

Chapter 9: **DIBELS Oral Reading Fluency (DORF)**

Overview

Basic Early Literacy Skill	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
Administration Time	1 minute plus 1 minute maximum for Retell
Administration Schedule	Middle of first grade through end of sixth grade
Scores	<ul style="list-style-type: none"> • Median number of words correct per minute (Words Correct) • Median number of errors per minute (Errors) • Median number of correct words in the Retell • Median Quality of Response for the Retell
Wait Rule	On DORF, 3 seconds; On Retell, first hesitation 3 seconds
Discontinue Rule	<p>If no words are read correctly in the first line, say Stop, record a score of 0, and do not administer Retell.</p> <p>If fewer than 10 words are read correctly on passage #1 during benchmark assessment, do not administer Retell or passages #2 and #3.</p> <p>If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage.</p>

What is DORF?

DIBELS Oral Reading Fluency (DORF) is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension. The DORF passages and procedures are based on the program of research and development of Curriculum-Based Measurement of reading by Stan Deno and colleagues at the University of Minnesota (Deno, 1989). There are two components to DORF: oral reading fluency and passage retell. For the oral reading fluency component, students are given an unfamiliar, grade-level passage of text and asked to read for 1 minute. Errors such as substitutions, omissions, and hesitations for more than 3 seconds are marked while listening to the student read aloud. For benchmark assessment, students are asked to read three different grade-level passages for 1 minute each. The score is the median number of words read correctly and the median number of errors across the three passages. Using the median score from three passages gives the best indicator of student performance over a range of different text and content. The oral reading fluency component can be used winter of first grade through spring of sixth grade. The passage retell component follows the reading of each passage, *provided that the student has read at least*

40 words correct per minute on a given passage. Passage retell is intended to provide a comprehension check for the DORF assessment, and provides an indication that the student is reading for meaning. With a prompted passage retell, the student is instructed to read for meaning. Speed-reading without attending to text comprehension is undesirable and will be readily apparent in the student's retell.

Case studies have documented students who can read words but not comprehend what they read (Dewitz & Dewitz, 2003). There is concern that students who display similar reading behavior will not be identified without a comprehension check. Passage retell provides an efficient procedure to identify those students who are not able to talk about what they have just read. Inclusion of passage retell also explicitly instructs students to be reading fluently for meaning. The quality of a student's retell provides valuable information about overall reading proficiency and oral language skills.

During retell, the student is asked to tell about what he/she has read. Passage retell provides a valuable indicator of reading comprehension. The assessor indicates the number of words in the retell that are related to the passage by drawing through a box of numbers. Following a hesitation of 3 seconds, students are prompted to tell as much as they can about the passage. If the student hesitates again for 5 seconds or longer, or if the student is clearly responding for 5 seconds in a way that is not relevant to the passage, the task is discontinued. The assessor must make a judgment about the relevance of the retell to the passage. Retell can be used from the middle of first grade through the spring of sixth grade. A quality of response rating allows the assessor to make a qualitative rating of the quality of the student's response. The rating should be based on how well the student retold the portion of the passage that he/she read.

Materials

- Scoring Booklet
- Pen/pencil
- Stopwatch
- Student materials
- Clipboard

Administration Directions

For Oral Reading Fluency:

Follow these directions exactly each time with each student. Say the words in bold italic type verbatim. Put the student copy of the reading passage in front of the student and say the following:

-
- ▶ ***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.***
-

1. Do not read the title to the student. If the student chooses to read the title, do not start the stopwatch until he/she reads the first word of the passage. If the student asks you to tell him/her a word in the title or struggles with a word in the title for 3 seconds, say the word. Do not correct any errors the student makes while reading the title.
2. Start the stopwatch after the student says the first word of the passage. If the student is silent or struggles for 3 seconds with the first word of the passage, say the word, mark it as incorrect, and start the stopwatch.

