

Student Name: _____ ID: _____

District: _____ School Year: _____

School: _____ Class: _____

| | Assessment Date | Forms Given | LNF | PSF | NWF | | WRF | ORF | |
|--------------------------|-----------------|---|-----|-----|-----|-----|-----|---------------|--------|
| | | | | | CLS | WRC | | Words Correct | Errors |
| Benchmark 1 Beginning | | <input type="checkbox"/> Standard | | | | | | | |
| | | <input type="checkbox"/> Other Specify Form ID | | | | | | | |
| Benchmark 2 Middle | | <input type="checkbox"/> Standard | | | | | | | |
| | | <input type="checkbox"/> Other Specify Form ID | | | | | | | |
| Benchmark 3 End | | <input type="checkbox"/> Standard | | | | | | | |
| | | <input type="checkbox"/> Other Specify Form ID | | | | | | | |

Forms Given: DIBELS 8th Edition goals use equating so it is important to know the forms given. If you use the forms in this benchmark booklet at the designated time period, check off the *Standard* box. If you use alternate forms, check *Other* and write the form identifier in the space under the corresponding scores. For example -1.1, 1.2, 1.3

Calculated Scores: If not using a Data System, calculated scores can be computed manually and recorded below.

ORF Accuracy = ORF Words Correct / (ORF Words Correct + ORF Errors) x 100

Composite score calculations can be found at dibels.uoregon.edu

| | ORF Accuracy | Composite Score |
|-----------------------|--------------|-----------------|
| Benchmark 1 Beginning | | |
| Benchmark 2 Middle | | |
| Benchmark 3 End | | |

| Examiner script | Reminders |
|--|---|
| <p>Here are some letters (point to the student form).</p> <p>Tell me the names of as many letters as you can.</p> <p>When I say ‘Begin,’ start here (point to the first letter), and go across the page (point).</p> <p>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.</p> | <p>Start timer After you say Begin.</p> <p>Prompts Student hesitates: wait 3 seconds; name the letter; point to the next letter, and say Keep going; mark the missed letter as incorrect.</p> <p>Student says letter sounds: say Remember, tell me the letter’s name, not its sound. Score letter sounds as incorrect.</p> <p>Discontinue Student does not produce any correct letter names in the first line (10 letters): discontinue LNF.</p> |

t n f y I R D G Y V (10)

r b P L Z i c A O J (20)

p T x K a v M U Q h (30)

g N j X s C H q o m (40)

S B z e u E F V d k (50)

R U X h y O q t m S (60)

x K e c T G Z r g P (70)

L Q s k N J i p A D (80)

Y a f I H V n v E F (90)

V d b M j o u C B z (100)

Total Correct _____

| Examiner script | Reminders | | | | | | | | | | | | |
|---|--|---|--------------------------|-----------|---|----------------------------------|---|-------------|--------------------------------|---------|--|-------------|--|
| <p>I am going to say a word. After I say it, you tell me all the sounds you hear in the word. So, if I say ‘mop,’ you would say /m/ /o/ /p/. If I say the word ‘cat’ you would say /c/ /a/ /t/. Let’s try one (1 second pause).</p> <p>Tell me the sounds in ‘sun’. Tell me any sounds you hear.</p> <table><tr><td>CORRECT</td><td rowspan="2">Very good. The sounds in ‘sun’ are /s/ /u/ /n/.</td></tr><tr><td>Student says /s/ /u/ /n/</td></tr><tr><td>INCORRECT</td><td rowspan="2">The sounds in ‘sun’ are /s/ /u/ /n/. Your turn. Tell me the sounds in ‘sun.’ Tell me any sounds you hear.</td></tr><tr><td>Student gives any other response</td></tr></table> <p>OK. Here is your first word.</p> | CORRECT | Very good. The sounds in ‘sun’ are /s/ /u/ /n/. | Student says /s/ /u/ /n/ | INCORRECT | The sounds in ‘sun’ are /s/ /u/ /n/. Your turn. Tell me the sounds in ‘sun.’ Tell me any sounds you hear. | Student gives any other response | <table><tr><td>Start timer</td><td>After you give the first word.</td></tr><tr><td>Prompts</td><td>Student hesitates: wait 3 seconds; give the next word; score the missed word as incorrect.</td></tr><tr><td>Discontinue</td><td>Student does not get any sounds correct in the first 5 words: discontinue PSF: <u>do not administer NWF and WRF.</u></td></tr></table> | Start timer | After you give the first word. | Prompts | Student hesitates: wait 3 seconds; give the next word; score the missed word as incorrect. | Discontinue | Student does not get any sounds correct in the first 5 words: discontinue PSF: <u>do not administer NWF and WRF.</u> |
| CORRECT | Very good. The sounds in ‘sun’ are /s/ /u/ /n/. | | | | | | | | | | | | |
| Student says /s/ /u/ /n/ | | | | | | | | | | | | | |
| INCORRECT | The sounds in ‘sun’ are /s/ /u/ /n/. Your turn. Tell me the sounds in ‘sun.’ Tell me any sounds you hear. | | | | | | | | | | | | |
| Student gives any other response | | | | | | | | | | | | | |
| Start timer | After you give the first word. | | | | | | | | | | | | |
| Prompts | Student hesitates: wait 3 seconds; give the next word; score the missed word as incorrect. | | | | | | | | | | | | |
| Discontinue | Student does not get any sounds correct in the first 5 words: discontinue PSF: <u>do not administer NWF and WRF.</u> | | | | | | | | | | | | |

