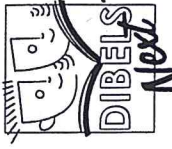


DORF
LEVEL
2



Name: _____
Student ID: _____ School Year: _____
Teacher: _____
School: _____

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 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.)

1 DIBELS® Oral Reading Fluency
Level 2/Progress Monitoring 1

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

Building Happy Places

0 What do you do when you go to a playground? Maybe you run as 14
14 quickly as you can to an empty swing, hop in, and soar to the sky. All 30
30 children like to play and do fun things. There are lots of different ways 44
44 to have fun. Matthew is a teenager who uses a wheelchair. He wanted 57
57 some cool things for the playground that all children could use, so he did 71
71 something about it.
74 When he was only six years old, Matthew had a great idea. He 87
87 thought of a swing that all kids could use. It looks like a big boat. It can 104
104 hold two kids in wheelchairs and six other children at the same time. He 118
118 called it The Dreamer. The challenge for Matthew was to look at all the 132
132 things on a playground and figure out how they could be made to work 146
146 with a wheelchair. That way all children could play together. 156
156 Matthew gives his time to a group that builds playgrounds that are 168
168 fun for all kids. The playgrounds have the usual swings that you would 181
181 find in most places. They also have swings like The Dreamer. Instead 193
193 of sandboxes on the ground, they have sand tables that children in 205
205 wheelchairs can use. Matthew helps the group raise money so they can 217
217 build more playgrounds. They built a special one called Friendship Place. 228
228 It was built at Matthew's school. 234
234 For his work helping other children Matthew has been given many 245
245 awards. He even had his picture on a cereal box. He feels proud that 259
259 what he does helps all children play together and makes everyone happy. 271

1 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 1

Building Happy Places (continued)

DORF Response Patterns:

- | | |
|--|--|
| ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation | ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| ☐ Self-corrects/monitors meaning | ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| ☐ Shows automaticity on re-read words | ☐ Frequent errors on phonetically irregular words |
| ☐ Uses effective decoding strategies | ☐ Frequently omits words or letters |
| ☐ Errors preserve passage meaning | ☐ Frequently adds words or letters |
| ☐ Errors violate passage meaning | ☐ Skips lines |
| ☐ Other | |

1 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 1

Retell: Building Happy Places

► 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 one 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 |

Retell Response Patterns:

- | | |
|---|--|
| ☐ Summarizes | ☐ Talks about own life related to passage |
| ☐ Retells the passage verbatim | ☐ "Speed reads" the passage |
| ☐ Repeats the same detail | ☐ Other |

Building Happy Places

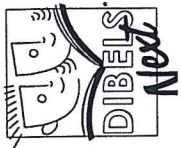
► What do you do when you go to a playground? Maybe you run as quickly as you can to an empty swing, hop in, and soar to the sky. All children like to play and do fun things. There are lots of different ways to have fun. Matthew is a teenager who uses a wheelchair. He wanted some cool things for the playground that all children could use, so he did something about it.

When he was only six years old, Matthew had a great idea. He thought of a swing that all kids could use. It looks like a big boat. It can hold two kids in wheelchairs and six other children at the same time. He called it The Dreamer. The challenge for Matthew was to look at all the things on a playground and figure out how they could be made to work with a wheelchair. That way all children could play together.

Matthew gives his time to a group that builds playgrounds that are fun for all kids. The playgrounds have the usual swings that you would find in most places. They also have swings like The Dreamer. Instead of sandboxes on the ground, they have sand tables that children in wheelchairs can use. Matthew helps the group raise money so they can build more playgrounds. They built a special one called Friendship Place. It was built at Matthew's school.

For his work helping other children Matthew has been given many awards. He even had his picture on a cereal box. He feels proud that what he does helps all children play together and makes everyone happy.

DORF
LEVEL
2



Name: _____
Student ID: _____ School Year: _____
Teacher: _____
School: _____

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 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.)

7 DIBELS® Oral Reading Fluency
Level 2/Progress Monitoring 7

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

Kim Gets Ready

0 What is your house like in the morning? In my family, the morning is
14 a busy time. We children get ready for school while my dad and uncle
28 get ready for their jobs. They are fishermen. My name is Kim, and I live
43 in a country called Vietnam.
48 In the morning, my family eats breakfast together. We do not use
60 plates or forks. Instead, our table is set with deep bowls and chopsticks.
73 For breakfast, we may eat soup or rice with meat or fish. We often have
88 fruit, too.
90 After breakfast, we put on our school uniforms. Then my sister and
102 I ride our bikes to our school. My older sister and brother walk to their
117 school. Because they are older, they go to a different school.
128 Where I live, children go to school six days a week. We do not go
143 to school on Sundays. In my classroom, I sit with one other child at a
158 desk. There are 30 children in my class. We have lessons in math and
172 language. We also learn about science and history. Each day, we take
184 a break from our lessons and do gymnastics. School teaches us to be
197 active.
198 Students in my school also learn to be responsible. We take turns
210 cleaning. When it is my turn, I get to school early. I may sweep the floor
226 or empty the trashcans.
230

