

mCLASS with DIBELS 8th Edition Information

Alaska Department of Education and Early Development

Fall 2023



DEED



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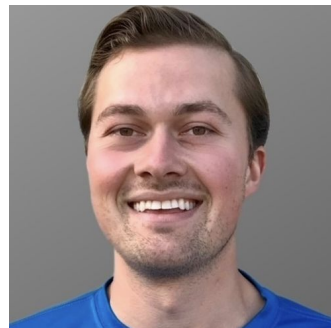
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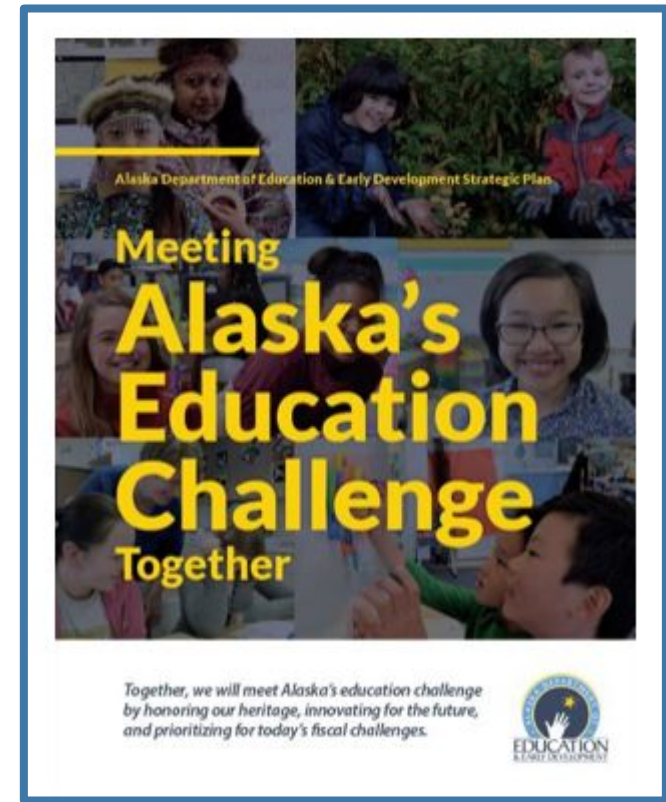
Mission, Vision, and Purpose

Mission	Vision	Purpose
<p>An excellent education for every student every day.</p>	<p>All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.</p> <p>- Alaska Statute 14.03.015</p>	<p>DEED exists to provide information, resources, and leadership to support an excellent education for every student every day.</p>

Strategic Priorities: Alaska's Education Challenge

Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



education.alaska.gov/akedchallenge

SCREENING AND ASSESSMENT

Assessment is a process of collecting information. Assessment of learning can happen all kinds of ways, like when teachers ask a question in class, send home report cards, or set up parent-teacher conferences.

Screening is a type of assessment that helps teachers identify students who are at risk for not meeting grade level learning goals.



Screening assessments in the classroom are like health screenings at a doctor's office.

They check for warning signs to see if you might be at risk. For example, if you can't read the chart then the doctor is likely to give you contact lenses or glasses so that you can see more clearly. If you can read the chart, then the doctor will send you on your way until your next eye screening.

Screening can provide valuable information to teachers to help struggling readers or those who are likely to struggle in the future.

Parents and caregivers: Talk with teachers about the screening process in your child's school to learn more. If you have questions about your child's progress or results, ask to have them explained to you.



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What is a literacy screener?

- Brief
- Easy to administer
- Valid
- Reliable
- Informative
- 3x a year

*text from [IDA](#); chart [NCIL](#)

Diagnostic Assessments

- Target students at risk
- Skill specific
- Informs instruction
- Curriculum agnostic

mCLASS



**Aligns to Requirements
of Alaska Reads Act**



Alaska Reads
#akreads

HB 114... the department shall adopt a statewide screening tool...

- › Students in grades K-3 to identify students with reading deficiencies
- › Identify students with characteristics of dyslexia
- › Evaluate
 - Kindergarten: phonemic awareness, letter naming fluency, letter sound fluency, letter word sound fluency
 - First Grade: letter word sound fluency, oral reading fluency
 - Second and Third Grade: Vocabulary, oral reading fluency
- › Administer three times per year
- › Methods to monitor progress

Alaska Reads Act

- Passed June 2022
- Four Components
 - District Reading Intervention Program
 - Department Reading Program
 - Voluntary Pre-K and Parents as Teachers
 - Virtual Education Consortium
- Learning Webinars:
<https://education.alaska.gov/akreads/webinar-schedules>

Reads Act Website



Webinar Website



Who can administer?

Literacy screening tools should be administered by district staff who have taken the minimum training deemed appropriate by the state and the vendor. All assessors should also follow the vendor's specific guidelines and recommendations for valid implementation.

Assessment Regulations

- 4 AAC 06.710 Statewide student assessment system will include the:
 - addition of interim assessment
 - addition of the statewide screening tool
- The literacy screener is covered in the current language of 4 AAC 06.761 Test Administration.
- The administration of literacy screening tools will follow the same requirements of administration and training documentation as other state assessments.
- Literacy screening tools should be administered by district staff who have taken the minimum training deemed appropriate by the state and the vendor.
- All assessors should also follow the vendor's specific guidelines and recommendations for valid implementation.

2023-24 School Year Calendar **FINAL 5-30-23**

	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	
Aug			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
	NO STATEWIDE ASSESSMENTS																																					
	<<ALASKA DEVELOPMENTAL PROFILE (ADP) Observation window>>																																					
Sep				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
	MAP GROWTH FALL [recommended window]																																					
	mCLASS BOY																																					
	<<ADP Observation window>>																																					
	ALASKA DEVELOPMENTAL PROFILE Submission Window																																					
Oct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
	ALASKA DEVELOPMENTAL PROFILE Submission Window																																					
Nov			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
	ADP																																					
Dec				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
	MAP GROWTH WINTER [recommended window]																																					
	mCLASS MOY																																					
Jan			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
	MAP GROWTH WINTER [recommended window]																																					
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Feb			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29						NAEP	
	mCLASS																																					
	NAEP																																					
	WIDA ACCESS for ELLs																																					
Mar			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
	NAEP																																					
	WIDA ACCESS for ELLs																																					
	DLM ALTERNATE ASSESSMENT																																					
	AK STAR & ALASKA SCIENCE																																					
Apr			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
	DLM ALTERNATE ASSESSMENT																																					
	AK STAR & ALASKA SCIENCE																																					
	mCLASS EOY																																					
May			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
	DLM																																					
	mCLASS EOY																																					

Assessment
Calendar for
23-24



Literacy Screener Components

Measure	Grade K	Grade 1	Grade 2	Grade 3	Grade 4-5
Letter Naming Fluency	✓	✓			
Phonemic Segmentation Fluency	✓	✓			
Nonsense Word Fluency	✓	✓	✓	✓	
Word Reading Fluency	✓	✓	✓	✓	
Oral Reading Fluency		✓	✓	✓	✓
Maze (Basic Comprehension) **			✓	✓	✓
mCLASS Vocabulary **			✓	✓	

** Maze and vocabulary are administered online to the whole class at once

✓ - All literacy screeners MUST include

✓ - mCLASS with DIBELS 8th Edition literacy screener; all literacy screener users are to follow the vendor's specific guidelines and recommendations for valid implementation

Dyslexia Screener Components

mCLASS with DIBELS 8th Edition

A student whose composite score is ***well below benchmark*** will need the following measure administered within the designated state benchmark window.

Kindergarten: Rapid Automated Naming (RAN)
First, Second, and Third grade: Spelling

** ALL literacy screener users are to follow the vendor's specific guidelines and recommendations for valid implementation.

Composite Score

The composite score is generated upon completion of **all subtests** for a given grade level.

