



**DIBELS® 8<sup>TH</sup>**  
EDITION

**O**

UNIVERSITY OF  
OREGON

College of Education

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

*Encoding* Benchmark: Research Edition

Kindergarten

Beginning of Year (BOY)

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

(Write two rows of three lowercase letters, each starting with a shape. The first row will consist of an arrow, and the letters “a t f”. The second row will consist of a triangle and the letters “ n f r”.)

**I am going to ask you to circle the letter that makes the sound that I say.**

**For each sound I say, you will have three letters to choose from on your paper. Just circle the one you think works best!**

**Put your finger on the arrow. An arrow looks like this shape I have drawn on the board (administrator points to the drawn arrow). Next to the arrow are three letters, A, T, and N. Which letter makes the sound /n/?**

**I want to look for the letter that makes the /n/ sound. Out of the three letters in this row (administrator draws attention to the sample item on the board), I would circle N because I think it makes the /n/ sound. (Administrator circles the N.) Everyone, circle the N like I did.**

**Your turn to try. 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.**

**Okay, put your finger on the triangle. A triangle looks like this shape I have drawn on the board (administrator points to the drawn triangle). Next to the triangle are three letters. Which letter makes the sound /f/?** Wait for students to circle a letter.

Remind to do own work and make best guess as needed.

**I will circle the letter F because I think that F makes the /f/ sound.** (Administrator circles the F.)

**Let’s do a few more.**

**Put your finger on the number 1. Next to the number 1 are three letters. Which letter makes the sound /m/?** Wait for students to circle a letter.

Remind to do own work and make best guess as needed. Wait five seconds.

**Put your finger on the number 2. Next to the number 2 are three letters. Which letter makes the sound /k/?** Wait for students to circle a letter.

Remind to do own work and make best guess as needed. Wait five seconds.

**Put your finger on the number 3. Next to the number 3 are three letters. Which letter makes the sound /g/?** Wait for students to circle a letter.

Remind to do own work and make best guess as needed. Wait five seconds.

**Put your finger on the number 4. Next to the number 4 are three letters. Which letter makes the sound /r/?** Wait for students to circle a letter.

Remind to do own work and make best guess as needed. Wait five seconds.

**Put your finger on the number 5. Next to the number 5 are three letters. Which letter makes the sound /s/?** Wait for students to circle a letter.

Remind to do own work and make best guess as needed. Wait five seconds.

**Put your finger on the number 6. Next to the number 6 are three letters. Which letter makes the sound /j/?** Wait for students to circle a letter.

Remind to do own work and make best guess as needed. Wait five seconds.

**Now we're going to try something a little different. You should see two new shapes on the bottom of the page.**

(Erase the first two rows drawn on the board and write two new rows of three lowercase letters, each starting with a shape. A square and the letters “t u n” in the first row and a star and the letters “b g e” in the second row.)

**Okay, this time I will ask you to circle the letter that you think is at the beginning of a word I say.**

**For each word I say, you will have three letters to choose from on your paper. Just circle the one you think works best!**

**Put your finger on the square. A square looks like this shape I have drawn on the board (administrator points to the drawn square). Next to the square are three letters, T, U, and N. Which letter is at the beginning of the word “up”?**

**I want to look for the letter that makes the /u/ sound. Out of the three letters in this row (administrator draws attention to the sample item on the board), I would circle the U because I think it makes the /u/ sound in “up”. (Administrator circles the U.) Everyone, circle the U like I did.**

**Your turn to try. Remember, 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.**

**Okay, put your finger on the star. A star looks like this shape I have drawn on the board (administrator points to the drawn star). Next to the star are three letters. Which letter is at the beginning of the word “boy”? Wait for students to circle a letter.**

Remind to do own work and make best guess as needed.

**I will circle the letter B because I think that B makes the /b/ sound in “boy”. (Administrator circles the B.)**

**Everyone, turn your paper over. Let's do a few more. (Watch to be sure all students have turned over their paper. Assist as needed.)**

**Okay everyone, put your finger on the number 7. Next to the number 7 are three letters. Which letter is at the beginning of the word “at”? Wait for students to circle a letter.**

Remind to do own work and make best guess as needed. Wait five seconds.

**Put your finger on the number 8. Next to the number 8 are three letters. Which letter is at the beginning of the word “is”? Wait for students to circle a letter.**

Remind to do own work and make best guess as needed. Wait five seconds.

**Put your finger on the number 9. Next to the number 9 are three letters. Which letter is at the beginning of the word “on”? Wait for students to circle a letter.**

Remind to do own work and make best guess as needed. Wait five seconds.

**Put your finger on the number 10. Next to the number 10 are three letters. Which letter is at the beginning of the word “me”?** Wait for students to circle a letter.

Remind to do own work and make best guess as needed. Wait five seconds.

**Put your finger on the number 11. Next to the number 11 are three letters. Which letter is at the beginning of the word “to”?** Wait for students to circle a letter.

Remind to do own work and make best guess as needed. Wait five seconds.

**Put your finger on the number 12. Next to the number 12 are three letters. Which letter is at the beginning of the word “no”?** Wait for students to circle a letter.

Remind to do own work and make best guess as needed. Wait five seconds.

**Put your finger on the number 13. Next to the number 13 are three letters. Which letter is at the beginning of the word “ran”?** Wait for students to circle a letter.

