


Dynamic Measurement Group
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Eugene, Oregon 97401
<http://acadiencelearning.org/>



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grade 3



Name: _____
Student ID: _____ School Year: _____
Teacher: _____
School: _____

Benchmark Assessment

Third 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		

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.)

3 Acadience Oral Reading Fluency
Grade 3/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

3 Acadience Oral Reading Fluency
Grade 3/Benchmark 3.3

Retell: A Triple Challenge

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

Table with 2 columns: Instruction/Label and Description. Rows include Timing (1-minute maximum), Wait/Reminder (instructions for 3-second pauses), and Discontinue (instructions for 5-second pauses).

Table with 2 rows and 25 columns each, containing numbers 0 through 94 for timing tracking.

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 3/Benchmark 1.1

Form for recording reading metrics: Total words, Errors (include skipped words), and Words correct.

Finding a Nest

As Patrick walked along the path to his neighbor’s house, he tripped over a tree root covered by some spiky leaves. He bent down to see if the leaves had scratched him. It was then that he saw the nest. It was tucked into the leaves with two tiny eggs inside. He remembered from his school trip to the nature center that he shouldn’t touch it. He looked around for the mother bird. Not seeing her, he quietly backed away and continued down the path. Each day, Patrick walked down the path and carefully checked the nest. Patrick made sure not to disturb anything that was near it. He knew that the brush protected the nest from predators. By the end of the week, there were a total of five eggs in the nest. Just one week later, there were nine eggs. He wondered what kind of bird would hatch out of them. The eggs were smaller than chicken eggs and they were cream-colored with brown speckles. One day, Patrick got his answer. As he crept over to look at the nest, he saw a mother quail sitting on the eggs. Patrick continued to check on the nest every day. He was determined to keep it safe. After about three weeks, the eggs finally hatched. Patrick was thrilled to see all the little quails scurrying around their mother. After that, every time he passed the spot where the nest had been, he remembered the little baby birds and smiled.

1 Acadience Oral Reading Fluency
Grade 3/Benchmark 1.1

Retell: Finding a Nest

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

3 Acadience Oral Reading Fluency
Grade 3/Benchmark 3.3

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

A Triple Challenge

0	Do you know people who like to do several different sports? If so,	13
13	a race with three stages or parts might be just the type of athletic event	28
28	they would enjoy. The race usually begins with a swim and is followed	41
41	by a bike ride. Finally, it ends with a run. Since there are three parts to	57
57	the race, an athlete needs to train for all three sports to be successful.	71
71	Some people train specifically to compete in this type of race. The	83
83	best competitors have a plan to help them do well in each part of the	98
98	event. They know that they must have enough energy to finish each part	111
111	of the race. That is why training for endurance is so important. Having	124
124	the strength to go from one sport to the next during the race is the key	140
140	to getting a good overall time. Moving quickly between the different	151
151	parts of the race is also important. Races are timed from the moment	164
164	swimmers jump into the water until they run across the finish line. The	177
177	clock does not stop when they get out of the water and dry off to get on	194
194	their bike or when they change their shoes to start running.	205
205	The first of these races was held in France more than eighty years	218
218	ago. The sport didn’t really take off, though, until recently. It has grown	231
231	in popularity and is now an Olympic event. There are many types of	244
244	races with three stages. The shortest is called a sprint and covers about	257
257	sixteen miles. The longest type is called an Ironman and is over one	270
270	hundred miles long. Today, similar races are held all over the world.	282
282	They even have some for kids. Why not try one?	292

