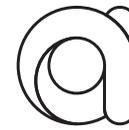


grade 6



acadience[™]
reading

Name: _____

Student ID: _____ School Year: _____

Teacher: _____

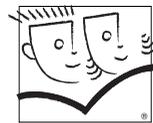
School: _____

Benchmark Assessment

Sixth Grade Scoring Booklet

| | | 1 Beginning | | | 2 Middle | | | 3 End | | |
|---|-----------------------|----------------|---|---|----------------|---|---|----------------|---|---|
| Date | | | | | | | | | | |
| ORF (Circle the median score) | Passage | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| | Words Correct | | | | | | | | | |
| | Errors | | | | | | | | | |
| | Accuracy | | | | | | | | | |
| | Retell | | | | | | | | | |
| | Retell Quality | | | | | | | | | |
| Maze | | Correct | | | Correct | | | Correct | | |
| | | Incorrect | | | Incorrect | | | Incorrect | | |
| | | Adjusted Score | | | Adjusted Score | | | Adjusted Score | | |
| | | | | | | | | | | |

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<http://acadiencelarning.org/>



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Supporting School Success One Step at a Time

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Please Recycle (Remove identifiable information)

1 Acadience Oral Reading Fluency

Directions

Make sure you have reviewed the directions in the *Acadience Assessment Manual* and have them available. Say these specific directions to the student:

-
- ▶ ***I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say “stop.” Be ready to tell me all about the story when you finish.*** (Place the passage in front of the student.)
 - ▶ Begin testing. ***Put your finger under the first word*** (point to the first word of the passage). ***Ready, begin.***
-

| | |
|--------------------|--|
| Timing | 1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket (]) and say Stop after 1 minute. |
| Wait | If no response in 3 seconds, say the word and mark it as incorrect. |
| Discontinue | If no words are read correctly in the first line, say Stop , record a score of 0, and do not administer Retell. If fewer than 10 words are read correctly on passage #1, do not administer Retell or passages #2 and #3. If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage. |
| Reminders | If the student stops (not a hesitation on a specific item), say Keep going . (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.) |

Notes:

3 Acadience Oral Reading Fluency Grade 6/Benchmark 3

General ORF Response Patterns for all three passages:

- Reads with appropriate phrasing, intonation/expression, and observed punctuation
- Self-corrects/monitors meaning
- Shows automaticity on re-read words
- Uses effective decoding strategies
- Errors preserve passage meaning
- Errors violate passage meaning
- Frequently omits words or letters
- Frequently adds words or letters
- Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- Frequent errors on phonetically irregular words
- Skips lines
- Other

General Retell Response Patterns for all three passages:

- Summarizes
- Repeats the same detail
- Retells the passage verbatim
- "Speed reads" the passage (i.e., reads quickly with no phrasing or intonation) and has limited retell relative to number of words read
- Talks about own life related to passage
- Other

1 Acadience Oral Reading Fluency Grade 6/Benchmark 1.1

| |
|---|
| Total words: _____ |
| Errors (include skipped words): – _____ |
| Words correct: = _____ |

Hello Hong Kong

| | | |
|-----|---|-----|
| 0 | Warm air means a change in the weather, and summer means travel | 12 |
| 12 | to many families. For the Chen family, this summer was going to be an | 26 |
| 26 | exciting time of year. For the first time, they would take the underground | 39 |
| 39 | train ride from their home in southern China and travel to Hong Kong. | 52 |
| 52 | Jackie was very excited about the visit. Jackie Chan, the movie star, | 64 |
| 64 | was one of his heroes, and he liked to imagine that one day he would | 79 |
| 79 | meet the famous star from Hong Kong. They would become good | 90 |
| 90 | friends, smiling and laughing that their names were almost the same. | 101 |
| 101 | The family had spent much time learning about Hong Kong. Still, | 112 |
| 112 | they were surprised at what they found when they got off the train | 125 |
| 125 | and walked onto the city streets. Old Chinese ways blended with new | 137 |
| 137 | Western culture, the result of British rule of the island for hundreds of | 150 |
| 150 | years. The city was totally bilingual. Almost everyone spoke fluently | 160 |
| 160 | in English and Chinese. Tall buses with two levels of seats whizzed | 172 |
| 172 | through the busy streets, competing with trams and taxis for passengers. | 183 |
| 183 | Modern skyscrapers filled the city, and millions of people bustled about | 194 |
| 194 | their business and their lives. There were cars, but they certainly weren't | 206 |
| 206 | necessary with all the public transportation readily available. | 214 |
| 214 | Rising high beyond the city skyline were steep, green mountains, | 224 |
| 224 | and much of the island was preserved for parks. However, the family | 236 |
| 236 | was only treated to the full beauty of Hong Kong Island when they took | 250 |
| 250 | a ferry ride across Victoria Harbour. From the water, the family could see | 263 |

