Phoneme Segmentation Fluency[1]
Dynamic Indicators of Basic Early Literacy Skills 6th Ed.
University of Oregon

Directions for Administration and Scoring

Target Age Range

Beg	Mid	End	Beg	Mid	End
Kindergarten			First Grade		

Phoneme Segmentation Fluency is intended for most children in winter of kindergarten . It may be appropriate for monitoring the progress of older children with low skills in phonological awareness.

Description

DIBELS Phoneme Segmentation Fluency (PSF) is a standardized, individually administered test of phonological awareness (Good & Kaminski, 2001). The PSF measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF measure has been found to be a good predictor of later reading achievement (Kaminski & Good, 1996). The PSF task is administered by the examiner orally presenting words of three to four phonemes. It requires the student to produce verbally the individual phonemes for each word. For example, the examiner says, "sat," and the student says, "/s/ /a/ /t/" to receive three possible points for the word. After the student responds, the examiner presents the next word, and the number of correct phonemes produced in one minute determines the final score. The PSF measure takes about 2 minutes to administer and has over 20 alternate
forms for monitoring progress. The two-week, alternate-form reliability for the PSF measure is .88 (Kaminski & Good, 1996), and the one-month, alternate-form reliability is .79 in May of kindergarten (Good et al., in preparation). Concurrent, criterion validity of PSF is .54 with the Woodcock-Johnson Psycho-Educational Battery Readiness Cluster score in spring of kindergarten (Good et al., in preparation). The predictive validity of spring-of-kindergarten PSF with (a) winter-of-first-grade DIBELS NWF is .62, (b) spring-of-first-grade Woodcock-Johnson Psycho-Educational Battery Total Reading Cluster score is .68, and (c) spring-of-first-grade CBM ORF is .62 (Good et al., in preparation). The benchmark goal is 33 or more correct phonemes per minute in the winter; of kindergarten. Students scoring below 28 in the winter of kindergarten may need intensive instructional support to achieve benchmark goals.

Materials: Examiner probe, clipboard, stopwatch, and colored scoring pencil.

Directions for Administration

1. Place examiner probe on clipboard and position so that student cannot see what you record.

2. Say these specific directions to the student:

    I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, "sam," you would say /s/ /a/ /m/. Let's try one. (one second pause) ***Tell me the sounds in "mop".***

CORRECT RESPONSE:	INCORRECT RESPONSE:
If student says, /m/ /o/ /p/, you say	If student gives any other response, you say,
Very good. The sounds in "mop" are /m/ /o/ /p/.	***The sounds in "mop" are /m/ /o/ /p/. Your turn. Tell me the sounds in "mop".***

    OK. Here is your first word.

3. Give the student the first word and start your stopwatch. If the student does not say a sound segment after <u>3 seconds</u>, give him/her the second word and score the first word as zero segments produced.

4. As the student says the sounds, mark the student response in the scoring column. Underline each different, correct, sound segment produced. Put a slash (**/**) through sounds produced incorrectly.

5. As soon as the student is finished saying the sounds, present the next word promptly and clearly.

6. The maximum time for each sound segment is <u>3 seconds</u>. If the student does not provide the next sound segment within <u>3 seconds</u>, give the student the next word. If student provides the initial sound only, wait <u>3 seconds</u> for elaboration.

7. At the end of **1 minute**, stop presenting words and scoring further responses. Add the number of sound segments produced correctly. Record the total number of sound segments produced correctly on the bottom of the scoring sheet.

Directions for Scoring

1. <u>Discontinue rule.</u> If a student has not given any sound segments correctly in the first 5 words, discontinue the task and put a score of zero (0).

2. Underline the sound segments in the word the student produces that are correctly pronounced. Students receive 1 point for each <u>different</u>, <u>correct</u>, <u>part</u> of the word.

3. Put a slash (**/**) through segments pronounced incorrectly.

4. <u>Correct Segmentation:</u> A correct sound segment is any <u>different</u>, <u>correct</u>, <u>part</u> of the word represented by sounds that correspond to the word part. For example, the sound /t/ is a correct sound segment of "trick," as are /tr/ and /tri/ (see rule 10, Incomplete Segmentation).

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	"t...r...i...k"	/t/ /r/ /i/ /k/	**4** /4
cat	"k...a...t"	/k/ /a/ /t/	**3** /3

5. <u>Schwa sounds.</u> Schwa sounds (/u/) added to consonants are not counted as errors. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa. For example, if the word is "trick," and the student says "tu...ru...i...ku" they would receive 4 of 4 points.

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	"tu...ru...i...ku"	/t/ /r/ /i/ /k/	**4** /4
cat	"ku...a…tu"	/k/ /a/ /t/	**3** /3

6. <u>Additions.</u> Additions are not counted as errors if they are separated from the other sounds in the word. For example, if the word is "trick," and the student says "t...r...i...ck...s," they would receive 4 of 4 points.

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	"t...r...i...ck...s"	/t/ /r/ /i/ /k/	**4** /4
cat	"s...c...a...t"	/k/ /a/ /t/	**3** /3

7. <u>Articulation and dialect.</u> The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student <u>consistently</u> says /th/ for /s/, and he or she says, /r/ /e/ /th/ /t/ for "rest," he or she should be given credit for correct segmentation. This is a professional judgment and should be based on the student's responses and any prior knowledge of his/her speech patterns.

