mCLASS | mCLASS Español

Reporting Guide

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

2:00 - 2:30
2:35 - 3:05
enrichment
3:10 - 3:45
3:45 - 3:50
3:50 - 3:55
3:55 - 4:25

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.

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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

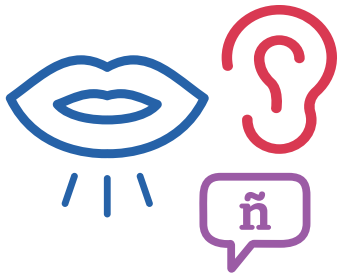
21%

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.

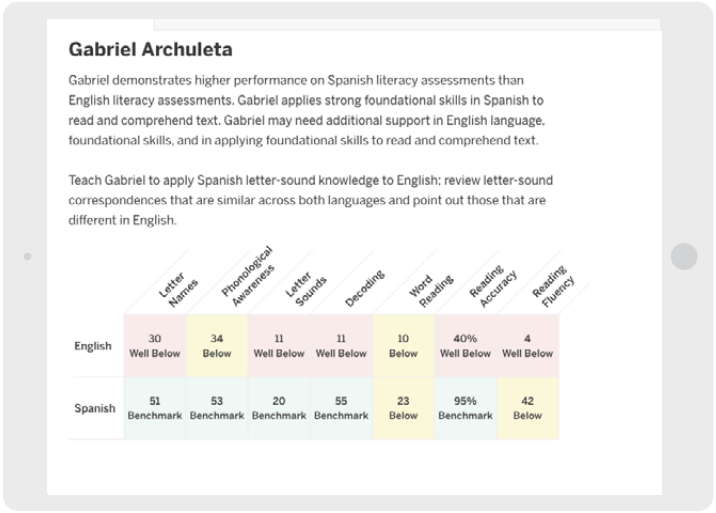
Introducing mCLASS Lectura



Level the playing field in classrooms with dual language reporting

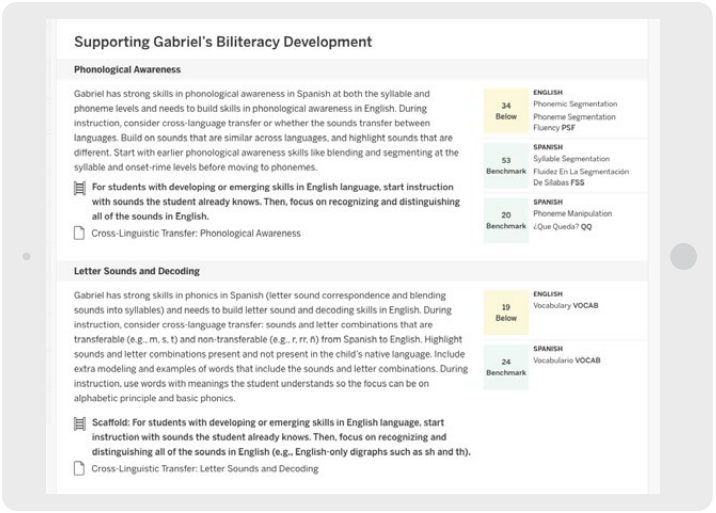
mCLASS with DIBELS® 8th Edition and mCLASS Lectura combine to deliver comprehensive assessment and reporting in both English and Spanish.

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



Dual language report

Identify transferrable skills across English and Spanish.



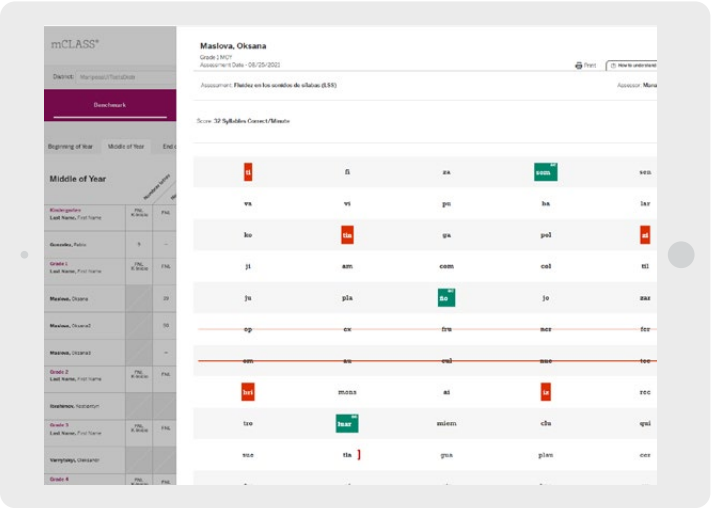
Dual language report

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.

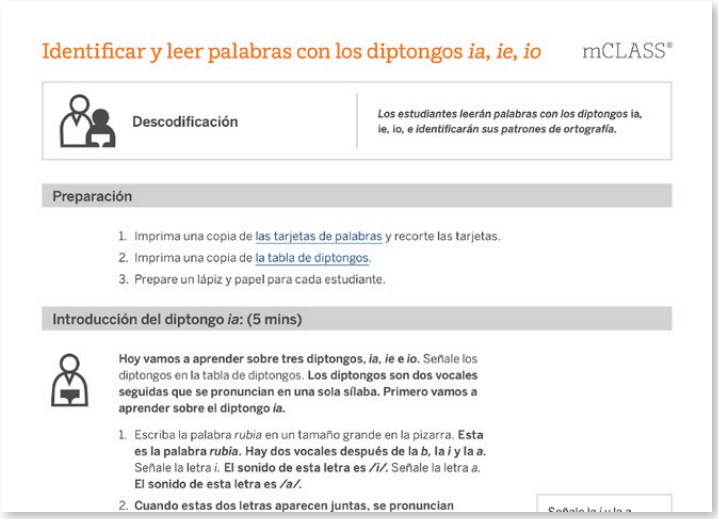
Dual language reporting for K–6

Access detailed assessment data.



Item-level assessment data

Receive targeted lessons to build English and Spanish literacy skills.



Instructional recommendations

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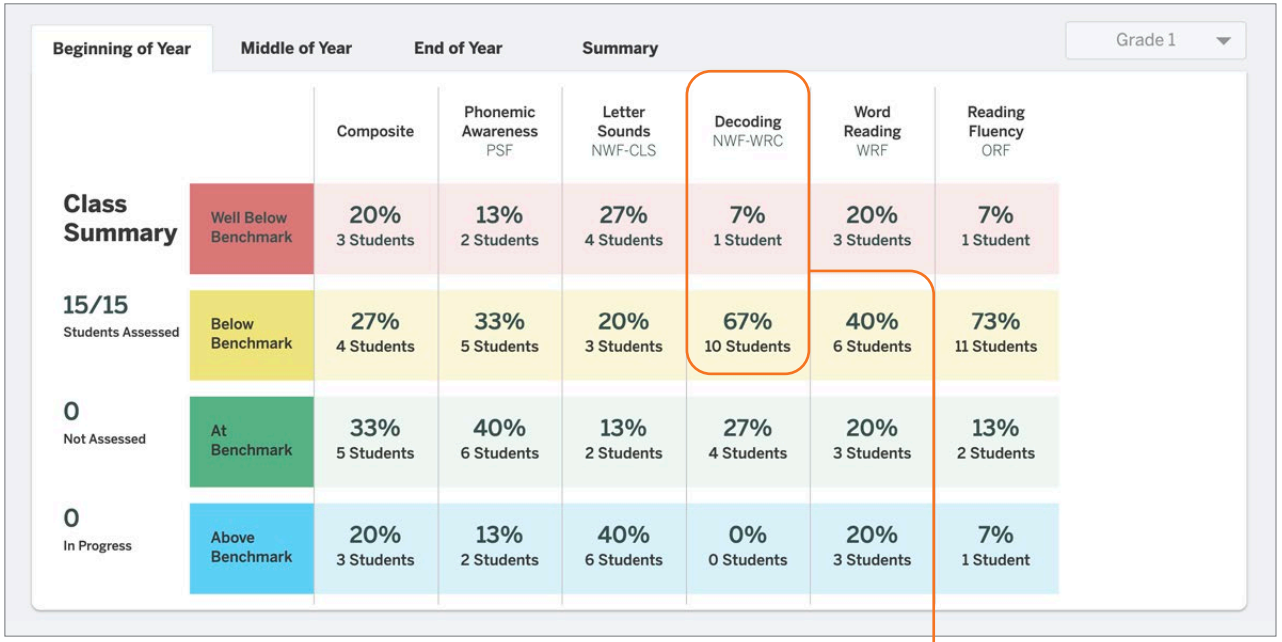
EDUCATOR INSIGHT

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

Classroom Skill Summary

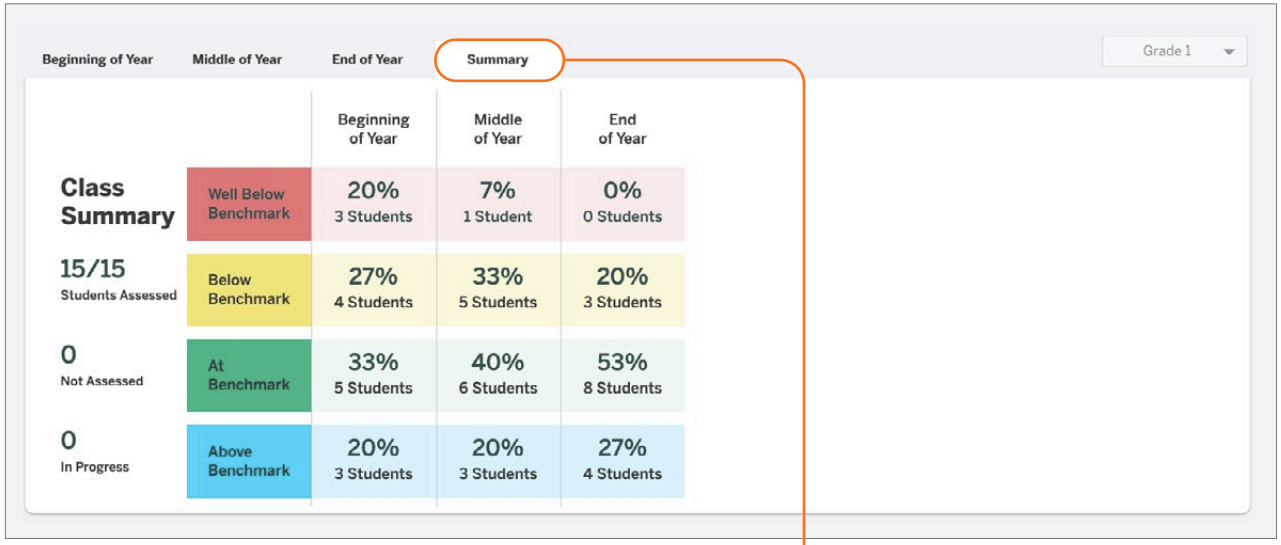
This report is a dashboard showing benchmark performance on each skill. Teachers can use it to determine which skill areas need instructional focus at a classroom level.



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.



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

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

"Which skills have my students mastered?"

"Which skills should my students continue practicing?"

Detailed Benchmark Performance

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

Beginning of Year

Grade 1 **Last Name,** First Name	Composite Goal 331	LNF Goal 51 Letter Names	PSF Goal 39 Phonemic Awareness	NWF-CLS Goal 42 Letter Sounds	NWF-WRC Goal 8 Decoding	WRF Goal 15 Word Reading	ORF-Accu Goal 67% Reading Accuracy	ORF Goal 21 Reading Fluency	VOCAB Goal 23 Vocabulary	SPELL Goal 23 Spelling	RAN Goal 62 Phonological Processing
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
			Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Oral Language	Vocabulary	Spelling	Phonological Processing
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

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

"Which students need more of my support?"

