

Basic Early Literacy Skills	DIBELS Indicator
Alphabetic Principle and Basic Phonics	Nonsense Word Fluency –Correct Letter Sounds –Whole Words Read

### **What are the alphabetic principle and basic phonics?**

In order for students to learn how to read in an alphabetic writing system, they must first be able to map individual speech sounds to symbols. In the case of written English, these symbols are letters. Unlocking the reading code begins when associations are made between letters and sounds.

The alphabetic principle is comprised of two parts:

- *Alphabetic understanding*: Knowledge of letter-sound correspondences and the understanding that letters represent sounds in spoken words.
- *Phonological recoding*: The use of alphabetic understanding to decode or read unknown words.

Phonics is the system of letter-sound relationships that is the foundation for decoding words in print. Phonics skills must be explicitly taught and practiced (Ehri, 1991; Liberman & Liberman, 1990). A student's understanding of the alphabetic principle and basic phonics begins first by using letter-sound correspondences to segment and then blend simple CVC words, or to retrieve these correspondences to spell a word.

It is the automaticity with the sequences of letter sounds comprising frequent words and spelling patterns that enables skillful readers to process text quickly and easily (Adams, 1990). Development of the alphabetic principle and basic phonics is essential for decoding unknown words (Adams, 1990; Ehri, 2002) and for developing the sight-word vocabulary necessary for fluent reading (Share, 1995; Share & Stanovich, 1995).

## Chapter 8: **DIBELS Nonsense Word Fluency (NWF)**

### Overview

<b>Basic Early Literacy Skills</b>	Alphabetic Principle and Basic Phonics
<b>Administration Time</b>	1 minute
<b>Administration Schedule</b>	Middle of kindergarten to beginning of second grade
<b>Scores</b>	<ul style="list-style-type: none"> <li>• Number of correct letter sounds (CLS)</li> <li>• Number of whole words read (WWR) without sounding out</li> </ul>
<b>Wait Rule</b>	<p>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.</p> <p>If the student responds with whole words, allow 3 seconds, then provide the correct word.</p>
<b>Discontinue Rule</b>	No correct letter sounds in the first row

### What is NWF?

Nonsense Word Fluency (NWF) is a brief, direct measure of the alphabetic principle and basic phonics. It assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant-vowel-consonant (CVC) and vowel-consonant (VC) words. The test items used for NWF are phonetically regular make-believe (nonsense or pseudo) words. To successfully complete the NWF task, students must rely on their knowledge of letter-sound correspondences and how to blend sounds into whole words. One reason that nonsense word measures are considered to be a good indicator of the alphabetic principle is that “pseudo-words have no lexical entry, [and thus] pseudo-word reading provides a relatively pure assessment of students’ ability to apply grapheme-phoneme knowledge in decoding” (Rathvon, 2004, p. 138).

Following a model and a practice item, the student is presented with a sheet of randomly ordered VC and CVC nonsense words (e.g., *dif*, *ik*, *nop*). Standardized directions are used to ask the student to read the make-believe words the best they can, reading either the whole word or saying any sounds they know. For example, if the stimulus word is *tof*, the student could say /t/ /o/ /f/ or “tof.” The assessor underlines each correct letter sound produced either in isolation or blended together. Whole words read without sounding out are underlined in their entirety.

There are two separate scores reported for NWF:

1. Correct Letter Sounds (CLS) is the number of letter sounds produced correctly in 1 minute. For example, if the student reads *dif* as /d/ /i/ /f/ the score for Correct Letter Sounds is 3. If the student reads *dif* as /di/ /f/ or “dif,” the score is also 3.
2. Whole Words Read (WWR) is the number of make-believe words read correctly as a whole word without first being sounded out. For example, if the student reads *dif* as “dif,” the score is 3 points for CLS and 1 point for WWR, but if the student reads *dif* as “/d/ /i/ /f/ dif,” the score is 3 points for CLS but 0 points for WWR.

The goal is for students to read whole words on NWF; however, an advantage of NWF is that it allows for monitoring the development of the alphabetic principle and basic phonics as early as the middle of kindergarten, when producing individual letter sounds is the more common response.

