



DIBELS® Next Initial Instructional Grouping Suggestions

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Initial Grouping Suggestions

The groupings provided by these worksheets are considered *initial suggestions* because the teacher must further revise these groupings based on other information about students' skill levels, available resources, and magnitude of student need.

Three Levels of Instructional Support

The following three levels of instructional support are identified for individual DIBELS scores as well as the overall DIBELS Composite Score:

- *At or Above Benchmark: Likely to Need Core Support* – Student's scores are at or above the benchmark for their grade and time of year; students performing at this level are likely to need effective core instruction to reach subsequent goals.
 - Generally **80%–90%** probability of reaching subsequent important reading goals.
 - Provide generally effective core curriculum and instruction focused on the core components of early literacy and reading.
- *Below Benchmark: Likely to Need Strategic Support* – Student's scores are below the benchmark for their grade and time of year; students performing at this level are likely to need additional targeted intervention and support to reach subsequent goals.
 - Generally **40%–60%** probability of reaching subsequent important reading goals.
 - Provide extra practice; adaptations of core curriculum; small group instruction with supplementary program.
- *Well Below Benchmark: Likely to Need Intensive Support* – Student's scores are well below the benchmark for their grade and time of year; students performing at this level are likely to need substantial additional intervention and support to reach subsequent goals.
 - Generally **10%–20%** probability of reaching subsequent important reading goals.
 - Provide focused, explicit instruction with supplementary intensive curriculum; small group/individual instruction.

Validating Need for Support

Within the Outcomes Driven Model, an important step is validating need for support. At this step, ask, "Are we confident that the identified students need support?" If there is any doubt in making the decision regarding whether a student is on track or not with respect to a core component, additional information should be obtained. The goal is to be reasonably confident in the decision that the student is on track or not. Additional information may be obtained by retesting with alternate forms of the corresponding DIBELS measure, by administering a brief diagnostic assessment, or by considering other assessment and performance information available on the student.

Building Accuracy and Fluency

The goal in each core component area is for the student to demonstrate proficiency with the skill by being highly accurate as well as fluent and confident in their answers. Build accuracy with a focus on accurate and fluent word reading and decoding, advanced phonics, and word attack skills. Incorporate fluency building activities on mastery-level material where the student is highly accurate. Consider using survey-level assessment to identify the appropriate progress monitoring level, instructional level, and mastery level.

Core Components of Early Literacy

It is important to analyze and use all of the information available on a student's skills. These initial instructional grouping worksheets provide an initial focus on the two most salient core components at each assessment time. Vocabulary and oral language skills are another core component of early literacy that should be considered when planning instructional groups.

School-Wide, Systems-Level Considerations

If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing the system of core instruction to address the corresponding skill areas.

K Grade K Beginning of Year Instructional Grouping Suggestions

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Group 1: Likely to Need Core Support

| Phonemic Awareness | At or Above Benchmark (10 or more on FSF) | |
|--------------------------------|--|------------------------|
| DIBELS® Composite Score | At or Above Benchmark (26 or more on DIBELS Composite Score) | |
| Name | FSF 10+ | Composite Score 26+ |
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Group 2: Additional support on phonemic awareness and letter-sound skills

| Phonemic Awareness | At or Above Benchmark (10 or more on FSF) | |
|--------------------------------|--|-------------------------|
| DIBELS® Composite Score | Below or Well Below Benchmark (less than 26 on DIBELS Composite Score) | |
| Name | FSF 10+ | Composite Score 0–25 |
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Group 3: Additional support on phonemic awareness skills

| Phonemic Awareness | Below or Well Below Benchmark (less than 10 on FSF) | |
|--------------------------------|--|------------------------|
| DIBELS® Composite Score | At or Above Benchmark (26 or more on DIBELS Composite Score) | |
| Name | FSF 0–9 | Composite Score 26+ |
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Group 4: Additional support on phonemic awareness and letter-sound skills

| Phonemic Awareness | Below or Well Below Benchmark (less than 10 on FSF) | |
|--------------------------------|--|-------------------------|
| DIBELS® Composite Score | Below or Well Below Benchmark (less than 26 on DIBELS Composite Score) | |
| Name | FSF 0–9 | Composite Score 0–25 |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

