DIBELS® Next Benchmark Goals and Composite Score

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Benchmark Goals

DIBELS *benchmark goals* are empirically derived, criterion-referenced target scores that represent adequate reading progress. A benchmark goal indicates a level of skill where the student is likely to achieve the next DIBELS benchmark goal or reading outcome. Benchmark goals for DIBELS are based on research that examines the predictive validity of a score on a measure at a particular point in time, compared to later DIBELS measures and external outcome assessments. If a student achieves a benchmark goal, then the odds are in favor of that student achieving later reading outcomes if he/she receives research-based instruction from a core classroom curriculum.

Benchmark Goal Research

The DIBELS Next benchmark goals, cut points for risk, and Composite Score were developed based upon data collected in a study conducted during the 2009–2010 school year. The goals represent a series of conditional probabilities of meeting later important reading outcomes. The external criterion was the Group Reading and Diagnostic Evaluation (GRADE; Williams, 2001). The 40th percentile on the GRADE assessment was used as an indicator that the student was making adequate progress in acquisition of important early reading and/or reading skills. Data for the study were collected in thirteen elementary and middle schools in five states. Data collection included administering the DIBELS Next measures to participating students in grades K–6 in addition to the GRADE. Participants in the study were 3816 students across grades K-6 from general education classrooms who were receiving English language reading instruction, including students with disabilities and students who were English language learners provided they had the response capabilities to participate. The study included both students who were struggling in reading and those who were typically achieving. A subset of the total sample participated in the GRADE assessment (n = 1306 across grades K–6). Additional information about the study will be included in the *DIBELS Next Technical Manual*, which will be available in January, 2011.

Cut Points for Risk

The *cut points for risk* indicate a level of skill below which the student is unlikely to achieve subsequent reading goals without receiving additional, targeted instructional support. Students with scores below the cut point for risk are identified as likely to need intensive support. Intensive support refers to interventions that incorporate something more or something different from the core curriculum or supplemental support. Intensive support might entail:

- delivering instruction in a smaller group,
- providing more instructional time or more practice,
- presenting smaller skill steps in the instructional hierarchy,
- providing more explicit modeling and instruction, and/or
- providing greater scaffolding and practice

Because students needing intensive support are likely to have individual and sometimes unique needs, we recommend that their progress be monitored frequently and their intervention modified dynamically to ensure adequate progress.

Between a benchmark goal and a cut point for risk is a range of scores where the student's future performance is harder to predict. To ensure that the greatest number of students achieve later reading success, it is best for students with scores in this range to receive carefully targeted additional support in the skill areas where they are having difficulty, to be monitored regularly to ensure that they are making adequate progress, and to receive increased or modified support if necessary to achieve subsequent reading goals. This type of instructional support is referred to as strategic support.

Table 1 provides the target or design odds of achieving later reading outcomes and labels for likely need for support for each of the score levels. Benchmark goals and cut points for risk are provided for the DIBELS Composite Score as well as for individual DIBELS measures.

Table 1. Odds of Achieving Subsequent Early Literacy Goals, *DIBELS Next* Benchmark Goal Levels, and Likely Need for Support

Odds of achieving subsequent early literacy goals	Visual Representation	Score Level	Likely need for support to achieve subsequent early literacy goals
80% to 90%	■	At or Above Benchmark *scores at or above the benchmark goal*	Likely to Need Core Support
40% to 60%	◪	Below Benchmark *scores below the benchmark goal and at or above the cut point for risk*	Likely to Need Strategic Support
10% to 20%	□	Well Below Benchmark *scores below the cut point for risk*	Likely to Need Intensive Support

DIBELS Composite Score

The DIBELS Composite Score is a combination of multiple DIBELS scores and provides the best overall estimate of the student's early literacy skills and/or reading proficiency. Most data management services will calculate the DIBELS Composite Score for you. To calculate the DIBELS Composite Score yourself, see the *DIBELS Next Composite Score Worksheets*. In DIBELS 6th Edition, the Instructional Recommendations provided the best overall estimate of the student's early literacy skills and/or reading proficiency. The DIBELS Next Composite Score and the benchmark goals and cut points for risk based on the composite score replace the Instructional Recommendations on DIBELS 6th Edition.

Benchmark goals and cut points for risk for the DIBELS Composite Score are based on the same logic and procedures as the individual DIBELS measures; however, since the DIBELS Composite Score provides the best overall estimate of a student's skills, the DIBELS Composite Score should generally be interpreted first. If a student is at or above the benchmark goal on the DIBELS Composite Score, the odds are in the student's favor of reaching later important reading outcomes. Some students who score at or above the DIBELS Composite Score benchmark goal may still need additional support in one of the basic early literacy skills, as indicated by a below benchmark score on an individual DIBELS Next measure (FSF, PSF, NWF, DORF, or Daze), especially for students whose composite score is close to the benchmark goal.