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

Dyslexia Screening and Risk Indicator

Identify students who are at risk for reading difficulties, including dyslexia, based on their results 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

Progress Monitoring Summary

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

Progress Monitoring

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

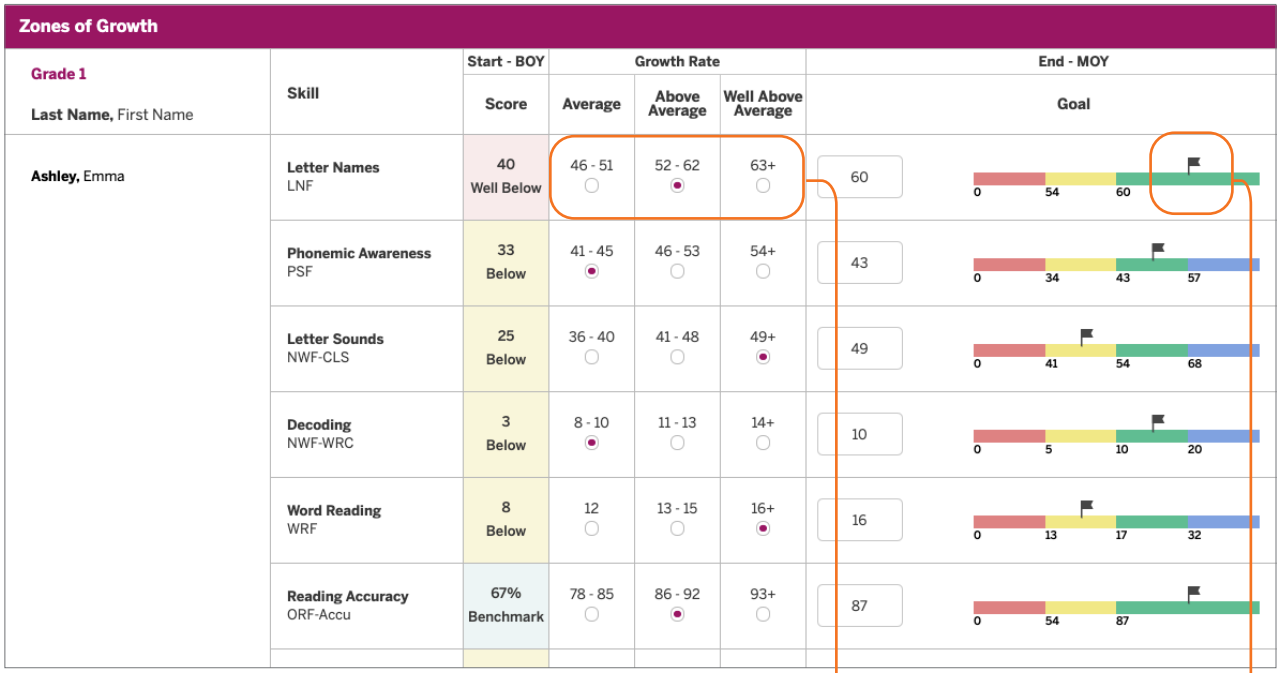
The Aimline displays the three most recent progress monitoring scores on a slope to show whether students are on track to reach the next benchmark goal.

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

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

Goal Setting Tool

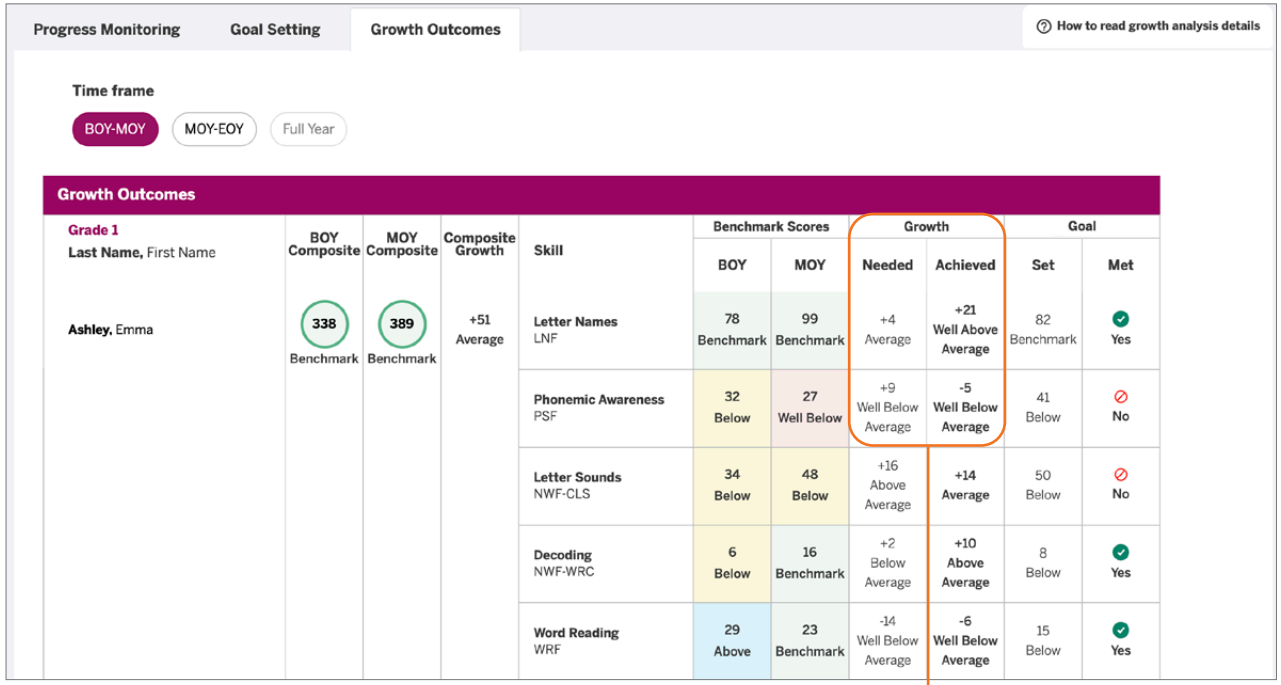
The Zones of Growth (ZoG) analysis uses a rich set of national data to determine student goals for the next benchmark period. Teachers can use the Goal Setting Tool to view these recommended goals or modify the default goals for individual students as they see fit, if the default goal is too challenging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



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

Growth Outcomes

Teachers and interventionists can see each student's actual growth achieved and how it compares to the goal that was set for the student.



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

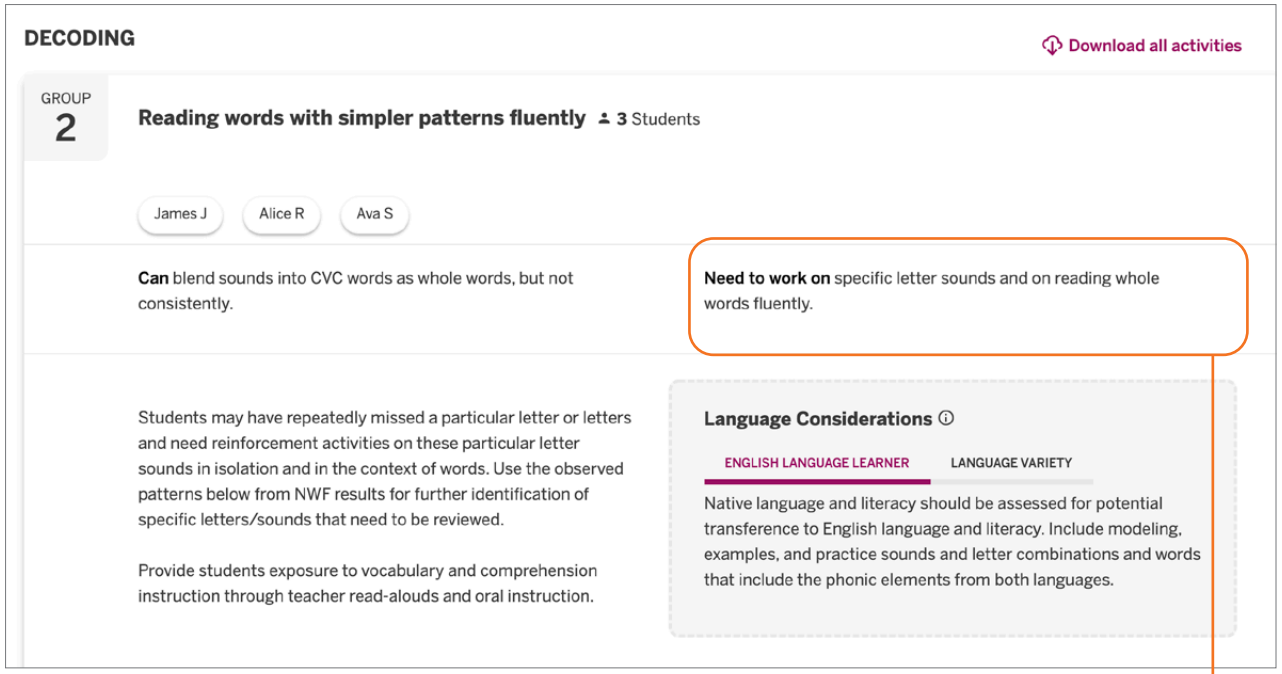
"Are my students receiving effective instruction?"

"Should I adjust my tactics to help students catch up?"

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

Small-group Instruction

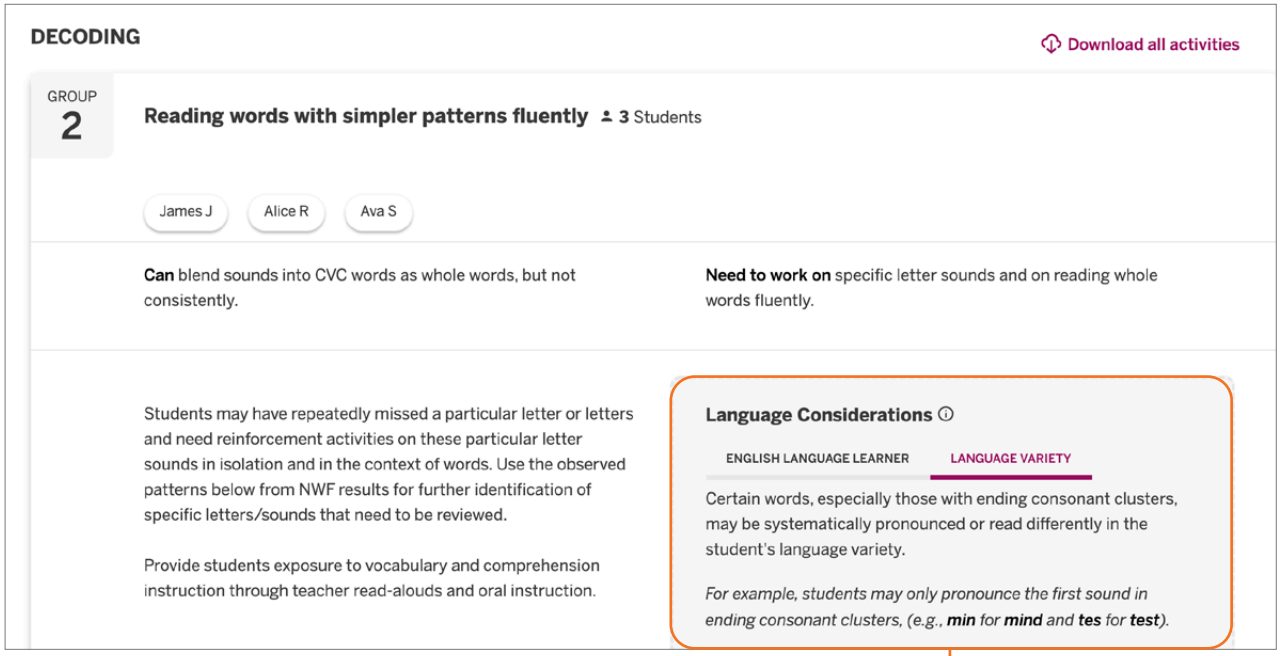
The mCLASS instructional tool automatically groups students based on benchmark results and response patterns. Teachers can see that each group is associated with one main skill, and the name of the group (e.g., phonemic awareness) is based on a sub-skill that students need to master.



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

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.



