

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

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

## 2 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.*

<b>Timing</b>	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	If no response in 3 seconds, say the word and mark it as incorrect.
<b>Discontinue</b>	If no words are read correctly in the first line, say <b>Stop</b> , 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.
<b>Reminders</b>	If the student stops (not a hesitation on a specific item), say <b>Keep going</b> . (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>
0-54	Well Below 0-90%
55-71	Below 91-95%
72-90	At 96-98%
91+	Above 99%+

#### DORF Retell

0-12	Well Below
13-20	Below
21-30	At
31+	Above

## 2 DIBELS® Oral Reading Fluency Grade 2/Benchmark 2

General ORF Response Patterns for all three passages:

- ☐ Reads with appropriate phrasing, intonation/expressions, 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			

## 2 DIBELS® Oral Reading Fluency Grade 2/Benchmark 2.1

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

### Check Out a Book

0 There are many reasons to go to a library. You can find many books 14  
14 there. Did you know that a library also has movies and music? Many 27  
27 have programs just for kids, too. You can go to story time or meet a real 43  
43 author. 44

44 If you want to borrow something from the library, you need to get 57  
57 a library card. To get a card, an adult must fill out a form. The form has 74  
74 information such as the person's name and address. At many libraries, 85  
85 children may get a card too, but an adult must sign the form. When you 100  
100 get your card, learn the library's rules. Ask how many items you can 113  
113 check out at one time. Also ask how long you may keep them. 126

126 Once you have your card, you are ready to find something to 138  
138 check out. You can use the library's computer to find a book or a 152  
152 movie. Search by title, author's name, or subject. Or, you can always 164  
164 just browse. Maybe you want to read a fiction book. Look at the books 178  
178 in the fiction section. Or browse the movie section. You are sure to find 192  
192 something you like! 195

195 Once you have chosen the items you want, take them to the front 208  
208 desk. Give the librarian your library card and your items. He or she 221  
221 will check them out for you and tell you when to bring them back. 235  
235 Remember to return the items by their due date. Then come back to 248  
248 the library to check out more items! 255

## 2 DIBELS® Oral Reading Fluency Grade 2/Benchmark 2.1

Retell: Check Out a Book

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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.)

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

## 2 DIBELS® Oral Reading Fluency Grade 2/Benchmark 2.2

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

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

### Sue's Goals

0 Mom was sitting at the table writing in a notebook. Sue asked what 13  
13 she was doing. Mom said she was making a list of goals she wanted to 28  
28 meet at work. Sue was interested. She wondered how it would feel to set 42  
42 a goal and reach it. 47  
47 Sue decided she would write down one goal a day. She thought 59  
59 about what she wanted to do for her first goal. At school she was 73  
73 learning about healthy foods. That gave Sue a great idea. She would 85  
85 set a goal to eat two servings of vegetables that day. Later, at lunch, 99  
99 Sue looked in the fridge. She got out a stalk of celery to eat with her 115  
115 sandwich. At dinner, Sue had a helping of spinach. That night, she drew 128  
128 a line through the goal on her paper. She felt great about meeting her 142  
142 first goal. Sue even decided she liked eating spinach. 151  
151 The next morning, Sue set a new goal. She would clean out a 164  
164 drawer in her dresser. Sue opened the drawer and took everything out. 176  
176 She made a pile to keep and a pile to give away. She could not believe 192  
192 how much stuff was in the drawer. Sue neatly placed things she wanted 205  
205 to keep in the drawer. She carried the other pile to her mother. Her 219  
219 mother helped her decide which things were in good enough shape to 231  
231 be given away. 234  
234 Sue smiled as she crossed the second goal off her list. She was 247  
247 proud of what she had done. She began to think about the goal she 261  
261 would set for tomorrow. 265

## 2 DIBELS® Oral Reading Fluency Grade 2/Benchmark 2.2

### Retell: Sue's Goals

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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.)

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

## 2 DIBELS® Oral Reading Fluency Grade 2/Benchmark 2.3

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

Total words: \_\_\_\_\_  
Errors (include skipped words): \_\_\_\_\_  
Words correct: = \_\_\_\_\_

### The Best Big Brother

0 Max thought his big brother Kevin was awesome. Kevin was perfect. 11  
11 He was a great soccer player, and he played in the band. He was a 26  
26 good student, too. Max wanted to be just like Kevin. However, when Max 39  
39 tried to do something Kevin did, he was never as good. Kevin always 52  
52 reminded him that he was six years younger. When Max was older, he 65  
65 would be able to play soccer just like Kevin. Although Max knew Kevin 78  
78 was right, he still felt disappointed. He wanted to be just like Kevin right 92  
92 now! 93  
93 Years went by, and Max got better at what he did. Then one day, 107  
107 Kevin went to college. What would Max do without his big brother? At 120  
120 first, Max was very sad, but his schoolwork and activities kept him busy. 133  
133 After school, he had band practice twice a week. Two days a week he 147  
147 had soccer practice, and he had soccer games on Saturdays. 157  
157 One Saturday, Max was having a great soccer game. He scored 168  
168 two goals in the first half. When he scored the second goal, he heard 182  
182 a familiar voice yelling in excitement. Max scanned the stands and saw 194  
194 Kevin! He had come home from college to watch Max's game. After the 207  
207 game, Kevin congratulated Max on having a great game. "You're the 218  
218 best," he said. 221  
221 As Max hugged Kevin, he realized he had become a lot like his big 235  
235 brother. "No," he said. "We're the best!" 242

## 2 DIBELS® Oral Reading Fluency Grade 2/Benchmark 2.3

Retell: The Best Big Brother

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|