

## Benchmark - Grade 2

### Scoring Booklet

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

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

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

	Assessment Date	Forms Given	NWF		WRF	ORF		Maze	
			CLS	WRC		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 - 2.1, 2.2, 2.3

**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			

DIBELS 8<sup>th</sup> Edition *Nonsense Word Fluency*

Benchmark NWF 2.Beginning

## Examiner script

**Look at this word** (Point to the first word on the practice form).

**It's a make-believe word. Watch me read the word: /h/ /a/ /p/ 'hap.'** (Point to each letter then run your finger fast beneath the whole word).

**I can say the sounds of the letters, /h/ /a/ /p/** (point to each letter), **or I can read the whole word 'hap.'** (Run your finger fast beneath the whole word).

**Your turn to read a make-believe word. Read this word the best you can.** (Point to the word "lum").

**Make sure you say any sounds you know.**

<p>CORRECT</p> <p>Student responds "lum" or with all of the sounds</p>	<p><b>That's right. The sounds are /h/ /u/ /m/ or 'lum.'</b></p>
<p>INCORRECT</p> <p>Student does not respond within <u>3 seconds</u> or responds incorrectly</p>	<p><b>Remember, you can say the sounds, or you can say the whole word. Watch me: the sounds are /h/ /u/ /m/</b> (point to each letter) <b>or 'lum.'</b> (Run your finger fast through the whole word). <b>Let's try again. Read this word the best you can.</b> (Point to the word "lum").</p>

(Place the student copy of the form in front of the student.)

**Here are some more make-believe words** (point to the student form). **Start here** (point to the first word) **and go across the page** (point across the page).

**When I say 'Begin', read the words the best you can. Point to each letter and tell me the sound or read the whole word. Put your finger on the first word. Ready? Begin.**

## Reminders

Start timer After you say **Begin**.

Prompts Student hesitates: wait 3 seconds; point to the next letter/word, and say "**Keep going**"; mark the missed sound/word as incorrect.

Discontinue Student does not get any sounds correct in the first 5 words: discontinue NWF.

Australasian Version  
Benchmark NWF 2.Beginning  
continued  
CLS WRC

tud /t//u//d/	neg /n//e//g/	sut /s//u//t/	gan /g//a//n/	fom /f//o//m/	/15	/5
tig /t//i//g/	rop /r//o//p/	lun /l//u//n/	nin /n//i//n/	yan /y//a//n/	/15	/5
nug /n//u//g/	rab /r//a//b/	sem /s//e//m/	ped /p//e//d/	dat /d//a//t/	/15	/5
nurn /n//er//n/	rud /r//u//d/	lote /l//O//t/	pab /p//a//b/	tork /t//or//k/	/15	/5
dob /d//o//b/	dar /d//ar/	hib /h//i//b/	vin /v//i//n/	rame /r//A//m/	/14	/5
hime /h//I//m/	lome /l//O//m/	von /v//o//n/	surp /s//er//p/	lep /l//e//p/	/15	/5
hage /h//A//j/	lum /l//u//m/	mide /m//I//d/	lib /l//i//b/	teb /t//e//b/	/15	/5
vem /v//e//m/	sish /s//i//sh/	carm /k//ar//m/	vot /v//o//t/	snan /s//n//a//n/	/16	/5
frit /f//r//i//t/	namp /n//a//m//p/	vig /v//i//g/	chon /ch//o//n/	pag /p//a//g/	/17	/5
fute /f//oo//t/	sabe /s//A//b/	pib /p//i//b/	gome /g//O//m/	mife /m//I//f/	/15	/5
mirk /m//er//k/	yend /y//e//n//d/	quem /k//w//e//m/	trint /t//r//i//n//t/	vard /v//ar//d/	/19	/5
durk /d//er//k/	chust /ch//u//s//t/	parb /p//ar//b/	sment /s//m//e//n//t/	gude /g//oo//d/	/18	/5
nilk /n//i//l//k/	thulk /th//u//l//k/	drut /d//r//u//t/	prost /p//r//i//o//s//t/	bish /b//i//sh/	/20	/5
slust /s//l//u//s//t/	skong /s//k//o//ng/	shount /sh//ow//n//t/	drid /d//r//i//d/	mult /m//u//l//t/	/21	/5
spead /s//p//i//d/	yept /y//e//p//t/	stoon /s//t//oo//n/	heep /h//E//p/	cround /k//r//ow//n//d/	/20	/5