3 Acadience Oral Reading Fluency
Grade 3/Benchmark 3.2

Retell: A Day for a Shadow Dance

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

1 Acadience Oral Reading Fluency
Grade 3/Benchmark 1.2

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

A Famous Food: The History of Pizza

0	Many people love eating pizza. Pizza is made using a thin crust	12
12	which is covered with tomato sauce and cheese and then baked. Often,	24
24	other toppings are added. You might think that pizza is a new type of	38
38	food, but people have been eating it for hundreds of years.	49
49	Most people think pizza comes from Italy. This is partly true. The	61
61	type of pizza that is most common today was first made in the city of	76
76	Naples. Some of the earliest pizzas, though, were made in Greece more	88
88	than two thousand years ago. This early pizza was made by traveling	100
100	armies. After marching all day, the soldiers baked a flat bread on their	113
113	shields and then covered it with cheese and fruit.	122
122	When tomatoes were first brought to Italy, they were put on a crust.	135
135	Not long after, pizza began to be sold on the streets at market stands.	149
149	People would order their favorite toppings while the crust was being	160
160	made. Even kings and queens started to enjoy this new food.	171
171	People from Italy who traveled to other parts of the world took the	184
184	idea of pizza with them. Travelers who had tried pizza in Italy returned	197
197	home wanting more, and the demand for the food grew. Today, almost	209
209	every country has some kind of pizza. You can choose thick crust or	222
222	thin crust. The number of toppings you can have is numerous. There are	235
235	breakfast pizzas and even dessert pizzas. No matter how you slice it,	247
247	pizza is a delicious and adaptable food.	254

1 Acadience Oral Reading Fluency
Grade 3/Benchmark 1.2

Retell: A Famous Food: The History of Pizza

► 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 3/Benchmark 3.2

A Day for a Shadow Dance (continued)

219	him, and then all the animals were dancing with their shadows. As they	232
232	swayed and twirled, their shadows danced along with them. The animal	243
243	friends danced around the sunny meadow until the sun began to set and	256
256	the shadows faded.	259
259	Finally, tired and happy, Gopher said good-bye to her friends and	270
270	promised to meet them again on the next sunny day. As she headed	283
283	home, she hoped that tomorrow would be another perfect day for shadow	295
295	dancing.	296

Notes:

3 Acadience Oral Reading Fluency
Grade 3/Benchmark 3.2

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

A Day for a Shadow Dance

0 All night long, the wind howled and the rain poured down. Gopher 12
12 woke to the sound of thunder rumbling. She looked out of her burrow 25
25 at the big raindrops splashing on the ground. “It’s another rainy day,” 37
37 she groaned. “When will I ever be able to run and play with my friends 52
52 again?” 53
53 Gopher crawled deeper into her burrow and began digging a new 64
64 tunnel to pass the time. After a while Gopher could no longer hear the 78
78 thunder and rain of the storm and she went to sleep. 89
89 When she poked her head out of her burrow the next morning, 101
101 Gopher felt the warm sun on her face. “Yippee!” she shouted as she 114
114 scurried out into the sunshine. All of the animals were gathered in the 127
127 meadow. 128
128 “Come on, Gopher,” called Rabbit. “The sunshine is back and 138
138 we can play our sunny day games. I can even see my shadow,” he 152
152 exclaimed. 153
153 Rabbit twitched his ears and watched his shadow. The ears of his 165
165 shadow twitched in exactly the same way. Gopher was pleased to see that 178
178 her own plump little shadow was back, too. All of the animals wiggled 191
191 and waved and watched their shadows move. 198
198 “Let’s dance with our shadows to celebrate the sunshine,” suggested 208
208 Rabbit. He immediately began to dance with his shadow. Gopher joined 219

1 Acadience Oral Reading Fluency
Grade 3/Benchmark 1.3

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

Total words: _____

Errors (include skipped words): – _____

Words correct: = _____

Living in Singapore

0 The whole family moved when Nell’s mother was asked to transfer 11
11 to an office in a foreign country for a year. Everyone was excited because 25
25 they thought it would be a splendid adventure. They would be living in 38
38 Singapore. 39
39 Nell loved her new home, which was in the middle of a lively city 53
53 full of people. Honking buses and cars filled the streets, yet beautiful 65
65 flowers grew everywhere. It seemed a lot noisier than Nell’s small town 77
77 had been. 79
79 One thing Nell and her family had to get used to was the rain. It 94
94 seemed like it poured every day. But today, the sun shone brightly. Nell 107
107 and her dad decided to take advantage of the good weather to go to a 122
122 bookstore. They wanted to purchase the latest book in the series they 134
134 were reading. 136
136 On the way to the store, Nell and her dad looked at the sidewalk 150
150 filled with people selling various foods from small carts. One man sold 162
162 juice from fresh fruit, and a woman sold rice with chicken on top. Nell 176
176 stopped and stared when she saw a big snow cone in a bowl with pink 191
191 and green juice on top. A man was adding yellow juice. Nell’s dad told 205
205 her it was an iced kacang, and then bought one for her. 217
217 Nell wanted to eat the ice before it melted. When she got to the 231
231 bottom of the bowl, she saw some seeds and beans. Nell was surprised 244

