Attachment 2: Reporting Guide

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mCLASS®

mCLASS with DIBELS® 8th Edition
Reporting guide

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Welcome

mCLASS gives you detailed insight into your students' reading development across foundational literacy skills. In this guide, you will find a wealth of valuable reporting information that mCLASS provides 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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EDUCATOR INSIGHT

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

Classroom Skill Summary

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

Beginning of Year | Middle of Year | End of Year | Summary | Grade 1

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

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

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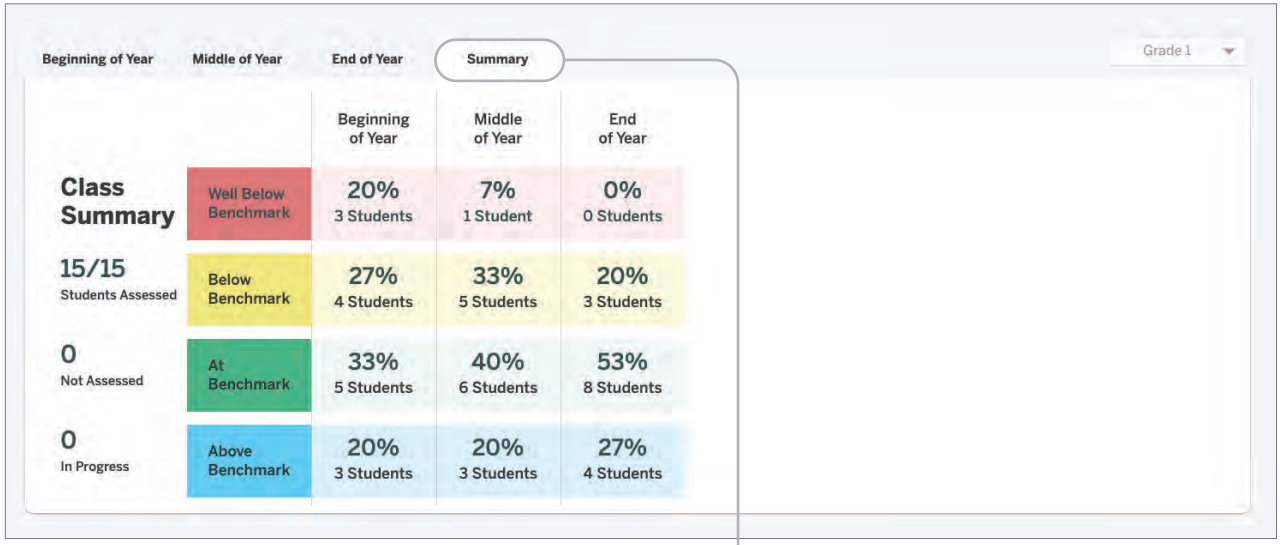
Classroom Benchmark Summary

The Classroom Benchmark Summary is a classroom-wide view of overall reading performance. Teachers can use this report to determine if composite scores improved, declined, or remained the same each semester.

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



Beginning of Year | Middle of Year | End of Year | Summary

Grade 1

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

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

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"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	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
		Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Vocabulary	Spelling	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.

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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 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)
Chandler, Verna	296 Well Below	37 Well Below	16 Well Below	13 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	–	–	–
Bell, Jon	313 Well Below	48 Below	21 Well Below	36 Below	3 Below	7 Well Below	63% Below	12 Below	9 Well Below	22 Below	224 Well Below
Tyler, Allan	314 Well Below	55 Benchmark	31 Below	36 Below	1 Below	9 Below	59% Below	10 Below	–	–	–
French, Claire	316 Well Below	65 Benchmark	29 Below	35 Below	6 Below	7 Well Below	71% Benchmark	10 Below	–	–	–
Sutton, Carrie	320 Well Below	70 Benchmark	44 Benchmark	25 Below	4 Below	15 Benchmark	77% Benchmark	23 Benchmark	–	–	–
Cobb, Elijah	323 Below	65 Benchmark	44 Benchmark	42 Benchmark	3 Below	14 Below	60% Below	18 Below	–	–	–

Clicking a column header sorts the column by composite score or skill.

"Which students need more of my support?"

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"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 for the Dyslexia Screening Measures (Vocabulary, Spelling, Rapid Automatized Naming). A risk indicator icon ⓘ marks which students are at risk.

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 students at risk.

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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?"

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

Goal Setting tool

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

Zones of Growth

Grade 1 **Last Name,** First Name	Skill	Start - MOY	Growth Rate			End - EOY
		Score	Average	Above Average	Well Above Average	Goal
Greer, Nicolas	**Letter Names** LNF	30 Well Below	34 - 40	41 - 46	47+	47 Saved 0 58 63
	Phonemic Awareness PSF	41 Below	48 - 52	53 - 60	61+	50 Saved 0 40 45 61
	Letter Sounds NWF-CLS	40 Well Below	48 - 54	55 - 66	67+	60 0 49 60 87
	Decoding NWF-WRC	11 Benchmark	13 - 16	17 - 21	22+	15 0 7 15 25
	Word Reading WRF	5 Well Below	9 - 11	12 - 15	16+	18 Saved 0 20 25 50
	Reading Accuracy ORF-Accu	27% Well Below	68 - 76	77 - 85	86+	86 0 85 91

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.

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Growth Outcomes

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

Progress Monitoring | Goal Setting | Growth Outcomes | How to read growth analysis details

Time frame: BOY-MOY | MOY-EOY | Full Year

Growth Outcomes

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

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

"Are my students receiving effective instruction?"

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

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"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 assessment 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.

PHONEMIC AWARENESS

GROUP
2

Phonemic Awareness 5 Students

Emma A | Elijah C | Claire F | Kristi T | Allan T

Can segment some word parts.

Need to work on identifying first, middle, and last sounds in words with 3+ phonemes; continue building fluency in phoneme segmentation.

To build fluency in orally segmenting words, engage in word segmentation activities emphasizing accuracy and gradually progress to fluency by systematically decreasing the response time in which the student is expected to produce the sounds. Provide students exposure to vocabulary and comprehension instruction through teacher read-alouds and oral instruction.

Prerequisite skills:
- Hearing environmental sounds.

ELL Considerations

Both the sounds and the syllable structures of students' native languages may differ from those in English, making it more difficult to hear and produce the sounds of English. During instruction, consider cross-language transfer: phonemes that are transferable and non-transferable from a student's native language to English. Students will likely be more accurate identifying phonemes that are the same, and less accurate with those that don't exist, or that are similar but not the same as

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

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English Language Learner supports

The expanded instruction card displays more detailed information that can be used to plan instruction, including information tailored to ELL instruction. Each profile contains a description of the skills you can build on while targeting instruction, and sometimes includes prerequisite skills.

DECODING

GROUP
3

Reading words with simpler patterns fluently 5 Students

Kyla F | Elias J | Timmy N | Sonia P | Carrie S

Can blend sounds into CVC words as whole words, but not consistently.

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

Students may have repeatedly missed a particular letter or letters and need reinforcement activities on these particular letter sounds in isolation and in the context of words. Use the observed patterns below from NWF results for further identification of specific letters/sounds that need to be reviewed.

Provide students exposure to vocabulary and comprehension instruction through teacher read-alouds and oral instruction.

ELL Considerations

Native language and literacy should be assessed for potential transference to English language and literacy. Include modeling, examples, and practice sounds and letter combinations and words that include the phonic elements from both languages.

