

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 Next 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 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 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, beginning of year 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 four columns based on his or her pattern of performance on the two primary DIBELS measures for the given grade and time of year. For example a second-grade student who is below the cut point for risk on both DORF and DORF accuracy would be listed in the column for Group 4.

Once your class is broken down in to four 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 1 very close to the cut point for risk? If so, consider moving those students in to an instructional group with more support. 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.

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 (University of Oregon, Center on Teaching and Learning, 2012).

How do the groups relate to the recommended benchmark goals?

These instructional groups prioritize differentiated instruction for the lowest performing students based on the DIBELS Next Recommended Benchmark Goals. Students who score in the “some risk” range are grouped in with students who score at the benchmark levels. These students need continued, strong, group-level instruction and perhaps some interim progress monitoring, but we know they need less intensive instruction than students in the red zone. When time and resources are precious, the lowest-performing students need the most dedicated care in planning instruction.

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/>

University of Oregon, Center on Teaching and Learning (2012). 2012 - 2013 DIBELS Next Benchmark Goals: Technical Supplement (Technical Brief No. 1204). Eugene, OR: Author. Available:

<https://dibels.uoregon.edu/research/techreports/#dibels>

Group 1: Likely to need continued good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.

Group 2: Letter naming is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Phonemic awareness is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Phonemic awareness and letter naming marked as at-risk. Recommend intensive intervention supports and weekly progress monitoring.

FSF: <i>At or above 13</i>			FSF: <i>At or above 13</i>			FSF: <i>At or below 12</i>			FSF: <i>At or below 12</i>		
LNF: <i>At or above 22</i>			LNF: <i>At or below 21</i>			LNF: <i>At or above 22</i>			LNF: <i>At or below 21</i>		
Student Name	FSF	LNF	Student Name	FSF	LNF	Student Name	FSF	LNF	Student Name	FSF	LNF
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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: Phonemic awareness is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Letter naming is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Letter naming and phonemic awareness are marked as at-risk. Recommend intensive intervention supports and weekly progress monitoring.

LNF: <i>At or above 42</i>			LNF: <i>At or above 42</i>			LNF: <i>At or below 41</i>			LNF: <i>At or below 41</i>		
PSF: <i>At or above 42*</i>			PSF: <i>At or below 41*</i>			PSF: <i>At or above 42*</i>			PSF: <i>At or below 41*</i>		
Student Name	LNF	PSF	Student Name	LNF	PSF	Student Name	LNF	PSF	Student Name	LNF	PSF
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Students should be flagged for additional monitoring using an asterisk "" if they have an NWF-CLS score that is below 25.

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 (including recoding) is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: The alphabetic principle is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: The alphabetic principle and the alphabetic principle (including recoding) are marked at-risk. Recommend intensive intervention supports and weekly progress monitoring.

NWF-CLS: <i>At or above 35</i>			NWF-CLS : <i>At or above 35</i>			NWF-CLS : <i>At or below 34</i>			NWF-CLS : <i>At or below 34</i>		
NWF-WWR: <i>At or above 2*</i>			NWF-WWR: <i>At or below 1*</i>			NWF-WWR : <i>At or above 2*</i>			NWF-WWR : <i>At or below 1*</i>		
Student Name	CLS	WWR	Student Name	CLS	WWR	Student Name	CLS	WWR	Student Name	CLS	WWR
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Note: Students should be flagged for additional monitoring using an asterisk "" if they have an LNF score that is below 51.

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 marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Letter naming is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Letter naming and the alphabetic principle are marked as at-risk. Recommend intensive intervention supports and weekly progress monitoring.

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 31</i>			NWF-CLS : <i>At or below 30</i>			NWF-CLS : <i>At or above 31</i>			NWF-CLS : <i>At or below 30</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: Accuracy of *decoding* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency and accuracy with reading connected text*. Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: <i>At or above 21</i>			DORF WRC: <i>At or above 21</i>			DORF WRC: <i>At or Below 20</i>			DORF WRC: <i>At or below 20</i>		
DORF accuracy: <i>At or above 73%*</i>			DORF accuracy: <i>At or below 72%*</i>			DORF accuracy: <i>At or above 73%*</i>			DORF accuracy: <i>At or below 72%*</i>		
Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc
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Students should be flagged for additional monitoring using an asterisk "" if they have an NWF-CLS score that is below 50.

