

Instructional Grouping Worksheets DIBELS Next Recommended Goals

What are these worksheets?

These worksheets provide one strategy for teachers and other education professionals to sort 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 by the classroom or grade-level teacher(s).

These initial suggested groupings fall in line 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 is necessary because you will need each student's benchmark status (as well as their scores) on each measure handy. Then, locate the worksheet for the appropriate grade level and time of year within the packet. This information can be found at the top of each worksheet, in sequence (e.g., kindergarten, beginning of year to Grade 6 end of year). There is one worksheet, per grade level, per 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 primary DIBELS measures for the given grade and time of year. For example a second-grade student who is below the cut point for risk on both DORF and DORF accuracy would be listed in the column for Group 4.

Once your class is broken down in to four groups, use your professional judgment to make updates to the initial suggestions: Do you have several students in Group 4? If so, consider splitting that group in two based on the actual raw scores listed in that group; 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 raw DIBELS scores; Are some students in Group 1 very close to the cut point for risk? If so, consider moving those students in to an instructional group with more support. The main point is that you, as the teacher, update these groups flexibly and readily based on new assessment results and your own professional opinions.

How were the groups determined?

These groups are based on a combination of the two most accurate DIBELS measures at a given time period. The receiver (or relative) operating characteristic (ROC) curve has become the standard for the evaluation of accuracy for screening measures like DIBELS, and the area under the curve, *A*, is the recommended index of accuracy (Pepe, 2003; Smolkowski, Cummings, & Stryker, in-press; Swets, 1996). All measures



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Revision Date: April-21-2014

selected here have an *A* value of .75 or greater. If more than two measures at a given time period met the criterion of .75, then the greatest two were selected with the remaining measure used as a flag for additional information (University of Oregon, Center on Teaching and Learning, 2012).

How do the groups relate to the recommended benchmark goals?

These instructional groups prioritize differentiated instruction for the lowest performing students based on the DIBELS Next Recommended Benchmark Goals. Students who score in the "some risk" range are grouped in with students who score at the benchmark levels. These students need continued, strong, group-level instruction and perhaps some interim progress monitoring, but we know they need less intensive instruction than students in the red zone. When time and resources are precious, the lowest-performing students need the most dedicated care in planning instruction.

References

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/

University of Oregon, Center on Teaching and Learning (2012). 2012 - 2013 DIBELS Next Benchmark Goals: Technical Supplement (Technical Brief No. 1204). Eugene, OR: Author. Available:

https://dibels.uoregon.edu/research/techreports/#dibels



Instructional Grouping Worksheet, Kindergarten Beginning of Year Class name

Group 1: Likely to need continued good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.

Group 2: Letter naming is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Phonemic awareness is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month). Group 4: Phonemic awareness and letter naming marked as at-risk. Recommend intensive intervention supports and weekly progress monitoring.

FSF: At or above 13 FSF: At or above 13 FSF: A		FSF: At or below 12 FSF: At or below :			12						
LNF: At or above 2	22		LNF: At or below 2	1		LNF: At or above 2	22		LNF: At or below 21		
Student Name	FSF L	.NF	Student Name	FSF	LNF	Student Name	FSF	LNF	Student Name	FSF	LNF
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											



Instructional Grouping Worksheet,	Kindergarten	Middle of Ye	ar
Class name			

Group 1: Likely to need continued
good instruction at Tier 1 or Tier 2
Re-assess at the next benchmark
window.

Group 2: Phonemic awareness is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month). Group 3: Letter naming is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Letter naming and phonemic awareness are marked as at-risk. Recommend intensive intervention supports and weekly progress monitoring.

LNF: At or above	r above 42 LNF: At or above 42 LNF: At or below 41 LNF:		LNF: At or below	41								
PSF: At or above 4	12*		PSF: At or below 4	1*		PSF: At or above	42*		PSF: At or below 41*			
Student Name	LNF	PSF	Student Name	LNF	PSF	Student Name	LNF	PSF	Student Name	LNF	PSF	
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 an NWF-CLS score that is below 25.

