mCLASS | mCLASS Español

Reporting Guide

DIBELS 8th Edition, mCLASS Lectura,
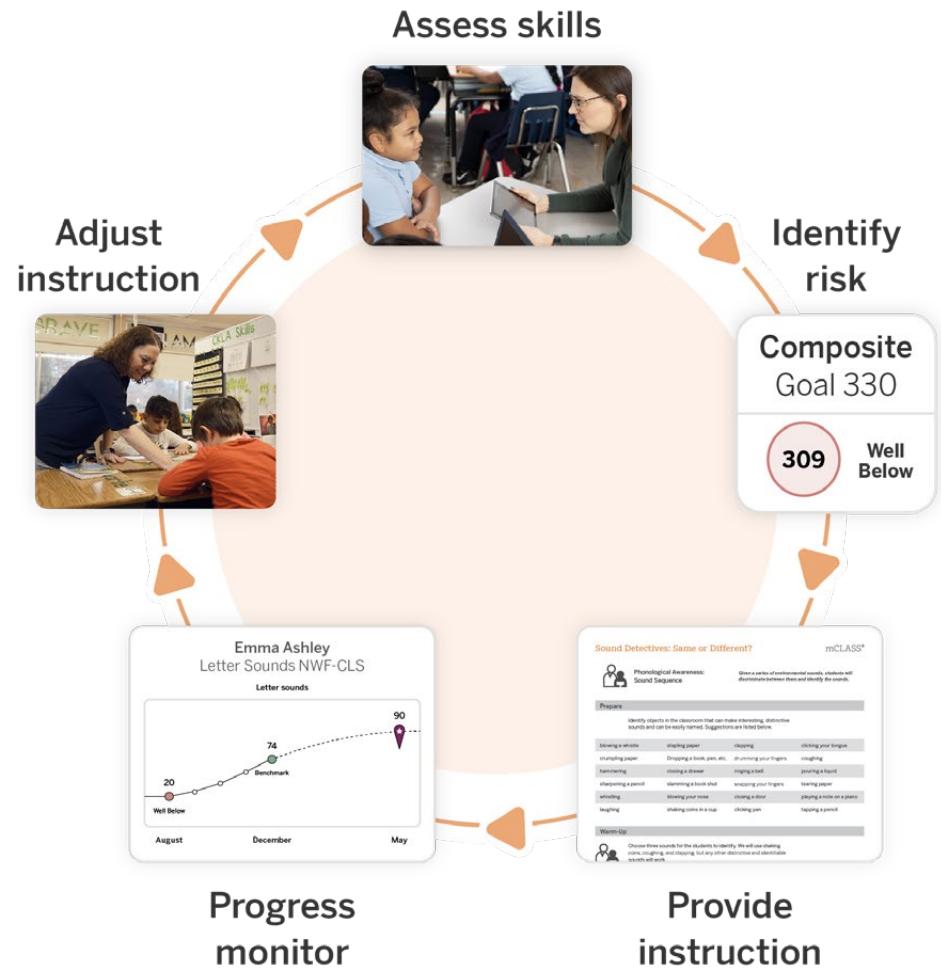and mCLASS Intervention
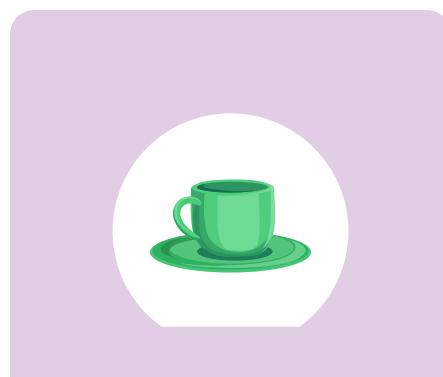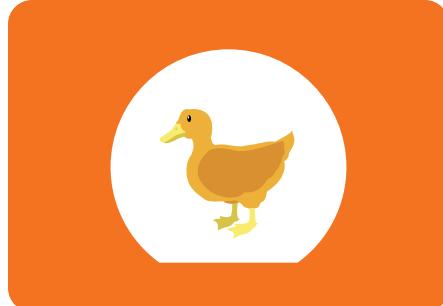
Amplify.

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.