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
rest	"r…e…th…t"	/r/ /e/ /s/ /t/	**4** /4

8. <u>Sound elongation.</u> The student may elongate the individual sounds and run them together as long as it is clear he or she is aware of each sound individually. For example, if the student says, "rrrrreeeeesssstttt," with each phoneme held long enough to make it clear they know the sounds in the word, they would receive credit for 4 phonemes correct. This is a professional judgment and should be based on the student's responses and prior knowledge of the student's instruction. When in doubt, no credit is given.

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
rest	"rrrrreeeeesssstttt"	/r/ /e/ /s/ /t/	__4__ /4

9. <u>No segmentation:</u> If the student repeats the entire word, no credit is given for any correct parts. For example, if the word is "trick," and the student says "trick" circle the word and give 0 points.

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	"trick"	(/t/ /r/ /i/ /k/)	__0__ /4
cat	"cat"	(/k/ /a/ /t/)	__0__ /3

10. <u>Incomplete segmentation:</u> The student is given credit for each correct sound segment, even if they have not segmented to the phoneme level. Use the underline to indicate the size of the sound segment. For example, if the word is "trick," and the student says "tr...ick," they would receive 2 or four points.

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	"tr...ick"	/t/ /r/ /i/ /k/	__2__ /4
cat	"c...at"	/k/ /a/ /t/	__2__ /3

11. <u>Overlapping segmentation:</u> The student receives credit for each <u>different, correct, sound segment</u> of the word. Thus, if the word is "trick," and the student says "tri...ick," the student would receive 2 of 4 points because /tri/ and /ick/ are both different, correct, sound segments of "trick."

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	"tri...ick"	/t/ /r/ /i/ /k/	__2__ /4
cat	"ca…a…at"	/k/ /a/ /t/	__3__ /3

12. <u>Omissions:</u> The student does not receive credit for sound segments that are not produced. If student provides the initial sound only, be sure to wait <u>3 seconds</u> for elaboration. For example, if the word is "trick," and the student says "tr" you must wait 3 seconds before presenting the next word (see 3 second rule).

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	"tr…(3 seconds)"	/t/ /r/ /i/ /k/	**1** /4
cat	"c…t"	/k/ /a/ /t/	**2** /3

13. <u>Segment mispronunciation:</u> The student does not receive credit for sound segments that are mispronounced. For example, if the word is "trick," and the student says "t...r...i...ks" they would receive no credit for /ks/ because there is no /ks/ sound segment in the word "trick."

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	"t...r...i...ks"	/t/ /r/ /i/ /k/	**3** /4
cat	"b...a...t"	/k/ /a/ /t/	**2** /3

Pronunciation Guide:

Different regions of the country use different dialects of American English. These pronunciation examples may be modified or distinguished consistent with regional dialects and conventions. See scoring note on Page 17 for clarification.

Phoneme	Phoneme Example	Phoneme	Phoneme Example
/ai/	bait	/th/	thin
/ea/	bead	/TH/	then
/ie/	tie	/sh/	shed
/oa/	boat	/SH/	measure or beige
/oo/	food	/ch/	chin
/a/	bad	/j/	jam & edge
/e/	bed	/p/	pen
/i/	bid	/t/	tap
/o/	cod or law	/k/	can
/u/	bud and "a" in about	/b/	bat
/uu/	good	/d/	dad
/ow/	cow	/g/	gun or frog
/oi/	noise or point	/m/	man or jam
/ar/	(1 phoneme) car	/n/	nap
/ir/	(1 phoneme) bird	/ng/	sing
/or/	(1 phoneme) for	/f/	fat
/ai/ /r/	(2 phonemes) chair	/v/	van
/ea/ /r/	(2 phonemes) clear	/s/	sit
/oo/ /r/	(2 phonemes) tour	/z/	zoo
		/r/	rat or frog
		/l/	lap
		/w/	wet
		/h/	hot
		/y/	yell

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The assessor…

	Yes	Continue Practicing
1) …holds clipboard and stopwatch so student cannot see what he/she records.	○	○
2) …performs standardized directions verbatim: *"I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, 'Sam,' you would say /s/ /a/ /m/. Let's try one* (one second pause)*. Tell me the sounds in 'mop.'"* Correct: *"Very good. The sounds in 'mop' are /m/ /o/ /p/."* Incorrect: *"The sounds in 'mop' are /m/ /o/ /p/. Your turn. Tell me the sounds in 'mop.'"* *"OK. Here is your first word."*	○	○
3) …responds to correct and incorrect responses appropriately.	○	○
4) …presents the first word then starts stopwatch.	○	○
5) …reads words from left to right.	○	○
6) …waits 3 seconds for the student to produce sound segments. After 3 seconds, presents next word.	○	○
7) …underlines correct segments and slashes incorrect segments according to scoring rules.	○	○
8) …presents words promptly and clearly.	○	○
9) …writes "sc" above an error if self-corrected within 3 seconds and the student has not moved on to the next sound.	○	○
10) …discontinues the assessment If the student does not produce any correct segments in the first five words, and records a score of 0.	○	○
11) …stops at the end of 1 minute and puts a bracket (]) after the last response.	○	○
12) …accurately counts the number of correctly produced phonemes in each row.	○	○
13) …accurately sums the row scores to produce the total score.	○	○
14) …records the total number of correctly produced phonemes in 1 minute.	○	○
15) …shadow scores with an expert examiner and is within 2 points on the final score.	○	○

