



**Dynamic Indicators of Basic Early
Literacy Skills**

8th Edition

**Spanish Administration Directions
2025 Edition**

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Introduction

Our preliminary research suggests that students whose English skills are very low (i.e., English Language Proficiency Assessment (ELPA) levels 1 and 2) may benefit from having DIBELS 8 instructions delivered in their primary language¹. Conversely, students whose primary language is not English but whose English skills have developed to ELPA level 3 or higher don't appear to benefit from having the directions delivered in their primary language. As a result, we recommend administering DIBELS 8 instructions in a student's primary language if their English skills are very low.

Currently, DIBELS 8 instructions are available in English and Spanish. Other languages may become available in the future. If you choose to use the Spanish instructions, just as with the English instructions, it's important to follow the standardized administration, scripting and scoring procedures. To use the Spanish instructions, simply replace the English instructions with the Spanish instructions. The instructions should be delivered by someone who is fluent in Spanish.

Score the student's responses as you normally would, in English, following the scoring instructions in the DIBELS 8 Administration and Scoring Guide. Note that students must respond correctly in English for items to be counted as correct. Responses in any language other than English are counted as incorrect.

1 University of Oregon (2025). Spanish Instructions as a DIBELS® Accommodation (DIBELS Technical Report 25-S01). Eugene, OR: Author. Available: <https://dibels.uoregon.edu>

Letter Naming Fluency (LNF)

Applicable grades: Beginning of kindergarten through end of first grade.

Objective: Student names letters for 60 seconds.

Uses: Benchmark and risk assessment.

Materials

- Scoring book
- Student form
- Pen or pencil
- Clipboard
- Timer

Spanish Administration Script

1. Position the clipboard and scoring book so that the student cannot see what you record.
2. Place the student copy of the LNF subtest in front of the student.
3. Say these specific directions:

Aquí hay unas letras

(point to the student form).

Dime los nombres de todas las letras que puedas en inglés.

Cuando yo diga ‘Empieza’, comienza aquí

(point to the first letter)

y sigue a través de la página

(point).

Señala cada letra y dime el nombre de esa letra en inglés. Si llegas a una letra que no conoces, yo te diré el nombre.

Coloca tu dedo sobre la primera letra.

¿Estás listo/a?

Empieza.

4. Start the timer after saying “Empieza.”
5. Follow along in the Scoring Booklet. Put a slash (/) through each letter name read incorrectly. See Acceptable Prompts and Scoring Rules for more details.
6. At the end of 60 seconds, place a bracket (]) after the last letter named and say, “**Para.**”

Acceptable prompts

There are two acceptable prompts for LNF: a prompt for when students hesitate and for when they produce letter sounds.

Hesitation Prompt. If the student hesitates for 3 seconds on a letter, score the letter as incorrect, provide the correct letter, point to the next letter, and say:

Continua.

This prompt may be repeated. For example, if the letters are “p T n” and the student says, “p” then does not say anything for 3 seconds, prompt by saying “**T**”, then point to “n” and say:

Continua.

Repeat this as many times as needed throughout administration. The maximum time for each letter is 3 seconds.

Letter Sound Prompt. If the student provides the letter sound rather than the letter name, say:

Recuerda decirme el nombre de la letra, no su sonido.

This prompt may be provided *once* during the administration. If the student continues providing letter sounds, mark each letter as incorrect.

Discontinue rules

Discontinue LNF Rule. If the student reads 0 correct letter names within the first line, discontinue LNF, put a bracket after the last letter attempted and record a score of 0.

Discontinue Benchmark Assessments Rule. Benchmark assessment always continues regardless of LNF score.

Phonemic Segmentation Fluency (PSF)

Applicable grades: Beginning of kindergarten through end of first grade.

Objective: Student breaks words into phonemes for 60 seconds.

Uses: Benchmark and risk assessment; progress monitoring.

Materials

- Scoring book
- Pen or pencil
- Clipboard
- Timer

Spanish Administration Script

1. Position the clipboard and timer so that the student cannot see what you record.
2. Say these specific directions:

Voy a decir una palabra. Después de decirla, dime todos los sonidos que escuches en la palabra. Así que, si digo la palabra ‘mop’, deberías decir /m/ /o/ /p/. Si digo la palabra ‘cat’, deberías decir /c/ /a/ /t/.

