mCLASS®
★ TEXAS

mCLASS Texas Edition
Reporting Guide

Welcome

mCLASS gives you detailed insight into your students' reading development across foundational literacy skills. In this guide, you will find a wealth of valuable reporting information that mCLASS provides for everyone from classroom teachers and literacy specialists, to principals and district leaders, as well as parents and guardians at home.

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Classroom Reports
for Teachers

"In which basic early literacy skills are students most proficient, and in which are they least proficient?"

Classroom Skill Summary

The Classroom Skill Summary is a dashboard showing benchmark performance on each skill. Teachers can use it to determine which skill areas need instructional focus at a classroom level.

Beginning of Year	Middle of Year	End of Year	Summary			Grade 1 ▼
		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Fluency ORF

Class Summary	Well Below Benchmark	20% 3 Students	13% 2 Students	27% 4 Students	7% 1 Student	20% 3 Students	7% 1 Student
15/15 Students Assessed	Below Benchmark	27% 4 Students	33% 5 Students	20% 3 Students	67% 10 Students	40% 6 Students	73% 11 Students
0 Not Assessed	At Benchmark	33% 5 Students	40% 6 Students	13% 2 Students	27% 4 Students	20% 3 Students	13% 2 Students
0 In Progress	Above Benchmark	20% 3 Students	13% 2 Students	40% 6 Students	0% 0 Students	20% 3 Students	7% 1 Student

Both the percentage and number of students in each performance category are displayed for each skill assessed.

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.

		Beginning of Year	Middle of Year	End of Year
	Beginning of Year	Middle of Year	End of Year	Summary				Grade 1 ▼

Class Summary	Well Below Benchmark	20% 3 Students	7% 1 Student	0% 0 Students
15/15 Students Assessed	Below Benchmark	27% 4 Students	33% 5 Students	20% 3 Students
0 Not Assessed	At Benchmark	33% 5 Students	40% 6 Students	53% 8 Students
0 In Progress	Above Benchmark	20% 3 Students	20% 3 Students	27% 4 Students

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

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

"Which skills have my students mastered?"

"Which skills should my students continue practicing?"

Detailed Benchmark Performance

Teachers can see each student's performance during the current school year, on each subtest as well as the overall composite. The benchmark goal displays below the subtest name when applicable.

Beginning of Year		Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Vocabulary	Spelling	Phonological Processing
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	—	—	—

Clicking a score opens the student assessment report's Probe Details.

The ability to sort the columns in this report gives teachers more flexibility to analyze data the way they prefer.

Beginning of Year

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
Chandler, Verna	296 Well Below	37 Well Below	16 Well Below	13 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	—	—	—
Bell, Jon ⓘ	313 Well Below	48 Below	21 Well Below	36 Below	3 Below	7 Well Below	63% Below	12 Below	9 Well Below	22 Below	224 Well Below
Tyler, Allan	314 Well Below	55 Benchmark	31 Below	36 Below	1 Below	9 Below	59% Below	10 Below	—	—	—
French, Claire	316 Well Below	65 Benchmark	29 Below	35 Below	6 Below	7 Well Below	71% Benchmark	10 Below	—	—	—
Sutton, Carrie	320 Well Below	70 Benchmark	44 Benchmark	25 Below	4 Below	15 Benchmark	77% Benchmark	23 Benchmark	—	—	—
Cobb, Elijah	323 Below	65 Benchmark	44 Benchmark	42 Benchmark	3 Below	14 Below	60% Below	18 Below	—	—	—

Column headers (angled): Letter Names · Phonemic Awareness · Letter Sounds · Decoding · Word Reading · Reading Accuracy · Reading Fluency · Vocabulary · Spelling · Phonological Processing

Clicking a column header sorts the column by composite score or skill.

> "Which of my students need intensive support to prevent further reading difficulties?"

Dyslexia Screening and Risk Indicator

Identify students who are at risk for reading difficulties, including dyslexia, based on their results for the Dyslexia Screening Measures (Vocabulary, Spelling, Rapid Automatized Naming). A risk indicator icon ⊙ marks which students are at risk.

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	–	–	–

Educators can use the additional information collected from these measures to develop and implement targeted interventions for students at risk.

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?"

"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.

The flag indicates the benchmark performance level the student will reach by the next benchmark period for that skill, if they achieve the growth rate indicated by the purple dot.

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.

Progress Monitoring	Goal Setting	**Growth Outcomes**		⑦ How to read growth analysis details

Time frame

(BOY-MOY) (MOY-EOY) (Full Year)

Growth Outcomes

Grade 1 Last Name, First Name	BOY Composite	MOY Composite	Composite Growth	Skill	Benchmark Scores		Growth		Goal	
					BOY	MOY	Needed	Achieved	Set	Met
Ashley, Emma	**338** Benchmark	**389** Benchmark	+51 Average	**Letter Names** LNF	78 Benchmark	99 Benchmark	+4 Average	+21 Well Above Average	82 Benchmark	✔ Yes
				Phonemic Awareness PSF	32 Below	27 Well Below	+9 Well Below Average	-5 Well Below Average	41 Below	⊘ No
				Letter Sounds NWF-CLS	34 Below	48 Below	+16 Above Average	+14 Average	50 Below	⊘ No
				Decoding NWF-WRC	6 Below	16 Benchmark	+2 Below Average	+10 Above Average	8 Below	✔ Yes
				Word Reading WRF	29 Above	23 Benchmark	-14 Well Below Average	-6 Well Below Average	15 Below	✔ Yes

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?"

"Which skills have students with similar assessment results already mastered? Which do they need to work on?"

Small Group Instruction

The mCLASS instructional tool automatically groups students based on benchmark results and response patterns. Teachers can see that each group is associated with one main skill, and the name of the group (e.g., Phonemic Awareness) is based on a sub-skill that students need to master.

PHONEMIC AWARENESS

GROUP
2

Phonemic Awareness   ▪ **5** Students

Emma A   Elijah C   Claire F   Kristi T   Allan T

Can segment some word parts.

Need to work on identifying first, middle, and last sounds in words with 3+ phonemes; continue building fluency in phoneme segmentation.

To build fluency in orally segmenting words, engage in word segmentation activities emphasizing accuracy and gradually progress to fluency by systematically decreasing the response time in which the student is expected to produce the sounds. Provide students exposure to vocabulary and comprehension instruction through teacher read-alouds and oral instruction.

ELL Considerations

Both the sounds and the syllable structures of students' native languages may differ from those in English, making it more difficult to hear and produce the sounds of English. During instruction, consider cross-language transfer: phonemes that are transferable and non-transferable from a student's native language to English. Students will likely be more accurate identifying phonemes that are the same, and less accurate with those that don't exist, or that are similar but not the same as

Prerequisite skills:
- Hearing environmental sounds.

The "Need to work on" section describes the skill deficits shared by students in this group, and can be used to target instruction.

English Language Learner Supports

The expanded instruction card displays more detailed information that can be used to plan instruction, including information tailored to ELL instruction. Each profile contains a description of the skills you can build on while targeting instruction, and sometimes includes prerequisite skills.

DECODING

GROUP
3

Reading words with simpler patterns fluently 👤 **5** Students

Kyla F   Elias J   Timmy N   Sonia P   Carrie S

Can blend sounds into CVC words as whole words, but not consistently.

Need to work on specific letter sounds and on reading whole words fluently.

Students may have repeatedly missed a particular letter or letters and need reinforcement activities on these particular letter sounds in isolation and in the context of words. Use the observed patterns below from NWF results for further identification of specific letters/sounds that need to be reviewed.

Provide students exposure to vocabulary and comprehension instruction through teacher read-alouds and oral instruction.

ELL Considerations

Native language and literacy should be assessed for potential transference to English language and literacy. Include modeling, examples, and practice sounds and letter combinations and words that include the phonic elements from both languages.

Each group contains specific information for ELLs based on students' response patterns.

"How can I support my English Language Learners in acquiring this skill?"

"Which activities can I use with this group of students?"

Small Group Activities

The observed patterns checklist contains observations that teachers can use to filter the activities displayed below. The activities section includes recommended activities for reinforcing the skills needed by students in the group.

Observed patterns

☐ Accurate but slow	Phonemic Awareness PSF
☑ Segments words with two phonemes	Phonemic Awareness PSF
☐ Weaker with ending sounds than initial sounds	Phonemic Awareness PSF

Activities

📄 Sound Detectives: Stump the Detectives	📄 Please Step Forward: Words in Sentences	📄 Leave It Out
📄 Silly Substitutions	📄 Squish-A-Word	📄 Put it Together Blending Syllables Into Words
📄 Pull it Down: Compound Word	📄 Picture Slide: Syllables	📄 Syllable Pocket Chart

Selecting an observed pattern filters the activities list below.

All Activities

The All Activities tab is where teachers can quickly access hundreds of activities, organized by skill, to further target small group and individual instruction.

Activities displayed by skill can be further filtered by grade.

"Which students need a different Intervention strategy?"

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

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).

Intervention Group Report

This report (for educators using mCLASS Intervention) helps intervention coordinators evaluate the homogeneity of each group and determine when regrouping is necessary.
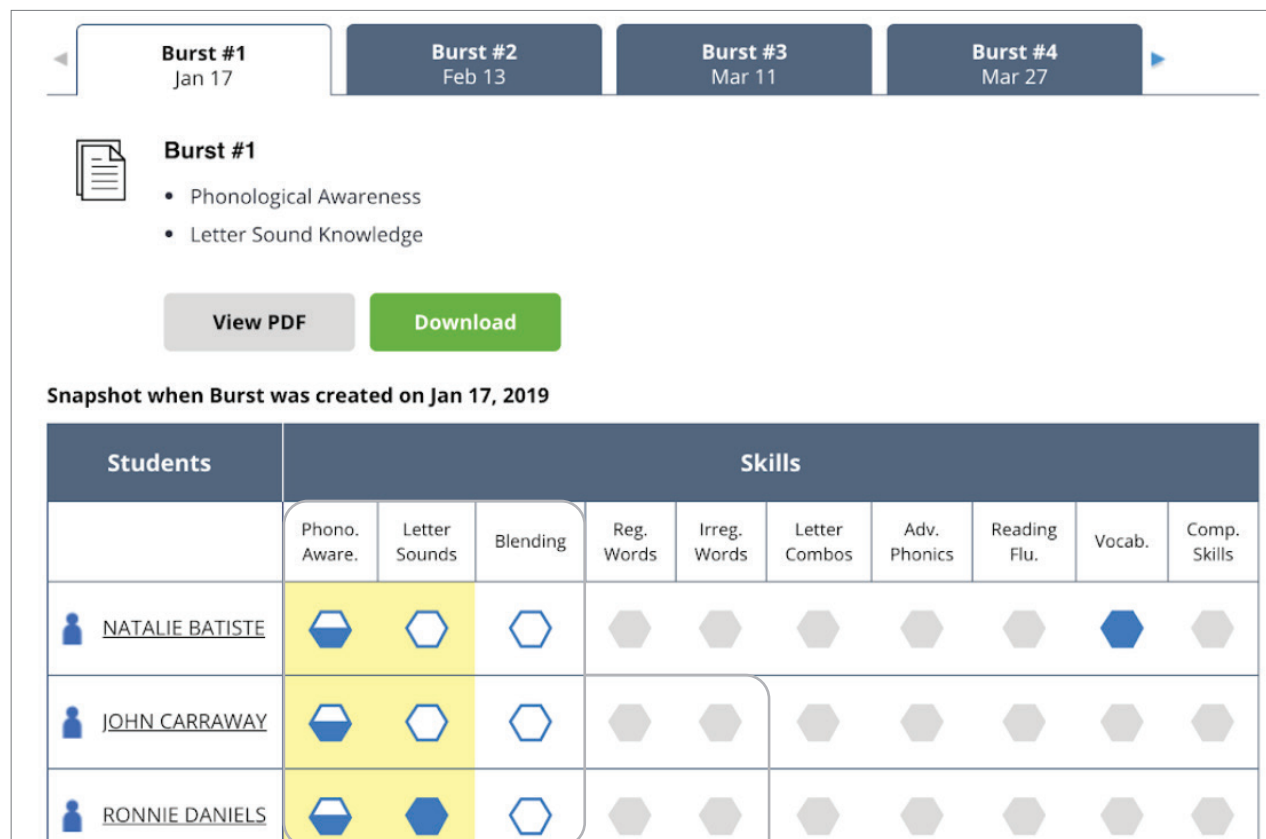
Interventionists can review a snapshot of students' skill levels each time a 10-day lesson plan was generated.

Individual Student Reports

"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.

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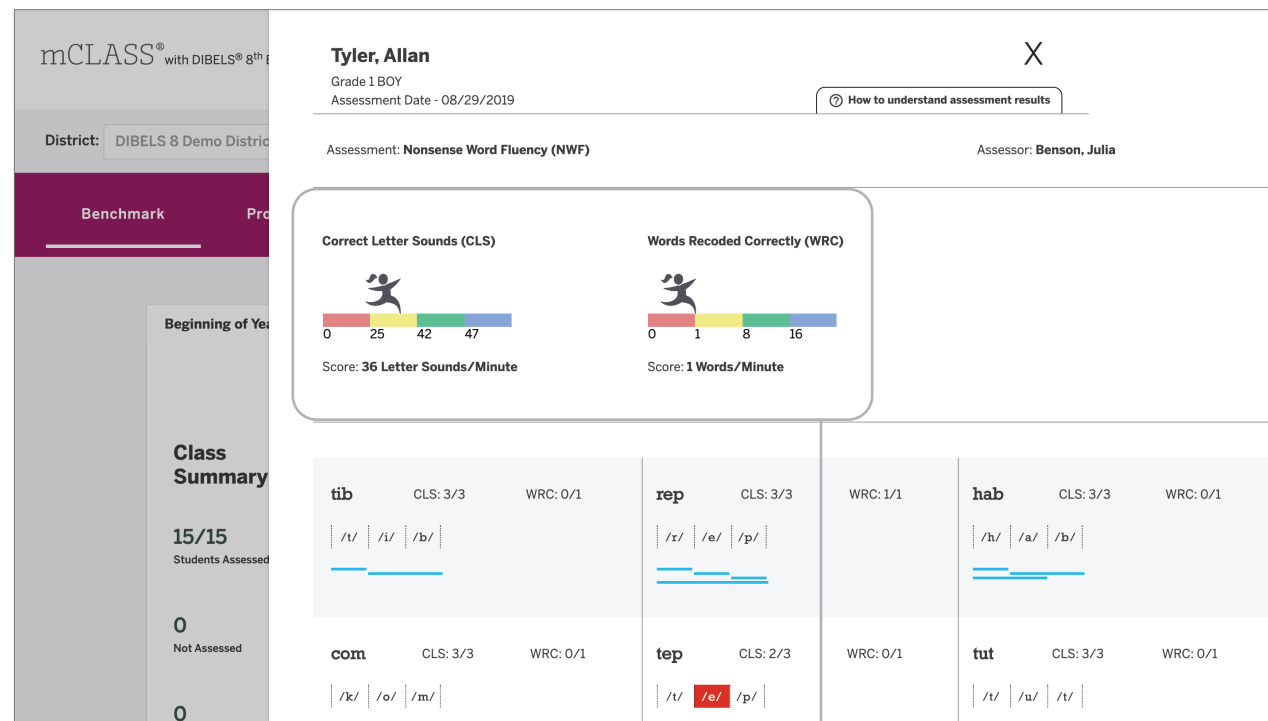
The running girl bar at the top of each report indicates where the student's score falls relative to the benchmark goal.

"Can this student read grade-level texts with automaticity?"

"Does this student demonstrate comprehension of the texts they have just read?"

Text Reading and Comprehension Summary

Teachers can review a list of all the books the student read, including scores for every book, during the benchmark assessment for each time of year (for educators using Text Reading and Comprehension).

	BOY	MOY	EOY
	F IND Below	J IND Benchmark	N IND Above
	A Pet From Grandpa	Carla's Special Paintbrush	Anne and Helen: The Story of Anne Sullivan
Book Performance	Independent	Independent	Independent
Reading Accuracy	100%	100%	100%
Reading Fluency	N/A	N/A	N/A
Reading Comp	4/5 P	5/5 P	5/5 P
Written Comp	3/3 P	N/A	N/A
	Observational	Observational	Observational

Beginning of Year (BOY)

Book Level & Title	Book Performance	Genre	Reading Accuracy	Reading Fluency	Reading Comp	Written Comp	Assessment Mode
F A Pet From Grandpa	Independent	F	100% ✓+	N/A	4/5 P	3/3 P	Observational
G Take Care of Your Teeth!	Frustrational	N	N/A	N/A	N/A	N/A	Observational
H Laugh, Baby Sister	Frustrational	F	N/A	N/A	N/A	N/A	Observational
I Inside the Rainbow	Frustrational	F	N/A	N/A	N/A	N/A	Observational

The final reading level that the student achieved at each time of year is highlighted at the top of the report.

Text Reading and Comprehension Probe Details

Teachers can review each student's reading record, including annotations and handwritten notes made during the assessment, by clicking the student's TRC score from any report view.
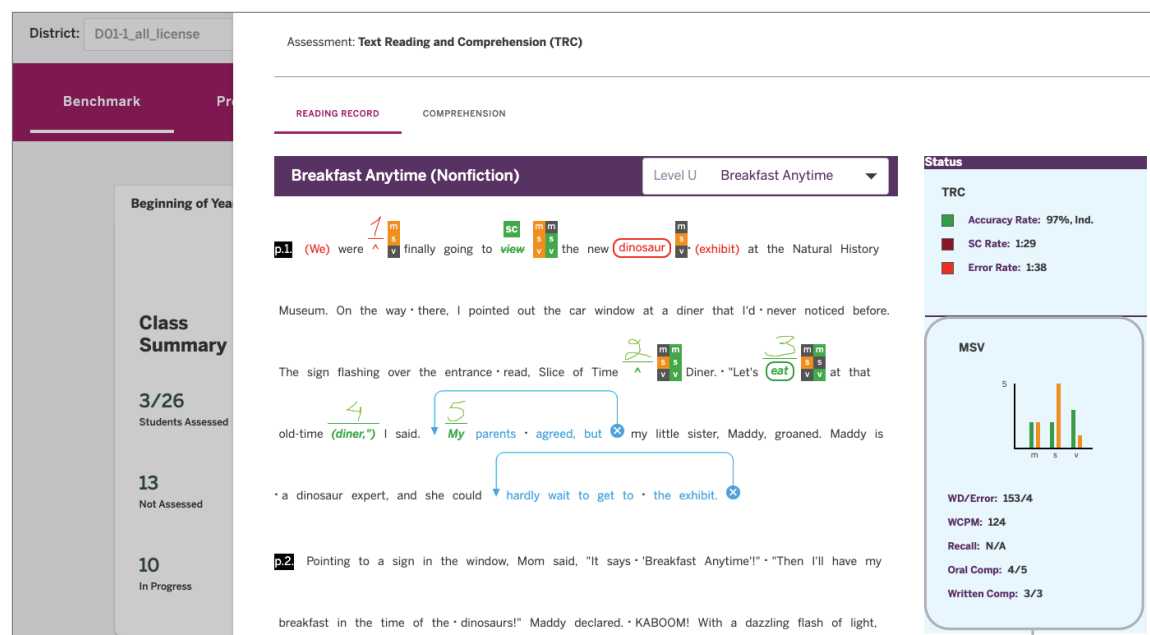
If MSV analysis (Meaning, Structure, Visual cues) was conducted, the results display as a bar chart showing the number of cues the student used while reading the text.

*This report is only available to Text Reading and Comprehension users.
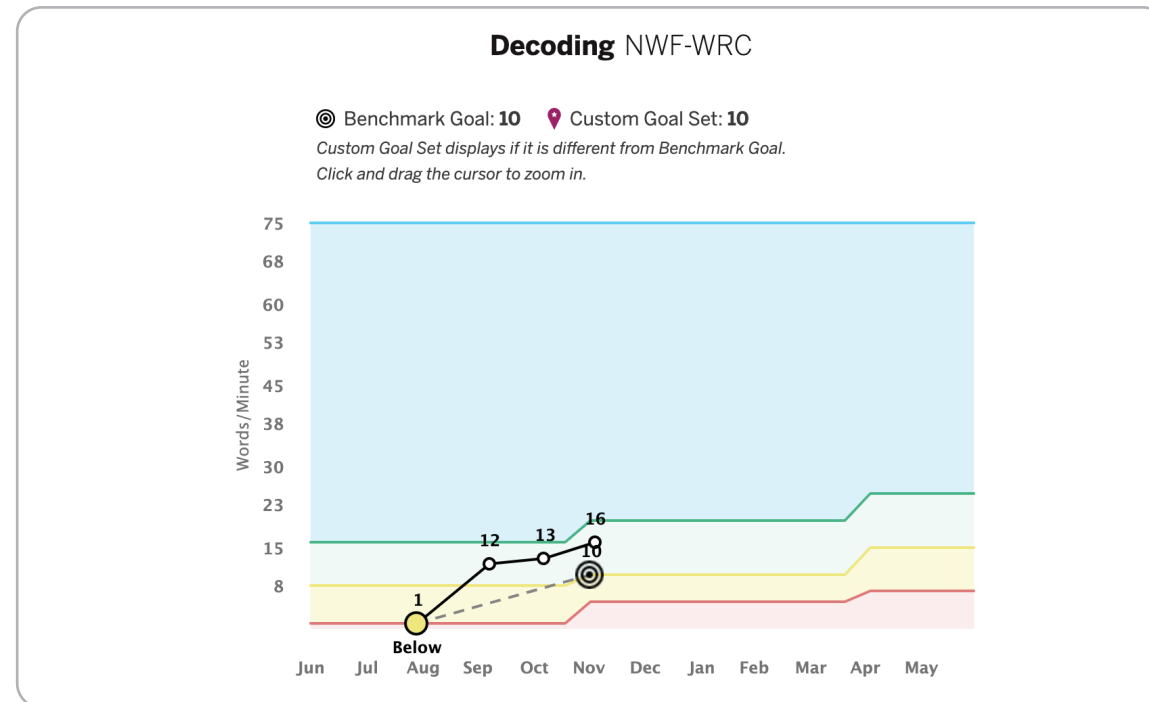
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"Is this student
progressing
toward the next
benchmark goal?"

"Is differentiated
instruction
necessary? "

Progress Monitoring Graphs

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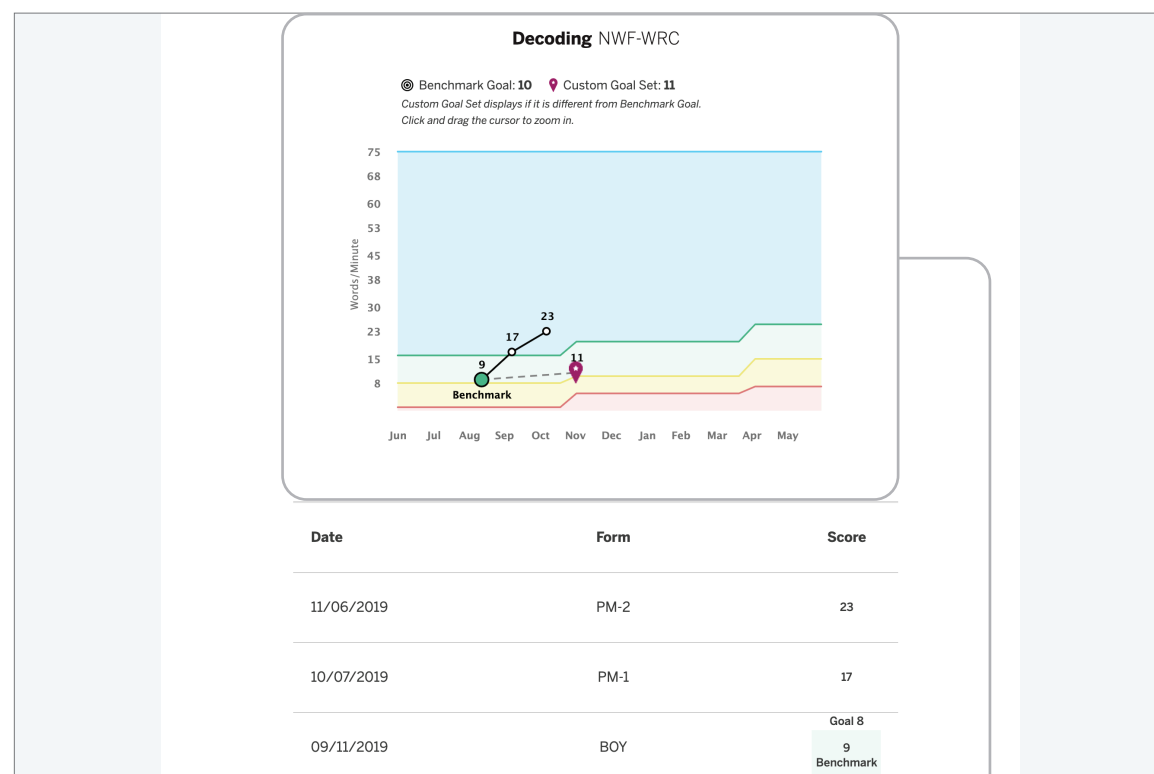Each skill is shown in a separate view.

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

Custom Goals on Progress Monitoring Graphs

Teachers can track the progress students are making toward their individual goals for each skill on the graph. A pin icon on the graph represents a modified individual goal when it is less than or greater than the default "At Benchmark" goal.

Decoding NWF-WRC

◎ Benchmark Goal: **10**   📍 Custom Goal Set: **11**
Custom Goal Set displays if it is different from Benchmark Goal.
Click and drag the cursor to zoom in.

Date	Form	Score
11/06/2019	PM-2	23
10/07/2019	PM-1	17
09/11/2019	BOY	Goal 8 / 9 / Benchmark

Goal setting is a helpful way of motivating students to achieve a specific outcome. When students see their progress toward a goal during check-ins with their teacher, they can celebrate the growth they have made.

"Is differentiated instruction needed?"

"What patterns
have emerged
from this student's
assessments?"

Individual Instruction

Teachers can review significant patterns that emerge from the student's assessment results in a single view, and download activities that address those patterns.

| District: | DIBELS 8 Demo District | School: | DIBELS 8 Demo School | Class/Group: | Grade 1 ▼ |

Benchmark   **Progress**   **Instruction**   **Home Connect**   🔴 Amplify Reading   🅰 Intervention

Groups   **Students**   All Activities   Grade 1 ▼

Name	Composite
Ashley, Emma	**329** Below
Baldwin, Freddie	**345** Benchmark
Bell, Jon	**317** Well Below
Bush, Tami	**359** Above

Emma Ashley   Group(s):

👥 **Phonemic Awareness**

Emma can segment some word parts. Emma needs to work on identifying first, middle, and last sounds in words with 3+ phonemes; continue building fluency in phoneme segmentation.

Observed patterns

☐ Makes consistent errors on specific letter(s) ⓘ   Letter Names   LNF

☐ Accurate but slow ⓘ   Letter Names   LNF

The student's profile description includes an analysis of the student's assessment response patterns and the instruction group the student is assigned to.

Student Activities

Activities are recommended for the student based on their response patterns from the assessments.

French, Claire	322 Well Below	☐ Difficulty recoding words with ending consonant blends ⓘ	Decoding NWF-WRC
Gilbert, Agnes	354 Above		
Jenkins, Elias	349 Benchmark	☐ Difficulty reading words with suffixes, including inflectional endings (e.g. 'ed', 'ing', 'es', 'er') ⓘ	Reading Fluency ORF
Neal, Timmy	352 Above		
Parks, Sonia	346 Benchmark	☐ Difficulty reading 2-syllable words ⓘ	Reading Fluency ORF

Activities

- 📄 Ralphie Rime words with initial blends
- 📄 Put It Together
- 📄 Lucky Dip
- 📄 Alien Talk: Oral Blending Accuracy
- 📄 Four Words, New Word
- 📄 Name that Initial Sound: Four or More Phonemes
- 📄 What's the Secret? First Sound in Four-Phoneme Words
- 📄 Initial Sound Accuracy, Same Sound!
- 📄 Map It, Zap It! First Sound Deletion

Sutton, Carrie — 329 Below
Todd, Kristi — 348 Benchmark
Tyler, Allan — 330 Below

1 2 3 4 5 ... 11 ›

Activities incorporate games, images, and graphic organizers.

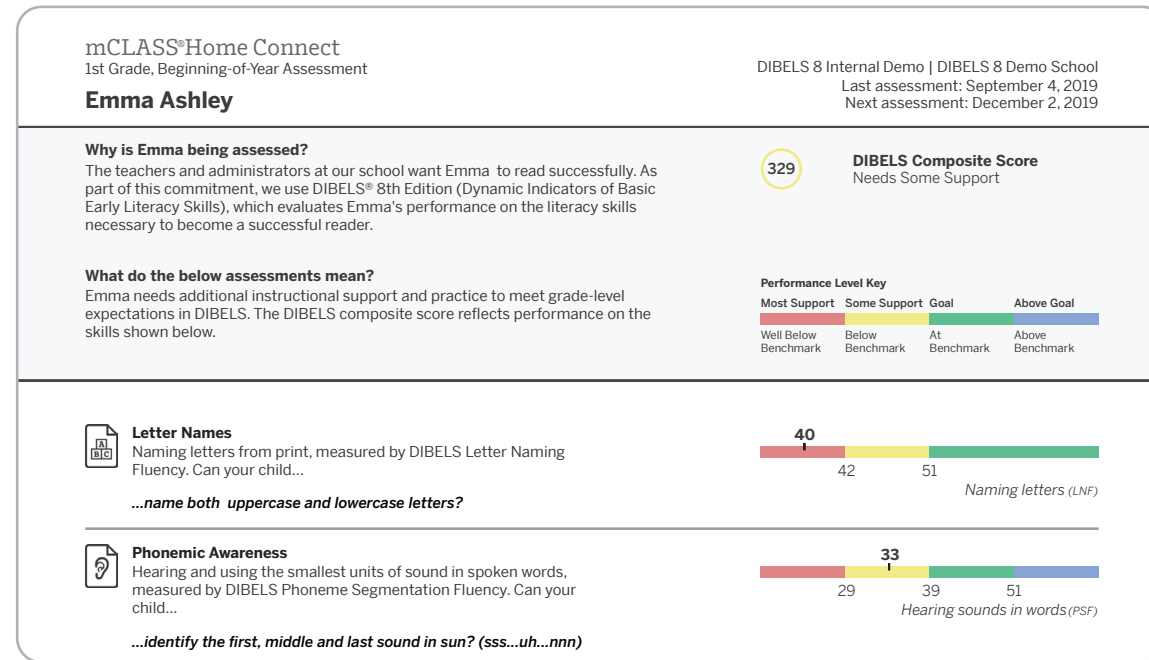"What activities can this student do that will help move them on to more advanced skills?"

"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.

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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.

329 **DIBELS Composite Score**
Needs Some Support

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.

Performance Level Key

Most Support	Some Support	Goal	Above Goal
Well Below Benchmark	Below Benchmark	At Benchmark	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.

Home Connect Activities

The Activities section of the Home Connect letter contains a list of recommended activities based on the skill areas where the child needs support. Parents and guardians can use this section to support their child's skill development.

Emma Ashley 1st Grade, Beginning of Year

Activities for Emma
Even if you have just a few minutes each day, you may be surprised by how much you can help Emma learn to read. Here are some activities we recommend based on Emma's most recent mCLASS reading test. Most of these activities can be done just about anywhere. Feel free to change them a bit to match Emma's interests or to fit your schedule.

Where Emma needs support

Phonemic Awareness
Hearing and using the smallest units of sound in spoken words

Find Specific Sounds
Have your child and other family members listen for words with a specific sound in family conversation or on television and radio programs, such as words that start with the *s* sound or that end with the *k* sound. Have your family members share their heard words and list them on a piece of paper.

Break the Words Apart
Help your child take spoken words apart and put them together. Have your child separate the sounds in simple three-letter words, listening for beginning, middle, and ending sounds. For example, pronounce *mom* as follows: *mm-o-mm*. Next, ask your child to blend sounds

Activities in the letter are designed for use at home. A link to the Home Connect site provides activities for At Home or On the Go.

"How can I help my child practice reading skills at home?"

"Where can I find other activities to help my child practice reading skills every day?"

Home Connect Family Portal

The Home Connect site provides additional activities for families to choose from to help reinforce and practice critical reading skills with their children. The site is available in both English and Spanish.
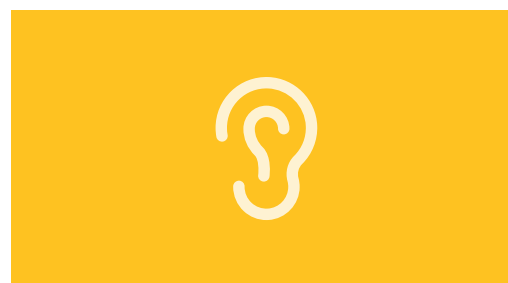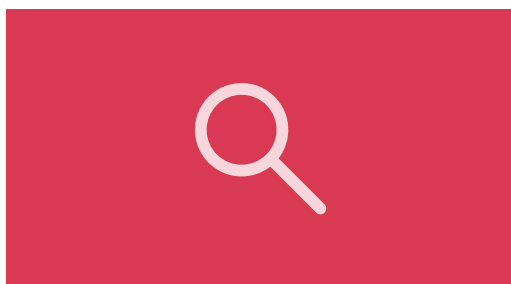
mCLASS® Home Connect®

En Español

❮ HOME
Phonological Awareness ?

PDF ⬇

All Activities | At Home | On the Go

Word Race

GRADES: K-2

TARGET SKILLS: Isolate Beginning Sound

TYPE: At Home

Help your child pick out the first sound in words, an important step in learning to read. Give your child one minute to name as many objects, people, foods, etc that start with a given sound, such as *sss*. When the minute is up, have them try to beat their score with another sound, such

READ MORE

Count the Words

GRADES: K-2

TARGET SKILLS: Word Counting

TYPE: At Home

Have your child count the number of words in a spoken sentence. Say a sentence. (Example: "Let's go to the park.") Have your child tell you the number of words in the sentence. Switch roles, allowing your child to give you a sentence and have you say the number of words it

READ MORE

Mystery Game

GRADES: K-2

TARGET SKILLS: Isolate Beginning Sound

TYPE: At Home

Play a mystery game in which you are calling your child's name or looking for an object around the house. For example, say, "I'm thinking of someone whose name begins with (say the sound for the letter *t*)," or "I'm looking for an item that begins with (say the sound for the letter *g*)."

READ MORE

The Home Connect site is a free resource that can be used by any family, regardless of whether you send Home Connect letters.

Spanish Classroom Reports

Benchmark Class detail

Teachers have complete parity between English and Spanish classroom- and student-level reports.

EDUCATOR INSIGHT

"What Spanish literacy skills are my students struggling with?"

Each student is assigned an instructional recommendation based on their Spanish-literacy proficiency.

Student Instruction

Teachers can access all Spanish-language instructional resources available for each student in one place.

Each student profile includes small-group and individual instruction.

"Which Spanish literacy subskills is this student struggling with?"

"Which activities can this student work on in Spanish that will help move them on to more advanced skills?"

Home Connect

Teachers can download a letter with student assessment results to send home to parents and guardians, or to use as a basis for discussion at conferences. Home Connect letters describe how the measures relate to skills development. Progress bars indicate the student's performance on each measure.

> "In which skills is my child being assessed? How do these assessments help my child learn how to read?"

Demo Jeanette Standard 3 | Data Analysis School

Informe del rendimiento en alfabetización

Roger Nevels Kindergarten, Evaluación de principio del año

mCLASS® Home Connect®
Evaluación más reciente: 10 de agosto de 2007
Próxima evaluación: 1 de diciembre de 2006

IDEL Composite:
Objetivo alcanzado

¿Qué significa esto?

Roger logró o superó el nivel esperado relativo a su grado según IDEL. El resultado compuesto de IDEL incluye varias destrezas. El rendimiento de Roger en cada una de estas destrezas se indica a continuación.

¿Por qué se está evaluando a Roger?

Los maestros y administradores de nuestra escuela quieren que Roger aprenda a leer bien. Como forma de cumplir con ese objetivo, usamos IDEL® (Indicadores Dinámicos del Éxito en la Lectura), un programa que evalúa el rendimiento de Roger en cuanto a las destrezas básicas que necesita para que aprenda a leer bien.

¿Qué puedo hacer?

Para reforzar lo que Roger está aprendiendo en la escuela, pueden leer juntos todos los días en su casa.

¿Cuáles son las destrezas que Roger debe aprender para poder leer bien?

Fluidez en Nombrar Letras (FNL)

Conocer los nombres de las letras minúsculas y mayúsculas, que se mide con Fluidez en Nombrar Letras (FNL)

MAYOR APOYO	ALGÚN APOYO	OBJETIVO

Conocer los nombres de las letras minúsculas y mayúsculas (FNL)

¿Puede su hijo(a)...
...identificar las letras minúsculas y mayúsculas ordenadas al azar?

Letters are available in both English and Spanish.

mCLASS®Home Connect
Primer Grado, Evaluación de final del año

Emma Catarino

¿Por qué se evalúa el desempeño de Emma?
Con el fin de obtener información adicional que garantice que Emma recibirá el mejor apoyo para convertirse en un lector excelente, se le administró la medida Vocabulario español para determinar su conocimiento de palabras apropiadas para su grado.

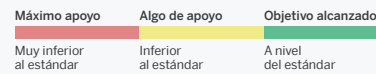**26** **Vocabulario español**
Logró el objetivo

¿Qué significa esto?
Emma logró el nivel esperado para su grado en cuanto a Vocabulario español o conocimiento de palabras apropiadas para su grado.

Niveles de desempeño

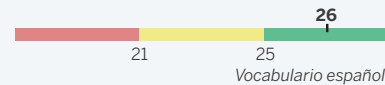| Máximo apoyo	Algo de apoyo	Objetivo alcanzado
Muy inferior al estándar	Inferior al estándar	A nivel del estándar

Vocabulario español
Comprender el significado de palabras apropiadas para el grado, identificar las definiciones básicas de las palabras y usar las palabras en contexto para completar las oraciones. ¿Su hijo puede...

...comprender el significado de palabras adecuadas para su grado y usarlas en oraciones?

26

21   25
Vocabulario español

Student Assessment Report

Teachers can click on a student's score from any report view to open the assessment report and receive a documented record of student responses on each subtest. The details are analyzed to reveal significant patterns and recommend targeted group and individual instruction.
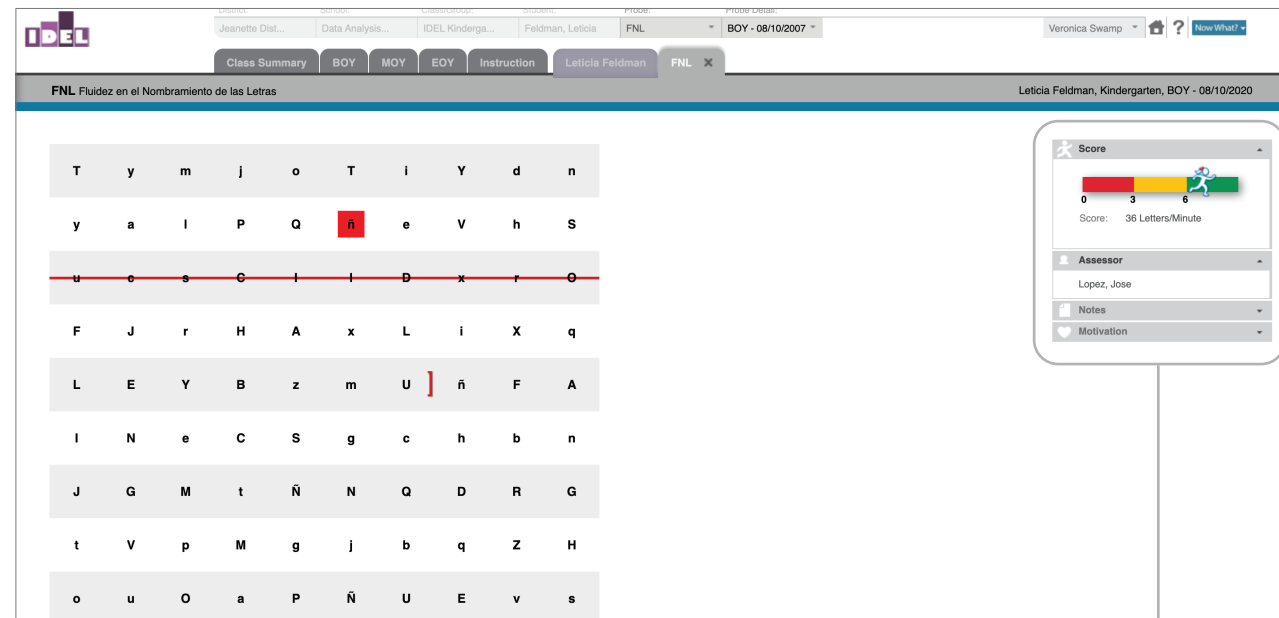
The running girl bar indicates where the student's score falls relative to the next benchmark goal.

"What types of letters, spelling patterns, or words does this student struggle with?"

School and District Level Reports

"Which districts, schools, or programs need additional resources to support student growth and administration fidelity?"

Reporting and Analysis Suite

The Reporting and Analysis Suite presents different views of assessment results to help support school leaders in their day-to-day decisions regarding intervention, instruction, and resource allocation.
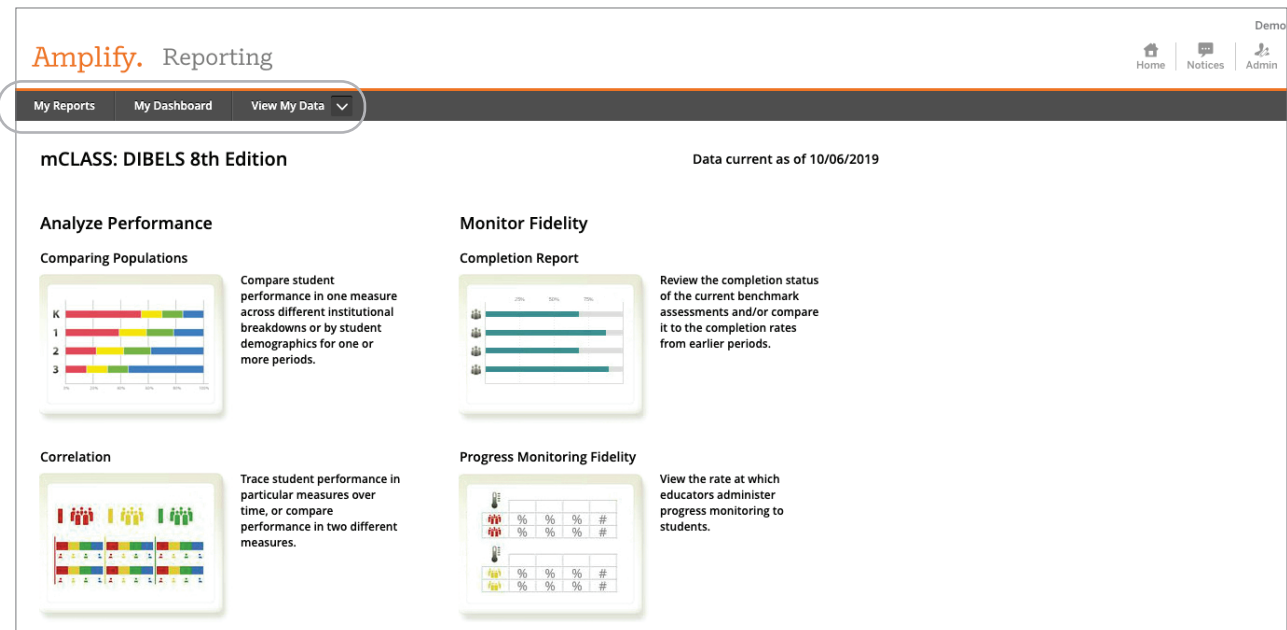
School leaders can use the My Reports feature to create a custom dashboard and save reports for future reference, or view reports sent by colleagues.

School leaders can customize any report to show data based on a particular View, Population, Time, Measure, or Student Demographic, using a broad range of filters.

👁 View	👪 Population	🕐 Time	🌡 Measure
Segment Results by	**Show Students Enrolled**	**School Year**	**Measure**
Program ▽	◯ Now ⦿ On Test Day ⓘ	2019-2020 ▽	All Measures ▽
Grade Divider	**Grade**	**Period**	**Level Filter**
On ▽	All Grades ▽	19-20 BOY ▽	All Levels ▽
	⦿ Programs ◯ Districts		
	All Programs ▽		

