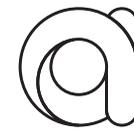


grade 5



acadience<sup>™</sup>  
reading

Name: \_\_\_\_\_  
 Student ID: \_\_\_\_\_ School Year: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 School: \_\_\_\_\_

# Benchmark Assessment

## Fifth 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									
	Incorrect									
	Adjusted Score									

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<http://acadiencelearning.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.***
- 

<b>Timing</b>	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ] ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	If no response in 3 seconds, say the word and mark it as incorrect.
<b>Discontinue</b>	If no words are read correctly in the first line, say <b>Stop</b> , 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.
<b>Reminders</b>	If the student stops (not a hesitation on a specific item), say <b>Keep going</b> . (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 5/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 5/Benchmark 1.1

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

#### The Land Bridge

0 During the last ice age, the world looked much different than it does 13  
 13 today. Nearly all the land was covered with huge sheets of ice or glaciers. 27  
 27 Most of the world’s water was trapped in these glaciers, and the water 40  
 40 level of the seas was low. A vast amount of land was above the water. 55  
 55 The narrow waterway between Asia and North America, the Bering 65  
 65 Strait, was mostly exposed land at that time. The land formed a narrow 78  
 78 bridge that connected Asia with North America. This land bridge was 89  
 89 cold and flat, and was covered by grass and shrubs. Before the formation 102  
 102 of the land bridge, early people who wanted to travel to North America 115  
 115 had to go by boat. Very few people actually made the voyage over the 129  
 129 water. Many more people traveled to North America when they were able 141  
 141 to walk across the land bridge. 147  
 147 After crossing the land bridge, the earliest people found themselves 157  
 157 in an unfamiliar land where there were no other inhabitants. These first 169  
 169 people had to search for food and water. If they were to survive, they 183  
 183 also had to locate materials that they could use to fashion tools. 195  
 195 There are no written accounts of these early people. Scientists who 206  
 206 want to know how they lived must seek clues in the things they left 220  
 220 behind. Today, it is believed that the movement to the new world took 233  
 233 place over a long period of time. The earliest people most likely came to 247  
 247 the new world as they followed migrating animals. 255  
 255 After many thousands of years, the climate began to change, causing 266

# 1 Acadience Oral Reading Fluency

Grade 5/Benchmark 1.1

## The Land Bridge (continued)

266	much of the ice to melt. The land bridge flooded and the Bering Strait	280
280	became a waterway once again. The two continents became separated	290
290	and the land bridge was no more. Those who wanted to journey between	303
303	the continents would have to travel by boat or find a new way to travel.	318

Notes:

# 3 Acadience Oral Reading Fluency

Grade 5/Benchmark 3.3

## Retell: An Amazing City

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 3 Acadience Oral Reading Fluency Grade 5/Benchmark 3.3

#### An Amazing City (continued)

243 hundred and sixty-five, which means there is one step for every day in 257  
 257 the year. At the top of the pyramid, there is a temple. Inside, there is a 273  
 273 statue of a jaguar that is painted red and has green eyes. 285  
 285 The pyramid attracts the most visitors at the autumn and spring 296  
 296 equinoxes. On those days, the sun on the stairs casts a shadow that looks 310  
 310 like a giant feathered serpent. As the sun moves through the sky, the 323  
 323 snake appears to slither down the sides of the pyramid. Thousands of 335  
 335 tourists watch as the shadow of the ancient figure returns to its home. 348

Notes:

### 1 Acadience Oral Reading Fluency Grade 5/Benchmark 1.1

#### Retell: The Land Bridge

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/ Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# 1 Acadience Oral Reading Fluency

