

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 - 3.1, 3.2, 3.3

**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

**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 3.Beginning  
continued

					CLS	WRC
neg /n//e//g/	hon /h//o//n/	nup /n//u//p/	lan /l//a//n/	tem /t//e//m/	/15	/5
hig /h//i//g/	nin /n//i//n/	lig /l//i//g/	nem /n//e//m/	nid /n//i//d/	/15	/5
fet /f//e//t/	nern /n//er//n/	gom /g//o//m/	ribe /r//I//b/	ged /(g/j)//e//d/	/15	/5
sirt /s//er//t/	ker /k//er/	dop /d//o//p/	rup /r//u//p/	nide /n//I//d/	/14	/5
hurk /h//er//k/	stut /s//t//u//t/	mup /m//u//p/	nilt /n//i//l//t/	lurn /l//er//n/	/17	/5
wem /w//e//m/	mune /m//oo//n/	ket /k//e//t/	fep /f//e//p/	chut /ch//u//t/	/15	/5
whid /w//i//d/	ven /v//e//n/	skat /s//k//a//t/	gime /(g/j)//I//m/	serb /s//er//b/	/16	/5
snent /s//n//e//n//t/	tring /t//r//i//ng/	strit /s//t//r//i//t/	gane /g//A//n/	shost /sh//o//s//t/	/21	/5
phot /f//o//t/	whug /w//u//g/	gark /g//ar//k/	stip /s//t//i//p/	shron /sh//r//o//n/	/17	/5
vame /v//A//m/	wope /w//O//p/	gurt /g//er//t/	blim /b//l//i//m/	yend /y//e//n//d/	/17	/5
broul /b//r//oo//ow//O//l/	gread /g//r//E//e//d/	twend /t//w//e//n//d/	shaid /sh//A//d/	dreen /d//r//E//n/	/20	/5
staint /s//t//A//n//t/	troard /t//r//or//d/	milt /m//i//l//t/	shrut /sh//r//u//t/	masp /m//a//s//p/	/21	/5
teed /t//E//d/	wheet /w//E//t/	dount /d//ow//n//t/	theal /th//E//l/	spum /s//p//u//m/	/17	/5
squim /s//k//w//i//m/	slost /s//l//o//s//t/	trud /t//r//u//d/	grolld /g//r//O//l//d/	fesk /f//e//s//k/	/23	/5
treel /t//r//E//l/	frolt /f//r//O//l//t/	blonk /b//l//o//ng//k/	sprep /s//p//r//e//p/	spaint /s//p//A//n//t/	/24	/5

Benchmark NWF 3.Beginning  
continued

					CLS	WRC
<b>caint</b> /k//A//n//t/	<b>nandy</b> /n//a//n//d//E/	<b>plunky</b> /p//l//u//n//k//E/	<b>knoint</b> /n//oy//n//t/	<b>breal</b> /b//r//E//l/	/23	/5
<b>queld</b> /k/ /w//e//l//d/	<b>shesky</b> /sh//e//s//k//E/	<b>ticky</b> /t//i//k//E/	<b>risty</b> /r//i//s//t//E/	<b>spisp</b> /s//p//i//s//p/	/24	/5
<b>exdan</b> /e//k/ /s//d//a//n/	<b>pheem</b> /f//E//m/	<b>fleath</b> /f//l//e//th/	<b>bloan</b> /b//l//O//n/	<b>tagent</b> /t//A//j//e//n//t/	/23	/5
<b>negint</b> /n//e//g//i//n//t/	<b>mifty</b> /m//i//f//t//E/	<b>fintent</b> /f//i//n//t//e//n//t/	<b>manty</b> /m//a//n//t//E/	<b>regust</b> /r//E//g//u//s//t/	/29	/5
<b>stispy</b> /s//t//i//s//p//E/	<b>sloach</b> /s//l//O//ch/	<b>gresty</b> /g//r//e//s//t//E/	<b>minky</b> /m//i//n//k//E/	<b>tweep</b> /t//w//E//p/	/25	/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>

work	of	fine	road	sometimes	(5)
must	away	was	difference	will	(10)
fire	together	ever	love	did	(15)
include	home	community	take	color	(20)
last	difficult	took	good	him	(25)
hand	should	letter	earth	each	(30)
selection	lightning	skill	tale	ruin	(35)
twist	feet	bottom	brand	creature	(40)
valuable	song	wait	percent	brief	(45)
pie	favor	shame	popular	pick	(50)
touch	ball	dog	attack	mile	(55)
wire	prepare	shot	childhood	enjoy	(60)
relation	reward	motion	trace	royal	(65)
operation	sang	sad	label	improvement	(70)
journey	sensible	pride	husband	shell	(75)
arise	dive	covering	decide	expression	(80)
beam	plus	restaurant	hurry	picture	(85)
explain	behavior	clue	bush	loud	(90)
fail	grain	showing	strike	relax	(95)
bet	elementary	treat	building	taste	(100)
stage	fear	icy	girl	combine	(105)
grass	port	blonde	ceiling	leap	(110)
hollow	reflection	waist	eager	thirty	(115)
backward	zone	jay	comedy	adventure	(120)
flower	crop	chase	pin	cloud	(125)
grin	everyday	rotation	pan	hello	(130)
nurse	cruel	belly	surrender	blew	(135)
ton	instantly	shelf	sauce	tin	(140)

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.