DIBELS – Letter Naming Fluency[1]
Dynamic Indicators of Basic Early Literacy Skills 6th Ed.
University of Oregon

<u>Directions for Administration and Scoring</u>

<u>Target Age Range</u>

Letter Naming Fluency (LNF) is intended for most children from fall of kindergarten through fall of first grade. A benchmark goal is not provided for LNF because it does not correspond to a big idea of early literacy skills (phonological awareness, alphabetic principle, and accuracy and fluency with connected text) and does not appear to be essential to achieve reading outcomes. However, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor reading outcomes, and those between the 20th percentile and 40th percentile should be considered at some risk. For students at risk, the primary instructional goals should be in phonological awareness, alphabetic principle, and accuracy and fluency with connected text. Benchmark goals are listed at the end of this guide.

<u>Description</u>

<u>DIBELS Letter Naming Fluency (LNF)</u> is a standardized, individually administered test that provides a measure of risk. Students are presented with a page of upper-and lower-case letters arranged in a random order and are asked to name as many letters as they can. LNF is based on research by Marston and Magnusson (1988). Students are told if they do not know a letter they will be told the letter. The student is allowed 1 minute to produce as many letter names as he/she can, and the score is the number of letters named correctly in 1 minute. Students are considered <u>at risk</u> for difficulty achieving early literacy benchmark goals if they perform in the lowest 20% of students in their district. That is, below the 20th percentile using local district norms. Students are considered at <u>some risk</u> if they perform between the 20th and 40th percentile using local norms. Students are considered at <u>low risk</u> if they perform above the 40th percentile using local norms. The 1-month, alternate-form reliability of LNF is .88 in kindergarten (Good et al., in preparation). The median criterion-related validity of LNF with the Woodcock-Johnson Psycho-Educational Battery-Revised Readiness Cluster standard score is .70 in kindergarten (Good et al., in preparation). The predictive validity of kindergarten LNF with first-grade Woodcock-Johnson Psycho-Education Battery-Revised Reading Cluster standard score is .65, and .71 with first-grade Curriculum-Based Measurement (CBM) oral reading fluency (Good et al., in preparation).

Materials: Student copy of probe, examiner copy of probe, clipboard, stopwatch, and colored scoring pen.

Directions for Administration:

1. Place the student copy of probe in front of the student.

2. Place the examiner probe on clipboard and position so that the student cannot see what you record.

3. Say these specific directions to the student:

    > ***Here are some letters*** (point). ***Tell me the names of as many letters as you can. When I say "begin", start here*** (point to first letter), ***and go across the page*** (point). ***Point to each letter and tell me the name of that letter. If you come to a letter you don't know I'll tell it to you. Put your finger on the first letter. Ready, begin.***

4. Start your stop watch.

5. Follow along on the examiner probe. Put a slash (╱) through letters named incorrectly (see scoring procedures)

6. If the student provides the letter sound rather than the letter name, say, ***"Remember to tell me the letter name, not the sound it makes."*** This prompt may be provided once during the administration. If the student continues providing letter sounds, mark each letter as incorrect and indicate what the student did at the bottom of the page.

7. At the end of 1 minute, place a bracket ( ]) after the last letter named and say, ***"Stop."***

Directions for Scoring:

1. Discontinue Rule. If the student does not get any correct letter names within the first 10 letters (1 row), discontinue the task and record a score of 0.

2. 3 second rule. If the student hesitates for 3 seconds on a letter, score the letter incorrect, provide the correct letter, point to the next letter, and say "**What letter**?" This prompt may be repeated. For example, if the letters are "t L s" and the student says, "t" (3 seconds), prompt by saying, "L" (point to s) **What letter?**"

Letters	Student Says	Prompt	Scoring Procedure
t L s U	"t" (3 sec)	***"L What letter?"*** (point to s)	t L̸ s U
i g W r	"i g" (3 sec)	***"W What letter?"*** (point to r)	i g W̸ r

3. Self correct. If a student makes an error and corrects him or herself within 3 seconds, write "SC" above the letter and do not count it as an error.

4. <u>Incorrect letter.</u> A letter is incorrect if the student substitutes a different letter for the stimulus letter (e.g., "B" for "D")

Letters	Student Says	Scoring Procedure	Correct Letters
t D s U	"t…b…s…u"	t ~~D~~ s U	**3** /4
t D s U	"t…d…g…o"	t D ~~s~~ ~~U~~	**2** /4

5. <u>Omissions.</u> A letter is incorrect if the student omits the letter.

Letters	Student Says	Scoring Procedure	Correct Letters
t D s U	"t…s…u"	t ~~D~~ s U	**3** /4
t D s U	"t…u"	t ~~D~~ ~~s~~ U	**2** /4

6. <u>Similar shaped font.</u> For some fonts, including times, the upper case letter "i," and the lower case letter "L" are difficult or impossible to distinguish. A response of <u>either</u> "i" or "L" is scored as correct. For example, if the letters are "I (upper case i) D s l (lower case L)" and the student names them both L, score as correct.

