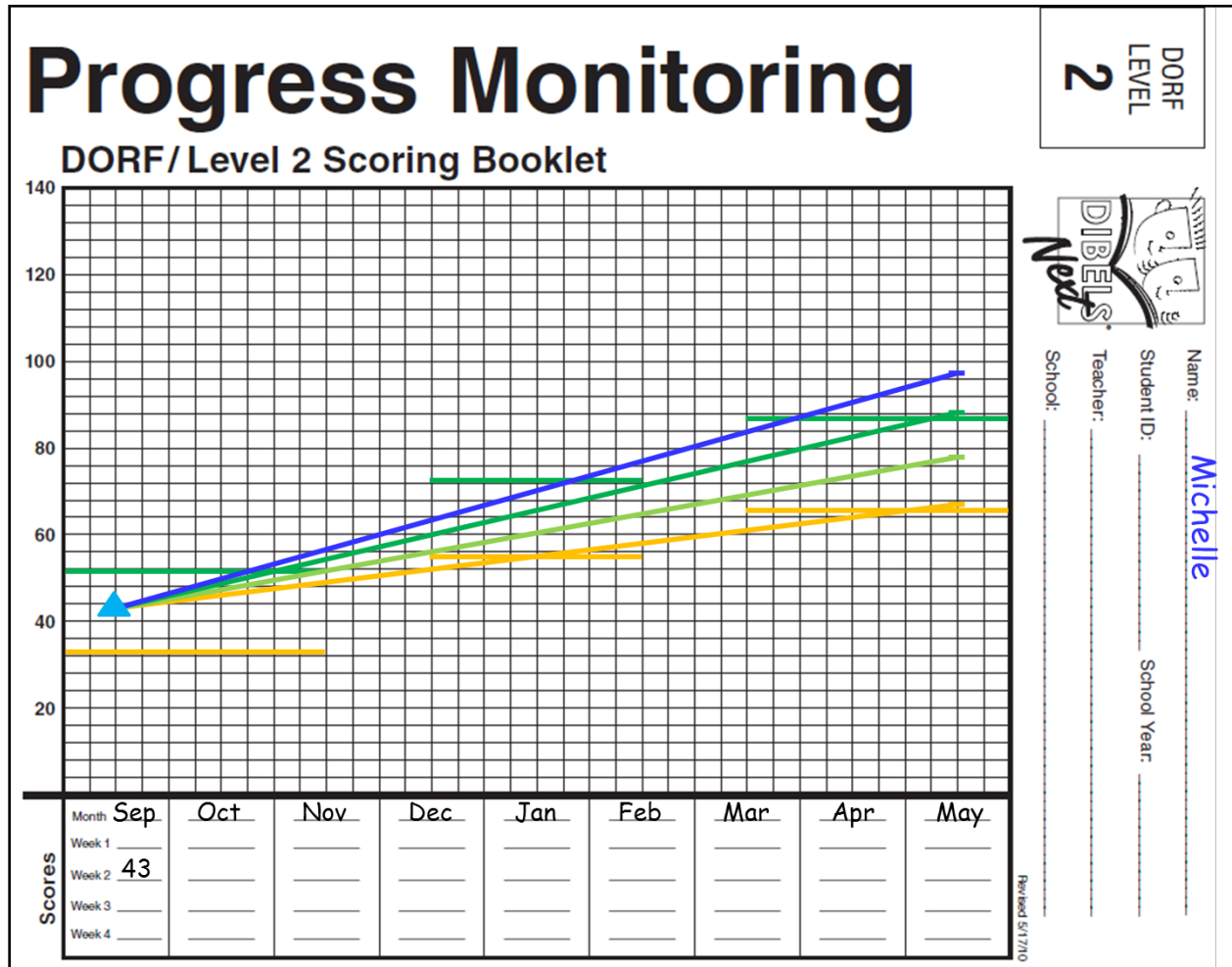**Michelle Read the Graph Activity**
Pathways of Progress[TM] Workshop

Review Michelle's progress monitoring graph and answer the following questions:

1. At the beginning of the year, Michelle obtained how many Words Correct on DORF?_____

2. Each line on the graph corresponds approximately to how many Words Correct?_____

3. From the graph, the end of year benchmark goal for Words Correct is about _____

4. If Michelle makes typical progress her end of year skills will be_____

5. Michelle's teacher would like to set a goal for Michelle to achieve the end of year benchmark goal for Words Correct by the second week of May. Which Pathway of Progress would Michelle need to follow to attain that goal?_____

6. In Week 1 of February, Michelle obtained 60 Words Correct. Put her score in the Scores section and plot her score on the graph.

