

Attachment 1: Digital Access Guide for mCLASS with DIBELS 8th Edition and mCLASS Lectura

Please see the instructions on the following pages for accessing the assessment and reporting features of mCLASS with DIBELS 8th Edition and mCLASS Lectura assessments. As you navigate different parts of the assessment and reporting experience, make sure you're logged out of a session prior to starting a new one with different login credentials. If you encounter any difficulty, please clear browser history and/or launch in incognito mode.

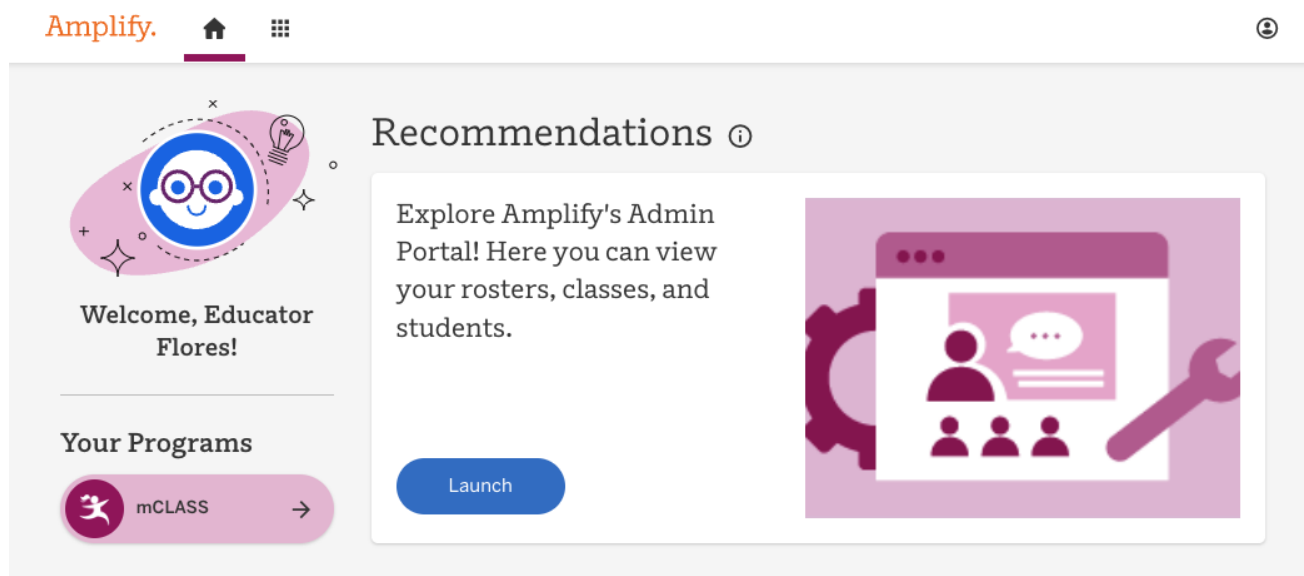
1. Go to the mCLASS assessment app: <https://www.learning.amplify.com>
2. Log in using a teacher username from the table below - choose the **"Log In with Amplify"** option, the password for all usernames is 1234
3. The teacher usernames and passwords all have access to 15 students in grades K, 1, and 2. They can be used to explore the reporting features, the teacher-led assessment screens, and record student responses.

Teacher Name	Username / Password
Matthew Flores	mflores1800 / 1234
Susan Clark	sclark950 / 1234
Clifford Allen	callen1250 / 1234

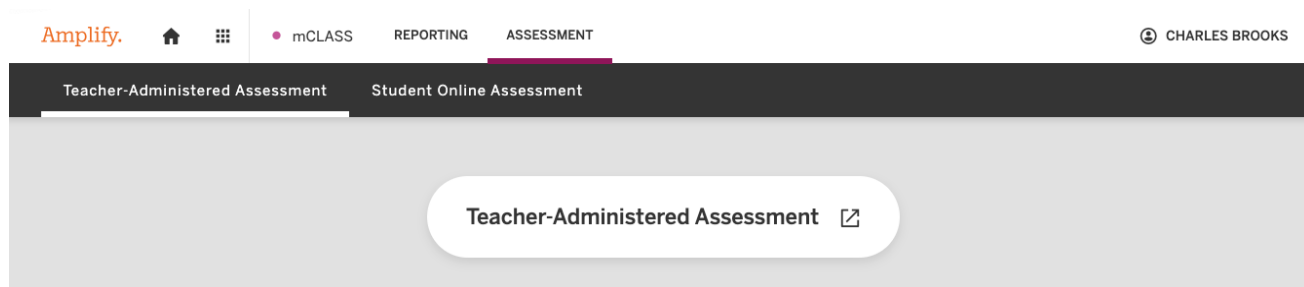
Part I: mCLASS Teacher Assessment Application

The mCLASS observational assessment platform allows teachers to capture student responses on their mobile device, and provides automatic scoring of the assessments. Administration instructions and prompts appear on the teacher's screen during the assessment. Use the teacher logins provided above to explore the teacher assessment platform, select sample students to score, and capture student performance.

