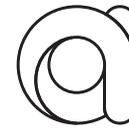


grade 2



acadience<sup>™</sup>  
reading

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_ School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

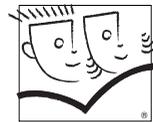
School: \_\_\_\_\_

# Benchmark Assessment

## Second Grade Scoring Booklet

		1 Beginning			2 Middle			3 End		
<b>Date</b>										
<b>NWF</b>		CLS			[Ruled Area]			[Ruled Area]		
		WWR								
<b>ORF</b> (Circle the median score)	<b>Passage</b>	1	2	3	1	2	3	1	2	3
	<b>Words Correct</b>									
	<b>Errors</b>									
	<b>Accuracy</b>									
	<b>Retell</b>									
	<b>Retell Quality</b>									

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# 1 Acadience Nonsense Word 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:

- **We are going to read some make-believe words. Listen. This word is “sog.”** (Run your finger under the word as you say it.) **The sounds are /s/ /o/ /g/** (point to each letter). **Your turn. Read this make-believe word** (point to the word “mip”). **If you can’t read the whole word, tell me any sounds you know.**

<p>Correct Whole Word Read mip</p>	<p><b>Very good reading the word “mip.”</b></p>	<p>(Begin testing.)</p>
<p>Correct Letter Sounds Any other response with all the correct letter sounds</p>	<p><b>Very good. /m/ /i/ /p/</b> (point to each letter) <b>or “mip”</b> (run your finger under the word as you say it).</p>	<p>(Begin testing.)</p>
<p>Incorrect response No response within 3 seconds, or response includes any errors</p>	<p><b>Listen. /m/ /i/ /p/ or “mip.”</b> (Run your finger under the letters as you say the sounds.) <b>Your turn. Read this make-believe word.</b> (Point to the word “mip.”) <b>If you can’t read the whole word, tell me any sounds you know.</b></p>	<p>Correct response <b>Very good.</b> (Begin testing.)</p>
		<p>Incorrect response <b>Okay.</b> (Begin testing.)</p>

- Begin testing. **I would like you to read more make-believe words. Do your best reading. If you can’t read the whole word, tell me any sounds you know.** (Place the student copy in front of the student.) **Put your finger under the first word. Ready, begin.**

Notes:

Notes:

# 1 Acadience Nonsense Word Fluency

Directions continued

<b>Timing</b>	1 minute. Start your stopwatch after telling the student to begin. Place a bracket ( ] ) and say <b>Stop</b> after 1 minute.
<b>Wait</b>	If the student responds sound-by-sound, mixes sounds and words, or sounds out and recodes, allow 3 seconds, then provide the correct letter sound. If the student responds with whole words, allow 3 seconds, then provide the correct word.
<b>Discontinue</b>	If the student has no correct letter sounds in the first line, say <b>Stop</b> and record a score of 0.
<b>Reminders</b>	If the student does not read from left to right, say <b>Go this way</b> . (Sweep your finger across the row.) (Allowed one time.) If the student says letter names, say <b>Say the sounds, not the letter names</b> . (Allowed one time.) If the student reads the word first, then says the letter sounds, say <b>Just read the word</b> . (Allowed one time.) If the student says all of the letter sounds correctly in the first row, but does not make any attempt to blend or recode, say <b>Try to read the words as whole words</b> . If the student stops (and it's 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.)

# 1 Acadience Nonsense Word Fluency

Grade 2/Benchmark 1

	CLS	WWR
▶ dil kaj os wel hun	<input type="text" value="/14 (14)"/>	<input type="text"/>
duj tek vol ij dag	<input type="text" value="/14 (28)"/>	<input type="text"/>
wuj ket vab lom hiv	<input type="text" value="/15 (43)"/>	<input type="text"/>
op dev wan sib sus	<input type="text" value="/14 (57)"/>	<input type="text"/>
ak vep rol bic suv	<input type="text" value="/14 (71)"/>	<input type="text"/>
bel zij tus noj val	<input type="text" value="/15 (86)"/>	<input type="text"/>
kes uv yac noz rin	<input type="text" value="/14 (100)"/>	<input type="text"/>
kab roz vul kik et	<input type="text" value="/14 (114)"/>	<input type="text"/>
san boj yuz lem jik	<input type="text" value="/15 (129)"/>	<input type="text"/>
yin eb tuj tat bos	<input type="text" value="/14 (143)"/>	<input type="text"/>

