

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.)

Middle of the Year DIBELS Next Benchmark Goals

DORF

<u>Words Correct</u>	<u>Accuracy</u>
0-64	Well Below 0-92%
65-86	Below 93-96%
87-103	At 97-98%
104+	Above 99%+

DORF Retell

0-17	Well Below
18-26	Below
27-38	At
39+	Above

3 DIBELS® Oral Reading Fluency Grade 2/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 2/Benchmark 3.1

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

Gavin's Jump

0 It was the first day of summer vacation. Gavin was excited. He had 13
13 decided to jump off the diving board at the community pool! 24
24 Last summer, many of Gavin's friends jumped off the diving board. 35
35 Gavin watched them, but he knew he was not ready to jump. Instead, 48
48 he practiced his swimming strokes while they took turns jumping off the 60
60 diving board. Then they all swam and played together. 69
69 When Gavin woke up this morning, he knew he was ready to jump 82
82 off the diving board. He was looking forward to it. He hopped out of 96
96 bed and went to the kitchen to eat some oatmeal. 106
106 Just then, Gavin's uncle came into the kitchen for his coffee. He told 119
119 Gavin they could go to the pool that afternoon. When Gavin told his 132
132 uncle that he planned to jump off the diving board, his uncle patted him 146
146 on the shoulder. "I know you can do it," he said encouragingly. 158
158 Finally it was time to go to the pool. When Gavin arrived, his friends 172
172 were already there. He surprised them by saying he was going to the 185
185 diving board. Gavin waited in line. His friends stood behind him. When 197
197 it was his turn, he walked out to the edge of the diving board. He saw 213
213 his uncle smile at him. He heard his friends saying, "You can do it!" Gavin 228
228 counted to three and jumped into the water. He shot up to the surface 242
242 with a huge smile on his face. He could not wait to jump again! 256

3 DIBELS® Oral Reading Fluency Grade 2/Benchmark 3.1

Retell: Gavin's Jump

► 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.

Retell:

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 2/Benchmark 3.2

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

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

The New Year

0 The first day of the year is a special day. People around the world 14
14 celebrate the New Year in different ways. In some places, people watch 26
26 fireworks. In other places, there are parades with people in colorful 37
37 costumes. In our country, people often celebrate by having a party. 48
48 People count down the seconds until midnight when the New Year starts. 60
60 Then they blow horns and make a lot of noise. 70
70 In some places, people make special New Year's bread. When the 81
81 bread is being made, the baker puts a gold coin in the dough. The 95
95 coin gets mixed up in the bread dough and is baked inside the bread. 109
109 No one knows where the coin is. After the bread is baked, it is cut into 125
125 pieces. It is lucky to get the piece of bread with the coin. All of the 141
141 people chew carefully. They wonder who the lucky person will be. 152
152 In the country of Denmark, people save their broken dishes all year. 164
164 On New Year's Eve, they throw the broken dishes at friends' doors. If 177
177 you wake up on the first day of the New Year and find a lot of broken 194
194 dishes, you are happy. Finding a lot of dishes means you have many 207
207 friends. 208
208 How do you celebrate the New Year? Maybe you would like to try 221
221 one of these customs with your family. 228

3 DIBELS® Oral Reading Fluency Grade 2/Benchmark 3.2

Retell: The New Year

► **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.)

- | | |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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> |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3 DIBELS® Oral Reading Fluency Grade 2/Benchmark 3.3

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

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

Roller Skating Fun

0 Every Saturday Dad and Craig did something together. This morning 10
10 Dad had a surprise. They were going to go roller skating. Craig was 23
23 excited. He had never been roller skating. Dad said it was a lot of fun, so 39
39 Craig got dressed and put on his coat. They walked to the bus and rode 54
54 to the skating rink. 58
58 As soon as they walked in, Dad started smiling and telling stories 70
70 about his childhood. He told how he had skated at this same rink. He 84
84 told of birthday parties and skating contests. Dad was very happy. Craig 96
96 liked to hear about the things his dad did when he was a boy. They were 112
112 both excited to start skating. 117
117 Dad and Craig went to the counter to rent skates. Then they sat on 131
131 a bench and laced up their skates. Loud music played, and Craig sang 144
144 along with the song. Red and blue lights flashed, calling the skaters to the 158
158 wooden floor. 160
160 Together, Dad and Craig stood up. Craig was a bit shaky on four 173
173 wheels. Dad had an easier time skating, remembering the skating he 184
184 did as a boy. They both moved closer to the rink and entered through 198
198 a gate. Dad led the way. Craig had a hard time at first. He clung to the 215
215 wall, inching slowly around the rink. Dad did one lap and skated up to 229
229 Craig. He took Craig's hand and led him away from the wall. Soon, Craig 243
243 found it easier to skate. He let go of Dad's hand and was skating on his 259
259 own. Craig smiled. Skating with Dad was a lot of fun. 270

3 DIBELS® Oral Reading Fluency Grade 2/Benchmark 3.3

Retell: Roller Skating Fun

► **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 |