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Dynamic Measurement Group
Supporting School Success One Step at a Time

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DORF LEVEL 1

DIBELS Next

Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

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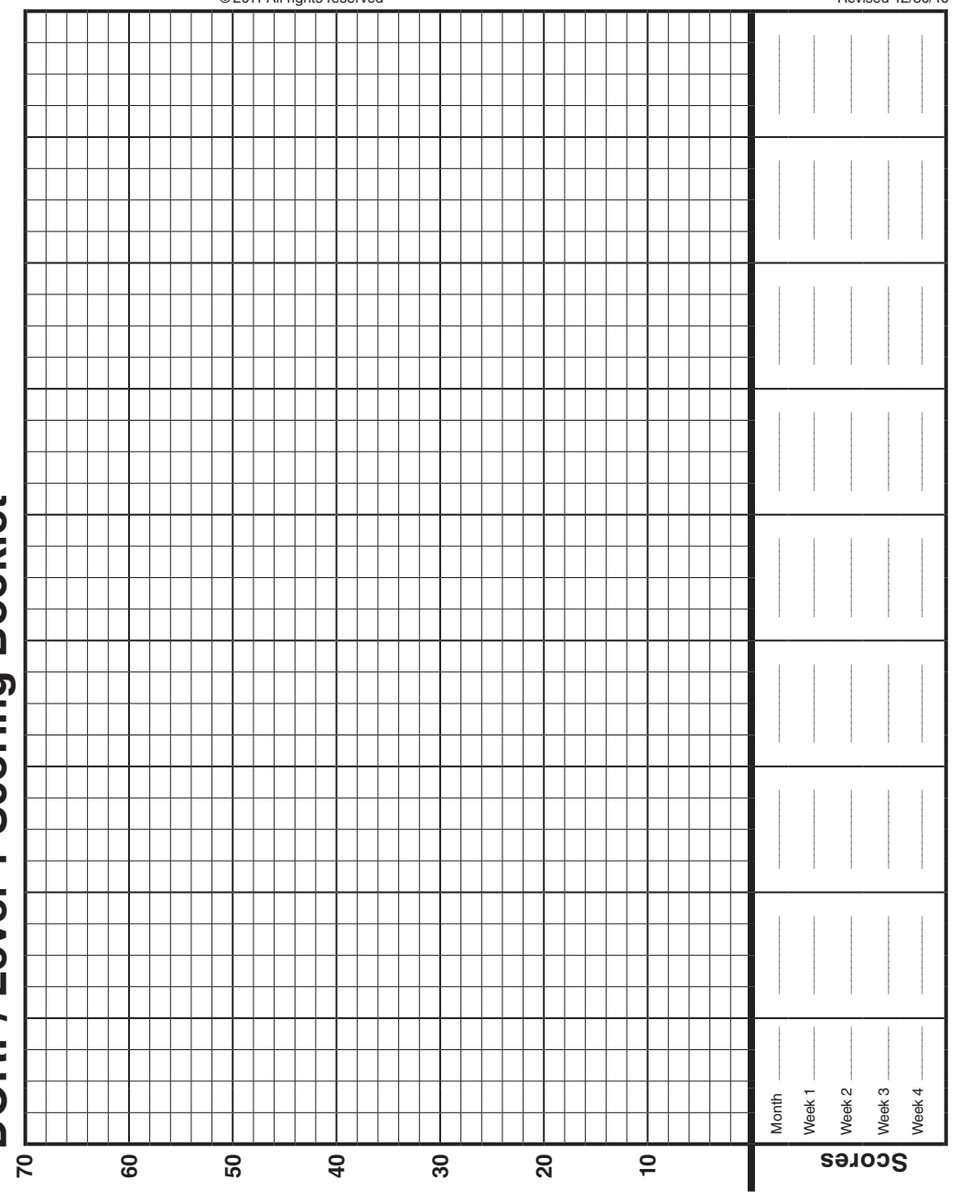
Revised 12/30/10

Progress Monitoring

DORF/Level 1 Scoring Booklet



DIBELS® Oral Reading Fluency
Directions

Make sure you have reviewed the directions in the *DIBELS Assessment Manual* and have them available.
Say these specific directions to the student:

- ***I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say "stop." Be ready to tell me all about the story when you finish.*** (Place the passage in front of the student.)
- Begin testing. ***Put your finger under the first word*** (point to the first word of the passage)***. Ready, begin.***

Timing	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ]) and say ***Stop*** after 1 minute.
Wait	If no response in 3 seconds, say the word and mark it as incorrect.
Discontinue	If no words are read correctly in the first line, say ***Stop***, record a score of 0, and do not administer Retell. If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage.
Reminders	If the student stops (not a hesitation on a specific item), say ***Keep going***. (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

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Notes:

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20 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 20

Retell: Star Pitcher

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

A Busy Saturday

0 The morning light filled the room. Mel jumped out of bed and put on 14
14 her clothes. She had a busy Saturday planned. She could not wait to get 28
28 started. 29
29 First, Mel and her mom made Mel's favorite food. Her mom cut 41
41 a banana in half. Then Mel spread peanut butter on both sides. She 54
54 brought the two pieces together and ate her banana sandwich outside 65
65 in the sun. 68
68 Soon Mel's big brother came out with some chalk. They drew a line 81
81 on the driveway. After putting on helmets, they skated along the line. Mel 94
94 went very slowly. She was just learning to skate. Her brother helped her 107
107 skate in a straight line and not fall down. 116
116 Now it was time for art. Mel went to the art box. Her mom often 131
131 filled it with fun things. Mel got an idea when she saw some socks. She 146
146 made a dog puppet and a bird puppet out of the socks. Then she wrote 161
161 a play about them. She asked her brother and mom to come watch. 174
174 They liked the show and clapped when it ended. 183
183 That night, Mel helped her mom make dinner. Then she read a book 196
196 until it was time for bed. When Mel turned out the light, she thought 210
210 about all the fun things she had done. 218

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

A Busy Saturday (continued)

DORF Response Patterns:

- ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
- ☐ Self-corrects/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
- ☐ Errors preserve passage meaning
- ☐ Errors violate passage meaning
- ☐ Other

- ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- ☐ Frequent errors on phonetically irregular words
- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ Skips lines

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20 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 20

Star Pitcher (continued)

DORF Response Patterns:

- ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
- ☐ Self-corrects/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
- ☐ Errors preserve passage meaning
- ☐ Errors violate passage meaning
- ☐ Other

- ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
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- ☐ Frequent errors on phonetically irregular words
- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ Skips lines

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20 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 20

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Star Pitcher

0	My big sister is on the high school softball team. She is the pitcher.	14
14	She tries to throw the ball so that the batter cannot hit it. My sister is	30
30	a very good pitcher. In one game, she threw the ball so well that the	45
45	other team could not get even one hit. After that game, she got her	59
59	picture in the newspaper. The headline said "Star pitcher throws no-	70
70	hitter." I liked that headline. It called my sister a star.	81
81	My parents and I go to as many of my sister's games as we can.	96
96	We sit with all the other fans. Some of the fans go to my sister's school.	112
112	Other fans just like to watch softball. All the fans clap when my sister	126
126	throws the ball past the batter. If the batter misses the ball three times,	140
140	she is out. When that happens, the fans cheer.	149
149	Being a star pitcher takes a lot of practice. Sometimes my sister takes	162
162	me to practice with her. I sit very quietly and watch her work on her	177
177	pitching. She also runs and works out to stay in shape. My sister says that	192
192	being in shape is an important part of softball. She says it also keeps you	207
207	healthy. Sometimes we go for short runs together so I can be in shape,	221
221	too.	222
222	I like watching my sister play softball. Even when her team doesn't	234
234	win, I know my sister is a star.	242

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

Retell: A Busy Saturday

▶ ***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?***
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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

Retell Response Patterns:

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

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2 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 2