Because the scores used to calculate the DIBELS Composite Score vary by grade and time of year, it is important to note that the composite score generally cannot be used to directly measure growth over time or to compare results across grades or times of year. However, because the logic and procedures used to establish benchmark goals are consistent across grades and times of year, the percent of students at or above benchmark can be compared, even though the mean scores are not comparable.

Frequently Asked Questions About DIBELS Next Benchmark Goals

1. Why doesn't Letter Naming Fluency have benchmark goals?
Answer:
Letter Naming Fluency (LNF) is an *indicator of risk*, rather than an instructional target. While the ability to recognize and name letters in preschool and at the beginning of kindergarten is a strong predictor of later reading achievement (e.g.,Badian, 1995; Walsh, Price, and Gillingham, 1988), studies have failed to show that teaching letter names to students enhances their reading ability (e.g., Ehri, 1983) and, in fact, have demonstrated that successful learning of letter-sound

correspondences that leads to reading acquisition can occur without knowledge of letter names (Bruck, Genesee, & Caravolas, 1997; Mann & Wimmer, 2002). Because learning letter names is not a powerful instructional target, benchmark goals are not provided for LNF. LNF is a strong predictor of later reading, however, so it is included as a part of the DIBELS Composite Score in kindergarten and early first grade.

2. Why are the sixth grade benchmark goals lower than the fifth grade goals?

Answer:

The difficulty level of the passages used for DORF and Daze changes by grade, so composite scores and benchmark goals can't be directly compared across grades. The difficulty level of the passages increases by grade in a roughly linear fashion. However, student performance increases in a curve, with the most growth occurring in the earlier grades, and slower growth in the upper grades. Between fifth and sixth grade, the difficulty level of the materials increases at a faster rate than student performance, so benchmark goals are lower in sixth grade than in fifth.

References

Badian, N.A. (1995). Predicting reading ability over the long term: The changing role of letter naming, phonological awareness and orthographic processing. *Annals of Dyslexia, 45,* 79-96.

Bruck, M., Genesee, F., & Caravolas, M. (1997). A cross-linguistic study of early literacy acquisition. In B. Blachman (Ed.), *Foundations of reading acquisition and dyslexia: Implications for early intervention* (pp. 145-162). Mahwah, NJ: Lawrence Erlbaum Associates.

Ehri, L.C. (1983). A critique of five studies related to letter-name knowledge and learning to read. In L. Gentile, M. Kamil, & J. Blanchard (Eds.), *Reading research revisisited* (pp. 143-153). Columbus, OH: C.E. Merrill.

Mann, V.A., & Wimmer, H. (2002). Phoneme awareness and pathways into literacy: A comparison of German and American children. *Reading and Writing: An Interdisciplinary Journal, 15,* 653-682.

Walsh, D.J., Price, G.G., & Gillingham, M.G. (1988). The critical but transitory importance of letter naming. *Reading Research Quarterly, 23,* 108-122.

Williams, K.T. (2001). Group Reading Assessment and Diagnostic Evaluation (GRADE). New York: Pearson.

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

Each cell shows **Benchmark Goal / Cut Point for Risk**.

Measure	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					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
DORF — Retell Quality of Response						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

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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Kindergarten Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS	At or Above Benchmark	Likely to Need Core Support	26 +	122 +	119 +
Composite	Below Benchmark	Likely to Need Strategic Support	13 - 25	85 - 121	89 - 118
Score	Well Below Benchmark	Likely to Need Intensive Support	0 - 12	0 - 84	0 - 88
FSF	At or Above Benchmark	Likely to Need Core Support	10 +	30 +	
	Below Benchmark	Likely to Need Strategic Support	5 - 9	20 - 29	
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 19	
PSF	At or Above Benchmark	Likely to Need Core Support		20 +	40 +
	Below Benchmark	Likely to Need Strategic Support		10 - 19	25 - 39
	Well Below Benchmark	Likely to Need Intensive Support		0 - 9	0 - 24
NWF-CLS	At or Above Benchmark	Likely to Need Core Support		17 +	28 +
	Below Benchmark	Likely to Need Strategic Support		8 - 16	15 - 27
	Well Below Benchmark	Likely to Need Intensive Support		0 - 7	0 - 14

