CBM Benchmark Report Enhanced

User Manual · Version E1.4

Grade-level and one-grade-below R-CBM benchmark reports



Mark R. Shinn, Ph.D.

Data-Based Consulting, Inc.

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1. Why CBM Benchmark Report Enhanced

When many students are at risk for reading difficulty, it is hard to identify those who most need more intensive intervention. A high percentage at risk means CORE (Tier 1) instruction must intensify, yet schools still need to direct resources to the students with the greatest needs.

CBM Benchmark Report Enhanced adds R-CBM scores from passages one grade below to the usual grade-level benchmark. When many students (for example, more than 25%) score below average at grade level, their scores bunch together near the bottom. Easier passages spread those scores out, so the most discrepant readers stand out. Both box-and-whisker charts, every passage score and the Qualitative Features Checklist appear in the reports.

> **In one sentence:** give the usual grade-level R-CBM benchmark, add three passages from one grade below, and the app shows which students are lowest on both, with charts, frequency distributions and Decision labels for each material.

CBM Benchmark Report Enhanced is a separate product from CBM Benchmark Report. It uses the same Benchmark Periods, Decision labels and Qualitative Features Checklist, and it runs entirely in your web browser.

2. Getting started: license, computers and privacy

Licenses

CBM Benchmark Report Enhanced is sold as a one-time license with a license key. Each key can be activated on a set number of computers.

License	Price	Computers per key
Individual or School	$49.99	15
School District or Organization	$99.99	75

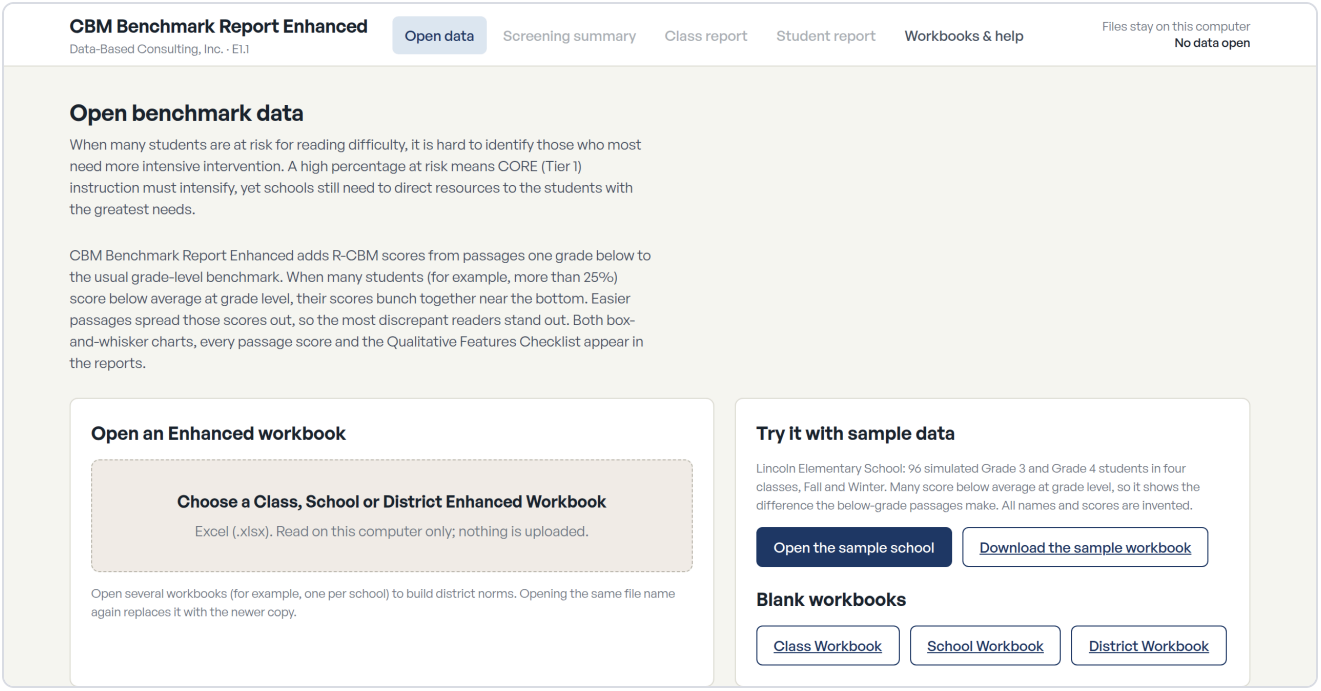
Buy a license from the product page at markshinn.org. After checkout, your license key is shown on the thank-you page; copy it somewhere safe. Open the app, paste the key and choose Activate. The app remembers the key on that computer.

