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

	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
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

Each cell is shown as Benchmark Goal / Cut Point for Risk. Grade columns: Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade — each divided into Beg, Mid, End.

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 important 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/.

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