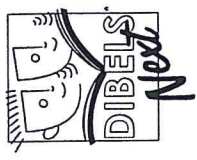


DORF  
LEVEL  
6



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

© 2011 All rights reserved  
Revised 12/30/10



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 <b>Stop</b> 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 <b>Stop</b> , record a score of 0, and do not administer Retell.<br>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 <b>Keep going.</b> (Repeat as often as needed.)<br>If the student loses his/her place, point. (Repeat as often as needed.)                                                                   |

3 DIBELS® Oral Reading Fluency  
Level 6/Progress Monitoring 3

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

Making a Comic Book

- 0 Comic books feature many of the world's most popular characters.
- 10 Superheroes, such as Superman or Batman, are popular comic book
- 20 characters. If you're interested in creating your own comic book, here are
- 32 some suggestions to get started.
- 37 First, brainstorm some topics for your comic book. Maybe you
- 47 want to write about a superhero stopping an evil villain's plan for world
- 60 domination. Perhaps you want to tell about a resourceful explorer, or a
- 72 group of friends investigating a mystery. Come up with a plot and try
- 85 to structure your story so you know approximately what you want to
- 97 happen on each page. Don't worry about getting it perfect just yet.
- 109 When you've decided on the content and structure of your comic,
- 120 experiment with different appearances. You can investigate different
- 128 drawing styles and come up with different looks for your characters. It's
- 140 a good idea to practice drawing your characters from different angles so
- 152 that you'll be able to draw them consistently in your comic book.
- 164 Now you can begin to make your comic. Plan out what should
- 176 happen in each panel and draw the panel borders. Don't start sketching
- 188 until you've added the talk balloons and at least sketched in the text.
- 201 This way, you won't run out of space for your dialogue, and you'll be
- 215 able to draw around the text so no important details in the picture get
- 229 obscured. When you do start to draw, sketch lightly at first. Drawing and
- 242 re-drawing can make your work look messy if your lines are too dark.
- 255

### 3 DIBELS® Oral Reading Fluency Level 6/Progress Monitoring 3

#### Making a Comic Book (continued)

255 When your sketches are done, you can outline them in ink. This 267  
267 helps give your comic its style and personality, and can make your 279  
279 drawings stand out. Play around with using different thicknesses of ink to 291  
291 define features and outlines. 295  
295 Soon, your comic book will be done. If you want, you can make 308  
308 copies and give them to friends. Maybe you'll even want to make a 321  
321 series, so you can follow your characters and their adventures through 332  
332 more comics. 334

#### DORF Response Patterns:

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

### 3 DIBELS® Oral Reading Fluency Level 6/Progress Monitoring 3

#### Retell: Making a Comic Book

► 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):<br>—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><br>—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.)

- |                                      |                                                                                        |
|--------------------------------------|----------------------------------------------------------------------------------------|
| <b>1</b> Provides 2 or fewer details | <b>3</b> Provides 3 or more details in a meaningful sequence                           |
| <b>2</b> 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"/> Talks about own life related to passage |
| <input type="checkbox"/> Retells the passage verbatim | <input type="checkbox"/> "Speed reads" the passage               |
| <input type="checkbox"/> Repeats the same detail      | <input type="checkbox"/> Other                                   |

# Making a Comic Book

---

► Comic books feature many of the world's most popular characters. Superheroes, such as Superman or Batman, are popular comic book characters. If you're interested in creating your own comic book, here are some suggestions to get started.

First, brainstorm some topics for your comic book. Maybe you want to write about a superhero stopping an evil villain's plan for world domination. Perhaps you want to tell about a resourceful explorer, or a group of friends investigating a mystery. Come up with a plot and try to structure your story so you know approximately what you want to happen on each page. Don't worry about getting it perfect just yet.

When you've decided on the content and structure of your comic, experiment with different appearances. You can investigate different drawing styles and come up with different looks for your characters. It's a good idea to practice drawing your characters from different angles so that you'll be able to draw them consistently in your comic book.

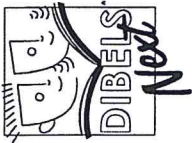
Now you can begin to make your comic. Plan out what should happen in each panel and draw the panel borders. Don't start sketching until you've added the talk balloons and at least sketched in the text. This way, you won't run out of space for your dialogue, and you'll be able to draw around the text so no important details in the picture get obscured. When you do start to draw, sketch lightly at first. Drawing and re-drawing can make your work look messy if your lines are too dark.

