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 at-risk 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/

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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: *Phonemic awareness* 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
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*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.
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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 above 17**			NWF-CLS: *At or above 17**			NWF-CLS: *At or below 16**			NWF-CLS: *At or below 16**		
FSF: *At or above 30*			FSF: *At or below 29*			FSF: *At or above 30*			FSF: *At or below 29*		
Student Name	CLS	FSF	Student Name	CLS	FSF	Student Name	CLS	FSF	Student Name	CLS	FSF
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Students should be flagged for additional monitoring using an asterisk "" if they have a PSF score that is below 20.
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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 above 28*			**NWF-CLS:** *At or above 28*			**NWF-CLS:** *At or below 27*			**NWF-CLS:** *At or below 27*		
PSF: *At or above 40*			**PSF:** *At or below 39*			**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**
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2											
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4											
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DIBELS Next Former Goals

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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 above 27**			NWF-CLS: *At or above 27**			NWF-CLS: *At or below 26**			NWF-CLS: *At or below 26**		
PSF: *At or above 40*			PSF: *At or below 39*			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
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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

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Group 1: Likely to need continued 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 above 23***			DORF-WRC: *At or above 23***			DORF-WRC: *At or below 22***			DORF-WRC: *At or below 22***		
DORF-ACC: *At or above 78%*			DORF-ACC : *At or below 77%*			DORF-ACC : *At or above 78%*			DORF-ACC : *At or below 77%*		
Student Name	WRC	ACC	Student Name	WRC	ACC	Student Name	WRC	ACC	Student Name	WRC	ACC
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* 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

Instructional Grouping Worksheet, 1st 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 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 above 47**			**DORF-WRC:** *At or above 47**			**DORF-WRC:** *At or below 46**			**DORF-WRC:** *At or below 46**		
DORF-ACC: *At or above 90%*			**DORF-ACC :** *At or below 89%*			**DORF-ACC :** *At or above 90%*			**DORF-ACC :** *At or below 89%*		
Student Name	**WRC**	**ACC**	**Student Name**	**WRC**	**ACC**	**Student Name**	**WRC**	**ACC**	**Student Name**	**WRC**	**ACC**
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3											
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* 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 continued 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 above 52**			DORF-WRC: *At or above 52**			DORF-WRC: *At or below 51**			DORF-WRC: *At or below 51**		
DORF-ACC: *At or above 90%*			DORF-ACC : *At or below 89%*			DORF-ACC : *At or above 90%*			DORF-ACC : *At or below 89%*		
Student Name	WRC	ACC	Student Name	WRC	ACC	Student Name	WRC	ACC	Student Name	WRC	ACC
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* Students should be flagged for additional monitoring using an asterisk "*" if they have a NWF-WWR score that is below 13.
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Group 1: Likely to need continued 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 above 72**	**DORF-WRC:** *At or above 72**	**DORF-WRC:** *At or below 71**	**DORF-WRC:** *At or below 71**
DORF-ACC: *At or above 96%*	**DORF-ACC :** *At or below 95%*	**DORF-ACC :** *At or above 96%*	**DORF-ACC :** *At or below 95%*
Student Name WRC ACC	**Student Name WRC ACC**	**Student Name WRC ACC**	**Student Name WRC ACC**
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* 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, 2nd 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 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 above 87***			DORF-WRC: *At or above 87***			DORF-WRC: *At or below 86***			DORF-WRC: *At or below 86***		
DORF-ACC: *At or above 97%*			DORF-ACC : *At or below 96%*			DORF-ACC : *At or above 97%*			DORF-ACC : *At or below 96%*		
Student Name	WRC	ACC	Student Name	WRC	ACC	Student Name	WRC	ACC	Student Name	WRC	ACC
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* 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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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 70*			DORF-WRC: *At or above 70*			DORF-WRC: *At or below 69*			DORF-WRC: *At or below 69*		
Daze: *At or above 8*			Daze: *At or below 7*			Daze: *At or above 8*			Daze: *At or below 7*		
Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze
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* 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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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 86**			DORF-WRC: *At or above 86**			DORF-WRC: *At or below 85**			DORF-WRC: *At or below 85**		
Daze: *At or above 11*			Daze: *At or below 10*			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
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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%.
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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 100**			**DORF-WRC:** *At or above 100**			**DORF-WRC:** *At or below 99**			**DORF-WRC:** *At or below 99**		
Daze: *At or above 19*			**Daze:** *At or below 18*			**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
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* Students should be flagged for additional monitoring using an asterisk "*" if they have a DORF-accuracy score that is below 97%.
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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 90**		**DORF-WRC:** *At or above 90**		**DORF-WRC:** *At or below 89**		**DORF-WRC:** *At or below 89**	
Daze: *At or above 15*		**Daze:** *At or below 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**
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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%.
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Revision Date: Jan-1-2015

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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 103**			**DORF-WRC:** *At or above 103**			**DORF-WRC:** *At or below 102**			**DORF-WRC:** *At or below 102**		
Daze: *At or above 17*			**Daze:** *At or below 16*			**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**
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* 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

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 115**			DORF-WRC: *At or above 115**			DORF-WRC: *At or below 114**			DORF-WRC: *At or below 114**		
Daze: *At or above 24*			Daze: *At or below 23*			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
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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

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 111**	**DORF-WRC:** *At or above 111**	**DORF-WRC:** *At or below 110**	**DORF-WRC:** *At or below 110**
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 Daze	**Student Name** WRC Daze	**Student Name** WRC Daze
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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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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 above 120**			DORF-WRC: *At or below 119**			DORF-WRC: *At or below 119**		
Daze: *At or above 20*			Daze: *At or below 19*			Daze: *At or above 20*			Daze: *At or below 19*		
Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze
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DIBELS Next Former Goals

CTL Center on Teaching & Learning
UO DIBELS Data System

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 130**			**DORF-WRC:** *At or above 130**			**DORF-WRC:** *At or below 129**			**DORF-WRC:** *At or below 129**		
Daze: *At or above 24*			**Daze:** *At or below 23*			**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
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DIBELS Next Former Goals

CTL Center on Teaching & Learning
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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 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 Daze	Student Name WRC Daze	Student Name WRC Daze
1			
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DIBELS Next Former Goals

Revision Date: Jan-1-2015

CTL Center on Teaching & Learning
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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 109**			DORF-WRC: *At or above 109**			DORF-WRC: *At or below 108**			DORF-WRC: *At or below 108**		
Daze: *At or above 19*			Daze: *At or below 18*			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
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DIBELS Next Former Goals

Instructional Grouping Worksheet, 6ᵗʰ 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 above 120***			DORF-WRC: *At or below 119***			DORF-WRC: *At or 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
1											
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DIBELS Next Former Goals