What you need

- A current version of Chrome, Edge, Safari or Firefox on a Windows, Mac or Chromebook computer.
- Microsoft Excel, Google Sheets or Apple Numbers to enter scores in the Enhanced workbooks (.xlsx).

Privacy

Workbooks are read in your browser. Student names and scores are held in memory for the session only; they are never uploaded and are not saved by the app. Reopen your workbooks each time you use the app. Close a file on the Open data tab to remove it.



The Open data tab: open an Enhanced workbook, try the sample school, or download blank workbooks.

3. The Enhanced workbooks

The Enhanced workbooks have the same layout as the CBM Benchmark Report workbooks, with one-grade-below columns added. Download blank workbooks from the Open data tab or the Workbooks & help tab.

Workbook	Use it for	Size
Class	One teacher	Up to 40 students
School	One school with several teachers	Up to 800 students
District	Several schools	Up to 2,500 students

Tabs

- **Instructions**: a short guide.
- **Setup** (Class, School or District Setup): district, school, school year and related details. Enter once a year.
- **Roster**: Entry #, Teacher, Student ID, Student Name and Grade. List each student once. Do not sort or delete rows after scores are entered.
- **Fall, Winter and Spring Benchmark**: one color-coded tab per Benchmark Period. Student information fills in from the Roster.

Columns on each Benchmark tab

Group	Columns
Student	Entry #, Teacher, Student ID, Student Name, Grade (from the Roster)
Grade-level R-CBM (blue)	Passage 1, 2 and 3 WRC and Errors; five Qualitative Features (Observed / Not Observed); Median WRC and Median Errors (calculated)
One grade below R-CBM (purple)	Below-Grade Passage Grade (calculated); Passage 1, 2 and 3 WRC and Errors; five Qualitative Features; Median WRC and Median Errors (calculated)

Calculated columns are for your reference; the app recalculates medians from the passage scores. One-grade-below columns apply to Grades 2–8. Grade 1 has no grade below, and Kindergarten has no grade-level R-CBM in this workbook.

4. Giving the passages

1. At each Benchmark Period, give three grade-level R-CBM passages using standard administration and scoring: 1 minute per passage, words read correctly (WRC) and errors.
2. Give three R-CBM passages from one grade below (for example, Grade 2 passages to a third grader) in the same way.
3. Mark each Qualitative Feature as Observed or Not Observed for each material, if you use the checklist.
4. Enter all scores on that period's Benchmark tab.

The app uses the median of the passages given. Accuracy for each passage is WRC ÷ (WRC + Errors) × 100, and the reported accuracy is the median across passages. Values are reported to the tenth.

> **Whom to test one grade below.** You can give one-grade-below passages to every student, which gives the best school and district norms for the easier passages, or only to students below average at grade level. Local one-grade-below norms need enough scores (see Section 10).

The Qualitative Features Checklist

Feature
Reads with Accuracy
Reads with Prosody (Expression)
Cracks the Code with Automaticity
Has an Effective Strategy for Unfamiliar Words
Demonstrates Comprehension Self-Monitoring (Self-Corrects Errors)

The checklist is not normed. It describes how the student reads and supports instructional planning.

5. Opening your data

On the Open data tab, choose **Choose a Class, School or District Enhanced Workbook** and select your file. The app checks the file and reports how many students and scores it read, with any rows it could not use.

- Open several workbooks (for example, one per school) to build district norms.
- Opening a file with the same name again replaces it with the newer copy.
- To try the app first, choose **Open the sample school**: Lincoln Elementary School, 96 simulated Grade 3 and Grade 4 students in four classes, Fall and Winter.

Every report has the same controls: Benchmark Period, School, Class (teacher), Grade and Norm group (School, District or Hasbrouck & Tindal 2017).

> **Three comparisons.** Every score can be compared with local norms (School or District), with the Hasbrouck & Tindal (2017) national norms, and with the DIBELS 8th Edition Benchmark Goals (Risk status and Student report).



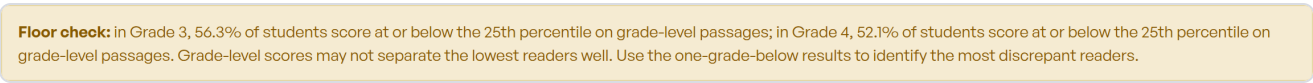
Report controls.

6. Screening summary

The Screening summary answers three questions for each grade in the selected school and Benchmark Period.

Is there a floor effect at grade level?

The floor check flags a grade when more than 25% of students score at or below the Hasbrouck & Tindal (2017) 25th percentile on grade-level passages. You can change the 25% threshold.