1 Acadience Oral Reading Fluency

Grade 6/Benchmark 1.1

Hello Hong Kong (continued)

263 almost the entire island, including the mountains. 270
 270 The Chens had a wonderful time exploring the city, shopping and 281
 281 visiting museums. They loved hiking up peaceful, green trails to look out 293
 293 over the island that was part of their homeland. Jackie knew he would 306
 306 return many times. There was so much to see and do that his imagination 320
 320 was set on fire. Maybe someday he would get to meet his hero. In Hong 335
 335 Kong, everything seemed possible. 339

Notes:

3 Acadience Oral Reading Fluency

Grade 6/Benchmark 3.3

Retell: The Barefoot Runner

► **Now tell me as much as you can about the story you just read. Ready, begin.**

| | |
|----------------------|---|
| Timing | 1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute. |
| Wait/Reminder | If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story? |
| Discontinue | After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task. |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | 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: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

3 Acadience Oral Reading Fluency Grade 6/Benchmark 3.3

The Barefoot Runner (continued)

249 marathon by the largest margin in history. A great runner from Australia 261
 261 called Bikila’s win “the greatest performance ever in track and field.” 272
 272 Bikila had become the first runner to win the Olympic marathon 283
 283 twice in a row. Throughout his career, he ran fifteen marathons and 295
 295 won twelve. Abebe Bikila is now remembered as being one of the best 308
 308 runners in the world. 312

Notes:

1 Acadience Oral Reading Fluency Grade 6/Benchmark 1.1

Retell: Hello Hong Kong

► **Now tell me as much as you can about the story you just read. Ready, begin.**

| | |
|---------------------------|---|
| Timing | 1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute. |
| Wait/ Reminder | If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story? |
| Discontinue | After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task. |

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| 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 | 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: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|---|--|
| 1 Provides 2 or fewer details 2 Provides 3 or more details | 3 Provides 3 or more details in a meaningful sequence 4 Provides 3 or more details in a meaningful sequence that captures a main idea |
|---|--|

1 Acadience Oral Reading Fluency

Grade 6/Benchmark 1.2

► **Now read this story to me.**
Please do your best reading.
Ready, begin.

Total words: _____
 Errors (include skipped words): – _____
 Words correct: = _____

Ocean Harvest

0 Many different organisms live in the salty water of the world’s 11
 11 oceans, and one of the most useful and nutritious is seaweed. There are 24
 24 thousands of species of seaweed that grow in different shapes and colors. 36
 36 Seaweed grows in small bunches or in vast underwater forests and 47
 47 attaches itself to objects or to the ocean floor. Seaweed absorbs nutrients 59
 59 from the water, and, like other plants, it makes its own food. Also like 73
 73 other plants, it needs sunshine to produce its food, so it grows mainly 86
 86 in shallow water. A single plant can be very short or as long as three 101
 101 hundred feet. 103
 103 In nature, seaweed provides a safe habitat and food for many 114
 114 different sea animals. It is an important part of the ocean’s food chain, 127
 127 because seaweed is rich in the vitamins and minerals that are necessary 139
 139 for many creatures. 142
 142 Seaweed is widely used in Asian countries, where it is plentiful 153
 153 because so much of Asia is surrounded by seas. It can be grown and 167
 167 harvested like land crops, a practice that is known as aquaculture. 178
 178 Seaweed aquaculture is a major industry in Japan and China. The 189
 189 harvest is used for many kinds of products, from fertilizer to food. Much 202
 202 of the seaweed is used for human food, and it is an important part of 217
 217 many people’s diets even though you may not realize it. No seaweed is 230
 230 poisonous, and some is even considered a rare treat. The Japanese, in 242

3 Acadience Oral Reading Fluency

Grade 6/Benchmark 3.3

► **Now read this story to me.**
Please do your best reading.
Ready, begin.

