Dynamic Measurement Group
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Eugene, Oregon 97401
http://dibels.org/

Dynamic
Measurement Group
Supporting School Success One Step at a Time

GRADE 1

DIBELS® Next

Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

Benchmark Assessment

First Grade Scoring Booklet

		1 Beginning	**2** Middle			**3** End		
	Date							
	LNF							
	PSF							
	NWF	CLS	CLS			CLS		
		WWR	WWR			WWR		
DORF (Circle the median score)	**Passage**		1	2	3	1	2	3
	Words Correct							
	Errors							
	Accuracy							
	Retell							
	Retell Quality							

Revised 12/30/10

1 DIBELS® Letter Naming 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 am going to show you some letters. I want you to point to each letter and say its name.*
(Put the page of letters in front of the student.)

▶ Begin testing. *Start here* (point to the first letter at the top of the page)*. Go this way* (sweep your finger across the first two rows of letters) *and say each letter name. Put your finger under the first letter* (point)*. Ready, begin.*

Timing	1 minute. Start your stopwatch after telling the student to begin. Place a bracket ( ]) and say *Stop* after 1 minute.
Wait	If the student does not name a letter within 3 seconds, mark a slash (/) through the letter and say the correct letter name.
Discontinue	If no letters are named correctly in the first row, say *Stop* and record a score of 0.
Reminders	If the student names letters from top to bottom, or points to letters randomly, say *Go this way*. (Sweep your finger across the row.) (Allowed one time.)
	If the student skips four or more consecutive letters, say *Try to say each letter name*. (Allowed one time.)
	If the student says letter sounds, say *Say the letter name, not its sound*. (Allowed one time.)
	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.)

Notes:

3 DIBELS® Oral Reading Fluency
Grade 1/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

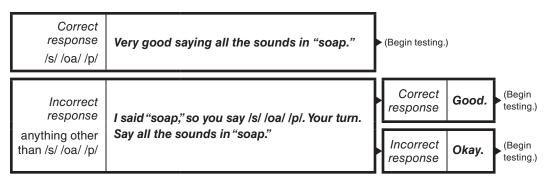## 1 DIBELS® Letter Naming Fluency
Grade 1/Benchmark 1

▶ P	R	I	b	O	m	x	p	T	k
Q	h	F	J	j	U	s	e	Y	q
M	B	D	Z	i	c	V	u	y	r
S	v	X	o	E	L	l	K	n	W
f	H	z	g	C	t	G	d	w	a
N	A	E	I	x	a	A	Q	r	c
q	w	t	B	p	u	m	G	H	T
i	X	y	d	M	b	R	U	j	P
K	Z	e	o	f	J	v	z	S	k
g	Y	C	h	W	V	N	F	O	D
n	L	s	l	P	R	I	b	O	m

Total Correct: _____

LNF Response Patterns:

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name
- ☐ Doesn't track correctly
- ☐ Other

1 DIBELS® Phoneme Segmentation 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:

▶ *We are going to say the sounds in words. Listen to me say all the sounds in the word "fan."* */f/ /a/ /n/. Listen to another word,* (pause) *"jump." /j/ /u/ /m/ /p/. Your turn. Say all the sounds in "soap."*

Correct response /s/ /oa/ /p/	*Very good saying all the sounds in "soap."*	(Begin testing.)		

| Incorrect response anything other than /s/ /oa/ /p/ | *I said "soap," so you say /s/ /oa/ /p/. Your turn. Say all the sounds in "soap."* | Correct response | **Good.** | (Begin testing.) |
| | | Incorrect response | **Okay.** | (Begin testing.) |

▶ Begin testing. *I am going to say more words. I will say the word, and you say all the sounds in the word.* (Say the first word from the list in the scoring booklet.)

Timing	1 minute. Start your stopwatch after saying the first test item.
Wait	If the student does not respond within 3 seconds, say the next word.
Discontinue	If no sound segments are correct in the first five words, discontinue and record a score of 0.
Reminders	If the student spells the word, say **Say the <u>sounds</u> in the word**. Immediately say the next word. (Allowed one time.)
	If the student repeats the word, say **Remember to say all the sounds in the word**. Immediately say the next word. (Allowed one time.)

