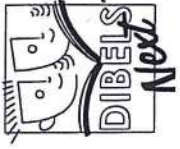


DORF
LEVEL
2



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

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 2/Progress Monitoring 1

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

Building Happy Places

0 What do you do when you go to a playground? Maybe you run as
 14 quickly as you can to an empty swing, hop in, and soar to the sky. All
 30 children like to play and do fun things. There are lots of different ways
 44 to have fun. Matthew is a teenager who uses a wheelchair. He wanted
 57 some cool things for the playground that all children could use, so he did
 71 something about it.
 74 When he was only six years old, Matthew had a great idea. He
 87 thought of a swing that all kids could use. It looks like a big boat. It can
 104 hold two kids in wheelchairs and six other children at the same time. He
 118 called it The Dreamer. The challenge for Matthew was to look at all the
 132 things on a playground and figure out how they could be made to work
 146 with a wheelchair. That way all children could play together.
 156 Matthew gives his time to a group that builds playgrounds that are
 168 fun for all kids. The playgrounds have the usual swings that you would
 181 find in most places. They also have swings like The Dreamer. Instead
 193 of sandboxes on the ground, they have sand tables that children in
 205 wheelchairs can use. Matthew helps the group raise money so they can
 217 build more playgrounds. They built a special one called Friendship Place.
 228 It was built at Matthew's school.
 234 For his work helping other children Matthew has been given many
 245 awards. He even had his picture on a cereal box. He feels proud that
 259 what he does helps all children play together and makes everyone happy. 271

1 DIBELS® Oral Reading Fluency
Level 2/Progress Monitoring 1

Building Happy Places (continued)

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 | | |

1 DIBELS® Oral Reading Fluency
Level 2/Progress Monitoring 1

Retell: Building Happy Places

► 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 | 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:

- | | |
|---|--|
| <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 |

Building Happy Places

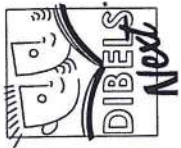
► What do you do when you go to a playground? Maybe you run as quickly as you can to an empty swing, hop in, and soar to the sky. All children like to play and do fun things. There are lots of different ways to have fun. Matthew is a teenager who uses a wheelchair. He wanted some cool things for the playground that all children could use, so he did something about it.

When he was only six years old, Matthew had a great idea. He thought of a swing that all kids could use. It looks like a big boat. It can hold two kids in wheelchairs and six other children at the same time. He called it The Dreamer. The challenge for Matthew was to look at all the things on a playground and figure out how they could be made to work with a wheelchair. That way all children could play together.

Matthew gives his time to a group that builds playgrounds that are fun for all kids. The playgrounds have the usual swings that you would find in most places. They also have swings like The Dreamer. Instead of sandboxes on the ground, they have sand tables that children in wheelchairs can use. Matthew helps the group raise money so they can build more playgrounds. They built a special one called Friendship Place. It was built at Matthew's school.

For his work helping other children Matthew has been given many awards. He even had his picture on a cereal box. He feels proud that what he does helps all children play together and makes everyone happy.

DORF
LEVEL
2



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

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.)

7 DIBELS® Oral Reading Fluency
 Level 2/Progress Monitoring 7

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

Kim Gets Ready

0 What is your house like in the morning? In my family, the morning is 14
 a busy time. We children get ready for school while my dad and uncle 28
 28 get ready for their jobs. They are fishermen. My name is Kim, and I live 43
 43 in a country called Vietnam. 48
 48 In the morning, my family eats breakfast together. We do not use 60
 60 plates or forks. Instead, our table is set with deep bowls and chopsticks. 73
 73 For breakfast, we may eat soup or rice with meat or fish. We often have 88
 88 fruit, too. 90
 90 After breakfast, we put on our school uniforms. Then my sister and 102
 102 I ride our bikes to our school. My older sister and brother walk to their 117
 117 school. Because they are older, they go to a different school. 128
 128 Where I live, children go to school six days a week. We do not go 143
 143 to school on Sundays. In my classroom, I sit with one other child at a 158
 158 desk. There are 30 children in my class. We have lessons in math and 172
 172 language. We also learn about science and history. Each day, we take 184
 184 a break from our lessons and do gymnastics. School teaches us to be 197
 197 active. 198
 198 Students in my school also learn to be responsible. We take turns 210
 210 cleaning. When it is my turn, I get to school early. I may sweep the floor 226
 226 or empty the trashcans. 230

Kim Gets Ready

► What is your house like in the morning? In my family, the morning is a busy time. We children get ready for school while my dad and uncle get ready for their jobs. They are fishermen. My name is Kim, and I live in a country called Vietnam.

In the morning, my family eats breakfast together. We do not use plates or forks. Instead, our table is set with deep bowls and chopsticks. For breakfast, we may eat soup or rice with meat or fish. We often have fruit, too.

After breakfast, we put on our school uniforms. Then my sister and I ride our bikes to our school. My older sister and brother walk to their school. Because they are older, they go to a different school.

Where I live, children go to school six days a week. We do not go to school on Sundays. In my classroom, I sit with one other child at a desk. There are 30 children in my class. We have lessons in math and language. We also learn about science and history. Each day, we take a break from our lessons and do gymnastics. School teaches us to be active.