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Tap Dance

0 If you hear a song you like, you might tap your foot to the beat. 15
15 Tapping the feet is a fun way to move to the music. It is no surprise that 32
32 foot tapping turned into a dance. It is called tap dance. Tap dance has 46
46 people use their feet to make sounds. The many sounds the feet make 59
59 come together to form a kind of song. This makes it fun to watch and 74
74 listen to tap. 77
77 Tap dancers wear special shoes with metal plates on the bottom. 88
88 The plates are called taps. When the taps hit the floor they make noise. 102
102 Dancers move their feet around to make different noises. The moves are 114
114 called steps. Each step has a different name. Some common steps are 126
126 the brush, stomp, and shuffle. When dancers first learn how to tap, they 139
139 start slow. When they get better, their feet will move faster. They may 152
152 also learn very hard steps. These take a long time to master. 164
164 Tap dance has been around for many years. Like many kinds of 176
176 dance, it has changed over time. One great tap dance team called Slap 189
189 and Happy added turns and even acrobatics. People became excited 199
199 to watch tap. Soon, tap appeared on TV and in movies. Thanks to the 213
213 many shows that use tap, this kind of dance is still enjoyed to this day. 228

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19 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 19

Retell: The School Bus

▶ ***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.

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72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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19 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 19

The School Bus (continued)

DORF Response Patterns:

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

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2 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 2

Tap Dance (continued)

DORF Response Patterns:

- ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
- ☐ Self-corrects/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
- ☐ Errors preserve passage meaning
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- ☐ Frequent errors on phonetically irregular words
- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ Skips lines

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2 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 2

Retell: Tap Dance

▶ ***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.

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26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
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72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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19 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 19

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

The School Bus

0 Many children ride the bus to school every day. Without the school 12
12 bus, it would be hard for some students to get to school at all. Other 27
27 students may have difficulty getting to school on time. The bus gets 39
39 students to school on time every day. The bus even picks children up 52
52 near their house. After school, the bus takes them back home. It is easy 66
66 to use the bus. 70
70 In addition to being easy to use, the school bus is also safe. In fact, 85
85 school buses are one of the safest ways to travel. In most places, buses 99
99 have warning lights. The lights tell other cars to stop when the bus is 113
113 stopped. Boys and girls can then get off the bus and cross the road 127
127 safely. 128
128 There is another reason to use the school bus. Riding the bus can 141
141 be good for the Earth. Most large school buses can hold forty to sixty 155
155 children. That's a lot more than a car. When children take the bus 168
168 instead of going to school in a car, it uses less gas. It also makes less 184
184 pollution. 185
185 It is easy to spot a school bus. They are painted bright yellow. If you 200
200 see a school bus, think of the many good reasons to ride one. 213

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18 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 18

Retell: A Train Under the City

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

The Yellow Snake

0 Jane was so happy. Her class was going on a field trip to Reptile 14
14 Gardens. There would be lots of snakes, lizards, and turtles. Some people 26
26 do not like these kinds of animals, but Jane liked them best of all. 40
40 The first thing Jane and her class saw when they got to Reptile 53
53 Gardens was a room filled with snakes. They were all different sizes and 66
66 colors. Jane thought they were very pretty. She saw a worker holding 78
78 a big snake. It was bright yellow. Jane had never seen a yellow snake 92
92 before. The worker saw her watching and smiled at her. 102
102 "Would you like to see what the snake feels like?" she asked. Jane 115
115 said yes and touched it gently. It was dry, smooth and cool. Jane 128
128 grinned. This was great! 132
132 Next the class went to a room that was full of giant turtles. Jane 146
146 watched them as they swam in the water. They were a lot bigger than 160
160 the snakes. She liked to watch the turtles, and wanted to touch one. Her 174
174 teacher said that was not a good idea. 182
182 All too soon it was time to go home. Jane was glad the Reptile 196
196 Gardens were close by. She knew she would come back again to see 209
209 the big yellow snake. 213

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

The Yellow Snake (continued)

DORF Response Patterns:

- ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
- ☐ Self-corrects/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
- ☐ Errors preserve passage meaning
- ☐ Errors violate passage meaning
- ☐ Other

- ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- ☐ Frequent errors on phonetically irregular words
- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ Skips lines

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18 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 18

A Train Under the City (continued)

DORF Response Patterns:

- ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
- ☐ Self-corrects/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
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- ☐ Other

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- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ Skips lines

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18 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 18

