

PARTICIPANT NOTEBOOK

Administration and reporting training

Grade K–6 leaders



Administration and reporting training for leaders

Agenda

Objectives

Welcome

Introduction

Assessment measures

- Teacher-administered assessments
- Student online assessments

Before assessment administration

- Data collection
- Online assessment management
- Scheduling

During assessment administration

- Maintain standardized administration
- Monitor assessment completion
- Provide support

After assessment administration

- Classroom reporting
- Admin reporting
- Progress monitoring

Closing

By the end of this session, you will be able to:

- Explain how mCLASS Lectura Texas assesses the basic early literacy skills required for students to become proficient readers.
- Describe how mCLASS Texas enhances your school or district literacy framework.
- Determine systems-level actions that will ensure assessment fidelity at your school site(s).
- Identify the reports and instructional tools mCLASS Texas provides educators.

Resource links

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

Training resources

PD Library	Download assessment materials and access resources to support your implementation.	learning.amplify.com/pdlibrary
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Assessment administration

Educator Home	Administer mCLASS Texas assessments and access mCLASS Texas reports and instruction.	learning.amplify.com
Online assessment measures	Use district-level student online assessment management.	my.amplify.com/help/en/articles/4793163-mclass-assign-online-assessments#ed34077639




Documentation

mCLASS Lectora Online Help	Find resources and help with our compilation of support resources for mCLASS Lectora.	mclass.amplify.com/wgenhelp/mce_lec/index.htm?t=mCLASS_Lectora.htm
mCLASS Lectora Reports Help	Find information about the mCLASS Lectora Admin Reports.	https://mclass.amplify.com/wgenhelp/mlr/index.htm
mCLASS Lectora Administration and Scoring Guide	A comprehensive guide to mCLASS Lectora assessment administration and scoring.	mclass.amplify.com/support_center/mCLASS_Lectora_Admin_Scoring.pdf
Device requirements	Find information about hardware, software, telecommunications, and other requirements for all Amplify products.	amplify.com/customer-requirements

Research

mCLASS Lectora Technical Manual	Find information about the mCLASS Lectora approach to norming as well as sections on the reliability and validity evidence.	mclass.amplify.com/support_center/mCLASS_Lectora_Technical_Manual.pdf
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Support

Technical and pedagogical program support	Contact our Customer Care and Support team for assistance, Monday through Friday, 7 a.m. to 7 p.m. Eastern Time.	 Live chat  800-823-1969  amplify.com/request-support
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Important acronyms

Acronym

Meaning

FNL	Fluidez en nombrar letras
FSS	Fluidez en la segmentación de sílabas
QQ	¿Qué queda?
FSL	Fluidez en los sonidos de las letras
K-Inicio	Kindergarten Inicio
LSS	Fluidez en los sonidos de sílabas
FEP	Fluidez en la lectura de palabras
FLO	Fluidez en lectura oral
CP	¿Cuál palabra?
BOY	Beginning of Year
MOY	Middle of Year
EOY	End of Year
TOY	Time of Year
BM	Benchmark
PM	Progress monitoring
DYD	Download Your Data

The 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/

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



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.



Decode “Fun-ee-shun”

Directions: Use the Fun-ee-shun alphabet to decode the sentence below.

. Δ ʌ H Δ ʌ 4 ʌ 4 9 x ʌ ʌ

/a/	4	at	/f/	9	fat	/n/	ʌ	net	/t/	x	tag
/b/	ʌ	bat	/g/	7	got	/o/	o	odd	/u/	ʌ	up
/k/	ʌ	cat	/h/	H	hat	/p/	ʌ	pat	/v/	l	vet
/d/	Δ	dog	/i/	ʌ	it	/r/	9	rat	/w/	ʌ	wet
/e/	ʌ	end	/l/	c	let	/s/	w	sat	/z/	ɪ	zen
			/m/	ʌ	mat				/th/	⊗	thin



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 Español Vocabulario (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)		✓*	✓	✓	✓
Administration time in minutes	K	1	2–3		4–6
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

mCLASS Texas and your literacy program

Directions: Write your reflections to the following questions in the spaces below.

1. How does mCLASS Texas fit into your current framework?

2. How will mCLASS Texas enhance your framework?

Assessment measures

Directions: Take notes on each assessment demonstration or walkthrough video in the spaces below.

