

PARTICIPANT NOTEBOOK

# Administration and scoring training

Grade K–6 teachers



## Practice account for this training

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URL: **learning.amplify.com**

Username:

Password:

# Administration and scoring training for teachers

Agenda	Objectives
Welcome	<b>By the end of this session, you will be able to:</b> <ul style="list-style-type: none"><li>• Explain how mCLASS Lectura assesses the basic early literacy skills required for students to become proficient readers.</li><li>• Develop fluency in administering and scoring mCLASS assessment measures according to standardized guidelines.</li></ul>
Introduction	
<b>Teacher-administered measures</b> <ul style="list-style-type: none"><li>• mCLASS features demonstration</li><li>• Scoring rules demonstration</li><li>• Practice</li></ul>	
<b>Student online assessments</b> <ul style="list-style-type: none"><li>• Student online measures</li><li>• Online assessment management</li></ul>	
mCLASS Reporting and Instruction introduction	
Closing	

# Resource links

Access the following links during and after the training session to support your mCLASS implementation.

## Training resources

PD Library	Download assessment materials and access resources to support your implementation, including scoring practice, classroom reporting tutorials, and session materials.	<a href="https://learning.amplify.com/pdlibrary">learning.amplify.com/pdlibrary</a>
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## Assessment administration

Educator Home	Administer mCLASS assessments and access mCLASS reports and instruction.	<a href="https://learning.amplify.com">learning.amplify.com</a>
Remote guidance	Learn best practices to administer mCLASS assessments to students remotely.	<a href="https://remotemclass.amplify.com/guidance">remotemclass.amplify.com/guidance</a>

## Documentation

mCLASS Lectura Online Help	Find resources and help with our compilation of support resources for mCLASS Lectura.	<a href="https://mclass.amplify.com/wgenhelp/mce_lec/index.htm#t=mCLASS_Lectura.htm">mclass.amplify.com/wgenhelp/mce_lec/index.htm#t=mCLASS_Lectura.htm</a>
mCLASS Lectura Administration and Scoring Guide	A comprehensive guide to mCLASS Lectura assessment administration and scoring.	<a href="https://mclass.amplify.com/support_center/mCLASS_Lectura_Admin_Scoring.pdf">mclass.amplify.com/support_center/mCLASS_Lectura_Admin_Scoring.pdf</a>





## Research

mCLASS Lectura Technical Manual	Information about the mCLASS Lectura approach to norming as well as sections on the reliability and validity evidence.	<a href="https://mclass.amplify.com/support_center/mCLASS_Lectura_Technical_Manual.pdf">mclass.amplify.com/support_center/mCLASS_Lectura_Technical_Manual.pdf</a>
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## Caregiver resources

Caregiver Hub	mCLASS resources and guides for caregivers to support students at home.	<a href="https://amplify.com/caregiver-hub/mclass/">amplify.com/caregiver-hub/mclass/</a>
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## Support

Program & technical support	Contact for questions about enrollment and technical support, Monday through Friday, 7 a.m. to 7 p.m. Eastern Time.	 Live chat  <a href="mailto:help@amplify.com">help@amplify.com</a>  800-823-1969
Pedagogical support	Contact for pedagogical assistance.	 <a href="mailto:help@amplify.com">help@amplify.com</a>

# Important acronyms

## Acronym

## Meaning

DIBELS	Dynamic Indicators of Basic Early Literacy Skills
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FNL	Fluidez en nombrar letras
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FSS	Fluidez en la segmentación de sílabas
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QQ	¿Qué queda?
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FSL	Fluidez en los sonidos de las letras
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K-Inicio	Kindergarten Inicio
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LSS	Fluidez en los sonidos de sílabas
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FEP	Fluidez en la lectura de palabras
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FLO	Fluidez en lectura oral
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CP	¿Cuál palabra?
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BOY	Beginning of Year
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MOY	Middle of Year
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EOY	End of Year
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TOY	Time of Year
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BM	Benchmark
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PM	Progress monitoring
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# Science of Reading

Although the scientific evidence base for effective reading has existed for decades, the term “the science of reading” has gained traction in the last few years, potentially leading to misunderstandings. As a result, The Reading League created a common definition for the field.