| | | | |
|---------------------------------|-------------------------------------|--------------------------------------|-----|
| for /f/ /or/ | here /h/ /ear/ | who /h/ /oo/ | /6 |
| on /o/ /n/ | wave /w/ /A/ /v/ | both /b/ /O/ /th/ | /8 |
| ball /b/ /o/ /l/ | food /f/ /oo/ /d/ | then /TH/ /e/ /n/ | /9 |
| tell /t/ /e/ /l/ | bit /b/ /i/ /t/ | ask /a/ /s/ /k/ | /9 |
| first /f/ /er/ /s/ /t/ | bring /b/ /r/ /i/ /ng/ | soft /s/ /o/ /f/ /t/ | /12 |
| circle /s/ /er/ /k/ /l/ | middle /m/ /i/ /d/ /l/ | once /w/ /u/ /n/ /s/ | /12 |
| drop /d/ /r/ /o/ /p/ | nature /n/ /A/ /ch/ /er/ | stand /s/ /t/ /a/ /n/ /d/ | /13 |
| waiting /w/ /A/ /t/ /i/ /ng/ | without /w/ /i/ /th/ /ow/ /t/ | coming /k/ /u/ /m/ /i/ /ng/ | /15 |
| useful /y/ /oo/ /s/ /f/ /l/ | somewhere /s/ /u/ /m/ /w/ /air/ | afraid /u/ /f/ /r/ /A/ /d/ | /15 |
| outside /ow/ /t/ /s/ /l/ /d/ | western /w/ /e/ /s/ /t/ /er/ /n/ | building /b/ /i/ /l/ /d/ /i/ /ng/ | /17 |

Total Correct _____

Examiner script

Look at this word (Point to the first word on the practice form).

It's a make-believe word. Watch me read the word: /h/ /a/ /p/ 'hap.' (Point to each letter then run your finger fast beneath the whole word).

I can say the sounds of the letters, /h/ /a/ /p/ (point to each letter), **or I can read the whole word 'hap.'** (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 "lum").

Make sure you say any sounds you know.

| | |
|--|--|
| <p>CORRECT</p> <p>Student responds "lum" or with all of the sounds</p> | <p>That's right. The sounds are /l/ /u/ /m/ or 'lum.'</p> |
| <p>INCORRECT</p> <p>Student does not respond within <u>3 seconds</u> or responds incorrectly</p> | <p>Remember, you can say the sounds, or you can say the whole word. Watch me: the sounds are /l/ /u/ /m/ (point to each letter) or 'lum.' (Run your finger fast through the whole word). Let's try again. Read this word the best you can. (Point to the word "lum").</p> |

(Place the student copy of the form in front of the student.)

Here are some more make-believe words (point to the student form). **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. Put your finger on the first word. Ready? Begin.

Reminders

Start timer After you say **Begin**.

Prompts Student hesitates: wait 3 seconds; point to the next letter/word, and say "**Keep going**"; mark the missed sound/word as incorrect.

Discontinue Student does not get any sounds correct in the first 5 words: discontinue NWF.

