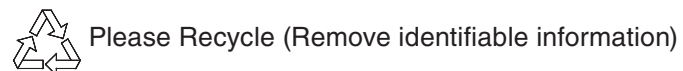


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GRADE  
**4**

# Benchmark Assessment

## Fourth Grade Scoring Booklet



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

		<b>1 Beginning</b>			<b>2 Middle</b>			<b>3 End</b>		
<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.)

Notes:

### 3 DIBELS® Oral Reading Fluency Grade 4/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

### 1 DIBELS® Oral Reading Fluency Grade 4/Benchmark 1.1

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

#### How to Make Dill Pickles

0	Would you like to make a tasty treat that's fun to eat anytime? Try	14
14	making your own dill pickles!	19
19	Start by gathering the ingredients and kitchen equipment. For storing	29
29	the pickles, you will need a quart jar with a tightly fitting lid. For making	44
44	the pickle juice, you will need a deep saucepan and a measuring cup that	58
58	shows cups and ounces.	62
62	The main ingredients for this recipe are cucumbers and dill weed.	73
73	Both of these are easy to grow if you are lucky enough to have a	88
88	vegetable garden. If you don't have a garden, you can find them in the	102
102	produce department at the grocery store. Two other produce items you	113
113	will need are fresh garlic and a small onion about the size of a golf ball.	129
129	You will also need salt and sugar to add flavor to the pickles. The liquids	144
144	you will use to fill the jar are water and white vinegar. The purpose of	159
159	the vinegar is to keep the cucumbers from spoiling. It will also add that	173
173	delicious sour taste that makes pickles fun to eat.	182
182	To make your pickles, slice five cucumbers lengthwise and stand the	193
193	slices in the quart jar. Next, create the juice that will flavor the pickles.	207
207	Pour nine ounces of water and five ounces of vinegar into the saucepan.	220
220	Peel the onion and one clove of garlic, and add them to the liquid. Then	235
235	put in two heads of dill weed. Add one fourth teaspoon of sugar and one	250
250	tablespoon of salt.	253
253	For the next step, ask an adult to help you. Heat the pickle juice over	268

# 1 DIBELS® Oral Reading Fluency

Grade 4/Benchmark 1.1

## How to Make Dill Pickles (continued)

268	medium high heat until it reaches a boil. Then pour it over the cucumbers	282
282	and put the lid on the jar. Let the pickles cool overnight before storing	296
296	them in the refrigerator. Your pickles will be ready to eat in about ten	310
310	days. Use them on burgers or sandwiches, or enjoy a pickle all by itself	324
324	for a cold, crunchy treat!	329

Notes:

# 3 DIBELS® Oral Reading Fluency

Grade 4/Benchmark 3.3

## Retell: A New Kind of Family

► **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 4/Benchmark 3.3

#### A New Kind of Family (continued)

256	At the park, baby orphans are free to wander with the herd. But	269
269	they still have plenty of contact with their human family. As the young	282
282	elephants become more confident, they go into the wild more and more	294
294	often. Most eventually find a place with a wild herd.	304
304	Orphans who live in the wild often come back to visit. Many years	317
317	later, they still recognize and love the humans who raised them. The	329
329	keepers know that the old saying is true—an elephant truly never forgets!	342

Notes:

### 1 DIBELS® Oral Reading Fluency Grade 4/Benchmark 1.1

#### Retell: How to Make Dill Pickles

► **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 4/Benchmark 1.2

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

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

**Water Skiing**

0	This morning I attended my first day of water skiing lessons. We	12
12	began by putting on our skis on dry land. Kimberly, our instructor,	24
24	demonstrated how to adjust the ski bindings, the attachments that hold	35
35	the skis to your feet. She said that the bindings should be tight enough	49
49	to hold the feet securely but loose enough to come off instantly in a fall.	64
64	While still on dry land, I stood and gripped a rope while Kimberly gently	78
78	tugged on it. This was to give me an idea of what it would feel like to	95
95	be pulled by the boat. Kimberly also taught us to use hand signals. She	109
109	explained that a thumbs up meant “faster” and thumbs down meant	120
120	“slower.” We also learned to shout “Hit it” when we were ready to ski.	134
134	After reviewing the basics, Kimberly thought that we were ready for	145
145	our first attempt. We moved into the water and Kimberly instructed us to	158
158	get into position by putting our knees to our chests. She described how	171
171	the tips of the skis should be parallel to each other and should stick out	186
186	of the water. When it was my turn, Kimberly reminded me to lean back	200
200	and relax. I did my best, but I tumbled over and swallowed some water. I	215
215	laughed as I got myself back into position. Kimberly said I had done fine	229
229	for a first try. She suggested that I simply allow the boat to pull me out of	246
246	the water. This advice helped a lot. On my next attempt I stood up on my	262
262	skis. On my third attempt, I skied about twenty yards before I fell.	275
275	By the end of the afternoon, I could ski about a hundred yards	288

**3 DIBELS® Oral Reading Fluency**  
Grade 4/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 New Kind of Family**

0	Baby elephants need help to survive. Like all babies, they need	11
11	protection. They also need a sense of love and belonging. A woman in	24
24	Kenya is trying to provide that kind of love and care for baby elephants	38
38	who have lost their families. She is giving orphaned elephants a new	50
50	kind of family.	53
53	The woman, Daphne Sheldrick, has created an elephant nursery. It	63
63	is a place to give a baby what it needs so it can return to the wild. The	81
81	keepers who work there become the elephant’s new family. They stay	92
92	with the baby at all times just as its elephant family would have. The	106
106	keepers make milk available to the orphan twenty-four hours a day. They	119
119	show it love and affection and never let it feel alone. Baby elephants are	133
133	so sensitive that missing someone can make them very ill. To prevent	145
145	that, the keepers make sure the baby doesn’t become attached to just one	158
158	person. Each night, a different worker sleeps with it. That way, the baby	171
171	feels secure no matter which workers are on duty.	180
180	Elephant orphans must learn to communicate by being with other	190
190	elephants. When the babies are a year old, they move to a nearby park. It	205
205	is a protected place where herds of older orphans live. They are slowly	218
218	getting ready to live in the wild. There, the baby orphans learn elephant	231
231	language and how to get along with a herd. It is easy for them to fit in	248
248	because older elephants naturally love all baby elephants.	256

### 3 DIBELS® Oral Reading Fluency Grade 4/Benchmark 3.2

Retell: Rainbows

► **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 4/Benchmark 1.2

Water Skiing (continued)

288	without falling. Even though I stayed directly behind the boat where the	300
300	water is the smoothest, I was thrilled by the excitement of learning to	313
313	water ski. I'm eager for tomorrow's lesson, because I want to learn to	326
326	jump over waves. With Kimberly's help, I'm sure I'll be able to do it.	340

Notes:

# 1 DIBELS® Oral Reading Fluency

Grade 4/Benchmark 1.2

Retell: Water Skiing

► **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 4/Benchmark 3.2

Rainbows (continued)

265	by light that bounces twice inside the raindrops. Much more rare is the	278
278	fire rainbow. A fire rainbow is caused by a rainbow's interaction with	290
290	cirrus clouds that creates a rainbow in the shape of fire. As you now	304
304	know, rainbows are much more complex than what we see!	314

Notes:



### 3 DIBELS® Oral Reading Fluency Grade 4/Benchmark 3.2

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

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

#### Rainbows

0	Since long ago, people around the world have been amazed by the	12
12	rainbow. This natural light show has inspired everything from movies to	23
23	songs. A close look at the science behind the rainbow shows that there is	37
37	more to the rainbow than what meets the eye.	46
46	The first thing most people notice about a rainbow is the bright	58
58	colors. These colors are created by the sun’s light passing through	69
69	raindrops. Different colors reflect back at slightly different angles,	78
78	splitting the light into the rainbow. What may surprise you is that the	91
91	colors you see are not the only colors in a rainbow. Rainbows are	104
104	actually made up of every color in the light spectrum, from red to violet.	118
118	However, the human eye can only see a small number of these colors.	131
131	Another interesting part of a rainbow is its arch. A rainbow is really	144
144	a circle. Since the ground gets in the way, it looks like an arch. Actually,	159
159	the arch that you see is formed by raindrops that are in just the right	174
174	place to reflect the colors back to your eyes. A person standing next to	188
188	you will see a rainbow formed by slightly different drops. We can only	201
201	see a rainbow when the sun is low enough in the sky. This is why we do	218
218	not see a rainbow every time it is sunny and raining.	229
229	Rainbows can also be seen in other combinations of light and water.	241
241	This includes waterfalls, dew-covered spider webs, and even light from	252
252	the moon. There are also double rainbows, when a second arch is formed	265

### 1 DIBELS® Oral Reading Fluency Grade 4/Benchmark 1.3

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

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

#### The Power of Magnets

0	Long ago, a shepherd stepped onto a large black rock and found he	13
13	couldn’t move his feet or his walking staff. An invisible power held the	26
26	nails in his shoes and the metal tip of his staff to the rock! He pulled his	43
43	feet free and stepped away. Then he dug up the strange rock and showed	57
57	it to his neighbors. The rock he had found was lodestone, a natural	70
70	magnet.	71
71	The Greeks started telling this story four thousand years ago. That	82
82	was when people first learned that lodestone attracted anything that had	93
93	iron in it. Soon stories about the power of the rock spread. Some said that	108
108	a thin piece of the stone floating on water would always point north. That	122
122	story was true, but others were not. Some people claimed that the rock	135
135	could heal the sick. Many said that ships lost at sea were wrecked by	149
149	islands made of lodestone. They said that by pulling on nails and other	162
162	metal parts, the islands led ships off course and made them crash on the	176
176	rocks.	177
177	Many years later, people began to learn the facts about magnets.	188
188	They found they could use electricity to create a magnetic effect. One	200
200	early scientist even figured out that a compass points north because the	212
212	Earth itself is a giant magnet.	218
218	Today we know much more about magnets, and we use them in	230
230	many ways. In medical machines, magnets let doctors look at bones	241

# 1 DIBELS® Oral Reading Fluency

Grade 4/Benchmark 1.3

## The Power of Magnets (continued)

241	and organs inside the human body. They help make doorbells ring, and	253
253	they help computers store information. They even help us learn about	264
264	space. The Rover, a small vehicle that rolled over the surface of Mars,	277
277	used magnets to collect dust for scientists to study. Now some inventors	289
289	are working on ways to use magnets to make robots move. Others think	302
302	magnetic fields can protect a spacecraft from the sun’s rays. Thousands	313
313	of years after the first magnet was found, we are still learning about the	327
327	power of magnets.	330

Notes:

# 3 DIBELS® Oral Reading Fluency

Grade 4/Benchmark 3.1

## Retell: A Wild Ride for Bella

► **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.

## Retell:

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 4/Benchmark 3.1

#### A Wild Ride for Bella (continued)

249	again.	250
250	Bella’s eyes were bright and she was breathing heavily after the	261
261	wild ride. “Martin, I think you were right. That was definitely the most	274
274	exciting ride I have ever had.” She grinned and said, “Now I want to go	289
289	back and ride those rapids again!”	295
295	Everyone laughed. They had all been thinking the exact same thing.	306

Notes:

### 1 DIBELS® Oral Reading Fluency Grade 4/Benchmark 1.3

#### Retell: The Power of Magnets

► **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.)