Each group contains specific information for ELLs based on students' response patterns.

"How can I support my English Language Learners in acquiring this skill?"

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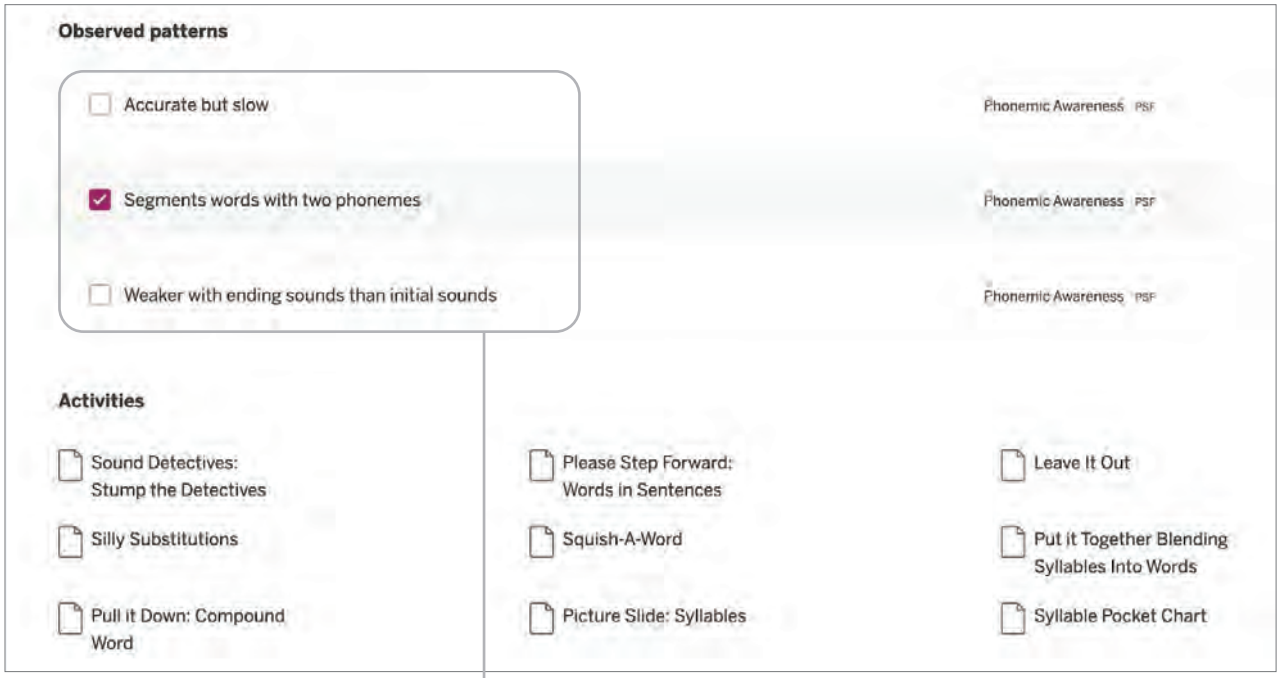
"Which activities can I use with this group of students?"

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.



Selecting an observed pattern filters the activities list below.

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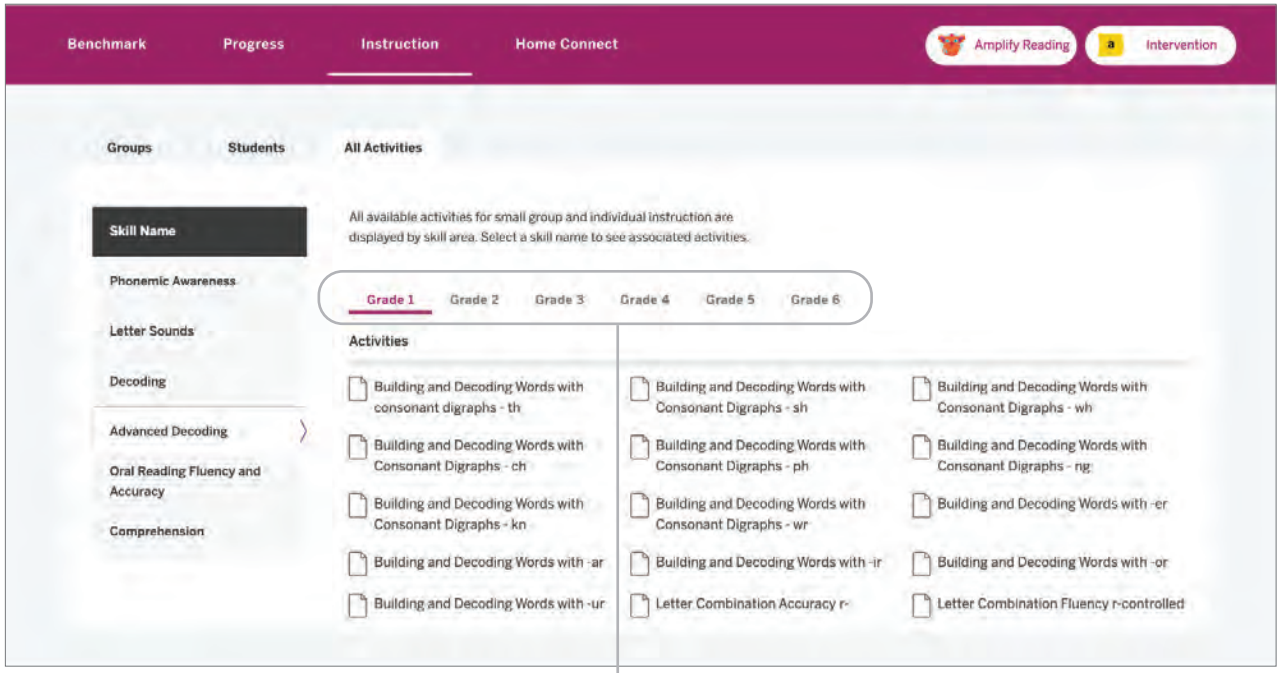
All Activities

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?"

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"Which students need a different Intervention strategy?"

"Which educators can I collaborate with to determine next steps?"

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, Camila	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).

