Using DIBELS with Springboard Collaborative 

#

**Table of Contents**

[**Using This Document 2**](#_heading=h.d0i7oo39r9ed)

[**Introduction 2**](#_heading=h.oejakf6x6g8x)

[**DIBELS 8th Subtests 2**](#_heading=h.uz6rhnzdqkv6)

[**DIBELS 8th Materials 3**](#_heading=h.fgq238huwt2h)

[**Setting Goals with DIBELS 8th 3**](#_heading=h.xnr0irpedjcz)

[Goals for Students with Individualized Education Programs (IEPs) 3](#_heading=h.fdjl8ano1wuw)

[Required Subtests for Goal-Setting 3](#_heading=h.pjwlfhqf7zh8)

[Rationale for Required Subtests for Goal-Setting 4](#_heading=h.z7ofb15zl47r)

[**Selecting a Form for Administration 5**](#_heading=h.d39p94ubkc91)

[A Special Note about ORF Progress Monitoring Materials 5](#_heading=h.97l3thnpkxoz)

[**Testing Up or Testing Down 5**](#_heading=h.izrdlg8tfpri)

[Testing Up or Down for Afterschool Partners 7](#_heading=h.mgl8rpanizsj)

[Testing Up or Down for Summer Partners 8](#_heading=h.r49gt2evrzt2)

[**Assessment Windows 8**](#_heading=h.i1a2dykkc27)

[**Scoring 9**](#_heading=h.lnkaqed3tla2)

[**Entering Scores into Connect: Educator 11**](#_heading=h.ze1znhk32jna)

[**DIBELS 8th Alignment to Springboard Collaborative’s Curriculum and Instruction 12**](#_heading=h.fqvlylagn0d)

[**Using DIBELS 8th Data to Drive Instruction 13**](#_heading=h.5wwvs2gegpzi)

[**Appendix 1: Scoring DIBELS 8th for Students with Various Language Backgrounds 15**](#_heading=h.299b6dfgm42i)

[**Appendix 2: Scoring DIBELS 8th for Students Needing Accommodations 17**](#_heading=h.gvh4u28com87)

[**Appendix 3: DIBELS Goal Ranges 18**](#_heading=h.pic9t1nu08in)

[Summer Programs 18](#_heading=h.3savd8337tdo)

[Afterschool Programs (8 weeks long) 21](#_heading=h.26skzsywk4tc)

[Afterschool Programs (10 weeks long) 22](#_heading=h.p360elkxuol7)

[Afterschool Programs (14 weeks long) 24](#_heading=h.sgcpq5a583mh)

# Using This Document

This document is a reference for you before and during programming. It outlines what DIBELS 8th is and how to administer it within the Springboard Collaborative context. If you have questions please reach out to your program leadership.

#

# Introduction

DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. It is made up of multiple subtests that gather targeted information about students’ reading abilities. It is a curriculum-based measurement, meaning it is designed to work with any curriculum that follows “best practices” and core national standards. DIBELS 8th is not affiliated with other assessments under the DIBELS name, such as Acadience Reading (i.e., DIBELS Next); thus, the information provided in this document only applies to the DIBELS 8th Edition.

# DIBELS 8th Subtests

DIBELS 8th has six subtests, outlined in the following chart. For Springboard Collaborative programming, **you will not be expected to administer every subtest for each student, though you can if you want to learn more about your students’ reading abilities. However, you will be required to administer the subtest that feeds into students’ goals**. See the section titled [Setting Goals with DIBELS 8th](#_heading=h.xnr0irpedjcz) for more information.

| **Subtest** | **Grades Available** | **What it Measures** |
| --- | --- | --- |
| Letter Naming Fluency (LNF) | K–1 | LNF measures a student’s ability to identify uppercase and lowercase letters. |
| Phonemic Segmentation Fluency (PSF) | K–1 | PSF measures a student’s ability to separate words into individual phonemes. |
| Nonsense Word Fluency (NWF) | K–3 | NWF measures a student’s ability to decode written words by sounding out the words. The NWF subtest yields two scores: Correct Letter Sounds (CLS) and Words Recoded Correctly (WRC). |
| Word Reading Fluency (WRF) | K–3 | WRF measures a student’s ability to read grade-appropriate high-frequency words. |
| Oral Reading Fluency (ORF) | 1–8 | ORF measures a student’s fluency in reading connected text. |
| Maze[[1]](#footnote-0) | 2–8 | Maze measures a student’s ability to read and make meaning of connected text |

# DIBELS 8th Materials

On your program resource site you will find student-facing sheets as well as scoring sheets for test administrators to mark up and score. You can also access the materials from the DIBELS website:<https://dibels.uoregon.edu/materials/dibels>. There are no Pre-K materials for DIBELS 8th, so Pre-K students will use Kindergarten materials.

# Setting Goals with DIBELS 8th

**Teachers are not expected to calculate students’ goals. Connect: Educator will calculate goals automatically once beginning assessment data is saved in the system.**

You will assess students at the beginning and end of programming. Beginning assessment scores will inform students’ goals, and ending scores will show how much students grew and whether or not they reached their goals.

Students’ goals represent how much students are expected to grow over the course of their program. These goals are based on expected growth rates determined by researchers at DIBELS 8th who analyzed large samples of student data. Goals are also dependent on the length of the program; goals for programs with more instructional hours will be greater than goals for shorter programs. Setting goals this way allows more students to reach their goals, as programming hours can vary. See [Appendix 3](https://docs.google.com/document/d/1Wgdvep89fNJu3GuhbGlBNxJPVu3yOTiF_id4lqFYtL8/edit#heading=h.e5oig0orw3sj) to view the goals broken down by various program lengths.

## Goals for Students with Individualized Education Programs (IEPs)

Students with IEPs will also receive goals. Growth goals for students with IEPs will be to maintain their score (i.e., no increase), and if your site uses stretch goals, stretch goals will match the growth goals of students without IEPs. For information about approved testing accommodations for students with IEPs, please see [Appendix 2](https://docs.google.com/document/d/1Wgdvep89fNJu3GuhbGlBNxJPVu3yOTiF_id4lqFYtL8/edit#heading=h.t3exn8mizbdz).

## Required Subtests for Goal-Setting

As mentioned previously, Connect: Educator will calculate goals automatically once beginning assessment data is saved in the system. **Students’ goals will be based on a single subtest** depending on the student’s current grade (summer partners should use the grade the student just completed).A score on this subtest is required for Connect: Educator to generate a goal. Therefore, you must administer the required subtest listed in the following chart depending on the student’s grade.

**NOTE: one-month-old data are acceptable as beginning assessment data; in these cases, administer a different PM form for the ending assessment.**

The following chart lists the required subtest for each grade.

