

grade 2



acadience®
reading k-6

Name: _____

Student ID: _____ School Year: _____

Teacher: _____

School: _____

Benchmark Assessment

Second Grade Scoring Booklet

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

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1 Acadience Nonsense Word Fluency

Directions

Make sure you have reviewed the directions in the *Acadience Reading K–6 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>Very good reading the word “mip.”</p>	<p>(Begin testing.)</p>
<p>Correct Letter Sounds Any other response with all the correct letter sounds</p>	<p>Very good. /m/ /i/ /p/ (point to each letter) or “mip” (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>Listen. /m/ /i/ /p/ or “mip.” (Run your finger under the letters as you say the sounds.) 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>	<p>Correct response Very good. (Begin testing.)</p>
		<p>Incorrect response Okay. (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

Timing	1 minute. Start your stopwatch after telling the student to begin. Place a bracket (]) and say Stop after 1 minute.
Wait	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.
Discontinue	If the student has no correct letter sounds in the first line, say Stop and record a score of 0.
Reminders	If the student does not read from left to right, say Go this way . (Sweep your finger across the row.) (Allowed one time.) If the student says letter names, say Say the sounds, not the letter names . (Allowed one time.) If the student reads the word first, then says the letter sounds, say Just read the word . (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 Try to read the words as whole words . If the student stops (and it's 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.)

1 Acadience Nonsense Word Fluency

Grade 2/Benchmark 1

	CLS	WWR
▶ d i l k a j o s w e l h u n	<input type="text" value="/14 (14)"/>	<input type="text"/>
d u j t e k v o l i j d a g	<input type="text" value="/14 (28)"/>	<input type="text"/>
w u j k e t v a b l o m h i v	<input type="text" value="/15 (43)"/>	<input type="text"/>
o p d e v w a n s i b s u s	<input type="text" value="/14 (57)"/>	<input type="text"/>
a k v e p r o l b i c s u v	<input type="text" value="/14 (71)"/>	<input type="text"/>
b e l z i j t u s n o j v a l	<input type="text" value="/15 (86)"/>	<input type="text"/>
k e s u v y a c n o z r i n	<input type="text" value="/14 (100)"/>	<input type="text"/>
k a b r o z v u l k i k e t	<input type="text" value="/14 (114)"/>	<input type="text"/>
s a n b o j y u z l e m j i k	<input type="text" value="/15 (129)"/>	<input type="text"/>
y i n e b t u j t a t b o s	<input type="text" value="/14 (143)"/>	<input type="text"/>

Total Correct Letter Sounds (CLS): _____

NWF Response Patterns:

Total Whole Words Read (WWR): _____

- | | |
|---|--|
| <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 Reading K–6 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.)

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.**

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

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

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

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

3 Acadience Oral Reading Fluency Grade 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.**

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

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48				
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71				
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94				

Retell Total: _____

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

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

1 Acadience Oral Reading Fluency

Grade 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.**

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 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.**

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

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48				
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71				
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94				

Retell Total: _____

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

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

1 Acadience Oral Reading Fluency

Grade 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.**

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.)

- | | | | |
|---|-----------------------------|---|---|
| 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.**

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.

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26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

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

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

1 Acadience Oral Reading Fluency

Grade 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 Reading K–6 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 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 Reading K–6 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 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.**

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> |
|--|---|

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.**

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

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: _____

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

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

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.**

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

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48				
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71				
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94				

Retell Total: _____

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

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