

2011-2012 DIBELSnet[®] System-Wide Percentile Ranks for *DIBELS Next*[®]

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Introduction

The following report presents the system-wide percentile ranks for each grade, time of year, and *DIBELS Next*[®] measure based on data entered into Dynamic Measurement Group's DIBELSnet[®] data reporting service (<https://dibels.net/>) for the 2011-2012 school year.

System-Wide Percentile Ranks and Local Norms

System-wide percentile ranks allow a school or district to compare a student's performance to other students within the same data system. When examined in conjunction with local (school or district) norms, the system-wide percentile ranks can be used as an additional indication of student skill level in early reading. The primary interpretation of DIBELS Next scores, however, should continue to be in respect to the benchmark goals. DIBELS benchmark goals are empirically derived, criterion-referenced target scores that represent adequate reading progress. For more information about the benchmark goals, see the DIBELS Next Benchmark Goals and Composite Score document at <http://dibels.org/>. If a student achieves a benchmark goal, then the odds are in favor of that student achieving later reading outcomes if the student receives research-based instruction from a core classroom curriculum. In order for the odds to be in favor of future reading success, students need to score at or above the benchmark goal, regardless of where their score falls relative to system-wide or local norms.

When interpreting DIBELSnet system-wide percentile ranks, it is also important to prioritize local norms. Local norms allow a school or district to compare an individual student's performance to other students in the same district. Local norms have the important advantage of being representative of the student's district, but they are not necessarily representative of the national population. If the average achievement in a given school is below the national average achievement score, all percentile ranks would be affected. For instance, if a student that scores 140 on DIBELS Oral Reading Fluency (DORF) Words Correct at the end of third grade is at the 60th percentile in local district norms, and at the 75th percentile on system-wide norms, then the average achievement in the district is above the system-wide average. Similarly, at an individual student level, a student might be at the 55th percentile compared to local norms, but might be at the 5th percentile compared to system-wide norms. In this context, the student might appear to have adequate skills in the local context, but the system-wide normative information clarifies that the student's skills are still of concern in a larger context. Considering benchmark goals, local norms, and system-wide norms can provide a more complete and nuanced perspective on the student's skills and needs.

It is also important to consider the characteristics of students in a particular district. For example, a local district may have a very high proportion of English language learners. While the system-wide norms include English language learners, the proportion may or may not be representative of the local district. A second consideration is the national distribution of demographic characteristics. DIBELSnet system-wide norms may be more representative of some states than others. Specific norms for a particular state may be less representative of the nation as a whole, but more representative of students in the state. It is important for district and school leaders to review the demographic information presented in this report in order to assess the relevance of the DIBELSnet system-wide norms for their student population prior to making decisions about individual students or overall district performance.

For system-wide, norm-referenced interpretations with *DIBELS*®, descriptors for levels of performance are provided in Table 1. The performance descriptors are intended to describe the current level of skill for a student in comparison to other students in DIBELSnet. They are not intended as statements of achievement and do not reflect what the student is capable of learning with targeted, effective instruction.

Table 1. <i>Levels of Performance</i>	
Percentile Rank Ranges	Performance Descriptors: <i>Compared to other students in the DIBELSnet sample, the student's performance is:</i>
98th percentile and above	Upper Extreme
91st to 97th percentile	Well-Above Average
76th to 90th percentile	Above Average
25th to 75th percentile	Average
9th to 24th percentile	Below Average
3rd to 8th percentile	Well-Below Average
2nd percentile and below	Lower Extreme

Even when interpreting scores at the percentile level, the purpose of *DIBELS Next* is still as a screening and progress monitoring measure that can identify students that may need additional instructional support and monitor their progress toward meaningful goals. A student's future reading ability is unknown and not fixed at the time of the initial screening. Instead, the outcome is the result of both the student's initial skills and the targeted, differentiated instruction and intervention that are provided as a direct result of the screening information. The instructional goal is to ruin initial screening predictions of less than adequate performance. For example, if a student's scores reflect Well-Below Average performance on the beginning-of-year kindergarten assessment, then he or she is likely to need additional instructional support to be successful. The goal is for the student to achieve improved outcomes, (i.e., Above Average scores in first grade), as a result of providing targeted, differentiated instruction and early intervention.