Materials

- Scoring Booklet
  - Student materials
- Pen/pencil
  - Clipboard
- Stopwatch

Administration Directions

Follow these directions exactly each time with each student. Say the words in bold italic type verbatim. Begin with the practice activities. The practice activities are designed to introduce the assessment task to the student. They are untimed and include correction procedures. The correction procedures are not used once the testing begins. Put the student copy of the materials in front of the student and say the following:

► **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) <b>or “mip”</b> (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/ <b>or “mip.”</b> (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.**

1. Start the stopwatch after you say **begin**.
2. During the testing:
  - Underline each correct letter sound the student says either in isolation or blended together. Use separate underlines to indicate reading sound-by-sound and a continuous underline to indicate blending together two or three sounds.
  - Mark a slash ( / ) through any letter sound read incorrectly.
  - At the end of 1 minute, place a bracket after the last letter sound produced (even if it's in the middle of a nonsense word), say **Stop**, and stop the stopwatch. If the student completes the assessment before 1 minute, stop testing and record the student's score. Scores are not prorated.
3. Immediately after testing:
  - Reset the stopwatch for the next measure.
  - Make a note in the scoring booklet about any patterns in student responses that were not captured by the marking procedures.
4. At a later time (shortly after the testing when you are no longer with the student) compute the final score:
  - Record the total number of correct letter sounds (CLS) on the Total Correct Letter Sounds line of the NWF scoring page.
  - Record the total number of whole words read correctly (WWR) on the Total Whole Words Read line of the NWF scoring page.
  - Record each score in the appropriate box on the front page of the scoring booklet.

## Scoring Rules

**Correct Letter Sounds (CLS):** The student receives credit for 1 CLS for each correct letter sound read in isolation or read as part of a make-believe word.

**Whole Words Read (WWR):** The student receives credit for 1 WWR for each whole word read correctly without first being sounded out.

1. Underline each letter sound the student says correctly, either in isolation or blended with other sounds in the word. For CLS, score the student's final answer. For WWR, give credit only if the student's first and only answer was to read the whole word correctly without first sounding it out.
2. Mark a slash ( / ) through any incorrect letter sound.
3. Leave blank any omitted letter sounds or words. When a student is reading sound-by-sound, leave blank any inserted letter sounds. When the student is reading word-by-word, slash the underline to indicate any inserted letter sounds.

Write "sc" above any letter sound that had been previously slashed and was self-corrected within 3 seconds. Count that letter sound as correct. Credit is given for WWR only when the student reads the whole word completely and correctly the first time, and reads the word only once.

5. Draw a line through any row the student skips. Do not count the row when scoring.

## Discontinue Rule

Discontinue administering NWF if the student has not said any correct letter sounds in the first row. Record a score of 0 on the Total line on the scoring page and in the NWF score box on the cover page of the student booklet.

## Wait Rule

Wait 3 seconds for the student to respond. If the student has been responding sound-by-sound, mixing sounds and words, or by sounding out and recoding, allow 3 seconds, then provide the correct letter sound.

If the student has been responding by reading the words as whole words, allow 3 seconds, then provide the correct word.

If the student hesitates in the middle of a word, wait 3 seconds, then provide the correct letter sound.

If providing the correct letter sound or word does not prompt the student to continue, say **Keep going**.

## Reminders

If the student does not read from left to right, say **Go this way**. (Sweep your finger across the row.) *This reminder may be given only once.*

If the student says letter names, say **Say the sounds, not the letter names**. *This reminder may be given only once.*

If the student reads the word first, then says the letter sounds, say **Just read the word**. *This reminder may be given only once.*

If the student says all of the letter sounds correctly in the first row, but does not attempt to blend or recode, say **Try to read the words as whole words**.

If the student stops (and it's not a hesitation on a specific item), say **Keep going**. *This reminder may be used as often as needed.*

If the student loses his/her place, point. *This reminder may be used as often as needed.*

### Notes:

1. Schwa sounds (/u/) added to consonants are not counted as errors when the student is saying letter sounds. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa.
2. Students are not penalized for differences in pronunciation due to dialect, articulation delays or impairments, or speaking a first language other than English.

## Examples of Scoring Rules

The following are examples of how to score responses on NWF. The examples do not encompass all possible responses. If in doubt about how to score a student response, refer to the scoring rules on the previous page. Please pay attention to the notes included with the examples as they provide scoring explanations and indicate variations and nuances related to the scoring.