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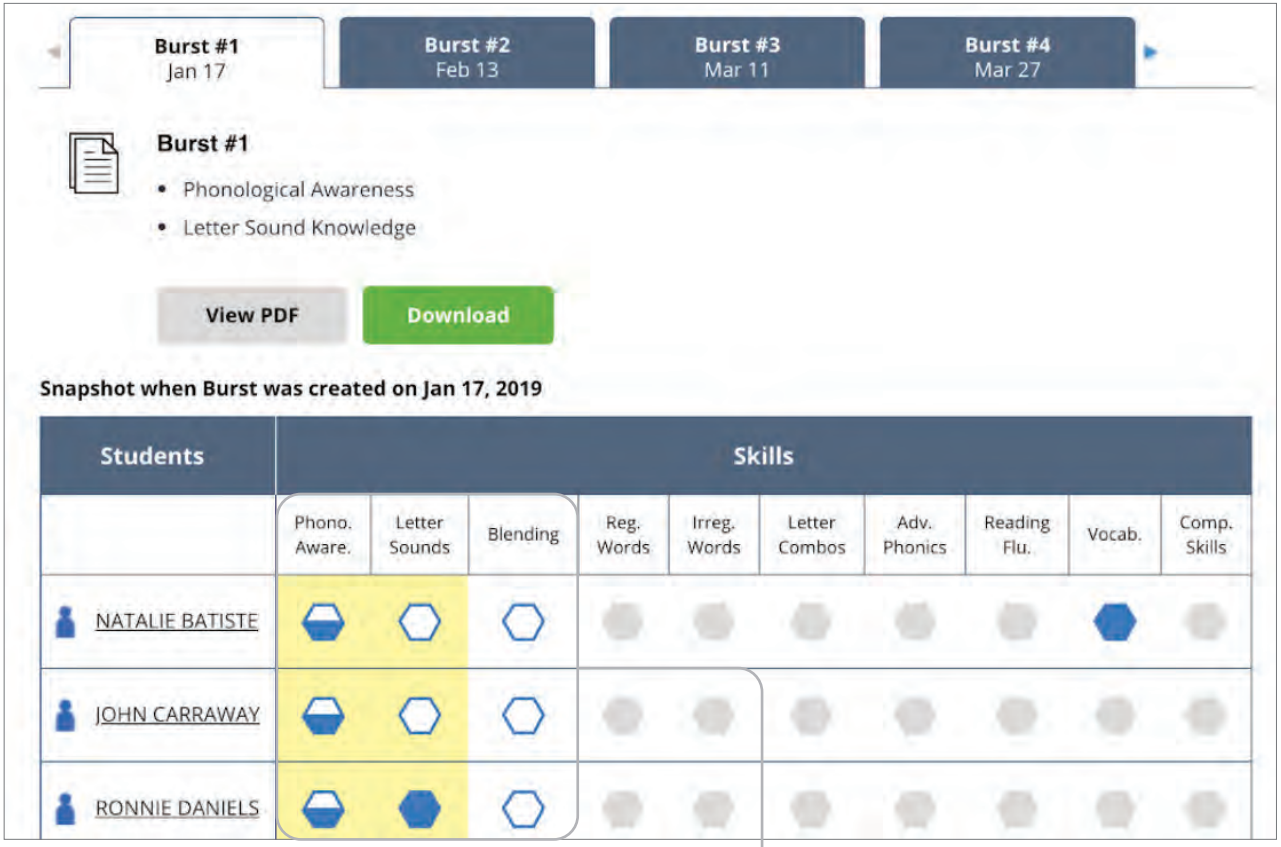
Intervention Group Report

This report (for educators using 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?"

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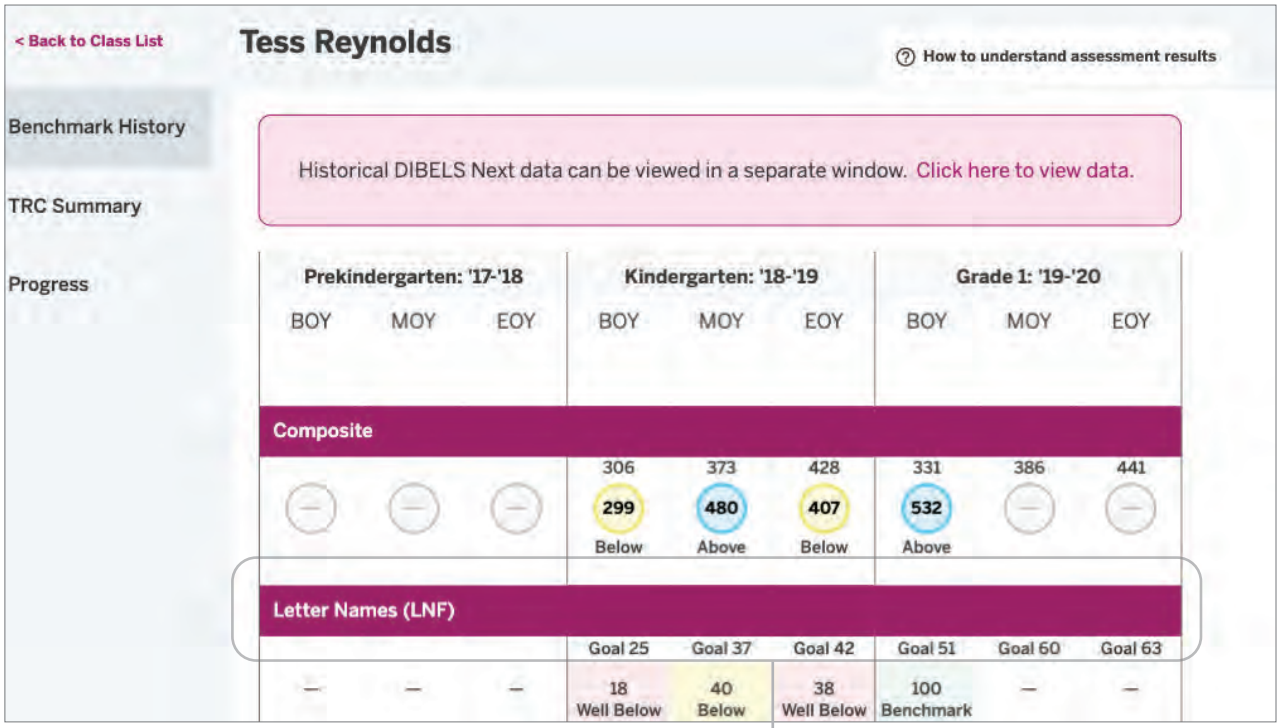
EDUCATOR INSIGHT

"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.

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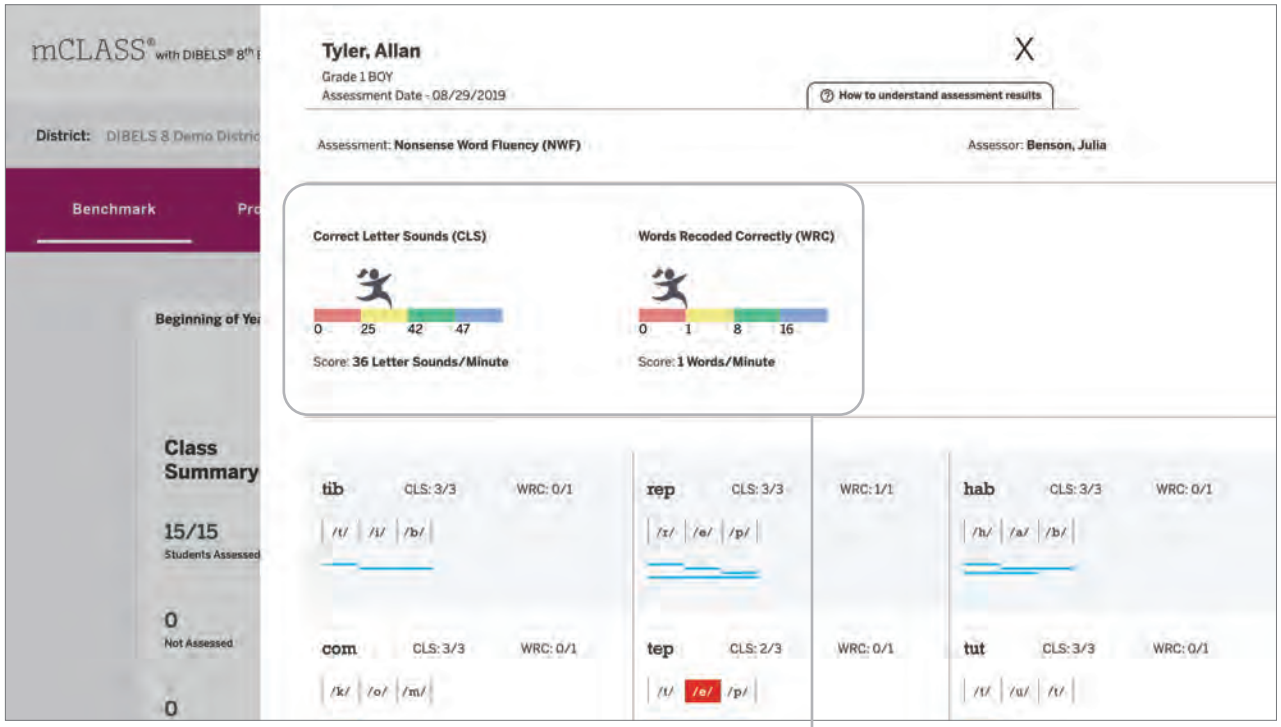
Probe Details

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?"

