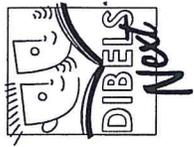


DORF
LEVEL
5



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.)

2 DIBELS® Oral Reading Fluency
 Level 5/Progress Monitoring 2

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

The Best Present Ever

0 The girl stared at the big red circle she had drawn around a date on
 15 her calendar. There wasn't much time to think of a gift before Mai's
 28 grandmother came for her visit. Mai took out a sheet of paper and started
 42 listing some possibilities. 45
 45 Mai reviewed her list, but she did not see anything that was unique
 58 enough for a wonderful person like her grandmother. It would be a long
 71 journey from her small village to the city. Mai wanted to celebrate her
 84 grandmother's first visit to the city by giving her an extraordinary gift. 96
 96 Mai stared at the paper. She attempted to think of something more
 108 creative. All of a sudden, Mai had a brilliant inspiration. She would make
 121 homemade stationery for her. Mai found a book that described how to
 133 make paper. She started making a list of all the materials she would need. 147
 147 Next, she ran around the house, collecting all of the items on her list. 161
 161 Once she had everything she needed, she carefully followed each step of
 173 the instructions. She wanted her sheets of paper to be perfect. Mai felt
 186 excited as she waited for the homemade paper to dry. 196
 196 The next morning, Father popped his head into Mai's room to see
 208 how his daughter's project was progressing. She replied that she would
 219 come show him the finished product as soon as she was done. Then Mai
 233 began the task of decorating the paper to make stationery. She used a
 246 pen and colored ink to draw things that she had seen in Grandmother's
 259 village. She drew the dense tropical forest on one sheet and colorful 271

2 DIBELS® Oral Reading Fluency Level 5/Progress Monitoring 2

The Best Present Ever (continued)

271 orchids on another. She was careful not to let the pieces of paper touch 285
 285 each other to prevent the ink from smearing. After the ink was dry, Mai 299
 299 showed the stationery to her parents. They were amazed by the beautiful 311
 311 drawings and thanked Mai for making her grandmother this thoughtful 321
 321 gift. Mai gently stacked the sheets of paper and tied a yellow silk ribbon 335
 335 around them. She looked forward to giving her grandmother the best 346
 346 present ever. 348

DORF Response Patterns:

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

2 DIBELS® Oral Reading Fluency Level 5/Progress Monitoring 2

Retell: The Best Present Ever

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

The Best Present Ever

► The girl stared at the big red circle she had drawn around a date on her calendar. There wasn't much time to think of a gift before Mai's grandmother came for her visit. Mai took out a sheet of paper and started listing some possibilities.

Mai reviewed her list, but she did not see anything that was unique enough for a wonderful person like her grandmother. It would be a long journey from her small village to the city. Mai wanted to celebrate her grandmother's first visit to the city by giving her an extraordinary gift.

Mai stared at the paper. She attempted to think of something more creative. All of a sudden, Mai had a brilliant inspiration. She would make homemade stationery for her. Mai found a book that described how to make paper. She started making a list of all the materials she would need. Next, she ran around the house, collecting all of the items on her list. Once she had everything she needed, she carefully followed each step of the instructions. She wanted her sheets of paper to be perfect. Mai felt excited as she waited for the homemade paper to dry.

The next morning, Father popped his head into Mai's room to see how his daughter's project was progressing. She replied that she would come show him the finished product as soon as she was done. Then Mai began the task of decorating the paper to make stationery. She used a pen and colored ink to draw things that she had seen in Grandmother's village. She drew the dense tropical forest on one sheet and colorful orchids on another. She was careful not to let the pieces of paper touch each other to prevent the ink from smearing. After the ink was dry, Mai showed the stationery to her parents. They were amazed by the beautiful drawings and thanked Mai for making her grandmother this thoughtful gift. Mai gently stacked the sheets of paper and tied a yellow silk ribbon around them. She looked forward to giving her grandmother the best present ever.

DORF
LEVEL
5



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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.)

7 DIBELS® Oral Reading Fluency
Level 5/Progress Monitoring 7

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

All About Shoes

0 No matter what the activity, it is often helpful to have a good pair 14
 14 of shoes. Shoes can come in many different styles and types. Some help 27
 27 athletes run faster or jump higher. Others let travelers wander for miles 39
 39 without getting tired. Shoes help dancers twirl on the stage and workers 51
 51 slog through mud. Depending on the task, the right pair of shoes can 64
 64 make a big difference in helping to get it done. 74
 74 Shoes for athletes are often lightweight, so as not to slow down the 87
 87 athletes. They need to give the athletes support, traction, and protection 98
 98 from injuries. One running shoe designer thought a shoe with a "waffle" 110
 110 pattern on the bottom would give runners a lot of traction. To make this 124
 124 shoe, he poured rubber into a waffle iron! Shoes for some outdoor sports, 137
 137 such as soccer and baseball, often have rubber or metal cleats that dig 150
 150 into the grass to keep the players from slipping. Shoes can often make a 164
 164 big difference in athletes' performance, and shoe companies are always 174
 174 looking for new ways to give their customers an edge when competing. 186
 186 Dancers also use specialized shoes. Pointe shoes have a box in the 198
 198 toe that allows ballet dancers to balance on the tips of their toes. Tap 212
 212 dancers wear shoes with metal "taps" attached that make a loud, sharp 224
 224 sound when hit against a hard surface. Ballroom dancers wear shoes that 236
 236 are lightweight enough to move around easily, but also durable enough 247
 247 to take heavy pounding against the floor. They also must be made so 260
 260 dancers do not slip on the hardwood dance floor. 269