3. During benchmark assessment, three passages are administered *if the student reads 10 or more words correctly on the first passage*. When administering the second and third passages, use the following shortened directions:

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

4. During the testing:

- Follow along in the student's scoring booklet.
- Leave blank any words read correctly. Mark a slash (/) through errors (including skipped words).
- The maximum wait time for each word is 3 seconds. If the student does not provide the word within 3 seconds, say the word and mark it as incorrect.
- During benchmark assessment, students read three different passages, for 1 minute each. *If the student reads fewer than 10 words correctly on the first passage*, record his/her score for words correct and errors on the front cover of the booklet, and do not administer passages 2 and 3.
- At the end of 1 minute, place a bracket (]) in the text after the last word provided by the student. Say **Stop** and remove the passage. If the student completes the assessment before 1 minute, stop testing and record the student's score. Scores are not prorated.

Note: If the student is in the middle of a sentence at the end of 1 minute, you may allow the student to finish the sentence, but score only the words said up to the end of 1 minute.

5. *If the student reads 40 or more words correctly on the passage*, have the student retell what he/she has just read using the directions provided below. *If the student reads fewer than 40 words correctly on a passage*, use professional judgment whether to administer Retell for that passage.

For Retell:

1. Remove the passage from the student and say the following:

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

2. Start the stopwatch and allow a maximum of 1 minute for the retell.
3. The first time the student stops or hesitates for 3 seconds, select one of the following:
- 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?** *This reminder may be used only once.*

After the reminder, the next time the student hesitates or gets off track for 5 seconds, say **Thank you**, discontinue the task, and record the score on the front of the student's scoring booklet.

4. During the testing:

- As the student is responding, move your pen through the Retell numbers grid that appears after the passage to count the number of words the student says that are related to the passage.

- Stop moving your pen through the numbers if the student stops retelling the story or if his/her retell is not relevant to the story just read.
- If the student's response goes on for more than 1 minute, say **Thank you**, discontinue the task, circle the total number of words in the student's retell, and record the number on the "Retell Total" line.
- When the student has finished responding or has met the discontinue criteria, circle the total number of words in the student's retell, and record the number on the "Retell Total" line.

After testing:

1. Immediately after testing:

- Score reading passages immediately after administration. Use the cumulative word count to determine the total number of words read. Record that total on the "Total Words" line on the scoring page.
- Record the number of errors (including skipped words) on the "Errors" line on the scoring page.
- Subtract the number of errors from the total words to get the number of words correct and record it on the "Words correct" line.
- Use the Retell Quality of Response Rubric (below) to rate the quality of the student's retell response, based on the portion of the passage that the student read. These ratings are not used for determining the DORF score, but may be helpful for focusing additional comprehension assessment or comprehension instruction. Circle the retell rating.

Quality of Response:	
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. At a later time (shortly after the testing when you are no longer with the student) compute the student's final DORF scores:

- During benchmark assessment, if the student reads three passages, record all three Words Correct scores and all three error counts on the front cover of the student's scoring booklet, and circle the median (middle) Words Correct score and median (middle) error count. For example, if the Words Correct across the three passages are 42, 28, and 35, circle the 35. If the student's errors are 4, 6, and 7, circle the 6. If two scores are the same number, that number is the median. For example, if the scores are 62, 58, and 62, the median is 62.
- During benchmark assessment, if the student provides a retell after all three passages, record all three retell scores and all three Quality of Response values on the front cover of the student's scoring booklet and circle the median (middle) score and median (middle) Quality of Response. For example, if the student's retell scores across the three passages are 12, 8, and 5, circle the 8. If two scores are the same number, that number is the median. For example, if the Quality of Response values are 2, 3, and 2, the median is 2. If the student meets the criteria to engage in retell on only two passages, the median is the average of the two numbers.

- Most data management services will calculate the student’s accuracy rate for you. To calculate the accuracy yourself, use the following formula:

$$\text{Accuracy} = 100 \times \frac{\text{median words correct}}{\text{median words correct} + \text{median errors}}$$

Scoring Rules for DORF

The student receives 1 point for each word read correctly in 1 minute.

1. Leave blank any words the student reads correctly. Inserted words are not counted. To be counted as correct, words must be read as whole words and pronounced correctly for the context of the sentence.
2. Mark a slash (/) through any errors. Errors include words read incorrectly, substitutions, skipped words, hesitations of more than 3 seconds, words read out of order, and words that are sounded out but not read as a whole word.