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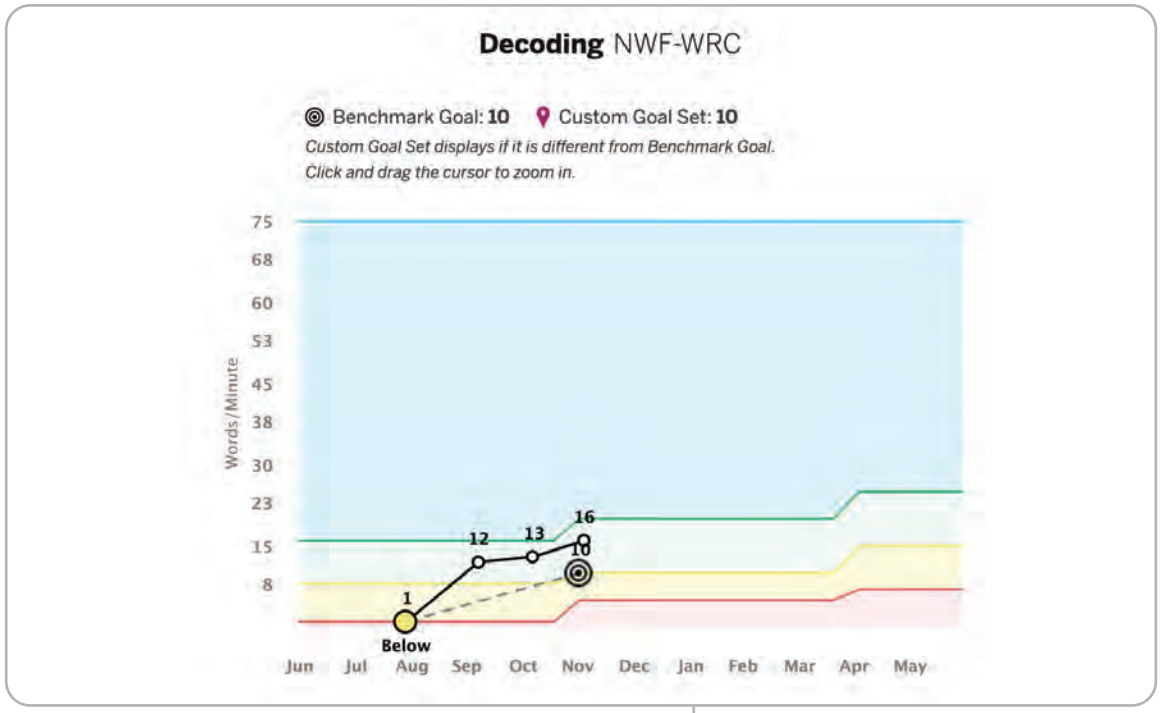
"Is this student progressing toward the next benchmark goal?"

"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.

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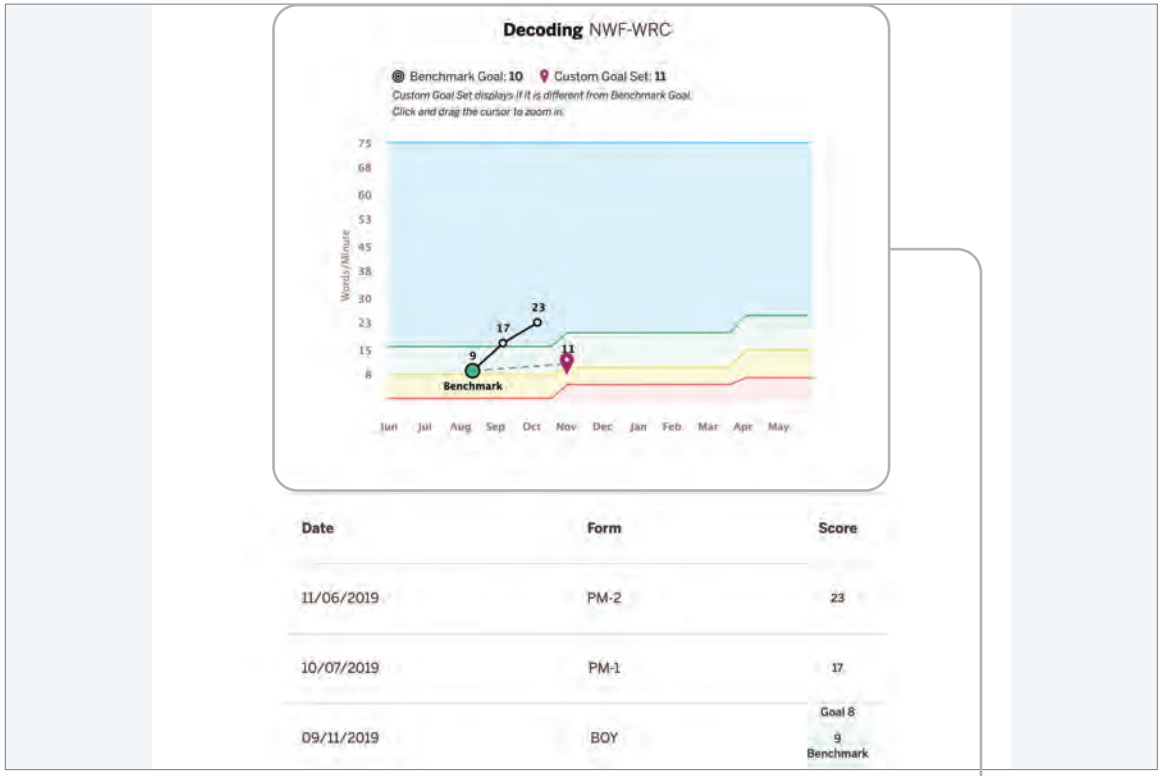
Custom goals on Progress Monitoring Graphs

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? "

