

DORF
LEVEL
1



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

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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 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 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.)

1 DIBELS® Oral Reading Fluency
 Level 1/Progress Monitoring 1

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

A Busy Saturday

0 The morning light filled the room. Mel jumped out of bed and put on 14
 14 her clothes. She had a busy Saturday planned. She could not wait to get 28
 28 started. 29
 29 First, Mel and her mom made Mel's favorite food. Her mom cut 41
 41 a banana in half. Then Mel spread peanut butter on both sides. She 54
 54 brought the two pieces together and ate her banana sandwich outside 65
 65 in the sun. 68
 68 Soon Mel's big brother came out with some chalk. They drew a line 81
 81 on the driveway. After putting on helmets, they skated along the line. Mel 94
 94 went very slowly. She was just learning to skate. Her brother helped her 107
 107 skate in a straight line and not fall down. 116
 116 Now it was time for art. Mel went to the art box. Her mom often 131
 131 filled it with fun things. Mel got an idea when she saw some socks. She 146
 146 made a dog puppet and a bird puppet out of the socks. Then she wrote 161
 161 a play about them. She asked her brother and mom to come watch. 174
 174 They liked the show and clapped when it ended. 183
 183 That night, Mel helped her mom make dinner. Then she read a book 196
 196 until it was time for bed. When Mel turned out the light, she thought 210
 210 about all the fun things she had done. 218

1 DIBELS® Oral Reading Fluency

Level 1/Progress Monitoring 1

A Busy Saturday (continued)

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

1 DIBELS® Oral Reading Fluency

Level 1/Progress Monitoring 1

Retell: A Busy Saturday

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

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/Reminder	If the student stops or hesitates for 3 seconds, select one of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25																																											
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- 1** Provides 2 or fewer details
- 2** Provides 3 or more details
- 3** Provides 3 or more details in a meaningful sequence
- 4** Provides 3 or more details in a meaningful sequence that captures a main idea

Retell Response Patterns:

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

A Busy Saturday

► The morning light filled the room. Mel jumped out of bed and put on her clothes. She had a busy Saturday planned. She could not wait to get started.

First, Mel and her mom made Mel's favorite food. Her mom cut a banana in half. Then Mel spread peanut butter on both sides. She brought the two pieces together and ate her banana sandwich outside in the sun.

Soon Mel's big brother came out with some chalk. They drew a line on the driveway. After putting on helmets, they skated along the line. Mel went very slowly. She was just learning to skate. Her brother helped her skate in a straight line and not fall down.

Now it was time for art. Mel went to the art box. Her mom often filled it with fun things. Mel got an idea when she saw some socks. She made a dog puppet and a bird puppet out of the socks. Then she wrote a play about them. She asked her brother and mom to come watch. They liked the show and clapped when it ended.

That night, Mel helped her mom make dinner. Then she read a book until it was time for bed. When Mel turned out the light, she thought about all the fun things she had done.

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DIBELS® Oral Reading Fluency
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8 DIBELS® Oral Reading Fluency
 Level 1/Progress Monitoring 8

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

A Night at Grandma's House

0 The car drove out the farm gate. Jon waved goodbye to his dad. 13
 13 Then he smiled at his grandma. He had been waiting all week to come 27
 27 spend the night with her. They always had so much fun together. 39
 39 First, Jon and his grandma fed the animals. He threw corn to the 52
 52 chickens and feed cubes to the cows. Then he gave hay and water to 66
 66 the goats. 68
 68 "This animal is hungry now," said Jon, pointing to himself. 78
 78 Grandma made macaroni and cheese for dinner. After eating, Jon 88
 88 went to the orange room to play. It had been his father's room long 102
 102 ago. Jon got out some small cars and made a road of blocks to drive 117
 117 them on. 119
 119 Grandma soon told Jon it was time for bed. He went to get his 133
 133 pajamas and bear out of his bag. Surprised, Jon found that he had left 147
 147 his bear at home. He wondered how he would be able to sleep. 160
 160 Grandma thought for a minute. Then she opened the closet and 171
 171 pulled out a white box. Jon saw a brown bear with a flat nose inside. 186
 186 Grandma explained that Jon's father had slept with the bear when he 198
 198 was young. The nose was flat because Jon's father had used it as a 212
 212 pillow. 213
 213 Jon held the bear close. Now he could go to sleep. 224

8 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 8

A Night at Grandma's House (continued)

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 1/Progress Monitoring 8

Retell: A Night at Grandma's House

► 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
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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 Night at Grandma's House

► The car drove out the farm gate. Jon waved goodbye to his dad. Then he smiled at his grandma. He had been waiting all week to come spend the night with her. They always had so much fun together.

First, Jon and his grandma fed the animals. He threw corn to the chickens and feed cubes to the cows. Then he gave hay and water to the goats.

"This animal is hungry now," said Jon, pointing to himself.

Grandma made macaroni and cheese for dinner. After eating, Jon went to the orange room to play. It had been his father's room long ago. Jon got out some small cars and made a road of blocks to drive them on.

Grandma soon told Jon it was time for bed. He went to get his pajamas and bear out of his bag. Surprised, Jon found that he had left his bear at home. He wondered how he would be able to sleep.

