Chapter 9: **DIBELS Oral Reading Fluency (DORF)**

**Overview**

| Basic Early Literacy Skill | Advanced Phonics and Word Attack Skills  
|                           | Accurate and Fluent Reading of Connected Text  
|                           | Reading Comprehension  
| Administration Time       | 1 minute plus 1 minute maximum for Retell  
| Administration Schedule   | Middle of first grade through end of sixth grade  
| Scores                    | • Median number of words correct per minute (Words Correct)  
|                           | • Median number of errors per minute (Errors)  
|                           | • Median number of correct words in the Retell  
|                           | • Median Quality of Response for the Retell  
| Wait Rule                 | On DORF, 3 seconds; On Retell, first hesitation 3 seconds  
| Discontinue Rule          | 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 10 words are read correctly on passage #1 during benchmark assessment, 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.  

**What is DORF?**

**DIBELS** Oral Reading Fluency (DORF) is a measure of advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension. The DORF passages and procedures are based on the program of research and development of Curriculum-Based Measurement of reading by Stan Deno and colleagues at the University of Minnesota (Deno, 1989). There are two components to DORF: oral reading fluency and passage retell. For the oral reading fluency component, students are given an unfamiliar, grade-level passage of text and asked to read for 1 minute. Errors such as substitutions, omissions, and hesitations for more than 3 seconds are marked while listening to the student read aloud. For benchmark assessment, students are asked to read three different grade-level passages for 1 minute each. The score is the median number of words read correctly and the median number of errors across the three passages. Using the median score from three passages gives the best indicator of student performance over a range of different text and content. The oral reading fluency component can be used winter of first grade through spring of sixth grade. The passage retell component follows the reading of each passage, provided that the student has read at least
40 words correct per minute on a given passage. Passage retell is intended to provide a comprehension check for the DORF assessment, and provides an indication that the student is reading for meaning. With a prompted passage retell, the student is instructed to read for meaning. Speed-reading without attending to text comprehension is undesirable and will be readily apparent in the student's retell.

Case studies have documented students who can read words but not comprehend what they read (Dewitz & Dewitz, 2003). There is concern that students who display similar reading behavior will not be identified without a comprehension check. Passage retell provides an efficient procedure to identify those students who are not able to talk about what they have just read. Inclusion of passage retell also explicitly instructs students to be reading fluently for meaning. The quality of a student's retell provides valuable information about overall reading proficiency and oral language skills.

During retell, the student is asked to tell about what he/she has read. Passage retell provides a valuable indicator of reading comprehension. The assessor indicates the number of words in the retell that are related to the passage by drawing through a box of numbers. Following a hesitation of 3 seconds, students are prompted to tell as much as they can about the passage. If the student hesitates again for 5 seconds or longer, or if the student is clearly responding for 5 seconds in a way that is not relevant to the passage, the task is discontinued. The assessor must make a judgment about the relevance of the retell to the passage. Retell can be used from the middle of first grade through the spring of sixth grade. A quality of response rating allows the assessor to make a qualitative rating of the quality of the student's response. The rating should be based on how well the student retold the portion of the passage that he/she read.

**Materials**
- Scoring Booklet
- Student materials
- Pen/pencil
- Clipboard
- Stopwatch

**Administration Directions**

For Oral Reading Fluency:
Follow these directions exactly each time with each student. Say the words in bold italic type verbatim. Put the student copy of the reading passage in front of the student and say the following:

▸ 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.

1. Do not read the title to the student. If the student chooses to read the title, do not start the stopwatch until he/she reads the first word of the passage. If the student asks you to tell him/her a word in the title or struggles with a word in the title for 3 seconds, say the word. Do not correct any errors the student makes while reading the title.

2. Start the stopwatch after the student says the first word of the passage. If the student is silent or struggles for 3 seconds with the first word of the passage, say the word, mark it as incorrect, and start the stopwatch.
3. During benchmark assessment, three passages are administered if the student reads 10 or more words correctly on the first passage. When administering the second and third passages, use the following shortened directions:

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

4. During the testing:
   - Follow along in the student’s scoring booklet.
   - Leave blank any words read correctly. Mark a slash (/) through errors (including skipped words).
   - The maximum wait time for each word is 3 seconds. If the student does not provide the word within 3 seconds, say the word and mark it as incorrect.
   - During benchmark assessment, students read three different passages, for 1 minute each. If the student reads fewer than 10 words correctly on the first passage, record his/her score for words correct and errors on the front cover of the booklet, and do not administer passages 2 and 3.
   - At the end of 1 minute, place a bracket ( ] ) in the text after the last word provided by the student. Say Stop and remove the passage. If the student completes the assessment before 1 minute, stop testing and record the student’s score. Scores are not prorated.

   Note: If the student is in the middle of a sentence at the end of 1 minute, you may allow the student to finish the sentence, but score only the words said up to the end of 1 minute.

5. If the student reads 40 or more words correctly on the passage, have the student retell what he/she has just read using the directions provided below. If the student reads fewer than 40 words correctly on a passage, use professional judgment whether to administer Retell for that passage.

For Retell:
1. Remove the passage from the student and say the following:

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

2. Start the stopwatch and allow a maximum of 1 minute for the retell.

3. The first time the student stops or hesitates for 3 seconds, select one of the following:
   - 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? This reminder may be used only once.

After the reminder, the next time the student hesitates or gets off track for 5 seconds, say Thank you, discontinue the task, and record the score on the front of the student's scoring booklet.

4. During the testing:
   - As the student is responding, move your pen through the Retell numbers grid that appears after the passage to count the number of words the student says that are related to the passage.
• Stop moving your pen through the numbers if the student stops retelling the story or if his/her retell is not relevant to the story just read.

• If the student's response goes on for more than 1 minute, say Thank you, discontinue the task, circle the total number of words in the student's retell, and record the number on the "Retell Total" line.

• When the student has finished responding or has met the discontinue criteria, circle the total number of words in the student's retell, and record the number on the "Retell Total" line.