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

A Train Under the City

0 The subway is a kind of train. It travels under the ground. The 13
13 subway makes it fast and easy to get places in a big city. 26
26 It is easy to find the subway. In cities with a subway, there are lots 41
41 of stops along the streets. The stops have big signs with stairs that take 55
55 you down to the train tracks where the subway runs. To ride the subway 69
69 you need a ticket. After you walk down the stairs you will see a ticket 84
84 counter. There are also machines that sell tickets. The tickets are not 96
96 expensive. When you have a ticket you can head toward the tracks and 109
109 wait for the train. 113
113 When the train gets to your stop the doors will swoosh open. People 126
126 will step off the train first. Now it is your turn to board the train. If there 143
143 is a seat you can sit down. If not, you can stand. When the train gets to 160
160 your stop, you get off and walk up the stairs back to the street. 174
174 The subway is very important. It helps people get around the city. It 187
187 also means there is less traffic on the streets because people drive less. 200
200 The subway is a great way to travel. 208

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

Retell: The Yellow Snake

▶ ***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?***
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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

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Retell Response Patterns:

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

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4 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 4

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

A Pancake Breakfast

0	On a school day, the morning can be very busy. Most people eat	13
13	breakfast foods that do not take much time to make. They might have	26
26	cereal and milk or fruit with wheat toast. On the weekend, people are	39
39	not in a rush. They can eat foods that take longer to fix. You might like to	56
56	try cooking pancakes when you have the time.	64
64	To make pancakes, first you make the batter. Some people use a mix	77
77	that they buy from the store. They add eggs and milk. Other people do	91
91	not use a mix. They put flour, salt, and sugar in a bowl. Then they add the	108
108	eggs and milk. All these things together make the batter. Stir the batter	121
121	just a little bit. Too much stirring will make the pancakes heavy.	133
133	Next, heat a big flat pan, and pour some batter into the pan.	146
146	Bubbles pop up, which make the pancakes get big. The bubbles are filled	159
159	with air. The air makes the pancakes light and fluffy.	169
169	Soon, the pancakes turn brown around the sides. It is time to turn	182
182	them over. They cook for a few more minutes. Then the cook puts all the	197
197	pancakes on a plate.	201
201	Now it is time to add something on top. Some people like syrup.	214
214	Others like fruits, such as strawberries. There are lots of things you can	227
227	put on pancakes. Adding the topping is the last step. Now you can eat	241
241	your tasty pancakes.	244

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17 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 17

Retell: My Mom Is an Artist

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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17 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 17

My Mom Is an Artist (continued)

DORF Response Patterns:

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

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4 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 4

A Pancake Breakfast (continued)

DORF Response Patterns:

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

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4 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 4

Retell: A Pancake Breakfast

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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17 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 17

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

My Mom Is an Artist

0 My mom makes things out of clay. She is an artist. Sometimes she has 14
14 shows. In a show the clay objects she makes are put on display so many 29
29 people can see them. 33
33 Clay comes in big blocks. My mom cuts off a lump of it. Then she 48
48 folds it and rolls it to get it warm. Warm clay is easier to mold into shapes. 65
65 Soon, the clay forms a soft ball. 72
72 Then Mom decides what to make. She can make lots of different 84
84 things, but most often she will make a bowl. She places the clay ball on a 100
100 wheel. The wheel goes round and round. Mom uses her hands to shape 113
113 the clay into a bowl as the wheel spins. 122
122 When Mom is happy with the bowl, she lets it dry for several days. 136
136 As the clay dries, it becomes hard. Next, Mom brushes a special paint 149
149 on the bowl. The colors are light blue and mint green. Then Mom puts 163
163 the bowl into a big oven that gets really hot. After the oven cools, Mom 178
178 takes out the bowl. The paint colors are now bright blue and green. 191
191 Sometimes Mom lets me make things with clay. One time I made an 204
204 elephant with big ears and a long trunk. I showed it to my teacher. She 219
219 liked it a lot and put it on display in our class. Mom says this was my first 237
237 show. She says I am an artist now, too. 246

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16 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 16

Retell: Kinds of Hats

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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5 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 5

