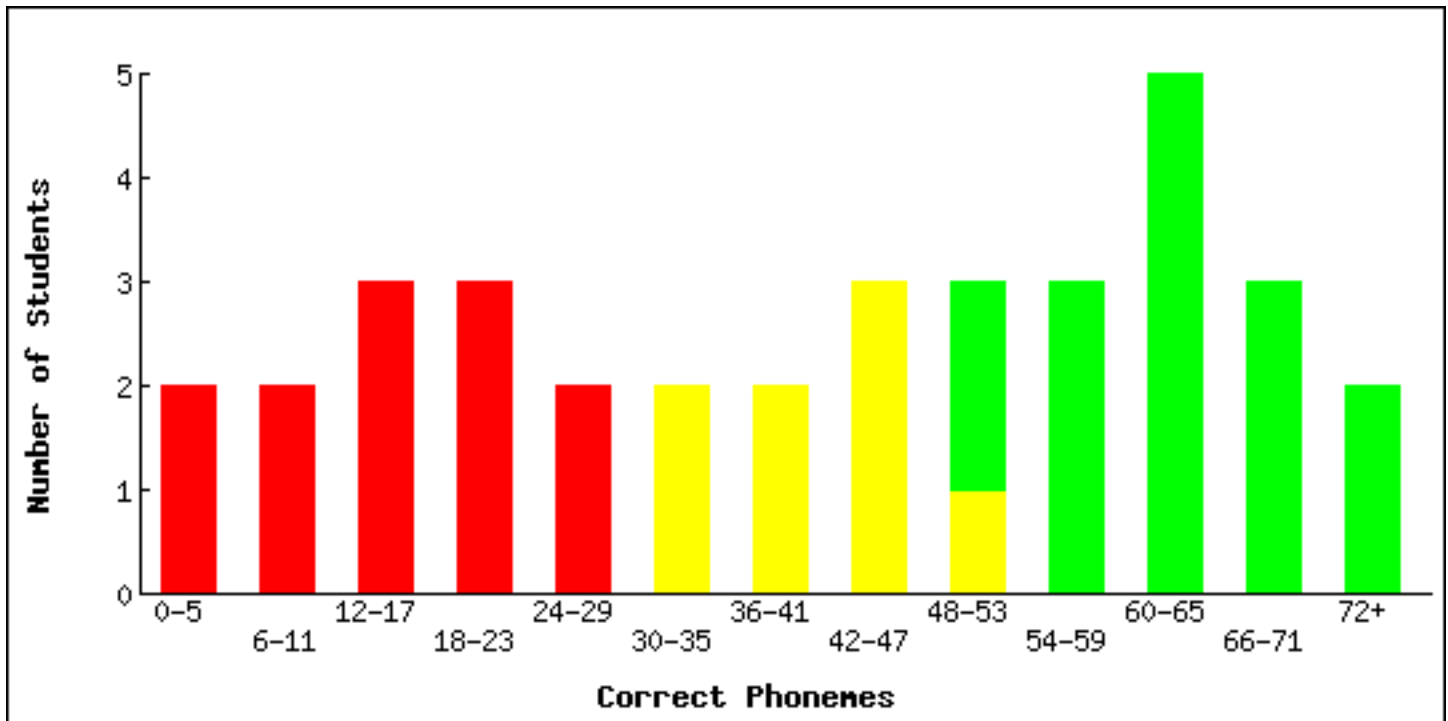


Histogram Report - IDEL 7th Edition

District: Example District (Spanish)
School: Example School
Grade: First Grade
Year: 2012-2013
Period: Beginning
Measure: Fluidez en la Segmentación de Fonemas - Todas Las Partes



Deficit
34% (n=12)

Emerging
23% (n=8)

Established
43% (n=15)