Remind to do own work and make best guess as needed. Wait five seconds.

**Put your finger on the number 14. Next to the number 14 are three letters. Which letter is at the beginning of the word “did”?** Wait for students to circle a letter.

Remind to do own work and make best guess as needed. Wait five seconds.

**Put your finger on the number 15. Next to the number 15 are three letters. Which letter is at the beginning of the word “pig”?** Wait for students to circle a letter.

Remind to do own work and make best guess as needed. Wait five seconds.

**Okay, that’s it. Great job, everyone!**

#### Scoring rules

*Encoding: Research Edition* provides one score that is the number of circles answers that represent the correct letter sound, or sound at the beginning of a word. Worksheets are scored after the assessment has been completed, and students are not present.

1. A response is correct if the student circled the correct letter on the correct line.
2. A response may also be marked correct if the circle is not exactly on the correct response, but the student’s intention was obvious.
3. A response may also be marked correct if the circle is poorly formed, but the student’s intention was obvious.
4. Mark a slash ( / ) through any incorrect responses. Incorrect responses include situations where the student circled the wrong letter, circled ambiguously (meaning there is no clear answer), or there is no circle.
5. 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.

6. Items left blank are counted as incorrect.
7. Determine the score for each item and then add up the item scores to determine the total number of items answered correctly.

	Student Stimulus (B is correct)	Student Response	Scoring Procedure	Score
Correct response	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	1 / 1
Correct response (Circle not directly on letter)	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	1 / 1
Correct response (Circle poorly formed, obvious answer)	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	1 / 1
Incorrect response	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	0 / 1
Incorrect response (No mark)	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	0 / 1
Incorrect response (ambiguous circle)	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	0 / 1
Correct response (Circle poorly formed, ambiguous)	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	0 / 1
Incorrect response (Circle not touching responses)	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	<u>A</u> <u>B</u> <u>C</u>	0 / 1

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

2 - 15	9 - 45	13 - 45
0-1	0 - 8	0 - 12
B	M	E
<b>Kindergarten</b>		

*Encoding*: Research Edition Fidelity Checklist (K-BOY)

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. Writes first two instructed sample items (both lowercase letters and shapes) on the board when directed.
<input type="checkbox"/>	<input type="checkbox"/>	4. Draws attention to the drawn shapes while reading administration instructions.
<input type="checkbox"/>	<input type="checkbox"/>	5. Correctly models selecting (circling) the correct answer on the board.
<input type="checkbox"/>	<input type="checkbox"/>	6. Clearly provides all items.
<input type="checkbox"/>	<input type="checkbox"/>	7. Waits 5 seconds in-between each given item.
<input type="checkbox"/>	<input type="checkbox"/>	8. Writes last two instructed sample items (both lowercase letters and shapes) on the board when directed.
<input type="checkbox"/>	<input type="checkbox"/>	9. Applies scoring rules consistently and correctly.
<input type="checkbox"/>	<input type="checkbox"/>	10. Totals each correct response accurately.

ITEM NUMBER	ITEM	SENTENCE
1	M	“Which letter says /m/”
2	K	“Which letter makes the /k/ sound”
3	G	“Which letter says /g/ ”
4	R	“Which letter makes the /r/ sound”
5	S	“Which letter says /s/ ”
6	J	“Which letter makes the /j/ sound”
7	At	“Which letter does “At” start with?”
8	Is	“Which letter does “Is” start with?”
9	On	“Which letter does “On” start with?”
10	Me	“Which letter does “Me” start with?”
11	To	“Which letter does “To” start with?”
12	No	“Which letter does “No” start with?”
13	Ran	“Which letter does “Ran ” start with?”
14	Did	“Which letter does “ Did” start with?”
15	Pig	“Which letter does “ Pig” start with?”

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

	<b>a</b>	<b>t</b>	<b>n</b>
	<b>n</b>	<b>f</b>	<b>r</b>

**1.            h            m            l            0 / 1**

**2.            b            t            k            0 / 1**

**3.            g            d            y            0 / 1**

**4.            n            w            r            0 / 1**

**5.            z            s            c            0 / 1**

**6.            l            g            j            0 / 1**

Subtotal (p. 1)

	<b>t</b>	<b>u</b>	<b>n</b>
	<b>b</b>	<b>g</b>	<b>e</b>

<b>7.</b>	<b>u</b>	<b>a</b>	<b>c</b>	0 / 1
<b>8.</b>	<b>i</b>	<b>e</b>	<b>l</b>	0 / 1
<b>9.</b>	<b>o</b>	<b>p</b>	<b>u</b>	0 / 1
<b>10.</b>	<b>u</b>	<b>w</b>	<b>m</b>	0 / 1
<b>11.</b>	<b>t</b>	<b>f</b>	<b>c</b>	0 / 1
<b>12.</b>	<b>h</b>	<b>n</b>	<b>v</b>	0 / 1
<b>13.</b>	<b>y</b>	<b>p</b>	<b>r</b>	0 / 1
<b>14.</b>	<b>j</b>	<b>d</b>	<b>q</b>	0 / 1
<b>15.</b>	<b>p</b>	<b>b</b>	<b>y</b>	0 / 1

Subtotal (p. 2)

Page 1 Subtotal

+

Page 2 Subtotal

=

Grand Total