3 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 3.3

Retell: Going to Market

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

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

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94

Retell Total: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

3 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 3.3

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Going to Market

0	Four baskets were filled with fish. Now it was time to take them to	14
14	the market. Ken helped his father load the baskets onto the family's boat.	27
27	Ken's family lived on a large island off the coast of Africa. They used the	42
42	boat to sail to market.	47
47	Ken jumped into the boat. His father pushed the old wood boat off	60
60	the sand and into the clear blue water. After climbing in, Ken's father	73
73	lifted the big triangle sail. The wind filled the cloth, pushing the boat out	87
87	to sea. The trip would take about an hour, so Ken sat down in the front	103
103	of the boat. There were often interesting plants and animals to see	115
115	along the way. He did not want to miss any of them.	127
127	Ken's father kept the boat close to the land. Ken could see clean	140
140	white beaches lined with coconut trees. A big sea turtle came up for	153
153	air near the boat. It went back under when the boat got closer. Before	167
167	long, Ken saw some dolphins. They raced beside the boat for several	179
179	minutes. Looking back at the coast, Ken saw some monkeys. They were	191
191	leaping from tree to tree.	196
196	The trip seemed too short. Ken's father turned the boat to the shore	209
209	and let the sail down. Ken heard the wood scrape on the sand. Now	223
223	it was time to take the fish to the market. Ken hoped they would sell all	239
239	their fish quickly. He wanted to sail in the boat again.	250

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1 DIBELS® Phoneme Segmentation Fluency
Grade 1/Benchmark 1

Score

▶	hall /h/ /o/ /l/	song /s/ /o/ /ng/	count /k/ /ow/ /n/ /t/	wave /w/ /ai/ /v/	/13
	mind /m/ /ie/ /n/ /d/	mouse /m/ /ow/ /s/	birds /b/ /er/ /d/ /z/	moon /m/ /oo/ /n/	/14
	noise /n/ /oy/ /z/	since /s/ /i/ /n/ /s/	give /g/ /i/ /v/	knee /n/ /ea/	/12
	creek /k/ /r/ /ea/ /k/	foot /f/ /uu/ /t/	nice /n/ /ie/ /s/	runs /r/ /u/ /n/ /z/	/14
	join /j/ /oy/ /n/	plant /p/ /l/ /a/ /n/ /t/	main /m/ /ai/ /n/	have /h/ /a/ /v/	/14
	share /sh/ /e/ /r/	signs /s/ /ie/ /n/ /z/	lit /l/ /i/ /t/	nail /n/ /ai/ /l/	/13

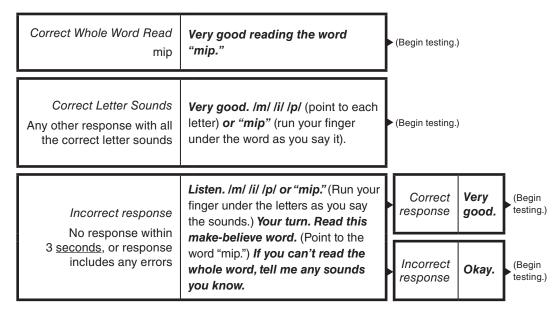Total: _____

PSF Response Patterns:

☐ Repeats word

☐ Makes random errors

☐ Says initial sound only

☐ Says onset rime

☐ Does not segment blends

☐ Adds sounds

☐ Makes consistent errors on specific sound(s)

☐ Other

1 DIBELS® Nonsense Word 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:

▶ *We are going to read some make-believe words. Listen. This word is "sog."* (Run your finger under the word as you say it.) *The sounds are /s/ /o/ /g/* (point to each letter)*. Your turn. Read this make-believe word* (point to the word "mip")*. If you can't read the whole word, tell me any sounds you know.*

Correct Whole Word Read mip	*Very good reading the word "mip."*	▶ (Begin testing.)