- Score range: **0-34**
- **Well Below Benchmark**

- Score range: **35-49**
- **Below Benchmark**

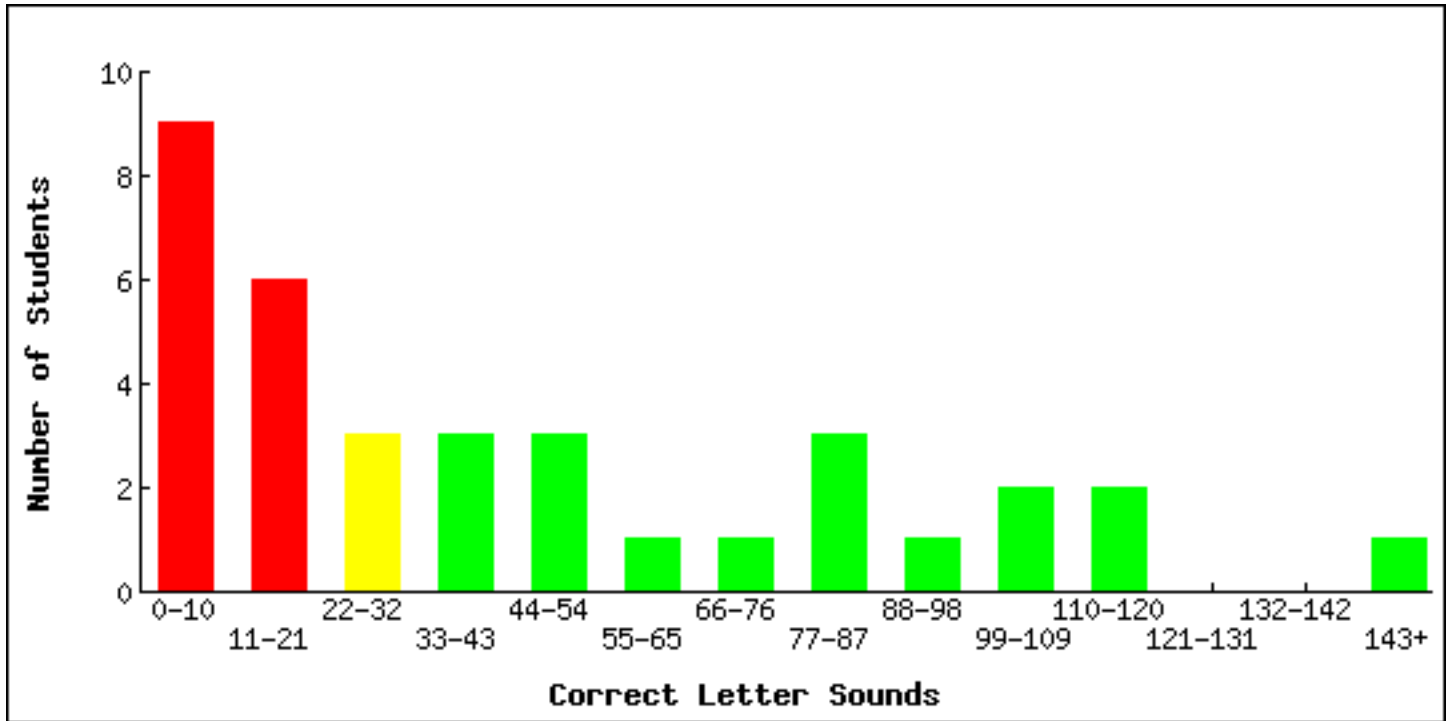
- Score range: **50-128**
- **At or Above Benchmark**

Split Bars

Split bars are used when the cutoff scores occur in the middle of a score range. The number of students is indicated by the size of the part.

Histogram Report - IDEL 7th Edition

District: Example District (Spanish)
School: Example School
Grade: First Grade
Year: 2012-2013
Period: Beginning
Measure: Fluidez en las Palabras sin Sentido - Total de sonidos de letras correctos



At Risk
43% (n=15)

Some Risk
9% (n=3)

Low Risk
49% (n=17)

