



DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS 8TH EDITION

DIBELS® 8th Edition Benchmark Assessments Revised Zones of Growth®

Based on the 2024-2025 School Year

Technical Report #26-003

University of Oregon (2026). *DIBELS® 8th Edition Benchmark Assessments Revised Zones of Growth®*

Based on the 2024-2025 School Year (DIBELS Technical Report #26-003). Eugene, OR: Author.

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ABSTRACT

This report presents updated Zones of Growth (ZOGs) estimates for the DIBELS 8th Edition (DIBELS8) Composite and subtest scores using all available student-level data from the 2024-25 school year. Two reasons motivate this update. First, the previous ZOGs were derived from the 2021-2022 school year to account for pandemic-era shifts in instruction and demographics; however, these trends no longer accurately reflect the current educational environment. Second, we characterize ZOGs using a new methodological approach to better reflect the non-linear trend in growth. Unlike previous iterations that defined initial status using quintiles of beginning of year (BOY) benchmark scores, this updated version utilizes a rolling window approach with a +/- 5 point-margin. This creates overlapping score bands to categorize initial status more granularly. Consistent with prior versions, we describe Average, Above Average, and Ambitious growth based on average growth in the 40–59th, 60–79th, and 80–99th growth percentiles, respectively. Finally, we share how the ZOGs can facilitate database decision-making in practice.

DIBELS® 8th EDITION BENCHMARK ASSESSMENTS REVISED

ZONES OF GROWTH®

BASED ON THE 2024-2025 SCHOOL YEAR

This report describes the rationale for, and calculation and utility of, the Zones of Growth®(ZOGs) metrics for DIBELS 8th Edition (i.e., DIBELS 8) subtests. ZOGs are a feature of DIBELS 8 that helps users quickly compare the reading skill growth of their students over the course of the school year to that of a nationally representative sample of students with similar beginning of the year (BOY) benchmark scores. ZOGs are intended to help users set realistic growth goals for students and interpret student progress towards those goals. This report describes (a) why users may find the ZOGs framework useful, (b) how DIBELS 8 ZOGs were estimated, (c) how ZOGs promote databased decision-making, and (d) how ZOGs are integrated into the mCLASS and DIBELS Data Systems for improved user experience.

The updated ZOGs offer two key improvements. First, the operational ZOGs in the mCLASS and DIBELS Data System are three years old, having been derived from the 2021-22 national norming sample ([University of Oregon, 2022](#)). These data were collected when most schools had transitioned back to in-person instruction after an extended period of school closure due to the COVID-19 pandemic ([University of Oregon, 2022](#); [National Center for Education Statistics, 2021](#)). Given evidence on the initial setback and slow recovery in academic achievement ([Betthäuser et al., 2023](#); [Furjanic et al., 2024](#); [Lewis & Kuhfeld, 2025](#)) as well as persistent changes in student composition ([Francis & Goodman, 2025](#)), this update better reflects the current student population and educational environment. Second, we employ a new statistical technique to derive ZOGs using more granular initial status categorization to better reflect non-linear trends in growth.

WHY ARE ZONES OF GROWTH® USEFUL?

Educators, researchers, and policymakers are increasingly interested in better understanding and monitoring the development of students' academic skills over time. Monitoring development, or growth, can serve multiple purposes. It can be used to promote accountability, inform data-based decisions, and facilitate within- and between-school collaboration. Many schools now set individual growth goals for students to determine whether students, and correspondingly, teachers and schools are making adequate yearly progress towards state or national standards. Some state accountability systems even automatically generate end-of-year growth targets for summative assessments using student assessment data. Schools are also increasingly using multitier systems of support to inform instruction and ultimately improve student learning. In such systems, data on student growth may be used to inform decisions about resource allocation, instruction and intervention ([January et al., 2018](#); [Jenkins et al., 2007](#); [Pentimonti et al., 2017](#)). For instance, if a student is exhibiting signs of risk, the student may receive instruction in a small group or one-on-one .

DIBELS 8 ZOGs provide timely information about the rate at which a student's reading skill is growing, and normative information about the extent to which that growth is faster or slower than their peers who begin the school year with similar skills. By comparing how much growth a student has made relative to normed growth trajectories, DIBELS 8 users can rapidly infer whether a student is making adequate progress or requires additional support. For instance, if a student's growth on Oral Reading Fluency (ORF) exceeds the growth of 90% of their similarly scoring peers, it suggests that the student is likely to be receiving adequate instructional support. In contrast, a slower trajectory may indicate that additional support is warranted. In the following section, we explain how DIBELS 8 ZOGs are estimated, what they represent, and how they can be used to promote data-based decision-making.

HOW THE REVISED 2024-25 DIBELS 8 ZONES OF GROWTH® WERE CALCULATED

As described earlier, we chose to update the DIBELS 8 ZOGs for the 2024-2025 school year to better reflect the current educational environment and to better describe the non-linear growth trends. Data were collected during the 2024-2025 school year and includes 12,894,845 assessments from all 50 states across the mCLASS and DIBELS data systems. We calculated ZOGs for seven DIBELS 8 measures: Letter Naming Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency, Word Reading Fluency, Oral Reading Fluency, Maze, and the DIBELS 8 Composite. Descriptions of, and technical details regarding these measures are provided in the DIBELS 8 technical manual ([University of Oregon, 2018](#)). For each grade, measure and Beginning of Year (BOY) benchmark score, we created initial status groups by clustering a rolling window of scores within +/- 5-points of the reference point. For instance, for benchmark scores of 10, 11, and 12, the corresponding rolling windows would encompass scores from 5–15, 6–16, and 7–17, respectively. This approach generates overlapping groups that provide a continuous representation of a student's BOY status. However, because score distributions become sparse at the upper end, all scores at or above the 99th percentile were consolidated into a single group. Consequently, the total number of initial status groups equals the count of unique benchmark points below the 99th percentile, plus one additional group for the 99th percentile and above.