Discontinue Rule

Discontinue administering DORF if the student reads zero words correctly in the first line of the first passage. Record a score of 0 on the “Total words” line on the scoring page and in the DORF Words Correct score box on the front cover of the student’s scoring booklet. If the student reads fewer than 10 words correctly on the first passage during benchmark assessment, do not administer Retell or the second and third passages. If the student reads fewer than 40 words correctly on any passage, use professional judgment on whether to administer Retell for that passage.

Wait Rule

Wait 3 seconds for the student to respond. If the student hesitates for 3 seconds on a word, mark a slash (/) through it and read the word to the student. If necessary, indicate for the student to continue with the next word by pointing.

Reminders

If the student stops reading (and it’s not a hesitation on a specific item), say **Keep going**. *This reminder may be used as often as needed.*

If the student loses her/his place while reading, point. *This reminder may be used as often as needed.*

Note:

Students are not penalized for differences in pronunciation due to dialect, articulation delays or impairments, or for pronunciations due to speaking a first language other than English.

Examples of Scoring Rules

The following are examples of how to score responses on DORF. The examples do not encompass all possible responses. If in doubt about how to score a student response, refer to the scoring rules above. Please pay attention to the notes included with the examples as they provide scoring explanations and indicate variations and nuances related to the scoring.

Scoring Rule 1: Leave blank any words the student reads correctly. Inserted words are not counted. To be counted as correct, words must be read as whole words and pronounced correctly for the context of the sentence.

Examples:

Student response	It was hot at the beach.																				
How to score	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">0</td> <td style="width: 70%;">It was hot at the beach.]</td> <td style="width: 20%;">Mr. Smith doesn't mind the heat. He has</td> <td style="width: 10%; text-align: right;">14</td> </tr> <tr> <td>14</td> <td>had a part-time job there as a lifeguard for twenty-four years.</td> <td></td> <td style="text-align: right;">27</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Total words: =</td> <td style="text-align: right;"><u>6</u></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Errors (include skipped words): -</td> <td style="text-align: right;"><u>0</u></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Words correct: =</td> <td style="text-align: right;"><u>6</u></td> </tr> </table>	0	It was hot at the beach.]	Mr. Smith doesn't mind the heat. He has	14	14	had a part-time job there as a lifeguard for twenty-four years.		27			Total words: =	<u>6</u>			Errors (include skipped words): -	<u>0</u>			Words correct: =	<u>6</u>
0	It was hot at the beach.]	Mr. Smith doesn't mind the heat. He has	14																		
14	had a part-time job there as a lifeguard for twenty-four years.		27																		
		Total words: =	<u>6</u>																		
		Errors (include skipped words): -	<u>0</u>																		
		Words correct: =	<u>6</u>																		

Student response	It was hot at the /b/ /ea/ /ch/ beach.																				
How to score	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">0</td> <td style="width: 70%;">It was hot at the beach.]</td> <td style="width: 20%;">Mr. Smith doesn't mind the heat. He has</td> <td style="width: 10%; text-align: right;">14</td> </tr> <tr> <td>14</td> <td>had a part-time job there as a lifeguard for twenty-four years.</td> <td></td> <td style="text-align: right;">27</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Total words: =</td> <td style="text-align: right;"><u>6</u></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Errors (include skipped words): -</td> <td style="text-align: right;"><u>0</u></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Words correct: =</td> <td style="text-align: right;"><u>6</u></td> </tr> </table>	0	It was hot at the beach.]	Mr. Smith doesn't mind the heat. He has	14	14	had a part-time job there as a lifeguard for twenty-four years.		27			Total words: =	<u>6</u>			Errors (include skipped words): -	<u>0</u>			Words correct: =	<u>6</u>
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		Total words: =	<u>6</u>																		
		Errors (include skipped words): -	<u>0</u>																		
		Words correct: =	<u>6</u>																		

Note: To be counted as correct, the whole word must be read.