**Required Subtests for Goal-Setting**

| **Student’s Grade** | **Required Subtest for Goal-Setting** | **Additional Notes** |
| --- | --- | --- |
|
| Pre-K | Grade K PSF | DIBELS 8th has no Pre-K materials. |
| Grade K | Grade K NWF | There are two scores for NWF: Correct Letter Sounds (CLS) and Words Recoded Correctly (WRC). Goals are based on the CLS score. |
| Grade 1 | Grade 1 NWF |
| Grade 2 | Grade 2 NWF |
| Grade 3 | Grade 3 NWF |
| Grade 4 | Grade 4 ORF |  |
| Grade 5 | Grade 5 ORF |  |
| Grade 6 | Grade 6 ORF |  |

Optionally, you may choose to also administer the other available subtests to students, which can help you learn more about students’ abilities. **Administering other subtests is optional.** If you choose to administer other subtests, please follow the sequence of administration as recommended by DIBELS on pages 40-41 of the Administration and Scoring Guide:[[2]](#footnote-1) For Pre-K students through Grade 1 students at the start of the school year, work your way through the subtests in the order of skill development (e.g., LNF, PSF, NWF, WRF, ORF). For Grade 1 students at the middle of the year and older, administer the subtests starting with the more demanding subtests first (e.g., ORF, WRF, NWF, PSF, LNF). Remember, **goals are based only on the required subtest listed in the aforementioned chart.**

##

## Rationale for Required Subtests for Goal-Setting

There are a few reasons why PSF, NWF, and ORF were chosen as required subtests for goal-setting. PSF was chosen for Pre-K because there are no Pre-K forms for DIBELS and PSF was the first Kindergarten subtest with progress monitoring forms available. NWF was chosen for K-3 because it allows teachers to gather important information about a student’s ability to identify letter sounds and blend sounds into words, which are both important stepping stones to reading fluently. Second, NWF is closely aligned with Springboard Collaborative’s Reading Readiness and Phonics curriculum. Additionally, NWF and ORF are the best suited for measuring change over time, according to DIBELS 8th Administration and Scoring Guide (2023, pg. 94).

# Selecting a Form for Administration

**Springboard Collaborative asks its partners to administer DIBELS using Progress Monitoring (PM) forms** to capture changes in early literacy development and measure the effectiveness of programming. Progress Monitoring forms are designed to measure progress as a result of direct instruction. Benchmarks are designed to be given at three distinct points in the school year: beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). There are only two reasons why you would use Benchmark (BM) forms instead of PM forms for Springboard Collaborative programming: 1) if you are required by your school or district to administer BM forms; 2) if you administer Letter Naming Fluency (LNF) since only BM forms are available for LNF.

There are 20 Progress Monitoring forms per subtest and grade that you can administer. Each varies slightly but they are all designed to measure the same skills and be at the same level of difficulty. Progress Monitoring NWF 1.1 is Form 1 of Grade 1 NWF, and Progress Monitoring NWF 1.2 is Form 2 of Grade 1 NWF. Remember, the forms do NOT get more difficult as the form number increases.

**It is imperative that you choose a form that the student has not yet seen. For example, if you administer NWF 1.1 for the beginning assessment, administer NWF 1.2 for the ending assessment.** We want to ensure that students conduct a “cold read” when assessed at the beginning and end of the program; that means that the student should not have seen or been tested with that form before. This ensures Springboard Collaborative can appropriately compare the student’s beginning and ending scores to determine if the student met their goals.

*Examples of acceptable combinations:*

* Beginning Assessment NWF 1.1 & Ending Assessment NWF 1.2
* Beginning Assessment ORF 4.9 & Ending Assessment ORF 4.10
* Beginning Assessment PSF K.7 & Ending Assessment PSF K.1

*Examples of unacceptable combinations:*

* Beginning Assessment PSF K.4 & Ending Assessment PSF K.4
* Beginning Assessment NWF 3.3 & Ending Assessment ORF 3.4

## A Special Note about ORF Progress Monitoring Materials

In order for students to make demonstrable or measurable progress during programming, Springboard Collaborative provides guidance on which ORF forms (i.e., form IDs) to use when collecting beginning and ending assessment data. In order to capture a possible increase in the total number of words students could read correctly within one minute, we strongly advise selecting a progress monitoring form with more words during final testing. See the document titled “DIBELS 8th Edition ORF Word Counts” on your program resource site for this guidance.

# Testing Up or Testing Down

*This section may not apply to all sites. If you are required to test on-grade only, please ignore this section. If you have any questions, please reach out to your program leadership.*

For the beginning assessment, depending on how the student scores on the required subtest, you may need to test up or down (i.e., use a different grade or subtest). This ensures that you get the most useful data about a student’s ability and it allows the student a better chance of reaching their goals. **If you need to test up or down, the new grade and subtest is what you will enter into Connect: Educator. That is also the grade and subtest you will administer for the ending assessment. No matter where the student is at the end of programming, the grade level and subtest for the ending assessment must match the beginning assessment grade level and subtest.**

Here are two examples.

1. Jaya is in second grade in an after school program. For the beginning assessment you administered NWF 2.1. She scored a 0, indicating that her ability is not yet at the second grade level. You don’t know how far below grade level her skills are. Therefore you test down to Grade 1 by administering NWF 1.1 to Jaya. Jaya scores a 23 on the first grade assessment. In Connect: Educator, you enter that you administered *Grade 1 NWF Form 1.1 and the score 23*. Jaya’s goals will be calculated. At the end of programming you administer *a different Grade 1 NWF form*, NWF Form 1.2. Jaya scores 30 and meets her goals.
2. Imani is also in second grade in an after school program. For the beginning assessment you administered NWF 2.1. She scored a 330, indicating that her ability on the Grade 2 assessment is very high. According to the following chart, you test up to Grade 3 by administering NWF 3.1 to Imani. She scored an 18 on the Grade 3 assessment. In Connect: Educator, you enter that you administered *Grade 3 NWF Form 3.1 and the score 18*. Imani’s goals will be calculated. At the end of programming you administer *a different Grade 3 NWF form*, NWF Form 3.2. Imani scores 24 and meets her goals.

**Remember, when you sit down with a student to administer the test, be sure to have all of the test materials you may need on hand. We suggest you have out-of-grade forms ready in the event testing up or down is needed.**

The following two charts indicate when you would need to test down or test up, given the student’s score on the initial required subtest. Please note that Connect: Educator will also provide a prompt reminding assessors to administer a different subtest when appropriate.