A gain score was then computed for each student and measure by subtracting the BOY benchmark score for a given measure from the middle of year (MOY) and end of year (EOY) benchmark score for that same measure. These gain scores were then used to identify ranges of *normative percentile gains* within each *initial status* group. That is, gain scores in each group were evenly divided into quantiles, such that 20% of scores fell into the first quantile, the next 20% fell into the second quantile, and so on, resulting in five

growth zones for each *initial status* group, each of equal size.

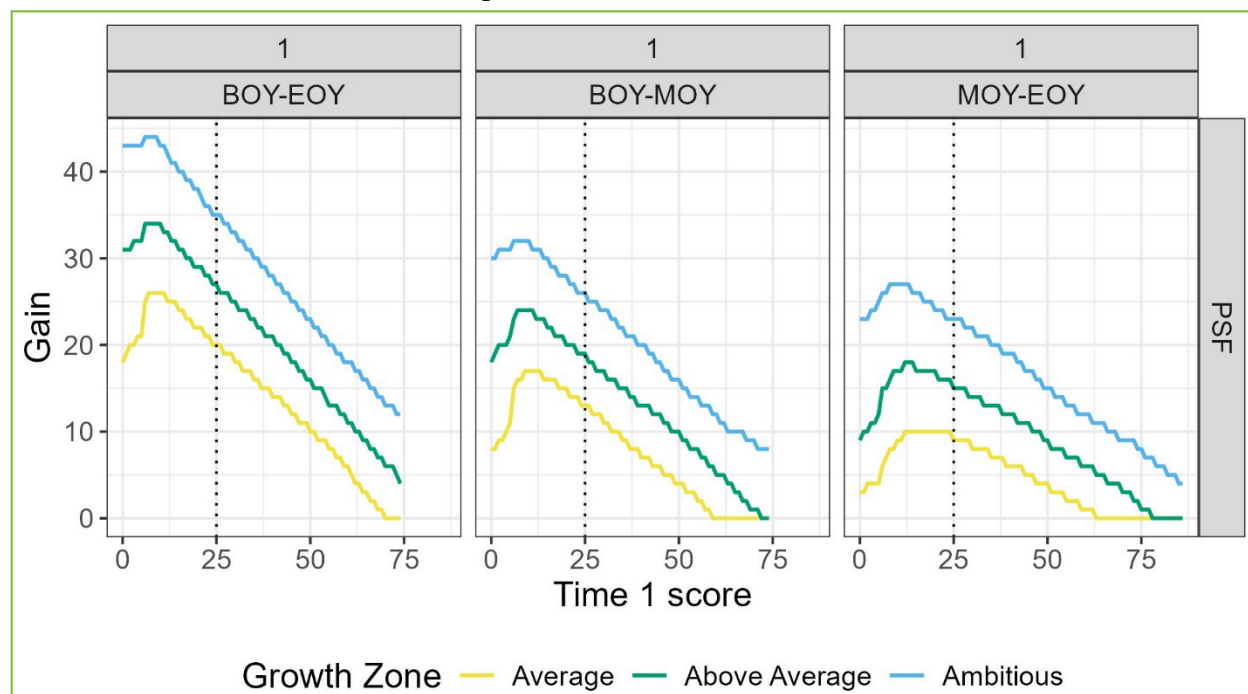
To calculate MOY-EOY growth, we followed the same approach described above but used MOY benchmark scores to calculate the initial status group. That is, for each grade, measure and MOY benchmark score, we created initial status groups by clustering a rolling window of scores within +/- 5-points of the reference point. Then, a gain score was computed by subtracting the MOY benchmark score from the EOY benchmark score for each student, and normative percentile gains were computed within each initial status group using quantiles. Note that because initial status was defined differently for BOY-MOY, BOY-EOY and MOY-EOY, the average growth from BOY-EOY is not the simple sum of growth from BOY-MOY and MOY-EOY.

To facilitate the interpretation of ZOGs, we assigned descriptive labels for each zone. [Figure 1 on page 9](#) illustrates a representative ZOG range for the Phonemic Segmentation Fluency subtest in Grade 1. The x-axis represents the *initial status* score: BOY scores for the BOY-MOY and BOY-EOY growth trends, and MOY scores in the MOY-EOY growth trend. The continuous x-axis shows the mid-point for the initial status group. A gain score that falls between the 40th and 59th percentile is described as falling within the *Average* growth zone. Similarly, scores that fall between the 60th and 79th percentile are described as *Above Average*, whereas scores above the 80th percentile are described as *Ambitious*. We do not describe *Below Average* or *Well Below Average* growth, both because they can be inferred from the other zones, and because users are unlikely to set below average growth targets for their students. Looking at the left-most panel of [Figure 1](#), for a student with a score of 25 on the BOY benchmark assessment, average growth from BOY-EOY is 20 points, above average growth corresponds to a change of 27 points, and ambitious growth corresponds to a growth of 35 points. Other panels show the BOY-MOY and MOY-EOY trends. Notably, the plot reveals a downward-curving trajectory, indicating that students with lower initial scores tend to exhibit higher average growth

rates than those with higher initial scores. The visualization also highlights the non-linear nature of student growth that depends on initial status.

Figure 1.

