

## 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 mip	Very good reading the word “mip.”	(Begin testing.)
Correct Letter Sounds Any other response with all the correct letter sounds	Very good. /m/ /i/ /p/ (point to each letter) or “mip” (run your finger under the word as you say it).	(Begin testing.)
Incorrect response No response within 3 seconds, or response includes any errors	Listen. /m/ /i/ /p/ or “mip.” (Run your finger under the letters as you say the sounds.) <b>Your turn. Read this make-believe word.</b> (Point to the word “mip.”) <b>If you can’t read the whole word, tell me any sounds you know.</b>	Correct response
		Very good.
		(Begin testing.)
		Incorrect response
		Okay.
		(Begin 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. 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.) If the student says letter names, say <b>Say the sounds, not the letter names.</b> (Allowed one time.) If the student reads the word first, then says the letter sounds, say <b>Just read the word.</b> (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 <b>Try to read the words as whole words.</b> If the student stops (and it’s not a hesitation on a specific item), say <b>Keep going.</b> (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

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

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

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

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

## 2 DIBELS® Nonsense Word Fluency

Grade K/Benchmark 2

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

Middle of the Year  
DIBELS Next Benchmark Goals

### NWF-CLS

**0-7 Intensive**

**8-16 Strategic**

**17+ Core**

### NWF Response Patterns:

- ☐ Says correct sounds out of order (sound-by-sound)
- ☐ Makes random errors
- ☐ Says correct sounds, does not recode
- ☐ Says correct sounds, recodes out of order
- ☐ Says correct sounds, recodes with incorrect sound(s)
- ☐ Says correct sounds and correctly recodes

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

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

- ☐ Doesn't track correctly
- ☐ Tries to turn nonsense words into real words
- ☐ Makes consistent errors on specific letter sound(s)
- ☐ Other