1 Acadience Oral Reading Fluency
Grade 3/Benchmark 1.3

Living in Singapore (continued)

244	since the snow cones at home were different. Nell took a bite and smiled.	258
258	It was very good.	262

Notes:

3 Acadience Oral Reading Fluency
Grade 3/Benchmark 3.1

Retell: A Surprising Discovery

► 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 3/Benchmark 3.1

A Surprising Discovery (continued)

270

Olympic skaters in person, but I could put on my own ice skates and try

285

out the frozen pond nearby. It was turning into a great trip after all.

285

299

Notes:

1 Acadience Oral Reading Fluency
Grade 3/Benchmark 1.3

Retell: Living in Singapore

► 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 3/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 3/Benchmark 3.1

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

A Surprising Discovery

0	I was so excited to be going to the winter Olympic Games. Some of	14
14	my earliest memories were of watching Olympic skaters glide beautifully	24
24	over the ice. Finally, I would have the chance to watch them in person.	38
38	I was packing my bags when Mom came into my room.	49
49	"I have some bad news," she said. "There are no tickets available for	62
62	any ice skating events. In fact, tickets for most events are gone. I did get	77
77	tickets for one event, though. It's a new event called curling."	88
88	I was very disappointed, but I was also curious. Curling? What was	100
100	that? It sounded like something I might do to my hair!	111
111	Soon, we left for the airport, but I was still a little sad. I couldn't	126
126	believe I was finally going to the Olympics, but wouldn't get to see the	140
140	skaters. Dad assured me I would enjoy curling, but I didn't quite believe	153
153	him.	154
154	We checked into our hotel and then set out for the stadium. It was	168
168	chilly, and had an icy floor with a large target in the center. As the games	184
184	started, teams of four people worked together to guide a large granite	196
196	stone toward the target. Before long, I was caught up in the excitement	209
209	of the games. I had found a favorite team and was thrilled when they did	224
224	well.	225
225	I was in much better spirits as we left the curling match. We were	239
239	in a beautiful place, a soft snow was falling, and there were going to	253
253	be plenty of fun things to keep us busy. I might not be able to see the	270

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 3/Benchmark 2.1

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

Horseback Treasure Hunt

0 It was Denny’s birthday, and his three best friends were coming to 12
12 his grandfather’s ranch to ride horses and look for treasure. When his 24
24 friends got there, Denny explained, “We’ve got to watch for clues in blue 37
37 envelopes along the trail. The clues lead to a treasure that Grandpa hid 50
50 this morning.” 52
52 Joe, Ray, and Hector couldn’t wait to get on their horses and ride 65
65 down the trail. Denny and his grandfather led the way until Joe called 78
78 out, “There’s something blue on that tree.” He rode over and grabbed the 91
91 envelope off the low branch. 96
96 “Your next note is near a goat,” he read. 105
105 In a flash, the boys turned and rode down to the goat pen where Ray 120
120 found the next envelope on a fence post. It read, “Find high ground, then 134
134 look down.” 136
136 “I think we’re supposed to ride to the top of that hill,” said Denny. 150
150 “It’s the highest place around.” 155
155 They rode to the top of the hill and searched for clues until Hector 169
169 hollered, “The clue is sticking out from under this rock.” He jumped 181
181 down and pulled the envelope free. “Take ten steps south and make them 194
194 big, then grab a shovel and start to dig,” he read. 205
205 The boys joined arms and took ten steps south. They discovered 216
216 three shovels and an orange circle painted on the ground. They all dug as 230
230 dirt flew everywhere. 233

2 Acadience Oral Reading Fluency
Grade 3/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 3/Benchmark 2.3

Retell: Skimboarding

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

Table with 2 columns: Instruction/Label and Description. Rows include Timing (1-minute maximum), Wait/Reminder (instructions for student hesitation), and Discontinue (instructions for off-track responses).