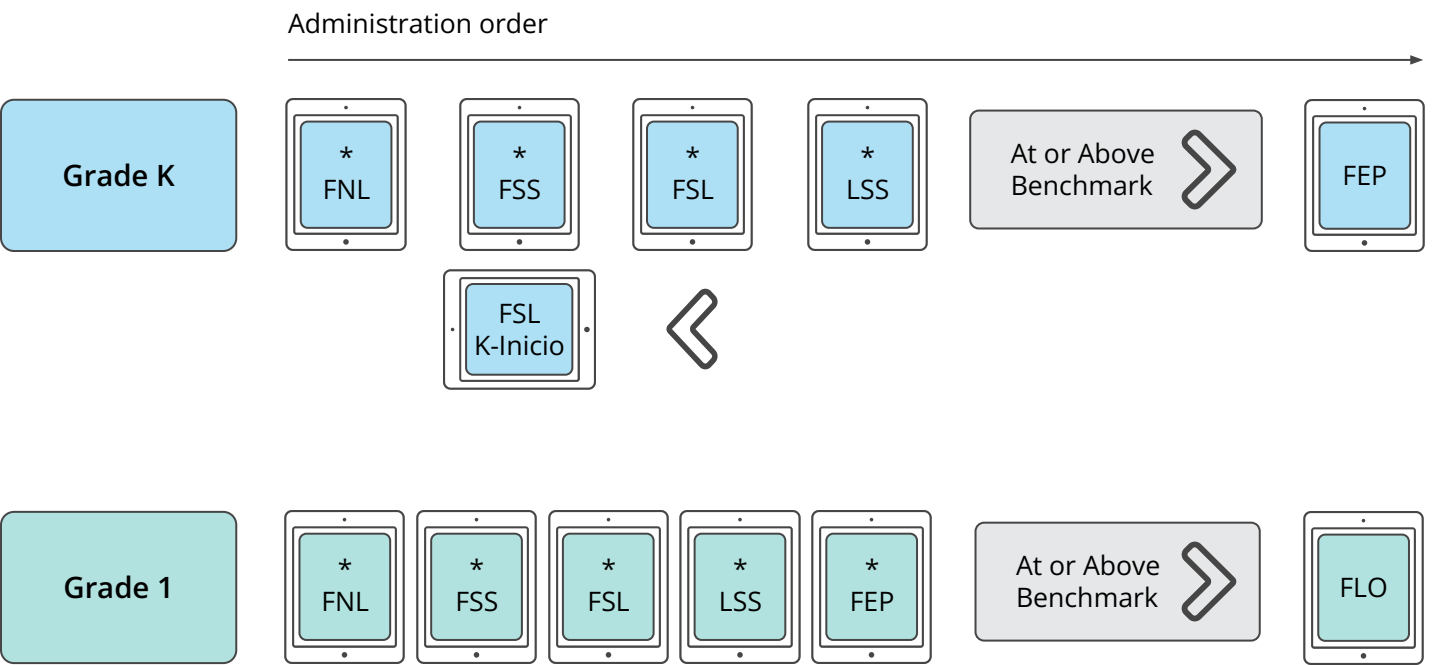
Fluidez en nombrar letras (FNL)

Fluidez en la segmentación de sílabas (FSS)

¿Cuál palabra?

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.*

Online assessment measures by 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.

Implementation plan for mCLASS administration

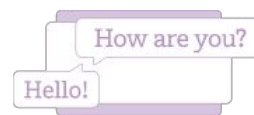
Before assessment administration

Key action	Consideration / Best practice	Your plan
 Determine who is eligible for screening	Consider: <ol style="list-style-type: none">1. Students with limited verbal language skills2. Students with fluency-based speech disorders3. Students with Oral apraxia4. Students for whom reading in English is not an instructional goal	
 Determine who will collect benchmark data <ul style="list-style-type: none">• Classroom teachers• Paraprofessionals• Specialists• Support staff• Leaders• Student teachers	Consider: <ol style="list-style-type: none">1. Interest of staff members2. Budgetary resources3. Training needs4. Assessment window5. Data collection approach	
 Identify additional online measures to administer <ul style="list-style-type: none">• RAN• Spelling• Vocabulary	Consider: <ol style="list-style-type: none">1. Criteria that will be used to identify students for additional screening2. Whether administrators (at the grade level) or teachers (at the class level) will assign additional online measures to students3. Local/state guidelines	
 Schedule data collection within a two to three week timeframe	<ol style="list-style-type: none">1. Schedule assessment windows for at least 1 week after a major school break.2. Do not overlap with major events (e.g., state-level testing).3. Identify assessment administration days at each school.	