7. In Week 1 of February, what Pathway of Progress is Michelle following? _____

Jacyln Goal Setting Activity
Pathways of Progress™ Workshop

1. Review Jaclyn's beginning of year skills.

	At or Above Benchmark	Below Benchmark	Well Below Benchmark

Jaclyn

	Beg of Year Score
DORF Words Correct	65 ◪
DORF Accuracy	86 ☐
Retell	42 ■
Daze	3 ☐
DCS	169 ☐

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, what would be an appropriately *ambitious* and *attainable* **pathway** (i.e., Well Below Typical, Below Typical, Typical, Above Typical, Well Above Typical)?

_____

3. In the box below, choose an End of Year Student Goal for DORF Words Correct using the DIBELS Next Benchmark goals and the DIBELSnet Goal Setting Utility that you judge will be *meaningful*, *ambitious*, and *attainable*.

G3 Benchmark Goals

DIBELS Next Reminders

	Beginning	Middle	End		Beginning	Middle	End
DIBELS Composite Score	220+	285+	330+	DORF Retell	20+	26+	30+
	180–219	235–284	280–329		10–19	18–25	20–29
	0–179	0–234	0–279		0–9	0–17	0–19
DORF Words Correct	70+	86+	100+	DORF Retell Quality	2+	2+	3+
	55–69	68–85	80–99		1	1	2
	0–54	0–67	0–79				1
DORF Accuracy	95%+	96%+	97%+	Daze Adjusted Score	8+	11+	19+
	89%–94%	92%–95%	94%–96%		5–7	7–10	14–18
	0–88%	0–91%	0–93%		0–4	0–6	0–13

G3

	Beg of Year Score		Pathways of Progress	End of Year Student Goal
DORF Words Correct	65 ◪		★★★★★	[ ]
		WELL ABOVE TYPICAL	★★★★★	100	100+
		ABOVE TYPICAL	★★★★★	95	90 - 99
		TYPICAL	★★★★★	85	81 - 89
		BELOW TYPICAL	★★★★★	76	71 - 80
		WELL BELOW TYPICAL	★★★★★	70	0 - 70

4. Choose an End of Year Student Goal for DORF Accuracy.

DORF Accuracy	86 ☐	★★★★★		
	WELL ABOVE TYPICAL	★★★★★	97	97+
	ABOVE TYPICAL	★★★★☆	96	96
	TYPICAL	★★★☆☆	95	94 - 95
	BELOW TYPICAL	★★☆☆☆	90	86 - 93
	WELL BELOW TYPICAL	★☆☆☆☆	85	0 - 85

5. Choose an End of Year Student Goal for DORF Retell.

Retell	42 ■	★★★★★		
	WELL ABOVE TYPICAL	★★★★★	47	47+
	ABOVE TYPICAL	★★★★☆	42	37 - 46
	TYPICAL	★★★☆☆	33	30 - 36
	BELOW TYPICAL	★★☆☆☆	26	22 - 29
	WELL BELOW TYPICAL	★☆☆☆☆	21	0 - 21

6. Choose an End of Year Student Goal for Daze.

Daze	3 ☐	★★★★★		
	WELL ABOVE TYPICAL	★★★★★	21	21+
	ABOVE TYPICAL	★★★★☆	19	17 - 20
	TYPICAL	★★★☆☆	16	15 - 16
	BELOW TYPICAL	★★☆☆☆	13	12 - 14
	WELL BELOW TYPICAL	★☆☆☆☆	11	0 - 11

7. Write an individual student learning goal for Jaclyn.

> By the end of the year, Jaclyn 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.

8. 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.

