

# Phonemic Awareness

## DIBELS Phoneme Segmentation Fluency

### Short Form Directions

Make sure you have reviewed the long form of the directions in the *DIBELS Administration and Scoring Guide* and have them available. 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."*

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

*OK. Here is your first word.*

Give the student the first word and start your stopwatch.

## Benchmark K.2 DIBELS Phoneme Segmentation Fluency

|       |                  |        |                     |       |
|-------|------------------|--------|---------------------|-------|
| hat   | /h/ /a/ /t/      | hear   | /h/ /ea/ /r/        | ___/6 |
| as    | /a/ /z/          | punch  | /p/ /u/ /n/ /ch/    | ___/6 |
| means | /m/ /ea/ /n/ /z/ | by     | /b/ /ie/            | ___/6 |
| seam  | /s/ /ea/ /m/     | ship   | /sh/ /i/ /p/        | ___/6 |
| ought | /o/ /t/          | pack   | /p/ /a/ /k/         | ___/5 |
| jam   | /j/ /a/ /m/      | if     | /i/ /f/             | ___/5 |
| yell  | /y/ /e/ /l/      | ham    | /h/ /a/ /m/         | ___/6 |
| calls | /k/ /o/ /l/ /z/  | ear    | /ea/ /r/            | ___/6 |
| key   | /k/ /ea/         | crowd  | /k/ /r/ /ow/ /d/    | ___/6 |
| loud  | /l/ /ow/ /d/     | choose | /ch/ /oo/ /z/       | ___/6 |
| bare  | /b/ /ai/ /r/     | bills  | /b/ /i/ /l/ /z/     | ___/7 |
| guy   | /g/ /ie/         | stand  | /s/ /t/ /a/ /n/ /d/ | ___/7 |

Total: \_\_\_

Error Pattern:

# Alphabet Knowledge

## ***DIBELS Letter Naming Fluency***

### *Short Form Directions*

Make sure you have reviewed the long form of the directions in the *DIBELS Administration and Scoring Guide* and have them available. Say these specific directions to the student:

*Here are some letters* (point to the student probe). *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.* Start your stopwatch after you say "begin."

## **Benchmark K.2** ***DIBELS Letter Naming Fluency***

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| S | l | u | n | s | X | k | U | x | i |
| l | D | H | h | T | c | r | D | g | t |
| u | a | n | r | U | w | C | M | J | i |
| n | q | R | m | t | X | O | R | B | F |
| s | d | l | d | w | a | f | E | F | W |
| X | m | z | c | j | C | Q | I | S | b |
| k | J | B | O | W | h | q | K | s | o |
| U | N | b | V | v | k | p | g | p | A |
| x | M | A | Z | L | u | K | G | e | V |
| i | Y | Y | N | P | G | T | j | Q | y |
| L | v | f | I | S | l | u | n | s | X |

Total: \_\_\_\_\_

# Sound Symbol Recognition/Decoding Skills

## DIBELS Nonsense Word Fluency

### Short Form Directions

Make sure you have reviewed the long form of the directions in the *DIBELS Administration and Scoring Guide* and have them available. 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.**

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

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 or read the whole word. Read the words the best you can. Put your finger on the first word. Ready, begin.** Start your stopwatch.

## Benchmark K.2 DIBELS Nonsense Word Fluency

|       |       |       |       |       |        |
|-------|-------|-------|-------|-------|--------|
| y i z | w a n | z o c | f u l | m i k | ___/15 |
| z u m | n u f | k u n | r u v | f o d | ___/15 |
| v e p | i j   | o p   | j u j | s u g | ___/13 |
| z u z | o v   | v i t | w a m | b u k | ___/14 |
| l e f | l u k | t e v | l o f | k o m | ___/15 |
| j u f | t a m | n o l | r e z | k e c | ___/15 |
| p u m | p o z | m u m | o l   | k a v | ___/14 |
| r i v | k i c | k i s | k e m | v a k | ___/15 |
| t e k | u t   | r i z | a j   | v e j | ___/13 |
| y i l | j e v | n e g | s o m | j u p | ___/15 |

Total correct letter sounds (CLS): \_\_\_\_\_

Total words recoded completely and correctly (WRC): \_\_\_\_\_

Error Pattern: