Center on Teaching & Learning UO DIBELS Data System

Instructional Grouping Worksheets DIBELS Next Former Goals

What are these worksheets?

These worksheets provide teachers and other education professionals one strategy for determining the instructional needs of their students based on a pattern of performance on two or more DIBELS Next assessments. These instructional groupings should be thought of as initial recommendations, which are then fine-tuned based on the professional judgment of the classroom or grade-level teacher(s).

This approach is consistent with other UO recommendations regarding the use of DIBELS Next; that is, they provide a concrete way to differentiate instruction based on assessment results (University of Oregon, 2008).

How do I use them?

First, print out a copy of your Class List Report from the DIBELS Data System (DDS; https://dibels.uoregon.edu/report/). This report provides each student's benchmark status and scores on each DIBELS measure, which are needed to complete the worksheet. Second, locate the worksheet for the appropriate grade level and time of year within the packet. This information is provided at the top of each worksheet, in sequence (i.e., from kindergarten, beginning of year to Grade 6, end of year). One worksheet is provided per grade level and time of year. Third, write the name of each student and their DIBELS scores in one of the four columns based on his or her pattern of performance on the two DIBELS measures identified for the given grade and time of year. For example, a second-grade student who is below the benchmark goal on both DORF Words Read Correctly (DORF-WRC) and DORF Accuracy (DORF-ACC) at the beginning of the year would be listed in the column for Group 4.

Once your class is divided into four groups, use your professional judgment to make revisions to the initial suggestions: Do you have several students in Group 4? If so, consider splitting that group in two based on the students' DIBELS scores; Do two of the students in Group 3 have a difficult time getting along? Consider moving one student to either Group 2 or 4 based on their scores; Are some students in Group 1 barely above the cut point for risk? If so, consider moving those students into an instructional group with more support. The main point is that you, as the teacher, adjust these groups flexibly and readily based on new assessment results and your own professional opinions.

How are the groupings determined?

These groupings are determined using a combination of two primary DIBELS measures at each time period, selected according to several guiding principles. When possible, two different Big Ideas in Beginning Reading are represented, to assist in identifying students with deficits in different skills. Also important is the relative predictive power of

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each measure, based on information from the DIBELS Next Benchmark Goals and Composite Score document (2010). In nearly all grades and times of year, groupings use the two most predictive measures, except in cases where (a) multiple measures have similar predictive value, and (b) doing so would create groupings that are based on a single measure, or are inconsistent with groupings from other time points in the same grade or an adjacent grade. The latter occurs in grades 3-6, where DORF-WRC and Daze most consistently demonstrate strong predictive power; DORF-WRF is one of the two most predictive measures in 12 out of 12 assessment periods, and Daze is one of the two most predictive measures in 9 out of 12 periods, so both were chosen as the grouping measures throughout grades 3-6. In the beginning of Kindergarten, the initial groupings are based on FSF and LNF, with the cut point for LNF determined by subtracting the FSF goal from the Composite Score goal. This does not represent a benchmark goal for LNF, but performance on LNF does help inform instructional groupings in the beginning of kindergarten.

In addition, a flag is added to student names in certain grades and times of year, based on students' performance on one additional measure that is used in the Composite Score calculation. For example, at the middle of 2nd grade, the groupings are based on DORF-WRC and DORF-ACC, and a flag is added for performance on Retell when the score is below the benchmark.

How do the groupings relate to the former benchmark goals?

These instructional groupings prioritize differentiated instruction for lower performing students based on the DIBELS Next Former Benchmark Goals. Students who score in the "some risk" range are grouped together with students who score in the "at risk" range. All students who perform below benchmark need continued, strong, group-level instruction and perhaps, some interim progress monitoring. Because both some and atrisk students fall into the at-risk range in this model, make sure you continue to prioritize support for your lowest performing students—especially if you have several students in Group 4.

References

Dynamic Measurement Group. (2010). DIBELS Next Benchmark Goals and Composite Score. Eugene, OR: Author. Available:

https://dibels.uoregon.edu/docs/DIBELSNextFormerBenchmarkGoals.pdf

University of Oregon, Center on Teaching and Learning (2008). Introduction to the School-Wide Reading Model. Eugene, OR: Author. Available: https://dibels.uoregon.edu/training/



Instructional Group	ing Worksheet,	Kindergarten	Beginning of Yea	ar
lass name:				

Group 1: Likely to need continued good instruction at Tier 1. Re-assess at the next benchmark window.	Group 2: Letter naming is at risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 3: <i>Phonemic awareness</i> is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 4: Phonemic awareness and letter naming are below the benchmark. Recommend intervention supports and weekly progress monitoring.		
FSF: At or above 10	FSF: At or above 10	FSF: At or below 9	FSF: At or below 9		
LNF: At or above 16*	LNF: At or below 15*	LNF: At or above 16*	LNF: At or below 15*		
Student Name FSF LNF	Student Name FSF LNF	Student Name FSF LNF	Student Name FSF LNF		
1					
2					
3					
4					
5					
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7					
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11					
12					
13					
14					

^{*}Based on the Composite Score goal that is the sum of the FSF and LNF scores. There is not a Letter Naming Fluency benchmark goal. DIBELS Next Former Goals

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Instructional Grouping Worksheet,	Kindergarten Middle of Year
Class name:	

Group 1: Likely to need continued good instruction at Tier 1. Re-assess at the next benchmark window.	Group 2: Phonemic aware below the benchmark. It recommended, along with progress monitoring (i.e. twice per month).	ntervention is th interim	Group 3: The alphab below the benchmar recommended, along progress monitoring twice per month).	rk. Intervention is g with interim	Group 4: The alphab and phonemic award the benchmark. Receintervention support progress monitoring	eness are below ommend ts and weekly
NWF-CLS: At or above 17*	NWF-CLS: At or above	17*	NWF-CLS: At or bei	low 16*	NWF-CLS: At or be	low 16*
FSF: At or above 30	FSF: At or below 29		FSF: At or above 30	0	FSF: At or below 29	9
Student Name CLS FSF	Student Name	CLS FSF	Student Name	CLS FSF	Student Name	CLS FSF
1						
2						
3						
4						
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6						
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12						
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14						

^{*}Students should be flagged for additional monitoring using an asterisk "*" if they have a PSF score that is below 20. DIBELS Next Former Goals

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Instructional Grouping Worksheet, Kindergarten End of Year Class name:

Group 1: Likely to ne good instruction at 1 at the next benchma	Tier 1. R	e-assess	Group 2: Phonemic below the benchmarecommended, alor progress monitorin twice per month).	ark. Interve ng with inte	ntion is erim	Group 3: The alphabet below the benchmark recommended, along progress monitoring (i twice per month).	. Intervention is with interim	on is and phonemic awarenes the benchmark. Recomm		ess are below mend	
NWF-CLS: At or ab	ove 28		NWF-CLS: At or al	ove 28		NWF-CLS: At or belo	w 27	NWF-CLS: At or below 27			
PSF: At or above 4	0		PSF: At or below 3	19		PSF: At or above 40		PSF: At or below 3	39		
Student Name	CLS	PSF	Student Name	CLS	PSF	Student Name	CLS PSF	Student Name	CLS	PSF	
1											
2											
3											
4											
5											
6											
7											
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9											
10											
11											
12											
13											
14											



nstructional Grouping Worksheet,	1 st Grade	Beginning	of Year
Class name:			

Group 1: Likely to need continued good instruction at Tier 1. Re-assess at the next benchmark window.

Group 2: *Phonemic awareness* is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: The alphabetic principle is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: The alphabetic principle and phonemic awareness are below the benchmark. Recommend intervention supports and weekly progress monitoring.

NWF-CLS: At or al	NWF-CLS: At or above 27*		NWF-CLS: At or al	bove 27*	NWF-CLS: At or b	pelow 26*	NWF-CLS: At or k	elow 26°	NWF-CLS: At or below 26*		
PSF: At or above 4	10		PSF: At or below 3	39	PSF: At or above	PSF: At or above 40		PSF: At or below 39			
Student Name	CLS	PSF	Student Name	CLS PSF	Student Name	CLS PSF	Student Name	CLS	PSF		
1											
2											
3											
4											
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6											
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8											
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10											
11											
12											
13											
14											

^{*}Students should be flagged for additional monitoring using an asterisk "*" if they have a NWF-WWR score that is below 1. DIBELS Next Former goals



Instructional Grouping Worksheet, 1 st Grade Middle of Ye	ear
Class name:	

Group 1: Likely to ne good instruction at 1 at the next benchma	Γier 1. Re	-assess	Group 2: Accuracy of decoding is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month). Group 3: Fluency with reading connected text is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).		erim	Group 4: Fluency and accuracy with reading connected text are below the benchmark. Recommend intervention supports and weekly progress monitoring.					
DORF-WRC: At or o	above 23	3*	DORF-WRC: At or	above 23*	1	DORF-WRC: At or	below 22	*	DORF-WRC: At or	below 22*	
DORF-ACC: At or a	bove 78	%	DORF-ACC : At or	below 77%	<u> </u>	DORF-ACC : At or	above 789	6	DORF-ACC : At or	below 77%	6
Student Name	WRC	ACC	Student Name	WRC	ACC	Student Name	WRC	ACC	Student Name	WRC	ACC
1											
2											
3											
4											
5											
6											
7											
8											
9											
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12											
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14											
						1			1		

^{*} Students should be flagged for additional monitoring using an asterisk "*" if they have a NWF-CLS score that is below 43. DIBELS Next Former Goals

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Instructional	Grouping Worksheet ,	1 st	Grade	End of	Year
Class name:					

Group 1: Likely to need continue
good instruction at Tier 1. Re-
assess at the next benchmark
window.

Group 2: Accuracy of decoding is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with reading connected text is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Fluency and accuracy with reading connected text are below the benchmark. Recommend intervention supports and weekly progress monitoring.

DORF-WRC: At or	r above 47*	DORF-WRC: At or	above 47*	DORF-WRC: At or b	elow 46*	DORF-WRC: At or	below 46*
DORF-ACC: At or	above 90%	DORF-ACC : At or	below 89%	DORF-ACC : At or a	bove 90%	DORF-ACC : At or below 89%	
Student Name	WRC ACC	Student Name	WRC ACC	Student Name	WRC ACC	Student Name	WRC ACC
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
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13							
14							

^{*} Students should be flagged for additional monitoring using an asterisk "*" if they have a NWF-WWR score that is below 13. DIBELS Next Former Goals

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Instructional Grouping Worksheet, 2nd Grade Beginning of Year Class name: ______

Group 1: Likely to need continued good instruction at Tier 1. Re-assess at the next benchmark window.	Group 2: Accuracy of below the benchmar recommended, along progress monitoring twice per month).	rk. Intervention is g with interim	Group 3: Fluency with reconnected text is below Intervention is recomm with interim progress monce or twice per mont	the benchmark. ended, along nonitoring (i.e.,	Group 4: Fluency and accuracy with reading connected text are below the benchmark. Recommend intervention supports and weekly progress monitoring.		
DORF-WRC: At or above 52*	DORF-WRC: At or o		DORF-WRC: At or belo	ow 51*	DORF-WRC: At or		
DORF-ACC: At or above 90%	DORF-ACC : At or b	elow 89%	DORF-ACC : At or abo	ve 90%	DORF-ACC : At or I	below 89%	
Student Name WRC ACC	Student Name	WRC ACC	Student Name	WRC ACC	Student Name	WRC ACC	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
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13							
14							

^{*} Students should be flagged for additional monitoring using an asterisk "*" if they have a NWF-WWR score that is below 13. DIBELS Next Former Goals

