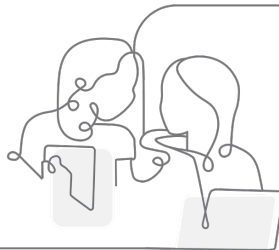




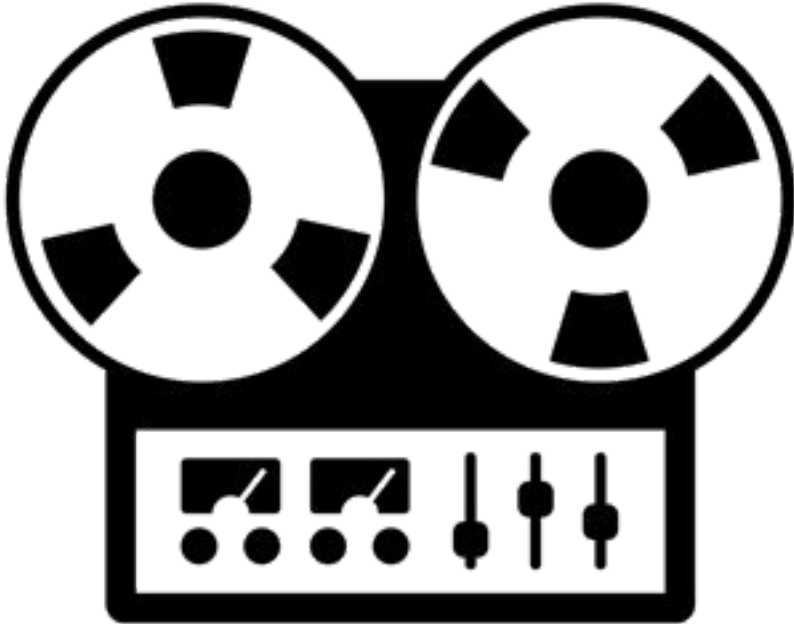
IDEL Booster Webinar

August 2021

Amplify.



Recording in progress



Recording will be posted to the
Texas Onboarding Site.

<https://amplify.com/mclass-tx-onboarding-site/>

Trainer introduction

Tracy Handy

- Educational Partnerships Manager
- Office of Literacy Consultant at the Colorado Department of Education
- Former educator, instructional coach, literacy coordinator
- Started working for Amplify in June 2021
- Live in Carbondale, CO



Trainer introduction

Donna Bright

- Professional Development Project Manager
- Office of Literacy Manager at the Colorado Department of Education
- Former educator, instructional coach and district master teacher cohort leader
- Started working for Amplify in 2019
- Live in Denver, CO



Trainer introduction

Caryn Siegel Moss

- Sr. Professional Development Designer
- Former classroom teacher and corporate trainer
- Started at “Amplify” in 2006
- Worked with TPRI and palm pilots!
- Live in Stamford, CT



Trainer introduction

Nirmaliz Colón-Acosta

- Learning Scientist
- Started at Amplify in 2018
- Work on all mCLASS products, specifically for Spanish Literacy
- Live in Apex, NC



Objectives

By the end of this session you will be able to...

- Navigate reports in mCLASS Home
- Create small instructional groups based on Benchmark data
- Access teacher resources
- Share caregiver resources
- Explain what is planned for the new version of IDEL

Agenda

1. What is mCLASS Texas Español?
2. Which measures are required?
3. How do I view my students' assessment results?
4. Will mCLASS recommend groups for instruction?
5. What resources are available for educators?
6. What resources are available for caregivers?
7. Coming soon
8. Q&A

Laser focused on literacy for two decades



2001



2021

Since 2000 mCLASS® has served 15 million students



63,000

teachers



1,150

districts



1,300,000

students

Science of Reading

ASSESSMENT

mCLASS®

- Universal and dyslexia screening
- Observational assessments
- Gold-standard early literacy benchmarks

CORE

AmplifyCKLA

- Blends deep background knowledge with proven foundational skills
- Engages all students through purposeful multimedia
- Streamlines planning so teachers can focus on their students

SUPPLEMENTAL

AmplifyReading

- Places the science of reading in the hands of students
- Prioritizes the instruction students need through smart technology
- Provides formative data to support targeted instruction

Agenda

1. **What is mCLASS Texas Español?**
2. Which measures are required?
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6. What resources are available for caregivers?
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TEA-approved, **free** Alternative Reading Diagnostic Tool for Kindergarten, First, and Second grades as legislated by **HB3**.

Program extended July 2023.

Amplify.



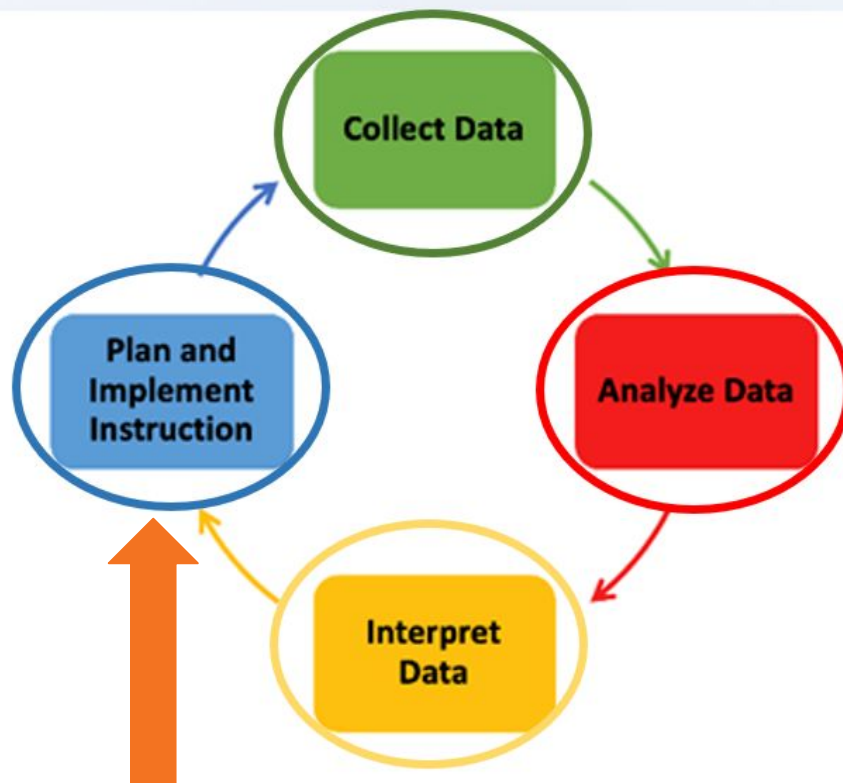
mCLASS®
★ TEXAS



Data Driven Instruction

As you view the data cycle, note there are four stages within it:

- Stage 1: **Collect** data that measures student performance and/or mastery of objective(s)
- Stage 2: **Analyze** the results
- Stage 3: **Interpret** the data to inform instruction that supports student success
- Stage 4: **Plan and Implement** instruction that meets the needs of your students



Agenda

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7. Coming soon
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mCLASS TX Edition Components

"mCLASS TX English" Bundle	"mCLASS TX Espanol" Bundle	Modality
DIBELS 8th Edition	IDEL	Teacher-led observational
Oral Language Screener	Oral Language Espanol	Teacher-led observational
Phonological Awareness - Blending	Letter Sounds K-INICIO	Teacher-led observational
mCLASS Spelling	mCLASS Spelling Espanol	Student-led online
mCLASS Vocabulary	mCLASS Vocabulary Espanol	Student-led online

IDEL

Indicadores

Dinámicos del

Éxito en la

Lectura

A measurement tool designed to provide data that documents the growth of students as they acquire literacy skills.

IDEL measures at each grade level

GRADE	FNL	FSF	FPS	FLO	FRO	FUP
K (BOY)	✓	✓				✓
K (MOY)	✓	✓	✓			✓
K (EOY)	✓	✓	✓			✓
1 (BOY)	✓	✓	✓			✓
1 (MOY)		✓	✓	✓	✓	✓
1 (EOY)		✓	✓	✓	✓	✓
2 (BOY)			✓	✓	✓	✓
2 (MOY)				✓	✓	✓
2 (EOY)				✓	✓	✓

IDEL Benchmark goals

<https://amplify.com/mclasspd/>

mCLASS Texas Edition (Español)

- mCLASS Texas Participant Notebook
- Guided Practice Scripts and Answer Keys (D8)
- IDEL Practice Scripts
- IDEL Scoring Rules Summary Tables
- IDEL Prompts
- **IDEL Benchmark Goals**
- Online Course Sign Up
- Required Measures
- Turnkey Training Planner

CTL Center on Teaching & Learning
UO IDELS Data System

IDEL Benchmark Goals
Three Assessment Periods Per Year

KINDERGARTEN

CTL Center on Teaching & Learning
UO IDELS Data System

IDEL Benchmark Goals
Three Assessment Periods Per Year

FIRST GRADE

**Beginning of Year
Month 1 - 3**

**Middle of Year
Month 4 - 6**

**End of Year
Month 7 - 10**

CTL Center on Teaching & Learning
UO IDELS Data System

IDEL Benchmark Goals
Three Assessment Periods Per Year

SECOND GRADE

	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
IDEL Measure	Scores	Status	Scores	Status	Scores	Status
Fluidez en las Palabras sin Sentido (FPS-TSL)	0 - 69 70 - 89 90 and above	Deficit Emerging Established	Not administered during this assessment period		Not administered during this assessment period	
Fluidez en la Lectura Oral (FLO)	0 - 24 25 - 34 35 and above	At risk Some risk Low risk	0 - 39 40 - 49 50 and above	At risk Some risk Low risk	0 - 49 50 - 64 65 and above	At risk Some risk Low risk
Fluidez en la Relato Oral (FRO)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Preliminary evidence indicates that for students to be on track with comprehension they should meet both of the following criteria: 1) meet the Oral Reading Fluency benchmark goal and 2) have a retell score of at least 25% of their Oral Reading Fluency score.					
Fluidez en el Uso de las Palabras (FUP)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th and percentile and 40th percentile should be considered at some risk.					