**Scoring Rule 1: Underline each letter sound the student says correctly, either in isolation or blended with other sounds in the word. For CLS, score the student's final answer. For WWR, give credit only if the student's first and only answer was to read the whole word correctly without first sounding it out.**

Examples:

<b>Student response</b>	/k/.../i/.../f/	/u/.../c/	/s/.../e/.../b/									
<b>How to score</b>	<table><tr><td></td><td>CLS</td><td>WWR</td></tr><tr><td><u>k</u> <u>i</u> <u>f</u>      <u>u</u> <u>c</u>      <u>s</u> <u>e</u> <u>b</u></td><td>8 <sup>/8</sup> (8)</td><td>0</td></tr><tr><td>a k      f o j      t e m</td><td><sup>/8</sup> (16)</td><td></td></tr></table>				CLS	WWR	<u>k</u> <u>i</u> <u>f</u> <u>u</u> <u>c</u> <u>s</u> <u>e</u> <u>b</u>	8 <sup>/8</sup> (8)	0	a k      f o j      t e m	<sup>/8</sup> (16)	
		CLS	WWR									
	<u>k</u> <u>i</u> <u>f</u> <u>u</u> <u>c</u> <u>s</u> <u>e</u> <u>b</u>	8 <sup>/8</sup> (8)	0									
a k      f o j      t e m	<sup>/8</sup> (16)											

Note: Use separate underlines under each correct sound if the student correctly says the letter sounds in isolation but does not recode the sounds into words.

<b>Student response</b>	kif	uc	seb									
<b>How to score</b>	<table><tr><td></td><td>CLS</td><td>WWR</td></tr><tr><td><u>k i f</u>      <u>u c</u>      <u>s e b</u></td><td>8 <sup>/8</sup> (8)</td><td>3</td></tr><tr><td>a k      f o j      t e m</td><td><sup>/8</sup> (16)</td><td></td></tr></table>				CLS	WWR	<u>k i f</u> <u>u c</u> <u>s e b</u>	8 <sup>/8</sup> (8)	3	a k      f o j      t e m	<sup>/8</sup> (16)	
		CLS	WWR									
	<u>k i f</u> <u>u c</u> <u>s e b</u>	8 <sup>/8</sup> (8)	3									
a k      f o j      t e m	<sup>/8</sup> (16)											

Note: Use a continuous underline under all of the sounds if the student says all of the correct letter sounds and says them as a whole word.

<b>Student response</b>	/k/.../if/	/u/.../c/	/se/.../b/									
<b>How to score</b>	<table><tr><td></td><td>CLS</td><td>WWR</td></tr><tr><td><u>k i f</u>      <u>u c</u>      <u>s e b</u></td><td>8 <sup>/8</sup> (8)</td><td>0</td></tr><tr><td>a k      f o j      t e m</td><td><sup>/8</sup> (16)</td><td></td></tr></table>				CLS	WWR	<u>k i f</u> <u>u c</u> <u>s e b</u>	8 <sup>/8</sup> (8)	0	a k      f o j      t e m	<sup>/8</sup> (16)	
		CLS	WWR									
	<u>k i f</u> <u>u c</u> <u>s e b</u>	8 <sup>/8</sup> (8)	0									
a k      f o j      t e m	<sup>/8</sup> (16)											

Note: Underline exactly the way the student says the sounds for partially blended words.

**Student response** /k/.../i/.../f/...kif /u/.../c/...uc /s/.../eb/...seb

**How to score**

			CLS	WWR
<u>k</u> <u>i</u> <u>f</u>	<u>u</u> <u>c</u>	<u>s</u> <u>e</u> <u>b</u>	8 <sup>/8</sup> (8)	0
a k	f o j	t e m	<sup>/8</sup> (16)	

Note: Indicate exactly the way the student reads the word, even if multiple rows of underlines are required. Score the student's final answer for CLS. This pattern is sounding out and recoding, and is not scored as a whole word read. Credit is given for WWR only when the student reads the whole word completely and correctly the first time.