Observed Gain Scores for Phonemic Segmentation for Grade 1 & Time of Year



We also present grade- and subtest-wise look up tables for the 10th, 20th, and 50th percentiles in the [Appendix on page 17](#). For illustration, [Table 1 on page 10](#) shows part of the Grade 1 look up table for students at 10th percentile of the score distribution in Period 1. The columns show subtests, growth-zones (i.e., average, above average and ambitious growth), and the three growth periods (i.e., BOY-MOY, MOY-EOY, BOY-EOY). The sub-header specifies the percentile of score distribution in focus; [Table 1](#) presents the students who scored at 10th percentile of the subtest-specific score distribution at BOY for the BOY-MOY and BOY-EOY comparisons, and MOY for the MOY-EOY growth period. For students starting at 10th percentile on the BOY DIBELS Composite, average growth zones correspond to increases of 50 points from BOY-MOY and 103 points from BOY-EOY, whereas for students starting at 10th percentile of the MOY DIBELS composite, average

MOY-EOY growth corresponds to a 52-point increase. For PSF, Above Average growth from BOY-MOY, MOY-EOY, and BOY-EOY for students at the 10th percentile corresponds to 23-point, 17-point, and 34-point increases respectively. Again, note that BOY-MOY and MOY-EOY growth do not sum to the BOY-EOY mean because they are derived from score distributions at different benchmarking periods.

Table 1.

Selected Grade 1 Growth Zones in DIBELS 8 Composite and Subtest Scores at the 10th Percentile: Sample from [Appendix Table A2](#) for Illustration

Growth Period				
Subtest	Growth zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Period 1: 10 th Percentile				
Composite	Average	50	52	103
	Above Average	54	57	112
	Ambitious	61	64	124
PSF	Average	15	10	25
	Above Average	23	17	34
	Ambitious	33	25	45

Note. BOY = Beginning of Year; MOY = Middle of Year; EOY = End of Year; PSF = Phonemic Segmentation Fluency. Average, Above Average, and Ambitious growth zones correspond to mean student-level difference between scores at respective benchmarking assessments, falling within the 40-59th, 60-79th, and 80-99th growth percentiles, respectively.

^aPeriod 1 percentiles are based on BOY scores.

^bPeriod 1 percentiles are based on MOY scores.

HOW ZOGS PROMOTE DATA-BASED DECISION-MAKING

The estimation procedure for DIBELS 8 ZOGs promotes data-based decision-making in two primary ways. First, ZOGs can inform decisions about instruction and intervention by providing normative information about growth. This information is especially important in schools that implement multitier systems of support, in which

educators need to evaluate the extent to which an instructional approach is working to decide whether it should be continued, discontinued, or intensified. Traditional scores based on a single point in time are limited in their ability to inform such decisions, because they describe a student's status rather than their development over time. This is true even for scores with excellent predictive validity. For instance, a cut-score may accurately predict that a student is unlikely to meet end of year proficiency standards based on its relation to an external criterion measure. However, it is important to know how quickly a student is growing, even if they are not on track to meeting predefined criteria, because accurate inferences must still be made about the impact of instructional delivery.

ZOGs also promote inferences that account for the skills a student possesses at the beginning of the school year. This is important when evaluating student development because prior research indicates that growth is often related to initial status, but not necessarily in a straightforward manner (e.g., [Clemens et al., 2018, 2019](#); [Fien et al., 2010](#)). For example, [Figure 1 on page 9](#) clearly illustrates that expected growth on Oral Reading Fluency depends on the student's initial status. When comparing the scores needed to reach a given zone of growth (e.g., *average*) across initial skill groups, students with lower BOY scores improve more over the course of a year, on average, than do students with higher beginning scores. This pattern reflects the non-linear complexity of real-world growth. In short, ZOGs are useful because they provide DIBELS 8 users with a straightforward metric of growth that accounts for differing patterns of growth across measures, grades, and initial ability.

ZONES OF GROWTH® IN THE MCLASS AND DIBELS DATA SYSTEMS

The mCLASS and DIBELS Data Systems offer streamlined tools to help users set student growth goals and monitor progress towards those goals. The following examples illustrate the tools available in the DIBELS Data System (DDS), but similar functionality

is also available in mCLASS. Using the Zones of Growth® Student Goal Data Entry tool, users can select an *average*, *above average*, *ambitious*, or custom growth goal for each student for a given measure. The DDS then provides the user with the target score in the “Goal” box. For example, in [Figure 2](#), a user has selected an ambitious growth goal for Tom, a Grade 1 student. Tom started the year with an ORF score of 0 and likely needs intensive intervention to meet end of year proficiency standards. If Tom reads at least 37 words correct per minute (WCPM) by the end of the year, he will have moved from the intensive need for support (NFS) range to the strategic NFS range and grown faster than did 80% of all Grade 1 students in the mCLASS and DIBELS Data Systems with an initial score of 0. Thus, this represents an ambitious, but instructionally meaningful goal; one that we know is achievable by a substantial proportion of students. In contrast, as the bottom panel in [Figure 2](#) shows, if Tom were to make only average growth for a student who began the year reading 0 WCPM, he would end the year reading 18 WCPM and remain in the intensive NFS.

Figure 2.

