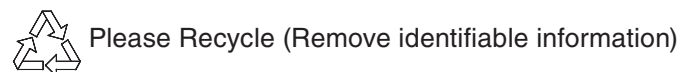


Dynamic Measurement Group  
 132 E. Broadway, Suite 636  
 Eugene, Oregon 97401  
<http://dibels.org/>



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GRADE  
**3**

# Benchmark Assessment

## Third Grade Scoring Booklet



Name: \_\_\_\_\_  
 Student ID: \_\_\_\_\_ School Year: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 School: \_\_\_\_\_

		1 Beginning			2 Middle			3 End		
<b>Date</b>										
<b>DORF</b> (Circle the median score)	<b>Passage</b>	1	2	3	1	2	3	1	2	3
	<b>Words Correct</b>									
	<b>Errors</b>									
	<b>Accuracy</b>									
	<b>Retell</b>									
	<b>Retell Quality</b>									
<b>Daze</b>		Correct			Correct			Correct		
		Incorrect			Incorrect			Incorrect		
		Adjusted Score			Adjusted Score			Adjusted Score		

# 1 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.**

<b>Timing</b>	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ] ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	If no response in 3 seconds, say the word and mark it as incorrect.
<b>Discontinue</b>	If no words are read correctly in the first line, say <b>Stop</b> , 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.
<b>Reminders</b>	If the student stops (not a hesitation on a specific item), say <b>Keep going</b> . (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

# 3 DIBELS® Oral Reading Fluency

## Grade 3/Benchmark 3

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

### 3 DIBELS® Oral Reading Fluency Grade 3/Benchmark 3.3

#### Retell: A Triple Challenge

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

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

- |  |   |
|--|---|
| <p><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

### 1 DIBELS® Oral Reading Fluency Grade 3/Benchmark 1.1

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

#### Finding a Nest

0 As Patrick walked along the path to his neighbor’s house, he tripped 12

12 over a tree root covered by some spiky leaves. He bent down to see if 27

27 the leaves had scratched him. It was then that he saw the nest. It was 42

42 tucked into the leaves with two tiny eggs inside. He remembered from 54

54 his school trip to the nature center that he shouldn’t touch it. He looked 68

68 around for the mother bird. Not seeing her, he quietly backed away and 81

81 continued down the path. 85

85 Each day, Patrick walked down the path and carefully checked the 96

96 nest. Patrick made sure not to disturb anything that was near it. He knew 110

110 that the brush protected the nest from predators. By the end of the week, 124

124 there were a total of five eggs in the nest. Just one week later, there were 140

140 nine eggs. He wondered what kind of bird would hatch out of them. The 154

154 eggs were smaller than chicken eggs and they were cream-colored with 166

166 brown speckles. One day, Patrick got his answer. As he crept over to look 180

180 at the nest, he saw a mother quail sitting on the eggs. 192

192 Patrick continued to check on the nest every day. He was determined 204

204 to keep it safe. After about three weeks, the eggs finally hatched. Patrick 217