Intentemos con una

(1 second pause)

Dime los sonidos en la palabra ‘sun’. Dime cualquier sonido que escuches.

Student response	Examiner response
CORRECT	
If student says “/s/ /u/ /n/”	Muy bien. Los sonidos en la palabra ‘sun’ son /s/ /u/ /n/.

INCORRECT

Student response	Examiner response
Any other response	<p>Los sonidos en la palabra 'sun' son /s/ /u/ /n/.</p> <p>Tu turno.</p> <p>Dime los sonidos en la palabra 'sun.' Dime cualquier sonido que escuches.</p>

Bien. Aquí está tu primera palabra

3. Give the student the first word and start the timer.
4. Follow along in the Scoring Booklet. As the student says the sounds, underline each different, correct, sound segment produced. Put a slash (/) through sounds produced incorrectly. See Acceptable Prompts and Scoring Rules for more details.
5. As soon as the student is finished saying the sounds in the current word, present the next word promptly and clearly.
6. At the end of 60 seconds, stop presenting words and stop the timer. Place a bracket (]) after the last sound provided by the student.

Acceptable prompts

There is only one acceptable prompt for PSF: a prompt for when students hesitate.

Hesitation Prompt. If the student hesitates for 3 seconds, give the next word, and score the word (or remaining sounds in the word if word has been partially segmented) as incorrect by leaving it unmarked (no slashes or underlines). Repeat this prompt as many times as needed throughout administration.

Discontinue rules

Discontinue PSF Rule. If a student has not given any sound segments correctly in the first 5 words, discontinue PSF, put a bracket after the last word attempted and record a score of 0.

Discontinue Benchmark Assessments Rule. For beginning of kindergarten only, if student does not get any sounds correct in the first 5 words, discontinue PSF and any further benchmark assessments (i.e., NWF and WRF) for that time of year. At all other times of year, benchmark assessment continues regardless of PSF score.

Nonsense Word Fluency (NWF)

Applicable grades: Beginning of kindergarten through end of third grade.

Objective: Student reads or sounds out nonsense words for 60 seconds.

Uses: Benchmark and risk assessment; progress monitoring.

Materials

- Scoring book
- Student form
- Pen or pencil
- Clipboard
- Timer

Spanish Administration Script

1. Position the clipboard and timer so that the student cannot see what you record.
2. Place the student copy of the NWF practice items in front of the student.
3. Say these specific directions:

Mira esta palabra

(point to first word on the practice form)

Es una palabra en inglés inventada.

Mira cómo leo la palabra en inglés: /h/ /a/ /p/ ‘hap’

(point to each letter, then run your finger fast beneath the whole word)

En inglés, puedo decir los sonidos de las letras, /h/ /a/ /p/

(point to each letter)

o puedo leer la palabra entera ‘hap.’

(run your finger fast beneath the whole word)

Ahora te toca a ti leer una palabra en inglés inventada. Lee la palabra en inglés lo mejor que puedas. (point to the word “lum”)

Asegúrate de decir cualquier sonido que sepas en inglés.

Student response	Examiner response
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CORRECT

If student says “lum” or “/l/ /u/ /m/”	Correcto. Los sonidos son /l/ /u/ /m/ o ‘lum.’.
--	--

INCORRECT

Any other response	Recuerda, puedes decir los sonidos o la palabra entera en inglés. Obsérvame, los sonidos son /l/ /u/ /m/ (point to each letter) O “lum.” (run your finger fast beneath the whole word) Intentemos de nuevo. Lee esta palabra en inglés lo mejor que puedas. (point to the word “lum”)
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(place the student copy of the form in front of the student)

Aquí hay más palabras en inglés inventadas

(point to the student form)

Comienza aquí

(point to the first nonsense word)

y sigue a través de la página

(point across the page)

Cuando yo diga ‘empieza’, lee las palabras en inglés lo mejor que puedas. Señala cada letra y dime los sonidos o lee la palabra completa en inglés.

Coloca tu dedo sobre la primera palabra..

¿Estás listo/a?

Empieza.