Correct Letter Sounds Any other response with all the correct letter sounds	*Very good. /m/ /i/ /p/* (point to each letter) *or "mip"* (run your finger under the word as you say it)*.	▶ (Begin testing.)

| *Incorrect response*
No response within 3 <u>seconds</u>, or response includes any errors | *Listen. /m/ /i/ /p/ or "mip."* (Run your finger under the letters as you say the sounds.) *Your turn. Read this make-believe word.* (Point to the word "mip.") *If you can't read the whole word, tell me any sounds you know.* | *Correct response* | *Very good.* | (Begin testing.) |
		Incorrect response	*Okay.*	(Begin testing.)

▶ Begin testing. *I would like you to read more make-believe words. Do your best reading. If you can't read the whole word, tell me any sounds you know.* (Place the student copy in front of the student.) *Put your finger under the first word. Ready, begin.*

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3 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 3.2

Retell: Parts of a Tree

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

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

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94

Retell Total: _____

Quality of Response: (Note: If the student provides <u>only</u> a main idea, it is considered one detail.)

1 Provides 2 or fewer details   **3** Provides 3 or more details in a meaningful sequence

2 Provides 3 or more details   **4** Provides 3 or more details in a meaningful sequence that captures a main idea

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

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

Parts of a Tree

0	Trees are very tall plants. They come in different shapes and sizes.	12
12	Yet all trees have the same parts.	19
19	The leaves are the green parts of the tree. Some leaves are big and	33
33	flat. Others look like thin needles. No matter their size or shape, leaves	46
46	take in air and sunlight. Trees need air and light to live and grow.	60
60	The hardest, tallest part of the tree is the trunk. The trunk holds up	74
74	the tree. The bark is the part of the trunk that we see. Tiny tubes inside	90
90	the trunk move water and nutrients throughout the tree. The bark	101
101	protects the tubes from animals that visit the tree and from hot and cold	115
115	weather.	116
116	We cannot see the roots of the tree. The roots grow deep into the	130
130	dirt. They keep the tree from falling over. Roots also have little tubes	143
143	inside. They take in water and nutrients from the dirt and move them up	157
157	into the trunk. These things make the tree strong and healthy.	168
168	Seeds are another tree part. They may form in flowers, cones, or	180
180	nuts. They fall on the ground and start to grow. It will take many years,	195
195	but a tiny seed will one day grow into a tall tree.	207

Timing	1 minute. Start your stopwatch after telling the student to begin. Place a bracket ( ]) and say *Stop* after 1 minute.
Wait	If the student responds sound-by-sound, mixes sounds and words, or sounds out and recodes, allow 3 seconds, then provide the correct letter sound.
	If the student responds with whole words, allow 3 seconds, then provide the correct word.
Discontinue	If the student has no correct letter sounds in the first line, say *Stop* and record a score of 0.
Reminders	If the student does not read from left to right, say *Go this way*. (Sweep your finger across the row.) (Allowed one time.)
	If the student says letter names, say *Say the sounds, not the letter names*. (Allowed one time.)
	If the student reads the word first, then says the letter sounds, say *Just read the word*. (Allowed one time.)
	If the student says all of the letter sounds correctly in the first row, but does not make any attempt to blend or recode, say *Try to read the words as whole words.*
	If the student stops (and it's not a hesitation on a specific item), say *Keep going*. (Repeat as often as needed.)
	If the student loses his/her place, point. (Repeat as often as needed.)

1 DIBELS® Nonsense Word Fluency
Grade 1/Benchmark 1

					CLS	WWR
▶ b o l	k i v	u l	j a c	l e l	/14 (14)	
f i j	k u g	j a t	o j	d e g	/14 (28)	
w a v	p e k	y o s	m u b	f i v	/15 (43)	
e c	f a j	v o g	k i f	p u k	/14 (57)	
o g	w a p	f e c	p i m	f u j	/14 (71)	
k a g	v o v	n i l	p e v	z u b	/15 (86)	
s e b	a v	z u p	p i j	b o k	/14 (100)	
f u l	f a v	z e c	s i c	o t	/14 (114)	
s o p	t u v	z e v	t i b	z a k	/15 (129)	
z o c	a c	b e j	l i k	f u f	/14 (143)	

