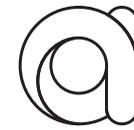


grade 4



acadience[™]
reading

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

Benchmark Assessment

Fourth Grade Scoring Booklet

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

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<http://acadiencelarning.org/>



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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 4/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 4/Benchmark 1.1

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

How to Make Dill Pickles

0	Would you like to make a tasty treat that's fun to eat anytime? Try	14
14	making your own dill pickles!	19
19	Start by gathering the ingredients and kitchen equipment. For storing	29
29	the pickles, you will need a quart jar with a tightly fitting lid. For making	44
44	the pickle juice, you will need a deep saucepan and a measuring cup that	58
58	shows cups and ounces.	62
62	The main ingredients for this recipe are cucumbers and dill weed.	73
73	Both of these are easy to grow if you are lucky enough to have a	88
88	vegetable garden. If you don't have a garden, you can find them in the	102
102	produce department at the grocery store. Two other produce items you	113
113	will need are fresh garlic and a small onion about the size of a golf ball.	129
129	You will also need salt and sugar to add flavor to the pickles. The liquids	144
144	you will use to fill the jar are water and white vinegar. The purpose of	159
159	the vinegar is to keep the cucumbers from spoiling. It will also add that	173
173	delicious sour taste that makes pickles fun to eat.	182
182	To make your pickles, slice five cucumbers lengthwise and stand the	193
193	slices in the quart jar. Next, create the juice that will flavor the pickles.	207
207	Pour nine ounces of water and five ounces of vinegar into the saucepan.	220
220	Peel the onion and one clove of garlic, and add them to the liquid. Then	235
235	put in two heads of dill weed. Add one fourth teaspoon of sugar and one	250
250	tablespoon of salt.	253
253	For the next step, ask an adult to help you. Heat the pickle juice over	268

1 Acadience Oral Reading Fluency

Grade 4/Benchmark 1.1

How to Make Dill Pickles (continued)

268	medium high heat until it reaches a boil. Then pour it over the cucumbers	282
282	and put the lid on the jar. Let the pickles cool overnight before storing	296
296	them in the refrigerator. Your pickles will be ready to eat in about ten	310
310	days. Use them on burgers or sandwiches, or enjoy a pickle all by itself	324
324	for a cold, crunchy treat!	329

Notes:

3 Acadience Oral Reading Fluency

Grade 4/Benchmark 3.3

Retell: A New Kind of Family

► **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 4/Benchmark 3.3

A New Kind of Family (continued)

256 At the park, baby orphans are free to wander with the herd. But 269
 269 they still have plenty of contact with their human family. As the young 282
 282 elephants become more confident, they go into the wild more and more 294
 294 often. Most eventually find a place with a wild herd. 304
 304 Orphans who live in the wild often come back to visit. Many years 317
 317 later, they still recognize and love the humans who raised them. The 329
 329 keepers know that the old saying is true—an elephant truly never forgets! 342

Notes:

1 Acadience Oral Reading Fluency Grade 4/Benchmark 1.1

Retell: How to Make Dill Pickles

► **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> |
|--|---|

1 Acadience Oral Reading Fluency

Grade 4/Benchmark 1.2

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

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

Water Skiing

0 This morning I attended my first day of water skiing lessons. We 12
12 began by putting on our skis on dry land. Kimberly, our instructor, 24
24 demonstrated how to adjust the ski bindings, the attachments that hold 35
35 the skis to your feet. She said that the bindings should be tight enough 49
49 to hold the feet securely but loose enough to come off instantly in a fall. 64
64 While still on dry land, I stood and gripped a rope while Kimberly gently 78
78 tugged on it. This was to give me an idea of what it would feel like to 95
95 be pulled by the boat. Kimberly also taught us to use hand signals. She 109
109 explained that a thumbs up meant “faster” and thumbs down meant 120
120 “slower.” We also learned to shout “Hit it” when we were ready to ski. 134
134 After reviewing the basics, Kimberly thought that we were ready for 145
145 our first attempt. We moved into the water and Kimberly instructed us to 158
158 get into position by putting our knees to our chests. She described how 171
171 the tips of the skis should be parallel to each other and should stick out 186
186 of the water. When it was my turn, Kimberly reminded me to lean back 200
200 and relax. I did my best, but I tumbled over and swallowed some water. I 215
215 laughed as I got myself back into position. Kimberly said I had done fine 229
229 for a first try. She suggested that I simply allow the boat to pull me out of 246
246 the water. This advice helped a lot. On my next attempt I stood up on my 262
262 skis. On my third attempt, I skied about twenty yards before I fell. 275
275 By the end of the afternoon, I could ski about a hundred yards 288

