# Frequently asked questions
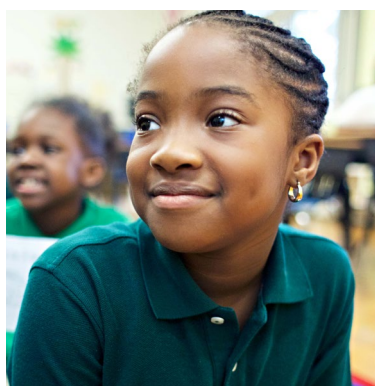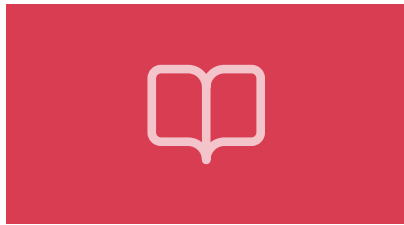
# Amplify.

# Table of contents

## On mCLASS Lectura

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## What is mCLASS Lectura?

- mCLASS® Lectura is a validated Spanish universal and dyslexia screener based on extensive new and established research on Spanish literacy development. mCLASS Lectura has complete parity with English mCLASS assessments in grade coverage (K–6), instructional tools, skill coverage, and reporting.

## Who developed mCLASS Lectura?

The mCLASS Lectura universal screener was co-developed by Amplify and the Center on Teaching and Learning at the University of Oregon. The assessment was validated by Amplify in partnership with Dr. Lillian Durán of the University of Oregon.

## How much does mCLASS Lectura cost?

- **Licenses:** mCLASS Lectura is available as an add-on to mCLASS with DIBELS® 8th Edition, and as a stand-alone program.
  Contact your Amplify representative for pricing.

- **Materials:** mCLASS materials are available for purchase at $47 per kit, regardless of grade. Materials will also be posted for download within the mCLASS platform.

- **Training:** You will have the option to select from a variety of professional development opportunities: a self-paced online course; low-cost remote sessions; or in-depth, in-person sessions delivered either directly to educators or through a train-the-trainer approach.

## Can non-Spanish speakers be trained to administer mCLASS Lectura? Who should attend training?

- Assessors **must** be proficient in Spanish to effectively deliver and score the assessment. Anyone who administers the assessment to students should participate in **professional development** offered through Amplify.

- Non-Spanish-speaking educators are welcome to participate in mCLASS Lectura professional development to understand the skills being assessed and how they are measured. We will also provide guidance for non-Spanish speaking educators who use mCLASS Lectura results and the Dual Language Report.

## What if we don't have bilingual teachers? Can someone else be trained to administer mCLASS Lectura?

- mCLASS Lectura is easy and efficient to administer and new assessors can be trained quickly. Schools may consider Spanish-speaking paraprofessionals, tutors, or volunteers.

- Qualifications:
  - Spanish and English language proficiency (oral and written)
  - Comfort with and experience interacting with elementary students
  - Experience in using technology such as iPads/tablets
  - Experience in working in education
  - Strong communication and organization skills and attention to detail

## Is student online administration available for mCLASS Lectura?

Observation is the most developmentally appropriate way to assess early literacy skills. Teachers gain rich information about students' abilities by hearing them read and noting, for example, hesitation on certain words, reading with accuracy at a sufficient pace, and prosody for understanding. Starting in second grade, ¿Cuál palabra? benchmark and progress monitoring assessments are administered online.

*Can be optionally administered in first grade.*

## How much time does the assessment take?

The overall time to complete a student benchmark is 5–7 minutes, which is the same amount of time it takes to complete benchmarks in DIBELS 8th Edition.

## How are mCLASS Lectura results used to personalize instruction?

- Benchmark data automatically generates progress monitoring recommendations.
- Data-driven lessons are provided to each teacher for easy, targeted small-group instruction.
- Groups and specific student recommendations will update based on progress-monitoring data.
- Dual language reporting (when used with DIBELS 8th Edition) provides guidance for cross-linguistic transfer of skills.