##

##

## Testing Up or Down for Afterschool Partners

| **Student’s grade** | **Required subtest** | **If score 0 or discontinued, test down with…** | **Test up if…** |
| --- | --- | --- | --- |
|  Pre-K | K PSF*In Connect: Educator select “Pre-K (or K testing down to PSF)” as the test level.* | n/a; enter score 0 for K PSF | If score 64 or above, retest with K NWF. |
| Grade K | K NWF | K PSF*In Connect: Educator select “Pre-K (or K testing down to PSF)” as the test level.* | If score 209 or above, retest with 1 NWF |
| Grade 1 | 1 NWF | K NWF | If score 210 or above, retest with 2 NWF |
| Grade 2 | 2 NWF | 1 NWF | If score 325 or above, retest with 3 NWF |
| Grade 3 | 3 NWF*In Connect: Educator select “Grade 3 (NWF)” as the test level.*  | 2 NWF | If score 361 or above, retest with 3 ORF.\**In Connect: Educator select “Grade 3 (ORF)” as the test level.*  |
| Grade 4 | 4 ORF | 3 ORF*In Connect: Educator select “Grade 3 (ORF)” as the test level.*  | If score 182 or above, retest with 5 ORF |
| Grade 5 | 5 ORF | 4 ORF | If score 232 or above, retest with 6 ORF |

*\*Note: NWF is not available for Grade 4, so 3rd graders testing up will test up to 3rd grade ORF.*

##

## Testing Up or Down for Summer Partners

| **Student’s grade** | **Required subtest** | **If score 0 or discontinued, test down with…** | **Test up if…** |
| --- | --- | --- | --- |
|  Pre-K | K PSF*In Connect: Educator select “Pre-K (or K testing down to PSF)” as the test level.* | n/a; enter score 0 for K PSF | If score 73 or above, retest with K NWF |
| Grade K | K NWF | K PSF*In Connect: Educator select “Pre-K (or K testing down to PSF)” as the test level.* | If score 216 or above, retest with 1 NWF |
| Grade 1 | 1 NWF | K NWF | If score 219 or above, retest with 2 NWF |
| Grade 2 | 2 NWF | 1 NWF | If score 332 or above, retest with 3 NWF |
| Grade 3 | 3 NWF*In Connect: Educator select “Grade 3 (NWF)” as the test level.*  | 2 NWF | If score 366 or above, retest with 3 ORF.\**In Connect: Educator select “Grade 3 (ORF)” as the test level.* |
| Grade 4 | 4 ORF | 3 ORF*In Connect: Educator select “Grade 3 (ORF)” as the test level.* | If score 189 or above, retest with 5 ORF |
| Grade 5 | 5 ORF | 4 ORF | If score 238 or above, retest with 6 ORF |

*\*Note: NWF is not available for Grade 4, so 3rd graders testing up will test up to 3rd grade ORF.*

# Assessment Windows

When possible, all Springboard Collaborative partners should give the **beginning assessment before or during the first week** of programming and the **ending assessment during the last week** of programming. Please note that one-month-old data are acceptable as beginning assessment data; in these cases, PM forms could be administered for end-of-session data.

For partners with longer programs, progress monitoring can be used every 4-5 weeks. These partners could administer:

* the **beginning assessment before or during the first week** of programming,
* a **mid-point assessment during weeks 5 or 6, or in the middle of programming if the program is long enough** ​​(this data is not required in Connect: Educator, but it is offered as an option.),
* and the **ending assessment during the last week** of programming.

Above all, when possible, Springboard Collaborative testing should not interfere with a school’s assessment schedule.

# Scoring

In this section, Springboard Collaborative has provided a brief summary of scoring rules for each subtest. Where applicable, we have modified the scoring rules as described by the DIBELS 8th authors for Springboard Collaborative’s use. **Each subtest should be timed and last 1 minute; you must stop the student after 1 minute.**

See [Appendix 1](https://docs.google.com/document/d/1Wgdvep89fNJu3GuhbGlBNxJPVu3yOTiF_id4lqFYtL8/edit#heading=h.mpe1z8yc8nnk) to learn about scoring students with various language backgrounds. For additional information on scoring DIBELS 8th from the University of Oregon, we recommend you review the [DIBELS 8th Administration and Scoring Guide](https://dibels.uoregon.edu/sites/dibels1.uoregon.edu/files/2023-02/UO_Dibels_8_Scoring_Guide_2023.pdf) (2023). Please note that we have listed the required subtests first.

PSF

1. Set a timer for 1 minute; stop the student after 1 minute. Use a bracket ] to indicate the last word the student answered within the 1 minute time frame.
2. Mark correct responses by underlining the correct sound or sound segment.
3. Mark incorrect responses by drawing a slash through the incorrect sound or sound segment.
4. Circle the word if the student repeats the word correctly, but without segmentation.
5. The student must provide letter sound, not the name. *Do not remind them during administration.*
6. Give credit for each correct sound. You can also give partial credit for each correct sound cluster.
7. Give credit for consonants with /schwa/ release.
8. Vowel sounds followed by /r/ are counted as one sound.
9. Self-corrections are allowed within 3 seconds. Mark “SC” over the self-corrected sound or sound segment and score it as correct.
10. If the student hesitates for 3 seconds, move on to the next word and score the word incorrect.
11. Discontinue subtest if the student does not give any correct sound segments in the first 5 words. *Enter 0 for PSF if PSF is discontinued.*
12. Add up the total number of correct sounds to get the score. *For students in Grade Pre-K, test up if the student’s score meets the threshold in the previously mentioned charts. If testing up, enter that score and test level into Connect: Educator.*

NWF

1. Set a timer for 1 minute; stop the student after 1 minute. Use a bracket ] to indicate the last word the student answered within the 1 minute time frame.
2. Mark correct responses by underlining the part of the word or word that the student reads correctly.
3. Mark incorrect responses by drawing a slash through words read incorrectly.
4. Self-corrections are allowed within 3 seconds. Mark “SC” over the self-corrected phoneme or word and score it as correct.
5. Discontinue subtest if the student does not get any sounds correct in the first 5 words. *For students in Grades K-3, test down by administering the lower grade’s subtest, and enter that score and testing grade into Connect: Educator.*
	1. NWF provides two scores: the sum of the correct letter sounds (CLS) and the sum of words recoded/read correctly (WRC). Every correct letter sound receives 1 point for CLS, regardless of whether the student blends. Words recoded/read correctly, whether sounded out or not, also receive 1 point for WRC.
6. Add the total number of correct letter sounds to get the NWF-CLS score and add up the total number of words recoded/read correctly to get the NWF-WRC score. *For students in Grades K-3, test up if the student’s score meets the threshold in the previously mentioned charts. If testing up, enter that score and test level into Connect: Educator.*