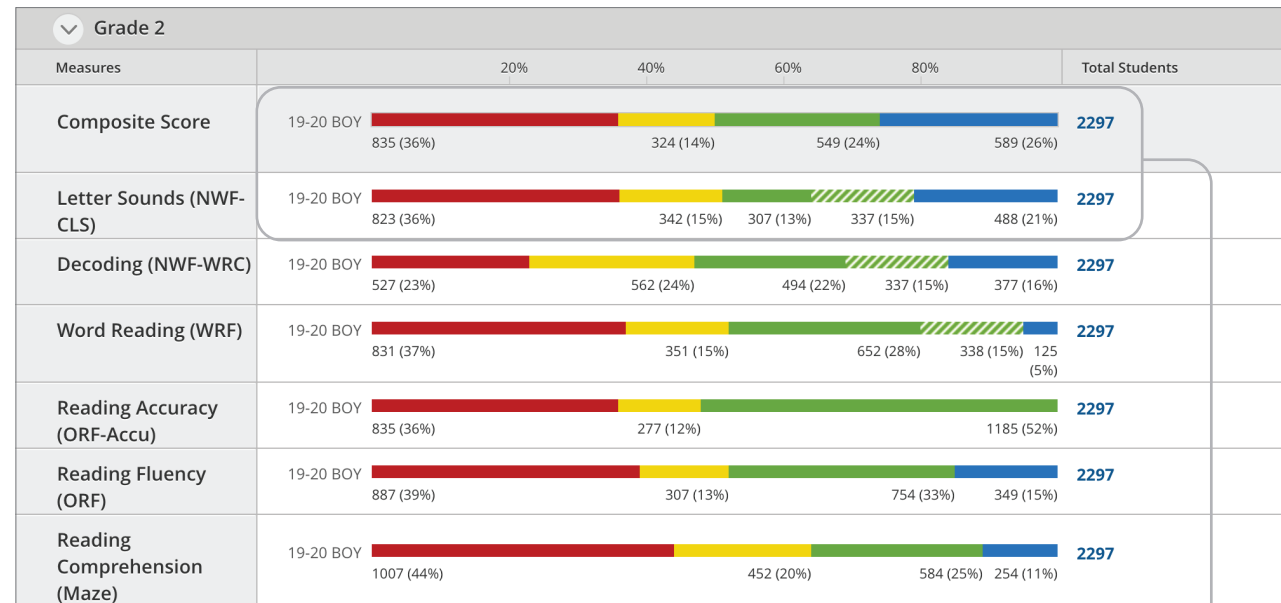| ⌄ Student Filters			Clear Filters
Alternate Assessment ▽	Approved Accommodat... ▽	Assessed in All Periods ▽	Classed/Unclassed ▽
Disability ▽	ELL Status ▽	Economically Disadvant... ▽	English Proficiency ▽
Gender ▽	Home Language ▽	Meal Status ▽	Migrant ▽

Each report features pre-selected parameters that you can modify to create the data view that best meets your needs.

"What are the performance trends among students in a particular district, program, grade, or demographic?"

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.

Measures		20%	40%	60%	80%	Total Students
Grade 2						
Composite Score	19-20 BOY	835 (36%)	324 (14%)	549 (24%)	589 (26%)	**2297**
Letter Sounds (NWF-CLS)	19-20 BOY	823 (36%)	342 (15%)	307 (13%)	337 (15%)	488 (21%)	**2297**
Decoding (NWF-WRC)	19-20 BOY	527 (23%)	562 (24%)	494 (22%)	337 (15%)	377 (16%)	**2297**
Word Reading (WRF)	19-20 BOY	831 (37%)	351 (15%)	652 (28%)	338 (15%)	125 (5%)	**2297**
Reading Accuracy (ORF-Accu)	19-20 BOY	835 (36%)	277 (12%)	1185 (52%)			**2297**
Reading Fluency (ORF)	19-20 BOY	887 (39%)	307 (13%)	754 (33%)	349 (15%)		**2297**
Reading Comprehension (Maze)	19-20 BOY	1007 (44%)	452 (20%)	584 (25%)	254 (11%)		**2297**

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

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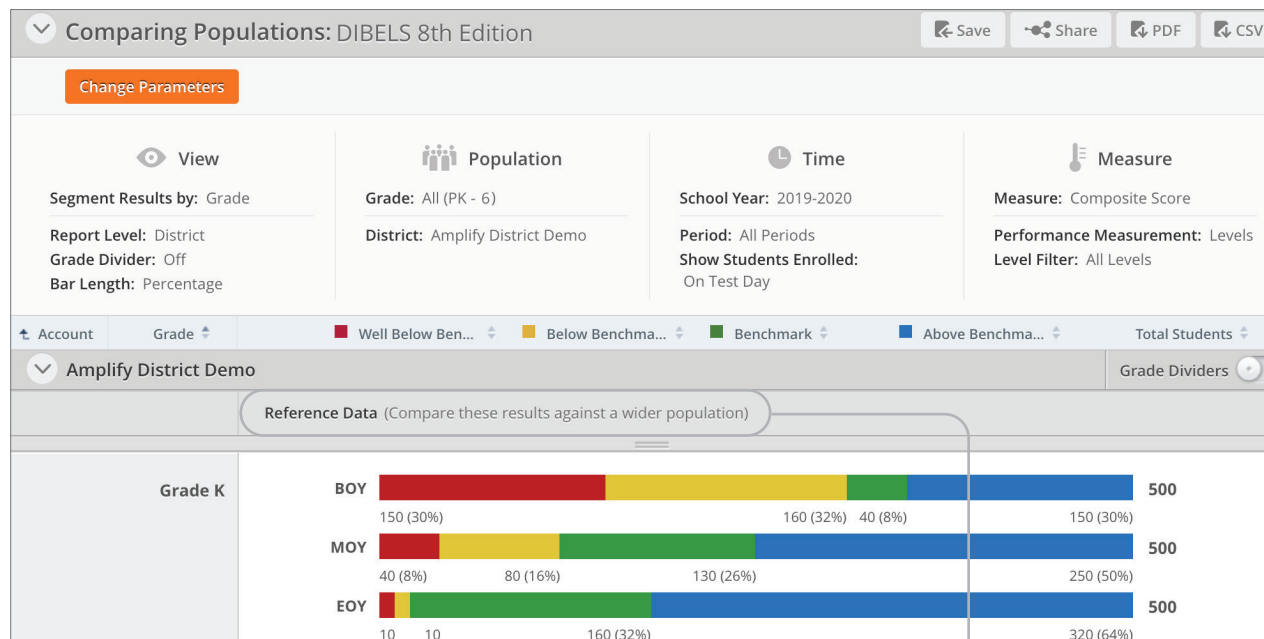
Click the Reference Data option to compare your report population to a broader subsection of the population or to the complete population, such as a single district, or all districts across the state.

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

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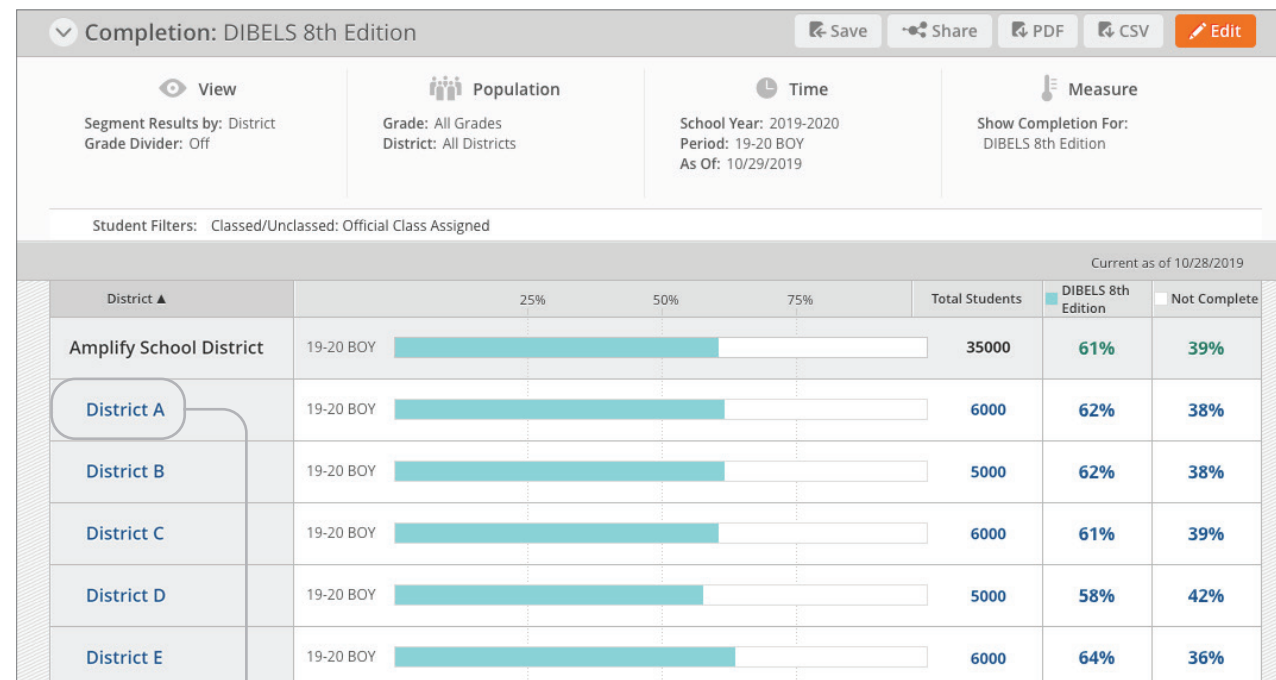
Drill down to view the same data one level down in the institutional hierarchy by clicking the municipality, district, school, or teacher label in the population column.