- Score range: 0-24
- Well Below Benchmark

- Score range: 25-34
- Below Benchmark

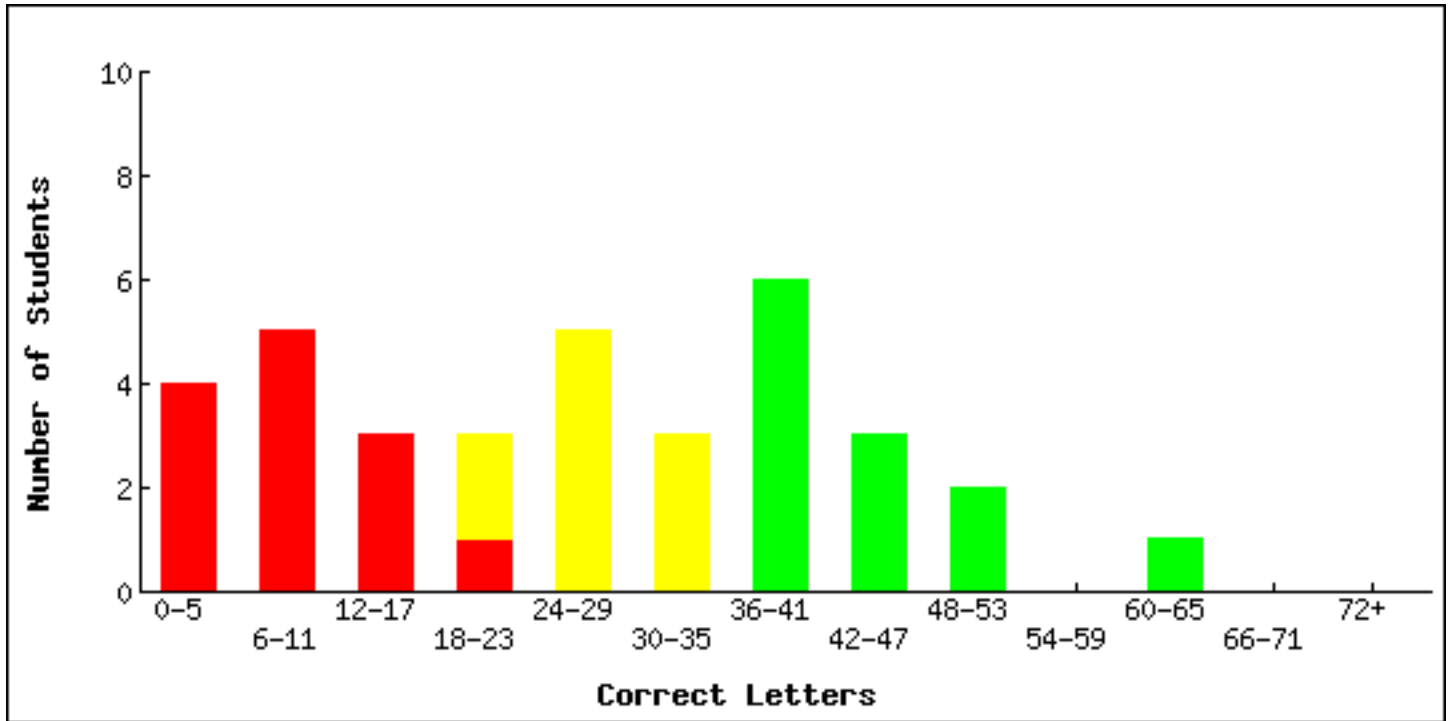
- Score range: 35-255
- At or Above Benchmark

Split Bars

Split bars are used when the cutoff scores occur in the middle of a score range. The number of students is indicated by the size of the part.

Histogram Report - IDEL 7th Edition

District: Example District (Spanish)
School: Example School
Grade: First Grade
Year: 2012-2013
Period: Beginning
Measure: Fluidez en Nombrar Letras



At Risk
37% (n=13)

- Score range: **0-19**
- **Well Below Benchmark**

Some Risk
29% (n=10)

- Score range: **20-34**
- **Below Benchmark**

Low Risk
34% (n=12)

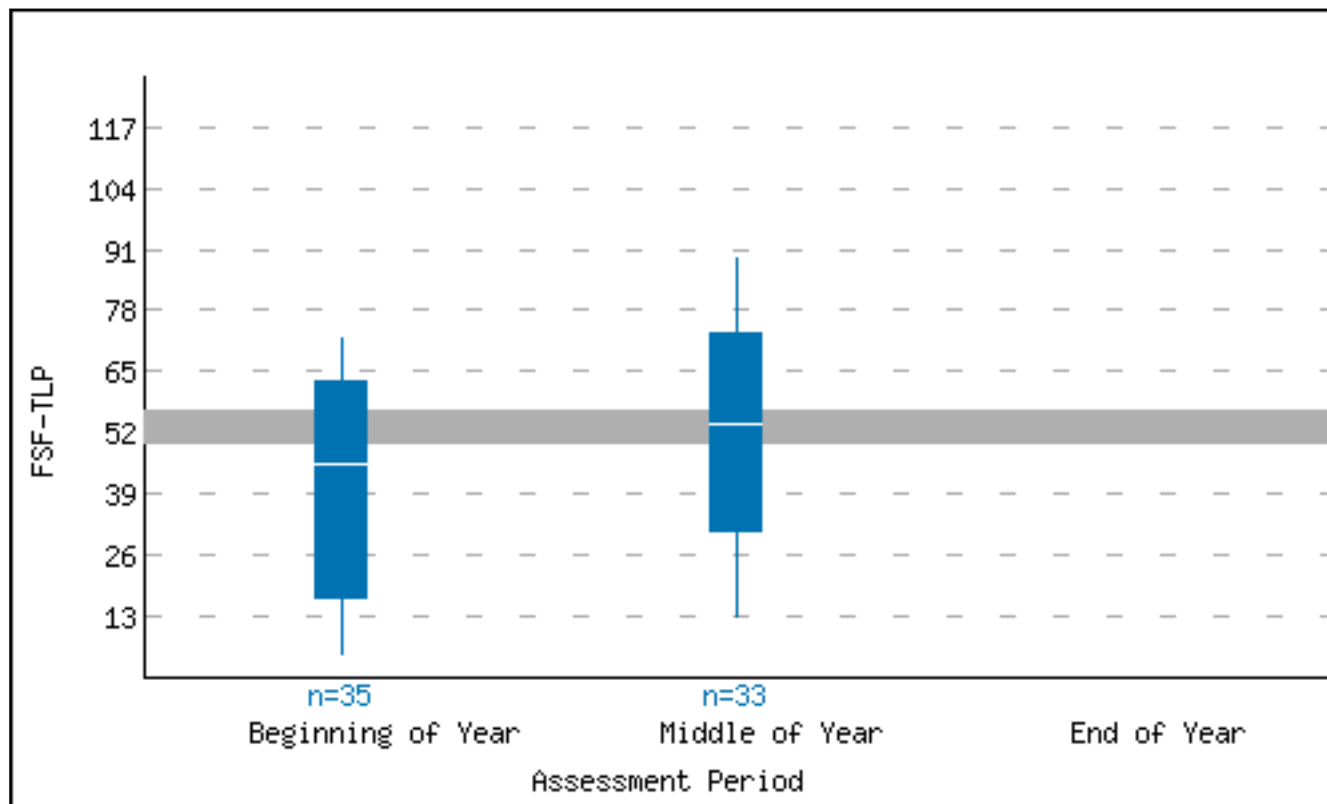
- Score range: **35-116**
- **At or Above Benchmark**

