

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 <i>Specify Form ID</i>							
Benchmark 2 Middle		<input type="checkbox"/> Standard							
		<input type="checkbox"/> Other <i>Specify Form ID</i>							
Benchmark 3 End		<input type="checkbox"/> Standard							
		<input type="checkbox"/> Other <i>Specify Form ID</i>							

**Forms Given:** DIBELS 8<sup>th</sup> 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.

$$\text{ORF Accuracy} = \frac{\text{ORF Words Correct}}{(\text{ORF Words Correct} + \text{ORF Errors})} \times 100$$

Composite score calculations can be found at [dibels.uoregon.edu](https://dibels.uoregon.edu)

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



Examiner script	Reminders
<p><b>Here are some letters</b> (point to the student form).</p> <p><b>Tell me the names of as many letters as you can.</b></p> <p><b>When I say ‘Begin,’ start here</b> (point to the first letter), <b>and go across the page</b> (point).</p> <p><b>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.</b></p>	<p><b>Start timer</b> After you say <b>Begin</b>.</p> <p><b>Prompts</b> Student hesitates: wait 3 seconds; name the letter; point to the next letter, and say <b>Keep going</b>; mark the missed letter as incorrect.</p> <p>Student says letter sounds: say <b>Remember, tell me the letter’s name, not its sound</b>. Score letter sounds as incorrect.</p> <p><b>Discontinue</b> 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><b>I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say ‘am,’ you would say /a/ /m/.</b></p> <p><b>Let’s try one</b> (1 second pause).</p> <p><b>Tell me the sounds in ‘it’.</b></p>		<p>Start timer After you give the first word.</p>
<p>CORRECT</p> <p>Student says /i/ /t/</p>	<p><b>Very good. The sounds in ‘it’ are /i/ /t/.</b></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>
<p>INCORRECT</p> <p>Student gives any other response</p>	<p><b>The sounds in ‘it’ are /i/ /t/. Your turn. Tell me the sounds in ‘it.’</b></p>	
<p><b>OK. Here is your first word.</b></p>		

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

Benchmark NWF 1.Beginning  
continued

					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	pipe	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><b>Please read from this list of words</b> (Point to the student form).</p> <p><b>Start here</b> (point to the first word) <b>and go across the page</b> (point across the page).</p> <p><b>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.</b></p>	<p>Start timer</p> <p>Prompts</p> <p>Discontinue</p>	<p>When student says the first word.</p> <p>Student hesitates: wait 3 seconds; give correct word; point to the next word, and say “<b>Keep going</b>”; mark the missed word as incorrect.</p> <p>Student does not get any words correct within the first line (5 words): discontinue WRF; <u>do not administer ORF.</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><b>Please read this</b> (point to passage) <b>out loud.</b></p> <p><b>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.</b></p> <p><b>Start here</b> (point to first word of first paragraph of passage). <b>Ready? Begin.</b></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.

### Lucky Day

Bobby was on his way home from school one (9)  
 day. On his walk, he saw something green in the (19)  
 snow. He stopped and stared. He thought he was (28)  
 seeing things. Green 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 bill. 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 dime on the floor, and it had rolled into the (124)  
 heating vent. He never saw that dime again. (132)  
 What was it like to lose fifty dimes at one time? (143)  
 Whoever lost the money was having an unlucky day. (152)  
 But this was Bobby's lucky day. He had no way to (163)  
 find the owner, so the money was his to keep. (173)

Total words read \_\_\_\_\_ Total errors \_\_\_\_\_ Total words correct \_\_\_\_\_



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

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

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.**

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

Benchmark NWF 1.Middle  
continued

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

Total Correct \_\_\_\_\_

<p>Examiner script</p> <p><b>Please read from this list of words</b> (Point to the student form).</p> <p><b>Start here</b> (point to the first word) <b>and go across the page</b> (point across the page).</p> <p><b>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.</b></p>	<p>Reminders</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 “<b>Keep going</b>”; 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>
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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 \_\_\_\_\_

Examiner script	Reminders	
<p><b>Please read this</b> (point to passage) <b>out loud.</b></p> <p><b>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.</b></p> <p><b>Start here</b> (point to first word of first paragraph of passage). <b>Ready? Begin.</b></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.

### 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 faucet anytime they wanted. No hill. No (187)

pail. No problem. (190)

Total words read \_\_\_\_\_ Total errors \_\_\_\_\_ Total words correct \_\_\_\_\_

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

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

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 \_\_\_\_\_



Examiner script	
<p><b>Look at this word</b> (Point to the first word on the practice form).</p> <p><b>It's a make-believe word. Watch me read the word: /h/ /a/ /p/ 'hap.'</b> (Point to each letter then run your finger fast beneath the whole word).</p> <p><b>I can say the sounds of the letters, /h/ /a/ /p/</b> (point to each letter), <b>or I can read the whole word 'hap.'</b> (Run your finger fast beneath the whole word).</p> <p><b>Your turn to read a make-believe word. Read this word the best you can.</b> (Point to the word "lum").</p> <p><b>Make sure you say any sounds you know.</b></p>	
<p>CORRECT</p> <p>Student responds "lum" or with all of the sounds</p>	<p><b>That's right. The sounds are /h/ /u/ /m/ or 'lum.'</b></p>
<p>INCORRECT</p> <p>Student does not respond within <u>3 seconds</u> or responds incorrectly</p>	<p><b>Remember, you can say the sounds, or you can say the whole word. Watch me: the sounds are /h/ /u/ /m/</b> (point to each letter) <b>or 'lum.'</b> (Run your finger fast through the whole word). <b>Let's try again. Read this word the best you can.</b> (Point to the word "lum").</p>
<p>(Place the student copy of the form in front of the student.)</p> <p><b>Here are some more make-believe words</b> (point to the student form). <b>Start here</b> (point to the first word) <b>and go across the page</b> (point across the page).</p> <p><b>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. Put your finger on the first word. Ready? Begin.</b></p>	
Reminders	
Start timer	After you say <b>Begin</b> .
Prompts	Student hesitates: wait 3 seconds; point to the next letter/word, and say " <b>Keep going</b> "; mark the missed sound/word as incorrect.
Discontinue	Student does not get any sounds correct in the first 5 words: discontinue NWF.

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

Total Correct \_\_\_\_\_

Examiner script	Reminders	
<p><b>Please read from this list of words</b> (Point to the student form).</p> <p><b>Start here</b> (point to the first word) <b>and go across the page</b> (point across the page).</p> <p><b>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.</b></p>	<p>Start timer</p> <p>Prompts</p> <p>Discontinue</p>	<p>When student says the first word.</p> <p>Student hesitates: wait 3 seconds; give correct word; point to the next word, and say “<b>Keep going</b>”; mark the missed word as incorrect.</p> <p>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><b>Please read this</b> (point to passage) <b>out loud.</b></p> <p><b>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.</b></p> <p><b>Start here</b> (point to first word of first paragraph of passage). <b>Ready? Begin.</b></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 yard and there are lots of (12)  
 fish in it. There are lights in the pond. They light up (24)  
 the yard 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 colors. My dad loves to talk about his pond. (169)

Total words read \_\_\_\_\_ Total errors \_\_\_\_\_ Total words correct \_\_\_\_\_