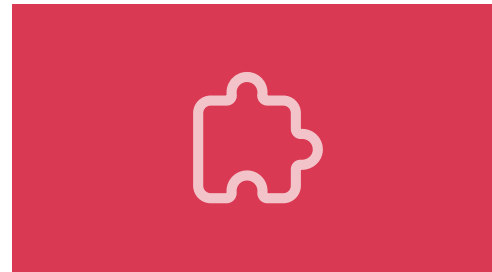
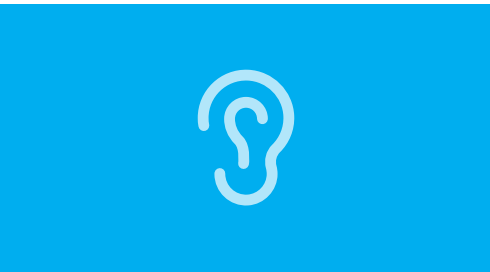


mCLASS® & mCLASS Español

Reporting Guide

DIBELS® 8th Edition and mCLASS Lectura





Welcome

mCLASS® gives you detailed insight into your students' reading development across foundational literacy skills. Providing literacy reports across all foundational skills in both English and Spanish, the mCLASS program delivers complete parity across both languages, empowering educators to make instructional recommendations specific to the student's profile and identifying transferable skills from one language to another.

In this guide, you will find a wealth of valuable reporting information that the mCLASS program provides for everyone, from classroom teachers and literacy specialists to principals and district leaders, as well as parents and guardians at home.



The critical need to assess Spanish-speaking students in their native language

Creating a level playing field

A 2019 University of Oregon study that compared assessing Pre-K Spanish speakers in their native language versus English found that:

63%

identified as needing Tier 2 or Tier 3 intervention when assessed in English,

while only

21%

identified as needing Tier 2 or Tier 3 intervention when assessed in Spanish.

Assessing Spanish-speaking students in their native language is central to leveling the playing field and empowering them in their literacy journey. Why is this the case?

- Teachers don't want to underestimate a student's ability level.
- Understanding Spanish literacy development helps teachers understand a student's English performance.
- Spanish reading skills impact English reading development.





Introducing mCLASS Lectura

Level the playing field in classrooms with dual language reporting

mCLASS with DIBELS® 8th Edition and mCLASS Lectura combine to deliver comprehensive assessment and reporting in both English and Spanish.

View students' English and Spanish literacy development side by side.

Identify transferrable skills across English and Spanish.

Gabriel Archuleta

Gabriel demonstrates higher performance on Spanish literacy assessments than English literacy assessments. Gabriel applies strong foundational skills in Spanish to read and comprehend text. Gabriel may need additional support in English language, foundational skills, and in applying foundational skills to read and comprehend text.

Teach Gabriel to apply Spanish letter-sound knowledge to English; review letter-sound correspondences that are similar across both languages and point out those that are different in English.

	Letter Names	Phonological Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency
English	30 Well Below	34 Below	11 Well Below	11 Well Below	10 Below	40% Well Below	4 Well Below
Spanish	51 Benchmark	53 Benchmark	20 Benchmark	55 Benchmark	23 Below	95% Benchmark	42 Below

Dual language report

Supporting Gabriel's Biliteracy Development

Phonological Awareness

Gabriel has strong skills in phonological awareness in Spanish at both the syllable and phoneme levels and needs to build skills in phonological awareness in English. During instruction, consider cross-language transfer or whether the sounds transfer between languages. Build on sounds that are similar across languages, and highlight sounds that are different. Start with earlier phonological awareness skills like blending and segmenting at the syllable and onset-rime levels before moving to phonemes.

For students with developing or emerging skills in English language, start instruction with sounds the student already knows. Then, focus on recognizing and distinguishing all of the sounds in English.

Cross-Linguistic Transfer: Phonological Awareness

34 Below	ENGLISH Phonemic Segmentation Phoneme Segmentation Fluency PSF
53 Benchmark	SPANISH Syllable Segmentation Fluidez En La Segmentación De Sílabas FSS
20 Benchmark	SPANISH Phoneme Manipulation ¿Que Queda? QQ

Letter Sounds and Decoding

Gabriel has strong skills in phonics in Spanish (letter sound correspondence and blending sounds into syllables) and needs to build letter sound and decoding skills in English. During instruction, consider cross-language transfer: sounds and letter combinations that are transferable (e.g., m, s, t) and non-transferable (e.g., r, rr, ñ) from Spanish to English. Highlight sounds and letter combinations present and not present in the child's native language. Include extra modeling and examples of words that include the sounds and letter combinations. During instruction, use words with meanings the student understands so the focus can be on alphabetic principle and basic phonics.

Scaffold: For students with developing or emerging skills in English language, start instruction with sounds the student already knows. Then, focus on recognizing and distinguishing all of the sounds in English (e.g., English-only digraphs such as sh and th).

Cross-Linguistic Transfer: Letter Sounds and Decoding

19 Below	ENGLISH Vocabulary VOCAB
24 Benchmark	SPANISH Vocabulario VOCAB

Dual language report

All mCLASS reports in this guide are available for both English and Spanish literacy measure.¹

1. With the exception of mCLASS Intervention, which is not yet offered for Spanish literacy, and select growth reports undergoing validation.

Dual language reporting for K–6

Access detailed assessment data.

mCLASS®

Maslova, Oksana
Grade 1 MFL
Assessment Date: 06/29/2021

Assessment: Fluidez en los sonidos de sílabas (LS5)

Score: 23 Sílabas Correctas/Minuto

Item	Score	Item	Score	Item	Score	Item	Score
oa	1	is	1	aa	1	ee	1
va	1	vi	1	ju	1	ba	1
bo	1	ga	1	pa	1		
ji	1	am	1	om	1	oi	1
ja	1	pa	1	jo	1	pa	1
op	1	ek	1	bu	1	ee	1
om	1	is	1	oi	1	ee	1
oi	1	ma	1	ai	1	ee	1
to	1	mi	1	ca	1	ei	1
ue	1	ia	1	ga	1	pa	1

Item-level assessment data

Receive targeted lessons to build English and Spanish literacy skills.

Identificar y leer palabras con los diptongos *ia, ie, io* mCLASS®

Descodificación
Los estudiantes leerán palabras con los diptongos *ia, ie, io*, e identificarán sus patrones de ortografía.

Preparación

1. Imprima una copia de [las tarjetas de palabras](#) y recorte las tarjetas.
2. Imprima una copia de [la tabla de diptongos](#).
3. Prepare un lápiz y papel para cada estudiante.

