Camilla and Flo Pathways Activity
Pathways of Progress[TM] Workshop

Camilla and Flo are in fourth grade. Both students obtained DORF Words Correct scores of 80. Our goal for both Camilla and Flo is to be a proficient reader meeting Common Core State Standards by reading for *meaning* at an adequate *rate* with a high degree of *accuracy*.
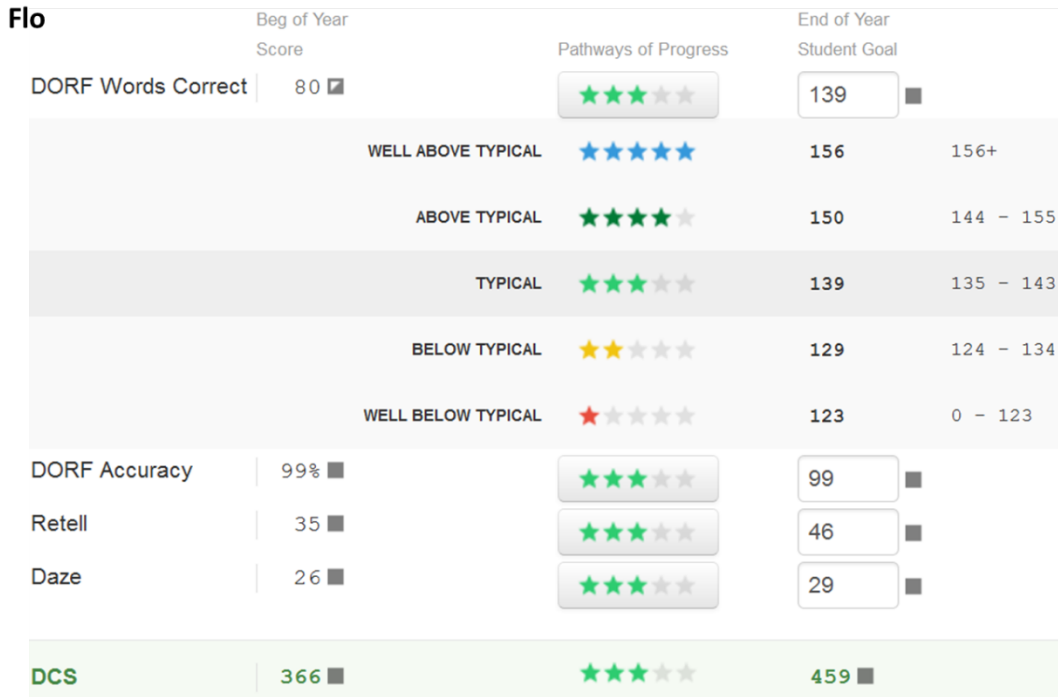
Review Camilla's beginning of year skills and a proposed end of year student goal.

Camilla

	Beg of Year Score	Pathways of Progress		End of Year Student Goal	
DORF Words Correct	80 ☑	★★★★☆		115 ■	
		WELL ABOVE TYPICAL	★★★★★	119	119+
		ABOVE TYPICAL	★★★★☆	114	109 – 118
		TYPICAL	★★★☆☆	104	100 – 108
		BELOW TYPICAL	★★☆☆☆	94	89 – 99
		WELL BELOW TYPICAL	★☆☆☆☆	88	0 – 88
DORF Accuracy	99% ■	★★★☆☆		98 ■	
Retell	10 ☐	★★★★☆		40 ■	
Daze	7 ☐	★★★★☆		24 ■	
DCS	**240** ☐	★★★★☆		**395** ■	

1. Identify the primary area of difficulty (i.e., *meaning*, *rate*, or *accuracy*) that is the barrier to overall reading proficiency for Camilla.

    _____

2. Specify an appropriate end of year goal for Camilla that will entail reading for meaning at an adequate rate with a high degree of accuracy and be meaningful, ambitious, and attainable:

> By the end of the year, Camilla will read grade-level text orally at a rate of _____ or more words correct per minute, with at least _____ accuracy, and be able to talk about what she has read with at least _____ words relevant to the passage. She will read grade-level text silently for meaning with at least _____ Daze adjusted score.

