

Beginning and end of year goals and status are based on the DIBELS goals and status for assessing three times per year. Middle 1 and Middle 2 are estimated goals and status based on a linear, curvilinear, or rational analysis of progress over the course of the year using the beginning, middle, and end of year status from the 3-assessment-times-per-year DIBELS goals as anchor points.

KINDERGARTEN

DIBELS Measure	Beginning of Year Weeks 3 - 6		Middle 1 of Year Weeks 12 - 15		Middle 2 of Year Weeks 22 - 24		End of Year Weeks 32 - 34	
	Scores	Status	Scores	Status	Scores	Status	Scores	Status
Initial Sound Fluency (ISF)	0 - 3 4 - 7 8 and above	At risk Some risk Low risk	0 - 7 8 - 18 19 and above	At risk Some risk Low risk	0 - 11 12 - 24 25 and above	Deficit Emerging Established	Not administered during this assessment period	
Letter Naming Fluency (LNF)	0 - 1 2 - 7 8 and above	At risk Some risk Low risk	0 - 10 11 - 20 21 and above	At risk Some risk Low risk	0 - 18 19 - 30 31 and above	At risk Some risk Low risk	0 - 28 29 - 39 40 and above	At risk Some risk Low risk
Phoneme Segmentation Fluency (PSF)	Not administered during this assessment period		0 - 5 6 - 11 12 and above	At risk Some risk Low risk	0 - 7 8 - 22 23 and above	At risk Some risk Low risk	0 - 9 10 - 34 35 and above	Deficit Emerging Established
Nonsense Word Fluency - (NWF-CLS)	Not administered during this assessment period		0 - 1 2 - 8 9 and above	At risk Some risk Low risk	0 - 7 8 - 15 16 and above	At risk Some risk Low risk	0 - 14 15 - 24 25 and above	At risk Some risk Low risk
Word Use Fluency (WUF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th and percentile and 40th percentile should be considered at some risk.							

FIRST GRADE

DIBELS Measure	Beginning of Year Weeks 3 - 6		Middle 1 of Year Weeks 12 - 15	
	Scores	Status	Scores	Status
Letter Naming Fluency (LNF)	0 - 24 25 - 36 37 and above	At risk Some risk Low risk	Not administered during this assessment period	
Phoneme Segmentation Fluency (PSF)	0 - 9 10 - 34 35 and above	Deficit Emerging Established	0 - 9 10 - 34 35 and above	Deficit Emerging Established
Nonsense Word Fluency (NWF-CLS)	0 - 12 13 - 23 24 and above	At risk Some risk Low risk	0 - 23 24 - 40 41 and above	At risk Some risk Low risk
Oral Reading Fluency (ORF)	Not administered during this assessment period		0 - 3 4 - 12 13 and above	At risk Some risk Low risk
Retell Fluency (RTF)	Not administered during this assessment period		BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Preliminary evidence indicates that for students to be on track with com score.	
Word Use Fluency (WUF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor l			

SECOND GRADE	Beginning of Year Weeks 3 - 6		Middle 1 of Year Weeks 12 - 15		
	Scores	Status	Scores	Status	Scores
DIBELS Measure					
Nonsense Word Fluency - (NWF-CLS)	0 - 29 30 - 49 50 and above	Deficit Emerging Established	Not administered during this assessment period		
Oral Reading Fluency (ORF)	0 - 25 26 - 43 44 and above	At risk Some risk Low risk	0 - 43 44 - 59 60 and above	At risk Some risk Low risk	0 - 56 57 - 7 74 and above
Retell Fluency (RTF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Preliminary evidence indicates that for students to be on track with comprehension they should meet both of the following criteria: 1) meet				
Word Use Fluency (WUF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading				

THIRD GRADE	Beginning of Year Weeks 3 - 6		Middle 1 of Year Weeks 12 - 15		
	Scores	Status	Scores	Status	Scores
DIBELS Measure					
Oral Reading Fluency (ORF)	0 - 52 53 - 76 77 and above	At risk Some risk Low risk	0 - 61 62 - 87 88 and above	At risk Some risk Low risk	0 - 69 70 - 97 98 and above
Retell Fluency (RTF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Preliminary evidence indicates that for students to be on track with comprehension they should meet both of the following criteria: 1) meet				
Word Use Fluency (WUF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading				

<u>FOURTH GRADE</u>	Beginning of Year Weeks 3 - 6		Middle 1 of Year Weeks 12 - 15		Middle 2 of Year Weeks 22 - 24		End of Year Weeks 32 - 34	
DIBELS Measure	Scores	Status	Scores	Status	Scores	Status	Scores	Status
Oral Reading Fluency (ORF)	0 - 70 71 - 92 93 and above	At risk Some risk Low risk	0 - 78 79 - 100 101 and above	At risk Some risk Low risk	0 - 86 87 - 108 109 and above	At risk Some risk Low risk	0 - 95 96 - 117 118 and above	At risk Some risk Low risk
Retell Fluency (RTF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED.*							

<u>FIFTH GRADE</u>	Beginning of Year Weeks 3 - 6		Middle 1 of Year Weeks 12 - 15		Middle 2 of Year Weeks 22 - 24		End of Year Weeks 32 - 34	
DIBELS Measure	Scores	Status	Scores	Status	Scores	Status	Scores	Status
Oral Reading Fluency (ORF)	0 - 80 81 - 103 104 and above	At risk Some risk Low risk	0 - 89 90 - 110 111 and above	At risk Some risk Low risk	0 - 95 96 - 116 117 and above	At risk Some risk Low risk	0 - 102 103 - 123 124 and above	At risk Some risk Low risk
Retell Fluency (RTF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT BEEN ESTABLISHED.*							

<u>SIXTH GRADE</u>	Beginning of Year Weeks 3 - 6		Middle 1 of Year Weeks 12 - 15		Middle 2 of Year Weeks 22 - 24		End of Year Weeks 32 - 34	
DIBELS Measure	Scores	Status	Scores	Status	Scores	Status	Scores	Status
Oral Reading Fluency (ORF)	0 - 82 83 - 108 109 and above	At risk Some risk Low risk	0 - 94 95 - 116 117 and above	At risk Some risk Low risk	0 - 100 101 - 121 122 and above	At risk Some risk Low risk	0 - 103 104 - 124 125 and above	At risk Some risk Low risk
Retell Fluency (RTF)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED.*							

* Preliminary evidence indicates that for students to be on track with comprehension they should meet both of the following criteria: 1) meet the Oral Reading Fluency benchmark goal and 2) have a retell score of at least 25% of their Oral Reading Fluency score.

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.

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.