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Instructional Grouping Worksheet, Kindergarten End of Year Class name _____

Group 1: Likely to need continued good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.	Group 2: The alphabetic principle (including recoding) is marked as atrisk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 3: The alphabetic principle is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 4: The alphabetic principle and the alphabetic principle (including recoding) are marked atrisk. Recommend intensive intervention supports and weekly progress monitoring.
NWF-CLS: At or above 35	NWF-CLS: At or above 35	NWF-CLS: At or below 34	NWF-CLS: At or below 34
NWF-WWR: At or above 2*	NWF-WWR: At or below 1*	NWF-WWR : At or above 2*	NWF-WWR : At or below 1*
Student Name CLS WWR	Student Name CLS WWR	Student Name CLS WWR	Student Name CLS WWR
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

^{*}Note: Students should be flagged for additional monitoring using an asterisk "*" if they have an LNF score that is below 51.

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Instructional Grouping	Worksheet,	Grade 1	Beginning	of Yea
Class name				

Group 2: The alphabetic principle is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Letter naming is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Letter naming and the alphabetic principle are marked as at-risk. Recommend intensive intervention supports and weekly progress monitoring.

LNF: At or above	LNF: At or above 47		LNF: At or above 47		LNF: At or below	46	LNF: At or below 46		
NWF-CLS: At or a	bove 31		NWF-CLS : At or be	elow 30	NWF-CLS : At or	NWF-CLS : At or above 31 NWF-CLS : At or below		pelow 30	
Student Name	LNF	CLS	Student Name	LNF CLS	Student Name	LNF CLS	Student Name	LNF CLS	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									



Instructional Grouping	Worksheet,	Grade 1	Middle	of Year
Class name				

Group 2: Accuracy of *decoding* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with reading connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

						monitoring.	
DORF WRC: At or	above 21	DORF WRC: At or	above 21	DORF WRC: At o	r Below 20	DORF WRC: At or	below 20
DORF accuracy: A	t or above 73%*	DORF accuracy: A	t or below 72%*	DORF accuracy:	At or above 73%*	DORF accuracy: A	t or below 72%*
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							
12							
13							
14							
		1					

^{*}Students should be flagged for additional monitoring using an asterisk "*" if they have an NWF-CLS score that is below 50.

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Instructional Grouping Worksheet, Grade 1 End of Ye	ar
Class name	

Group 2: Accuracy of *decoding* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with reading connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

						monitoring.	
DORF WRC: At or	above 37	DORF WRC: At or	above 37	DORF WRC: At o	r Below 36	DORF WRC: At or	below 36
DORF accuracy: A	t or above 88 <mark>%</mark> *	DORF accuracy: A	t or below 87%*	DORF accuracy:	At or above 88%*	DORF accuracy: A	t or below 87%*
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							
12							
13							
14							
				1			

^{*}Students should be flagged for additional monitoring using an asterisk "*" if they have an NWF-CLS score that is below 63.

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Instructional Grouping	Worksheet,	Grade 2	Beginning	of Year
Class name				

Group 2: Accuracy of *decoding* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with reading connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

DORF WRC: At or	above 56	DORF WRC: At or o	above 56	DORF WRC: At o	r Below 55	DORF WRC: At or	below 55
DORF accuracy: A		DORF accuracy: At				DORF accuracy: At or below 92%*	
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							
12							
13							
14							
8 9 10 11 12 13							

^{*}Students should be flagged for additional monitoring using an asterisk "*" if they have an NWF-CLS score that is below 57.

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Instructional Grouping Worksheet, Grade 2 Middle of Year Class name

Group 1: Likely to need continued
good instruction at Tier 1 or Tier 2
Re-assess at the next benchmark
window.

Group 2: Accuracy of *decoding* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with reading connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

			monitoring.
DORF WRC: At or above 73	DORF WRC: At or above 73	DORF WRC: At or below 72	DORF WRC: At or below 72
DORF accuracy: At or above 98%	DORF accuracy: At or below 97%	DORF accuracy: At or above 98%	DORF accuracy: At or below 97%
Student Name WRC %acc			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			



Instructional Grouping Worksheet, Grade 2 End of Year Class name

Group 1: Likely to need continued
good instruction at Tier 1 or Tier 2
Re-assess at the next benchmark
window.

