

DIBELSTM

Spanish and Haitian Creole 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 Spanish or Haitian Creole.

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.

Aquí hay algunas letras (point). Dime el nombre de tantas letras como puedas. Cuando yo diga “empieza,” comienza aquí (point to the first letter), y continúa a través de la página (point). Señale cada letra y dime el nombre de la letra. Si llegas a una letra que no sabes cómo se llama, yo te la digo. Pon el dedo en la primera letra. ¿Estás listo/a? (Pause). Empieza.

Men kèk lèt (point). Di m non tout lèt ou kapab. Lè m di “koumanse,” koumanse isi (point to the first letter), epi ale lòt kote paj la (point). Lonje dwèt sou chak lèt epi di m non lèt la. Si ou rive sou yon lèt ou pa konnen, m ap di ou li. Mete dwèt ou sou premye lèt la. Pare, koumanse.

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.

Recuerda que debe decir el nombre de la letra, no el sonido que produce.

Sonje pou di m non lèt la, se pa son li bay la.

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

Stop.

Para.

Kanpe la.

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?

¿Cuál letra?

Ki lèt sa?

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/?***

Esto es mouse, flowers, pillow, letters (point to each picture while saying it's name).
Mouse (point to mouse) ***empieza con el sonido /m/. Escucha, /m/ mouse. ¿Cuál empieza con los sonidos /fl/?***

Sa se mouse, flowers, pillow, letters (point to each picture while saying it's name).
Mouse (point to mouse) ***koumanse ak son /m/. Koute, /m/ mouse. Ki mo ki koumanse ak son /fl/?***

CORRECT RESPONSE: Student points to flowers, you say,	INCORRECT RESPONSE: If student gives any other response, you say,
<i>Good. Flowers begins with the sounds /fl/.</i>	<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>
<i>Muy bien. Flowers empieza con los sonidos /fl/.</i>	<i>Flowers</i> (point to flowers) <i>empieza con los sonidos /fl/. Escucha, /fl/, flowers. Vamos a intentarlo otra vez. ¿Cuál empieza con los sonidos /fl/?</i>
<i>Byen. Flowers koumanse ak son /fl/.</i>	<i>Flowers</i> (point to flowers) <i>koumanse ak son /fl/. Koute, /fl/, flowers. Annou eseye l ankò. Ki mo ki koumanse ak son /fl/?</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) ***empieza con el sonido /p/. Escucha, /p/, pillow. ¿Con cuál sonido empieza letters*** (point to letters)?

Pillow (point to pillow) ***koumanse ak son /p/. Koute, /p/, pillow. Ak ki son letters*** (point to letters) ***koumanse?***

CORRECT RESPONSE: Student says /l/, you say,	INCORRECT RESPONSE: If student gives any other response, you say,
Good. Letters begins with the sound /l/.	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?
Muy bien. Letters empieza con el sonido /l/.	Letters (point to letters) empieza con el sonido /l/. Escucha, /l/, letters. Vamos a intentarlo otra vez.. ¿Con cuál sonido empieza letters (point to letters)?
Byen. Letters koumanse ak son /l/.	Letters (point to letters) koumanse ak son /l/. Koute, /l/, letters. Annou eseye l ankò. Ak ki son letters (point to letters) koumanse?

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

Aquí hay más dibujos. Escucha las preguntas con mucho cuidado.

Men kèk foto anplis. Koute mo yo ak anpil atansyon.

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).

Recuerda que debes decirme el cuadro que empieza con el sonido (repeat the sound).

Sonje pou di m foto ki koumanse ak tèl son (repeat the 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/?

Esto es pie, letter, flower, y mouse. ¿Cuál imagen empieza con /p/?

Sa se pie, letter, flower, ak mouse. Ki foto ki koumanse ak /p/?

What sound does “clock” begin with?

¿Con cuál sonido empieza “clock”?

Ak ki son “clock” koumanse?

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.”

Voy a decir una palabra. Después de que la diga, quiero que me digas todos los sonidos que tiene la palabra, sonido por sonido. Por ejemplo, si yo digo, “sam,” tú dices “/s/ /a/ /m/.” Vamos a probar. (one second pause) Dime los sonidos en “mop.”

M pral di yon mo. Apre m finn di li, w ap di m tout son ki nan mo a. Alòs, si m di “sam”, ou t ap di /s/ /a/ /m/. Annou eseye youn. (one second pause) Di m son yo ki nan “mop.”

