

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

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

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

	Assessment Date	Forms Given	LNF	PSF	NWF		WRF	ORF	
					CLS	WRC		Words Correct	Errors
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 - 1.1, 1.2, 1.3

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

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

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

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

Examiner script	Reminders
<p><b>Here are some letters</b> (point to the student form).</p> <p><b>Tell me the names of as many letters as you can.</b></p> <p><b>When I say ‘Begin,’ start here</b> (point to the first letter), <b>and go across the page</b> (point).</p> <p><b>Point to each letter and tell me the name of that letter. If you come to a letter you don’t know, I’ll tell it to you. Put your finger on the first letter. Ready? Begin.</b></p>	<p><b>Start timer</b> After you say <b>Begin</b>.</p> <p><b>Prompts</b> Student hesitates: wait 3 seconds; name the letter; point to the next letter, and say <b>Keep going</b>; mark the missed letter as incorrect.</p> <p>Student says letter sounds: say <b>Remember, tell me the letter’s name, not its sound</b>. Score letter sounds as incorrect.</p> <p><b>Discontinue</b> Student does not produce any correct letter names in the first line (10 letters): discontinue LNF.</p>

e h c v T P D L K V (10)

s g M G X i f I B z (20)

u A H Y o k R j Z d (30)

b N F Q r S O q t p (40)

C x J a m E U Z n y (50)

E F V n b H z i p S (60)

O Y o c I U X d g N (70)

j Q h v M K a f A B (80)

J t m C D V r k P G (90)

V s y R L e u T x q (100)

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

Examiner script		Reminders				
<p>I am going to say a word. After I say it, you tell me all the sounds you hear in the word. So, if I say ‘mop,’ you would say /m/ /o/ /p/. If I say the word ‘cat’ you would say /c/ /a/ /t/. Let’s try one (1 second pause).</p> <p>Tell me the sounds in ‘sun’. Tell me any sounds you hear.</p> <table border="1"> <tr> <td>CORRECT Student says /s/ /u/ /n/</td> <td>Very good. The sounds in ‘sun’ are /s/ /u/ /n/.</td> </tr> <tr> <td>INCORRECT Student gives any other response</td> <td>The sounds in ‘sun’ are /s/ /u/ /n/. Your turn. Tell me the sounds in ‘sun.’ Tell me any sounds you hear.</td> </tr> </table> <p>OK. Here is your first word.</p>		CORRECT Student says /s/ /u/ /n/	Very good. The sounds in ‘sun’ are /s/ /u/ /n/.	INCORRECT Student gives any other response	The sounds in ‘sun’ are /s/ /u/ /n/. Your turn. Tell me the sounds in ‘sun.’ Tell me any sounds you hear.	<p>Start timer After you give the first word.</p> <p>Prompts Student hesitates: wait 3 seconds; give the next word; score the missed word as incorrect.</p> <p>Discontinue Student does not get any sounds correct in the first 5 words: discontinue PSF.</p>
CORRECT Student says /s/ /u/ /n/	Very good. The sounds in ‘sun’ are /s/ /u/ /n/.					
INCORRECT Student gives any other response	The sounds in ‘sun’ are /s/ /u/ /n/. Your turn. Tell me the sounds in ‘sun.’ Tell me any sounds you hear.					

be /b/ /E/	who /h/ /oo/	say /s/ /A/	/6
on /o/ /n/	said /s/ /e/ /d/	came /k/ /A/ /m/	/8
wave /w/ /A/ /v/	bought /b/ /o/ /t/	talk /t/ /o/ /k/	/9
job /j/ /o/ /b/	mouth /m/ /ow/ /th/	allow /u/ /l/ /ow/	/9
skin /s/ /k/ /i/ /n/	just /j/ /u/ /s/ /t/	today /t/ /oo/ /d/ /A/	/12
written /r/ /i/ /t/ /n/	plus /p/ /l/ /u/ /s/	story /s/ /t/ /or/ /E/	/12
trip /t/ /r/ /i/ /p/	alone /u/ /l/ /O/ /n/	forward /f/ /or/ /w/ /er/ /d/	/13
center /s/ /e/ /n/ /t/ /er/	winter /w/ /i/ /n/ /t/ /er/	stand /s/ /t/ /a/ /n/ /d/	/15
warning /w/ /or/ /n/ /i/ /ng/	pretty /p/ /r/ /i/ /t/ /E/	safety /s/ /A/ /f/ /t/ /E/	/15
brother /b/ /r/ /u/ /TH/ /er/	building /b/ /i/ /l/ /d/ /i/ /ng/	library /l/ /l/ /b/ /r/ /air/ /E/	/17

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

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.