Total words: _____
 Errors (include skipped words): – _____
 Words correct: = _____

The Barefoot Runner

0 When the Summer Olympic Games were held in Rome, Italy, the 11
 11 marathon was won in a most unusual way. As was usual, the final event 25
 25 for track and field was the marathon race. What was not usual was that 39
 39 Abebe Bikila ran the race barefoot, and won. That day, Bikila became the 52
 52 first person from East Africa to win an Olympic gold medal. 63
 63 Bikila was born in Ethiopia in 1932. He spent his early years going 76
 76 to school and taking care of his family’s sheep. When he got older, he 90
 90 worked for several years as a bodyguard with the government. While 101
 101 watching a parade, he noticed a group of athletes wearing shirts with 113
 113 “Ethiopia” on the back. When he learned they represented his country in 125
 125 the Olympic Games, he decided to become one of them. 135
 135 When Bikila qualified to be in the Olympics, he had run only two 148
 148 marathons in his life, both in his home country. The world had not yet 162
 162 heard of this remarkable runner. However, he became a well-known 173
 173 hero after easily winning the marathon in world record time. Even more 185
 185 amazing than his win was that he ran the entire race barefoot. He said 199
 199 he found his shoes and socks uncomfortable, so he chose to run without 212
 212 them. 213
 213 Bikila had to have his appendix removed shortly before the next 224
 224 Olympics in Tokyo, Japan. Although he had not fully recovered from the 236
 236 operation, he raced again, this time in shoes. He again easily won the 249

3 Acadience Oral Reading Fluency

Grade 6/Benchmark 3.2

Retell: Another World

► **Now tell me as much as you can about the story you just read. Ready, begin.**

| | |
|----------------------|---|
| Timing | 1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute. |
| Wait/Reminder | If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story? |
| Discontinue | After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task. |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | 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: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

1 Acadience Oral Reading Fluency

Grade 6/Benchmark 1.2

Ocean Harvest (continued)

| | | |
|-----|---|-----|
| 242 | particular, use this “sea vegetable” in many of their daily meals. Seaweed | 254 |
| 254 | is an ingredient in some kinds of yogurt that are sold not only in Asia but | 270 |
| 270 | also in the United States. | 275 |
| 275 | Around the world, seaweed is also used in beauty aids such as soaps | 288 |
| 288 | and skin lotions. In fact, you may be using seaweed without knowing it. | 301 |
| 301 | Seaweed is often an ingredient in your toothpaste. | 309 |
| 309 | As you can see, there are numerous ways to use seaweed. If you have | 323 |
| 323 | never tried it, you might consider ordering a seaweed dish at a restaurant | 336 |
| 336 | someday. | 337 |

Notes:

1 Acadience Oral Reading Fluency

Grade 6/Benchmark 1.2

Retell: Ocean Harvest

► **Now tell me as much as you can about the story you just read. Ready, begin.**

| | |
|----------------------|---|
| Timing | 1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute. |
| Wait/Reminder | If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story? |
| Discontinue | After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task. |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | 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: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

3 Acadience Oral Reading Fluency

Grade 6/Benchmark 3.2

Another World (continued)

| | | |
|-----|--|-----|
| 223 | breath.” | 224 |
| 224 | Hector showed her how to fit the face mask over her eyes and nose | 238 |
| 238 | and how to clear the mask when it flooded. It was up to Victoria to | 253 |
| 253 | practice holding her breath as long as she could. | 262 |
| 262 | They moved into slightly deeper water so Victoria could practice | 272 |
| 272 | kicking with her flippers to propel herself into the depths and then | 284 |
| 284 | return to the surface. Even in the shallow water, Victoria glimpsed the | 296 |
| 296 | magic of the underwater world, full of brightly colored fish and strange | 308 |
| 308 | sea creatures. She could hardly wait until she could go out farther with | 321 |
| 321 | Hector and continue exploring the sea. | 327 |

Notes:

3 Acadience Oral Reading Fluency Grade 6/Benchmark 3.2

► **Now read this story to me.**
Please do your best reading.
Ready, begin.