Table with 25 columns, numbered 0 to 25, used for recording retell details.

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 3/Benchmark 2.1

Horseback Treasure Hunt (continued)

Table with 3 columns: Line Number, Text, and Line Number. Contains text from lines 233 to 276 of the story.

Notes:

2 Acadience Oral Reading Fluency
Grade 3/Benchmark 2.1

Retell: Horseback Treasure Hunt

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

Table with 2 columns and 3 rows: Timing, Wait/Reminder, Discontinue.

Table with 4 rows and 25 columns: Numbered grid from 0 to 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 3/Benchmark 2.3

Skimboarding (continued)

Table with 3 columns: Line number, Text, Line number.

Notes:

2 Acadience Oral Reading Fluency
Grade 3/Benchmark 2.3

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

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

Skimboarding

0 As the waves rolled onto the shore, a group of teens ran into the surf 15
15 with funny round boards under their arms. Allie looked up from reading 27
27 her book and watched them. When they reached the wet sand, they tossed 40
40 their boards toward the incoming waves. Then, they quickly jumped onto 51
51 them. Some of them fell flat into the water. Others were able to glide 65
65 out into the surf or over the shallow water. One boy was even able to flip 81
81 his board around and change direction, like a skateboarder. It looked like 93
93 great fun and good exercise. Allie’s friend Morgan told her the group was 106
106 skimboarding. 107
107 That night, after dinner, Allie asked her Dad if he had ever 119
119 skimboarded. He hadn’t, but he said he would be willing to learn. They 132
132 read about it together in a magazine. They decided they would rent 144
144 boards and try it that weekend. Over the next few days, Allie studied the 158
158 motions of the skimboarders carefully. From her reading, she knew that 169
169 timing was very important. 173
173 When Saturday came, Allie was ready to head for the beach early. 185
185 First, she and her dad practiced running to the shore and tossing their 198
198 boards into the surf. Next, they repeated their first step and added the 211
211 jump onto the board. On their first try, they both fell backwards into the 225
225 surf and sat laughing at each other. This was not as easy as it looked! 240
240 After several attempts, they were each able to glide a little way on 253

2 Acadience Oral Reading Fluency
Grade 3/Benchmark 2.2

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

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

Raising a Calf

0 Some of your friends probably have pet dogs or cats. Others might 12
12 have gerbils or goldfish. But do you know anyone who has a baby 25
25 cow? It might astonish you to know that many children do! Every year, 38
38 thousands of young people raise baby cows, or calves, to compete in 50
50 livestock shows. 52
52 Imagine that you are going to raise a calf for a livestock competition. 65
65 Get ready to work hard! First, you must prepare a place for your calf. It 80
80 needs a clean, dry pen that is roomy enough to run around. The enclosure 94
94 should have a good fence so the calf can’t escape and get injured or lost. 109
109 Before you put the calf in its new home, check to make sure there is 124
124 nothing sharp or dangerous. Calves like to explore and put everything in 136
136 their mouth. It is your responsibility to watch out for them and protect 149
149 them. 150
150 Once you bring your calf home, provide food and water each day and 163
163 make sure its pen is always clean. Your calf will need fresh water twice 177
177 a day. The calf won’t drink dirty water, so dispose of the previous water 191
191 first. The calf’s food should be fresh, too. Damp or dirty food is bad for 206
206 the calf, so clean out any old grain or hay before you put out fresh food. 222
222 Be careful to give your calf the proper amount of food. Eating extra food 236
236 can make a calf sick. Never skip these chores because the calf depends 249
249 on you for everything it needs. 255

2 Acadience Oral Reading Fluency
Grade 3/Benchmark 2.2

Raising a Calf (continued)

255	If you take good care of your calf, it will grow quickly. Before you	269
269	know it, it will be time to show your calf at a livestock show. You can be	286
286	proud of all your hard work.	292

Notes:

2 Acadience Oral Reading Fluency
Grade 3/Benchmark 2.2

Retell: Raising a Calf

► 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