



# Dynamic Indicators of Basic Early Literacy Skills 8<sup>th</sup> Edition

*Encoding* Benchmark: Research Edition

Grade 1

Administration Directions & Scoring

Encoding Preamble

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The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was created to better identify students with reading difficulties, with the larger goal to better individualize instruction to meet their needs. Although other subtests have been in use for years (i.e. Word Reading Fluency, Letter Naming Fluency, Nonsense Word Fluency), United States legislature and literacy researchers continue to desire innovative assessments of early reading skills. The current assessment focuses on encoding, which is the expressive skill to put together words based on sound-letter correspondents. **By adding *Encoding* to the suite of DIBELS subtests, we hope to better identify students who need additional instruction, based on skills required for learning to read.** On this measure, you will notice that *Encoding* is similar to a spelling test, but with supports for students (i.e. placement locations, number of letters identified, guided instruction with an emphasis to focus on letter-sound correspondents). We believe these supports, along with a *correct letter placement* scoring procedure will better assess students' encoding ability.

This measure is a *research edition*, meaning that it has not yet been used but was created by referencing current literature and past reading research. Because it has not been used yet, there are not cut scores based on student performance. Instead, an expert panel at the University of Oregon and The Center on Teaching and Learning, have created cut-scores based on their professional knowledge and experience. These cut scores can be used to provide teachers with guidance about which students may need more instruction. This research version includes only one cut score, defining “red” (i.e. at risk) and “green” (i.e. minimal risk) zones. As this measure is used over time, we plan to define cut scores that align with the data-based definitions used with other DIBELS 8<sup>th</sup> Edition subtests. We anticipate this will happen in the near future, especially as schools return to in-person instruction.

When considering the complexity of encoding, and the lack of current data with the *Encoding* subtest, **we do not advocate for instructional decision making solely on a student's performance on this measure.** Instead, it is best practice to look across the scores of all the DIBELS subtests. For example, if a student is scoring within the “red” range on all subtests, teachers should consider providing supplemental instruction. Similarly, if a student is scoring within the “green” range on all subtests except *Encoding*, then teachers may want to continue current instruction, but monitor the student's progress. **This research edition of *Encoding* has not been validated, but as we aim for better identification and assessment of students early reading skills, we hope that you will share data and perspectives regarding the *Encoding: Research Edition* subtest. This will help us create assessments to meet the needs of schools, classrooms, and students across the United States.**

Kindly,

The University of Oregon

Examiner script

Draw three rows of three lines in a row on a chalk board or white board so that all students can see.

Example:     ---  
                  ---  
                  ---

Hand out the Encoding student worksheets. Make sure students have written their names down before proceeding.

**I am going to ask you to spell some words. I will say a word, then I will use the word in a sentence, and then say the word again. Then I want you to spell the word. You should write the letter for each sound you hear in the word, one letter on each line.**

**Here is a practice word. Listen: “Bug. The bug crawled in the grass. Bug.”**

**“Bug” starts with the /b/ sound. Listen /b/ “bug”. I know that the letter b makes the /b/ sound, so I will write the letter b on the first line. (Write “b” on the white board on the first line in the first row).**

**Let’s listen for the second sound in “bug”. /b/ /u/ (emphasize the /u/ sound) I know the letter u makes the /u/ sound, so I will write the letter u on the second line. (Write “u” on the white board on the middle line in the first row).**

**Let’s listen for the last sound in “bug” /b/ /u/ /g/ (emphasize the /g/ sound). I know that the letter g makes the /g/ sound, so I will write the letter g on the last line. (Write “g” on the white board on the last line in the first row).**

**Your turn. Find the arrow on your paper. Write the word “bug” next to the arrow, using the lines just like I did. Pause about 10 seconds while students write the word.**

**If I only know some of the letters, I can write them on the correct lines as well. For example, if I only know that “b” is the letter that makes the *first* sound in “bug,” I’ll write the letter b on the *first* line and I will leave the next two lines empty. (Write “b” on the white board in the first blank space in the second row).**

**Your turn. Find the triangle on your paper. Write the letter b on the *first* line next to the triangle and leave the other two lines empty, just like I did. If I say a word and you only know the first letter, you will write the letter on the *first* line. Pause about 10 seconds while students write the word.**

**Another example is if I only know that “bug” *ends* with the letter “g”, I’ll leave the first two lines empty, and I will write the letter g on the *last* line. (Write “g” on the white board in the last line in the third row).**

**Your turn. Find the square on your paper. Write the letter g on the *last* line next to the square and leave the other lines empty, just like I did. If I say a word and you only know the *last* letter, you will write the letter on the *last* line. Pause about 10 seconds while students write the word.**

**Your turn to write some words. Listen the best you can. Make sure you write the letter for each sound that you know in the word.**

**It’s important to do your own work. Don’t look to see what your neighbor is doing. It’s okay if you are not sure what the right letter is. Just make your best guess.**

**Ready? Put your finger on the number 1. Okay, here is your first word.** Ensure that students have their finger on number 1.