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

First Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS	At or Above Benchmark	Likely to Need Core Support	113 +	130 +	155 +
Composite	Below Benchmark	Likely to Need Strategic Support	97 - 112	100 - 129	111 - 154
Score	Well Below Benchmark	Likely to Need Intensive Support	0 - 96	0 - 99	0 - 110
PSF	At or Above Benchmark	Likely to Need Core Support	40 +		
	Below Benchmark	Likely to Need Strategic Support	25 - 39		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 24		
NWF-CLS	At or Above Benchmark	Likely to Need Core Support	27 +	43 +	58 +
	Below Benchmark	Likely to Need Strategic Support	18 - 26	33 - 42	47 - 57
	Well Below Benchmark	Likely to Need Intensive Support	0 - 17	0 - 32	0 - 46
NWF-WWR	At or Above Benchmark	Likely to Need Core Support	1 +	8 +	13 +
	Below Benchmark	Likely to Need Strategic Support	0	3 - 7	6 - 12
	Well Below Benchmark	Likely to Need Intensive Support		0 - 2	0 - 5
DORF	At or Above Benchmark	Likely to Need Core Support		23 +	47 +
Words	Below Benchmark	Likely to Need Strategic Support		16 - 22	32 - 46
Correct	Well Below Benchmark	Likely to Need Intensive Support		0 - 15	0 - 31
DORF	At or Above Benchmark	Likely to Need Core Support		78% +	90% +
Accuracy	Below Benchmark	Likely to Need Strategic Support		68% - 77%	82% - 89%
	Well Below Benchmark	Likely to Need Intensive Support		0% - 67%	0% - 81%
Retell	At or Above Benchmark	Likely to Need Core Support			15 +
	Below Benchmark	Likely to Need Strategic Support			0 - 14
	Well Below Benchmark	Likely to Need Intensive Support			

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

Second Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS	At or Above Benchmark	Likely to Need Core Support	141 +	190 +	238 +
Composite	Below Benchmark	Likely to Need Strategic Support	109 - 140	145 - 189	180 - 237
Score	Well Below Benchmark	Likely to Need Intensive Support	0 - 108	0 - 144	0 - 179
NWF-CLS	At or Above Benchmark	Likely to Need Core Support	54 +		
	Below Benchmark	Likely to Need Strategic Support	35 - 53		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 34		
NWF-WWR	At or Above Benchmark	Likely to Need Core Support	13 +		
	Below Benchmark	Likely to Need Strategic Support	6 - 12		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 5		
DORF	At or Above Benchmark	Likely to Need Core Support	52 +	72 +	87 +
Words	Below Benchmark	Likely to Need Strategic Support	37 - 51	55 - 71	65 - 86
Correct	Well Below Benchmark	Likely to Need Intensive Support	0 - 36	0 - 54	0 - 64
DORF	At or Above Benchmark	Likely to Need Core Support	90% +	96% +	97% +
Accuracy	Below Benchmark	Likely to Need Strategic Support	81% - 89%	91% - 95%	93% - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 80%	0% - 90%	0% - 92%
Retell	At or Above Benchmark	Likely to Need Core Support	16 +	21 +	27 +
	Below Benchmark	Likely to Need Strategic Support	8 - 15	13 - 20	18 - 26
	Well Below Benchmark	Likely to Need Intensive Support	0 - 7	0 - 12	0 - 17
Retell	At or Above Benchmark	Likely to Need Core Support		2 +	2 +
Quality of	Below Benchmark	Likely to Need Strategic Support		1	1
Response	Well Below Benchmark	Likely to Need Intensive Support			

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

Third Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	At or Above Benchmark	Likely to Need Core Support	220 +	285 +	330 +
	Below Benchmark	Likely to Need Strategic Support	180 - 219	235 - 284	280 - 329
	Well Below Benchmark	Likely to Need Intensive Support	0 - 179	0 - 234	0 - 279
DORF Words Correct	At or Above Benchmark	Likely to Need Core Support	70 +	86 +	100 +
	Below Benchmark	Likely to Need Strategic Support	55 - 69	68 - 85	80 - 99
	Well Below Benchmark	Likely to Need Intensive Support	0 - 54	0 - 67	0 - 79
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support	95% +	96% +	97% +
	Below Benchmark	Likely to Need Strategic Support	89% - 94%	92% - 95%	94% - 96%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 88%	0% - 91%	0% - 93%
Retell	At or Above Benchmark	Likely to Need Core Support	20 +	26 +	30 +
	Below Benchmark	Likely to Need Strategic Support	10 - 19	18 - 25	20 - 29
	Well Below Benchmark	Likely to Need Intensive Support	0 - 9	0 - 17	0 - 19
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support	2 +	2 +	3 +
	Below Benchmark	Likely to Need Strategic Support	1	1	2
	Well Below Benchmark	Likely to Need Intensive Support			1
Daze Adjusted Score	At or Above Benchmark	Likely to Need Core Support	8 +	11 +	19 +
	Below Benchmark	Likely to Need Strategic Support	5 - 7	7 - 10	14 - 18
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 6	0 - 13

