

# Dynamic Indicators of Basic Early Literacy Skills™ 6<sup>th</sup> Edition

## DIBELS™

### *First Grade Scoring Booklet* *DIBELS™ Benchmark Assessment*

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Available:

<http://dibels.uoregon.edu/>

#### Instructions:

This packet includes 2 parts: the student response form and student stimulus materials. The student response forms are photocopied back to back and saddle stapled. The same form is used by each student for each benchmark assessment throughout the year. The second part is the reusable student stimulus materials. Make one copy for each person who is doing the benchmark testing. They can be laminated and comb bound for reuse.

Good, R. H., & Kaminski, R. A. (Eds.). (2002). Dynamic Indicators of Basic Early Literacy Skills (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.

Notes:

**Dynamic Indicators of Basic Early Literacy Skills™ 6<sup>th</sup> Ed.**  
**University of Oregon**  
**First Grade Benchmark Assessment**

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

	<b>Benchmark 1 Beginning/Fall</b>	<b>Benchmark 2 Middle/Winter</b>	<b>Benchmark 3 End/Spring</b>
Date			
Letter Naming Fluency			
Phoneme Segmentation Fluency			
Nonsense Word Fluency			
DIBELS Oral Reading Fluency <sup>2</sup>		(middle score)	(middle score)
Retell Fluency (Optional)		(middle score)	(middle score)
Word Use Fluency (Optional)	(Optional)	(Optional)	(Optional)

Good, R. H., & Kaminski, R. A. (Eds.). (2002). Dynamic Indicators of Basic Early Literacy Skills (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.

Make sure you have reviewed the long form of the directions and have them available. Say these specific directions to the student:

***Tell me the names of as many letters as you can. When I say “begin”, start here (point to first letter), and go across the page (point). Point to each letter and tell me the name of that letter. If you come to a letter you don’t know I’ll tell it to you. Put your finger on the first letter. Ready, begin.***

**Benchmark 3**  
DIBELS™ Word Use Fluency

<i>river</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>leave</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>friend</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>chair</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>anyone</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>trade</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>feet</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>memories</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>wear</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>believe</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>slowly</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>sick</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>rob</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>silver</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>until</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>air</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>dear</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>winter</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
Total Words in Correct Sentences:		<input type="text"/>

**Benchmark 1**  
DIBELS™ Letter Naming Fluency

V	l	h	g	S	y	Z	W	L	N
l	K	T	D	K	T	q	d	z	w
h	w	z	m	U	r	j	G	X	u
g	R	B	Q	I	f	I	Z	s	r
S	n	C	B	p	Y	F	c	a	E
y	s	Q	P	M	v	O	t	n	P
Z	A	e	x	f	F	h	u	A	t
W	G	H	b	S	l	g	m	i	i
L	L	o	o	X	N	E	Y	p	x
N	k	c	D	d	y	b	j	R	v
V	M	W	q	V	l	h	g	S	y

Total:

Make sure you have reviewed the long form of the directions and have them available. Say these specific directions to the student:

***I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, "sam," you would say /s/ /a/ /m/. Let's try one. (one second pause) Tell me the sounds in "mop":***

CORRECT RESPONSE: If student says, /m/ /o/ /p/, you say,	<b><i>Very good. The sounds in "mop" are /m/ /o/ /p/.</i></b>
INCORRECT RESPONSE: If student gives any other response, you say,	<b><i>The sounds in "mop" are /m/ /o/ /p/. Your turn. Tell me the sounds in "mop":</i></b>

***OK. Here is your first word.***

Our Sick Kitty

Our kitten was sick. She would not eat and she stopped

drinking. She did not purr anymore. She wanted to sleep all the

time. She cried if I touched her.

Dad said, "We need to take her to the vet." The vet is an

animal doctor.

I held her in the cat carrier. I kept her wrapped in a fuzzy

blanket. I talked to her because she does not like to ride in the

car. But this time she was so sick she was quiet the whole ride.

When we arrived at the animal clinic, Dad took the carrier

inside. The vet checked her all over. She took her temperature.

She said our kitten had a feline virus. She gave us some

medicine our kitten had to swallow. She told us to put the

medicine in her food. She said to give our kitten lots of water.