## The definition

“The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.”

—The Reading League. (2022). *Science of Reading: Defining Guide*.  
[thereadingleague.org/what-is-the-science-of-reading/](https://thereadingleague.org/what-is-the-science-of-reading/)

## Notes

Directions: Write key words or phrases from the definition in the space below.



### Learn more

Continue to build your knowledge of the Science of Reading.

[amplify.com/science-of-reading](https://amplify.com/science-of-reading)



# Science of Reading principles

1

Science-based reading instruction is a matter of equity and supports *all* children.

2

Learning to read and write is not natural and must be taught systematically, explicitly, and cumulatively.

3

Proficient reading requires word recognition and language comprehension, while proficient writing requires transcription and composition skills.

4

Reading and writing are mutually-reinforcing processes that should be taught through integrated instruction.

5

Background knowledge and vocabulary are critical to both reading comprehension and writing composition.

6

Literacy relies on language as its primary system: Instruction must develop both oral and written language.

7

Reading comprehension is a series of cognitive processes that are employed during and after reading.

8

Universal screening and progress monitoring are critical to gather the data needed to target instruction and measure effectiveness.

9

Literacy instruction in any language must be based on that language's unique features.

10

Honoring the home language, culture, and community experiences of *all* students supports positive, long-term outcomes.

# Biliteracy principles

1

Multilingualism is an asset and a cognitive strength.



2

Literacy in a new language builds from a student's knowledge of their home language.

3

Multilingual students leverage their full linguistic repertoire to navigate and draw connections across languages when reading, writing, listening, and speaking.

4

Foundational skills, vocabulary, and linguistic knowledge—which are important for reading and writing—can transfer to other languages through explicit instruction.

5

Oral language development must be emphasized to ensure students are expanding language skills.

6

Universal screening instruments must be valid, reliable, culturally responsive, and linguistically appropriate.

7

Assessment practices and data interpretation must consider home language, language proficiency, and language of instruction.

8

Continuing to develop students' home language supports literacy development in the language of instruction.

9

Sustained bilingual education results in long-term positive outcomes, which are proven to outperform monolingual approaches.

10

More research that focuses on multilingual learner data and language variables is needed to better inform instruction and understand outcomes.



# mCLASS Lectura and the Basic Early Literacy Skills

Measure	Skill	The ability to...
Fluidez en nombrar letras	N/A	N/A
Fluidez en la segmentación de sílabas ¿Qué queda?*	Phonological awareness	hear, identify, and manipulate individual sounds in spoken words.
Fluidez en los sonidos de las letras Fluidez en los sonidos de sílabas Fluidez en la lectura de palabras	Alphabetic principle and phonics	map sounds onto letters and blend those sounds into words.
Fluidez en la lectura de palabras Fluidez en la lectura oral	Accurate and fluent reading	read a text accurately with automaticity and expression.
¿Cuál palabra? (Basic Comprehension)	Reading comprehension	make meaning from text.
mCLASS Vocabulary Español (no cost add-on)	Vocabulary	understand and use words to acquire and convey meaning.

*\*Optional measure.*

## mCLASS Lectura measures by grade level

Measure	K	1	2	3	4-6
Fluidez en nombrar letras (FNL)	✓	✓			
Fluidez en la segmentación de sílabas (FSS)	✓	✓			
¿Qué queda?* (QQ)	✓*	✓*	✓*		
Fluidez en los sonidos de las letras (FSL)	✓	✓			
Fluidez en los sonidos de las letras: K-Inicio* (K-Inicio FSL)	✓*				
Fluidez en los sonidos de sílabas (LSS)	✓	✓			
Fluidez en la lectura de palabras (FEP)	✓	✓	✓	✓	
Fluidez en la lectura oral (FLO)		✓	✓	✓	✓
¿Cuál palabra? (CP)		✓*	✓	✓	✓
<b>Administration time in minutes</b>	<b>K</b>	<b>1</b>	<b>2-3</b>		<b>4-6</b>
If discontinued	6 per student	7 per student	N/A		N/A
Full set	7 per student	8 per student	3 per student + 5 per group		2 per student + 5 per group

\*Optional measure. Optional measures are not included in the estimated administration time.

