

UNDERSTANDING MCLASS

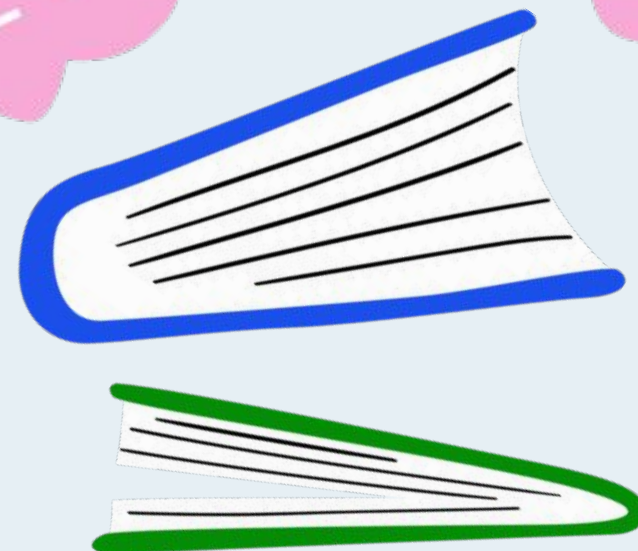




WHAT IS IT?

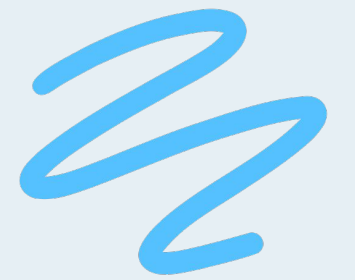
**HOW DO
WE USE IT?**

**HOW TO
SUPPORT
AT HOME**





IF YOU HAVE QUESTIONS ~ YOU CAN ASK



**YOUR
CHILD'S
TEACHER**

**ME!
LITERACY
COACH**



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WHAT IS MCLASS?

DIBELS
Dynamic
I**I**ndicators of
Basic
Early
L**L**iteracy
Skills

A standardized set of measures used to assess early literacy and reading skills designed for the purpose of prevention of reading failure.



What skills are measured by DIBELS 8 and why are they important?



These critical skills are necessary for successful beginning reading:

- phonemic awareness
- phonics
- fluency
- vocabulary
- comprehension



The measures include eight individual tests that focus on the big ideas and critical skills of beginning reading.

- Letter naming fluency
- Phonemic segmentation fluency
- Nonsense Word Fluency
- Word reading fluency
- Oral Reading Fluency
- MAZE (Basic Comprehension)
- Oral Language
- Vocabulary



How often are students assessed?



Beginning
of the Year

Middle
of the Year

End
of the Year

**School-wide Testing is Called
“Benchmark Assessment”**



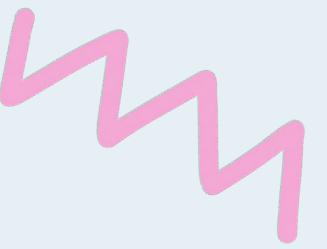
WHAT IS MCLASS?



DIBELS measures at each grade level

Measure	Grade K	Grade 1	Grade 2	Grade 3
Letter Naming Fluency	✓	✓		
Phonemic Segmentation Fluency	✓	✓		
Nonsense Word Fluency	✓	✓	✓	✓
Word Reading Fluency	✓	✓	✓	✓
Oral Reading Fluency		✓	✓	✓
Maze (Basic Comprehension)			✓	✓

4TH & 5TH:
→ Oral Reading Fluency
→ MAZE



LETTER NAMING PHONEMIC AWARENESS

Most subtests are 60 seconds. MAZE is 3 minutes. They are designed to measure automatically.