### Sponges

Most people have a sponge or two in their kitchen. A sponge (12)  
 is handy for washing dishes and wiping counters. Most of our (23)  
 sponges are made by machines, out of wood fiber or plastic. But (35)  
 before man - made sponges were invented, people used natural (44)  
 sponges. (45)

A natural sponge is, in fact, an animal. It lives in the ocean. It (59)  
 has no eyes or mouth. It has no organs at all. It cannot swim. It is (75)  
 anchored to a rock and feeds on the bacteria in the water that flows (89)  
 through it. (91)

For hundreds of years, people in the Greek islands fished for (102)  
 sponges. A sponge diver dove from his boat wearing only a rope (114)  
 around his waist. He carried a heavy stone, which took him quickly (126)  
 to the ocean floor. He could hold his breath for three to five (139)  
 minutes at a time. He used a small curved knife to cut the sponges (153)  
 from the rocks. He took as many as he could before his breath ran (167)  
 out, and put them in a net bag. (175)

When diving suits were invented, sponge divers began to use (185)  
 them. The suits let them stay on the ocean floor longer. They could (198)  
 dive deeper. They brought up more sponges than they had been (209)  
 able to before. But the divers had to be careful to avoid (221)  
 decompression sickness, which could kill or injure them. (229)

Now there are very few sponge divers left. Most people use (240)  
 man - made sponges, which are cheaper. Also, the number of (250)  
 sponges living in the ocean has been reduced by pollution. (260)

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



Dynamic Indicators of Basic Early Literacy Skills  
8<sup>th</sup> Edition

*Maze* Benchmark

Grade 3

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: \_\_\_\_\_

# Brush Hogging

My name is Sarah, and I live on Riggerts Farm Road in

Stovepipe, Vermont. My favorite after-school activity is taking care plant read of

my chickens, Molly, Dolly, and Wally. Her My Your second favorite activity is

brush hogging he our them field.

A brush hog is like a in of tractor crossed with a lawn mower.

At It The has windows and a seat. You've got heard wrote to climb up to sit on a it so.

It makes a lot of noise and or than it shakes and rattles and belches music power smoke.

It's fun to ride in, and even nice tall more fun to drive.

People with land paper soup use a brush hog to clear as for the vegetation

Keep going 

from their fields. If you **don't** **hadn't** **isn't** brush hog every week, the weeds **and** **since** **yet**

saplings grow fast and tall. Before **their** **us** **you** know it, you'll have an entire

**engine** **forest** **ladder** growing in your back yard.

After **she'll** **they'd** **you're** done brush hogging the field looks **asleep** **clean** **hungry**. You

can now plow it and **plant** **shout** **view** good things to grow and eat. **So** **Who** **You** have the

tingling satisfied feeling of **a** **it** **on** job well done. Sometimes brush hogging

**makes** **pushes** **sends** you very hungry. You just want **now** **to** **when** go inside and make

yourself a **number** **sandwich** **tractor** and drink some cold water.

The **hats** **meals** **rules** of our house are, when you **play** **sing** **turn** ten, you can start

brush hogging **about** **until** **with** Mom or Dad. You have to **sit** **try** **walk** on their laps,

Keep going 

and you have **at to up** buckle in with a harness. You **can look say** put your hands on

the steering **dirt map wheel**, but you can't touch anything else. **If On The** key to the

brush hog is **boring hidden wooden** in a secret place in the **concert house store**.

You can see some interesting parts **as but of** nature while you are

brush hogging. **Large One Strong** day last week, I was brush **hogging jumping running** with Dad

when a fast, brown **animal lake road** ran in front of us, across **how our with** field and into

the woods. It **got made was** so quick I barely had time **as by to** see it. We decided to

stop **and but than** get out of the brush hog **at to up** follow it. Dad showed me how

**also to well** track its prints. The animal ran **down often since** the muddy hiking trail all

the **last out way** to the dock by the lake. **Its Me You** tracks went to the edge and

Keep going 

disappeared  
examined  
hesitated

. A ripple on the water showed

always  
unless  
where

it had made a

splash.

“Congratulations,”

rode  
said  
took

Dad, pointing to something

swimming in

but  
it  
the

distance. “You just tracked your first baby moose!”

