

DIBELS 8th Transition Training

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DIBELS 8th Edition Transition
Training


DIBELS[®] 8TH EDITION
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Module Objectives

- Describe the rationale for releasing DIBELS 8th Edition
- Describe key updates to DIBELS 8th Edition
- Describe key administration and scoring differences between DIBELS 8th Edition and earlier DIBELS editions
- Provide scoring practice opportunities for each DIBELS 8th Edition measure



DIBELS 8 is a more comprehensive literacy assessment system that **expands on** and **refines** features of earlier DIBELS editions


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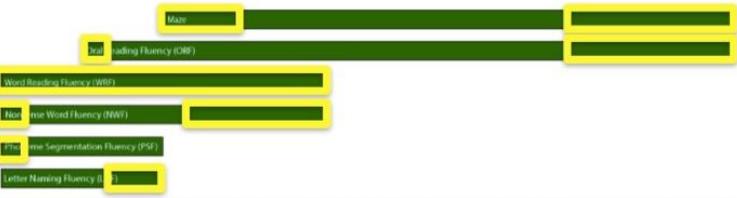
Expanded Measure Availability

DIBELS 8th Edition Administration Timeline


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 = new to DIBELS 8

Administration Timeline



Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade					
Begin	Mid	End	Begin	Mid	End	Begin	Mid	End	Begin	Mid	End	Begin	Mid	End	Begin	Mid	End	Begin	Mid	End	Begin	Mid	End	Begin	Mid	End			

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Updates to DIBELS 8 Measures

Discontinued subtests:

- First Sound Fluency (FSF)
- Initial Sound Fluency (ISF)
- Word Use Fluency (WUF)
- Retell Fluency (RTF)

New subtest:

- Word Reading Fluency (WRF)

All other existing subtests have undergone revision to make them more informative.

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Minimizing Assessment Time

- ORF now only requires one passage instead of three.
- New “discontinue benchmark” rules save time (and frustration) in earliest grades.
- New “gating” rules save time in later grades.
- Tablet administration results in additional time savings for both individual and group testing.

Measure Development

- More deliberate item sampling & placement results in more strictly comparable forms than ever before
- Progressive difficulty ultimately provides more data on skills for *all* learners without sacrificing screening validity.
- Equating improves on equivalence, especially for ORF and Maze

Updates to DIBELS 8 Benchmark Goals

- CTL recommended DIBELS Next benchmark goals were established for use with DDS customers in 2012.
- Updated DIBELS 8 benchmark goals are based on robust research.
- See the DDS for more information about reports and recommendations corresponding to DIBELS 8 benchmark goals.

DIBELS 8 Benchmark Goals

	At Risk/ Likely to Need Intensive Support
	Some Risk/ Likely to Need Strategic Support
	Minimal Risk/ Likely to Need Core Support
	Negligible Risk/ Likely to Need Core Support

<https://dibels.uoregon.edu/assessment/dibels/dibels-eighth-edition#goals>

DIBELS 8th Edition Composite Scores

- Help educators judge students' aggregate risk at one time point
- Based on student performance across a combination of measures, allowing for greater precision.
- Composed of all measures students are administered at a given time point.
 - Each measure given weighted value based on its relative utility for measuring reading skills.
- We suggest using composite scores when making instructional decisions about need for support.

Measure Fonts

DIBELS 8 measures were designed with attention to font and font size

Subtest	K	1	2	3	4	5+
LNF	24pt	24pt	NA	NA	NA	NA
NWF	24pt	22pt	20pt	18pt	NA	NA
WRF	24pt	22pt	20pt	18pt	NA	NA
ORF	NA	20pt	18pt	16pt	14pt	13pt
Maze	NA	NA	18pt	16pt	14pt	13pt

Note. NA = not applicable.



