

Amplify.  
mCLASS®  
★ TEXAS

Reviewing Data, MOY  
February, 2023

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## Agenda

- Accessing and Reviewing your MOY Data
- mCLASS Texas and Lectura Reports
- Dyslexia Screener for 1st Grade

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## Data-Driven Instructional Planning Cycle

**Data-Driven Instructional Planning Cycle**

**Step 1: Review Data**

**Step 2: Evaluate and Modify Support**

**Step 3: Plan and Implement Support**

**Step 4: Monitor and Adjust Support**

**Step 5: Identify Need for Support**

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<https://texas.start.amplify.com/mclassxy/>

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Professional learning for a

October 2022  
Data driven planning and instruction video

September 2022  
Beginning of the year benchmark video (1)



driven planning and instruction

Whether you're searching for a new program or looking to strengthen your skills, Amplify's professional learning sessions will support your needs.

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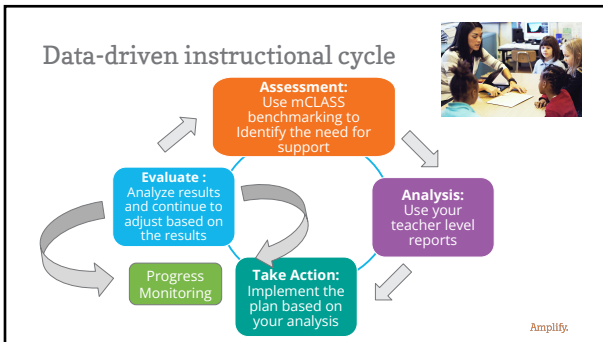
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### Benchmark categories

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

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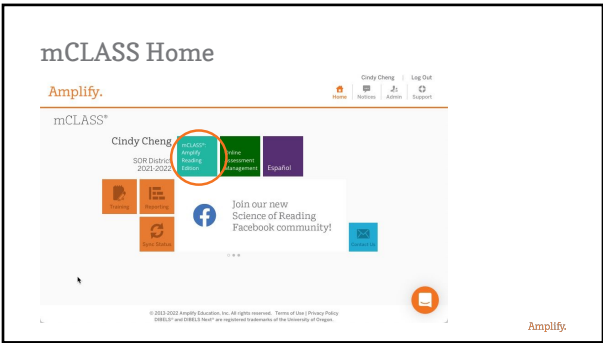
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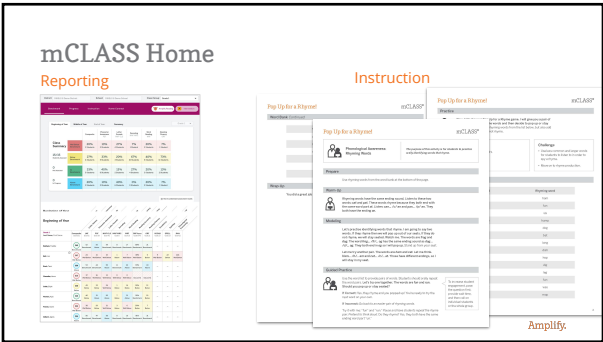
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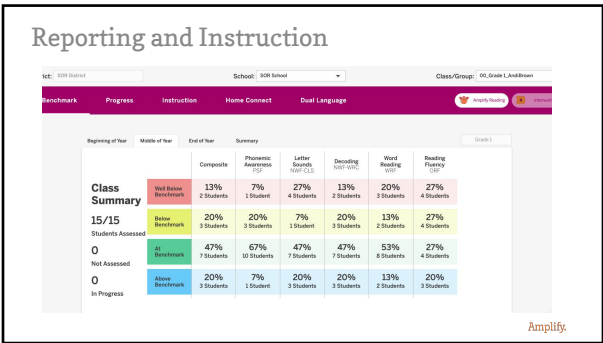
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School: SOF School Class/Group: 00\_Grade\_L\_Andrew

Home Connect

Class Summary

15/15 Students Assessed

	Composite	Phonemic Awareness PSP	Letter Sounds NWF-CLS	Decoding NWF-WBC	Word Reading WRF	Reading Fluency ORF
Well Below Benchmark	13% 2 Students	7% 1 Student	27% 4 Students	13% 2 Students	20% 3 Students	27% 4 Students
Below Benchmark	20% 3 Students	20% 3 Students	7% 1 Student	20% 3 Students	13% 2 Students	27% 4 Students
At Benchmark	47% 7 Students	67% 10 Students	47% 7 Students	47% 7 Students	53% 8 Students	27% 4 Students
Above Benchmark	20% 3 Students	7% 1 Student	20% 3 Students	20% 3 Students	13% 2 Students	20% 3 Students

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### Benchmark composite score

Middle of Year

Lexile: Off Percentile: Off

Student	Composite Goal ORF	LMF Goal 17	PSP Goal 22	NWF-CLS Goal 14	NWF-WBC Goal 17	WRF Goal 17	ORF-ACCU Goal 17	ORF Goal 17	OL Goal 18	VOCAB	SPELL	RAVE	RAVE-WC
Brown, Eric	383	38	20	33	0	2	19%	2	—	—	—	—	—
Chase, Thomas	38	37	35	34	36	35	62%	24	—	—	—	—	—
Collins, Noah	400	66	56	72	24	27	83%	20	—	—	—	—	—