After testing:

1. Immediately after testing:
   • Score reading passages immediately after administration. Use the cumulative word count to determine the total number of words read. Record that total on the "Total Words" line on the scoring page.
   • Record the number of errors (including skipped words) on the "Errors" line on the scoring page.
   • Subtract the number of errors from the total words to get the number of words correct and record it on the "Words correct" line.
   • Use the Retell Quality of Response Rubric (below) to rate the quality of the student’s retell response, based on the portion of the passage that the student read. These ratings are not used for determining the DORF score, but may be helpful for focusing additional comprehension assessment or comprehension instruction. Circle the retell rating.

   Quality of Response:
   
   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. At a later time (shortly after the testing when you are no longer with the student) compute the student's final DORF scores:
   • During benchmark assessment, if the student reads three passages, record all three Words Correct scores and all three error counts on the front cover of the student’s scoring booklet, and circle the median (middle) Words Correct score and median (middle) error count. For example, if the Words Correct across the three passages are 42, 28, and 35, circle the 35. If the student’s errors are 4, 6, and 7, circle the 6. If two scores are the same number, that number is the median. For example, if the scores are 62, 58, and 62, the median is 62.
   • During benchmark assessment, if the student provides a retell after all three passages, record all three retell scores and all three Quality of Response values on the front cover of the student's scoring booklet and circle the median (middle) score and median (middle) Quality of Response. For example, if the student's retell scores across the three passages are 12, 8, and 5, circle the 8. If two scores are the same number, that number is the median. For example, if the Quality of Response values are 2, 3, and 2, the median is 2. If the student meets the criteria to engage in retell on only two passages, the median is the average of the two numbers.
Most data management services will calculate the student's accuracy rate for you. To calculate the accuracy yourself, use the following formula:

\[
\text{Accuracy} = 100 \times \frac{\text{median words correct}}{\text{median words correct} + \text{median errors}}
\]

**Scoring Rules for DORF**

*The student receives 1 point for each word read correctly in 1 minute.*

1. Leave blank any words the student reads correctly. Inserted words are not counted. To be counted as correct, words must be read as whole words and pronounced correctly for the context of the sentence.

2. Mark a slash (/) through any errors. Errors include words read incorrectly, substitutions, skipped words, hesitations of more than 3 seconds, words read out of order, and words that are sounded out but not read as a whole word.

**Discontinue Rule**

Discontinue administering DORF if the student reads zero words correctly in the first line of the first passage. Record a score of 0 on the “Total words” line on the scoring page and in the DORF Words Correct score box on the front cover of the student’s scoring booklet. If the student reads fewer than 10 words correctly on the first passage during benchmark assessment, do not administer Retell or the second and third passages. If the student reads fewer than 40 words correctly on any passage, use professional judgment on whether to administer Retell for that passage.

**Wait Rule**

Wait 3 seconds for the student to respond. If the student hesitates for 3 seconds on a word, mark a slash (/) through it and read the word to the student. If necessary, indicate for the student to continue with the next word by pointing.

**Reminders**

If the student stops reading (and it’s not a hesitation on a specific item), say *Keep going.* This reminder may be used as often as needed.

If the student loses her/his place while reading, point. This reminder may be used as often as needed.

**Note:**

Students are not penalized for differences in pronunciation due to dialect, articulation delays or impairments, or for pronunciations due to speaking a first language other than English.

**Examples of Scoring Rules**

The following are examples of how to score responses on DORF. The examples do not encompass all possible responses. If in doubt about how to score a student response, refer to the scoring rules above. Please pay attention to the notes included with the examples as they provide scoring explanations and indicate variations and nuances related to the scoring.
Scoring Rule 1: Leave blank any words the student reads correctly. Inserted words are not counted. To be counted as correct, words must be read as whole words and pronounced correctly for the context of the sentence.

Examples:

**Student response**

<table>
<thead>
<tr>
<th>It was hot at the beach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 It was hot at the beach.</td>
</tr>
<tr>
<td>14 Mr. Smith doesn’t mind the heat. He has</td>
</tr>
<tr>
<td>14 had a part-time job there as a lifeguard for twenty-four years.</td>
</tr>
</tbody>
</table>

**How to score**

| Total words: 6 |
| Errors (include skipped words): 0 |
| Words correct: 6 |

**Student response**

<table>
<thead>
<tr>
<th>It was hot at the /b/ /ea/ /ch/ beach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 It was hot at the beach.</td>
</tr>
<tr>
<td>14 Mr. Smith doesn’t mind the heat. He has</td>
</tr>
<tr>
<td>14 had a part-time job there as a lifeguard for twenty-four years.</td>
</tr>
</tbody>
</table>

**How to score**

| Total words: 6 |
| Errors (include skipped words): 0 |
| Words correct: 6 |

Note: To be counted as correct, the whole word must be read.

**Student response**

<table>
<thead>
<tr>
<th>It was hot and sunny at the beach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 It was hot at the beach.</td>
</tr>
<tr>
<td>14 Mr. Smith doesn’t mind the heat. He has</td>
</tr>
<tr>
<td>14 had a part-time job there as a lifeguard for twenty-four years.</td>
</tr>
</tbody>
</table>

**How to score**

| Total words: 6 |
| Errors (include skipped words): 0 |
| Words correct: 6 |

Note: Inserted words are ignored and not counted as errors. The student does not get additional credit for inserted words. If the student frequently inserts extra words, note the pattern at the bottom of the scoring page.
**Student response**

It was hot at the beach.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>It was hot at the beach.</td>
</tr>
<tr>
<td>14</td>
<td>Mr. Smith doesn’t mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.</td>
</tr>
</tbody>
</table>

**How to score**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total words:</td>
<td>6</td>
</tr>
<tr>
<td>Errors (include skipped words):</td>
<td>0</td>
</tr>
<tr>
<td>Words correct:</td>
<td>6</td>
</tr>
</tbody>
</table>

Note: Words that are repeated and phrases that are re-read are not scored as incorrect and are ignored in scoring.

