

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

Student ID: \_\_\_\_\_

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

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

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Revised 12/23/10

### 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. 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.)

### DIBELS® Oral Reading Fluency

**Level 3/Progress Monitoring 4**

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

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

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

#### Learning to Skateboard

0      The last box was finally unpacked at the new house. Zach had been 13 excited about moving to the city and about making new friends. He knew 26 he had several weeks to explore the neighborhood before school started, 37 and he realized that was plenty of time to learn his way around. He asked 52 his mom if he could walk to the nearby park. 62  
From the road, the park looked like a giant green expanse. Now, he 75 saw that it was divided into different sections. The first thing that caught 88 his eye was the skate park. He sprinted to the gate and stood looking in at 104 the ramps and rails. He had a skateboard but had never learned to ride it. 119  
The roads near his old house had been too rocky. 129  
Just then, two boys zoomed up on skateboards and said hello. They 141 asked him if he skateboarded. He told them that he had a board but 155 had never had a place to learn. “Well, now you do,” they said, and they 170 offered to teach him. Their names were Matt and Pablo, and they went 183 to the same school he was going to attend. Zach happily agreed to meet 197 them for a lesson. 201  
The following afternoon, Zach went to find the boys. After putting 212 on helmets and pads, Matt showed him how to stand on the board above 226 the axle. Pablo helped him practice pushing off, which is the movement 238 needed to get the board rolling. They also explained carving and 249 stopping. Zach practiced and also watched the other guys perform some 260 advanced moves they had mastered. After thanking his new friends, he 271

## **4** DIBELS® Oral Reading Fluency

Level 3/Progress Monitoring 4

### Learning to Skateboard (continued)

- 271 promised to come back every day. By the time school started, he had 284  
284 learned to skateboard and had made two good friends.

#### 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
- Frequently omits words or letters  
 Frequently adds words or letters  
 Skips lines

## **4** DIBELS® Oral Reading Fluency

Level 3/Progress Monitoring 4

### Retell: Learning to Skateboard

- 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): —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?
<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:

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

## Learning to Skateboard

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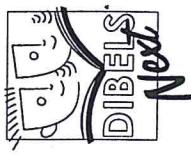
► The last box was finally unpacked at the new house. Zach had been excited about moving to the city and about making new friends. He knew he had several weeks to explore the neighborhood before school started, and he realized that was plenty of time to learn his way around. He asked his mom if he could walk to the nearby park.

From the road, the park looked like a giant green expanse. Now, he saw that it was divided into different sections. The first thing that caught his eye was the skate park. He sprinted to the gate and stood looking in at the ramps and rails. He had a skateboard but had never learned to ride it. The roads near his old house had been too rocky.

Just then, two boys zoomed up on skateboards and said hello. They asked him if he skateboarded. He told them that he had a board but had never had a place to learn. “Well, now you do,” they said, and they offered to teach him. Their names were Matt and Pablo, and they went to the same school he was going to attend. Zach happily agreed to meet them for a lesson.

The following afternoon, Zach went to find the boys. After putting on helmets and pads, Matt showed him how to stand on the board above the axle. Pablo helped him practice pushing off, which is the movement needed to get the board rolling. They also explained carving and stopping. Zach practiced and also watched the other guys perform some advanced moves they had mastered. After thanking his new friends, he promised to come back every day. By the time school started, he had learned to skateboard and had made two good friends.

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DORF  
LEVEL  
**3**

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

<b>DIBELS® Oral Reading Fluency</b>	
<b>Level 3/Progress Monitoring 9</b>	
Total words: _____	14
Errors (include skipped words): _____	0
Words correct: _____	135
<b>Rachel's Box</b>	
The cat was making a mad dash to get away from the new puppy.	14
She was trying to get to her spot on the window ledge out of the puppy's reach. It was then that the cat knocked over the beautiful wooden box that Grandmother had given to Rachel on her most recent visit. Steven and Rachel could see what was going to happen, but neither one was able to get across the room quickly enough to prevent it from happening.	30
Steven put the puppy outside while Rachel looked to see how badly the box was damaged. When he returned, his sister was still staring at the box. "Don't worry," Steven said, "It's not that serious. I think I can fix it for you." Rachel smiled happily. Her big brother was always there for her when she needed help.	43
They took the box to the kitchen for a closer look. The hinge needed to be screwed back on and several of the inlaid stones would have to be glued back in place. All in all, Steven thought they had been very lucky. The box was more than two hundred years old, and it had fallen on the hard floor. It had been a wedding present to their grandmother's great grandmother. For many years it had been passed down through the family to the oldest granddaughter.	55
The brother and sister worked together, and soon the box was as good as new. Rachel put the box in her glass cabinet. She didn't want the cat to get anywhere near it again. Because of Steven's help, she knew she would now be able to keep the box safe to give to her own granddaughter	69
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## 9 DIBELS® Oral Reading Fluency

Level 3/Progress Monitoring 9

Rachel's Box (continued)

281 some day. Rachel felt thankful to have such a wonderful brother.

