

grade 6



acadience®  
reading k-6

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

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

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

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

# Benchmark Assessment

## Sixth Grade Scoring Booklet

		1 Beginning			2 Middle			3 End		
<b>Date</b>										
<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>									
<b>Maze</b>		Correct			Correct			Correct		
		Incorrect			Incorrect			Incorrect		
		Adjusted Score			Adjusted Score			Adjusted Score		

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# 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.***
- 

<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 6/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 6/Benchmark 1.1

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

#### Hello Hong Kong

0	Warm air means a change in the weather, and summer means travel	12
12	to many families. For the Chen family, this summer was going to be an	26
26	exciting time of year. For the first time, they would take the underground	39
39	train ride from their home in southern China and travel to Hong Kong.	52
52	Jackie was very excited about the visit. Jackie Chan, the movie star,	64
64	was one of his heroes, and he liked to imagine that one day he would	79
79	meet the famous star from Hong Kong. They would become good	90
90	friends, smiling and laughing that their names were almost the same.	101
101	The family had spent much time learning about Hong Kong. Still,	112
112	they were surprised at what they found when they got off the train	125
125	and walked onto the city streets. Old Chinese ways blended with new	137
137	Western culture, the result of British rule of the island for hundreds of	150
150	years. The city was totally bilingual. Almost everyone spoke fluently	160
160	in English and Chinese. Tall buses with two levels of seats whizzed	172
172	through the busy streets, competing with trams and taxis for passengers.	183
183	Modern skyscrapers filled the city, and millions of people bustled about	194
194	their business and their lives. There were cars, but they certainly weren't	206
206	necessary with all the public transportation readily available.	214
214	Rising high beyond the city skyline were steep, green mountains,	224
224	and much of the island was preserved for parks. However, the family	236
236	was only treated to the full beauty of Hong Kong Island when they took	250
250	a ferry ride across Victoria Harbour. From the water, the family could see	263

# 1 Acadience Oral Reading Fluency

## Grade 6/Benchmark 1.1

### Hello Hong Kong (continued)

263 almost the entire island, including the mountains. 270

270 The Chens had a wonderful time exploring the city, shopping and 281

281 visiting museums. They loved hiking up peaceful, green trails to look out 293

293 over the island that was part of their homeland. Jackie knew he would 306

306 return many times. There was so much to see and do that his imagination 320

320 was set on fire. Maybe someday he would get to meet his hero. In Hong 335

335 Kong, everything seemed possible. 339

Notes:

# 3 Acadience Oral Reading Fluency

## Grade 6/Benchmark 3.3

### Retell: The Barefoot Runner

► **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 6/Benchmark 3.3

#### The Barefoot Runner (continued)

249 marathon by the largest margin in history. A great runner from Australia 261  
 261 called Bikila’s win “the greatest performance ever in track and field.” 272  
 272 Bikila had become the first runner to win the Olympic marathon 283  
 283 twice in a row. Throughout his career, he ran fifteen marathons and 295  
 295 won twelve. Abebe Bikila is now remembered as being one of the best 308  
 308 runners in the world. 312

Notes:

### 1 Acadience Oral Reading Fluency Grade 6/Benchmark 1.1

#### Retell: Hello Hong Kong

► **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 6/Benchmark 1.2

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

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

### Ocean Harvest

0 Many different organisms live in the salty water of the world’s 11  
 11 oceans, and one of the most useful and nutritious is seaweed. There are 24  
 24 thousands of species of seaweed that grow in different shapes and colors. 36  
 36 Seaweed grows in small bunches or in vast underwater forests and 47  
 47 attaches itself to objects or to the ocean floor. Seaweed absorbs nutrients 59  
 59 from the water, and, like other plants, it makes its own food. Also like 73  
 73 other plants, it needs sunshine to produce its food, so it grows mainly 86  
 86 in shallow water. A single plant can be very short or as long as three 101  
 101 hundred feet. 103  
 103 In nature, seaweed provides a safe habitat and food for many 114  
 114 different sea animals. It is an important part of the ocean’s food chain, 127  
 127 because seaweed is rich in the vitamins and minerals that are necessary 139  
 139 for many creatures. 142  
 142 Seaweed is widely used in Asian countries, where it is plentiful 153  
 153 because so much of Asia is surrounded by seas. It can be grown and 167  
 167 harvested like land crops, a practice that is known as aquaculture. 178  
 178 Seaweed aquaculture is a major industry in Japan and China. The 189  
 189 harvest is used for many kinds of products, from fertilizer to food. Much 202  
 202 of the seaweed is used for human food, and it is an important part of 217  
 217 many people’s diets even though you may not realize it. No seaweed is 230  
 230 poisonous, and some is even considered a rare treat. The Japanese, in 242

