

Student Name: \_\_\_\_\_ ID: \_\_\_\_\_

District: \_\_\_\_\_ School Year: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_

	Assessment Date	Forms Given	LNF	PSF	NWF		WRF
					CLS	WRC	
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 - K.1, K.2, K.3

**Calculated Scores:** If not using a Data System, calculated scores can be computed manually and recorded below.  
Composite score calculations can be found at [dibels.uoregon.edu](https://dibels.uoregon.edu)

	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>

o r u v C M O L h k (10)

E U e f A B c I D i (20)

y N F s g P G d S x (30)

t p T H a m R j n b (40)

E L h g x t m S O o (50)

p T U r v R j n b M (60)

e c A H i f I B s k (70)

N G d y P F a u C D (80)

o h c b r v e p f a (90)

k d g s i u t m n y (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>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; <u>do not administer NWF and WRF.</u></p>
CORRECT	Very good. The sounds in ‘it’ are /i/ /t/.	
Student says /i/ /t/		
INCORRECT	The sounds in ‘it’ are /i/ /t/. Your turn. Tell me the sounds in ‘it.’	
Student gives any other response		
OK. Here is your first word.		

my /m/ /I/	year /y/ /ear/	the /TH/ /u/	/6
new /n/ /oo/	an /a/ /n/	at /a/ /t/	/6
mine /m/ /I/ /n/	wait /w/ /A/ /t/	made /m/ /A/ /d/	/9
then /TH/ /e/ /n/	both /b/ /O/ /th/	chain /ch/ /A/ /n/	/9
man /m/ /a/ /n/	store /s/ /t/ /or/	blue /b/ /l/ /oo/	/9
ride /r/ /I/ /d/	board /b/ /or/ /d/	hill /h/ /i/ /l/	/9
piece /p/ /E/ /s/	south /s/ /ow/ /th/	rich /r/ /i/ /ch/	/9
safe /s/ /A/ /f/	good /g/ /uu/ /d/	half /h/ /a/ /f/	/9
wrote /r/ /O/ /t/	week /w/ /E/ /k/	few /f/ /y/ /oo/	/9
stay /s/ /t/ /A/	hole /h/ /O/ /l/	other /u/ /TH/ /er/	/9

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 K.Beginning  
continued

					CLS	WRC
sep /s//e//p/	rop /r//o//p/	lan /l//a//n/	tup /t//u//p/	nen /n//e//n/	/15	/5
het /h//e//t/	dem /d//e//m/	som /s//o//m/	tig /t//i//g/	nup /n//u//p/	/15	/5
tum /t//u//m/	nep /n//e//p/	nop /n//o//p/	lun /l//u//n/	hon /h//o//n/	/15	/5
lut /l//u//t/	nem /n//e//m/	san /s//a//n/	dut /d//u//t/	nin /n//i//n/	/15	/5
dit /d//i//t/	sem /s//e//m/	rin /r//i//n/	nam /n//a//m/	fon /f//o//n/	/15	/5
reg /r//e//g/	yan /y//a//n/	yed /y//e//d/	tud /t//u//d/	dib /d//i//b/	/15	/5
fet /f//e//t/	yit /y//i//t/	fem /f//e//m/	rud /r//u//d/	seg /s//e//g/	/15	/5
pom /p//o//m/	pim /p//i//m/	mem /m//e//m/	dap /d//a//p/	nud /n//u//d/	/15	/5
teb /t//e//b/	hib /h//i//b/	sud /s//u//d/	pid /p//i//d/	gim /(g/j)//i//m/	/15	/5
gid /g//i//d/	seb /s//e//b/	vad /v//a//d/	mig /m//i//g/	yom /y//o//m/	/15	/5
wap /w//a//p/	yad /y//a//d/	lem /l//e//m/	yun /y//u//n/	reb /r//e//b/	/15	/5
vom /v//o//m/	wod /w//o//d/	fub /f//u//b/	mip /m//i//p/	wum /w//u//m/	/15	/5
yod /y//o//d/	vut /v//u//t/	wid /w//i//d/	wem /w//e//m/	kun /k//u//n/	/15	/5
kom /k//o//m/	pag /p//a//g/	wim /w//i//m/	dob /d//o//b/	bim /b//i//m/	/15	/5
vid /v//i//d/	vun /v//u//n/	yab /y//a//b/	pob /p//o//b/	vot /v//o//t/	/15	/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>

by	and	but	has	are	(5)
a	in	of	there	have	(10)
it	no	more	we	is	(15)
help	hold	bring	two	top	(20)
put	late	face	front	young	(25)
light	left	white	got	speak	(30)
need	far	game	point	see	(35)
small	out	voice	street	big	(40)
free	like	line	sound	play	(45)
come	job	same	down	short	(50)
needs	some	once	man	did	(55)
turn	does	known	find	high	(60)
lot	my	four	both	field	(65)
who	call	few	start	cut	(70)
place	home	end	friend	book	(75)
done	get	soon	part	less	(80)
years	feel	most	life	much	(85)