DIBELS 8 Technical Adequacy

- DIBELS 8 technical adequacy evidence is **more bountiful and as good as or stronger** than any previous DIBELS version
 - Alternate forms reliability ranges from a low of .81 (PSF) to a high of .95 (WRF), except Maze (.71)
 - Test-retest reliability ranges from low of .72 (NWF) to a high of .92 (WRF) ... despite 2-3 month delay
 - Concurrent and predictive validity correlations are strong for individual subtests (generally > .50)
 - Concurrent and predictive validity correlations are very strong for composite scores (> .70)



Technical Adequacy: Takeaways

- More importantly, we're not stopping there ...
 - Zones of growth
 - Additional equated benchmark forms (other subtests)
 - Further validation for dyslexia screening
 - Reliability and validity of slopes

DIBELS 8th Edition Measures

Pattern	LNF	PSF	NWF	WRF	ORF	Maze
Phonemic awareness		X				
Alphabetic principle			X	X	X	
Accuracy and fluency with text				X	X	X
Vocabulary						
Comprehension					X	X

What's new in DIBELS 8? A summary

Subtest	Grades	Content changes	Other changes
LNF	K-1	Dropped W, w, and lower-case L	Progressive difficulty
PSF	K-1	Words restricted by frequency and age of acquisition	Progressive difficulty
NWF	K-3	Expanded coverage of grade-appropriate spelling patterns; only legal spelling patterns	Progressive difficulty
WRF	K-3	All new! Words restricted by frequency and age of acquisition	Progressive difficulty
ORF	1-8	Only ONE passage per benchmark period	Written by published and aspiring authors; reviewed by parents and former teachers
Maze	2-8	Research-based creation of distractors	Research-based formatting; extended to Grade 2

Letter Naming Fluency (LNF)

- **What does it measure?** Indicator of reading risk
- **How is it linked to the Big 5?** Not a direct measure of a basic early literacy skill – but rather, it is risk indicator with instructional implications for other big 5 literacy skill areas
- **What is the behavior sampled?** Students are asked to name as many letters as they can in 60 seconds.
- **Who is it for?** Now available for administration from Fall K to Spring 1st grade

What's New with LNF?

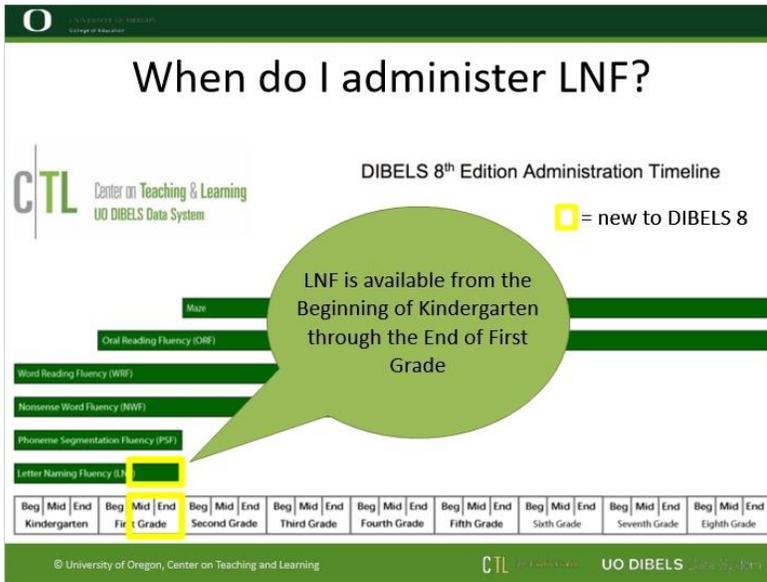
Previous DIBELS editions

V	l	h	g	S	y	Z	W	L	N
l	K	T	D	K	T	q	d	z	w
h	w	z	m	U	r	j	G	X	u
g	R	B	Q	I	f	I	Z	s	r
S	n	C	B	p	Y	F	e	a	E

DIBELS 8

o	r	u	v	C	M	O	L	h	k
E	U	e	f	A	B	c	I	D	i
y	N	F	a	g	P	G	d	S	x
t	p	T	H	a	m	R	j	n	b
E	L	h	g	x	t	m	S	O	o

- Item placement prevents frustration
- Developed for use as a measure of processing speed
- Use of dyslexia-friendly fonts