Students in my school also learn to be responsible. We take turns cleaning. When it is my turn, I get to school early. I may sweep the floor or empty the trashcans.

DORF
LEVEL
2



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

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.)

11 DIBELS® Oral Reading Fluency
Level 2/Progress Monitoring 11

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

Cooking School

0 Cheese and crackers make a great snack, but not if you eat them 13
 13 every day. When Jake came home from school, he ate cheese and 25
 25 crackers. One day, he told his grandmother Nana he was tired of the 38
 38 same snack. He asked her to teach him how to make a different snack. 52
 52 When a smile spread across Nana's face, Jake wondered what she was 64
 64 thinking. 65
 65 Nana told Jake to wash his hands. Then she told him to get peanut 79
 79 butter while she got non-fat dry milk and honey. They mixed the three 92
 92 foods together. Then Nana told Jake something surprising. She told him 103
 103 to play with his food! Jake molded the dough into a dinosaur and then 117
 117 into a flower. Then he ate the dough! "That was fun!" Jake said. 130
 130 The next day, Jake told his friends about Nana's cooking lesson. They 142
 142 all wanted to have a lesson from Nana, too. Jake talked to Nana about 156
 156 his friends' requests, and they decided to have a cooking school. 167
 167 Jake and his friends gathered in the kitchen on Saturday. Nana 178
 178 had an apron for each child. She had four stations set up. At each 192
 192 station, the kids learned how to make a healthy and delicious snack. 204
 204 The children had so much fun, they asked Nana to have cooking 216
 216 school once a month. Nana was happy to agree. No more cheese and 229
 229 crackers for Jake! 232

Cooking School

► Cheese and crackers make a great snack, but not if you eat them every day. When Jake came home from school, he ate cheese and crackers. One day, he told his grandmother Nana he was tired of the same snack. He asked her to teach him how to make a different snack. When a smile spread across Nana's face, Jake wondered what she was thinking.

Nana told Jake to wash his hands. Then she told him to get peanut butter while she got non-fat dry milk and honey. They mixed the three foods together. Then Nana told Jake something surprising. She told him to play with his food! Jake molded the dough into a dinosaur and then into a flower. Then he ate the dough! "That was fun!" Jake said.

The next day, Jake told his friends about Nana's cooking lesson. They all wanted to have a lesson from Nana, too. Jake talked to Nana about his friends' requests, and they decided to have a cooking school.

Jake and his friends gathered in the kitchen on Saturday. Nana had an apron for each child. She had four stations set up. At each station, the kids learned how to make a healthy and delicious snack. The children had so much fun, they asked Nana to have cooking school once a month. Nana was happy to agree. No more cheese and crackers for Jake!

DORF LEVEL 2



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

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.)

17 DIBELS® Oral Reading Fluency
 Level 2/Progress Monitoring 17

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

A Gift of Chores

0 For a week, Will and Max had been talking about how to celebrate 13
 13 Mom's birthday. The brothers had many grand ideas, such as buying 24
 24 Mom a ring or sending her on a trip. However, there was one problem. 38
 38 The boys did not have any money. What could they possibly give Mom 51
 51 that did not cost a lot? 57
 57 Finally, at dinner, Will and Max had an idea. It happened just after 70
 70 the family finished eating. The boys cleared the table as they always do. 83
 83 Mom began washing the dishes. As she did, she let out a huge sigh and 98
 98 said she wished the dishes would wash themselves. Will and Max looked 110
 110 at each other. They both had the same great idea! They would make a 124
 124 chore coupon book for Mom. 129
 129 First, the brothers made a list of chores such as washing the dog and 143
 143 taking out the trash. Then they began making coupons from colored 154
 154 paper. They cut pieces of paper in the size of dollar bills. Each boy made 169
 169 five coupons for chores and a cover for the book. Then they stapled 182
 182 them all together and wrapped the book. 189
 189 The next morning, the boys gave Mom her present. She opened it 201
 201 and read the cover. She flipped through the coupons. She exclaimed, 212
 212 "This is the best present anyone has ever given me!" The boys felt happy 226
 226 and proud. 228

A Gift of Chores

► For a week, Will and Max had been talking about how to celebrate Mom's birthday. The brothers had many grand ideas, such as buying Mom a ring or sending her on a trip. However, there was one problem. The boys did not have any money. What could they possibly give Mom that did not cost a lot?

Finally, at dinner, Will and Max had an idea. It happened just after the family finished eating. The boys cleared the table as they always do. Mom began washing the dishes. As she did, she let out a huge sigh and said she wished the dishes would wash themselves. Will and Max looked at each other. They both had the same great idea! They would make a chore coupon book for Mom.

First, the brothers made a list of chores such as washing the dog and taking out the trash. Then they began making coupons from colored paper. They cut pieces of paper in the size of dollar bills. Each boy made five coupons for chores and a cover for the book. Then they stapled them all together and wrapped the book.

The next morning, the boys gave Mom her present. She opened it and read the cover. She flipped through the coupons. She exclaimed, "This is the best present anyone has ever given me!" The boys felt happy and proud.