Split Bars

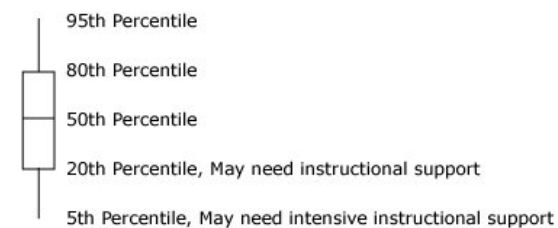
Split bars are used when the cutoff scores occur in the middle of a score range. The number of students is indicated by the size of the part.

Yearly Box Plot Report - IDEL 7th Edition

District: Example District (Spanish)
 School: Example School
 Grade: First Grade
 Year: 2012-2013
 Measure: Fluidez en la Segmentación de Fonemas - Todas Las Partes



	Beginning	Middle	End
2012	n=35	n=33	n=0
95th %tile Score	72	89	0
80th %tile Score	63	73	0
50th %tile Score	45	54	0
20th %tile Score	17	31	0
5th %tile Score	5	13	0



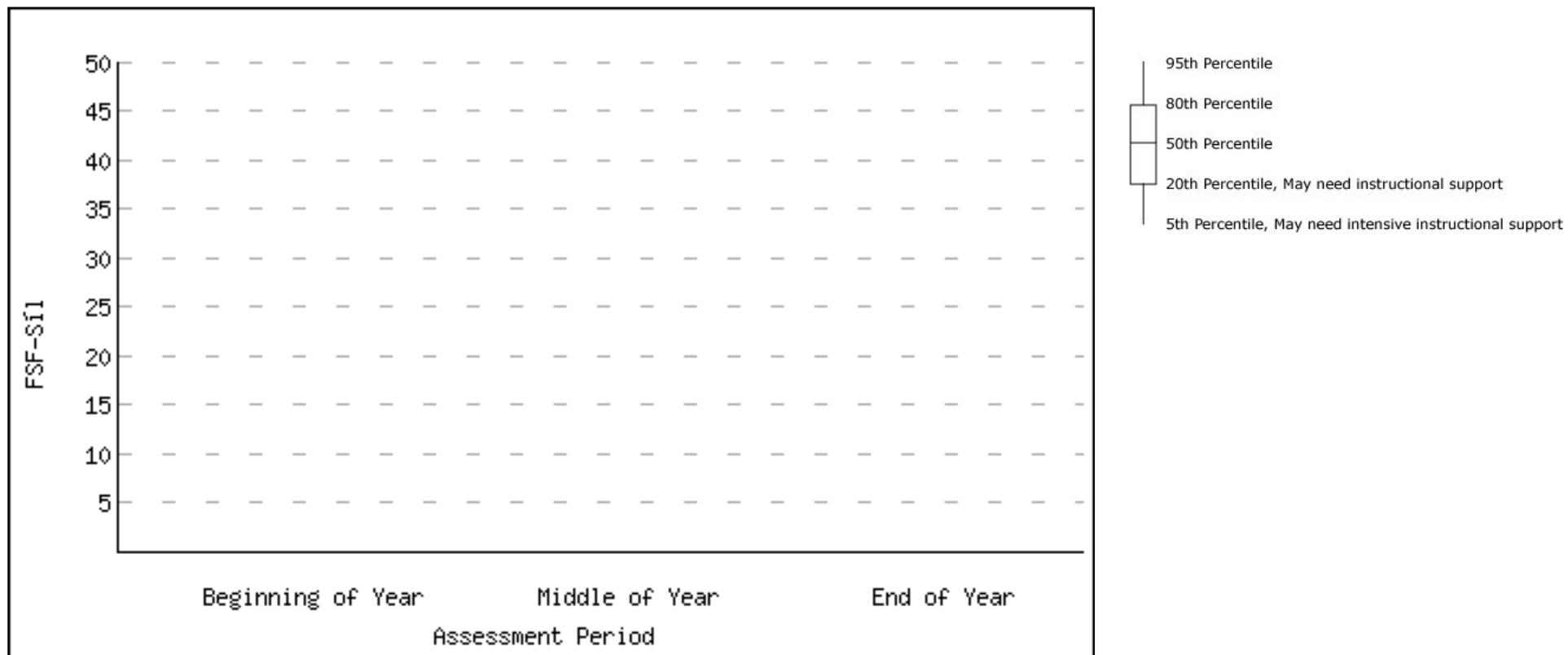
Benchmark Goals

Benchmark Goal for FSF-TLP is 50 at the Beginning of First Grade
Benchmark Goal for FSF-TLP is 50 at the Middle of First Grade
Benchmark Goal for FSF-TLP is 50 at the End of First Grade

Students not making benchmark? Visit [Big Ideas in Beginning Reading](#) to learn more about each literacy skill assessed by DIBELS.

Yearly Box Plot Report - IDEL 7th Edition

District: Example District (Spanish)
School: Example School
Grade: First Grade
Year: 2012-2013
Measure: Fluidez en la Segmentación de Fonemas - Partes silábicas