4. Upon logging in, click the Home icon and then the “mCLASS” button on the left



On the next page, select “Assessment” in the top navigation, and then “Teacher-Administered Assessment”



5. On the next page

- Select "Benchmark"
- Select the "Reading" tab for DIBELS 8th Edition
- Select any student's name with an empty composite score to assess for the Middle-of-Year period.

Click the blue Assess icon to administer the measure, following the onscreen instructions.

Menu

mCLASS®

Kindergarten Middle of Year
08/20/24 - 12/15/24

Matthew Flores | Log Out

Benchmark

Progress

Sync

Reading

Español

Kindergarten Class

DIBELS®8

Name

Andy-K Hinton-K

DIBELS	BOY	MOY	EOY
Composite Score	311 Benchmark	—	—
Letter Names LNF	28 Benchmark	Assess	
Phonemic Awareness PSF	2 Below	Assess	
First Sound Isolation FSI	Optional	—	
Letter Sounds NWF-CLS	5 Below	Assess	
Decoding NWF-WRC	0 Below	—	
Word Reading WRF	0 Below	Assess	
Oral Language	BOY	MOY	EOY
Oral Language OL	Assess	Assess	

- Repeat the above steps for Lectura by selecting the “Benchmark” option and then the “Español” tab.

Lectura	BOY	MOY	EOY
Puntaje compuesto			
Nombrar letras FNL			
Conciencia fonológica FSS			
Conciencia fonológica QQ			
Sonidos de letras FSL			
Sonidos de letras FSL K-Inicio			
Decodificación LSS			
Lectura de palabras FEP			
Oral Language	BOY	MOY	EOY
Lenguaje oral LO			

Note: PDF student assessment materials are provided in Attachment 2: DIBELS 8th Edition Assessment Materials and Attachment 3: mCLASS Lectura Assessment Materials.

Additional tips:

- [Watch a video](#) showing how DIBELS is assessed with a student.
- These How-To Guides will help with individual teacher-administered measures: [LNE](#), [PSE](#), [NWE](#), [WRE](#), and [ORE](#).
- Click the links for [Lectura](#) measures to review help for these measures

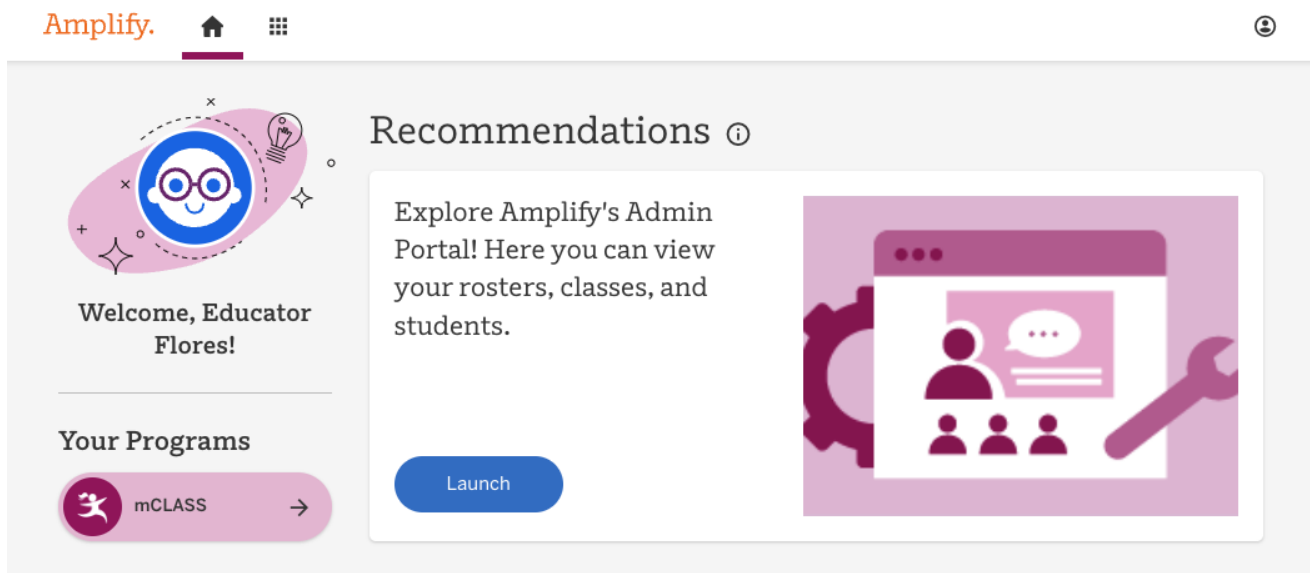
Part II: mCLASS Classroom Reporting and Instruction Platform

The Classroom Reporting and Instruction Platform can be viewed using the teacher usernames and passwords provided at the top of this document and will include pre-populated Beginning of Year data and any Middle of Year data you entered while reviewing and exploring the assessments.