Australasian Version  
Benchmark NWF 2.Beginning  
continued

					CLS	WRC
theam	preat	thram	spult	whift		
/th//E//m/	/p//r//E//t/	/th//r//a//m/	/s//p//u//l//t/	/w//i//f//t/	/20	/5
wrid	droul	stoach	rait	casp		
/r//i//d/	/d//r//ow/oo/O//l/	/s//t//O//ch/	/r//A//t/	/k//a//s//p/	/18	/5
snept	crelt	spift	sween	shooth		
/s//n//e//p//t/	/k//r//e//l//t/	/s//p//i//f//t/	/s//w//E//n/	/sh//oo//th/	/22	/5
racky	twack	chaspy	fleed	thilky		
/r//a//k//E/	/t//w//a//k/	/ch//a//s//p//E/	/f//l//E//d/	/th//i//l//k//E/	/22	/5
stesky	prinky	greal	wreat	spasp		
/s//t//e//s//k//E/	/p//r//i//ng//k//E/	/g//r//E//l/	/r//E//t/	/s//p//a//s//p/	/24	/5

Total Correct \_\_\_\_

DIBELS 8<sup>th</sup> Edition *Word Reading Fluency*

## Benchmark WRF 2.Beginning

Examiner script	Reminders
<p><b>Please read from this list of words</b> (Point to the student form).</p> <p><b>Start here</b> (point to the first word) <b>and go across the page</b> (point across the page).</p> <p><b>When I say ‘Begin’, point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.</b></p>	<p>Start timer      When student says the first word.</p> <p>Prompts      Student hesitates: wait 3 seconds; give correct word; point to the next word, and say “<b>Keep going</b>”; mark the missed word as incorrect.</p> <p>Discontinue      Student does not get any words correct within the first line (5 words): discontinue WRF.</p>

did	going	point	over	time	(5)
an	made	her	end	year	(10)
last	but	place	many	him	(15)
get	thing	he	people	too	(20)
lucky	sand	rest	everyone	along	(25)
travel	short	measure	pocket	speech	(30)
pack	keeping	wrong	crime	market	(35)
beach	radio	children	voice	hidden	(40)
saw	board	riding	families	alive	(45)
hot	important	small	motion	during	(50)
clothing	distance	honey	sum	evil	(55)
heavy	meaning	study	message	post	(60)
badly	model	smoke	daily	addition	(65)
grand	hung	spoke	joy	attend	(70)
having	army	quiet	seed	darkness	(75)
wet	check	trust	minute	hill	(80)
hotel	fast	missing	raw	machine	(85)
return	mother	king	pull	bowl	(90)
mind	plant	mixture	actor	football	(95)
idea	sweet	desk	avenue	match	(100)
theatre	baby	truck	strange	keep	(105)
wave	split	join	crowd	bird	(110)
meat	smile	joke	chair	wire	(115)
proud	coat	iron	grip	terrible	(120)
ill	hang	star	shoulder	sister	(125)
funny	hurt	nine	mistake	cream	(130)

Total Correct \_\_\_\_\_

DIBELS 8<sup>th</sup> Edition *Oral Reading Fluency*

## Benchmark ORF 2.Beginning

Examiner script	Reminders	
<b>Please read this</b> (point to passage) <b>out loud.</b>	Start timer	When student says first word.
<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>	Prompts	Student hesitates: wait 3 seconds; give correct word; mark the missed word as incorrect.
<b>Start here</b> (point to first word of first paragraph of passage). <b>Ready? Begin.</b>	Discontinue	Student does not get any words correct within the first line: discontinue ORF.

**Church Pears**

The church on our street has a big car park area. On a (13)  
 patch of grass at one end is a pear tree. The church car park (27)  
 and its tree are our playground. (33)

Most days there are no cars in the car park. On those (45)  
 days, my brother and I ride our bikes around and around. (56)  
 But our favourite thing is to climb the church pear tree. We (68)  
 have climbed that tree a hundred times. (75)

In the summer we help ourselves to the green pears. (85)  
 They never taste like the sliced pears that come in a can or (98)  
 the ones our mother buys at the store. They always taste (109)  
 sour. My brother spits on his pears. Then he wipes them on (121)  
 his shirt before taking a bite. I just eat mine as it is. (134)

We used to bring the green pears home, but we don't (145)  
 anymore. The last time we brought some home Mum threw (155)  
 them in the rubbish. Mum says the pears are sprayed with (165)  
 bug poison, and if we eat them we'll get sick. But we have (179)  
 eaten plenty and never gotten a tummy ache. (187)

