

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 |
|---------------|------------|----------|
| 0-79 | Well Below | 0-93% |
| 80-99 | Below | 94-96% |
| 100-117 | At | 97-98% |
| 118+ | Above | 99%+ |

DORF Retell

| | |
|-------|------------|
| 0-19 | Well Below |
| 20-29 | Below |
| 30-45 | At |
| 46+ | Above |

3 DIBELS® Oral Reading Fluency

Grade 3/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 3/Benchmark 3.1

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

A Surprising Discovery

0 I was so excited to be going to the winter Olympic Games. Some of 14
14 my earliest memories were of watching Olympic skaters glide beautifully 24
24 over the ice. Finally, I would have the chance to watch them in person. 38
38 I was packing my bags when Mom came into my room. 49
49 “I have some bad news,” she said. “There are no tickets available for 62
62 any ice skating events. In fact, tickets for most events are gone. I did get 77
77 tickets for one event, though. It’s a new event called curling.” 88
88 I was very disappointed, but I was also curious. Curling? What was 100
100 that? It sounded like something I might do to my hair! 111
111 Soon, we left for the airport, but I was still a little sad. I couldn’t 126
126 believe I was finally going to the Olympics, but wouldn’t get to see the 140
140 skaters. Dad assured me I would enjoy curling, but I didn’t quite believe 153
153 him. 154
154 We checked into our hotel and then set out for the stadium. It was 168
168 chilly, and had an icy floor with a large target in the center. As the games 184
184 started, teams of four people worked together to guide a large granite 196
196 stone toward the target. Before long, I was caught up in the excitement 209
209 of the games. I had found a favorite team and was thrilled when they did 224
224 well. 225
225 I was in much better spirits as we left the curling match. We were 239
239 in a beautiful place, a soft snow was falling, and there were going to 253
253 be plenty of fun things to keep us busy. I might not be able to see the 270
270 Olympic skaters in person, but I could put on my own ice skates and try 285
285 out the frozen pond nearby. It was turning into a great trip after all. 299

3 DIBELS® Oral Reading Fluency Grade 3/Benchmark 3.1

Retell: A Surprising Discovery

► 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 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 3/Benchmark 3.2

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

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

A Day for a Shadow Dance

0 All night long, the wind howled and the rain poured down. Gopher 12
12 woke to the sound of thunder rumbling. She looked out of her burrow 25
25 at the big raindrops splashing on the ground. "It's another rainy day," 37
37 she groaned. "When will I ever be able to run and play with my friends 52
52 again?" 53
53 Gopher crawled deeper into her burrow and began digging a new 64
64 tunnel to pass the time. After a while Gopher could no longer hear the 78
78 thunder and rain of the storm and she went to sleep. 89
89 When she poked her head out of her burrow the next morning, 101
101 Gopher felt the warm sun on her face. "Yippee!" she shouted as she 114
114 scurried out into the sunshine. All of the animals were gathered in the 127
127 meadow. 128
128 "Come on, Gopher," called Rabbit. "The sunshine is back and 138
138 we can play our sunny day games. I can even see my shadow," he 152
152 exclaimed. 153
153 Rabbit twitched his ears and watched his shadow. The ears of his 165
165 shadow twitched in exactly the same way. Gopher was pleased to see that 178
178 her own plump little shadow was back, too. All of the animals wiggled 191
191 and waved and watched their shadows move. 198
198 "Let's dance with our shadows to celebrate the sunshine," suggested 208
208 Rabbit. He immediately began to dance with his shadow. Gopher joined 219
219 him, and then all the animals were dancing with their shadows. As they 232
232 swayed and twirled, their shadows danced along with them. The animal 243
243 friends danced around the sunny meadow until the sun began to set and 256
256 the shadows faded. 259
259 Finally, tired and happy, Gopher said good-bye to her friends and 270
270 promised to meet them again on the next sunny day. As she headed 283
283 home, she hoped that tomorrow would be another perfect day for shadow 295
295 dancing. 296

3 DIBELS® Oral Reading Fluency Grade 3/Benchmark 3.2

Retell: A Day for a Shadow Dance

► *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 3/Benchmark 3.3

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

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

A Triple Challenge

0 Do you know people who like to do several different sports? If so, 13
13 a race with three stages or parts might be just the type of athletic event 28
28 they would enjoy. The race usually begins with a swim and is followed 41
41 by a bike ride. Finally, it ends with a run. Since there are three parts to 57
57 the race, an athlete needs to train for all three sports to be successful. 71
71 Some people train specifically to compete in this type of race. The 83
83 best competitors have a plan to help them do well in each part of the 98
98 event. They know that they must have enough energy to finish each part 111
111 of the race. That is why training for endurance is so important. Having 124
124 the strength to go from one sport to the next during the race is the key 140
140 to getting a good overall time. Moving quickly between the different 151
151 parts of the race is also important. Races are timed from the moment 164
164 swimmers jump into the water until they run across the finish line. The 177
177 clock does not stop when they get out of the water and dry off to get on 194
194 their bike or when they change their shoes to start running. 205
205 The first of these races was held in France more than eighty years 218
218 ago. The sport didn't really take off, though, until recently. It has grown 231
231 in popularity and is now an Olympic event. There are many types of 244
244 races with three stages. The shortest is called a sprint and covers about 257
257 sixteen miles. The longest type is called an Ironman and is over one 270
270 hundred miles long. Today, similar races are held all over the world. 282
282 They even have some for kids. Why not try one? 292

3 DIBELS® Oral Reading Fluency Grade 3/Benchmark 3.3

Retell: A Triple Challenge

► **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

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