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

Another World

| | | |
|-----|--|-----|
| 0 | Out in the water, tubes of seaweed swayed in the gentle swells. The | 13 |
| 13 | sun reflected flashes of bright light on the water’s surface, while on the | 26 |
| 26 | beach a dozen friends were busy preparing their gear. Victoria’s cousin | 37 |
| 37 | Hector was among them. As Victoria walked up to the group, she could | 50 |
| 50 | feel their excitement. | 53 |
| 53 | Some of the divers were putting on their facemasks, snorkels, and | 64 |
| 64 | flippers. Others added belts loaded with heavy weights. Hector explained | 74 |
| 74 | that the extra weight helped their buoyant bodies stay underwater. | 84 |
| 84 | Hector and his friends were preparing to go free diving. In free diving, | 97 |
| 97 | swimmers hold their breath as long as possible and dive as deep as | 110 |
| 110 | possible. Hector explained that when you are free diving you do not | 122 |
| 122 | carry air tanks or oxygen as you do when scuba diving. He emphasized | 135 |
| 135 | that it was very important to be properly trained before attempting any | 147 |
| 147 | kind of diving. | 150 |
| 150 | Victoria said, “I want to learn to free dive. Will you please teach | 163 |
| 163 | me?” | 164 |
| 164 | Hector agreed to give her a preliminary lesson, and he borrowed | 175 |
| 175 | his sister’s diving equipment. His sister was about Victoria’s size, so | 186 |
| 186 | her facemask and fins would fit snugly but comfortably. “Today we will | 198 |
| 198 | stay in shallow water,” said Hector. “I’ll accompany you throughout, so | 209 |
| 209 | you don’t have to be anxious about diving too deep and running out of | 223 |

1 Acadience Oral Reading Fluency Grade 6/Benchmark 1.3

► **Now read this story to me.**
Please do your best reading.
Ready, begin.

Total words: _____
Errors (include skipped words): – _____
Words correct: = _____

River of Grass

| | | |
|-----|---|-----|
| 0 | Many people think of the Florida Everglades as a huge swamp, but | 12 |
| 12 | it’s actually a wide river dense with saw grass. Unlike ordinary grass, | 24 |
| 24 | saw grass grows up to ten or fifteen feet tall and is sharp as a razor. The | 41 |
| 41 | slow moving water of the Everglades flows for a hundred miles from a | 54 |
| 54 | lake to the ocean. | 58 |
| 58 | In some places, the water is only a few inches deep; in other places | 72 |
| 72 | there are deep pools. The mud in the river is a kind of quicksand that can | 88 |
| 88 | swallow a person or stall a boat. Small islands called hammocks dot the | 101 |
| 101 | river. Native Americans once made their homes on the hammocks. | 111 |
| 111 | Abundant birds such as egrets, great blue herons, and spoonbills | 121 |
| 121 | live in this region. Wildlife you might see on a visit there include | 134 |
| 134 | bobcats, raccoons, alligators, and even a rare type of panther. Don’t | 145 |
| 145 | forget to watch out for dangerous snakes such as water moccasins and | 157 |
| 157 | rattlesnakes! | 158 |
| 158 | There are wet and dry seasons in the Everglades. Water levels drop | 170 |
| 170 | during the dry season, from December to April, and much of the wildlife | 183 |
| 183 | migrates to areas with deeper pools of water. With the beginning of the | 196 |
| 196 | wet season, the wildlife once again scatters over a wide area. | 207 |
| 207 | Like many other natural areas on earth, the Everglades is threatened | 218 |
| 218 | by civilization. Even though part of this region is a national park, | 230 |
| 230 | pollutants from farms and cities have entered the water. The natural | 241 |

