



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+

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

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+

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

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+

Group 2: Additional support on the alphabetic principle and basic phonics skills		
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

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+

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

*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+

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

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 28 or higher)	
Name	PSF 0-39	NWF-CLS 28+

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

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+

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

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+

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

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		
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 23 or higher)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 8 or higher)	
Name	DORF–Words Correct 23+	NWF–WWR 8+

Group 2: Additional support on the accurate and fluent reading of connected text skills		
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 23)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 8 or higher)	
Name	DORF–Words Correct 0–22	NWF–WWR 8+

Group 3: Additional support on the alphabetic principle and basic phonics skills		
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 23 or higher)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 8)	
Name	DORF–Words Correct 23+	NWF–WWR 0–7

Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills		
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 23)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 8)	
Name	DORF–Words Correct 0–22	NWF–WWR 0–7

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		
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 47 or higher)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 13 or higher)	
Name	DORF–Words Correct 47+	NWF–WWR 13+

Group 2: Additional support on the accurate and fluent reading of connected text skills		
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 47)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 13 or higher)	
Name	DORF–Words Correct 0–46	NWF–WWR 13+

Group 3: Additional support on the alphabetic principle and basic phonics skills		
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 47 or higher)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 13)	
Name	DORF–Words Correct 47+	NWF–WWR 0–12

Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills		
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 47)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 13)	
Name	DORF–Words Correct 0–46	NWF–WWR 0–12

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

Accurate and Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 52 or higher)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 13 or higher)	
Name	DORF–Words Correct 52+	NWF–WWR 13+

Group 2: Additional support on the accurate and fluent reading of connected text skills

Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 52)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 13 or higher)	
Name	DORF–Words Correct 0–51	NWF–WWR 13+

Group 3: Additional support on the alphabetic principle and basic phonics skills

Accurate and Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 52 or higher)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 13)	
Name	DORF–Words Correct 52+	NWF–WWR 0–12

Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills

Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 52)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 13)	
Name	DORF–Words Correct 0–51	NWF–WWR 0–12

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			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 21+)		
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)		
Name	DORF–Words Correct 72+	<i>and</i> DORF–Accuracy 96%+	Retell 21+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 72)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 96% or higher)		
Name	DORF–Words Correct 0–71	<i>and</i> DORF–Accuracy 96%+	

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 72 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 96%)		
Name	DORF–Words Correct 72+	<i>and</i> DORF–Accuracy 0–95%	

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 72)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 96%)		
Name	DORF–Words Correct 0–71	<i>and</i> DORF–Accuracy 0–95%	

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			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 27+)		
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)		
Name	DORF–Words Correct 87+	<i>and</i> DORF–Accuracy 97%+	Retell 27+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 87)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 97% or higher)		
Name	DORF–Words Correct 0–86	<i>and</i> DORF–Accuracy 97%+	

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 87 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 97%)		
Name	DORF–Words Correct 87+	<i>and</i> DORF–Accuracy 0–96%	

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 87)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 97%)		
Name	DORF–Words Correct 0–86	<i>and</i> DORF–Accuracy 0–96%	

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			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 20+)		
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)		
Name	DORF–Words Correct 70+	<i>and</i> DORF–Accuracy 95%+	Retell 20+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 70)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 95% or higher)		
Name	DORF–Words Correct 0–69	<i>and</i> DORF–Accuracy 95%+	

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 70 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 95%)		
Name	DORF–Words Correct 70+	<i>and</i> DORF–Accuracy 0–94%	

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 70)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 95%)		
Name	DORF–Words Correct 0–69	<i>and</i> DORF–Accuracy 0–94%	

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			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 26+)		
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)		
Name	DORF–Words Correct 86+	<i>and</i> DORF–Accuracy 96%+	Retell 26+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 86)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 96% or higher)		
Name	DORF–Words Correct 0–85	<i>and</i> DORF–Accuracy 96%+	

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 86 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 96%)		
Name	DORF–Words Correct 86+	<i>and</i> DORF–Accuracy 0–95%	

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 86)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 96%)		
Name	DORF–Words Correct 0–85	<i>and</i> DORF–Accuracy 0–95%	

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			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 30+)		
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)		
Name	DORF–Words Correct 100+	<i>and</i> DORF–Accuracy 97%+	Retell 30+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 100)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 97% or higher)		
Name	DORF–Words Correct 0–99	<i>and</i> DORF–Accuracy 97%+	

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 100 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 97%)		
Name	DORF–Words Correct 100+	<i>and</i> DORF–Accuracy 0–96%	

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 100)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 97%)		
Name	DORF–Words Correct 0–99	<i>and</i> DORF–Accuracy 0–96%	