System-wide Percentile Rank Interpretation

The system-wide percentile ranks are reported for every fifth percentile rank for each grade, time of year, and *DIBELS Next* measure. The percentile that corresponds to each score listed in the table represents the system-wide skill level of the DIBELSnet population, and can be used to compare the performance of individual students to a nation-wide sample population. For example, if a third grade student scored 122 on DORF Words Correct at the middle-of-year benchmark assessment, then, according to Table 5, her score falls between the 70th and the 75th percentile rank. This means that, in addition to scoring above benchmark on the measure, the student performed as well as or better than approximately 70%-75% of other students within DIBELSnet system-wide norms and was in the average range.. Conversely, if the student scored 48 on DORF Words Correct, then their score falls in the below to well below average range and between the 5th and 10th percentile. This means that approximately 90%-95% of other students within DIBELSnet system-wide norms scored as well as or higher than the student.

Description of the DIBELSnet Sample

The percentile ranks for the DIBELSnet system-wide norms are based on a large national sample of school-age children across the United States. This sample was collected and entered into DIBELSnet by school personnel at three benchmark assessment time points (fall, winter, and spring) during the 2011-2012 school year. Data was exported from DIBELSnet during the fall of 2012, and included approximately 167,000 students in kindergarten through sixth grade from 502 schools within 164 school districts, representing every census region in the United States.

Demographic information for the DIBELSnet sample was aggregated at the school level from the National Center on Education Statistics website (nces.ed.gov) in December of 2012. NCES data were based on 2010-2011 school year, and were weighted by the number of students from each school in the DIBELSnet sample. The sample was approximately 66% white, 21% Hispanic, and 5% Black with an average free and reduced price lunch rate of 38%.

Demographic information is reported in Table 1. Percentile score rankings for *DIBELS Next* are summarized by grade in Tables 2 – 8.

Technical Adequacy of DIBELS Next

Alternate-form reliability coefficients for the *DIBELS* Composite Score are .66 in kindergarten, and range from .91 to .97 in first- through sixth-grades. For inter-rater reliability, the percent-agreement in raters ranges from .94 to .99. Predictive validity coefficients for *DIBELS Next* range from .48 to .80, and concurrent validity in kindergarten is .40, and ranges from .73 to .80 in first through sixth grades. Discriminant validity was supported by examining the ability of *DIBELS Next* benchmark goals to accurately discriminate between student performance on the *Group Reading Assessment and Diagnostic Evaluation* (GRADE).

For more information about the reliability and validity of *DIBELS Next*, see the *DIBELS Next Technical Manual*, available from the *DIBELS Next* download page at <http://dibels.org/next/>.

About the Authors

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Ruth A. Kaminski, Ph.D., is the Director of Research and Development for Dynamic Measurement Group and co-author of *DIBELS*. Dr. Kaminski's academic background includes degrees in Speech Pathology, Early Intervention, and School Psychology. For the past 20 years she has conducted research on assessment and preventative interventions for preschool and early elementary age children. Dr. Kaminski has extensive experience providing consultation to Head Start agencies and public schools throughout Oregon and the United States. In addition, she has over 10 years' experience as a classroom teacher and speech/language clinician with preschool age children. In 2007, Dr. Kaminski was selected as the recipient of Pennsylvania State University's Excellence in Education Award, the highest honor bestowed on an alumnus of the College of Education.