Australasian Version
Benchmark NWF.1.Beginning
AU-Y1 | NZ-Y2

| | | | | | CLS | WRC |
|--------------|---------------|-----------------|--------------|-----------------|-----|-----|
| tib | rep | hab | com | tep | | |
| /t//i//b/ | /r//e//p/ | /h//a//b/ | /k//o//m/ | /t//e//p/ | /15 | /5 |
| tut | nup | sep | dat | nen | | |
| /t//u//t/ | /n//u//p/ | /s//e//p/ | /d//a//t/ | /n//e//n/ | /15 | /5 |
| hon | yan | nop | sug | ut | | |
| /h//o//n/ | /y//a//n/ | /n//o//p/ | /s//u//g/ | /u//t/ | /14 | /5 |
| teg | nug | sim | tet | sab | | |
| /t//e//g/ | /n//u//g/ | /s//i//m/ | /t//e//t/ | /s//a//b/ | /15 | /5 |
| hig | lut | nim | neg | rop | | |
| /h//i//g/ | /l//u//t/ | /n//i//m/ | /n//e//g/ | /r//o//p/ | /15 | /5 |
| hode | tur | wat | pide | tage | | |
| /h//O//d/ | /t//er/ | /w//a//t/ | /p//I//d/ | /t//A//j/ | /14 | /5 |
| pom | yate | seb | mur | sote | | |
| /p//o//m/ | /y//A//t/ | /s//e//b/ | /m//er/ | /s//O//t/ | /14 | /5 |
| von | rud | lum | sorm | fab | | |
| /v//o//n/ | /r//u//d/ | /l//u//m/ | /s//or//m/ | /f//a//b/ | /15 | /5 |
| hade | nud | op | mame | wom | | |
| /h//A//d/ | /n//u//d/ | /o//p/ | /m//A//m/ | /w//o//m/ | /14 | /5 |
| reb | vate | ib | lish | ven | | |
| /r//e//b/ | /v//A//t/ | /i//b/ | /l//i//sh/ | /v//e//n/ | /14 | /5 |
| hurk | gron | lurt | hish | fub | | |
| /h//er//k/ | /g//r//o//n/ | /l//er//t/ | /h//i//sh/ | /f//u//b/ | /16 | /5 |
| flin | whot | lale | bab | nirk | | |
| /f//l//i//n/ | /w//o//t/ | /l//A//l/ | /b//a//b/ | /n//er//k/ | /16 | /5 |
| fibe | vort | chish | knent | pish | | |
| /f//I//b/ | /v//or//t/ | /ch//i//sh/ | /n//e//n//t/ | /p//i//sh/ | /16 | /5 |
| seck | thamp | plig | pife | hilk | | |
| /s//e//k/ | /th//a//m//p/ | /p//l//i//g/ | /p//I//f/ | /h//i//l//k/ | /18 | /5 |
| warb | phad | frent | fobe | frant | | |
| /w//ar//b/ | /f//a//d/ | /f//r//e//n//t/ | /f//O//b/ | /f//r//a//n//t/ | /19 | /5 |

Total Correct _____

| Examiner script | Reminders |
|---|--|
| <p>Please read from this list of words (Point to the student form).</p> <p>Start here (point to the first word) and go across the page (point across the page).</p> <p>When I say ‘Begin’, point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.</p> | <p>Start timer When student says the first word.</p> <p>Prompts Student hesitates: wait 3 seconds; give correct word; point to the next word, and say “Keep going”; mark the missed word as incorrect.</p> <p>Discontinue Student does not get any words correct within the first line (5 words): discontinue WRF; <u>do not administer ORE</u>.</p> |

| | | | | | |
|----------|--------|----------|----------|---------|-------|
| no | they | is | we | it | (5) |
| if | one | but | not | has | (10) |
| for | there | a | you | be | (15) |
| wall | help | father | call | black | (20) |
| alive | sports | meeting | above | island | (25) |
| came | stop | show | open | sky | (30) |
| further | front | story | always | feed | (35) |
| station | deep | across | paper | driver | (40) |
| powerful | double | still | often | top | (45) |
| first | note | count | none | against | (50) |
| shown | head | room | same | sure | (55) |
| off | nice | speak | distance | right | (60) |
| line | stay | allow | come | she | (65) |
| turn | peace | well | bank | hard | (70) |
| news | engine | race | heat | other | (75) |
| never | east | team | rose | when | (80) |
| party | share | complete | sea | high | (85) |
| switch | spent | job | listen | sick | (90) |
| getting | film | think | break | eat | (95) |
| huge | while | fear | wave | bit | (100) |
| morning | hole | safe | enter | picture | (105) |

Total Correct _____

| Examiner script | Reminders |
|---|---|
| <p>Please read this (point to passage) out loud.</p> <p>If you get stuck, I will tell you the word, so you can keep reading. When I say ‘Stop’ I may ask you to tell me about what you read, so do your best reading.</p> <p>Start here (point to first word of first paragraph of passage). Ready? Begin.</p> | <p>Start timer When student says first word.</p> <p>Prompts Student hesitates: wait 3 seconds; give correct word; mark the missed word as incorrect.</p> <p>Discontinue Student does not get any words correct within the first line: discontinue ORF.</p> |

Lucky Day

Bobby was on his way home from school one (9)
day. On his walk, he saw something purple in the (19)
snow. He stopped and stared. He thought he was (28)
seeing things. Purple in the snow? It couldn't be what (38)
it seemed to be, could it? (44)

He bent down in the snow and quickly dug it out. (55)
It was a five - dollar note. He carefully smoothed it flat. (66)

He wondered if it was real money or just play (76)
money. It looked real. That made him feel good. This (86)
was his lucky day. (90)

But then he felt bad. He knew that if he ever lost (102)
five dollars he would cry and cry. Once, he had (112)
dropped a dollar on the ground, and it had rolled into the (124)
drain. He never saw that dollar again. (131)

What was it like to lose five dollars at one time? (142)
Whoever lost the money was having an unlucky day. (151)
But this was Bobby's lucky day. He had no way to (162)
find the owner, so the money was his to keep. (172)

