School: Happy Valley
Grade: First Grade, Middle of Year
Year: 2010-2011
Class: Carlson, C.

# Initial Grouping Suggestions

DIBELS Next

*These groupings are initial suggestions. The teacher must further revise these groupings based on other information about students' skill levels, available resources, and magnitude of student need.*

**Group 1: Likely to Need Core Support**

| | |
|---|---|
| Alphabetic Principle and Basic Phonics | At or Above Benchmark |
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark |

| Name | NWF-WWR 8+ | DORF-Words Correct 23+ |
|---|---|---|
| A, Francis | 47 | 124 |
| A, Lilian | 37 | 71 |
| A, Samara | 49 | 118 |
| B, Brandon | 20 | 68 |
| C, Marissa | 18 | 43 |
| D, Pasco | 14 | 24 |
| J, Rebecca | 27 | 32 |
| K, Sergio | 11 | 31 |
| K, Tracy | 50 | 144 |
| T, Neil | 43 | 141 |
| W, Russell | 27 | 80 |

**Group 2: Additional support on accurate and fluent reading of connected text skills**

| | |
|---|---|
| Alphabetic Principle and Basic Phonics | At or Above Benchmark |
| Accurate and Fluent Reading of Connected Text | Below or Well Below Benchmark |

| Name | NWF-WWR 8+ | DORF-Words Correct 0-22 |
|---|---|---|
| C, Harry | 14 | 20 |
| C, Silas | 12 | 10 |

**Group 3: Additional support on alphabetic principle and basic phonics skills**

| | |
|---|---|
| Alphabetic Principle and Basic Phonics | Below or Well Below Benchmark |
| Accurate and Fluent Reading of Connected Text | At or Above Benchmark |

| Name | NWF-WWR 0-7 | DORF-Words Correct 23+ |
|---|---|---|
| D, Connor | 2 | 27 |
| K, Cassandra | 4 | 26 |
| K, Dorothy | 5 | 49 |
| O, Lydia | 3 | 26 |

**Group 4: Additional support on alphabetic principle and basic phonics and accurate and fluent reading of connected text skills**

| | |
|---|---|
| Alphabetic Principle and Basic Phonics | Below or Well Below Benchmark |
| Accurate and Fluent Reading of Connected Text | Below or Well Below Benchmark |

| Name | NWF-WWR 0-7 | DORF-Words Correct 0-22 |
|---|---|---|
| G, Tamara | 0 | 20 |
| M, Gianna | 1 | 9 |
| S, Ralph | 2 | 15 |

Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

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