1 Acadience Oral Reading Fluency

Grade 6/Benchmark 1.3

River of Grass (continued)

241 movement of the river has been interrupted by the dams that were built to 255
 255 control water flow. Encroaching towns disturb the land and animals. 265
 265 Those who treasure the Everglades ecology know the importance 274
 274 of protecting its land, water, and animals. They are working to find 286
 286 solutions to the problems that threaten the region. We hope it's not too 299
 299 late to save the river of grass. 306

Notes:

3 Acadience Oral Reading Fluency

Grade 6/Benchmark 3.1

Retell: Sea of Salt

► **Now tell me as much as you can about the story you just read. Ready, begin.**

| | |
|----------------------|---|
| Timing | 1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute. |
| Wait/Reminder | If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story? |
| Discontinue | After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task. |

Retell:

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | 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: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

3 Acadience Oral Reading Fluency Grade 6/Benchmark 3.1

Sea of Salt (continued)

| | | |
|-----|--|-----|
| 260 | that it may disappear altogether. However, there are no easy solutions | 271 |
| 271 | for saving the Dead Sea. Some scientists want people to allow more | 283 |
| 283 | water from the Jordan River to flow into the sea. Others have suggested | 296 |
| 296 | connecting the Dead Sea with the Red Sea. Time will tell whether or not | 310 |
| 310 | the Dead Sea disappears completely, leaving nothing but a barren valley. | 321 |

Notes:

1 Acadience Oral Reading Fluency Grade 6/Benchmark 1.3

Retell: River of Grass

► **Now tell me as much as you can about the story you just read. Ready, begin.**

| | |
|---------------------------|---|
| Timing | 1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute. |
| Wait/ Reminder | If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story? |
| Discontinue | After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task. |

Retell:

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | 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: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|

1 Acadience Oral Reading Fluency

Grade 6/Benchmark 1

General ORF Response Patterns for all three passages:

- Reads with appropriate phrasing, intonation/expression, and observed punctuation
- Self-corrects/monitors meaning
- Shows automaticity on re-read words
- Uses effective decoding strategies
- Errors preserve passage meaning
- Errors violate passage meaning
- Frequently omits words or letters
- Frequently adds words or letters
- Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- Frequent errors on phonetically irregular words
- Skips lines
- Other

General Retell Response Patterns for all three passages:

- Summarizes
- Repeats the same detail
- Retells the passage verbatim
- "Speed reads" the passage (i.e., reads quickly with no phrasing or intonation) and has limited retell relative to number of words read
- Talks about own life related to passage
- Other

3 Acadience Oral Reading Fluency

Grade 6/Benchmark 3.1

| |
|---|
| Total words: _____ |
| Errors (include skipped words): – _____ |
| Words correct: = _____ |

Sea of Salt

| | | |
|-----|---|-----|
| 0 | Imagine a body of water in which animals and plants cannot live. | 12 |
| 12 | Imagine a body of water that is so buoyant that a person cannot sink in it. | 28 |
| 28 | Now imagine people being able to sit upright and read a newspaper while | 41 |
| 41 | floating on that same body of water. There is such an unusual place, and | 55 |
| 55 | it is called the Dead Sea. | 61 |
| 61 | This inland sea lies at the lowest point on earth, in a desert valley far | 76 |
| 76 | below sea level. The nations of Israel and Jordan are next to the Dead | 90 |
| 90 | Sea. The Jordan River flows into it, but there is no outlet, so evaporation | 104 |
| 104 | is the only way that water escapes. When the water evaporates, it leaves | 117 |
| 117 | behind heavy salts and minerals that prevent plants and animals from | 128 |
| 128 | living in the sea. The Dead Sea is a very salty sea, nearly nine times | 143 |
| 143 | saltier than the ocean. | 147 |
| 147 | Although the sea supports no life, people flock to its shores. The | 159 |
| 159 | salty water stings people's skin and eyes. Still, many people believe that | 171 |
| 171 | the minerals in the water and surrounding mud have an amazing ability | 183 |
| 183 | to help cure sicknesses and ailments. The humidity is low, and the air is | 197 |
| 197 | free from pollen, so people with breathing problems find relief near the | 209 |
| 209 | Dead Sea. | 211 |
| 211 | The sea that is already dead is shrinking as irrigation waters are | 223 |
| 223 | pulled from the Jordan River, reducing its flow into the Dead Sea. The | 236 |
| 236 | sea is becoming smaller and even more saline. This ancient sea is an | 249 |
| 249 | important part of the region's long history, and people are concerned | 260 |