Student response	It was hot and sunny at the beach.																				
How to score	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">0</td> <td style="width: 70%;">It was hot at the beach.]</td> <td style="width: 20%;">Mr. Smith doesn't mind the heat. He has</td> <td style="width: 10%; text-align: right;">14</td> </tr> <tr> <td>14</td> <td>had a part-time job there as a lifeguard for twenty-four years.</td> <td></td> <td style="text-align: right;">27</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Total words: =</td> <td style="text-align: right;"><u>6</u></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Errors (include skipped words): -</td> <td style="text-align: right;"><u>0</u></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Words correct: =</td> <td style="text-align: right;"><u>6</u></td> </tr> </table>	0	It was hot at the beach.]	Mr. Smith doesn't mind the heat. He has	14	14	had a part-time job there as a lifeguard for twenty-four years.		27			Total words: =	<u>6</u>			Errors (include skipped words): -	<u>0</u>			Words correct: =	<u>6</u>
0	It was hot at the beach.]	Mr. Smith doesn't mind the heat. He has	14																		
14	had a part-time job there as a lifeguard for twenty-four years.		27																		
		Total words: =	<u>6</u>																		
		Errors (include skipped words): -	<u>0</u>																		
		Words correct: =	<u>6</u>																		

Note: Inserted words are ignored and not counted as errors. The student does not get additional credit for inserted words. If the student frequently inserts extra words, note the pattern at the bottom of the scoring page.

Student response It was hot at the at the beach.

	0	It was hot at the beach.]	14
	14	Mr. Smith doesn't mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.	27
How to score		Total words: <u>6</u>	
		Errors (include skipped words): <u>0</u>	
		Words correct: = <u>6</u>	

Note: Words that are repeated and phrases that are re-read are not scored as incorrect and are ignored in scoring.

Student response It was hot at the bank...I mean beach.

	0	It was hot at the ^{SC} beach.]	14
	14	Mr. Smith doesn't mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.	27
How to score		Total words: <u>6</u>	
		Errors (include skipped words): <u>0</u>	
		Words correct: = <u>6</u>	

Note: A word is scored as correct if it is initially mispronounced but the student self-corrects within 3 seconds. Mark SC above the word and score as correct.

Student response It was hot at the beach in Dubai.

	0	It was hot at the beach in Dubai.]	14
	14	Mr. Smith doesn't mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.	29
How to score		Total words: <u>8</u>	
		Errors (include skipped words): <u>0</u>	
		Words correct: = <u>8</u>	

Note: If the student reads a proper noun with correct pronunciation or with any reasonable phonetic pronunciation, it is counted as correct. Reasonable phonetic pronunciation includes, but is not limited to, left to right sequential decoding, an accurate number of phonemes, and errors that represent knowledge of probable phonetic decoding based upon English orthography (McGuinness, 1997). This rule applies to all proper nouns.

Student response It was hot at the beach. Mister Smith doesn't mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.

	0 It was hot at the beach. Mr. Smith doesn't mind the heat. He has	14
	14 had a part-time job there as a lifeguard for twenty-four years.]	27
How to score	Total words: <u>27</u>	
	Errors (include skipped words): – <u>0</u>	
	Words correct: = <u>27</u>	

Note: 1) Abbreviations should be read in the way they would be pronounced in conversation. 2) Numerals must be read correctly within the context of the sentence. 3) Hyphenated words count as two words (and two errors) if both parts can stand alone as individual words. Hyphenated words count as one word if either part cannot stand alone as an individual word (e.g., *x-ray*, *t-shirt*).

Scoring Rule 2: Mark a slash (/) through any errors. Errors include words read incorrectly, substitutions, skipped words, hesitations of more than 3 seconds, words read out of order, and words that are sounded out but not read as a whole word.

Examples:

Student response It is hot at the beach.

	0 It was hot at the beach.] Mr. Smith doesn't mind the heat. He has	14
	14 had a part-time job there as a lifeguard for twenty-four years.	27
How to score	Total words: <u>6</u>	
	Errors (include skipped words): – <u>1</u>	
	Words correct: = <u>5</u>	

Student response It was hot at the /b/ /e/ /a/ /ch/.

	0 It was hot at the beach .] Mr. Smith doesn't mind the heat. He has	14
	14 had a part-time job there as a lifeguard for twenty-four years.	27
How to score	Total words: <u>6</u>	
	Errors (include skipped words): – <u>1</u>	
	Words correct: = <u>5</u>	

Note: Students must read the whole word, not just the sounds, to be counted as correct.

Student response It was hot at the barn. Mr. Smith doesn't mind the heat. He has had a part-time job at the barn as a lifeguard for twenty-four years.