OPTIONAL: An additional teacher username and password are provided below that will allow you to view additional classrooms and students OR stay logged in as the teacher from Part I

Additional optional teacher name	Username / Password
Bruce Butler	bbutler200 / 1234

1. Upon logging in, click the Home icon and then the “mCLASS” button on the left



- On the next page, select “Reporting” in the top navigation, and then “English Classroom Reporting”

The screenshot displays the Amplify mCLASS Reporting interface. The top navigation bar includes links for Admin Reporting, English Classroom Reporting (selected), and Spanish Classroom Reporting. Below this, the mCLASS logo is shown alongside filters for District (CA RFP District), School (CA RFP School), and Class/Group (Kindergarten Class). A secondary navigation bar contains tabs for Benchmark, Progress, Instruction, Home Connect, and Dual Language. The main content area shows a table with columns for Beginning of Year, Middle of Year, End of Year, and Summary. The table displays student performance data for Kindergarten Class, categorized by benchmark status (Well Below, Below, At, Above) and subtest scores (Composite, Phonemic Awareness PSF, Letter Sounds NWF-CLS, Decoding NWF-WRC, Word Reading WRF).

	Beginning of Year	Middle of Year	End of Year	Summary	Kindergarten	
Class Summary		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF
Well Below Benchmark	13% 2 Students	20% 3 Students	47% 7 Students	0% 0 Students	0% 0 Students	
Below Benchmark	13% 2 Students	20% 3 Students	27% 4 Students	93% 14 Students	87% 13 Students	
At Benchmark	33% 5 Students	27% 4 Students	7% 1 Student	7% 1 Student	13% 2 Students	
Above Benchmark	40% 6 Students	33% 5 Students	20% 3 Students	0% 0 Students	0% 0 Students	

- You can select the various class/groups in the top right menu to view different grade levels. Data has been added to the classes named “Kindergarten Class”, “First Grade”, and “Second Grade” at the Beginning of Year.
 - Select a Time of Year (Beginning of Year/Middle of Year). Scroll down to see subtest scores. Click on any subtest scores for item-level details.
 - By clicking on a student’s name, you’ll find the Benchmark History for each student. When you click on the Instruction tab, you can explore the detailed diagnostic profile for each student.

4. Select the Instruction tab for small group or individual student skill profiles.

The screenshot displays the Amplify mCLASS Reporting interface. The top navigation bar includes the Amplify logo, a home icon, a grid icon, and tabs for mCLASS, REPORTING (selected), ASSESSMENT, and DEMO. A user profile for MATTHEW FLORES is shown on the right. Below the navigation bar, there are tabs for Admin Reporting, English Classroom Reporting (selected), and Spanish Classroom Reporting. A secondary navigation bar includes Benchmark, Progress, Instruction (selected), Home Connect, and Dual Language. On the right of this bar are a printer icon with a '2' badge and a help icon.

The main content area shows a 'Students' tab selected. It includes a 'Past Updates' dropdown set to '08/27/2024 14:15:19' and a 'Kindergarten' filter. A table lists students with their names, composite scores, and status relative to benchmarks. To the right of the table, a detailed profile for 'Arthur-K Adams-K' is shown, including a description of his skills and observed patterns.

Name	Composite
Adams-K, Arthur-K	343 Above
Allen-K, Clifford-K	328 Benchmark
Bishop-K, Mia-K	297 Below
Clark-K, Susan-K	332 Above
Flores-K, Matthew-K	403 Above
Hinton-K, Andy-K	311 Benchmark
Moreno-K, Anna-K	251 Well Below
Mova-K, Jacinto-K	373 Above

Arthur-K Adams-K

Group(s): Phonemic awareness

Arthur-K can segment some word parts. Arthur-K needs to work on identifying first and last sounds in three-phoneme words, blending sounds orally, and building fluency in phoneme segmentation.