292

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

## 9 DIBELS® Oral Reading Fluency

Level 3/Progress Monitoring 9

Retell: Rachel's Box

► 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 <b>Stop</b> 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 <b>Tell me as much as you can about the story.</b></li> <li>—Otherwise, ask <b>Can you tell me anything more about the story?</b></li> </ul>
<b>Discontinue</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.

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>2</b>	Provides 3 or more details
<b>3</b>	Provides 3 or more details in a meaningful sequence
<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

## Rachel's Box

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► The cat was making a mad dash to get away from the new puppy. She was trying to get to her spot on the window ledge out of the puppy's reach. It was then that the cat knocked over the beautiful wooden box that Grandmother had given to Rachel on her most recent visit. Steven and Rachel could see what was going to happen, but neither one was able to get across the room quickly enough to prevent it from happening.

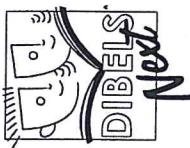
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They took the box to the kitchen for a closer look. The hinge needed to be screwed back on and several of the inlaid stones would have to be glued back in place. All in all, Steven thought they had been very lucky. The box was more than two hundred years old, and it had fallen on the hard floor. It had been a wedding present to their grandmother's great grandmother. For many years it had been passed down through the family to the oldest granddaughter.

The brother and sister worked together, and soon the box was as good as new. Rachel put the box in her glass cabinet. She didn't want the cat to get anywhere near it again. Because of Steven's help, she knew she would now be able to keep the box safe to give to her own granddaughter some day. Rachel felt thankful to have such a wonderful brother.

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DORF  
LEVEL  
**3**



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

Revised 12/30/10

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## DIBELS® Oral Reading Fluency

### Directions

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► 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.)

## 13 DIBELS® Oral Reading Fluency

### Level 3/Progress Monitoring 13

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

#### Lan's First Day

0 It was Lan's first day in her new school in the United States. She 14  
 14 had left China just one week earlier, so the English words her classmates 27  
 27 spoke sounded strange to her. 32  
 32 The teacher explained something and then passed out papers. Lan 42  
 42 didn't understand what was on the papers and felt confused. She could 54  
 54 tell that her classmates were excited about what they were reading. From 66  
 66 their expressions, she guessed it was a story. 74  
 74 Some of Lan's classmates gathered at the front of the room. They 86  
 86 talked in funny voices and made interesting expressions with their 96  
 96 faces. Slowly, Lan realized that the students were acting out a play. Lan 109  
 109 watched closely as a girl in a red cape skipped along and then stopped to 124  
 124 have a conversation with a tall boy. The boy smiled in a sneaky way and 139  
 139 growled like a wolf. "That villain is up to no good," thought Lan. 152  
 152 In the end, the tall boy pretended to be an old woman in bed. When 167  
 167 the girl in the cape approached him, the boy sprang out of bed and 181  
 181 chased her. The girl outsmarted the wolf and escaped. Right then, Lan 193  
 193 recognized the story. It was similar to a tale her mother told her about a 208  
 208 wolf who tricked children by pretending to be a grandmother. Lan raised 220  
 220 her hand. "Lon Po Po!" she said excitedly. 228  
 228 Everyone looked at Lan in surprise. "That's right, Lan," said the 239  
 239 teacher. "This tale is similar to the Chinese story of Lon Po Po. It's called 254  
 254 Little Red Riding Hood."

# 13 DIBELS® Oral Reading Fluency

Level 3/Progress Monitoring 13

## Lan's First Day (continued)

- 258 Lan repeated the words slowly, "Little Red Riding Hood." Everyone 268  
 268 smiled when they heard how well she spoke. Lan smiled shyly back and 281  
 281 thought, "This school is going to be fun!" 289

- 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

Other

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                                   |

# 13 DIBELS® Oral Reading Fluency

Level 3/Progress Monitoring 13

## Retell: Lan's First Day

- 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): —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?
<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.