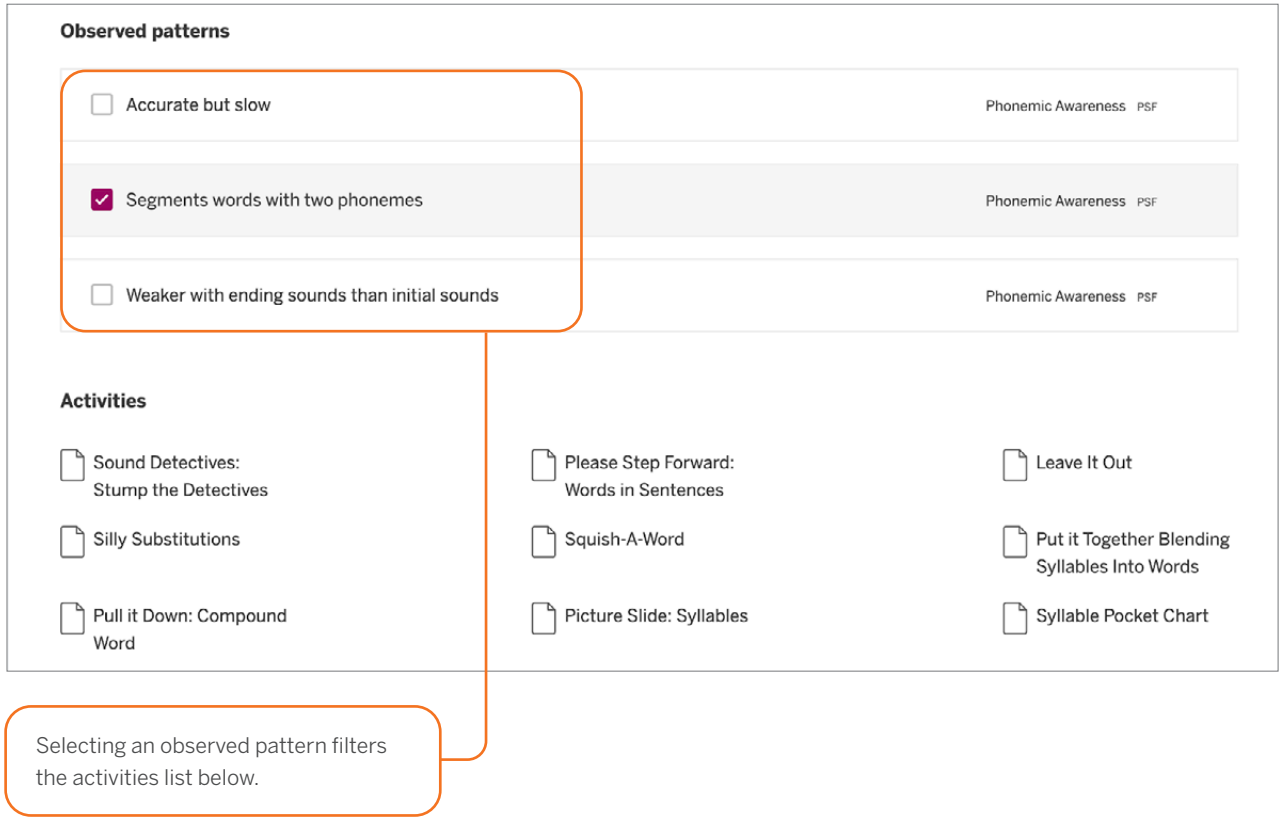
Each group contains specific information for ELs and General American English learners based on students' response patterns.

"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?"

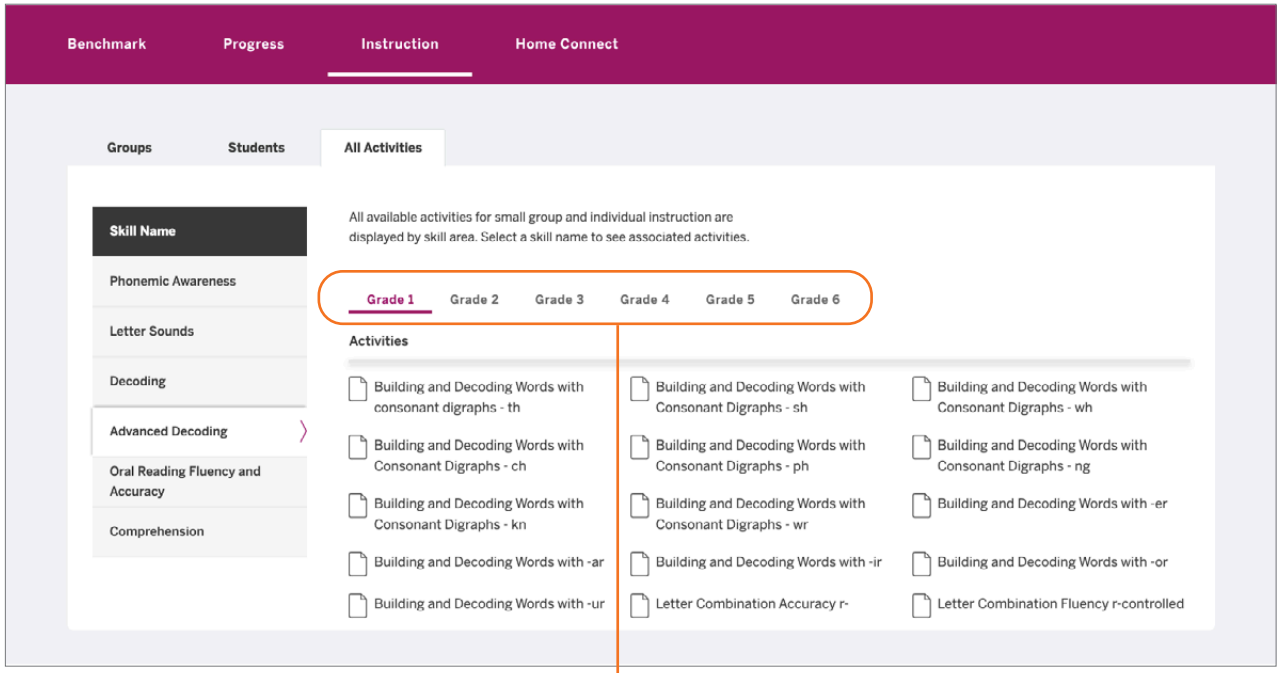
Small-group Activities

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.



All Activities

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



Activities displayed by skill can be further filtered by grade.

"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

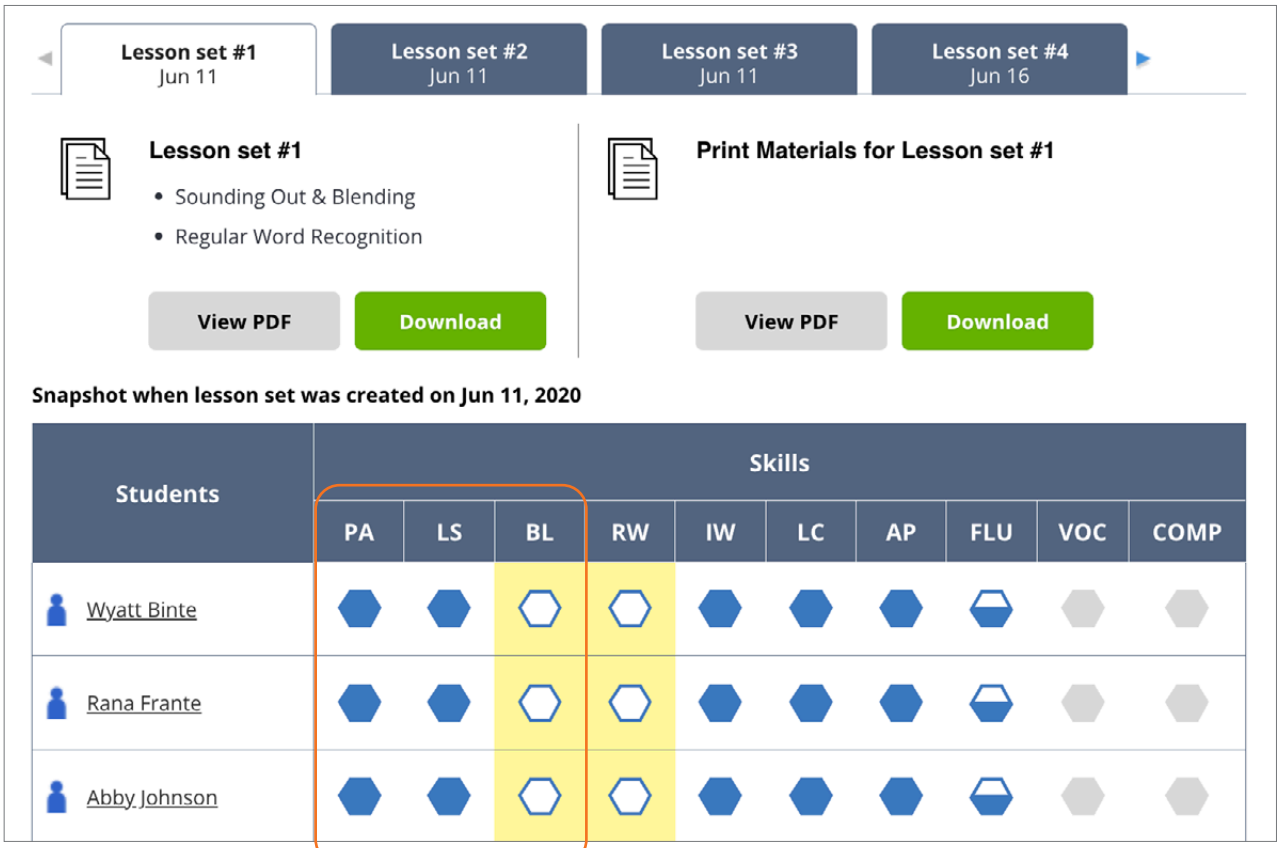
This report (available to educators using mCLASS Intervention) includes recent progress monitoring data and intervention details such as the number of Bursts received, Burst group name, Burst instructor name, and classroom teacher's name.

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 Teache
Ackerson, Ben	▶ Regular Words RW	0	0	1	1				11/14/2019	Group 1	4	Johnson, Ingrid	Benson, Julia
	▶ Irregular Words IW	0	0	1	0				11/14/2019				
	Letter Sounds NWF-CLS	37 Well Below	41	43	47	64	63		10/17/2019				
	Decoding NWF-WRC	10 Below	4	0	6	23	20		10/17/2019				
Benavitez, Camilla	▶ Irregular Words IW	3	6	7	8				11/19/2019	Group 2	4	Avery, Patricia	Benson, Julia
	▶ Letter Combinations LC	5	5	6	8				11/19/2019				
	Regular Words RW	6	3	5	6				10/15/2019				
	Letter Sounds NWF-CLS	37 Well Below	62	65	66	64	63		09/19/2019				
	Decoding NWF-WRC	8 Below	1	10	16	23	18		09/19/2019				

Teachers can identify Burst students who may need a different intensity (e.g., smaller group size) or new instructional approach (e.g., different Tier 3 intervention).

Intervention Group Report

This report (for 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 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.

