



OKLAHOMA STATE DEPARTMENT OF EDUCATION

**mCLASS® DIBELS 8th Edition
+ PAST supplement**

Technical Support: Screening for
Characteristics of Dyslexia

This guidance is based off of information provided by the vendor, and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of screening for characteristics of dyslexia. Specific questions about the assessment should be directed to the vendor.



Implementation Guide: Early Screening for Reading Difficulties, including Characteristics of Dyslexia

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General Information

Administration Method:	Online
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Required Measures	Purpose
mCLASS Spelling	Understand students' level of general spelling skills
mCLASS RAN	Identify issues with retrieval of phonological processing
Optional Measures	Purpose
mCLASS Vocabulary	Understand students' knowledge of grade-level words
mCLASS Oral Language	Understand student's level of general oral language skills

Decision Guide

See the *mCLASS Additional Assessment Measures Decision Guide* at https://mclass.amplify.com/support_center/mCLASS_Additional_Assessment_Measures.pdf for further explanation of each assessment and how to use the reports to determine risk for characteristics of dyslexia.

In order to meet statutory requirements, the Phonological Awareness Screening Test (PAST) must also be given with the mCLASS DIBELS 8th edition screener. The PAST measures only phonemic awareness proficiency. Guidance for how to consider the PAST in relation to mCLASS DIBELS 8th edition is provided below. Please see the Technical Guidance document for the PAST for more detailed information on this assessment.



Administering the Assessment

Rapid Automatized Naming (RAN) and Spelling assessments are administered on our online student testing platform. To administer this assessment, an educator enables the measures from the Online Assessment Management portal then logs into the student account to launch the RAN and Spelling assessment with the individual student. Both the teacher and student can view the screen and listen to the audio prompts that guide the student through a model, practice, and each assessment item. The teacher controls the input device and selects student responses. For students in Grade 2-3 with adequate self-regulation and computer skills, teacher assistance may not be needed for the Encoding measure and students can interact directly to enter their response.

Spelling is administered in small groups of 3-4 students on the student assessment platform. The target word is spoken and the student uses letter tiles to spell the word. Like traditional spelling tests, the measure score provides the total number of words spelled correctly (WSC). To increase the sensitivity of the measure, the number of Correct Letter Sequences (CLS, number of letters correctly sequenced within a word) is also calculated to provide partial credit for words as students progress to becoming good spellers.



Determining Risk for Characteristics of Dyslexia

Early identification of reading difficulty is critical. For students to succeed, they must be provided intensive interventions in key skill areas as early as possible (Fien & Nelson, 2018). A hallmark for students with dyslexia is difficulty with word reading. The key symptoms of dyslexia and word reading challenges are difficulty with the awareness and ability to manipulate the sound structure of language (phonological awareness), the ability to map the sound structure of language onto print (alphabetic principle), and the ability to blend those sounds to read words (phonemic recoding) (Fien & Nelson, 2019).

Secondary consequences may include problems with reading fluency, and reading comprehension and reduced reading experiences that can impede growth of vocabulary knowledge. Difficulty with RAN can also compound the challenge of learning to read. Deficits in RAN have been shown to be a robust indicator of risk for dyslexia in children (Gaab, 2017).

mCLASS combines the latest edition of DIBELS, which has been validated for dyslexia screening, with additional measures to address the full range of skills associated with dyslexia risk. Difficulty in one or more of these areas indicates risk for additional reading difficulties, which could potentially be related to dyslexia. Educators using these measures to identify risk for dyslexia receive an additional risk indicator in their mCLASS reporting. **Students who are identified as at-risk on the DIBELS overall composite score and at-risk in either Spelling or RAN have this risk indicator displayed with their assessment results, signifying risk of reading difficulties, including those related to dyslexia.**



Kindergarten

Kindergarten students are only required to be screened for characteristics of dyslexia at the middle of the year (MOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	284	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling	>25 th percentile	Some Risk	
	>10 th percentile	At Risk	
Middle of Year (MOY)	Reading Composite Score*	365	Below and Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling	>25 th percentile	Some Risk	
	>10 th percentile	At Risk	
End of Year (EOY)	Reading Composite Score*	415	Below and Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling	>25 th percentile	Some Risk	
	>10 th percentile	At Risk	

Kindergarten students may be at risk for characteristics of dyslexia if not proficient on the following subtests on the **PAST** at MOY:

- Levels D1, D2, or none of the subtests

Based on the PAST instructions, proficiency is determined by:

- Levels D - E: All items are correct and automatic (under 2 seconds)
- Levels F - M: 4 out of 5 items are correct and automatic (under 2 seconds)



1st Grade

1st grade students are only required to be screened for characteristics of dyslexia at the beginning of the year (BOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	331	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling	>25 th percentile	Some Risk	
	>10 th percentile	At Risk	
Middle of Year (MOY)	Reading Composite Score*	382	Below and Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling	>25 th percentile	Some Risk	
	>10 th percentile	At Risk	
End of Year (EOY)	Reading Composite Score*	440	Below and Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling	>25 th percentile	Some Risk	
	>10 th percentile	At Risk	

1st grade students may be at risk for characteristics of dyslexia if not proficient on the following subtests on the **PAST** at BOY:

- Levels D1, D2, E2, E3

Based on the PAST instructions, proficiency is determined by:

- Levels D - E: All items are correct and automatic (under 2 seconds)
- Levels F - M: 4 out of 5 items are correct and automatic (under 2 seconds)



2nd Grade

2nd grade students are only required to be screened for characteristics of dyslexia at the beginning of the year (BOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	328	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
	mCLASS Spelling	>25 th percentile	Some Risk
		>10 th percentile	At Risk
	Middle of Year (MOY)	Reading Composite Score*	390
mCLASS RAN		>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling		>25 th percentile	Some Risk
		>10 th percentile	At Risk
End of Year (EOY)		Reading Composite Score*	444
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
	mCLASS Spelling	>25 th percentile	Some Risk
		>10 th percentile	At Risk

2nd grade students may be at risk for characteristics of dyslexia if not proficient on the following subtests on the **PAST** at BOY:

- Levels F, G, I or lower
- Note: Students do not have to be proficient on Level H

Based on the PAST instructions, proficiency is determined by:

- Levels D - E: All items are correct and automatic (under 2 seconds)
- Levels F - M: 4 out of 5 items are correct and automatic (under 2 seconds)



3rd Grade

3rd grade students are only required to be screened for characteristics of dyslexia at the beginning of the year (BOY). Expectations for other benchmark windows are provided for reference only.

	Assessment Measure	Target Score	Risk Level
Beginning of Year (BOY)	Reading Composite Score*	330	Below & Well Below Benchmark
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
	mCLASS Spelling	>25 th percentile	Some Risk
		>10 th percentile	At Risk
	Middle of Year (MOY)	Reading Composite Score*	392
mCLASS RAN		>25 th percentile	Some Risk
		>10 th percentile	At Risk
mCLASS Spelling		>25 th percentile	Some Risk
		>10 th percentile	At Risk
End of Year (EOY)		Reading Composite Score*	442
	mCLASS RAN	>25 th percentile	Some Risk
		>10 th percentile	At Risk
	mCLASS Spelling	>25 th percentile	Some Risk
		>10 th percentile	At Risk

3rd grade students may be at risk for characteristics of dyslexia if not proficient on the following subtests on the **PAST** at BOY:

- Levels D - L, anything lower than M

Based on the PAST instructions, proficiency is determined by:

- Levels D - E: All items are correct and automatic (under 2 seconds)
- Levels F - M: 4 out of 5 items are correct and automatic (under 2 seconds)