4. Start the timer after saying “Empieza.”
5. Follow along in the Scoring Booklet. As the student says sounds/words, underline each correct sound/word produced. Put a slash (/) through sounds/words produced incorrectly. See Acceptable Prompts and Scoring Rules for more details.
6. At the end of 60 seconds, place a bracket (]) after the last nonsense word for which the student provided sound/word and say, “**Para.**”

Acceptable prompts

There is only one acceptable prompt for NWF: a prompt for when students hesitate. Execution of the prompt depends on whether a student is initially blending nonsense words or sounding them out. If the student is reading words, the rule applies to words; if the student is sounding words out, the rule applies to sounds.

Hesitation Prompt. If student hesitates for 3 seconds on a sound/word, mark the sound/word as incorrect, point to the next sound/word, and say

Continúa

Repeat this as many times as needed throughout administration. The maximum time for each sound/word is 3 seconds.

Discontinue rules

Discontinue NWF Rule. If a student does not get any sounds correct in the first 5 words, discontinue NWF, put a bracket after the last nonsense word attempted and record a score of 0 for both CLS and WRC.

Discontinue Benchmark Assessments Rule. For middle of kindergarten only, if student does not get any sounds correct in the first 5 words, discontinue NWF and any further benchmark assessments for that time of year (i.e., WRF). At all other times of year, benchmark assessment continues regardless of NWF score.

Word Reading Fluency (WRF)

Applicable grades: Beginning of kindergarten through end of third grade.

Objective: Student reads sight words for 60 seconds.

Uses: Benchmark and risk assessment; progress monitoring.

Materials

- Scoring book
- Student form
- Pen or pencil
- Clipboard
- Timer

Spanish Administration Script

1. Position the clipboard and timer so that the student cannot see what you record.
2. Place the student copy of the WRF form in front of the student.
3. Say these specific directions:

Por favor, lee de esta lista de palabras en inglés

(point to the student form)

Vas a comenzar aquí

(point to the first word)

y sigue a través de la página

(point across the page)

lo mejor que puedas en inglés. Si te atascas, te diré la palabra para que puedas seguir leyendo.

Coloca tu dedo sobre la primera palabra.

¿Estás listo/a?

Empieza.

4. Start the timer when student says first word.
5. Follow along in the Scoring Booklet. As the student provides responses, put a slash (/) through each word read incorrectly. See Acceptable Prompts and Scoring Rules for more details.
6. At the end of 60 seconds, place a bracket (]) after the last word read and say, “**Para.**”

Acceptable prompts

There is only one acceptable prompt for WRF: A prompt for when students hesitate.

Hesitation Prompt. If student hesitates for 3 seconds on a word, give the correct word, mark the word as incorrect, point to the next word, and say:

Continúa

Repeat this as many times as needed throughout administration. The maximum time for each word is 3 seconds.

Discontinue rules

Discontinue WRF Rule. If a student does not get any words correct in the first line (5 words), discontinue WRF, put a bracket after the last word attempted and record a score of 0.

Discontinue Benchmark Assessments Rule. For beginning of first grade only, if student does not get any words correct in the first 5 words: discontinue WRF and any further benchmark assessments for that time of year (i.e., ORF). At all other times of year, benchmark assessment continues regardless of WRF score.

Oral Reading Fluency (ORF)

Applicable grades: Beginning of first grade through end of eighth grade.

Objective: Student reads a passage aloud for 60 seconds.

Uses: Benchmark and risk assessment; progress monitoring.

Materials

- Scoring book
- Student form
- Pen or pencil
- Clipboard
- Timer

Spanish Administration Script

1. Position the clipboard and timer so that the student cannot see what you record.
2. Place the student copy of the ORF form in front of the student.
3. Say these specific directions:

Por favor lee esto

(point to the 1st word of the 1st paragraph of the passage)

en voz alta y en inglés.

Si te atascas, te diré la palabra para que puedas seguir leyendo. Cuando diga 'Para', tal vez te pida que me cuentes sobre lo que lees, así que lee lo mejor que puedas.

Vas a comenzar aquí

(point to the first word of the passage).

¿Estás listo/a?

