

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 6th Edition 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; 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, middle of year¹ 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 columns based on his or her pattern of performance on the primary DIBELS measures for the given grade and time of year. For example a second-grade student who is below the benchmark goal on both DORF and DORF accuracy in the spring of the school year would be listed in the column for Group 4.

Once your class is broken down in to 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 2 very close to the benchmark goal? If so, consider moving those students to Group 1, but continue to monitor their progress in core instruction. 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.

¹ Instructional grouping worksheets are available for all grades and times of the year with one exception: *beginning of kindergarten*. For students in the beginning of kindergarten, using the Class List Report alone is best.

Instructional Grouping Worksheets

DIBELS 6th Edition Goals

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 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 (Smolkowski & Cummings, 2014).

How do the groups relate to the benchmark goals?

These instructional groups prioritize differentiated instruction for lower performing students based on the DIBELS 6th Edition Benchmark Goals. Students who score in the “some risk” range are grouped in with students who score in the “at-risk” range. 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 in to 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

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/>

Smolkowski & Cummings (2014). *Evaluation of the DIBELS (6th Edition) Diagnostic System for the Selection of English-Proficient Students at-Risk of Reading Difficulties*. Manuscript submitted for publication. Available:

<https://dibels.uoregon.edu/docs/techreports/dibels-6th-goals-diagnostic-review.pdf>

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 is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 3: Letter naming is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 4: Letter naming and the alphabetic principle are below the benchmark. Recommend intervention supports and weekly progress monitoring.
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LNF: At or above 34			LNF: At or above 34			LNF: At or below 33			LNF: At or below 33		
NWF-CLS: At or above 19*			NWF-CLS: At or below 18*			NWF-CLS: At or above 19*			NWF-CLS: At or below 18*		
Student Name	LNF	CLS	Student Name	LNF	CLS	Student Name	LNF	CLS	Student Name	LNF	CLS
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Students should be flagged for additional monitoring using an asterisk “” if they have a PSF score that is below 33.

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 is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 3: Letter naming is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 4: Letter naming and the alphabetic principle are below the benchmark. Recommend intervention supports and weekly progress monitoring.
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LNF: <i>At or above 47</i>	LNF: <i>At or above 47</i>	LNF: <i>At or below 46</i>	LNF: <i>At or below 46</i>
NWF-CLS: <i>At or above 39</i>	NWF-CLS: <i>At or below 38</i>	NWF-CLS: <i>At or above 39</i>	NWF-CLS: <i>At or below 38</i>
Student Name LNF CLS	Student Name LNF CLS	Student Name LNF CLS	Student Name LNF CLS

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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 is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Letter naming is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Letter naming and the alphabetic principle are below the benchmark. Recommend intervention supports and weekly progress monitoring.

LNF: <i>At or above 38</i>			LNF: <i>At or above 38</i>			LNF: <i>At or below 37</i>			LNF: <i>At or below 37</i>		
NWF-CLS: <i>At or above 25</i>			NWF-CLS: <i>At or below 24</i>			NWF-CLS: <i>At or above 25</i>			NWF-CLS: <i>At or below 24</i>		
Student Name	LNF	CLS	Student Name	LNF	CLS	Student Name	LNF	CLS	Student Name	LNF	CLS
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Group 1: Likely to need continued good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.	Group 2: Alphabetic principle is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 3: Fluency with <i>reading connected text</i> is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 4: Fluency with <i>reading connected text</i> and alphabetic principle are below the benchmark. Recommend intervention supports and weekly progress monitoring.
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DORF-WRC: <i>At or above 19</i>			DORF-WRC: <i>At or above 19</i>			DORF-WRC: <i>At or Below 18</i>			DORF-WRC: <i>At or below 18</i>		
NWF-CLS: <i>At or above 54</i>			NWF-CLS: <i>At or below 53</i>			NWF-CLS: <i>At or above 54</i>			NWF-CLS: <i>At or above 53</i>		
Student Name	ORF	CLS	Student Name	ORF	CLS	Student Name	ORF	CLS	Student Name	ORF	CLS
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Group 1: Likely to need continued good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.	Group 2: Alphabetic principle is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 3: Fluency with <i>reading connected text</i> is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 4: Fluency with <i>reading connected text</i> and alphabetic principle are below the benchmark. Recommend intervention supports and weekly progress monitoring.
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DORF-WRC: <i>At or above 47</i>			DORF-WRC: <i>At or above 47</i>			DORF-WRC: <i>At or Below 46</i>			DORF-WRC: <i>At or below 46</i>		
NWF-CLS: <i>At or above 71</i>			NWF-CLS: <i>At or below 70</i>			NWF-CLS: <i>At or above 71</i>			NWF-CLS: <i>At or above 70</i>		
Student Name	ORF	CLS	Student Name	ORF	CLS	Student Name	ORF	CLS	Student Name	ORF	CLS
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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 is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Fluency with *reading connected text* and the alphabetic principle are below the benchmark. Recommend intervention supports and weekly progress monitoring.