In the sample, 56.3% of third graders and 52.1% of fourth graders are at or below the 25th percentile in Winter.

Do the easier passages spread out the lowest readers?

The summary table shows the lowest-scoring quarter of students at grade level, their WRC range on grade-level passages, and the same students' range one grade below.

GRADE	GRADE-LEVEL SCORES	% AT OR BELOW 25TH (GRADE LEVEL, H&T)	FLOOR CHECK	BELOW-GRADE SCORES	LOWEST 25% OF READERS: WRC RANGE AT GRADE LEVEL	SAME STUDENTS: WRC RANGE ONE GRADE BELOW	WELL-BELOW AVERAGE, GRADE LEVEL	WELL-BELOW AVERAGE, ONE GRADE BELOW	MOST DISCREPANT READERS
Grade 3	48	56.3%	Floor effect likely	48	40–51 (spread 11, n = 12)	19–51 (spread 32)	5	5	**5**
Grade 4	48	52.1%	Floor effect likely	48	54–65 (spread 11, n = 12)	33–85 (spread 52)	5	5	**5**

Well-Below Average = at or below the 10th percentile of the chosen norm group (this school). Most discrepant reader = at or below the 25th percentile at grade level and at or below the 10th percentile one grade below. The spread columns are descriptive: the lowest-scoring quarter of students at grade level, and the range of the same students' scores on the easier passages.

Sample, Grade 3, Winter: the lowest quarter range from 40 to 51 WRC at grade level (spread 11) but from 19 to 51 on Grade 2 passages (spread 32).

The table also counts students who are Well-Below Average at grade level and one grade below, and the most discrepant readers.

Who are the most discrepant readers?

A most discrepant reader is at or below the 25th percentile at grade level **and** at or below the 10th percentile one grade below, using the chosen norm group. Each student in the list links to the Student report.

Most discrepant readers · Winter

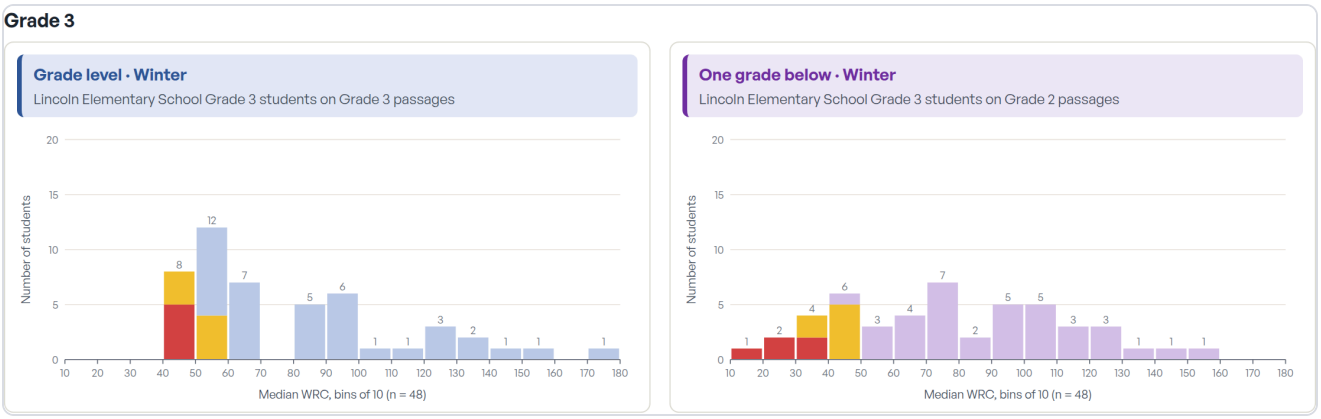
STUDENT	GRADE	TEACHER	GRADE-LEVEL WRC	PR	BELOW-GRADE WRC	PR	
Sami Diaz	3	Mr. Okafor	45	4	19	1	Student report
Eli Hughes	4	Mr. Haddad	54	1	33	1	Student report
Max Vega	3	Ms. Rivera	40	1	23	3	Student report
Hugo Nguyen	4	Ms. Lindqvist	59	15	38	3	Student report
Kira Walsh	3	Mr. Okafor	49	15	27	5	Student report
Yara Vega	4	Mr. Haddad	56	6	43	5	Student report
Jack Brooks	3	Mr. Okafor	45	4	30	7	Student report
Faye Chen	4	Mr. Haddad	56	6	47	7	Student report
Finn Patel	3	Ms. Rivera	49	15	32	9	Student report
Uma Brooks	4	Ms. Lindqvist	65	25	66	9	Student report

Most discrepant readers, sorted by the one-grade-below percentile rank.

