Early Literacy Assessment Tool (ELAT)

Using mCLASS Data

For use in the 2019 - 2010 school year

This guide was created in collaboration between the Colorado Department of Education and Amplify for the 2019-2020 school year.

Table of Contents

ELAT Calendar

Beginning of the Year Window	Middle of the Year Window	End of the Year Window
ELAT students need to be assessed within the **first 30 calendar days of school**. *Kindergarten consideration:* Through a provision in HB15-1323 you may choose to use up to 60 calendar days for initial benchmarking. However, we would encourage districts to continue with best practice by benchmarking and providing support early in the year, within the first 30 days. Completion of your READ BOY assessment within the 60 days will inform the literacy component of your readiness assessment.	**Each district needs to pick a 2-week window within one of the following timeframes.** **Please pick either** December 2, 2019 - December 20, 2019 **OR** January 6, 2020 – January 24, 2020	April 27, 2020 – May 15, 2020

Selecting Benchmark Dates:

- BOY Benchmark – within the first 30 calendar days of your school year (see note above regarding kindergarten). CDE does recommend that benchmark periods are contained to a 2-week window whenever possible.
- MOY Benchmark – December 2nd - December 20th OR January 6th – January 24th
- EOY Benchmark – April 27th – May 15th

Preparing to Assess with the Amplify System:

- Go to [setting your 2019-20 DN BM windows](#) by **August 24, 2019** to set your benchmarking windows. This is an important step to ensure that the correct assessments are displayed for your teachers.
- Prior to your **first day of assessing**, the district will need to update student rosters in the Amplify system (see page 15 for more information on how to complete this task). Please note that all students in the system from 2018-2019 have been graduated up to the next grade level once you roll over (July 26th is the default date for this).

Professional Development - Information and Registration

Through the ELAT (Early LiteracyAssessment Tool) Project, CDE and Amplify are providing multiple professional development opportunities across each of the eight regions of Colorado.

Registration is now open, so click here to sign up today as spots are limited! Once you register, you will receive a confirmation email.

Since times and locations vary with regions and sessions, you will receive a calendar invite with the specific times and locations approximately 2 weeks prior to the session. Note that most sessions will run 8:30 - 3:30 MST or close to this timeframe.

Course Title	Course Objectives
DIBELS Next Administration and Scoring Refresher	Educators will: ● Understand how to prepare for beginning, middle, and end of year assessments ● Practice administering and scoring each measure ● View assessment results ● Create reports and interpret data at the teacher level ● Identify students' needs based on the data
Data Analysis for Leaders	Educators will: ● Review key data and reports at the school level, grade level, teacher level, composite score level and measure level ● Identify celebrations within the data and systems-level levers ● Reflect on root causes for growth areas within the data and contributing system-level levers
Data Analysis for Teachers	Educators will: ● Interpret recent benchmark and/or progress monitoring assessment data at the composite score level, measure level and probe level ● Identify celebrations and reflect on root causes for growth areas within the data ● Review the strategic small groups generated on the Instruction page ● Determine high level instructional next steps for each small group
Instructional Planning and Delivery Across the Tiers for Leaders	Educators will: ● Identify gaps in schoolwide data and contributing system-level levers ● Identify and prioritize strategic systems-level decisions that will support teachers and students in meeting schoolwide goals ● Work collaboratively to create an actionable schoolwide plan
Instructional Planning and Delivery Across the Tiers for Teachers	Educators will: ● Review the strategic small groups generated on the Instruction page ● Utilize the range of suggested, targeted lessons on the Instruction page in order to develop a series of differentiated instructional plans ● Practice delivering most immediate whole group and small group lessons

