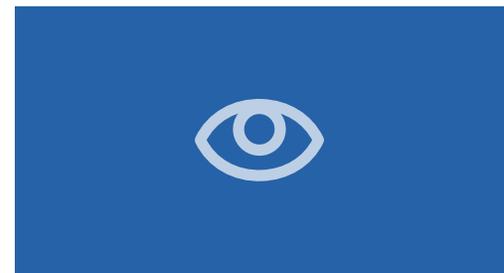
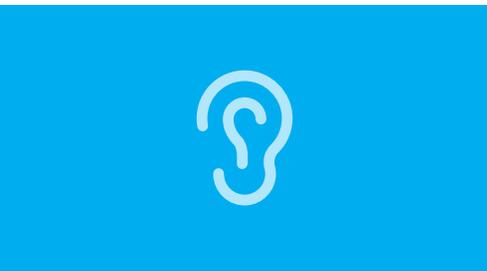


mCLASS

mCLASS Español

Reporting Guide

DIBELS® 8th Edition, mCLASS Lectura,
and mCLASS Intervención





Welcome

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

In this guide, you will find a wealth of valuable reporting information that the mCLASS and mCLASS Español programs provide for everyone, from classroom teachers and literacy specialists to principals and district leaders, as well as parents and guardians at home.



The critical need to assess Spanish-speaking students in their native language

Creating a level playing field

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

63%

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

while only

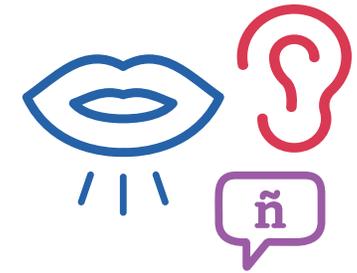
21%

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

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

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





Introducing mCLASS Lectura

Level the playing field in classrooms with dual language reporting

mCLASS with DIBELS® 8th Edition and mCLASS Lectura combine to deliver comprehensive assessment and reporting in both English and Spanish.

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

Identify transferrable skills across English and Spanish.

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

Dual language report

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

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

Letter Sounds and Decoding

Gabriel has strong skills in phonics in Spanish (letter sound correspondence and blending sounds into syllables) and needs to build letter sound and decoding skills in English. During instruction, consider cross-language transfer: sounds and letter combinations that are transferable (e.g., m, s, t) and non-transferable (e.g., r, rr, ñ) from Spanish to English. Highlight sounds and letter combinations present and not present in the child's native language. Include extra modeling and examples of words that include the sounds and letter combinations. During instruction, use words with meanings the student understands so the focus can be on alphabetic principle and basic phonics.

Scaffold: 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 (e.g., English-only digraphs such as sh and th).

Cross-Linguistic Transfer: Letter Sounds and Decoding

ENGLISH	19 Below	Vocabulary VOCAB
SPANISH	24 Benchmark	Vocabulario VOCAB

Dual language report

All mCLASS reports in this guide are available for both English and Spanish literacy measures.¹

1. With the exception of mCLASS Intervention, which is not yet offered for Spanish literacy.

Dual language reporting for K–6

Access detailed assessment data.

The screenshot shows the mCLASS interface for student Maslova, Oksana, Grade 2 MFL. The assessment is titled 'Puntos en los símbolos de alfabeto (SSE)' with a score of 52. The table below shows results for various diptongos across different assessment points.

Assessment Point	ia	ie	io	ee	oo
Middle of Year	1	0	0	1	0
Beginning of Year	0	0	0	0	0
Grade 1	0	0	0	0	0
Grade 2	0	0	0	0	0
Grade 3	0	0	0	0	0
Grade 4	0	0	0	0	0

Item-level assessment data

Receive targeted lessons to build English and Spanish literacy skills.

The screenshot shows an instructional page titled 'Identificar y leer palabras con los diptongos ia, ie, io'. It includes a 'Descodificación' section with a student icon and the text: 'Los estudiantes leerán palabras con los diptongos ia, ie, io, e identificarán sus patrones de ortografía.' Below this is a 'Preparación' section with three steps: 1. Imprima una copia de las tarjetas de palabras y recorte las tarjetas. 2. Imprima una copia de la tabla de diptongos. 3. Prepare un lápiz y papel para cada estudiante. The main section is 'Introducción del diptongo ia: (5 mins)', which includes an icon of a person at a desk and the text: '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.' It then lists two steps: 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

Instructional recommendations

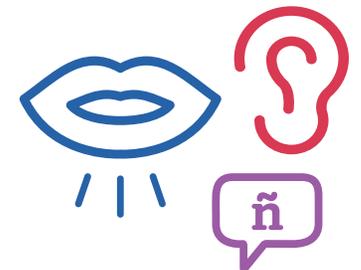






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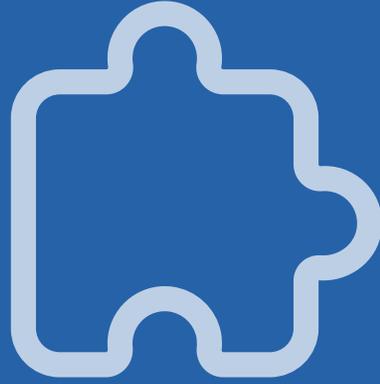
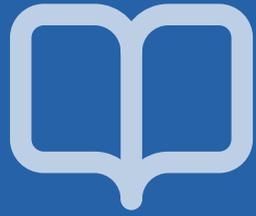
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EDUCATOR INSIGHT