7. Frequency distributions

Frequency distributions show the number of students (the ordinate) at each median WRC, in bins of 10 WRC. A bar labeled 40 to 50 holds medians from 40 to 49.9. Grade-level (blue) and one-grade-below (purple) distributions appear side by side.

Within each bar, students at or below the 10th percentile are shown in **red** (Well-Below Average) and students above the 10th through the 25th percentile in **yellow** (Potentially At Risk), using the chosen norm group (or, with Risk status set to DIBELS 8 goals, red below the DIBELS 8 risk cut score and yellow below the benchmark goal). Red is at the bottom of each bar, then yellow, then all other students.



Sample, Grade 3, Winter. At grade level, scores bunch in the 40s to 60s; one grade below, the same students spread from the teens to over 150.

> **Consistent scales.** Within a school and school year, every frequency distribution uses the same number-of-students scale, across grades, Benchmark Periods and both materials. Within a grade, both materials use the same WRC range. Charts in every Benchmark Report can be compared directly.

- **Screening summary**: one pair of distributions per grade for the selected Benchmark Period.
- **Class report**: the school's distribution for the grade, with the class's students in solid colors, the rest of the school faded, and the selected student's bin outlined.
- **Student report**: one pair per Benchmark Period, with the student's bin outlined.

8. Class report

Choose the Benchmark Period, school, class and grade. The Class report shows two box-and-whisker charts on the same scale: grade-level passages on the left and one-grade-below passages on the right.

- Boxes show the 25th to 75th percentiles of the chosen norm group, with the median as a line. Whiskers show the 10th and 90th percentiles.
- Each diamond is a student's median WRC. F, W and S are Fall, Winter and Spring.
- A grade with too few scores for a local norm shows an empty box with its n.



Ms. Rivera's Grade 3 class with Max Vega selected: his medians are labeled, and his other passage scores appear as open circles.

The student table

For each material, the table gives median WRC, median errors, accuracy, percentile rank (PR) and the Decision label. It also shows the Most discrepant flag and the number of Qualitative Features Observed for each material. Sort by Entry #, name, or grade-level or below-grade WRC.

		GRADE LEVEL · GRADE 3 PASSAGES					ONE GRADE BELOW · GRADE 2 PASSAGES						
#	STUDENT	WRC	ERRORS	ACCURACY	PR	DECISION	WRC	ERRORS	ACCURACY	PR	DECISION	MOST DISCREPANT	QUALITATIVE: GRADE LEVEL
1	**Owen Flores**	**104**	1	99.0%	80		**113**	5	95.9%	82			–
2	**Lena Kim**	**94**	3	96.9%	76		**95**	3	96.8%	66			2 of 5
3	**Finn Patel**	**49**	2	96.1%	15	Potentially At Risk Consider Further Assessment and Tier 2 Intervention	**32**	2	94.1%	9	Well-Below Average Consider Further Assessment and Tier 3	Most discrepant	1 of 5
4	**Maya Usman**	**132**	4	97.1%	93		**126**	3	97.5%	93			–
5	**Uma Brooks**	**55**	2	97.0%	36		**74**	2	97.4%	45			2 of 5
6	**Bo Garcia**	**91**	1	99.0%	70		**100**	3	96.9%	73			–
7	**Liam Lopez**	**81**	3	96.5%	58		**91**	2	97.8%	61			2 of 5
8	**Luz Quinn**	**64**	3	95.5%	51		**76**	1	98.7%	49			1 of 5
9	**Max Vega**	**40**	2	95.8%	1	Well-Below Average Consider Further Assessment and Tier 3	**23**	1	95.8%	3	Well-Below Average Consider Further Assessment and Tier 3	Most discrepant	0 of 5

Part of the student table. Blue columns are grade level; purple columns are one grade below.

Selecting a student

Click a row to mark that student on both charts and show their Qualitative Features Checklist for both materials. Choose **Open student report** to go to the Student report.

