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Beginning of the Year:
What to Expect in mCLASS

An orientation for New Leaders to The Early
Literacy Assessment Tool Project (ELAT)
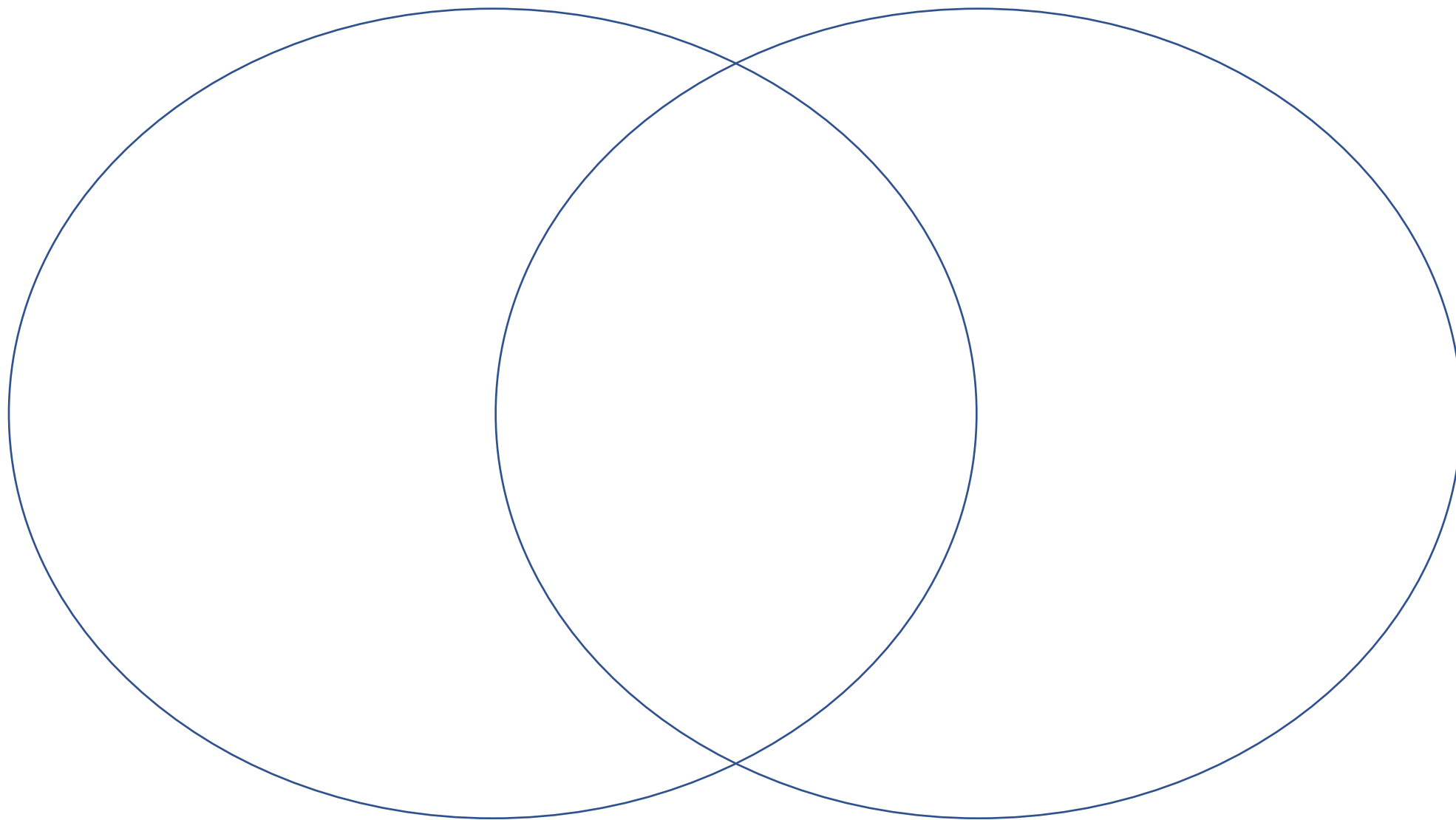
Colorado Department of Education and Amplify

Participant Notebook
July 2019

Note-Catcher – Important messages to share with parents and staff

Parents

Staff

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

Each cell shows three values: *above benchmark* (blue) / **benchmark goal** (bold) / *cut point for risk* (red).