Introducción del diptongo *ia*: (5 mins)

Hoy vamos a aprender sobre tres diptongos, *ia, ie* e *io*. Señale los diptongos en la tabla de diptongos. Los diptongos son dos vocales seguidas que se pronuncian en una sola sílaba. Primero vamos a aprender sobre el diptongo *ia*.

1. Escriba la palabra *rubia* en un tamaño grande en la pizarra. Esta es la palabra *rubia*. Hay dos vocales después de la *b*, la *i* y la *a*. Señale la letra *i*. El sonido de esta letra es /i/. Señale la letra *a*. El sonido de esta letra es /a/.
2. Cuando estas dos letras aparecen juntas, se pronuncian

Instructional recommendations







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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

This report 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.



Classroom Benchmark Summary

This report 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.

	Beginning of Year	Middle of Year	End of Year	Summary
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.

“How many of my students improved in each benchmark period?”



“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		Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Vocabulary	Spelling	Phonological Processing
Grade 1	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
Last Name, First Name											
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.



“Which students need more of my support?”

The ability to sort the columns in this report gives teachers more flexibility to analyze data the way they prefer.

Beginning of Year		Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Oral Language	Vocabulary	Spelling	Phonological Processing	
Grade 1 Last Name, First Name	Composite Goal 330	Lexile	LNF Goal 42	PSF Goal 31	NWF-CLS Goal 30	NWF-WRC Goal 5	WRF Goal 12	ORF-Accu Goal 67%	ORF Goal 10	OL Goal 17	VOCAB Goal 18	SPELL Goal 29	RAN Goal 62
Ali, Sameer	302 Well Below	BR1045L	6 Well Below Pct: 6	10 Well Below Pct: 19	2 Well Below Pct: 6	0 Well Below Pct: 27	0 Well Below Pct: 19	Discont'd	Discont'd	14 Well Below	16 Below	20 Well Below	93 Well Below
Archer, Aiden	327 Below	BR555L	62 Benchmark Pct: 86	14 Well Below Pct: 22	12 Well Below Pct: 15	3 Below Pct: 45	25 Above Pct: 93	62% Below Pct: 61	8 Below Pct: 38	—	19 Benchmark	—	—
Bernal, Ana	329 Below	BR530L	34 Below Pct: 51	40 Benchmark Pct: 77	20 Well Below Pct: 54	5 Benchmark Pct: 57	10 Below Pct: 53	73% Benchmark Pct: 69	22 Benchmark Pct: 76	—	19 Benchmark	—	—
Brown, Emmi	310 Well Below	BR805L	27 Well Below Pct: 38	6 Well Below Pct: 6	11 Well Below Pct: 12	0 Well Below Pct: 27	0 Well Below Pct: 19	Discont'd	Discont'd	15 Below	17 Below	27 Below	64 Below
Clover, Thomas	313 Well Below	BR755L	30 Well Below Pct: 45	28 Below Pct: 43	14 Well Below Pct: 30	2 Below Pct: 42	2 Well Below Pct: 25	0% Well Below Pct: 8	0 Well Below Pct: 8	16 Below	17 Below	25 Below	69 Below
Collins, Noah	335 Benchmark	BR455L	41 Below Pct: 61	32 Benchmark Pct: 56	27 Below Pct: 60	4 Below Pct: 51	14 Benchmark Pct: 80	74% Benchmark Pct: 76	25 Benchmark Pct: 84	—	20 Benchmark	—	—
Crane, Lia	309 Well Below	BR820L	14 Well Below Pct: 19	9 Well Below Pct: 12	15 Well Below Pct: 36	0 Well Below Pct: 27	0 Well Below Pct: 19	Discont'd	Discont'd	12 Well Below	11 Well Below	22 Well Below	67 Below

Classroom reports show each student's lexile level and the percentile they fall in for each skill.



Dyslexia Screening and Risk Indicator

Identify students who are at risk for reading difficulties, including dyslexia, based on their results from foundational skills measures and additional measures as needed by local policies. A risk indicator icon ⓘ marks which students are at risk based on their composite score, Spelling, and RAN. This is available in both English and Spanish.

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 at-risk students

“Which of my students need intensive support to prevent further reading difficulties?”



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?”



“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	Skill	Start - BOY	Growth Rate			End - MOY
Last Name, First Name		Score	Average	Above Average	Well Above Average	Goal
Ashley, Emma	Letter Names LNF	40 Well Below	46 - 51 ○	52 - 62 ●	63+ ○	60
	Phonemic Awareness PSF	33 Below	41 - 45 ●	46 - 53 ○	54+ ○	43
	Letter Sounds NWF-CLS	25 Below	36 - 40 ○	41 - 48 ○	49+ ●	49
	Decoding NWF-WRC	3 Below	8 - 10 ●	11 - 13 ○	14+ ○	10
	Word Reading WRF	8 Below	12 ○	13 - 15 ○	16+ ●	16
	Reading Accuracy ORF-Accu	67% Benchmark	78 - 85 ○	86 - 92 ●	93+ ○	87

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.



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

Grade 1 Last Name, First Name	BOY Composite	MOY Composite	Composite Growth	Skill	Benchmark Scores		Growth		Goal	
					BOY	MOY	Needed	Achieved	Set	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?”



Small Group Instruction

The mCLASS instructional tool automatically groups students based on benchmark 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.

DECODING [Download all activities](#)

GROUP 2 **Reading words with simpler patterns fluently** 3 Students

James J Alice R Ava 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.

Language Considerations ⓘ

ENGLISH LANGUAGE LEARNER LANGUAGE VARIETY

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.

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

“Which skills have students with similar assessment results already mastered? Which do they need to work on?”



General English Learner supports

The expanded instructional tool displays more detailed information that can be used to plan instruction, including information tailored to English language learner (ELLs) instruction. Each profile contains a description of the skills you can build on while targeting instruction, and sometimes includes prerequisite skills. mCLASS instruction provides additional support for students who speak a language variety different from General American English.

“How can I support my ELLs and General American English learners in acquiring this skill?”

DECODING Download all activities

GROUP 2 **Reading words with simpler patterns fluently** 3 Students

James J Alice R Ava 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.

Language Considerations ⓘ

ENGLISH LANGUAGE LEARNER **LANGUAGE VARIETY**

Certain words, especially those with ending consonant clusters, may be systematically pronounced or read differently in the student's language variety.

*For example, students may only pronounce the first sound in ending consonant clusters, (e.g., **min** for **mind** and **tes** for **test**).*

Each group contains specific information for ELLs and General American English learners based on students' response patterns.



“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.

