

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	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																								
Correct Letter Sounds	Phoneme Segmentation Fluency (PSF)																							
	20	40	40																					
	10	25	25																					
	Nonsense Word Fluency (NWF)																							
	17	28	27	43	58	54																		
		Whole Words Read	1	8	13	13																		
			0	3	6	6																		
			DIBELS Oral Reading Fluency (DORF)																					
			Words Correct	23	47	52	72	87	70	86	100	90	103	115	111	120	130	107	109	120				
				16	32	37	55	65	55	68	80	70	79	95	96	101	105	90	92	95				
			Accuracy	78%	90%	90%	96%	97%	95%	96%	97%	96%	97%	98%	98%	98%	99%	97%	97%	98%				
				68%	82%	81%	91%	93%	89%	92%	94%	93%	94%	95%	95%	96%	97%	94%	94%	96%				
			Retell	15	16	21	27	20	26	30	27	30	33	33	36	36	27	29	32					
				0	8	13	18	10	18	20	14	20	24	22	25	25	16	18	24					
						Retell Quality of Response	2	2	2	2	2	3	2	2	3	2	3	3	2	2	3			
				1	1	1	1	1	2	1	1	2	1	2	2	1	1	2						
Daze																								
8	11	19	15	17	24	18	20	24	18	20	24	18	20	24	18	19	21							
5	7	14	10	12	20	12	13	18	14	14	15	14	14	15										
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End				
Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade						

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

CUT POINT FOR RISK (smaller 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 page is adapted from a chart developed by Cache County School District.