

DIBELS® Next Administration Directions and Scoring Keys

Daze/Level 4 Benchmark Assessment

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Daze G4/Benchmark Assessment

Directions: Make sure you have reviewed the scoring rules in the *DIBELS Assessment Manual* and have them available. Say these specific directions to the students:

1. Before handing out the worksheets, say ***I am going to give you a worksheet. When you get your worksheet, please write your name at the top and put your pencil down.*** Hand out the Daze student worksheets. Make sure each student has the appropriate worksheet.

When all of the students are ready, say ***You are going to read a story with some missing words. For each missing word there will be a box with three words. Circle the word that makes the most sense in the story. Look at Practice 1.***

Listen. After playing in the dirt, Sam went (pause) home, summer, was (pause) to wash her hands. You should circle the word "home" because "home" makes the most sense in the story. Listen. After playing in the dirt, Sam went home to wash her hands.

Now it is your turn. Read Practice 2 silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. When you are done, put your pencil down.

Allow up to 30 seconds for students to complete the example and put their pencils down. If necessary, after 30 seconds say ***Put your pencil down.***

2. As soon as all students have their pencils down, say ***Listen. On her way home, she (pause) chair, sleep, saw (pause) an ice cream truck. You should have circled "saw" because "saw" makes the most sense in the story. Listen. On her way home, she saw an ice cream truck.***

When I say "begin," turn the page over and start reading the story silently. When you come to a box, read all the words in the box and circle the word that makes the most sense in the story. Ready? Begin. Start your stopwatch after you say "begin."

3. Monitor students to ensure they are reading and circling the words. Use the reminders as needed.
4. At the end of **3 minutes**, stop your stopwatch and say ***Stop. Put your pencil down.*** Collect all of the Daze worksheet packets.

Timing	3 minutes. Start your stopwatch after you say "begin."
Reminders	<p>If the student starts reading the passage out loud, say <i>Remember to read the story silently.</i> (Repeat as often as needed.)</p> <p>If the student is not working on the task, say <i>Remember to circle the word in each box that makes the most sense in the story.</i> (Repeat as often as needed.)</p> <p>If the student asks you to provide a word for them or, in general, for help with the task, say <i>Just do your best.</i> (Repeat as often as needed.)</p>

The Lizard Store

Lisa flopped onto her bed and gazed at the walls of her room. Today she was finally going to

get a pet! Pictures of puppies, kittens, **tigers**, and even gorillas peered at her from her

bedroom walls. There was no doubt that Lisa **was** an animal lover. Whether the animal was

big or small, furry or smooth, Lisa **was** wild about it.

The only problem was that Lisa was **allergic** to furry pets. The slightest whiff **would** make

her sneeze, cough, and itch. She **once** visited a friend who had a **rabbit**, and her eyes swelled shut

for **three** hours. Owning a dog, a cat, or **even** a hamster was impossible for her and this **made** Lisa

sad. She tried to make up for it with her **animal** posters, but she still longed for a **pet**.

She didn't have to be sad **any** longer, though. Today she and Dad **were** going to

Lou's Lizard Land to pick out an **animal** companion. There would be no fur or **fuzz** to irritate

Lisa's nose at this **store**, because they only sold lizards, snakes, **turtles**, and frogs.

When Dad's car pulled up to the **house**, Lisa dashed outside. "Hop in," said

Dad, "**we've** got some shopping to do!"

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At the **store**, they looked inside every cage and **glass** aquarium that held a small creature.

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Some of the animals hid, while others **seemed** not to notice the two humans. Lisa **stopped** in front

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of one aquarium that **held** a small green lizard moving slowly up a **branch**. When it noticed Lisa,

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it gazed at her and **curled** its long tail around the branch.

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She **said** to her Dad excitedly, "Come look at this **lizard**!" Dad hurried over to see, and a

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salesclerk approached and told them that the **lizard** was a chameleon, a type of lizard that

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can change the color of its skin to **adapt** to temperature, light, and mood.

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Lisa **noticed** that this particular lizard was a **beautiful** green color. She remembered reading

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that **when** lizards were green, they were usually **feeling** calm. She also noticed that the **lizard's**

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feet curled almost completely around the **branch** in its cage. "That's so they **can** climb trees

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easily," said the sales **clerk**. "Eventually, the lizard will actually prefer to **ride** on your shoulders

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and see the **world** with you.”

