

DIBELS® Phoneme Segmentation Fluency

Short Form Directions

Make sure you have reviewed the long form of the directions in the *DIBELS Administration and Scoring Guide* and have them available. Say these specific directions to the student:

I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, "sam," you would say /s/ /a/ /m/. Let's try one (one-second pause). Tell me the sounds in "mop."

CORRECT RESPONSE: If student says /m/ /o/ /p/, you say	INCORRECT RESPONSE: If student gives any other response, you say
Very good. The sounds in "mop" are /m/ /o/ /p/.	The sounds in "mop" are /m/ /o/ /p/. Your turn. Tell me the sounds in "mop."

OK. Here is your first word.

Give the student the first word and start your stopwatch.

Progress Monitoring 1

Phoneme Segmentation Fluency

leaned /l/ /e/ /a/ /n/ /d/	shine /sh/ /ie/ /n/	___/7
worm /w/ /ir/ /m/	smiled /s/ /m/ /ie/ /l/ /d/	___/8
porch /p/ /or/ /ch/	creek /k/ /r/ /e/ /a/ /k/	___/7
grabbed /g/ /r/ /a/ /b/ /d/ /d/	bags /b/ /a/ /g/ /z/	___/9
lit /l/ /i/ /t/	kissed /k/ /i/ /s/ /t/	___/7
get /g/ /e/ /t/	pouch /p/ /ow/ /ch/	___/6
roared /r/ /or/ /d/	whale /w/ /a/ /l/ /	___/6
broke /b/ /r/ /o/ /a/ /k/	meet /m/ /e/ /t/	___/7
raise /r/ /a/ /z/	note /n/ /o/ /t/	___/6
worth /w/ /ir/ /th/	points /p/ /oi/ /n/ /t/ /s/	___/8
that /TH/ /a/ /t/	cold /k/ /o/ /a/ /l/ /d/	___/7
worked /w/ /ir/ /k/ /t/	fight /f/ /ie/ /t/	___/7

Total: ___

Error Pattern:

Progress Monitoring 18
Phoneme Segmentation Fluency

fur	/f/ /r/	large	/l/ /a/ /r/ /j/	___/5
keep	/k/ /e/ /p/	flies	/f/ /l/ /i/ /e/ /z/	___/7
meat	/m/ /e/ /t/	shine	/sh/ /i/ /e/ /n/	___/6
mail	/m/ /a/ /l/	been	/b/ /e/ /a/ /n/	___/6
ways	/w/ /a/ /z/	fit	/f/ /i/ /t/	___/6
true	/t/ /r/ /oo/	low	/l/ /o/ /a/	___/5
put	/p/ /u/ /t/	hold	/h/ /o/ /a/ /l/ /d/	___/7
caps	/k/ /a/ /p/ /s/	piece	/p/ /e/ /a/ /s/	___/7
jet	/j/ /e/ /t/	smoke	/s/ /m/ /o/ /a/ /k/	___/7
shows	/sh/ /o/ /a/ /z/	coat	/k/ /o/ /a/ /t/	___/6
gate	/g/ /a/ /t/	fur	/f/ /r/	___/5
talk	/t/ /o/ /k/	went	/w/ /e/ /n/ /t/	___/7

Total: ___

Error Pattern:

Progress Monitoring 3
Phoneme Segmentation Fluency

least	/l/ /e/ /s/ /t/	guess	/g/ /e/ /s/	___/7
white	/w/ /i/ /t/	wish	/w/ /i/ /sh/	___/6
feet	/f/ /e/ /t/	grown	/g/ /r/ /o/ /a/ /n/	___/7
broke	/b/ /r/ /o/ /a/ /k/	we	/w/ /e/ /a/	___/6
bats	/b/ /a/ /t/ /s/	pot	/p/ /o/ /t/	___/7
mask	/m/ /a/ /s/ /k/	horse	/h/ /o/ /r/ /s/	___/7
mail	/m/ /a/ /l/	shut	/sh/ /u/ /t/	___/6
these	/TH/ /e/ /z/	tough	/t/ /u/ /f/	___/6
mat	/m/ /a/ /t/	tell	/t/ /e/ /l/	___/6
gum	/g/ /u/ /m/	cage	/k/ /a/ /j/	___/6
block	/b/ /l/ /o/ /k/	feel	/f/ /e/ /l/	___/7
palm	/p/ /o/ /l/ /m/	knocked	/n/ /o/ /k/ /t/	___/8

Total: ___

Error Pattern:

Progress Monitoring 14
Phoneme Segmentation Fluency

dressed	/d/ /r/ /e/ /s/ /t/	knees	/n/ /eə/ /z/	___/8
kite	/k/ /ie/ /t/	is	/i/ /z/	___/5
break	/b/ /r/ /ai/ /k/	begged	/b/ /e/ /g/ /d/	___/8
cars	/k/ /ɑ/ /z/	an	/ə/ /n/	___/5
work	/w/ /ɪ/ /k/	rubbed	/r/ /ʊ/ /b/ /d/	___/7
tape	/t/ /ai/ /p/	ought	/o/ /t/	___/5
keeps	/k/ /eə/ /p/ /s/	mills	/m/ /ɪ/ /l/ /z/	___/8
dear	/d/ /eə/ /r/	dead	/d/ /e/ /d/	___/6
much	/m/ /ʊ/ /tʃ/	but	/b/ /ʊ/ /t/	___/6
came	/k/ /ai/ /m/	calm	/k/ /o/ /l/ /m/	___/7
rid	/r/ /ɪ/ /d/	feed	/f/ /eə/ /d/	___/6
sight	/s/ /ie/ /t/	log	/l/ /o/ /g/	___/6

Total: ___

Error Pattern: _____

Progress Monitoring 7
Phoneme Segmentation Fluency

thank	/θ/ /ə/ /ŋ/ /k/	chance	/tʃ/ /ə/ /ns/	___/8
lay	/l/ /ai/	odd	/o/ /d/	___/4
stayed	/s/ /t/ /ai/ /d/	boards	/b/ /ɔ/ /d/ /z/	___/8
pair	/p/ /ai/ /r/	think	/θ/ /ɪ/ /ŋ/ /k/	___/7
rough	/r/ /ʊ/ /f/	tent	/t/ /e/ /n/ /t/	___/7
hay	/h/ /ai/	child	/tʃ/ /ie/ /l/ /d/	___/6
lad	/l/ /ə/ /d/	meal	/m/ /eə/ /l/	___/6
net	/n/ /e/ /t/	yell	/j/ /e/ /l/	___/6
thoughts	/θ/ /o/ /t/ /s/	laugh	/l/ /ə/ /f/	___/7
his	/h/ /ɪ/ /z/	nut	/n/ /ʊ/ /t/	___/6
fuss	/f/ /ʊ/ /s/	red	/r/ /e/ /d/	___/6
seed	/s/ /eə/ /d/	third	/θ/ /ɪ/ /r/ /d/	___/6

Total: ___

Error Pattern: _____