## Grade 5/Benchmark 1.2

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

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

### The Crow and the Pitcher

0 Once there lived a sleek, black crow. Crow’s shiny feathers glistened 11  
 11 in the sunlight, and his yellow eyes sparkled like precious jewels. Crow 23  
 23 was so strong that he frequently flew for hundreds of miles without 35  
 35 stopping. 36  
 36 One day, Crow was flying along when he started to feel thirsty. He 49  
 49 dropped to a low altitude to search for something refreshing to drink. 61  
 61 Suddenly, he spied a pitcher of water sitting on a barnyard fence. The 74  
 74 fence was in the shade, shielded from the sun by a towering oak tree. 88  
 88 “That water should make a nice, cool drink,” thought Crow. 98  
 98 Crow landed on the fence and examined the tempting pitcher. He 109  
 109 saw that it was about half full of water. However, no matter how hard he 124  
 124 tried, he could not reach the water with his beak. Crow was frustrated, 137  
 137 but he wasn’t ready to give up. He knew if he considered the situation 151  
 151 carefully he would be able to find a solution. 160  
 160 Crow considered overturning the pitcher, hoping that the water 169  
 169 would spill so he could drink it. He rejected that idea, fearing that all the 184  
 184 water would flow away before he could get any. “It would be a shame 198  
 198 to waste this treat,” Crow thought. He looked all around for some more 211  
 211 ideas, and saw some shiny pebbles lying on the ground. Looking at them, 224  
 224 Crow finally had the inspiration he had been looking for. 234  
 234 Crow picked up the pebbles one by one with his beak and dropped 247

# 3 Acadience Oral Reading Fluency

## Grade 5/Benchmark 3.3

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

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

### An Amazing City

0 Every day, tourists flock to see special places around the world. 11  
 11 One place that is special because it is so old is the site of the ruins of an 29  
 29 ancient city in Mexico. 33  
 33 The Mayan people built this ancient city more than one thousand 44  
 44 years ago. The site covers four square miles. The structures that were 56  
 56 left behind show that this community was once thriving. Many scientists 67  
 67 have come to this location and tried to solve the mysteries of the city. 81  
 81 They have excavated the ruins and carefully restored as much as they 93  
 93 could. 94  
 94 One question that is still unanswered is why there are two styles of 107  
 107 architecture in the city. Some buildings look like ones found in other 119  
 119 Mayan cities. However, other buildings, such as the pyramid, temple, 129  
 129 and ball court, have a different design. They look like structures built by 142  
 142 a group of people called the Toltecs. One theory is that the Toltecs took 156  
 156 over the city. Another theory is that the Maya learned about the Toltecs’ 169  
 169 style by trading with them. If the Maya liked the buildings they saw, they 183  
 183 might have tried to imitate them. 189  
 189 The pyramid at this site has been completely restored on two of its 202  
 202 four sides. It towers over the other buildings. Visitors climb ninety-one 214  
 214 steps to reach the top platform for a grand view of this amazing place. 228  
 228 The total number of steps on all sides of the building adds up to three 243

### 3 Acadience Oral Reading Fluency

Grade 5/Benchmark 3.2

Retell: How Kangaroo Got Her Pouch

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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 5/Benchmark 1.2

The Crow and the Pitcher (continued)

247 them into the pitcher. Every time he dropped a pebble into the pitcher, 260

260 the water level rose higher. Eventually, the water level was high enough 272

272 for Crow to take a long, refreshing gulp of water. He was very pleased 286

286 with himself. “No obstacle is too challenging if I think long enough and 299

299 hard enough about how to resolve it,” thought Crow. 308

Notes:

# 1 Acadience Oral Reading Fluency

Grade 5/Benchmark 1.2

Retell: The Crow and the Pitcher

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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 5/Benchmark 3.2

How Kangaroo Got Her Pouch (continued)

238	and she led him to the water.	245
245	As Wombat took a drink of the cool water, Joey came bounding up	258
258	to his mom. She shook her head ruefully at her playful son. Wombat	271
271	decided he should do something to help Mother so she would not have	284
284	to keep searching for Joey. He created a pouch out of blades of grass,	298
298	and then he tied it around Mother’s waist. As soon as Mother opened the	312
312	pouch, Joey jumped inside it. Mother thanked her friend for the inventive	324
324	solution. Since that time, Mother Kangaroo always wears her pouch so	335
335	she does not have to go searching for Joey.	344

Notes:

### 3 Acadience Oral Reading Fluency Grade 5/Benchmark 3.2

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

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

#### How Kangaroo Got Her Pouch

0	On a lovely sunny day, a mother and her youngest son were taking	13
13	a relaxing walk through the outback. Suddenly, Mother Kangaroo lost	23
23	sight of her offspring, and she started searching for him. She peered	35
35	under some bushes and in the emerald grass.	43
43	Joey suddenly bounded up and shouted that he was right behind	54
54	her. Mother was startled and leaped into the air. The young kangaroo	66
66	apologized for surprising her.	70
70	The two ambled along on their journey, pausing after a while to	82
82	munch on some delicious grass. When Mother glanced up, she was	93
93	alarmed to see that Joey had vanished again. She started searching, but,	105
105	instead of finding her son, she discovered her old friend Wombat. They	117
117	greeted each other, and Mother said, “My rascal son has wandered off	129
129	again. Did you happen to see him?”	136
136	Wombat said that he was very sorry to see her distressed, but he had	150
150	not seen the youngster. He did, however, have a suggestion she could	162
162	consider. “I am extremely thirsty,” he said, “so why don’t you help me	175
175	search for water, and then when I’m refreshed we can search together	187
187	for your meandering son.” Mother agreed to the arrangement, and then	198
198	shielded her eyes from the sun and peered into the distance. She was	211
211	much taller than Wombat, so she could see over the grass. Before long,	224
224	Mother saw a pool of sparkling water, so she had Wombat grab her tail,	238

### 1 Acadience Oral Reading Fluency Grade 5/Benchmark 1.3

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

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

#### Recycling Tires

0	If you look around, you will see tires everywhere. There are tires	12
12	on automobiles and trucks, and there are tires on motorcycles and	23
23	airplanes. Eventually, all these tires will be thrown away, creating a huge	35
35	mountain of tires. You might be surprised to learn that old tires are one	49
49	of the biggest and most challenging sources of trash. The piles of old	62
62	tires frequently become home to mosquitoes and other insects that carry	73
73	disease. Discarded tires are a dangerous fire hazard. The pollution caused	84
84	by tire fires is very harmful to the environment. Because old tires don’t	97
97	decay, they are a problem that will be around for a long, long time.	111
111	Those who care about the environment are worried about the large	122
122	volume of old tires. They are researching ways to recycle and reuse	134
134	the rubber in tires. That way they can keep old tires out of landfills and	149
149	protect the environment. One way to recycle the rubber is to heat the tires	163
163	in a special oven. The oven does not allow any oxygen in and allows few	178
178	pollutants out. The recycled rubber can then be used for new products	190
190	like shoes and even sweaters. Recycling the rubber also produces oil that	202
202	people can use as fuel. Fuel from tires can produce as much energy as	216
216	coal or oil and is often used to power major factories.	227
227	Not all tires need to be recycled, many can be reused. Scrap tires can	241
241	be placed around bridges to protect them from flood damage. Some tires	253
253	are cut into pieces and fashioned into sandals or used in roads. Shredded	266

# 1 Acadience Oral Reading Fluency

Grade 5/Benchmark 1.3

## Recycling Tires (continued)

266	tires can be used to make walls that reduce the noise from highways for	280
280	people who live nearby. Shredded tires can even make railroad ties to	292
292	reduce our need for trees.	297
297	I hope you will see tires in a whole new light. The tire on your	312
312	automobile might eventually be used for the shoes on your feet or the	325
325	asphalt on the road you walk on to get to school.	336

Notes:

# 3 Acadience Oral Reading Fluency

Grade 5/Benchmark 3.1

## Retell: Build a Thermometer

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 3 Acadience Oral Reading Fluency

Grade 5/Benchmark 3.1

#### Build a Thermometer (continued)

271 straw water line. Use a ruler to calculate the difference between each 283  
 283 mark and the original water mark. 289  
 289 Next, fill the larger bottle with cold water and ice. Place your bottle 302  
 302 thermometer into the icy water. Take the same kinds of measurements 313  
 313 that you did with the hot water, and compare your results. 324

Notes:

### 1 Acadience Oral Reading Fluency

Grade 5/Benchmark 1.3

#### Retell: Recycling Tires

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# 1 Acadience Oral Reading Fluency

## Grade 5/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 5/Benchmark 3.1

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

### Build a Thermometer

0 If you walk outside on a summer day, you will usually feel warm. 13

13 However, if you walk outside in the wintertime, you will usually feel 25

25 much colder. How could you find out the exact temperature? You could 37

37 use a thermometer, which is a tool that measures temperature. 47

47 To better understand how a thermometer works, you can construct 57

57 your own. Begin by filling a small soda bottle with cold water. Make sure 71

71 the bottle is filled to the brim. Next, add four drops of food coloring to 86

86 the water to make it more visible. 93

93 Make a ball of modeling clay that is large enough to form a stopper 107

107 for the bottle. Flatten the clay to create a long thin ribbon, and wrap it 122