Assess skills

Identify risk

Composite
Goal 330

309   Well Below

Provide instruction

Progress monitor

Emma Ashley
Letter Sounds NWF-CLS

Letter sounds

90

74
Benchmark

20
Well Below

August   December   May

Adjust instruction

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.

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		Beginning of Year	Middle of Year	End of Year
	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.

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.

Q 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.

> **🔍 EDUCATOR INSIGHT**
>
> Which skills have my students mastered? Which skills should my students continue practicing?

Beginning of Year

Grade 1 Last Name, First Name	Composite Goal 331	Letter Names LNF Goal 51	Phonemic Awareness PSF Goal 39	Letter Sounds NWF-CLS Goal 42	Decoding NWF-WRC Goal 8	Word Reading WRF Goal 15	Reading Accuracy ORF-Accu Goal 67%	Reading Fluency ORF Goal 21	Vocabulary VOCAB Goal 23	Spelling SPELL Goal 23	Phonological Processing 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 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
Ali, Sameer	⚠	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	⚠	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

Column headers (diagonal): Letter Names, Phonemic Awareness, Letter Sounds, Decoding, Word Reading, Reading Accuracy, Reading Fluency, Oral Language, Vocabulary, Spelling, Phonological Processing

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

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.
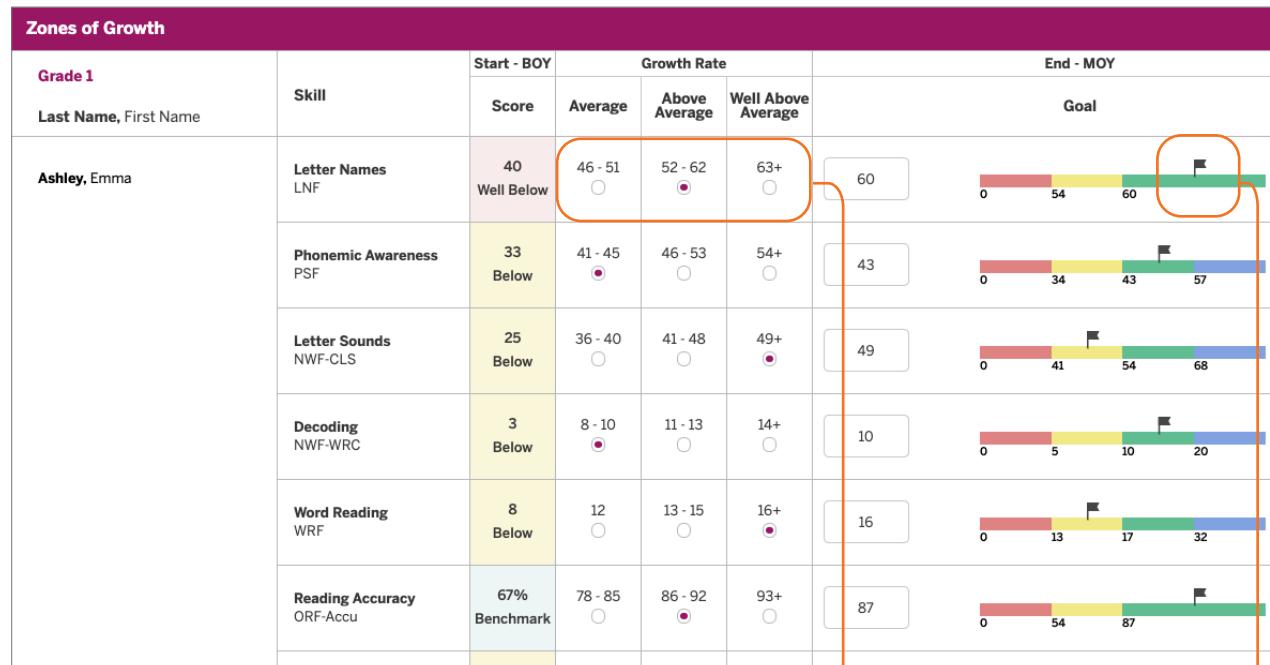
EDUCATOR INSIGHT