7 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 7

Kim Gets Ready (continued)

DORF Response Patterns:

- | | |
|--|--|
| ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation | ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| ☐ Self-corrects/monitors meaning | ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| ☐ Shows automaticity on re-read words | ☐ Frequent errors on phonetically irregular words |
| ☐ Uses effective decoding strategies | ☐ Frequently omits words or letters |
| ☐ Errors preserve passage meaning | ☐ Frequently adds words or letters |
| ☐ Errors violate passage meaning | ☐ Skips lines |
| ☐ Other | |

7 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 7

Retell: Kim Gets Ready

► 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 <i>Stop</i> after 1 minute.
<i>Wait/Reminder</i>	If the student stops or hesitates for 3 seconds, select one 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 <i>Tell me as much as you can about the story.</i> —Otherwise, ask <i>Can you tell me anything more about the story?</i>
<i>Discontinue</i>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <i>Thank you</i> 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 |

Retell Response Patterns:

- | | |
|---|--|
| ☐ Summarizes | ☐ Talks about own life related to passage |
| ☐ Retells the passage verbatim | ☐ "Speed reads" the passage |
| ☐ Repeats the same detail | ☐ Other |

Kim Gets Ready

► What is your house like in the morning? In my family, the morning is a busy time. We children get ready for school while my dad and uncle get ready for their jobs. They are fishermen. My name is Kim, and I live in a country called Vietnam.

In the morning, my family eats breakfast together. We do not use plates or forks. Instead, our table is set with deep bowls and chopsticks. For breakfast, we may eat soup or rice with meat or fish. We often have fruit, too.

After breakfast, we put on our school uniforms. Then my sister and I ride our bikes to our school. My older sister and brother walk to their school. Because they are older, they go to a different school.

Where I live, children go to school six days a week. We do not go to school on Sundays. In my classroom, I sit with one other child at a desk. There are 30 children in my class. We have lessons in math and language. We also learn about science and history. Each day, we take a break from our lessons and do gymnastics. School teaches us to be active.

Students in my school also learn to be responsible. We take turns cleaning. When it is my turn, I get to school early. I may sweep the floor or empty the trashcans.

DORF
LEVEL
2



Name: _____
Student ID: _____ School Year: _____
Teacher: _____
School: _____



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 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.)

11 DIBELS® Oral Reading Fluency
Level 2/Progress Monitoring 11

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

Cooking School

0 Cheese and crackers make a great snack, but not if you eat them
13 every day. When Jake came home from school, he ate cheese and
25 crackers. One day, he told his grandmother Nana he was tired of the
38 same snack. He asked her to teach him how to make a different snack.
52 When a smile spread across Nana's face, Jake wondered what she was
64 thinking.
65 Nana told Jake to wash his hands. Then she told him to get peanut
79 butter while she got non-fat dry milk and honey. They mixed the three
92 foods together. Then Nana told Jake something surprising. She told him
103 to play with his food! Jake molded the dough into a dinosaur and then
117 into a flower. Then he ate the dough! "That was fun!" Jake said.
130 The next day, Jake told his friends about Nana's cooking lesson. They
142 all wanted to have a lesson from Nana, too. Jake talked to Nana about
156 his friends' requests, and they decided to have a cooking school.
167 Jake and his friends gathered in the kitchen on Saturday. Nana
178 had an apron for each child. She had four stations set up. At each
192 station, the kids learned how to make a healthy and delicious snack.
204 The children had so much fun, they asked Nana to have cooking
216 school once a month. Nana was happy to agree. No more cheese and
229 crackers for Jake!
232

11 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 11

Cooking School (continued)

DORF Response Patterns:

- | | |
|--|--|
| ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation | ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| ☐ Self-corrects/monitors meaning | ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| ☐ Shows automaticity on re-read words | ☐ Frequent errors on phonetically irregular words |
| ☐ Uses effective decoding strategies | ☐ Frequently omits words or letters |
| ☐ Errors preserve passage meaning | ☐ Frequently adds words or letters |
| ☐ Errors violate passage meaning | ☐ Skips lines |
| ☐ Other | |

11 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 11

Retell: Cooking School

► 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 <i>Stop</i> after 1 minute.
<i>Wait/Reminder</i>	If the student stops or hesitates for 3 seconds, select one 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 <i>Tell me as much as you can about the story.</i> —Otherwise, ask <i>Can you tell me anything more about the story?</i>
<i>Discontinue</i>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <i>Thank you</i> 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 |