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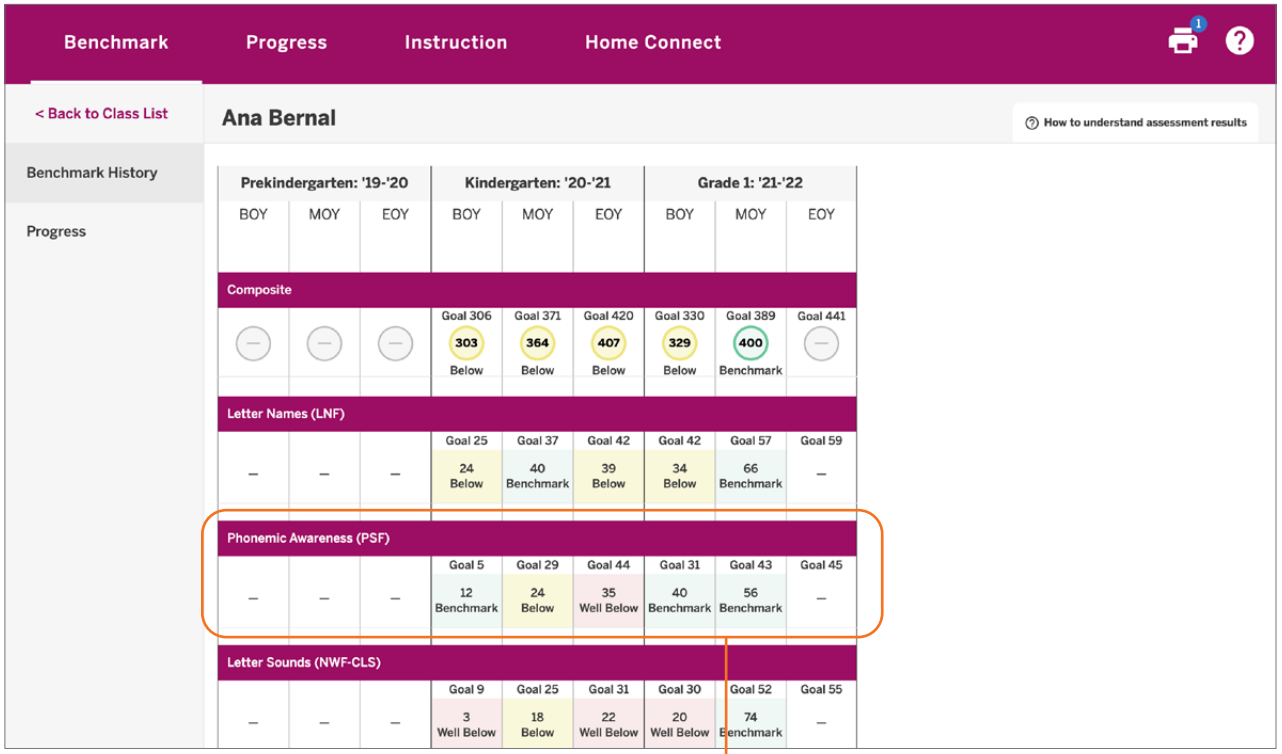
EDUCATOR INSIGHT

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

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

Performance History

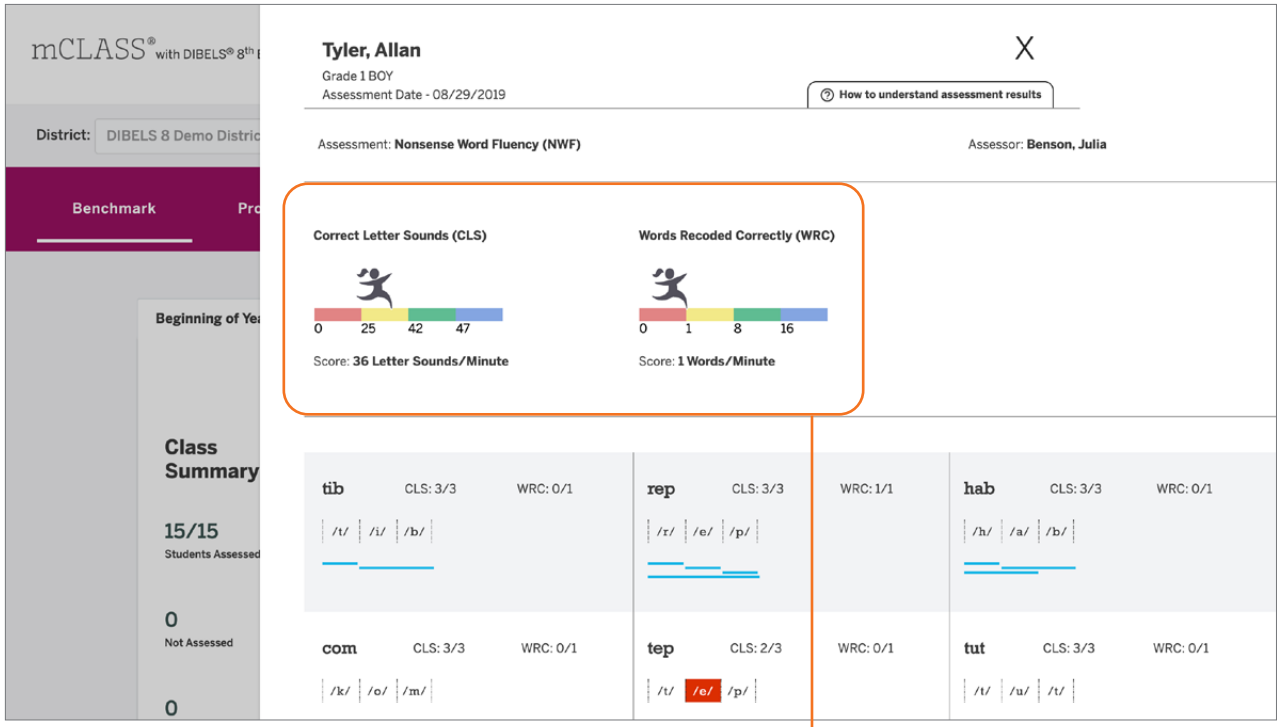
Teachers can review a timeline of each student's mCLASS results from kindergarten through grade 6. These results can be used for RTI/MTSS (Response to Intervention/Multi-Tiered System of Supports), IEP (Individualized Education Plan), parent meetings, and other documentation needs.



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

Probe Details

Teachers can click a student's score from any report view to open the assessment details report, which includes a documented record of student responses. The details are analyzed to reveal significant response patterns and recommend targeted group and individual instruction.



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

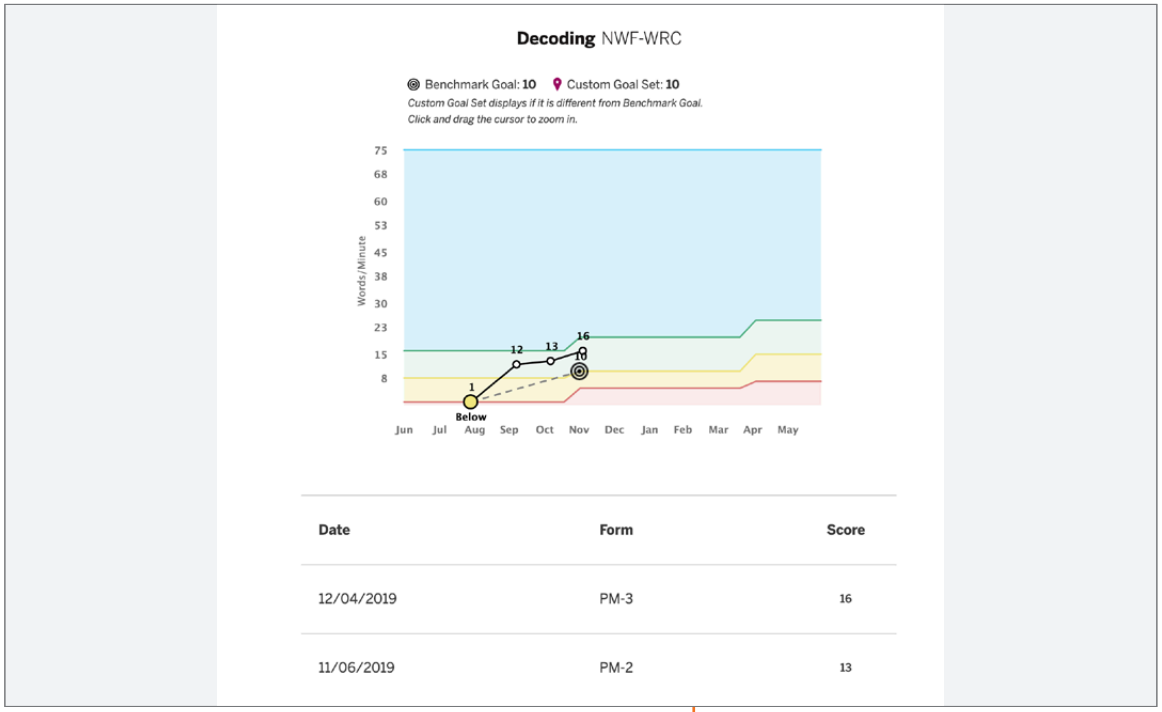
"What types of spelling patterns or words does this student need to practice?"

"Is this student progressing toward the next benchmark goal?"

"Is differentiated instruction necessary?"

Progress Monitoring Graphs

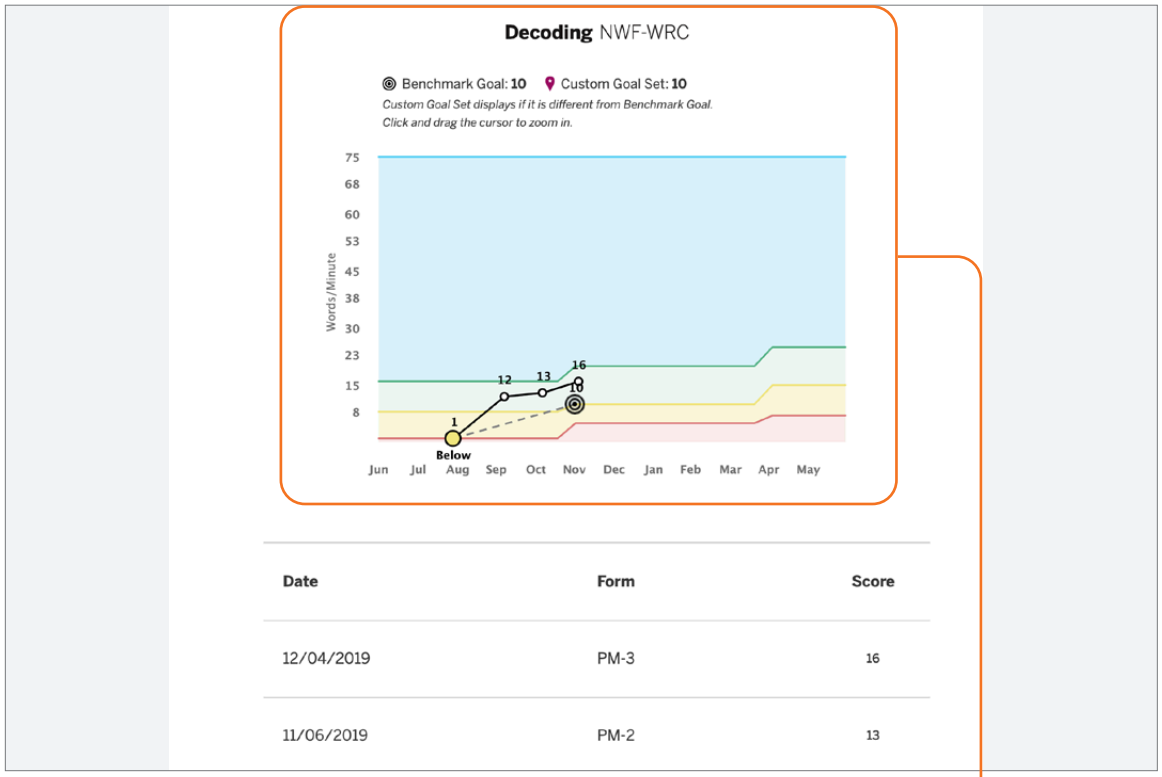
Teachers can review a student's benchmark and progress monitoring scores for the entire year. Each skill is shown in a separate view.



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

Custom goals on Progress Monitoring Graphs

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



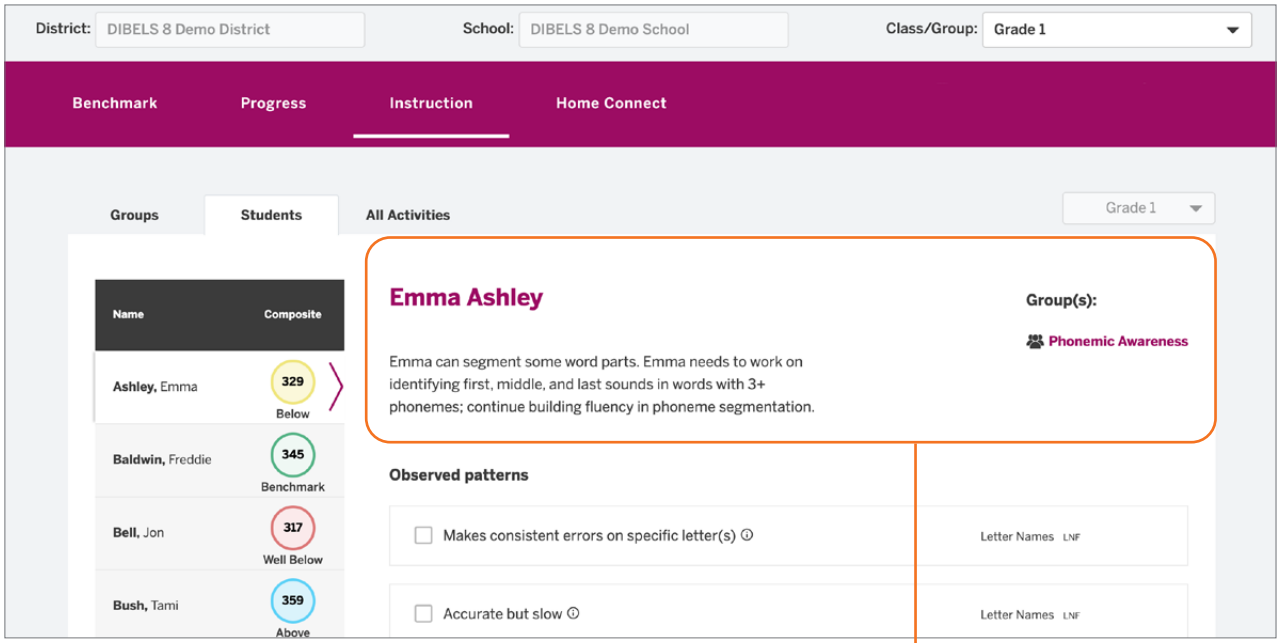
Goal setting is a helpful way of motivating students to achieve a specific outcome. When students see their progress toward a goal during check-ins with their teacher, they can celebrate the growth they have made.