Region	DIBELS Next Administration and Scoring Refresher	Data Analysis for Leaders	Data Analysis for Teachers	Instructional Planning and Delivery for Leaders	Instructional Delivery for Teachers
Metro Area Host: 27J Schools	8/22/19	BOY:9/23/19 MOY:2/3/20 EOY: 5/18/20	BOY:9/24/19 MOY:2/4/20 EOY: 5/19/20	BOY: 9/30/19 MOY: 2/5/20	BOY: 10/1/19 MOY: 2/6/20
North Central Host: Greeley	8/16/19	BOY:9/25/19 MOY:1/30/20 EOY: 5/27/20	BOY:9/26/19 MOY:1/31/20 EOY: 5/28/20	BOY: 10/3/19 MOY: 2/6/20	BOY: 10/4/19 MOY: 2/7/20
Northeast: Host: NE BOCES	8/20/19	BOY:9/23/19 MOY:1/23/20 EOY: 5/26/20	BOY:9/24/19 MOY:1/24/20 EOY: 5/27/20	Not available	Not available
Northwest Host: Eagle	8/19/19	BOY:9/16/19 MOY: 2/3/20 EOY: 5/19/20	BOY:9/18/19 MOY:2/5/20 EOY: 5/20/20	Not available	Not available
Pikes Peak Host: Colorado Springs	8/7/19	BOY: 9/17/19 MOY: 1/28/20 EOY: 5/20/20	BOY:9/18/19 MOY:1/29/20 EOY: 5/21/20	BOY: 9/19/19 MOY: 1/30/20	BOY: 9/19/19 MOY: 1/30/20
Southeast Host: SE BOCES	8/2/19	BOY: 9/20/19 MOY: 1/31/20 EOY: 5/29/20	BOY:9/27/19 MOY:2/7/20 EOY: 5/22/20	Not available	Not available
Southwest: Host: SLV BOCES	8/6/19	BOY:9/23/19 MOY: 2/3/20 EOY: 5/18/20	BOY:9/24/19 MOY:2/4/20 EOY: 5/19/20	Not available	Not available
West Central: Host: Montrose	8/21/19	BOY: 9/26/19 MOY: 2/10/20 EOY: 5/18/20	BOY:9/27/19 MOY:2/11/20 EOY: 5/18/20	Not available	Not available

Important Updates

UPDATE: Interim Assessment Name Change

The Dynamic Measurement Group (authors of DIBELS Next) has changed the name of DIBELS Next to Acadience Reading. It's important to note that the **content of the assessment will remain the same.** Additionally, the **current materials, training, and software provided by Amplify through the Early Literacy Assessment Tool (ELAT) Project will all remain current and usable**; this is simply a change in the assessment name.

Starting at Back to School of 2019, you will see the following messaging when you log into mCLASS.amplify.com, go to the Reporting and Analysis Suite or log into the App:

> **DIBELS Next is now called Acadience Reading. Acadience Reading is a registered trademark of DMG, the authors of Acadience Reading**

mCLASShome.com has CHANGED to mclass.amplify.com as of July 1st

If you have any questions, please contact Amplify's Help Desk at 800-823-1969.
mCLASS reporting, the mCLASS app, and mCLASS student assessment all have new domains. For mCLASS reporting and student assessment, teachers and students can navigate directly to the new URL as of 7/1. While old browser bookmarks will continue to work temporarily, we strongly recommend updating them to the new URLs now.

	2018-2019 URL	**2019-2020 URL**
mCLASS reporting	mclasshome.com	mclass.amplify.com
mCLASS app	mclasshome.com/assessment	mclass.amplify.com/assessment
mCLASS student assessment	mclasshome.com/student	mclass.amplify.com/student

mCLASS App Updates
When teachers access the mCLASS app after 7/1 using the old URL
(mclasshome.com/assessment), they will be directed to a page that instructs them to:
1. Sync data (if they haven't previously)
2. Create a shortcut for the new domain
3. Delete the shortcut for the old domain

Teachers should then conduct assessments from the new URL/shortcut moving forward.

mCLASS Assessment has moved to
mclass.amplify.com/assessment

1. Sync student results

Before doing anything else, let's make sure all your previous student results are available on the new site. Click **Sync** to do this. When syncing finishes, we'll help you create your mCLASS app for the new site.

[Sync]

2. Create a new mCLASS shortcut

For help updating the mCLASS app, click the button for your device.

[Chromebook]
[iPad]
[Windows 7 Computer]
[Windows 8/10 Computer]

3. Delete your old shortcut

Be sure to delete the old version of the mCLASS app after you've created the new one.

However, if your district has a mobile device management (MDM) system, we suggest that you create the new shortcut. When the school year starts, have teachers first use the old shortcut to sync data and then instruct them to use the new shortcut to assess moving forward. After the completion of the beginning of year benchmark, use the MDM to delete the old shortcut across all of the district's classroom devices.

Resources

Online Resources:

Early Literacy Assessment Tool Microsite

We have a specific resource site for everyone participating in ELAT. Please share this information with all staff in the project. See below for information included:

Introduction

Important Updates

Benchmark Windows

Resources

DIBELS Next and IDEL Resources

DIBELS Deep Resources

Teacher Reports and Student-Level Data

Reports for Instructional Leaders

Progress Monitoring

Parent Resources

Pathways of Progress

Professional Development Opportunities

Tools and Reports Within mCLASS

mCLASS:Home Connect Parent Resource Site
Many of you have asked for an expanded set of resources to share with parents. This site will provide information and activities for parents in addition to the Home Connect letters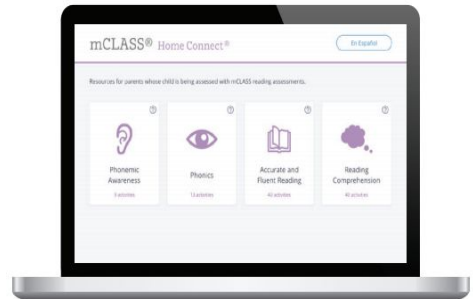 already available. Parents can learn more about each literacy area and access activities to use at home to support their children. Activities are available in English and Spanish.

Boost Mobile app gives students additional practice. Boost is a mobile app students can use to continue practicing their skills outside of intervention or at home.
The app has several games through which students practice skills ranging from phonological awareness to advanced phonics. Each game in the app is linked to a specific early literacy skill. Students are presented with images,letters, letter combinations, and words, and must match them to the sounds that they hear. New games, with more advanced skills are automatically unlocked as students progress and become more proficient in earlier skills. We have step by step directions to help you get started with Boost in your classroom!

Wave Rider

mCLASS Instruction
Shortening the distance from data to instruction
mCLASS:Instruction brings all of your Now What? Tools and additional resources into one place: small group, individual, teacher-led, and student-led. As Timmy's teacher, I can quickly see which small group he is part of and the list of reading skills he is struggling with based on his mCLASS DIBELS:Next data. I can immediately access instructional activities to use with Timmy to fill his gaps, and I have access to new comprehension-focused lessons and passages. Additionally, I can view the Boost dashboard so I can gain insight into Timmy's usage and progress. Additionally, mCLASS:Instruction provides seamless integration with two instructional

10
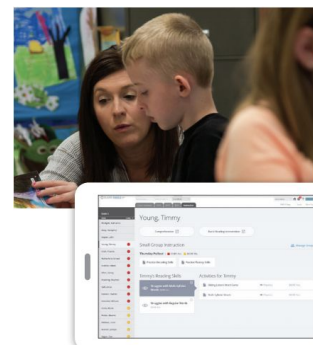
programs available for LEA or school purchase - Burst:Reading and Amplify:Reading. Check out our   quick tutorial of mCLASS Instruction.

Need to Know Where to Begin or Some Helpful Hints?
Check out mCLASS Tips & Tricks, a self paced walk through of how to access all data within the mCLASS system and then how to use it.

