

mCLASS®:DIBELS® Next vs. mCLASS® with DIBELS® 8th Edition

This document summarizes the differences between mCLASS:DIBELS Next and mCLASS with DIBELS 8th Edition. We have highlighted differences across the following:

- 1 Assessment content and design
- 2 Instructional content and resources
- 3 Reporting

For a guided overview of the enhancements and changes you can expect in the new mCLASS, please watch this [short video](#).

1. Assessment content and design

Area	mCLASS:DIBELS Next	New mCLASS with DIBELS 8th Edition change and benefit
Overall	Research-based universal screening and progress-monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. Current version released in 2010 by DMG.	The University of Oregon based its updates to the DIBELS assessment on the latest research for identifying and supporting struggling readers, including those at risk for dyslexia. Skill coverage, content, and cut points were all revised to reflect the latest research and increased standards of measurement. These improvements provide greater diagnostic information for instruction.
Measure composition of benchmark assessment	Grade-level measures change throughout the school year to align with skills as they typically develop.	<p>A consistent set of subtests within each grade provides a clearer way to demonstrate growth, analyze skill progression, and support students still developing precursor skills that contribute to grade-level skill development.</p> <p>The addition of Word Reading Fluency (WRF) helps identify students with poor sight-word and irregular-word reading skills that other subtests miss.</p>

Area	mCLASS:DIBELS Next	New mCLASS with DIBELS 8th Edition change and benefit
Content structure of each measure	Measures (non-passage reading) have the same difficulty level regardless of grade level—meaning Nonsense Word Fluency (NWF) is the same difficulty for grades 1 and 2. Within forms, items are not ordered by difficulty, meaning that a student may slow down early due to a difficult item and reach the time limit before having the opportunity to demonstrate skill on an easier item.	Measure difficulty varies by grade—e.g., grade 3 forms include more complex word features than the same measure for grade 2. Within the grade, the difficulty level is the same. All forms have been revised to start with easier items and progress to more difficult items, covering a fuller progression of skills without frustrating vulnerable readers. This provides students an opportunity to demonstrate what they know and further pinpoints what they don't know. The expanded difficulty coverage minimizes the floor and ceiling effects of previous DIBELS editions and addresses a more complex phonics pattern to support instructional planning for all students. For example, NWF extends from CVC words to more complex spelling patterns like CVCe, consonant blends, and vowel blends, and WRF expands across grades from mono- to multi-syllabic words and from higher frequency to lower frequency words.
Benchmarking adaptivity	While discontinue rules end assessments for students incapable of providing correct responses, all the measures that make up the benchmark assessment are required to complete the benchmark and receive a composite score.	New adaptive benchmarking rules prevent over-testing, both with struggling and advanced readers. Changes maximize efficiency and focus on the highest priority skills, assessing up or down on other skills as needed. All students receive a composite score if the adaptive rules are followed.
Passage content	Oral Reading Fluency (ORF) and Daze passages were designed for the purpose of measurement.	Passages have been written by published authors and educators and read more like other authentic texts students see in their classrooms every day. As a result, teachers have reported better student engagement during assessment.
National Center for Intensive Intervention (NCII) rating	DIBELS Next is an NCII-rated screening tool based on previous standards, which have since been updated in rigor and scope. It is currently under review; NCII is expected to announce its findings summer 2019.	DIBELS 8th Edition was designed to meet the latest NCII standards. It is currently under review; NCII is expected to announce its findings summer 2019.