# 3 Acadience Oral Reading Fluency

## Grade 6/Benchmark 3.3

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

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

### The Barefoot Runner

0 When the Summer Olympic Games were held in Rome, Italy, the 11  
 11 marathon was won in a most unusual way. As was usual, the final event 25  
 25 for track and field was the marathon race. What was not usual was that 39  
 39 Abebe Bikila ran the race barefoot, and won. That day, Bikila became the 52  
 52 first person from East Africa to win an Olympic gold medal. 63  
 63 Bikila was born in Ethiopia in 1932. He spent his early years going 76  
 76 to school and taking care of his family’s sheep. When he got older, he 90  
 90 worked for several years as a bodyguard with the government. While 101  
 101 watching a parade, he noticed a group of athletes wearing shirts with 113  
 113 “Ethiopia” on the back. When he learned they represented his country in 125  
 125 the Olympic Games, he decided to become one of them. 135  
 135 When Bikila qualified to be in the Olympics, he had run only two 148  
 148 marathons in his life, both in his home country. The world had not yet 162  
 162 heard of this remarkable runner. However, he became a well-known 173  
 173 hero after easily winning the marathon in world record time. Even more 185  
 185 amazing than his win was that he ran the entire race barefoot. He said 199  
 199 he found his shoes and socks uncomfortable, so he chose to run without 212  
 212 them. 213  
 213 Bikila had to have his appendix removed shortly before the next 224  
 224 Olympics in Tokyo, Japan. Although he had not fully recovered from the 236  
 236 operation, he raced again, this time in shoes. He again easily won the 249

### 3 Acadience Oral Reading Fluency

Grade 6/Benchmark 3.2

Retell: Another World

► **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 6/Benchmark 1.2

Ocean Harvest (continued)

242	particular, use this “sea vegetable” in many of their daily meals. Seaweed	254
254	is an ingredient in some kinds of yogurt that are sold not only in Asia but	270
270	also in the United States.	275
275	Around the world, seaweed is also used in beauty aids such as soaps	288
288	and skin lotions. In fact, you may be using seaweed without knowing it.	301
301	Seaweed is often an ingredient in your toothpaste.	309
309	As you can see, there are numerous ways to use seaweed. If you have	323
323	never tried it, you might consider ordering a seaweed dish at a restaurant	336
336	someday.	337

Notes:

# 1 Acadience Oral Reading Fluency

Grade 6/Benchmark 1.2

Retell: Ocean Harvest

► **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 6/Benchmark 3.2

Another World (continued)

223	breath.”	224
224	Hector showed her how to fit the face mask over her eyes and nose	238
238	and how to clear the mask when it flooded. It was up to Victoria to	253
253	practice holding her breath as long as she could.	262
262	They moved into slightly deeper water so Victoria could practice	272
272	kicking with her flippers to propel herself into the depths and then	284
284	return to the surface. Even in the shallow water, Victoria glimpsed the	296
296	magic of the underwater world, full of brightly colored fish and strange	308
308	sea creatures. She could hardly wait until she could go out farther with	321
321	Hector and continue exploring the sea.	327

Notes:

### 3 Acadience Oral Reading Fluency Grade 6/Benchmark 3.2

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

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

#### Another World

0	Out in the water, tubes of seaweed swayed in the gentle swells. The	13
13	sun reflected flashes of bright light on the water’s surface, while on the	26
26	beach a dozen friends were busy preparing their gear. Victoria’s cousin	37
37	Hector was among them. As Victoria walked up to the group, she could	50
50	feel their excitement.	53
53	Some of the divers were putting on their facemasks, snorkels, and	64
64	flippers. Others added belts loaded with heavy weights. Hector explained	74
74	that the extra weight helped their buoyant bodies stay underwater.	84
84	Hector and his friends were preparing to go free diving. In free diving,	97
97	swimmers hold their breath as long as possible and dive as deep as	110
110	possible. Hector explained that when you are free diving you do not	122
122	carry air tanks or oxygen as you do when scuba diving. He emphasized	135
135	that it was very important to be properly trained before attempting any	147
147	kind of diving.	150
150	Victoria said, “I want to learn to free dive. Will you please teach	163
163	me?”	164
164	Hector agreed to give her a preliminary lesson, and he borrowed	175
175	his sister’s diving equipment. His sister was about Victoria’s size, so	186
186	her facemask and fins would fit snugly but comfortably. “Today we will	198
198	stay in shallow water,” said Hector. “I’ll accompany you throughout, so	209
209	you don’t have to be anxious about diving too deep and running out of	223

### 1 Acadience Oral Reading Fluency Grade 6/Benchmark 1.3

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

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

#### River of Grass

0	Many people think of the Florida Everglades as a huge swamp, but	12
12	it’s actually a wide river dense with saw grass. Unlike ordinary grass,	24
24	saw grass grows up to ten or fifteen feet tall and is sharp as a razor. The	41
41	slow moving water of the Everglades flows for a hundred miles from a	54
54	lake to the ocean.	58
58	In some places, the water is only a few inches deep; in other places	72
72	there are deep pools. The mud in the river is a kind of quicksand that can	88
88	swallow a person or stall a boat. Small islands called hammocks dot the	101
101	river. Native Americans once made their homes on the hammocks.	111
111	Abundant birds such as egrets, great blue herons, and spoonbills	121
121	live in this region. Wildlife you might see on a visit there include	134
134	bobcats, raccoons, alligators, and even a rare type of panther. Don’t	145
145	forget to watch out for dangerous snakes such as water moccasins and	157
157	rattlesnakes!	158
158	There are wet and dry seasons in the Everglades. Water levels drop	170
170	during the dry season, from December to April, and much of the wildlife	183
183	migrates to areas with deeper pools of water. With the beginning of the	196
196	wet season, the wildlife once again scatters over a wide area.	207
207	Like many other natural areas on earth, the Everglades is threatened	218
218	by civilization. Even though part of this region is a national park,	230
230	pollutants from farms and cities have entered the water. The natural	241

# 1 Acadience Oral Reading Fluency

## Grade 6/Benchmark 1.3

### River of Grass (continued)

241 movement of the river has been interrupted by the dams that were built to 255  
 255 control water flow. Encroaching towns disturb the land and animals. 265  
 265 Those who treasure the Everglades ecology know the importance 274  
 274 of protecting its land, water, and animals. They are working to find 286  
 286 solutions to the problems that threaten the region. We hope it's not too 299  
 299 late to save the river of grass. 306

Notes:

# 3 Acadience Oral Reading Fluency

## Grade 6/Benchmark 3.1

### Retell: Sea of Salt

► **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			
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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 6/Benchmark 3.1

#### Sea of Salt (continued)

260	that it may disappear altogether. However, there are no easy solutions	271
271	for saving the Dead Sea. Some scientists want people to allow more	283
283	water from the Jordan River to flow into the sea. Others have suggested	296
296	connecting the Dead Sea with the Red Sea. Time will tell whether or not	310
310	the Dead Sea disappears completely, leaving nothing but a barren valley.	321

Notes:

### 1 Acadience Oral Reading Fluency Grade 6/Benchmark 1.3

#### Retell: River of Grass

► **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			
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Retell Total: \_\_\_\_\_

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

- |  |   |
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| <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 6/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 6/Benchmark 3.1

