

DIBELSTM

Albanian 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 Albanian.

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. Put your finger on the first letter. Ready, begin.

- *Këtu janë disa gërma (point). Tregoni emrat e sa më shumë gërmave që keni mundësi. Kur të them “fillo”, fillo këtu (point to first letter) dhe shko në faqen tjetër (point). Trego secilën prej gërmave dhe më thuaj emrin e asaj gërme. Nëse nuk e njeh ndonjë gërmë, do të ta tregoj unë. Të lutem përpiqu të më thuash emrin e gërmës ashtu siç thuhet në anglisht. Vere gishtin tek gërma e parë. Gati, fillo.*

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.

- *Mos harro që të më thuash emrin e gërmës në anglisht dhe jo tingullin e gërmës.*

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

- *Ndalo.*

- 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?

- *Çfarë gërme është kjo?*

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/?**

- ***Kjo është **mouse, flowers, pillow, letters****. (point to each picture while saying its name) **Mouse** (point to mouse) *fillon me tingullin /m/. Dëgjo, /m/ **mouse**. Cila fillon me tingullin /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>Mirë. Lulet fillojnë me tingujt /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>fillojnë me tingujt /f/. Dëgjo, /f/, flowers. Le ta provojmë përsëri. Cila fillon me tingullin /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) *fillon me tingullin /p/. Dëgjo, /p/, pillow. Me çfarë tingulli* (point to letters) *fillon 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>Mirë. “Letters” fillon me tingullin /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> <ul style="list-style-type: none"> • <i>Letters</i> (point to letters) <i>fillon me tingullin /l/. Dëgjo, /l/, letters. Le ta provojmë përsëri. Me çfarë tingulli</i> (point to letters) <i>fillon letters?</i>

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

- *. Këtu janë disa figura të tjera. Të lutem dëgjo me kujdes fjalët.*

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).

- *Mos harro që të më tregosh një figurë që fillon me tingullin* (repeat 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/?*

- **Kjo është **pie, letter, flower and mouse.** Cila figurë fillon me /p/?**

*What sound does **“clock”** begin with?*

- *Me çfarë tingulli fillon **“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.”

Unë do të them një fjalë. Mbasi ta them, më thuaj të gjithë tingujt e fjalës. Kështu, nëse unë them “sam ,” ti do të thuash /s/ /a/ /m/. Le ta provojmë një herë tani. (one second pause) Më thuaj tingujt në “mop”.

CORRECT RESPONSE: If student says, /m/ /o/ /p/, you say	INCORRECT RESPONSE: If student gives any other response, you say,
<p><i>Very good. The sounds in “mop” are /m/ /o/ /p/.</i></p> <ul style="list-style-type: none"> • <i>Shumë mirë. Tingujt në “mop” janë /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>Tingujt në “mop” janë /m/ /o/ /p/. Rradha jote. Më thuaj tingujt në “mop.”</i>

OK. Here is your first word.

- *Në rregull. Këtu është fjala jote e parë.*

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.**

- **Shiko këtë fjalë** (point to the first word on the practice probe). **Nuk është fjalë e vërtetë. Më shiko kur lexoj fjalën: /s/ /i/ /m/ "sim"** (point to each letter then run your finger fast beneath the whole word). **Unë mund t'i them tingujt e gërmave, /s/ /i/ /m/** (point to each letter), **ose mund ta lexoj të gjithë fjalën "sim"** (run your finger fast beneath the whole word).

Është rradha jote tani për të formuar një fjalë jo të vërtetë. Lexoje këtë fjalë sa më mirë që të kesh mundësi (point to the word "lut"). **Ki kujdes që t'i thuash të gjithë tingujt që i njeh.**

<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> <ul style="list-style-type: none"> • <i>Përgjigje e saktë. Tingujt janë are /l/ /u/ /t/ or “lut”.</i> 	<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>Mos harro, mund të thuash tingujt ose mund ta thuash të gjithë fjalën. Më shiko mua: Tingujt janë /l/ /u/ /t/ (point to each letter) ose “lut” (run your finger fast through the whole word). Le ta provojmë përsëri. Lexoje këtë fjalë sa më mirë që të kesh mundësi (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.

- *Këtu janë disa fjalë jo të vërteta (point to the student probe). Fillo këtu (point to the first word) dhe shko nëpër faqe (point across the page). Kur të them “fillo”, lexo fjalët sa më mirë që ke mundësi. Trego secilën prej gërmave dhe më thuaj tingullin ose lexo të gjithë fjalën. Lexo fjalët sa më mirë që të kesh mundësi. Vër gishtin në fjalën e parë. Gati, fillo.*

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

- *Ndalo.*

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?

- *Çfarë tingulli është ky?*

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?

- *Çfarë fjale është kjo?*

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.

- *. Kur të them “fillo”, atëherë fillo të lexosh me zë të lartë në krye të faqes (point). Lexo nëpër faqe (point). Përpiqu të lexosh çdo fjalë. Nëse nuk e njeh ndonjë fjalë, do të ta tregoj unë. Sigurohu që të lexosh sa më mirë.. Gati, fillo.*

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

Stop.

- *Ndalo.*