

Instructional Grouping Worksheet, 5	th Grade Beginning of Year
Class name:	

Revision Date: Jan-1-2015

Group 1: Likely to	need cont	inued	Group 2: Reading con	mprehension	Group 3: Fluency w	ith readina	Group 4: Fluency re	adina connected		
good instruction at Tier 1. Re-assess at the next benchmark window.		(fluency and accuracy benchmark. Interven	y) is below the	connected text is be benchmark. Interve	elow the	text and reading comprehension (fluency and accuracy) are below				
at the next bench	iiaik Wiiiu	Ow.	recommended, along		recommended, alo		the benchmark. Recommend			
			progress monitoring		progress monitorin	_	intensive intervention supports and			
			twice per month).		twice per month).		weekly progress monitoring.			
DORF-WRC: At or above 111*			DORF-WRC: At or a		DORF-WRC: At or		DORF-WRC: At or below 110*			
Daze: At or above			Daze: At or below 1		Daze: At or above		Daze: At or below 17			
Student Name	WRC	Daze	Student Name	WRC Daze	Student Name	WRC Daze	Student Name	WRC Daze		
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										

^{*} Students should be flagged for additional monitoring using an asterisk "*" if they have a DORF-accuracy score that is below 98%. DIBELS Next Former Goals

[©] University of Oregon Center on Teaching and Learning. All rights reserved. dibels.uoregon.edu



Instructional Grouping Worksheet,	, 5 th	Grade	Middle of	Year
Class name:				

Revision Date: Jan-1-2015

Group 1: Likely to need continued good instruction at Tier 1. Re-assess at the next benchmark window.			Group 2: Reading col (fluency and accurace benchmark. Interven recommended, along progress monitoring twice per month).	y) is below the tion is with interim	Group 3: Fluency w connected text is be benchmark. Interve recommended, alor progress monitorin twice per month).	elow the ention is ng with interim	Group 4: Fluency reading connected text and reading comprehension (fluency and accuracy) are below the benchmark. Recommend intensive intervention supports and weekly progress monitoring.		
DORF-WRC: At o	r above 1	20*	DORF-WRC: At or a	bove 120*	DORF-WRC: At or	below 119*	DORF-WRC: At or below 119* Daze: At or below 19		
Daze: At or abov	e 20		Daze: At or below 1	.9	Daze: At or above	20			
Student Name	WRC	Daze	Student Name	WRC Daze	Student Name	WRC Daze	Student Name	WRC Daze	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									

^{*} Students should be flagged for additional monitoring using an asterisk "*" if they have a DORF-accuracy score that is below 98%. DIBELS Next Former Goals

[©] University of Oregon Center on Teaching and Learning. All rights reserved. dibels.uoregon.edu



Instructional Grouping Worksheet,	5 th	Grade End of Year
Class name:		

Revision Date: Jan-1-2015

Group 1: Likely to need continued good instruction at Tier 1. Re-assess at the next benchmark window.		Group 2: Reading comprehension (fluency and accuracy) 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 reading connected text and reading comprehension (fluency and accuracy) are below the benchmark. Recommend intensive intervention supports and weekly progress monitoring.			
DORF-WRC: At or		30*	DORF-WRC: At or above 130*			DORF-WRC: At or below 129*			DORF-WRC: At or below 129*		
Daze: At or above			Daze: At or below 23			Daze: At or above			Daze: At or below 23		
Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											

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

[©] University of Oregon Center on Teaching and Learning. All rights reserved. dibels.uoregon.edu