

Acadience™ Reading Initial Grouping Suggestions

© Dynamic Measurement Group, Inc. / November 15, 2018

Initial Grouping Suggestions

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

Three Levels of Instructional Support

The following three levels of instructional support are identified for individual Acadience Reading scores as well as the overall Reading Composite Score:

- *At or Above Benchmark: Likely to Need Core Support* – Student's scores are at or above the benchmark for their grade and time of year; students performing at this level are likely to need effective core instruction to reach subsequent goals.
 - Generally **80%–90%** probability of reaching subsequent important reading goals.
 - Provide generally effective core curriculum and instruction focused on the core components of early literacy and reading.
- *Below Benchmark: Likely to Need Strategic Support* – Student's scores are below the benchmark for their grade and time of year; students performing at this level are likely to need additional targeted intervention and support to reach subsequent goals.
 - Generally **40%–60%** probability of reaching subsequent important reading goals.
 - Provide extra practice; adaptations of core curriculum; small group instruction with supplementary program.
- *Well Below Benchmark: Likely to Need Intensive Support* – Student's scores are well below the benchmark for their grade and time of year; students performing at this level are likely to need substantial additional intervention and support to reach subsequent goals.
 - Generally **10%–20%** probability of reaching subsequent important reading goals.
 - Provide focused, explicit instruction with supplementary intensive curriculum; small group/individual instruction.

Validating Need for Support

Within the Outcomes Driven Model, an important step is validating need for support. At this step, ask, "Are we confident that the identified students need support?" If there is any doubt in making the decision regarding whether a student is on track or not with respect to a core component, additional information should be obtained. The goal is to be reasonably confident in the decision that the student is on track or not. Additional information may be obtained by retesting with alternate forms of the corresponding Acadience Reading measure, by administering a brief diagnostic assessment, or by considering other assessment and performance information available on the student.

Building Accuracy and Fluency

The goal in each core component area is for the student to demonstrate proficiency with the skill by being highly accurate as well as fluent and confident in their answers. Build accuracy with a focus on accurate and fluent word reading and decoding, advanced phonics, and word attack skills. Incorporate fluency building activities on mastery-level material where the student is highly accurate. Consider using survey-level assessment to identify the appropriate progress monitoring level, instructional level, and mastery level.

Core Components of Early Literacy

It is important to analyze and use all of the information available on a student's skills. These initial instructional grouping worksheets provide an initial focus on the two most salient core components at each assessment time. Vocabulary and oral language skills are another core component of early literacy that should be considered when planning instructional groups.

School-Wide, Systems-Level Considerations

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

K Kindergarten Beginning of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support		
Phonemic Awareness	At or Above Benchmark (10 or more on FSF)	
Reading Composite Score	At or Above Benchmark (26 or more on Reading Composite Score)	
Name	FSF 10+	Composite Score 26+

Group 2: Additional support on phonemic awareness and letter-sound skills		
Phonemic Awareness	At or Above Benchmark (10 or more on FSF)	
Reading Composite Score	Below or Well Below Benchmark (less than 26 on Reading Composite Score)	
Name	FSF 10+	Composite Score 0–25

Group 3: Additional support on phonemic awareness skills		
Phonemic Awareness	Below or Well Below Benchmark (less than 10 on FSF)	
Reading Composite Score	At or Above Benchmark (26 or more on Reading Composite Score)	
Name	FSF 0–9	Composite Score 26+

Group 4: Additional support on phonemic awareness and letter-sound skills		
Phonemic Awareness	Below or Well Below Benchmark (less than 10 on FSF)	
Reading Composite Score	Below or Well Below Benchmark (less than 26 on Reading Composite Score)	
Name	FSF 0–9	Composite Score 0–25

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.

K Kindergarten Middle of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support				
Phonemic Awareness	At or Above Benchmark (PSF is 20 or higher)			
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF-CLS is 17 or higher)			
Name	FSF	PSF 20+	NWF-CLS 17+	NWF-WWR

Group 2: Additional support on the alphabetic principle and basic phonics skills				
Phonemic Awareness	At or Above Benchmark (PSF is 20 or higher)			
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF-CLS is below 17)			
Name	FSF	PSF 20+	NWF-CLS 0-16	NWF-WWR

Group 3: Additional support on phonemic awareness skills				
Phonemic Awareness	Below or Well Below Benchmark (PSF is below 20)			
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF-CLS is 17 or higher)			
Name	FSF	PSF 0-19	NWF-CLS 17+	NWF-WWR

Group 4: Additional support on phonemic awareness skills as well as the alphabetic principle and basic phonics skills				
Phonemic Awareness	Below or Well Below Benchmark (PSF is below 20)			
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF-CLS is below 17)			
Name	FSF	PSF 0-19	NWF-CLS 0-16	NWF-WWR

*If a student's score on PSF is 0, check FSF to provide guidance on instruction.