With a composite score teachers can access:

- **mCLASS Reporting**
- **Instructional Resources**
- **Student Growth Goals**
- **Student Goal Setting**
- **Parent resources**

Well Below Benchmark	AT RISK >20% chance of not achieving at/above 20th percentile	Intensive Support <i>At risk for reading difficulties including dyslexia</i>
Below Benchmark	SOME RISK >20% chance of not achieving at/above 40th percentile	Strategic Support
Benchmark	MINIMAL RISK <20% chance of not achieving at/above 40th percentile	Core Support
Above Benchmark	NEGLIGIBLE RISK <10% chance of not achieving at/above 40th percentile	Core Support

Classroom and Aggregated Web Reports Reports

mCLASS® & mCLASS Español

Reporting Guide

DIBELS® 8th Edition and mCLASS Lectura



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.

Reporting and Analysis Suite: Comparing Measures

The Comparing Measures report analyzes how one group of students performed on 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.



Segment shows the students who achieved benchmark performance level.

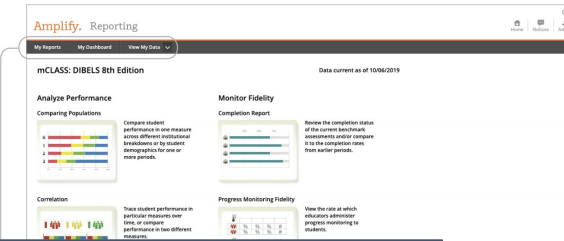
Dyslexia Screening and Risk Indicator

Identify students who are at risk for reading difficulties, including dyslexia, based on their results for the Dyslexia Screening Measures (Vocabulary, Spelling, Rapid Automatized Naming). A risk indicator icon (O) marks which students are at risk.

Grade 1	Composite Goal 331	LNFF Goal 51	PSF Goal 39	NWF-CLS Goal 42	NWF-WRC Goal 8	WRF Goal 15	ORF-Accu Goal 67%	ORF Goal 21	VOGAB 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	8 Below	16 Below	--	--
Balshaw, Freddie	345 Benchmark	52 Above	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	399 Above	53 Benchmark	53 Benchmark	43 Benchmark	8 Benchmark	17 Benchmark	88% Benchmark	21 Benchmark	--	--	--
Chandler, Verica	313 Well Below	27 Well Below	27 Well Below	16 Well Below	1 Below	7 Well Below	38% Well Below	6 Below	9 Well Below	22 Below	224 Well Below
Cobb, Elijah	330 Below	49 Below	49 Below	38 Below	3 Below	8 Below	67% Benchmark	8 Below	16 Below	--	--

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.



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.

Grade 1	Last Name, First Name	BOY Composite	MOY Composite	Composite Growth	Skill	Benchmark Scores		Growth		Goal
						BOY	MOY	Needed	Achieved	
Grade 1	Ashley, Emma	338 Benchmark	351 Benchmark	+13 Average	Letter Names LNFF	78 Benchmark	99 Benchmark	+4 Benchmark	+21 Well Above Average	82 Benchmark
		32 Well Below	37 Well Below	+5 Well Below Average	Phonemic Awareness PSF	34 Benchmark	37 Well Below	+3 Well Below Average	-5 Well Below Average	41 Benchmark
		34 Below	48 Below	+14 Below Average	Letter Sounds NWF-CLS	34 Below	48 Below	+14 Below Average	+14 Average	50 Benchmark
		5 Below	15 Below	+10 Below Average	Decoding NWF-WRC	5 Below	15 Below	+10 Below Average	+10 Below Average	8 Benchmark
		29 Above	23 Benchmark	-6 Well Below Average	Word Reading NWF	29 Above	23 Benchmark	-6 Well Below Average	-6 Well Below Average	15 Benchmark

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.

Instructional Resources

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.

Selecting an observed pattern filters the activities list below.

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.

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

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.

Activities displayed by skill can be further filtered by grade.

