

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.)

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

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

Luke Makes His Move

0 After moving to a new neighborhood, Luke wanted to make some 11
11 new friends. In his old neighborhood, all of his friends had played street 24
24 hockey. Luke hoped to find someone to play street hockey. 34
34 Luke's stepdad had an idea. He said they should explore the 45
45 neighborhood and see if they could find a game of street hockey. 57
57 Luke thought it was a great idea. He and his stepdad went outside and 71
71 walked around. After a short while, they turned the corner and found 83
83 children playing hockey. It was just like his old home. 93
93 Luke stood on the side and watched the others play. He cheered for 106
106 both teams whenever they made a goal or a difficult play. When one 119
119 of the players had to go home, he asked Luke to play. Luke ran home to 135
135 get his skates and stick. 140
140 Luke played goalie, his favorite position. He played his very best. He 152
152 only let the other team score one goal. One time the other team was 166
166 about to score and there was no one but him to defend the goal. The 181
181 other team came toward Luke, faster and faster. He watched carefully 192
192 to see where they were going to go. He leaped at the last second and 207
207 stopped them from scoring. His whole team cheered. 215
215 After the game, they all went down to the corner store and got a 229
229 snack. Everyone talked about the game. They decided to play again the 241
241 next day. Luke was glad he had made new friends. 251

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

Luke Makes His Move (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 | |

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

Retell: Luke Makes His Move

► 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 |

Luke Makes His Move

► After moving to a new neighborhood, Luke wanted to make some new friends. In his old neighborhood, all of his friends had played street hockey. Luke hoped to find someone to play street hockey.

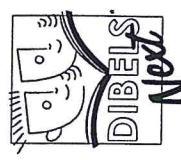
Luke's stepdad had an idea. He said they should explore the neighborhood and see if they could find a game of street hockey. Luke thought it was a great idea. He and his stepdad went outside and walked around. After a short while, they turned the corner and found children playing hockey. It was just like his old home.

Luke stood on the side and watched the others play. He cheered for both teams whenever they made a goal or a difficult play. When one of the players had to go home, he asked Luke to play. Luke ran home to get his skates and stick.

Luke played goalie, his favorite position. He played his very best. He only let the other team score one goal. One time the other team was about to score and there was no one but him to defend the goal. The other team came toward Luke, faster and faster. He watched carefully to see where they were going to go. He leaped at the last second and stopped them from scoring. His whole team cheered.

After the game, they all went down to the corner store and got a snack. Everyone talked about the game. They decided to play again the next day. Luke was glad he had made new friends.

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- ▶ 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.)

6 DIBELS® Oral Reading Fluency
Level 2/Progress Monitoring 6

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

Making Orange Juice

0 What is the best part about eating an orange? There are many
12 things to choose from. Your eye may notice the fruit's bright orange skin.
25 Just the sight of an orange may be enough to make your mouth water!
39 When you peel off the rough skin, the sweet smell tickles your nose.
52 When you bite into the fruit, the juice wakes up your taste buds.
65 There is another way to enjoy the taste of an orange. You can make
79 orange juice. Making orange juice is easy and fun, and you only need a
93 few things. You need six oranges, and an adult to help cut them. You will
108 also need a pitcher and some cups.
115 First, squeeze the oranges to get them soft. Then wash the oranges.
127 Have the adult help you cut the oranges in half safely. Take out the
141 seeds from each half. Now you are ready to squeeze out the juice. Grip
155 half an orange and squeeze the juice into a pitcher. Turn the orange
168 and squeeze again. Keep squeezing until no more juice comes out.
179 Repeat with each orange half.
184 You have some choices when you make orange juice. If you like,
196 you can scrape the orange with a spoon and add the fruit to the juice.
211 Or if you do not like pulp, place a strainer over the pitcher. This will
226 catch all the orange bits, and only juice will fall into the pitcher. If you
241 want cold orange juice, add ice to the pitcher.
250 Now you are ready to pour the orange juice into a cup. You may
264 want to share with a friend. Drink the juice and enjoy!
275

6 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 6

Making Orange Juice (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 | |

6 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 6

Retell: Making Orange Juice

► 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 <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>
Discontinue	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.

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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			
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Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
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| 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 |

Making Orange Juice

► What is the best part about eating an orange? There are many things to choose from. Your eye may notice the fruit's bright orange skin. Just the sight of an orange may be enough to make your mouth water! When you peel off the rough skin, the sweet smell tickles your nose. When you bite into the fruit, the juice wakes up your taste buds.

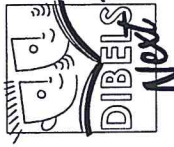
There is another way to enjoy the taste of an orange. You can make orange juice. Making orange juice is easy and fun, and you only need a few things. You need six oranges, and an adult to help cut them. You will also need a pitcher and some cups.

First, squeeze the oranges to get them soft. Then wash the oranges. Have the adult help you cut the oranges in half safely. Take out the seeds from each half. Now you are ready to squeeze out the juice. Grip half an orange and squeeze the juice into a pitcher. Turn the orange and squeeze again. Keep squeezing until no more juice comes out. Repeat with each orange half.

You have some choices when you make orange juice. If you like, you can scrape the orange with a spoon and add the fruit to the juice. Or if you do not like pulp, place a strainer over the pitcher. This will catch all the orange bits, and only juice will fall into the pitcher. If you want cold orange juice, add ice to the pitcher.

