



## Third Grade Case Example: Tabitha Likely to Need Strategic Support

Initial Skills at Beginning of Year in Third Grade

- ▶ **205 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **98% DORF Accuracy**
- ▶ **15 DORF Retell**
- ▶ **Retell Quality of Response 1**
- ▶ **Daze 6**

Establish a goal that is

- ▶ **meaningful:** *proficient reading* at or above benchmark or reduce risk
- ▶ **attainable:** typical or above typical progress is attainable
- ▶ **ambitious:** Because Tabitha is Below Benchmark at BOY, *above typical progress* or greater is appropriate

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## Common Core Reading Standards: Foundational Skills (K–5)

### Grade 1 to 5 Students

#### Fluency

4. Read with sufficient **accuracy** and **fluency** to support **comprehension**.
  - a. Read on-level text with purpose and understanding.
  - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
  - c. Use **context to confirm** or self-correct word recognition and **understanding**, rereading as necessary.

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## Establishing Educationally Meaningful Goals for Reading Proficiency

Students who are proficient readers are **reading for meaning** at an **adequate rate** and with a **high degree of accuracy**.

All three components are essential:

- ▶ **reading for meaning**
- ▶ **adequate rate**
- ▶ **high degree of accuracy**

In acquisition phase learning we may build accuracy first, but the goal is relative balance across the three reading components.

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## Establishing Meaningful Goals

- ▶ Meaningful goals for students who are likely to need additional support to achieve important reading outcomes entail:
  - \* Progress from Well Below Benchmark to Below Benchmark or At or Above Benchmark
  - \* Progress from Below Benchmark to At or Above Benchmark

**G3 Benchmark Goals**

	Beginning	Middle	End	Beginning	Middle	End
DIBELS Composite Score	220+	285+	330+	20+	26+	30+
DORF Retell	180-219	235-284	280-329	10-19	18-25	26-29
DORF Words Correct	0-179	0-234	0-279	0-9	0-17	0-19
DORF Retell Quality	70+	86+	100+	2+	2+	3+
DORF Accuracy	55-69	68-85	80-99	1	1	2
Daze Adjusted Score	0-54	0-67	0-79	0-4	0-6	0-13

- **The Big Idea:** Meaningful goals increase the odds of achieving important literacy outcomes.

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## DIBELSnet® Pathways of Progress™ Goal Setting Utility

**Tabitha**

	Beg of Year Score	Pathways of Progress	End of Year Student Goal																				
DORF Words Correct	65	★★★★★	106																				
<table border="1"> <tr> <td>WELL ABOVE TYPICAL</td> <td>★★★★★</td> <td>109</td> <td>109+</td> </tr> <tr> <td>ABOVE TYPICAL</td> <td>★★★★★</td> <td>103</td> <td>98 - 108</td> </tr> <tr> <td>TYPICAL</td> <td>★★★★★</td> <td>93</td> <td>88 - 97</td> </tr> <tr> <td>BELOW TYPICAL</td> <td>★★★★★</td> <td>83</td> <td>79 - 87</td> </tr> <tr> <td>WELL BELOW TYPICAL</td> <td>★★★★★</td> <td>78</td> <td>0 - 78</td> </tr> </table>				WELL ABOVE TYPICAL	★★★★★	109	109+	ABOVE TYPICAL	★★★★★	103	98 - 108	TYPICAL	★★★★★	93	88 - 97	BELOW TYPICAL	★★★★★	83	79 - 87	WELL BELOW TYPICAL	★★★★★	78	0 - 78
WELL ABOVE TYPICAL	★★★★★	109	109+																				
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BELOW TYPICAL	★★★★★	83	79 - 87																				
WELL BELOW TYPICAL	★★★★★	78	0 - 78																				
DORF Accuracy	96%	★★★★★	98																				
Retell	14	★★★★★	45																				
Daze	6	★★★★★	20																				
<b>DCS</b>	<b>205</b>	<b>★★★★★</b>	<b>380</b>																				

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## Establishing Goals for Students who are Likely to Need Support

**Ambitious and Attainable Goals include:**

- \* Well above typical progress
- \* Above typical progress
- ~~\* Typical progress,~~
- ~~\* Below typical progress,~~
- ~~\* Well below typical progress~~

**Note:** Consider the student's BOY need for support.

**Typical, below typical, and well below typical progress are not very ambitious for students who are likely to need support.**

	Beg of Year Score	Pathways of Progress	End of Year Student Goal
WELL ABOVE TYPICAL	★★★★★	109	109+
ABOVE TYPICAL	★★★★★	103	98 - 108
TYPICAL	★★★★★	93	88 - 97
BELOW TYPICAL	★★★★★	83	79 - 87
WELL BELOW TYPICAL	★★★★★	78	0 - 78

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## Establishing Goals for Students who are Likely to Need Support

**Ambitious and Attainable Goals include:**

- ~~\* Well above typical progress~~
- \* Above typical progress
- ~~\* Typical progress,~~
- ~~\* Below typical progress,~~
- ~~\* Well below typical progress~~

**Note:** Consider the student's BOY need for support.

**Well above typical progress may not be attainable for students who are likely to need support. This is an individual professional judgment.**

	Beg of Year Score	Pathways of Progress	End of Year Student Goal
WELL ABOVE TYPICAL	★★★★★	109	109+
ABOVE TYPICAL	★★★★★	103	98 - 108
TYPICAL	★★★★★	93	88 - 97
BELOW TYPICAL	★★★★★	83	79 - 87
WELL BELOW TYPICAL	★★★★★	78	0 - 78

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## Establishing Goals for Students who are Likely to Need Support

**Ambitious and Attainable Goals include:**

- ~~\* Well above typical progress~~
- \* Above typical progress
- ~~\* Typical progress,~~
- ~~\* Below typical progress,~~
- ~~\* Well below typical progress~~

**Note:** Consider the student's BOY need for support.

**Above typical progress is generally both attainable and ambitious for students who are likely to need support.**

	Beg of Year Score	Pathways of Progress	End of Year Student Goal
WELL ABOVE TYPICAL	★★★★★	109	109+
ABOVE TYPICAL	★★★★★	103	98 - 108
TYPICAL	★★★★★	93	88 - 97
BELOW TYPICAL	★★★★★	83	79 - 87
WELL BELOW TYPICAL	★★★★★	78	0 - 78

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## Third Grade Case Example: Tabitha Likely to Need Strategic Support

Tabitha's Initial Skills in Third Grade, Beginning of Year

- ▶ **205 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **96% DORF Accuracy**
- ▶ **14 DORF Retell**
- ▶ **1 Retell Quality of Response**
- ▶ **6 Daze Adjusted Score**

**Tabitha's End of Year Goal:**  
By the end of the year, Tabitha will read grade-level text orally at a rate of 106 or more words correct per minute, with at least 98% accuracy, and be able to talk about what she has read with at least 45 words about the passage. She will read grade-level text silently for meaning with at least 20 Daze adjusted score.

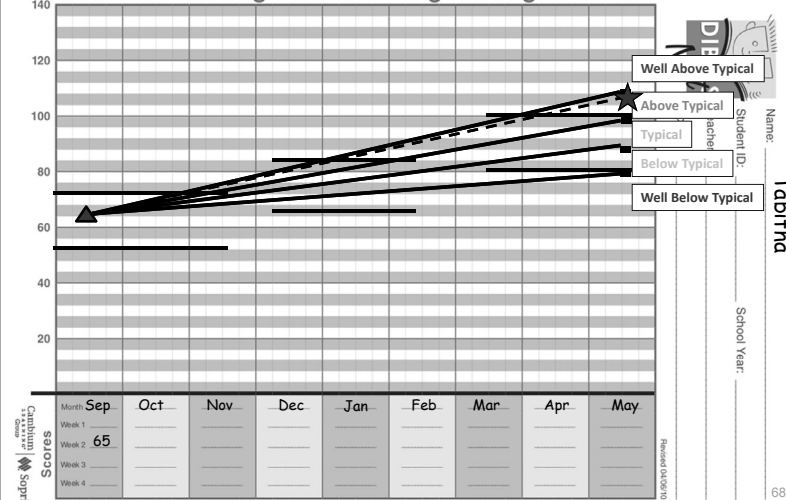
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## Progress Monitoring

### DORF/Level 3 Progress Monitoring Scoring Booklet



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## Individual Learning Goal Activity for Jaclyn

1. Review Jaclyn's beginning of year skills below. Is she likely to need support to achieve end of year benchmarks? Which areas are of particular concern? Which area is an area of strength?
2. Considering Jaclyn's likely need for support, decide on an appropriately *ambitious* and *attainable* pathway.
3. Using the DIBELSnet Goal Setting Utility screen shots on page 2, identify goals for DORF Words Correct, DORF Accuracy, Retell, and Daze that will be *meaningful*, *ambitious*, and *attainable*.
4. Write an individual student learning goal for Jaclyn.
5. Mark the DORF Words Correct goal on the graph for Jaclyn at the second week of May and draw the aim line from her current level of skill to the goal.
6. Discuss with a partner your goal for Jaclyn and explain your initial, primary focus for instruction to attain her goal.

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## Third Grade Case Example: Jaclyn Likely to Need Intensive Support

Jaclyn's Initial Skills in Third Grade, Beginning of Year

- ▶ **169 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **86% DORF Accuracy**
- ▶ **42 DORF Retell**
- ▶ **3 Retell Quality of Response**
- ▶ **3 Daze Adjusted Score**

We desire Jaclyn to be a proficient reader who is

- ☐ **reading for meaning** at an
- ☐ **adequate rate** and with a
- ☐ **high degree of accuracy.**

Establish an End of Year goal for Jaclyn that is

- ▶ **meaningful**
- ▶ **attainable**
- ▶ **ambitious**

Evaluate Jaclyn's progress

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## DIBELSnet® Pathways of Progress™ Goal Setting Utility

**Jaclyn**

Beg of Year Score		Pathways of Progress	End of Year Student Goal	
DORF Words Correct	65	★★★★★	95	
<p>WELL ABOVE TYPICAL ★★★★★ 100 100+</p> <p>ABOVE TYPICAL ★★★★★ 95 90 - 99</p> <p>TYPICAL ★★★★★ 85 81 - 89</p> <p>BELOW TYPICAL ★★★★★ 76 71 - 80</p> <p>WELL BELOW TYPICAL ★★★★★ 70 0 - 70</p>				
DORF Accuracy	86%	★★★★★	97	
Retell	42	★★★★★	42	
Daze	3	★★★★★	19	
DCS	169	★★★★★	351	

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## Third Grade Case Example: Jaclyn Likely to Need Intensive Support

**Jaclyn's Initial Skills in Third Grade, Beginning of Year**

- ▶ **169 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **86% DORF Accuracy**
- ▶ **42 DORF Retell**
- ▶ **3 Retell Quality of Response**
- ▶ **3 Daze Adjusted Score**

**Jaclyn's End of Year Goal:**  
By the end of the year, Jaclyn will read grade-level text orally at a rate of 95 or more words correct per minute, with at least 97% accuracy, and be able to talk about what she has read with at least 42 words about the passage. She will read grade-level text silently for meaning with at least 19 Daze adjusted score.

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