

# Dynamic Indicators of Basic Early Literacy Skills™ 6<sup>th</sup> Edition

## DIBELS®

### *Second Grade Scoring Booklet* *DIBELS® Benchmark Assessment*

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Available:

<http://dibels.uoregon.edu/>

Instructions:

This packet includes 2 parts: the student response form and student stimulus materials. The student response forms are photocopied back to back and saddle stapled. The same form is used by each student for each benchmark assessment throughout the year. The second part is the reusable student stimulus materials. Make one copy for each person who is doing the benchmark testing. They can be laminated and comb bound for reuse.

Good, R. H., & Kaminski, R. A. (Eds.). (2007). *Dynamic Indicators of Basic Early Literacy Skills* (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement.  
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# Dynamic Indicators of Basic Early Literacy Skills™ 6th Ed.

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

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

	Benchmark 1 Beginning/Fall		Benchmark 2 Middle/Winter		Benchmark 3 End/Spring	
Date						
Nonsense Word Fluency	CLS	WRC				
DIBELS® Oral Reading Fluency	Correct (median)	Errors (median)	Correct (median)	Errors (median)	Correct (median)	Errors (median)
Retell Fluency (Optional)	(Median score)		(Median score)		(Median score)	
Word Use Fluency (Optional)	(Optional)		(Optional)		(Optional)	

CLS = Correct letter-sound correspondences.

WRC = Words recoded completely and correctly as a whole word.

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## Second Grade Scoring Booklet Benchmark Assessment

Revised 06/11/07

**DIBELS® Nonsense Word Fluency**

*Short Form Directions*

Make sure you have reviewed the long form of the directions in the *DIBELS Administration and Scoring Guide* and have them available. Say these specific directions to the student:

**Look at this word** (point to the first word on the practice probe). **It's a make-believe word. Watch me read the word: /s/ /i/ /m/.** "sim" (point to each letter then run your finger fast beneath the whole word). **I can say the sounds of the letters, /s/ /i/ /m/** (point to each letter), **or I can read the whole word, "sim"** (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 "lut"). **Make sure you say any sounds you know.**

<p><b>INCORRECT OR NO RESPONSE:</b> If the child does not respond within 3 seconds or responds incorrectly, say</p>	<p><b>CORRECT RESPONSE:</b> If the child responds "lut" or with some or all of the sounds, say</p>
<p><b>Remember, you can say the sounds or you can say the whole word. Watch me: the sounds are /l/ /u/ /t/ (point to each letter) or "lut" (run your finger fast beneath the whole word). Let's try again. Read this word the best you can</b> (point to the word "lut").</p>	<p><b>That's right. The sounds are /l/ /u/ /t/ or "lut."</b></p>

Place the student copy of the probe in front of the child.

**Here are some more make-believe words** (point to the student probe). **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. Read the words the best you can.** **Put your finger on the first word. Ready, begin.** Start your stopwatch.

**Notes:**

**Notes:**

**Benchmark 1**  
**DIBELS® Nonsense Word Fluency**

v o g	t e l	u t	v o v	l a c	___/14
z e k	r o k	e n	z u b	p e z	___/14
i v	l i g	f a f	w e l	k o z	___/14
w o m	j o p	d a v	e g	l a f	___/14
k i z	f o m	i m	f o s	k u j	___/14
z a b	y o m	w u j	s e d	k i b	___/15
t a m	w a b	j u z	a z	z u l	___/14
v e p	n e j	y e g	b o k	b o v	___/15
a p	b e j	y a z	l i v	p e m	___/14
l e k	d u n	s o j	e b	m e b	___/14

Total correct letter sounds (CLS): \_\_\_\_\_

Total words recoded completely and correctly (WRC): \_\_\_\_\_

Error Pattern:

**DIBELS® Oral Reading Fluency**

*Short Form Directions*

Make sure you have reviewed the long form of the directions in the *DIBELS Administration and Scoring Guide* and have them available. Say these specific directions to the student:

***Please read this (point) out loud. 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. Start here (point to the first word of the passage). Begin.***

Start your stopwatch when the student says the first word of the passage.

At the end of **1 minute**, place a bracket ( ] ) after the last word provided by the student, stop and reset the stopwatch, and say, “Stop.” (remove the passage)

If the student reads more than 10 words correct, proceed with the retell part. Say,

***Please tell me all about what you just read. Try to tell me everything you can. Begin.*** Start your stopwatch after you say “Begin.”