How to score

0	It was hot at the beach . Mr. Smith doesn't mind the heat. He has	14
14	had a part-time job at the beach as a lifeguard for twenty-four years.]	29
Total words: =		<u>29</u>
Errors (include skipped words): -		<u>2</u>
Words correct: =		<u>27</u>

Note: If a student reads the same word incorrectly multiple times in the passage, it counts as an error each time.

Student response It was at the beach.

How to score

0	It was hot at the beach.] Mr. Smith doesn't mind the heat. He has	14
14	had a part-time job there as a lifeguard for twenty-four years.	27
Total words: =		<u>6</u>
Errors (include skipped words): -		<u>1</u>
Words correct: =		<u>5</u>

Note: Omitted words are scored as incorrect.

Student response It was hot at the beach. Mr. Smith doesn't mind the heat. He has usually works on weekends when the beach is crowded.

How to score

0	It was hot at the beach. Mr. Smith doesn't mind the heat. He has	14
14	had a part-time job there as a lifeguard for twenty-four years. He	28
28	usually works on weekends when the beach is crowded.]	37
Total words: =		<u>37</u>
Errors (include skipped words): -		<u>14</u>
Words correct: =		<u>23</u>

Note: If a student skips a row of text, draw a line through the entire row and count the omitted words as errors.

Student response It was high at the beach.

	0	It was high at the beach.]	14
	14	Mr. Smith doesn't mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.	27
How to score		Total words: <u>6</u>	
		Errors (include skipped words): - <u>1</u>	
		Words correct: = <u>5</u>	

Note: If a student substitutes a word for the word that is written on the page, it is an error.

Student response It was hot at the b...b...b...be...(3 seconds)...(assessor says "beach").

	0	It was hot at the beach .] Mr. Smith doesn't mind the heat. He has	14
	14	had a part-time job there as a lifeguard for twenty-four years.	27
How to score		Total words: <u>6</u>	
		Errors (include skipped words): - <u>1</u>	
		Words correct: = <u>5</u>	

Note: If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark the word as incorrect. If necessary, indicate for the student to continue with the next word by pointing.

Student response Mr. Smith ~~duv~~ into the ocean to cool off.

	0	Mr. Smith duv into the ocean to cool off.] It was hot at the	14
	14	beach but Mr. Smith didn't mind. He has had a part-time job there	28
	28	as a lifeguard for twenty-four years.	35
How to score		Total words: <u>9</u>	
		Errors (include skipped words): - <u>1</u>	
		Words correct: = <u>8</u>	

Note: If a word is pronounced incorrectly given the context of the sentence, it is scored as an error.

Student response It was hot at the beach. Mister Smith does not mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.

How to score

0	It was hot at the beach. Mr. Smith doesn't mind the heat. He has	14
14	had a part-time job there as a lifeguard for twenty-four years.]	27
Total words: _____		<u>27</u>
Errors (include skipped words): - _____		<u>1</u>
Words correct: = _____		<u>26</u>

Note: Students should read contractions as they are printed on the page.

Student response It was hot at the beach. Mister Smith doesn't heat the mind. He has had a part-time job there as a lifeguard for twenty-four years.

How to score

0	It was hot at the beach. Mr. Smith doesn't mind the heat . He has	14
14	had a part-time job there as a lifeguard for twenty-four years.]	27
Total words: _____		<u>27</u>
Errors (include skipped words): - _____		<u>2</u>
Words correct: = _____		<u>25</u>

Note: Words must be read in the order they appear on the page to be considered a correctly read word.

Scoring Rules for Retell

The student receives 1 point for every word in his/her retell that is related to the passage.

1. Count as correct any words in the response that are related to the passage. The judgment is based on whether the student is retelling the passage or has gotten off track on another passage or topic. Move your pen through a number in the scoring booklet for each word the student provides that is related to the passage.
2. Count as incorrect any words in the response that are not related to the passage that the student read. Do not move your pen through a number in the scoring booklet for words that are not related to the passage that the student read.

Discontinue Rule

After the first Wait Rule reminder (see below), if the student does not say anything or gets off track for 5 seconds, say **Thank you** and discontinue the task.

Wait Rule/Reminder

If the student stops or hesitates for 3 seconds, select one of the following:

- 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?** This reminder may be used only once.

Note:

The student is not penalized for language use or grammatical errors that are due to articulation, dialect, or speaking a first language other than English.