Total words read _____ Total errors _____ Total words correct _____

DIBELS 8th Edition *Letter Naming Fluency*

| Examiner script | Reminders |
|--|---|
| <p>Here are some letters (point to the student form).</p> <p>Tell me the names of as many letters as you can.</p> <p>When I say ‘Begin,’ start here (point to the first letter), and go across the page (point).</p> <p>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.</p> | <p>Start timer After you say Begin.</p> <p>Prompts Student hesitates: wait 3 seconds; name the letter; point to the next letter, and say Keep going; mark the missed letter as incorrect.</p> <p>Student says letter sounds: say Remember, tell me the letter’s name, not its sound. Score letter sounds as incorrect.</p> <p>Discontinue Student does not produce any correct letter names in the first line (10 letters): discontinue LNF.</p> |

e h c v T P D L K V (10)

s g M G X i f I B z (20)

u A H Y o k R j Z d (30)

b N F Q r S O q t p (40)

C x J a m E U Z n y (50)

E F V n b H z i p S (60)

O Y o c I U X d g N (70)

j Q h v M K a f A B (80)

J t m C D V r k P G (90)

V s y R L e u T x q (100)

Total Correct _____

DIBELS 8th Edition *Phonemic Segmentation Fluency*

| Examiner script | Reminders | | | | | | | | | | | | | | |
|---|--|--|--------------------------|--|-----------|--|----------------------------------|--|---|-------------|--------------------------------|---------|--|-------------|--|
| <p>I am going to say a word. After I say it, you tell me all the sounds you hear in the word. So, if I say ‘mop,’ you would say /m/ /o/ /p/. If I say the word ‘cat’ you would say /c/ /a/ /t/. Let’s try one (1 second pause).</p> <p>Tell me the sounds in ‘sun’. Tell me any sounds you hear.</p> <table><tr><td>CORRECT</td><td>Very good. The sounds in ‘sun’ are /s/ /u/ /n/.</td></tr><tr><td>Student says /s/ /u/ /n/</td><td></td></tr><tr><td>INCORRECT</td><td>The sounds in ‘sun’ are /s/ /u/ /n/. Your turn. Tell me the sounds in ‘sun.’ Tell me any sounds you hear.</td></tr><tr><td>Student gives any other response</td><td></td></tr></table> <p>OK. Here is your first word.</p> | CORRECT | Very good. The sounds in ‘sun’ are /s/ /u/ /n/. | Student says /s/ /u/ /n/ | | INCORRECT | The sounds in ‘sun’ are /s/ /u/ /n/. Your turn. Tell me the sounds in ‘sun.’ Tell me any sounds you hear. | Student gives any other response | | <table><tr><td>Start timer</td><td>After you give the first word.</td></tr><tr><td>Prompts</td><td>Student hesitates: wait 3 seconds; give the next word; score the missed word as incorrect.</td></tr><tr><td>Discontinue</td><td>Student does not get any sounds correct in the first 5 words: discontinue PSF.</td></tr></table> | Start timer | After you give the first word. | Prompts | Student hesitates: wait 3 seconds; give the next word; score the missed word as incorrect. | Discontinue | Student does not get any sounds correct in the first 5 words: discontinue PSF. |
| CORRECT | Very good. The sounds in ‘sun’ are /s/ /u/ /n/. | | | | | | | | | | | | | | |
| Student says /s/ /u/ /n/ | | | | | | | | | | | | | | | |
| INCORRECT | The sounds in ‘sun’ are /s/ /u/ /n/. Your turn. Tell me the sounds in ‘sun.’ Tell me any sounds you hear. | | | | | | | | | | | | | | |
| Student gives any other response | | | | | | | | | | | | | | | |
| Start timer | After you give the first word. | | | | | | | | | | | | | | |
| Prompts | Student hesitates: wait 3 seconds; give the next word; score the missed word as incorrect. | | | | | | | | | | | | | | |
| Discontinue | Student does not get any sounds correct in the first 5 words: discontinue PSF. | | | | | | | | | | | | | | |

| | | | |
|----------------------------------|--------------------------------------|--------------------------------------|-----|
| be /b/ /E/ | who /h/ /oo/ | say /s/ /A/ | /6 |
| on /o/ /n/ | said /s/ /e/ /d/ | came /k/ /A/ /m/ | /8 |
| wave /w/ /A/ /v/ | bought /b/ /o/ /t/ | talk /t/ /o/ /k/ | /9 |
| job /j/ /o/ /b/ | mouth /m/ /ow/ /th/ | allow /u/ /l/ /ow/ | /9 |
| skin /s/ /k/ /i/ /n/ | just /j/ /u/ /s/ /t/ | today /t/ /oo/ /d/ /A/ | /12 |
| written /r/ /i/ /t/ /n/ | plus /p/ /l/ /u/ /s/ | story /s/ /t/ /or/ /E/ | /12 |
| trip /t/ /r/ /i/ /p/ | alone /u/ /l/ /O/ /n/ | forward /f/ /or/ /w/ /er/ /d/ | /13 |
| center /s/ /e/ /n/ /t/ /er/ | winter /w/ /i/ /n/ /t/ /er/ | stand /s/ /t/ /a/ /n/ /d/ | /15 |
| warning /w/ /or/ /n/ /i/ /ng/ | pretty /p/ /r/ /i/ /t/ /E/ | safety /s/ /A/ /f/ /t/ /E/ | /15 |
| brother /b/ /r/ /u/ /TH/ /er/ | building /b/ /i/ /l/ /d/ /i/ /ng/ | library /l/ /l/ /b/ /r/ /air/ /E/ | /17 |

Total Correct _____

Examiner script

Look at this word (Point to the first word on the practice form).