**Student response** /k/.../i/.../k/.../if/.../kif/  
/u/.../uc/  
/seb/.../seb/

**How to score**

			CLS	WWR
<u>k</u> <u>i</u> <u>f</u>	<u>u</u> <u>c</u>	<u>s</u> <u>e</u> <u>b</u>	8 <sup>/8</sup> (8)	0
a k	f o j	t e m	<sup>/8</sup> (16)	

Note: If the student repeats the letter sounds while sounding out a word, show it with multiple underlines but give credit for each sound only once. To receive a point for WWR, the student must read the whole word correctly the first time, and read the word only once.

**Student response** /f/.../i/.../k/ (student points correctly)  
/c/.../u/ (student points correctly)  
/b/.../e/.../s/ (student doesn't point correctly)

**How to score**

			CLS	WWR
<u>k</u> <u>i</u> <u>f</u>	<u>u</u> <u>c</u>	<del>f</del> <u>e</u> <del>s</del>	6 <sup>/8</sup> (8)	0
a k	f o j	t e m	<sup>/8</sup> (16)	

Note: Letter sounds said correctly in isolation but out of order are scored as correct **if the student points correctly** to the letter(s). The purpose of this rule is to give students credit as they are beginning to learn individual letter-sound correspondences.

<b>Student response</b>	fik	cu	bes									
<b>How to score</b>	<table border="1"> <tr> <td></td> <td>CLS</td> <td>WWR</td> </tr> <tr> <td><del>k</del> i <del>f</del>    <del>u</del> c    <del>s</del> e <del>b</del></td> <td>2 <sup>/8</sup> (8)</td> <td>0</td> </tr> <tr> <td>a k    f o j    t e m</td> <td><sup>/8</sup> (16)</td> <td></td> </tr> </table>				CLS	WWR	<del>k</del> i <del>f</del> <del>u</del> c <del>s</del> e <del>b</del>	2 <sup>/8</sup> (8)	0	a k    f o j    t e m	<sup>/8</sup> (16)	
	CLS	WWR										
<del>k</del> i <del>f</del> <del>u</del> c <del>s</del> e <del>b</del>	2 <sup>/8</sup> (8)	0										
a k    f o j    t e m	<sup>/8</sup> (16)											
<p>Note: Blended sounds must be in the correct position to receive credit. Give credit if the medial vowel is produced correctly, even within a word with other incorrect sounds. No credit is given for WWR. Although the sounds were blended together, they were not in the correct order.</p>												

  

<b>Student response</b>	/k/.../i/.../v/	uc	theb									
<b>How to score</b>	<table border="1"> <tr> <td></td> <td>CLS</td> <td>WWR</td> </tr> <tr> <td><u>k</u> <u>i</u> <u>f</u>    <u>u</u> <u>c</u>    <u>s</u> <u>e</u> <u>b</u></td> <td>8 <sup>/8</sup> (8)</td> <td>2</td> </tr> <tr> <td>a k    f o j    t e m</td> <td><sup>/8</sup> (16)</td> <td></td> </tr> </table>				CLS	WWR	<u>k</u> <u>i</u> <u>f</u> <u>u</u> <u>c</u> <u>s</u> <u>e</u> <u>b</u>	8 <sup>/8</sup> (8)	2	a k    f o j    t e m	<sup>/8</sup> (16)	
	CLS	WWR										
<u>k</u> <u>i</u> <u>f</u> <u>u</u> <u>c</u> <u>s</u> <u>e</u> <u>b</u>	8 <sup>/8</sup> (8)	2										
a k    f o j    t e m	<sup>/8</sup> (16)											
<p>Note: Students are not penalized for articulation errors when the error is known to the assessor and is part of the student's typical speech. If in doubt, score it as incorrect. If necessary, have the student retested by someone familiar with his/her speech or articulation pattern.</p>												

  