Total Correct Letter Sounds (CLS): \_\_\_\_\_

Total Whole Words Read (WWR): \_\_\_\_\_

### NWF Response Patterns:

- |   |  |
|---|--|
| <input type="checkbox"/> Says correct sounds out of order (sound-by-sound)    | <input type="checkbox"/> Doesn't track correctly                             |
| <input type="checkbox"/> Makes random errors                                  | <input type="checkbox"/> Tries to turn nonsense words into real words        |
| <input type="checkbox"/> Says correct sounds, does not recode                 | <input type="checkbox"/> Makes consistent errors on specific letter sound(s) |
| <input type="checkbox"/> Says correct sounds, recodes out of order            | <input type="checkbox"/> Other   |
| <input type="checkbox"/> Says correct sounds, recodes with incorrect sound(s) |  |
| <input type="checkbox"/> Says correct sounds and correctly recodes            |  |

### Notes:

### 3 Acadience Oral Reading Fluency Grade 2/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 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.)

# 1 Acadience Oral Reading Fluency

## Grade 2/Benchmark 1.1

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

### Picture Day

0 The teacher told the class that they would have their pictures 11  
 11 taken the next day. Nick did not look forward to picture day. He did not 26  
 26 understand why all of the other kids were so excited. Why did they like 40  
 40 picture day so much? 44  
 44 Nick took the picture order form home and gave it to Mom. Even 57  
 57 she was excited. She filled out the form and put it in an envelope with 72  
 72 money. Then she went into Nick’s room to find the right outfit. Nick 85  
 85 wondered again why everyone got so excited about picture day. 95  
 95 The next day, Nick went to school in his best red shirt and new blue 110  
 110 jeans. His hair was combed neatly. His mom had even sprayed his hair 123  
 123 with hair spray! 126  
 126 The classroom buzzed with excitement. The other children could 135  
 135 not wait to have their picture taken! Nick sat at his desk and felt puzzled. 150  
 150 Someone sat down at the desk next to him. Nick saw that it was his 165  
 165 friend Cody, and he was smiling. Nick asked Cody why he was so happy. 179  
 179 Nick could not believe his ears when Cody told him that the school had 193  
 193 a new plan for picture day. This year there would be real animals in 207  
 207 the pictures! You could pet the animal while they took the picture. Nick 220  
 220 suddenly was looking forward to picture day! 227

# 3 Acadience Oral Reading Fluency

## Grade 2/Benchmark 3.3

### Retell: Roller Skating Fun

► **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.)

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

### 3 Acadience Oral Reading Fluency Grade 2/Benchmark 3.3

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

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

#### Roller Skating Fun

0 Every Saturday Dad and Craig did something together. This morning 10  
 10 Dad had a surprise. They were going to go roller skating. Craig was 23  
 23 excited. He had never been roller skating. Dad said it was a lot of fun, so 39  
 39 Craig got dressed and put on his coat. They walked to the bus and rode 54  
 54 to the skating rink. 58  
 58 As soon as they walked in, Dad started smiling and telling stories 70  
 70 about his childhood. He told how he had skated at this same rink. He 84  
 84 told of birthday parties and skating contests. Dad was very happy. Craig 96  
 96 liked to hear about the things his dad did when he was a boy. They were 112  
 112 both excited to start skating. 117  
 117 Dad and Craig went to the counter to rent skates. Then they sat on 131  
 131 a bench and laced up their skates. Loud music played, and Craig sang 144  
 144 along with the song. Red and blue lights flashed, calling the skaters to the 158  
 158 wooden floor. 160  
 160 Together, Dad and Craig stood up. Craig was a bit shaky on four 173  
 173 wheels. Dad had an easier time skating, remembering the skating he 184  
 184 did as a boy. They both moved closer to the rink and entered through 198  
 198 a gate. Dad led the way. Craig had a hard time at first. He clung to the 215  
 215 wall, inching slowly around the rink. Dad did one lap and skated up to 229  
 229 Craig. He took Craig's hand and led him away from the wall. Soon, Craig 243  
 243 found it easier to skate. He let go of Dad's hand and was skating on his 259  
 259 own. Craig smiled. Skating with Dad was a lot of fun. 270