Letters	Student Says	Scoring Procedure	Correct Letters
I D s l	"l…d…s…l"	I D s l	**4** /4

7. <u>Articulation and dialect.</u> The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/ and pronounces "thee" for "see" when naming the letter "C", he/she should be given credit for naming letter correctly. This is a professional judgment and should be based on the student's responses and any prior knowledge of his/her speech patterns.

Letters	Student Says	Scoring Procedure	Correct Letters
c D s U	"thee…d…eth…u"	c D s U	**4** /4

8. <u>Skips row.</u> If a student skips an entire row, draw a line through the row and do not count the row in scoring.

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The assessor…	Yes	Continue Practicing
1) …holds clipboard and stopwatch so the student cannot see what he/she records.	O	O
2) …performs standardized directions verbatim *"Here are some letters* (point)*. Tell me the names of as many letters as you can. When I say 'begin' start here* (point to first letter)*, and go across the page* (point)*. Point to each letter and tell me the name of that letter. If you come to a letter you don't know I'll tell it to you. Put your finger on the first letter. Ready? Begin."*	O	O
3) …starts stopwatch after saying "begin."	O	O
4) …tells the letter and scores the letter as incorrect if the student does not respond in 3 seconds.	O	O
5) …follows along on the examiner sheet and slashes incorrect letters.	O	O
6) …writes "sc" above an error if self-corrected within 3 seconds.	O	O
7) …discontinues the assessment if the student does not produce any correct letter names in the first 10 letters (one row) and records a score of 0.	O	O
8) …uses this prompt no more than once: *"Remember to tell me the letter name, not the sound it makes,"* if the student says letter sounds instead of letter names. Scores letter sounds as incorrect and notes this response pattern on the score sheet.	O	O
9) …places a bracket (]) after the last letter named and says, "Stop" at the end of 1 minute.	O	O
10) …accurately determines the number of letters named correctly.	O	O
11) …records the total number of correct letter names in 1 minute.	O	O
12) …shadow scores with an expert examiner and is within 2 points on the final score.	O	O

DIBELS Nonsense Word Fluency[1]
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Directions for Administration and Scoring

Target Age Range

Nonsense Word Fluency is intended for most children from mid to end of kindergarten through the beginning of second grade. It may be appropriate for monitoring the progress of older children with low skills in letter-sound correspondence.

Description

DIBELS Nonsense Word Fluency (NWF) is a standardized, individually-administered test of the alphabetic principle – including letter-sound correspondence and of the ability to blend letters into words in which letters represent their most common sounds (Kaminski & Good, 1996). The student is presented an 8.5" x 11" sheet of paper with randomly ordered VC and CVC nonsense words (e.g., sig, rav, ov) and asked to produce verbally the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. For example, if the stimulus word is "vaj" the student could say /v/ /a/ /j/ or say the word /vaj/ to obtain a total of three lettersounds correct. The student is allowed 1 minute to produce as many letter-sounds as he/she can, and the final score is the number of letter-sounds produced correctly in one minute. Because the measure is fluency based, students receive a higher score if they are phonologically recoding the word and receive a lower score if they are providing letter sounds in isolation. The NWF measure takes about 2 minutes to administer and has over 20 alternate forms for monitoring progress. The one-month, alternate-form reliability for NWF in January of first grade is .83 (Good et al., in preparation). The concurrent criterion-validity of DIBELS NWF with the Woodcock-Johnson Psycho-Educational Battery-Revised Readiness Cluster score is .36 in January and .59 in February of first grade (Good et al., in preparation). The predictive validity of DIBELS NWF in January of first grade with (a) CBM ORF in May of first grade is .82, (b) CBM ORF in May of second grade is .60, (c) Woodcock-Johnson Psycho-Educational Battery Total Reading Cluster score is .66 (Good et al., in preparation). The benchmark goal for Nonsense Word Fluency is 71 correct letter sounds per minute by end of first grade. Students scoring below 62 at the end of first grade may need intensive instructional support to achieve first grade reading goals.

Materials: Practice items; student copy of probe; examiner copy of probe, clipboard, stopwatch; colored scoring pen.

Directions for Administration

1. Place the practice items in front of the student.

2. Place the examiner probe on clipboard and position so that the student cannot see what you record.

3. Say these specific directions to the student:

   Look at this word (point to the first word on the practice probe)***. It's a make-believe word. Watch me read the word: /s/ /i/ /m/ "sim"*** (point to each letter then run your finger fast beneath the whole word)***. I can say the sounds of the letters, /s/ /i/ /m/*** (point to each letter)***, or I can read the whole word "sim"*** (run your finger fast beneath the whole word)**.**

   Your turn to read a make-believe word. Read this word the best you can (point to the word "lut")***. Make sure you say any sounds you know.***

CORRECT RESPONSE: If the child responds "lut" or with all of the sounds, say	INCORRECT OR NO RESPONSE: If the child does not respond within 3 seconds or responds incorrectly, say
That's right. The sounds are /l/ /u/ /t/ or "lut"	***Remember, you can say the sounds or you can say the whole word. Watch me: the sounds are /l/ /u/ /t/*** (point to each letter) ***or "lut"*** (run your finger fast through the whole word)***. Lets try again. Read this word the best you can*** (point to the word "lut").

