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| Test your Knowledge! |
| Common mistakes made in Administration and Scoring of DIBELS Next. |

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**Letter Naming Fluency**

1. Mark the letter as correct if the child self-corrects within \_\_\_\_ seconds.
2. Provide the response and mark incorrect if the student hesitates for \_\_\_ seconds.
3. Correct the student’s errors immediately. True/False
4. If a child skips a line, start over. True/False
5. There is a one- time prompt that can be provided if the student reads the letters from right to left. True/False
6. The similar font rule states that children receive credit for upper case I and lower case l substitutions. True/False
7. Children receive credit for b and d confusions. True/False
8. If the student produces the letter sounds instead of names, there is a prompt you can give them *as often as needed*. True/False
9. If the student skips 10 consecutive letters there is a one-time prompt, ***Try to say each letter name,*** that can be provided. True/False
10. Prompts such as keep going and pointing can be used as often as needed. True/False

***Notes:***

**First Sound Fluency**

1. How long is FSF administered for? \_\_\_\_
2. If the word provided was ***cat*** and the student said “/ca/” how many points would the student receive? \_\_\_\_\_
3. How many points would a student receive if they provided a response of” /s/” for ***sun***? \_\_\_\_
4. Start timing after you have said the first word from the list in the scoring booklet. True/False
5. If the student tells you the beginning sound, then tells you all of the sounds in the word, you should tell them to “stop doing that” because it will take them too long. True/False
6. Correct the student’s errors immediately. True/False
7. What is the benchmark for the *end o*f kindergarten? \_\_\_\_first sounds per minute
8. Students will be penalized for adding a schwa to an initial sound. True/False
9. Students may be provided with the prompt ***Remember to tell me the first sound you hear in the word*** as often as necessary *if* they have FORGOTTEN the task. True/False
10. Students may be provided with the prompt ***Remember to tell me the word, not the letter name*** as often as necessary *if* they provided the NAME of the letter and not the sound. True/False
11. FSF is discontinued after \_\_\_\_ incorrect responses.

***Notes:***

**Phoneme Segmentation Fluency**

1. If the student does not clearly understand the task after the examples have been presented I can provide additional examples. True/False
2. If a student asks you to repeat a word, don’t. True/False
3. If the word was **trick** and the student said “/t/ /r/ /ik/”, how many points would they receive? \_\_\_\_\_
4. If the word was **trick** and the student said “/t/ /r/ /i/ /k/ /s/”, how many points would they receive? \_\_\_\_ What if they said “/t/ /r/ /i/ /ks/”? \_\_\_\_
5. If the word was **trick** and the student said “/t/ /r/ /ri/ /k/ ” how would you score this? \_\_\_\_\_\_ **/t/ /r/ /i/ /k/**
6. If the student did not hear the word presented I can repeat it. True/False
7. If a child repeats the word, underline it. True/False
8. Mastery of PSF is expected by when? \_\_\_\_\_\_
9. At the end of one minute place a bracket after the last word presented. True/False
10. If a student spells a word you can provide a one-time prompt. True/False
11. Every time a student repeats a word, a prompt may be provided ***Remember to say all the sounds in the word.*** True/False

***Notes:***

**Nonsense Word Fluency**

1. Timing on NWF begins (a) after the student reads the first word (b) after you say begin (c) this is an un-timed test
2. If the word is **tob** and the student says” /t/ /u/ /b/” how would you score this? \_\_\_\_ CLS \_\_\_\_\_ WWR
3. If the word is **tob** and one student says “tob” and the other says “/t/ /o/ /b/”, the student that read the whole word gets more points than the student that read sound by sound. True/False
4. If the student sees the stimulus word “tob” and they respond: “ **t o b”**, how would you score this response? \_\_\_\_ CLS \_\_\_\_WWR
5. If the student looks at the word **bot** and says “bot…bot” how would you score this? \_\_\_\_ CLS \_\_\_\_WWR
6. How do you score the following? The word is: **tiz.** The student says /t/ /i/ /z/ then says “zit”? \_\_\_\_\_ CLS \_\_\_\_\_WWR
7. Every time a student is tested with NWF they will be presented with the two sample stimulus words **sog** and **mip**. True/False
8. If the stimulus word is **fut** and the student reads “flut” how would you mark and score this? \_\_\_\_CLS \_\_\_\_\_WWR
9. If the stimulus word was **ig** and the student’s response was “fig, no I mean ig”, how would you score this? \_\_\_\_ CLS \_\_\_\_WWR
10. If the student sounds out and then blends of the words in the first row you may use a one-time prompt ***Try to read the words as whole words.*** True/False
11. Mrs. Smith has just finished a bunch of lessons concentrated on getting her students to blend VC and CVC words. Many students have become automatic and she has noticed that their Whole Words Read on NWF has jumped dramatically. Mrs. Smith has also noticed that there is a cohort of students who’s WWR has not improved AND their CLS has dropped. She has decided her lessons did not work and she should abandon them. Would you agree? Yes/No

***Notes***

**Oral Reading Fluency**

1. You beginning timing on Oral Reading Fluency once: (a) you say begin (b) the student has read the first word (c) whenever you remember to hit the start button?
2. DIBELS Oral Reading Fluency captures only speed in reading. True/False
3. When students insert words, they are penalized one point for each word inserted. True/False
4. Proper nouns misread multiple times count as errors only once. True/False
5. Oral Reading Fluency is a measure that is an indicator of “reading fluency” and may provide insight into a student’s ability to comprehend grade level material. True/False
6. How many seconds do students have to self-correct in order to receive credit for a word read correctly? \_\_\_\_\_\_\_\_\_
7. When students hesitate how long do you wait until you provide them with the word? \_\_\_\_\_
8. In Oral Reading Fluency, if the word in the passage is ***can’t*** and the student reads “can not” they still receive credit. True/False
9. It is okay to preview the passage and read the title to the student prior to testing. True/False
10. When students hesitate for 3 seconds you provide them with the word, score it as incorrect and prompt them to keep going if necessary. True/False
11. It is really important to tell students to read as fast as they can prior to testing because that is what this is all about! True/False

***Notes:***