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

Fourth Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS	At or Above Benchmark	Likely to Need Core Support	290 +	330 +	391 +
Composite	Below Benchmark	Likely to Need Strategic Support	245 - 289	290 - 329	330 - 390
Score	Well Below Benchmark	Likely to Need Intensive Support	0 - 244	0 - 289	0 - 329
DORF	At or Above Benchmark	Likely to Need Core Support	90 +	103 +	115 +
Words	Below Benchmark	Likely to Need Strategic Support	70 - 89	79 - 102	95 - 114
Correct	Well Below Benchmark	Likely to Need Intensive Support	0 - 69	0 - 78	0 - 94
DORF	At or Above Benchmark	Likely to Need Core Support	96% +	97% +	98% +
Accuracy	Below Benchmark	Likely to Need Strategic Support	93% - 95%	94% - 96%	95% - 97%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 92%	0% - 93%	0% - 94%
Retell	At or Above Benchmark	Likely to Need Core Support	27 +	30 +	33 +
	Below Benchmark	Likely to Need Strategic Support	14 - 26	20 - 29	24 - 32
	Well Below Benchmark	Likely to Need Intensive Support	0 - 13	0 - 19	0 - 23
Retell	At or Above Benchmark	Likely to Need Core Support	2 +	2 +	3 +
Quality of	Below Benchmark	Likely to Need Strategic Support	1	1	2
Response	Well Below Benchmark	Likely to Need Intensive Support			1
Daze	At or Above Benchmark	Likely to Need Core Support	15 +	17 +	24 +
Adjusted	Below Benchmark	Likely to Need Strategic Support	10 - 14	12 - 16	20 - 23
Score	Well Below Benchmark	Likely to Need Intensive Support	0 - 9	0 - 11	0 - 19

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

Fifth Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS	At or Above Benchmark	Likely to Need Core Support	357 +	372 +	415 +
Composite	Below Benchmark	Likely to Need Strategic Support	258 - 356	310 - 371	340 - 414
Score	Well Below Benchmark	Likely to Need Intensive Support	0 - 257	0 - 309	0 - 339
DORF	At or Above Benchmark	Likely to Need Core Support	111 +	120 +	130 +
Words	Below Benchmark	Likely to Need Strategic Support	96 - 110	101 - 119	105 - 129
Correct	Well Below Benchmark	Likely to Need Intensive Support	0 - 95	0 - 100	0 - 104
DORF	At or Above Benchmark	Likely to Need Core Support	98% +	98% +	99% +
Accuracy	Below Benchmark	Likely to Need Strategic Support	95% - 97%	96% - 97%	97% - 98%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 94%	0% - 95%	0% - 96%
Retell	At or Above Benchmark	Likely to Need Core Support	33 +	36 +	36 +
	Below Benchmark	Likely to Need Strategic Support	22 - 32	25 - 35	25 - 35
	Well Below Benchmark	Likely to Need Intensive Support	0 - 21	0 - 24	0 - 24
Retell	At or Above Benchmark	Likely to Need Core Support	2 +	3 +	3 +
Quality of	Below Benchmark	Likely to Need Strategic Support	1	2	2
Response	Well Below Benchmark	Likely to Need Intensive Support		1	1
Daze	At or Above Benchmark	Likely to Need Core Support	18 +	20 +	24 +
Adjusted	Below Benchmark	Likely to Need Strategic Support	12 - 17	13 - 19	18 - 23
Score	Well Below Benchmark	Likely to Need Intensive Support	0 - 11	0 - 12	0 - 17

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

Sixth Grade Benchmark Goals and Cut Points for Risk

Measure	Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	At or Above Benchmark	Likely to Need Core Support	344 +	358 +	380 +
	Below Benchmark	Likely to Need Strategic Support	280 - 343	285 - 357	324 - 379
	Well Below Benchmark	Likely to Need Intensive Support	0 - 279	0 - 284	0 - 323
DORF Words Correct	At or Above Benchmark	Likely to Need Core Support	107 +	109 +	120 +
	Below Benchmark	Likely to Need Strategic Support	90 - 106	92 - 108	95 - 119
	Well Below Benchmark	Likely to Need Intensive Support	0 - 89	0 - 91	0 - 94
DORF Accuracy	At or Above Benchmark	Likely to Need Core Support	97% +	97% +	98% +
	Below Benchmark	Likely to Need Strategic Support	94% - 96%	94% - 96%	96% - 97%
	Well Below Benchmark	Likely to Need Intensive Support	0% - 93%	0% - 93%	0% - 95%
Retell	At or Above Benchmark	Likely to Need Core Support	27 +	29 +	32 +
	Below Benchmark	Likely to Need Strategic Support	16 - 26	18 - 28	24 - 31
	Well Below Benchmark	Likely to Need Intensive Support	0 - 15	0 - 17	0 - 23
Retell Quality of Response	At or Above Benchmark	Likely to Need Core Support	2 +	2 +	3 +
	Below Benchmark	Likely to Need Strategic Support	1	1	2
	Well Below Benchmark	Likely to Need Intensive Support			1
Daze Adjusted Score	At or Above Benchmark	Likely to Need Core Support	18 +	19 +	21 +
	Below Benchmark	Likely to Need Strategic Support	14 - 17	14 - 18	15 - 20
	Well Below Benchmark	Likely to Need Intensive Support	0 - 13	0 - 13	0 - 14

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

Kindergarten Odds of Meeting Selected Later Important Reading Outcomes from Benchmark Goal Research