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			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 27+)		
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)		
Name	DORF–Words Correct 90+	<i>and</i> DORF–Accuracy 96%+	Retell 27+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 90)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 96% or higher)		
Name	DORF–Words Correct 0–89	<i>and</i> DORF–Accuracy 96%+	

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 90 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 96%)		
Name	DORF–Words Correct 90+	<i>and</i> DORF–Accuracy 0–95%	

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 90)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 96%)		
Name	DORF–Words Correct 0–89	<i>and</i> DORF–Accuracy 0–95%	

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			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 30+)		
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)		
Name	DORF–Words Correct 103+	<i>and</i> DORF–Accuracy 97%+	Retell 30+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 103)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 97% or higher)		
Name	DORF–Words Correct 0–102	<i>and</i>	DORF–Accuracy 97%+

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 103 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 97%)		
Name	DORF–Words Correct 103+	<i>and</i>	DORF–Accuracy 0–96%

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 103)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 97%)		
Name	DORF–Words Correct 0–102	<i>and</i>	DORF–Accuracy 0–96%

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			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 33+)		
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)		
Name	DORF–Words Correct 115+	<i>and</i> DORF–Accuracy 98%+	Retell 33+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 115)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 98% or higher)		
Name	DORF–Words Correct 0–114	<i>and</i> DORF–Accuracy 98%+	

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 115 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 98%)		
Name	DORF–Words Correct 115+	<i>and</i> DORF–Accuracy 0–97%	

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 115)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 98%)		
Name	DORF–Words Correct 0–114	<i>and</i> DORF–Accuracy 0–97%	

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			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 33+)		
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)		
Name	DORF–Words Correct 111+	<i>and</i> DORF–Accuracy 98%+	Retell 33+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 111)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 98% or higher)		
Name	DORF–Words Correct 0–110	<i>and</i> DORF–Accuracy 98%+	

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 111 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 98%)		
Name	DORF–Words Correct 111+	<i>and</i> DORF–Accuracy 0–97%	

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 111)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 98%)		
Name	DORF–Words Correct 0–110	<i>and</i> DORF–Accuracy 0–97%	

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			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 36+)		
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)		
Name	DORF–Words Correct 120+	<i>and</i> DORF–Accuracy 98%+	Retell 36+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 120)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 98% or higher)		
Name	DORF–Words Correct 0–119	<i>and</i> DORF–Accuracy 98%+	

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 120 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 98%)		
Name	DORF–Words Correct 120+	<i>and</i> DORF–Accuracy 0–97%	

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 120)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 98%)		
Name	DORF–Words Correct 0–119	<i>and</i> DORF–Accuracy 0–97%	

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			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 36+)		
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)		
Name	DORF–Words Correct 130+	<i>and</i> DORF–Accuracy 99%+	Retell 36+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 130)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 99% or higher)		
Name	DORF–Words Correct 0–129	<i>and</i> DORF–Accuracy 99%+	

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 130 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 99%)		
Name	DORF–Words Correct 130+	<i>and</i> DORF–Accuracy 0–98%	

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 130)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 99%)		
Name	DORF–Words Correct 0–129	<i>and</i> DORF–Accuracy 0–98%	

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			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 27+)		
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)		
Name	DORF–Words Correct 107+	<i>and</i> DORF–Accuracy 97%+	Retell 27+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 107)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 97% or higher)		
Name	DORF–Words Correct 0–106	<i>and</i> DORF–Accuracy 97%+	

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 107 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 97%)		
Name	DORF–Words Correct 107+	<i>and</i> DORF–Accuracy 0–96%	

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 107)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 97%)		
Name	DORF–Words Correct 0–106	<i>and</i> DORF–Accuracy 0–96%	

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			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 29+)		
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)		
Name	DORF–Words Correct 109+	<i>and</i> DORF–Accuracy 97%+	Retell 29+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 109)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 97% or higher)		
Name	DORF–Words Correct 0–108	<i>and</i> DORF–Accuracy 97%+	

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 109 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 97%)		
Name	DORF–Words Correct 109+	<i>and</i> DORF–Accuracy 0–96%	

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 109)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 97%)		
Name	DORF–Words Correct 0–108	<i>and</i> DORF–Accuracy 0–96%	

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			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 32+)		
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)		
Name	DORF–Words Correct 120+	<i>and</i> DORF–Accuracy 98%+	Retell 32+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 120)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 98% or higher)		
Name	DORF–Words Correct 0–119	<i>and</i> DORF–Accuracy 98%+	

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 120 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 98%)		
Name	DORF–Words Correct 120+	<i>and</i> DORF–Accuracy 0–97%	

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 120)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 98%)		
Name	DORF–Words Correct 0–119	<i>and</i> DORF–Accuracy 0–97%	

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.