# Performance descriptors

Status	Level	Likely to be performing at grade level at end of year?	Support level
 Blue	Above Benchmark	Yes; negligible risk <i>90% or higher chance of meeting goal</i>	Core
 Green	At Benchmark	Yes; minimal risk <i>80% or higher chance of meeting goal</i>	Core
 Yellow	Below Benchmark	No; some risk <i>20% or higher chance of meeting goal</i>	Strategic
 Red	Well Below Benchmark	No; at risk <i>Less than 20% chance of meeting goal</i>	Intensive

# Scoring rules summary tables

## Set A

### Fluidez en nombrar letras (FNL)

Correct	Scoring	Incorrect	Scoring
1. Correct letter names	Do not mark.	2. Incorrect letter names	Tap to mark in red.
3. Self-corrections	Tap again to mark in green.	4. 3-second hesitations	Tap to mark in red. Provide the correct letter name, point to the next letter and say, <b>"Continúa."</b> <i>Prompt as needed.</i>
		5. Omissions	Tap to mark in red for individual letters or the X at the beginning of the line for an entire row.
		6. Regla para interrumpir	Select Interrumpir la medición or Continuar.
		7. Wrong order	Tap both letters to mark in red.
		8. Letter reversals ("d" for "b")	Tap to mark in red.
		9. Letter sounds (/d/ for "d")	Tap to mark in red. Say, <b>"Recuerda decirme el nombre de la letra, no su sonido."</b> <i>Prompt only once.</i>
		10. Letter names in English	Tap to mark in red. Say, <b>"Recuerda decirme el nombre de la letra en español, no en inglés."</b> <i>Prompt only once.</i>

## Fluidez en los sonidos de letras (FSL)

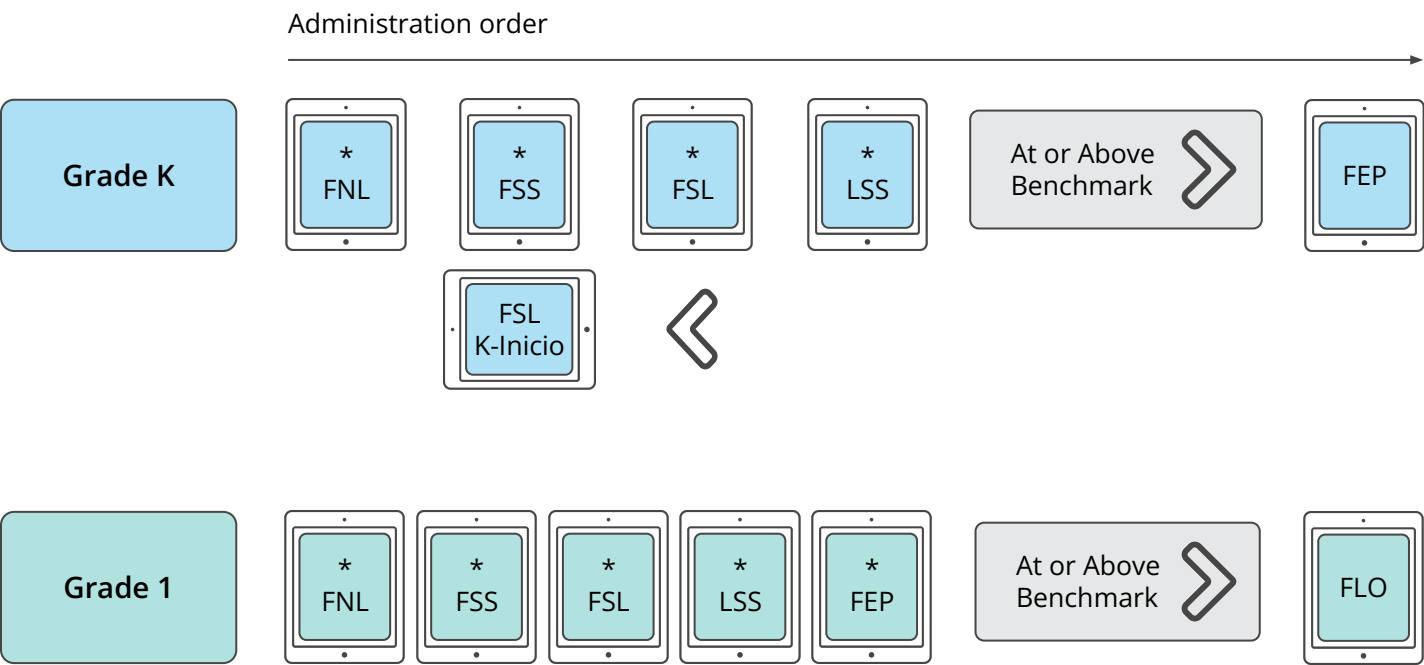
Correct	Scoring	Incorrect	Scoring
1. Correct letter sounds	Do not mark.	2. Incorrect letter sounds	Tap to mark in red.
3. Self-corrections	Tap again to mark in green.	4. 3-second hesitations <i>*Does not apply to FSL K-Inicio.</i>	Tap to mark in red. Provide the correct letter sound, point to the next letter sound and say, <b>"Continúa."</b> <i>Prompt as needed.</i>
		5. Omissions	Tap to mark in red or tap the X at the beginning of the row.
		6. Regla para interrumpir	Select Interrumpir la medición or Continuar.
		7. Wrong order	Tap both letter sounds to mark in red.
		8. Letter sound reversals	Tap to mark in red.
		9. Letter names ("d" for /d/)	Tap to mark in red. Say, <b>"Recuerda decirme el sonido de la letra, no su nombre."</b> <i>Prompt only once.</i>
		10. Letter sounds in English	Tap to mark in red. Say, <b>"Recuerda decirme el sonido de la letra en español, no en inglés."</b> <i>Prompt only once.</i>

## Fluidez en los sonidos de sílabas (LSS)

Correct	Scoring	Incorrect	Scoring
1. Correct syllables	Do not mark.	2. Incorrect syllables	Tap to mark in red.
3. Self-corrections	Tap again to mark in green.	4. 3-second hesitations	Tap to mark in red. Provide the correct syllable, point to the next syllable and say, <b>"Continúa."</b> <i>Prompt as needed.</i>
		5. Omissions	Tap to mark in red or tap the X at the beginning of the row.
		6. Regla para interrumpir	Select Interrumpir la medición or Continuar.
		7. Wrong order	Tap both letters to mark in red.
8. Syllables sounded out and blended	Do not mark.	9. Syllables sounded out and not blended	Tap to mark in red.
		10. Syllables in English	Tap to mark in red. Say, <b>"Recuerda decirme cómo suena la sílaba en español, no en inglés."</b> <i>Prompt only once.</i>

# Gating rules

Grade	TOY	Required measures	Gating measures	Gated measures	Trigger/ Result
Grade K	All TOYS	FNL, FSS, FSL, LSS	LSS	FEP	At or Above Benchmark, administer FEP
Grade 1	All TOYs	FNL, FSS, FSL, LSS, FEP	FEP	FLO	At or Above Benchmark, administer FLO



*\*Required for Composite Score.*

## Fluidez en la lectura de palabras (FEP)

Correct	Scoring	Incorrect	Scoring
1. Words read correctly	Do not mark.	2. Words read incorrectly	Tap to mark in red.
3. Self-corrections	Tap again to mark in green.	4. 3-second hesitations	Tap to mark in red. Provide the correct word, point to the next word and say, <b>"Continúa."</b> <i>Prompt as needed.</i>
		5. Omissions	Tap to mark in red or tap the X at the beginning of the row.
		6. Regla para interrumpir	Select Interrumpir la medición or Continuar.
		7. Words read out of order	Tap to mark in red.
8. Words sounded out and blended	Do not mark.	9. Words sounded out and not blended	Tap to mark in red.
		10. Words in English	Tap to mark in red. Say, <b>"Recuerda responderme en español, no en inglés."</b> <i>Prompt only once.</i>

