

Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
School: \_\_\_\_\_

School Year: \_\_\_\_\_

## 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.

<b>Timing</b>	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ) and say <i>Stop</i> after 1 minute.
<b>Wait</b>	If no response in 3 seconds, say the word and mark it as incorrect.
<b>Discontinue</b>	If no words are read correctly in the first line, say <i>Stop</i> , 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.
<b>Reminders</b>	If the student stops (not a hesitation on a specific item), say <i>Keep going</i> . (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

- No Dirt Required**
- 0 Green plants are the foundation of life on our planet. Many animals 12 eat only plants, and people depend on plants for food. Most of the plants 26 that surround us grow in soil. Plant stems need soil for support, so they 40 can stand upright and get enough sunlight. Plant roots extend into the soil 53 to reach the water and nutrients the plants require. As you can imagine, 66 growing enough food for the entire planet's population requires abundant 76 land and water.
- 79 Soil contains minerals and salts that plants need to grow. When it 91 rains, these nutrients dissolve in the water, and are absorbed by the roots 104 of plants. Then, with the proper nutrients and the right amount of water 117 and solar energy from the sun, photosynthesis enables plants to produce 128 their own food.
- 131 Some time ago, people discovered something astonishing: plants can 140 thrive without being planted in soil! Growing plants in water instead of 152 soil is called hydroponics. "Hydro" means water, and "ponos" means 162 work, so "hydroponics" means working water. Plant roots are fed a 173 liquid solution of minerals and salts that are dissolved in water. How do 186 hydroponic plants support themselves without any soil? The plants are 196 hung in a net above a tray or bucket of solution, with their roots dangling 211 in the solution.
- 214 Large numbers of hydroponic plants can be grown in a greenhouse, 225 which uses much less land than growing plants in soil. One surprising 237

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

## **2 DIBELS® Oral Reading Fluency**

**2** Level 6/Progress Monitoring 2

### No Dirt Required (continued)

- 237 fact is that growing vegetables in water actually saves water because the 249 solution can be reused many times by just adding minerals and nutrients. 261 In addition, scientists are learning how to use hydroponics to make 272 vegetables more nutritious for people.
- 277 People like to have fresh vegetables, such as tomatoes, all year 288 round, not just in the season when they grow in their area. Many areas 302 of the world have very poor soil that is not suited for growing plants, 316 and other areas don't have the proper climate. With hydroponics, people 327 around the globe can have fresh vegetables whenever they want them. 338

### Retell: No Dirt Required

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
<b>Wait/Reminder</b>	If the student stops or hesitates for 3 seconds, select one of the following (allowed one time): <ul style="list-style-type: none"> <li>—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.</li> <li>—Otherwise, ask Can you tell me anything more about the story?</li> </ul>
<b>Discontinue</b>	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:

- 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 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

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

# No Dirt Required

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► Green plants are the foundation of life on our planet. Many animals eat only plants, and people depend on plants for food. Most of the plants that surround us grow in soil. Plant stems need soil for support, so they can stand upright and get enough sunlight. Plant roots extend into the soil to reach the water and nutrients the plants require. As you can imagine, growing enough food for the entire planet's population requires abundant land and water.

Soil contains minerals and salts that plants need to grow. When it rains, these nutrients dissolve in the water, and are absorbed by the roots of plants. Then, with the proper nutrients and the right amount of water and solar energy from the sun, photosynthesis enables plants to produce their own food.

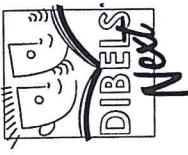
Some time ago, people discovered something astonishing: plants can thrive without being planted in soil! Growing plants in water instead of soil is called hydroponics. "Hydro" means water, and "ponos" means work, so "hydroponics" means working water. Plant roots are fed a liquid solution of minerals and salts that are dissolved in water. How do hydroponic plants support themselves without any soil? The plants are hung in a net above a tray or bucket of solution, with their roots dangling in the solution.

Large numbers of hydroponic plants can be grown in a greenhouse, which uses much less land than growing plants in soil. One surprising fact is that growing vegetables in water actually saves water because the solution can be reused many times by just adding minerals and nutrients. In addition, scientists are learning how to use hydroponics to make vegetables more nutritious for people.

People like to have fresh vegetables, such as tomatoes, all year round, not just in the season when they grow in their area. Many areas of the world have very poor soil that is not suited for growing plants, and other areas don't have the proper climate. With hydroponics, people around the globe can have fresh vegetables whenever they want them.

