

### 3 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> | <table> <tr> <td>Correct<br/>response</td><td>Very<br/>good.</td><td>(Begin<br/>testing.)</td></tr> <tr> <td>Incorrect<br/>response</td><td>Okay.</td><td>(Begin<br/>testing.)</td></tr> </table> | Correct<br>response | Very<br>good. | (Begin<br>testing.) | Incorrect<br>response | Okay. | (Begin<br>testing.) |
| 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>   | <p>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.)</p> <p>If the student says letter names, say <b>Say the sounds, not the letter names.</b> (Allowed one time.)</p> <p>If the student reads the word first, then says the letter sounds, say <b>Just read the word.</b> (Allowed one time.)</p> <p>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></p> <p>If the student stops (and it's not a hesitation on a specific item), say <b>Keep going.</b> (Repeat as often as needed.)</p> <p>If the student loses his/her place, point. (Repeat as often as needed.)</p> |

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

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

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

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

End of the Year

DIBELS Next Benchmark Goals

**NWF-CLS**

**0-14 Well Below**

**15-27 Below**

**28-39 At**

**40+ Above**

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Grade K/Benchmark 3

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

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

NWF Response Patterns:

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

- |   |  |
|---|--|
| <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            |  |