Observed patterns

<input type="checkbox"/> Accurate but slow	Phonemic Awareness PSF
<input checked="" type="checkbox"/> Segments words with two phonemes	Phonemic Awareness PSF
<input type="checkbox"/> Weaker with ending sounds than initial sounds	Phonemic Awareness PSF

Activities

<input type="file"/> Sound Detectives: Stump the Detectives	<input type="file"/> Please Step Forward: Words in Sentences	<input type="file"/> Leave It Out
<input type="file"/> Silly Substitutions	<input type="file"/> Squish-A-Word	<input type="file"/> Put it Together Blending Syllables Into Words
<input type="file"/> Pull it Down: Compound Word	<input type="file"/> Picture Slide: Syllables	<input type="file"/> Syllable Pocket Chart

Selecting an observed pattern filters the activities list below.



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.

“What activities can I use in my classroom to help students regularly practice their early literacy skills?”

Benchmark Progress **Instruction** Home Connect Amplify Reading Intervention

Groups Students **All Activities**

Skill Name

Phonemic Awareness

Letter Sounds

Decoding

Advanced Decoding

Oral Reading Fluency and Accuracy

Comprehension

All available activities for small group and individual instruction are displayed by skill area. Select a skill name to see associated activities.

Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6

Activities

- Building and Decoding Words with consonant digraphs - th
- Building and Decoding Words with Consonant Digraphs - sh
- Building and Decoding Words with Consonant Digraphs - wh
- Building and Decoding Words with Consonant Digraphs - ch
- Building and Decoding Words with Consonant Digraphs - ph
- Building and Decoding Words with Consonant Digraphs - ng
- Building and Decoding Words with Consonant Digraphs - kn
- Building and Decoding Words with Consonant Digraphs - wr
- Building and Decoding Words with -er
- Building and Decoding Words with -ar
- Building and Decoding Words with -ir
- Building and Decoding Words with -or
- Building and Decoding Words with -ur
- Letter Combination Accuracy r-
- Letter Combination Fluency r-controlled

Activities displayed by skill can be further filtered by grade.



“Which students need a different Intervention strategy?”

“Which educators can I collaborate with to determine next steps?”

The Intervention Progress Monitoring Report is available in English only. mCLASS Intervention is sold separately from mCLASS with DIBELS 8th Edition.



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	Aiming to Goal Set	Last Assessed	Group name	# of Bursts	Burst Teacher	Classroom Teacher	
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, Camilla	▶ 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).

Intervention Group Report

This report (for customers with mCLASS Intervention) helps intervention coordinators evaluate the homogeneity of each group and determine when regrouping is necessary.

Burst #1
Jan 17

Burst #2
Feb 13

Burst #3
Mar 11

Burst #4
Mar 27

Burst #1

- Phonological Awareness
- Letter Sound Knowledge

[View PDF](#) [Download](#)

Snapshot when Burst was created on Jan 17, 2019

Students	Skills									
	Phono. Aware.	Letter Sounds	Blending	Reg. Words	Irreg. Words	Letter Combos	Adv. Phonics	Reading Flu.	Vocab.	Comp. Skills
NATALIE BATISTE										
JOHN CARRAWAY										
RONNIE DANIELS										

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?”

The Intervention Group Report is available in English only. mCLASS Intervention is sold separately from mCLASS with DIBELS 8th Edition.





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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.

Kindergarten: '17 - '18			Grade 1: '18 - '19			Grade 2: '19 - '20		
BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Composite								
Goal 306	Goal 373	Goal 428	Goal 331	Goal 386	Goal 441	Goal 329	Goal 389	Goal 439
299	480	407	532	—	—	—	—	—
Below	Above	Below	Above					
Letter Names (LNF)								
Goal 25	Goal 37	Goal 42	Goal 51	Goal 60	Goal 63			
18	40	38	100	—	—			
Well Below	Below	Well Below	Benchmark					

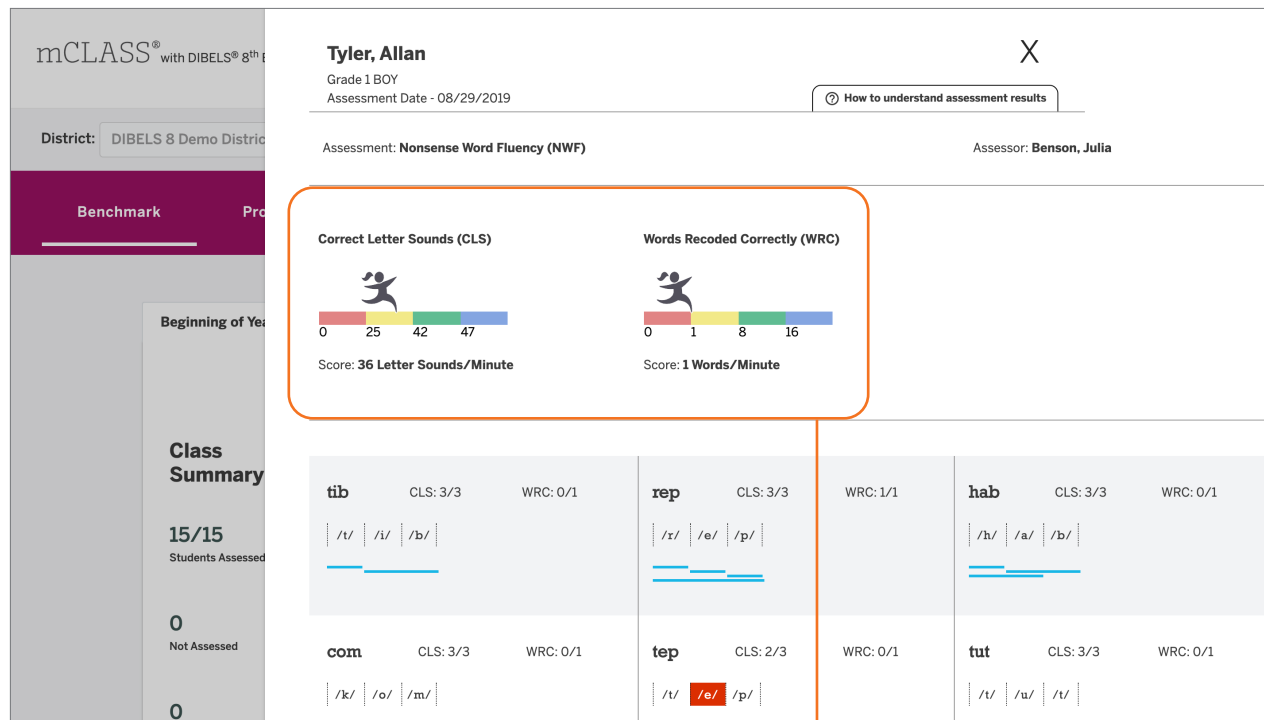
Skill names span across the grades in which the corresponding subtest is assessed.



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.

“What types of spelling patterns or words does this student need to practice?”