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**Student response**

It was hot at the bank...I mean beach.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>It was hot at the beach.</td>
</tr>
<tr>
<td>14</td>
<td>Mr. Smith doesn’t mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.</td>
</tr>
</tbody>
</table>

**How to score**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total words:</td>
<td>6</td>
</tr>
<tr>
<td>Errors (include skipped words):</td>
<td>0</td>
</tr>
<tr>
<td>Words correct:</td>
<td>6</td>
</tr>
</tbody>
</table>

Note: A word is scored as correct if it is initially mispronounced but the student self-corrects within 3 seconds. Mark SC above the word and score as correct.

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**Student response**

It was hot at the beach in Dubay.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>It was hot at the beach in Dubai.</td>
</tr>
<tr>
<td>14</td>
<td>Mr. Smith doesn’t mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.</td>
</tr>
</tbody>
</table>

**How to score**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total words:</td>
<td>8</td>
</tr>
<tr>
<td>Errors (include skipped words):</td>
<td>0</td>
</tr>
<tr>
<td>Words correct:</td>
<td>8</td>
</tr>
</tbody>
</table>

Note: If the student reads a proper noun with correct pronunciation or with any reasonable phonetic pronunciation, it is counted as correct. Reasonable phonetic pronunciation includes, but is not limited to, left to right sequential decoding, an accurate number of phonemes, and errors that represent knowledge of probable phonetic decoding based upon English orthography (McGuinness, 1997). This rule applies to all proper nouns.
It was hot at the beach. Mister Smith doesn’t mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.

<table>
<thead>
<tr>
<th>How to score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>Total words:</td>
</tr>
<tr>
<td>Errors (include skipped words):</td>
</tr>
<tr>
<td>Words correct:</td>
</tr>
</tbody>
</table>

Note: 1) Abbreviations should be read in the way they would be pronounced in conversation. 2) Numerals must be read correctly within the context of the sentence. 3) Hyphenated words count as two words (and two errors) if both parts can stand alone as individual words. Hyphenated words count as one word if either part cannot stand alone as an individual word (e.g., x-ray, t-shirt).

Scoring Rule 2: Mark a slash (/) through any errors. Errors include words read incorrectly, substitutions, skipped words, hesitations of more than 3 seconds, words read out of order, and words that are sounded out but not read as a whole word.

Examples:

- It is hot at the beach.

<table>
<thead>
<tr>
<th>How to score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>Total words:</td>
</tr>
<tr>
<td>Errors (include skipped words):</td>
</tr>
<tr>
<td>Words correct:</td>
</tr>
</tbody>
</table>

- It was hot at the /b/ /e/ /a/ /ch/.

<table>
<thead>
<tr>
<th>How to score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>Total words:</td>
</tr>
<tr>
<td>Errors (include skipped words):</td>
</tr>
<tr>
<td>Words correct:</td>
</tr>
</tbody>
</table>

Note: Students must read the whole word, not just the sounds, to be counted as correct.
<table>
<thead>
<tr>
<th>Student response</th>
<th>It was hot at the barn. Mr. Smith doesn't mind the heat. He has had a part-time job at the barn as a lifeguard for twenty-four years.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It was hot at the beach. Mr. Smith doesn't mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.</td>
</tr>
<tr>
<td>How to score</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total words: 29</td>
</tr>
<tr>
<td></td>
<td>Errors (include skipped words): 2</td>
</tr>
<tr>
<td></td>
<td>Words correct: 27</td>
</tr>
</tbody>
</table>

Note: If a student reads the same word incorrectly multiple times in the passage, it counts as an error each time.

<table>
<thead>
<tr>
<th>Student response</th>
<th>It was at the beach.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It was hot at the beach. Mr. Smith doesn't mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.</td>
</tr>
<tr>
<td>How to score</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total words: 6</td>
</tr>
<tr>
<td></td>
<td>Errors (include skipped words): 1</td>
</tr>
<tr>
<td></td>
<td>Words correct: 5</td>
</tr>
</tbody>
</table>

Note: Omitted words are scored as incorrect.

<table>
<thead>
<tr>
<th>Student response</th>
<th>It was hot at the beach. Mr. Smith doesn't mind the heat. He has usually works on weekends when the beach is crowded.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It was hot at the beach. Mr. Smith doesn't mind the heat. He has had a part-time job there as a lifeguard for twenty-four years. He usually works on weekends when the beach is crowded.</td>
</tr>
<tr>
<td>How to score</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total words: 37</td>
</tr>
<tr>
<td></td>
<td>Errors (include skipped words): 14</td>
</tr>
<tr>
<td></td>
<td>Words correct: 23</td>
</tr>
</tbody>
</table>

Note: If a student skips a row of text, draw a line through the entire row and count the omitted words as errors.
Student response

It was high at the beach.

How to score

<table>
<thead>
<tr>
<th>Student response</th>
<th>It was hot at the beach.[Mr. Smith doesn’t mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>It was high at the beach.</td>
</tr>
<tr>
<td>14</td>
<td>Mr. Smith doesn’t mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.</td>
</tr>
<tr>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Total words:</td>
<td>6</td>
</tr>
<tr>
<td>Errors (include skipped words):</td>
<td>1</td>
</tr>
<tr>
<td>Words correct:</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: If a student substitutes a word for the word that is written on the page, it is an error.

Student response

It was hot at the b...b...b...be...(3 seconds)...(assessor says “beach”).

How to score

<table>
<thead>
<tr>
<th>Student response</th>
<th>It was hot at the beach.[Mr. Smith doesn’t mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>It was hot at the beach.</td>
</tr>
<tr>
<td>14</td>
<td>Mr. Smith doesn’t mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.</td>
</tr>
<tr>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Total words:</td>
<td>6</td>
</tr>
<tr>
<td>Errors (include skipped words):</td>
<td>1</td>
</tr>
<tr>
<td>Words correct:</td>
<td>5</td>
</tr>
</tbody>
</table>

Note: If a student hesitates or struggles with a word for 3 seconds, tell the student the word and mark the word as incorrect. If necessary, indicate for the student to continue with the next word by pointing.