Measure	K Beg	K Mid	K End	1st Beg	1st Mid	1st End	2nd Beg	2nd Mid	2nd End	3rd Beg	3rd Mid	3rd End	4th Beg	4th Mid	4th End	5th Beg	5th Mid	5th End	6th Beg	6th Mid	6th End
DIBELS Composite Score	38/**26**/13	156/**122**/85	152/**119**/89	129/**113**/97	177/**130**/100	208/**155**/111	202/**141**/109	256/**190**/145	287/**238**/180	289/**220**/180	349/**285**/235	405/**330**/280	341/**290**/245	383/**330**/290	446/**391**/330	386/**357**/258	411/**372**/310	466/**415**/340	435/**344**/280	461/**358**/285	478/**380**/324
First Sound Fluency (FSF)	16/**10**/5	43/**30**/20																			
Phoneme Segmentation Fluency (PSF)		44/**20**/10	56/**40**/25	47/**40**/25																	
Nonsense Word Fluency (NWF) — Correct Letter Sounds	28/**17**/8	40/**28**/15	34/**27**/18		59/**43**/33	81/**58**/47	72/**54**/35														
NWF — Whole Words Read			4/**1**/0		17/**8**/3	25/**13**/6	21/**13**/6														
DIBELS Oral Reading Fluency (DORF) — Words Correct					34/**23**/16	67/**47**/32	68/**52**/37	91/**72**/55	104/**87**/65	90/**70**/55	105/**86**/68	118/**100**/80	104/**90**/70	121/**103**/79	133/**115**/95	121/**111**/96	133/**120**/101	143/**130**/105	139/**107**/90	141/**109**/92	151/**120**/95
DORF — Accuracy					86%/**78%**/68%	97%/**90%**/82%	96%/**90%**/81%	99%/**96%**/91%	99%/**97%**/93%	98%/**95%**/89%	99%/**96%**/92%	99%/**97%**/94%	98%/**96%**/93%	99%/**97%**/94%	100%/**98%**/95%	99%/**98%**/95%	99%/**98%**/96%	100%/**99%**/97%	99%/**97%**/94%	99%/**97%**/94%	100%/**98%**/96%
DORF — Retell						17/**15**/0	25/**16**/8	31/**21**/13	39/**27**/18	33/**20**/10	40/**26**/18	46/**30**/20	36/**27**/14	39/**30**/20	46/**33**/24	40/**33**/22	46/**36**/25	52/**36**/25	43/**27**/16	48/**29**/18	50/**32**/24
DORF — Retell Quality of Response								**2**/1	**2**/1	**2**/1	**2**/1	**3**/2	**2**/1	**2**/1	**3**/2	**2**/1	**3**/2	**3**/2	**2**/1	**2**/1	**3**/2
Daze Adjusted Score										11/**8**/5	16/**11**/7	23/**19**/14	18/**15**/10	20/**17**/12	28/**24**/20	21/**18**/12	21/**20**/13	28/**24**/18	27/**18**/14	30/**19**/14	30/**21**/15

Legend / Descriptions

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%). 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.

3-2-1 Activity – Early Literacy Skills / Sub Measures from DIBELS Next

3 - New Learnings:

1.
2.
3.

2 - Ideas / Thoughts that came into sharper focus:

1.
2.