LNF Administration Directions: DIBELS 8 vs. Prior Editions

What's the same?	What's different?
<ul style="list-style-type: none"> Starting and stopping the timer: <ul style="list-style-type: none"> Start the timer after you say "Begin." Stop the timer after the student reads for 60 seconds. Place a bracket after the last letter named, and say "Stop". Final Score: Tally up the number of correct letters produced in 60 seconds. 	<ul style="list-style-type: none"> Administration script: Wording is slightly different between editions. Prompts: DIBELS 8th Edition LNF includes just two acceptable prompts: <ul style="list-style-type: none"> If the student hesitates for three seconds: Slash the letter, say the letter name, point to the next letter, and say, "Keep going." (Repeat as needed) If the student says letter names instead of sounds: Say, "Remember to tell me the letter name, not its sound." (Use only once)

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LNF Scoring Directions: DIBELS 8 vs. Prior Editions

What's the same?	
Correct letters	Leave blank
Self-corrections	Write "SC" above a previously slashed letter corrected within 3 seconds
Incorrect letters	Slash each letter name produced incorrectly
Skipped letter or line	Slash the letter or draw a line through the missed row
Discontinue Rule	If the student does not read any correct letter names in the first line (10 letters), discontinue LNF



Scoring Practice



Phonemic Segmentation Fluency (PSF)

- **What does it measure?:** Phonological awareness
- **How is it linked to the Big 5?** Assesses **phonemic awareness**
- **What is the behavior sampled?** Students are asked to produce the individual phonemes within orally presented words for 60 seconds
- **Who is it for?** Now available for administration from Fall K to Spring 1st grade

What's new with PSF?

Previous DIBELS editions

rich /r/ /i/ /ch/	hawk /h/ /o/ /k/
passed /p/ /a/ /s/ /t/	roof /r/ /oo/ /f/
sea /s/ /ea/	shout /sh/ /ow/ /t/
arms /ar/ /m/ /z/	smile /s/ /m/ /ie/ /l/

DIBELS 8

circle /s/ /er/ /l/ /l/	middle /m/ /i/ /d/ /l/	once /w/ /s/ /l/ /s/
drop /d/ /r/ /o/ /p/	nature /n/ /j/ /ch/ /er/	stand /s/ /t/ /s/ /t/ /d/
waiting /w/ /e/ /i/ /n/ /g/	without /w/ /i/ /t/ /ow/ /l/	coming /k/ /s/ /m/ /i/ /n/ /g/
useful /y/ /oo/ /s/ /l/ /l/	somewhere /s/ /m/ /w/ /er/ /a/ /r/	afraid /s/ /f/ /r/ /a/ /d/

- Forms consider word frequency as well as number of phonemes in a word
- Forms increase in difficulty across items and grades

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When do I administer PSF?

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DIBELS 8th Edition Administration Timeline

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PSF is available from the Beginning of Kindergarten through the End of First Grade

Measure	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Oral Reading Fluency (ORF)	Mid	End							
Word Reading Fluency (WRF)									
Nonsense Word Fluency (NWF)									
Sound Segmentation Fluency (SSF)	☐	☐							
Letter Naming Fluency (LNF)	☐	☐							

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PSF Administration Directions: DIBELS 8 vs. Prior Editions

What's the same?	What's different?
<ul style="list-style-type: none"> Starting and stopping the timer: <ul style="list-style-type: none"> Start the timer after you have provided the first word. Stop the timer after 60 seconds. Place a bracket after the last sound segment produced. Presenting Words: As soon as the student finishes responding, promptly present the next word. Final Score: Tally up the number of correct sound segments produced in 60 seconds. 	<ul style="list-style-type: none"> Administration script: Wording and practice item are slightly different between editions. Prompts: DIBELS 8th Edition PSF includes just one acceptable prompt: <ul style="list-style-type: none"> If the student hesitates for three seconds: Slash the word or remaining sounds in the word, and present the next word (Repeat as needed)

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PSF Scoring Directions: DIBELS 8 vs. Prior Editions