ORF

1. Set a timer for 1 minute; stop the student after 1 minute. Use a bracket ] to indicate the last word the student answered within the 1 minute time frame.
2. The student should conduct a “cold read” of the test (i.e., this means they should have not seen or been tested with the text before). Note smoothness and prosody.
3. Do not mark correct words on the answer sheet.
4. Mark incorrect words by drawing a slash through words read incorrectly.
5. Self-corrections are allowed if made within 3 seconds.
6. Sounding out without blending counts as an error.
7. After 3 seconds of hesitation, give the word. Do not follow with any prompt.
8. Insertions do not count as errors.
9. Discontinue subtest if the student misses all of the words on the first line. *For students in Grades 4+, test down by administering the lower grade’s subtest, and enter that score and testing grade into Connect: Educator.*
10. Add up the total number of words read correctly (WRC) and enter that number intoConnect: Educator*. For students in Grades 4+, test up if the student’s score meets the threshold in the previously mentioned charts. If testing up, enter that score and test level into Connect: Educator.*

LNF

1. Set a timer for 1 minute; stop the student after 1 minute. Use a bracket ] to indicate the last letter the student answered within the 1 minute time frame.
2. Do not mark correct responses on the answer sheet.
3. Mark incorrect responses by drawing a slash through the letter named incorrectly.
4. Letter reversals (e.g., saying “d” for “p”) are incorrect.
5. Letter sounds (e.g., saying /t/ for “t”) are incorrect. Only once may you prompt the student to say the letter name by saying, “Remember to tell me the letter name, not its sound.”
6. If the student hesitates for 3 seconds, tell the student to keep going and mark the missing letter as incorrect.
7. Discontinue subtest if the student does not give any correct letters in the first line. *Enter 0 for LNF if LNF is discontinued.*
8. Add up the total number of correct letters to get the score.

WRF

1. Set a timer for 1 minute; use a bracket ] to indicate the last word the student answered within the 1 minute time frame.
2. Do not mark correct responses on the answer sheet.
3. Mark incorrect responses by drawing a slash through incorrect words.
4. The student says words, not sounds.
5. Self-corrections allowed within 3 seconds.
6. After 3 seconds of hesitation, give the answer and tell the student to keep going. Mark the word as incorrect.
7. Sounded out words are incorrect unless they are followed by blending.
8. Discontinue subtest if the student misses all of the words on the first line. *Enter 0 for WRF if WRF is discontinued.*
9. Add up the total number of correct words to get the score.

# Entering Scores into Connect: Educator

Please note that we have listed the required subtests first.

PSF

1. Count all of the correct sounds or clusters produced by the student.
2. Enter **# of phonemes correct.**
3. Enter the identification number for the form (i.e., K.2) and the Test Level.

NWF

1. Count all of the correct letter sounds (CLS) and words recoded/read correctly (WRC), separately. There is no partial credit given.
2. Enter **# of correct letter sounds for NWF-CLS.**
3. Enter **# of words recoded correctly for NWF-WRC.**
4. Enter the identification number of the form (i.e., K.2) and the Test Level.

ORF

1. Count all of the correct words produced by the student.
2. Enter the **Total Words Correct per Minute (WCPM)**.
3. Enter the identification number for the form (i.e., K.2) and the Test Level.

LNF

1. Count all of the correct sounds or clusters produced by the student.
2. Enter **# of letters correct.**
3. Enter the identification number for the form (i.e., K.BOY) and the Test Level.

WRF

1. Count all of the correct words produced by the student. There is no partial credit given.
2. Enter **# of words correct.**
3. Enter the identification number of the form (i.e., K.2) and the Test Level.

# DIBELS 8th Alignment to Springboard Collaborative’s Curriculum and Instruction

According to the [DIBELS 8th Administration and Scoring Guide](https://dibels.uoregon.edu/sites/dibels1.uoregon.edu/files/2023-02/UO_Dibels_8_Scoring_Guide_2023.pdf) (2023), DIBELS 8th subtests are aligned to four of the five “Big Ideas” in reading, as identified by the National Reading Panel, including phonemic awareness, phonics (or the alphabetic principle), fluency, and comprehension. The subtests are also aligned to Springboard Collaborative’s instructional components as reflected in the following table.

| **Springboard Collaborative’s instructional components[[3]](#footnote-2)** | **Skills** |  **DIBELS subtests** |
| --- | --- | --- |
| Daily Message | **Phonics** (identifying letters and high-frequency words); **Fluency** (reading connected text), **Vocabulary** (increasing vocabulary) | LNF, WRF, ORF |
| Reading Readiness & Phonics | **Phonemic awareness** (identifying and isolating sounds in words); **Phonics** (learning letter-sound correspondences) | PSF, NWF, WRF, ORF |
| Shared Reading | **Phonics** (codifying letter-sound correspondences); **Fluency** (reading high-frequency words and connected text; building automaticity and accuracy); **Vocabulary** (increasing vocabulary) | WRF, NWF, ORF, Maze |
| Read Aloud | **Fluency & Comprehension** (reading connected text, building fluency, increasing vocabulary) | ORF, Maze |
| Writing[[4]](#footnote-3) | Applying letter identification, letter-sound correspondences, and high-frequency words in writing | LNF, WRF, NWF |

# Using DIBELS 8th Data to Drive Instruction

This section provides guidance on ways to use the DIBELS 8th data to drive instruction with the implementation of Springboard Collaborative’s Reading Readiness & Phonics curriculum. Use this information to help place their students in the appropriate level in Springboard’s Reading Readiness & Phonics curriculum.

The following table lists the DIBELS 8th subtests and how to use the data from the subtest to place students in the appropriate Reading Readiness & Phonics level. This guidance will give you a starting point for Springboard Collaborative’s curriculum. **If there is a need for a closer alignment to the curriculum, please administer Springboard Collaborative’s Phonics Quick Screener**, which you can find on your program resource site. Note that the subtests in bold indicate the required subtest for goal calculation for each grade.