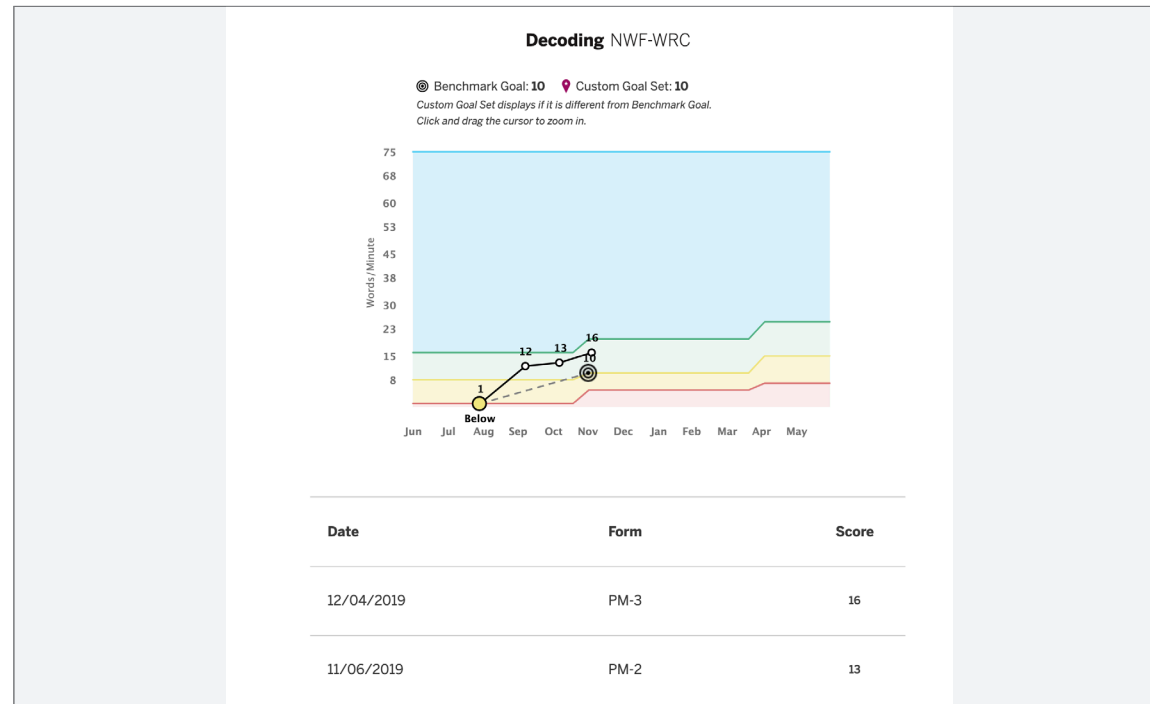


The running girl bar at the top of each report indicates where the student's score falls relative to the benchmark goal.



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.

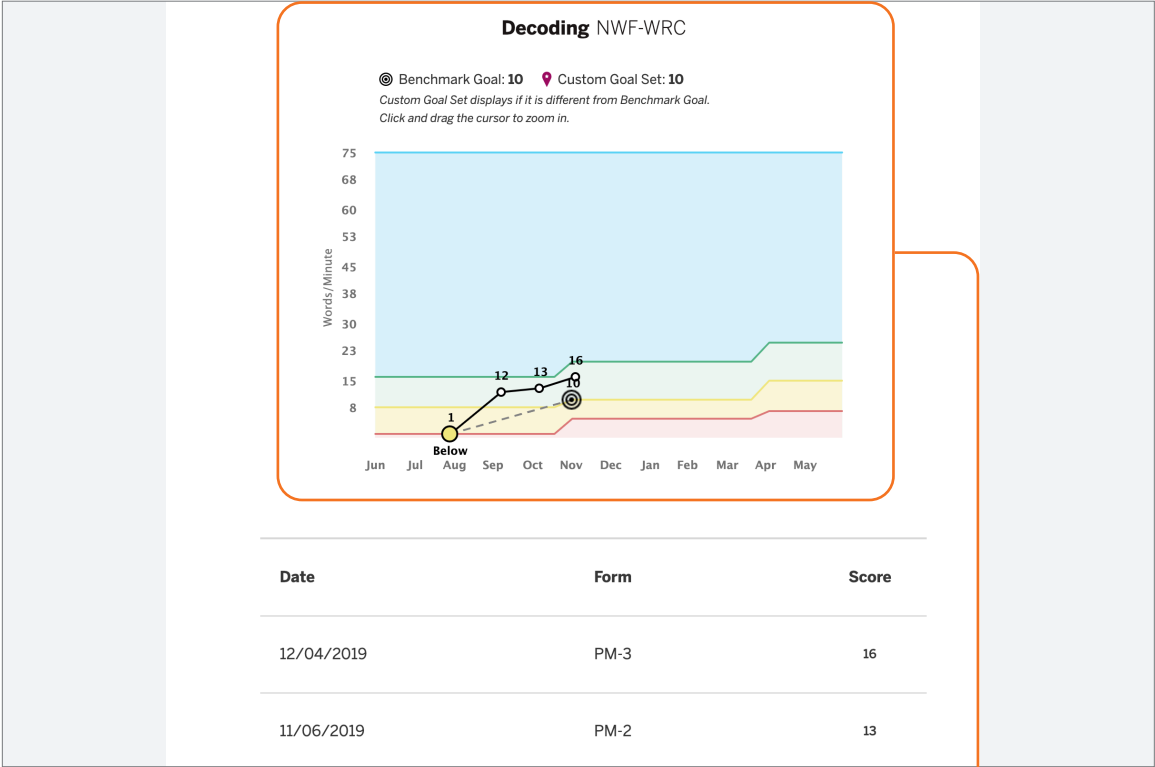
“Is this student progressing toward the next benchmark goal?”

“Is differentiated instruction necessary?”



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?”



“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 screenshot shows the mCLASS Individual Student Report interface. At the top, there are filters for District (DIBELS 8 Demo District), School (DIBELS 8 Demo School), and Class/Group (Grade 1). Below these are navigation tabs: Benchmark, Progress, Instruction (selected), and Home Connect. There are also buttons for Amplify Reading and Intervention. The main content area is divided into three sections: Groups, Students, and All Activities. The Students section is active, showing a list of students with their names, composite scores, and performance levels. Emma Ashley is highlighted with a red box. Her profile description states: "Emma can segment some word parts. Emma needs to work on identifying first, middle, and last sounds in words with 3+ phonemes; continue building fluency in phoneme segmentation." Her group is identified as "Phonemic Awareness". Below this, the "Observed patterns" section lists two items: "Makes consistent errors on specific letter(s)" and "Accurate but slow", both with checkboxes and a help icon. The "Letter Names LNF" score is visible for both items.