The first time the student does not say anything for 3 seconds, say, “***Try to tell me everything you can.***” This prompt can be used only once.

If the student does not say anything or gets off track for 5 seconds, circle the total number of words in the student’s retell and say, “***Stop.***”

At the end of **1 minute**, circle the total number of words in the student’s retell and say, “***Stop.***”

**Discontinue rule**—No words read correctly in the first row.  
**Hesitation rule**—3 seconds—Tell the student the word. If necessary, indicate for student to continue with next word.

Do not give passages #2 and #3 and do not administer retell if student reads fewer than 10 words correctly.

**Reminder**

**Benchmark 3**  
**DIBELS® Word Use Fluency**

CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>telephone</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>real</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>swan</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>straws</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>directions</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>lap</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>calm</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>melt</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>deeper</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>clay</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>between</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>creek</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>paragraph</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>wondered</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>stone</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>drop</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>fell</b>
CI	19 20 21 22 23 24 25 26 27	0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	<b>lay</b>
Total words in correct sentences:			

**Benchmark 3.3**  
**DIBELS® Oral Reading Fluency**

My Drift Bottle

I read a story about people who met because of a message 12  
inside a bottle. A man put the message inside the bottle and 24  
tossed it in the ocean. Months later, a lady found the bottle on a 38  
beach far across the ocean. 43

I asked my teacher if we could try sending a message in a 56  
bottle. She said she would save a bottle with a tight lid for me. 70  
She said we could launch the bottle on our next field trip to the 84  
beach. It was our class project. I wrote a letter about myself for 97  
the bottle. Some of my friends wrote letters, also. 106

After we were done, we showed our letters to my teacher. 117  
She said we could put all the letters in the bottle. We asked 130  
whoever found the bottle to write to us at our school. We wanted 143  
to know how far the bottle would go. We took the bottle along 156  
on our next trip to the shore. We stood on the beach until the tide 171  
started to go out. Then I threw the bottle as far as I could. We 186  
watched it bob in the waves until we could not see it anymore. 199

Now every day I wonder if someone has found our message. 210  
I wonder if the bottle is still drifting on the waves. I wonder if it 225  
is traveling across the ocean and imagine the different countries 235  
it might reach. I hope someday we find out where it went. 247

Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell: ORF Total: \_\_\_\_\_

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: \_\_\_\_\_

**Benchmark 1.1**  
**DIBELS® Oral Reading Fluency**

Mom's New Job

Yesterday my mom started her new job. Her job is to drive a 13  
school bus every morning. She took driving classes to get ready 24  
for her new job. She had to get a special license, too. She wears a 39  
dark blue uniform with a yellow vest. 46

Now that she is driving a school bus, my mom has to get up 60  
even earlier than we do. She has to be at work on time or the 75  
children won't get to school on time. She does her best to get 88  
everyone to school on time. 93

When I came down to the kitchen for breakfast yesterday, 103  
Dad and Mom were eating cereal and drinking coffee together. 113  
Since Mom has to leave early, I knew she wouldn't have time to 126  
make my breakfast anymore. I sat down and fixed myself a bowl 138  
of cereal. 140

“Did you make my lunch, Mom?” I asked. 148

“I made it for you,” said Dad. “I made mom's and mine, 160  
too.” 161

“We're all going to take turns making lunches,” Mom said. 171  
“Next week you'll get to make all three lunches.” 180

That afternoon when I came home from school, I smelled 190  
something good. There was mom in the kitchen, taking chocolate 200  
chip cookies out of the oven. 206

“I made a treat for our lunches tomorrow,” she said. “Here, 217  
you may have one.” 221

