Analyzing a <u>Kindergarten</u> Student Booklet

Name: _____   **Date: _____**

DIBELS Indicator	Observations	Instructional Implications
Initial Sound Fluency (ISF) **B=8+** **M=25+**	☐ How accurate? _____ ☐ How fluent? _____	
Phoneme Segmentation Fluency (PSF) **M=18+** **E=35+**	☐ How accurate? _____ ☐ How fluent? _____ ☐ Partially segments the word ☐ Segments individual phonemes ☐ Makes few or no attempts to segment Accuracy of initial, ending, and vowel sounds:	
Letter Naming Fluency (LNF) **B=8+** **M=27+** **E=40+**	☐ How accurate? _____ ☐ How fluent? _____ ☐ Are more of the letters the student missed at the end of the alphabet? ☐ Missed more upper or lower case? ☐ Any letters correct one time and incorrect another time? ☐ Correctly named the letters in own name? ☐ Skip more than one line? ☐ Which letters were consistently missed? ☐ Did the student skip more than 1 line, or not read across the row left to right?	
Nonsense Word Fluency (NWF) **M=13+** **E=25+**	☐ How accurate? _____ ☐ How fluent? _____ ☐ Reads whole words, but consistently misses one or more letters. ☐ Reads most words sound-by-sound. ☐ Read some words in parts and some blending. Initial Letters Missed / Omitted: Final Letters Missed / Omitted: Middle letters Missed / Omitted:	
Word Use Fluency (WUF)		

Analyzing a <u>First Grade</u> Student Booklet

Name: _____   **Date: _____**

DIBELS Indicator	Observations	Instructional Implications
Phoneme Segmentation Fluency (PSF) **B=35+** **M=35+** **E=35+**	☐ How accurate? _____ ☐ How fluent? _____ ☐ Partially segments the word ☐ Segments individual phonemes ☐ Makes few or no attempts to segment Accuracy of initial sounds: Accuracy of ending sounds: Accuracy of vowel sounds:	
Nonsense Word Fluency (NWF) **B=24+** **M=50+ (15 words)** **E=50+ (15 words)**	☐ How accurate? _____ ☐ How fluent? _____ ☐ Reads whole words, but consistently misses one or more letters. ☐ Reads most words sound-by-sound. ☐ Read some words in parts and some blending. Initial Letters Missed / Omitted: Final Letters Missed / Omitted: Middle letters Missed / Omitted:	
Oral Reading Fluency & Retell Fluency (ORF & RTF) **M=20+** **E=40+**	☐ How accurate? _____ ☐ How fluent? _____ ☐ Student reads non-phonetic sight words. ☐ Student reads phonetically regular words. ☐ Did the student remember a word provided and successfully read it the second time it occurs in the passage?	
Letter Naming Fluency (LNF) **B=37+**	☐ How accurate? _____ ☐ How fluent? _____ ☐ Are more of the letters the student missed at the end of the alphabet? ☐ Missed more upper or lower case? ☐ Any letters correct one time and incorrect another time? ☐ Correctly named the letters in own name? ☐ Skip more than one line? ☐ Which letters were consistently missed? ☐ Did the student skip more than 1 line, or not read across the row left to right?	

Analyzing a <u>Second Grade</u> Student Booklet

Name: _____   **Date: _____**

DIBELS Indicator	Observations	Instructional Implications
Nonsense Word Fluency (NWF) **B=50+15 words**	☐ How accurate? _____ ☐ How fluent? _____ ☐ Reads whole words, but consistently misses one or more letters. ☐ Reads most words sound-by-sound. ☐ Read some words in parts and some blending. Initial Letters Missed / Omitted: Final Letters Missed / Omitted: Middle letters Missed / Omitted:	
Oral Reading Fluency & Retell Fluency (ORF & RTF) **B=44+** **M=68+** **E=90+**	☐ How accurate? _____ ☐ How fluent? _____ ☐ Student reads non-phonetic sight words. ☐ Student reads phonetically regular words. ☐ Did the student remember a word provided and successfully read it the second time it occurs in the passage?	
Word Use Fluency (WUF)		
Other Indicators:		