What's the same?	
Correct sound segments	Underline and give credit for each different, correct part of the word produced, including: <ul style="list-style-type: none"> • Schwa sounds (e.g. /u/ added to consonants: "suh..puh..i..nuh) • Elongated sounds (e.g. "mmmmmmeeeeesssss") • Partially segmented words (e.g. "sp...in" = 2 points) • Overlapping segments (e.g. "spi...i...in" = 3 points)
Self-corrections	Write "SC" above a previously slashed sound segment corrected within 3 seconds



PSF Scoring Directions: DIBELS 8 vs. Prior Editions

What's the same?	
Incorrect sounds	Slash and give no credit for each sound segment produced incorrectly, including: <ul style="list-style-type: none"> • Letter names (e.g. "L" for the sound /l/) • Inserted sounds connected to correct sounds (e.g. "k...l...ts" for the word "kite" = 2 points)
Omitted, added, or repeated sounds	Leave blank, and move on to next word. No credit is given.
Repeated words	Circle the word. No credit is given.
Discontinue rule	If the student does not produce any correct sound segments in the first 5 words, discontinue PSF.



PSF Scoring Directions: DIBELS 8 vs. Prior Editions

What's different?

Discontinue
Benchmark Rule

Beginning of K only: If the student discontinues PSF, discontinue any further benchmark assessments for that time of year.



Scoring Practice



00:00 / 01:20

Nonsense Word Fluency (NWF)

- **What does it measure?:** Letter-sound correspondences, word blending ability
- **How is it linked to the Big 5?** Assesses **alphabetic principle**
- **What is the behavior sampled?** Students are asked to read the individual letter sounds or word units for a series of nonsense words for 60 seconds
- **Who is it for?** Now available for administration from Fall K to Spring 3rd grade

What's new with NWF?

Previous DIBELS editions

nek	feg	doz	un	tef
y al	ep	vus	kic	bal
pol	em	jej	puf	nuf
tum	uf	nov	zaj	ves
nej	ug	kes	kub	los

DIBELS 8

hauk	groc	lunt	hiah	fab
fu/tes/ku	g/ro/ki/ro/ku	lu/tes/lu	fu/hi/hu/	fu/ku/fo/
flin	whot	lake	hah	nik
fu/lu/lu/ku	fu/ro/ro/lu	lu/ku/lu/	fu/hi/fo/	fu/tes/ku/
flin	vort	chiah	knest	giah
fu/lu/ku/	fu/ro/ro/lu	fo/hi/hi/hu/	ku/tes/ku/lu/	g/ro/ku/ku/
weck	thamp	plig	pide	hile
fu/te/ku/	fu/hi/ku/ku/ro/	g/ro/lu/ro/	g/ro/lu/	fu/lu/lu/ku/
warb	phad	brant	fohe	brant
fu/tes/ku/	fu/ro/ro/	fu/hi/ro/ku/lu/	fu/ro/fo/	fu/hi/ro/ku/lu/

- Extended to Grades 2 & 3
- Forms increase in difficulty across items and grades
- Accounts for frequency of spelling patterns

NWF: Word types

Pattern	Grade introduced	Example non-word
CVCe	1	bace
CVr(C)	1	zart
CVCC	1	melb
CCVC	1	scap
CCVCC	1	brold
(C)CVVC(C)	2	geap
CVCCy	2	foddy
(C)V CVC(C)	3	cotalm
(C)VC CVC(C)	3	fudlerk

NWF: Grade 1 Form Design

CVC	VC	CVC	VC	CVC
VC	CVC	CVC	CVC	CVC
CVC	VC	CVC	CVC	CVC
CVC	CVC	VC	CVC	CVC
VC	CVC	CVC	VC	CVC
CVrC	VC	CVCe	CVC	CVC
CVC	CVrC	CVC	CVr	CVCe
CVCe	VC	CVCe	CVC	CVC
CVr	CVrC	CVC	VC	CVCe
CVrC	CVCe	VC	CVrC	CVCC
VC	CCVC	CVCe	CVC	CVrC
CCVC	CVC	CVCC	CCVC	CVC
CVrC	CVCC	CVCe	CCVC	CVCe
CCVC	CCVCC	CCVCC	CVCe	CVCC
CCVC	CVCe	CCVC	CCVCC	CVCC

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When do I administer NWF?