Area	mCLASS:DIBELS Next	New mCLASS with DIBELS 8th Edition change and benefit
Dyslexia screening	When combined with additional measures in Rapid Automatized Naming (RAN), Spelling, and Vocabulary, DIBELS Next addresses the skills typically associated with dyslexia risk.	<p>Subtests were revised keeping in mind multiple states' use of DIBELS as a dyslexia screener. For example, Letter Naming Fluency (LNF) has been revised to function more appropriately as a processing speed measure.</p> <p>There is validity evidence for using DIBELS 8th Edition as a dyslexia screener. LNF, Phoneme Segmentation Fluency (PSF), and NWF have been validated against criterion measures typically used for dyslexia screening and diagnosis.</p> <p>Combined with the mCLASS RAN, Spelling, and Vocabulary measures, DIBELS 8th Edition addresses the full range of skills associated with identification of dyslexia risk.</p>
Benchmark time to assess (per year)	<p>Kindergarten: 15 minutes per student</p> <p>Grade 1: 21 minutes per student</p> <p>Grades 2–6: 24 minutes per student + 12 minutes per class</p>	<p>The benchmark assessment takes less time overall. While measures have been added for some grades to provide greater instructional utility, the new gating rules and reduced time spent on ORF ultimately produce an assessment that requires less time to administer. Below are the differences by grade, per year:</p> <ul style="list-style-type: none"> • Kindergarten: Assessment takes the same amount of time and can increase by up to 3 minutes per student, depending on how gating rules are applied. • Grade 1: Reduced 2–6 minutes per student, depending on how gating rules are applied. • Grade 2: Reduced 10 minutes per student, with the addition of 4 minutes per class (for group administration of Maze). • Grade 3: Reduced 9 minutes per student. • Grades 4–6: Reduced 15 minutes per student.

DIBELS 8th Edition measures by grade

Measure	Grade K	Grade 1	Grade 2	Grade 3	Grade 4–6
Letter Naming Fluency (LNF)	✓	✓			
Phonemic Segmentation Fluency (PSF)	✓	✓			
Nonsense Word Fluency (NWF)	✓	✓	✓	✓	
Word Reading Fluency (WRF)	✓	✓	✓	✓	
Oral Reading Fluency (ORF)		✓	✓	✓	✓
Maze			✓	✓	✓

Assessment content

Measure	mCLASS:DIBELS Next	New mCLASS with DIBELS 8th Edition change and benefit
Letter Naming Fluency (LNF)	Administered at all three benchmark periods in kindergarten and only beginning-of-year (BOY) benchmark in grade 1.	<ul style="list-style-type: none"> Administered at all three benchmark periods in kindergarten and grade 1 to support measuring growth throughout the school year. Improved content reflects the frequency with which letters are used in written English. Revised content allows the subtest to serve as a processing time measure for improved screening of dyslexia risk.
Phoneme Segmentation Fluency (PSF)	Administered at middle- and end-of-year (MOY and EOY) benchmarks in kindergarten and BOY and MOY in grade 1.	<ul style="list-style-type: none"> Administered at all three benchmark periods in kindergarten and grade 1 to support measuring growth throughout the school year. Improved content accounts for word frequency and an increased number of phonemes (up to six). Renamed Phonemic Segmentation Fluency (PSF).

Assessment content

Measure	mCLASS:DIBELS Next	New mCLASS with DIBELS 8th Edition change and benefit
First Sound Fluency (FSF)	Administered in kindergarten at BOY and MOY.	<ul style="list-style-type: none"> Replaced by PSF measure, which now extends to address lower levels and minimize the floor effect.
Nonsense Word Fluency (NWF)	Administered from kindergarten MOY to grade 2 BOY.	<ul style="list-style-type: none"> Administered at all three benchmark periods in kindergarten through grade 2. Expanded to all three benchmark periods in grade 3, allowing students to demonstrate word-level decoding skills of more complex spelling patterns. Improved content accounts for the frequency of spelling patterns and more complex patterns beyond VC and CVC.
Oral Reading Fluency (ORF)	Administered starting at grade 1 MOY; includes three passages and Retell Fluency after each passage.	<ul style="list-style-type: none"> Reduced to one oral reading passage and eliminated Retell Fluency, cutting assessment time by more than two-thirds. Streamlined the number of passages based on research that showed that the decrease made no significant difference in reliably measuring reading abilities. Extended Maze to grade 2 to replace Retell with a stronger measure of comprehension. Extended ORF administration to grade 1 BOY to support measuring growth throughout the school year. Re-written by published authors to read more like authentic passages for increased engagement.
Word Reading Fluency (WRF)	Not administered in DIBELS Next.	<ul style="list-style-type: none"> Introduced to help identify students with poor sight-word and irregular-word reading skills missed by other subtests. Administered from kindergarten to grade 3.
Maze	Administered starting at grade 3 BOY.	<ul style="list-style-type: none"> Renamed Maze, extended down to grade 2, and formatted to support comprehension for younger readers. Re-written to read like authentic passages for increased engagement.
Progress-monitoring forms	Provides 20 progress-monitoring forms used across all grades for PSF and NWF, and 20 per grade for ORF and Daze.	<ul style="list-style-type: none"> Expanded to 20 alternate forms per grade for each grade-specific subtest: PSF, NWF, WRF, and ORF. Maze progress monitoring for online and paper administration.

