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

Each cell shows **Benchmark Goal** (large number) / Cut Point for Risk (small number).

Measure	K Beg	K Mid	K End	1 Beg	1 Mid	1 End	2 Beg	2 Mid	2 End	3 Beg	3 Mid	3 End	4 Beg	4 Mid	4 End	5 Beg	5 Mid	5 End	6 Beg	6 Mid	6 End
DIBELS Composite Score	26/13	122/85	119/89	113/97	130/100	155/111	141/109	190/145	238/180	220/180	285/235	330/280	290/245	330/290	391/330	357/258	372/310	415/340	344/280	358/285	380/324
First Sound Fluency (FSF)	10/5	30/20																			
Letter Naming Fluency (LNF)	No benchmark set for LNF																				
Phoneme Segmentation Fluency (PSF)		20/10	40/25	40/25																	
Nonsense Word Fluency (NWF) — Correct Letter Sounds		17/8	28/15	27/18	43/33	58/47	54/35														
NWF — Whole Words Read				1/0	8/3	13/6	13/6														
DIBELS Oral Reading Fluency (DORF) — Words Correct					23/16	47/32	52/37	72/55	87/65	70/55	86/68	100/80	90/70	103/79	115/95	111/96	120/101	130/105	107/90	109/92	120/95
DORF — Accuracy					78%/68%	90%/82%	90%/81%	96%/91%	97%/93%	95%/89%	96%/92%	97%/94%	96%/93%	97%/94%	98%/95%	98%/95%	98%/96%	99%/97%	97%/94%	97%/94%	98%/96%
DORF — Retell						15/0	16/8	21/13	27/18	20/10	26/18	30/20	27/14	30/20	33/24	33/22	36/25	36/25	27/16	29/18	32/24
DORF — Retell Quality of Response								2/1	2/1	2/1	2/1	3/2	2/1	2/1	3/2	2/1	3/2	3/2	2/1	2/1	3/2
Daze										8/5	11/7	19/14	15/10	17/12	24/20	18/12	20/13	24/18	18/14	19/14	21/15

Grade spans: 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 (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/.