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Lisa could hardly wait to **take** her new pet home. The salesclerk **told** her that the

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lizard would probably **be** shy at first, but its skill in **adapting** to different environments would

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make it a **very** good pet.

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Later that evening, Lisa **said** goodnight to her new pet. “It **won't** be long until we're best

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friends!” she **said** with a smile.

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A Leaning Tower

The country of Italy is home to a building you may recognize. It is called the Leaning Tower of

Pisa, and it **is** one of the most recognized buildings in the **world**. The building is an eight-story,

white, round tower with large bells at the **top**. Thousands of tourists visit the building **each** year.

People stand at the bottom and **look** up. As they do this, their **heads** tilt to match the leaning of the **building**.

Construction of the remarkable building began over **eight** hundred years ago, in 1173, and

lasted many years. Workers had finished three of the **building's** eight marble stories when they

noticed **something** odd. The building was leaning! It **was** sinking into the ground. The engineer in

charge changed the building's plans. The next **stories** that were added were slightly taller on

one side. The idea was to even out the **leaning**. But the heavy marble only made the **tower**

sink farther into the soil. Work **was** stopped at the time, but started **once** again and continued

off and on for **many** years. It was finally done in the **sixteenth** century, and the tower still leaned.

At **one** point, the tower leaned so much that the **top** was about fifteen feet farther south **than** the bottom. People tried many ways to **correct** it, including bracing the building with **support** columns. Nothing seemed to correct or **halt** the leaning. One attempt to straighten it **almost** destroyed the tower. The building leaned **farther** and farther.

In 1990, engineers worried that the **building** was unsafe, so they closed it and **began** work to correct some of the **leaning**. This time, they dug some of the **unstable** soil out from underneath the building's **foundation** on one side. When they removed the **soil**, that side of the building came down a **little**. The workers were able to steer the **building** where they wanted it, but they **knew** they would not straighten it entirely. After **all**, it would no longer be the Leaning Tower of Pisa **if** it were vertical.

The building straightened **several** inches and finally stabilized entirely for the **first** time.

Now, the building is once **again** safe and open to the public. You **can** climb the almost three

hundred stairs that **make** up the spiral staircase that leads **all** the way to the top. From

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there, you can see a view of Italy that **is** like no other.

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Diamonds State Park

There is a park in Arkansas where visitors come to enjoy the outdoors, view wildlife, camp, and

hunt for diamonds. That's right, diamonds! Crater of Diamonds State Park sits on a **piece** of land that is

full of **diamonds**, and visitors can dig through the **dirt** to find them. Whatever they find, they **can** keep.

One hundred years ago, the **land** belonged to a farmer. One day, **while** the farmer was

in the field **feeding** his pigs, he saw something sparkle in the **dirt**. He hoped it was a little

piece of gold. He scooped some of the **rocky** soil into a pan and washed it in **water**. He didn't

find any gold, but he **did** find two strange pebbles. One was **yellow** and the other was white. He

showed them to the president of his **local** bank, and learned that they were **diamonds**.

How did the diamonds end up on a **farmer's** property? Billions of years ago, there **was** a

volcano on this part of the **land**. The diamonds were created deep inside the Earth, and **then** the

volcano pushed them to the Earth's **surface**. The volcano is long gone, but the **diamonds** are still

there.

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Today, the land **is** owned by the state of Arkansas, and the **park** is a place for locals

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and **tourists** alike to enjoy. There is a **visitor** center where people can learn how the diamonds

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formed. The park also offers a discovery **zone**, where park rangers share tips about **how** to

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search for diamonds.

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The diamonds **are** hard to find. Visitors can hunt for them in **several** different ways. They

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can simply walk along and **look** for diamonds on the surface. This **is** a good method to use

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after it **rains**. The rain washes the dirt away and **uncovers** the rocks and diamonds near

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the **surface**.

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Many visitors prefer to use a **small** shovel to dig up a few **inches** of soil. They toss the soil

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onto a **piece** of screen. The dirt falls through the **holes** in the screen, leaving any rocks and diamonds

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behind.

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Serious

diamond hunters dig deep holes and

send

the soil through several screens. This

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method

takes many hours of hard work and

patience

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Over the years, several very large diamonds

have

been found at the park. However,

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most

of the diamonds are very small.

Still

, the visitor who finds even a

tiny

diamond will keep

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the memory of a

fun

time forever!

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