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Picking Apples

0 The apple farm was having a picking party. Ren and her family had 13
13 come to enjoy the fun. Ren could see a hayride and a man painting 27
27 faces. There was even a woman juggling five apples above her head. 39
39 Ren wanted to pick apples first. She ran to the nearest tree. Smiling, 52
52 Ren pulled off a big red apple. She opened her mouth wide. Crunch! 65
65 As she took a bite, sweet juice ran down her chin. Ren quickly ate the 80
80 apple. Now it was time to get to work. Ren filled her basket so she would 96
96 have lots of apples to eat at home. 104
104 After picking red apples, Ren went to a tree that had green apples. 117
117 These apples were not very sweet, but they made tasty pies and cakes. 130
130 Ren got another basket. She picked as many apples as she could. When 143
143 she tried to lift the basket, Ren could not pick it up. It was too heavy. 159
159 Ren's mother smiled and asked her to get a wagon. Together, they put 172
172 both of their baskets on the wagon and pulled it to their car. 185
185 The important work was done. Now Ren was ready to have fun. She 198
198 went to get her face painted. Ren looked at all the pictures. Then she 212
212 saw the one she wanted. When the man was done painting, Ren had a 226
226 big red apple on her cheek. 232

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5 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 5

Picking Apples (continued)

DORF Response Patterns:

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

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16 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 16

Kinds of Hats (continued)

DORF Response Patterns:

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

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16 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 16

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Kinds of Hats

0	A hat sits on top of the head. There are many kinds of hats. Some	15
15	hats have special jobs, and some hats are just for fun.	26
26	A hard hat keeps the head safe. It is made out of plastic. House	40
40	builders wear this kind of hat. Things that fall cannot hurt their heads.	53
53	Firefighters also use a hard hat. Their hats have a wide brim on the back	68
68	to keep fire and heat away. You also wear a hard hat when you ride a	84
84	bike. That hat is called a helmet.	91
91	Many workers wear hats that show the job they do. Some of these	104
104	hats are made of cloth. Police officers wear a flat hat that is the same	119
119	color as their uniform. Chefs wear tall white hats when they cook.	131
131	People use different hats to match the weather. Wool hats fit closely	143
143	over the head. They keep the head and ears warm in the winter. Sun	157
157	hats and baseball caps have a wide brim or bill. These hats shade the	171
171	face and eyes from the sun in the summer.	180
180	Hats don't always have a job. Some are just for fun. Birthday party	193
193	hats are made of paper. They have bright colors and cute pictures.	205
205	Next time you walk in the neighborhood, go on a hat hunt. You will	219
219	be surprised at how many different hats you can find.	229

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5 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 5

Retell: Picking Apples

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

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

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

Retell Total: _____

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

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

Retell Response Patterns:

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

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6 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 6

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

The Puppet Show

0	Our class took a trip to the public library to see a puppet show.	14
14	Students from other schools were there, too. The puppet show was in a	27
27	special part of the library where there were books and chairs just for	40
40	children. A lady read the story while the puppets performed the story.	52
52	Our class had so much fun! We asked our teacher if we could make a	67
67	puppet show of our own and she said yes.	76
76	When we got back to school we talked about ideas for a show. We	90
90	raised our hands to share ideas. We each waited our turn while our	103
103	teacher wrote the ideas on the white board. We talked about all of the	117
117	ideas. Then we voted for the best one. The class voted to make the show	132
132	about a trip to the library.	138
138	Our class made puppets out of socks and paper bags. Some of the	151
151	puppets looked very silly. Mine had brown hair and red lips. Everyone	163
163	had a job to do. Some children planned what the puppets would	175
175	say. Other children made a stage out of a big box. We practiced the	189
189	show over and over. Then we did our puppet show for the children in	203
203	preschool. They loved it.	207

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15 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 15

Retell: Dad's Surprise

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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15 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 15

Dad's Surprise (continued)

DORF Response Patterns:

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

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6 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 6

The Puppet Show (continued)

DORF Response Patterns:

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

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6 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 6

Retell: The Puppet Show

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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15 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 15