3 Acadience Oral Reading Fluency Directions

Make sure you have reviewed the directions in the *Acadience Assessment Manual* and have them available. Say these specific directions to the student:

- ▶ ***I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say “stop.” Be ready to tell me all about the story when you finish.*** (Place the passage in front of the student.)
- ▶ Begin testing. ***Put your finger under the first word*** (point to the first word of the passage). ***Ready, begin.***

| | |
|--------------------|--|
| Timing | 1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket (]) and say Stop after 1 minute. |
| Wait | If no response in 3 seconds, say the word and mark it as incorrect. |
| Discontinue | If no words are read correctly in the first line, say Stop , record a score of 0, and do not administer Retell. If fewer than 10 words are read correctly on passage #1, do not administer Retell or passages #2 and #3. If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage. |
| Reminders | If the student stops (not a hesitation on a specific item), say Keep going . (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.) |

2 Acadience Oral Reading Fluency Directions

Make sure you have reviewed the directions in the *Acadience Assessment Manual* and have them available. Say these specific directions to the student:

- ▶ ***I would like you to read a story to me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say “stop.” Be ready to tell me all about the story when you finish.*** (Place the passage in front of the student.)
- ▶ Begin testing. ***Put your finger under the first word*** (point to the first word of the passage). ***Ready, begin.***

| | |
|--------------------|--|
| Timing | 1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket (]) and say Stop after 1 minute. |
| Wait | If no response in 3 seconds, say the word and mark it as incorrect. |
| Discontinue | If no words are read correctly in the first line, say Stop , record a score of 0, and do not administer Retell. If fewer than 10 words are read correctly on passage #1, do not administer Retell or passages #2 and #3. If fewer than 40 words are read correctly on any passage, use professional judgment whether to administer Retell for that passage. |
| Reminders | If the student stops (not a hesitation on a specific item), say Keep going . (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.) |

2 Acadience Oral Reading Fluency

Grade 6/Benchmark 2.1

| |
|---|
| Total words: _____ |
| Errors (include skipped words): – _____ |
| Words correct: = _____ |

Acting

| | | |
|-----|---|-----|
| 0 | In the lifestyle section of the newspaper was a brief notice from | 12 |
| 12 | the local community theater. “Open auditions!” it read. “Roles for two | 23 |
| 23 | women ages eighteen to twenty-four, one man over age fifty, and a girl | 37 |
| 37 | between the age of ten and thirteen.” | 44 |
| 44 | Mariko, age twelve, read the blurb aloud to her mother. “It sounds | 56 |
| 56 | like a good opportunity,” her mother said, “and I know you’d enjoy | 68 |
| 68 | performing in a play again.” Mariko grinned. Since first grade, she had | 80 |
| 80 | written and acted in plays with other friends in the neighborhood. | 91 |
| 91 | Mariko wanted the part, but she was worried it might be too much | 104 |
| 104 | trouble for everyone. Someone would have to take her and pick her up | 117 |
| 117 | from rehearsals. She would need to invest time learning her lines, and | 129 |
| 129 | she would need help memorizing the script. She mentioned all this to her | 142 |
| 142 | mother. “Do you really think it will work?” she asked. | 152 |
| 152 | Her mother smiled and said, “I really think this could be a wonderful | 165 |
| 165 | opportunity for you. If you want to pursue it, we’ll find a way to manage | 180 |
| 180 | all the details.” | 183 |
| 183 | Mariko hugged her mother and then scanned the notice for the phone | 195 |
| 195 | number. She called immediately and got information about how to apply | 206 |
| 206 | and where to pick up a copy of the script. After walking to the theater | 221 |
| 221 | to pick up the script and schedule an audition, she raced home, eager | 234 |
| 234 | to begin practicing. She read through the entire script, and by the final | 247 |
| 247 | epilogue, Mariko was convinced she could play the part. | 256 |

