



Dear Parent or Guardian,

Your child has been tested using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The purpose of DIBELS is to monitor your child's development in reading, to identify students who need additional help, and to guide the teacher's classroom instruction. DIBELS should not be used to grade a child.

DIBELS consists of several brief tests that are used as indicators of critical skills that students need to master in order to become good readers. Much like measuring a child's height and weight provides an indicator of that child's overall growth, each DIBELS test provides an indicator of how well a child is doing in learning a particular early reading skill. The scores tell us whether a child is likely to be "on track" for learning to read, or whether that child may need some additional help in learning important reading skills.

Glossary

When looking at the results below, here are some terms you should know:

Benchmark Goal

The target goal that a child should reach in order to have the odds of becoming a good reader in his or her favor.

District Percentile Rank

Percentiles reflect the percentage of students whose scores are at or below a given score. For example, if a student is at the 75th percentile, that means that student scored higher than 75% of the students at his or her grade level who took the test within the district.

Benchmark Status

A comparison of the student's score to the benchmark goal. Students who are At or Above Benchmark are on track and will likely meet later reading goals. Students who are Below Benchmark or Well Below Benchmark are likely to need additional help to meet later reading goals.

Score

Your child's score on the test.

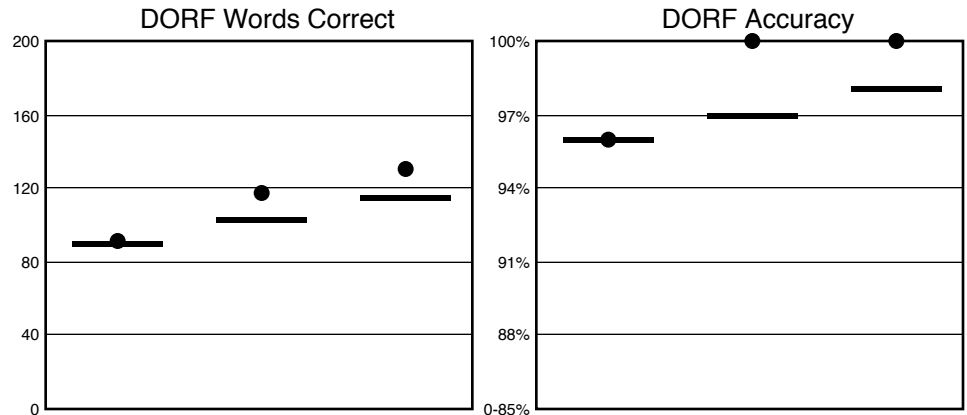
Accurate and Fluent Reading

Reading stories and other written materials easily and quickly with few mistakes.

DORF stands for DIBELS Oral Reading Fluency.

DORF Words Correct is the number of words that the student read correctly in 1 minute.

DORF Accuracy is the percent of words that the student read accurately in 1 minute.



Time of Year	Beg	Mid	End	Time of Year	Beg	Mid	End
Score	92	118	131	Score	96	100	100
Benchmark Goal	90	103	115	Benchmark Goal	96	97	98
Benchmark Status	At or Above	At or Above	At or Above	Benchmark Status	At or Above	At or Above	At or Above
District Percentile Rank	33	38	49	District Percentile Rank	33	90	89

At the end of the year, your child scored at or above the benchmark goal on both DORF Words Correct and DORF Accuracy. Your child is on track with Accurate and Fluent Reading and is likely to meet later reading goals.

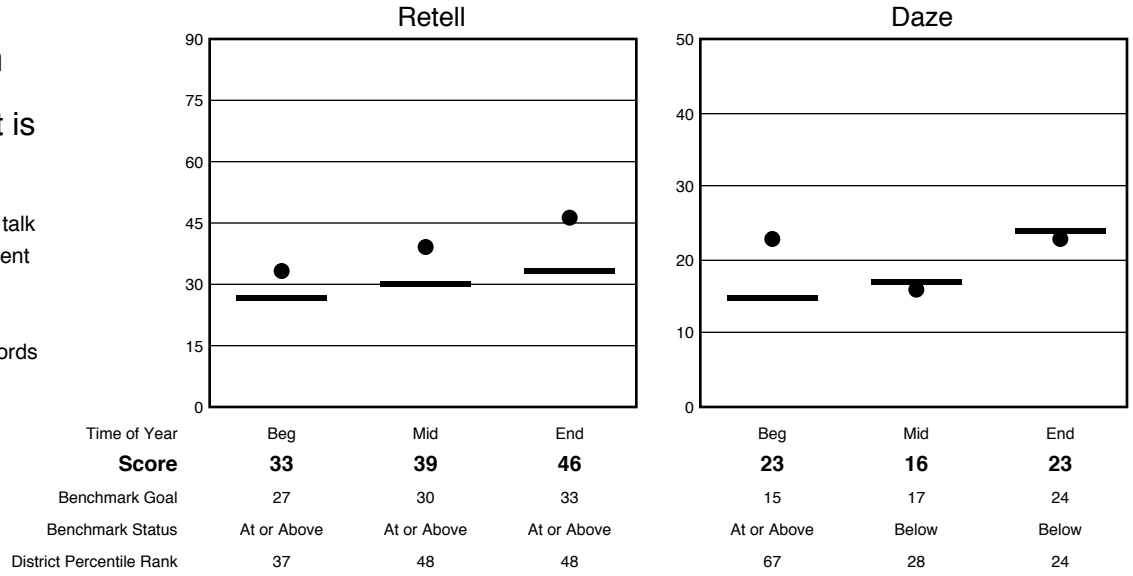
Class: Davis, S.
 School: Happy Valley
 Grade: Fourth Grade
 Year: 2010-2011

Reading Comprehension

Understanding what is read.

Retell measures the ability to talk about a passage that the student has just read.

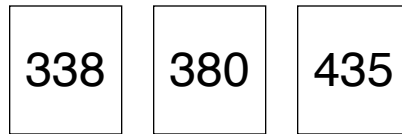
Daze measures the ability to correctly select the missing words in a passage.



At the end of the year, your child scored at or above the benchmark goal on Retell and below the benchmark goal on Daze. Your child may need additional support in Reading Comprehension in order to meet later reading goals.

DIBELS Composite Score

The DIBELS Composite Score is a combination of multiple DIBELS scores and provides the best overall estimate of early literacy skills and reading proficiency.



Time of Year	Beg	Mid	End
Score	338	380	435
Benchmark Goal	290	330	391
Benchmark Status	At or Above	At or Above	At or Above
District Percentile Rank	41	41	50

At the end of the year, your child scored at or above the benchmark goal on the DIBELS Composite Score. Your child is on track for overall reading proficiency and is likely to meet later reading goals.

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