K Grade K Middle of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | |
|---|---|----------------|
| Phonemic Awareness | At or Above Benchmark (PSF is 20 or higher) | |
| Alphabetic Principle and Basic Phonics | At or Above Benchmark (NWF-CLS is 17 or higher) | |
| Name | PSF 20+ | NWF-CLS 17+ |
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| Group 2: Additional support on the alphabetic principle and basic phonics skills | | |
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| Phonemic Awareness | At or Above Benchmark (PSF is 20 or higher) | |
| Alphabetic Principle and Basic Phonics | Below or Well Below Benchmark (NWF-CLS is below 17) | |
| Name | PSF 20+ | NWF-CLS 0-16 |
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| Group 3: Additional support on phonemic awareness skills | | |
|--|---|----------------|
| Phonemic Awareness | Below or Well Below Benchmark (PSF is below 20) | |
| Alphabetic Principle and Basic Phonics | At or Above Benchmark (NWF-CLS is 17 or higher) | |
| Name | PSF 0-19 | NWF-CLS 17+ |
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| Group 4: Additional support on phonemic awareness skills as well as the alphabetic principle and basic phonics skills | | |
|---|---|-----------------|
| Phonemic Awareness | Below or Well Below Benchmark (PSF is below 20) | |
| Alphabetic Principle and Basic Phonics | Below or Well Below Benchmark (NWF-CLS is below 17) | |
| Name | PSF 0-19 | NWF-CLS 0-16 |
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*If a student's score on PSF is 0, check FSF to provide guidance on instruction.

*If a student's score on PSF is 0, check FSF to provide guidance on instruction.

Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

K Grade K End of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | |
|---|---|----------------|
| Phonemic Awareness | At or Above Benchmark (PSF is 40 or higher) | |
| Alphabetic Principle and Basic Phonics | At or Above Benchmark (NWF-CLS is 28 or higher) | |
| Name | PSF 40+ | NWF-CLS 28+ |
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| Group 2: Additional support on the alphabetic principle and basic phonics skills | | |
|--|---|-----------------|
| Phonemic Awareness | At or Above Benchmark (PSF is 40 or higher) | |
| Alphabetic Principle and Basic Phonics | Below or Well Below Benchmark (NWF-CLS is below 28) | |
| Name | PSF 40+ | NWF-CLS 0-27 |
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| Group 3: Additional support on phonemic awareness skills | | |
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| Phonemic Awareness | Below or Well Below Benchmark (PSF is below 40) | |
| Alphabetic Principle and Basic Phonics | At or Above Benchmark (NWF-CLS is 28 or higher) | |
| Name | PSF 0-39 | NWF-CLS 28+ |
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| Group 4: Additional support on phonemic awareness skills as well as the alphabetic principle and basic phonics skills | | |
|---|---|-----------------|
| Phonemic Awareness | Below or Well Below Benchmark (PSF is below 40) | |
| Alphabetic Principle and Basic Phonics | Below or Well Below Benchmark (NWF-CLS is below 28) | |
| Name | PSF 0-39 | NWF-CLS 0-27 |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

1 Grade 1 Beginning of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | |
|---|---|----------------|
| Phonemic Awareness | At or Above Benchmark (PSF is 40 or higher) | |
| Alphabetic Principle and Basic Phonics | At or Above Benchmark (NWF-CLS is 27 or higher) | |
| Name | PSF 40+ | NWF-CLS 27+ |
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| Group 2: Additional support on the alphabetic principle and basic phonics skills | | |
|--|---|-----------------|
| Phonemic Awareness | At or Above Benchmark (PSF is 40 or higher) | |
| Alphabetic Principle and Basic Phonics | Below or Well Below Benchmark (NWF-CLS is below 27) | |
| Name | PSF 40+ | NWF-CLS 0-26 |
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| Group 3: Additional support on phonemic awareness skills | | |
|--|---|----------------|
| Phonemic Awareness | Below or Well Below Benchmark (PSF is below 40) | |
| Alphabetic Principle and Basic Phonics | At or Above Benchmark (NWF-CLS is 27 or higher) | |
| Name | PSF 0-39 | NWF-CLS 27+ |
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| Group 4: Additional support on phonemic awareness skills as well as the alphabetic principle and basic phonics skills | | |
|---|---|-----------------|
| Phonemic Awareness | Below or Well Below Benchmark (PSF is below 40) | |
| Alphabetic Principle and Basic Phonics | Below or Well Below Benchmark (NWF-CLS is below 27) | |
| Name | PSF 0-39 | NWF-CLS 0-26 |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