When your sketches are done, you can outline them in ink. This helps give your comic its style and personality, and can make your drawings stand out. Play around with using different thicknesses of ink to define features and outlines.

Soon, your comic book will be done. If you want, you can make copies and give them to friends. Maybe you'll even want to make a series, so you can follow your characters and their adventures through more comics.

---

DORF  
LEVEL  
6



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

© 2011 All rights reserved

Revised 12/20/10

### 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 <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.<br>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.)<br>If the student loses his/her place, point. (Repeat as often as needed.)                                                                  |

### 8 DIBELS® Oral Reading Fluency Level 6/Progress Monitoring 8

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

#### Ice Country

0 The plane's skis landed on the snow-covered runway. Inside the  
11 plane, Alison felt ready for her first day at her new job as a biologist in  
27 Antarctica. As she disembarked she took a deep breath and exhaled. She  
39 laughed as she saw her breath hanging as a thin fog in the air. In such a  
56 cold environment she would get used to seeing her breath.  
66 Alison glanced at Victor, the other biologist along on the expedition  
77 to Antarctica. He was tugging his parka tight to keep out the frigid  
90 wind. They took in the scene, and they both grinned in delight. Beyond  
103 the edge of the bare rock lay endless whiteness, sparkling in the bright  
116 sunlight. Alison's main responsibility was to study the sparse vegetation  
126 in the dry valleys near the station. She was also determined to spend as  
140 much time as possible farther out on the ice sheet.  
150 As a biologist, Alison was attracted to Antarctica for the simplicity  
161 of its life forms. Not much can live in the hostile environment, except  
174 under the sea. It is almost impossible for plants and animals to live on  
188 land. Alison would study the lichens that grew between the grains of  
200 sand inside sandstone rock. These tiny plants receive just enough water  
211 and sunlight to allow photosynthesis during a short time each year. Their  
223 growth rates are so slow that scientists estimate some of them may be  
236 thousands of years old.  
240 Alison looked around the station site and was glad that she would be  
253 living there with over a thousand other people. It would be nice to have  
267

# **8** DIBELS® Oral Reading Fluency Level 6/Progress Monitoring 8

## Ice Country (continued)

267 company and a warm place to spend time in between her experiments 279  
 279 and explorations. She hoped some of the more seasoned scientists would 290  
 290 show her the ropes and take her out on the ice, because she was excited 305  
 305 by the idea of seeing a whiteout. A whiteout is when thick snow and 319  
 319 overcast skies combine to make everything appear white. In a whiteout, 330  
 330 she wanted someone with her who knew how to survive the adventure. 342

## 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

# **8** DIBELS® Oral Reading Fluency Level 6/Progress Monitoring 8

## Retell: Ice Country

► 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):<br>—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><br>—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.                                                                                                                                                                                                         |

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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

## Ice Country

---

► The plane's skis landed on the snow-covered runway. Inside the plane, Alison felt ready for her first day at her new job as a biologist in Antarctica. As she disembarked she took a deep breath and exhaled. She laughed as she saw her breath hanging as a thin fog in the air. In such a cold environment she would get used to seeing her breath.

Alison glanced at Victor, the other biologist along on the expedition to Antarctica. He was tugging his parka tight to keep out the frigid wind. They took in the scene, and they both grinned in delight. Beyond the edge of the bare rock lay endless whiteness, sparkling in the bright sunlight. Alison's main responsibility was to study the sparse vegetation in the dry valleys near the station. She was also determined to spend as much time as possible farther out on the ice sheet.

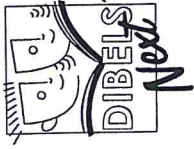
As a biologist, Alison was attracted to Antarctica for the simplicity of its life forms. Not much can live in the hostile environment, except under the sea. It is almost impossible for plants and animals to live on land. Alison would study the lichens that grew between the grains of sand inside sandstone rock. These tiny plants receive just enough water and sunlight to allow photosynthesis during a short time each year. Their growth rates are so slow that scientists estimate some of them may be thousands of years old.

