mCLASS®

Program Guide

Our mission

Dear teachers,

You do a job that is nearly impossible and utterly essential. We are in your corner – extending your reach, saving you time, and enhancing your understanding of each student.

Thank you for working with us to craft rigorous and riveting learning experiences for your classroom. We share your goal of inspiring all students to think deeply, creatively, and for themselves.

Sincerely,
Amplify

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Our philosophy

There's no resource more important for student growth than their teacher. That's why mCLASS gives deep, rich data through one-on-one assessments that use your observations to find exactly where students need the most support and identify students at risk of learning disabilities like dyslexia.

mCLASS connects these quality insights to instruction and intervention, giving you tools that extend your reach and help deliver the targeted instruction that's right for each student.

Informed by the most up-to-date research on how students learn to read, mCLASS's connected suite of assessment, instruction, and intervention enables you to propel every student's reading growth.

With mCLASS you'll get the answers to the pressing questions in your classroom, like:

- "Where do my students need the most support?"
- "How can I catch up my struggling readers?"
- "Is my core instruction working?"

Every student is an individual. mCLASS helps you make data-driven, engaging literacy instruction a reality for each one. **This is the power of mCLASS.**

> "It's so easy to use and holds a great amount of information I use daily."
>
> —1st grade teacher, Arizona

How to use our assessments

With mCLASS, you can use our assessments to provide:

- **Universal screening** that shows where your students are in their development, who is at risk, and where to target instruction– from students to small groups all the way to the school and district levels.
- **Dyslexia screening** to identify students at risk for reading difficulties including dyslexia.
- **Progress monitoring** to keep track of how your students are responding to instruction so you can adjust to their needs quickly.
- **Targeted instruction** in all of the critical foundational reading skills with teacher-led small-group and one-on-one instruction and student-driven learning in the adaptive Amplify Reading supplemental program.

Grounded in the science of reading

When you use mCLASS, you can be assured your students are getting the best the science of reading has to offer.

Our assessments have been built on decades of research in curriculum-based measurement science, delivering a best practice approach that screens for at-risk students and provides deep insight into individual students' reading development.

And when it's time for small-group and individual instruction, you'll have access to activities that explicitly teach and reinforce the foundational skills that research has shown are crucial for learning to read.

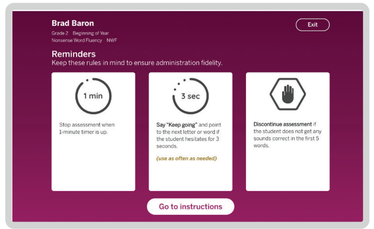
Assessments

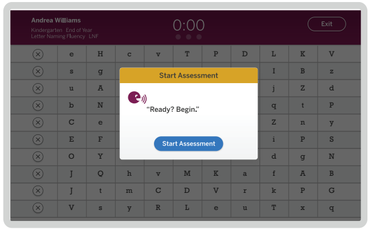
DIBELS® 8th Edition

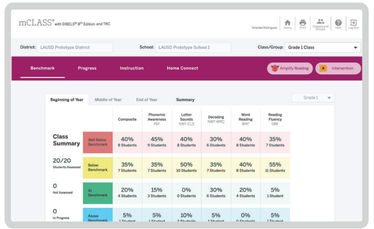
We partnered with University of Oregon's Center on Teaching and Learning to bring you **DIBELS 8th Edition.** Like past editions of DIBELS, you'll get brief, easy-to-use one-minute measures that generate rich, predictive data you can use in your instruction. DIBELS 8th Edition offers even greater consistency across measures and higher accuracy in identifying your at-risk students.

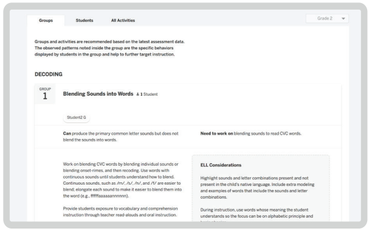
DIBELS® 8TH EDITION

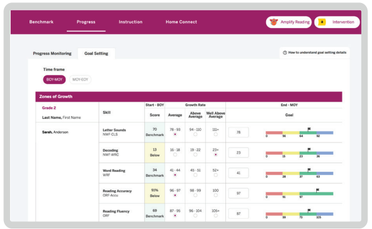
UNIVERSITY OF OREGON | College of Education

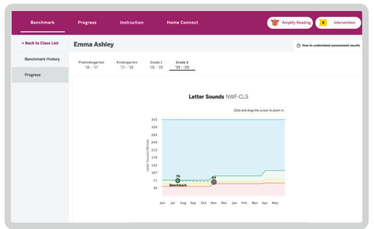


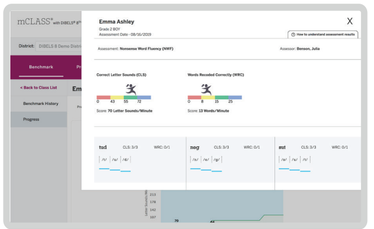


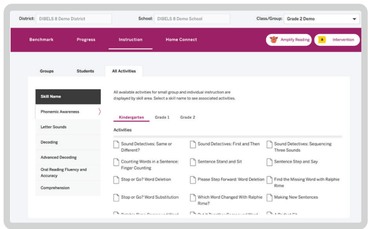








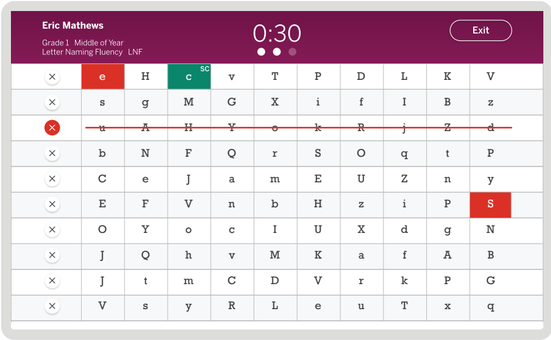




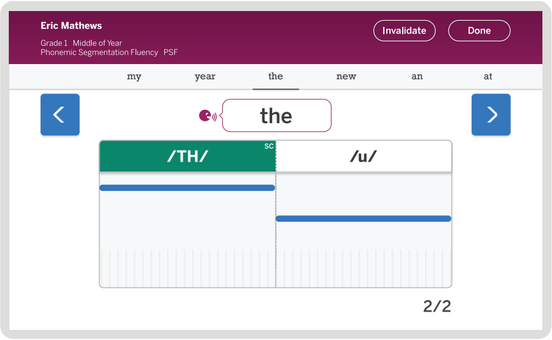
DIBELS® 8th Edition

Measures

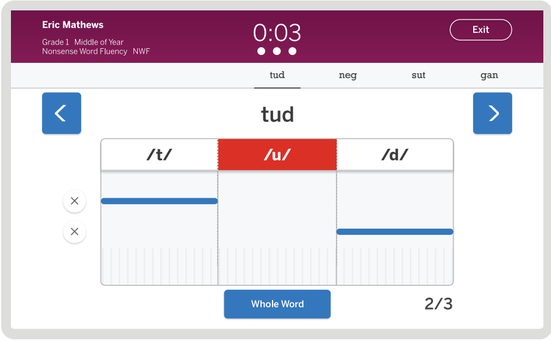
Here's a quick look at the measures DIBELS 8th Edition includes:



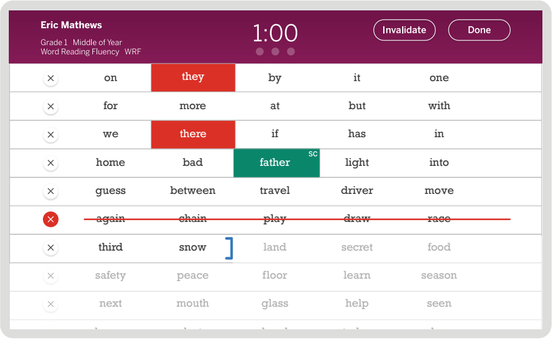
In the **Letter Names** measure records how many lowercase and uppercase letters students can identify in a minute. The results help you identify students who may require additional support with basic early literacy skills to become successful readers.



In the **Phonemic Awareness** measure, students have one minute to say the sounds in spoken words. This awareness of the sound structures of language is crucial for reading and spelling.



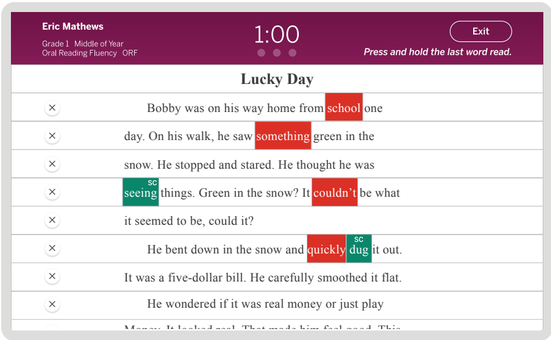
In the **Letter Sounds and Decoding** measure, students read nonsense words either sound by sound or as whole words. These nonsense words force students to rely on their decoding skills and not sight word memory, letting teachers see where students are in learning to decode.



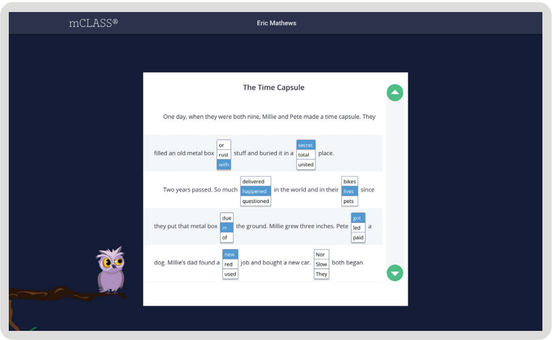
During the **Word Reading** measure, students read as many real sight words as they can in one minute. This helps identify students at risk who might otherwise be missed by other measures.

DIBELS® 8th Edition

Measures



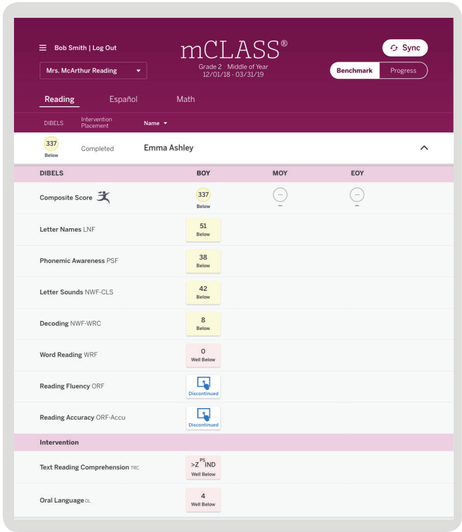
In the **Fluency** measure, students read out loud as much of a passage as they can in one minute. As they read, you mark their errors and self-corrections. Fluency is key to comprehension and is a predictor of overall reading success.



In the **Comprehension** measure students read a passage silently. As they encounter sentences with missing words, they select a word from three choices to restore meaning to the sentence.

DIBELS® 8th Edition

Adaptivity



We believe students should be spending their time on the skills that matter. That's why DIBELS 8th Edition is adaptive.

Through sophisticated gating rules, students are assessed only on skills relevant to their current skill level. In kindergarten and the beginning of first grade, this means that students struggling with the most basic foundational skills (e.g., letter names and phonemic awareness) are gated from being tested on more complex skills (e.g., decoding and word reading). In the middle of first grade and beyond, students who have mastered more advanced skills (e.g., fluency and comprehension) won't be assessed on basic foundational skills (e.g., decoding and word reading).

Skills measured by grade

Here's a quick look at the skills DIBELS 8th Edition covers in each grade.

Skill	Grade K	Grade 1	Grade 2	Grade 3	Grade 4-6
Letter Naming	✔	✔			
Phonemic Awareness	✔	✔			
Letter Sounds & Decoding	✔	✔	✔	✔	
Word Reading	✔	✔	✔	✔	
Fluency		✔	✔	✔	✔
Comprehension			✔	✔	✔

DIBELS® 8th Edition

Assessment researchers

DIBELS 8th Edition was authored by a team of researchers, led by Dr. Gina Biancarosa and Dr. Hank Fien, at the University of Oregon's Center on Teaching and Learning.

Dr. Gina Biancarosa

Dr. Gina Biancarosa led the research and design of DIBELS 8th Edition. A former reading specialist, she studies literacy and assessment. She is the author of numerous publications in top peer-reviewed journals, such as Educational and Psychological Measurement and the Journal of Educational Measurement.

Dr. Hank Fein

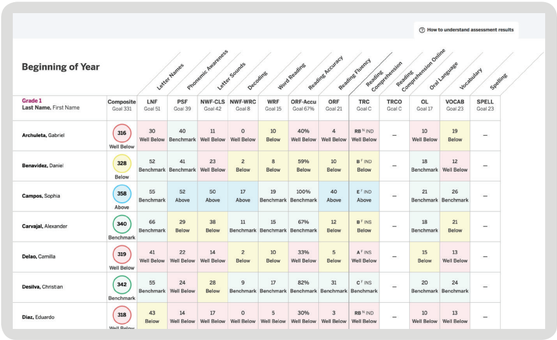
Dr. Hank Fein co-directed the development of DIBELS 8th Edition. He is the Director of the Center on Teaching and Learning and a principal investigator on many IES grants in the areas of early reading and math. Most of his research has focused on improving students' academic achievement in multi-tiered systems of support. He also currently serves as the Director of the National Center on Improving Literacy.