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Group 1: Likely to need

Instructional Grouping Worksheet, 2nd Grade Middle of Year Class name:

Group 4: Fluency and accuracy with

Revision Date: Jan-1-2015

continued good instruction at Tier 1. Re-assess at the next benchmark window.	below the benchmark. In recommended, along wit progress monitoring (i.e., twice per month).	h interim	connected text is below the be Intervention is recommended with interim progress monitor once or twice per month).	, along	reading connected text are below the benchmark. Recommend intervention supports and weekly progress monitoring.		
DORF-WRC: At or above 72*	DORF-WRC: At or above	e 72*	DORF-WRC: At or below 71	*	DORF-WRC: At or be	low 71*	
DORF-ACC: At or above 96%	DORF-ACC : At or below	v 95%	DORF-ACC: At or above 96%	%	DORF-ACC: At or be	low 95%	
Student Name WRC ACC	Student Name	WRC ACC	Student Name Wi	RC ACC	Student Name	WRC ACC	
1							
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5							
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Group 3: Fluency with reading

Group 2: Accuracy of decoding is

^{*} Students should be flagged for additional monitoring using an asterisk "*" if they have a Retell score that is below 21. DIBELS Next Former Goals

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Instructional Grouping Worksheet, 2 nd	Grade End of Year
Class name:	

Group 1: Likely to need continued good instruction at Tier 1. Re-assess at the next benchmark window.		Group 2: Accuracy of below the benchma recommended, alor progress monitoring twice per month).	rk. Intervention is g with interim	Group 3: Fluency with connected text is belon Intervention is recommendation with interim progressionce or twice per mo	ow the benchmark. Imended, along Imonitoring (i.e.,	Group 4: Fluency and accuracy with reading connected text are below the benchmark. Recommend intervention supports and weekly progress monitoring.		
DORF-WRC: At or al	bove 87*	DORF-WRC: At or	above 87*	DORF-WRC: At or be		DORF-WRC: At or	below 86*	
DORF-ACC: At or ab		DORF-ACC : At or		DORF-ACC : At or al		DORF-ACC : At or		
Student Name V	WRC ACC	Student Name	WRC ACC	Student Name	WRC ACC	Student Name	WRC ACC	
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o								
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12								
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14								

^{*} Students should be flagged for additional monitoring using an asterisk "*" if they have a Retell score that is below 27. DIBELS Next Former Goals

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Instructional Grouping Worksheet, 3 ^r	d Grade Beginning of Year
Class name:	

Group 1: Likely to need continued good instruction at Tier 1. Re-assess at the next benchmark window.		Group 2: Reading con (fluency and accuracy benchmark. Interven recommended, along progress monitoring twice per month).	y) is below the tion is with interim	Group 3: Fluency w connected text is b benchmark. Interve recommended, alo progress monitorin twice per month).	elow the ention is ng with interim	Group 4: Fluency reading connect text and reading comprehension (fluency and accuracy) are below the benchmark. Recommend intensive intervention supports a weekly progress monitoring.		
DORF-WRC: At o	r above 7	70*	DORF-WRC: At or a	bove 70*	DORF-WRC: At or	below 69*	DORF-WRC: At or	below 69*
Daze: At or abov	e 8		Daze: At or below 7	,	Daze: At or above	2.8	Daze: At or below	7
Student Name	WRC	Daze	Student Name	WRC Daze	Student Name	WRC Daze	Student Name	WRC Daze
1								
2								
3								
4								
5								
6								
7								
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9								
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12								
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14								
* Students should be	e flagged fo	r addition:	 al monitoring using an ast	erisk "*" if they hav	e a DORE-accuracy score	that is helow 95%		_

^{*} Students should be flagged for additional monitoring using an asterisk "*" if they have a DORF-accuracy score that is below 95%. DIBELS Next Former Goals

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Instructional Grouping Worksheet,	3 rd	Grade	Middle of	Year
Class name:				