*If a student's score on PSF is 0, check FSF to provide guidance on instruction.

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.

K Kindergarten End of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support			
Phonemic Awareness	At or Above Benchmark (PSF is 40 or higher)		
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF-CLS is 28 or higher)		
Name	PSF 40+	NWF-CLS 28+	NWF-WWR

Group 2: Additional support on the alphabetic principle and basic phonics skills			
Phonemic Awareness	At or Above Benchmark (PSF is 40 or higher)		
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF-CLS is below 28)		
Name	PSF 40+	NWF-CLS 0-27	NWF-WWR

Group 3: Additional support on phonemic awareness skills			
Phonemic Awareness	Below or Well Below Benchmark (PSF is below 40)		
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF-CLS is 28 or higher)		
Name	PSF 0-39	NWF-CLS 28+	NWF-WWR

Group 4: Additional support on phonemic awareness skills as well as the alphabetic principle and basic phonics skills			
Phonemic Awareness	Below or Well Below Benchmark (PSF is below 40)		
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF-CLS is below 28)		
Name	PSF 0-39	NWF-CLS 0-27	NWF-WWR

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.

1 Grade 1 Beginning of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support			
Phonemic Awareness	At or Above Benchmark (PSF is 40 or higher)		
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF-CLS is 27 or higher)		
Name	PSF 40+	NWF-CLS 27+	NWF-WWR

Group 2: Additional support on the alphabetic principle and basic phonics skills			
Phonemic Awareness	At or Above Benchmark (PSF is 40 or higher)		
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF-CLS is below 27)		
Name	PSF 40+	NWF-CLS 0-26	NWF-WWR

Group 3: Additional support on phonemic awareness skills			
Phonemic Awareness	Below or Well Below Benchmark (PSF is below 40)		
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF-CLS is 27 or higher)		
Name	PSF 0-39	NWF-CLS 27+	NWF-WWR

Group 4: Additional support on phonemic awareness skills as well as the alphabetic principle and basic phonics skills			
Phonemic Awareness	Below or Well Below Benchmark (PSF is below 40)		
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF-CLS is below 27)		
Name	PSF 0-39	NWF-CLS 0-26	NWF-WWR

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.

1 Grade 1 Middle of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support				
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 8 or higher)			
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 23 or higher)			
Name	NWF–CLS	NWF–WWR 8+	ORF–Words Correct 23+	ORF–Accuracy

Group 2: Additional support on the accurate and fluent reading of connected text skills				
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 8 or higher)			
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 23)			
Name	NWF–CLS	NWF–WWR 8+	ORF–Words Correct 0–22	ORF–Accuracy

Group 3: Additional support on the alphabetic principle and basic phonics skills				
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 8)			
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 23 or higher)			
Name	NWF–CLS	NWF–WWR 0–7	ORF–Words Correct 23+	ORF–Accuracy

Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills				
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 8)			
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 23)			
Name	NWF–CLS	NWF–WWR 0–7	ORF–Words Correct 0–22	ORF–Accuracy

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.

1 Grade 1 End of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support					
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 13 or higher)				
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 47 or higher)				
Name	NWF–CLS	NWF–WWR 13+	ORF–Words Correct 47+	ORF–Accuracy	Retell

Group 2: Additional support on the accurate and fluent reading of connected text skills					
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 13 or higher)				
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 47)				
Name	NWF–CLS	NWF–WWR 13+	ORF–Words Correct 0–46	ORF–Accuracy	Retell

Group 3: Additional support on the alphabetic principle and basic phonics skills					
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 13)				
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 47 or higher)				
Name	NWF–CLS	NWF–WWR 0–12	ORF–Words Correct 47+	ORF–Accuracy	Retell

Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills					
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 13)				
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 47)				
Name	NWF–CLS	NWF–WWR 0–12	ORF–Words Correct 0–46	ORF–Accuracy	Retell

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.