## Fluidez en la lectura oral (FLO)

Correct	Scoring	Incorrect	Scoring
1. Words read correctly	Do not mark.	2. Words read incorrectly	Tap to mark in red.
3. Self-corrections	Tap again to mark in green.	4. 3-second hesitations	Tap to mark in red. Provide the correct word. <i>Repeat as needed.</i>
		5. Omissions	Tap to mark in red or tap the X at the beginning of the row.
		6. Regla para interrumpir	Select Interrumpir la medición or Continuar.
		7. Words read out of order	Tap to mark in red.
8. Words sounded out and blended	Do not mark.	9. Words sounded out and not blended	Tap to mark in red.
		10. Words in English	Tap to mark in red. Say, " <b>Recuerda responder en español, no en inglés.</b> " <i>Prompt only once.</i>
11. Inserted words	Do not mark.	12. Mispronunciations	Tap to mark in red.
13. Repeated words	Do not mark.	14. Substitutions	Tap to mark in red.

# Scoring rules guided handout

## Common rules: Set A

Directions: Fill in the blanks below.

	FNL (letras)	FSL (sonidos)	LSS (sílabas)	FEP (palabras)	FLO (palabras)
1. Correct responses					
2. Incorrect responses			Tap to mark in		
3. Self-corrections			Tap again to turn		
4. Hesitations	Score incorrect. Provide the correct point to the next and say, " <b>Continúa.</b> " <i>Prompt as needed.</i>				Score incorrect and provide the correct
5. Omissions			Tap to mark in red or tap the X at the beginning of the		
6. Regla para interrumpir			Zero correct in first		
7. Incorrect order			Tap to mark in		

# Scoring rules summary tables

## Set B

### Fluidez en la segmentación de sílabas (FSS)

Correct	Scoring	Incorrect	Scoring
1a. Correct sounds in isolation	Underline syllable.	2a. Incorrect sounds in isolation	Underline and tap to mark in red.
1b. Correct blends	Drag to underline syllables together.	2b. Incorrect blends	Underline and tap each incorrect syllable to mark in red.
1c. Overlapping segmentation	Drag to indicate overlapping segmentation.	2c. No segmentation	Underline whole word or tap Palabra completa to note lack of segmentation.
3. Self-corrections	Underline and tap again to mark in green.	4. 3-second hesitations	Do not mark and give the next word.
		5. Omissions	Do not mark omitted syllables.
		6. Regla para interrumpir	Select Interrumpir la medición or Continuar.
7a. Additions: isolated sounds/syllables	Do not mark.	7b. Additions: combined with syllable	Mark as incorrect.
		8. Spelling	Mark with Palabra completa.
9. Sound elongation	Use professional judgment to determine if student knows individual sounds	10. Syllables in English	Tap to mark in red. Say, " <b>Recuerda decirme las sílabas en español, no en inglés.</b> " <i>Prompt only once.</i>

## ¿Qué queda? (QQ)

Correct	Scoring	Incorrect	Scoring
1. Correct elisions	Tap Correcto.	2. Incorrect elisions	Tap Incorrecto.
3. Self-corrections	Tap Correcto.	4. No response	Tap No respondió.
		5. 3-second hesitations	Tap No respondió and give the next prompt.
		6. Regla para interrumpir	Select Interrumpir la medición or Continuar.
		8. Responses in English	Tap Incorrecto. Say, " <b>Recuerda responderme en español, no en inglés.</b> " <i>Prompt only once.</i>

# Scoring rules guided handout

## Common rules: Set B

Directions: Fill in the blanks below.