We drove home. We made her take the medicine. She went

right to sleep. Dad said she could stay in my bedroom until she

got better. She usually sleeps on the back porch. When I woke up

I heard my kitten purring. I looked down at her and saw her

watching me. I felt so happy because my kitten was better. She

does not like to be sick.

Retell:  
Total:

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23
71	70	69	68	67	66	65	64	63	62	61	60	59	58	57	56	55	54	53	52	51	50	49	48	47	46
94	93	92	91	90	89	88	87	86	85	84	83	82	81	80	79	78	77	76	75	74	73	72	71	70	69

Benchmark 3.2  
DIBELS™ Oral Reading Fluency

The Sand Castle

My uncle, my dad, and my brother and I built a giant sand castle at the beach. First we picked a spot far from the big waves. Then we got out buckets and shovels. We drew a line to show where it would be. It was going to be big!

We all brought buckets of wet sand to make the walls. We scooped out holes for lakes and ditches. We made roads and a moat around the walls. We made molds for the buildings by filling the buckets with wet sand. We had to keep everything wet so it wouldn't fall down. We had to work fast!

Then we filled up the holes with water. We had to do it over and over. Finally my dad found a piece of plastic. He laid it down in the holes. It kept the water from draining away so fast.

Finally we put shells, feathers, and rocks on the castle. We added driftwood roofs. We placed plants around the walls. We even found a flag to fly from the tower. We gave it a name. We called it The Beach Castle.

The seagulls walked around it. I think they wanted to live in it. Then the tide came in and waves crashed over it. A few feathers and rocks were all that was left.

Retell: Total:

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Benchmark 1  
DIBELS™ Phoneme Segmentation Fluency

rich	/r/ /i/ /ch/	hawk	/h/ /o/ /k/	___/6
passed	/p/ /a/ /s/ /t/	roof	/r/ /oo/ /f/	___/7
sea	/s/ /ea/	shout	/sh/ /ow/ /t/	___/5
arms	/ar/ /m/ /z/	smile	/s/ /m/ /ie/ /l/	___/7
fish	/f/ /i/ /sh/	woof	/w/ /oo/ /f/	___/6
his	/h/ /i/ /z/	ling	/l/ /i/ /ng/	___/6
life	/l/ /ie/ /f/	patch	/p/ /a/ /ch/	___/6
thin	/th/ /i/ /n/	when	/w/ /e/ /n/	___/6
add	/a/ /d/	learn	/l/ /ir/ /n/	___/5
chips	/ch/ /i/ /p/ /s/	taste	/t/ /ai/ /s/ /t/	___/8
wrapped	/r/ /a/ /p/ /t/	dead	/d/ /e/ /d/	___/7
bull	/b/ /uu/ /l/	meant	/m/ /e/ /n/ /t/	___/7

Total: \_\_\_

Error Pattern:

Make sure you have reviewed the long form of the directions and have them available. Say these specific directions to the student:

**Look at this word** (point to the first word on the practice probe). **It's a make-believe word. Watch me read the word: /s/ /l/ /m/ "sim"** (point to each letter then run your finger fast beneath the whole word). **"sim"** (point to each letter then run your finger fast beneath the whole word). **I can say the sounds of the letters, /s/ /l/ /m/ (point to each letter), or I can read the whole word "sim"** (run your finger fast beneath the whole word).

**Your turn to read a make-believe word. Read this word the best you can** (point to the word "lut"). **Make sure you say any sounds you know.**

<p><b>CORRECT RESPONSE:</b> If the child responds "lut" or with some or all of the sounds, say</p>	<p><b>INCORRECT OR NO RESPONSE:</b> If the child does not respond within 3 seconds or responds incorrectly, say</p>
<p><b>That's right. The sounds are /l/ /u/ /t/ or "lut"</b></p>	<p><b>Remember, you can say the sounds or you can say the whole word. Watch me: the sounds are /l/ /u/ /t/ (point to each letter) or "lut"</b> (run your finger fast through the whole word). <b>Lets try again. Read this word the best you can</b> (point to the word "lut").</p>

Place the student copy of the probe in front of the child.

