

Third Grade Case Example: René Likely to Need Core Support

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

- ▶ **269 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **96% DORF Accuracy**
- ▶ **36 DORF Retell**
- ▶ **2 Retell Quality of Response**
- ▶ **11 Daze Adjusted Score**

We desire René 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 René that is

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

Evaluate René's progress

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DIBELSnet® Pathways of Progress™ Goal Setting Utility–Typical Progress

René

Beg of Year Score	Pathways of Progress	End of Year Student Goal
DORF Words Correct 65	★★★★★	111
WELL ABOVE TYPICAL ★★★★★ 128 128+		
ABOVE TYPICAL ★★★★★ 121 115 - 127		
TYPICAL ★★★★★ 111 107 - 114		
BELOW TYPICAL ★★★★★ 101 96 - 106		
WELL BELOW TYPICAL ★★★★★ 95 0 - 95		
DORF Accuracy 96%	★★★★★	98
Retell 36	★★★★★	42
Daze 11	★★★★★	21
DCS 269	★★★★★	383

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Typical Progress Goal

René's End of Year Goal:
By the end of the year, René will read grade-level text orally at a rate of 111 or more words correct per minute, with at least 98% 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 21 Daze adjusted score.

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Alternative for René: Above Typical Progress

René

Beg of Year Score	Pathways of Progress	End of Year Student Goal
DORF Words Correct 65	★★★★★	121
WELL ABOVE TYPICAL ★★★★★ 128 128+		
ABOVE TYPICAL ★★★★★ 121 115 - 127		
TYPICAL ★★★★★ 111 107 - 114		
BELOW TYPICAL ★★★★★ 101 96 - 106		
WELL BELOW TYPICAL ★★★★★ 95 0 - 95		
DORF Accuracy 96%	★★★★★	99
Retell 36	★★★★★	51
Daze 11	★★★★★	24
DCS 269	★★★★★	431

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Third Grade Case Example: René Likely to Need Core Support

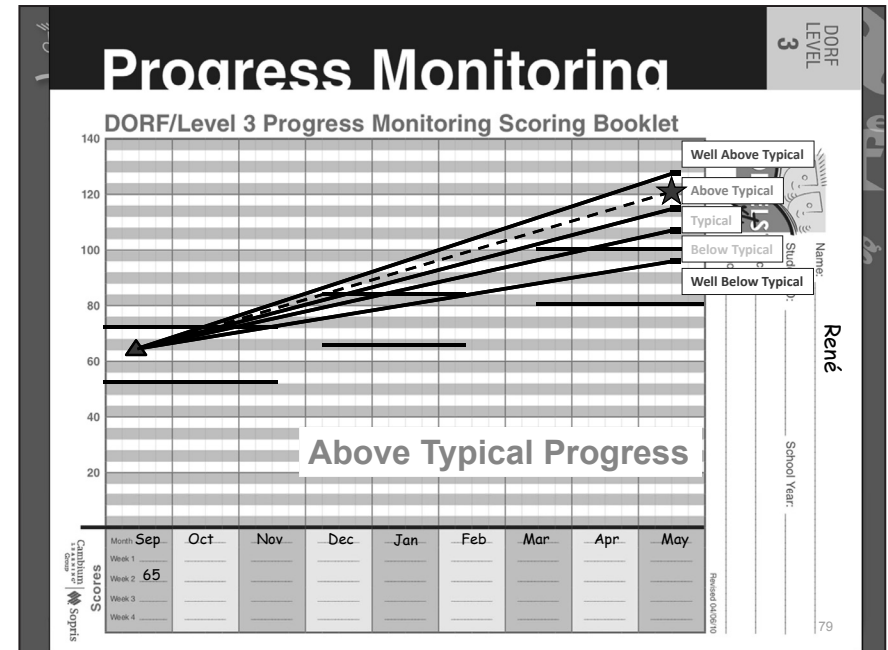
René's Initial Skills in Third Grade, Beginning of Year

- ▶ **269 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **96% DORF Accuracy**
- ▶ **36 DORF Retell**
- ▶ **2 Retell Quality of Response**
- ▶ **11 Daze Adjusted Score**

Above Typical Progress

René's End of Year Goal: By the end of the year, René will read grade-level text orally at a rate of 121 or more words correct per minute, with at least 99% accuracy, and be able to talk about what she has read with at least 51 words about the passage. She will read grade-level text silently for meaning with at least 24 Daze adjusted score.