### 1 Acadience Oral Reading Fluency Grade 2/Benchmark 1.1

Retell: Picture Day

► **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 2/Benchmark 1.2

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

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

### Going Camping

0 Some people like to camp. Will Lily be one of them? She is going on 15  
 15 her first camping trip. She wonders what it will be like to sleep in a tent. 31  
 31 Will she see any wild animals? 37  
 37 Lily, her parents, and her sister drive to the camp site. First, they set 51  
 51 up their tent. It is not as easy as Lily thought it would be! There are so 68  
 68 many steps to follow. Finally, the tent is ready, and each person puts a 82  
 82 sleeping bag inside. 85  
 85 Everyone sits down and eats sack lunches they brought from home. 96  
 96 After Lily eats, she throws her trash away in the trash can. Then she has 111  
 111 a fantastic idea! She says they should split into two groups and go on 125  
 125 hikes. They will draw pictures of things in nature that they see. They will 139  
 139 have fifteen minutes to hike and then return to the camp site. Then the 153  
 153 two groups can compare all the different things they have seen. The 165  
 165 family thinks the plan sounds like fun. They get ready and set off on the 180  
 180 two paths. 182  
 182 Just after she leaves the camp site with her dad, Lily sees a deer! It 197  
 197 is the first wild animal she has ever seen. Lily hurriedly sketches its picture 211  
 211 in her notebook. 214  
 214 Fifteen minutes later, the family meets back at the camp site. They 226  
 226 show their drawings to each other. Lily loves seeing what everyone 237  
 237 drew. She is already enjoying her first camping trip! 246

# 3 Acadience Oral Reading Fluency

## Grade 2/Benchmark 3.2

Retell: The New Year

► **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.)

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

### 3 Acadience Oral Reading Fluency Grade 2/Benchmark 3.2

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

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

#### The New Year

0 The first day of the year is a special day. People around the world 14  
 14 celebrate the New Year in different ways. In some places, people watch 26  
 26 fireworks. In other places, there are parades with people in colorful 37  
 37 costumes. In our country, people often celebrate by having a party. 48  
 48 People count down the seconds until midnight when the New Year starts. 60  
 60 Then they blow horns and make a lot of noise. 70  
 70 In some places, people make special New Year's bread. When the 81  
 81 bread is being made, the baker puts a gold coin in the dough. The 95  
 95 coin gets mixed up in the bread dough and is baked inside the bread. 109  
 109 No one knows where the coin is. After the bread is baked, it is cut into 125  
 125 pieces. It is lucky to get the piece of bread with the coin. All of the 141  
 141 people chew carefully. They wonder who the lucky person will be. 152  
 152 In the country of Denmark, people save their broken dishes all year. 164  
 164 On New Year's Eve, they throw the broken dishes at friends' doors. If 177  
 177 you wake up on the first day of the New Year and find a lot of broken 194  
 194 dishes, you are happy. Finding a lot of dishes means you have many 207  
 207 friends. 208  
 208 How do you celebrate the New Year? Maybe you would like to try 221  
 221 one of these customs with your family. 228

### 1 Acadience Oral Reading Fluency Grade 2/Benchmark 1.2

#### Retell: Going Camping

► **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.)