Student response

Mr. Smith duv into the ocean to cool off.

How to score

| Student response | Mr. Smith dived into the ocean to cool off.[It was hot at the beach but Mr. Smith didn’t mind. He has had a part-time job there as a lifeguard for twenty-four years. |
|------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0                | Mr. Smith dived into the ocean to cool off.                                                                        |
| 14               | It was hot at the beach but Mr. Smith didn’t mind. He has had a part-time job there as a lifeguard for twenty-four years. |                                                                                                                                    |
| 28               |                                                                                                                  |
| 28               |                                                                                                                  |
| 35               |                                                                                                                  |
| Total words:     | 9                                                                                                                |
| Errors (include skipped words): | 1                                                                                                               |
| Words correct:   | 8                                                                                                                |

Note: If a word is pronounced incorrectly given the context of the sentence, it is scored as an error.
Student response

It was hot at the beach. Mister Smith does not mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.

<table>
<thead>
<tr>
<th>0</th>
<th>It was hot at the beach. Mr. Smith doesn't mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

How to score

Total words: 27
Errors (include skipped words): 1
Words correct: 26

Note: Students should read contractions as they are printed on the page.

Student response

It was hot at the beach. Mister Smith doesn't heat the mind. He has had a part-time job there as a lifeguard for twenty-four years.

<table>
<thead>
<tr>
<th>0</th>
<th>It was hot at the beach. Mr. Smith doesn't mind the heat. He has had a part-time job there as a lifeguard for twenty-four years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

How to score

Total words: 27
Errors (include skipped words): 2
Words correct: 25

Note: Words must be read in the order they appear on the page to be considered a correctly read word.

**Scoring Rules for Retell**

*The student receives 1 point for every word in his/her retell that is related to the passage.*

1. Count as correct any words in the response that are related to the passage. The judgment is based on whether the student is retelling the passage or has gotten off track on another passage or topic. Move your pen through a number in the scoring booklet for each word the student provides that is related to the passage.

2. Count as incorrect any words in the response that are not related to the passage that the student read. Do not move your pen through a number in the scoring booklet for words that are not related to the passage that the student read.

**Discontinue Rule**

After the first Wait Rule reminder (see below), if the student does not say anything or gets off track for 5 seconds, say *Thank you* and discontinue the task.
Wait Rule/Reminder
If the student stops or hesitates for 3 seconds, select one of the following:

- 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? This reminder may be used only once.

Note:
The student is not penalized for language use or grammatical errors that are due to articulation, dialect, or speaking a first language other than English.

Examples of Scoring Rules
The following are examples of the Retell scoring rules. The examples do not encompass all possible responses. If in doubt about how to score a student response, refer to the scoring rules above. Please pay attention to the notes included with the examples of responses as they provide scoring explanations and indicate variations and nuances related to the scoring.

Scoring Rule 1: Count as correct any words in the response that are related to the passage. The judgment is based on whether the student is retelling the passage or has gotten off track on another passage or topic. Move your pen through a number in the scoring booklet for each word the student provides that is related to the passage.

Examples:

| Passage | Goldfish make good pets. They are easy to take care of and do not cost much to feed. Goldfish are fun to watch while they are swimming. |

| Student response | He has a pet goldfish. The fish is easy to take care of. He likes to watch it swim. It is a good pet. |

<table>
<thead>
<tr>
<th>How to score</th>
<th>Quality of Response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Provides 2 or fewer details</td>
<td>Retell Total: 24</td>
</tr>
<tr>
<td>2 Provides 3 or more details</td>
<td>(Note: If the student provides only a main idea, it is considered one detail.)</td>
</tr>
<tr>
<td>3 Provides 3 or more details in a meaningful sequence</td>
<td></td>
</tr>
<tr>
<td>4 Provides 3 or more details in a meaningful sequence that captures a main idea</td>
<td></td>
</tr>
</tbody>
</table>
Student response: He's got a pet goldfish because goldfish make good pets. He takes good care of his fish. He likes to watch it swim.

How to score:

Quality of Response:

- 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 Total: 23

Note: Contractions are counted as one word.

Student response: The story is about a girl who has a goldfish and she really likes it.

How to score:

Quality of Response:

- 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 Total: 15

Student response: Goldfish. And pets.

How to score:

Quality of Response:

- 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 Total: 3
**Passage**

During the last ice age, the world looked much different than it does today. Nearly all the land was covered with huge sheets of ice or glaciers. Most of the world’s water was trapped in these glaciers, and the water level of the seas was low. A vast amount of land was above the water.

The narrow waterway between Asia and North America, the Bering Strait, was mostly exposed land at that time. The land formed a narrow bridge that connected Asia with North America.

**Student response**

The story is about the ice age and the land was covered in ice. There were glaciers. And there was a land bridge between Asia and South America.

**How to score**

Quality of Response:

- **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 Total: 28

Note: Mistakes or inconsistencies in the retell do not count against the student as long as the student is still on topic.
Passage

The main ingredients for this recipe are cucumbers and dill weed. Both of these are easy to grow if you are lucky enough to have a vegetable garden. If you don't have a garden, you can find them in the produce department at the grocery store. Two other produce items you will need are fresh garlic and a small onion about the size of a golf ball. You will also need salt and sugar to add flavor to the pickles.

Student response

It was about making dill pickles. Pickles are made from cucumbers and dill weed. You can grow those in your garden or buy them at the store. You need salt, sugar, some garlic, and an onion the size of a baseball.

How to score

<table>
<thead>
<tr>
<th>Quality of Response:</th>
<th>Retell Total:</th>
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<tbody>
<tr>
<td>1 Provides 2 or fewer details</td>
<td>41</td>
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<tr>
<td>2 Provides 3 or more details</td>
<td>3 Provides 3 or more details in a meaningful sequence</td>
</tr>
<tr>
<td>3 Provides 3 or more details in a meaningful sequence that captures a main idea</td>
<td></td>
</tr>
</tbody>
</table>

Note: Mistakes or inconsistencies in the retell do not count against the student as long as the student is still on topic.