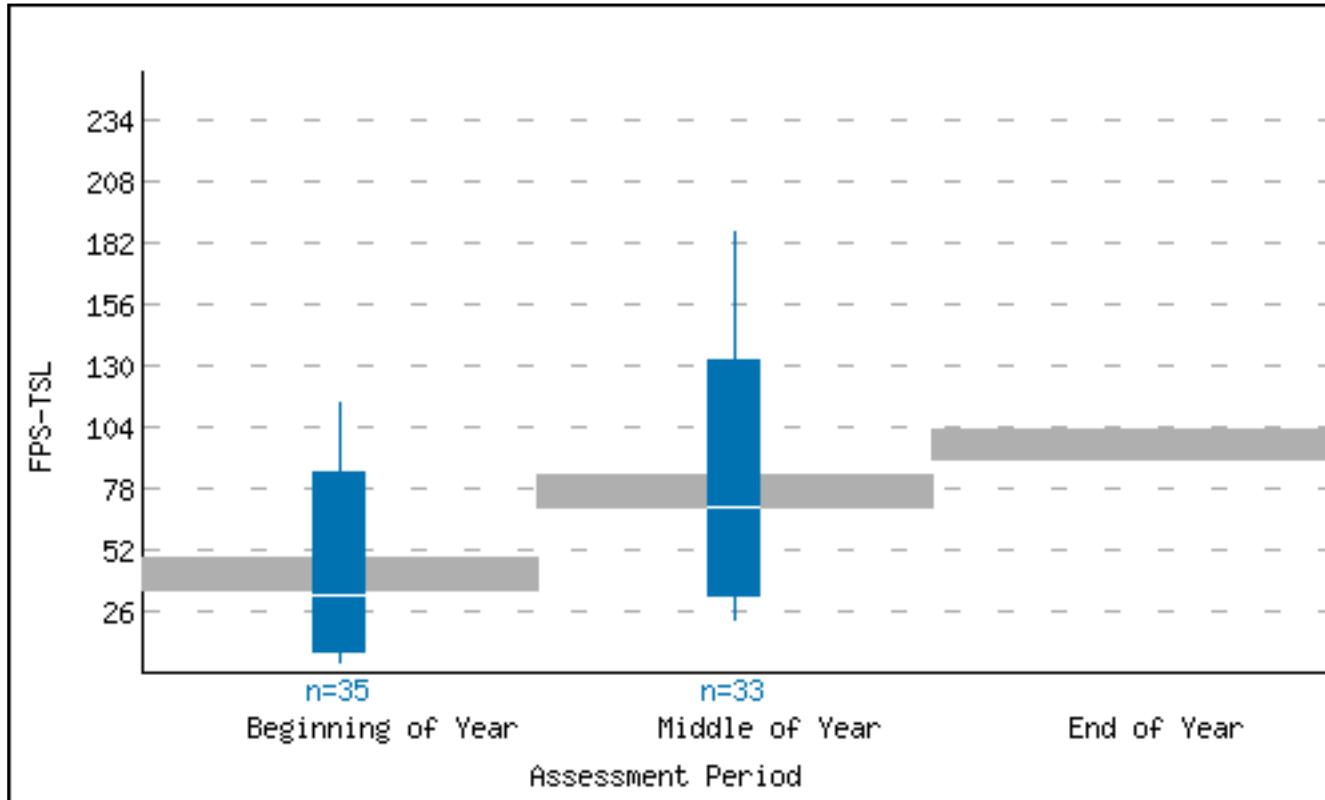


Benchmark Goals

Students not making benchmark? Visit [Big Ideas in Beginning Reading](#) to learn more about each literacy skill assessed by DIBELS.

Yearly Box Plot Report - IDEL 7th Edition

District: Example District (Spanish)
 School: Example School
 Grade: First Grade
 Year: 2012-2013
 Measure: Fluidez en las Palabras sin Sentido - Total de sonidos de letras correctos



	Beginning	Middle	End
2012	n=35	n=33	n=0
95th %tile Score	114	186	0