| **Grade level/****Level**  | **DIBELS subtest** | **DIBELS subtest** | **If the student scores\_\_\_\_,**  | **The student should begin on level \_\_\_\_.** |
| --- | --- | --- | --- | --- |
| **PreK/ PR** | LNF | Letter Naming Fluency | ≧25 | Level A |
| ≦24 | Level PR |
| **PSF** | **Phonemic Segmentation Fluency\*** | ≧6 | Level A |
| ≦5 | Level PR |
| **K/ A** | LNF | Letter Naming Fluency | ≧25 | Level A |
| ≦24 | Level PR |
| PSF | Phonemic Segmentation Fluency | ≧6 | Level A |
| ≦5 | Level PR |
| **NWF** | **Nonsense Word Fluency (CLS)\***  | ≧19 | Level A |
| ≦18 | Level PR |
| WRF | Word Reading Fluency | ≧1 | Level A |
| ≦1 | Level PR |
| **1st / B** | LNF | Letter Naming Fluency | ≧42 | Level B |
| ≦41 | Level A |
| PSF | Phonemic Segmentation Fluency | ≧46 | Level B |
| ≦45 | Level A |
| **NWF** | **Nonsense Word Fluency (CLS)\***  | ≧46 | Level B |
| ≦45 | Level A |
| WRF | Word Reading Fluency | ≧19 | Level B |
| ≦18 | Level A |
| ORF | Oral Reading Fluency (words correct) | ≧11 | Level B |
| ≦10 | Level A |
| **2nd/ C** | **NWF** | **Nonsense Word Fluency (CLS)\***  | ≧85 | Level C |
| ≦84 | Level B |
| WRF | Word Reading Fluency | ≧85 | Level C |
| ≦84 | Level B |
| ORF | Oral Reading Fluency (words correct) | ≧50 | Level C |
| ≦49 | Level B |
| **3rd/ D** | **NWF** | **Nonsense Word Fluency (CLS)\***  | ≧120 | Level D |
| ≦119 | Level C |
| WRF | Word Reading Fluency | ≧49 | Level D |
| ≦48 | Level C |
| ORF | Oral Reading Fluency (words correct) | ≧74 | Level D |
| ≦73 | Level C |

**\*Note: It is important to base the student’s placement in Springboard Collaborative’s curriculum on the bolded subtest for that grade-level.**

Reference: [DIBELS® 8th Edition Benchmark Goals Updated: July 2020](https://dibels.uoregon.edu/sites/dibels1.uoregon.edu/files/2021-06/DIBELS8thEditionGoals.pdf)

#

# Appendix 1: Scoring DIBELS 8th for Students with Various Language Backgrounds

Springboard Collaborative believes that it is important to recognize and honor the backgrounds of our students. Therefore, we aim to provide guidance on scoring DIBELS 8th when a student may use a different dialect, have a different accent, or have articulation differences.

DIBELS 8th Administration and Scoring Guide (2023)[[5]](#footnote-4) recommends that teachers use their professional judgment and knowledge of a student’s speech patterns when scoring. Therefore, it is important that the teacher be familiar with the student’s speech pattern, dialect, or any pronunciation differences the student may have. A teacher can successfully score a student’s response even if the teacher does not know the student’s native language, as long as the teacher is familiar with the student’s patterns of articulation.

Please read through the following examples to learn more about scoring students with various language backgrounds. These examples are not comprehensive; you may encounter other variations at your local sites.

* If the teacher knows that a student consistently uses /th/ instead of /s/, that student should not be penalized for using the /th/ sound instead of /s/. For example, the student should get credit for reading the word “sut” as “thut” in NWF or breaking down the sounds of “sun” as /th/ /u/ /n/ in PSF.
* R-controlled vowels are considered to be a single phoneme in DIBELS 8th, though some regions separate r-controlled vowels into multiple phonemes. If the teacher knows that a student consistently breaks r-controlled vowels into two phonemes, that student should not be penalized. For example, that student should get credit for reading the word “fair” as “fayer.”
* Diphthongs such as the long a sound in “day” are considered to be a single sound in English. In other languages, however, this sound may be pronounced as two sounds: short e (as in egg) and long e (as in eat). In these cases, a speaker who pronounces the long a sound as two separate sounds, should get credit.

The following chart, taken from the DIBELS 8th Administration and Scoring Guide (p. 117), shows the DIBELS 8th Pronunciation Guide. Please use this chart as a guide, but know that teachers may need to use their professional judgment, like in the examples listed above, to accommodate linguistic differences.



# Appendix 2: Scoring DIBELS 8th for Students Needing Accommodations

The DIBELS 8th Administration and Scoring Guide (2023)[[6]](#footnote-5) states that certain accommodations are approved for students with IEPs, as long as the accommodations do not interfere with the skill(s) being measured. The approved accommodations are listed in the following chart, taken from the DIBELS 8th Administration and Scoring Guide (pages 50-51).



# Appendix 3: DIBELS Goal Ranges

This section outlines the growth goals and stretch goals (if applicable) for select program dosages. Select the program type and length to jump to the appropriate tables. Remember, for students with IEPs, growth goals are to maintain their score, and if applicable, stretch goals are equivalent to the growth goals of non-IEP students.

Jump to: [Summer programs](#_heading=h.3savd8337tdo)

Jump to: [After school programs (8 weeks long)](#_heading=h.26skzsywk4tc)

Jump to: [After school programs (10 weeks long)](#_heading=h.p360elkxuol7)

Jump to: [After school programs (14 weeks long)](#_heading=h.sgcpq5a583mh)

##

## Summer Programs

| **PSF** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 45-47 | PSF total +3 | PSF total +5 |
| 48-53 | PSF total +3 | PSF total +6 |
| 54-55 | PSF total +4 | PSF total +6 |
| 56-63 | PSF total +4 | PSF total +7 |
| 64-66 | PSF total +4 | PSF total +8 |
| 67-71 | PSF total +5 | PSF total +8 |
| 72-79 | PSF total +5 | PSF total +9 |
| 80-87 | PSF total +6 | PSF total +10 |
| 88-93 | PSF total +6 | PSF total +11 |
| 94-95 | PSF total +7 | PSF total +11 |
| 96-103 | PSF total +7 | PSF total +12 |
| 104-106 | PSF total +7 | PSF total +13 |
| 107-109 | PSF total +8 | PSF total +13 |

| **Kindergarten (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 45-49 | NWF-CLS total +2 | NWF-CLS total +4 |
| 50-59 | NWF-CLS total +2 | NWF-CLS total +5 |
| 60-69 | NWF-CLS total +3 | NWF-CLS total +6 |
| 70-79 | NWF-CLS total +3 | NWF-CLS total +7 |
| 80-89 | NWF-CLS total +4 | NWF-CLS total +8 |
| 90-99 | NWF-CLS total +4 | NWF-CLS total +9 |
| 100-109 | NWF-CLS total +5 | NWF-CLS total +10 |

