

## Acadience vs. DIBELS 8<sup>TH</sup> comparison

	Acadience	DIBELS 8 <sup>th</sup>
	<p>Contains the following measures:</p> <ul style="list-style-type: none"> <li>• First Sound Fluency</li> <li>• Letter Naming Fluency</li> <li>• Phoneme Segmentation Fluency</li> <li>• Nonsense Word Fluency</li> <li>• Oral Reading Fluency (plus Retell Fluency) x 3 for every testing period</li> <li>• MAZE</li> </ul> <p>And</p> <ul style="list-style-type: none"> <li>• Progress Monitoring resources</li> <li>• Diagnostic Screener</li> </ul>	<p>Contains the following measures:</p> <ul style="list-style-type: none"> <li>• Letter Naming Fluency</li> <li>• Phoneme Segmentation Fluency</li> <li>• Nonsense Word Fluency</li> <li>• Word Reading Fluency (not phonetically grouped)</li> <li>• Oral Reading Fluency (NO Retell Fluency) x 1 for every testing period</li> <li>• MAZE</li> </ul> <p>And</p> <ul style="list-style-type: none"> <li>• Progress Monitoring resources</li> </ul>
<b>Font</b>	<ul style="list-style-type: none"> <li>• Similar font to what students see in readers/decodables/phonics instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Although it looks different to the font often seen in phonics programs/children books etc., they changed the font so that visually similar letters are more discernible.</li> </ul>
<b>FSF</b>	<ul style="list-style-type: none"> <li>• Contains a First Sound Fluency (FSF) measure (initial sound identification) for beginning and mid Pre-Primary)</li> </ul>	<ul style="list-style-type: none"> <li>• Does not contain First Sound Fluency (FSF) measure.</li> </ul>
<b>LNF</b>	<ul style="list-style-type: none"> <li>• Students are assessed on Letter Naming Fluency (LNF) and First Sound Fluency (FSF) and the BEGINNING of Foundation, but Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF) isn't measures until MID Pre-Primary.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency at the BEGINNING of Foundation. Assessing students' decoding at the beginning of Foundation isn't consistent with most schools' instructional practices.</li> </ul>
<b>LNF</b>		<ul style="list-style-type: none"> <li>• Letter Naming Fluency (LNF) has the most common letters in the first few lines (i.e. does not have q &amp; z in the first line) so students have more confidence when first starting the assessment.</li> </ul>
<b>WRF</b>	<ul style="list-style-type: none"> <li>• Does not contain a Word Reading Fluency (WRF) measure.</li> </ul>	<ul style="list-style-type: none"> <li>• Contains a Word Reading Fluency (WRF) from the beginning of Year 1. These words are not phonetically grouped and would contain various graphemes that haven't been explicitly taught yet. Some are easily decoded, and some contain less regular spelling patterns. Some see this as a measure of High Frequency Words.</li> </ul>
<b>NWF</b>	<ul style="list-style-type: none"> <li>• Nonsense Word Fluency (NWF) only contains CVC and VC words. Easier to score as alternative pronunciations for spellings are not as big of an issue. As it is a screener, it is not designed to assess which GPC</li> </ul>	<ul style="list-style-type: none"> <li>• Nonsense Word Fluency (NWF) contains some words with alternate vowel spellings from beginning of Year 1 (e.g. ur, o_e, i_e, ar, er). This gives more information on where the student decoding difficulties lie, but not enough information to determine</li> </ul>

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	(grapheme-phoneme correspondences) the students do or do not have. It is designed to screen students who are at risk of reading difficulties.	exactly what GPCs a student does or does not know.
<b>NWF</b>	<ul style="list-style-type: none"> <li>Nonsense Word Fluency (NWF) contains two scores- Correct Letter Sounds and Whole Words Correct. Students only get a point for WWC if they say the word without sounding out (i.e. automatic)</li> </ul>	<ul style="list-style-type: none"> <li>Nonsense Word Fluency (NWF) contains two scores- Correct Letter Sounds and Whole Words Correct. Unlike Acadience, students get a point for WWC if they sound out the word and then recode it – it doesn't have to be automatic.</li> </ul>
<b>ORF</b>	<ul style="list-style-type: none"> <li>Oral Reading Fluency (ORF) passages (not 'decodable') start MID Year One. Not at the beginning.</li> </ul>	<ul style="list-style-type: none"> <li>Non-phonetically controlled Oral Reading Fluency passages (not 'decodable') start BEGINNING Year One. Not at the beginning. Students who do not achieve the required score for previous measures do not do the ORF test however</li> </ul>
<b>ORF</b>	<ul style="list-style-type: none"> <li>Oral Reading Fluency (ORF) is done 3 times per year- but is done 3 times at each testing period (i.e. 9 times total). The median of the 3 is taken for more reliable results.</li> </ul>	<ul style="list-style-type: none"> <li>Oral Reading Fluency (ORF) is done 3 times per year- but is done only once at each testing period (i.e. 3 times total). Reduced testing burden on teachers.</li> </ul>
<b>RF</b>	<ul style="list-style-type: none"> <li>Oral Reading Fluency (ORF) contains a Retell Fluency (RF) measure (also 1 minute each). The RF is only done if students get an ORF of over 40 correct words per minute The retell score forms part of the composite comprehension score (ORF + retell + MAZE).</li> </ul>	<ul style="list-style-type: none"> <li>No Retell Fluency. Reasoning to exclude is that decoding fluency makes up most of the variance in comprehension scores.</li> </ul>
<b>MAZE</b>	<ul style="list-style-type: none"> <li>MAZE measure begins in Year 3</li> </ul>	<ul style="list-style-type: none"> <li>MAZE measure begins in Year 2.</li> </ul>
<b>Testing Range</b>	<ul style="list-style-type: none"> <li>Testing materials extended to Year 7.</li> </ul>	<ul style="list-style-type: none"> <li>Testing materials extended to Year 9.</li> </ul>

Acadience (previously DIBELS Next) has been around much longer than DIBELS 8th. The DIBELS name was bought by University of Oregon, and they have since changed the testing materials. Voyager Sopris/Acadience maintain that their assessments have more research to support them, while DIBELS 8<sup>th</sup> has emerging research. Overall, both assessments are great options for reading assessment within a school.