THIRD GRADE

	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
IDEL Measure	Scores	Status	Scores	Status	Scores	Status
Fluidez en la Lectura Oral (FLO)	0 - 49 50 - 59 60 and above	At risk Some risk Low risk	0 - 59 60 - 69 70 and above	At risk Some risk Low risk	0 - 64 65 - 84 85 and above	At risk Some risk Low risk
Fluidez en la Relato Oral (FRO)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Preliminary evidence indicates that for students to be on track with comprehension they should meet both of the following criteria: 1) meet the Oral Reading Fluency benchmark goal and 2) have a retell score of at least 25% of their Oral Reading Fluency score.					
Fluidez en el Uso de las Palabras (FUP)	BENCHMARK GOALS FOR THIS MEASURE HAVE NOT YET BEEN ESTABLISHED. Tentatively, students in the lowest 20 percent of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th and percentile and 40th percentile should be considered at some risk.					

dibels.uoregon.edu
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Revision Date: Aug-8-2012

IDEL Instructional Recommendation

Best overall estimate of the student's early literacy skills

Kindergarten	IDEL			
	BOY	FNL	FSF ▶	FUP ▶
	Instr. Rec.	Goal 5	Goal 15	Score
Name ▲				
Acosta, Andrea		5	7	0
Bernal, Roberto		1	3	13
Brown, Susan		2	3	7
Collins, Darius		1	5	0
Cortez, Diana		5	14	10
DeLeon, Mario		4	15	12
Estrada, Maria		21	16	22
Flores, Daniel		6	16	12

Additional measures at each grade level

Measure	Grade K	Grade 1	Grade 2
FSL Letter Sounds K-Inicio	✓	✓	
Oral Language Español (Listening Comprehension)	✓	✓	✓
Spelling Español	*	✓	✓
Vocabulary Español	✓	✓	✓

* MOY and EOY only

	Kindergarten			First Grade			Second Grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Satisfying ERI (darker color)	DIBELS 8 or IDEL	DIBELS 8 or IDEL	DIBELS 8 or IDEL	DIBELS 8 or IDEL	DIBELS 8 or IDEL	DIBELS 8 or IDEL	DIBELS 8 or IDEL	DIBELS 8 or IDEL	DIBELS 8 or IDEL
Dyslexia Screening (darker color)			In addition to DIBELS/IDEL: -Spelling -Listening Comp (OL)		In addition to DIBELS/IDEL: -Spelling -Listening Comp (OL)		In addition to DIBELS/IDEL for select students administer: -Letter Naming Fluency <i>(Use grade 1 EOY paper-pencil form)</i> -Spelling -Listening Comp (OL)		
Additional optional measures that bring value	Inventory Measures: PA Blending or Letter Sounds (Spanish) -Vocabulary -Listening Comp (OL)	Inventory Measures: PA Blending or Letter Sounds (Spanish) -Spelling -Vocabulary -Listening Comp (OL)	Inventory Measures: PA Blending or Letter Sounds (Spanish) Vocabulary	Inventory Measures: PA Blending or Letter Sounds (Spanish) -Spelling -Vocabulary -Listening Comp (OL)	Inventory Measures: PA Blending or Letter Sounds (Spanish) Vocabulary	Inventory Measures: PA Blending or Letter Sounds (Spanish) -Spelling -Vocabulary -Listening Comp (OL)	Vocabulary	Vocabulary	Vocabulary

Agenda

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7. Coming soon
8. Q&A



mCLASS.amplify.com

Reporting

District:

School:

Class/Group:

mCLASS Texas ...

mCLASS TX Edi...

Kindergarten

	Class Summary	BOY	MOY	EOY	Instruction
Kindergarten	IDEL				
	BOY	FNL	FSF	FUP	
Name	Instr. Rec.	Goal 6	Goal 15	Score	
Acosta, Andrea		5	7	0	
Bernal, Roberto		1	3	13	
Collins, Darius		1	5	0	
Cortez, Diana		5	14	10	
DeLeon, Mario		4	15	12	
Estrada, Maria		21	16	22	
Flores, Daniel		6	16	12	
Gonzales, Alyssa		4	12	15	
Hernandez, Michael		14	9	15	
Jones, Barbara		2	5	10	
Klein, Ashley		1	4	0	
Phillips, Susan		2	3	7	
Robinson, Zach		1	1	0	
Smith, John		0	2	7	
Turner, Seth		0	0	0	

Now What? Tools

Phonemic Awareness (FSF)

Group 1: RB, AK, SP, ZR, JS, ST

Group 2: DC, BJ

Group 3

Group 4

Group 7

Phonemic Awareness (FNL)

Item-Level Advisor

Observation #1 of 1

Weaker with Ending Sounds than Initial Sounds

Diana successfully segmented... than initial sounds.

The ability to segment ending... than initial sounds for some... benefit from instruction that f... and blending phonemes at a... Additional diagnostic assess... to determine specific instruct...

mCLASS Literacy Performance Report

Andrea Acosta Kindergarten, Beginning-of-Year Assessment

Last assessment: September 23, 2019

Next assessment: December 1, 2019

What does this mean?

Needs some support

What can I do?

To reinforce what Andrea is learning in school, you can read together every day at home.

Why is Andrea being assessed?

The teacher and administrators at our school want Andrea to read successfully. As part of this commitment, our school uses a test called IDEL, which stands for Individualized Diagnostic del Estudiante del Estudiante, which evaluates Andrea's performance on foundational skills necessary to become a proficient reader.

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

Letter Naming

Knowing the names of lowercase and uppercase letters, which is measured by Fluency on Nonword Letters (FNL).

Can you tell... identify lowercase and uppercase letters in random order?

Phonemic Awareness

Heating and using sounds in spoken words, Fluency on Segmentation de Fonemas (FSF)

Can you tell... identify the first sound in a word (onset)... identify the middle sound in a word (blend)... identify the last sound in a word (coda)?

Phonics

Knowing sounds of letters and sounding out written words

We will start measuring Andrea's phonics in the middle of kindergarten.

Accurate and Fluent Reading

Reading words in stories easily, quickly, and correctly

We will start measuring Andrea's reading accuracy and fluency in the middle of first grade.

Reading Comprehension

Reading for meaning is the ultimate goal of comprehension

All of the skills we are measuring contribute to Andrea's ability to read with comprehension. We will start formally measuring Andrea's reading comprehension at the end of first grade.

Reports for IDEL measures

Tania Star

mCLASS School 2020
2019-2020

Reading

Español

Online
Assessment
Management

mCLASS®
IDEL™

Training

Reporting

Sync Status



Welcome back!

Take a look at what's new
in DIBELS 8th Edition.

Contact Us

Online

Global navigation bar





District:
mCLASS Texas ...

School:
mCLASS TX Edi...

Class/Group:
Kindergarten

Tania Star



Now What? ▾

Class Summary

BOY

MOY

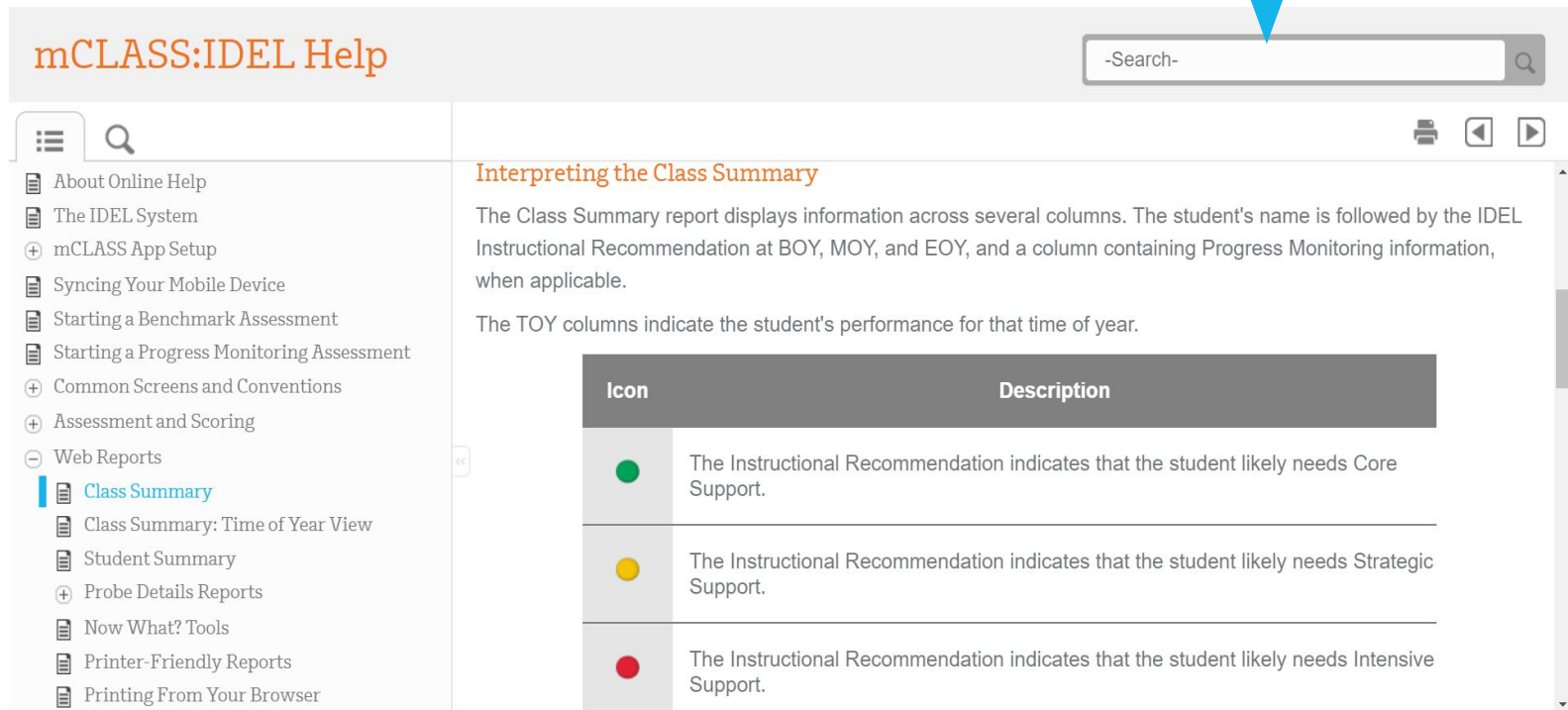
EOY

Instruction

Show Key ▾

Kindergarten	IDEL				
	BOY	MOY	EOY	PM	
Name	Instr. Rec.	Instr. Rec.	Instr. Rec.	Recent PM History	
Acosta, Andrea				FSF	
Bernal, Roberto				FSF	
Collins, Darius				FSF	
Cortez, Diana				FSF	
DeLeon, Mario				FSF	
Estrada, Maria				FSF	
Flores, Daniel				FSF	
Gonzales, Alyssa				FSF	