Research basis

mCLASS's DIBELS 8th Edition assessment, the best researched version of DIBELS ever, is built on decades of experience in literacy teaching and learning.

- the latest iteration of curriculum-based measurement tools, a state-of-the-art approach for efficiently assessing students' skills.
- measures that provide the most accurate results, aligned to the latest NCII standards for reliability, validity, determination of risk, and sensitivity to student growth and learning.
- measures that have been validated for dyslexia screening purposes.

Screening for dyslexia risk



How to understand assessment results

Beginning of Year

Grade 1 Last Name, First Name	Composite Goal 331	LNF Goal 51	PSF Goal 39	NWF-CLS Goal 42	NWF-WRC Goal 8	WRF Goal 35	ORF-Accu Goal 67%	ORF Goal 21	TRC Goal C	TRCO Goal C	OL Goal 17	VOCAB Goal 23	SPELL Goal 23
		Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Reading Comprehension	Reading Comprehension Online	Oral Language	Vocabulary	Spelling
Archuleta, Gabriel	316 Well Below	30 Well Below	40 Benchmark	11 Well Below	0 Well Below	10 Below	40% Well Below	4 Well Below	RB↑ IND Well Below	–	10 Well Below	19 Below	–
Benavidez, Daniel	328 Below	52 Benchmark	41 Benchmark	23 Well Below	2 Below	8 Below	59% Below	10 Below	B↑ IND Below	–	18 Benchmark	12 Well Below	–
Campos, Sophia	358 Above	55 Benchmark	52 Above	50 Above	17 Above	19 Benchmark	100% Benchmark	40 Above	E↑ IND Above	–	21 Benchmark	26 Benchmark	–
Carvajal, Alexander	340 Benchmark	66 Benchmark	29 Below	38 Below	11 Benchmark	15 Benchmark	67% Benchmark	12 Below	B↑ INS Below	–	18 Benchmark	21 Below	–
Delao, Camila	319 Well Below	41 Well Below	22 Well Below	14 Well Below	2 Below	10 Below	33% Well Below	5 Below	A↑ INS Well Below	–	15 Below	13 Well Below	–
Desilva, Christian	342 Benchmark	55 Benchmark	24 Well Below	28 Below	9 Benchmark	17 Benchmark	82% Benchmark	31 Benchmark	C↑ INS Benchmark	–	20 Benchmark	24 Benchmark	–
Diaz, Eduardo	318 Well Below	43 Below	14 Well Below	17 Well Below	0 Well Below	5 Well Below	30% Well Below	3 Well Below	RB↑ IND Well Below	–	10 Well Below	13 Well Below	–

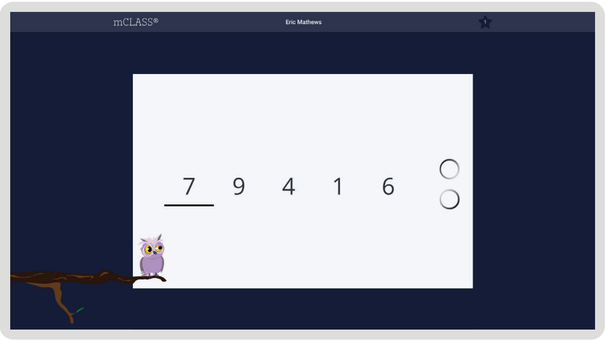
mCLASS's full suite of assessments gives educators a complete picture of student literacy skills—from their foundational skills to vocabulary and comprehension. Crucially, it helps educators understand which students may be at risk of reading difficulties, including those associated with dyslexia.

DIBELS 8th Edition measures are validated to provide information about dyslexia risk. Additionally, mCLASS offers supplemental measures to screen for risk related to dyslexia. Together, these measures serve as a powerful tool to identify at-risk students at the earliest levels. Educators can use them to meet dyslexia screening requirements.

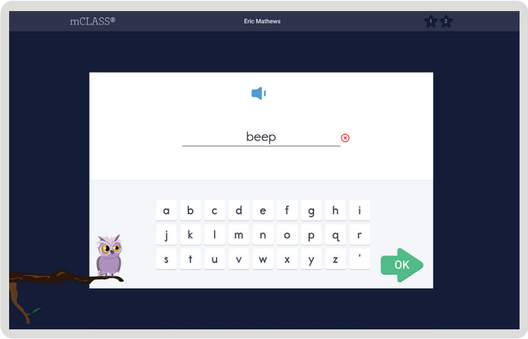
Rapid Automatized Naming

RAN measures your student's ability to process and retrieve phonological information. The student is shown a set of 5 numbers that are randomly repeated for a total of 50 final numbers. They have to name each number aloud as quickly and accurately as possible. The teacher discreetly marks the student's responses.

K-3 teachers can use this measure for benchmarking three times a year.



Spelling



In the Spelling Assessment, the student hears a target word selected from a pool of grade-specific words. The student then uses letter tiles to spell the word.

They're scored based on the traditional words spelled correctly (WSC) measure, as well as individual correct spelling sequences (CSS) within a word which provides partial credit. This makes this measurement more sensitive to students' actual spelling skills, giving more information about their progress.

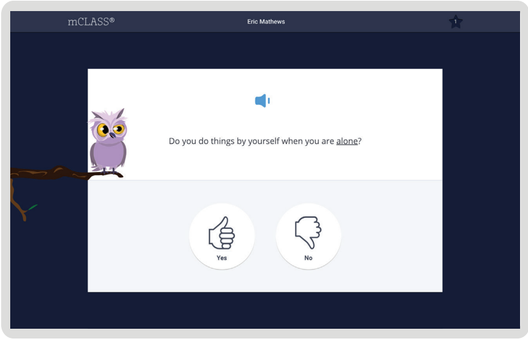
K-3 teachers can use this measure for benchmarking three times a year.

Vocabulary

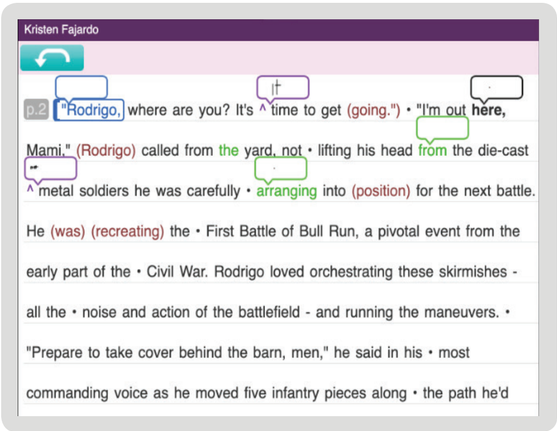
In this assessment students demonstrate how well they know grade-specific words, as well as their skill at deriving meaning from text.

