

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.*

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.)

Beginning of the Year DIBELS Next Benchmark Goals

DORF

Words Correct	Accuracy
0-67	Well Below 0-91%
68-85	Below 92-95%
86-104	At 96-98%
105+	Above 99%

DORF Retell

0-17	Well Below
18-29	Below
26-39	At
40+	Above

2 DIBELS® Oral Reading Fluency Grade 3/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 3/Benchmark 2.1

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

Horseback Treasure Hunt

0 It was Denny's birthday, and his three best friends were coming to 12
12 his grandfather's ranch to ride horses and look for treasure. When his 24
24 friends got there, Denny explained, "We've got to watch for clues in blue 37
37 envelopes along the trail. The clues lead to a treasure that Grandpa hid 50
50 this morning." 52
52 Joe, Ray, and Hector couldn't wait to get on their horses and ride 65
65 down the trail. Denny and his grandfather led the way until Joe called 78
78 out, "There's something blue on that tree." He rode over and grabbed the 91
91 envelope off the low branch. 96
96 "Your next note is near a goat," he read. 105
105 In a flash, the boys turned and rode down to the goat pen where Ray 120
120 found the next envelope on a fence post. It read, "Find high ground, then 134
134 look down." 136
136 "I think we're supposed to ride to the top of that hill," said Denny. 150
150 "It's the highest place around." 155
155 They rode to the top of the hill and searched for clues until Hector 169
169 hollered, "The clue is sticking out from under this rock." He jumped 181
181 down and pulled the envelope free. "Take ten steps south and make them 194
194 big, then grab a shovel and start to dig," he read. 205
205 The boys joined arms and took ten steps south. They discovered 216
216 three shovels and an orange circle painted on the ground. They all dug as 230
230 dirt flew everywhere. 233

Horseback Treasure Hunt (continued)

233 Suddenly Denny called, "Here's a wooden chest!" Everyone watched 242
242 while he lifted the lid. "There are four cowboy ropes here," he said. 255
255 "They're ropes like a real cowboy would use!" The boys were happy and 268
268 proud that they had found the hidden treasure. 276

2 DIBELS® Oral Reading Fluency Grade 3/Benchmark 2.1

Retell: Horseback Treasure Hunt

► 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.)

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

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

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

Raising a Calf

0 Some of your friends probably have pet dogs or cats. Others might 12
12 have gerbils or goldfish. But do you know anyone who has a baby 25
25 cow? It might astonish you to know that many children do! Every year, 38
38 thousands of young people raise baby cows, or calves, to compete in 50
50 livestock shows. 52
52 Imagine that you are going to raise a calf for a livestock competition. 65
65 Get ready to work hard! First, you must prepare a place for your calf. It 80
80 needs a clean, dry pen that is roomy enough to run around. The enclosure 94
94 should have a good fence so the calf can't escape and get injured or lost. 109
109 Before you put the calf in its new home, check to make sure there is 124
124 nothing sharp or dangerous. Calves like to explore and put everything in 136
136 their mouth. It is your responsibility to watch out for them and protect 149
149 them. 150
150 Once you bring your calf home, provide food and water each day and 163
163 make sure its pen is always clean. Your calf will need fresh water twice 177
177 a day. The calf won't drink dirty water, so dispose of the previous water 191
191 first. The calf's food should be fresh, too. Damp or dirty food is bad for 206
206 the calf, so clean out any old grain or hay before you put out fresh food. 222
222 Be careful to give your calf the proper amount of food. Eating extra food 236
236 can make a calf sick. Never skip these chores because the calf depends 249
249 on you for everything it needs. 255
255 If you take good care of your calf, it will grow quickly. Before you 269
269 know it, it will be time to show your calf at a livestock show. You can be 286
286 proud of all your hard work. 292

Retell: Raising a Calf

► **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.

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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.)

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

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

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

Skimboarding

0 As the waves rolled onto the shore, a group of teens ran into the surf 15
15 with funny round boards under their arms. Allie looked up from reading 27
27 her book and watched them. When they reached the wet sand, they tossed 40
40 their boards toward the incoming waves. Then, they quickly jumped onto 51
51 them. Some of them fell flat into the water. Others were able to glide 65
65 out into the surf or over the shallow water. One boy was even able to flip 81
81 his board around and change direction, like a skateboarder. It looked like 93
93 great fun and good exercise. Allie's friend Morgan told her the group was 106
106 skimboarding. 107
107 That night, after dinner, Allie asked her Dad if he had ever 119
119 skimboarded. He hadn't, but he said he would be willing to learn. They 132
132 read about it together in a magazine. They decided they would rent 144
144 boards and try it that weekend. Over the next few days, Allie studied the 158
158 motions of the skimboarders carefully. From her reading, she knew that 169
169 timing was very important. 173
173 When Saturday came, Allie was ready to head for the beach early. 185
185 First, she and her dad practiced running to the shore and tossing their 198
198 boards into the surf. Next, they repeated their first step and added the 211
211 jump onto the board. On their first try, they both fell backwards into the 225
225 surf and sat laughing at each other. This was not as easy as it looked! 240
240 After several attempts, they were each able to glide a little way on 253
253 the water. Allie was proud of herself and her dad. They realized that it 267
267 would take a lot of practice to become good at skimboarding. In the end, 281
281 they decided that the fun they had together was well worth the effort! 294

Retell: Skimboarding

► **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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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> |
|--|---|