"Is differentiated instruction needed?"

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

Individual instruction

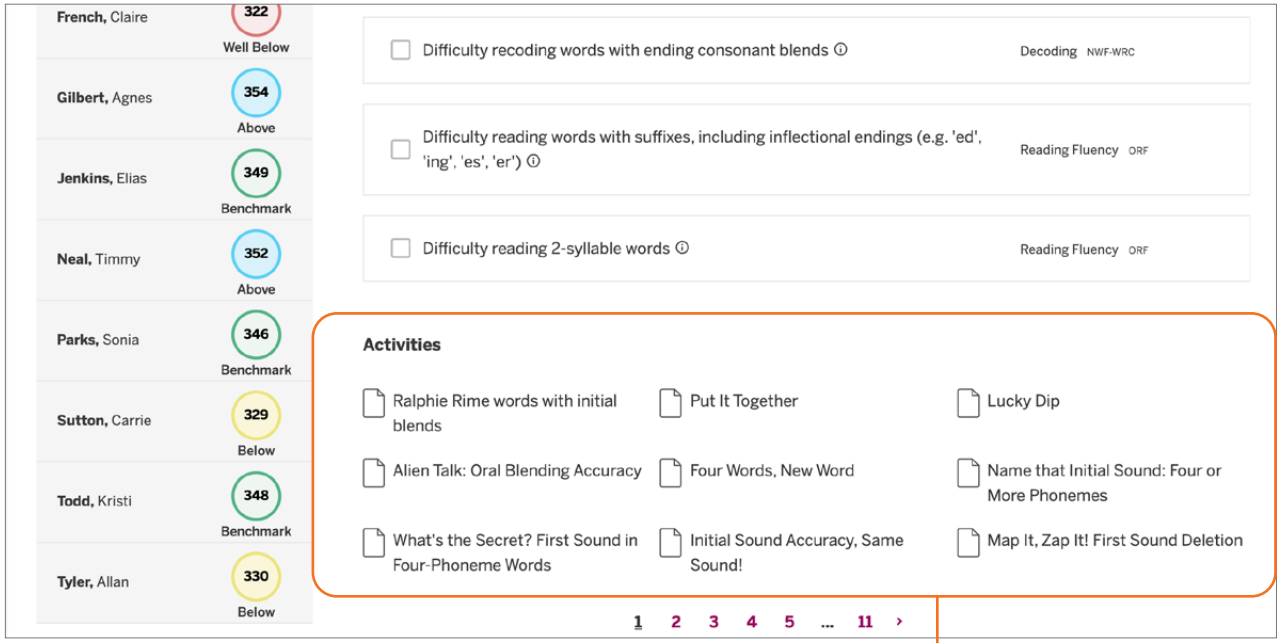
Teachers can review significant patterns that emerge from the student's assessment results in a single view, and download activities that address those patterns.



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.



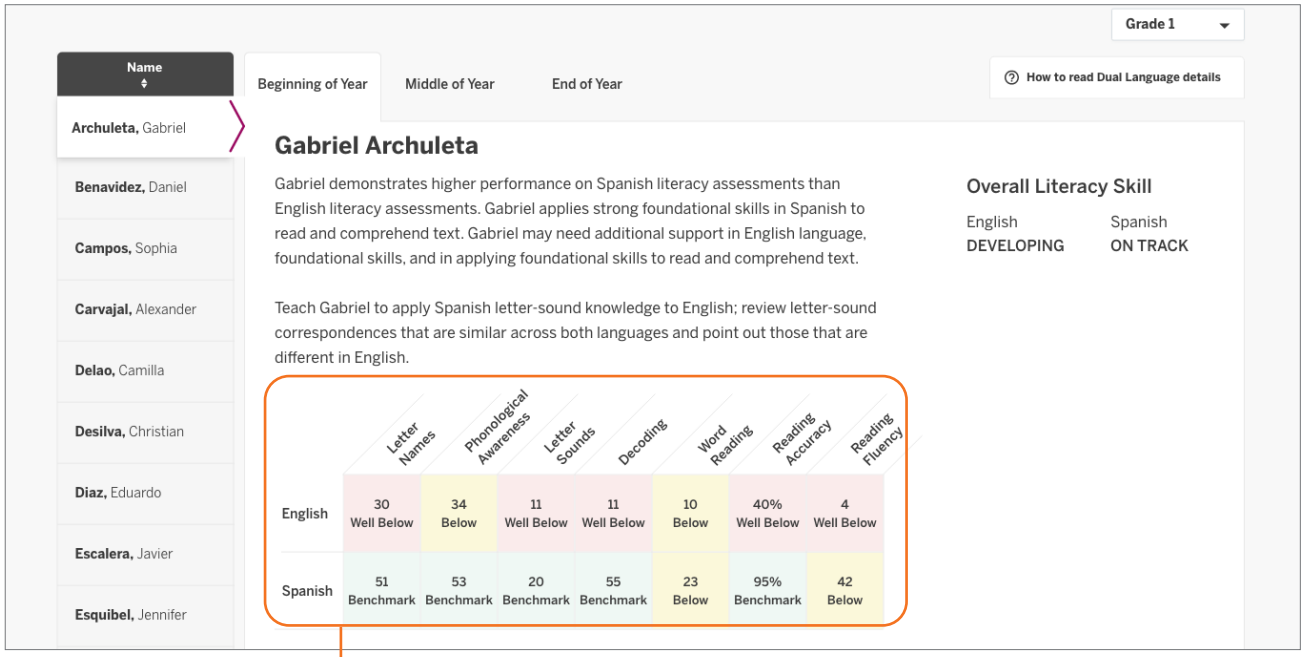
Activities incorporate games, images, and graphic organizers.

"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

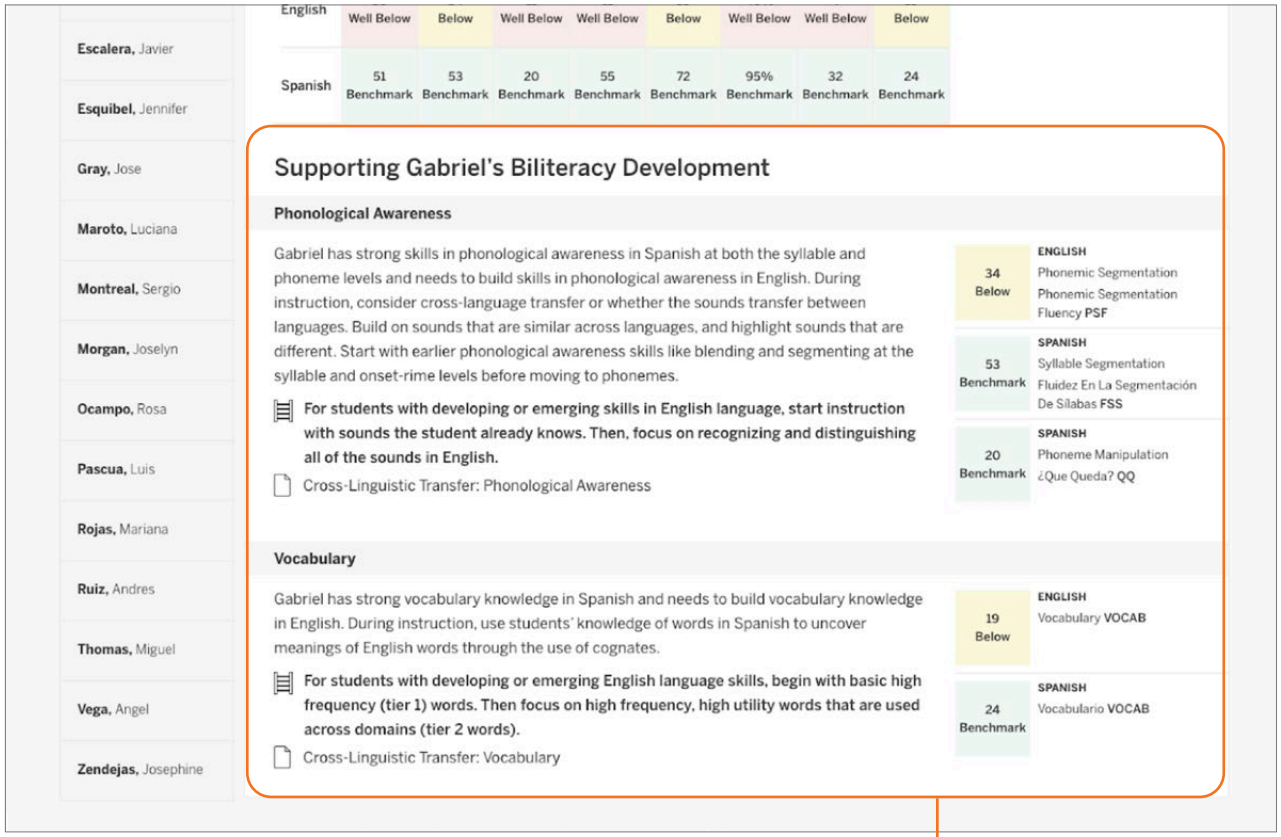
View your students' biliteracy development across critical foundational skills in both English and Spanish. This report is only available to educators using mCLASS with DIBELS 8th Edition and mCLASS Lectura together.



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.



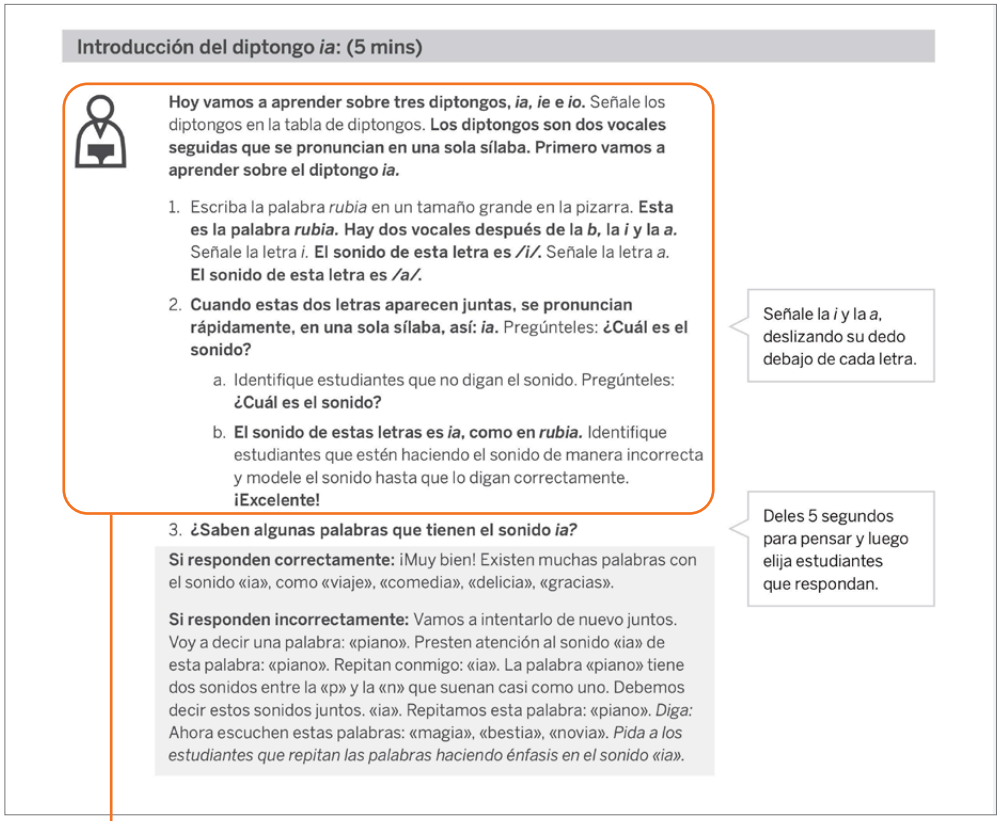
Educators also receive guidance on cross linguistic transfer of critical skills in both languages.