Roland H. Good, III, Ph.D., is President and Associate Director of Research and Development from Dynamic Measurement Group and co-author of *DIBELS*. Dr. Good completed his undergraduate degree in Elementary and Special Education, and he has two years' experience as a teacher in elementary general education and special education classrooms. He earned his doctorate from Pennsylvania State University in School Psychology and served two years as a school psychologist. For the past 20 years, Dr. Good has led the program of research and development culminating in the Dynamic Indicators of Basic Early Literacy Skills (*DIBELS*). Dr. Good provides professional development *DIBELS* training to educators and administrators throughout the United States. He has also served on the editorial boards for *School Psychology Review*, *School Psychology Quarterly*, and the *Journal of Special Education* and has presented more than 100 papers at national conferences. In 2005, Penn State awarded Dr. Good its Excellence in Education Award in recognition of his contributions to the field of education.

Table 1. Demographic Information for the 2011-2012 DIBELSnet Sample

Locale	Number of Districts	Student/Teacher Ratio	Mean Percentage						
			Female	Free Lunch Eligible	American Indian	Asian	Black	Hispanic	White
City: Large	17	12.75	.46	.63	.01	.05	.13	.59	.19
City: Midsize	89	18.11	.48	.55	.01	.06	.09	.35	.46
City: Small	33	14.68	.49	.47	.00	.11	.14	.38	.33
Rural: Distant	33	16.34	.49	.42	.05	.00	.01	.08	.84
Rural: Fringe	87	17.72	.48	.29	.02	.02	.05	.16	.72
Rural: Remote	31	14.62	.49	.46	.11	.01	.01	.02	.84
Suburb: Large	91	17.11	.48	.34	.01	.03	.09	.21	.62
Suburb: Midsize	5	15.51	.48	.10	.00	.03	.01	.04	.89
Suburb: Small	20	19.64	.49	.23	.01	.01	.00	.09	.87
Town: Distant	41	17.45	.48	.38	.03	.01	.01	.35	.58
Town: Fringe	19	16.29	.48	.38	.00	.01	.03	.11	.72
Town: Remote	36	17.31	.49	.36	.04	.02	.03	.08	.80
Average		16.46	.48	.38	.02	.03	.05	.21	.66

Note. Data aggregated from 502 schools within 164 districts exported from Dynamic Measurement Group's DIBELSnet data reporting system.

Table 2. DIBELS Next 2011-2012 System-Wide Norms for Kindergarten Measures by Time of Year

Percentile Rank	Beginning of Year			Middle of Year						End of Year				
	DCS	FSF	LNF	DCS	FSF	LNF	PSF	NWF CLS	NWF WWR	DCS	LNF	PSF	NWF CLS	NWF WWR
1	--	--	--	5	0	1	--	--	--	17	6	1	1	--
5	0	--	0	32	6	8	2	1	--	59	22	11	11	--
10	1	--	0	56	15	16	6	5	--	81	30	25	16	--
15	4	0	1	72	21	21	10	8	--	95	34	35	20	--
20	7	0	3	85	25	25	13	11	--	104	38	39	22	--
25	10	0	5	96	28	28	16	13	--	112	40	42	24	0
30	14	1	7	106	30	30	21	15	--	118	43	44	26	0
35	18	3	9	115	33	33	26	17	0	124	45	46	28	0
40	22	6	12	123	35	36	31	19	0	129	48	48	30	0
45	25	9	15	131	37	38	34	21	0	134	49	50	32	0
50	29	11	18	138	39	39	37	22	0	139	51	51	34	1
55	33	14	20	145	40	41	40	24	0	144	53	53	37	2
60	38	16	23	152	42	43	43	26	0	149	55	55	39	3
65	42	18	25	159	44	45	45	28	0	155	57	57	42	5
70	47	21	27	166	46	48	47	30	0	161	59	58	45	7
75	52	23	30	174	48	50	49	33	1	167	62	60	49	9
80	57	26	34	182	50	53	52	36	2	175	65	63	54	12
85	63	29	38	192	53	57	55	39	5	184	69	66	60	15
90	71	32	42	203	56	61	58	44	9	197	72	69	69	20
95	81	37	50	222	59	67	64	53	13	220	79	73	88	28
99	100	46	63	261	60	80	73	83	26	269	90	78	137	46

Note. N = approximately 30,000. Data exported from Dynamic Measurement Group's DIBELSnet data reporting system. Values reported are the lowest raw score at or above the corresponding percentile rank. FSF = First Sound Fluency. LNF = Letter Naming Fluency. PSF = Phoneme Segmentation Fluency. NWF CLS = Nonsense Word Fluency Correct Letter Sounds. NWF WWR = Nonsense Word Fluency Whole Words Read. DCS = DIBELS Composite Score.

