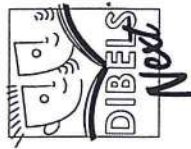


DORF
LEVEL
3



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.**

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 3/Progress Monitoring 1

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

A New Ball Game

0 On the first day of school, Roy's teacher asked him to write a letter 14
 14 about himself. Roy was glad to have the chance to talk about his life in 29
 29 Africa. Roy had been born in the United States, but his family had lived 43
 43 in a small town in Africa for three years. Now his family had moved 57
 57 back to the United States. 62
 62 Roy's stepmom was a doctor. She worked in a clinic, where she 74
 74 treated sick people and gave immunizations. His dad taught music at the 86
 86 school Roy and his brother attended. Roy and his friends played sports 98
 98 together and practiced playing the instruments his dad taught them. 108
 108 Football was his favorite sport and there always seemed to be a game 121
 121 going after school. 124
 124 In his letter, Roy wrote about his life and that he missed playing 137
 137 football the most. He had seen American football and it was a very 150
 150 different game. It was hard to figure out why they were chasing each 163
 163 other and when to cheer. 168
 168 He handed the letter to his teacher the next morning. That afternoon 180
 180 as he was leaving, his teacher called him over. Another boy was standing 193
 193 next to her. "Roy, this is Spencer," his teacher said. "He's going to 206
 206 introduce you to the soccer team. I think you'll enjoy it." 217
 217 Spencer smiled at Roy and led him outside to the field, where a 230
 230 group of kids were playing. "The teacher said you call this football in 243
 243 Africa, but here it's called soccer," said Spencer. Roy looked around. 254

1 DIBELS® Oral Reading Fluency
Level 3/Progress Monitoring 1

A New Ball Game (continued)

254 The kids were playing the same game he had played back in Africa! He 268
268 couldn't wait to join them. 273

DORF Response Patterns:

- Reads with appropriate phrasing, intonation/ expression, and observed punctuation Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- Self-corrects/monitors meaning Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- Shows automaticity on re-read words Frequent errors on phonetically irregular words
- Uses effective decoding strategies Frequently omits words or letters
- Errors preserve passage meaning Frequently adds words or letters
- Errors violate passage meaning Skips lines
- Other

1 DIBELS® Oral Reading Fluency
Level 3/Progress Monitoring 1

Retell: A New Ball Game

► 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:

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

A New Ball Game

► On the first day of school, Roy’s teacher asked him to write a letter about himself. Roy was glad to have the chance to talk about his life in Africa. Roy had been born in the United States, but his family had lived in a small town in Africa for three years. Now his family had moved back to the United States.

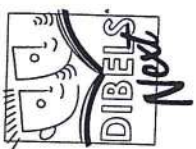
Roy’s stepmom was a doctor. She worked in a clinic, where she treated sick people and gave immunizations. His dad taught music at the school Roy and his brother attended. Roy and his friends played sports together and practiced playing the instruments his dad taught them. Football was his favorite sport and there always seemed to be a game going after school.

In his letter, Roy wrote about his life and that he missed playing football the most. He had seen American football and it was a very different game. It was hard to figure out why they were chasing each other and when to cheer.

He handed the letter to his teacher the next morning. That afternoon as he was leaving, his teacher called him over. Another boy was standing next to her. “Roy, this is Spencer,” his teacher said. “He’s going to introduce you to the soccer team. I think you’ll enjoy it.”

Spencer smiled at Roy and led him outside to the field, where a group of kids were playing. “The teacher said you call this football in Africa, but here it’s called soccer,” said Spencer. Roy looked around. The kids were playing the same game he had played back in Africa! He couldn’t wait to join them.

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.*

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.)