"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 «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».*

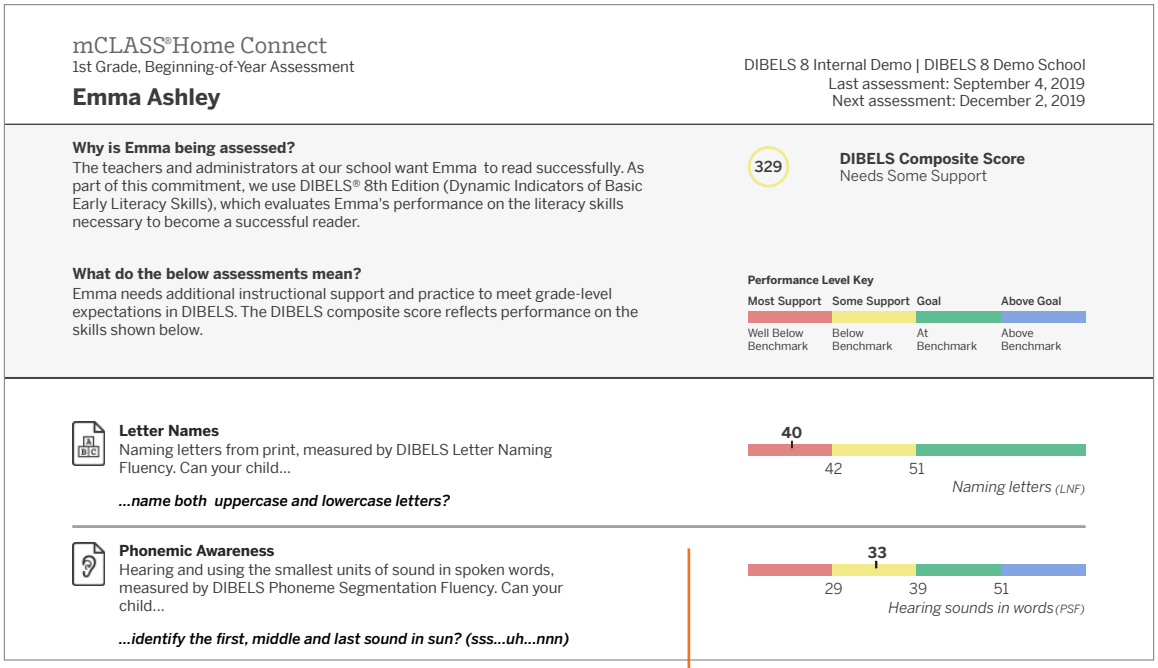
Señale la *i* y la *a*, deslizando su dedo debajo de cada letra.

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.



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)

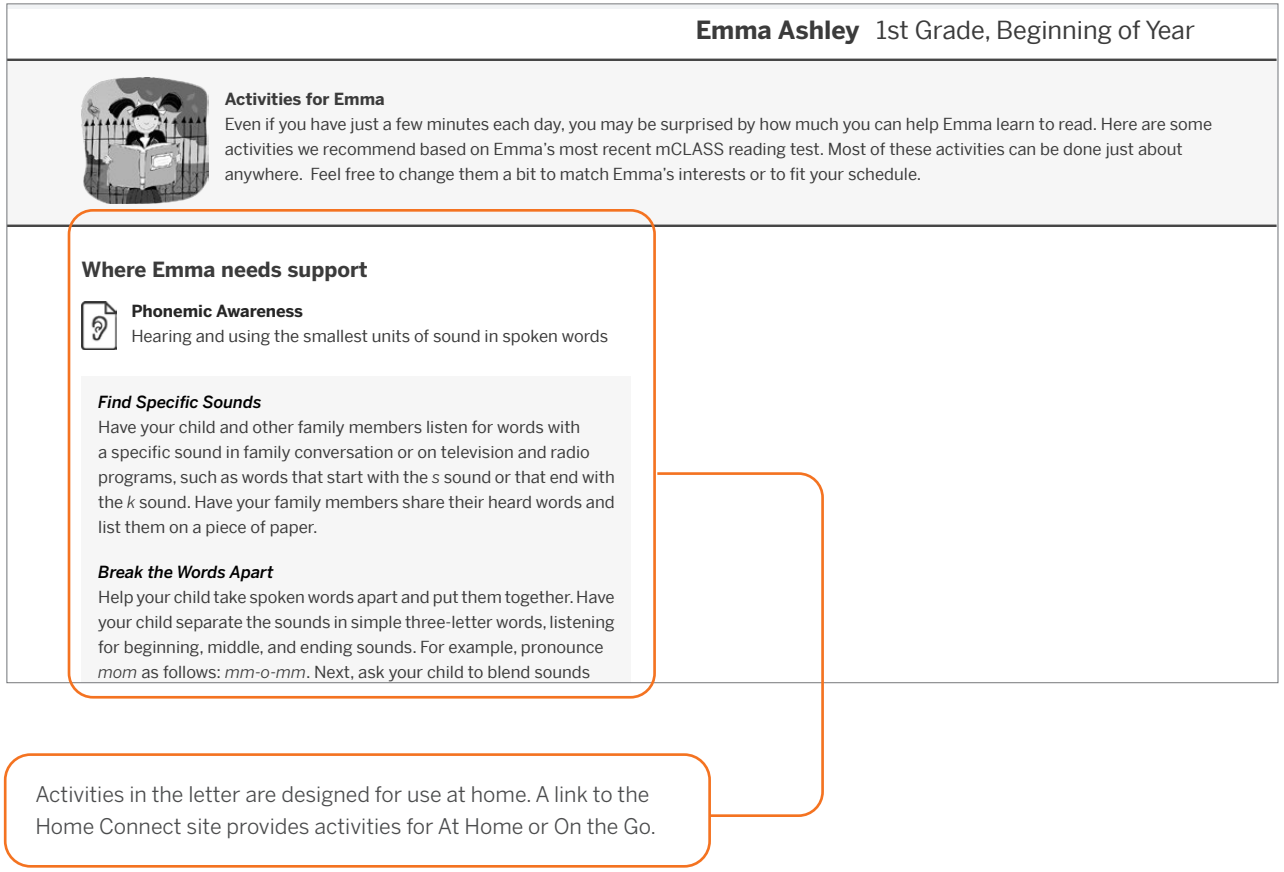
Letters are available in both English and Spanish.

"What skills should my child be developing?"

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

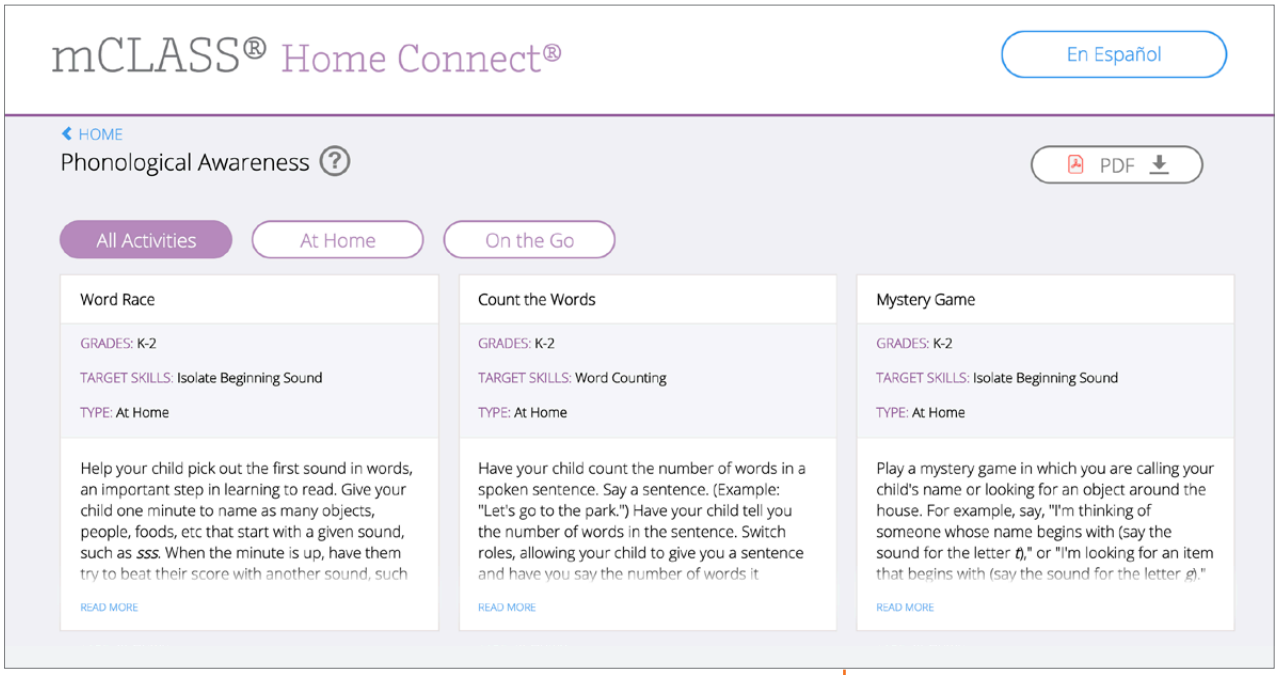
Home Connect activities

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.



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.



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

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

School- and district-level reports

Reporting and analysis suite 42
Reporting and analysis suite: Comparing Measures 44
Reporting and analysis suite: Comparing Populations 45
Reporting and analysis suite: Benchmark Completion 46
Reporting and analysis suite: Correlation 47
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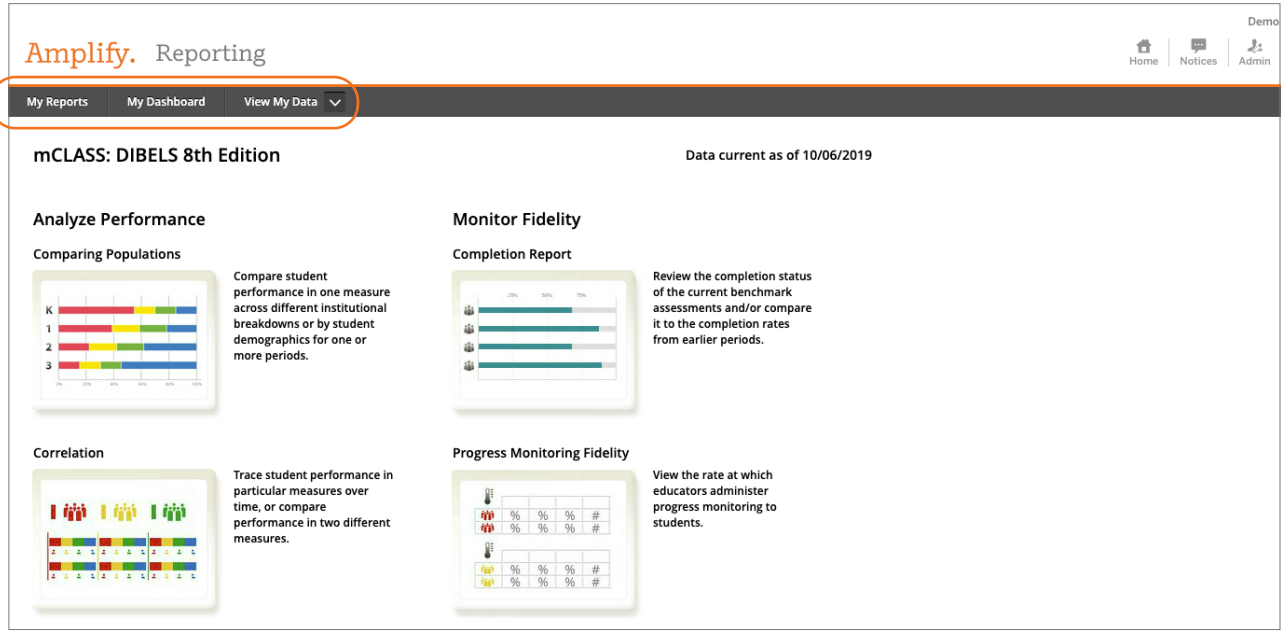
EDUCATOR INSIGHT