DORF/ Level 3 Scoring Booklet
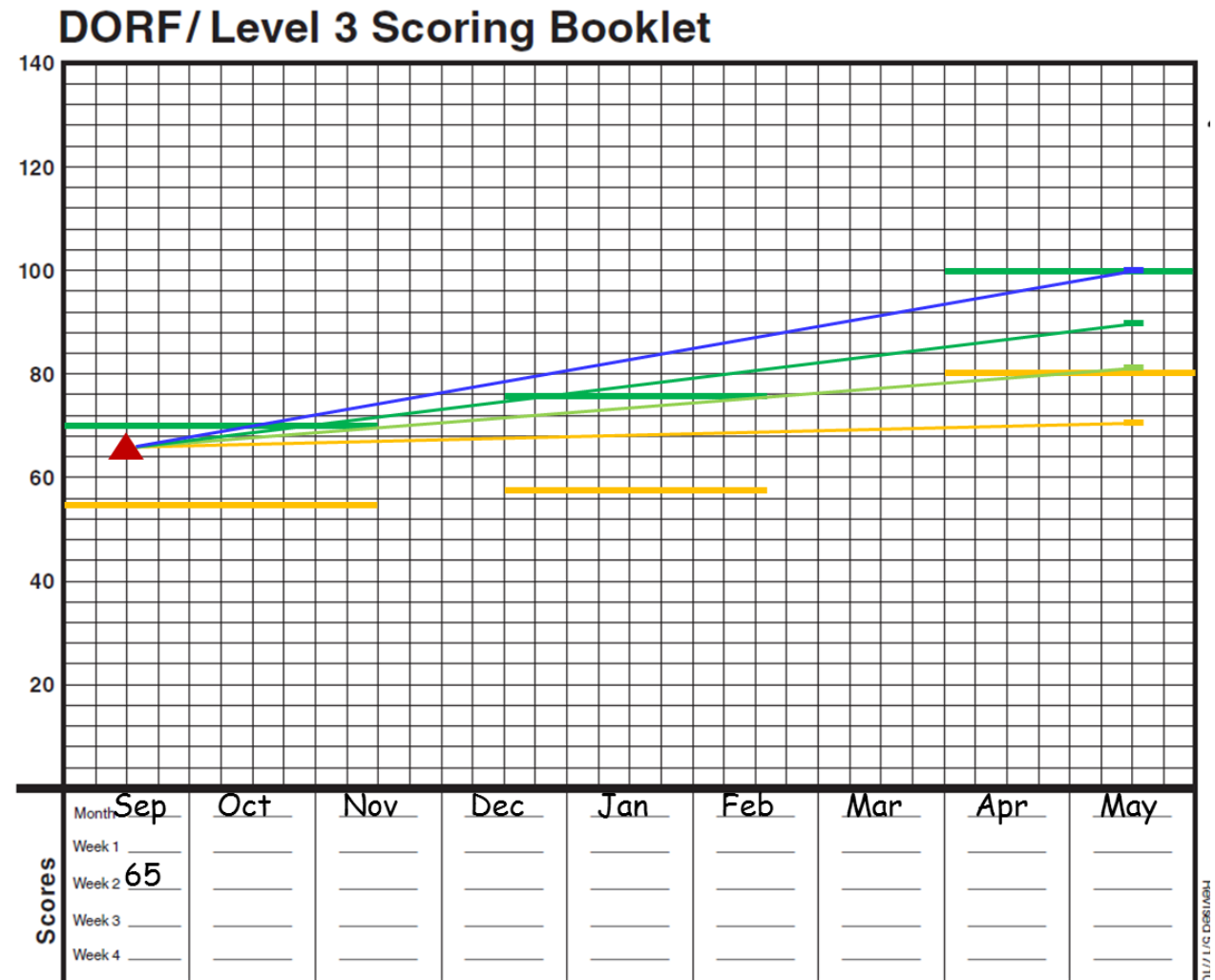
9. Discuss with a partner your goal for Jaclyn and explain your initial, primary focus for instruction to support Jaclyn to attain her goal.

