mCLASS

Program guide

mCLASS with DIBELS 8th Edition, mCLASS Lectura, and mCLASS Intervention

Our mission

Dear teachers,

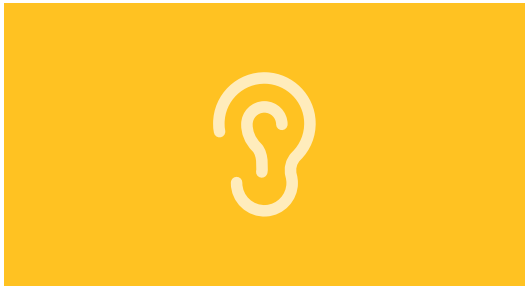
You do a job that is nearly impossible and utterly essential. We are in your corner—extending your reach, saving you time, and enhancing your understanding of each student.

Thank you for working with us to craft rigorous and riveting learning experiences for your classroom.

We share your goal of inspiring all students to think deeply, creatively, and for themselves.

Sincerely,

Amplify.



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Introduction

Introduction

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Our philosophy

There's no resource more important for student equity than teachers. That's why the mCLASS® platform provides deep, rich data through one-on-one assessments available in both English and Spanish that use your observations to find exactly where students need the most support and identify those who may be at risk of learning disabilities like dyslexia.

mCLASS connects these valid and reliable insights to instruction, intervention, and personalized learning, giving you tools that extend your reach and pinpoint the right instruction to deliver to each student.

Developed in partnership with the University of Oregon, based on decades of research, and aligned to the Science of Reading, mCLASS is the only digital provider of DIBELS® 8th Edition. mCLASS's connected suite of assessment, instruction, and intervention enables you to understand and propel every student's reading growth.

With mCLASS, you'll get answers to the pressing questions in your classroom, like:

Every student is an individual, and mCLASS helps you make data-driven, engaging literacy instruction a reality for each one. **This is the power of mCLASS.**

"I have been teaching for 38 years. mCLASS with DIBELS 8th Edition is the best program I have used for determining the overall needs of the student and what their reading abilities are."

— First grade teacher, Connecticut

How to use our assessments

With mCLASS and mCLASS Español, you can use our assessments to provide:

- Universal screening that shows where your individual students are in their development, who is at risk, and where to target instruction—from students to small groups, and all the way to the school and district levels.
- Dyslexia screening to identify students at risk for reading difficulties.
- Complete parity between English and Spanish solutions at all levels, with full coverage of the key foundational skills required by state lists.
- Progress monitoring to keep track of how your students are responding to instruction, so you can adjust to their needs quickly.
- Targeted instruction in all of the critical foundational reading skills, with teacher-led, small-group, and one-on-one instruction and student-driven learning in the adaptive Amplify Reading personalized learning program.
- Optimized student groupings to deliver targeted, staff-led intervention.

Grounded in the Science of Reading

What does it mean for an assessment to be aligned to the Science of Reading?

When you use mCLASS, you can be assured that your students are getting the best the Science of Reading has to offer for both English and Spanish literacy.

The mCLASS system provides universal screening and dyslexia screening for K–6 through teacher-administered assessment. The method of assessment enables educators to make instructional decisions based on valid and reliable student data.

The Science of Reading approach used by mCLASS includes an authentic dual language assessment—mCLASS Lectura works in tandem with DIBELS 8th Edition to deliver universal and dyslexia screening in both languages.

Grounded in the Science of Reading

The importance of teacher-administered assessment

mCLASS allows educators to access valid and reliable student data through a one-on-one assessment between the teacher and student.

Measure critical skill development through direct observation

When assessing early literacy skills, it's critical to hear students produce sounds and words. With the right tools in place, educators can spend the quality one-on-one time that young learners need so they are carefully, closely observed as they're learning to read.

Listen closely to your readers

Eyes and ears deliver the most reliable results for young students, and prevent beginning readers from simply clicking through. Observation also helps educators make the right choice of differentiated instruction for each student.

Gather authentic, meaningful data

It's especially important for teachers who are supporting struggling readers to understand exactly where and how a student is struggling. That information—the artifact of a shared experience with a student—comes from directly observing a student reading.

Amplify early literacy suite

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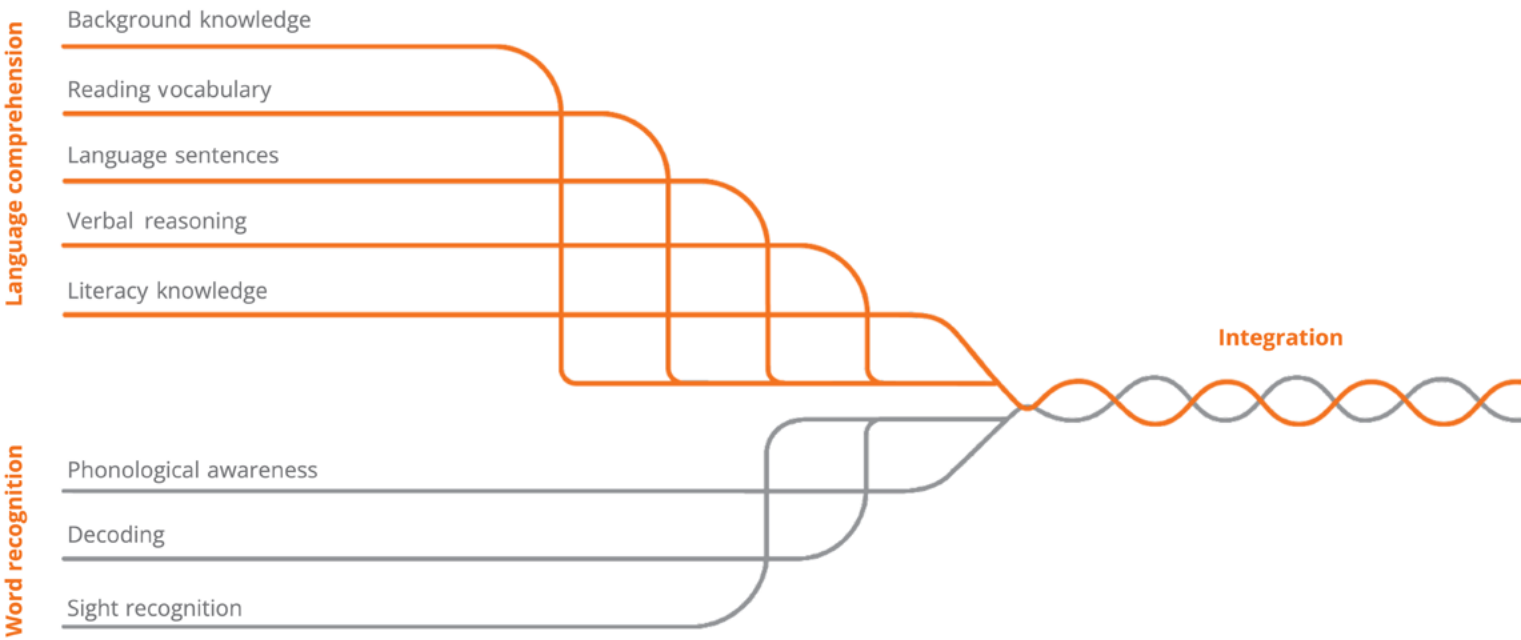
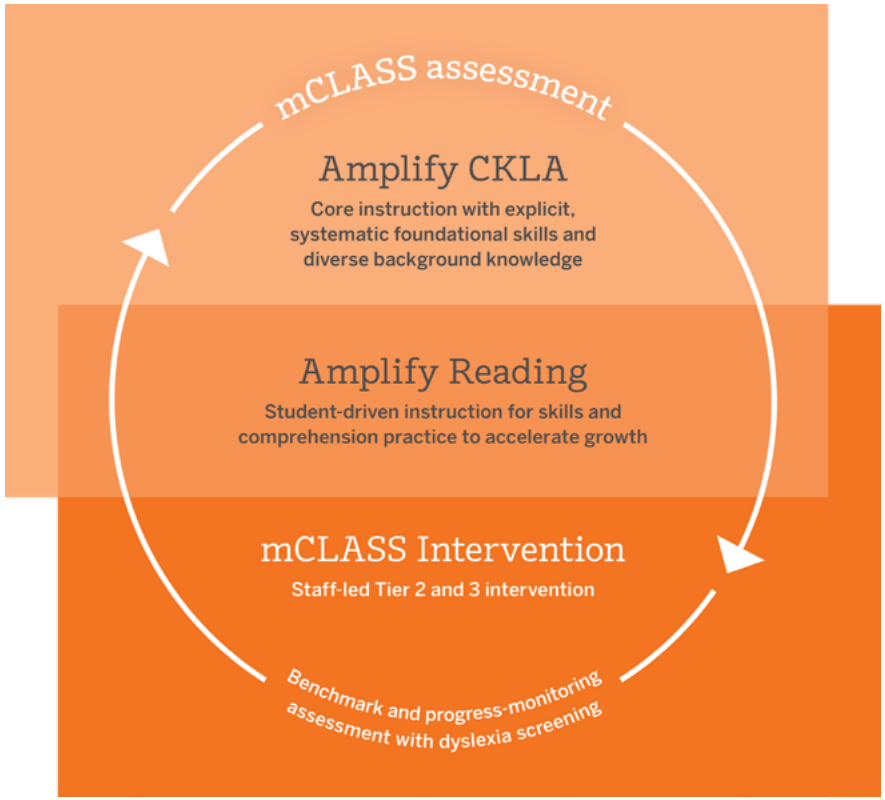
The Amplify early literacy suite

A strong literacy program is not just about having a valid dual language assessment like mCLASS. It also needs to bring together curriculum, instruction, regular practice, differentiation, and personalized learning that measure where students are, where they need to go, and what is needed to promote ongoing reading success, including intervention.



Amplify has brought these components together in an early literacy suite of assessment, intervention, and core curriculum to ensure that you have what you need for multi-tiered support based on the Science of Reading.



As partners in the Science of Reading, our programs, events, and podcasts help tens of thousands of educators make the shift.

Comprehensive system in action

mCLASS is a part of a greater family of Amplify products that are aligned, interconnected, and backed by the Science of Reading.

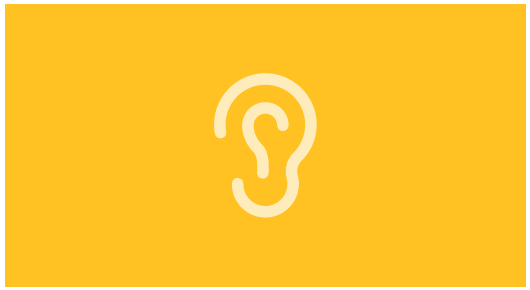
Assess
mCLASS
- Universal and dyslexia screening
- Targeted, teacher-led instruction
- Progress monitoring

Instruct
Amplify CKLA
- Strong skills foundation
- Built on the Science of Reading
- Focus on background knowledge

Practice
Amplify Reading
- Remediation and enrichment for all students
- mCLASS data informs student placement
- Differentiated practice to reinforce and strengthen Amplify CKLA instruction

Intervene
mCLASS Intervention
- Targeted, staff-led intervention
- Small-group instruction based on students with similar skill profiles
- Independent decoding practice to build automaticity

2:00 - 2:30 social studies/science
2:35 - 3:05 enrichment
3:10 - 3:45
3:45 - 3:50
3:50 - 3:55
3:55 - 4:25



Assessments

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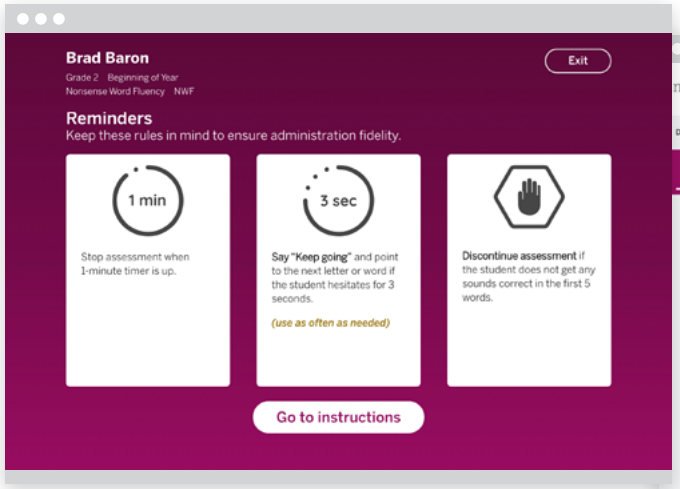
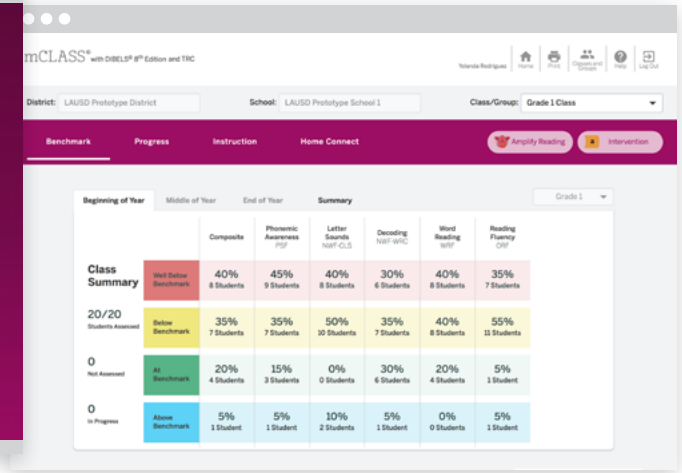
DIBELS 8th Edition

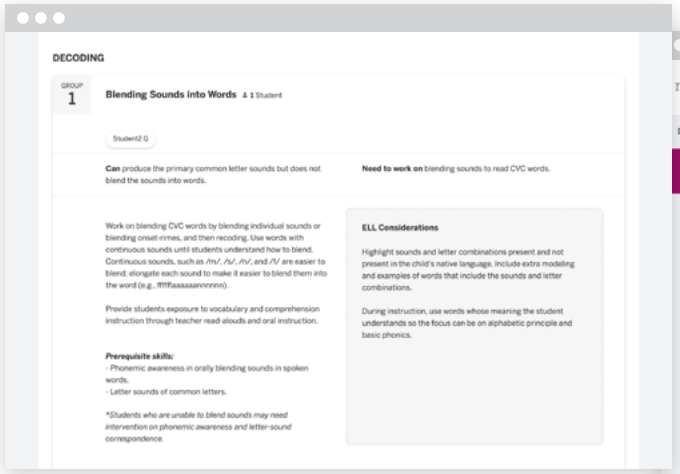
We partnered with the University of Oregon's Center on Teaching and Learning to bring you DIBELS 8th Edition. Like past editions of DIBELS, you'll get brief, easy-to-use one-minute measures that generate rich, predictive data you can use in your instruction. DIBELS 8th Edition offers even greater consistency across measures and higher accuracy in identifying your at-risk students.

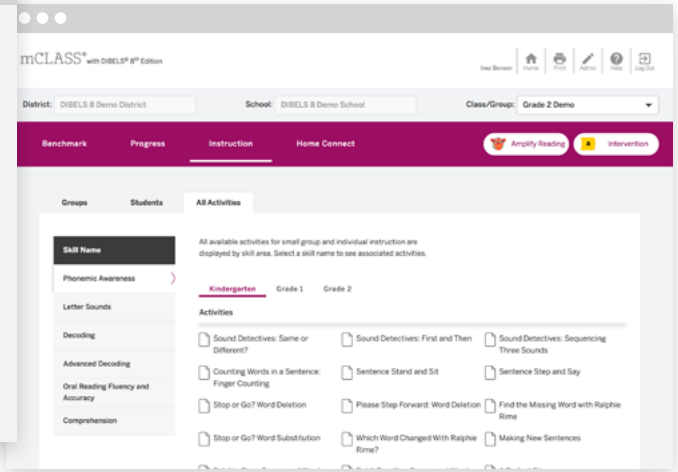
DIBELS 8th Edition represents the culmination of decades of research into supporting students in becoming successful readers. It uses state-of-the-art, research-based methods for designing and validating curriculum-based measures of reading. As a result, DIBELS is more useful for more students than ever before.

DIBELS® 8TH EDITION
UNIVERSITY OF OREGON | College of Education


Brad Baron
Exit
Grade 2 Beginning of Year
Nonsense Word Fluency NWF
Reminders
Keep these rules in mind to ensure administration fidelity.
1 min
Stop assessment when 1-minute timer is up.
3 sec
Say "Keep going" and point to the next letter or word if the student hesitates for 3 seconds.
(use as often as needed)
Discontinue assessment if the student does not get any sounds correct in the first 5 words.
Go to instructions

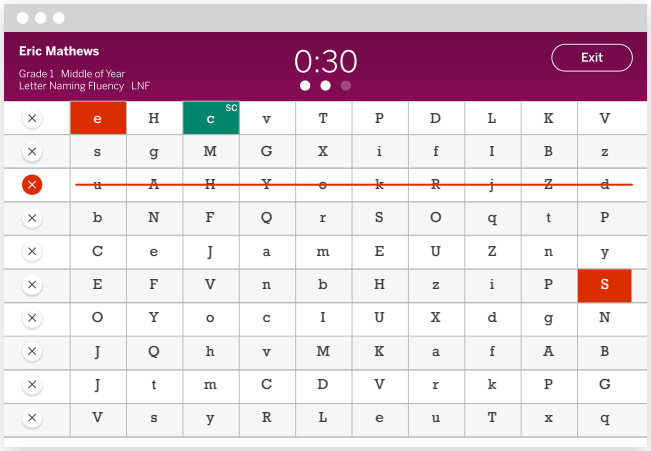

mCLASS
Benchmark
Progress
Instruction
Home Connect
Beginning of Year
Middle of Year
End of Year
Summary
Class Summary
20/20
0
0


DECODING
GROUP 1
Blending Sounds into Words
Can produce the primary common letter sounds but does not blend the sounds into words.
Need to work on blending sounds to read CVC words.
ELL Considerations
Prerequisite skills:


mCLASS
Benchmark
Progress
Instruction
Home Connect
Groups
Students
All Activities
Skill Name
Phonemic Awareness
Letter Sounds
Decoding
Advanced Decoding
Oral Reading Fluency and Accuracy
Comprehension
Kindergarten
Grade 1
Grade 2
Activities

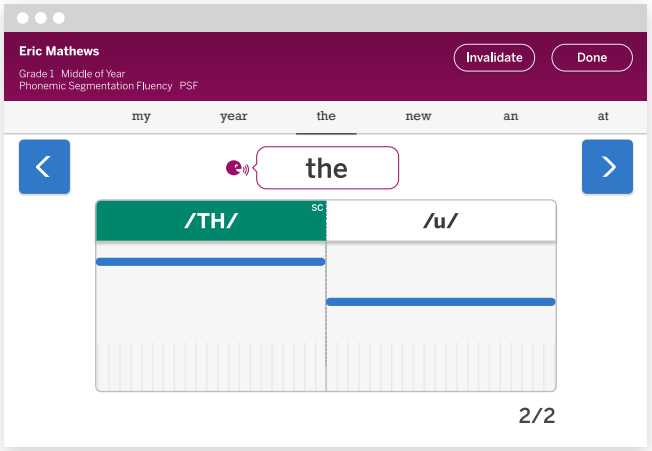
Measures

Here's a quick look at the measures DIBELS 8th Edition includes:



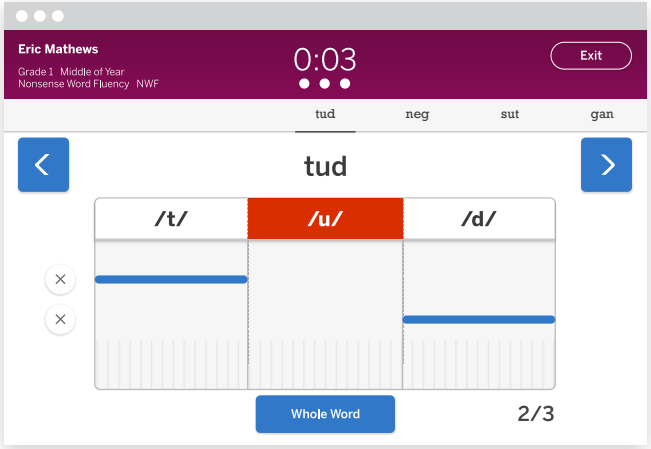
Letter Naming Fluency (LNF)

In this **letter names** measure, teachers record how many lowercase and uppercase letters students can identify in a minute. The results help you identify students who may require additional support with basic early literacy skills to become successful readers.



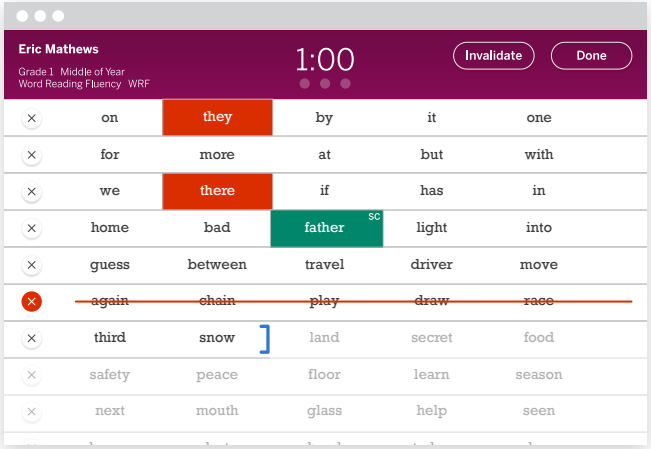
Phonemic Segmentation Fluency (PSF)

In this **phonemic awareness** measure, students have one minute to say the sounds in spoken words. This awareness of the sound structures of language is crucial for reading and spelling.



Nonsense Word Fluency (NWF)

In this **letter sounds and decoding** measure, students read nonsense words either sound by sound or as whole words. These nonsense words force students to rely on their decoding skills and not sight word memory, letting teachers see where students are in learning to decode.



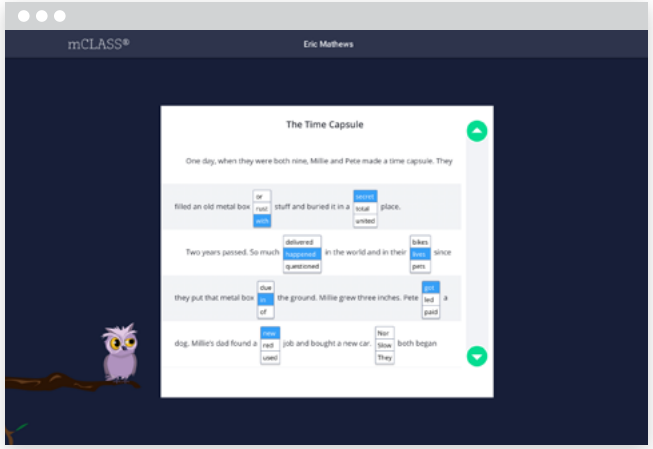
Word Reading Fluency (WRF)

During this **word reading** measure, students read as many irregular words and high frequency words as they can in one minute. This helps identify students at risk who might otherwise be missed by other measures.

Measures

Oral Reading Fluency (ORF)

In this **fluency** measure, students read out loud as much of a passage as they can in one minute. As they read, you mark their errors and self-corrections. Fluency is key to comprehension and is a predictor of overall reading success.



Maze

In this **comprehension** measure, students read a passage silently. As they encounter sentences with missing words, they select a word from three choices to restore meaning to the sentence.

Skills measured by grade

Here's a quick look at the skills DIBELS 8th Edition covers in each grade.

Skill	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4–6
Letter naming	✓	✓			
Phonemic awareness	✓	✓			
Letter sounds & decoding	✓	✓	✓	✓	
Word reading	✓	✓	✓	✓	
Fluency		✓	✓	✓	✓
Comprehension			✓	✓	✓

Assessment researchers

DIBELS 8th Edition was authored by a team of researchers, led by Dr. Gina Biancarosa and Dr. Hank Fien, at the University of Oregon's Center on Teaching and Learning.

Dr. Gina Biancarosa

Dr. Gina Biancarosa led the research and design of DIBELS 8th Edition. A former reading specialist, she studies literacy and assessment. She is the author of numerous publications in top peer-reviewed journals, such as *Educational and Psychological Measurement* and the *Journal of Educational Measurement*.

Dr. Hank Fein

Dr. Hank Fein co-directed the development of DIBELS 8th Edition. He is the former Director of the Center on Teaching and Learning and a principal investigator on many IES grants in the areas of early reading and math. Most of his research has focused on improving students' academic achievement in multi-tiered systems of support. He also served as the Director of the National Center on Improving Literacy.

Research basis

The DIBELS 8th Edition assessment is the most well-researched version of DIBELS to date, and is built on decades of experience in literacy teaching and learning. It is backed by the following:

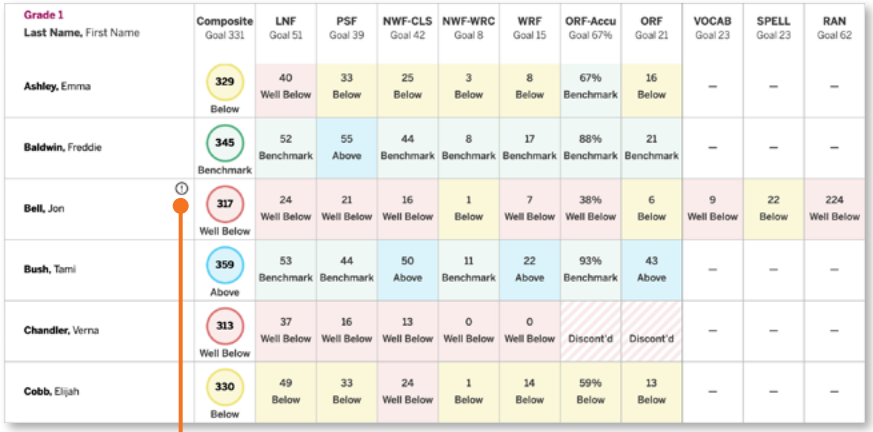
- The latest iteration of curriculum-based measurement tools, a state-of-the-art approach for efficiently assessing students' skills
- Measures that provide the most accurate results, aligned to the latest NCII standards for reliability, validity, determination of risk, and sensitivity to student growth and learning
- Measures that have been validated for dyslexia screening purposes

For more information on the research behind DIBELS 8th Edition, visit **https://dibels.uoregon.edu/research.**

Screening for dyslexia risk

mCLASS's full suite of assessments gives educators a complete picture of each student's literacy skills—from their foundational skills to vocabulary and comprehension. Crucially, it helps educators understand which students may be at risk of reading difficulties, including those associated with dyslexia.

DIBELS 8th Edition measures are validated to provide information about dyslexia risk. DIBELS is backed by more than 20 years of research and development and is designed to identify and progress-monitor students at risk for future reading difficulties. To help schools meet new dyslexia screening requirements, DIBELS 8th Edition includes updated measures that are aligned to common dyslexia screening areas, such as rapid automatized naming, phonological awareness, alphabetic principle, and word reading ability.

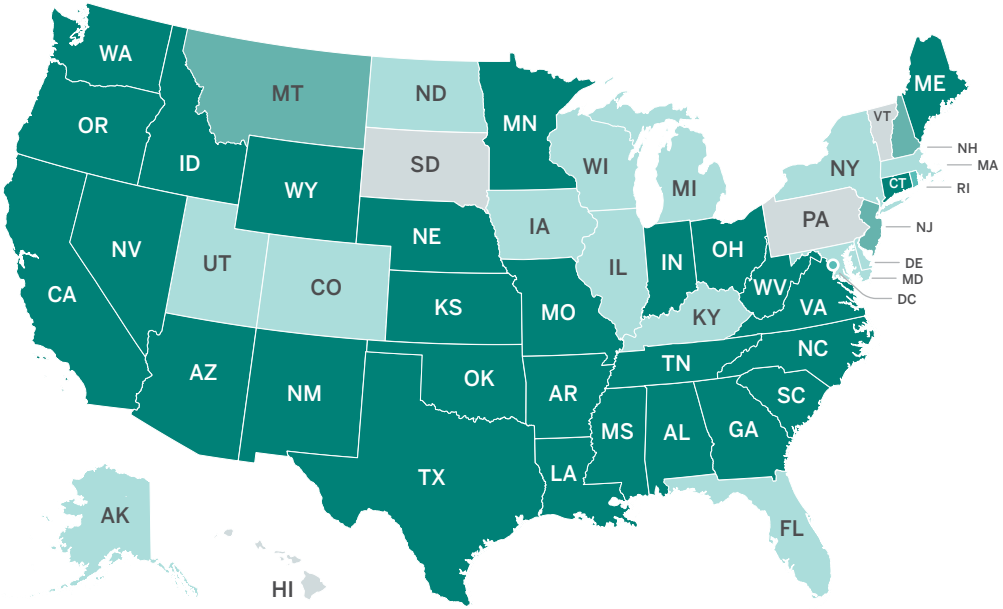


Grade 1 **Last Name,** First Name	Composite Goal 331	LNF Goal 51	PSF Goal 39	NWF-CLS Goal 42	NWF-WRC Goal 8	WRF Goal 15	ORF-Accu Goal 67%	ORF Goal 21	VOCAB Goal 23	SPELL Goal 23	RAN Goal 62
Ashley, Emma	329 Below	40 Well Below	33 Below	25 Below	3 Below	8 Below	67% Benchmark	16 Below	–	–	–
Baldwin, Freddie	345 Benchmark	52 Benchmark	55 Above	44 Benchmark	8 Benchmark	17 Benchmark	88% Benchmark	21 Benchmark	–	–	–
Bell, Jon	317 Well Below	24 Well Below	21 Well Below	16 Well Below	1 Below	7 Well Below	38% Well Below	6 Below	9 Well Below	22 Below	224 Well Below
Bush, Tami	359 Above	53 Benchmark	44 Benchmark	50 Above	11 Benchmark	22 Above	93% Benchmark	43 Above	–	–	–
Chandler, Verna	313 Well Below	37 Well Below	16 Well Below	13 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	–	–	–
Cobb, Elijah	330 Below	49 Below	33 Below	24 Well Below	1 Below	14 Below	59% Below	13 Below	–	–	–

mCLASS reports include a risk indicator icon that marks which students are at risk.

A national call for dyslexia screening

Researchers agree that it's critical to identify dyslexia risk in students as early as possible, leading to national legislation around the country with states adopting K–3 universal screening and dyslexia screening laws.



- States with universal screening laws.
- States with dyslexia laws.
- States with universal and dyslexia screening laws.
- No identified screening laws.

Map updated in January 2024.

Additional mCLASS measures included to screen for risk

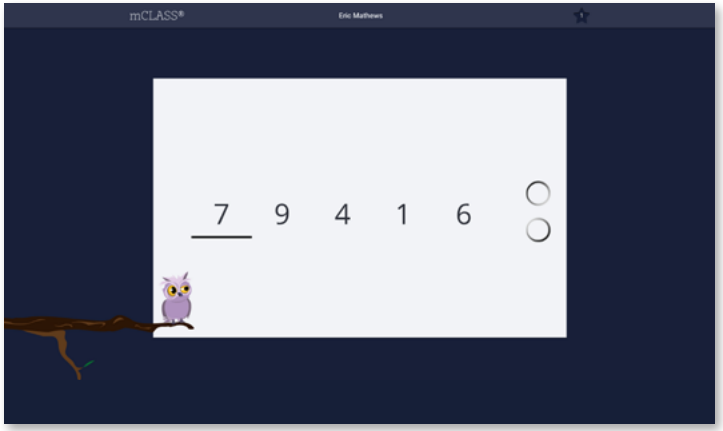
mCLASS offers additional measures to screen for risk related to dyslexia and other reading difficulties. Together with DIBELS 8th Edition, these measures serve as a powerful tool to identify at-risk students at the earliest levels. Educators can use them to meet dyslexia screening requirements and identify reading difficulties.

The additional mCLASS measures are:

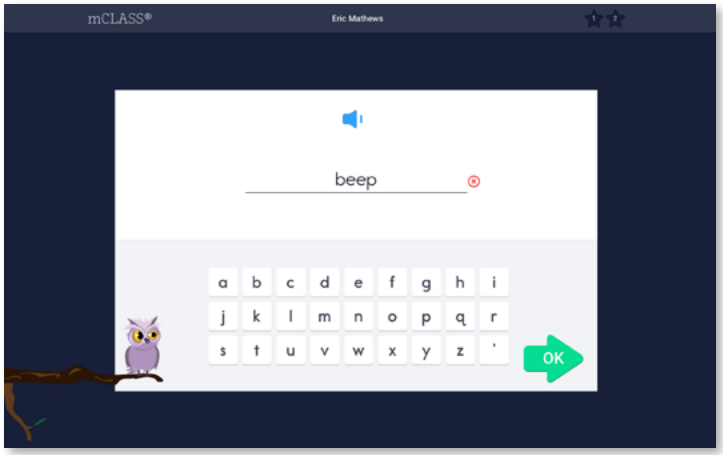
Rapid automatized naming

Rapid automatized naming (RAN) is an additional measure that assesses your student's ability to process and retrieve phonological information. The student is shown a set of 5 numbers that are randomly repeated for a total of 50 final numbers. They have to name each number aloud as quickly and accurately as possible. The teacher discreetly marks the student's responses.

K–3 teachers can use this measure for benchmarking three times a year.



Spelling



In this additional Spelling assessment measure, the student hears a target word selected from a pool of grade-specific words. The student then uses letter tiles to spell the word.

They're scored based on the traditional words spelled correctly (WSC) measure, as well as individual correct spelling sequences (CSS) within a word, which provides partial credit. This makes this measurement more sensitive to students' actual spelling skills, giving more information about their progress.

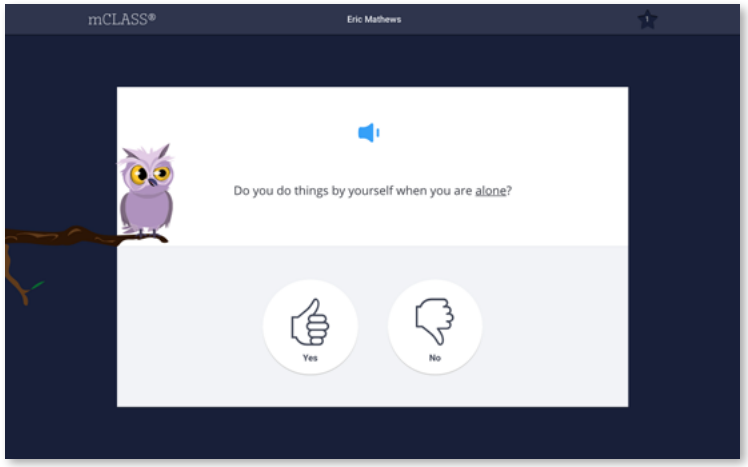
K–3 teachers can use this measure for benchmarking three times a year.

Vocabulary

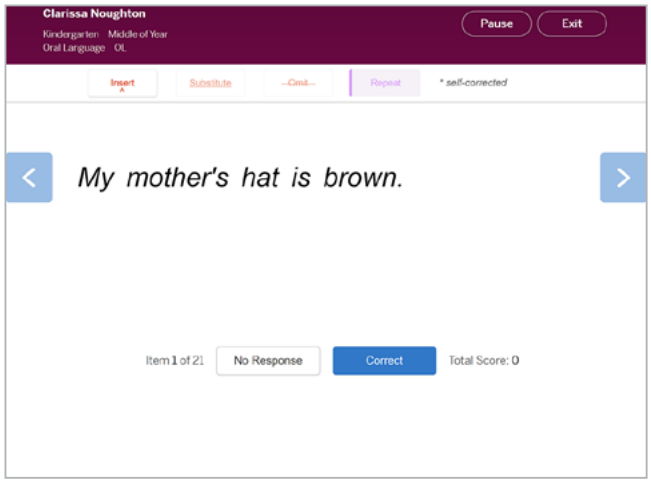
In this additional assessment measure, students demonstrate how well they know grade-specific words, as well as their skill at deriving meaning from text.

Some words are high utility (Tier 2) and some are content-specific (Tier 3). Depending on grade level, the student may be asked questions about the word, asked to use the word correctly to fill in a blank, or asked to match the word with its definition.

K–3 teachers can use this measure for benchmarking three times a year.



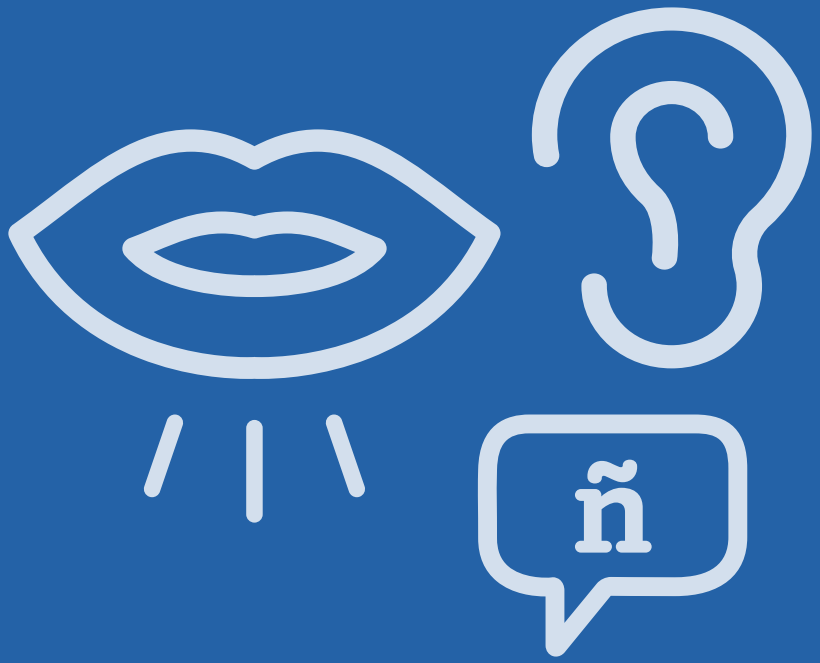
Oral language



In this additional assessment measure, the assessor explains that the student should repeat exactly what the assessor says and begins by administering one or two practice items to ensure the student understands the task before scoring commences.

K–2 teachers can use this measure for benchmarking three times a year.

The 21 items are administered one at a time as the assessor reads them from the laptop or tablet. This assessment is also a research-based measure of listening comprehension.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The critical need to assess Spanish-speaking students in their native language

Creating a level playing field

A 2019 University of Oregon study that compared assessing Pre-K Spanish speakers in their native language versus English found that:

63%

identified as needing Tier 2 or Tier 3 intervention when assessed in English,

while only

21%

identified as needing Tier 2 or Tier 3 intervention when assessed in Spanish.

Assessing Spanish-speaking students in their native language is central to leveling the playing field and empowering them in their literacy journey. Why is this the case?

- Teachers don't want to underestimate a student's ability level.
- Understanding Spanish literacy development helps teachers understand a student's English performance.
- Spanish reading skills impact English reading development.

Introducing mCLASS Lectura

Achieve complete parity between English and Spanish assessments with mCLASS Lectura for K–6.

mCLASS Lectura allows teachers to connect with their Spanish-speaking students face-to-face, one-on-one, and in the language most comfortable to them.

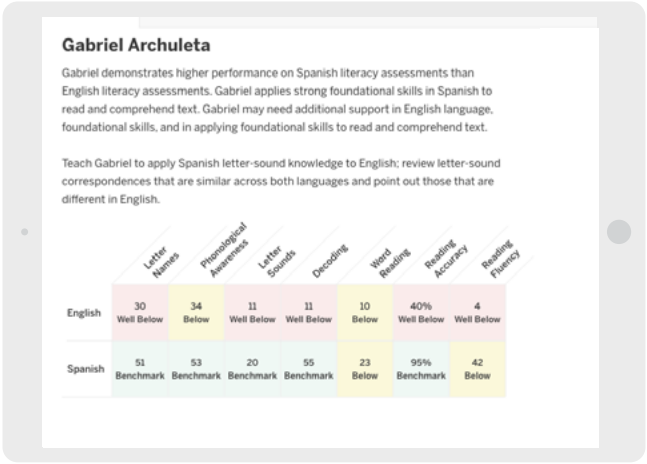
The result? Valid and reliable student data reports available in both English and Spanish, enabling teachers to pinpoint where their Spanish-speaking or emergent bilingual students really are in their skill development and what instruction to prioritize.

mCLASS Lectura provides educators with the tools to understand their students' needs.

Create a level playing field in classrooms with dual language assessment and reporting

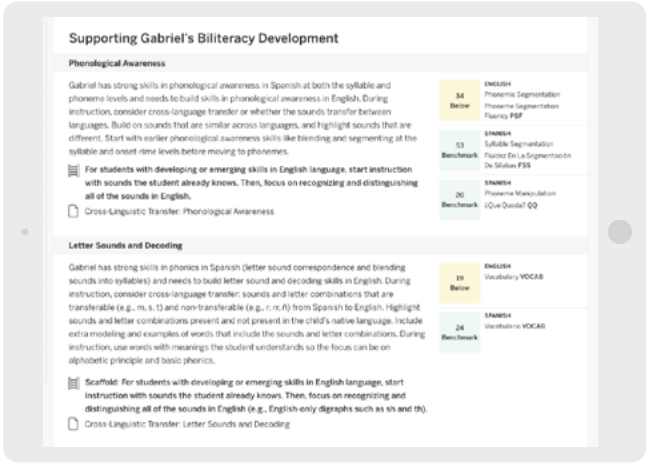
mCLASS with DIBELS 8th Edition and mCLASS Lectura deliver complete English and Spanish parity with parallel reporting across English and Spanish assessment and unique dual language reporting.

View students' English and Spanish literacy development side by side.



Dual language report

Identify transferable skills across English and Spanish and receive instructional guidance.



Dual language report

Skills measured by grade

Here's a quick look at the skills mCLASS Lectura covers in each grade:

Skill	K-Inicio	K	G1	G2	G3	G4–6
Letter naming	✓	✓	✓			
Phonological awareness	✓	✓	✓	✓		
Alphabetic principle	✓	✓	✓	✓	✓	
Fluency			✓	✓	✓	✓
Comprehension			✓	✓	✓	✓

The mCLASS Español suite also includes additional development measures validated by Amplify listed below.

Measure	K	G1	G2	G3	G4–6
Spelling Español (Encoding)	✓	✓	✓		
Oral language Español (OL) (Oral language)	✓	✓	✓		
Vocabulary Español (Vocabulary)	✓	✓	✓	✓	✓

Assessment researchers

mCLASS Lectura was co-developed by Amplify and Dr. Lillian Durán of the Center on Teaching and Learning at the University of Oregon along with a team of nationally recognized experts, and additional focus groups featuring classroom teachers, special education teacher, specialists, and administrators.

Lillian Durán, Ph.D.
Associate Professor,
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Doris Baker, Ph.D.
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Elsa Cárdenas Hagan, Ed.D
Bilingual Speech Language Pathologist and Certified Academic Language Therapist

Elizabeth Jiménez Salinas
Bilingual education expert and CEO, GEMAS Consulting

Gisela O'Brien, Ph.D.
Bilingual education expert and faculty, Loyola Marymount University

Location Words

mCLASS Express

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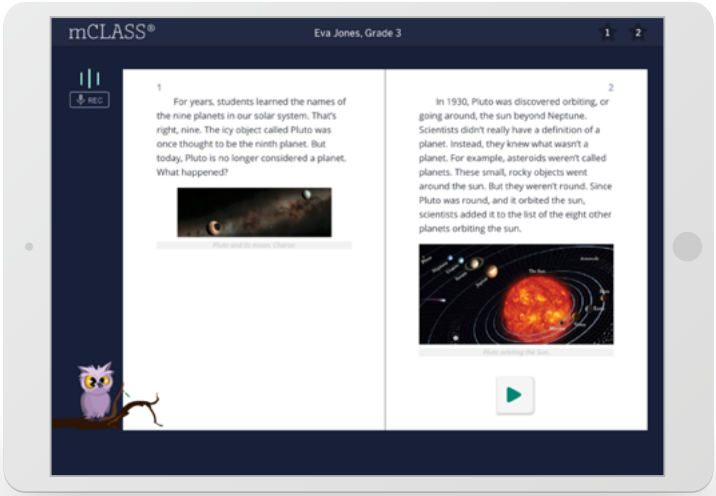
Cutting-edge voice recognition built for early reading..... 51

Close early literacy gaps online with mCLASS Express



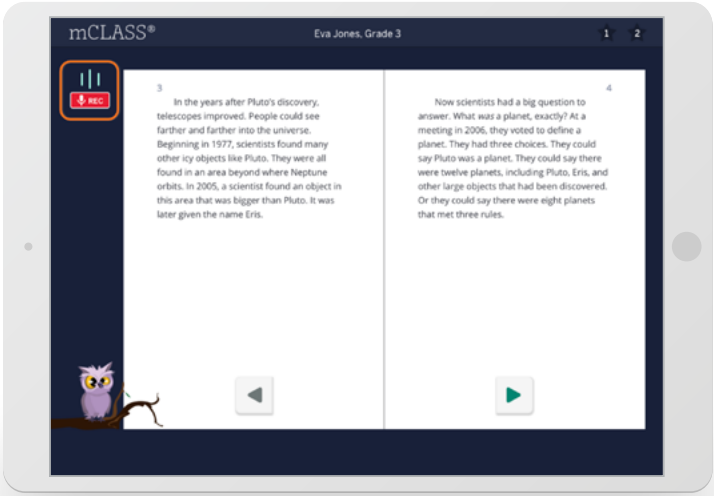
A rapid online tool for grades 1–6, mCLASS Express cuts through the challenges of intervening with off-grade-level readers and accurately pinpoints foundational skills gaps for students reading in upper elementary school.

The following skills are measured in mCLASS Express:

- Oral Reading Fluency
- Oral Reading Accuracy
- Reading comprehension
- Basic and advanced decoding

Cutting-edge voice recognition built for early reading

mCLASS Express is powered by SoapBox Labs, the first literacy assessment developed specifically for children's speech patterns, voices, and pronunciation to enable remote evaluation of reading accuracy, fluency, and comprehension. Educators see the transcript with exact error patterns and can hear their students read.



SoapBox

Instruction

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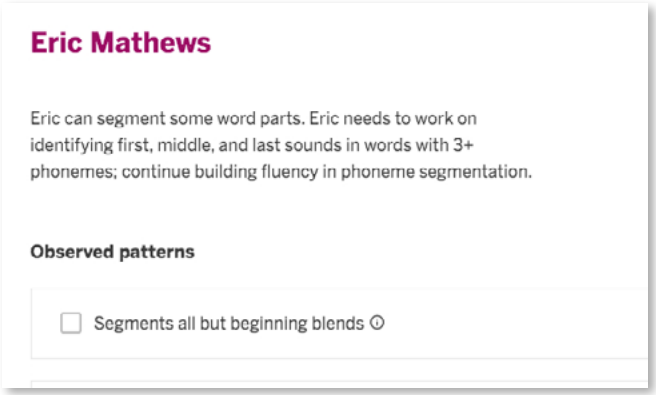
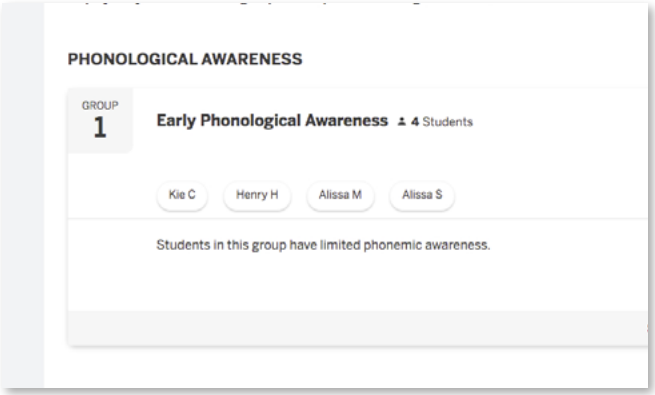
Better data means better instruction

mCLASS with DIBELS 8th Edition and mCLASS Lectura let you know exactly which aspect of a skill a student is struggling with based on reliable and valid diagnostic data.



Targeted one-on-one activities

This powerful report brings everything together by giving you a detailed description of your students' reading patterns as well as targeted, one-on-one activities to help address your students' current needs.



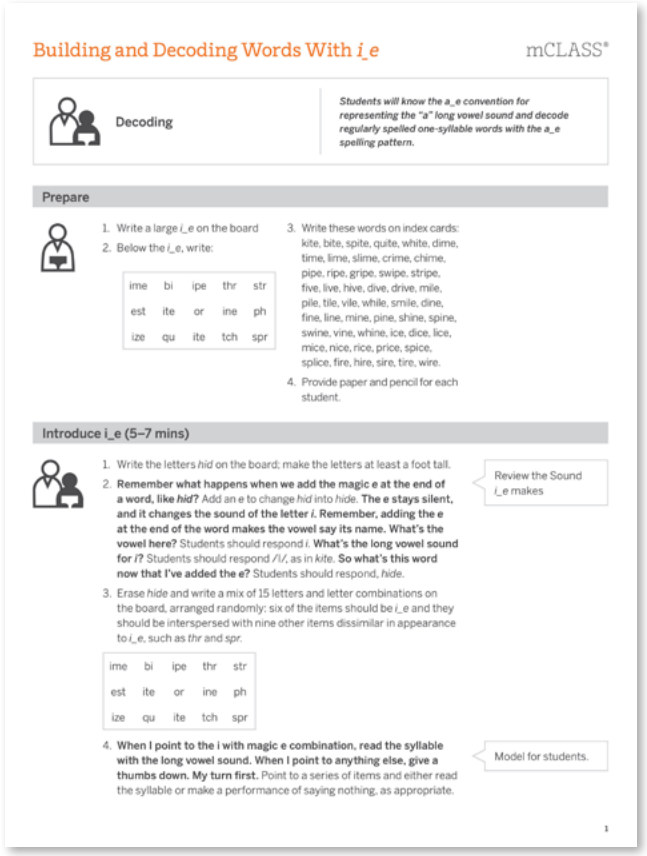
Activities for small-group instruction

Supplementing the individual reports, this group recommendation report uses assessment data to organize your classroom into targeted learning groups based on the skills each student needs to build next.

Each suggested group includes information about student error patterns, as well as recommended activities for small-group time. You'll also get insight into common error patterns among English learners and language varieties, as well as effective instructional approaches for addressing them.

Instructional activities in English and Spanish

mCLASS with DIBELS 8th Edition and mCLASS Lectura both provide educators with effective instructional activities that target the literacy skills with which students need the most support.



Building and Decoding Words With *i_e*

mCLASS®

Decoding

Students will know the a_e convention for representing the "a" long vowel sound and decode regularly spelled one-syllable words with the a_e spelling pattern.

Prepare

1. Write a large *i_e* on the board
2. Below the *i_e*, write:

ime	bi	ipe	thr	str
est	ite	or	ine	ph
ize	qu	ite	tch	spr

3. Write these words on index cards: kite, bite, spite, quite, white, dime, time, lime, slime, crime, chime, pipe, ripe, gripe, swipe, stripe, five, live, hive, dive, drive, mile, pile, tile, vile, while, smile, dine, fine, line, mine, pine, shine, spine, swine, vine, whine, ice, dice, lice, mice, nice, rice, price, spice, splice, fire, hire, sire, tire, wire.
4. Provide paper and pencil for each student.

Introduce i_e (5–7 mins)

1. Write the letters *hid* on the board; make the letters at least a foot tall.
2. **Remember what happens when we add the magic e at the end of a word, like *hid*?** Add an e to change *hid* into *hide*. **The e stays silent, and it changes the sound of the letter *i*. Remember, adding the e at the end of the word makes the vowel say its name. What's the vowel here?** Students should respond *i*. **What's the long vowel sound for *i*?** Students should respond */ī/*, as in *kite*. **So what's this word now that I've added the e?** Students should respond, *hide*.

Review the Sound *i_e* makes

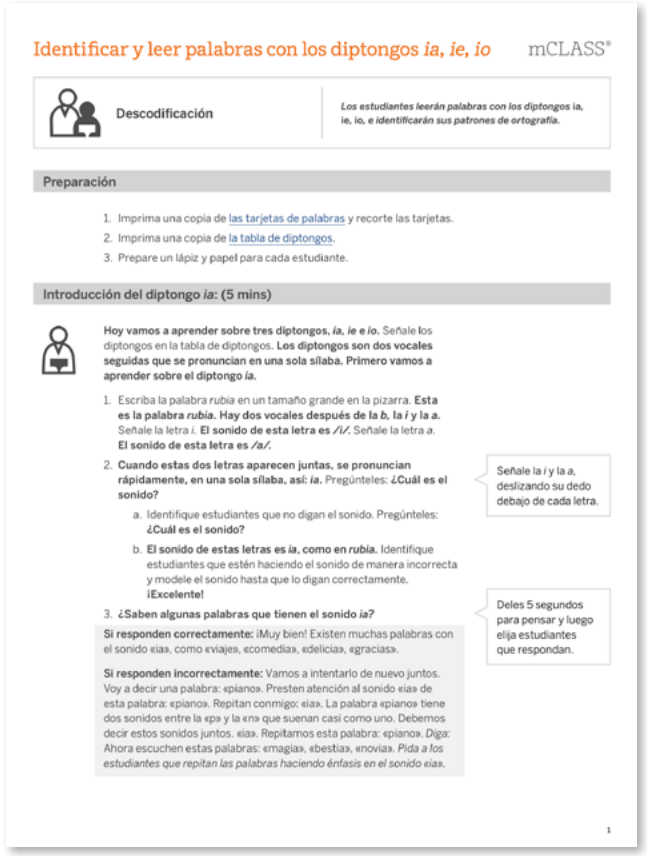
3. Erase *hide* and write a mix of 15 letters and letter combinations on the board, arranged randomly: six of the items should be *i_e* and they should be interspersed with nine other items dissimilar in appearance to *i_e*, such as *thr* and *spr*.

ime	bi	ipe	thr	str
est	ite	or	ine	ph
ize	qu	ite	tch	spr

4. **When I point to the i with magic e combination, read the syllable with the long vowel sound. When I point to anything else, give a thumbs down. My turn first.** Point to a series of items and either read the syllable or make a performance of saying nothing, as appropriate.

Model for students.

1



Identificar y leer palabras con los diptongos *ia, ie, io*

mCLASS®

Descodificación

Los estudiantes leerán palabras con los diptongos ia, ie, io, e identificarán sus patrones de ortografía.

Preparación

1. Imprima una copia de las tarjetas de palabras y recorte las tarjetas.
2. Imprima una copia de la tabla de diptongos.
3. Prepare un lápiz y papel para cada estudiante.

Introducción del diptongo *ia*: (5 mins)

Hoy vamos a aprender sobre tres diptongos, *ia, ie* e *io*. Señale los diptongos en la tabla de diptongos. **Los diptongos son dos vocales seguidas que se pronuncian en una sola sílaba. Primero vamos a aprender sobre el diptongo *ia*.**

1. Escriba la palabra *rubia* en un tamaño grande en la pizarra. **Esta es la palabra *rubia*. Hay dos vocales después de la *b*, la *i* y la *a*.** Señale la letra *i*. **El sonido de esta letra es */i/*.** Señale la letra *a*. **El sonido de esta letra es */a/*.**
2. **Cuando estas dos letras aparecen juntas, se pronuncian rápidamente, en una sola sílaba, así: *ia*.** Pregúnteles: **¿Cuál es el sonido?**
   a. Identifique estudiantes que no digan el sonido. Pregúnteles: **¿Cuál es el sonido?**
   b. **El sonido de estas letras es *ia*, como en *rubia*.** Identifique estudiantes que estén haciendo el sonido de manera incorrecta y modele el sonido hasta que lo digan correctamente. **¡Excelente!**

Señale la *i* y la *a*, deslizando su dedo debajo de cada letra.

3. **¿Saben algunas palabras que tienen el sonido *ia*?**

Deles 5 segundos para pensar y luego elija estudiantes que respondan.

Si responden correctamente: ¡Muy bien! Existen muchas palabras con el sonido «ia», como «viaje», «comedia», «delicia», «gracias».

Si responden incorrectamente: Vamos a intentarlo de nuevo juntos. Voy a decir una palabra: «piano». Presten atención al sonido «ia» de esta palabra: «piano». Repitan conmigo: «ia». La palabra «piano» tiene dos sonidos entre la «p» y la «n» que suenan casi como uno. Debemos decir estos sonidos juntos. «ia». Repitamos esta palabra: «piano». *Diga:* Ahora escuchen estas palabras: «magia», «bestia», «novia». *Pida a los estudiantes que repitan las palabras haciendo énfasis en el sonido «ia».*

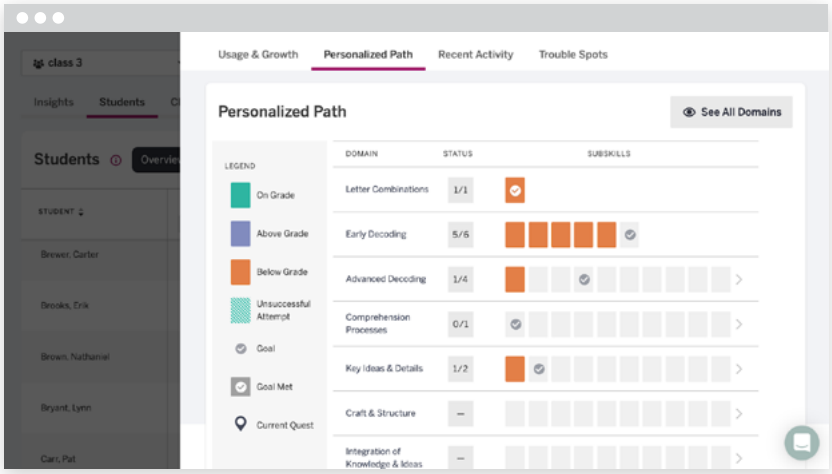
1

Connect your mCLASS student data to personalized learning

Using mCLASS and Amplify Reading (K–5) together gives your school a powerful one-stop shop for meeting your students' instruction and assessment needs.

Using mCLASS's DIBELS 8th Edition assessment results, Amplify Reading pinpoints the most effective starting point for each student, giving them an engaging reading program that's personalized for their individual needs. At the same time, teachers get a complete dashboard of reports to help them keep track of how students are learning, as well as the skills they'll most need support with.

Amplify Reading accelerates growth for all students and helps English learners close the gap with their peers.



Amplify Reading is sold separately from mCLASS.

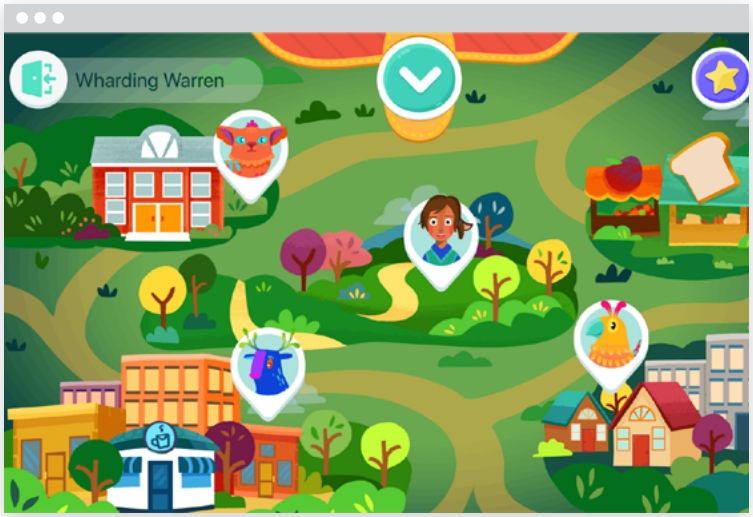
Powerful reading instruction based on the Science of Reading

The Science of Reading indicates that students need explicit and systematic instruction across the key areas of literacy. This means ensuring that even the youngest students receive instruction in phonics alongside vocabulary and comprehension, and that all students practice applying these skills to real texts.

In Amplify Reading, these key areas are broken down into 13 skill areas. From initial placement into the program to its effortless differentiation along the way, students receive the most adaptive pathway through this robust scope and sequence and teachers get the insights they need at every turn.

Amplify Reading provides instruction and practice across the following skills:

- Phonological awareness
- Phonics
- Fluency
- Skill application to text
- Comprehension processes
- Comprehension
- Close reading
- Vocabulary



A program students will love

Amplify Reading uses captivating storylines to engage students in powerful individualized reading instruction and practice. Whether students are learning to read fluently or sharpening close reading skills, Amplify Reading accelerates their growth while freeing you up to work with small groups or individual students.

Built on the Science of Reading

Amplify Reading is informed by the latest research in the Science of Reading. In addition to providing explicit, systematic foundational skills, it's the only program that focuses on the things we do while we're reading that allow us to make sense of text—also known as comprehension processes.

Proven growth

Amplify Reading works. Efficacy studies show significant growth for students using Amplify Reading. In as few as 30 minutes per week, Amplify Reading accelerates growth for all students and helps English learners close the gap with their peers.

Personalized literacy journey

Adapting to each reader's unique needs across 13 skill areas, Amplify Reading sends students on personalized journeys that offer both remediation and enrichment through a comprehensive range of instruction—from foundational skills to comprehension to close reading.

Continual growth data

Amplify Reading gives you actionable insights into students' skills to help you differentiate instruction, monitor the growth of your whole class, and provide targeted support without more testing.

Authentic motification

Amplify Reading was developed with game designers, educators, students, and literacy researchers to create immersive narratives and captivating instruction.

Connect assessment data to core instruction

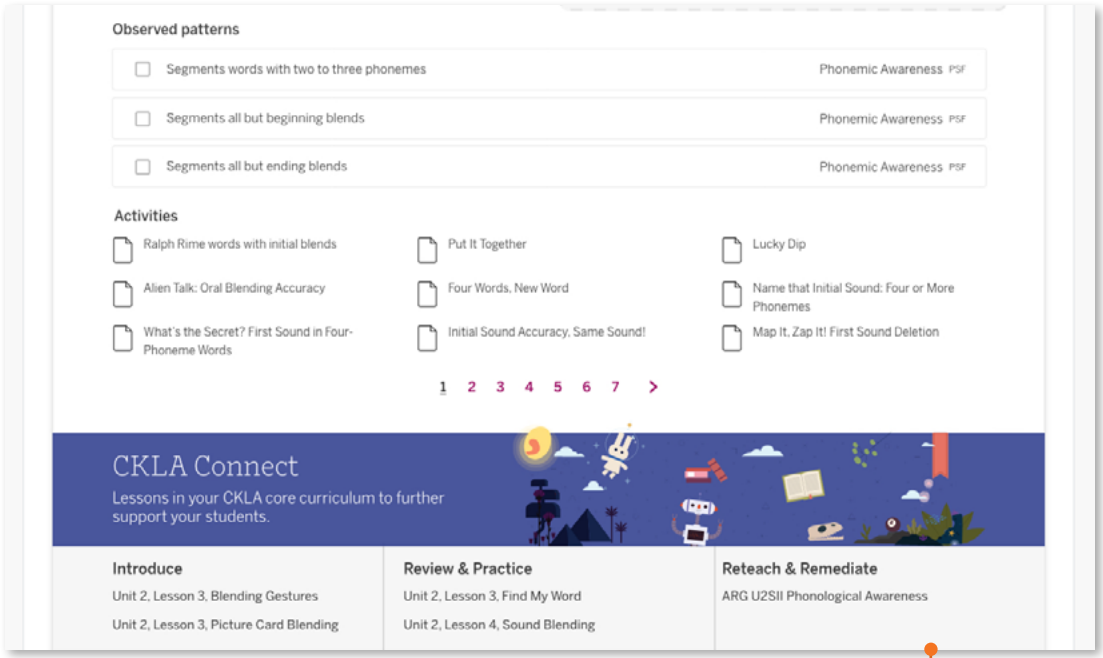
mCLASS connects to Amplify Core Knowledge Language Arts (CKLA), Amplify's core curriculum for PreK–5. Built on the Science of Reading, Amplify CKLA sequences deep content knowledge with research-based foundational skills.

This intentional approach to background knowledge invites students to dig deeper and make connections across content areas. Amplify CKLA enables students to build a robust knowledge base for accessing and unpacking complex texts so real comprehension can happen.

The best part? Amplify CKLA teaches the same foundational skills that mCLASS assesses.

Amplify CKLA activities that address the skill needs of each small group

Teachers who use Amplify CKLA and mCLASS will have an easy way of finding Amplify CKLA activities that address the skill needs of each of their small groups. Not only will educators appreciate this convenience, but students who are already familiar with the instructional routines will have an easy time engaging with the activities.



The CKLA Connect feature within mCLASS recommends Amplify CKLA activities targeted to students' skill needs.

Intervention

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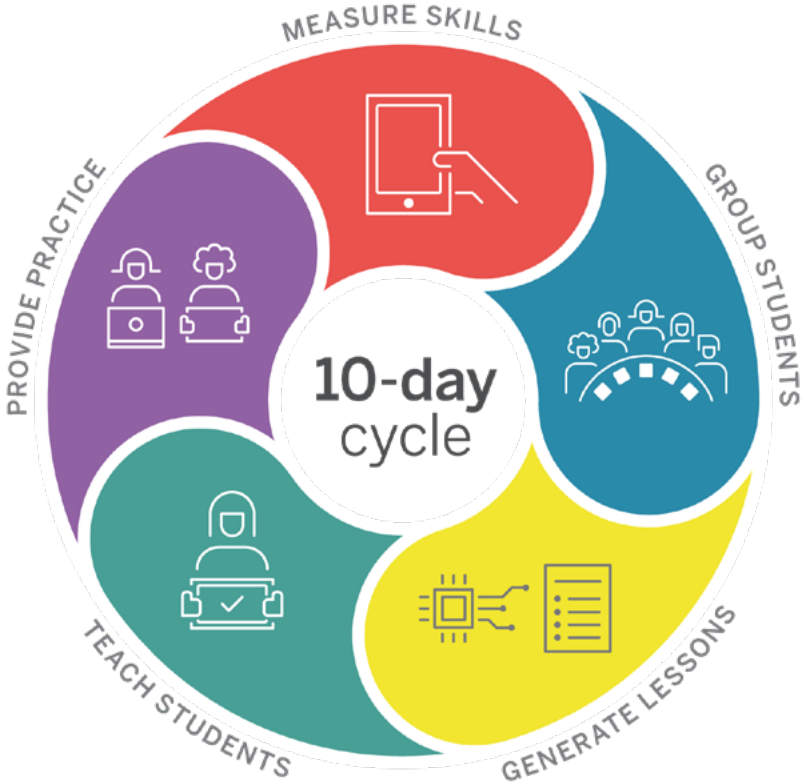
mCLASS Intervention uses a research-derived continuum 65
10-day lesson plan 66

mCLASS Intervention

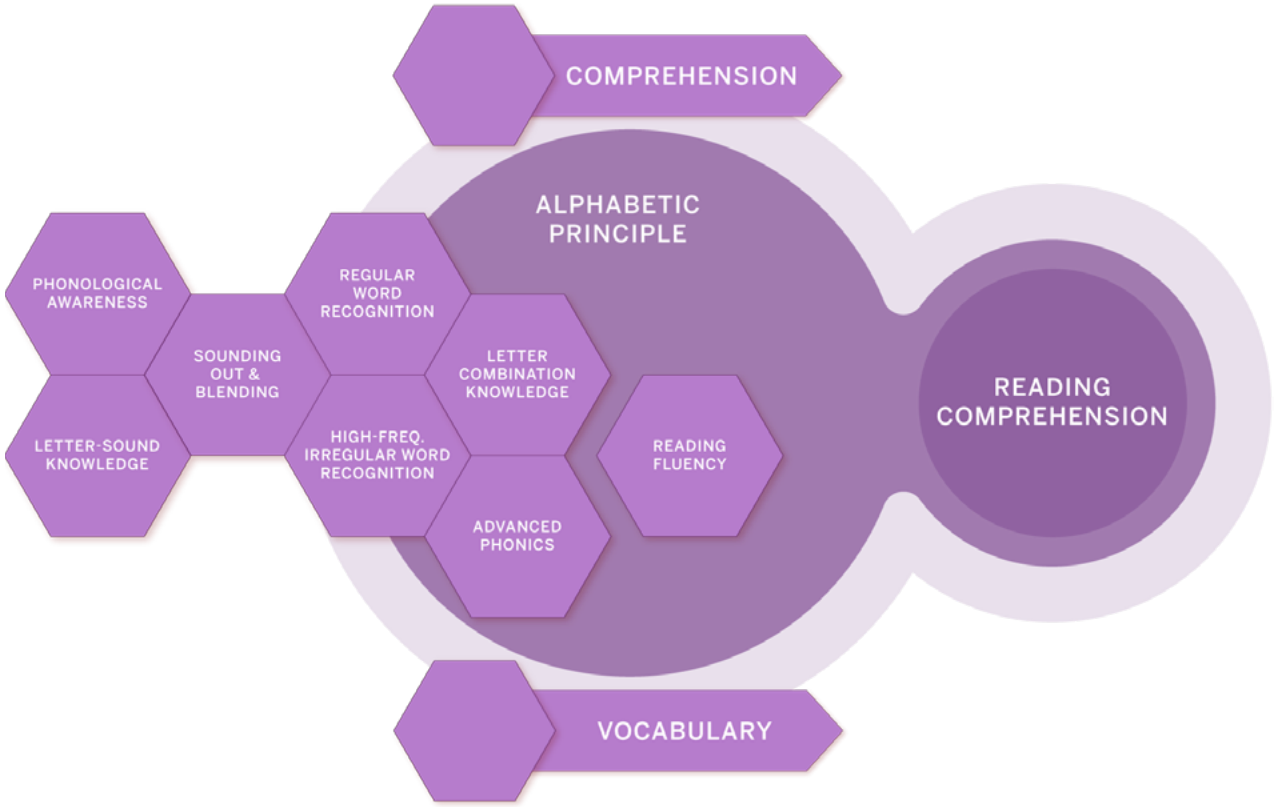
Struggling students need targeted, staff-led intervention to catch up, but few educators have time to thoroughly analyze data and determine the specific skills each student needs to focus on. Even fewer have time to search for high-quality lessons aligned to those skills. mCLASS Intervention provides the analytical tools and resources educators need to group their students appropriately, both within and across grades, and provide explicit, research-based instruction.



mCLASS Intervention is sold separately from mCLASS.

mCLASS Intervention uses a research-derived continuum

After analyzing the student's data, mCLASS Intervention offers guidance on which foundational skills the student should work on first before moving to more advanced skills.

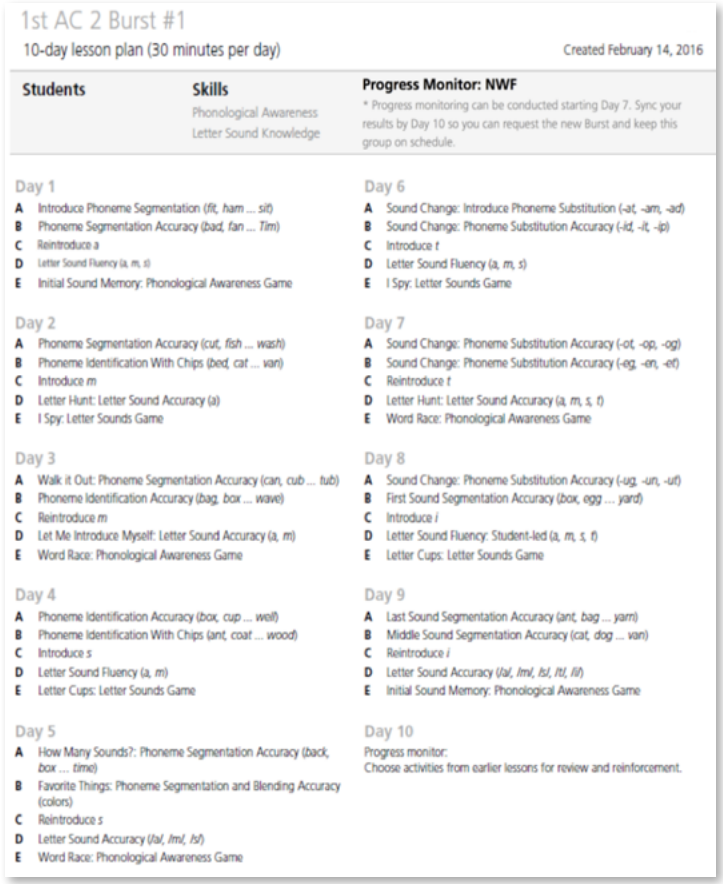


10-day lesson plan

mCLASS Intervention offers a 10-day lesson plan that shows a summary of what will happen each day.

As days progress, the skills are spiraled to reinforce and build automaticity.

For example: The concept of phoneme segmentation is introduced on day 1. As students progress, the program weaves identification and substitution, ultimately culminating in first-, last-, and middle-sound segmentation accuracy.



1st AC 2 Burst #1

10-day lesson plan (30 minutes per day)

Created February 14, 2016

Students

Skills
Phonological Awareness
Letter Sound Knowledge

Progress Monitor: NWF
* Progress monitoring can be conducted starting Day 7. Sync your results by Day 10 so you can request the new Burst and keep this group on schedule.

Day 1
- A Introduce Phoneme Segmentation (*fit, ham ... sit*)
- B Phoneme Segmentation Accuracy (*bad, fan ... Tim*)
- C Reintroduce *a*
- D Letter Sound Fluency (*a, m, s*)
- E Initial Sound Memory: Phonological Awareness Game

Day 2
- A Phoneme Segmentation Accuracy (*cut, fish ... wash*)
- B Phoneme Identification With Chips (*bed, cat ... van*)
- C Introduce *m*
- D Letter Hunt: Letter Sound Accuracy (*a*)
- E I Spy: Letter Sounds Game

Day 3
- A Walk it Out: Phoneme Segmentation Accuracy (*can, cub ... tub*)
- B Phoneme Identification Accuracy (*bag, box ... wave*)
- C Reintroduce *m*
- D Let Me Introduce Myself: Letter Sound Accuracy (*a, m*)
- E Word Race: Phonological Awareness Game

Day 4
- A Phoneme Identification Accuracy (*box, cup ... wolf*)
- B Phoneme Identification With Chips (*ant, coat ... wood*)
- C Introduce *s*
- D Letter Sound Fluency (*a, m*)
- E Letter Cups: Letter Sounds Game

Day 5
- A How Many Sounds?: Phoneme Segmentation Accuracy (*back, box ... time*)
- B Favorite Things: Phoneme Segmentation and Blending Accuracy (colors)
- C Reintroduce *s*
- D Letter Sound Accuracy (*/a/, /m/, /s/*)
- E Word Race: Phonological Awareness Game

Day 6
- A Sound Change: Introduce Phoneme Substitution (*-at, -am, -ad*)
- B Sound Change: Phoneme Substitution Accuracy (*-id, -it, -ip*)
- C Introduce *t*
- D Letter Sound Fluency (*a, m, s*)
- E I Spy: Letter Sounds Game

Day 7
- A Sound Change: Phoneme Substitution Accuracy (*-ot, -op, -og*)
- B Sound Change: Phoneme Substitution Accuracy (*-eg, -en, -et*)
- C Reintroduce *t*
- D Letter Hunt: Letter Sound Accuracy (*a, m, s, t*)
- E Word Race: Phonological Awareness Game

Day 8
- A Sound Change: Phoneme Substitution Accuracy (*-ug, -un, -ut*)
- B First Sound Segmentation Accuracy (*box, egg ... yard*)
- C Introduce *i*
- D Letter Sound Fluency: Student-led (*a, m, s, t*)
- E Letter Cups: Letter Sounds Game

Day 9
- A Last Sound Segmentation Accuracy (*ant, bag ... yarn*)
- B Middle Sound Segmentation Accuracy (*cat, dog ... van*)
- C Reintroduce *i*
- D Letter Sound Accuracy (*/a/, /m/, /s/, /t/, /i/*)
- E Initial Sound Memory: Phonological Awareness Game

Day 10
Progress monitor:
Choose activities from earlier lessons for review and reinforcement.

Reports

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EDUCATOR INSIGHT

"How many of my students improved in each benchmark period?"

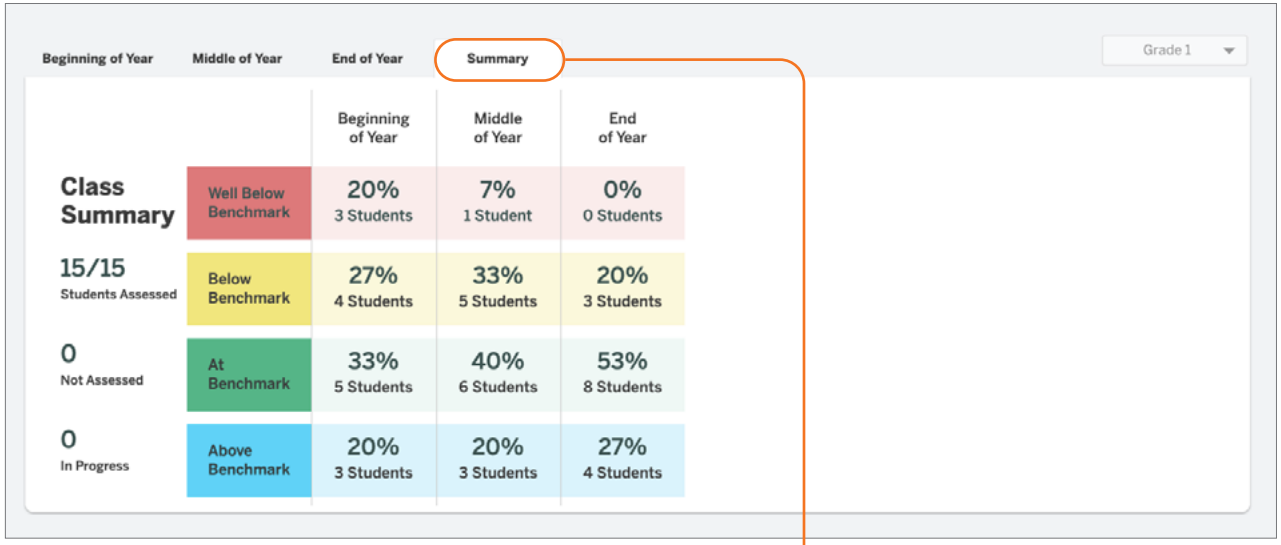
Comprehensive reporting at every level

mCLASS gives you detailed insight into your students reading development across foundational literacy skills. Providing literacy reports across all foundational skills for both English and Spanish literacy development, the mCLASS and mCLASS Español programs delivers complete parity across both languages, empowering educators to make instructional recommendations specific to each student's profile and identifying transferable skills from one language to another.

This section shows a sample of the many reports available in mCLASS and mCLASS Español, providing insights for everyone from classroom teachers and literacy specialists to principals and district leaders, as well as parents and guardians at home.

Classroom Benchmark Summary

The Classroom Benchmark Summary is a classroom-wide view of overall reading performance. Teachers can use this report to determine if composite scores improved, declined, or remained the same each semester.



This report focuses on composite scores for each time of year.

"What is the minimum amount of growth my student needs to reach their goal by the next semester?"

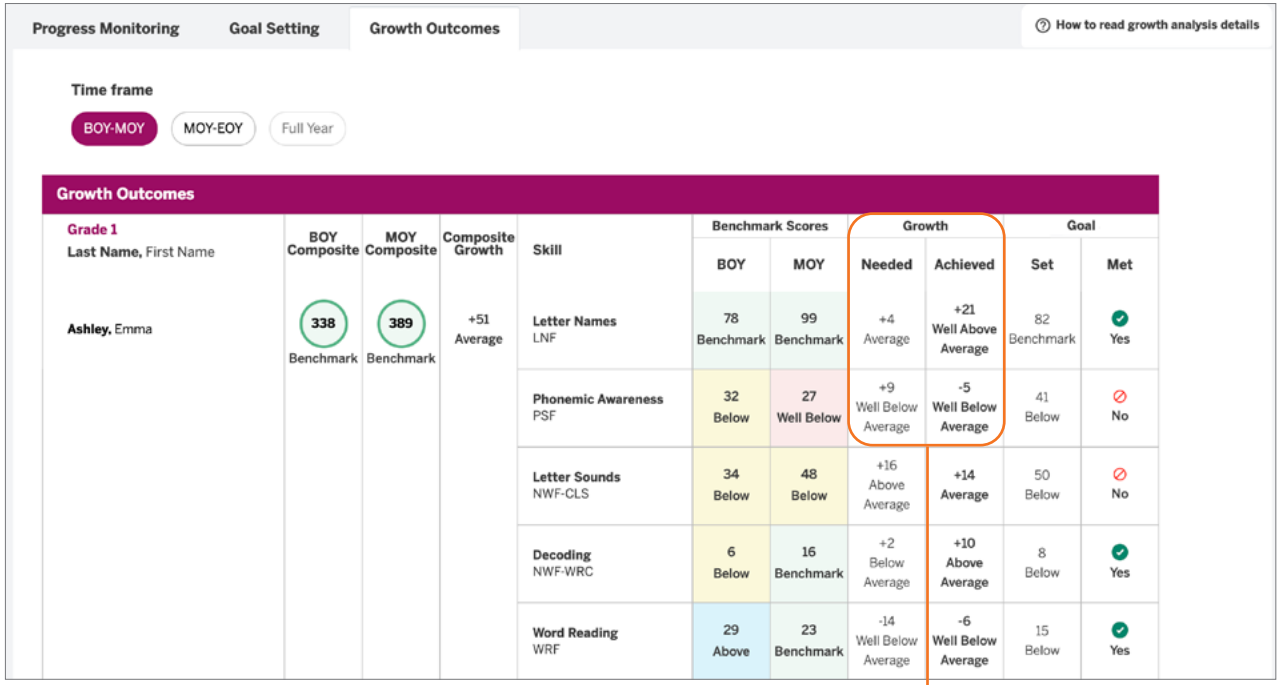
Goal Setting Tool

The Zones of Growth (ZoG) analysis uses a rich set of national data to determine student goals for the next benchmark period. Teachers can use the Goal Setting Tool to view these recommended goals or modify the default goals for individual students as they see fit, if the default goal is too challenging or not challenging enough.

*Available in English only

Growth Outcomes

Teachers and interventionists can see each student's actual growth achieved and how it compares to the goal that was set for the student.



Even if students did not meet the goal, teachers can offer positive reinforcement about the growth they made by comparing the number of points needed to reach the goal with the number of points students actually achieved.

"Are my students receiving effective instruction?"

"Should I adjust my tactics to help students catch up?"

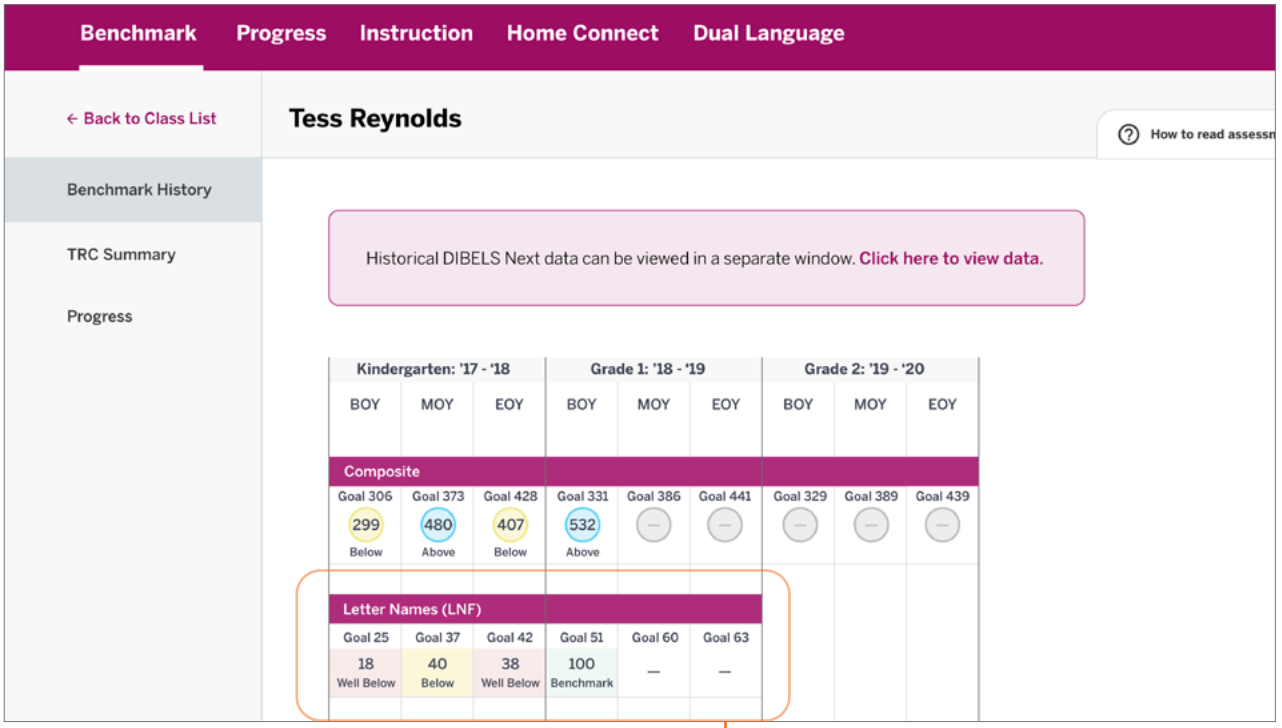
*Available in English only

"Has this student mastered foundational early literacy skills from earlier grades?"

"What differentiated support does this student need to meet grade-level expectations?"

Performance History

Teachers can review a timeline of each student's mCLASS results from kindergarten through grade 6. These results can be used for RTI/MTSS (Response to Intervention/Multi-Tiered System of Supports), IEP (Individualized Education Plan), parent meetings, and other documentation needs.



Skill names span across the grades in which the corresponding subtest is assessed.

Progress Monitoring Summary

See which subtests have been assessed since the most recent benchmark assessment, how students performed on the three most recent progress-monitoring assessments for each measure, and which students have not been progress-monitored since the benchmark assessment.

Progress Monitoring

Grade 4 **Last Name,** First Name	BOY Composite	Skill	BOY	Last 3 PM Scores			MOY Goal	Goal Set	Aimline to Goal Set	Last Assessed
Adams, Joseph	306 Well Below	**Reading Fluency** ORF	58 Well Below	56	57	75	121	102		11/22/2019
		Reading Accuracy ORF-Accu	95% Below	97%	100%	99%	99%	99%		11/22/2019
		Basic Comprehension Maze	10 Well Below	7.5	2	2.5	15.5	15.5		11/22/2019
Baldwin, Tammy	291 Well Below	**Basic Comprehension** Maze	14 Benchmark	11	13	8	15.5	16.5		11/22/2019
		Reading Fluency ORF	39 Well Below	61	44	61	121	83		11/20/2019
		Reading Accuracy ORF-Accu	85% Well Below	92%	94%	95%	99%	99%		11/20/2019

The Aimline displays the three most recent progress-monitoring scores on a slope to show whether students are on track to reach the next benchmark goal.

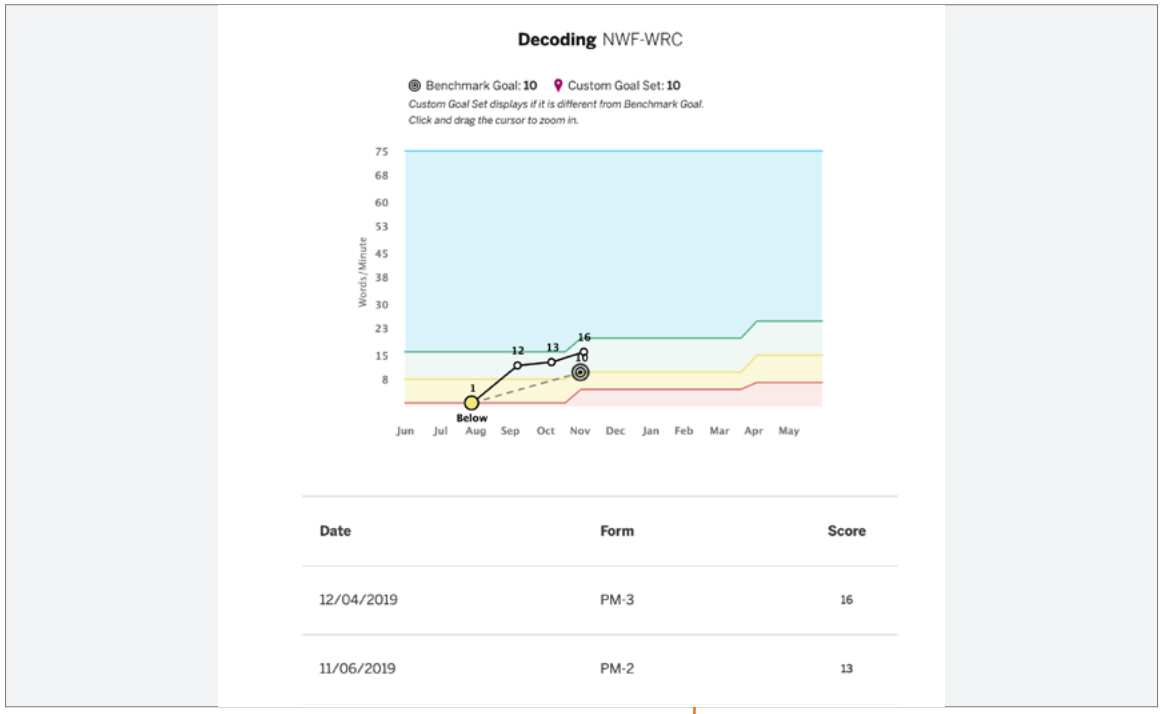
"Which students are making adequate progress toward the next benchmark goal?"

"Is this student progressing toward the next benchmark goal?"

"Is differentiated instruction necessary? "

Progress Monitoring Graphs

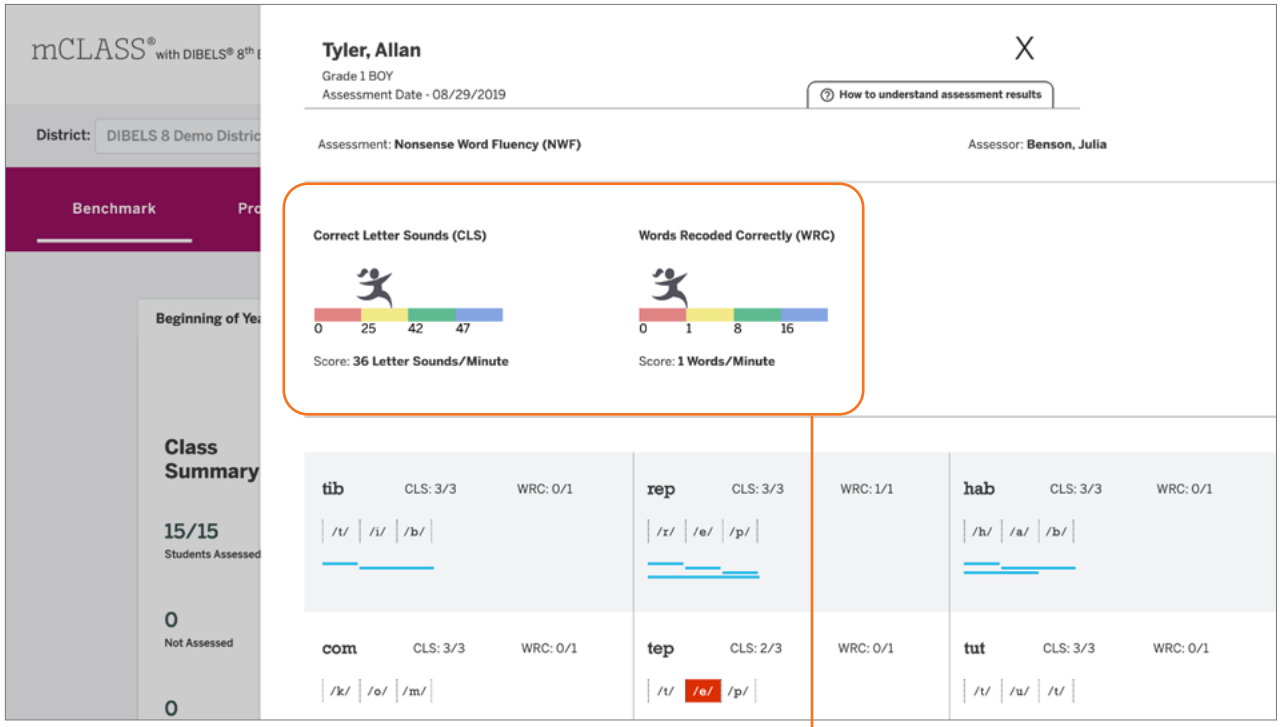
Teachers can review a student's benchmark and progress-monitoring scores for the entire year. Each skill is shown in a separate view.



Teachers can zoom in on the graph to see a clearer view of the data points.

Probe Details

Teachers can click a student's score from any report view to open the assessment details report, which includes a documented record of student responses. The details are analyzed to reveal significant response patterns and recommend targeted group and individual instruction.



The running girl bar at the top of each report indicates where the student's score falls relative to the benchmark goal.

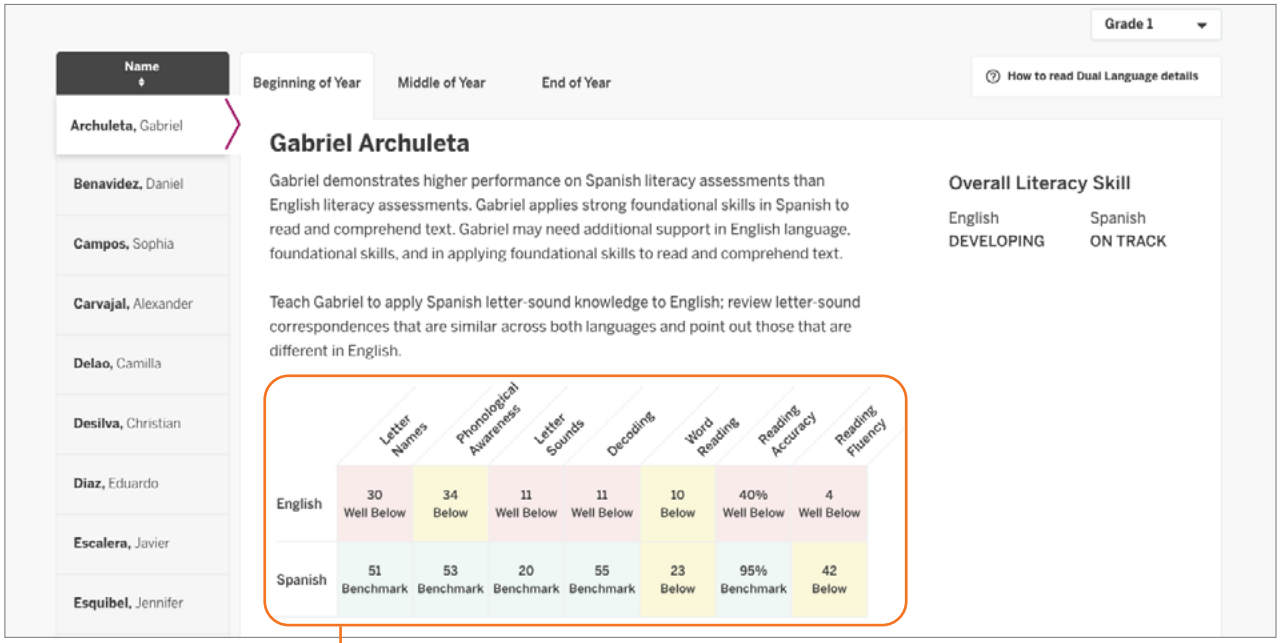
"What types of spelling patterns or words does this student need to practice?"

"How are my Spanish-speaking students performing in literacy skills in both English and Spanish?"

This report is available when educators use both mCLASS with DIBELS 8th Edition and mCLASS Lectura together.

Dual language report: Overview

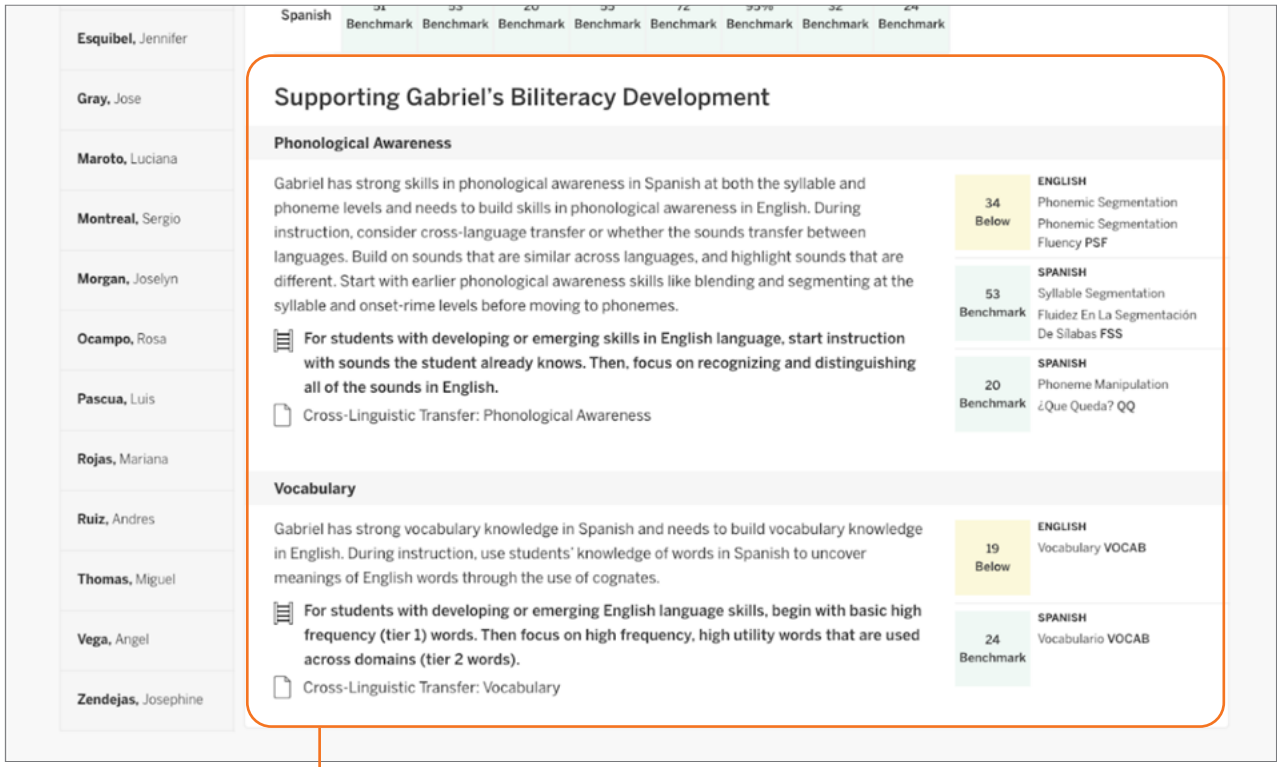
View your students' English and Spanish literacy development across each of the critical foundational skills.



Educators receive side-by-side reporting of skills in both languages.

Dual language report: Cross-linguistic Transfer

Understand each of your students' biliteracy development, with instructional recommendations for transferring skills across Spanish and English.



Educators also receive guidance on linguistic transfer of critical skills in both languages.

"How can I support my Spanish-speaking students in skills they may be struggling with?"

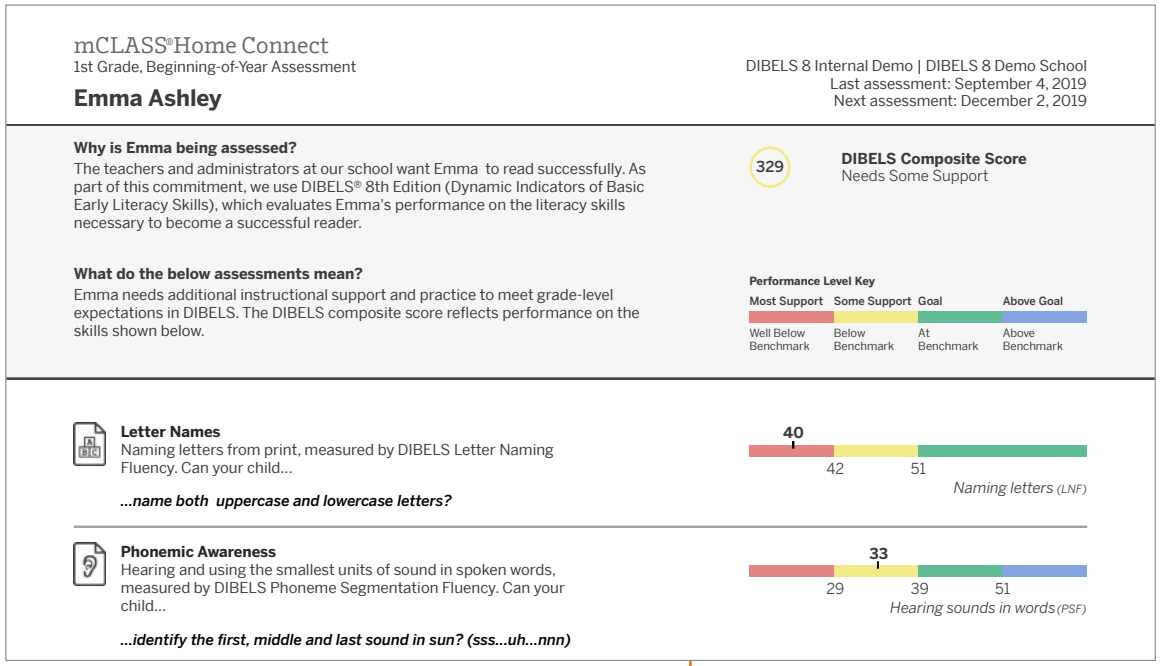
This report is available when educators use both mCLASS with DIBELS 8th Edition and mCLASS Lectura together.

"What skills should my child be developing?"

"How do these assessments help my child learn how to read?"

Home Connect

Teachers can download a letter with student assessment results and analysis to send home to parents and guardians, or to use as a basis for discussion at conferences. Home Connect letters describe how the measures assessed relate to skills development.



mCLASS®Home Connect
1st Grade, Beginning-of-Year Assessment

Emma Ashley

DIBELS 8 Internal Demo | DIBELS 8 Demo School
Last assessment: September 4, 2019
Next assessment: December 2, 2019

Why is Emma being assessed?
The teachers and administrators at our school want Emma to read successfully. As part of this commitment, we use DIBELS® 8th Edition (Dynamic Indicators of Basic Early Literacy Skills), which evaluates Emma's performance on the literacy skills necessary to become a successful reader.

What do the below assessments mean?
Emma needs additional instructional support and practice to meet grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skills shown below.

329
DIBELS Composite Score
Needs Some Support

Performance Level Key
Most Support — Well Below Benchmark
Some Support — Below Benchmark
Goal — At Benchmark
Above Goal — Above Benchmark

Letter Names
Naming letters from print, measured by DIBELS Letter Naming Fluency. Can your child...

...name both uppercase and lowercase letters?

40
42
51
Naming letters (LNF)

Phonemic Awareness
Hearing and using the smallest units of sound in spoken words, measured by DIBELS Phoneme Segmentation Fluency. Can your child...

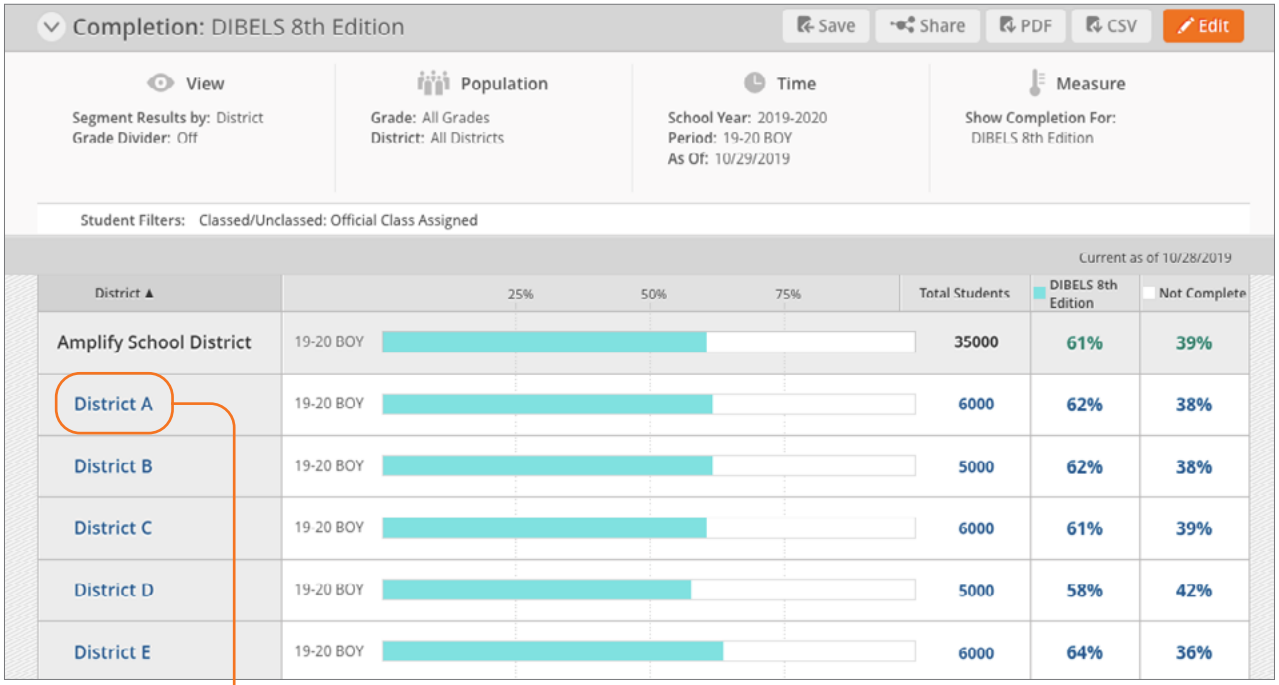
...identify the first, middle and last sound in sun? (sss...uh...nnn)

33
29
39
51
Hearing sounds in words (PSF)

Letters are available in both English and Spanish.

Reporting and analysis suite: Benchmark Completion

School leaders can use the Benchmark Completion Report to track the number of students who have completed the beginning-, middle-, or end-of-year benchmark assessment.



Drill down to view the same data one level down in the institutional hierarchy by clicking the municipality, district, school, or teacher label in the population column.

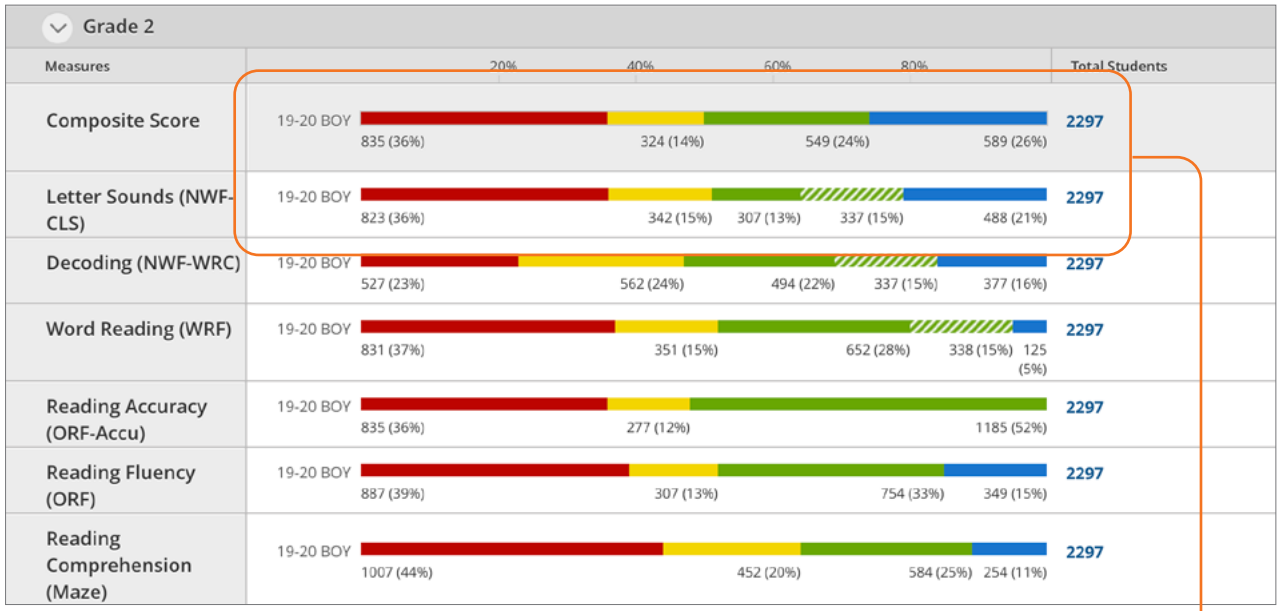
"Where should resources be focused to ensure the timely completion of required assessments?"

"What are instructional areas of strength or weakness for an entire district/school/grade/class?"

"How have students in a particular district/school/grade/class progressed in different areas over time?"

Reporting and analysis suite: Comparing Measures

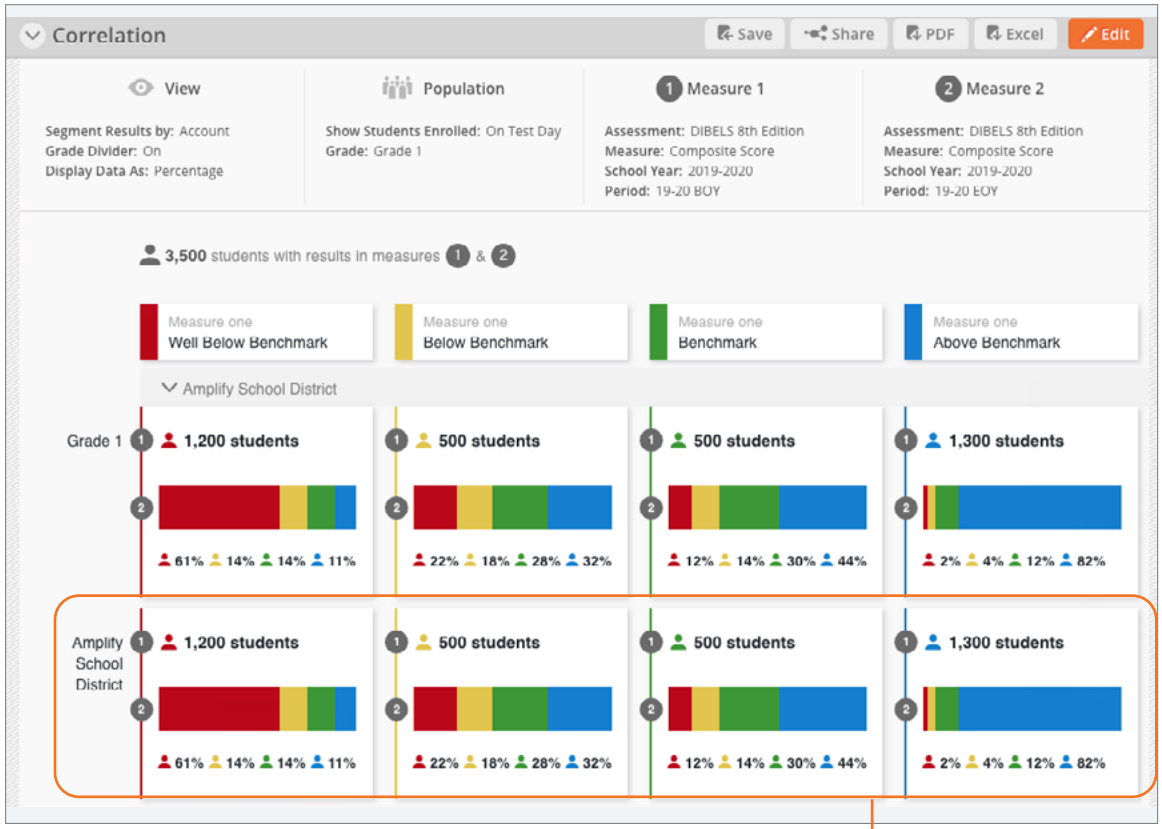
The Comparing Measures Report analyzes how one group of students performed on multiple assessment measures across one or more time periods. Instructional leaders can see the number or percentage of students who achieved a specific performance level or goal on each measure.