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

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		
		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Fluency ORF
Class Summary	Well Below Benchmark	20% 3 Students	13% 2 Students	27% 4 Students	7% 1 Student	20% 3 Students	7% 1 Student
15/15 Students Assessed	Below Benchmark	27% 4 Students	33% 5 Students	20% 3 Students	67% 10 Students	40% 6 Students	73% 11 Students
0 Not Assessed	At Benchmark	33% 5 Students	40% 6 Students	13% 2 Students	27% 4 Students	20% 3 Students	13% 2 Students
0 In Progress	Above Benchmark	20% 3 Students	13% 2 Students	40% 6 Students	0% 0 Students	20% 3 Students	7% 1 Student

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



Classroom Benchmark Summary

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.

“How many of my students improved in each benchmark period?”

	Beginning of Year	Middle of Year	End of Year
Class Summary			
Well Below Benchmark	20% 3 Students	7% 1 Student	0% 0 Students
15/15 Students Assessed	27% 4 Students	33% 5 Students	20% 3 Students
0 Not Assessed	33% 5 Students	40% 6 Students	53% 8 Students
0 In Progress	20% 3 Students	20% 3 Students	27% 4 Students

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



“Which skills have my students mastered?”

“Which skills should my students continue practicing?”

Detailed Benchmark Performance

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

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



“Which students need more of my support?”

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

Beginning of Year		Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Oral Language	Vocabulary	Spelling	Phonological Processing	
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 Pct: 6	10 Well Below Pct: 19	2 Well Below Pct: 6	0 Well Below Pct: 27	0 Well Below Pct: 19	Discont'd	Discont'd	14 Well Below	16 Below	20 Well Below	93 Well Below
Archer, Aiden	327 Below	BR555L	62 Benchmark Pct: 86	14 Well Below Pct: 22	12 Well Below Pct: 15	3 Below Pct: 45	25 Above Pct: 93	62% Below Pct: 61	8 Below Pct: 38	—	19 Benchmark	—	—
Bernal, Ana	329 Below	BR530L	34 Below Pct: 51	40 Benchmark Pct: 77	20 Well Below Pct: 54	5 Benchmark Pct: 57	10 Below Pct: 53	73% Benchmark Pct: 69	22 Benchmark Pct: 76	—	19 Benchmark	—	—
Brown, Emmi	310 Well Below	BR805L	27 Well Below Pct: 38	6 Well Below Pct: 6	11 Well Below Pct: 12	0 Well Below Pct: 27	0 Well Below Pct: 19	Discont'd	Discont'd	15 Below	17 Below	27 Below	64 Below
Clower, Thomas	313 Well Below	BR755L	30 Well Below Pct: 45	28 Below Pct: 43	14 Well Below Pct: 30	2 Below Pct: 42	2 Well Below Pct: 25	0% Well Below Pct: 8	0 Well Below Pct: 8	16 Below	17 Below	25 Below	69 Below
Collins, Noah	335 Benchmark	BR455L	41 Below Pct: 61	32 Benchmark Pct: 56	27 Below Pct: 60	4 Below Pct: 51	14 Benchmark Pct: 80	74% Benchmark Pct: 76	25 Benchmark Pct: 84	—	20 Benchmark	—	—
Crane, Lia	309 Well Below	BR820L	14 Well Below Pct: 19	9 Well Below Pct: 12	15 Well Below Pct: 36	0 Well Below Pct: 27	0 Well Below Pct: 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.



Dyslexia Screening and Risk Indicator

Identify students who are at risk for reading difficulties, including dyslexia, based on their results from 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 RAN. This is available in both English and Spanish.

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

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



Progress Monitoring Summary

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

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

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

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



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

Goal Setting Tool

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

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

Progress Monitoring Goal Setting **Growth Outcomes** [How to read growth analysis details](#)

Time frame
 BOY-MOY MOY-EOY Full Year

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

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

“Are my students receiving effective instruction?”

“Should I adjust my tactics to help students catch up?”



Small-group Instruction

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

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.

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.

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

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.

“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 English learners (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.

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 ELs and General American English learners based on students' response patterns.

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



“Which activities can I use with this group of students?”

Small-group Activities

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

Observed patterns

<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

<input type="file"/> Sound Detectives: Stump the Detectives	<input type="file"/> Please Step Forward: Words in Sentences	<input type="file"/> Leave It Out
<input type="file"/> Silly Substitutions	<input type="file"/> Squish-A-Word	<input type="file"/> Put it Together Blending Syllables Into Words
<input type="file"/> Pull it Down: Compound Word	<input type="file"/> Picture Slide: Syllables	<input type="file"/> Syllable Pocket Chart

Selecting an observed pattern filters the activities list below.