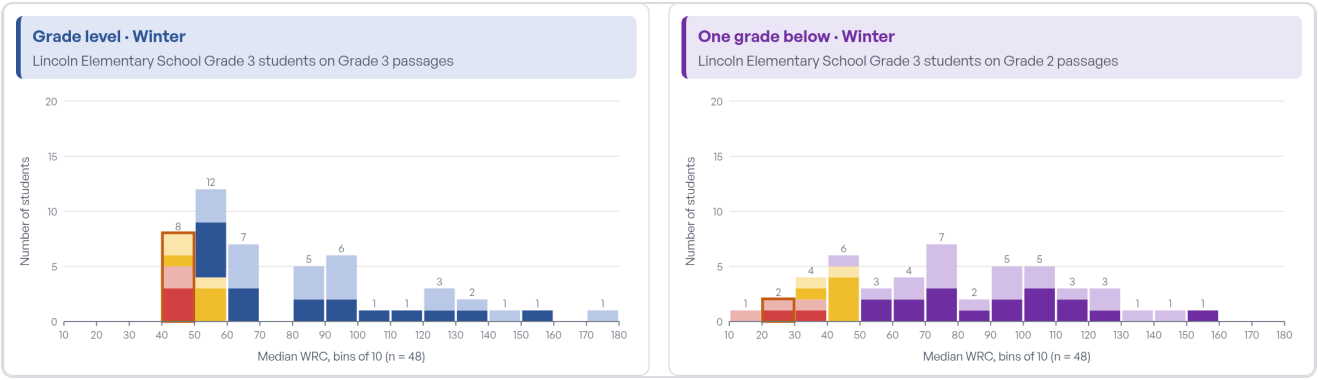
Qualitative Features Checklist (not normed)

Max Vega · Grade 3 · Winter

Open student report

FEATURE	GRADE 3 PASSAGES	GRADE 2 PASSAGES
Reads with Accuracy	Not Observed	Not Observed
Reads with Prosody (Expression)	Not Observed	Not Observed
Cracks the Code with Automaticity	Not Observed	Not Observed
Has an Effective Strategy for Unfamiliar Words	Not Observed	Observed
Demonstrates Comprehension Self-Monitoring (Self-Corrects Errors)	Not Observed	Not Observed

Max Vega's Qualitative Features Checklist, grade level and one grade below.



Class frequency distributions: Ms. Rivera's students in solid colors within the faded school distribution, with Max's bin outlined.

Norm group

With **School** or **District**, grade-level scores are compared with same-grade students on grade-level passages, and one-grade-below scores with same-grade students reading the same easier passages. With **Hasbrouck & Tindal (2017)**, one-grade-below scores are compared with the lower grade's published norms, as in a Survey Level Assessment.

Risk status: Percentiles or DIBELS 8 goals

The **Risk status** buttons choose how students are labeled and colored in the Decision column, the Screening summary counts, the Student report statements and the frequency distributions.

- **Percentiles** (default): red = at or below the 10th percentile (Well-Below Average); yellow = above the 10th through the 25th percentile (Potentially At Risk), using the chosen norm group.
- **DIBELS 8 goals**: red = below the DIBELS 8th Edition ORF risk cut score (Intensive Support: Consider Further Assessment and Tier 3); yellow = at or above the risk cut score but below the benchmark goal (Strategic Support: Consider Further Assessment and Tier 2 Intervention). Grade-level scores use the student's grade; one-grade-below scores use the lower grade's goals. There is no Kindergarten ORF goal, so Grade 1 one-grade-below scores have no DIBELS 8 label.

Percentile ranks, Most discrepant readers and the Floor check still use percentiles with either choice.