3 Acadience Oral Reading Fluency

Grade 4/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 New Kind of Family

0 Baby elephants need help to survive. Like all babies, they need 11
11 protection. They also need a sense of love and belonging. A woman in 24
24 Kenya is trying to provide that kind of love and care for baby elephants 38
38 who have lost their families. She is giving orphaned elephants a new 50
50 kind of family. 53
53 The woman, Daphne Sheldrick, has created an elephant nursery. It 63
63 is a place to give a baby what it needs so it can return to the wild. The 81
81 keepers who work there become the elephant’s new family. They stay 92
92 with the baby at all times just as its elephant family would have. The 106
106 keepers make milk available to the orphan twenty-four hours a day. They 119
119 show it love and affection and never let it feel alone. Baby elephants are 133
133 so sensitive that missing someone can make them very ill. To prevent 145
145 that, the keepers make sure the baby doesn’t become attached to just one 158
158 person. Each night, a different worker sleeps with it. That way, the baby 171
171 feels secure no matter which workers are on duty. 180
180 Elephant orphans must learn to communicate by being with other 190
190 elephants. When the babies are a year old, they move to a nearby park. It 205
205 is a protected place where herds of older orphans live. They are slowly 218
218 getting ready to live in the wild. There, the baby orphans learn elephant 231
231 language and how to get along with a herd. It is easy for them to fit in 248
248 because older elephants naturally love all baby elephants. 256

3 Acadience Oral Reading Fluency

Grade 4/Benchmark 3.2

Retell: Rainbows

► **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 4/Benchmark 1.2

Water Skiing (continued)

288	without falling. Even though I stayed directly behind the boat where the	300
300	water is the smoothest, I was thrilled by the excitement of learning to	313
313	water ski. I'm eager for tomorrow's lesson, because I want to learn to	326
326	jump over waves. With Kimberly's help, I'm sure I'll be able to do it.	340

Notes:

1 Acadience Oral Reading Fluency

Grade 4/Benchmark 1.2

Retell: Water Skiing

► **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 4/Benchmark 3.2

Rainbows (continued)

265	by light that bounces twice inside the raindrops. Much more rare is the	278
278	fire rainbow. A fire rainbow is caused by a rainbow's interaction with	290
290	cirrus clouds that creates a rainbow in the shape of fire. As you now	304
304	know, rainbows are much more complex than what we see!	314

Notes:

3 Acadience Oral Reading Fluency Grade 4/Benchmark 3.2

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

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

Rainbows

0 Since long ago, people around the world have been amazed by the 12
12 rainbow. This natural light show has inspired everything from movies to 23
23 songs. A close look at the science behind the rainbow shows that there is 37
37 more to the rainbow than what meets the eye. 46
46 The first thing most people notice about a rainbow is the bright 58
58 colors. These colors are created by the sun’s light passing through 69
69 raindrops. Different colors reflect back at slightly different angles, 78
78 splitting the light into the rainbow. What may surprise you is that the 91
91 colors you see are not the only colors in a rainbow. Rainbows are 104
104 actually made up of every color in the light spectrum, from red to violet. 118
118 However, the human eye can only see a small number of these colors. 131
131 Another interesting part of a rainbow is its arch. A rainbow is really 144
144 a circle. Since the ground gets in the way, it looks like an arch. Actually, 159
159 the arch that you see is formed by raindrops that are in just the right 174
174 place to reflect the colors back to your eyes. A person standing next to 188
188 you will see a rainbow formed by slightly different drops. We can only 201
201 see a rainbow when the sun is low enough in the sky. This is why we do 218
218 not see a rainbow every time it is sunny and raining. 229
229 Rainbows can also be seen in other combinations of light and water. 241
241 This includes waterfalls, dew-covered spider webs, and even light from 252
252 the moon. There are also double rainbows, when a second arch is formed 265

1 Acadience Oral Reading Fluency Grade 4/Benchmark 1.3

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

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

The Power of Magnets

0 Long ago, a shepherd stepped onto a large black rock and found he 13
13 couldn’t move his feet or his walking staff. An invisible power held the 26
26 nails in his shoes and the metal tip of his staff to the rock! He pulled his 43
43 feet free and stepped away. Then he dug up the strange rock and showed 57
57 it to his neighbors. The rock he had found was lodestone, a natural 70
70 magnet. 71
71 The Greeks started telling this story four thousand years ago. That 82
82 was when people first learned that lodestone attracted anything that had 93
93 iron in it. Soon stories about the power of the rock spread. Some said that 108
108 a thin piece of the stone floating on water would always point north. That 122
122 story was true, but others were not. Some people claimed that the rock 135
135 could heal the sick. Many said that ships lost at sea were wrecked by 149
149 islands made of lodestone. They said that by pulling on nails and other 162
162 metal parts, the islands led ships off course and made them crash on the 176
176 rocks. 177
177 Many years later, people began to learn the facts about magnets. 188
188 They found they could use electricity to create a magnetic effect. One 200
200 early scientist even figured out that a compass points north because the 212
212 Earth itself is a giant magnet. 218
218 Today we know much more about magnets, and we use them in 230
230 many ways. In medical machines, magnets let doctors look at bones 241