	FSS (segmento)	QQ (parte de palabra)
1. Correct responses		
2. Incorrect responses	Underline and tap to mark in	
3. Self-corrections	Tap again to turn	
4. Hesitations	Make no and give the next word.	Tap and give the next prompt.
5. Omissions	Make no	N/A
6. Regla para interrumpir	Zero correct in first five	
7. Additions	Isolated sounds:	N/A
	Combined with a syllable:	

## Online assessment measures at each grade level

Measure	K	1	2	3	4-6
¿Cuál palabra?		✓*	✓	✓	✓
mCLASS Spelling Español	✓**	✓	✓		
mCLASS Vocabulary Español	✓	✓	✓	✓	✓

\*Optional measure.

\*\*Administration begins at MOY.



### Learn more

Access videos and helpful resources in the PD Library to learn more about mCLASS additional assessment measures.

# Key learnings

Directions: Share three key learnings from this training.



# Next steps

Directions: Share your next steps.



1.

2.

3.

# Session survey

[surveymonkey.com/r/AmplifyPDsurvey](https://surveymonkey.com/r/AmplifyPDsurvey)

6-digit **Customer Code**:



# Appendix

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Benchmark goals .....	24
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	Kindergarten			Grade 1			Grade 2			Grade 3		
	B	M	E	B	M	E	B	M	E	B	M	E
Letter Naming: Fluidez en nombrar letras (FNL)							<p>Key:</p> <p><b>Bold = the minimum score needed for core support</b></p> <p><i>see legend for additional information</i></p>					
Blue - Core Support	22+	36+	44+	41+	48+	52+						
Green - Core Support	21	35	43	40	47	51						
	6	20	30	27	35	40						
Yellow - Strategic Support	5	19	29	26	34	39						
	3	14	25	24	31	37						
Red - Intensive Support	2	13	24	23	30	36						
	0	0	0	0	0	0						
Syllable Segmentation: Fluidez en la segmentación de sílabas (FSS)												
Blue - Core Support	36+	52+	61+	46+	56+	66+						
Green - Core Support	35	51	60	45	55	65						
	23	34	44	32	41	48						
Yellow - Strategic Support	22	33	43	31	40	47						
	15	30	39	26	35	41						
Red - Intensive Support	14	29	38	25	34	40						
	0	0	0	0	0	0						
Letter Sounds: Fluidez en los sonidos de las letras (FSL)												
Blue - Core Support	21+	34+	44+	40+	47+	53+						
Green - Core Support	20	33	43	39	46	52						
	6	22	30	26	36	42						
Yellow - Strategic Support	5	21	29	25	35	41						
	4	16	25	22	31	38						
Red - Intensive Support	3	15	24	21	30	37						
	0	0	0	0	0	0						
Syllable Reading: Fluidez en los sonidos de sílabas (LSS)												
Blue - Core Support	6+	20+	33+	32+	42+	52+						
Green - Core Support	5	19	32	31	41	51						
	2	8	19	14	25	36						
Yellow - Strategic Support	1	7	18	13	24	35						
	0	6	12	11	21	30						
Red - Intensive Support	NA	5	11	10	20	29						
	NA	0	0	0	0	0						
B M E B M E B M E B M E												
Kindergarten Grade 1 Grade 2 Grade 3												