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

# 1 Acadience Oral Reading Fluency

Grade 2/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 South Pole

0 What do you think of when you hear the words South Pole? Do you 14

14 see a pole in your mind? There really is a pole at the South Pole. It is 31

31 red and white like a candy cane. The flags of many countries surround 44

44 it. Scientists from these countries come to the South Pole. They work 56

56 together to study the climate. 61

61 The scientists have learned that the South Pole is the coldest place 73

73 on Earth. Even in the summer the temperature is below zero degrees. 85

85 It is so cold that most scientists only live at the South Pole during the 100

100 warmer summer months. Very few stay for the harsh winters. No one 112

112 else lives at the South Pole. 118

118 While the scientists are at the South Pole, they see some animals, 130

130 including penguins and seals. There are many fish in the water, too. In 143

143 the summer, some whales come to the South Pole. Even the whales 155

155 leave in the winter. It is just too cold. 164

164 Most people are surprised to learn that the South Pole is a dry 177

177 place. Yes, there is a lot of snow and ice, but little new sleet or snow falls 194

194 each year. The South Pole is like a frozen desert. 204

204 Perhaps you would like to see the South Pole for yourself. If you 217

217 travel there, you will see a few buildings where the scientists work and 230

230 live. Of course, you will see the red and white pole, too. Other than that, 245

245 when you look around, you will only see flat land covered with snow and 259

259 ice. 260

# 3 Acadience Oral Reading Fluency

Grade 2/Benchmark 3.1

Retell: Gavin's Jump

► **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.

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.)

- |   |                             |   |   |
|---|-----------------------------|---|---|
| 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 2/Benchmark 3.1

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

#### Gavin's Jump

0 It was the first day of summer vacation. Gavin was excited. He had 13  
 13 decided to jump off the diving board at the community pool. 24  
 24 Last summer, many of Gavin's friends jumped off the diving board. 35  
 35 Gavin watched them, but he knew he was not ready to jump. Instead, 48  
 48 he practiced his swimming strokes while they took turns jumping off the 60  
 60 diving board. Then they all swam and played together. 69  
 69 When Gavin woke up this morning, he knew he was ready to jump 82  
 82 off the diving board. He was looking forward to it. He hopped out of 96  
 96 bed and went to the kitchen to eat some oatmeal. 106  
 106 Just then, Gavin's uncle came into the kitchen for his coffee. He told 119  
 119 Gavin they could go to the pool that afternoon. When Gavin told his 132  
 132 uncle that he planned to jump off the diving board, his uncle patted him 146  
 146 on the shoulder. "I know you can do it," he said encouragingly. 158  
 158 Finally it was time to go to the pool. When Gavin arrived, his friends 172  
 172 were already there. He surprised them by saying he was going to the 185  
 185 diving board. Gavin waited in line. His friends stood behind him. When 197  
 197 it was his turn, he walked out to the edge of the diving board. He saw 213  
 213 his uncle smile at him. He heard his friends saying, "You can do it!" Gavin 228  
 228 counted to three and jumped into the water. He shot up to the surface 242  
 242 with a huge smile on his face. He could not wait to jump again! 256

### 1 Acadience Oral Reading Fluency Grade 2/Benchmark 1.3

#### Retell: The South Pole

► **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.)

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

# 1 Acadience Oral Reading Fluency

## Grade 2/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

## 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 2/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

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 2/Benchmark 2.1

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

### Check Out a Book

0 There are many reasons to go to a library. You can find many books 14  
 14 there. Did you know that a library also has movies and music? Many 27  
 27 have programs just for kids, too. You can go to story time or meet a real 43  
 43 author. 44

44 If you want to borrow something from the library, you need to get 57  
 57 a library card. To get a card, an adult must fill out a form. The form has 74  
 74 information such as the person’s name and address. At many libraries, 85  
 85 children may get a card too, but an adult must sign the form. When you 100  
 100 get your card, learn the library’s rules. Ask how many items you can 113  
 113 check out at one time. Also ask how long you may keep them. 126