Illustration of the DIBELS Data System Growth Goal Setting Tool

Student	Beginning ORF-Words Correct		End ORF-Words Correct		
	Score	NFS	Growth Rate	Goal	NFS
R. Tom	0	■ Intensive	Ambitious Growth	37	■ Strategic

Student	Beginning ORF-Words Correct		End ORF-Words Correct		
	Score	NFS	Growth Rate	Goal	NFS
R. Tom	0	■ Intensive	Average Growth	18	■ Intensive

Figures 3 and 4 illustrate two complimentary ways of using the DDS to evaluate growth goals after EOY data has been collected and entered. [Figure 3 on page 13](#) depicts an evaluation of individual growth and shows in the two rightmost columns that not only did Tom, the Grade 1 student illustrated in [Figure 1 on page 9](#), meet the ORF goal set for him, he did so by growing at a higher rate than more than 80%

of his peers with similar BOY skills, and in the process, moved from the intensive NFS range to the benchmark NFS range. In contrast, Dylan, who had the same BOY score of 0, demonstrated growth that was slightly below average (i.e., 16 WCPM), and did not meet the goal set for her.

Figure 3.

Depiction of DIBELS Data System Individual Growth Evaluation Report

Student	ORF-Words Correct Beginning Score	ORF-Words Correct End Score	Zones of Growth			Growth %-tile
			Growth Rate	Goal	Met Goal	
S, Dylan	0	16	Ambitious Growth	37	No	20th-39th
R, Tom	0	41	Ambitious Growth	37	Yes	80th-99th

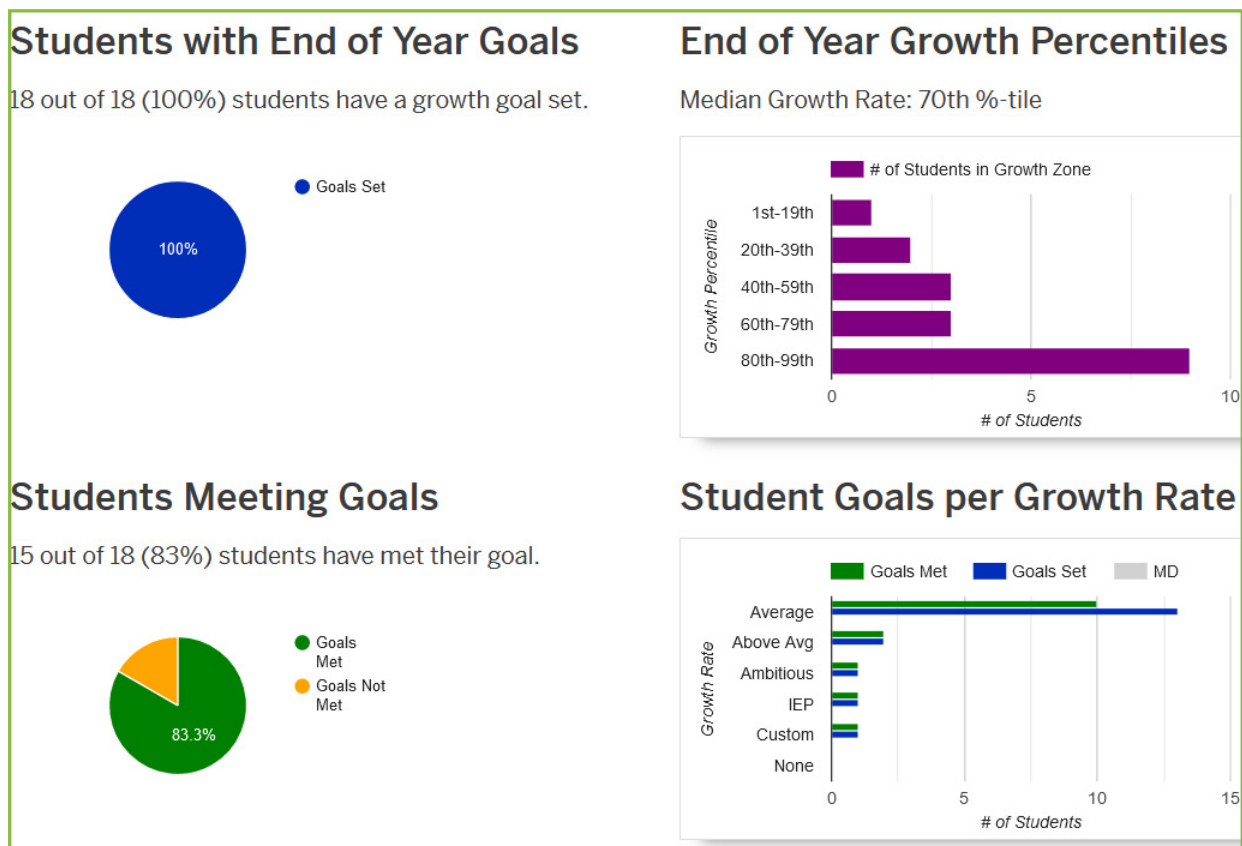
[Figure 4 on page 14](#) depicts one way to evaluate literacy growth at the systems level and summarizes for a classroom or school the number and proportion of students with growth goals set, the number and proportion of students who met their goal, the number of students whose growth fell in each of the five growth zones, and the number of students who met their established goal, subset by goal type.

SUMMARY

The DIBELS 8 Zones of Growth® feature provides users with a streamlined way to set ambitious, yet achievable growth goals for all students and a robust and nuanced way of evaluating whether students meet those goals. These data promote data-based decision-making by helping teachers and schools make informed decisions about instruction and intervention, allowing them to have confidence in knowing whether and to what extent an instructional approach is working as intended, so that the approach can be continued, discontinued, or intensified as needed.

Figure 4.

Depiction of the DIBELS Data System Systems-level Growth Evaluation Report



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APPENDIX

Table A1.