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DORF  
LEVEL  
**6**



Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ School Year: \_\_\_\_\_  
Teacher: \_\_\_\_\_ School: \_\_\_\_\_  
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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.

## **7 DIBELS® Oral Reading Fluency**

Level 6/Progress Monitoring 7

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.

<b>Timing</b>	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ) and say <i>Stop</i> after 1 minute.
<b>Wait</b>	If no response in 3 seconds, say the word and mark it as incorrect.
<b>Discontinue</b>	If no words are read correctly in the first line, say <i>Stop</i> , 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.
<b>Reminders</b>	If the student stops (not a hesitation on a specific item), say <i>Keep going.</i> (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

Total words: _____
Errors (include skipped words): _____
Words correct: = _____
0 A continent is an area of land that is set apart, or distinct, from other land masses. There are seven continents on Earth, and the largest of those is Asia. This huge region also has the most people, with more than 60 percent of the world's total population. If you look at a map of Asia, you will see that it is home to many different countries, whose people speak many different languages.
15 Such a large continent has a vast number of landforms, from the highest mountains to some of the largest plains in the world. The continent is interspersed with many rivers and lakes and bounded by several oceans. In addition to all the water, there are also huge expanses of desert, some of which are hot and dry, while others are cold and dry.
28 42 57 70 73 85 97 108 121 136 151 163 173 183 194 195 206 219 232 242 253
42 57 70 73 85 97 108 121 136 151 163 173 183 194 195 206 219 232 242 253
28 42 57 70 73 85 97 108 121 136 151 163 173 183 194 195 206 219 232 242 253
28 42 57 70 73 85 97 108 121 136 151 163 173 183 194 195 206 219 232 242 253

## 7 DIBELS® Oral Reading Fluency

Level 6/Progress Monitoring 7

### Let's Look at Asia (continued)

- 253 including the water buffalo. 257  
257 Many people in Asia make their living by farming. They harness 268  
268 water buffalo to plow their fields and pull their carts. Rice is a basic food 283  
283 in Asia, along with fish and many delicious vegetables. Most of the rice 296  
296 that people eat throughout the world is grown in Asia. Although Asia has 309  
309 many differences from other continents and regions, it is an important 320  
320 part of the world community.

- 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

## 7 DIBELS® Oral Reading Fluency

Level 6/Progress Monitoring 7

### Retell: Let's Look at Asia

► 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
- Other
- Talks about own life related to passage
- "Speed reads" the passage
- Other

## Let's Look at Asia

---

► A continent is an area of land that is set apart, or distinct, from other land masses. There are seven continents on Earth, and the largest of those is Asia. This huge region also has the most people, with more than 60 percent of the world's total population. If you look at a map of Asia, you will see that it is home to many different countries, whose people speak many different languages.

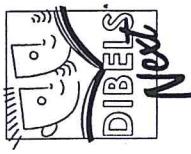
Such a large continent has a vast number of landforms, from the highest mountains to some of the largest plains in the world. The continent is interspersed with many rivers and lakes and bounded by several oceans. In addition to all the water, there are also huge expanses of desert, some of which are hot and dry, while others are cold and dry.

The climate of Asia is as varied as its land and people. In the far north, winters are long and cold, while summers are short and cool. Farther south, the climate becomes milder, with longer summers and wetter winters. Heavy rains called monsoons frequently flood parts of the countries in southern Asia, but other areas have wonderful, sunny summers.

As you might imagine, with such diverse climates and lands, the animals that live in Asia are also many and varied. Reindeer live in the cold north, and giant pandas live in the central regions. Tigers and gorillas live in the rainforests, while gazelles and wolves populate the hills and plains. People have domesticated many of the animals, including the water buffalo.

Many people in Asia make their living by farming. They harness water buffalo to plow their fields and pull their carts. Rice is a basic food in Asia, along with fish and many delicious vegetables. Most of the rice that people eat throughout the world is grown in Asia. Although Asia has many differences from other continents and regions, it is an important part of the world community.

