Screening for Dyslexia

Reading Fluency

Kindergarten

Beginning of the year (August, September, October)

Do not do a full screening until a child is half-way through kindergarten

Middle of the year (November, December, January, February, March)

First Sound Fluency (FSF)
Benchmark: 30

Phoneme Segmentation Fluency (PSF)
Benchmark: 20

Nonsense Word Fluency (NWF)
Benchmark: 17

End of the year   (April, May, June)

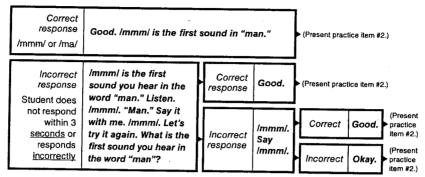**Phoneme Segmentation Fluency** (PSF)
Benchmark: 40

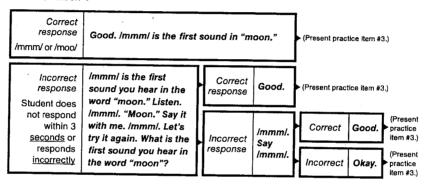**Nonsense Word Fluency** (NWF)
Benchmark: 28

1 DIBELS® First Sound Fluency
Directions

Make sure you have reviewed the directions in the *DIBELS Assessment Manual* and have them available. Say these specific directions to the student:
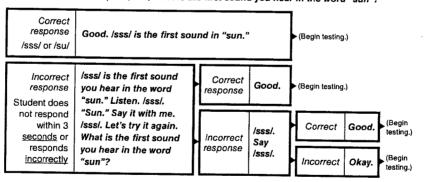

▶ Practice item #1) *Listen to me say this word, "man." The first sound that you hear in the word "man" is /mmm/. Listen. /mmm/. "Man." What is the first sound you hear in the word "man"?*

Correct response /mmm/ or /ma/	Good. /mmm/ is the first sound in "man."			▶ (Present practice item #2.)		

Incorrect response Student does not respond within 3 seconds or responds incorrectly	/mmm/ is the first sound you hear in the word "man." Listen. /mmm/. "Man." Say it with me. /mmm/. Let's try it again. What is the first sound you hear in the word "man"?	Correct response	Good.	▶ (Present practice item #2.)		
		Incorrect response	/mmm/. Say /mmm/.	Correct	Good.	▶ (Present practice item #2.)
				Incorrect	Okay.	▶ (Present practice item #2.)

▶ Practice item #2) *Listen to me say another word, "moon." What is the first sound you hear in the word "moon"?*

Correct response /mmm/ or /moo/	Good. /mmm/ is the first sound in "moon."			▶ (Present practice item #3.)		

Incorrect response Student does not respond within 3 seconds or responds incorrectly	/mmm/ is the first sound you hear in the word "moon." Listen. /mmm/. "Moon." Say it with me. /mmm/. Let's try it again. What is the first sound you hear in the word "moon"?	Correct response	Good.	▶ (Present practice item #3.)		
		Incorrect response	/mmm/. Say /mmm/.	Correct	Good.	▶ (Present practice item #3.)
				Incorrect	Okay.	▶ (Present practice item #3.)

▶ Practice item #3) *Let's try another word, "sun."* (Wait up to 3 seconds for student to respond.) If the student does not respond, ask, *What is the first sound you hear in the word "sun"?*

Correct response /sss/ or /su/	Good. /sss/ is the first sound in "sun."			▶ (Begin testing.)		

Incorrect response Student does not respond within 3 seconds or responds incorrectly	/sss/ is the first sound you hear in the word "sun." Listen. /sss/. "Sun." Say it with me. /sss/. Let's try it again. What is the first sound you hear in the word "sun"?	Correct response	Good.	▶ (Begin testing.)		
		Incorrect response	/sss/. Say /sss/.	Correct	Good.	▶ (Begin testing.)
				Incorrect	Okay.	▶ (Begin testing.)

▶ Begin testing. *Now I am going to say more words. You tell me the first sound you hear in the word.* Say the first word from the list in the scoring booklet.

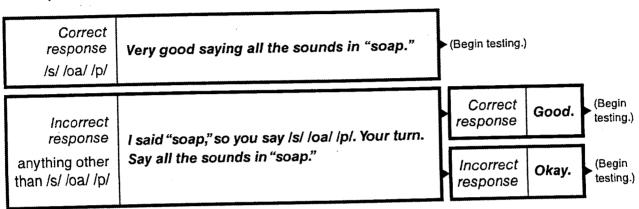| Timing	1 minute. Start your stopwatch after saying the first test item.
Wait	If the student does not respond within 3 seconds on a word, mark a slash (/) through the zero and say the next word.
Discontinue	If no sounds are correct in the first five words, discontinue and record a score of 0.
Reminders	If you think the student may have forgotten the task, say *Remember to tell me the first sound that you hear in the word.* Immediately say the next word. (Repeat as often as needed.) If the student says the name of the letter, say *Remember to tell me the first sound in the word, not the letter name.* Immediately say the next word. (Allowed one time.)