We never eat the pears we find on the ground. Once I (199)  
 picked one up and found it covered with tiny ants. (209)  
 Sometimes we throw the fallen pears in high arcs across the (220)  
 car park, trying to see who can throw the furthest. (230)

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

DIBELS 8<sup>th</sup> Edition *Nonsense Word Fluency*

Benchmark NWF 2.Middle

## Examiner script

**Look at this word** (Point to the first word on the practice form).

**It's a make-believe word. Watch me read the word: /h/ /a/ /p/ 'hap.'** (Point to each letter then run your finger fast beneath the whole word).

**I can say the sounds of the letters, /h/ /a/ /p/** (point to each letter), **or I can read the whole word 'hap.'** (Run your finger fast beneath the whole word).

**Your turn to read a make-believe word. Read this word the best you can.** (Point to the word "lum").

**Make sure you say any sounds you know.**

<p>CORRECT</p> <p>Student responds "lum" or with all of the sounds</p>	<p><b>That's right. The sounds are /h/ /u/ /m/ or 'lum.'</b></p>
<p>INCORRECT</p> <p>Student does not respond within <u>3 seconds</u> or responds incorrectly</p>	<p><b>Remember, you can say the sounds, or you can say the whole word. Watch me: the sounds are /h/ /u/ /m/</b> (point to each letter) <b>or 'lum.'</b> (Run your finger fast through the whole word). <b>Let's try again. Read this word the best you can.</b> (Point to the word "lum").</p>

(Place the student copy of the form in front of the student.)

**Here are some more make-believe words** (point to the student form). **Start here** (point to the first word) **and go across the page** (point across the page).

**When I say 'Begin', read the words the best you can. Point to each letter and tell me the sound or read the whole word. Put your finger on the first word. Ready? Begin.**

## Reminders

Start timer After you say **Begin**.

Prompts Student hesitates: wait 3 seconds; point to the next letter/word, and say "**Keep going**"; mark the missed sound/word as incorrect.

Discontinue Student does not get any sounds correct in the first 5 words: discontinue NWF.

nem /n//e//m/	rep /r//e//p/	lom /l//o//m/	rab /r//a//b/	som /s//o//m/	/15	/5
ped /p//e//d/	tem /t//e//m/	sib /s//i//b/	lan /l//a//n/	hom /h//o//m/	/15	/5
het /h//e//t/	rem /r//e//m/	tum /t//u//m/	tid /t//i//d/	hig /h//i//g/	/15	/5
teb /t//e//b/	wat /w//a//t/	har /h//ar/	narb /n//ar//b/	fem /f//e//m/	/14	/5
lome /l//O//m/	tarm /t//ar//m/	gor /g//or/	nume /n//oo//m/	dod /d//o//d/	/14	/5
gom /g//o//m/	mim /m//i//m/	fom /f//o//m/	ag /a//g/	sart /s//ar//t/	/14	/5
fod /f//o//d/	mome /m//O//m/	tirt /t//er//t/	nern /n//er//n/	lod /l//o//d/	/15	/5
fote /f//O//t/	grat /g//r//a//t/	nust /n//u//s//t/	gop /g//o//p/	tunk /t//u//ng//k/	/18	/5
mip /m//i//p/	chon /ch//o//n/	pag /p//a//g/	mume /m//oo//m/	wab /w//a//b/	/15	/5
pog /p//o//g/	nurb /n//er//b/	bine /b//I//n/	smat /s//m//a//t/	wime /w//I//m/	/16	/5
clim /k//l//i//m/	shest /sh//e//s//t/	wirt /w//er//t/	yude /y//oo//d/	plish /p//l//i//sh/	/18	/5
trop /t//r//o//p/	flun /f//l//u//n/	smist /s//m//i//s//t/	scan /s//k//r//a//n/	cong /k//o//ng/	/21	/5
mirm /m//er//m/	drom /d//r//o//m/	parm /p//ar//m/	gude /g//oo//d/	thint /th//i//n//t/	/17	/5
shob /sh//o//b/	broul /b//r//(ow/oo/O)//l/	whisp /w//i//s//p/	shib /sh//i//b/	glag /g//l//a//g/	/18	/5
mout /m//ow//t/	phend /f//e//n//d/	skad /s//k//a//d/	wheld /w//e//l//d/	thoad /th//O//d/	/18	/5