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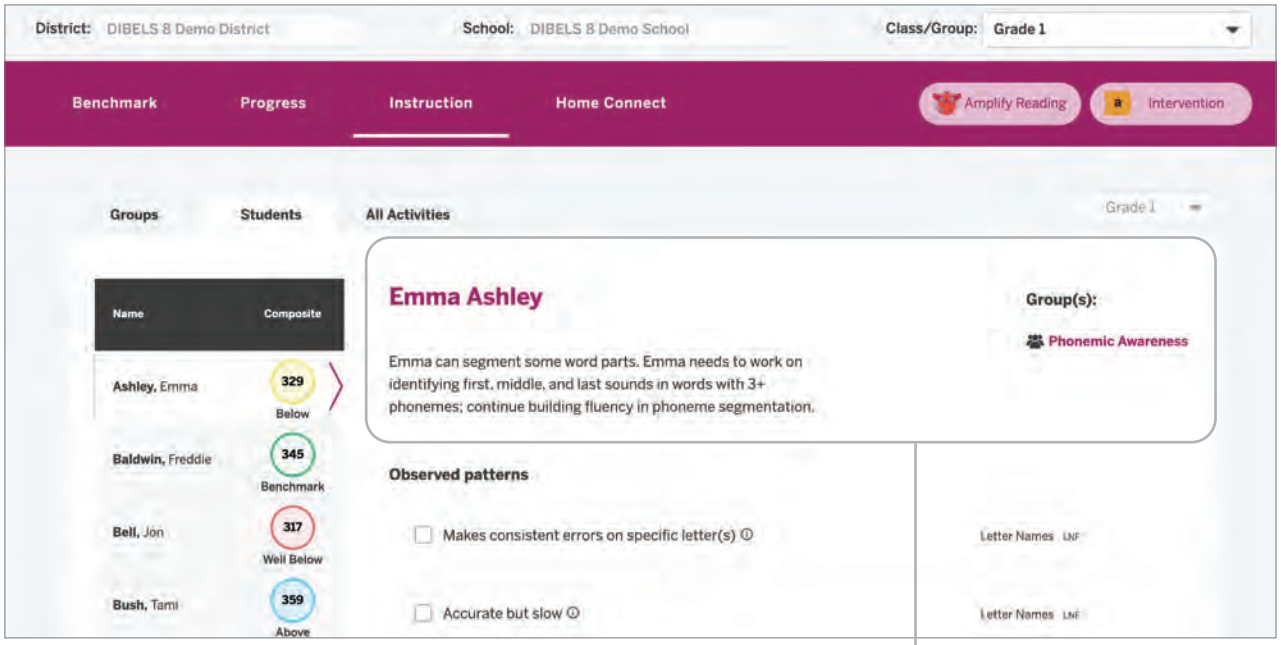
"What patterns have emerged from this student's assessments?"

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.

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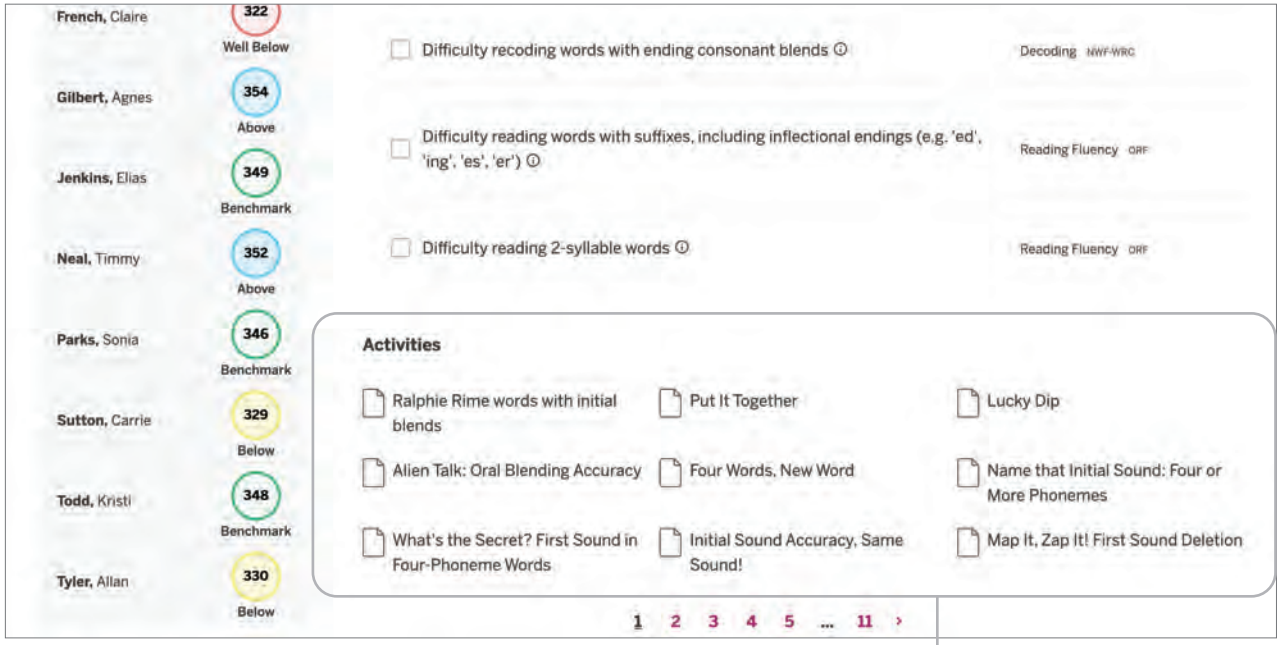
Student Activities

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?"

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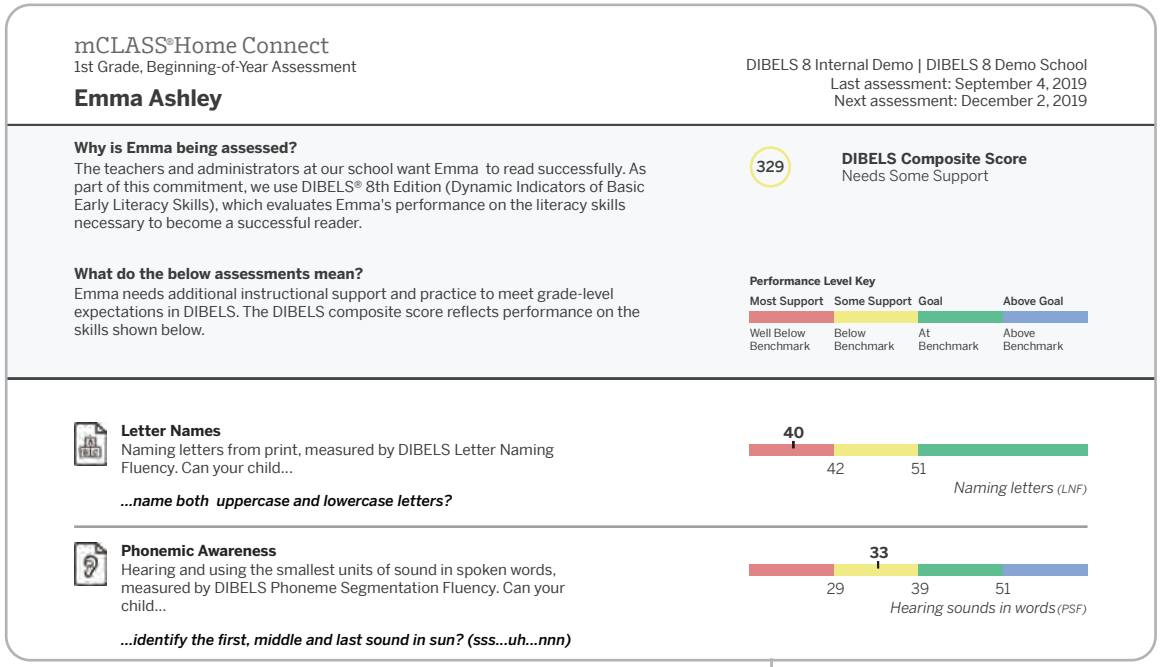
"What skills should my child be developing?"

"How do these assessments help my child learn how to read?"

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.