“How was your second day on the job, Mom?” I asked. 232

“Just great, honey. I love my new job,” she said. 242

Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell: ORF Total: \_\_\_\_\_

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: \_\_\_\_\_

**Benchmark 3.2**  
**DIBELS® Oral Reading Fluency**

My Grandpa Snores

12 It's hard to get a good night's rest at my grandpa and  
 21 grandpa's house because my grandpa snores. Grandpa says he  
 32 snores so loudly that he almost snores his head off. Grandpa  
 43 sleeps in a bedroom all by himself because his snoring keeps  
 45 Grandpa awake.  
 57 Grandpa's snore is so loud he sounds like a big bull elephant.  
 70 He sounds like the largest lion in the zoo giving his loudest roar.  
 82 He's as loud as a huge grizzly bear or an old moose.  
 86 Anyway, he's very loud.  
 97 Grandpa says that when she wants to get a good night's  
 109 sleep she just puts in her earplugs and shuts her bedroom door.  
 122 When I spent the night, I didn't get very much sleep. I tried  
 136 putting my pillow over my head. Then I got all the way under the  
 149 covers. Then I crawled under the bed. No matter what I did, I  
 160 could still hear Grandpa. His snoring kept me awake almost all  
 162 night long.  
 175 By morning I was so tired that I fell asleep at the breakfast  
 188 table. I almost hit my cereal bowl with my chin. Grandpa had to  
 191 shake me awake.  
 202 "Wake up, Will," she said. "Wake up, now you're the one  
 213 snoring." We all laughed. I guess I learned how from my  
 224 grandpa. Next time I sleep at Grandpa and Grandpa's house I  
 234 am going to bring earplugs so I can sleep, too.

Retell: \_\_\_\_\_  
 Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_  
 ORF Total: \_\_\_\_\_

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: \_\_\_\_\_

**Benchmark 1.2**  
**DIBELS® Oral Reading Fluency**

My Handprints

11 We have our handprints hanging on the wall at our house.  
 23 When my brother and I were little we made them for Mother's  
 36 Day. We each pushed our hands into the wet clay. After the clay  
 48 dried, our teacher wrote our names on them. She made holes to  
 59 hang the handprints up. After they were finished, we gave them  
 70 to our mom. Mom said they were beautiful works of art.  
 82 Once we took a vacation to the Southwest. We saw how the  
 92 Zunis used their handprints to tell stories. We visited caves  
 103 where there were handprints all over the walls. The prints were  
 115 very, very old. Some were little and some were big. The Zunis  
 126 dipped their hands in colored clay that looked like paint. Then  
 136 they pressed their hands on the walls of the cave.  
 147 Each handprint was like writing a name on the wall. Today  
 159 the handprints are like history books. They tell the stories of the  
 170 people who used to live there. We didn't touch the handprints  
 177 because even one fingerprint could ruin them.  
 189 We wanted to bring home reminders of our visit. We went to  
 203 the Zuni gift shop. My mother bought a pin that is shaped like a  
 217 handprint. I bought a book about a boy my age. He lived in one  
 230 of the caves many years ago. The book told about how he lived  
 236 and how he helped his family.

Retell: \_\_\_\_\_  
 Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_  
 ORF Total: \_\_\_\_\_

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: \_\_\_\_\_

**Benchmark 3.1**  
**DIBELS® Oral Reading Fluency**

If I Had a Robot

If I had a robot, he would do everything I don't like to do. 14  
 First, he'd brush his teeth. Then, he'd get dressed for school. I 26  
 would stay in bed. He would make my lunch. He knows pizza 38  
 and cookies are my favorite. My robot would carry my books 49  
 and lunch for me. He might even carry my friend's books. 60

At school, my robot would tell me all the right answers. He 72  
 would take my spelling test for me and get all of the words right. 86  
 During recess, my robot would do extra credit while I played. I 98  
 would eat the lunch my robot made. Everyone would want to 109  
 trade for my cookies. I'd make my robot eat everything I didn't 121  
 like. 122

When school was over, my robot would do my homework. It 133  
 would be perfect and in his best handwriting. I would play 144  
 outside with my dog. After dinner, my robot would do my 155  
 chores. He would pick up my clothes. He would empty the 166  
 garbage. He would feed the cat and the dog. I would watch TV 179  
 and play chess with my dad. My robot would bring me a big 192  
 piece of chocolate cake. 196

My robot would take a bath and wash his hair. Then my 208  
 robot would brush his teeth. I would hug my dad and kiss my 221  
 mom goodnight. My robot would have to hug my little brother. 232

Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell: ORF Total: \_\_\_\_\_

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: \_\_\_\_\_

**Benchmark 1.3**  
**DIBELS® Oral Reading Fluency**

Meals on Wheels

Last Friday I didn't have to go to school so my mom asked 13  
 me to go with her to deliver Meals on Wheels. Meals on Wheels 26  
 is for elderly people who have difficulty cooking for themselves. 36  
 Some of them don't have any children or family to look after 48  
 them. Volunteers bring meals to their homes. My mom 57  
 volunteers every Friday. 60