	Kindergarten			Grade 1			Grade 2			Grade 3		
	B	M	E	B	M	E	B	M	E	B	M	E
Word Reading: Fluidez en la lectura de palabras (FEP)												
Blue - Core Support	4+	16+	29+	24+	37+	47+	35+	46+	54+	36+	43+	48+
Green - Core Support	3	15	28	23	36	46	34	45	53	35	42	47
	2	5	11	8	18	28	15	22	28	20	27	32
Yellow - Strategic Support	1	4	10	7	17	27	14	21	27	19	26	31
	0 - 1	4	6	6	12	21	10	16	21	14	18	21
Red - Intensive Support	NA	3	5	5	11	20	9	15	20	13	17	20
	NA	0	0	0	0	0	0	0	0	0	0	0
Oral Reading Fluency: Fluidez en la lectura oral (FLO)												
Blue - Core Support				25+	39+	56+	60+	80+	86+	68+	87+	106+
Green - Core Support				24	38	55	59	79	85	67	86	105
				8	15	28	26	48	54	37	56	79
Yellow - Strategic Support				7	14	27	25	47	53	36	43	78
				6	11	20	19	33	35	30	43	61
Red - Intensive Support				5	10	19	18	32	34	29	42	60
				0	0	0	0	0	0	0	0	0
Oral Reading Accuracy: Fluidez en la lectura oral (FLO - Prec)												
Green - Core Support				61+	82+	92+	91+	96+	96+	96+	96+	96+
Yellow - Strategic Support				60	81	91	90	95	95	95	95	95
				41	67	82	81	91	91	91	91	91
Red - Intensive Support				40	66	81	80	90	90	90	90	90
				0	0	0	0	0	0	0	0	0
Comprehension: ¿Cuál palabra? (CP)												
Green - Core Support							2+	3+	3.5+	4+	4.5+	5+
Yellow - Strategic Support							1.5	2.5	3	3.5	4	4.5
							0	0	0	0	0	0
Lectura Composite Score												
Blue - Core Support	323+	406+	438+	400+	439+	479+	392+	434+	474+	397+	435+	469+
Green - Core Support	322	405	437	399	438	478	391	433	473	396	434	468
	269	352	389	348	390	343	341	388	430	344	391	432
Yellow - Strategic Support	268	351	388	347	389	433	340	387	429	343	390	431
	256	335	371	338	377	420	330	370	409	330	371	408
Red - Intensive Support	255	334	370	337	376	419	329	369	408	329	370	407
	237	282	301	298	322	353	303	329	366	282	311	334
	B	M	E	B	M	E	B	M	E	B	M	E
	Kindergarten			Grade 1			Grade 2			Grade 3		

	Grade 4			Grade 5			Grade 6		
	B	M	E	B	M	E	B	M	E
Oral Reading Fluency: Fluidez en la lectura oral (FLO)									
Blue - Core Support	87+	93+	99+	89+	119+	121+	104+	106+	129+
Green - Core Support	86	92	98	88	118	120	103	105	128
	61	66	71	73	90	92	75	79	94
Yellow - Strategic Support	60	65	70	72	89	91	74	78	93
	52	61	64	71	84	85	71	73	87
Red - Intensive Support	51	60	63	70	83	84	70	72	86
	0	0	0	0	0	0	0	0	0
Oral Reading Accuracy: Fluidez en la lectura oral (FLO - Prec)									
Green - Core Support	96+	96+	96+	96+	96+	96+	96+	96+	96+
Yellow - Strategic Support	95	95	95	95	95	95	95	95	95
	91	91	91	91	91	91	91	91	91
Red - Intensive Support	90	90	90	90	90	90	90	90	90
	0	0	0	0	0	0	0	0	0
Comprehension: ¿Cuál palabra? (CP)									
Green - Core Support	5+	6.5+	8+	6+	7.5+	8.5+	7+	7.5+	9+
Yellow - Strategic Support	5.5	6	7.5+	5.5	7	8	6.5	7	8.5
	0	0	0	0	0	0	0	0	0
Lectura Composite Score									
Blue - Core Support	402+	440+	479+	396+	429+	470+	395+	444+	484+
Green - Core Support	401	439	478	395	428	469	394	443	483
	357	398	435	365	392	436	358	399	433
Yellow - Strategic Support	356	397	434	364	391	435	357	398	432
	341	390	423	361	384	428	353	390	423
Red - Intensive Support	340	389	422	360	383	427	352	389	422
	268	296	325	227	277	332	263	273	300
	B	M	E	B	M	E	B	M	E
	Grade 4			Grade 5			Grade 6		

Legend
Blue goal = Core support; Negligible risk
Green range = Core support; Minimal risk
Yellow range = Strategic support; Some risk
Red range = Intensive support; At risk

# Notes