Total Correct Letter Sounds (CLS): _____

Total Whole Words Read (WWR): _____

NWF Response Patterns:

- ☐ Says correct sounds out of order (sound-by-sound)
- ☐ Makes random errors
- ☐ Says correct sounds, does not recode
- ☐ Says correct sounds, recodes out of order
- ☐ Says correct sounds, recodes with incorrect sound(s)
- ☐ Says correct sounds and correctly recodes

- ☐ Doesn't track correctly
- ☐ Tries to turn nonsense words into real words
- ☐ Makes consistent errors on specific letter sound(s)
- ☐ Other

3 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 3.1

Retell: The Cocoa Stand

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

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

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94

Retell Total: _____

Quality of Response: (Note: If the student provides <u>only</u> 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 1/Benchmark 3.1

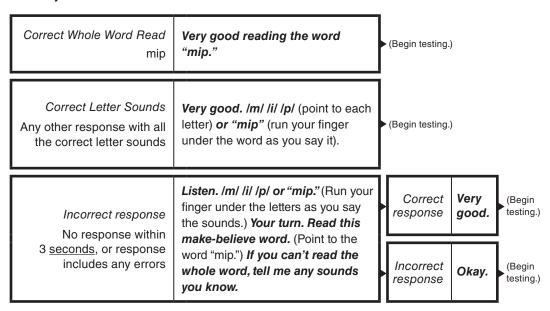|	
Total words:	_____
Errors (include skipped words):	– _____
Words correct:	= _____

The Cocoa Stand

0	Mark and his brother Sam wanted to go to the movies, but they	13
13	needed money. In the summer they sold cool drinks, but it was very cold	27
27	outside.	28
28	"I have an idea," said Sam. "We can make hot cocoa, because on	41
41	such a cold day, everyone will want some cocoa to warm them up."	54
54	Mark loved hot cocoa, but he could not make it. Sam was fifteen, so	68
68	he could make cocoa, but what could Mark do?	77
77	"You can help, too!" said Sam. "I will work the stove, but you can help	92
92	mix it together."	95
95	Sam told Mark what they needed to make cocoa. While Sam	106
106	heated the milk, Mark mixed the cocoa and sugar in a bowl. He added a	121
121	small amount of vanilla and a tiny bit of salt, and then Sam brought over	136
136	the hot milk and carefully poured it in. Mark got out a big thermos and	151
151	Sam poured the hot cocoa into it. Then they put on their warm clothes.	165
165	They also got out chairs and a card table. Sam made a sign that said	180
180	"Hot Cocoa for Sale!" and Mark drew a picture of a cup of hot cocoa.	195
195	They went outside to sell their drink.	202
202	Their neighbor, Ms. Martin, came by. "I'll buy a cup," she said. Sam	215
215	gave her a cup and she tasted it. "This is really good," she said. "It's the	231
231	perfect drink for a cold day. Who made such good cocoa?"	242
242	"We both did!" the brothers said.	248

2 DIBELS® Nonsense Word 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:

▶ *We are going to read some make-believe words. Listen. This word is "sog."* (Run your finger under the word as you say it.) *The sounds are /s/ /o/ /g/* (point to each letter). *Your turn. Read this make-believe word* (point to the word "mip"). *If you can't read the whole word, tell me any sounds you know.*

Correct Whole Word Read mip	*Very good reading the word "mip."*	▶ (Begin testing.)
Correct Letter Sounds Any other response with all the correct letter sounds	*Very good. /m/ /i/ /p/* (point to each letter) *or "mip"* (run your finger under the word as you say it).	▶ (Begin testing.)

Incorrect response No response within 3 <u>seconds</u>, or response includes any errors	*Listen. /m/ /i/ /p/ or "mip."* (Run your finger under the letters as you say the sounds.) *Your turn. Read this make-believe word.* (Point to the word "mip.") *If you can't read the whole word, tell me any sounds you know.*	*Correct response*	*Very good.*	(Begin testing.)
		Incorrect response	*Okay.*	(Begin testing.)

