

Name: _____

Date: _____

Teacher: _____

School: _____

1 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
0-69	Well Below 0-92%
70-89	Below 93-95%
90-103	At 96-97%
104+	Above 98%+

DORF Retell

0-13	Well Below
14-26	Below
27-35	At
36+	Above

1 DIBELS® Oral Reading Fluency Grade 4/Benchmark 1

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			

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

How to Make Dill Pickles

0 Would you like to make a tasty treat that's fun to eat anytime? Try 14
14 making your own dill pickles! 19
19 Start by gathering the ingredients and kitchen equipment. For storing 29
29 the pickles, you will need a quart jar with a tightly fitting lid. For making 44
44 the pickle juice, you will need a deep saucepan and a measuring cup that 58
58 shows cups and ounces. 62
62 The main ingredients for this recipe are cucumbers and dill weed. 73
73 Both of these are easy to grow if you are lucky enough to have a 88
88 vegetable garden. If you don't have a garden, you can find them in the 102
102 produce department at the grocery store. Two other produce items you 113
113 will need are fresh garlic and a small onion about the size of a golf ball. 129
129 You will also need salt and sugar to add flavor to the pickles. The liquids 144
144 you will use to fill the jar are water and white vinegar. The purpose of 159
159 the vinegar is to keep the cucumbers from spoiling. It will also add that 173
173 delicious sour taste that makes pickles fun to eat. 182
182 To make your pickles, slice five cucumbers lengthwise and stand the 193
193 slices in the quart jar. Next, create the juice that will flavor the pickles. 207
207 Pour nine ounces of water and five ounces of vinegar into the saucepan. 220
220 Peel the onion and one clove of garlic, and add them to the liquid. Then 235
235 put in two heads of dill weed. Add one fourth teaspoon of sugar and one 250
250 tablespoon of salt. 253
253 For the next step, ask an adult to help you. Heat the pickle juice over 268
268 medium high heat until it reaches a boil. Then pour it over the cucumbers 282
282 and put the lid on the jar. Let the pickles cool overnight before storing 296
296 them in the refrigerator. Your pickles will be ready to eat in about ten 310
310 days. Use them on burgers or sandwiches, or enjoy a pickle all by itself 324
324 for a cold, crunchy treat! 329

1 DIBELS® Oral Reading Fluency Grade 4/Benchmark 1.1

Retell: How to Make Dill Pickles

► 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 |

1 DIBELS® Oral Reading Fluency

Grade 4/Benchmark 1.2

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

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

Water Skiing

0 This morning I attended my first day of water skiing lessons. We 12
12 began by putting on our skis on dry land. Kimberly, our instructor, 24
24 demonstrated how to adjust the ski bindings, the attachments that hold 35
35 the skis to your feet. She said that the bindings should be tight enough 49
49 to hold the feet securely but loose enough to come off instantly in a fall. 64
64 While still on dry land, I stood and gripped a rope while Kimberly gently 78
78 tugged on it. This was to give me an idea of what it would feel like to 95
95 be pulled by the boat. Kimberly also taught us to use hand signals. She 109
109 explained that a thumbs up meant “faster” and thumbs down meant 120
120 “slower.” We also learned to shout “Hit it” when we were ready to ski. 134
134 After reviewing the basics, Kimberly thought that we were ready for 145
145 our first attempt. We moved into the water and Kimberly instructed us to 158
158 get into position by putting our knees to our chests. She described how 171
171 the tips of the skis should be parallel to each other and should stick out 186
186 of the water. When it was my turn, Kimberly reminded me to lean back 200
200 and relax. I did my best, but I tumbled over and swallowed some water. I 215
215 laughed as I got myself back into position. Kimberly said I had done fine 229
229 for a first try. She suggested that I simply allow the boat to pull me out of 246
246 the water. This advice helped a lot. On my next attempt I stood up on my 262
262 skis. On my third attempt, I skied about twenty yards before I fell. 275
275 By the end of the afternoon, I could ski about a hundred yards 288
288 without falling. Even though I stayed directly behind the boat where the 300
300 water is the smoothest, I was thrilled by the excitement of learning to 313
313 water ski. I’m eager for tomorrow’s lesson, because I want to learn to 326
326 jump over waves. With Kimberly’s help, I’m sure I’ll be able to do it. 340

1 DIBELS® Oral Reading Fluency

Grade 4/Benchmark 1.2

Retell: Water Skiing

► *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.)

- | | |
|--|---|
| <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: = _____

The Power of Magnets

0 Long ago, a shepherd stepped onto a large black rock and found he 13
13 couldn't move his feet or his walking staff. An invisible power held the 26
26 nails in his shoes and the metal tip of his staff to the rock! He pulled his 43
43 feet free and stepped away. Then he dug up the strange rock and showed 57
57 it to his neighbors. The rock he had found was lodestone, a natural 70
70 magnet. 71
71 The Greeks started telling this story four thousand years ago. That 82
82 was when people first learned that lodestone attracted anything that had 93
93 iron in it. Soon stories about the power of the rock spread. Some said that 108
108 a thin piece of the stone floating on water would always point north. That 122
122 story was true, but others were not. Some people claimed that the rock 135
135 could heal the sick. Many said that ships lost at sea were wrecked by 149
149 islands made of lodestone. They said that by pulling on nails and other 162
162 metal parts, the islands led ships off course and made them crash on the 176
176 rocks. 177
177 Many years later, people began to learn the facts about magnets. 188
188 They found they could use electricity to create a magnetic effect. One 200
200 early scientist even figured out that a compass points north because the 212
212 Earth itself is a giant magnet. 218
218 Today we know much more about magnets, and we use them in 230
230 many ways. In medical machines, magnets let doctors look at bones 241
241 and organs inside the human body. They help make doorbells ring, and 253
253 they help computers store information. They even help us learn about 264
264 space. The Rover, a small vehicle that rolled over the surface of Mars, 277
277 used magnets to collect dust for scientists to study. Now some inventors 289
289 are working on ways to use magnets to make robots move. Others think 302
302 magnetic fields can protect a spacecraft from the sun's rays. Thousands 313
313 of years after the first magnet was found, we are still learning about the 327
327 power of magnets. 330

1 DIBELS® Oral Reading Fluency

Grade 4/Benchmark 1.3

Retell: The Power of Magnets

► *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.)

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