122 around the middle of a straw. 128

128 Position the straw in the bottle so the clay forms a stopper at the top 143

143 of the bottle with the straw through the middle of the clay. Carefully seal 157

157 the bottle with the clay without pinching to ensure the straw remains 169

169 completely open. To prevent water from escaping, confirm that there are 180

180 no holes or cracks in the clay. You will notice that half of the straw is 196

196 submerged in the water, while the other half is outside the bottle. Gently 209

209 force the clay plug into the top of the bottle until the level of the water 225

225 moves up into the straw above the bottle. 233

233 Now it is time to utilize your bottle thermometer to measure 244

244 temperature. Place it in a larger bottle that is filled with hot water. Every 258

258 two minutes for the next ten minutes, take a reading by marking the 271

### 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.***

<b>Timing</b>	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ] ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	If no response in 3 seconds, say the word and mark it as incorrect.
<b>Discontinue</b>	If no words are read correctly in the first line, say <b>Stop</b> , 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.
<b>Reminders</b>	If the student stops (not a hesitation on a specific item), say <b>Keep going</b> . (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.***

<b>Timing</b>	1 minute. Start your stopwatch after the student says the first word of the passage. Place a bracket ( ] ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	If no response in 3 seconds, say the word and mark it as incorrect.
<b>Discontinue</b>	If no words are read correctly in the first line, say <b>Stop</b> , 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.
<b>Reminders</b>	If the student stops (not a hesitation on a specific item), say <b>Keep going</b> . (Repeat as often as needed.) If the student loses his/her place, point. (Repeat as often as needed.)

## 2 Acadience Oral Reading Fluency

Grade 5/Benchmark 2.1

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

### A Genius at Work

0	The boy was seven years old and starting school for the first time.	13
13	He was the only son of a poor family who lived in what is now part of	30
30	Germany. To look at this child, he seemed like an ordinary boy; however,	43
43	he had an amazing talent in math and science. In fact, he would go on to	59
59	become one of the most important mathematicians in the world.	69
69	The boy's name was Carl Gauss. He reportedly was able to calculate	81
81	in his head by the time he was three years old. The youngster was so	96
96	good in math that he corrected mistakes that his father made when	108
108	computing the family budget.	112
112	Carl also showed his superior abilities in math at school. One time,	124
124	his teacher asked the students to add the list of numbers from one to	138
138	one hundred. The teacher thought that this would take the students a	150
150	long time. To his surprise, young Carl arrived at the correct answer	162
162	almost instantly. The boy explained that he had found a clever way to	175
175	pair the numbers that allowed him to turn the problem into a simple	188
188	multiplication calculation. He could use this method to add a long string	200
200	of numbers very quickly.	204
204	Carl's mother and father had different views about their son's	214
214	education. His father was a mason who built things with brick and stone.	227
227	Carl's father wanted Carl to become a mason, too. The boy's mother,	239
239	though, strongly supported Carl's schooling in math and science because	249
249	she realized that he had a special talent in these areas. Carl continued	262

## 2 Acadience Oral Reading Fluency

Grade 5/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 5/Benchmark 2.3

Retell: The Chunnel

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/ Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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 5/Benchmark 2.1

A Genius at Work (continued)

262	his studies in math and science and went on to make many important	275
275	discoveries. Some of his first discoveries were made while he was still a	288
288	teenager.	289
289	Carl Gauss became known throughout the world as the “Prince of	300
300	Mathematicians.” Although he lived long ago, his keen understanding of	310
310	math continues to have a remarkable influence on the field of math today.	323

Notes:

## 2 Acadience Oral Reading Fluency

Grade 5/Benchmark 2.1

Retell: A Genius at Work

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/ Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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 5/Benchmark 2.3

The Chunnel (continued)

246	though, and in less than a year, the work was stopped.	257
257	It took a long time before the building project was resumed.	268
268	Numerous construction companies worked on the big project. It took	278
278	seven years, but finally the tunnels were completed and trains traveling	289
289	at very high speeds were allowed to use them. Today, people enjoy	301
301	traveling through the Chunnel, which is the world's second longest	311
311	underwater tunnel.	313