mCLASS assessment in English and Spanish

mCLASS Texas supports assessment and instruction of Spanish-speaking students and dual language learners developing literacy in English and/or Spanish. To obtain an asset-based understanding of a student's biliteracy skills, we recommend assessing in both English and Spanish. The table below is a guide to best support these students with Amplify's recommendations for screening, progress monitoring, and instructional support based on program models and goals.

This resource is a guide to best support these students with Amplify's recommendations for screening, progress monitoring, and instructional support based on program models (defined in the next section) and goals. Our Amplify team can work with districts to develop guidelines for teachers and leaders with respect to assessment recommendations for multilingual learners.



	Dual language model	Transitional bilingual model	English-only model
Goal	Biliteracy in English and Spanish	English proficiency using Spanish as a foundation	English proficiency
Benchmark assessment	All students in English <i>and</i> Spanish to assess biliteracy development.	All Spanish-speaking students in Spanish to assess continued Spanish literacy development. Benchmark all students in English to assess English literacy development.	All students in English to assess English literacy development. For Spanish-speaking students, conduct baseline assessment in Spanish at benchmark periods or at the beginning of the school year.
Progress monitoring	At-risk students in English and/or Spanish, based on benchmark results and instructional focus.	At-risk students in English and/or Spanish, based on benchmark results and instructional focus.	At-risk students in English.
Instruction	In English and Spanish, with cross-linguistic transfer support.	In English and Spanish, with cross-linguistic transfer support.	In English, with cross-linguistic transfer support.

<p>Select data collection approach</p> <ul style="list-style-type: none"> • Within classroom • School-wide: one day • School-wide: multiple days 	<p>Consider:</p> <ol style="list-style-type: none"> 1. Number of students to be assessed 2. Number and availability of staff 3. Availability of resources 4. Location availability 	
<p>Create schedule for deploying resources during assessment</p>	<ol style="list-style-type: none"> 1. Schedule volunteers or substitutes to assist during data collection. 2. Create a schedule for each assessor. 3. Assign assessors and volunteers or substitutes to locations. 	
<p>Determine assessment location(s)</p> <ul style="list-style-type: none"> • Classroom • Library/Media center • Cafeteria 	<ol style="list-style-type: none"> 1. Prepare assessment “stations” for 1:1 assessment (e.g., 2 chairs, small desk/table). 2. Minimize potential distractions for students (e.g., pull window shades down, erect barriers between stations in a large room). 	
<p>Ensure all assessors are prepared to administer and score assessment measures according to standardized guidelines</p>	<ol style="list-style-type: none"> 1. Schedule initial administration and scoring training for new assessors. 2. Schedule additional practice opportunities for all assessors. 3. Identify experienced assessors to observe and shadow score assessors during assessment window using fidelity checklists. 	
<p>Organize student materials</p>	<ol style="list-style-type: none"> 1. Identify how many assessment kits you have. 2. Identify how many assessment kits you need. 3. Determine where assessment kits will be stored before, during, and after assessment administration. 	
<p>Prepare assessment devices</p>	<ol style="list-style-type: none"> 1. Confirm devices meet requirements. 2. Ensure assessors have access to students on mobile devices. 3. Sync devices for latest version of software. 4. Charge mobile devices. 	

During assessment administration

Key action	Consideration / Best practice	Your plan
Maintain standardized administration practices	<ol style="list-style-type: none">1. Check in with experienced assessors conducting fidelity checks to identify common misunderstandings.2. Clarify standardized scoring procedures, when necessary.3. Ensure assessors use only official prompts, scripted instructions, and approved accommodations.4. Reinforce permissible invalidation scenarios.	
Monitor assessment completion	<ol style="list-style-type: none">1. Analyze completion rates using the Benchmark Completion report.2. Identify classrooms with low completion rates.	
Provide support to classrooms with low completion rates	<ol style="list-style-type: none">1. Meet with classroom teacher(s) to identify obstacles (e.g., absenteeism, scheduling).2. Deploy resources to address obstacles.	