Empieza

4. Start the timer when the student says the first word of the passage. Do NOT count the title. If the student fails to say the first word after 3 seconds, tell the student the word and mark it as incorrect, then start the

timer.

5. Follow along in the Scoring Booklet. As the student provides responses, put a slash (/) through each word read incorrectly. See Acceptable Prompts and Scoring Rules for more details.
6. At the end of 60 seconds, place a bracket (]) after the last word read and say, “**Para.**”

Acceptable prompts

There is only one acceptable prompt for ORF: A prompt for when students hesitate.

Hesitation Prompt. If student hesitates for 3 seconds on a word, give the correct word, and mark the word as incorrect. Repeat this as many times as needed throughout administration. The maximum time for each word is 3 seconds.

Discontinue rules

Discontinue ORF Rule. If the student does not read any words correctly in the first line of the passage, discontinue ORF, put a bracket after the last word attempted and record a score of 0.

Discontinue Benchmark Assessments Rule. Benchmark assessment always continues regardless of ORF score.

Maze

Applicable grades: Beginning of second grade through end of eighth grade.

Objective: Student silently reads a passage for 180 seconds, choosing the best multiple-choice answer for missing words.

Uses: Benchmark and risk assessment; progress monitoring.

Materials

- Maze administration directions and scoring key
- Student worksheets (one per student)
- Pen or pencil (one per student)
- Clipboard
- Timer

Spanish Administration Script

1. Say:

**Te voy a dar una hoja de trabajo. Cuando recibas tu hoja de trabajo,
Por favor, escribe tu nombre en la parte superior y coloca tu lápiz a un lado.**

2. Hand out the Maze student worksheets.

3. Make sure students have written their names down before proceeding.

4. Say these specific directions:

**Vas a leer un pasaje al que le faltan algunas palabras eso. Por cada palabra que falte,
verás un cuadro con tres palabras.**

**Tu trabajo es encerrar en un círculo la palabra que creas que tiene más sentido en el
contexto del pasaje. Echemos un vistazo juntos al Pasaje de Práctica.**

Escucha mientras leo.

(pause)

Tom goes to a school far from his house. Every morning, he takes

a school

(pause)

art, bus, work

(pause)

to go to school.

(pause)

Detengámonos ahí. Vamos a encerrar en un círculo la palabra “bus” porque creo que “bus” tiene más sentido aquí. Escucha cómo suena esa frase ahora.

Every morning, he takes a school bus to go to school.

Ahora te toca a ti. Lee la siguiente oración en silencio para ti mismo.

Cuando llegues a un cuadro, lee todas las palabras del cuadro y encierra con un círculo la palabra que tiene más sentido para ti. Cuando hayas terminado, coloca tu lápiz a un lado

Allow up to 30 seconds for students to complete the example and put their pencils down. If necessary, after 30 seconds say **Coloca tu lápiz a un lado**

5. As soon as all students have their pencils down, say

Buen trabajo.

Ahora escucha. In the

(pause)

afternoon, library, morning,

(pause)

he also takes a bus home. Deberías haber marcado con un círculo “afternoon” porque “afternoon” es lo que tiene más sentido.

(pause)

Escucha. In the afternoon, he also takes a bus home.

Bien, cuando diga "Comienza", pasa la página y comienza a leer el pasaje en silencio.

Comienza en la página con el título. Cuando llegues a un cuadro, lee todas las palabras en él y encierra con un círculo la palabra que tenga más sentido en el pasaje.

Te detendrás cuando llegues a una señal de alto o yo diga “Para”.

¿Estás listo/a?

Comienza

6. Start the timer.
7. At the end of 3 minutes, stop the timer and say, **Para. Coloca tu lápiz a un lado.**
8. Make sure all students have stopped working and collect all the student worksheets.

Acceptable Prompts

There are three acceptable prompts for Maze: one for when students read aloud, another for when students skip pages, and the other for when students stop working. These prompts can be used as often as necessary.

Student Reading Aloud Prompt. If a student reads the passage out loud, say:

Por favor, lee el pasaje en silencio.

Student Skipping Pages Prompt. If a student skips an entire page, say:

Por favor, no te saltes páginas.

Student Stopped Working Prompt. If a student stops working, say:

Por favor, continúa hasta que yo te diga que pares. Solo haz tu mejor trabajo.