2 DIBELS® First Sound Fluency
Grade K/Benchmark 2

Test Items	Correct/2 points	Correct/1 point			Incorrect
1. land	/l/	/la/			0
2. gift	/g/	/gi/			0
3. snail	/s/	/sn/	/snai/		0
4. stove	/s/	/st/	/stoa/		0
5. mild	/m/	/mie/			0
6. stream	/s/	/st/	/str/	/strea/	0
7. pairs	/p/	/pe/			0
8. flare	/f/	/fl/	/fle/		0
9. peace	/p/	/pea/			0
10. sly	/s/	/sl/			0
11. plate	/p/	/pl/	/plai/		0
12. thank	/th/	/tha/			0
13. sweet	/s/	/sw/	/swea/		0
14. life	/l/	/lie/			0
15. blank	/b/	/bl/	/bla/		0
16. doll	/d/	/do/			0
17. sling	/s/	/sl/	/sli/		0
18. stairs	/s/	/st/	/ste/		0
19. knees	/n/	/nea/			0
20. peek	/p/	/pea/			0
21. cream	/k/	/kr/	/krea/		0
22. clang	/k/	/kl/	/kla/		0
23. bag	/b/	/ba/			0
24. ride	/r/	/rie/			0
25. fruit	/f/	/fr/	/froo/		0
26. porch	/p/	/por/			0
27. flour	/f/	/fl/	/flow/		0
28. race	/r/	/rai/			0
29. chin	/ch/	/chi/			0
30. steam	/s/	/st/	/stea/		0

2-pt responses: _____

x 2: _____ + 1-pt responses: _____ = Total: _____

2 DIBELS® Phoneme Segmentation Fluency
Directions

Make sure you have reviewed the directions in the *DIBELS Assessment Manual* and have them available. Say these specific directions to the student:

▶ *We are going to say the sounds in words. Listen to me say all the sounds in the word "fan."* /f/ /a/ /n/. *Listen to another word,* (pause) *"jump."* /j/ /u/ /m/ /p/. *Your turn. Say all the sounds in "soap."*

Correct response /s/ /oa/ /p/	*Very good saying all the sounds in "soap."*	▶ (Begin testing.)

Incorrect response anything other than /s/ /oa/ /p/	*I said "soap," so you say* /s/ /oa/ /p/. *Your turn. Say all the sounds in "soap."*

Correct response	**Good.**	▶ (Begin testing.)
Incorrect response	**Okay.**	▶ (Begin testing.)

▶ Begin testing. *I am going to say more words. I will say the word, and you say all the sounds in the word.* (Say the first word from the list in the scoring booklet.)

Timing	1 minute. Start your stopwatch after saying the first test item.
Wait	If the student does not respond within 3 seconds, say the next word.
Discontinue	If no sound segments are correct in the first five words, discontinue and record a score of 0.
Reminders	If the student spells the word, say **Say the <u>sounds</u> in the word.** Immediately say the next word. (Allowed one time.)
	If the student repeats the word, say **Remember to say all the sounds in the word.** Immediately say the next word. (Allowed one time.)

2 DIBELS® Phoneme Segmentation Fluency
Grade K/Benchmark 2

Score

▶ sack /s/ /a/ /k/	hole /h/ /oa/ /l/	trip /t/ /r/ /i/ /p/	game /g/ /ai/ /m/	___/13
fox /f/ /o/ /k/ /s/	toes /t/ /oa/ /z/	star /s/ /t/ /ar/	sheep /sh/ /ea/ /p/	___/13
pine /p/ /ie/ /n/	forth /f/ /or/ /th/	fought /f/ /o/ /t/	which /w/ /i/ /ch/	___/12
cold /k/ /oa/ /l/ /d/	shout /sh/ /ow/ /t/	bit /b/ /i/ /t/	send /s/ /e/ /n/ /d/	___/14
would /w/ /uu/ /d/	dreamed /d/ /r/ /ea/ /m/ /d/	red /r/ /e/ /d/	sell /s/ /e/ /l/	___/14
dug /d/ /u/ /g/	kicked /k/ /i/ /k/ /t/	chin /ch/ /i/ /n/	him /h/ /i/ /m/	___/13

Total: _____

PSF Response Patterns:

- ☐ Repeats word
- ☐ Makes random errors
- ☐ Says initial sound only
- ☐ Says onset rime
- ☐ Does not segment blends
- ☐ Adds sounds
- ☐ Makes consistent errors on specific sound(s)
- ☐ Other

2 DIBELS® Nonsense Word Fluency
Directions

Make sure you have reviewed the directions in the *DIBELS Assessment Manual* and have them available. Say these specific directions to the student:

▶ *We are going to read some make-believe words. Listen. This word is "sog."* (Run your finger under the word as you say it.) *The sounds are /s/ /o/ /g/* (point to each letter). *Your turn. Read this make-believe word* (point to the word "mip"). *If you can't read the whole word, tell me any sounds you know.*

Correct Whole Word Read mip	***Very good reading the word "mip."***	▶ (Begin testing.)

Correct Letter Sounds Any other response with all the correct letter sounds	***Very good. /m/ /i/ /p/*** (point to each letter) ***or "mip"*** (run your finger under the word as you say it).	▶ (Begin testing.)

Incorrect response No response within 3 <u>seconds</u>, or response includes any errors	***Listen. /m/ /i/ /p/ or "mip."*** (Run your finger under the letters as you say the sounds.) ***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 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.*

Timing	1 minute. Start your stopwatch after telling the student to begin. Place a bracket ( ]) and say **Stop** after 1 minute.
Wait	If the student responds sound-by-sound, mixes sounds and words, or sounds out and recodes, allow 3 seconds, then provide the correct letter sound. If the student responds with whole words, allow 3 seconds, then provide the correct word.
Discontinue	If the student has no correct letter sounds in the first line, say **Stop** and record a score of 0.
Reminders	If the student does not read from left to right, say **Go this way.** (Sweep your finger across the row.) (Allowed one time.) If the student says letter names, say **Say the sounds, not the letter names.** (Allowed one time.) If the student reads the word first, then says the letter sounds, say **Just read the word.** (Allowed one time.) If the student says all of the letter sounds correctly in the first row, but does not make any attempt to blend or recode, say **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.** (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

sog   mip

▶ sut	kiz	es	jal	dos
lav	muk	vos	ij	hep
jov	kul	jit	les	laj
im	rov	vak	nel	hus
ip	vuf	fes	han	dov
tof	yaj	lec	sij	yuc
fif	uz	wab	toz	bep
soc	nez	vug	fak	ic
ruc	nav	joj	kep	jid
jil	ap	rez	fum	dol

2 DIBELS® Nonsense Word Fluency
Grade K/Benchmark 2

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

Total Correct Letter Sounds (CLS): _____

Total Whole Words Read (WWR): _____

NWF Response Patterns:

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

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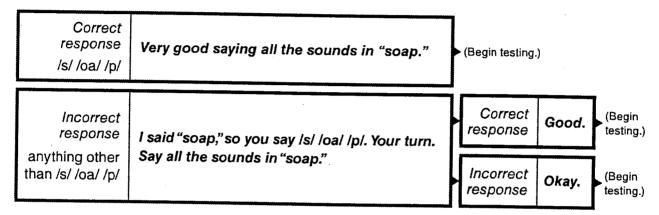- ☐ Other

End of Year

Kindergarten Dibels Next Tests

Start Here

3 DIBELS® Phoneme Segmentation Fluency
Directions

Make sure you have reviewed the directions in the *DIBELS Assessment Manual* and have them available. Say these specific directions to the student:

▶ *We are going to say the sounds in words. Listen to me say all the sounds in the word "fan." /f/ /a/ /n/. Listen to another word,* (pause) *"jump." /j/ /u/ /m/ /p/. Your turn. Say all the sounds in "soap."*

Correct response /s/ /oa/ /p/	*Very good saying all the sounds in "soap."* ▶ (Begin testing.)

Incorrect response anything other than /s/ /oa/ /p/	*I said "soap," so you say /s/ /oa/ /p/. Your turn. Say all the sounds in "soap."*

Correct response	**Good.**	(Begin testing.)

Incorrect response	**Okay.**	(Begin testing.)

▶ Begin testing. *I am going to say more words. I will say the word, and you say all the sounds in the word.* (Say the first word from the list in the scoring booklet.)

Timing	1 minute. Start your stopwatch after saying the first test item.
Wait	If the student does not respond within 3 seconds, say the next word.
Discontinue	If no sound segments are correct in the first five words, discontinue and record a score of 0.
Reminders	If the student spells the word, say **Say the <u>sounds</u> in the word**. Immediately say the next word. (Allowed one time.)
	If the student repeats the word, say **Remember to say all the sounds in the word**. Immediately say the next word. (Allowed one time.)