▶ Begin testing. *I would like you to read more make-believe words. Do your best reading. If you can't read the whole word, tell me any sounds you know.* (Place the student copy in front of the student.) *Put your finger under the first word. Ready, begin.*

2 DIBELS® Nonsense Word Fluency
Directions continued

Timing	1 minute. Start your stopwatch after telling the student to begin. Place a bracket ( ]) and say **Stop** after 1 minute.
Wait	If the student responds sound-by-sound, mixes sounds and words, or sounds out and recodes, allow 3 seconds, then provide the correct letter sound. If the student responds with whole words, allow 3 seconds, then provide the correct word.
Discontinue	If the student has no correct letter sounds in the first line, say **Stop** and record a score of 0.
Reminders	If the student does not read from left to right, say **Go this way**. (Sweep your finger across the row.) (Allowed one time.) If the student says letter names, say **Say the sounds, not the letter names**. (Allowed one time.) If the student reads the word first, then says the letter sounds, say **Just read the word**. (Allowed one time.) If the student says all of the letter sounds correctly in the first row, but does not make any attempt to blend or recode, say **Try to read the words as whole words.** If the student stops (and it's 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.)

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.*

Timing	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ]) and say **Stop** after 1 minute.
Wait	If no response in 3 seconds, say the word and mark it as incorrect.
Discontinue	If no words are read correctly in the first line, say **Stop**, record a score of 0, and do not administer Retell. If fewer than 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.
Reminders	If the student stops (not a hesitation on a specific item), say **Keep going**. (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

3 DIBELS® Nonsense Word Fluency
Grade 1/Benchmark 3

					CLS	WWR
▶ rus	hev	ab	zid	lod	/14 (14)	
hez	tos	wul	aj	til	/14 (28)	
vuz	tec	zic	nas	toj	/15 (43)	
ag	hov	vik	kut	mem	/14 (57)	
ek	yun	rab	tif	fov	/14 (71)	
puf	zaj	nib	poj	vel	/15 (86)	
rup	ev	yif	pov	hap	/14 (100)	
pes	kav	juc	rif	om	/14 (114)	
pil	paj	voj	bec	yut	/15 (129)	
jas	ep	fiz	nud	hol	/14 (143)	

Total Correct Letter Sounds (CLS): _____

Total Whole Words Read (WWR): _____

NWF Response Patterns:

- ☐ Says correct sounds out of order (sound-by-sound)
- ☐ Makes random errors
- ☐ Says correct sounds, does not recode
- ☐ Says correct sounds, recodes out of order
- ☐ Says correct sounds, recodes with incorrect sound(s)
- ☐ Says correct sounds and correctly recodes

- ☐ Doesn't track correctly
- ☐ Tries to turn nonsense words into real words
- ☐ Makes consistent errors on specific letter sound(s)
- ☐ Other

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2 DIBELS® Nonsense Word Fluency
Grade 1/Benchmark 2

					CLS	WWR
▶ sab	hej	ut	zos	nin	/14 (14)	
bav	nol	vem	iv	lup	/14 (28)	
viz	lek	zaf	hok	huv	/15 (43)	
oc	naj	wid	res	mup	/14 (57)	
uk	wip	lal	mos	kev	/14 (71)	
los	vij	mus	pej	yas	/15 (86)	
fop	uj	ves	bij	tal	/14 (100)	
kib	mav	yoc	kuf	en	/14 (114)	
med	lij	vav	bot	vub	/15 (129)	
yub	ig	saj	kof	tep	/14 (143)	

Total Correct Letter Sounds (CLS): _____

Total Whole Words Read (WWR): _____

NWF Response Patterns:

- ☐ Says correct sounds out of order (sound-by-sound)
- ☐ Makes random errors
- ☐ Says correct sounds, does not recode
- ☐ Says correct sounds, recodes out of order
- ☐ Says correct sounds, recodes with incorrect sound(s)
- ☐ Says correct sounds and correctly recodes