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Home Connect Activities

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

Emma Ashley 1st Grade, Beginning of Year

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

Where Emma needs support

Phonemic Awareness
Hearing and using the smallest units of sound in spoken words

Find Specific Sounds
Have your child and other family members listen for words with a specific sound in family conversation or on television and radio programs, such as words that start with the *s* sound or that end with the *k* sound. Have your family members share their heard words and list them on a piece of paper.

Break the Words Apart
Help your child take spoken words apart and put them together. Have your child separate the sounds in simple three-letter words, listening for beginning, middle, and ending sounds. For example, pronounce *mom* as follows: *mm-o-mm*. Next, ask your child to blend sounds

Activities in the letter are designed for use at home. A link to the Home Connect site provides activities for At Home or On the Go.

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

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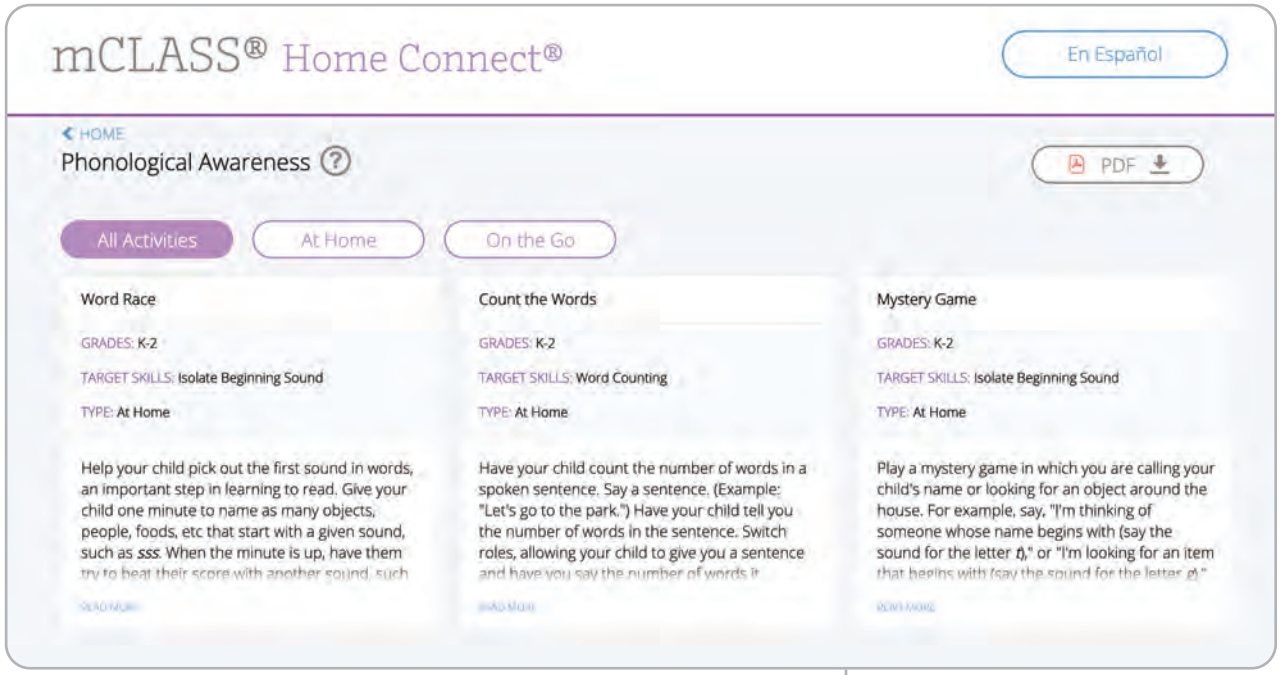
"Where can I find other activities to help my child practice reading skills every day?"

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.



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

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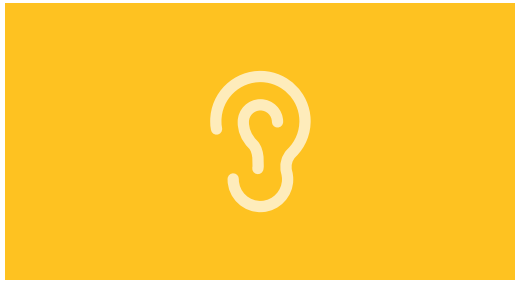

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School and district level reports

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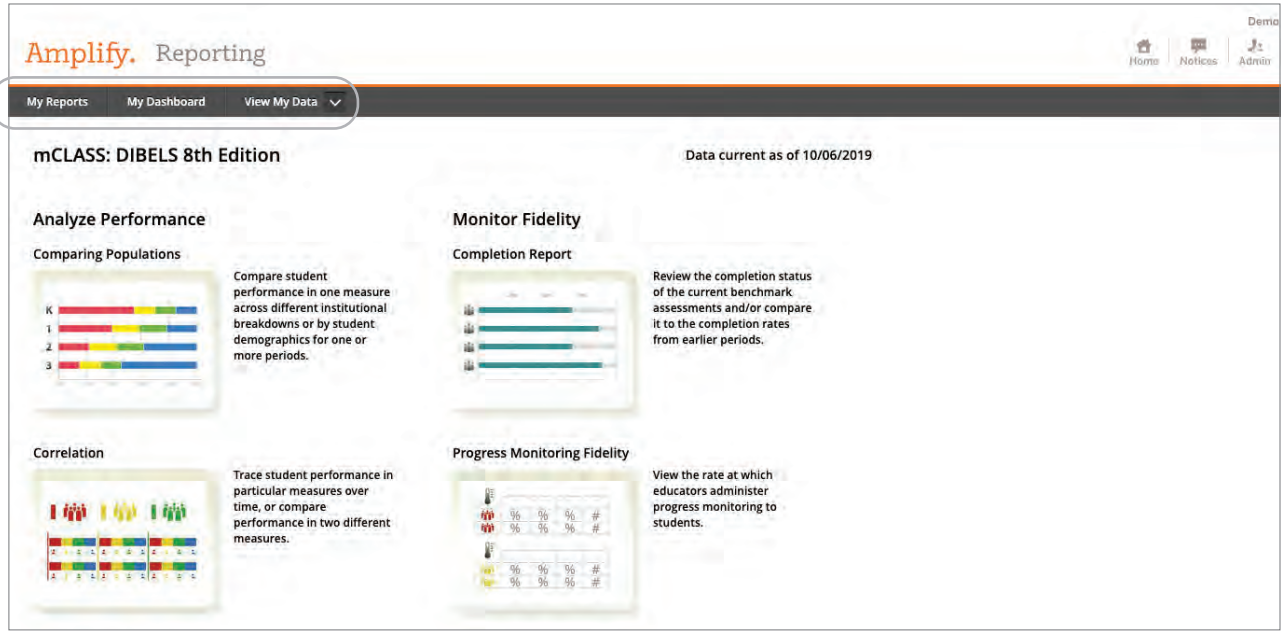
EDUCATOR INSIGHT

"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.