Observed patterns

- ☐ Segments initial sounds in words that contain continuous first sound ⓘ Phonemic Awareness PSF
- ☐ Recodes only words that begin with continuous sounds ⓘ Decoding NWF-WRC

Activities

- Break Away! First Sound Deletion (Continuous Sound)
- Slide Away: First Sound Deletion
- Drive Away: First Sound Deletion

- For examples of skills for minimum reading competency, the Students tab provides a detailed diagnostic profile of each student. Click on each student with completed assessments to see the various diagnostic observations determined based on the analysis of the student's item level response to each subtests.
- Below are diagnostic observations that mCLASS system can identify for reading competencies for English:

Diagnostic observations for reading competencies (English)

Letter Knowledge observations

- Knowledge dominated by uppercase
- Knowledge dominated by lowercase
- Accurate but slow
- Inconsistent letter recognition
- Knowledge dominated by first half
- Knowledge dominated by letters in name
- Makes consistent errors on specific letter(s)

Phonological & Phonemic Awareness observations

- Segments onset and rime
- Segments initial sounds in words that contain continuous first sound
- Segments initial sounds
- Weaker with ending sounds than initial sounds
- Segments words with two phonemes
- Misses middle sounds
- Segments words with two to three phonemes
- Segments all but beginning blends
- Segments all but ending blends
- Segments all but middle sounds in CCVC, CVCC words
- Segments words with two to four phonemes
- Accurate but slow
- Repeats word
- Makes random errors
- Makes consistent errors on specific sound(s)

Decoding/Oral Reading observations

- Difficulty with given Letter [state consonant(s)]
- Difficulty with short 'a' sound in CVC words
- Difficulty with short 'e' sound in CVC words
- Difficulty with short 'i' sound in CVC words
- Difficulty with short 'o' sound in CVC words
- Difficulty with short 'u' sound in CVC words
- Difficulty with short vowel sounds
- Difficulty with long 'a' sound in CVCe words
- Difficulty with long 'i' sound in CVCe words
- Difficulty with long 'o' sound in CVCe words
- Difficulty with long 'u' sound in CVCe words
- Difficulty with long vowel sounds in CVCe words
- Makes random errors
- Has isolated correspondences
- Accurate but slow (blending)
- Recodes only words that begin with continuous sounds

- Partial blending
- Reads sound-by-sound then recodes incorrectly
- Difficulty reading words with 'sh' spelling pattern
- Difficulty reading words with 'ch' spelling pattern
- Difficulty reading words with 'th' spelling pattern
- Difficulty reading words with 'ph' spelling pattern
- Difficulty reading words with 'wh' spelling pattern
- Difficulty reading words with 'ng' spelling pattern
- Difficulty reading words with 'oa' spelling pattern
- Difficulty reading words with 'ee' spelling pattern
- Difficulty reading words with 'ea' spelling pattern
- Difficulty reading words with 'ai' spelling pattern
- Difficulty reading words with 'ay' spelling pattern
- Difficulty reading words with 'ow' spelling pattern
- Difficulty reading words with 'ou' spelling pattern
- Difficulty reading words with 'oo' spelling pattern
- Difficulty reading words with 'ew' spelling pattern
- Difficulty reading words with 'oy' spelling pattern
- Difficulty reading words with 'oi' spelling pattern
- Difficulty reading words with 'aw' spelling pattern
- Difficulty reading words with 'ough' spelling pattern
- Difficulty reading words with 'igh' spelling pattern
- Reads sound-by-sound then recodes
- Difficulty reading words with consonant digraph spelling pattern
- Difficulty reading words with r- controlled spelling pattern
- Reads sound-by-sound
- Difficulty recoding words with beginning consonant blends
- Difficulty reading 2-syllable words
- No attempt to blend
- Difficulty recoding words with ending consonant blends
- Difficulty reading words with vowel digraphs, diphthongs, or variant vowel digraphs
- Difficulty reading words with 'a_e' spelling pattern
- Difficulty reading words with 'i_e' spelling pattern
- Difficulty reading words with 'o_e' spelling pattern
- Difficulty reading words with 'u_e' spelling pattern
- Difficulty reading words with long vowel spelling pattern
- Difficulty reading words with 'ar' spelling pattern
- Difficulty reading words with 'ur' spelling pattern
- Difficulty reading words with 'or' spelling pattern
- Difficulty reading words with 'ir' spelling pattern
- Difficulty reading words with 'er' spelling pattern
- Difficulty reading words with 'ay' spelling pattern
- Difficulty reading words with 'ee' spelling pattern
- Difficulty reading words with 'ea' spelling pattern
- Difficulty reading words with 'ow' spelling pattern
- Difficulty reading words with 'ew' spelling pattern

- Difficulty reading words with 'oo' spelling pattern
- Difficulty reading words with 'aw' spelling pattern
- Difficulty reading words with 'ough' spelling pattern
- Difficulty reading words with suffixes, including inflectional endings (e.g. 'ed', 'ing', 'es', 'er')
- Difficulty reading 2-syllable words
- Difficulty reading 3- or more syllable words
- Accurate but slow