80th %tile Score	84	132	0
50th %tile Score	32	70	0
20th %tile Score	8	32	0
5th %tile Score	4	22	0

95th Percentile
 80th Percentile
 50th Percentile
 20th Percentile, May need instructional support
 5th Percentile, May need intensive instructional support

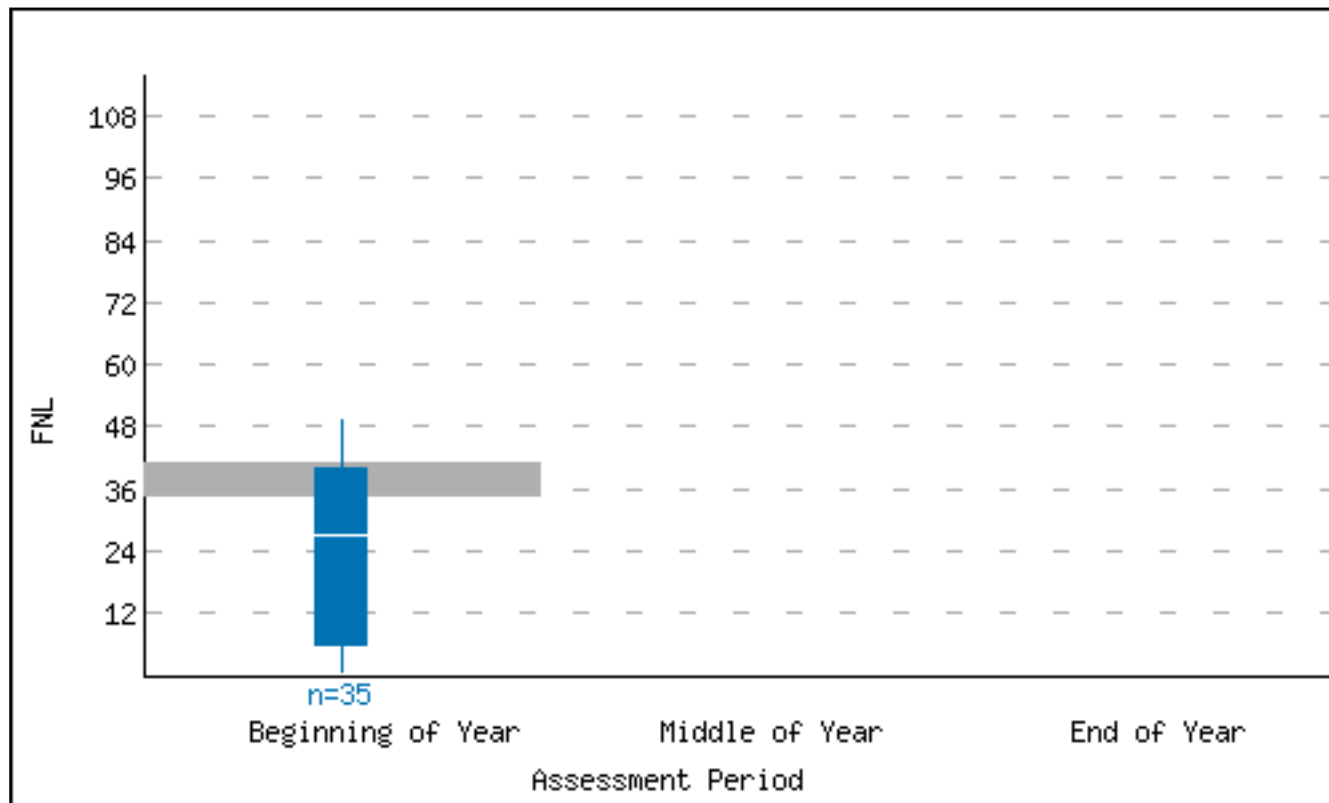
Benchmark Goals

Benchmark Goal for FPS-TSL is 35 at the Beginning of First Grade
Benchmark Goal for FPS-TSL is 70 at the Middle of First Grade
Benchmark Goal for FPS-TSL is 90 at the End of First Grade