Group 2: Accuracy of *decoding* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with reading connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

			monitoring.	
DORF WRC: At or above 84	DORF WRC: At or above 84	DORF WRC: At or below 83	DORF WRC: At or below 83	
DORF accuracy: At or above 99%	DORF accuracy: At or below 98%	DORF accuracy: At or above 99%	DORF accuracy: At or below 98%	
Student Name WRC %acc				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				



Instructional Grouping	Worksheet,	Grade 3	Beginning	of Year
Class name				

Group 2: Accuracy of *decoding* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with reading connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

20251426 45		DODE 14/DO 4:	. =0	DODE WOO ::	D / TO	DODE WOO	
DORF WRC: At or a		DORF WRC: At or		DORF WRC: At o		DORF WRC: At or	
DORF accuracy: At	or above 97%*	DORF accuracy: At			At or above 97%*	DORF accuracy: At	or below 96%*
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							
12							
13							
14							

^{*}Students should be flagged for additional monitoring using an asterisk "*" if they have a Daze adjusted score that is below 10. © University of Oregon Center on Teaching and Learning. All rights reserved. dibels.uoregon.edu



Instructional Grouping Worksheet, Grade 3 Middle of Year Class name

Group 1: Likely to need continued
good instruction at Tier 1 or Tier 2
Re-assess at the next benchmark
window.

Group 2: Accuracy of *decoding* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with reading connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

						monitoring.	
DORF WRC: At or o		DORF WRC: At or a		DORF WRC: At or		DORF WRC: At or b	
DORF accuracy: At	or above 98%	DORF accuracy: At	or below 97%	DORF accuracy: A	At or above 98%	DORF accuracy: At	or below 97%
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							
12							
13							
14							



Instructional Grouping Worksheet, Grade 3 End of Yea	r
Class name	

Group 2: Reading comprehension (fluency and accuracy) is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with reading connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to fluency reading connected text and reading comprehension (fluency and accuracy). Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: At or above 101	,	DORF WRC: At or a	phove 101	DORF WRC: At o	or Below 100	DORF WRC: At or		
Daze: At or above 19*				e: At or below 18*				
	Daa							
Student Name WRC I	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 99%.

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Instructional Grouping Wo	rksheet, Grade	4 Beginning of	Year
Class name			

Group 4: Marked as at-risk in regards to fluency reading connected text and reading comprehension (fluency and accuracy). Recommend intensive intervention supports and weekly

DORF WRC: At or below 91
Daze: At or below 14*

WRC Daze

progress monitoring.

Student Name

Group 1: Likely to need continued good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.	Group 2: Reading comprehension (fluency and accuracy) is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 3: Fluency with reading connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).		
DORF WRC: At or above 92	DORF WRC: At or above 92	DORF WRC: At or Below 91		
Daze: At or above 15*	Daze: At or below 14*	Daze: At or above 15*		
Student Name WRC Daze	Student Name WRC Daze	Student Name WRC Daze		
1				
2				

3 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%.

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Instructional Grouping	Worksheet,	Grade 4	Middle	of Y	ear
Class name					

Group 2: Accuracy of *decoding* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with reading connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

			monitoring.				
DORF WRC: At or		DORF WRC: At or		DORF WRC: At o	r Below 110	DORF WRC: At or	below 110
DORF accuracy: A	t or above 99%*	DORF accuracy: A	t or below 98%*	DORF accuracy: A	At or above 99%*	DORF accuracy: At or below 98	
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							
12							
13							
14							

^{*}Students should be flagged for additional monitoring using an asterisk "*" if they have a Daze adjusted score that is below 19.

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Instructional Grouping Wo	rksheet, Grade 4 End of Year
Class name	

Group 2: Reading comprehension (fluency and accuracy) is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading* connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to fluency reading connected text and reading comprehension (fluency and accuracy). Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: At or above 125		DORF WRC: At or al	ove 125	DORF WRC: At or	DORF WRC: At or Below 124 DORF WRC:		: At or b <i>elow 124</i>	
Daze: At or above 27		Daze: At or below 26		Daze: At or above	e 27	Daze: At or below 26		
Student Name V	/RC 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								