After assessment administration

Key action	Consideration / Best practice	Your plan
Identify strengths and areas of need	<ol style="list-style-type: none">1. Analyze data for the school as a whole and for each grade level using the Benchmark Performance report.2. View Composite Score data as well as data for the individual measures.	
Review and analyze benchmark data in PLCs and/or grade-level meetings	<ol style="list-style-type: none">1. Share strengths and areas of need from admin reports with educators.2. Determine which skills require additional support at the classroom level.3. Determine which students require additional support based on their measure-level performance.	
Engage staff in discussion to determine next steps	<ol style="list-style-type: none">1. Determine how students will be grouped for instruction.2. Determine who will provide instructional support to students.3. Determine what additional instructional resources are needed to support students' skill needs.	
Establish clear expectations for progress monitoring data collection and review	<ol style="list-style-type: none">1. Determine which students to progress monitor and with which measures.2. Determine who will collect progress monitoring data.3. Determine progress monitoring frequency.4. Determine how often to review progress monitoring data.5. Determine when to assess students with off-grade level measures.	

Anticipated challenges

Challenge	Proposed solution	Your plan

Administration and scoring fidelity checklists

Fluidez en nombrar letras (FNL)

Pass Practice

<input type="checkbox"/>	<input type="checkbox"/>	1. Holds device so student cannot see what is recorded.
<input type="checkbox"/>	<input type="checkbox"/>	2. Places the student copy in front of the student.
<input type="checkbox"/>	<input type="checkbox"/>	3. Performs standardized directions verbatim, including the correction procedure for the practice item, if applicable.
<input type="checkbox"/>	<input type="checkbox"/>	4. Tells the student to begin and taps Comenzar la evaluación to start the timer.
<input type="checkbox"/>	<input type="checkbox"/>	5. Follows along and scores on the device as the student responds.
<input type="checkbox"/>	<input type="checkbox"/>	6. Administers acceptable prompts correctly, if appropriate. <i>If a student hesitates for 3 seconds on a letter name, then the assessor scores the letter as incorrect, provides the correct letter name, points to the next letter, and says, “Continúa.”</i> Prompt as needed. <i>If a student says the letter sound rather than the letter name, the assessor says, “Recuerda decirme el nombre de la letra, no el sonido.”</i> Prompt only once. <i>If a student says the letter name in English, then the assessor says, “Recuerda decirme el nombre de la letra en español, no en inglés.”</i> Prompt only once.
<input type="checkbox"/>	<input type="checkbox"/>	7. Applies scoring rules consistently and correctly.
<input type="checkbox"/>	<input type="checkbox"/>	8. Applies the Regla para interrumpir (discontinue rule) correctly, if appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	9. At the end of 60 seconds, says “Para,” and places a bracket (]) after the last letter named by the student.
<input type="checkbox"/>	<input type="checkbox"/>	10. Score is within 2 points of the expert examiner.

Fluidez en la segmentación de sílabas (FSS)

Pass Practice

<input type="checkbox"/>	<input type="checkbox"/>	1. Holds device so student cannot see what is recorded.
<input type="checkbox"/>	<input type="checkbox"/>	2. Performs standardized directions verbatim, including the correction procedure for the practice item, if applicable.
<input type="checkbox"/>	<input type="checkbox"/>	3. Says the first word and taps Comenzar la evaluación to start the timer.
<input type="checkbox"/>	<input type="checkbox"/>	4. Follows along and scores on the device as the student responds.
<input type="checkbox"/>	<input type="checkbox"/>	5. As soon as the student is finished saying the sounds in the current word, presents the next word promptly and clearly.
<input type="checkbox"/>	<input type="checkbox"/>	6. Administers acceptable prompts correctly, if appropriate. <i>If a student hesitates for 3 seconds, then the assessor makes no marks and gives the next word. Prompt as needed.</i> <i>If a student responds in English, then the assessor says, "Recuerda decirme las sílabas en español, no en inglés." Prompt only once.</i>
<input type="checkbox"/>	<input type="checkbox"/>	7. Applies scoring rules consistently and correctly.
<input type="checkbox"/>	<input type="checkbox"/>	8. Applies the Regla para interrumpir (discontinue rule) correctly, if appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	9. At the end of 60 seconds, stops and says "Para."
<input type="checkbox"/>	<input type="checkbox"/>	10. Score is within 2 points of the expert examiner.