Clicking any bar segment shows the students who comprise that benchmark performance level.

Reporting and analysis suite: Correlation

The Correlation Report helps school leaders track student performance over time on a specific measure, or compare student performance on two different measures.



School leaders can compare student results for a grade or school against results for the entire district.

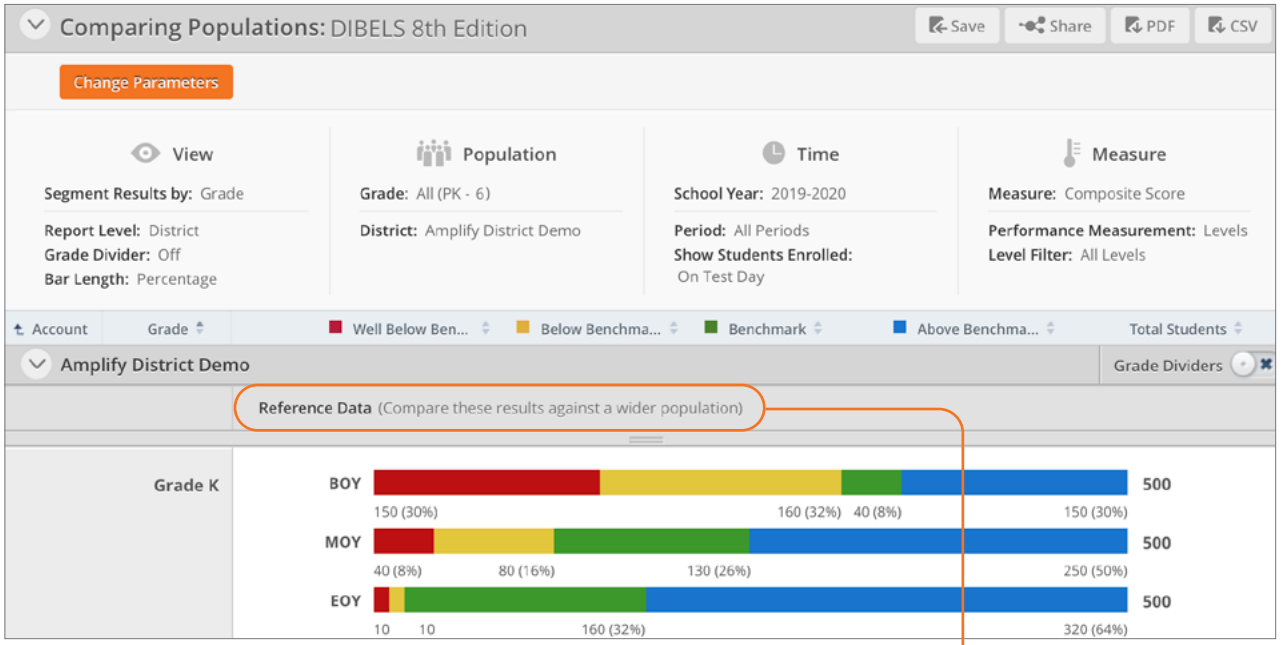
"What insights can be found in the associations of student performance from two different instructional areas?"

*Available in English only

"How have different populations changed over time?"

Reporting and analysis suite: Comparing Populations

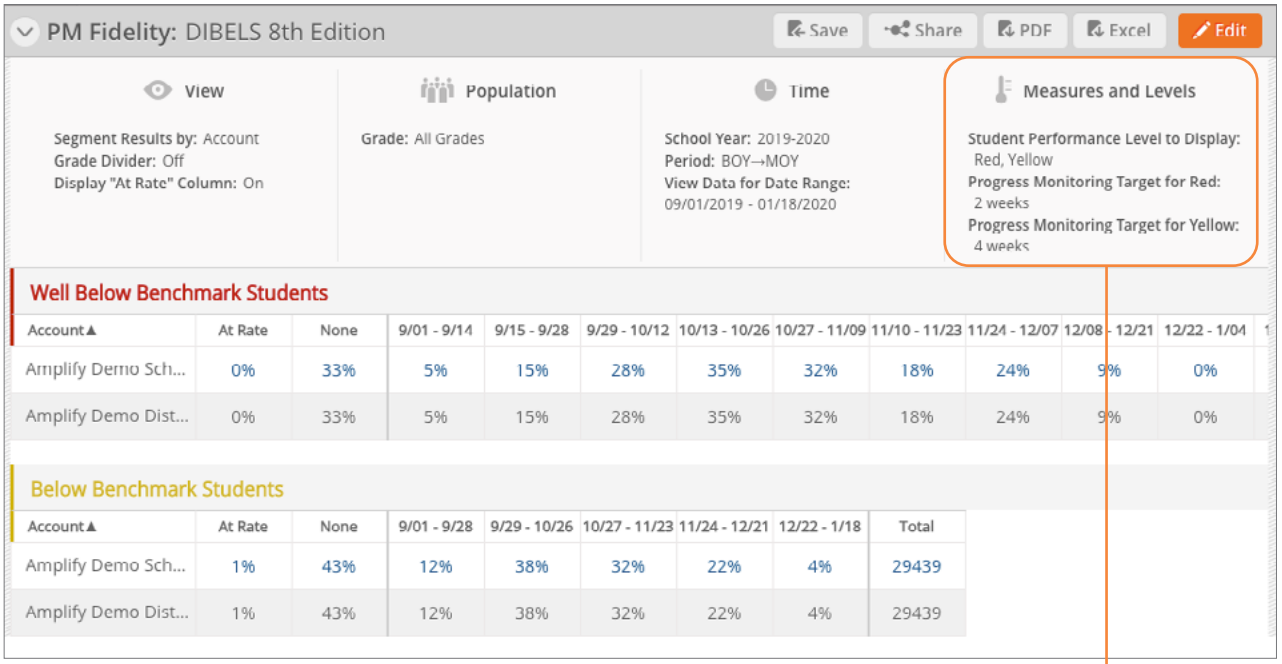
The Comparing Populations Report helps school leaders analyze assessment results for different student populations, such as students in different schools, grades, or demographic categories.



Click the Reference Data option to compare your report population to a broader subsection of the population or to the complete population, such as a single district, or all districts across the state.

Reporting and analysis suite: PM Fidelity

School leaders can use the PM (Progress Monitoring) Fidelity Report to quickly determine if students are being progress-monitored with the appropriate frequency.



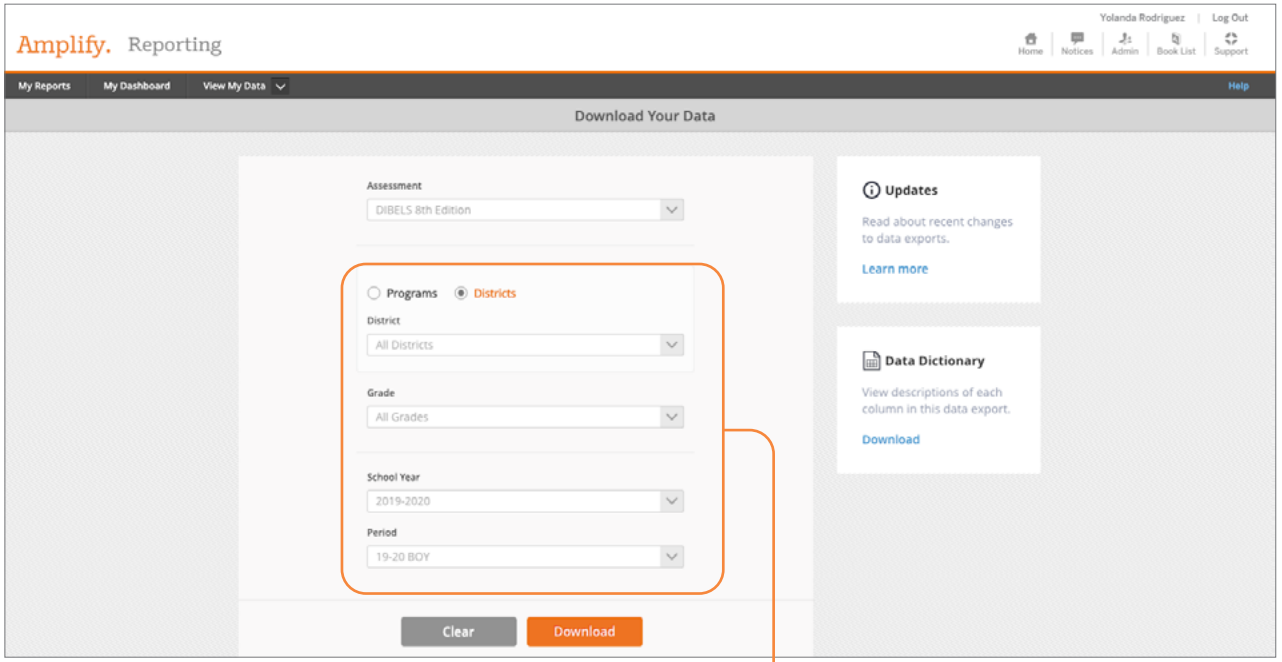
Reports can be filtered based on the number of weeks between assessments.

"Have all of my students who require progress monitoring been assessed?"

"Which districts have met statewide requirements for student growth?"

Reporting and analysis suite: Download Your Data

Download Your Data Reports help school leaders flexibly analyze assessment data across all districts and programs by exporting student records into a CSV file, which can be uploaded directly into student information systems.



Use the options on this page to refine the scope of the student results and enrollment data contained in your download.

Intervention Progress Monitoring Report

This report (available to educators using mCLASS Intervention) includes recent progress-monitoring data and intervention details such as the number of Bursts received, Burst group name, Burst instructor name, and classroom teacher's name.

Progress Monitoring									Intervention			
Grade 2 Last Name, First Name	Skill	BOY	Last 3 PM Scores			MOY Goal	Goal Set	Aimline to Goal Set	Last Assessed	Group name	# of Bursts	Burst Teacher	Classroom Teache
Ackerson, Ben	▶ Regular Words RW	0	0	1	1				11/14/2019	Group 1	4	Johnson, Ingrid	Benson, Julia
	▶ Irregular Words IW	0	0	1	0				11/14/2019				
	Letter Sounds NWF-CLS	37 Well Below	41	43	47	64	63		10/17/2019				
	Decoding NWF-WRC	10 Below	4	0	6	23	20		10/17/2019				
Benavitez, Camilla	▶ Irregular Words IW	3	6	7	8				11/19/2019	Group 2	4	Avery, Patricia	Benson, Julia
	▶ Letter Combinations LC	5	5	6	8				11/19/2019				
	Regular Words RW	6	3	5	6				10/15/2019				
	Letter Sounds NWF-CLS	37 Well Below	62	65	66	64	63		09/19/2019				
	Decoding NWF-WRC	8 Below	1	10	16	23	18		09/19/2019				

Teachers can identify Burst students who may need a different intensity (e.g., smaller group size) or new instructional approach (e.g., different Tier 3 intervention).

"Which students need a different Intervention strategy?"

"Which educators can I collaborate with to determine next steps?"

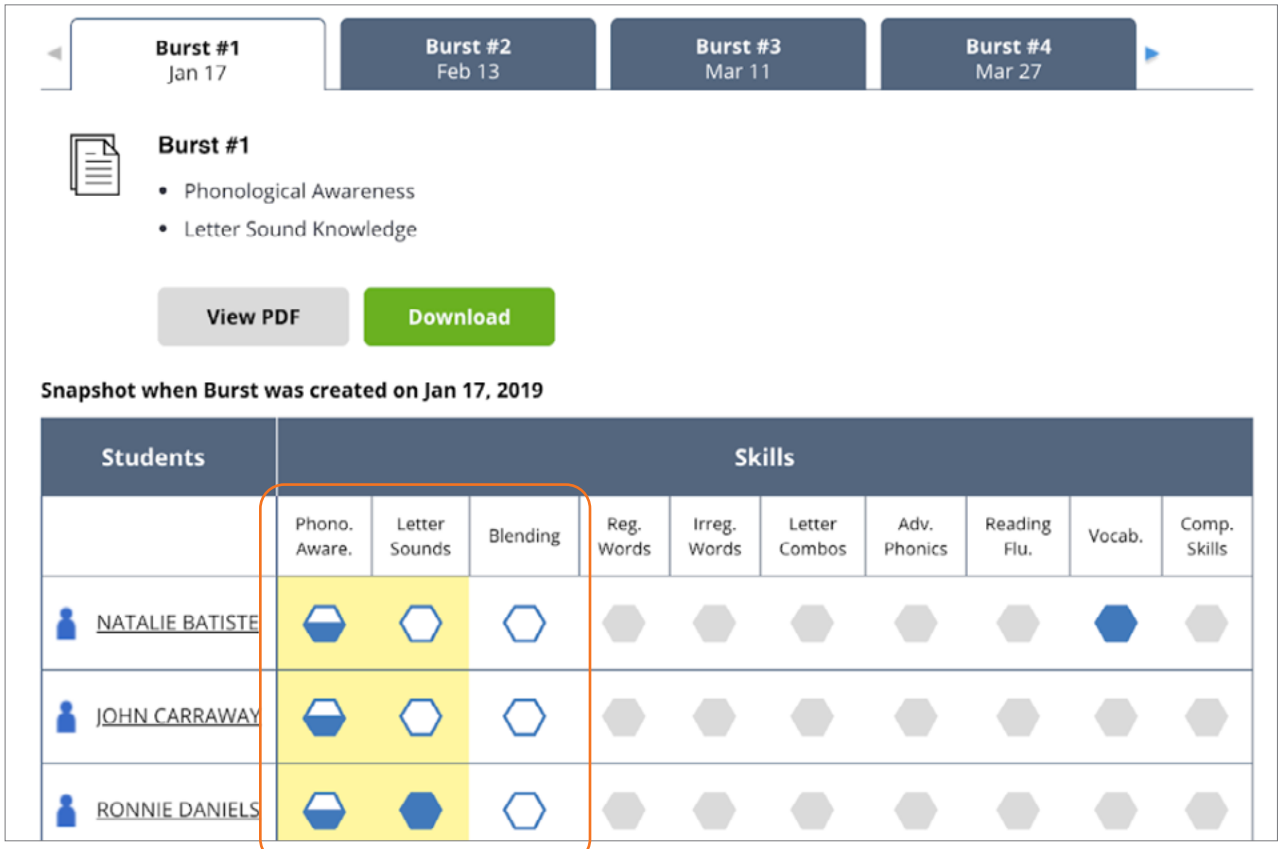
mCLASS Intervention reports are only available for English literacy. mCLASS Intervention is an additional purchase from mCLASS with DIBELS 8th Edition.

"Which students are ready to advance to the next group?"

mCLASS Intervention reports are only available for English literacy. mCLASS Intervention is an additional purchase from mCLASS with DIBELS 8th Edition.

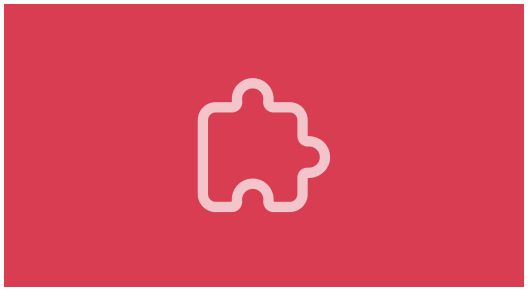
Intervention Group Report

This report (for customers with mCLASS Intervention) helps intervention coordinators evaluate the homogeneity of each group and determine when regrouping is necessary.



"I love the information and tools that mCLASS gives us! It also allows our students to know exactly where they are and where they are headed."

—Teacher, California



For more information on mCLASS, visit **amplify.com/mclass** or contact your Amplify representative today.

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