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□ = new to DIBELS 8

NWF is available from the Beginning of Kindergarten through the End of Third Grade

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NWF Administration Directions: DIBELS 8 vs. Prior Editions

What's the same?	What's different?
<ul style="list-style-type: none"> Starting and stopping the timer: <ul style="list-style-type: none"> Start the timer after you say "Begin." Stop the timer after 60 seconds. Place a bracket after the last sound/word produced. 	<ul style="list-style-type: none"> Administration script: Wording and practice item are slightly different between editions. Prompts: DIBELS 8th Edition NWF includes just one acceptable prompt: <ul style="list-style-type: none"> If the student hesitates for three seconds: Score the letter/word as incorrect, point to the next sound/word and say, "Keep going". <i>Do not provide the sound/word.</i> (Repeat as needed) Final Score: Tally up the number of correct letter sounds and <i>words read correctly</i> in 60 seconds.

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DIBELS 8: CLS & WRC

Students can earn points for reading words sound-by-sound *or* as whole words

New to DIBELS Next users

Correct Letter Sounds (CLS):

- The number of letter sounds produced correctly in 1 minute
- For example, the nonsense word 'tud' is worth 3 points because it has 3 sounds. The student earns full credit for CLS (3 points) for reading:

tud
/t/ /u/ /d/
/t/ /ud/
/t/ /u/ /d/ /tud/

Words Recoded Correctly (WRC):

- The number of nonsense words read correctly as a whole word (whether or not the word was sounded out initially)
- For example, for the nonsense word 'tud', the student earns full credit for CLS (3 points) **AND** credit for WRC (1 point) for reading:

tud
/tud/
/t/ /ud/ /tud/
/t/ /u/ /d/ /tud/

NWF Scoring Directions: DIBELS 8 vs. Prior Editions

What's the same?

Correct letter sounds	<p>Underline, and give credit, for each correct letter sound produced, including:</p> <ul style="list-style-type: none"> Schwa sounds (e.g. /u/ added to consonants: "muh...o...tuh") Partially blended words (e.g. "m...ot" = 3 Correct Letter Sounds) Repeated sounds (e.g. "/m/.../o/.../o/.../t/" = 3 Correct Letter Sounds)
Correct words	<p>Underline, and give credit, for each correct word produced, including:</p> <ul style="list-style-type: none"> Words read as whole words the first time (e.g. "mot")
Self-corrects	<p>Write "SC" above a previously incorrect letter sound/word corrected within 3 seconds.</p> <ul style="list-style-type: none"> If a student "self-corrects" to the wrong sound/word, mark the sound/word as incorrect.



NWF Scoring Directions: DIBELS 8 vs. Prior Editions

What's the same?

Incorrect sounds/ words	Slash each letter sound/word produced incorrectly
Insertions	-If a student inserts a sound while reading sound-by-sound, leave it blank and ignore the inserted sound. -If a student inserts a sound when reading whole words, underline the whole word and draw a vertical line through the underline to indicate the inserted sound. The student does NOT receive credit for WRC.
Skipped item or line	Slash (or leave blank) the item/line, and do not award points to the item/line
Discontinue rule	If the student has not produced any correct sounds in the first 5 words, discontinue NWF



NWF Scoring Directions: DIBELS 8 vs. Prior Editions

What's different?

Correct words	Underline, and give credit, for words read sound-by-sound and then as whole words (e.g. "/m/.../o/.../t/...mot" = 3 Words Read Correctly) <i>*Key difference between DIBELS Next and DIBELS 8.</i>
Sounds read out of order	Sounds read out of order are slashed and counted as incorrect, <i>even if the student is pointing to the correct letter.</i>
R-controlled vowels	R-controlled vowels count as one phoneme in DIBELS 8. An r-controlled vowel read as two separate phonemes that does not distort the r-controlled vowel sound is marked as correct. The student may receive one point for the r-controlled vowel. For example, if the student says: • /s/ /e/ /r/ /k/, then the student receives 3/3 CLS • /h/ /a/ /r/ /n/, then the student receives 2/3 CLS
Benchmark discontinue rule	<i>Middle of kindergarten only:</i> Discontinue any further benchmark assessments for that time of year (i.e. WRF).