Review Flo's beginning of year skills and a proposed end of year goal. Our goal for Flo is also to be a proficient reader by reading for *meaning* at an adequate *rate* with a high degree of *accuracy*.
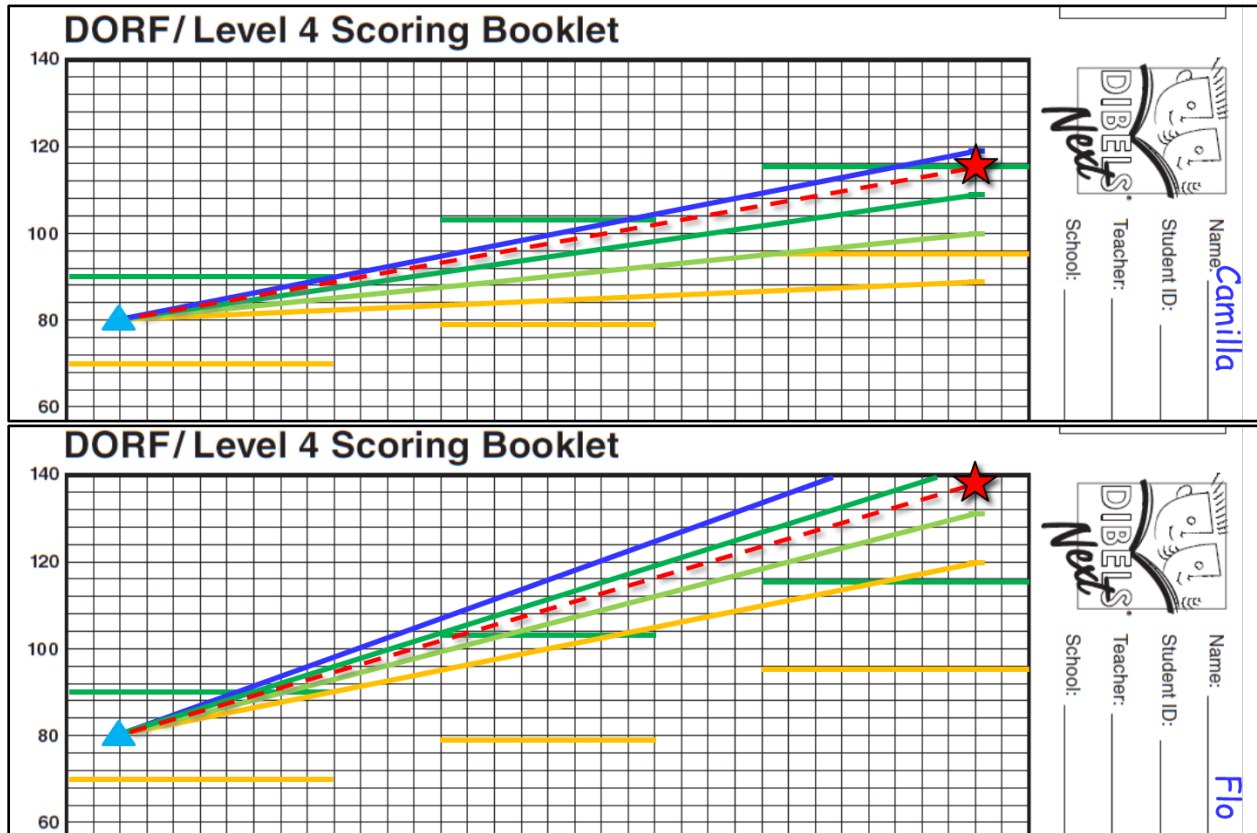
Flo

	Beg of Year Score	Pathways of Progress		End of Year Student Goal	
DORF Words Correct	80	★★★☆☆		139	
		WELL ABOVE TYPICAL	★★★★★	156	156+
		ABOVE TYPICAL	★★★★☆	150	144 – 155
		TYPICAL	★★★☆☆	139	135 – 143
		BELOW TYPICAL	★★☆☆☆	129	124 – 134
		WELL BELOW TYPICAL	★☆☆☆☆	123	0 – 123
DORF Accuracy	99%	★★★☆☆		99	
Retell	35	★★★☆☆		46	
Daze	26	★★★☆☆		29	
DCS	366	★★★☆☆		459	

3. Identify the primary area of difficulty (i.e., *meaning*, *rate*, or *accuracy*) that is the barrier to high overall reading proficiency for Flo.

_____

4. Specify an appropriate end of year goal for Flo that will entail *reading for meaning* at an *adequate rate* with a *high degree of accuracy* and be meaningful, ambitious, and attainable:

By the end of the year, Flo will read grade-level text orally at a rate of _____ or more words correct per minute, with at least _____ accuracy, and be able to talk about what she has read with at least _____ words relevant to the passage. She will read grade-level text silently for meaning with at least _____ Daze adjusted score.

5. What would be our primary instructional focus for Camilla and Flo?

Student	Primary instructional focus
Camilla	
Flo	

DORF/Level 4 Scoring Booklet — Camilla

DORF/Level 4 Scoring Booklet — Flo

Compare the DORF Words Correct Pathways of Progress and Goals for Camilla and Flo on the graph and previous page. Our goal for both Camilla and Flo is to be a proficient reader meeting Common Core State Standards by reading for *meaning* at an adequate *rate* with a high degree of *accuracy*. However, the DORF Words Correct pathways and our goal are much steeper for Flo than for Camilla.

6. With a partner, explain why the DORF Words Correct pathways and our goal are so much steeper for Flo than for Camilla.

_____

_____

_____

_____

_____

_____