Australasian Version  
Benchmark NWF 2.Middle  
continued

					CLS	WRC
tound /t//ow//n//d/	pleed /p//l//E//d/	nound /n//ow//n//d/	freg /f//r//e//g/	prusp /p//r//u//s//p/	/21	/5
choul /ch//(ow/oo/O)//l/	spold /s//p//O//l//d/	soom /s//oo//m/	spram /s//p//r//a//m/	thaith /th//A//th/	/19	/5
whocky /w//o//k//E/	shaim /sh//A//m/	tisty /t//i//s//t//E/	smoul /s//m//(ow/oo/O)//l/	presk /p//r//e//s//k/	/21	/5
sneld /s//n//e//l//d/	wount /w//ow//n//t/	plisty /p//l//i//s//t//E/	goint /g//r//oy//n//t/	skeld /s//k//e//l//d/	/25	/5
yeat /y//E//t/	thanty /th//a//n//t//E/	nanky /n//A//ng//k//E/	doist /d//oy//s//t/	splag /s//p//l//a//g/	/22	/5

Total Correct \_\_\_\_

DIBELS 8<sup>th</sup> Edition *Word Reading Fluency*

## Benchmark WRF 2.Middle

Examiner script	Reminders
<p><b>Please read from this list of words</b> (Point to the student form).</p> <p><b>Start here</b> (point to the first word) <b>and go across the page</b> (point across the page).</p> <p><b>When I say ‘Begin’, point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.</b></p>	<p>Start timer      When student says the first word.</p> <p>Prompts      Student hesitates: wait 3 seconds; give correct word; point to the next word, and say “<b>Keep going</b>”; mark the missed word as incorrect.</p> <p>Discontinue      Student does not get any words correct within the first line (5 words): discontinue WRF.</p>

back	look	one	make	be	(5)
time	own	your	very	now	(10)
many	think	that	can	part	(15)
put	said	against	my	we	(20)
send	families	tough	person	trade	(25)
check	loose	amount	children	amazing	(30)
plug	winning	team	game	captain	(35)
easy	evening	table	pound	money	(40)
school	neat	ran	ahead	actor	(45)
switch	glasses	friendly	yourself	sea	(50)
total	mud	fight	body	cold	(55)
turn	inside	hat	meaning	mouth	(60)
joke	dry	hurt	worn	ride	(65)
growth	pick	worth	gave	sit	(70)
baker	count	repeat	guest	lake	(75)
coming	force	island	running	raise	(80)
ladies	seen	age	bottom	stay	(85)
rock	head	truth	run	single	(90)
hot	numbers	youth	enter	trace	(95)
parties	remember	coffee	anger	flood	(100)
pocket	directions	ear	reader	healthy	(105)
deck	shopping	lucky	rough	arrive	(110)
guide	shoulder	joy	tube	clothing	(115)
uncle	denied	piano	terrible	spoke	(120)
throw	finger	prepare	village	taught	(125)
theatre	chief	keys	plane	crown	(130)

Total Correct \_\_\_\_\_

DIBELS 8<sup>th</sup> Edition *Oral Reading Fluency*

Benchmark ORF 2.Middle

Examiner script	Reminders	
<b>Please read this</b> (point to passage) <b>out loud.</b>	Start timer	When student says first word.
<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>	Prompts	Student hesitates: wait 3 seconds; give correct word; mark the missed word as incorrect.
<b>Start here</b> (point to first word of first paragraph of passage). <b>Ready? Begin.</b>	Discontinue	Student does not get any words correct within the first line: discontinue ORF.

**Pay Phones**

Do you know what a pay phone is? In the old days (12)  
when people were not home and wanted to make a phone (23)  
call, they had to use a pay phone. There were no mobile (35)  
phones back then. (38)

A pay phone was long, black and silver. It was about the (50)  
size of a large shoe box. Most pay phones were in front of (63)  
shops or on busy streets. (68)

Some pay phones were inside a tall glass box with a (79)  
door. You had to step inside to use the phone. When you (91)  
closed the door, you did not hear much noise. The person (102)  
you called could hear you better because it was quiet. (112)

To make a call, you put coins into a slot in the phone. (125)  
You could talk for only a few minutes. If you wanted to (137)  
talk longer you had to put in more change. (146)

A phone call made to someone in another town was (156)  
known as a long distance call. To make a long - distance (167)  
call, you dialed zero to speak to an operator. The operator (178)  
would tell you how much change to put into the coin slot. (190)  
Sometimes you had to put in a whole pocketful of ten and (202)  
twenty cent pieces. (205)

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

DIBELS 8<sup>th</sup> Edition *Nonsense Word Fluency*

Benchmark NWF 2.End

## Examiner script

**Look at this word** (Point to the first word on the practice form).

**It's a make-believe word. Watch me read the word: /h/ /a/ /p/ 'hap.'** (Point to each letter then run your finger fast beneath the whole word).