Scoring Rule 2: Stop moving your pen through the numbers and count as incorrect any response that is not related to the story that the student read.

Examples:

Passage

Goldfish make good pets. They are easy to take care of and do not cost much to feed. Goldfish are fun to watch while they are swimming.

Student response

He has a pet goldfish. He likes to watch it swim. I like to swim. We go swimming every Saturday.

How to score

<table>
<thead>
<tr>
<th>Quality of Response:</th>
<th>Retell Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Provides 2 or fewer details</td>
<td>11</td>
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<tr>
<td>2 Provides 3 or more details</td>
<td>3 Provides 3 or more details in a meaningful sequence</td>
</tr>
<tr>
<td>4 Provides 3 or more details in a meaningful sequence that captures a main idea</td>
<td></td>
</tr>
</tbody>
</table>

Note: The portion in bold is NOT counted.
**Student response**

He has a uhh, a uhh pet goldfish. The uhh fish is easy to uhh take care of, uhh he likes to uhh watch it uhh swim.

**How to score**

Quality of Response:

<table>
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<tr>
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<th>Retell Total: 19</th>
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<tbody>
<tr>
<td>1</td>
<td>Provides 2 or fewer details</td>
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<td>2</td>
<td>Provides 3 or more details</td>
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<tr>
<td>3</td>
<td>Provides 3 or more details in a meaningful sequence</td>
</tr>
<tr>
<td>4</td>
<td>Provides 3 or more details in a meaningful sequence that captures a main idea</td>
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</tbody>
</table>

Note: Only actual words are counted. If the student inserts exclamations or other sounds, stop moving your pen through numbers and do not count those in the retell.

**Student response**

He has a pet goldfish. The fish is easy to take care of. He likes to watch it swim. Mmmm. Hmmm, it sure is a good pet.

**How to score**

Quality of Response:

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<th>Retell Total: 25</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Provides 2 or fewer details</td>
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<td>2</td>
<td>Provides 3 or more details</td>
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<td>3</td>
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</tr>
<tr>
<td>4</td>
<td>Provides 3 or more details in a meaningful sequence that captures a main idea</td>
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</tbody>
</table>

**Student response**

He has a pet goldfish. I know what rhymes with fish—wish and dish!

**How to score**

Quality of Response:

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<th>Retell Total: 5</th>
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<tbody>
<tr>
<td>1</td>
<td>Provides 2 or fewer details</td>
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<td>2</td>
<td>Provides 3 or more details</td>
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<td>3</td>
<td>Provides 3 or more details in a meaningful sequence</td>
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<tr>
<td>4</td>
<td>Provides 3 or more details in a meaningful sequence that captures a main idea</td>
</tr>
</tbody>
</table>

Note: If the student recites the ABC's, a poem, or sings a song, even if relevant to the retell, the recitation, song, or poem is not counted.
Student response: He has a pet goldfish fishy fish. The fish is easy to take care of. He likes to watch it swimmy swim swim. It is a good pet.

How to score:
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 Total: 24

Note: Repetitions of words or phrases are not counted.

Student response: Goldfish make good pets. Goldfish make good pets because they are easy to care for and are cheap to buy.

How to score:
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 Total: 16

Note: Repetitions of words or phrases are not counted.

Student response: I wish I had a goldfish.

How to score:
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 Total: 0

Note: The student's entire response is off-track.
Student response
The story is about goldfish as pets. They make good ones because they are easy to care for and are cheap to buy. I wish I had a goldfish.

How to score
Quality of Response:
Retell Total: 23

Student response
I have to feed our pet dog. I hate to do that job because it is smelly and messy. I wish my mom would just do it.

How to score
Quality of Response:
Retell Total: 0

Student response
Goldfish make good pets... (pause). You know, I don't have a goldfish, but I wish I did. I have to feed our pet dog. I hate to do that job because it is smelly and messy. I wish my mom would just do it.

How to score
Quality of Response:
Retell Total: 4
Student response

This reminds me of that book about the rainbow fish. Do you like that book? It is my favorite.

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<td>46</td>
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</tbody>
</table>

How to score

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 Total: __ 0 __

Note: The student’s entire response is off-track.

See Appendix 2, pages 111 and 112, for Practice Scoring Sheet and Answer Key.
Model DORF Scoring Sheet

The following is an example of a completed scoring sheet. The scoring rules and scoring calculation are shown. This scoring sheet serves as a model and can be used during training and practice to support accurate administration and scoring of DIBELS.

16 DIBELS® Oral Reading Fluency

Kinds of Hats

0 A hat sits on top of the head. There are many kinds of hats. Some hats have special jobs, and some hats are just for fun. 15
26 A hard hat keeps the head safe. It is made out of plastic. House builders wear this kind of hat. Things that fall cannot hurt their heads.
40 Firefighters also use a hard hat. Their hats have a wide brim on the back to keep fire and heat away. You also wear a hard hat when you ride a bike. That hat is called a helmet.
53 Many workers wear hats that show the job they do. Some of these hats are made of cloth. Police officers wear a flat hat that is the same color as their uniform. Chefs wear tall white hats when they cook.
84 People use different hats to match the weather. Wool hats fit closely over the head. They keep the head and ears warm in the winter. Sun hats and baseball caps have a wide brim or bill. These hats shade the face and eyes from the sun in the summer.
104 Hats don’t always have a job. Some are just for fun. Birthday party hats are made of paper. They have bright colors and cute pictures.
131 Next time you walk in the neighborhood, go on a hat hunt. You will be surprised at how many different hats you can find.
188

Total words: 73
Errors (include skipped words): 15
Words correct: 58
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

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.