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

Zones of Growth

Grade 1 Last Name, First Name	Skill	Start - BOY Score	Growth Rate Average	Above Average	Well Above Average	End - MOY Goal	
Ashley, Emma	**Letter Names** LNF	40 Well Below	46 - 51 ○	52 - 62 ⦿	63+ ○	60	0 54 60
	Phonemic Awareness PSF	33 Below	41 - 45 ⦿	46 - 53 ○	54+ ○	43	0 34 43 57
	Letter Sounds NWF-CLS	25 Below	36 - 40 ○	41 - 48 ○	49+ ⦿	49	0 41 54 68
	Decoding NWF-WRC	3 Below	8 - 10 ⦿	11 - 13 ○	14+ ○	10	0 5 10 20
	Word Reading WRF	8 Below	12 ○	13 - 15 ○	16+ ⦿	16	0 13 17 32
	Reading Accuracy ORF-Accu	67% Benchmark	78 - 85 ○	86 - 92 ⦿	93+ ○	87	0 54 87

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.

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   ⬇ Download all activities

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   ⊕ Download all activities

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.

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.

🔍 **EDUCATOR INSIGHT**

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

Activities displayed by skill can be further filtered by grade.

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 PM 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				
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 intervention students who may need a different intensity (for instance, smaller group size) or new instructional approach (for instance, different Tier 3 intervention).

* 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.

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?

Jenny Perez

Grade 1 BOY

Correct Letter Sounds (CLS)

| 0 | 25 | 42 | 47 |

Score: **36 Letter Sounds/Minute**

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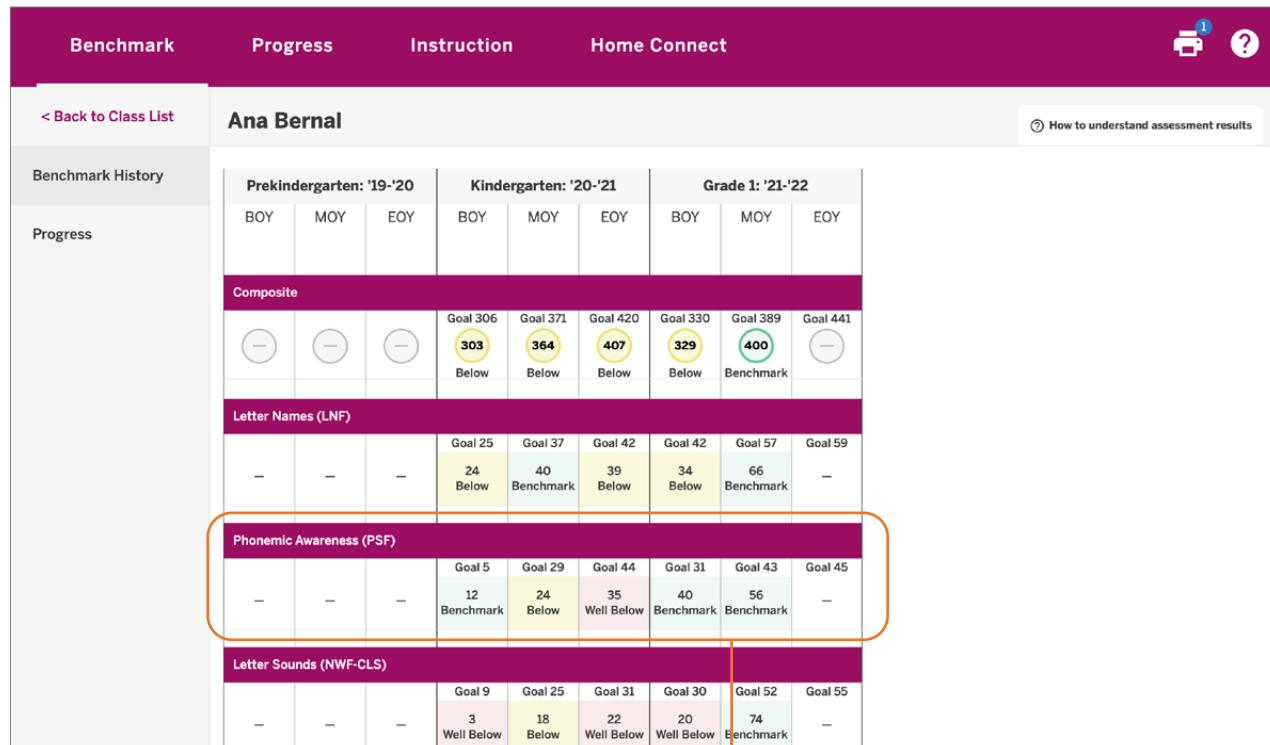
Skill names span across the grades in which the corresponding subtest is assessed.