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 marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency and accuracy with reading connected text*. Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: <i>At or above 37</i>			DORF WRC: <i>At or above 37</i>			DORF WRC: <i>At or Below 36</i>			DORF WRC: <i>At or below 36</i>		
DORF accuracy: <i>At or above 88%*</i>			DORF accuracy: <i>At or below 87%*</i>			DORF accuracy: <i>At or above 88%*</i>			DORF accuracy: <i>At or below 87%*</i>		
Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc
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Students should be flagged for additional monitoring using an asterisk "" if they have an NWF-CLS score that is below 63.

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 marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency and accuracy with reading connected text*. Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: <i>At or above 56</i>			DORF WRC: <i>At or above 56</i>			DORF WRC: <i>At or Below 55</i>			DORF WRC: <i>At or below 55</i>		
DORF accuracy: <i>At or above 93%*</i>			DORF accuracy: <i>At or below 92%*</i>			DORF accuracy: <i>At or above 93%*</i>			DORF accuracy: <i>At or below 92%*</i>		
Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc	Student Name	WRC	%acc
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Students should be flagged for additional monitoring using an asterisk "" if they have an NWF-CLS score that is below 57.

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 marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency and accuracy with reading connected text*. Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: <i>At or above 73</i>			DORF WRC: <i>At or above 73</i>			DORF WRC: <i>At or below 72</i>			DORF WRC: <i>At or below 72</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 marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency and accuracy with reading connected text*. Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: <i>At or above 84</i>			DORF WRC: <i>At or above 84</i>			DORF WRC: <i>At or below 83</i>			DORF WRC: <i>At or below 83</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 marked as at-risk. 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 marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).	Group 4: Marked as at-risk in regards to <i>fluency and accuracy with reading connected text</i> . Recommend intensive intervention supports and weekly progress monitoring.
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DORF WRC: <i>At or above 73</i>			DORF WRC: <i>At or above 73</i>			DORF WRC: <i>At or Below 72</i>			DORF WRC: <i>At or below 72</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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Students should be flagged for additional monitoring using an asterisk "" if they have a Daze adjusted score that is below 10.

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 marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency and accuracy with reading connected text*. Recommend intensive 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: *Reading comprehension (fluency and accuracy)* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency reading connected text and reading comprehension (fluency and accuracy)*. Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: <i>At or above 101</i>			DORF WRC: <i>At or above 101</i>			DORF WRC: <i>At or Below 100</i>			DORF WRC: <i>At or below 100</i>		
Daze: <i>At or above 19*</i>			Daze: <i>At or below 18*</i>			Daze: <i>At or above 19*</i>			Daze: <i>At or below 18*</i>		
Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze
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Students should be flagged for additional monitoring using an asterisk "*" if they have a DORF accuracy score that is below 99%.

Group 1: Likely to need continued good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.

Group 2: *Reading comprehension (fluency and accuracy)* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency reading connected text and reading comprehension (fluency and accuracy)*. Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: <i>At or above 92</i>			DORF WRC: <i>At or above 92</i>			DORF WRC: <i>At or Below 91</i>			DORF WRC: <i>At or below 91</i>		
Daze: <i>At or above 15*</i>			Daze: <i>At or below 14*</i>			Daze: <i>At or above 15*</i>			Daze: <i>At or below 14*</i>		
Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze
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Students should be flagged for additional monitoring using an asterisk "" if they have a DORF accuracy score that is below 98%.

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 marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency and accuracy with reading connected text*. Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: <i>At or above 111</i>			DORF WRC: <i>At or above 111</i>			DORF WRC: <i>At or Below 110</i>			DORF WRC: <i>At or below 110</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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Students should be flagged for additional monitoring using an asterisk "" if they have a Daze adjusted score that is below 19.

