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|  | **DORF/Retell** (BOY,MOY,EOY) | **DAZE** (BOY,MOY,EOY) |
| Basic Lit Skill | Advanced Phonics,Accuracy, Fluency , Comprehension | Reading Comprehension |
| BM Goal | End of yr. goals:1-47 3-100 5-1302-87 4-115 6-120 |  EOYGr 3 19Gr 4 24Gr 5 24Gr 6 21 |
| BM Timing | 1 :00 DORF and 1:00 Retell | 3 minutes, individual or whole group |
| Scoring Rules | **DORF**\*Slash errors\*Inserted words not errors\*Words read incorrectly multiple times, each counts as error.\*If row is skipped all omitted words errors.\*Repeated words not errors\*SC in 3 sec =correct\*Remove passage before doing retell.**Retell**If no more than 40 wcpm are scored on the passage, use professional judgment on whether to do retell.Mark through numbers for words related to story. Circle total number of words in retell. | Student gets 1 point for each correct response; incorrect words are slashed. Incorrect includes items left blank, marked with more than one answer, or error. |
| Final Score | Total words. – errors= words correct on three passagesScore= Median #wpm, median #errors out of three probes. | 1 point for each correct word, refer to scoring key.Count correct and incorrect responses; divide incorrect responses by 2; subtract from # correct . (Round up if necessary)Write final number on cover sheet .  |
| Stopwatch (time to start and stop) | Don’t Read Title. Start when student begins reading.1 minute fluency/accuracy Plus 1 minute retell. | After telling student to BEGIN, start the stopwatch. After 3 minutes, say “Stop, Put your pencil down”. |
| Wait Rule | DORF-3 secondsRetell-3 seconds after 1st. hesitation use reminder. After 5 sec, “Thank you” stop. | Offer reminders |
| Discontinue Rule | No words first line STOP= 0 score, no retell if fewer than 10 words. On 2nd and 3rd passage, no retell.Fewer than 40 words= use judgment on retell. | N/A |
| Reminder(s) | Remove passage before retell.After 3 second hesitation, “Can you tell me anything more about the story?” | \*\*Reminders as often as needed.If student reads aloud, “Remember to read the story silently”; If student is not working on task, “Remember to circle the word in each box that makes the most sense in the story”; If student asks for help, “Just do your best”. |