Examples of Scoring Rules

The following are examples of the Retell scoring rules. The examples do not encompass all possible responses. If in doubt about how to score a student response, refer to the scoring rules above. Please pay attention to the notes included with the examples of responses as they provide scoring explanations and indicate variations and nuances related to the scoring.

Scoring Rule 1: Count as correct any words in the response that are related to the passage. The judgment is based on whether the student is retelling the passage or has gotten off track on another passage or topic. Move your pen through a number in the scoring booklet for each word the student provides that is related to the passage.

Examples:

Passage Goldfish make good pets. They are easy to take care of and do not cost much to feed. Goldfish are fun to watch while they are swimming.

Student response	He has a pet goldfish. The fish is easy to take care of. He likes to watch it swim. It is a good pet.																																																			
How to score	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; text-align: center;">0</td><td style="border: 1px solid black; text-align: center;">1</td><td style="border: 1px solid black; text-align: center;">2</td><td style="border: 1px solid black; text-align: center;">3</td><td style="border: 1px solid black; text-align: center;">4</td><td style="border: 1px solid black; text-align: center;">5</td><td style="border: 1px solid black; text-align: center;">6</td><td style="border: 1px solid black; text-align: center;">7</td><td style="border: 1px solid black; text-align: center;">8</td><td style="border: 1px solid black; text-align: center;">9</td><td style="border: 1px solid black; text-align: center;">10</td><td style="border: 1px solid black; text-align: center;">11</td><td style="border: 1px solid black; text-align: center;">12</td><td style="border: 1px solid black; text-align: center;">13</td><td style="border: 1px solid black; text-align: center;">14</td><td style="border: 1px solid black; text-align: center;">15</td><td style="border: 1px solid black; text-align: center;">16</td><td style="border: 1px solid black; text-align: center;">17</td><td style="border: 1px solid black; text-align: center;">18</td><td style="border: 1px solid black; text-align: center;">19</td><td style="border: 1px solid black; text-align: center;">20</td><td style="border: 1px solid black; text-align: center;">21</td><td style="border: 1px solid black; text-align: center;">22</td><td style="border: 1px solid black; text-align: center;">23</td><td style="border: 1px solid black; text-align: center;">24</td><td style="border: 1px solid black; text-align: center;">25</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">26</td><td style="border: 1px solid black; text-align: center;">27</td><td style="border: 1px solid black; text-align: center;">28</td><td style="border: 1px solid black; text-align: center;">29</td><td style="border: 1px solid black; text-align: center;">30</td><td style="border: 1px solid black; text-align: center;">31</td><td style="border: 1px solid black; text-align: center;">32</td><td style="border: 1px solid black; text-align: center;">33</td><td style="border: 1px solid black; text-align: center;">34</td><td style="border: 1px solid black; text-align: center;">35</td><td style="border: 1px solid black; text-align: center;">36</td><td style="border: 1px solid black; text-align: center;">37</td><td style="border: 1px solid black; text-align: center;">38</td><td style="border: 1px solid black; text-align: center;">39</td><td style="border: 1px solid black; text-align: center;">40</td><td style="border: 1px solid black; text-align: center;">41</td><td style="border: 1px solid black; text-align: center;">42</td><td style="border: 1px solid black; text-align: center;">43</td><td style="border: 1px solid black; text-align: center;">44</td><td style="border: 1px solid black; text-align: center;">45</td><td style="border: 1px solid black; text-align: center;">46</td><td style="border: 1px solid black; text-align: center;">47</td><td style="border: 1px solid black; text-align: center;">48</td> </tr> </table> </div> <div style="text-align: right; margin-bottom: 10px;">Retell Total: <u>24</u></div> <p>Quality of Response: (Note: If the student provides <u>only</u> a main idea, it is considered one detail.)</p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> </td> <td style="width: 50%; vertical-align: top;"> <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> </td> </tr> </table>	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	<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>
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Student response He's got a pet goldfish because goldfish make good pets. He takes good care of his fish. He likes to watch it swim.

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			

Retell Total: 23

How to score 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>
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Note: Contractions are counted as one word.

Student response The story is about a girl who has a goldfish and she really likes it.

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			

Retell Total: 15

How to score 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>
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Student response Goldfish. And pets.