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

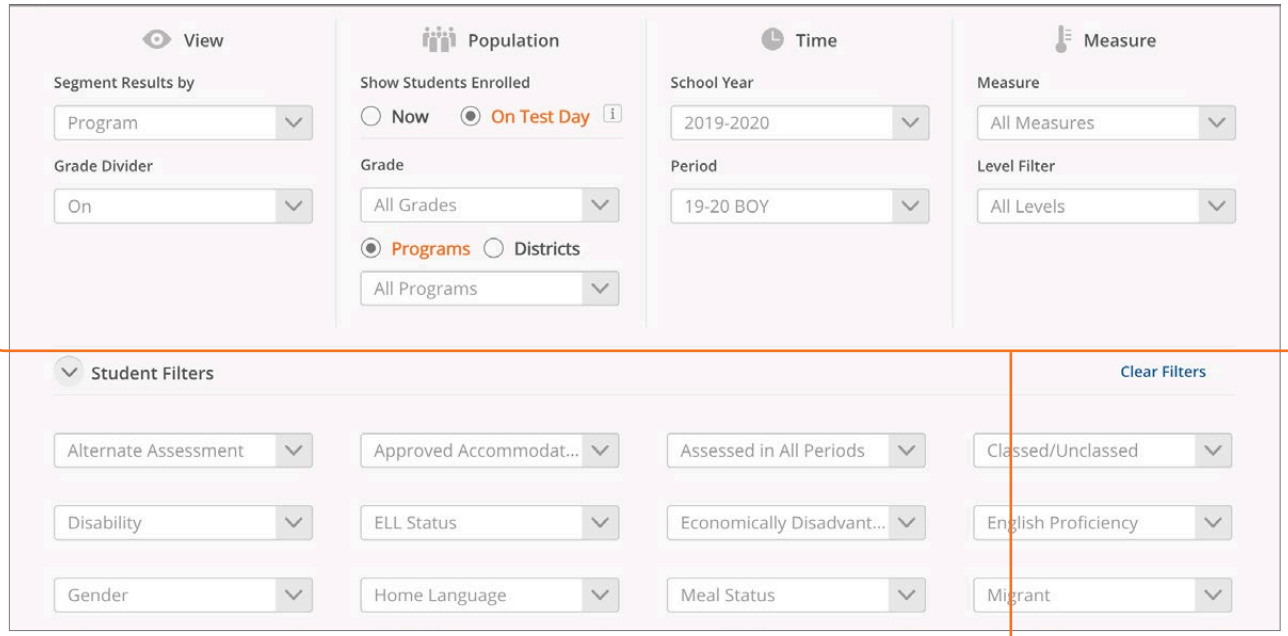
Reporting and analysis suite

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



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

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



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

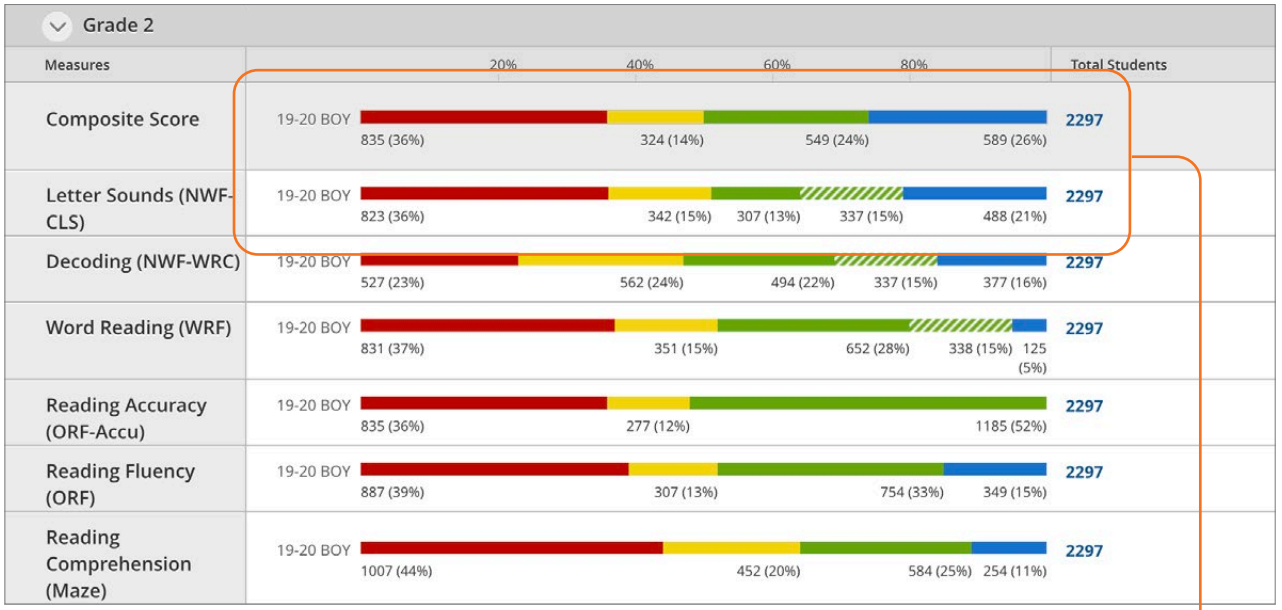
"What are the performance trends among students in a particular district, program, grade, or demographic?"

"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 Measures

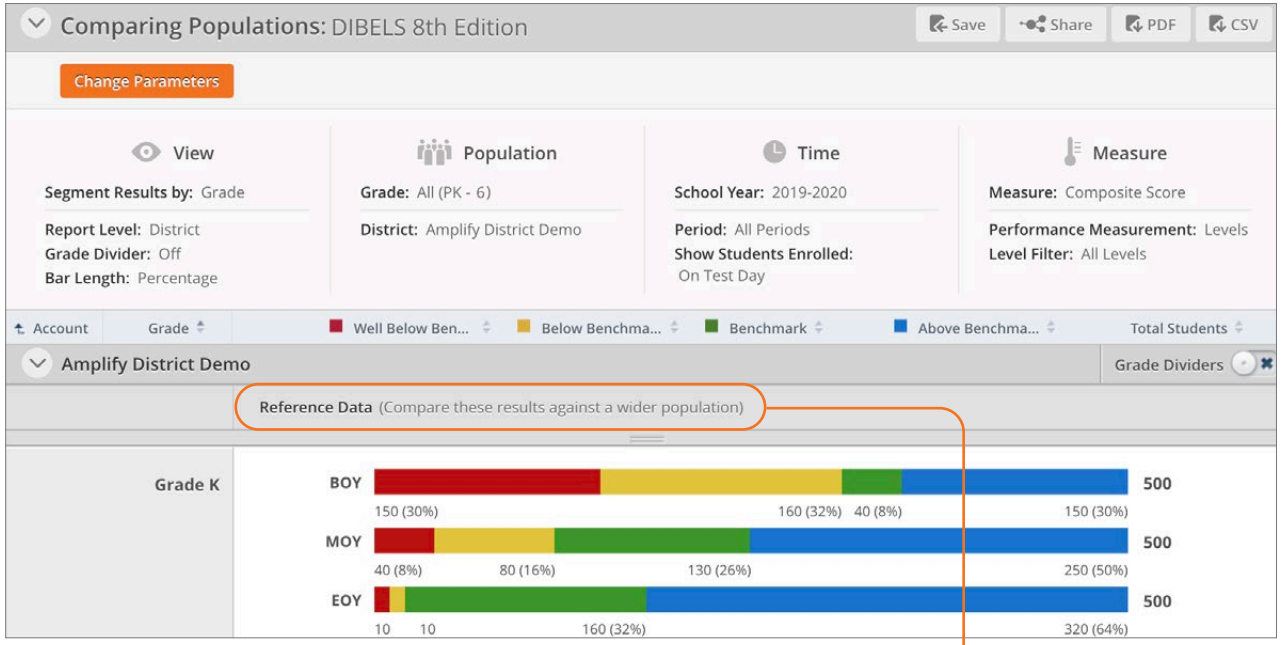
The Comparing Measures Report analyzes how one group of students performed on multiple assessment measures across one or more time periods. Instructional leaders can see the number or percentage of students who achieved a specific performance level or goal on each measure.



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

Reporting and analysis suite: Comparing Populations

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



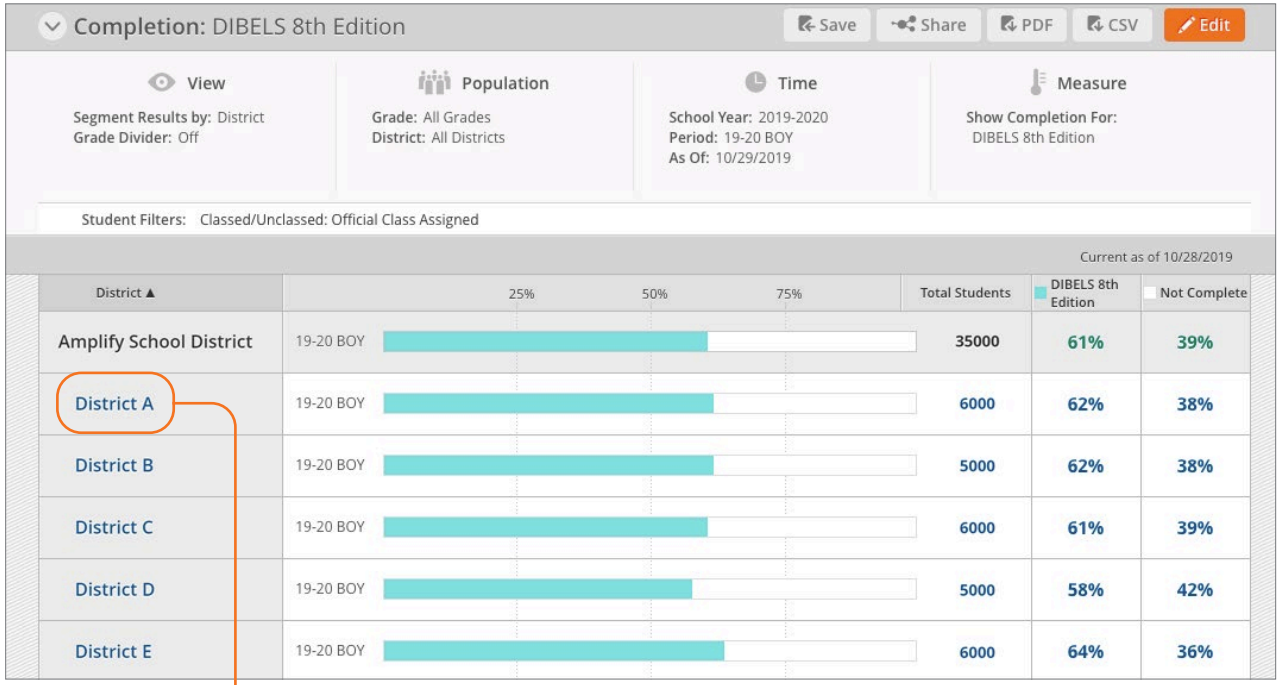
Click the Reference Data option to compare your report population to a broader subsection of the population or to the complete population, such as a single district, or all districts across the state.

"How have different populations changed over time?"

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

Reporting and analysis suite: Benchmark Completion

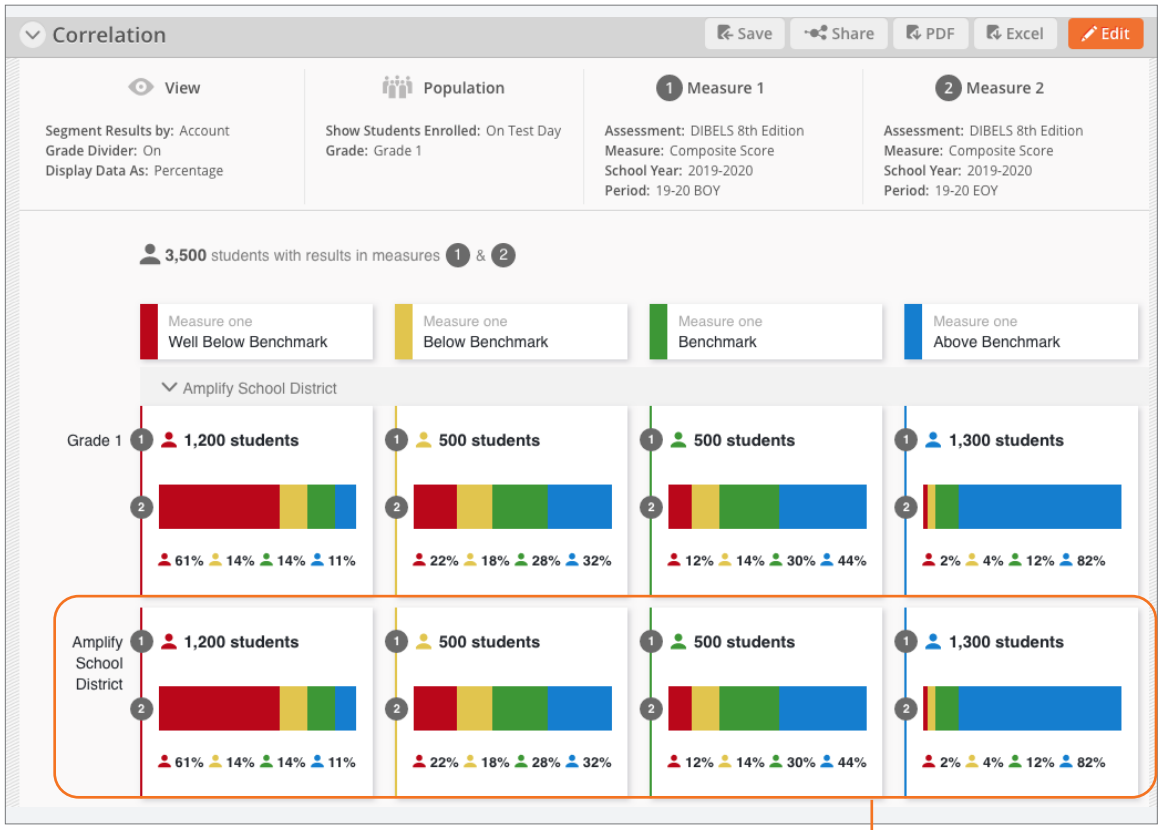
School leaders can use the Benchmark Completion Report to track the number of students who have completed the beginning-, middle-, or end-of-year benchmark assessment.



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

Reporting and analysis suite: Correlation

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



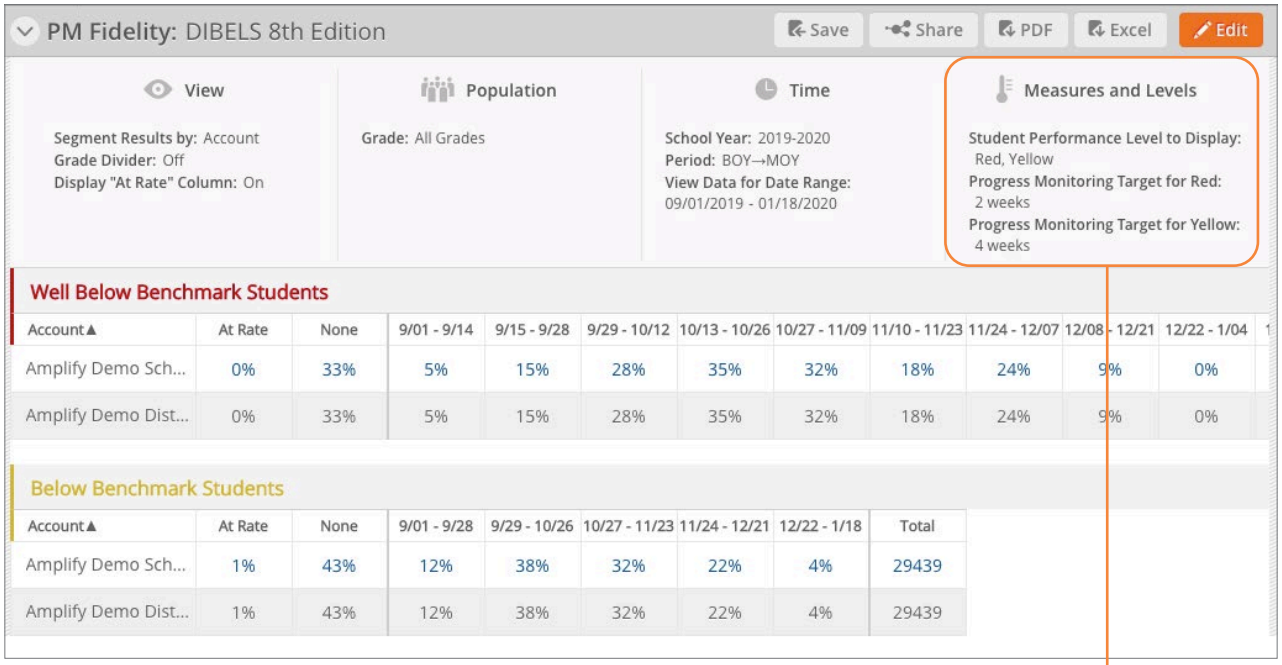
School leaders can compare student results for a grade or school against results for the entire district.

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

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

Reporting and analysis suite: PM Fidelity

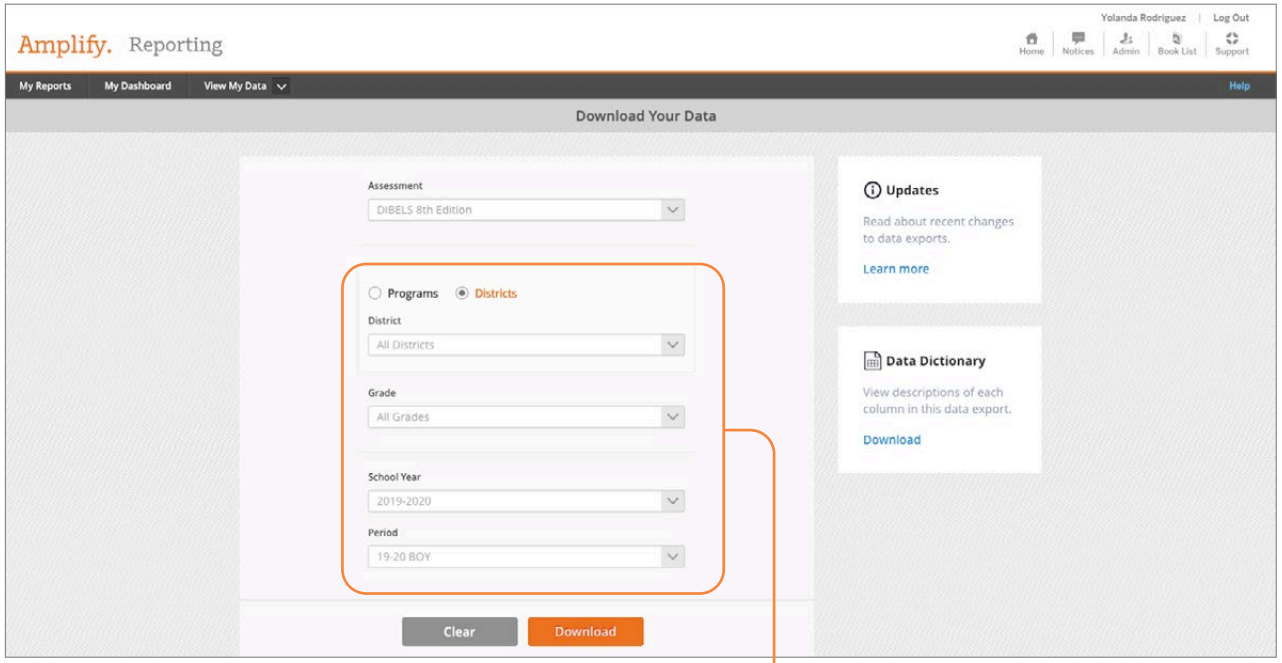
School leaders can use the PM (Progress Monitoring) Fidelity Report to quickly determine if students are being progress monitored with the appropriate frequency.



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.



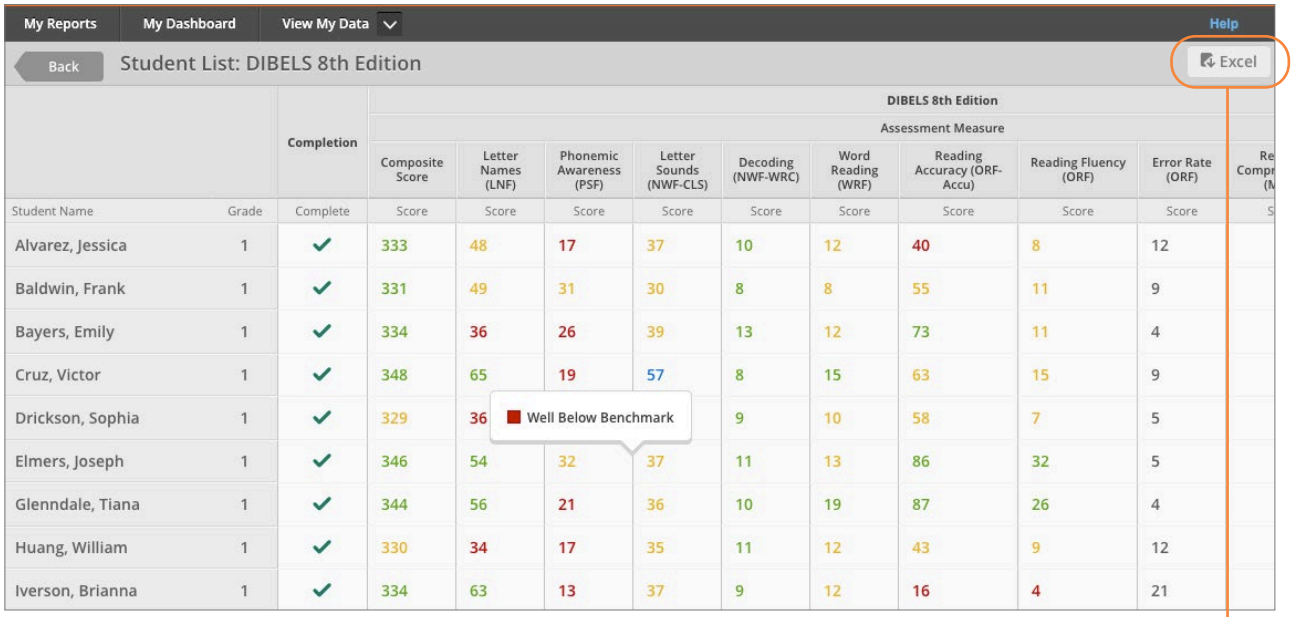
Use the options on this page to refine the scope of the student results and enrollment data contained in your download.

"Which districts have met statewide requirements for student growth?"

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

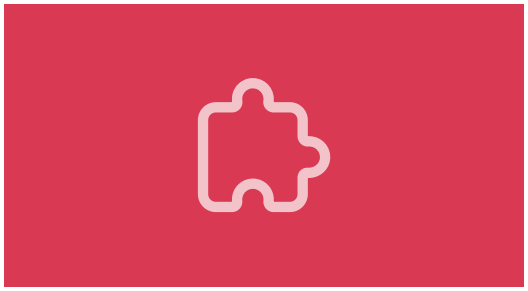
Reporting and analysis suite: Student Lists

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



Student Name	Grade	Completion	DIBELS 8th Edition – 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)
			Assessment Measure								
		Complete	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			9	10	58	7	5
Elmers, Joseph	1	✓	346	54	32	37	11	13	86	32	5
Glenndale, Tiana	1	✓	344	56	21	36	10	19	87	26	4
Huang, William	1	✓	330	34	17	35	11	12	43	9	12
Iverson, Brianna	1	✓	334	63	13	37	9	12	16	4	21

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



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