7 DIBELS® Oral Reading Fluency Level 5/Progress Monitoring 7

All About Shoes (continued)

- 269 Hikers and people who work outdoors look for shoes that can 280
 280 withstand water and mud. These shoes can vary from simple plastic rain 292
 292 boots to hard, tough, work boots. Other outdoor activities call for other 304
 304 types of shoes. Climbing shoes help get a good grip on the rock, and 318
 318 wading shoes can get wet without slipping. 325
 325 Inside or out, for fun or for work, the right pair of shoes can really 340
 340 help you out. 343

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 5/Progress Monitoring 7

Retell: All About Shoes

► 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

All About Shoes

► No matter what the activity, it is often helpful to have a good pair of shoes. Shoes can come in many different styles and types. Some help athletes run faster or jump higher. Others let travelers wander for miles without getting tired. Shoes help dancers twirl on the stage and workers slog through mud. Depending on the task, the right pair of shoes can make a big difference in helping to get it done.

Shoes for athletes are often lightweight, so as not to slow down the athletes. They need to give the athletes support, traction, and protection from injuries. One running shoe designer thought a shoe with a “waffle” pattern on the bottom would give runners a lot of traction. To make this shoe, he poured rubber into a waffle iron! Shoes for some outdoor sports, such as soccer and baseball, often have rubber or metal cleats that dig into the grass to keep the players from slipping. Shoes can often make a big difference in athletes’ performance, and shoe companies are always looking for new ways to give their customers an edge when competing.

Dancers also use specialized shoes. Pointe shoes have a box in the toe that allows ballet dancers to balance on the tips of their toes. Tap dancers wear shoes with metal “taps” attached that make a loud, sharp sound when hit against a hard surface. Ballroom dancers wear shoes that are lightweight enough to move around easily, but also durable enough to take heavy pounding against the floor. They also must be made so dancers do not slip on the hardwood dance floor.

Hikers and people who work outdoors look for shoes that can withstand water and mud. These shoes can vary from simple plastic rain boots to hard, tough, work boots. Other outdoor activities call for other types of shoes. Climbing shoes help get a good grip on the rock, and wading shoes can get wet without slipping.

Inside or out, for fun or for work, the right pair of shoes can really help you out.

DORF
LEVEL
5



Name: _____ School Year: _____
 Student ID: _____
 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.)

9 DIBELS® Oral Reading Fluency
Level 5/Progress Monitoring 9

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

Watching a Soccer Game

0 The crowd at the soccer game cheered as a player on the home team 14
 14 kicked the ball into the goal, just out of reach of the goalie's desperate 28
 28 dive. Watching in the stands, Isabel and Ricardo couldn't believe how 39
 39 close this league championship game had become. With this last point, 50
 50 the home team had tied the game at two goals each. There wasn't very 64
 64 much time left before the whole season would be over. 74
 74 Isabel and Ricardo loved soccer, but this was their first time 85
 85 attending a championship game at the stadium. Their family lived in 96
 96 Madrid, and the stadium was located nearby. They were excited that their 108
 108 home team was in the finals this year, and they felt lucky that their father 123
 123 had agreed to take them to see the game. 132
 132 Their father was no stranger to soccer. When he was younger, he had 145
 145 been a midfielder on a professional team. He often told the children all 158
 158 kinds of exciting stories about the games he played. He enjoyed playing 170
 170 soccer with them and watching the sport on television. The whole family 182
 182 was excited to see a championship game in person. 191
 191 The stadium was packed with people. Some of the fans were visitors 203
 203 from other countries. Everyone was caught up in the excitement of the 215
 215 game and cheered their team as loudly as they could. They watched the 228
 228 players battle each other furiously to move the ball up the field. Just 241
 241 when it looked like one team would score, the goalie blocked the ball. 254
 254 The teams seemed perfectly matched, and Ricardo and Isabel were on 265

Watching a Soccer Game

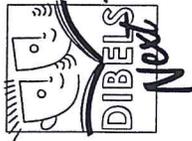
► The crowd at the soccer game cheered as a player on the home team kicked the ball into the goal, just out of reach of the goalie's desperate dive. Watching in the stands, Isabel and Ricardo couldn't believe how close this league championship game had become. With this last point, the home team had tied the game at two goals each. There wasn't very much time left before the whole season would be over.