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			

Retell Total: 3

How to score 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>
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Passage During the last ice age, the world looked much different than it does today. Nearly all the land was covered with huge sheets of ice or glaciers. Most of the world’s water was trapped in these glaciers, and the water level of the seas was low. A vast amount of land was above the water.

The narrow waterway between Asia and North America, the Bering Strait, was mostly exposed land at that time. The land formed a narrow bridge that connected Asia with North America.

Student response

The story is about the ice age and the land was covered in ice. There were glaciers. And there was a land bridge between Asia and South America.

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			

Retell Total: 28

How to score

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> |
|--|---|

Note: Mistakes or inconsistencies in the retell do not count against the student as long as the student is still on topic.

Passage The main ingredients for this recipe are cucumbers and dill weed. Both of these are easy to grow if you are lucky enough to have a vegetable garden. If you don't have a garden, you can find them in the produce department at the grocery store. Two other produce items you will need are fresh garlic and a small onion about the size of a golf ball. You will also need salt and sugar to add flavor to the pickles.

Student response

It was about making dill pickles. Pickles are made from cucumbers and dill weed. You can grow those in your garden or buy them at the store. You need salt, sugar, some garlic, and an onion the size of a baseball.

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

Retell Total: 41

How to score

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

Note: Mistakes or inconsistencies in the retell do not count against the student as long as the student is still on topic.

Scoring Rule 2: Stop moving your pen through the numbers and count as incorrect any response that is not related to the story that the student read.

Examples:

Passage Goldfish make good pets. They are easy to take care of and do not cost much to feed. Goldfish are fun to watch while they are swimming.

Student response

He has a pet goldfish. He likes to watch it swim. **I like to swim. We go swimming every Saturday.**

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~~

Retell Total: 11

How to score

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

Note: The portion in bold is NOT counted.

Student response He has a **uhh**, a **uhh** pet goldfish. The **uhh** fish is easy to **uhh** take care of, **uhh** he likes to **uhh** watch it **uhh** swim.

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			

Retell Total: 19

How to score 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>
--	---

Student response He has a pet goldfish. The fish is easy to take care of. He likes to watch it swim. **Mmmm. Hmmm**, it sure is a good pet.

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			

Retell Total: 25

How to score 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>
--	---

Note: Only actual words are counted. If the student inserts exclamations or other sounds, stop moving your pen through numbers and do not count those in the retell.

Student response He has a pet goldfish. **I know what rhymes with fish–wish and dish!**

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			

Retell Total: 5

How to score 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>
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Note: If the student recites the ABC's, a poem, or sings a song, even if relevant to the retell, the recitation, song, or poem is not counted.

Student response He has a pet goldfish **fish fishy fish**. The fish is easy to take care of. He likes to watch it **swimmy** swim **swim**. It is a good pet.

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				

Retell Total: 24

How to score

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

Note: Repetitions of words or phrases are not counted.

Student response Goldfish make good pets. **Goldfish make good pets** because they are easy to care for and are cheap to buy.

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				

Retell Total: 16

How to score

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

Note: Repetitions of words or phrases are not counted.

Student response I wish I had a goldfish.

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				

Retell Total: 0

How to score

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

Note: The student's entire response is off-track.

Student response The story is about goldfish as pets. They make good ones because they are easy to care for and are cheap to buy. **I wish I had a goldfish.**

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			

Retell Total: 23

How to score 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>
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Student response **I have to feed our pet dog. I hate to do that job because it is smelly and messy. I wish my mom would just do it.**

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			

Retell Total: 0

How to score 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>
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Student response Goldfish make good pets...(pause). **You know, I don't have a goldfish, but I wish I did. I have to feed our pet dog. I hate to do that job because it is smelly and messy. I wish my mom would just do it.**

