

First Grade



All students at our school are screened for reading difficulties three times a year using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next. This is one assessment that helps us identify students who may need extra help in learning the skills needed to become a strong reader. Your child's performance on this assessment follows:

	Fall	Winter	Spring
Letter Naming Fluency	_____		
Nonsense Word Fluency	CLS: _____ (27) WWR: _____ (1)	CLS: _____ (43) WWR: _____ (8)	CLS: _____ (58) WWR: _____ (13)
DIBELS Oral Reading Fluency (DORF)		WC: _____ (23) Accuracy: _____ (78%)	WC: _____ (47) Accuracy: _____ (90%)

Numbers in parentheses indicate expected performance

The results of this assessment indicate:

F W S

- Your child is on track to becoming a strong reader
 Your child may need some extra help with basic reading skills

Teacher Comments:

Letter Naming Fluency (LNF)

On the LNF assessment, your child is shown a page of random letters and asked to name the letters. The number of letters your child names correctly in one minute is counted. Although the ability to name letters is a strong predictor of later reading achievement, studies have demonstrated that it is possible for children to learn letter-sound correspondence without naming letters. Therefore, naming letters is not a powerful instructional target and benchmark goals are not provided.

Nonsense Word Fluency (NWF)

Children with strong phonics skills know the sounds of letters and are able to blend them together to form words. On the NWF assessment, your child is shown a "nonsense word" containing 2 or 3 letters (e.g. bim, ob) and asked to read the word. Your child is given credit for each correct sound (Correct Letter Sound– CLS) and added credit if he/she reads the word without saying each individual sound (Whole Words Read– WWR). Nonsense words are used so that the teacher knows your child is connecting the sound to the letter rather than recognizing the word by sight.

DIBELS Oral Reading Fluency (DORF)

On the DORF assessment, your child will read three passages appropriate for his/her grade level for one minute and then may be asked to retell what was read. The teacher will calculate the words read correctly (Words Correct– WC) and your child's accuracy rate. The median words correct and accuracy rate will be used as your child's score on this assessment.

Core

An instructional recommendation of “core” means that the odds are in your child’s favor of achieving later reading goals with a continuing effective curriculum and instruction.

Strategic

An instructional recommendation of “strategic” means that the odds of achieving later reading goals are approximately 50% without added instructional support in addition to core reading instruction. If your child’s performance fell within this category, he/she will likely require intervention in addition to core reading instruction. Small group instruction targeting specific skills may be required. This intervention may be provided by your child’s classroom teacher and/or a reading specialist.

Intensive

An instructional recommendation of “intensive” means that your child’s odds of achieving later reading goals are approximately 10-20% without substantial intervention and support in addition to core reading instruction. Your child will require small group intensive intervention targeting specific skills. Your child is likely to receive small group intervention both in the classroom as well as with a reading specialist.

Note to teachers-

A space was provided under the benchmark goal for each subtest for the purpose of writing either “core”, “strategic” or “intensive”.