4. Place the student copy of the probe in front of the child.

   Here are some more make-believe words (point to the student probe)***. Start here*** (point to the first word) ***and go across the page*** (point across the page)***. When I say, "begin", read the words the best you can. Point to each letter and tell me the sound*** <u>***or***</u> ***read the whole word. Read the words the best you can. Put your finger on the first word. Ready, begin.***

5. Start your stopwatch.

6. Follow along on the examiner copy of the probe and underline each letter sound the student provides correctly, either in isolation or read as a whole word. Put a slash (/) over each letter sound read incorrectly.

7. At the end of 1 minute, place a bracket (]) after the last letter sound provided by the student and say, ***"Stop."***

8. These directions can be shortened by beginning with Number 4 for repeated measurement when the student <u>clearly</u> understands the directions and procedure.

<u>Directions for Scoring</u>

1. <u>Discontinue Rule.</u> If the student does not get any sounds correct in words 1-5, discontinue the task and record a score of 0.

2. <u>Correct letter sounds.</u> Underline the <u>individual letters</u> for letter sounds produced correctly in isolation and score 1 point for each letter sound produced correctly. For example, if the stimulus word is "tob" and the student says /t/ /o/ /b/, the individual letters would be underlined with a score of 3.

Word	Student Says	Scoring Procedure	Correct Letter Sounds
tob	"t...o...b"	<u>t</u> <u>o</u> <u>b</u>	**3** /3
dos	"d...o...s"	<u>d</u> <u>o</u> <u>s</u>	**3** /3

3. <u>Correct words.</u> Use a single underline under multiple letters for correct letter sounds blended together and give credit for each letter sound correspondence produced correctly. For example, if the stimulus word is "tob" and the student says "tob", one underline would be used with a score of 3.

Word	Student Says	Scoring Procedure	Correct Letter Sounds
tob	"tob"	<u>t o b</u>	**3** /3
dos	"d...os"	<u>d</u> <u>o s</u>	**3** /3

4. <u>Partially correct words.</u> If a word is partially correct, underline the corresponding letters for letter sounds produced correctly. Put a slash (╱) through the letter if the corresponding letter sound is incorrect. For example, if the word is "tob" and the student says "toab" (with a long o), the letters "t" and "b" would be underlined, and the letter "o" would be slashed with a score of 2.

Word	Student Says	Scoring Procedure	Correct Letter Sounds
tob	"toab" (long o)	<u>t</u> ø̸ <u>b</u>	**2** /3
dos	"dot"	<u>d o</u> s̸	**2** /3

5. <u>Repeated sounds.</u> Letter sounds given twice while sounding out the word are given credit only once. For example, if stimulus word is "tob" and the student says, /t/ /o/ /ob/, the letter "o" and the letters "ob" are underlined. The student receives only 1 point for the letter sound "o" even though the correct sound was provided twice (a total of 3 for the entire word).

Word	Student Says	Scoring Procedure	Correct Letter Sounds
tob	"t…o…ob"	t o b	__3__ /3
dos	"d…o…s…dos"	d o s	__3__ /3

6. <u>3 second rule – sound by sound.</u> If the student is providing individual letter sounds and hesitates for 3 seconds on a letter sound, score the letter sound incorrect, provide the correct letter sound, point to the next letter, and say "**What sound**?" This prompt may be repeated. For example, if stimulus word is "tob" and the student says, /t/ (3 seconds), prompt by saying, "**/o/** (point to b) **What sound?**"

Word	Student Says	Prompt	Scoring Procedure	Correct Letter Sounds
tob	"t" (3 sec)	*/o/* (point to b) ***What sound?***	t ~~o~~ b	__1__ /3
dos et	"d…o" (3 sec)	*/s/* (point to e) ***What sound?***	d o ~~s~~ e t	__2__ /5

7. <u>3 second rule – word by word.</u> If the student is reading words and hesitates for 3 seconds on a word, score the word incorrect, provide the correct word, point to the next word, and say, "**What word**?" This prompt can be repeated. For example, if stimulus words are "tob dos et" and the student says, "**tob**" (3 seconds), prompt by saying, "**dos** (point to et) **What word?**"

Words	Student Says	Prompt	Scoring Procedure
tob dos et	"tob" (3 sec)	***"dos*** (point to et) ***What word?"***	t o b ~~d o s~~ e t
tuf kej ik	"tuf" (3 sec)	***"kej*** (point to ik) ***What word?"***	t u f ~~k e j~~ i k

8. <u>Sound order – sound by sound.</u> Letter sounds produced in isolation but out of order are scored as correct. For example, if stimulus word is "tob" and the student points to and says, /b/ /o/ /t/, all letters would be underlined, with a score of 3. The purpose of this rule is to give students credit as they are beginning to learn individual letter sound correspondences.

Word	Student Says	Scoring Procedure	Correct Letter Sounds
tob	"b…o…t" (point correctly)	t o b	__3__ /3
dos	"o…d…s" (point correctly)	d o s	__3__ /3

9. <u>Sound order – word by word.</u> Blended letter sounds must be correct and in the correct place (beginning, middle, end) to receive credit. For example, if stimulus word is "tob" and the student says, "bot", only the "o" would be correct and in the correct place, for a score of 1.