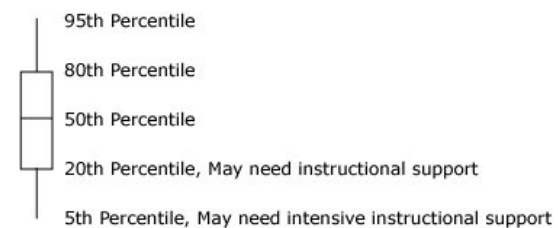
Students not making benchmark? Visit [Big Ideas in Beginning Reading](#) to learn more about each literacy skill assessed by DIBELS.

Yearly Box Plot Report - IDEL 7th Edition

District: Example District (Spanish)
 School: Example School
 Grade: First Grade
 Year: 2012-2013
 Measure: Fluidez en Nombrar Letras



	Beginning	Middle	End
2012	n=35	n=0	n=0
95th %tile Score	49	0	0
80th %tile Score	40	0	0
50th %tile Score	27	0	0
20th %tile Score	6	0	0
5th %tile Score	1	0	0



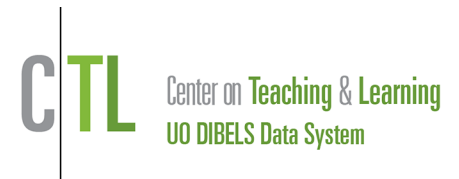
Benchmark Goals

Benchmark Goal for FNL is 35 at the Beginning of First Grade

Students not making benchmark? Visit [Big Ideas in Beginning Reading](#) to learn more about each literacy skill assessed by DIBELS.

Class List Report - IDEL 7th Edition

District: Example District (Spanish)
 School: Example School
 Grade: First Grade - Beginning
 Year: 2012-2013
 Class: Chavez



Abbreviation Legend: **FNL (LNF):** Fluidez en Nombrar Letras **FSF:** Fluidez en la Segmentación de Fonemas **TLP (PSF):** Fluidez en la Segmentación de Fonemas - Todas Las Partes **Síl (SYL):** Fluidez en la Segmentación de Fonemas - Partes silábicas **FPS (NWF):** Fluidez en las Palabras sin Sentido **TSL (CLS):** Fluidez en las Palabras sin Sentido - Total de sonidos de letras correctos **NPC (WRC):** Fluidez en las Palabras sin Sentido - Número de palabras correctas y completas leídas **FUP (WUF):** Fluidez en el Uso de las Palabras

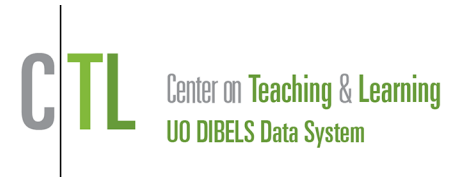
Student	Student ID	FNL (LNF)		FSF			FPS (NWF)			FUP (WUF)	Instructional Recommendation
		Score	Status	TLP (PSF)	Status	Síl (SYL)	TSL (CLS)	Status	NPC (WRC)	Score	
Benchmark Goals		35		50			35				
W. RALPH	20081860	0	At Risk	0	Deficit	0	0	At Risk	0		Intensive
A. PENNY	20086263	6	At Risk	26	Deficit	15	7	At Risk	0		Intensive
V. WALTER	20076527	12	At Risk	52	Established	7	7	At Risk	0		Intensive
L. DE'SHARA	20077463	3	At Risk	4	Deficit	2	7	At Risk	0		Intensive
E. ABNER	89731036	6	At Risk	13	Deficit	7	15	At Risk	0		Intensive
G. JENNIE	20076656	24	Some Risk	62	Established	6	3	At Risk	1		Strategic
A. HENRY	20075434	36	Low Risk	18	Deficit	3	19	At Risk	1		Strategic
C. MARYANNE	89051067	21	Some Risk	22	Deficit	5	32	Some Risk	0		Strategic
V. DUY	088255309	28	Some Risk	25	Deficit	4	44	Low Risk	3		Strategic
M. VICTORIA	20078091	30	Some Risk	10	Deficit	2	83	Low Risk	9		Strategic
M. STACIE	20076062	46	Low Risk	73	Established	5	72	Low Risk	13		Benchmark
R. DONAVIN	20074227	40	Low Risk	45	Emerging	6	84	Low Risk	16		Benchmark
T. EMILY	20073328	49	Low Risk	79	Established	8	91	Low Risk	20		Benchmark
L. ALAN	89081135	49	Low Risk	67	Established	5	99	Low Risk	29		Benchmark
B. REYA	89731045	38	Low Risk	53	Established	9	114	Low Risk	30		Benchmark
G. LORENZO	88254553	46	Low Risk	45	Emerging	5	183	Low Risk	50		Benchmark
Mean:		27.1		37.1		5.6	53.8		10.8	0.0	