Online help



The screenshot shows the mCLASS:IDEL Help interface. At the top, the title "mCLASS:IDEL Help" is displayed in orange. To the right is a search bar with the placeholder text "-Search-". A blue arrow points down to this search bar. On the left side, there is a navigation menu with a search icon and a list of topics. A blue arrow points up to the "Class Summary" link in this menu. The main content area on the right is titled "Interpreting the Class Summary" and contains two paragraphs of text followed by a table.

mCLASS:IDEL Help

-Search-

- About Online Help
- The IDEL System
- + mCLASS App Setup
- Syncing Your Mobile Device
- Starting a Benchmark Assessment
- Starting a Progress Monitoring Assessment
- + Common Screens and Conventions
- + Assessment and Scoring
- Web Reports
 - Class Summary**
 - Class Summary: Time of Year View
 - Student Summary
 - + Probe Details Reports
 - Now What? Tools
 - Printer-Friendly Reports
 - Printing From Your Browser

Interpreting the Class Summary

The Class Summary report displays information across several columns. The student's name is followed by the IDEL Instructional Recommendation at BOY, MOY, and EOY, and a column containing Progress Monitoring information, when applicable.

The TOY columns indicate the student's performance for that time of year.

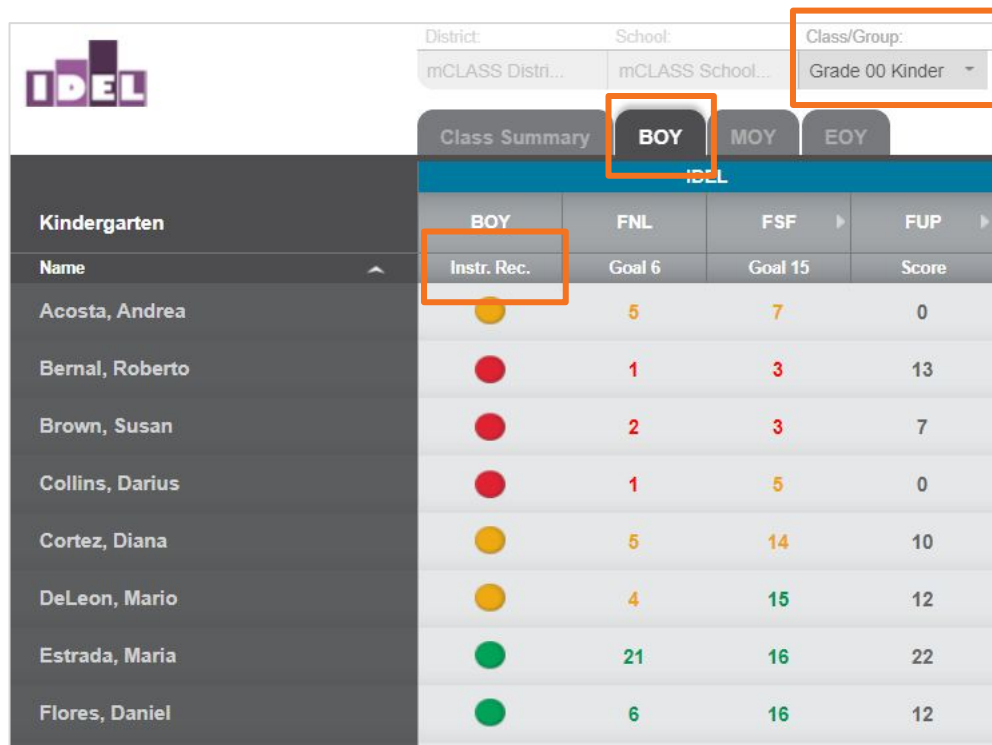
Icon	Description
●	The Instructional Recommendation indicates that the student likely needs Core Support.
●	The Instructional Recommendation indicates that the student likely needs Strategic Support.
●	The Instructional Recommendation indicates that the student likely needs Intensive Support.

Let's take it live!



Trainer demo

Class Summary BOY



Kindergarten	BOY	FNL	FSF	FUP
Name	Instr. Rec.	Goal 6	Goal 15	Score
Acosta, Andrea	●	5	7	0
Bernal, Roberto	●	1	3	13
Brown, Susan	●	2	3	7
Collins, Darius	●	1	5	0
Cortez, Diana	●	5	14	10
DeLeon, Mario	●	4	15	12
Estrada, Maria	●	21	16	22
Flores, Daniel	●	6	16	12

1. Go to mCLASS.amplify.com.
2. Login with the username **tstar1** and the password **lonestar1**.
3. Tap the **mCLASS IDEL** tile.
4. Select **Grade 00 Kindergarten**.
5. Tap the **BOY** tab.
6. Sort by **Instr. Rec.**
7. Record observations and next steps.



Observations and next steps

Class Summary BOY

Kindergarten	IDEL			
	BOY	FNL	FSF	FUP
Name	Instr. Rec. ^	Goal 6	Goal 15	Score
Bernal, Roberto	●	1	3	13
Collins, Darius	●	1	5	0
Jones, Barbara	●	2	5	10
Klein, Ashley	●	1	4	0
Phillips, Susan	●	2	3	7
Robinson, Zach	●	1	1	0
Smith, John	●	0	2	7
Turner, Seth	●	0	0	0
Acosta, Andrea	●	5	7	0
Cortez, Diana	●	5	14	10
DeLeon, Mario	●	4	15	12
Gonzales, Alyssa	●	4	12	15
Estrada, Maria	●	21	16	22
Flores, Daniel	●	6	16	12
Hernandez, Michael	●	14	9	15

Observations

- 8 students are WBB overall
- 6 of the 8 are WBB in phonemic awareness
- 4 students are BB overall with similar scores for naming letters
- Michael is at Benchmark, but he needs support in phonemic awareness

Next Steps

- Pull the WBB students for phonemic awareness support
- Analyze BB students' probe details to understand needs

Trainer demo

Benchmark Student Summary

1. From the Class Summary BOY select **Susan Brown**.
2. Record observations and next steps.

Goal 13

Score

District:

School:

Class/Group:

Student:

mCLASS Distri...

mCLASS School...

Grade 00 Kinder

Brown, Susan

Class Summary

BOY

MOY

EOY

Susan Brown

Susan Brown		Kindergarten (2019-2020)		
		BOY	MOY	EOY
IDEL	Instructional Rec.			
Assessment				
FNL	Score	2	12	
	Goal	6	25	40
FSF	Score	3	14	
	Goal	15	30	50
FPS	Score		9	
	Goal		20	35
FUP	Score	7	12	
	Goal	N/A	N/A	N/A

Observations and next steps

Benchmark Student Summary

		District:	School:	Class/Group:	Student:
		mCLASS Distri...	mCLASS School...	Grade 00 Kinder	Brown, Susan
		Class Summary	BOY	MOY	EOY
Susan Brown		Kindergarten (2019-2020)			
		BOY	MOY	EOY	
IDEL	Instructional Rec.				
Assessment					
FNL	Score	2	12		
	Goal	6	25	40	
FSF	Score	3	14		
	Goal	15	30	50	
FPS	Score		9		
	Goal		20	35	
FUP	Score	7	12		
	Goal	N/A	N/A	N/A	

Observation

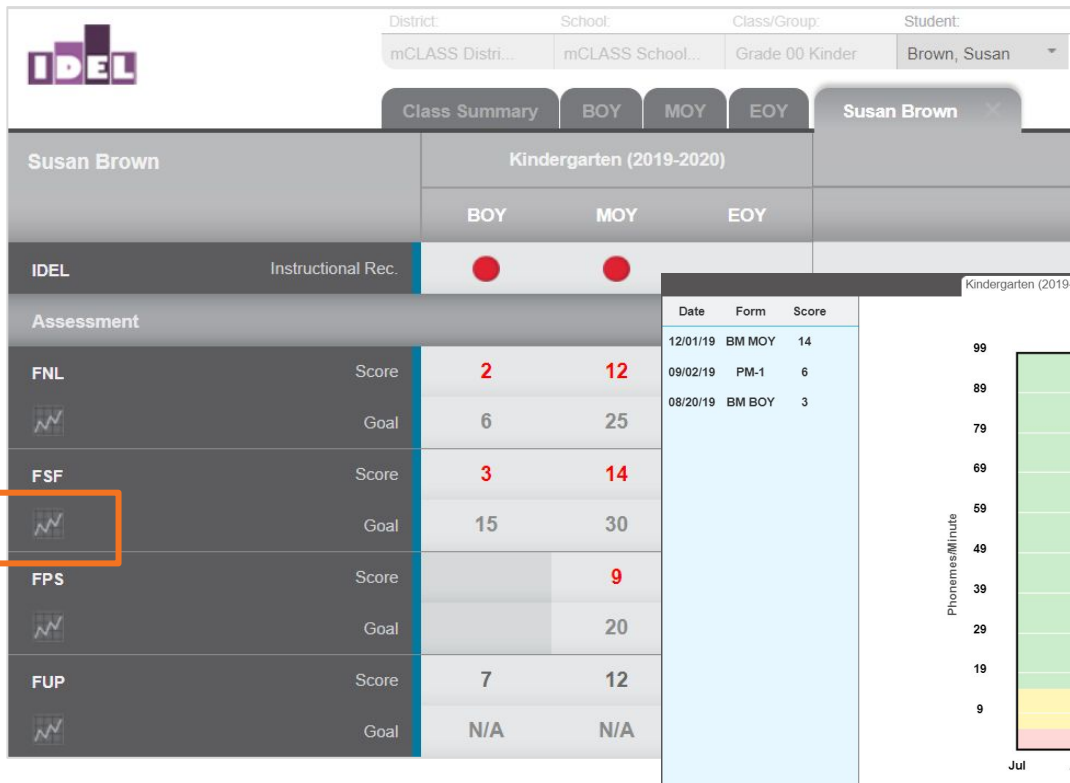
- Susan has improved in FNL and FSF but hasn't met the BM goal.
- She needs support in Phonemic Awareness (as measured by FSF) and Alphabetic Principle (as measured by FPS).

