



Dynamic Indicators of Basic Early Literacy Skills 8th Edition

Percentiles Supplement
2021-2022

10th Percentiles for Progress Monitoring



University of Oregon (2022). DIBELS® 8th Edition 2021-2022 Percentiles Supplement: 10th Percentiles for Progress Monitoring (Technical Report 2201 Supplement). Eugene, OR: Author. Available: <https://dibels.uoregon.edu>

Technical Report 2201 Supplement

2022 Percentile Ranks for DIBELS 8th Edition Benchmark Assessments

Scores Corresponding to the 10th Percentile

This supplement presents the DIBELS 8th Edition scores corresponding to the 10th percentile rank. These scores are also available in the full percentile ranks report, but are displayed in this supplement in convenient, easy-to-read tables by grade and measure, containing the 10th percentile ranks only. Information about percentile ranks and how they were determined are available in the full percentile ranks report. (University of Oregon, 2022).

Significance of the 10th Percentile

Convenient access to the 10th percentile can be useful when educators are determining whether to progress monitor students using materials that are meant for students in a lower grade than a student's assigned grade. This is referred to as "off-grade" progress monitoring. The DIBELS 8th Edition Administration and Scoring Guide explains how to use the 10th percentile rank to make decisions about whether to use off-grade progress monitoring materials with individual students:

One additional challenge in progress monitoring students who receive intervention is determining when students are so far below grade level that progress monitoring is best conducted using off-grade-level forms. For Grade 1 to 8 students who begin the year at or below the 10th percentile rank based on national DIBELS 8 norms, schools may want to consider progress monitoring with an off-grade-level form, especially for older students who have a history of risk. Begin by going one grade down and go further down if needed using the same criteria (i.e., at or below the 10th percentile rank for the new grade). More

conservatively, the decision to move off-grade level for progress monitoring will rely on the guidelines expresses in the previous section. That is, when three or more ORF observations or four or more observations on other subtests fall below the aimline, either a change in intervention or off-grade-level monitoring is necessary.

For benchmarking students, always use on-grade-level forms regardless of whether their progress is monitored with off-grade-level forms. In addition, when a student is demonstrating progress on off-grade-level forms, we advise occasionally administering an on-grade-level progress monitoring form every 4 to 6 weeks. Once a student meets the end of year benchmark goal for the off-grade level with which they are being progress monitored, the student should be moved to on-grade-level progress monitoring. (University of Oregon, 2021, p. 96-97).

The decision regarding whether to progress monitor off grade level should be made based on performance on a student's grade-level benchmark form. As you proceed down in grade level, use benchmark forms for the same time of year. Do not use progress monitoring forms in making this decision because there are no percentile ranks established for progress monitoring forms.

For students in fourth grade and beyond, the decision about the appropriate target and level of materials for progress monitoring is complicated by the fact that forms and benchmarks are not available for the subtests addressing foundational reading skills. Specifically, there are no NWF or WRF forms or benchmarks beyond third grade. Generally, older students should be progress monitored using ORF when possible. However, some students in fourth grade and beyond still need intervention in foundational skill areas, and monitoring progress on NWF

and/or WRF may be warranted, in addition to monitoring progress using out-of-grade ORF forms. This is especially true if a student scores at or below the 10th percentile on grade-level ORF and has not yet met the third-grade end-of-year benchmark on NWF and/or WRF. The goal for these students on NWF and WRF would be the third-grade end-of-year benchmark.

Users of the DIBELS Data System or mCLASS DIBELS have easy access to percentile ranks based on benchmark performance. Users of free DIBELS 8th Edition materials need to use the percentile look-up tables, or more conveniently, the tables in this supplement.

Once a student is being progress monitored, professional judgement contributes to the decision about whether a student is performing well enough to move up a grade level. Many educators target performance at or above the next time of year benchmark score for the grade level being monitored.

DIBELS 8th Edition
Scores Representing the 10th Percentile
2021-2022

Kindergarten

	BOY	MOY	EOY
LNF	0	6	21
PSF	0	1	10
NWF-CLS	0	1	11
NWF-WRC	0	0	0
WRF	0	0	0
Composite	243	327	381

Grade 1

	BOY	MOY	EOY
LNF	11	25	33
PSF	2	14	24
NWF-CLS	3	16	27
NWF-WRC	0	0	1
WRF	0	3	8
ORF-WRC	0	1	9
ORF-ACC	0	6	53
Composite	305	356	409

LNF = Letter Naming Fluency; PSF = Phonemic Segmentation Fluency; NWF-CLS = Nonsense Word Fluency – Correct Letter Sounds; NWF-WRC = Nonsense Word Fluency – Words Recoded Correctly; WRF = Word Reading Fluency; ORF-WRC = Oral Reading Fluency – Words Read Correctly; ORF-ACC = Oral Reading Fluency Accuracy.

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Grade 2

	BOY	MOY	EOY
NWF-CLS	16	26	35
NWF-WRC	0	2	7
WRF	0	5	10
ORF-WRC	6	11	22
ORF-ACC	41	59	77
Maze	0.0	0.0	0.0
Composite	296	344	393

Grade 3

	BOY	MOY	EOY
NWF-CLS	27	38	41
NWF-WRC	4	8	10
WRF	9	13	12
ORF-WRC	19	36	61
ORF-ACC	68	84	92
Maze	0.0	1.0	2.0
Composite	289	341	392

LNF = Letter Naming Fluency; PSF = Phonemic Segmentation Fluency;
NWF-CLS = Nonsense Word Fluency – Correct Letter Sounds; NWF-
WRC = Nonsense Word Fluency – Words Recoded Correctly; WRF =
Word Reading Fluency; ORF-WRC = Oral Reading Fluency – Words
Read Correctly; ORF-ACC = Oral Reading Fluency Accuracy.

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Grade 4

	BOY	MOY	EOY
ORF-WRC	35	68	65
ORF-ACC	82	93	94
Maze	2.0	5.0	4.0
Composite	286	354	391

Grade 5

	BOY	MOY	EOY
ORF-WRC	50	70	90
ORF-ACC	86	94	96
Maze	2.0	4.5	8.5
Composite	283	342	401

Grade 6

	BOY	MOY	EOY
ORF-WRC	66	70	78
ORF-ACC	92	92	95
Maze	3.5	5.5	10.0
Composite	280	324	372

LNF = Letter Naming Fluency; PSF = Phonemic Segmentation Fluency;
NWF-CLS = Nonsense Word Fluency – Correct Letter Sounds; NWF-
WRC = Nonsense Word Fluency – Words Recoded Correctly; WRF =
Word Reading Fluency; ORF-WRC = Oral Reading Fluency – Words
Read Correctly; ORF-ACC = Oral Reading Fluency Accuracy.

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Grade 7

	BOY	MOY	EOY
ORF-WRC	73	80	89
ORF-ACC	92	94	94
Maze	9.0	7.5	12.5
Composite	293	336	384

Grade 8

	BOY	MOY	EOY
ORF-WRC	70	79	85
ORF-ACC	91	93	94
Maze	8.0	11.5	10.0
Composite	304	354	399

LNF = Letter Naming Fluency; PSF = Phonemic Segmentation Fluency;
NWF-CLS = Nonsense Word Fluency – Correct Letter Sounds; NWF-
WRC = Nonsense Word Fluency – Words Recoded Correctly; WRF =
Word Reading Fluency; ORF-WRC = Oral Reading Fluency – Words
Read Correctly; ORF-ACC = Oral Reading Fluency Accuracy.

References

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