<b>Student response</b>	/ku/.../i/.../fu/	/u/.../ku/	seb									
<b>How to score</b>	<table border="1"> <tr> <td></td> <td>CLS</td> <td>WWR</td> </tr> <tr> <td><u>k</u> <u>i</u> <u>f</u>    <u>u</u> <u>c</u>    <u>s</u> <u>e</u> <u>b</u></td> <td>8 <sup>/8</sup> (8)</td> <td>1</td> </tr> <tr> <td>a k    f o j    t e m</td> <td><sup>/8</sup> (16)</td> <td></td> </tr> </table>				CLS	WWR	<u>k</u> <u>i</u> <u>f</u> <u>u</u> <u>c</u> <u>s</u> <u>e</u> <u>b</u>	8 <sup>/8</sup> (8)	1	a k    f o j    t e m	<sup>/8</sup> (16)	
	CLS	WWR										
<u>k</u> <u>i</u> <u>f</u> <u>u</u> <u>c</u> <u>s</u> <u>e</u> <u>b</u>	8 <sup>/8</sup> (8)	1										
a k    f o j    t e m	<sup>/8</sup> (16)											
<p>Note: Students are not penalized for putting a schwa sound after consonants.</p>												



**Scoring Rule 2: Mark a slash ( / ) through any incorrect letter sound.**

Examples:

<b>Student response</b>	/k/.../i/.../p/	/i/.../c/	sed									
<b>How to score</b>	<table><tr><td></td><td>CLS</td><td>WWR</td></tr><tr><td><u>k</u> <u>i</u> <del>/</del>      <del>u</del> <u>c</u>      <u>s</u> <u>e</u> <del>b</del></td><td>5 <sup>/8</sup> (8)</td><td>0</td></tr><tr><td>a k      f o j      t e m</td><td><sup>/8</sup> (16)</td><td></td></tr></table>				CLS	WWR	<u>k</u> <u>i</u> <del>/</del> <del>u</del> <u>c</u> <u>s</u> <u>e</u> <del>b</del>	5 <sup>/8</sup> (8)	0	a k      f o j      t e m	<sup>/8</sup> (16)	
	CLS	WWR										
<u>k</u> <u>i</u> <del>/</del> <del>u</del> <u>c</u> <u>s</u> <u>e</u> <del>b</del>	5 <sup>/8</sup> (8)	0										
a k      f o j      t e m	<sup>/8</sup> (16)											

<b>Student response</b>	/k/.../ie/.../f/	/u/.../s/	seab									
<b>How to score</b>	<table><tr><td></td><td>CLS</td><td>WWR</td></tr><tr><td><u>k</u> <del>/</del> <u>f</u>      <u>u</u> <del>/</del>      <u>s</u> <del>e</del> <u>b</u></td><td>5 <sup>/8</sup> (8)</td><td>0</td></tr><tr><td>a k      f o j      t e m</td><td><sup>/8</sup> (16)</td><td></td></tr></table>				CLS	WWR	<u>k</u> <del>/</del> <u>f</u> <u>u</u> <del>/</del> <u>s</u> <del>e</del> <u>b</u>	5 <sup>/8</sup> (8)	0	a k      f o j      t e m	<sup>/8</sup> (16)	
	CLS	WWR										
<u>k</u> <del>/</del> <u>f</u> <u>u</u> <del>/</del> <u>s</u> <del>e</del> <u>b</u>	5 <sup>/8</sup> (8)	0										
a k      f o j      t e m	<sup>/8</sup> (16)											

Note: The student gets credit for saying the most common sound for each letter according to basic phonics rules. Vowels should be pronounced with the short vowel sound.

<b>Student response</b>	/k/...(3 seconds)...(assessor says, "/i"/).../f/ /u/.../c/ /s/.../e/...(3 seconds)...(assessor says, "/b"/).../b/									
<b>How to score</b>	<table><tr><td></td><td>CLS</td><td>WWR</td></tr><tr><td><u>k</u> <del>/</del> <u>f</u>      <u>u</u> <u>c</u>      <u>s</u> <u>e</u> <del>b</del></td><td>6 <sup>/8</sup> (8)</td><td>0</td></tr><tr><td>a k      f o j      t e m</td><td><sup>/8</sup> (16)</td><td></td></tr></table>		CLS	WWR	<u>k</u> <del>/</del> <u>f</u> <u>u</u> <u>c</u> <u>s</u> <u>e</u> <del>b</del>	6 <sup>/8</sup> (8)	0	a k      f o j      t e m	<sup>/8</sup> (16)	
	CLS	WWR								
<u>k</u> <del>/</del> <u>f</u> <u>u</u> <u>c</u> <u>s</u> <u>e</u> <del>b</del>	6 <sup>/8</sup> (8)	0								
a k      f o j      t e m	<sup>/8</sup> (16)									

Note: If the student is reading individual letter sounds and hesitates for more than 3 seconds, provide the letter sound and mark it as incorrect.

