

## **DIBELS™ Approved Accommodations**

The purpose of accommodations is to facilitate assessment for children for whom a standard administration may not provide an accurate estimate of their skills in the core early literacy skill areas. Assessment and accommodations to assessment should be consistent with the primary goal of accurately estimating the child's skills in phonemic awareness, phonics or alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary development.

DIBELS approved accommodations are accommodations that are unlikely to change substantially the meaning or interpretation of scores on the measures or the target skill being assessed by the measure. When DIBELS approved accommodations are used, the regular DIBELS interpretation guidelines apply, and the scores can be entered into the DIBELS Data System for reporting and interpretation. The "Tested with DIBELS Approved Accommodations" box should be checked in the student demographics section.

When the DIBELS assessments are administered in ways different from both a DIBELS standard administration and the DIBELS approved accommodations, the administration would be considered an unstandardized administration and the resulting scores cannot be interpreted with the DIBELS interpretive and reporting procedures. Scores from a nonstandard administration using unapproved accommodations should not be entered into the DIBELS Data System for reporting and analysis. For example, extended time or un-timed administration would *not* be a DIBELS Approved Accommodation. For the DIBELS measures, fluency is an integral aspect of the construct being assessed. Scores from an un-timed administration would not be comparable or interpretable with the procedures for reporting and interpreting DIBELS scores. An interventionist may elect to administer the DIBELS in an un-timed way, but the scores should not be entered into the DIBELS Data System, the reliability and validity data for DIBELS would not be applicable, and the benchmark goals would not be relevant or appropriate.

### **Changes in Test Administration and Scoring that are Not Approved Accommodations**

Timing. Changes in the timing of DIBELS assessments or un-timed administrations are not approved accommodations. If the DIBELS measures are administered under un-timed conditions or with extended time, the scores should not be entered into the DIBELS Data System. In addition, the research establishing the reliability and validity of the measures would not apply to un-timed or extended time administrations. In addition, the scoring guidelines for interpreting level of risk and for making instructional recommendations would not apply.

<b>Approved Accommodations for Retesting and Test-Teach-Test</b>	ISF	PSF	NWF	DORF	LNF	WUF
A powerful accommodation for students who experience a variety of difficulties is to repeat the assessment under different conditions or with different testers. Retesting should take place on <i>different days</i> with <i>different probes</i> under <i>different conditions</i> that are considered to potentially impact student performance. The median of the three most recent assessments should be used as the best indicator of the child’s skills.	X	X	X	X	X	X
Response to instruction is a second, powerful accommodation to for students who experience a variety of difficulties. Repeated assessment on <i>different days</i> with <i>different probes</i> in the context of explicit instruction on the target skills. The target skills are phonemic awareness, phonics, and accuracy and fluency with text. <i>The target skills should be explicitly taught, under no conditions should the specific items on a probe be explicitly taught.</i> The median of the three most recent assessments should be used as the best indicator of the child’s skills.	X	X	X	X	X	X
<b>Approved Accommodations for Setting and Tester</b>	ISF	PSF	NWF	DORF	LNF	WUF
The child may be tested in an alternate setting. For example, a special room with minimal distractions, complete quiet, or enhanced or specialized lighting may be used.	X	X	X	X	X	X
The child may be tested with a familiar person, interpreter, specialist, or other facilitator present. The familiar person or interpreter may assist in supporting the student and tester to obtain an accurate estimate of the student’s skills.	X	X	X	X	X	X
The child may be tested by a tester with whom the child is comfortable and who is familiar with the child’s language and communicative strategies. For example, the child’s teacher, or an aide especially familiar to the child, or even the child’s parent. In all cases the tester must receive appropriate training, observation, and supervision.	X	X	X	X	X	X
The child may be tested by a professional with relevant specialized training. For example, a child with severe articulation difficulty might be tested by a Speech-Language Pathologist. Appropriate training is essential.	X	X	X	X	X	X
<b>Approved Accommodations for Directions</b>	ISF	PSF	NWF	DORF	LNF	WUF
The practice item may be repeated or one additional example may be provided.	X	X	X			X

If necessary, the child can be provided with a lead example in addition to the model example. “The sounds in ‘sam’ are /s/ /a/ /m/. Do it with me, /s/ /a/ /m/.”	X	X	X			
The child’s understanding of directions can be checked. For example, the child can be asked to repeat or summarize the directions.	X	X	X	X	X	X
The directions can be provided in a manner more accessible to the child. For example, directions can be provided in sign language for a child who would be more comfortable with sign than verbal directions. A child with limited English proficiency may be provided with the directions in their primary language. For example, to assess a child’s early literacy skills in English, directions for the task may be provided in Spanish and stimulus items presented in English.	X	X	X	X	X	X
<b>Approved Accommodations for Stimulus Materials</b>	ISF	PSF	NWF	DORF	LNF	WUF
Large print or enlarged edition of stimulus materials may be used.	X		X	X	X	
Closed-circuit TV for enlargement of print and picture stimuli is appropriate if necessary to enhance performance for students with low vision.	X		X	X	X	
Colored overlays, filters, or lighting is appropriate if vision and performance are enhanced.	X		X	X	X	
If a student has sufficient skills with Braille, a Braille edition of stimulus materials may be used. A Braille edition of materials is in development. Scores for the Braille edition may not be directly comparable.			X	X	X	
An alternate font for stimulus materials may be used. For example, most print materials use a Times font as a frequently encountered font in reading materials in first and second grade. The target for any font is a font that would be used in reading materials in first grade.			X	X	X	
Stimulus materials may be printed in color for ease of identification and use.	X					
Alternate pictures of the target words may be used if pictures that are more familiar to the student are available. The target word should not be changed.	X					
If the words used in the Initial Sound Fluency are unfamiliar vocabulary for the student, the student can be asked to repeat the word associated with each picture. For example, “This is mouse. What is this? This is flowers. What is this? This is pillow. What is this? This is letters. What is this?”	X					

If the words used in the Initial Sound Fluency are unfamiliar vocabulary for the student, the vocabulary can be pre-taught prior to administration of the measure. The words selected for the ISF measure are drawn from written materials appropriate for first and second grade students, so students can be expected to encounter the words in their reading.	X					
Amplification or a direct sound system from tester to student are appropriate if it will facilitate hear of directions or test stimuli.	X	X	X	X	X	X
<b>Approved Accommodations for Student Responses</b>	ISF	PSF	NWF	DORF	LNF	WUF
If necessary to facilitate student responding, the student or tester may have a marker or ruler under a line of text or items in order to focus attention. This accommodation should only be used if necessary for the student to respond. In a standard administration, if the student skips a row, the row is not counted or penalized, and instructionally relevant information on the student's tracking skills is obtained.			X	X	X	
The student may respond using a preferred or strongest mode of communication. For example, the student may sign, use a word board, or computer to use a word or read a passage. The tester should make a professional judgment regarding the fluency of response. If the student's fluency is affected by the accommodation, then the standard scoring rules should not be applied.				X		X