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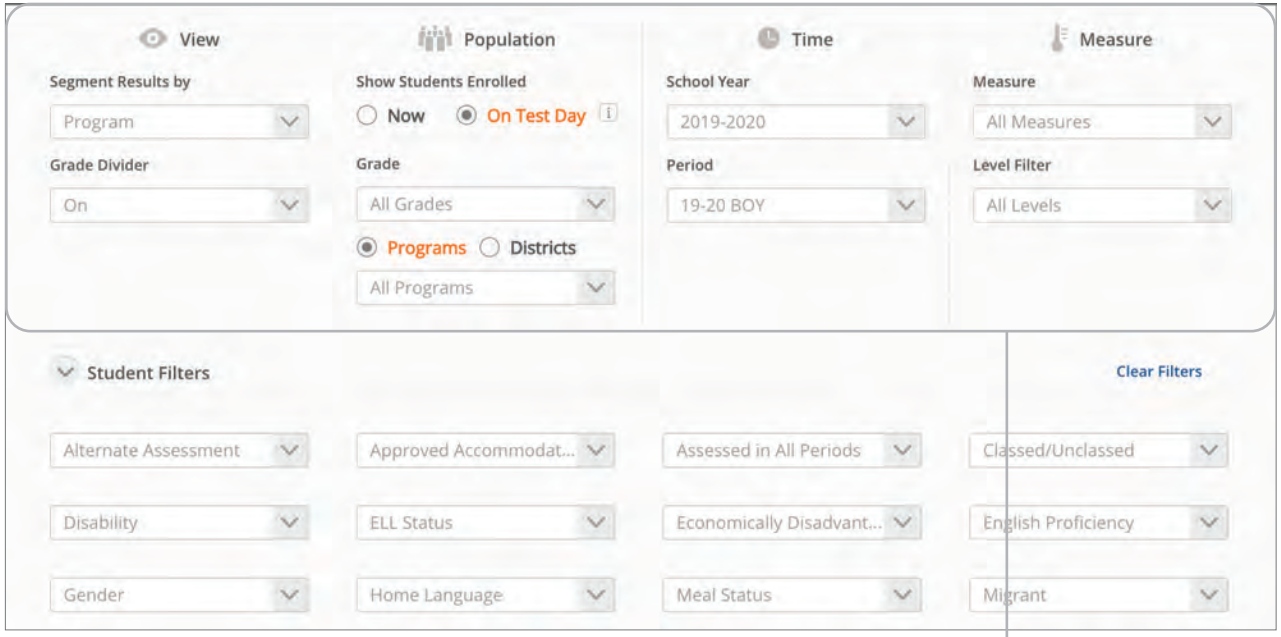
School leaders can customize any report to show data based on a particular View, Population, Time, Measure, or Student Demographic, using a broad range of filters.



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?"

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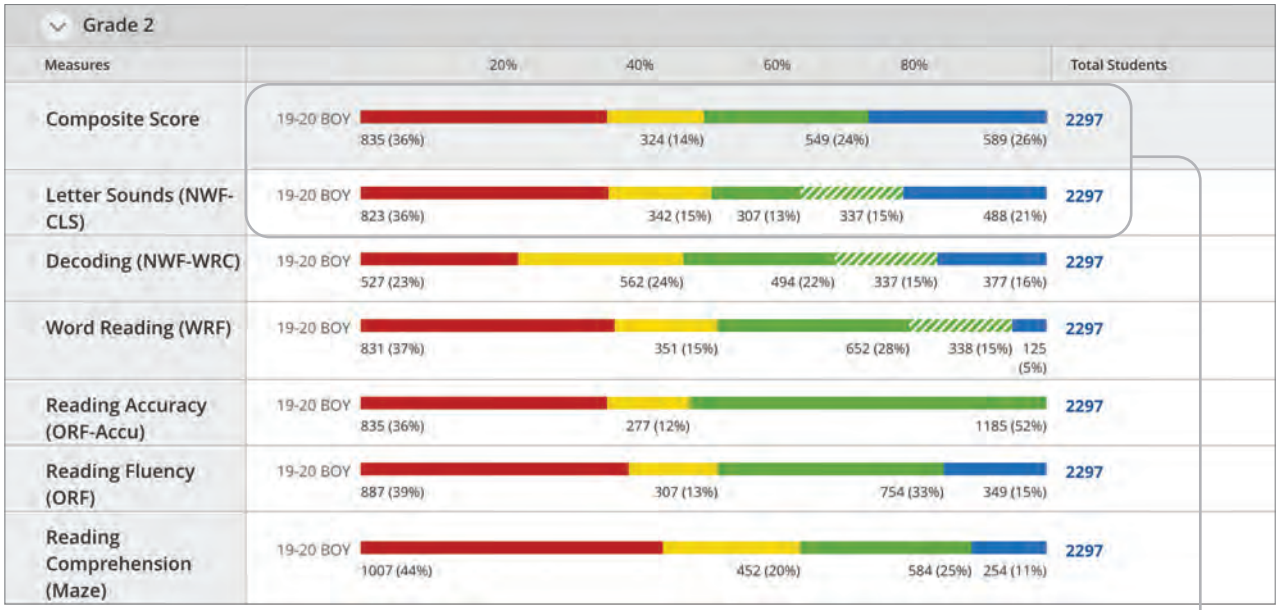
"What are instructional areas of strength or weakness for an entire district/school/grade/class?"

"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.

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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?"

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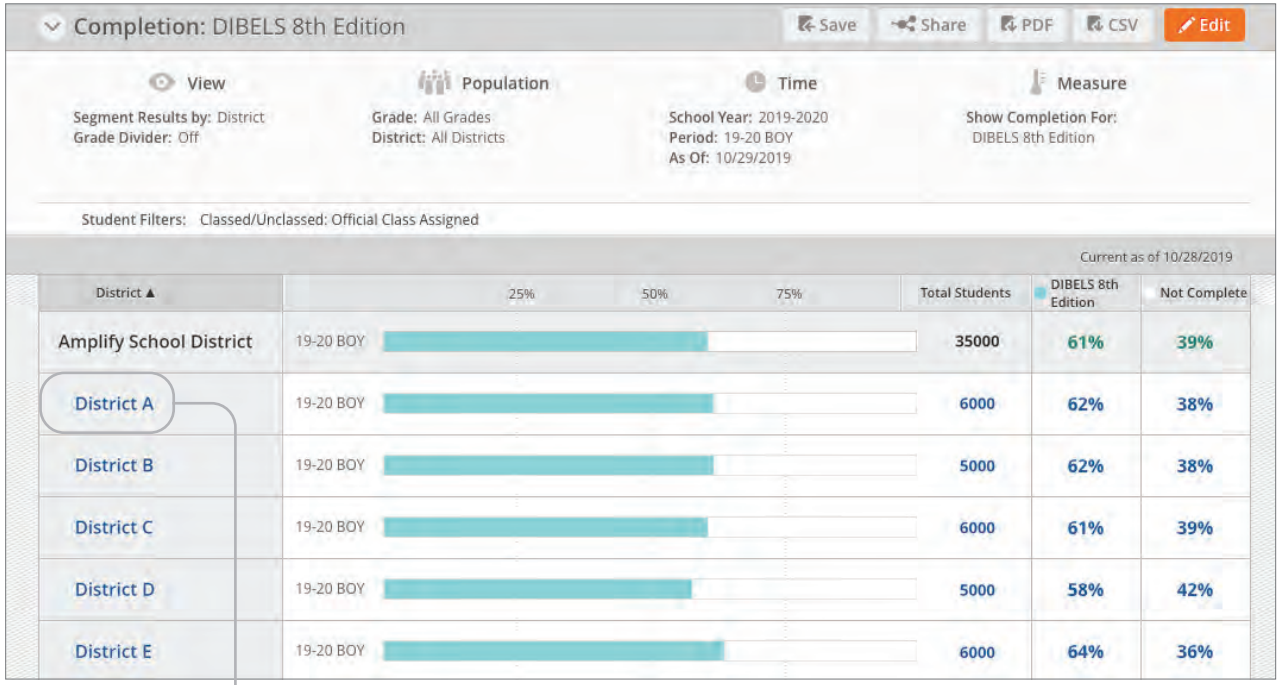
"Where should resources be focused to ensure the timely completion of required assessments?"