| **First Grade (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 45-47 | NWF-CLS total +3 | NWF-CLS total +5 |
| 48-53 | NWF-CLS total +3 | NWF-CLS total +6 |
| 54-55 | NWF-CLS total +4 | NWF-CLS total +6 |
| 56-63 | NWF-CLS total +4 | NWF-CLS total +7 |
| 64-66 | NWF-CLS total +4 | NWF-CLS total +8 |
| 67-71 | NWF-CLS total +5 | NWF-CLS total +8 |
| 72-79 | NWF-CLS total +5 | NWF-CLS total +9 |
| 80-87 | NWF-CLS total +6 | NWF-CLS total +10 |
| 88-93 | NWF-CLS total +6 | NWF-CLS total +11 |
| 94-95 | NWF-CLS total +7 | NWF-CLS total +11 |
| 96-103 | NWF-CLS total +7 | NWF-CLS total +12 |
| 104-106 | NWF-CLS total +7 | NWF-CLS total +13 |
| 107-109 | NWF-CLS total +8 | NWF-CLS total +13 |

| **Second Grade (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 45-49 | NWF-CLS total +2 | NWF-CLS total +4 |
| 50-59 | NWF-CLS total +2 | NWF-CLS total +5 |
| 60-69 | NWF-CLS total +3 | NWF-CLS total +6 |
| 70-79 | NWF-CLS total +3 | NWF-CLS total +7 |
| 80-89 | NWF-CLS total +4 | NWF-CLS total +8 |
| 90-99 | NWF-CLS total +4 | NWF-CLS total +9 |
| 100-109 | NWF-CLS total +5 | NWF-CLS total +10 |

| **Third Grade (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 45-49 | NWF-CLS total +1 | NWF-CLS total +3 |
| 50-62 | NWF-CLS total +2 | NWF-CLS total +4 |
| 63-74 | NWF-CLS total +2 | NWF-CLS total +5 |
| 75-87 | NWF-CLS total +3 | NWF-CLS total +6 |
| 88-99 | NWF-CLS total +3 | NWF-CLS total +7 |
| 100-109 | NWF-CLS total +4 | NWF-CLS total +8 |

| **Third Grade (ORF)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 45 | ORF total +4 | ORF total +4 |
| 46-54 | ORF total +4 | ORF total +5 |
| 55 | ORF total +4 | ORF total +6 |
| 56-63 | ORF total +5 | ORF total +6 |
| 64-66 | ORF total +5 | ORF total +7 |
| 67-72 | ORF total +6 | ORF total +7 |
| 73-77 | ORF total +6 | ORF total +8 |
| 78-81 | ORF total +7 | ORF total +8 |
| 82-88 | ORF total +7 | ORF total +9 |
| 89-90 | ORF total +8 | ORF total +9 |
| 91-99 | ORF total +8 | ORF total +10 |
| 100-109 | ORF total +9 | ORF total +11 |

| **Fourth Grade (ORF)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 45-49 | ORF total +3 | ORF total +4 |
| 50-59 | ORF total +4 | ORF total +5 |
| 60-62 | ORF total +4 | ORF total +6 |
| 63-69 | ORF total +5 | ORF total +6 |
| 70-74 | ORF total +5 | ORF total +7 |
| 75-79 | ORF total +6 | ORF total +7 |
| 80-87 | ORF total +6 | ORF total +8 |
| 88-89 | ORF total +7 | ORF total +8 |
| 90-99 | ORF total +7 | ORF total +9 |
| 100-109 | ORF total +8 | ORF total +10 |

| **Fifth Grade (ORF)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 45-49 | ORF total +3 | ORF total +4 |
| 50-55 | ORF total +4 | ORF total +4 |
| 56-62 | ORF total +4 | ORF total +5 |
| 63-66 | ORF total +5 | ORF total +5 |
| 67-74 | ORF total +5 | ORF total +6 |
| 75-77 | ORF total +6 | ORF total +6 |
| 78-87 | ORF total +6 | ORF total +7 |
| 88 | ORF total +7 | ORF total +7 |
| 89-99 | ORF total +7 | ORF total +8 |
| 100-109 | ORF total +8 | ORF total +9 |

## Afterschool Programs (8 weeks long)

| **Pre-K (PSF)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15 | PSF total +7 | PSF total +11 |
| 16-23 | PSF total +7 | PSF total +12 |
| 24-26 | PSF total +7 | PSF total +13 |
| 27-31 | PSF total +8 | PSF total +13 |
| 32-39 | PSF total +8 | PSF total +14 |
| 40-47 | PSF total +9 | PSF total +15 |
| 48-49 | PSF total +9 | PSF total +16 |

| **Kindergarten (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15-19 | NWF-CLS total +4 | NWF-CLS total +9 |
| 20-29 | NWF-CLS total +5 | NWF-CLS total +10 |
| 30-39 | NWF-CLS total +5 | NWF-CLS total +11 |
| 40-49 | NWF-CLS total +6 | NWF-CLS total +12 |

| **First Grade (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15 | NWF-CLS total +7 | NWF-CLS total +11 |
| 16-23 | NWF-CLS total +7 | NWF-CLS total +12 |
| 24-26 | NWF-CLS total +7 | NWF-CLS total +13 |
| 27-31 | NWF-CLS total +8 | NWF-CLS total +13 |
| 32-39 | NWF-CLS total +8 | NWF-CLS total +14 |
| 40-47 | NWF-CLS total +9 | NWF-CLS total +15 |
| 48-49 | NWF-CLS total +9 | NWF-CLS total +16 |

| **Second Grade (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15-19 | NWF-CLS total +4 | NWF-CLS total +9 |
| 20-29 | NWF-CLS total +5 | NWF-CLS total +10 |
| 30-39 | NWF-CLS total +5 | NWF-CLS total +11 |
| 40-49 | NWF-CLS total +6 | NWF-CLS total +12 |

| **Third Grade (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15-19 | NWF-CLS total +3 | NWF-CLS total +7 |
| 20-32 | NWF-CLS total +4 | NWF-CLS total +8 |
| 33-44 | NWF-CLS total +4 | NWF-CLS total +9 |
| 45-49 | NWF-CLS total +5 | NWF-CLS total +10 |

| **Third Grade (ORF)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15-19 | ORF total +8 | ORF total +10 |
| 20-29 | ORF total +9 | ORF total +11 |
| 30-31 | ORF total +9 | ORF total +12 |
| 32-38 | ORF total +10 | ORF total +12 |
| 39-42 | ORF total +10 | ORF total +13 |
| 43-47 | ORF total +11 | ORF total +13 |
| 48-49 | ORF total +11 | ORF total +14 |

| **Fourth Grade (ORF)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15-19 | ORF total +7 | ORF total +9 |
| 20-29 | ORF total +8 | ORF total +10 |
| 30-32 | ORF total +8 | ORF total +11 |
| 33-39 | ORF total +9 | ORF total +11 |
| 40-44 | ORF total +9 | ORF total +12 |
| 45-49 | ORF total +10 | ORF total +12 |

| **Fifth Grade (ORF)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15-19 | ORF total +7 | ORF total +8 |
| 20-31 | ORF total +8 | ORF total +9 |
| 32 | ORF total +8 | ORF total +10 |
| 33-42 | ORF total +9 | ORF total +10 |
| 43-44 | ORF total +9 | ORF total +11 |
| 45-49 | ORF total +10 | ORF total +11 |

