

Pathways of Progress™ Classroom Report: Classroom-Level Analysis

School: Pierce Elementary
Grade: Fourth Grade
Year: 2014-2015
Class: Sullivan, B.

Pathways of Progress™ Report

DIBELSnet
DIBELS Next

Name	BEGINNING OF YEAR DIBELS Composite Score	END OF YEAR COMPONENT SCORE PATHWAYS				Date Adjusted Score	END OF YEAR OVERALL PATHWAY
		DORF Words Correct Score	DORF Accuracy Score	DORF Retention Score	DORF Pathway		
Ashley	297 ■	136 ■	99% ■	48 ■	25 ■	444 ■ ★★★★★	
Brandon	454 ■	164 ■	100% ■	64 ■	31 ■	536 ■ ★★★★★	
Colette	465 ■	182 ■	100% ■	56 ■	44 ■	590 ■ ★★★★★	
Dillon	337 ■	114 ■	98% ■	18 ■	18 ■	432 ■ ★★★★★	
Erin	260 ■	99 ■	98% ■	10 ■	23 ■	315 ■ ★	
Fergus	92 ■	87 ■	96% ■	27 ■	17 ■	297 ■ ★★★★★	
Gina	209 ■	104 ■	98% ■	21 ■	30 ■	370 ■ ★★★★★	
Hans	227 ■	98 ■	98% ■	17 ■	20 ■	316 ■ ★	

■ At or Above Benchmark / Likely to Need Core Support
 ■ Below Benchmark / Likely to Need Strategic Support
 ■ Well Below Benchmark / Likely to Need Intensive Support

Rate of progress compared to students with similar initial skills:
 WELL ABOVE TYPICAL ○★★★★
 ABOVE TYPICAL ○★★★★
 TYPICAL ○★★★
 BELOW TYPICAL ○★★
 WELL BELOW TYPICAL ○★

Comprehension, being able to talk about what they have read, is a target of opportunity for 75% of students who were below benchmark at the beginning of the year.

Pathways of Progress™ ©2015 Dynamic Measurement Group 130

Pathways of Progress™ Classroom Report Activity—Grade 1

Consider the Pathways of Progress Classroom Report for Ms. Burgess.

- Are there individual students whose progress you are concerned about?
- As a whole classroom, are there any general patterns of progress that might have implications for the system of instruction?

Pathways of Progress™ ©2015 Dynamic Measurement Group 131

Pathways of Progress™ Classroom Report: Classroom-Level Analysis

School: Hunters Creek Elementary
Grade: First Grade
Year: 2014-2015
Class: Burgess, A.

Pathways of Progress™ Report

DIBELSnet
DIBELS Next

Name	BEGINNING OF YEAR DIBELS Composite Score	END OF YEAR COMPONENT SCORE PATHWAYS				Date Adjusted Score	END OF YEAR OVERALL PATHWAY
		NWFF Correct Letter Sounds Score	NWFF Whole Words Read Score	DORF Words Correct Score	DORF Accuracy Score		
Adam	115 ■	141 ■	45 ■	98 ■	98% ■	277 ■ ★★★★★	
Brittany	118 ■	80 ■	23 ■	60 ■	98% ■	205 ■ ★★★★★	
Connor	154 ■	77 ■	26 ■	51 ■	73% ■	130 ■ ★	
Destiny	113 ■	67 ■	17 ■	15 ■	68% ■	58 ■ ★	
Ethan	103 ■	136 ■	43 ■	84 ■	99% ■	275 ■ ★★★★★	
Frances	101 ■	139 ■	46 ■	61 ■	95% ■	246 ■ ★★★★★	
Graham	88 ■	127 ■	40 ■	51 ■	98% ■	230 ■ ★★★★★	
Hillary	95 ■	93 ■	29 ■	64 ■	98% ■	221 ■ ★★★★★	
Isaiah	91 ■	58 ■	17 ■	12 ■	67% ■	55 ■ ★	
Jordyn	87 ■	52 ■	15 ■	10 ■	67% ■	49 ■ ★	

■ At or Above Benchmark / Likely to Need Core Support
 ■ Below Benchmark / Likely to Need Strategic Support
 ■ Well Below Benchmark / Likely to Need Intensive Support

Rate of progress compared to students with similar initial skills:
 WELL ABOVE TYPICAL ○★★★★
 ABOVE TYPICAL ○★★★★
 TYPICAL ○★★★
 BELOW TYPICAL ○★★
 WELL BELOW TYPICAL ○★

Pathways of Progress™ ©2015 Dynamic Measurement Group 132

Pathways of Progress™ Classroom Report: Classroom-Level Analysis

School: Hunters Creek Elementary
Grade: First Grade
Year: 2014-2015
Class: Burgess, A.