**Here are some more make-believe words** (point to the student probe). **Start here** (point to the first word) **and go across the page** (point across the page). **When I say "begin", read the words the best you can. Point to each letter and tell me the sound or read the whole word. Read the words the best you can. Put your finger on the first word. Ready, begin.**

The Block Party

We had a big party on my street last weekend. We didn't have to dress up or bring presents. There was food, music, and games. The party was so big it took up almost the whole street. There were signs across the ends of the street to stop the cars from driving on the street. It was safe to play in the street because there were no cars. The party was called a block party. Lots and lots of people came to the block party. All of the people shared their food. There was so much food to eat. One whole table was filled with desserts. There was ice cream, apple pie, cookies, and angel food cake. I had cookies and ice cream. My mom said that was enough.

There was music at the block party. A band played. People danced in the street. There were games at the block party, too. You could play ball, run races, or play tag. If you didn't want to play the games you could just watch the fun.

My dad and mom had fun, too. They said they would like to have a block party again next year. They liked talking to our neighbors. I liked playing with my friends. It was lots and lots of fun. I want to do it again next year, too.

Retell: Total: 223

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23
24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	
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24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	
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71	70	69	68	67	66	65	64	63	62	61	60	59	58	57	56	55	54	53	52	51	50	49	48	47	46
24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43						

Benchmark 3  
DIBELS™ Nonsense Word Fluency

p o v   r i z   h a l   j o k   b e l   \_\_\_/15  
i b   t u m   k a j   r e c   u t   \_\_\_/13  
n e j   h o s   u m   w a f   j o z   \_\_\_/14  
k e f   h o d   d e k   e b   l a j   \_\_\_/14  
n e n   v a d   w i d   w i l   y u k   \_\_\_/15  
n e k   f e g   d o z   u n   t e f   \_\_\_/14  
y a l   e p   v u s   k i c   b a l   \_\_\_/14  
p o l   e m   j e j   p u f   n u f   \_\_\_/14  
t u m   u f   n o v   z a j   v e s   \_\_\_/14  
n e j   u g   k e s   k u b   l o s   \_\_\_/14  
Total: \_\_\_\_\_

Error Pattern:

Benchmark 1  
DIBELS™ Nonsense Word Fluency

w u b   d o j   i k   v u s   n u k   \_\_\_/14  
u l   z e l   f e b   w u j   h i z   \_\_\_/14  
m i n   r o s   k u b   j a f   d u z   \_\_\_/15  
f a j   a d   k e d   i g   e l   \_\_\_/12  
l o j   e t   y a t   o l   t o v   \_\_\_/13  
u f   r a l   e p   k a b   v i f   \_\_\_/13  
t i c   d e v   d o p   z a c   d o c   \_\_\_/15  
t i k   s i j   z o j   m i g   z u t   \_\_\_/15  
f o j   i b   j u d   z e k   v o v   \_\_\_/14  
r u z   h u f   s i b   a k   j e c   \_\_\_/14  
Total: \_\_\_\_\_

Error Pattern:



Make sure you have reviewed the long form of the directions and have them available. Say these specific directions to the student:

**Listen to me use this word, “green”:** (pause) *The grass is green. Here is another word, “jump”* (pause) *I like to jump rope. Your turn to use a word* (pause) *“rabbit”.*

CORRECT RESPONSE: If student uses the word correctly in a phrase, say	<b>Very good.</b>
INCORRECT RESPONSE: If student gives any other response, say,	<b>Listen to me use the word “rabbit”, carrot.” Your turn, “rabbit.”</b> (pause)

**OK. Here is your first word.**

but /b/ /u/ /t/ yet /y/ /e/ /t/ \_\_\_\_\_/6

hat /h/ /a/ /t/ eyes /ie/ /z/ \_\_\_\_\_/5

smart /s/ /m/ /ar/ /t/ wheels /w/ /e/ /l/ /z/ \_\_\_\_\_/8

right /r/ /ie/ /t/ try /t/ /r/ /ie/ \_\_\_\_\_/6

lock /l/ /o/ /k/ brings /b/ /r/ /i/ /ng/ /z/ \_\_\_\_\_/8

can /k/ /a/ /n/ eat /e/ /a/ /t/ \_\_\_\_\_/5

wife /w/ /ie/ /f/ their /TH/ /ai/ /r/ \_\_\_\_\_/6

by /b/ /ie/ was /w/ /u/ /z/ \_\_\_\_\_/5

ights /l/ /ie/ /t/ /s/ fun /f/ /u/ /n/ \_\_\_\_\_/7

odd /o/ /d/ less /l/ /e/ /s/ \_\_\_\_\_/5

leaned /l/ /e/ /a/ /n/ /d/ bee /b/ /e/ / \_\_\_\_\_/6

man /m/ /a/ /n/ huge /h/ /y/ /oo/ /j/ \_\_\_\_\_/7

Error Pattern:

Total: \_\_\_\_\_

Benchmark 2  
DIBELS™ Word Use Fluency

<i>real</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>horse</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>funny</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>doing</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>face</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>dry</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>store</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>listen</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>bird</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>build</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>drive</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>walking</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>group</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>answer</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>cannot</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>woman</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>hot</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>bus</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
Total Words in Correct Sentences:		<input type="text"/>

Benchmark 1  
DIBELS™ Word Use Fluency

<i>ever</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>plants</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>its</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>black</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>might</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>everything</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>happy</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>threw</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>near</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>middle</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>closely</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>spin</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>doctor</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>shadow</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>wish</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>mason</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>frightened</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
<i>point</i>	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	___ C I
Total Words in Correct Sentences:		<input type="text"/>

**Benchmark 2.3**  
**DIBELS™ Oral Reading Fluency**

**Having a Check-Up**

12	I don't mind going to my doctor's office. There are lots of	0
26	things to do while we wait. My doctor has puzzles I like to put	1
39	together. There is a big fish tank in the waiting room. It has	2
52	yellow and black angel fish and a pretty blue fish. When I stare	3
60	at the fish they stare back at me.	4
71	Every door has an animal painted on it. Inside there are	5
83	chairs that look like zebras, tigers, or lions. Even the nurse wears	6
93	a jacket with animals on it. They must like animals.	7
107	Then I have my check-up. First I stand on the scale. Then the	8
118	nurse measures me. She looks in my ears. Then she asks	9
129	questions about how I feel. My mother helps me with the	10
134	answers if I'm not sure.	11
147	My doctor has taken care of me since I was a baby. She	12
159	comes in when the nurse is done. She asks more questions. She	13
172	says I look very healthy and won't need to come back until next	14
173	year.	15
186	I like having a checkup when I'm not sick. I didn't even have	16
199	to have a shot. And the nurse gave me some cool animal stickers.	17
Total:		25

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
48	47	46	45	44	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
71	70	69	68	67	66	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85
94	93	92	91	90	89	88	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106

**Benchmark 2**  
**DIBELS™ Phoneme Segmentation Fluency**

words	/w/	/ir/	/d/	/z/	/m/	/ie/	/n/	/d/	—/8	
pale	/p/	/ai/	/l/		/sh/	/or/	/t/		—/6	
goat	/g/	/oa/	/t/		/p/	/oo/	/l/		—/6	
hook	/h/	/u/	/k/		/h/	/i/	/z/		—/6	
moves	/m/	/oo/	/v/	/z/	/s/	/t/	/u/	/d/	—/8	
wet	/w/	/e/	/t/		/s/	/i/	/t/		—/6	
have	/h/	/a/	/v/		/n/	/oa/	/z/		—/6	
tape	/t/	/ai/	/p/		/t/	/r/	/i/	/k/	/s/	—/8
near	/n/	/ea/	/r/		/n/	/ea/	/r/		—/6	
mole	/m/	/oa/	/l/		/h/	/oo/			—/5	
mail	/m/	/ai/	/l/		/n/	/ie/	/t/		—/6	
why	/w/	/ie/			/p/	/ar/	/k/	/s/	—/6	
Total: —										

Error Pattern:

Benchmark 2.2  
DIBELS™ Oral Reading Fluency

Ice Cream

When it is too hot outside, cold ice cream cools me off. I like 14  
strawberry the best, but rocky road is good, too. My brother likes 26  
bubble gum and vanilla. 30

The ice cream man comes down our street in the summer. 41  
When he gets close he rings his bell. All the kids hear the bell. 55  
They get some money and go outside and wait. They sit on the 68  
sidewalk until he comes. All of the kids want to buy some cold 81  
ice cream to eat. 85

The ice cream man has drumsticks, ice cream bars and 95  
bonbons. His ice cream tastes good. I like bonbons best. 105