Fluidez en los sonidos de letras (FSL)

Pass Practice

<input type="checkbox"/>	<input type="checkbox"/>	1. Holds device so student cannot see what is recorded.
<input type="checkbox"/>	<input type="checkbox"/>	2. Places the student copy in front of the student.
<input type="checkbox"/>	<input type="checkbox"/>	3. Performs standardized directions verbatim, including the correction procedure for the practice item, if applicable.
<input type="checkbox"/>	<input type="checkbox"/>	4. Tells the student to begin and taps Comenzar la evaluación to start the timer.
<input type="checkbox"/>	<input type="checkbox"/>	5. Follows along and scores on the device as the student responds.
<input type="checkbox"/>	<input type="checkbox"/>	<p>6. Administers acceptable prompts correctly, if appropriate.</p> <p><i>If a student hesitates for 3 seconds on a letter sound, then the assessor scores the sound as incorrect, provides the correct letter sound, points to the next letter, and says, “Continúa.”</i></p> <p>Prompt as needed.</p> <p><i>If a student says the letter name rather than the letter sound, then the assessor says, “Recuerda decirme el sonido de la letra, no su nombre.”</i> Prompt only once.</p> <p><i>If a student says the letter sound in English, then the assessor says, “Recuerda decirme el sonido de la letra en español, no en inglés.”</i> Prompt only once.</p>
<input type="checkbox"/>	<input type="checkbox"/>	7. Applies scoring rules consistently and correctly.
<input type="checkbox"/>	<input type="checkbox"/>	8. Applies the Regla para interrumpir (discontinue rule) correctly, if appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	9. At the end of 60 seconds, says “Para,” and places a bracket (]) after the last letter sound said by the student.
<input type="checkbox"/>	<input type="checkbox"/>	10. Score is within 2 points of the expert examiner.

Fluidez en los sonidos de sílabas (LSS)

Pass Practice

<input type="checkbox"/>	<input type="checkbox"/>	1. Holds device so student cannot see what is recorded.
<input type="checkbox"/>	<input type="checkbox"/>	2. Places the student copy in front of the student.
<input type="checkbox"/>	<input type="checkbox"/>	3. Performs standardized directions verbatim, including the correction procedure for the practice item, if applicable.
<input type="checkbox"/>	<input type="checkbox"/>	4. Tells the student to begin and taps Comenzar la evaluación to start the timer.
<input type="checkbox"/>	<input type="checkbox"/>	5. Follows along and scores on the device as the student responds.
<input type="checkbox"/>	<input type="checkbox"/>	6. Administers acceptable prompts correctly, if appropriate. <i>If a student hesitates for 3 seconds on a syllable, then the assessor scores the syllable as incorrect, provides the correct response, points to the next syllable, and says, "Continúa."</i> Prompt as needed. <i>If a student responds in English, then the assessor says, "Recuerda decir cómo suena la sílaba en español, no en inglés."</i> Prompt only once.
<input type="checkbox"/>	<input type="checkbox"/>	7. Applies scoring rules consistently and correctly.
<input type="checkbox"/>	<input type="checkbox"/>	8. Applies the Regla para interrumpir (discontinue rule) correctly, if appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	9. At the end of 60 seconds, says " Para, " and places a bracket (]) after the last letter named by the student.
<input type="checkbox"/>	<input type="checkbox"/>	10. Score is within 2 points of the expert examiner.