Discontinue rules

There are no discontinue rules for Maze. Every student should be encouraged to try their best until three minutes have passed.

APPENDIX A:
DIBELS 8 Spanish Administration Scripts

Letter Naming Fluency

Examiner script	Reminders
<p>Aquí hay unas letras (point to the student form).</p> <p>Dime los nombres de todas las letras que puedas en inglés.</p> <p>Cuando yo diga ‘Empieza’, comienza aquí (point to the first letter), y sigue a través de la página (point).</p> <p>Señala cada letra y dime el nombre de esa letra en inglés. Si llegas a una letra que no conoces, yo te diré el nombre. Pon tu dedo en la primera letra.</p>	<p>Start timer After you say Empieza.</p> <p>Prompts Student hesitates: wait 3 seconds; name the letter; point to the next letter, and say Continua; mark the missed letter as incorrect.</p> <p>Student says letter sounds: say Recuerda decirme el nombre de la letra, no su sonido. Score letter sounds as incorrect.</p> <p>Discontinue Student does not produce any correct letter names in the first line (10 letters): discontinue LNF.</p>

Phonemic Segmentation Fluency

Examiner script		Reminders
<p>Voy a decir una palabra. Después de decirla, dime todos los sonidos que escuches en la palabra. Así que, si digo la palabra ‘mop’, deberías decir /m/ /o/ /p/. Si digo la palabra ‘cat’, deberías decir /c/ /a/ /t/.</p> <p>Intentemos con una (1 second pause).</p> <p>Dime los sonidos en la palabra ‘sun’. Dime cualquier sonido que escuches.</p>		<p>Start timer After you give the first word.</p> <p>Prompts Student hesitates: wait 3 seconds; give the next word; score the missed word as incorrect.</p> <p>Discontinue Student does not get any sounds correct in the first 5 words: discontinue PSF.</p>
CORRECT	Muy bien. Los sonidos en la palabra ‘sun’ son /s/ /u/ /n/.	
Student says /s/ /u/ /n/		
INCORRECT	Los sonidos en la palabra ‘sun’ son /s/ /u/ /n/. Tu turno. Dime los sonidos en la palabra ‘sun.’ Dime cualquier sonido que escuches.	
Student gives any other response		
Bien. Aquí está tu primera palabra.		

Nonsense Word Fluency

Examiner script

Mira esta palabra (Point to the first word on the practice form).

Es una palabra en inglés inventada. Mira cómo leo la palabra en inglés: /h/ /a/ /p/ 'hap' (Point to each letter then run your finger fast beneath the whole word).

En inglés, puedo decir los sonidos de las letras, /h/ /a/ /p/ (point to each letter), **o puedo leer la palabra entera 'hap.'** (Run your finger fast beneath the whole word).

Ahora te toca a ti leer una palabra en inglés inventada. Lee la palabra en inglés lo mejor que puedas. (Point to the word "lum").

Asegúrate de decir cualquier sonido que sepas en inglés.

<p>CORRECT</p> <p>Student responds "lum" or with all of the sounds</p>	<p>Correcto. Los sonidos son /h/ /a/ /p/ o 'lum.'</p>
<p>INCORRECT</p> <p>Student does not respond within <u>3 seconds</u> or responds incorrectly</p>	<p>Recuerda, puedes decir los sonidos o la palabra entera en inglés. Obsérvame, los sonidos son /h/ /a/ /p/ (point to each letter) o 'lum.' (Run your finger fast through the whole word). Intentemos de nuevo. Lee esta palabra en inglés lo mejor que puedas. (Point to the word "lum").</p>

(Place the student copy of the form in front of the student.)

Aquí hay más palabras en inglés inventadas (point to the student form). **Comienza aquí** (point to the first word) **y sigue a través de la página** (point across the page).

Cuando yo diga 'empieza', lee las palabras en inglés lo mejor que puedas. Señala cada letra y dime los sonidos o lee la palabra completa en inglés.

Reminders

Start timer After you say **Empieza**.

Prompts Student hesitates: wait 3 seconds; point to the next letter/word, and say "**Continúa**"; mark the missed sound/word as incorrect.

