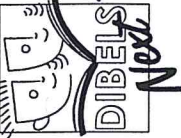


DORF
LEVEL

4



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 4/Progress Monitoring 7

Total words: _____

Errors (include skipped words): - _____

Words correct: = _____

The Little Hero

0 You might not believe that a dog weighing less than ten pounds 12
12 could stop a car or save someone, but that's just what a little dog named 27
27 Annie did. Annie's heroic feat occurred late one night. On this particular 39
39 night, Annie was out for a stroll with her owner, Pam. Pam uses a cane 54
54 to walk, and as she and Annie stepped cautiously up onto a high curb 68
68 in the dark, Pam tripped and fell. She was not seriously injured, but she 82
82 couldn't get up by herself. Annie licked Pam's face and barked as she 95
95 attempted to assist her owner, but Pam was still unable to stand up. 108
108 Annie was determined to get help for Pam, so she continued to bark 121
121 noisily. She barked so loudly that neighbors called the police. A police 133
133 officer finally came to investigate. It wasn't difficult to find Annie. The 145
145 officer just went to the location where he heard the uproar. When the 158
158 officer's patrol car approached her, Annie stood in the road and barked as 171
171 fiercely as she could. She wanted to make the officer stop and get out of 186
186 his car. That's exactly what the officer did. When the police officer tried 199
199 to catch Annie, she dodged and barked even more ferociously. The little 211
211 dog didn't run away from the officer, though. She just scurried back and 224
224 forth to block his way each time he tried to go in another direction. 238
238 The officer wondered why Annie was being so insistent about getting 249
249 his attention. That's when he heard a faint voice calling from near the 262
262 bushes. Someone was calling for help! He hurried toward the voice and 274
274 soon found Pam on the ground. The officer helped her up and delivered 287

7 DIBELS® Oral Reading Fluency Level 4/Progress Monitoring 7

The Little Hero (continued)

287 her and Annie safely home. Pam says she learned a lot from her accident. 301
301 First, it's best to avoid walking where there are steep curbs and no street 315
315 lights. More importantly, it is a good idea to take someone with you 328
328 when you go out at night who can make sure you get home safely. For 343
343 Pam, that someone is her dog. 349

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 4/Progress Monitoring 7

Retell: The Little Hero

► 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

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

Retell Response Patterns:

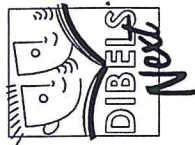
- | | |
|---|--|
| ☐ Summarizes | ☐ Talks about own life related to passage |
| ☐ Retells the passage verbatim | ☐ "Speed reads" the passage |
| ☐ Repeats the same detail | ☐ Other |

The Little Hero

► You might not believe that a dog weighing less than ten pounds could stop a car or save someone, but that's just what a little dog named Annie did. Annie's heroic feat occurred late one night. On this particular night, Annie was out for a stroll with her owner, Pam. Pam uses a cane to walk, and as she and Annie stepped cautiously up onto a high curb in the dark, Pam tripped and fell. She was not seriously injured, but she couldn't get up by herself. Annie licked Pam's face and barked as she attempted to assist her owner, but Pam was still unable to stand up.

Annie was determined to get help for Pam, so she continued to bark noisily. She barked so loudly that neighbors called the police. A police officer finally came to investigate. It wasn't difficult to find Annie. The officer just went to the location where he heard the uproar. When the officer's patrol car approached her, Annie stood in the road and barked as fiercely as she could. She wanted to make the officer stop and get out of his car. That's exactly what the officer did. When the police officer tried to catch Annie, she dodged and barked even more ferociously. The little dog didn't run away from the officer, though. She just scurried back and forth to block his way each time he tried to go in another direction.

The officer wondered why Annie was being so insistent about getting his attention. That's when he heard a faint voice calling from near the bushes. Someone was calling for help! He hurried toward the voice and soon found Pam on the ground. The officer helped her up and delivered her and Annie safely home. Pam says she learned a lot from her accident. First, it's best to avoid walking where there are steep curbs and no street lights. More importantly, it is a good idea to take someone with you when you go out at night who can make sure you get home safely. For Pam, that someone is her dog.



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

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DORF
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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.)

13 DIBELS® Oral Reading Fluency Level 4/Progress Monitoring 13

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

Sunnydale Stars

0 Soon after Marco joined the drama club at Sunnydale School, the
11 club members began to work on a special project. They were going to
24 fix up the empty lot located behind their school. Their plan was to build
38 a stage where they could put on outdoor plays for all the students and
52 families in their school. Each day after school that week, the drama club
65 students worked to transform the vacant lot into an outdoor theater.
76 On their first work day, the drama club teacher, Mrs. Walter, led the
89 way to the empty lot. The first task was weeding. Mrs. Walter gave each
103 student a pair of work gloves to wear and the students got right to work
118 pulling up a tangle of weeds that covered an old concrete patio. This
131 patio would be the stage. Over the next few days, Marco and his friends
145 brought scrub brushes and buckets of water and scrubbed the patio clean.
157 Once the patio was clean, the students painted it bright blue. Then it was
171 time to decorate the stage. Marco opened a can of silver paint and each
185 student grabbed a paintbrush and painted a silver star on the blue stage.
198 When the paint was dry, they used markers to write their names on the
212 stars.
213 The outdoor theater was ready. What play should they perform
223 first? The students decided to present the play "The Tortoise and the
235 Hare." Everyone in the club was assigned a job to do. Some students
248 made the programs, some were in charge of refreshments, and others
259 were assigned the job of setting up chairs. Marco's job was to be the
273

13

DIBELS® Oral Reading Fluency Level 4/Progress Monitoring 13

Sunnydale Stars (continued)

273 announcer. Together, the members of the club worked to get everything 284
284 ready for the show. When opening night came, they all took their places 297
297 backstage. Marco took a deep breath. The play was about to begin. 309

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 | |

13

DIBELS® Oral Reading Fluency Level 4/Progress Monitoring 13

Retell: Sunnydale Stars

► 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 |

Sunnydale Stars

► Soon after Marco joined the drama club at Sunnydale School, the club members began to work on a special project. They were going to fix up the empty lot located behind their school. Their plan was to build a stage where they could put on outdoor plays for all the students and families in their school. Each day after school that week, the drama club students worked to transform the vacant lot into an outdoor theater.

