

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**

0-94	Well Below	0-94%
95-114	Below	95-97%
115-132	At	98-99%
133+	Above	100%

DORF Retell

0-23	Well Below
24-32	Below
33-45	At
46+	Above

3 DIBELS® Oral Reading Fluency

Grade 4/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

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

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

A Wild Ride for Bella

0 Bella fastened her life jacket and stepped into her aunt and uncle's 12
12 big yellow raft. Her older brother, Martin, had claimed that river rafting 24
24 would be the most exciting thing Bella would ever do, but she was 37
37 skeptical. 38
38 "How could floating on the water be that exciting?" Bella thought 49
49 to herself. She thought maybe her brother was just trying to show off 62
62 because he'd been rafting so many times. This trip would be her first 75
75 time down the river. 79
79 Bella's aunt and uncle sat in the back of the raft where they could 93
93 steer the boat best. Bella and Martin sat in the front and used their 107
107 paddles to help the raft move downstream. As they drifted down the calm 120
120 river, Bella said, "This is fun, but it seems pretty simple to me. It doesn't 135
135 seem like the most exciting thing I've ever done." 144
144 Just then, they heard a roaring sound up ahead and Bella felt her 157
157 heart pounding loudly. As they came around the bend, Bella saw white 169
169 water rushing and whirling between huge rocks. 176
176 "Draw left!" called her aunt. Bella and Martin immediately paddled 186
186 to the left as hard as they could. They managed to avoid colliding with 200
200 a big rock hidden under the churning water. They spun around in a 213
213 whirlpool and then slipped into a fast current. They raced along, dipping 225
225 and bouncing over the water. Sprays of water soaked their clothes. 236
236 Suddenly they reached the end of the rapids and floated into calm water 249
249 again. 250
250 Bella's eyes were bright and she was breathing heavily after the 261
261 wild ride. "Martin, I think you were right. That was definitely the most 274
274 exciting ride I have ever had." She grinned and said, "Now I want to go 289
289 back and ride those rapids again!" 295
295 Everyone laughed. They had all been thinking the exact same thing. 306

Retell: A Wild Ride for Bella

► **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.

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.)

- | | |
|--|---|
| <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 4/Benchmark 3.2

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

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

Rainbows

0 Since long ago, people around the world have been amazed by the 12
12 rainbow. This natural light show has inspired everything from movies to 23
23 songs. A close look at the science behind the rainbow shows that there is 37
37 more to the rainbow than what meets the eye. 46
46 The first thing most people notice about a rainbow is the bright 58
58 colors. These colors are created by the sun's light passing through 69
69 raindrops. Different colors reflect back at slightly different angles, 78
78 splitting the light into the rainbow. What may surprise you is that the 91
91 colors you see are not the only colors in a rainbow. Rainbows are 104
104 actually made up of every color in the light spectrum, from red to violet. 118
118 However, the human eye can only see a small number of these colors. 131
131 Another interesting part of a rainbow is its arch. A rainbow is really 144
144 a circle. Since the ground gets in the way, it looks like an arch. Actually, 159
159 the arch that you see is formed by raindrops that are in just the right 174
174 place to reflect the colors back to your eyes. A person standing next to 188
188 you will see a rainbow formed by slightly different drops. We can only 201
201 see a rainbow when the sun is low enough in the sky. This is why we do 218
218 not see a rainbow every time it is sunny and raining. 229
229 Rainbows can also be seen in other combinations of light and water. 241
241 This includes waterfalls, dew-covered spider webs, and even light from 252
252 the moon. There are also double rainbows, when a second arch is formed 265
265 by light that bounces twice inside the raindrops. Much more rare is the 278
278 fire rainbow. A fire rainbow is caused by a rainbow's interaction with 290
290 cirrus clouds that creates a rainbow in the shape of fire. As you now 304
304 know, rainbows are much more complex than what we see! 314

3 DIBELS® Oral Reading Fluency Grade 4/Benchmark 3.2

Retell: Rainbows

► **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 4/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 New Kind of Family

0 Baby elephants need help to survive. Like all babies, they need 11
11 protection. They also need a sense of love and belonging. A woman in 24
24 Kenya is trying to provide that kind of love and care for baby elephants 38
38 who have lost their families. She is giving orphaned elephants a new 50
50 kind of family. 53
53 The woman, Daphne Sheldrick, has created an elephant nursery. It 63
63 is a place to give a baby what it needs so it can return to the wild. The 81
81 keepers who work there become the elephant's new family. They stay 92
92 with the baby at all times just as its elephant family would have. The 106
106 keepers make milk available to the orphan twenty-four hours a day. They 119
119 show it love and affection and never let it feel alone. Baby elephants are 133
133 so sensitive that missing someone can make them very ill. To prevent 145
145 that, the keepers make sure the baby doesn't become attached to just one 158
158 person. Each night, a different worker sleeps with it. That way, the baby 171
171 feels secure no matter which workers are on duty. 180
180 Elephant orphans must learn to communicate by being with other 190
190 elephants. When the babies are a year old, they move to a nearby park. It 205
205 is a protected place where herds of older orphans live. They are slowly 218
218 getting ready to live in the wild. There, the baby orphans learn elephant 231
231 language and how to get along with a herd. It is easy for them to fit in 248
248 because older elephants naturally love all baby elephants. 256
256 At the park, baby orphans are free to wander with the herd. But 269
269 they still have plenty of contact with their human family. As the young 282
282 elephants become more confident, they go into the wild more and more 294
294 often. Most eventually find a place with a wild herd. 304
304 Orphans who live in the wild often come back to visit. Many years 317
317 later, they still recognize and love the humans who raised them. The 329
329 keepers know that the old saying is true—an elephant truly never forgets! 342

3 DIBELS® Oral Reading Fluency Grade 4/Benchmark 3.3

Retell: A New Kind of Family

► *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