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| Test your Knowledge! Answer Key |
| **Common mistakes made in Administration and Scoring of DIBELS Next. – Answer Key** |

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**Letter Naming Fluency**

1. Mark the letter as correct if the child self-corrects within \_3\_\_ seconds.
2. Provide the response and mark incorrect if the student hesitates for \_3\_ seconds.
3. Correct the student’s errors immediately. True/False

Examiners are not to correct student’s errors during testing. The only time an examiner is to provide a student with the correct response is when a student hesitates for 3 seconds. In the event this occurs, the examiner is to provide the student with the letter name, point to the next letter, and if need be ***say keep going***.

1. If a child skips a line, start over. True/False

In the event a student skips a line, do not count this line in scoring. If the examiner is unable to keep up or figure out where the student is on the probe, you may need to start over.

1. There is a one-time prompt that can be provided if the student reads the letters from right to left. True/False

In the event that a student does not read letters from left to right there is a one-time prompt that may be used. The examiner would sweep their fingers across the row going from left to right while saying “Go this way.”

1. The similar font rule states that children receive credit for upper case I and lower case l substitutions. True/False
2. Children receive credit for b and d confusions. True/False
3. If the student produces the letter sounds instead of names, there is a prompt you can give them *as often as needed*. True/False

In the event a student says the letter sounds rather than the letter names, the examiner is to provide a **one time prompt *“Say the letter name, not its sound.”*** Should the student continue to say the sounds instead of the letters, each instance would then be scored as an error.

1. If the student skips 10 consecutive letters there is a one-time prompt, ***Try to say each letter name*** can be provided. True/False

This is a one-time prompt however, it is intended to be used when a student skips 4 or more consecutive letters. If the student skips an entire row (10 letters), this would be ignored in scoring and the prompt would not be used.

1. Prompts such as keep going and pointing can be used as often as needed. True/False

These can be used as often as needed in LNF and in fact these prompts are evident throughout most of the DIBELS Next subtests. In addition, younger students may require this support in order to engage in these tests.

***Notes:***

**First Sound Fluency**

1. How long is FSF administered for? \_1 minute\_\_
2. If the word provided was ***cat*** and the student said “/ca/” how many points would the student receive? \_1 point\_\_\_

Students receive 1 point for every consonant blend, consonant plus vowel, or each consonant blend plus vowel. All correct two point responses will appear in the scoring booklet or on the Amplify/mCLASS device.

1. How many points would a student receive if they provided a response of” /s/” for ***sun***? \_2 points\_

Students receive 2 points for every correct initial phoneme (as illustrated in the scoring booklet or on the Amplify/mCLASS device).

1. Start timing after you have said the first word from the list in the scoring booklet. True/False

Regardless of how DIBELS is administered (paper & pencil or tablet) timing begins as the examiner provides the first word. In the paper & pencil version the examiner would start their stopwatch/timer as the first word is read, whereas on the tablet, as the examiner reads the first word he/she should tap “start” to begin timing.

1. If the student tells you the beginning sound, then tells you all of the sounds in the word, you should tell them to “stop doing that” because it will take them too long. True/False

If your student begins to segment all of the sounds in the word rather than providing just the individual beginning sound(s) it may take them longer to get through subsequent items. However, this is a preferred skill, one that is more challenging than FSF. Rather, allow students to proceed and use your notes tab to describe how the student performed on this task. This is a perfect example of why interpretation cannot end with just the score and folks will need to refer back to the scoring booklet or notes in mCLASS.

1. Correct the student’s errors immediately. True/False

When administering test we need have our assessor’s hat on, not our teaching hat. Error correction is not allowed for during standardized administration and scoring.

1. What is the benchmark for the *end o*f kindergarten? \_N/A\_first sounds per minute

Trick question. FSF is not universally administered in the spring of kindergarten. At the end of kindergarten it is expected that student are able to segment whole words into their component individual sounds. Students are expected to segment 40 sounds on the PSF subtest in the spring of kindergarten.

1. Students will be penalized for adding a schwa to an initial sound. True/False

Students will not be penalized for adding a schwa to consonant sounds. From an instructional standpoint however, this may interfere with a student’s ability to eventually blend sounds. Therefore, the examiner may wish to log in the notes section when a student routinely adds in the schwa.

1. Students may be provided with the prompt ***Remember to tell me the first sound you hear in the word*** as often as necessary *if* they have FORGOTTEN the task. True/False
2. Students may be provided with the prompt ***Remember to tell me the word, not the letter name*** as often as necessary *if* they provided the NAME of the letter and not the sound. True/False

This prompt may be provided under these conditions but only ONCE.

1. FSF is discontinued after \_5\_\_ incorrect responses.

Testing may be discontinued in the event that a student has not provided any correct responses within the FIRST FIVE words. Examiners using mCLASS will be prompted to discontinue.