Pathways of Progress (PoP)

Pathways of Progress provides an evaluation of individual student growth or improvement over time, compared to other students with the same level of initial skills. You can review the pathway growth at both MOY and EOY composite and measure levels.
- When combined with the DIBELS Next benchmark goals and DIBELS Next Composite Score & Measure Level scores, PoP provides teachers with a frame of reference for examining where their students are, specifying where they need to get to, and evaluating whether they are making adequate progress.
- The goal-setting tool is next to Composite Scores for each time of year on the Class Summary.
- Pathway indicators are on progress monitoring graphs and rates of progress are next to the individual DIBELS Next measures.
- Current information from the authors can be found here.
- In addition, you can find more information when you log into mCLASS and then clicking on your DIBELS Next Tab.
- CDE engaged the DIBELS authors to create a series of webinars for the ELAT project. They can be found here.

Pathways of Progress (PoP) Reports

PoP within Teacher Classroom Summary

Looking at Pop at the Measure Level

PoP within Progress Monitoring Report

Benchmark Measures by Time of Year and Grade Level

DIBELS Next®: Summary of Benchmark Goals and Cut Points for Risk

Each cell shows three values as: Above Benchmark (top) / Benchmark Goal (bold, middle) / Cut Point for Risk (bottom).

DIBELS Composite Score

	Beg	Mid	End
Kindergarten	38 / 26 / 13	156 / 122 / 85	152 / 119 / 89
First Grade	129 / 113 / 97	177 / 130 / 100	208 / 155 / 111
Second Grade	202 / 141 / 109	256 / 190 / 145	287 / 238 / 180
Third Grade	289 / 220 / 180	349 / 285 / 235	405 / 330 / 280
Fourth Grade	341 / 290 / 245	383 / 330 / 290	446 / 391 / 330
Fifth Grade	386 / 357 / 258	411 / 372 / 310	466 / 415 / 340
Sixth Grade	435 / 344 / 280	461 / 358 / 285	478 / 380 / 324

First Sound Fluency (FSF)

	Beg	Mid
Kindergarten	16 / 10 / 5	43 / 30 / 20

Phoneme Segmentation Fluency (PSF)

	Mid (K)	End (K)	Beg (1st)
	44 / 20 / 10	56 / 40 / 25	47 / 40 / 25

Nonsense Word Fluency (NWF) — Correct Letter Sounds

	K Mid	K End	1st Beg	1st Mid	1st End	2nd Beg
	28 / 17 / 8	40 / 28 / 15	34 / 27 / 18	59 / 43 / 33	81 / 58 / 47	72 / 54 / 35

Nonsense Word Fluency (NWF) — Whole Words Read

	1st Beg	1st Mid	1st End	2nd Beg
	4 / 1 / 0	17 / 8 / 3	25 / 13 / 6	21 / 13 / 6

DIBELS Oral Reading Fluency (DORF) — Words Correct

	Beg	Mid	End
First Grade		34 / 23 / 16	67 / 47 / 32
Second Grade	68 / 52 / 37	91 / 72 / 55	104 / 87 / 65
Third Grade	90 / 70 / 55	105 / 86 / 68	118 / 100 / 80
Fourth Grade	104 / 90 / 70	121 / 103 / 79	133 / 115 / 95
Fifth Grade	121 / 111 / 96	133 / 120 / 101	143 / 130 / 105
Sixth Grade	139 / 107 / 90	141 / 109 / 92	151 / 120 / 95

DORF — Accuracy

	Beg	Mid	End
First Grade		86% / 78% / 68%	97% / 90% / 82%
Second Grade	96% / 90% / 81%	99% / 96% / 91%	99% / 97% / 93%
Third Grade	98% / 95% / 89%	99% / 96% / 92%	99% / 97% / 94%
Fourth Grade	98% / 96% / 93%	99% / 97% / 94%	100% / 98% / 95%
Fifth Grade	99% / 98% / 95%	99% / 98% / 96%	100% / 99% / 97%
Sixth Grade	99% / 97% / 94%	99% / 97% / 94%	100% / 98% / 96%

