

## 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>