



# DIBELS® newsletter

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## Official DIBELS Next® Benchmark Goals

The University of Oregon (UO) data system recently released an unofficial version of the benchmark goals for DIBELS Next. The official DIBELS Next benchmark goals developed by the authors have not changed.

goals and cut points for risk is available in the DIBELS Next Technical Manual (available at <https://dibels.org/>).

Schools should continue to use the official DIBELS Next benchmark goals, which

are based on research conducted by the authors. Users of the UO's data system can access the official goals by selecting "Former Goals" when generating reports.

The official benchmark goals are calculated according to the way that DIBELS is designed

to function, and interpretation of the goals is defined in the DIBELS Next Assessment Manual in Chapter 3, "Interpreting DIBELS Next® Data."

### Data Management Options

Other data services are available to schools which continue to provide reports using the official benchmark goals and follow the official decision rules made publicly available by the authors. These include:

- **DIBELSnet®**, from the authors of DIBELS at Dynamic Measurement Group: <https://dibels.net/>
- Wireless Generation's **mCLASS®** service for users of DIBELS on mobile devices: <http://www.wirelessgeneration.com/>
- **VPORT®**, from DIBELS Next publisher Cambium/Sopris Learning: <https://secure.vport.voyagerlearning.com/vip/>

The authors of DIBELS, Dr. Ruth A. Kaminski and Dr. Roland H. Good, III, recommend using the official benchmark goals. The goals proposed by

the UO do not meet the DIBELS Next technical specifications for official benchmark goals.

The UO goals put the typical benchmark goal at around the 72nd percentile. This identifies over 70 percent of students as having less than adequate reading skills, without supporting documentation for the technical adequacy of the goals.

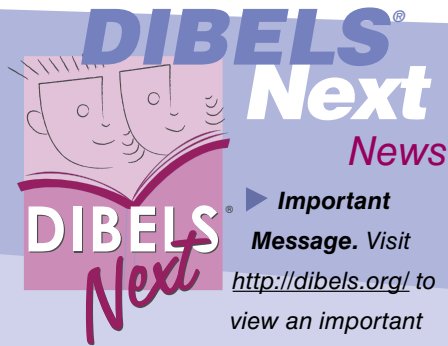
By contrast, the official DIBELS Next benchmark goals are typically around the 39th percentile, which is consistent with the 2011 National Assessment of Educational Progress, on which 33% of students scored below the level of reading skills judged to be basic. According to the NAEP, "basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade."

A complete description of the procedures used for establishing the official benchmark

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

Grade	DIBELS Composite Score																					
	26	122	119	113	130	155	141	190	238	220	285	330	290	330	391	357	372	415	344	368	380	
First Sound Fluency (FSF)	10	30																				
Letter Naming Fluency (LNF)	5	20																				
Phoneme Segmentation Fluency (PSF)	20	40																				
Nonword Reading Fluency (NRF)	17	28	27	43	58	54																
Word Reading Fluency (WRF)	1	8	13	13																		
Oral Reading Fluency (ORF)	23	47	52	72	87	70	86	100	90	103	115	111	120	130	107	109	120					
Accuracy	78%	80%	90%	95%	97%	95%	95%	97%	96%	97%	96%	95%	95%	95%	95%	95%	97%	97%				
Risk	15	16	21	27	20	26	30	27	30	33	33	36	36	27	29	32						
Outlined	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2						
Overhead	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						
Score	8	11	19	15	17	24	18	20	24	18	19	21										
Grade	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade															

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/>. DIBELS is a registered trademark of Dynamic Measurement Group, Inc. This page is adapted from a chart developed by Cache County School District.



**Important Message.** Visit <http://dibels.org/> to view an important message from the authors of

DIBELS Next regarding the importance of DORF Retell.

► **DIBELS Math Early Release.** An early release version of DIBELS Math will be available for grades K-5 for the 2012-2013 school year. DIBELS Math directly aligns to the Common Core State Standards in Mathematics and includes early numeracy and computation measures. For more information visit <http://dibels.org/dibelsmath.html>.