5. Spanish assessment reports are under the Spanish Classroom Reporting tab.

Amplify. mCLASS REPORTING ASSESSMENT MATTHEW FLORES

Admin Reporting English Classroom Reporting **Spanish Classroom Reporting**

mCLASS® District: CA RFP District School: CA RFP School Class/Group: First Grade ▼

Benchmark Progress Instruction Home Connect Dual Language

Beginning of Year		Middle of Year	End of Year	Summary				Grade 1
		Composite	Conciencia fonológica FSS	Sonidos de letras FSL	Decodificación LSS	Lectura de palabras FEP	Fluidez en la lectura FLO	
Class Summary	Well Below Benchmark	20% 3 Students	13% 2 Students	27% 4 Students	27% 4 Students	27% 4 Students	40% 6 Students	
15/15 Students Assessed	Below Benchmark	13% 2 Students	7% 1 Student	0% 0 Students	13% 2 Students	13% 2 Students	0% 0 Students	
0 Not Assessed	At Benchmark	53% 8 Students	47% 7 Students	73% 11 Students	47% 7 Students	33% 5 Students	47% 7 Students	
0 In Progress	Above Benchmark	13% 2 Students	33% 5 Students	0% 0 Students	13% 2 Students	27% 4 Students	13% 2 Students	

6. You can select the various class/groups in the top right menu to view different grade levels. Spanish data has been added to the classes named "First Grade" and "Second Grade" at the Beginning of Year.
- Select a Time of Year (Beginning of Year/Middle of Year). Scroll down to see subtest scores. Click on any subtest scores for item-level details.
 - By clicking on a student's name, you'll find the Benchmark History for each student.

When you click on the Instruction tab, you can explore the detailed diagnostic profile for each student.

7. Select the Instruction tab for small group or individual student skill profiles.
 - For examples of skills for minimum reading competency, the Students tab under Instruction provides a detailed diagnostic profile based on the analysis of the student's item level response to each subtests.
 - Below are diagnostic observations that mCLASS system can identify for reading competencies for Spanish:

Diagnostic observations for reading competencies (Spanish)

Letter Knowledge observations

- Knowledge dominated by uppercase
- Knowledge dominated by lowercase
- Inconsistent letter recognition
- Knowledge dominated by first half
- Knowledge dominated by letters in name
- Makes consistent errors on specific letter(s)
- Makes consistent errors on Spanish-only letters (*ñ, rr, ll*)
- Accurate but slow

Phonological & Phonemic Awareness observations

- Segments first syllable only
- Segments words with two syllables
- Segments words with three or more syllables
- Segments all but syllables with blends (*sílabas trabadas*)
- Repeats word
- Difficulty segmenting syllables with *a*
- Difficulty segmenting syllables with *e*
- Difficulty segmenting syllables with *i*
- Difficulty segmenting syllables with *o*
- Difficulty segmenting syllables with *u*
- Difficulty segmenting syllables with consonants (e.g., *j, ñ, r*) and digraphs (e.g., *rr*) that are unique to Spanish
- Accurate but slow
- Makes random errors

Letter Sound observations

- Difficulty with consonant letter-sound correspondences
- Difficulty with vowel letter-sound correspondences
- Difficulty with letter-sound correspondences for sounds unique to Spanish (e.g., *j, ll, rr, r, ñ*)
- Difficulty with uppercase letter sounds
- Difficulty with lowercase letter sounds
- Inconsistent letter sound recognition
- Difficulty with specific letter sounds
- Makes random errors
- Accurate but slow

Decoding/Oral Reading observations

- Makes errors on syllables that contain Spanish-only sounds
- Makes errors on syllables with consonant blends (*sílabas trabadas*)
- Makes errors on syllables that contain a diptongo
- Difficulty reading syllables with *a*
- Difficulty reading syllables with *e*
- Difficulty reading syllables with *i*
- Difficulty reading syllables with *o*

- Difficulty reading syllables with u
- Makes consistent errors on specific letter(s)
- Difficulty reading words with a
- Difficulty reading words with e
- Difficulty reading words with i
- Difficulty reading words with o
- Difficulty reading words with u
- Difficulty reading words that contain sounds unique to Spanish (e.g., silent h, j, ñ, r)
- Difficulty reading words that contain letter-sound correspondences and digraphs unique to Spanish (e.g., ñ, rr, ll)
- Difficulty reading words with tricky syllables (sílabas trabadas)
- Difficulty reading words with soft c or soft g sounds
- Difficulty reading words with hard c and/or hard g sounds
- Difficulty reading words with que, qui, gue, gui
- Difficulty reading words with acento tónico (accented vowel)
- Difficulty reading words with diptongos
- Difficulty reading words with hiatos
- Difficulty reading two-syllable words
- Difficulty reading three- or more syllable words
- Difficulty reading four-syllable words
- Struggles with multisyllabic words
- Difficulty reading words that contain sounds unique to Spanish (e.g., *silent h, j, r, rr, ñ*)
- Difficulty reading words that contain letter-sound correspondences and digraphs unique to Spanish (e.g., ñ, ll, rr)
- Difficulty reading words with tricky syllables (sílabas trabadas)
- Difficulty reading words with acento tónico (accented vowel)
- Difficulty reading two-syllable words
- Difficulty reading three- or more syllable words
- Applies Correction on Second Reading
- Accurate but Slow

Additional tips:



Watch videos describing [class and student reports](#).