DORF — Retell

	Beg	Mid	End
First Grade			17 / 15 / 0
Second Grade	25 / 16 / 8	31 / 21 / 13	39 / 27 / 18
Third Grade	33 / 20 / 10	40 / 26 / 18	46 / 30 / 20
Fourth Grade	36 / 27 / 14	39 / 30 / 20	46 / 33 / 24
Fifth Grade	40 / 33 / 22	46 / 36 / 25	52 / 36 / 25
Sixth Grade	43 / 27 / 16	48 / 29 / 18	50 / 32 / 24

DORF — Retell Quality of Response

(Benchmark Goal / Cut Point for Risk)

	Beg	Mid	End
Second Grade	2 / 1	2 / 1	3 / 2
Third Grade	2 / 1	2 / 1	3 / 2
Fourth Grade	2 / 1	2 / 1	3 / 2
Fifth Grade	2 / 1	3 / 2	3 / 2
Sixth Grade	2 / 1	2 / 1	3 / 2

Daze Adjusted Score

	Beg	Mid	End
Third Grade	11 / 8 / 5	16 / 11 / 7	23 / 19 / 14
Fourth Grade	18 / 15 / 10	20 / 17 / 12	28 / 24 / 20
Fifth Grade	21 / 18 / 12	21 / 20 / 13	28 / 24 / 18
Sixth Grade	27 / 18 / 14	30 / 19 / 14	30 / 21 / 15

DIBELS Composite Score: A combination of multiple DIBELS scores, which provides the best overall estimate of the student's reading proficiency. For information on how to calculate the composite score, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/.

ABOVE BENCHMARK (small blue number in each box): Students scoring above the benchmark are highly likely to achieve important reading outcomes (approximately 90% to 99% overall). These scores are identified as *Above Benchmark*. While students scoring Above Benchmark are likely to need *Core Support*, some may benefit from instruction on more advanced skills.

BENCHMARK GOAL (large bold number in the middle of the box): Students scoring at or above the benchmark goal have the odds in their favor (approximately 80% to 90% overall) of achieving later important reading outcomes. These scores are identified as *At or Above Benchmark* and the students are likely to need *Core Support*.

CUT POINT FOR RISK (small red number in each box): Students scoring below the cut point for risk are unlikely (approximately 10%–20%) to achieve subsequent goals without receiving additional, targeted instructional support. These scores are identified as *Well Below Benchmark* and the students are likely to need *Intensive Support*.

Scores below the benchmark goal and at or above the cut point for risk are identified as *Below Benchmark*. In this range, a student's future performance is harder to predict, and these students are likely to need *Strategic Support*.

Note: There is no benchmark goal for Letter Naming Fluency (LNF).
This is a summary of the DIBELS Next benchmark goals. For a full description, see the *DIBELS Next Benchmark Goals and Composite Score* document available from http://dibels.org/.
DIBELS is a registered trademark of Dynamic Measurement Group, Inc. This page is adapted from a chart developed by Cache County School District.

Progress Monitoring

Administer as follows:

1. Students scoring at Well Below Benchmark (intensive support): at least once every 7-10 days
2. Students scoring at Below Benchmark (strategic support): at least once every 10-12 days
3. Within the READ Act and ELAT there are no requirements for progress monitoring Benchmark and Above Benchmark students.
   - Best Practices would include progress monitoring to ensure that students remain on track to achieving the next reading milestones.
   - Considerations for Progress Monitoring B/AB:
     - Progress monitoring for these students could occur in a timely way to inform instruction
     - Remember that all green is not equal. You may want to monitor those students who are at the lower end of benchmark
     - Progress monitoring data should always be used to inform instructional next steps

Enrollment Data in the mCLASS System

Important: The ability for the CDE to compile accurate assessment data for your district and school is directly impacted by the accuracy of your data.