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Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
School: \_\_\_\_\_  
School Year: \_\_\_\_\_  
Revised 12/30/10

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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.*

<b>Timing</b>	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket (1) and say <i>Stop</i> after 1 minute.
<b>Wait</b>	If no response in 3 seconds, say the word and mark it as incorrect.
<b>Discontinue</b>	If no words are read correctly in the first line, say <i>Stop</i> , 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.
<b>Reminders</b>	If the student stops (not a hesitation on a specific item), say <i>Keep going.</i> (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

## 10 DIBELS® Oral Reading Fluency

Level 6/Progress Monitoring 10

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

### An Underground Journey

- 0 After voting on their next field trip, the class decided to go 12  
 12 underground. Mr. Lawrence approved of their choice because he had 22  
 22 toured the Oregon caves before and found them fascinating. He was 33  
 33 eager to share his experience with his students, and he knew their ranger 46  
 46 guide would teach them interesting facts about the caves. 55  
 55 The bus carried the class past scenery that varied from large towns 67  
 67 to old-growth forests. The day was sunny and warm, and many students 80  
 80 doubted whether it would be cold enough to need the warm clothing that 93  
 93 Mr. Lawrence had required them to bring. He assured them that being in 106  
 106 the caves was like being inside a refrigerator. 114  
 114 The students had researched the caves before they visited, so they 125  
 125 already knew something about what they would find. The caves contain 136  
 136 fossils of animals, such as jaguars and grizzly bears. They are home to 149  
 149 many varieties of insects, and bats roost in the cool, protected darkness. 161  
 161 Students were surprised to learn that the stream inside the cave is a link 175  
 175 to the Pacific Ocean. 179  
 179 Underground, they found new marvels. Beautiful marble rock lined 188  
 188 the caves, and mineral deposits glowed in the light. The ranger showed 200  
 200 them ancient stalagmites and stalactites, formed by water dripping 209  
 209 through the cave ceilings. She told them an easy way to remember the 222  
 222 names of the formations. Stalagmite has a "G," for ground, so they grow 235  
 235 up out of the bottom of the cave. Stalactite has a "C," for ceiling, so they 251

# 10 DIBELS® Oral Reading Fluency

Level 6/Progress Monitoring 10

## An Underground Journey (continued)

- 251 hang down from the top. 256  
256 It was cold under the ground, but climbing the more than five  
268 hundred steps in the cave helped the students stay warm. Still, they  
280 were glad they had jackets. When the tour was over, the students and  
293 Mr. Lawrence thanked the ranger. They took the ranger's suggestion  
303 and went to eat their lunch at a wonderful spot under the trees. While  
317 they ate, they talked about all the incredible things they had seen in the  
331 underground caves.  
333

### DORF Response Patterns:

- Reads with appropriate phrasing, intonation/  
expression, and observed punctuation  
 Self-corrects/monitors meaning  
 Shows automatically 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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> 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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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  
 Other

# 10 DIBELS® Oral Reading Fluency

Level 6/Progress Monitoring 10

## Retell: An Underground Journey

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

251	It was cold under the ground, but climbing the more than five hundred steps in the cave helped the students stay warm. Still, they were glad they had jackets. When the tour was over, the students and Mr. Lawrence thanked the ranger. They took the ranger's suggestion and went to eat their lunch at a wonderful spot under the trees. While they ate, they talked about all the incredible things they had seen in the underground caves.
268	
280	

# An Underground Journey

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► After voting on their next field trip, the class decided to go underground. Mr. Lawrence approved of their choice because he had toured the Oregon caves before and found them fascinating. He was eager to share his experience with his students, and he knew their ranger guide would teach them interesting facts about the caves.

The bus carried the class past scenery that varied from large towns to old-growth forests. The day was sunny and warm, and many students doubted whether it would be cold enough to need the warm clothing that Mr. Lawrence had required them to bring. He assured them that being in the caves was like being inside a refrigerator.

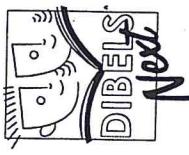
The students had researched the caves before they visited, so they already knew something about what they would find. The caves contain fossils of animals, such as jaguars and grizzly bears. They are home to many varieties of insects, and bats roost in the cool, protected darkness. Students were surprised to learn that the stream inside the cave is a link to the Pacific Ocean.

Underground, they found new marvels. Beautiful marble rock lined the caves, and mineral deposits glowed in the light. The ranger showed them ancient stalagmites and stalactites, formed by water dripping through the cave ceilings. She told them an easy way to remember the names of the formations. Stalagmite has a “G,” for ground, so they grow up out of the bottom of the cave. Stalactite has a “C,” for ceiling, so they hang down from the top.

It was cold under the ground, but climbing the more than five hundred steps in the cave helped the students stay warm. Still, they were glad they had jackets. When the tour was over, the students and Mr. Lawrence thanked the ranger. They took the ranger’s suggestion and went to eat their lunch at a wonderful spot under the trees. While they ate, they talked about all the incredible things they had seen in the underground caves.