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Pathways of Progress™ Based on DIBELS Next® Composite Score

Progress Monitoring

DORF/Level 3 Progress Monitoring Scoring Booklet

Tabitha
205 DIBELS Composite

Progress Monitoring

DORF/Level 3 Progress Monitoring Scoring Booklet

Jaclyn
169 DIBELS Composite

Progress Monitoring

DORF/Level 3 Progress Monitoring Scoring Booklet

René
269 DIBELS Composite

3 students with the **same DIBELS ORF at BOY** have **very different levels of overall reading proficiency at BOY** as indicated by the DIBELS Next Composite score.

Pathways of Progress facilitates different end of year goals for DORF Words Correct, DORF Accuracy, DORF Retell, and Daze for Tabitha, Jaclyn, and René.

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Pathways of Progress™ Based on DIBELS® Composite Score

Students who are at or above benchmark on the DIBELS® Composite Score are **reading for meaning** at an **adequate rate** and with a **high degree of accuracy**.

DIBELS® Composite Score is the best single predictor of reading proficiency outcomes.

Our goal is overall reading proficiency across the reading components.

- ▶ **Sometime just reading faster is not reading better.** For example, Jaclyn case example.

Using the DIBELS Composite Score, we can use Pathways of Progress to establish an end of first grade goal in DORF Words Correct, for example.

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Comparing Pathways of Progress™ Activity: Camilla and Flo

Camilla and Flo are in fourth grade. Both students obtained DORF Words Correct scores of 80. Review Camilla's and Flo's beginning of year skills and a proposed end of year student goal.

1. Identify the primary area of difficulty (i.e., *meaning*, *rate*, or *accuracy*) that is the barrier to overall reading proficiency for Camilla. (3. Flo)
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. (4. Flo)
5. What would be our primary instructional focus for each student?
6. With a partner, explain why the DORF Words Correct pathways and our goal are much steeper for Flo than for Camilla.

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Comparing Pathways of Progress™ for Camilla and Flo

Camilla:

Initial Skills at Beginning of Year in Fourth Grade

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

Flo:

Initial Skills at Beginning of Year in Fourth Grade

- ▶ **350 DIBELS Composite Score**
- ▶ **80 DORF Words Correct**
- ▶ **98% DORF Accuracy**
- ▶ **35 DORF Retell**
- ▶ **3 Retell Quality of Response**
- ▶ **24 Daze Adjusted Score**

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Comparing Pathways of Progress™ Activity

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*.

1 & 3 Identify the primary area of difficulty (i.e., *meaning*, *rate*, or *accuracy*) that is the barrier to overall reading proficiency for Camilla and Flo.

Component of proficient reading	Primary need for Camilla	Primary need for Flo
Reading for <i>meaning</i>	Primary Need	
Reading at an adequate <i>rate</i>		Primary Need
Reading with a high degree of <i>accuracy</i>		

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Camilla: Above Typical Progress Goal

Camilla

	Beg of Year Score	Pathways of Progress	End of Year Student Goal
DORF Words Correct	80 <input type="checkbox"/>	★★★★★	115 <input type="checkbox"/>
		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% <input type="checkbox"/>	★★★★★	98 <input type="checkbox"/>
Retell	10 <input type="checkbox"/>	★★★★★	40 <input type="checkbox"/>
Daze	7 <input type="checkbox"/>	★★★★★	24 <input type="checkbox"/>
DCS	240 <input type="checkbox"/>	★★★★★	395 <input type="checkbox"/>

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Possible Fourth Grade Goal for Camilla

2. Specify an appropriate end of year goal for Camilla that will be *meaningful*, *ambitious*, and *attainable*:

By the end of the year, Camilla will read grade-level text orally at a rate of 115 or more words correct per minute, with at least 98% accuracy, and be able to talk about what she has read with at least 40 words relevant to the passage. She will read grade-level text silently for meaning with at least 24 Daze adjusted score.