Group 1: Likely to need continued good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.

Group 2: *Reading comprehension (fluency and accuracy)* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency reading connected text and reading comprehension (fluency and accuracy)*. Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: <i>At or above 125</i>			DORF WRC: <i>At or above 125</i>			DORF WRC: <i>At or Below 124</i>			DORF WRC: <i>At or below 124</i>		
Daze: <i>At or above 27</i>			Daze: <i>At or below 26</i>			Daze: <i>At or above 27</i>			Daze: <i>At or below 26</i>		
Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze
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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: *Reading comprehension (fluency and accuracy)* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency reading connected text and reading comprehension (fluency and accuracy)*. Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: <i>At or above 104</i>			DORF WRC: <i>At or above 104</i>			DORF WRC: <i>At or Below 103</i>			DORF WRC: <i>At or below 103</i>		
Daze: <i>At or above 15*</i>			Daze: <i>At or below 14*</i>			Daze: <i>At or above 15*</i>			Daze: <i>At or below 14*</i>		
Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze
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Students should be flagged for additional monitoring using an asterisk "" if they have a DORF accuracy score that is below 99%.

Group 1: Likely to need continued good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.

Group 2: *Reading comprehension (fluency and accuracy)* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency reading connected text and reading comprehension (fluency and accuracy)*. Recommend intensive 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>		
Daze: <i>At or above 20*</i>			Daze: <i>At or below 19*</i>			Daze: <i>At or above 20*</i>			Daze: <i>At or below 19*</i>		
Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze
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Students should be flagged for additional monitoring using an asterisk "" if they have a DORF accuracy score that is below 99%.

Group 1: Likely to need continued good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.

Group 2: *Reading comprehension (fluency and accuracy)* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency reading connected text and reading comprehension (fluency and accuracy)*. Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: <i>At or above 133</i>			DORF WRC: <i>At or above 133</i>			DORF WRC: <i>At or Below 132</i>			DORF WRC: <i>At or below 132</i>		
Daze: <i>At or above 27*</i>			Daze: <i>At or below 26*</i>			Daze: <i>At or above 27*</i>			Daze: <i>At or below 26*</i>		
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%.

Group 1: Likely to need continued good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.

Group 2: *Reading comprehension (fluency and accuracy)* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency reading connected text and reading comprehension (fluency and accuracy)*. Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: <i>At or above 128</i>			DORF WRC: <i>At or above 128</i>			DORF WRC: <i>At or Below 127</i>			DORF WRC: <i>At or below 127</i>		
Daze: <i>At or above 19</i>			Daze: <i>At or below 18</i>			Daze: <i>At or above 19</i>			Daze: <i>At or below 18</i>		
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											

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 marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency and accuracy with reading connected text*. Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: <i>At or above 131</i>			DORF WRC: <i>At or above 131</i>			DORF WRC: <i>At or Below 130</i>			DORF WRC: <i>At or below 130</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											
10											
11											
12											
13											
14											

Students should be flagged for additional monitoring using an asterisk "" if they have a Daze adjusted score that is below 26.

Group 1: Likely to need continued good instruction at Tier 1 or Tier 2. Re-assess at the next benchmark window.

Group 2: *Reading comprehension (fluency and accuracy)* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 3: Fluency with *reading connected text* is marked as at-risk. Intervention is recommended, along with interim progress monitoring (i.e., once or twice per month).

Group 4: Marked as at-risk in regards to *fluency reading connected text and reading comprehension (fluency and accuracy)*. Recommend intensive intervention supports and weekly progress monitoring.

DORF WRC: <i>At or above 140</i>			DORF WRC: <i>At or above 140</i>			DORF WRC: <i>At or Below 139</i>			DORF WRC: <i>At or below 139</i>		
Daze: <i>At or above 27</i>			Daze: <i>At or below 26</i>			Daze: <i>At or above 27</i>			Daze: <i>At or below 26</i>		
Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze	Student Name	WRC	Daze
1											
2											
3											
4											
5											
6											
7											
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11											
12											
13											
14											