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Lexile: On Percentile: On

Composite Goal ORF	LMF Goal 17	PSP Goal 22	NWF-CLS Goal 14	NWF-WBC Goal 17	WRF Goal 17	ORF-ACCU Goal 17	ORF Goal 17	OL Goal 18
383 Well Below	BR46SL Pct: 22	38 Well Below Pct: 35	20 Well Below Pct: 15	33 Well Below Pct: 15	0 Well Below Pct: 10	2 Well Below Pct: 15	19% Well Below Pct: 15	2 Well Below Pct: 15
425 Above	23OL Tested Out	Tested Out	Tested Out	85 Above Pct: 84	29 Above Pct: 84	30 Benchmark Pct: 81	94% Benchmark Pct: 81	54 Benchmark Pct: 79
400 Benchmark	BR5SL Pct: 67	65 Benchmark Pct: 89	55 Benchmark Pct: 79	74 Benchmark Pct: 79	25 Benchmark Pct: 79	18 Benchmark Pct: 48	79% Benchmark Pct: 36	15 Below Pct: 43
345 Below	BR32SL Pct: 42	56 Below Pct: 57	49 Benchmark Pct: 56	54 Benchmark Pct: 56	18 Benchmark Pct: 58	14 Benchmark Pct: 33	64% Benchmark Pct: 30	9 Well Below Pct: 30
395 Benchmark	BR5ALL Pct: 45	57 Benchmark Pct: 70	55 Benchmark Pct: 58	54 Benchmark Pct: 58	18 Benchmark Pct: 58	16 Benchmark Pct: 38	94% Benchmark Pct: 61	24 Below Pct: 55
400 Benchmark	BR2L Pct: 67	66 Benchmark Pct: 89	55 Benchmark Pct: 76	72 Benchmark Pct: 76	24 Benchmark Pct: 76	27 Benchmark Pct: 61	83% Benchmark Pct: 61	20 Below Pct: 48

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# mCLASS Instruction

Benchmark Progress **Instruction** Home Connect

Beginning of Year Summary

	Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Fluency CRF
<b>Class Summary</b>	27% 6 Students	9% 2 Students	18% 4 Students	14% 3 Students	36% 8 Students	36% 8 Students
<b>22/22</b>	Below	9%	36%	23%	27%	23%

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# mCLASS Instruction

Benchmark Progress **Observed patterns** Main Content

Groups Students

The first time you visit this page based on the latest available data based on additional benchmark updates. Recommendations for groups, select them from the list.

The observed patterns noted displayed by students in the instruction.

**PHONEMIC AWARENESS**

**Observed patterns**

- Accurate but slow Phonemic Awareness - 100%
- Segments words with two to three phonemes Phonemic Awareness - 100%
- Segments all but beginning blends Phonemic Awareness - 100%
- Segments all but ending blends Phonemic Awareness - 100%

**Activities**

- Replicate Rhyme words with initial blends
- Put It Together
- Lucky Die
- Alien Talk: Oral Blending Accuracy
- Four Words, New Word
- Name that Initial Sound: Four or More Phonemes
- What's the Secret? Find Sound in Four
- Initial Sound Accuracy: Same Sound
- Map It, Zap It! Find Sound Deletion

[Download all activities](#)

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# mCLASS recommended activities

**Activities**

- Match the Word: Last Sound Substitution
- Name that Middle Sound: Three Phonemes
- Match the New Word: Middle Sound Substitution
- Musical Paper Plates: Last Sound Substitution
- What's the Secret? Middle Sound in Three-Phoneme Words
- Musical Paper Plates: Middle Sound Substitution
- Beginning, Middle, End
- Same Sound! Middle Sound Accuracy - Three Phonemes
- Aliens of Piz Picture Activity

1 2 3 4 5 6 7

See More

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# Middle sound activity

**Match the New Word Middle Sound Substitution** mCLASS®

**Spanish Assessment: Sound Substitutions** Directions: Read the words and match the middle sound.

**Phonics**

Identify the middle sound of the following words:

- a. leg
- b. moon
- c. dog
- d. eye
- e. nose

Circle the middle sound of the word in the box. Write the word on the line.

**Directions:**

We are playing a matching game called Match the New Word. You are going to hear words and match them to the middle sound of the word. You will see a box with the middle sound of the word. Write the word on the line.

**Matching**

The following words have the same middle sound. Write the word on the line. Write the middle sound of the word in the box. Write the word on the line.

**Directions:**

Match the word to the middle sound of the word. Write the word on the line. Write the middle sound of the word in the box.