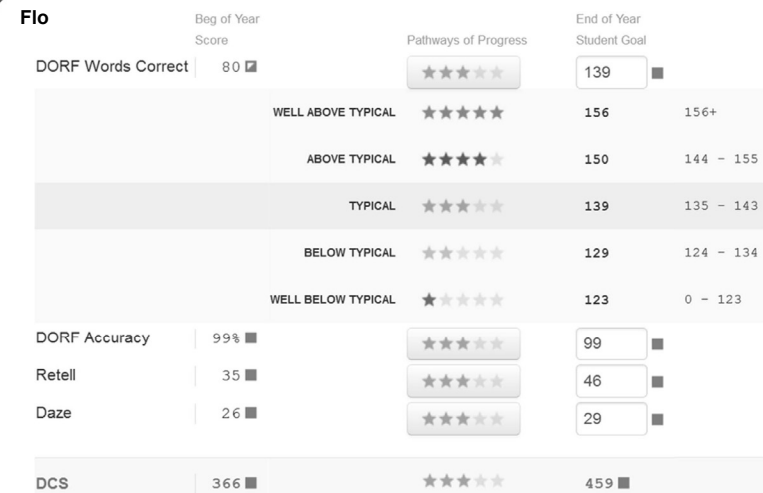
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Flo Typical Progress Goal



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Possible Fourth Grade Goal for Flo

4. Specify an appropriate end of year goal for Flo that will be *meaningful*, *ambitious*, and *attainable*:

By the end of the year, Flo will read grade-level text orally at a rate of 139 or more words correct per minute, with at least 99% accuracy, and be able to talk about what she has read with at least 46 words relevant to the passage. She will read grade-level text silently for meaning with at least 29 Daze adjusted score.

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Comparing Pathways of Progress™ Activity

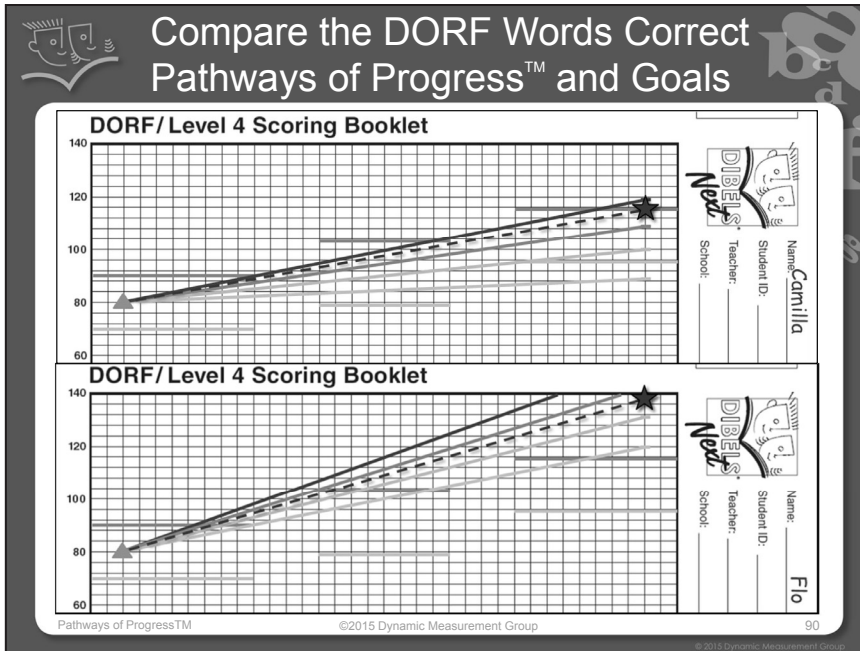
5. Considering the primary difficulty experienced by Camilla and Flo, what would be our primary instructional focus for Camilla and Flo?

Student	Primary instructional focus
Camilla	Reading for meaning
Flo	Reading at an adequate rate

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Comparing Pathways of Progress™ Activity

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

The Pathways of Progress for Words Correct are much steeper for Flo than Camilla. The pathways are based upon the student's beginning of year composite score. Camilla is likely to need intensive support, especially in reading for meaning on DORF Retell and Daze Adjusted Score. Flo is likely to need differentiated core support building reading at an adequate rate.

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