Retell Total: \_\_\_\_\_

## Lan's First Day

---

► It was Lan's first day in her new school in the United States. She had left China just one week earlier, so the English words her classmates spoke sounded strange to her.

The teacher explained something and then passed out papers. Lan didn't understand what was on the papers and felt confused. She could tell that her classmates were excited about what they were reading. From their expressions, she guessed it was a story.

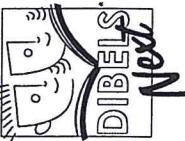
Some of Lan's classmates gathered at the front of the room. They talked in funny voices and made interesting expressions with their faces. Slowly, Lan realized that the students were acting out a play. Lan watched closely as a girl in a red cape skipped along and then stopped to have a conversation with a tall boy. The boy smiled in a sneaky way and growled like a wolf. "That villain is up to no good," thought Lan.

In the end, the tall boy pretended to be an old woman in bed. When the girl in the cape approached him, the boy sprang out of bed and chased her. The girl outsmarted the wolf and escaped. Right then, Lan recognized the story. It was similar to a tale her mother told her about a wolf who tricked children by pretending to be a grandmother. Lan raised her hand. "Lon Po Po!" she said excitedly.

Everyone looked at Lan in surprise. "That's right, Lan," said the teacher. "This tale is similar to the Chinese story of Lon Po Po. It's called Little Red Riding Hood."

Lan repeated the words slowly, "Little Red Riding Hood." Everyone smiled when they heard how well she spoke. Lan smiled shyly back and thought, "This school is going to be fun!"

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DORF  
LEVEL**3**

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.**

<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.)

### 17 DIBELS® Oral Reading Fluency

Level 3/Progress Monitoring 17

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

#### A Poetry Contest

- 0      The class listened politely as the visiting author read some of her poems. After the poet left, their teacher, Mrs. North, told them to get out their writing notebooks. Mrs. North wanted each of them to try writing a poem. Everyone started scribbling away. Everyone, that is, but Brenden. He just stared at the blank page before him, wondering what to write. Then, the bell rang. Mrs. North told them to finish their poems for homework.
- 12     As Brenden walked home from school, an idea hit him. He would write a poem about baseball! He loved baseball. At home, he sat down at his desk and started writing. Brenden's pen could barely keep up with the words tumbling out of his head. He was even able to make his words rhyme, which the guest poet had said could be difficult. The next day, Brenden turned in his poem. He hoped his teacher would like it.
- 25     A few weeks later, Mrs. North called Brenden to her desk. She told him that a local bookstore had asked teachers to enter poems, written by their students, in the store's yearly poetry contest. Brenden's poem had been selected. Mrs. North told him what a great honor this was.
- 37     His poem would be published in a book along with the other selected entries. Also, each poet was to read his or her poem that Saturday at the bookstore.
- 48     When Saturday came, Brenden went with his family to the bookstore. Finally, it was his turn to read. Everyone clapped after he
- 57     12  
25     25  
37     37  
48     48  
61     61  
75     75  
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88     88  
101    101  
114    114  
129    129  
142    142  
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167    167  
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190    190  
203    203  
216    216  
231    231  
232    232  
242    242  
254    254

# 17 DIBELS® Oral Reading Fluency

Level 3/Progress Monitoring 17

## A Poetry Contest (continued)

254 read. When all the poems were recited, the store's manager gave out  
266 prizes. Brenden had won a gift card for having the best poem in his age  
281 group. He thought that now he might like poetry as much as he liked  
295 baseball!

266 281 295

296

### 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

# 17 DIBELS® Oral Reading Fluency

Level 3/Progress Monitoring 17

## A Poetry Contest

► 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.

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 Poetry Contest

---

► The class listened politely as the visiting author read some of her poems. After the poet left, their teacher, Mrs. North, told them to get out their writing notebooks. Mrs. North wanted each of them to try writing a poem. Everyone started scribbling away. Everyone, that is, but Brenden. He just stared at the blank page before him, wondering what to write. Then, the bell rang. Mrs. North told them to finish their poems for homework.

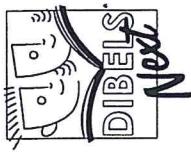
As Brenden walked home from school, an idea hit him. He would write a poem about baseball! He loved baseball. At home, he sat down at his desk and started writing. Brenden's pen could barely keep up with the words tumbling out of his head. He was even able to make his words rhyme, which the guest poet had said could be difficult. The next day, Brenden turned in his poem. He hoped his teacher would like it.

