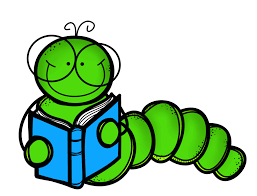
**DIBELS 8 KINDERGARTEN ASSESSMENT**



Dear Parents,

Each year, all kindergarten students are assessed to identify each individual student’s strengths and areas in need of improvement in reading. One of the ways that we assess our students is through DIBELS 8th Edition. DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. This is a state assessment given three times a year: August, December and April. This assessment is used as a tool to guide our instruction and help meet the needs of all students. In kindergarten, the areas tested are Phonological Awareness, Phonics and Fluency. An explanation of each test area and scoring expectation is explained below.

* Letter Naming Fluency (LNF) - Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can. If they do not know a letter, the examiner provides the name of the letter. The student is allowed 1 minute to produce as many letter names as he/she can, and the score is the number of letters named correctly in 1 minute.
* Phonemic Segmentation Fluency (PSF) - The PSF measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF measure has been found to be a good predictor of later reading achievement ([Kaminski & Good, 1996](https://dibels.uoregon.edu/help/dds/references.php#kaminski_good1996)). The PSF task is administered by the examiner orally presenting words of three to four phonemes. The student then verbally produces the individual phonemes in each word. For example, if the examiner says "sat," and the student says "/s/ /a/ /t/" he or she receives three possible points for the word. After the student responds, the examiner presents the next word, and the number of correct phonemes produced in one minute determines the final score.
* Nonsense Word Fluency (NWF) – Students are presented an 8.5" x 11" sheet of paper with randomly ordered VC and CVC nonsense words (e.g., sig, rav, ov) and asked to verbally produce the individual letter sounds in each word, or read the whole word. For example, if the stimulus word is "pov" the student could say /p/ /o/ /v/ or say the word /pov/ to obtain a total of three letter-sounds correct. Students are allowed 1 minute to produce as many letter-sounds as he/she can, and the final score is the number of letter-sounds produced correctly in one minute. Because the measure is fluency based, students should receive a higher score if they are phonologically recoding the word, as they will be more efficiently producing the letter sounds, and receive a lower score if they are providing letter sounds in isolation. The intent of this measure is that students are able to read unfamiliar words as whole words, not just name letter sounds as fast as they can. This section will contain two scores. CLS: The number of Correct Letter Sounds given correctly. WRC: The number of words recoded (read) correctly.
* Word Reading Fluency (WRF) - Students read individual words aloud from a word list printed on a sheet of paper for one minute. Each administration includes up to 140 stimulus words presented five per row on a single sheet of paper. The student reads words for one minute, and the score is the number of words read.

**DIBELS 8 KINDERGARTEN BENCHMARK GOALS**

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| --- | --- | --- | --- |
|  | **Fall** | **Winter** | **Spring** |
| Letter Naming Fluency | 25 | 37 | 42 |
| Phoneme Segmentation Fluency | 12 | 32 | 47 |
| Nonsense Word Fluency (CLS) | 10 | 26 | 33 |
| Nonsense Word Fluency (WRC) | 1 | 4 | 8 |
| Words Read Fluency | 1 | 5 | 10 |
| COMPOSITE | 306 | 373 | 428 |