Measure	Score Level	Odds of being on track on the Middle of Year DIBELS Composite Score based on the Beginning of Year DIBELS Composite Score	Odds of being on track on the End of Year DIBELS Composite Score based on the Middle of Year DIBELS Composite Score	Odds of being on track on GRADE based on the End of Year DIBELS Composite Score
DIBELS	At or Above Benchmark	84%	83%	74%
Composite	Below Benchmark	50%	38%	50%
Score	Well Below Benchmark	22%	35%	36%
FSF	At or Above Benchmark	81%	76%	
	Below Benchmark	43%	43%	
	Well Below Benchmark	33%	29%	
PSF	At or Above Benchmark		75%	70%
	Below Benchmark		54%	56%
	Well Below Benchmark		38%	50%
NWF-CLS	At or Above Benchmark		82%	74%
	Below Benchmark		46%	63%
	Well Below Benchmark		30%	20%

Note. This table shows the odds of being on track for the DIBELS Composite Score at the middle and end of the year and the GRADE assessment administered at the end of the year, based on the student's DIBELS Composite Score at the beginning, middle, and end of the year. The 40th percentile for the GRADE assessment was used to indicate whether the student was on track.

First Grade Odds of Meeting Selected Later Important Reading Outcomes from Benchmark Goal Research

Measure	Score Level	Odds of being on track on the Middle of Year DIBELS Composite Score based on the Beginning of Year DIBELS Composite Score	Odds of being on track on the End of Year DIBELS Composite Score based on the Middle of Year DIBELS Composite Score	Odds of being on track on GRADE based on the End of Year DIBELS Composite Score
DIBELS	At or Above Benchmark	84%	90%	90%
Composite	Below Benchmark	35%	34%	48%
Score	Well Below Benchmark	26%	12%	10%
PSF	At or Above Benchmark	75%		
	Below Benchmark	56%		
	Well Below Benchmark	39%		
NWF-CLS	At or Above Benchmark	83%	85%	83%
	Below Benchmark	40%	42%	50%
	Well Below Benchmark	20%	26%	35%
NWF-WWR	At or Above Benchmark	81%	85%	83%
	Below Benchmark	36%	42%	59%
	Well Below Benchmark		21%	32%
DORF	At or Above Benchmark		88%	90%
Words	Below Benchmark		34%	42%
Correct	Well Below Benchmark		7%	10%
DORF	At or Above Benchmark		87%	89%
Accuracy	Below Benchmark		39%	36%
	Well Below Benchmark		20%	13%
Retell	At or Above Benchmark			87%
	Below Benchmark			62%
	Well Below Benchmark			

Note. This table shows the odds of being on track for the DIBELS Composite Score at the middle and end of the year and the GRADE assessment administered at the end of the year, based on the student's DIBELS Composite Score at the beginning, middle, and end of the year. The 40th percentile for the GRADE assessment was used to indicate whether the student was on track.

Second Grade Odds of Meeting Selected Later Important Reading Outcomes from Benchmark Goal Research

Measure	Score Level	Odds of being on track on the Middle of Year DIBELS Composite Score based on the Beginning of Year DIBELS Composite Score	Odds of being on track on the End of Year DIBELS Composite Score based on the Middle of Year DIBELS Composite Score	Odds of being on track on GRADE based on the End of Year DIBELS Composite Score
DIBELS	At or Above Benchmark	92%	92%	89%
Composite	Below Benchmark	41%	37%	45%
Score	Well Below Benchmark	10%	9%	14%
NWF-CLS	At or Above Benchmark	90%		
	Below Benchmark	52%		
	Well Below Benchmark	24%		
NWF-WWR	At or Above Benchmark	89%		
	Below Benchmark	52%		
	Well Below Benchmark	42%		
DORF	At or Above Benchmark	95%	95%	89%
Words	Below Benchmark	48%	46%	43%
Correct	Well Below Benchmark	12%	10%	14%
DORF	At or Above Benchmark	89%	92%	88%
Accuracy	Below Benchmark	48%	45%	39%
	Well Below Benchmark	9%	12%	26%
Retell	At or Above Benchmark	86%	88%	86%
	Below Benchmark	59%	48%	56%
	Well Below Benchmark	23%	17%	19%
Retell	At or Above Benchmark		86%	81%
Quality of	Below Benchmark		46%	41%
Response	Well Below Benchmark			

Note. This table shows the odds of being on track for the DIBELS Composite Score at the middle and end of the year and the GRADE assessment administered at the end of the year, based on the student's DIBELS Composite Score at the beginning, middle, and end of the year. The 40th percentile for the GRADE assessment was used to indicate whether the student was on track.