Where can I go for help and to learn more about the updates that were made at the beginning of the 2019-20 school year?
Enrollment help can be accessed by clicking Help on the Administration or Classes and Groups pages. This video walks staff with system level access through the main updates to the Administration pages. Staff with full and standard access can view this video for updates to Classes and Groups.

For additional questions, you can contact Amplify Customer Care Center by
- Calling 800.823.1969,
- Using live chat at mCLASShome.com,
- Emailing help@amplify.com

Required demographic fields for each student to be entered by September 27, 2019:
1. Gender
2. Race/Ethnicity
3. Eligible for Special Education
4. English as a Second Language

Optional Custom Demographics
Amplify has created custom demographics so districts/schools can view aggregate data by different demographics when working in the Reporting and Analysis Suite. We believe this will allow you to better understand your different sub-populations' growth and needs. Please note that it is not a requirement for you to use this feature but is here for your convenience of monitoring data.

Optional custom demographics for students that has been set up for all ELAT Districts:
1. Read Plan – Yes, No
2. Summer School – Yes, No
3. Kindergarten – Full, Half

To create additional custom demographic categories for your district (up to 7 more), please contact Customer Care at 800.823.1969 or help@amplify.com.
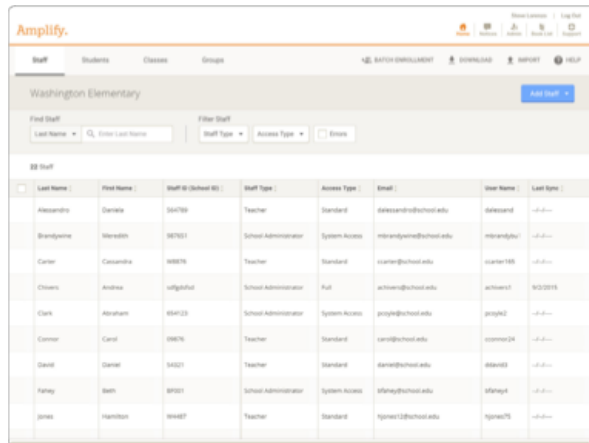
Please Note:
When enrolling Staff & Students, it is important to only enroll staff members that will be accessing mCLASS and students being assessed. (Example, MS and HS should not be rostered.) Also, we recommend that you do an upload/check your rosters before BOY, MOY and EOY.

Manual Enrollment:
You may manually add/delete/edit student records (per instructions below).

We highly recommend reading the manual enrollment online help, which can be found by clicking Help from any enrollment page or by clicking this link.

Self-Service Enrollment:
You may want to consider using our self-service enrollment system. This system allows you to upload spreadsheets to keep your rosters up to date. You can find more information about this system within our Help Section for Self Service Enrollment.

mCLASS® Enrollment: Auto Self-Service Enrollment
Auto Self-Service Enrollment (Auto SSE) is an Amplify service that automatically sends enrollment data from your computer to mCLASS® using our Secure Landing Zone service. Any district that uses mCLASS products can use Auto SSE to update enrollment information.

Unlike manual enrollment and the Self-Service Enrollment (SSE) tools, which require your presence during the upload, Auto SSE can be scheduled and run without your intervention. Auto SSE reports success or any issues by email and on screen, in standard output. The Secure Landing Zone incorporates both authentication and authorization to keep file transfer secure. You must have a verified mCLASS account with a username and password, your account and district must be authorized by mCLASS to initiate a transfer and access the Secure Landing Zone, and you must be root- level user. As with manual enrollment and SSE, there is no fee or charge when you run Auto SSE. You are encouraged to run this service to process your enrollment records as often as necessary. Please go to our Help Section for Auto Self Service Enrollment for more information or contact Customer Care at 800-823-1969 if you would like to set up this process.