Now you are ready to pour the orange juice into a cup. You may want to share with a friend. Drink the juice and enjoy!

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9 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 9

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

Circus Tickets

0 The sign said, "Get a free ticket to the circus." Jake showed the sign 14
14 to his brother, Adam. The library wanted to encourage children to keep 26
26 reading in the summer. Any student who read five books would be given 39
39 a free ticket to the circus. The boys had never been to the circus. It was 55
55 something they had always wanted to do. They showed the sign to their 68
68 mother. She agreed to take them to the library to get books to read. 82
82 The brothers went to their local library for the first time. With help 95
95 from their mother, they got library cards. Then they began looking for 107
107 books. Jake did not know what to read. He searched the shelves and 120
120 found a biography about a swimmer. Jake loved to swim. He glanced 132
132 through the book and thought it was something he would enjoy reading. 144
144 Adam was not sure what to read either, but he found a mystery that he 159
159 thought would be good to read. 165
165 Back at home, the boys sat on the couch and started reading. It 178
178 was quiet in the room. They thought they would be bored without TV. 191
191 but they were wrong. They read for an hour until their mother called 204
204 them to dinner. 207
207 Jake and Adam quickly finished their books. They went back to 218
218 the library for more. In two weeks, they had read five books and 231
231 earned their circus tickets. When the circus came to town, they proudly 243
243 presented their tickets at the ticket booth. On the way in, a clown gave 257
257 them a high five. It was going to be a great show! 269

9 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 9

Circus Tickets (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 | |

9 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 9

Retell: Circus Tickets

► 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?
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Circus Tickets

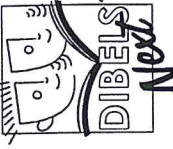
► The sign said, “Get a free ticket to the circus.” Jake showed the sign to his brother, Adam. The library wanted to encourage children to keep reading in the summer. Any student who read five books would be given a free ticket to the circus. The boys had never been to the circus. It was something they had always wanted to do. They showed the sign to their mother. She agreed to take them to the library to get books to read.

The brothers went to their local library for the first time. With help from their mother, they got library cards. Then they began looking for books. Jake did not know what to read. He searched the shelves and found a biography about a swimmer. Jake loved to swim. He glanced through the book and thought it was something he would enjoy reading. Adam was not sure what to read either, but he found a mystery that he thought would be good to read.

Back at home, the boys sat on the couch and started reading. It was quiet in the room. They thought they would be bored without TV, but they were wrong. They read for an hour until their mother called them to dinner.

Jake and Adam quickly finished their books. They went back to the library for more. In two weeks, they had read five books and earned their circus tickets. When the circus came to town, they proudly presented their tickets at the ticket booth. On the way in, a clown gave them a high five. It was going to be a great show!

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13 DIBELS® Oral Reading Fluency
Level 2/Progress Monitoring 13

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

In Space for an Hour

0 I went to a movie where I felt like I was really in space. I had 16
16 always wondered what it would feel like to travel in a rocket. After my 30
30 experience, I can imagine it even better. 37
37 We were on vacation visiting my mother's sister in a big city. We 50
50 don't get to go to the city very often, so my aunt said she would take 66
66 us to all the special things that we don't have at home. I was surprised 81
81 when my aunt said we were going to a movie. I told her that we had 97
97 movies at home. My aunt just smiled. She said this was a special type of 112
112 movie. 113
113 The theater looked like any other until we went inside. The screen 125
125 was enormous. It had to be the biggest screen I'd ever seen. It went 139
139 from the floor to the ceiling, and it curved. I stared in astonishment. 152
152 "What is this going to be like?" I wondered. 161
161 Then the lights went out. Suddenly we felt like we were inside a 174
174 space shuttle. We heard the countdown. We heard the roar of the 186
186 rockets. When they called, "Blast off!" it felt like we had really blasted off. 200
200 It looked and sounded so real. For one hour I felt I was on a space 216
216 mission. We went all the way to the moon and back. It was a trip I'll 232
232 always remember. 234

13 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 13

In Space for an Hour (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.) |
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| ☐ Errors preserve passage meaning | ☐ Frequently adds words or letters |
| ☐ Errors violate passage meaning | ☐ Skips lines |
| ☐ Other | |

13 DIBELS® Oral Reading Fluency Level 2/Progress Monitoring 13

Retell: In Space for an Hour

► 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 <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>
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Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

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In Space for an Hour

► I went to a movie where I felt like I was really in space. I had always wondered what it would feel like to travel in a rocket. After my experience, I can imagine it even better.

We were on vacation visiting my mother's sister in a big city. We don't get to go to the city very often, so my aunt said she would take us to all the special things that we don't have at home. I was surprised when my aunt said we were going to a movie. I told her that we had movies at home. My aunt just smiled. She said this was a special type of movie.

The theater looked like any other until we went inside. The screen was enormous. It had to be the biggest screen I'd ever seen. It went from the floor to the ceiling, and it curved. I stared in astonishment. "What is this going to be like?" I wondered.

Then the lights went out. Suddenly we felt like we were inside a space shuttle. We heard the countdown. We heard the roar of the rockets. When they called, "Blast off!" it felt like we had really blasted off. It looked and sounded so real. For one hour I felt I was on a space mission. We went all the way to the moon and back. It was a trip I'll always remember.