2. Instructional content and resources

Instructional resource	mCLASS:DIBELS Next	New mCLASS with DIBELS 8th Edition change and benefit
Class-level instruction	<p>Small-Group Advisor groups students based on similar results in two measures and recommends activities for each group.</p> <p>(available for additional cost)</p>	<ul style="list-style-type: none"> • Instructional guidance for the whole class on the Instruction tab provides information about strengths and weaknesses in plain English—for small groups and individual students. • Recommended groups and activities are based on analysis of skill profiles and prioritized to provide instruction where students need it most. • Analysis for individual students in each developmental sub-skill prioritizes skill gaps and results in targeted activities that provide instruction where students need it most. • Targeted and expanded instructional resources are aligned to literacy skills progression.
Student-level instruction	<p>Item-Level Advisor analyzes student response patterns to identify skill gaps and recommends activities to reinforce the necessary skills.</p> <p>(available for additional cost)</p>	
Act Tab	<p>Act Tab provides one-on-one activities in the assessment application.</p>	
Partner editions	<p>Student assessment results point to specific lessons in the supported core curriculum that address the skills needing additional practice and support.</p>	<p>Coming soon. Will be redesigned with more robust recommendations and more direct access to lessons in the Amplify Core Knowledge Language Arts (CKLA) curriculum.</p>
Amplify Reading connection*	<p>Placement into Amplify Reading.</p>	<p>Placement into Amplify Reading with ongoing studies to provide more precise placement.</p>
Intervention connection*	<p>Burst grouping and intervention based on DIBELS Next results.</p>	<p>Burst grouping and intervention based on DIBELS 8th Edition results.</p>
Parent resources	<ul style="list-style-type: none"> • Home Connect Letter explains students' assessment results and provides tailored home-based instructional resources (available for additional cost). • Parent Portal available with skill-based instructional resources. 	<ul style="list-style-type: none"> • Home Connect Letter explains students' assessment results and provides tailored home-based instructional resources (included in the program). • Continued availability of Parent Portal with skill-based instructional resources.

*Dependent on use of mCLASS Intervention or Amplify Reading curriculum, both available as supplements.

3. Reporting

Report type	mCLASS:DIBELS Next	New mCLASS with DIBELS 8th Edition change and benefit
Classroom report	Student performance by subtest.	<ul style="list-style-type: none"> • Student performance by subtest and skills, making the connection from assessment to instruction more apparent. • Aggregate analysis of student performance by skill area so teachers can quickly identify the skill(s) in which the class needs the highest level of support.
Student summary	History of student performance by subtest for each grade.	History of student performance by skill progression and subtest for each grade.
Progress monitoring	Displays data from the three most recent progress-monitoring sessions.	New classroom progress-monitoring report to display student progress-monitoring results in the context of previous and next benchmark goals.
Growth analysis	Pathways of Progress for MOY and EOY growth analysis.	Zones of Growth for progress monitoring (coming in second semester SY19) and EOY growth analysis.
Aggregate reporting	Reporting and Analysis (RAS) featured reports and Download Your Data (DYD).	RAS featured reports and DYD remain unchanged.

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