217 was thrilled to see all the little quails scurrying around their mother. 229

229 After that, every time he passed the spot where the nest had been, he 243

243 remembered the little baby birds and smiled. 250

# 1 DIBELS® Oral Reading Fluency

Grade 3/Benchmark 1.1

Retell: Finding a Nest

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

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

- |  |   |
|--|---|
| <p><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

# 3 DIBELS® Oral Reading Fluency

Grade 3/Benchmark 3.3

► **Now read this story to me. Please do your best reading. Ready, begin.**

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

## A Triple Challenge

0	Do you know people who like to do several different sports? If so,	13
13	a race with three stages or parts might be just the type of athletic event	28
28	they would enjoy. The race usually begins with a swim and is followed	41
41	by a bike ride. Finally, it ends with a run. Since there are three parts to	57
57	the race, an athlete needs to train for all three sports to be successful.	71
71	Some people train specifically to compete in this type of race. The	83
83	best competitors have a plan to help them do well in each part of the	98
98	event. They know that they must have enough energy to finish each part	111
111	of the race. That is why training for endurance is so important. Having	124
124	the strength to go from one sport to the next during the race is the key	140
140	to getting a good overall time. Moving quickly between the different	151
151	parts of the race is also important. Races are timed from the moment	164
164	swimmers jump into the water until they run across the finish line. The	177
177	clock does not stop when they get out of the water and dry off to get on	194
194	their bike or when they change their shoes to start running.	205
205	The first of these races was held in France more than eighty years	218
218	ago. The sport didn't really take off, though, until recently. It has grown	231
231	in popularity and is now an Olympic event. There are many types of	244
244	races with three stages. The shortest is called a sprint and covers about	257
257	sixteen miles. The longest type is called an Ironman and is over one	270
270	hundred miles long. Today, similar races are held all over the world.	282
282	They even have some for kids. Why not try one?	292

### 3 DIBELS® Oral Reading Fluency Grade 3/Benchmark 3.2

Retell: A Day for a Shadow Dance

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

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

### 1 DIBELS® Oral Reading Fluency Grade 3/Benchmark 1.2

► **Now read this story to me.  
Please do your best reading.  
Ready, begin.**

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

#### A Famous Food: The History of Pizza

0 Many people love eating pizza. Pizza is made using a thin crust 12  
 12 which is covered with tomato sauce and cheese and then baked. Often, 24  
 24 other toppings are added. You might think that pizza is a new type of 38  
 38 food, but people have been eating it for hundreds of years. 49  
 49 Most people think pizza comes from Italy. This is partly true. The 61  
 61 type of pizza that is most common today was first made in the city of 76  
 76 Naples. Some of the earliest pizzas, though, were made in Greece more 88  
 88 than two thousand years ago. This early pizza was made by traveling 100  
 100 armies. After marching all day, the soldiers baked a flat bread on their 113  
 113 shields and then covered it with cheese and fruit. 122  
 122 When tomatoes were first brought to Italy they were put on a crust. 135  
 135 Not long after, pizza began to be sold on the streets at market stands. 149  
 149 People would order their favorite toppings while the crust was being 160  
 160 made. Even kings and queens started to enjoy this new food. 171  
 171 People from Italy who traveled to other parts of the world took the 184  
 184 idea of pizza with them. Travelers who had tried pizza in Italy returned 197  
 197 home wanting more, and the demand for the food grew. Today, almost 209  
 209 every country has some kind of pizza. You can choose thick crust or 222  
 222 thin crust. The number of toppings you can have is numerous. There are 235  
 235 breakfast pizzas and even dessert pizzas. No matter how you slice it, 247  
 247 pizza is a delicious and adaptable food. 254

# 1 DIBELS® Oral Reading Fluency

Grade 3/Benchmark 1.2

Retell: A Famous Food: The History of Pizza

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

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

# 3 DIBELS® Oral Reading Fluency

Grade 3/Benchmark 3.2

A Day for a Shadow Dance (continued)

219 him, and then all the animals were dancing with their shadows. As they 232  
 232 swayed and twirled, their shadows danced along with them. The animal 243  
 243 friends danced around the sunny meadow until the sun began to set and 256  
 256 the shadows faded. 259  
 259 Finally, tired and happy, Gopher said good-bye to her friends and 270  
 270 promised to meet them again on the next sunny day. As she headed 283  
 283 home, she hoped that tomorrow would be another perfect day for shadow 295  
 295 dancing. 296

Notes:

### 3 DIBELS® Oral Reading Fluency Grade 3/Benchmark 3.2

► **Now read this story to me.**  
**Please do your best reading.**  
**Ready, begin.**

Total words: \_\_\_\_\_  
Errors (include skipped words): – \_\_\_\_\_  
Words correct: = \_\_\_\_\_

