

DIBELSTM

FRENCH
Translations of
Administration Directions

Note: These translations can be used with students having limited English proficiency and who would be able to understand the DIBELS tasks better if the directions were provided in French.

IMPORTANT: Student responses are scored based on scoring of English language responses provided in DIBELS training because the ultimate goal for all Florida students is to be successful in early literacy skills in English.

Letter Naming Fluency

Say these specific directions to the student:

Here are some letters (point). Tell me the names of as many letters as you can. When I say “begin,” start here (point to first letter), and go across the page (point). Point to each letter and tell me the name of that letter. If you come to a letter you don’t know, I’ll tell it to you. Please try to give me the name of the letter as it is said in English. Put your finger on the first letter. Ready, begin.

- *Voici quelques lettres. (point). Dis-moi le nom de toutes les lettres que tu connais. Quand je dis « commence », commence ici. (point to the first letter), et puis va jusqu’à l’autre côté de la page. (point). Montre-moi chaque lettre et dis-moi son nom. Si tu arrives à une lettre que tu ne connais pas, je te dirai son nom. Essaie de me donner le nom de la lettre comme on la dit en anglais. Mets ton doigt sur la première lettre, Prêt, commence.*

If the student provides the letter sounds rather than the letter name say,
Remember to tell me the letter name in English, not the sound it makes.

- *Souviens-toi que tu dois me donner le nom de la lettre, et pas le son qu’elle fait.*

At the end of 1 minute, place a bracket (]) after the last letter named and say,
Stop.

- ***Arrête.***

3 second rule. If the student hesitates for 3 seconds on a letter, score the letter incorrect, provide the correct letter, point to the next letter, and say,

What letter?

- ***Quelle lettre ?***

Initial Sounds Fluency

Say these specific directions to the student:

*This is **mouse, flowers, pillow, letters**. (point to each picture while saying its name)
Mouse (point to mouse) *begins with the sound /m/. Listen, /m/ **mouse**. Which one
 begins with the sounds /f/?**

- *Voici **mouse, flowers, pillows, letters**. (point to each picture while saying its name).
Mouse (point to mouse) *commence par le son /m/. Écoute, /m/ **mouse**. Quel mot
 commence par le son /f/ ?**

| | |
|---|--|
| <p>CORRECT RESPONSE: Student points to flowers, you say,</p> | <p>INCORRECT RESPONSE: If student gives any other response, you say,</p> |
| <p><i>Good. Flowers begins with the sounds /f/.</i></p> <ul style="list-style-type: none"> • <i>Bien. Flowers commence par le son /f/.</i> | <p><i>Flowers (point to flowers) <i>begins with the sounds /f/. Listen, /f/, flowers. Let's try it again. Which one begins with the sounds /f/?</i></i></p> <ul style="list-style-type: none"> • <i>Flowers (point to flowers) <i>commence par le son /f/ ? Écoute. /f/ flowers. On essaie encore une fois. Quel mot commence par le son /f/?</i></i> |

Pillow (point to pillow) *begins with the sound /p/. Listen, /p/, pillow. What sound does letters* (point to letters) *begin with?*

- **Pillow**(point to pillow) *commence par le son /p/. Écoute, /p/, pillow. Par quel son commence le mot letters?* (point to letters).

| | |
|---|--|
| <p>CORRECT RESPONSE: Student says /l/, you say,</p> | <p>INCORRECT RESPONSE: If student gives any other response, you say,</p> |
| <p><i>Good. Letters begins with the sound /l/.</i></p> <ul style="list-style-type: none"> • <i>Bien. Le mot letters commence par le son /l/.</i> | <p><i>Letters</i> (point to letters) <i>begins with the sound /l/. Listen, /l/, letters. Let's try it again. What sound does letters</i> (point to letters) <i>begin with?</i></p> <p><i>Le mot letters</i> (point to letters) <i>commence par le son /l/. Écoute. /l/, letters/. On essaie encore une fois. Par quel son commence le mot letters?</i></p> |

Here are some more pictures. Listen carefully to the words.

- *Voici d'autres images. Écoute attentivement tous les mots.*

Prompting Rule. If a child has done the examples correctly and does not answer the questions correctly, say,

Remember to tell me a picture that begins with the sound (repeat stimulus sound).

- ***Rappelle-toi qu'il faut me dire l'image qui commence par le son*** (repeat the stimulus sound).

This prompt can be given once.

Format—give English words when presenting the labels for the pictures. For example, say,

This is pie, letter, flower and mouse. Which picture begins with /p/?

- ***Voici pie, letter, flower et mouse. Quelle image commence par /p/?***

What sound does “clock” begin with?

- ***Par quel son commence « clock » ?***

- **Phoneme Segmentation Fluency**

Say these specific directions to the student (saying each stimulus word in English):

I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, “sam,” you would say /s/ /a/ /m/. Let’s try one. (one second pause) Tell me the sounds in “mop.”