🔍 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.

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.

Decoding NWF-WRC

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

Date	Form	Score
12/04/2019	PM-3	16
11/06/2019	PM-2	13

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.

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 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

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

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 ⬍				
Archuleta, Gabriel	Beginning of Year	Middle of Year	End of Year	ⓘ How to read Dual Language details

Grade 1 ▾

Archuleta, Gabriel

Benavidez, Daniel

Campos, Sophia

Carvajal, Alexander

Delao, Camilla

Desilva, Christian

Diaz, Eduardo

Escalera, Javier

Esquibel, Jennifer

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.

Overall Literacy Skill

English	Spanish
DEVELOPING	ON TRACK

	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

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.

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

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*.** 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!**

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

   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».*

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.

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 in which the child needs support. Parents and guardians can use this section to support their child's skill development.

🔍 **EDUCATOR INSIGHT**

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

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

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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.
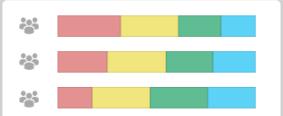

The Home Connect site is a free resource that can be used by any family, regardless of whether you send them Home Connect letters.
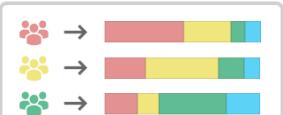
Q EDUCATOR INSIGHT

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

Score Reports

How are students performing?
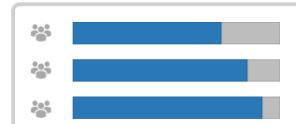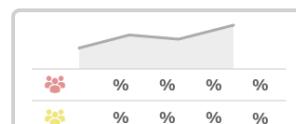
Benchmark Performance

Benchmark Trends
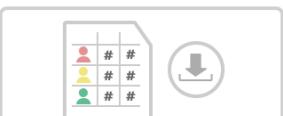
Download Your Data

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.

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?


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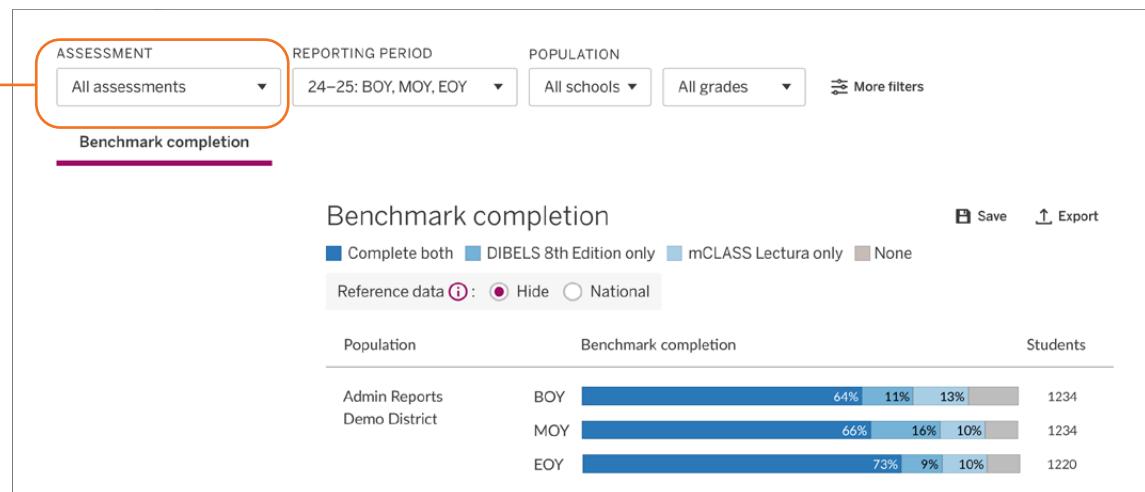
See a side-by-side view of English and Spanish completion rates by selecting "mCLASS Lectura" and "DIBELS 8" from the assessment filter.