It's a make-believe word. Watch me read the word: /h/ /a/ /p/ 'hap.' (Point to each letter then run your finger fast beneath the whole word).

I can say the sounds of the letters, /h/ /a/ /p/ (point to each letter), **or I can read the whole word 'hap.'** (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 "lum").

Make sure you say any sounds you know.

| | |
|--|---|
| CORRECT Student responds "lum" or with all of the sounds | That's right. The sounds are /l/ /u/ /m/ or 'lum.' |
| INCORRECT Student does not respond within <u>3 seconds</u> or responds incorrectly | Remember, you can say the sounds, or you can say the whole word. Watch me: the sounds are /l/ /u/ /m/ (point to each letter) or 'lum.' (Run your finger fast through the whole word). Let's try again. Read this word the best you can. (Point to the word "lum"). |

(Place the student copy of the form in front of the student.)

Here are some more make-believe words (point to the student form). **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. Put your finger on the first word. Ready? Begin.

Reminders

Start timer After you say **Begin**.

Prompts Student hesitates: wait 3 seconds; point to the next letter/word, and say "**Keep going**"; mark the missed sound/word as incorrect.

Discontinue Student does not get any sounds correct in the first 5 words: discontinue NWF.

Australasian Version
Benchmark NWF.1.Middle
AU-Y1 | NZ-Y2

| | | | | | CLS | WRC |
|-----------------|-----------------|-----------------|-----------------|--------------|-----|-----|
| rit | dut | rin | nop | tob | | |
| /r//i//t/ | /d//u//t/ | /r//i//n/ | /n//o//p/ | /t//o//b/ | /15 | /5 |
| hab | tib | mun | tup | rem | | |
| /h//a//b/ | /t//i//b/ | /m//u//n/ | /t//u//p/ | /r//e//m/ | /15 | /5 |
| hin | fom | nid | rop | nup | | |
| /h//i//n/ | /f//o//m/ | /n//i//d/ | /r//o//p/ | /n//u//p/ | /15 | /5 |
| nen | nim | sug | gan | nem | | |
| /n//e//n/ | /n//i//m/ | /s//u//g/ | /g//a//n/ | /n//e//m/ | /15 | /5 |
| hon | rep | hap | nin | et | | |
| /h//o//n/ | /r//e//p/ | /h//a//p/ | /n//i//n/ | /e//t/ | /14 | /5 |
| dop | yar | nibe | hote | ter | | |
| /d//o//p/ | /y//ar/ | /n//I//b/ | /h//O//t/ | /t//er/ | /13 | /5 |
| pom | mag | yat | lib | yot | | |
| /p//o//m/ | /m//a//g/ | /y//a//t/ | /l//i//b/ | /y//o//t/ | /15 | /5 |
| cug | nale | hup | terb | nume | | |
| /k//u//g/ | /n//A//l/ | /h//u//p/ | /t//er//b/ | /n//oo//m/ | /15 | /5 |
| nage | ag | sorm | reg | narm | | |
| /n//A//j/ | /a//g/ | /s//or//m/ | /r//e//g/ | /n//ar//m/ | /14 | /5 |
| hurn | ging | ib | ling | thon | | |
| /h//ur//n/ | /(g/j)//i//ng/ | /i//b/ | /l//i//ng/ | /th//o//n/ | /14 | /5 |
| spom | mern | derd | surk | tast | | |
| /s//p//o//m/ | /m//er//n/ | /d//er//d/ | /s//ur//k/ | /t//a//s//t/ | /17 | /5 |
| rolk | geg | wup | yun | wum | | |
| /r//O//k/ | /(g/j)//e//g/ | /w//u//p/ | /y//u//n/ | /w//u//m/ | /15 | /5 |
| serd | clim | twint | trond | nasp | | |
| /s//er//d/ | /k//l//i//m/ | /t//w//i//n//t/ | /t//r//o//n//d/ | /n//a//s//p/ | /21 | /5 |
| cabe | glet | quist | pode | kort | | |
| /k//A//b/ | /g//l//e//t/ | /k//w//i//s//t/ | /p//O//d/ | /k//or//t/ | /18 | /5 |
| swint | trist | mirm | slet | bame | | |
| /s//w//i//n//t/ | /t//r//i//s//t/ | /m//ir//m/ | /s//l//e//t/ | /b//A//m/ | /20 | /5 |