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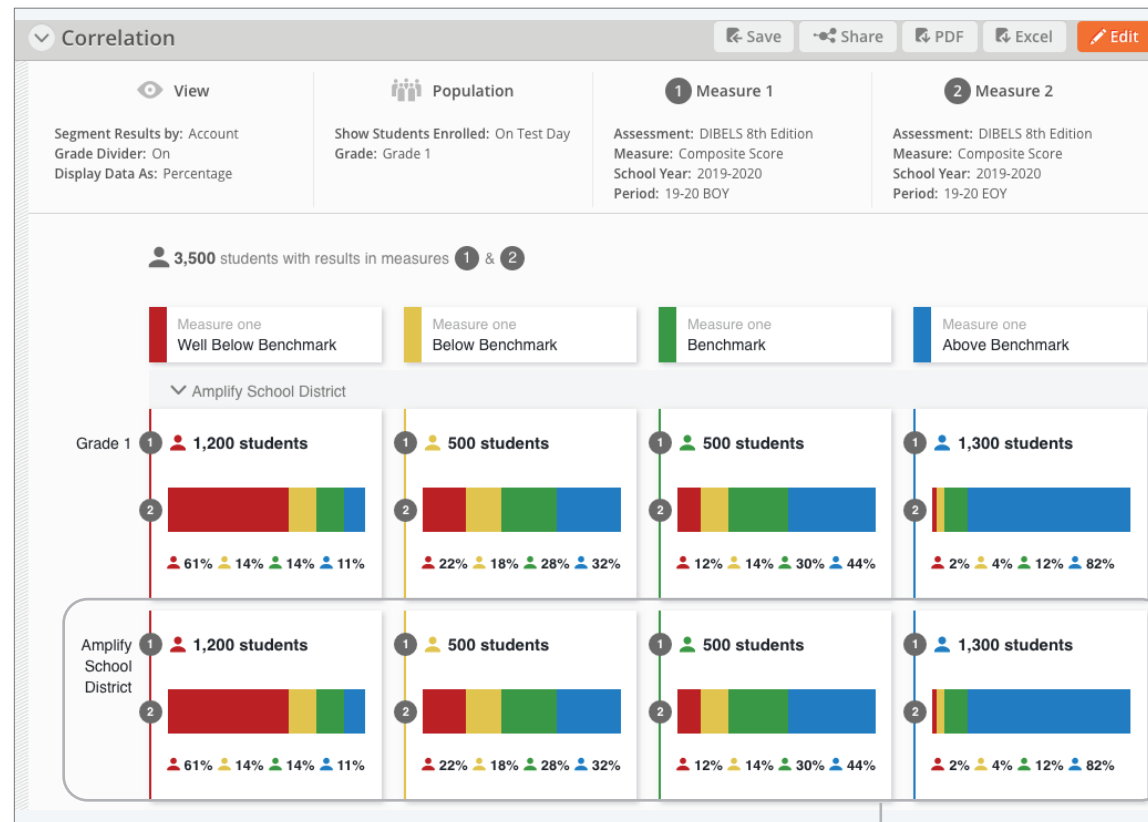
School leaders can compare student results for a grade or school against results for the entire district.

"Have all of my students who require Progress Monitoring been assessed?"

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.

| PM Fidelity: DIBELS 8th Edition | | | | Save | Share | PDF | Excel | Edit |

View	Population	Time	Measures and Levels
Segment Results by: Account Grade Divider: Off Display "At Rate" Column: On	Grade: All Grades	School Year: 2019-2020 Period: BOY→MOY View Data for Date Range: 09/01/2019 - 01/18/2020	Student Performance Level to Display: Red, Yellow Progress Monitoring Target for Red: 2 weeks Progress Monitoring Target for Yellow: 4 weeks

Well Below Benchmark Students

Account ▲	At Rate	None	9/01 - 9/14	9/15 - 9/28	9/29 - 10/12	10/13 - 10/26	10/27 - 11/09	11/10 - 11/23	11/24 - 12/07	12/08 - 12/21	12/22 - 1/04	1
Amplify Demo Sch...	0%	33%	5%	15%	28%	35%	32%	18%	24%	9%	0%	
Amplify Demo Dist...	0%	33%	5%	15%	28%	35%	32%	18%	24%	9%	0%	

Below Benchmark Students

Account ▲	At Rate	None	9/01 - 9/28	9/29 - 10/26	10/27 - 11/23	11/24 - 12/21	12/22 - 1/18	Total
Amplify Demo Sch...	1%	43%	12%	38%	32%	22%	4%	29439
Amplify Demo Dist...	1%	43%	12%	38%	32%	22%	4%	29439

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

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.

"Which strengths and skill deficits do students with a similar performance level have in common?"

Reporting and Analysis Suite: Student Lists

Clicking a bar segment, number, or total within a report opens the student list, which displays each of the students along with an overview of the assessment data used to generate the report.

		Completion		DIBELS 8th Edition									
				Assessment Measure									
				Composite Score	Letter Names (LNF)	Phonemic Awareness (PSF)	Letter Sounds (NWF-CLS)	Decoding (NWF-WRC)	Word Reading (WRF)	Reading Accuracy (ORF-Accu)	Reading Fluency (ORF)	Error Rate (ORF)	Re Compr (N
Student Name	Grade	Complete		Score	Score	Score	Score	Score	Score	Score	Score	Score	S
Alvarez, Jessica	1	✔		333	48	17	37	10	12	40	8	12	
Baldwin, Frank	1	✔		331	49	31	30	8	8	55	11	9	
Bayers, Emily	1	✔		334	36	26	39	13	12	73	11	4	
Cruz, Victor	1	✔		348	65	19	57	8	15	63	15	9	
Drickson, Sophia	1	✔		329	36 ■ Well Below Benchmark			9	10	58	7	5	
Elmers, Joseph	1	✔		346	54	32	37	11	13	86	32	5	
Glenndale, Tiana	1	✔		344	56	21	36	10	19	87	26	4	
Huang, William	1	✔		330	34	17	35	11	12	43	9	12	
Iverson, Brianna	1	✔		334	63	13	37	9	12	16	4	21	

My Reports | My Dashboard | View My Data ∨ | Help

Back | Student List: DIBELS 8th Edition | Excel

Student List reports can be exported as an Excel spreadsheet to upload into internal data systems.
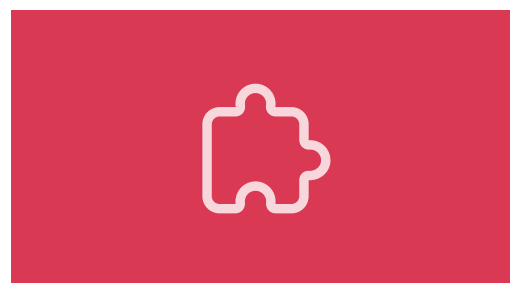
For more information on mCLASS,
visit **amplify.com/mclass**.

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