My mom and I went to the Meals on Wheels office and 72  
 picked up the dinners. The dinners had meat loaf, potatoes, 82  
 gravy, bread, salad, a piece of cake, juice, and milk. It made me 95  
 hungry to smell them. We set off in the car to deliver the dinners. 109  
 We were careful to wear our seat belts. 117

Mom let me carry the food up to the door. She introduced me 130  
 to each person. I put the food down on the table and opened the 144  
 milk and juice cartons. Some people were in wheelchairs and 154  
 some used walkers. Some could answer the door but not walk 165  
 very well. Everyone was nice. One lady was extra nice. She 176  
 asked my mom if I could have a piece of candy for helping. 189  
 Mom said I could. 193

Besides bringing a hot dinner, my mother checks to make 203  
 sure that each person is all right. Mom says sometimes the Meals 215  
 on Wheels volunteer is the only visitor who comes to their house 227  
 all week. I asked Mom if I could help again some time. I really 241  
 liked the people, and it made me feel proud to help. She smiled 254  
 and said yes. 257

Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell: ORF Total: \_\_\_\_\_

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: \_\_\_\_\_



**DIBELS® Word Use Fluency**

*Short Form Directions*

Make sure you have reviewed the long form of the directions in the *DIBELS Administration and Scoring Guide* and have them available. Say these specific directions to the student:

*Listen to me use this word: "green." (pause) "The grass is green." Here is another word: "jump." (pause) "I like to jump rope." Your turn to use a word. (pause) "Rabbit."*

<b>CORRECT RESPONSE</b> If student uses the word correctly in a phrase, say	<b>Very good.</b>
<b>INCORRECT RESPONSE:</b> If student gives any other response, say	<i>Listen to me use the word "rabbit." (pause) "The rabbit is eating a carrot." Your turn. "Rabbit."</i>

**OK. Here is your first word.**

Start your stopwatch after you give the student the first word.

**Benchmark 2**  
**DIBELS® Word Use Fluency**

—	CI	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	<b>friends</b>
—	CI	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	<b>kid</b>
—	CI	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	<b>weight</b>
—	CI	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	<b>stiff</b>
—	CI	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	<b>per</b>
—	CI	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	<b>shoulders</b>
—	CI	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	<b>hoping</b>
—	CI	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	<b>pay</b>
—	CI	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	<b>surprise</b>
—	CI	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	<b>fisher</b>
—	CI	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	<b>bet</b>
—	CI	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	<b>buck</b>
—	CI	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	<b>dragged</b>
—	CI	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	<b>fst</b>
—	CI	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	<b>goblin</b>
—	CI	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	<b>reminded</b>
—	CI	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	<b>dim</b>
—	CI	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	<b>sink</b>
		Total words in correct sentences:	

**Benchmark 2.3**  
**DIBELS® Oral Reading Fluency**

Stars of the Sea

What fish looks like it belongs more in the sky than in the sea? The answer is a starfish. Most starfish have five arms, but some have many more. If a starfish loses an arm, it grows a new one. A starfish can lose one or two arms and still be just fine.

A starfish can stretch its arms to as long as two feet. The starfish uses its arms to move through water or along rocks. A starfish has tiny tubes on the undersides of its arms. The tubes are like sticky suction cups. The starfish can hold on to rocks even in the waves. The tubes work like hundreds of tiny feet. Starfish crawl along the ocean bottom, but they don't move very fast.

A starfish eats tiny fish and plants. Its mouth is on the bottom, in the center of the star. Their favorite food is shellfish, and they can eat a lot. The starfish eats during high tide, when the waves bring in lots of food. During low tide you might find them holding onto the rocks and waiting for the tide to change.

Starfish come in many colors, including yellow, orange, red, blue, purple, pink, and brown. They come in all sizes, from tiny to very large. When many different ones are in the same area they look like a rainbow under water.

Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell: ORF Total: \_\_\_\_\_

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: \_\_\_\_\_

**Benchmark 1**  
**DIBELS® Word Use Fluency**

<i>sticks</i>	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	_____ C I
<i>feeding</i>	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	_____ C I
<i>difference</i>	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	_____ C I
<i>across</i>	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	_____ C I
<i>bicycle</i>	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	_____ C I
<i>robbers</i>	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	_____ C I
<i>nectar</i>	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	_____ C I
<i>sleeve</i>	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	_____ C I
<i>wagged</i>	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	_____ C I
<i>ages</i>	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	_____ C I
<i>charge</i>	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	_____ C I
<i>looks</i>	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	_____ C I
<i>spinning</i>	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	_____ C I
<i>examples</i>	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	_____ C I
<i>woman</i>	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	_____ C I
<i>moaned</i>	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	_____ C I
<i>stuck</i>	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	_____ C I
<i>family</i>	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	_____ C I

Total words in correct sentences:

**Benchmark 2.2**  
**DIBELS® Oral Reading Fluency**

Moving Day

11 Saturday is moving day. Our whole family is moving to a  
 23 new house. My parents decided we were just too crowded in our  
 34 apartment and we needed more room. At our new house my  
 46 brother and I won't have to share a room anymore. The house  
 60 has two bathrooms so we won't have to stand in line to use the  
 72 bathroom anymore. We will have a garage for the car. We will  
 86 even have a fenced yard with a swing set and room for a garden.  
 99 Our apartment is full of boxes. I have to pack up my clothes  
 111 and my toys. I'm helping my brother pack his things because he  
 124 is little. My mom is putting the dishes and pans in cartons. My  
 131 stepdad is packing up sheets and blankets.  
 143 When we are ready, the moving van will load up our stuff.  
 156 We will lead the way to the new house. Dad says by Sunday  
 168 everything will be put away. Before long the new house will start  
 172 to feel like home.  
 187 On Monday we will go to a new school on a new bus. I will  
 200 miss all of my friends, but mom says they can come visit soon.  
 213 Dad says we will make new friends at the new house and the  
 215 new school.

Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell: \_\_\_\_\_ ORF Total: \_\_\_\_\_

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
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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
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Retell Total: \_\_\_\_\_

**Benchmark 2.1**  
**DIBELS® Oral Reading Fluency**

Riding the Roller Coaster

15 When I was seven, my dad took me for a ride on a big roller  
 26 coaster. It is called The Screamer. It's the biggest roller coaster  
 40 around. You have to be at least seven years old and with an adult  
 55 to ride it. The day after my seventh birthday, I told my dad I was  
 62 ready to go and ride The Screamer.  
 76 When we arrived at the park I wasn't so sure I was ready to  
 90 ride The Screamer after all. It was so tall we couldn't see the top  
 103 and we could hear the people screaming as they rode on it. Some  
 115 of the people looked nervous as they were starting the ride. They  
 123 looked kind of wobbly when they got off.  
 137 I told my dad I would like to ride some of the smaller rides  
 151 first. I wanted to get warmed up for the big one. Finally I was  
 163 ready. Dad bought our tickets and we waited in line. Then we  
 165 were next.  
 178 I took a deep breath, got into the car, and buckled the seat  
 190 belt. The car slowly started up the track. The trucks on the  
 200 highway below looked like toys. Then the roller coaster went  
 213 over the top. We zoomed down so fast I thought we would leave  
 224 the tracks, then we climbed slowly up again. We zipped around  
 240 the curves and I threw my arms up in the air. It was so much fun  
 253 that I wanted to do it again as soon as it was over.

Total words: \_\_\_\_\_ – errors: \_\_\_\_\_ = words correct: \_\_\_\_\_

Retell: \_\_\_\_\_ ORF Total: \_\_\_\_\_

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: \_\_\_\_\_

# Dynamic Indicators of Basic Early Literacy Skills™ 6<sup>th</sup> Edition

## DIBELS®

### *Second Grade Student Materials* *DIBELS® Benchmark Assessment*

Edited By:

Roland H. Good III

Ruth A. Kaminski

*University of Oregon*

*Dynamic Measurement Group, Inc.*

Available:

<http://dibels.uoregon.edu/>

Instructions:

These are reusable student stimulus materials. Make one copy for each person who is doing the benchmark testing. They can be laminated and comb bound for reuse.

Good, R. H., & Kaminski, R. A. (Eds.). (2007). *Dynamic Indicators of Basic Early Literacy Skills* (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement.  
Available: <http://dibels.uoregon.edu/>

sim

lut

vog	tel	ut	vov	lac
zek	rok	en	zub	pez
iv	lig	faf	wel	koz
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kiz	fom	im	fos	kuj
zab	yom	wuj	sed	kib
tam	wab	juz	az	zul
vep	nej	yeg	bok	bov
ap	bej	yaz	liv	pem
lek	dun	soj	eb	meb

## Mom's New Job

Yesterday my mom started her new job. Her job is to drive a school bus every morning. She took driving classes to get ready for her new job. She had to get a special license, too. She wears a dark blue uniform with a yellow vest.