Next Steps

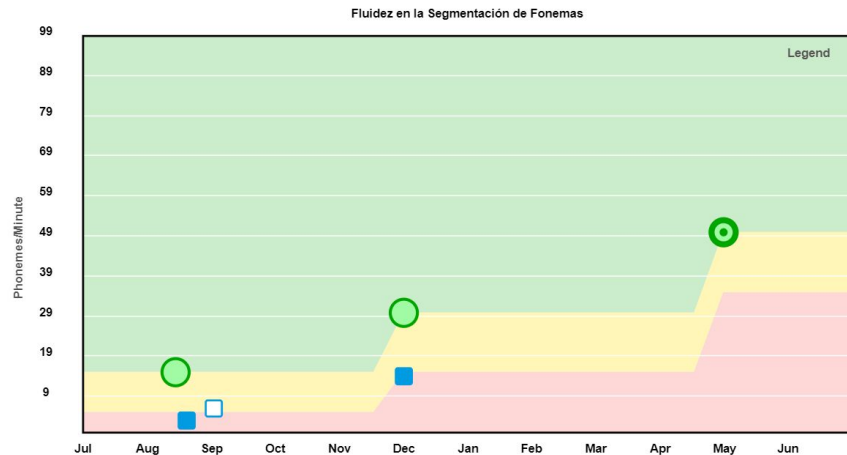
- Look at the probe details for Susan's MOY results.
- Give extra support in Phonemic Awareness and Alphabetic Principle.

Trainer demo

Progress Monitoring Graph

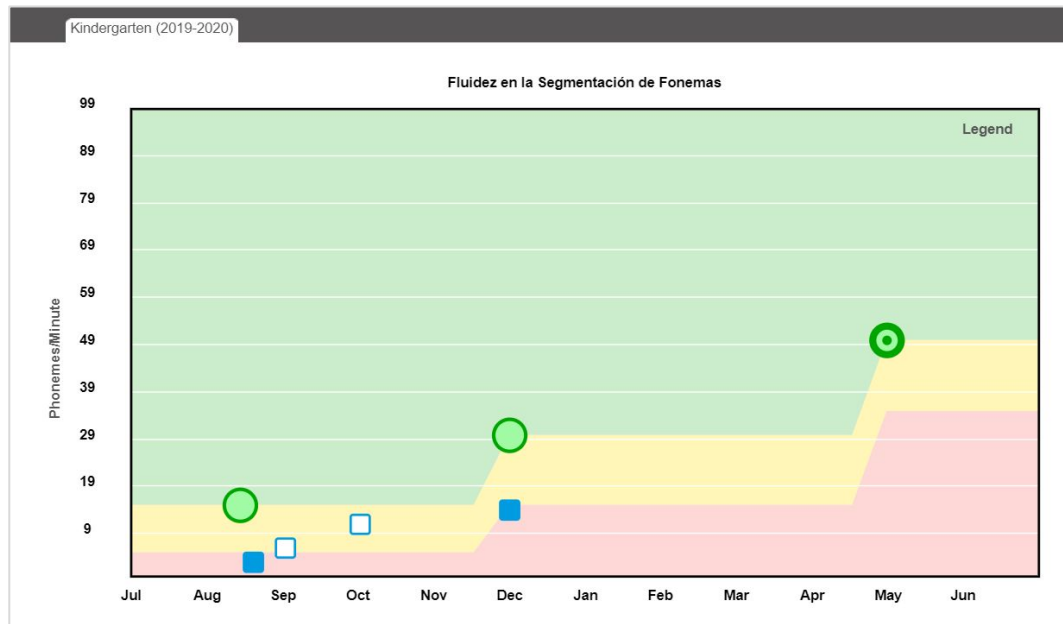


1. From the Benchmark Student Summary, click the graph icon under **FSF**.
2. Record observations and next steps.



Observations and next steps

Progress Monitoring Student Summary



Observations

- Susan is not on track to meet the FSF goal for EOY.
- She is making progress, but it is not fast enough.

Next Steps

- Susan needs a change to her instruction.
- Analyze the probe details to understand her strengths and needs.

Trainer demo

Probe Details for Susan

		District:	School:	Class/Group:	Student:
		mCLASS Distri...	mCLASS School...	Grade 00 Kinder	Brown, Susan
		Class Summary	BOY	MOY	EOY
		Susan Brown			
Susan Brown		Kindergarten (2019-2020)			
		BOY	MOY	EOY	
IDEL	Instructional Rec.				
Assessment					
FNL	Score	2	12		
	Goal	6	25	40	
FSF	Score	3	14		
	Goal	15	30	50	
FPS	Score		9		
	Goal		20	35	
FUP	Score	7	12		
	Goal	N/A	N/A	N/A	

1. From the Benchmark Student Summary, click the FSF MOY score 14.
2. Record observations and next steps.

Observations and next steps

Probe Details for Susan Brown

IDEL		District:	School:	Class/Group:	Student:	Probe:	Probe Detail:		
		mCLASS Distr...	mCLASS School...	Grade 00 Kinder	Brown, Susan	FSF	MOY - 12/01/2019		
		Class Summary	BOY	MOY	EOY	Susan Brown	FSF X		
FSF Fluidez en la Segmentación de Fonemas									
Words	Phonemic Segmentation				Correct/Total				
rojo	/r/	/o/	/j/	/o/	3 / 4				
dar	/d/	/a/	/r/		2 / 3				
mucho	/m/	/u/	/ch/	/o/	4 / 4				
cada	/k/	/a/	/d/	/a/	4 / 4				
verás	/b/	/e/	/r/	/a/	/s/	1 / 5			
tela	/t/	/e/	/l/	/a/	0 / 4				
cine	/s/	/l/	/n/	/e/	0 / 4				

Observations

- Susan is responding very slowly (only attempted 5 words in 1 minute).
- She segmented two words completely and correctly.

Next Steps

- Build fluency with segmenting.

Agenda

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5. What resources are available for educators?
6. What resources are available for caregivers?
7. Coming soon
8. Q&A

1. Grouping Attributes

Grade: Kindergarten Time of Year: MOY Measure 1: FSF Measure 2: FPS Group

2. Groups

FSF by FPS

Phonemic Awareness (FSF)

Alphabetic Principle and Basic Phonics (FPS)

Tidy

Reset

☐ Set Aside Benchmark/
Proficient Students

No Group

SGA Guide

mCLASS® Small-Group Advisor™ sorts students into intervention groups based on mCLASS®: IDEL® Benchmark assessment results. Begin by determining which results you would like to use to map students to groups.

1: Selecting Grouping Attributes

Students are mapped to one of nine groups based on their Benchmark scores for two assessment measures. Measure 1 determines the horizontal placement: well below benchmark students at the left, and at or above benchmark students at the right. Measure 2 determines vertical placement: well below benchmark students at the top, and at or above benchmark students at the bottom. At any given point, you can change the measures, grade, and time of year, and click **Group** to create a new set of groups.

2: Refine Groups

If you believe the assigned groups aren't best suited to individual student needs, drag and drop the student icons to form optimal groups. When groups consist of lone students, click **Tidy** to consolidate them. Click **Reset** to return to the SGA-recommended mappings. When you finish grouping, you can assign each group a name. Click the icons on this page to save or print this set of groups.

 Save these groups.

 Print groups. Delete these groups.

3: View and Print Instruction Recommendations

Click the icons on this page to view the recommended instruction for a single group or to print an instruction list for all groups.

 View instruction for this group.

 Print an instruction list for all groups.

4: Create an Individualized Intervention Plan

1. Grouping Attributes

Grade: Kindergarten

Time of Year: MOY

Measure 1: FSF

Measure 2: FPS

Group

2. Groups

FSF by FPS



Phonemic Awareness (FSF)

Alphabetic Principle and Basic Phonics (FPS)	Phonemic Awareness (FSF)		
	<15	15-29	>29
	<10	10-19	>19
Group 1	RB SB ZR JS ST	Group 2	Group 3
Group 4		DC BJ AK AG AA	Group 6
Group 7		Group 8	DC MD ME DF MH

Tidy

Reset

☐ Set Aside
Benchmark/
Proficient Students

No Group

Letras y sonidos consonantes: m, l, s, r (inicial)



Hoy día vamos a emparejar los sonidos de algunas consonantes con las letras correspondientes.

El propósito de esta actividad es que los estudiantes practiquen conectando las letras *m*, *l*, *s*, y la *r* inicial con los sonidos que representan. Asegúrese de que los estudiantes puedan emparejar cada letra con su sonido antes de que presente la letra siguiente.

Para empezar



Hoy vamos a hablar acerca de unas nuevas letras. La primera es la letra eme.

m

Indique la letra *m*. Pida a los estudiantes que tracen la letra con el dedo índice. Pregúnteles qué notan acerca de su forma.



Ésta es la letra eme. La letra eme representa el primer sonido que escuchan en las palabras *mucho*, *mesa* y *mono*.

Señale la letra otra vez. Alargue el sonido para enfatizarlo.



¿Qué letra es? ¿Cuál es el sonido? Cuando vean la letra eme, digan el sonido /mmm/.



Miremos otra letra.

Reports for Spanish measures

Tania Star

mCLASS School 2020
2019-2020

Reading

Español

Online
Assessment
Management

mCLASS®
IDEL™

Training

Reporting

Sync Status



Welcome back!

Take a look at what's new
in DIBELS 8th Edition.

