

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.)

Middle of the Year

DIBELS Next Benchmark Goals

DORF

Words Correct **Accuracy**

0-78 **Well Below** **0-93%**

79-102 **Below** **94-96%**

103-120 **At** **97-98%**

121+ **Above** **99%+**

DORF Retell

0-19 **Well Below**

20-29 **Below**

30-38 **At**

39+ **Above**

2 DIBELS® Oral Reading Fluency Grade 4/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

	Passage	1	2	3
	Words Correct			
	Errors			
	Accuracy			
	Retell			
	Retell Quality			

DORF
(Circle the median score)

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

Your Nervous System

0 Every day you use your brain to think and to solve problems, but did 14
 14 you know that your brain is constantly doing jobs you never even think 27
 27 about? Your brain makes sense of everything your body experiences. It 38
 38 also directs everything your body does. The brain is part of your nervous 51
 51 system, which also contains your spinal cord and your nerves. This 62
 62 system allows messages to be sent back and forth between the brain and 75
 75 other parts of your body. 80
 80 Your brain is at the top of your nervous system. It is very soft, and 95
 95 is protected by the hard bones of your head. Connected to your brain is 109
 109 your spinal cord, a long bundle of nerve tissue. It threads through your 122
 122 spine and then branches out to connect to other nerves in your body. 135
 135 The nerve cells are shaped like long, thin threads. They line up end 148
 148 to end and extend from the spinal cord in your back to every part of your 164
 164 body. The nerve endings in your skin and organs are activated by touch 177
 177 and other sensations. The nerve endings pass the message to the next 189
 189 nerve in line. In a flash, the message is relayed from nerve to nerve until 204
 204 it reaches your brain. The message gives your brain information about 215
 215 what you are touching or sensing. The brain sends back a command 227
 227 telling your body what action to take. If the feeling is harmful, the brain 241
 241 may direct your hand to pull back. If dust blows into your eye, your brain 256
 256 gets the message and instantly directs your eye to blink. 266
 266 Different parts of the brain handle messages of different kinds. Some 277

Your Nervous System (continued)

277 parts of your brain control automatic activities in your body, such as 289
 289 your heartbeat and breathing. Other parts direct movement and balance. 299
 299 The front part of your brain thinks and holds memories. It also receives 312
 312 information from your five senses. 317
 317 Your brain and nerves make you aware and help you live and enjoy 330
 330 life. In short, your nervous system helps make you who you are. 342

2 DIBELS® Oral Reading Fluency

Grade 4/Benchmark 2.1

Retell: Your Nervous System

► 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 |

2 DIBELS® Oral Reading Fluency Grade 4/Benchmark 2.2

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

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

The Story Tree

0 When you have a lot of relatives you've never met, it's hard to keep 14
14 them all straight. At least, that's how it seemed to Joseph as he listened 28
28 to his grandfather's stories. The stories were about Joseph's ancestors 38
38 from long ago. Many had come to America from Eastern Europe. Some 50
50 had sailed on the Mayflower! Others faced dangers as they went west in 63
63 covered wagons. Even though their names were unfamiliar, Joseph loved 73
73 hearing about their adventures. 77
77 One day, Joseph decided to record the names of the people in the 90
90 stories. Each time Grandpa mentioned a relative, he wrote the name on 102
102 an index card. If Grandpa knew when the person was born or died, he 116
116 recorded that, too. On the back, he added interesting details from the 128
128 person's life. 130
130 "You know, we could lay out those cards so you could see how all 144
144 these people are connected," suggested Grandpa. He helped Joseph 153
153 match cards that named husbands and wives or brothers and sisters. 164
164 Soon, there were clusters of cards scattered everywhere. It seemed very 175
175 complicated, and it was clear that Joseph felt more confused than ever! 187
187 Grandpa laughed. "Maybe you should make a card for yourself and 198
198 arrange the rest to show how everyone is related to you," he said. 211
211 "That's a great idea!" said Joseph. "I'll lay out the cards to show our 225
225 family tree." 227

The Story Tree (continued)

227 First Joseph made a card with his own personal information. Then 238
238 he rolled out a long piece of brown wrapping paper and drew a tree trunk 253
253 and branches. He placed his card on the trunk and tried to connect his 267
267 card to the rest. Right away, he saw that he needed to make cards for his 283
283 mom and dad to put on the lowest limbs of the tree. Each row of cards 299
299 above those would represent an earlier generation. With Grandpa's help, 309
309 Joseph soon found the right location for each of his cards. 320
320 "It's like looking at a giant story," said Joseph as he stood back 333
333 admiring his tree. 336
336 "That's exactly what it is," said Grandpa. "This tree is the story of 349
349 you!" 350

2 DIBELS® Oral Reading Fluency Grade 4/Benchmark 2.2

Retell: The Story Tree

► **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

2 DIBELS® Oral Reading Fluency Grade 4/Benchmark 2.3

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

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

A Grand Old Clock

0 One summer morning, a team of rope climbers put on their gear and 13
13 tackled an unusual assignment. They weren't climbing a rocky cliff in 24
24 the wilderness. They were in downtown London about to climb down the 36
36 face of the giant clock known as Big Ben. 45
45 Big Ben is one of the most famous landmarks in England. It is a 59
59 clock tower on the building where English lawmakers meet. The clock 70
70 has four faces, so the time can be seen from any direction, and each glass 85
85 face is more than twenty feet across. The numbers on the clock are two 99
99 feet tall, and the minute hand is as long as a car. The clock's great bell is 116
116 suspended high in the tower above the clock face. It weighs thirteen tons. 129
129 The bell bongs every hour, and smaller bells chime every quarter hour. 141
141 So who were the climbers on Big Ben's face? They were members 153
153 of a team that cleaned and repaired the clock inside and out. Engineers 166
166 inspected all of the machinery that makes the hands of the clock move, 179
179 as well as the parts that control the bell and chimes. Workers cleaned the 193
193 works and replaced worn parts. They wanted the clock to be at its best 207
207 for its birthday. Big Ben was about to turn one hundred and fifty years 221
221 old. 222
222 During the seven weeks it took to complete the project, the famous 234
234 clock was stopped and did not chime. This was a rare event. Big Ben has 249
249 chimed almost every hour since it was first built. It has only been stopped 263

A Grand Old Clock (continued)

263 a few times, and seldom for more than a few days. 274
274 When all the work was completed, engineers made sure the clock 285
285 was keeping perfect time and that the bells were set to ring just when 299
299 they should. At last, the clock was restarted. Local people and tourists 311
311 alike were glad to hear the familiar chimes ringing through London once 323
323 again. With the special care it receives, Big Ben is ready to chime the 337
337 hours for another one hundred and fifty years. 345

2 DIBELS® Oral Reading Fluency Grade 4/Benchmark 2.3

Retell: A Grand Old Clock

► **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