- ☐ Doesn't track correctly
- ☐ Tries to turn nonsense words into real words
- ☐ Makes consistent errors on specific letter sound(s)
- ☐ Other

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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.*

Timing	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ]) and say **Stop** after 1 minute.
Wait	If no response in 3 seconds, say the word and mark it as incorrect.
Discontinue	If no words are read correctly in the first line, say **Stop**, record a score of 0, and do not administer Retell. If fewer than 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.
Reminders	If the student stops (not a hesitation on a specific item), say **Keep going**. (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

3 DIBELS® Nonsense Word Fluency
Directions continued
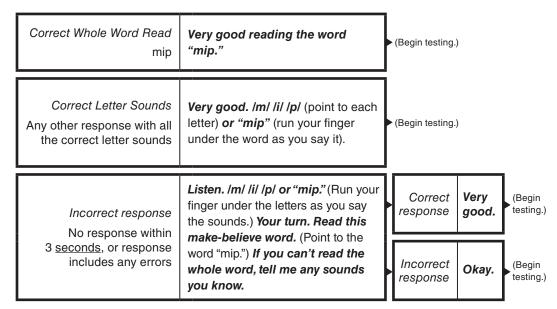
Timing	1 minute. Start your stopwatch after telling the student to begin. Place a bracket ( ]) and say **Stop** after 1 minute.
Wait	If the student responds sound-by-sound, mixes sounds and words, or sounds out and recodes, allow 3 seconds, then provide the correct letter sound. If the student responds with whole words, allow 3 seconds, then provide the correct word.
Discontinue	If the student has no correct letter sounds in the first line, say **Stop** and record a score of 0.
Reminders	If the student does not read from left to right, say **Go this way**. (Sweep your finger across the row.) (Allowed one time.) If the student says letter names, say **Say the sounds, not the letter names**. (Allowed one time.) If the student reads the word first, then says the letter sounds, say **Just read the word**. (Allowed one time.) If the student says all of the letter sounds correctly in the first row, but does not make any attempt to blend or recode, say **Try to read the words as whole words.** If the student stops (and it's 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.)

3 DIBELS® Nonsense Word 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:

▶ *We are going to read some make-believe words. Listen. This word is "sog."* (Run your finger under the word as you say it.) *The sounds are /s/ /o/ /g/* (point to each letter)*. Your turn. Read this make-believe word* (point to the word "mip")*. If you can't read the whole word, tell me any sounds you know.*

Correct Whole Word Read mip	*Very good reading the word "mip."*	▶ (Begin testing.)

Correct Letter Sounds Any other response with all the correct letter sounds	*Very good. /m/ /i/ /p/* (point to each letter) *or "mip"* (run your finger under the word as you say it).	▶ (Begin testing.)

Incorrect response No response within 3 <u>seconds</u>, or response includes any errors	*Listen. /m/ /i/ /p/ or "mip."* (Run your finger under the letters as you say the sounds.) *Your turn. Read this make-believe word.* (Point to the word "mip.") *If you can't read the whole word, tell me any sounds you know.*	*Correct response*	*Very good.* (Begin testing.)
		Incorrect response	*Okay.* (Begin testing.)

▶ Begin testing. *I would like you to read more make-believe words. Do your best reading. If you can't read the whole word, tell me any sounds you know.* (Place the student copy in front of the student.) *Put your finger under the first word. Ready, begin.*

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2 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 2.1

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

A Jump Rope Contest

0	It was the day of the jump rope contest. Kim and Anna were going	14
14	to compete. Kim was going to do a new trick. Anna was going to help.	29
29	The two girls watched as younger children took a turn in the contest.	42
42	The young children jumped and skipped rope in a circle. They were just	55
55	beginning to learn fancy tricks.	60
60	Five boys went next. They used two ropes to do tricks. All the boys	74
74	jumped over the ropes at the same time. Their feet moved quickly and	87
87	in a steady beat. The boys did tricks with kicks and spins. The ropes never	102
102	stopped turning.	104
104	"We're next," said Anna.	108
108	Kim hoped that she would not miss her new trick. Anna was sure	121
121	that she and Kim would do well.	128
128	First, Kim turned the rope and Anna jumped. Anna did some spins	140
140	and kicks. Soon it was Kim's turn to do the tricks. She passed the rope to	156
156	Anna.	157
157	It was time for Kim to do her new trick. She jumped up and did	172
172	a split in the air. Then she pulled her feet together and touched the	186
186	ground. Kim hopped back up. She was proud that she had done the	199
199	trick.	200
200	The girls were done, and they left the floor. "We did it!" Kim shouted.	214
214	"I think we can win this contest."	221