Retell Response Patterns:

- | | |
|---|--|
| ☐ Summarizes | ☐ Talks about own life related to passage |
| ☐ Retells the passage verbatim | ☐ "Speed reads" the passage |
| ☐ Repeats the same detail | ☐ Other |

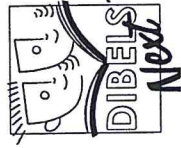
Cooking School

► Cheese and crackers make a great snack, but not if you eat them every day. When Jake came home from school, he ate cheese and crackers. One day, he told his grandmother Nana he was tired of the same snack. He asked her to teach him how to make a different snack. When a smile spread across Nana's face, Jake wondered what she was thinking.

Nana told Jake to wash his hands. Then she told him to get peanut butter while she got non-fat dry milk and honey. They mixed the three foods together. Then Nana told Jake something surprising. She told him to play with his food! Jake molded the dough into a dinosaur and then into a flower. Then he ate the dough! "That was fun!" Jake said.

The next day, Jake told his friends about Nana's cooking lesson. They all wanted to have a lesson from Nana, too. Jake talked to Nana about his friends' requests, and they decided to have a cooking school.

Jake and his friends gathered in the kitchen on Saturday. Nana had an apron for each child. She had four stations set up. At each station, the kids learned how to make a healthy and delicious snack. The children had so much fun, they asked Nana to have cooking school once a month. Nana was happy to agree. No more cheese and crackers for Jake!



DORF
LEVEL
2

Name: _____
Student ID: _____ School Year: _____
Teacher: _____
School: _____



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 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.)

17 DIBELS® Oral Reading Fluency
Level 2/Progress Monitoring 17

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

A Gift of Chores

0 For a week, Will and Max had been talking about how to celebrate
13 Mom's birthday. The brothers had many grand ideas, such as buying
24 Mom a ring or sending her on a trip. However, there was one problem.
38 The boys did not have any money. What could they possibly give Mom
51 that did not cost a lot?
57 Finally, at dinner, Will and Max had an idea. It happened just after
70 the family finished eating. The boys cleared the table as they always do.
83 Mom began washing the dishes. As she did, she let out a huge sigh and
98 said she wished the dishes would wash themselves. Will and Max looked
110 at each other. They both had the same great idea! They would make a
124 chore coupon book for Mom.
129 First, the brothers made a list of chores such as washing the dog and
143 taking out the trash. Then they began making coupons from colored
154 paper. They cut pieces of paper in the size of dollar bills. Each boy made
169 five coupons for chores and a cover for the book. Then they stapled
182 them all together and wrapped the book.
189 The next morning, the boys gave Mom her present. She opened it
201 and read the cover. She flipped through the coupons. She exclaimed,
212 "This is the best present anyone has ever given me!" The boys felt happy
226 and proud.
228

17 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 17

A Gift of Chores (continued)

DORF Response Patterns:

- | | |
|--|--|
| ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation | ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.) |
| ☐ Self-corrects/monitors meaning | ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.) |
| ☐ Shows automaticity on re-read words | ☐ Frequent errors on phonetically irregular words |
| ☐ Uses effective decoding strategies | ☐ Frequently omits words or letters |
| ☐ Errors preserve passage meaning | ☐ Frequently adds words or letters |
| ☐ Errors violate passage meaning | ☐ Skips lines |
| ☐ Other | |

17 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 17

Retell: A Gift of Chores

► 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 one 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 |

Retell Response Patterns:

- | | |
|---|--|
| ☐ Summarizes | ☐ Talks about own life related to passage |
| ☐ Retells the passage verbatim | ☐ "Speed reads" the passage |
| ☐ Repeats the same detail | ☐ Other |

A Gift of Chores

► For a week, Will and Max had been talking about how to celebrate Mom's birthday. The brothers had many grand ideas, such as buying Mom a ring or sending her on a trip. However, there was one problem. The boys did not have any money. What could they possibly give Mom that did not cost a lot?

Finally, at dinner, Will and Max had an idea. It happened just after the family finished eating. The boys cleared the table as they always do. Mom began washing the dishes. As she did, she let out a huge sigh and said she wished the dishes would wash themselves. Will and Max looked at each other. They both had the same great idea! They would make a chore coupon book for Mom.

First, the brothers made a list of chores such as washing the dog and taking out the trash. Then they began making coupons from colored paper. They cut pieces of paper in the size of dollar bills. Each boy made five coupons for chores and a cover for the book. Then they stapled them all together and wrapped the book.

The next morning, the boys gave Mom her present. She opened it and read the cover. She flipped through the coupons. She exclaimed, "This is the best present anyone has ever given me!" The boys felt happy and proud.