DORF-WRC: <i>At or above 41</i>			DORF-WRC: <i>At or above 41</i>			DORF-WRC: <i>At or below 40</i>			DORF-WRC: <i>At or below 40</i>		
NWF-CLS: <i>At or above 62</i>			NWF-CLS: <i>At or below 61</i>			NWF-CLS: <i>At or above 62</i>			NWF-CLS: <i>At or below 61</i>		
Student Name	DORF	CLS	Student Name	DORF	CLS	Student Name	DORF	CLS	Student Name	DORF	CLS
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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 <i>decoding</i> is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 3: Fluency with <i>reading connected text</i> is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 4: Fluency and accuracy with <i>reading connected text</i> are below the benchmark. Recommend intervention supports and weekly progress monitoring.
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DORF-WRC: <i>At or above 76</i>	DORF-WRC: <i>At or above 76</i>	DORF-WRC: <i>At or below 75</i>	DORF-WRC: <i>At or below 75</i>
DORF-accuracy: <i>At or above 97</i>	DORF-accuracy : <i>At or below 96</i>	DORF-accuracy : <i>At or above 97</i>	DORF-accuracy : <i>At or below 96</i>
Student Name WRC %acc	Student Name WRC %acc	Student Name WRC %acc	Student Name WRC %acc

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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 below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Fluency and accuracy with *reading connected text* are below the benchmark. Recommend intervention supports and weekly progress monitoring.

DORF-WRC: <i>At or above 96</i>			DORF-WRC: <i>At or above 96</i>			DORF-WRC: <i>At or below 95</i>			DORF-WRC: <i>At or below 95</i>		
DORF-accuracy: <i>At or above 98</i>			DORF-accuracy : <i>At or below 97</i>			DORF-accuracy : <i>At or above 98</i>			DORF-accuracy : <i>At or below 97</i>		
Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc
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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 below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Fluency and accuracy with *reading connected text* are below the benchmark. Recommend intervention supports and weekly progress monitoring.

DORF-WRC: <i>At or above 72</i>			DORF-WRC: <i>At or above 72</i>			DORF-WRC: <i>At or below 71</i>			DORF-WRC: <i>At or below 71</i>		
DORF-accuracy: <i>At or above 96</i>			DORF-accuracy : <i>At or below 95</i>			DORF-accuracy : <i>At or above 96</i>			DORF-accuracy : <i>At or below 95</i>		
Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc
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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 below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Fluency and accuracy with *reading connected text* are below the benchmark. Recommend intervention supports and weekly progress monitoring.

DORF-WRC: <i>At or above 89</i>			DORF-WRC: <i>At or above 89</i>			DORF-WRC: <i>At or below 88</i>			DORF-WRC: <i>At or below 88</i>		
DORF-accuracy: <i>At or above 98</i>			DORF-accuracy : <i>At or below 97</i>			DORF-accuracy : <i>At or above 98</i>			DORF-accuracy : <i>At or below 97</i>		
Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc
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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 <i>decoding</i> is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 3: Fluency with <i>reading connected text</i> is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 4: Fluency and accuracy with <i>reading connected text</i> are below the benchmark. Recommend intervention supports and weekly progress monitoring.
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DORF-WRC: <i>At or above 110</i>	DORF-WRC: <i>At or above 110</i>	DORF-WRC: <i>At or below 109</i>	DORF-WRC: <i>At or below 109</i>
DORF-accuracy: <i>At or above 99</i>	DORF-accuracy : <i>At or below 98</i>	DORF-accuracy : <i>At or above 99</i>	DORF-accuracy : <i>At or below 98</i>
Student Name WRC %acc	Student Name WRC %acc	Student Name WRC %acc	Student Name WRC %acc

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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 <i>decoding</i> is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 3: Fluency with <i>reading connected text</i> is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 4: Fluency and accuracy with <i>reading connected text</i> are below the benchmark. Recommend intervention supports and weekly progress monitoring.
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DORF-WRC: <i>At or above 86</i>	DORF-WRC: <i>At or above 86</i>	DORF-WRC: <i>At or below 85</i>	DORF-WRC: <i>At or below 85</i>
DORF-accuracy: <i>At or above 96</i>	DORF-accuracy : <i>At or below 95</i>	DORF-accuracy : <i>At or above 96</i>	DORF-accuracy : <i>At or below 95</i>
Student Name WRC %acc	Student Name WRC %acc	Student Name WRC %acc	Student Name WRC %acc

