

Name: _____

Date: _____

Teacher: _____

School: _____

3 DIBELS® Oral Reading Fluency Directions

Make sure you have reviewed the directions in the *DIBELS Assessment Manual* and have them available. Say these specific directions to the student:

- ▶ *I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say "stop." Be ready to tell me all about the story when you finish.* (Place the passage in front of the student.)
- ▶ Begin testing. *Put your finger under the first word* (point to the first word of the passage). *Ready, begin.*

Timing	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket (]) and say Stop after 1 minute.
Wait	If no response in 3 seconds, say the word and mark it as incorrect.
Discontinue	If no words are read correctly in the first line, say Stop , record a score of 0, and do not administer Retell. If fewer than 10 words are read correctly on passage #1, do not administer Retell or passages #2 and #3. If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage.
Reminders	If the student stops (not a hesitation on a specific item), say Keep going . (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

End of the Year

DIBELS Next Benchmark Goals

DORF

Words Correct Accuracy

0-31 Well Below 0-81%

32-46 Below 82-89%

47- 66 At 90- 96%

67+ Above 97%+

DORF Retell

0-14 Below

15-16 At

17+ Above

3 DIBELS® Oral Reading Fluency Grade 1/Benchmark 3

General ORF Response Patterns for all three passages:

- ☐ Reads with appropriate phrasing, intonation/expression, and observed punctuation
- ☐ Self-corrects/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
- ☐ Errors preserve passage meaning
- ☐ Errors violate passage meaning
- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- ☐ Frequent errors on phonetically irregular words
- ☐ Skips lines
- ☐ Other

General Retell Response Patterns for all three passages:

- ☐ Summarizes
- ☐ Repeats the same detail
- ☐ Retells the passage verbatim
- ☐ "Speed reads" the passage (i.e., reads quickly with no phrasing or intonation) and has limited retell relative to number of words read
- ☐ Talks about own life related to passage
- ☐ Other

DORF (Circle the median score)	Passage	1	2	3
	Words Correct			
	Errors			
	Accuracy			
	Retell			
	Retell Quality			

3 DIBELS® Oral Reading Fluency Grade 1/Benchmark 3.1

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

The Cocoa Stand

0 Mark and his brother Sam wanted to go to the movies, but they 13
13 needed money. In the summer they sold cool drinks, but it was very cold 27
27 outside. 28
28 "I have an idea," said Sam. "We can make hot cocoa, because on 41
41 such a cold day, everyone will want some cocoa to warm them up." 54
54 Mark loved hot cocoa, but he could not make it. Sam was fifteen, so 68
68 he could make cocoa, but what could Mark do? 77
77 "You can help, too!" said Sam. "I will work the stove, but you can help 92
92 mix it together." 95
95 Sam told Mark what they needed to make cocoa. While Sam 106
106 heated the milk, Mark mixed the cocoa and sugar in a bowl. He added a 121
121 small amount of vanilla and a tiny bit of salt, and then Sam brought over 136
136 the hot milk and carefully poured it in. Mark got out a big thermos and 151
151 Sam poured the hot cocoa into it. Then they put on their warm clothes. 165
165 They also got out chairs and a card table. Sam made a sign that said 180
180 "Hot Cocoa for Sale!" and Mark drew a picture of a cup of hot cocoa. 195
195 They went outside to sell their drink. 202
202 Their neighbor, Ms. Martin, came by. "I'll buy a cup," she said. Sam 215
215 gave her a cup and she tasted it. "This is really good," she said. "It's the 231
231 perfect drink for a cold day. Who made such good cocoa?" 242
242 "We both did!" the brothers said. 248

3 DIBELS® Oral Reading Fluency Grade 1/Benchmark 3.1

Retell: The Cocoa Stand

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select one of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|---|--|
| 1 Provides 2 or fewer details

2 Provides 3 or more details | 3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea |
|---|--|

3 DIBELS® Oral Reading Fluency Grade 1/Benchmark 3.2

► **Now read this story to me.**
Please do your best reading.
Ready, begin.

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

Parts of a Tree

0 Trees are very tall plants. They come in different shapes and sizes. 12
12 Yet all trees have the same parts. 19
19 The leaves are the green parts of the tree. Some leaves are big and 33
33 flat. Others look like thin needles. No matter their size or shape, leaves 46
46 take in air and sunlight. Trees need air and light to live and grow. 60
60 The hardest, tallest part of the tree is the trunk. The trunk holds up 74
74 the tree. The bark is the part of the trunk that we see. Tiny tubes inside 90
90 the trunk move water and nutrients throughout the tree. The bark 101
101 protects the tubes from animals that visit the tree and from hot and cold 115
115 weather. 116
116 We cannot see the roots of the tree. The roots grow deep into the 130
130 dirt. They keep the tree from falling over. Roots also have little tubes 143
143 inside. They take in water and nutrients from the dirt and move them up 157
157 into the trunk. These things make the tree strong and healthy. 168
168 Seeds are another tree part. They may form in flowers, cones, or 180
180 nuts. They fall on the ground and start to grow. It will take many years, 195
195 but a tiny seed will one day grow into a tall tree. 207

3 DIBELS® Oral Reading Fluency Grade 1/Benchmark 3.2

Retell: Parts of a Tree

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|-------------------------------|---|
| 1 Provides 2 or fewer details | 3 Provides 3 or more details in a meaningful sequence |
| 2 Provides 3 or more details | 4 Provides 3 or more details in a meaningful sequence that captures a main idea |

3 DIBELS® Oral Reading Fluency Grade 1/Benchmark 3.3

► **Now read this story to me.**
Please do your best reading.
Ready, begin.

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

Going to Market

0 Four baskets were filled with fish. Now it was time to take them to 14
14 the market. Ken helped his father load the baskets onto the family's boat. 27
27 Ken's family lived on a large island off the coast of Africa. They used the 42
42 boat to sail to market. 47
47 Ken jumped into the boat. His father pushed the old wood boat off 60
60 the sand and into the clear blue water. After climbing in, Ken's father 73
73 lifted the big triangle sail. The wind filled the cloth, pushing the boat out 87
87 to sea. The trip would take about an hour, so Ken sat down in the front 103
103 of the boat. There were often interesting plants and animals to see 115
115 along the way. He did not want to miss any of them. 127
127 Ken's father kept the boat close to the land. Ken could see clean 140
140 white beaches lined with coconut trees. A big sea turtle came up for 153
153 air near the boat. It went back under when the boat got closer. Before 167
167 long, Ken saw some dolphins. They raced beside the boat for several 179
179 minutes. Looking back at the coast, Ken saw some monkeys. They were 191
191 leaping from tree to tree. 196
196 The trip seemed too short. Ken's father turned the boat to the shore 209
209 and let the sail down. Ken heard the wood scrape on the sand. Now 223
223 it was time to take the fish to the market. Ken hoped they would sell all 239
239 their fish quickly. He wanted to sail in the boat again. 250

3 DIBELS® Oral Reading Fluency Grade 1/Benchmark 3.3

Retell: Going to Market

► **Now tell me as much as you can about the story you just read. Ready, begin.**

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
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26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|