Analyzing a <u>Third Grade</u> Student Booklet

Name: _____   **Date: _____**

DIBELS Indicator	Observations	Instructional Implications

Oral Reading Fluency (ORF)
 	
B=77+
M=92+
E=110+
	Observations While Assessing:
	☐ How accurate? _____
	☐ How fluent? _____
	☐ Guesses at words
	☐ Self corrects often
	☐ Reads slowly
	☐ Inserts words
	☐ Repeats words
	☐ Skips lines
	☐ Substitutes words
	   ○ same first letter or beginning sound
	   ○ phonetic similarity
	☐ Sight Words Missed:	

Retell Fluency (RTF)	☐ Was the student able to recall:
	   ○ main idea
	   ○ supporting details in sequence
	   ○ supporting details out of sequence
	   ○ character, setting, plot (narrative)
	   ○ important information (expository)	

Word Use Fluency (WUF)	☐ Was the student equally responsive to abstract and concrete words? ☐ Did the student have any "patterns" such as "I like..." ☐ Did the student use higher-level thinking such as synonyms and concise definitions?	

Analyzing a <u>Fourth Grade</u> Student Booklet

Name: _____   **Date:** _____

DIBELS Indicator	Observations	Instructional Implications

Oral Reading Fluency (ORF)
 	
B=93+
M=105+
E=118+
	Observations While Assessing:
	☐ How accurate? _____
	☐ How fluent? _____
	☐ Guesses at words
	☐ Self corrects often
	☐ Reads slowly
	☐ Inserts words
	☐ Repeats words
	☐ Skips lines
	☐ Substitutes words
	    ○ same first letter or beginning sound
	    ○ phonetic similarity
	☐ Sight Words Missed:	

Retell Fluency (RTF)	☐ Was the student able to recall:
	    ○ main idea
	    ○ supporting details in sequence
	    ○ supporting details out of sequence
	    ○ character, setting, plot (narrative)
	    ○ important information (expository)	

Analyzing a <u>Fifth Grade</u> Student Booklet

Name: _____ **Date: _____**

DIBELS Indicator	Observations	Instructional Implications

Oral Reading Fluency (ORF)
 	
B=104+
M=115+
E=124+
	Observations While Assessing:
	☐ How accurate? _____
	☐ How fluent? _____
	☐ Guesses at words
	☐ Self corrects often
	☐ Reads slowly
	☐ Inserts words
	☐ Repeats words
	☐ Skips lines
	☐ Substitutes words
	    ○ same first letter or beginning sound
	    ○ phonetic similarity
	☐ Sight Words Missed:	

Retell Fluency (RTF)	☐ Was the student able to recall:
	    ○ main idea
	    ○ supporting details in sequence
	    ○ supporting details out of sequence
	    ○ character, setting, plot (narrative)
	    ○ important information (expository)	

Analyzing a <u>Sixth Grade</u> Student Booklet

Name: _____   **Date: _____**

DIBELS Indicator	Observations	Instructional Implications
Oral Reading Fluency (ORF) **B=109+** **M=120+** **E=125+**	Observations While Assessing: ☐ How accurate? _____ ☐ How fluent? _____ ☐ Guesses at words ☐ Self corrects often ☐ Reads slowly ☐ Inserts words ☐ Repeats words ☐ Skips lines ☐ Substitutes words 　　○ same first letter or beginning sound 　　○ phonetic similarity ☐ Sight Words Missed:	
Retell Fluency (RTF)	☐ Was the student able to recall: 　　○ main idea 　　○ supporting details in sequence 　　○ supporting details out of sequence 　　○ character, setting, plot (narrative) 　　○ important information (expository)	