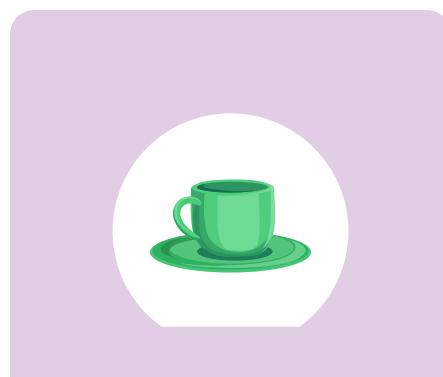
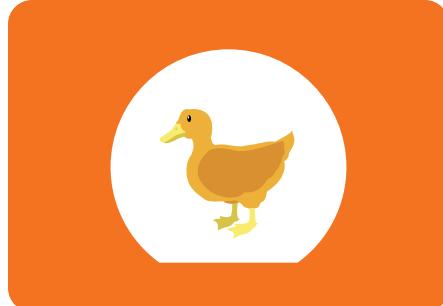


Reporting Guide

DIBELS 8th Edition, mCLASS Lectura,
and mCLASS Intervention





Amplify.

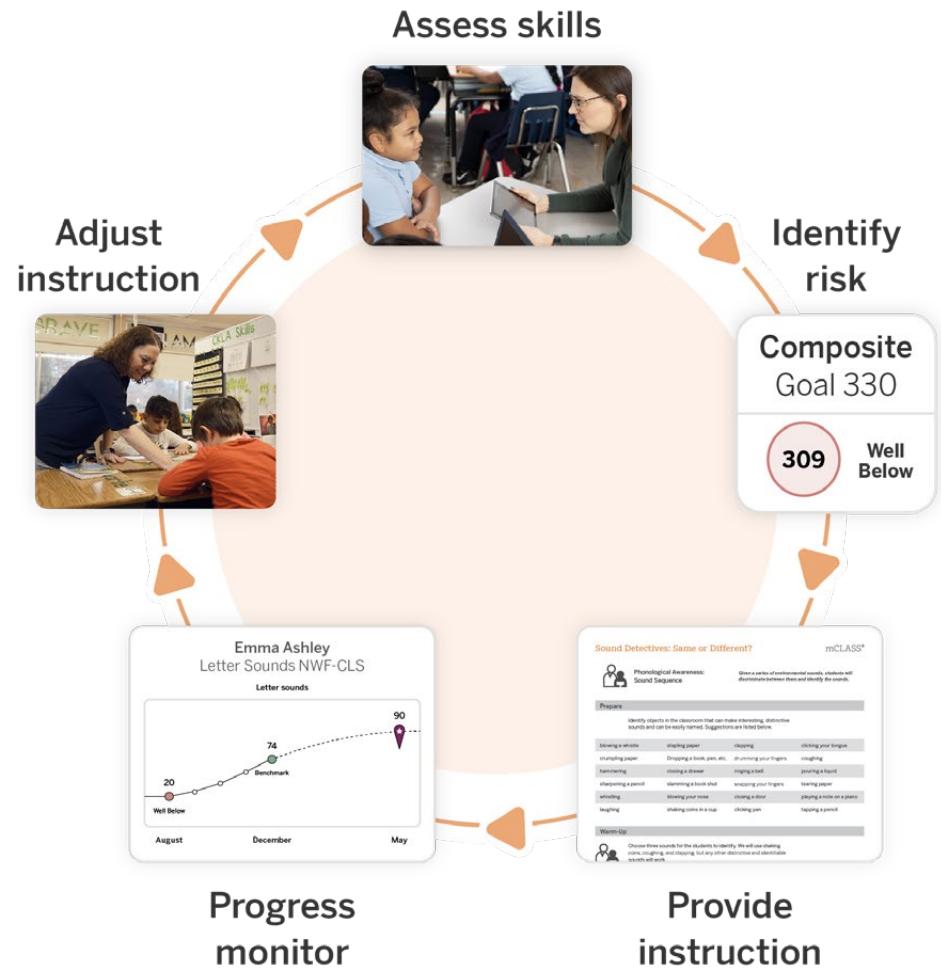
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Data that makes sense

mCLASS® is an all-in-one universal screening, dyslexia screening, progress monitoring, and instruction system that provides valuable data on how students are progressing in developing critical reading skills.

The mCLASS reporting suite helps educators and families understand reading assessment data to support their students' growth. Available in both English and Spanish, mCLASS reports provide clear data visualizations and instructional guidance that educators can leverage in their classrooms right away.

In this guide, you'll find examples of student-, class-, and district-level reports included with mCLASS DIBELS® 8th Edition, mCLASS Lectura, and mCLASS Intervention. This guide also highlights key questions these reports help answer to shape instructional and administrative decisions.



Assessment

Data

Instruction



Classroom reports

mCLASS classroom reports help teachers quickly identify students who need extra support, prioritize skills for whole-class instruction, and track growth trends throughout the year.

Teachers won't need to spend time crunching numbers, as mCLASS provides automatic small-group recommendations and analyzes error patterns from assessment results.

Classroom skill summary

This report 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
Class Summary		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC
15/15 Students Assessed	Well Below Benchmark	20% 3 Students	13% 2 Students	27% 4 Students	7% 1 Student
0 Not Assessed	Below Benchmark	27% 4 Students	33% 5 Students	20% 3 Students	67% 10 Students
0 In Progress	At Benchmark	33% 5 Students	40% 6 Students	13% 2 Students	27% 4 Students
	Above Benchmark	20% 3 Students	13% 2 Students	40% 6 Students	0% 0 Students

EDUCATOR INSIGHT

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

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

Classroom benchmark summary

This report 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	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

EDUCATOR INSIGHT

How many of my students improved in each benchmark period?

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

Dyslexia screening and risk indicator

Identify students who are at risk for reading difficulties, including dyslexia, based on their results on foundational skills measures and additional measures as needed by local policies. A risk indicator icon ⓘ marks which students are at risk based on their composite score, spelling, and Rapid Automatized Naming (RAN) results. This is available in both English and Spanish.

EDUCATOR INSIGHT

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

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 at-risk students.

Detailed benchmark performance

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

Beginning of Year		Subtests											
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	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.

EDUCATOR INSIGHT

Which skills have my students mastered? Which skills should my students continue practicing?

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

Beginning of Year		Reading Skills														
Grade 1 Last Name, First Name		Composite Goal 330	Lexile	LNF Goal 42	PSF Goal 31	NWF-CLS Goal 30	NWF-WRC Goal 5	WRF Goal 12	ORF-Accu Goal 67%	ORF Goal 10	OL Goal 17	VOCAB Goal 18	SPELL Goal 29	RAN Goal 62	Phonological Processing	
Ali, Sameer	①	302 Well Below	BR1045L	6 Well Below Pctl: 6	10 Well Below Pctl: 19	2 Well Below Pctl: 6	0 Well Below Pctl: 27	0 Well Below Pctl: 19	Discont'd	Discont'd	14 Well Below	16 Below	20 Well Below	93 Well Below		
Archer, Aiden		327 Below	BR555L	62 Benchmark Pctl: 86	14 Well Below Pctl: 22	12 Well Below Pctl: 15	3 Below Pctl: 45	25 Above Pctl: 93	62% Below Pctl: 61	8 Below Pctl: 38	—	19 Benchmark	—	—		
Bernal, Ana		329 Below	BR530L	34 Below Pctl: 51	40 Benchmark Pctl: 77	20 Well Below Pctl: 54	5 Benchmark Pctl: 57	10 Below Pctl: 53	73% Benchmark Pctl: 69	22 Benchmark Pctl: 76	—	19 Benchmark	—	—		
Brown, Emmi		310 Well Below	BR805L	27 Well Below Pctl: 38	6 Well Below Pctl: 6	11 Well Below Pctl: 12	0 Well Below Pctl: 27	0 Well Below Pctl: 19	Discont'd	Discont'd	15 Below	17 Below	27 Below	64 Below		
Clower, Thomas		313 Well Below	BR755L	30 Well Below Pctl: 45	28 Below Pctl: 43	14 Well Below Pctl: 30	2 Below Pctl: 42	2 Well Below Pctl: 25	0% Well Below Pctl: 8	0 Well Below Pctl: 8	16 Below	17 Below	25 Below	69 Below		
Collins, Noah		335 Benchmark	BR455L	41 Below Pctl: 61	32 Benchmark Pctl: 56	27 Below Pctl: 60	4 Below Pctl: 51	14 Benchmark Pctl: 80	74% Benchmark Pctl: 76	25 Benchmark Pctl: 84	—	20 Benchmark	—	—		
Crane, Lia	①	309 Well Below	BR820L	14 Well Below Pctl: 19	9 Well Below Pctl: 12	15 Well Below Pctl: 36	0 Well Below Pctl: 27	0 Well Below Pctl: 19	Discont'd	Discont'd	12 Well Below	11 Well Below	22 Well Below	67 Below		

Classroom reports show each student's Lexile level and the percentile they fall in for each skill.

EDUCATOR INSIGHT

Which students need more of my support?

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' progress has been 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

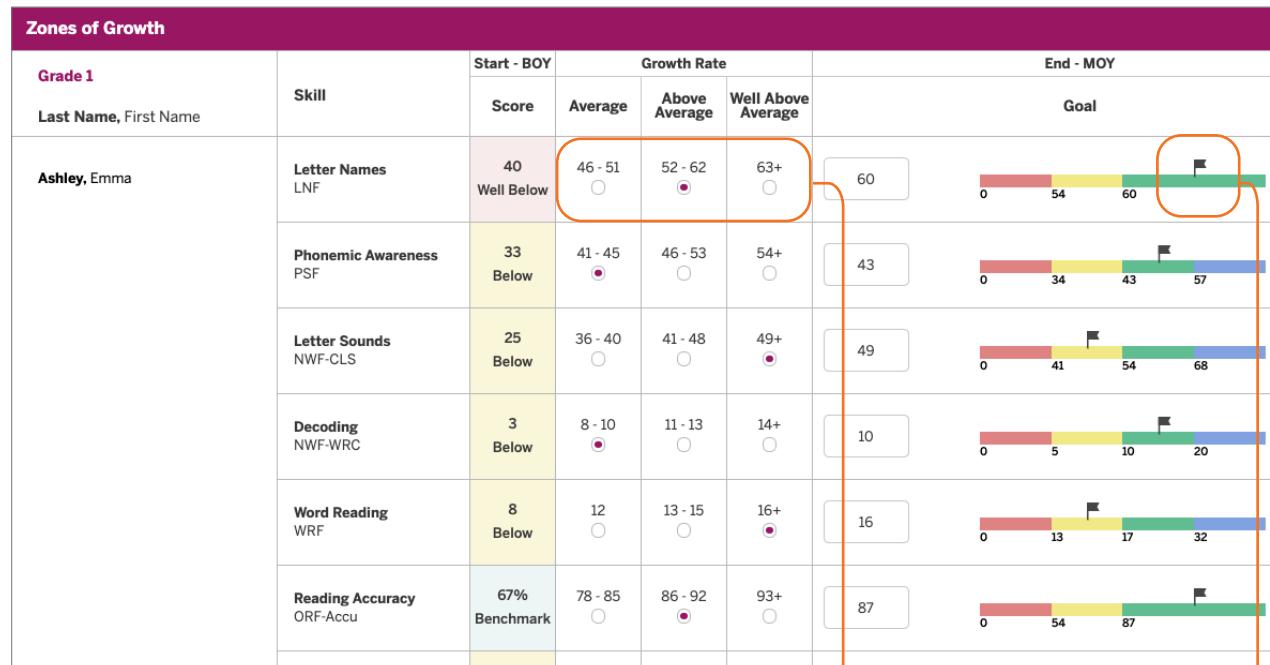
The Aimline displays the three most recent progress monitoring scores on a slope to show whether students are on track to reach the next benchmark goal.

EDUCATOR INSIGHT

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

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.



EDUCATOR INSIGHT

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

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

EDUCATOR INSIGHT

Are my students receiving effective instruction? Should I adjust my tactics to help students catch up?

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.

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 (for instance, phonemic awareness) is based on a sub-skill that students need to master.

DECODING

GROUP 2 Reading words with simpler patterns fluently • 3 Students

James J, Alice R, Ava 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.

Language Considerations ⓘ

ENGLISH LANGUAGE LEARNER LANGUAGE VARIETY

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.

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

EDUCATOR INSIGHT

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

General English learner supports

The expanded instructional tool displays more detailed information that can be used to plan instruction, including information tailored to multilingual/English learners' (ML/ELs) instruction. Each profile contains a description of the skills you can build on while targeting instruction, and sometimes includes prerequisite skills. mCLASS instruction provides additional support for students who speak a language variety different from General American English.

EDUCATOR INSIGHT

How can I support my ML/ELs and General American English learners in acquiring this skill?

DECODING

GROUP 2 Reading words with simpler patterns fluently ± 3 Students

James J, Alice R, Ava 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.

Language Considerations ⓘ

ENGLISH LANGUAGE LEARNER LANGUAGE VARIETY

Certain words, especially those with ending consonant clusters, may be systematically pronounced or read differently in the student's language variety.

*For example, students may only pronounce the first sound in ending consonant clusters, (e.g., **min** for **mind** and **tes** for **test**).*

Each group contains specific information for ML/ELs and General American English learners based on students' response patterns.

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

<input type="checkbox"/> Accurate but slow	Phonemic Awareness PSF
<input checked="" type="checkbox"/> Segments words with two phonemes	Phonemic Awareness PSF
<input type="checkbox"/> 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.

EDUCATOR INSIGHT

Which activities can I use with this group of students?

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.

All available activities for small group and individual instruction are displayed by skill area. Select a skill name to see associated activities.

Grade	Activity	Activity	Activity
Grade 1	Building and Decoding Words with consonant digraphs - th	Building and Decoding Words with Consonant Digraphs - sh	Building and Decoding Words with Consonant Digraphs - wh
Grade 1	Building and Decoding Words with Consonant Digraphs - ch	Building and Decoding Words with Consonant Digraphs - ph	Building and Decoding Words with Consonant Digraphs - ng
Grade 1	Building and Decoding Words with Consonant Digraphs - kn	Building and Decoding Words with Consonant Digraphs - wr	Building and Decoding Words with -er
Grade 1	Building and Decoding Words with -ar	Building and Decoding Words with -ir	Building and Decoding Words with -or
Grade 1	Building and Decoding Words with -ur	Letter Combination Accuracy r-	Letter Combination Fluency r-controlled

EDUCATOR INSIGHT

What activities can I use in my classroom to help students regularly practice their early literacy skills?

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 lesson sets received, intervention group name, intervention instructor name, and classroom teacher's name.

Progress Monitoring									Intervention				
Grade 2 Last Name, First Name	Skill	BOY	Last 3 P.M Scores			MOY Goal	Goal Set	Aimline to Goal Set	Last Assessed	Group name	Lesson Sets	Intervention Teacher	Classroom Teacher
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				
	► Irregular Words IW	3	6	7	8				11/19/2019				
Benavitez, Camilla	► Letter Combinations LC	5	5	6	8				11/19/2019	Group 2	4	Avery, Patricia	Benson, Julia
	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 intervention students who may need a different intensity (for instance, smaller group size) or new instructional approach (for instance, different Tier 3 intervention).

EDUCATOR INSIGHT

Which students need a different intervention strategy?

Which educators can I collaborate with to determine next steps?

* The Intervention Progress Monitoring Report is available in English only.
mCLASS Intervention is sold separately from mCLASS 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.

Lesson set #1 Jun 11 Lesson set #2 Jun 11 Lesson set #3 Jun 11 Lesson set #4 Jun 16

Lesson set #1

- Sounding Out & Blending
- Regular Word Recognition

[View PDF](#) [Download](#)

[Print Materials for Lesson set #1](#)

[View PDF](#) [Download](#)

Snapshot when lesson set was created on Jun 11, 2020

Students	Skills								
	PA	LS	BL	RW	IW	LC	AP	FLU	COMP
Wyatt Binte	●	●	●	●	●	●	●	●	●
Rana Frante	●	●	●	●	●	●	●	●	●
Abby Johnson	●	●	●	●	●	●	●	●	●

Interventionists can review a snapshot of students' skill levels each time a 10-day lesson plan is generated.

 **EDUCATOR INSIGHT**

Which students are ready to advance to the next group?

* The Intervention Group Report is available in English only.
mCLASS Intervention is sold separately from mCLASS DIBELS 8th Edition.



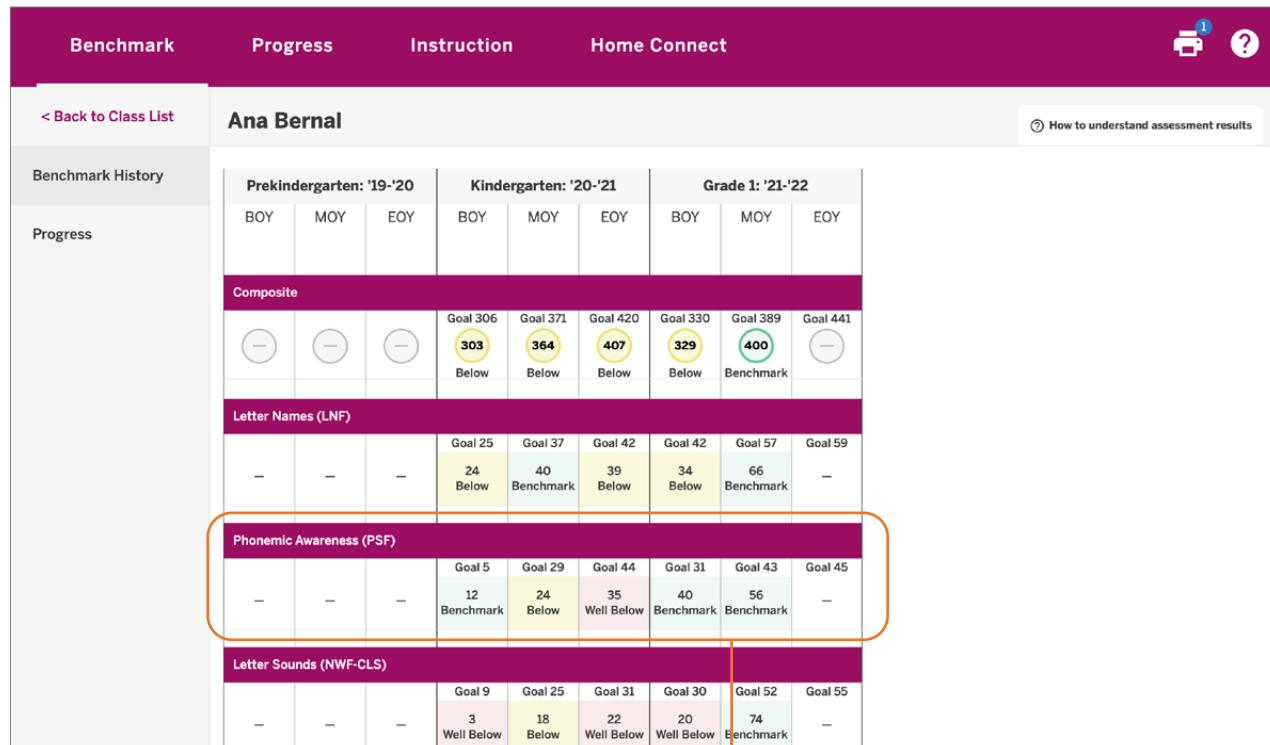
Student Reports

mCLASS student reports enable collaboration among teachers, coaches, admins, and caregivers. Historical data reports make it possible to understand the skills that students bring to their classroom from previous grades.

Additionally, the reports provide detailed insights into each student's current reading abilities, simplifying Individualized Education Plan preparation and aiding in meaningful discussions during parent-teacher conferences.

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, parent meetings, and other documentation needs.



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

EDUCATOR INSIGHT

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

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

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.

mCLASS® with DIBELS® 8th Edition

Tyler, Allan
Grade 1 BOY
Assessment Date - 08/29/2019

[How to understand assessment results](#)

Assessment: Nonsense Word Fluency (NWF) **Assessor: Benson, Julia**

Benchmark **Progress**

Beginning of Year

Class Summary

15/15 Students Assessed

0 Not Assessed

0

Correct Letter Sounds (CLS)
Score: 36 Letter Sounds/Minute

Words Recoded Correctly (WRC)
Score: 1 Words/Minute

tib CLS: 3/3 WRC: 0/1	rep CLS: 3/3 WRC: 1/1	hab CLS: 3/3 WRC: 0/1
/t/ /i/ /b/	/r/ /e/ /p/	/h/ /a/ /b/
— — —	— — —	— — —
com CLS: 3/3 WRC: 0/1	tep CLS: 2/3 WRC: 0/1	tut CLS: 3/3 WRC: 0/1
/k/ /o/ /m/	/t/ /e/ /p/	/t/ /u/ /t/
— — —	— — —	— — —

EDUCATOR INSIGHT

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

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

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.

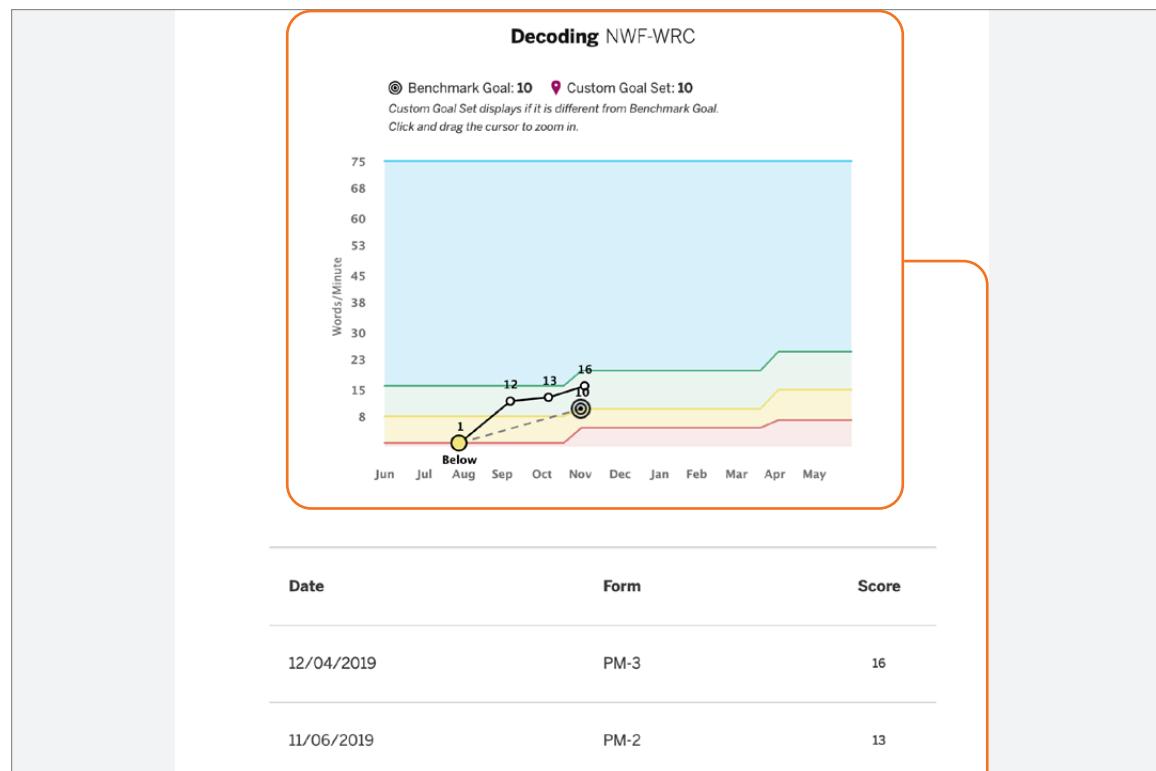
EDUCATOR INSIGHT

Is this student progressing toward the next benchmark goal?

Is differentiated instruction necessary?

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.



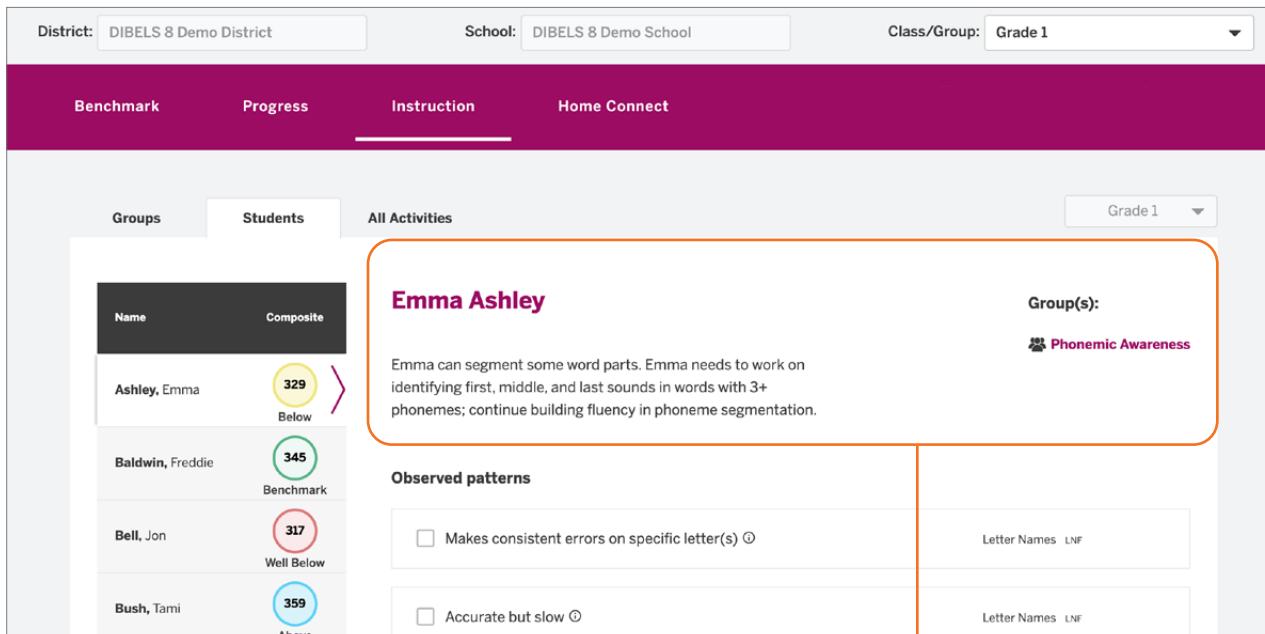
EDUCATOR INSIGHT

Is differentiated instruction needed?

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.

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.



The screenshot shows the 'Instruction' tab of the DIBELS 8 Student Report. At the top, there are dropdown menus for 'District' (DIBELS 8 Demo District), 'School' (DIBELS 8 Demo School), and 'Class/Group' (Grade 1). Below the tabs, there are buttons for 'Groups', 'Students' (selected), and 'All Activities'. A dropdown menu for 'Grade 1' is open. The 'Students' section lists four students: Ashley, Emma (329, Below); Baldwin, Freddie (345, Benchmark); Bell, Jon (317, Well Below); and Bush, Tami (359, Above). The 'Emma Ashley' profile is highlighted with an orange box. It includes a 'Group(s)' section with 'Phonemic Awareness' and a 'Description' box stating: '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.' Below this, an 'Observed patterns' section has two checkboxes: 'Makes consistent errors on specific letter(s)' and 'Accurate but slow'. There are also two 'Letter Names' boxes.

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

EDUCATOR INSIGHT

What patterns have emerged from this student's assessments?

Student activities

Teacher-led activities are recommended for the student based on their response patterns from the assessments.

French, Claire	322	Well Below
Gilbert, Agnes	354	Above
Jenkins, Elias	349	Benchmark
Neal, Timmy	352	Above
Parks, Sonia	346	Benchmark
Sutton, Carrie	329	Below
Todd, Kristi	348	Benchmark
Tyler, Allan	330	Below

Difficulty recoding words with ending consonant blends ⓘ Decoding NWF-WRC

Difficulty reading words with suffixes, including inflectional endings (e.g. 'ed', 'ing', 'es', 'er') ⓘ Reading Fluency ORF

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

1 2 3 4 5 ... 11 >

EDUCATOR INSIGHT

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

Activities incorporate games, images, and graphic organizers.

Dual language report: Overview

View your students' biliteracy development across critical foundational skills in both English and Spanish. This report is only available to educators using mCLASS DIBELS 8th Edition and mCLASS Lectura together.

Name

Beginning of Year
Middle of Year
End of Year

Grade 1
How to read Dual Language details

Gabriel Archuleta

Gabriel demonstrates higher performance on Spanish literacy assessments than English literacy assessments. Gabriel applies strong foundational skills in Spanish to read and comprehend text. Gabriel may need additional support in English language, foundational skills, and in applying foundational skills to read and comprehend text.

Teach Gabriel to apply Spanish letter-sound knowledge to English; review letter-sound correspondences that are similar across both languages and point out those that are different in English.

	Letter Names	Phonological Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency
English	30 Well Below	34 Below	11 Well Below	11 Well Below	10 Below	40% Well Below	4 Well Below
Spanish	51 Benchmark	53 Benchmark	20 Benchmark	55 Benchmark	23 Below	95% Benchmark	42 Below



EDUCATOR INSIGHT

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

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 in areas of improvement and opportunities for cross-linguistic transfer of skills. This report is only available to educators using mCLASS DIBELS 8th Edition and mCLASS Lectura together.

	English	Well Below	Below	Well Below	Well Below	Below	Well Below	Well Below	Below
Escalera, Javier									
Esquibel, Jennifer	Spanish	51 Benchmark	53 Benchmark	20 Benchmark	55 Benchmark	72 Benchmark	95% Benchmark	32 Benchmark	24 Benchmark
Gray, Jose									
Maroto, Luciana									
Montreal, Sergio									
Morgan, Joselyn									
Ocampo, Rosa									
Pascua, Luis									
Rojas, Mariana									
Ruiz, Andres									
Thomas, Miguel									
Vega, Angel									
Zendejas, Josephine									

Supporting Gabriel's Biliteracy Development

Phonological Awareness

Gabriel has strong skills in phonological awareness in Spanish at both the syllable and phoneme levels and needs to build skills in phonological awareness in English. During instruction, consider cross-language transfer or whether the sounds transfer between languages. Build on sounds that are similar across languages, and highlight sounds that are different. Start with earlier phonological awareness skills like blending and segmenting at the syllable and onset-rime levels before moving to phonemes.

 For students with developing or emerging skills in English language, start instruction with sounds the student already knows. Then, focus on recognizing and distinguishing all of the sounds in English.

 Cross-Linguistic Transfer: Phonological Awareness

34 Below	ENGLISH Phonemic Segmentation Phonemic Segmentation Fluency PSF
53 Benchmark	SPANISH Syllable Segmentation Fluidez En La Segmentación De Silabas FSS
20 Benchmark	SPANISH Phoneme Manipulation ¿Qué Queda? QQ

Vocabulary

Gabriel has strong vocabulary knowledge in Spanish and needs to build vocabulary knowledge in English. During instruction, use students' knowledge of words in Spanish to uncover meanings of English words through the use of cognates.

 For students with developing or emerging English language skills, begin with basic high frequency (tier 1) words. Then focus on high frequency, high utility words that are used across domains (tier 2 words).

 Cross-Linguistic Transfer: Vocabulary

19 Below	ENGLISH Vocabulary VOCAB
24 Benchmark	SPANISH Vocabulario VOCAB

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

EDUCATOR INSIGHT

How can I support my students in developing skills they may be struggling with in English and Spanish?

mCLASS Reporting Guide | 29

Instructional activities for Spanish literacy

Educators using mCLASS Lectura receive effective activities to target the Spanish literacy skills with which students need the most support.

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*. Pregúntele: **¿Cuál es el sonido?**
 - a. Identifique estudiantes que no digan el sonido. Pregúntele: **¿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!**
3. **¿Saben algunas palabras que tienen el sonido *ia*?**
Si responden correctamente: ¡Muy bien! Existen muchas palabras con el sonido «ia», como «viale», «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».**

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

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

Educators get step-by-step instructional activities for small groups or individual students.



EDUCATOR INSIGHT

What instructional activities should I be delivering to my students?

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.

DIBELS Composite Score
329 Needs Some Support

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?

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)

Naming letters (LNF)
40 42 51

Hearing sounds in words (PSF)
33 29 39 51

Letters are available in both English and Spanish.



EDUCATOR INSIGHT

What skills should my child be developing?

Home Connect activities

The activities section of the Home Connect letter contains a list of recommended activities based on the skill areas in which 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

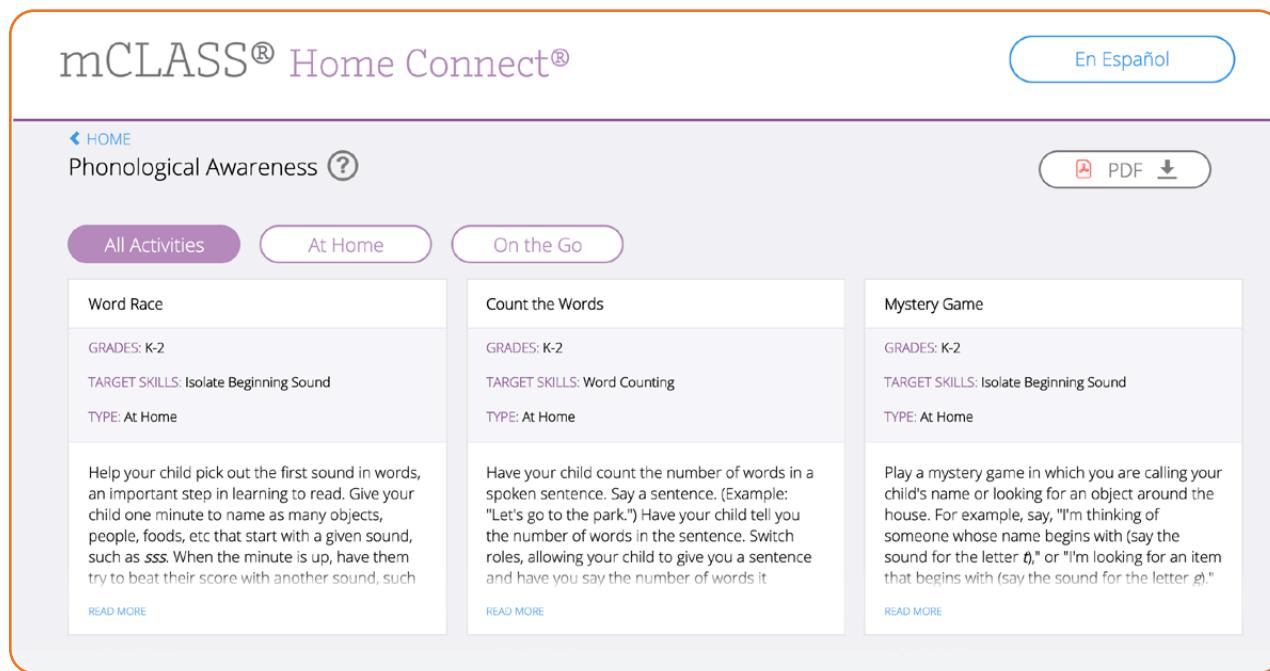
 **EDUCATOR INSIGHT**

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

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.

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 within mCLASS DIBELS 8th Edition.



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 <i>sss</i> . When the minute is up, have them try to beat their score with another sound, such as <i>ttt</i> . 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 contains. 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 <i>t</i>)," or "I'm looking for an item that begins with (say the sound for the letter <i>g</i>)." READ MORE
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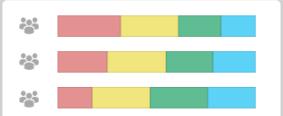
The Home Connect site is a free resource that can be used by any family, regardless of whether you send them Home Connect letters.

EDUCATOR INSIGHT

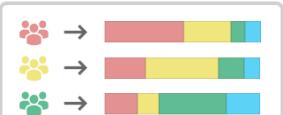
Where can I find other activities to help my child practice reading skills every day?

Score Reports

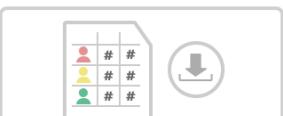
How are students performing?



Benchmark
Performance



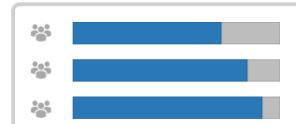
Benchmark
Trends



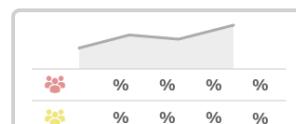
Download
Your Data

Fidelity Reports

Are benchmark and progress monitoring assessments being completed with fidelity?



Benchmark
Completion



Progress
Monitoring
Fidelity

mCLASS Admin Reports

mCLASS admin reports are designed to improve your workflow and offer clear and practical insights into student outcomes.

You'll be able to review historical data trends and get answers to pressing questions, such as how well teaching methods are working, where to allocate more resources, and what funding is needed.

All reports can be flexibly examined for different student groups and demographics, whether within a class, a school, a district, or across the state.

Standard and custom filters and grouping

With mCLASS, the data is tailored to fit your needs. Admins can use standard filters or create custom filters to display information based on specific groups, populations, periods, measures, or student demographics, in the ways they prefer.

Your filter selections stay the same even as you switch report views in order to minimize disruptions to your workflow.

Advanced filters

Cohort filters

Show students enrolled Now On Test Day

Assessed in all periods No Yes

Benchmark level filters

All levels

Group student by

Selecting the 'Group student by' option will reset the measure list, allowing only one measure selection.

Select one demographic group

Standard demographics filters

Disability ELL Status

Economically Disadvantaged Gender (I)

Selected: Female

Reset all

Done

By district **By school**

Population <input type="button" value="▼"/>	Measure	Well below <input type="button" value="▼"/>	Below <input type="button" value="▼"/>	At <input type="button" value="▼"/>	Above <input type="button" value="▼"/>	Students <input type="button" value="▼"/>
District name 1 Gender: Female	Composite Score	26% 34% 16%	19% 17% 17%	35% 36% 35%	20% 13% 32%	177 197 177
	Composite Score	29% 29% 21%	16% 15% 10%	26% 32% 28%	29% 24% 41%	211 224 209
	Composite Score	42% 27% 25%	8% 17% 7%	26% 31% 27%	24% 25% 41%	200 150 174

Benchmark performance report

Effortlessly compare student performance over different periods with the Benchmark performance report. This report can be organized by class, grade, school, district, or teacher.

The Benchmark performance report helps you answer such questions as:

- What percentage of students are at risk and require additional support?
- How has student performance changed over time?
- What are the areas of strength or weakness where instructional resources should be focused?

Benchmark performance Benchmark completion Benchmark trends Progress monitoring

MEASURES ⓘ

DIBELS 8th measures ⓘ

Composite Score

All subtest measures

Letter Names (LNF)

Phonemic Aware. (PSF)

Letter Sounds (NWF-CLS)

Decoding (NWF-WRC)

Word Reading (WRF)

Reading Accu. (ORF-Accu)

Benchmark performance

Save Export

Levels: Well below Below At Above

Reference data ⓘ: Hide National

Population	Measure	Levels	Students
Demo district	Composite Score	BOY 24% Well below 36% Below 24% At 17% Above	1123
		MOY 20% Well below 40% Below 22% At 18% Above	1233
		EOY 18% Well below 28% Below 33% At 21% Above	1223

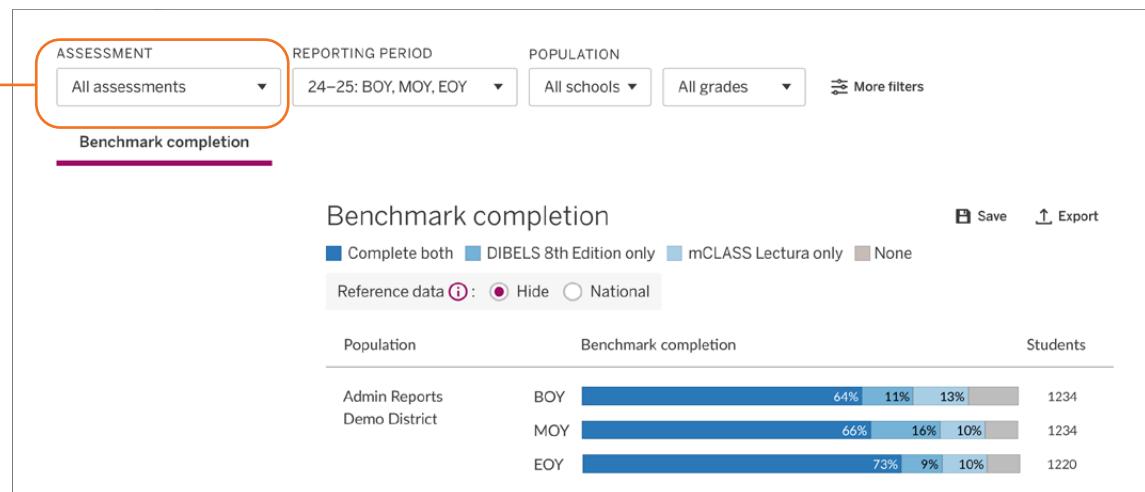
The national reference data feature helps you compare your school or district performance against national mCLASS trends.

Benchmark completion

Efficiently track how many students have completed their benchmark assessments at the beginning, middle, or end of the year with the Benchmark completion report. This report also helps identify whether any schools need more support to complete the required assessments.

The Benchmark completion report helps you answer such questions as:

- What percentage of students have completed the current benchmark assessment?
- Where are teachers or reading specialists struggling to follow benchmark fidelity guidelines?
- Where should resources be focused to ensure the timely completion of required assessments?



See a side-by-side view of English and Spanish completion rates by selecting "mCLASS Lectura" and "DIBELS 8" from the assessment filter.

Benchmark trends

Use the Benchmark trends report to make confident instructional decisions. This report displays changes in student performance between any two periods so you can understand trends, such as:

- How much have students been affected by summer slide?
- How effective has the instruction been in moving students between performance levels of specific measures or the overall Composite score?

ASSESSMENT DIBELS 8th Edition ▾ REPORTING PERIOD 2 years, 2 periods ▾ POPULATION All schools ▾ All grades ▾ More filters

Benchmark performance Benchmark completion Benchmark trends Progress monitoring fidelity

SELECT ONE MEASURE ⓘ DIBELS 8th measures ▾

Composite Score (selected)

Letter Names (LNF)

Phonemic Aware. (PSF)

Letter Sounds (NWF-CLS)

Decoding (NWF-WRC)

Word Reading (WRF)

Reading Accu. (ORF-Accu)

Reading Fluency (ORF)

Benchmark trends

How have student benchmark levels changed over time?