Total Correct _____

| Examiner script | Reminders |
|---|--|
| <p>Please read from this list of words (Point to the student form).</p> <p>Start here (point to the first word) and go across the page (point across the page).</p> <p>When I say ‘Begin’, point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.</p> | <p>Start timer When student says the first word.</p> <p>Prompts Student hesitates: wait 3 seconds; give correct word; point to the next word, and say “Keep going”; mark the missed word as incorrect.</p> <p>Discontinue Student does not get any words correct within the first line (5 words): discontinue WRF.</p> |

| | | | | | |
|---------|---------|---------|----------|---------|-------|
| on | is | by | it | one | (5) |
| for | more | at | but | with | (10) |
| we | this | if | has | in | (15) |
| home | bad | own | light | into | (20) |
| guess | between | travel | driver | move | (25) |
| again | chain | play | draw | race | (30) |
| third | snow | land | secret | food | (35) |
| safety | peace | floor | learn | season | (40) |
| next | mouth | glass | help | seen | (45) |
| heavy | last | hand | today | clean | (50) |
| normal | get | point | class | even | (55) |
| about | piece | ago | fight | came | (60) |
| learned | over | pretty | maybe | give | (65) |
| then | began | see | yourself | while | (70) |
| evil | none | train | art | carry | (75) |
| people | thing | wild | wish | high | (80) |
| best | trip | useful | meeting | speed | (85) |
| girl | she | held | straight | mind | (90) |
| six | warning | less | coast | room | (95) |
| foot | appear | quick | station | parties | (100) |
| send | post | western | perfect | summer | (105) |

Total Correct _____

DIBELS 8th Edition *Oral Reading Fluency*

| Examiner script | Reminders | |
|---|-------------|--|
| Please read this (point to passage) out loud . If you get stuck, I will tell you the word, so you can keep reading. When I say ‘Stop’ I may ask you to tell me about what you read, so do your best reading. Start here (point to first word of first paragraph of passage). Ready? Begin. | Start timer | When student says first word. |
| | Prompts | Student hesitates: wait 3 seconds; give correct word; mark the missed word as incorrect. |
| | Discontinue | Student does not get any words correct within the first line: discontinue ORF. |

Jack and Jill

| | |
|---|-------|
| Jack and his sister were teased about their names. | (9) |
| Jack's sister was named Jill. That made them Jack | (18) |
| and Jill like in the old nursery rhyme. The other kids | (29) |
| thought their names were very funny. | (35) |
| The other kids would ask them if they were on | (45) |
| their way to climb a hill. They would also ask if their | (57) |
| mother sent them to fetch a pail of water. | (66) |
| Jack would shake his head no. Jill would hold | (75) |
| her head high and not say a word. They tried not to | (87) |
| get mad. They knew that getting mad just makes | (96) |
| teasing worse. But that didn't stop the teasing. | (104) |
| The kids would tell Jack to watch his step. | (113) |
| "Don't fall down the hill," they would say. If Jack | (123) |
| tripped, the kids would ask if he had broken his | (133) |
| crown. Jill got teased just as much. "Don't go | (142) |
| tumbling after your brother," they would say. | (149) |
| But Jack and Jill just smiled. They liked their | (158) |
| names just fine. They liked the nursery rhyme, too. | (167) |
| Most of all they were glad that they could get water | (178) |
| from the tap anytime they wanted. No hill. No | (187) |
| pail. No problem. | (190) |

Total words read _____ Total errors _____ Total words correct _____

DIBELS 8th Edition *Letter Naming Fluency*

| Examiner script | Reminders |
|--|---|
| <p>Here are some letters (point to the student form).</p> <p>Tell me the names of as many letters as you can.</p> <p>When I say ‘Begin,’ start here (point to the first letter), and go across the page (point).</p> <p>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.</p> | <p>Start timer After you say Begin.</p> <p>Prompts Student hesitates: wait 3 seconds; name the letter; point to the next letter, and say Keep going; mark the missed letter as incorrect.</p> <p>Student says letter sounds: say Remember, tell me the letter’s name, not its sound. Score letter sounds as incorrect.</p> <p>Discontinue Student does not produce any correct letter names in the first line (10 letters): discontinue LNF.</p> |

i n c k C R D F Y Q (10)

d y M U V a f S B J (20)

u A x z t g P j X h (30)

b N G Z r T H K e m (40)

I O q o p E L V s v (50)

N L Q r y D J i u T (60)

O z o p S j X n k P (70)

G Z s g E Y e m I B (80)

K t c C H V h v R F (90)

V d b M U a f A x q (100)