Contact Us

Online

Class Summary

Middle of Year			
	Lenguaje oral	Vocabulario	Ortografía
Grade 1 Last Name, First Name	OL Goal 12	VOCAB Goal 18	SPELL Goal 44
Everett, Ida	17 Benchmark	18 Benchmark	44 Below
Groud, Gracie	17 Benchmark	19 Benchmark	40 Below
Kerr, Nina	9 Below	7 Below	30 Below

Lenguaje Oral - teacher administered

TX Dyslexia Screening

Menu

BenchmarkProgress

ReadingEspañolMath

TRCNombre

mCLASS®
★TEXAS
Middle of Year
12/01/20 - 12/15/20

PD mCLASS Te... | Log Out

Sync

For Practice 9

O1_Adella Kear

IDEAL

[IDEAL Screener](#)

Inventario	BOY	MOY	EOY
Sonidos de letras FSL K-Inicio			
Comprensión auditiva	BOY	MOY	EOY
Lenguaje oral LO			

Lenguaje Oral - Grade 1

TX Dyslexia Screening

Groud, Gracie

Grade 1 MOY

Assessment Date - 01/15/2021

Print

How to understand assess

Lenguaje oral (OL)



Score: 17

1. Tus padres te están preparando el desayuno.

×

0

2. El perro se acuerda de su dueño.

×

0

3. Imagino que trabajan en El grupo.

×

0

4. Ya no hay preguntas fáciles.

✓

1

5. No estás observando atentamente.

×

0

Lenguaje Oral - Benchmark cut points

Grade Level	BOY	MOY	EOY
Kindergarten	9	10	11
Grade 1	11	12	13
Grade 2	13	13	13

https://www.mclass.amplify.com/wgenhelp/mceols/index.htm?rscsh=1#t=Oral_Language%2FOral_Language.htm

mclass.amplify.com /student



Ortografía - Grade 1

Dyslexia Screening

MURACE, JEFF

Grade 1 MOY

Assessment Date - 01/12/2021

✕ Close

Print

[How to understand assessment results](#)

Ortografía (SPELL)



0 44

Correct Spelling Sequence (CSS): **27/79**

Words Correct (WSC): **1 Correct**

Item	Response	Score (CSS)
poco	poco	5/5
amiga	meca ✕	1/6
títulos	tios ✕	3/8
ayer	llaeshn ✕	0/5
cosas	cosa ✕	4/6
corazón	conecoys ✕	4/8

Ortografia- cut points

Grade	BOY	MOY	EOY
K	n/a	13	29
1	31	44	50
2	53	56	64

https://mclass.amplify.com/wgenhelp/mcespell/index.htm?rscsh=1#t=Spelling%2FSpelling_Espanol.htm

Agenda

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7. Coming soon
8. Q&A

mCLASS TX onboarding site

Amplify.

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Welcome to mCLASS® TX Edition!

—

We're happy to help Texas educators along your literacy journey in helping all of your students become confident young readers.



Online training resources

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Welcome to School Year 2020-2021
Introducing new and exciting ways to reach your reach in remote, hybrid, and in-person learning. [Learn more.](#)

mCLASS®

Sample Teacher

Demo 2020-2021 CKLA™ 2nd Edition Resources

Training Reporting Sync Status

Facebook

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Professional Learning Resources

Additional Resources for mCLASS Texas Edition

- FSL K-INICIO Scoring Sheet
- FSL K-INICIO Student Materials
- mCLASS Texas Edition (Español) Online Modules
- PA - Blending Scoring Sheet
- mCLASS Texas Edition (English) Online Modules

mCLASS IDEL

- IDEL Benchmark Goals

mCLASS with DIBELS 8th Edition

- 00: mCLASS Professional Learning Site
- 01: mCLASS with DIBELS 8th Edition Benchmark Scoring Practice
- 02: Benchmark Goals (Updated 07-01-20)
- 03: Leveled Practice Library
- 04: Classroom Reports Tutorial
- 05: Progress Monitoring Best Practices
- 06: Key Upgrades to the new mCLASS
- 07: Nonsense Word Fluency (NWF) and Word Reading Fluency (WRF)
- 08: Progress Monitoring Updates to Instruction
- 09: Gating Rules
- 10: Administering mCLASS with DIBELS 8th Edition Measures
- 11: Basic Early Literacy Skills: What They are and How to Assess on mCLASS
- 12: Reporting and Analysis Suite Tutorial

mCLASS with Dyslexia Screening

- Guidance on Data and Instructional Next Steps
- mCLASS RAN
- mCLASS Spelling
- mCLASS Vocabulary

Online modules

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**mCLASS Texas Edition
(Español)**

YOU COMPLETED 0%

mCLASS®
★ TEXAS

mCLASS®
★ TEXAS

Welcome to Amplify's mCLASS Texas Edition Training!

mCLASS Texas Edition is the TEA-approved free Alternative Reading Diagnostic Tool for Kindergarten, First, and Second grades as legislated by HB3.

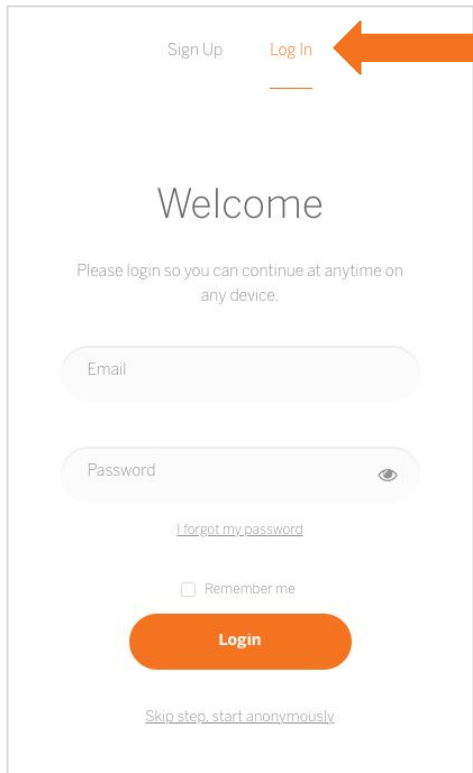
To access mCLASS, you must have an mCLASS username and password and a touchscreen device. If you do not have a username, contact your enrollment contact (i.e., your school or district technology or literacy lead) to obtain one. If your username or password is not working properly, contact Amplify customer care at 1-800-823-1969, or help@amplify.com. Reference the [Getting Started Guide for Assessors](#) to prepare your device.

For other questions about accessing mCLASS or your device, contact Amplify customer care at 1-800-823-1969 or help@amplify.com.

Let's get started!

Sign up for the Spanish online course

1. Enter your email and password. *(Use the same one as your first course.)*
2. Click **Login**.
3. Bookmark the course welcome page.



Sign Up Log In

Welcome

Please login so you can continue at anytime on any device.

Email

Password

[I forgot my password](#)

☐ Remember me

Login

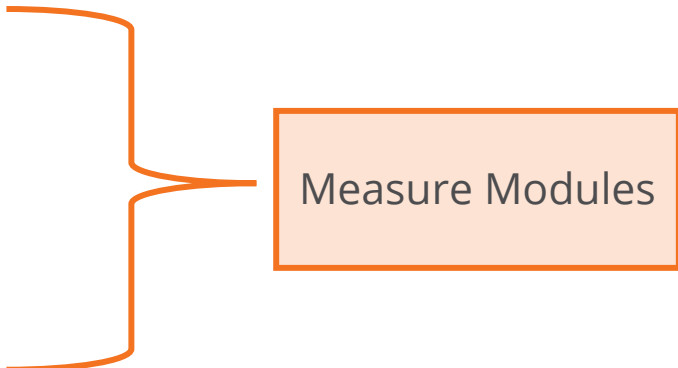
[Skip step, start anonymously](#)

An orange arrow points to the 'Log In' link at the top right of the page.



Spanish online course content

- Introduction to mCLASS
- FNL
- FSF
- FPS
- FLO
- FRO
- FUP
- Guided Practice



Measure Modules

- K-1 Inventory FSL K-Inicio Letter Sounds
- Lenguaje Oral (listening comprehension) OL
- Oral Language Español (listening comprehension)
- mCLASS Spelling Español
- mCLASS Vocabulary Español
- mCLASS Home IDEL
- Wrap up

Guided practices in online course

BOY option

IDEAL Guided Practice

Overview

Fluidez en el Nombramiento de las Letras (FNL)

Fluidez en la Segmentación de Fonemas (FSF)

Fluidez en las Palabras Sin Sentido (FPS)

Fluidez en la Lectura Oral (FLO) and Fluidez en el Relato Oral (FRO)

Fluidez en el Uso de las Palabras (FUP)

2/5 answered correctly

K-INICIO Fluidez de sonidos de letras (FSL) - optional

0/1 answered correctly

Lenguaje Oral (listening comprehension) OL

0/2 answered correctly

mCLASS Spelling Español (Student Online Assessment)

0/2 answered correctly

Results

Amplify.

Page 1 of 5

Fluidez en el Nombramiento de las Letras (FNL)

Beginning of Year Benchmark, Grade 1

IDEAL BOY Grade 1 FNL

Watch later

Share

Fluidez en el Nombramiento de las Letras (FNL)

Audio Practice

Watch on YouTube

Scoring rules and prompts

Handouts on amplify.com/mclasspd

mCLASS: IDEL

FLO

Correct
Words read correctly
Self-corrections
Words sounded out
Inserted words
Repeated words

FRO

Correct
Contractions
Self-corrections
Minor repetitions

FUP

Correct
Correct use
Homophones and
Changing tense,
Phrase or expression

mCLASS: IDEL scoring rules summary tables

FNL

Correct	Incorrect
Correct letter names	Incorrect letter names
Self-corrections	Letter sounds (/d/ for "D")
Schwa, Articulation, Dialect and Elongation	Letter reversals ("d" for "b")
Similarly shaped font (uppercase I and lowercase L)	3-second hesitation
Skipped row (mark the row with an X)	Omissions

FSF

Correct	Incorrect
Correct sounds in isolation	Incorrect sounds in isolation
Correct blends	Incorrect blends
Self-corrections	No segmentation
Overlapping segmentation	3-second hesitation
Sound elongation and schwa sounds	Omission (leave blank)
Articulation and dialect	Spelling

FPS

Correct	Incorrect
Correct individual sound segment	Incorrect individual sound segment
Correct blends	Incorrect blends
Correct whole words	Incorrect whole words
Correct sounds followed by correct whole word (recoding)	3-second hesitation (tap but don't underline)
Self-corrections	Omission (leave blank)
Additions or Omissions (no mark)	Added sounds (when reading words)
Repeated sounds	Sounds produced out of order