**Student response** kif...(3 seconds)...(assessor says, “uc”)...seb

**How to score**

			CLS	WWR
<u>k</u> i f	u <del>c</del>	<u>s</u> e b	6 <sup>/8</sup> (8)	2
a k	f o j	t e m	<sup>/8</sup> (16)	

Note: If the student is reading whole words and hesitates for more than 3 seconds, provide the word and score it as incorrect. Mark a slash through any letters or words that were told to the student because they were not read within 3 seconds.

**Student response** /k/.../i/.../f/...kef      /u/.../c/...ic      /s/.../e/.../b/...sib

**How to score**

			CLS	WWR
<u><del>k</del></u> <u><del>i</del></u> <u><del>f</del></u>	<u><del>u</del></u> <u><del>c</del></u>	<u><del>s</del></u> <u><del>e</del></u> <u><del>b</del></u>	5 <sup>/8</sup> (8)	0
a k	f o j	t e m	<sup>/8</sup> (16)	

Note: Score the student's final answer for CLS.

**Scoring Rule 3: Leave blank any omitted letter sounds or words. When a student is reading sound-by-sound, leave blank any inserted letter sounds. When the student is reading word-by-word, slash the underline to indicate any inserted letter sounds.**

Examples:

**Student response** kif...se...ak...foj...tem

**How to score**

			CLS	WWR
<u>k</u> i f	u c	<u>s</u> e b	5 <sup>/8</sup> (8)	1
<u>a</u> k	<u>f</u> o j	<u>t</u> e m	8 <sup>/8</sup> (16)	3

<b>Student response</b>	/k/.../f/ ak	/u/.../c/ folj	/s/.../t/.../e/.../b/ stem									
<b>How to score</b>	<table><tr><td></td><td>CLS</td><td>WWR</td></tr><tr><td><u>k</u> <u>i</u> <u>f</u>      <u>u</u> <u>c</u>      <u>s</u> <u>e</u> <u>b</u></td><td>7<sup>/8</sup><sub>(8)</sub></td><td>0</td></tr><tr><td><u>a</u> <u>k</u>      <u>f</u> <u>o</u> <u>/i</u>      <u>/t</u> <u>e</u> <u>m</u></td><td>8<sup>/8</sup><sub>(16)</sub></td><td>1</td></tr></table>				CLS	WWR	<u>k</u> <u>i</u> <u>f</u> <u>u</u> <u>c</u> <u>s</u> <u>e</u> <u>b</u>	7 <sup>/8</sup> <sub>(8)</sub>	0	<u>a</u> <u>k</u> <u>f</u> <u>o</u> <u>/i</u> <u>/t</u> <u>e</u> <u>m</u>	8 <sup>/8</sup> <sub>(16)</sub>	1
		CLS	WWR									
<u>k</u> <u>i</u> <u>f</u> <u>u</u> <u>c</u> <u>s</u> <u>e</u> <u>b</u>	7 <sup>/8</sup> <sub>(8)</sub>	0										
<u>a</u> <u>k</u> <u>f</u> <u>o</u> <u>/i</u> <u>/t</u> <u>e</u> <u>m</u>	8 <sup>/8</sup> <sub>(16)</sub>	1										

Note: Leave blank any inserted sounds. If inserting sounds is a frequent response, make a note in the margin of the student scoring booklet. No credit is given for WWR when a sound is inserted. Put a slash through the underline to indicate inserted sounds when the student is reading word-by-word.

**Scoring Rule 4: Write “sc” above any letter sound that had been previously slashed and was self-corrected within 3 seconds. Count that letter sound as correct. No credit is given for WWR unless the student reads the whole word completely and correctly the first time, and reads the word only once.**

Examples:

**Student response**

/k/.../e/.../f/...I mean /k/.../i/.../f/  
ic...uc  
sed...I mean...seb

**How to score**

	CLS	WWR
<sup>sc</sup> <u>k</u> <del>/</del> <u>f</u> <sup>sc</sup> <del>/</del> <u>c</u> <u>s</u> <u>e</u> <sup>sc</sup> <del>/</del> <u>b</u>	8 <sup>/8</sup> <sub>(8)</sub>	0
a k      f o j      t e m	<sup>/8</sup> <sub>(16)</sub>	

Note: Give students credit on CLS for self-corrects within 3 seconds.