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			

Retell Total: 4

How to score 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>
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Student response	This reminds me of that book about the rainbow fish. Do you like that book? It is my favorite.																																																			
How to score	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; text-align: center; width: 20px;">0</td> <td style="border: 1px solid black; width: 20px;">1</td><td style="border: 1px solid black; width: 20px;">2</td><td style="border: 1px solid black; width: 20px;">3</td><td style="border: 1px solid black; width: 20px;">4</td><td style="border: 1px solid black; width: 20px;">5</td><td style="border: 1px solid black; width: 20px;">6</td><td style="border: 1px solid black; width: 20px;">7</td><td style="border: 1px solid black; width: 20px;">8</td><td style="border: 1px solid black; width: 20px;">9</td><td style="border: 1px solid black; width: 20px;">10</td><td style="border: 1px solid black; width: 20px;">11</td><td style="border: 1px solid black; width: 20px;">12</td><td style="border: 1px solid black; width: 20px;">13</td><td style="border: 1px solid black; width: 20px;">14</td><td style="border: 1px solid black; width: 20px;">15</td><td style="border: 1px solid black; width: 20px;">16</td><td style="border: 1px solid black; width: 20px;">17</td><td style="border: 1px solid black; width: 20px;">18</td><td style="border: 1px solid black; width: 20px;">19</td><td style="border: 1px solid black; width: 20px;">20</td><td style="border: 1px solid black; width: 20px;">21</td><td style="border: 1px solid black; width: 20px;">22</td><td style="border: 1px solid black; width: 20px;">23</td><td style="border: 1px solid black; width: 20px;">24</td><td style="border: 1px solid black; width: 20px;">25</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">26</td><td style="border: 1px solid black;">27</td><td style="border: 1px solid black;">28</td><td style="border: 1px solid black;">29</td><td style="border: 1px solid black;">30</td><td style="border: 1px solid black;">31</td><td style="border: 1px solid black;">32</td><td style="border: 1px solid black;">33</td><td style="border: 1px solid black;">34</td><td style="border: 1px solid black;">35</td><td style="border: 1px solid black;">36</td><td style="border: 1px solid black;">37</td><td style="border: 1px solid black;">38</td><td style="border: 1px solid black;">39</td><td style="border: 1px solid black;">40</td><td style="border: 1px solid black;">41</td><td style="border: 1px solid black;">42</td><td style="border: 1px solid black;">43</td><td style="border: 1px solid black;">44</td><td style="border: 1px solid black;">45</td><td style="border: 1px solid black;">46</td><td style="border: 1px solid black;">47</td><td style="border: 1px solid black;">48</td> </tr> </table> </div> <p style="text-align: right;">Retell Total: <u> 0 </u></p> <p>Quality of Response: <small>(Note: If the student provides <u>only</u> a main idea, it is considered one detail.)</small></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> </td> <td style="width: 50%; vertical-align: top;"> <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> </td> </tr> </table>	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	<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>
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																														
<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>																																																			
<p>Note: The student’s entire response is off-track.</p>																																																				

See Appendix 2, pages 111 and 112, for Practice Scoring Sheet and Answer Key.

Model DORF Scoring Sheet

The following is an example of a completed scoring sheet. The scoring rules and scoring calculation are shown. This scoring sheet serves as a model and can be used during training and practice to support accurate administration and scoring of *DIBELS*.

16 DIBELS® Oral Reading Fluency		
Kinds of Hats		
0	A hat sits on top of the head. There are many kinds of hats. Some	15
15	hats have special jobs, and some hats are just for fun.	26
26	A hard hat keeps the head safe. It is made out of plastic . House	40
40	builders wear this kind of hat. Things that fall cannot hurt their heads.	53
53	Fire fighters also use a hard hat. Their hats have a wide brim on the back	68
68	to keep fire and heat away. You also wear a hard hat when you ride a	84
84	bike. That hat is called a helmet.	91
91	Many workers wear hats that show the job they do. Some of these	104
104	hats are made of cloth. Police officers wear a flat hat that is the same	119
119	color as their uniform. Chefs wear tall white hats when they cook.	131
131	People use different hats to match the weather. Wool hats fit closely	143
143	over the head. They keep the head and ears warm in the winter. Sun	157
157	hats and baseball caps have a wide brim or bill. These hats shade the	171
171	face and eyes from the sun in the summer.	180
180	Hats don't always have a job. Some are just for fun. Birthday party	193
193	hats are made of paper. They have bright colors and cute pictures.	205
205	Next time you walk in the neighborhood, go on a hat hunt. You will	219
219	be surprised at how many different hats you can find.	229
Total words: <u>73</u>		
Errors (include skipped words): – <u>15</u>		
Words correct: = <u>58</u>		