All Activities

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

The screenshot shows a web interface with a purple header containing navigation tabs: Benchmark, Progress, Instruction (selected), and Home Connect. Below the header, there are three tabs: Groups, Students, and All Activities (selected). On the left, a sidebar lists skill areas: Phonemic Awareness, Letter Sounds, Decoding, Advanced Decoding (highlighted with a right-pointing arrow), Oral Reading Fluency and Accuracy, and Comprehension. The main content area displays a message: "All available activities for small group and individual instruction are displayed by skill area. Select a skill name to see associated activities." Below this message is a row of grade filters: Grade 1 (highlighted with an orange circle), Grade 2, Grade 3, Grade 4, Grade 5, and Grade 6. Underneath the filters is a section titled "Activities" containing a grid of activity cards. Each card has a document icon and a title, such as "Building and Decoding Words with Consonant Digraphs - th".

Activities displayed by skill can be further filtered by grade.

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



“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 with DIBELS 8th Edition.



Intervention Progress Monitoring Report

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

Progress Monitoring								Intervention						
Grade 2 Last Name, First Name	Skill	BOY	Last 3 PM Scores				MOY Goal	Goal Set	Aimline to Goal Set	Last Assessed	Group name	# of Bursts	Burst Teacher	Classroom 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 Burst students who may need a different intensity (e.g., smaller group size) or new instructional approach (e.g., different Tier 3 intervention).

Intervention Group Report

This report (for 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

Print Materials for Lesson set #1

View PDF | Download

View PDF | Download

Snapshot when lesson set was created on Jun 11, 2020

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

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

“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 with DIBELS 8th Edition.





Individual student reports

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Performance History

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

Benchmark Progress Instruction Home Connect									
Ana Bernal									
Prekindergarten: '19-'20			Kindergarten: '20-'21			Grade 1: '21-'22			
BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	
Composite									
—	—	—	303 Below	364 Below	407 Below	329 Below	400 Benchmark	—	—
Letter Names (LNF)									
—	—	—	24 Below	40 Benchmark	39 Below	34 Below	66 Benchmark	—	—
Phonemic Awareness (PSF)									
—	—	—	12 Benchmark	24 Below	35 Well Below	40 Benchmark	56 Benchmark	—	—
Letter Sounds (NWF-CLS)									
—	—	—	3 Well Below	18 Below	22 Well Below	20 Well Below	74 Benchmark	—	—

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.

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

mCLASS® with DIBELS® 8th Edition

District: DIBELS 8 Demo District

Benchmark Progress

Class Summary

Beginning of Year

15/15 Students Assessed

0 Not Assessed

0

Tyler, Allan

Grade 1 BOY

Assessment Date - 08/29/2019

[How to understand assessment results](#)

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

Correct Letter Sounds (CLS)

Score: **36 Letter Sounds/Minute**

Words Recoded Correctly (WRC)

Score: **1 Words/Minute**

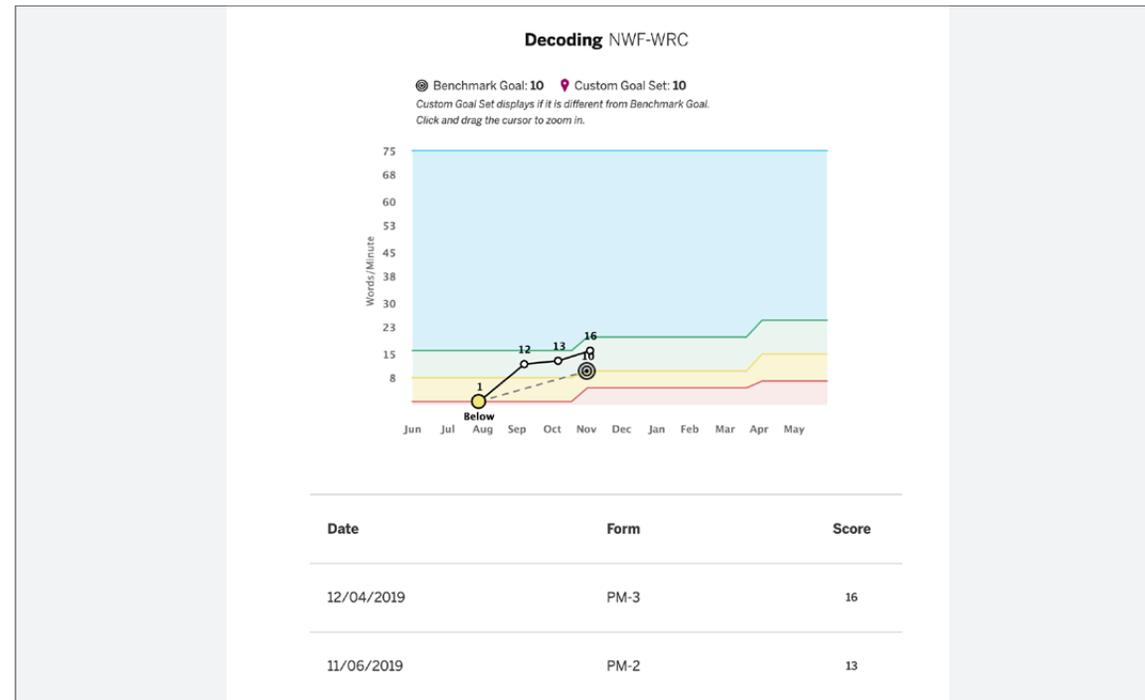
tib CLS: 3/3 WRC: 0/1 /t/ /i/ /b/	rep CLS: 3/3 WRC: 1/1 /r/ /e/ /p/	hab CLS: 3/3 WRC: 0/1 /h/ /a/ /b/
com CLS: 3/3 WRC: 0/1 /k/ /o/ /m/	tep CLS: 2/3 WRC: 0/1 /t/ /e/ /p/	tut CLS: 3/3 WRC: 0/1 /t/ /u/ /t/