<table>
<thead>
<tr>
<th>Timing</th>
<th>1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ) and say Stop after 1 minute.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wait</td>
<td>If no response in 3 seconds, say the word and mark it as incorrect.</td>
</tr>
<tr>
<td>Discontinue</td>
<td>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 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.</td>
</tr>
<tr>
<td>Reminders</td>
<td>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.)</td>
</tr>
</tbody>
</table>

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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  
36  I was packing my bags when Mom came into my room. 49  
48  "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 163  
163  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  
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  
299  
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.

<table>
<thead>
<tr>
<th>Timing</th>
<th>1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wait/Reminder</td>
<td>If the student stops or hesitates for 3 seconds, select one of the following (allowed one time):</td>
</tr>
<tr>
<td></td>
<td>—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.</td>
</tr>
<tr>
<td></td>
<td>—Otherwise, ask Can you tell me anything more about the story?</td>
</tr>
<tr>
<td>Discontinue</td>
<td>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.</td>
</tr>
</tbody>
</table>

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
A Day for a Shadow Dance

All night long, the wind howled and the rain poured down. Gopher woke to the sound of thunder rumbling. She looked out of her burrow at the big raindrops splashing on the ground. "It's another rainy day," she groaned. "When will I ever be able to run and play with my friends again?"

Gopher crawled deeper into her burrow and began digging a new tunnel to pass the time. After a while, Gopher could no longer hear the thunder and rain of the storm and she went to sleep.

When she poked her head out of her burrow the next morning, Gopher felt the warm sun on her face. "Yippee!" she shouted as she scurried out into the sunshine. All of the animals were gathered in the meadow.

"Come on, Gopher," called Rabbit. "The sunshine is back and we can play our sunny day games. I can even see my shadow," he exclaimed.

Rabbit twitched his ears and watched his shadow. The ears of his shadow twitched in exactly the same way. Gopher was pleased to see that her own plump little shadow was back, too. All of the animals wiggled and waved and watched their shadows move.

"Let's dance with our shadows to celebrate the sunshine," suggested Rabbit. He immediately began to dance with his shadow. Gopher joined
**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.

<table>
<thead>
<tr>
<th>Timing</th>
<th>1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.</th>
</tr>
</thead>
</table>
| 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. |

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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

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A Triple Challenge

Do you know people who like to do several different sports? If so, they would enjoy. The race usually begins with a swim and is followed by a bike ride. Finally, it ends with a run. Since there are three parts to the race, an athlete needs to train for all three sports to be successful. Some people train specifically to compete in this type of race. The best competitors have a plan to help them do well in each part of the event. They know that they must have enough energy to finish each part of the race. That is why training for endurance is so important. Having the strength to go from one sport to the next during the race is the key to getting a good overall time. Moving quickly between the different events is also important. Races are timed from the moment swimmers jump into the water until they run across the finish line. The clock does not stop when they get out of the water and dry off to get on their bike or when they change their shoes to start running.

The first of these races was held in France more than eighty years ago. The sport didn’t really take off, though, until recently. It has grown in popularity and is now an Olympic event. There are many types of races with three stages. The shortest is called a sprint and covers about sixteen miles. The longest is called an Ironman and is over one hundred miles long. Today, similar races are held all over the world. They even have some for kids. Why not try one?
A Surprising Discovery

I was so excited to be going to the winter Olympic Games. Some of my earliest memories were of watching Olympic skaters glide beautifully over the ice. Finally, I would have the chance to watch them in person.

I was packing my bags when Mom came into my room.

“I have some bad news,” she said. “There are no tickets available for any ice skating events. In fact, tickets for most events are gone. I did get tickets for one event, though. It’s a new event called curling.”

I was very disappointed, but I was also curious. Curling? What was that? It sounded like something I might do to my hair!

Soon, we left for the airport, but I was still a little sad. I couldn’t believe I was finally going to the Olympics, but wouldn’t get to see the skaters. Dad assured me I would enjoy curling, but I didn’t quite believe him.

We checked into our hotel and then set out for the stadium. It was chilly, and had an icy floor with a large target in the center. As the games started, teams of four people worked together to guide a large granite stone toward the target. Before long, I was caught up in the excitement of the games. I had found a favorite team and was thrilled when they did well.

I was in much better spirits as we left the curling match. We were in a beautiful place, a soft snow was falling, and there were going to be plenty of fun things to keep us busy. I might not be able to see the Olympic skaters in person, but I could put on my own ice skates and try out the frozen pond nearby. It was turning into a great trip after all.
A Day for a Shadow Dance

All night long, the wind howled and the rain poured down. Gopher woke to the sound of thunder rumbling. She looked out of her burrow at the big raindrops splashing on the ground. “It’s another rainy day,” she groaned. “When will I ever be able to run and play with my friends again?”

Gopher crawled deeper into her burrow and began digging a new tunnel to pass the time. After a while Gopher could no longer hear the thunder and rain of the storm and she went to sleep.

When she poked her head out of her burrow the next morning, Gopher felt the warm sun on her face. “Yippee!” she shouted as she scurried out into the sunshine. All of the animals were gathered in the meadow.

“Come on, Gopher,” called Rabbit. “The sunshine is back and we can play our sunny day games. I can even see my shadow,” he exclaimed.

Rabbit twitched his ears and watched his shadow. The ears of his shadow twitched in exactly the same way. Gopher was pleased to see that her own plump little shadow was back, too. All of the animals wiggled and waved and watched their shadows move.

“Let’s dance with our shadows to celebrate the sunshine,” suggested Rabbit. He immediately began to dance with his shadow. Gopher joined him, and then all the animals were dancing with their shadows. As they swayed and twirled, their shadows danced along with them. The animal friends danced around the sunny meadow until the sun began to set and
A Day for a Shadow Dance, continued

the shadows faded.

Finally, tired and happy, Gopher said good-bye to her friends and promised to meet them again on the next sunny day. As she headed home, she hoped that tomorrow would be another perfect day for shadow dancing.
A Triple Challenge

Do you know people who like to do several different sports? If so, a race with three stages or parts might be just the type of athletic event they would enjoy. The race usually begins with a swim and is followed by a bike ride. Finally, it ends with a run. Since there are three parts to the race, an athlete needs to train for all three sports to be successful.