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IDEL prompts

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If a student...	Then the assessor...	How often?
Fluidez en nombrar letras (FNL)		
Hesitates for 3 seconds on a letter	Scores the letter as incorrect, provides the correct letter, points to the next letter. Marca incorrectamente y dígame la letra correcta. Señale la siguiente letra y diga "¿Qué letra es esta?"	As needed
Says the letter sound rather than the letter name	Says, "Recuerda decirme el nombre de la letra, no el sonido."	Only once
Fluidez en sonidos de las letras (FSF)		
Hesitates for 3 seconds on a sound segment	Give the student the next word. If the student provides only the initial sound, wait 3 seconds for elaboration.	As needed
Fluidez en las palabras sin sentido (FPS)		
Hesitates for 3 seconds on a sound/word	Scores the sound/word as incorrect, points to the next sound/word and says "¿Qué sonido?" or "¿Qué palabra?"	As needed
Fluidez en la Lectura Oral (FLO + FRP)		
Hesitates for 3 seconds on a word	If the student hesitates or struggles with a word for 3 seconds, tell the student the word and mark it as incorrect. If necessary, indicate to the student to continue with the next word.	As needed
Fluidez en el Uso de las Palabras (FUP)		
Hesitates for 5 seconds on a word	If the student does not begin to use the word after 5 seconds, tap x5 Secs , then give the student the next word.	As needed

amplify.com/practice

Introduction

mCLASS with DIBELS 8th Edition Scoring Practice

mCLASS:DIBELS Next Scoring Practice

TRC Scoring Practice

IDEL Scoring Practice

Introduction

Each of the links below launches a video of a student being assessed. Select the difficulty level you feel is appropriate for your current skill set. Using your device, score the student's responses, and check your results against the answer key at the end.

Bookmark this page so you can come back to it easily. Each video opens in a new window. You may wish to use headphones. For questions, contact Amplify Customer Services at (800) 823-1969, #3.

Leveled Practice Library

Progress monitoring forms

Introduction

mCLASS with DIBELS 8th Edition Scoring Practice

mCLASS:DIBELS Next Scoring Practice

TRC Scoring Practice

IDEL Scoring Practice

FSF – Fluidez en la Segmentación de Fonemas

- Easy [YouTube](#)
- Medium [YouTube](#)
- Challenge [YouTube](#)

FPS – Fluidez en las Palabras sin Sentido

- Easy [YouTube](#)
- Medium [YouTube](#)
- Challenge [YouTube](#)

FLO – Fluidez en la Lectura Oral

- Medium [YouTube](#)
- Challenge [YouTube](#)

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Home Connect letter - Spanish measures



District: School: Class/Group:
mCLASS Distri... mCLASS School... Grade 00 Kinder

BOY MOY EOY



Now What? ▾

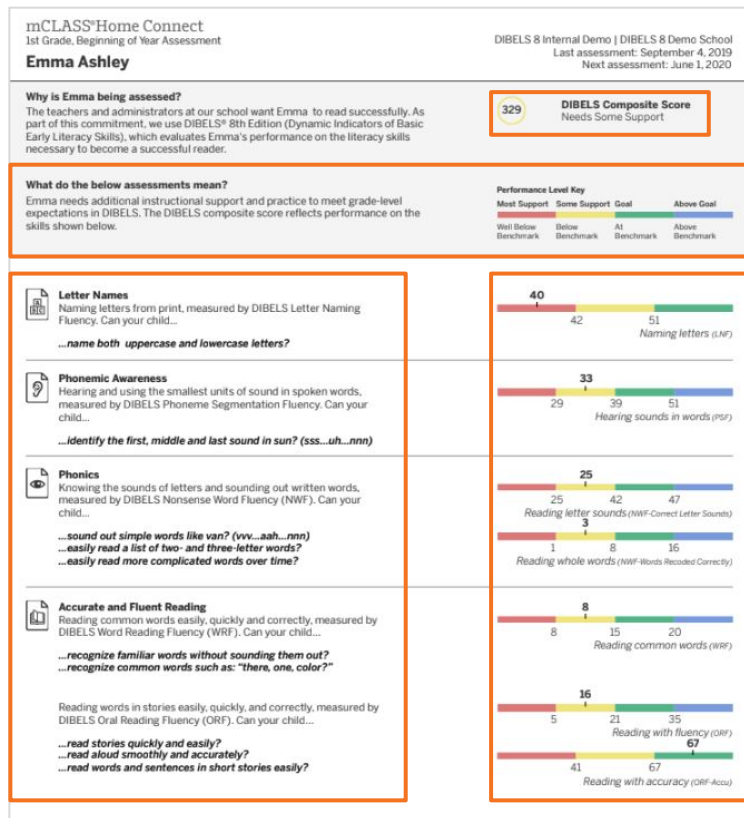
[Home Connect](#)
[Item Level Advisor](#)
[Small-Group Advisor](#)

Home Connect: BOY Parent Letters

		Generate Letters	
		In English	In Spanish
Name ▴	Completed Assessments	☐ Select All	☐ Select All
Acosta, Andrea	IDEL	☐	☐
Bernal, Roberto	IDEL	☐	☐
Brown, Susan	IDEL	☒	☒
Collins, Darius	IDEL	☐	☐
Cortez, Diana	IDEL	☐	☐
DeLeon, Mario	IDEL	☐	☐
Estrada, Maria	IDEL	☐	☐
Flores, Daniel	IDEL	☐	☐

Home Connect letter

1. Scores
2. Explanation of performance levels
3. Description of each skill
4. At-home activities



Home Connect letter

4. At-home activities

Emma Ashley 1st Grade, Beginning of Year

**Activities for Emma**

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

Where Emma 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 Emma development is on target for success, and we thank you for your efforts at home. Together, we will help Emma become a successful reader.

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

Amplify.

mclass.amplify.com/homeconnect

mCLASS® Home Connect®

En Español

This site provides resources for families to practice and reinforce important literacy skills with their children who are being assessed with mCLASS reading assessments. For more information on how to navigate this site, [click here](#).



Phonological Awareness

9 activities



Phonics

13 activities



Accurate and Fluent
Reading

42 activities



Reading Comprehension

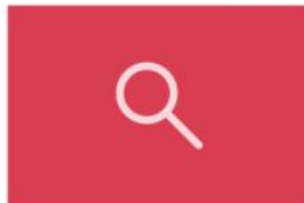
73 activities

amplify.com/ai-caregiver-hub-spanish/

¡Bienvenidas familias de mCLASS®!

Bienvenido al centro mCLASS Caregiver. ¡Estamos aquí para apoyarlo a usted y a su hijo con todo lo relacionado con Amplify!

[Click here to access this site in English.](#)



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mCLASS Spanish R&D timeline

Some TX districts are participating

- 2021-2022: Release of mCLASS Spanish R&D
 - under continued study
 - partnering research schools will have access to data in mCLASS
- 2022-2023: Full release of mCLASS Spanish Assessment (name TBD)
 - dual language reporting and instruction
 - Data-driven grouping and instructional activities available
 - Conduct research for Progress Monitoring

Spanish R&D Measures

Spanish R&D Measure	Minutes	Online	KINICIO	K	1	2	3	4	5	6
Fluidez en Nombrar Letras (FNL; Letter Names)	1	Y	✓	✓	✓					
Fluidez en los Sonidos de Letras (FSL; Letter Sounds)	1	Y	✓	✓	✓					
Fluidez en los Sonidos de Sílabas (LSS; Syllable Sounds)	1	Y		✓	✓					
Fluidez en la Segmentación de Sílabas (FSS; Syllable Segmentation)	1	Y		✓	✓					
Fluidez en las Palabras (FEP; Real Word Fluency)	1	Y		✓	✓	✓	✓			
¿Qué queda? (QQ; Elision)	1	Y	✓	✓	✓	✓				
Fluidez en la lectura oral (FLO; Oral Reading Fluency)	1	Y			✓	✓	✓	✓	✓	✓
¿Qué Palabra Falta? (Comprensión Básica)	3	N			✓	✓	✓	✓	✓	✓

Spanish R&D: K-Inicio FNL & FSL

Measure	K-Inicio	Grade K	Grade 1	Grade 2	Grade 3	Grade 4-6
Fluidez en Nombrar Letras (FNL; Letter Names)	✓	✓	✓			
Fluidez en los Sonidos de Letras (FSL; Letter Sounds)	✓	✓	✓			
Fluidez en los Sonidos de Sílabas (LSS; Syllable Sounds)						
Fluidez en la Segmentación de Sílabas (FSS; Syllable Segmentation)						
¿Qué queda? (QQ; Elision)	✓					
Fluidez en las Palabras (FEP; Real Word Fluency)						
Fluidez en la Lectura Oral (FLO; Oral Reading Fluency)						
Comprensión Básica (Maze; Basic Comprehension)			✓	✓	✓	✓

K-Inicio: Inicio means “beginning” or “start”

- **Early developmental focus:** Provides teachers information about students whose skill level is below what is required to complete the Kindergarten measures.
- **Visual:** Students point to an item rather than producing the correct verbal response.