Name	Composite	Performance Level
Ashley, Emma	329	Below
Baldwin, Freddie	345	Benchmark
Bell, Jon	317	Well Below
Bush, Tami	359	Above

The student's profile description includes an analysis of the student's assessment response patterns and the instruction group the student is assigned to.



Student Activities

Teacher-led activities are recommended for the student based on their response patterns from the assessments.

French, Claire Well Below	<input type="checkbox"/> Difficulty recoding words with ending consonant blends ⓘ Decoding NWF-WRC
Gilbert, Agnes Above	<input type="checkbox"/> Difficulty reading words with suffixes, including inflectional endings (e.g. 'ed', 'ing', 'es', 'er') ⓘ Reading Fluency ORF
Jenkins, Elias Benchmark	<input type="checkbox"/> Difficulty reading 2-syllable words ⓘ Reading Fluency ORF
Neal, Timmy Above	
Parks, Sonia Benchmark	Activities
Sutton, Carrie Below	<input type="checkbox"/> Ralphie Rime words with initial blends <input type="checkbox"/> Put It Together <input type="checkbox"/> Lucky Dip
Todd, Kristi Benchmark	<input type="checkbox"/> Alien Talk: Oral Blending Accuracy <input type="checkbox"/> Four Words, New Word <input type="checkbox"/> Name that Initial Sound: Four or More Phonemes
Tyler, Allan Below	<input type="checkbox"/> What's the Secret? First Sound in Four-Phoneme Words <input type="checkbox"/> Initial Sound Accuracy, Same Sound! <input type="checkbox"/> Map It, Zap It! First Sound Deletion

1 2 3 4 5 ... 11 >

Activities incorporate games, images, and graphic organizers.

“What activities can this student do that will help move them on to more advanced skills?”



“How are my students performing in literacy skills in both English and Spanish?”

Dual Language Report: Overview

View your students' biliteracy development across critical foundational skills in both English and Spanish. This report is only available to educators using mCLASS with DIBELS 8th Edition and mCLASS Lectura together.

The screenshot shows a user interface for a student report. At the top right, it says "Grade 1". Below that are tabs for "Beginning of Year", "Middle of Year", and "End of Year". A "Name" dropdown menu is open, showing a list of students: Archuleta, Gabriel; Benavidez, Daniel; Campos, Sophia; Carvajal, Alexander; Delao, Camilla; Desilva, Christian; Diaz, Eduardo; Escalera, Javier; and Esquibel, Jennifer. Gabriel Archuleta is selected. To the right of the student name, there are instructions on "How to read Dual Language details".

The main content area for Gabriel Archuleta includes a summary paragraph: "Gabriel demonstrates higher performance on Spanish literacy assessments than English literacy assessments. Gabriel applies strong foundational skills in Spanish to read and comprehend text. Gabriel may need additional support in English language, foundational skills, and in applying foundational skills to read and comprehend text." Below this is a teaching tip: "Teach Gabriel to apply Spanish letter-sound knowledge to English; review letter-sound correspondences that are similar across both languages and point out those that are different in English."

On the right side, there is a section for "Overall Literacy Skill" with two columns: "English" (DEVELOPING) and "Spanish" (ON TRACK).

At the bottom, a table compares skills in English and Spanish. The table is highlighted with an orange border in the original image. The skills are: Letter Names, Phonological Awareness, Letter Sounds, Decoding, Word Reading, Reading Accuracy, and Reading Fluency. The table shows scores and performance levels for each skill in both languages.

	Letter Names	Phonological Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency
English	30 Well Below	34 Below	11 Well Below	11 Well Below	10 Below	40% Well Below	4 Well Below
Spanish	51 Benchmark	53 Benchmark	20 Benchmark	55 Benchmark	23 Below	95% Benchmark	42 Below

Educators receive side-by-side reporting of skills in both languages.



Dual Language Report: Cross-linguistic Transfer

Understand each of your students' biliteracy development with instructional recommendations in areas of improvement and opportunities for cross-linguistic transfer of skills. This report is only available to educators using mCLASS with DIBELS 8th Edition and mCLASS Lectura together.

	English	Well Below	Below	Well Below	Well Below	Below	Well Below	Well Below	Below
Escalera, Javier									
Esquivel, Jennifer									
Gray, Jose									
Maroto, Luciana									
Montreal, Sergio									
Morgan, Joselyn									
Ocampo, Rosa									
Pascua, Luis									
Rojas, Mariana									
Ruiz, Andres									
Thomas, Miguel									
Vega, Angel									
Zendejas, Josephine									

Supporting Gabriel's Biliteracy Development

Phonological Awareness

Gabriel has strong skills in phonological awareness in Spanish at both the syllable and phoneme levels and needs to build skills in phonological awareness in English. During instruction, consider cross-language transfer or whether the sounds transfer between languages. Build on sounds that are similar across languages, and highlight sounds that are different. Start with earlier phonological awareness skills like blending and segmenting at the syllable and onset-rime levels before moving to phonemes.

- 34 Below** ENGLISH Phonemic Segmentation Phonemic Segmentation Fluency PSF
- 53 Benchmark** SPANISH Syllable Segmentation Fluidez En La Segmentación De Silabas FSS
- 20 Benchmark** SPANISH Phoneme Manipulation ¿Que Queda? QQ

For students with developing or emerging skills in English language, start instruction with sounds the student already knows. Then, focus on recognizing and distinguishing all of the sounds in English.

Cross-Linguistic Transfer: Phonological Awareness

Vocabulary

Gabriel has strong vocabulary knowledge in Spanish and needs to build vocabulary knowledge in English. During instruction, use students' knowledge of words in Spanish to uncover meanings of English words through the use of cognates.

- 19 Below** ENGLISH Vocabulary VOCAB
- 24 Benchmark** SPANISH Vocabulario VOCAB

For students with developing or emerging English language skills, begin with basic high frequency (tier 1) words. Then focus on high frequency, high utility words that are used across domains (tier 2 words).

Cross-Linguistic Transfer: Vocabulary

Educators also receive guidance on cross linguistic transfer of critical skills in both languages.

“How can I support my students in skills they may be struggling with in English and Spanish?”




“What instructional activities should I be delivering to my students?”

Instructional Activities for Spanish Literacy

Educators using mCLASS Lectura receive effective activities to target the Spanish literacy skills with which students need the most support.