Some words are high utility (tier 2) and some are content-specific (tier 3). Depending on grade level, the student may be asked questions about the word, asked to use the word correctly to fill in a blank, or asked to match the word with its definition.

K-3 teachers can use this measure for benchmarking three times a year.



Text Reading and Comprehension (TRC)



mCLASS' Text Reading and Comprehension (TRC) assessment makes it easy to determine your students' instructional reading levels and monitor their growth over time.

Using a set of a calibrated benchmark books, students are presented with a leveled text and then asked to perform tasks. This will determine their instructional reading levels and classify them into one of four proficiency levels.

How does TRC work?

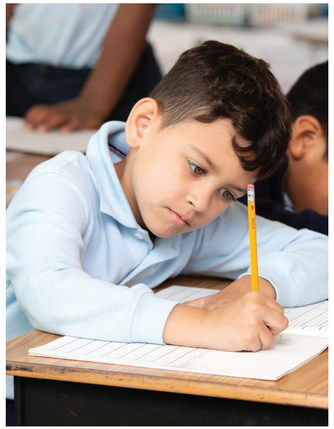
1. Students read a selected benchmark text.
2. They complete follow-up tasks that assess their comprehension.
3. As they read, the teacher follows along with a digital version of the same text. The teacher captures a running record of the student's current skill by marking errors, hesitations, self-corrections, etc.
4. The program obtains the student's instructional level based on the student's reading accuracy and response to comprehension questions.
5. The student's instructional level is compared to a set of cut points to determine the student's overall reading proficiency.
6. That historical record then travels with the student across devices, classrooms, and grade levels—giving you and the teachers after you vital insight into that student.

Assessment authors of Text Reading and Comprehension (TRC)

TRC was originally developed in 2004 by Amplify in collaboration with the Montgomery County Public School District in Maryland and Drs. Craig and Sharon Ramey of Georgetown University.

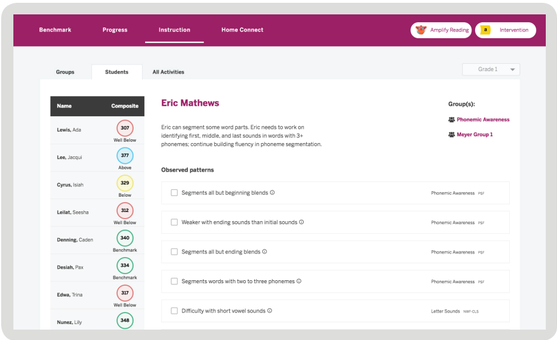
In 2014, Drs. Tim Shanahan and Freddy Hiebert participated in the development of the books included with the current version of the TRC assessment.

In the years since, Amplify has continued to research and develop the assessment to better meet the needs of your students.



Instruction

Targeted one-on-one activities

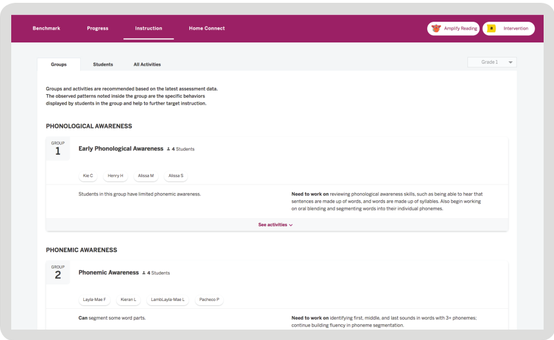


This powerful report brings everything together by giving you a detailed description of your students' reading patterns as well as targeted, one-on-one activities to help address your students' current needs.

Activities for small-group instruction

Supplementing the individual reports, this group recommendation report uses assessment data to organize your classroom into targeted learning groups based on the skills each student needs to build next.

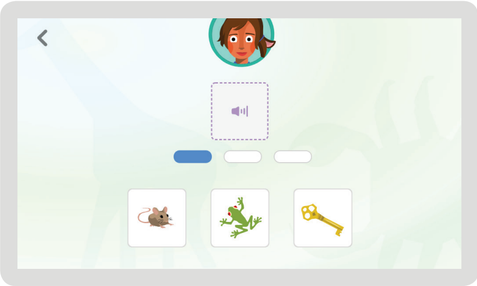
Each suggested group includes information about student error patterns, as well as recommended activities for small-group time. You'll also get insight into common error patterns among English Learners as well as effective instructional approaches for addressing them.

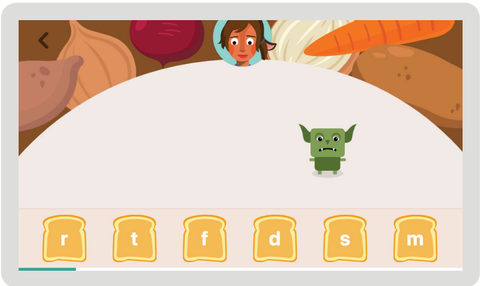


Riveting and personalized computer-based instruction

Using mCLASS and Amplify Reading together gives your school a powerful one-stop solution for your students' instruction and assessment needs.

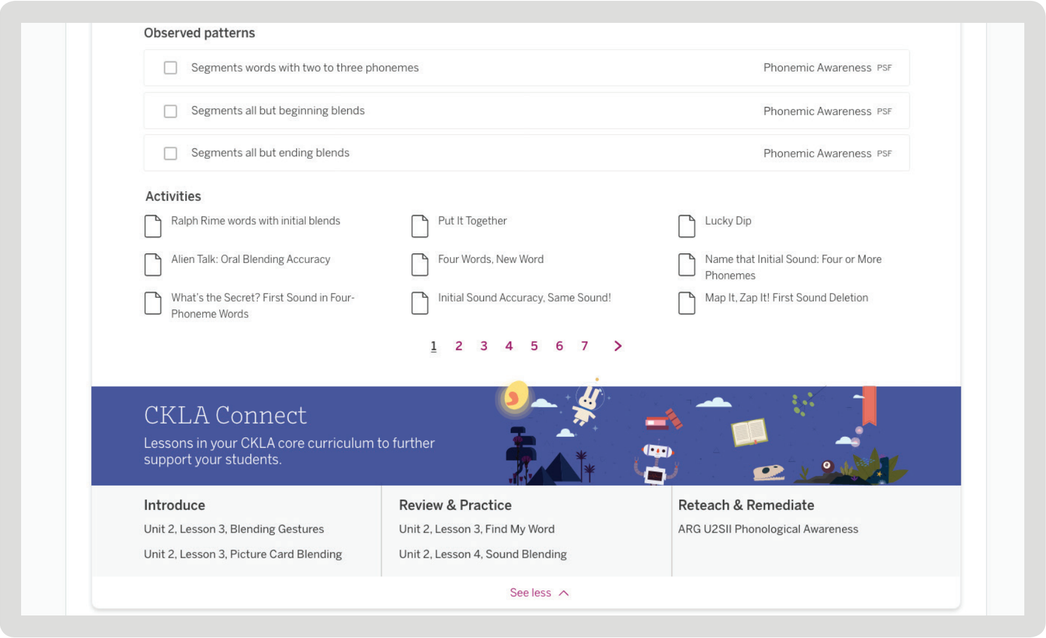
Using mCLASS's DIBELS 8th Edition assessment results, Amplify Reading pinpoints the most effective starting point for each student, giving them an engaging reading program that's personalized for their individual needs. At the same time, teachers get a complete dashboard of reports to help them keep track of how students are learning, as well as the skills they'll most need your support with.





