

## 2 DIBELS® Nonsense Word Fluency

### Directions

Make sure you have reviewed the directions in the *DIBELS Assessment Manual* and have them available. Say these specific directions to the student:

- **We are going to read some make-believe words. Listen. This word is “sog.”** (Run your finger under the word as you say it.) **The sounds are /s/ /o/ /g/** (point to each letter). **Your turn. Read this make-believe word** (point to the word “mip”). **If you can’t read the whole word, tell me any sounds you know.**

|                                                                                           |                                                                                                                                                                                                                                                               |                                   |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Correct Whole Word Read<br>mip                                                            | Very good reading the word<br>“mip.”                                                                                                                                                                                                                          | (Begin testing.)                  |
| Correct Letter Sounds<br>Any other response with all<br>the correct letter sounds         | Very good. /m/ /i/ /p/ (point to each<br>letter) or “mip” (run your finger<br>under the word as you say it).                                                                                                                                                  | (Begin testing.)                  |
| Incorrect response<br>No response within<br>3 seconds, or response<br>includes any errors | Listen. /m/ /i/ /p/ or “mip.” (Run your<br>finger under the letters as you say<br>the sounds.) <b>Your turn. Read this<br/>make-believe word.</b> (Point to the<br>word “mip.”) <b>If you can’t read the<br/>whole word, tell me any sounds<br/>you know.</b> | Correct<br>response               |
|                                                                                           |                                                                                                                                                                                                                                                               | Very<br>good. (Begin<br>testing.) |
|                                                                                           |                                                                                                                                                                                                                                                               | Incorrect<br>response             |
|                                                                                           |                                                                                                                                                                                                                                                               | Okay. (Begin<br>testing.)         |

- Begin testing. **I would like you to read more make-believe words. Do your best reading. If you can’t read the whole word, tell me any sounds you know.** (Place the student copy in front of the student.) **Put your finger under the first word. Ready, begin.**

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### Directions continued

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Timing</b>      | 1 minute. Start your stopwatch after telling the student to begin. Place a bracket ( ) and say <b>Stop</b> after 1 minute.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Wait</b>        | If the student responds sound-by-sound, mixes sounds and words, or sounds out and recodes, allow 3 seconds, then provide the correct letter sound.<br>If the student responds with whole words, allow 3 seconds, then provide the correct word.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Discontinue</b> | If the student has no correct letter sounds in the first line, say <b>Stop</b> and record a score of 0.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Reminders</b>   | If the student does not read from left to right, say <b>Go this way.</b> (Sweep your finger across the row.) (Allowed one time.)<br>If the student says letter names, say <b>Say the sounds, not the letter names.</b> (Allowed one time.)<br>If the student reads the word first, then says the letter sounds, say <b>Just read the word.</b> (Allowed one time.)<br>If the student says all of the letter sounds correctly in the first row, but does not make any attempt to blend or recode, say <b>Try to read the words as whole words.</b><br>If the student stops (and it’s not a hesitation on a specific item), say <b>Keep going.</b> (Repeat as often as needed.)<br>If the student loses his/her place, point. (Repeat as often as needed.) |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

## 2 DIBELS® Nonsense Word Fluency

Grade 1/Benchmark 2

|                               | CLS          | WWR |
|-------------------------------|--------------|-----|
| ▶ s a b h e j u t z o s n i n | /14<br>(14)  |     |
| b a v n o l v e m i v l u p   | /14<br>(28)  |     |
| v i z l e k z a f h o k h u v | /15<br>(43)  |     |
| o c n a j w i d r e s m u p   | /14<br>(57)  |     |
| u k w i p l a l m o s k e v   | /14<br>(71)  |     |
| l o s v i j m u s p e j y a s | /15<br>(86)  |     |
| f o p u j v e s b i j t a l   | /14<br>(100) |     |
| k i b m a v y o c k u f e n   | /14<br>(114) |     |
| m e d l i j v a v b o t v u b | /15<br>(129) |     |
| y u b i g s a j k o f t e p   | /14<br>(143) |     |

### Middle of the Year

DIBELS Next Benchmark Goals

#### NWF-CLS

|       |            |
|-------|------------|
| 0-32  | Well Below |
| 33-42 | Below      |
| 43-58 | At         |
| 59+   | Above      |

#### NWF-WWR

|      |            |
|------|------------|
| 0-2  | Well below |
| 3-7  | Below      |
| 8-16 | At         |
| 17+  | Above      |

Total Correct Letter Sounds (CLS): \_\_\_\_\_

Total Whole Words Read (WWR): \_\_\_\_\_

#### NWF Response Patterns:

- |                                                                               |                                                                              |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <input type="checkbox"/> Says correct sounds out of order (sound-by-sound)    | <input type="checkbox"/> Doesn't track correctly                             |
| <input type="checkbox"/> Makes random errors                                  | <input type="checkbox"/> Tries to turn nonsense words into real words        |
| <input type="checkbox"/> Says correct sounds, does not recode                 | <input type="checkbox"/> Makes consistent errors on specific letter sound(s) |
| <input type="checkbox"/> Says correct sounds, recodes out of order            | <input type="checkbox"/> Other                                               |
| <input type="checkbox"/> Says correct sounds, recodes with incorrect sound(s) |                                                                              |
| <input type="checkbox"/> Says correct sounds and correctly recodes            |                                                                              |