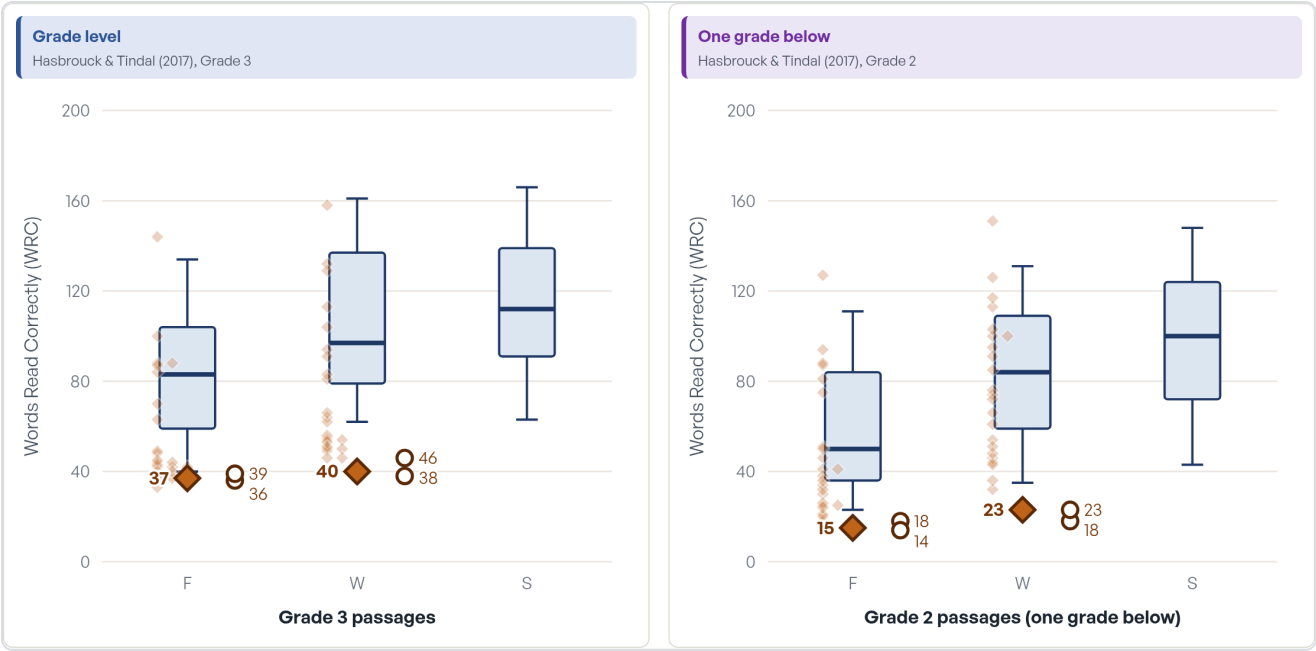
DIBELS 8 ORF (WRC)	Fall: risk cut / goal	Winter: risk cut / goal	Spring: risk cut / goal
Grade 1	5 / 10	10 / 21	26 / 39
Grade 2	29 / 49	59 / 78	77 / 94
Grade 3	55 / 73	85 / 105	96 / 114
Grade 4	62 / 87	98 / 121	99 / 125
Grade 5	81 / 103	108 / 122	124 / 137
Grade 6	99 / 123	117 / 133	125 / 141
Grade 7	101 / 126	121 / 136	127 / 141
Grade 8	110 / 125	116 / 131	121 / 135

Source: University of Oregon, DIBELS 8th Edition Benchmark Goals (goals updated July 2020). Fall, Winter and Spring = beginning, middle and end of year.

Print and CSV

Choose **Print** for a paper or PDF copy, or **Download results (CSV)** for a spreadsheet of the class's scores, percentile ranks and Decision labels.

Hasbrouck & Tindal (2017) comparison



The same class compared with Hasbrouck & Tindal (2017): Grade 3 norms on the left, Grade 2 norms on the right.

9. Student report

The Student report begins with a plain-language statement for each Benchmark Period: median WRC, errors, accuracy and percentile rank on each material, with Decision labels and the most discrepant reader note. A second sentence compares each score with the DIBELS 8th Edition ORF Benchmark Goals (Intensive, Strategic or Core Support).

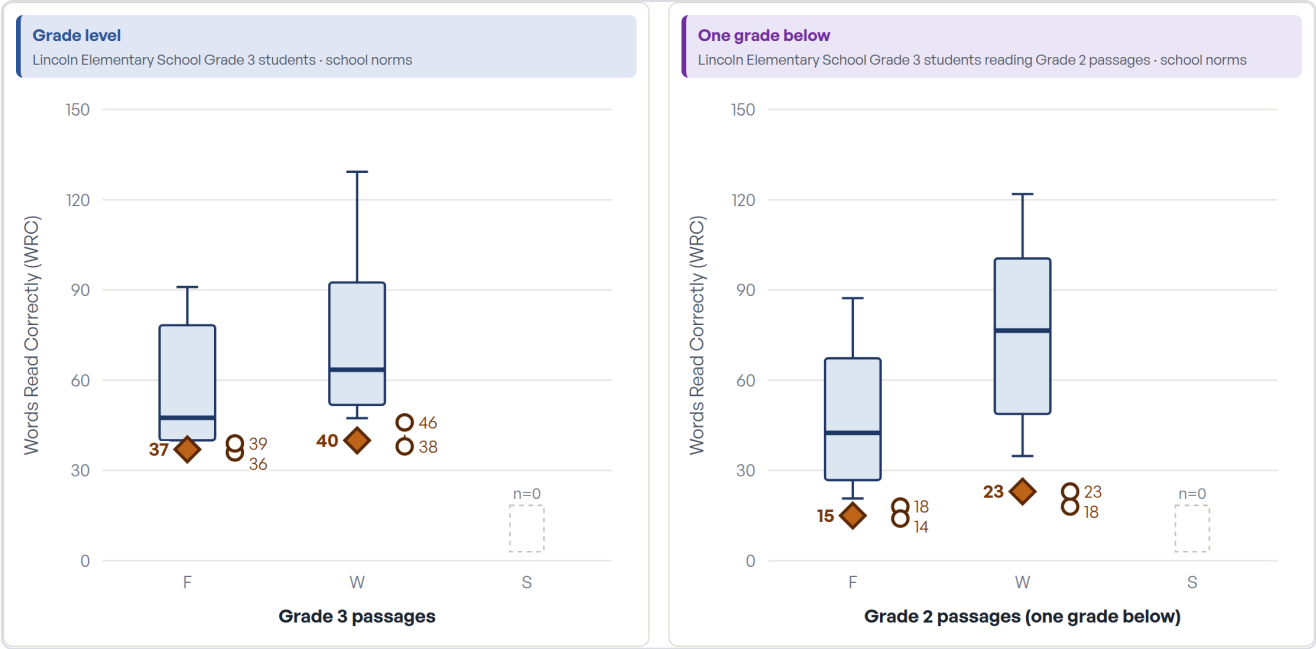
The Student report table has a **DIBELS 8 ORF** column showing all four DIBELS 8 levels (Intensive Support, Strategic Support, Core Support and Core Support blue), and the CSV download adds Grade-Level and Below-Grade DIBELS 8 ORF columns. This comparison appears whichever Risk status you choose.