_____

_____

_____

_____

_____

_____

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*.
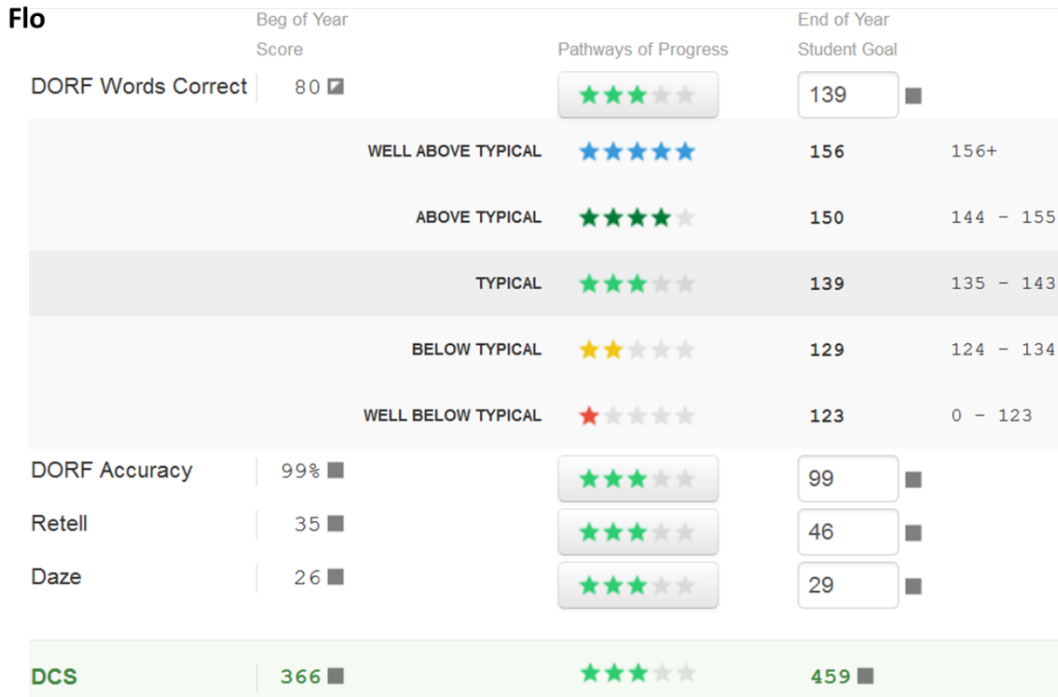
Review Camilla's beginning of year skills and a proposed end of year student goal.

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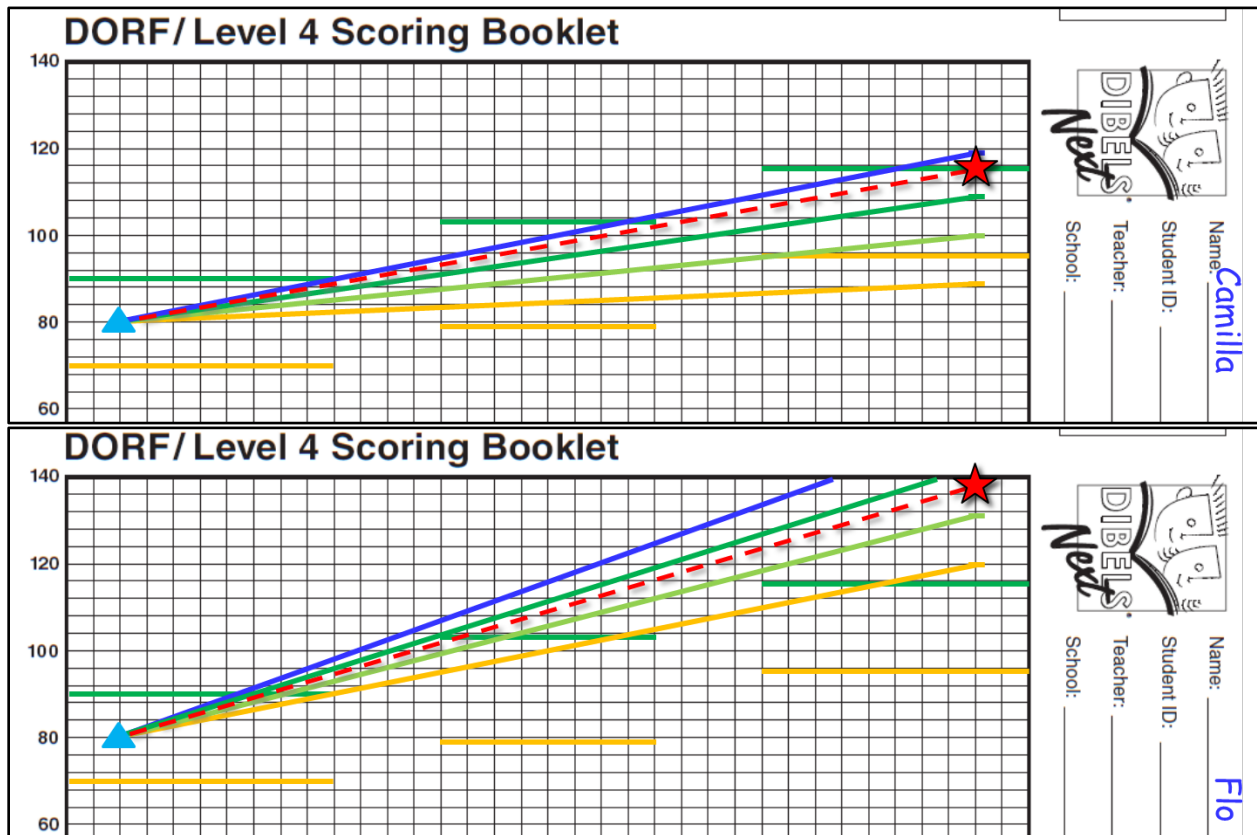
Compare the DORF Words Correct Pathways of Progress and Goals for Camilla and Flo on the graph and previous page. Our goal for both Camilla and Flo is to be a proficient reader meeting Common Core State Standards by reading for *meaning* at an adequate *rate* with a high degree of *accuracy*. However,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