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.

“Is this student progressing toward the next benchmark goal?”

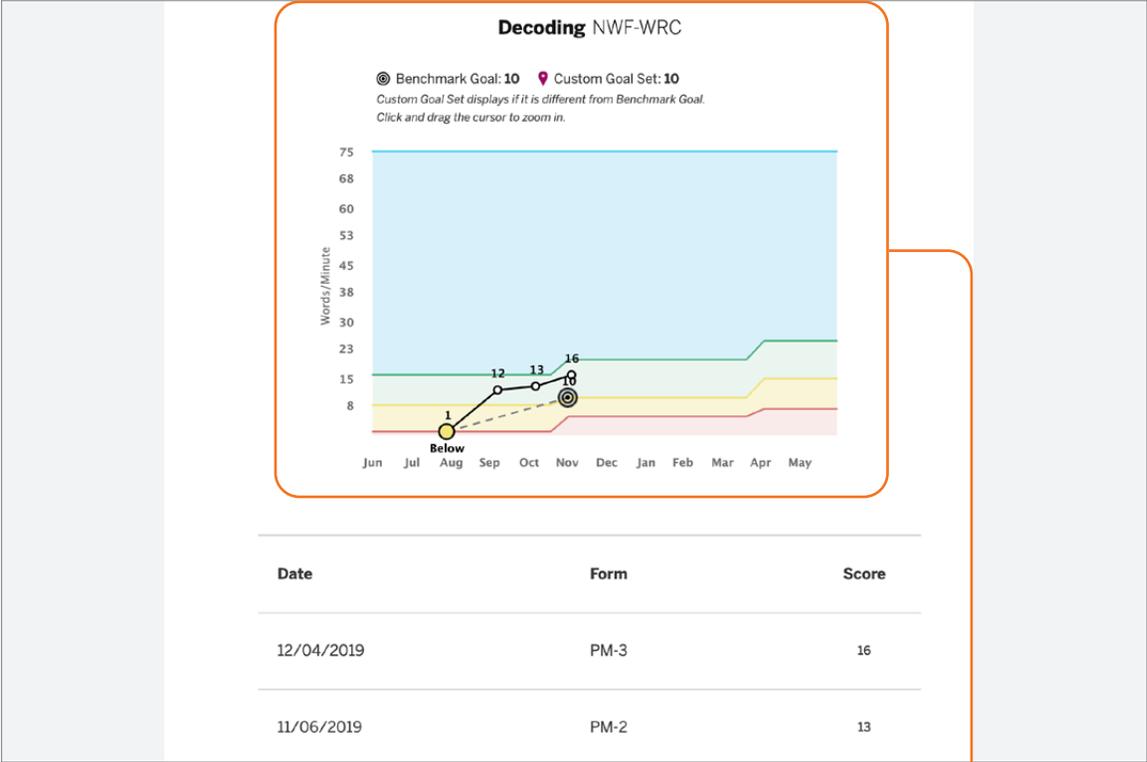
“Is differentiated instruction necessary?”



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.

“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.



“What patterns have emerged from this student’s assessments?”

Individual instruction

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

The screenshot shows the mCLASS Individual Student Report interface. At the top, filters are set for District: DIBELS 8 Demo District, School: DIBELS 8 Demo School, and Class/Group: Grade 1. The navigation bar includes Benchmark, Progress, Instruction (selected), and Home Connect. Below the navigation bar, there are tabs for Groups, Students, and All Activities, with a Grade 1 dropdown menu. The Students tab is active, displaying a list of students with their names, composite scores, and performance levels. Emma Ashley is highlighted with a score of 329 (Below). To the right of the list, a detailed profile for Emma Ashley is shown, including her name, group(s) (Phonemic Awareness), and a profile description: "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, the Observed patterns section lists two items: "Makes consistent errors on specific letter(s)" and "Accurate but slow", both with checkboxes and a download icon. The letter names LNF are listed next to each pattern.

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

Emma Ashley

Group(s):
Phonemic Awareness

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

Observed patterns

- Makes consistent errors on specific letter(s) LNF
- Accurate but slow LNF

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



Student activities

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

French, Claire	322 Well Below	<input type="checkbox"/> Difficulty recoding words with ending consonant blends ⓘ	Decoding NWF-WRC
Gilbert, Agnes	354 Above	<input type="checkbox"/> Difficulty reading words with suffixes, including inflectional endings (e.g. 'ed', 'ing', 'es', 'er') ⓘ	Reading Fluency ORF
Jenkins, Elias	349 Benchmark	<input type="checkbox"/> Difficulty reading 2-syllable words ⓘ	Reading Fluency ORF
Neal, Timmy	352 Above	Activities	
Parks, Sonia	346 Benchmark	Ralphie Rime words with initial blends	Put It Together
Sutton, Carrie	329 Below	Alien Talk: Oral Blending Accuracy	Four Words, New Word
Todd, Kristi	348 Benchmark	What's the Secret? First Sound in Four-Phoneme Words	Initial Sound Accuracy, Same Sound!
Tyler, Allan	330 Below	Lucky Dip	Name that Initial Sound: Four or More Phonemes
		Map It, Zap It! First Sound Deletion	

1 2 3 4 5 ... 11 >

Activities incorporate games, images, and graphic organizers.

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



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

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 with DIBELS 8th Edition and mCLASS Lectura together.

The screenshot shows a user interface for a student report. On the left is a list of student names: Archuleta, Gabriel; Benavidez, Daniel; Campos, Sophia; Carvajal, Alexander; Delao, Camilla; Desilva, Christian; Diaz, Eduardo; Escalera, Javier; and Esquibel, Jennifer. The main area is titled 'Gabriel Archuleta' and includes a summary of his performance in English and Spanish, along with instructional recommendations. A table below compares his scores on eight literacy skills in both languages. An orange box highlights this table, with a callout box pointing to it.

	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 with DIBELS 8th Edition and mCLASS Lectura together.

	English	Well Below	Below	Well Below	Well Below	Below	Well Below	Well Below	Below
Escalera, Javier									
Esquivel, Jennifer									
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.

- ENGLISH**
34 Below
Phonemic Segmentation
Phonemic Segmentation
Fluency PSF
- SPANISH**
53 Benchmark
Syllable Segmentation
Fluidez En La Segmentación
De Sílabas FSS
- SPANISH**
20 Benchmark
Phoneme Manipulation
¿Que 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.

- ENGLISH**
19 Below
Vocabulary VOCAB
- SPANISH**
24 Benchmark
Vocabulario VOCAB

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

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



“What instructional activities should I be delivering to my students?”

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 «*viajes*», «*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.

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

Emma Ashley

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

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

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

329

DIBELS Composite Score
Needs Some Support

Performance Level Key

Most Support	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

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

Hearing sounds in words (PSF)

Letters are available in both English and Spanish.

“What skills should my child be developing?”

Reporting Guide | 37

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

Home Connect activities

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

Emma Ashley 1st Grade, Beginning of Year	
	<p>Activities for Emma</p> <p>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.</p>
<p>Where Emma needs support</p> <p> Phonemic Awareness Hearing and using the smallest units of sound in spoken words</p> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p>Find Specific Sounds</p> <p>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 <i>s</i> sound or that end with the <i>k</i> sound. Have your family members share their heard words and list them on a piece of paper.</p> <p>Break the Words Apart</p> <p>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 <i>mom</i> as follows: <i>mm-o-mm</i>. Next, ask your child to blend sounds</p> </div>	

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 with DIBELS 8th Edition.

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

The screenshot shows the mCLASS Home Connect family portal. At the top left is the logo "mCLASS® Home Connect®". To the right is a button labeled "En Español". Below the logo is a navigation bar with a "HOME" link and the current page title "Phonological Awareness" with a help icon. To the right of the title is a PDF icon and a download icon. Below the navigation bar are three filter buttons: "All Activities" (selected), "At Home", and "On the Go". The main content area displays three activity cards:

- Word Race:** GRADES: K-2, TARGET SKILLS: Isolate Beginning Sound, TYPE: At Home. Description: Help your child pick out the first sound in words, an important step in learning to read. Give your child one minute to name as many objects, people, foods, etc that start with a given sound, such as sss. When the minute is up, have them try to beat their score with another sound, such as sss.
- Count the Words:** GRADES: K-2, TARGET SKILLS: Word Counting, TYPE: At Home. Description: 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.
- Mystery Game:** GRADES: K-2, TARGET SKILLS: Isolate Beginning Sound, TYPE: At Home. Description: Play a mystery game in which you are calling your child's name or looking for an object around the house. For example, say, "I'm thinking of someone whose name begins with (say the sound for the letter t)," or "I'm looking for an item that begins with (say the sound for the letter g)."

Each card has a "READ MORE" link at the bottom.

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





School- and district-level reports

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Reporting and analysis suite

The reporting and analysis suite presents different views of assessment results to help support school leaders in their day-to-day decisions regarding intervention, instruction, and resource allocation.

Amplify. Reporting Demo
Home Notices Admin

My Reports My Dashboard View My Data

mCLASS: DIBELS 8th Edition Data current as of 10/06/2019

Analyze Performance

Comparing Populations

Compare student performance in one measure across different institutional breakdowns or by student demographics for one or more periods.

Monitor Fidelity

Completion Report

Review the completion status of the current benchmark assessments and/or compare it to the completion rates from earlier periods.

Correlation

Trace student performance in particular measures over time, or compare performance in two different measures.

Progress Monitoring Fidelity

View the rate at which educators administer progress monitoring to students.

	%	%	%	#
	%	%	%	#
	%	%	%	#
	%	%	%	#

School leaders can use the My Reports feature to create a custom dashboard and save reports for future reference, or view reports sent by colleagues.

EDUCATOR INSIGHT

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



School leaders can customize any report to show data based on a particular view, population, time, measure, or student demographic, using a broad range of filters.

The screenshot displays a reporting interface with several filter sections:

- View:** Segment Results by (Program), Grade Divider (On).
- Population:** Show Students Enrolled (Now, On Test Day), Grade (All Grades), Programs (Programs, Districts), All Programs.
- Time:** School Year (2019-2020), Period (19-20 BOY).
- Measure:** Measure (All Measures), Level Filter (All Levels).
- Student Filters:** A grid of dropdown menus for Alternate Assessment, Approved Accommodat..., Assessed in All Periods, Classed/Unclassed, Disability, ELL Status, Economically Disadvant..., English Proficiency, Gender, Home Language, Meal Status, and Migrant.
- Clear Filters:** A button to reset the filters.

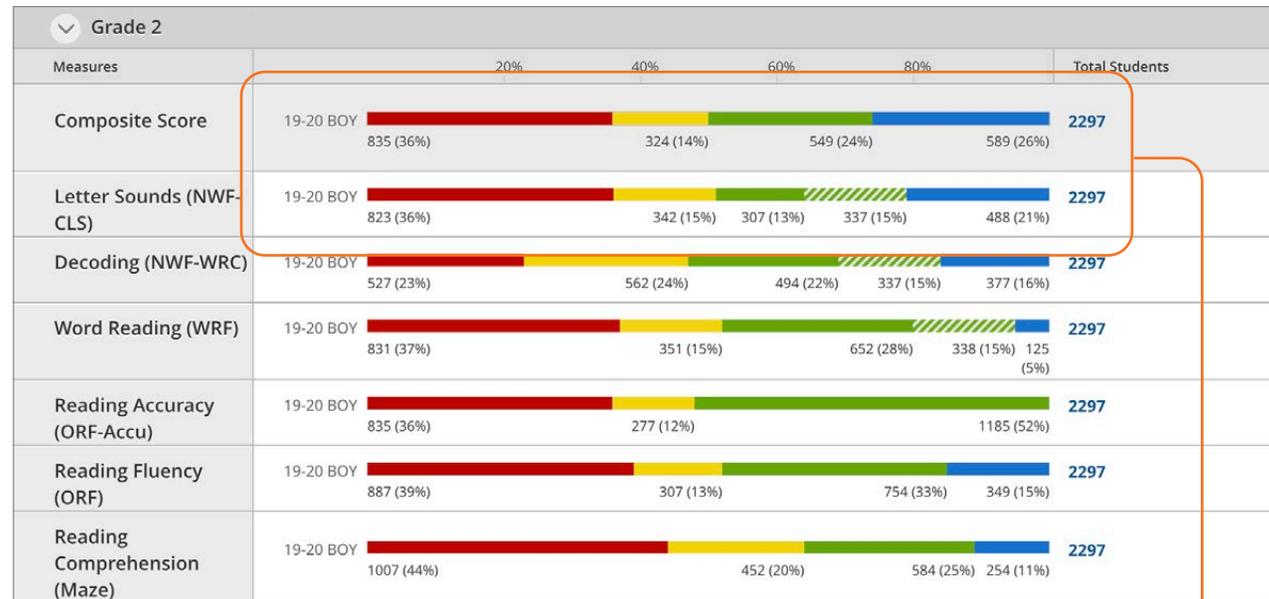
Each report features pre-selected parameters that you can modify to create the data view that best meets your needs.