6 DIBELS® Oral Reading Fluency
 Level 3/Progress Monitoring 6

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

Space Camp

0 It was the summer after third grade, and Kelsey was excited. Ever 12
 12 since she was little, Kelsey wanted to be an astronaut. This summer, 24
 24 she was old enough to go to space camp. For six days she would get to 40
 40 experience the life of an astronaut. 46
 46 Kelsey would be staying at the space center with the other campers, 58
 58 so her father dropped her off the evening before camp began. She was 71
 71 so excited for the next day that she had a hard time sleeping. The next 86
 86 morning would begin her space adventure. 92
 92 The first thing the campers did that morning was put on spacesuits. 104
 104 Then they went into a machine that was like a pretend rocket launch. 117
 117 The machine was called a simulator. The campers spent the morning 128
 128 practicing rocket launches and landings in the simulator. It felt like they 140
 140 were on a real rocket. 145
 145 After lunch, it was time to divide into groups. Kelsey chose the space 158
 158 and aviation group because she wanted to be a pilot. She joined other 171
 171 campers who were interested in learning how to fly. The campers learned 183
 183 about the principles of flight, and they even spent time in a jet simulator. 197
 197 Kelsey spent the rest of the days at camp visiting the space museum 210
 210 and climbing the rock wall that resembled Mars' surface. All of the 222
 222 campers had a chance to build their own rockets. At the end of the six 237
 237 days, the campers launched their model rockets outdoors. Kelsey felt 247
 247 proud as her rocket soared high in the sky. As she watched her rocket, 261

6 DIBELS® Oral Reading Fluency Level 3/Progress Monitoring 6

Space Camp (continued)

261 she thought about her week at camp. Space camp was so much fun, she 275
275 couldn't wait to see how much fun she would have as a real astronaut. 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

- 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

6 DIBELS® Oral Reading Fluency Level 3/Progress Monitoring 6

Retell: Space Camp

► 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

Space Camp

► It was the summer after third grade, and Kelsey was excited. Ever since she was little, Kelsey wanted to be an astronaut. This summer, she was old enough to go to space camp. For six days she would get to experience the life of an astronaut.

Kelsey would be staying at the space center with the other campers, so her father dropped her off the evening before camp began. She was so excited for the next day that she had a hard time sleeping. The next morning would begin her space adventure.

The first thing the campers did that morning was put on spacesuits. Then they went into a machine that was like a pretend rocket launch. The machine was called a simulator. The campers spent the morning practicing rocket launches and landings in the simulator. It felt like they were on a real rocket.

After lunch, it was time to divide into groups. Kelsey chose the space and aviation group because she wanted to be a pilot. She joined other campers who were interested in learning how to fly. The campers learned about the principles of flight, and they even spent time in a jet simulator.

Kelsey spent the rest of the days at camp visiting the space museum and climbing the rock wall that resembled Mars' surface. All of the campers had a chance to build their own rockets. At the end of the six days, the campers launched their model rockets outdoors. Kelsey felt proud as her rocket soared high in the sky. As she watched her rocket, she thought about her week at camp. Space camp was so much fun, she couldn't wait to see how much fun she would have as a real astronaut.

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.*

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.)

12 DIBELS® Oral Reading Fluency
 Level 3/Progress Monitoring 12

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

Planting a Butterfly Garden

0 One of the most beautiful insects on earth is the butterfly. There are 13
 13 thousands of different kinds of butterflies and they live in all parts of the 27
 27 world. In some places, though, butterflies have trouble finding the plants 38
 38 they need to survive. Planting a butterfly garden is a great way to help. 52
 52 You can both protect and enjoy the butterflies in your area. 63
 63 Many parks and public gardens have whole fields planted to attract 74
 74 butterflies, but a butterfly garden does not have to be large. It can be 88
 88 a small bed in your yard or even a window box. To plan this type of 104
 104 garden, first find out what type of butterflies are native to where you live. 118
 118 Then, find out what type of plants they like. Try looking at the library or 133
 133 at your local garden center. 138
 138 After researching local butterflies, pick a spot for your garden. Next, 149
 149 decide how large it will be. It can also be helpful to map out a plan for 166
 166 the garden. Butterflies like sunshine, so pick a sunny spot. The garden 178
 178 should also have some protection from the wind. 186
 186 If you are planting your garden in the ground or in a raised bed, you 201
 201 will need to prepare the soil before putting in plants. Turn the soil to 215
 215 loosen it up, making sure to break up any large clumps. You can add in 230
 230 some gardening dirt while you do this. Now it is time to plant. Butterfly 244
 244 gardens need host plants for butterflies to lay eggs on and for caterpillars 257
 257 to eat. They also need plants that provide nectar to feed the butterflies. 270

12 DIBELS® Oral Reading Fluency

Level 3/Progress Monitoring 12

Planting a Butterfly Garden (continued)

270 With a little time and care, you can enjoy both colorful flowers and 283
 283 butterflies!. 284

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

12 DIBELS® Oral Reading Fluency

Level 3/Progress Monitoring 12

Retell: Planting a Butterfly Garden

► 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

Planting a Butterfly Garden

► One of the most beautiful insects on earth is the butterfly. There are thousands of different kinds of butterflies and they live in all parts of the world. In some places, though, butterflies have trouble finding the plants they need to survive. Planting a butterfly garden is a great way to help. You can both protect and enjoy the butterflies in your area.