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.

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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?"

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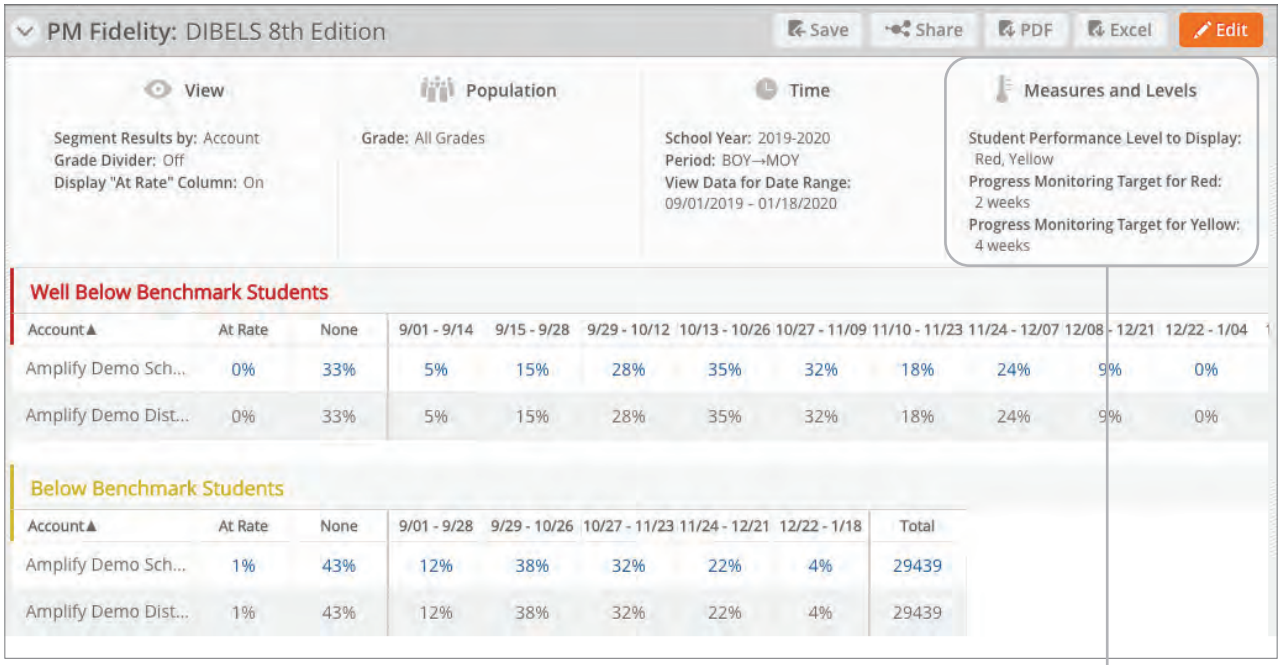
"Have all of my students who require Progress Monitoring been assessed?"

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.

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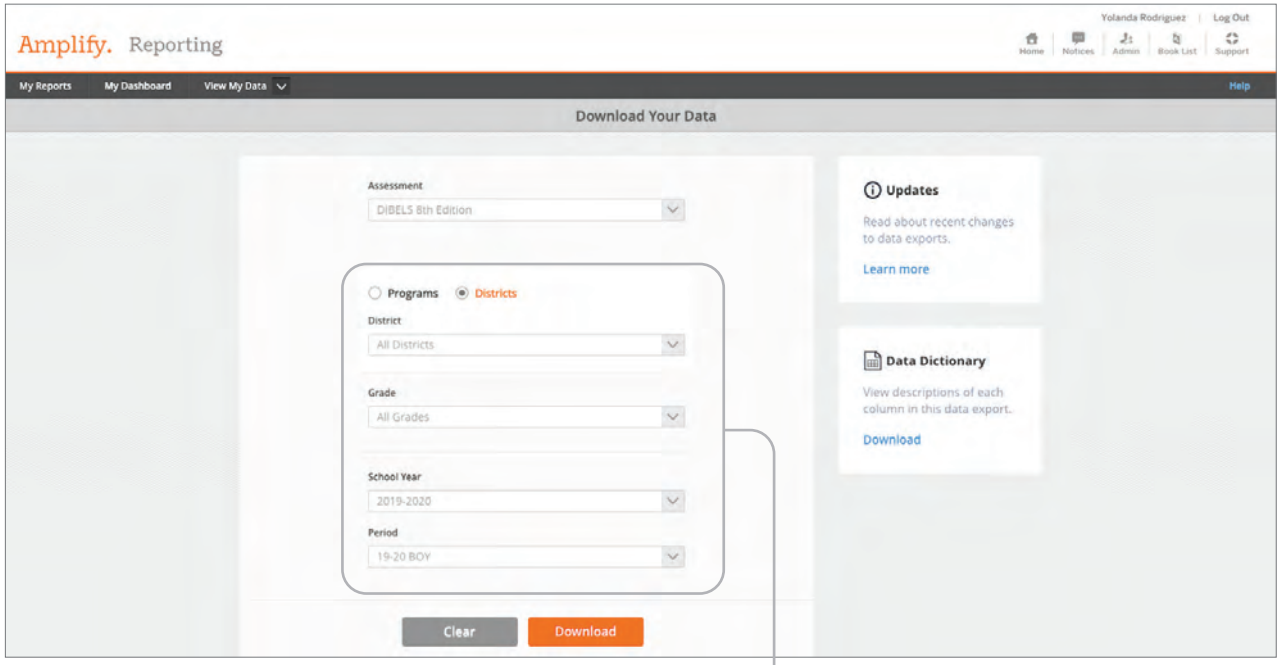
Reporting and Analysis Suite: Download Your Data

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?"

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"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.

My Reports | My Dashboard | View My Data | Help

Back | Student List: DIBELS 8th Edition | Excel

		Completion	DIBELS 8th Edition Assessment Measure									
			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)	Re Compr (M
Student Name	Grade	Complete	Score	Score	Score	Score	Score	Score	Score	Score	Score	S
Alvarez, Jessica	1	✓	333	48	17	37	10	12	40	8	12	
Baldwin, Frank	1	✓	331	49	31	30	8	8	55	11	9	
Bayers, Emily	1	✓	334	36	26	39	13	12	73	11	4	
Cruz, Victor	1	✓	348	65	19	57	8	15	63	15	9	
Drickson, Sophia	1	✓	329	36	Well Below Benchmark		9	10	58	7	5	
Elmers, Joseph	1	✓	346	54	32	37	11	13	86	32	5	
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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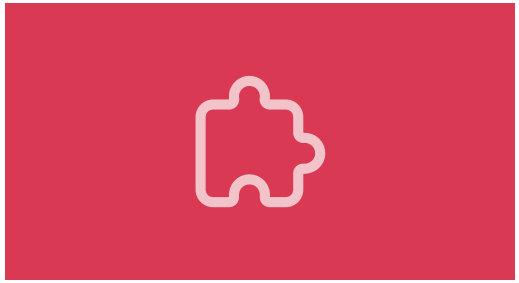

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