2 Acadience Oral Reading Fluency

Grade 6/Benchmark 2

General ORF Response Patterns for all three passages:

- Reads with appropriate phrasing, intonation/expression, and observed punctuation
- Self-corrects/monitors meaning
- Shows automaticity on re-read words
- Uses effective decoding strategies
- Errors preserve passage meaning
- Errors violate passage meaning
- Frequently omits words or letters
- Frequently adds words or letters
- Frequent errors on sight words (e.g., I, was, and, the, said, etc.)
- Frequent errors on phonetically regular words (e.g., cat, milk, etc.)
- Frequent errors on phonetically irregular words
- Skips lines
- Other

General Retell Response Patterns for all three passages:

- Summarizes
- Repeats the same detail
- Retells the passage verbatim
- “Speed reads” the passage (i.e., reads quickly with no phrasing or intonation) and has limited retell relative to number of words read
- Talks about own life related to passage
- Other

2 Acadience Oral Reading Fluency

Grade 6/Benchmark 2.3

Retell: A Delicious Tradition

► **Now tell me as much as you can about the story you just read. Ready, begin.**

| | |
|---------------------------|---|
| Timing | 1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute. |
| Wait/ Reminder | If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story? |
| Discontinue | After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task. |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | 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: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

2 Acadience Oral Reading Fluency

Grade 6/Benchmark 2.1

Acting (continued)

| | | |
|-----|--|-----|
| 256 | Every evening for a week, Mariko finished her homework early and | 267 |
| 267 | then spent an hour reading and rehearsing different ways of expressing | 278 |
| 278 | the words and feelings of the character in the play. When her mother had | 292 |
| 292 | time, she helped with suggestions. By the date of the audition, Mariko | 304 |
| 304 | had already begun memorizing many of her character’s lines. She was | 315 |
| 315 | prepared and confident, and she could tell that she had impressed the | 327 |
| 327 | director. | 328 |
| 328 | A week later, Mariko learned she had received the part! She couldn’t | 340 |
| 340 | wait for the rehearsals to begin. | 346 |

Notes:

2 Acadience Oral Reading Fluency

Grade 6/Benchmark 2.1

Retell: Acting

► **Now tell me as much as you can about the story you just read. Ready, begin.**

| | |
|---------------------------|---|
| Timing | 1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute. |
| Wait/ Reminder | If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story? |
| Discontinue | After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task. |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | 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: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

2 Acadience Oral Reading Fluency

Grade 6/Benchmark 2.3

A Delicious Tradition (continued)

| | | |
|-----|--|-----|
| 245 | oils from the seeds and left a fine powder, called cocoa, behind. This | 258 |
| 258 | powder could be added to foods such as cakes. New machines allowed | 270 |
| 270 | different forms of chocolate to be made, and today we can pick from a | 284 |
| 284 | wide variety of chocolate flavors and items. | 291 |
| 291 | Chocolate has come a long way in its journey through the world. | 303 |
| 303 | What was once reserved for royalty has become a favorite among people | 315 |
| 315 | everywhere. | 316 |

Notes:

2 Acadience Oral Reading Fluency

Grade 6/Benchmark 2.3

► **Now read this story to me.**
Please do your best reading.
Ready, begin.