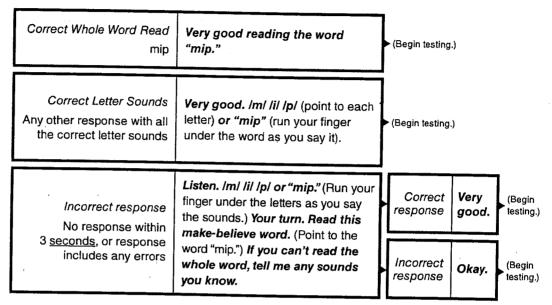# **3** DIBELS® Phoneme Segmentation Fluency
Grade K/Benchmark 3

				Score
▶ cave /k/ /ai/ /v/	take /t/ /ai/ /k/	holes /h/ /oa/ /l/ /z/	wake /w/ /ai/ /k/	/13
sides /s/ /ie/ /d/ /z/	hat /h/ /a/ /t/	world /w/ /er/ /l/ /d/	sick /s/ /i/ /k/	/14
match /m/ /a/ /ch/	told /t/ /oa/ /l/ /d/	wife /w/ /ie/ /f/	own /oa/ /n/	/12
clock /k/ /l/ /o/ /k/	bush /b/ /uu/ /sh/	goose /g/ /oo/ /s/	played /p/ /l/ /ai/ /d/	/14
will /w/ /i/ /l/	stopped /s/ /t/ /o/ /p/ /t/	bus /b/ /u/ /s/	look /l/ /uu/ /k/	/14
head /h/ /e/ /d/	shelf /sh/ /e/ /l/ /f/	like /l/ /ie/ /k/	near /n/ /i/ /r/	/13

Total: _____

PSF Response Patterns:

- ☐ Repeats word
- ☐ Makes random errors
- ☐ Says initial sound only
- ☐ Says onset rime
- ☐ Does not segment blends
- ☐ Adds sounds
- ☐ Makes consistent errors on specific sound(s)
- ☐ Other

3 DIBELS® Nonsense Word Fluency
Directions

Make sure you have reviewed the directions in the *DIBELS Assessment Manual* and have them available. Say these specific directions to the student:

▶ *We are going to read some make-believe words. Listen. This word is "sog."* (Run your finger under the word as you say it.) *The sounds are /s/ /o/ /g/* (point to each letter). *Your turn. Read this make-believe word* (point to the word "mip"). *If you can't read the whole word, tell me any sounds you know.*

Correct Whole Word Read mip	*Very good reading the word "mip."*	▶ (Begin testing.)
Correct Letter Sounds Any other response with all the correct letter sounds	*Very good. /m/ /i/ /p/* (point to each letter) *or "mip"* (run your finger under the word as you say it).	▶ (Begin testing.)

Incorrect response No response within 3 <u>seconds</u>, or response includes any errors	*Listen. /m/ /i/ /p/ or "mip."* (Run your finger under the letters as you say the sounds.) *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 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.*

Timing	1 minute. Start your stopwatch after telling the student to begin. Place a bracket ( ]) and say **Stop** after 1 minute.
Wait	If the student responds sound-by-sound, mixes sounds and words, or sounds out and recodes, allow 3 seconds, then provide the correct letter sound. If the student responds with whole words, allow 3 seconds, then provide the correct word.
Discontinue	If the student has no correct letter sounds in the first line, say **Stop** and record a score of 0.
Reminders	If the student does not read from left to right, say **Go this way.** (Sweep your finger across the row.) (Allowed one time.) If the student says letter names, say **Say the sounds, not the letter names.** (Allowed one time.) If the student reads the word first, then says the letter sounds, say **Just read the word.** (Allowed one time.) If the student says all of the letter sounds correctly in the first row, but does not make any attempt to blend or recode, say **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.** (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

sog   mip

▶ bim	fuv	ob	vef	tam
pez	nif	vob	az	nuf
yez	bup	zab	kob	siv
el	piv	zum	kom	das
af	vin	bon	kub	kez
min	yoz	heb	sav	vud
lib	ov	yan	nej	luc
rog	kuz	wim	rel	al
rok	mej	wij	lan	zug
vop	ub	kej	nik	pak

3 DIBELS® Nonsense Word Fluency
Grade K/Benchmark 3

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

Total Correct Letter Sounds (CLS): _____

Total Whole Words Read (WWR): _____

NWF Response Patterns:

☐ Says correct sounds out of order (sound-by-sound)

☐ Makes random errors

☐ Says correct sounds, does not recode

☐ Says correct sounds, recodes out of order

☐ Says correct sounds, recodes with incorrect sound(s)

☐ Says correct sounds and correctly recodes

☐ Doesn't track correctly

☐ Tries to turn nonsense words into real words

☐ Makes consistent errors on specific letter sound(s)

☐ Other