Total 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>

t r c g T M B G s v (10)

N U e p A D f C H a (20)

y P F d b R j n I x (30)

i m S O o u E L h k (40)

N j r b x e u A H o (50)

p S L n k M U s g P (60)

i m T D a f I B h v (70)

E G d y R F t c C O (80)

o r m k h v t p c e (90)

g d b s i f a u n y (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>				

new /n/ /oo/	for /f/ /or/	who /h/ /oo/	/6
go /g/ /O/	of /u/ /v/	off /o/ /f/	/6
hot /h/ /o/ /t/	watch /w/ /o/ /ch/	look /l/ /uu/ /k/	/9
gave /g/ /A/ /v/	mean /m/ /E/ /n/	wall /w/ /o/ /l/	/9
news /n/ /oo/ /z/	none /n/ /u/ /n/	gas /g/ /a/ /s/	/9
king /k/ /i/ /ng/	had /h/ /a/ /d/	seen /s/ /E/ /n/	/9
man /m/ /a/ /n/	loose /l/ /oo/ /s/	kid /k/ /i/ /d/	/9
cool /k/ /oo/ /l/	warm /w/ /or/ /m/	take /t/ /A/ /k/	/9
road /r/ /O/ /d/	did /d/ /i/ /d/	guess /g/ /e/ /s/	/9
shop /sh/ /o/ /p/	his /h/ /i/ /z/	ago /u/ /g/ /O/	/9

**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; do not administer WRF.

Benchmark NWF K.Middle  
continued

					CLS	WRC
sig /s//i//g/	pon /p//o//n/	tut /t//u//t/	lon /l//o//n/	rem /r//e//m/	/15	/5
het /h//e//t/	tem /t//e//m/	sep /s//e//p/	rop /r//o//p/	lat /l//a//t/	/15	/5
rin /r//i//n/	nim /n//i//m/	lun /l//u//n/	tet /t//e//t/	hin /h//i//n/	/15	/5
nug /n//u//g/	lim /l//i//m/	rep /r//e//p/	nen /n//e//n/	lin /l//i//n/	/15	/5
sim /s//i//m/	san /s//a//n/	nep /n//e//p/	tib /t//i//b/	gan /g//a//n/	/15	/5
fod /f//o//d/	dag /d//a//g/	von /v//o//n/	mim /m//i//m/	seb /s//e//b/	/15	/5
yan /y//a//n/	rog /r//o//g/	fet /f//e//t/	fim /f//i//m/	yat /y//a//t/	/15	/5
sog /s//o//g/	pab /p//a//b/	gim /(g/j)//i//m/	dep /d//e//p/	mag /m//a//g/	/15	/5
heg /h//e//g/	sug /s//u//g/	dib /d//i//b/	rup /r//u//p/	dop /d//o//p/	/15	/5
gid /(g/j)//i//d/	vin /v//i//n/	mep /m//e//p/	mem /m//e//m/	lud /l//u//d/	/15	/5
wam /w//a//m/	gep /(g/j)//e//p/	yem /y//e//m/	wep /w//e//p/	heb /h//e//b/	/15	/5
gug /g//u//g/	bim /b//i//m/	wap /w//a//p/	yig /y//i//g/	wod /w//o//d/	/15	/5
mib /m//i//b/	mub /m//u//b/	geg /(g/j)//e//g/	pob /p//o//b/	kun /k//u//n/	/15	/5
pib /p//i//b/	fub /f//u//b/	dob /d//o//b/	yun /y//u//n/	vom /v//o//m/	/15	/5
fup /f//u//p/	kom /k//o//m/	fum /f//u//m/	yab /y//a//b/	vut /v//u//t/	/15	/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>

all	and	it	that	from	(5)
you	to	with	as	have	(10)
are	a	has	they	in	(15)
age	same	far	hope	car	(20)
too	where	mean	hear	give	(25)
does	call	am	small	me	(30)
light	seen	did	soon	care	(35)
name	sound	less	play	two	(40)
blue	free	man	full	ask	(45)
said	get	point	say	high	(50)
good	side	low	third	could	(55)
both	take	half	large	much	(60)
door	head	five	now	keep	(65)
hit	help	love	own	done	(70)
why	do	road	last	need	(75)
room	school	then	day	street	(80)
still	made	thing	long	once	(85)