Watch a [video](#) describing the teacher-administered assessment platform and the powerful instruction and diagnostic analysis for differentiated instruction.

- The Dual Language Report provides a side-by-side view of student literacy development across English and Spanish and highlights opportunities for cross-linguistic transference. You can explore the Dual Language report from the Dual Language Tab available under both English and Spanish Classroom Reporting.

Amplify.
Home
mCLASS
REPORTING
ASSESSMENT
MATTHEW FLORES

Admin Reporting
English Classroom Reporting
Spanish Classroom Reporting

mCLASS®
District: CA RFP District
School: CA RFP School
Class/Group: First Grade

Benchmark
Progress
Instruction
Home Connect
Dual Language

Name	Beginning of Year	Middle of Year	End of Year
Adams-1, Arthur-1			
Allen-1, Clifford-1			
Bishop-1, Mia-1			
Clark-1, Susan-1			
Flores-1, Matthew-1			
Hinton-1, Andy-1			
Moreno-1, Anna-1			
Moya-1, Jacinto-1			
Olsen-1, Brianna-1			
Owens-1, Michael-1			
Parks-1, Raquel-1			
Santos-1, Eva-1			
Soto-1, Julio-1			
West-1, Spencer-1			
Wheeler-1, Samuel-1			

Arthur-1 Adams-1

Arthur-1 demonstrates higher performance on Spanish literacy assessments than on English literacy assessments. Arthur-1 has strong foundational skills in Spanish and may need additional support in English language and foundational skills.

Teach Arthur-1 to apply Spanish literacy skills to English; emphasize what is similar and different across the languages, including word meanings (cognates), comprehension processes, and sounds and letter-sound correspondences.

	Letter Names	Phonological Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency	Vocabulary
English	22 Well Below	8 Well Below	16 Well Below	3 Below	3 Well Below	22% Well Below	2 Well Below	14 Well Below
Spanish	25 Below	52 Above	35 Benchmark	17 Benchmark	4 Well Below	Discont'd	Discont'd	—

Supporting Arthur-1'S Biliteracy Development

Phonological Awareness

Arthur-1 has strong phonological awareness skills in Spanish, at the syllable level, and developing phonological awareness skills in English. Use Arthur-1's knowledge of blending and segmenting words into syllables and sounds in Spanish when teaching phoneme segmentation in English.

8
Well Below

ENGLISH
Phonemic Awareness PSF

52
Above

SPANISH
Conciencia fonológica FSS

Cross-Linguistic Transfer: Phonological Awareness

Letter Sounds

Arthur-1 has strong knowledge of letter-sound correspondence in Spanish and developing knowledge of letter-sound correspondence in English. Provide explicit instruction with letter sounds that are similar in English and Spanish. Additionally, model the sounds that are different and provide repeated practice with the English and Spanish sounds.