Group 1: Likely to need continued good instruction at Tier 1. Re-assess at the next benchmark window.		Group 2: Reading con (fluency and accuracy benchmark. Interven recommended, along progress monitoring twice per month).	y) is below the tion is with interim	Group 3: Fluency w connected text is be benchmark. Interve recommended, alo progress monitorin twice per month).	elow the ention is ng with interim	Group 4: Fluency reading connected text and reading comprehension (fluency and accuracy) are below the benchmark. Recommend intensive intervention supports and weekly progress monitoring.		
DORF-WRC: At or	r above 8	6*	DORF-WRC: At or a	bove 86*	DORF-WRC: At or	below 85*	DORF-WRC: At or	below 85*
Daze: At or above	e 11		Daze: At or below 1	0	Daze: At or above	? 11	Daze: At or below	10
Student Name	WRC	Daze	Student Name	WRC Daze	Student Name	WRC Daze	Student Name	WRC Daze
1								
2								
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^{*} Students should be flagged for additional monitoring using an asterisk "*" if they have a DORF-accuracy score that is below 96%. DIBELS Next Former Goals

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Instructional Grouping Worksheet	, 3 rd	^l Grade	End of	Year
Class name:				

Group 1: Likely to need continued good instruction at Tier 1. Re-assess at the next benchmark window.		Group 2: Reading col (fluency and accuracy benchmark. Interven recommended, along progress monitoring twice per month).	y) is below the tion is with interim	Group 3: Fluency w connected text is be benchmark. Interve recommended, alor progress monitorin twice per month).	elow the ention is ng with interim	Group 4: Fluency reading connected text and reading comprehension (fluency and accuracy) are below the benchmark. Recommend intensive intervention supports an weekly progress monitoring.			
DORF-WRC: At o	r above 1	00*	DORF-WRC: At or a	bove 100*	DORF-WRC: At or	below 99*	DORF-WRC: At or	below 99*	
Daze: At or abov	e 19		Daze: At or below 1	8	Daze: At or above	19	Daze: At or below 18		
Student Name	WRC	Daze	Student Name	WRC Daze	Student Name	WRC Daze	Student Name	WRC Daze	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									

^{*} Students should be flagged for additional monitoring using an asterisk "*" if they have a DORF-accuracy score that is below 97%. DIBELS Next Former Goals



Instructional Grouping Worksheet, 4	th Grade Beginning of Year
Class name:	

Group 1: Likely to need continued good instruction at Tier 1. Re-assess at the next benchmark window.		benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or			Group 3: Fluency with reading connected text is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).			Group 4: Fluency reading connected text and reading comprehension (fluency and accuracy) are below the benchmark. Recommend intensive intervention supports and weekly progress monitoring.			
DORF-WRC: At o	r above 9	0*	DORF-WRC: At or a	bove 90*		DORF-WRC: At or l	below 89°	*	DORF-WRC: At or	below 89*	ŧ
Daze: At or above	e 15		Daze: At or below 1	14		Daze: At or above	15		Daze: At or below	14	
Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze
1											
2											
3											
4											
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6											
7											
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13											
14											
* Students should be	o flagged fo	r addition	l monitoring using an act	orial "*" if +1	h	a DODE accuracy score t	that is halo	0.60/	1		

^{*} Students should be flagged for additional monitoring using an asterisk "*" if they have a DORF-accuracy score that is below 96%. DIBELS Next Former Goals

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Instructional Grouping Worksheet,	, 4 th	Grade	Middle o	of Yea	ar
Class name:					

Group 1: Likely to good instruction a at the next bench	t Tier 1. Re	e-assess	(fluency and accuracy benchmark. Intervention recommended, along					imprehension (cy) are below commend ion supports and	
DORF-WRC: At o	r above 1	03*	DORF-WRC: At or a	bove 103*	DORF-WRC: At or	or below 102* DORF-WRC: At or belo		below 102*	
Daze: At or abov	e 17		Daze: At or below 1	.6	Daze: At or above	17	Daze: At or below 16		
Student Name	WRC	Daze	Student Name	WRC Daze	Student Name	WRC Daze	Student Name	WRC Daze	
1									
2									
3									
4									
5									
6									
7									
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10									
11									
12									
13									
14									

