

DIBELSTM

Portuguese 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 Portuguese.

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.

Temos aqui algumas letras (point). Diga os nomes de quantas letras você puder. Quando eu disser “Começar!”, comece aqui (point to the first letter) e vá até o final da linha. Aponte cada letra e diga-me o nome dessa letra. Se você encontrar uma letra que não conhece, eu direi o nome da letra para você. Coloque seu dedo sobre a primeira letra. Pronto? Pode começar!

If the student provides the letter sounds rather than the letter name say,

Remember to tell me the letter name, not the sound it makes.

Lembre-se: quero que você me diga o nome da letra e não o som que esta letra produz.

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

Stop.

Páre.

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?

Qual é a letra?

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 /fl/?***

Isto é mouse, flowers, pillow, letters. (point to each picture while saying its name) ***Mouse***
 (point to mouse) ***começa com o som /m/. Escute bem: /m/ mouse. Qual destas palavras começa com o som /fl/?***

<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 /fl/.</i></p> <p><i>Muito bem. Flowers começa com o som /fl/.</i></p>	<p><i>Flowers</i> (point to flowers) <i>begins with the sounds /fl/. Listen, /fl/, flowers. Let’s try it again. Which one begins with the sounds /fl/?</i></p> <p><i>Flowers</i> (point to flowers) <i>começa com o som /fl/. Ouça bem: /fl/, flowers. Vamos tentar mais uma vez. Qual delas começa com o som /fl/?</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) ***começa com o som /p/. Ouça bem: /p/, pillow. Com que som começa “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>Good. Letters begins with the sound /l/.</p>	<p>Letters (point to letters) begins with the sound /l/. Listen, /l/, letters. Let’s try it again. What sound does letters (point to letters) begin with?</p>
<p>Muito bem. Letters começa com o som /l/.</p>	<p>Letters (point to letters) começa com o som /l/. Ouçá bem: /l/, letters. Vamos tentar de novo. Com que som começa a palavra letters? (point to letters)</p>

Here are some more pictures. Listen carefully to the words.
Veja aqui mais algumas figuras. Ouça com atenção as palavras.

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).

Lembre-se que você deve me mostrar uma figura que começa com o som (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/?

Isto é “pie”, “letter”, “flower” e “mouse”. Que figura começa com /p/?

What sound does “clock” begin with?

Com que som começa a palavra “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.”

Vou dizer uma palavra. Depois de ouvi-la, diga-me todos os sons que existem nessa palavra. Por exemplo, se eu disser “sam,” você tem que dizer /s/ /a/ /m/. Vamos tentar uma palavra. (one second pause) Diga-me os sons que existem em “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>Muito bem. Os sons de “mop” são /m/ /o/ /p/.</i></p>	<p><i>Os sons de “mop” são /m/ /o/ /p/. Agora é a sua vez. Diga os sons de “mop.”</i></p>

OK. Here is your first word.

OK. Aqui está sua primeira palavra.

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.

Veja esta palavra aqui (point to the first word on the practice probe). Esta é uma palavra inventada. Escute bem enquanto eu leio esta palavra: /s/ /i/ /m/ “sim” (point to each letter then run your finger fast beneath the whole word). Posso pronunciar os sons das letras /s/ /i/ /m/ (point to each letter), ou posso ler a palavra toda “sim” (run your finger fast beneath the whole word).

Agora é a sua vez de ler uma palavra inventada. Leia esta palavra o melhor que puder (point to the word “lut”). Lembre-se de dizer todos os sons que já conhece.

<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>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>
<p><i>É isto mesmo. Os sons são /l/ /u/ /t/ ou “lut.”</i></p>	<p><i>Lembre-se: você pode dizer os sons ou pode dizer a palavra toda. Ouça-me dizer: os sons são /l/ /u/ /t/ (point to each letter) ou “lut” (run your finger fast through the whole word). Vamos tentar de novo. Leia esta palavra o melhor que puder (point to the word “lut”).</i></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.

Temos aqui algumas palavras inventadas (point to the student probe). Comece por aqui (point to the first word) e vá seguindo a linha da página (point across the page). Quando eu disser: “Começar!”, leia as palavras o melhor que você puder. Aponte para cada letra e diga-me qual é o som da mesma ou então leia a palavra inteira. Leia as palavras o melhor que puder. Coloque seu dedo sobre a primeira palavra. Pronto? Pode começar!

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

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?

Qual é o som?

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?

Qual é a palavra?

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.

Quando eu disser “Começar!”, comece a ler em voz alta, a partir da parte superior da página (point). Siga a linha da página (point). Tente ler cada palavra. Se encontrar uma palavra que não conhece, eu direi esta palavra para você. Tente ler o melhor que puder. Pronto? Pode começar!

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

Stop.

Páre.