16
Well Below

ENGLISH
Letter Sounds NWF-CLS

35
Benchmark

SPANISH
Sonidos de letras FSL

Start with known English letter-sound correspondences before

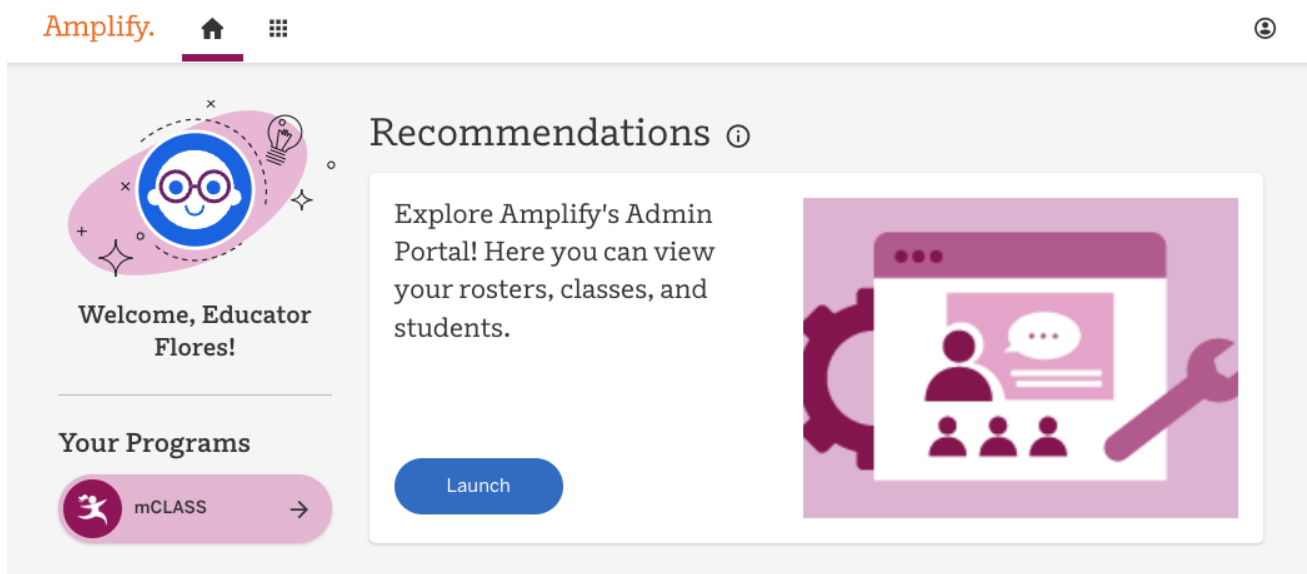
Part III: Administrator Reporting

The Reporting and Analysis Suite provides a series of templated reports, parameters, and filters to run summary reports at the class, school, district, and state level. They can be viewed by using the teacher usernames and passwords provided at the top of this document and will include pre-populated Beginning of Year data. Middle of Year data you entered while reviewing and exploring the assessments will also be available on the following business day.

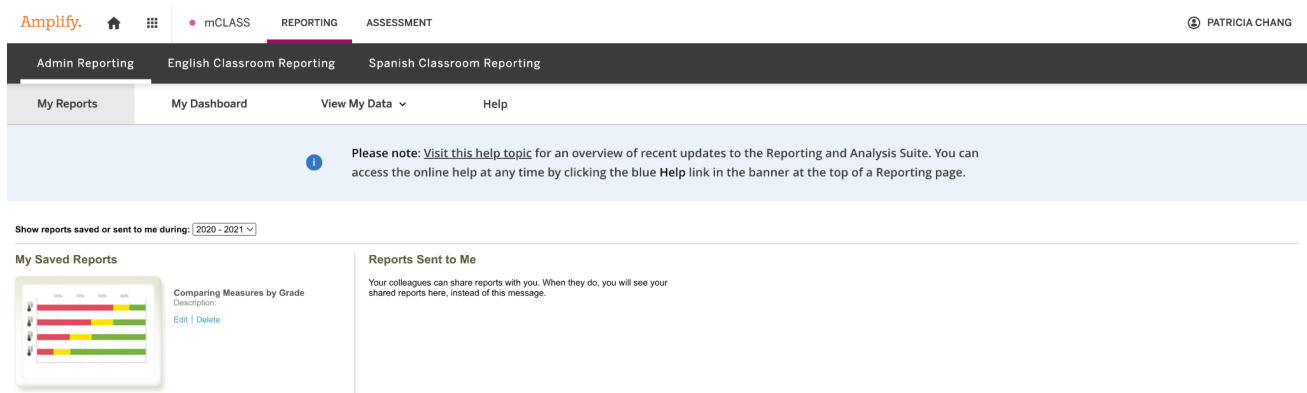
OPTIONAL: An additional administrator username and password are provided below that will allow you to view additional classrooms and students OR stay logged in as the teacher from Part I or II

Additional optional administrator name	Username / Password
Patricia Chang	pchang100 / 1234

1. Upon logging in, click the Home icon and then the "mCLASS" button on the left



2. On the next page, select "Reporting" in the top navigation, and then "Admin Reporting"



3. Click View My Data, select Reading and DIBELS 8th Edition, and click Submit. From the DIBELS 8th Edition featured reports page, click the report that you want to view.

Amplify.

mCLASS

REPORTING

ASSESSMENT

MATTHEW FLORES

Admin Reporting

English Classroom Reporting

Spanish Classroom Reporting

My Reports

View My Data ▾

Help

DIBELS 8th Edition

Analyze Performance

Comparing Populations

Compare student performance in one measure across different institutional breakdowns or by student demographics for one or more periods.

Completion Report

Review the completion status of the current benchmark assessments and/or compare it to the completion rates from earlier periods.

Monitor Fidelity

Progress Monitoring Fidelity

View the rate at which educators administer progress monitoring to students.

Correlation

Trace student performance in particular measures over time, or compare performance in two different measures.