## How does mCLASS Lectura screen for dyslexia?

mCLASS Lectura has been validated as a dyslexia screener and measures skills that are important for dyslexia screening, including letter naming for rapid automatized naming (RAN), phonological awareness, and word reading accuracy and fluency. District and state requirements for dyslexia screening vary, and additional mCLASS Español measures (spelling, oral language, and vocabulary) are available for use based on a district's or state's specific requirements.

# How do we determine whether students should be assessed in English or Spanish?

The language of assessment is a district decision dependent on the program model and instructional goals.

| Dual language model | Transitional bilingual model | English instruction model |
|---|---|---|
| **Goal**<br>Biliteracy in English and Spanish | **Goal**<br>English proficiency using Spanish as a foundation | **Goal**<br>English proficiency without Spanish |
| **Benchmark assessment**<br>Benchmark all students in English and Spanish to access biliteracy development. | **Benchmark assessment**<br>Benchmark all Spanish-speaking students in Spanish to assess continued Spanish literacy development. Benchmark all students in English to assess English literacy development. | **Benchmark assessment**<br>Benchmark all students in English to assess English literacy development. For Spanish-speaking students, conduct baseline assessment in Spanish at benchmark periods or at the beginning of the school year. |
| **Progress monitoring**<br>Progress monitor at-risk students, based on benchmark results (English and/or Spanish). | **Progress monitoring**<br>Progress monitor at-risk students, based on benchmark results (English and/or Spanish). | **Progress monitoring**<br>Progress monitor at-risk students in English. |
| **Instruction**<br>Instruction in English and Spanish, with cross-linguistic transfer support. | **Instruction**<br>Instruction in English and Spanish, with cross-linguistic transfer support. | **Instruction**<br>Instruction in English, with cross-linguistic transfer support. |

# What data-based instructional content is available?

- The program features hundreds of teacher-led lessons.
- Within these lessons, benchmark and progress-monitoring data analysis informs specific recommendations for individual students and groups.

## What initial training sessions are available for mCLASS Lectura?

PD helps teachers and leaders become familiar with the mCLASS assessment measures, reports, and instructional tools. Amplify's unique assessment PD packages are designed for year one adoption, or for those who are in year two and beyond.

Available sessions:

- **Administration and scoring training for teachers** is a half-day onsite or remote training. Teachers will learn how to administer and score the mCLASS Lectura assessment and leave ready to collect data using standardized guidelines.

- **Administration and instruction essentials for teachers** is a one-day onsite or two half-days remote training. Teachers will learn how to administer and score the assessment, and leave ready to leverage mCLASS reports and lessons to accelerate data-driven student outcomes.

Additional enhancement and biliteracy sessions are available to build capacity in teachers and leaders to meet the needs of all learners using Amplify's assessment programs. View mCLASS Lectura professional development packages and available offerings in the PD catalog **here**.

## Is there a research paper that documents the reliability and validity of mCLASS Lectura?

Yes! You can find the mCLASS Lectura research **here**.

## What skills does mCLASS Lectura assess and with what measures?

The following tables cover the assessment measures and concepts assessed by grade:

| Assessment measure | Measure description | Concept assessed |
|---|---|---|
| **Fluidez en nombrar letras (FNL)** | Students identify randomly mixed uppercase and lowercase letter names. | Knowledge of letter names |
| **Fluidez en la segmentación de sílabas (FSS)** | Students segment orally spoken words into syllables. The final score is the total number of syllables correctly identified within one minute. | Phonological awareness (syllable awareness) |
| **¿Qué queda?** *Optional measures provide instructional utility and are not included in the composite score.* | In this elision task, students are presented with words orally and asked to produce the word—or part of a word—that remains when a word part (e.g., compound word), syllable, or phoneme is deleted from the beginning, middle, or end of the word. The final score is the total number of correct word parts produced in one minute. | Phonological awareness (elision) |

