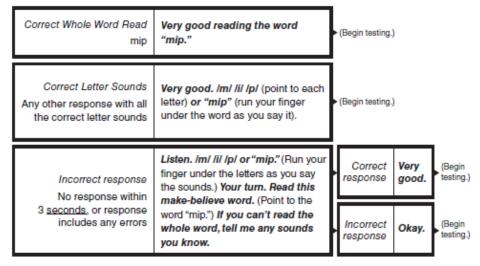
DIBELS® Nonsense Word Fluency Directions

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.



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.

■ DIBELS® Nonsense Word Fluency Directions continued

| Timing | 1 minute. Start your stopwatch after telling the student to begin. Place a bracket (]) and say Stop after 1 minute. |
|-------------|---|
| Wait | 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. If the student responds with whole words, allow 3 seconds, then provide the correct word. |
| Discontinue | If the student has no correct letter sounds in the first line, say ${\it Stop}$ and record a score of 0. |
| Reminders | If the student does not read from left to right, say Go this way . (Sweep your finger across the row.) (Allowed one time.) |
| | If the student says letter names, say Say the sounds, not the letter names . (Allowed one time.) |
| | If the student reads the word first, then says the letter sounds, say Just read the word . (Allowed one time.) |
| | 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 <i>Try to read the words as whole words.</i> |
| | If the student stops (and it's not a hesitation on a specific item), say Keep going . (Repeat as often as needed.) |
| | If the student loses his/her place, point. (Repeat as often as needed.) |

| Name: | | |
|----------|------|------|
| Date: | | |
| Teacher: | | |
| School: | | |

| Beginning of the Year DIBELS Next Benchmark Goals | | | | | | | |
|---|-------------------|--|--|--|--|--|--|
| NWF-CLS | | | | | | | |
| 0-34 | Well Below | | | | | | |
| 35-53 | Below | | | | | | |
| 54-71 | At | | | | | | |
| 72+ | Above | | | | | | |
| | | | | | | | |
| NWF-WWR | | | | | | | |
| 0-5 | Well Below | | | | | | |
| 6-12 | Below | | | | | | |
| 13-20 | At | | | | | | |
| 21+ | Above | | | | | | |
| | | | | | | | |

DIBELS® Nonsense Word Fluency Grade 2/Benchmark 1

| | | | | | CLS WWR | |
|---|---|------------|---------------|---|--------------|--|
| → dil | k a j | 0 \$ | w e l | hun | /14 (14) | |
| duj | t e k | v o l | i j | dag | /14 (28) | |
| wuj | ket | v a b | l o m | hiv | /15 (43) | |
| ор | dev | wan | sib | s u s | /14 (57) | |
| a k | v e p | rol | bic | s u v | /14 (71) | |
| bel | zij | t u s | поj | v a l | /15 (86) | |
| k e s | u v | уас | n o z | rin | /14 (100) | |
| kab | roz | v u l | k i k | e t | /14 (114) | |
| s a n | bоj | y u z | l e m | jik | /15 (129) | |
| yin | e b | t u j | t a t | b o s | /14 (143) | |
| | | | Total Correct | t Letter Sounds | (CLS): | |
| NWF Respon | se Patterns: | | Total Whole | Words Read (\ | WWR): | |
| | rrect sounds ou by-sound) | t of order | | , | , | |
| Makes r | andom errors | | | | | |
| Says correct sounds, does not recode | | | Doesn't | track correctly | | |
| Says cor | Says correct sounds, recodes out of order | | | Tries to turn nonsense words into real words | | |
| | rrect sounds, re t sound(s) | codes with | | Makes consistent errors on specific letter sound(s) | | |
| Says correct sounds and correctly recodes | | | Other | | | |