Discontinue Student does not get any sounds correct in the first 5 words: discontinue NWF.

Word Reading Fluency

Examiner script	Reminders
<p>Por favor, lee de esta lista de palabras en inglés (Point to the student form).</p> <p>Vas a comenzar aquí (point to the first word) y sigue a través de la página (point across the page).</p> <p>Cuando yo diga ‘Empieza’, señala cada palabra y léela lo mejor que puedas en inglés. Si te atascas, te diré la palabra para que puedas seguir leyendo. Coloca tu dedo sobre la primera palabra. ¿Estás listo/a? Empieza.”</p>	<p>Start timer When student says the first word.</p> <p>Prompts Student hesitates: wait 3 seconds; give correct word; point to the next word, and say “Continúa”; mark the missed word as incorrect.</p> <p>Discontinue Student does not get any words correct within the first line (5 words): discontinue WRF.</p>

Oral Reading Fluency

Examiner script	Reminders	
<p>Por favor lee esto (point to passage) en voz alta y en inglés.</p> <p>Si te atascas, te diré la palabra para que puedas seguir leyendo. Cuando diga ‘Para’, tal vez te pida que me cuentes sobre lo que lees, así que lee lo mejor que puedas.</p> <p>Vas a comenzar aquí (point to first word of first paragraph of passage). ¿Estás listo/a? Empieza.</p>	Start timer	When student says first word.
	Prompts	Student hesitates: wait 3 seconds; give correct word; mark the missed word as incorrect.
	Discontinue	Student does not get any words correct within the first line: discontinue ORF.

Maze

Examiner script

Te voy a dar una hoja de trabajo. Cuando recibas tu hoja de trabajo,

Por favor, escribe tu nombre en la parte superior y coloca tu lápiz a un lado.

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

Vas a leer un pasaje al que le faltan algunas palabras eso. Por cada palabra que falte, verás un cuadro con tres palabras.

Tu trabajo es encerrar en un círculo la palabra que creas que tiene más sentido en el contexto del pasaje. Echemos un vistazo juntos al Pasaje de Práctica. Escucha mientras leo.

Tom goes to a school far from his house. Every morning, he takes a school (pause) art, bus, work (pause) to go to school.

Detengámonos ahí. Vamos a encerrar en un círculo la palabra “bus” porque creo que “bus” tiene más sentido aquí. Escucha cómo suena esa frase ahora.

Every morning, he takes a school bus to go to school.

Ahora te toca a ti. Lee la siguiente oración en silencio para ti mismo.

Cuando llegues a un cuadro, lee todas las palabras del cuadro y encierra con un círculo la palabra que tiene más sentido para ti. Cuando hayas terminado, coloca tu lápiz a un lado.

(Allow up to 30 seconds for students to complete the example and put their pencils down.)

If necessary, after 30 seconds say **Coloca tu lápiz a un lado**. As soon as all students have their pencils down, say **Buen trabajo**.

Ahora escucha. In the (pause) afternoon, library, morning (pause), he also takes a bus home. Deberías haber marcado con un círculo “afternoon” porque “afternoon” es lo que tiene más sentido. Escucha. In the afternoon, he also takes a bus home.

Bien, cuando diga “Comienza”, pasa la página y comienza a leer el pasaje en silencio. Comienza en la página con el título. Cuando llegues a un cuadro, lee todas las palabras en él y encierra con un círculo la palabra que tenga más sentido en el pasaje. Te detendrás cuando llegues a una señal de alto o yo diga “Para”. ¿Estás listo/a? Comienza

Start the timer.

At the end of 3 minutes, stop the timer and say **Para. Coloca tu lápiz a un lado**.

Maze

Examiner script

Reminders

Start timer Start the timer after you say **Comienza.**

Prompts If a student starts reading the passage out loud, say **Por favor, lee el pasaje en silencio.** (Repeat as often as needed.)
If a student skips an entire page, say. **Por favor, no te saltes páginas.**
If a student stops working, say **Por favor, continúa hasta que yo te diga que pares. Solo haz tu mejor trabajo.** (Repeat as often as needed.)

Discontinue There is no discontinue rule. Every student should be encouraged to try their best until three minutes have passed.