

# ~ D.I.B.E.L.S. ~



## Dynamic Indicators of Basic Early Literacy Skills

DIBELS 8<sup>th</sup> Edition is a series of short tests given to children in grades K-3 to screen and monitor their progress in learning the necessary skills to become successful readers. Many elementary schools in Arizona are using DIBELS to meet the reading requirements of *No Child Left Behind*.

All DIBELS 8<sup>th</sup> Edition measures are timed for only one (1) minute. The reason for the timing is to find out if a child is able to respond automatically rather than taking time to think about how to respond correctly. Having these basic reading skills at the automatic level allows children to focus on understanding the meaning of what they are reading.

### Areas assessed using the DIBELS:

- \* Letter Naming (K-1) – Letter naming enables beginning readers to determine how printed text is associated with the spoken language. Students are given a page with random uppercase and lowercase letters and asked to name each letter.
- \* Phoneme Segmentation (K-1) – This is a measure of children's awareness of the many sounds that make up words we speak. This skill should be mastered by the end of kindergarten. For example, the child is told a word "map" and asked to say all of the sounds in the word (*m-a-p*).
- \* Nonsense Words (K-3) – The ability to blend together the sounds represented by letters to make words is an important skill in learning to read. This skill helps children use their knowledge of the relationship between letters and sounds to read unfamiliar words. Children are shown a page of nonsense words (also known as make-believe words) such as, "nop," "hife," "hult," and "soist." They are asked to read the words as whole words or by saying the individual sound of each letter in the word.
- \* Word Reading (K-3<sup>rd</sup>) – This is a measure of how fluently and accurately children can read high frequency words at their grade level. Children are given a list of high frequency words and asked to read each one aloud for one minute.
- \* Oral Reading (1<sup>st</sup>-3<sup>rd</sup>) – This is a measure of how fluently and accurately children can read passages written at their grade level. Children are given one passage and asked to read aloud for one minute. Children who read accurately and fluently are better able to understand what they read.
- \* Maze (2<sup>nd</sup>-3<sup>rd</sup>) – This is a group-administered measure of reading comprehension. Children are asked to read a passage silently and every seventh word, they are given three possible word choices. Students choose the word that makes the most sense in the story.

For more information on these skills, known as The Big Ideas in Reading, you can visit:  
[http://reading.uoregon.edu/big\\_ideas/](http://reading.uoregon.edu/big_ideas/)