Introducción del diptongo ia: (5 mins)



Hoy vamos a aprender sobre tres diptongos, *ia*, *ie* e *io*. Señale los diptongos en la tabla de diptongos. **Los diptongos son dos vocales seguidas que se pronuncian en una sola sílaba. Primero vamos a aprender sobre el diptongo *ia*.**

1. Escriba la palabra *rubia* en un tamaño grande en la pizarra. **Esta es la palabra *rubia*. Hay dos vocales después de la *b*, la *i* y la *a*. Señale la letra *i*. El sonido de esta letra es /i/. Señale la letra *a*. El sonido de esta letra es /a/.**
2. **Cuando estas dos letras aparecen juntas, se pronuncian rápidamente, en una sola sílaba, así: *ia*.** Pregúnteles: **¿Cuál es el sonido?**
 - a. Identifique estudiantes que no digan el sonido. Pregúnteles: **¿Cuál es el sonido?**
 - b. **El sonido de estas letras es *ia*, como en *rubia*.** Identifique estudiantes que estén haciendo el sonido de manera incorrecta y modele el sonido hasta que lo digan correctamente. **¡Excelente!**
3. **¿Saben algunas palabras que tienen el sonido *ia*?**

Si responden correctamente: ¡Muy bien! Existen muchas palabras con el sonido «*ia*», como «*viajes*», «*comedia*», «*delicia*», «*gracias*».

Si responden incorrectamente: Vamos a intentarlo de nuevo juntos. Voy a decir una palabra: «*piano*». Presten atención al sonido «*ia*» de esta palabra: «*piano*». Repitan conmigo: «*ia*». La palabra «*piano*» tiene dos sonidos entre la «*p*» y la «*n*» que suenan casi como uno. Debemos decir estos sonidos juntos. «*ia*». Repitamos esta palabra: «*piano*». *Diga:* Ahora escuchen estas palabras: «*magia*», «*bestia*», «*novia*». *Pida a los estudiantes que repitan las palabras haciendo énfasis en el sonido «*ia*».*

Señale la *i* y la *a*, deslizando su dedo debajo de cada letra.

Deles 5 segundos para pensar y luego elija estudiantes que respondan.

Educators get step-by-step instructional activities for small groups or individual students.



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.

“What skills should my child be developing?”

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.

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.

329

DIBELS Composite Score
Needs Some Support

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.

Reporting Guide | 37

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

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.



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 within mCLASS with DIBELS 8th Edition.

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

mCLASS® Home Connect® En Español

◀ HOME
Phonological Awareness ? PDF ↓

All Activities At Home On the Go

Word Race	Count the Words	Mystery Game
GRADES: K-2 TARGET SKILLS: Isolate Beginning Sound TYPE: At Home	GRADES: K-2 TARGET SKILLS: Word Counting TYPE: At Home	GRADES: K-2 TARGET SKILLS: Isolate Beginning Sound TYPE: At Home
Help your child pick out the first sound in words, an important step in learning to read. Give your child one minute to name as many objects, people, foods, etc that start with a given sound, such as <i>sss</i> . When the minute is up, have them try to beat their score with another sound, such	Have your child count the number of words in a spoken sentence. Say a sentence. (Example: "Let's go to the park.") Have your child tell you the number of words in the sentence. Switch roles, allowing your child to give you a sentence and have you say the number of words it	Play a mystery game in which you are calling your child's name or looking for an object around the house. For example, say, "I'm thinking of someone whose name begins with (say the sound for the letter <i>t</i>)," or "I'm looking for an item that begins with (say the sound for the letter <i>g</i>)."
READ MORE	READ MORE	READ MORE

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





School- and district-level reports

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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.

Amplify. Reporting Demo

Home Notices Admin

My Reports My Dashboard View My Data

mCLASS: DIBELS 8th Edition Data current as of 10/06/2019

Analyze Performance

Comparing Populations

Compare student performance in one measure across different institutional breakdowns or by student demographics for one or more periods.

Monitor Fidelity

Completion Report

Review the completion status of the current benchmark assessments and/or compare it to the completion rates from earlier periods.

Correlation

Trace student performance in particular measures over time, or compare performance in two different measures.

Progress Monitoring Fidelity

View the rate at which educators administer progress monitoring to students.

	%	%	%	#
	%	%	%	#
	%	%	%	#
	%	%	%	#

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.

EDUCATOR INSIGHT

“Which districts, schools, or programs need additional resources to support student growth and administration fidelity?”



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.

The screenshot displays a reporting interface with several filter sections:

- View:** Segment Results by (Program), Grade Divider (On).
- Population:** Show Students Enrolled (Now, On Test Day), Grade (All Grades), Programs (Programs, Districts), All Programs.
- Time:** School Year (2019-2020), Period (19-20 BOY).
- Measure:** Measure (All Measures), Level Filter (All Levels).
- Student Filters:** A grid of dropdown menus for Alternate Assessment, Approved Accommodat..., Assessed in All Periods, Classed/Unclassed, Disability, ELL Status, Economically Disadvant..., English Proficiency, Gender, Home Language, Meal Status, and Migrant.

A "Clear Filters" button is located to the right of the Student Filters section.

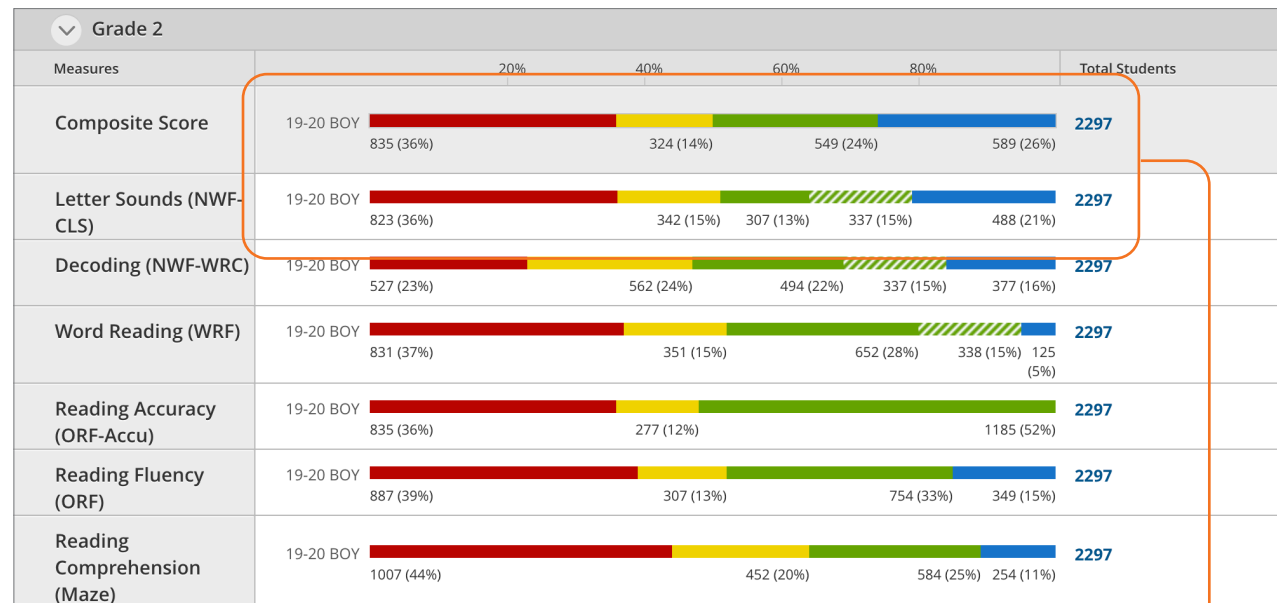
Each report features pre-selected parameters that you can modify to create the data view that best meets your needs.