Fluidez en la lectura de palabras (FEP)

Pass Practice

<input type="checkbox"/>	<input type="checkbox"/>	1. Holds device so student cannot see what is recorded.
<input type="checkbox"/>	<input type="checkbox"/>	2. Places the student copy in front of the student.
<input type="checkbox"/>	<input type="checkbox"/>	3. Performs standardized directions verbatim, including the correction procedure for the practice item, if applicable.
<input type="checkbox"/>	<input type="checkbox"/>	4. Tells the student to begin and taps Comenzar la evaluación to start the timer.
<input type="checkbox"/>	<input type="checkbox"/>	5. Follows along and scores on the device as the student responds.
<input type="checkbox"/>	<input type="checkbox"/>	6. Administers acceptable prompts correctly, if appropriate. <i>If a student hesitates for 3 seconds on a word, then the assessor scores the word as incorrect, provides the correct response, points to the next word, and says, "Continúa." Prompt as needed.</i> <i>If a student responds in English, then the assessor says, "Recuerda decir cómo suena la palabra en español, no en inglés." Prompt only once.</i>
<input type="checkbox"/>	<input type="checkbox"/>	7. Applies scoring rules consistently and correctly.
<input type="checkbox"/>	<input type="checkbox"/>	8. Applies the Regla para interrumpir (discontinue rule) correctly, if appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	9. At the end of 60 seconds, says "Para," and places a bracket (]) after the last letter named by the student.
<input type="checkbox"/>	<input type="checkbox"/>	10. Score is within 2 points of the expert examiner.

Fluidez en la lectura oral (FLO)

Pass Practice

<input type="checkbox"/>	<input type="checkbox"/>	1. Holds device so student cannot see what is recorded.
<input type="checkbox"/>	<input type="checkbox"/>	2. Places the student copy in front of the student.
<input type="checkbox"/>	<input type="checkbox"/>	3. Performs standardized directions verbatim.
<input type="checkbox"/>	<input type="checkbox"/>	4. Does not read the title of the passage to the student.
<input type="checkbox"/>	<input type="checkbox"/>	5. Scores the first word read to start the timer.
<input type="checkbox"/>	<input type="checkbox"/>	6. Follows along and scores on the device as the student responds.
<input type="checkbox"/>	<input type="checkbox"/>	7. Administers acceptable prompts correctly, if appropriate. <i>If a student hesitates for 3 seconds on a word, then the assessor scores the word as incorrect and provides the correct response. Prompt as needed.</i> <i>If a student responds in English, then the assessor says, "Recuerda decir cómo suena la palabra en español, no en inglés." Prompt only once.</i>
<input type="checkbox"/>	<input type="checkbox"/>	8. Applies scoring rules consistently and correctly.
<input type="checkbox"/>	<input type="checkbox"/>	9. Applies the Regla para interrumpir (discontinue rule) correctly, if appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	10. At the end of 60 seconds, says "Para," and places a bracket (]) after the last word read.
<input type="checkbox"/>	<input type="checkbox"/>	11. Score is within 2 points of the expert examiner.

mCLASS Texas classroom reporting

Benchmark tab

Beginning of Year		Middle of Year		End of Year		Summary		Grade 1	
Class Summary		Composite		Phonics Assessment		Letter Sound		Reading	
15/15 Students Assessed		40% 6 Students		27% 4 Students		60% 9 Students		27% 4 Students	
0 Not Assessed		27% 4 Students		27% 4 Students		27% 4 Students		33% 5 Students	
0 In Progress		20% 3 Students		33% 5 Students		20% 3 Students		20% 3 Students	
		13% 2 Students		13% 2 Students		13% 2 Students		7% 1 Student	

Benchmark Skills Overview

The Benchmark Skills Overview shows the percentage of students who have been assessed, have not been assessed, or have assessments in progress in the current TOY, along with the percentage of students performing at each benchmark status level (Well Below Benchmark, Below Benchmark, At Benchmark, and Above Benchmark) for all TOYs.

Beginning of Year		Middle of Year		End of Year		Summary		Grade 1	
Class Summary		Composite		Phonics Assessment		Letter Sound		Reading	
15/15 Students Assessed		40% 6 Students		27% 4 Students		60% 9 Students		27% 4 Students	
0 Not Assessed		27% 4 Students		27% 4 Students		27% 4 Students		33% 5 Students	
0 In Progress		20% 3 Students		33% 5 Students		20% 3 Students		20% 3 Students	
		13% 2 Students		13% 2 Students		13% 2 Students		7% 1 Student	

Benchmark Results Table

The Benchmark Results Table is directly below the Class Summary Overview. This report lists each student in the selected class or group with their Composite Scores and individual measure scores for the selected TOY.