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Dad's Surprise

0 It was a great day for a sailboat ride. Meg put on her life vest and 16
16 climbed into the boat. Dad pulled on a rope to lift the sail. The wind filled 32
32 the cloth and pushed the boat away from the dock. Meg leaned over 45
45 the side of the boat to feel the water. A wave splashed on her face. 60
60 Meg laughed as she wiped the water out of her eyes. 71
71 Meg loved sailing with her dad. Each Saturday, they would sail to a 84
84 spot on the other side of the lake. Dad would bring ham sandwiches for 98
98 lunch. They would eat them as they sat on the sand. If it was a hot day, 115
115 Meg and Dad went for a swim. 122
122 The boat had not gotten to the other side of the lake yet, but Dad 137
137 let down the sail. The boat stopped. "I have a surprise for you," Dad said. 152
152 He got out a fishing rod and tossed the line into the water. He gave the 168
168 rod to Meg and she smiled. She had never been fishing. Soon, she felt a 183
183 big tug. 185
185 "I caught something!" Meg yelled. She pulled a big fish onto the 197
197 boat. Dad gave her a high five. 204
204 Then Dad raised the sail again and the boat began to glide across 217
217 the water. Soon they arrived at the shore. Dad made a small fire to 231
231 cook the fish. They had fish for lunch. It was a great picnic. 244

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14 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 14

Retell: The Kite 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 only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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7 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 7

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Puzzles

0	Do you like to solve puzzles? They can be a lot of fun. There are	15
15	many kinds of puzzles. For many people, the puzzle they like best is a	29
29	jigsaw puzzle. In a jigsaw puzzle, you make a picture out of many small	43
43	pieces.	44
44	The first jigsaw puzzle was made by a map maker. First he made a	58
58	map of the world. Then he cut around each nation. People had to try	72
72	to put the pieces in the right place. Schools used this kind of puzzle to	87
87	teach students where each nation of the world was located. It made	99
99	learning about the world fun.	104
104	Next, a new kind of saw let puzzle makers cut puzzles into many	117
117	small pieces. The pieces were often cut into odd shapes. Many more	129
129	jigsaw puzzles were made. Then, they began to put fun pictures on	141
141	them. People wanted to see what the picture would look like when it was	155
155	done.	156
156	Today, you can buy many kinds of jigsaw puzzles. The hard ones	168
168	have lots of tiny pieces. Some have pictures on both sides. Some are	181
181	shaped like ships or castles. Some even have clues hidden in the picture.	194
194	Then you get to solve a picture puzzle and a mystery.	205

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7 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 7

Puzzles (continued)

DORF Response Patterns:

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

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14 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 14

The Kite Contest (continued)

DORF Response Patterns:

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

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14 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 14

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

The Kite Contest

0 It was kite day at the local park. Everyone Jim knew had a kite to 15
15 fly. Jim had made the kite he would use. It was shaped like a triangle. He 31
31 had painted an eagle on it. He knew that an eagle was a bird that flew 47
47 very high. He hoped that his kite would fly high, too. 58
58 When Jim and his dad got to the park, Jim lifted his kite up. He felt 74
74 the tug on the line and let the string out. The wind pulled the kite higher 90
90 and higher. Before long, most of the string was gone. Jim saw that the 104
104 end was not tied to the tube. 111
111 He tried to grab the string before the kite got away. Suddenly, a gust 125
125 of wind yanked the string right out of his hand. The kite was flying away! 140
140 Jim chased after it, trying to grab the loose string. 150
150 When the kite sailed over a tree, the string got caught on one of 164
164 the branches. Happily, Jim saw that the kite kept bobbing in the wind. He 178
178 would be able to save his kite after all. 187
187 A man walked over to Jim. "We've never had a tree fly a kite," he 202
202 said. "You get the prize for finding a special way to fly a kite." The man 218
218 gave Jim a prize! 222
222 Jim's dad reached up and grabbed the string. The kite came loose. 234
234 Jim tied the string to the tube. He didn't want to lose his kite again. 249

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7 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 7

Retell: Puzzles

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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8 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 8

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

A Night at Grandma's House

0 The car drove out the farm gate. Jon waved goodbye to his dad. 13
13 Then he smiled at his grandma. He had been waiting all week to come 27
27 spend the night with her. They always had so much fun together. 39
39 First, Jon and his grandma fed the animals. He threw corn to the 52
52 chickens and feed cubes to the cows. Then he gave hay and water to 66
66 the goats. 68
68 "This animal is hungry now," said Jon, pointing to himself. 78
78 Grandma made macaroni and cheese for dinner. After eating, Jon 88
88 went to the orange room to play. It had been his father's room long 102
102 ago. Jon got out some small cars and made a road of blocks to drive 117
117 them on. 119
119 Grandma soon told Jon it was time for bed. He went to get his 133
133 pajamas and bear out of his bag. Surprised, Jon found that he had left 147
147 his bear at home. He wondered how he would be able to sleep. 160
160 Grandma thought for a minute. Then she opened the closet and 171
171 pulled out a white box. Jon saw a brown bear with a flat nose inside. 186
186 Grandma explained that Jon's father had slept with the bear when he 198
198 was young. The nose was flat because Jon's father had used it as a 212
212 pillow. 213
213 Jon held the bear close. Now he could go to sleep. 224

