

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.*

<b>Timing</b>	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	If no response in 3 seconds, say the word and mark it as incorrect.
<b>Discontinue</b>	If no words are read correctly in the first line, say <b>Stop</b> , 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.
<b>Reminders</b>	If the student stops (not a hesitation on a specific item), say <b>Keep going</b> . (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
0-100	Well Below 0-95%
101-119	Below 96-97%
120-132	At 98%
133+	Above 99%

#### DORF Retell

0-24	Well Below
25-35	Below
36-45	At
46+	Above

## 2 DIBELS® Oral Reading Fluency Grade 5/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			

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

### A Genius at Work

0 The boy was seven years old and starting school for the first time. 13  
13 He was the only son of a poor family who lived in what is now part of 30  
30 Germany. To look at this child, he seemed like an ordinary boy; however, 43  
43 he had an amazing talent in math and science. In fact, he would go on to 59  
59 become one of the most important mathematicians in the world. 69  
69 The boy's name was Carl Gauss. He reportedly was able to calculate 81  
81 in his head by the time he was three years old. The youngster was so 96  
96 good in math that he corrected mistakes that his father made when 108  
108 computing the family budget. 112  
112 Carl also showed his superior abilities in math at school. One time, 124  
124 his teacher asked the students to add the list of numbers from one to 138  
138 one hundred. The teacher thought that this would take the students a 150  
150 long time. To his surprise, young Carl arrived at the correct answer 162  
162 almost instantly. The boy explained that he had found a clever way to 175  
175 pair the numbers that allowed him to turn the problem into a simple 188  
188 multiplication calculation. He could use this method to add a long string 200  
200 of numbers very quickly. 204  
204 Carl's mother and father had different views about their son's 214  
214 education. His father was a mason who built things with brick and stone. 227  
227 Carl's father wanted Carl to become a mason, too. The boy's mother, 239  
239 though, strongly supported Carl's schooling in math and science because 249  
249 she realized that he had a special talent in these areas. Carl continued 262  
262 his studies in math and science and went on to make many important 275  
275 discoveries. Some of his first discoveries were made while he was still a 288  
288 teenager. 289  
289 Carl Gauss became known throughout the world as the "Prince of 300  
300 Mathematicians." Although he lived long ago, his keen understanding of 310  
310 math continues to have a remarkable influence on the field of math today. 323

### Retell: A Genius at Work

► **Now tell me as much as you can about the story you just read. Ready, begin.**

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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

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

Total words: \_\_\_\_\_  
Errors (include skipped words): \_\_\_\_\_  
Words correct: = \_\_\_\_\_

## A Special Song

0 The boy searched through the pieces of bamboo that his mother had 12  
12 cut. He ran his hands over numerous pieces to know what each would 25  
25 feel like when he held it. He narrowed down his choice to three pieces. 39  
39 He looked down the hollow centers of those pieces. Finally, he picked 51  
51 the one that he thought would make the best flute. 61  
61 As Zachary presented the piece of bamboo to his mother, she 72  
72 admired his selection. She proceeded to turn the bamboo into a flute with 85  
85 six perfect holes in a straight line and a hole for the mouth. She provided 100  
100 some special oil, which her son gently applied to his fabulous new 112  
112 instrument. 113  
113 Zachary anticipated making lovely melodies with his flute. He 122  
122 pressed the instrument firmly against his lips and blew into it with a deep 136  
136 breath. He made a sharp squealing noise, which caused him to giggle. 148  
148 Mama smiled and instructed him to blow with a gentle, even breath. She 161  
161 showed him how to cover the holes with his fingertips. Mama explained 173  
173 that he could play various notes by doing this. Zachary experimented and 185  
185 was thrilled to hear how the different notes sounded. 194  
194 Every afternoon Zachary practiced playing his flute. He was 203  
203 delighted to make up little songs, but he wanted to do something special 216  
216 to express his appreciation to his mother for making this musical 227  
227 instrument. He remembered her favorite song and figured out for himself 238  
238 how to play it. Then, one day, while Mama was washing the dinner 251  
251 dishes, he asked if he could perform something special. She turned off 263  
263 the faucet and stood by the sink as Zachary grasped his flute and began to 278  
278 play. She was captivated by her favorite song, which was more beautiful 290  
290 than she had ever heard it before. When the music had concluded, Mama 303  
303 walked over to her son and gave him an enormous hug. 314

## Retell: A Special Song

*Now tell me as much as you can about the story you just read. Ready, begin.*

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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.)

- |                                      |  |
|--------------------------------------|--|
| <b>1</b> Provides 2 or fewer details | <b>3</b> Provides 3 or more details in a meaningful sequence                           |
| <b>2</b> Provides 3 or more details  | <b>4</b> 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: = \_\_\_\_\_

## 2 DIBELS® Oral Reading Fluency

Grade 5/Benchmark 2.3

Retell: The Chunnel

► **Now tell me as much as you can about the story you just read. Ready, begin.**

### The Chunnel

0 The body of water between France and Britain is called the English 12  
12 Channel. If you want to cross from one side of the English Channel 25  
25 to the other, there is no bridge you can cross. Instead, you can take a 40  
40 train through an underwater tunnel. This channel tunnel is known as the 52  
52 Chunnel. 53  
53 The Chunnel consists of three tunnels that allow trains to run under 65  
65 the water from one side of the channel to the other. Trains that carry 79  
79 people and goods use the two outer tunnels. The middle tunnel is smaller 92  
92 than the other two tunnels. It is used for ventilation and to make sure 106  
106 maintenance and emergency vehicles can reach the other tunnels. 115  
115 The Chunnel was dreamed of long before it was finally built. More 127  
127 than two hundred years ago, an engineer first talked about building a 139  
139 tunnel under the English Channel. He believed that people could travel in 151  
151 carriages drawn by horses through the tunnel. The tunnel would have oil 163  
163 lamps since they did not have electric lights back then. He imagined an 176  
176 island in the middle, where people could change to fresh horses. Over the 189  
189 years, many people drew up plans for the tunnel. Although one attempt at 202  
202 digging was made, none of the early plans ever made it to completion. 215  
215 Almost forty years ago, construction work finally began on what 225  
225 would become the Chunnel. The governments of England and France 235  
235 soon became worried about how much money the tunnels would cost, 246  
246 though, and in less than a year, the work was stopped. 257  
257 It took a long time before the building project was resumed. 268  
268 Numerous construction companies worked on the big project. It took 278  
278 seven years, but finally the tunnels were completed and trains traveling 289  
289 at very high speeds were allowed to use them. Today, people enjoy 301  
301 traveling through the Chunnel, which is the world's second longest 311  
311 underwater tunnel. 313

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|