Now that she is driving a school bus, my mom has to get up even earlier than we do. She has to be at work on time or the children won't get to school on time. She does her best to get everyone to school on time.

When I came down to the kitchen for breakfast yesterday, Dad and Mom were eating cereal and drinking coffee together. Since Mom has to leave early, I knew she wouldn't have time to make my breakfast anymore. I sat down and fixed myself a bowl of cereal.

"Did you make my lunch, Mom?" I asked.

"I made it for you," said Dad. "I made mom's and mine, too."

"We're all going to take turns making lunches," Mom said. "Next week you'll get to make all three lunches."

That afternoon when I came home from school, I smelled something good. There was mom in the kitchen, taking chocolate chip cookies out of the oven.

"I made a treat for our lunches tomorrow," she said. "Here, you may have one."

"How was your second day on the job, Mom?" I asked.

"Just great, honey. I love my new job," she said.

## My Handprints

We have our handprints hanging on the wall at our house. When my brother and I were little we made them for Mother's Day. We each pushed our hands into the wet clay. After the clay dried, our teacher wrote our names on them. She made holes to hang the handprints up. After they were finished, we gave them to our mom. Mom said they were beautiful works of art.

Once we took a vacation to the Southwest. We saw how the Zunis used their handprints to tell stories. We visited caves where there were handprints all over the walls. The prints were very, very old. Some were little and some were big. The Zunis dipped their hands in colored clay that looked like paint. Then they pressed their hands on the walls of the cave.

Each handprint was like writing a name on the wall. Today the handprints are like history books. They tell the stories of the people who used to live there. We didn't touch the handprints because even one fingerprint could ruin them.

We wanted to bring home reminders of our visit. We went to the Zuni gift shop. My mother bought a pin that is shaped like a handprint. I bought a book about a boy my age. He lived in one of the caves many years ago. The book told about how he lived and how he helped his family.



## Meals on Wheels

Last Friday I didn't have to go to school so my mom asked me to go with her to deliver Meals on Wheels. Meals on Wheels is for elderly people who have difficulty cooking for themselves. Some of them don't have any children or family to look after them. Volunteers bring meals to their homes. My mom volunteers every Friday.

My mom and I went to the Meals on Wheels office and picked up the dinners. The dinners had meat loaf, potatoes, gravy, bread, salad, a piece of cake, juice, and milk. It made me hungry to smell them. We set off in the car to deliver the dinners. We were careful to wear our seat belts.

Mom let me carry the food up to the door. She introduced me to each person. I put the food down on the table and opened the milk and juice cartons. Some people were in wheelchairs and some used walkers. Some could answer the door but not walk very well. Everyone was nice. One lady was extra nice. She asked my mom if I could have a piece of candy for helping. Mom said I could.

Besides bringing a hot dinner, my mother checks to make sure that each person is all right. Mom says sometimes the Meals on Wheels volunteer is the only visitor who comes to their house all week. I asked Mom if I could help again some time. I really liked the people, and it made me feel proud to help. She smiled and said yes.

## Riding the Roller Coaster

When I was seven, my dad took me for a ride on a big roller coaster. It is called The Screamer. It's the biggest roller coaster around. You have to be at least seven years old and with an adult to ride it. The day after my seventh birthday, I told my dad I was ready to go and ride The Screamer.

When we arrived at the park I wasn't so sure I was ready to ride The Screamer after all. It was so tall we couldn't see the top and we could hear the people screaming as they rode on it. Some of the people looked nervous as they were starting the ride. They looked kind of wobbly when they got off.

I told my dad I would like to ride some of the smaller rides first. I wanted to get warmed up for the big one. Finally I was ready. Dad bought our tickets and we waited in line. Then we were next.

I took a deep breath, got into the car, and buckled the seat belt. The car slowly started up the track. The trucks on the highway below looked like toys. Then the roller coaster went over the top. We zoomed down so fast I thought we would leave the tracks, then we climbed slowly up again. We zipped around the curves and I threw my arms up in the air. It was so much fun that I wanted to do it again as soon as it was over.

## Moving Day

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Our apartment is full of boxes. I have to pack up my clothes and my toys. I'm helping my brother pack his things because he is little. My mom is putting the dishes and pans in cartons. My stepdad is packing up sheets and blankets.