Third Grade Odds of Meeting Selected Later Important Reading Outcomes from Benchmark Goal Research

Measure	Score Level	Odds of being on track on the Middle of Year DIBELS Composite Score based on the Beginning of Year DIBELS Composite Score	Odds of being on track on the End of Year DIBELS Composite Score based on the Middle of Year DIBELS Composite Score	Odds of being on track on GRADE based on the End of Year DIBELS Composite Score
DIBELS	At or Above Benchmark	93%	91%	90%
Composite	Below Benchmark	47%	43%	48%
Score	Well Below Benchmark	4%	8%	7%
DORF	At or Above Benchmark	93%	90%	89%
Words	Below Benchmark	37%	42%	50%
Correct	Well Below Benchmark	8%	11%	18%
DORF	At or Above Benchmark	89%	86%	87%
Accuracy	Below Benchmark	54%	44%	38%
	Well Below Benchmark	5%	7%	19%
Retell	At or Above Benchmark	85%	84%	86%
	Below Benchmark	54%	58%	48%
	Well Below Benchmark	21%	26%	20%
Retell	At or Above Benchmark	88%	82%	87%
Quality of	Below Benchmark	50%	40%	60%
Response	Well Below Benchmark			15%
Daze	At or Above Benchmark	90%	89%	90%
Adjusted	Below Benchmark	41%	50%	48%
Score	Well Below Benchmark	14%	19%	14%

Note. This table shows the odds of being on track for the DIBELS Composite Score at the middle and end of the year and the GRADE assessment administered at the end of the year, based on the student's DIBELS Composite Score at the beginning, middle, and end of the year. The 40th percentile for the GRADE assessment was used to indicate whether the student was on track.

Fourth Grade Odds of Meeting Selected Later Important Reading Outcomes from Benchmark Goal Research

Measure	Score Level	Odds of being on track on the Middle of Year DIBELS Composite Score based on the Beginning of Year DIBELS Composite Score	Odds of being on track on the End of Year DIBELS Composite Score based on the Middle of Year DIBELS Composite Score	Odds of being on track on GRADE based on the End of Year DIBELS Composite Score
DIBELS	At or Above Benchmark	92%	90%	84%
Composite	Below Benchmark	38%	41%	58%
Score	Well Below Benchmark	6%	10%	3%
DORF	At or Above Benchmark	91%	88%	85%
Words	Below Benchmark	52%	46%	59%
Correct	Well Below Benchmark	5%	2%	3%
DORF	At or Above Benchmark	87%	81%	75%
Accuracy	Below Benchmark	52%	45%	54%
	Well Below Benchmark	11%	16%	6%
Retell	At or Above Benchmark	84%	87%	83%
	Below Benchmark	48%	53%	53%
	Well Below Benchmark	20%	13%	12%
Retell	At or Above Benchmark	80%	79%	87%
Quality of	Below Benchmark	39%	33%	52%
Response	Well Below Benchmark			19%
Daze	At or Above Benchmark	87%	88%	80%
Adjusted	Below Benchmark	50%	54%	65%
Score	Well Below Benchmark	12%	20%	14%

Note. This table shows the odds of being on track for the DIBELS Composite Score at the middle and end of the year and the GRADE assessment administered at the end of the year, based on the student's DIBELS Composite Score at the beginning, middle, and end of the year. The 40th percentile for the GRADE assessment was used to indicate whether the student was on track.

Fifth Grade Odds of Meeting Selected Later Important Reading Outcomes from Benchmark Goal Research

Measure	Score Level	Odds of being on track on the Middle of Year DIBELS Composite Score based on the Beginning of Year DIBELS Composite Score	Odds of being on track on the End of Year DIBELS Composite Score based on the Middle of Year DIBELS Composite Score	Odds of being on track on GRADE based on the End of Year DIBELS Composite Score
DIBELS	At or Above Benchmark	90%	88%	87%
Composite	Below Benchmark	25%	32%	45%
Score	Well Below Benchmark	4%	3%	7%
DORF	At or Above Benchmark	89%	87%	83%
Words	Below Benchmark	41%	32%	57%
Correct	Well Below Benchmark	6%	5%	11%
DORF	At or Above Benchmark	83%	77%	82%
Accuracy	Below Benchmark	47%	36%	55%
	Well Below Benchmark	6%	13%	16%
Retell	At or Above Benchmark	76%	78%	86%
	Below Benchmark	57%	43%	39%
	Well Below Benchmark	26%	25%	20%
Retell	At or Above Benchmark	71%	77%	83%
Quality of	Below Benchmark	34%	47%	38%
Response	Well Below Benchmark		23%	11%
Daze	At or Above Benchmark	82%	88%	82%
Adjusted	Below Benchmark	47%	49%	61%
Score	Well Below Benchmark	6%	6%	20%

Note. This table shows the odds of being on track for the DIBELS Composite Score at the middle and end of the year and the GRADE assessment administered at the end of the year, based on the student's DIBELS Composite Score at the beginning, middle, and end of the year. The 40th percentile for the GRADE assessment was used to indicate whether the student was on track.