## Afterschool Programs (10 weeks long)

| **Pre-K (PSF)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15-19 | PSF total +8 | PSF total +14 |
| 20-27 | PSF total +9 | PSF total +15 |
| 28-33 | PSF total +9 | PSF total +16 |
| 34-35 | PSF total +10 | PSF total +16 |
| 36-43 | PSF total +10 | PSF total +17 |
| 44-46 | PSF total +10 | PSF total +18 |
| 47-49 | PSF total +11 | PSF total +18 |

| **Kindergarten (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15-19 | NWF-CLS total +5 | NWF-CLS total +11 |
| 20-29 | NWF-CLS total +6 | NWF-CLS total +12 |
| 30-39 | NWF-CLS total +6 | NWF-CLS total +13 |
| 40-49 | NWF-CLS total +7 | NWF-CLS total +14 |

| **First Grade (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15-19 | NWF-CLS total +8 | NWF-CLS total +14 |
| 20-27 | NWF-CLS total +9 | NWF-CLS total +15 |
| 28-33 | NWF-CLS total +9 | NWF-CLS total +16 |
| 34-35 | NWF-CLS total +10 | NWF-CLS total +16 |
| 36-43 | NWF-CLS total +10 | NWF-CLS total +17 |
| 44-46 | NWF-CLS total +10 | NWF-CLS total +18 |
| 47-49 | NWF-CLS total +11 | NWF-CLS total +18 |

| **Second Grade (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15-19 | NWF-CLS total +5 | NWF-CLS total +11 |
| 20-29 | NWF-CLS total +6 | NWF-CLS total +12 |
| 30-39 | NWF-CLS total +6 | NWF-CLS total +13 |
| 40-49 | NWF-CLS total +7 | NWF-CLS total +14 |

| **Third Grade (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15-24 | NWF-CLS total +4 | NWF-CLS total +9 |
| 25-37 | NWF-CLS total +5 | NWF-CLS total +10 |
| 38-49 | NWF-CLS total +5 | NWF-CLS total +11 |

| **Third Grade (ORF)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15-18 | ORF total +10 | ORF total +12 |
| 19-22 | ORF total +10 | ORF total +13 |
| 23-27 | ORF total +11 | ORF total +13 |
| 28-33 | ORF total +11 | ORF total +14 |
| 34-36 | ORF total +12 | ORF total +14 |
| 37-44 | ORF total +12 | ORF total +15 |
| 45 | ORF total +13 | ORF total +15 |
| 46-49 | ORF total +13 | ORF total +16 |

| **Fourth Grade (ORF)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15-19 | ORF total +9 | ORF total +11 |
| 20-24 | ORF total +9 | ORF total +12 |
| 25-29 | ORF total +10 | ORF total +12 |
| 30-37 | ORF total +10 | ORF total +13 |
| 38-39 | ORF total +11 | ORF total +13 |
| 40-49 | ORF total +11 | ORF total +14 |

| **Fifth Grade (ORF)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 15-22 | ORF total +9 | ORF total +10 |
| 23-24 | ORF total +9 | ORF total +11 |
| 25-33 | ORF total +10 | ORF total +11 |
| 34-37 | ORF total +10 | ORF total +12 |
| 38-44 | ORF total +11 | ORF total +12 |
| 45-49 | ORF total +11 | ORF total +13 |

## Afterschool Programs (14 weeks long)

| **Pre-K (PSF)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 0-3 | PSF total +10 | PSF total +17 |
| 4-6 | PSF total +10 | PSF total +18 |
| 7-11 | PSF total +11 | PSF total +18 |
| 12-19 | PSF total +11 | PSF total +19 |
| 20-27 | PSF total +12 | PSF total +20 |
| 28-33 | PSF total +12 | PSF total +21 |
| 30-33 | PSF total +12 | PSF total +21 |
| 34-35 | PSF total +13 | PSF total +21 |
| 36-43 | PSF total +13 | PSF total +22 |
| 44-46 | PSF total +13 | PSF total +23 |
| 47-51 | PSF total +14 | PSF total +23 |
| 52-59 | PSF total +14 | PSF total +24 |
| 60-67 | PSF total +15 | PSF total +25 |
| 68-73 | PSF total +15 | PSF total +26 |
| 74-75 | PSF total +16 | PSF total +26 |
| 76-83 | PSF total +16 | PSF total +27 |
| 84-86 | PSF total +16 | PSF total +28 |
| 87-91 | PSF total +17 | PSF total +28 |
| 92-99 | PSF total +17 | PSF total +29 |

| **Kindergarten (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 0-9 | NWF-CLS total +7 | NWF-CLS total +14 |
| 10-19 | NWF-CLS total +7 | NWF-CLS total +15 |
| 20-29 | NWF-CLS total +8 | NWF-CLS total +16 |
| 30-39 | NWF-CLS total +8 | NWF-CLS total +17 |
| 40-49 | NWF-CLS total +9 | NWF-CLS total +18 |
| 50-59 | NWF-CLS total +9 | NWF-CLS total +19 |
| 60-69 | NWF-CLS total +10 | NWF-CLS total +20 |
| 70-79 | NWF-CLS total +10 | NWF-CLS total +21 |
| 80-89 | NWF-CLS total +11 | NWF-CLS total +22 |
| 90-99 | NWF-CLS total +11 | NWF-CLS total +23 |

| **First Grade (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 0-3 | NWF-CLS total +10 | NWF-CLS total +17 |
| 4-6 | NWF-CLS total +10 | NWF-CLS total +18 |
| 7-11 | NWF-CLS total +11 | NWF-CLS total +18 |
| 12-19 | NWF-CLS total +11 | NWF-CLS total +19 |
| 20-27 | NWF-CLS total +12 | NWF-CLS total +20 |
| 28-33 | NWF-CLS total +12 | NWF-CLS total +21 |
| 34-35 | NWF-CLS total +13 | NWF-CLS total +21 |
| 36-43 | NWF-CLS total +13 | NWF-CLS total +22 |
| 44-46 | NWF-CLS total +13 | NWF-CLS total +23 |
| 47-51 | NWF-CLS total +14 | NWF-CLS total +23 |
| 52-59 | NWF-CLS total +14 | NWF-CLS total +24 |
| 60-67 | NWF-CLS total +15 | NWF-CLS total +25 |
| 68-73 | NWF-CLS total +15 | NWF-CLS total +26 |
| 74-75 | NWF-CLS total +16 | NWF-CLS total +26 |
| 76-83 | NWF-CLS total +16 | NWF-CLS total +27 |
| 84-86 | NWF-CLS total +16 | NWF-CLS total +28 |
| 87-91 | NWF-CLS total +17 | NWF-CLS total +28 |
| 92-99 | NWF-CLS total +17 | NWF-CLS total +29 |