Grandma thought for a minute. Then she opened the closet and pulled out a white box. Jon saw a brown bear with a flat nose inside. Grandma explained that Jon's father had slept with the bear when he was young. The nose was flat because Jon's father had used it as a pillow.

Jon held the bear close. Now he could go to sleep.

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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:

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- ▶ *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 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.)

11 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 11

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

Watch Them Change and Grow

0 "I see one," said Grandfather. "Put the net in the water and scoop 13
 13 him up before he gets away!" 19
 19 Jill waited for the tadpole to swim close to the bank so that she 33
 33 could reach him. Quickly, she leaned over and caught the little creature 45
 45 in her net. She stared at it and watched it wriggle. 58
 58 "He will grow and change into a fine frog," her grandfather said. 68
 68 "I want to keep him and see him change," she said. 79
 79 Grandfather told Jill that she could keep him. "But, when he grows 91
 91 into a frog, we'll have to bring him back to the creek." 103
 103 Jill and her grandfather made a home with a fish tank. They put 116
 116 rocks at the bottom. Water plants added food and color. Next, they filled 129
 129 the tank with a little bit of water. Jill watched her tadpole change over 143
 143 the next few weeks. First, he grew back legs, then he grew front legs. His 158
 158 tail became smaller and smaller each day. Jill charted his growth. 169
 169 One day it was clear that her pet had become a frog. It was time 184
 184 for him to go back to the creek. Jill and her grandfather took him back 199
 199 and set him free. The frog jumped away happily. 208
 208 Jill grinned from ear to ear. "That's a fine frog," she said. 220
 220 "Well, would you look at this?" said Grandfather. 228
 228 "A caterpillar!" Jill replied. "Can I keep him? I want to see him 241
 241 change and grow!" 244

11 DIBELS® Oral Reading Fluency

Level 1/Progress Monitoring 11

Watch Them Change and Grow (continued)

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.)
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 - Frequent errors on phonetically irregular words
 - Frequently omits words or letters
 - Frequently adds words or letters
 - Skips lines

11 DIBELS® Oral Reading Fluency

Level 1/Progress Monitoring 11

Retell: Watch Them Change and Grow

► 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?
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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			

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Retell Response Patterns:

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

Watch Them Change and Grow

► “I see one,” said Grandfather. “Put the net in the water and scoop him up before he gets away!”

Jill waited for the tadpole to swim close to the bank so that she could reach him. Quickly, she leaned over and caught the little creature in her net. She stared at it and watched it wriggle.

“He will grow and change into a fine frog,” her grandfather said.

“I want to keep him and see him change,” she said.

Grandfather told Jill that she could keep him. “But, when he grows into a frog, we’ll have to bring him back to the creek.”

Jill and her grandfather made a home with a fish tank. They put rocks at the bottom. Water plants added food and color. Next, they filled the tank with a little bit of water. Jill watched her tadpole change over the next few weeks. First, he grew back legs, then he grew front legs. His tail became smaller and smaller each day. Jill charted his growth.

One day it was clear that her pet had become a frog. It was time for him to go back to the creek. Jill and her grandfather took him back and set him free. The frog jumped away happily.

Jill grinned from ear to ear. “That’s a fine frog,” she said.

“Well, would you look at this?” said Grandfather.

“A caterpillar!” Jill replied. “Can I keep him? I want to see him change and grow!”

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14 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 14

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

The Kite Contest

0 It was kite day at the local park. Everyone Jim knew had a kite to 15
 15 fly. Jim had made the kite he would use. It was shaped like a triangle. He 31
 31 had painted an eagle on it. He knew that an eagle was a bird that flew 47
 47 very high. He hoped that his kite would fly high, too. 58
 58 When Jim and his dad got to the park, Jim lifted his kite up. He felt 74
 74 the tug on the line and let the string out. The wind pulled the kite higher 90
 90 and higher. Before long, most of the string was gone. Jim saw that the 104
 104 end was not tied to the tube. 111
 111 He tried to grab the string before the kite got away. Suddenly, a gust 125
 125 of wind yanked the string right out of his hand. The kite was flying away! 140
 140 Jim chased after it, trying to grab the loose string. 150
 150 When the kite sailed over a tree, the string got caught on one of 164
 164 the branches. Happily, Jim saw that the kite kept bobbing in the wind. He 178
 178 would be able to save his kite after all. 187
 187 A man walked over to Jim. "We've never had a tree fly a kite," he 202
 202 said. "You get the prize for finding a special way to fly a kite." The man 218
 218 gave Jim a prize! 222
 222 Jim's dad reached up and grabbed the string. The kite came loose. 234
 234 Jim tied the string to the tube. He didn't want to lose his kite again. 249

14 DIBELS® Oral Reading Fluency

Level 1/Progress Monitoring 14

The Kite Contest (continued)

DORF Response Patterns:

- Reads with appropriate phrasing, intonation/ expression, and observed punctuation
 - Self-corrects/monitors meaning
 - Shows automaticity on re-read words
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 - Frequently adds words or letters
 - Skips lines

14 DIBELS® Oral Reading Fluency

Level 1/Progress Monitoring 14

Retell: The Kite Contest

► 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?
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