Some people train specifically to compete in this type of race. The best competitors have a plan to help them do well in each part of the event. They know that they must have enough energy to finish each part of the race. That is why training for endurance is so important. Having the strength to go from one sport to the next during the race is the key to getting a good overall time. Moving quickly between the different parts of the race is also important. Races are timed from the moment swimmers jump into the water until they run across the finish line. The clock does not stop when they get out of the water and dry off to get on their bike or when they change their shoes to start running.

The first of these races was held in France more than eighty years ago. The sport didn’t really take off, though, until recently. It has grown in popularity and is now an Olympic event. There are many types of races with three stages. The shortest is called a sprint and covers about sixteen miles. The longest type is called an Ironman and is over one hundred miles long. Today, similar races are held all over the world. They even have some for kids. Why not try one?
Chapter 10: **Daze**

**Overview**

<table>
<thead>
<tr>
<th>Basic Early Literacy Skill</th>
<th>Reading Comprehension</th>
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<tbody>
<tr>
<td>Administration Time</td>
<td>3 minutes</td>
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<tr>
<td>Administration Schedule</td>
<td>Beginning of third grade to end of sixth grade</td>
</tr>
<tr>
<td>Score</td>
<td>Number of correct words in 3 minutes minus half the number of incorrect words</td>
</tr>
</tbody>
</table>

**What is Daze?**

Daze is a new measure in DIBELS Next. Daze is the standardized DIBELS version of maze procedures for measuring reading comprehension. The purpose of a maze procedure is to measure the reasoning processes that constitute comprehension. Specifically, Daze assesses the student's ability to construct meaning from text using word recognition skills, background information and prior knowledge, familiarity with linguistic properties such as syntax and morphology, and reasoning skills.

Daze can be given to a whole class at the same time, to a small group of students, or to individual students. Using standardized directions, students are asked to read a passage silently and to circle their word choices. By design, approximately every seventh word in the Daze passages has been replaced by a box containing the correct word and two distractor words. The student receives credit for selecting the words that best fit the omitted words in the reading passage. The scores that are recorded are the number of correct and incorrect responses. An adjusted score, which compensates for guessing, is calculated based on the number of correct and incorrect responses.

**Materials**

- Student worksheets
- Pen/pencil
- Daze Benchmark Assessment Administration Directions And Scoring Keys
- Clipboard and stopwatch
Administration Directions

Follow these directions exactly each time with each student. Say the words in bold italic type verbatim. Begin with the modeling and practice activities. The practice activities are designed to introduce the assessment task to the student. They are untimed and include correction procedures. The correction procedures are not used once the timing begins.

1. Before handing out the worksheets, say I am going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down. Hand out the Daze student worksheets. Make sure each student has the appropriate worksheet. If the worksheets are in a booklet, make sure each student's booklet is open to the correct worksheet.

When all of the students are ready, say You are going to read a story with some missing words. For each missing word there will be a box with three words. Circle the word that makes the most sense in the story. Look at Practice 1.

Listen. After playing in the dirt, Sam went (pause) home, summer, was (pause) to wash her hands. You should circle the word “home” because “home” makes the most sense in the story. Listen. After playing in the dirt, Sam went home to wash her hands.

Now it is your turn. Read Practice 2 silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. When you are done, put your pencil down.

Allow up to 30 seconds for students to complete the example and put their pencils down. If necessary, after 30 seconds say Put your pencil down.

2. As soon as all students have their pencils down, say Listen. On her way home, she (pause) chair, sleep, saw (pause) an ice cream truck. You should have circled “saw” because “saw” makes the most sense in the story. Listen. On her way home, she saw an ice cream truck.

When I say “begin,” turn the page over and start reading the story silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. Ready? Begin. Start your stopwatch after you say “begin.”

3. Monitor students to ensure they are reading and circling the words. Use the reminders as needed.

4. At the end of 3 minutes, stop your stopwatch and say Stop. Put your pencil down. Collect all of the Daze worksheet packets.

At a later time (shortly after the testing when you are no longer with the student), compute the final score:

- Correct the worksheets and calculate each student's number of correct and incorrect responses. If a student completes the assessment before the time is up, do not prorate the score.

- Record both scores on the cover sheet. On the cover sheet, "C" designates correct responses and "I" designates incorrect responses. For benchmark assessment, also transfer the score to the front of the scoring booklet. For progress monitoring, there is no scoring booklet for Daze, but there is a progress monitoring chart to record the scores.

- The Daze Adjusted Score is a modified score that compensates for student guessing. Most data management services will calculate the Adjusted Score for you. To calculate the Adjusted Score
yourself, use the following formula:

\[ \text{Daze Adjusted Score} = \text{number of correct responses} - \frac{\text{number of incorrect responses}}{2}. \]

The result of the formula should then be rounded to the nearest whole number. Half-points (0.5) should be rounded up. The minimum Daze Adjusted Score is 0. Do not record a negative number.

**Scoring Rules**

*The student receives 1 point for each correct word, minus half a point for each incorrect word.*

1. A response is correct if the student circled or otherwise marked the correct word.

2. Mark a slash (/) through any incorrect responses. Incorrect responses include errors, boxes with more than one answer marked, and items left blank (if they occur before the last item the student attempted within the 3-minute time limit). Items left blank because the student could not get to them before time ran out do not need to be slashed and do not count as incorrect responses.

3. If there are erasure marks, scratched out words, or any other extraneous markings, and the student’s final response is obvious, score the item based on that response.

**Discontinue Rule**

There is no discontinue rule.

**Wait Rule**

There is no wait rule.

**Reminders**

If a student starts reading the passage aloud, say *Remember to read the story silently.* This reminder may be used as often as needed.

If a student is not working on the task, say *Remember to circle the word in each box that makes the most sense in the story.* This reminder may be used as often as needed.

If a student asks you to provide a word for him/her for general help with the task, say *Just do your best.* This reminder may be used as often as needed.