Table 3. *DIBELS Next 2011-2012 System-wide Percentile Ranks for First Grade Measures by Time of Year*

Percentile Rank	Beginning of Year					Middle of Year						End of Year					
	DCS	LNF	PSF	NWF CLS	NWF WWR	DCS	NWF CLS	NWF WWR	DORF WC	DORF ACC	Retell	DCS	NWF CLS	NWF WWR	DORF WC	DORF ACC	Retell
1	20	9	0	1	--	18	10	--	3	5	--	7	16	--	6	32	--
5	49	19	8	7	--	39	20	0	7	43	--	26	28	1	13	58	1
10	66	25	18	12	--	57	26	0	9	53	0	57	36	4	19	71	7
15	77	29	26	15	--	74	30	1	12	59	0	87	41	7	25	78	10
20	85	32	30	17	--	88	33	3	14	64	4	109	46	9	30	82	12
25	92	34	33	20	0	101	37	4	16	68	6	127	50	11	35	86	14
30	98	36	35	21	0	112	40	6	18	71	7	142	54	13	39	88	15
35	104	39	37	23	0	124	42	8	20	74	9	157	59	15	45	90	17
40	109	40	39	25	0	135	45	9	23	77	11	170	63	17	51	92	18
45	113	42	41	27	0	145	49	11	25	79	12	182	68	19	56	93	20
50	118	44	43	29	1	157	52	13	27	82	14	194	73	21	61	95	21
55	123	46	44	32	2	170	56	14	31	84	15	205	79	23	66	95	23
60	128	48	46	34	3	183	60	16	35	87	17	216	85	26	70	96	25
65	133	50	48	37	4	199	65	18	40	89	19	228	92	28	75	97	27
70	139	52	50	39	6	216	71	21	46	91	21	240	99	31	81	97	29
75	146	55	52	43	8	237	78	23	53	93	23	252	107	34	87	98	31
80	154	58	54	48	10	260	86	27	63	95	25	265	116	38	92	98	34
85	164	61	56	54	13	288	96	31	74	97	29	279	128	42	99	99	38
90	178	65	60	64	18	323	111	37	87	98	34	296	138	46	109	99	43
95	201	71	65	85	26	369	133	45	107	99	41	319	142	49	129	100	51
99	248	84	75	126	41	423	143	50	142	100	60	357	144	55	158	100	68

Note. N = approximately 30,000. Data exported from Dynamic Measurement Group's DIBELSnet data reporting system. Values reported are the lowest raw score at or above the corresponding percentile rank. LNF = Letter Naming Fluency. PSF = Phoneme Segmentation Fluency. NWF CLS = Nonsense Word Fluency Correct Letter Sounds. NWF WWR = Nonsense Word Fluency Whole Words Read. DORF WC = DIBELS Oral Reading Fluency Words Correct. DORF ACC = DIBELS Oral Reading Fluency Accuracy. DCS = DIBELS Composite Score.