Scoring Practice



Word Reading Fluency (WRF)

- **What does it measure?** Recognition and fluency with real words
- **How is it linked to the Big 5?** Assesses **alphabetic principle** and **reading fluency**
- **What is the behavior sampled?** Students are asked to read the individual real words from a word list for 60 seconds
- **Who is it for?** New measure available for administration from Fall K to Spring 3rd grade

Why WRF?

- Assessment of real word reading out of context captures reading risk missed by NWF and ORF
- Assesses students on words that should be well known at their grade level
- Forms increase in difficulty across items and grades (e.g., number of syllables, word frequency)

Why WRF?

Forms increase in difficulty across items and grades

Kindergarten

not
said
home
know
mean
needs
move

1st Grade

to
rich
room
stay
even
walk
correct

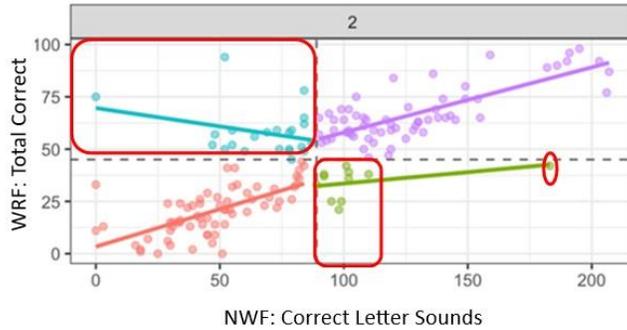
3rd Grade

will
today
people
ocean
circle
arrival
incomplete

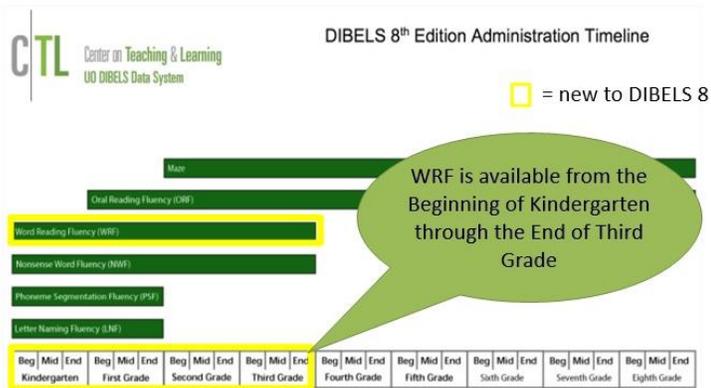


Why NWF and WRF?

Administering WRF and NWF together helps to identify students at risk who might be missed by either measure alone.



When do I administer WRF?





WRF Administration Directions

- Hold the scoring booklet and timer so the student cannot see what is recorded.
- Place the student copy of the form in front of the student.
- Say these specific directions to the student:
 - **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.**



WRF Administration Directions

- Start the timer when the student says the first word.
 - If the student fails to say the first word after 3 seconds, tell the student the word and mark it as incorrect, then start the timer.
- Follow along in the Scoring Booklet, putting a slash (/) through each word read incorrectly.
- At the end of 60 seconds, place a bracket (]) after the last word read and say, **“Stop.”**
- There is only one acceptable prompt for WRF, which may be used *as needed*:
 - If the student hesitates, wait 3 seconds. Then:
 - Give the correct word
 - Mark the word as incorrect
 - Point to the next word and say, **“Keep going.”**