| **Second Grade (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 0-9 | NWF-CLS total +7 | NWF-CLS total +14 |
| 10-19 | NWF-CLS total +7 | NWF-CLS total +15 |
| 20-29 | NWF-CLS total +8 | NWF-CLS total +16 |
| 30-39 | NWF-CLS total +8 | NWF-CLS total +17 |
| 40-49 | NWF-CLS total +9 | NWF-CLS total +18 |
| 50-59 | NWF-CLS total +9 | NWF-CLS total +19 |
| 60-69 | NWF-CLS total +10 | NWF-CLS total +20 |
| 70-79 | NWF-CLS total +10 | NWF-CLS total +21 |
| 80-89 | NWF-CLS total +11 | NWF-CLS total +22 |
| 90-99 | NWF-CLS total +11 | NWF-CLS total +23 |

| **Third Grade (NWF-CLS)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 0-9 | NWF-CLS total +5 | NWF-CLS total +11 |
| 10-22 | NWF-CLS total +6 | NWF-CLS total +12 |
| 23-34 | NWF-CLS total +6 | NWF-CLS total +13 |
| 35-47 | NWF-CLS total +7 | NWF-CLS total +14 |
| 48-59 | NWF-CLS total +7 | NWF-CLS total +15 |
| 60-72 | NWF-CLS total +8 | NWF-CLS total +16 |
| 73-84 | NWF-CLS total +8 | NWF-CLS total +17 |
| 85-97 | NWF-CLS total +9 | NWF-CLS total +18 |
| 98-99 | NWF-CLS total +9 | NWF-CLS total +19 |

| **Third Grade (ORF)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 0-4 | ORF total +12 | ORF total +15 |
| 5 | ORF total +13 | ORF total +15 |
| 6-14 | ORF total +13 | ORF total +16 |
| 15 | ORF total +13 | ORF total +17 |
| 16-23 | ORF total +14 | ORF total +17 |
| 24-26 | ORF total +14 | ORF total +18 |
| 27-32 | ORF total +15 | ORF total +18 |
| 33-37 | ORF total +15 | ORF total +19 |
| 38-41 | ORF total +16 | ORF total +19 |
| 42-48 | ORF total +16 | ORF total +20 |
| 49-50 | ORF total +17 | ORF total +20 |
| 51-59 | ORF total +17 | ORF total +21 |
| 60-69 | ORF total +18 | ORF total +22 |
| 70-71 | ORF total +18 | ORF total +23 |
| 72-78 | ORF total +19 | ORF total +23 |
| 79-82 | ORF total +19 | ORF total +24 |
| 83-87 | ORF total +20 | ORF total +24 |
| 88-93 | ORF total +20 | ORF total +25 |
| 94-96 | ORF total +21 | ORF total +25 |
| 97-99 | ORF total +21 | ORF total +26 |

| **Fourth Grade (ORF)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 0-9 | ORF total +11 | ORF total +14 |
| 10-19 | ORF total +12 | ORF total +15 |
| 20-22 | ORF total +12 | ORF total +16 |
| 23-29 | ORF total +13 | ORF total +16 |
| 30-34 | ORF total +13 | ORF total +17 |
| 35-39 | ORF total +14 | ORF total +17 |
| 40-47 | ORF total +14 | ORF total +18 |
| 48-49 | ORF total +15 | ORF total +18 |
| 50-59 | ORF total +15 | ORF total +19 |
| 60-69 | ORF total +16 | ORF total +20 |
| 70-72 | ORF total +16 | ORF total +21 |
| 73-79 | ORF total +17 | ORF total +21 |
| 80-84 | ORF total +17 | ORF total +22 |
| 85-89 | ORF total +18 | ORF total +22 |
| 90-98 | ORF total +18 | ORF total +23 |
| 98-99 | ORF total +19 | ORF total +23 |

| **Fifth Grade (ORF)** |
| --- |
| **Hours** | **Growth Goal** | **Stretch Goal** |
| 0-4 | ORF total +11 | ORF total +12 |
| 5-9 | ORF total +11 | ORF total +13 |
| 10-15 | ORF total +12 | ORF total +13 |
| 16-22 | ORF total +12 | ORF total +14 |
| 23-26 | ORF total +13 | ORF total +14 |
| 27-34 | ORF total +13 | ORF total +15 |
| 35-37 | ORF total +14 | ORF total +15 |
| 38-47 | ORF total +14 | ORF total +16 |
| 48 | ORF total +15 | ORF total +16 |
| 49-59 | ORF total +15 | ORF total +17 |
| 60-71 | ORF total +16 | ORF total +18 |
| 72 | ORF total +16 | ORF total +19 |
| 73-82 | ORF total +17 | ORF total +19 |
| 83-84 | ORF total +17 | ORF total +20 |
| 85-93 | ORF total +18 | ORF total +20 |
| 94-97 | ORF total +18 | ORF total +21 |
| 98-99 | ORF total +19 | ORF total +21 |

1. Maze is currently not supported by Springboard Collaborative’s data system, Connect: Educator. [↑](#footnote-ref-0)
2. <https://dibels.uoregon.edu/sites/default/files/2023-02/UO_Dibels_8_Scoring_Guide_2023.pdf> [↑](#footnote-ref-1)
3. Educators might want to plan differentiated literacy stations or centers to provide additional, targeted instruction to address the (sub)skills built on the 5 ideas of reading. While lessons are not provided for “Small Groups with Stations”, this time could be leveraged to work with small groups of students, as needed. [↑](#footnote-ref-2)
4. Writing is sometimes viewed as an additional area or pillar of reading instruction. Springboard Collaborative provides “Writing Time” lessons to strengthen students’ writing skills. [↑](#footnote-ref-3)
5. <https://dibels.uoregon.edu/sites/dibels1.uoregon.edu/files/2023-02/UO_Dibels_8_Scoring_Guide_2023.pdf> [↑](#footnote-ref-4)
6. <https://dibels.uoregon.edu/sites/dibels1.uoregon.edu/files/2023-02/UO_Dibels_8_Scoring_Guide_2023.pdf> [↑](#footnote-ref-5)