Kindergarten Growth Zones in DIBELS 8 Composite and Subtest Scores at 10th, 20th, and 50th Percentiles

		Growth Period		
Subtest	Growth Zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Period 1: 10 th Percentile				
Composite	Average	85	53	143
	Above Average	96	62	163
	Ambitious	112	76	184
PSF	Average	12	7	32
	Above Average	24	16	44
	Ambitious	37	29	55
NWF – CLS	Average	17	8	32
	Above Average	24	15	40
	Ambitious	32	24	51
NWF – WRC	Average	3	3	10
	Above Average	7	7	14
	Ambitious	11	11	19
WRF	Average	3	4	10
	Above Average	6	7	15
	Ambitious	9	11	22
Period 1: 20 th Percentile				
Composite	Average	89	58	151
	Above Average	101	68	168
	Ambitious	116	81	187
PSF	Average	12	15	32
	Above Average	24	24	44
	Ambitious	37	35	55

Table A1. *Cont'd*

Subtest	Growth Zone	Growth Period		
		BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
NWF – CLS	Average	17	13	32
	Above Average	24	19	40
	Ambitious	32	27	51
NWF – WRC	Average	3	3	10
	Above Average	7	7	14
	Ambitious	11	11	19
WRF	Average	3	4	10
	Above Average	6	7	15
	Ambitious	9	11	22
Period 1: 50 th Percentile				
Composite	Average	80	59	141
	Above Average	90	68	155
	Ambitious	102	80	173
PSF	Average	14	14	33
	Above Average	26	20	44
	Ambitious	38	27	55
NWF – CLS	Average	18	11	32
	Above Average	24	18	40
	Ambitious	31	26	52
NWF – WRC	Average	3	4	10
	Above Average	7	7	14
	Ambitious	11	11	19
WRF	Average	3	5	10
	Above Average	6	8	15
	Ambitious	9	12	22

Note. BOY = Beginning of Year; MOY = Middle of Year; EOY = End of Year; 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 = Oral Reading Fluency. Average, Above Average, and Ambitious growth zones correspond to the mean student-level difference between scores at respective benchmarking assessments, falling within the 40-59th, 60-79th, and 80-99th growth percentiles, respectively.

^aPeriod 1 percentiles are based on BOY scores.

^bPeriod 1 percentiles are based on MOY scores.

Table A2.

Grade 1 Growth Zones in DIBELS 8 Composite and Subtest Scores at 10th, 20th, and 50th Percentiles

		Growth Period		
Subtest	Growth Zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Period 1: 10 th Percentile				
Composite	Average	50	52	103
	Above Average	54	57	112
	Ambitious	61	64	124
PSF	Average	15	10	25
	Above Average	23	17	34
	Ambitious	33	25	45
NWF – CLS	Average	14	11	26
	Above Average	20	18	35
	Ambitious	30	27	50
NWF – WRC	Average	5	2	10
	Above Average	9	7	15
	Ambitious	13	12	22
WRF	Average	4	3	9
	Above Average	7	6	14
	Ambitious	10	9	20
ORF – Words Correct	Average	3	10	23
	Above Average	6	17	30
	Ambitious	13	24	49
ORF – Accuracy	Average	21	40	68
	Above Average	34	53	80
	Ambitious	50	65	89

		Growth Period		
Subtest	Growth Zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Period 1: 20 th Percentile				
Composite	Average	53	57	110
	Above Average	58	62	119
	Ambitious	64	70	133
PSF	Average	16	9	23
	Above Average	21	15	30
	Ambitious	29	22	39
NWF – CLS	Average	15	12	28
	Above Average	22	19	38
	Ambitious	31	30	54
NWF – WRC	Average	5	5	10
	Above Average	9	8	15
	Ambitious	13	12	22
WRF	Average	4	6	10
	Above Average	7	8	15
	Ambitious	10	12	21
ORF – Words Correct	Average	3	12	23
	Above Average	7	18	31
	Ambitious	13	25	51
ORF – Accuracy	Average	23	43	65
	Above Average	36	50	72
	Ambitious	52	56	78
Period 1: 50 th Percentile				
Composite	Average	57	65	123
	Above Average	63	74	135
	Ambitious	71	85	152

		Growth Period			Table A2. <i>Cont'd</i>
Subtest	Growth Zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a	
PSF	Average	10	5	17	
	Above Average	15	11	23	
	Ambitious	22	17	30	
NWF – CLS	Average	15	14	32	
	Above Average	23	24	45	
	Ambitious	34	36	61	
NWF – WRC	Average	6	5	12	
	Above Average	10	8	17	
	Ambitious	14	13	24	
WRF	Average	6	9	16	
	Above Average	8	14	24	
	Ambitious	12	21	36	
ORF – Words Correct	Average	9	32	41	
	Above Average	14	43	56	
	Ambitious	22	54	71	
ORF – Accuracy	Average	20	15	37	
	Above Average	27	18	40	
	Ambitious	32	21	43	

Note. BOY = Beginning of Year; MOY = Middle of Year; EOY = End of Year; 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 = Oral Reading Fluency. Average, Above Average, and Ambitious growth zones correspond to the mean student-level difference between scores at respective benchmarking assessments, falling within the 40-59th, 60-79th, and 80-99th growth percentiles, respectively.

^aPeriod 1 percentiles are based on BOY scores.

^bPeriod 1 percentiles are based on MOY scores.

Table A3.