On their first work day, the drama club teacher, Mrs. Walter, led the way to the empty lot. The first task was weeding. Mrs. Walter gave each student a pair of work gloves to wear and the students got right to work pulling up a tangle of weeds that covered an old concrete patio. This patio would be the stage. Over the next few days, Marco and his friends brought scrub brushes and buckets of water and scrubbed the patio clean. Once the patio was clean, the students painted it bright blue. Then it was time to decorate the stage. Marco opened a can of silver paint and each student grabbed a paintbrush and painted a silver star on the blue stage. When the paint was dry, they used markers to write their names on the stars.

The outdoor theater was ready. What play should they perform first? The students decided to present the play “The Tortoise and the Hare.” Everyone in the club was assigned a job to do. Some students made the programs, some were in charge of refreshments, and others were assigned the job of setting up chairs. Marco’s job was to be the announcer. Together, the members of the club worked to get everything ready for the show. When opening night came, they all took their places backstage. Marco took a deep breath. The play was about to begin.

DORF
LEVEL
4



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

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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.)

19 DIBELS® Oral Reading Fluency
Level 4/Progress Monitoring 19

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

A Day of Surprises

0 It was an ideal day for mountain biking. My sister and I didn't
13 know where we were going because Dad wanted to surprise us. As we
26 drove, he gave us clues about our destination. It was a trail that followed
40 nature's lead. It had a history, and it was named for a giant pit. We tried
56 to figure out what the clues meant, but none of our guesses were correct.
70 After an hour's drive, Dad pointed to a sign and announced that we
83 had arrived. We were at the Quarry Road Trail! Once we were on our
97 bicycles, Dad explained how the trail matched his clues. First, it followed
109 the American River. That was nature's lead. Second, miners from the
120 Gold Rush era had built a flume, or water chute, alongside the trail.
133 They channeled water from the river into the flume and then searched
145 the shallow stream for gold. Third, it was named after the old quarry, an
159 enormous pit where people excavated rock to use in building.
169 The trail didn't seem particularly steep, but at the halfway point
180 we could feel the strain in our legs, so we stopped to wade in the river.
196 Before long, we were back on our bikes and headed for trail's end. By
210 the time we got there, we were definitely ready to rest, so we relaxed on
225 the grass and watched people rafting on the river below. The water was
238 very swift there, and rafters tipped over if they didn't navigate carefully.
250 Just past the rapids, they were carried over a small waterfall into calm
263 waters. When they landed with a splash, they cheered triumphantly. It
274 looked like great fun. That's when Dad revealed another surprise. We
285

19 DIBELS® Oral Reading Fluency Level 4/Progress Monitoring 19

A Day of Surprises (continued)

285 were staying overnight in the park cabins so we could go on a rafting
299 expedition the next morning! My sister squealed in delight and gave me
311 a high-five.
314 "You're full of fantastic surprises today, Dad," I said.
323 "I've got one more surprise that I'm sure you'll like," he said with a
337 wink. "The trail back to the car is downhill all the way!"
349

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 | |

19 DIBELS® Oral Reading Fluency Level 4/Progress Monitoring 19

Retell: A Day of Surprises

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/ Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

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

- | | |
|--------------------------------------|--|
| 1 Provides 2 or fewer details | 3 Provides 3 or more details in a meaningful sequence |
| 2 Provides 3 or more details | 4 Provides 3 or more details in a meaningful sequence that captures a main idea |

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 Day of Surprises

► It was an ideal day for mountain biking. My sister and I didn't know where we were going because Dad wanted to surprise us. As we drove, he gave us clues about our destination. It was a trail that followed nature's lead. It had a history, and it was named for a giant pit. We tried to figure out what the clues meant, but none of our guesses were correct.

After an hour's drive, Dad pointed to a sign and announced that we had arrived. We were at the Quarry Road Trail! Once we were on our bicycles, Dad explained how the trail matched his clues. First, it followed the American River. That was nature's lead. Second, miners from the Gold Rush era had built a flume, or water chute, alongside the trail. They channeled water from the river into the flume and then searched the shallow stream for gold. Third, it was named after the old quarry, an enormous pit where people excavated rock to use in building.

The trail didn't seem particularly steep, but at the halfway point we could feel the strain in our legs, so we stopped to wade in the river. Before long, we were back on our bikes and headed for trail's end. By the time we got there, we were definitely ready to rest, so we relaxed on the grass and watched people rafting on the river below. The water was very swift there, and rafters tipped over if they didn't navigate carefully. Just past the rapids, they were carried over a small waterfall into calm waters. When they landed with a splash, they cheered triumphantly. It looked like great fun. That's when Dad revealed another surprise. We were staying overnight in the park cabins so we could go on a rafting expedition the next morning! My sister squealed in delight and gave me a high-five.

"You're full of fantastic surprises today, Dad," I said.

"I've got one more surprise that I'm sure you'll like," he said with a wink. "The trail back to the car is downhill all the way!"