1 Acadience Oral Reading Fluency

Grade 4/Benchmark 1.3

The Power of Magnets (continued)

241	and organs inside the human body. They help make doorbells ring, and	253
253	they help computers store information. They even help us learn about	264
264	space. The Rover, a small vehicle that rolled over the surface of Mars,	277
277	used magnets to collect dust for scientists to study. Now some inventors	289
289	are working on ways to use magnets to make robots move. Others think	302
302	magnetic fields can protect a spacecraft from the sun’s rays. Thousands	313
313	of years after the first magnet was found, we are still learning about the	327
327	power of magnets.	330

Notes:

3 Acadience Oral Reading Fluency

Grade 4/Benchmark 3.1

Retell: A Wild Ride for Bella

► **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 4/Benchmark 3.1

A Wild Ride for Bella (continued)

249	again.	250
250	Bella’s eyes were bright and she was breathing heavily after the	261
261	wild ride. “Martin, I think you were right. That was definitely the most	274
274	exciting ride I have ever had.” She grinned and said, “Now I want to go	289
289	back and ride those rapids again!”	295
295	Everyone laughed. They had all been thinking the exact same thing.	306

Notes:

1 Acadience Oral Reading Fluency Grade 4/Benchmark 1.3

Retell: The Power of Magnets

► **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> |
|--|---|

1 Acadience Oral Reading Fluency

Grade 4/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 4/Benchmark 3.1

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

A Wild Ride for Bella

0	Bella fastened her life jacket and stepped into her aunt and uncle’s	12
12	big yellow raft. Her older brother, Martin, had claimed that river rafting	24
24	would be the most exciting thing Bella would ever do, but she was	37
37	skeptical.	38
38	“How could floating on the water be that exciting?” Bella thought	49
49	to herself. She thought maybe her brother was just trying to show off	62
62	because he’d been rafting so many times. This trip would be her first	75
75	time down the river.	79
79	Bella’s aunt and uncle sat in the back of the raft where they could	93
93	steer the boat best. Bella and Martin sat in the front and used their	107
107	paddles to help the raft move downstream. As they drifted down the calm	120
120	river, Bella said, “This is fun, but it seems pretty simple to me. It doesn’t	135
135	seem like the most exciting thing I’ve ever done.”	144
144	Just then, they heard a roaring sound up ahead and Bella felt her	157
157	heart pounding loudly. As they came around the bend, Bella saw white	169
169	water rushing and whirling between huge rocks.	176
176	“Draw left!” called her aunt. Bella and Martin immediately paddled	186
186	to the left as hard as they could. They managed to avoid colliding with	200
200	a big rock hidden under the churning water. They spun around in a	213
213	whirlpool and then slipped into a fast current. They raced along, dipping	225
225	and bouncing over the water. Sprays of water soaked their clothes.	236
236	Suddenly they reached the end of the rapids and floated into calm water	249

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 4/Benchmark 2.1

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

Your Nervous System

0	Every day you use your brain to think and to solve problems, but did	14
14	you know that your brain is constantly doing jobs you never even think	27
27	about? Your brain makes sense of everything your body experiences. It	38
38	also directs everything your body does. The brain is part of your nervous	51
51	system, which also contains your spinal cord and your nerves. This	62
62	system allows messages to be sent back and forth between the brain and	75
75	other parts of your body.	80
80	Your brain is at the top of your nervous system. It is very soft, and	95
95	is protected by the hard bones of your head. Connected to your brain is	109
109	your spinal cord, a long bundle of nerve tissue. It threads through your	122
122	spine and then branches out to connect to other nerves in your body.	135
135	The nerve cells are shaped like long, thin threads. They line up end	148
148	to end and extend from the spinal cord in your back to every part of your	164
164	body. The nerve endings in your skin and organs are activated by touch	177
177	and other sensations. The nerve endings pass the message to the next	189
189	nerve in line. In a flash, the message is relayed from nerve to nerve until	204
204	it reaches your brain. The message gives your brain information about	215
215	what you are touching or sensing. The brain sends back a command	227
227	telling your body what action to take. If the feeling is harmful, the brain	241
241	may direct your hand to pull back. If dust blows into your eye, your brain	256
256	gets the message and instantly directs your eye to blink.	266
266	Different parts of the brain handle messages of different kinds. Some	277

2 Acadience Oral Reading Fluency

Grade 4/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 4/Benchmark 2.3

Retell: A Grand Old Clock

► **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 4/Benchmark 2.1

Your Nervous System (continued)