Grade 2 Growth Zones in DIBELS 8 Composite and Subtest Scores at 10th, 20th, and 50th Percentiles

Growth Period				
Subtest	Growth Zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Period 1: 10 th Percentile				
Composite	Average	48	47	96
	Above Average	52	51	104
	Ambitious	59	57	115
NWF – CLS	Average	13	10	22
	Above Average	20	16	30
	Ambitious	29	24	44
NWF – WRC	Average	4	3	8
	Above Average	8	6	12
	Ambitious	13	11	19
WRF	Average	4	4	9
	Above Average	8	6	14
	Ambitious	13	9	20
ORF – Words Correct	Average	5	8	13
	Above Average	10	13	24
	Ambitious	19	21	41
ORF – Accuracy	Average	15	14	31
	Above Average	25	21	39
	Ambitious	36	28	47
Maze	Average	2	0	4
	Above Average	6	2	6
	Ambitious	8	6	10

Table A3. *Cont'd*

		Growth Period		
Subtest	Growth Zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Period 1: 20 th Percentile				
Composite	Average	53	51	104
	Above Average	58	57	113
	Ambitious	65	64	125
NWF – CLS	Average	14	7	22
	Above Average	20	14	31
	Ambitious	29	27	48
NWF – WRC	Average	5	3	9
	Above Average	8	6	13
	Ambitious	12	10	19
WRF	Average	5	5	11
	Above Average	9	8	15
	Ambitious	13	12	21
ORF – Words Correct	Average	18	15	34
	Above Average	26	25	48
	Ambitious	35	36	62
ORF – Accuracy	Average	16	7	24
	Above Average	21	9	27
	Ambitious	26	12	30
Maze	Average	2	0	4
	Above Average	6	2	6
	Ambitious	8	6	10
Period 1: 50 th Percentile				
Composite	Average	60	55	116
	Above Average	66	61	125
	Ambitious	75	71	137

Table A3. *Cont'd*

Subtest	Growth Zone	Growth Period		
		BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
NWF – CLS	Average	13	13	27
	Above Average	22	23	41
	Ambitious	35	36	57
NWF – WRC	Average	5	4	9
	Above Average	8	7	14
	Ambitious	13	12	20
WRF	Average	9	9	18
	Above Average	13	14	24
	Ambitious	20	20	32
ORF – Words Correct	Average	28	16	46
	Above Average	37	25	57
	Ambitious	48	35	70
ORF – Accuracy	Average	2	0	3
	Above Average	4	1	5
	Ambitious	6	2	7
Maze	Average	2	0	4
	Above Average	5	4	7
	Ambitious	8	6	10

Note. BOY = Beginning of Year; MOY = Middle of Year; EOY = End of Year; NWF – CLS = Nonsense Word Fluency – Correct Letter Sounds; NWF – WRC = Nonsense Word Fluency – Words Recoded Correctly; WRF = Word Reading Fluency; ORF = Oral Reading Fluency. Average, Above Average, and Ambitious growth zones correspond to the mean student-level difference between scores at respective benchmarking assessments, falling within the 40-59th, 60-79th, and 80-99th growth percentiles, respectively.

^aPeriod 1 percentiles are based on BOY scores.

^bPeriod 1 percentiles are based on MOY scores.

Table A4.

Grade 3 Growth Zones in DIBELS 8 Composite and Subtest Scores at 10th, 20th, and 50th Percentiles

Growth Period				
Subtest	Growth Zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Period 1: 10 th Percentile				
Composite	Average	50	49	100
	Above Average	55	54	107
	Ambitious	62	61	118
NWF – CLS	Average	11	3	14
	Above Average	17	11	24
	Ambitious	28	24	41
NWF – WRC	Average	4	1	6
	Above Average	7	4	10
	Ambitious	12	9	16
WRF	Average	2	0	3
	Above Average	6	3	8
	Ambitious	11	8	15
ORF – Words Correct	Average	16	21	37
	Above Average	22	28	48
	Ambitious	32	37	61
ORF – Accuracy	Average	18	9	27
	Above Average	22	12	30
	Ambitious	26	14	33
Maze	Average	2	2	4
	Above Average	4	4	8
	Ambitious	8	8	12

Table A4. *Cont'd*

		Growth Period		
Subtest	Growth Zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Period 1: 20 th Percentile				
Composite	Average	57	51	109
	Above Average	62	57	116
	Ambitious	70	64	126
NWF – CLS	Average	11	6	18
	Above Average	20	15	31
	Ambitious	34	29	48
NWF – WRC	Average	4	1	6
	Above Average	8	5	11
	Ambitious	12	9	17
WRF	Average	6	3	9
	Above Average	10	6	14
	Ambitious	14	11	21
ORF – Words Correct	Average	29	22	52
	Above Average	36	29	62
	Ambitious	46	39	72
ORF – Accuracy	Average	10	2	13
	Above Average	12	3	15
	Ambitious	14	5	17
Maze	Average	2	2	5
	Above Average	4	5	8
	Ambitious	8	9	12
Period 1: 50 th Percentile				
Composite	Average	58	49	109
	Above Average	64	56	118
	Ambitious	72	68	130

		Growth Period			Table A4. <i>Cont'd</i>
Subtest	Growth Zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a	
NWF – CLS	Average	14	3	22	
	Above Average	26	15	35	
	Ambitious	38	29	51	
NWF – WRC	Average	5	1	8	
	Above Average	9	5	12	
	Ambitious	13	9	17	
WRF	Average	8	5	14	
	Above Average	12	9	18	
	Ambitious	16	14	24	
ORF – Words Correct	Average	28	10	40	
	Above Average	34	18	48	
	Ambitious	43	28	62	
ORF – Accuracy	Average	1	0	1	
	Above Average	2	1	3	
	Ambitious	4	2	4	
Maze	Average	2	3	7	
	Above Average	6	6	10	
	Ambitious	9	8	13	

Note. BOY = Beginning of Year; MOY = Middle of Year; EOY = End of Year; NWF – CLS = Nonsense Word Fluency – Correct Letter Sounds; NWF – WRC = Nonsense Word Fluency – Words Recoded Correctly; WRF = Word Reading Fluency; ORF = Oral Reading Fluency. Average, Above Average, and Ambitious growth zones correspond to the mean student-level difference between scores at respective benchmarking assessments, falling within the 40-59th, 60-79th, and 80-99th growth percentiles, respectively.