Total 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>

o s c g A E O U n k (10)

R j a u I H m C B i (20)

v N F r b M L d T D (30)

t f S x e p P G h y (40)

E F h g B i m C O e (50)

u S U r v P j d b N (60)

a c A x o f T H n k (70)

M L s y R G t p I D (80)

a d c v n g e u m o (90)

y s b h t p i f r k (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>				

to /t/ /oo/	where /w/ /air/	so /s/ /O/	/6
now /n/ /ow/	if /i/ /f/	on /o/ /n/	/6
could /k/ /uu/ /d/	made /m/ /A/ /d/	pain /p/ /A/ /n/	/9
beach /b/ /E/ /ch/	song /s/ /o/ /ng/	free /f/ /r/ /E/	/9
hall /h/ /o/ /l/	hill /h/ /i/ /l/	shop /sh/ /o/ /p/	/9
head /h/ /e/ /d/	big /b/ /i/ /g/	board /b/ /or/ /d/	/9
move /m/ /oo/ /v/	but /b/ /u/ /t/	play /p/ /l/ /A/	/9
through /th/ /r/ /oo/	date /d/ /A/ /t/	done /d/ /u/ /n/	/9
march /m/ /ar/ /ch/	ride /r/ /I/ /d/	born /b/ /or/ /n/	/9
and /a/ /n/ /d/	appear /u/ /p/ /ear/	end /e/ /n/ /d/	/9

**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.

Benchmark NWF K.End  
continued

					CLS	WRC
tum	rit	neg	rop	sem		
/t//u//m/	/r//i//t/	/n//e//g/	/r//o//p/	/s//e//m/	/15	/5
ped	tid	det	rom	rab		
/p//e//d/	/t//i//d/	/d//e//t/	/r//o//m/	/r//a//b/	/15	/5
nop	rem	sut	tig	gan		
/n//o//p/	/r//e//m/	/s//u//t/	/t//i//g/	/g//a//n/	/15	/5
lat	nep	lig	rin	nen		
/l//a//t/	/n//e//p/	/l//i//g/	/r//i//n/	/n//e//n/	/15	/5
com	tib	lan	lon	som		
/k//o//m/	/t//i//b/	/l//a//n/	/l//o//n/	/s//o//m/	/15	/5
pid	teb	fem	lep	sog		
/p//i//d/	/t//e//b/	/f//e//m/	/l//e//p/	/s//o//g/	/15	/5
fod	mig	fut	mep	yom		
/f//o//d/	/m//i//g/	/f//u//t/	/m//e//p/	/y//o//m/	/15	/5
fim	pom	sud	wom	ged		
/f//i//m/	/p//o//m/	/s//u//d/	/w//o//m/	/(g/j)//e//d/	/15	/5
fom	dep	yed	rog	yat		
/f//o//m/	/d//e//p/	/y//e//p/	/r//o//g/	/y//a//t/	/15	/5
sug	mun	mab	dag	yan		
/s//u//g/	/m//u//n/	/m//a//b/	/d//a//g/	/y//a//n/	/15	/5
vut	yad	pag	wod	fum		
/v//u//t/	/y//a//d/	/p//a//g/	/w//o//d/	/f//u//m/	/15	/5
dob	fud	heb	vim	yig		
/d//o//b/	/f//u//d/	/h//e//b/	/v//i//m/	/y//i//g/	/15	/5
yem	leb	gug	vot	vam		
/y//e//m/	/l//e//b/	/g//u//g/	/v//o//t/	/v//a//m/	/15	/5
kun	yut	fep	wam	kom		
/k//u//n/	/y//u//t/	/f//e//p/	/w//a//m/	/k//o//m/	/15	/5
bem	vom	yag	wep	ked		
/b//e//m/	/v//o//m/	/y//a//g/	/w//e//p/	/k//e//d/	/15	/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>

you	from	the	with	we	(5)
and	in	are	all	no	(10)
be	they	have	for	there	(15)
think	man	both	them	march	(20)
then	what	me	best	tell	(25)
off	leave	mean	new	light	(30)
back	speak	drive	held	keep	(35)
friend	years	work	voice	job	(40)
get	so	short	none	five	(45)
face	home	wrote	earth	up	(50)
list	went	dark	school	side	(55)
day	place	out	him	free	(60)
next	size	your	play	age	(65)
try	three	turn	kind	black	(70)
sure	call	put	long	made	(75)
much	low	year	do	say	(80)
time	need	when	who	some	(85)

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