A few weeks later, Mrs. North called Brenden to her desk. She told him that a local bookstore had asked teachers to enter poems, written by their students, in the store's yearly poetry contest. Brenden's poem had been selected. Mrs. North told him what a great honor this was. His poem would be published in a book along with the other selected entries. Also, each poet was to read his or her poem that Saturday at the bookstore.

When Saturday came, Brenden went with his family to the bookstore. Finally, it was his turn to read. Everyone clapped after he read. When all the poems were recited, the store's manager gave out prizes. Brenden had won a gift card for having the best poem in his age group. He thought that now he might like poetry as much as he liked baseball!

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DORF  
LEVEL  
**4**



Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ School Year: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Revised 12/30/10  
School: \_\_\_\_\_ © 2011 All rights reserved

### 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 Stop 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 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.
<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: _____

A Gift from the Past

0 It was the middle of summer and too hot to play outside. Carmen 13  
tried to think of something interesting to do. Her mother suggested 24  
reading a book or starting a jigsaw puzzle. But Carmen wanted to do 37  
something new. Her mother thought for a minute and then disappeared 48  
down the hall. She returned with a long, slender box and explained that 61  
it held an heirloom that had been in the family for many generations. 74  
Carmen removed the lid and found a thick stick with a row of holes 88  
carved into it. Her mother explained that it was a flute made from a piece 103  
of bamboo. 105  
“Your ancestors played this flute long ago in the mountains of Peru,” 117  
she said. “It makes a sweet, haunting sound unlike that of any other 130  
flute.” 131  
Carmen felt how smooth and worn the flute was from being held and 144  
played by many different hands. It made her wish she could have known 157  
the ancestors who played it. 162  
Her mother demonstrated how to hold the flute. Carmen noted how 173  
she rested the end of the flute on her chin with its opening near her 188  
bottom lip. Her mother blew gently and raised and lowered her fingers, 200  
creating a beautiful melody. Carmen loved the sound so much she 211  
couldn’t wait to try it herself. She blew and blew but couldn’t make any 225  
sound come out. With her mother’s coaching, she learned to tighten her 237  
lips into a little half smile and to blow more gently. After a few more 252

### 3 DIBELS® Oral Reading Fluency

Level 4/Progress Monitoring 3

#### A Gift from the Past (continued)

- 252 attempts, she was able to blow one clear note. 261 Carmen spent the rest of the summer playing her flute. She practiced 273 covering and uncovering different holes to create different notes. When 283 she could play all the notes clearly, her mother taught her a short song. 297 After days of practice, Carmen could finally play it through smoothly. As 309 she played, she imagined herself in the mountains making music with her 321 ancestors. “Did they ever imagine someone like me, playing this flute far 333 in the future?” she wondered. It made her smile to think that maybe they 347 had. 348

### 3 DIBELS® Oral Reading Fluency

Level 4/Progress Monitoring 3

#### Retell: A Gift from the Past

► 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			

#### 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
- Frequently omits words or letters
  - Frequently adds words or letters
  - Skips lines
  - Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
  - Frequent errors on phonetically irregular words

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

## A Gift from the Past

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► It was the middle of summer and too hot to play outside. Carmen tried to think of something interesting to do. Her mother suggested reading a book or starting a jigsaw puzzle. But Carmen wanted to do something new. Her mother thought for a minute and then disappeared down the hall. She returned with a long, slender box and explained that it held an heirloom that had been in the family for many generations. Carmen removed the lid and found a thick stick with a row of holes carved into it. Her mother explained that it was a flute made from a piece of bamboo.

“Your ancestors played this flute long ago in the mountains of Peru,” she said. “It makes a sweet, haunting sound unlike that of any other flute.”

Carmen felt how smooth and worn the flute was from being held and played by many different hands. It made her wish she could have known the ancestors who played it.

Her mother demonstrated how to hold the flute. Carmen noted how she rested the end of the flute on her chin with its opening near her bottom lip. Her mother blew gently and raised and lowered her fingers, creating a beautiful melody. Carmen loved the sound so much she couldn’t wait to try it herself. She blew and blew but couldn’t make any sound come out. With her mother’s coaching, she learned to tighten her lips into a little half smile and to blow more gently. After a few more attempts, she was able to blow one clear note.

Carmen spent the rest of the summer playing her flute. She practiced covering and uncovering different holes to create different notes. When she could play all the notes clearly, her mother taught her a short song. After days of practice, Carmen could finally play it through smoothly. As she played, she imagined herself in the mountains making music with her ancestors. “Did they ever imagine someone like me, playing this flute far in the future?” she wondered. It made her smile to think that maybe they had.

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