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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 <i>decoding</i> is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 3: Fluency with <i>reading connected text</i> is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 4: Fluency and accuracy with <i>reading connected text</i> are below the benchmark. Recommend intervention supports and weekly progress monitoring.
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DORF-WRC: <i>At or above 103</i>			DORF-WRC: <i>At or above 103</i>			DORF-WRC: <i>At or below 102</i>			DORF-WRC: <i>At or below 102</i>		
DORF-accuracy: <i>At or above 98</i>			DORF-accuracy : <i>At or below 97</i>			DORF-accuracy : <i>At or above 98</i>			DORF-accuracy : <i>At or below 97</i>		
Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc
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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 <i>decoding</i> is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 3: Fluency with <i>reading connected text</i> is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 4: Fluency and accuracy with <i>reading connected text</i> are below the benchmark. Recommend intervention supports and weekly progress monitoring.
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DORF-WRC: <i>At or above 114</i>	DORF-WRC: <i>At or above 114</i>	DORF-WRC: <i>At or below 113</i>	DORF-WRC: <i>At or below 113</i>
DORF-accuracy: <i>At or above 98</i>	DORF-accuracy : <i>At or below 97</i>	DORF-accuracy : <i>At or above 98</i>	DORF-accuracy : <i>At or below 97</i>
Student Name WRC %acc	Student Name WRC %acc	Student Name WRC %acc	Student Name WRC %acc

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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 below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Fluency and accuracy with *reading connected text* are below the benchmark. Recommend intervention supports and weekly progress monitoring.

DORF-WRC: <i>At or above 107</i>			DORF-WRC: <i>At or above 107</i>			DORF-WRC: <i>At or below 106</i>			DORF-WRC: <i>At or below 106</i>		
DORF-accuracy: <i>At or above 98</i>			DORF-accuracy : <i>At or below 97</i>			DORF-accuracy : <i>At or above 98</i>			DORF-accuracy : <i>At or below 97</i>		
Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc
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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 below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Fluency and accuracy with *reading connected text* are below the benchmark. Recommend intervention supports and weekly progress monitoring.

DORF-WRC: <i>At or above 118</i>			DORF-WRC: <i>At or above 118</i>			DORF-WRC: <i>At or below 117</i>			DORF-WRC: <i>At or below 117</i>		
DORF-accuracy: <i>At or above 99</i>			DORF-accuracy : <i>At or below 98</i>			DORF-accuracy : <i>At or above 99</i>			DORF-accuracy : <i>At or below 98</i>		
Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc
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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 below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Fluency and accuracy with *reading connected text* are below the benchmark. Recommend intervention supports and weekly progress monitoring.

DORF-WRC: <i>At or above 127</i>			DORF-WRC: <i>At or above 127</i>			DORF-WRC: <i>At or below 126</i>			DORF-WRC: <i>At or below 126</i>		
DORF-accuracy: <i>At or above 99</i>			DORF-accuracy : <i>At or below 98</i>			DORF-accuracy : <i>At or above 99</i>			DORF-accuracy : <i>At or below 98</i>		
Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc
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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 below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Fluency and accuracy with *reading connected text* are below the benchmark. Recommend intervention supports and weekly progress monitoring.

DORF-WRC: <i>At or above 117</i>			DORF-WRC: <i>At or above 117</i>			DORF-WRC: <i>At or below 116</i>			DORF-WRC: <i>At or below 116</i>		
DORF-accuracy: <i>At or above 98</i>			DORF-accuracy : <i>At or below 97</i>			DORF-accuracy : <i>At or above 98</i>			DORF-accuracy : <i>At or below 97</i>		
Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc
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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 <i>decoding</i> is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 3: Fluency with <i>reading connected text</i> is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 4: Fluency and accuracy with <i>reading connected text</i> are below the benchmark. Recommend intervention supports and weekly progress monitoring.
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DORF-WRC: <i>At or above 120</i>			DORF-WRC: <i>At or above 120</i>			DORF-WRC: <i>At or below 119</i>			DORF-WRC: <i>At or below 119</i>		
DORF-accuracy: <i>At or above 98</i>			DORF-accuracy : <i>At or below 97</i>			DORF-accuracy : <i>At or above 98</i>			DORF-accuracy : <i>At or below 97</i>		
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											

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 below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is below the benchmark. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Fluency and accuracy with *reading connected text* are below the benchmark. Recommend intervention supports and weekly progress monitoring.

DORF-WRC: <i>At or above 122</i>			DORF-WRC: <i>At or above 122</i>			DORF-WRC: <i>At or below 121</i>			DORF-WRC: <i>At or below 121</i>		
DORF-accuracy: <i>At or above 99</i>			DORF-accuracy : <i>At or below 98</i>			DORF-accuracy : <i>At or above 99</i>			DORF-accuracy : <i>At or below 98</i>		
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											
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11											
12											
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14											