Parent Resources

mCLASS Home Connect letters

mCLASS Home Connect
1st Grade, Beginning of Year Assessment

Barnet District Owen Elementary
Last assessment: September 13, 2019
Next assessment: December 2, 2019

ALLYSON TAYLOR

Why is ALLYSON being assessed?
The teachers and administrators at our school want ALLYSON to read successfully. As part of this commitment, we use DIBELS® 8th Edition (Dynamic Indicators of Basic Early Literacy Skills), which evaluates ALLYSON's performance on the literacy skills necessary to become a successful reader.

What do the below assessments mean?
ALLYSON has met grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skills shown below.

339 DIBELS Composite Score
Has Met Goal

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?

42 51 61
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)

23 29 39 51
Hearing sounds in words (PSF)

Phonics
Knowing the sounds of letters and sounding out written words, measured by DIBELS 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?
...easily read more complicated words over time?

25 31 42 47
Reading letter sounds (NWF-Correct Letter Sounds)

1 8 16
Reading whole words (NWF-Words Recoded Correctly)

Accurate and Fluent Reading
Reading common words easily, quickly and correctly, measured by DIBELS Word Reading Fluency (WRF). Can your child...
...recognize familiar words without sounding them out?
...recognize common words such as: "there, one, color?"

8 15 16 20
Reading common words (WRF)

5 20 21 35
Reading with fluency (ORF)

41 67
Reading with accuracy (ORF-Accu)

ALLYSON TAYLOR 1st Grade, Beginning of Year

Activities for ALLYSON
Even if you have just a few minutes each day, you may be surprised by how much you can help ALLYSON learn to read. Here are some activities we recommend based on ALLYSON'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 ALLYSON's interests or to fit your schedule.

Where ALLYSON 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 together to make a word. Say words one sound at a time; for example, you say sh-ee-p and your child says sheep.

Shopping for Sounds
As you and your child shop, have your child separate the sounds in the name of each item you put in your shopping basket, listening for beginning, middle, and ending sounds; for example, for a bag, your child would say b-a-g. Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say m-i-l-k and your child says milk; you say c-a-n and your child says can.

We are working hard to ensure that ALLYSON development is on target for success, and we thank you for your efforts at home. Together, we will help ALLYSON become a successful reader.

For more activities, visit our Home Connect site: <https://www.mclass.amplify.com/homeconnect>

*Home Connect letters can be used to notify parents of progress as required by the Reads Act

Enrollment and Materials

Options for enrolling:

[Clever](#)

[Classlink](#)

[Admin Portal](#) - our own CSV/manual entry option



Additional:

- Materials (1 kit, per grade, per school - K-3)
- District Coordinator to manage technology integration
- Must use student AK State IDs
- Any staff who is assessing must have their own account

*Process to be discussed in Enrollment meeting (30-45) minutes with Amplify

Training Opportunities

Session Title / Type	Modality / Duration	Duration	Audience	Timeframe
Initial Training				
mCLASS:DIBELS 8 Initial Training	Remote 6-hour	1 Full day session or 2 Half day sessions	Teachers, Instructional Leaders, Coaches	Districts to provide preferred training dates
Asynchronous Online Training	Online 6-hour	1 year license	Any teacher or administrator who has completed an initial training	Ongoing
Strengthening / Ongoing Support				
Training of Trainers	Remote 7-hour	1 Full day session	Designated Instructional Leaders	Spring 2023 And Fall/Winter 2023
Understanding your School or District Data	Remote 3-hour	1 Half day session	Any teacher or administrator who has completed an initial training	Districts to provide preferred training dates

Be in the Know:

AKLearns webpage: <https://aklearns.org/>

DEED Reading Resource webpage:
<https://education.alaska.gov/Alaska-Reading-Resources>

DEED Literacy Screener webpage:
<https://education.alaska.gov/alaska-reading-resources/Statewide-Early-Literacy-Screener>

Sign-up for DEED Newsletters:
https://public.govdelivery.com/accounts/AKDEED/subscriber/new?qsp=AKDEED_2

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