Alison looked around the station site and was glad that she would be living there with over a thousand other people. It would be nice to have company and a warm place to spend time in between her experiments and explorations. She hoped some of the more seasoned scientists would show her the ropes and take her out on the ice, because she was excited by the idea of seeing a whiteout. A whiteout is when thick snow and overcast skies combine to make everything appear white. In a whiteout, she wanted someone with her who knew how to survive the adventure.

---

DORF  
LEVEL

6



Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

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

Revised 12/30/10

## 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 <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.<br>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.)<br>If the student loses his/her place, point. (Repeat as often as needed.)                                                                  |

## 15 DIBELS® Oral Reading Fluency Level 6/Progress Monitoring 15

Total words: \_\_\_\_\_

Errors (include skipped words): - \_\_\_\_\_

Words correct: = \_\_\_\_\_

### A Web Site for Volunteers

0 "Helping with the Library Tutoring Program is really fun," reports 10

10 Shanna, age twelve. Shanna has signed on as a volunteer with the 22

22 program at the public library in her town. In the program, students 34

34 in middle school are paired with students in first and second grade. 46

46 They read stories to the younger children and also help them with their 59

59 homework. "The best part of being a tutor is that I get to help someone 74

74 practice reading, and have fun too!" Shanna explains. 82

82 Shanna found her volunteer job at a web site called Volunteer 93

93 Match. The purpose of the web site is to help people find great places to 108

108 volunteer. As its name suggests, the service matches volunteers' skills 118

118 and interests with needed services. 123

123 Here's how it works. When Shanna visited the site, she first 134

134 entered her zip code and specified the distance she was able to travel 147

147 to work. With a click of the mouse, a list of volunteer opportunities in 161

161 her area appeared. She noticed the position at the library and clicked 173

173 again. A description of the program appeared, and at the bottom of the 186

186 page, Shanna found an email address and a telephone number. "It was 198

198 extremely simple," she says. 202

202 Some people who visit Volunteer Match already have an idea about 213

213 what they want to do. For example, a person may want to help at an art 229

229 museum. To speed up their search, these people can indicate specific 240

240 activities that match their interests and skills. With over thirty thousand 251

# 15 DIBELS® Oral Reading Fluency Level 6/Progress Monitoring 15

## A Web Site for Volunteers (continued)

251 listings, anyone who wants to help others can find an interesting job. 263  
263 Volunteer Match is not only great for people who want to volunteer. 275  
275 It also helps organizations that use volunteers by saving them the time 287  
287 and effort it takes to find helpers. Since it was started, more than a 301  
301 million people have found volunteer positions on the web site. If you or 314  
314 your friends want to make a difference, check out Volunteer Match. 325

### 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

# 15 DIBELS® Oral Reading Fluency Level 6/Progress Monitoring 15

## Retell: A Web Site for Volunteers

► 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):<br>—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><br>—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
- ☐ Talks about own life related to passage
- ☐ "Speed reads" the passage
- ☐ Other

## A Web Site for Volunteers

---

► “Helping with the Library Tutoring Program is really fun,” reports Shanna, age twelve. Shanna has signed on as a volunteer with the program at the public library in her town. In the program, students in middle school are paired with students in first and second grade. They read stories to the younger children and also help them with their homework. “The best part of being a tutor is that I get to help someone practice reading, and have fun too!” Shanna explains.

Shanna found her volunteer job at a web site called Volunteer Match. The purpose of the web site is to help people find great places to volunteer. As its name suggests, the service matches volunteers’ skills and interests with needed services.

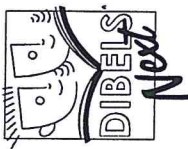
Here’s how it works. When Shanna visited the site, she first entered her zip code and specified the distance she was able to travel to work. With a click of the mouse, a list of volunteer opportunities in her area appeared. She noticed the position at the library and clicked again. A description of the program appeared, and at the bottom of the page, Shanna found an email address and a telephone number. “It was extremely simple,” she says.

Some people who visit Volunteer Match already have an idea about what they want to do. For example, a person may want to help at an art museum. To speed up their search, these people can indicate specific activities that match their interests and skills. With over thirty thousand listings, anyone who wants to help others can find an interesting job.

Volunteer Match is not only great for people who want to volunteer. It also helps organizations that use volunteers by saving them the time and effort it takes to find helpers. Since it was started, more than a million people have found volunteer positions on the web site. If you or your friends want to make a difference, check out Volunteer Match.