Word	Student Says	Scoring Procedure	Correct Letter Sounds
tob	"bot"	t̸ <u>o</u> b̸	__1__ /3
ik	"ki"	i̸ k̸	__0__ /2

10. <u>Insertions.</u> Insertions are not scored as incorrect. For example, if the stimulus word is "sim" and the student says "stim", the letters "s," "i," and "m" would be underlined and full credit would given for the word with no penalty for the insertion of /t/.

Word	Student Says	Scoring Procedure	Correct Letter Sounds
tob	"stob"	<u>t o b</u>	__3__ /3
dos	"dots"	<u>d o s</u>	__3__ /3

11. <u>Dialect and articulation.</u> The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language inferences. This is a professional judgment and should be based on the student's responses and any prior knowledge of their speech patterns. For example, a student may regularly substitute /th/ for /s/. If the stimulus word is "sim" and the student says "thim," the letter "s" would be underlined and credit for a correct-letter sound correspondence would be given.

Word	Student Says	Scoring Procedure	Correct Letter Sounds
sim	"thim" (articulation error)	<u>s i m</u>	__3__ /3
rit	"wit" (articulation error)	<u>r i t</u>	__3__ /3

12. Self correct. If a student makes an error and corrects him/herself within 3 seconds, write "SC" above the letter sound or word and count it as correct.

13. <u>Skips row.</u> If a student skips an entire row, draw a line through the row and do not count the row in scoring.

Administration and Scoring Directions for
NWF-CLS and NWF-WRC Field in the DIBELS 6th Edition

Nonsense Word Fluency (NWF) has two scores derived from the standard administration. The Correct Letter Sounds is the count of all correct letter sounds in the student response. The Whole Words Recoded Completely and Correctly (WRC) is the number of words that the child recoded (read as a whole word) completely and correctly. With the standard administration and scoring procedures, short dashes under individual letters are used to identify a correct letter sound and a longer dash under multiple letters is used to identify blending of sounds. For WRC, simply count the number of words recoded completely and correctly, and record that at the bottom of the NWF page and on the front cover of the testing booklet.

Nonsense Word Fluency Scoring Example:

Word	Student Says	Marking Procedure	Score
wuz	"w...u…z"	<u>w</u> <u>u</u> <u>z</u>	CLS=3, WRC=0
wuz	"wuz"	<u>w u z</u>	CLS=3, WRC=1
wuz	"w…u…z…wuz"	<u>w</u> <u>u</u> <u>z</u>	CLS=3, WRC=1

Pronunciation Guide:

Different regions of the country use different dialects of American English. These pronunciation examples may be modified or distinguished consistent with regional dialects and conventions. See dialect and articulation scoring note for clarification. The letters "x" and "q" are not used. The letters "h," "w," "y," and "r" are used only in the initial position. The letters "c" and "g" are used only in the final position.

Letter	Sound	Example
a	/a/	bat
e	/e/	bet
i	/i/	bit
o	/o/	top
u	/u/	hut
b	/b/	bat
c	/k/	tic
d	/d/	dad
f	/f/	fan
g	/g/	pig
h	/h/	hat
j	/j/	jet
k	/k/	can
l	/l/	lot
m	/m/	man
n	/n/	not
p	/p/	pan
r	/r/	ran
s	/s/	sat
t	/t/	top
v	/v/	van
w	/w/	wet
y	/y/	yak
z	/z/	zipper

The assessor…

	Yes	Continue Practicing
1) …holds clipboard and stopwatch so the student cannot see what he/she records.	◯	◯
2) …performs standardized directions verbatim: "*Look at this word* (point to first word on practice sheet)*. It's a make-believe word. Watch me read the word: /s/ /i/ /m/ 'sim'* (point to each letter then run your finger fast beneath the whole word.) *I can say the sounds of the letters, /s/ /i/ /m/* (point to each letter)*, or I can read the whole word 'sim.'"* "*Your turn to read a make-believe word. Read this word the best you can. Make sure you say any sounds you know."* Correct: "*That's right. The sounds are /l/ /u/ /t/ or 'lut.'"* Incorrect: "*Remember, you can say the sounds or you can say the whole word. Watch me: the sounds are /l/ /u/ /t/ or 'lut.' Let's try again. Read this word the best you can."* "*Here are some more make-believe words. Start here and go across the page. When I say, 'begin,' read the words the best you can. Point to each letter and tell me the sound or read the whole word. Read the words the best you can. Put your finger on the first word. Ready? Begin."*	◯	◯
3) …responds to correct and incorrect responses appropriately.	◯	◯
4) …starts stopwatch after saying "begin."	◯	◯
5) …waits 3 seconds for the student to produce letter-sound or word. After 3 seconds, tells the correct sound or word and asks the student to try the next sound or word. If the student does not respond, asks him/her to move on to the next sound or word.	◯	◯
6) …underlines letter sounds produced correctly alone or in context, and slashes incorrect letter sounds.	◯	◯
7) …discontinues the assessment if the student does not get any correct letter sounds in first 5 words.	◯	◯
8) …places a bracket (e.g.,]) after the last letter sound provided and says "stop," at the end of 1 minute.	◯	◯
9) …accurately counts the correct letter sounds for each row.	◯	◯
10) …accurately totals the correct letter sounds for each row, and the correct words.	◯	◯
11) …records the number of correctly produced letter sounds.	◯	◯
12) …shadow scores with an expert examiner and is within 2 points on the final score.	◯	◯