My mother makes the very best ice cream of all. She uses our 118  
old ice cream freezer. She puts milk, sugar and eggs inside. She 130  
puts lots of ice inside, too. 136

I get to turn the handle. My hand gets cold and it takes a long 151  
time. My arm gets very tired turning the handle. Finally the ice 163  
cream is ready to eat. My mom lets me lick the ice cream paddle. 177  
I think the very first taste is the best. 186

Yum! That tastes great! 190

Retell:

Total:

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Benchmark 2  
DIBELS™ Nonsense Word Fluency

f o j	h o n	t u m	l e n	a j	___/14
s u v	k a m	r e s	k i c	f a v	___/15
i d	w o d	n e j	s o k	w i f	___/14
b i s	w e m	a v	j a j	a c	___/13
l u j	w a n	u c	b a s	i d	___/13
b e f	z i j	v e n	w i l	v e p	___/15
l o d	o s	h i c	v o s	s o v	___/14
r i l	v e s	j o s	s e j	j e b	___/15
p a c	e c	d o k	v u t	f e g	___/14
v i b	k o v	h u v	s e b	j i t	___/15

Total: \_\_\_\_\_

Error Pattern:

Make sure you have reviewed the long form of the directions and have them available. Say these specific directions to the student:

**Please read this (point) out loud. If you get stuck, I will tell you the word so you can keep reading. When I say, “stop” I may ask you to tell me about what you read, so do your best reading. Start here (point to the first word of the passage).**

**Begin.**

Start your stopwatch when the student says the first word of the

passage.

At the end of **1 minute**, place a bracket ( ] ) after the last word provided by the student, stop and reset the stopwatch, and say,

**Stop.** (remove the passage)

If the student reads more than 10 words correct, proceed with the retell part. Say,

**Please tell me all about what you just read. Try to tell me everything you can. Begin.** Start your stopwatch after you say

“begin”.

The first time the student does not say anything for 3 seconds, say **“Try to tell me everything you can.”** This prompt can be used

only once.

If the student does not say anything or gets off track for 5 seconds, circle the total number of words in the student’s retell and say,

**“Stop.”**

At the end of **1 minute**, circle the total number of words in the student’s retell and say, **“Stop.”**

Spring is Coming

It has been so cold this winter. The wind blew and blew. It

rained and rained. The days have been gray and dark. I had to

wear mittens and a hat to school every day. It even snowed

twice.

At first winter was fun. Now I’m tired of the cold. It has been

too cold and wet to play outside. At school, we sit in the library

and read during recess. After school I just stay in the house and

play. I don’t want to play inside anymore.

But today was nice. The sun was shining brightly even

though it was still cold. The wind didn’t blow. My friends and I

played kick ball at recess. We had to take off our jackets because

we were warm. We even got hot and thirsty.

On the way home from school I saw a purple flower on our

street. It was blooming in the grass. I told my mother about it.

She wanted me to show it to her. She bent down and touched it.

“Come sniff this,” she said. It smelled like perfume and sun

all mixed together. “Spring must be right around the corner,” she

said. “This is a crocus. It’s one of the first flowers of spring.”

I can’t wait for spring.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51
52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77
78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94									

Retell:

Total:

Dynamic Indicators of Basic  
Early Literacy Skills™ 6<sup>th</sup> Edition

DIBELS™

*First Grade Student Materials*  
*DIBELS™ Benchmark Assessment*

Edited By:  
Roland H. Good III  
Ruth A. Kaminski  
*University of Oregon*

Available:  
<http://dibels.uoregon.edu>

Instructions:

These are reusable student stimulus materials. Make one copy for each person who is doing the benchmark testing. They can be laminated and comb bound for reuse.

Good, R. H., & Kaminski, R. A. (Eds.). (2002). Dynamic Indicators of Basic Early Literacy Skills (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.