1 - Lingering Question:

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RAS Reports Suggested Uses

Fidelity Reports

Benchmark Completion	*Review the completion status of the current benchmark assessments and/or compare it to the completion rates from earlier periods.*
	• **Thursday of Week 1** Run and save the report. Once saved, data will display in "My Saved Reports" and continue to refresh as teachers assess and sync. Use the information to celebrate assessments completed during the first week of the window and to identify grade-level teams and/or teachers who need support. • **Wednesday of Week 2** Go to "My Saved Reports" to access the report. Check assessment status and follow up as needed to ensure Benchmark assessments are completed on time. Celebrate and follow-up as needed. • **Friday of Week 2** Go to "My Saved Reports" to access report in order to ensure all Benchmark assessments are completed.
Progress Monitoring Fidelity	*View the rate at which educators administer progress monitoring to students.*
	• **Monday of Week 2 following close of Benchmark window** Run to show data for Intensive & Strategic support students and save the report. Once saved, data will display in "My Saved Reports" and continue to refresh as teachers assess and sync. Use the information to determine whether students are being progress monitored according to the recommended rate and to support data conversations with teachers. • **Mondays weekly or bi-weekly through the close of the term** Access saved report to evaluate progress.

Score Reports

Run Score Reports upon the completion of each Benchmark window.
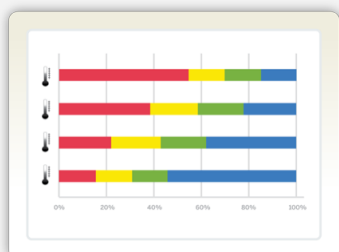
Comparing Measures	*Create an assessment scorecard for one or more student populations (e.g., for one district, for multiple schools).* • Target strengths and areas of concern by school, grade- level team, and individual teacher. • Tap on the number at the end of the line to view student results. Composite Scores alone are not enough information; analyze results by individual measure to inform instruction. • Use data to identify patterns and organize resources for differentiated small-group instruction. • Compare results for BOY / MOY / EOY to inform data conversations, plan for professional development, set goals for campus/grade level team/teacher/student growth, etc.
Correlation	*Trace student performance in particular measures over time, or compare performance in two different measures.* • Tap "# students" in the Time of Year 1 row to view student results. • Use data in conversation with staff to identify instructional strategies that resulted in student success. Identify students who did not make adequate growth and plan for instructional changes. • Determine need for allocation of resources–e.g., time, funds, personnel, resources, etc.
Comparing Populations	*Compare student performance in one measure across different institutional breakdowns or by student demographics for one or more periods.* • Identify how populations have changed across Benchmark periods • Tap on the number at the end of the line to view student results • Use data to identify trends and determine where to allocate resources • Compare data for BOY / MOY / EO and from one year to the next, to inform data conversations, plan for PD, set goals for student growth, etc.
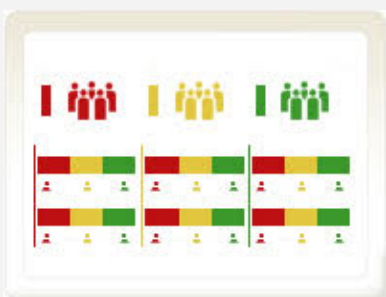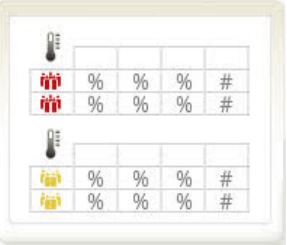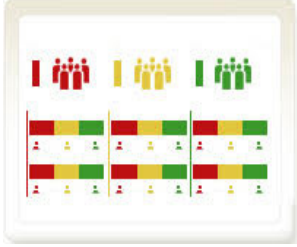
Instructional Leaders Action Plan
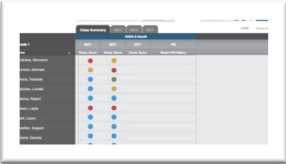
Name: _____   Date: _____
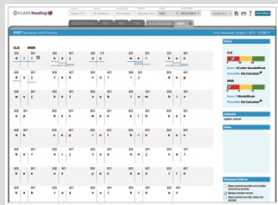
Report	Essential Questions	Observations		Next Steps
Benchmark Completion	• Have all of my students completed Benchmark assessment? • Which institutions and teachers are following Benchmark fidelity guidelines? • Where should benchmarking enforcement efforts be focused? • _____		▶	
Comparing Measures	• What are instructional areas of strength or weakness? • How have my students progressed in different areas over time? • Where should instructional resources be focused? • _____		▶	
Progress Monitoring Fidelity	• Have all of my students who require Progress Monitoring been assessed? • Which institutions are following Progress Monitoring fidelity guidellines? • Which schools or teachers may require additional resources to assess Progress Monitoring at the recommended rate? • _____		▶	