Arkansas Rapid Naming Screener

The Arkansas Rapid Automatized Naming Screener (AR-RAN) is an informal measure created as a resource for Arkansas Public School teachers. It is a recommended assessment to supplement the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for the Universal Screening of all kindergarten through grade two (K-2) students. It is based on guidelines for informal screening of rapid naming skills provided by Nancy Mather and Barbara J. Wendling in *Essentials of Dyslexia Assessment and Intervention*.

The AR-RAN Practice Page, Form A, and Form B should be printed on a quality color printer. Before administering the screener, the examiner should check the quality of the colors. If red looks like orange, or blue appears purple, the scores may be skewed because 1) the words orange and purple have more than one syllable and it takes more time to say them; and 2) students will spend extra time contemplating which color to say.
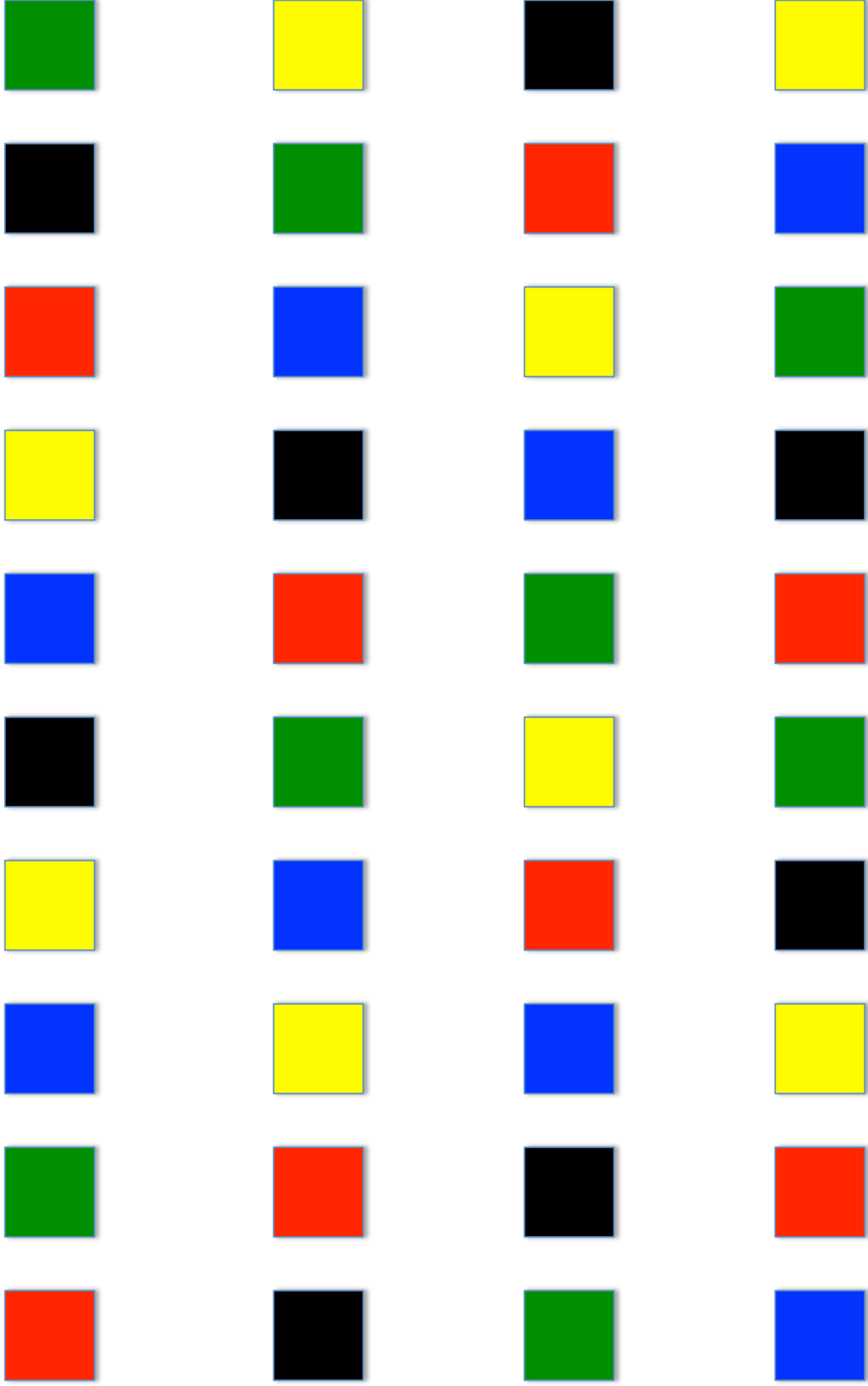
The informal screening is timed. To identify the students struggling with rapid naming, student data for a grade level within the school should be compiled and ranked in order to determine the students performing in the a-risk level. A suggested cut-point would include students scoring in the bottom twenty percent.
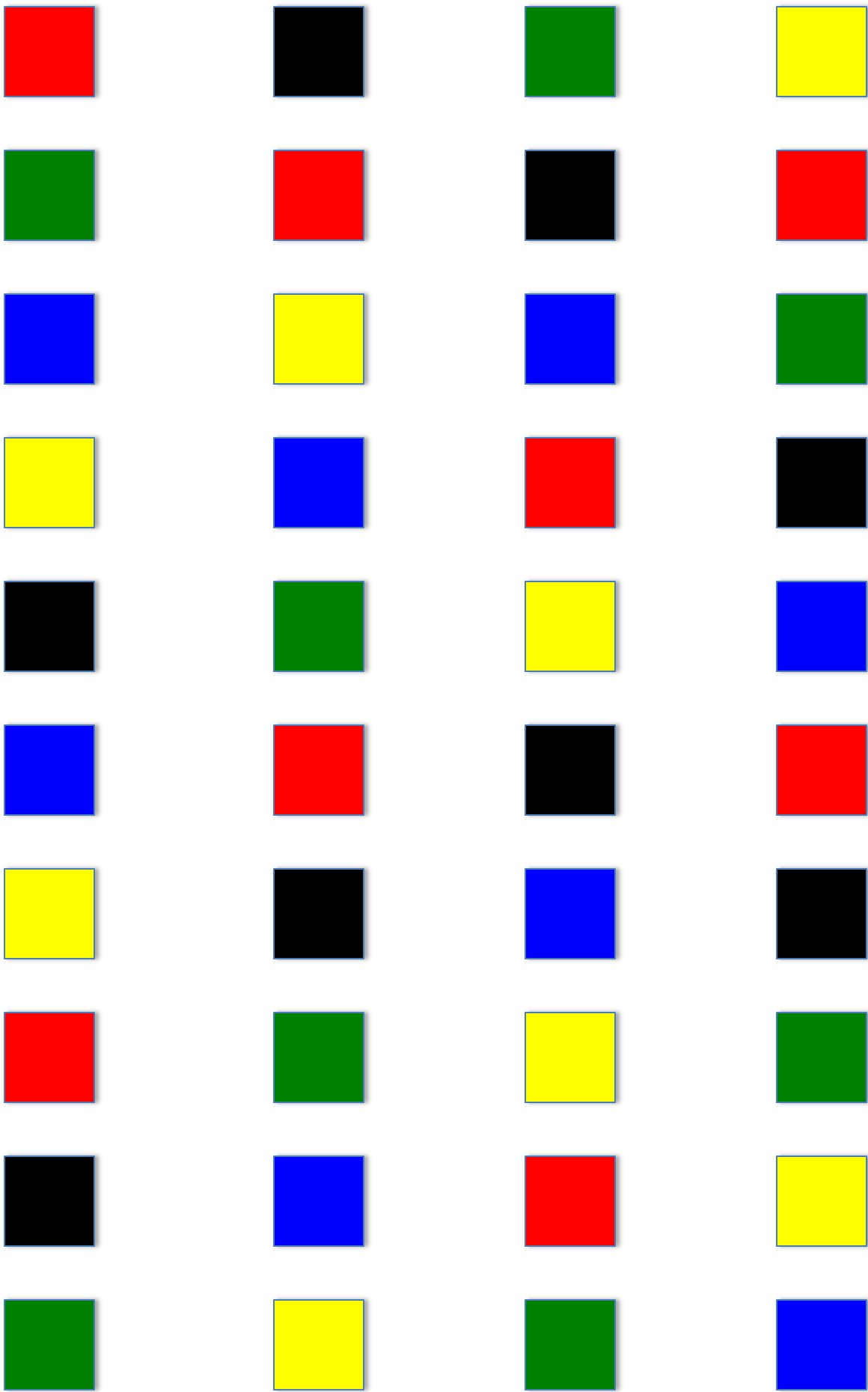
Rapid Automatized Naming (RAN)