Letter naming fluency: Grades K-1

Basic Early
Literacy Skill(s) (Measure of risk)

Task

Student names letters for
60 seconds

Phonemic segmentation fluency: Grades K-1

Basic Early
Literacy Skill(s)

Phonemic awareness

Administered

Kindergarten and Grade
1 & progress monitoring

Task

Student breaks words
into phonemes for 60
seconds

Student Grade_1 0:12 Exit

Grade 1 Progress Monitoring
Phonemic Segmentation Fluency PSF

say out men safe men mine book

< safe >

/s/	/A/	/t/

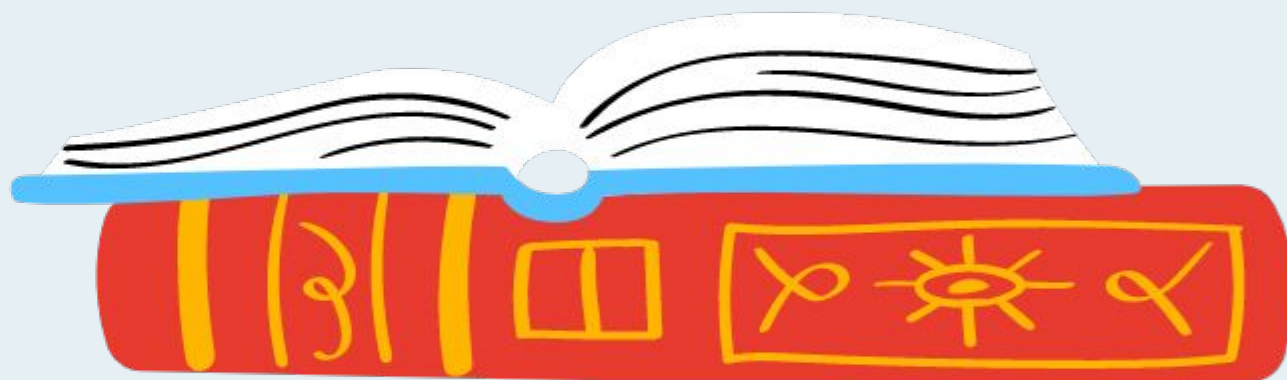
Whole Word 3/3

WORD

READING

FLUENCY

Most subtests are 60 seconds. MAZE is 3 minutes. They are designed to measure automatically.



Word reading fluency: Grades K-3

Basic Early Literacy Skill(s)	Accuracy and fluency
Administered	Kindergarten to Grade 3 & progress monitoring
Task	Student reads real words out of context for 60 seconds
Upgrade	New measure

Student Grade_1
Grade 1 - Progress Monitoring
Word Reading Fluency - WRF

0:18
● ● ●

Exit

⊗	to	the	more	in	one
⊗	this	no	was	it	from
⊗	we	is	for	be	but
⊗	rich	story	hat	path	hair
⊗	below	ast	visit	too	song
⊗	point	when	case	how	fact
⊗	room	good	last	rust	and
⊗	begin	equal	wall	bit	music
⊗	she	today	pass	mother	year
⊗	park	yes	draw	inside	powerful
⊗	trip	west	many	broken	winter
⊗	stay	wood	color	because	free

Nonsense word fluency: Grades K-3

Basic Early Literacy Skill(s)	Alphabetic principle and phonics
Administered	Kindergarten to Grade 3 & progress monitoring
Task	Student reads or sounds out nonsense words for 60 seconds
Upgrade	Accounts for frequency of spelling patterns + increased complexity