**I can say the sounds of the letters, /h/ /a/ /p/** (point to each letter), **or I can read the whole word 'hap.'** (Run your finger fast beneath the whole word).

**Your turn to read a make-believe word. Read this word the best you can.** (Point to the word "lum").

**Make sure you say any sounds you know.**

<p>CORRECT</p> <p>Student responds "lum" or with all of the sounds</p>	<p><b>That's right. The sounds are /h/ /u/ /m/ or 'lum.'</b></p>
<p>INCORRECT</p> <p>Student does not respond within <u>3 seconds</u> or responds incorrectly</p>	<p><b>Remember, you can say the sounds, or you can say the whole word. Watch me: the sounds are /h/ /u/ /m/</b> (point to each letter) <b>or 'lum.'</b> (Run your finger fast through the whole word). <b>Let's try again. Read this word the best you can.</b> (Point to the word "lum").</p>

(Place the student copy of the form in front of the student.)

**Here are some more make-believe words** (point to the student form). **Start here** (point to the first word) **and go across the page** (point across the page).

**When I say 'Begin', read the words the best you can. Point to each letter and tell me the sound or read the whole word. Put your finger on the first word. Ready? Begin.**

## Reminders

Start timer After you say **Begin**.

Prompts Student hesitates: wait 3 seconds; point to the next letter/word, and say "**Keep going**"; mark the missed sound/word as incorrect.

Discontinue Student does not get any sounds correct in the first 5 words: discontinue NWF.

# Australasian Version

Benchmark NWF 2.End

continued

CLS WRC

nop /n//o//p/	hig /h//i//g/	dat /d//a//t/	sep /s//e//p/	tup /t//u//p/	/15	/5
san /s//a//n/	pon /p//o//n/	tet /t//e//t/	teg /t//e//g/	gan /g//a//n/	/15	/5
lan /l//a//n/	sem /s//e//m/	nim /n//i//m/	tum /t//u//m/	het /h//e//t/	/15	/5
lart /l//ar//t/	cag /k//a//g/	fome /f//O//m/	hife /h//I//f/	hud /h//u//d/	/15	/5
pab /p//a//b/	tage /t//A//j/	nort /n//or//t/	wat /w//a//t/	dib /d//i//b/	/15	/5
pom /p//o//m/	seg /s//e//g/	dod /d//o//d/	lorm /l//or//m/	fem /f//e//m/	/15	/5
sern /s//er//n/	wom /w//o//m/	dern /d//er//n/	sode /s//O//d/	sime /s//I//m/	/15	/5
gort /g//or//t/	lerb /l//er//b/	og /o//g/	dibe /d//I//b/	whot /w//o//t/	/14	/5
skat /s//k//a//t/	kom /k//o//m/	wum /w//u//m/	wap /w//a//p/	yome /y//O//m/	/16	/5
snin /s//n//i//n/	hult /h//u//l//t/	ib /i//b/	prut /p//r//u//t/	fope /f//O//p/	/17	/5
quist /k/ /w//i//s//t/	tholk /th//O//k/	kern /k//er//n/	strim /s//t//r//i//m/	wrot /r//o//t/	/19	/5
spop /s//p//o//p/	blent /b//l//e//n//t/	twun /t//w//u//n/	fabe /f//A//b/	trag /t//r//a//g/	/20	/5
mabe /m//A//b/	crot /k//r//o//t/	bope /b//O//p/	yote /y//O//t/	thost /th//((o/O))//s//t/	/17	/5
prail /p//r//A//l/	gept /(g/j)//e//p//t/	thoost /th//oo//s//t/	whift /w//i//f//t/	praith /p//r//A//th/	/20	/5
plept /p//l//e//p//t/	noal /n//O//l/	tround /t//r//ow//n//d/	bept /b//e//p//t/	molck /m//O//k/	/20	/5