Fall: Max read on Grade 3 passages, a median of **37 WRC** with 2 errors (94.9% accuracy), about the 8th percentile compared with Lincoln Elementary School Grade 3 students Well-Below Average ; and on Grade 2 passages, a median of **15 WRC** with 1 error (93.8% accuracy), about the 4th percentile compared with Lincoln Elementary School Grade 3 students reading Grade 2 passages Well-Below Average . **Most discrepant reader:** low at grade level and at or below the 10th percentile on the easier passages.

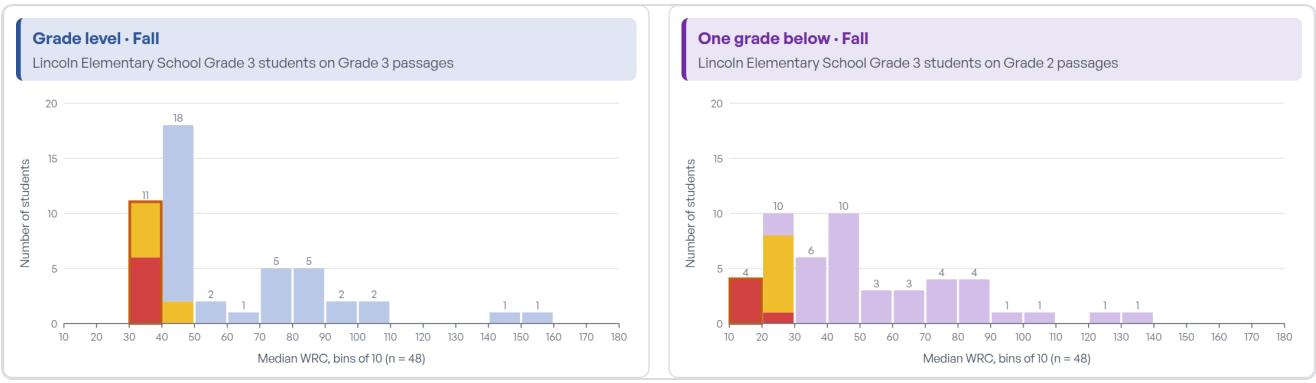
Winter: Max read on Grade 3 passages, a median of **40 WRC** with 2 errors (95.8% accuracy), about the 1st percentile compared with Lincoln Elementary School Grade 3 students Well-Below Average ; and on Grade 2 passages, a median of **23 WRC** with 1 error (95.8% accuracy), about the 3rd percentile compared with Lincoln Elementary School Grade 3 students reading Grade 2 passages Well-Below Average . **Most discrepant reader:** low at grade level and at or below the 10th percentile on the easier passages.

Statements for Max Vega, Fall and Winter.

Next come both box-and-whisker charts and a pair of frequency distributions for each Benchmark Period.



Student charts: grade level and one grade below.



Frequency distributions for one Benchmark Period, with the student's bin outlined.

The report ends with every passage score and the Qualitative Features Checklist for each Benchmark Period and material.

