

DIBELSTM

German 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 German

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.

Hier sind einige Buchstaben (point). Sag mir die Namen von so vielen Buchstaben wie möglich. Wenn ich sage „fang an“, dann fange bitte hier an (point to first letter), und gehe über die Seite (point). Zeige auf jeden Buchstaben und sage mir, wie der Buchstabe heißt. Wenn du auf einen Buchstaben stößt, den du nicht kennst, dann sage ich ihn dir. Bitte versuche, den Namen des Buchstabens so auszusprechen, wie er auf Englisch heißt. Zeige mit deinem Finger auf den ersten Buchstaben. Fertig? Fang an.

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.
Denke daran, mir den Namen des Buchstaben auf Englisch zu sagen und nicht den Laut, wie er sich anhört.*

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

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?
Was für ein Buchstabe?

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/?**

*Das ist **mouse, flowers, pillow, letters**. (point to each picture while saying its name)
Mouse (point to mouse) *beginnt mit dem Laut /m/. Hör zu, /m/ **mouse**. Welches Wort beginnt mit den Lauten /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> <i>Gut. Flowers beginnt mit den Lauten /f/.</i></p>	<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> <p><i>Flowers (point to flowers) <i>beginnt mit den Lauten /f/. Hör zu, /f/, flowers. Probieren wir es noch einmal. Welches Wort beginnt mit den Lauten /f/?</i></i></p>

***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) *beginnt mit dem Laut /p/. Hör zu, /p/, **pillow**. Mit welchem Laut beginnt **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> <i>Gut. Letters beginnt mit dem Laut /l/.</i></p>	<p><i>Letters (point to letters) <i>begins with the sound /l/. Listen, /l/, letters. Let's try it again. What sound does letters (point to letters) begin with?</i></i></p> <p><i>Letters (point to letters) <i>beginnt mit dem Laut /l/. Hör zu, /l/, letters. Probieren wir es noch einmal. Mit welchem Laut beginnt letters (point to letters)?</i></i></p>

*Here are some more pictures. Listen carefully to the words.
Hier sind noch mehr Bilder. Höre sorgfältig auf die Worte.*

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).

Denk daran, mir ein Bild zu nennen, das mit dem Laut (repeat stimulus sound) *beginnt.*

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/?*

*Das ist **pie, letter, flower und mouse.** Welches Bild beginnt mit /p/?*

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

*Mit welchem Laut beginnt **„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.”

Ich sage ein Wort. Nachdem ich es gesagt habe, sagst du mir alle Laute in dem Wort. Wenn ich also “sam” sage, dann würdest du /s/ /a/ /m/ sagen. Probieren wir einmal ein Wort. (one second pause) Sage mir die Laute in dem Wort “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>	<p><i>The sounds in “mop” are /m/ /o/ /p/. Your turn. Tell me the sounds in “mop.”</i></p>
<p><i>Sehr gut. Die Laute in „mop“ sind /m/ /o/ /p/.</i></p>	<p><i>Die Laute in „mop“ sind /m/ /o/ /p/. Jetzt bis du an der Reihe. Sage mir die Laute in dem Wort „mop“.</i></p>

OK. Here is your first word.

OK. Hier ist dein erstes Wort.

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.*

Schau dir dieses Wort an (point to the first word on the practice probe). *Es ist ein Phantasiewort. Schau mir zu, wenn ich das Wort lese: /s/ /i/ /m/ “sim”* (point to each letter then run your finger fast beneath the

whole word). *Ich kann die Laute der Buchstaben sagen, /s/ /i/ /m/* (point to each letter), *oder ich kann das ganze Wort lesen "sim"* (run your finger fast beneath the whole word).

Jetzt bist du an der Reihe, ein Phantasiewort zu lesen. Lies das Wort so gut du kannst (point to the word "lut"). *Denk daran, alle Laute zu sagen, die du kennst.*

<p>CORRECT RESPONSE: If the child responds "lut" or with all of the sounds, say</p>	<p>INCORRECT OR NO 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>Das ist richtig. Die Laute sind /l/ /u/ /t/ or "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/</i> (point to each letter) <i>or "lut"</i> (run your finger fast through the whole word). <i>Let's try again. Read this word the best you can</i> (point to the word "lut").</p> <p><i>Denk daran, du kannst die Laute sagen, oder du kannst das ganze Wort sagen. Schau mir zu: Die Laute sind /l/ /u/ /t/</i> (point to each letter) <i>oder "lut"</i> (run your finger fast through the whole word). <i>Probieren wir es noch einmal. Lies das Wort so gut du kannst</i> (point to the word "lut").</p>

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.*

Hier sind einige Phantasieworte (point to the student probe). *Fang hier an* (point to the first word) *und gehe über die Seite* (point across the page). *Wenn ich sage „fang an“, lies die Worte so gut du kannst. Zeige auf jeden Buchstaben und sage mir den Laut, oder lies das ganze Wort. Lies die Worte so gut du kannst. Zeige mit deinem Finger auf das erste Wort. Fertig? Fang an.*

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

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?

Welcher Laut?

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?

Welches Wort?

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.

Wenn ich sage „fang an“ beginne oben auf der Seite laut zu lesen (point). Lies die ganze Seite (point). Versuche, jedes Wort zu lesen. Wenn du auf ein Wort stößt, das du nicht kennst, dann sage ich es dir. Bemühe dich, so gut wie möglich zu lesen. Fertig? Fang an.

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

Stop.

Stopp.