^{*} Students should be flagged for additional monitoring using an asterisk "*" if they have a DORF-accuracy score that is below 97%. DIBELS Next Former Goals



Instructional Grouping Worksheet, 4 th Gra	ade End of Year
Class name:	

Group 1: Likely to	need cont	inued	Group 2: Reading con	mnrehension		Group 3: Fluency wit	th readina		Group 4: Fluency re	adina conn	ected
good instruction at Tier 1. Re-assess		(fluency and accuracy) is below the			connected text is below the			text and reading comprehension			
at the next bench	mark wind	ow.	benchmark. Interven recommended, along			benchmark. Interver recommended, alon		orim	(fluency and accura	• -	ow
			progress monitoring			progress monitoring	_		intensive interventi		ts and
			twice per month).	•		twice per month).	, ,		weekly progress mo		
DORF-WRC: At o	r above 1	15*	DORF-WRC: At or a	bove 115*		DORF-WRC: At or k	below 114	1 *	DORF-WRC: At or	r below 114*	
Daze: At or abov			Daze: At or below 2			Daze: At or above			Daze: At or below		
Student Name	WRC	Daze	Student Name	WRC Da	aze	Student Name	WRC	Daze	Student Name	WRC	Daze
1											
2											
3											
4											
5											
6											
7											
8											
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12											
13											
14											
* Students should be	e flagged fo	r addition:	I monitoring using an ast	arisk "*" if thay	have a	DORF-accuracy score t	that is helov	_N 98%			

^{*} Students should be flagged for additional monitoring using an asterisk "*" if they have a DORF-accuracy score that is below 98%. DIBELS Next Former Goals

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Instructional Grouping Worksheet, 5	th Grade Beginning of Year
Class name:	

Daze: At or above 18 Daze	ze: At or below 17	DORF-WRC: At or below 110*	DODE MOC AL - Lala 460*
		1	DORF-WRC: At or below 110*
	1	Daze: At or above 18	Daze: At or below 17
Student Name WRC Daze Stude	dent Name WRC Daze	Student Name WRC Daze	Student Name WRC Daze
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

^{*} Students should be flagged for additional monitoring using an asterisk "*" if they have a DORF-accuracy score that is below 98%. DIBELS Next Former Goals

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Instructional Grouping Worksheet,	5 th	Grade	Middle of	Year
Class name:				

Group 1: Likely to need continued good instruction at Tier 1. Re-assess at the next benchmark window.			Group 2: Reading comprehension (fluency and accuracy) is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).			Group 3: Fluency with reading connected text is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).			Group 4: Fluency reading connected text and reading comprehension (fluency and accuracy) are below the benchmark. Recommend intensive intervention supports and weekly progress monitoring.			
DORF-WRC: At or a		20*	DORF-WRO		ve 120	*	DORF-WRC: At a		9*	DORF-WRC: At a		9*
Daze: At or above 2			Daze: At or				Daze: At or abou			Daze: At or belo		
Student Name	WRC	Daze	Student Na	me	WRC	Daze	Student Name	WRC	Daze	Student Name WRC Daze		
1												
2												
3												
4												
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^{*} Students should be flagged for additional monitoring using an asterisk "*" if they have a DORF-accuracy score that is below 98%. DIBELS Next Former Goals

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Instructional Grouping Worksheet,	5 th	Grade End of Year
Class name:		