| Assessment measure | Measure description | Concept assessed |
|---|---|---|
| **Fluidez en los sonidos de las letras (FSL)** | Students are presented with a page of mixed uppercase and lowercase letters and asked to correctly identify as many letter sounds as they can. The final score is the number of correct letter sounds identified in one minute. | Alphabetic principle and basic phonics (letter sounds) |
| **K-Inicio FSL** *Optional measures provide instructional utility and are not included in the composite score.* | This alternate task with a different item format is available for kindergarten students with emergent literacy skills that place them below the technical floor of the Lectura benchmark measures. With K-Inicio FSL, these students can demonstrate their knowledge and skills. | Alphabet knowledge, Alphabetic understanding |
| **Fluidez en los sonidos de sílabas (LSS)** | Students are presented with a page of orthographically regular syllables composed of two, three, or four phonemes (e.g., VC, CVC, CCV, CVCC, CVVC) and asked to decode as many syllables as they can in one minute. The number of syllables per form varies by grade (K and 1) and the final score is the number of syllables read correctly in one minute. | Alphabetic principle and basic phonics (syllable reading) |
| **Fluidez en la lectura de palabras (FEP)** | This measure assesses student automaticity with the alphabetic code by having students read real words out of context. Students are presented with real words of increasing complexity. The final score is the number of whole words (blending all sounds) read correctly in one minute. | Phonics, word recognition |
| **Fluidez en la lectura oral (FLO)** | This measure assesses a student's ability to read words in connected text with accuracy and at an adequate rate. Students read aloud grade-level passages of authentically written Spanish text. The final score is the number of words read correctly in one minute and the percentage of words read accurately. | Advanced phonics, oral reading accuracy, fluency, comprehension of text |
| **¿Cuál palabra?** | In this group-administered maze-style measure (available both online and in print using paper and pencil), students are presented with a reading passage in which some words are replaced by a multiple-choice box that includes the original word and two distractors. The students read the passage silently and select the word in each box that best fits the meaning of the sentence. This measure is optional in grade 1. The final score is one-half the number of incorrect responses subtracted from the number of correct responses selected correctly within three minutes. | Comprehension of text, vocabulary |

## Subtests and skills administered by grade level

| Subtest | Skill | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grades 4–6 |
|---------|-------|--------------|---------|---------|---------|------------|
| **Fluidez en nombrar letras (FNL)** | Knowledge of letter names | Yes | Yes | | | |
| **Fluidez en la segmentación de sílabas (FSS)** | Phonological awareness (syllable awareness) | Yes | Yes | | | |
| **¿Qué queda? (QQ)** | Phonological awareness (elision) | Yes *Optional* | Yes *Optional* | Yes *Optional* | | |
| **Fluidez en los sonidos de las letras (FSL)** | Alphabetic principle and basic phonics (letter sounds) | Yes | Yes | | | |
| **Fluidez en los sonidos de las letras (FSL K-Inicio)** | Alphabetic principle and basic phonics (letter sounds) | Yes | | | | |
| **Fluidez en los sonidos de sílabas (LSS)** | Alphabetic principle and basic phonics (syllable reading) | Yes | Yes | | | |
| **Fluidez en la lectura de palabras (FEP)** | Phonics and word recognition | Yes | Yes | Yes | Yes | |
| **Fluidez en la lectura oral (FLO)** | Advanced phonics, Oral reading accuracy, fluency, and comprehension of text | | Yes | Yes | Yes | Yes |
| **¿Cuál palabra?** | Comprehension of text, vocabulary | | Yes *Optional* | Yes | Yes | Yes |

## Where can I get a copy of the mCLASS Lectura composite score and performance levels (with cut scores)?

These are available in mCLASS Español Resources, accessible from the Programs & Apps menu in Educator Home.

## What kinds of reports are available?

We invite you to take a look at our mCLASS Reporting Guide (available on our **mCLASS Lectura review site**), which has descriptions of teacher and administrator reports.

## Who can I contact regarding mCLASS Lectura questions?

For pedagogical questions, please contact Amplify Support at (800) 823-1969. For technical support, **please contact our Customer Care and Support team.**

For more insights and observations from Amplify's experts, visit **amplify.com/mclass**.

**Amplify.**