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Instructional Leaders Action Plan

Report	Essential Questions	Observations		Next Steps
Correlation/Effectiveness	• How effective have teachers been at moving students between performance levels? • How might resources be shifted (time, people, supplies, or money)? • Which teachers could learn from one another? • _____ _____		▶	
Comparing Populations	• Which students require additional support? • How have different populations changed over time? • What are trends across grade levels? • How can I determine which teachers require extra support? • _____ _____		▶	

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Name: _____   Date: _____

View	Essential Questions	Observations		Next Steps
Class Summary	• Have all of my students completed Benchmark assessment? • How do students rank in overall performance? • How does students' current performance compare to previous Benchmarks?		▶	
Time of Year View	• Which Basic Early Literacy Skills, as indicated by the measures, are areas of strength or weakness? • On which Basic Early Literacy Skills should resources be targeted? • What small groups can be formed for targeted instruction?		▶	
PM Class Report	• How are students making progress towards the next Benchmark's goals? • Have all of my students who require Progress Monitoring been assessed? • Which students require additional support? • Does the level of Progress Monitoring remain appropriate (on-grade vs. off-grade)?		▶	

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Report	Essential Questions	Observations		Next Steps
Student Summary	• How did this student progress in the Basic Early Literacy Skills over time? • Are there persistent areas of weakness or challenge in this student's skills profile?		▶	
DIBELS Probe Detail	• What patterns are found in the student responses to the skills assessed by this measure? • What could be taught next to approach mastery of the Basic Early Literacy Skills as indicated by this measure? • Is the student accurate in this skill? • Is the student fluent in this skill?		▶	
DIBELS PM Graph	• Are students on track to meet end-of-year goals? • How does current performance in this measure compare with previous years' performance? • How does student performance in Progress Monitoring fit with the student's Pathway goal? • Do three data points below the aim line indicate a change to instruction is necessary?		▶	

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Implementation Plan for mCLASS Administration

Before Assessment Administration

Key Action	Considerations / Best Practice	Your Plan
❏ Schedule Data Collection D = District-level decision B = Building-level decision C = Classroom-level decision	1. Schedule assessment windows for at least 1 week after a major school break (D) 2. Do not overlap with major events (e.g., state-level testing) (D/B) 3. Schedule final date by which all data must be collected (D) 4. Coordinate with other events (e.g., prior to parent conferences if you would like the data by then) (B/C) 5. Identify assessment administration days at each school (D/B/C)	
❏ Determine data collection approach. • Within classroom • School-wide: one day • School-wide: multiple days	Consider: 1. Number of students to be assessed 2. School calendar and events 3. Assessment window 4. Availability of resources	
❏ Identify who will collect the Benchmark data. • Classroom teachers • Paraprofessionals • Specialists • Support staff • Principals • Administrators • Practicum students • Interns • Student teachers	Consider: 1. Number and availability of staff 2. Interest of staff members 3. Budgetary resources 4. Training needs 5. Assessment window 6. Data collection approach	
❏ Ensure all assessors are adequately trained and meet validity standards.	1. Accurate data is essential to good educational decisions. 2. Schedule initial administration training for new assessors. 3. Schedule refresher training for experienced assessors.	

❏ Create schedule for deploying resources during assessment.	1. Secure volunteers or substitutes to assist during data collection. 2. Create schedule for each assessor. (See Assessment Times by Grade.) 3. Assign assessors and volunteers/substitutes to locations.	

❏ Organize student materials.	Consider:
	   1. How many assessment kits do you need?
	   2. How many assessment kits do you have?
	   3. Where will assessment kits be stored before, during, and after assessment administration?	

