

mCLASS® Texas Edition
Alignment with the Texas
Essential Knowledge and Skills
English and Spanish measures

mCLASS Texas Edition and the Texas Essential Knowledge and Skills

mCLASS Texas Edition includes multiple measures. In English, it includes DIBELS 8th Edition and screeners of vocabulary, oral language, and spelling. In Spanish, it includes IDEL and screeners of vocabulary, oral language, and spelling. The system also includes additional inventory measures for both English and Spanish for students who demonstrate a need for additional assessment to drive their instruction. This assessment system supports educators in systematically screening for reading difficulties, identifying skills to target during instruction and intervention, and monitoring student reading progress. mCLASS allows teachers to evaluate a student's performance on skills listed in the Texas Essential Knowledge and Skills (TEKS).

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Methodology for establishing alignment between mCLASS Texas Edition and the TEKS

Alignment of mCLASS Texas Edition with the TEKS was conducted using the Achieve Model (Case, Jorgesen, & Zucker, 2004), a rigorous model of test alignment. The Achieve Model includes five alignment criteria: balance, range, performance centrality, challenge, and content centrality. Of the five criteria, content centrality is most appropriate when examining the alignment of mCLASS Texas Edition with the TEKS because this criterion compares the content of assessment items to the corresponding standard (TEKS).

The majority of the alignment between mCLASS Texas Edition and the TEKS is clearly consistent, meaning that the content of mCLASS Texas Edition directly corresponds to specific standards within each of the substrands. Somewhat consistent alignment also occurs for some components, where mCLASS Texas Edition aligns with the content of the substrand but not specific standard(s) or requires only some elements of a substrand. An example of clearly and somewhat consistent alignment is shown in Table 1.

Table 1. Examples of clearly consistent and somewhat consistent alignment between mCLASS Texas Edition and the TEKS

Grade	Strand	Substrand	Standard	Measure	Content centrality	Explanation
1	Beginning Reading and Writing	Phonetic Knowledge	Decoding words in isolation and in context by applying common letter-sound correspondences	NWF	Clearly consistent	NWF assesses students' skills in decoding nonsense words by associating the most common sound with each letter and letter combination and blending those sounds to decode whole words.
1	Oral Language	N/A	Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	Oral Language	Somewhat consistent	The Oral Language screener is a general indicator of language and listening comprehension which requires students to respond using multi-word responses.

The alignment of mCLASS Texas Edition and the TEKS according to content centrality for both English and Spanish is shown in the tables below.

Alignment of mCLASS Texas Edition with the TEKS: English Measures

Kindergarten

Strand	Substrand	LNF	PSF	NWF	WRF	ORF	Maze	OL	Voc	SP	PA Blending Inventory
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively and ask questions to understand information and answer questions using multi-word responses;							✓			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness		✓						✓		
	(B) demonstrate and apply phonetic knowledge			✓	✓						
	(C) demonstrate and apply spelling knowledge									✓	
	(D) demonstrate print awareness	✓									
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.								✓		
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts with adult assistance using standard English conventions									✓	

ENGLISH MEASURES

Grade 1

Strand	Substrand	LNF	PSF	NWF	WRF	ORF	Maze	OL	Voc	SP	PA Blending Inventory
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.							✓			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness.		✓								✓
	(B) demonstrate and apply phonetic knowledge.			✓	✓	✓					
	(C) demonstrate and apply spelling knowledge.									✓	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of words with the affixes -s, -ed, and -ing.								✓		
	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.								✓		
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.						✓					
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.						✓					

ENGLISH MEASURES

Grade 2

Strand	Substrand	LNF	PSF	NWF	WRF	ORF	Maze	OL	Voc	SP	PA Blending Inventory
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.							✓			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness.		✓								✓
	(B) demonstrate and apply phonetic knowledge.			✓	✓	✓	✓				
	(C) demonstrate and apply spelling knowledge.									✓	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words.								✓		
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.						✓	✓				
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.						✓	✓				

ENGLISH MEASURES

Grade 3

Strand	Substrand	LNF	PSF	NWF	WRF	ORF	Maze	OL	Voc	SP	PA Blending Inventory
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge.			✓	✓	✓	✓				
	(B) demonstrate and apply spelling knowledge.									✓	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.									✓		
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.						✓	✓				
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.							✓				

ENGLISH MEASURES

Grade 4

Strand	Substrand	LNF	PSF	NWF	WRF	ORF	Maze	OL	Voc	SP	PA Blending Inventory
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge.					✓	✓				
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.						✓	✓				
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.							✓				

ENGLISH MEASURES

Grade 5

Strand	Substrand	LNF	PSF	NWF	WRF	ORF	Maze	OL	Voc	SP	PA Blending Inventory
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge.					✓	✓				
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.						✓	✓				
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.							✓				

ENGLISH MEASURES

Grade 6

Strand	Substrand	LNF	PSF	NWF	WRF	ORF	Maze	OL	Voc	SP	PA Blending Inventory
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.						✓	✓				
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.							✓				

Note:

LNF = Letter Naming Fluency

PSF = Phoneme Segmentation Fluency

NWF = Nonsense Word Fluency

WRF = Word Reading Fluency

ORF = Oral Reading Fluency

OL = Oral Language Screener

VOC = Vocabulary Screener

SP = Spelling Screener

Inv = Inventory Measure

Alignment of mCLASS Texas Edition with the TEKS: Spanish Measures

Kindergarten

Strand	Substrand	FNL	FSF	FPS	FLO	OL	VOC	SP	Inv
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas by speaking audibly and clearly using the conventions of language.					✓			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness.		✓						
	(B) demonstrate and apply phonetic knowledge.			✓				✓	
	(C) demonstrate and apply spelling knowledge.							✓	
	(D) demonstrate print awareness.	✓							
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.					✓			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts with adult assistance using standard Spanish conventions.						✓		

SPANISH MEASURES

Grade 1

Strand	Substrand	FNL	FSF	FPS	FLO	OL	VOC	SP	Inv
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.					✓			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness.		✓						
	(B) demonstrate and apply phonetic knowledge.			✓	✓				✓
	(C) demonstrate and apply spelling knowledge.							✓	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of words with the affixes -s, -ed, and -ing.						✓		
	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations.						✓		
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.					✓				
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.					✓				

SPANISH MEASURES

Grade 2

Strand	Substrand	FNL	FSF	FPS	FLO	OL	VOC	SP	Inv
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.					✓			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness.		✓						
	(B) demonstrate and apply phonetic knowledge.			✓	✓				✓
	(C) demonstrate and apply spelling knowledge.							✓	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words.						✓		
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.					✓				

SPANISH MEASURES

Grade 3

Strand	Substrand	FNL	FSF	FPS	FLO	OL	VOC	SP	Inv
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge.				✓				
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.					✓				

Note:

FNL = Fluidez en el Nombramiento de las Letras
 FSF = Fluidez en la Segmentación de Fonemas
 FPS = Fluidez en las Palabras sin Sentido
 FLO = Fluidez en la Lectura Oral

OL = Oral Language Screener
 VOC = Vocabulary Screener
 SP = Spelling Screener
 Inv = Inventory Measure

Conclusion

To meet the rigorous standards of the TEKS, students must have proficient reading skills including accurate and fluent reading of complex texts with strong comprehension. mCLASS Texas Edition was designed to be used as a formative assessment and supplemental instructional tool to support educators and students. The content of mCLASS Texas Edition aligns with the TEKS.

References

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