DIBELS 8 WRF Scoring Rules

Correct Responses	
Correct Words	Leave blank each word produced correctly, including: <ul style="list-style-type: none"> Words sounded out and then blended (e.g. "th...ey...they")
Self-Corrections	Write "SC" above a previously slashed word corrected within 3 seconds
Incorrect Responses	
Incorrect Words	Slash each word produced incorrectly, including: <ul style="list-style-type: none"> Words sounded out without blending (e.g. "th...ey") Words read in the wrong order, whether or not the student is pointing to the correct word
Skipped Word/ Line	Slash the word or draw a line through the missed row

DIBELS WRF Scoring Rules

Discontinue Rule
If the student does not read any words correctly in the first row (5 words), discontinue WRF.
Beginning of First Grade Only: If WRF is discontinued, discontinue any further benchmark assessments for that time of year (i.e ORF)
Final Score
Tally up the number of words read correctly in 60 seconds.



Scoring Practice



Oral Reading Fluency (ORF)

- **What does it measure?** Accuracy and fluency with connected text and comprehension
- **How is it linked to the Big 5?** Assesses **reading fluency** and **comprehension**
- **What is the behavior sampled?** Students are asked to read a passage aloud for 60 seconds
- **Who is it for?** Now available for administration from Fall 1st to Spring 8th grade

What's new with ORF?

- Only one ORF passage needs to be administered at a time
- ALL passages **written by published authors and classroom teachers and reviewed by parents and former classroom teachers**
 - Passages designed to be more grade appropriate & engaging
 - **Text complexity** and not just readability taken into account

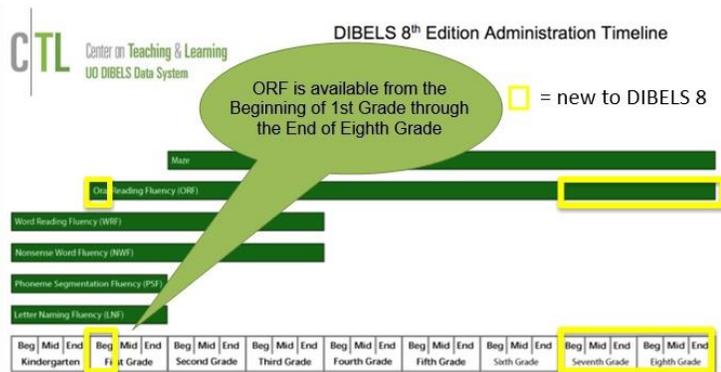
Trees

A tree is a tall plant that is made of wood. Trees can live for many, many years. A tree has roots, a trunk, branches, and leaves. The roots are underground, but sometimes you can see them sticking out of the dirt. The roots help to keep the tree in place and they also get the food that the tree needs from the soil in the ground. The roots send the food to the trunk. The trunk is like a water pipe. It carries the food to the branches for the leaves.

Some trees never lose their leaves and their leaves always stay green. These trees are called evergreen. The leaves on most other trees change colors when the seasons change. In the autumn you will see red, yellow and orange leaves. In the winter, you will see a lot of trees without any leaves at all.

Leaves change colors because the tree does not get a lot of light from the sun. Trees need to save some food to live when there is not much sun and so they cannot give it all to the leaves. The leaves cannot live without the food and that is why they fall off.

When do I administer ORF?



ORF Administration Directions: DIBELS 8 vs. Prior Editions

What's the same?

- Starting and stopping the timer:
 - Start the timer** after the student says the first word. Do *not* count the title.
 - Stop the timer** after 60 seconds. Place a bracket after the last word produced.
- Final Score:** Tally up the total words read and total errors in 60 seconds.
 - Subtract errors from total words read for total words correct.
 - Calculate accuracy by dividing total words correct by total words read and multiplying by 100.

What's different?

- Administration script:** Wording is slightly different between editions.
- Prompts:** DIBELS 8th Edition ORF includes just one acceptable prompt:
 - If the student hesitates for three seconds: Give the correct word and slash the word. (Repeat as needed)
- Form administration:** Only one ORF form is administered at each benchmark period.

ORF Scoring Directions: DIBELS 8 vs. Prior Editions

What's the same?