# Australasian Version

Benchmark NWF 2.End

continued

					CLS	WRC
snish	wrang	soist	jent	soud		
/s//n//i//sh/	/r//a//ng/	/s//oy//s//t/	/j//e//n//t/	/s//ow//d/	/18	/5
cheal	deat	shrid	brab	thoul		
/ch//E//l/	/d//E//t/	/sh//r//i//d/	/b//r//a//b/	/th//ow//oo//O//l/	/17	/5
racky	chispy	phamp	standy	roop		
/r//a//k//E/	/ch//i//s//p//E/	/f//a//m//p/	/s//t//a//n//d//E/	/r//oo//p/	/22	/5
shamp	geed	bloud	thinty	queach		
/sh//a//m//p/	/(g/j)//E//d/	/b//l//ow//d/	/th//i//n//t//E/	/k//w//E//ch/	/20	/5
frolk	rucky	skamp	tweld	frusp		
/f//r//O//k/	/r//u//k//E/	/s//k//a//m//p/	/t//w//e//l//d/	/f//r//u//s//p/	/23	/5

Total Correct \_\_\_\_

DIBELS 8<sup>th</sup> Edition *Word Reading Fluency*

Benchmark WRF 2.End

Examiner script	Reminders
<p><b>Please read from this list of words</b> (Point to the student form).</p> <p><b>Start here</b> (point to the first word) <b>and go across the page</b> (point across the page).</p> <p><b>When I say ‘Begin’, point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.</b></p>	<p>Start timer      When student says the first word.</p> <p>Prompts      Student hesitates: wait 3 seconds; give correct word; point to the next word, and say “<b>Keep going</b>”; mark the missed word as incorrect.</p> <p>Discontinue      Student does not get any words correct within the first line (5 words): discontinue WRF.</p>

not	old	other	too	end	(5)
from	she	enough	so	it	(10)
even	to	far	could	before	(15)
some	ever	order	day	best	(20)
calendar	fool	trip	run	smart	(25)
child	terrible	dare	pocket	finger	(30)
shot	midnight	fourth	prince	trade	(35)
behind	office	iron	human	try	(40)
send	table	saying	note	win	(45)
crown	prize	upper	reach	lady	(50)
match	crime	exactly	story	ball	(55)
plug	odd	danger	sky	written	(60)
difficult	son	follow	anger	book	(65)
shop	catch	frame	press	wet	(70)
thanks	careful	tongue	market	building	(75)
am	forces	leg	history	breakfast	(80)
pilot	navy	hall	beach	humour	(85)
marriage	came	today	cup	forget	(90)
small	fish	move	deep	country	(95)
mistake	mean	club	sound	fast	(100)
hold	nearly	weight	enemy	bank	(105)
award	water	tiny	joke	joy	(110)
honey	tough	gate	bigger	lock	(115)
arrive	crash	aid	beauty	kilometre	(120)
bread	pitch	loves	plate	tie	(125)
ladies	rice	soil	hearts	missing	(130)

Total Correct \_\_\_\_\_

DIBELS 8<sup>th</sup> Edition *Oral Reading Fluency*

Benchmark ORF 2.End

Examiner script	Reminders
<b>Please read this</b> (point to passage) <b>out loud.</b>	Start timer      When student says first word.
<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>	Prompts      Student hesitates: wait 3 seconds; give correct word; mark the missed word as incorrect.
<b>Start here</b> (point to first word of first paragraph of passage). <b>Ready? Begin.</b>	Discontinue      Student does not get any words correct within the first line: discontinue ORF.

**Puppy Love**

A puppy needs love and care just like a baby. The	(11)
most important thing a puppy needs is to get his jabs from	(23)
the doctor.	(25)
These are a few other things a puppy needs: a leash,	(36)
food bowl, dog food, a brush and a small kennel.	(46)
A puppy needs to be trained. You need to take your	(57)
puppy outside to play. They need to move around.	(66)
A puppy can go to the toilet inside or outside. If	(77)
you put newspaper on the floor in the house you can train	(89)
him to go to the toilet on it.	(97)
A puppy will need lots of toys to chew on. If he has toys	(111)
to chew on, then he won't chew up everything in your house.	(123)
Puppies' teeth are growing, and they need to chew	(132)
on things to make them stronger.	(138)
Baths keep your puppy clean. After he has a bath, you	(149)
can brush him. This will make him feel good.	(158)
If you leave the puppy home alone, you should put	(168)
him in a kennel so that he does not mess up your house.	(181)
Your puppy may cry if you leave him alone. When you	(192)
come home, he will be happy to see you.	(201)

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