CORRECT RESPONSE: If student says, /m/ /o/ /p/, you say	INCORRECT RESPONSE: If student gives any other response, you say,
<i>Very good. The sounds in “mop” are /m/ /o/ /p/.</i>	<i>The sounds in “mop” are /m/ /o/ /p/. Your turn. Tell me the sounds in “mop.”</i>
<i>Muy bien. Los sonidos en la palabra “mop” son /m/ /o/ /p/.</i>	<i>Los sonidos en la palabra “mop” son /m/ /o/ /p/. Ahora te toca a ti. Dime los sonidos en “mop.”</i>
<i>Trè byen. Son nan mop “mop” se /m/ /o/ /p/.</i>	<i>Son nan mop “mop” se /m/ /o/ /p/. Tou pa ou. Di m son yo ki nan “mop.”</i>

OK. Here is your first word.

Bien. Aquí viene tu primera palabra.

Oke. Men premye mo ou.

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.**

Mira esta palabra (point to the first word on the practice probe). **No es una palabra verdadera. Observa cómo leo la palabra:** /s/ /i/ /m/ "sim" (point to each letter then run your finger fast beneath the whole word). **Puedo decir los sonidos de las letras** /s/ /i/ /m/ (point to each letter), **o puedo leer la palabra completa "sim"** (run your finger fast beneath the whole word).

Ahora te toca a ti leer una palabra sin sentido. Lee la palabra lo mejor que puedas (point to the word "lut"). **Asegúrate de decir todos los sonidos que sepas.**

Gade mo sa a (point to the first word on the practice probe). **Se yon mo imajinè. Gade m k ap li mo a:** /s/ /i/ /m/ "sim" (point to each letter then run your finger fast beneath the whole word). **Mwen ka di son lèt** /s/ /i/ /m/ (point to each letter), **oswa mwen ka li mo a annantye "sim"** (run your finger fast beneath the whole word).

Tou pa ou pou li yon mo imajinè. Li mo a nan pi bon fason ou kapab (point to the word "lut"). **Asire ou ke ou di nenpòt son ou konnen.**

<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>That's right. The sounds are /l/ /u/ /t/ or "lut."</p> <p>Muy bien. Los sonidos son /l/ /u/ /t/ o "lut."</p>	<p>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").</p> <p>Recuerda, que puedes decir los sonidos o puedes decir toda la palabra. Observa: Los sonidos son /l/ /u/ /t/ (point to each letter) o "lut" (run your finger fast through the whole word). Inténtalo otra vez. Lee esta palabra lo mejor que puedas (point to the word "lut").</p>

<p><i>Se byen. Son yo se /l/ /u/ /t/ oswa “lut.”</i></p>	<p><i>Sonje, ou ka di son yo oswa ou ka di mo a annantye. Gade m: Son yo se /l/ /u/ /t/ (point to each letter) oswa “lut” (run your finger fast through the whole word). Annou eseye ankò. Li mo sa nan pi bon fason ou kapab (point to the word “lut”).</i></p>
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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.

Aquí hay más palabras sin sentido. (point to the student probe). Comienza aquí (point to the first word) y continúa a través de la página (point across the page). Cuando yo diga “empieza,” lee las palabras lo mejor que puedas. Toca cada letra y dime el sonido de la letra o dime toda la palabra. Lee las palabras lo mejor que puedas. Pon el dedo en la pimera palabra. ¿Estás listo/a? Empieza..

Men kèk mo imajinè anplis (point to the student probe). Koumanse isi (point to the first word) epi ale lòt kote paj la (point across the page). Lè m di “koumanse,” li mo yo nan pi bon fason ou kapab. Lonje dwèt sou chak lèt epi di m son an oswa li mo a annantye. Li mo yo nan pi bon fason ou kapab. Mete dwèt ou sou premye mo a. Pare, koumanse.

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

Para.

Kanpe la.

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?

¿Cuál sonido?

Ki son sa?

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?

¿Cuál palabra?

Ki mo sa?

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.

Cuando yo diga ‘empieza,’ lee esto en voz alta desde arriba de la página (point). Trata de leer cada palabra. Si te atorras, te digo la palabra para que puedas seguir leyendo. Lee lo mejor que puedas. Listo/a, empieza.

Lè m di koumanse, koumanse li nan tèt paj la ak vwa wo (point). Eseye li chak mo. Si ou rive sou yon mo ou pa konnen, m ap di ou li. Asire ou ke ou fè yon meyè lekti. Pare, koumanse.

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

Stop.

Para.

Kanpe la.