

Instructional Grouping Worksheets

DIBELS 8th Edition

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 8th Edition 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 8th Edition; that is, they provide a concrete way to differentiate instruction based on assessment results (University of Oregon, 2008).

How do I use them?

First, assess your students with the DIBELS 8th Edition benchmark assessments for the appropriate grade level and time of year. Second, locate the worksheet for the appropriate grade level and time of year. This information is provided at the top of each worksheet, in sequence (i.e., from kindergarten, beginning of year to Grade 8, 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 cutpoint for risk on both Nonsense Word Fluency- Correct Letter Sounds (NWF-CLS) and Word Reading Fluency (WRF) 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 Understanding the Research Behind the

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DIBELS 8th Edition document (2018). 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.

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 administered at that time period. For example, at the beginning of 2nd grade, the groupings are based on NWF and WRF, and a flag is added for performance on Oral Reading Fluency (ORF) when the score is below the cutpoint for risk.

How do the groupings relate to the benchmark goals?

These instructional groupings prioritize differentiated instruction for lower performing students based on the DIBELS 8th Edition 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 with scores in the intensive 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 (2019-20). [DIBELS 8th Edition Technical Manual Supplement](#). (Technical Report 1801). Eugene, OR: Author.

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