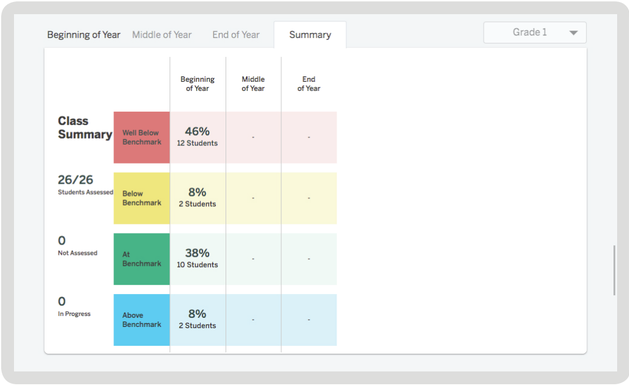
CKLA activities that address the skill needs of each small group

Starting at BOY 2020, teachers who use CKLA and mCLASS will have an easy way of finding CKLA activities that address the skill needs of each of their small groups. Not only will teachers appreciate this convenience, but students who are already familiar with the instructional routines will have an easy time engaging with the activities.



Reports

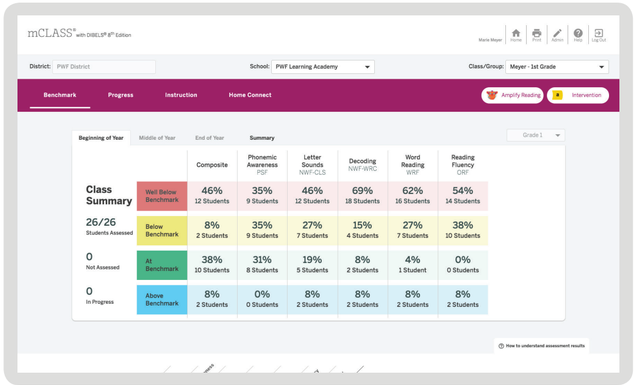
Overall risk at each benchmark period



Is your core instruction meeting your classroom's needs? This report gives you a snapshot of how your students are performing relative to grade-level benchmarks across the year. That lets you build on your students' existing strengths, and it gives you an early warning if instruction needs to change.

Performance by skill area

With this report, which shows you how students are performing in specific skill areas, you can identify the skills your students are doing well with, as well as the skills that should be a priority for whole-group instruction.



Benchmark

This report lets you see the overall skill profile of each student, making it easy for you to know where to give sustained, individual attention. Additionally, you can sort the report by skill, letting you quickly identify groups of students who may need similar kinds of support.

Class Summary		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Fluency ORF
26/26 Students Assessed	Well Below Benchmark	46% 12 Students	35% 9 Students	46% 12 Students	69% 18 Students	62% 16 Students	54% 14 Students
0 Not Assessed	Below Benchmark	8% 2 Students	35% 9 Students	27% 7 Students	15% 4 Students	27% 7 Students	38% 10 Students
0 In Progress	At Benchmark	38% 10 Students	31% 8 Students	19% 5 Students	8% 2 Students	4% 1 Student	0% 0 Students
	Above Benchmark	8% 2 Students	0% 0 Students	8% 2 Students	8% 2 Students	8% 2 Students	8% 2 Students

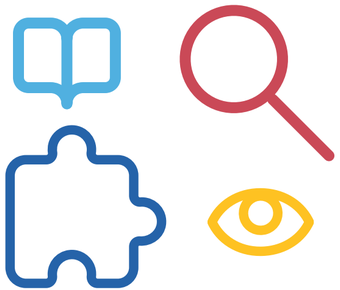
How to understand assessment results

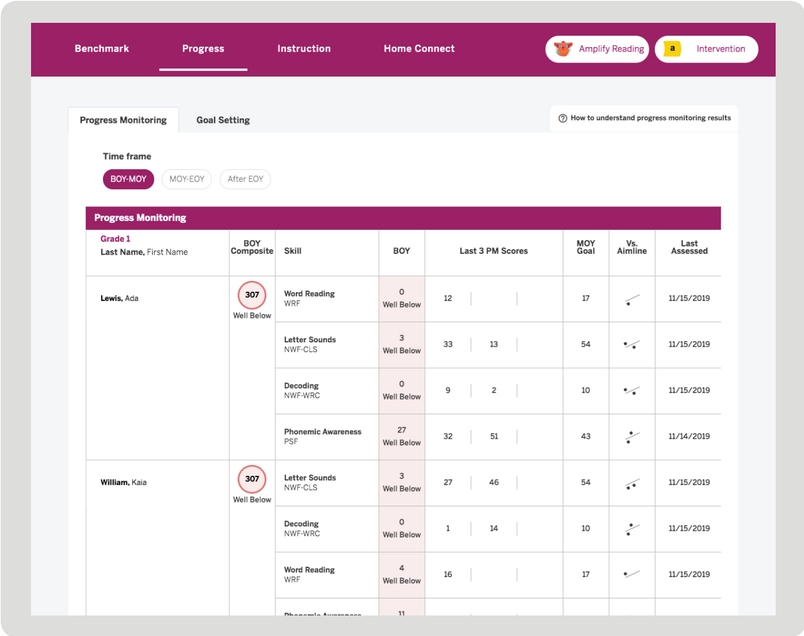
Beginning of Year

Grade 1 Last Name, First Name	Composite Goal 331	LNF Goal 51 (Letter Names)	PSF Goal 39 (Phonemic Awareness)	NWF-CLS Goal 42 (Letter Sounds)	NWF-WRC Goal 8 (Decoding)	WRF Goal 15 (Word Reading)	ORF-Accu Goal 67% (Reading Accuracy)	ORF Goal 21 (Reading Fluency)
Lewis, Ada	307 Well Below	27 Well Below	27 Well Below	3 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd
William, Kaia	307 Well Below	18 Well Below	11 Well Below	3 Well Below	0 Well Below	4 Well Below	20% Well Below	3 Well Below
Whea, Beatrix	308 Well Below	36 Well Below	2 Well Below	2 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd
Mathew, Eric	309 Well Below	25 Well Below	30 Below	8 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd
Reilly, Alex	312 Well Below	34 Well Below	9 Well Below	13 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd
Leilat, Seesha	312 Well Below	22 Well Below	0 Well Below	16 Well Below	0 Well Below	3 Well Below	0% Well Below	0 Well Below
Skyler, Jayson	313 Well Below	22 Well Below	42 Benchmark	15 Well Below	0 Well Below	3 Well Below	0% Well Below	0 Well Below