Isabel and Ricardo loved soccer, but this was their first time attending a championship game at the stadium. Their family lived in Madrid, and the stadium was located nearby. They were excited that their home team was in the finals this year, and they felt lucky that their father had agreed to take them to see the game.

Their father was no stranger to soccer. When he was younger, he had been a midfielder on a professional team. He often told the children all kinds of exciting stories about the games he played. He enjoyed playing soccer with them and watching the sport on television. The whole family was excited to see a championship game in person.

The stadium was packed with people. Some of the fans were visitors from other countries. Everyone was caught up in the excitement of the game and cheered their team as loudly as they could. They watched the players battle each other furiously to move the ball up the field. Just when it looked like one team would score, the goalie blocked the ball. The teams seemed perfectly matched, and Ricardo and Isabel were on the edge of their seats, wondering who would win. It would not be much longer before one team was victorious. Isabel caught Ricardo's eye and they both grinned. No matter what happened in the end, they knew they would not forget this championship game.

DORF
LEVEL
5



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.)

18 DIBELS® Oral Reading Fluency
Level 5/Progress Monitoring 18

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

A Trip to an Aquarium

0 Yesterday, my class took a field trip to the local aquarium. When we 13
 13 arrived, a volunteer met us and explained that he would take our class on 27
 27 a tour. Our first stop was a display of different ocean habitats. I learned 41
 41 that some of the habitats in our bay are kelp forests, deep reefs, and 55
 55 sandy seafloors. 57
 57 Next, we visited the otter tank. Our view into the tank allowed us 70
 70 to watch the otters under and above the water. With their big eyes and 84
 84 tiny paws, the otters looked like cute stuffed animals. We watched them 96
 96 play and dive for food. While we were there, one of the workers served 110
 110 the otters a big treat. It was shrimp served on floating platters. The otters 124
 124 rolled on their backs and balanced the platters on their stomachs while 136
 136 they swam. The whole class laughed at this. 144
 144 The next stop was the jellyfish display. The display was located in a 157
 157 large, dark room that looked like a strange world from a science fiction 170
 170 novel. Each tank had a light that shone down on the jellyfish. I watched 184
 184 tiny jellyfish drift like lighted clouds in one tank, and larger jellyfish 196
 196 circling gracefully in another. 200
 200 Our last stop was the exhibit of shoreline birds. The aquarium birds 212
 212 came from wildlife rescue centers in the area. Visitors could stand very 224
 224 close to the birds. The birds didn't mind being close to people, but they 238
 238 didn't like to be touched. I stood carefully with my hands behind my 251
 251 back, watching them. Large and small birds waded in shallow pools and 263

18 DIBELS® Oral Reading Fluency Level 5/Progress Monitoring 18

A Trip to an Aquarium (continued)

263 hid under marsh plants. I especially liked one bird that had a white head, 277
 277 a black chest, and stood on one leg. 285
 285 Finally, it was time to return to school, and the guide told us 298
 298 goodbye. As we were leaving, I saw several additional rooms that we 310
 310 hadn't had time to explore. I hope I can visit again so I can see more 326
 326 animals and ocean habitats. 330

DORF Response Patterns:

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

18 DIBELS® Oral Reading Fluency Level 5/Progress Monitoring 18

Retell: A Trip to an Aquarium

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

A Trip to an Aquarium

► Yesterday, my class took a field trip to the local aquarium. When we arrived, a volunteer met us and explained that he would take our class on a tour. Our first stop was a display of different ocean habitats. I learned that some of the habitats in our bay are kelp forests, deep reefs, and sandy seafloors.

Next, we visited the otter tank. Our view into the tank allowed us to watch the otters under and above the water. With their big eyes and tiny paws, the otters looked like cute stuffed animals. We watched them play and dive for food. While we were there, one of the workers served the otters a big treat. It was shrimp served on floating platters. The otters rolled on their backs and balanced the platters on their stomachs while they swam. The whole class laughed at this.

The next stop was the jellyfish display. The display was located in a large, dark room that looked like a strange world from a science fiction novel. Each tank had a light that shone down on the jellyfish. I watched tiny jellyfish drift like lighted clouds in one tank, and larger jellyfish circling gracefully in another.

Our last stop was the exhibit of shoreline birds. The aquarium birds came from wildlife rescue centers in the area. Visitors could stand very close to the birds. The birds didn't mind being close to people, but they didn't like to be touched. I stood carefully with my hands behind my back, watching them. Large and small birds waded in shallow pools and hid under marsh plants. I especially liked one bird that had a white head, a black chest, and stood on one leg.

Finally, it was time to return to school, and the guide told us goodbye. As we were leaving, I saw several additional rooms that we hadn't had time to explore. I hope I can visit again so I can see more animals and ocean habitats.