BENCHMARK PERIOD	MATERIAL	P1 WRC/ERR	P2 WRC/ERR	P3 WRC/ERR	MEDIAN WRC	MEDIAN ERRORS	ACCURACY	PR	DECISION
Fall	Grade 3 (grade level)	36 / 3	37 / 2	39 / 1	**37**	2	94.9%	8	Well-Below Average Consider Further Assessment and Tier 3
	Grade 2 (one below)	18 / 1	15 / 1	14 / 1	**15**	1	93.8%	4	Well-Below Average Consider Further Assessment and Tier 3
Winter	Grade 3 (grade level)	38 / 1	40 / 3	46 / 2	**40**	2	95.8%	1	Well-Below Average Consider Further Assessment and Tier 3
	Grade 2 (one below)	23 / 1	18 / 1	23 / 1	**23**	1	95.8%	3	Well-Below Average Consider Further Assessment and Tier 3

Scores by Benchmark Period: each passage (WRC / errors), medians, accuracy, PR and Decision.

FEATURE	FALL: GRADE 3	FALL: GRADE 2	WINTER: GRADE 3	WINTER: GRADE 2
Reads with Accuracy	Not Observed	Not Observed	Not Observed	Not Observed
Reads with Prosody (Expression)	Not Observed	Observed	Not Observed	Not Observed
Cracks the Code with Automaticity	Not Observed	Not Observed	Not Observed	Not Observed
Has an Effective Strategy for Unfamiliar Words	Not Observed	Not Observed	Not Observed	Observed
Demonstrates Comprehension Self-Monitoring (Self-Corrects Errors)	Not Observed	Not Observed	Not Observed	Not Observed

Qualitative Features Checklist for both materials (not normed).

Choose **Print** for a copy to share with a team or family, or **Back to class report**.

10. Norms and decision rules

Rule	How the app applies it
Median score	Median WRC and median errors of the passages given (up to three) for each material.
Accuracy	Median of each passage's WRC ÷ (WRC + Errors) × 100.
School norms	Students in the same school, grade and Benchmark Period; at least 20 scores.
District norms	All open workbooks for the district, same grade and Benchmark Period; at least 50 scores.
One grade below (local)	Compared with same-grade students reading the same easier passages.
Hasbrouck & Tindal (2017)	Grades 1–6 national norms (no Grade 1 Fall). One grade below is compared with the lower grade's norms. Ranks are estimated between published percentiles.
Percentile rank (local)	Mid-rank percentile within the norm group.
Decision labels	**Well-Below Average** at or below the 10th percentile: Consider Further Assessment and Tier 3. **Potentially At Risk** above the 10th through the 25th: Consider Further Assessment and Tier 2 Intervention.
DIBELS 8 goals (Risk status)	**Intensive Support** below the DIBELS 8 ORF risk cut score: Consider Further Assessment and Tier 3. **Strategic Support** at or above the risk cut score but below the benchmark goal: Consider Further Assessment and Tier 2 Intervention. One grade below uses the lower grade's goals.
Most discrepant reader	At or below the 25th percentile at grade level and at or below the 10th percentile one grade below.
Floor check	Flags a grade when more than 25% (adjustable) score at or below the Hasbrouck & Tindal 25th percentile at grade level.
Rounding	Values reported to the tenth.

> Percentile ranks are shown rounded. A student shown at the 10th percentile may be labeled Potentially At Risk when the unrounded rank is just above 10.

11. Questions and answers

Do I have to give the below-grade passages to every student? No. Testing everyone gives the strongest local norms for the easier passages. If you test only some students, use Hasbrouck & Tindal (2017) or district norms when school norms have too few scores.

Why is a box empty with "n=" under it? There are not enough scores for a local norm in that grade and Benchmark Period (20 for school, 50 for district). Choose another norm group or add workbooks.

Why does the summary flag a floor effect? More than the threshold percentage of students are at or below the 25th percentile at grade level, so grade-level scores may not separate the lowest readers. Use the one-grade-below results.

Why do the frequency distributions look short for a small grade? All distributions for a school share one number-of-students scale so they can be compared. A small grade has shorter bars.

Is my data saved? No. Data is held in memory for the session only. Keep your workbooks and reopen them next time.

Can I use my CBM Benchmark Report workbooks? Use the Enhanced workbooks, which add the one-grade-below columns. You can paste rosters and grade-level scores from your existing workbooks.

Does Grade 1 get below-grade scores? No. Below-grade passages apply to Grades 2–8.

12. References and support

University of Oregon. (2020). *DIBELS 8th Edition benchmark goals* (updated July 2020; reformatted October 2025). Eugene, OR: University of Oregon. https://dibels.uoregon.edu/sites/default/files/2026-06/dibels-benchmark-goals-all-grades.pdf

Hasbrouck, J., & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR: Behavioral Research and Teaching, University of Oregon. https://files.eric.ed.gov/fulltext/ED594994.pdf

CBM Benchmark Report: https://markshinn.org/cbm-benchmark-reporting

Product page, demo and this manual: https://markshinn.org

Support: mark@markshinn.org

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