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



Reporting and analysis suite: Comparing Measures

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



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

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

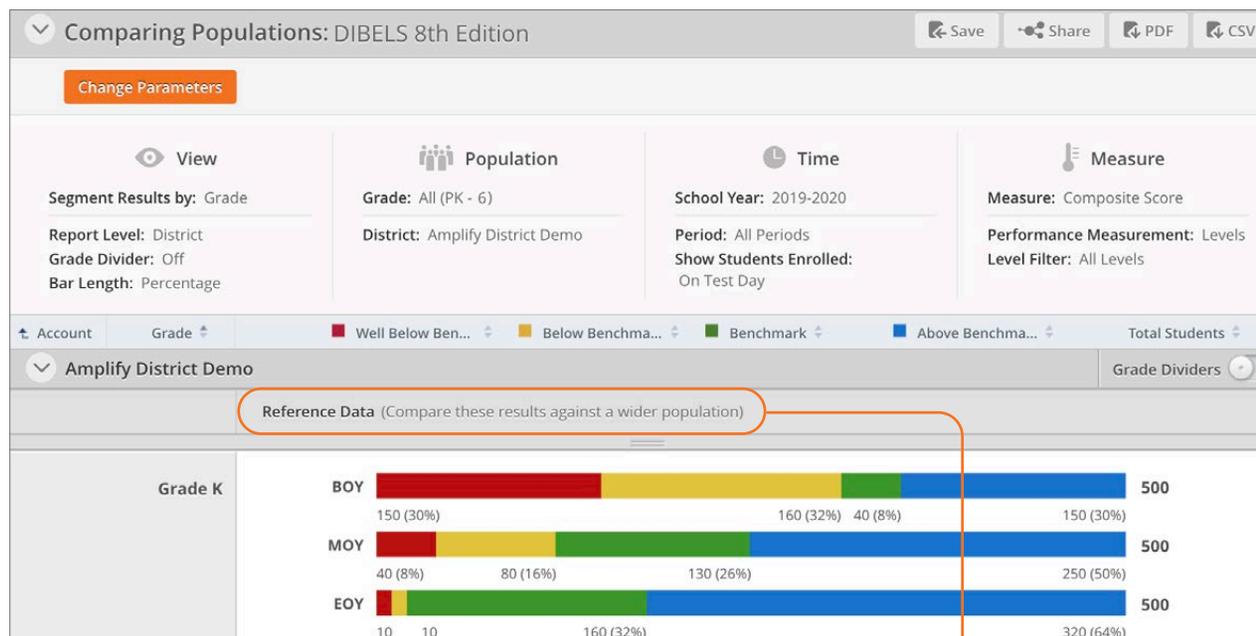
“How have students in a particular district/school/grade/class progressed in different areas over time?”



Reporting and analysis suite: Comparing Populations

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

“How have different populations changed over time?”

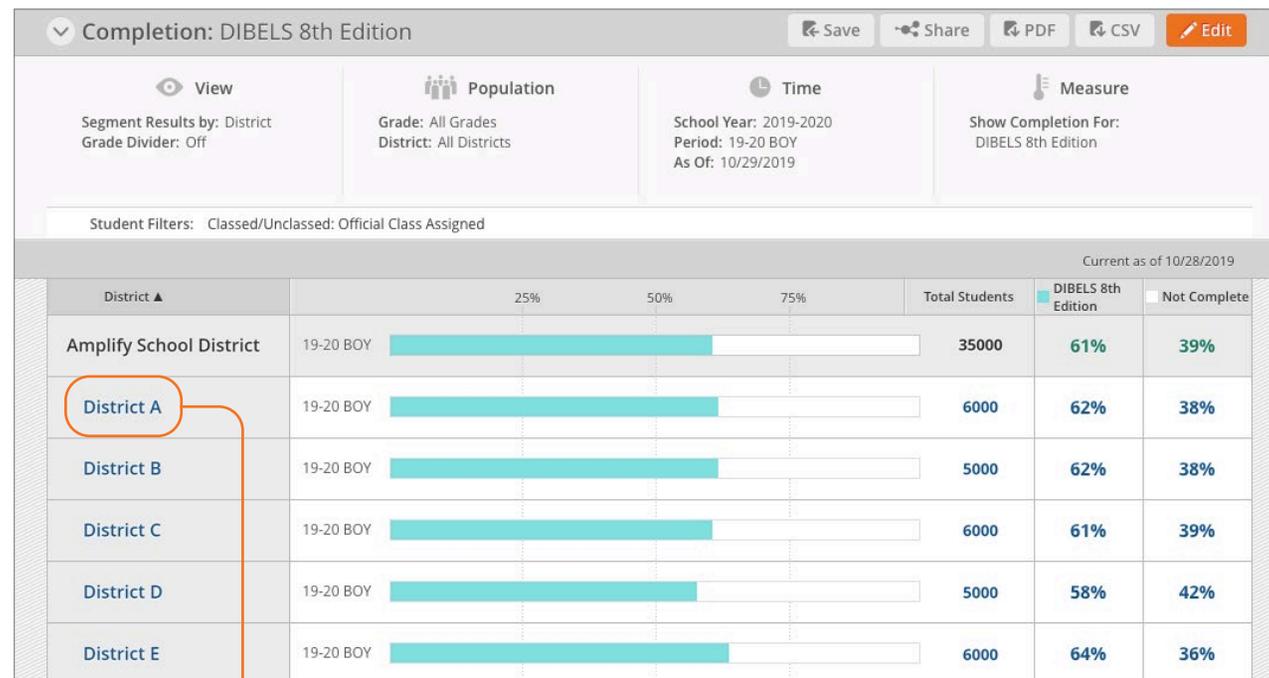


Click the Reference Data option to compare your report population to a broader subsection of the population or to the complete population, such as a single district, or all districts across the state.



