



# 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	_____		
Phoneme Segmentation Fluency	_____ (40)		
Nonsense Word Fluency	CLS: _____ (27)	CLS: _____ (43)	CLS: _____ (58)
DIBELS Oral Reading Fluency (DORF)		WC: _____ (23) Accuracy: _____ (78%)	WC: _____ (47) Accuracy: _____ (90%) Retell: _____ (15)
Composite Score	_____ (113)	_____ (130)	_____ (155)
Instructional Recommendations			

The results of this assessment indicate:

*Numbers in parentheses indicate expected performance*

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.

## Phoneme Segmentation Fluency (PSF)

Understanding that spoken words can be broken down into individual sounds and then blended back together to form a word is an important skill in learning to read and write. On the PSF assessment, your child is given a spoken word and asked to say each sound in the word ("Tell me the sounds in the word 'mop'?" "Child: /m/ /o/ /p/").

## 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 asked to retell what was read. The teacher will calculate the words read correctly (Words Correct- WC), your child's accuracy rate, and the number of words your child uses to appropriately retell what was read. Retelling the story or text is important because it gives the teacher an indication if your child not only can read the words, but can understand what he/she is reading as well. The median WC, accuracy and retell will be used as your child's score on this assessment.

## Composite Score

The Composite Score is a combination of the assessments and provides the best overall estimate of your child's reading proficiency.



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**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.