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?
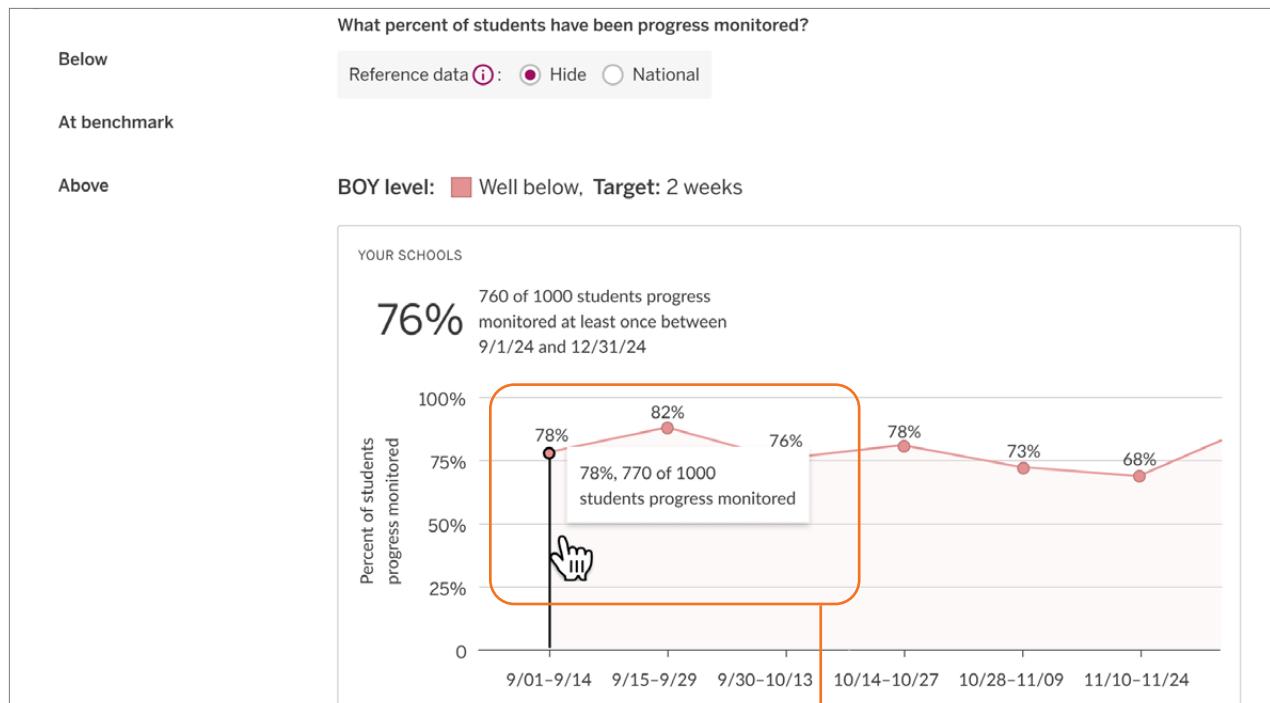

View year-over-year performance trends by selecting your desired timeframe from the reporting period filter.

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?

What percent of students have been progress monitored?

Below

Reference data (i) : ● Hide ○ National

At benchmark

Above

BOY level: ■ Well below, **Target:** 2 weeks

YOUR SCHOOLS

76% 760 of 1000 students progress monitored at least once between 9/1/24 and 12/31/24

Percent of students progress monitored

100%

78%   82%   76%   78%   73%   68%

78%, 770 of 1000 students progress monitored

75%

50%

25%

0

9/01–9/14   9/15–9/29   9/30–10/13   10/14–10/27   10/28–11/09   11/10–11/24

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.

Download

PROGRESS MONITORING PERIOD

24–25: BOY → MOY ▾

POPULATION

Admin Reports Demo District ❯   All schools ▾   All grades ▾

⬇ Download CSV

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

How to understand assessment results

DIBELS 8th Edition

Admin Reports
Student List
Beginning of Year

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)	Reading Comprehension (Maze)	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	15 At or 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.

Amplify.