1 Grade 1 Middle of Year Initial Instructional Grouping Suggestions

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Group 1: Likely to Need Core Support

| Alphabetic Principle and Basic Phonics | At or Above Benchmark (NWF–WWR is 8 or higher) | |
|--|--|---------------------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 23 or higher) | |
| Name | NWF–WWR 8+ | DORF–Words Correct 23+ |
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Group 2: Additional support on the accurate and fluent reading of connected text skills

| Alphabetic Principle and Basic Phonics | At or Above Benchmark (NWF–WWR is 8 or higher) | |
|--|--|----------------------------|
| Accurate and Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 23) | |
| Name | NWF–WWR 8+ | DORF–Words Correct 0–22 |
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Group 3: Additional support on the alphabetic principle and basic phonics skills

| Alphabetic Principle and Basic Phonics | Below or Well Below Benchmark (NWF–WWR is below 8) | |
|--|--|---------------------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 23 or higher) | |
| Name | NWF–WWR 0–7 | DORF–Words Correct 23+ |
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Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills

| Alphabetic Principle and Basic Phonics | Below or Well Below Benchmark (NWF–WWR is below 8) | |
|--|--|----------------------------|
| Accurate and Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 23) | |
| Name | NWF–WWR 0–7 | DORF–Words Correct 0–22 |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

1 Grade 1 End of Year Initial Instructional Grouping Suggestions

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Group 1: Likely to Need Core Support

| Alphabetic Principle and Basic Phonics | At or Above Benchmark (NWF–WWR is 13 or higher) | |
|--|--|---------------------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 47 or higher) | |
| Name | NWF–WWR 13+ | DORF–Words Correct 47+ |
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Group 2: Additional support on the accurate and fluent reading of connected text skills

| Alphabetic Principle and Basic Phonics | At or Above Benchmark (NWF–WWR is 13 or higher) | |
|--|--|----------------------------|
| Accurate and Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 47) | |
| Name | NWF–WWR 13+ | DORF–Words Correct 0–46 |
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Group 3: Additional support on the alphabetic principle and basic phonics skills

| Alphabetic Principle and Basic Phonics | Below or Well Below Benchmark (NWF–WWR is below 13) | |
|--|--|---------------------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 47 or higher) | |
| Name | NWF–WWR 0–12 | DORF–Words Correct 47+ |
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Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills

| Alphabetic Principle and Basic Phonics | Below or Well Below Benchmark (NWF–WWR is below 13) | |
|--|--|----------------------------|
| Accurate and Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 47) | |
| Name | NWF–WWR 0–12 | DORF–Words Correct 0–46 |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

2 Grade 2 Beginning of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | |
|---|--|---------------------------|
| Alphabetic Principle and Basic Phonics | At or Above Benchmark (NWF–WWR is 13 or higher) | |
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 52 or higher) | |
| Name | NWF–WWR 13+ | DORF–Words Correct 52+ |
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| Group 2: Additional support on the accurate and fluent reading of connected text skills | | |
|---|--|----------------------------|
| Alphabetic Principle and Basic Phonics | At or Above Benchmark (NWF–WWR is 13 or higher) | |
| Accurate and Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 52) | |
| Name | NWF–WWR 13+ | DORF–Words Correct 0–51 |
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| Group 3: Additional support on the alphabetic principle and basic phonics skills | | |
|--|--|---------------------------|
| Alphabetic Principle and Basic Phonics | Below or Well Below Benchmark (NWF–WWR is below 13) | |
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 52 or higher) | |
| Name | NWF–WWR 0–12 | DORF–Words Correct 52+ |
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| Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills | | |
|--|--|----------------------------|
| Alphabetic Principle and Basic Phonics | Below or Well Below Benchmark (NWF–WWR is below 13) | |
| Accurate and Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 52) | |
| Name | NWF–WWR 0–12 | DORF–Words Correct 0–51 |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.
 *Flag low performance (below benchmark or well below benchmark) in Retell with an asterisk.