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DORF  
LEVEL  
**6**



Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ School Year: \_\_\_\_\_  
Teacher: \_\_\_\_\_ School: \_\_\_\_\_

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Revised 12/30/11

## 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.

## **13** DIBELS® Oral Reading Fluency

### Level 6/Progress Monitoring 13

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

#### Drifting Downriver

Sometimes life takes you in unexpected directions. It took Jeremy's family to a new continent when his father got a great job in Costa Rica. Jeremy loved the coastal beaches of their new country, but the mysterious rainforest in the interior is what really fascinated him. He read everything he could about the rainforest and developed a passion to explore it. He didn't feel quite ready to hike into such an unfamiliar place, but he thought seeing it from a river raft would be an awesome experience.

Jeremy's parents agreed he could go, but he'd have to choose a tour with an experienced guide. His mother further specified that he could only travel on a calm part of the river for his first trip. He would have to wait until he was older to brave the rapids on the more adventurous rivers.

Jeremy joined the guide and four other people on a large rubber raft. One of the travelers was a boy named Carlos about the same age as Jeremy. The rafters were astounded by the variety of sights and sounds of the jungle. Screeches and brightly colored birds started and amazed them. Grins never left their faces, and their heads turned constantly as they examined everything around them.

Their guide taught them a great deal about rainforests. They learned how important rainforests are to the ecology of the whole world. Rainforests produce oxygen and absorb great amounts of carbon dioxide.

<b>Timing</b>	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	If no response in 3 seconds, say the word and mark it as incorrect.
<b>Discontinue</b>	If no words are read correctly in the first line, say <b>Stop</b> , 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.
<b>Reminders</b>	If the student stops (not a hesitation on a specific item), say <b>Keep going.</b> (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

# 13 DIBELS® Oral Reading Fluency

Level 6/Progress Monitoring 13

## Drifting Downriver (continued)

- 241 They learned that insects outnumber any other animal in the jungles. 252  
252 Rainforests also help clean and recycle water in the environment and 263 produce many different foods. Experience showed them that it is hot and 275 damp in a rainforest, even under the thick cover of trees.  
275 The raft trip was beyond his expectations. Jeremy learned a lot, 286  
297 and he made a new friend. He knew he was going to like living in this 313  
313 wonderful and exciting place. 317

- 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 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 6/Progress Monitoring 13

## Drifting Downriver

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

Timing	Wait/Reminder	Discontinue
1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> and discontinue the task.
252		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
263		26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48

Timing	Wait/Reminder	Discontinue
1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> and discontinue the task.
275		49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71
286		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.)

<input type="checkbox"/> Provides 2 or fewer details	<b>3</b> Provides 3 or more details in a meaningful sequence
<input type="checkbox"/> Provides 3 or more details	<b>4</b> Provides 3 or more details in a meaningful sequence that captures a main idea
Retell Response Patterns:	
<input type="checkbox"/> Summarizes <input type="checkbox"/> Retells the passage verbatim <input type="checkbox"/> Repeats the same detail <input type="checkbox"/> Other	

## Drifting Downriver

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► Sometimes life takes you in unexpected directions. It took Jeremy's family to a new continent when his father got a great job in Costa Rica. Jeremy loved the coastal beaches of their new country, but the mysterious rainforest in the interior is what really fascinated him. He read everything he could about the rainforest and developed a passion to explore it. He didn't feel quite ready to hike into such an unfamiliar place, but he thought seeing it from a river raft would be an awesome experience.

Jeremy's parents agreed he could go, but he'd have to choose a tour with an experienced guide. His mother further specified that he could only travel on a calm part of the river for his first trip. He would have to wait until he was older to brave the rapids on the more adventurous rivers.

Jeremy joined the guide and four other people on a large rubber raft. One of the travelers was a boy named Carlos about the same age as Jeremy. The rafters were astounded by the variety of sights and sounds of the jungle. Screeches and brightly colored birds startled and amazed them. Grins never left their faces, and their heads turned constantly as they examined everything around them.

Their guide taught them a great deal about rainforests. They learned how important rainforests are to the ecology of the whole world. Rainforests produce oxygen and absorb great amounts of carbon dioxide. They learned that insects outnumber any other animal in the jungles. Rainforests also help clean and recycle water in the environment and produce many different foods. Experience showed them that it is hot and damp in a rainforest, even under the thick cover of trees.

The raft trip was beyond his expectations. Jeremy learned a lot, and he made a new friend. He knew he was going to like living in this wonderful and exciting place.

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