

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 8th 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

	ORF Accuracy	Maze Adjusted	Composite Score
Benchmark 1 Beginning			
Benchmark 2 Middle			
Benchmark 3 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>That's right. The sounds are /h/ /u/ /m/ or 'lum.'</p>
<p>INCORRECT</p> <p>Student does not respond within <u>3 seconds</u> or responds incorrectly</p>	<p>Remember, you can say the sounds, or you can say the whole word. Watch me: the sounds are /h/ /u/ /m/ (point to each letter) or 'lum.' (Run your finger fast through the whole word). Let's try again. Read this word the best you can. (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 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
milk /n//i//l//k/	thulk /th//u//l//k/	drut /d//r//u//t/	prost /p//r//i//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//e//d/	yept /y//e//p//t/	stoon /s//t//oo//n/	heep /h//e//p/	cround /k//r//ow//n//d/	/20	/5

Benchmark NWF 2.Beginning
continued

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

Total Correct _____

Examiner script	Reminders
<p>Please read from this list of words (Point to the student form).</p> <p>Start here (point to the first word) and go across the page (point across the page).</p> <p>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.</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 “Keep going”; 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)
theater	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 _____

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

Church Pears

The church on our street has a big parking lot. On a (12)
 patch of grass at one end is a pear tree. The church lot and (26)
 its tree are our playground. (31)

Most days there are no cars in the lot. On those days, (43)
 my brother and I ride our bikes around and around. But our (55)
 favorite thing is to climb the church pear tree. We have (66)
 climbed that tree a hundred times. (72)

In the summer we help ourselves to the green pears. (82)
 They never taste like the sliced pears that come in a can or (95)
 the ones our mother buys at the store. They always taste (106)
 sour. My brother spits on his pears. Then he wipes them on (118)
 his shirt before taking a bite. I just eat mine as is. (130)

We used to bring the green pears home, but we don't (141)
 anymore. The last time we brought some home Mom threw (151)
 them in the garbage. Mom says the pears are sprayed with (162)
 bug poison, and if we eat them we'll get sick. But we have (175)
 eaten plenty and never gotten a tummy ache. (183)

We never eat the pears we find on the ground. Once I (195)
 picked one up and found it covered with tiny ants. (205)
 Sometimes we throw the fallen pears in high arcs across the (216)
 lot, trying to see who can throw the furthest. (225)

Total words read _____ Total errors _____ Total words correct _____



Dynamic Indicators of Basic Early Literacy Skills
8th Edition

Maze Benchmark

Grade 2

Student Materials

Name: _____

Date: _____

Practice Passage

Tom goes to a school far from his house. Every morning, he takes a school

art
bus
work

 to go to school. In the

afternoon
library
morning

, he also takes a bus home.



Correct: _____

Incorrect: _____

Adjusted Score: _____

Working Together

Cindy and Anne were practicing for their big game. They both were on the soccer team and liked to practice at home.

They used the field behind Anne's food house leg . They set up a net for a his me goal. When the sun was shining one so they got hot and thirsty.

On those corns days shirts they drank a lot of water.

Apple Glove Soccer is a hard game. You do inches plenty slopes of fast running and dodging when he for you play it. Kicking the ball takes morning puppies and strength

lots of mental focus. It eats helps wants to pace yourself so that you

aren't don't haven't get too tired out too soon.

Anne put ran was the captain and she scored most from her of the points

Keep going ►

for the team. Cindy **met** **sang** **was** the goalie. The girls took turns **helping** **kicking** **posting** the ball and practicing their moves. **Down** **Their** **When** big game was coming on Sunday **and** **no** **yet** they wanted to make sure they **gave** **knew** **were** ready.

“We will win the game **if** **so** **to** you score a lot of points **in** **for** **save** us,” said Cindy.

“If we work **backwards** **specially** **together** as a team, we will win **as** **but** **the** game,” said Anne.

Cindy looked at Anne **and** **few** **like** smiled. She said, “I think you **are** **talk** **turn** right. Let’s just make sure we **hop** **stop** **work** together as a team.

The team **he** **soon** **that** works together best always wins, don’t **she** **they** **what** ?”

Keep going ►

They went on playing for another **cup** **hour** **work** . It was very hot.

They stopped **or** **to** **when** drink water.

Cindy said, “I think **I** **such** **we** work together well out there.”

Anne **covered** **jumped** **replied** , “We are good friends and we **change** **fill** **know** how

to play this game. We **are** **sing** **wash** on a good team. Everybody on

play **the** **which** team is strong and smart. Everybody **hides** **gives** **knows** how to

work together. If we **keep** **let** **put** it up I know we will **need** **skip** **win** .”

The day for the big game **arrived** **chatted** **slept** . The team gathered in

their huddle **and** **if** **nor** the coach gave them a pep **play** **soda** **talk** . Half way

through the game, Anne **and** **in** **only** Cindy’s team was down by two

blocks **cones** **points** .

Keep going ►

Anne said, “We can win this **dog fan game**, if we all work together.

We **can play run** do it!”

The team went back **like on plus** the field and played better than

he how they ever did. They won the game **and down if** the coach told them

he was **proud scared sorry** of them all. The championship game **flew knew was** next

week. The girls knew they had to practice even harder.