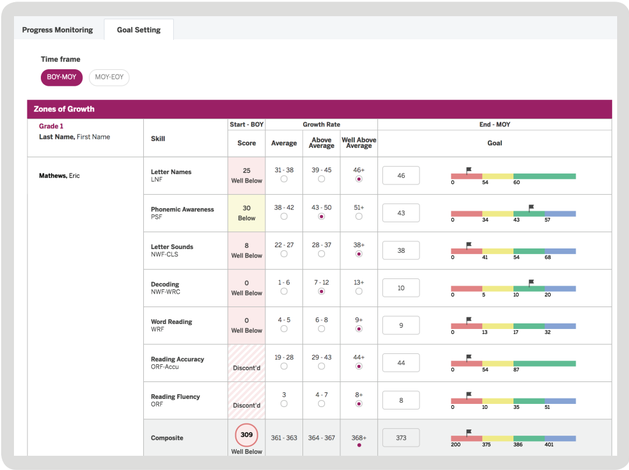
Progress monitoring summary

By keeping a record of your students' recent progress, this report makes it easy to see if students are on track for their mid-year and end-of-year skill goals, or if a different intervention may be necessary. The report also gives you the date of the last assessment for each skill, which helps you more effectively schedule progress monitoring between benchmarks.





Progress monitoring summary



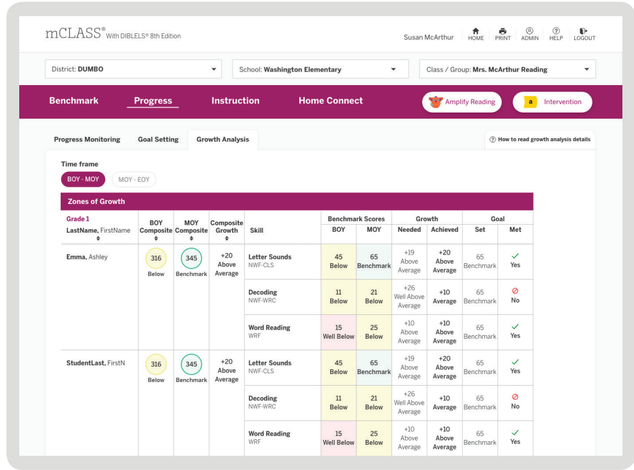
Goal setting

Students perform best when the goals we set for their growth are both ambitious and realistic. This report helps you set those goals by providing personalized growth expectations for each student.

How does mCLASS tailor growth expectations for each student? It uses a national data set to show you what is possible for your students given the progress achieved by similar students during the previous year.

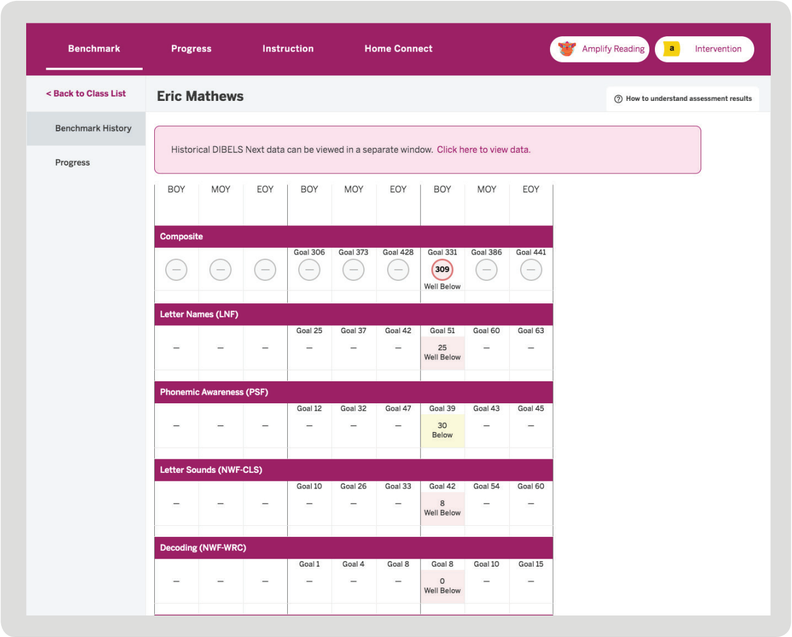
Growth achieved

At the end of each semester, you can use this report to see each student's progress in individual reading skills, as well as whether students are meeting the goals you've set. This lets you assess whether you need to change tactics to help catch up students who are behind.

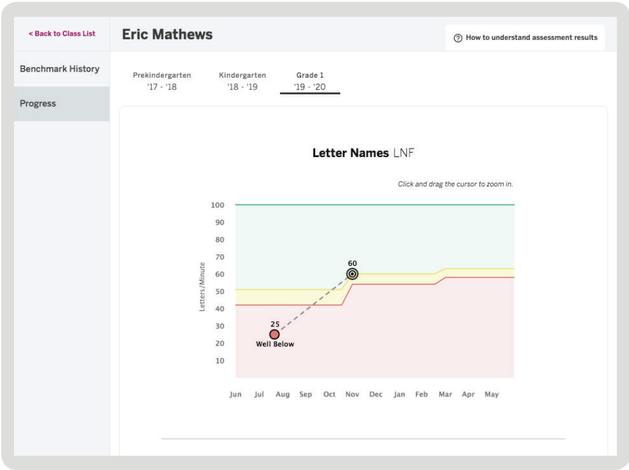


Student summary

The easiest way to see a student's overall trajectory is by looking across multiple years. This report lets you do just that, breaking down student progress over time by individual skill areas.



Student summary

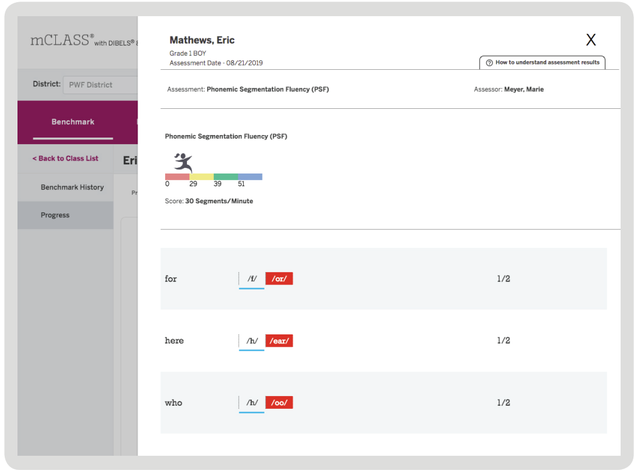


Progress monitoring graphs

This individual student graph gives you a quick visual update about whether your current intervention is working to help address skill gaps and accelerate progress toward important goals. If a student's progress monitoring scores aren't improving over time, you'll know to consider the factors that may need to be adjusted, such as number of minutes per day and pedagogical approach, to get the student back on track.