Provide the first word, the sentence, and the word again. Use a timer to pause for 10 seconds and then move on to the next word in a similar fashion. Continue presenting words and sentences.

After the eighth item say **Put your finger on number 9.** Pause while students locate the number 9 at the top of the second column.

Continue until all of the items have been administered.

Reminders

Timing	Allow 10 seconds between items.
Prompts	<p>If a student writes more than one letter on a line or does not use the lines say, <b>Remember to write one letter on each line.</b></p> <p>If a student is not writing say, <b>Remember to write the letter for any sound you hear.</b></p> <p>If a student looks at a classmate’s paper say, <b>Do your own work; remember that it’s okay if you don’t know all the letters; make your best guess.</b></p>
Discontinue	Do not discontinue. Administer all items.

## Scoring rules

**Encoding: Research Edition** provides one score that is the number of letters written correctly in the correct position. Worksheets are scored after the assessment has been completed, and students are not present.

1. A response is correct if the student wrote the correct letter on the correct line.
2. A response may also be marked correct if the letters are in the correct sequence, but lines are not used as directed.
3. Mark a slash (/) through any incorrect responses. Incorrect responses include situations where the student wrote the wrong letter, wrote a letter in the wrong place, or the letter is not decipherable.
4. If there are erasure marks, scratched out letters, or any other extraneous markings, and the student's final response is obvious, score the item based on the final response.
5. Items left blank are counted as incorrect.
6. Determine the score for each item (word) and then add up the item scores to determine the total number of letters written correctly, and the total number of letters in the correct placement.

Correct responses	Do not mark correct responses on the answer sheet.
Incorrect responses	Make a slash (/) through each letter written incorrectly or space left blank.
Self corrections	Do not discontinue. Administer all items.

## Cut Scores

13 - 45	21 - 45	23 - 45
0 - 12	0 - 20	0 - 22
B	M	E
<b>First Grade</b>		

Examples

	Word	Student Response	Scoring Procedure	Score
Correct responses	Bug	<u>b</u> <u>u</u> <u>g</u>	<u>b</u> <u>u</u> <u>g</u>	3 / 3
	Bug	<u>B</u> <u>U</u> <u>G</u>	<u>B</u> <u>U</u> <u>G</u>	3 / 3
	Bug	<u>b</u> <u>u</u> <u>G</u>	<u>b</u> <u>u</u> <u>G</u>	3 / 3
Letters not on lines but in correct sequence	Bug	<u>bu</u> <u>g</u>	<u>bu</u> <u>g</u>	3 / 3
	Bug	<u>bu</u> <u>g</u>	<u>bu</u> <u>g</u>	3 / 3
Letters not on lines but partial correct sequence		<u>ba</u> <u>g</u>	<del>ba</del> <u>g</u>	2 / 3
Letters out of order	Bug	<u>b</u> <u>g</u> <u>u</u>	<u>b</u> <del>g</del> <del>u</del>	1 / 3
Letter reversals	Bug	<u>d</u> <u>u</u> <u>g</u>	<del>d</del> <u>u</u> <u>g</u>	2 / 3

*Encoding: Research Edition Fidelity Checklist (K- MOY,EOY; 1 – BOY, MOY, EOY)*

Pass	Needs Practice	
<input type="checkbox"/>	<input type="checkbox"/>	1. Hands out student response form to all students.
<input type="checkbox"/>	<input type="checkbox"/>	2. Performs standardized directions verbatim, including the correction procedures when appropriate
<input type="checkbox"/>	<input type="checkbox"/>	3. Draws three rows of three lines on the board for sample items.
<input type="checkbox"/>	<input type="checkbox"/>	4. Properly enunciates each sound-letter correspondent during sample items. (i.e. b = /b/, u = /u/, g = /g/)
<input type="checkbox"/>	<input type="checkbox"/>	5. Correctly models writing a letter in each letter position.
<input type="checkbox"/>	<input type="checkbox"/>	6. Clearly provides all items. Starting with a word, then using the word in a sentence, and providing the word again.
<input type="checkbox"/>	<input type="checkbox"/>	7. Waits 10 seconds in-between each given item.
<input type="checkbox"/>	<input type="checkbox"/>	8. Prompts students to put their finger on numbers 1 and 9 at the specified time.
<input type="checkbox"/>	<input type="checkbox"/>	9. Applies scoring rules consistently and correctly.
<input type="checkbox"/>	<input type="checkbox"/>	10. Totals each “Position” score and “Grand Total” score correctly.