“What are the performance trends among students in a particular district, program, grade, or demographic?”



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.

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

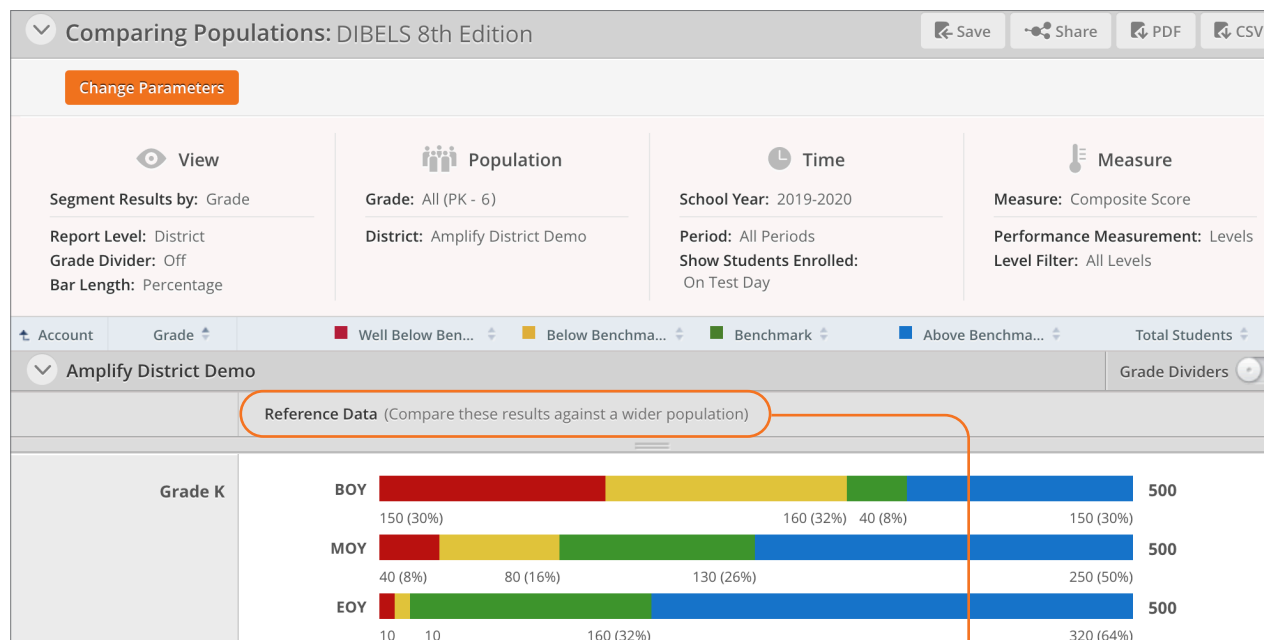
“How have students in a particular district/school/grade/class progressed in different areas over time?”



Reporting and Analysis Suite: Comparing 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.

“How have different populations changed over time?”

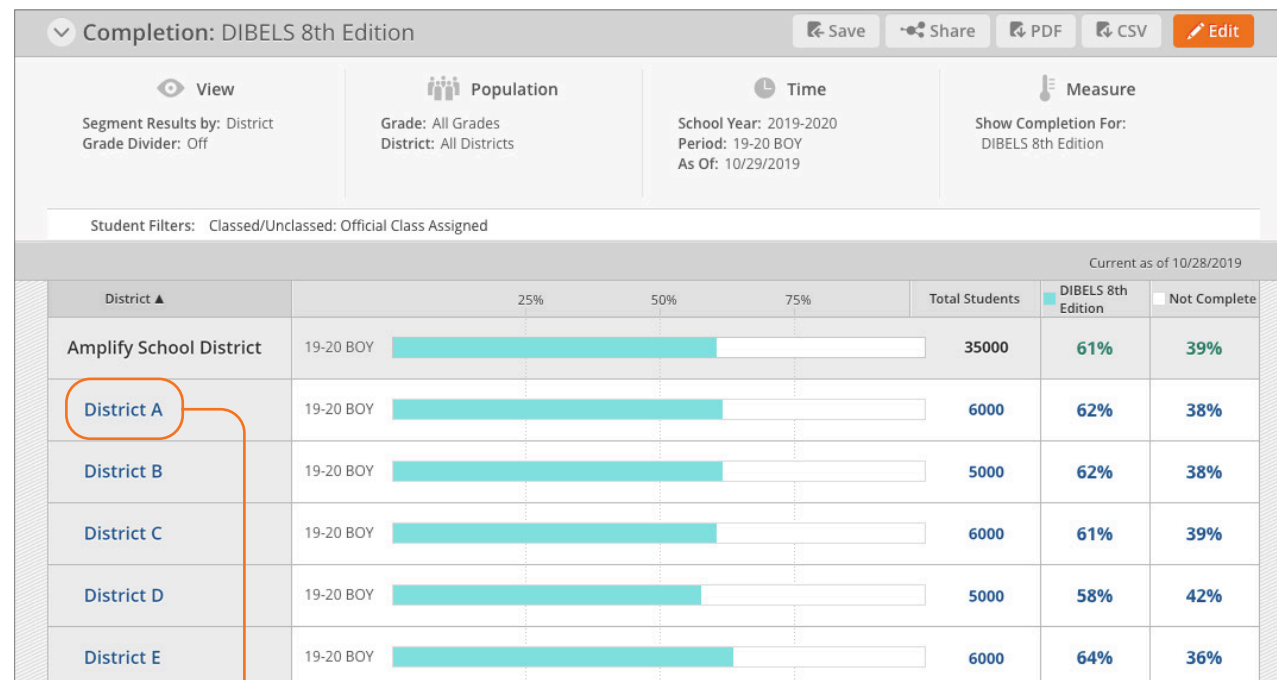


Click the Reference Data option to compare your report population to a broader subsection of the population or to the complete population, such as a single district, or all districts across the state.



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.