Student Grade_1
Grade 1 - Progress Monitoring
Nonsense Word Fluency - NWF

0:19
● ● ●

Exit

pon tig ped rab lom ash hon

< rab >

/r/

/a/

/b/

⊗
⊗
⊗

Whole Word

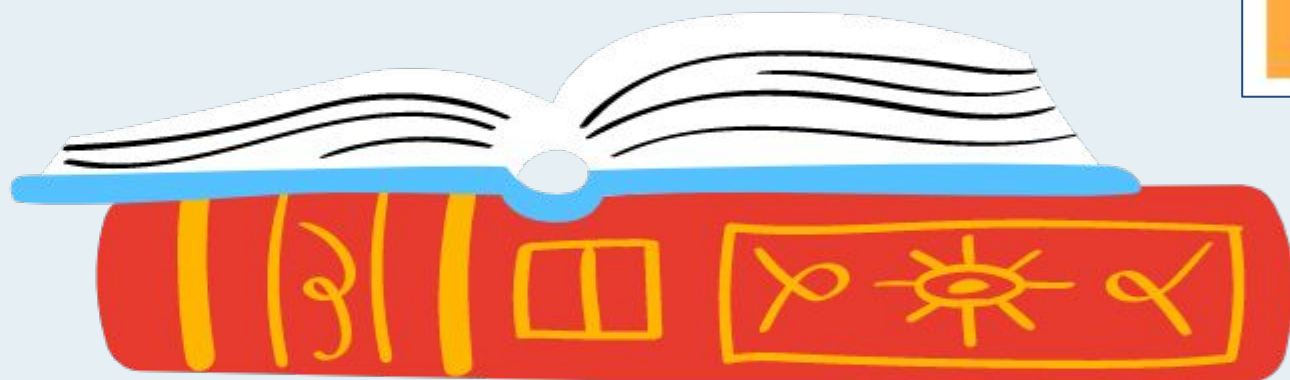
2/3

ORAL

READING

FLUENCY

Most subtests are 60 seconds. MAZE is 3 minutes. They are designed to measure automatically.



Oral reading fluency; Grades 1-5

Basic Early
Literacy Skill(s)

Accuracy and fluency

Administered

Grade 1 to Grade 3 &
progress monitoring

Task

Student reads a passage
aloud for 60 seconds

Upgrade

Only requires one
passage per benchmark
period

Student Grade_1

Grade 1 - Progress Monitoring
Oral Reading Fluency - DRF

0:19

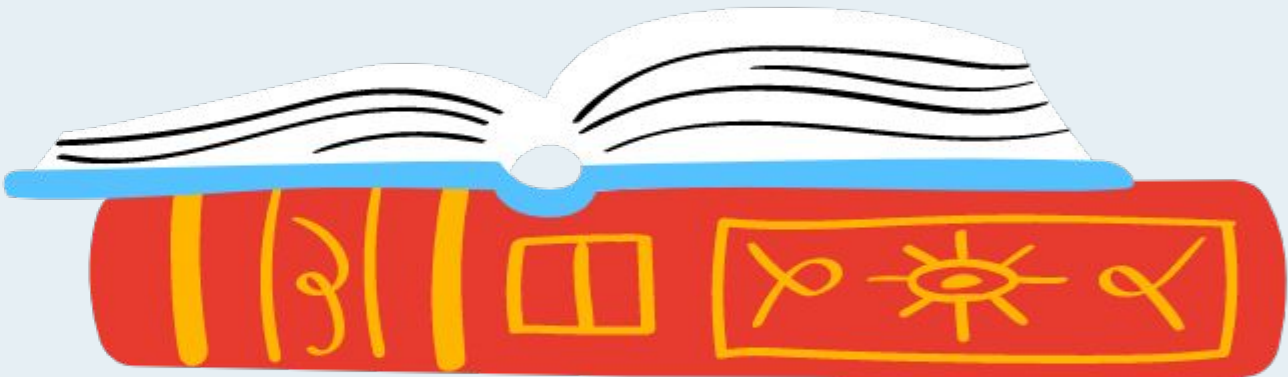
Exit

A Clean House

- ⊗ I like to help my mom clean. My first job is to
- ⊗ clean the bathroom. I **empty** the trash and then I scrub
- ⊗ **everything** until it is clean. Then I sweep and mop the
- ⊗ bathroom floor. When I'm done cleaning the
- ⊗ bathroom, I sweep and mop the kitchen floor. I tell
- ⊗ ~~everybody not to walk on the floors until they are all~~
- ⊗ dry.
- ⊗ Next, I clean my room. I am so glad I don't have
- ⊗ to mop the floor in my room. It has **carpet**. My mom
- ⊗ says my room is messy and she does not like that. I
- ⊗ try to keep it clean, but I have a lot of toys and

COMPREHENSION

Most subtests are 60 seconds. MAZE is 3 minutes. They are designed to measure automatically.