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# Segmentar palabras por sílabas

**Segmentar palabras por sílabas** mCLASS® Español

**Conciencia fonológica** Los estudiantes aprenden a reconocer palabras que tienen un sonido en común.

**Preparación**

1. Identifica los sonidos de las palabras y escribe el sonido en el espacio que te proporcionamos.

**Introducción**

Hay palabras que tienen un sonido en común. Podemos dividir las palabras en sílabas. Una palabra es una parte de una palabra. Cuando tenemos palabras con un sonido en común, podemos dividir las palabras en sílabas. Podemos escribir las palabras en sílabas. Podemos escribir las palabras en sílabas. Podemos escribir las palabras en sílabas.

**Demostración**

Hay palabras que tienen un sonido en común. Podemos dividir las palabras en sílabas. Una palabra es una parte de una palabra. Cuando tenemos palabras con un sonido en común, podemos dividir las palabras en sílabas. Podemos escribir las palabras en sílabas. Podemos escribir las palabras en sílabas.

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Universal screening of foundational literacy skills, with language-specific measures.

Asset-based understanding of a child's biliteracy skills.

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## Accessing the Dual Language Report

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## Dual Language Report

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## Dual Language Report

### Supporting Marco's Biliteracy Development

**Phonological Awareness**

Marco has emerging phonological awareness skills in Spanish and developing skills in English. Teach the concept of blending and segmenting words into syllables and sounds in Spanish to teach segmenting words into sounds in English.

**Start with sounds that are the same in English and in Spanish (e.g., most consonants) before introducing unknown or unfamiliar sounds.**

Cross-Linguistic Transfer: Phonological Awareness

6 Well Below	ENGLISH Phonemic Awareness PSF
27 Below	SPANISH Conciencia fonológica FSS

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# What is the Cross-linguistic Transfer Report?

The reports show detailed assessment data for a student, including scores and benchmarks for various reading skills. The 'Cross Linguistic Transfer: Phonological Awareness' report is the most prominent, showing a score of 22, which is 'Well Below Benchmark'.

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# Dyslexia Requirement

## First Grade

- Deadline no later than Jan. 31
- Must include measures of:
  - Word Reading Accuracy or Fluency
  - Phonological Awareness

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The screenshot shows a student named 'Baik, Jon' with a DIBELS Composite Score of 33 (Well Below Benchmark) and a Spelling or RAN score of 22 (Well Below Benchmark). A red risk indicator is shown above the scores. The interface includes a table of scores and a legend for performance levels.

Grade 1	Composite (mCLASS)	LMF (mCLASS)	PSF (mCLASS)	NWF-CLS (mCLASS)	NWF-NBC (mCLASS)	WRF (mCLASS)	ORF-Accy (mCLASS)	ORF (mCLASS)	VOCAS (mCLASS)	SPELL (mCLASS)	RAN (mCLASS)
33	48	31	36	5	0	63%	12	9	22	22	
Well Below	Well Below	Well Below	Well Below	Well Below	Well Below	Well Below	Well Below	Well Below	Well Below	Well Below	

DIBELS Composite Score is Well Below Benchmark AND Spelling or RAN is Well Below Benchmark

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of Year

**!** For Lectura K-1, The Dyslexia Risk Indicator appears for a student when...

**Beginning of Year**

Kindergarten	Composite	FNE	OO	FSD	FSL	FSE	LSS	FEP	ELD Prec
Last Name, First Name	Grade 202	Grade 1	Grade 20	Grade 21	Grade 22	Grade 23	Grade 24	Grade 25	Grade 26
Gonzalez, Kaitlyn	256 Well Below	2 Well Below	1 Well Below	10 Well Below	5 No Pass	3 Well Below	1 Below	Discontinued	

Lectura Composite Score is Well Below Benchmark **AND** Fluidez en Nombres Letras Score is Well Below Benchmark **AND** Fluidez en sonidos de letras Score is Well Below Benchmark **AND** Fluidez en palabras Score is Well Below Benchmark or Discontinued

Well Below	Below	1	10	5	3	1	Discontinued
256 Below	3 Below	1	10 Well Below	5 No Pass	3 Well Below	1 Below	Discontinued
256 Well Below	2		10	5	4	1	

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### Professional learning resources

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mCLASS®

**mCLASS with Dyslexia Screening**

- 01: mCLASS with Additional K-3 Assessment Measures
- 02: Guidance on Data and Instructional Next Steps
- About mCLASS Oral Language
- About mCLASS RAN
- About mCLASS Vocabulary
- Assign Assessments and Access Student Credentials
- District-level Assignment of Online Assessments

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### Pedagogical support

**Email**  
[edsupport@amplify.com](mailto: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

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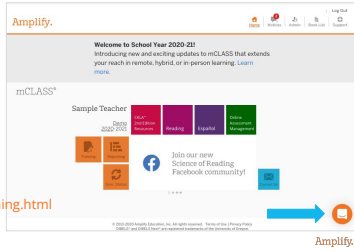
## Program and technical support

**Call** (800) 823-1969  
Monday - Friday,  
7 am - 9 pm ET

**Chat** Tap the icon  
Monday - Friday,  
7 am - 9 pm ET

**Email** [help@amplify.com](mailto:help@amplify.com)

[www.kasgrant.net/mclass-training.html](http://www.kasgrant.net/mclass-training.html)



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Thank you!



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