2 DIBELS® Oral Reading Fluency
Directions

Make sure you have reviewed the directions in the *DIBELS Assessment Manual* and have them available. Say these specific directions to the student:

► ***I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say "stop." Be ready to tell me all about the story when you finish.*** (Place the passage in front of the student.)

► Begin testing. ***Put your finger under the first word*** (point to the first word of the passage). ***Ready, begin.***

Timing	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ]) and say ***Stop*** after 1 minute.
Wait	If no response in 3 seconds, say the word and mark it as incorrect.
Discontinue	If no words are read correctly in the first line, say ***Stop***, record a score of 0, and do not administer Retell. If fewer than 10 words are read correctly on passage #1, do not administer Retell or passages #2 and #3. If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage.
Reminders	If the student stops (not a hesitation on a specific item), say ***Keep going***. (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

PRE

GRADE 5

Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

2 DIBELS® Oral Reading Fluency
Grade 5/Benchmark 2.1

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

A Genius at Work

0 The boy was seven years old and starting school for the first time. 13
13 He was the only son of a poor family who lived in what is now part of 30
30 Germany. To look at this child, he seemed like an ordinary boy; however, 43
43 he had an amazing talent in math and science. In fact, he would go on to 59
59 become one of the most important mathematicians in the world. 69
69 The boy's name was Carl Gauss. He reportedly was able to calculate 81
81 in his head by the time he was three years old. The youngster was so 96
96 good in math that he corrected mistakes that his father made when 108
108 computing the family budget. 112
112 Carl also showed his superior abilities in math at school. One time, 124
124 his teacher asked the students to add the list of numbers from one to 138
138 one hundred. The teacher thought that this would take the students a 150
150 long time. To his surprise, young Carl arrived at the correct answer 162
162 almost instantly. The boy explained that he had found a clever way to 175
175 pair the numbers that allowed him to turn the problem into a simple 188
188 multiplication calculation. He could use this method to add a long string 200
200 of numbers very quickly. 204
204 Carl's mother and father had different views about their son's 214
214 education. His father was a mason who built things with brick and stone. 227
227 Carl's father wanted Carl to become a mason, too. The boy's mother, 239
239 though, strongly supported Carl's schooling in math and science because 249
249 she realized that he had a special talent in these areas. Carl continued 262

2 DIBELS® Oral Reading Fluency
Grade 5/Benchmark 2.1

A Genius at Work (continued)

262 his studies in math and science and went on to make many important 275
275 discoveries. Some of his first discoveries were made while he was still a 288
288 teenager. 289
289 Carl Gauss became known throughout the world as the "Prince of 300
300 Mathematicians." Although he lived long ago, his keen understanding of 310
310 math continues to have a remarkable influence on the field of math today. 323

Notes:

PRE

2 DIBELS® Oral Reading Fluency
Grade 5/Benchmark 2.1

Retell: A Genius at Work

▶ ***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

2 DIBELS® Oral Reading Fluency
Grade 5/Benchmark 2

General ORF Response Patterns for all three passages:

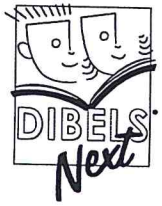
- ☐ Reads with appropriate phrasing, intonation/expression, and observed punctuation
- ☐ Self-corrects/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
- ☐ Errors preserve passage meaning
- ☐ Errors violate passage meaning
- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ 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
- ☐ Skips lines
- ☐ Other

General Retell Response Patterns for all three passages:

- ☐ Summarizes
- ☐ Repeats the same detail
- ☐ Retells the passage verbatim
- ☐ "Speed reads" the passage (i.e., reads quickly with no phrasing or intonation) and has limited retell relative to number of words read
- ☐ Talks about own life related to passage
- ☐ Other

POST

GRADE 5



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Student ID: _____ School Year: _____

Teacher: _____

School: _____

2 DIBELS® Oral Reading Fluency
Grade 5/Benchmark 2.1

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

A Genius at Work

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Grade 5/Benchmark 2.1

A Genius at Work (continued)

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Notes:

POST

2 DIBELS® Oral Reading Fluency
Grade 5/Benchmark 2.1

Retell: A Genius at Work

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

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49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
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Grade 5/Benchmark 2

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A Genius at Work

The boy was seven years old and starting school for the first time. He was the only son of a poor family who lived in what is now part of Germany. To look at this child, he seemed like an ordinary boy; however, he had an amazing talent in math and science. In fact, he would go on to become one of the most important mathematicians in the world.

The boy's name was Carl Gauss. He reportedly was able to calculate in his head by the time he was three years old. The youngster was so good in math that he corrected mistakes that his father made when computing the family budget.

Carl also showed his superior abilities in math at school. One time, his teacher asked the students to add the list of numbers from one to one hundred. The teacher thought that this would take the students a long time. To his surprise, young Carl arrived at the correct answer almost instantly. The boy explained that he had found a clever way to pair the numbers that allowed him to turn the problem into a simple multiplication calculation. He could use this method to add a long string of numbers very quickly.

Carl's mother and father had different views about their son's education. His father was a mason who built things with brick and stone. Carl's father wanted Carl to become a mason, too. The boy's mother, though, strongly supported Carl's schooling in math and science because she realized that he had a special talent in these areas. Carl continued his studies in math and science and went on to make many important discoveries. Some of his first discoveries were made while he was still a teenager.

Carl Gauss became known throughout the world as the "Prince of Mathematicians." Although he lived long ago, his keen understanding of math continues to have a remarkable influence on the field of math today.