2 Grade 2 Middle of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support					
Accurate and Fluent Reading of Connected Text		At or Above Benchmark (ORF–Words Correct is 72 or higher <i>and</i> ORF–Accuracy is 96% or higher)			
Reading Comprehension		At or Above Benchmark			
Name	ORF–Words Correct 72+	<i>and</i>	ORF–Accuracy 96%+	Retell	Retell Quality

Group 2: Additional support on reading fluency skills					
Accurate Reading of Connected Text		At or Above Benchmark (ORF–Accuracy is 96% or higher)			
Fluent Reading of Connected Text		Below or Well Below Benchmark (ORF–Words Correct is below 72)			
Name	ORF–Words Correct 0–71	<i>and</i>	ORF–Accuracy 96%+	Retell	Retell Quality

Group 3: Additional support on the accurate reading of connected text skills					
Accurate Reading of Connected Text		Below or Well Below Benchmark (ORF–Accuracy is below 96%)			
Fluent Reading of Connected Text		At or Above Benchmark (ORF–Words Correct is 72 or higher)			
Name	ORF–Words Correct 72+	<i>and</i>	ORF–Accuracy 0–95%	Retell	Retell Quality

Group 4: Additional support on the accurate and fluent reading of connected text skills					
Accurate Reading of Connected Text		Below or Well Below Benchmark (ORF–Accuracy is below 96%)			
Fluent Reading of Connected Text		Below or Well Below Benchmark (ORF–Words Correct is below 72)			
Name	ORF–Words Correct 0–71	<i>and</i>	ORF–Accuracy 0–95%	Retell	Retell Quality

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.

2 Grade 2 End of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support				
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 87 or higher <i>and</i> ORF–Accuracy is 97% or higher)			
Reading Comprehension	At or Above Benchmark			
Name	ORF–Words Correct 87+	<i>and</i> ORF–Accuracy 97%+	Retell	Retell Quality

Group 2: Additional support on reading fluency skills				
Accurate Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 97% or higher)			
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 87)			
Name	ORF–Words Correct 0–86	<i>and</i> ORF–Accuracy 97%+	Retell	Retell Quality

Group 3: Additional support on the accurate reading of connected text skills				
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 97%)			
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 87 or higher)			
Name	ORF–Words Correct 87+	<i>and</i> ORF–Accuracy 0–96%	Retell	Retell Quality

Group 4: Additional support on the accurate and fluent reading of connected text skills				
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 97%)			
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 87)			
Name	ORF–Words Correct 0–86	<i>and</i> ORF–Accuracy 0–96%	Retell	Retell Quality

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.

3 Grade 3 Beginning of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support						
Accurate and Fluent Reading of Connected Text		At or Above Benchmark (ORF–Accuracy is 95% or higher)				
Fluent Reading of Connected Text		At or Above Benchmark (ORF–Words Correct is 70 or higher)				
Name	ORF–Words Correct 70+	and	ORF–Accuracy 95%+	Retell	Retell Quality	Maze

Group 2: Additional support on reading fluency skills						
Accurate Reading of Connected Text		At or Above Benchmark (ORF–Accuracy is 95% or higher)				
Fluent Reading of Connected Text		Below or Well Below Benchmark (ORF–Words Correct is below 70)				
Name	ORF–Words Correct 0–69	and	ORF–Accuracy 95%+	Retell	Retell Quality	Maze

Group 3: Additional support on the accurate reading of connected text skills						
Accurate Reading of Connected Text		Below or Well Below Benchmark (ORF–Accuracy is below 95%)				
Fluent Reading of Connected Text		At or Above Benchmark (ORF–Words Correct is 70 or higher)				
Name	ORF–Words Correct 70+	and	ORF–Accuracy 0–94%	Retell	Retell Quality	Maze

Group 4: Additional support on the accurate and fluent reading of connected text skills						
Accurate Reading of Connected Text		Below or Well Below Benchmark (ORF–Accuracy is below 95%)				
Fluent Reading of Connected Text		Below or Well Below Benchmark (ORF–Words Correct is below 70)				
Name	ORF–Words Correct 0–69	and	ORF–Accuracy 0–94%	Retell	Retell Quality	Maze

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.

3 Grade 3 Middle of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support						
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 96% or higher)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 86 or higher)					
Name	ORF–Words Correct 86+	and	ORF–Accuracy 96%+	Retell	Retell Quality	Maze

Group 2: Additional support on reading fluency skills						
Accurate Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 96% or higher)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 86)					
Name	ORF–Words Correct 0–85	and	ORF–Accuracy 96%+	Retell	Retell Quality	Maze

Group 3: Additional support on the accurate reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 96%)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 86 or higher)					
Name	ORF–Words Correct 86+	and	ORF–Accuracy 0–95%	Retell	Retell Quality	Maze

Group 4: Additional support on the accurate and fluent reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 96%)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 86)					
Name	ORF–Words Correct 0–85	and	ORF–Accuracy 0–95%	Retell	Retell Quality	Maze

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.