**Student response**

/k/.../e/.../f/...kif      /oo/.../c/...uc      /s/.../i/.../b/...seb

**How to score**

	CLS	WWR
<sup>sc</sup> <u>k</u> <del>/</del> <u>f</u> <sup>sc</sup> <del>/</del> <u>c</u> <u>s</u> <u>e</u> <sup>sc</sup> <del>/</del> <u>b</u>	8 <sup>/8</sup> <sub>(8)</sub>	0
a k      f o j      t e m	<sup>/8</sup> <sub>(16)</sub>	

Note: Score the student's final answer for CLS. If the word is not read completely and correctly the first time, then no credit is given for WWR.

**Scoring Rule 5: Draw a line through any row the student skips. Do not count the row when scoring.**

Example:

**Student response**

kif  
wij

uc  
lan

seb  
zug

**How to score**

	CLS	WWR
<u>k</u> <u>i</u> <u>f</u> <u>u</u> <u>c</u> <u>s</u> <u>e</u> <u>b</u>	8 <sup>/8</sup> (8)	3
<del>a</del> <del>k</del> — <del>f</del> <del>o</del> <del>j</del> — <del>t</del> <del>e</del> <del>m</del>	0 <sup>/8</sup> (16)	0
<u>w</u> <u>i</u> <u>j</u> <u>l</u> <u>a</u> <u>n</u> <u>z</u> <u>u</u> <u>g</u>	9 <sup>/9</sup> (25)	3

See Appendix 2, pages 109 and 110, for Practice Scoring Sheet and Answer Key.

### Model NWF Scoring Sheet

The following is an example of a completed scoring sheet. The scoring rules and scoring calculation are shown. This scoring sheet serves as a model and can be used during training and practice to support accurate administration and scoring of *DIBELS*.

## 3 DIBELS® Nonsense Word Fluency

	CLS					WWR
▶ <u>b</u> <u>a</u> <u>c</u> <u>r</u> <u>o</u> <u>z</u> <u>e</u> <u>m</u> <u>w</u> <u>u</u> <u>t</u> <u>d</u> <u>i</u> <u>l</u>	14 <sup>/14</sup> (14)	1				
<u>p</u> <u>o</u> <u>j</u> <u>k</u> <u>i</u> <u>p</u> <u>z</u> <u>e</u> <u>d</u> <u>u</u> <u>j</u> <u>h</u> <u>a</u> <u>p</u>	14 <sup>/14</sup> (28)	2				
<u>v</u> <u>e</u> <u>z</u> <u>s</u> <u>i</u> <u>g</u> <u>j</u> <u>o</u> <u>k</u> <u>n</u> <u>o</u> <u>d</u> <u>d</u> <u>u</u> <u>v</u>	14 <sup>/15</sup> (43)	1				
<u>e</u> <u>n</u> <u>f</u> <u>y</u> <u>j</u> <u>z</u> <u>o</u> <u>p</u> <u>r</u> <u>a</u> <u>s</u> <u>t</u> <u>i</u> <u>k</u>	13 <sup>/14</sup> (57)	3				
<u>a</u> <u>g</u> <u>w</u> <u>i</u> <u>c</u> ]    n o l    n e g    k u z	4 <sup>/14</sup> (71)	1				
k e k    v i v    d o d    p a v    j u c	<sup>/15</sup> (86)					
m u s    a v    w e c    m i v    d o p	<sup>/14</sup> (100)					
t a c    l i z    v u l    f o s    e g	<sup>/14</sup> (114)					
d i f    t o v    z e z    n u s    w a n	<sup>/15</sup> (129)					
j a d    o b    h i z    m e k    n u m	<sup>/14</sup> (143)					

NWF Response Patterns:

Total Correct Letter Sounds (CLS): 59

Total Whole Words Read (WWR): 8

☐ 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

☐ Doesn't track correctly

☐ Tries to turn nonsense words into real words

☐ Makes consistent errors on specific letter sound(s)

☐ Other