ITEM	WORD	SENTENCE
1	SAT	“Sat. I sat on the chair. Sat.”
2	HEN	“Hen. I have a hen on my farm. Hen.”
3	DIG	“Dig. Some animals dig holes in the dirt. Dig.”
4	NOD	“Nod. You can say yes or just nod. Nod.”
5	TUG	“Tug. I had to tug the rope because it was stuck. Tug.”
6	CUP	“Cup. I drink water out of a cup. Cup.”
7	DAD	“Dad. My dad plays games with me. Dad.”
8	RIB	“Rib. Humans have a rib cage. Rib”
9	MET	“Met. I met a new friend at recess. Met.”
10	ROD	“Rod. I took my fishing rod to the lake. Rod.”
11	NAP	“Nap. I take a nap when I am tired. Nap.”
12	GET	“Get. I am so excited to get to school today. Get.”
13	KID	“Kid. If you are under 10 years old, you are a kid. Kid.”
14	GOT	“Got. I got a new shirt last week. Got.”
15	MUD	“Mud. My shoes got dirty when I stepped in mud. Mud”



ITEM	WORD	SENTENCE
1	DEN	“Den. Lions sleep in their den. Den”
2	SAD	“Sad. Sometimes I cry when I am sad. Sad.”
3	SIT	“Sit. We sit on the carpet every morning. Sit.”
4	FUN	“Fun. I have fun when we play outside. Fun.”
5	NOT	“Not. I do not go to school on the weekend. Not.”
6	TAP	“Tap. I tap my pencil on the table. Tap.”
7	DUG	“Dug. I dug a hole in the backyard last week. Dug.”
8	MET	“Met. I met a new friend at recess. Met.”
9	ROD	“Rod. I took my fishing rod to the lake. Rod.”
10	BIN	“Bin. All of our toys belong in a bin. Bin.”
11	GET	“Get. I am so excited to get to school today. Get.”
12	BIB	“Bib. I wear a bib when I eat messy food. Bib.”
13	DOG	“Dog. I love taking my dog on walks. Dog.”
14	PUP	“Pup. A baby dog is called a pup. Pup.”
15	JAM	“Jam. I put grape jam on my toast every morning. Jam.”

ITEM	WORD	SENTENCE
1	MAN	“Man. My dad is a man. Man”
2	RED	“Red. I ate a red apple. Red”
3	LIT	“Lit. The sun lit up the room. Lit”
4	RUG	“Rug. Our floor is covered by a rug. Rug”
5	TOP	“Top. I climbed to the top of the mountain. Top.”
6	BED	“Bed. Each night I sleep in my bed. Bed.”
7	PAL	“Pal. My brother is a pal and good friend. Pal”
8	FIT	“Fit. My old shoes were too small so they did not fit. Fit”
9	HIM	“Him. My brother asked me to hand him a pencil. Him”
10	ROD	“Rod. I took my fishing rod to the lake. Rod.”
11	BAT	“Bat. I saw a bat flying last night. Bat.”
12	KIT	“Kit. Our classroom has a first aid kit. Kit.”
13	WEB	“Web. The spider made a web. Web.”
14	JUG	“Jug. I put water in a jug. Jug.”
15	FOG	“Fog. The fog was so thick I could barely see. Fog”

Form:

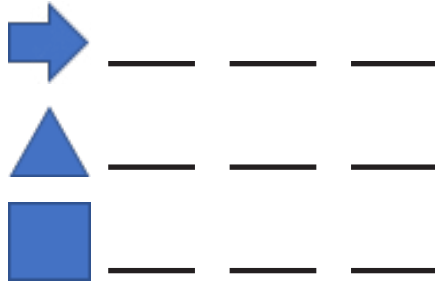
- Beginning of Year
- Middle of Year
- End of Year

Encoding Grade 1 Answer Key

(Research Edition)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Examples:



- |             |          |          |              |          |          |
|-------------|----------|----------|--------------|----------|----------|
| 1. <u>S</u> | <u>A</u> | <u>T</u> | 9. <u>M</u>  | <u>E</u> | <u>T</u> |
| 2. <u>H</u> | <u>E</u> | <u>N</u> | 10. <u>R</u> | <u>O</u> | <u>D</u> |
| 3. <u>D</u> | <u>I</u> | <u>G</u> | 11. <u>N</u> | <u>A</u> | <u>P</u> |
| 4. <u>N</u> | <u>O</u> | <u>D</u> | 12. <u>G</u> | <u>E</u> | <u>T</u> |
| 5. <u>T</u> | <u>U</u> | <u>G</u> | 13. <u>K</u> | <u>I</u> | <u>D</u> |
| 6. <u>C</u> | <u>U</u> | <u>P</u> | 14. <u>G</u> | <u>O</u> | <u>T</u> |
| 7. <u>D</u> | <u>A</u> | <u>D</u> | 15. <u>M</u> | <u>U</u> | <u>D</u> |
| 8. <u>R</u> | <u>I</u> | <u>B</u> |              |          |          |

	Position 1	Position 2	Position 3		Position 1	Position 2	Position 3
Subtotal (1-8)	<input type="text"/>	<input type="text"/>	<input type="text"/>	Subtotal (9-15)	<input type="text"/>	<input type="text"/>	<input type="text"/>

Total Position 1		Total Position 2		Total Position 3		Grand Total
<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

Form:

Beginning of Year

Middle of Year

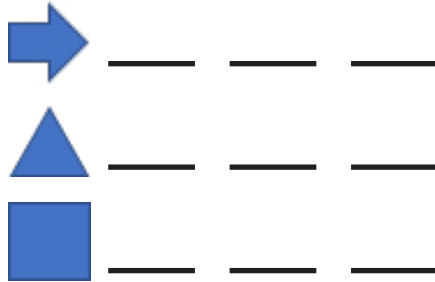
End of Year

Encoding Grade 1 Answer Key

(Research Edition)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Examples:



1. D E N 9. R O D

2. S A D 10. B I N

3. S I T 11. G E T

4. F U N 12. B I B

5. N O T 13. D O G

6. T A P 14. P U P

7. D U G 15. J A M

8. M E T

Position 1

Position 2

Position 3

Position 1

Position 2

Position 3

Subtotal  
(1-8)




Subtotal  
(9-15)




Total Position 1

Total Position 2

Total Position 3

Grand Total

+

+

=

Form:

Beginning of Year

Middle of Year

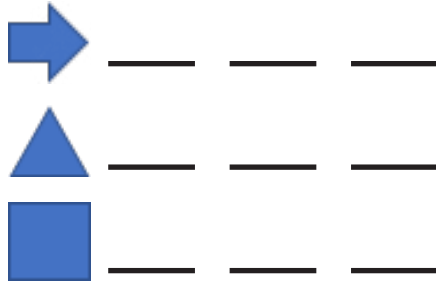
End of Year

Encoding Grade 1 Answer Key

(Research Edition)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Examples:



- |             |          |          |              |          |          |
|-------------|----------|----------|--------------|----------|----------|
| 1. <u>M</u> | <u>A</u> | <u>N</u> | 9. <u>H</u>  | <u>I</u> | <u>M</u> |
| 2. <u>R</u> | <u>E</u> | <u>D</u> | 10. <u>R</u> | <u>O</u> | <u>D</u> |
| 3. <u>L</u> | <u>I</u> | <u>T</u> | 11. <u>B</u> | <u>A</u> | <u>T</u> |
| 4. <u>R</u> | <u>U</u> | <u>G</u> | 12. <u>K</u> | <u>I</u> | <u>T</u> |
| 5. <u>T</u> | <u>O</u> | <u>P</u> | 13. <u>W</u> | <u>E</u> | <u>B</u> |
| 6. <u>B</u> | <u>E</u> | <u>D</u> | 14. <u>J</u> | <u>U</u> | <u>G</u> |
| 7. <u>P</u> | <u>A</u> | <u>L</u> | 15. <u>F</u> | <u>O</u> | <u>G</u> |
| 8. <u>F</u> | <u>I</u> | <u>T</u> |              |          |          |

	Position 1	Position 2	Position 3		Position 1	Position 2	Position 3
Subtotal (1-8)	<input type="text"/>	<input type="text"/>	<input type="text"/>	Subtotal (9-15)	<input type="text"/>	<input type="text"/>	<input type="text"/>

Total Position 1		Total Position 2		Total Position 3		Grand Total
<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>