2 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 2.1

Retell: A Jump Rope Contest

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

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

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94

Retell Total: _____

Quality of Response: (Note: If the student provides <u>only</u> 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 1/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

Retell: A Busy Bee

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

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

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94

Retell Total: _____

Quality of Response: (Note: If the student provides <u>only</u> 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

---

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

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

Go Fish

0	It was a cold, snowy day. Abby had invited two friends over to play	14
14	the card game Go Fish. Abby's little brother, Tim, had never played and	27
27	wanted to learn.	30
30	"I'll explain during this game," said Abby.	37
37	Abby showed Tim the cards in her hand, which had different	48
48	numbers on them. Abby explained that she needed to get all four cards	61
61	with the same numbers.	65
65	Abby's friend Jen asked Abby if she had any tens. None of Abby's	78
78	cards had tens on them. She replied "Go fish," which meant Jen had to	92
92	draw a card from the deck.	98
98	Now it was Abby's turn to ask someone for a type of card. Abby	112
112	had a card with a three on it, so she asked her friend Tess for threes.	128
128	Tess had one three, so she had to give it to Abby. Abby also had a five,	145
145	so next she asked Jen for fives. "Go fish, Abby," said Jen.	157
157	Soon, the game was almost over. Abby told Tim he could play	169
169	for her on her next turn. He drew a card. It was a ten! He knew one	186
186	of Abby's friends had tens, but which one? He frowned. Then he	198
198	remembered.	199
199	"Jen, do you have any tens?" he asked. Smiling, Jen gave Tim three	212
212	tens! Tim now had all four tens. The game was soon complete. Everyone	225
225	was surprised that Tim and Abby had won!	233
233	Tim was confident he could play the next game of Go Fish without	246
246	help.	247

2 DIBELS® Oral Reading Fluency
Grade 1/Benchmark 2.2

Retell: Go Fish

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

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

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94

Retell Total: _____

Quality of Response: (Note: If the student provides <u>only</u> a main idea, it is considered one detail.)

1 Provides 2 or fewer details **3** Provides 3 or more details in a meaningful sequence

2 Provides 3 or more details **4** Provides 3 or more details in a meaningful sequence that captures a main idea

2 DIBELS® Oral Reading Fluency
Grade 1/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 Busy Bee

0	The sun is rising, telling the bees it's time to get busy. The worker	14
14	bees leave the hive. They are looking for nectar, a sweet liquid, and	27
27	pollen, a yellow dust. The bees use these things to make food and honey.	41
41	One bee finds a garden and climbs inside a flower. It drinks the	54
54	nectar. The nectar is stored in a sack in the bee's body. As it walks	69
69	around, pollen sticks to its legs.	75
75	When the nectar sack is full, the bee flies back to the hive. The	89
89	other workers greet the bee. To tell where the nectar and pollen came	102
102	from, the worker does a dance. The way the bee moves tells where the	116
116	garden is. The other bees rush off to get more nectar and pollen.	129
129	The worker bee climbs over many other bees. Most of them are	141
141	worker bees, too. One bee is bigger than any other. It is the queen. Her	156
156	job is to lay eggs. A third kind of bee, the drone, does not have a stinger.	173
173	Its job is to mate with the queen.	181
181	The worker gives the nectar and pollen to another worker bee. This	193
193	bee has the job of making food. Once the bee has delivered its load, it	208
208	flies out again. In all, this worker bee will make about ten trips each day.	223
223	It might fly as far as six miles away. Now that's a busy bee!	237