Maze: Grades 2-5	
Basic Early Literacy Skill(s)	Reading comprehension
Administered	Grade 2 to Grade 3 & progress monitoring
Task	Student selects the correct word from 3 options within 3 minutes
Upgrade	Formatted to support comprehension in young readers

Maze
DIBELS Next

Playing by the Rules

Once in a while, a natural athlete is born. This is a person who has an **angry** **unusual** **result** talent for a sport. Tiger Woods **mind** **over** **is** one such person. He makes the **sur** **game** **too** of golf look so easy, and **golf's** **people** **stopped** love to watch him play. Another **today** **natural** **text** athlete was Bobby Jones. Bobby played **golf** **country** **did** many years ago, but many young **easy** **golfers** **so** still think of him as a **role** **decision** **will** model today.

Bobby was born over **golden** **one** **less** hundred years ago. Like Tiger, Bobby **penalty** **showed** **natural** a talent for golf at a **athlete** **unusual** **young** age. He was too smart to **rules** **use** **more** a real golf club, so somebody **later** **short** **sawed** a club in half for him. Bobby **sawed** **only** **never** had a real golf lesson. Instead, he **real** **often** **learned** by imitating the best golfer at the **very** **golf** **somebody** course near his house.

By age **told** **them** **fourteen**, Bobby was playing in tournaments. He **play** **think** **was** winning them, too! However, he got **tournament** **house** **angry** easily. When he missed a shot, he **instead** **would** **showed** often yell and throw his club down. "To me, **lost** **asked** **golf** was just a game to beat **model** **someone** **judges**," Bobby said later. "I didn't know that someone **many** **was** **moved** me."

Analyzing assessment data will:

- enable teachers to plan day to day instruction to meet individual student needs
- identify specific areas for improvement for all s
- identify students at risk





AMPLIFY OFFERS

HOME CONNECT WEBSITE

HOME CONNECT LETTER



How will I be informed of my child's performance on DIBELS 8?



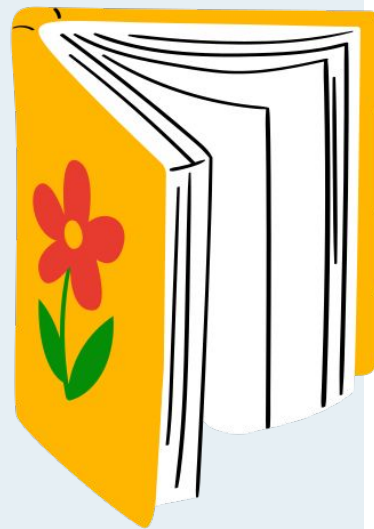
Amplify offers:

mCLASS® Home Connect® website

mCLASS® Home Connect® letters:

- will be sent home after each benchmark assessment
- contain results from Benchmark assessments completed during the current time of year for DIBELS 8
- contain a description of measure overviews and skills review
- activities to do at home to help develop skills.





What will I see on the Home Connect[®] letters?



Skills display on progress bars which indicate your child's performance on each measure.

What are the skills Traci should learn to become a good reader?



Phonemic Awareness

Hearing and using sounds in spoken words

We no longer measure Traci's phonemic awareness because students should have this skill by the middle of first grade.



Phonics

Knowing sounds of letters and sounding out written words, measured by DIBELS Next Nonsense Word Fluency (NWF)

Can your child...

...sound out simple words like van? (vvv...aah...nnn)

...easily read a list of two- and three-letter words?

