

DIBELS® Next: Summary of Benchmark Goals and Cut Points for Risk

DIBELS Composite Score		26	122	119	113	130	155	141	190	238	220	285	330	290	330	391	357	372	415	344	358	380									
13	85	89	97	100	111	109	145	180	180	180	180	235	280	245	290	330	258	310	340	280	285	324									
First Sound Fluency (FSF)		10	30																												
5	20																														
Letter Naming Fluency (LNF)		No benchmark set for LNF																													
Phoneme Segmentation Fluency (PSF)		20	40	40																											
10	25	10	25	25																											
Nonsense Word Fluency (NWF)		17	28	27	43	58	54																								
8	15	8	15	18	33	47	35																								
Whole Words Read		1	8	13	13																										
Read		0	3	6	6																										
DIBELS Oral Reading Fluency (DORF)		23	47	52	72	87																									
Words Correct	16	32	37	55	65																										
Accuracy	78%	82%	90%	96%	97%																										
	68%	82%	81%	91%	93%																										
Retell	15	0	8	13	18																										
Quality of Response	2	2	1	1																											
	1	1	1	1																											
Daze		8	11	19	15	17	24	18	20	20	24	18	20	15	17	24	18	20	24	18	20	21									
Beg	5	7	14	10	12	12	20	12	10	12	15	10	12	7	14	12	12	13	14	14	14	15									
Mid																															
End																															
Kindergarten		First Grade					Second Grade					Third Grade					Fourth Grade					Fifth Grade					Sixth Grade				
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End								

DIBELS Composite Score: A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *DIBELS Next Benchmark Goals and Composite Score* document available from <http://dibels.org/>.

BENCHMARK GOAL (large number in top of each box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80%–90%) of achieving later importing reading outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

CUT POINT FOR RISK (small number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as *Well Below Benchmark* and the students are likely to need *Intensive Support*.

Scores below the benchmark goal and at or above the cut point for risk are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.

This is a summary of the DIBELS Next benchmark goals. For a full description, see the *DIBELS Next Benchmark Goals and Composite Score* document available from <http://dibels.org/>.
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