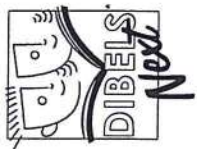
Many parks and public gardens have whole fields planted to attract butterflies, but a butterfly garden does not have to be large. It can be a small bed in your yard or even a window box. To plan this type of garden, first find out what type of butterflies are native to where you live. Then, find out what type of plants they like. Try looking at the library or at your local garden center.

After researching local butterflies, pick a spot for your garden. Next, decide how large it will be. It can also be helpful to map out a plan for the garden. Butterflies like sunshine, so pick a sunny spot. The garden should also have some protection from the wind.

If you are planting your garden in the ground or in a raised bed, you will need to prepare the soil before putting in plants. Turn the soil to loosen it up, making sure to break up any large clumps. You can add in some gardening dirt while you do this. Now it is time to plant. Butterfly gardens need host plants for butterflies to lay eggs on and for caterpillars to eat. They also need plants that provide nectar to feed the butterflies.

With a little time and care, you can enjoy both colorful flowers and butterflies!

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.*

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.)

16 DIBELS® Oral Reading Fluency
Level 3/Progress Monitoring 16

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

Strawberry Festival Day

0 At the strawberry festival, Tessa stood between her stepmom and
 10 her dad. The parade was starting. Looking down the street, Tessa was
 22 startled by one of the floats. "That's the biggest cake I've ever seen!" she
 36 exclaimed.
 37 "I know," her stepmom answered. "I've been coming to this
 47 strawberry festival since I was your age. Every year, people use the
 59 berries they grow here. They work together to make a huge strawberry
 71 shortcake. It's always the first thing in the parade. The best part comes
 84 after the parade. That's when everyone at the festival gets to eat it!"
 97
 97 When the parade was over, Tessa and her parents made their way
 109 to the line for a piece of the giant strawberry shortcake. Tessa's mouth
 122 watered as she wondered what the cake would taste like. Tessa's
 133 stepmom stood in line and got them each a helping of the cake. "This is
 148 delicious," Tessa said as she ate it.
 155
 155 After they finished the cake, they walked around for a long time.
 167 They stopped and listened to a band in the park, and then rode a few
 182 rides. As the sun began to set, Tessa got her face painted. She smiled as
 197 she looked in the mirror at the bright red strawberry on her cheek.
 210
 210 Tessa took her dad's hand, and with her other hand, she reached for
 223 her stepmom. They both held Tessa's hands tightly and smiled at her.
 235
 235 They looked up at the fireworks that lit the dark sky. It was a beautiful
 250 ending to a great day.
 255

16 DIBELS® Oral Reading Fluency

Level 3/Progress Monitoring 16

Strawberry Festival Day (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

16 DIBELS® Oral Reading Fluency

Level 3/Progress Monitoring 16

Retell: Strawberry Festival Day

► 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

Strawberry Festival Day

► At the strawberry festival, Tessa stood between her stepmom and her dad. The parade was starting. Looking down the street, Tessa was startled by one of the floats. “That’s the biggest cake I’ve ever seen!” she exclaimed.

“I know,” her stepmom answered. “I’ve been coming to this strawberry festival since I was your age. Every year, people use the berries they grow here. They work together to make a huge strawberry shortcake. It’s always the first thing in the parade. The best part comes after the parade. That’s when everyone at the festival gets to eat it!”

When the parade was over, Tessa and her parents made their way to the line for a piece of the giant strawberry shortcake. Tessa’s mouth watered as she wondered what the cake would taste like. Tessa’s stepmom stood in line and got them each a helping of the cake. “This is delicious,” Tessa said as she ate it.

After they finished the cake, they walked around for a long time. They stopped and listened to a band in the park, and then rode a few rides. As the sun began to set, Tessa got her face painted. She smiled as she looked in the mirror at the bright red strawberry on her cheek.

Tessa took her dad’s hand, and with her other hand, she reached for her stepmom. They both held Tessa’s hands tightly and smiled at her. They looked up at the fireworks that lit the dark sky. It was a beautiful ending to a great day.