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

### Sea of Salt

0	Imagine a body of water in which animals and plants cannot live.	12
12	Imagine a body of water that is so buoyant that a person cannot sink in it.	28
28	Now imagine people being able to sit upright and read a newspaper while	41
41	floating on that same body of water. There is such an unusual place, and	55
55	it is called the Dead Sea.	61
61	This inland sea lies at the lowest point on earth, in a desert valley far	76
76	below sea level. The nations of Israel and Jordan are next to the Dead	90
90	Sea. The Jordan River flows into it, but there is no outlet, so evaporation	104
104	is the only way that water escapes. When the water evaporates, it leaves	117
117	behind heavy salts and minerals that prevent plants and animals from	128
128	living in the sea. The Dead Sea is a very salty sea, nearly nine times	143
143	saltier than the ocean.	147
147	Although the sea supports no life, people flock to its shores. The	159
159	salty water stings people's skin and eyes. Still, many people believe that	171
171	the minerals in the water and surrounding mud have an amazing ability	183
183	to help cure sicknesses and ailments. The humidity is low, and the air is	197
197	free from pollen, so people with breathing problems find relief near the	209
209	Dead Sea.	211
211	The sea that is already dead is shrinking as irrigation waters are	223
223	pulled from the Jordan River, reducing its flow into the Dead Sea. The	236
236	sea is becoming smaller and even more saline. This ancient sea is an	249
249	important part of the region's long history, and people are concerned	260

### 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.***

<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 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.***

<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 6/Benchmark 2.1

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

### Acting

0	In the lifestyle section of the newspaper was a brief notice from	12
12	the local community theater. “Open auditions!” it read. “Roles for two	23
23	women ages eighteen to twenty-four, one man over age fifty, and a girl	37
37	between the age of ten and thirteen.”	44
44	Mariko, age twelve, read the blurb aloud to her mother. “It sounds	56
56	like a good opportunity,” her mother said, “and I know you’d enjoy	68
68	performing in a play again.” Mariko grinned. Since first grade, she had	80
80	written and acted in plays with other friends in the neighborhood.	91
91	Mariko wanted the part, but she was worried it might be too much	104
104	trouble for everyone. Someone would have to take her and pick her up	117
117	from rehearsals. She would need to invest time learning her lines, and	129
129	she would need help memorizing the script. She mentioned all this to her	142
142	mother. “Do you really think it will work?” she asked.	152
152	Her mother smiled and said, “I really think this could be a wonderful	165
165	opportunity for you. If you want to pursue it, we’ll find a way to manage	180
180	all the details.”	183
183	Mariko hugged her mother and then scanned the notice for the phone	195
195	number. She called immediately and got information about how to apply	206
206	and where to pick up a copy of the script. After walking to the theater	221
221	to pick up the script and schedule an audition, she raced home, eager	234
234	to begin practicing. She read through the entire script, and by the final	247
247	epilogue, Mariko was convinced she could play the part.	256

## 2 Acadience Oral Reading Fluency

Grade 6/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 6/Benchmark 2.3

Retell: A Delicious Tradition

► **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 6/Benchmark 2.1

Acting (continued)

256	Every evening for a week, Mariko finished her homework early and	267
267	then spent an hour reading and rehearsing different ways of expressing	278
278	the words and feelings of the character in the play. When her mother had	292
292	time, she helped with suggestions. By the date of the audition, Mariko	304
304	had already begun memorizing many of her character’s lines. She was	315
315	prepared and confident, and she could tell that she had impressed the	327
327	director.	328
328	A week later, Mariko learned she had received the part! She couldn’t	340
340	wait for the rehearsals to begin.	346

Notes:

## 2 Acadience Oral Reading Fluency

Grade 6/Benchmark 2.1

Retell: Acting

► **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 6/Benchmark 2.3

A Delicious Tradition (continued)

245	oils from the seeds and left a fine powder, called cocoa, behind. This	258
258	powder could be added to foods such as cakes. New machines allowed	270
270	different forms of chocolate to be made, and today we can pick from a	284
284	wide variety of chocolate flavors and items.	291
291	Chocolate has come a long way in its journey through the world.	303
303	What was once reserved for royalty has become a favorite among people	315
315	everywhere.	316