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13 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 13

Retell: The Talking Stone

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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13 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 13

The Talking Stone (continued)

DORF Response Patterns:

- ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
- ☐ Self-corrects/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
- ☐ Errors preserve passage meaning
- ☐ Errors violate passage meaning
- ☐ Other

- ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- ☐ Frequent errors on phonetically irregular words
- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ Skips lines

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8 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 8

A Night at Grandma's House (continued)

DORF Response Patterns:

- ☐ Reads with appropriate phrasing, intonation/ expression, and observed punctuation
- ☐ Self-corrects/monitors meaning
- ☐ Shows automaticity on re-read words
- ☐ Uses effective decoding strategies
- ☐ Errors preserve passage meaning
- ☐ Errors violate passage meaning
- ☐ Other

- ☐ Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- ☐ Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- ☐ Frequent errors on phonetically irregular words
- ☐ Frequently omits words or letters
- ☐ Frequently adds words or letters
- ☐ Skips lines

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8 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 8

Retell: A Night at Grandma's House

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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13 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 13

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

The Talking Stone

0 The teacher gathered the students into a circle. He held up a white 13
13 stone in his hand. 17
17 "This is a talking stone," he told his students. "It helps us take turns so 32
32 everyone has a chance to talk and a chance to listen. If we all speak 47
47 at once, no one can hear. We can use the stone to help us. If you have 64
64 the stone, it is your time to talk. If you do not have the stone, it is your 82
82 time to listen. This way we can share, and everyone can hear." 94
94 Then the teacher asked the students to share something special 104
104 they had done that day. 109
109 Jen raised her hand quickly. She wanted to share something that no 121
121 one else would share. She wanted to talk about feeding the lizard. When 134
134 the teacher passed the stone to another child, Jen put her hand down. 147
147 It was her turn to listen. 153
153 The stone moved slowly. One girl talked about drawing pictures in 164
164 art. Another boy talked about counting seeds in math. No one talked 176
176 about the lizard. 179
179 Soon Tom held the stone. He sat beside Jen. Tom pointed to the 192
192 lizard and told how he helped feed it. Then he passed the stone to Jen. 207
207 Jen took the stone. She could not think of anything special to say. 220
220 Jen looked at the stone. Then she knew what to say. 231
231 "I liked passing the talking stone," Jen said. "It helped me remember 243
243 all the fun things we did today." 250

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12 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 12

Retell: Clams

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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9 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 9

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Go to Sleep

0 What do you do before you go to bed at night? You may read, play, 15
15 or listen to a story. Then your mouth opens wide and you take in a big 31
31 breath. You are yawning. That means it is time to go to sleep. 44
44 Sleep is a time when the body gets to rest. You are not playing or 59
59 working. Most children sleep nine to twelve hours each night. The long 71
71 resting time lets your body build up energy. Then you can work and play 85
85 the next day. 88
88 When you sleep, your body changes. The beat of your heart slows. 100
100 You do not breathe as fast. These changes help your body rest and 113
113 relax so it can grow. During this time your body also works to fix places 128
128 that are hurt or sick. 133
133 Sleep helps your mind, too. It lets your brain rest. The next day you 147
147 are able to remember things more easily. Sleep can also help your brain 160
160 solve problems. 162
162 As you can see, sleep is very important. It helps keep your body 175
175 and mind healthy. The next time you yawn or feel tired, remember that 188
188 your body may be telling you it needs to go to sleep. 200

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9 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 9

Go to Sleep (continued)

DORF Response Patterns:

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

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12 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 12

Clams (continued)

DORF Response Patterns:

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

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12 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 12