K-Inicio Alphabet Knowledge: FSL and FNL

FSL (Fluidez en los sonidos de letras) / Letter Sounds

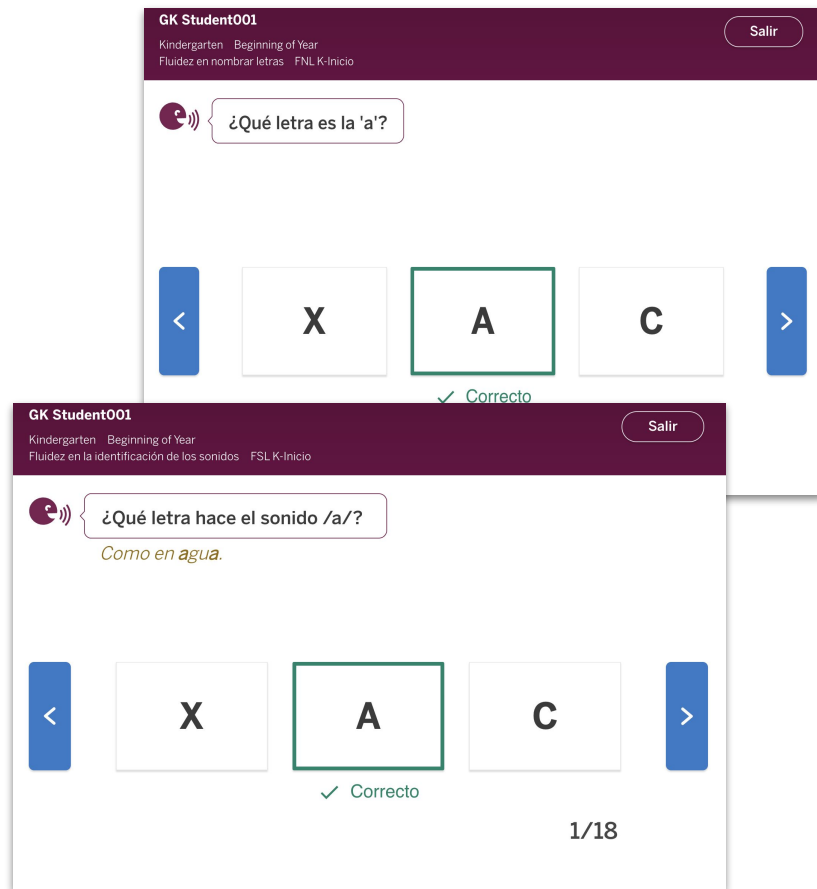
Students are presented a set of 3 letters and asked to point to the letter that corresponds with the sound indicated by the administrator.

FNL (Fluidez en nombrar letras) / Letter Names

Students are presented a set of 3 letters on a page and asked to point to or say the letter indicated by the administrator.

N C A

The K-Inicio subtests use uppercase letters;
grade-level FSL and FNL subtests are mixed case.



Spanish R&D: Syllable-level Scoring

Measure	K-Inicio	Grade K	Grade 1	Grade 2	Grade 3	Grade 4-6
Fluidez en Nombrar Letras (FNL; Letter Names)	✓	✓	✓			
Fluidez en los Sonidos de Letras (FSL; Letter Sounds)	✓	✓	✓			
Fluidez en los Sonidos de Sílabas (LSS; Syllable Sounds)		✓	✓			
Fluidez en la Segmentación de Sílabas (FSS; Syllable Segmentation)		✓	✓	✓		
¿Qué queda? (QQ; Elision)	✓	✓	✓	✓		
Fluidez en las Palabras (FEP; Real Word Fluency)						
Fluidez en la Lectura Oral (FLO; Oral Reading Fluency)						
Comprensión Básica (Maze; Basic Comprehension)						

Syllable-level scoring - Measures reflect the importance of syllables in Spanish literacy development. Students:

- Segment words into syllables (FSS).
- Identify or produce a target word that results from deletion (elision) of part of a word, such as a syllable or phoneme (QQ).

Syllable Level Scoring: Syllable Segmentation

FSS (Fluidez en la segmentación de sílabas) / Syllable Segmentation

- Students are presented a series of words orally and asked to verbally segment the word into syllables.
- Each distinct, correct syllable produced is scored as a point.
- Some syllables are individual phonemes.
- The number of syllables per word increases for higher grades.

Instrucciones: Dime las sílabas en _(palabra)_.
(Tell me the syllables in _(word)_.)

Example: Metal /me/ /tal/

GK Student001

0:24

Salir

Kindergarten Beginning of Year

Fluidez en la segmentación de sílabas FSS

Diga la palabra en voz alta.

oso señora leche amigo nariz

<  **señora** >

/se/	/ño/	/ra/

Palabra completa

0/3

Syllable Level Scoring: ¿Qué Queda?

QQ (¿Qué queda?) / Elision

G1 Student002

Grade 1 Beginning of Year

¿Qué queda? QQ

0:04

Salir

Ítem 1 de 33

 Di

(espere a que diga la palabra)

 Si quitas

de cualquiera.

¿Qué queda?

Respuesta correcta:
cual

Correcto

Incorrecto

No respondió

¿Qué queda? Means “What is left?” or “What remains?”

- Students are presented a word orally and asked to produce the word or part of the word that is left when a phoneme or syllable is removed from the beginning or ending of the word.
- The measure includes omission (**elision**) of words in compound words, syllables, and individual phonemes.

Instrucciones: Dime en voz alta lo que queda. (Tell me out loud what is left.)

Example: La palabra es “cualquiera.” ¿Si quitas “quiera” de la palabra “cualquiera” que queda? (The word is “cualquiera”. If you remove the “quiera” from the word “cualquiera”, what is left?)

Correct response: “cual”

Name ↑
Archuleta, Gabriel
Benavidez, Daniel
Campos, Sophia
Carvajal, Alexander
Delao, Camilla
Desilva, Christian
Diaz, Eduardo
Escalera, Javier
Esquibel, Jennifer
Gray, Jose
Maroto, Luciana
Montreal, Sergio
Morgan, Joselyn
Ocampo, Rosa
Pascua, Luis
Rojas, Mariana
Ruiz, Andres
Thomas, Miguel
Vega, Angel

Gabriel Archuleta

Gabriel demonstrates higher performance on Spanish literacy assessments than English literacy assessments. Gabriel applies strong foundational skills in Spanish to read and comprehend text. Gabriel may need additional support in English language, foundational skills, and in applying foundational skills to read and comprehend text.

Teach Gabriel to apply Spanish letter-sound knowledge to English; review letter-sound correspondences that are similar across both languages and point out those that are different in English.

Overall Literacy Skill

English **DEVELOPING** Spanish **ON TRACK**

	Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Comprehension	Vocabulary
English	30 Well Below	40 Benchmark	11 Well Below	11 Well Below	10 Below	40% Well Below	4 Well Below	RB Well Below	19 Below
Spanish	—	—	—	—	—	—	—	D ^F IND Benchmark	24 Benchmark

Supporting Gabriel's Biliteracy Development

Comprehension

Gabriel demonstrates strong comprehension in Spanish and needs more comprehension in English. Teach comprehension in Spanish as a foundation for comprehension in English text. Teach specific language-based processes in English including inferences, text structure, syntax, and function words (like connecting words), morphological awareness, and comprehension monitoring.



For students with developing or emerging English language skills, provide comprehension instruction in Spanish. Then transition to more explicit comprehension instruction in English.



Idea principal

Vocabulary

Gabriel has strong vocabulary knowledge in Spanish and needs more knowledge in English. During instruction, use students' knowledge of Spanish to uncover meanings of English words through the use of cognates.



For students with developing or emerging English language skills, focus on basic high frequency (tier 1) words. Then focus on high frequency, high utility words that are used across domains (tier 2 words).



Actividad de vocabulario con oportunidades de interacción

	Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Comprehension	Vocabulary
English	30 Well Below	40 Benchmark	11 Well Below	11 Well Below	10 Below	40% Well Below	4 Well Below	RB Well Below	19 Below
Spanish	—	—	—	—	—	—	—	D ^F IND Benchmark	24 Benchmark

24
Benchmark

Vocabulario VOCAS

(Future) Dual Language View

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FLO - 1 or 3 passages?

- 3; one passage each from the low, middle, and high difficulty range
- 1; a passage from the middle of the difficulty range
- For the most accurate results, select 3 passages.

The screenshot shows a software interface with a 'Student' tab and a 'Benchmark' section. A modal dialog box titled 'FLO Settings' is open. It contains two questions: 'How many reading passages will you administer?' with a dropdown menu set to '3', and 'Do you want to administer Retell Fluency (FRO) after each reading?' with a dropdown menu set to 'Yes'. A blue 'Proceed' button is at the bottom of the dialog. In the background, a table lists various assessments: IR, FNL, FSF, FPS, FLO, and FUP. The FLO row shows 'N/A' in the second column and a blue arrow icon in the third column. The FUP row also shows a blue arrow icon in the third column.

Assessments	IR	FNL	FSF	FPS	FLO	FUP
Lee Aaron						
Assessments						
IR						
FNL						
FSF						
FPS						
FLO		N/A				
FUP						

Optional FRO

- no established national performance benchmarks.
- decision is typically made at a school or district level
- Even if districts do not require FRO, many teachers continue to use it because of the valuable data this measure offers about the students' understanding of what they read.

The screenshot shows a software interface with a table of student assessments and a modal dialog box titled "FLO Settings".

Table:

Student	Benchmark
Lee Aaron	mo Gutierrez
Assessments	EOY
IR	
FNL	N/A
FSF	
FPS	
FLO	N/A
FUP	

FLO Settings Dialog Box:

- How many reading passages will you administer?
- Do you want to administer Retell Fluency (FRO) after each reading?
- Proceed**

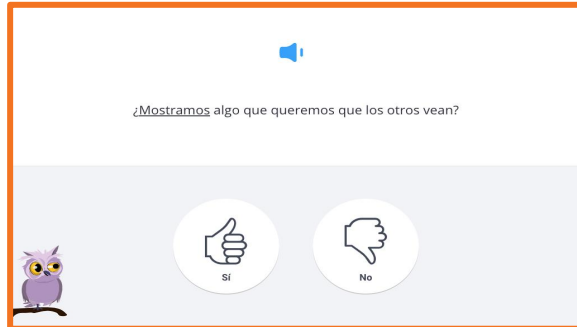
Measures required for Instructional Recommendation

(There are no gated measures with IDEL)

FRO and FUP are not required to get an instructional recommendation.

GRADE	FNL	FSF	FPS	FLO	FRO	FUP
K (BOY)	✓	✓				✓
K (MOY)	✓	✓	✓			✓
K (EOY)	✓	✓	✓			✓
1 (BOY)	✓	✓	✓			✓
1 (MOY)		✓	✓	✓	✓	✓
1 (EOY)		✓	✓	✓	✓	✓
2 (BOY)			✓	✓	✓	✓
2 (MOY)				✓	✓	✓
2 (EOY)				✓	✓	✓

Should we give FUP or Español Vocabulary?