When we are ready, the moving van will load up our stuff. We will lead the way to the new house. Dad says by Sunday everything will be put away. Before long the new house will start to feel like home.

On Monday we will go to a new school on a new bus. I will miss all of my friends, but mom says they can come visit soon. Dad says we will make new friends at the new house and the new school.

## Stars of the Sea

What fish looks like it belongs more in the sky than in the sea? The answer is a starfish. Most starfish have five arms, but some have many more. If a starfish loses an arm, it grows a new one. A starfish can lose one or two arms and still be just fine.

A starfish can stretch its arms to as long as two feet. The starfish uses its arms to move through water or along rocks. A starfish has tiny tubes on the undersides of its arms. The tubes are like sticky suction cups. The starfish can hold on to rocks even in the waves. The tubes work like hundreds of tiny feet. Starfish crawl along the ocean bottom, but they don't move very fast.

A starfish eats tiny fish and plants. Its mouth is on the bottom, in the center of the star. Their favorite food is shellfish, and they can eat a lot. The starfish eats during high tide, when the waves bring in lots of food. During low tide you might find them holding onto the rocks and waiting for the tide to change.

Starfish come in many colors, including yellow, orange, red, blue, purple, pink, and brown. They come in all sizes, from tiny to very large. When many different ones are in the same area they look like a rainbow under water.

## If I Had a Robot

If I had a robot, he would do everything I don't like to do. First, he'd brush his teeth. Then, he'd get dressed for school. I would stay in bed. He would make my lunch. He knows pizza and cookies are my favorite. My robot would carry my books and lunch for me. He might even carry my friend's books.

At school, my robot would tell me all the right answers. He would take my spelling test for me and get all of the words right. During recess, my robot would do extra credit while I played. I would eat the lunch my robot made. Everyone would want to trade for my cookies. I'd make my robot eat everything I didn't like.

When school was over, my robot would do my homework. It would be perfect and in his best handwriting. I would play outside with my dog. After dinner, my robot would do my chores. He would pick up my clothes. He would empty the garbage. He would feed the cat and the dog. I would watch TV and play chess with my dad. My robot would bring me a big piece of chocolate cake.

My robot would take a bath and wash his hair. Then my robot would brush his teeth. I would hug my dad and kiss my mom goodnight. My robot would have to hug my little brother.

## My Grandpa Snores

It's hard to get a good night's rest at my grandma and grandpa's house because my grandpa snores. Grandma says he snores so loudly that he almost snores his head off. Grandpa sleeps in a bedroom all by himself because his snoring keeps Grandma awake.

Grandpa's snore is so loud he sounds like a big bull elephant. He sounds like the largest lion in the zoo giving his loudest roar. He's as loud as a huge grizzly bear or an old moose. Anyway, he's very loud.

Grandma says that when she wants to get a good night's sleep she just puts in her earplugs and shuts her bedroom door. When I spent the night, I didn't get very much sleep. I tried putting my pillow over my head. Then I got all the way under the covers. Then I crawled under the bed. No matter what I did, I could still hear Grandpa. His snoring kept me awake almost all night long.

By morning I was so tired that I fell asleep at the breakfast table. I almost hit my cereal bowl with my chin. Grandma had to shake me awake.

"Wake up, Will," she said. "Wake up, now you're the one snoring." We all laughed. I guess I learned how from my grandpa. Next time I sleep at Grandma and Grandpa's house I am going to bring earplugs so I can sleep, too.

## My Drift Bottle

I read a story about people who met because of a message inside a bottle. A man put the message inside the bottle and tossed it in the ocean. Months later, a lady found the bottle on a beach far across the ocean.

I asked my teacher if we could try sending a message in a bottle. She said she would save a bottle with a tight lid for me. She said we could launch the bottle on our next field trip to the beach. It was our class project. I wrote a letter about myself for the bottle. Some of my friends wrote letters, also.

After we were done, we showed our letters to my teacher. She said we could put all the letters in the bottle. We asked whoever found the bottle to write to us at our school. We wanted to know how far the bottle would go. We took the bottle along on our next trip to the shore. We stood on the beach until the tide started to go out. Then I threw the bottle as far as I could. We watched it bob in the waves until we could not see it anymore.

Now every day I wonder if someone has found our message. I wonder if the bottle is still drifting on the waves. I wonder if it is traveling across the ocean and imagine the different countries it might reach. I hope someday we find out where it went.