2 Grade 2 Middle of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | | |
|---|--|----------------------------------|---------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 72 or higher <i>and</i> DORF–Accuracy is 96% or higher) | | |
| Reading Comprehension | At or Above Benchmark (Put a check mark in the Retell column if score is 21+) | | |
| Name | DORF–Words Correct 72+ | <i>and</i> DORF–Accuracy 96%+ | Retell 21+ |
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| Group 2: Additional support on reading fluency skills | | | |
|---|--|----------------------------------|--|
| Accurate Reading of Connected Text | At or Above Benchmark (DORF–Accuracy is 96% or higher) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 72) | | |
| Name | DORF–Words Correct 0–71 | <i>and</i> DORF–Accuracy 96%+ | |
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| Group 3: Additional support on the accurate reading of connected text skills | | | |
|--|--|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 96%) | | |
| Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 72 or higher) | | |
| Name | DORF–Words Correct 72+ | <i>and</i> DORF–Accuracy 0–95% | |
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| Group 4: Additional support on the accurate and fluent reading of connected text skills | | | |
|---|--|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 96%) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 72) | | |
| Name | DORF–Words Correct 0–71 | <i>and</i> DORF–Accuracy 0–95% | |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

2 Grade 2 End of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | | |
|---|--|----------------------------------|---------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 87 or higher <i>and</i> DORF–Accuracy is 97% or higher) | | |
| Reading Comprehension | At or Above Benchmark (Put a check mark in the Retell column if score is 27+) | | |
| Name | DORF–Words Correct 87+ | <i>and</i> DORF–Accuracy 97%+ | Retell 27+ |
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| Group 2: Additional support on reading fluency skills | | | |
|---|--|----------------------------------|--|
| Accurate Reading of Connected Text | At or Above Benchmark (DORF–Accuracy is 97% or higher) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 87) | | |
| Name | DORF–Words Correct 0–86 | <i>and</i> DORF–Accuracy 97%+ | |
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| Group 3: Additional support on the accurate reading of connected text skills | | | |
|--|--|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 97%) | | |
| Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 87 or higher) | | |
| Name | DORF–Words Correct 87+ | <i>and</i> DORF–Accuracy 0–96% | |
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| Group 4: Additional support on the accurate and fluent reading of connected text skills | | | |
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| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 97%) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 87) | | |
| Name | DORF–Words Correct 0–86 | <i>and</i> DORF–Accuracy 0–96% | |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

3 Grade 3 Beginning of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | | |
|---|--|----------------------------------|---------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 70 or higher <i>and</i> DORF–Accuracy is 95% or higher) | | |
| Reading Comprehension | At or Above Benchmark (Put a check mark in the Retell column if score is 20+) | | |
| Name | DORF–Words Correct 70+ | <i>and</i> DORF–Accuracy 95%+ | Retell 20+ |
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| Group 2: Additional support on reading fluency skills | | | |
|---|--|----------------------------------|--|
| Accurate Reading of Connected Text | At or Above Benchmark (DORF–Accuracy is 95% or higher) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 70) | | |
| Name | DORF–Words Correct 0–69 | <i>and</i> DORF–Accuracy 95%+ | |
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| Group 3: Additional support on the accurate reading of connected text skills | | | |
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| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 95%) | | |
| Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 70 or higher) | | |
| Name | DORF–Words Correct 70+ | <i>and</i> DORF–Accuracy 0–94% | |
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| Group 4: Additional support on the accurate and fluent reading of connected text skills | | | |
|---|--|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 95%) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 70) | | |
| Name | DORF–Words Correct 0–69 | <i>and</i> DORF–Accuracy 0–94% | |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

3 Grade 3 Middle of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | | |
|---|--|-------------------------------------|---------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 86 or higher <i>and</i> DORF–Accuracy is 96% or higher) | | |
| Reading Comprehension | At or Above Benchmark (Put a check mark in the Retell column if score is 26+) | | |
| Name | DORF–Words Correct 86+ | <i>and</i> DORF–Accuracy 96%+ | Retell 26+ |
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| Group 2: Additional support on reading fluency skills | | | |
|---|--|-------------------------------------|--|
| Accurate Reading of Connected Text | At or Above Benchmark (DORF–Accuracy is 96% or higher) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 86) | | |
| Name | DORF–Words Correct 0–85 | <i>and</i> DORF–Accuracy 96%+ | |
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| Group 3: Additional support on the accurate reading of connected text skills | | | |
|--|--|--------------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 96%) | | |
| Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 86 or higher) | | |
| Name | DORF–Words Correct 86+ | <i>and</i> DORF–Accuracy 0–95% | |
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| Group 4: Additional support on the accurate and fluent reading of connected text skills | | | |
|---|--|--------------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 96%) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 86) | | |
| Name | DORF–Words Correct 0–85 | <i>and</i> DORF–Accuracy 0–95% | |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