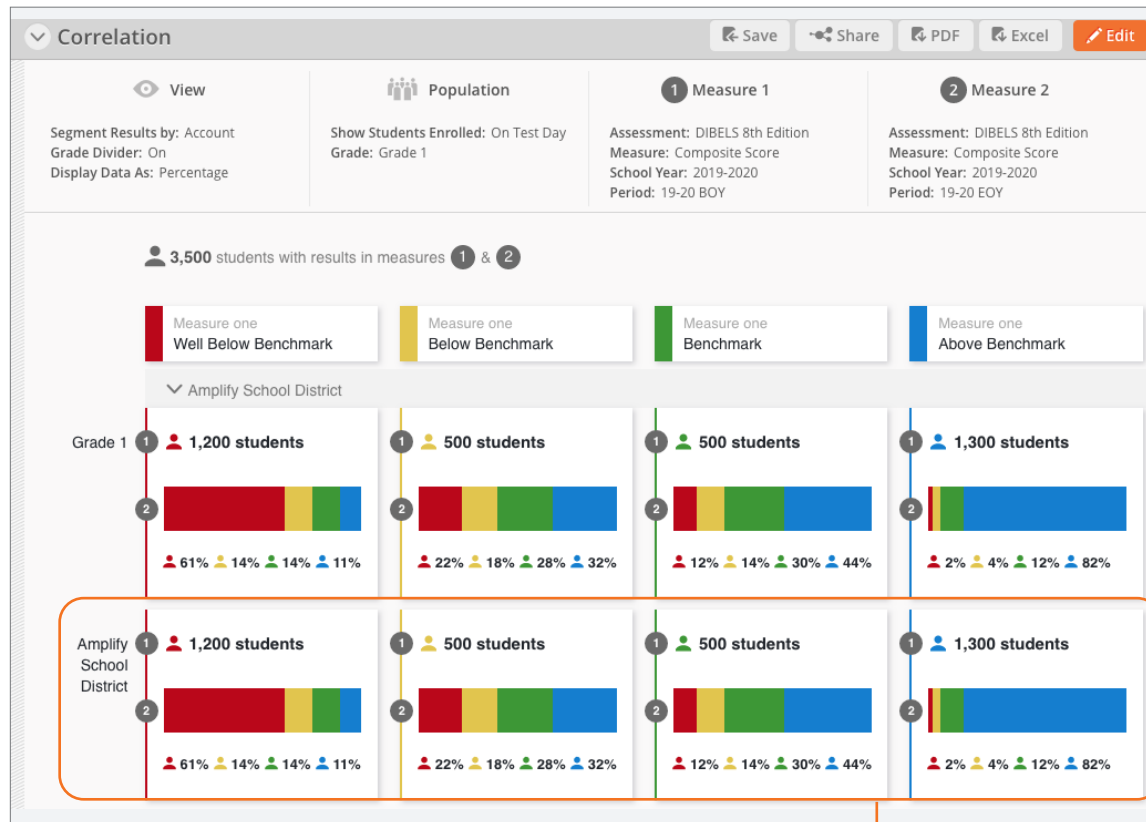
“Where should resources be focused to ensure the timely completion of required assessments?”



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.

“How effective have institutions and teachers been at moving students among performance levels?”



School leaders can compare student results for a grade or school against results for the entire district.



“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.

PM Fidelity: DIBELS 8th Edition

Save Share PDF Excel Edit

View

Segment Results by: Account
Grade Divider: Off
Display "At Rate" Column: On

Population

Grade: All Grades

Time

School Year: 2019-2020
Period: BOY→MOY
View Data for Date Range:
09/01/2019 - 01/18/2020

Measures and Levels

Student Performance Level to Display:
Red, Yellow
Progress Monitoring Target for Red:
2 weeks
Progress Monitoring Target for Yellow:
4 weeks

Well Below Benchmark Students

Account▲	At Rate	None	9/01 - 9/14	9/15 - 9/28	9/29 - 10/12	10/13 - 10/26	10/27 - 11/09	11/10 - 11/23	11/24 - 12/07	12/08 - 12/21	12/22 - 1/04
Amplify Demo Sch...	0%	33%	5%	15%	28%	35%	32%	18%	24%	9%	0%
Amplify Demo Dist...	0%	33%	5%	15%	28%	35%	32%	18%	24%	9%	0%

Below Benchmark Students

Account▲	At Rate	None	9/01 - 9/28	9/29 - 10/26	10/27 - 11/23	11/24 - 12/21	12/22 - 1/18	Total
Amplify Demo Sch...	1%	43%	12%	38%	32%	22%	4%	29439
Amplify Demo Dist...	1%	43%	12%	38%	32%	22%	4%	29439

Reports can be filtered based on the number of weeks between assessments.



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.

The screenshot shows the 'Download Your Data' page in the Amplify Reporting suite. The page has a header with the Amplify logo and 'Reporting' text. On the right side of the header, there is a user profile for 'Yolanda Rodriguez' with a 'Log Out' link and icons for Home, Notices, Admin, Book List, and Support. Below the header is a navigation bar with 'My Reports', 'My Dashboard', 'View My Data', and 'Help'. The main content area is titled 'Download Your Data' and contains several filter sections: 'Assessment' (DIBELS 8th Edition), 'Programs' (radio buttons for Programs and Districts, with Districts selected), 'District' (All Districts), 'Grade' (All Grades), 'School Year' (2019-2020), and 'Period' (19-20 BOY). At the bottom of the filters are 'Clear' and 'Download' buttons. To the right of the filters are two informational boxes: 'Updates' (with a 'Learn more' link) and 'Data Dictionary' (with a 'Download' link). An orange callout box highlights the filter sections.

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?”



Reporting and Analysis Suite: Student Lists

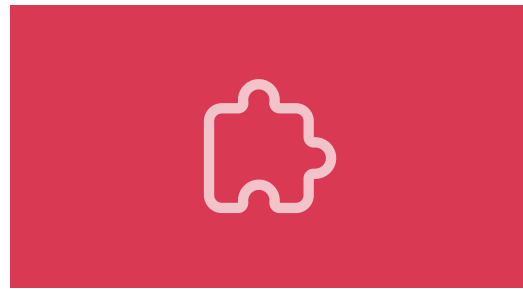
Clicking a bar segment, number, or total within a report opens the Student List, which displays each of the students along with an overview of the assessment data used to generate the report.

		DIBELS 8th Edition										Help
		Completion	Assessment Measure									Re Compr (N
		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)	Error Rate (ORF)	Re Compr (N
Student Name	Grade	Complete	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score
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	
Glennedale, 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.

“Which strengths and skill deficits do students with a similar performance level have in common?”





For more information on mCLASS,
visit [amplify.com/mclass](https://www.amplify.com/mclass) or contact
your Amplify representative today.

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