^aPeriod 1 percentiles are based on BOY scores.

^bPeriod 1 percentiles are based on MOY scores.

Table A5.

Grade 4 Growth Zones in DIBELS 8 Composite and Subtest Scores at 10th, 20th, and 50th Percentiles

		Growth Period		
Subtest	Growth Zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Period 1: 10 th Percentile				
Composite	Average	66	36	100
	Above Average	73	44	109
	Ambitious	81	53	121
ORF – Words Correct	Average	31	0	25
	Above Average	39	5	36
	Ambitious	49	17	50
ORF – Accuracy	Average	14	1	14
	Above Average	17	2	17
	Ambitious	20	4	20
Maze	Average	2	0	2
	Above Average	6	2	4
	Ambitious	9	5	8
Period 1: 20 th Percentile				
Composite	Average	67	40	107
	Above Average	74	47	115
	Ambitious	83	56	125
ORF – Words Correct	Average	32	0	32
	Above Average	40	9	42
	Ambitious	51	19	54
ORF – Accuracy	Average	3	0	4
	Above Average	5	0	5

Table A5. *Cont'd*

Subtest	Growth Zone	Growth Period		
		BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Maze	Ambitious	7	1	7
	Average	3	0	2
	Above Average	6	0	4
	Ambitious	9	4	8
Period 1: 50th Percentile				
Composite	Average	70	33	105
	Above Average	79	39	112
	Ambitious	91	46	120
ORF – Words Correct	Average	36	0	30
	Above Average	47	0	39
	Ambitious	62	7	48
ORF – Accuracy	Average	1	0	1
	Above Average	1	0	2
	Ambitious	3	1	3
Maze	Average	2	0	0
	Above Average	4	0	4
	Ambitious	8	4	8

Note. BOY = Beginning of Year; MOY = Middle of Year; EOY = End of Year; ORF = Oral Reading Fluency. Average, Above Average, and Ambitious growth zones correspond to the mean student-level difference between scores at respective benchmarking assessments, falling within the 40-59th, 60-79th, and 80-99th growth percentiles, respectively.

^aPeriod 1 percentiles are based on BOY scores.

^bPeriod 1 percentiles are based on MOY scores.

Table A6.

Grade 5 Growth Zones in DIBELS 8 Composite and Subtest Scores at 10th, 20th, and 50th Percentiles

		Growth Period		
Subtest	Growth Zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Period 1: 10 th Percentile				
Composite	Average	60	60	120
	Above Average	67	67	128
	Ambitious	77	75	138
ORF – Words Correct	Average	21	21	41
	Above Average	28	27	49
	Ambitious	38	36	59
ORF – Accuracy	Average	10	1	12
	Above Average	12	2	14
	Ambitious	15	3	17
Maze	Average	2	4	7
	Above Average	6	7	12
	Ambitious	10	12	17
Period 1: 20 th Percentile				
Composite	Average	63	55	119
	Above Average	69	63	127
	Ambitious	79	73	138
ORF – Words Correct	Average	24	15	39
	Above Average	30	24	48
	Ambitious	41	33	59
ORF – Accuracy	Average	4	0	4
	Above Average	5	0	5

Table A6. *Cont'd*

Subtest	Growth Zone	Growth Period		
		BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Maze	Ambitious	7	1	8
	Average	4	5	8
	Above Average	7	8	13
	Ambitious	10	12	18
Period 1: 50th Percentile				
Composite	Average	56	56	115
	Above Average	64	64	124
	Ambitious	73	76	137
ORF – Words Correct	Average	16	16	35
	Above Average	24	24	44
	Ambitious	34	36	57
ORF – Accuracy	Average	0	0	0
	Above Average	1	0	1
	Ambitious	2	1	3
Maze	Average	4	6	11
	Above Average	8	8	14
	Ambitious	11	12	18

Note. BOY = Beginning of Year; MOY = Middle of Year; EOY = End of Year; ORF = Oral Reading Fluency. Average, Above Average, and Ambitious growth zones correspond to the mean student-level difference between scores at respective benchmarking assessments, falling within the 40-59th, 60-79th, and 80-99th growth percentiles, respectively.

^aPeriod 1 percentiles are based on BOY scores.

^bPeriod 1 percentiles are based on MOY scores.

Table A7.