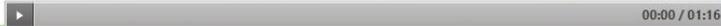
Correct words	Leave blank each word produced correctly, including: <ul style="list-style-type: none"> Words sounded out and then blended (e.g. "th...ey...they")
Self-corrects	Write "SC" above a previously slashed word corrected within 3 seconds
Incorrect words	Slash each word produced incorrectly, including: <ul style="list-style-type: none"> Words sounded out without blending (e.g. "th...ey") Words read in the wrong order, <i>whether or not the student is pointing to the correct word</i>

ORF Scoring Directions: DIBELS 8 vs. Prior Editions

What's the same?

Repeated or Inserted Words	Ignore, and do not give credit
Skipped Word or Line	Slash the word or draw a line through the missed row
Discontinue Rule	If the student does not read any words correctly in the first row, discontinue ORF.

Scoring Practice



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When do I administer Maze?

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DIBELS 8th Edition Administration Timeline

□ = new to DIBELS 8

Maze is available from the Beginning of 2nd Grade through the End of Eighth Grade

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Maze Administration Directions: DIBELS 8 vs. Prior Editions

What's the same?	What's different?
<ul style="list-style-type: none"> Starting and stopping the timer: <ul style="list-style-type: none"> Start the timer after you say "Begin." Stop the timer after three minutes, and say "Stop. Put your pencil down." Final Score: Maze adjusted score is: number correct – (number incorrect/2) *However, note that for DIBELS 8, the final number should <i>not</i> be rounded to the nearest whole number. 	<ul style="list-style-type: none"> Administration script: Wording and practice item are slightly different between editions. Prompts: DIBELS 8th Edition Maze includes two acceptable prompts: <ul style="list-style-type: none"> Starts reading the passage out loud, say "Please read the passage silently." Stops working, say "Please keep going until you reach the end of the passage. Just do your best work."

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Maze Scoring Directions: DIBELS 8 vs. Prior Editions

What's the same?

Correct Responses	Leave blank, and give one point, for each correct response, including: <ul style="list-style-type: none"> Inconsistently marked items, if the student's intention is clear and correct Multiple marks, if the student's final intention is clear
Incorrect Responses	Slash each incorrect response, including: <ul style="list-style-type: none"> Two words circled per box Skipped items (if subsequent items are answered) Multiple or unclear marks, if the student's final intention is not clear
Discontinue Rule	There is no discontinue rule for Maze. Every student should be encouraged to try their best until three minutes have passed.

Next Steps for Becoming a Reliable Administrator

- Complete the practice opportunities in this training. You should be able to arrive at a score that is within two points of the correct score presented in the slides.
- Practice giving all measures to at least five students in a setting where the score won't be counted.
- Be observed by another trained DIBELS assessor using the Assessment Fidelity Checklist.

Assessment Fidelity Checklists

Located in the
Appendix of the
DIBELS 8th Edition
Administration and
Scoring Guide

Letter Naming Fluency Fidelity Checklist

Pass	Needs practice	
<input type="checkbox"/>	<input type="checkbox"/>	1. Holds clipboard and timer so student cannot see what is recorded.
<input type="checkbox"/>	<input type="checkbox"/>	2. Places the student copy in front of the student.
<input type="checkbox"/>	<input type="checkbox"/>	3. Performs standardized directions verbatim.
<input type="checkbox"/>	<input type="checkbox"/>	4. Starts timer after saying Begin .
<input type="checkbox"/>	<input type="checkbox"/>	5. Follows along and marks the scoring book as the student responds.
<input type="checkbox"/>	<input type="checkbox"/>	6. Administers acceptable prompts (i.e., hesitation and letter sound) correctly and when appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	7. Applies scoring rules consistently and correctly.
<input type="checkbox"/>	<input type="checkbox"/>	8. Applies the discontinue rule correctly, if appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	9. At the end of 60 seconds, puts a bracket () after the last letter named and says Stop .
<input type="checkbox"/>	<input type="checkbox"/>	10. Accurately determines and records the total number of correct letter names in 60 seconds. Score is within 2 points of the expert examiner.

Further Support

We're here to support you!

DIBELS Customer Service:

support@dibels.uoregon.edu

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