Application Activity:
Assessing AP with NWF Case Scenarios

For each NWF probe calculate the **total score, accuracy** and make some general **instructional implications** about the students' skill in the alphabetic principle.

Student 1: Suzy, Beginning 1st Grade	**Student 2: Tom, Beginning 1st Grade**

Benchmark 1
DIBELS™ Nonsense Word Fluency

Student 1: Suzy

```
v u v    d o j    i k     v u s    n u k     __/14
u l      z e l    f e b    v u j    h i z     __/14
m i n    r o s    k u b    j a f    d u z     __/15
f a j    a d      k e d    i g      e l       __/12
l o j    e t      y a t    o l      t o v     __/13
f o j    i b      j u d    z e k    v o v     __/14
r u z    h u f    s i b    a k      j e c     __/14
```

Benchmark 1
DIBELS™ Nonsense Word Fluency

Student 2: Tom

```
w u b    d o j    i k     v u s    n u k     __/14
u l      z e l    f e b    w u j    h i z     __/14
m i n    r o s    k u b    j a f    d u z     __/15
f a j    a d      k e d    i g      e l       __/12
r u z    h u f    s i b    a k      j e c     __/14
```

Accuracy % =	**Accuracy % =**
Instructional Implications for Suzy	Instructional Implications for Tom

Instructional Implications for Suzy

1. Is Suzy performing at or above the *interim* benchmark of 24 or more at the beginning of First Grade?   Yes   No

2. How well developed are Suzy's decoding skills? (circle best descriptor)
   a) Can identify most letter sounds
   b) Accurately identifies all letter sounds
   c) Blends letter sounds into a word
   d) Reads the nonsense word fluently

3. Describe Suzy's performance on the skill. (circle best descriptor)
   a) Can not perform the skill
   b) Performs the skill inaccurately
   c) Performs accurately but needs time (not fluent)
   d) Performs accurately and fluently

4. Instructional implication? (circle best descriptor)
   a) Need to increase instructional intensity to catch-up with her peers
   b) Student is on-track to meeting the end-of-year first grade reading goal

5. Is letter-sound and word reading automaticity an appropriate instructional target for Suzy? Why or why not?

Instructional Implications for Tom

1. Is Tom performing at or above the *interim* benchmark of 24 or more at the beginning of First Grade?   Yes   No

2. How well developed is Tom's decoding skills? (circle best descriptor)
   a) Can identify most letter sounds
   b) Accurately identifies all letter sounds
   c) Blends letter sounds into a word
   d) Reads the nonsense word fluently

3. Describe Tom's performance on the skill. (circle best descriptor)
   a) Can not perform the skill
   b) Performs the skill inaccurately
   c) Performs accurately but needs time (not fluent)
   d) Performs accurately and fluently

4. Instructional implication? (circle best descriptor)
   a) Need to increase instructional intensity to catch-up with his peers
   b) Student is on-track to meeting the end-of-year first grade reading goal

5. Is letter-sound and word reading automaticity an appropriate instructional target for Tom? Why or why not?

6.