Sixth Grade Odds of Meeting Selected Later Important Reading Outcomes from Benchmark Goal Research

Measure	Score Level	Odds of being on track on the Middle of Year DIBELS Composite Score based on the Beginning of Year DIBELS Composite Score	Odds of being on track on the End of Year DIBELS Composite Score based on the Middle of Year DIBELS Composite Score	Odds of being on track on GRADE based on the End of Year DIBELS Composite Score
DIBELS	At or Above Benchmark	94%	94%	93%
Composite	Below Benchmark	34%	37%	45%
Score	Well Below Benchmark	10%	9%	13%
DORF	At or Above Benchmark	92%	92%	90%
Words	Below Benchmark	43%	41%	64%
Correct	Well Below Benchmark	8%	19%	25%
DORF	At or Above Benchmark	88%	89%	90%
Accuracy	Below Benchmark	49%	54%	69%
	Well Below Benchmark	21%	14%	30%
Retell	At or Above Benchmark	86%	88%	90%
	Below Benchmark	58%	50%	60%
	Well Below Benchmark	16%	20%	25%
Retell	At or Above Benchmark	84%	83%	92%
Quality of	Below Benchmark	48%	39%	68%
Response	Well Below Benchmark			25%
Daze	At or Above Benchmark	90%	89%	90%
Adjusted	Below Benchmark	54%	51%	57%
Score	Well Below Benchmark	14%	15%	20%

Note. This table shows the odds of being on track for the DIBELS Composite Score at the middle and end of the year and the GRADE assessment administered at the end of the year, based on the student's DIBELS Composite Score at the beginning, middle, and end of the year. The 40th percentile for the GRADE assessment was used to indicate whether the student was on track.

K Kindergarten DIBELS® Next Composite Score Worksheet

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The DIBELS Composite Score is used to interpret student results for DIBELS Next. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____   **Class:** _____

Beginning of Year Benchmark

FSF Score = _____ [1]

LNF Score = _____ [2]

DIBELS Composite Score (add values 1–2) = [   ]

Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

FSF Score = _____ [1]

LNF Score = _____ [2]

PSF Score = _____ [3]

NWF CLS Score = _____ [4]

DIBELS Composite Score (add values 1–4) = [   ]

Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

LNF Score = _____ [1]

PSF Score = _____ [2]

NWF CLS Score = _____ [3]

DIBELS Composite Score (add values 1–3) = [   ]

Do not calculate the composite score if any of the values are missing.

1 *First Grade DIBELS® Next Composite Score Worksheet*

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The DIBELS Composite Score is used to interpret student results for DIBELS Next. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____   **Class:** _____

Beginning of Year Benchmark

LNF Score = _____ [1]

PSF Score = _____ [2]

NWF CLS Score = _____ [3]

DIBELS Composite Score (add values 1–3) = [_____]

Do not calculate the composite score if any of the values are missing.

Middle of Year

DORF Accuracy Percent	Accuracy Value
0% – 49%	0
50% – 52%	2
53% – 55%	8
56% – 58%	14
59% – 61%	20
62% – 64%	26
65% – 67%	32
68% – 70%	38
71% – 73%	44
74% – 76%	50
77% – 79%	56
80% – 82%	62
83% – 85%	68
86% – 88%	74
89% – 91%	80
92% – 94%	86
95% – 97%	92
98% – 100%	98

Middle of Year Benchmark

NWF CLS Score = _____ [1]

NWF WWR Score = _____ [2]

DORF Words Correct = _____ [3]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) = [_____]

Do not calculate the composite score if any of the values are missing.

End of Year

DORF Accuracy Percent	Accuracy Value
0% – 64%	0
65% – 66%	3
67% – 68%	9
69% – 70%	15
71% – 72%	21
73% – 74%	27
75% – 76%	33
77% – 78%	39
79% – 80%	45
81% – 82%	51
83% – 84%	57
85% – 86%	63
87% – 88%	69
89% – 90%	75
91% – 92%	81
93% – 94%	87
95% – 96%	93
97% – 98%	99
99% – 100%	105

End of Year Benchmark

NWF WWR Score _____ **x 2** = _____ [1]

DORF Words Correct = _____ [2]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [3]

DIBELS Composite Score (add values 1–3) = [_____]

Do not calculate the composite score if any of the values are missing.

2 Second Grade DIBELS® Next Composite Score Worksheet
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The DIBELS Composite Score is used to interpret student results for DIBELS Next. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____ **Class:** _____

Beginning of Year	
DORF Accuracy Percent	Accuracy Value
0% – 64%	0
65% – 66%	3
67% – 68%	9
69% – 70%	15
71% – 72%	21
73% – 74%	27
75% – 76%	33
77% – 78%	39
79% – 80%	45
81% – 82%	51
83% – 84%	57
85% – 86%	63
87% – 88%	69
89% – 90%	75
91% – 92%	81
93% – 94%	87
95% – 96%	93
97% – 98%	99
99% – 100%	105

Beginning of Year Benchmark

NWF WWR Score _____ **x 2** = _____ [1]

DORF Words Correct = _____ [2]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [3]

DIBELS Composite Score (add values 1–3) = [   ]

Do not calculate the composite score if any of the values are missing.

