

DIBELS Assessment Guidelines

First Priority:

- *Minimize* departures from the standard administration. Every child gets the same opportunity.
- Give the directions verbatim.
- Time carefully.

Second Priority:

- *Maximize* performance, as much as you can, giving the standardized administration.
- Perform the directions.
- Engage the child.
- Make eye contact.
- Business-like but not unfriendly approach.
- Be sensitive to child's needs and responses.

Students:

- Are not penalized for differences in performance due to articulation, dialect, or different first language.
- All measures have discontinuities for children experiencing difficulty.
- Make a note for any consistent pattern in performance that may affect a child's acquisition of reading skills.

Accommodations:

- DIBELS approved accommodations may be used for children for whom a standardized administration may not provide an accurate estimate of skills.
- The accommodations listed below are *individual* accommodations based on the needs of a "particular" student. They are *not* to be used as *standard* accommodations for "all" students. Assess the student using the standardized directions and procedures first. Reassess with the accommodations *only* if necessary.
- **If accommodation is used, mark "A": on scoring booklet beside the score.**

Setting/Examiner
<ul style="list-style-type: none"> • Test in an alternate setting (e.g. complete quiet, minimal distractions, enhanced lighting). • Test with a familiar person, specialist, etc. present. • Test by the person with specialized training (e.g. SLP)
Directions
<ul style="list-style-type: none"> • Check the student's understanding (have the student repeat what to do). • Provide directions in the student's primary language. • Repeat practice example, provide an additional example. • Note: <i>It is always permissible to retest, i.e. repeat assessment on different days with different forms.</i>
Specific Accommodations

Initial Sound Fluency (ISF)	Nonsense Word Fluency (NWF)
<ul style="list-style-type: none"> • Use enlarged pictures (download from DIBELS web) • Repeat words. • Have the student say words after you. 	<ul style="list-style-type: none"> • Large print • Colored overlay • Braille • Use marker/ruler to keep place
Letter Naming Fluency (LNF)	Oral Reading Fluency (ORF)
<ul style="list-style-type: none"> • Large print • Colored overlay • Braille • Use marker/ruler to keep place 	<ul style="list-style-type: none"> • Enlarged print • Colored overlays • Braille • Use of ruler/marker to keep place.