What are these worksheets?

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

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

How do I use them?

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

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

How are the groupings determined?

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

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

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

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

References

Dynamic Measurement Group. (2010). DIBELS Next Benchmark Goals and Composite Score. Eugene, OR: Author. Available: https://dibels.uoregon.edu/docs/DIBELSNextFormerBenchmarkGoals.pdf

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