3 Grade 3 End of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | | |
|---|---|----------------------------------|---------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 100 or higher <i>and</i> DORF–Accuracy is 97% or higher) | | |
| Reading Comprehension | At or Above Benchmark (Put a check mark in the Retell column if score is 30+) | | |
| Name | DORF–Words Correct 100+ | <i>and</i> DORF–Accuracy 97%+ | Retell 30+ |
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| Group 2: Additional support on reading fluency skills | | | |
|---|---|----------------------------------|--|
| Accurate Reading of Connected Text | At or Above Benchmark (DORF–Accuracy is 97% or higher) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 100) | | |
| Name | DORF–Words Correct 0–99 | <i>and</i> DORF–Accuracy 97%+ | |
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| Group 3: Additional support on the accurate reading of connected text skills | | | |
|--|---|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 97%) | | |
| Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 100 or higher) | | |
| Name | DORF–Words Correct 100+ | <i>and</i> DORF–Accuracy 0–96% | |
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| Group 4: Additional support on the accurate and fluent reading of connected text skills | | | |
|---|---|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 97%) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 100) | | |
| Name | DORF–Words Correct 0–99 | <i>and</i> DORF–Accuracy 0–96% | |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

4 Grade 4 Beginning of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | | |
|---|--|----------------------------------|---------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 90 or higher <i>and</i> DORF–Accuracy is 96% or higher) | | |
| Reading Comprehension | At or Above Benchmark (Put a check mark in the Retell column if score is 27+) | | |
| Name | DORF–Words Correct 90+ | <i>and</i> DORF–Accuracy 96%+ | Retell 27+ |
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| Group 2: Additional support on reading fluency skills | | | |
|---|--|----------------------------------|--|
| Accurate Reading of Connected Text | At or Above Benchmark (DORF–Accuracy is 96% or higher) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 90) | | |
| Name | DORF–Words Correct 0–89 | <i>and</i> DORF–Accuracy 96%+ | |
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| Group 3: Additional support on the accurate reading of connected text skills | | | |
|--|--|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 96%) | | |
| Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 90 or higher) | | |
| Name | DORF–Words Correct 90+ | <i>and</i> DORF–Accuracy 0–95% | |
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| Group 4: Additional support on the accurate and fluent reading of connected text skills | | | |
|---|--|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 96%) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 90) | | |
| Name | DORF–Words Correct 0–89 | <i>and</i> DORF–Accuracy 0–95% | |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

4 Grade 4 Middle of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | | |
|---|---|-------------------------------------|---------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 103 or higher <i>and</i> DORF–Accuracy is 97% or higher) | | |
| Reading Comprehension | At or Above Benchmark (Put a check mark in the Retell column if score is 30+) | | |
| Name | DORF–Words Correct 103+ | <i>and</i> DORF–Accuracy 97%+ | Retell 30+ |
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| Group 2: Additional support on reading fluency skills | | | |
|---|---|------------|-----------------------|
| Accurate Reading of Connected Text | At or Above Benchmark (DORF–Accuracy is 97% or higher) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 103) | | |
| Name | DORF–Words Correct 0–102 | <i>and</i> | DORF–Accuracy 97%+ |
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| Group 3: Additional support on the accurate reading of connected text skills | | | |
|--|---|------------|------------------------|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 97%) | | |
| Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 103 or higher) | | |
| Name | DORF–Words Correct 103+ | <i>and</i> | DORF–Accuracy 0–96% |
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| Group 4: Additional support on the accurate and fluent reading of connected text skills | | | |
|---|---|------------|------------------------|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 97%) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 103) | | |
| Name | DORF–Words Correct 0–102 | <i>and</i> | DORF–Accuracy 0–96% |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