Group 1: Likely to need continued

Instructional Grouping \	Worksheet,	Grade 5	Beginning	of Year
Class name				

Group 4: Marked as at-risk in

good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.		(fluency and accuracy at-risk. Intervention along with interim portion monitoring (i.e., oncomonth).	is recommended, rogress	connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).		regards to fluency reading connected text and reading comprehension (fluency and accuracy). Recommend intensive intervention supports and weekly progress monitoring.		
DORF WRC: At or abo	ve 104	DORF WRC: At or a	bove 104	DORF WRC: At or	Below 103	DORF WRC: At or	below 103	
Daze: At or above 15*	k	Daze: At or below 1	14*	Daze: At or above	2 15*	Daze: At or below	<i>1</i> 4*	
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								

Group 3: Fluency with *reading*

^{*}Students should be flagged for additional monitoring using an asterisk "*" if they have a DORF accuracy score that is below 99%.

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Group 1: Likely to need continued

Instructional Grouping	Worksheet,	Grade 5	Middle of	Year
Class name				

Group 4: Marked as at-risk in

good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.	at-risk. Intervention is along with interim promonitoring (i.e., once month).	s recommended, ogress	connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).		regards to fluency reading connected text and reading comprehension (fluency and accuracy). Recommend intensive intervention supports and weekly progress monitoring.	
DORF WRC: At or above 118	DORF WRC: At or ab	oove 118	DORF WRC: At or	Below 117	DORF WRC: At or	b <i>elow 117</i>
Daze: At or above 20*	Daze: At or below 1	9 *	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
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

Group 3: Fluency with *reading*

^{*}Students should be flagged for additional monitoring using an asterisk "*" if they have a DORF accuracy score that is below 99%.

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13

14

Group 1: Likely to need continued

Instructional Grouping	Worksheet,	Grade 5	End of	Year
Class name				

Group 4: Marked as at-risk in

good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.		(fluency and accurace at-risk. Intervention along with interim p monitoring (i.e., one month).	is recommended, progress		commended, along ress monitoring (i.e.,	regards to fluency connected text and comprehension (fluencuracy). Recommendation supports monitoring monitoring connected text and connected text	d reading vency and nend intensive orts and weekly	
	DORF WRC: At or al	bove 133	DORF WRC: At or a	above 133	DORF WRC: At o	r Below 132	DORF WRC: At or	below 132
	Daze: At or above 2	?7*	Daze: At or below	26*	Daze: At or abov	ve 27*	Daze: At or below	v 26*
	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.							

Group 3: Fluency with reading

^{*}Students should be flagged for additional monitoring using an asterisk "*" if they have a DORF accuracy score that is below 99%.

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Instructional Grouping Worksheet, Grade 6 Beginning of Year Class name

Group 1: Likely to need continued good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.

Group 2: Reading comprehension (fluency and accuracy) is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading* connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to fluency reading connected text and reading comprehension (fluency and accuracy). Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: At or above 128		DODE WOO. At a	120	DODE WOOL 41		DODE MADO: At an	
		DORF WRC: At or o		DORF WRC: At or		DORF WRC: At or	
Daze: At or above	2 19	Daze: At or below	18	Daze: At or above 19		Daze: At or below	<i>i</i> 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							



Instructional Grouping	Worksheet,	Grade 6	Middle	of Year
Class name				

Group 2: Accuracy of *decoding* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with reading connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

			monitoring.		
DORF WRC: At or above 131	DORF WRC: At or above 131	DORF WRC: At or Below 130	DORF WRC: At or below 130		
DORF accuracy: At or above 99%*	DORF accuracy: At or below 98%*	DORF accuracy: At or above 99%*	DORF accuracy: At or below 98%*		
Student Name WRC %acc					
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 Daze adjusted score that is below 26.

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Group 1: Likely to need continued

Instructional Grouping Worksheet, Grade 6 End of Year Class name _____

Group 4: Marked as at-risk in

good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.		(fluency and accuracy) is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).		connected text is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).			regards to fluency reading connected text and reading comprehension (fluency and accuracy). Recommend intensive intervention supports and weekly progress monitoring.				
DORF WRC: At or above 140		10	DORF WRC: At or above 140		DORF WRC: At or Below 139			DORF WRC: At or below 139			
Daze: At or above 27			Daze: At or below 26		Daze: At or above 27			Daze: At or below 26			
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											

Group 3: Fluency with *reading*