

Benchmark - Grade 8  
Scoring Booklet



Student Name: \_\_\_\_\_ ID: \_\_\_\_\_

District: \_\_\_\_\_ School Year: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_

	Assessment Date	Forms Given	ORF		Maze	
			Words Correct	Errors	Correct	Incorrect
Benchmark 1 Beginning		<input type="checkbox"/> Standard				
		<input type="checkbox"/> Other <i>Specify Form ID</i>				
Benchmark 2 Middle		<input type="checkbox"/> Standard				
		<input type="checkbox"/> Other <i>Specify Form ID</i>				
Benchmark 3 End		<input type="checkbox"/> Standard				
		<input type="checkbox"/> Other <i>Specify Form ID</i>				

**Forms Given:** DIBELS 8<sup>th</sup> Edition goals use equating so it is important to know the forms given. If you use the forms in this benchmark booklet at the designated time period, check off the *Standard* box. If you use alternate forms, check *Other* and write the form identifier in the space under the corresponding scores. For example - 8.1, 8.2, 8.3

**Calculated Scores:** If not using a Data System, calculated scores can be computed manually and recorded below.

ORF Accuracy =  $\text{ORF Words Correct} / (\text{ORF Words Correct} + \text{ORF Errors}) \times 100$

Maze Adjusted =  $\text{Number Correct} - (0.5 \times \text{Number Incorrect})$

Composite score calculations can be found at [dibels.uoregon.edu](https://dibels.uoregon.edu)

	ORF Accuracy	Maze Adjusted	Composite Score
Benchmark 1 Beginning			
Benchmark 2 Middle			
Benchmark 3 End			

Examiner script	Reminders	
<p><b>Please read this</b> (point to passage) <b>out loud.</b></p> <p><b>If you get stuck, I will tell you the word, so you can keep reading. When I say ‘Stop’ I may ask you to tell me about what you read, so do your best reading.</b></p> <p><b>Start here</b> (point to first word of first paragraph of passage). <b>Ready? Begin.</b></p>	Start timer	When student says first word.
	Prompts	Student hesitates: wait 3 seconds; give correct word; mark the missed word as incorrect.
	Discontinue	Student does not get any words correct within the first line: discontinue ORF.

### Crows

Crows are scavengers. The birds will eat almost anything, from vegetables (11)  
 and fruit, to nuts and seeds. They'll devour insects, frogs, lizards, mice, smaller (24)  
 birds, basically any animal they can fit into their mouths. And they'll happily pick (38)  
 at the flesh of carrion, which probably accounts for why ancient people associated (51)  
 crows with death. (54)

Crows are playful birds, very sociable with their own kind, and they live in (68)  
 large extended family groups. They frequently indulge in silly games, such as (80)  
 carrying a twig high into the air, dropping it, then quickly swooping down and (94)  
 catching it. They've also been observed executing acrobatic backflips in flight. (105)

Though few species of crows migrate, very often, during the autumn and winter (118)  
 months, the birds will congregate in large groups, known as roosts. These roosts (131)  
 may range from a few dozen crows to hundreds of thousands. One astonishingly (144)  
 large roost, recorded in Oklahoma, was estimated at over two million crows. (156)  
 Exactly why they gather in such large groups remains a mystery, though (168)  
 researchers suspect that the birds congregate for protection against predators, as (179)  
 well as to communicate with one another and exchange information about where (191)  
 to find food. (194)

Nearly all ornithologists (from the ancient Greek words ornis "bird" and (205)  
 logos "explanation") agree that crows are vastly intelligent creatures, with large (216)  
 brains in relation to their body size. Their intelligence is near the top of the avian (232)  
 world, alongside that of parrots. Their brains, at least in scale, are larger than (246)  
 human brains. A human brain is about one - and - a - half percent of body mass, while the (263)  
 brain of an American crow is more than two percent of its body mass. (277)

And like us, crows are toolmakers. For example, they'll use straight twigs to (290)  
 poke for grubs, and then use a hooked twig to pull the grub from its hiding place. (307)

Crows often drop nuts onto roads and rocky surfaces to crack them open. In Japan, (322)  
the clever birds deposit walnuts at intersections, placing the nuts right in front of (336)  
the wheel of a car. Then, after the car crushes the nut, the crows return to peck at (354)  
the pieces. (356)