Notes:

## 2 Acadience Oral Reading Fluency

Grade 5/Benchmark 2.3

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

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

### The Chunnel

0 The body of water between France and Britain is called the English 12  
12 Channel. If you want to cross from one side of the English Channel 25  
25 to the other, there is no bridge you can cross. Instead, you can take a 40  
40 train through an underwater tunnel. This channel tunnel is known as the 52  
52 Chunnel. 53  
53 The Chunnel consists of three tunnels that allow trains to run under 65  
65 the water from one side of the channel to the other. Trains that carry 79  
79 people and goods use the two outer tunnels. The middle tunnel is smaller 92  
92 than the other two tunnels. It is used for ventilation and to make sure 106  
106 maintenance and emergency vehicles can reach the other tunnels. 115  
115 The Chunnel was dreamed of long before it was finally built. More 127  
127 than two hundred years ago, an engineer first talked about building a 139  
139 tunnel under the English Channel. He believed that people could travel in 151  
151 carriages drawn by horses through the tunnel. The tunnel would have oil 163  
163 lamps since they did not have electric lights back then. He imagined an 176  
176 island in the middle, where people could change to fresh horses. Over the 189  
189 years, many people drew up plans for the tunnel. Although one attempt at 202  
202 digging was made, none of the early plans ever made it to completion. 215  
215 Almost forty years ago, construction work finally began on what 225  
225 would become the Chunnel. The governments of England and France 235  
235 soon became worried about how much money the tunnels would cost, 246

## 2 Acadience Oral Reading Fluency

Grade 5/Benchmark 2.2

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

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

### A Special Song

0 The boy searched through the pieces of bamboo that his mother had 12  
12 cut. He ran his hands over numerous pieces to know what each would 25  
25 feel like when he held it. He narrowed down his choice to three pieces. 39  
39 He looked down the hollow centers of those pieces. Finally, he picked 51  
51 the one that he thought would make the best flute. 61  
61 As Zachary presented the piece of bamboo to his mother, she 72  
72 admired his selection. She proceeded to turn the bamboo into a flute with 85  
85 six perfect holes in a straight line and a hole for the mouth. She provided 100  
100 some special oil, which her son gently applied to his fabulous new 112  
112 instrument. 113  
113 Zachary anticipated making lovely melodies with his flute. He 122  
122 pressed the instrument firmly against his lips and blew into it with a deep 136  
136 breath. He made a sharp squealing noise, which caused him to giggle. 148  
148 Mama smiled and instructed him to blow with a gentle, even breath. She 161  
161 showed him how to cover the holes with his fingertips. Mama explained 173  
173 that he could play various notes by doing this. Zachary experimented and 185  
185 was thrilled to hear how the different notes sounded. 194  
194 Every afternoon Zachary practiced playing his flute. He was 203  
203 delighted to make up little songs, but he wanted to do something special 216  
216 to express his appreciation to his mother for making this musical 227  
227 instrument. He remembered her favorite song and figured out for himself 238

## 2 Acadience Oral Reading Fluency

Grade 5/Benchmark 2.2

### A Special Song (continued)

238 how to play it. Then, one day, while Mama was washing the dinner 251  
 251 dishes, he asked if he could perform something special. She turned off 263  
 263 the faucet and stood by the sink as Zachary grasped his flute and began to 278  
 278 play. She was captivated by her favorite song, which was more beautiful 290  
 290 than she had ever heard it before. When the music had concluded, Mama 303  
 303 walked over to her son and gave him an enormous hug. 314

Notes:

## 2 Acadience Oral Reading Fluency

Grade 5/Benchmark 2.2

### Retell: A Special Song

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

<b>Timing</b>	1-minute maximum. Start your stopwatch after telling the student to begin. Say <b>Stop</b> after 1 minute.
<b>Wait/ Reminder</b>	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 <b>Tell me as much as you can about the story.</b> —Otherwise, ask <b>Can you tell me anything more about the story?</b>
<b>Discontinue</b>	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say <b>Thank you</b> 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><b>1</b> Provides 2 or fewer details</p> <p><b>2</b> Provides 3 or more details</p> | <p><b>3</b> Provides 3 or more details in a meaningful sequence</p> <p><b>4</b> Provides 3 or more details in a meaningful sequence that captures a main idea</p> |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|