#### A Day for a Shadow Dance

0	All night long, the wind howled and the rain poured down. Gopher	12
12	woke to the sound of thunder rumbling. She looked out of her burrow	25
25	at the big raindrops splashing on the ground. “It’s another rainy day,”	37
37	she groaned. “When will I ever be able to run and play with my friends	52
52	again?”	53
53	Gopher crawled deeper into her burrow and began digging a new	64
64	tunnel to pass the time. After a while Gopher could no longer hear the	78
78	thunder and rain of the storm and she went to sleep.	89
89	When she poked her head out of her burrow the next morning,	101
101	Gopher felt the warm sun on her face. “Yippee!” she shouted as she	114
114	scurried out into the sunshine. All of the animals were gathered in the	127
127	meadow.	128
128	“Come on, Gopher,” called Rabbit. “The sunshine is back and	138
138	we can play our sunny day games. I can even see my shadow,” he	152
152	exclaimed.	153
153	Rabbit twitched his ears and watched his shadow. The ears of his	165
165	shadow twitched in exactly the same way. Gopher was pleased to see that	178
178	her own plump little shadow was back, too. All of the animals wiggled	191
191	and waved and watched their shadows move.	198
198	“Let’s dance with our shadows to celebrate the sunshine,” suggested	208
208	Rabbit. He immediately began to dance with his shadow. Gopher joined	219

### 1 DIBELS® Oral Reading Fluency Grade 3/Benchmark 1.3

► **Now read this story to me.**  
**Please do your best reading.**  
**Ready, begin.**

Total words: \_\_\_\_\_  
Errors (include skipped words): – \_\_\_\_\_  
Words correct: = \_\_\_\_\_

#### Living in Singapore

0	The whole family moved when Nell’s mother was asked to transfer	11
11	to an office in a foreign country for a year. Everyone was excited because	25
25	they thought it would be a splendid adventure. They would be living in	38
38	Singapore.	39
39	Nell loved her new home, which was in the middle of a lively city	53
53	full of people. Honking buses and cars filled the streets, yet beautiful	65
65	flowers grew everywhere. It seemed a lot noisier than Nell’s small town	77
77	had been.	79
79	One thing Nell and her family had to get used to was the rain. It	94
94	seemed like it poured every day. But today, the sun shone brightly. Nell	107
107	and her dad decided to take advantage of the good weather to go to a	122
122	bookstore. They wanted to purchase the latest book in the series they	134
134	were reading.	136
136	On the way to the store, Nell and her dad looked at the sidewalk	150
150	filled with people selling various foods from small carts. One man sold	162
162	juice from fresh fruit, and a woman sold rice with chicken on top. Nell	176
176	stopped and stared when she saw a big snow cone in a bowl with pink	191
191	and green juice on top. A man was adding yellow juice. Nell’s dad told	205
205	her it was an iced kacang, and then bought one for her.	217
217	Nell wanted to eat the ice before it melted. When she got to the	231
231	bottom of the bowl, she saw some seeds and beans. Nell was surprised	244

**1 DIBELS® Oral Reading Fluency**  
Grade 3/Benchmark 1.3

Living in Singapore (continued)

244 since the snow cones at home were different. Nell took a bite and smiled. 258  
258 It was very good. 262

Notes:

**3 DIBELS® Oral Reading Fluency**  
Grade 3/Benchmark 3.1

Retell: A Surprising Discovery

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

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

- |  |   |
|--|---|
| <p><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|



### 3 DIBELS® Oral Reading Fluency Grade 3/Benchmark 3.1

#### A Surprising Discovery (continued)

270 Olympic skaters in person, but I could put on my own ice skates and try 285  
285 out the frozen pond nearby. It was turning into a great trip after all. 299

Notes:

### 1 DIBELS® Oral Reading Fluency Grade 3/Benchmark 1.3

#### Retell: Living in Singapore

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

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

- |  |   |
|--|---|
| <p><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

# 1 DIBELS® Oral Reading Fluency

## Grade 3/Benchmark 1

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

# 3 DIBELS® Oral Reading Fluency

## Grade 3/Benchmark 3.1

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

### A Surprising Discovery

0	I was so excited to be going to the winter Olympic Games. Some of	14
14	my earliest memories were of watching Olympic skaters glide beautifully	24
24	over the ice. Finally, I would have the chance to watch them in person.	38
38	I was packing my bags when Mom came into my room.	49
49	"I have some bad news," she said. "There are no tickets available for	62
62	any ice skating events. In fact, tickets for most events are gone. I did get	77
77	tickets for one event, though. It's a new event called curling."	88
88	I was very disappointed, but I was also curious. Curling? What was	100
100	that? It sounded like something I might do to my hair!	111
111	Soon, we left for the airport, but I was still a little sad. I couldn't	126
126	believe I was finally going to the Olympics, but wouldn't get to see the	140
140	skaters. Dad assured me I would enjoy curling, but I didn't quite believe	153
153	him.	154
154	We checked into our hotel and then set out for the stadium. It was	168
168	chilly, and had an icy floor with a large target in the center. As the games	184
184	started, teams of four people worked together to guide a large granite	196
196	stone toward the target. Before long, I was caught up in the excitement	209
209	of the games. I had found a favorite team and was thrilled when they did	224
224	well.	225
225	I was in much better spirits as we left the curling match. We were	239
239	in a beautiful place, a soft snow was falling, and there were going to	253
253	be plenty of fun things to keep us busy. I might not be able to see the	270

### 3 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.***

<b>Timing</b>	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ] ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	If no response in 3 seconds, say the word and mark it as incorrect.
<b>Discontinue</b>	If no words are read correctly in the first line, say <b>Stop</b> , 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.
<b>Reminders</b>	If the student stops (not a hesitation on a specific item), say <b>Keep going</b> . (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

### 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.***

<b>Timing</b>	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ] ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	If no response in 3 seconds, say the word and mark it as incorrect.
<b>Discontinue</b>	If no words are read correctly in the first line, say <b>Stop</b> , 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.
<b>Reminders</b>	If the student stops (not a hesitation on a specific item), say <b>Keep going</b> . (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

## 2 DIBELS® Oral Reading Fluency Grade 3/Benchmark 2.1

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

### Horseback Treasure Hunt

0	It was Denny’s birthday, and his three best friends were coming to	12
12	his grandfather’s ranch to ride horses and look for treasure. When his	24
24	friends got there, Denny explained, “We’ve got to watch for clues in blue	37
37	envelopes along the trail. The clues lead to a treasure that Grandpa hid	50
50	this morning.”	52
52	Joe, Ray, and Hector couldn’t wait to get on their horses and ride	65
65	down the trail. Denny and his grandfather led the way until Joe called	78
78	out, “There’s something blue on that tree.” He rode over and grabbed the	91
91	envelope off the low branch.	96
96	“Your next note is near a goat,” he read.	105
105	In a flash, the boys turned and rode down to the goat pen where Ray	120
120	found the next envelope on a fence post. It read, “Find high ground, then	134
134	look down.”	136
136	“I think we’re supposed to ride to the top of that hill,” said Denny.	150
150	“It’s the highest place around.”	155
155	They rode to the top of the hill and searched for clues until Hector	169
169	hollered, “The clue is sticking out from under this rock.” He jumped	181
181	down and pulled the envelope free. “Take ten steps south and make them	194
194	big, then grab a shovel and start to dig,” he read.	205
205	The boys joined arms and took ten steps south. They discovered	216
216	three shovels and an orange circle painted on the ground. They all dug as	230
230	dirt flew everywhere.	233

## 2 DIBELS® Oral Reading Fluency Grade 3/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

## 2 DIBELS® Oral Reading Fluency

Grade 3/Benchmark 2.3

Retell: Skimboarding

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/ Reminder</b>	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed 1 time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say <b>Tell me as much as you can about the story.</b> —Otherwise, say <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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 3/Benchmark 2.1

Horseback Treasure Hunt (continued)

233	Suddenly Denny called, “Here’s a wooden chest!” Everyone watched	242
242	while he lifted the lid. “There are four cowboy ropes here,” he said.	255
255	“They’re ropes like a real cowboy would use!” The boys were happy and	268
268	proud that they had found the hidden treasure.	276

Notes:

## 2 DIBELS® Oral Reading Fluency

Grade 3/Benchmark 2.1

Retell: Horseback Treasure Hunt

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/ Reminder</b>	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed 1 time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say <b>Tell me as much as you can about the story.</b> —Otherwise, say <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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 3/Benchmark 2.3

Skimboarding (continued)