Total words read \_\_\_\_\_ Total errors \_\_\_\_\_ Total words correct \_\_\_\_\_

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### Government

Societies tend to function best when there are well - defined laws. Yet, even (13)  
 more important than the laws are the people who get to decide, enact, and enforce (28)  
 those laws. The people and structures that make those decisions are called (40)  
 government. Worldwide there are many types of government. These function at (51)  
 local, regional, and national levels. In all instances, government is the basis of (64)  
 power and control. But even when power is shared among people, problems arise. (77)  
 So, no form of rule is perfect. (84)

An aristocratic government is power and control in the hands of a few (97)  
 people. Usually these people are thought to be different from the general (109)  
 population in some way. Ways in which aristocrats are thought to be different (122)  
 include: wealth, physical strength, intelligence, honour, technology, or (130)  
 achievement. (131)

A despotic government is absolute power and control in the hands of a (144)  
 single person or very small group. Despotic rulers often rule out of self - interest (158)  
 and ignore the desires of the people. They often come to power in one of two (174)  
 ways. First, they can inherit power from a relative - such as a king or queen. (189)  
 These are known as absolute monarchs or dictators. Second, a despotic (200)  
 government can seize power from their predecessors. This process is called a (212)  
 military coup. Often despotic governments are authoritarian or totalitarian. This (222)  
 means that the person or people in power try to control all aspects of life. (237)

A democratic government is one in which people are involved in decision (249)  
 making. There are two main ways democracies function. One is direct democracy (261)  
 where people get to create, vote on, and enact laws on their own. The other is (277)  
 indirect democracy where citizens elect politicians to vote on and enact laws. Often (290)  
 in democracies a simple majority wins, but this can put people with minority (303)  
 viewpoints at a disadvantage. (307)

Anarchy is the opposite of government where a population is not ruled by (320)  
any controlling body. In some senses, people view anarchy as disorder due to the (334)  
lack of laws. However, for proponents of this form of "government", it removes all (348)  
power structures. It makes individuals truly equal because it removes power from (360)  
those with wealth, strength, merit, military arms, honour, and technology. (370)

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### Digital Music Recording

Just a little over a century ago, the only way to enjoy music was to play it (17)  
 or listen to it in person. Then, with the discovery of radio waves and the invention (33)  
 of recording technology, people could enjoy music anytime. Today, digital (43)  
 recordings make enjoying music even easier and more portable than ever. (54)  
 However, the process of producing music has become more complex. (64)

Prior to the sale of the first compact disc, or CD, music was sold and (79)  
 listened to on wax cylinders, phonographs, vinyl records, or cassette tapes. (90)  
 Although most of these technologies are thought to be obsolete, you can still buy (104)  
 music in these formats. (108)

Prior to recording the music, musicians would thoroughly practise their (118)  
 songs. Then they would head to a recording studio. The musicians would want to (132)  
 make sure their songs were ready for recording because studio time can be (145)  
 expensive. Some musicians who had the equipment could record from their home (157)  
 or garage, but the sound quality would not be as good. Either way, the technology (172)  
 didn't allow for much post - recording editing as the technology does now. So, they (186)  
 had to make sure to minimise mistakes prior to recording. Finally, the musicians (199)  
 would have to be in - sync because everyone would play together in real time. (213)

Although decades in the making, digital music wasn't available for (223)  
 purchase in the United States until the late seventies when the first compact disc (237)  
 was sold. Digital music recording has changed how music is recorded, produced, (249)  
 and sold. With digital music, musicians no longer have to be physically together to (263)  
 play together. In fact, with pop music, musicians may never see each other ever! (277)

In digital music, each part, voice, or instrument can be recorded on its own (291)  
 track. Usually, the first track is just a metronome or drum beat to keep time. Then, (307)

everyone records their own track when listening to that track and any other (320)  
already - recorded track. Usually, the rhythm section lays the first music track. (332)  
Then, basic chords and harmonies are added as the next track. Finally, the main (346)  
melody is added. But a song isn't finished yet. The last step is for a producer to (363)  
edit, enhance, and combine all the tracks into a final recording. (374)

Total words read \_\_\_\_\_ Total errors \_\_\_\_\_ Total words correct \_\_\_\_\_