

SLA Staffing: Uploading DIBELS Nonsense Word Fluency (NWF) results

- You can use this assessment to record decoding achievement.
- If your school uses benchmark assessments for all students at set times during the year, use progress monitoring forms to collect SLA staffing data when the start and end dates of additional support do not align with those benchmark timings. To access the NWF progress monitoring student and scoring materials:
 - Visit <https://dibels.uoregon.edu/materials/dibels>
 - Scroll past the benchmark information.
 - Click on 'Grade K: GK Student Progress Monitoring Material & Scoring Booklets' for NZ students who have been at school for up to one year.
 - Click on 'Grade 1: G1 Student Progress Monitoring Materials & Scoring Booklets' for NZ students who have been at school for between one and two years.
- Note: only use the NWF information in these particular progress monitoring booklets and not the ORF information, because Australasian versions of the ORF materials are available separately. (See the separate ORF instructions for the link to Australasian ORF materials).
- For support using the NWF, DIBELS Nonsense word Fluency administration and scoring videos are available on Tāhūrangi here: [DIBELS assessment - Supporting videos](#). This includes a video where teachers can practice administering and scoring the subtest along with Dr Jane Carroll from the University of Otago.

Selecting students for additional support

- DIBELS risk categories are helpful when identifying students for additional support. DIBELS defines their risk categories in terms of the type of support needed and the amount of risk of not meeting expected reading levels by the end of the school year. There are four categories.
 - Blue range = core support; negligible risk.
 - Green range = core support; minimal risk.
 - Yellow range = strategic support; some risk.
 - Red range = intensive support; at risk.
- These categories cover a range of benchmark scores that correspond to a specific grade level and three time points during the school year: beginning of the year (B), middle of the year (M) and end of the year (E). Therefore, students will need to be measured against the benchmark scores for their year/grade level that is closest to the time of the year the assessment took place. DIBELS benchmarks reflect data from one million students.

- The assessment scores that correspond to the NWF benchmark ranges for NZ year 0 - 2 students are labelled 'Kindergarten' (for NZ students who have been at school for up to a year) and 'Grade 1' (for NZ students who have been at school between one and two years) in the tables on page 124 of the [DIBELS 8 Administration and Scoring Guide](#).
- We are aware that there may be a sizable shift in DIBELS scores without there being a change to a different risk category. That is why we are also asking for actual scores as well.

Support start data point

- **Name:** is an optional field on the spreadsheet, and this is provided purely to support you to track each student's progress. The Ministry will not store or use the student's name. The student's NSN is not required, and you may enter only the first name of the student, a nickname, or some other code that helps you identify the student.
- **Level:** because students formally assigned to year levels 0, 1 and 2 can have been at school for very different lengths of time, please select a student's year level based on the length of time they have been at school. This is aligned to the approach to the year-by-year teaching sequence for the English learning area.
 0. **Year Zero:** is for students who have been at school less than six months.
 1. **Year One:** is for students who have been at school between six months and one year.
 2. **Year Two:** is for students who have been at school between one and two years.
- After selecting 'DIBELS NWF' in the Assessment type column, six columns are highlighted in red:
 - **Start Date:** enter the date of the assessment. This must be a 2025 date.
 - **CLS Score (S):** this is the number of correct letter sounds.
 - **Risk category (S):** This is the risk category for number of correct letter sounds. In the tables on page 124 of the [DIBELS 8 Administration and Scoring Guide](#), find the Kindergarten (for NZ students who have been at school for up to one year) or Grade 1 (for NZ students who have been at school for between one and two years) benchmark cut scores range for the time of the year that is closest to when the assessment was taken (B for beginning, M for middle or E for end). Then use the table to select the correct one of four spreadsheet options.
 1. Blue - negligible risk
 2. Green - minimal risk
 3. Yellow - some risk
 4. Red - at risk.
 - **WRC Score (S):** this is the number of words recoded/read correctly.

- **Risk Category (S):** This is the risk category for the number of words recoded/read correctly. In the tables on page 124 of the [DIBELS 8 Administration and Scoring Guide](#), find the Kindergarten (for NZ students who have been at school for up to one year) or Grade 1 (for NZ students who have been at school for between one and two years) benchmark cut scores range for the time of the year closest to when the assessment was taken (B for beginning, M for middle or E for end). Then use the table to select the correct one of four spreadsheet options.
 1. Blue – negligible risk
 2. Green – minimal risk
 3. Yellow – some risk
 4. Red – at risk.
- **Outcome:** there are six options.
 1. **Successfully discontinued:** this is used when students have finished receiving support and are now achieving at or above curriculum expectation. Selecting this option will highlight cells in red for entering NWF end data.
 2. **Support continuing next year:** this is only used for term 4 reporting if support will be continuing into 2026. Selecting this option will highlight cells in red for entering NWF end data.
 3. **Support continuing this year:** this is the correct option for students who haven't finished receiving support at the term 2 reporting date to the Ministry.
 4. **Support paused:** this is the correct option for students at the term 2 reporting date who are not currently receiving support (e.g. due to justified absences, extended illness, or the student needed a break to increase engagement with additional support) when it is expected that support will resume during 2025.
 5. **Withdrawn: chronic absenteeism.**
 6. **Withdrawn: left school.**

Support end data point

- After selecting either 'Successfully discontinued' or 'Support continuing next year' options, five columns for support end data are highlighted in red, that mirror the start data columns.
 - **End Date:** enter the date of the end assessment. This must be a 2025 date.
 - **Words correct (E).**
 - **Risk category (E).**
 - **Accuracy % (E):**
 - **Risk Category (E).**

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