Dynamic Indicators of Basic Early Literacy Skills 8th Edition

First Sound Isolation (FSI)

Administration Directions & Scoring

DIBELS 8th Edition *First Sound Isolation* Research Edition

Applicable grade: Beginning of kindergarten.	
Objective: Student says the first phoneme in a series of twenty words.	
Uses: Benchmark	

Materials

- ☐ Scoring booklet
- ☐ Pen or pencil
- ☐ Clipboard

Administration

1. Position the clipboard and timer so that the student cannot see what you record.
2. Say these specific directions:

Examiner script

Practice Item 1:

Listen to me say this word, 'it'. The first sound that you hear in the word 'it' is /i/. Listen. /i/, 'it'. What is the first sound you hear in the word 'it'?

CORRECT Student responds with /i/	*Good. /i/ is the first sound in 'it'.*

INCORRECT
 	
Student does not respond within 3 seconds or responds incorrectly
	/i/ is the first sound you hear in the word 'it'. Listen. /i/, 'it'. Say it with me. /i/. Let's try it again. What is the first sound you hear in the word 'it'?
	
	    Correct response: ***Good.***
	
	    Incorrect response: */i/. Say /i/.*
	
	        Correct response: ***Good.***
	
	        Incorrect response: ***Okay.***

Practice Item 2:

Listen to me say this word, "sad". What is the first sound you hear in the word "sad"?

CORRECT Student responds with /sss/	*Good. /sss/ is the first sound in 'sad'.*

INCORRECT Student does not respond within 3 seconds or responds incorrectly	*/sss/ is the first sound you hear in the word 'sad'. Listen. /sss/, 'sad'. Say it with me. /sss/. Let's try it again. What is the first sound you hear in the word 'sad'?* Correct response: ***Good.*** *Incorrect response: /sss/. Say /sss/.* Correct response: ***Good.*** Incorrect response: ***Okay.***

Begin Testing:

Now I am going to say more words. You tell me the first sound you hear in the word.

3. Say the first word from the list in your scoring booklet.

4. On the scoring sheet, circle the point value corresponding to the student's response (See *Scoring rules)*.

5. Continue administering items until the discontinue criteria is met or all items have been administered.

Acceptable prompts

There are two acceptable prompts for FSI: a prompt for when students hesitate, and a prompt for when they seem to forget the task.

Hesitation Prompt. If a student hesitates for 3 seconds, mark the item as incorrect and provide the next word. The maximum time for each word is 3 seconds. Repeat this prompt as many times as needed throughout administration.

Student forgets the task. If a student seems to forget the task, say: ***Remember to tell me the <u>first</u> sound that you hear in the word.*** Immediately say the next word. (Repeat as often as needed).

Discontinue Rules

Discontinue FSI Rule. If no items are answered correctly or partially correctly in the first ten words, put a bracket after the last item administered and record a total score of 0.

Timing

Unlike other DIBELS 8 subtests, FSI is not timed. Administer items until the discontinue rule is met or all items have been administered.

Scoring rules

First Sound Isolation provides one score. Students earn two points for correctly saying the first, single phoneme and one point for a correct sound sound segment that contains more than the first phoneme and is not a repeat of the entire word.

Correct responses	Circle the corresponding response in the 1 or 2 point column.
Incorrect responses	Circle the '0' in the 'incorrect' column for items answered incorrectly and for hesitations longer than 3 seconds.
Self corrections	If a student self corrects their response, it is counted as correct. Slash through the circled point value, write 'sc' next to it, and circle the appropriate point value for the student's self-corrected response.

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Situation	How to score		
Correctly isolates first sound only	If the student says only the first phoneme in the word, they are given full credit, or two points.		
	Word	**Student Response**	**Score**
	nets	/n/	2 / 2
Schwa sounds	Schwa sounds (/u/) added to consonants are not counted as errors. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa.		
	Word	**Student Response**	**Score**
	nets	/nuh/	2 / 2
Segmentation of entire word	If the student correctly and fully segments the word they receive full credit, or two points, because they have correctly isolated the first phoneme.		
	Word	**Student Response**	**Score**
	nets	/n/ /e/ /t/ /s/	2 / 2
Isolates first sound from the rest of the word	If the student correctly isolates the first phoneme from the rest of the word they receive full credit, or two points, because they have correctly isolated the first phoneme.		
	Word	**Student Response**	**Score**
	nets	/n/ /ets/	2 / 2
Partially correct responses	If the student correctly segments any portion of the beginning of the word from the end of the word, without producing the single, first phoneme they receive partial credit, or one point.		
	Word	**Student Response**	**Score**
	nets	/neh/	1 / 2
	nets	/net/	1 / 2
Repeated word	If the student repeats the word, without isolating the first phoneme, they receive no credit, or 0 points.		
	Word	**Student Response**	**Score**
	nets	nets	0 / 2
Incorrect sound	If the student produces an incorrect phoneme, they receive no credit, or 0 points.		
	Word	**Student Response**	**Score**
	nets	/m/	0 / 2
	nets	/nat/	0 / 2
No response	If the student doesn't respond within 3 seconds, they receive no credit, or 0 points.		
	Word	**Student Response**	**Score**
	nets	(3 second hesitation)	0 / 2

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FSI Fidelity of Administration

The observer should judge the full test administration. That includes observing the setup and directions, scoring the test in parallel with the examiner, checking the examiner's accuracy in procedures using the fidelity checklist, and deciding if the examiner passes or needs more practice for each procedure listed.

First Sound Isolation Fidelity Checklist

Pass	Needs practice	
☐	☐	1. Holds clipboard so student cannot see what is recorded.
☐	☐	2. Performs standardized directions verbatim, including both practice items with correction procedures, if applicable.
☐	☐	3. After presenting the standardized directions, presents the first word.
☐	☐	4. Follows along and marks the scoring book as the student responds.
☐	☐	5. After the student responds, presents the next word promptly and clearly.
☐	☐	6. Administers acceptable prompts correctly and when appropriate.
☐	☐	7. Applies scoring rules consistently and correctly.
☐	☐	8. Applies the discontinue rule correctly, if appropriate.
☐	☐	9. If the discontinue rule is not met, administers all items.
☐	☐	10. Accurately determines and records the score. Score is within 2 points of the expert examiner.