	Beginning of Year	Middle of Year	End of Year	
Beginning of Year		Lenguaje oral	Vocabulario	Ortografía
	Grade 1	OL Goal 11	VOCAB Goal 17	SPELL Goal 23
Last name, Lastname				
Archuleta, Gabriel	17 Benchmark	24 Benchmark	25 Benchmark	
Benavidez, Daniel	15 Benchmark	15 Below	17 Below	
Campos, Sophia	15 Benchmark	16 Below	17 Below	
Carvajál, Alexander	4 Below	10 Below	5 Below	
Delao, Camilla	15 Benchmark	20 Benchmark	20 Benchmark	

“Why does IDEL have a phoneme measure (FSF) when Spanish is taught in syllables?”

Why have a phoneme measure when Spanish is taught in syllables?

(Response from Dr. Doris Baker, IDEL co-author)

Spanish is a phonetic language which means that every letter represents a sound, and the smallest unit of sound is the phoneme. This means that if students only learn in syllables, they will:

- (a) not always be able to differentiate the individual sounds in syllables (this is particularly concerning for struggling readers) and
- (b) they would have to learn 945 different types of syllables compared to learning 30 letter sounds (I include here the ch, rr, and ll separately because they make a distinct sound that is different from the sounds each of the letters would make in isolation.)

This does not mean that syllables are not important in Spanish. It means that only teaching syllables doesn't help students understand and learn phonological awareness and the alphabetic principle at a deeper level. 

Access a paper co-authored by Dr. Baker about teaching phonological awareness in Spanish [here](#).

[link to
paper](#)

Next

Questions



Program and technical support

Call (800) 823-1969

Chat Tap the icon

Email help@amplify.com

Extended BOY hours

M-F 7am-10pm

Sa/Su 10am-6pm

The screenshot shows the Amplify mCLASS website. At the top is the Amplify logo and a navigation bar with links for Home, Notices (with a red notification badge), Admin, Book List, and Support, along with a Log Out button. Below the navigation bar is a grey banner with the text: "Welcome to School Year 2020-21! Introducing new and exciting updates to mCLASS that extends your reach in remote, hybrid, or in-person learning. [Learn more.](#)". The main content area is titled "mCLASS®" and features a "Sample Teacher" section. This section includes a "Demo 2020-2021" label and several colored buttons: "CKLA™ 2nd Edition Resources" (red), "Reading" (purple), "Español" (dark purple), "Online Assessment Management" (green), "Training" (orange), "Reporting" (orange), "Sync Status" (orange), and a Facebook link with the text "Join our new Science of Reading Facebook community!". A blue "Contact Us" button is also present. At the bottom of the page, there is a copyright notice: "© 2013-2020 Amplify Education, Inc. All rights reserved. Terms of Use | Privacy Policy DIBELS® and DIBELS Next® are registered trademarks of the University of Oregon." A large blue arrow points from the bottom right of the screenshot towards the Amplify logo at the bottom right of the slide.

Pedagogical support

Email

edsupport@amplify.com

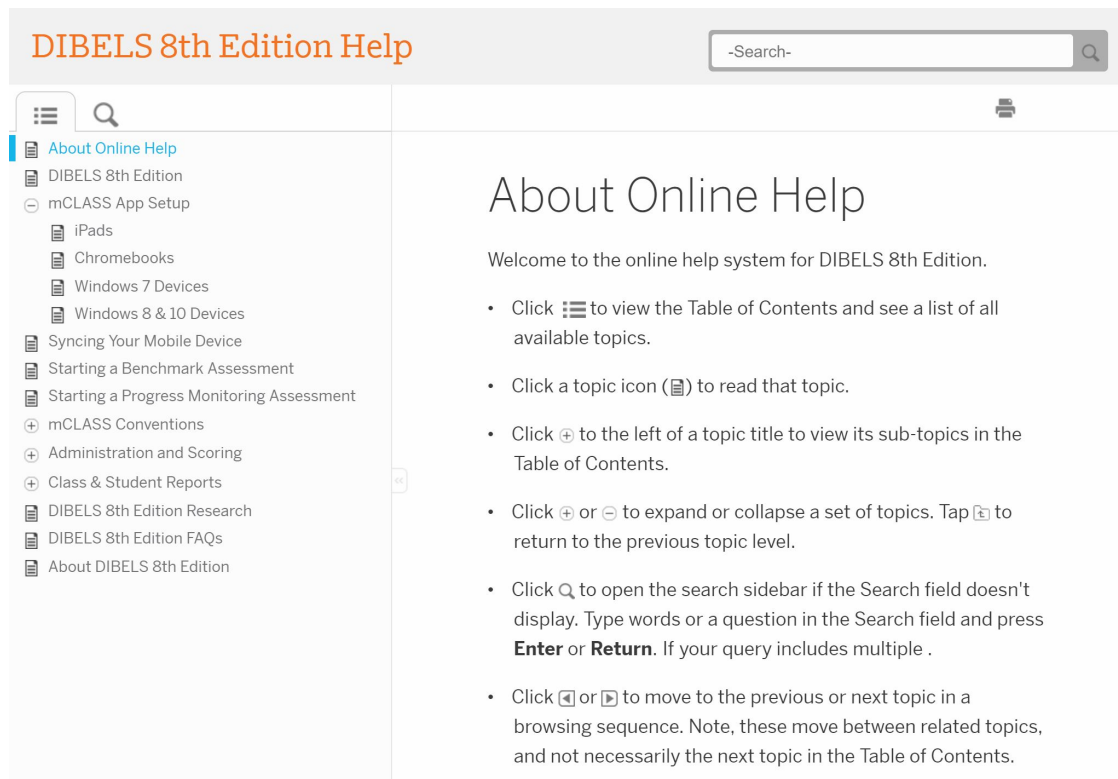
“It isn’t every day that an educational company actually makes things easy for us educators. Typically it is impossible to get someone to speak with, let alone streamline the process to put students at the center of the work.”

—Teacher, Texas

Access online help from your device

The screenshot displays the mCLASS user interface. On the left, a purple sidebar contains a menu icon (circled in orange) next to the user name 'Julia Benson | Log Out'. Below this is a 'Benchmark Analysis' dropdown menu and a 'Reading' section header. Under 'Reading', there is a 'DIBELS®8' section with a list of student grades: Student Grade_1, Student Grade_2, Student Grade_3, Student Grade_4, Student Grade_5, Student Grade_6, and Student Grade_K. The main content area is divided into two columns. The left column has a header 'Julia Benson' and a 'Class Selection' section with a group icon. Below this is a 'Reports' section with a list of reports: 'mCLASS®' and 'Online Help' (circled in orange). The right column has a header 'mCLASS®' with a 'Sync' button and a 'Middle of Year' date range '02/01/20 - 02/15/20'. Below this is a 'Benchmark' section with a 'Progress' button and a list of benchmark items, each with a dropdown arrow.

Help window



DIBELS 8th Edition Help

-Search-

About Online Help

Welcome to the online help system for DIBELS 8th Edition.

- Click  to view the Table of Contents and see a list of all available topics.
- Click a topic icon () to read that topic.
- Click  to the left of a topic title to view its sub-topics in the Table of Contents.
- Click  or  to expand or collapse a set of topics. Tap  to return to the previous topic level.
- Click  to open the search sidebar if the Search field doesn't display. Type words or a question in the Search field and press **Enter** or **Return**. If your query includes multiple .
- Click  or  to move to the previous or next topic in a browsing sequence. Note, these move between related topics, and not necessarily the next topic in the Table of Contents.

Support and resource center

The image shows two overlapping screenshots of the Amplify website. The background screenshot is the 'Amplify Teacher' interface, featuring the Amplify logo, a navigation bar with 'Home', 'Notices', 'Admin', and 'Log Out' (circled in orange), and a main content area with 'Amplify Teacher', 'Sample School 2019-2020', and buttons for 'Training', 'Reporting', and 'Sync Status'. The foreground screenshot is the 'Amplify Support and Resource Center', which has a navigation bar with 'Home', 'Notices', 'Admin', and 'Support'. It is divided into two columns: 'Product Support and Resources' and 'mCLASS Support and Resources'. The 'Product Support and Resources' column lists various guides and links for DIBELS and mCLASS. The 'mCLASS Support and Resources' column lists guides for assessors and best practices for different devices.

Amplify Teacher Interface:

- Amplify Teacher
- Sample School 2019-2020
- Reading
- Online Assessment Management
- Training
- Reporting
- Sync Status
- Amplify Read adaptive literacy powered by m
- Learn more

Amplify Support and Resource Center Interface:

- Amplify Teacher Log Out
- Home Notices Admin Support
- Inez Benson Log Out
- Home Notices Admin Support
- Product Support and Resources
- mCLASS Support and Resources

Product Support and Resources:

- [Guide to Managing Your Account](#)
- [Assessment Data Import Guide](#)
- [Setting Up Summer School Groups](#)
- [DIBELS 8th Edition Help](#)
- [Assessing DIBELS 8th Edition LNF](#)
- [Assessing DIBELS 8th Edition PSF](#)
- [Assessing DIBELS 8th Edition NWF](#)
- [Assessing DIBELS 8th Edition WRF](#)
- [Assessing DIBELS 8th Edition ORF](#)
- [Assessing DIBELS 8th Edition Maze](#)
- [Assessing DIBELS 8th Edition Maze Online](#)
- [Home Connect Parent Letter Addendum](#)
- [Home Connect Parent Letter Addendum \(Spanish\)](#)
- [Using the mCLASS app after upgrading to the new Apple OS](#)
- [mCLASS Dyslexia Screening Measures Research Brief](#)
- [mCLASS Vocabulary, Spelling, and RAN Instructional Next Steps](#)
- [How To Use CKLA Connect](#)
- [Connecting mCLASS Assessment with CKLA Instruction](#)
- [Vocabulary Online Help](#)
- [Spelling Online Help](#)
- [RAN Online Help](#)

mCLASS Support and Resources:

- [Getting Started Guide for Assessors](#)
- [mCLASS App Best Practices \(Windows 7\)](#)
- [mCLASS App Best Practices \(Windows 8, 10\)](#)
- [mCLASS App Best Practices \(iPads\)](#)
- [mCLASS App Best Practices \(Chromebooks\)](#)

Amplify.

Thank you!