MOST SUPPORT **SOME SUPPORT** **GOAL** **ADVANCED**

33

43

59

Reading letter sounds (NWF-Correct Letter Sounds)

MOST SUPPORT **SOME SUPPORT** **GOAL** **ADVANCED**

3

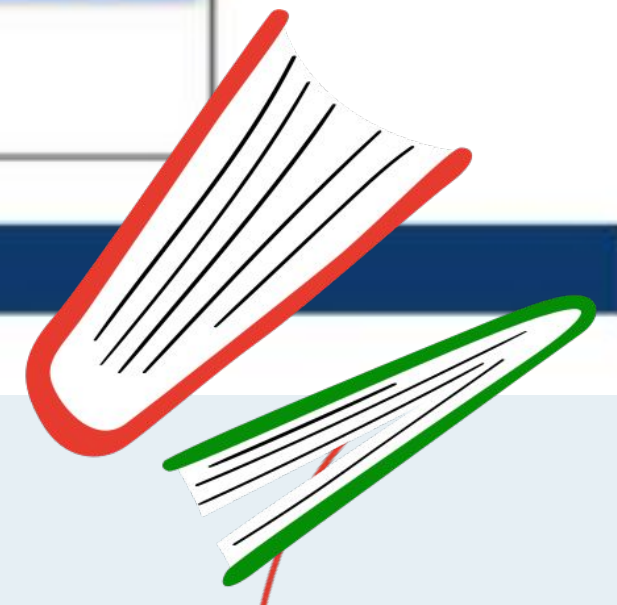
8

17

Reading whole words (NWF-Whole Words Read)



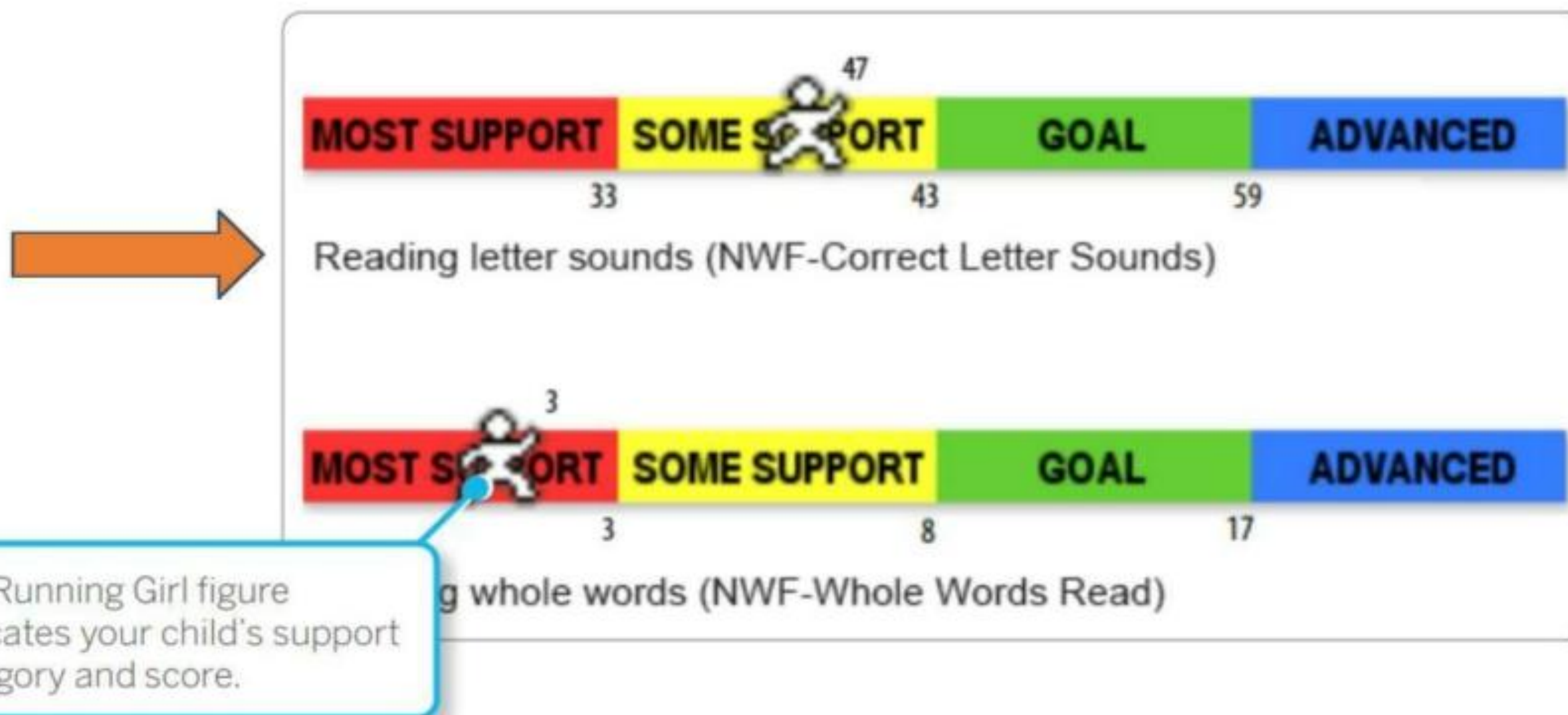
North Carolina Department of
PUBLIC INSTRUCTION