Grade 6 Growth Zones in DIBELS 8 Composite and Subtest Scores at 10th, 20th, and 50th Percentiles

		Growth Period		
Subtest	Growth Zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Period 1: 10 th Percentile				
Composite	Average	43	48	90
	Above Average	51	56	100
	Ambitious	61	68	112
ORF – Words Correct	Average	3	7	10
	Above Average	11	17	20
	Ambitious	22	29	32
ORF – Accuracy	Average	2	2	3
	Above Average	3	3	4
	Ambitious	4	5	5
Maze	Average	2	4	6
	Above Average	6	6	9
	Ambitious	9	10	13
Period 1: 20 th Percentile				
Composite	Average	48	48	96
	Above Average	57	60	109
	Ambitious	67	73	124
ORF – Words Correct	Average	8	8	17
	Above Average	18	20	30
	Ambitious	28	34	45
ORF – Accuracy	Average	0	0	0
	Above Average	1	1	1

		Growth Period			Table A7. <i>Cont'd</i>
Subtest	Growth Zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a	
Maze	Ambitious	2	1	2	
	Average	2	4	6	
	Above Average	6	6	10	
	Ambitious	10	10	13	
Period 1: 50 th Percentile					
Composite	Average	47	52	102	
	Above Average	54	61	111	
	Ambitious	63	71	121	
ORF – Words Correct	Average	7	12	22	
	Above Average	15	22	32	
	Ambitious	23	31	42	
ORF – Accuracy	Average	0	0	0	
	Above Average	1	1	1	
	Ambitious	1	1	2	
Maze	Average	2	2	6	
	Above Average	6	4	9	
	Ambitious	10	8	13	

Note. BOY = Beginning of Year; MOY = Middle of Year; EOY = End of Year; ORF = Oral Reading Fluency. Average, Above Average, and Ambitious growth zones correspond to the mean student-level difference between scores at respective benchmarking assessments, falling within the 40-59th, 60-79th, and 80-99th growth percentiles, respectively.

^aPeriod 1 percentiles are based on BOY scores.

^bPeriod 1 percentiles are based on MOY scores.

Table A8.

Grade 7 Growth Zones in DIBELS 8 Composite and Subtest Scores at 10th, 20th, and 50th Percentiles

		Growth Period		
Subtest	Growth Zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Period 1: 10 th Percentile				
Composite	Average	45	50	97
	Above Average	51	56	103
	Ambitious	61	64	111
ORF – Words Correct	Average	7	11	19
	Above Average	14	19	26
	Ambitious	26	27	35
ORF – Accuracy	Average	1	0	1
	Above Average	3	1	2
	Ambitious	4	2	4
Maze	Average	0	8	5
	Above Average	1	11	8
	Ambitious	4	15	12
Period 1: 20 th Percentile				
Composite	Average	45	47	93
	Above Average	52	53	100
	Ambitious	60	61	108
ORF – Words Correct	Average	8	7	15
	Above Average	16	14	23
	Ambitious	25	24	33
ORF – Accuracy	Average	0	0	0
	Above Average	1	0	0

Table A8. *Cont'd*

Subtest	Growth Zone	Growth Period		
		BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Maze	Ambitious	2	1	2
	Average	0	8	5
	Above Average	0	11	8
	Ambitious	3	15	12
Period 1: 50 th Percentile				
Composite	Average	44	41	87
	Above Average	51	48	95
	Ambitious	60	58	105
ORF – Words Correct	Average	5	0	8
	Above Average	13	8	17
	Ambitious	24	20	29
ORF – Accuracy	Average	0	0	0
	Above Average	1	0	0
	Ambitious	1	1	1
Maze	Average	0	7	4
	Above Average	0	10	6
	Ambitious	2	14	10

Note BOY = Beginning of Year; MOY = Middle of Year; EOY = End of Year; ORF = Oral Reading Fluency. Average, Above Average, and Ambitious growth zones correspond to the mean student-level difference between scores at respective benchmarking assessments, falling within the 40-59th, 60-79th, and 80-99th growth percentiles, respectively.

^aPeriod 1 percentiles are based on BOY scores.

^bPeriod 1 percentiles are based on MOY scores.

Table A9.

Grade 8 Growth Zones in DIBELS 8 Composite and Subtest Scores at 10th, 20th, and 50th Percentiles

		Growth Period		
Subtest	Growth Zone	BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Period 1: 10 th Percentile				
Composite	Average	48	50	97
	Above Average	54	56	104
	Ambitious	67	64	112
ORF – Words Correct	Average	8	10	17
	Above Average	14	15	23
	Ambitious	26	22	33
ORF – Accuracy	Average	1	1	2
	Above Average	2	2	3
	Ambitious	3	3	4
Maze	Average	4	0	4
	Above Average	8	4	8
	Ambitious	12	8	13
Period 1: 20 th Percentile				
Composite	Average	44	47	91
	Above Average	53	54	98
	Ambitious	61	64	109
ORF – Words Correct	Average	4	7	11
	Above Average	13	14	18
	Ambitious	20	23	27
ORF – Accuracy	Average	0	0	0
	Above Average	0	1	1

Table A9. *Cont'd*

Subtest	Growth Zone	Growth Period		
		BOY – MOY ^a	MOY – EOY ^b	BOY – EOY ^a
Maze	Ambitious	2	2	2
	Average	4	0	4
	Above Average	7	4	8
	Ambitious	10	8	12
Period 1: 50th Percentile				
Composite	Average	42	47	92
	Above Average	48	56	102
	Ambitious	55	65	110
ORF – Words Correct	Average	1	6	11
	Above Average	7	16	21
	Ambitious	14	25	29
ORF – Accuracy	Average	0	0	0
	Above Average	0	1	1
	Ambitious	1	1	2
Maze	Average	2	0	4
	Above Average	4	4	6
	Ambitious	8	7	10

Note. BOY = Beginning of Year; MOY = Middle of Year; EOY = End of Year; ORF = Oral Reading Fluency. Average, Above Average, and Ambitious growth zones correspond to the mean student-level difference between scores at respective benchmarking assessments, falling within the 40-59th, 60-79th, and 80-99th growth percentiles, respectively.

^aPeriod 1 percentiles are based on BOY scores.

^bPeriod 1 percentiles are based on MOY scores.