Total words: _____
 Errors (include skipped words): – _____
 Words correct: = _____

A Delicious Tradition

0 One of the world’s most-loved flavors starts with small seeds found 12
 12 inside pods that grow on rainforest trees. Nearly two thousand years ago, 24
 24 the Mayan people of Central America discovered the unique properties of 35
 35 this seed. The pods grow on cacao trees, and the seeds can be made into 50
 50 the delicious treat we call chocolate. 56
 56 The Maya ground up the beans and used the powder to make 68
 68 highly prized drinks. They did not have sugar, so the chocolate that the 81
 81 Maya made was very bitter. They spiced up the beverages with various 93
 93 other things, such as cornmeal and chili peppers. Later, the bean was 105
 105 discovered by the Aztecs, who loved it so much that they used the seeds 119
 119 as a form of money. For the Aztecs, chocolate was an important part of 133
 133 both their everyday lives and their celebrations. 140
 140 After the Spanish crossed the ocean to the Americas, they took 151
 151 the seeds back with them to Spain. People began to sweeten the cacao 164
 164 with sugar and cinnamon. The seeds were so expensive that drinking 175
 175 chocolate became a sign of wealth. Still, demand for chocolate quickly 186
 186 spread through Europe. At this time, the chocolate was still too gritty and 199
 199 oily to be used in anything but drinks. 207
 207 It wasn’t until a new type of mill was invented that the beans could 221
 221 be ground into a much smoother paste. Chocolate could then be made 233
 233 into solid bars. Another inventor created a cocoa press that removed the 245

2 Acadience Oral Reading Fluency

Grade 6/Benchmark 2.2

► **Now read this story to me.**
Please do your best reading.
Ready, begin.

Total words: _____
 Errors (include skipped words): – _____
 Words correct: = _____

The Mariana Trench

0 Just as there is a highest point on our planet, there is also a lowest 15
 15 point. Mount Everest is the highest, and the lowest is the Mariana 27
 27 Trench. This deep slice in the ocean floor is also the deepest part of the 42
 42 ocean. It is found off the coast of the Mariana Islands, near Japan. The 56
 56 deepest point of this trench is Challenger Deep, named for the British 68
 68 ship that discovered it. The trench is nearly seven thousand feet deeper 80
 80 than Mount Everest is high. 85
 85 The water deep in the trench is frigid and dark because sunlight 97
 97 cannot go deeper than about five hundred feet. As light decreases, 108
 108 pressure increases. Surprisingly, the floor of the trench is dotted with 119
 119 hydrothermal vents, which are openings in the ocean floor through which 130
 130 boiling hot water flows. Although plants and animals on land cannot live 142
 142 in such an extreme environment and need sunlight for life, there is an 155
 155 abundance of life in the ocean depths. Most of the life forms are very 169
 169 tiny organisms, but there are also communities of larger species, such as 181
 181 mussels and crabs, that live near the hydrothermal vents. One of the most 194
 194 unusual animals is the tubeworm, a white worm that can grow up to three 208
 208 feet long. 210
 210 Tubeworms were unknown organisms until people began to explore 219
 219 the deep ocean and discovered hot vents and the life forms that live near 233
 233 them. This strange worm has no eyes and no mouth. Bacteria inside 245

2 Acadience Oral Reading Fluency

Grade 6/Benchmark 2.2

The Mariana Trench (continued)

| | | |
|-----|---|-----|
| 245 | the worm convert chemicals from the hot vents into food for the worm. | 258 |
| 258 | Tubeworms in turn provide a food source for other animals forming a | 270 |
| 270 | complex food chain. | 273 |
| 273 | Exploration of the deepest part of the Earth is important to science | 285 |
| 285 | and knowledge. Scientists can learn a great deal about how life began | 297 |
| 297 | on Earth by discovering and investigating life forms that have existed | 308 |
| 308 | unchanged for millions of years, like those living in the Mariana Trench. | 320 |

Notes:

2 Acadience Oral Reading Fluency

Grade 6/Benchmark 2.2

Retell: The Mariana Trench

► **Now tell me as much as you can about the story you just read. Ready, begin.**

| | |
|----------------------|---|
| Timing | 1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute. |
| Wait/Reminder | If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed one time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, ask Can you tell me anything more about the story? |
| Discontinue | After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task. |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | 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: _____

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

- | | |
|--|---|
| <p>1 Provides 2 or fewer details</p> <p>2 Provides 3 or more details</p> | <p>3 Provides 3 or more details in a meaningful sequence</p> <p>4 Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|--|---|