Table 4. *DIBELS Next 2011-2012 System-wide Percentile Rankings for Second Grade Measures by Time of Year*

Percentile Rank	Beginning of Year						Middle of Year				End of Year			
	DCS	NWF CLS	NWF WWR	DORF WC	DORF ACC	Retell	DCS	DORF WC	DORF ACC	Retell	DCS	DORF WC	DORF ACC	Retell
1	7	11	--	4	22	--	19	13	58	0	27	17	64	1
5	28	22	0	14	63	0	54	27	79	8	82	37	84	12
10	70	28	1	23	75	5	92	38	86	11	140	49	90	17
15	96	34	3	30	81	9	128	46	89	14	177	59	93	20
20	114	38	5	35	85	11	156	53	92	16	202	68	94	23
25	130	42	7	40	87	13	179	60	93	18	220	75	95	25
30	143	47	9	44	89	15	196	67	95	20	235	81	96	27
35	155	51	11	49	91	17	211	72	96	22	248	86	97	29
40	166	55	13	54	92	18	224	76	96	24	259	90	97	31
45	176	60	15	58	93	20	235	80	97	26	268	94	98	33
50	187	65	17	62	94	22	246	85	97	28	278	99	98	36
55	197	70	19	66	95	24	256	90	98	30	287	104	98	38
60	207	75	22	70	96	25	265	95	98	32	297	108	98	40
65	219	82	24	76	96	28	276	100	98	34	307	114	99	43
70	230	88	27	82	97	30	286	105	99	37	317	120	99	45
75	243	97	30	87	97	33	297	111	99	40	329	126	99	48
80	257	106	34	94	98	36	309	117	99	43	342	133	99	52
85	273	117	38	103	98	40	325	125	99	48	358	142	99	56
90	292	132	43	113	99	46	345	135	100	53	378	152	100	62
95	317	141	48	131	99	54	374	151	100	62	406	165	100	71
99	359	143	50	164	100	73	431	177	100	81	459	192	100	90

Note. N = approximately 28,500. Data exported from Dynamic Measurement Group's DIBELSnet data reporting system. Values reported are the lowest raw score at or above the corresponding percentile rank. NWF CLS = Nonsense Word Fluency Correct Letter Sounds. NWF WWR = Nonsense Word Fluency Whole Words Read. DORF WC = DIBELS Oral Reading Fluency Words Correct. DORF ACC = DIBELS Oral Reading Fluency Accuracy. DCS = DIBELS Composite Score.

Table 5. *DIBELS Next 2011-2012 System-Wide Percentile Ranks for Third Grade Measures by Time of Year*

Percentile Rank	Beginning of Year					Middle of Year					End of Year				
	DCS	DORF WC	DORF ACC	Retell	Daze	DCS	DORF WC	DORF ACC	Retell	Daze	DCS	DORF WC	DORF ACC	Retell	Daze
1	23	11	51	0	--	42	20	67	1	1	57	24	71	4	2
5	69	27	77	7	1	116	41	86	11	3	164	51	89	14	8
10	113	39	85	11	2	176	53	91	15	5	231	66	92	20	11
15	150	48	89	14	3	214	63	93	19	6	267	74	94	23	13
20	178	54	91	16	4	239	71	94	22	7	292	81	95	26	14
25	198	60	92	19	5	259	77	95	24	8	313	88	96	29	15
30	215	65	93	21	6	276	84	96	26	9	330	94	96	32	17
35	231	71	94	23	7	292	88	96	28	10	346	98	97	34	18
40	244	75	95	24	7	306	92	97	31	11	361	103	97	36	19
45	258	78	95	26	8	319	96	97	33	12	375	108	97	39	20
50	270	83	96	28	9	332	100	98	35	14	388	112	98	41	21
55	283	87	96	30	10	345	105	98	37	15	401	117	98	44	22
60	296	92	97	32	10	358	109	98	40	16	415	122	98	46	23
65	309	97	97	35	11	372	115	98	42	17	429	128	98	49	24
70	323	102	98	37	12	386	120	99	45	19	444	134	99	52	26
75	338	108	98	40	13	402	125	99	48	20	459	140	99	55	27
80	355	114	98	44	14	420	132	99	52	21	477	146	99	59	29
85	376	123	99	48	16	442	140	99	57	23	498	154	99	64	30
90	404	135	99	53	18	468	150	99	63	25	521	163	99	70	32
95	445	152	99	62	21	507	166	100	72	29	559	178	100	80	36
99	518	183	100	81	26	576	192	100	92	36	627	205	100	94	43

Note. N = approximately 31,500. Data exported from Dynamic Measurement Group's DIBELSnet data reporting system. Values reported are the lowest raw score at or above the corresponding percentile rank. DORF WC = DIBELS Oral Reading Fluency Words Correct. DORF ACC = DIBELS Oral Reading Fluency Accuracy. DCS = DIBELS Composite Score. DCS = DIBELS Composite Score.