4 Grade 4 End of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | | |
|---|---|----------------------------------|---------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 115 or higher <i>and</i> DORF–Accuracy is 98% or higher) | | |
| Reading Comprehension | At or Above Benchmark (Put a check mark in the Retell column if score is 33+) | | |
| Name | DORF–Words Correct 115+ | <i>and</i> DORF–Accuracy 98%+ | Retell 33+ |
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| Group 2: Additional support on reading fluency skills | | | |
|---|---|----------------------------------|--|
| Accurate Reading of Connected Text | At or Above Benchmark (DORF–Accuracy is 98% or higher) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 115) | | |
| Name | DORF–Words Correct 0–114 | <i>and</i> DORF–Accuracy 98%+ | |
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| Group 3: Additional support on the accurate reading of connected text skills | | | |
|--|---|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 98%) | | |
| Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 115 or higher) | | |
| Name | DORF–Words Correct 115+ | <i>and</i> DORF–Accuracy 0–97% | |
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| Group 4: Additional support on the accurate and fluent reading of connected text skills | | | |
|---|---|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 98%) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 115) | | |
| Name | DORF–Words Correct 0–114 | <i>and</i> DORF–Accuracy 0–97% | |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

5 Grade 5 Beginning of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | | |
|---|---|----------------------------------|---------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 111 or higher <i>and</i> DORF–Accuracy is 98% or higher) | | |
| Reading Comprehension | At or Above Benchmark (Put a check mark in the Retell column if score is 33+) | | |
| Name | DORF–Words Correct 111+ | <i>and</i> DORF–Accuracy 98%+ | Retell 33+ |
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| Group 2: Additional support on reading fluency skills | | | |
|---|---|----------------------------------|--|
| Accurate Reading of Connected Text | At or Above Benchmark (DORF–Accuracy is 98% or higher) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 111) | | |
| Name | DORF–Words Correct 0–110 | <i>and</i> DORF–Accuracy 98%+ | |
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| Group 3: Additional support on the accurate reading of connected text skills | | | |
|--|---|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 98%) | | |
| Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 111 or higher) | | |
| Name | DORF–Words Correct 111+ | <i>and</i> DORF–Accuracy 0–97% | |
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| Group 4: Additional support on the accurate and fluent reading of connected text skills | | | |
|---|---|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 98%) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 111) | | |
| Name | DORF–Words Correct 0–110 | <i>and</i> DORF–Accuracy 0–97% | |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

5 Grade 5 Middle of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | | |
|---|---|-------------------------------------|---------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 120 or higher <i>and</i> DORF–Accuracy is 98% or higher) | | |
| Reading Comprehension | At or Above Benchmark (Put a check mark in the Retell column if score is 36+) | | |
| Name | DORF–Words Correct 120+ | <i>and</i> DORF–Accuracy 98%+ | Retell 36+ |
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| Group 2: Additional support on reading fluency skills | | | |
|---|---|------------|-----------------------|
| Accurate Reading of Connected Text | At or Above Benchmark (DORF–Accuracy is 98% or higher) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 120) | | |
| Name | DORF–Words Correct 0–119 | <i>and</i> | DORF–Accuracy 98%+ |
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| Group 3: Additional support on the accurate reading of connected text skills | | | |
|--|---|------------|------------------------|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 98%) | | |
| Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 120 or higher) | | |
| Name | DORF–Words Correct 120+ | <i>and</i> | DORF–Accuracy 0–97% |
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| Group 4: Additional support on the accurate and fluent reading of connected text skills | | | |
|---|---|------------|------------------------|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 98%) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 120) | | |
| Name | DORF–Words Correct 0–119 | <i>and</i> | DORF–Accuracy 0–97% |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

5 Grade 5 End of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | | |
|---|---|-------------------------------------|---------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 130 or higher <i>and</i> DORF–Accuracy is 99% or higher) | | |
| Reading Comprehension | At or Above Benchmark (Put a check mark in the Retell column if score is 36+) | | |
| Name | DORF–Words Correct 130+ | <i>and</i> DORF–Accuracy 99%+ | Retell 36+ |
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| Group 2: Additional support on reading fluency skills | | | |
|---|---|-------------------------------------|--|
| Accurate Reading of Connected Text | At or Above Benchmark (DORF–Accuracy is 99% or higher) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 130) | | |
| Name | DORF–Words Correct 0–129 | <i>and</i> DORF–Accuracy 99%+ | |
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| Group 3: Additional support on the accurate reading of connected text skills | | | |
|--|---|--------------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 99%) | | |
| Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 130 or higher) | | |
| Name | DORF–Words Correct 130+ | <i>and</i> DORF–Accuracy 0–98% | |
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| Group 4: Additional support on the accurate and fluent reading of connected text skills | | | |
|---|---|--------------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 99%) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 130) | | |
| Name | DORF–Words Correct 0–129 | <i>and</i> DORF–Accuracy 0–98% | |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