Pathways of Progress™ Report

DIBELSnet
DIBELS Next


Name	BEGINNING OF YEAR DIBELS Composite Score	END OF YEAR COMPONENT SCORE PATHWAYS				Date Adjusted Score	END OF YEAR OVERALL PATHWAY
		NWFF Correct Letter Sounds Score	NWFF Whole Words Read Score	DORF Words Correct Score	DORF Accuracy Score		
Adam	115 ■	141 ■	45 ■	98 ■	98% ■	277 ■ ★★★★★	
Brittany	118 ■	80 ■	23 ■	60 ■	98% ■	205 ■ ★★★★★	
Connor	154 ■	77 ■	26 ■	51 ■	73% ■	130 ■ ★	
Destiny	113 ■	67 ■	17 ■	15 ■	68% ■	58 ■ ★	
Ethan	103 ■	136 ■	43 ■	84 ■	99% ■	275 ■ ★★★★★	
Frances	101 ■	139 ■	46 ■	61 ■	95% ■	246 ■ ★★★★★	
Graham	88 ■	127 ■	40 ■	51 ■	98% ■	230 ■ ★★★★★	
Hillary	95 ■	93 ■	29 ■	64 ■	98% ■	221 ■ ★★★★★	
Isaiah	91 ■	58 ■	17 ■	12 ■	67% ■	55 ■ ★	
Jordyn	87 ■	52 ■	15 ■	10 ■	67% ■	49 ■ ★	

■ At or Above Benchmark / Likely to Need Core Support
 ■ Below Benchmark / Likely to Need Strategic Support
 ■ Well Below Benchmark / Likely to Need Intensive Support

Rate of progress compared to students with similar initial skills:
 WELL ABOVE TYPICAL ○★★★★
 ABOVE TYPICAL ○★★★★
 TYPICAL ○★★★
 BELOW TYPICAL ○★★
 WELL BELOW TYPICAL ○★

In this classroom, progress in basic phonics skills is generally adequate (Pathways 3–5).

Pathways of Progress™ ©2015 Dynamic Measurement Group 133



Pathways of Progress™ Classroom Report: Classroom-Level Analysis


School: Hunters Creek Elementary

Grade: First Grade

Year: 2014-2015

Class: Burgess, A.

Pathways of Progress™ Report



DIBELS Next

Name	BEGINNING OF YEAR	END OF YEAR COMPONENT SCORE PATHWAYS						END OF YEAR OVERALL PATHWAY
	DIBELS Composite Score	NWFF Correct Letter Sounds Score	NWFF Whole Words Read Score	DORF Words Correct Score	DORF Accuracy Score	DIBELS Composite Score		
Adam	115	141	45	88	98%	277	★★★★★	
Brittany	118	80	23	60	80%	205	★★★★	
Connor	154	77	26	51	73%	130	★	
Destiny	113	67	17	15	68%	58	★	
Ethan	103	136	43	84	99%	275	★★★★★	
Frances	101	139	46	61	95%	246	★★★★★	
Graham	88	127	40	51	98%	230	★★★★★	
Hillary	95	93	29	64	90%	221	★★★★★	
Isaiah	91	58	17	12	67%	55	★	
Jordyn	87	52	15	10	67%	49	★	

At or Above Typical

Below Typical

Well Below Typical

But, word reading and decoding of real words in connected text is a target of opportunity for 40% of the class.

Rate of progress compared to students with similar initial skills:

WELL ABOVE TYPICAL

ABOVE TYPICAL

TYPICAL

BELOW TYPICAL

WELL BELOW TYPICAL

Pathways of Progress™

©2015 Dynamic Measurement Group

134