277	parts of your brain control automatic activities in your body, such as	289
289	your heartbeat and breathing. Other parts direct movement and balance.	299
299	The front part of your brain thinks and holds memories. It also receives	312
312	information from your five senses.	317
317	Your brain and nerves make you aware and help you live and enjoy	330
330	life. In short, your nervous system helps make you who you are.	342

Notes:

2 Acadience Oral Reading Fluency

Grade 4/Benchmark 2.1

Retell: Your Nervous System

► **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 4/Benchmark 2.3

A Grand Old Clock (continued)

263	a few times, and seldom for more than a few days.	274
274	When all the work was completed, engineers made sure the clock	285
285	was keeping perfect time and that the bells were set to ring just when	299
299	they should. At last, the clock was restarted. Local people and tourists	311
311	alike were glad to hear the familiar chimes ringing through London once	323
323	again. With the special care it receives, Big Ben is ready to chime the	337
337	hours for another one hundred and fifty years.	345

Notes:

2 Acadience Oral Reading Fluency

Grade 4/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 Grand Old Clock

0 One summer morning, a team of rope climbers put on their gear and 13
 13 tackled an unusual assignment. They weren't climbing a rocky cliff in 24
 24 the wilderness. They were in downtown London about to climb down the 36
 36 face of the giant clock known as Big Ben. 45
 45 Big Ben is one of the most famous landmarks in England. It is a 59
 59 clock tower on the building where English lawmakers meet. The clock 70
 70 has four faces, so the time can be seen from any direction, and each glass 85
 85 face is more than twenty feet across. The numbers on the clock are two 99
 99 feet tall, and the minute hand is as long as a car. The clock's great bell is 116
 116 suspended high in the tower above the clock face. It weighs thirteen tons. 129
 129 The bell bongs every hour, and smaller bells chime every quarter hour. 141
 141 So who were the climbers on Big Ben's face? They were members 153
 153 of a team that cleaned and repaired the clock inside and out. Engineers 166
 166 inspected all of the machinery that makes the hands of the clock move, 179
 179 as well as the parts that control the bell and chimes. Workers cleaned the 193
 193 works and replaced worn parts. They wanted the clock to be at its best 207
 207 for its birthday. Big Ben was about to turn one hundred and fifty years 221
 221 old. 222
 222 During the seven weeks it took to complete the project, the famous 234
 234 clock was stopped and did not chime. This was a rare event. Big Ben has 249
 249 chimed almost every hour since it was first built. It has only been stopped 263

2 Acadience Oral Reading Fluency

Grade 4/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 Story Tree

0 When you have a lot of relatives you've never met, it's hard to keep 14
 14 them all straight. At least, that's how it seemed to Joseph as he listened 28
 28 to his grandfather's stories. The stories were about Joseph's ancestors 38
 38 from long ago. Many had come to America from Eastern Europe. Some 50
 50 had sailed on the Mayflower! Others faced dangers as they went west in 63
 63 covered wagons. Even though their names were unfamiliar, Joseph loved 73
 73 hearing about their adventures. 77
 77 One day, Joseph decided to record the names of the people in the 90
 90 stories. Each time Grandpa mentioned a relative, he wrote the name on 102
 102 an index card. If Grandpa knew when the person was born or died, he 116
 116 recorded that, too. On the back, he added interesting details from the 128
 128 person's life. 130
 130 "You know, we could lay out those cards so you could see how all 144
 144 these people are connected," suggested Grandpa. He helped Joseph 153
 153 match cards that named husbands and wives or brothers and sisters. 164
 164 Soon, there were clusters of cards scattered everywhere. It seemed very 175
 175 complicated, and it was clear that Joseph felt more confused than ever! 187
 187 Grandpa laughed. "Maybe you should make a card for yourself and 198
 198 arrange the rest to show how everyone is related to you," he said. 211
 211 "That's a great idea!" said Joseph. "I'll lay out the cards to show our 225
 225 family tree." 227

2 Acadience Oral Reading Fluency

Grade 4/Benchmark 2.2

The Story Tree (continued)

227 First Joseph made a card with his own personal information. Then 238
 238 he rolled out a long piece of brown wrapping paper and drew a tree trunk 253
 253 and branches. He placed his card on the trunk and tried to connect his 267
 267 card to the rest. Right away, he saw that he needed to make cards for his 283
 283 mom and dad to put on the lowest limbs of the tree. Each row of cards 299
 299 above those would represent an earlier generation. With Grandpa’s help, 309
 309 Joseph soon found the right location for each of his cards. 320
 320 “It’s like looking at a giant story,” said Joseph as he stood back 333
 333 admiring his tree. 336
 336 “That’s exactly what it is,” said Grandpa. “This tree is the story of 349
 349 you!” 350

Notes:

2 Acadience Oral Reading Fluency

Grade 4/Benchmark 2.2

Retell: The Story Tree

► **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> |
|--|---|