***Notes:***

**Phoneme Segmentation Fluency**

1. If the student does not clearly understand the task after examples have been presented I can provide additional examples. True/False

If a student does not clearly understand the task an examiner may provide additional examples within the context of the standardized directions. However, it is strongly urged that schools/districts choose two back up words for all assessors to use to maintain standardization and ensure the use of quality exemplars.

1. If a student asks you to repeat a word, don’t. True/False

It is important to arrange assessment environments to minimize the need to repeat words, i.e., sit close enough to the child, make sure you have his/her attention, and speak clearly. If the child asks, repeat the word. If it occurs one time it is not a big deal. If this happens often, be sure to make a note.

1. If the word was **trick** and the student said “/t/ /r/ /ik/”, how many points would they receive? \_3 out of 4 points\_\_
2. If the word was **trick** and the student said “/t/ /r/ /i/ /k/ /s/”, how many points would they receive? \_\_4 out of 4 points\_ What if they said “/t/ /r/ /i/ /ks/”? \_3 out of four points\_\_\_

During the administration and scoring of PSF inserted sounds are ignored as long as they are not attached to adjoining phonemes. Therefore, with the first example, even though the student inserted a sound, they will still receive full credit. In the latter example, the student would not receive credit for the last phoneme as the inserted phoneme was attached to it, thus “spoiling” it. In the event students are inserting phonemes that do not belong make sure to include this in your notes.

1. If the word was **trick** and the student said “/t/ /r/ /ri/ /k/ ” how would you score this? \_\_\_\_\_\_ **/t/ /r/ /i/ /k/** The student would earn 4 out of 4 points

Even though each individual sound was not “purely” segmented, the rule states that examiners will underline each correct sound segment that the student says. Students will receive 1 point for each **different, correct, part of the word**.

1. If a child repeats the word, underline it. True/False It depends

Using mCLASS and mobile devices in administration and scoring you would underline the word. However, if you are using the paper and pencil version, each word that is repeated should be circled. Students will not receive any points for repeated words.

1. Mastery of PSF is expected by when? \_The end of kindergarten\_\_
2. At the end of one minute place a bracket after the last word presented. True/False

At the end of one minute you will place the bracket after the last sound that the student produced in one minute. This may or may not be at the end of the word.

1. If a student spells a word you can provide a one-time prompt. True/False

If the student spells the word and examiner may provide a one-time prompt ***Say the sounds in the word.***

1. Every time a student repeats a word, a prompt may be provided ***Remember to say all the sounds in the word.*** True/False

If the student repeats a word, this prompt may be provided but only once.

***Notes:***

**Nonsense Word Fluency**

1. Timing on NWF begins (a) after the student reads the first word (b) after you say begin (c) this is an un-timed test
2. If the word is **tob** and the student says” /t/ /u/ /b/” how would you score this? \_2\_\_ CLS \_\_0\_\_ WWR
3. If the word is **tob** and Student A says “tob” and Student B says “/t/ /o/ /b/”, the student that read the whole word gets more points than the student that read sound by sound. True/False

Yes and No. Both students would earn 3 CLS but the Student A would earn 1 WWR whereas Student B would not earn any WWR points.

1. If the student sees the stimulus word “tob” and they respond: “ **t o b”**, how would you score this response? \_3\_ CLS \_0\_\_WWR

Even though the student eventually read the whole word, he or she required the self-scaffolding of first sounding out the word first. The WWR requires mastery and automaticity of recognizing VC and CVC words/syllables such that when students view them they cannot inhibit a response.

1. If the student looks at the word **bot** and says “bot…bot” how would you score this? \_3\_\_ CLS \_\_0\_WWR

Even though students read the whole word they read it twice. Standardized scoring rules clearly state that the student can only read the word ONCE.

1. How do you score the following? The word is: **tiz.** The student says /t/ /i/ /z/ then says “zit”? \_1\_\_\_ CLS \_0\_\_\_WWR

Standardized scoring rules for CLS state that you score the student’s final response. In this case only /i/ or “i” is correct. On WWR you would score the student’s first and ONLY response.

1. Every time a student is tested with NWF they will be presented with two sample stimulus words **sog** and **mip**. True/False

During benchmarking sog and mip are administered to all students. However, during progress monitoring, particularly when students are monitored frequently, this practice page may no longer be necessary. Once students are able to predict and essentially tell you the directions, this practice page can be faded.

1. If the stimulus word is **fut** and the student reads “flut” how would you mark and score this? \_3\_\_CLS \_\_0\_\_WWR
2. If the stimulus word was **ig** and the student’s response was “fig, no I mean ig”, how would you score this? \_\_2\_ CLS \_\_0\_WWR

Self-corrects are allowed within 3 seconds on CLS but not on WWR. Here students are provided with credit for their first and only response.