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

# 1 DIBELS® Oral Reading Fluency

## Grade 4/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 4/Benchmark 3.1

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

### A Wild Ride for Bella

0	Bella fastened her life jacket and stepped into her aunt and uncle’s	12
12	big yellow raft. Her older brother, Martin, had claimed that river rafting	24
24	would be the most exciting thing Bella would ever do, but she was	37
37	skeptical.	38
38	“How could floating on the water be that exciting?” Bella thought	49
49	to herself. She thought maybe her brother was just trying to show off	62
62	because he’d been rafting so many times. This trip would be her first	75
75	time down the river.	79
79	Bella’s aunt and uncle sat in the back of the raft where they could	93
93	steer the boat best. Bella and Martin sat in the front and used their	107
107	paddles to help the raft move downstream. As they drifted down the calm	120
120	river, Bella said, “This is fun, but it seems pretty simple to me. It doesn’t	135
135	seem like the most exciting thing I’ve ever done.”	144
144	Just then, they heard a roaring sound up ahead and Bella felt her	157
157	heart pounding loudly. As they came around the bend, Bella saw white	169
169	water rushing and whirling between huge rocks.	176
176	“Draw left!” called her aunt. Bella and Martin immediately paddled	186
186	to the left as hard as they could. They managed to avoid colliding with	200
200	a big rock hidden under the churning water. They spun around in a	213
213	whirlpool and then slipped into a fast current. They raced along, dipping	225
225	and bouncing over the water. Sprays of water soaked their clothes.	236
236	Suddenly they reached the end of the rapids and floated into calm water	249

### 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 4/Benchmark 2.1

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

### Your Nervous System

0	Every day you use your brain to think and to solve problems, but did	14
14	you know that your brain is constantly doing jobs you never even think	27
27	about? Your brain makes sense of everything your body experiences. It	38
38	also directs everything your body does. The brain is part of your nervous	51
51	system, which also contains your spinal cord and your nerves. This	62
62	system allows messages to be sent back and forth between the brain and	75
75	other parts of your body.	80
80	Your brain is at the top of your nervous system. It is very soft, and	95
95	is protected by the hard bones of your head. Connected to your brain is	109
109	your spinal cord, a long bundle of nerve tissue. It threads through your	122
122	spine and then branches out to connect to other nerves in your body.	135
135	The nerve cells are shaped like long, thin threads. They line up end	148
148	to end and extend from the spinal cord in your back to every part of your	164
164	body. The nerve endings in your skin and organs are activated by touch	177
177	and other sensations. The nerve endings pass the message to the next	189
189	nerve in line. In a flash, the message is relayed from nerve to nerve until	204
204	it reaches your brain. The message gives your brain information about	215
215	what you are touching or sensing. The brain sends back a command	227
227	telling your body what action to take. If the feeling is harmful, the brain	241
241	may direct your hand to pull back. If dust blows into your eye, your brain	256
256	gets the message and instantly directs your eye to blink.	266
266	Different parts of the brain handle messages of different kinds. Some	277

## 2 DIBELS® Oral Reading Fluency

Grade 4/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 4/Benchmark 2.3

Retell: A Grand Old Clock

► **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 4/Benchmark 2.1

Your Nervous System (continued)

277	parts of your brain control automatic activities in your body, such as	289
289	your heartbeat and breathing. Other parts direct movement and balance.	299
299	The front part of your brain thinks and holds memories. It also receives	312
312	information from your five senses.	317
317	Your brain and nerves make you aware and help you live and enjoy	330
330	life. In short, your nervous system helps make you who you are.	342

Notes:

## 2 DIBELS® Oral Reading Fluency

Grade 4/Benchmark 2.1

### Retell: Your Nervous System

► **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 4/Benchmark 2.3

### A Grand Old Clock (continued)

263	a few times, and seldom for more than a few days.	274
274	When all the work was completed, engineers made sure the clock	285
285	was keeping perfect time and that the bells were set to ring just when	299
299	they should. At last, the clock was restarted. Local people and tourists	311
311	alike were glad to hear the familiar chimes ringing through London once	323
323	again. With the special care it receives, Big Ben is ready to chime the	337
337	hours for another one hundred and fifty years.	345

Notes:



**2** DIBELS® Oral Reading Fluency  
Grade 4/Benchmark 2.3

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

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

**A Grand Old Clock**

0 One summer morning, a team of rope climbers put on their gear and 13  
13 tackled an unusual assignment. They weren't climbing a rocky cliff in 24  
24 the wilderness. They were in downtown London about to climb down the 36  
36 face of the giant clock known as Big Ben. 45  
45 Big Ben is one of the most famous landmarks in England. It is a 59  
59 clock tower on the building where English lawmakers meet. The clock 70  
70 has four faces, so the time can be seen from any direction, and each glass 85  
85 face is more than twenty feet across. The numbers on the clock are two 99  
99 feet tall, and the minute hand is as long as a car. The clock's great bell is 116  
116 suspended high in the tower above the clock face. It weighs thirteen tons. 129  
129 The bell bongs every hour, and smaller bells chime every quarter hour. 141  
141 So who were the climbers on Big Ben's face? They were members 153  
153 of a team that cleaned and repaired the clock inside and out. Engineers 166  
166 inspected all of the machinery that makes the hands of the clock move, 179  
179 as well as the parts that control the bell and chimes. Workers cleaned the 193  
193 works and replaced worn parts. They wanted the clock to be at its best 207  
207 for its birthday. Big Ben was about to turn one hundred and fifty years 221  
221 old. 222  
222 During the seven weeks it took to complete the project, the famous 234  
234 clock was stopped and did not chime. This was a rare event. Big Ben has 249  
249 chimed almost every hour since it was first built. It has only been stopped 263

**2** DIBELS® Oral Reading Fluency  
Grade 4/Benchmark 2.2

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

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

**The Story Tree**

0 When you have a lot of relatives you've never met, it's hard to keep 14  
14 them all straight. At least, that's how it seemed to Joseph as he listened 28  
28 to his grandfather's stories. The stories were about Joseph's ancestors 38  
38 from long ago. Many had come to America from Eastern Europe. Some 50  
50 had sailed on the Mayflower! Others faced dangers as they went west in 63  
63 covered wagons. Even though their names were unfamiliar, Joseph loved 73  
73 hearing about their adventures. 77  
77 One day, Joseph decided to record the names of the people in the 90  
90 stories. Each time Grandpa mentioned a relative, he wrote the name on 102  
102 an index card. If Grandpa knew when the person was born or died, he 116  
116 recorded that, too. On the back, he added interesting details from the 128  
128 person's life. 130  
130 "You know, we could lay out those cards so you could see how all 144  
144 these people are connected," suggested Grandpa. He helped Joseph 153  
153 match cards that named husbands and wives or brothers and sisters. 164  
164 Soon, there were clusters of cards scattered everywhere. It seemed very 175  
175 complicated, and it was clear that Joseph felt more confused than ever! 187  
187 Grandpa laughed. "Maybe you should make a card for yourself and 198  
198 arrange the rest to show how everyone is related to you," he said. 211  
211 "That's a great idea!" said Joseph. "I'll lay out the cards to show our 225  
225 family tree." 227

## 2 DIBELS® Oral Reading Fluency

Grade 4/Benchmark 2.2

### The Story Tree (continued)

227 First Joseph made a card with his own personal information. Then 238  
 238 he rolled out a long piece of brown wrapping paper and drew a tree trunk 253  
 253 and branches. He placed his card on the trunk and tried to connect his 267  
 267 card to the rest. Right away, he saw that he needed to make cards for his 283  
 283 mom and dad to put on the lowest limbs of the tree. Each row of cards 299  
 299 above those would represent an earlier generation. With Grandpa’s help, 309  
 309 Joseph soon found the right location for each of his cards. 320  
 320 “It’s like looking at a giant story,” said Joseph as he stood back 333  
 333 admiring his tree. 336  
 336 “That’s exactly what it is,” said Grandpa. “This tree is the story of 349  
 349 you!” 350

Notes:

## 2 DIBELS® Oral Reading Fluency

Grade 4/Benchmark 2.2

### Retell: The Story Tree

► **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> |
|--|---|