Notes:

## 2 Acadience Oral Reading Fluency

Grade 6/Benchmark 2.3

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

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

### A Delicious Tradition

0 One of the world’s most-loved flavors starts with small seeds found 12  
 12 inside pods that grow on rainforest trees. Nearly two thousand years ago, 24  
 24 the Mayan people of Central America discovered the unique properties of 35  
 35 this seed. The pods grow on cacao trees, and the seeds can be made into 50  
 50 the delicious treat we call chocolate. 56  
 56 The Maya ground up the beans and used the powder to make 68  
 68 highly prized drinks. They did not have sugar, so the chocolate that the 81  
 81 Maya made was very bitter. They spiced up the beverages with various 93  
 93 other things, such as cornmeal and chili peppers. Later, the bean was 105  
 105 discovered by the Aztecs, who loved it so much that they used the seeds 119  
 119 as a form of money. For the Aztecs, chocolate was an important part of 133  
 133 both their everyday lives and their celebrations. 140  
 140 After the Spanish crossed the ocean to the Americas, they took 151  
 151 the seeds back with them to Spain. People began to sweeten the cacao 164  
 164 with sugar and cinnamon. The seeds were so expensive that drinking 175  
 175 chocolate became a sign of wealth. Still, demand for chocolate quickly 186  
 186 spread through Europe. At this time, the chocolate was still too gritty and 199  
 199 oily to be used in anything but drinks. 207  
 207 It wasn’t until a new type of mill was invented that the beans could 221  
 221 be ground into a much smoother paste. Chocolate could then be made 233  
 233 into solid bars. Another inventor created a cocoa press that removed the 245

## 2 Acadience Oral Reading Fluency

Grade 6/Benchmark 2.2

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

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

### The Mariana Trench

0 Just as there is a highest point on our planet, there is also a lowest 15  
 15 point. Mount Everest is the highest, and the lowest is the Mariana 27  
 27 Trench. This deep slice in the ocean floor is also the deepest part of the 42  
 42 ocean. It is found off the coast of the Mariana Islands, near Japan. The 56  
 56 deepest point of this trench is Challenger Deep, named for the British 68  
 68 ship that discovered it. The trench is nearly seven thousand feet deeper 80  
 80 than Mount Everest is high. 85  
 85 The water deep in the trench is frigid and dark because sunlight 97  
 97 cannot go deeper than about five hundred feet. As light decreases, 108  
 108 pressure increases. Surprisingly, the floor of the trench is dotted with 119  
 119 hydrothermal vents, which are openings in the ocean floor through which 130  
 130 boiling hot water flows. Although plants and animals on land cannot live 142  
 142 in such an extreme environment and need sunlight for life, there is an 155  
 155 abundance of life in the ocean depths. Most of the life forms are very 169  
 169 tiny organisms, but there are also communities of larger species, such as 181  
 181 mussels and crabs, that live near the hydrothermal vents. One of the most 194  
 194 unusual animals is the tubeworm, a white worm that can grow up to three 208  
 208 feet long. 210  
 210 Tubeworms were unknown organisms until people began to explore 219  
 219 the deep ocean and discovered hot vents and the life forms that live near 233  
 233 them. This strange worm has no eyes and no mouth. Bacteria inside 245

## 2 Acadience Oral Reading Fluency

Grade 6/Benchmark 2.2

### The Mariana Trench (continued)

245	the worm convert chemicals from the hot vents into food for the worm.	258
258	Tubeworms in turn provide a food source for other animals forming a	270
270	complex food chain.	273
273	Exploration of the deepest part of the Earth is important to science	285
285	and knowledge. Scientists can learn a great deal about how life began	297
297	on Earth by discovering and investigating life forms that have existed	308
308	unchanged for millions of years, like those living in the Mariana Trench.	320

Notes:

## 2 Acadience Oral Reading Fluency

Grade 6/Benchmark 2.2

### Retell: The Mariana Trench

► **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> |
|--|---|