**Examples of Scoring Rules**

The following are examples of how to score Daze responses. The examples do not encompass all possible responses. If in doubt about how to score a student response, refer to the scoring rules above. Please pay attention to the notes included with the examples as they provide scoring explanations and indicate variations and nuances related to the scoring.
Scoring Rule 1: A response is correct if the student circled or otherwise marked the correct word.

Example:

The guide explained that [hanging] so [chocolate] on the trees are fruits as [large] as melons.

Scoring Rule 2: Mark a slash (\/) through any incorrect responses. Incorrect responses include errors, boxes with more than one answer marked, and items left blank (if they occur before the last item the student attempted within the 3-minute time limit). Items left blank because the student could not get to them before time ran out do not need to be slashed and do not count as incorrect responses.

Example:

The guide explained that [hanging] so [chocolate] on the trees are fruits as [large] as melons.

Scoring Rule 3: If there are erasure marks, scratched-out words, or any other extraneous markings, and the student's final response is obvious, score the item based on that response.

Example:

The guide explained that [hanging] on the trees are fruits as [chocolate] as melons.
Directions: Make sure you have reviewed the scoring rules in the DIBELS Assessment Manual and have them available. Say these specific directions to the students:

1. Before handing out the worksheets, say I am going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down. Hand out the Daze student worksheets. Make sure each student has the appropriate worksheet.

When all of the students are ready, say You are going to read a story with some missing words. For each missing word there will be a box with three words. Circle the word that makes the most sense in the story. Look at Practice 1.

Listen. After playing in the dirt, Sam went (pause) home, summer, was (pause) to wash her hands. You should circle the word “home” because “home” makes the most sense in the story. Listen. After playing in the dirt, Sam went home to wash her hands.

Now it is your turn. Read Practice 2 silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. When you are done, put your pencil down.

Allow up to 30 seconds for students to complete the example and put their pencils down. If necessary, after 30 seconds say Put your pencil down.

2. As soon as all students have their pencils down, say Listen. On her way home, she (pause) chair, sleep, saw (pause) an ice cream truck. You should have circled “saw” because “saw” makes the most sense in the story. Listen. On her way home, she saw an ice cream truck.

When I say “begin,” turn the page over and start reading the story silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. Ready? Begin. Start your stopwatch after you say “begin.”

3. Monitor students to ensure they are reading and circling the words. Use the reminders as needed.

4. At the end of 3 minutes, stop your stopwatch and say Stop. Put your pencil down. Collect all of the Daze worksheet packets.

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<tr>
<th>Timing</th>
<th>3 minutes. Start your stopwatch after you say “begin.”</th>
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<tbody>
<tr>
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<td>If the student starts reading the passage out loud, say Remember to read the story silently. (Repeat as often as needed.)</td>
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Making Chocolate

What sweet treat do you enjoy? For Troy, it was chocolate. That is why he was so excited when he found out his class was going to take a field trip to a chocolate factory. He would see how his favorite treat was made. He could only hope he would get a sample while he was there!

When the students arrived at the factory, they went into a huge room. On the walls were a lot of pictures of an unusual tree. Troy wondered what a tree had to do with chocolate. As if reading Troy's mind, a guide came in and told them that chocolate begins with the cacao tree. It grows in tropical rainforests.

The guide explained that on the trees are fruits as large as melons. People pick these fruits and split them open. Inside are seeds called cocoa beans, which workers scoop out and put in big piles. After about a week, the beans' shells harden. Then they are ready to make their long journey to the factory.
Troy saw that first the beans were roasted in very hot ovens. The ovens didn't look like any Troy had ever seen, but the roasting beans smelled great! Next, the beans went into another machine that took off the hard outer shells and left the inside parts, called nibs. The guide explained that the nibs are the parts that go into the chocolate. Troy watched as the nibs went into yet another machine. This machine crushed the nibs into a liquid. Troy was enthralled by the dark liquid pouring out of the machine.

In the next part of the factory, Troy and the other students watched as the liquid went into what looked like a very large mixing bowl. The liquid chocolate got mixed with dry milk and sugar to make a thick chocolate paste. The thick chocolate passed through huge rollers. The guide told them that this part of the process could take up to a week!

The class then moved on to see the already mixed chocolate get poured into molds where it cooled and hardened. The last step was packaging. The students watched as
wrapped the chocolate bars. Finally, at the end of the tour, the guide passed out chocolate samples to each student. Now that Troy knew where chocolate came from, he thought he might like it better than ever.
Practice 1

After playing in the dirt, Sam went [home, summer, was] to wash her hands.

Practice 2

On her way home, she [chair, sleep, saw] an ice cream truck.

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Troy saw that first the beans were roasted in very hot ovens. The ovens didn't look like any he had ever seen, but the roasting beans smelled great! Next, the beans went into another machine that took off the hard outer shells and left the inside parts, called nibs, each one. The guide explained that the nibs came from the parts that go into the chocolate treatment. Troy watched as the nibs went into another machine. This machine crushed the large nibs into a liquid. Troy was enthralled by the liquid pouring out of the machine.

In the next part of the factory, Troy and the other students watched as the liquid went into a very large mixing bowl. The liquid smelled like chocolate got mixed with dry milk and scooped seeds. The guide said that this part of the chocolate-making process could take up to a week! The guide told the class that this part of the process pictures thick chocolate passed through huge rollers. The chocolate moved sugar to make a thick chocolate paste. The guide chocolate saw told them that this part of the cacao process pictures could take up to a week! The guide then moved on to see the where mixed chocolate get poured into molds. Where liquid trees cooled and hardened. The last step was packaging. The students watched as machines didn't see.
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## End-of-Year Reporting Sheet
### Third Grade

<table>
<thead>
<tr>
<th>Student Tested</th>
<th>Passage 1 ORF (Number Correct/Errors)</th>
<th>Passage 2 ORF (Number Correct/Errors)</th>
<th>Passage 3 ORF (Number Correct/Errors)</th>
<th>Median ORF (Number Correct/Errors)</th>
<th>DAZE (Number Correct)</th>
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