Practice

Name _____   **Date Tested** <u>Year</u> <u>Month</u> <u>Day</u>

Grade _____   **Date of Birth** _____ _____ _____

Teacher _____   **Age** _____ _____

Practice items: Show the practice page and say, "Tell me the names of these colors."

     black   red   yellow   blue   green

Form A: If the student correctly names all the colors on the practice page, turn to Form A and say, " Now, name all the colors on this card. Start here and name all the colors on each row as quickly as you can without making any mistakes. You may begin."

red	green	blue	yellow	black	blue	yellow	red	black	green
black	red	yellow	blue	green	red	black	blue	green	yellow
green	black	blue	red	yellow	green	blue	yellow	red	black
blue	red	yellow	black	green	red	black	green	blue	yellow

Time: _____   Errors: _____

Form B: If the student makes no more than four errors, turn to Form B and say, "Now you will do it one more time. Remember, say the colors as fast as you can. You may begin."

green	black	red	yellow	blue	black	yellow	blue	green	red
yellow	blue	green	black	red	green	blue	yellow	red	black
green	red	yellow	blue	black	yellow	red	blue	black	green
blue	yellow	green	black	red	blue	black	green	red	yellow

Time: _____   Errors: _____

Score: _____ (Combined time for Form A and Form B)   **Total Errors:** _____