Beginning of Year		Middle of Year		End of Year		Summary		Grade 1	
Class Summary		Composite		Phonics Assessment		Letter Sound		Reading	
15/15 Students Assessed		40% 6 Students		27% 4 Students		60% 9 Students		27% 4 Students	
0 Not Assessed		27% 4 Students		27% 4 Students		27% 4 Students		33% 5 Students	
0 In Progress		20% 3 Students		33% 5 Students		20% 3 Students		20% 3 Students	
		13% 2 Students		13% 2 Students		13% 2 Students		7% 1 Student	

Probe Details

Click a score from the Results Table to open the Probe Details panel for the selected measure. The report body displays the measure results. In the NWF Probe Details report pictured to the left, each nonsense word the student read displays.

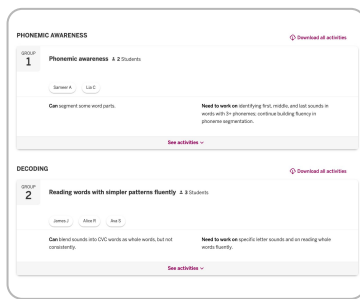
Progress tab

Beginning of Year		Middle of Year		End of Year		Summary		Grade 1	
Class Summary		Composite		Phonics Assessment		Letter Sound		Reading	
15/15 Students Assessed		40% 6 Students		27% 4 Students		60% 9 Students		27% 4 Students	
0 Not Assessed		27% 4 Students		27% 4 Students		27% 4 Students		33% 5 Students	
0 In Progress		20% 3 Students		33% 5 Students		20% 3 Students		20% 3 Students	
		13% 2 Students		13% 2 Students		13% 2 Students		7% 1 Student	

Class Summary Progress Monitoring

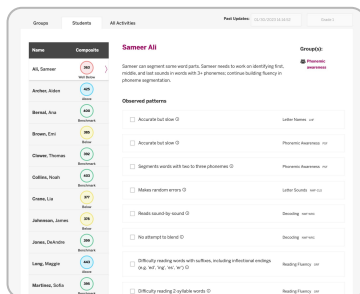
Click the Progress tab to view the Classroom Summary Progress Monitoring Table. This table provides at-a-glance information about students' progress monitoring data. Use it to see students' scores on the three most recent assessments, and determine which students are and are not making adequate progress to reach the next Benchmark goal.

Instruction tab



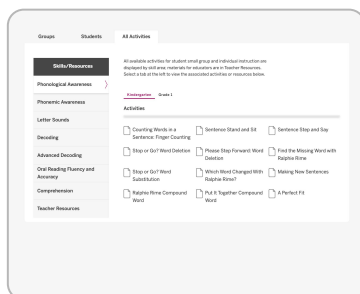
Small-group instruction

Click the Instruction tab and Groups tab to view small-group observations and instructional recommendations, as well as targeted instructional activities to address student needs. Recommendations update based on Benchmark and progress monitoring data.



Individual student recommendations

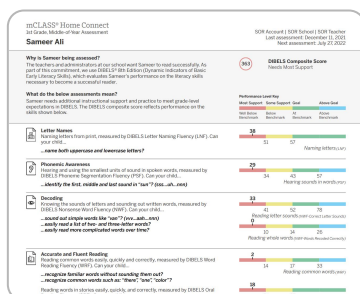
Click the Instruction tab and Students tab to view individual student instructional recommendations as well as targeted instructional activities to address student needs. Recommendations update based on Benchmark and progress monitoring data.



All Activities

Click the Instruction tab and All Activities tab to view activities aligned to the basic early literacy skills by grade level.

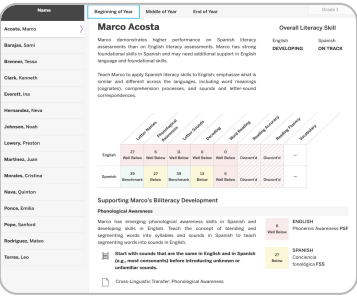
Home Connect tab



mCLASS Home Connect letters

Click the Home Connect tab to download caregiver-friendly letters to send home with students. Print Home Connect letters in English and Spanish and provide Benchmark score information as well as activities that caregivers can use to support their students at home.