Icon Legend: At Risk / Deficit / Intensive Support Some Risk / Emerging / Strategic Support Low Risk / Established / Benchmark Support

Students not making benchmark? Visit [Big Ideas in Beginning Reading](#) to learn more about each literacy skill assessed by DIBELS.

Class List Report - IDEL 7th Edition

District: San Francisco USD (Spanish)
 School: Paul Revere School
 Grade: First Grade - Beginning
 Year: 2012-2013
 Class: Weiss



Abbreviation Legend: **FNL (LNF):** Fluidez en Nombrar Letras **FSF:** Fluidez en la Segmentación de Fonemas **TLP (PSF):** Fluidez en la Segmentación de Fonemas - Todas Las Partes **Sil (SYL):** Fluidez en la Segmentación de Fonemas - Partes silábicas **FPS (NWF):** Fluidez en las Palabras sin Sentido **TSL (CLS):** Fluidez en las Palabras sin Sentido - Total de sonidos de letras correctos **NPC (WRC):** Fluidez en las Palabras sin Sentido - Número de palabras correctas y completas leídas **FUP (WUF):** Fluidez en el Uso de las Palabras

Student	Student ID	FNL (LNF)		FSF			FPS (NWF)			FUP (WUF)	Instructional Recommendation
		Score	Status	TLP (PSF)	Status	Sil (SYL)	TSL (CLS)	Status	NPC (WRC)	Score	
Benchmark Goals		35		50			35				
Cen, Benny		2	At Risk	35	Emerging	14	7	At Risk	2		Intensive
A. DWAYNE	20079146	6	At Risk	20	Deficit	12	7	At Risk	0		Intensive
O. NAOMI	20075436	0	At Risk	35	Emerging	0	8	At Risk	2		Intensive
N. OSCAR	88254382	6	At Risk	7	Deficit	0	9	At Risk	0		Intensive
R. DENNIS	89221126	7	At Risk	13	Deficit	0	17	At Risk	0		Intensive
A. DEBBY	20075686	19	At Risk	59	Established	5	18	At Risk	0		Intensive
T. YOVANI	20075111	13	At Risk	60	Established	0	21	At Risk	6		Intensive
B. ASHLEY	20073149	20	Some Risk	60	Established	0	19	At Risk	0		Strategic
G. JULIANNA	89731037	26	Some Risk	64	Established	0	26	Some Risk	0		Strategic
Z. MICHAEL	89731032	15	At Risk	15	Deficit	0	31	Some Risk	0		Strategic
B. JULIO	20073554	27	Some Risk	46	Emerging	0	57	Low Risk	4		Strategic
G. PATTIE	89081133	31	Some Risk	69	Established	2	37	Low Risk	10		Benchmark
L. MOLLY	89101161	46	Low Risk	58	Established	0	37	Low Risk	5		Benchmark
S. ALESSANDRA	20074008	33	Some Risk	65	Established	0	39	Low Risk	4		Benchmark
C. JANE	20074340	60	Low Risk	48	Emerging	1	47	Low Risk	11		Benchmark
A. ROSE	20074128	39	Low Risk	40	Emerging	0	48	Low Risk	12		Benchmark
T. PERE	89251191	38	Low Risk	55	Established	2	79	Low Risk	20		Benchmark
R. EILEEN	20074570	37	Low Risk	39	Emerging	0	109	Low Risk	29		Benchmark
L. LENA	88254828	29	Some Risk	68	Established	2	112	Low Risk	30		Benchmark
Mean:		23.9		45.1		2.0	38.3		7.1	0.0	

Icon Legend: At Risk / Deficit / Intensive Support Some Risk / Emerging / Strategic Support Low Risk / Established / Benchmark Support

Students not making benchmark? Visit [Big Ideas in Beginning Reading](#) to learn more about each literacy skill assessed by DIBELS.