Reporting and analysis suite: Benchmark Completion

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



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

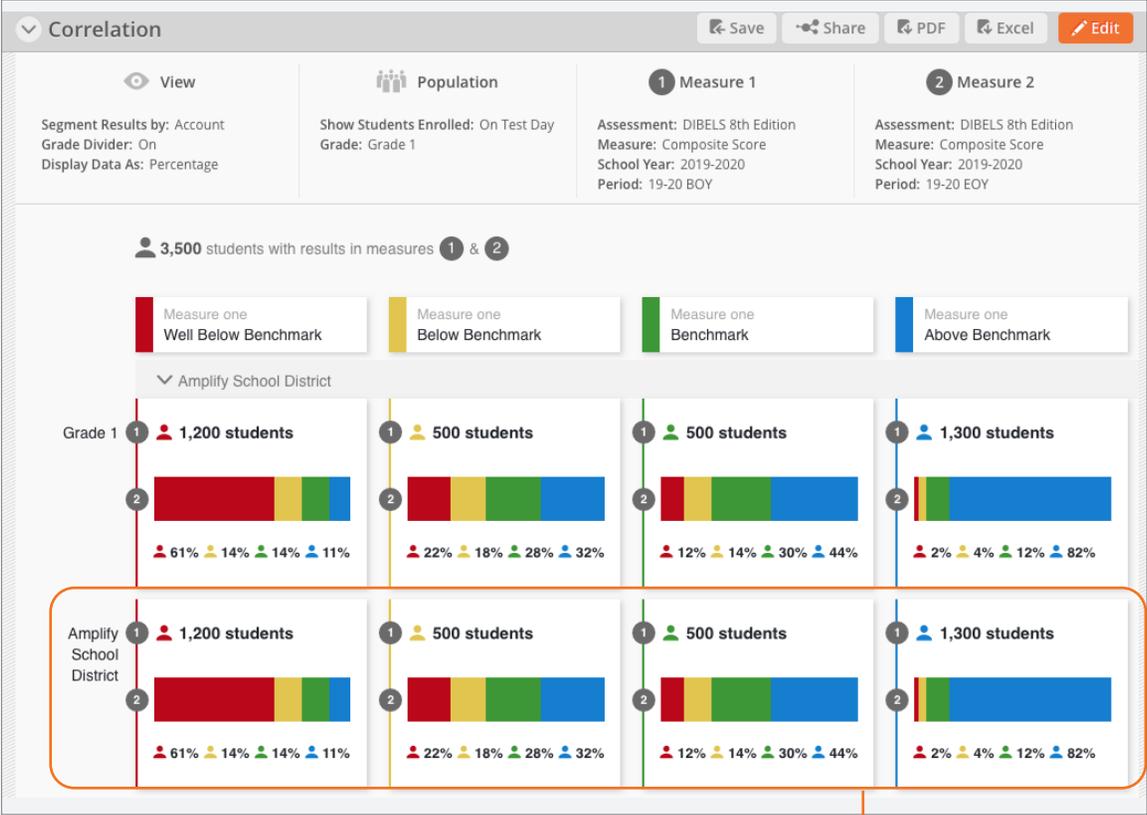
“Where should resources be focused to ensure the timely completion of required assessments?”



Reporting and analysis suite: Correlation

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

“How effective have institutions and teachers been at moving students among performance levels?”



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



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

Reporting and analysis suite: PM Fidelity

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

PM Fidelity: DIBELS 8th Edition

Save Share PDF Excel Edit

View

Segment Results by: Account
Grade Divider: Off
Display "At Rate" Column: On

Population

Grade: All Grades

Time

School Year: 2019-2020
Period: BOY→MOY
View Data for Date Range:
09/01/2019 - 01/18/2020

Measures and Levels

Student Performance Level to Display:
Red, Yellow
Progress Monitoring Target for Red:
2 weeks
Progress Monitoring Target for Yellow:
4 weeks

Well Below Benchmark Students

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

Below Benchmark Students

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

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



Reporting and analysis suite: Download Your Data

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

The screenshot shows the 'Download Your Data' page in the Amplify Reporting suite. The page has a header with the user's name 'Yolanda Rodriguez' and a 'Log Out' link. Below the header is a navigation bar with 'My Reports', 'My Dashboard', and 'View My Data'. The main content area is titled 'Download Your Data' and contains a form with the following fields:

- Assessment: DIBELS 8th Edition
- Programs: Programs
- Districts: Districts
- District: All Districts
- Grade: All Grades
- School Year: 2019-2020
- Period: 19-20 BOY

At the bottom of the form are 'Clear' and 'Download' buttons. To the right of the form are two informational boxes: 'Updates' and 'Data Dictionary'. The 'Download' button is highlighted in orange, and a callout box points to the 'Programs' and 'Districts' radio buttons and the 'District' dropdown menu.

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

“Which districts have met statewide requirements for student growth?”



Reporting and analysis suite: Student Lists

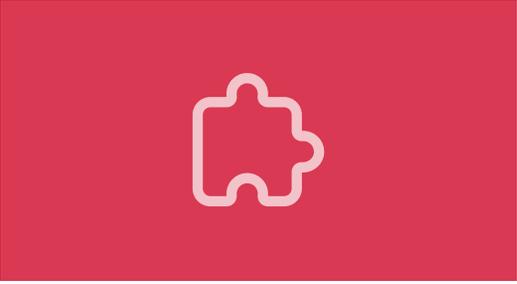
Clicking a bar segment, number, or total within a report opens the Student List, which displays each of the students along with an overview of the assessment data used to generate the report.

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

Student List reports can be exported as an Excel spreadsheet to upload into internal data systems.

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





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

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