V l h g S y Z W L N  
l K T D K T q d z w  
h w z m U r j G X u  
g R B Q I f I Z s r  
S n C B p Y F c a E  
y s Q P M v O t n P  
Z A e x f F h u A t  
W G H b S l g m i i  
L L o o X N E Y p x  
N k c D d y b j R v  
V M W q V l h g S y

sim

lut



wub	doj	ik	vus	nuk
ul	zel	feb	wuj	hiz
min	ros	kub	jaf	duz
faj	ad	ked	ig	el
loj	et	yat	ol	tov
uf	ral	ep	kab	vif
tic	dev	dop	zac	doc
tik	sij	zoy	mig	zut
foj	ib	jud	zek	vov
ruz	huf	sib	ak	jec

foj	hon	tum	len	aj
suv	kam	res	kic	fav
id	wod	nej	sok	wif
bis	wem	av	jaj	ac
luj	wan	uc	bas	id
bef	zij	ven	wil	vep
lod	os	hic	vos	sov
ril	ves	jos	sej	jeb
pac	ec	dok	vut	feg
vib	kov	huv	seb	jit

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I can't wait for spring.

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Yum! That tastes great!

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Every door has an animal painted on it. Inside there are chairs that look like zebras, tigers, or lions. Even the nurse wears a jacket with animals on it. They must like animals.

Then I have my check-up. First I stand on the scale. Then the nurse measures me. She looks in my ears. Then she asks questions about how I feel. My mother helps me with the answers if I'm not sure.

My doctor has taken care of me since I was a baby. She comes in when the nurse is done. She asks more questions. She says I look very healthy and won't need to come back until next year.

I like having a checkup when I'm not sick. I didn't even have to have a shot. And the nurse gave me some cool animal stickers.

pov	riz	hal	jok	bel
ib	tum	kaj	rec	ut
nej	hos	um	waf	joz
kef	hod	dek	eb	laj
nen	vad	wid	wil	yuk
nek	feg	doz	un	tef
yal	ep	vus	kic	bal
pol	em	jej	puf	nuf
tum	uf	nov	zaj	ves
nej	ug	kes	kub	los

## The Block Party

We had a big party on my street last weekend. We didn't have to dress up or bring presents. There was food, music, and games. The party was so big it took up almost the whole street. There were signs across the ends of the street to stop the cars from driving on the street. It was safe to play in the street because there were no cars. The party was called a block party.

Lots and lots of people came to the block party. All of the people shared their food. There was so much food to eat. One whole table was filled with desserts. There was ice cream, apple pie, cookies, and angel food cake. I had cookies and ice cream. My mom said that was enough.

There was music at the block party. A band played. People danced in the street. There were games at the block party, too. You could play ball, run races, or play tag. If you didn't want to play the games you could just watch the fun.

My dad and mom had fun, too. They said they would like to have a block party again next year. They liked talking to our neighbors. I liked playing with my friends. It was lots and lots of fun. I want to do it again next year, too.

## The Sand Castle

My uncle, my dad, and my brother and I built a giant sand castle at the beach. First we picked a spot far from the big waves. Then we got out buckets and shovels. We drew a line to show where it would be. It was going to be big!

We all brought buckets of wet sand to make the walls. We scooped out holes for lakes and ditches. We made roads and a moat around the walls. We made molds for the buildings by filling the buckets with wet sand. We had to keep everything wet so it wouldn't fall down. We had to work fast!

Then we filled up the holes with water. We had to do it over and over. Finally my dad found a piece of plastic. He laid it down in the holes. It kept the water from draining away so fast.

Finally we put shells, feathers, and rocks on the castle. We added driftwood roofs. We placed plants around the walls. We even found a flag to fly from the tower. We gave it a name. We called it The Beach Castle.

The seagulls walked around it. I think they wanted to live in it. Then the tide came in and waves crashed over it. A few feathers and rocks were all that was left.



## Our Sick Kitty

Our kitten was sick. She would not eat and she stopped drinking. She did not purr anymore. She wanted to sleep all the time. She cried if I touched her.

Dad said, “We need to take her to the vet.” The vet is an animal doctor.

I held her in the cat carrier. I kept her wrapped in a fuzzy blanket. I talked to her because she does not like to ride in the car. But this time she was so sick she was quiet the whole ride.

When we arrived at the animal clinic, Dad took the carrier inside. The vet checked her all over. She took her temperature. She said our kitten had a feline virus. She gave us some medicine our kitten had to swallow. She told us to put the medicine in her food. She said to give our kitten lots of water.

We drove home. We made her take the medicine. She went right to sleep. Dad said she could stay in my bedroom until she got better. She usually sleeps on the back porch. When I woke up I heard my kitten purring. I looked down at her and saw her watching me. I felt so happy because my kitten was better. She does not like to be sick.