Group 1: Likely to good instruction a at the next benchr	t Tier 1. R	e-assess	Group 2: Reading comprehension (fluency and accuracy) is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).			Group 3: Fluency with reading connected text is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).		connected text is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or			Group 4: Fluency reading connected text and reading comprehension (fluency and accuracy) are below the benchmark. Recommend intensive intervention supports and weekly progress monitoring.		
DORF-WRC: At or	r above 1	<i>30</i> *	DORF-WRC: At or a	bove 130	*	DORF-WRC: At or k	below 12	9*	DORF-WRC: At or I	below 129)*		
Daze: At or above	e 24		Daze: At or below 2	3		Daze: At or above	24		Daze: At or below	23			
Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze		
1													
2													
3													
4													
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10													
11													
12													
13													
14													
* Students should be	o flagged fo	r addition	l monitoring using an ast	oriol, "*" if +	thay have	a DODE accuracy score t	that is bala	000/	I				

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Instructional Grouping Worksheet, 6th	Grade Beginning of Year
Class name:	

Group 1: Likely to need continued good instruction at Tier 1. Re-assess at the next benchmark window.	Group 2: Reading comprehension (fluency and accuracy) is below the benchmark. Intervention is recommended, along with interim	Group 3: Fluency with reading connected text is below the benchmark. Intervention is recommended, along with interim	Group 4: Fluency reading connected text and reading comprehension (fluency and accuracy) are below the benchmark. Recommend			
	progress monitoring (i.e., once or twice per month).	progress monitoring (i.e., once or twice per month).	intensive intervention supports and weekly progress monitoring.			
DORF-WRC: At or above 107*	DORF-WRC: At or above 107*	DORF-WRC: At or below 106*	DORF-WRC: At or below 106*			
Daze: At or above 18	Daze: At or below 17	Daze: At or above 18	Daze: At or below 17			
Student Name WRC Daze	Student Name WRC Da	ze Student Name WRC Daze	Student Name WRC Daze			
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

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Instructional Grouping Worksheet,	, 6 th	Grade	Middle o	of Year
Class name:				

Group 1: Likely to need continued good instruction at Tier 1. Re-assess at the next benchmark window.		Group 2: Reading con (fluency and accuracy benchmark. Interven recommended, along progress monitoring twice per month).	y) is below the tion is with interim	Group 3: Fluency w connected text is be benchmark. Interve recommended, alo progress monitorin twice per month).	elow the ention is ng with interim	Group 4: Fluency reading connected text and reading comprehension (fluency and accuracy) are below the benchmark. Recommend intensive intervention supports and weekly progress monitoring. DORF-WRC: At or below 108* Daze: At or below 18			
DORF-WRC: At or above 109* Daze: At or above 19			DORF-WRC: At or a	bove 109*	DORF-WRC: At or				below 108*
			Daze: At or below 1	.8	Daze: At or above				: 19
Student Name	WRC	Daze	Student Name	WRC Daze	Student Name	WRC Daze	Student Name	WRC Daze	
1									
2									
3									
4									
5									
6									
7									
8									
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11									
12									
13									
14									
* Students should he	e flagged fo	r addition:	 al monitoring using an ast	erisk "*" if they have	 e a DORE-accuracy score	that is helow 97%		_	

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Instructional Grouping Worksheet,	6 th	Grade End of Year
Class name:		

Group 1: Likely to need continued good instruction at Tier 1. Re-assess at the next benchmark window.		Group 2: Reading comprehension (fluency and accuracy) is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).			Group 3: Fluency with reading connected text is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).			Group 4: Fluency reading connected text and reading comprehension (fluency and accuracy) are below the benchmark. Recommend intensive intervention supports and weekly progress monitoring.				
DORF-WRC: At or above 120*		DORF-WRC: At or a	bove 120*		DORF-WRC: At or b	ORF-WRC: At or below 119* DORF-WRC: At or k				below 119*		
Daze: At or above 21		Daze: At or below 20			Daze: At or above 21			Daze: At or below 20				
Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze	
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* Students should be	flagged fo	r addition	l monitoring using an act	orick "*" if +b	ov bovo	a DORE accuracy scare t	hat is halo	000/	I			

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