Table 6. *DIBELS Next 2011-2012 System-Wide Percentile Ranks for Fourth Grade Measures by Time of Year*

Percentile Rank	Beginning of Year					Middle of Year					End of Year				
	DCS	DORF WC	DORF ACC	Retell	Daze	DCS	DORF WC	DORF ACC	Retell	Daze	DCS	DORF WC	DORF ACC	Retell	Daze
1	35	18	64	0	1	60	28	75	3	2	87	36	81	7	3
5	95	36	82	8	4	149	51	88	11	7	233	66	93	16	12
10	151	49	88	12	6	210	63	92	15	9	294	80	95	21	16
15	188	57	91	15	7	248	74	94	18	10	325	90	96	24	18
20	216	64	92	17	9	275	83	95	21	12	348	98	97	27	20
25	238	69	93	20	10	296	91	96	23	13	365	104	97	29	21
30	257	75	94	22	11	312	97	96	25	14	381	109	97	32	22
35	273	81	95	24	12	327	102	97	27	15	394	114	98	34	23
40	287	86	96	26	13	340	108	97	30	16	407	118	98	36	24
45	302	91	96	28	14	353	113	98	32	17	419	123	98	38	25
50	316	97	97	30	15	366	116	98	34	18	430	128	98	41	26
55	330	102	97	33	16	378	121	98	36	19	442	133	98	43	27
60	344	106	97	35	17	391	126	98	39	20	454	138	99	45	29
65	358	111	98	38	18	404	130	98	41	21	467	143	99	48	30
70	372	117	98	40	19	417	135	99	44	22	480	147	99	50	32
75	389	124	98	44	20	432	141	99	47	24	496	154	99	54	33
80	408	131	99	47	21	449	147	99	50	25	514	160	99	57	35
85	429	139	99	52	23	468	153	99	55	27	533	168	99	62	37
90	455	149	99	58	25	493	164	100	61	29	557	176	100	67	39
95	494	164	100	67	29	530	174	100	70	33	593	188	100	77	43
99	570	191	100	86	37	600	198	100	89	42	656	212	100	94	49

Note. N = approximately 18,300. Data exported from Dynamic Measurement Group's DIBELSnet data reporting system. Values reported are the lowest raw score at or above the corresponding percentile rank. DORF WC = DIBELS Oral Reading Fluency Words Correct. DORF ACC = DIBELS Oral Reading Fluency Accuracy. DCS = DIBELS Composite Score.

Table 7. DIBELS Next 2011-2012 System-Wide Percentile Ranks for Fifth Grade Measures by Time of Year