Total Correct _____

DIBELS 8th Edition *Phonemic Segmentation Fluency*

| Examiner script | Reminders | | | | |
|---|--|--|--|--|--|
| <p>I am going to say a word. After I say it, you tell me all the sounds you hear in the word. So, if I say 'mop,' you would say /m/ /o/ /p/. If I say the word 'cat' you would say /c/ /a/ /t/.</p> <p>Let's try one (1 second pause).</p> <p>Tell me the sounds in 'sun'. Tell me any sounds you hear.</p> <table border="1"> <tr> <td>CORRECT Student says /s/ /u/ /n/</td><td>Very good. The sounds in 'sun' are /s/ /u/ /n/.</td></tr> <tr> <td>INCORRECT Student gives any other response</td><td>The sounds in 'sun' are /s/ /u/ /n/. Your turn. Tell me the sounds in 'sun.' Tell me any sounds you hear.</td></tr> </table> <p>OK. Here is your first word.</p> | CORRECT Student says /s/ /u/ /n/ | Very good. The sounds in 'sun' are /s/ /u/ /n/. | INCORRECT Student gives any other response | The sounds in 'sun' are /s/ /u/ /n/. Your turn. Tell me the sounds in 'sun.' Tell me any sounds you hear. | <p>Start timer After you give the first word.</p> <p>Prompts Student hesitates: wait 3 seconds; give the next word; score the missed word as incorrect.</p> <p>Discontinue Student does not get any sounds correct in the first 5 words: discontinue PSF.</p> |
| CORRECT Student says /s/ /u/ /n/ | Very good. The sounds in 'sun' are /s/ /u/ /n/. | | | | |
| INCORRECT Student gives any other response | The sounds in 'sun' are /s/ /u/ /n/. Your turn. Tell me the sounds in 'sun.' Tell me any sounds you hear. | | | | |

| | | | |
|-------------------------------|-----------------------------------|-------------------------------------|-----|
| no /n/ /O/ | my /m/ /I/ | say /s/ /A/ | /6 |
| all /o/ /l/ | line /l/ /I/ /n/ | down /d/ /ow/ /n/ | /8 |
| safe /s/ /A/ /f/ | gas /g/ /a/ /s/ | ball /b/ /o/ /l/ | /9 |
| soon /s/ /oo/ /n/ | news /n/ /oo/ /z/ | gone /g/ /o/ /n/ | /9 |
| space /s/ /p/ /A/ /s/ | still /s/ /t/ /i/ /l/ | story /s/ /t/ /or/ /E/ | /12 |
| hard /h/ /ar/ /d/ | leaves /l/ /E/ /v/ /z/ | season /s/ /E/ /z/ /n/ | /11 |
| speak /s/ /p/ /E/ /k/ | enjoy /e/ /n/ /j/ /oy/ | having /h/ /a/ /v/ /i/ /ng/ | /13 |
| women /w/ /i/ /m/ /e/ /n/ | powerful /p/ /ow/ /er/ /f/ /l/ | forget /f/ /or/ /g/ /e/ /t/ | /15 |
| radio /r/ /A/ /d/ /E/ /O/ | window /w/ /i/ /n/ /d/ /O/ | empty /e/ /m/ /p/ /t/ /E/ | /15 |
| island /I/ /l/ /a/ /n/ /d/ | behind /b/ /E/ /h/ /I/ /n/ /d/ | history /h/ /i/ /s/ /t/ /or/ /E/ | /17 |

Total Correct _____

DIBELS 8th Edition *Nonsense Word Fluency*

Examiner script

Look at this word (Point to the first word on the practice form).

It's a make-believe word. Watch me read the word: /h/ /a/ /p/ 'hap.' (Point to each letter then run your finger fast beneath the whole word).

I can say the sounds of the letters, /h/ /a/ /p/ (point to each letter), **or I can read the whole word 'hap.'** (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 "lum").

Make sure you say any sounds you know.

| | |
|--|---|
| CORRECT Student responds "lum" or with all of the sounds | That's right. The sounds are /l/ /u/ /m/ or 'lum.' |
| INCORRECT Student does not respond within <u>3 seconds</u> or responds incorrectly | Remember, you can say the sounds, or you can say the whole word. Watch me: the sounds are /l/ /u/ /m/ (point to each letter) or 'lum.' (Run your finger fast through the whole word). Let's try again. Read this word the best you can. (Point to the word "lum"). |

(Place the student copy of the form in front of the student.)

Here are some more make-believe words (point to the student form). **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. Put your finger on the first word. Ready? Begin.

Reminders

| | |
|-------------|---|
| Start timer | After you say Begin . |
| Prompts | Student hesitates: wait 3 seconds; point to the next letter/word, and say " Keep going "; mark the missed sound/word as incorrect. |
| Discontinue | Student does not get any sounds correct in the first 5 words: discontinue NWF. |