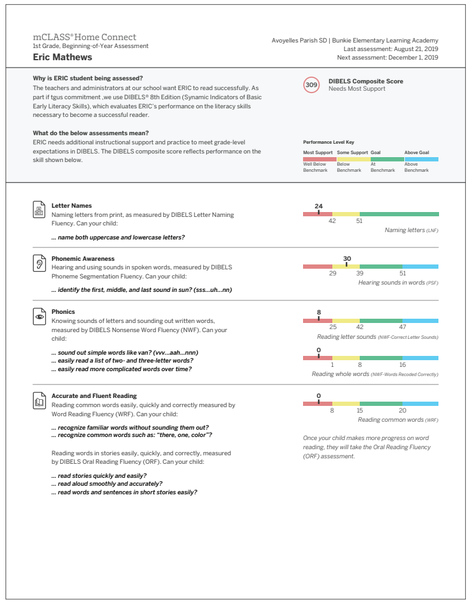
Probe details

You can even go into granular detail on individual students' skills, which lets you plan targeted instruction to address the exact sub-skills a student may be struggling with.



Home Connect

Reports aren't just for educators: this parent and guardian report explains in plain language how students are doing with a variety of reading skills, and offers engaging, easy-to-deliver targeted activities for home use. (It's available in Spanish as well.)



mCLASS® Home Connect
1st Grade, Beginning-of-Year Assessment
Eric Mathews

Avoyelles Parish SD | Burkie Elementary Learning Academy
Last assessment: August 21, 2019
Next assessment: December 1, 2019

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

What do the below assessments mean?
ERIC needs additional instructional support and practice to meet grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skill shown below.

309 **DIBELS Composite Score**
Needs Most Support

Performance Level Key

Most Support	Some Support	Goal	Above Goal
Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark

Letter Names
Naming letters from print, as measured by DIBELS Letter Naming Fluency. Can your child:

... name both uppercase and lowercase letters?

24 — 42 — 51
Naming letters (LNF)

Phonemic Awareness
Hearing and using sounds in spoken words, measured by DIBELS Phoneme Segmentation Fluency. Can your child:

... identify the first, middle, and last sound in sun? (sss...uh...nn)

30 — 29 — 39 — 51
Hearing sounds in words (PSF)

Phonics
Knowing 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?

8 — 25 — 42 — 47
Reading letter sounds (NWF-Correct Letter Sounds)

0 — 1 — 8 — 16
Reading whole words (NWF-Words Recoded Correctly)

Accurate and Fluent Reading
Reading common words easily, quickly and correctly measured by Word Reading Fluency (WRF). Can your child:

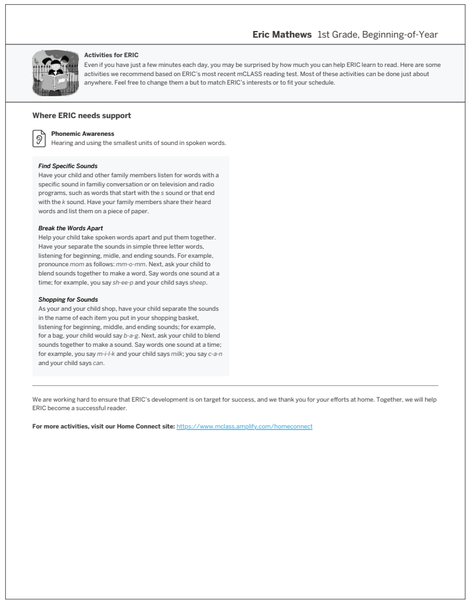
... recognize familiar words without sounding them out?
... recognize common words such as: "There, one, color"?

Reading words in stories easily, quickly, and correctly, measured by DIBELS Oral Reading Fluency (ORF). Can your child:

... read stories quickly and easily?
... read aloud smoothly and accurately?
... read words and sentences in short stories easily?

0 — 8 — 15 — 20
Reading common words (WRF)

Once your child makes more progress on word reading, they will take the Oral Reading Fluency (ORF) assessment.



Eric Mathews 1st Grade, Beginning-of-Year

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

Where ERIC 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.

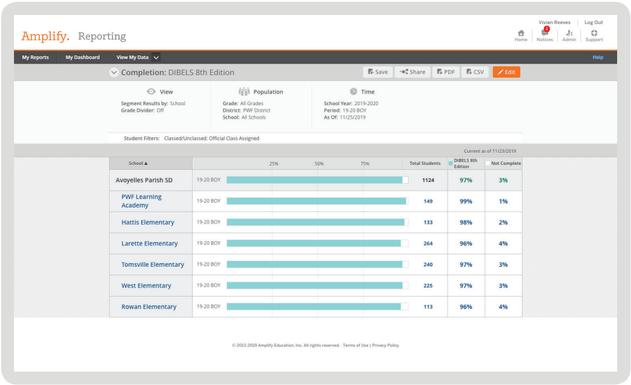
Break the Words Apart
Help your child take spoken words apart and put them together. Have your separate the sounds in simple three letter words, listening for beginning, midle, and ending sounds. For example, pronounce *mom* as follows: *mm-o-mm*. Next, ask your child to blend sounds together to make 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 your 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 sound. Say words one sound at a time; for example, you say *m-i-lk* and your child says *milk*; you say *c-a-n* and your child says *can*.

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

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

Completion

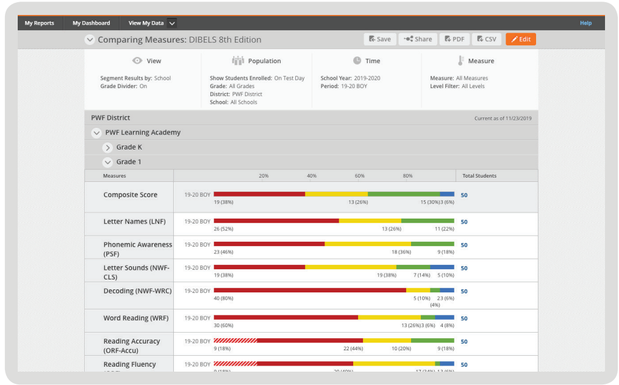


mCLASS also comes with several reports designed for school and district administrators. This completion report lets administrators see whether all teachers have completed their benchmark assessments for each testing window. It also lists individual students who still need to be assessed.