What will I see on the Home Connect® letters?



The skill being measured displays beneath each bar.
Use this information to help choose practice activities for
your child on mCLASS® Home Connect® website.



Benchmark Categories

Status	Level	Likely to be performing at grade level at end of year?	Support Level
	Above Benchmark	Yes; negligible risk (90% or higher chance of meeting goal)	core
	At Benchmark	Yes; minimal risk (80% or higher chance of meeting goal)	core
	Below Benchmark	No; some risk (20% or higher chance of meeting goal)	strategic
	Well Below Benchmark	No; at risk (less than 20% chance of meeting goal)	intensive

Understanding mClass Benchmarks

All students in grades K-5 take a Universal Screening Assessment three times each year, beginning (B), middle (M), and end (E). The purpose of these assessments is to evaluate their foundational reading skills to determine if they need additional support. Below you will find the expectations for students at each benchmarking window. Your child's score in each subtest work together to generate an overall composite score.

Subtests	Kinder			First Grade			2nd Grade			3rd Grade			4th Grade			5th Grade		
	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Letter Naming Fluency	25	37	42	42	57	59												
Phonemic Awareness	5	29	44	31	43	45												
Correct Letter Sounds (Nonsense Word Fluency)	9	25	31	30	52	55	50	68	76	76	94	105						
Words Read Correctly (Nonsense Word Fluency)	1	3	7	5	14	15	15	20	22	24	30	31						
Word Reading Fluency (sight words)	1	4	10	12	17	25	26	36	43	40	50	55						
Oral Reading Fluency (words correct)				10	21	39	49	78	94	73	105	114	87	121	125	103	122	137
Oral Reading Fluency (accuracy)				67	87	91	92	96	96	96	96	96	96	96	96	96	96	96
MAZE (Comprehension)							5	9	9.5	8	12	15.5	14.5	16.5	17	13.5	17	21

Home Connect[®] letters 2nd page

Traci Caldwell 2nd Grade, Beginning-of-Year Assessment

Activities for Traci

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



Where Traci needs support



Phonics

Knowing sounds of letters and sounding out written words

Beginning Sounds

Say, "Let's think of some words that start with the same sound. I'll say the first ones and we'll see if you can think of a color word that starts with the same sound." Say, "Pig, penguin, porcupine..." Ask your child to repeat your words before supplying another one. Then ask, "What sound do these words start with?" (Your child should say the sound *p*.) You may have to exaggerate the beginning sounds until your child gets the idea. Then ask, "What is a color word that begins with the same sound?" (pink, purple) Repeat with other beginning sounds.

Start a Journal

Explain what a journal is and give examples of what types of things your child might write about, such as making a new friend, going someplace special, or experiencing something exciting at school. Provide an example by writing about your day. Ask your child to write about his or her day on the next page.

How can I use the mCLASS® Home Connect® website?



<https://mclass.amplify.com/homeconnect/>



Click below for written
instructions on
[How To: Use mCLASS®
Home Connect®](#)

https://mclass.amplify.com/support_center/mCLASS_DN_HC_Site.pdf

How you can help?

Encourage your child to stay on task

Encourage your child to read nightly

Read with your child

Encourage completion of nightly homework