3 Grade 3 End of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support						
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 97% or higher)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 100 or higher)					
Name	ORF–Words Correct 100+	and	ORF–Accuracy 97%+	Retell	Retell Quality	Maze

Group 2: Additional support on reading fluency skills						
Accurate Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 97% or higher)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 100)					
Name	ORF–Words Correct 0–99	and	ORF–Accuracy 97%+	Retell	Retell Quality	Maze

Group 3: Additional support on the accurate reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 97%)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 100 or higher)					
Name	ORF–Words Correct 100+	and	ORF–Accuracy 0–96%	Retell	Retell Quality	Maze

Group 4: Additional support on the accurate and fluent reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 97%)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 100)					
Name	ORF–Words Correct 0–99	and	ORF–Accuracy 0–96%	Retell	Retell Quality	Maze

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.

4 Grade 4 Beginning of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support						
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 96% or higher)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 90 or higher)					
Name	ORF–Words Correct 90+	and	ORF–Accuracy 96%+	Retell	Retell Quality	Maze

Group 2: Additional support on reading fluency skills						
Accurate Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 96% or higher)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 90)					
Name	ORF–Words Correct 0–89	and	ORF–Accuracy 96%+	Retell	Retell Quality	Maze

Group 3: Additional support on the accurate reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 96%)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 90 or higher)					
Name	ORF–Words Correct 90+	and	ORF–Accuracy 0–95%	Retell	Retell Quality	Maze

Group 4: Additional support on the accurate and fluent reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 96%)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 90)					
Name	ORF–Words Correct 0–89	and	ORF–Accuracy 0–95%	Retell	Retell Quality	Maze

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.

4 Grade 4 Middle of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support						
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 97% or higher)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 103 or higher)					
Name	ORF–Words Correct 103+	and	ORF–Accuracy 97%+	Retell	Retell Quality	Maze

Group 2: Additional support on reading fluency skills						
Accurate Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 97% or higher)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 103)					
Name	ORF–Words Correct 0–102	and	ORF–Accuracy 97%+	Retell	Retell Quality	Maze

Group 3: Additional support on the accurate reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 97%)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 103 or higher)					
Name	ORF–Words Correct 103+	and	ORF–Accuracy 0–96%	Retell	Retell Quality	Maze

Group 4: Additional support on the accurate and fluent reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 97%)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 103)					
Name	ORF–Words Correct 0–102	and	ORF–Accuracy 0–96%	Retell	Retell Quality	Maze

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.

4 Grade 4 End of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support						
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 98% or higher)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 115 or higher)					
Name	ORF–Words Correct 115+	and	ORF–Accuracy 98%+	Retell	Retell Quality	Maze

Group 2: Additional support on reading fluency skills						
Accurate Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 98% or higher)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 115)					
Name	ORF–Words Correct 0–114	and	ORF–Accuracy 98%+	Retell	Retell Quality	Maze

Group 3: Additional support on the accurate reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 98%)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 115 or higher)					
Name	ORF–Words Correct 115+	and	ORF–Accuracy 0–97%	Retell	Retell Quality	Maze

Group 4: Additional support on the accurate and fluent reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 98%)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 115)					
Name	ORF–Words Correct 0–114	and	ORF–Accuracy 0–97%	Retell	Retell Quality	Maze

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.

5 Grade 5 Beginning of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support						
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 98% or higher)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 111 or higher)					
Name	ORF–Words Correct 111+	and	ORF–Accuracy 98%+	Retell	Retell Quality	Maze

Group 2: Additional support on reading fluency skills						
Accurate Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 98% or higher)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 111)					
Name	ORF–Words Correct 0–110	and	ORF–Accuracy 98%+	Retell	Retell Quality	Maze

Group 3: Additional support on the accurate reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 98%)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 111 or higher)					
Name	ORF–Words Correct 111+	and	ORF–Accuracy 0–97%	Retell	Retell Quality	Maze

Group 4: Additional support on the accurate and fluent reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 98%)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 111)					
Name	ORF–Words Correct 0–110	and	ORF–Accuracy 0–97%	Retell	Retell Quality	Maze

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.

