

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.)

GRADE
6



Name: _____
 Student ID: _____ School Year: _____
 Teacher: _____
 School: _____

2 DIBELS® Oral Reading Fluency

Grade 6/Benchmark 2.1

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

Acting

0 In the lifestyle section of the newspaper was a brief notice from
 12 the local community theater. "Open auditions!" it read. "Roles for two
 23 women ages eighteen to twenty-four, one man over age fifty, and a girl
 37 between the age of ten and thirteen."
 44 Mariko, age twelve, read the blurb aloud to her mother. "It sounds
 56 like a good opportunity," her mother said, "and I know you'd enjoy
 68 performing in a play again." Mariko grinned. Since first grade, she had
 80 written and acted in plays with other friends in the neighborhood.
 91 Mariko wanted the part, but she was worried it might be too much
 104 trouble for everyone. Someone would have to take her and pick her up
 117 from rehearsals. She would need to invest time learning her lines, and
 129 she would need help memorizing the script. She mentioned all this to her
 142 mother. "Do you really think it will work?" she asked.
 152 Her mother smiled and said, "I really think this could be a wonderful
 165 opportunity for you. If you want to pursue it, we'll find a way to manage
 180 all the details."
 183 Mariko hugged her mother and then scanned the notice for the phone
 195 number. She called immediately and got information about how to apply
 206 and where to pick up a copy of the script. After walking to the theater
 221 to pick up the script and schedule an audition, she raced home, eager
 234 to begin practicing. She read through the entire script, and by the final
 247 epilogue, Mariko was convinced she could play the part.
 256

2 DIBELS® Oral Reading Fluency

Grade 6/Benchmark 2.1

Acting (continued)

256 Every evening for a week, Mariko finished her homework early and
 267 then spent an hour reading and rehearsing different ways of expressing
 278 the words and feelings of the character in the play. When her mother had
 292 time, she helped with suggestions. By the date of the audition, Mariko
 304 had already begun memorizing many of her character's lines. She was
 315 prepared and confident, and she could tell that she had impressed the
 327 director.
 328 A week later, Mariko learned she had received the part! She couldn't
 340 wait for the rehearsals to begin.
 346

Notes:

2 DIBELS® Oral Reading Fluency Grade 6/Benchmark 2.1

Retell: Acting

► 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 <i>Tell me as much as you can about the story.</i> —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 and discontinue the task.</i>

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 6/Benchmark 2

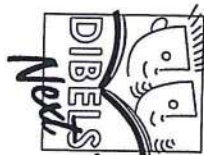
General ORF Response Patterns for all three passages:

- 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

GRADE
6



Name: _____
 Student ID: _____ School Year: _____
 Teacher: _____
 School: _____

2 DIBELS® Oral Reading Fluency

Grade 6/Benchmark 2.1

Acting

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

0 In the lifestyle section of the newspaper was a brief notice from 12

12 the local community theater. "Open auditions!" it read. "Roles for two 23

23 women ages eighteen to twenty-four, one man over age fifty, and a girl 37

37 between the age of ten and thirteen." 44

44 Mariko, age twelve, read the blurb aloud to her mother. "It sounds 56

56 like a good opportunity," her mother said, "and I know you'd enjoy 68

68 performing in a play again." Mariko grinned. Since first grade, she had 80

80 written and acted in plays with other friends in the neighborhood. 91

91 Mariko wanted the part, but she was worried it might be too much 104

104 trouble for everyone. Someone would have to take her and pick her up 117

117 from rehearsals. She would need to invest time learning her lines, and 129

129 she would need help memorizing the script. She mentioned all this to her 142

142 mother. "Do you really think it will work?" she asked. 152

152 Her mother smiled and said, "I really think this could be a wonderful 165

165 opportunity for you. If you want to pursue it, we'll find a way to manage 180

180 all the details." 183

183 Mariko hugged her mother and then scanned the notice for the phone 195

195 number. She called immediately and got information about how to apply 206

206 and where to pick up a copy of the script. After walking to the theater 221

221 to pick up the script and schedule an audition, she raced home, eager 234

234 to begin practicing. She read through the entire script, and by the final 247

247 epilogue, Mariko was convinced she could play the part. 256

2 DIBELS® Oral Reading Fluency

Grade 6/Benchmark 2.1

Acting (continued)

256 Every evening for a week, Mariko finished her homework early and 267

267 then spent an hour reading and rehearsing different ways of expressing 278

278 the words and feelings of the character in the play. When her mother had 292

292 time, she helped with suggestions. By the date of the audition, Mariko 304

304 had already begun memorizing many of her character's lines. She was 315

315 prepared and confident, and she could tell that she had impressed the 327

327 director. 328

328 A week later, Mariko learned she had received the part! She couldn't 340

340 wait for the rehearsals to begin. 346

Notes:

2 DIBELS® Oral Reading Fluency Grade 6/Benchmark 2.1

Retell: Acting

► 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 <i>Tell me as much as you can about the story.</i> —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

2 DIBELS® Oral Reading Fluency Grade 6/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

Acting

► In the lifestyle section of the newspaper was a brief notice from the local community theater. “Open auditions!” it read. “Roles for two women ages eighteen to twenty-four, one man over age fifty, and a girl between the age of ten and thirteen.”

Mariko, age twelve, read the blurb aloud to her mother. “It sounds like a good opportunity,” her mother said, “and I know you’d enjoy performing in a play again.” Mariko grinned. Since first grade, she had written and acted in plays with other friends in the neighborhood.

Mariko wanted the part, but she was worried it might be too much trouble for everyone. Someone would have to take her and pick her up from rehearsals. She would need to invest time learning her lines, and she would need help memorizing the script. She mentioned all this to her mother. “Do you really think it will work?” she asked.

Her mother smiled and said, “I really think this could be a wonderful opportunity for you. If you want to pursue it, we’ll find a way to manage all the details.”

Mariko hugged her mother and then scanned the notice for the phone number. She called immediately and got information about how to apply and where to pick up a copy of the script. After walking to the theater to pick up the script and schedule an audition, she raced home, eager to begin practicing. She read through the entire script, and by the final epilogue, Mariko was convinced she could play the part.

Every evening for a week, Mariko finished her homework early and then spent an hour reading and rehearsing different ways of expressing the words and feelings of the character in the play. When her mother had time, she helped with suggestions. By the date of the audition, Mariko had already begun memorizing many of her character’s lines. She was prepared and confident, and she could tell that she had impressed the director.

A week later, Mariko learned she had received the part! She couldn’t wait for the rehearsals to begin.