► **Release of DIBELS Deep.** A new diagnostic reading tool is available from DMG, the authors of DIBELS. DIBELS Deep currently assesses phonemic awareness, word reading, and decoding and aligns with the Common Core State Standards. To order, visit <http://www.soprislearning.com/>.



## Dynamic Measurement Group Scholarship Award Recipients for 2012

Two students in the University of Oregon's College of Education have been awarded the Dynamic Measurement Group Scholarship Award for 2012.

The Dynamic Measurement Group Award was established at the University of Oregon's College of Education by the founders of Dynamic Measurement Group and authors of DIBELS, Ruth A. Kaminski and Roland H. Good, III.

The scholarship is awarded annually to graduate students in the College of Education who have demonstrated academic excellence and whose academic studies are primarily focused on the importance of early literacy, prevention of reading failure, or related areas.

The 2012 recipients selected by the College are Emily Barrett and Cody Gion. Both recipients are first-year students in the University's School Psychology program.

Barrett, said, "This award will allow for my continued work toward becoming a school psychologist to be far more achievable and will allow me to dedicate more of my time next year to promoting early literacy."

Promoting the work of future scholars in the field of reading education is an important goal for Kaminski and Good. The scholarship program was initiated in 2005 and has been awarded to two scholars annually since its inception.

Gion said, "Receiving this award has inspired me to continue to demand excellence from myself in order to create school environments where all students succeed. The use of dynamic measures gives educators reliable and valid information about student performance. I plan to use this information to ensure that students, like the ones I grew up with, have the skills needed to succeed in college and their chosen careers."

Kaminski and Good hope that recipients of the award will go on to further the field of reading research and make meaningful differences in the lives of students struggling with basic early literacy skills. Barrett said, "Promoting literacy promotes resiliency and success in all aspects of a child's life and I am truly honored to have received an award from a group that works to ensure these vital skills in children." ■



### ▶ **Nashville DIBELS Institute**

Dynamic Measurement Group will present a summer DIBELS Next Training Institute in Nashville, TN with the authors of DIBELS Next. The institute includes workshops for those new to DIBELS and for those who wish to serve as DIBELS Mentors in their school or district and training others to use DIBELS Next. For more information or to register, visit <http://dibels.org/>.

### ▶ **Oklahoma Training Events**

A series of DIBELS Next workshops will be available to educators in Oklahoma, including DIBELS Next Essential and Transition Workshops, a DIBELS Next Data Interpretation Workshop, and a workshop on Planning Effective Reading Instruction. For more information or to register, visit <http://dibels.org/oklahoma.html>.

### ▶ **Follow us on Twitter and Facebook!**

For the most up-to-date DIBELS News, follow DMG on Twitter and Facebook. DIBELS updates and information are regularly posted, along with training events, photos, and FAQs. Like our page on Facebook and participate in our back-to-school contest to win a \$25 gift card for Amazon.com! Find us on Twitter @DIBELS4Success or on Facebook at <http://www.facebook.com/DIBELS>.



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## FAQ Corner

### Answers to your DIBELS Next Questions

**Do you have a question about DIBELS Next scoring, administration, or data interpretation? Email DMG at [info@dibels.org](mailto:info@dibels.org).**

**Q:** If a student reads over 40 words per minute on the first DORF passages and is given Retell, but then reads less than 40 words on the second and third passages and does not do Retell, how do I record the median score? What if the student is given Retell for two passages, but not the third?

**A:** If a student is only given one administration of Retell, then record that score (the median of one score is that score). If the student is given Retell for two passages, you will need to calculate the average, because the median of two scores is the mean of those numbers. To do so, add both scores together, divide by 2, and record the result. If the result is not a whole number, round to the nearest whole number (following standard rounding conventions, a .5 rounds up).

**Q:** Is DIBELS Next available in Braille?

**A:** Yes, a Braille version of the DIBELS Next benchmark materials is available for purchase from DMG. If your school would like to purchase Braille materials, email [info@dibels.org](mailto:info@dibels.org).