

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
0-95	Well Below 0-94%
96-110	Below 95-97%
111-120	At 98%
121+	Above 99%

DORF Retell

0-21	Well Below
22-32	Below
33-39	At
40+	Above

1 DIBELS® Oral Reading Fluency Grade 5/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: = _____

The Land Bridge

0 During the last ice age, the world looked much different than it does 13
13 today. Nearly all the land was covered with huge sheets of ice or glaciers. 27
27 Most of the world's water was trapped in these glaciers, and the water 40
40 level of the seas was low. A vast amount of land was above the water. 55
55 The narrow waterway between Asia and North America, the Bering 65
65 Strait, was mostly exposed land at that time. The land formed a narrow 78
78 bridge that connected Asia with North America. This land bridge was 89
89 cold and flat, and was covered by grass and shrubs. Before the formation 102
102 of the land bridge, early people who wanted to travel to North America 115
115 had to go by boat. Very few people actually made the voyage over the 129
129 water. Many more people traveled to North America when they were able 141
141 to walk across the land bridge. 147
147 After crossing the land bridge, the earliest people found themselves 157
157 in an unfamiliar land where there were no other inhabitants. These first 169
169 people had to search for food and water. If they were to survive, they 183
183 also had to locate materials that they could use to fashion tools. 195
195 There are no written accounts of these early people. Scientists who 206
206 want to know how they lived must seek clues in the things they left 220
220 behind. Today, it is believed that the movement to the new world took 233
233 place over a long period of time. The earliest people most likely came to 247
247 the new world as they followed migrating animals. 255
255 After many thousands of years, the climate began to change, causing 266
266 much of the ice to melt. The land bridge flooded and the Bering Strait 280
280 became a waterway once again. The two continents became separated 290
290 and the land bridge was no more. Those who wanted to journey between 303
303 the continents would have to travel by boat or find a new way to travel. 318

1 DIBELS® Oral Reading Fluency Grade 5/Benchmark 1.1

Retell: The Land Bridge

► **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> |
|--|---|

1 DIBELS® Oral Reading Fluency

Grade 5/Benchmark 1.2

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

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

The Crow and the Pitcher

0 Once there lived a sleek, black crow. Crow's shiny feathers glistened 11
11 in the sunlight, and his yellow eyes sparkled like precious jewels. Crow 23
23 was so strong that he frequently flew for hundreds of miles without 35
35 stopping. 36
36 One day, Crow was flying along when he started to feel thirsty. He 49
49 dropped to a low altitude to search for something refreshing to drink. 61
61 Suddenly, he spied a pitcher of water sitting on a barnyard fence. The 74
74 fence was in the shade, shielded from the sun by a towering oak tree. 88
88 "That water should make a nice, cool drink," thought Crow. 98
98 Crow landed on the fence and examined the tempting pitcher. He 109
109 saw that it was about half full of water. However, no matter how hard he 124
124 tried, he could not reach the water with his beak. Crow was frustrated, 137
137 but he wasn't ready to give up. He knew if he considered the situation 151
151 carefully he would be able to find a solution. 160
160 Crow considered overturning the pitcher, hoping that the water 169
169 would spill so he could drink it. He rejected that idea, fearing that all the 184
184 water would flow away before he could get any. "It would be a shame 198
198 to waste this treat," Crow thought. He looked all around for some more 211
211 ideas, and saw some shiny pebbles lying on the ground. Looking at them, 224
224 Crow finally had the inspiration he had been looking for. 234
234 Crow picked up the pebbles one by one with his beak and dropped 247
247 them into the pitcher. Every time he dropped a pebble into the pitcher, 260
260 the water level rose higher. Eventually, the water level was high enough 272
272 for Crow to take a long, refreshing gulp of water. He was very pleased 286
286 with himself. "No obstacle is too challenging if I think long enough and 299
299 hard enough about how to resolve it," thought Crow. 308

1 DIBELS® Oral Reading Fluency

Grade 5/Benchmark 1.2

Retell: The Crow and the Pitcher

► *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 5/Benchmark 1.3

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

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

Recycling Tires

0 If you look around, you will see tires everywhere. There are tires 12
12 on automobiles and trucks, and there are tires on motorcycles and 23
23 airplanes. Eventually, all these tires will be thrown away, creating a huge 35
35 mountain of tires. You might be surprised to learn that old tires are one 49
49 of the biggest and most challenging sources of trash. The piles of old 62
62 tires frequently become home to mosquitoes and other insects that carry 73
73 disease. Discarded tires are a dangerous fire hazard. The pollution caused 84
84 by tire fires is very harmful to the environment. Because old tires don't 97
97 decay, they are a problem that will be around for a long, long time. 111
111 Those who care about the environment are worried about the large 122
122 volume of old tires. They are researching ways to recycle and reuse 134
134 the rubber in tires. That way they can keep old tires out of landfills and 149
149 protect the environment. One way to recycle the rubber is to heat the tires 163
163 in a special oven. The oven does not allow any oxygen in and allows few 178
178 pollutants out. The recycled rubber can then be used for new products 190
190 like shoes and even sweaters. Recycling the rubber also produces oil that 202
202 people can use as fuel. Fuel from tires can produce as much energy as 216
216 coal or oil and is often used to power major factories. 227
227 Not all tires need to be recycled, many can be reused. Scrap tires can 241
241 be placed around bridges to protect them from flood damage. Some tires 253
253 are cut into pieces and fashioned into sandals or used in roads. Shredded 266
266 tires can be used to make walls that reduce the noise from highways for 280
280 people who live nearby. Shredded tires can even make railroad ties to 292
292 reduce our need for trees. 297
297 I hope you will see tires in a whole new light. The tire on your 312
312 automobile might eventually be used for the shoes on your feet or the 325
325 asphalt on the road you walk on to get to school. 336

1 DIBELS® Oral Reading Fluency

Grade 5/Benchmark 1.3

Retell: Recycling Tires

► *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