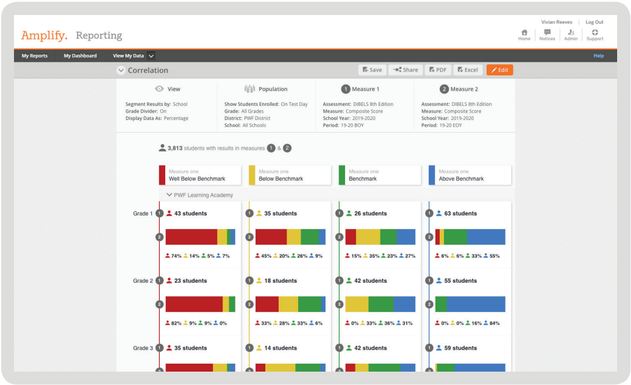
Comparing measures

With this report, school and district administrators get immediate information about their entire student body, including skill performance and the percentage of at-risk students organized by grade and classroom teacher.

They can also drill down to the individual student level in each category, letting them easily make both highly focused and wide-ranging decisions about how best to support students.



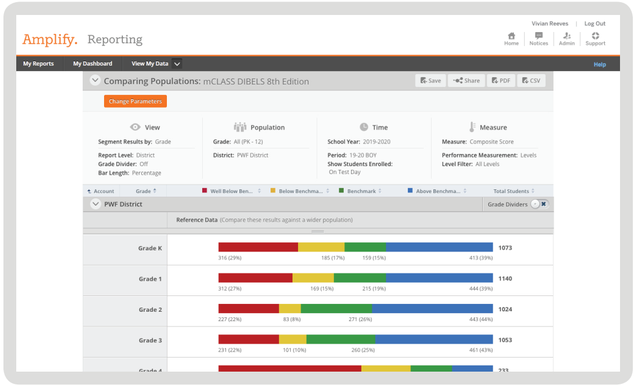
Correlation



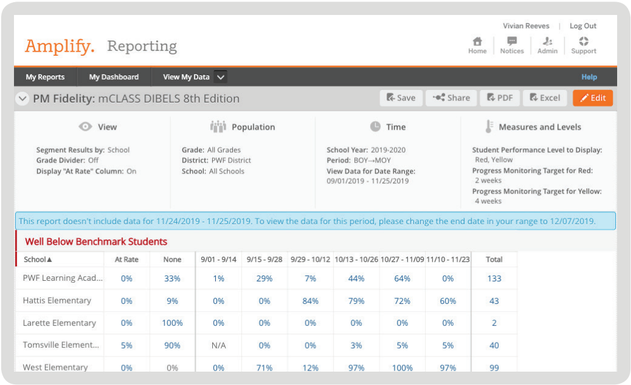
Administrators can use this powerful report to track specific groups of students over time. This gives useful insight into the effectiveness of instructional supports as students move to higher levels of performance, as well as the areas where instruction may need to be adjusted.

Comparing populations

Administrators can use this report to compare assessment results over time between schools, grade levels, or other demographic categories. This will determine whether any achievement gaps exist between different student populations, which lets administrators make smart decisions about allocating resources to teachers and schools.



Progress monitoring fidelity



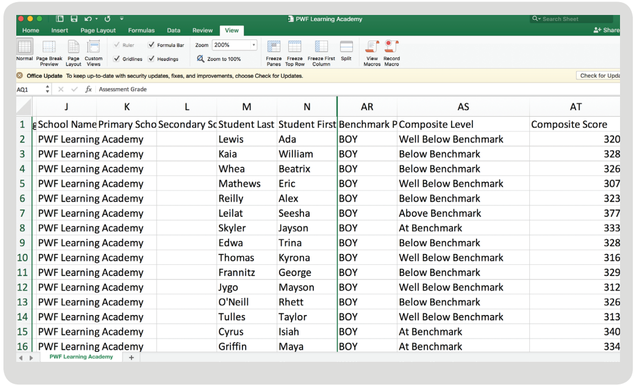
School	At Rate	None	9/01 - 9/14	9/15 - 9/28	9/29 - 10/12	10/13 - 10/26	10/27 - 11/09	11/10 - 11/23	Total
PWF Learning Acad...	0%	33%	1%	29%	7%	44%	64%	0%	133
Hattis Elementary	0%	9%	0%	0%	84%	79%	72%	60%	43
Larette Elementary	0%	100%	0%	0%	0%	0%	0%	0%	2
Tomsville Element...	5%	90%	N/A	0%	0%	3%	5%	5%	40
West Elementary	0%	0%	0%	71%	12%	97%	100%	97%	99

Progress monitoring assessments are important when supporting at-risk students, but it can be difficult to make sure they're administered on schedule.

This report helps administrators identify the classrooms where more progress monitoring data are needed. It also lists the names of students who are missing recent data, so administrators can share the names of specific students with teachers.

Download your data

Administrators at the school and district levels can also download mCLASS report data as a CSV, allowing you to easily share and import that data into other reporting systems.



	J	K	L	M	N	AR	AS	AT
1	School Name	Primary Scho	Secondary Sc	Student Last	Student First	Benchmark P	Composite Level	Composite Score
2	PWF Learning Academy			Lewis	Ada	BOY	Well Below Benchmark	320
3	PWF Learning Academy			Kaia	William	BOY	Below Benchmark	328
4	PWF Learning Academy			Whea	Beatrix	BOY	Below Benchmark	326
5	PWF Learning Academy			Mathews	Eric	BOY	Well Below Benchmark	307
6	PWF Learning Academy			Reilly	Alex	BOY	Below Benchmark	323
7	PWF Learning Academy			Leilat	Seesha	BOY	Above Benchmark	377
8	PWF Learning Academy			Skyler	Jayson	BOY	At Benchmark	333
9	PWF Learning Academy			Edwa	Trina	BOY	Below Benchmark	328
10	PWF Learning Academy			Thomas	Kyrona	BOY	Well Below Benchmark	316
11	PWF Learning Academy			Frannitz	George	BOY	Below Benchmark	329
12	PWF Learning Academy			Jygo	Mayson	BOY	Well Below Benchmark	312
13	PWF Learning Academy			O'Neill	Rhett	BOY	Below Benchmark	326
14	PWF Learning Academy			Tulles	Taylor	BOY	Well Below Benchmark	313
15	PWF Learning Academy			Cyrus	Isiah	BOY	At Benchmark	340
16	PWF Learning Academy			Griffin	Maya	BOY	At Benchmark	334

“ I love the information and tools that mCLASS gives us! It also allows our students to know exactly where they are and where they are headed. ”

— Teacher, California

For more information about mCLASS,
contact your Amplify representative today.

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