❏ Organize assessor materials.	1. Install the mCLASS app on assessors' devices. 2. Ensure assessors have access to students on mobile devices. 3. Sync devices to install the latest version of the software. 4. Charge mobile devices.	

❏ Determine assessment location(s).
  • Classroom
  • Hallway/breezeway
  • Pod
  • Library
  • Cafeteria
  • Multi-purpose room
	1. Prepare assessment "stations" (e.g., 2 chairs, small desk/table).
	2. Minimize potential distractions for students (e.g., pull window shades down, erect barriers between stations in a large room).	

During Assessment Window

Key Action	Considerations / Best Practice	Your Plan
❏ Conduct reliability checks.	1. Schedule random reliability checks. 2. Experienced assessors observe and shadow score using Integrity checklists.	
❏ Monitor assessment completion.	1. Login to www. mclasshome.com with your username and password. 2. Click on the Reporting tile. 3. Select the assessment from the black bar at the top (e.g., DIBELS Next) 4. Choose Benchmark Completion. 5. Analyze completion rates. 6. Data is current as of the day prior.	
❏ Review data for discrepancies or anomalies.	1. Follow steps 1-3 above. 2. Choose Comparing Measures. 3. Review school, grade, and class-level data. 4. Return to the home page and click on the assessment tile to review data by classroom.	

During Assessment Administration

Key Action	Considerations / Best Practice	Your Plan
❏ Maintain standardized administration practices.	1. Use only prompts displayed on the Reminders screen. 2. Do not explain the meaning of unknown words to students. 3. Use only approved accommodations from the Assessment manual.	
❏ Manage technology.	1. Be sure to select the correct student before collecting data. 2. If assessment is interrupted, invalidate and re-assess using a progress monitoring form. 3. Sync mobile device at least twice per day.	
❏ Manage student behavior.	1. Be friendly but efficient. 2. Engage each student with eye contact and your body language. 3. If necessary, redirect off-task behavior with standard prompts.	

After Assessment Administration

Key Action	Considerations / Best Practice	Your Plan
❏ Confirm results appear on mCLASS:Home.	1. Go to www.mclasshome.com. 2. Log in with your username and password. 3. Select the orange Sync Status tile on the bottom left to confirm sync.	
❏ Review the scores for each measure to determine which students require instructional support beyond core instruction.	1. Follow steps 1 and 2 above. 2. Select the product tile (e.g., DIBELS Next). 3. Select the Class Summary time of year tab (e.g., BOY). 4. Look at the individual measures (not the Composite Score) to identify which students require support and in which skill(s) support is needed.	

❏ Share data with all who are providing instruction to the student.	1. During grade-level meetings 2. During meetings between administrators and individual teachers 3. During meetings focused on the needs or one or more students	
❏ Use data to make educational decisions.	1. What instructional resources are available or needed to support students' skill needs? 2. Who will provide instructional support to students? 3. How will students be grouped for instruction?	
❏ Progress monitor students who are receiving support to evaluate the effectiveness of instruction.	1. In what measures will students be progress monitored? 2. Who will collect progress monitoring data? 3. How frequently will progress monitoring data be collected?	

Anticipated Challenges

Challenge	Proposed Solution	Your Plan

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mCLASS® Literacy Performance Report

Nathan BROWN 1st Grade, End-of-Year Assessment

DIBELS Next Composite: Has Surpassed Goal

What does this mean?

Nathan has surpassed grade-level expectations in DIBELS Next®. The DIBELS Next composite result reflects performance on the skills shown below.

Why is Nathan being assessed?

The teachers and administrators at our school want Nathan to read successfully. As part of this commitment, we use DIBELS Next (Dynamic Indicators of Basic Early Literacy Skills), which evaluates Nathan's performance on foundational skills necessary to become a proficient reader.

What can I do?

To reinforce what Nathan is learning in school, you can read together every day at home.

What are the skills Nathan should learn to become a good reader?