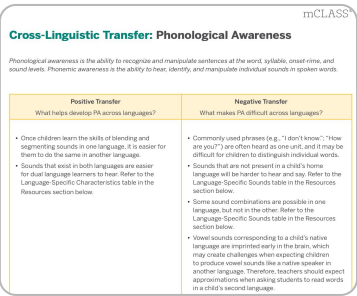
Dual Language tab



Dual Language report

Click the Dual Language tab to view students’ English and Spanish literacy skills side by side. The Dual Language report provides guidance and support in developing biliteracy for each literacy skill.

**Only available for educators assessing with both mCLASS DIBELS 8th Edition and Lectura together.*

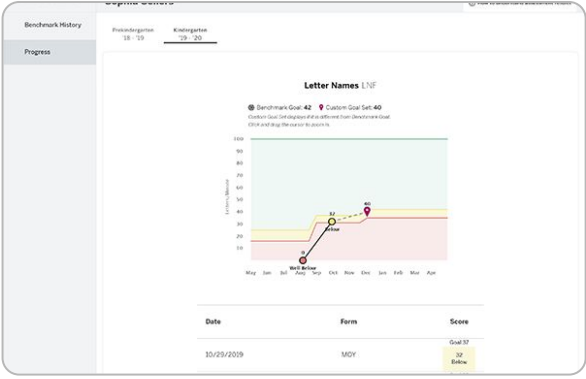
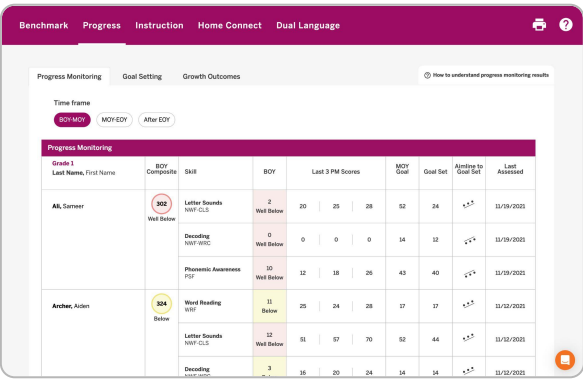


Cross-linguistic transfer guidance

From the Dual Language tab, select the cross-linguistic transfer guidance link from individual students’ Dual Language report. Cross-linguistic transfer guidance is available for each basic early literacy skill in the Dual Language Report. Targeted recommendations, Tips & Examples, Language-Specific characteristics, and additional resources are provided for both English and Spanish speaking educators.

**Only available for educators assessing with both mCLASS DIBELS 8th Edition and Lectura together.*

mCLASS Texas progress monitoring



Progress Monitoring Report

With the Class Summary Progress Monitoring report, you can view at-a-glance progress monitoring data for all students in each of your classes.

Progress Monitoring Graphs

The Student Progress Monitoring report provides at-a-glance information on a student's progress monitoring history. This can help you decide if the student is making adequate progress toward the next goal and whether or not the student is being progress monitored with appropriate frequency given their skills deficits and strengths.

Recommended frequency

Measure score	Performance level	Support level	Frequency
<div></div> Red	Well Below Benchmark	Likely to need intensive support	Every 2 weeks*
<div></div> Yellow	Below Benchmark	Likely to need strategic support	Every 4 weeks
<div></div> Green	At Benchmark	Likely to need core support	As necessary
<div></div> Blue	Above Benchmark	Likely to need core support	As necessary

*Progress monitor ¿Cuál palabra? no more than 1–2 times between benchmarks.

Key learnings

Directions: Share three key learnings from this training.



Next steps

Directions: Share your next steps.



1.

2.

3.

Session survey

<https://www.surveymonkey.com/r/AmplifyPDsurvey>

6-digit **Customer Code**:



Appendix

Benchmark goals	34
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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>Bold = the minimum score needed for core support</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						
<div><div>B</div><div>M</div><div>E</div><div>B</div><div>M</div><div>E</div><div>B</div><div>M</div><div>E</div><div>B</div><div>M</div><div>E</div></div> <div><div>Kindergarten</div><div>Grade 1</div><div>Grade 2</div><div>Grade 3</div></div>												

	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