_____

_____

_____

_____

_____

_____

Jaclyn Progress Monitoring Activity
Pathways of Progress[TM] Workshop

Jaclyn has been receiving intervention support building word reading and decoding. Her word reading accuracy is now above 95%, and her interventionist is emphasizing building fluency while maintaining her accuracy and reading for meaning. The median pathway of the 3 most current assessments (moving median) provides a good estimate of Jaclyn's current Pathway of Progress.
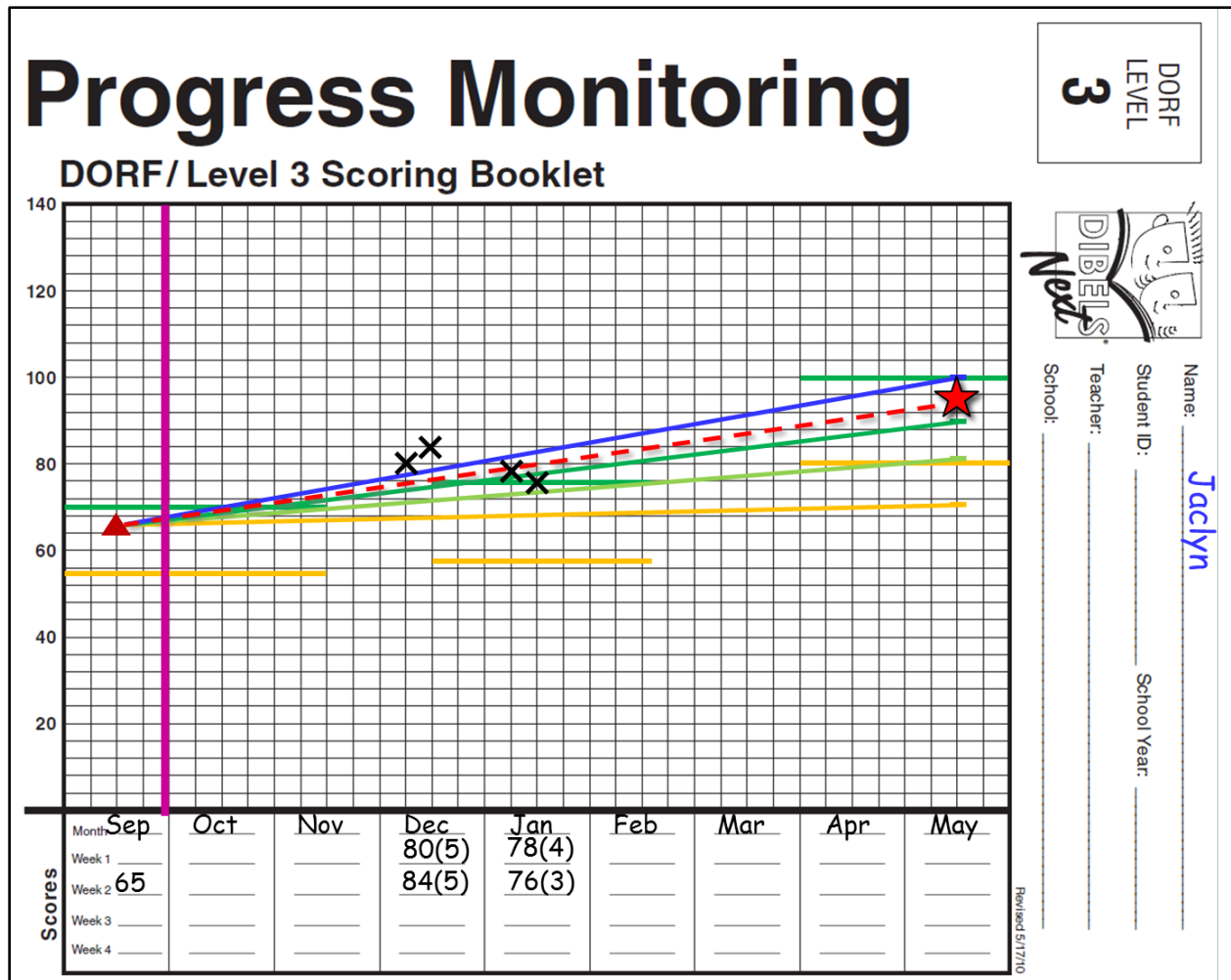
1. As of the 2nd week in January, what is Jaclyn's current Pathway of Progress? _____