Phonemic Awareness
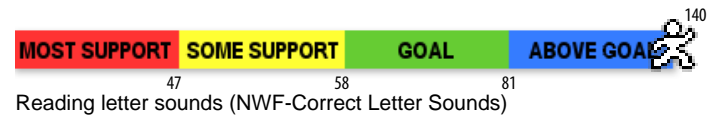
Hearing and using sounds in spoken words

We no longer measure Nathan's phonemic awareness because students should have this skill by the middle of first grade.

Phonics

Knowing sounds of letters and sounding out written words, measured by DIBELS Next Nonsense Word Fluency (NWF)

Can your child...

...sound out simple words like van? (vvv...aah...nnn)

...easily read a list of two- and three-letter words?

| MOST SUPPORT | SOME SUPPORT | GOAL | ABOVE GOAL | 140 |
| 47 | 58 | 81 | | |

Reading letter sounds (NWF-Correct Letter Sounds)

| MOST SUPPORT | SOME SUPPORT | GOAL | ABOVE GOAL | 46 |
| 6 | 13 | 25 | | |

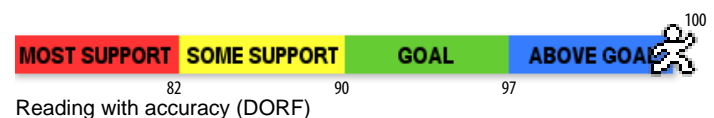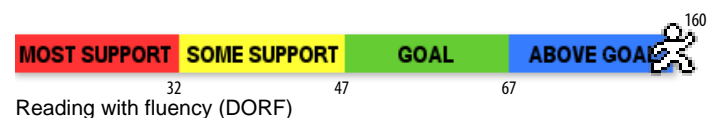Reading whole words (NWF-Whole Words Read)

Accurate and Fluent Reading

Reading words in stories easily, quickly, and correctly, measured by DIBELS Next Oral Reading Fluency (DORF)

Can your child...

...read all the words in a very short story?

...recognize familiar words without sounding them out?

...blend letter-sounds to read unfamiliar words?

...read words by themselves and in very short stories easily?

| MOST SUPPORT | SOME SUPPORT | GOAL | ABOVE GOAL | 160 |
| 32 | 47 | 67 | | |

Reading with fluency (DORF)

| MOST SUPPORT | SOME SUPPORT | GOAL | ABOVE GOAL | 100 |
| 82 | 90 | 97 | | |

Reading with accuracy (DORF)

Reading Comprehension

Reading for meaning is the ultimate goal of comprehension, which is measured by the Retell portion of DIBELS Next Oral Reading Fluency (DORF).

| SOME SUPPORT | GOAL | ABOVE GOAL | 21 |
| 15 | 17 | | |

Retelling a story (DORF)

Can your child...

...tell you about the story she or he just read?

...fill in the blank in this sentence?: "Before you eat, be sure to [ ] your hands!"

Does your child...

...read often and in many subjects?

...show a passion for reading?

Activities for Nathan

Even if you have just a few minutes each day, you may be surprised by how much you can help Nathan learn to read. Here are some activities we recommend based on Nathan's most recent mCLASS reading assessment. Most of these activities can be done just about anywhere. Feel free to change them a bit to match Nathan's interests or to fit your schedule.

When you have time...

Accurate and Fluent Reading
Reading words in stories easily, quickly, and correctly

Reading Text Messages
Enlist your family and friends to send you text messages for your child, using words your child is learning in school. Make sure the words are not abbreviated within the text message. Ask your child to read the messages aloud. Point out missed words and help him or her reread the messages correctly.

Write an Email
Using words your child is learning in school, write an email to a friend or relative. Ask your child to read the email aloud. Point out any words that he or she reads incorrectly. Have your child reread the full sentence correctly.

We are working hard to ensure that Nathan's development is on target for success, and we thank you for your efforts at home. Together, we will help Nathan become a successful reader.

For more activities, visit our Home Connect site: https://www.mclasshome.com/homeconnect

NOTES :