5 Grade 5 Middle of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support						
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 98% or higher)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 120 or higher)					
Name	ORF–Words Correct 120+	and	ORF–Accuracy 98%+	Retell	Retell Quality	Maze

Group 2: Additional support on reading fluency skills						
Accurate Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 98% or higher)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 120)					
Name	ORF–Words Correct 0–119	and	ORF–Accuracy 98%+	Retell	Retell Quality	Maze

Group 3: Additional support on the accurate reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 98%)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 120 or higher)					
Name	ORF–Words Correct 120+	and	ORF–Accuracy 0–97%	Retell	Retell Quality	Maze

Group 4: Additional support on the accurate and fluent reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 98%)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 120)					
Name	ORF–Words Correct 0–119	and	ORF–Accuracy 0–97%	Retell	Retell Quality	Maze

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.

5 Grade 5 End of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support						
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 99% or higher)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 130 or higher)					
Name	ORF–Words Correct 130+	and	ORF–Accuracy 99%+	Retell	Retell Quality	Maze

Group 2: Additional support on reading fluency skills						
Accurate Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 99% or higher)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 130)					
Name	ORF–Words Correct 0–129	and	ORF–Accuracy 99%+	Retell	Retell Quality	Maze

Group 3: Additional support on the accurate reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 99%)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 130 or higher)					
Name	ORF–Words Correct 130+	and	ORF–Accuracy 0–98%	Retell	Retell Quality	Maze

Group 4: Additional support on the accurate and fluent reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 99%)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 130)					
Name	ORF–Words Correct 0–129	and	ORF–Accuracy 0–98%	Retell	Retell Quality	Maze

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.

6 Grade 6 Beginning of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support						
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 97% or higher)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 107 or higher)					
Name	ORF–Words Correct 107+	and	ORF–Accuracy 97%+	Retell	Retell Quality	Maze

Group 2: Additional support on reading fluency skills						
Accurate Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 97% or higher)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 107)					
Name	ORF–Words Correct 0–106	and	ORF–Accuracy 97%+	Retell	Retell Quality	Maze

Group 3: Additional support on the accurate reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 97%)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 107 or higher)					
Name	ORF–Words Correct 107+	and	ORF–Accuracy 0–97%	Retell	Retell Quality	Maze

Group 4: Additional support on the accurate and fluent reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 97%)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 107)					
Name	ORF–Words Correct 0–106	and	ORF–Accuracy 0–96%	Retell	Retell Quality	Maze

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.

6 Grade 6 Middle of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support						
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 97% or higher)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 109 or higher)					
Name	ORF–Words Correct 109+	and	ORF–Accuracy 97%+	Retell	Retell Quality	Maze

Group 2: Additional support on reading fluency skills						
Accurate Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 97% or higher)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 109)					
Name	ORF–Words Correct 0–108	and	ORF–Accuracy 97%+	Retell	Retell Quality	Maze

Group 3: Additional support on the accurate reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 97%)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 109 or higher)					
Name	ORF–Words Correct 109+	and	ORF–Accuracy 0–96%	Retell	Retell Quality	Maze

Group 4: Additional support on the accurate and fluent reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 97%)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 109)					
Name	ORF–Words Correct 0–108	and	ORF–Accuracy 0–96%	Retell	Retell Quality	Maze

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.

6 Grade 6 End of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / November, 2018

Group 1: Likely to Need Core Support						
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 98% or higher)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 120 or higher)					
Name	ORF–Words Correct 120+	and	ORF–Accuracy 98%+	Retell	Retell Quality	Maze

Group 2: Additional support on reading fluency skills						
Accurate Reading of Connected Text	At or Above Benchmark (ORF–Accuracy is 98% or higher)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 120)					
Name	ORF–Words Correct 0–119	and	ORF–Accuracy 98%+	Retell	Retell Quality	Maze

Group 3: Additional support on the accurate reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 98%)					
Fluent Reading of Connected Text	At or Above Benchmark (ORF–Words Correct is 120 or higher)					
Name	ORF–Words Correct 120+	and	ORF–Accuracy 0–97%	Retell	Retell Quality	Maze

Group 4: Additional support on the accurate and fluent reading of connected text skills						
Accurate Reading of Connected Text	Below or Well Below Benchmark (ORF–Accuracy is below 98%)					
Fluent Reading of Connected Text	Below or Well Below Benchmark (ORF–Words Correct is below 120)					
Name	ORF–Words Correct 0–119	and	ORF–Accuracy 0–97%	Retell	Retell Quality	Maze

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.