253	the water. Allie was proud of herself and her dad. They realized that it	267
267	would take a lot of practice to become good at skimboarding. In the end,	281
281	they decided that the fun they had together was well worth the effort!	294

Notes:

## 2 DIBELS® Oral Reading Fluency Grade 3/Benchmark 2.3

► **Now read this story to me.**  
**Please do your best reading.**  
**Ready, begin.**

Total words: \_\_\_\_\_  
Errors (include skipped words): – \_\_\_\_\_  
Words correct: = \_\_\_\_\_

### Skimboarding

0 As the waves rolled onto the shore, a group of teens ran into the surf 15  
15 with funny round boards under their arms. Allie looked up from reading 27  
27 her book and watched them. When they reached the wet sand, they tossed 40  
40 their boards toward the incoming waves. Then, they quickly jumped onto 51  
51 them. Some of them fell flat into the water. Others were able to glide 65  
65 out into the surf or over the shallow water. One boy was even able to flip 81  
81 his board around and change direction, like a skateboarder. It looked like 93  
93 great fun and good exercise. Allie’s friend Morgan told her the group was 106  
106 skimboarding. 107  
107 That night, after dinner, Allie asked her Dad if he had ever 119  
119 skimboarded. He hadn’t, but he said he would be willing to learn. They 132  
132 read about it together in a magazine. They decided they would rent 144  
144 boards and try it that weekend. Over the next few days, Allie studied the 158  
158 motions of the skimboarders carefully. From her reading, she knew that 169  
169 timing was very important. 173  
173 When Saturday came, Allie was ready to head for the beach early. 185  
185 First, she and her dad practiced running to the shore and tossing their 198  
198 boards into the surf. Next, they repeated their first step and added the 211  
211 jump onto the board. On their first try, they both fell backwards into the 225  
225 surf and sat laughing at each other. This was not as easy as it looked! 240  
240 After several attempts, they were each able to glide a little way on 253

## 2 DIBELS® Oral Reading Fluency Grade 3/Benchmark 2.2

► **Now read this story to me.**  
**Please do your best reading.**  
**Ready, begin.**

Total words: \_\_\_\_\_  
Errors (include skipped words): – \_\_\_\_\_  
Words correct: = \_\_\_\_\_

### Raising a Calf

0 Some of your friends probably have pet dogs or cats. Others might 12  
12 have gerbils or goldfish. But do you know anyone who has a baby 25  
25 cow? It might astonish you to know that many children do! Every year, 38  
38 thousands of young people raise baby cows, or calves, to compete in 50  
50 livestock shows. 52  
52 Imagine that you are going to raise a calf for a livestock competition. 65  
65 Get ready to work hard! First, you must prepare a place for your calf. It 80  
80 needs a clean, dry pen that is roomy enough to run around. The enclosure 94  
94 should have a good fence so the calf can’t escape and get injured or lost. 109  
109 Before you put the calf in its new home, check to make sure there is 124  
124 nothing sharp or dangerous. Calves like to explore and put everything in 136  
136 their mouth. It is your responsibility to watch out for them and protect 149  
149 them. 150  
150 Once you bring your calf home, provide food and water each day and 163  
163 make sure its pen is always clean. Your calf will need fresh water twice 177  
177 a day. The calf won’t drink dirty water, so dispose of the previous water 191  
191 first. The calf’s food should be fresh, too. Damp or dirty food is bad for 206  
206 the calf, so clean out any old grain or hay before you put out fresh food. 222  
222 Be careful to give your calf the proper amount of food. Eating extra food 236  
236 can make a calf sick. Never skip these chores because the calf depends 249  
249 on you for everything it needs. 255

## 2 DIBELS® Oral Reading Fluency

Grade 3/Benchmark 2.2

### Raising a Calf (continued)

255 If you take good care of your calf, it will grow quickly. Before you 269  
 269 know it, it will be time to show your calf at a livestock show. You can be 286  
 286 proud of all your hard work. 292

Notes:

## 2 DIBELS® Oral Reading Fluency

Grade 3/Benchmark 2.2

### Retell: Raising a Calf

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

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

- |  |   |
|--|---|
| <p><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|