Benchmark NWF 1.Middle  
continued

					CLS	WRC
rit	dut	rin	nop	tob		
/r//i//t/	/d//u//t/	/r//i//n/	/n//o//p/	/t//o//b/	/15	/5
hab	tib	mun	tup	rem		
/h//a//b/	/t//i//b/	/m//u//n/	/t//u//p/	/r//e//m/	/15	/5
hin	fom	nid	rop	nup		
/h//i//n/	/f//o//m/	/n//i//d/	/r//o//p/	/n//u//p/	/15	/5
nen	nim	sug	gan	nem		
/n//e//n/	/n//i//m/	/s//u//g/	/g//a//n/	/n//e//m/	/15	/5
hon	rep	hap	nin	et		
/h//o//n/	/r//e//p/	/h//a//p/	/n//i//n/	/e//t/	/14	/5
dop	yar	nibe	hote	ter		
/d//o//p/	/y//ar/	/n//l//b/	/h//O//t/	/t//er/	/13	/5
pom	mag	yat	lib	yot		
/p//o//m/	/m//a//g/	/y//a//t/	/l//i//b/	/y//o//t/	/15	/5
cug	nale	hup	terb	nume		
/k//u//g/	/n//A//l/	/h//u//p/	/t//er//b/	/n//oo//m/	/15	/5
nage	ag	sorm	reg	narm		
/n//A//j/	/a//g/	/s//or//m/	/r//e//g/	/n//ar//m/	/14	/5
hurn	ging	ib	ling	thon		
/h//ur//n/	/(g/j)//i//ng/	/i//b/	/l//i//ng/	/th//o//n/	/14	/5
spom	mern	derd	surk	tast		
/s//p//o//m/	/m//er//n/	/d//er//d/	/s//ur//k/	/t//a//s//t/	/17	/5
rolk	geg	wup	yun	wum		
/r//O//k/	/(g/j)//e//g/	/w//u//p/	/y//u//n/	/w//u//m/	/15	/5
serd	clim	twint	trond	nasp		
/s//er//d/	/k//l//i//m/	/t//w//i//n//t/	/t//r//o//n//d/	/n//a//s//p/	/21	/5
cabe	glet	quist	pode	kort		
/k//A//b/	/g//l//e//t/	/k/ /w//i//s//t/	/p//O//d/	/k//or//t/	/18	/5
swint	trist	mirm	slet	bame		
/s//w//i//n//t/	/t//r//i//s//t/	/m//ir//m/	/s//l//e//t/	/b//A//m/	/20	/5

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

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>

on	is	by	it	one	(5)
for	more	at	but	with	(10)
we	this	if	has	in	(15)
home	bad	own	light	into	(20)
guess	between	travel	driver	move	(25)
again	chain	play	draw	race	(30)
third	snow	land	secret	food	(35)
safety	peace	floor	learn	season	(40)
next	mouth	glass	help	seen	(45)
heavy	last	hand	today	clean	(50)
normal	get	point	class	even	(55)
about	piece	ago	fight	came	(60)
learned	over	pretty	maybe	give	(65)
then	began	see	yourself	while	(70)
evil	none	train	art	carry	(75)
people	thing	wild	wish	high	(80)
best	trip	useful	meeting	speed	(85)
girl	she	held	straight	mind	(90)
six	warning	less	coast	room	(95)
foot	appear	quick	station	parties	(100)
send	post	western	perfect	summer	(105)

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

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.

### Jack and Jill

Jack and his sister were teased about their names. (9)

Jack's sister was named Jill. That made them Jack (18)

and Jill like in the old nursery rhyme. The other kids (29)

thought their names were very funny. (35)

The other kids would ask them if they were on (45)

their way to climb a hill. They would also ask if their (57)

mother sent them to fetch a pail of water. (66)

Jack would shake his head no. Jill would hold (75)

her head high and not say a word. They tried not to (87)

get mad. They knew that getting mad just makes (96)

teasing worse. But that didn't stop the teasing. (104)

The kids would tell Jack to watch his step. (113)

"Don't fall down the hill," they would say. If Jack (123)

tripped, the kids would ask if he had broken his (133)

crown. Jill got teased just as much. "Don't go (142)

tumbling after your brother," they would say. (149)

But Jack and Jill just smiled. They liked their (158)

names just fine. They liked the nursery rhyme, too. (167)

Most of all they were glad that they could get water (178)

from the faucet anytime they wanted. No hill. No (187)

pail. No problem. (190)

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