Middle and End of Year	
DORF Accuracy Percent	Accuracy Value
0% – 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

Middle of Year Benchmark

DORF Words Correct = _____ [1]

Retell Score _____ **x 2** = _____ [2]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [3]

DIBELS Composite Score (add values 1–3) = [   ]

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

DORF Words Correct = _____ [1]

Retell Score _____ **x 2** = _____ [2]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [3]

DIBELS Composite Score (add values 1–3) = [   ]

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

3 *Third Grade DIBELS® Next Composite Score Worksheet*
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The DIBELS Composite Score is used to interpret student results for DIBELS Next. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____   **Class:** _____

Beginning, Middle, and End of Year	
DORF Accuracy Percent	Accuracy Value
0% – 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

Beginning of Year Benchmark

DORF Words Correct = _____ [1]

Retell Score _____ **x 2** = _____ [2]

Daze Adjusted Score _____ **x 4** = _____ [3]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) = [_____]

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

DORF Words Correct = _____ [1]

Retell Score _____ **x 2** = _____ [2]

Daze Adjusted Score _____ **x 4** = _____ [3]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) = [_____]

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

DORF Words Correct = _____ [1]

Retell Score _____ **x 2** = _____ [2]

Daze Adjusted Score _____ **x 4** = _____ [3]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) = [_____]

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

4 *Fourth Grade DIBELS® Next Composite Score Worksheet*
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The DIBELS Composite Score is used to interpret student results for DIBELS Next. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____   **Class:** _____

Beginning, Middle, and End of Year	
DORF Accuracy Percent	Accuracy Value
0% – 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

Beginning of Year Benchmark

DORF Words Correct = _____ [1]

Retell Score _____ **x 2** = _____ [2]

Daze Adjusted Score _____ **x 4** = _____ [3]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) = [   ]

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

DORF Words Correct = _____ [1]

Retell Score _____ **x 2** = _____ [2]

Daze Adjusted Score _____ **x 4** = _____ [3]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) = [   ]

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

DORF Words Correct = _____ [1]

Retell Score _____ **x 2** = _____ [2]

Daze Adjusted Score _____ **x 4** = _____ [3]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) = [   ]

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

5 *Fifth Grade DIBELS® Next Composite Score Worksheet*

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The DIBELS Composite Score is used to interpret student results for DIBELS Next. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____   **Class:** _____

Beginning, Middle, and End of Year	
DORF Accuracy Percent	Accuracy Value
0% – 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

Beginning of Year Benchmark

DORF Words Correct = _____ [1]

Retell Score _____ **x 2** = _____ [2]

Daze Adjusted Score _____ **x 4** = _____ [3]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) = [_____]

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

DORF Words Correct = _____ [1]

Retell Score _____ **x 2** = _____ [2]

Daze Adjusted Score _____ **x 4** = _____ [3]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) = [_____]

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

DORF Words Correct = _____ [1]

Retell Score _____ **x 2** = _____ [2]

Daze Adjusted Score _____ **x 4** = _____ [3]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) = [_____]

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

6 *Sixth Grade DIBELS® Next Composite Score Worksheet*

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The DIBELS Composite Score is used to interpret student results for DIBELS Next. Most data management services will calculate the composite score for you. If you do not use a data management service or if your data management service does not calculate it, you can use this worksheet to calculate the composite score.

Name: _____   **Class:** _____

Beginning, Middle, and End of Year	
DORF Accuracy Percent	Accuracy Value
0% – 85%	0
86%	8
87%	16
88%	24
89%	32
90%	40
91%	48
92%	56
93%	64
94%	72
95%	80
96%	88
97%	96
98%	104
99%	112
100%	120

Beginning of Year Benchmark

DORF Words Correct = _____ [1]

Retell Score _____ **x 2** = _____ [2]

Daze Adjusted Score _____ **x 4** = _____ [3]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) = [_____]

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

Middle of Year Benchmark

DORF Words Correct = _____ [1]

Retell Score _____ **x 2** = _____ [2]

Daze Adjusted Score _____ **x 4** = _____ [3]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) = [_____]

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.

End of Year Benchmark

DORF Words Correct = _____ [1]

Retell Score _____ **x 2** = _____ [2]

Daze Adjusted Score _____ **x 4** = _____ [3]

DORF Accuracy Percent: _____ %
100 x (Words Correct / (Words Correct + Errors))

Accuracy Value from Table = _____ [4]

DIBELS Composite Score (add values 1–4) = [_____]

If DORF is below 40 and Retell is not administered, use 0 for the Retell value only for calculating the DIBELS Composite Score. Do not calculate the composite score if any of the values are missing.