- *Je vais te dire un mot. Après te l’avoir dit, il faut que tu me dises tous les sons du mot. Donc si je dis « sam », tu me diras /s/ /a/ /m/. On va en essayer un. (one second pause). Dis-moi les sons du mot « mop ».*

| | |
|---|--|
| <p>CORRECT RESPONSE: If student says, /m/ /o/ /p/, you say</p> | <p>INCORRECT RESPONSE: If student gives any other response, you say,</p> |
| <p><i>Very good. The sounds in “mop” are /m/ /o/ /p/.</i></p> <ul style="list-style-type: none"> • <i>Très bien. Les sons du mot « mop » sont /m/ /o/ /p/.</i> | <p><i>The sounds in “mop” are /m/ /o/ /p/. Your turn. Tell me the sounds in “mop.”</i></p> <ul style="list-style-type: none"> • <i>Les sons du mot « mop » sont /m/ /o/ /p/. À toi maintenant. Dis-moi les sons du mot « mop ».</i> |

OK. Here is your first word.

- *Correct. Voici ton premier mot.*

Nonsense Word Fluency

Say these specific directions to the student:

Look at this word (point to the first word on the practice probe). *It's a make-believe word. Watch me read the word: /s/ /i/ /m/ "sim"* (point to each letter then run your finger fast beneath the whole word). *I can say the sounds of the letters, /s/ /i/ /m/* (point to each letter), *or I can read the whole word "sim"* (run your finger fast beneath the whole word).

Your turn to read a make-believe word. Read this word the best you can (point to the word "lut"). *Make sure you say any sounds you know.*

- *Regarde ce mot-ci.* (point to the first word on the practice probe). *C'est un mot imaginaire. Écoute-moi quand je lis ce mot : /s/ /i/ /m/ « sim ».* (point to each letter then run your finger fast beneath the whole word). *Je peux dire le son des lettres, /s/ /i/ /m/* (point to each letter), *ou je peux lire le mot tout entier « sim »* (run your finger fast beneath the whole word).

À ton tour maintenant de lire un mot imaginaire. Lis ce mot-ci et fais ton possible. (point to the word « lut »). *Fais bien attention de dire tous les sons que tu connais.*

| | |
|---|---|
| <p>CORRECT RESPONSE: If the child responds “lut” or with all of the sounds, say</p> | <p>INCORRECT ORNO RESPONSE: If the child does not respond within 3 seconds or responds incorrectly, say</p> |
| <p><i>That’s right. The sounds are /l/ /u/ /t/ or “lut.”</i></p> <p><i>C’est juste. Les sons sont /l/ /u/ /t/ ou « lut ».</i></p> | <p><i>Remember, you can say the sounds or you can say the whole word. Watch me: The sounds are /l/ /u/ /t/ (point to each letter) or “lut” (run your finger fast through the whole word). Let’s try again. Read this word the best you can (point to the word “lut”).</i></p> <ul style="list-style-type: none"> • <i>Rappelle-toi que tu peux dire le son ou tu peux dire le mot tout entier. Écoute-moi : les sons sont /l/ /u/ /t/ (point to each letter) ou « lut » (run your finger fast through the whole word). Essayons encore une fois. Lis ce mot aussi bien que possible (point to the word «lut»).</i> |

Place the student copy of the probe in front of the child.

Here are some more make-believe words (point to the student probe). Start here (point to the first word) and go across the page (point across the page). When I say, “begin,” read the words the best

you can. Point to each letter and tell me the sound or read the whole word. Read the words the best you can. Put your finger on the first word. Ready, begin.

- *Voici encore quelques mots imaginaires* (point to the student probe). *Commence ici.* (point to the first word) *et lis jusqu'à l'autre côté de la page* (point across the page). *Lorsque je te dis : « commence », fais de ton mieux pour lire les mots aussi bien que possible. Montre-moi chaque lettre et dis-moi le son ou lis le mot tout entier. Fais de ton mieux pour lire les mots aussi bien que possible. Mets le doigt sur le premier mot. Prêt. Commence.*

At the end of 1 minute, place a bracket (]) after the last letter sound provided by the student and say, *Stop.*

- At the end of 1 minute, place a bracket (]) after the last letter sound provided by the student and say, *Arrête.*

3 second rule—sound by sound. If the student is providing individual letter sounds and hesitates for 3 seconds on a letter sound, score the letter sound incorrect, provide the correct letter sound, point to the next letter and say,

What sound?

- 3 second rule—sound by sound. If the student is providing individual letter sounds and hesitates for 3 seconds on a letter sound, score the letter sound incorrect, provide the correct letter sound, point to the next letter and say,
- *Quel son ?*

3 second rule—word by word. If the student is reading words and hesitates for 3 seconds word, score the word incorrect, provide the correct word, point to the next word, and say,

What word?

3 second rule—word by word. If the student is reading words and hesitates for 3 seconds word, score the word incorrect, provide the correct word, point to the next word, and say

- *Quel mot ?*

Oral Reading Fluency

Say these specific directions to the student:

When I say begin start reading aloud at the top of the page (point). Read across the page (point). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Ready, begin.

- *Quand je te dis : « commence », tu dois commencer à lire à voix haute au haut de la page (point). Lis jusqu'à l'autre côté de la page (point). Essaie de lire chaque mot. Si tu arrives à un mot que tu ne connais pas, je te le dirai. Essaie de faire de ton mieux pour bien lire. Prêt, commence.*

At the end of 1 minute, place a bracket (]) after the last word provided by the student and say,

Stop.

- *Arrête.*