6 Grade 6 Beginning of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | | |
|---|---|-------------------------------------|---------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 107 or higher <i>and</i> DORF–Accuracy is 97% or higher) | | |
| Reading Comprehension | At or Above Benchmark (Put a check mark in the Retell column if score is 27+) | | |
| Name | DORF–Words Correct 107+ | <i>and</i> DORF–Accuracy 97%+ | Retell 27+ |
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| Group 2: Additional support on reading fluency skills | | | |
|---|---|------------|-----------------------|
| Accurate Reading of Connected Text | At or Above Benchmark (DORF–Accuracy is 97% or higher) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 107) | | |
| Name | DORF–Words Correct 0–106 | <i>and</i> | DORF–Accuracy 97%+ |
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| Group 3: Additional support on the accurate reading of connected text skills | | | |
|--|---|------------|------------------------|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 97%) | | |
| Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 107 or higher) | | |
| Name | DORF–Words Correct 107+ | <i>and</i> | DORF–Accuracy 0–96% |
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| Group 4: Additional support on the accurate and fluent reading of connected text skills | | | |
|---|---|------------|------------------------|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 97%) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 107) | | |
| Name | DORF–Words Correct 0–106 | <i>and</i> | DORF–Accuracy 0–96% |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

6 Grade 6 Middle of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | | |
|---|---|----------------------------------|---------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 109 or higher <i>and</i> DORF–Accuracy is 97% or higher) | | |
| Reading Comprehension | At or Above Benchmark (Put a check mark in the Retell column if score is 29+) | | |
| Name | DORF–Words Correct 109+ | <i>and</i> DORF–Accuracy 97%+ | Retell 29+ |
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| Group 2: Additional support on reading fluency skills | | | |
|---|---|----------------------------------|--|
| Accurate Reading of Connected Text | At or Above Benchmark (DORF–Accuracy is 97% or higher) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 109) | | |
| Name | DORF–Words Correct 0–108 | <i>and</i> DORF–Accuracy 97%+ | |
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| Group 3: Additional support on the accurate reading of connected text skills | | | |
|--|---|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 97%) | | |
| Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 109 or higher) | | |
| Name | DORF–Words Correct 109+ | <i>and</i> DORF–Accuracy 0–96% | |
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| Group 4: Additional support on the accurate and fluent reading of connected text skills | | | |
|---|---|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 97%) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 109) | | |
| Name | DORF–Words Correct 0–108 | <i>and</i> DORF–Accuracy 0–96% | |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

6 Grade 6 End of Year Initial Instructional Grouping Suggestions

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| Group 1: Likely to Need Core Support | | | |
|---|---|----------------------------------|---------------|
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 120 or higher <i>and</i> DORF–Accuracy is 98% or higher) | | |
| Reading Comprehension | At or Above Benchmark (Put a check mark in the Retell column if score is 32+) | | |
| Name | DORF–Words Correct 120+ | <i>and</i> DORF–Accuracy 98%+ | Retell 32+ |
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| Group 2: Additional support on reading fluency skills | | | |
|---|---|----------------------------------|--|
| Accurate Reading of Connected Text | At or Above Benchmark (DORF–Accuracy is 98% or higher) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 120) | | |
| Name | DORF–Words Correct 0–119 | <i>and</i> DORF–Accuracy 98%+ | |
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| Group 3: Additional support on the accurate reading of connected text skills | | | |
|--|---|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 98%) | | |
| Fluent Reading of Connected Text | At or Above Benchmark (DORF–Words Correct is 120 or higher) | | |
| Name | DORF–Words Correct 120+ | <i>and</i> DORF–Accuracy 0–97% | |
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| Group 4: Additional support on the accurate and fluent reading of connected text skills | | | |
|---|---|-----------------------------------|--|
| Accurate Reading of Connected Text | Below or Well Below Benchmark (DORF–Accuracy is below 98%) | | |
| Fluent Reading of Connected Text | Below or Well Below Benchmark (DORF–Words Correct is below 120) | | |
| Name | DORF–Words Correct 0–119 | <i>and</i> DORF–Accuracy 0–97% | |
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Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.