Comparing Measures

Create an assessment scorecard for one or more student populations (e.g., for one district, for multiple schools).

Access Raw Data

Download Your Data

Export raw data into a CSV file to support your own analyses.

Part IV: mCLASS Student Assessment Platform

Group-administered tasks are administered in the student online testing platform. Choose a student from the tables below and follow the instructions to explore the online measures.

1. Go to the student assessment platform: learning.amplify.com
2. Choose the “Log In with Amplify” option
3. Log in using a student username / password combination.
4. Upon logging in, click on mCLASS Literacy, you will see a playlist of online measures that have been assigned to the student, which includes the measures for English and Spanish assessments. The measures are completed in the order of the playlist.
5. Tap the “START” button to start the playlist of measures and to complete the online measures.

Kindergarten

Playlist of Kindergarten Middle of Year online measures

English: Vocabulary, Spelling, RAN

Spanish: Vocabulario, Ortografia

Student First name	Student Last name	Username / Password
Matthew-K	Flores-K	mfloresk / matthew-k
Susan-K	Clark-K	sclarkk / susan-k
Clifford-K	Allen-K	callenk / clifford-k
Brianna-K	Olsen-K	bolsenk / brianna-k
Jacinto-1	Moya-1	jmoyak / jacinto-k
Eva-K	Santos-K	esantosk / eva-k
Michael-K	Owens-K	mowensk / michael-k
Raquel-K	Parks-K	rparksk / raquel-k
Spencer-K	West-K	swestk / spencer-k
Anna-K	Moreno-K	amorenok / anna-k
Andy-K	Hinton-K	ahintonk / andy-k
Samuel-K	Wheeler-K	swheelerk / samuel-k
Arthur-K	Adams-K	aadamsk / arthur-k
Julio-K	Soto-K	jsotok / julio-k
Mia-K	Bishop-K	mbishopk / mia-k

Grade 1

Playlist of 1st Grade Middle of Year online measures

English: Vocabulary, Spelling, RAN

Spanish: Vocabulario, Ortografia

Student First name	Student Last name	Username / Password
Matthew-1	Flores-1	mflores1807 / matthew-1
Susan-1	Clark-1	sclark906 / susan-1
Clifford-1	Allen-1	callen1239 / clifford-1
Brianna-1	Olsen-1	bolsen102 / brianna-1
Jacinto-1	Moya-1	jmoya91 / jacinto-1
Eva-1	Santos-1	esantos322 / eva-1
Michael-1	Owens-1	mowens449 / michael-1
Raquel-1	Parks-1	rparks118 / raquel-1
Spencer-1	West-1	swest375 / spencer-1
Anna-1	Moreno-1	amoreno1536 / anna-1
Andy-1	Hinton-1	ahinton151 / andy-1
Samuel-1	Wheeler-1	swheeler234 / samuel-1
Arthur-1	Adams-1	aadams1675 / arthur-1
Julio-1	Soto-1	jsoto761 / julio-1
Mia-1	Bishop-1	mbishop206 / mia-1

Grade 2

Playlist of 2nd Grade Middle of Year online measures:

English: Maze, Vocabulary, Spelling, RAN

Spanish: ¿Cuál Palabra?, Vocabulario, Ortografía

Student First name	Student Last name	Username / Password
Matthew-2	Flores-2	mflores1808 / matthew-2
Susan-2	Clark-2	sclark907 / susan-2
Clifford-2	Allen-2	callen1240 / clifford-2
Brianna-2	Olsen-2	bolsen103 / brianna-2
Jacinto-2	Moya-2	jmoya92 / jacinto-2
Eva-2	Santos-2	esantos323 / eva-2
Michael-2	Owens-2	mowens451 / michael-2
Raquel-2	Parks-2	rparks119 / raquel-2
Spencer-2	West-2	swest376 / spencer-2
Anna-2	Moreno-2	amoreno1537 / anna-2
Andy-2	Hinton-2	ahinton152 / andy-2
Samuel-2	Wheeler-2	swheeler235 / samuel-2
Arthur-2	Adams-2	aadams1678 / arthur-2
Julio-2	Soto-2	jsoto762 / julio-2
Mia-2	Bishop-2	mbishop207 / mia-2

Part V: To Learn More about Reporting

The value of mCLASS is shown in the “Now What?” - how teachers and leaders use the granular data provided by the assessment. Above we’ve introduced the assessment, classroom reports, Instruction, and Diagnostic Observations. In addition, mCLASS provides a full range of progress monitoring and goal setting tools, letters for caregivers, and leadership reports.

For more information on all these actionable reports, the [mCLASS Reporting Guide](#) provides a complete guide to all available reporting for teachers, caregivers, and administrators. (This document is also included as Attachment 4 in our submission) .