1. If the student sounds out and then blends of the words in the first row you may use a one-time prompt ***Try to read the words as whole words.*** True/False

This is one of the most common mistakes that examiners make. This prompt is intended for students that ***do not make any attempt to recode*** words in the first row. However, in spite of the directions that students are to read words as whole words, if they can, many students often misunderstand and do both.

There are many things administrators and teachers can do to pre-correct for this error. First, teachers should explain to students the purpose of testing prior to benchmarking ever occurs in addition to explaining to students expectations around performance. For instance, outside of standardization it can be clearly stated if kids can read the words as whole words they should. However, once test administration has begun, administrators CANNOT veer from administration.

In the situation, in spite of precorrection, students still do not perform the way teachers think they should have, nothing prevents a teacher from following up at a later date with a progress monitoring probe and clearly telling students they expect them to read the words as whole words. Again, this prompt must occur prior to standardized directions.

1. Mrs. Smith has just finished a bunch of lessons concentrated on getting her students to blend VC and CVC words. Many students have become automatic and she has noticed that their Whole Words Read on NWF has jumped dramatically. Mrs. Smith has also noticed that there is a cohort of students who’s WWR has not improved AND their CLS has dropped. She has decided her lessons did not work and she should abandon them. Would you agree? Yes/No

Don’t panic. A benefit of NWF is that it can masterfully capture a continuum of development from letter sound correspondence all the way to automatic identification of VC and CVC words. Often once students develop automatic recognition of letter/sound correspondences, students will then begin to blend these sounds together to form whole words. During this blending stage, students often will provide the individual sounds orally and then will blend them together. This will take more time than just providing the individual sounds. Even though students may be recoding these words, they are not yet at a point where this will improve their WWR score. Consequently sometimes it will appear based on their CLS score, that student performance is declining rather than making progress. In Mrs. Smith’s case, she would need to return to the scoring booklets or mCLASS to figure out which students are in fact making progress, and those who may be stuck.

***Notes***

**Oral Reading Fluency**

1. You beginning timing on Oral Reading Fluency once: (a) you say begin (b) the student has read the first word (c) whenever you remember to hit the start button?

On DORF timing begins once students have been provided the first word or once the word has been provided to them (the examiner says begin, waiting 3”, no response, word provided).

1. DIBELS Oral Reading Fluency captures only speed in reading. True/False

Oral Reading Fluency (of which DIBELS is one brand) has been widely researched over the past four to five decades. All research points to the fact that ORF is highly correlated to reading comprehension and overall academic achievement. This does not mean that once students are fluent and automatic in their reading it is guaranteed they will comprehend and the Report of the National Reading Panel has clearly illustrated students need good language skills, vocabulary and background knowledge to do that. This Panel also illustrated that children need to automatically and effortlessly pull the print off of the page to allow for enough memory to understand what they are reading.

1. When students insert words, they are penalized one point for each word inserted. True/False

Unlike other indicators of fluency, insertions are not counted as errors on Oral Reading Fluency.

1. Proper nouns misread multiple times count as errors only once. True/False

Unlike other indicators of fluency, every time a Proper noun is misread it counts as an error. However, phonetically reasonable approximations may be accepted.

1. Oral Reading Fluency is a measure that is an indicator of “reading fluency” and may provide insight into a student’s ability to comprehend grade level material. True/False

This is true for similar reasons mentioned above. A student’s fluency/automaticity are often prerequisites but do not necessarily guarantee comprehension of grade level materials.

1. How many seconds do students have to self-correct in order to receive credit for a word read correctly? \_\_3 seconds\_
2. When students hesitate how long do you wait until you provide them with the word? \_3 seconds\_\_
3. In Oral Reading Fluency, if the word in the passage is ***can’t*** and the student reads “can not” they still receive credit. True/False

To receive credit, students must read exactly what is written on the page.

1. It is okay to preview the passage and read the title to the student prior to testing. True/False

It is NOT okay for students to preview what is read on the page. DORF intends to capture student performance on a cold read, or a passage they have never seen or read before. Do not direct students to read the title but don’t stop them if they do. Timing does not begin with the title, it begins with the first word of the passage.

1. When students hesitate for 3 seconds you provide them with the word, score it as incorrect and prompt them to keep going if necessary. True/False
2. It is really important to tell students to read as fast as they can prior to testing because that is what this is all about! True/False

This is not about students reading as fast as they can, rather it is about students doing their “best reading.” In the event students read unreasonably fast, the examiner may stop testing and say “This is not a speed reading contest. Please begin again and do your ***best*** reading.” On the paper and pencil version, simply restart your timer and begin again. On mCLASS invalidate the probe and begin again.

***Notes:***