2. In the 3rd week in January, Jaclyn obtained a DORF Words Correct of 84. Plot the point on Jaclyn's progress monitoring graph.

3. What is the Pathway of Progress for a score of 84 in the 3rd week of January?_____

4. As of the 3rd week in January, what is Jaclyn's current Pathway of Progress? _____

Pathways of Progress Classroom Report Activity
Pathways of Progress™ Workshop

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

Pathways of Progress™ Report — DIBELSnet — DIBELS Next

School: Delight Valley
Grade: First Grade, End of Year
Year: 2015-2016
Class: Mrs. Burgess

Name	BEGINNING OF YEAR DIBELS Composite Score	NWF Correct Letter Sounds Score	Pathway	NWF Whole Words Read Score	Pathway	DORF Words Correct Score	Pathway	DORF Accuracy Score	Pathway	DIBELS Composite Score	Pathway
Adam	115 ■	141 ■	5	45 ■	5	88 ■	5	98% ■	5	277 ■	★★★★★
Brittany	118 ■	80 ■	4	23 ■	4	60 ■	3	98% ■	4	205 ■	★★★★
Connor	154 ■	77 ■	2	26 ■	2	51 ■	1	73% □	1	130 ☑	★
Destiny	113 ■	67 ■	3	17 ■	3	15 □	1	68% □	1	58 □	★
Ethan	103 ☑	136 ■	5	43 ■	5	84 ■	5	99% ■	5	275 ■	★★★★★
Frances	101 ☑	139 ■	5	46 ■	5	61 ■	4	95% ■	4	246 ■	★★★★★
Graham	88 □	127 ■	5	40 ■	5	51 ■	4	98% ■	5	230 ■	★★★★★
Hillary	95 □	93 ■	5	29 ■	5	64 ■	4	98% ■	5	221 ■	★★★★★
Isaiah	91 □	58 ■	3	17 ■	3	12 □	1	67% □	1	55 □	★
Jordyn	87 □	52 ☑	3	15 ■	3	10 □	1	67% □	1	49 □	★

(*END OF YEAR COMPONENT SCORE PATHWAYS; END OF YEAR OVERALL PATHWAY*)

■ 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	5	★★★★★
ABOVE TYPICAL	4	★★★★
TYPICAL	3	★★★
BELOW TYPICAL	2	★★
WELL BELOW TYPICAL	1	★

1. Are there individual students whose progress you are concerned about?

_____

2. As a whole classroom, are there any general patterns of progress that might have implications for the system of instruction?

_____

_____