| | | | | | CLS | WRC |
|------------|--------------|-----------------|-----------------|-----------------|-----|-----|
| rem | nep | lom | rit | sim | | |
| /r//e//m/ | /n//e//p/ | /l//o//m/ | /r//i//t/ | /s//i//m/ | /15 | /5 |
| pon | het | tig | tib | lun | | |
| /p//o//n/ | /h//e//t/ | /t//i//g/ | /t//i//b/ | /l//u//n/ | /15 | /5 |
| sab | rep | gan | sig | dit | | |
| /s//a//b/ | /r//e//p/ | /g//a//n/ | /s//i//g/ | /d//i//t/ | /15 | /5 |
| rab | san | neg | lan | mun | | |
| /r//a//b/ | /s//a//n/ | /n//e//g/ | /l//a//n/ | /m//u//n/ | /15 | /5 |
| ped | nin | hap | nen | yan | | |
| /p//e//d/ | /n//i//n/ | /h//a//p/ | /n//e//n/ | /y//a//n/ | /15 | /5 |
| von | nibe | dort | corm | nur | | |
| /v//o//n/ | /n//I//b/ | /d//or//t/ | /k//or//m/ | /n//er/ | /14 | /5 |
| nork | rame | mim | vin | nade | | |
| /n//or//k/ | /r//A//m/ | /m//i//m/ | /v//i//n/ | /n//A//d/ | /15 | /5 |
| dern | wem | dap | rup | fod | | |
| /d//er//n/ | /w//e//m/ | /d//a//p/ | /r//u//p/ | /f//o//d/ | /15 | /5 |
| deg | fet | nume | sade | teb | | |
| /d//e//g/ | /f//e//t/ | /n//oo//m/ | /s//A//d/ | /t//e//b/ | /15 | /5 |
| ven | mub | dant | kor | flin | | |
| /v//e//n/ | /m//u//b/ | /d//a//n//t/ | /k//or/ | /f//l//i//n/ | /16 | /5 |
| thag | dorn | gop | mard | ked | | |
| /th//a//g/ | /d//or//n/ | /g//o//p/ | /m//ar//d/ | /k//e//d/ | /15 | /5 |
| tirk | fime | prab | nast | mog | | |
| /t//er//k/ | /f//I//m/ | /p//r//a//b/ | /n//a//s//t/ | /m//o//g/ | /17 | /5 |
| gurp | dond | swist | prent | twint | | |
| /g//er//p/ | /d//o//n//d/ | /s//w//i//s//t/ | /p//r//e//n//t/ | /t//w//i//n//t/ | /22 | /5 |
| chep | wune | sming | deld | murd | | |
| /ch//e//p/ | /w//oo//n/ | /s//m//i//ng/ | /d//e//l//d/ | /m//er//d/ | /17 | /5 |
| vime | yane | shish | nilt | whab | | |
| /v//I//m/ | /y//A//n/ | /sh//i//sh/ | /n//i//l//t/ | /w//a//b/ | /16 | /5 |

Total Correct _____

DIBELS 8th Edition *Word Reading Fluency*

| Examiner script | Reminders |
|---|--|
| <p>Please read from this list of words (Point to the student form).</p> <p>Start here (point to the first word) and go across the page (point across the page).</p> <p>When I say ‘Begin’, point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.</p> | <p>Start timer When student says the first word.</p> <p>Prompts Student hesitates: wait 3 seconds; give correct word; point to the next word, and say “Keep going”; mark the missed word as incorrect.</p> <p>Discontinue Student does not get any words correct within the first line (5 words): discontinue WRF.</p> |

| | | | | | |
|---------|---------|----------|---------|---------|-------|
| of | by | this | for | to | (5) |
| was | we | an | the | one | (10) |
| no | there | you | is | more | (15) |
| still | play | list | king | plans | (20) |
| write | meaning | show | dream | said | (25) |
| nearly | able | handle | rock | run | (30) |
| test | quick | view | maybe | go | (35) |
| seen | answer | try | river | table | (40) |
| saying | note | middle | around | summer | (45) |
| men | behind | game | join | path | (50) |
| bear | happy | morning | give | me | (55) |
| need | doctor | team | four | sky | (60) |
| say | white | straight | waiting | minute | (65) |
| picture | drive | see | gone | look | (70) |
| hour | date | food | most | himself | (75) |
| foot | daily | face | she | keeping | (80) |
| ice | arm | circle | stop | other | (85) |
| best | needs | mine | last | school | (90) |
| blue | dry | safety | fixed | start | (95) |
| drink | born | trust | felt | band | (100) |
| leader | step | friend | hotel | follow | (105) |

Total Correct _____

| Examiner script | Reminders | |
|---|-------------|--|
| <p>Please read this (point to passage) out loud.</p> <p>If you get stuck, I will tell you the word, so you can keep reading. When I say ‘Stop’ I may ask you to tell me about what you read, so do your best reading.</p> <p>Start here (point to first word of first paragraph of passage). Ready? Begin.</p> | Start timer | When student says first word. |
| | Prompts | Student hesitates: wait 3 seconds; give correct word; mark the missed word as incorrect. |
| | Discontinue | Student does not get any words correct within the first line: discontinue ORF. |

Our Pond

I have a pond in my garden and there are lots of (12)
 fish in it. There are lights in the pond. They light up (24)
 the garden at night. (28)

My grandpa helped my dad build this pond many (37)
 years ago. They used a lot of tools to make a big hole (50)
 in the ground. (53)

My dad said it was hard work, but he is happy he (65)
 did it. He said it took them three weeks to finish the (77)
 pond. They put flowers all around the pond so that it (88)
 would look nice. (91)

Everyone stops to look at the pond when they (100)
 come to our house. They always ask about the fish in (111)
 the pond. My dad tells them about every fish and (121)
 when he got it. (125)

He also tells them he wants to add more fish. If (136)
 he puts more fish in there, it might be too many fish. (148)
 He shows them the lights and how he can make them (159)
 change colours. My dad loves to talk about his pond. (169)

Total words read _____ Total errors _____ Total words correct _____