---

DORF  
LEVEL  
6



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

© 2011 All rights reserved

Revised 12/20/10

# 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 <b>Stop</b> 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 <b>Stop</b> , record a score of 0, and do not administer Retell.<br>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 <b>Keep going.</b> (Repeat as often as needed.)<br>If the student loses his/her place, point. (Repeat as often as needed.)                                                                   |

# 18 DIBELS® Oral Reading Fluency Level 6/Progress Monitoring 18

Total words: \_\_\_\_\_  
Errors (include skipped words): ~ \_\_\_\_\_  
Words correct = \_\_\_\_\_

## The Great Bird Count

0 A group of kids was chatting in excitement. They were looking at 12  
12 something on the craft table. Alberto walked to the students and peered 24  
24 over Hayley's shoulder. He saw several graphs and charts. "What's going 35  
35 on?" he asked. 38  
38 Hayley told him they were looking at the results of the Great 50  
50 Backyard Bird Count from the year before. She explained that it takes 62  
62 place every February in the United States and Canada. People in cities 74  
74 and in the countryside go to different outdoor spots with a bird checklist. 87  
87 They count or estimate the kinds and numbers of birds they see. Then 100  
100 they fill out the checklist and send it in online. Scientists use the 113  
113 information in a variety of important ways. 120  
120 Alberto thought he'd like to participate this year, so he joined the 132  
132 group. He learned that bird populations change constantly and that 142  
142 scientists cannot possibly keep track of how birds move throughout the 153  
153 continent. They rely on the help of individuals who are willing to count 166  
166 birds for four days in February. From the massive amount of information 178  
178 they receive, they are able to tell which bird species are increasing or 191  
191 decreasing. Tracking bird populations can indicate how changes in the 201  
201 environment affect birds. In addition, the data tell scientists what kinds 212  
212 of birds live in urban and rural areas. 220  
220 Carefully following the rules for the count, Alberto decided to spend 231  
231 at least fifteen minutes a day in a different location. He went online and 245

# 18 DIBELS® Oral Reading Fluency Level 6/Progress Monitoring 18

## The Great Bird Count (continued)

245 registered to receive a regional checklist of birds in his area. He would 258  
258 complete a checklist for each location where he counted birds, and he 270  
270 would submit it online every day. He realized that first he needed to learn 284  
284 which birds were most likely to be found in his area and how to identify 299  
299 them. 300  
300 Alberto had a lot of preparation to do, but he was lucky that Hayley 314  
314 agreed to be his partner. They would be busy all of January getting ready 328  
328 for the bird count, but they were both excited about the prospect of 341  
341 learning about birds and helping the scientists. 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

# 18 DIBELS® Oral Reading Fluency Level 6/Progress Monitoring 18

## Retell: The Great Bird Count

► 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):<br>—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><br>—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.                                                                                                                                                                                                         |

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 Great Bird Count

---

► A group of kids was chatting in excitement. They were looking at something on the craft table. Alberto walked to the students and peered over Hayley's shoulder. He saw several graphs and charts. "What's going on?" he asked.

Hayley told him they were looking at the results of the Great Backyard Bird Count from the year before. She explained that it takes place every February in the United States and Canada. People in cities and in the countryside go to different outdoor spots with a bird checklist. They count or estimate the kinds and numbers of birds they see. Then they fill out the checklist and send it in online. Scientists use the information in a variety of important ways.

Alberto thought he'd like to participate this year, so he joined the group. He learned that bird populations change constantly and that scientists cannot possibly keep track of how birds move throughout the continent. They rely on the help of individuals who are willing to count birds for four days in February. From the massive amount of information they receive, they are able to tell which bird species are increasing or decreasing. Tracking bird populations can indicate how changes in the environment affect birds. In addition, the data tell scientists what kinds of birds live in urban and rural areas.

Carefully following the rules for the count, Alberto decided to spend at least fifteen minutes a day in a different location. He went online and registered to receive a regional checklist of birds in his area. He would complete a checklist for each location where he counted birds, and he would submit it online every day. He realized that first he needed to learn which birds were most likely to be found in his area and how to identify them.

Alberto had a lot of preparation to do, but he was lucky that Hayley agreed to be his partner. They would be busy all of January getting ready for the bird count, but they were both excited about the prospect of learning about birds and helping the scientists.

---