126 Once you have your card, you are ready to find something to 138  
 138 check out. You can use the library’s computer to find a book or a 152  
 152 movie. Search by title, author’s name, or subject. Or, you can always 164  
 164 just browse. Maybe you want to read a fiction book. Look at the books 178  
 178 in the fiction section. Or browse the movie section. You are sure to find 192  
 192 something you like! 195

195 Once you have chosen the items you want, take them to the front 208  
 208 desk. Give the librarian your library card and your items. He or she 221  
 221 will check them out for you and tell you when to bring them back. 235  
 235 Remember to return the items by their due date. Then come back to 248  
 248 the library to check out more items! 255

## 2 Acadience Oral Reading Fluency

Grade 2/Benchmark 2.3

### Retell: The Best Big Brother

► **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.)

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

## 2 Acadience Oral Reading Fluency

Grade 2/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 Best Big Brother

0 Max thought his big brother Kevin was awesome. Kevin was perfect. 11  
 11 He was a great soccer player, and he played in the band. He was a 26  
 26 good student, too. Max wanted to be just like Kevin. However, when Max 39  
 39 tried to do something Kevin did, he was never as good. Kevin always 52  
 52 reminded him that he was six years younger. When Max was older, he 65  
 65 would be able to play soccer just like Kevin. Although Max knew Kevin 78  
 78 was right, he still felt disappointed. He wanted to be just like Kevin right 92  
 92 now! 93  
 93 Years went by, and Max got better at what he did. Then one day, 107  
 107 Kevin went to college. What would Max do without his big brother? At 120  
 120 first, Max was very sad, but his schoolwork and activities kept him busy. 133  
 133 After school, he had band practice twice a week. Two days a week he 147  
 147 had soccer practice, and he had soccer games on Saturdays. 157  
 157 One Saturday, Max was having a great soccer game. He scored 168  
 168 two goals in the first half. When he scored the second goal, he heard 182  
 182 a familiar voice yelling in excitement. Max scanned the stands and saw 194  
 194 Kevin! He had come home from college to watch Max's game. After the 207  
 207 game, Kevin congratulated Max on having a great game. "You're the 218  
 218 best," he said. 221  
 221 As Max hugged Kevin, he realized he had become a lot like his big 235  
 235 brother. "No," he said. "We're the best!" 242

## 2 Acadience Oral Reading Fluency

Grade 2/Benchmark 2.1

Retell: Check Out a Book

► **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> |
|--|---|

## 2 Acadience Oral Reading Fluency

Grade 2/Benchmark 2.2

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

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

### Sue's Goals

0 Mom was sitting at the table writing in a notebook. Sue asked what 13  
 13 she was doing. Mom said she was making a list of goals she wanted to 28  
 28 meet at work. Sue was interested. She wondered how it would feel to set 42  
 42 a goal and reach it. 47  
 47 Sue decided she would write down one goal a day. She thought 59  
 59 about what she wanted to do for her first goal. At school she was 73  
 73 learning about healthy foods. That gave Sue a great idea. She would 85  
 85 set a goal to eat two servings of vegetables that day. Later, at lunch, 99  
 99 Sue looked in the fridge. She got out a stalk of celery to eat with her 115  
 115 sandwich. At dinner, Sue had a helping of spinach. That night, she drew 128  
 128 a line through the goal on her paper. She felt great about meeting her 142  
 142 first goal. Sue even decided she liked eating spinach. 151  
 151 The next morning, Sue set a new goal. She would clean out a 164  
 164 drawer in her dresser. Sue opened the drawer and took everything out. 176  
 176 She made a pile to keep and a pile to give away. She could not believe 192  
 192 how much stuff was in the drawer. Sue neatly placed things she wanted 205  
 205 to keep in the drawer. She carried the other pile to her mother. Her 219  
 219 mother helped her decide which things were in good enough shape to 231  
 231 be given away. 234  
 234 Sue smiled as she crossed the second goal off her list. She was 247  
 247 proud of what she had done. She began to think about the goal she 261  
 261 would set for tomorrow. 265

## 2 Acadience Oral Reading Fluency

Grade 2/Benchmark 2.2

### Retell: Sue's Goals

► **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.)

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