u> / <u>n/</u>	store <u>/s/</u> / <u>t/</u> / <u>or/</u>	blue <u>/b/</u> / <u>l/</u> / <u>oo/</u>	4 /9

Score: 23

Miscues

First line:

- year - did not segment

Second line:

- no miscues

Third line:

- mine - did not segment
- made - did not segment

Fourth line:

- chain - no answer

Fifth line:

- Stopped after /s/ for store (one point)



Appendix E

my <u>/m/ /I/</u>	year <u>/y/ /ear/</u>	the <u>/TH/ /u/</u>	5 /6
new <u>/n/ /oo/</u>	an <u>/a/ /n/</u>	at <u>/a/ /t/</u>	5 /6
mine <u>/m/ /I/ /n/</u>	wait <u>/w/ /A/ /t/</u>	made <u>/m/ /A/ /d/</u>	9 /9

Score: 19

Miscues

First line:

- mine - added /n/ at end - this is not considered an error
- the - did not segment /u/ as separate phoneme - only assigned 1 point

Second line:

- new - added /u/ as medial sound - does not count as error
- at - said /e/ for /a/

Third line:

- Stopped after made



Appendix F

					CLS	WRC
sep <u>/s//e//p/</u>	rop <u>/r//o//p/</u>	lan <u>/l//a//n/</u>	tup <u>/t//u//p/</u>	nen <u>/n//e//n/</u>	15 /15	5 /5
het <u>/h//e//t/</u>	dem <u>/d//e//m/</u>	som <u>/s//o//m/</u>	tig <u>/t//i//g/</u>	nup <u>/n//u//p/</u>	14 /15	1 /5
tum <u>/t//u//m/</u>	nep <u>/n//e//p/</u>	nop <u>/n//o//p/</u>	lun <u>/l//u//n/</u>	hon <u>/h//o//n/</u>	5 /15	0 /5

Score:
CLS: 34
WRC: 6

Miscues

Second line:

- dem - said /b/ instead of /d/

Third line:

- nep - said /i/ instead of /e/
- Stopped after nep



Appendix G

					CLS	WRC
sep <u>/s//e//p/</u>	rop <u>/r//o//p/</u>	lan <u>/l//a//n/</u>	tup <u>/t//u//p/</u>	nen <u>/n//e//n/</u>	13/15	3/5
het <u>/h//e//t/</u>	dem <u>/d//e//m/</u>	som <u>/s//o//m/</u>	tig <u>/t//i//g/</u>	nup <u>/n//u//p/</u>	13/15	3/5
tum <u>/t//u//m/</u>	nep <u>/n//e//p/</u>	nop <u>/n//o//p/</u>	lun <u>/l//u//n/</u>	hon <u>/h//o//n/</u>	3/15	1/5

Score:
CLS: 29
WRC: 7

Miscues

First line:

- rop - said /rup/ as the whole word, gets credit for the individual sounds, but not the whole word read
- nen - said /non/ as the whole word, gets credit for the individual sounds, but not the whole word read

Second line:

- dem - said /b/ instead of /d/
- som - said /u/ instead of /o/

Third line:

- Stopped after tum



Appendix H

					CLS	WRC
sep	rop	lan	tup	nen		
<u>/s//e//p/</u>	<u>/r//o//p/</u>	<u>/l//a//n/</u>	<u>/t//u//p/</u>	<u>/n//e//n/</u>	13/15	2/5
het	dem	som	tig	nup		
<u>/h//e//t/</u>	<u>/d//e//m/</u>	<u>/s//o//m/</u>	<u>/t//i//g/</u>	<u>/n//u//p/</u>	14/15	3/5
tum	nep	nop	lun	hon		
<u>/t//u//m/</u>	<u>/n//e//p/</u>	<u>/n//o//p/</u>	<u>/l//u//n/</u>	<u>/h//o//n/</u>	10/15	2/5

Score:
CLS: 37
WRC: 7

Miscues

First line:

- lan - said /n/ /a/ /l/ - switches /l/ and /n/
- tup - does not include /t/ when reading as whole word, gets credit for individual sounds, but not whole word

Second line:

- dem - said /b/ instead of /d/
- tig - does not include /t/ when reading as whole word, gets credit for individual sounds, but not whole word

Third line:

- lun - only says /l/ before timer - gets 1 point
- Stopped after lun



Appendix I

by	and	but	has	are	(5)
a ^{sc}	in	of	there	have	(10)
it	no	more	we	is	(15)
help	hold	bring	two	top	(20)
put	late	face	front	young	(25)
light	left	white	got	speak	(30)

Score: 15

Miscues

First line:

- are - said air

Second line:

- a - said /a/, but then self-corrected, gets the point
- of - said off
- there - said three

Third line:

- no - said /n/ /o/

Fourth line:

- two - said /t/ /w/ /O/

Fifth line

- put - said putt
- stopped after put



Appendix J

by	and	but	has	are	(5)
a	in	of	there	have	(10)
it	no	more	we	is	(15)
help	hold	bring	two	top	(20)
put	late	face	front	young	(25)

Score: 15

Miscues

First line:

- are - said air

Second line:

- a - said /a/, but then self-corrected, gets the point
- of - said off
- there - said three

Fourth line:

- stopped after hold



Appendix K

by	and	but	has	are	(5)
a ^{sc}	in	of	there	have	(10)
it	no	more	we	is	(15)
help	hold	bring	two	<u>top</u>	(20)
put	late	face	front	young	(25)
light	left	white	got	speak	(30)

Score: 12

Miscues

First line:

- but - segmented, did not blend

Second line:

- a - said /a/, but then self-corrected, gets the point
- of - said off
- there - said three

Third line:

- no - said on
- we - skipped, marked as error

Fourth line:

- hold - skipped
- bring - hesitation, word give, marked as error
- two - said /t/ /w/ /O/
- stopped after top



Appendix L

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)

Total words read 90 Total errors 4 Total words correct 86



Appendix L

Miscues:

Second line:

- something - hesitation, word given

Third line:

- thought

Seventh line:

- dollar
- smoothed

Tenth line:

- stopped after day



Appendix M

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)

Total words read 79 Total errors 5 Total words correct 74



Appendix M

Miscues:

First line:

- inserted the word *a* - not counted as error

Third line:

- thought

Fifth line:

- could it - read it could

Seventh line:

- dollar - skipped, marked as error
- smoothed

Ninth line:

- stopped after looked



Appendix N

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)

Total words read 44 Total errors 18 Total words correct 26

Miscues:

First line:

- Bobby -
- his -
- inserted the word *a* - not counted as error

Second line - skipped, all words counted as error

Third line:

- stopped
- stared
- thought

Fourth line:

- green

Fifth line:

- could it - read it could
- stopped after it

Appendix O

Brush Hogging

My name is Sarah, and I live on Riggerts Farm Road in

Stovepipe, Vermont. My favorite after-school activity is taking care plant read

my chickens, Molly, Dolly, and Wally. Her My Your second favorite activity is

brush hogging he our them field.

A brush hog is like a in of tractor crossed with a lawn mower.

At It The has windows and a seat. You've got heard wrote to climb up to sit on a it so.

It makes a lot of noise and or than it shakes and rattles and belches music power smoke.

It's fun to ride in, and even nice tall more fun to drive.

Correct: 5
 Incorrect: 4
 Adj. Score = 3
 5 - (5 x 4)
 5 - 2 = 3

People with land paper soup use a brush hog to clear as for the vegetation

Keep going ►

DIBELS 8th Edition
 Benchmark Maze 3 Beginning

DIBELS 8th Edition
 Benchmark Maze 3 Beginning

Appendix P

Brush Hogging

My name is Sarah, and I live on Riggerts Farm Road in Stovepipe, Vermont. My favorite after-school activity is taking of my chickens, Molly, Dolly, and Wally. second favorite activity is brush hogging field.

A brush hog is like tractor crossed with a lawn mower.

has windows and a seat. You've to climb up to sit on .

It makes a lot of noise it shakes and rattles and belches .

It's fun to ride in, and more fun to drive.

People with use a brush hog to clear vegetation.

Keep going ►

Correct: 8
Incorrect: 4
Adj. Score 6
8 - 2 = 6