Reference data ⓘ: Hide (selected) National

Population: Composite Score, 24-25 EOY

Students: Composite Score, 25-26 BOY

Demo district: Above, 16% (16% Red, 30% Green, 52% Blue)

Students: At, 32% (10% Red, 19% Yellow, 48% Green, 23% Blue)

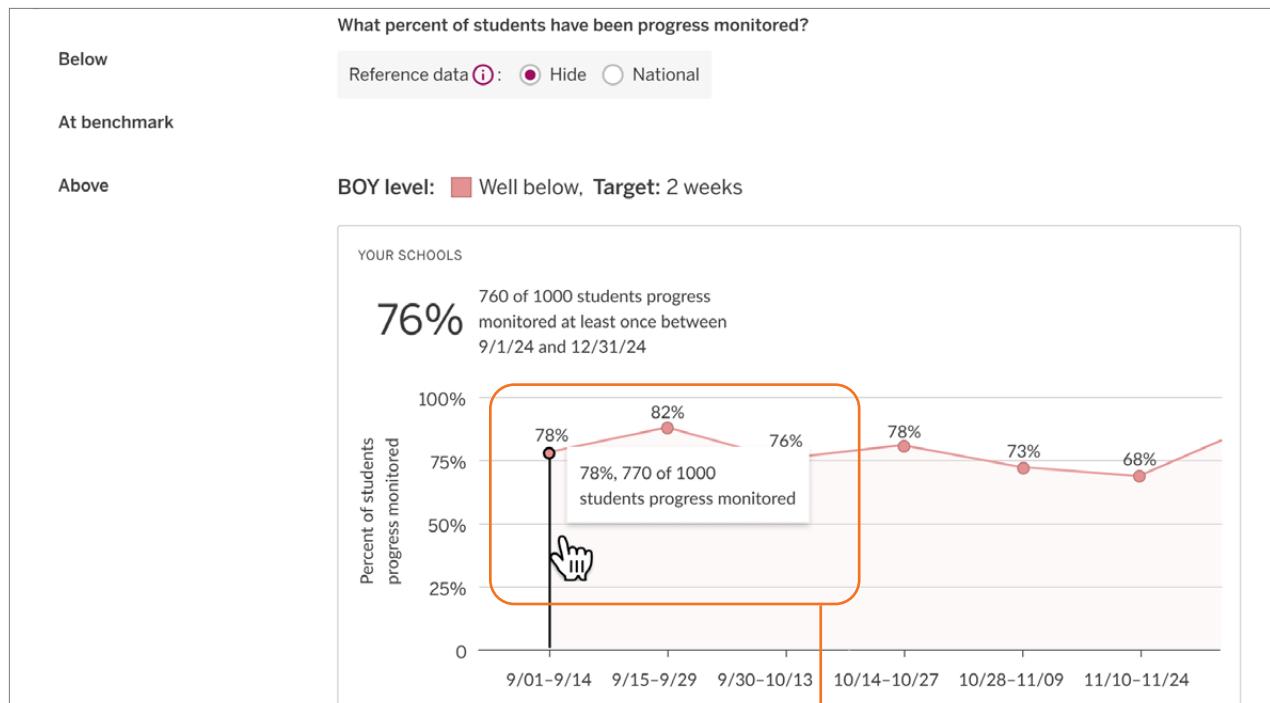
Save Export

View year-over-year performance trends by selecting your desired timeframe from the reporting period filter.

Progress monitoring fidelity

Admins can quickly verify that students are being monitored on schedule with the Progress Monitoring Fidelity Report. It answers key questions such as:

- What percent of students have been progress-monitored?
- Are my well-below-benchmark students being progress-monitored frequently enough?



Hover over any data point on the chart to see the exact number of students who were progress-monitored in each period.

Download Your Data

Extract details about student performance with the Download Your Data (DYD) report. This report conveniently exports benchmark and progress monitoring assessment results into a CSV file that can be directly uploaded to student information systems.

Download your data

ASSESSMENT

DIBELS 8th Edition

Benchmark Progress monitoring

 DATA DICTIONARY
View descriptions of each column in this data export.

PROGRESS MONITORING PERIOD

24-25: BOY → MOY

POPULATION

Admin Reports Demo District >



Use the options on this page to narrow down student results and enrollment data included in your download.

Student List

Make IEP planning more efficient by drilling down into student-level data. The built-in sorting function gives admins the ability to quickly narrow down which students have completed the required assessments and which require further support.

Riverside school , All grades > BOY Composite score: ■ Well below ■ Below ■ At ■ Above

Admin Reports Student List Beginning of Year

DIBELS 8th Edition

Grade Completion Composite Score Letter Names (LNF) Phonemic Aware. (PSF) Letter Sounds (NWF-CLS) Word Reading (WRF) Reading Accu. (ORF-Accu) Reading Fluency (ORF) Error Rate (ORF) (Mazie) Oral

Student ▲

Student ▲	Grade	Completion	Composite Score	Letter Names (LNF)	Phonemic Aware. (PSF)	Letter Sounds (NWF-CLS)	Word Reading (WRF)	Reading Accu. (ORF-Accu)	Reading Fluency (ORF)	Error Rate (ORF) (Mazie)	Oral
Baldwin, Cortisha	K	✓	378 Benchmark	19 Above	8 Below	7 Well below	17 Benchmark				-
Green, Amala	1	✓	378 Benchmark	19 Benchmark	8 Well below	7 Below	13 Below	6 Well below	18 Benchmark	24	5 Well below
Hashimoto, Amber	2	✓	378 Benchmark			7 Well below	17 Benchmark	Tested Out	16 Benchmark	23	17 Above
Hutton, Elsie	3	✓	355 Below			7 Below	14 Below	999 Pctl: 75	22 Above	22	12 Benchmark
Jenkins, Clarissa	4	✓	376 Benchmark						18 Benchmark	19	12 Benchmark

Easily identify students who need more support by clicking the arrows to sort any column.

Notes

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

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