Percentile Rank	Beginning of Year					Middle of Year					End of Year				
	DCS	DORF WC	DORF ACC	Retell	Daze	DCS	DORF WC	DORF ACC	Retell	Daze	DCS	DORF WC	DORF ACC	Retell	Daze
1	58	27	74	1	1	93	39	83	8	2	129	42	85	10	5
5	159	55	89	12	4	221	70	93	17	7	251	70	93	19	11
10	208	66	92	16	6	267	83	95	22	9	304	84	95	24	15
15	240	74	94	20	8	295	93	96	25	11	334	96	96	28	17
20	264	81	95	22	9	316	100	96	28	12	357	103	97	32	18
25	284	87	95	25	11	331	105	97	30	13	376	110	97	34	20
30	302	93	96	27	12	346	109	97	33	14	394	116	97	37	21
35	318	98	97	29	13	358	112	97	35	15	409	121	98	39	22
40	332	103	97	31	14	370	115	98	37	16	423	126	98	42	23
45	346	108	97	34	16	382	120	98	40	17	435	131	98	44	25
50	360	114	98	36	17	394	125	98	42	18	448	137	98	47	26
55	375	120	98	38	18	406	132	98	44	19	461	142	98	50	27
60	389	125	98	40	20	419	137	98	47	20	474	147	99	52	29
65	404	131	98	43	21	433	143	99	50	21	488	152	99	56	30
70	420	136	98	46	22	448	148	99	53	23	502	156	99	59	31
75	438	142	99	49	24	464	154	99	56	24	518	162	99	62	33
80	457	149	99	53	26	481	160	99	60	25	536	168	99	67	35
85	479	157	99	57	29	503	167	99	65	27	557	175	99	72	37
90	507	165	99	63	32	529	177	99	71	30	583	185	100	79	40
95	548	177	100	73	36	564	190	100	81	33	620	197	100	90	45
99	627	203	100	93	46	635	216	100	94	41	688	228	100	94	52

Note. N = approximately 18,500. Data exported from Dynamic Measurement Group's DIBELSnet data reporting system. Values reported are the lowest raw score at or above the corresponding percentile rank. DORF WC = DIBELS Oral Reading Fluency Words Correct. DORF ACC = DIBELS Oral Reading Fluency Accuracy. DCS = DIBELS Composite Score.

Table 8. *DIBELS Next 2011-2012 System-Wide Percentile Ranks for Sixth Grade Measures by Time of Year*

Percentile Rank	Beginning of Year					Middle of Year					End of Year				
	DCS	DORF WC	DORF ACC	Retell	Daze	DCS	DORF WC	DORF ACC	Retell	Daze	DCS	DORF WC	DORF ACC	Retell	Daze
1	86	35	79	1	4	80	36	79	5	3	103	42	83	8	3
5	227	70	92	13	11	226	71	92	15	10	265	79	94	18	11
10	284	88	94	18	13	289	87	94	21	13	320	97	96	23	15
15	312	97	96	21	15	322	97	96	24	16	350	108	96	27	17
20	332	103	96	24	17	345	105	96	27	17	372	114	97	30	19
25	349	109	97	27	17	365	111	97	30	19	391	121	97	33	21
30	363	114	97	29	18	381	117	97	33	21	407	128	98	35	22
35	375	119	97	31	19	395	121	98	35	22	421	133	98	38	23
40	386	124	98	34	20	410	127	98	38	23	435	136	98	41	25
45	399	129	98	36	21	425	132	98	40	24	448	142	98	43	26
50	410	134	98	38	22	438	136	98	43	26	461	146	98	46	27
55	421	138	98	40	23	452	141	98	45	27	473	151	99	48	28
60	433	142	98	43	24	466	146	99	48	29	487	157	99	51	30
65	446	147	99	45	26	479	151	99	51	30	500	161	99	54	31
70	459	151	99	48	27	494	157	99	54	32	514	166	99	57	32
75	473	154	99	52	29	511	162	99	58	33	530	170	99	61	33
80	489	159	99	55	31	528	168	99	61	35	547	176	99	65	35
85	507	164	99	60	32	550	175	99	67	37	566	182	99	70	38
90	529	173	100	65	35	578	183	100	73	40	591	189	100	77	41
95	565	183	100	75	39	621	197	100	84	44	630	202	100	87	44
99	641	209	100	94	47	698	227	100	94	52	702	229	100	94	54

Note. N = approximately 10,500. Data exported from Dynamic Measurement Group's DIBELSnet data reporting system. Values reported are the lowest raw score at or above the corresponding percentile rank. DORF WC = DIBELS Oral Reading Fluency Words Correct. DORF ACC = DIBELS Oral Reading Fluency Accuracy. DCS = DIBELS Composite Score.