DIBELS Benchmark Goals and Indicators of Risk
Three Assessment Periods Per Year

Kindergarten

DIBELS Measure	**Beginning of Year Month 1 - 3**		**Middle of Year Month 4 - 6**		**End of Year Month 7 - 10**	
	Scores	Status	Scores	Status	Scores	Status
DIBELS Initial Sound Fluency	ISF < 4 4 <= ISF < 8 ISF >= 8	At risk Some risk Low risk	ISF < 10 10 <= ISF < 25 ISF >= 25	Deficit Emerging Established		
DIBELS Letter Naming Fluency	LNF < 2 2 <= LNF < 8 LNF >= 8	At risk Some risk Low risk	LNF < 15 15 <= LNF < 27 LNF >= 27	At risk Some risk Low risk	LNF < 29 29 <= LNF < 40 LNF >= 40	At risk Some risk Low risk
DIBELS Phoneme Segmentation Fluency			PSF < 7 7 <= PSF < 18 PSF >= 18	At risk Some risk Low risk	PSF < 10 10 <= PSF < 35 PSF >= 35	Deficit Emerging Established
DIBELS Nonsense Word Fluency			NWF < 5 5 <= NWF < 13 NWF >= 13	At risk Some risk Low risk	NWF < 15 15 <= NWF < 25 NWF >= 25	At risk Some risk Low risk

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First Grade

DIBELS Measure	**Beginning of Year Month 1 - 3**		**Middle of Year Month 4 - 6**		**End of Year Month 7 - 10**	
	Scores	Status	Scores	Status	Scores	Status
DIBELS Letter Naming Fluency	LNF < 25 25 <= LNF < 37 LNF >= 37	At risk Some risk Low risk				
DIBELS Phoneme Segmentation Fluency	PSF < 10 10 <= PSF < 35 PSF >= 35	Deficit Emerging Established	PSF < 10 10 <= PSF < 35 PSF >= 35	Deficit Emerging Established	PSF < 10 10 <= PSF < 35 PSF >= 35	Deficit Emerging Established
DIBELS Nonsense Word Fluency	NWF < 13 13 <= NWF < 24 NWF >= 24	At risk Some risk Low risk	NWF < 30 30 <= NWF < 50 NWF >= 50	Deficit Emerging Established	NWF < 30 30 <= NWF < 50 NWF >= 50	Deficit Emerging Established
DIBELS Oral Reading Fluency			ORF < 8 8 <= ORF < 20 ORF >= 20	At risk Some risk Low risk	ORF < 20 20 <= ORF < 40 ORF >= 40	At risk Some risk Low risk

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Second Grade

DIBELS Measure	**Beginning of Year Month 1 - 3**		**Middle of Year Month 4 - 6**		**End of Year Month 7 - 10**	
	Scores	Status	Scores	Status	Scores	Status
DIBELS Nonsense Word Fluency	NWF < 30 30 <= NWF < 50 NWF >= 50	Deficit Emerging Established				
DIBELS Oral Reading Fluency	ORF < 26 26 <= ORF < 44 ORF >= 44	At risk Some risk Low risk	ORF < 52 52 <= ORF < 68 ORF >= 68	At risk Some risk Low risk	ORF < 70 70 <= ORF < 90 ORF >= 90	At risk Some risk Low risk

Third Grade

DIBELS Measure	**Beginning of Year Month 1 - 3**		**Middle of Year Month 4 - 6**		**End of Year Month 7 - 10**	
	Scores	Status	Scores	Status	Scores	Status
DIBELS Oral Reading Fluency	ORF < 53 53 <= ORF < 77 ORF >= 77	At risk Some risk Low risk	ORF < 67 67 <= ORF < 92 ORF >= 92	At risk Some risk Low risk	ORF < 80 80 <= ORF < 110 ORF >= 110	At risk Some risk Low risk

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Fourth Grade – Preliminary estimates based on Fuchs et al. (1993) and Hasbrouck & Tindal (1992). Odds not avail.

DIBELS Measure	**Beginning of Year Month 1 - 3**		**Middle of Year Month 4 - 6**		**End of Year Month 7 – 10**	
	Scores	Status	Scores	Status	Scores	Status
DIBELS Oral Reading Fluency	ORF < 71 71 <= ORF < 93 ORF >= 93	At risk Some risk Low risk	ORF < 83 83 <= ORF < 105 ORF >= 105	At risk Some risk Low risk	ORF < 96 96 <= ORF < 118 ORF >= 118	At risk Some risk Low risk

Fifth Grade – Preliminary estimates based on Fuchs et al. (1993) and Hasbrouck & Tindal (1992). Odds not avail.

DIBELS Measure	**Beginning of Year Month 1 - 3**		**Middle of Year Month 4 - 6**		**End of Year Month 7 - 10**	
	Scores	Status	Scores	Status	Scores	Status
DIBELS Oral Reading Fluency	ORF < 81 81 <= ORF < 104 ORF >= 104	At risk Some risk Low risk	ORF < 94 94 <= ORF < 115 ORF >= 115	At risk Some risk Low risk	ORF < 103 103 <= ORF < 124 ORF >= 124	At risk Some risk Low risk

Sixth Grade – Preliminary estimates based on Fuchs et al. (1993) and Hasbrouck & Tindal (1992). Odds not avail.

DIBELS Measure	**Beginning of Year Month 1 - 3**		**Middle of Year Month 4 - 6**		**End of Year Month 7 - 10**	
	Scores	Status	Scores	Status	Scores	Status
DIBELS Oral Reading Fluency	ORF < 83 83 <= ORF < 109 ORF >= 109	At risk Some risk Low risk	ORF < 99 99 <= ORF < 120 ORF >= 120	At risk Some risk Low risk	ORF < 104 104 <= ORF < 125 ORF >= 125	At risk Some risk Low risk

Note: Goals and cutpoints for risk for Grades 4 through 6 are based on CBM normative information from 4th and 5th grade students in Fall, Winter and Spring from Hasbrouck and Tindal (1992) as well as average slope of reading progress information from Fuchs, Fuchs, Hamlett, Walz, & Germann (1993). Empirical evidence of the percent achieving subsequent literacy goals is not yet available for these initial estimates.

In addition to these preliminary estimates of goals and risk indicators, local normative information is available for each participating school district. A reasonable approximation of goals and cut scores for risk are also available from the local norms. The 40th percentile using local norms provides an approximate goal, and below the 20th percentile using local norms provides an approximate at-risk indicator. System-wide norms will be available in fall of 2004 as schools begin using these measures.

With additional research these preliminary estimates will be refined based on the odds of achieving subsequent literacy goals. Each district can examine these odds by entering scores on a selected outcome for relevant grade levels. For example, in Oregon, a state assessment is given in fifth grade with a specific goal for meeting expectations. If a participating school district enters the fifth grade scores for all fifth grade students and the Oregon State Assessment goal, the DIBELS Data System will provide the odds of achieving the goal for these initial estimates of goals and risk indicators.

References

Fuchs, L. S., Fuchs, D., Hamlett, C. L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, *22*, 27-48.

Hasbrouck, J. E., & Tindal, G. (1992, Spring). Curriculum-based oral reading fluency norms for students in grades 2 through 5. *Teaching Exceptional Children*, pp. 41-44.