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Clams

0	A clam is an animal that lives in the sea. A clam has two hard shells	16
16	that cover a soft white body. A muscle holds the two shells together so	30
30	they can open like a door. It helps open and close the clam shell. The	45
45	clam opens the shell to eat. It closes the shell to be safe.	58
58	You may have never seen a clam. That is because they live buried	71
71	in the sand of the ocean floor. Clams hide in the sand for safety. They	86
86	have one foot, which they use to dig a hole in the sand. It is not like your	104
104	foot. It is all one piece and does not have toes. The foot digs a hole by	121
121	moving back and forth. The clam digs about two inches into the sand.	134
134	Clams often stay in this hole their whole life.	143
143	To eat, clams push two tubes through the sand. One tube pulls in	156
156	water and food. The other pushes out waste.	164
164	Sea otters eat clams if they can find them. They swim down to the	178
178	ocean floor and dig in the sand for clams. Then the otter swims back up	193
193	to the surface. Finally, the otter uses a rock to crack open the hard shell.	208
208	Most clams grow to be one to three inches long. Some grow to	221
221	more than five feet long. These giant clams weigh up to 500 pounds. An	235
235	otter would have a hard time eating a clam that big!	246

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9 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 9

Retell: Go to Sleep

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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10 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 10

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Shape Art

0 It was time for art. The teacher told the children that spring had 13
13 come. He asked them to draw a picture of something that showed the 26
26 season. 27
27 Jed put his hands in his lap. He did not think he knew how to draw. 43
43 The teacher asked Jed what was wrong. 50
50 "I am not good at drawing," Jed said. 58
58 "Think of everything you see as a group of shapes," said the teacher. 71
71 "A house has a square wall and a triangle roof. Just draw the shapes." 85
85 Jed looked out the window. He saw a tree that was just starting to 99
99 grow new leaves. He looked at the tree to find shapes. 110
110 First, Jed drew a long brown rectangle for the trunk. He drew more 123
123 thin rectangles at the top of the trunk to make branches. 134
134 Which shape could Jed use to make the leaves? He looked out the 147
147 window again. Jed drew some green ovals on the branches. 157
157 Jed had placed the tree in the middle of the paper. He thought it 171
171 looked funny. So Jed made a line under the trunk to show the ground. 185
185 Now the tree needed roots. He drew long thin triangles at the bottom of 199
199 the trunk. 201
201 Something was still missing from Jed's picture. He looked out the 212
212 window and saw a red bird. Now Jed knew just what his tree needed. 226
226 He drew a red bird with ovals for the head and body. Triangles made 240
240 the bill and wings. Jed titled his picture, "Spring tree." 250

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11 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 11

Retell: Watch Them Change and Grow

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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11 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 11

Watch Them Change and Grow (continued)

DORF Response Patterns:

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

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10 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 10

Shape Art (continued)

DORF Response Patterns:

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

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10 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 10

Retell: Shape Art

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

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

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

Retell Total: _____

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

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

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

Retell Response Patterns:

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

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11 DIBELS® Oral Reading Fluency
Level 1/Progress Monitoring 11

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Watch Them Change and Grow

0 "I see one," said Grandfather. "Put the net in the water and scoop 13
13 him up before he gets away!" 19
19 Jill waited for the tadpole to swim close to the bank so that she 33
33 could reach him. Quickly, she leaned over and caught the little creature 45
45 in her net. She stared at it and watched it wriggle. 56
56 "He will grow and change into a fine frog," her grandfather said. 68
68 "I want to keep him and see him change," she said. 79
79 Grandfather told Jill that she could keep him. "But, when he grows 91
91 into a frog, we'll have to bring him back to the creek." 103
103 Jill and her grandfather made a home with a fish tank. They put 116
116 rocks at the bottom. Water plants added food and color. Next, they filled 129
129 the tank with a little bit of water. Jill watched her tadpole change over 143
143 the next few weeks. First, he grew back legs, then he grew front legs. His 158
158 tail became smaller and smaller each day. Jill charted his growth. 169
169 One day it was clear that her pet had become a frog. It was time 184
184 for him to go back to the creek. Jill and her grandfather took him back 199
199 and set him free. The frog jumped away happily. 208
208 Jill grinned from ear to ear. "That's a fine frog," she said. 220
220 "Well, would you look at this?" said Grandfather. 228
228 "A caterpillar!" Jill replied. "Can I keep him? I want to see him 241
241 change and grow!" 244

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